



# STORYTELLING TEACHER RESOURCE

[newarkmuseumart.org](http://newarkmuseumart.org)

THE  
NEWARK  
MUSEUM  
OF  
ART

# WELCOME TO THE NEWARK MUSEUM OF ART!

Dear Teachers,

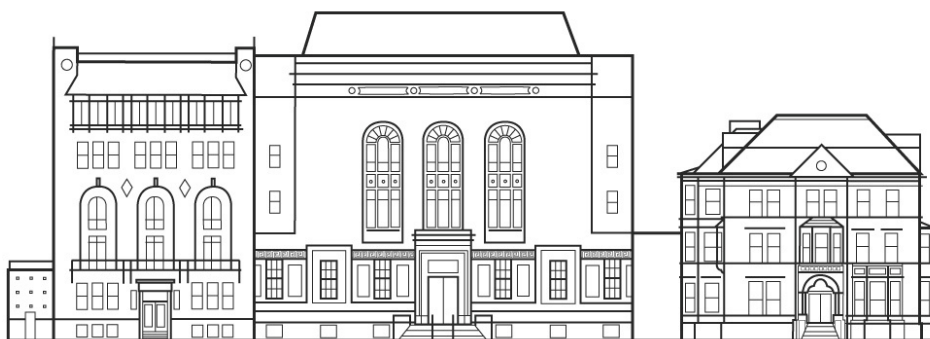
We are happy to present *Storytelling* Teacher Resource. The goal of our school and teacher programs is to provide students an opportunity to connect museum objects with their own lives and understand how these objects connect to subject matter they are learning in their classrooms.

This teacher guide is based on our collection and provides a framework for you and your students. The discussions and activities introduce some key themes and concepts for classroom reflection and lessons.

We look forward to the conversations sparked among your students.

Thank you for choosing The Newark Museum of Art!

NMOA School Programs Team





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# ABOUT THE PROGRAM

## STORYTELLING

*“Create and learn stories about the world around you! At its core, storytelling is about making an authentic, human connection.”*

—Jacqueline Lara, artist and writer

Storytelling is a universal mode of communication, a way to preserve and record history and traditions, as well as, to some degree, a form of entertainment. These traditions became a source of wisdom for how to conduct one’s life. Storytelling also had a rich history well before recorded time. It is a proven and popular teaching method and learning resource.

Students will be encouraged to observe of particular works of art that project a story. Utilizing Visual Thinking Strategies and object-based learning, we will observe and create simple stories as a group. Students will have a great time while learning about the beginning, middle, and end of a story!

Creating and telling stories is a fun learning tool. It assists in developing language skills, encourages creativity, and sparks the imagination!

Storytelling laid the foundation of human culture and remains a vital means of communication today.



# PRE-VISIT

## SPARK A CONVERSATION

Before getting into the meat of the lesson, we recommend that you and your students explore and discuss the themes of the resource. We have included some selected images from the collection, along with relevant information. You can print out the images or project them in your classroom.

### Pre-visit Objectives:

- Introduce students to the artists and works in the collection
- Explore the cadence or rhythm of a story (beginning/middle/end)
- Explore how artists interpret life and how it manifests in the storytelling aspect of their work
- Do stories need words and images? Why? Why not?
- Create stories utilizing specific works of art
- Translate a story into a stop-motion animation using a backdrop

### 1. Art as Storytelling

The chosen works feature art that sparks the imagination and that can create or tell a story. Every work of art has a story to tell. Foster a discussion with your students about art as a tool in the creation of stories or as an expression/hint of a story. Everyone has a story just waiting to be told! If they are stumped, ask them their favorite story. What art was used to tell that story?

### 2. Telephone Tales

Choose a work of art from the packet. With students sitting in a circle, create a group story about the work. The teacher can start, then go around the circle, each student adding a sentence to the story based on the work. To encourage vocabulary, students can start their sentences with "and then" or alternate between "fortunately" and "unfortunately."



# LOUIS STONE

## UNTITLED

Louis Stone, **Untitled**, ca. 1945  
 Oil on canvas, H: 40 x 31 in. Frame: 48 x 39 in.  
 Purchase 2006 The Mr. and Mrs. William V. Griffin Fund 2006.51  
 © Courtesy of Michael Rosenfeld Gallery, LLC, New York, NY

Louis Stone was born in Findlay, Ohio, in 1902. He attended the Cincinnati Academy of Fine Art in 1923. Stone, whose work is relatively scarce, was influenced by his time abroad in France, studying at Cézanne's studio and under Hans Hoffman in Munich. He is considered one of the most important and sought-after of the New Hope Modernists, a group of painters working in New Hope, Pennsylvania, in the early 20th century. His work is often executed in a small format in either watercolor or gouache. His most prolific period seems to have been from 1936 to 1945, when he created colorful and appealing abstract compositions.

Stone exhibited at the New York World's Fair in 1939, and in 1941 in the Creative Arts Program in Princeton, New Jersey, an exhibition juried by John Marin, Alfred Barr, and Lee Gatch. Stone also exhibited in the American Artist Congress in 1938 at the New Jersey State Museum, the Newark Museum of Art, and in New Hope with the Independents.

### Discussion:

Cultivate a discussion about Stone's painting:

- What do you see?
- If the shapes could talk, what would they say to each other?
- If you could create a story about this painting, what would the title of that story be? Can you make a story up about this painting?



# UNRECORDED ARTIST

## THE HOUSE AND SHOP OF DAVID ALLING



Unrecorded Artist, *The House and Shop of David Alling*, ca. 1840s  
Oil on canvas, 21 x 28¾ in. 20½ x 30 in.  
(52.1 x 76.2 cm)  
Purchase 1939  
Thomas L. Raymond  
Bequest Fund 39.265

By the 1840s, Newark was rapidly becoming an industrial city. Pictured here is the home, factory, and showroom of David Alling, located on Broad Street. Over the course of a successful business career, Alling saw Newark grow from a provincial town to one of the nation's most important industrial cities, from a population of about 1,000 to 19,732. Alling's factory produced 2,500 chairs a year for customers throughout the United States and Latin America.

In this painting, which was probably commissioned by Alling, the figures help to identify the buildings. Two businessmen converse in front of the showroom; a mother and child are placed near the home, and a worker approaches the factory on the right.

### Discussion:

Cultivate a discussion about the painting:

- What do you see?
- What sounds do you think you would hear on the street?
- Choose a person from the painting and act them out!



# GEORGE EDWARD HARNEY THE BALLANTINE HOUSE

George Edward Harney, *The Ballantine House*, 1885  
Brick, stone  
Purchase 1937 37.646.1

The Ballantine House, the last 19th-century mansion on Washington Street, was the home of John and Jeannette Ballantine of the Newark beer-brewing family. Architect George Edward Harney designed the 27-room, brick and sandstone house. The Ballantines and their four children moved into their new home in 1885. Ballantine, a first-generation Scottish-American, worked for the family business, P. Ballantine Brewery (later P. Ballantine & Sons Brewery), established in 1840 in Newark. By the mid-19th century, others had joined the brewing game and Newark was exporting beer across the U.S. P. Ballantine & Sons was considered one of the “Big Five” of Newark’s beer brewers.

The Ballantine House is currently undergoing restoration and is closed to the public, but is available for a unique 360° tour at:

<https://newarkmuseumart.org/exhibition/the-ballantine-house/>

## Discussion:

Cultivate a discussion about this Gilded Age mansion:

- What do you see?
- Does this house look like your house? What is different?
- What is the same? What story do you think we could write about this house?



# POST-VISIT ACTIVITIES

## Post-visit Objectives:

- Enable students to reflect upon and discuss some of the themes from the artwork
- Encourage students to explore representations of storytelling

### 1. Storyboards

Build upon the group story from the pre-visit activity. Instead of having students verbally share their sentences, ask them to create a group comic strip, where each student gets a box. What visuals will they use to enhance the story? What colors and symbols will they use? Does their story have a beginning, middle, and end?

### 2. Stop-Motion Animation

Turn a stationary painting into a moving picture! Use *The House and Shop of David Alling* as a background for a stop-motion animation.

#### Supplies:

- Tablet with stand
- Props
  - Pre-cut shapes
  - Small miscellaneous objects
- Print of *The House and Shop of David Alling*
- Stop Motion Studio (free app downloadable from Google Play and the Apple Store)

#### Instructions:

1. Place the background on a firm surface.
  2. Place your prop on the background. Take a picture.
  3. Move your prop. Take a picture. Repeat until the story is complete.
- Note:* move the prop in small, incremental steps to create a realistic animation.

[Reference video](#)

### 3. Tell Your Story

Make a book and illustrate your story!

Supplies:

- 2 pieces of chipboard for the front and back cover
- Paper
- Hole puncher
- Markers
- Pencils
- Yarn

Instructions:

1. Punch two holes in the chipboards. Make sure the holes match.
2. Write your story on the plain paper. Use your imagination!
3. Once your story is complete, use the hole punch to create holes in the pages.
4. Use the yarn to connect the pages to the covers.
5. Write your title.
6. Share your story with the world!



# LINKS

## Storytelling

<https://ijccep.springeropen.com/articles/10.1186/s40723-021-00081-x>

<https://www.nurseryworld.co.uk/features/article/eyfs-best-practice-all-about-storytelling>

## The Gilded Age

<https://www.scholastic.com/teachers/articles/teaching-content/gilded-age/>

<https://ny.pbslearningmedia.org/resource/dpla-tg-075/teaching-guide-exploring-the-politics-of-the-gilded-age/>

## Newark and Industrialization

<https://knowingnewark.npl.org/citys-illustrious-craftsmen-furnished-a-growing-nation/>

<https://smarthistory.org/ancient-mediterranean/ancient-rome/>

<https://knowingnewark.npl.org/>

# AT THE MUSEUM

The Museum supports teachers, administrators, and parents through an array of programs carefully designed to connect different levels of curricula to the Museum collections.

For more, visit: <https://newarkmuseumart.org/learn/school-programs/>

## Field Trips

Field trips are available to students, educators, and parents. Designed to include our permanent collection, Planetarium, and special exhibitions, our programs provide curriculum connection in all subject areas.

## Professional Development

The Museum provides professional development opportunities for educators, administrators, and parents.

## Residencies

For art and STEM residencies, the Museum partners with schools with teaching artists to create projects that connect to Museum objects.

## Scout Programs

Each onsite experience is a fun and educational way to earn badges while connecting with the global offerings of the Museum.

## Birthday Parties

With the magic of the Museum as a backdrop, our educators lead a one-of-a-kind activity for your child and your guests.

## Camp NMOA

Summer begins here! Join us for six weeks of building community through project-based learning where campers can develop their skills in art and science.



# ABOUT THE MUSEUM

*We welcome everyone with inclusive experiences that spark curiosity and foster community.*

The Newark Museum of Art, in Newark, Essex County, New Jersey, is the state's largest museum. It holds fine collections of American art, decorative arts, contemporary art, and arts of Asia, Africa, the Americas, and the ancient world. Its extensive collections of American art include works by Hiram Powers, Thomas Cole, John Singer Sargent, Albert Bierstadt, Frederick Church, Childe Hassam, Mary Cassatt, Edward Hopper, Georgia O'Keeffe, Joseph Stella, Tony Smith and Frank Stella.

Founding Director John Cotton Dana believed that museums were established to promote the appreciation, understanding, and enjoyment of the arts and sciences. Together with a group of public officials, prominent businessmen, and local collectors, he established the Museum in 1909 at the Newark Public Library. He provided the intellectual leadership that made it one of the most progressive cultural institutions in the country.

## LEARNING STANDARDS

*1.4.2 Create two- and three-dimensional works of art while exploring color, line, shape, form, texture, and space. 1.3.P.D.2*

*1.4.3 Use vocabulary to describe various art forms (e.g., photographs, sculpture), artists (e.g. illustrator, sculptor, photographer) and elements in the visual arts.*

*1.4.6 Create more recognizable representations as eye-hand coordination and fine-motor skills develop.*

*1.4.7 Describe feelings & reactions & make increasingly thoughtful observations in response to a variety of culturally diverse works of art & objects in everyday world.*

*Standard 1.1: Children express themselves through and develop an appreciation of creative movement and dance.*

*Standard 1.3: Children express themselves through and develop an appreciation of dramatic play and storytelling.*

*Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing).*

## IMAGE CITATIONS

Cover Photography by [Mike Peters](#)