

Social Stories: Connection and Zoom

MATT KISH & ROBERT DEL TREDICI: CHASING THE WHALE

Grade Level: 4-12

VOCABULARY

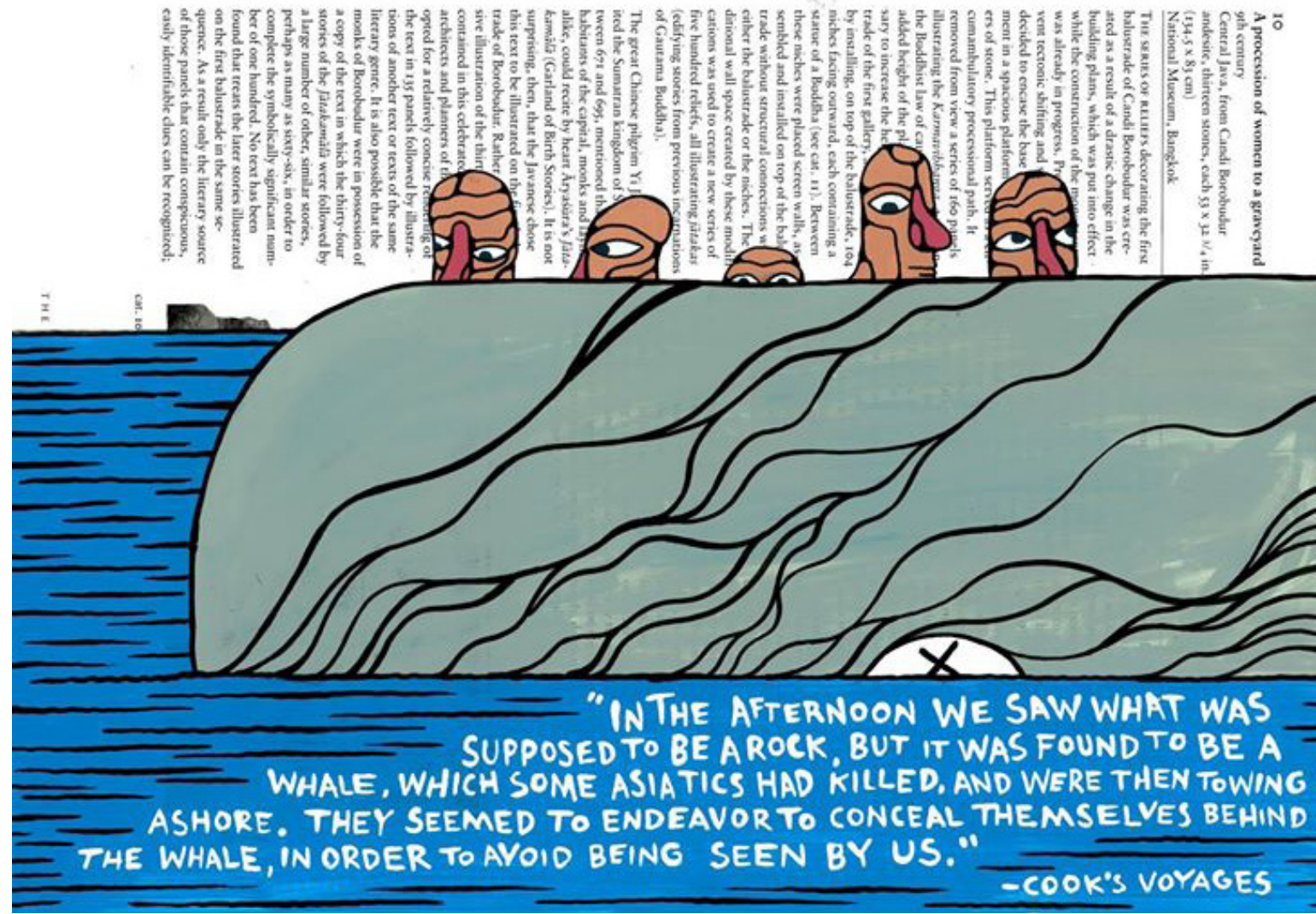
Connection
Frame
Zoom
Narrative

MATERIALS

Large, white cardboard sheets
Letter-sized paper
Tape
Markers: Black, orange, yellow, gray, light blue
Acrylic paint (optional)

BEFOREHAND

- Talk about the artists and artwork from the CAC exhibition, Chasing the Whale
- Collect materials.
- Research the artists and collect images to share with the class.
- Watch the 9-min. video, Powers of Ten. www.youtube.com/watch?v=0fKBhvDjuy0



DISCUSSION

- Read the first paragraph of Moby Dick out loud with the class. Ask students to close their eyes and listen.
- Read again, asking them to quickly draw a picture of the scene, or situation, as they hear it. Repeat this process for the last paragraph of the epilogue of Moby Dick.
- Ask students what they focused on? What was easy or hard? What did they think happened between these 2 paragraphs? Do they think this is the main character?
- Discuss with the class what makes a story different from other kinds of texts? How does level of zoom apply to this discussion?
- Look at and discuss a standard narrative arc.
 - What does this look like? Discuss similarities to other structures, e.g., mountains, slides, roller coasters, airplane paths, etc.
 - What can we possibly learn about stories by thinking about those similar structures and representations?
 - How do the Earth's gravity and narrative driving action perform similar roles for roller-coasters and stories, respectively? What are the differences?
 - Does this model feel like a good story? Are there other options for a story model?
- In what ways do drawings/images and stories relate to each other? Think of the image above, cave paintings, comics, children's books, film, storyboards, newspapers/websites, advertisements, etc.
- Now think about Chasing the Whale, connection, and zoom. In what other ways do words and images go together? How else could they?
- What is Chasing the Whale about? Is it a bunch of individual works? A process? A fracturing? A re-appropriation? Something else? What is the chase?
- What are the similarities and differences between the following:
 - Spoken language
 - Visual language
 - Words
 - Images
 - Concepts
 - Objects

PROCEDURE

- Have your students make a drawing to show how all of the above topics relate to each other? Try working with a specific example.
- Invite the class to make a simple drawing of an object on the letter-sized paper, and write a single word describing it. Have them show it to another student and look it to each other's work together. Ask them what do they see first? What next?
- Put the drawings together. Can the class think of a connection between them? What's the story?
- Have students make another drawing together to show what happens; fill in the gaps with more words and pictures (repeat on a large board until the entire group is connected).
- Basic modeling practice typically involves 4 foundational elements: frames, entities, labels, and relationships. Individually use these elements to represent:
 - A family
 - A local business
 - An ecosystem
 - An argument
 - A story
 - Something else
- Gather all of these images at the front of the room. In groups of four, quickly make visual stories using words, drawings, and any of the elements created so far. Share with the group.

EVALUATION

- Evaluate the student's participation in class discussion.
- Evaluate the student's thoughtfulness about familiar things.
- Evaluate the student's ability to play with story elements.
- Evaluate the student's ability to collaborate with others.
- Evaluate the student's ability to present their work to the class.