

TEACHER INFORMATION

The Art of Storytelling

My Museum Classroom Kit



Teachers: you are probably asking yourselves, “What do I need to know to use this kit in my classroom?” Excellent question! The following will help answer that question in a user-friendly way for yourself and your students.

Each kit contains two close-looking videos, two art-making activities, and ELA extension activities. Please take the kit and use it in any way that fits your unique classroom and needs. Some teachers will work through the kit in the sequence as we present it; others will use the kit in pieces as bell-ringers or end of day activities; and still other teachers will use bits and pieces of the kit as they fit into their already planned curriculum. It’s your choice, so have some fun with the kit!

Cross-curricular activities are also a possibility for you in using any of the kits. For example, once the students create their own artwork based on *Depression Breadline*, you might ask them to write a story about any one of the men in the sculpture and how they might feel as they wait in line for help. Alternatively, you might ask students to ask someone in their family about an ancestor and then write that person’s story, or tell the story of a fun family tradition. Either of these ideas will fit your ELA standards and encourage further creativity. Cross-curricular activities can also sneak some fun into another context, and we all need some fun right now.

The first artwork, *Depression Bread Line* by George Segal, is all about our emotional response to facing challenges, while the second work, *Kiowa By Design* by Teri Greeves is about family and traditions. Both extension activities will meet any ELA standard at your grade level, but here are some specific **ELA standards** to get you started:

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.3.3.A Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

W.3.3.B Use narrative techniques, such as dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

W.3.3.C Use temporal words and phrases to signal event order.

W.3.3.E Provide a conclusion that follows from the narrated experiences or events.

L.3.1.H Demonstrate command of simple sentences and produce compound sentences.


L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings, as appropriate for the grade level.

W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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.

W.4.3.B Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations.





W.4.3.C Use a variety of transitional words and phrases to manage the sequence of events.

W.4.3.D Use concrete words and phrases and sensory details to convey experiences and events precisely.

W.4.3.E Provide a conclusion that follows from the narrated experiences or events.

L.4.1.H Demonstrate command of simple and compound sentences, recognizing and correcting inappropriate fragments and run-ons. Use independent clauses and coordinating conjunctions when writing a compound sentence.

L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, as appropriate for the grade level.

W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.5.3.A Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.5.3.B Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

W.5.3.C Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

W.5.3.D Use concrete words and phrases and sensory details to convey experiences and events precisely.

W.5.3.E Provide a conclusion that follows from the narrated experiences or events.

L.5.1.H Produce complex sentences using dependent clauses and subordinating conjunctions.

L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, as appropriate for the grade level.

Social/Emotional standards

Interaction: Recognize how facial expressions, body language and tone impact interactions.

Interaction: Recognize when another needs help and offer assistance.

Decision: Recognize how and when to ask for help.

Empathy: Use listening and attention skills to identify the feelings and perspectives of others (e.g., face, body, voice.)

Empathy: Respond empathetically to another's emotions and needs (e.g., share a similar personal experience; advocate for someone; relinquish an object.)

Empathy: I can recognize and utilize family, school, and community resources and supports.

Diversity: Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.

Diversity: Students will respectfully express curiosity about history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.

Diversity: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.



#MyMuseumKit