

Teaching a visual story

Use two excerpts to connect actions, infer relationships and test a visual story.

Ages 8 to 12 (Monocurator's recommendation). **45 minutes of activity plus viewing and replay time.**

Prepare two excerpts

Window scheme: the child breaks a window; the Tramp arrives as a glazier. **Baby care:** the Tramp uses everyday objects to care for the infant. Official links follow on the next page.

Preview your copy and use scene cues, since editions differ. The film has title cards and musical accompaniment; only the students' story must work without dialogue.

Edition or excerpt source: _____

The film includes abandonment, poverty, fighting and forced separation. Select suitable excerpts; discuss the characters without asking for family disclosures. Students should invent harmless problems, without reenacting broken glass or baby care.

A 45 minute activity

Time	Activity
5 min	Mime offering an empty chair; identify the visible invitation.
10 min	Complete the window chain; discuss how event order shapes a reading.
8 min	Use a baby-care object or gesture to infer the relationship.
16 min	Invent and draw four shots with a visible choice.
6 min	Partners retell; revise one unclear link or plan a precise change.

SUPPORT PARTICIPATION

Students may point, dictate, use arrows or describe shots. Describe action aloud when needed; partners can draw from directions. Offer: Because ... happens, ... can happen next. Assess the sequence, not drawing skill.



Read actions and revise stories

Window scheme: the child breaks the glass, creating a need for repair and a job the Tramp can offer. Seeing the break first can make his arrival seem planned; seeing his arrival first might suggest helpful coincidence.

Baby care: a student might use the feeding teapot to infer that the Tramp meets a need, or a facial gesture to explain how he entertains the infant. Ask which movement supports the reading.

TRY A FOUR-SHOT EXAMPLE

A character reaches for a high book. A friend points from book to table, brings it down, then reads with them. The gesture can show a plan. Students invent their own event.



What to look for

Look for	Evidence of learning
Cause and effect	Connects a specific action to a consequence.
Supported inference	Uses an object or gesture to explain a possible relationship.
Visual communication	A partner can follow the problem, choice and changed result.
Useful revision	Resolves a specific point of confusion for the partner.

Accept supported readings, endings and accessible ways of showing the story. Give feedback on reasoning and communication, not artistic polish or agreement with the examples.

Sources and viewing

1. [Chaplin official site: Window Scene with Jackie Coogan](#)
2. [Chaplin official site: The Tramp Cares for an Abandoned Baby](#)
3. [Chaplin official site: Educational Material - official YouTube clip classroom guidance and separate full-film screening information](#)
4. [BFI: 50 films to see by age 15 - The Kid is in the primary-school group; ages 8 to 12 here are Monocurator's recommendation](#)

Checked 14 September 2026. Original Monocurator activities; Momo illustrations are not film frames. Free to print, share and adapt this kit, including Momo, for classes. Keep the Monocurator link. Film access is separate; follow the source's screening guidance.