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| **Authentic Instruction Continuum** |
| **1. Higher-Order Thinking**  lower-order thinking only  higher-order thinking is central  Description/Evidence: Discovering the government’s purpose in the visual medium of a poster program is not something that is simple factual recall and recitation. It involves making generalizations of the significance of visual features and loaded language. It also requires students to transform meaning and synthesize the historical context to determine message and purpose.  **2. Depth of Knowledge**  knowledge is shallow  knowledge is deep  Description/Evidence: For students to infer the government’s message in a political poster of WW II, they must construct explanations for the meaning of each feature in the poster, including words. Students must understand bias and historical context, and the use of propaganda to convey meaning.  **3. Connectedness to the World Beyond the Classroom**  no connection  connected  Description/Evidence: It is critical in the analysis of these World War II posters for students to understand the political/historical context. Students then will be able to think about how they can communicate a similar message to an audience today to donate money to the cause they feel is worthy. They are advocating solutions to social problems of today by understanding how the U.S. government did the same thing in the 1940’s.  **4. Substantive Conversation**  no substantive conversation  high-level substantive conversation  Description/Evidence: Description/Evidence: First, in our “We Do,” students will see examples of these posters and will review the social climate of the era. In this whole class discussion, students will raise questions, make historical connections, and interact with the poster from a modern perspective. Next, as students participate in small groups in the “You Do,” 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. |