

# Sketchnotes

Ways you can  
access these slides



<https://bit.ly/30UU4O2>

# What are sketchnotes?

## → Visual notes

- ◆ Lettering/fonts
- ◆ Connectors/lines/arrows/dividers
- ◆ Bullets
- ◆ Containers/frames
- ◆ Images/symbols/diagrams

## → Strategy to bridge reading a text and writing about or discussing it

- ◆ Sketchnotes = the process
- ◆ The discussion and/or microtheme that follows = the product



# Why use sketchnotes?

- Create meaning of text
- Make thinking visible
- Draw connections between ideas
- Organize thinking
- Determine key ideas and concepts
- Keep students engaged!



**INTRO TO SKETCHNOTES**

**#1 RULE (and only)**  
**IDEAS NOT ART!**  
You're looking to create useful notes.

**SIMPLE SHAPES / VISUAL ALPHABET**  
Anything using these: You can draw anything.  
Dot, Line, Angle, Arc, Spiral, Loop, Oval, Eye, Triangle, Square, House, Cloud.




**LISTEN** **PROCESS** **VISUALISE** **RECALL**

**FACES** (Mimic & Expressions in Faces)  
**PEOPLE** (Give Expression to your stickmen)  
**VISUAL STRUCTURE** (Having a framework REALLY helps.)

Practise your own **ICON LIBRARY** (Use DIFFERENT FONTS FOR EMPHASIS)

**ORGANISE INFO WITH CONTAINERS** **DIVIDERS** **I ALSO HELP!** **HAVE FUN!**  
**BUT!** Most importantly

# What the research says...

-  “Adding drawings to notes to represent concepts, terms, and relationships has a **significant effect on memory and learning**” (Wammes, Meade, & Fernandes, 2016).
-  “Getting trained in specific note-taking strategies can **significantly improve the quality of notes** and the amount of material they remember later...This is especially true for students with learning disabilities” (Boyle, 2013).
-  “The human brain processes images **60,000 times faster** than text, and **90 percent of information** transmitted to the brain is visual” (Vogel, Dickson, Lehman, 1986).

Structured sketchnotes with  
specific guidelines/  
requirements

# Examples: English 9 Independent Reading

"I chose to believe that he is not a really boy with a temper, or someone with opportunity and nerve, or the quiet land you'd never suspect!"

→ this means that every chooses to think of the good in malcolm, even though everything in her is telling her not to

↑ reputation goes up  
↓ reputation goes down

the world  
echoing  
questions left unanswered

#secrets  
#speculation

**Two CAN keep a SECRET**

IF one of them is DEAD.

don't know let down

Trust you I can't promise that I'm sorry, he told me this would be happening, I promise

**Secrets don't help a town grow, they help it shrink.**

THEME

"anyone can be guilty, so I'm sorry. I can't promise to always trust you without fault."  
P216

I can relate to this because if I was accused of a murder, I wouldn't trust anyone because it was a false accusation. If someone else was accused, though, I couldn't trust anything they say.

person could be charged w/ his own murder

"What's the point of having a voice if you're gonna be silent in those moments you shouldn't be?" - Starr page 252

I think Starr is trying to say what's the point of being able to speak up in those moments you have the opportunity, if you don't speak.

"Brave doesn't mean you're not scared, Starr; it means you go on even though you're scared."  
-Page 331

this relates to me because even when I feel too afraid to do something risky in my life, I'm willing to take that risk if it means I can do something right.

**the hate u give**

BY: Angie Thomas

A Hair Brush is not a gun!

I didn't know a dead person could be charged w/ his own murder. bc

**Garden Heights** → **Williamson Prep**

your voice matters, your dreams matter, your lives matter, be the rose that grows in the concrete.

Living in two worlds.

**#Freedom for Khalil**

**Police brutality**

**Racism**

**#Police brutality**

"T.H.U.G." I didn't know A dead Person could be charged w/ his own murder. T.H.U.

# Examples: Contemporary Lit. Poetry

*"So you want to get a **GRADUATE** why?"*

EDUCATION is the **KEY** school is the **LOCK**

richard braunton  
Bill Gates  
successful people who didn't graduate from college  
Steve Jobs  
Henry Ford  
oprah winfrey  
sean spallholz

"Education is about inspiring ones **INSPIRE**"

Picasso was educated at **CREATING ART**

Colonel Howard Sanders was educated in the **ART OF CREATING KFC**

**Why I HATE School BUT LOVE EDUCATION**  
BY: MI BREAKS

"Education is NOT just about regurgitating facts from"

"Redefines how you view education."

"There's a saying that is: if you don't **build** your **DREAMS**, someone else will hire you to help **build** theirs."

**Black/White**

CLASSISM + RACISM = WE MUST  
WAR + ANTI-SEMITISM =  
ELITISM + SEXISM = (rip the labels)

SMALL STEPPLES

Fill in your ethnicity:  
 White  
 Hispanic  
 African American (Black)  
 Asian  
 Indian

"Labels are not you  
Labels are not me  
Labels are just labels"

"no one CONFUSES my **FORME** So why do you confuse me for my body?"

"THIS IS WHO YOU ARE!!"

"Who we truly are is not skin-deep" and to care we are meant to

"Don't Choose Smallest over greatness"

"I AM NOT BLACK YOU ARE NOT WHITE"  
- Prince Ea

**My Body** is not me

Artificial labels

No we would be ONE we would be together"

"I AM NOT BLACK YOU ARE NOT WHITE"

ROAD TO CHANGE SOON

Contemporary Poetry - one - pager

WATERING MY PLANTS WITH MY OWN TEARS

STILL I RISE

# Resilience

I RISE

Just like moon and like stars to **STILL I RISE**

STILL I RISE

MEANING: You could do the worst things to her, and she'll still rise, and she'll bend, but she'll get down.

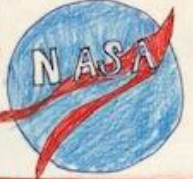


WHEN MY FAMILY MEMBER PASSED, I RISE AND BECAME STRONG


#HOPE When people are negative to me, I rise and try to bring them down

MEANING: When people are negative to me, I rise and try to bring them down

# Examples: English 9 Rhetorical Analysis

**Address to the Nation on the Explosion of the Space Shuttle Challenger**

<b>Occasion</b>	<b>By Ronald Reagan</b>	<b>Quote</b>
The of the Challenger Explosion Day		<p>"We know we share this pain with all of the people of our country. This is truly a national loss."</p> <p>"This quote stood out to me because it made the loss of the crew seem to be a loss not just for the victims families, but for the country as a whole."</p> 
<b>Two Key phrases</b> "They had a hunger to explore the universe and discover its truths" "The crew of the space Shuttle Challenger honored us by the manner in which they lived their lives"		
<b>Purpose Statement</b>	<b>Rhetorical Analysis</b>	
The purpose of Ronald Reagan's speech is to console Americans and the families of the crew by using ethos because of his credibility.	Ronald Reagan uses ethos in his speech by using his credibility as president of the United States. With his credibility, he admits his weaknesses by saying "for the families of the seven, we cannot seem to gauge the full impact." From this, he appears to be trustworthy and sincere. Another rhetorical device Ronald Reagan used was repetition. He said "There will be more shuttle crews, more volunteers, more civilians, and more teachers in space." This was used to emphasize traveling to space will not stop despite the tragedy. The last rhetorical device used by Ronald Reagan was an alliteration. The alliteration used was "There had that special space, that special spirit that gave a challenge." He used this to create a transition by recognizing the mission of the crew.	



**Find Your Greatness** made by: **NIKE**

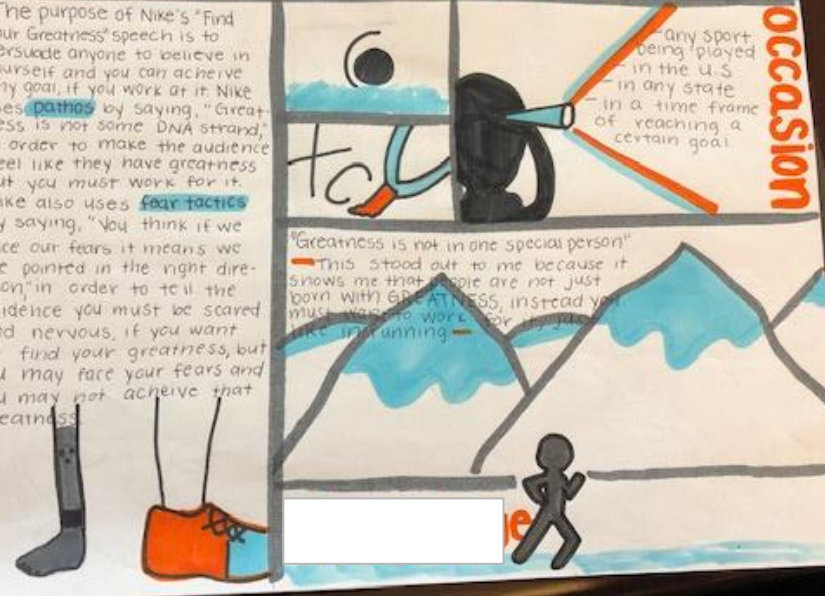
The purpose of Nike's "Find Your Greatness" speech is to persuade anyone to believe in yourself and you can achieve any goal, if you work for it. Nike uses **pathos** by saying, "Greatness is not some DNA strand," in order to make the audience feel like they have greatness but you must work for it. Nike also uses **fear tactics** by saying, "You think if we face our fears it means we are pointed in the right direction," in order to tell the audience you must be scared and nervous, if you want to find your greatness, but you may face your fears and you may not achieve that greatness.

**Occasion**

- any sport being played
- in the U.S
- in any state
- in a time frame of reaching a certain goal

"Greatness is not in one special person"

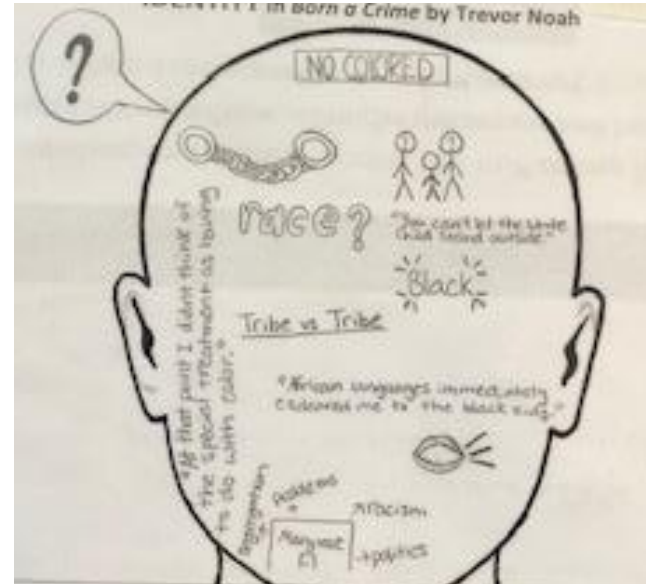
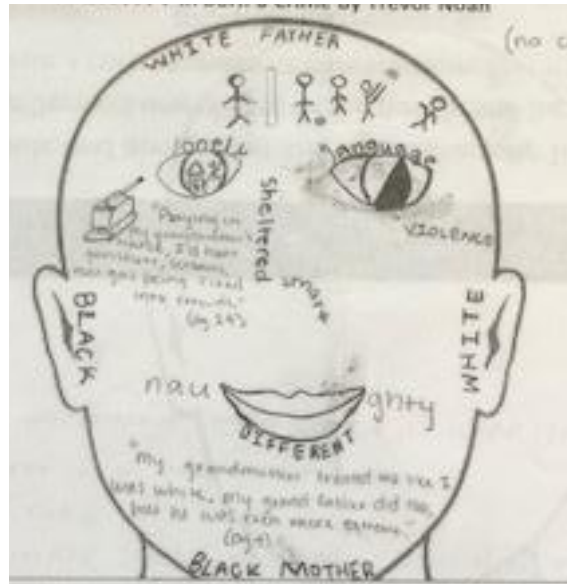
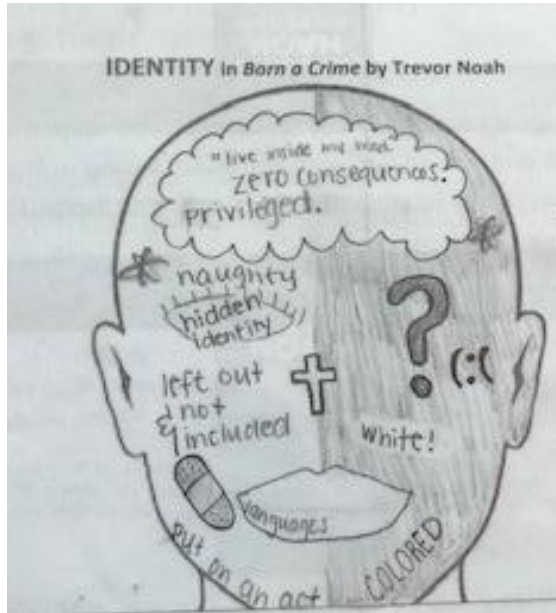
- This stood out to me because it shows me that people are not just born with GREATNESS, instead you must work for it like Nike is running.





Sketchnotes with a general  
focus

# Examples: Contemporary Lit. *Born a Crime*



# Examples: English 9 Honors *Romeo & Juliet* Act 4 Notes

## Foreshadowing in Juliet's speeches:

- If Friar can't get Juliet out of marrying Paris, she will stab herself.
- Friar makes a plan.

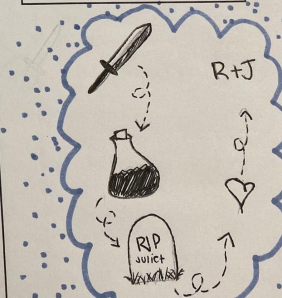
## Friar Lawrence's Plan for Juliet's

- 1.) Go along with Capulet's marriage plan.
- 2.) When it is time to marry Paris take a sleep potion
- 3.) Juliet fakes death
- 4.) Goes to the Capulet tomb, is buried/placed in tomb
- 5.) Friar & Romeo will get her when she wakes up
- 6.) They will move away and live together.
- 7.) The family will never know/ think she is dead.

- Pulse stops
- Pale
- Not breathing

## *Romeo & Juliet* Act 4.1 Sketchnotes (continued)

Draw something that will remind you of important events in this scene:



## *Romeo & Juliet* Act 1.2 Sketchnotes

### Characters: Description:

Capulet	→ Juliet's father, he hosts a party so Paris can woo Juliet.
Paris	→ He wants to marry Juliet. He is the prince's brother.
Benvolio	→ Romeo's friend, he hopes that crashing Juliet's party will help Romeo.
Romeo	→ He is in love with Rosaline, he crashes the Capulet party and hopes to see her.

"Go thither, and with unattainted eye there, unbiased, compare her face with some that I shall show, and I will make thee think thy swan a crow."

"Go to the party and compare Rosaline to the girls I show you! You will think Rosaline is ugly + you will forget about her!!!" **Romeo does not buy it! He wants to prove Benvolio wrong!**

## Brain dump

Romeo + Benvolio = crash Capulet party they were not invited!

Rosaline = Montague

Juliet = 13 years old, Capulet

father gives Juliet a choice!!!

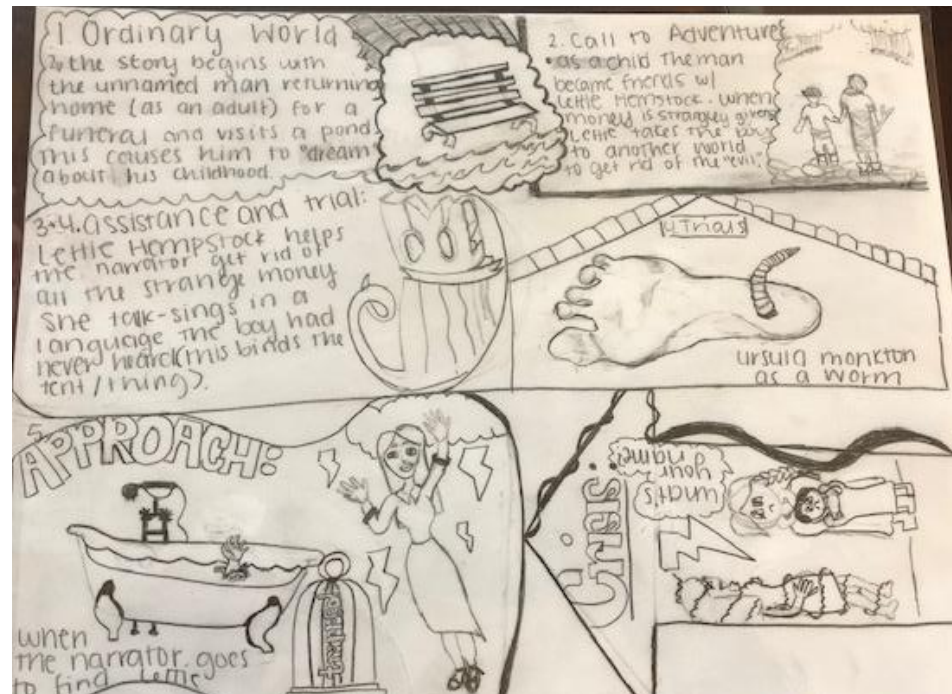
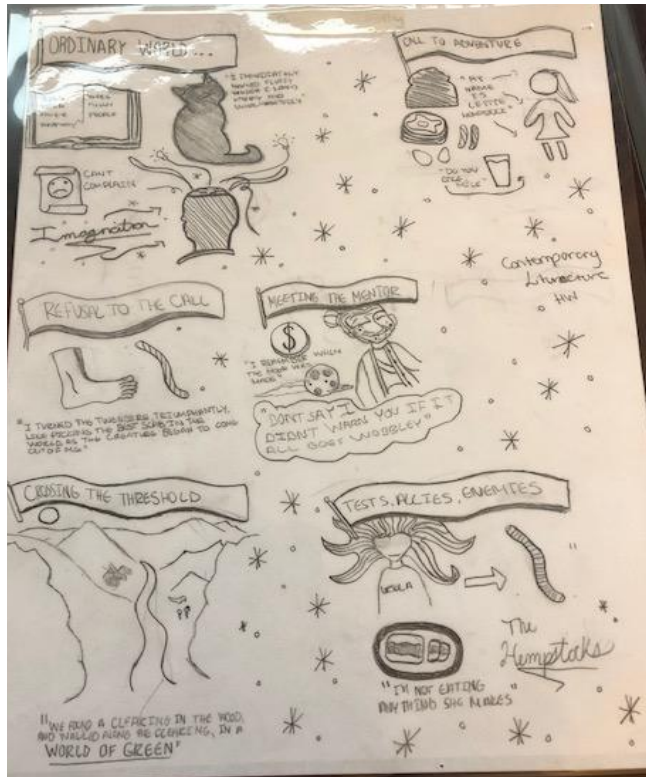
it was Benvolio's idea!

Not Normal!

Paris wants to marry Juliet!

Paris asks Capulet. Capulet throws party for him to woo Juliet!

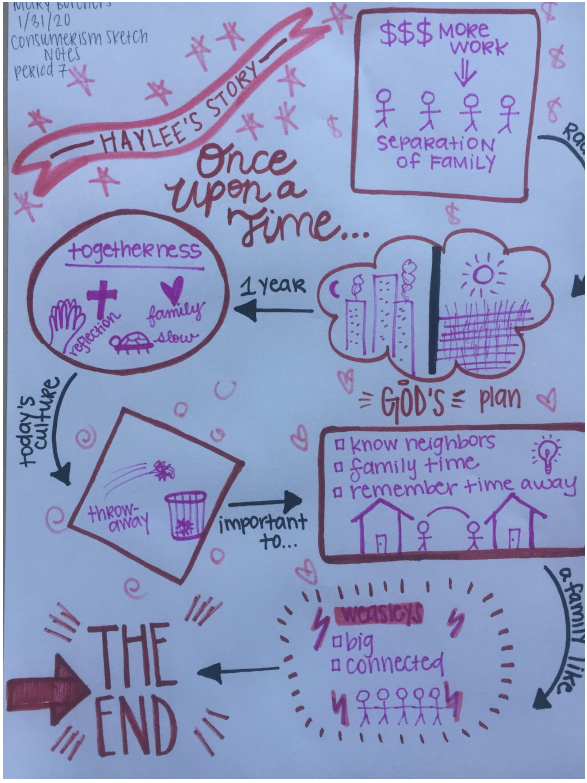
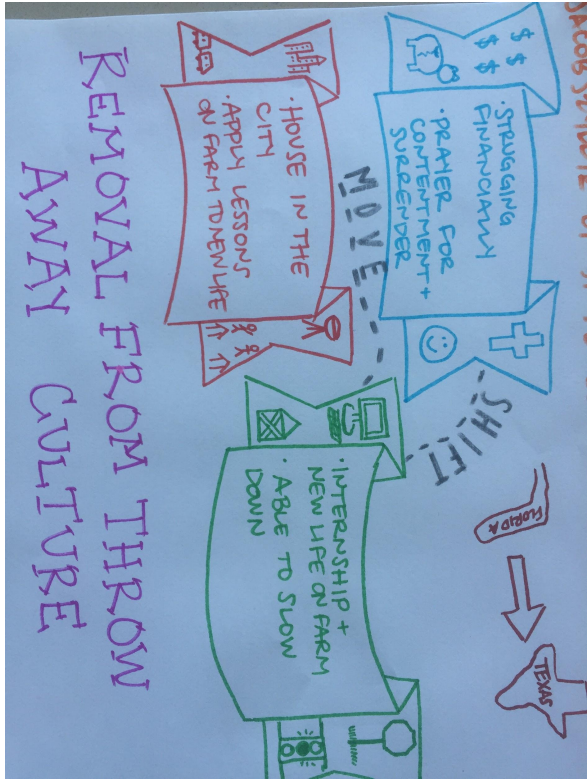
# Examples: Contemporary Lit. The Hero's Journey



Totally open-ended  
sketchnotes



# Examples: Senior Theology, Consumerism







# Examples: Contemporary Lit. Revisionist History Podcast

**FOOD FIGHT**  
Revisionist History

College Food  
Literally good or Bowden?

**BUT**  
Does it stop poor students from coming?  
College tuition  
↳ Poor families have to pay more than 50% of their income

LOTS of smart poor kids

Choice between Vassar has terrible food - many poor students  
Financial Aid better food better access  
helping poor kids

Why does it matter? → insane money  
Encouragement = earn more than they need  
universities don't pay taxes → supposed to give back

But no cafeteria

Dec 2 19 Food Fight

salad bar  
Small horrible

✓ = healthy environment

Food

50% income intuition

SMART BUT POOR

75-80% Full \$

low income students

AMAZING

Better Edu. w/ worse Food

VS.

Revisionist History Podcast Sketch Notes

**Bowdoin vs. Vassar**

↳ fancy / \$\$\$ costly \$

↳ little more \$ than Vassar

↳ make peppy students

↳ government food

↳ Bowdoin's MONEY goes to good food & NOT to helping low income student

↳ green up privileged

↳ look for good food

↳ housing in colleges

Similar colleges BUT DIFFERENT

college food

↳ more rough around the edges students

↳ financial aid money to support students

↳ money could have gone to better FOOD

if the weren't given financial aid

↳ \$175,000,000 for financial aid

TUITION

Full ability to pay (scholarship)

NOT full ability to pay (room/board)

help pay students for food

need financial aid

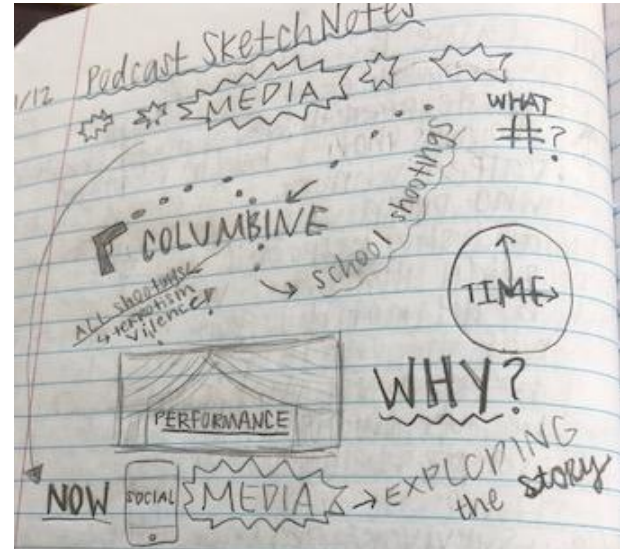
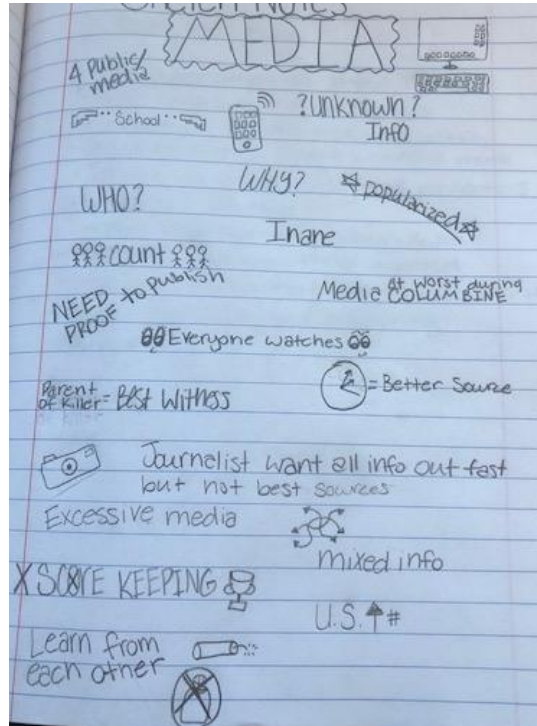
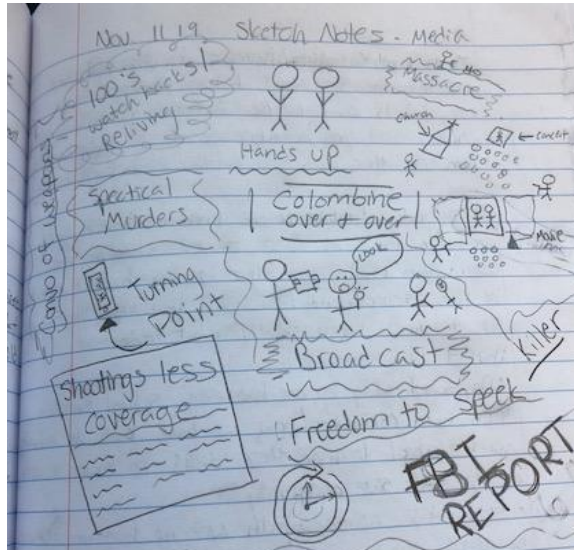
-universities DON'T pay taxes

DON'T CHOOSE SCHOOLS ON BASED ON FOOD → money is given to food & not scholarship

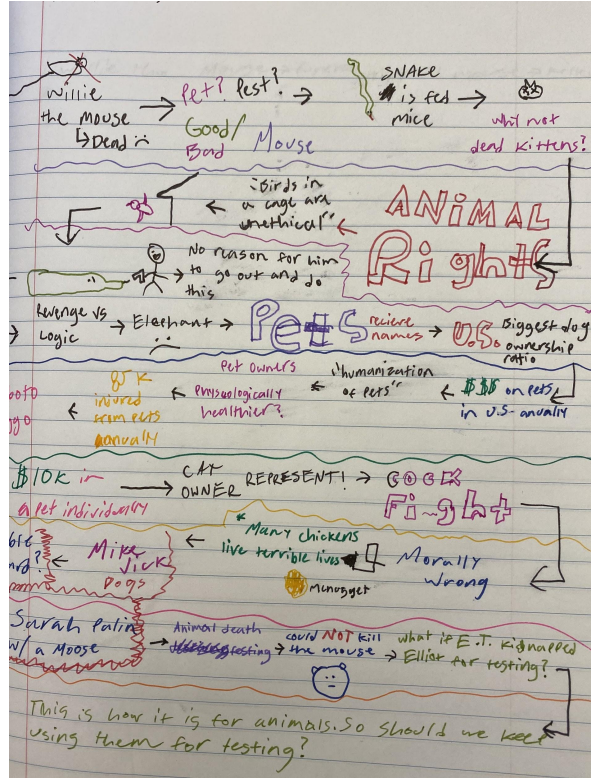
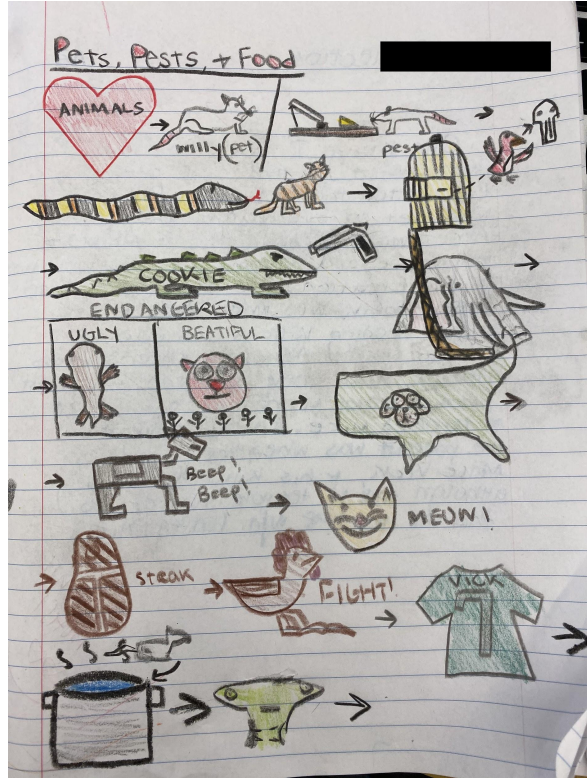
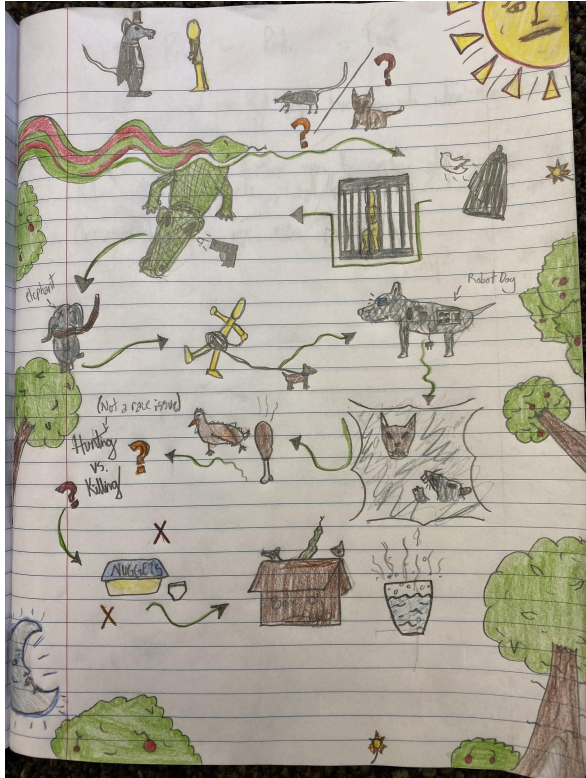
↳ have less indigent the Bowdoin but have to use more

↳ 1/2 larger than Bowdoin

# Examples: Contemporary Lit. *Reliable Sources* Podcast



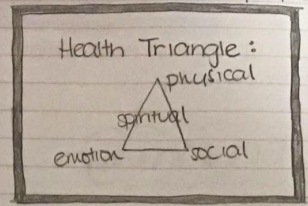
# Examples: Short Stories *Pets, Pests, & Food* Podcast



# Examples: Student's Notes

**WHAT IS IT?**  
 health: combo of phy- mental & social.  
 → your personal affects how you..

- look
- feel
- act
- attitudes
- performance



**PHYSICAL**

- proper nutrition activities & rest
- good hygiene
- staying away from harmful objects

**MENTAL**

- feelings about how you meet demands & opportunities
- enjoy learning
- mistakes are opportunities
- positive thoughts
- stand up 4

**SOCIAL**

- work & play cooperative work

**WELLNESS**

- an overall state of well being
- making decisions
- practicing behaviors based on sound health

*promote*

- Lifestyle habits: good habits: Little things
- One percenters

**IONIC**

made of: @ least 1 metal & non met.

metal      nonmetal

weaker core      stronger core

lose e<sup>-</sup>      gain e<sup>-</sup>

pos. ion      neg. ion

transfer e<sup>-</sup>

attraction

Called an Ionic Bond

# e<sup>-</sup> transferred known by charge

**COVALENT**

made of: ONLY nonmetals

nonmetal      nonmetal

strong core      strong core

+ core trying to pull e<sup>-</sup> from atom #2

+ core trying to pull e<sup>-</sup> from atom #1

mutual attractions 4 one another's e<sup>-</sup>

Called Covalent Bond

C: 4, N: 3, O: 2, H: 1 (bond)

**J.S. THOMPSON**

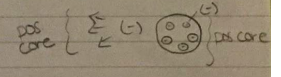
- conducted experiments in the **CATHODE RAY**
- Experiment 1: Thompson tried to SEPARATE the charge
  - result: could not separate
  - conclusion: the beam is charged
- Experiment 2: Tried to bend the rays
  - result: ray bent towards (+) charge away from (-) charge
  - conclusion: cathode ray is negative
- Experiment 3: Thompson used degree to determine ratio of charge to mass of rays
  - conclusion: each e<sup>-</sup> has 1/1836 th mass of m

**CONCLUSION**

- cathode rays are made of charged particles called corpuscles → electrons today

**ATOMIC MODEL**

- "Plum Pudding Model"
- 1) (+) core
- 2) (-) electrons



**FACTS**

- the (+) core is immobile the (-) can move from one to another
- (+) cores attract (-) e<sup>-</sup>
- some (+) cores are better E<sup>-</sup> move from weaker attraction to stronger
- the # of electrons that can fit is limited

start NEUTRAL

is + neg.

# How to use sketchnotes

- Do your own sketchnotes over the text
- Consider your objectives & determine your guidelines
  - ◆ Specific requirements
  - ◆ A general focus
  - ◆ Total autonomy
- Introduce sketchnoting & set purpose
- Provide scaffolding
  - ◆ Something to focus on
  - ◆ Some frames/images/icons to get started
- Use completed sketchnotes in discussion and/or writing
- Display exemplary work as models

From Mike Rohde's 'The Sketchnote Handbook 2015' | Christina Conzatti 2016


## Sketchnotes 101


- ★ **TYPOGRAPHY (INTRO)**
  - emphasizes ideas
  - creates a hierarchy & structure
  - establishes mood
- ★ **DIAGRAMS & DRAWINGS**
  - make more interesting elements
  - illustrate complex ideas
  - give thoughts & ideas life
- ★ **FONT** (Style, Size)
- ★ **HANDWRITING**
  - opportunity to add descriptive details & explanations
  - journaling / diary
- ★ **DIVIDERS**
  - rules
  - dotted lines
  - brackets
  - help separate ideas from each other visually
  - creates order & structure
- ★ **BULLETS**
  - useful for lists & series of ideas
  - summarizing key points
  - use a variety of styles
  - bullets can be points, arrows, dots, stars, or circles
- ★ **ARROWS**
  - point out details
  - connect ideas
  - focus attention on text
- ★ **CONTAINERS**
- ★ **ICONS**
  - handy to use throughout a sketchnote to illustrate key points



















Examples: STORY MOUNTAIN, Proposition Playground, a coffee cup icon.


**Resource**  
**Sketchnote Student Reference Sheets**

# Our Sketchnotes

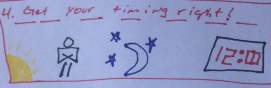
**Dogfooding:** How often do you do your own assignments?  improve your practice

using your own products as a continuum to work out critiques  
 improve → teaching → 3rd → we → go 


1. **Set realistic expectations**  
 Big idea → smaller   
 that meet learning objectives    **What is essential?**
2. **Write better instructions**  
 a. fill in the gaps   
 b. how many steps in the instructions?  what am I missing?  I know what to do
3. **Troubleshoot complex activities**  
 What? How? When?     
**practice → perfect (ish)**  
 <logistics> 
4. **Get your timing right**  
 How long will this take?  too fast?  too slow?  **Be Realistic**
5. **Create models**  
 click things for students  **I do → we do → you do**  
 Look @ examples 
6. **Revisit the mind of a beginner**  
 put yourself in their shoes!  join in the struggle  what's the struggle?  what's the struggle? 
7. **Tweak your design**  
 make fix responses? → logical layout? → negative? 


**DOGFOODING IS WORTH THE TIME.** 


**DOGFOODING**


4. **Get your timing right!**  12:00


3. **Troubleshoot complex activities**  
 practice, practice, practice  
 1 2 3

5. **Create Models**  
 Building prototyping can help students better understand expectations 

2. **Write better instructions**  
 Do this. (drawing with a pencil)  
 Click things 




6. **Revisit the mind of a beginner**  
 What was hard? How did you solve it?  
 Dogfooding 








7. **Tweak your design**  
 Too small! Too big! Just Right! 

1. **Set realistic expectations**  
 How long will this take? 

**DOGFOODING:** How often do you do your own assignments?

Why? → detect problems

How?  +  = 

1. **Set REALISTIC expectations**  
 If I can do it in a timely manner, so can students 
2. **write BETTER instructions**  
 not that!  not that! 
3. **TROUBLESHOOT** complex activities  
 "Do what the kids do!" 
4. **Get timing RIGHT**  

5. **create MODELS**  
 Your turn! 
6. **Revisit a BEGINNER! Mind**  
 "If you already know it, it's hard to explain it!" 
7. **TWEAK** your design

# Try sketchnotes



1. Choose your supplies
2. Start sketchnoting

"If you're not making mistakes, then you're not doing anything. I'm positive that a doer makes mistakes." -John Wooden



It's about the ideas,  
not the art.



# Cult of Pedagogy



Dogfooding: How Often Do You  
Do Your Own Assignments?

**PURPOSE:** Identify the author's main ideas about dogfooding.

# How can you use sketchnotes in your courses?

## Discuss with your group:

- Share your sketchnotes.
- How did sketchnoting go for you? (pros/cons)
- How do you or could you use sketchnotes in your courses?
- What challenges have you experienced or do you anticipate?

## Resources for texts:

- TED Talks
- Podcasts
- Newsela
- Common Lit.
- Readworks
- Tween Tribune
- Reading materials, documents, film clips, etc. that you already use in your courses



# To do



- ❑ Implement sketchnotes in one of your courses.
- ❑ Bring student work to share and discuss with your department on March 2.
- ❑ Be prepared to discuss as a whole staff on March 9.

Need help? Have questions? Want to talk through how to implement sketchnotes in your courses? Email us!

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- ★ [mhilton@bishopchatard.org](mailto:mhilton@bishopchatard.org)
- ★ [mmohrfeld@bishopchatard.org](mailto:mmohrfeld@bishopchatard.org)