

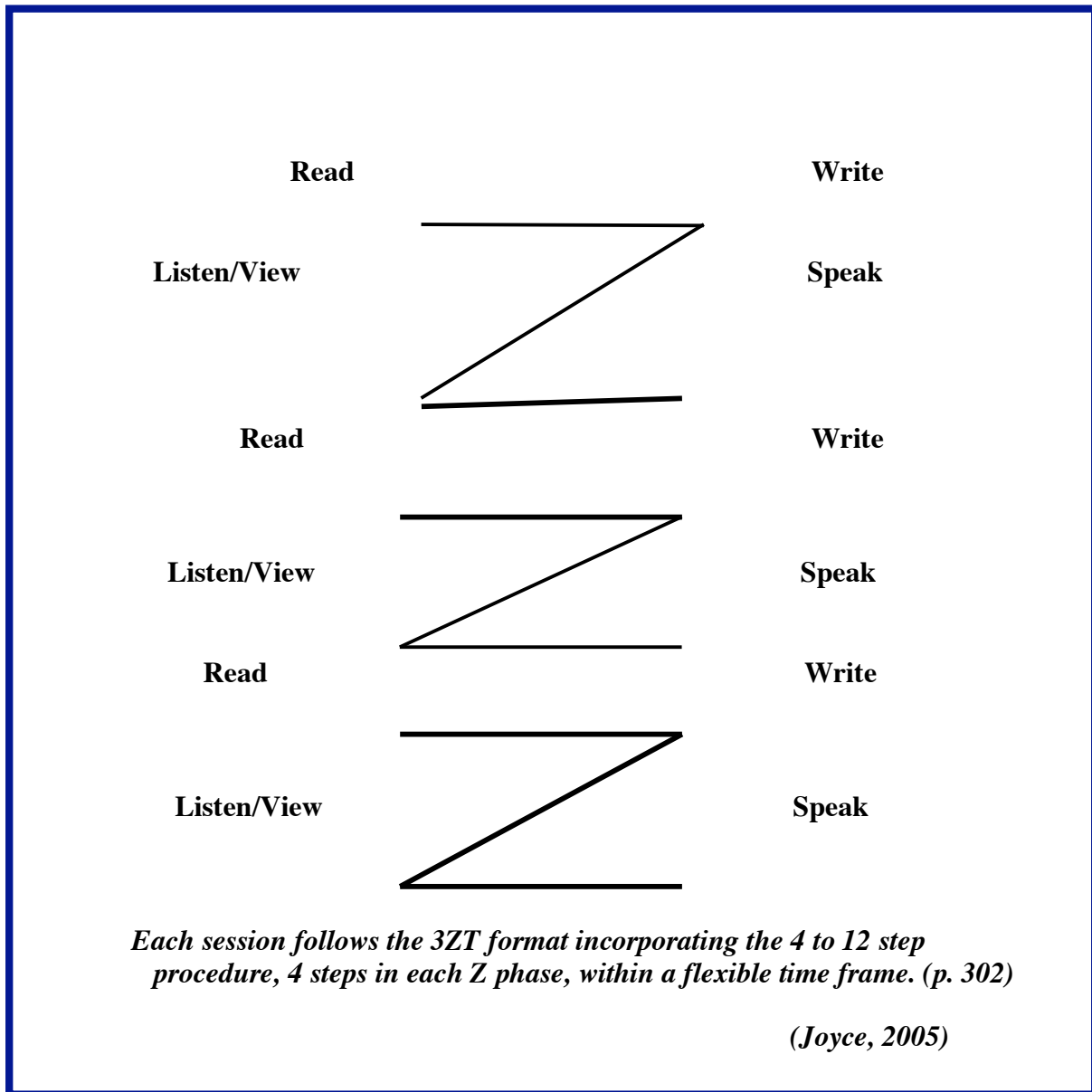
Joyce, P. *Art as a Pathway to Literacy*. Presentation at: American Museum of Natural History, New York, NY. A symposium to showcase innovative pedagogic practices in the classroom. May 5, 2006.

“The Triple Z Technique” - 3ZT

Art as a Pathway to Literacy – Siqueiros Unit (Echo of a Scream)

“Z” #1	Read	Write	Listen/View	Speak	Strategies/Objectives
DESCRIPTION OF THE ARTWORK	Search the Internet for information on David Alfaro Siqueiros	Write a summary of the Internet information	View the artwork	Pair up and share descriptions of the artwork	Note taking Oral expression
	Describe what is seen in the artwork/read the artwork	Take notes on Internet information	View Siqueiros video– 20 min	Involve the class in a discussion focusing only on the description of the artwork	Critical thinking skills
	Don’t disclose the name of the picture in the 1 st week		Note taking while viewing the video		
		Write a description of the artwork	Play music depicting the mood of the painting while viewing		
“Z” #2	Read	Write	Listen/View	Speak	Strategies/Objectives
ANALYZE THE ARTWORK	Journal life connections made with the artwork	Draw the pain you feel (student art piece) then write an explanation about it	View the artwork	Pair up and share analysis of the artwork	Identify narrative reading text elements Note taking
	Form teams and work together to think of 5 questions that deal with analyzing the artwork	Answer charted questions	View Siqueiros video – 20 min	Teams move around the room and answer student questions	Oral expression Critical thinking skills
	Chart the questions and display in the classroom		Note taking while viewing the video		Summarizing techniques
			Physicalize the pain		Transferring information to real life situations
“Z” #3	Read	Write	Listen/View	Speak	Strategies/Objectives
INTERPRETATION OF THE ARTWORK	Students conduct a reading circle and share their stories	Write about your interpretation of the artwork	View the artwork	Pair up and share interpretations of the artwork	Silent reading Socratic Seminar
		Use the artwork as a writing prompt (See example)	View Siqueiros video – 20 min	Conduct a Socratic Seminar	Critical thinking skills Making connections
			Note taking while viewing the video		Transferring information to real life situations
			Take a trip to a museum		Sequencing

“Triple Z Technique” – this diagram outlines 3ZT



- Lessons can be divided into two or three days or weeks for each Z phase, based on student needs and academic capabilities
- A listening or viewing activity can be included with reading, speaking and writing activities according to teacher’s judgment of student progress and preference

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SOCRATIC SEMINAR

Objective: SWBAT

1. Analyze and synthesize ideas, evaluate concepts, infer reasoning, and develop speaking, listening, and writing skills.

PROCEDURE

10 minutes

Pre-seminar

1. Brainstorm feelings associated with the pain
2. Record information shared
3. Post for class review

brainstorm/review

10 minutes

Rules

1. Students carry the responsibility for the progress of the discussion
2. The teacher is the guide or coach
3. During the discussion students should use each item listed below at least once

Q, T, P, D, AND C.

Q = question

T = textual reference

P = paraphrase

D = directly called upon for a response

C = comments/observations about the topic

listen

5 minutes

Socratic Seminar A

1. Students sit in a circle with/or without notes
2. “ I feel pain when ... (Round robin statements)

Speak and listen

10 minutes

Socratic Seminar B

1. Opening discussion question

Can art recreate life? If so, discuss and give examples.

PROCESSING

5 minutes

1. Free write for 5 minutes (write at least one 8 sentence paragraph)

write

Writing Topic –Write about what you learned from the discussion.

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Writing Prompt



Echo of a Scream by David Alfaro Siqueiros

An ancient proverb says, “A picture is worth a thousand words.” Regardless of the artist’s original intent, what we see in the picture can be very different from what others see. What words would you use to describe what is happening in this picture? Write a story using *Echo of a Scream* as inspiration. Use your imagination and life experiences to speculate what the story is about and include characters, setting, theme, and plot. Refer to individual and class notes on description, analysis, and interpretation of the artwork to trigger creativity.

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CAN YOU HEAR THE SCREAM?
by Pamela Althea Joyce, PhD



“Hopelessness is a form of silence” (Greene, 1995, p.24)

Look then in the vacuous eyes of the silent students

See and hear the silence within

Hidden in basement classrooms

Classes that lack ethnic diversity

See students who have been in school since kindergarten

Still they cannot read or write

Unable to communicate their needs

See students pushed to the rear

They do not participate in school functions

After many years they have been silenced

“Obscure are the facts of exclusion and neglect” (Green, 1995, p.36)

These students are invisible

“They themselves have come to doubt their existence” (Greene, 1995, p.38)

They are the victims

Now feel their pain and enter into the

ECHO of a SCREAM

It reverberates!

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In a painting, called *Echo of a Scream* by David Alfaro Siqueiros, a war torn image is depicted in a field of debris and a baby is positioned in the midst of this destruction. The baby's pain appears to be so grueling that the scream the baby emits comes out and duplicates itself with an additional baby's head, for effect. The scream and subsequent pain seems to come from the essence of the baby appearing as if a deep cavernous inner sanctum of despair resides in that child. Greene (1995) suggests, "we are called upon to use our imagination to enter into the world, to discover, how it looks and feels from the vantage point of the person whose world it is" (p. 4). ***Can we use imagination to be moved to a deeper understanding of how it feels to be identified by a deficit label and marginalized for an entire lifetime? Can we view Echo of a Scream as a representation of the internal combustion and internalized oppression of underachieving minority students?*** If we can awaken our schema, Karol Rose (Kincheloe and Rose, 2004) suggests "aesthetic experiences (can) resist the anesthesia caused by the epidural of mindless submission"(p. 43). In effect, art can open up possibilities for the mind to behold when used as a pathway to mindfulness and criticality.

References

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