Facilitation Guide

Chalk Talk & Stop and Jot: Exploded Narratives

[Google Slides]

***Activity Summary*:**

Students will participate in a chalk talk and stop and jot to analyze a piece of art by Kehinde Wiley. Students will extend this experience into their narrative writing practice, incorporating sensory and descriptive details into **exploded moments**. **(T1)**

***Why the Arts*:**

Through these arts integrated activities, students will analyze clothing in order to differentiate between social classes and opportunity. They will experience and analyze sensory language through art rather than text to increase accessibility to all learners. Students will also have the opportunity to group think before deeper independent thinking. As students practice writing narratives from different POVs, they will also be experimenting with descriptive and sensory language by analyzing various artworks.

Lesson Connections: Grade 7, Module 1

Students can make module connections to artwork by Kehinde Wiley in **lessons 7, 9, 17, 21, 25, and 30**

***Connection to Module Goals/EOM Task*:**

This routine will help students analyze artwork in order to brainstorm ways to include sensory language and descriptive details into a narrative for EOM. Students will examine artwork to show how social order determines what you wear and who you are. Students will be able to practice writing narratives from different POVs.

***Standards Alignment*:**

ELA:

W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.7.3.d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Arts:

VA:Re8.1.8a- Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.
VA:Re7.1.8a- Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.

Facilitation Guide

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Google Slides

Assessment:

- Why is this an example of sensory language?
- How do clothing/attributes help determine social class?

Formative: The teacher is walking around to check student chalk talk charts. The teacher is checking for understanding in whole group discussions.

Summative: Students will choose an individual from the artwork to write a narrative from the character's POV, incorporating sensory and descriptive details.

Wit & Wisdom Instructional Routines:

Notice and Wonder / Visual Analysis / Chalk Talk and Stop & Jot

Recommended Materials:

Teacher: HDMI Cord, Chart Paper, Markers, Slides
Student: Personal Narrative Graphic Organizer

Brain Targeted Teaching Considerations:

BT1 – Emotional Climate:

Remind students that this is a safe place to express ideas and that we do not judge classmates during this creative process. Emphasize that spelling is not being graded and students should be open to all ideas.

BT2 – Physical Environment:

This resource comes with a visual slideshow. Images should be in full size and visible to all students. Teachers may want to separate desks into groups or divide the whiteboard into equal sections for each group to have a space to work.

Other Considerations:

Teacher Background:

- Teachers need to know the hierarchy of the social classes in the Middle Ages.
- Teachers should watch the videos included in the slides for background information on the artist or artworks.
- Teachers should review the Elements of Art chart in the slides.

Student Prerequisites:

- Sensory Language
- Descriptive Language
- Character POV

Accessibility Notes:

- Allow for both group and independent work.
- Make sure to project all slideshow imagery as large as possible so that students with visual impairment are able to see from around the room.
- Give written and verbal directions.

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Google Slides

Steps for Implementation:

0. Preparation - Slide #2 / Background Info & Videos on Slides

Familiarize yourself with the resources and confirm you have the supplies necessary for this task.

- Build background knowledge in order to facilitate whole group discussion.
- **Gather materials:** Slides, HDMI Cord, Chart Paper, Markers, Graphic Organizers
- Divide your class into equal groups. Each group will need chart paper and markers.

1. Introduction - Slide #3

Pull up the slideshow and remind students of chalk talk routine and expectations. **(T6)**

Review **procedure:**

1. We will analyze each art piece collaboratively. We will start off by doing a 'Close Reading' of the art by answering the questions below in small groups on large paper.
2. We will then break out into independent work to analyze the visual more deeply by comparing and contrasting this image with what we know about the Middle Ages.

2. Chalk Talk - Slide #4

- Give students time (appr. 2 minutes) to look at the piece of artwork.
- Read chalk talk questions out loud to students.*
- Ask students to respond to the chalk talk questions on the chart.
- Students turn and talk about their findings. **(T5)**
- Teachers facilitate whole group discussion. (Teacher listens to check for understanding) **(T4)**

** Review Elements of Art **(Slide #5)** as needed for "What do you see?" question*

3. Stop and Jot - Slide #6

- Students participate in Stop and Jot to reflect on the connections to Medieval society, independently answering the questions on the slide. **(T3)**
- Teacher facilitates whole group discussion for students to share responses from Stop and Jot. **(T5)**

4. Optional Deep Dive - 1.1 Slides #7

5. Summative Extension

1.1 *Narrative Writing* **(BT5) (T4)** - Students write narratives from a character displayed in one of the pieces of art. The narratives should include: sensory language details, descriptive details, dialogue, characters POV, clear setting in Middle Ages.