

West of the West

“Restoration”

WOTW-Restoration 6A

Resource Title: Santa Cruz Island – Visible Thinking Routines

Resource Summary: The lesson ideas that follow, known as *Visible Thinking Routines*, seem organically designed to be utilized after or during a guided viewing of the *Restoration* tale. The teacher may choose to show the entire segment to the students first followed by one or more of the routines or he/she may choose to interrupt the film at key points, engage the students in a routine and then continue viewing. *Visible Thinking Routines* are designed to be flexible and free flowing and may be practiced across grade levels.

Background for Teacher: Visible Thinking involves short highly engaging easy-to-learn classroom activities that help make students’ thinking visible to the teacher and fellow students. They are adaptable to all subject areas. Through the use of familiar routines students deepen their conceptual understanding of the content they are learning and develop efficacy in communicating their ideas with others.

Subject Areas: Language Arts/Literacy, Science, History/Social Studies,

Grade Level Range: 4-6

Standards:

[CCSS.ELA-LITERACY.RI.4.2](#)

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

[CCSS.ELA-LITERACY.RI.5.3](#)

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

[CCSS.ELA-LITERACY.RI.6.6](#)

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Resource Provided By: Barbara LaCorte, Principal, Hope School, Hope School District

Details:

Academic Vocabulary: Restoration, Preservation, Native, Non-native, Invasive, Endemic

West of the West

“Restoration”

Visible Thinking Routine: Circle of Viewpoints

This routine helps students consider the different and diverse perspectives involved in this tale. The routine is designed to explore: What different perspectives or feelings do the various people have – what is the situation from their point of view? What do they KNOW? What are they THINKING and FEELING? What might they SAY? What questions might they ASK?

The teacher will introduce the activity by saying: “This tale illustrates the challenge of native vs. non-native or introduced species and the consequences of human interaction on an island. As you are viewing this segment of the film, watch and listen for the different points of view being expressed. We will brainstorm a list of different perspectives when the film ends.”

After viewing the segment, the teacher will ask the students to brainstorm and will list on the classroom whiteboard or on chart paper the various viewpoints represented in the film. Viewing the segment more than once might be needed for all viewpoints to come to light. Once all viewpoints have been identified, students will choose a viewpoint that they agree with or to be more challenging, may be encouraged to select a viewpoint that they do not agree with. Either in small groups in or a large group seated in a circle, students will go around the circle articulating their viewpoint and why. Once all viewpoints have been expressed and explained the teacher might ask, “what new ideas and what new questions have been generated.” The teacher may extend this routine or bring closure with another routine, **I Used To Think . . . But Now I Think . . .** The teacher may ask students to write this down in their classroom journal or Learning Log as a ***Ticket out the Door***.

Visible Thinking Routine: Chalk Talk

This routine is a silent way for students to generate and connect ideas, consider other viewpoints and compare and contrast their thinking with others.

After viewing the segment, the teacher initiates the activity by asking an open-ended question. The question is written on a large piece of chart paper. Examples may be: What is your primary “take-away” after viewing the tale Restoration? Students stand around the paper and write their responses. They may comment on the responses of others. They may draw lines to connect ideas, or add question marks or exclamation points. The teacher may have students work in small groups on the same question or on different questions. Students may also visit the work of other groups and respond to their work as well. Other questions that a teacher may choose from this film could be: Do you think that the decisions that were made would be different if the events had not taken place on an island? Explain your thinking. OR What is a natural state? Who decides what is natural? Explain your thinking.

West of the West

“Restoration”

Visible Thinking Routine: See Think Wonder

This routine invites students to observe carefully and interpret what they are seeing; they are asked to extend what they think with what they would like to know.

A teacher may use this routine as the students are viewing the film, stopping at key moments and asking the students: What do you **See**? What do you **Think** about that? What does it make you **Wonder**? Students may discuss with an *elbow partner* (as in another routine **Think, Pair, Share**) within a small group, or with the whole class. Students may also be asked to respond in writing. Another idea might be to have the students choose when they would like to stop the film and discuss.

Visible Thinking Routine: Headlines

This routine helps students get to the main idea and invites students to summarize and draw their own conclusions in a newspaper-type headline.

After viewing the segment, the teacher may ask the students to write a headline for a local newspaper that captures the essence of this tale. A teacher may choose to use this routine before and after utilizing the **I Used To Think . . . But Now I Think . . .** routine by asking the student to write about how their headline may have changed.

Visible Thinking Routine: Cause and Effect Chain of Events

This routine helps students understand cause and effect, to realize the results of individual or group decisions and to evaluate those decisions.

After viewing the segment, the teacher may ask the students to create a visual version of chart paper of the chain of events that happened in the film. What happened first? What was the effect? Did what happened next become a new cause and so on. The students could work independently or with a partner. When students complete their visual representation of the events in the film, they would share with each other and comment on each other's conclusions.

Visible Thinking Routine: The Important Thing

This routine, inspired by the picture book, *The Important Book*, by Margaret Wise Brown, helps students summarize what they have just read, seen, or experienced. It encourages students to determine what is most significant and why.

After viewing the segment, the teacher may ask the students to brainstorm important details that they remember. The students are then asked to choose three or more of the details and write their own book about **Restoration** in the same style as Margaret Wise Brown's book: “The important about . . . is . . .” Students should be familiar with her book, having been recently introduced to it and its format, in order to complete this assignment.

West of the West

“Restoration”

These are but a few examples of a Visible Thinking Routines that could be accompany a viewing of the tale **Restoration**. For more ideas see the resources that follow.

Resources:

<http://www.pz.harvard.edu/projects/visible-thinking>

http://www.visiblethinkingpz.org/VisibleThinking_html_files/VisibleThinking1.html

Thinking Routines Matrix

(from the book **Making Thinking Visible** by Ritchhart, Morrison & Church (Spring 2011))

Routine	Key Thinking Moves	Notes
<i>Routines for INTRODUCING & EXPLORING IDEAS</i>		
See-Think-Wonder	Description, Interpretation & Wondering	Good with ambiguous or complex visual stimuli
Zoom In	Description, Inference, & Interpretation	Variation of STW involving using only portions of an image
Think-Puzzle-Explore	Activating prior knowledge, wondering, planning	Good at the beginning of a unit to direct personal or group inquiry and uncover current understandings as well as misconceptions
Chalk Talk	Uncovers prior knowledge and ideas, questioning	Open-ended discussion on paper. Ensures all voices are heard, gives thinking time.
321 Bridge	Activates prior knowledge, questioning, distilling, & connection making through metaphors	Works well when students have prior knowledge but instruction will move it in a new direction. Can be done over extended time like the course of a unit.
Compass Points	Decision making and planning, uncovers personal reactions	Solicits the group's ideas and reactions to a proposal, plan or possible decision.
Explanation	Observing details and	Variations of STW that focuses on

West of the West

“Restoration”

Game	building explanations	identifying parts and explaining them in order to build up an understanding of the whole from its parts and their purposes
<i>Routines for SYNTHESIZING & ORGANIZING IDEAS</i>		
Headlines	Summarizing, Capturing the heart	Quick summaries of the big ideas or what stands out
CSI: Color, Symbol, Image	Capturing the heart through metaphors	Non-verbal routine that forces visual connections
Generate-Sort-Connect-Elaborate: Concept Maps	Uncovering and organizing prior knowledge to identify connections	Highlights the thinking steps of making an effective concept map that both organizes and reveals one’s thinking
Connect-Extend-Challenge	Connection making, identify new ideas, raising questions	Key synthesis moves for dealing with new information in whatever form it might be presented: books, lecture, movie, etc.
The 4 C’s	Connection making, identifying key concept, raising questions, and considering implications	A text-based routine that helps identifies key points of complex text for discussion. Demands a rich text or book.
Micro Lab	A protocol for focused discussion	Can be combined with other routines and used to prompt reflection and discussion
I used to think	Reflection and metacognition	Used to help learners reflect on how their thinking has shifted and changed over time.
<i>Routines for DIGGING DEEPER INTO IDEAS</i>		
What makes you say that?	Reasoning with evidence	A question that teachers can weave into discussion to push students to give evidence for their assertions.
Circle Viewpoints	Perspective taking	Identification of perspectives around an issue or problem.
Step Inside	Perspective taking	Stepping into a position and talking or writing from that perspective to gain a

West of the West

“Restoration”

		deeper understanding of it.
Red Light, Yellow Light	Monitoring, identification of bias, raising questions	Used to identify possible errors in reasoning, over reaching by authors, or areas that need to be questioned.
Claim Support Question	Identifying generalizations and theories, reasoning with evidence, counter arguments	Can be used with text or as a basic structure for mathematical and scientific thinking.
Tug of War	Perspective taking, reasoning, identifying complexities	Identifying and building both sides of an argument or tension/dilemma
Word-Phrase-Sentence	Summarizing and distilling	Text-based protocol aimed at eliciting what a reader found important or worthwhile. Used with discussion to look at themes and implications.