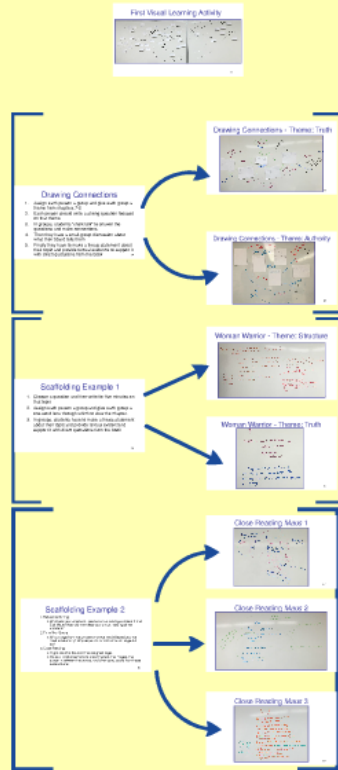
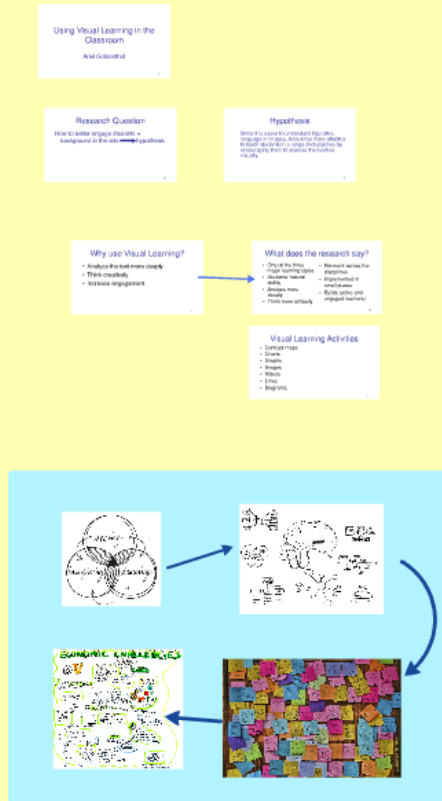


Scaffolding

Student choice

Argument



Let's Try Some Activities!

Works Grid

1. Read the text and identify the main idea.

2. Read the text and identify the main idea.

3. Read the text and identify the main idea.

4. Read the text and identify the main idea.

5. Read the text and identify the main idea.

6. Read the text and identify the main idea.

7. Read the text and identify the main idea.

8. Read the text and identify the main idea.

9. Read the text and identify the main idea.

10. Read the text and identify the main idea.

Image the text form

1. Read the text and identify the main idea.

2. Read the text and identify the main idea.

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4. Read the text and identify the main idea.

5. Read the text and identify the main idea.

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10. Read the text and identify the main idea.

Using Visual Learning in the Classroom

Ariel Goldenthal

Research Question

How to better engage students +
background in the arts  hypothesis

Hypothesis

Since it is easier to understand figurative language in images, it could be more effective to teach students in a range of disciplines by encouraging them to express themselves visually.

Why use Visual Learning?

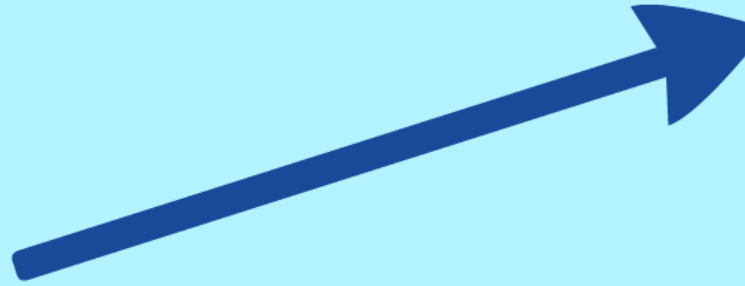
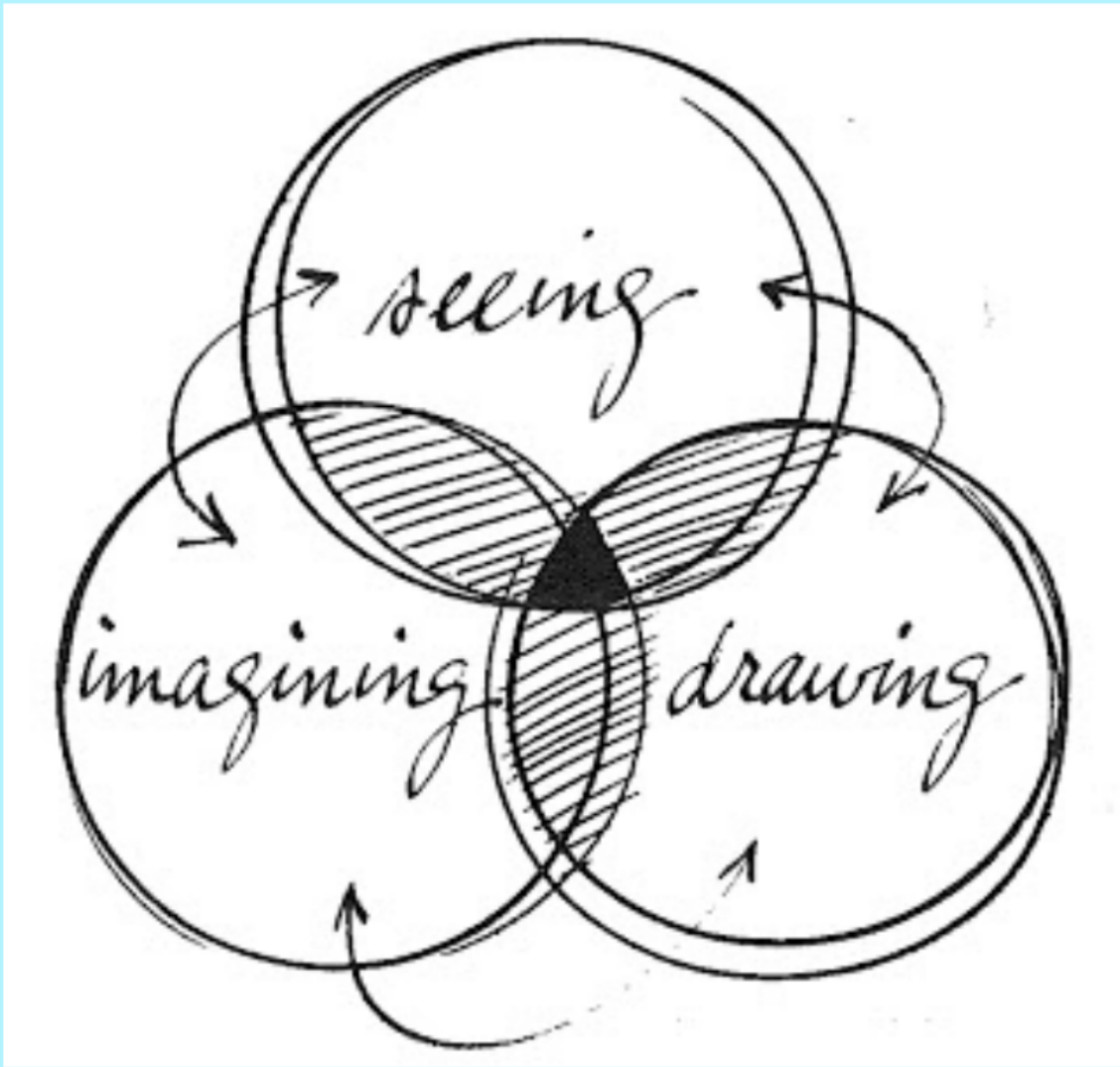
- Analyze the text more deeply
- Think creatively
- Increase engagement

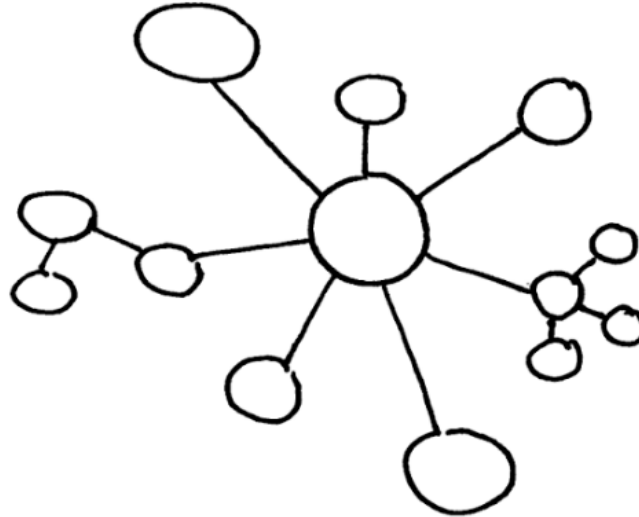
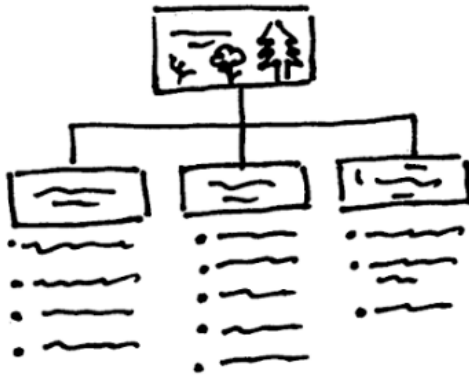
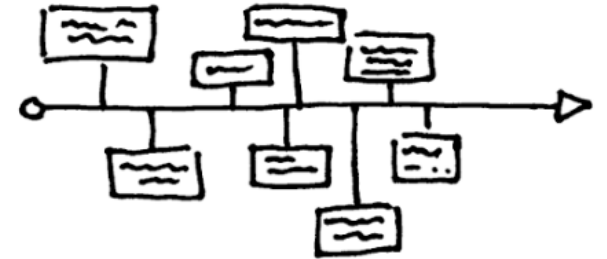
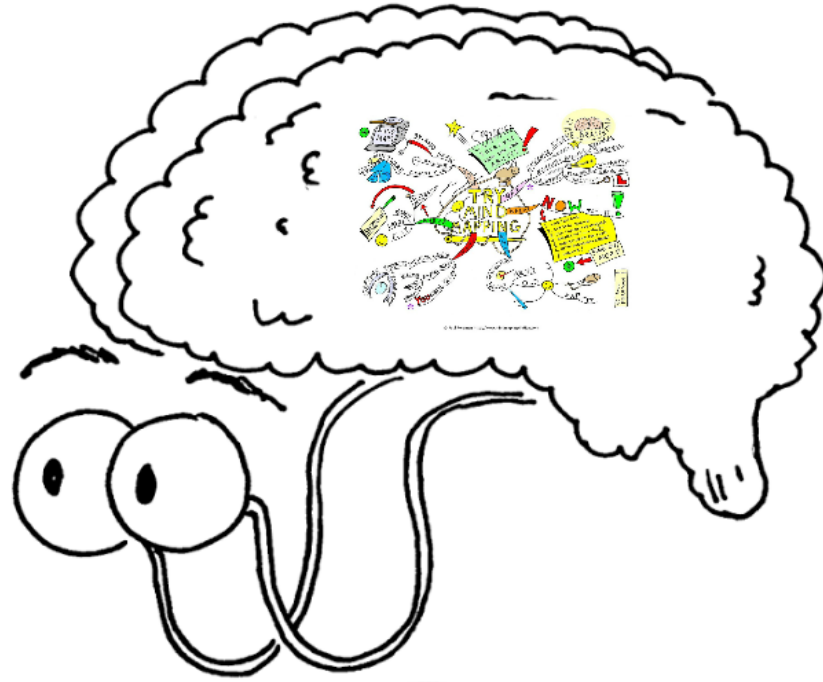
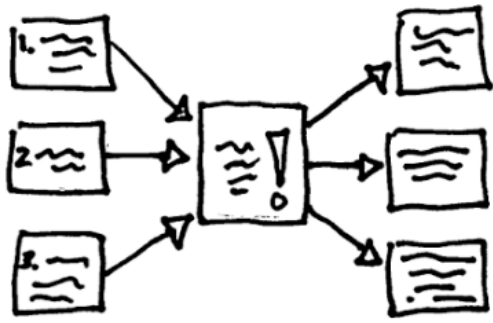
What does the research say?

- One of the three major learning styles
- Students' natural ability
- Analyze more deeply
- Think more critically
- Relevant across the disciplines
- Implemented in small pieces
- Builds active and engaged learners!

Visual Learning Activities

- Concept maps
- Charts
- Graphs
- Images
- Videos
- Lines
- Diagrams





ECONOMIC CHALLENGES

@V

COMMON SKILL:
LEARN OTHERS' IDEAS,
EVALUATE THEM,
MAKE YOUR OWN
CONCLUSIONS.

At the PRICE
WE'RE PAYING!?!

WALL ST.

PARENTAL
EXPECTATIONS

COHORTS

DIVERSE CULTURE

NEED-BASED
AID

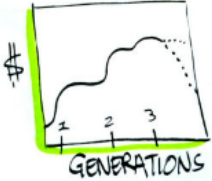


Wanna be a
TEACHER...
but
Dad says to
go into PRE-MED.



WHAT IS THE CLASSROOM EXPERIENCE EVOLVING INTO?

STATE
VS.
PRIVATE
FUNDING



\$ vs. ECONOMIC INTELLECTUAL
STIMULATION

ONLINE
COMMUNITY

CAREER
FLEXIBILITY



UTILITY
CLASSES

- WORKING in GROUPS
- LISTENING SKILLS
- CRITICAL THINKING
- PROBLEM-SOLVING
- RESPOND to CHALLENGES

STANLEY



WE'RE NOT in
the BUSINESS
of JOB SKILLS
DEVELOPMENT!

65%
of JOBS
that 3rd GRADERS
will have in the FUTURE
DO NOT exist today!

VANDERBILT
Center for Teaching
SEPT. 9, 2011
SYMPOSIUM

graphic recording by
Peter D'wand, alphachimp.com



Scaffolding

Student choice

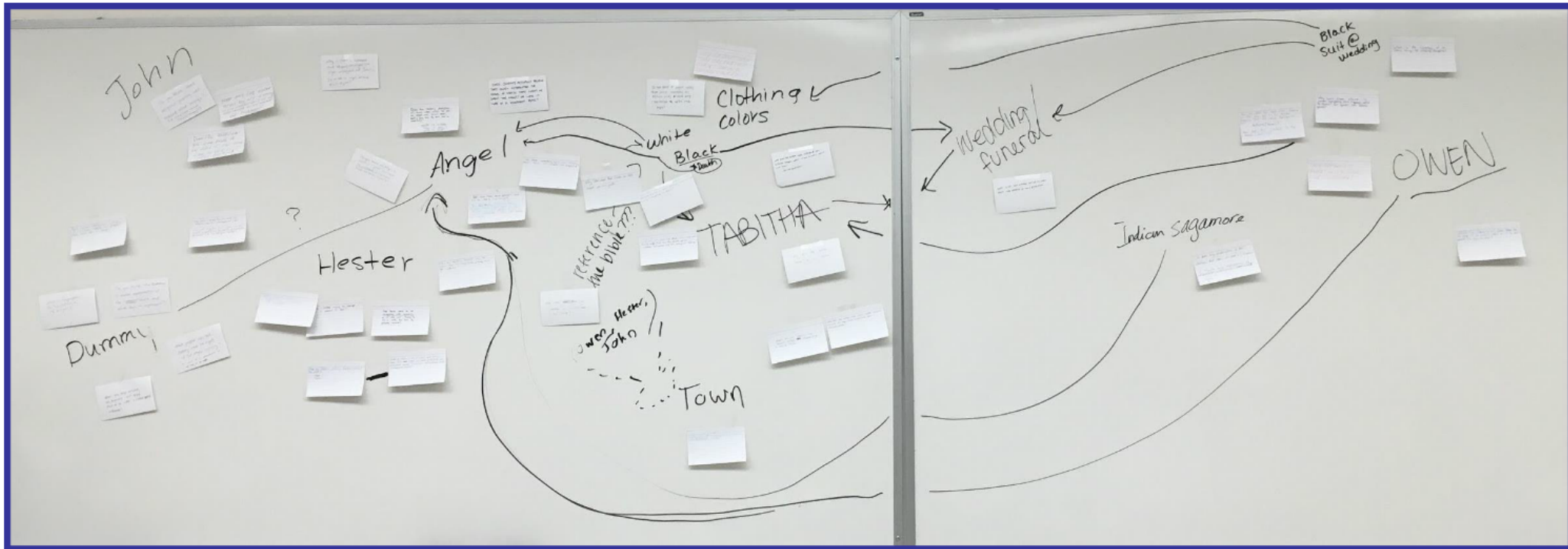
Argument

Scaffolding

Student choice

Argument

First Visual Learning Activity

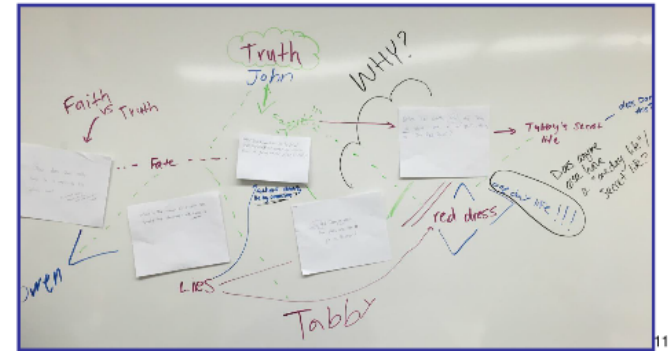


Drawing Connections

1. Assign each person a group and give each group a theme from chapters 7-8
2. Each person should write a strong question focused on that theme
3. In groups, students "chalk talk" to answer the questions and make connections
4. Then they have a small-group discussion about what their board tells them
5. Finally they have to make a thesis statement about their topic and provide textual evidence to support it with direct quotations from the book

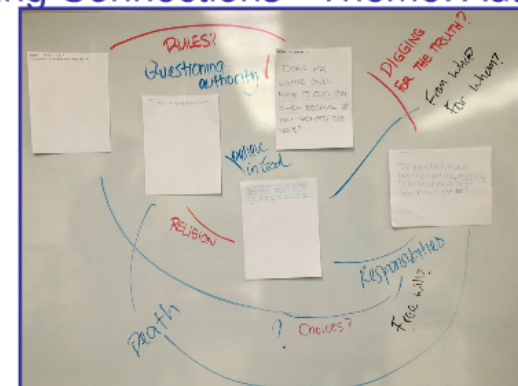
10

Drawing Connections - Theme: Truth



11

Drawing Connections - Theme: Authority



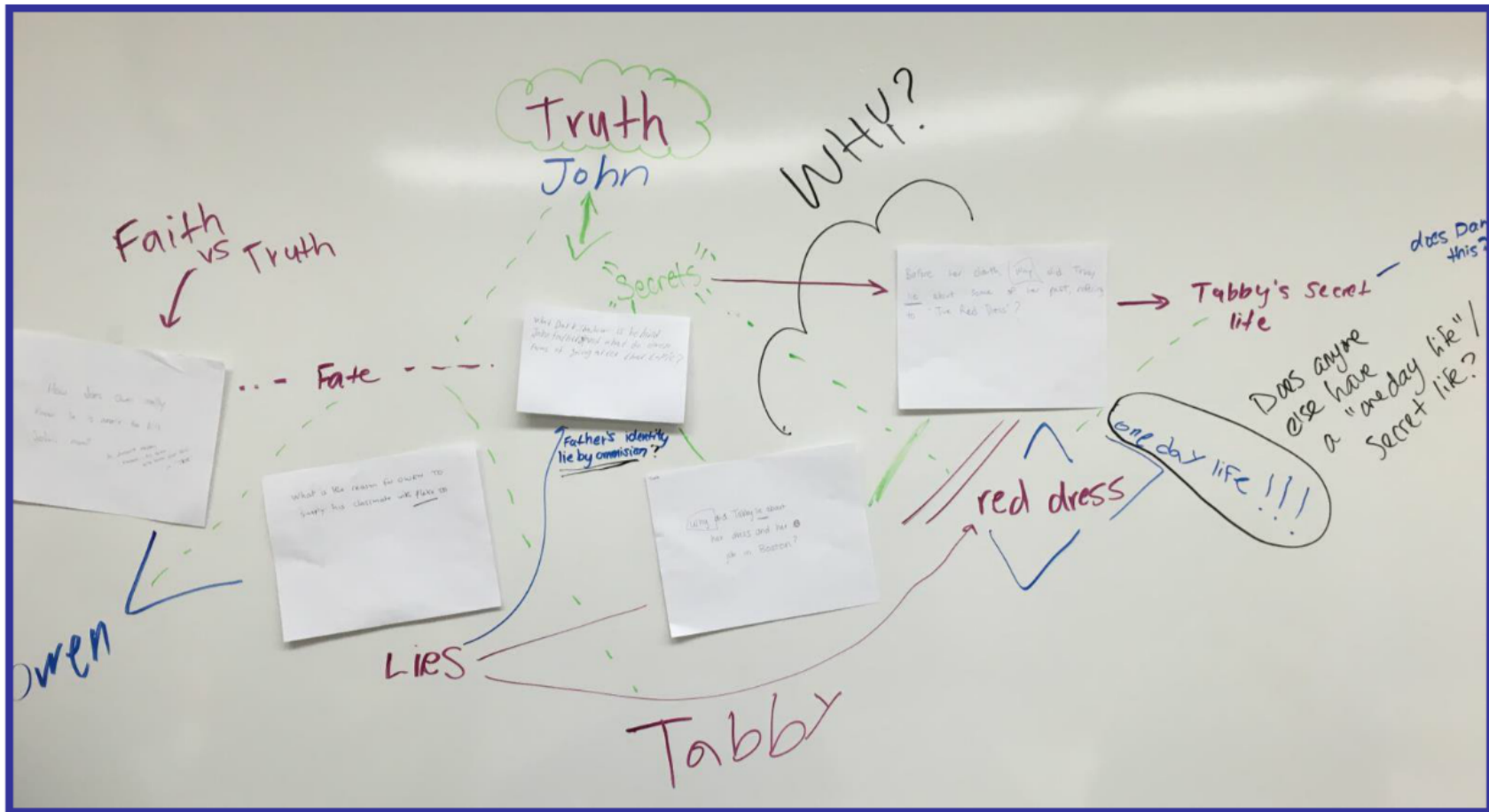
12

Woman Warrior - Theme: Structure

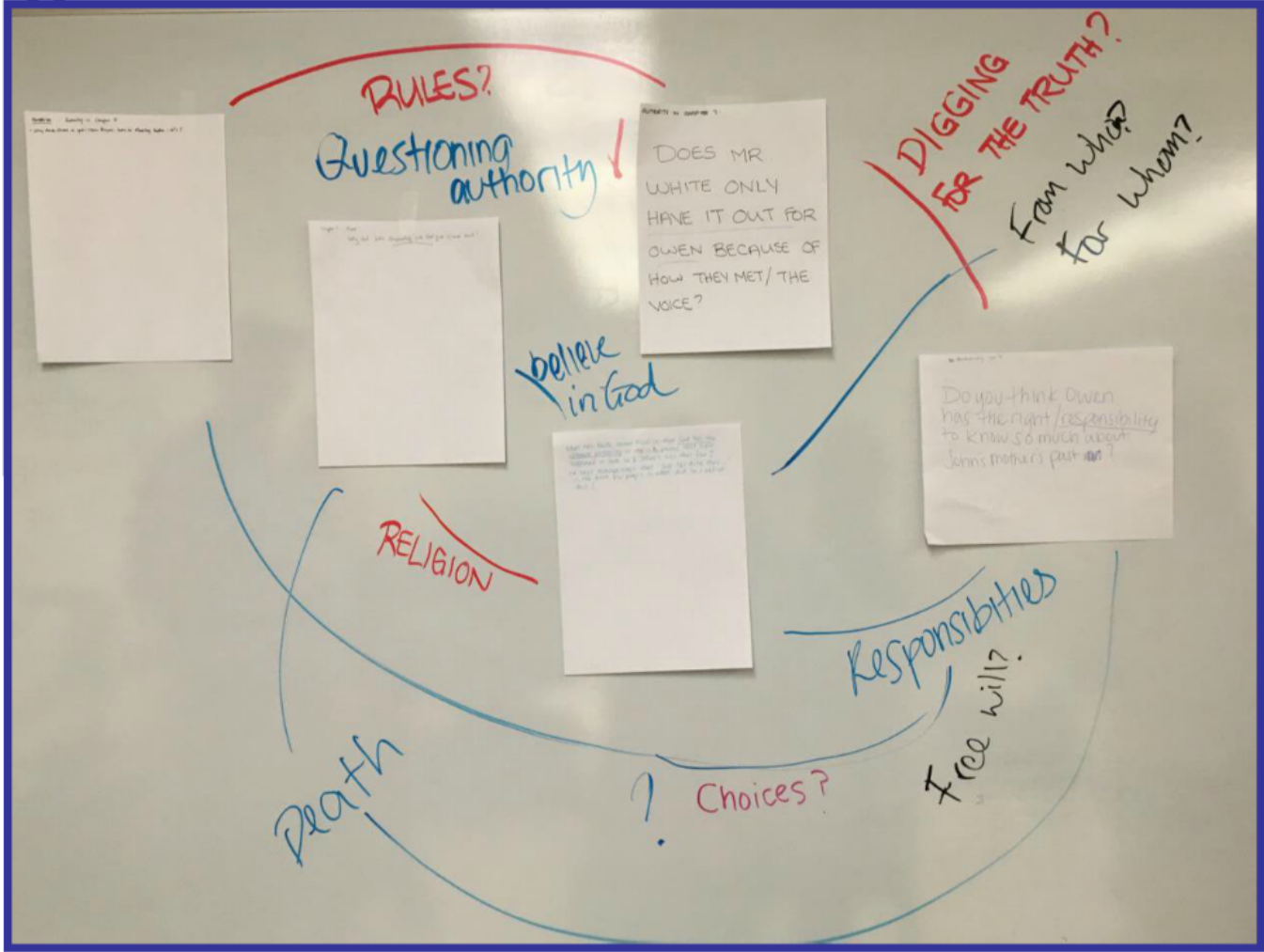
Drawing Connections

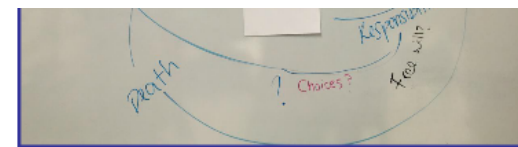
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Drawing Connections - Theme: Truth



Drawing Connections - Theme: Authority





Scaffolding Example 1

1. Choose a question and free-write for five minutes on that topic
2. Assign each person a group and give each group a one-word lens through which to view the chapter.
3. In groups, students have to make a thesis statement about their topic and provide textual evidence to support it with direct quotations from the book

Woman Warrior - Theme: Structure

Thesis: The chapter is structured in such a way so that the fantasy and reality kingdom tales come together.

First time both realities come together > Begins when Moon Orchid lands in LA. He learns things as Kingston but, no longer in blind sight.

Chapter is written in a linear style

First time siblings and other characters are described and introduced

The reality are the Chinese culture and the American culture < Moon Orchid is one reality and Moon Orchid is the other

1-2-3-4-5-6-7-8-9-10-11-12-13-14-15-16-17-18-19-20-21-22-23-24-25-26-27-28-29-30-31-32-33-34-35-36-37-38-39-40-41-42-43-44-45-46-47-48-49-50-51-52-53-54-55-56-57-58-59-60-61-62-63-64-65-66-67-68-69-70-71-72-73-74-75-76-77-78-79-80-81-82-83-84-85-86-87-88-89-90-91-92-93-94-95-96-97-98-99-100

1. Lighter thinking so Moon Orchid
"Moon Orchid comes out of the
ground about 2000 years ago. He
goes to California to live with his
wife. He's "blind" about his culture and
he's not sure if he can be a warrior and still be
a man."

Woman Warrior - Theme: Truth

?

Talk stories lied to the husband
husband lies to her

Moon orchids
"delusions"

Kingston's "truth" isn't black and white, or true or false. She perceives her life in different shades of grey.

Close Reading Maus 1

Nazi's reason for drinking P. 91
Chaotic

Scaffolding Example 1

1. Choose a question and free-write for five minutes on that topic
2. Assign each person a group and give each group a one-word lens through which to view the chapter.
3. In groups, students have to make a thesis statement about their topic and provide textual evidence to support it with direct quotations from the book

Woman Warrior - Theme: Structure

Thesis: The chapter is structured in such a way so that the fantasy and reality Kingston talks about come together.

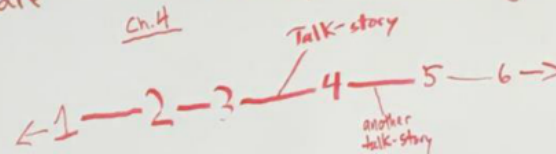
First time both realities come together
Chapter is written in a linear style

First time siblings and other characters are described and introduced

The realities are the Chinese culture and the American culture

Brave Orchid is one reality and Moon Orchid is the other

Begins when Moon Orchid lands in L.A. We learn things as Kingston does, no longer in hindsight



- 1 Waiting for/picking up Moon Orchid
- 2 Moon Orchid annoys everyone
- 3 Back story about M.O.'s marital status / talk story
- 4 goes to confront M.O.'s husband / another talk story
- 5 M.O.'s "husband" denies her when confronted
- 6 M.O. moves to be close to daughters but starts "seeing ghosts"

Woman Warrior - Theme: Truth

?

Talk stories lied to the husband
husband lies to her

Moon Orchids
"delusions"

Kingston's "truth" isn't black and white, or true or false. She perceives her life in different shades of grey.

Scaffolding Example 2

1. Reflective Writing

- What was your emotional reaction while reading chapters 4 and 5 of *Maus*? How did that affect your critical reading of the chapters?

2. Think/Pair/Share

- Which page from the chapters that we read affected you the most emotionally? Why do you think that particular page did so?

3. Close Reading

- In groups of 3, focus on the assigned page.
- Make a list of observations about the text, the images, the space in between the panels, and draw conclusions from those observations.

16

Close Reading *Maus* 1

Nazi's reason for
People behind desk are also mice - Jewish Secret Police?
Chaotic
Sacrifice - Barbed wire
Dressed for a funeral
Familiar face?
Balance of black to white, more black

17

Close Reading *Maus* 2

Page 115
He was a Millionaire
Can't label first panel - He's on the outside
Jewish video society
Basic stolen food
Focus on Anja's father - Anja's government aid to Hitler
Chaotic - abandoned into darkness
Berlin Police - think about how you feel
The situation of the situation

Close Reading *Maus* 3

Risky safety to get food to come out of bunker.
Importance of food + safety.
No leisure activities (reading).
Life became all about food + survival.
Love - need to distance ourselves of the books/entertainment.
Drawing connections between Anja + Frank.
Vlad's song - Perspective instead of "You're dead" - LOL.
Sketch of bunker with perspective on the "chaotic" living conditions.
Repeated "don't mess around with the" play to panels.

19

Scaffolding Example 2

1. Reflective Writing

- a. What was your emotional reaction while reading chapters 4 and 5 of *Maus*? How did that affect your critical reading of the chapters?

2. Think/Pair/Share

- a. Which page from the chapters that we read affected you the most emotionally? Why do you think that particular page did so?

3. Close Reading

- a. In groups of 3, focus on the assigned page.
- b. Make a list of observations about the text, the images, the space in between the panels, and draw conclusions from those observations.

Close Reading *Maus* 1

P. 91

Nazi's reason for drinking

Doesn't Care

Feels bad

Both

Chaotic

Sacrifice - Barbed wire

Dressed for a funeral

People behind desk are also mice - Jewish Secret Police?

- Familiar face?
- Friendly?

Balance of black to white. More black

Close Reading *Maus* 2

Page 115

- o Chaotic
- o Swallowed into darkness
- o "He was a Millionaire..."
- o Cross hatched final Panel - Makes entire panel dark
 - Vladek in front
 - haunted
- o Jewish Police cruelty
- o Panic stricken faces
- o Focus on Anja's father
 - Anja's father meant a lot to Vladek

Father helped Vladek - perhaps guilt for not being able to help her

Besides Richieu this is the closest family they've lost.

The severity of the situation

Close Reading *Maus* 3

Pg. 112

* risked safety to get food to come out of bunker.

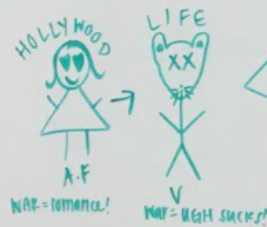
* Importance of food & safety.
NO leisure activities (reading)
the life became all about Holocaust.

* Lolek tried to distract thoughts w/ the books/entertainment.

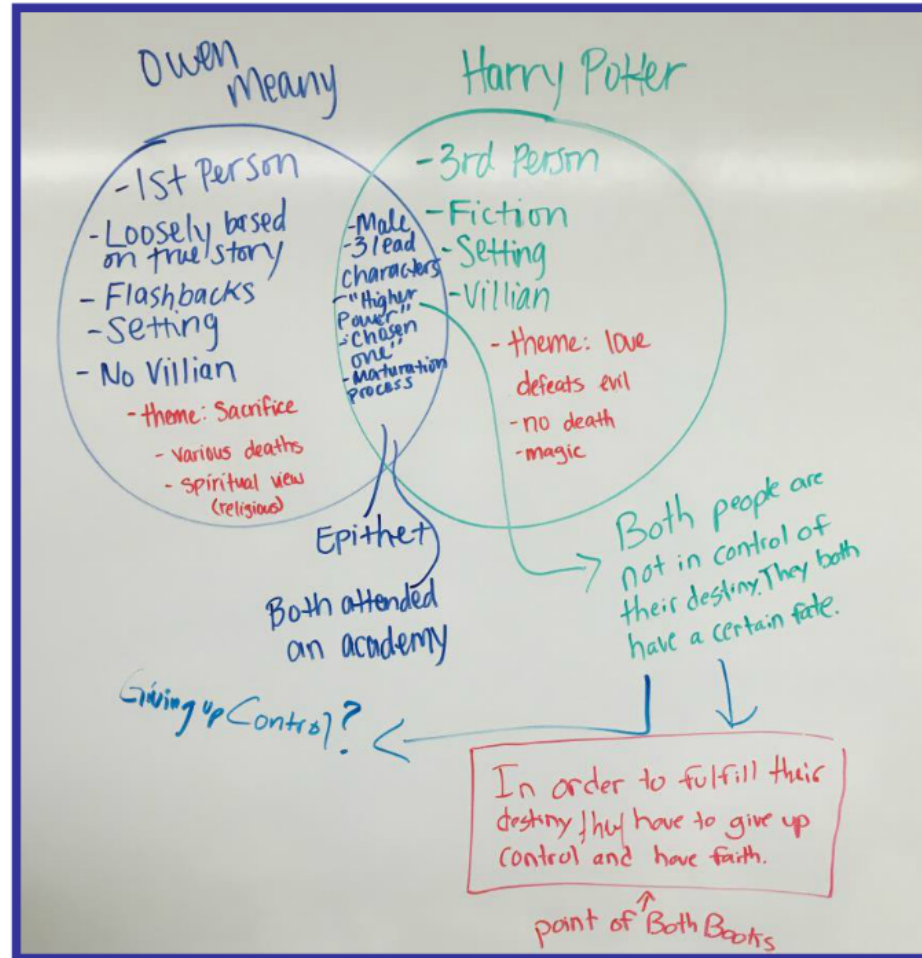
* Drawing connections between Anne Frank & Vladek's story! - Periscope instead of Youtube! - LOL

* Sketch of bunker puts perspective on the intense/scarcity living conditions.

* "reported" "shot" - raises tension w/in the story & panels.



Comparative Analysis



Comparative Analysis

Blown up ideas

Oppression/Cultural Influence

- ← Jewish people oppressed by Nazis
 - Chinese females are oppressed by society
- ← Trying to leave Germany
 - Leave china in hopes of a better life
- ← Art tells his father's story
 - Story is told about the mother, by the daughter
- ← Art's story telling
 - Kingston's story telling
- ← Vladck's story
 - Brave Orchid's story

Throughout the progression of the plot, the P.O.V. switches between child and parent. Doing so represents both the past and present realities, which gives the reader a better understanding of the oppressed.

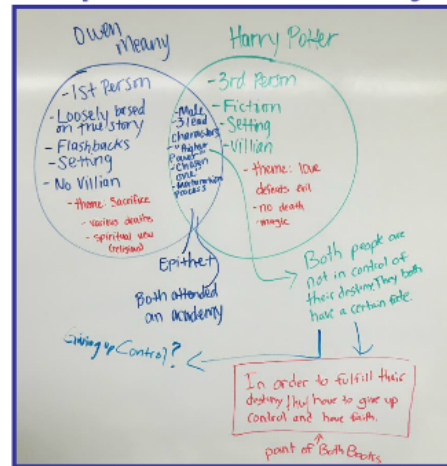
T-Chart

Maus

Woman Warrior

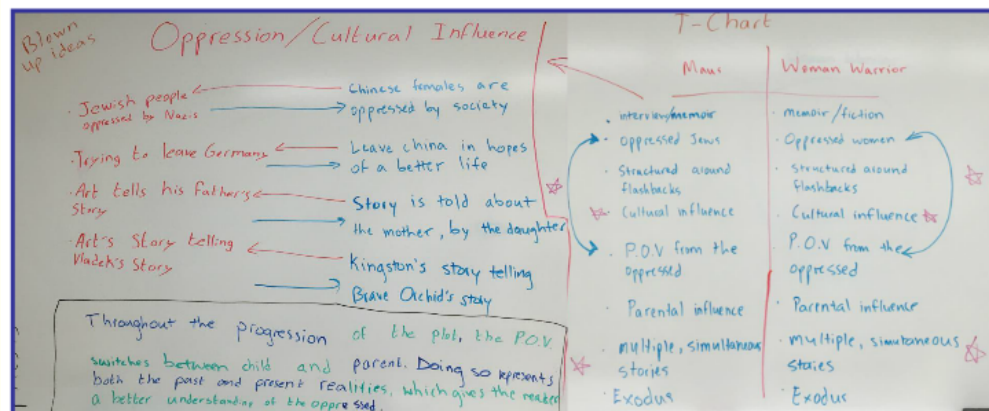
- | Maus | Woman Warrior |
|----------------------------------|----------------------------------|
| · interview/memoir | · memoir/fiction |
| · Oppressed Jews | · Oppressed women |
| · Structured around flashbacks | · structured around flashbacks |
| · Cultural influence | · Cultural influence |
| · P.O.V from the oppressed | · P.O.V from the oppressed |
| · Parental influence | · Parental influence |
| · multiple, simultaneous stories | · multiple, simultaneous stories |
| · Exodus | · Exodus |

Comparative Analysis



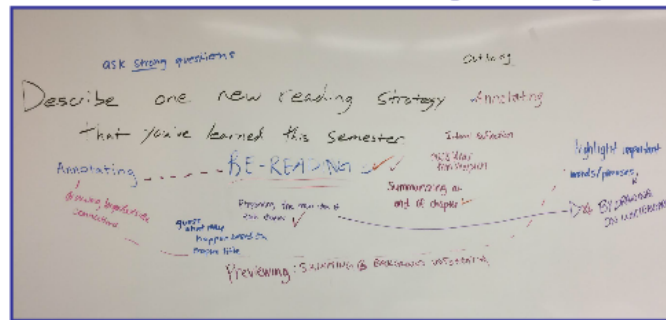
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Comparative Analysis

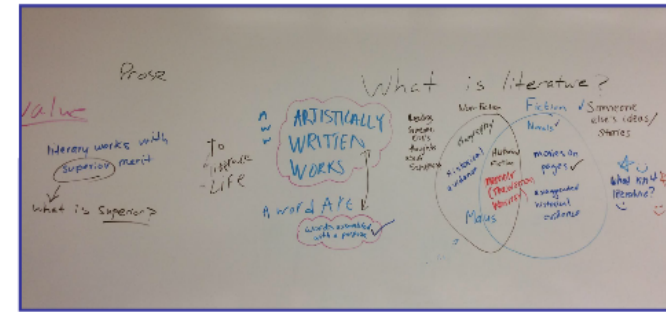


21

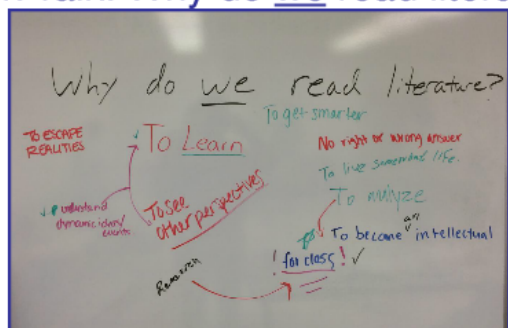
Chalk Talk: New Reading Strategies



Chalk Talk: What is literature?

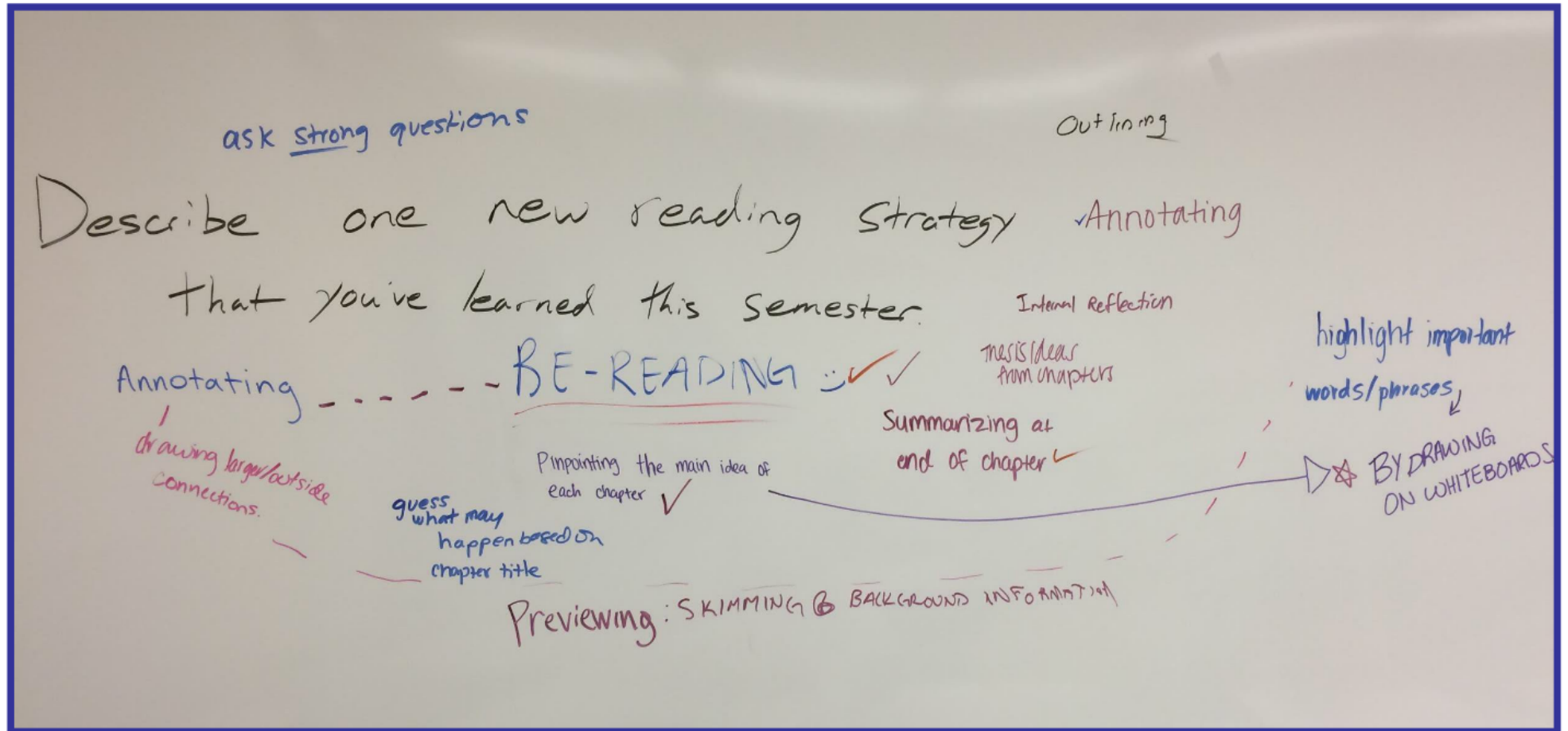


Chalk Talk: Why do we read literature?

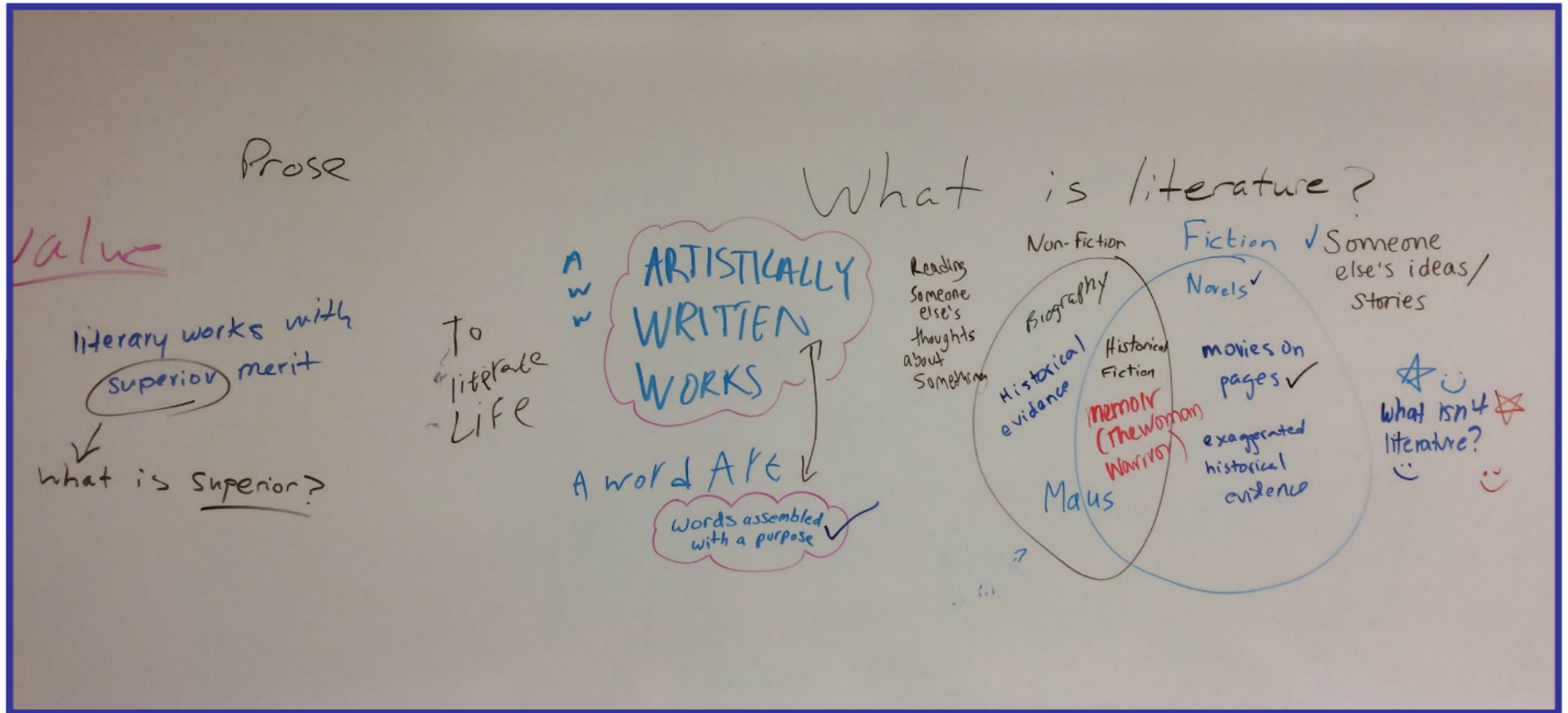


Let's
Activ

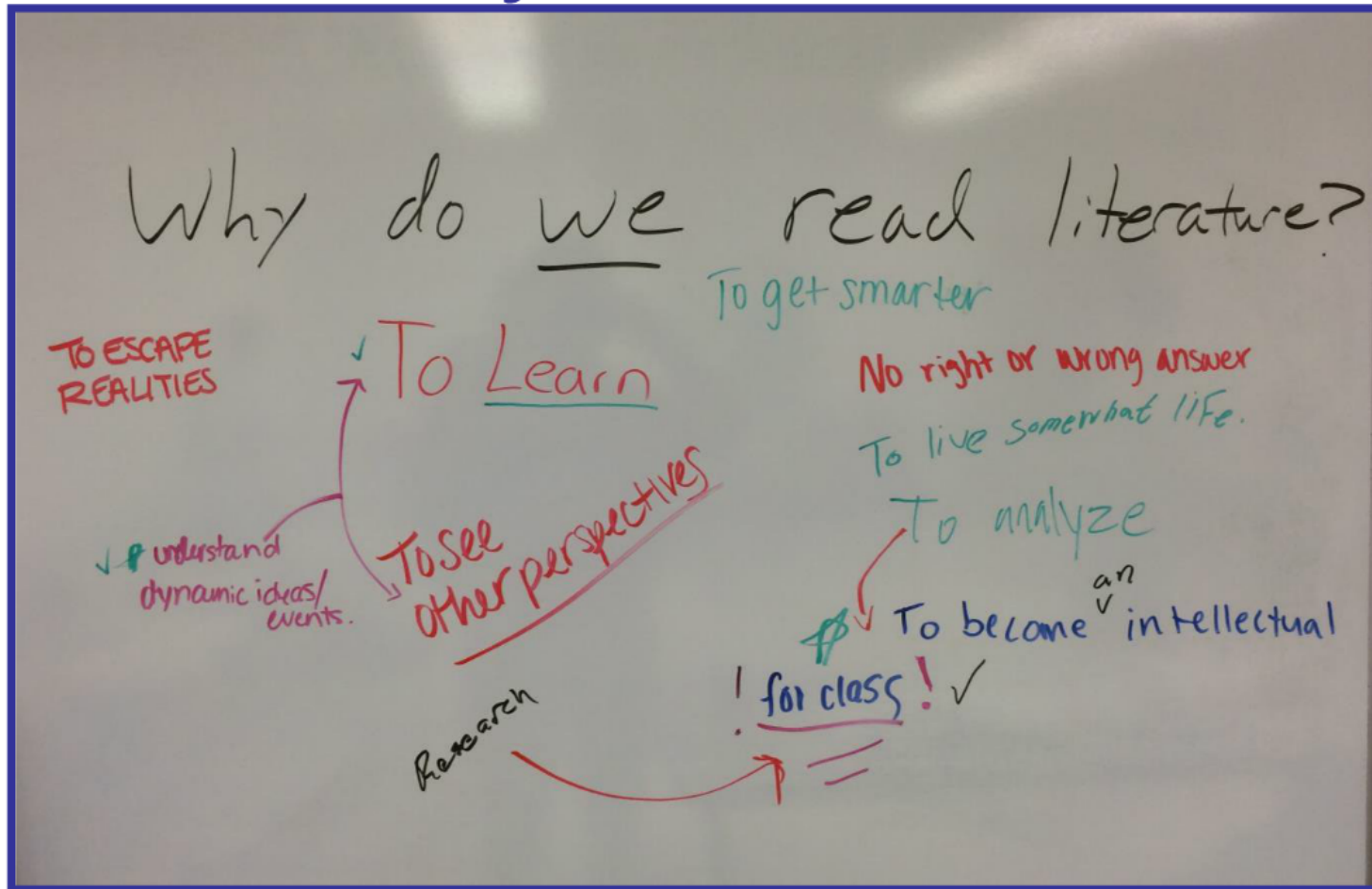
Chalk Talk: New Reading Strategies



Chalk Talk: What is literature?



Chalk Talk: Why do we read literature?



Let's Try Some
Activities!

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- <http://katierener.weebly.com/concept-mapping.html>
- <https://zapier.com/blog/visualize-to-do-list/>
- http://vjic.org/vjic2/?page_id=2793
- <http://albertaassessmentconsortium.blogspot.com/2014/05/technology-assessment-visual-thinking.html>