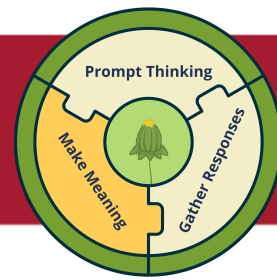


# Zoom-In: Meaningful Learning



## Facilitating Meaningful Learning is like *Quilting*



*Like finding the fabric* - **If, teachers recognize** the unique qualities of each student response

- ❑ listen and look for the specific type of thinking students are doing
- ❑ identify the actions students are taking to achieve that thinking

*Organizing the pattern* - **Then teachers seek** to learn more from students about their thinking

- ❑ 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**)

*Stitching & creating* - **And then, teachers use responses to prompt further student thinking**

- ❑ 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**)

*Using the quilt* - **So, students can make meaning** autonomously from learning experiences.

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

## Differentiated instruction with Primary Sources

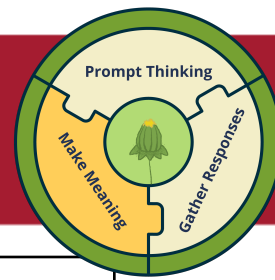
Students come to primary source analysis with wide ranges of background knowledge, reading abilities, curiosities, and interests.

Use this handout to create **If... Then... So** responses to adjust your teaching to student learning needs as learning unfolds

**If** student thinking shows.... **Then** teachers will use (make meaning strategy) ... **So** the student can ... (impact on student learning).

If teacher hears a specific type of thinking...				
Curiosity	Misunderstanding	Judgement	Connection	Guessing
Then teachers respond with a strategy to make meaning				
Explore	Synthesize	Redirect	Extend	
Provoke curiosity	Bring responses into a whole	Change direction or thinking	Think beyond (e.g. deeper or transfer)	
"What other questions do you have about this image?"	"How can we sum up these statements in a word or two?"	"Point to the objects in the picture that you are naming."	"What might someone who disagrees with you say?"	
"Let's connect our thinking to other things we've learned."	"Let's look for language and meaning patterns in these responses."	"Let's focus on what we know from our fact sheet."	"Let's think about how life then was different from our current time."	




# Zoom-In: Meaningful Learning







Teachers recognize the unique qualities of each student response ([more types of student thinking](#))

Curiosity	Misunderstanding	Reasoning	Opinion	Connection	Guessing
Desire to explore and build understanding	Unaware of incorrect or inaccurate information	Deliberate or sensible conclusion	Express a bias	Identify a relationship	Suppose without information
<ul style="list-style-type: none"> <li>Ask questions</li> <li>Make a discovery</li> <li>Take perspective</li> <li>Be playful</li> </ul>	<ul style="list-style-type: none"> <li>Contain errors, mix-up or missed information</li> <li>Connect tangents</li> <li>Using disjointed facts</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to explain process</li> <li>Articulate logic</li> </ul>	<ul style="list-style-type: none"> <li>Estimate value</li> <li>Assume based on partial information</li> </ul>	<ul style="list-style-type: none"> <li>Refer to knowledge</li> <li>Reveal student's learning or life experiences</li> </ul>	<ul style="list-style-type: none"> <li>Answer using intuition</li> <li>Respond without evidence or facts</li> </ul>

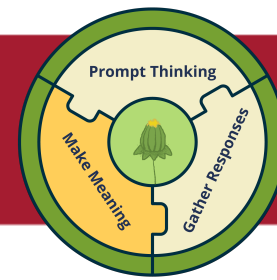
## Understand Student Responses

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

## Further Student Understanding

 <b>Explore</b> <ul style="list-style-type: none"> <li>What other questions do you have about this image?"</li> <li>"Let's brainstorm in a different direction - what else do you wonder about this image?"</li> </ul>	 <b>Synthesize</b> <ul style="list-style-type: none"> <li>"How can we sum up these statements in a word or two?"</li> <li>"Let's look for language and meaning patterns in these responses."</li> </ul>	 <b>Redirect</b> <ul style="list-style-type: none"> <li>"Point to the objects in the picture that you are naming."</li> <li>"Let's focus on what we know from our fact sheet."</li> </ul>	 <b>Extend</b> <ul style="list-style-type: none"> <li>What other questions do you have about this image?"</li> <li>"Let's brainstorm in a different direction - what else do you wonder about this image?"</li> </ul>
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# Zoom-In: Meaningful Learning

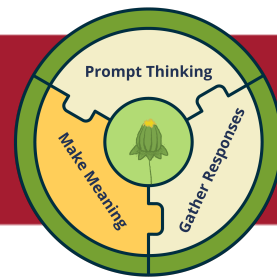


## Teachers seek to learn more from students about their thinking

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 learn more about 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 ( <a href="#">More Fast Facts as Information</a> )
Judgment	<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>
Curiosity	<i>I think Dev is right and she is a teacher.</i>	Reflect	<i>How is that important to you?</i>	<i>You looked carefully when you noticed _____.</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 a nun or something...</i>  <i>That shirt looks like it's probably from olden times...</i>	Elaborate	<i>Tell me more about_____.</i>	<i>Tell us 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>
		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: Meaningful Learning



## Teachers use responses to prompt further student thinking

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>
Curiosity	<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	<i>At first I thought she was reading a book.</i>  <i>I thought it was a book, too.</i>	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	<p><i>I still don't know what the chopsticks are...</i></p> <p><i>I don't know, maybe one of her students was taking a sneaky pic on his phone...</i></p>	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>
		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	<p><i>Poor person...</i></p> <p><i>Weird material...</i></p>	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>
		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>