

# OBSERVATION AND INQUIRY CHART

## INTRODUCTION & OBJECTIVE:

The purpose here is to introduce students to the topic to be explored, while focusing and engaging them through activating prior knowledge and exposing them to new content.

## RECOMMENDED GRADES:

Adaptable for all grade levels

## ESTIMATED TIME:

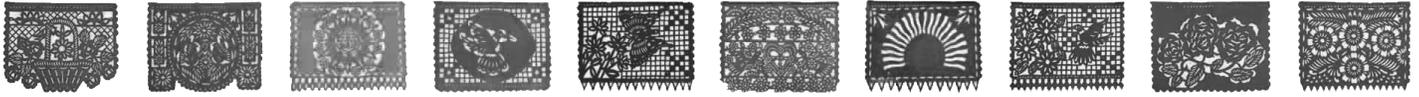
60 minutes

## MATERIALS:

- Various printed images
- Markers
- Glue or tape
- Large chart or butcher paper
- Sticky notes

## PROCEDURE - VERSION I:

1. **Preparation:** Do an internet image search for “Día de los Muertos” or “Day of the Dead.” Print off various images that are the most thought provoking and interesting. You only need one copy of each image, but you will need as many images as you have small groups in your class. Glue each image to the top of a large sheet of butcher or chart paper.
2. Explain to students that they will be working in small groups. Each group will rotate around the room to each table where they will find a different image glued onto a large piece of paper. As a group they will look at the image and discuss the questions: “What do you see?” “What do you think is happening?” “How does this picture make you feel?” Then, each student will either record their answer directly onto the paper or onto a sticky note that they then attach to the paper. If you want, you can have each group elect a secretary to do the recording. The purpose here is to activate prior knowledge, provide the space for students to share this, or introduce students to new content and pique their curiosity. Be sure to explain to students that they will have a set amount of time at each image—usually about 5-10 minutes, but the teacher can determine the appropriate amount of time for their age group.

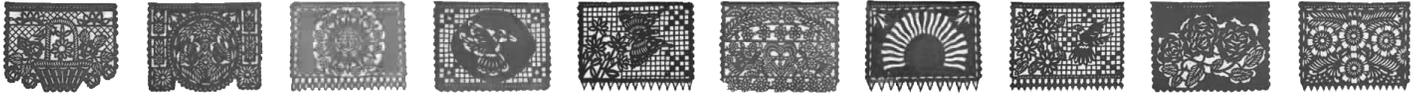


In order to make sure that all students have time to process the image before they start talking, the first minute or two at each image should be silent, absolutely no talking. Explain that you will give students a signal at the end of each round. When you signal, they should rotate to the next image at the next table until they have rotated through all the images.

3. Place one image at each table group with markers and sticky notes, if using. Begin the activity, rotating groups through each image.
4. Hang up all the images with comments. As a whole class, discuss each image, giving students time to share and respond to what they posted. Keep these posted throughout the unit, allowing students to revisit them and discuss them as they learn more about the topic and possibly the images themselves.

## PROCEDURE - VERSION II:

1. **Preparation:** Do an internet image search for “Día de los Muertos” or “Day of the Dead.” Print the TWO images that are the most thought provoking and interesting. You only need one copy of each image. Glue each image to the top of a large sheet of butcher or chart paper. Underneath one image write the question: What do you know about Día de los Muertos/Day of the Dead? Underneath the other image write the question: What do you want to know about Día de los Muertos/Day of the Dead?
2. Hang the images on the board so that all students can see them. Read the questions out loud and make sure that students understand them. Then give each student a few sticky notes and ask them to answer each question. If possible, color code the sticky notes. One color for what you know and a different color for what you want to know. As students finish have them stick their comments to the appropriate image.
3. When all students are finished, read their comments out loud and discuss them as a class. As their comments are addressed throughout the unit, refer back to the two charts.
4. Keep the charts posted through the unit. At the end of the unit, you can go back return to their comments about what they would like to know as a means of review and closure.



What questions do you have about Día de los Muertos?

