

# Facilitation Guide



## Portfolio Journal Entry Springboard 3.2

### EXPERIENCE OVERVIEW

The Portfolio Journal Entry is designed to provide students with a portfolio of text evidence and relative visuals that can be used in their final product - collage.

#### Standards

##### COMMON CORE STATE STANDARDS

- RL.9–10.1 – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (If referring to a text ; or the art is an extension of a text)

##### MARYLAND STATE ARTS STANDARDS

- E:9–12:2: Analyze and comprehend differing interpretations of an artwork or collection of works and explain how various interpretations enrich experiences of art and life.
- E:9–12:1: Hypothesize ways visual imagery influences perceptions or affects human experience.
- E:9–12:2: Use historical and contemporary references to determine if an image effectively influences or represents a culture, time, or audience.

#### Getting Ready

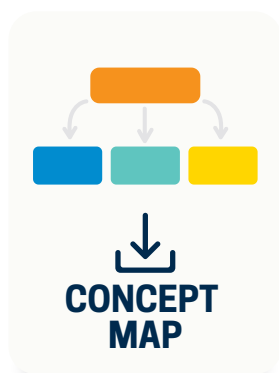
##### WHEN TO TEACH

- Unit Activity 3.2– ongoing, revisit at regular intervals as students find text evidence/sources to support their research topic

##### RESOURCES AND MATERIALS

- [Portfolio Journal Entry Sample](#)
- [Portfolio Journal Entry Template](#)

## ARTS INTEGRATION MATERIALS



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## TEACH

### Intro

The main idea of this collection of portfolio journal entries is to not only keep text evidence for the research paper organized, but to start transforming ideas and responses to information into visual representation that can be used for their final collage project. This activity is demonstrated and thoroughly explained in the video modules. However, an overview is outlined below.

- Go through a sample blank journal template together as a class as many times as you feel would be helpful, scaffolding from filling it out as a group step by step, to filling out parts of it independently, to full independent practice on sample texts (hold off on using research supported text during the skill acquisition phase of this assignment)
- Review with them that this step is essential to helping them formulate ideas for their final project. You may want to introduce the idea of “Collage Art” prior to this activity so that they understand what this portfolio is helping them develop.



INTRO VIDEO



GOOGLE DRIVE

### Visual/Written Portion

They can start with either the visual or the written portion, but both must be completed.

- The **visual response** includes the thought or emotion that this text/source evoked. This type of visual depiction all together like a symbol or the sketch of something else it reminded them of.
- The **written response** is a brief phrase or concise reaction/thought/idea in words about the source presented to them
- Towards the beginning, it may be a simple practice of more concrete and simpler sources that they are asked to represent visually. Below are some examples of things you may present the students with for practice sessions to use instead of journals or articles:
  - **Contemporary song** with varied genres to evoke a variety of responses
  - **Poems/song lyrics**
  - **Political Cartoons** or **Media photographs** of current events
  - **Visual Art**
  - **Movie Clip**
  - **Motivational Speeches/Ted Talks**
  - A way to simplify further might be asking them to imagine a friend just texted them really exciting news. What kind of emojis might they use to respond (challenge them to use ones that are not facial expressions or people emojis to communicate their reaction)?

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## Assess

To assess their understanding of this practice, have them fill out a practice entry about one of the texts embedded in the curriculum.

- Note: **DO NOT** include these practice entries into their portfolio.

### Response formats:

This activity can take form in varying levels of formality and support provided. Two possible submission formats that you may use but are not limited to are included in the [google drive](#):

- Students can add each of their pieces of text evidence (printed out source) that they're referencing in their essay, and staple it to their visual depiction (printed out/picture cutout or Symbol that they've selected to represent their ideas/reaction to the text, as well as a brief explanation of why they selected that visual to match the text.
- Students can print out the article/text source that they will be using, and attach it to the template found below, that provides a space for both the visual and the written explanation for the visual chosen.