

## Lesson 2 - Roles of Visuals



### Performance Objective

When this lesson is completed students should be able to do the following

1. Define the roles of visuals
2. Complete a roles of visuals crossword puzzle

### Intended Students

Fourth grade students

### Written by:

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### Time Frame

1 hour

### Learning Site

Classroom with a computer attached to a projector

### Materials and equipment needed

Instructor should have the following materials to use during instruction:

- Computer with internet connection attached to a projection system
- Open the following from the website: [Everyone Has a Story - Visual Literacy](#)
  - The Roles of Visuals PowerPoint
  - Visuals All Around - Photo Story- need Microsoft Media Player 10 installed to play this movie
- Copy of the Crossword Puzzle for each student and the key
  - Found at the end of this lesson
- Book: Stopping by the Woods on a Snowy Evening by Robert Frost  
Illustrated by: Susan Jeffers  
ISBN: 0-590-09845-4
- Paper

Students should have the following materials to use during instruction:

- pencil

### Skills needed

No prerequisite skills needed

### Pre-instructional Activities

Watch the Photo Story, [Visuals are all Around Us](#),

We encounter visuals everyday. Visuals such as road signs, billboards, cereal boxes, magazines, books, and advertisements will be represented.

Given the examples that have been presented students develop a working definition of visuals.

Definition example: Visuals are those things we see. They represent a message.

### Content Presentation

The content for this portion of the lesson includes the four roles of visuals. The roles will be presented by the teacher with examples and non examples shown in a PowerPoint presentation.

Open the PowerPoint - Roles of Visual - on:  
[Everyone Has a Story - Visual Literacy page](#)

Slide 1 - Title

Slide 2 - Role number one:

Visuals look like what they represent. This helps us understand and remember.

How many of you can explain the water cycle? (Let students respond)

Read the following description to students:

Water is constantly being cycled between the atmosphere, the ocean and land. This cycling is a very important process that helps sustain life on Earth.

As the water evaporates, vapors rise and condense into clouds. The clouds move over the land, and precipitation falls in the form of rain, ice or snow. The water fills streams and rivers, and eventually flows back into the oceans where evaporation starts the process anew.

Give a piece of paper to each student and asked them to explain the water cycle on it. For many this will be frustrating because the water cycle has many complex terms in it.

### Slide 3

After several minutes show the water cycle visual on slide 3. Using the visual aid explain the water cycle again. If time permits click on the [Thirstin's water cycle](#) link on the bottom of slide 3. Click auto and play the flash movie on the water cycle. Ask the students to turn their papers over and explain the water cycle again on paper. This time they may use words, a diagram or pictures. When finished have each student share their new water cycle explanation with a neighbor. Discuss the impact the visual(s) had on their understanding.

### Slide 4 - Role number two:

Visuals can motivate by attracting attention, holding attention, and creating feelings.

Read the poem "Stopping by the woods on a snowy evening" by Robert Frost.

### **Stopping by Woods on a Snowy Evening**

Whose woods these are I think I know.  
His house is in the village, though;  
He will not see me stopping here  
To watch his woods fill up with snow.

My little horse must think it's queer  
To stop without a farmhouse near  
Between the woods and frozen lake  
The darkest evening of the year.

He gives his harness bells a shake  
To ask if there's some mistake.  
The only other sound's the sweep  
Of easy wind and downy flake.

The woods are lovely, dark, and deep,

But I have promises to keep,  
 And miles to go before I sleep,  
 And miles to go before I sleep.

Have a discussion about the poem. Ask students: (The answers to the questions are opinions of the students)

1. What is this poem about?
2. Where does it take place?
3. How does the poem make you feel?

After the discussion read the same poem but this time in picture book form. See materials section of the lesson plan.

Ask the following questions:(The answers to the questions are opinions of the students)

1. Do you understand this poem any better with the aid of visuals?
2. Which version did you like the best? Why?
3. What impact did the visuals have on holding your attention?
4. Did the pictures create more emotion?

#### Slide 5 - Role number three:

Visuals make it easier to understand and remember information.

#### Slide 6

Read the paragraph on slide 6

Discuss the information:

1. How do most students get to school?
2. How many more students ride in a car than ride on the bus?
3. Is the information in this paragraph easy to understand and compare?

#### Slides 7-9

Show the bar graph, slide 7, ask the same questions as for slide 6

1. How do most students get to school?
2. How many more students have parents who drive them compared to those who ride the bus?

3. Is the information in this paragraph easy to understand and compare?

Slide 8 - circle graph

Slide 9 - Pictograph

1. What are the advantages of using graphs rather than words? (graphs are easier to interpret and understand)
2. In what way did the graphs help you understand the information? (They provided a picture so I could immediately see how students got to school.)

Slide 10 - Role number four:

Visuals give the learner a chance to comprehend visually what they might have missed verbally.

Slide 11 -

Refer back to the water cycle - How did the visuals helped you understand and remember what was taught. (I understood the picture better and I can see it in my mind which helps me recall the information)

Ask:

1. How did this visual help you remember the water cycle?
2. Did it help you to explain the process? How?
3. How many of you prefer to see a picture while a process is being explained to you?
4. In what way do visuals help you understand what you are learning about?

### **Learner Participation**

Review the four roles of visuals by posting the signs found at the end of this lesson on the board.

Slides 11-17 - Create a flip-flap book

On the front of each flap students draw a picture illustrating one of the four roles of visuals. Under the flap the student writes the role that was illustrated on the front of the flap. In this manner the answer, or role of visuals, is hidden by the illustration. When completed, have students pair up

and share their flap books with their partner and try to determine which role each illustration depicts. As they share with their peers each will have the opportunity to explain the roles of visuals.

Feedback is given by peers during the sharing portion of this assignment along with instructor feedback given during its creation.

### **Assessment**

To demonstrate their understanding, assign students to complete the visual literacy crossword puzzle with 80% accuracy. The crossword puzzle is found at the end of the lesson.

### **Follow-through Activities**

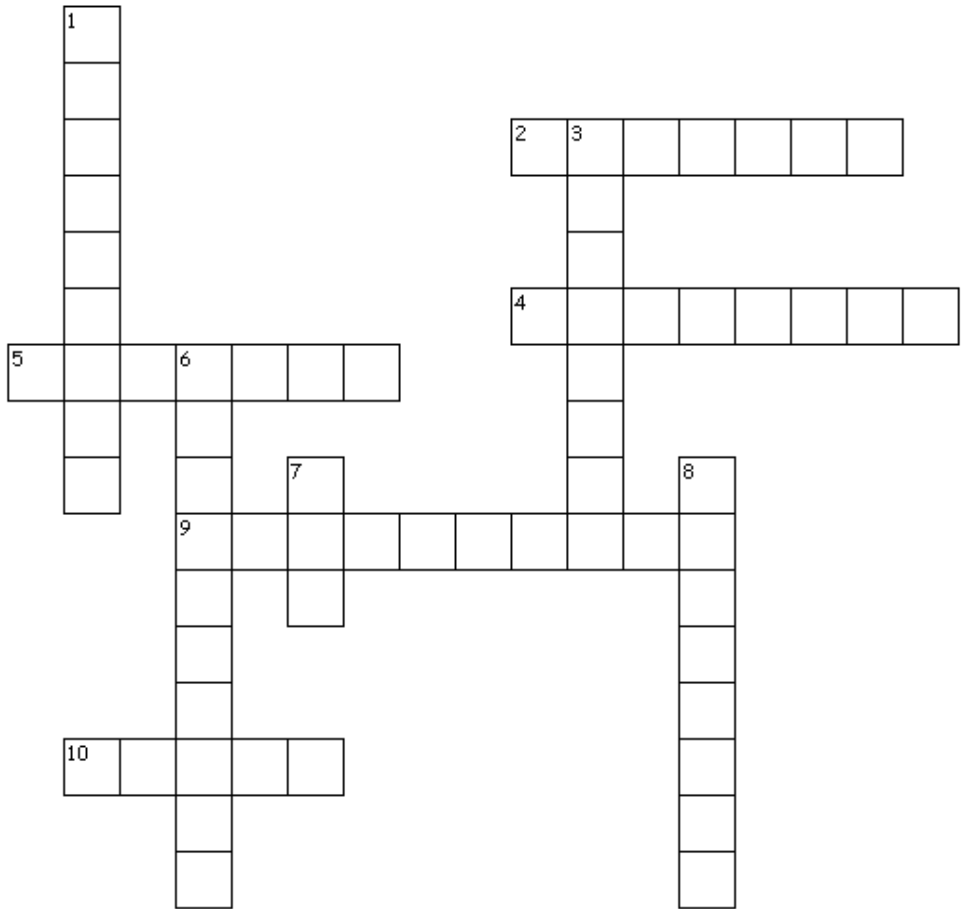
Assign students to go home and look for visuals that illustrate one of the roles of visuals. For example: graph, diagram, advertisement etc. from a newspaper or magazine.

Bring the example to school tomorrow to share with the class.

At the end of the lesson 3 students will create a PowerPoint presentation. That coupled with the culminating project, a digital story, will provide students with multiple opportunities to apply their understanding and knowledge of the roles of visual literacy.



**Visual Literacy Lesson 1 - Assessment**



**Across**

- 2. Visuals can generate this
- 4. Visuals do this to information.
- 5. Things that we see.
- 9. We see visuals \_\_\_\_\_
- 10. When information or numbers are represented by bars.

**Down**

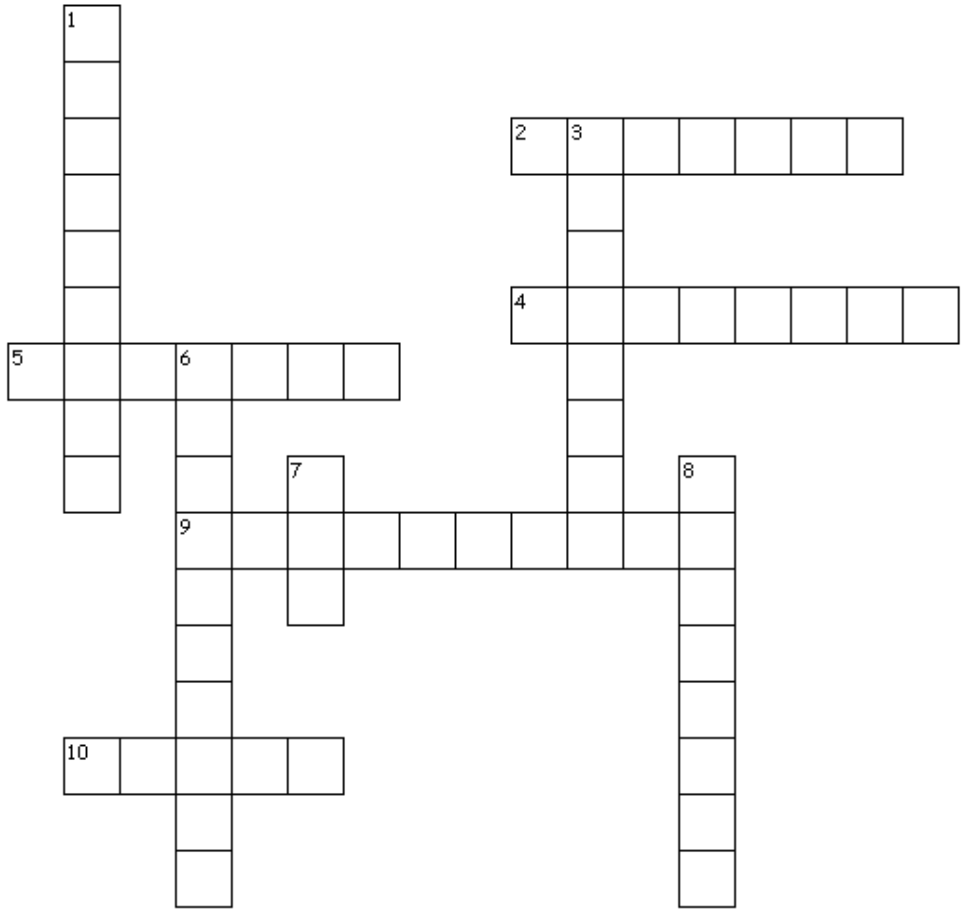
- 1. Visuals hold our \_\_\_\_\_.
- 3. Visuals can \_\_\_\_\_ by attracting attention.
- 6. Visuals help us \_\_\_\_\_ information.
- 7. Visuals allow us to \_\_\_\_\_ what we hear.
- 8. Visuals can help us \_\_\_\_\_ and understand information

**Word Bank**

attention  
remember  
understand  
see  
visuals  
simplify  
graph  
motivate  
emotion  
everywhere



Visual Literacy Lesson 1 - Assessment



**Across**

- 2. Visuals can generate this. **emotions**
- 4. Visuals do this to information. **simplify**
- 5. Things that we see. **visuals**
- 9. We see visuals **\_\_ everywhere \_\_**
- 10. When information or numbers are represented by bars. **graph**

**Down**

- 1. Visuals hold our **\_\_ attention \_\_**.
- 3. Visuals can **\_\_ motivate \_\_** by attracting attention.
- 6. Visuals help us **\_\_ understand \_\_** information.
- 7. Visuals allow us to **\_\_ see \_\_** what we hear.
- 8. Visuals can help us **\_\_ remember \_\_** and understand information

**Word Bank**

attention  
remember  
understand  
see  
visuals  
simplify  
graph  
motivate  
emotions  
everywhere

**Visuals help you  
remember and  
understand  
information.**

# Visuals:

- Motivate by attracting attention,
- Holding attention,
- Making us feel emotion

**Visuals make  
information  
easier to  
understand.**

**Visuals allow  
you to see what  
you hear**