THINKING WITH IMAGES
UNCOVERING RELATIONAL PATTERNS

Pick a topic / issue / problem. Then, consider the topic / issue / problem in light of the following prompts:

How is this *like*…? How is this *not like*…?

THINKING WITH IMAGES: Q & A

What kind of thinking does this routine encourage? This thinking routine invites learners to use analogical thinking to reason about topics / issues / problems by examining the relations that hold within topic / issue / problem and each image. More specifically, it sets up the conditions for learners to (1) **identify systematic correspondences** between the topic / issue / problem and each image; (2) **draw inferences** about each image in relation to the topic / issue / problem; (3) **evaluate the inferences** for how they might be adapted to fit the qualities of each image; and (4) **consider new ways of thinking** about the topic / issue / problem using each image.

How much background knowledge do students need in order to use this routine? While learners do not need any background knowledge to use this routine, you may want to allow learners some time to think about what they are seeing in each image. For instance, invite learners to quietly jot down their impressions of each image before providing the topic / issue / problem for them to explore.

Should the images be used all at once, or step-by-step? You may choose to have learners work with all four images (this usually supports them in seeing more and more complexity as they begin to compare and contrast the various images), or have them gravitate to the images that call their attention (this supports learners' agency as well as provides information on the images that work well for specific topics / issues / problems), or work with one image at a time (this allows learners to build on preceding ideas as well as systematically develop their thinking).

How else can this routine be used? You may consider inviting learners to design or search for other images that they feel represent or describe their thinking about the topic / issue / problem. Also, having learners reflect on which images work better for the topic and which ones less so is a good way of clarifying and deepening their thinking. Another idea is to invite learners to respond to the images with other images of their choice. This nonverbal way of building on ideas can overcome learners' apprehensions about language, as well as open up a novel way of communicating ideas.