

Using Schema Theory to Support Young People in Designing their Own Lives

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WIPP: Theme 3



Project Overview

- This will be a unit as part of my Creativity Curriculum from my Theme 1 project, where students are able to design their own lives through the connections they will make to provided texts and the use of Schema Theory.

What is Schema Theory?

- Schema Theory: the impact on learning based on connections that a reader brings to a text.
- Connections are often defined in one of three ways:
 - Text to Text
 - Text to Self
 - Text to World





Composing a Life Story – Mary Catherine Batesman

- GP1: There are advantages in having access to multiple versions of life stories, including ones own.
- GP2: There is creative freedom in how to interpret stories but also creative choice in how to use stories to design or apply to ones life.



Literature Criteria for Unit

- Text must maintain the following (at minimum):
 - Young adult protagonist
 - Major conflict: self vs. world
 - Quest for or discovery of new knowledge
 - Undefined Resolution (if possible)




Unit Overview: Weeks 1 - 2

- Intro to Connections, Teacher Models and Practice
 - What are connections? (Intro to Schema Theory)
 - Three types of connections (Text to Self, Text to Text, Text to World)
 - Modeling connections
 - Practice



Ex. Connections: The Hunger Games (Text to Self)

- What does this remind me of in my life?
- What is this similar to in my life?
- How is this different from my life?
- Has something like this ever happened to me?
- How does this relate to my life?
- What were my feelings when I read this?



Unit Overview: Weeks 3 - 7 (or 8)

- Reading of chosen text
- Use W story model while reading to identify key events in story
- Making connections to text
 - Also supports creative development process from Theme 2 projects (developing new ideas & personalizing knowledge)



Unit Overview: Weeks 8 - 9

- End of Unit project:

- Using key events identified on W story map, students will identify an event they connected with or related to most.

- Identify lesson(s) learned by character or by themselves and identify real life application OR identify a situation they would handle differently with reasoning and the expected outcome.



Final Project Format

- Final project format:
 - Visual: Movie or chapter rewrite
 - Reflection activity (Journal Entry)

Resources

Bateson, Mary Catherine. Composing a Life Story. <http://facweb.northseattle.edu/chamilton/BatesonLife.pdf>. Web. 2. Dec. 2015

Kardash, Diane. Making Connections: Text to Self, Text to Text, Text to World. <https://sites.google.com/a/alaska.edu/diane-kardash/Home/making-connections>. Web. 2. Dec. 2015.