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Story Preservation Initiative is pleased to make this catalogue of our original primary source audio recordings and related projects and lesson plans available for your reference. This was designed to provide – what we hope you’ll find to be – a quick and easy overview of SPI topics that are currently available.

All catalogues will be updated quarterly.

The material that we provide is varied and can be integrated into learning environments in a multitude of ways.

1. We begin with the development and production of our primary source audio recordings. These are of people who have, through their work or life experience, altered the landscape; they are, in a word, change-makers. Some of the names you will recognize, some you will not, but all of the stories contained in the Story Preservation collection are of people of impact.

2. These audio stories are, for some of our recordings, the “jumping off point” for the development of original, standards-aligned lesson plans.

3. Or, they are the jumping off point for teacher prompts. These “Make it Your Own” projects give teachers and students alike the materials they need to design their own projects. This student-led approach has proven to be successful across the grade spectrum.

4. Next, SPI curates our Learning Lab sites by providing embedded links to related and highly trusted third-party sites such as the Smithsonian, the Library of Congress, PBS LearningMedia, and others.

5. And lastly, some of our stories are made available without accompanying material. These stories are appropriate for integration into existing units of study.

We love to hear from those who are using our material. Feel free to contact us at: info@storypreservation.net

Thanks for your interest!
Composing a Landscape: Integrating the Narrative

SPI Audio Story Engagement
Eric Aho, with special emphasis on Track 03, Integrating the Narrative

Project
Composing a Landscape was developed by the Metropolitan Museum of Art with SPI adaptation.

Learning Objectives / Students will be able to:
• Analyze the relationship between the human and natural world presented in a work of art;
• Identify ways artists use viewpoint, scale, and detail to communicate ideas; and
• Create a work of art highlighting the relationship between humans and the natural world.

Painters

Landscape Narratives

SPI Audio Story Engagement
Eric Aho

Project
Landscape Narratives is an SPI adaptation of a lesson plan titled “Historical Narratives” developed by The J. Paul Getty Museum. Licensed under a Creative Commons Attribution 4.0 International License.

Lesson Overview
After viewing View from Mount Holyoke, Northampton, Massachusetts, after a Thunderstorm—The Oxbow, 1836 by Thomas Cole, students will create a landscape as Cole did in his View from Mount Holyoke, Northampton. Students will then experiment with a variety of techniques to create a dramatic, abstract setting, as discussed by Eric Aho in his audio narrative. They may consider painting the scene with fog, fire, or storm. Students they will select colors and brushwork that contribute to the feeling, point of view, and mood of the scene.

Shown: View from Mount Holyoke, Northampton, Massachusetts, after a Thunderstorm—The Oxbow, 1836 by Thomas Cole
Still Life Painting, Arranging Nature / Lesson One

SPI Audio Story Engagement
Janet Fish

Project
Still-Life Painting: Arranging Nature – Lesson One was developed by the J. Paul Getty Museum. Licensed under a Creative Commons Attribution 4.0 International License with SPI adaptations.

Lesson Overview
Students will work together to create a still-life arrangement to paint in class. Janet Fish paintings will be discussed in addition to those in the Getty collection. Students will discuss the history and characteristics of still-life painting and the idea of painting from direct observation of nature.

Still Life Painting, Arranging Nature / Lesson Two

SPI Audio Story Engagement
Janet Fish

Project
Still-Life Painting: Arranging Nature – Lesson Two was developed by the J. Paul Getty Museum. Licensed under a Creative Commons Attribution 4.0 International License with SPI adaptations.

Lesson Overview
This lesson is part of a sequential unit. Students choose meaningful objects for a still-life arrangement and paint it using watercolors. After reflecting on their choice of objects and composition, students begin to write an artist’s statement.

Learning Objectives
Students will be able to:
• Identify and analyze the characteristics of a still-life painting.
• Use specific watercolor techniques.
• Paint from direct observation.
• Capture the illusion of three-dimensional form and space in watercolors.
• Use new vocabulary specific to watercolors and still-life painting.
Image as Metaphor

SPI Audio Story Engagement
Samuel Bak

Project
*Image as Metaphor* was developed by the J. Paul Getty Museum. Licensed under a Creative Commons Attribution 4.0 International License with SPI adaptations.

Lesson Overview
Students define metaphor and discuss its use in writing and visually. Students develop a personal metaphor and use it to write about their own experience.

Project Activities
- Students will define "metaphor" and discuss examples of it in writing.
- Students will look carefully at a (SPI adaptation) work of art by Samuel Bak and discuss its relationship to the concept of metaphor.
- Students will write effectively about their own experience, picking an object to serve as a personal metaphor.
- Students will produce a work of art that expresses visually what they expressed in writing.
- Students will orally present their personal metaphor and discuss how it reflects who they are.

Image: Damage, Oil on Canvas, 36 x 36. Used with permission of the artist.

Allegory in Painting

SPI Audio Story Engagement
Samuel Bak

Project
*Allegory in Painting* was developed by Jennifer Foley for the National Endowment for the Humanities, 11.13.09. It is presented with SPI adaptation.

Lesson Overview
Students probably associate the word allegory with works of literature and they may be less familiar with the application of allegory to the visual arts. This lesson plan introduces students to allegory in the visual arts through the works of a number of well-known artists (SPI adaptation, including Samuel Bak).

“Allegory in the visual arts is the representation of meaning beyond or in addition to the literal meaning of what has been depicted. For example, the Statue of Liberty is a statue that literally depicts a woman wearing a crown and carrying a torch; allegorically, the statue represents the concept of ‘liberty.’”
Color in 3-D

SPI Audio Story Engagement
Wolf Kahn

Project
Color in 3-D was developed by PBS.org. It is presented with SPI adaptation.

Lesson Overview
Students learn how about the concepts of color temperature, warm and cool, and push and pull in works of art and in their everyday lives. How would an understanding of these concepts help them in designing architectural spaces, stage and window design, fashion and textile design, signage and advertising design?

Introduction to Modern Art: Practice and Principles

SPI Audio Story Engagement
Wolf Kahn

Project
Introduction to Modern Art: Practice and Principles was developed by PBS.org. It is presented with SPI adaptation.

Lesson Overview
This curriculum resource is a series of lesson plans divided into three parts:
• An introduction to Abstract Expressionism
• Compare and Contrast Artists
• The Artist and the Political Climate of the Times.

James Prosek - Audio Only
Create Your Own Picture Books

SPI Audio Story Engagement
Tomie dePaola

Project
After listening to Tomie’s story, students will use selected books by the author / illustrator as a template and will write and illustrate and / or create other original works of art for their own picture book based upon an event or story from their own life. Subject matter covered in Tomie’s books as they relate to family and growing up will also serve as prompts for student discussion and reflection (oral and in written form) relative to storyline for their book. The students will also be responsible for creating a cover for their book and / or bookbinding.
Copeland and Ives Keeping Score

SPI Audio Story Engagement
Vivian Perlis

Project
_Copeland and Ives Keeping Score_ was developed by Scholastic with SPI Adaptation.

Keeping Score explores classical music compositions in the context of the composer’s biography, the historical era in which it was first presented, and the present moment at which it is played and received. The series offers insights into political, social, and cultural phenomena, the training of musicians, the way music creates character and narrative, the biographical elements that shape a composition, the effect of technology on the arts, and cultural borrowings.

Image: Perlis, Copland / Photo Credit: David Walker. Used with permission.
String Too Short to be Saved

SPI Audio Story Engagement
Donald Hall

Overview
This is an oral history production project that begins with students listening to Donald Hall's audio recording and then reading selected works, including sections from the book *String to Short to Be Saved*. Students are then tasked with writing a poem on a seasonal tradition and turning that poem into prose.

Through the students’ town or region’s historical society they are further tasked with finding an older person who has lived in their town /city / region for all – or the better part of – their life and arrange to have the class interview that person to understand, from their perspective, what life was like decades ago.

Ox-Cart Man

SPI Audio Story Engagement
Donald Hall

Project
*Ox-Cart Man* was developed by Scholastic with SPI Adaptation.

Either have students read or read aloud to them the poem *Ox-Cart Man*. Have students read the book *Ox-Cart Man* by Donald Hall. Class discussion can center on the difference between the poem and the story. Ask how each made them feel. Discuss images that came into their minds when reading the poem that were different from those in the book. Then brainstorm ways to add to the story by writing and illustrating additional pages.
### Depict the Invisible

**Image:** Nicolas Poussin French, about 1635–1640 A Path Leading into a Forest Clearing Pen and brown ink and brown wash 153/16 x 911/16 in.

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### SPI Audio Story Engagement

**Stephen Kuusisto**

**Overview**

Depict the Invisible was developed by the J. Paul Getty Museum. Licensed under a Creative Commons Attribution 4.0 International License with SPI adaptations.

With students paying particular attention to Track 06 of Stephen Kuusisto’s audio story *Creating Images That Can’t Be Seen*, students are to write a poem about something that can’t be seen, using prompts of a dream, a whisper, hope, an earthquake, or others.

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### Turning Prose into Poetry

**Image:** McNair’s Poem “After My Stepfather’s Death” and corresponding pages from his notebook with the poem in development. From the Colby College Special Collections Library, Waterville, ME., used with permission.

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### SPI Audio Story Engagement

**Wesley McNair**

**Overview**

Students are introduced to the SPI audio recording of poet Wesley McNair who talks about growing up in rural New Hampshire under difficult family circumstances and his subsequent, and related, evolution as a poet. McNair is known as an autobiographical poet and a “poet of place.” Other resources, including direct hyperlink access to Wes’ archive at Colby College, Waterville, Maine, and his memoir, *The Words I Chose*, bring Wesley McNair’s story to life.

Students are then introduced to selections of Wes’ poetry in which they will see a direct connection between his life, his prose, and his poems. Writing first in prose, students will choose several autobiographical topics on which to write. They will then turn their prose into poetry.

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Image: McNair's Poem “After My Stepfather's Death” and corresponding pages from his notebook with the poem in development. From the Colby College Special Collections Library, Waterville, ME., used with permission.
Maxine Kumin - Audio only

Chard diNiord - Audio only

Jane Hirshfield - Audio only
Mailing Address
Story Preservation Initiative
PO Box 280
Andover, NH 03216

Phone
603 738 7477

Email
General inquiries:
info@storypreservation.net

TO ACCESS THE Story Preservation Initiative 4-12 Learning Lab, go to:

https://www.spi-learninglab.org/

And to find out more about the organization,

WWW.STORYPRESERVATION.ORG