

THANK YOU for downloading *Visualize to Infer (James Bond)*
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Karen Haag

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Visualize-to-Infer Lesson

When students read quickly like I do, they might not get a picture in their heads or they may miss important details. Slowing down will be an effective exercise for them. Be aware that some children, and even adults, do not make movies in their minds. By talking with classmates and drawing using the words of the text, we hope to improve their ability to visualize therefore comprehend better. Discussing their conceptions and misconceptions and sending them back to the details to check for proof will also help. This lesson can be repeated many times with different texts.

ENGAGE

- Bring in superhero magazines or show photos on the SmartBoard.
- Encourage the students to talk about their favorite superheroes.
- Older students might have seen James Bond movies. They will be surprised to see how the author created the character and how he has evolved to be in the movies. It might even help for them to describe James Bond before you start the lesson so that they can compare their initial thoughts with those of the author's later.

MATERIALS

1. Students organized as partners or in groups.
2. One piece of butcher paper per group or partnership.
3. Pencils, black fine-line markers, colored markers per group.
4. Magazines of superheroes OR photos or short video clips of current superheroes projected for all to see
5. Ian Fleming's description of James Bond – one for each reader's notebook.
6. Dictionaries handy

Teacher EXPLAINS Learning Target

1. I can read the words on the page and create a matching image in my mind.
2. I can practice creating a visual by slowing down, reading the details, and sketching an image to match.

EXPLORE

1. Tell students that today they are going to work with partners to sketch an image of a superhero. He was first introduced in 1952 by author Ian Fleming. His name? James Bond.
2. Read this description to the students as they close their eyes and visualize what they see: *He was first brought to life in the 1957 novel, [From Russia with Love](#), with this description: "It was a dark, clean-cut face, with a three-inch scar showing whitely down the sunburned skin of the right cheek. The eyes were wide and level under straight, rather long black brows. The hair was black, parted on the left, and carelessly brushed so that a thick black comma fell down over the right eyebrow. The longish straight nose ran down to a short upper lip below which was a wide and finely drawn but cruel mouth."*
3. Students draw James Bond from this description. Because of the 50s language, this text is difficult so the task should be challenging. They should read the details closely with the help of a partner or group and infer what the author thought James Bond looked like. Groups will have to interpret the meaning but they should be able to prove that their picture matches the author's words.

For example:

- Figure out how Bond's hair fell like a thick black comma over his right eyebrow.
- Talk about what a dark, clean-cut face really is so they can draw one.
- What does the 3-inch scar look like?
- What do you imagine his eyes look like?
- Why is he described as dark?
- What does a cruel mouth look like?

CLOSURE

Encourage students to share their pictures.

Ask them to explain why they drew the sketches the way they did by referring to the text.

Show the picture of James Bond, which I found on this site on 2/15/12:

http://www.ianfleming.com/about_james_bond.asp

Students EXPLAIN

THINK-PAIR-SHARE: How did your visual of James Bond change from your first reading to the talking you did with your groups to the picture your group drew?

EVALUATE

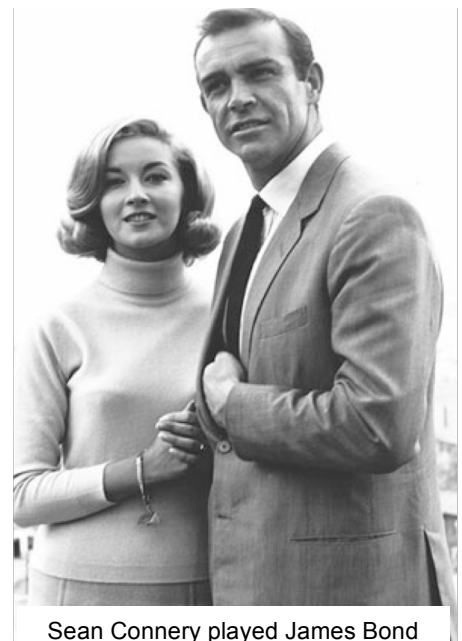
→ **EXIT SLIP** (Or, students talk and teacher records)

Ask students to tell you how they learned to read better today.

Ask them how they will use visualization in other situations like science or social studies class.

EXTENSION

1. After the students share, you might want to tell your students that James Bond was created as a hero who was not capable of loving others. Fleming envisioned the characters as someone who thought a lot of himself, stayed by himself and had no friends, and was a brutal (mean) man. He was a spy and he was violent even though he worked for the government. That's why Fleming described him the way he did. So why did Bond change to an acceptable superhero in today's movies? It might be interesting to hypothesize. Why didn't the American people or the screenwriters accept Bond the way Fleming created him?
2. You might want to take a closer look at Fleming's writing style. Look closely at the wording of the passage. Would we ever use past tense now - for an action thriller? *The hair was parted, and the eyes were wide.* Strange. Now we emphasize short, action-packed verbs, not passive tenses like Fleming used back in 1952.
3. If language can change like that in 60 years, what did it look like 100 years ago? 1000? What do students infer it will become in the future?



Sean Connery played James Bond in the 1957 movie version. Does he match Ian Fleming's original description?

Paste in your reader's notebooks

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----From *Russia with Love* by Ian Fleming

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