

Reading Spaces Visualizing Activity

What You Need:

- Tape
- Index Cards
- Pens

What Students Need to Prepare:

- Students should print off 2 of the sources they will use in their visualization of their reading space.

Activity Steps:

- At the start of class, have students bring their printed sources to a designated wall or board in the classroom and tape their source to that wall/board.
- Once all students have taped their materials to the wall/board, ask them to come up to the board and look at all the sources.
 - You should send about 3-4 students at a time, depending on the size of the wall or board the sources are on.
 - Too many students looking at the board at a time means they may not be able to see all the sources.
- After all students have had a chance to look at the sources on the board, take all the sources off the board and set them aside.
- Ask students to come up with one scale for arranging the sources.
 - Examples that my class used include:
 - Scholarly to non-scholarly.
 - Academic to non-academic.
 - High visual to high text.
- Using chalk, a whiteboard marker, or index cards, designate a spectrum on the board or wall.
 - An example of the spectrums are below.
 - Scholarly - in the middle - Non-Scholarly
 - Academic - in the middle - Non-Academic
 - High visual - visual and textual - High text
- Once you have visually designated the spectrum, begin asking students where they would place each of their sources on the spectrum.
 - I recommend holding each source up one-by-one and asking the class what they think, rather than having each student place their own sources.
 - This allows for discussion when there are conflicting ideas about where sources fall on the spectrums.

- After placing all the sources on the board, have students review the board to make sure they don't wish to move any sources.
- Time-dependent: complete another visualization!