

# Critical Challenges

ACROSS THE CURRICULUM

## Sample Critical Challenge

### *Contributions in pictures*

Taken from  
**Contributing to Family and Community**

#### Authors

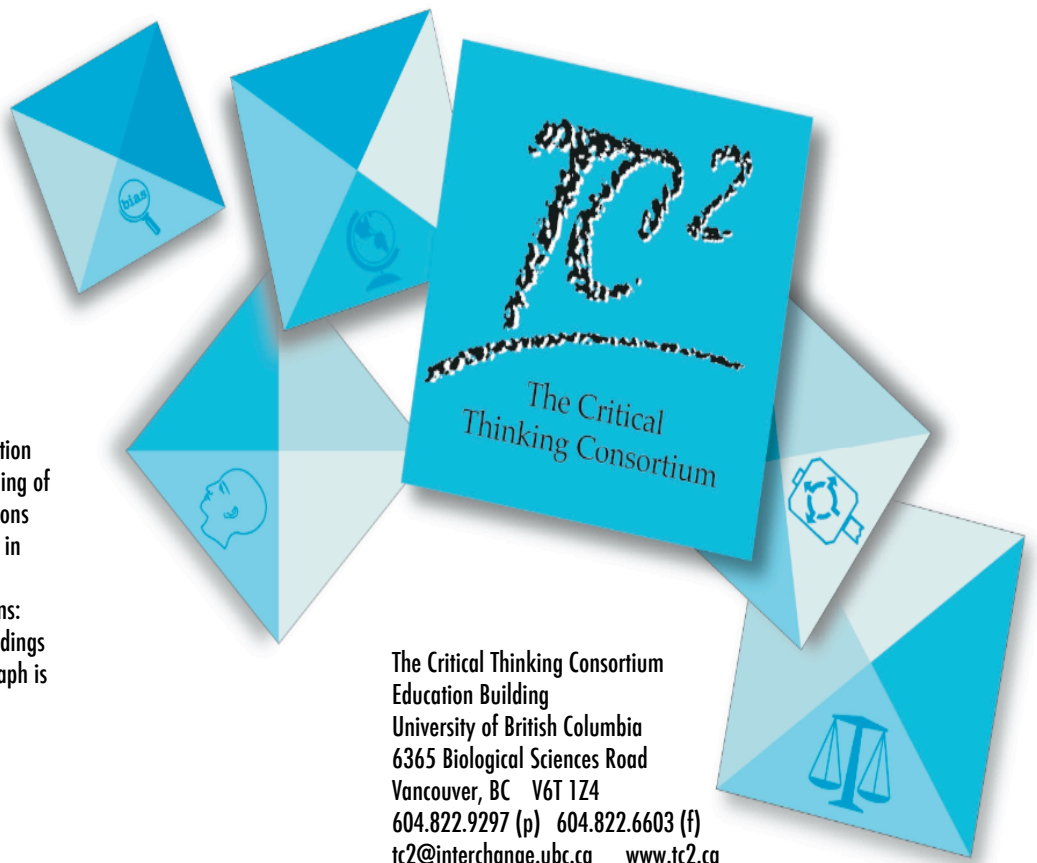
Irene Agelatos, Susan Johnson, Jennifer Lewis,  
Roberta MacQuarrie, Jan Nicol, Brandi Robinson,  
Elaine Spracklin, May Wong, Lynn Zuehlke

#### Editors

Mary Abbott, Carole Ford, Roland Case

#### Synopsis

In this challenge, students learn to extract information from photographs as they extend their understanding of the different community helpers and the contributions each makes. Students take on the role of detective in looking for clues in photographs depicting various community helpers in order to answer the questions: what, where, who and why. They then use their findings to explain how the person depicted in the photograph is contributing to the community.



The Critical Thinking Consortium  
Education Building  
University of British Columbia  
6365 Biological Sciences Road  
Vancouver, BC V6T 1Z4  
604.822.9297 (p) 604.822.6603 (f)  
tc2@interchange.ubc.ca www.tc2.ca

# Contributions in pictures

## Critical Challenge

**Critical task** Find the clues for what, where, who and why in the photograph and then offer your conclusions for each question.

**Overview** In this challenge, students learn to extract information from photographs as they extend their understanding of the different community helpers and the contributions each makes. Students take on the role of detective in looking for clues in photographs depicting various community helpers in order to answer the questions: what, where, who and why. They then use their findings to explain how the person depicted in the photograph is contributing to the community.

## Objectives

**Broad understanding** Different roles in the community contribute in various ways to meeting community needs.

**Requisite tools**

**Background knowledge**

- knowledge of community services and needs



**Criteria for judgment**

- criteria for explaining a picture (e.g., based on information in the picture, uses a lot of clues)



**Critical thinking vocabulary**

- clue and conclusion



**Thinking strategies**

- 4W chart (what, where, who and why)



**Habits of mind**

- attention to detail



# Suggested Activities

## Session One

Blackline Masters #9–11

Introduce clue and conclusion

- Ask if anyone in the class knows what a “clue” is. Offer several of the examples of clues suggested below and invite the class to reach a conclusion:



clue and conclusion

Here’s my clue about...	What is your conclusion?
<ul style="list-style-type: none"> <li>• <i>how I am feeling (cross your arms and look nasty)</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>sad</i></li> <li>• <i>mad</i></li> </ul>
<ul style="list-style-type: none"> <li>• <i>what I am thinking about: “it has something to do with lunch”</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>food</i></li> <li>• <i>eating</i></li> <li>• <i>time off</i></li> </ul>
<ul style="list-style-type: none"> <li>• <i>what I am going to do tonight (mime typing on a computer)</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>work on computer</i></li> <li>• <i>play a video game</i></li> </ul>
<ul style="list-style-type: none"> <li>• <i>my favourite activity (mime reading a book, or skiing)</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>reading</i></li> <li>• <i>skiing</i></li> </ul>

After several examples, help students to suggest words to define the two concepts:

- *clues* are hints or pieces of information that help you find out something;
- *conclusions* are answers or ideas that you think of because of a clue.

Invite students to suggest clues

- Suggest several sample conclusions and invite students to offer clues that might lead to these conclusions:

My conclusion is...	What clues might make me think this?
<ul style="list-style-type: none"> <li>• <i>that you are feeling happy</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>smiling</i></li> <li>• <i>laughing</i></li> <li>• <i>having fun</i></li> </ul>
<ul style="list-style-type: none"> <li>• <i>that you want to say something to me</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>raising hand</i></li> <li>• <i>trying to get attention</i></li> <li>• <i>call your name</i></li> </ul>
<ul style="list-style-type: none"> <li>• <i>that you are hungry</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>eating</i></li> <li>• <i>asking for food</i></li> </ul>

**Introduce  
picture study**

- Indicate to the class that clues are not just in words, but that people get clues by looking at pictures. Explain that police officers and detectives study photographs for clues about who someone is and what they might be doing. Display an overhead transparency of *Picture #1* (Blackline Master #9) or distribute a copy of the picture to each pair of students. Explain that the class will be “community” detectives—trying to find out about everyone in the community and what they do, where they do it and why. As good detectives, students will “take one step at a time” and “they won’t jump to conclusions.” Explain that these phrases mean that students will answer one question before moving to the next question and that they will look for clues before coming to a conclusion. Create the outline of a chart by labeling the first column “Questions” and the second column “Clues.” Print “What is the person doing?” in the question column and ask students to look for clues to the answer.

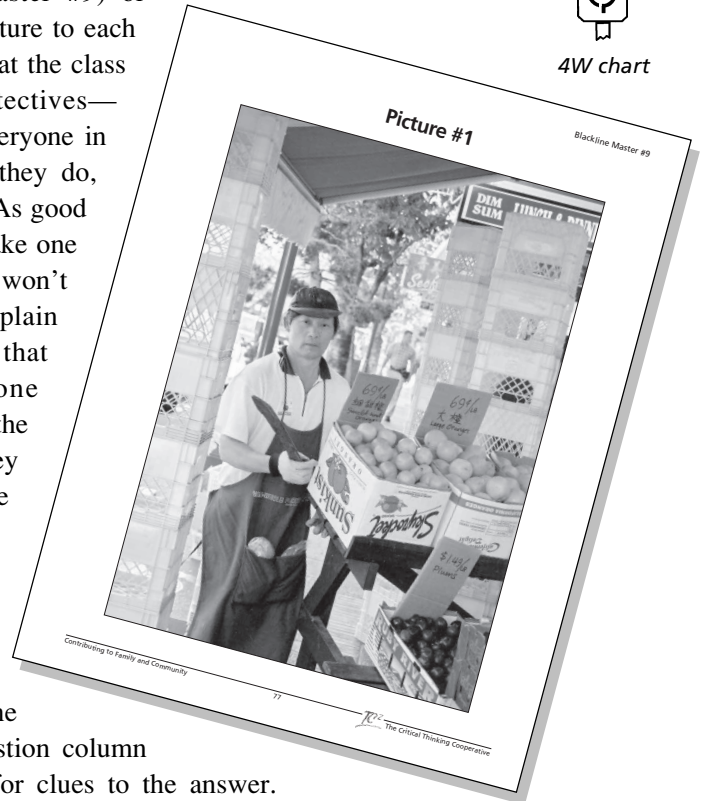
Write their clues in the second column. If students suggest a conclusion instead of a clue, do not write it down, but ask what they see in the picture that encourages them to think that the person is doing this (e.g., Why do you think the person is selling fruit and not selling meat or newspapers? Why do you think the person is selling fruit and not giving it away?). Collect student clues and offer some of your own for the “what” question. Then create a third column with the label “Conclusions.” Record students’ suggested conclusions and add some of your own. Encourage students to locate additional clues in support of the conclusions they offer. Repeat this procedure with the other three questions until you have created a chart similar to the following.



attention to detail



4W chart



## Studying the picture

Questions	Clues	Conclusions
<i>What is the person doing?</i>	<ul style="list-style-type: none"> <li>• lots of fruit</li> <li>• prices on the fruit</li> <li>• holding a knife</li> <li>• lots of empty boxes</li> </ul>	<ul style="list-style-type: none"> <li>• selling fruit</li> <li>• taking care of the fruit—cleaning, getting rid of rotten fruit</li> <li>• replacing the fruit that has been sold</li> </ul>
<i>Where is this? (What is the place?)</i>	<ul style="list-style-type: none"> <li>• stalls for fruit</li> <li>• cars</li> <li>• sidewalk</li> <li>• not much space</li> </ul>	<ul style="list-style-type: none"> <li>• a small grocery or fruit store</li> <li>• at the outside section</li> </ul>
<i>Who is the person?</i>	<ul style="list-style-type: none"> <li>• wearing an apron</li> <li>• holding a knife</li> <li>• working in a fruit store</li> </ul>	<ul style="list-style-type: none"> <li>• grocer</li> <li>• manager or clerk in the fruit department</li> </ul>
<i>Why is the person doing it? (What needs is the person meeting?)</i>	<ul style="list-style-type: none"> <li>• prices on fruit</li> <li>• lots of different fruit</li> <li>• holding a knife</li> </ul>	<ul style="list-style-type: none"> <li>• making money—is not giving the fruit away</li> <li>• providing food for people</li> <li>• making people happy by giving them the type of food they want</li> <li>• protecting health by removing the rotten fruit</li> </ul>

### Reinforce needs

- Encourage students to see the last question “Why is the person doing it?” as an invitation to explain what needs this person is meeting, both for himself and also for others in the community. It may be helpful to draw attention to the needs of people in a family and community. You may want to invite students to brainstorm basic needs or simply provide them with a list such as the following



*knowledge of  
community needs*

### Basic family and community needs

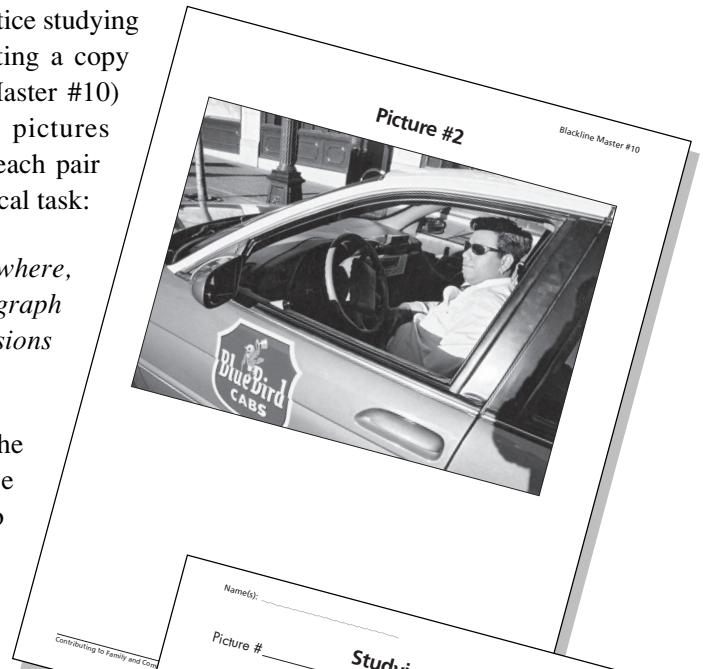
- food
- health
- safety
- learning
- belonging
- fun
- earn a living
- ability to move about

**Present practice challenge**

- Arrange for students to practice studying another picture by distributing a copy of *Picture #2* (Blackline Master #10) and a copy of *Studying pictures* (Blackline Master #11) to each pair of students. Present the critical task:

*Find the clues for what, where, who and why in the photograph and then offer your conclusions for each question.*

Ask students to look at the picture for clues to the “what” question. They are to record these in words or simple drawings in the “Clues” box on Blackline Master #11. Review as a class the clues that students found for the first question. Invite students to add any clues to their chart that they had not already noticed. Then discuss as a class the conclusions that might be reached about the “what” question. Invite students to record these answers in the “Conclusions” box on their sheet. Repeat this procedure until the clues and conclusions to the remaining three questions have been addressed. With the final question, encourage students to discuss why the person is acting in light of the needs that he may help to meet. For example, the taxi driver may be helping people meet their health needs by providing emergency service to people who must get to a hospital. Collect the completed charts to determine how well students understand the task.



Blackline Master #11

Name(s): \_\_\_\_\_

Picture # \_\_\_\_\_

	Clues	Conclusions
<b>What</b> is the person doing?		
<b>Where</b> is this? (What is the place?)		
<b>Who</b> is the person?		
<b>Why</b> is the person doing it? (What need is the person meeting?)		

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## Session Two

BlacklineMasters #11–19

Prepare for picture study

- ▶ Duplicate sufficient copies of each of the remaining eight pictures (Blackline Masters #12–19) so that each pair of students will have one or more pictures to study. If you want each pair of students to study two pictures, you would need to duplicate three copies of each of the following pictures to accommodate a class of 24 students:

- sales clerk: *Picture #3* (Blackline Master #12)
- shoe repair: *Picture #4* (Blackline Master #13)
- street performer: *Picture #5* (Blackline Master #14)
- restaurant chef: *Picture #6* (Blackline Master #15)
- security guard: *Picture #7* (Blackline Master #16)
- car salesperson: *Picture #8* (Blackline Master #17)
- hair stylist: *Picture #9* (Blackline Master #18)
- street bottle/can collector: *Picture #10* (Blackline Master #19)



Also duplicate multiple copies of the 4W chart (Blackline Master #11) so that each pair of students will have a chart for every picture you want them to study.

- ▶ Direct those pairs of students who successfully completed the practice challenge to work independently on a picture they select from the above collection of pictures. When completed, quickly review their work before directing them to select a new picture to study. In the meanwhile, gather those students who struggled with the initial practice challenge into a group and repeat the practice procedure using one of the less challenging pictures (Pictures #4, 8–9). When students in this group are able to work on the task with a partner, give them a new picture and a 4W chart for use in completing the critical challenge. Encourage all students to find as many clues as they can and to use the clues to decide on their conclusions for each question.



criteria for explanation

Present additional challenges

## Session Three

Blackline Master #2B

Share findings

- ▶ When students have completed their picture studies, on the board create a chart such as the one below. Invite students to share their findings in summary form. For each photograph, ask for volunteers to identify what they have learned about communities by connecting the 4W questions to the features of a community.



knowledge of community

## Features of a community

People (who)	Place (where)	Activities (what)	Needs met (why)
#1			
#2			
#3			

Add to the wall map

- **OPTIONAL:** Encourage students to draw pictures of the new people, places, things and activities they have learned about during this photo study. Since the drawings will go on the giant wall map of their own community, students must check that these features are actually found in their community. Provide copies of Blackline Master #2B for students to use in drawing their pictures. Ask students to introduce their features to the rest of the class as their drawings are attached to the map.

### Evaluation

Blackline Master #20

Assess  
the picture study

- Assess students' ability to draw conclusions from pictures using the rubric *Assessing picture studies* (Blackline Master #20). The sources of evidence and the two criteria for this assessment are listed below:

- use students' responses to the class discussion and their answers to *Studying pictures* (Blackline Master #11) to assess students' ability to distinguish clues from conclusions;
- use students' responses to the class discussion and their answers to *Studying pictures* (Blackline Master #11) to assess students' ability to recognize relevant clues and to draw conclusions from them.

	Pre-recognition	Partial recognition	Basic understanding	Extended understanding	Sophisticated understanding
Distinguishes clues from conclusions	Does not understand the difference between a clue and a conclusion.	Understands the difference, but cannot consistently distinguish obvious examples of clues from conclusions.	Correctly distinguishes very obvious examples of clues and conclusions, without explanation.	Correctly distinguishes obvious examples of clues and conclusions, offering a very simple explanation.	Correctly distinguishes many examples of clues and conclusions, explaining the connection in own words.
Recognizes clues and draws conclusions	Does not understand what it means to locate a conclusion.	Understands what is asked, but has difficulty locating clues and using very obvious conclusions.	Locates the most obvious clues to reach a conclusion.	Locates obvious clues to reach one or more conclusions.	Locates a range of obvious and less obvious clues to reach multiple conclusions.
Comments:					

Reaching the “basic understanding” level on the rubric may be appropriate for primary students who are new to the study of community.



# Picture #1



## Picture #2



# Studying pictures

Picture # \_\_\_\_\_

	Clues	Conclusions
<b>What</b> is the person doing?		
<b>Where</b> is this? (What is the place?)		
<b>Who</b> is the person?		
<b>Why</b> is the person doing it? (What need is the person meeting?)		

# Picture #3



# Picture #4



# Picture #5



# Picture #6



## Picture #7





# Picture #8



## Picture #9



# Picture #10



# Assessing picture studies

	<b>Pre-recognition</b>	<b>Partial recognition</b>	<b>Basic understanding</b>	<b>Extended understanding</b>	<b>Sophisticated understanding</b>
<b>Distinguishes clues from conclusions</b>	Does not understand the difference between a clue and a conclusion.	Understands the difference, but cannot consistently distinguish obvious examples of clues from conclusions.	Correctly distinguishes very obvious examples of clues and conclusions, without providing any explanation.	Correctly distinguishes obvious examples of clues and conclusions, offering a very simple explanation.	Correctly distinguishes many examples of clues and conclusions, explaining the connection in own words.
<b>Recognizes clues and draws conclusions</b>	Does not understand what it means to locate clues in order to reach a conclusion.	Understands what is asked, but has difficulty locating clues and using them to reach even very obvious conclusions.	Locates the most obvious clues to reach a single obvious conclusion.	Locates obvious clues to reach one or more conclusions.	Locates a range of obvious and less obvious clues to reach multiple conclusions.

**Comments:**

