

How to Use The Visual Non-Glossary

1. Go to www.thevisualnonglossary.com and log in.

2. Click on the link for your **subject area** at the top.

3. To search for a word, either:
 - a. Type a word into the search box and click **Search**, OR
 - b. Filter by **Grade Level**, **Subject**, and/or **Standard**.

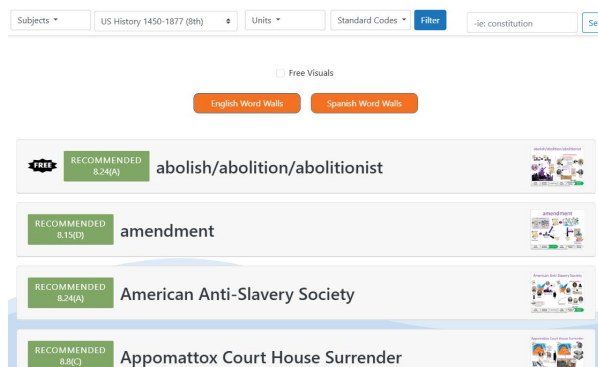
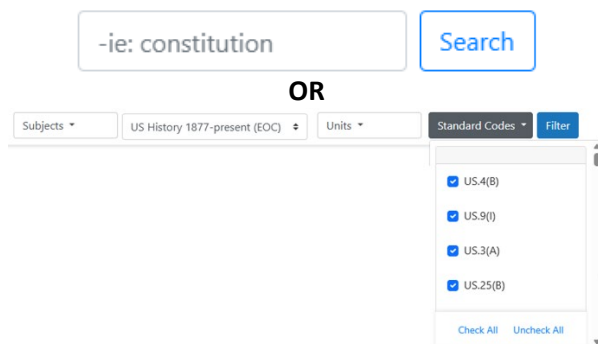
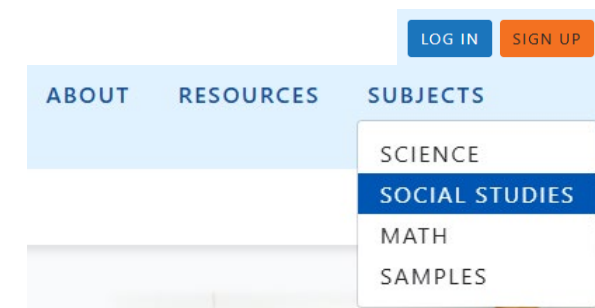
*Note: by default, visuals from all available grade levels will appear with each word.

4. All words meeting your filter and search criteria will appear. Click on a word to view the visual and lesson materials.

*Note: lessons that are recommended for specific standards will appear first with a green RECOMMENDED box.

5. A landing page will load. From here you can:
 - a. View or copy the visual by **clicking on the thumbnail**.
 - b. View or download a lesson by click on **View lesson plan**, **Save to Google Drive**, or **Download PowerPoint**.
 - c. See the standards at which this word appears and at all grade levels in the **Vertical Alignment** section.
 - d. See all content in Spanish by clicking **Ver en Español** next to the header.
 - e. See different versions of the visual by clicking the available grade levels underneath the header.

The Visual Non-Glossary



6. RECOMMENDED lessons will also include:
- What students might notice** in the visual
 - What students might wonder** about in the visual
 - An example **high-level and low-level response** to the observational question

This can help how you respond to students. For example, you might ask the class, “Did anyone notice... Did you wonder about...?”

Students might notice in this visual:

Amendments require approval from both Congress and the states.

The legislative branch must pass the proposal by a two-thirds vote.

The states must then ratify the amendment with three-fourths approval.

The process is an example of federalism, where power is shared between the state and national governments.

Historical amendments like the 13th and 19th changed major parts of society.

EXTENDING THE DISCUSSION

After the observational question, randomly call on one or more students to share what they or their partner answered. Then ask the class, “Did anyone notice...” using the suggestions above or anything else you’ve noticed.

Students might wonder:

Why is the amendment process designed to be so difficult?

What are some amendments that have been proposed but failed?

Could a new amendment change something important today?

Why did it take so long for the 19th Amendment to be added?

How does the ratification process reflect the people’s voice in Congress and the states?

EXTENDING THE DISCUSSION

After students have shared what they notice, ask the class, “Did anyone wonder...” using the suggestions above or anything else you might think is interesting or relevant to the lesson.

Example student responses

To the observational question, How does an amendment get added to the Constitution?

LOW-LEVEL

An amendment gets added to the Constitution by being voted on and approved by the government and the states.

HIGH-LEVEL

An amendment gets added to the Constitution by being approved by more than two-thirds of the legislative branch, then ratified by more than three-fourths of the states in a process called ratification, showing agreement from both national and state levels of government.

7. RECOMMENDED lessons will also include **reading passages aligned to the visual and differentiated for multiple grade levels**. There will always be:

- One reading passage on grade level
- One reading passage below grade level
- One reading passage above grade level.



below grade level



on grade level



above grade level

*Note: look at the shapes in the top-left corner of the reading passages to see which passage corresponds to each reading level.