

Images Draw You In

Step one: Choose one image that:

1. connects to a personal experience,
2. relates to the curriculum, or
3. leaves you with questions.

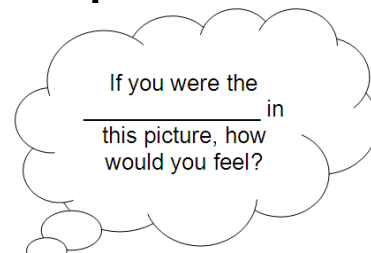
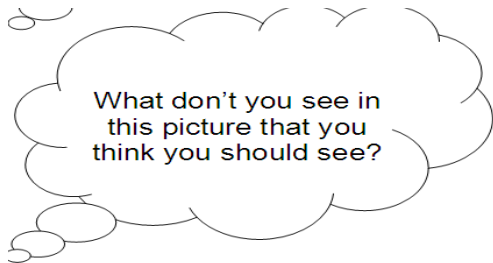
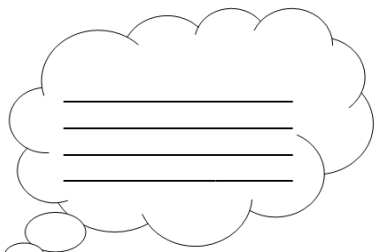


Images from the Library of Congress LOC.gov

Images Draw You In

Step two: Add a question to draw students into thinking about the topic.

- Read question bubbles in your group.
- Choose one question for your picture.



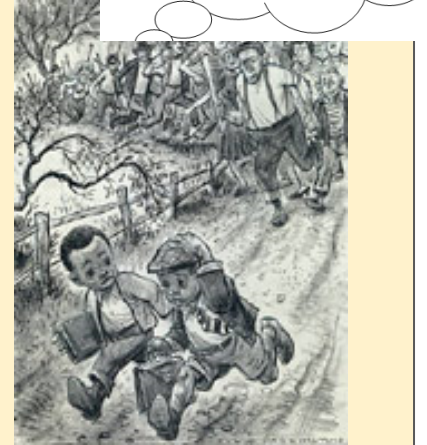
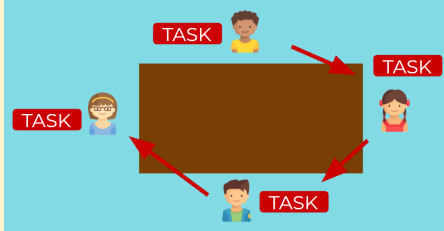
Criteria for Choosing the Image

- relates to something that you teach,
- connects to a personal experience,
- inspires questions.

Task

1. Share your name

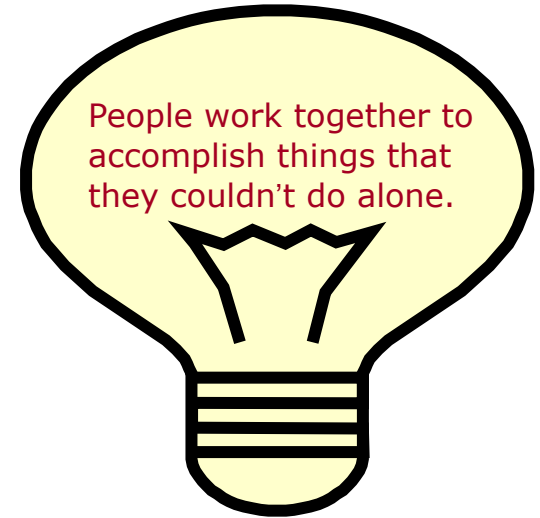
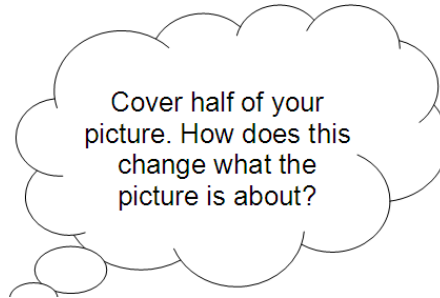
Cover half of your picture. How does this change what the picture is about?



**** Listen for patterns, novelty, and useful ideas**

Images Draw You In

Step Four: Add an Understanding Goal.



Consider: What type of performance will students use to answer the question?

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Student Product

Options for students to express their answer to the question:

Speaking

Writing

Drawing

Moving

Building

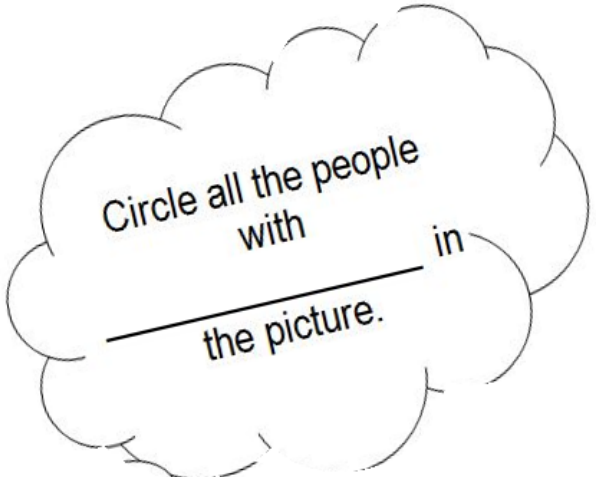
Use student grouping strategies such as

Individual

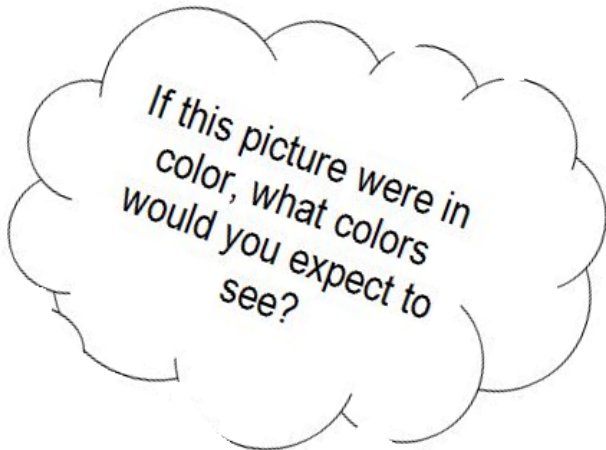
Partner

Small group


Whole class

A thought bubble with a scalloped border containing text.

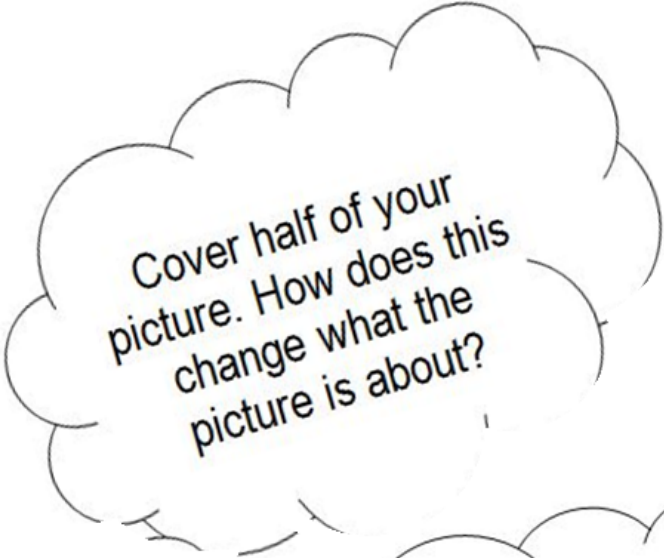
Circle all the people
with _____ in
the picture.

A thought bubble with a scalloped border containing text.

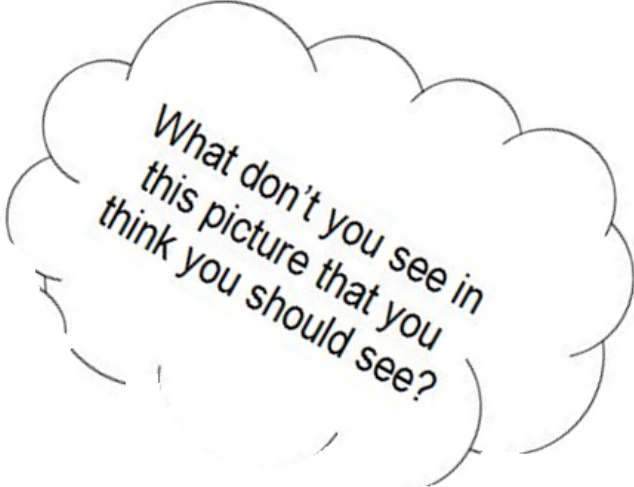
If this picture were in
color, what colors
would you expect to
see?

A thought bubble with a scalloped border and a tail pointing towards the bottom left, containing text.

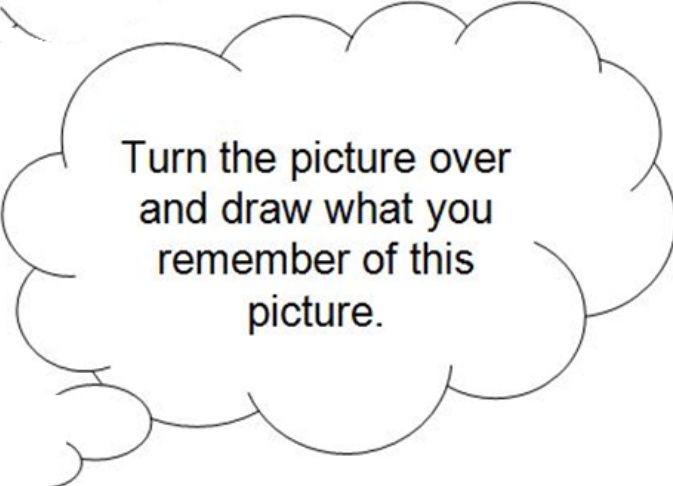
What would you
expect to hear if you
were where this
picture was taken?

A thought bubble with a scalloped border and a small tail at the bottom left.

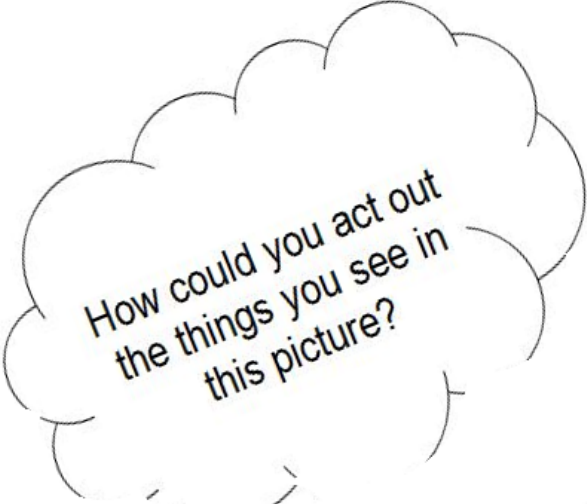
Cover half of your picture. How does this change what the picture is about?

A thought bubble with a scalloped border and a small tail at the bottom left.

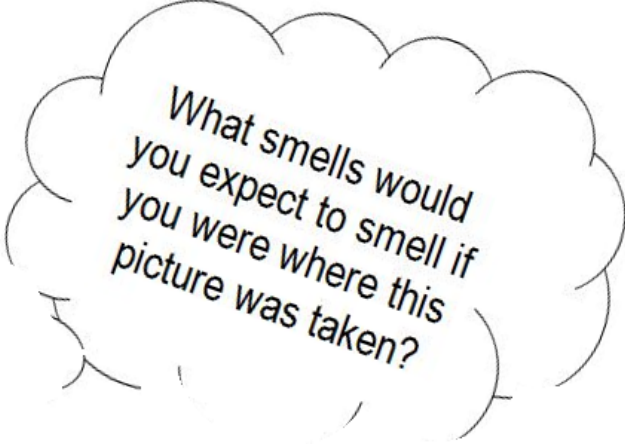
What don't you see in this picture that you think you should see?

A thought bubble with a scalloped border and a small tail at the bottom left.

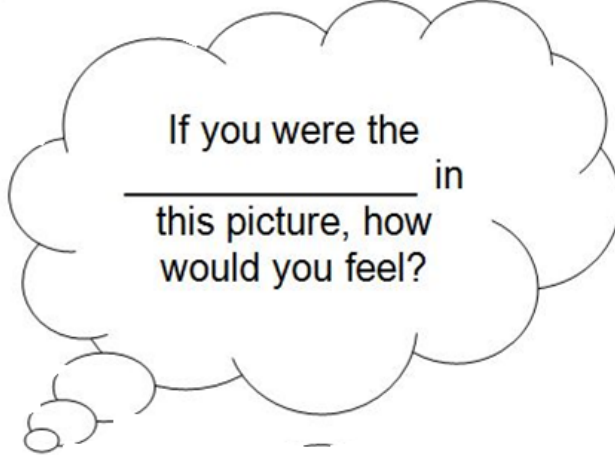
Turn the picture over and draw what you remember of this picture.

A thought bubble with a scalloped border and a small tail at the bottom left.

How could you act out
the things you see in
this picture?

A thought bubble with a scalloped border and a small tail at the bottom left.

What smells would
you expect to smell if
you were where this
picture was taken?

A thought bubble with a scalloped border and a small tail at the bottom left.

If you were the
 in
this picture, how
would you feel?

[Link to
Question
Bubbles](#)

<p>1. Choose an Image.</p>	<p>Content What topics shall we teach? Connect students to the topic through a personal experience, background knowledge, or curiosity.</p>
<p>2. Add a question to draw students into thinking about the topic.</p>	<p>Investigative Question How will students learn? Scaffold the learning process with spiraling questions.</p>
<p>3. Determine the type of product or performance that students will use to answer the question.</p>	<p>Product or Performance How will teachers know what students learn? Assign a product or performance and the size of the group or individual to complete the work.</p>
<p>4. Connect to a large scale idea or theme central to the discipline.</p>	<p>Understanding Goal What should students learn about those topics?</p>



Differentiated Instruction



Example Introduction with a Differentiated **Process**

Understanding Goal:

Civilians often sacrifice and experience hardship during wartime.

Investigative Question choices:

1. Is this picture happy or sad? What makes you say that?
2. Who is the most important person in this picture? What makes you say that?
3. What was life like for women and mothers during wars?

Directions: Look at the picture and answer your assigned question.

Sit with a partner who is answering the same question to share your thinking.



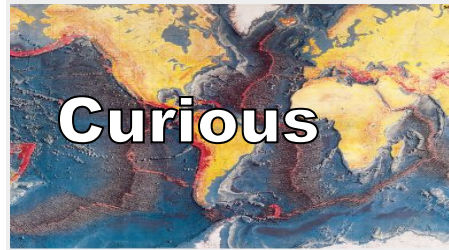
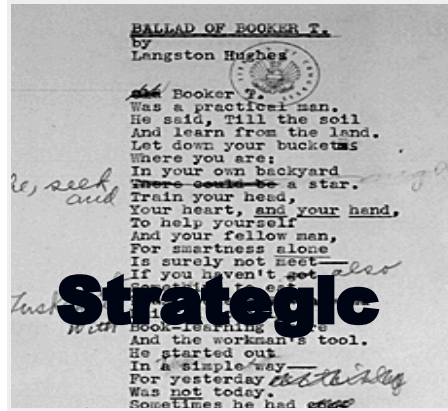
Title: Washington, District of Columbia. Tent life of the 31st Penn. Inf. (later, 82d Penn. Inf.) at Queen's farm, vicinity of Fort Slocum (1861). Civil War glass negative collection, Library of Congress.

Answer the Investigative Question:

1. With a partner, discuss and then write a five line thought bubble describing the thoughts of this Civil War woman.
2. Each partner must share your ideas with two other people who have answered different questions.
3. Return to your first partner, discuss what you have heard and revise your original thought bubble to add more details to the Civil War woman's thinking. You may use additional paper.

Differentiated Instruction

You're invited to be...





Zoom-In Inquiry

Examine primary source clues carefully.
Determine what you see and what questions you
might ask to “get the big picture”.

Ron Ritchhart • Mark Church • Karin Morrison

FOREWORD BY DAVID PERKINS



MAKING THINKING VISIBLE

How to Promote
Engagement, Understanding, and
Independence for All Learners

What do you see?



Describe who you see in this image.

Where do you think this image was taken?



What new people or things do you see?

When do you think this image was taken?



Make a hypothesis about what is happening in this picture.





**What new evidence do you have to support
or shift your hypothesis?
Why do you think this image was created?**



Spectators standing on a dirt road, looking at a house damaged by a tornado. Illinois 1928. [Photographs from the Chicago Daily News, 1902-1933](#) American Memory, Library of Congress

Thinking about your Thinking



- How did your perception of the image change as you saw more of the image?
- Why did your hypothesis change?
- What questions did the image leave you with?

Understanding the “big picture”






How might we describe the relationship between humans and nature?

What do we know about the relationship between humans and nature?

Claim <hr/>	Support ↑	Question ?

What do we know about the relationship between humans and nature?

Claim 	Support 	Connection 

Examine these images to determine how they help us understand the relationship between humans and nature.

Stream pollution. City dump.
Dubuque, Iowa
Library of Congress
Prints and Photographs Division



Under the descending fury of
Mt. Pelee, Martinique
Library of Congress
Prints and Photographs Division



Galveston disaster, I'm
glad Ise living
Library of Congress Prints
and Photographs Division

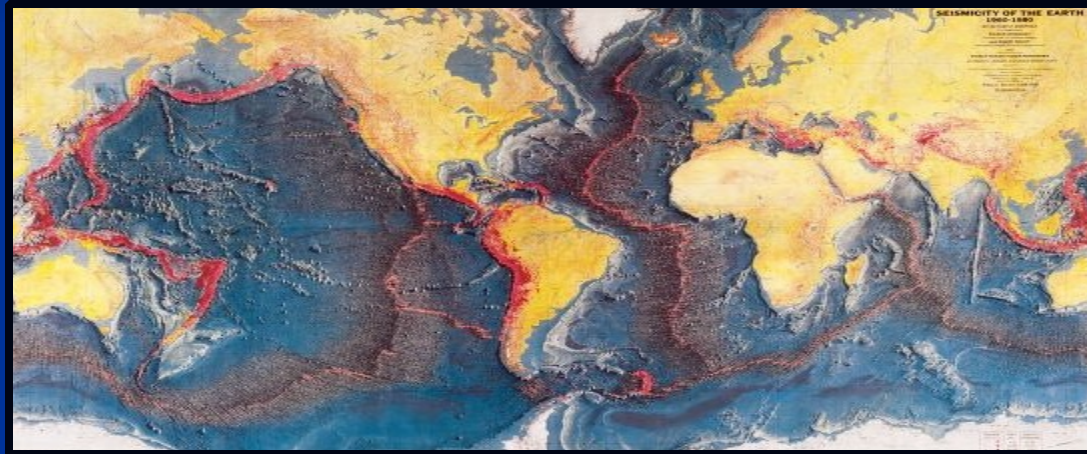


Survivors of the earthquake,
Messina, Sicily, Italy
Library of Congress
Prints and Photographs Division

Zoom-In Inquiry offers irresistible invitations
to thinking



You're invited to be
Curious

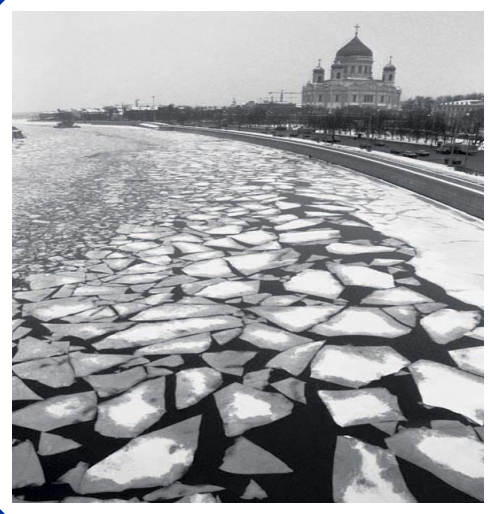


Curious

- Wonder
- Ask questions
- Observe closely
- Find problems
- Are playful



You're invited to be...
Intellectually



Intellectually Careful

- Evaluate Evidence
- Alert for errors
- Check for accuracy
- Corroborate information
- Justify opinions with evidence



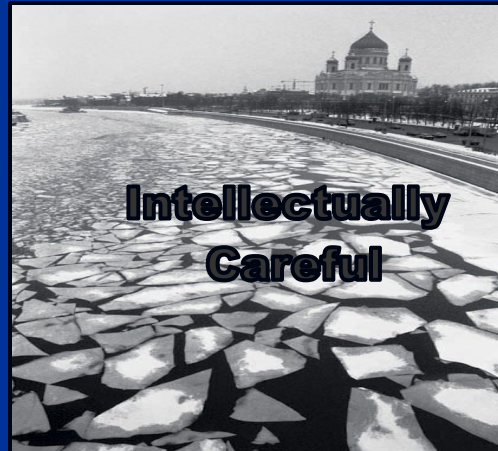
You're invited to be...
Reflective



Reflective

- Compare a product to criteria
- Evaluate a process
- Seek understanding

You're invited to be...



Type question?



Protest against child labor in a labor parade

Probably taken during May 1, 1909 labor parade in New York City.

Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA

Type question?



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The Ambassador

LOS ANGELES

August 6, 1932.

What do you see?

What do you think you know about this document?



The Ambassador
LOS ANGELES

August 6, 1932.

Mr. Orville Wright,
15 North Broadway,
Dayton, Ohio.

My dear Mr. Wright:

The other day I had the fun of cracking a bottle of gasoline on the nose of a new automobile. I am just dropping this line to tell you that my fun was increased when I found that the one I christened was for you. I think the Terraplane is a great little car, and I hope my naming yours will add to your pleasure.

I wish that it were possible for your many friends in the East and West to see you more often. Perhaps the new Essex will help us to do so!

Sincerely yours,

Make a hypothesis about who may have written this document.

- a) Abraham Lincoln
- b) Martin Luther King, Jr.
- c) Amelia Earhart
- d) Henry Ford

What clues support your guess?



Who do you think the figures are communicating with?

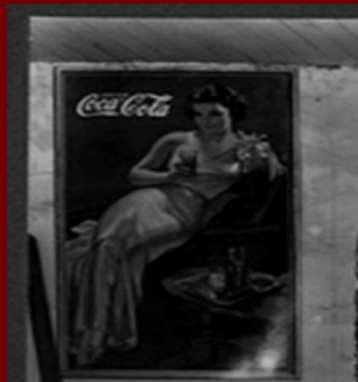
1. Who is this person?



2. List reasons to support your guess.

3. Is there another possibility? Why?

What do people do here?



What other items
might be here?



Why was this place important?



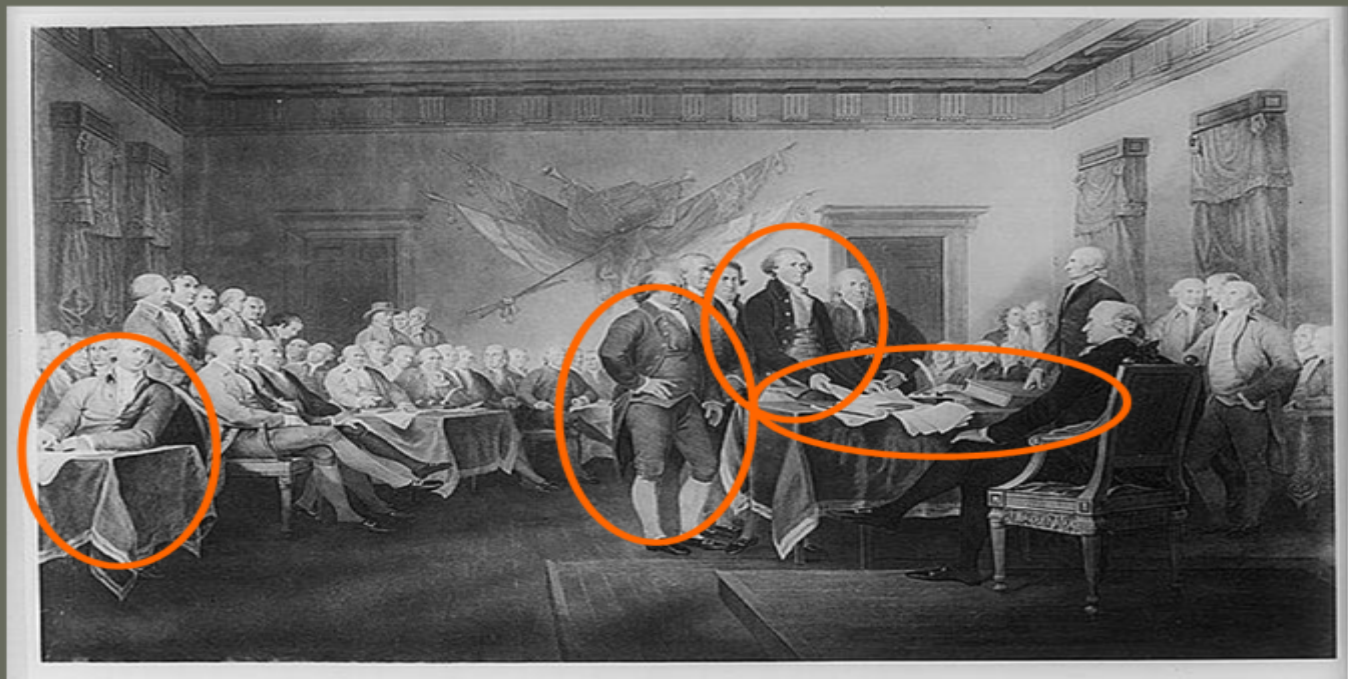
Click to show some answers.
What other evidence do you see?

Man taking notes to record
actions of a congress

The style of dress is colonial

Thomas Jefferson who wrote The
Declaration of Independence

The papers on the desk (The Declaration)
are being presented by Jefferson



Common Core Learning Anchor Learning Standards Reading K-12:

Key Ideas and Details

- ❑ Read closely to determine what the text says explicitly
- ❑ Make logical inferences from it;
- ❑ Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

What was happening in US history
at this time?



Chronological Thinking

*Common Core Learning Anchor Learning Standards Reading K-12:
Craft and Structure*

Determine central ideas or themes of a text and analyze their development
summarize the key supporting details and ideas.



- Does the new information change your hypothesis? Why?
- What is this product promising to do?

Comprehension

*Common Core Learning Anchor Learning Standards Reading K-12:
Key Ideas and Details*

Assess how point of view or purpose shapes the content and style of a text.

How did experiences of the Civil War differ?



Perspective Taking & Interpretation



TITLE: Pocahontas saving the life of Capt. John Smith / New England Chromo. Lith. Co.
c1870.
Library of Congress Prints and Photographs Division

How does the story told in this painting compare to what you already know about the story of Pocahontas and your understanding of history?

What questions does this image leave you with?

Analytical

Zoom In

Note catcher

Zoom In - Example # 2

Whole class activity

What do you see?	
Describe what you see in this image. What do you think is happening?	
Where do you think this image was taken? Why do you think that? _____ When do you think this image was taken? Why do you think that?	
Make a hypothesis about what is happening in this picture.	

Our Google Drive

<https://drive.google.com/open?id=1QQlwXJDdK5kdi0FygSEwpxU44LwtsDIX>