

Annotated Image

What is it?

Annotated Image is an activity in which students annotate an important image from history to showcase the thoughts and feelings of different individuals involved in an event.

How does it work?

1. Give students a selection of text on an historic event.
2. Tell your students to imagine what it would be like if they could overhear a conversation between people at the event.
3. Copy and paste an image onto a sheet of paper - add text boxes and any terms you would like your students to use in their annotated image.

Why use it?

This processing strategy allows students to immerse themselves into an historical event.

Imagine you could overhear General Eisenhower speaking to his men before the invasion of Normandy. What would he say? How would his soldiers respond?



Eisenhower speaks with men of the 502nd Parachute Infantry Regiment, part of the 101st Airborne Division, on June 5, 1944, the day before the D-Day invasion.

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Beyond the Frame

What is it?

Beyond the frame challenges students to look beyond what they see, but to actually imagine what might be happening just outside of an image.

How does it work?

1. Stick a photograph in the middle of a very large sheet of paper.
2. Have your students look carefully at the image and discuss what is in it. What might lie beyond its borders?
3. After discussion, each child in the group can help to write or draw on the paper, around the image, what the group has agreed lies beyond the frame..

Why use it?

Use photographs and writing activities to teach Global Citizenship.

What do you think is happening just outside of the image to these farmers during the Great Depression? Respond by drawing the rest of the picture and writing down phrases to describe what you would see.



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Elevator Speech

What is it?

This is a strategy that allows students to narrow in on the most important information on an individual in history.

How does it work?

1. Give students a selection of text on a famous person in history.
2. Encourage your students to write down 3-4 of this person's significant accomplishments.
3. Have them write an "elevator speech" - a short paragraph that the famous person could say if they met a stranger in an elevator.

Why use it?

This is a quick and easy way for students to summarize the highlights of a person's life.



Bio Poem

What is it?

A poem that describes a historical figure in 11 lines in order to summarize key ideas and events related to that person and their achievements.

How does it work?

Line 1 First Name

Line 2 Title or occupation of the person

Line 3 Four words that describe the person

Line 4 Lover of (3 things or ideas)

Line 5 Who believed (1 or more ideas)

Line 6 Who wanted (3 things)

Line 7 Who used (3 methods of things)

Line 8 Who gave (3 things)

Line 9 Who said (a quote)

Line 10 Last Name

Example:

Rosa

Was an activist in Civil Rights Movement

Was determined, brave, strong, loving

Who love equality, freedom, and the rights of all people

Who believed that everyone should be treated fairly

Who wanted equal rights, respect for African Americans and freedom

Who used a bus boycott, her voice and her actions

Who gave hope, an action plan and a symbol to the Civil Rights Movement

Who said "No, the only tired I was, was tired of giving in."

Parks

Character Collage

What is it?

This is a processing activity in which students create visuals to represent key figures and their importance to history. This activity not only taps students' visual-spatial learning modality, it allows you to quickly check student comprehension.

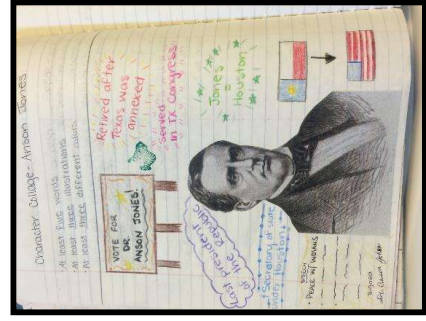
How does it work?

After learning about an individual who made a contribution to history, students are to produce a character map using the graphic provided.

1. On the left side, the student is to identify four or five factual statements that represent key events/accomplishments in the person's life.
2. On the right, the student is to develop four or five interpretative statements the student would use to describe the person.
3. On the head the student is to develop an appropriate hat that best identifies the person's role in history.
4. Underneath the feet, the student is to develop an original statement that evaluates this person's role and significance in history.

Variation

Sensory Figures Students make a simple drawing of a prominent figure and label it with descriptions of what that person might be seeing, hearing, saying, feeling, or doing-to convey significant thoughts, feelings, and experiences.



Dinner Party

What is it?

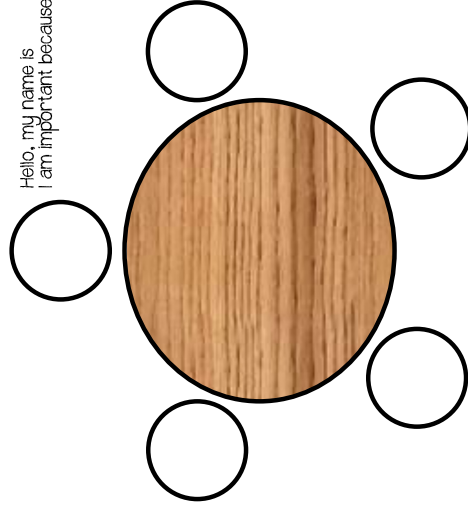
The Dinner Party is a processing strategy that allows students to see the complex relationships between historical figures in a given time period.

How does it work?

1. Explain that students are to create a seating arrangement for a dinner party/lunch table of the notable people being studied.
2. Using identified historical figures, they should create tables of four to six people.
3. Stress that the goal for the dinner party is for each table to have lively conversation. Students should look for dinner/lunch companions with differing points of view.
4. After the arrangement is set, the specific topic of conversation and individual point of view should be identified for each table.
5. Sample conversations might be created for a table and role-played for the class.

Why use it?

This is a strategy that will increase student interest while reviewing the relationships between people. It provides student engagement through Choice, Novelty and Variety.



Mini-Mural

What is it?

This strategy can be used to visually summarize key content in a topic.

How does it work?

- On a large sheet of paper (11x17 or larger) convey the most important information about your topic including:
 - ☐ Topic
 - ☐ What is it?
 - ☐ Who is/was involved?
 - ☐ What are important dates related to the topic? (include timeline)
 - ☐ What are the important places involved?
 - ☐ Why is this important?
 - ☐ Summary sentence
 - ☐ Explanation of the impact (What does this topic have to do with change?)
 - ☐ Names of group members

- The mural must include:
 - ☐ at least one quote
 - ☐ an illustration
 - ☐ a symbolic border (pick a picture or symbol that is representative of the topic. Draw it around the edge of the mural in a pattern to form a border. Explain the significance of the symbol.)
 - ☐ a timeline with at least three important dates related to the topic
 - ☐ a sentence summarizing the reading
 - ☐ a sentence explaining the impact of the change

Why use it?

This is a graphic summary of information. it allows students to "chunk" information into smaller parts.

Mosaic

What is it?

This processing assignment is similar to the mini-mural, but simpler and smaller in scale.

How does it work?

Students convey the most important information about the topic including:

- ☐ Topic
- ☐ What is it?
- ☐ Who is/was involved?
- ☐ What are important dates related to the topic? (include timeline)
- ☐ What are the important places involved?
- ☐ Why is this important?
- ☐ Summary sentence
- ☐ Explanation of the impact (What does this topic have to do with change?)

Why use it?

This is a graphic summary of information. it allows students to "chunk" information into smaller parts.

