

## Akio's 2.4 Create a Visual: "What? So What? Now What?" Chart

<p>The text book reading I chose is . . . <i>"Spilling Open" on pages 182 to 187 in Between the Lines 11 (a photo essay)</i></p>	
<p><b>What</b></p> <ul style="list-style-type: none"> <li>• details</li> <li>• events</li> <li>• effects</li> <li>• ideas</li> </ul>	<p><b>In your opinion, what is the text creator's purpose for creating this text?</b></p> <ul style="list-style-type: none"> <li>- <i>I think the girl say, be yourself, no matter what</i></li> </ul> <p><b>What is this text really about?</b></p> <ul style="list-style-type: none"> <li>- <i>The girl Sabrina, she not real happy to be in the school ("I can feel so suffocated at school") or town she live in</i></li> <li>- <i>Want be in Italy or Florence (dream of new places of travel, be herself)</i></li> <li>- <i>Want to be herself, be free</i></li> </ul> <p><b>What elements or effects specific to this text support the main purpose of the text?</b></p> <ul style="list-style-type: none"> <li>- <i>On page 183, big words of "Belong to yourself" and "if you're not yourself, who will be?"</i></li> <li>- <i>On page 183, "now I will you to be a bold swimmer" a poem line of Walt Whitman. Sabrina want be strong and brave</i></li> <li>- <i>Warm colours (red, orange) is happy—Sabrina have hope be free, be herself</i></li> <li>- <i>Lots of pictures—on page 182, page 183, page 185 and 187—show brave happy girls, except first picture on page 182. The girl she look sad or trapped, different from picture beside. Sabrina not happy all the times?</i></li> <li>- <i>She wear uniform to school—not personal style ("Took off my black skirt and big clunky shoes")</i></li> </ul>
<p><b>So What?</b></p> <ul style="list-style-type: none"> <li>• personal connection</li> <li>• another perspective</li> </ul>	<p><b>How has this created text affected you?</b></p> <ul style="list-style-type: none"> <li>- <i>The line "I don't think anyone noticed me disappear" make me remember of school in Hong Kong. We wear the uniform to school make it hard for the "me-ish-ness" exist. No time for worry about identity at the school though—not important. Sabrina get her clothes, music, desires and slurpy (?) and be herself, what else? My clothes, guitar and band help me, but less time, more work. Success large part of my identity in Hong Kong. If not finishing school work every day first, no extra time for me! Succeed mean strict balance between—school &amp; play. When come to Canada, this change. More time to be me, and more important to other people here than home. For me, was confusing at first!</i></li> </ul>
<p><b>Now What?</b></p> <ul style="list-style-type: none"> <li>• societal connection</li> <li>• universal effect</li> </ul>	<p><b>In what ways do the author's ideas reflect on the world today?</b></p> <ul style="list-style-type: none"> <li>- <i>Depression in the teenagers? Depression have lots of bad effect (self-critical of one-self)</i></li> <li>- <i>Pressure on the girls to be skinny and perfect</i></li> <li>- <i>Pressure on the teenagers to be "normal"</i></li> </ul> <p><b>Are the issues important, not only to the text creator and to you personally, but to all people? If so, in what way are they important?</b></p> <ul style="list-style-type: none"> <li>- <i>Important, yes, for all the people. Having a happy time for the life means know and be yourself.</i></li> </ul>

### Aiko's 2.4 Theme Statement

I think the theme of this text is . . .

*Having a happy time for the life means know and be yourself*

## Akio's 2.4 Create a Visual: Planning Chart

My theme statement is . . .

*Having a happy time for the life means know and be yourself.*

I will include the following details in my visual:

Subject	<i>Individuality</i>
Focus	<i>On person who is unique, standing out of crowd, smiling to show the happy in their life this way</i>
Framing	<i>Not sure. I am think to use picture with many subject on outside of focus, show "sameness" in numbers, and "unique" as one.</i>
Angle	<i>Not sure. How to show angle in a collage of many pictures? If on focus, I think mid-level to long-shot, show individual person by separation from people.</i>
Type of Shot	<i>Not sure. Bird's eye view or high angle of focus.</i>
Lighting	<i>Lots of light on individual, highlight importance of the individuality</i>
Colour and Contrast	<i>Colourful for individual focus, show diversity of one person. Having the contrast on the person also be good. Blur or dark crowds of people — less positive.</i>
Lines (Vertical, horizontal, diagonal)	<i>I don't know. Maybe to have lines point towards the subject or focus, draw the eye for the importance.</i>
Composition	<i>Focus on the one person, and attention to them being contrast from the other pictures of the other crowds of the peoples.</i>

*Why would this type of shot be good for your image choices? Explain this further with one more sentence or note.*

*On what kind of diversity are you focusing specifically?*

# Akio's 2.4 Create a Visual

A note from Akio:



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*This was challenge! I follow my creative plan, but for find pictures, it take long time looking for correct fit to theme. On Internet, I search key words of my theme or other word/idea around theme. I hope the teacher sees my theme this way, we will see!*



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## Akio's 2.4 Create a Visual: Paragraph

I enjoy this chance to make the comment about a difference in opinion. Still to talk about Sabrina is good, but to show another side to what makes us unique is useful in therefore understand the story.



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### Getting Personal With My Theme

Before I come to Canada, I go to a Hong Kong Secondary School, where all boys and the girls <sup>(wore)</sup> where school uniform. The pressures at Hong Kong school so high, because all the student try to do their best with school grade. Not wear the street clothes at school is positive, to deal with the pressure of getting high grade and good school, not have think about "oh my family is so poor, I wear rags", or "oh my clothes are not cool." In Canada, is not same at all! When <sup>(this is not the same)</sup> walk to the school, I <sup>(walking into)</sup> see who is rich <sup>(can see)</sup> kids, who is poor kids, who is middle-class kids. They have personal similarity, <sup>similarities (plural)</sup> but clothes or judgement make them not meet, be friends. In Hong Kong, <sup>(it is)</sup> so much easier make friends than Canada all because this! I know Sabrina <sup>(of)</sup> make like it hard wearing the uniform, but I cannot think same way. there more to self-identity than clothes & slurpries. I do say same about music as Sabrina, <sup>(the)</sup> music does give better idea to the self-identity. <sup>(and)</sup> Feeling, emotion, thinking, all is to the music, and not material. Persons get feeling, emotion thinking from hard work and follow of the beliefs too, means that these are important to person as hppy individual to.

Akio, you need to resubmit this assignment because improvement is needed in the organization of your response as well as discussion about your visual decisions in the visual creation. Look carefully at your introductory sentence to make it refer to your paragraph topic right away. When using a word processor, remember that you can use tools such as "proofing", "writing style", and "grammar & style" as listed under the "Tools for Working with Office" in the help menu under File. (This is for Microsoft Office, specifically in Windows 7.)

## Akio's 2.4 Create a Visual RESUBMISSION







### *Getting Personal with My Theme*

*My perception of individuality is differing from Sabrina in the photo essay. Before I came to Canada, I went to a Hong Kong Secondary School, where all the boys and girls wore school uniforms. The pressures at the Hong Kong school were so high, because all the students try to do their best with school grades. Not wearing street clothes at school makes it easier to deal with getting high grades, and into a good school. In Canada, this is not the same at all! When walking into the school, I can see who is rich, who is poor, and who middle class is. **Students have personal similarities, but clothes or judgement stop them from relating well.** In Hong Kong it is so much easier making friends than Canada because of this! I know Sabrina thinks it is hard wearing the uniform because it is not helping her show "me-ish-ness" but **I cannot think the same way.** There is more to self-identity than clothes and slurpies. In my visual creation, I show contrast of individuals to crowds of similar people. People dress the same, but still very different from each other in various ways one cannot see. Even more, people are dress the same, and still happy in my visual collage. The individual is still important, but important for more real reason. People have strong feelings of identity or unique thoughts from hard work or their beliefs, **and even dreams or goal, like Sabrina.** These are what contribute to the **happy** of an individual.*

*Akio, you have made great improvement here! I am glad you were able to make good use of the feedback. I see you added a few more insights to this as well, and you made more connections to the text. With these improvements, your ideas really shine!*



## Aikos's 2.4 Create a Visual Assessment

Value	W-SW-NW Chart, Theme, and Planning	Visual and Paragraph
 <b>Excellent</b>	<input type="checkbox"/> Your exploration shows a <i>thorough understanding</i> of the poem. <input type="checkbox"/> Your <b>theme</b> statement is <i>insightful</i> and <i>skilfully</i> written. <input type="checkbox"/> Your planning demonstrates <i>perceptive</i> understanding of <b>visual effects</b> .	<input type="checkbox"/> Your original visual demonstrates <i>skillful manipulation</i> of visual elements to convey your theme. <input type="checkbox"/> Your paragraph response demonstrates <i>precise personal connections</i> to your theme. <input type="checkbox"/> Your <b>writing</b> demonstrates <i>confident</i> control of paragraph structure, sentence construction, and grammar.
 <b>Proficient</b>	<input type="checkbox"/> Your exploration shows <i>significant understanding</i> of the poem. <input type="checkbox"/> Your <b>theme</b> statement is <i>meaningful</i> and <i>effectively</i> written. <input type="checkbox"/> Your planning demonstrates <i>accurate</i> understanding of <b>visual effects</b> .	<input type="checkbox"/> Your original visual demonstrates <i>knowledgeable manipulation</i> of visual elements to convey your theme. <input type="checkbox"/> Your paragraph response demonstrates <i>thoughtful personal connections</i> to your theme. <input type="checkbox"/> Your <b>writing</b> demonstrates <i>effective</i> control of paragraph structure, sentence construction, and grammar.
 <b>Satisfactory</b>	<input checked="" type="checkbox"/> Your exploration shows <i>adequate understanding</i> of the poem. <input checked="" type="checkbox"/> Your <b>theme</b> statement is <i>general</i> and <i>clearly written</i> . <input checked="" type="checkbox"/> Your planning demonstrates <i>basic</i> understanding of <b>visual effects</b> .	<input type="checkbox"/> Your original visual demonstrates <i>basic manipulation</i> of visual elements to convey your theme. <input type="checkbox"/> Your paragraph response demonstrates <i>appropriate personal connections</i> to your theme. <input type="checkbox"/> Your <b>writing</b> demonstrates <i>adequate</i> control of paragraph structure, sentence construction, and grammar.
 <b>Limited</b>	<input type="checkbox"/> Your exploration shows <i>incomplete understanding</i> of the poem. <input type="checkbox"/> Your <b>theme</b> statement is <i>vague</i> and <i>inappropriately</i> written. <input type="checkbox"/> Your planning demonstrates <i>little</i> understanding of <b>visual effects</b> .	<input type="checkbox"/> Your original visual demonstrates <i>ineffective manipulation</i> of visual elements to convey your theme. <input type="checkbox"/> Your paragraph response demonstrates <i>underdeveloped personal connections</i> to your theme. <input type="checkbox"/> Your <b>writing</b> demonstrates <i>inadequate</i> control of paragraph structure, sentence construction, and grammar.
 <b>Resubmission Needed</b>	Your attempt to respond is <i>insufficient</i> . <b>Contact your teacher</b> to discuss suggestions for improvement and resubmission of your work	
<b>TOTAL:</b> 15/25 = 60%	9/15	6/10
 <b>Assessment</b>	<p><b>Areas of strength:</b> Akio, you demonstrated an appropriate and effective understanding of the photo collage from your text. This resulted in an effective statement of theme. In making visual decisions for your theme, you expressed some doubts but established your goals appropriately. Your visual response reflects these choices well for the most part, and it is effective!</p> <p><b>Might I suggest . . .</b> Please re-visit your paragraph response and read the suggestions I've made to help you re-work this part of your assignment. You have some great ideas here that need clarification. When you re-write your paragraph, keep your theme in mind and consider other ways you can connect your own ideas to those in "Spilling Open". After you make these improvements, please re-submit this paragraph to increase your mark on this assignment.</p> <p><b>Updated feedback:</b> Your re-submitted paragraph is much improved! You have shown adequate control over your paragraph structure, and you highlighted appropriate ideas and effective support here. Good work, Akio!</p>	