



DETROIT
INSTITUTE
OF ARTS

A KNIGHT AT THE MUSEUM

Educator Resource

GRADES 3-5



Tomb Effigy of a Recumbent Knight

About 1350/1375

Marble

Unknown artist, South Italian

City of Detroit Purchase

A KNIGHT AT THE MUSEUM

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GRADES 3–5

LEARNING TARGET:

Through classroom and museum experiences students will deepen their understanding of the writing process, specifically in the areas of symbolism, descriptive writing and character development within the genre of fantasy.

STUDENT OUTCOMES:

Students will:

- utilize the writing process to create an original fantasy set at the DIA
- develop ideas to create a fantasy that is detail rich and supported by artifacts and galleries from the DIA
- revise their original works through the writing process to produce writing that is focused on a narrow topic and includes interesting details supporting that topic
- create a shield with an original coat of arms that symbolically represents the main character in their fantasy

CCSS ALIGNMENT:

CCSS.ELA-LITERACY.CCRA.W.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

CCSS.ELA-LITERACY.CCRA.W.4

Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

CCSS.ELA-LITERACY.CCRA.W.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

CCSS.ELA-LITERACY.CCRA.W.10

Write routinely over extended time frames (long enough for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

CCSS.ELA-LITERACY.CCRA.SL.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.CCRA.L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.CCRA.L.2

Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

21ST CENTURY LEARNING SKILLS ALIGNMENT:

CREATIVITY AND INNOVATION

Use a wide range of creation techniques

COMMUNICATION AND COLLABORATION:

Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts

Listen effectively to decipher meaning

PRE-VISIT ACTIVITIES:

Introduction to Fantasy

1. Read aloud several stories within the genre of fantasy. It would be best to begin this part of the project a week prior to the unit so students can become comfortable and familiar with the genre and its characteristics. Let students know they will be creating their own original fantasy story, and they can use these published texts to inspire their ideas.

Suggested titles:

- *Sylvester and the Magic Pebble* by William Steig
- *Where the Wild Things Are* by Maurice Sendak
- *Cloudy With a Chance of Meatballs* by Judith Barrett
- *The Bravest Knight* by Mercer Mayer
- *The Dragon Machine* by Helen Ward
- *The Paper Bag Princess* by Robert Munsch

2. Introduce ELEMENTS OF FANTASY (a sample has been included) so students can learn what characteristics to look for when reading a fantasy story. Discuss vocabulary words that support understanding some examples can include:

- Knight
- Magic
- Sword
- Shield
- Imaginary
- Supernatural
- Brave

3. Teacher will complete in front of the students a story-map graphic organizer (a sample has been included) as a “think aloud” activity,

4. Students receive a blank story-map graphic organizer and teacher reads them another fantasy story.

5. Have the students complete the organizer as a group using examples from the story.

6. Read a final fantasy story and have students complete another story map individually or in pairs.

Prewriting

1. Students will begin to generate ideas for their own fantasy writing. Let them know:
 - One of the characters in the story must be a knight.
 - The knight can either be a hero or a villain.
 - Their story must include a magic shield.
 - Their story will take place at the Detroit Institute of Arts
2. Allow time for students to “brain dump” the ideas they have been collecting while reading the fantasy stories as a class.
3. Provide time for students to have conversations in pairs, small groups or both to help them develop their ideas. Peers can offer feedback to help develop stories.
4. Give students a blank story map to begin mapping out their ideas.
5. One central character should be a knight and they should decide on two additional characters. Ask students to write brief descriptions of the characters. How could the magic shield’s powers reflect the personality of the knight in the story?
6. Pass out and discuss the rubric that will be used to score their final product.

Magic Shield

(This can be done in conjunction with the art teacher if desired)

1. Explain that students will be designing a shield that will be used by the knight in their story. The shield will have symbols on it to represent their knight (similar to medieval heraldry) and will have magical powers that will be used in the story.
2. Give students a shield template to trace on cardboard/cardstock or foam board. Have them cut the shield out. The shield can be wrapped with tin foil if desired.
3. Show students a variety of emblems and shapes that are on different shields or other medieval objects to help generate ideas for symbols to include on their own shield. Allow students time to research shields and emblems following appropriate internet search policies for your school.
4. As students begin sketching ideas for their shield, ask them to discuss what magical powers they would want their shield to have:
 - What magical powers have they read about in fantasy stories?
 - As a hero or villain in a fantasy story, what magical powers would be useful?
 - What symbols could be used to represent these magical powers? How does each symbol represent a magical power?
5. Students choose four symbols to include on their shield.
6. Give students colored construction paper to draw and then cut out the symbols to decorate their shields. Glue the images onto the shields.
7. Final shields can be mounted on paper as a cover for the story or as part its display.

GUIDED TOUR EXPLANATION & RATIONALE:

For the most beneficial experience, before the day of the field trip, it is important that the students:

- understand the elements of a fantasy
- generated ideas for their fantasy
- completed fantasy story map

DIA Guided Tour (1 hour)

The tour uses the Visual Thinking Strategies (VTS), an open-ended questioning technique that helps students interpret art and make their own meaning by asking “what’s going on in this picture?” Objects on the tour have been selected from across the museum’s collections and are located in areas of the museum that provide architecturally rich and varied settings for students’ stories, including a Gothic chapel and the Great Hall.

Self-Guide (45 Minutes)

1. Students spend time in the DIA’s Great Hall to add details to the setting on the story map for their fantasy story.
2. Ask students to choose one suit of armor and one weapon from the Great Hall that sparked their interest to provide descriptive details for the knight in their story.
3. Use the quick-write graphic organizer to record descriptive details about the weapon and suit of armor.
4. Instruct students to describe their objects to a partner using descriptive words that are so vivid their partner can clearly visualize the details and characteristics of the object. Students will fill out the quick-write paper provided to sketch and describe their objects.
5. Students will use the various areas visited on the guided tour as settings in their stories. If desired, students can explore surrounding galleries in small groups to make additional notes about the areas they have chosen as settings.

POST-VISIT ACTIVITY:

Writing a Fantasy Story: “A Knight at the Museum”

1. Have students share the information from their story maps in small groups. Since students will be divided into multiple groups during the guided tour, this is an opportunity for them to add new information and learn about parts of the museum they may not have seen on their tour.
2. Review the provided rubric with the students
3. Students will then begin writing a fantasy using their story map as an outline as well as the details from the quick-write paper, which includes objects and vocabulary learned as part of the museum visit.
4. The process of writing a quality story will take several days to draft, review, revise with partners including the teacher and create a final published piece.
5. Use the rubric to grade student writing. Additional space has been provided on the rubric if the teacher wishes to add any additional elements of writing that has previously been taught.

Deep Looking for Descriptive Writing

NAME: _____

Look closely and make a quick write up to launch your thinking!

SKETCH OBJECT

QUICK WRITE

**LIST OF DESCRIPTIVE WORDS
ABOUT THE OBJECT**

Student Name: _____

Project Name: _____

Date: _____

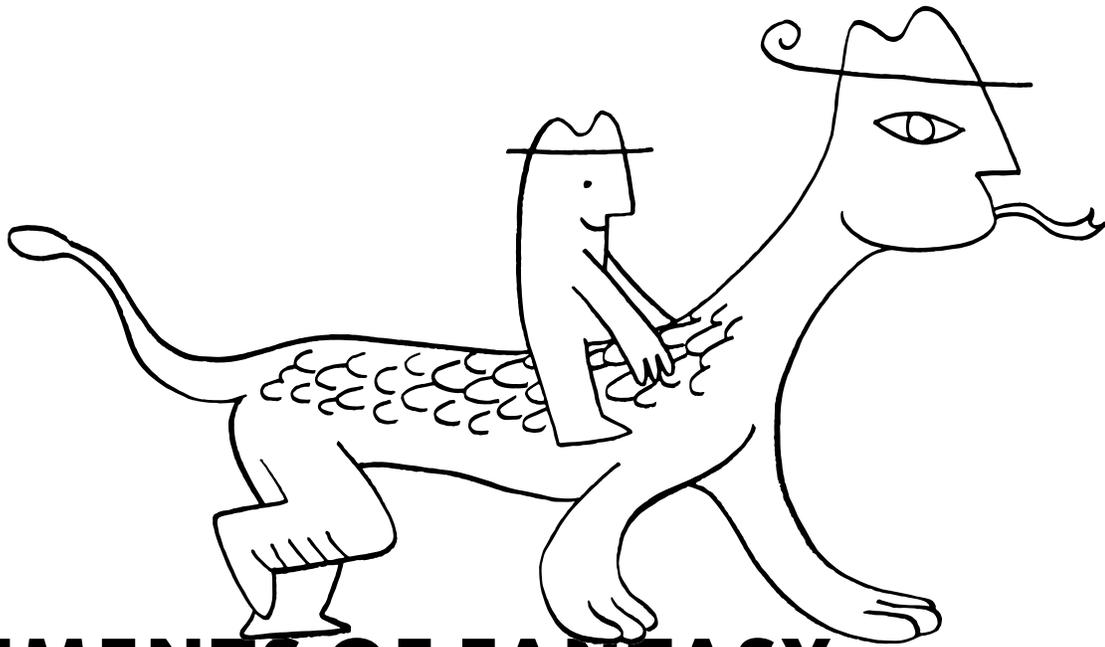
Writing Rubric

	4 - WOW!	3 - Good, Keep Going	2- Okay, but could do better	1- Needs to Improve
Fantasy Genre	Writing is clearly of the fantasy genre and effectively utilizes many details from the museum visit to enhance the reader's enjoyment of the story	Writing contains many elements of fantasy and shows an effort to use details learned from the museum visit to enhance the details	Writing contains few elements of fantasy and has a limited connection to museum visit	Writing contains no elements of fantasy and little to no connection to museum visit
Ideas	<p>Small moment=specific, focused idea</p> <p>Many juicy details that are thoughtful, clear, accurate and support topic</p> <p>Writer clearly understands topic</p>	<p>Small moment=specific, focused idea</p> <p>Some juicy details that are clear, accurate and support topic</p> <p>Writer shows some understanding of topic</p>	<p>Topic too big</p> <p>Includes some ideas that could make a good topic</p> <p>Lacks details OR Some details off topic, unclear or wrong</p>	<p>No clear topic at all</p> <p>Hard to tell what writer thinks is important</p> <p>Details not present, unclear or wrong</p>
Organization	<p>Bold Beginning/Strong Lead</p> <p>Mighty Middle</p> <p>Excellent Ending</p> <p>Terrific Title</p> <p>Variety of thoughtful transitions</p>	<p>Has a beginning, middle and end</p> <p>Has a simple title</p> <p>Transitions used effectively</p>	<p>Beginning, middle or end is missing</p> <p>Title may not match</p> <p>Few or incorrectly used transitions</p>	<p>No beginning and end</p> <p>Confusing</p> <p>No title</p> <p>No transition words</p>

	4 - WOW!	3 - Good, Keep Going	2- Okay, but could do better	1- Needs to Improve
Word Choice	<p>Precise verbs, specific nouns and vivid adjectives fit the genre or topic</p> <p>Thoughtful selection of just the right words to ensure reader's understanding</p> <p>Words bring topic to life and deepen the meaning for the reader</p>	<p>Some precise verbs, specific nouns and vivid adjectives fit the genre or topic</p> <p>Words begin to connect reader to text</p> <p>Words are properly used</p>	<p>Writer uses verbs, nouns and adjectives that are repetitive, vague and/or unimaginative</p> <p>Thesaurus overload distracts reader</p>	<p>Words are simple and ordinary</p> <p>Words do not help reader clearly see author's ideas</p> <p>Words are used over and over</p>
Conventions	<p>Spelling is magnificent</p> <p>Capitalization is used appropriately</p> <p>Grammar is correct</p> <p>Punctuation is accurate and enhances clarity and meaning</p> <p>Paragraphs are indented and obvious</p> <p>Excellent editing</p>	<p>Some spelling, capitalization, punctuation and grammar mistakes</p> <p>Paragraphs are indented but not consistently</p> <p>Some editing</p>	<p>Many spelling, capitalization, punctuation and grammar mistakes make some parts hard to read</p> <p>Attempts to use paragraphs but indented correctly</p> <p>Little editing is evident and makes some parts hard to read</p>	<p>Spelling makes it very hard to read</p> <p>Many capitalization and punctuation mistakes</p> <p>Incorrect grammar</p> <p>Paragraphs are not used or not indented</p> <p>No editing</p>
Presentations	<p>Paper is neat with no smudges and/or cross-outs</p> <p>Handwriting or typing is neat and well-spaced</p> <p>Margins are used correctly</p>	<p>Paper is neat with no smudges and/or cross-outs</p> <p>Most handwriting or typing is neat and well-spaced</p> <p>Margins are used correctly most of the time</p>	<p>Paper may have some smudges and/or cross-outs</p> <p>Handwriting or typing is difficult to read</p> <p>Margins are used correctly sometimes</p>	<p>Paper is messy</p> <p>Handwriting or typing is very hard to read</p> <p>No clear margins</p>

Comments: _____

Total Score: _____ / _____

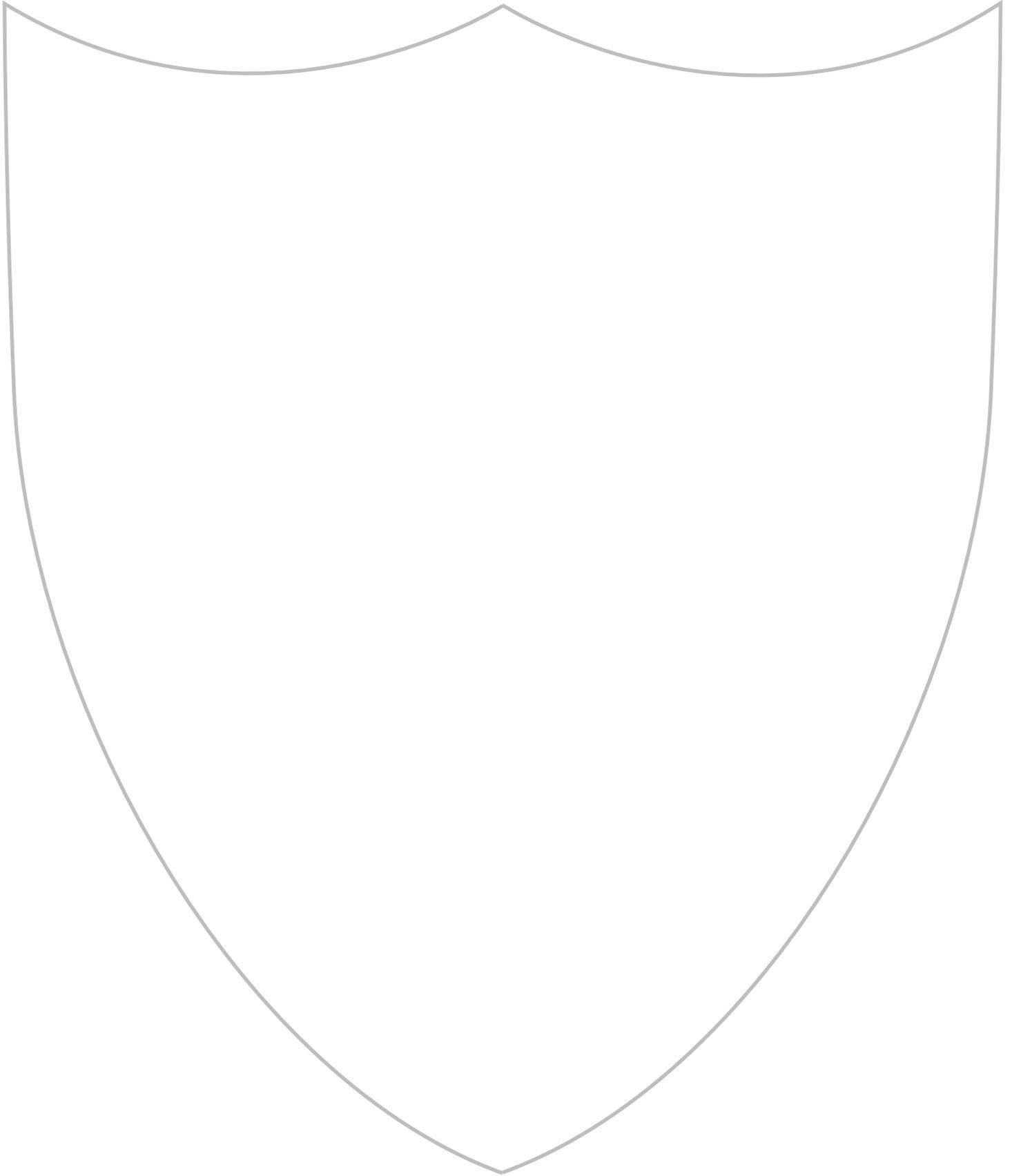


ELEMENTS OF FANTASY

☞ Form of fiction (not true)

☞ Contains one or more of the following:

- supernatural occurrences
- characters with magical powers
- things with magical powers
- animals with human characteristics
- things with human characteristics
- real people in imaginary places
- fantastic creatures or characters in real situations



STORY MAP

