

Visualizing

Name: Deb Erhart

Grade Level: Grade 6 - 8

Content area(s):

ELA: Reading for perspective, understanding the human experience, and evaluation strategies

Visual Arts: Understanding and applying techniques, media and processes, evaluating subject matter, symbols and ideas, and connections between the visual arts and other disciplines

Classroom Time: 90 minutes plus time to do project

Purpose: Using visualization as a tool for reading comprehension including the understanding of the setting, mood, and descriptions of actions, practicing the use of descriptive words and practice the ability to follow directions.

Skills Addressed:

ELA skill: Understanding visualization, descriptive words

Visual Arts Skill: Analyzing art works

Supplies:

Paper, pencil, handout, small box (i.e. shoe box), Popsicle sticks or tongue depressors, glue, colored paper, markers, pieces of poster board, other art supplies as needed for diorama, internet connection, and copies of the story from the internet

Lesson Process:

Warm-up –

- A. Ask students to write down a description of a dog. – *Ex. Four legs, friendly, teeth, two ears, etc...*
- B. Have a couple of students share what they wrote down. Did everyone have the same visualization of a dog? Why or why not? – *Ex: No, They had different experiences with dogs therefore they remember different characteristics of the dog, etc..*
- C. Show them the picture of a dog – Attachment 1 or <http://www.leosewell.net/index.php> - Refresh until the picture of the dog appears.
- D. Ask the students to describe the dog in the picture by listing at least 10 items they see. – *Ex. You've got a friend sign, corn cob holder, the #5 pool ball, silver chain, red Christmas garland, Schnauzer pin, guitar pin, etc.*
- E. Ask how many items the students found. Who found the most items? Ask the student with the largest number of items share what they found with the class and to point them out on the picture of the dog.
- F. Optional: Ask if there are things other students have on their lists that haven't been shared yet to share them with the class.

- G. Optional: Ask a couple of students to share what they didn't notice until someone shared it with the class. Are there other things no one has mentioned that are located on the dog?
- H. Discuss with the class how the dog they visualized differed from the picture they saw. – *Ex: The visual image was of a real pet dog and the picture resembled a dog but was made out of recycle material, etc...*
- I. Continue the discussion by asking the students if there are any items used to create the image of the dog that would remind them of the image of the dog they visualized and why. – *Ex: The “You’ve got a friend” sign because my pet dog is my friend. The Mickey Mouse watch because my dog is fun to be around, etc...*
- J. Pose the following questions to the students to think about then have a couple students share their responses:
- Are all visualizations exactly alike? Why or why not? – *Ex. No, people have different experiences or yes, they are of the same things etc...*
 - Are there correct and incorrect visualizations? Why or why not? – *Ex. Yes, it is a description of how things look or no, each person creates their own visualization, etc..*
 - How would you define the word visualization? – *A mental picture similar to a visual perception*
 - What other times have you had a visual image of something that was different than someone else's? The same as someone else's. – *Ex: A book that was made into a movie, “Harry Potter” or a description a friend gave of an outfit that was different when they saw it, when they both had the same experience, etc...*

Lesson procedure –

- A. How is visualization used when you are reading? – *Ex: The author describes the settings in the book to create an idea of where things are happening and what is happening, etc...*
- B. Ask the students the following:
- To think about a time they were alone.
 - Have them think about the difference between being alone and being lonely
 - Have each student create a list of at least four feelings and experiences to show the difference between the two. – *Ex: Lonely is feeling like no one cares even though there may be many people around, alone means no one is in the area, etc.*
 - What is an orphanage? – *An orphanage is place for children to stay who don't have parents or legal guardians to care for them.*
 - Have each student list four things they visualize when they think of an orphanage – *Ex: Lonely children, large building with a lot of children present, etc...*
- C. Share with the students the story they are going to read is about a boy who lives in an orphanage. As they read have them think about their visualization of an orphanage and the visualization the author is creates.
- D. Students read “A Mother in Manville” - <http://rswamy.wikispaces.com/file/view/A%2BMother%2Bin%2BManville.pdf> –
- E. Put students in groups of 3.

- F. Each group is to complete the chart listing items described and the descriptive words that create visual descriptions of each topic. – Attachment 2
- G. Review the chart as a class.
- H. Either individually or as a group the students create a diorama (*a three dimensional representation of a scene*) using a small box or shoe box showing the following: (Option: a diagram can be created and labeled instead of a diorama) – Rubric – Attachment 3
- the orphanage farm
 - the narrator’s cabin
 - the wood pile
 - the woods
 - the stone walk with the loose stone labeled to show its location
 - the stoop outside the cabin
 - Optional: the mountains, the town of Manville, Laurel fields, and other details

Student assessment or final product to be developed:

- A. Class discussion/participation
- B. Teacher observation
- C. Lists
- D. Chart
- E. Set/picture

Extension activities

- A. Define setting. List clues from the story to describe the setting and the inferences made (create a chart). Use the clues to determine the time period of the story. (i.e. Present, 50 – 100 years ago, over 100 years ago.)
- B. Create a dictionary of words to know with definitions and the word used in a sentence. Ex. Inadequate, blunt, hemlocks, malaria, etc.

Website links

“A Mother in Manville” by Marjorie Kinnan Rawlings -
<http://rswamy.wikispaces.com/file/view/A%2BMother%2Bin%2BManville.pdf>



Visualizations

Names _____ Date _____ Period _____

| Topic: | Carolina mountains in the winter | The Carolina mountains in late spring | The Carolina mountain in the autumn | Jerry | Jerry chopping and piling wood |
|--------------|----------------------------------|---------------------------------------|-------------------------------------|-------|--------------------------------|
| Description: | | | | | |

Visualizations – Answer Key

| Topic: | Carolina mountains in the winter | The Carolina mountains in late spring | The Carolina mountain in the autumn | Jerry | Jerry chopping and piling wood | Jerry and Pat the dog |
|--|--|---|--|---|---|--|
| <p>Description:</p> <p><i>Examples</i></p> | <p><i>Snowdrifts so deep cut off from village below and from the world</i></p> <p><i>Fog hides the peaks</i></p> <p><i>Snow swirls down the valleys</i></p> <p><i>Wind blows bitterly</i></p> <p><i>fingers get numb, faces frostbit</i></p> | <p><i>Rhododendrons blooming, carpet of color across the mountainsides</i></p> <p><i>Soft winds stirring the hemlocks</i></p> <p><i>Pretty when laurel blooms</i></p> | <p><i>Quiet, isolation</i></p> <p><i>mountain air blowing out</i></p> <p><i>malaria</i></p> <p><i>faming maples</i></p> <p><i>Corn shocks, pumpkins, black-walnut trees</i></p> <p><i>Lift of hills</i></p> <p><i>Days became cool</i></p> | <p><i>Probably 12 yrs old, undersized,</i></p> <p><i>Wore overalls, torn shirt, barefooted</i></p> <p><i>Small</i></p> <p><i>Hair the color of corn shocks</i></p> <p><i>Very direct eyes like the mountain sky when the rain is pending gray with a shadowing of miraculous blue</i></p> <p><i>Grave grey blue eyes</i></p> <p><i>“integrity”</i></p> <p><i>great of heart</i></p> <p><i>gratitude and affection</i></p> <p><i>firm granite of his character</i></p> | <p><i>Dragging brush</i></p> <p><i>Rhythmic blows, steady and short</i></p> <p><i>Sound of a consistent rain</i></p> <p><i>Astonishing amount of solid wood cut</i></p> <p><i>Even in texture</i></p> | <p><i>Dog at his side without barking</i></p> <p><i>Intimate</i></p> <p><i>Strange communion</i></p> <p><i>Same singleness of spirit</i></p> <p><i>Same kind of wisdom</i></p> <p><i>Comfort laying close to each other</i></p> <p><i>Caring and being with dog brought the boy and the woman closer together</i></p> <p><i>Pat stayed close to Jerry</i></p> <p><i>Pat hunted for Jerry</i></p> |

A Mother in Mannville Setting Rubric

Name(s) _____ Date _____ Period _____

| Item | Possible Points | Total Points |
|-----------------------------|--|--------------|
| The orphanage | 2 | |
| The narrator's cabin | 2 | |
| The wood pile | 2 | |
| The woods | 2 | |
| The stone walk | 2 | |
| The loose stone | 2 | |
| The stoop outside the cabin | 2 | |
| Additional details | Up to 5 | |
| Creativity | 3 | |
| Neatness | 3 | |
| | GRAND TOTAL (25 points possible) | |

National Standards

Language Arts

NL-ENG.K-12.1 READING FOR PERSPECTIVE

Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

NL-ENG.K-12.2 UNDERSTANDING THE HUMAN EXPERIENCE

Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

NL-ENG.K-12.3 EVALUATION STRATEGIES

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

Visual Arts

NA-VA.5-8.1 UNDERSTANDING AND APPLYING MEDIA, TECHNIQUES, AND PROCESSES

Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas

NA-VA.5-8.3 CHOOSING AND EVALUATING A RANGE OF SUBJECT MATTER, SYMBOLS, AND IDEAS

Students use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks

NA-VA.5-8.6 MAKING CONNECTIONS BETWEEN VISUAL ARTS AND OTHER DISCIPLINES

Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts

TEKS

Language Arts

Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.

Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains.

Visual Art

Perception. The student develops and organizes ideas from the environment. The student is expected to: illustrate themes from direct observation, personal experience, and traditional events

Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to: express a variety of ideas based on personal experience and direct observations;