

Figure 1. Uninterrupted Writing and Drawing, Alison, Age 6
(Harste, Woodward & Burke, 1984).

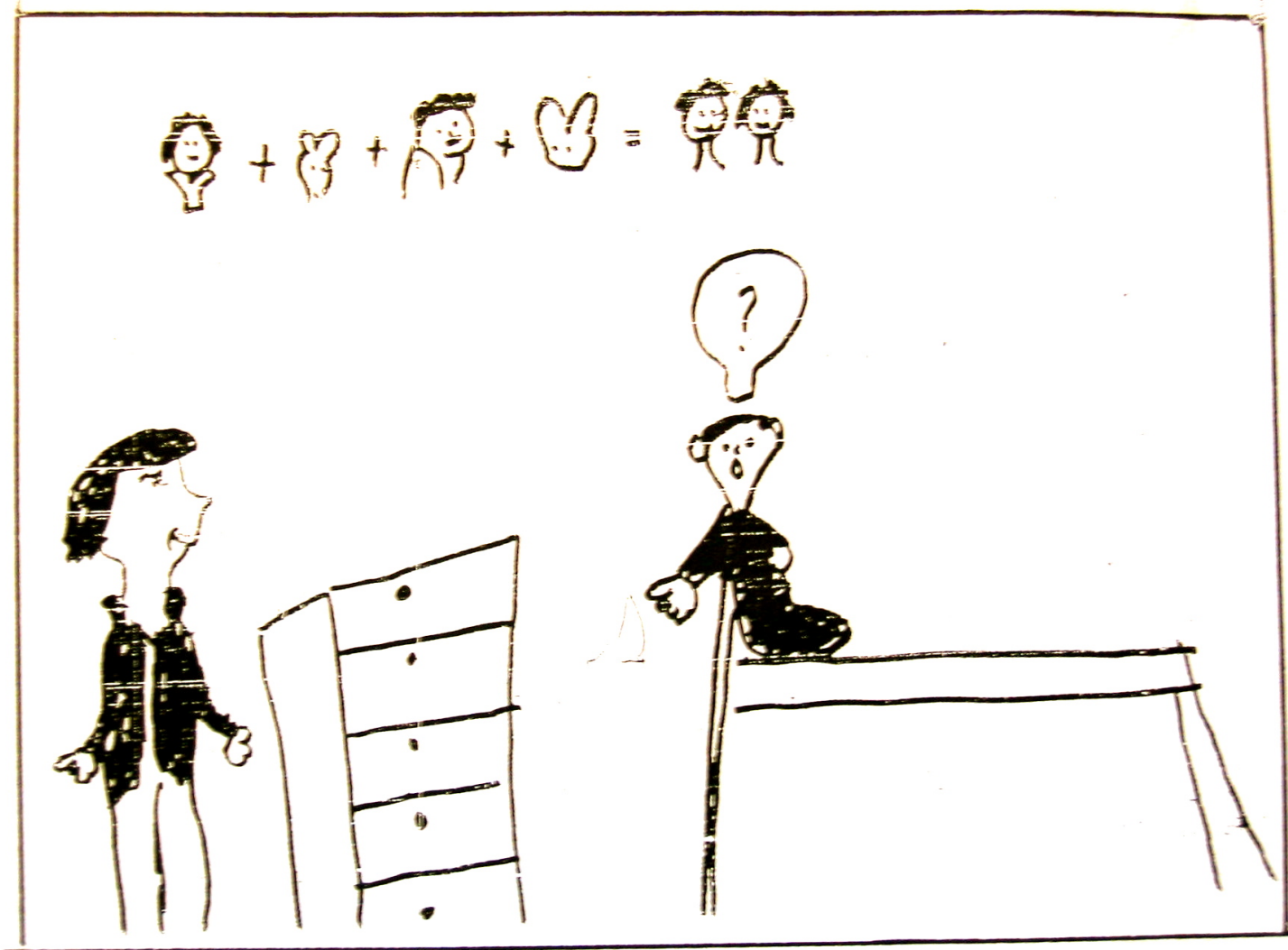


Figure 2. Matt's Sketch-to-Stretch (Siegel, 1984)

Author's Picture And Poem	Author's Reflection	Researchers Readings of Author's Picture
 <p>Honor all learners. All ways of knowing. “...tear those words from your throat and shout them into the hot night for all the world to hear.”</p>	<p>“This is a representation of a Jacob Lawrence postcard. The girl here is representing all learners and all sign systems: dance, language, drama, science, visual art, and movement. I hope this work demonstrates how educators can honor all learners and multiple ways of knowing. As I was painting, I was remembering a line of poetry, ‘I’ll tear those words from your throat and shout them into the hot night for all the world to hear.’”</p>	<p>We need an expanded definition of literacy which includes multiple ways of knowing</p> <p>In order for literacy to give voice to all learners, multiple ways of knowing need to be advocated.</p> <p>Individuals are trapped with old notions of literacy rather than with multiple ways of knowing.</p> <p>Multiple sign systems provide access to literacy for minority learners.</p>

Figure 3. Art’s Ability to Consistently Communicate a Message (Harste, Leland, Grant, Chung, & Enyeart, 2007).


Visual Discourse Analysis	Transcript (excerpted)	Level 1 Found Poem	Poem (Distilled) Level 2 Found
	<p>Jerry: <i>I did this painting and realized I needed to make this a lot darker to get the contrast of the face to stand out. I wanted the eye to go in...this was a real study in how to get the eye to move into a picture and to be where you wanted it to be.</i></p> <p>Peggy: <i>And I see also that she has a little cleavage in there too.</i></p> <p>Jerry: <i>I like the dark here. [Indicates the upper background] Because it forces the eye back in here.</i></p>	<p>Eye Sockets I took color out of her cheek, her arm. Put a little cleavage there. I wanted the eye to go there... To force the eye back in.</p>	<p>Eye Sockets color out cleavage in the artist forces the eye to move.</p>

Figure 4. A Poetic Analysis of Text (Albers, Holbrook, & Harste, 2010, 2012).

Inscribed Goats



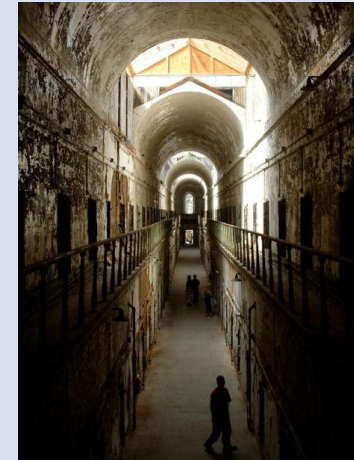
Goats tumble
Metaphors settle
Signs of literacy
Metaphors of Inscription

The Wedding



Rabbits, no less
With buck teeth
As if they haven't been
 maligned enough
Now fornicating
 on my cup
Questioning Marriage
Making Trouble

Quaker Prison



The Panopticon

The sentiment of an
invincible omniscience
In an over-observed,
over-watched world
Where even the watched
are watched
By Quakers

Figure 5. Ourselves as Artist: Exemplary Art and Poems (Albers, Holbrook, & Harste, 2010, 2012)