

# Illustrating Literature

## Purpose

Students will learn to write interpretive responses to literature.

## Materials

*For the teacher:* illustrated novels to show to the class (e.g., N.C. Wyeth's version of *Treasure Island* or Barry Moser's version of *Call of the Wild*)

*For the students:* art supplies, copies of *Walk Two Moons* by Sharon Creech

## Activity

### A. Introduction

1. Have students read *Walk Two Moons*.
2. Show students illustrated copies of novels. Discuss the choices the artists made in selecting which scenes to illustrate.
3. Tell students they will be illustrating key scenes from *Walk Two Moons*.

### B. Picture a Story

1. Divide students into pairs.
2. Point out that *Walk Two Moons* involves several characters' stories layered one over the other. Tell students that they will be looking at the characters' stories separately for this activity.
3. Have each pair of students work on one of the following:
  - Salamanca Hiddle's story
  - Phoebe Winterbottom's story
  - Gran and Gramps Hiddle's story
4. Ask each pair of students to choose four key scenes or events from a part of their character's story.
5. Encourage students to illustrate their scenes using a variety of media and styles (e.g., cartoons, paintings, etc.).
6. For each scene they illustrate, have students write a short response that discusses the following points:
  - Why this scene or event is important in this character's story
  - What qualities they intend their illustration to show about this character
  - How this scene or event connects to the stories of other characters in the novel

(continued)

## connecting across the curriculum



### Visual Arts

Work with the students' art teacher to make this a cooperative multidisciplinary activity. Ask the art teacher to help students incorporate new media or techniques into their illustrations.

## MEETING INDIVIDUAL NEEDS



Pair students who may not be strong in reading and writing, but who are artistic, with students who are strong writers, but who may be less skilled in art.

## Standards Links 7.3.2, 7.3.3

**Activity (continued)**

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7. Tell student groups that they may choose how to share the writing and illustrating tasks, as long as both students take some part in each.

**C. Close the Activity**


1. Post students' illustrations where the class can see them well. Ask students to talk about the choices they made.
2. Discuss *Walk Two Moons* with the class. Ask students in what ways these characters' stories mirror or complement one another.
3. Ask students if making illustrations gave them a different perspective on the book (a different way to look at the story).


**Classroom Assessment**


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**Basic Concepts and Processes**

When students have completed their illustrations, ask them the following questions:

 What do illustrations add to our experience of a book?

 In what ways does the author interweave the different characters' stories in *Walk Two Moons*?

 How can you identify key scenes in a character's story?

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