

Unveiling Stories

A routine for revealing multiple layers of meaning.

What's the story?

What is the human story?

What is the world story?

What is the new story?

What is the untold story?

Purpose: What kind of thinking does this routine encourage?

This routine helps students investigate the layers of meaning in images and texts and explore the human condition, systemic issues, and the power and limitations of representations in the news.

Application: When and where can I use it?

This routine can be used when introducing and/or exploring topics involving issues of local, national, and global importance. It can be useful in the arts, geography, literature, and history, especially when supporting students' disposition to look beyond the surface of a topic, story, or image in order to uncover and explore complexity.

Launch: What are some tips for starting and using this routine?

Depending on your goals, you may consider selecting just a few of the routine's questions.. You may also consider modifying the order in which the questions are introduced. In using this routine with your students, you may see "the story" interpreted in one of the following ways: 1) "the story" told by the article, image, or material that they read, or 2) "the story" proposed to explain or contextualize the event depicted, i.e. "the human story that led to the contamination of the Mexican gulf begins with our dependence on fossil fuels."

Share your experience with this thinking routine on social media using the hashtags #PZThinkingRoutines and #UnveilingStories.



This thinking routine was developed as part of the ID Global and PZ Connect projects at Project Zero, Harvard Graduate School of Education.

Explore more Thinking Routines at pz.harvard.edu/thinking-routines