

Story Map: What's the Story?

Day One~70 minutes

Day Two~60 minutes

Language Objectives:

1. TSW write a short story based on a work of art from NOMA's permanent collection.
2. TSW use a graphic organizer to identify the character, setting, and plot of their story.
3. TSW use a story map graphic organizer to develop a beginning, middle and end of the story.
4. TSW modify the story using the writing process.

Visual Art Objectives:

1. TSW make observations to determine what is happening in a work of art.
2. TSW identify vocabulary words used in visual art and language arts (main character = subject, setting = background, plot = action).
3. TSW create two illustrations for their story to accompany the original work of art so that the beginning, middle and end of the story are represented.

Vocabulary: observation, story map, revise, edit, illustrate, plot, setting, main character

Content Standards:

ELA (Common Core):

- Standard One: Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.
- Standard Two: Students write competently for a variety of purposes and audiences.
- Standard Three: Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.
- Standard Five: Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.

Visual Art:

- **Creative Expression:** Students develop creative expression through the application of knowledge, ideas, communication skills, organizational abilities, and imagination.
- **Critical Analysis:** Students make informed verbal and written observations about the arts by developing skills for critical analysis through the study of and exposure to the arts.
- **Historical and Cultural Perspective:** Students develop historical and cultural perspective by recognizing and understanding that the arts throughout history are a record of human experience with a past, present, and future.

DAY ONE

Anticipatory Set:

5 min

TTW ask students if they are familiar with the phrase “A picture is worth a thousand words.” TTW call on students to give their interpretation of the saying. TSW discuss the phrase.

Procedures:

20 min

TTW show students a work of art from NOMA’s permanent collection and use the Inquiry Method (or Visual Thinking Strategy) to discuss the painting with students. TTW ask students open-ended questions to encourage participation.

EXAMPLE: *Louisiana Indians Walking Along the Bayou*, Alfred Boisseau

- Questions:
- What do you think is happening in this picture?
 - What makes you say that?
 - Does anyone else see something else?
 - Where do you think they are?
 - What do you think happened just before this moment?
 - What do you think will happen next?

TTW continue to ask questions and point out the details as students mention them.

Guided Practice:

15 min

TTW include a mini-lesson on the elements of a story (setting, characters, plot with problem and resolution). Using a story map and working as a class, TSW determine the setting, characters, and plot of the work of art used in the example

Independent Practice:

20 min

TSW write his or her own story based on a choice of works from NOMA’s permanent collection (TTW offer a selection of images). Each student will create their own story map to show setting, characters and plot. Images should be projected or offered as color handouts.

Closure:

10 min

TTW tell students that we will continue to work on our stories and create illustrations for them at a later date.

DAY TWO

Anticipatory Set:

5 min

TTW retell the students the story that they wrote together as a class in the previous session and project the same artwork for all to see

Independent Practice:

20 min

TSW continue to work on their stories using the story maps and reproductions of artwork. This may be taught in a Writer's Workshop style with conferencing, writing time and sharing time, OR students may work in pairs to critique and edit each other's work, OR students can write individually and turn the story in to the teacher for corrections.

Independent Practice:

20 min

TSW create two drawings to illustrate two different points in the plot of their story. The original work of art should serve as inspiration and represent one part of the story. TSW use colored pencil on paper to create their image (other materials may be included at the teacher's discretion.) TTW remind students to include a background (setting), character (subject) and plot (action) in their work.

Closure:

15 min

TTW ask if any students are ready to publish their work by reading their story to the class and displaying their story and illustration in a designated spot (blackboard, table, wall, etc.) 2 – 3 students will present their story to the class.

Materials:

Color copies of at least 5 selected artworks from NOMA's permanent collection

Story Map handout (see handout section)

Colored pencils

Paper