



I See Literacy
2025-2026 School Year
Grades: 3-5

Lesson Overview

Students will create paper story quilts inspired by works in the High's collection.

Learning Objectives

Essential Questions

- How can students read works of art as if they are a text?
- How can students create an imagined narrative based on visual cues and imagery?

Students will be able to . . .

- Apply visual literacy skills to draw inferences from a work of art.
- Create a radial paper story quilt that uses elements of art and literacy.

Performance Tasks

- Discussion-based observation
- Art-making exploration

Vocabulary

- Character
- Inference
- Personification
- Plot
- Radial paper story quilt
- Setting
- Visual literacy

Materials

- 9" × 12" white tagboard
- 9" × 12" (cut to 3" × 4") color cardstock
- Pencils
- Colored pencils
- Markers
- Construction paper
- Glue sticks
- Rulers
- Paint sticks
- Origami paper
- Images from the High's collection cut to 3" × 4" rectangles

High Museum of Art Collection Connection

- [Howard Finster, *The Angel of the Waters*, #1302](#)
- [Joseph Stella, *Purissima*](#)
- [Roy Lichtenstein, *House III*](#)

Sample Work of Art



Procedure

Collection Connection (10 minutes)

Using reproduction images of quilts from the High's collection, explore in a class discussion how artists have created quilts for centuries. *What story is the artist telling us? How do you know?*

Art Making (30 minutes)

Show students an example of a radial quilt. What makes it different from other types of quilts?

Using the example work of art, talk through the steps of creating a radial paper story quilt. Instruct students to select a central image from the samples on the table. Which work most strongly tells a story to them? Ask students to reflect on the story of the image as they are making their selection.

Students will then glue the image they chose to the middle of a sheet of color cardstock. Afterward, they will glue the color cardstock, with the image, on to a piece of white tagboard. Using the central image as a starting point, they will write a story

that is inspired by the chosen work of art. In the border around the image, they will continue their story with words, drawings, or collage. Finally, around this border, they will write, draw, or collage the end of the story. If there is room at the top, they may title their story.

Reflection and Cleanup (10 minutes)

Invite students to share their work in small groups or with the class. Allow time afterward for them to tidy their stations and throw away scraps.

Georgia Standards of Excellence Alignment

Third Grade

3.P.EICC.1. BIG IDEA: Engagement & Intention for Comprehension & Composition
Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.

ELAGSE3RL2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

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).

ELAGSE3W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

ELAGSE3W3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

ELAGSE3W3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

ELAGSE3SL4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

ELAGSE3L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

ELAGSE3L3.a Choose words and phrases for effect.

ELAGSE3W4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in Standards 1-3 above.)

Fourth Grade

4.P.EICC.2 Engagement & Intention Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.

4.P.EICC.2.a Share real or imagined experiences by interpreting and constructing texts that tell or include stories. (I/C)

4.P.CP.2.a Communicate clearly to present ideas, information, and texts. (I/C)

4.T.T.1.a Analyze the use of narrative techniques to present ideas, design texts, and convey information about characters, setting, and plot. (I)

4.T.T.1.e Apply narrative techniques (e.g., character, setting, problem, resolution, and dialogue) to develop a real or imagined experience using descriptive details, clear event sequences, and a conclusion. (C)

Fifth Grade

5.P.EICC.2 Engagement & Intention Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.

5.P.EICC.2.a Share real or imagined experiences by interpreting and constructing texts that tell or include stories. (I/C)

5.P.EICC.2.c Explain and learn concepts and processes by interpreting and constructing texts. (I/C)

5.P.EICC.2.e Consume and produce texts in order to solve problems or influence decisions. (I/C)

5.P.ST.1 Context Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.

5.P.ST.1.c Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts. (I/C)

5.P.AC.3 Text Design Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.

5.P.CP.2.a Communicate clearly to present ideas, information, and texts. (I/C)