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| **Authentic Instruction Continuum** |
| **1. Higher-Order Thinking**  lower-order thinking only  higher-order thinking is central  Description/Evidence: Discovering a cartoonist’s purpose in a visual format is not something that is simple factual recall and recitation. It involves making generalizations of the significance of visual features, such as props and exaggeration. 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 a cartoonist’s message, they must construct explanations for the meaning of each feature in the cartoon. Students must understand bias, historical context, and the use of visual media features to convey a cartoonist’s position.  **3. Connectedness to the World Beyond the Classroom**  no connection  connected  Description/Evidence: It is critical in the analysis of cartoons for students to understand the political/historical context of the cartoon. Without understanding that an exaggerated drawing of a character is a former president or the leader of a world country, the message of the political cartoon is lost.  **4. Substantive Conversation**  no substantive conversation  high-level substantive conversation  Description/Evidence: Description/Evidence: First, in our “We Do,” students will learn how to analyze several political cartoons. In this whole class discussion, students will raise questions, make distinctions in small features of the cartoons, and interact with the cartoon and the political/historical context. Next, as students participate in small groups in the “You Do,” they will once again have some controls placed on 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. In addition, those who know political/historical contexts will add crucial information to the discussions. As a result, in our “We Do” discussion, all viewpoints will be validated and shared. Students will find success in not only the modeling done in whole-class discussion but in a safer small-group setting. |