Analyzing Complex Images
Learning Objectives

Apply and reflect on instructional strategies to help students analyze complex images
Q: What does this diagram represent?

A: “I think _____________________________,

(claim)

because _____________________________.

(evidence)
What does this diagram represent?

“I think _____, because ____.”
“I used to think __________________________;
   (original claim)

now I think __________________________
   (new claim)

because __________________________.
   (evidence, prior knowledge, and reasoning)
What does this diagram represent?

“I used to think ____, now I think ______, because __________.”
“I used to think __________________________;  

(Original claim)

now I think ____________________________;  

(New claim)

because ________________________________.”  

(Evidence, prior knowledge, and reasoning)
What does this diagram represent?

“I used to think ____, now I think ______, because __________.”
Create a Headline to Describe the Diagram

If you were to write a headline for this diagram that captures what you learned from analyzing it, what would the headline be?
Create a headline

If you were to write a headline for this diagram that captures what you learned from analyzing it, what would the headline be?
About this Item

Title
[An illustration of the Ptolemaic concept of the universe showing the earth in the center]

Created / Published
1513.

Notes
- Woodcut from Jan Glogowczyk's Introductarium copendiosum in Tractatu...Cracow, 1513.
- Reference copy may be available in LOT 7007.
- This record contains unverified, old data from caption card.
- Caption card tracings: Shelf. Astronomy.

Medium
1 print : woodcut.

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Format
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Dates
1513

Language
English
Other Possibilities for Facilitating Analysis
Other Possibilities for Facilitating Analysis
Discussion: Visible Thinking Routines

- Dividing up the document
Discussion: Visible Thinking Routines

- Dividing up the document

- Sentence Stem: “I think...because...”
Discussion: Visible Thinking Routines

• Dividing up the document

• Sentence Stem: “I think…because…”

“I used to think...now I think…because…”
Discussion: Visible Thinking Routines

- Dividing up the document

- Sentence Stem: “I think…because…”

  “I used to think…now I think…because…”

- Headlines
Extending Student Thinking

Understanding the Cosmos: Changing Models of the Solar System and the Universe

Teacher's Guide
Start here for historical context, teaching suggestions, links to online resources, and more:

Understanding the Cosmos: Models of the Solar System and the Universe Teacher's Guide (PDF, 565 KB)

To help your students analyze these primary sources, get a graphic organizer and guides:

Analysis Tool and Guides

Student Discovery Set — free ebook on iBooks

Find out which standards this resource meets:

- Common Core
- State Content
- Organizations

Primary Sources
Click the thumbnail for the original item, the caption for information on the item, or download a PDF or MP3.

- Constellation Andromeda as recorded by e-Suli
  View PDF (146 KB)

- Illustration of a solar and lunar eclipse
  View PDF (158 KB)

- Representation of the universe with heaven above, bands containing stars, planets, and Earth below
  View PDF (224 KB)

- Greek astronomer Ptolemy, and his Renaissance translator beneath an armillary sphere
  View PDF (323 KB)

- Illustration of the Ptolemaic concept of the universe showing the Earth in the center
  View PDF (1.26 MB)
What do you notice?
What do you notice?

Copernicus Sun Centered View of the Cosmos, 1543
What can we learn by examining multiple sources?
Additional Connections

What additional connections can you make?

- Science?
- Social Studies/History?
- English Language Arts?
- Other?
Discussion: Your Students

How might you use these strategies with your students, either in person or remotely?

• Dividing up the document

• Sentence Stem

• Headlines

• Connecting to other sources
Primary Source Sets

- Abraham Lincoln: Rise to National Prominence
  Speeches, correspondence, campaign materials and a map documenting the free and slave states in 1856 chronicle Lincoln’s rise to national prominence

- Alexander Hamilton
  Manuscripts, images, and historic newspapers document the life and accomplishments of Alexander Hamilton

- American Authors in the Nineteenth Century: Whitman, Dickinson, Longfellow, Stowe, and Poe
  A selection of Library of Congress primary sources exploring the topic of American authors in the nineteenth century, including Walt Whitman, Emily Dickinson, Henry Wadsworth Longfellow, Harriet Beecher Stowe, and Edgar Allan Poe. This set also includes a Teacher’s Guide with historical context and teaching suggestions

- Assimilation through Education
  Photos, early film footage, federal government reports, cartoons, and maps tell the complex tale of the efforts to assimilate Native Americans through education

- Baseball Across a Changing Nation
  Photographs, sheet music, and newspapers allow students to use the history of baseball to explore changes in U.S. society

- Children’s Lives at the Turn of the Twentieth Century
  Images, film, and books shed light on the ways in which children worked, learned, and played around the year 1900. Especially suitable for early grades

- Student Discovery Sets
Before You Go

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Questions?

• Library of Congress: http://www.loc.gov
• Ask a Librarian: http://www.loc.gov/rr/askalib/
• Teacher resources: http://www.loc.gov/teachers/
• Teacher blog: http://blogs.loc.gov/teachers/

Primary Source Analysis:

• Cheryl Lederle: cled@loc.gov
• Mike Apfeldorf: mapf@loc.gov
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