• When students make connections between a written text and an image, they are practicing the skill of transfer — applying knowledge or information gained in one context to another context. This is the ultimate evidence of student understanding.
  
i. Ask students to find a painting or sculpture that corresponds to the style or content of a piece of literature & explain the connections.

ii. Invite students to create art based on a poem or other text, responding to one art form with another.

iii. Look for primary source images and ask students to assume the role of a historical writer. They explain the scene and the events leading up to it. Then make connections between the consequences of the event and today’s society.

Tuned Out: Engaging the 21st Century Learner, Karen Hume
Visual Literacy Strategy

- Seeing and summarizing characters, events and situations
- Importance of using background information to make inferences and then to revise ideas based on new information
- Can be used to create an understanding of how primary source texts contribute to our understanding through sketches, pictures, illustrations, etc.

   i. Students become the police artist and create a sketch of a real or fictional person based on available text details.

   Each student could be asked to depict a different character or, if the same character is depicted by multiple people, they could be compared for decisions the students made to depict the character in a certain way.

Enriching Comprehension with Visualization Strategies, Jeffrey D. Wilhelm
ILLUSTRATED CHARACTER JOURNALS

- Enriching comprehension of fictional characters or historical figures
  i. Students create illustrated character diaries in-role using drawings, photographs, magazine cutouts, clip art, etc. Text and imagery work in combination to paint a complete picture.
  ii. Include important information demonstrating an understanding of the character’s actions, environment, and worldview.
  iii. Journals may be satiric in nature.

Enriching Comprehension with Visualization Strategies, Jeffrey D. Wilhelm
• Seeing and summarizing characters, events, and situations.
• An opportunity to practice visualization skills and understanding key details
  i. Students need to consider what is important to depict and what is best left for readers to imagine. Students create illustrations that act as cues for the reader.
  ii. Another format is a Picture Book that students can share with younger learners. Students need to summarize and visually represent ideas from more complicated texts.
  iii. Digital options – photography, computer graphics, Photoshop, Illustrator, etc.
  iv. Discussions about choices students are making help them to attend to and critically appreciate illustrations that accompany text and think about them in a writerly way – as a method of communication.

*Enriching Comprehension with Visualization Strategies*, Jeffrey D. Wilhelm
The understanding of existing ideas and the creation of new ones rely on making connections—recognizing and comparing similarities and differences across concepts. Teach students to evaluate the quality of a comparison. The more characteristics two concepts have in common, the stronger the metaphor or analogy.

i. In each corner of the room post different photographs of something that can serve as a metaphor for a specific concept. Ask students to go to the photograph that best matches their thinking. Students discuss with others in that corner, why they chose that metaphor. Each group then summarizes their thinking for the whole class.

You are not looking for whole class consensus here, rather students get a look at how others think and have the opportunity to consider other perspectives.

Select images that represent the concept in a new and unusual way.

ii. Ask students to create their own images—photographs or collages from magazines. Students can select the concept being explored through metaphor and then explain how their images describe that concept in a unique or intriguing manner.

iii. Take students on a short walk-about looking for objects or settings that make interesting metaphors for the concepts you are studying. Students can take photographs to document their learning. Later, have students select one of those images to print and explain in more depth. Post these and share in a gallery walk.

Tuned Out: Engaging the 21st Century Learner, Karen Hume
Visual Literacy Strategy

MAKE A ZINE

- Represent your learning by summarizing events, characters, and situations. Build new learning on prior knowledge encouraging a constructivist approach.
  
  i. Make the learning in any subject area relevant to student interests. Make a Zine. Zines are small circulation, online, or print magazines that are self-published.

  ii. Zines might include full-colour original art, quick sketches, cartoons, student photos, or appropriated images that have been altered.

  iii. How to make a zine

      http://www.creativebloq.com/print-design/make-your-own-zines-11410390
      https://vimeo.com/18312616

  iv. Share the zines with other students. Use another Visual Literacy strategy to help students respond to the creative work of their peers.

Tuned Out: Engaging the 21st Century Learner, Karen Hume
Graphie organizers are visual representations of the relationships among ideas. They can be used at all stages of learning—
before (as advance organizers to help learners connect new knowledge with existing knowledge), during (for taking visual
notes), and after (to summarize, analyze and synthesize understanding).

Mind maps and word webs are two forms of organizers frequently used for generating ideas. Both enable people to see
connections among ideas that are not as obvious through outlining or note taking. The only difference between word webs and
mind maps is that maps use symbols as well as words to show the connections among ideas.

Here are the seven steps to mind mapping, from the originator of the technique:
1. Start in the centre of a blank page turned sideways. This gives you the freedom to spread your ideas in all directions.
2. Use an image for your central idea. This will keep you focused and help you concentrate.
3. Use colours throughout. Colours are as exciting to your brain as images.
4. Connect your main branches to the central image, and second- and third-level branches to the first and second levels, and so
   on. Your brain works by association. Links will help you understand and remember.
5. Make branches curved rather than straight. Curved branches are more riveting to your eye.
6. Use one key word per line. Single key words generate an array of associations and connections in a way that phrases and
   sentences do not.
7. Use images throughout. Each is worth a thousand words.  

(Buzan, 2005; cited in Hume, 2011)
Visual Literacy Strategy

**MAPS AND THE MAP AS ART**

- Seeing and summarizing through pictures (icons, symbols) characters, events, and situations.
  
i. Students make maps of real or imagined physical locales as small as a room or as large as a country. Show the details of the terrain.

  ii. Include small illustrations alongside the map to indicate the importance of a particular place on the path. Add a legend.

  iii. Enrichment—maps of a character’s physical, psychological, or spiritual journeys; maps that include symbols that represent several key ideas; organize the map into a pattern other than chronological; based on the original text, depict the concept of change or a cause/effect relationship; add comments describing your thinking about the thinking depicted in the map; display the map and use it as reference for writing, tests, or discussions.

  iv. Students can also create a ‘mirror-map’ to visually depict their own life or journey through a particular text or area of study.

*Enriching Comprehension with Visualization Strategies*, Jeffrey D. Wilhelm
• Adapted from Michael Michalko (2006, p. 308)

• Drawing can support and extend thinking in all subject areas.
  
  i. Imagine that a delegation of Martians has just landed in your school’s parking lot. You welcome them. They are curious about our culture, customs and history but they do not understand any of our languages—only graphic symbols.

  ii. Each student creates a short ‘speech’ composed entirely of graphic symbols to welcome the Martians and explain a topic. Choose something that relates to the content you are studying in a particular culture.

• An interim step before drawing by hand could be to use emails to communicate.

  iii. Display the visual speeches and have everyone review and try to decipher them. Peers could provide feedback to help clarify the intended meaning.

Tuned Out: Engaging the 21st Century Learner, Karen Hume
• Seeing and summarizing characters, events and situations.
  i. Illustrate the events of a story or historical time period on a long, narrow strip of paper. It can be rolled and unrolled to be read like a Japanese scroll or use a shoebox to create a viewer that reveals only a frame of the ‘film’ at one time.
  ii. Students viewing the ‘movie’ could be predicting what happens next.
  iii. Digital options – use iMovie or MovieMaker

Enriching Comprehension with Visualization Strategies, Jeffrey D. Wilhelm