

Writing

Integrating Drawing and Writing

Janet L. Olson and Maren K. Olson



Davis Publications, Inc. Worcester, Massachusetts

Contents

viii	Acknowledgments
1	Introduction to the Problem: Visual or Verbal Learner?
8	Part One Toward a New Methodology: Envisioning Writing and Educational Practice
9	Chapter 1 The Art Education Program
11	A New Methodology
37	Summary
38	Chapter 2 The Language Arts Program
41	Verbal Learners and Learning
46	One Informs the Other
63	Benefits of Visual-Narrative Drawing for Students and Teachers
66	Language Arts Teachers Don't Have to be "Good Artists"
66	Evaluating Students: What to Look For
69	Evaluation Strategies
87	Teaching Strategies and Suggested Activities
100	Chapter 3 The Special Education Program
101	Clinical Research
103	Pedagogy
104	Becoming Informed
113	Chapter 4 Post-Elementary Programs: Middle School and High School
113	The Power of the Visual-Narrative Impulse
131	Students Can Take Charge of Their Own Learning
139	Collaboration

146	Part Two Theoretical Implications for Visual and Verbal Learners
147	Chapter 5 Historical Precedents for Writing Instruction Using Visual and Verbal Expression
148	The Historical Development of Writing and Its Relation to Students
153	Eighteenth- and Nineteenth-Century Theories and Practices: Rousseau, Froebel, Alcott
163	Implications for Contemporary Practice
164	Chapter 6 Current Educational Practices That Affect Visual and Verbal Learners
167	The Art Education Program
169	The Language Arts Program
172	The Special Education Program for Students with Learning Disabilities
173	Conclusion
176	Works Cited
179	Suggested Reading
185	Index

