

Images and Quotes Draw You In Directions

Images Draw You In Introductions - 30 min

With possible, Quote Activity - 30 min

Purpose of the Routine: Images Draw You In introduces a unit's topic by asking students to make connections between images representing aspects of the topic and their own experiences, knowledge, and questions.

Preparation: Create a set of images that represent important parts of the topic under study. Consider the standards, identify essential facts and information, as well as concepts and big ideas, that guide the unit. Images might represent people, events, places, and the time-period. The "images" should not be limited to photographs; they may include documents depicting relevant products or statistics, written letters, news articles, and maps. The images should be numbered, or color coded so that it is easy for students to sort the images into different categories - such as chronologically, or by a theme.

Introduction

Teacher Intro (2 min)

- Fellows revise from teaching lab

Students' Intro 13 min

- Directions for students
 - Select an image that relates to an experience you have had, a topic you know a lot about, or something that leaves you with question. (Write these directions on the board, ask each student to choose an image.)
 - Use the *Domino Discover* routine to introduce what this unit is about. Tell students that all of the images are like pieces of a puzzle - together they give clues about the topic you are about to study. Have students listen as their classmates share and to think about what this unit is about and how it connects to the lives of the people in this classroom.
 - Each student shares in a loud voice
 - Says her/his name, Shows image to group, and Tells why she/he selected the image (does it connect to an experience, do they know a lot about it, or does it leave him/her with questions).

Note: If the class is large, sharing can be done in two halves with the teacher listening by standing in between both groups or at table groups with the teacher circulating the classroom.

Content Introductions 15 min

- Directions:
 - Tell students that these images represent what we will be studying this summer. Break students into small groups to discuss: 1. What do you think we will be studying? and 2. What are two to three questions you'd like to explore? (select a presenter) (2 min)
 - 5 mins for discussion
 - 8 min to share- Each representative speaks and the teacher or another student records the ideas. After each group has shared, the teacher confirms and adds

any important information to the list.

Part 2 (30 min)

Prepare: Post an understanding goal or a quote that student will interrogate in an upcoming unit/reading. Ask students to stand under the idea or quote that connects to their image and question. Discuss with students how the discussion of the image changes when held within the context of the big idea. Invite students to discuss with peers patterns among the images and questions that connect to the big idea.

Possible Understanding Goals -

- How do patterns help us to understand our world?
- Do all things change?
- How do communities help people?
- What makes communication effective?
- What helps people work together?
- Why do people explore?
- Do systems come from routines and acting on what's important?

Possible Activity Using Quotes: A social studies teacher might post history quotes in each corner of the room. Next to the quote place chart paper for students to interpret and give an example of the quote. Beside the chart paper place a Hint (covered).

For example:

1. Transition from unit topic into the larger question: What is History? Say: "We will be working like historians in this unit, examining documents like the ones that you are holding to figure out what we can learn about and from the past. There are lots of opinions about why we should study history. Look around the room at the quotes that I have posted."
2. Divide students into groups and send each group to one of the corner/quote stations or ask students to choose a quote that interests them and then stand near the quote. Tell students that you may have to move them if everyone ends up under one quote. Let students move and then organize students to form equal sized groups.
3. Ask students to interpret the quote by explaining the meaning and giving an example from history and/or their life. Instruct students to use the HINT resource at least once during the task. They can use the HINT resource: before starting, during their work, or after they have finished to compare their ideas to the HINT.
4. Assign a reporter or two for each group who will share out the quote, interpretation, and example(s). Note who the reporters will be for each group and ask students to return to their table groups.
5. Ask the first reporter to share quote, meaning, and example. Ask students to listen to interpretations to determine an answer to the question, "Why is history important to study?" Repeat with each group's reporter.

6. Invite students to talk with table mates about an answer to the question, “Why is history important to study?”- consider asking them to make connections to things they have learned before.
7. Record a response from each table on the board (this will be a help resource for the Exit card).
8. Transition into Exit ticket

Quote Example

Student Directions

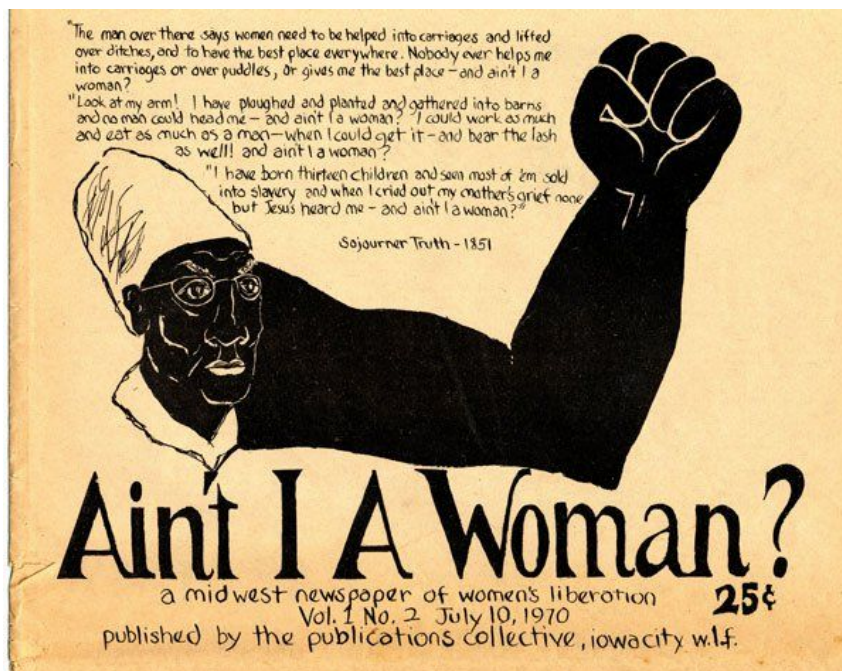
1. Meaning: Explain what this quote means in your own words.
 2. Example from history: Give an example of the quote's meaning from history.
 3. Example or connection from your life or the world today: Give an example of the meaning from your own life.
 4. Why Study History? Explain a reason why we should study history based on this quote.
1. Meaning: Explain what this quote means in your own words.

A people without the knowledge of their past history, origin and culture is like a tree without roots. -Marcus Garvey

This quote means that a knowledge of the past helps us to understand our culture and who we are today. The author uses a tree to remind us that knowing our past can give us strength. A tree without roots is weak and can be knocked down by the wind. However, a tree that grows from roots in the ground is very strong and can withstand a storm.

2. Example from history: Give an example of the quote's meaning from history.

This picture from a Feminist newspaper in the 1970's shows how the Feminist Movement builds on the actions and words of women from the past, specifically Sojourner Truth. The Feminist Movement is stronger because they acknowledge how the actions of today build upon the work that other women began in the past.



Credit: Women's Archives at the University of Iowa Libraries in Iowa City to read *Ain't I a Woman?*, an underground feminist newspaper published from 1970-74 by the Publishing Collective, Iowa City Women's Liberation Front.

3. Example from Your Life: Give an example of the meaning from your own life.

Even though I live in the city, when I plant seeds in a pot I am reminded of my family's roots in farming. For many generations my family have farmed, and I believe we are strong because of how hard you have to work to survive as a farmer. I left home to live in the city as a teenager, I never feel alone - especially when I plant things because I am connected to generations of farmers.

4. Why Study History? Explain a reason why we should study history based on this quote. Like a tree we might feel stronger when we know the history to which we are connected.

Help Resource

Action to Find Meaning in What People Say

Directions: You must complete at least one of these HINTS with you group

Define Words

1. Underline words that you need to define so you can understand the meaning of the quote.

Identify the most important word(s)

2. Circle the most important word(s). If you said just those words can you communicate the meaning of the sentence?

Connect

3. Use an image (or two) to illustrate the meaning of the quote.

Examples

4. Think of an example of a time in your own life that could illustrate the meaning of this quote.

5. Make a connection between the message in a image from the introduction activity the the meaning of the quote. Connect parts of the image to specific words or actions in the quote.

Restate

6. Say the quote in your own words; make the sentence sound like someone would say it today in our class.