



Noah's Ark From Head to Tale

Pre-K through Grade 5, written to Grade 2 standards

Discover some of the hundreds of whimsical animals aboard Noah's Ark at the Skirball™! Each animal is handmade from everyday objects like bottle caps, bicycle parts, and baseball mitts. What stories might be found in these repurposed materials and in the objects all around us? What memories might they hold? In this lesson, students will use their imaginations to see everyday objects in a new light.

Objective

Students will strengthen inference and creative writing skills by developing a first-person narrative of an inanimate object. As a class, students will use context clues and supporting details to identify their classmates' personified objects.

Materials (Worksheets available on Google Slides)

- Each student will select a found object. It could be a rock, pillow, cup, or ball. Anything will work!
- "Stories of Stuff" worksheet

Class Activity

1. If your students are not already familiar with the animals aboard Noah's Ark, share the Noah's Ark welcome video! In the spirit of caring for the environment, the designers of Noah's Ark used mainly repurposed and recycled materials. In doing so, they turned old objects into new, one-of-a-kind creations.

¡Ver en
español!



Welcome to Noah's Ark

5:36 min.

Take a peek inside Noah's Ark at the Skirball, the award-winning exhibition that brings to life a timeless story about overcoming challenges, celebrating community, and the role each of us can play in helping build a better world.

2. Introduce students to first-person narration. Stories that are written in first person use pronouns like “I,” “me,” and “my,” and share the narrator’s own point of view.
3. Read the first-person stories below. Both are written from the perspective of an object that makes up an animal on Noah’s Ark. Read them again. Based on the clues and details provided, have students guess what the object is.

- **Example 1:** I come from a long line of helpers. I’m proud of how my four-pointed crown twirls, lifts, dives, and carries. See my glimmer and shine. Hear my clank and scrape in the morning, afternoon, and evening—and sometimes late at night to split and share leftover birthday cake. Wash me, and I can be used again and again to feed many!
- **Example 2:** I spend my days tiptoeing, stepping, and stomping around town. The dust settles on my leather as I listen to the crickets chirp. As the moon shines, I join other pairs on an old hardwood floor and groove to banjo sounds. I sleep by the doorway next to a pile of stinky socks.

4. Ask students to picture their guesses in their head and call on a few volunteers to respond to the following questions:

- What object do you infer or guess this story is about?
- What details in the story helped you come to that conclusion?

Invite students to thumbs-up if they agree or raise their hand to make a new inference. Exchange laughs and a variety of creative responses!

5. Reveal the objects and share pictures of the Noah’s Ark animals they are a part of!



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- **Example 1 Object:** Fork
 - **Noah’s Ark Animal:** Meerkat



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- **Example 2 Object:** Cowboy Boot
 - **Noah’s Ark Animal:** Rooster

Student Instructions

Write your own found-object story! Use the “Stories of Stuff” worksheet for inspiration and ideas.

Share Out

Call on student volunteers to read their object stories. Make inferences as a class before the storytellers reveal their objects!

Example Sentence Frames

- The storyteller said [details], and that reminded me of a(n) [object].
- I believe the story describes a(n) [object] because [details].
- I infer the story describes a(n) [object] based on [details].
- I agree that the story describes a(n) [object] because [details].
- We must also consider [details].

Visual and Theater Arts Activity

Have students pair their object stories with other art forms, such as collage, sketch, monologue, or dance. Display your class collection in a “gallery walk” or virtual presentation. If you haven’t already, have more fun with found objects in **Lesson 4: Re-Discovered Animals!**

Curriculum Connections

CCSS.ELA-LITERACY: W.2.3, W.2.8, SL.2.1.C, SL.2.3, SL.2.4, SL.2.6, L.2.5

Resources

“What’s It Made Of?” worksheet: Take a closer look at the animals aboard Noah’s Ark at the Skirball! See what repurposed items were used and how they inspired each design.

Connect with Us

Our educators are here to help! If you would like to talk with us about how best to facilitate this activity with your students, please email teacherprograms@skirball.org.

Storyteller (your name!):

Stories of Stuff

Use your imagination to create an object's life story. Hide clues within the story to help your class guess what your object is!

1. Pick an object to write about. It can be something you use every day, a natural object, or something very special to you. Make sure to keep it a secret!
2. Use these questions to help you imagine your object's story:
 - What do you observe about your object?
 - What is its job? What does it do?
 - What journey did it take to get where it is today?
 - What thoughts or feelings might your object have?
3. What would your object say if it could talk? Use the first-person pronouns "I," "me," and "my," as if the object is telling its own story! Write your story below.
4. Get ready to share your story with others. Listen to what guesses they come up with!

Story Examples



Description: I come from a long line of helpers. I'm proud of how my four-pointed crown twirls, lifts, dives, and carries. See my glimmer and shine. Hear my clank and scrape in the morning, afternoon, and evening—and sometimes late at night to split and share leftover birthday cake. Wash me, and I can be used again and again to feed many!

Object: Fork



Description: I spend my days tiptoeing, stepping, and stomping around town. The dust settles on my leather as I listen to the crickets chirp. As the moon shines, I join other pairs on an old hardwood floor and groove to banjo sounds. I sleep by the doorway next to a pile of stinky socks.

Object: Cowboy Boot