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Running Brook Elementary School
Howard County
Language Arts and Visual Arts

Lesson Title: Ancient World Storytelling

Grade: Kindergarten

Purpose: Students will look at an art piece to observe and describe ancient world storytelling of a family, attending to the characters, action, setting. Students will use the same art form to tell a story about their family.

Fine Arts Standard:

2.0 Historical, Cultural, and Social Context: Students will demonstrate an understanding of visual arts as a basic aspect of history and human experience.

Fine Arts Objective:

1. Determine ways in which works of art express ideas about oneself, other people, places, and events.

Indicator:

b. Use selected works of art as inspiration to express ideas visually and verbally about oneself.

Language Arts Standard:

Standard III: Literary Reading Processes

Goal A: Text Features/Elements – The student will be able to demonstrate an understanding of specific text features and elements of various literary genres.

Language Arts Objective:

Narration Objectives – The student will be able to use elements of narrative texts to facilitate understanding, specifically:

Language Arts Indicator:

b. Identify the characters, sequence of events, and setting of a story.

Arts Integrated Objective:

The student will make a stele of the story of their family including the elements of storytelling: characters (family members), action, and setting.

Vocabulary:

Stele

Characters

Hieroglyphics

Setting

Revive, Contemplate, and Integrate

The Walters Art Museum/Young Audiences of Maryland Teacher Workshop 2007-08

Ancient
Storytelling

Action
Symbols

Materials & Resources for the Class:

Template for stele
Model Magic (Terra cotta and/or sandstone color)
Pencil or crayons to make drawings for template
Fine tip permanent markers for Model Magic

Materials & Resources for the Teacher:

Archaeologist's Notebook interactive activity on www.thewalters.org (found under Education/Interactive Media/Language Arts/Ancient/Funerary Stele/*Archaeologist's Notebook*)
LCD Projector

Museum Resources:

Downloaded picture of the Stele of Tembu from The Walters Museum website (this can be found under the timeline)

Teaching Artist Resources:N/A

Prior Knowledge:

Drawing family members.
Information about their family (what they like to do, how many in family, etc.).

Procedures:

Motivation

As a class we will observe and discuss the ancient form of family storytelling by working on the ancient world stele website interactive activity together. We will then share a story about our families' favorite activity using text features.

Modeling

Using the template for a stele, I will draw my family to tell a story giving information about what we like to do, where we are and what is important to us. I will then use my template as a model to make my finished stele in the Model Magic.

Guided Practice

Students will discuss what they will draw to tell their family story on the paper template. Suggestions are given for students to use symbols and details in drawing to give information about their family's actions and where they are (setting). We will discuss how the Egyptians used hieroglyphics to communicate the story. We will be using the written symbols of our time: letters.

Independent Practice

Revive, Contemplate, and Integrate

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Students will make their family stele using the template made in the guided practice as a guide to make the art piece in Model Magic. Students will write about the story their stele is telling.

Assessment:

Students will be assessed by their verbal (anecdotal) and written responses and visual (drawing) responses on the finished stele that demonstrate understanding of determining characters, setting and action.

Students will demonstrate understanding of storytelling features with inclusion of details in their narrative accounts describing their stele.

Closure:

Students will do a “gallery walk” (placing pieces on display on a table with walking space) around classmates finished steles to see if they can identify the characters, setting and action in classmates’ stories.

Thoughtful Application:

Students can investigate or observe storytelling features in other time periods or cultures that use varied art forms (paintings, sculpture, photographs).

Lesson Extension:

Read a book that is a retelling of a familiar character or story, such as *The Egyptian Cinderella* by Shirley Climo.

Plan a class or family trip to see the original stele (and others) at The Walters Art Museum.

Lesson Adaptations:

Students can tell family stories using other art media, such as bookmaking or creating a play using classmates as family members or Tembu’s family.