Grade 4: Module 3: Unit 1: Lesson 1
Using Mystery Pictures and Texts to Discover the Topic: American Revolution
## Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can explain what a text says using specific details from the text. (RL.4.1)  
I can make inferences using specific details from the text. (RL.4.1)  
I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1)

## Supporting Learning Targets

<table>
<thead>
<tr>
<th>Supporting Learning Targets</th>
<th>Ongoing Assessment</th>
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<tbody>
<tr>
<td>• I can actively listen and share in discussions with my peers.</td>
<td>• What Do You See? note-catcher</td>
</tr>
<tr>
<td>• I can make inferences based on information from pictures and text.</td>
<td>• Self-assessment on learning targets</td>
</tr>
<tr>
<td>• I can support my inferences with details and examples from pictures and texts.</td>
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# Agenda

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<tr>
<th>1. Opening</th>
<th>Teaching Notes</th>
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<tbody>
<tr>
<td>A. Reviewing Learning Targets (5 minutes)</td>
<td>• This lesson launches the study of perspectives on the American Revolution. Students begin to think about these perspectives by engaging in a Gallery Walk where they examine many primary source documents that connect to various perspectives on the war ranging from those of the founding fathers in the Declaration of Independence to Loyalists broadsides arguing that colonists fired the first shots at the Battle of Lexington and Concord. Consider revisiting the Mystery Documents in this lesson throughout the module, as students learn more about the Revolution and the perspectives of Patriots and Loyalists.</td>
</tr>
<tr>
<td>B. Engaging the Reader: Mystery Picture (10 minutes)</td>
<td>• For this lesson to fully engage students, do NOT tell them the module topic in advance. Keep the American Revolution a mystery. Throughout this lesson, purposely do not answer students’ questions as their engagement around the topic builds. Take note of key student questions to return to on another day.</td>
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<tr>
<th>2. Work Time</th>
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<tr>
<td>A. First Read of Gallery Walk Documents (10 minutes)</td>
<td>• This module was designed to intentional connect to and enhance students’ work in social studies. If your students have studied the American Revolution in social studies prior to this module, consider making it a review based on the Mystery Pictures as opposed to “discovering” the topic with students. For example, during the Gallery Walk portion of this lesson tell students that the topic is perspectives on the American Revolution. Give them the meaning of the word perspective and ask them to consider what it may mean to have a perspective on the Revolution. Then have students record what they already know or what they wonder about each document in the Gallery Walk (some of the documents, the broadsides for example may still be unfamiliar to students), then construct a KWL chart about the American Revolution. Use the questions generated by students to help guide the rest of the module.</td>
</tr>
<tr>
<td>B. Reread and Note Taking on Gallery Walk Documents (20 minutes)</td>
<td>• In this lesson, students interact with primary source documents in a Gallery Walk. These documents allow them to begin to wonder about the topic and make some inferences about what they will learn over the course of the module. Encourage students to be as quiet as possible during this time. While students will need some teacher reminders, the Gallery Walk is intentionally a silent protocol to allow students to discover the documents at their own pace.</td>
</tr>
<tr>
<td>C. Think-Pair-Share Notices and Wonders (5 minutes)</td>
<td>• The closing of this lesson includes a launch of independent reading for this module. Based on the needs of your class, consider extending the time for this activity, or continuing it at another point in the school day. For more on launching accountable independent reading in your classroom, see the stand-alone document Independent Reading Sample Plan and the Importance of a Volume of Reading document, in the Foundational Reading and Language Standards Resource Package for Grades 3-5.</td>
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<tr>
<th>3. Closing and Assessment</th>
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<tbody>
<tr>
<td>A. Complete the What Do You See? Note-catcher (5 minutes)</td>
<td></td>
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<tr>
<td>B. Launching Independent Reading (5 minutes)</td>
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<th>4. Homework</th>
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<tbody>
<tr>
<td>A. Begin reading your independent reading book for this unit.</td>
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## Agenda

<table>
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<tr>
<th>Teaching Notes (continued)</th>
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<tbody>
<tr>
<td>• In advance:</td>
</tr>
<tr>
<td>– Ensure students have a “research folder” in which they can organize their notes, texts, and vocabulary notebook for this module.</td>
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<tr>
<td>– Review the Mystery Picture and Gallery Walk protocols (see Appendix).</td>
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<tr>
<td>– Create a “gallery” by hanging Gallery Walk documents somewhere away from direct student view. Be sure to space them far enough apart that the class can comfortably spread out to view them.</td>
</tr>
<tr>
<td>– Prepare independent reading books from the Unit 1 Recommended texts list, or other resources you gather.</td>
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<tr>
<td>– Post: Learning targets.</td>
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## Lesson Vocabulary

| actively, listen, share, inferences, support, details, examples |

## Materials

| • Document camera |
| • Mystery Picture (copies for student pairs and one for display) |
| • Gallery Walk documents 1–8 (one each for display; see supporting materials) |
| • Mystery Picture and Gallery Walk documents (for teacher reference; see supporting materials) |
| • What Do You See? note-catcher (one per student and one to display) |
| • Equity sticks |
| • Folder (one per student) |
| • Unit 1 Recommended texts list (for teacher reference; see Teaching Notes) |
| • Recommended texts or other books for independent reading (various; see Teaching Notes) |
# Opening

### A. Reviewing Learning Targets (5 minutes)

- When reviewing the learning targets for this lesson, focus on vocabulary in the targets rather than what students will be doing so as not to give away the mystery.
- Direct students’ attention to the learning targets.
- Read the first learning target aloud:
  * "I can actively listen and share in discussion with my peers."
- Ask students to demonstrate what their body would look like if they were to actively listen and share. Remind them that when peers are sharing, there are no wrong answers and all ideas are to be treated with respect. Today, everyone will be starting on equal ground because no one will know what the topic is that the class is about to engage in.
- Read the second learning target aloud:
  * "I can make inferences based on information from pictures and text.”
- Have students turn and talk to remind one another what an *inference* is. Remind them today to share all their inferences with peers so the class can unlock the mystery together. Inferences are based on sound evidence, not on silly, random ideas. This evidence will come from both text and pictures today.
- Read the third learning target aloud:
  * “I can support my inferences with details and examples from pictures and texts.”
- Ask students to demonstrate with their bodies what it means to *support* something (they may hold their arms up or out). Again, remind students that their inferences must be supported by *details* and *examples* from the pictures and texts.
- Help students know what it would sound like to share an inference with a peer by saying something like: “Here’s an example of an inference that has support—I’m thinking that we may be studying weather because I see lightning in this photograph.” Have students turn and talk about the specific details and examples you used in your inference. Remind them that this is how specific their details and examples should be today.

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### Meeting Students’ Needs

- Help students prepare for cold calling by informing them of the question they need to answer before they Think-Pair-Share.
- For students who need further support, consider simplifying and typing up directions.
- Also consider giving sentence starters for students to discuss their understanding of the words with their partners. For example: “I think this picture is showing ________. I am still confused by this part because ________.”
B. Engaging the Reader: Mystery Picture (10 minutes)

- **Note:** Do not yet reveal the topic of this picture.

- Using a **document camera**, display the **Mystery Picture**, or enlarge the picture and post on the board.

- Tell students that they will work in partners to examine and discuss these pictures. Remind them of the class expectation for working in a small group. For example: All will participate and share their thinking; be respectful of other’s ideas; etc.

- Have students find a partner.

- Distribute copies of the Mystery Picture to pairs of students. Ask students to examine the picture with their partner and discuss the following question:
  - “What do you notice about this picture?”

- While students discuss, distribute copies of the **What Do You See? note-catcher**.

- Refocus student whole group. Then, focus students on the “Part I: Mystery Picture” side of the note-catcher. Tell students that the note-catcher is meant to guide their discussion with their partner and give them a place to catch their ideas. The top three boxes are questions they should each answer aloud to each other. They do not need to write in the top three boxes, but they should use them as talking points for their conversation.

- Read each column description and ask if there are questions. They should write down questions they still have and some ideas about how they could find answers to their questions in the bottom two boxes.

- Give students another 4 minutes to discuss and generate questions.

- Circulate to listen in on discussions. Push students to provide evidence for their thinking from the pictures. For example, you might ask:
  - “What detail in the picture makes you think this drawing is old?”

- After 4 minutes, gather the class to share out questions. Be sure students share only questions at this point—inferences will come later. Use **equity sticks** (introduced in Module 2A) to cold call on a variety of students.

- Pass out a **folder** (or another organizational material) to each student. Explain that students should place their note-catcher in the folder; they will use this folder as a place to store important work throughout the module. Without giving away too much of the performance task, tell students that they will use the note-catchers they store here as research for their performance task at the end of the module. If you choose to be more specific, explain that now (for instance, if you would like students to group their papers by topic or by date completed, be sure they know how to do that).
### Work Time

**A. First Read of Gallery Walk Documents (10 minutes)**

*Note: Do not give away any clues about the topic as you introduce the Gallery Walk.*

- Introduce students to the Gallery Walk protocol (see Appendix). Remind them of the following important aspects of a Gallery Walk:
  1. Be respectful of others’ needs and allow space for others to view the documents. (Ask one student to stand and demonstrate with you what it might look like to both read the same document without getting in one another’s way.)
  2. Take your time and actually read some of the documents over.
  3. As you approach each new document, think about the four things you discussed during Opening B (observations, inferences, knowledge, and questions).
- During this first read, students should bring nothing into the Gallery Walk with them.
- Start the Gallery Walk.
- After about 3 minutes, guide students’ thinking by reminding them of the four things they should consider when looking at each document. Give reminders about silence as needed.
- After another 3 minutes, let students know they have 2 minutes left in the Gallery Walk and give another reminder of the four things they are thinking about.
- After 2 minutes are up, invite students to silently return to their seats.

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### Meeting Students’ Needs

- Consider allowing some students to return to the Gallery Walk without the note-catcher so they can focus on reading/observing. Support them with capturing their thinking by meeting with them (or a strong note-taking peer) briefly after each document they read to fill in the note-catcher. It may also help to provide a partially completed note-catcher for some students.
- To support ELLs and other students, use a graphic for each of the headings of the note-catcher. For example, eyeballs for “Observations,” a connection symbol (two circles overlapping) for “Inferences,” a light bulb for “Knowledge,” and a ? for “Further Research.”
### B. Reread and Note Taking on Gallery Walk Documents (20 minutes)

- Draw students’ attention to Part II of the What Do You See? note-catcher.
- Briefly read each column description and ask if there are questions. As students work through Part II, they should write their responses in the boxes rather than just talking about them as they did with Part I. Point out to students that the boxes are bigger so that they can fill them in. Tell students to leave the Knowledge column blank for now—they will finish that during today’s Closing and Assessment A.
- Tell students they will use Part II of the note-catcher to take notes on what they see/read during their second Gallery Walk.
- Ask students what went well with the first part of the Gallery Walk protocol. Celebrate successes that you saw.
- Ask students what reminders they have for their classmates to make their second Gallery Walk even more successful. Give any reminders that you took note of during students’ first read.
- Invite students to bring a pencil and their note-catcher and to silently reenter the Gallery Walk to reread and take a closer look at three documents—at least one picture and two texts.
- After about 1 or 2 minutes, remind students to choose which document they will take notes on and begin to fill in their What Do You See? note-catcher.
- After another 2 or 3 minutes, give students a time check—they should wrap up their notes on their first document and move onto their second.
- Give students another 3 or 4 minutes to work on their second document before reminding them again to wrap up and move onto their last document.
- After 3 or 4 minutes, ask students to wrap up their thinking and silently move back to their seats.
- If it seems like students need extra time to fill in their note-catcher, give them a couple of minutes to do so in their seats.

### C. Think-Pair-Share Notices and Wonders (5 minutes)

- Place students in groups of three or four.
- Invite them to share notices and wonders from their second Gallery Walk. Guide students to share mostly from their Observations and Inferences columns of their note-catchers.
### Closing and Assessment

**A. Complete the What Do You See? Note-catcher (5 minutes)**
- Refocus students whole group and ask:
  * “What do you know about the American Revolution from the pictures and texts you saw today?”
- Tell students to answer this question in the Knowledge column of their note-catchers.
- After giving students 1 or 2 minutes to fill in the Knowledge column, ask them:
  * “What questions do you have about the pictures and texts you saw today?”
- Tell students to answer this question in the Further Research/Wonder column of their note-catcher.
- Collect the note-catchers to review later. These student responses can be used to inform how much background knowledge they have on the topic and what extra work you may want to do outside of the literacy block to enrich their study of the American Revolution.

**B. Launching Independent Reading (5 minutes)**
- Tell students you have gathered books related to this topic for them to read independently throughout the module.
- Remind students that they should use the Goldilocks Rule for selecting “just right” texts for independent reading.
- Invite students to browse the **recommended texts** you have displayed for them and choose one.

### Meeting Students’ Needs

- Some students may be overwhelmed by the task of summarizing what they already know (the Knowledge column). It may be helpful to revise their task to simply list questions (the Further Research/Wonder column).
- Developing self-assessment and reflection supports all learners, but research shows it supports struggling learners most.
- You may wish to provide students with additional time to browse and select a text for reading at their independent reading level.
## Homework

- Begin reading your independent reading book for this unit.

*Note: For Lesson 2, you will need to create engaging “Tax Experience.” See Lesson 2 Teaching Notes for details.*

## Meeting Students’ Needs

- Consider providing additional support or struggling readers by providing audio versions of books on the recommended text list for this module. Students can listen to these audio recordings during the school day during their additional literacy time, and reread the printed version of the text for homework or take the audio recording and printed versions home to practice reading along.
"The massacre perpetrated in King Street Boston on March 5th 1770", Rare Book and Special Collections Division, Library of Congress.
http://www.loc.gov/pictures/resource/cph.3a45748/
Gallery Walk Document 1

Library of Congress Prints and Photographs Division Washington, D.C LC-DIG-ppmsca-15704
A Circumstantial ACCOUNT

Of an Attack that happened on the 19th of April 1775, on his Majesty's Troops,

By a Nombre of the People of the Province of Massachusetts Bay.

On the 19th of April, about half past two at Night, Lawrence Colonel Smith of the 20th Regiment, marched from the Common at Boston, with the Grenadiers and Light Infantry of the Troops there, and landed on the opposite Side, from whence he began his March towards Concord, where he was ordered to deliver a Magazine of Military Stores, deposited there for the Use of an Army to be assembled, in order to act against his Majesty, and his Government. The Colonel called his Officers together, and gave Orders, that the Troops should not fire, unless fired upon; and after marching a few Miles, detached his Companies of Light Infantry, under the Command of Major Parson, to take Possession of two Bridges on the other Side of Concord. Soon after they left him, the Troops entered the village of Sturges, and the Ringing of Alarm Bells repeatedly, which convinced them that the Country was rising to oppose them, and that it was a prudent Sceint to oppose the King's Troops, wherever there should be a Favorable Opportunity for it. About 1 o’Clock the next Morning, the Troops being advanced within two Miles of Lexington, intelligence was received that a Body of five Hundred Men in Arms, were assembled, and determined to oppose the King's Troops. * and on Major Parson's galloping up to the Head of the advanced Companies, two Officers informed him that a Man (advanced from those that were assembled) had prefected the Meeting, and attempted to shoot them, but the Fire failed in the Pant. On this Intelligence, the Troops were ordered to advance forward, but on no Account to fire, not even to stir out of their Orders. When they arrived at the End of the Village, they observed about two hundred Men, drawn up on a Green, and when the Troops came within a Hundred Yards of them, they began to file off to the left of some Stone Walls, on their right flank: The Light Infantry driving this Way, they had occasioned a smart fire on the Soldiers not to fire, but to surround and drive them; some of them had jumped over a Wall, when three or four of them were shot: Another Officer, then shot several Men, and killed several of the Country People; and were ordered as soon as the Authenticity of their Orders could be made.

After this, Colonel Smith marched up with the Remainder of the Detachment, and the whole body proceeded to Concord, where they arrived about 9 o’Clock, without any Thing further happening: But whilst Numbers of armed People were seen Assembly on all the Heights while Colonel Smith with the Grenadiers, and Part of the Light Infantry remained at Concord, in search of Cannon, they detached Captain Parson with his Light Companies to secure a Bridge at some Distance from Concord, and so proceed from thence to certain Houses, where it was suspected there was Cannon, and attracted Captain Parson in pursuit of their Orders, pursued three Companies.

The Troops had above fifty killed, and many more wounded: Reports are various about the Loss occasioned by the Country People, some make it very considerable, others not so much.

Thus this unfortunate Affair has happened through the Refrains and Injustice of a Few People, who began firing on the Troops at Lexington.
Library of Congress, Rare Book and Special Collections Division
IN CONGRESS, JULY 4, 1776.

A DECLARATION

BY THE REPRESENTATIVES OF THE
UNITED STATES OF AMERICA,
IN GENERAL CONGRESS ASSEMBLED.

WHEN in the Course of human Events, it becomes necessary for one People to dissolve the Political Bands which have connected them with another, and to assume among the Powers of the Earth, the separate and equal Station to which the Laws of Nature and of Nature’s God entitle Them, a decent Respect to the Opinions of Mankind requires that they should declare the Causes which impel them to the Separation.

We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain inalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness—that to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed, that whenever any Form of Government becomes destructive of these Ends, it is the Right of the People to alter or to abolish it, and to institute new Government, entertaining from time to time the Experience of all Governments, separating or uniting their Princes, and organizing their Princes in such Form, as to them shall from time most likely effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient Causes; and accordingly all Experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the Forms of Government which they have inherited. But when a long Train of abuses and usurpations, pursuing invariably the same Object, evinces a design to reduce them under absolute Despotism, it is their Right, it is their Duty, to throw off such Government, and to provide new Guards for their future Security. Such has been the patient Sufferance of these Colonies; and such is now the Necessity which constrains them to alter their former Manner of Living. The History of the present King of Great Britain is a History of repeated Injuries and Usurpations, all tending towards Object the Erection of a Doctarium Tyranny over these States. To prove this, let Facts be submitted to a candid World.

He has refused his Assent to Laws, the most wholesome and necessary for the public Good.

He has forbidden his Governors to pass Laws of immediate and pressing Importance, unless submitted in their Session to his Assent, which is so常 to be expected; and when presented, he has negatived their Assent to Laws the most wholesome and necessary for the public Good.

He has refused to pass other Laws for the Accommodation of large Districts of People, unless those People would relinquish the Right of Representation in the Legislature, a Right Inexorable to them, and formidable to Tyranny only.

He has called together Legislative Bodies at Placestund, non-Investigable, and distant from the Depository of their public Records, for the sole Purpose of Op合力ing them in Assent to his Measures.

He has dissolved Representative Bodies repeatedly, for opposing with manly Firmness his侵伐ions on the Rights of the People.

He has refounded a long Time, after such Dissolutions, to raise obstructions to be elected, whereby Legislative Powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the mean Time exposed to all the Dangers of Invasion from without, and Civilscontentions within.

He has endeavored to prevent the Population of those Places; for that Purpose obstructing the Laws of Naturalization of Foreigners; refusing to pass others to encourage their Migrating hither, and to the Conditions of new Appropriations of Land.

He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judicial Powers.

He has made Judges dependent on his Will alone, for the Tenure and Payment of their Salaries.

He has created Multitudes of new Offices, and sent hither Swarms of Officers to harass our People, and eat up their Substance.

He has kept among us, in Times of Peace, Standing Armies, without the Consent of our Legislatures.

He has affected to render the Military independent of and inferior to the Civil Power.

He has combined with Others to subject us to a Juxtaposition Foreign to our Constitution, and unacknowledged by our Laws, giving his Assent to their Acts of Charitation:

For quartering large Bodies of Armed Troops among us:

For transporting those People thus quartered in Vessels to and from other Places.

For giving them Quarters in all Places of his Choice:

For exempting their Officers and Soldiers from the Laws of the Land:

For虜nessing a Judge to a Tenure unbroken by his Will alone, for the Tenure and Payment of their Salaries:

For depriving us in many Cases of the Benefits of Trial by Jury:

For passing Laws of a Enumerating and exceeding him to be tried for any Offence:

For abolishing the free System of English Laws in a neighboring Province, establishing therein an arbitrary Government, and enlarging its Boundaries, so as to render it at once a Muster and a Harrow for the People of this Colonies:

For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:

For suspending our own Laws, and declaring themselves invested with Power to legislate for us in all Cases whatsoever:

He has abdicated Government here, by declaring our Longs since his Protection and waging War against us.

He has plundered our seas, ravaged our Coasts, destroyed our Charters, and drive out our Lords, Merchants, and Masters of the seas.

He is, at this Time, transporting large Armies of Foreigners to complese the Works of Death, Desolation, and Tyranny, already begun with circumstances of Cruelty and Perfidy, scarcely paralleled in the most barbarous Ages, and matters unworthy the Head of a civilized Nation.

We, therefore, the Representatives of the UNITED STATES OF AMERICA, in General Congress, Assembled, appealing to the Supreme Judge of the World for the rectitude of our Intentions, do, in the Name, and by Authority of the good People of theseColonies, la腿itiously litigating and Declarative, that these United Colonies are, and of Right ought to be, FREE AND INDEPENDENT STATES; that no Temporal or Spiritual Power can consistent with the Constitution or Laws of the Supreme People of this Colonies, lawfully reside or exercise within the same, or any Part thereof; nor shall the Right of judgment in any Case, small or great, be revoked, or abridged. Being under an Obligation to render an Account of the Conduct of Government, and it is our Right, in Cases arising under the Laws, to have a Voice and a Vote, in such Account; as a common Right, of these Colonies, and such is our unanimous Determination. And for the Support of this Declaration, with a firm reliance on the Protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes, and our sacred Honor.

Signed by Order and in Behalf of the Congress,

JOHN HANCOCK, PRESIDENT.

Philadelphia, Printed by John Dunlap.

Declaration of Independence (US 1776)
Currier, N. "Declaration of Independence: July 4th 1776". Prints and Photographs Division, Library of Congress.
http://www.loc.gov/pictures/resource/cph.3b50118/
“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness.”
**Mystery Picture:** Boston Massacre, March 5, 1770.  

**Gallery Walk Document 1:** Print depicting Crispus Attucks, a slave; was considered the first casualty of the Revolutionary War when he was killed in the Boston Massacre.  

**Gallery Walk Document 2:** Print depicting the Boston Tea Party, Dec. 16, 1773.  

**Gallery Walk Document 3:** Print depicting the Battle at Lexington and Concord, first battle of the Revolutionary War, April 19, 1775.  

**Gallery Walk Document 4:** Broadside arguing that the Minute Men fired the first shot in the battle of Lexington and Concord.  

**Gallery Walk Document 5:** Broadside arguing that the British troops fired the first shot in the battle of Lexington and Concord.  

**Gallery Walk Document 6:** The Declaration of Independence.  
[http://www.loc.gov/rr/program/bib/ourdocs/DeclarInd.html](http://www.loc.gov/rr/program/bib/ourdocs/DeclarInd.html).

**Gallery Walk Document 7:** Print depicting the signing of the Declaration of Independence on July 4, 1776.  

**Gallery Walk Document 8:** Quote from the Declaration of Independence.
# What Do You See? Note-catcher

## Part I: Mystery Picture

<table>
<thead>
<tr>
<th>Observations (NOTICE)</th>
<th>Inferences</th>
<th>Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe exactly what you see in the photo.</td>
<td>Say what you conclude from what you see.</td>
<td>Summarize what you already know about the situation and time period shown, and the people and objects that appear.</td>
</tr>
<tr>
<td>• What people and objects are shown?</td>
<td>• What’s going on in the picture?</td>
<td></td>
</tr>
<tr>
<td>• How are they arranged?</td>
<td>• Who are the people and what are they doing?</td>
<td></td>
</tr>
<tr>
<td>• What is the physical setting?</td>
<td>• What might be the function of the objects?</td>
<td></td>
</tr>
<tr>
<td>• What other details can you see?</td>
<td>• What can we conclude about the time period?</td>
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## Further Research (WONDER)

What questions has the photo raised?

What are some sources I can use to find answers?
## What Do You See? Note-catcher

Part II: Gallery Walk

<table>
<thead>
<tr>
<th>Document</th>
<th>Observations (NOTICE)</th>
<th>Inferences</th>
<th>Knowledge</th>
<th>Further Research (WONDER)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Picture/text you are looking at/reading.</td>
<td>Describe exactly what you see/read in the photo/text.</td>
<td>Say what you conclude from what you see/read.</td>
<td>Summarize what you know about the situation and time period shown/described.</td>
<td>What questions has the photo/text raised?</td>
</tr>
</tbody>
</table>