LESSON 2
WHO ARE THE STORYTELLERS NOW?
THE POET SINGS

VOCALESSENCE WITNESS

LEARNING GOALS:

- Define "storyteller" in a broad sense
- Identify different forms and genres of storytelling
- Understand the connection between poetry, music, and storytelling
- Introduce the theme *The Poet Sings*

MATERIALS:

- Storyteller Bank + Vocabulary Match Handout
- Storytelling Forms brainstorming sheet
- Writing utensils
- Chart paper, whiteboard, or projector
- Research materials for the extension, such as access to library resources, posterboard, markers, etc.
- Gallery Walk materials

THEME

Poets are storytellers, and poems convey meaning, share experiences, and tell stories.

OBJECTIVE

Students will identify and explore different forms and types of storytelling, recognize how storytellers use words, music, art, movement, and performance to communicate stories and ideas, and explain how different storytellers and storytelling forms can preserve experiences, share perspectives, and connect people.

PROCESS

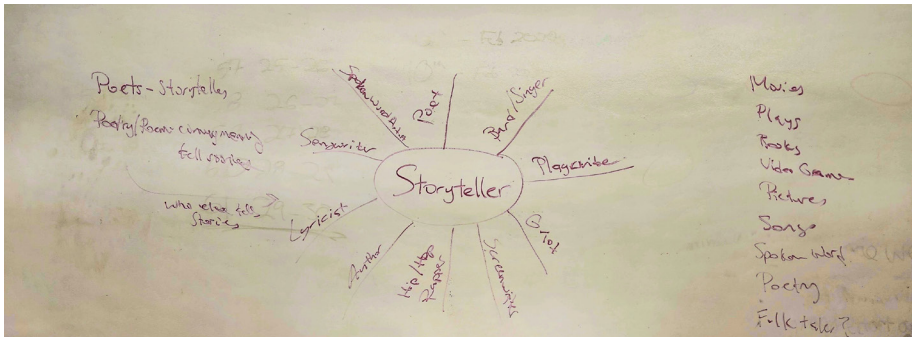
1: Brainstorm Different Forms of Storytelling

Using the Storytelling Forms Brainstorming worksheet, ask students to work with a partner to brainstorm different ways people tell stories.

Give younger students a few examples to get started:

- Movies
- Plays
- Books
- Video games
- Pictures and art
- Songs
- Spoken word
- Poetry
- Articles
- Dance

Record students' ideas on the board or chart paper.



Ask students to consider forms of storytelling that do not use words. Discuss how music, visual art, movement, and performance can communicate stories and ideas.

2: Introduce the Storyteller Bank

Introduce some of the different people who can be storytellers:

- Poet
- Songwriter
- Lyricist
- Narrator
- Playwright
- Screenwriter
- Author
- Bard/singer
- Rapper/hip-hop artist
- Griot/Jeli/Djeli
- Spoken-word artist
- Gullah Storytellers
- Lamban

After introducing the types of people that can be storytellers, ask the class to divide them into different forms of storytelling (shown below).



3: Complete the Vocabulary Match

Using the Storytelling Vocab Match worksheet, have students work individually or with a partner to match each storyteller role with its definition.

As a class, review the answers. Pause on any unfamiliar terms, especially **Griot, Gullah Storytellers, Bard,** and **Spoken-Word artist**. Storytelling Vocab Match Worksheet Answer Key: 1-H, 2-I, 3-A, 4-G, 5-J, 6-D, 7-B, 8-F, 9-K, 10-C, 11-E, 12- , 13-L.

Ask students:

- What do these storytellers have in common?
- How are their jobs different?
- Can one person be more than one type of storyteller?
- What different purposes can their stories serve?

MINNESOTA STATE STANDARDS CONNECTIONS

MUSIC: Responding
Standard 7: Analyze and construct interpretations of artistic work. Students explore how songs, lyrics, and music can communicate stories, ideas, and meaning.

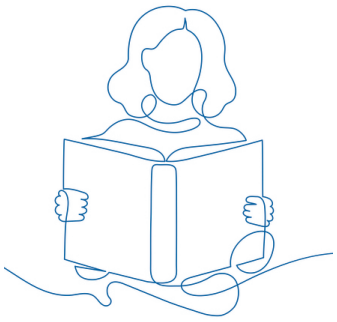
THEATER: Responding
Standard 7: Analyze and construct interpretations of artistic work. Students explore how plays, narration, and performance can communicate stories and meaning.

MEDIA ARTS: Responding
Standard 7: Analyze and construct interpretations of artistic work. Students explore how movies, video games, and other media can communicate stories and ideas.

ARTS: Connecting
Standard 9: Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work. Students connect different forms of storytelling to their own experiences and consider how artists use different forms and mediums to communicate meaning.

4: Storytelling in Poetry and Music

Return to the idea that **poets are storytellers**.



Ask students:

- What can a poem tell us about a person or their experiences?
- How can a poet use words to help us imagine a story?
- How are song lyrics similar to poetry?
- How can music help tell or communicate a story?

Introduce the WITNESS theme: ***The Poet Sings***. Explain that throughout this unit, students will explore how poets, musicians, rappers, and other storytellers use words, music, and performance to share stories and ideas.

5: Discuss What Storytellers Have in Common

Look back at the different storytelling forms students brainstormed from their worksheets.

Ask:

- What do all of these forms have in common?
- What makes something a story?
- Can the same story be told in different ways?

Have students work with a partner to choose one type of storytelling form from the class brainstorm and show how the same story could be told in two different ways (for example, as a song and a picture, or a poem and a play). Have partners share their ideas with the class and discuss what stays the same and what changes.

EXTEND THE LEARNING

6: Research a Storyteller

Have students choose one type of storyteller from the Storyteller Word Bank worksheet. Students will research a notable person who works in that field and create a poster highlighting their work.

Students should include:

- Who are they?
- What kinds of stories do they tell?
- What medium do they use?
- What is one thing you learned about them?

Encourage students to include images, examples of their work, or a favorite quote if appropriate.

7: Gallery Walk

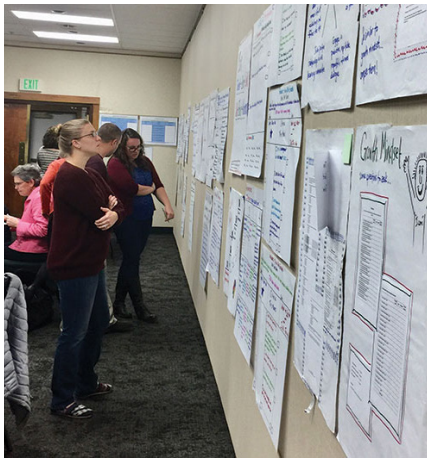
Display the completed posters around the classroom. Have students walk around the room to learn about their classmates' storytellers.

As they view the posters, ask students to notice:

- Different types of storytellers
- Different ways stories can be shared
- Similarities between storytellers
- New storytellers or storytelling forms they discovered

Bring the class back together for a final discussion:

- What did you learn about storytelling that you didn't know before?
- What kind of storyteller would you like to be?







STORYTELLING FORMS BRAINSTORMING

THE POET SINGS

1. WHAT IS A STORYTELLER?

_____

2. WHAT MAKES SOMEONE A STORYTELLER?

Think about what a storyteller does. Write or draw your ideas below.

3. WAYS WE TELL STORIES

Stories can be told in many different ways! What are some ways people tell stories? Write down as many as you can think of.

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

4. THINK ABOUT IT: How can the same story be told in different ways?

_____

_____

_____

Name(s): _____ Date: _____

1. ¿QUÉ ES UN NARRADOR?

_____

2. ¿QUÉ HACE QUE ALGUIEN SEA UN NARRADOR?

Piensa en lo que hace un narrador. Escribe o dibuja tus ideas a continuación.

3. MANERAS EN LAS QUE CONTAMOS HISTORIAS

¡Las historias se pueden contar de muchas maneras diferentes! ¿Cuáles son algunas de las formas en que la gente cuenta historias? Escribe todas las que se te ocurran.

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

4. PIÉNSALO: ¿Cómo se puede contar la misma historia de diferentes maneras?

_____

_____

_____

Nombre(s): _____ Fecha: _____

STORYTELLING VOCAB MATCH

THE POET SINGS

STORYTELLER WORD BANK

Directions: Match each storyteller with the definition that best describes what they do. Write the **letter** of the definition on the line.

_____ 1. Poet	A. A person who writes the words to a song.
_____ 2. Songwriter	B. A person who writes books, stories, or other works of literature
_____ 3. Lyricist	C. A traditional West African storyteller, historian, musician, and keeper of community history and stories
_____ 4. Narrator	D. A person who writes scripts for movies, television, or other screen productions.
_____ 5. Playwright	E. A performer who uses poetry and spoken language to share ideas, experiences, and stories aloud.
_____ 6. Screenwriter	F. A singer or storyteller who shares stories through song or music.
_____ 7. Author	G. A person who tells or presents a story
_____ 8. Bard/Singer	H. A person who writes poems to express ideas, feelings, experiences, or stories.
_____ 9. Rapper/Hip-Hop Artist	I. A person who writes songs, creating the words, music, or both.
_____ 10. Griot/Jeli/Djeli	J. A person who writes plays for actors to perform.
_____ 11. Spoken-Word Artist	K. A musician who uses rhythm, rhyme, and spoken or sung words to express ideas and tell stories.
_____ 12. Gullah Storytellers	L. A traditional rhythm and dance of the Manding peoples in West Africa, particularly among the Mandinka, Maninka, and Bambara ethnic groups.
_____ 13. Lamban	M. A cultural keeper who preserves and shares the history, folklore, and traditions of descendants of enslaved Africans living in the coastal Lowcountry and Sea Islands of South Carolina, Georgia, North Carolina, and Florida.

Name(s): _____ Date: _____

BANCO DE PALABRAS DE NARRACIÓN

Instrucciones: Empareja a cada narrador con la definición que mejor describa lo que hace. Escribe la **letra** de la definición en la línea.

_____ 1. Poeta	A. Una persona que escribe la letra de una canción.
_____ 2. Compositor de canciones	B. Una persona que escribe libros, relatos u otras obras literarias.
_____ 3. Letrista	C. Un narrador, historiador y músico tradicional de África Occidental, guardián de la historia y las narraciones de la comunidad.
_____ 4. Narrador	D. Una persona que escribe guiones para cine, televisión u otras producciones audiovisuales.
_____ 5. Dramaturgo	E. Un artista que utiliza la poesía y el lenguaje hablado para compartir ideas, experiencias e historias en voz alta.
_____ 6. Guionista	F. Un cantante o narrador que comparte historias a través de canciones o música.
_____ 7. Autor	G. Una persona que cuenta o presenta una historia.
_____ 8. Bardo/Cantante	H. Una persona que escribe poemas para expresar ideas, sentimientos, experiencias o historias.
_____ 9. Rapero/Artista de hip-hop	I. Una persona que escribe canciones, creando la letra, la música o ambas cosas.
_____ 10. Griot/Jeli/Djeli	J. Una persona que escribe obras de teatro para que sean representadas por actores.
_____ 11. Artista de palabra hablada	K. Un músico que utiliza el ritmo, la rima y palabras habladas o cantadas para expresar ideas y contar historias.
_____ 12. Narradores Gullah	L. Un ritmo y una danza tradicionales de los pueblos mandingas de África Occidental, particularmente entre los grupos étnicos mandinka, maninka y bambara.
_____ 13. Lamban	M. Un custodio cultural que preserva y comparte la historia, el folclore y las tradiciones de los descendientes de africanos esclavizados que habitan en la zona costera de Lowcountry y las Sea Islands de Carolina del Sur, Georgia, Carolina del Norte y Florida.

Nombre(s):_____ Fecha: _____