

Adopt an Artwork 2025 -2026

I Have a Story to Tell You

"The Prince lay huddled upon the stones of the court", Elizabeth Shippen Green

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4th

Visual Art

OVERVIEW

It is the goal of an illustrator to visually enhance text. Elizabeth Shippen Green was a prominent female illustrator of the early 19th century. After learning about Ms Green and her illustration for Harpers, "The Prince lay huddled upon the stones of the court" students will gain some insight into the importance of illustrators, and how they use elements of art to illustrate their own story. 4th grade students will create a personal narrative about a trip to an amusement park in their ELA class. Once completed, they will illustrate a scene from their own personal narrative.

TIME REQUIRED

8 classroom hours to complete written narrative in ELA class
6-7 - 45 minute art classes.

STANDARDS FOR INSTRUCTION AND ASSESSMENT

- VA:Cr1.1.4a Brainstorm multiple approaches to a creative art or design problem.
- VA:Cr2.3.4a Revise artwork in progress on the basis of insights gained through peer discussion.
- VA:Re7.2.4a Analyze components in visual imagery that convey messages.
- VA:Re8.1.4a Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.
- VA:Cn10.1.5a Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.
- CCSS.ELA-Literacy.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- CCSS.ELA-Literacy.W.4.3.b Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- CCSS.ELA-Literacy.W.4.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

STUDENT "I CAN STATEMENTS"

- Visual Art
 - I can brainstorm many ways to solve a creative art or design problem.
 - I can make art that represents my community.
 - I can improve my artwork based on peer discussion.
 - I can explain the mood and message of the artwork by the use of the media.
 - I can consider parts of images that communicate messages.
 - I can use shapes to build an accurate representation of a human form
- 4th Grade ELA
 - I can plan a lead for my story that will introduce the reader to the character and the setting.
 - I can use action and sound or dialogue to bring the reader into the world of the story.
 - I can use action and dialogue to demonstrate what the character wants in the story.

MATERIALS

- Post-it notes
- Highlighters 3 different colors
- Mixed Media paper
- Pencils
- Scrapbook paper
- Clear glue
- Regular scissors and patterned scissors.
- Geometric shape templates (optional)
- Scissors
- iPad or other camera
- Photocopier to print out black and white student photos

LESSON ACTIVITIES

Lesson 1. Day 1:

Elizabeth Shippen Green's "The Prince lay huddled up on the stones of the court" is displayed as students walk in. Students are given a Post-it note and asked to become one character in the painting. After taking a minute to digest who their "character" is, have them write down what they believe their character would say next in this scene to the other character. Have students post their notes near the character they have selected. Share results with the class by jotting down comments on chart paper. Ask follow-up questions, including why they think their character would say that. What visual context clues would make your character say that? Discussion continues as bits and pieces of "a story" come to life on the chart paper. Redirect students towards historical elements in the image if they have not made the connection. Next, read the selected portion of "The Love Match" that Green referenced when creating her illustration. If needed, introduce students to the profession of an illustrator, making note of Elizabeth Shippen Green's journey to becoming an illustrator for Harper's. Have students listen and look for visual context clues that connect the story to the illustration. Did the story provide enough details? How did Elizabeth make such a beautiful painting from Justus Miles Forman's story? Indicate details on your class notes where Elizabeth created visual context clues to create a compelling story. Discuss what details Green chose to focus on, facial expression, period fashions etc. Exit ticket activity: before students leave, complete a KWL chart in small groups. Have students list what they know about the painting, what they still wonder about the painting, and something they want to learn about being an illustrator.

Lesson 2. Day 2:

Begin class with Green's image on the board. Students should have a photocopy of their written narrative in front of them and their sketchbooks. Let them know that they have been hired to illustrate the written narrative of a contemporary author, themselves. Remind students that illustrators like Elizabeth Shippen Green made sure there were visual context clues in their artwork to successfully convey the written narrative. Using a highlighter, have students look for important written details in their own pieces. One color highlighter for details about the setting of their narrative. A second color for details about the main characters, and the last color for the moment in time they will be illustrating. As students finish, have them create a rough sketch featuring all of the highlighted parts of their narrative. During the remaining time, have face partners swap sketches and have each partner review the sketch and tell their partner what they believe the story is about.

Lesson 3. Day 3:

Display Green's illustration alongside Deborah Roberts's collage. Let them be children. Begin class with a comparison of the 19th-century illustration and the 21st century. Introduce Deborah Roberts's work with the short video. Talk about the process of college. Ask students about Roberts' creative process. What do they have in common, what is different? Watercolor vs collage. Give students the opportunity to select the style of one or the other, or a mixture of both to use as the foundation for their illustration. Create a list of "non-

negotiable" elements that must be present in each work of art, for example, characters interacting, elements of a successful illustration: main characters, interaction of characters, facial expressions, period clothing, etc. Students begin the first sketch of their final copy.

Lesson 4: Day 4 through Day 6:

Students continue building their illustrations. As they are working, encourage discussions about the art-making process. How will you illustrate the sky? How will you illustrate the Ferris wheel? Will you be drawing the characters or making collages using selfie photos? When needed, assist students by taking selfies of different facial expressions. A suggestion for printing out photos is to have students pose in front of a white background. Suggest a variety of facial expressions and poses. Once photographed, have students insert all of their photos onto one Google Slide, with each face smaller than 2"x2". Add their name on their slide. Repeat the process for all students using selfies. Print the slide presentation. At the end of each class, display all works in progress on a wall or on desks via a gallery walk. Each day focus on one of the "non-negotiables". Have students appreciate how each student is telling their story as an illustrator, and how their own personal style is being communicated through their art.

ASSESSMENT FOR LEARNING

- Summative: Presenting their artwork - Once completed, have students mat their artwork along with the selection of their narrative.

VOCABULARY

- Context clues: hints and extra details in a sentence, paragraph, or passage that help a reader figure out the meaning of a new or difficult word.
- Illustrator: an artist who draws, paints, or creates visual images that explain, clarify, or decorate a story, text, or core concept.
- Setting: the time, place, and general environment where something happens or exists.
- Collage: a technique and a work of art made by sticking different materials—such as paper, photographs, and fabric—onto a flat surface.
- Facial expressions: the movement of face muscles to show an inner emotion or send a nonverbal message.

RESOURCES AND REFERENCES

- "Set the Stage: Amusement Park Writing Prompt." <https://Writing.Mysteryscience.Com/Narrative-genre/Grade-4/Genre-unit/Amusement-park/Mystery-2/Beginning-a-story/1355>
writing.mysteryscience.com/narrative-genre/grade-4/genre-unit/amusement-park/mystery-2/beginning-a-story/1355. Accessed 18 Nov. 2025.
- "Deborah Roberts Art." <https://www.deborahrobertsart.com/>. Accessed 18 Nov. 2025

- Roberts, Deborah. "LET THEM BE CHILDREN".
<https://www.deborahrobertsart.com/paintings/wz40izxf50xf3t0s6tt8bvna35urvq>. Accessed 18 Nov. 2025
- Roberts, Deborah. Gallery tour of the I'm exhibit
<https://www.youtube.com/watch?v=fGI-LtoO5kY>
- August 1907 "The Love Match" Harpers Monthly
<https://drive.google.com/drive/u/0/home?lfhs=2>