Lesson Title: Drawing Inferences Using Visual Literacy

Created and Submitted by: Susi Grissom, Ruth Nicole Hall, and Judi Moreillon

School Name: Travis Academy/Vanguard and Texas Woman's University (TWU) Preservice Classroom Teacher Class

District: Dallas ISD and TWU

Roles: ELA or Social Studies Classroom Teacher and School Librarian

Grade Level: 7th Grade

Lesson Plan Objectives:
At the end of this lesson, students will be able to:
1. Make inferences based on evidence in historical photographs (primary source documents) and their own background knowledge.
2. Draw conclusions based on historical photographs and background knowledge.
3. Infer a theme of the text based on a selection of historical photographs and background knowledge.
4. Make effective notes on a visual literacy graphic organizer.

ELA-R TEKS (**ONE** only): This standard is the one that will be linked to the wiki. This should be a standard that determines a lesson objective and has a measurable outcome.
§110.19.b (10) Reading/Comprehension of Informational Text/Expository Text, Grade 7
Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:
(D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence.

Other Content Area(s) Addressed: Social Studies
§113.19.b Social Studies, Grade 7
(7) History. The student understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries. The student is expected to:
(D) describe and compare the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements,
(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:
(A) differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas.

Standards for the 21st-Century Learner Indicators:
1.1.2 - Use prior or background knowledge as a context for new learning.
1.1.6 - Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
1.1.9 - Collaborate with others to broaden and deepen understanding.

Classroom Teacher – School Librarian(s) Collaboration:
• Classroom teacher school librarian codesign a visual literacy graphic organizer/assessment tool.
• The school librarian provides a copy of Remember: The Journey to School Integration by Toni

Morrison from school or public library and adds sticky notes for inferences images.
• Both introduce the text and use think-alouds to model the process of drawing inferences.
• Both educators model making notes on the graphic organizer.
• Both educators monitor students' guided practice.
• Both educators assess student learning outcomes.

Measurable Outcome or Final Product:
The students will learn to infer and draw conclusions by using their background knowledge and primary source historical photographs. The students will use the visual literacy graphic organizer to make notes and infer a theme for the text. Educators will use the visual literacy graphic organizer as an assessment instrument.

Assessment Tool(s): Visual Literacy Graphic Organizer (.doc)

Resources:
- *Remember: The Journey to School Integration* by Toni Morrison (Houghton Mifflin, 2004) - multiple copies if possible
- Toni Morrison's *Remember: The Journey to School Integration* (Author Video) from TeachingBooks.net
- Document camera (and/or multiple copies of *Remember*)
- (Sample) Wiki Pathfinder for School Integration/Civil Rights Movement

Estimated Lesson Time: 45 minutes

Instructional Plan Outline/Implementation Steps:

Preparation:
1. Educators distribute one Visual Literacy Graphic Organizer to each student.
2. Educators post Evidence in the Text + Background Knowledge = Inference.
3. Educators post the learning objectives.

Motivation:
4. Educators share Toni Morrison's 2-minute author video on TeachingBooks.net followed by a think-pair-share with a partner about why history is important.
5. Educators review the lesson objectives and formula: Evidence in the Text +Background Knowledge = Inference.
6. Define primary source documents.
7. Educators describe students as student detectives uncovering clues to infer meanings behind photographs (and the print).

Presentation:
8. Educators introduce text *Remember: The Journey to School Integration* to students.
9. Educators say, you can infer, predict, and draw conclusions from images as well as print.
10. Project photograph on page 33 with document camera or with multiple copies, partners/small groups look at the photograph. Educators use think-alouds to model the first example of drawing visual inferences. Educators read information about images from the text page 75 (this photograph is from Texas).

Guided Practice:
11. Students work in partners to conduct think-alouds and record the evidence in the photographs and their background knowledge on their individual graphic organizers.
12. Educators use the book to display the second example of visual imagery on page 30.
13. Educators ask students to find evidence in the photograph, connect with their background knowledge, and ask them to make an inference. Educators will explain information about the photograph from the text on page 75.
14. Educators use the book to display photograph on page 66. Repeat the process.
15. With or without multiple copies of *Remember*, students can view more photographs and make additional inferences.
16. Students work individually to make an inference in the form of an original sentence that suggests a theme for the photographs.
17. Educators monitor and access to determine if students understand their tasks.

Closure:
18. Educators ask students to pair with another group to share their inference of the theme of the photographs.
19. Volunteers share aloud with the entire class.
20. Educators guide students in an oral review and a reflection: 1. How do you make an inference with a visual text? 2. What is the value of making inferences as you read and view texts? 3. Why are primary source documents valuable when we are drawing inferences?

Assessment:
21. The educators review and assess the students' graphic organizers. They determine if the whole class, small groups, or individual students need to follow up with a similar lesson.

Extensions:
22. Students will continue to explore and investigate the U.S. Civil Rights Movement and segregation in Texas as well as other locations; students will read and view the resources on a Wiki pathfinder. Students will begin to identify areas of the movement and segregation that are of particular interest to them.
23. The classroom teacher will read aloud *White Lilacs* by Carolyn Meyer (Sandpiper, 2007) or use this book in literature circles in the classroom.