

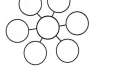
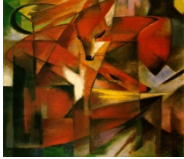
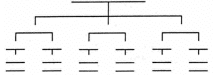

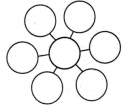
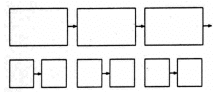
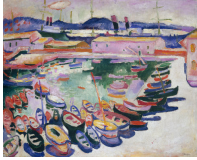
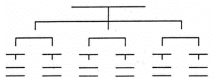

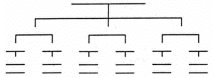

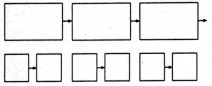
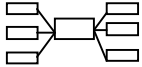

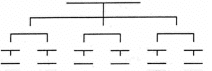

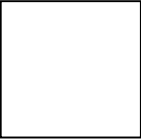

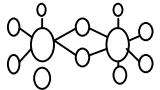


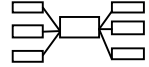


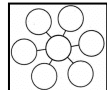

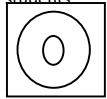

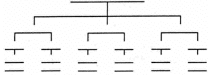

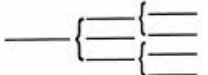


Routine ARTFUL THINKING	Steps/Procedure/Question	Use when you want students to:	Artwork Example	Reading/Writing Across the Curriculum	Thinking Map
Looking/ Listening 10x2 KNOWLEDGE <i>Good starting point for deeper thinking- can be followed by other routines.</i>	<ol style="list-style-type: none"> Look at a piece of art/listen to piece of music for 30 seconds List 10 words or phrases about any aspect of what you see or hear. Share words Repeat 	-Make careful observations about an object, image or work of art. -Generate/brainstorm descriptive words or phrases for a pre-writing activity	 The Fair at Reynosa Carmen Lomas Garza 1987	Vocabulary: 1.D.3.a Use context to determine the meanings of words. 1.D.3.b Use word structure to determine the meaning of words.	Circle Map  Bubble Map 
I See. I Think. I Wonder. KNOWLEDGE INTERPRETATION	<ol style="list-style-type: none"> What do you see? What do you think about that? What does it make you wonder? 	-Make careful observations and thoughtful interpretations -Make inferences	 Foxes Marc Franz 1939	Making Inferences: 1.E.4.c Draw inferences and/or conclusions and make generalizations. Question: 1.E.4 Use strategies to demonstrate understanding of the text. (after reading)	Tree Map 
The Elaboration Game KNOWLEDGE <i>Good starting point for deeper thinking- can be followed by other routines.</i>	<ol style="list-style-type: none"> One person identifies a specific section of the artwork and describes what he or she sees. Another person elaborates on the first person's observations by adding more detail about the section. A third person elaborates further by adding yet more detail, and a fourth person adds yet more. 	-Describe. -Elaborate. -Distinguish between what they see and what they interpret.	 Cakes Wayne Thibeaud 1963	Vocabulary: 1.D.3.a Use context to determine the meanings of words. 1.D.3.b Use word structure to determine the meaning of words. Making Inferences: 1.E.4.c Draw inferences and/or conclusions and make generalizations.	Bubble Map  Flow Map 
What Makes you Say That? COMPREHENSION	<ol style="list-style-type: none"> What's going on (happening) in the picture? What makes you say that? 	-Describe what they see or know and provide evidence and explanation (evidence based reasoning) Provide text or graphic evidence for BCR thinking and writing.	 The Port of La Ciotat, Georges Braque 1907	Making Inferences: 1.E.4.c Draw inferences and/or conclusions and make generalizations. Main Idea and Argument: 1.E.4.a Identify and explain the main idea or argument. Text Features: 2.A.2.a Analyze print features that contribute to meaning. 2.A.2.b Analyze graphic that contribute to meaning. 2.A.2.d Analyze organizational aids that contribute to meaning.	Tree Map 
Colors, Shapes, Lines KNOWLEDGE	<ol style="list-style-type: none"> What colors do you see? Describe them. What kinds of shapes do you see? Describe them. What kinds of lines do you see? Describe them. 	- Observe details. - Generate/brainstorm descriptive words or phrases. - prepare for analysis of Art	 Circular Forms	Vocabulary: 1.D.3.a Use context to determine the meanings of words. 1.D.3.b Use word structure to determine the meaning of words.	Tree Map 

Routine ARTFUL THINKING	Steps/Procedure/Question	Use when you want students to:	Artwork Example	Reading/Writing Across the Curriculum	Thinking Map
			Robert Delaunay 1930		
Beginning. Middle. End. COMPREHENSION APPLICATION	Choose one of the 3 questions: 1. If this artwork is the <i>beginning</i> of a story, what might happen next? 2. If it this artwork is the <i>middle</i> of a story, what might have happened before? What might be about to happen? 3. If this artwork is the <i>end</i> of a story, what might the story be?	-Make observations and use their imagination to elaborate on and extend their ideas. -Look for connections, patterns, and meanings. -Develop writing or storytelling skills and sequencing.	 The Gulf Stream, Winslow Homer 1899	Sequence, including order of events and flashback: 3.A.3.h Analyze the author’s approach to issues of time. Point of View: 3.A.3.i Analyze the point of view and its effect on meaning. Cause and Effect: 1.E.4.c Draw inferences and/or conclusions and make generalizations. Writing: 4.1.a Use a variety of self-selected prewriting strategies to generate, select, narrow, and develop ideas.	Flow Map  Multi-Flow Map 
Claim. Support. Question. COMPREHENSION ANALYSIS SYNTHESIS	1. Make a claim about the artwork or topic (An explanation or interpretation of some aspect of the art-work or topic). 2. Identify/provide support for your claim (things you see, feel, and know that support your claim.) 3. Ask a question related to your claim (What’s left hanging? What isn’t explained? What new reasons does your claim raise?)	<ul style="list-style-type: none"> Reason and provide evidence or support especially with topics in the curriculum are open to interpretation. Practice BCR writing. 	 A Sunday on the Grande Jatte Georges-Pierre Seurat 1884	Main Idea and Argument: 1.E.4.a Identify and explain the main idea or argument. Making Inferences: 1.E.4.c Draw inferences and/or conclusions and make generalizations. Question: 1.E.4 Use strategies to demonstrate understanding of the text. (after reading)	Tree Map  *When using this routine for BCR writing, choose Thinking Map that is appropriate for the BCR and apply the frame of reference to help students develop their question or extension.
Creative Questions ANALYSIS SYNTHESIS	Brainstorm a list of at least 12 questions about the artwork or topic. Using starters: <i>Why?</i> <i>What are the reasons?</i> <i>What if?</i> <i>What is the purpose of?</i> <i>How would it be different if?</i> <i>Suppose that</i> <i>What if we knew?</i> <i>What would change if?</i>	-Make inferences. -Develop good questions. -Think deeply about a topic.	 The Uprising Honore Daumier 1860	Making Inferences: 1.E.4.c Draw inferences and/or conclusions and make generalizations. Question: 1.E.4 Use strategies to demonstrate understanding of the text. (after reading)	Frame of Reference (Thinking Map depends on the question the students generate) 

Routine ARTFUL THINKING	Steps/Procedure/Question	Use when you want students to:	Artwork Example	Reading/Writing Across the Curriculum	Thinking Map
Creative Comparisons ANALYSIS	<ol style="list-style-type: none"> 1. What do you see in the artwork? What do you know about the topic? 2. Choose a category (musical instruments, plants, video game, toy city, part of the body, etc.) 3. Imagine: If this topic/artwork was a kind of (provide category), what would it be? 4. Explain three ways that it compares. 	<ul style="list-style-type: none"> -Use metaphorical thinking to create comparisons between dissimilar things. -Understand unfamiliar subjects by linking it to what they already know. 	 Madame Kisling Amedeo Modigliani 1917	Vocabulary: 1.D.3.a Use context to determine the meanings of words. 1.D.3.b Use word structure to determine the meaning of words. Compare and Contrast: 2.3.a Analyze the organizational patterns of texts such as similarities/differences.	Double-Bubble Map  Bridge Map 
Connect. Extend. Challenge. APPLICATION ANALYSIS SYNTHESIS	Connect: How is the artwork, the ideas, or information presented CONNECTED to what you already knew? Extend: What new ideas did you get that EXTENDED or pushed your thinking in new directions? Challenge: What is still CHALLENGING or confusing for you to get your mind around? What questions, wonderings or puzzles do you now have?	<ul style="list-style-type: none"> -Make connections between new ideas and prior knowledge. -Reflect on/assess their learning and increase metacognition. -Review/summarize new material, lesson or unit. 	 The Equatorial Jungle Henri Rousseau 1909	Cause and Effect: 1.E.4.c Draw inferences and/or conclusions and make generalizations. Point of View: 3.A.3.i Analyze the point of view and its effect on meaning. Visualize: 1.E.3.h Visualize what was read for deeper understanding.	Multi-Flow Map  Frame of Reference 
Perceive. Know. Care About. ANALYSIS EVALUATION	Three guiding questions <ol style="list-style-type: none"> 1. What can the person or thing perceive? 2. What might the person or thing know about or believe? 3. What might the person or thing care about? 	<ul style="list-style-type: none"> -Explore diverse perspectives and viewpoints. -Make inferences. -Connect to abstract concepts, pictures, or events. 	 The Scream Edvard Munch, 1893	Point of View: 3.A.3.i Analyze the point of view and its effect on meaning. Making Inferences: 1.E.4.c Draw inferences and/or conclusions and make generalizations. Making Predictions: 1.E.4.d Confirm, refute, or make predictions	Bubble Map (use the Frame of Reference to identify the point of view) 
Think. Puzzle. Explore. APPLICATION ANALYSIS	<ol style="list-style-type: none"> 1. What do you think about this artwork or topic? 2. What questions or puzzles do you have? 3. What does the topic or artwork make you want to explore? 	<ul style="list-style-type: none"> -Connect to prior knowledge. -Develop own questions of investigation. 	 Still Life Pablo Picasso 1918	Cause and Effect: 1.E.4.c Draw inferences and/or conclusions and make generalizations. Making Inferences: 1.E.4.c Draw inferences and/or conclusions and make generalizations. Question: 1.E.4 Use strategies to demonstrate understanding of the text. (after reading)	Circle Map Frame of Reference (Thinking Map depends on the question the students generate) 

Routine ARTFUL THINKING	Steps/Procedure/Question	Use when you want students to:	Artwork Example	Reading/Writing Across the Curriculum	Thinking Map
<p>Headlines</p> <p>COMPREHENSION ANALYSIS EVALUATION</p>	<ol style="list-style-type: none"> If you were to write a headline for this topic or issue right now that captured the most important aspect that should be remembered, what would that headline be? (Later) How has your headline changed based on today's discussion? How does it differ from what you would have said yesterday? 	<ul style="list-style-type: none"> -Summarize lesson, unit. -Draw conclusions. 	 <p>The Third of May 1801 Francisco Goya 1814</p>	<p>Making Inferences: 1.E.4.c Draw inferences and/or conclusions and make generalizations. Main Idea and Argument: 1.E.4.a Identify and explain the main idea or argument. Informational Text/ Text Features: 2.A.2.a Analyze print features that contribute to meaning. 2.A.2.b Analyze graphic aids that contribute to meaning. (graphic aids such as charts) 2.A.2.d Analyze organizational aids that contribute to meaning. General Reading Process: 1.E.4.e Summarize and paraphrase.</p>	<p>Tree Map</p> 
<p>Parts. Purposes. Complexities.</p> <p>SYNTHESIS EVALUATION</p>	<p>Ask 3 questions:</p> <ol style="list-style-type: none"> What are its parts? (What are the pieces or components?) What are its purposes? (What is it for, what does it do?) What are its complexities? (How is it complicated in its parts, purposes, the relationships between the two or other ways?) 	<ul style="list-style-type: none"> -Identify components, purpose and relationships. -Seeing the layers and dimensions of things. 	 <p>Cattleya Orchid and Three Hummingbirds Martin Johnson Meade 1871</p>	<p>Informational Text/ Text Features: 2.A.2.a Analyze print features that contribute to meaning. 2.A.2.b Analyze graphic aids that contribute to meaning. (graphic aids such as charts) 2.A.2.d Analyze organizational aids that contribute to meaning.</p>	<p>Brace Map</p>  <p>Form and Function series of Thinking Maps (Brace Map, Bridge Map, Tree Map, Multi-Flow Map)</p>