

In *Permission to Wonder*, a central problem is that simply presenting facts or background information about an artwork often fails to resonate with the viewer. Facts about an artwork or its historical context can be easily forgotten, and viewers, particularly those with little background in art, may struggle to connect with the work on a deeper level. Focusing on delivering facts and explanations, does not fully engage learners. This approach often misses the point of art: its ability to inspire thought, wonder, and personal connection, which is where VTS plays a role in engaging and enabling viewers.

Art should be experienced, not just studied or analyzed at a surface level. Yenawine compares the act of immersing oneself in art to how children observe the world around them, such as the way they closely observe the movements of bugs or engage with nature, and this act should be carried over. Art should be approached with a sense of curiosity and wonder, rather than a rigid expectation of understanding or categorizing it immediately. When people first encounter art, they may not understand its deeper meanings or historical significance, but this doesn't mean they can't begin to appreciate it. The role for teachers and educators is to develop the skills to understand and appreciate it. People naturally try to create narratives around the art they encounter, but this process requires practice and the right approach. VTS encourages students to think deeply about what they see, ask questions, and articulate their thoughts in a safe, supportive environment.

Rather than starting with a lecture or background information, teachers can begin by showing a piece of art and asking open-ended questions like, "What's going on in this image?" or "What do you notice about the colors, shapes, or figures?" This allows students to engage with the artwork on their own terms, using their personal experiences to make connections, without the pressure of being wrong. Students will learn how to approach unfamiliar artworks with curiosity, using the strategies they've practiced in class to decode new images, just as they would approach a new problem or challenge in life. VTS is about encouraging wonder, which is essential for both art appreciation and problem-solving in any context.

In the art classroom, questions like "What do you see that makes you say that?" This encourages students to focus on the evidence within the artwork rather than relying on external knowledge or assumptions. It also helps students learn to back up their ideas with visual evidence, making their thinking more concrete. "Does anyone else see something different or similar?" This encourages students to listen to others and consider other ideas and point of views. There is no right or wrong answer in VTS. Every interpretation is based on what the student sees and feels.

VTs Assignment:

Main idea of article to learn: The concept of manifest destiny started in the early colonial period, and how it was seen as righteous to the Americans. Factors like industrialization, and motivation to spread slavery and expand cotton farming. Native American resistance, and other claims on territory by other countries made it harder to expand, and Natives were killed, forced to relocate, and left in hard to live territories. The conflicting ideals of noble American ideals vs. colonization and racism.

I picked document 10- shows the concept of territorial expansion and the government's policies that encouraged settlers to push into lands previously inhabited by Native American tribes.

Highlights the Homestead Act and the forced relocation of Native Americans.

Using the headline thinking routine with the artwork first, after discussing, I will ask them to create a headline that captures the key message or feeling from the image. Then once they have their headlines, I will let them read the article about its historical context, discuss, and guide them to create another headline that summarizes the message of the article.

Then I will let them compare and contrast their findings and encourage them to discuss what they learned, and think critically about the consequences of U.S. territorial expansion.

They will be able to synthesize information on different perspectives. Focusing on what the US gained, who benefited and created this, and who was harmed.