

## PICTURE THIS!

### TN Language Arts Checks for Understanding

0601.1.1	0601.1.5	0601.2.3	0601.2.9
0601.2.13	0601.2.16	0601.2.17	0601.5.2
0601.6.1	0601.6.6	0601.8.1	0601.8.17
0701.1.1	0701.1.5	0701.2.3	0701.2.8
0701.2.15	0701.2.16	0701.4.8	0701.6.2
0701.6.6	0701.8.1	0701.8.17	
0801.1.1	0801.1.5	0801.2.3	0801.2.9
0801.2.17	0801.2.18	0801.4.10	0801.6.6
0801.8.1	0801.8.19		

This lesson incorporates historical picture books to both teach reading skills and historical facts.

Students are to work in groups to complete the tasks. Students are to designate roles within their groups; these roles will change on a daily basis so that students experience all of the responsibilities for completing the project.

Students will be assessed on their ability to work within the group, on their individual sheets kept for group roles, on their final project, and on their understanding of the book and its historical significance.

#### A SAMPLE RUBRIC:

**Group Dynamics** (Cooperation, Listening, Participating, Staying on Task)

**Final Project** (Ability to follow directions, Connection to historical period, Presentation, Reliability of facts)

**Record Keeping** (Individual student papers and logs kept to verify student work, also checked for correct mechanics)

**Text Connections** (Text to Self, Text to Text, Text to World)

#### GROUP ROLES

**Word Wizard** (This person collects important, new, or interesting words for the group. These words, their meanings, and their relevance to the story/historical period should be noted on the wizards log sheet.)

**Questioner** (This person is responsible for writing thought-provoking questions while reading. These questions can be used in literature circle on the following day to ensure that all group members understood the selection. These should NOT be questions that only require one-word answers.)

**Summarizer** (This person writes a summary of today's reading in paragraph format.)

**Arty Artist** (This person draws a sketch, cartoon, or picture of a scene from the reading or a scene that summarizes the reading section. These don't have to be museum-worthy pictures, but they need to contain lots of detail and be able to be understood by the teacher)

and group members.)

The teacher should use a historical fiction picture book to model for the students the different roles and how to complete a daily log. The teacher should also model text connections so that students will better understand these.

**FINAL PROJECT CHOICES:**

- Mural
- Diorama
- Power Point Presentation
- Movie Maker Presentation
- Dramatic Presentation

Each student should keep a notebook for their daily logs. (These logs will be a part of student assessment.)

Their daily logs should include the following information:

- Name of book and author
- Date
- Section of book to be read for daily assignment
- Student role for the group

The majority of the daily log will consist of the student's completion of their role assignment. (For example, the artist will have a sketch on his/her page while the questioner will have a list of questions.)

**SAMPLE BOOKS** (There are literally hundreds of books available. A quick stroll through a bookstore or online will net you picture books galore.)

*Seeker of Knowledge: The Man Who Deciphered Egyptian Hieroglyphs* by James Rumford

*Goin' Someplace Special* by Fred McKissack

*Seven Brave Women* by Betsy Hearne

*Casey Over There* by Staton Rabin

*In America* by Marissa Moss

*Seminole Diary: Remembrances of a Slave* by Dolores Johnson

*Hilde and Eli: Children of the Holocaust* by David A. Adler

*Pink and Say* by Patricia Polacco

*Clouds of Terror* by Catherine A. Welch