Purpose: This exercise asks students to think visually about a concept, requiring them to identify actors, relationships, and processes without using words. It enables students who are more visual learners to understand and analyze complicated ideas, and it challenges verbal learners to reconsider their assumptions.

Directions: In their notebooks or on paper you provide, ask students to draw a picture of a concept, theory, or author’s thesis. Then ask 3-4 students to draw their pictures on the board and have each of them explain their drawing to the class. Discuss, probing for where you think certain actors or processes are identified well and where points are missing. Allow students to modify their drawings. Then have students decide which drawing best represents the concept – or draw a new picture based on discussion.