



Art of Work

Visual Narrative Interviews

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Educator Resources and Lesson Plans

Fall 2016

Sarah Nisoneer, Santaquin, unknown Utah artist



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

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Overview

This Language Arts lesson fulfills all of the Language Arts core standards for 5th 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 5th 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

- Work** to have a job
- Job** something someone does, often to make money
- Story arc** the way a story is told: beginning, middle, end
- Interview** to ask someone questions
- Visual narrative** 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, etc.)
- What is an interview?
- Why would you interview someone?
- You can also interview someone to learn stories about them.
- Why is it important to 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 year is it? What time of day is it? How do you know? What type of landscape elements would you see? Who else might walk into this scene?
- 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:

- I. 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. Describe the people you work with.
9. What kinds of things do you do at your job?
10. What tools or materials do you use at your job?
11. What did you do yesterday at work? 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—Divide the class into smaller groups and pass out one comic to each group. Have students read the books in their groups and discuss story arc, structure, and character development at a grade-appropriate level.

Come back together as a class and have students present on their books.

- Describe the story arc of the comics.
- Who was the main character? How do you know they were the main character?
- What roles did the other characters play?
- What were some discoveries the characters made about themselves?

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. What other characters will they include and how will they depict the relationships between characters to tell a story?

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 short story about what your family member does for work. Think about the beginning, middle, and end of the story and any other characters.
- Draw nine pictures that illustrate the entire story. Make sure to draw them in order like you did for the story about the woman in the photograph.

- Do you include word bubbles or words at all in your story?

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.

- Why do we tell stories?
- 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?
- 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 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

Knowledge of Language

Language Standard 3

Vocabulary Acquisition and Use

Language Standard 5

Language Standard 6

5th 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

Reading: Informational Text Standard 3

Craft and Structure

Reading: Literature Standard 4

Reading: Literature Standard 5

Reading: Literature Standard 6

Integration of Knowledge and Ideas

Reading: Literature Standard 7

Reading: Informational Text Standard 8

Phonics and Word Recognition

Reading: Foundational Skills Standard 3

Fluency

Reading: Foundational Skills Standard 4

Text Types and Purposes

Writing Standard 1

Writing Standard 2

Writing Standard 3

Production and Distribution of Writing

Writing Standard 4

Writing Standard 5

Research to Build and Present Knowledge

Writing Standard 7

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 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: _____
