Storyboarding Activity
Converting Written Narratives into Oral Stories

Portland Art Museum Education
Middle School Curriculum

Objective: Turn written narratives into presentations for oral storytelling. This exercise assumes students have already written their object-driven narratives (see below).

Materials: Highlighters, recording apparatus (if desired).

A. Identifying key parts
   1. Give students a photocopy of their narratives as written so far, include Story Maps and photos if these activities have also been used (see below). They will be instructed to sit quietly in their own space and carefully go over their stories (narrative versions) and decide which are the key parts they need to remember to tell a complete story. They will highlight these key parts in a color of their choosing on a photocopy of their original narrative. Ask questions like:
      • What can you NOT let go of?
      • What might be a key part that would be really great to hear out loud?
      • What might be better as a written part?

B. Pass the Narrative
   1. Explain that a great way to analyze the story is to have it reflected back by their peers. After the students have highlighted their own key parts of their narrative on a photocopy of their original story, they will receive another photocopy of an unidentified peer’s narrative. They will then highlight the parts of their peer’s story they think are the most important points. They will pass the narratives two more times (once if time is short) and then the marked-up narratives will be returned to the authors.

C. Story Boards
   1. Once the students have identified the key parts and taken into consideration their peer’s opinions, they will take these and create a Story Board with their photo(s) and add drawings and/or phrases. Explain that most writers “storyboard” (show examples) to make films and TV shows and now they will get to do that too, to help them bring their story to life. This will aid them in telling their stories in an oral storytelling format. They will be able to use their Story Boards with them as tools to help them remember when recording spoken stories.
Author: _____________________ Teacher: ____________________

My object is: ____________________________________________

Describe its looks (color and shape), feel (texture and weight), smell and sound.

___________________________________________________________________________

Who are the people or things in your object? When and where does the story your object take place?

___________________________________________

___________________________________________

___________________________________________

___________________________________________

___________________________________________

These are your characters. This is your setting.

In the story of your object, what problem or event takes place?

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

This is your situation or conflict.

How does the problem or event turn out?

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

This is your solution or resolution.

*Why is your object so important or significant to you?

___________________________________________________________________________
Object Stories: Narrative Writing

I. Teachers Name, School, and Grade Level:

II. Outcomes: Students tell stories about their own objects with description and personal meaning.
   a. Indicators: Prompts for describing own object with detail.
      Prompt: ____________________________________________________________
               ____________________________________________________________
   b. Indicators: Prompts for supporting story and developing meaning.
      i. Students tell about the relationship between own object and self: time, place, or people.
      Prompts: _________________________________________________________
                 _________________________________________________________
                 _________________________________________________________
      ii. Students identify the meaning associated with the object.
      Prompts: _________________________________________________________
                 _________________________________________________________
                 _________________________________________________________

III. Big Idea: Objects of all kinds carry personal and cultural stories across time and place.

IV. Materials:

V. Lesson –

Please keep these parts in mind when describing your lesson!
  a. Opener
  b. Procedure:
     i. Independent practice
  c. Closer
VI. **Assessments/Evidence/Checking for understanding:**
On the narrative drafts you will be turning into the Museum please have students code their writing to indicate:
1.) Where they describe their object in detail. Draw a triangle symbol on draft
2.) Where they relate the time, place, and people in their object story. Draw a square on draft
3.) The significance or personal meaning attached to their object. Draw a star

VII. **Common Core Standards:** 6.W.3- Write Narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
   a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
   b. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
PROMISING TEACHING PROMPTS:
Prompts that spark great student responses during Teaching Artist Visits

Literary Arts Storytelling Lessons:

1. Detailed Description:

2. Relationships between objects and self with Time, Place and People

3. Telling about Object Significance/ Meaning

Photography Storytelling Lessons:

1. Detailed Description:

2. Relationships between objects and self with Time, Place and People

3. Telling about Object Significance/ Meaning

Other Storytelling Lessons:

1. Detailed Description:

2. Relationships between objects and self with Time, Place and People

3. Telling about Object Significance/ Meaning