

Objectives

The student will create an interactive storytelling tool to generate characters and be able to apply them to creating fun stories of their own creation.

Introduction

Show the painting by Judith Ann Mehr called *Grandma was a Storyteller*, from the Springville Museum of Art collection. First ask the kids what they think the painting is about, who are the people in the painting and what do they think the relationship of these individuals are?

Discuss how images can help generate ideas about people, places and things. Generating these ideas can lead to interesting connections of ideas that can then be communicated through a story.

Have them think about how family stories have shaped the way they think about their families. Give the students some time to share some of their favorite family stories.

Why do they things story telling is such an important part of traditions and cultures? Where do you usually tell stories?

Learning Activity

1. With the concept of images helping to create stories, talk about the basic construction of the story. Discuss why it's so important that stories have the following: WHO, WHAT, WHEN, and WHERE.
2. Give each student a pencil and paper. Start having them think of favorite characters from books or movies. Have them write as many characteristics or things they know about that character. Have them do a fast drawing of that character thinking about the clothing, items they might have and place (setting) they would be or live.
3. Now give them two pieces of paper, scissors, colored pencils, and ruler. Just have a stapler ready for them to put the two pieces together.
4. Fold the paper in thirds



Judith Ann Mehr, *Grandma was a Storyteller* 2000, oil on canvas

Materials

- Image from Springville Museum of Art
- Paper
- Pencils
- Colored Pencils
- Scissors
- Stapler
- Optional: A fake firer pit for campfire.... Some rocks with red colored paper cut into flames stuck on.

Images from the Museum

- Judith Ann Mehr, *Grandma was a Storyteller*

Utah Core Standards

Language Arts

Writing Objective 3

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

3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

Visual Arts:

Standard 2 Objective 2

Create works of art using the elements and principles

2a

Use contour lines to indicated the form of objects

Learning Activity cont.

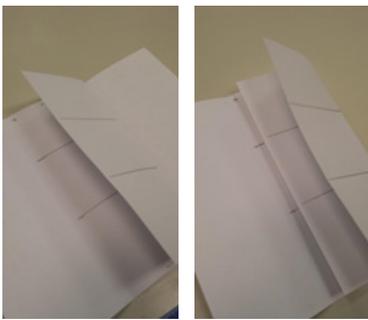
5. Take the center third and staple the top and bottom.



6. Divide the center paper into thirds by drawing two lines. Does not have to be exact.



7. On all pages that are facing up, divide the page into the same thirds lines.



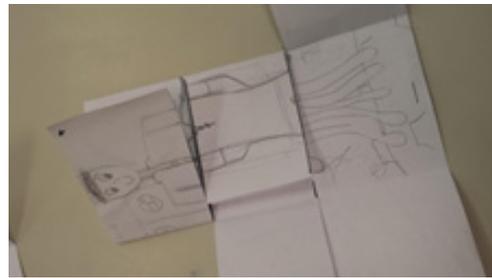
8. Once the basic character generator is created, have them create a character, the WHO, on each of the pages that have the divided lines. Have them create a character that has an environment to live in, the WHERE. (Color Pencils are optional, but do add a nice finished quality



9. Group the top two character drawings and cut to the center character. Do not cut through the center character.



10. Once character generators are created then have the students flip the segmented Character Generator back and forth to make fun connections. In those connects the students can create more dynamic characters.



11. Have them create a story around the few dynamic characters they have made. They may use the Story Plot worksheet attached.

12. Then have them create a way to present their stories to the group over the "Fake" campfire. One way is to make a magic book, which is a book created from one piece of paper.

13. Fold a paper in fourths

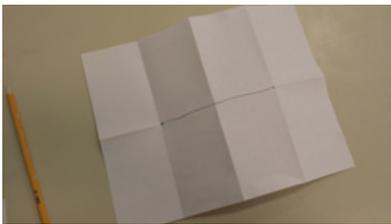


Learning Activity cont.

14. Fold the paper in half



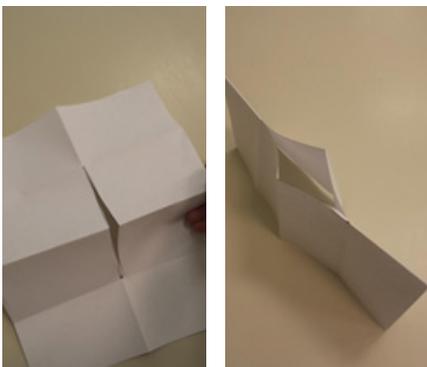
15. Draw a line as shown



16. Cut along the drawn line



17. Bring the center together



18. Push the two outside edges together till it creates a book shape



19. It makes an 8 sided book!



20. Have them write and draw to make a book of their story. Then share the story in small groups around a fake campfire or share them as a class.

Adaptions

For very young children, have them just write one word per page to help lead the story, or create a class story by having each student create a page and the teacher shares it.

This format can be used for any content area. You can create the character generator as an activity for historical figures and play with mixing and matching information about them.

Assessment

For young classes, the assessment may consist of criteria for being “finished” with the project. Please include those criteria. For older classes, use an assessment tool—(rubrics are preferred!)

Checklist: Please give yourself five points for each question where you completed the task.

___: I created my character generator.

___: The character generator has five different characters.

___: Each character show the characters WHO, WHAT, WHEN and WHERE.

___: I used the character generator to create a story book to share at the class campfire.

___: I shared my story at the class campfire.

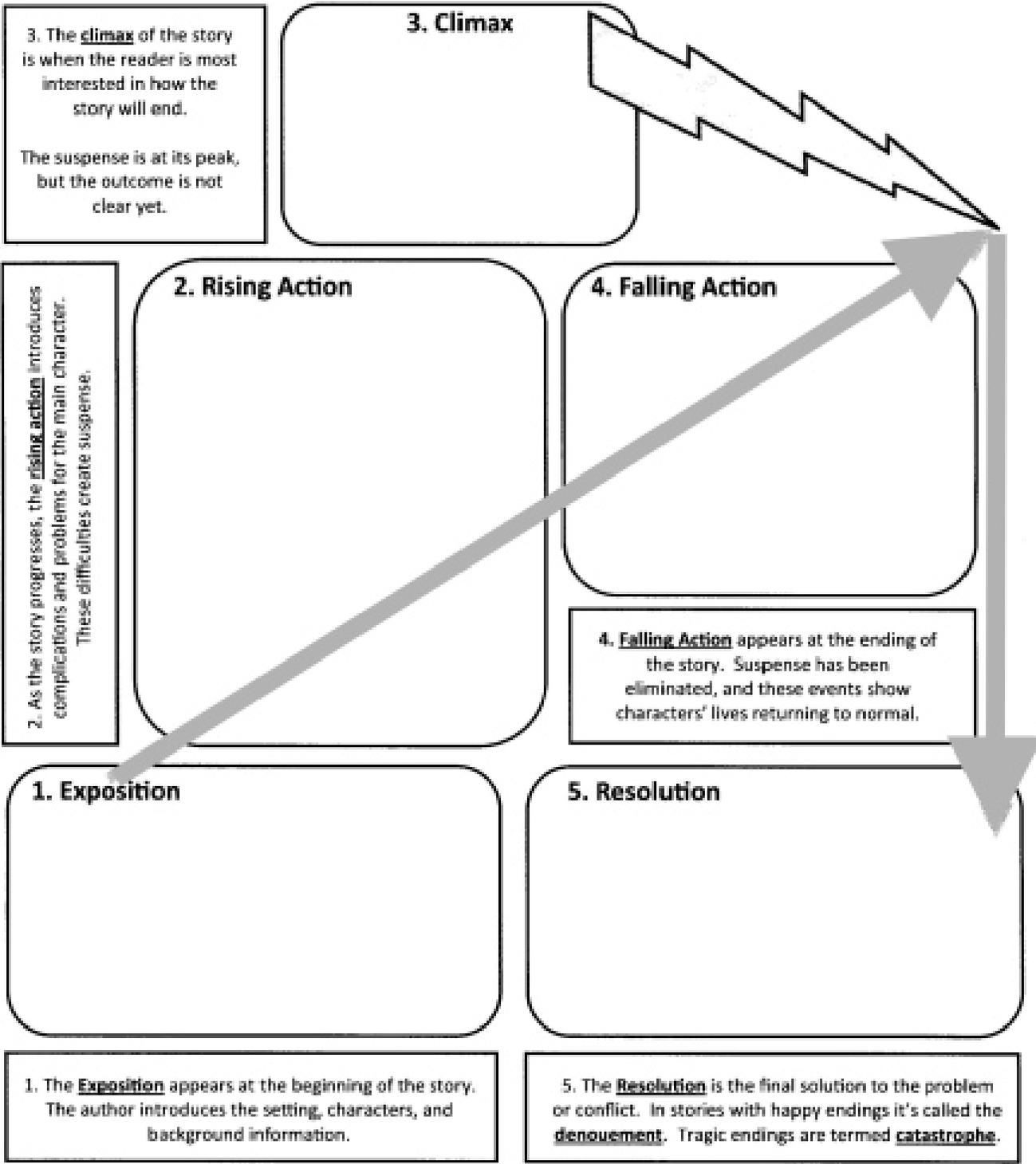
___/25

Name _____ Date _____ Class Period _____

Story/Book Title _____ Author _____

Story Plot Terms

Directions: Fill in the required information for each section below in numerical order. Use the information that appears with each section to help you proceed. It's okay to write through the gray diagonal line in two of the sections.





Judith Ann Mehr, *Grandma was a Storyteller* 2000, oil on canvas