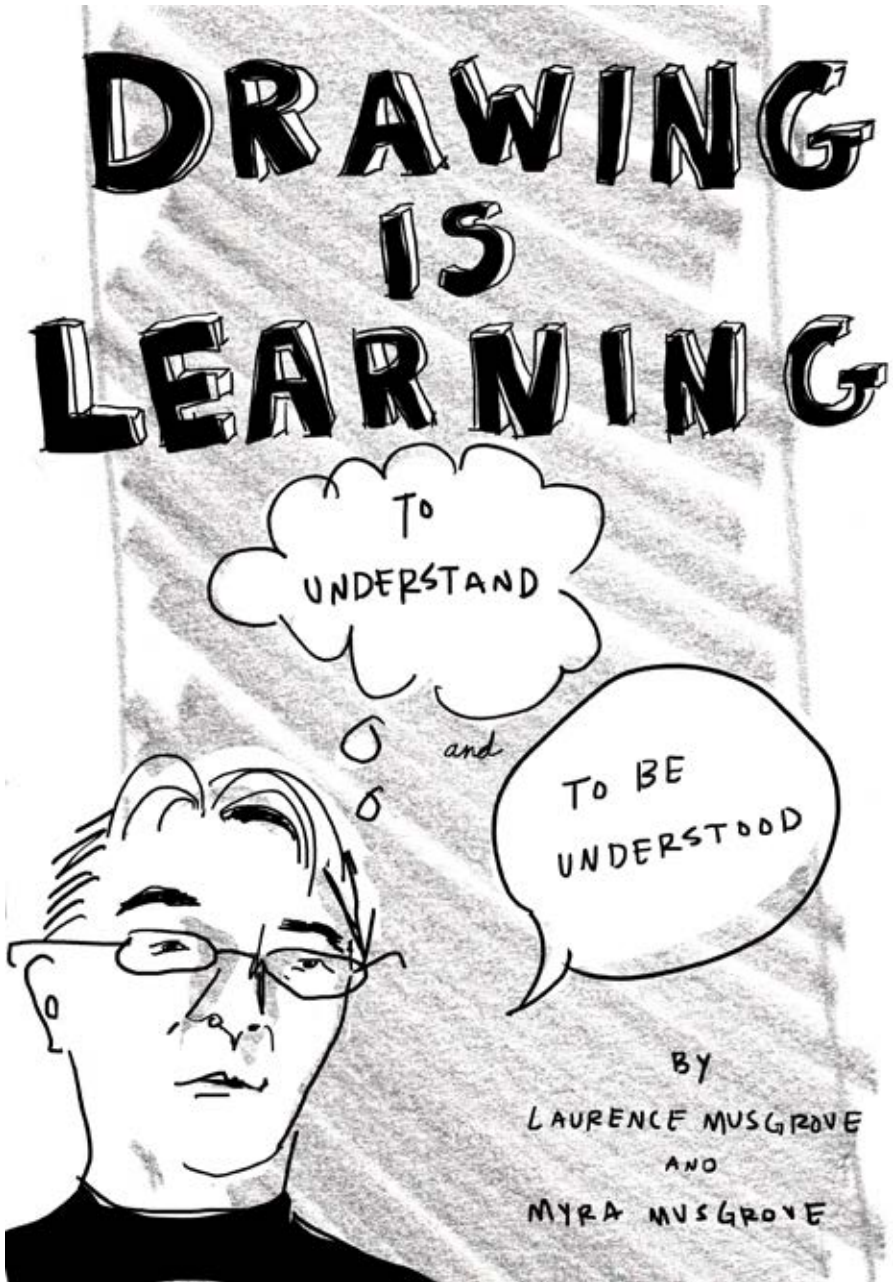
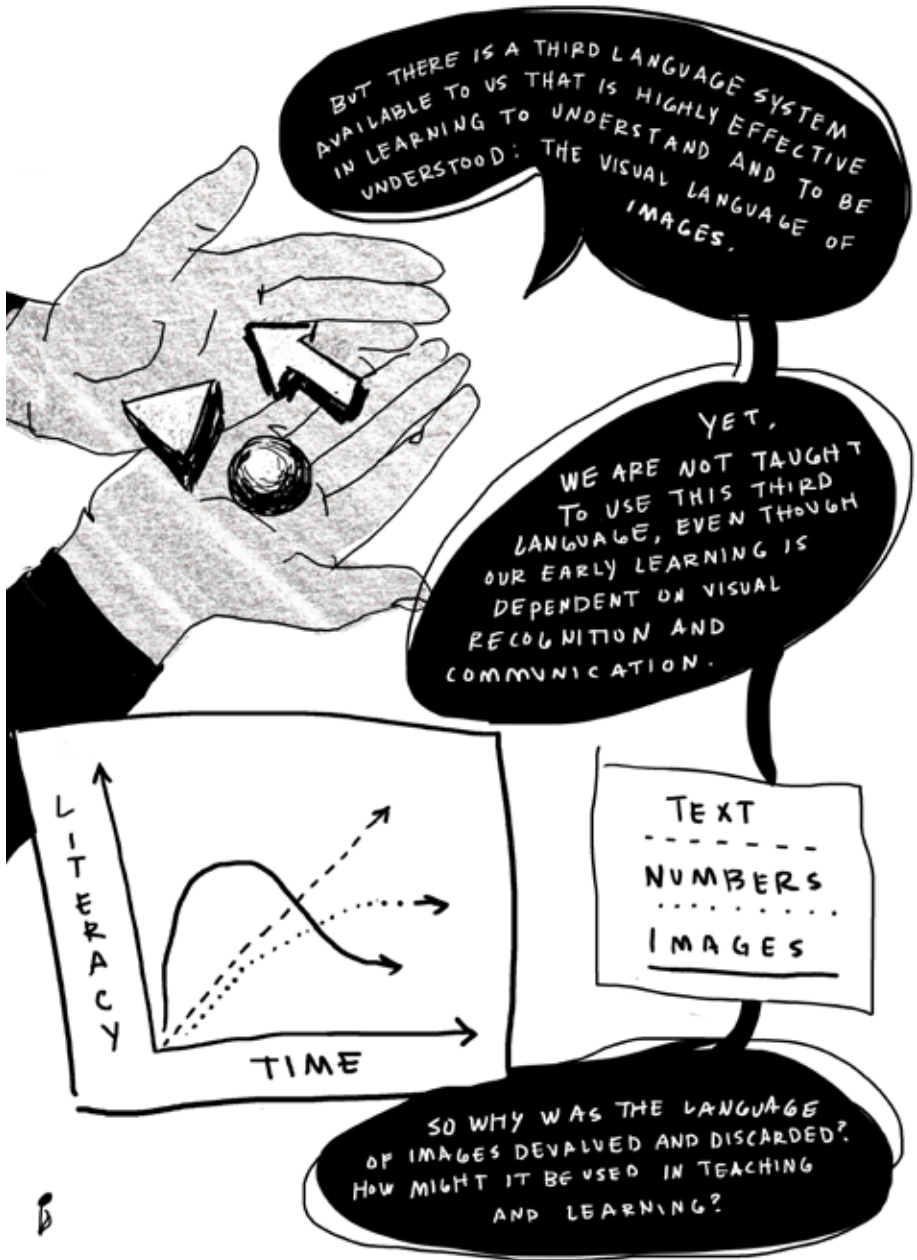


OUT OF THE BOX



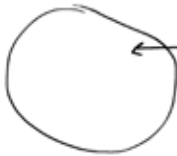




I BELIEVE THAT WE CAN HELP OUR STUDENTS BE MORE EFFECTIVE LEARNERS, IF WE CAN HELP THEM LEARN AND PRACTICE THIS THIRD LANGUAGE BY INTEGRATING IT INTO OUR SCHOOLS VIA DRAWING ACROSS THE CURRICULUM.



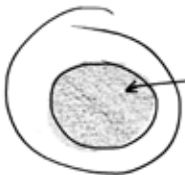
NOW,
LET'S DEFINE SOME TERMS



THINKING



= HOW OUR MINDS PROCESS INFORMATION
(WE REMEMBER THAT A FRIEND IS VISITING TOMORROW)



VISUAL THINKING



= HOW OUR EYES AND MINDS PROCESS VISUAL INFORMATION
(WE LOOK INTO THE GUEST BEDROOM TO SEE IF IT IS CLEAN)



DRAWING



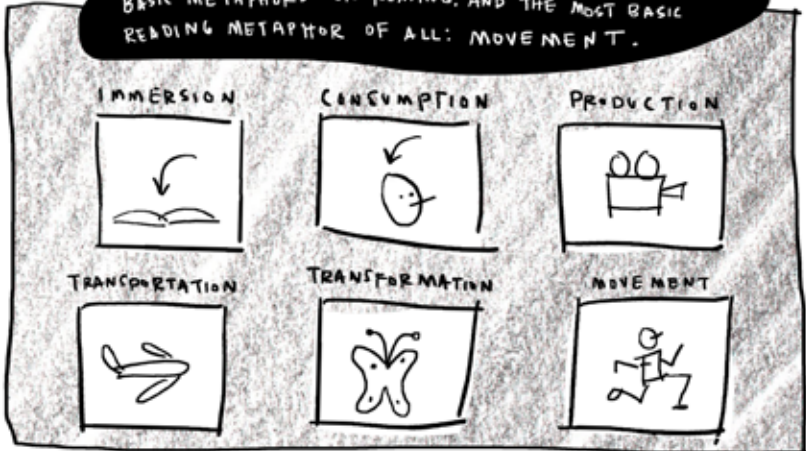
= HOW OUR EYES, MINDS AND HANDS CREATE VISUAL INFORMATION
(WE SKETCH OUT DIRECTIONS TO THE STORE FOR OUR FRIEND)

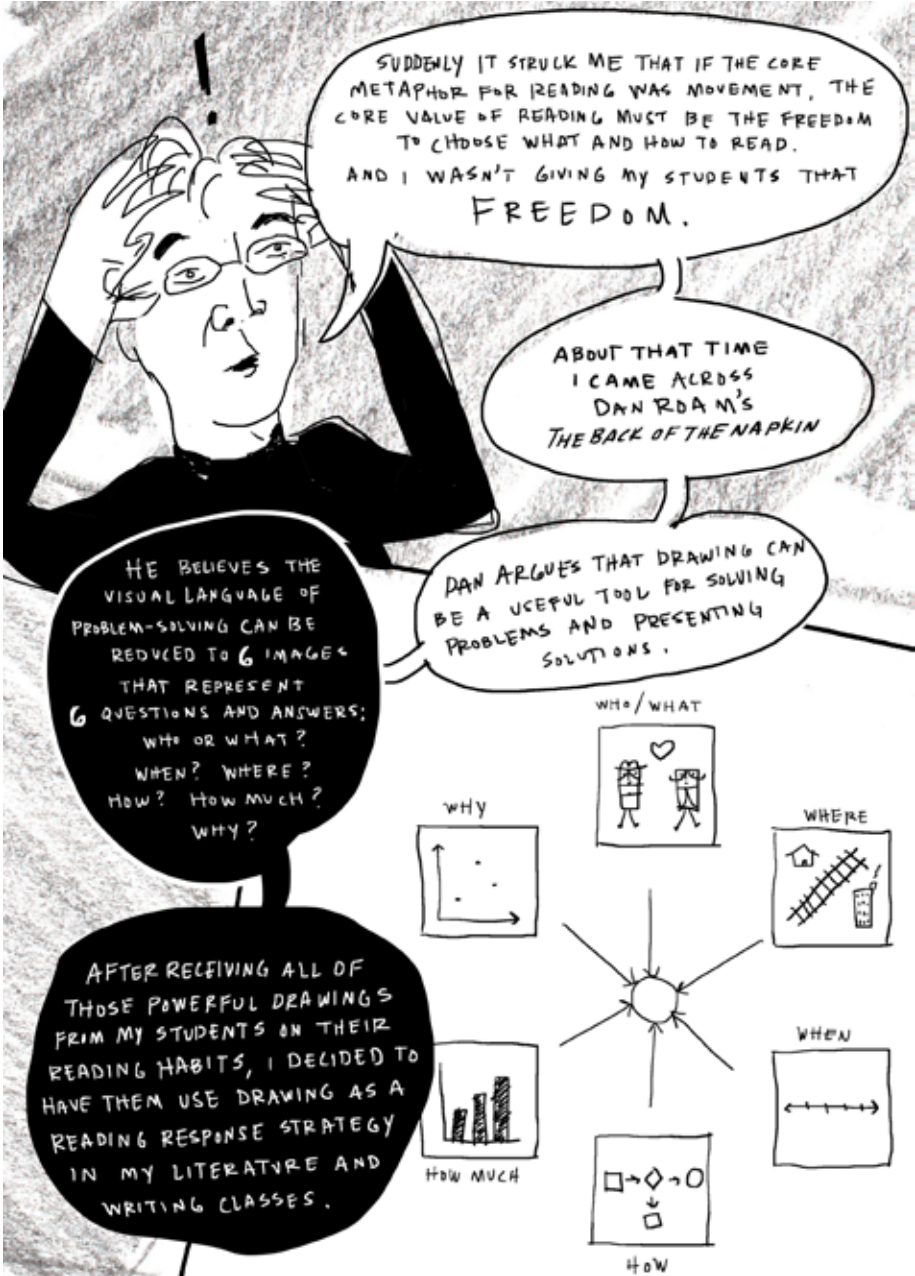


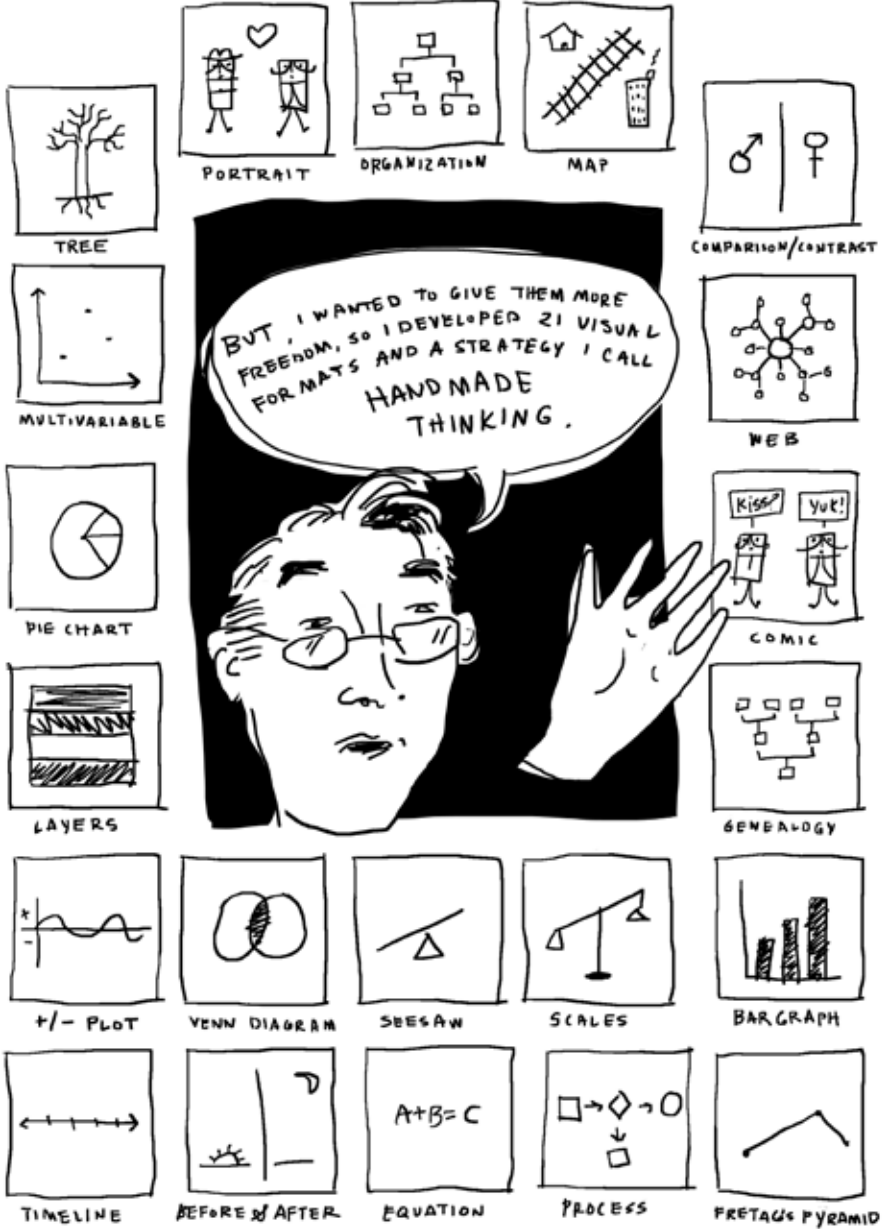
SO I ASKED MY STUDENTS TO DRAW A PICTURE OF WHAT HAPPENS WHEN THEY READ TO HELP ME UNDERSTAND HOW THEIR READING HISTORIES MIGHT BE INFLUENCING THEIR CURRENT ATTITUDES TOWARD READING.



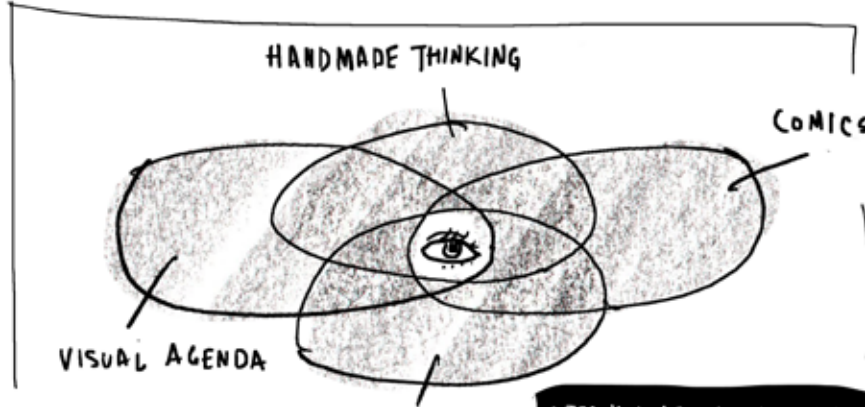
AFTER STUDYING MANY OF THESE DRAWINGS OVER SEVERAL YEARS, I SOON DISCOVERED FIVE BASIC METAPHORS FOR READING. AND THE MOST BASIC READING METAPHOR OF ALL: MOVEMENT.







BECAUSE I'VE HAD SUCCESS IN TEACHING HANDMADE THINKING AS A CHOICE-BASED LEARNING AND RESPONSE STRATEGY IN MY CLASSES, I'VE EXPLORED OTHER AREAS OF VISUAL TEACHING AND LEARNING.

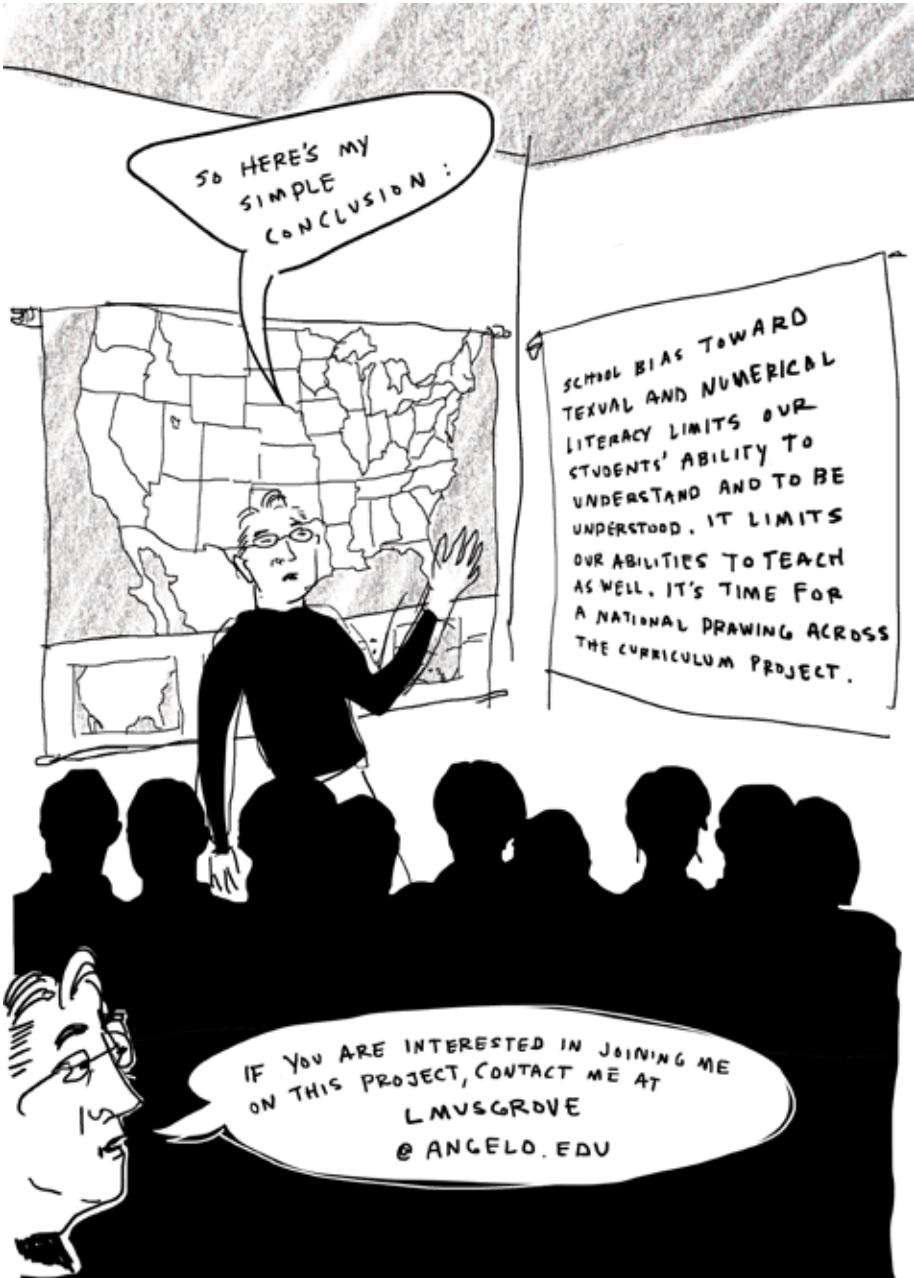


I DRAW THE VISUAL AGENDA FOR EACH OF MY CLASSES BASED UPON THE GRAPHIC FACILITATION VOCABULARY OF BRANDY AGERBECK IN *THE GRAPHIC FACILITATOR'S GUIDE*.

NOTE-TAKING
I TEACH STUDENTS VISUAL NOTE-TAKING BASED ON MIKE RHDIE'S *THE SKETCHNOTE HANDBOOK*.

I TEACH A GRAPHIC NOVELS CLASS BASED ON SCOTT McCLLOUD'S *UNDERSTANDING COMICS* AND HAVE STUDENTS DRAW COMICS OF THEIR OWN TO LEARN THE SPECIAL VISUAL VOCABULARY OF SEQUENTIAL ART.





NOTES

§ SUNNI BROWN HAS A SIMILAR MULTIVARIABLE CHART IN HER EXCELLENT BOOK ON VISUAL, CREATIVE, AND CRITICAL THINKING, *THE DIDDLE REVOLUTION*, WHEREIN SHE FOCUSES ON THE DIFFERENCES BETWEEN VERBAL AND VISUAL LANGUAGE ACQUISITION (6).

§ RUDOLPH ARNHEIM'S CLASSIC *VISUAL THINKING* IS A CLEARLY WRITTEN INTRODUCTION TO THE RELATIONSHIP BETWEEN COGNITIVE DEVELOPMENT AND VISUAL PERCEPTION, AS WELL AS CONTAINING A GOOD ARGUMENT FOR ART IN EDUCATION.

¶ *LITERATURE AS EXPLORATION* BY LOUISE ROSENBLATT CHANGED THE WAY I THINK ABOUT THE TRANSACTIONAL RELATIONSHIP BETWEEN READER AND TEXT AND THEIR OFFSPRING, LITERARY ENGAGEMENT AND RESPONSE. AN EXPANDED DISCUSSION OF THIS IMAGE OF READING IS IN MY *JAEPL* ARTICLE "WHAT HAPPENS WHEN WE READ: PICTURING A READER'S RESPONSIBILITIES."

¶ SEE MY BLOG ESSAY "THE BELIEVING BODY" ON MY RESEARCH INTO THE METAPHORS WE READ BY (theillustratedprofessor.com/freedom-and-faith-in-reading).

○ SEE EXAMPLES OF MY VISUAL AGENDA, STUDENT SKETCHNOTES, AND STUDENT COMICS VIA THE MENU AT theillustratedprofessor.com.

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