Lesson Overview:
Literature and the arts can serve as doorways into other worlds or other points of view. As an extension of the I See Literacy tour, students will build visual-literacy skills by imagining what might exist behind a stationary door in the High Museum of Art’s collection. Using doors and portals in literature as a source of inspiration, students will draw inferences to create their own imaginary settings or narratives.

Learning Objectives:
Essential Questions
- How might I interpret a work of art?
- In what ways do works of art tell stories?
- How can I create an imagined narrative based on visual cues and imagery?
- How might I develop a narrative based on personal experiences, imagination, or observation?

Students will be able to …
- Imagine a setting or narrative for a story
- Apply visual-literacy skills to draw inferences from artworks
- Identify connections between visual arts and literature

Performance Tasks:
Close looking and interpretation, art making

Mini Glossary
Visual Literacy: The ability to interpret, negotiate, and make meaning from information presented in the form of an image
Setting: The place or type of surrounding where something is positioned or where an event takes place
Plot: The main events of a story presented as an interrelated sequence
Character: A person, creature, or personified object portrayed in a novel, short story, or play

Materials:
- Colored pencils
- Art Stix
- Scrap paper
- Pencils
- Markers
- Pencil sharpeners
- Scissors
- Glue sticks
- Buttons

Additional Needs per Classroom:
- Permanent collection images
- Samples
- Pre-printed doors
- Visual Aids- doors from literature and film
Instructions:

1. **Portals and Doors in Literature**: In film and literature, doors sometimes lead to imagined worlds or other places. They are a way to help characters get from one setting to another setting that may or may not actually be on the other side of the door. Some examples of this are Chronicles of Narnia, Harry Potter, Coraline, and Monsters Inc. Show students these images. Ask if they can think of any other examples of portals or doors in literature or film.

2. **Artist Exemplar**: Introduce *Untitled* by David Adamo. Indicate the size of the door and explain that it is not full sized. Ask students the following questions:
   - Where are some places that you see doors in your day-to-day lives?
   - How would you describe this door?
   - This door is against a wall. There is nothing behind it. It does not open and it does not lead anywhere. Why do you think the artist created this door?

3. **Lesson Prompt**: Introduce the lesson prompt: “Today, you will imagine that the door in the museum is a portal to another world or another location. If we could touch it and if it could open, what would we see? Where might it take us?” Before beginning their drawings, students will select, from a basket, an image of something that is in the High’s collection. The image they select must be included on the other side of the door.

4. **Door Selection**: Students will select a door color. They might consider how the color of the door connects to what is on the other side. Students will cut along the middle of the door and glue the outside edges to another sheet of paper to create a door that opens and closes from the center.

5. **Artmaking**: Using drawing and collage materials, students will explore what is beyond the door. Things students might consider:
   - Where does my door lead? Is that space indoors or outdoors? Is it daytime or nighttime? Is it on this planet? Is it underwater?
   - Are there people on the other side of the door?
   - How does the image I selected tie into the other elements in the setting?

6. **Door Design**: As students begin to complete their settings, they will add additional designs to the door. Here students might consider:
   - Are there decorative elements that indicate what might be behind the door?
   - What type of knob is on my door?
   - Is there anything on inside of the door?

7. **Conclusion**: At the end of the workshop, students will return supplies to the bins on the tables and discard scrap material that cannot be reused. Ask for volunteers to share their designs with the class. Students will indicate which image they drew from the basket and how that influenced their imaginary setting.

**Possible Modification**:
- Students can select more than one image for inspiration.
- If time allows, students will participate in a gallery walk. During this time, they will walk around the room and look at other doors. At the end, they will share similarities and difference they noticed amongst the classroom.
Standards:

3rd Grade

**English Language Arts:**
ELAGSE3RL3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.  
ELAGSE3RL7: Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).  
ELAGSE3RI7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).  
ELAGSE3W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  
ELAGSE3L3a. Choose words and phrases for effect.

**Visual Arts:**
VA3MC.1 Engage in the creative process to generate and visualize ideas.  
VA3MC.2 Formulate personal responses to visual imagery.  
VA3MC.3 Select and use subject matter, symbols, and ideas to communicate meaning.  
VA3CU.2 View and discuss selected artworks.  
VA3PR.3 Create artworks based on personal experience and selected themes.  
VA3PR.2 Understand and apply media, techniques, and processes of two-dimensional art processes (drawing, painting, printmaking, mixed media) using tools and materials in a safe and appropriate manner to develop skills.

4th Grade

**English Language Arts:**
ELAGSE4RL3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).  
ELAGSE4RL7 Make connections between the text of a story or drama and a visual or oral presentation of the text identifying similarities and differences.  
ELAGSE4W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  
ELAGSE4L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
ELAGSE4L3a Choose words and phrases to convey ideas precisely.  
ELAGSE4L3b Choose punctuation for effect.

**Visual Arts:**
VA4MC.1 Engage in the creative process to generate and visualize ideas.  
VA4MC.2 Formulate personal responses to visual imagery.  
VA4MC.3 Select and use subject matter, symbols, and/ or ideas to communicate meaning.  
VA4CU.2 View and discuss selected artworks.  
VA4PR.1 Create artworks based on personal experience and selected themes.  
VA4PR.2 Understand and apply media, techniques, and processes of two-dimensional art processes (drawing, painting, printmaking, mixed media) using tools and materials in a safe and appropriate manner to develop skills.

5th Grade

**English Language Arts:**
ELAGSE5RL4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.  
ELAGSE5RL5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
ELAGSE5RL7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
ELAGSE5W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
ELAGSE5W4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
ELAGSE5L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Visual Arts:**
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VA5MC.3 Select and use subject matter, symbols, and/or ideas to communicate meaning.
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