

Lesson: Picture Analysis Activities

Relevant Learning Outcomes (*italics added*)

Grade 8: Describe how societies *preserve identity, transmit culture,* and adapt to change
Grades 6 & 7: Apply *critical thinking* skills—including comparing, classifying, *inferring,* imagining, *verifying,* using analogies, identifying relationships, summarizing, *drawing conclusions*—to a range of problems and issues.

Additional learning outcomes relevant to above—*Distinguish observations and inferences; evaluate strength of inferences*

Introduction (adjust ideas to fit your students, using your own words):

Teacher: “The job of the historian can be rewarding—learning about and sharing stories about how people have interacted with each other and with their environment. Artifacts that remain from the past provide historians with evidence from which they try to figure out or infer our stories.

Sometimes their stories are incomplete, sometimes they conflict, and sometimes historians learn their stories are incorrect. Strong inferences are plausible, believable given what we have already learned. Sometimes new evidence is so powerful, historians have to change their stories if the stories are to remain plausible and if the historians are to remain credible (e.g., old beliefs that the earth was flat had to change when new tools enabled us to observe evidence that the earth was round). Today we are going to learn some of the tools of historians: how to make careful observations and strong inferences.”

Body:

Teacher: Work through the Picture Analysis activities with students, to motivate them and establish a purpose and objectives for the activities, address and discuss the role of an historian, clarify the meaning of observation and inference, and support students in learning how to evaluate and strengthen their inferences. Then ask students to select the inference they think would make the best caption for the picture. Where relevant, prepare hard copies of slides/pictures for application activities. Where appropriate, provide students choice in working with partners as they apply what they learn. Provide guided practice before students proceed with application tasks. Circulate and check for understanding throughout application activities.

Closure: Invite students to share their responses to each activity. Ask them to reflect on, write about and/or share their experiences and the insights they gained about the tools of the historian, possible impacts of not understanding the difference between observations and inferences, the use of the rubrics to help them evaluate inferences, the Nisga’a people’s stories, why sharing these stories matter, the role of the website, and/or suggestions on how they might personally make a positive difference to our human stories.

Evidence of learning outcomes: Accurate & comprehensive observations; relevant, plausible and sufficient inferences; plausible, sufficient evaluations of inferences; plausible captions—captions that fit strongly with evidence in pictures and prior knowledge, and relevant and plausible reflections.