

Deep Reading of an Image

One-way to encourage students to pay attention to details while reading is to use images including photos, political / editorial cartoons, paintings, advertisements, memes, signs, etc. By methodically looking at an image, students may notice details, and make connections and predictions. The same focus may be transferred to closely examining a text.

Benefits of using images:

- Looking at images helps students focus on details while determining the “big idea.”
- Repeating the same process and using the same tools, such as the attached questions, gives will help students take ownership of the process.
- Including open-ended questions encourages students to draw conclusions and make observations based on evidence in the image versus being given the “correct answer.”

Adaptation strategies:

- Students may work in small groups to discuss the image while answering the questions. Then, a group may share its responses with another group. Students may also respond to another group’s answers – affirming or challenging their responses.
- After analyzing a group of related images, have students (1) write a word or phrase they associate with each image, (2) describe what the images have in common and/or not in common (topic / issue, shape / size, people, objects, etc.), and (3) share responses as a class. Ask students what they learn about the topic / issue from viewing multiple versus one image.

For more ideas:

- The Visual Literacy Toolkit - <http://www.humanities.umd.edu/vislit/index.php>
- The Artists Toolkit: Visual Elements and Principles - <http://www.artsconnected.org/toolkit/encyclopedia.html>
- Visual Thinking Strategies (video): <https://vimeo.com/9827533>

Related PA ELA Common Core Standards (grades 6 and 11-12)

CC.1.2.6.G: Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.

CC.1.2.11-12G: Integrate and evaluate multiple sources of information presented in different media or formats.

CC.1.5.6.F: Include multimedia components and visual displays in presentations to clarify information.

CC.1.5.11-12.F: Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

C.C.1.5.6.A: Engage effectively in a range of collaborative discussions on grade-level topics, texts and issues, building on others’ ideas and expressing their own clearly.

C.C.1.5.11-12.A: Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on other’s ideas and expressing their own clearly and persuasively.

Deep Reading of an Image

Name _____ Date _____

<i>Title / caption of image</i>	<i>Date of image</i>
<i>Creator of image</i>	<i>Location of image</i>

<i>Word Box</i>	
---------------------	--

Core Questions: Use details from the image to complete the following sentences.

1. I notice _____
2. I see _____
3. I wonder _____.
4. I believe _____.

If there are people in the image, use details from the image to complete the following sentences.

1. I think that the (person feels) (people feel) _____
because _____
2. I think the (person) (people) might be saying / thinking _____

because _____

3. This make me (believe) (wonder) (think) (feel) _____
because _____

Open-Ended Questions

1. What is happening in the image? In the image, _____
_____ is happening.
2. What details make you say _____ is happening? The details that make me say
_____ is happening are _____.
3. What evidence supports what you see? The evidence that supports what I see is _____
_____.
4. What more can you find in the image that helps you understand the image? (key words/ phrases,
people, objects, colors, etc.) The _____
in the image helps me understand the image because
_____.
5. How is the image similar or different from the text? The image is (similar) (different) from the
text (reading) because _____.

Challenge questions

If there is no title / caption for the image, write a title / caption.

Predict what will happen (an hour) (a day) (a week) after the scene in the image.

What is the evidence for your prediction? The evidence for my prediction is _____

What is the significant or importance of the image? The (significance) (importance) of the
image is
