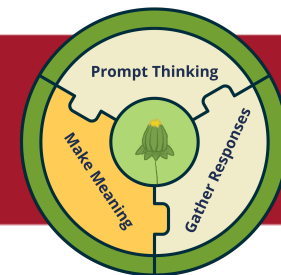


Zoom-In: Make Meaning






Make Meaning: Find Learning Opportunities in Students' Responses







Making meaning from student responses is like quilting because the teacher prompts students to...

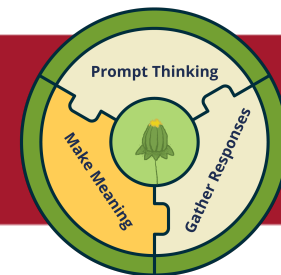
- ☐ consider the meaning of each student response (**Clarify**)
- ☐ determine what pieces to center and focus on and why (**Reflect**)
- ☐ add more details or information (**Elaborate**)
- ☐ explore possible patterns and find deeper meaning (**Explore**)
- ☐ stitch together ideas to see a larger picture or a new concept (**Synthesize**)
- ☐ sort out ideas that could be used in a different quilt (**Redirect**)
- ☐ extend or broaden the meaning or pursue another angle (**Challenge**)

Todd, Z. & Johnson, G. N. (1978) Crazy Quilt, Detail. , 1978. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/qlt000241/>

Understanding Student Responses		
Furtherers teacher understanding	Reflect student thinking	Prompt students to expand their response
 Clarify <ul style="list-style-type: none"> How did your thinking change? What makes you say ___? Tell me more about ____ 	 Reflect <ul style="list-style-type: none"> You connected... You synthesized You carefully noticed 	 Elaborate <ul style="list-style-type: none"> Can you offer more reasons? What else do you see? What is a detail that we should notice?"

Furthering Student Understanding			
 Explore <ul style="list-style-type: none"> What other questions do you have about this image?" "Let's brainstorm in a different direction - what else do you wonder about this image?" 	 Synthesize <ul style="list-style-type: none"> How can we sum-up our ideas in a word or two? What patterns do we notice in our response? What theme or big idea has emerged from our responses? 	 Redirect <ul style="list-style-type: none"> Let's change our thinking by ____ Let's go back to the evidence - point to what you notice? No, that response is not correct because _____ 	 Extend <ul style="list-style-type: none"> Let's change perspectives - how might our response change? If we change the person or add an object how might that change the meaning?

Zoom-In: Make Meaning

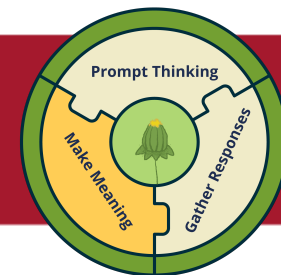


Part 1: Strategies to Further Teacher Understanding of Student Responses

Teacher responses first clarify student understanding of the perspective and details of the student's thinking and then acknowledge the value in the student response.

If student response is a(n) ...		Then teachers understand student responses...			
Quality in Student Response	Student Response Example	Purpose	Ask a Question to Seek More Information	Offer Feedback or Action Steps	Provide Information or Facts (More Fast Facts as Information)
Opinion	<i>Ugly pattern of cloth...it looks weird...</i>	Clarify	<i>What makes you say that?</i>	<i>Show me how that is connected to the facts we learned on the sheet.</i>	<i>Sojourner Truth used sales of this photograph to support her work in the abolitionist movement.</i>
Guessing	<i>I think Dev is right and she is a teacher.</i>	Reflect	<i>Why did that response resonate?</i>	<i>You make a connection when you _____.</i>	<i>We learned that she traveled around giving speeches about abolition of slavery, religion and prohibition.</i>
		Elaborate	<i>Can you offer a few more reasons?</i>	<i>Take a moment to look closely and then tell me...</i>	<i>We have a section on the Fast Facts that may help you.</i>
Connection	<i>Maybe she's posing for an ad to sell her clothes.</i>	Elaborate	<i>What is a detail you see that reminds you of ____?</i>	<i>Tell us more about the details you are noticing.</i>	<i>As we use knowledge from our own lives to make sense of historical images, it's important to remember differences between then and now.</i>
	<i>That shirt looks like it's probably from olden times...</i>	Reflect	<i>Are you making a connection to...?</i>	<i>You recalled how ____.</i>	<i>When historians think and observe in intellectually careful ways, they are able to make important inferences.</i>

Zoom-In: Make Meaning



Part 2: Strategies to Make Meaning with Students

The chart below illustrates a few specific strategies that teachers might use to further student learning by exploring and synthesizing student contributions as well as redirecting and challenging student misconceptions.

If you notice in student responses...		Then to push specific types of student thinking, you might respond with ...			
Quality in Student Response	Examples	Purpose	Ask a Question or Seek More Information	Offer Feedback or Action Steps	Provide Information or Facts
Curiosity	<i>Oh, that's why it's brown? Cause it's old?</i>	Explore	<i>What other/ further questions do you have about this image?</i>	<i>Let's connect our thinking to other things we've learned throughout this unit.</i>	<i>Historical context and scholarship allows us to make meaning from sources without identifiable historical figures.</i>
A tension is mentioned or a wondering is posed	<i>Maybe she was reading and then looked up at someone. But why is she reading standing up?</i>	Explore	<i>Let's brainstorm observations in a different direction - what else do you wonder about this image?</i>	<i>Let's connect the details we see in this image to other things we've learned throughout this unit.</i>	<i>It was impossible to take action shots or quick photos at this time period. The subject would have to pose for quite a long time for one photograph.</i>
Connection	(highlight several student responses listed on chart paper or a projected document)	Synthesize	<i>How can we sum up these statements in a word or two?</i>	<i>Let's look for language and meaning patterns in the responses that I have checked.</i>	<i>Sojourner Truth and Frederick Douglas both leveraged literacy skills to lead others.</i>

Misunderstanding, errors, tangential connections, or unconnected guess(es)	<i>I still don't know wh at the chopsticks are...</i>	Redirect	<i>There are no chopsticks in the image. List five things that you see that are not on the table.</i>	<i>Let's just name what you think you see and we can go back later and cross off mistakes.</i>	<i>Look at the description of the photograph in the fast facts. We know these aren't chopsticks. What else could they be.</i>
	<i>I don't know, maybe one of her students was taking a sneaky pic on his phone...</i>	Challenge	<i>Are you sure? What else might those be?</i>	<i>Find something else in the image that confirms your prediction is correct.</i>	<i>It was common to place props in photographs to communicate ideas. First, list what you see in the image and then infer what might it mean.</i>
An opinion or judgment	<i>Poor person...</i>	Redirect	<i>Point to the objects in the picture that you are naming.</i>	<i>Let's focus your observations on the details in this image.</i>	<i>Let's put inferences on hold - start by naming evidence that you see in the image?</i>
	<i>Weird material...</i>	Challenge	<i>Can you offer a counter-perspective? What might someone who disagrees with you say?</i>	<i>Find something in the image that might prove that the opposite opinion is true.</i>	<i>Styles may come and go at different times. Let's identify what you are seeing.</i>