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| **Authentic Instruction Continuum** |
| **1. Higher-Order Thinking**  lower-order thinking only  higher-order thinking is central  Description/Evidence: Discovering an artist’s purpose in artwork is not something that is simple factual recall and recitation. It involves making generalizations of the significance of props and colorings. It also requires students to transform meaning and synthesize the photo’s visual aspects into understanding an artist’s meaning/position/purpose.  **2. Depth of Knowledge**  knowledge is shallow  knowledge is deep  Description/Evidence: For students to be able to make inferences about an author’s purpose, they must construct explanations for the meaning of each feature in the photo. Students must be able to not only know visual/media persuasive techniques, but they must be able to apply these.  **3. Connectedness to the World Beyond the Classroom**  no connection  connected  Description/Evidence: Students will be using photos of the Second Civil War in Liberia in 2004. From this, the central question is not only what message about the war photographer Carolyn Cole is conveying in each photo, but also what impact a newspaper’s choice of photos included in an issue might have on an audience’s concept of a war.  **4. Substantive Conversation**  no substantive conversation  high-level substantive conversation  Description/Evidence: First, in our “We Do,” students will learn how to analyze photos. In this whole class discussion, students will raise questions, make distinctions in small features of the photos, and interact with the photo. Next, as students participate in small groups in the “You Do,” they will once again have some controls in their discussion, but students will share insights and build coherently on each other’s experiences.  **5. Social Support for Student Achievement**  negative social support  positive social support  Description/Evidence: Visual analysis allows students who may not be strong readers to find areas of strength. What one student sees as conveying message, others will not see. As a result, in our “We Do” discussion, all viewpoints will be validated and shared. The analysis of visual media is definitely a high expectation, but students will find success in not only the modeling done in whole-class discussion but in a safer small-group setting. |