



Learning Project 3 Understanding Maps and Pictures

Inquiry Activity 3-2: Making Inferences from Pictures

(Note: Italicized portions should be directed to the students.)

1. Identifying the Problem (Item 5 Social Studies PA)

Look at the picture and the caption underneath it.



“Why, good afternoon. Yes, it is a shame. He should have fixed it before we came.”

Photography for advertisement by Gerald Carson, ca. 1913. Courtesy of Culver Pictures.

5. What irony about the history of transportation has the photographer depicted in this photograph?
- (1) Horse-drawn vehicles were initially more dependable than internal combustion engines.
 - (2) The automobile was faster than the horse.
 - (3) The internal combustion engine never became cost-effective.
 - (4) Automobiles were luxuries that few people could afford at the time.
 - (5) Long-distance road travel was common at the time

Have you seen photographs like this before? Where?

Many people have pictures of grandparents or great-grandparents in their first cars.

What words or details might be important to understand in order to answer the question?



What might you say this picture is about?

What does the caption add to the photograph?

2. Becoming Familiar with the Problem

Look at the picture and ask yourself questions like the following. You should pay attention to which ones are helpful to you, so you can use them again.

What do you know about the topic of this photograph from your own experience or reading?

Are you interested in the story the photograph shows?

Read the question. What are you being asked to find out?

3. Planning, Assigning, and Performing Tasks

Planning: *You may decide to work in a pair or small group to do this Activity.*

Assigning: *In your pair or group, discuss what the photograph shows and decide what the caption tells you.*

Doing the Work: *As you look at the picture, consider these strategies:*

Clarify: *Find and mark any words you might not know. Does the caption under the picture give enough information to clarify the words you do not know? If not, find the meaning by asking someone or looking it up.*

Analyze: *Remind yourself what the question is asking you to do.*

The concept of **irony** may need some clarification. In its literary usage, irony is when one says the opposite of what is meant. The opposite of what ought to happen is what does happen. In fiction or drama, irony is achieved when the reader or audience is aware of something the character or participant does not know. It may help to explain to your learners that this photo is actually a still from a film. In the movie, the young woman hops out of the automobile into the horse and buggy and is far down the road before the hapless mechanic comes out from under the car. There is something to talk about: the best ride getting the girl!

What might the purpose of the caption be?

You may wish to use the graphic organizer presented in LP 2-3 to categorize the information in the picture.

This visual approach is very useful for the more visual learners.

What do you see in the picture that can answer the question?

Find your answer to the question.

The young woman standing in the photograph showing her dismay about her situation to the gentleman in the horse-drawn buggy is expressing the quite ironic fact that early internal combustion engines were not as dependable as the horse, choice (1).

Be able to defend your answer and the way you found it.

4. Sharing with Others

Telling people what you know helps you understand the material better. Take this opportunity not only to share the knowledge, but also to learn it more completely.

Whole class: *Share with the whole class the steps you used to answer the question. Take notes on any different ways of answering the question other groups gave.*



5. Reflecting, Extending, Evaluating

Reflecting: Think about what you have learned.

Here are some questions to start your thinking about the experiences you just had. Thinking about what you have learned and experienced is part of the learning process. When the focus is only on the answer, you don't get much time to think about what was learned.

1. *How did you go about studying the picture and its caption?*
2. *What did you learn about answering questions about pictures?*
3. *Was this an easy or difficult question for you to answer? Explain.*

Extending: Extend what you learned to new situations.

In extending, you are being asked to transfer the information presented in this Inquiry Activity to other information or situations.

1. *The credit information below the caption says that the photograph was used for an advertisement. What sort of product or company would have used this?*
2. *If members of the class have stories about early use of automobiles in their families, they might share them to start a discussion about how the automobile has changed the way we live.*
3. *Write an essay on how the automobile has changed our daily lives.*

Evaluating: Assess what you learned and how you learned it.

In this last step, you get a chance to review the content of what you learned and the methods used to learn. These questions have no right or wrong answers. This is your chance to look more closely at your learning style and the opportunity to state how you benefited or did not benefit from the content and/or the methods presented in this IA.

1. *What parts of the activity worked best for you? Explain.*
2. *What parts did not work well for you? Explain.*
3. *What ideas in this Inquiry Activity will you use when taking the GED test? Why?*
4. *How does following this 5-step format make you feel?*
5. *How do you feel about answering questions about pictures?*