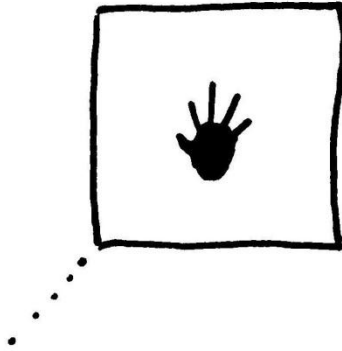


“In fact, without visualization, students cannot comprehend, and reading cannot be said to be reading.”

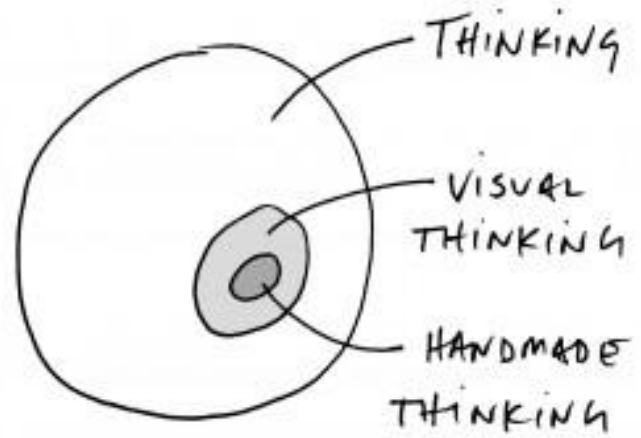
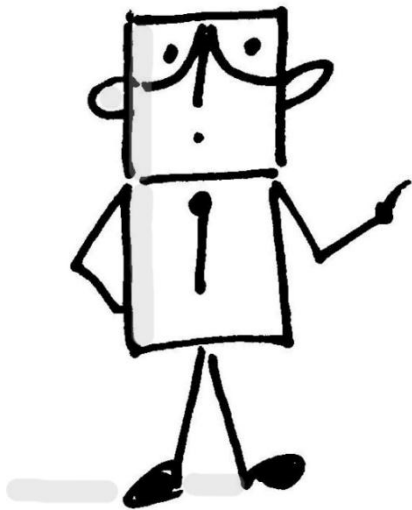
Reading is Seeing, Jeffrey Wilhelm

Handmade Thinking: Reading and Drawing



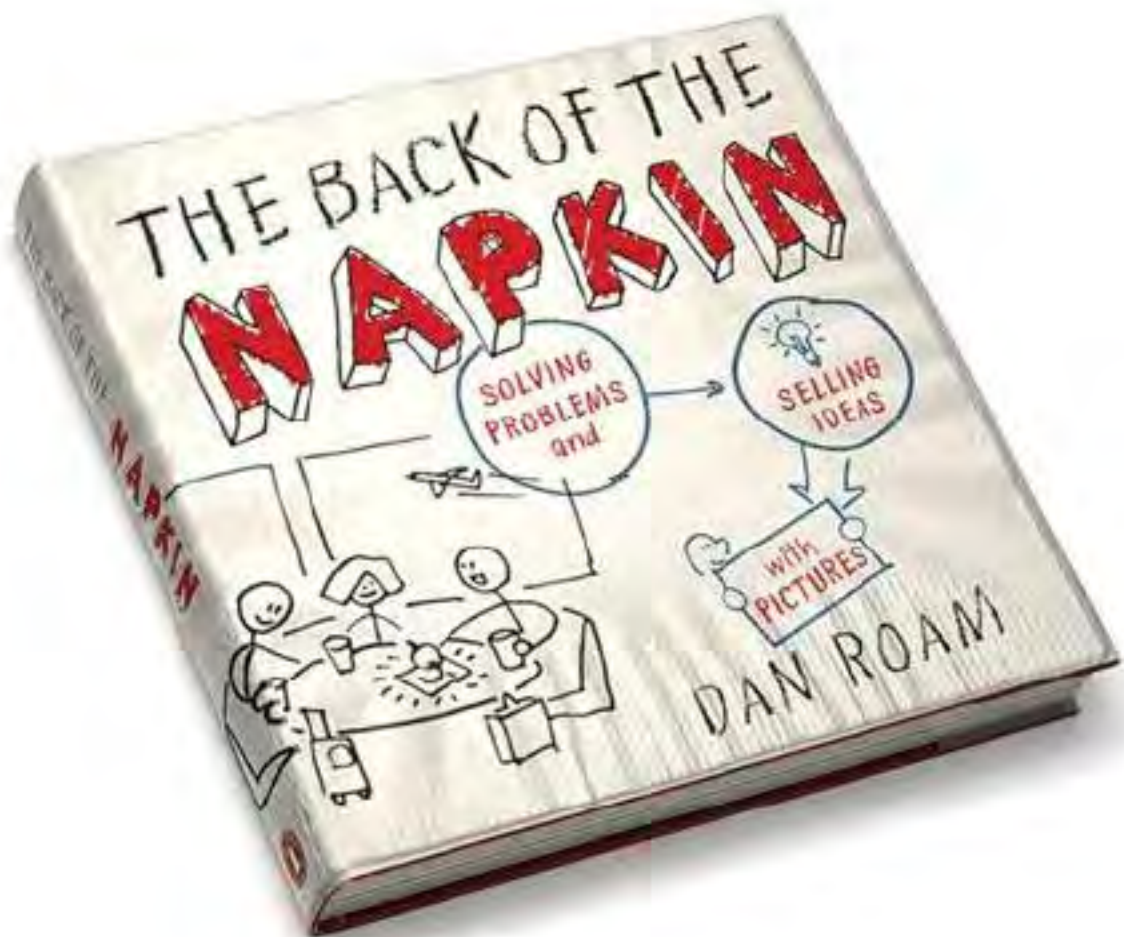
Laurence Musgrove

Professor and Head
Department of English
Angelo State University



WHY?

Drawing with guided practice and choice in visual formats can increase reading engagement, comprehension, as well as creative problem-solving and critical thinking.



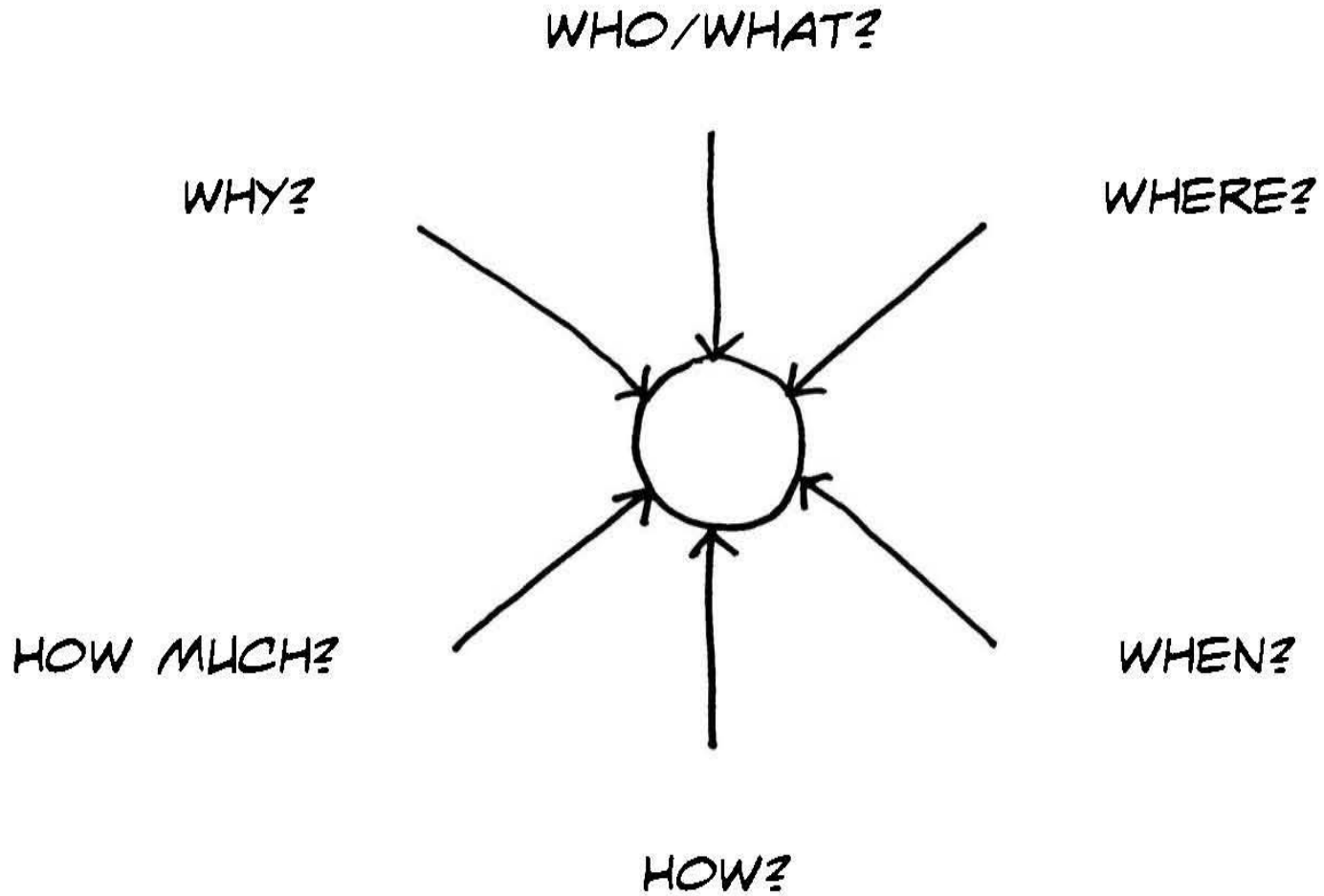
THE BACK OF THE
NAPKIN

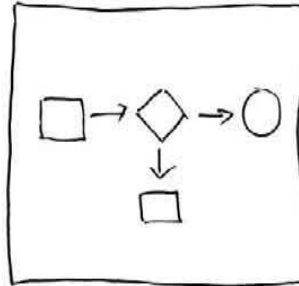
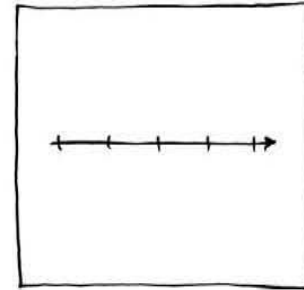
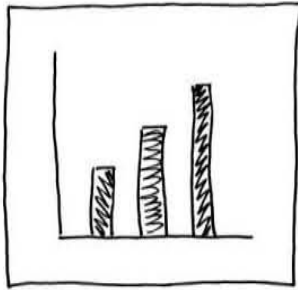
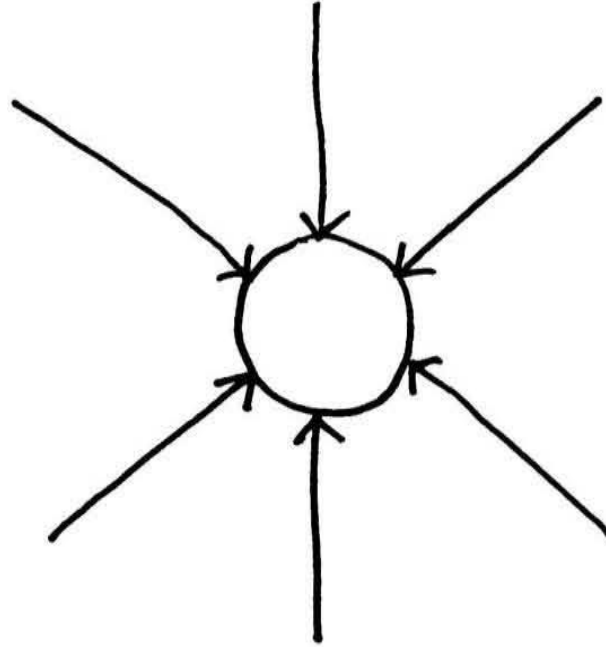
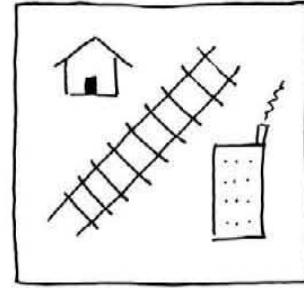
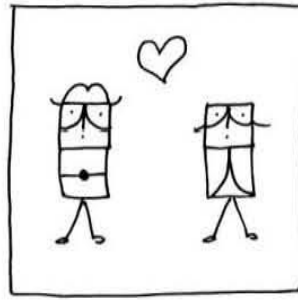
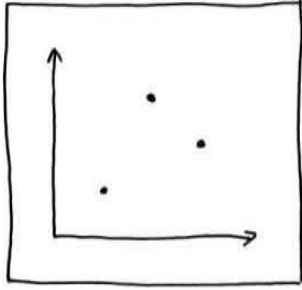
SOLVING
PROBLEMS
and

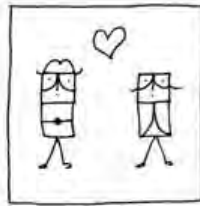
SELLING
IDEAS

with
PICTURES

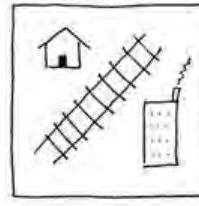
DAN ROAM



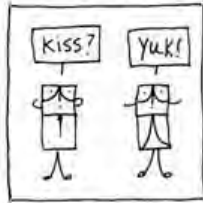




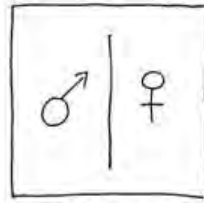
PORTRAIT



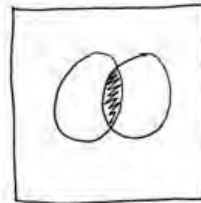
MAP



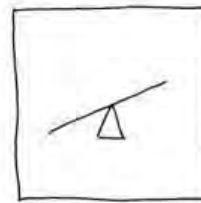
COMIC



COMPARISON/CONTRAST



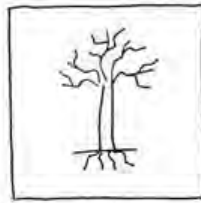
VENN DIAGRAM



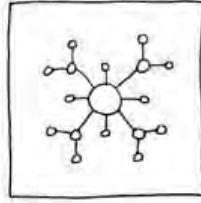
SEESAW



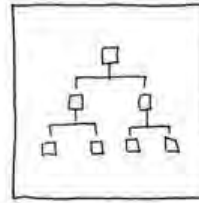
SCALES



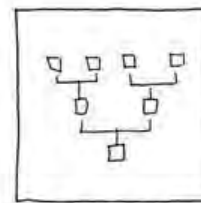
TREE



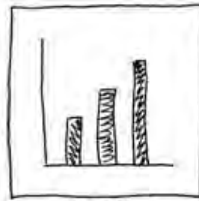
WEB



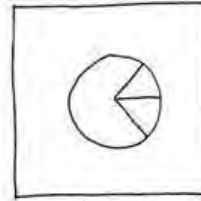
ORGANIZATION



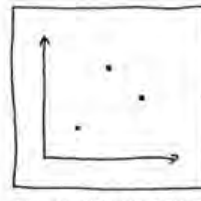
GENEALOGY



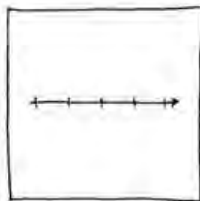
BAR GRAPH



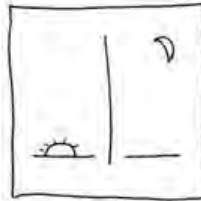
PIE CHART



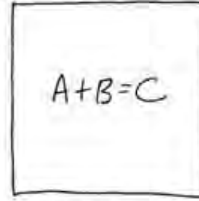
MULTIVARIABLE GRAPH



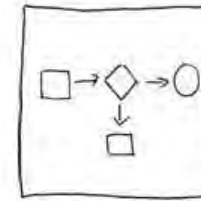
TIMELINE



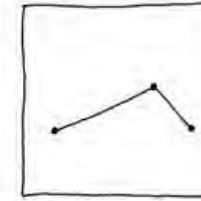
BEFORE & AFTER



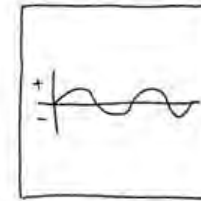
EQUATION



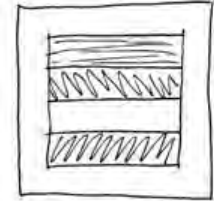
PROCESS



FREYTAG'S PYRAMID

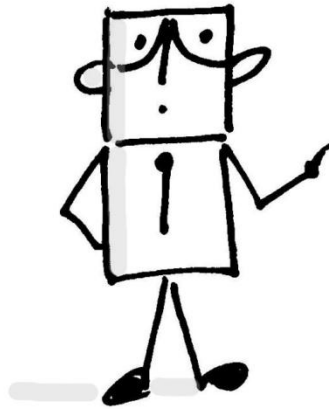


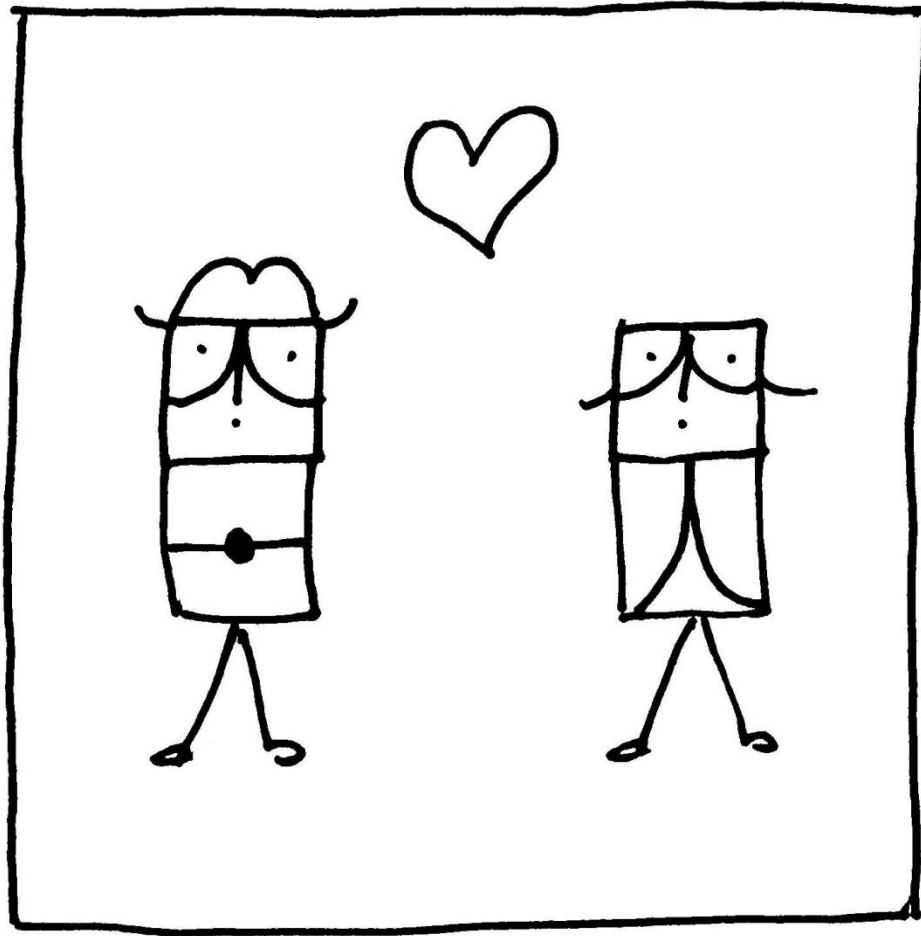
+/- PLOT

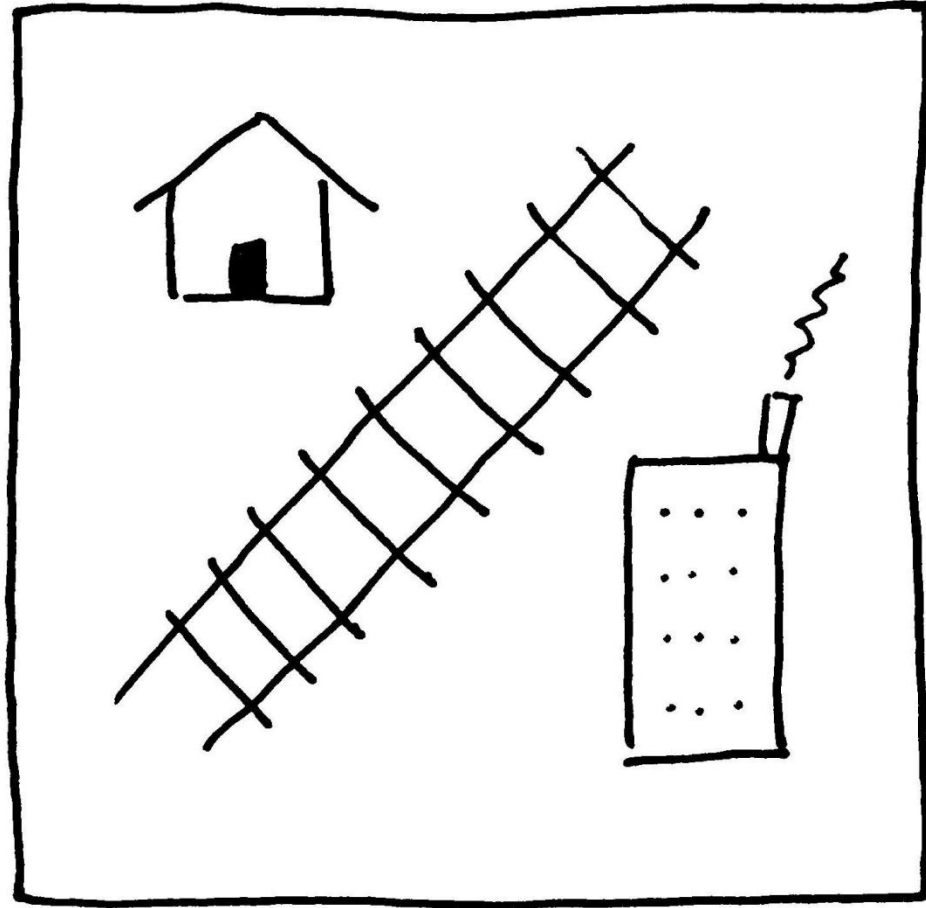


LAYERS

**People
Places
Things**





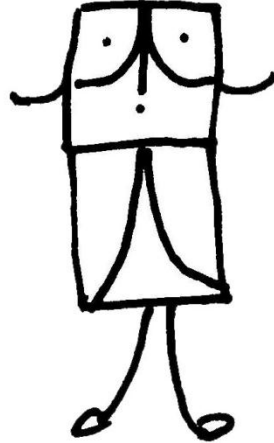
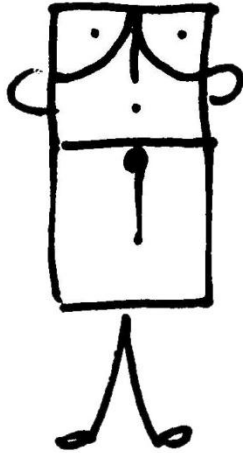


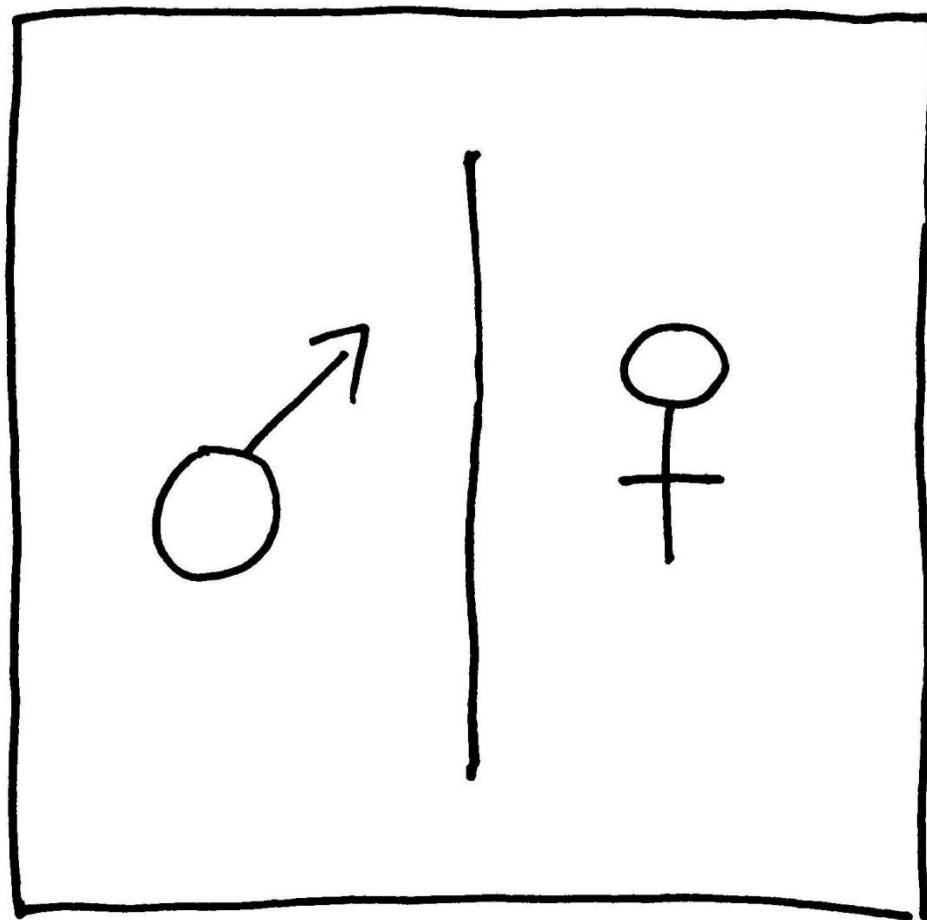


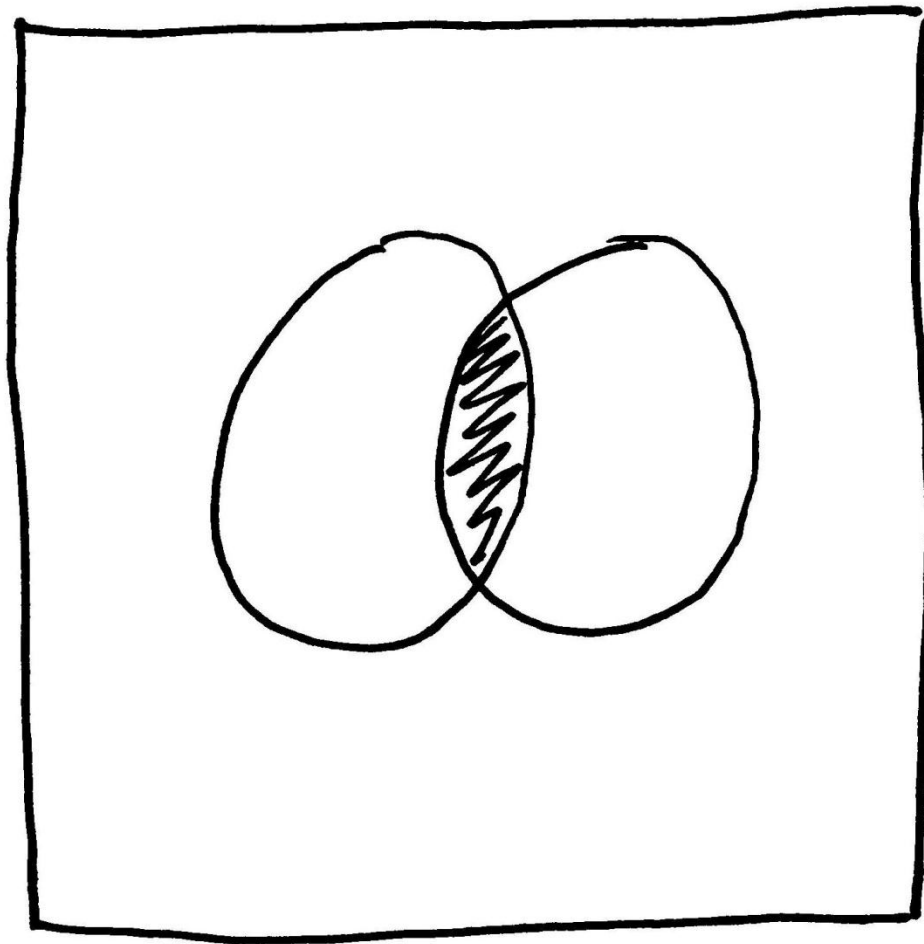
Twos

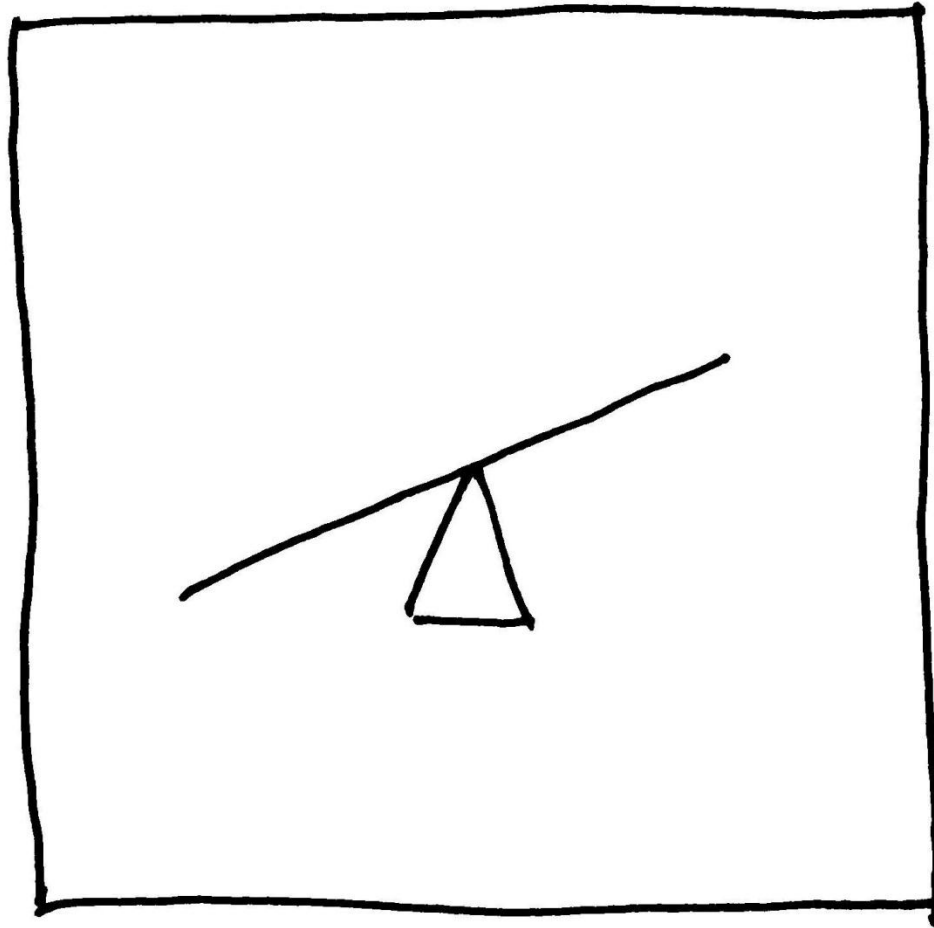
KISS?

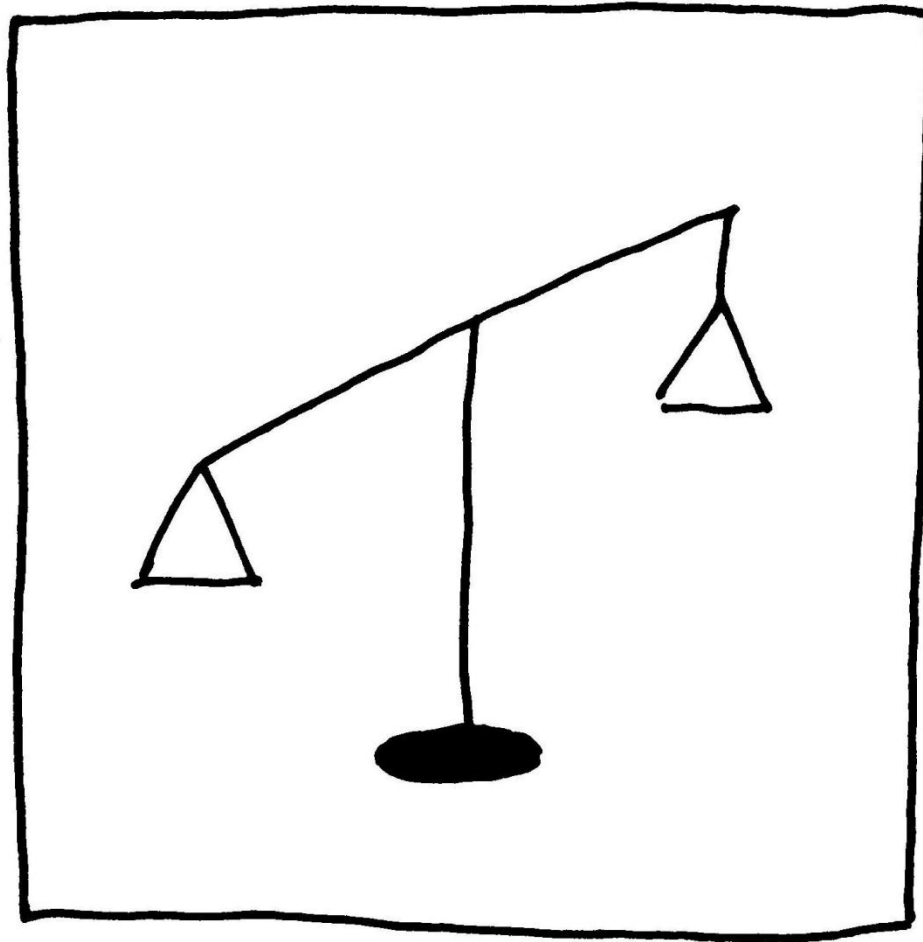
YUK!



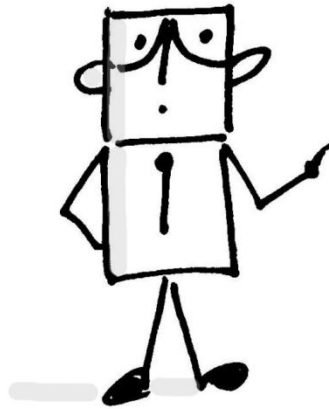


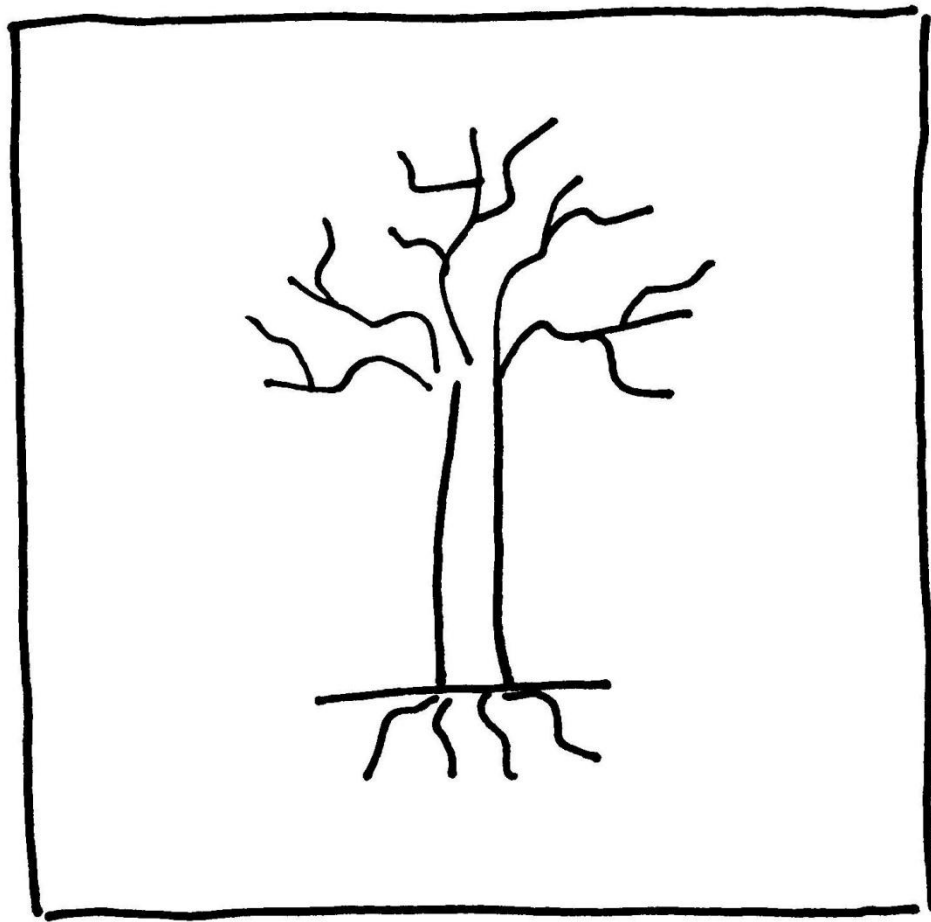


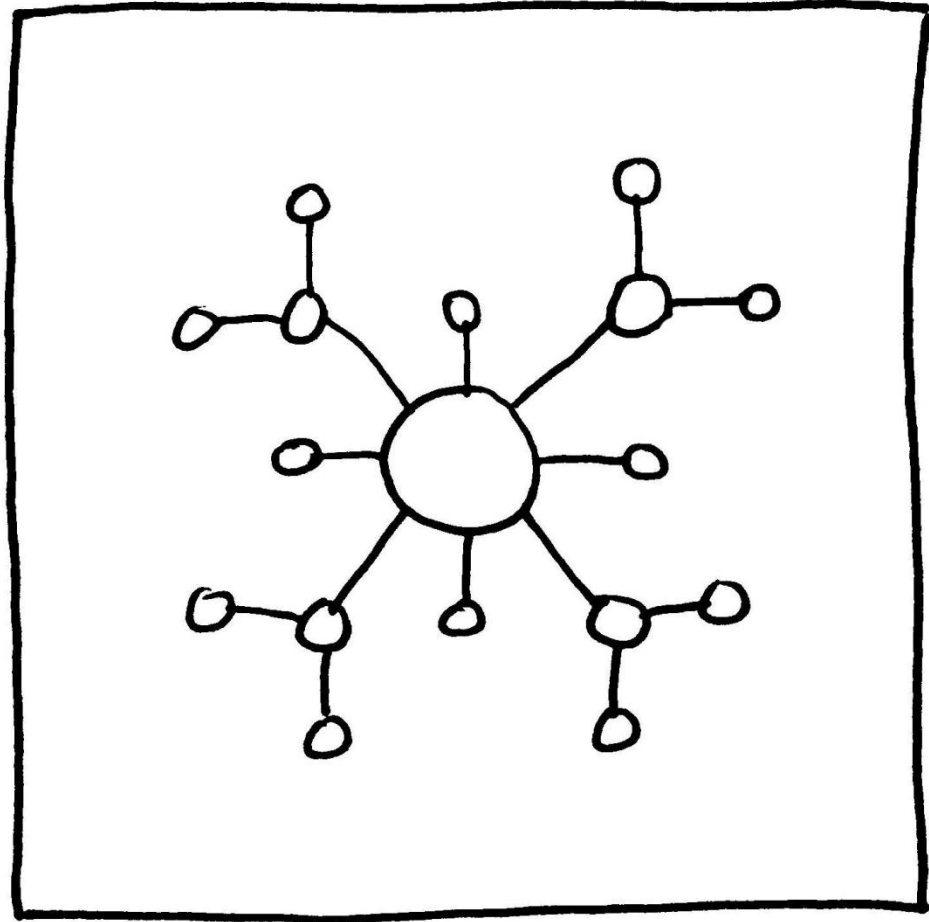


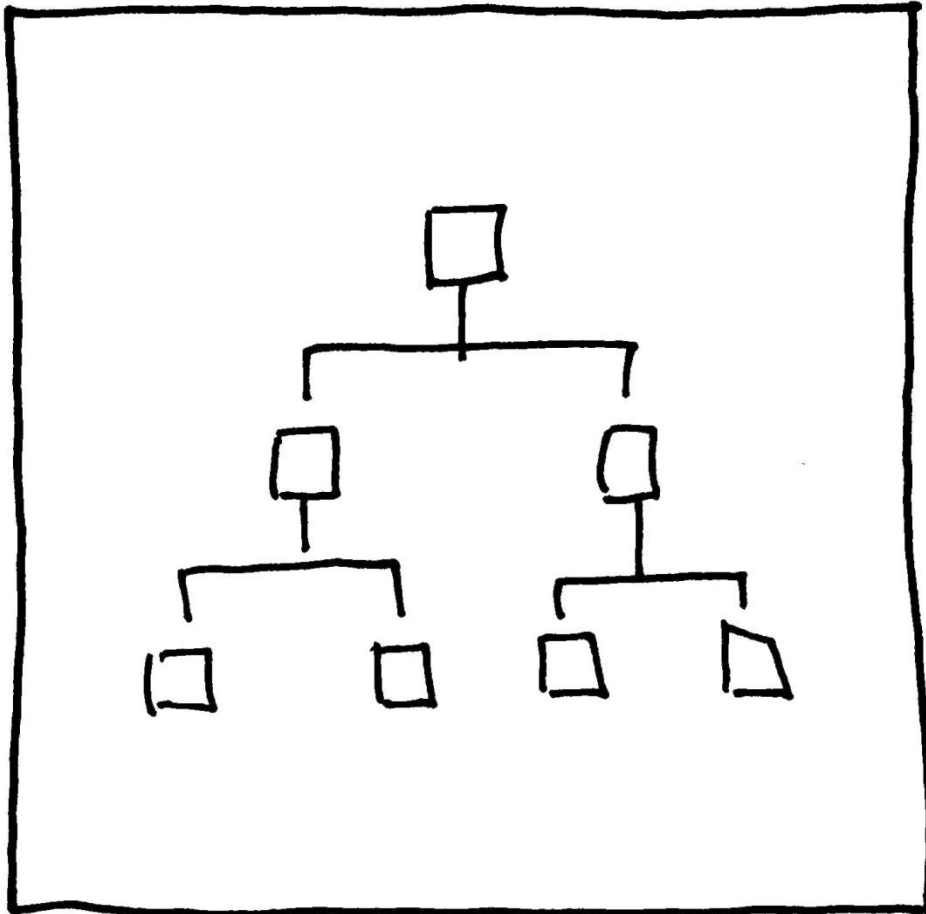


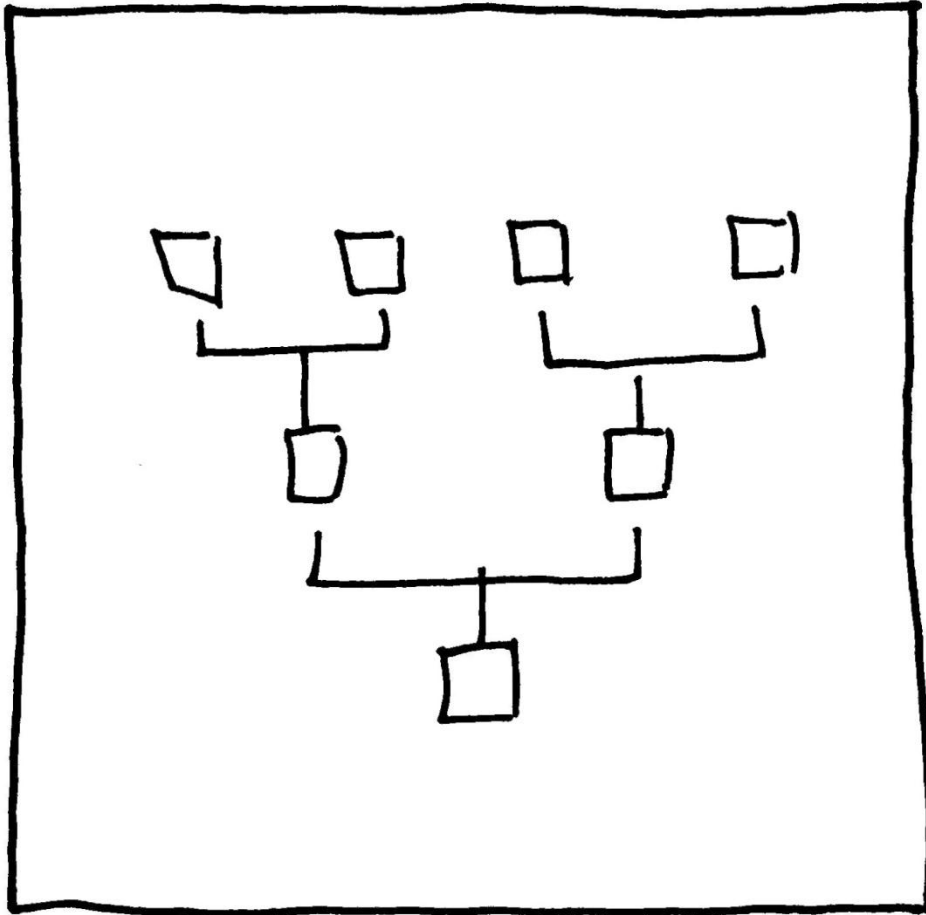
Family





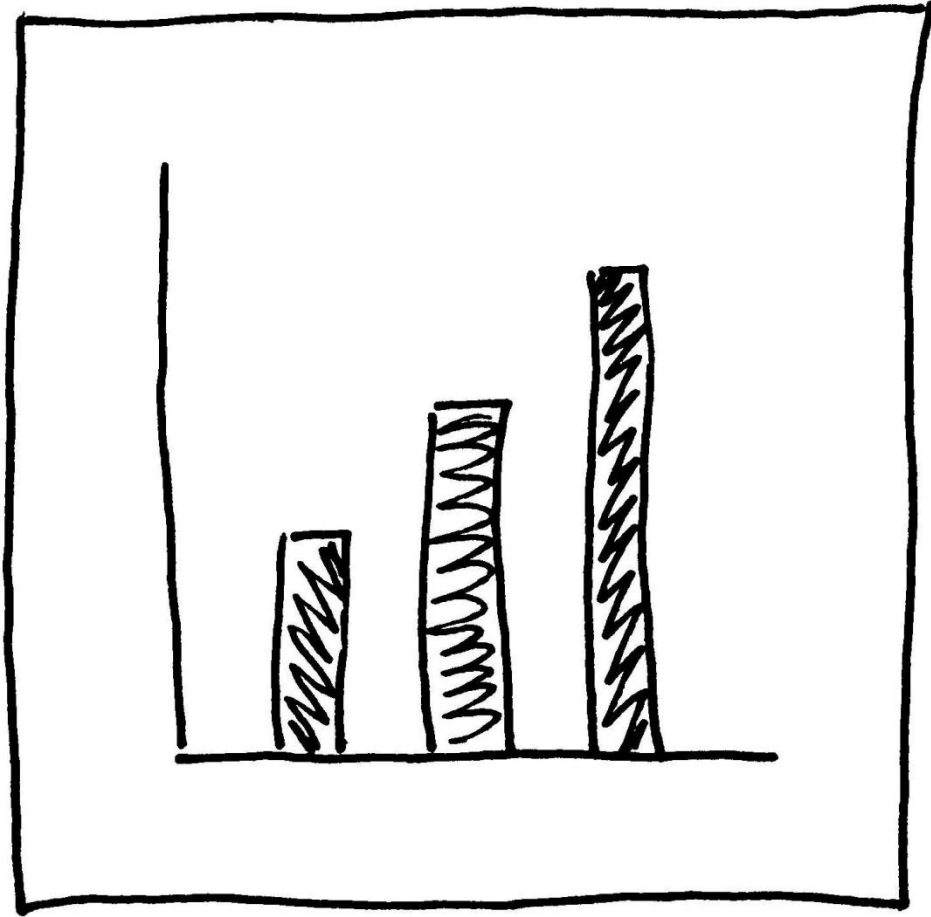


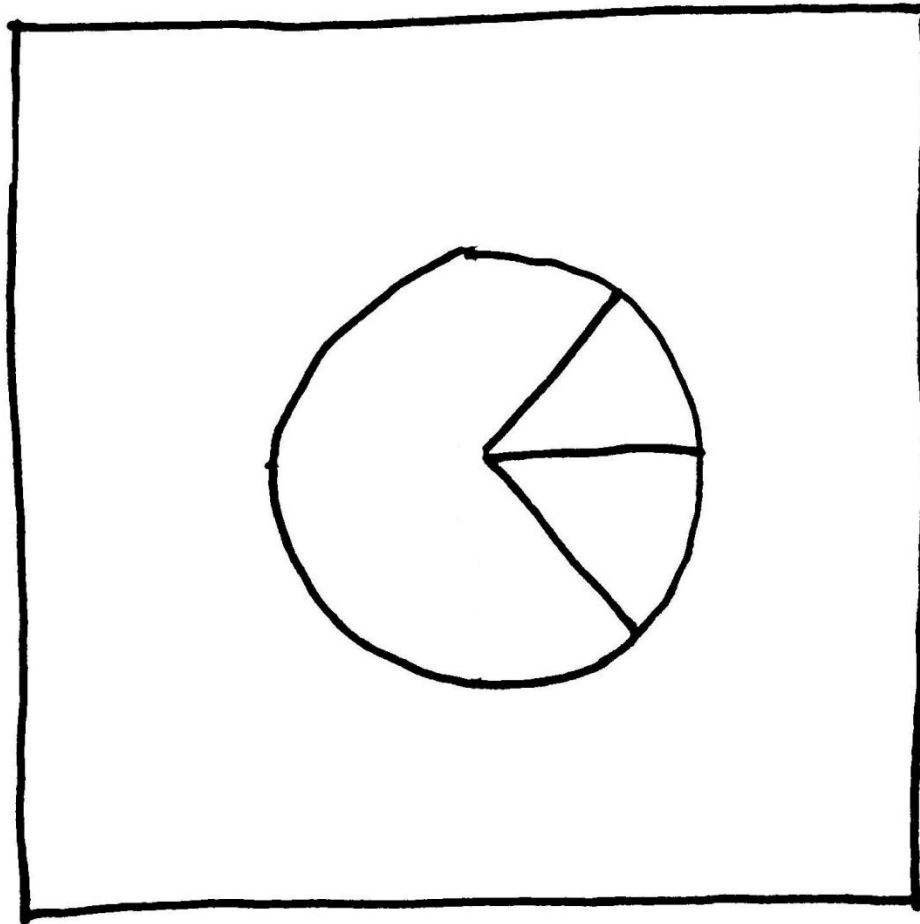


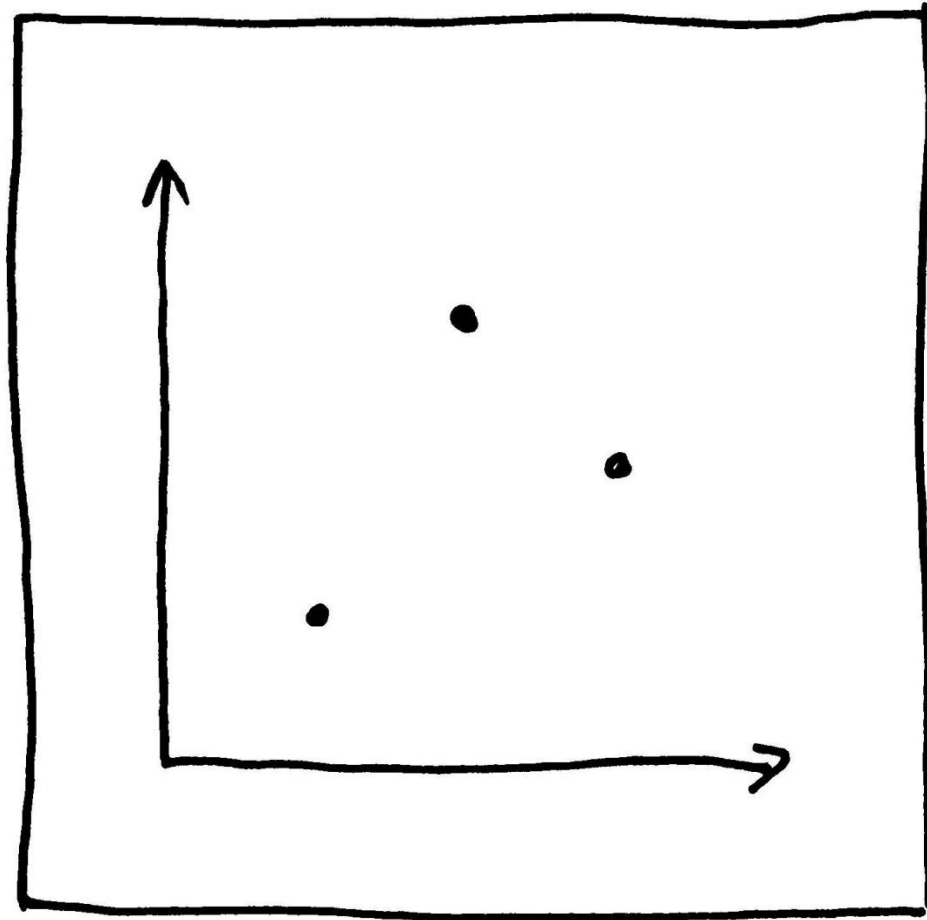




Amount

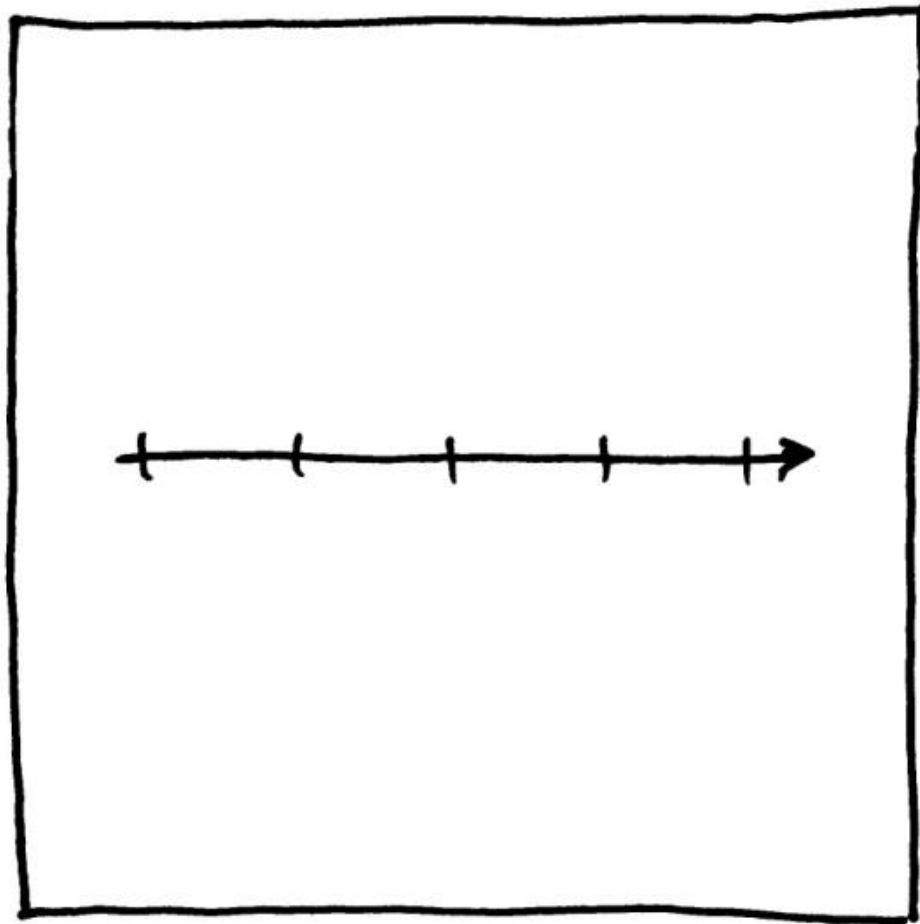


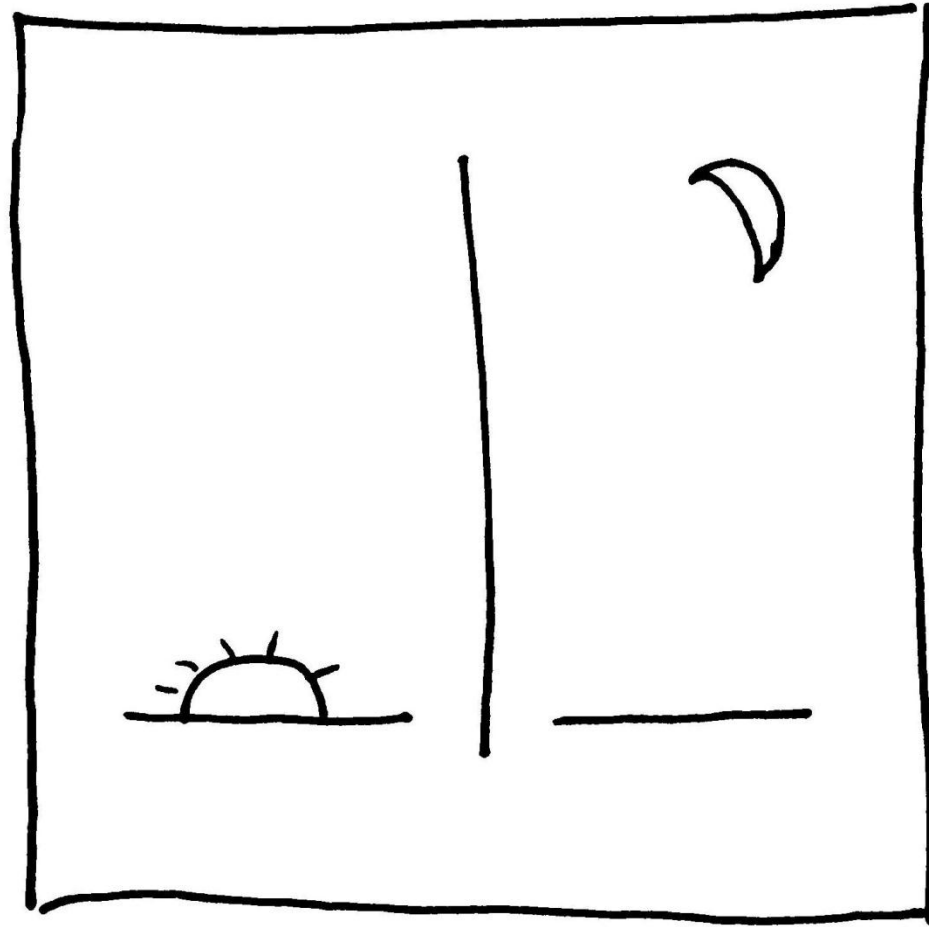




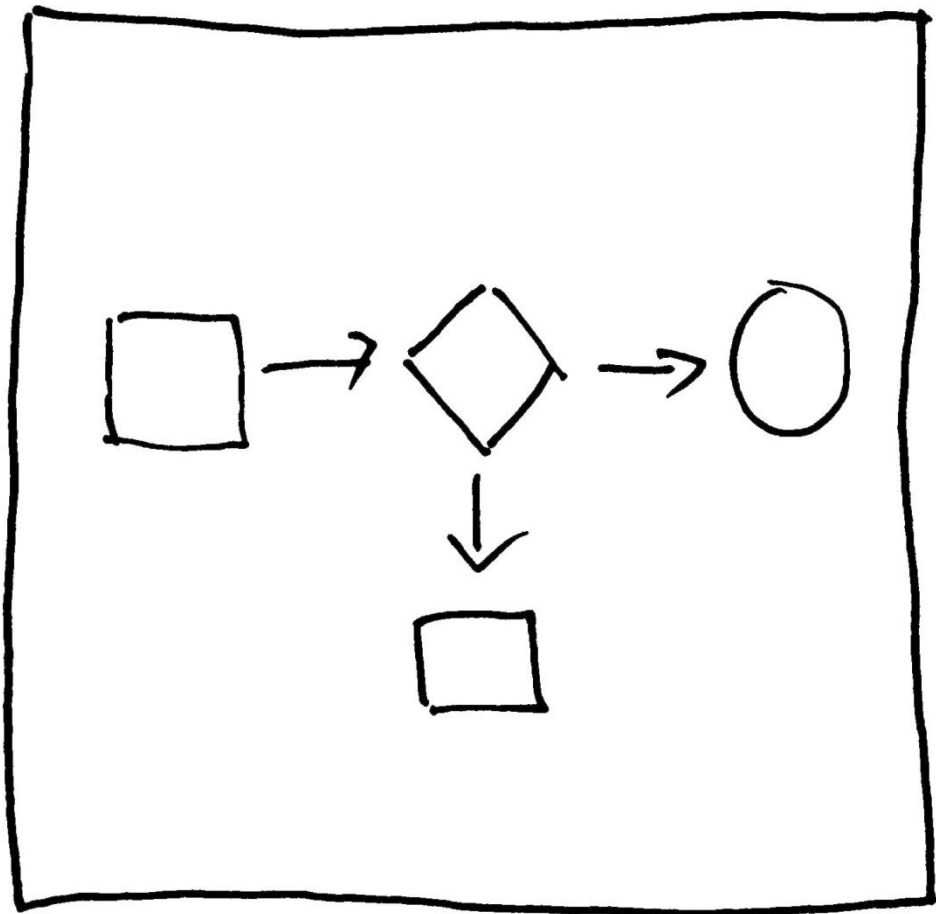


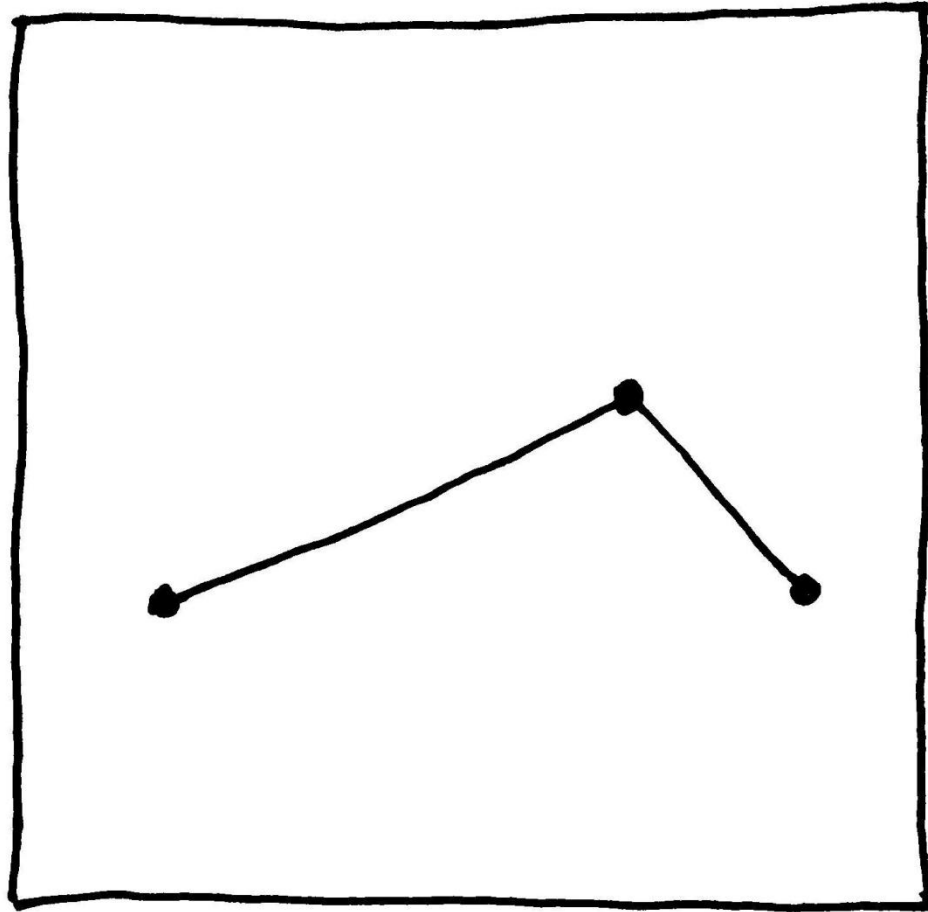
Action

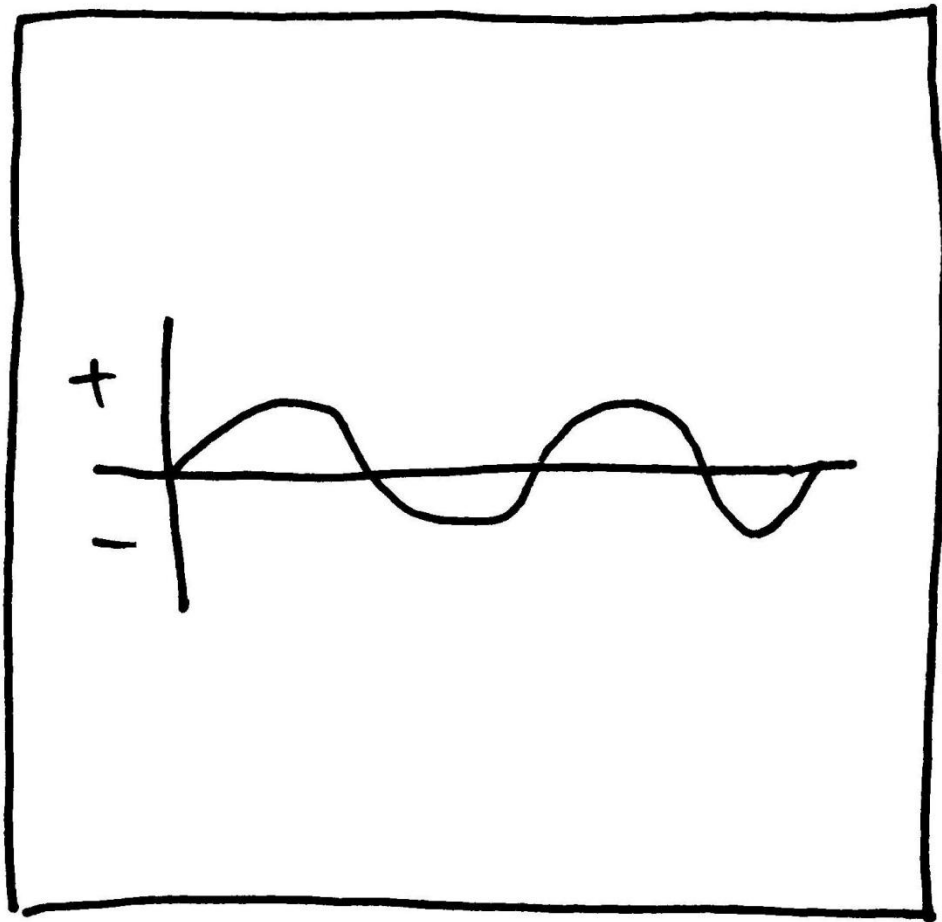


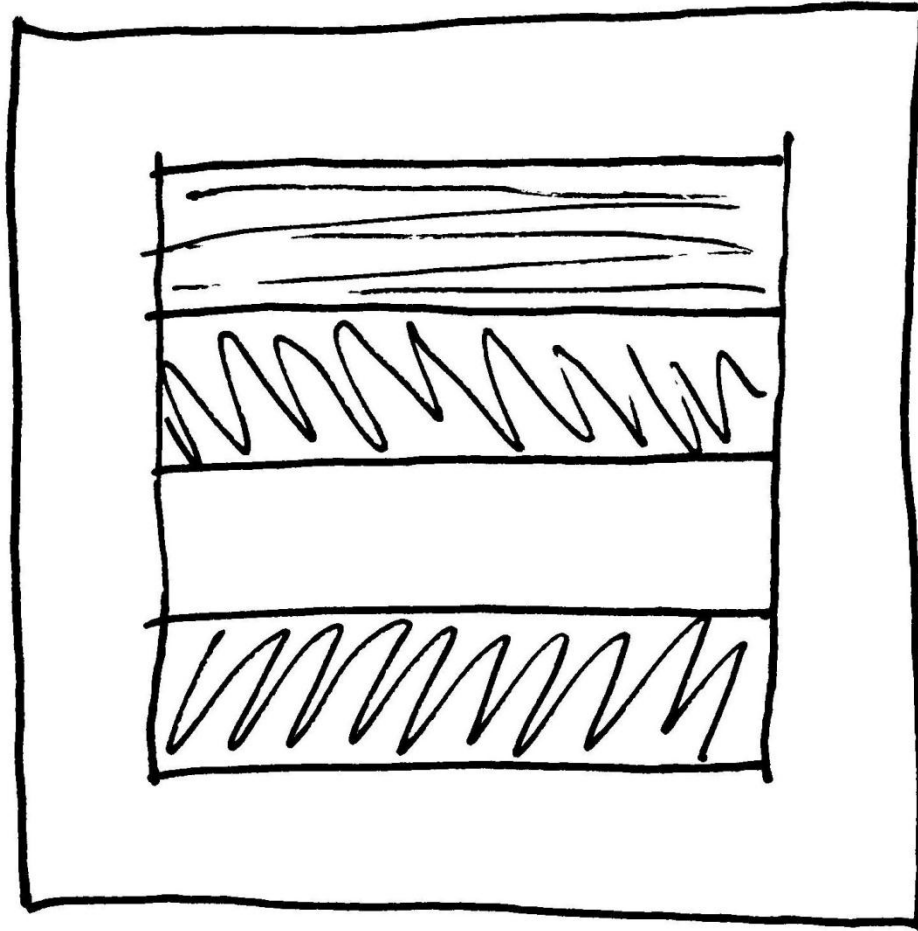


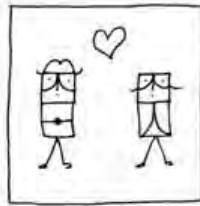
$$A + B = C$$



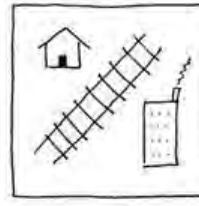




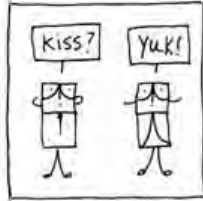




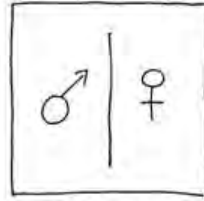
PORTRAIT



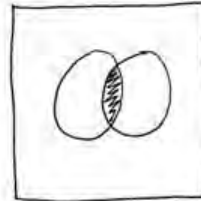
MAP



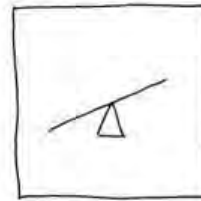
COMIC



COMPARISON/CONTRAST



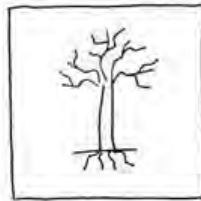
VENN DIAGRAM



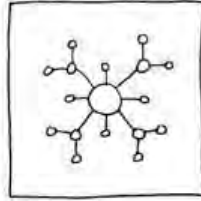
SEESAW



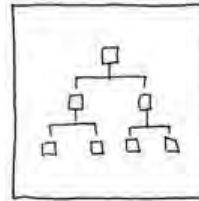
SCALES



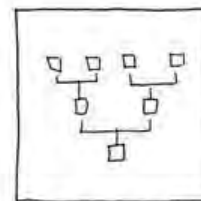
TREE



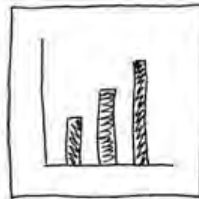
WEB



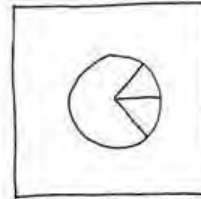
ORGANIZATION



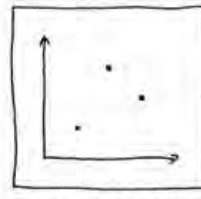
GENEALOGY



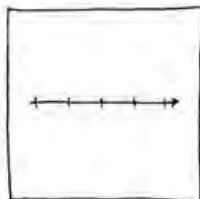
BAR GRAPH



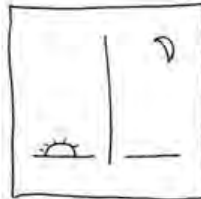
PIE CHART



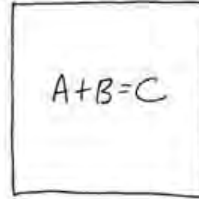
MULTIVARIABLE GRAPH



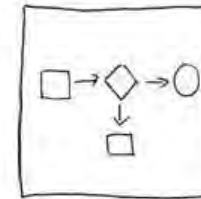
TIMELINE



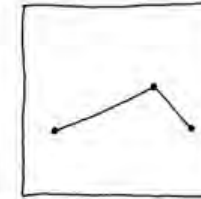
BEFORE & AFTER



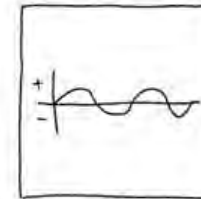
EQUATION



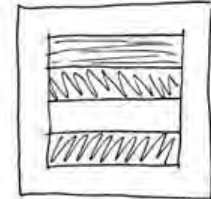
PROCESS



FREYTAG'S PYRAMID



+/- PLOT



LAYERS

Examples of 8th Grade Middle School
students from Shelby County
Schools in Columbiana, Alabama.

In response to a reading in the
Nuremberg Laws.

Anya's parents are both Jewish, and the Nuremberg laws condemned them as non-citizens. She is no longer a citizen either. She is a product of the Nazis' absolute despotism.



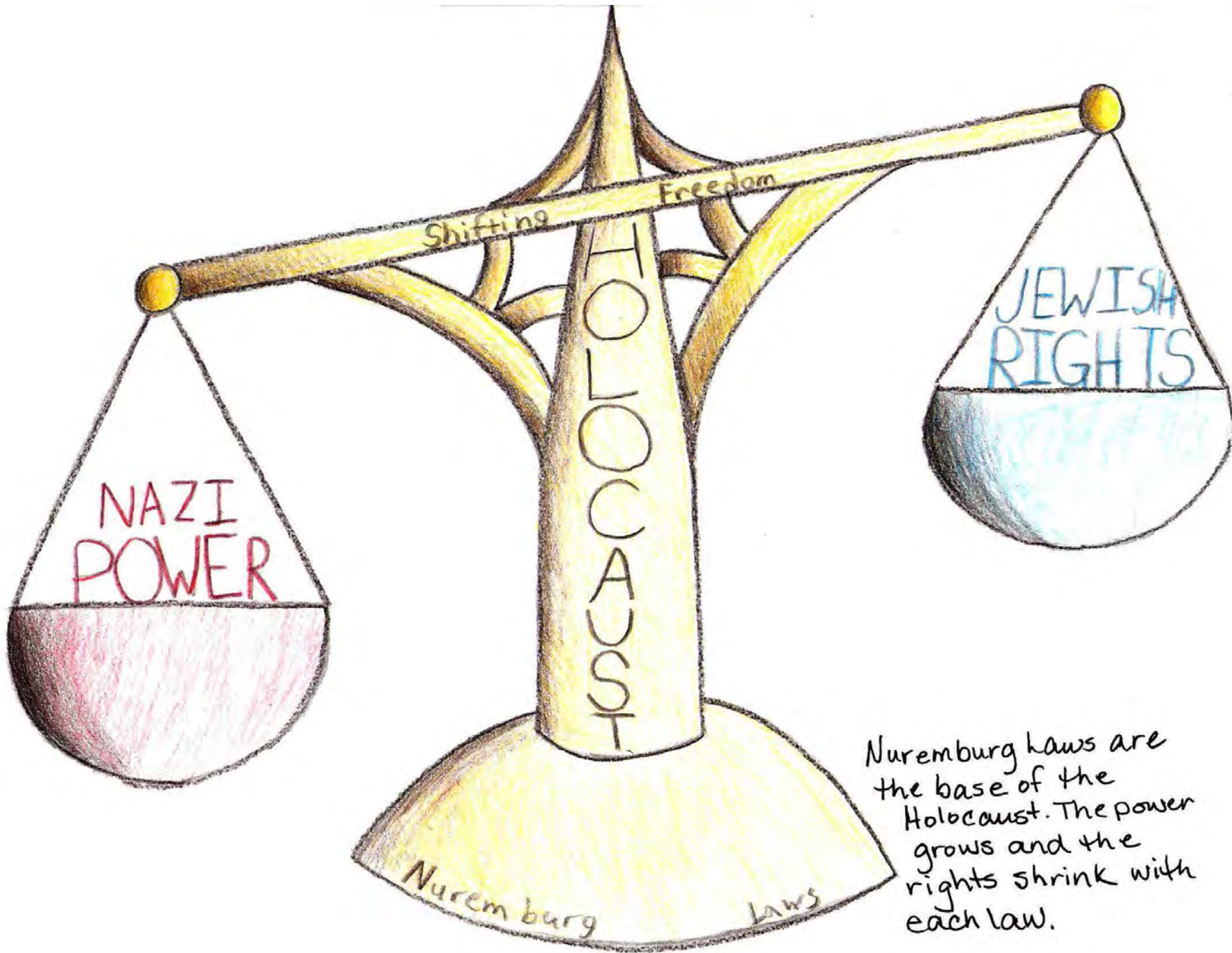


This comic shows what happened to a Jew between 1935 and 1938.

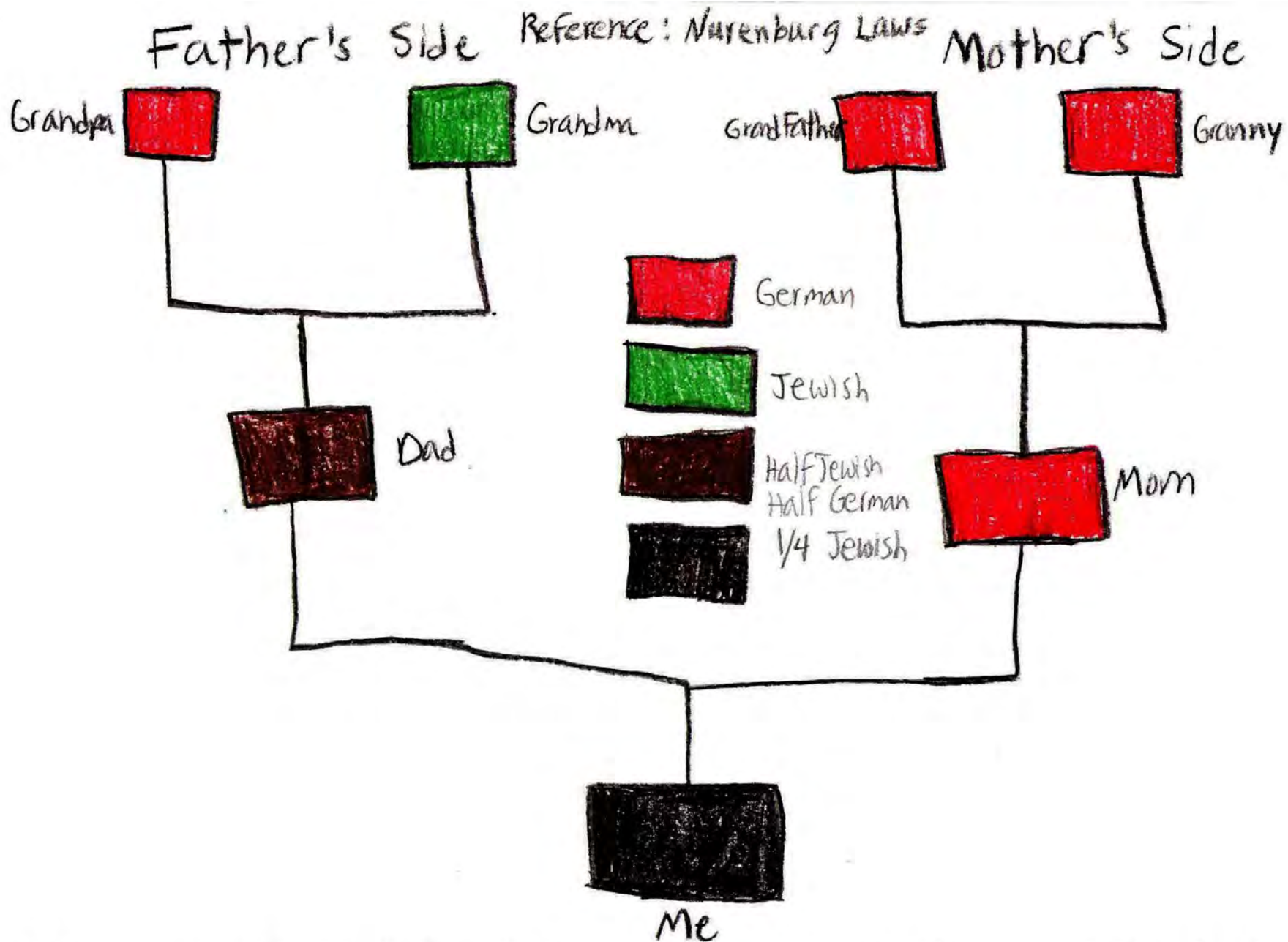


Hitler has no respect
for the Jews they don't deserve
to be on the scale.

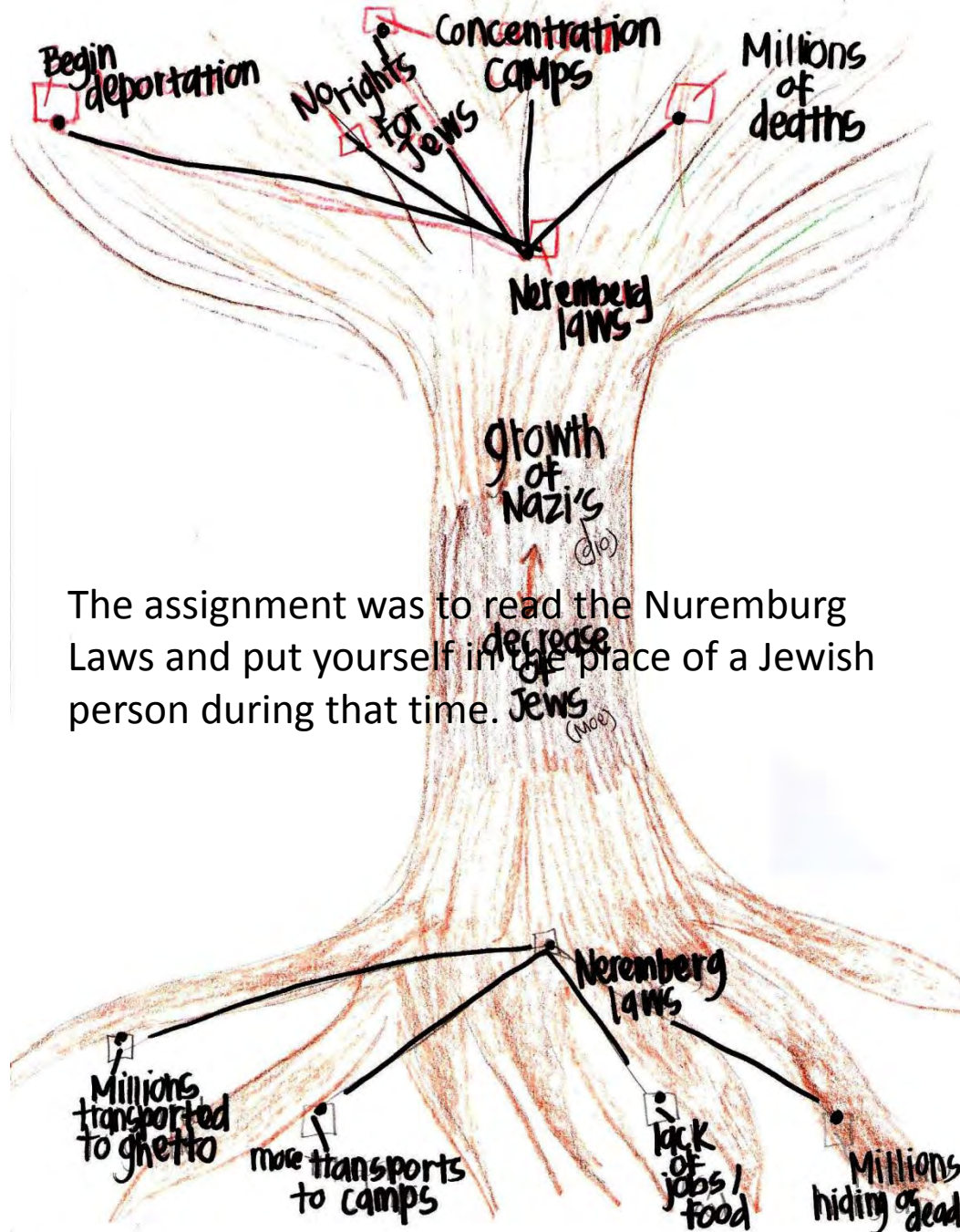
Nuremberg Laws



Nuremberg laws are the base of the Holocaust. The power grows and the rights shrink with each law.



I am not Full blood Jewish but according to the Nazis and the Nuremberg Laws it doesn't matter, I will still be taken to a concentration camp and probably be killed.

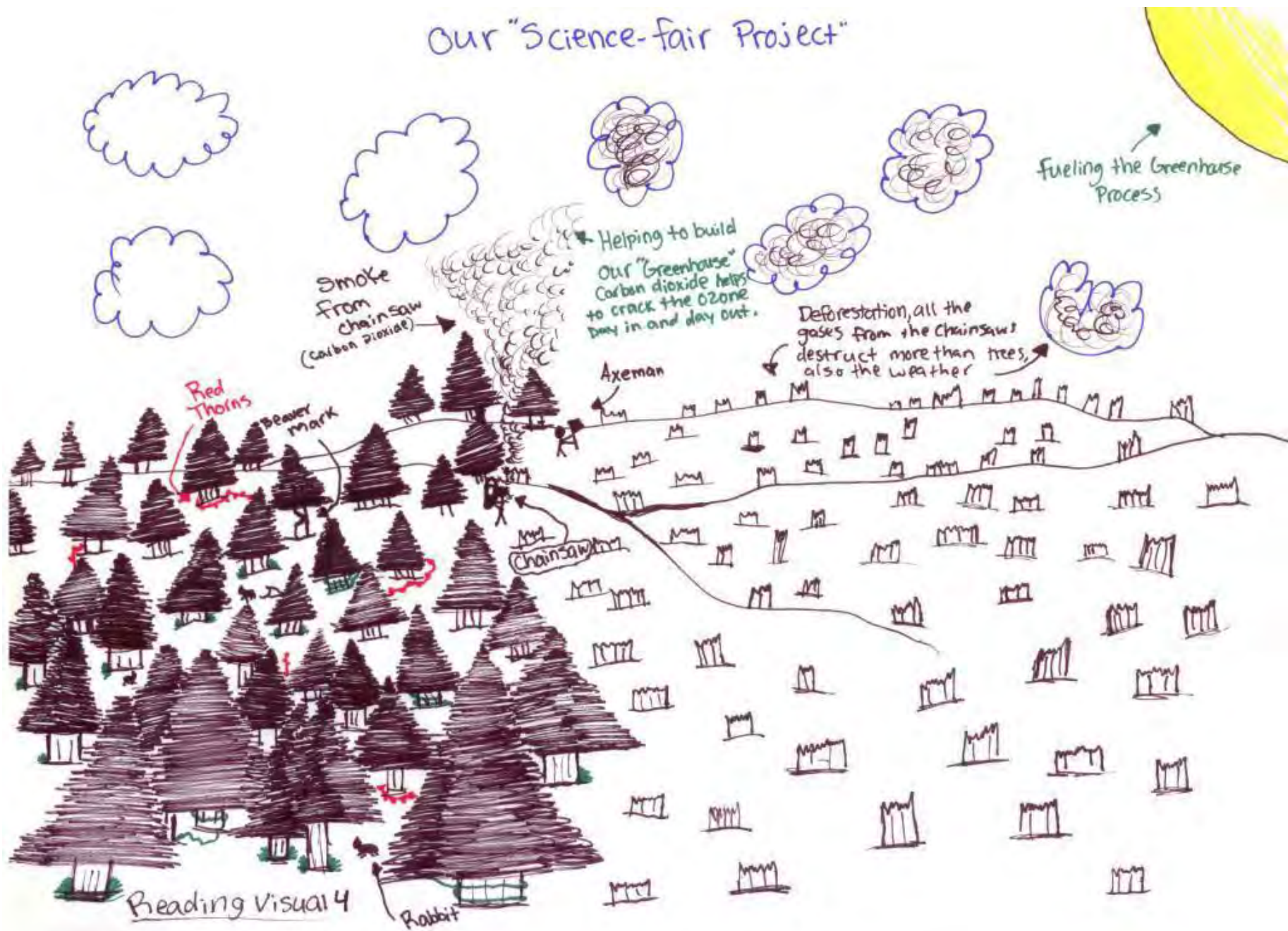


The assignment was to read the Nuremberg Laws and put yourself in the place of a Jewish person during that time.

Examples from first-year college students in response to a variety of literary and non-fiction texts.



Our "Science-fair Project"



It was late and
EVERYBODY
had left the cafe
except the old
man. p.296



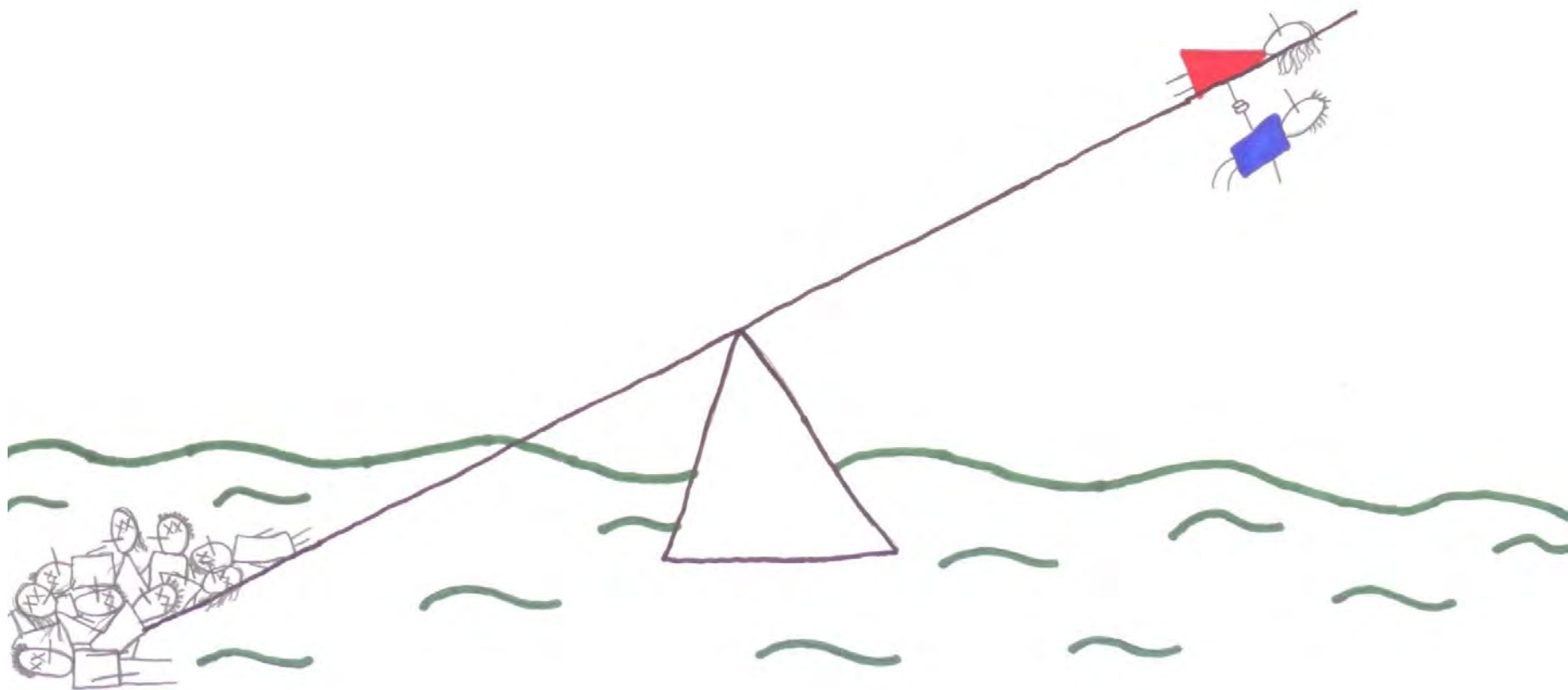
young
man

works at
cafe

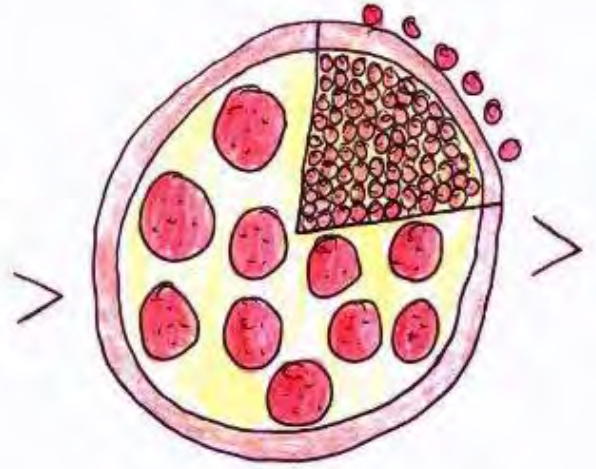
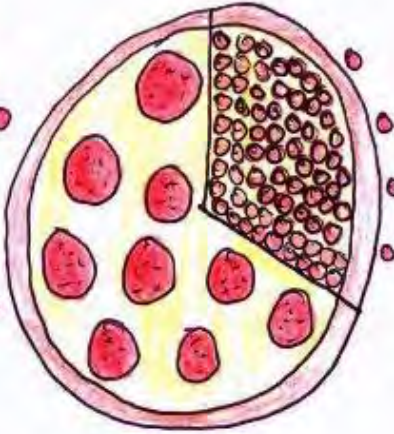
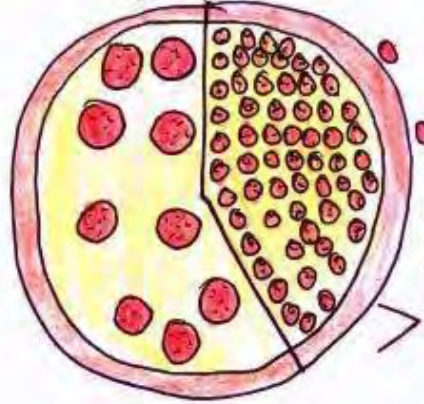
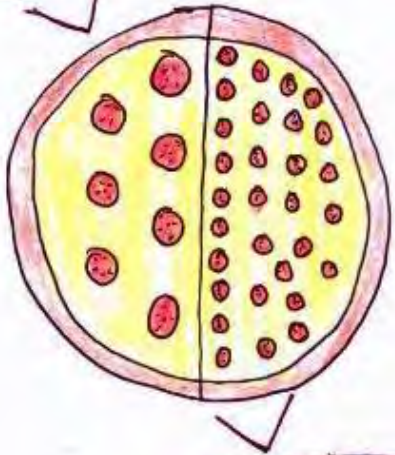
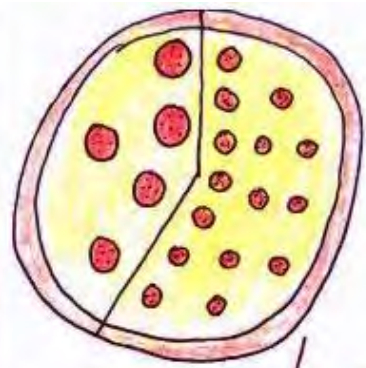
Patient
Waiter




Lonely

old Man







-  - Developed countries/Rich.
-  - Undeveloped countries/Poor.
-  - Available food.

MU + N = 

MU = Mentally Unfit (Roger Whipple)

N = Rhea and Rhonda being Naive

M = Murder

F + NY = H

CO + SH = U

T + DH = S + U

F = Family
NY = New York
H = Happy
CO = Colorado
SH = Sick husband
U = Unhappy
T = Train
DH = Dead husband
S = Scared

Amount of danger
that Mother + child
are in as they
go down the river



Amount of people willing to
jump in the river to save Mother
+ child



COLORADO

PLAINS

GREAT LAKES

NORTH EAST

NEW YORK

HAPPINESS

AT LEAST THE DAY
(CATH)

SURROUNDED BY HER ROBUST
AND BOYNT FAMILY.
(CATH)

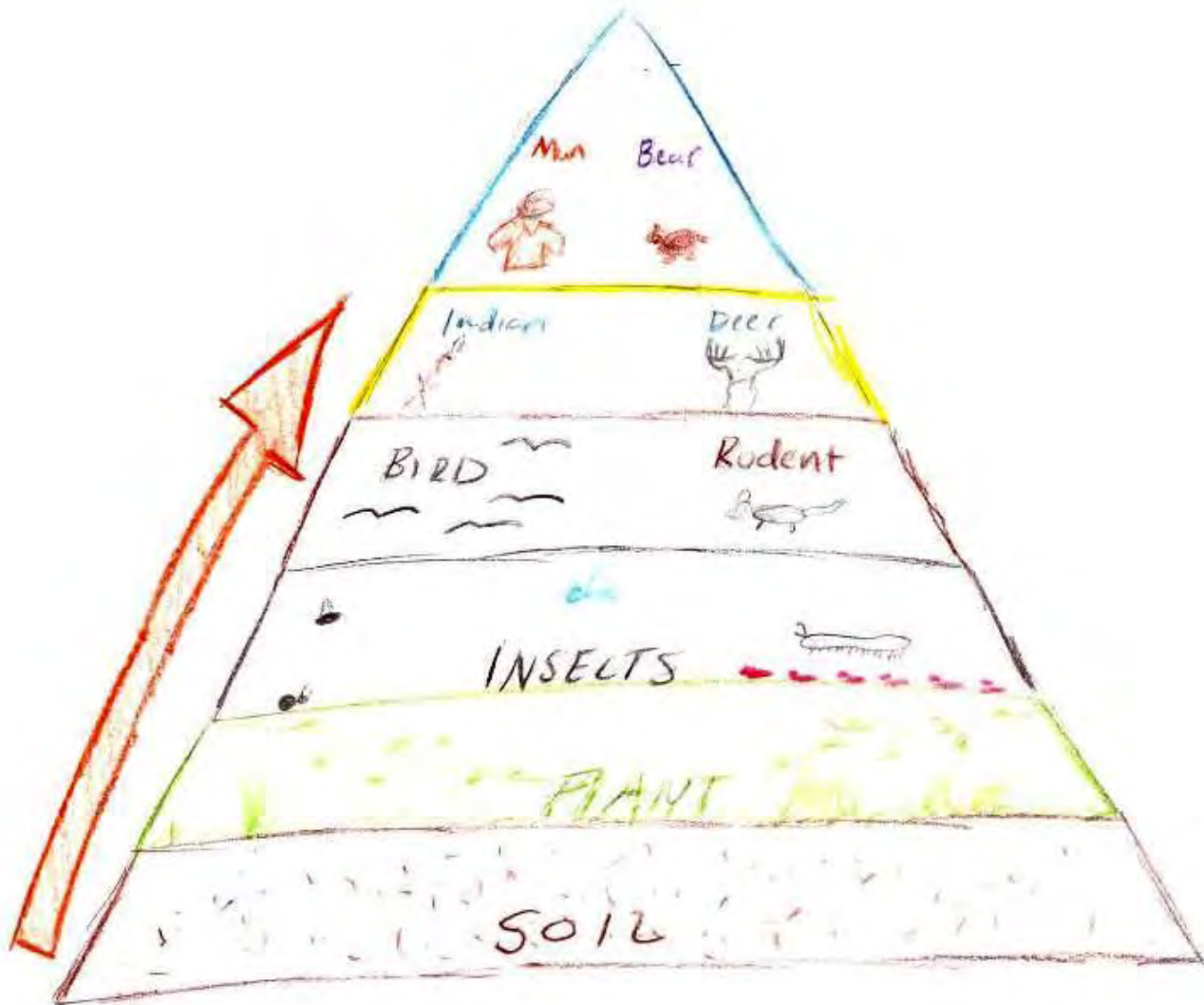
WOUNDS
WOUND DEEPER
(CATH)

DIRTY

TOUCHED HANDS.
IT FEEL GOOD...
(CATH)

THE JOURNEY WAS OVER.
(CATH)

STRIKED...
HER
(CATH)











TAKE AWAY

Drawing with guided practice and choice in visual formats can increase reading engagement, comprehension, as well as creative problem-solving and critical thinking.

Teaching Handmade Thinking as a Process

1. Introduce visual and handmade thinking
2. Show 21 formats and examples
3. Introduce simple drawing strategies in response to “I can’t draw!”
4. Students create first handmade responses
5. Individual students share format selected
6. Students share in small groups
7. Teacher shows exemplary student examples
8. Teacher nudges students into other formats
9. Small groups assigned to create new response in new format

Simple Drawing Strategies

[Austin Kleon](#) – a blog post

[Dave Gray](#) – a video

[Sunni Brown](#) – an article

[Sunni Brown](#) – an R-rated video

[Ed Emberley](#) – a video

[Brandy Agerbeck](#) – a video