

Facilitation Guide

Vocabulary in Color Odell Chapter 1



EXPERIENCE OVERVIEW

After looking at the word and paraphrasing the definition for their vocabulary log, students will be assigning a color to each based on what type of tone or meaning that word conveys. Additionally, students will be provided with a color wheel that defines symbols of colors to see if their association of the colors with words is identical/similar/opposite to the color symbolism within the provided color wheel. There are a few different variations of the color wheel, however, we will reference the one that has less color variations and we highly recommend using it because it is most closely aligned with the novel.

Standards

COMMON CORE STATE STANDARDS

- RI.11–12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.11–12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

MARYLAND STATE ARTS STANDARDS

- I:9–12:1: Interact effectively with others to determine factors that influenced the creation of art objects that provide social commentary in historical time and places

Getting Ready

WHEN TO TEACH

- We recommend using this activity following the 1920 museum activity. However, it could be introduced in other chapters or various points throughout the unit.

RESOURCES AND MATERIALS

- [Color Wheel](#)
- Optional [Variations of Color Reference](#)– “Colors & Emotions” and “Psychology of Color”
- Vocabulary List and Definitions (found in O’Dell Curriculum resources)
- [Graphic organizer](#)

ARTS INTEGRATION MATERIALS



↓
**CONCEPT
MAP**



🔗
**VIDEO
PLAYLIST**



↓
EXIT TICKET



🔗
MATERIALS
GOOGLE FOLDER

TEACH

Implementation

There are a few different variations of the color wheel that are available to you. You may use whichever one you feel would be most appropriate for your class.

- Provide students with a graphic organizer that includes chapter vocabulary words. If you choose to expand beyond the vocabulary identified in the curriculum, you could have the students also do this with unfamiliar words they come across as they read, in which case you could use the blank template of the organizer.
- Ask students to define words according to their understanding of a word (avoid copy/paste from a dictionary)
- Once they define the word ask them to complete the section that is associating that word with a color of their choice
- Upon completing this graphic organizer, provide students with a color wheel and go through it as a class. Identify the symbolism of colors
- Now ask students to go back to the original graphic organizer and identify symbolism of colors they chose; Ask them would they change anything based on gained knowledge about color symbolism



VIDEO TUTORIAL



GOOGLE DRIVE

Extension

This activity can be extended by additional enrichment activity - Theory of Colors. The [book we recommend](#) isn't free, but it could be found as an ebook in the local libraries. Students can be provided with an additional reading about color/color of their choice.

Sample:

Graphic Organizer

WORD	DEFINITION	COLOR YOU ASSOCIATE THIS WORD WITH	What does this color symbolizes according to the color wheel	Now, that you learn about the symbols of colors would you change anything in your original word/color association and if so why