



TOOLKIT: TELLING STORIES

THEME: STORIES

SUBJECT: LANGUAGE ARTS

ARTIST: BILL WOODROW / GREER LANKTON

GRADE: recommended 3rd-12th grade

OBJECTIVES

Students look closely at artwork and their surroundings.

Students understand the elements of a story.

Students create a story and narrative based on visual cues and inspiration.

KEY QUESTIONS

1. What are your favorite stories? What do you like about them?
2. What makes a good story?
3. What are the important elements of a story?

VISUAL REFERENCES

1. *Ship of Fools: Discovery of Time* (1986) by Bill Woodrow
2. *It's all about ME, Not You* (1996) by Greer Lankton

ACTIVITY

Look closely at *Ship of Fools: Discovery of Time* (1986) by Bill Woodrow and/or *It's all about ME, Not You* (1996) by Greer Lankton. What do you see? Carefully document each element of the artwork. Now start thinking about the narrative that goes along with what you see. How does everything fit together? Are there characters in your story? Who are they? What kind of person would live or be in this space? Can you explain all of the pieces and how they fit together? Create a short story, children's book with images or graphic novel.





PENNSYLVANIA CORE STANDARDS LANGUAGE ARTS

Narratives: (CC.1.4.3.M-CC.1.4.12.M)

-write narratives to develop real or imagined experiences or events

Narrative Focus:

(CC.1.4.3.N-CC.1.4.5.N)

-orient the reader by establishing a situation and introducing a narrator and/or characters.

(CC.1.4.6.N-CC.1.4.8.N)

-engage and orient the reader by establishing a context (problem, situation, or observation) and point of view and introducing a narrator and/or characters

Narrative Organization:

(CC.1.4.3.P)

-organize an event sequence that unfolds naturally, using temporal words and/or phrases to signal event order; provide a sense of closure

(CC.1.4.4.P-CC.1.4.5.P)

-organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events

(CC.1.4.6.P-CC.1.4.12.P)

-organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events

