Visualizing Learning

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New Edenton Middle STEAM Magnet School

Leaders in Literacy 1.18-19 Conference
Synthesizing Texts

Activity One: Examining a Visual Image
The image below presents one sculpture from one bigger collection. Examine the sculpture below and list in the box all the details you observe.

[Image of a sculpture]

Photograph's Details
Synthesizing Texts

After noting the sculpture's details, consider the following questions:

1. How would you describe the sculpture to someone who has not seen it?

   a. What is the subject's facial expression?

   b. What is the subject wearing?

   c. What characteristics of the sculpture are realistic, and what characteristics are idealized?

2. Who do you think the person represented by the sculpture might be? What details in the sculpture make you think this?

3. What do you think the artist who made the sculpture wants us to think about the subject? What details in the sculpture make you think this?

4. What does the sculpture reveal about the culture in which it was taken?
<table>
<thead>
<tr>
<th>Photograph</th>
<th>Photograph: Subject of the Information about the Background/Historical Information about the Sculpture: Background or History Information about the Sculpture: Background or History</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</table>

**Research Topics**

<table>
<thead>
<tr>
<th>MLA Citation</th>
<th>Notes</th>
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Based on your research and your discussion of the photograph, re-examine the questions in Activity One and revise your answers as needed.

Consult the sculpture and its history. Also, be sure to write an MLA citation for the resource or resources you used. The chart below, take notes on significant facts, details, statistics, or other information that helps you understand the sculpture and its history. Your teacher will give you specific instructions for completing this activity, but you will need to consult one or more resources during your research process.

Now that you have examined the sculpture, you will perform a research activity to learn some information about the sculpture itself.

**Synthesizing Texts**

**Activity Two: Performing Research**
<table>
<thead>
<tr>
<th>What is the sculpture's dimensions?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the appearance of the sculpture and its composition of the information about the materials?</td>
</tr>
</tbody>
</table>

**Synthesizing Texts**
Synthesizing Texts

Activity Three: Reading "How A Typical Teen Did Something Not So Typical To Help Street Kids"
Read the article. Record any observations or questions you have as you read the article.
Synthesizing Texts

Activity Four: Comparing Texts
Both the sculpture and "How A Typical Teen Did Something Not So Typical To Help Street Kids" offer a vision of homelessness. Use what you have learned about the topic, the sculpture, and Unah's article to complete the chart below. Once you have made your notes, write a thematic statement that reflects the message of "How A Typical Teen Did Something Not So Typical To Help Street Kids."

<table>
<thead>
<tr>
<th>Sculpture's presentation of homelessness</th>
<th>Article's presentation of homelessness</th>
</tr>
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<tbody>
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</tbody>
</table>

How does the sculpture (and its background) help you understand Unah's article better?

What does these works indicate about the culture in which they were produced?

<table>
<thead>
<tr>
<th>Sculpture</th>
<th>Poem</th>
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</thead>
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<td></td>
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</tbody>
</table>

Write a thematic statement that reflects the message of "How A Typical Teen Did Something Not So Typical To Help Street Kids."
Activity Five: Making Thematic Connections
Consider the three pictures below:

Picture A
Which image best connects with the thematic ideas found in the texts included in this lesson? Justify your response by referring to specific details in the image you chose.

Picture B

Picture C
Levels of Reading

1. Literal - reading on the line
   - Find meaning directly the text
   - Answer who, what, when, and where

2. Inferential - reading between the lines
   - Draw inferences from what's in the text
   - Key Concerns: What does a passage represent, suggest, or personify? What does a certain allusion or metaphor mean? How do an author's choices reveal attitude or meaning?

3. Universal - reading beyond the lines
   - Move beyond the text to connect to universal meaning (move from what to so what)
   - Connect literature to your own personal experiences
   - Mental Questions: How does this text connect with my life? With all human beings? What kinds of perceptions about life in general is the author communicating to me?
How an 11-Year-Old Invented the Possum

NAME

DATE
Levels of Reading

1. **Zoon (concl.)**
   - Return
   - Expand

**Invention:**
- Accident
- Entrepreneur

Well as arbitrary nouns.

2. *importance of the text.* You should pay attention to words that are repeated as you look back in the text and your summary. Find a significant word that connects to the theme of the text.

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**Find a Summary:** It was 1990 and 11 years old in the San Francisco Bay Area.

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**Write a Summary:**

After reading the text, write a summary of the text. Use the steps below to help you:

- **Title:** "How an 11-Year Old Boy Invented the Popsicle"
Levels of Reading

Title: "How an 11-Year Old Boy Invented the Popsicle"

Author: Shelby Pope

1. Be open to making mistakes. Sometimes they lead to your biggest discoveries.

2. There are no accidents in universe. Everything has a greater purpose.
Levels of Reading

Title: ____________________________________________________________

Author: __________________________________________________________

Write a Summary
After read the text, write a summary of the text. Use the steps below to help you.

Who: ____________________________________________________________

________________________________________________________________

________________________________________________________________

When: ____________________________________________________________

________________________________________________________________

________________________________________________________________

Where: ____________________________________________________________

________________________________________________________________

________________________________________________________________

What (How): ______________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________
Levels of Reading

Final Summary: ____________________________________________________________

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Important Words
Look back in the text and your summary. Find a significant word that connects to
the theme of the text. You should pay attention to words that are repeated as
well as abstract nouns.

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Levels of Reading

Instructions for Creating Your Concentric Circles Graphic

1. Across the top of the paper, write the title of the work and the author's name.

2. Draw three large concentric circles on the paper (one circle inside another circle inside a larger circle) or use the template provided by the teacher.

3. **First Level - Innermost Circle:** This circle will require you to concentrate on the concrete level of meaning. *What does the text say?*
   a. Write the most significant word from the part of the work assigned (refer to your important words list).
   b. Quote the entire sentence in which the word appears - or enough of the sentence to reveal the word's use in context. Document the source of the quotation in parentheses.
   c. Write multiple dictionary definitions of the word (denotation).
   d. Explain why the word is important to the meaning of the work by placing it in the context of the narrative. (Explain what is literally happening in the text when the word is used.)

4. **Second Level - Middle Circle:** This circle will concentrate on the abstract level of meaning. *What does the text mean?*
   a. Draw four (4) images that relate to the assigned part of the reading.
   b. Write an explanation of the link between each image and the word you have written in the innermost circle (or the images importance to the text)

5. **Third Level - Outer Circle:** This circle will concentrate on the thematic level of meaning. *Why does the text matter?*
   a. Write two thematic statements drawn from the significant word you wrote in the innermost circle and the images you drew in the middle circle. These should be universal thematic statements and should not refer directly to the text.
Character Autopsy

Directions:
1. Create an outline of a body to represent a character from our text.
2. Find quotations or passages from the text to illustrate at least ______ of the following “body parts” for a post-reading “autopsy” of the character.
3. Place these strategically on the body outline.
   a. Write the chapter/paragraph and page number in parentheses after each quotation or passage.
4. Group members should label the parts they work on, and all members should sign the project.
5. Each group will present its “finding” to the class.

Body Parts to Illustrate:
•
•
•
•
•
Body Parts

- **Head - Intellect**
  - What are his/her dream? Visions?
  - What beliefs and/or values does he/she keep inside?
- **Eyes - Life through the character's eyes**
  - What memorable sights affect him/her? How?
- **Ears - Hearing through the character's ears**
  - What does he/she notice and remember others saying to him/her?
  - How is the character affected by what others say to him/her?
- **Nose - Smelling through the character's nose**
  - What smells affect him/her? How?
- **Mouth - The character's communication**
  - What beliefs and/or values does the character share or accept? What arguments or debates?
- **Arms - Working**
  - What is the character's relationship to work in general? To specific work?
- **Hands - The practical side of the character**
  - What conflicts does he/she deal with? How?
- **Heart - The emotional side of the character**
  - What does he/she love? Whom? How?
- **Torso - The instinctive side of the character**
  - What doesn't he/she like about himself/herself?
  - What does he/she hide?
  - What brings the character pain?
  - What does he/she fear? (Describe his/her "dark" side.)
- **Legs - The playful side of the character**
  - What does he/she do for fun?
  - What are his/her hobbies or interests?
- **Feet - The character's mobility**
  - Where has he/she been (literally and/or figuratively)?
  - How has he/she been affected by travel or the setting?