



## Art of Work

### Visual Narrative Interviews

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Educator Resources and Lesson Plans

Fall 2016

*Sarah Nisoneer, Santaquin, unknown Utah artist*

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Spinning is the first, and important, part of textile manufacturing. A spinning wheel is used to twist materials, like cotton or wool, and draw them out into thread or yarn that is made into textiles or clothing. Before the spinning wheel was invented in India between 500 and 1000 CE, the spinner would have to do this process by hand. The Great Wheel, one of the earlier types of spinning wheels, is over 5 feet tall. To use it, yarn is tied onto the base of a spindle and connected to the wheel. The spinner adds a handful of fiber, holding it with the left hand, and begins to slowly turn the wheel with the right hand, while walking backward and drawing the fiber in the left hand away from the wheel. Try acting this out with a partner. Do you think the woman in the photograph spins yarn to make her own clothes and that of her family or is it a hobby?

unknown Utah artist  
Sarah Nisoneer, Santaquin  
Photograph  
1894  
ED2006.2.4

# **Visual Narrative Interviews: Language Arts Lesson**

Laura Decker and Annie Burbidge Ream

## **Overview**

***This Language Arts lesson fulfills all of the Language Arts core standards for 1st grade.*** Students will use art, reading, and writing to think about both written and visual narrative stories, and how to translate information from one format to the other. They will interview a character; read and analyze a story for structure, arc, and character development; interview a family member; and construct their own written and visual story.

## **Objectives**

Using *Sarah Nisoneer, Santaquin* as inspiration, students will:

1. speak, read, and write on grade-appropriate levels.
2. analyze artwork using Language arts standards.
3. create a collaborative graphic novel that celebrates the diversity of families in the classroom.
4. learn about different jobs and types of work in their community.

## **Intended Audiences/Grade Levels** 1st grade

**State Core Links** *This lesson fulfills all Language Arts Core Standards. (see State Core Links at the end of this lesson plan)*

**Duration** Introduction: 30 minutes  
Lesson part 1: 30 minutes  
Lesson part 2: homework  
Lesson part 3: 30 minutes  
Wrap-up: 15 minutes

## **Materials**

1. Image of *Sarah Nisoneer, Santaquin*, ED2006.2.4
2. paper
3. pencils
4. copy of included comic books
5. visual narrative and comic book layout worksheets (see additional resources)
6. *optional: stapler*

## **Vocabulary/Key Terms**

**Narrative** a story

<b>Work</b>	to have a job
<b>Job</b>	something someone does, often to make money
<b>Story arc</b>	the way a story is told: beginning, middle, end
<b>Interview</b>	to ask someone questions
<b>Visual narrative</b>	a story that is told through pictures

## **Activity**

**Introduction:** Looking and investigating. Start a conversation with students about the importance of documenting stories.

- What are the different ways to tell stories? (speak, write it down, act it out, sing, dance, create a picture)
- What is an interview?
- Why would you interview someone?
- You can also interview someone to learn stories about them.
- Why do we tell stories?

Pass around a few blank pieces of paper to each student. Project an image of a reporter's notebook (see additional resources) and talk about how people who interview other people often use a special kind of notebook. Have students construct their own reporter's notebook.

- Demonstrate stacking pages together evenly in the portrait orientation, along the long line of symmetry, like a tall rectangle, or using any other grade appropriate language.
- Pass around a stapler and have students put two staples along the top edge of their paper.

Project the photograph of *Sarah Nisoneer, Santaquin*.

- Today you will be interviewing the person in this photograph and writing notes in your reporter's notebook.
- Get students thinking about the photograph: If you could jump into this photograph and be with this person right now, what would the weather be like? Would it be hot or cold? What time of day is it? How do you know?
- Encourage students to look at the photograph and pretend like they are interviewing this person in real life.

Depending on time and grade level, either read and have the students write down the questions as you go, or have them listed on the board or a separate piece of paper that the students can copy.

Some interview questions could be:

1. What is your name?
2. How old are you?

3. Where do you live?
4. What is your favorite color?
5. What do you like to do for fun?
6. What do you do for a job?
7. How long have you been doing that job?
8. What kinds of things do you do at your job? What did you do yesterday? What did you do today? What will you do tomorrow?

Have students share some of their interview responses as a class.

**Lesson Part 1:** Reading a visual story—Read the included comic book together as a class. Discuss story arc, structure, and character development at a grade-appropriate level. At the very least talk about:

- What happened in the beginning of this story?
- What happened in the middle of this story?
- How did this story end?
- Who was the main character? How do you know they were the main character?

Use the *visual narrative worksheet* to have students construct a visual story around the photograph of *Sarah Nisoneer, Santaquin* making a complete story arc based on their interview with her.

**Lesson part 2:** Family stories. As homework, students will interview one member of their family using the same questions that they used in class to interview Sarah Nisoneer. Have them use their reporter's notebook to note the responses.

**Lesson part 3:** Translating family stories into a visual narrative. In class, or as homework, students will make a one page visual narrative about the family member they interviewed. Use the *comic book layout worksheet* as an example.

- Write a story in six sentences about what your family member does for work. Think about the beginning, middle, and end of the story.
- Draw one picture that illustrates each sentence. Make sure to draw them in order like you did for the story about the woman in photograph.

Collect the students' one-page visual stories and bind them together as a book that documents a family narrative for the whole class.

**Wrap-up:** Go around the room and have students talk about what their family member does for a living.

- What does your family member do for work?

- Why do we tell stories?
- Did you learn any new stories about your family?
- How are your family stories the same and how are they different from other members in your class?
- How is your family story the same or different from the person we looked at in the photograph?

**State Core Links:** See [www.uen.org](http://www.uen.org) for full descriptions of Language Arts standards.

### **College and Career Readiness Anchor Standards for K-5 Language**

#### *Conventions of Standard English*

Language Standard 1

Language Standard 2

#### *Vocabulary Acquisition and Use*

Language Standard 4

Language Standard 26

### **1st grade Language Arts**

#### *Key Ideas and Details*

Reading: Literature Standard 1

Reading: Literature Standard 2

Reading: Literature Standard 3

Reading: Informational Text Standard 1

Reading: Informational Text Standard 2

#### *Craft and Structure*

Reading: Literature Standard 6

Reading: Informational Text Standard 6

#### *Integration of Knowledge and Ideas*

Reading: Literature Standard 7

Reading: Literature Standard 9

Reading: Informational Text Standard 7

Reading: Informational Text Standard 9

#### *Phonics and Word Recognition*

Reading: Foundational Skills Standard 3



### *Text Types and Purposes*

Writing Standard 1

Writing Standard 2

Writing Standard 3

### *Production and Distribution of Writing*

Writing Standard 7

Writing Standard 8

### *Comprehension and Collaboration*

Speaking and Listening Standard 1

Speaking and Listening Standard 2

Speaking and Listening Standard 3

### *Presentation of Knowledge and Ideas*

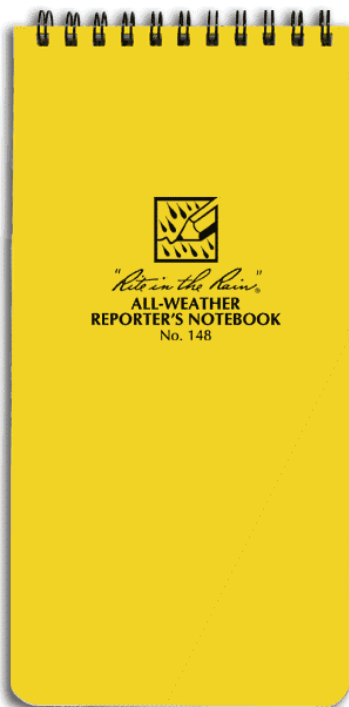
Speaking and Listening Standard 4

Speaking and Listening Standard 5

Speaking and Listening Standard 6

### **Additional Resources and Images**

- reporter's notebook images:



## Visual Narrative Worksheet

Name: \_\_\_\_\_

**Fill in the blanks to make a story about the person in the photograph.**

1. What happened in the story yesterday.
2. This is what is happening now.
3. What will happen tomorrow?
4. What will happen next year?

1.

2.



3.

4.



**Make a visual narrative about your family.**

**Name:** \_\_\_\_\_

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