

A Picture Paints a Thousand Words

Using Art to build
Academic Language

David Wolff

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Big Target: What I am learning about

Target Today: What I can do or Why I can do it

Target Today: My Proof of Success

How can art to build academic language?

Participants will be able to develop critical and creative thinkers using art talks in your classroom.

Participants can use question prompts to develop curiosity, empathy, and academic.



Elementary Classroom Teacher
10 years

District Coordinator of Gifted & Talented Services
5 years

- Coordinate Gr. K-6 Services
- Resource at Gr. 7-12
- Gifted & Talented Interventionist [Gr. K-5]
- Coordinator of Project E³ [Gr. 4-6]
- Elementary Instructional Coach

High School & Middle School Principal
1 year

Intermediate Classroom Teacher
1 year

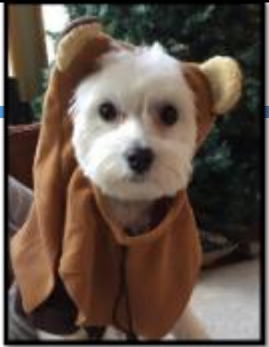
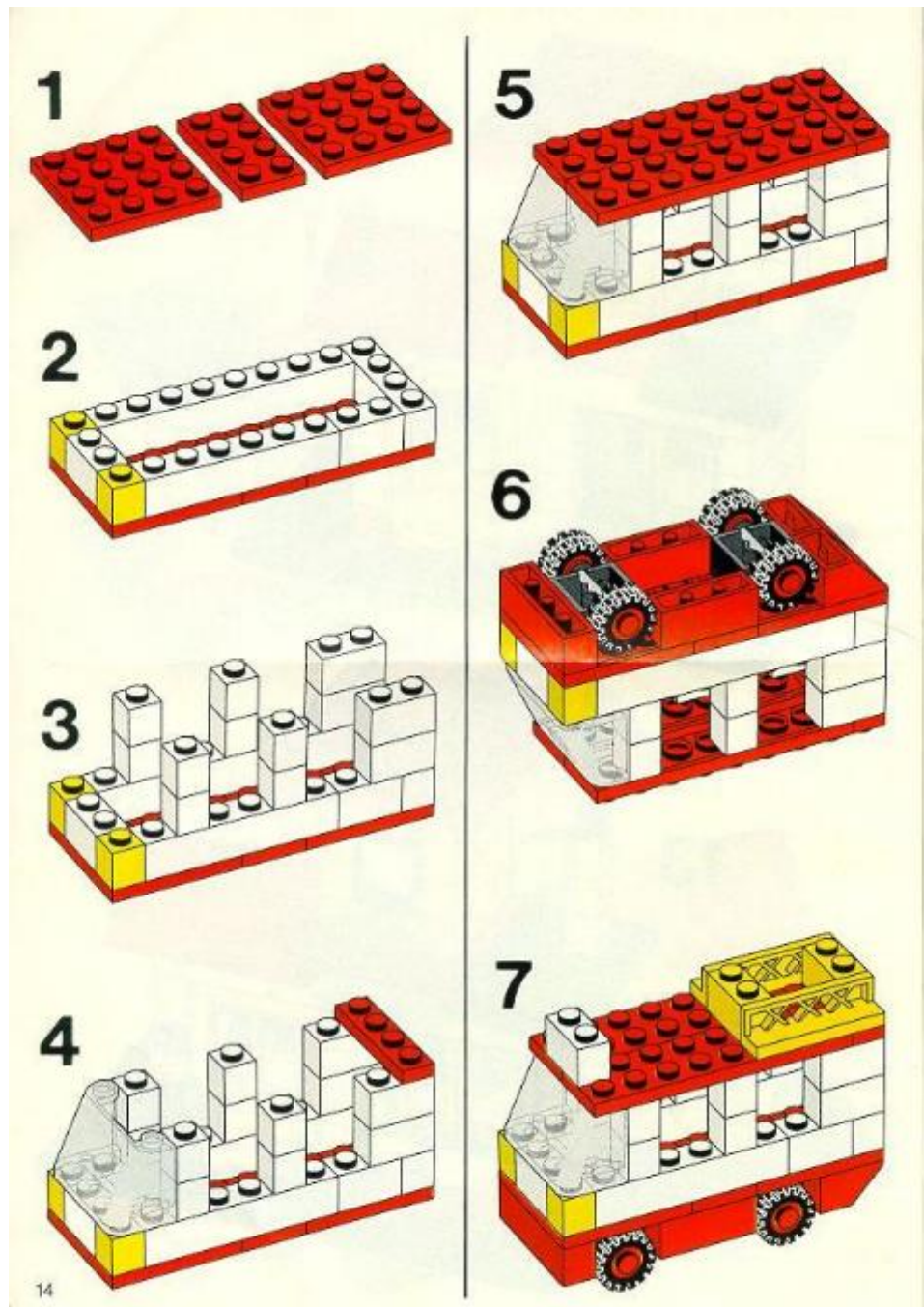
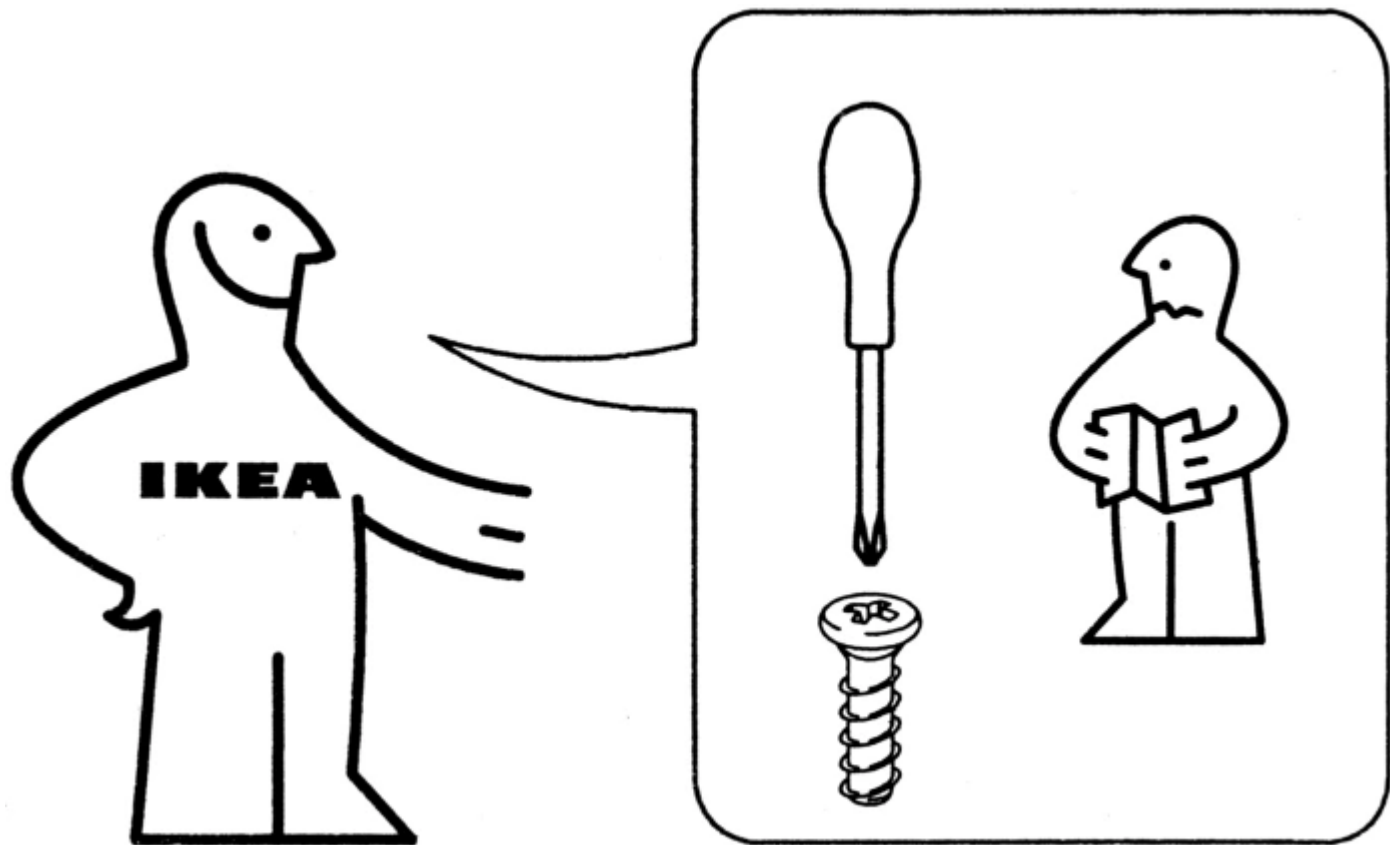


Image-Oriented Society

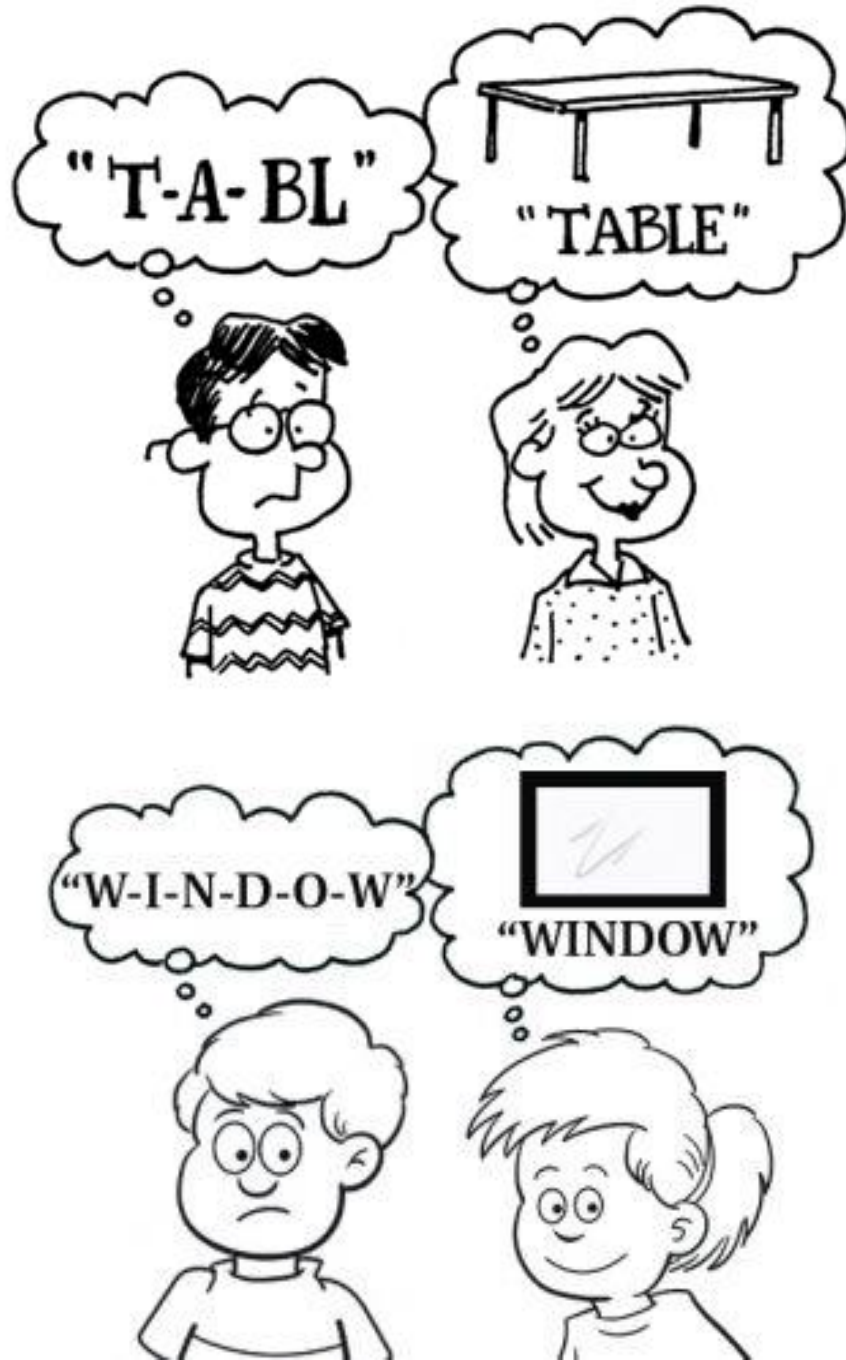


Language
Center
Manages
functions of
language
like reading
and writing

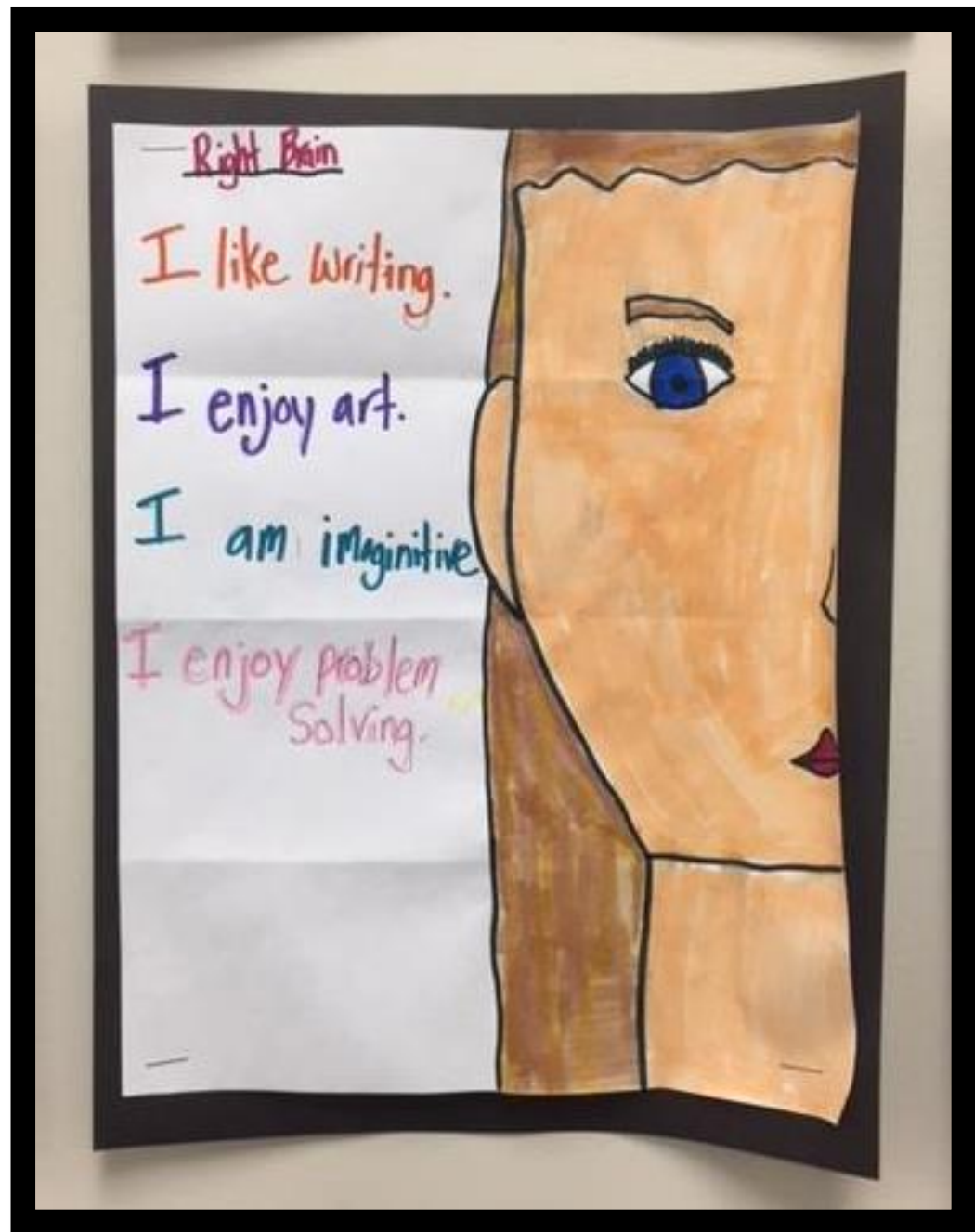
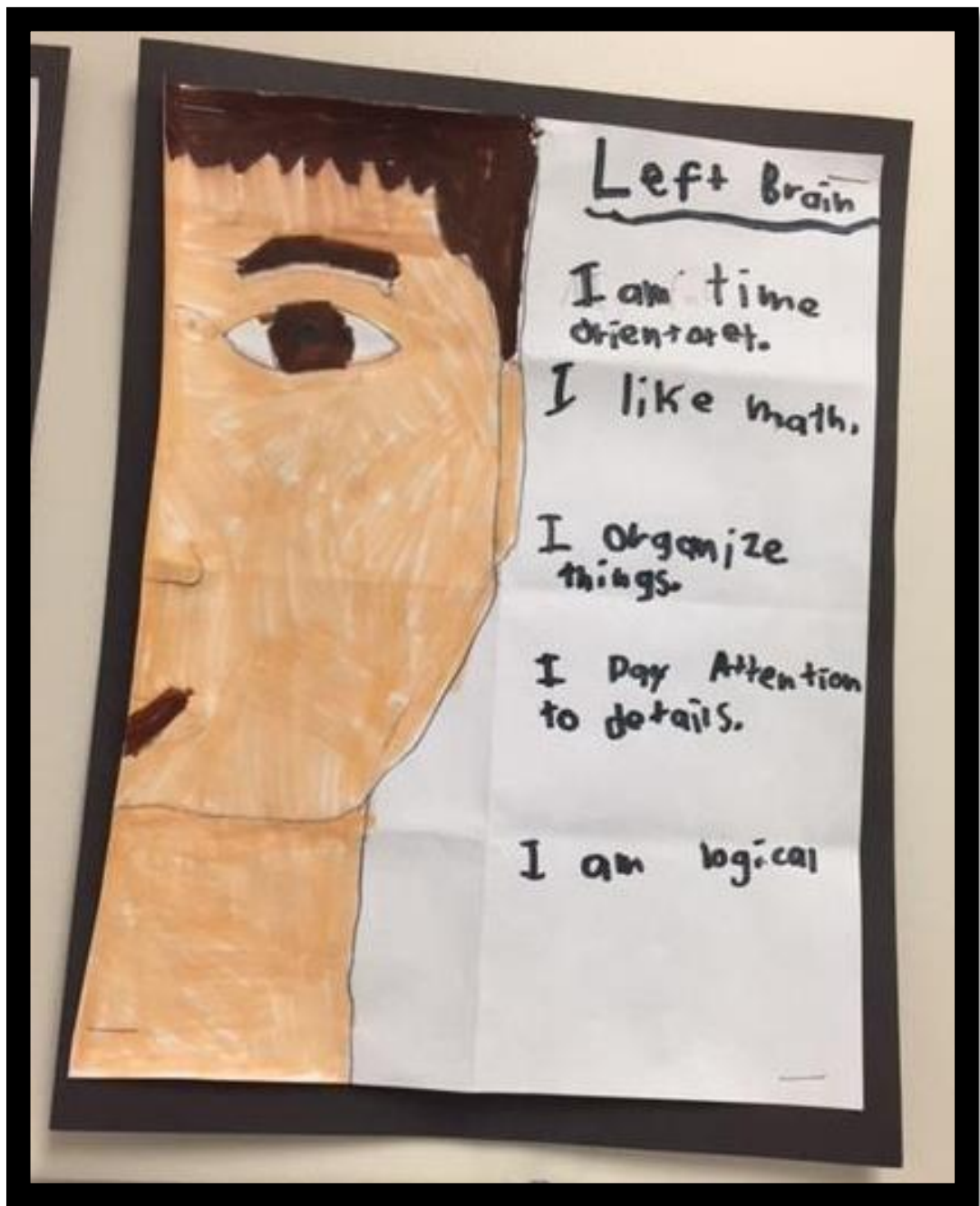


Image
Center
Provides
context to
interpret the
language
with tone,
intonation,
non-verbal
cues

Left Hemisphere provides that skills to spell and sound out words in order to read and write language.



Right Hemisphere provides the image and the context to connect to language



SECOND EDITION

VISUAL- SPATIAL learners

Includes Success Strategies for:

- Preparing Students for Timed Tests
- Developing Handwriting Skills
- Teaching Spelling
- Getting Students Organized

understanding the learning style preference of bright but disengaged students

ALEXANDRA SHIRES GOLON

Audio/Sequential
Learner

Visual/Spatial
Learner



EQUAL

VS

EQUITABLE



Art Talks: Fostering the 1,000 Words



The Basics

Look at a picture

Ask Open-ended questions

MAY paraphrase student responses [as needed]

Facilitate student discussions

Support opinions with evidence

Visual Thinking Skills:
What is going on in this picture?

What do you see that make you think that?

What more can we find?

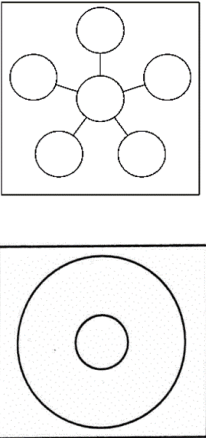
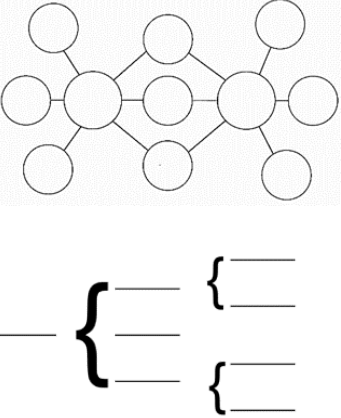
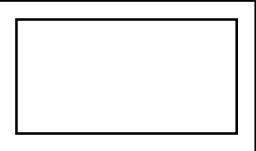
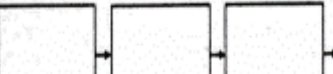
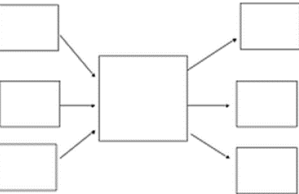

Create	Brainstorming	Generate hypotheses based on prior knowledge or observations	Formulate original problem Develop model for a situation Synthesize information from one source	Design a model to solve a real world or complex issue Synthesize information from multiple sources
Evaluate			Cite evidence and develop logical argument Verify reasonableness Justify conclusions	Gather, analyze, evaluate relevancy and accuracy Draw & Justify conclusions
Analyze	Retrieve information from a table or graph Identify information from images, maps, charts, tables, graphs	Categorize, classify materials Compare/Contrast figures or data Extend patterns Identify use of literary devices or text structure in a paragraph	Compare information within or across data sets or text Analyze and draw conclusions Generalize a pattern Organize and interpret data	Analyze multiple sources Analyze complex or abstract themes
Apply	Follow routine procedures Solve one step problems Calculate, measure, apply a rule Use rules to edit	Select procedure based on tasks needed Solve routine problem using multiple concepts Solving multi step problems	Use concepts to solve non routine problems Conduct a designed investigation Revise for meaning and progression of ideas	Select an approach from many alternatives to solve a problem Illustrate how multiple themes may be interrelated
Understand	Compose/decompose numbers Write simple sentences Describe how or why Locate points on a grid	Explain relationships Give examples and non-examples Summarize results or ideas Infer or Predict; Identify main idea	Explain, generalize, and connect ideas using evidence Identify themes Write full composition for reason	Explain how concepts connect with others Develop generalizations of results obtained
Remember	Recall, recognize, locate basic ideas, facts, and principles Recall facts and details in text Recall conversions of units			
	DOK 1	DOK 2	DOK 3	DOK 4



Academic Skills gained from viewing art

Identifying Key Details	Making Inferences	Using Evidence to Support Thinking	Determining Themes and Big Ideas	Making Connections
Find details provided by the artist.	Without a narrator, viewers must use evidence provided by the artist with their own background knowledge to make inferences.	After making inferences, viewers use key details to prove their thinking.	Art is always about something. Themes are found after identifying key details and inferences.	Viewers can make connections with other art, books, movies, songs, and shows.

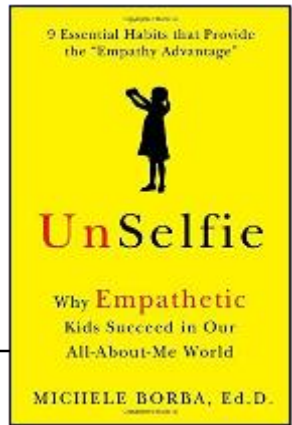
Art of Curiosity

1 – Examine small part to whole	2 – See it as part of a bigger picture	3 – Ponder what was/is behind it	4 – Describe what came before it	5 – Describe the effects	6 – Describe what was/is happening at the same time
<p>What are small nuances in this event?</p>	<p>What are other objects or ideas that are in the same group?</p>	<p>What is the driving idea?</p>	<p>What came before this event?</p>	<p>How is this relevant and authentic?</p>	<p>What are other events happening at the same time?</p>
					

Kohlberg's Levels of Moral Development

Self Motivation		Social Motivation		Empowerment	
Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Avoid Punishment	Seeking Rewards	To Please Others	To Help Society	Seek to improve the Rules	Choose to Follow a Personal Code
<p>"I don't want to get in trouble."</p> <p>"Somebody told me it was right."</p>	<p>"I want to earn a reward."</p> <p>"I will get something in return."</p>	<p>"I want to please somebody."</p> <p>"I try to have the right intent."</p>	<p>"I follow rules."</p> <p>"If there were no rules, there would be chaos."</p>	<p>"It's what good people do."</p> <p>"I helps my community."</p>	<p>"It is what I believe."</p> <p>"It helps make the world better."</p> <p>"I am the change."</p>

Stages of Empathy Development



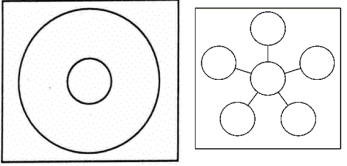
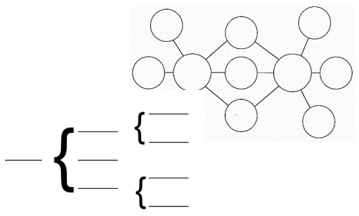
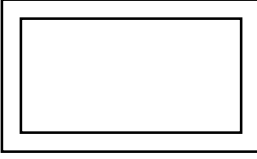

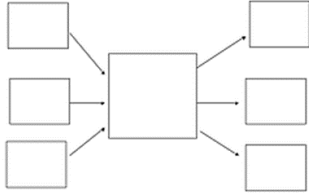
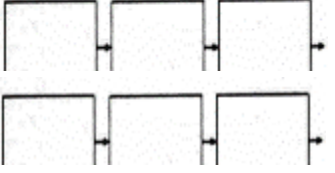
Developing Empathy				Practicing Empathy			Living Empathy	
Emotional Literacy	Moral Identity	Perspective Taking	Moral Imagination	Self-Regulation	Practice Kindness	Collaboration	Moral Courage	Altruistic Leadership
Ability to identify an emotion in yourself and in others	Valuing other people's thoughts and feelings	Ability to understand another's thoughts, feelings, wants, and needs	Cultivating empathy through literature, films, and emotionally charged images	Ability to manage strong emotions	Developing and Exercising Compassion	Cultivating empathy through teamwork; "We" not "Me"	Embolden children to speak out, step in, and help others	Growing Change-makers who want to make a difference



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Find details provided by the artist.	Without a narrator, viewers must use evidence provided by the artist with their own background knowledge to make inferences.	After making inferences, viewers use key details to prove their thinking.	Art is always about something. Themes are found after identifying key details and inferences.	Viewers can make connections with other art, books, movies, songs, and shows.
<p><i>What are the people doing?</i></p> <p><i>Where do they live/work?</i></p> <p><i>What color are the clouds?</i></p>	<p><i>How fast are the people traveling?</i></p> <p><i>Where are they going?</i></p> <p><i>What time of the year is this?</i></p> <p><i>What do dark clouds mean?</i></p> <p><i>What do we already know about ___?</i></p>	<p><i>How do you know?</i></p> <p><i>Why?</i></p> <p><i>Why do you think that?</i></p> <p><i>What is your proof?</i></p> <p><i>Would you give me an example of ...?</i></p> <p><i>Are you saying ___ or ___?</i></p>	<p><i>What title would you give this piece of art?</i></p> <p><i>The storm is like ___ because ___.</i></p>	<p><i>What does this remind you of?</i></p> <p><i>How does this painting remind you of a scene in a book or movie?</i></p> <p><i>How does this apply to my life?</i></p>

Art of Curiosity

1 – Examine small part to whole	2 – See it as part of a bigger picture	3 – Ponder what was/is behind it	4 – Describe what came before it	5 – Describe the effects	6 – Describe what was/is happening at the same time
					
<p><i>Describe the line storm.</i></p> <p><i>Tell me what is happening with the farmers?</i></p>	<p><i>How is a line storm different from a rainy day?</i></p> <p><i>What are the parts of a thunderhead cloud?</i></p>	<p><i>What causes line storms to develop?</i></p>	<p><i>What was the weather like earlier that day?</i></p> <p><i>What were the farmers doing earlier that day?</i></p> <p><i>What will farmers need to do after the storm?</i></p>	<p><i>What do you predict will happen to the farmers?</i></p> <p><i>How will the farm look like/sound like after the storm is over?</i></p> <p><i>How do storms impact farmers?</i></p>	<p><i>How would the storm look like/sound like if you were in the red barn? Out in the fields? In a storm cellar?</i></p>

Moral Dilemma

The line storm is not the major conflict in this story. It may appear that there are only three characters but there are really four.

In the farm house is a very sick baby with pneumonia. Due to the Great Depression, the number one health concern was the lack on money to pay for medicine.

The three adults in the wagon were fortunate to acquire medicine for the sick infant but time is of the essence. They must hide the medicine in the hay to conceal it from looters and thieves. If the adults and medicine get caught in the storm, the infant will die.

The donkeys cannot pull a wagon with all the weight of three adults very fast; the fewer adults on the wagon the faster they donkeys will be able to run.

For the infant to survive, the medicine must get to the farm house before the line storm hits.

What should they do?



Stages of Empathy Development

Developing Empathy				Practicing Empathy			Living Empathy	
Emotional Literacy	Moral Identity	Perspective Taking	Moral Imagination	Self-Regulation	Practice Kindness	Collaboration	Moral Courage	Altruistic Leadership
<p>How do you feel when you look at this storm?</p> <p>How do you feel when you are in a storm?</p>	<p>What does it say about the people that they are helping a sick baby?</p>	<p>Imagine how the mother of the sick infant feels?</p> <p>How do you think the people outside are feeling?</p>	<p>How are other movies or books similar to this story?</p>	<p>In a stressful situation like this, how would the mother control her stress?</p>	<p>What do you think one of the neighbors could do to help the situation?</p> <p>If you were on the wagon, would you volunteer to stay out in the storm?</p>	<p>If a classmate was sick, what do you think our class could do to help him/her?</p>	<p>Would you volunteer to stay out in the storm? Why?</p>	<p>How can we help make sure all sick infants get the care they need?</p>



I see...

I think...

I am wondering about...

I see...	I think...	I am wondering about...

I think it still active

I need to know if they ever knew it

I notice that the top came off

I wonder how much pressure was built up

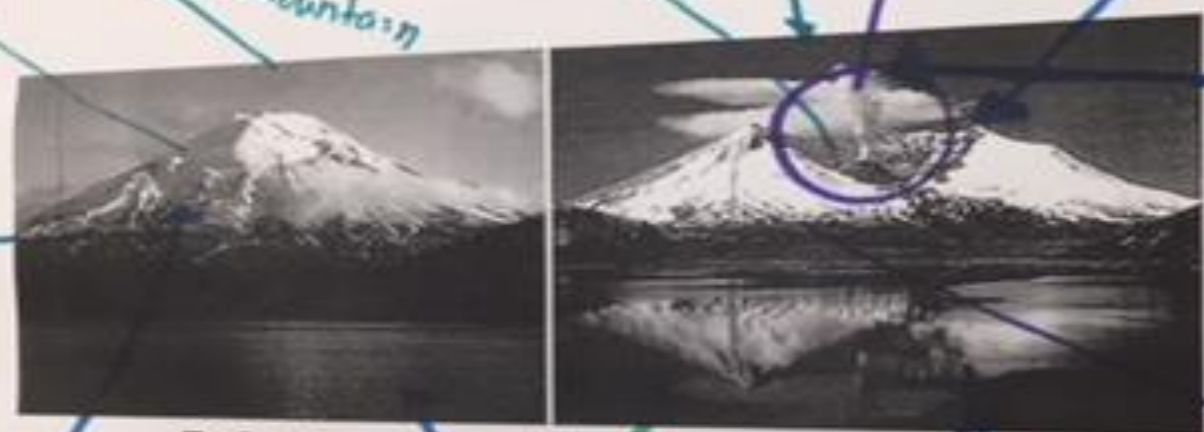
I notice the volcano erupted because I see the smoke

It is a volcano that looks like a mountain

I wonder when was this

I notice that there is a lot of smoke

I need to know how big is this mountain



Before.

After.

I notice there's a reflection here but not the other one. This makes me think of a mountain and I think it does not look like a volcano but like a mountain.

I see that the water is calm and steady

In

I see that the water looks shaky from all the motion of the erupting volcano

Examine the Historical Influence

- Painted in 1935 in Kansas
- Amelia Earhart – flies solo from Hawaii to New York
- Charles Lindbergh's son kidnapped
- Dust Bowl
- FDR's New Deal [Social Security Act & others]
- Hoover Dam

Examine the Social Influence

- abolition, regionalist painting, The Great Depression

**Deeper
with DOK:**

Examine advanced vocabulary

- Donkey – burro, mule, jenny, jennet,
- Farm – C/C to a plantation, ranch, vineyard, orchard, meadow, pasture
- Farm – acreage, estate, homestead
- Wagon – C/C to a Conestoga

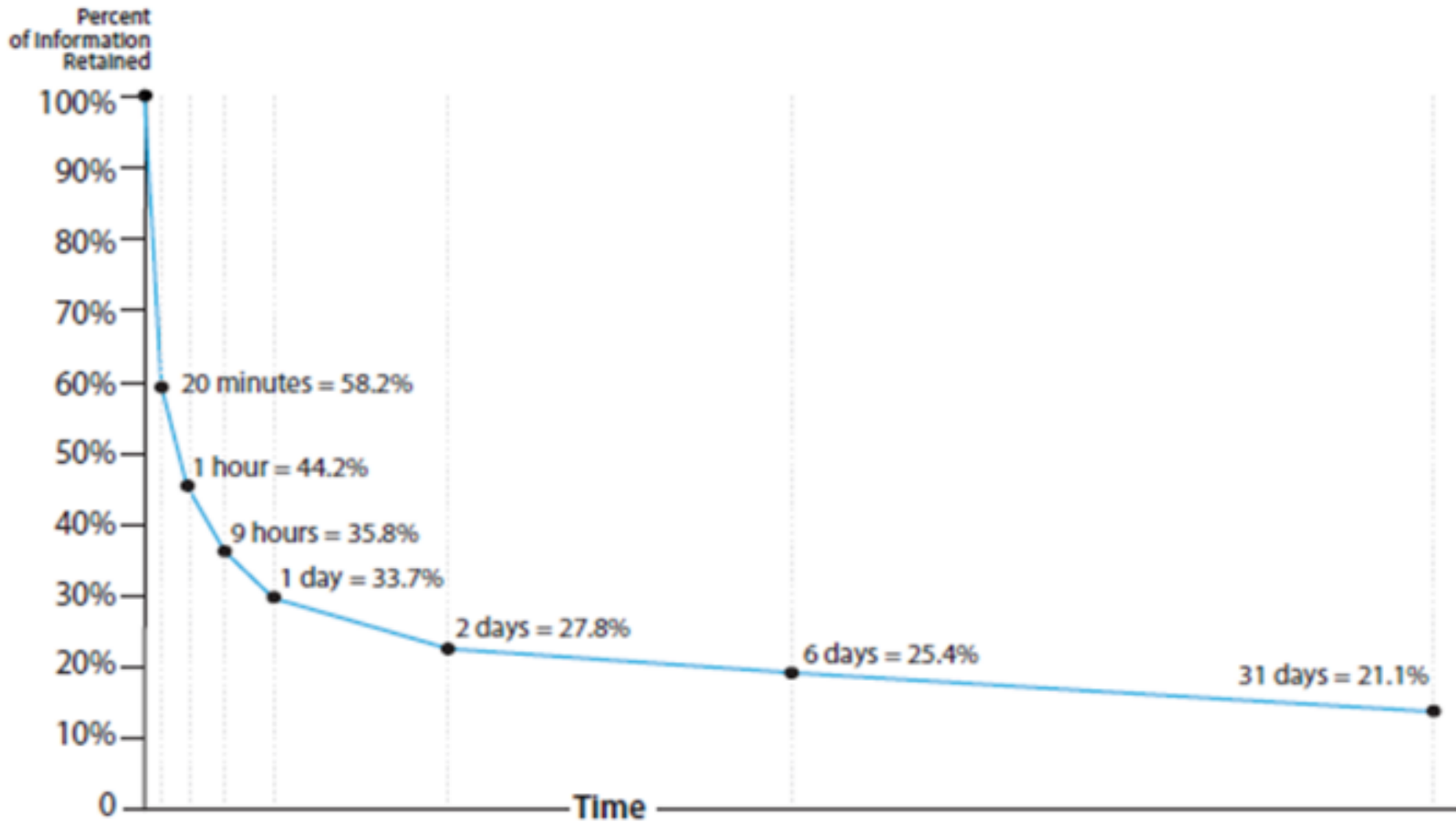
Examine Inter-discipline Connections

- Shelf Clouds
- Weather impacts on Farming – tornadoes, hail, flooding

Connecting to Study Skills

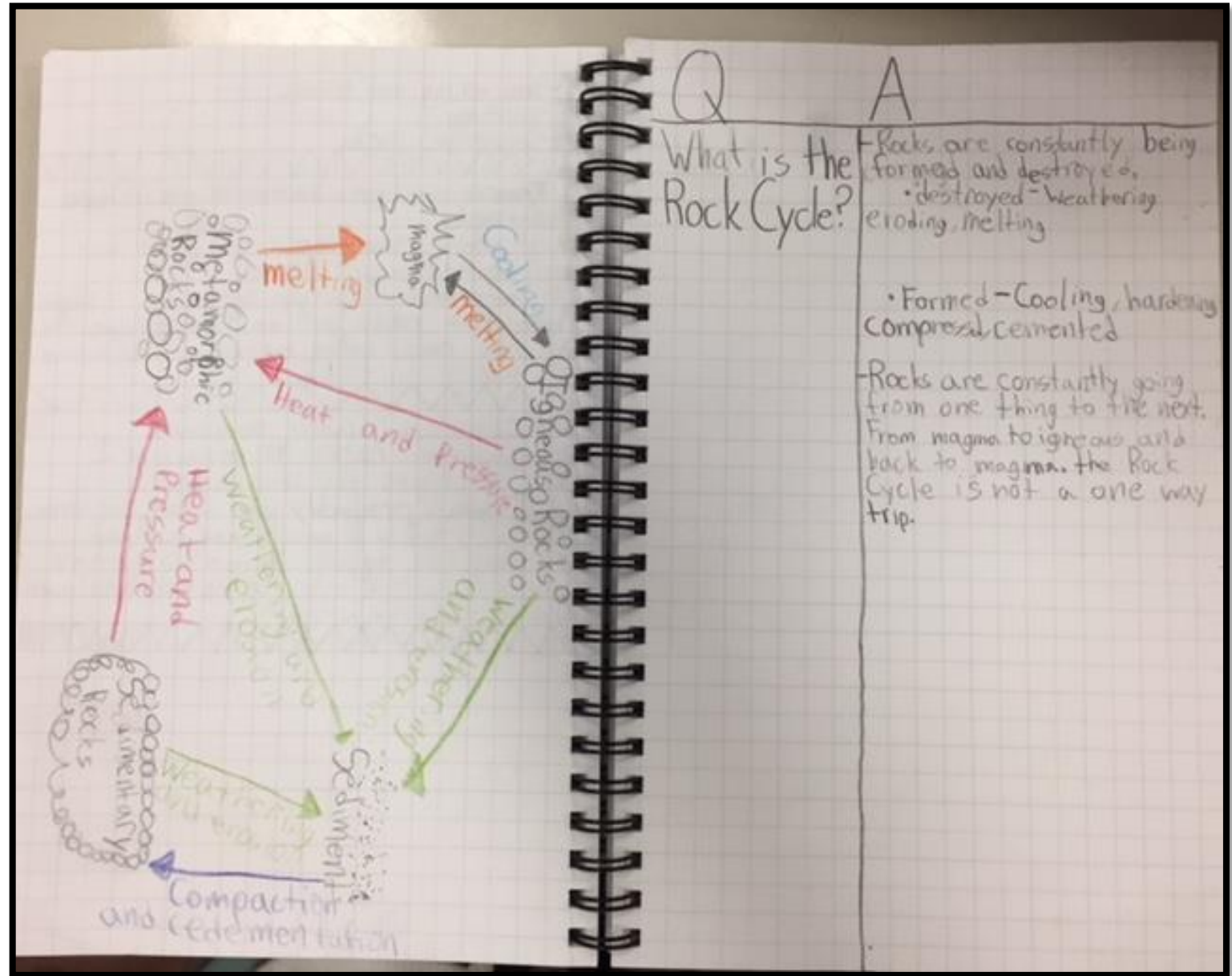
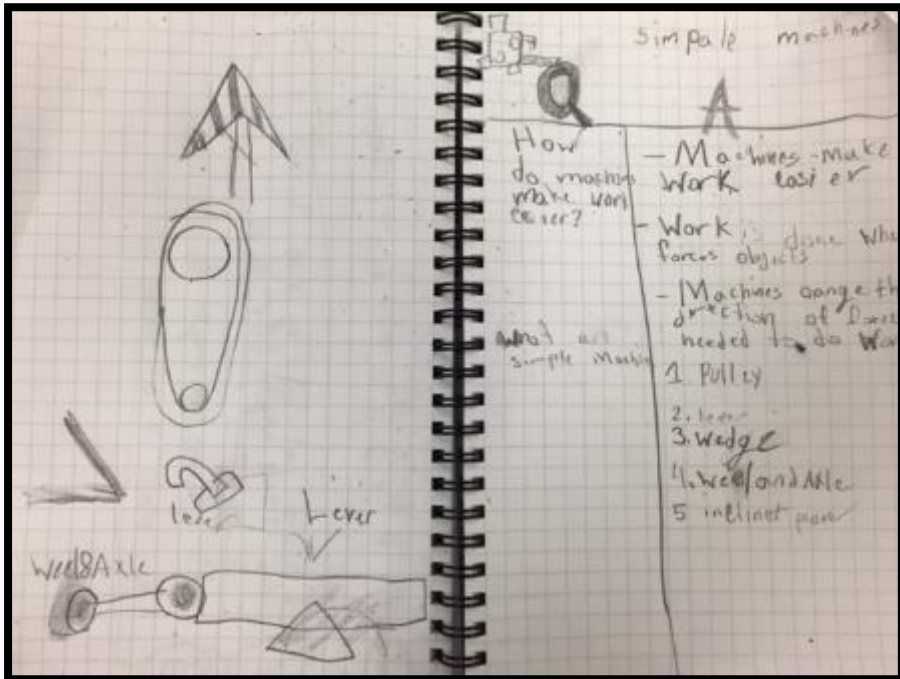


The Curve of Forgetting



Ebbinghaus's Forgetting Curve

AVID 2-Column Note Taking



AVID 2-Column Note Taking & Thinking Maps

The image shows two pages of handwritten notes. The left page features a thinking map centered on 'Expressions'. The right page contains notes on algebraic terms and inverse operations.

Thinking Map (Left Page):

- Expressions
 - NO signs
 - $7x + 2x$
 - power number
- Math
 - All have to do with numbers & variables
- Problems
- Equations
 - $7x + 2x =$
 - $=$
 - and numbers

Algebraic Terms (Right Page):

- Algebraic Terms
 - $7x$ ← variable
 - coefficient
 - $6x + 2x = 8x$
 - $7 - 3x = 4x$

Inverse Operation (Right Page):

- Inverse operation
 - Undo an operation
 - I.O. of $+$ is $-$
 - I.O. of $-$ is $+$
 - use $+0$ isolate a variable

Example (Right Page):

$$\begin{aligned} \text{Ex. } x + 2 &= 5 \\ -2 \quad -2 \\ \hline x &= 3 \end{aligned}$$

Starting Point: Choosing an image



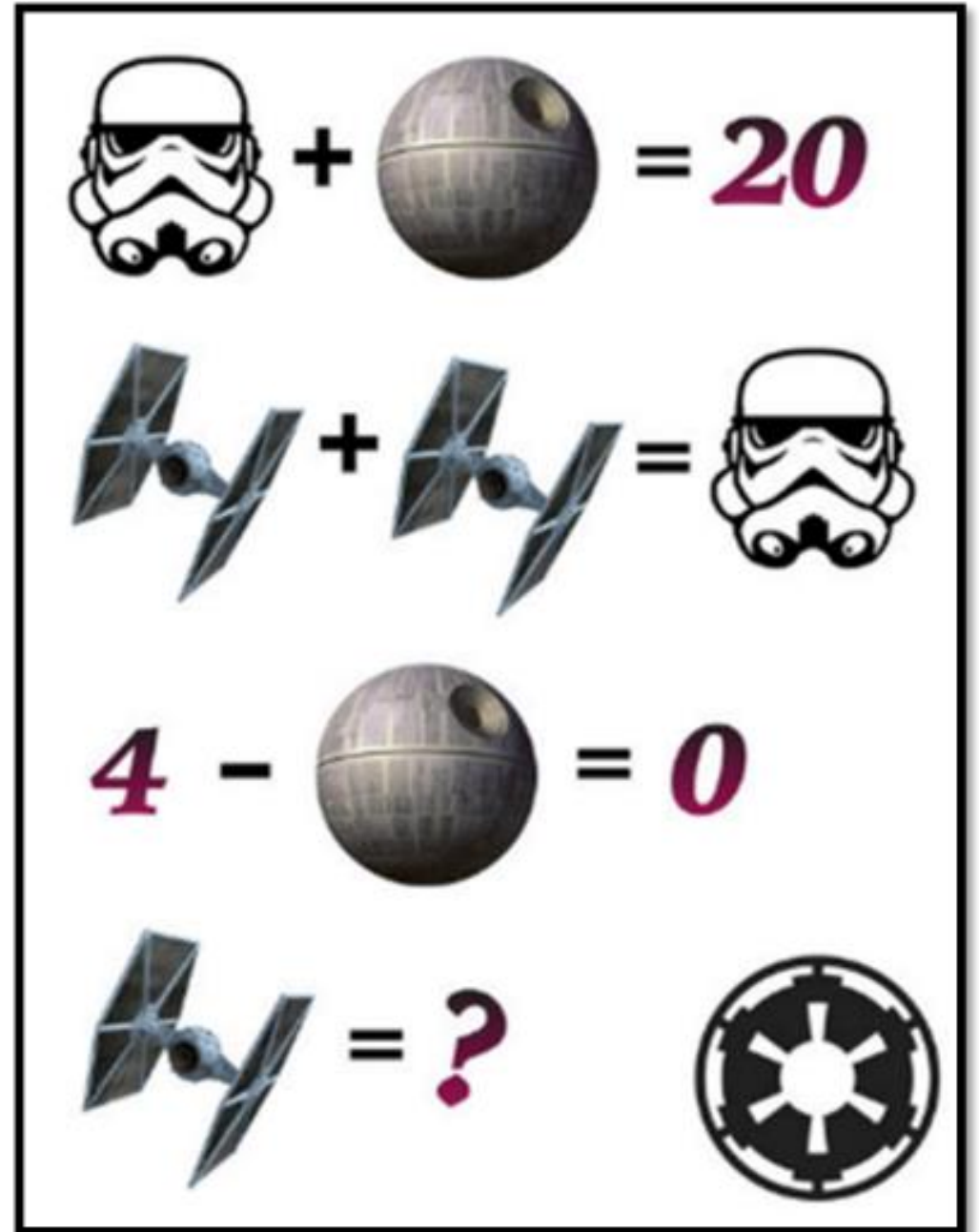
Guidelines for Choosing an Image



- Accessibility [are students able to recognize things]
- Appropriate
- Open to Interpretation
- Narrative [can a story be told]
- Diversity [Over time & culture]
- Realism vs. Surrealism [concrete to abstract]
- Themed Multiple images
- Clarity
- Genres [paintings, sculptures, tapestry, photos, artifacts, graphs/charts, book covers, illustrations, political cartoons, etc.]




STEAM Connection





\$989.21 sale
Reg: \$1,041.28 Save \$52.07 (5% off)
7.5' Unlit Artificial Christmas Tree Upside-Down Fir
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★★★★☆ 1 |  4 questions




 +  = **20**

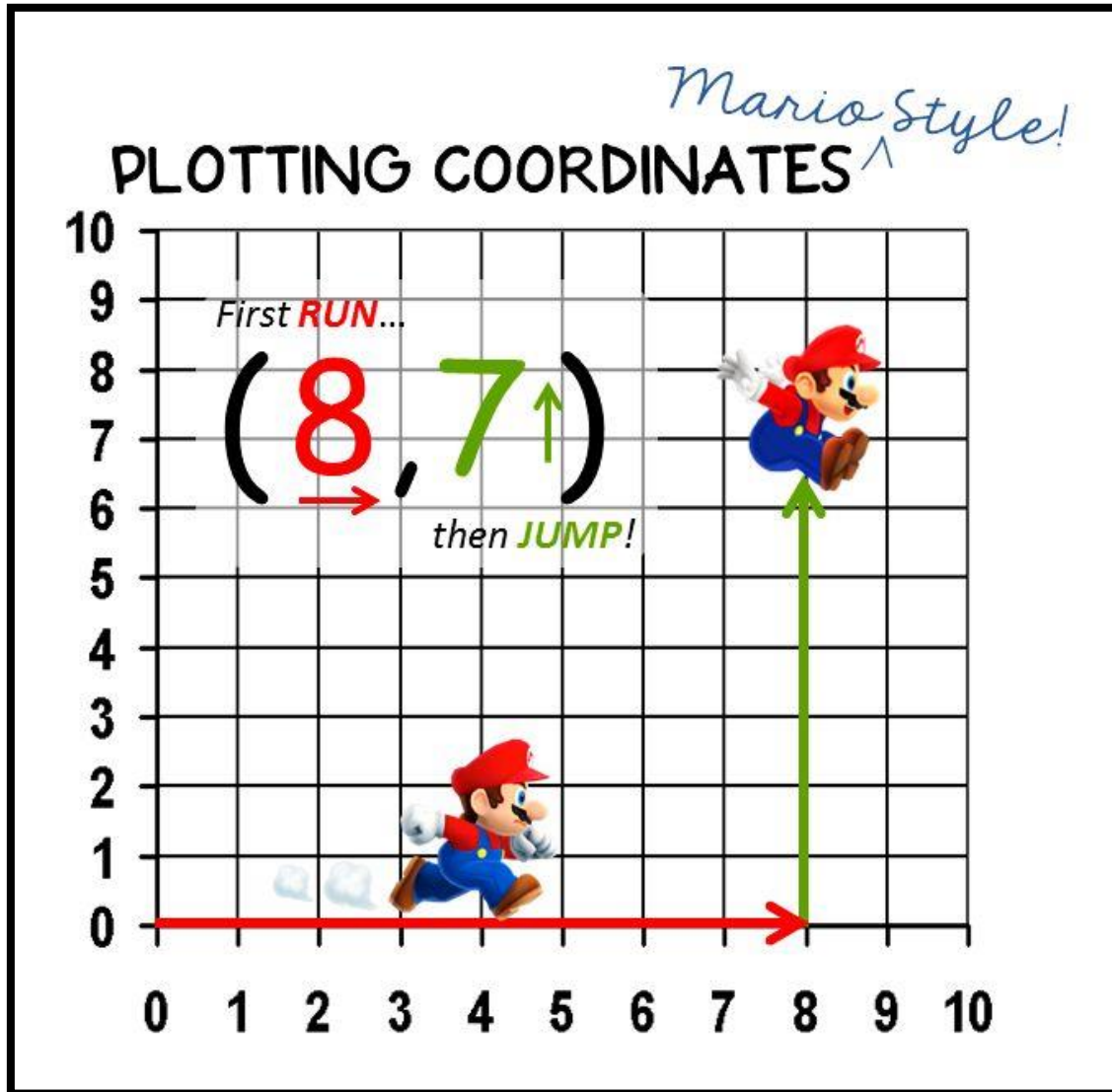
 +  = 

4 -  = **0**

 = **?**



STEAM Connections



GCF and LCM

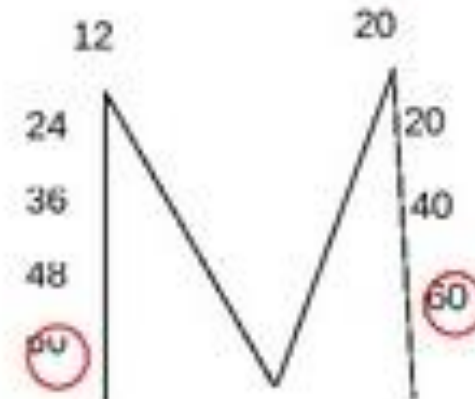
GCF: Greatest Common Factor

The GCF of 12 and 20 is **4**

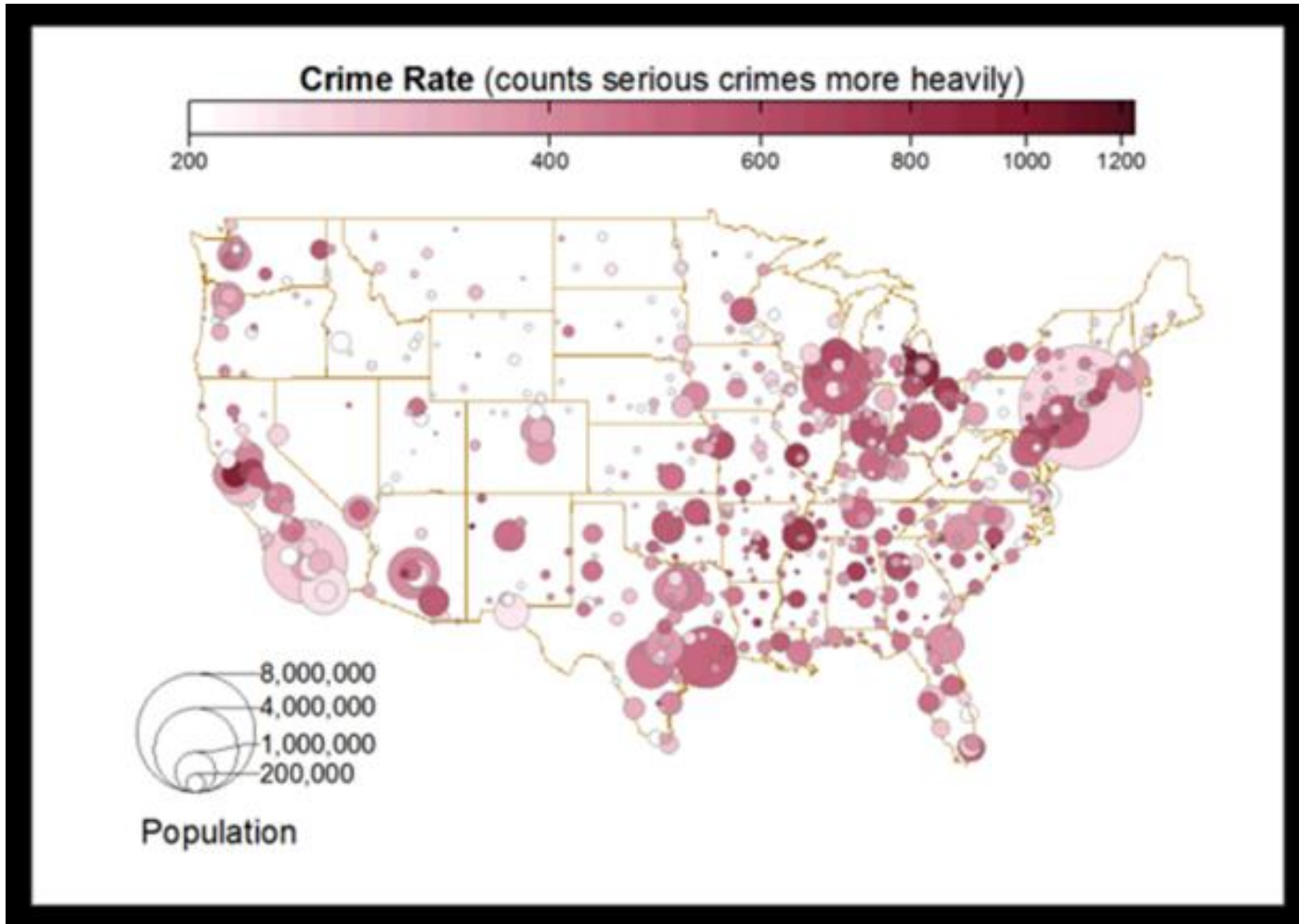


LCM: Least common multiple

The LCM of 12 and 20 is **60**



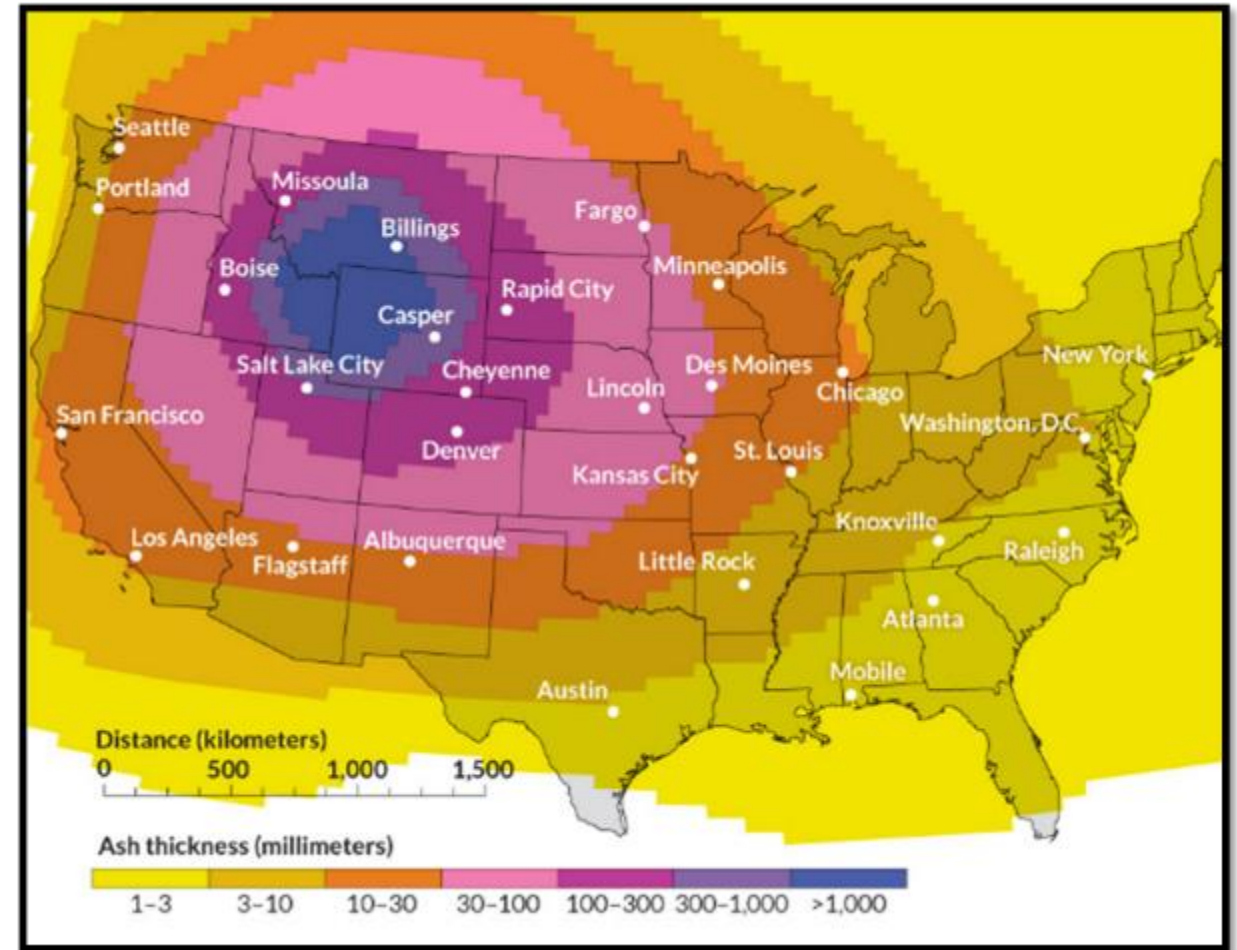
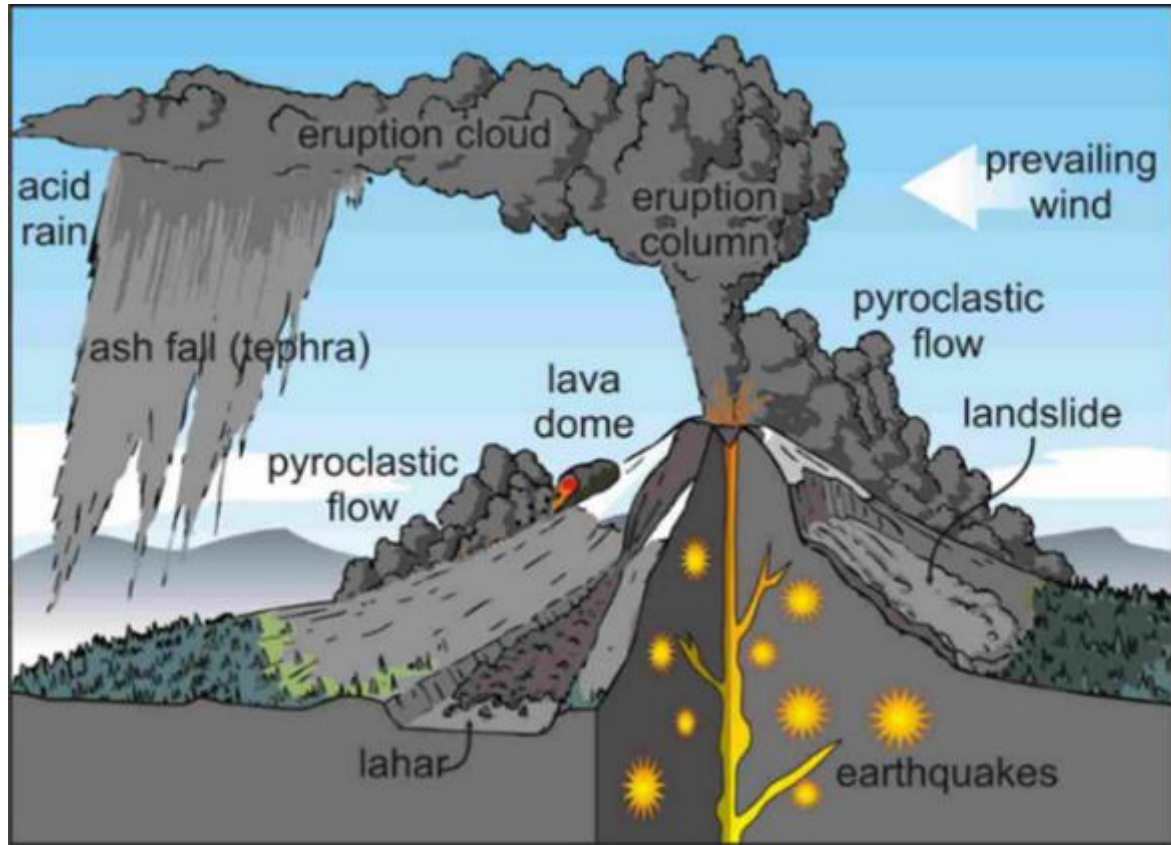
Using graphs



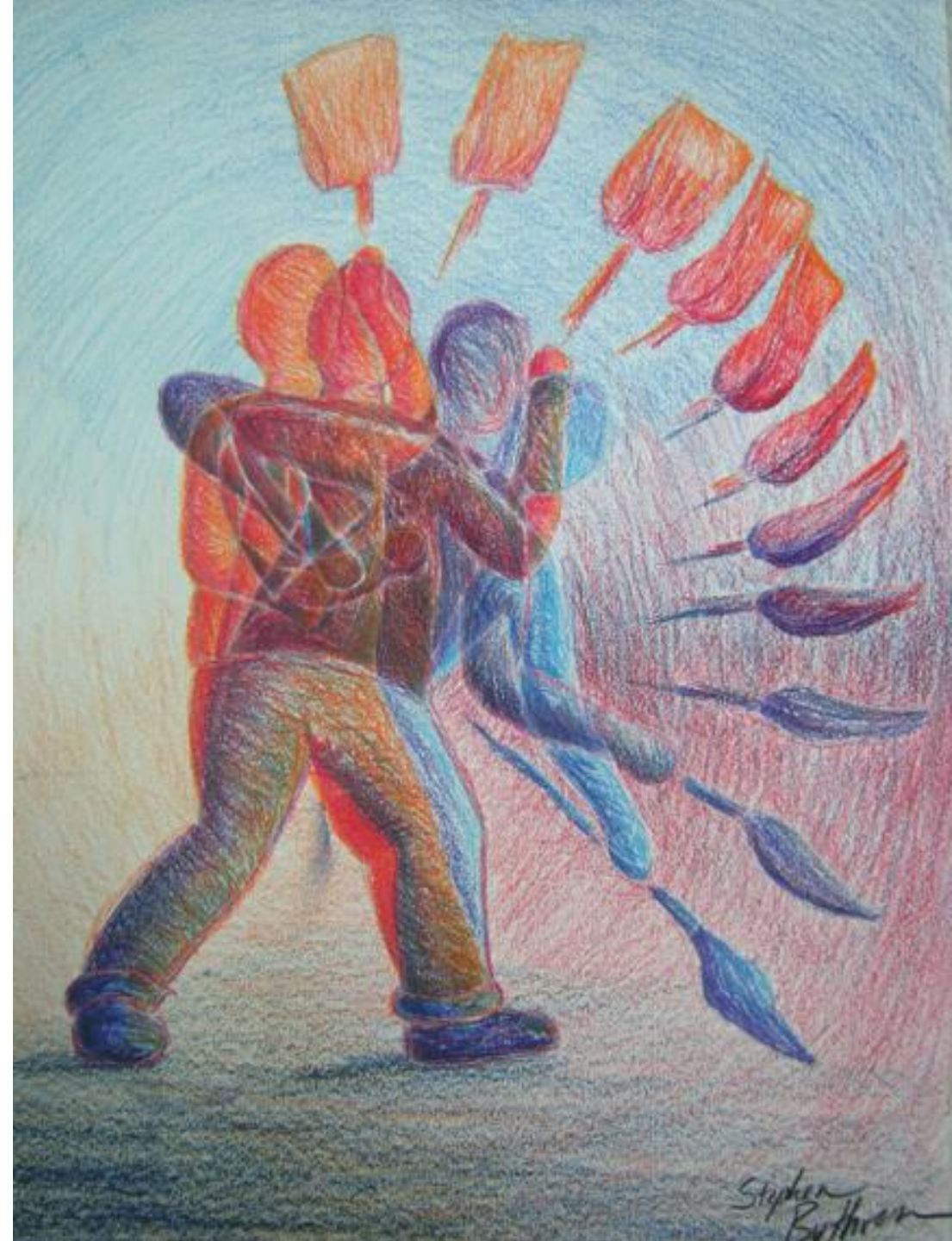
Using cartoons



Using maps & charts



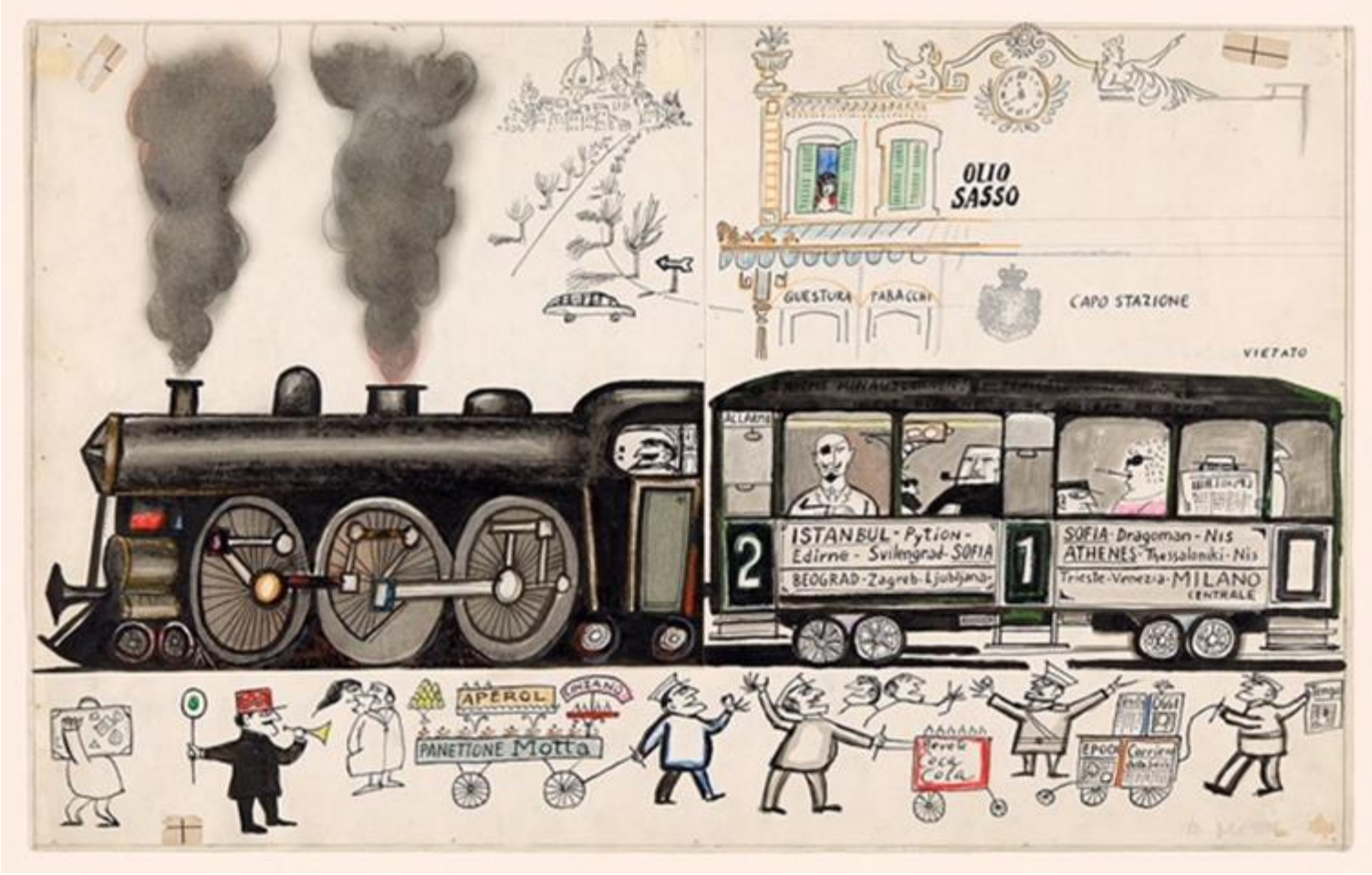
Themed images: technique



Themed images: artist



Themed images: content



Reveal only portions
of an image



Realism vs. Surrealism



Pictures Say 1000 Words Worksheet

Step 1: Choose an image you want your students to explore.

Step 2: Develop a list of questions you would like to use to develop your students' academic language.

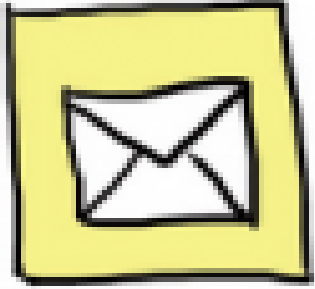
Viewing the Image to introduce or reinforce academic language:

<u>Visual Thinking Skills:</u> <ol style="list-style-type: none">1. What is going on in this picture?2. What do you see that make you think that?3. What more can we find?	<u>Other Prompts:</u> <ul style="list-style-type: none"><input type="checkbox"/> I see/observe...<input type="checkbox"/> I think...<input type="checkbox"/> I am wondering about...<input type="checkbox"/> What is missing from this image?
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Digging deeper to build academic language:



<u>Question to Build Academic Skills:</u> <ul style="list-style-type: none"><input type="checkbox"/> Identifying Key Details<input type="checkbox"/> Making Inferences<input type="checkbox"/> Using Evidence to support thinking<input type="checkbox"/> Determining themes<input type="checkbox"/> Making Connections	<u>Art of Curiosity:</u> <ul style="list-style-type: none"><input type="checkbox"/> Examine a small part to the whole<input type="checkbox"/> See it as part of a bigger picture<input type="checkbox"/> Ponder what is behind it<input type="checkbox"/> Describe what came before<input type="checkbox"/> Describe the effects<input type="checkbox"/> Describe what is happening at the same time
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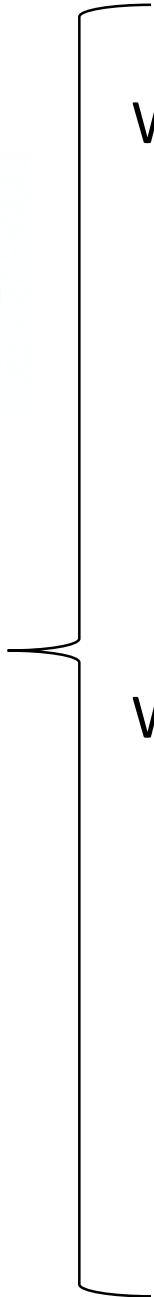
I.J. Holton
Intermediate
School, Austin, MN



@wolffdavid11
#wolffden492
#MNGifted



D.U.C.K.



We **Discussed**:



We both **Understand**:



We are **Curious** about:

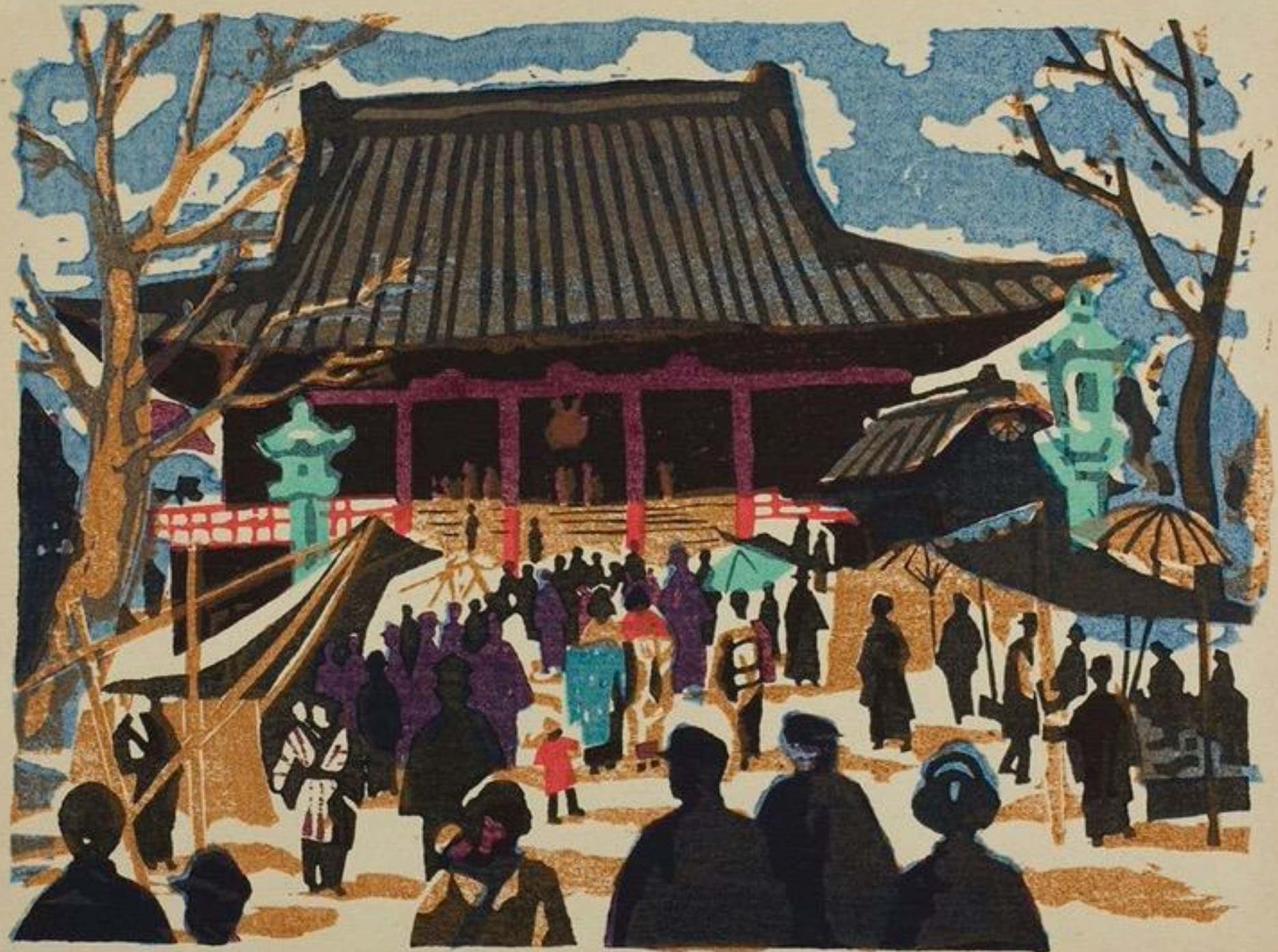


Knowledge from another group:











月夜舟行

