Lesson Overview:
Students will explore character, setting, and plot by taking inspiration from permanent collection images and adding elements from their imaginations to create new stories.

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:
- 12x18 tag board (to be cut in half and folded into ‘story box’)
- collage materials
- art stix
- rubbing plates
- glue sticks
- scissors
- sharpies

**Additional Needs per Classroom:**
- Permanent collection images
- Samples
Instructions:

1. **Introduction (5 minutes):** Review setting, character, and plot with students using one or multiple of these artworks from the permanent collection:
   - Can we find a character in this artwork? What are they like? What do you see that makes you say that?
   - Describe the setting? What do you see that makes you say that?
   - What might have happened right before, right after this? What do you see that makes you say that?

   ![Artwork 1](image1.png)  ![Artwork 2](image2.png)  ![Artwork 3](image3.png)  ![Artwork 4](image4.png)

   *Don’t shy away from more abstract artworks. Younger students, especially, will be very creative in finding settings and even characters in highly abstracted artworks.*

2. **Lesson Prompt (5 minutes):** Introduce the lesson prompt: “Today, you will imagine that a huge storm came through the museum and all the artworks got mixed together! The artworks are now in pieces and you get to help put them back together! Use your imagination to create a new visual story with a setting, at least one character, and a beginning, middle, and end. ” You will use the materials available to create your own new story box.

3. **Create the Story Box/Demo (10 minutes):** Students are given pieces of tagboard. Walk students through folding the tagboard long-ways into 4 equal parts – fold the tagboard in half, then in half again. Unfold. There should be 4 segments - these segments will be like cells in a comic strip or story board. Encourage students to experiment with different collage materials before gluing.

4. **Artmaking (25 minutes):** Using drawing and collage materials, students will create a story for their story box. Each story should include a clear beginning, middle, and end. Collage materials will include images from the permanent collection so that students can ‘mix-and-match’ elements like characters and settings to create a new narrative. Students may use the 4th panel of their story box for a title page, or an additional plot point for the story.

   - **Writing Extension:** Invite students to open the box and write the story on the inside or create speech bubbles or captions on the outside of their story box.

5. **Conclusion (5 minutes):** Invite volunteers to share out their story box with the whole group. Invite the whole class to discuss using the following questions:
   - How is visual art like stories or literature? How is it different?
   - Is it possible for different people to have different interpretations of a story? Of a work of visual art?
   - Does making your visual story into a ‘story box’ change how you might ‘read’ the story? How so?

6. **Clean up (5 minutes):** At the end of the workshop, students will return supplies to the bins on the tables and discard scrap material that cannot be reused.