

DAY 2: THE ART!

Reciprocal Teaching Activity (1)

- **Preparation:** Run Reciprocal Teaching Activity back to back so it can be used for both activities. That way, students will have their responses readily available for use throughout the remainder of the unit if needed.
- Discuss the following sections of the Reciprocal Teaching Activity Graphic Organizer with students before you begin the activity.
- **STEP 1: SUMMARIZE:** Students are to view the painting and complete the sections labeled 'People, Actions, and Objects.' Students are to write everything they see in the painting into the graphic organizer. They also need to complete the three questions under this first section.
- **STEP 2: QUESTION:** As students look at the painting, they formulate questions. All questions need to be written in this section. If students are struggling, model the metacognition that occurs when you view a painting, e.g. Why did the artist do X?
- **STEP 3: CLARIFY:** Have the students look more closely at the painting. They may need prompting or modeling that focuses them on the expressions on the faces of those in the painting, the colors, etc. in order to make a few statements in this section.
- **STEP 4: PREDICT:** Now students need to make a prediction about what the painting is depicting.
- Use painting below 'Christopher Columbus Leaving for the New World' and allow students time to complete the Reciprocal Teaching Activity in pairs.
- www.sonofthesouth.net :This link will take you to the website so you can review the information about the painting and his voyage.



Source: www.sonofthesouth.net

Reciprocal Teaching Activity (2)

- Allow students to turn the graphic organizer over and repeat the previous activity in pairs with a different piece of artwork. Use the drawing below, 'Columbus in Chains', to complete the organizer.
- More than likely students will wonder why Columbus is in chains. With sensitivity in mind explain that he was accused of treating the Natives on the islands he discovered very badly. Explain that they will be learning more about this as they continue to dig for the evidence in order to answer the historical question.
- Allow students to come together as a whole class and debrief the similarities and differences in the two pieces of artwork.
- Ask students if they have enough evidence to answer the historical question with 100% accuracy. They **should** say that they need more evidence in order to gain more knowledge in order to do this. Leading questions will help them understand that tomorrow they will be presented with more information in the form of a video.

