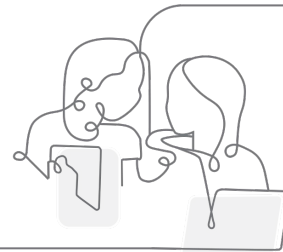




Empower students to become critical thinkers

WEBINAR SERIES

October 3, 2018



Housekeeping

- 50 minute presentation
- Chat/question panel
- Questions at the end
- Recording

Who are we?

- A pioneer in K-8 education since 2000
- Provide core and supplemental programs for ELA, Science, and Math
- Provide teachers with tools that help them understand and respond to the needs of all their students
- Serve more than three million students in all 50 states



Your pre



Larry Berger, CEO

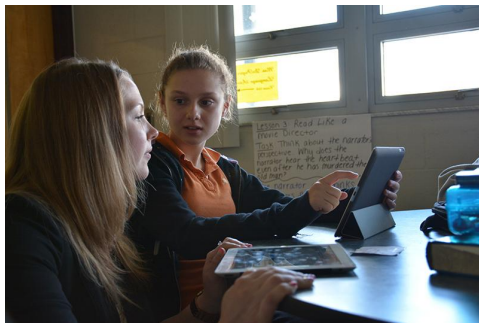


Deb Sabin, Chief Academic Officer



Middle school matters

- They are doing important developmental work
- They are more independent
- They want to express their opinions
- They need additional challenge
- They are very invested in peers

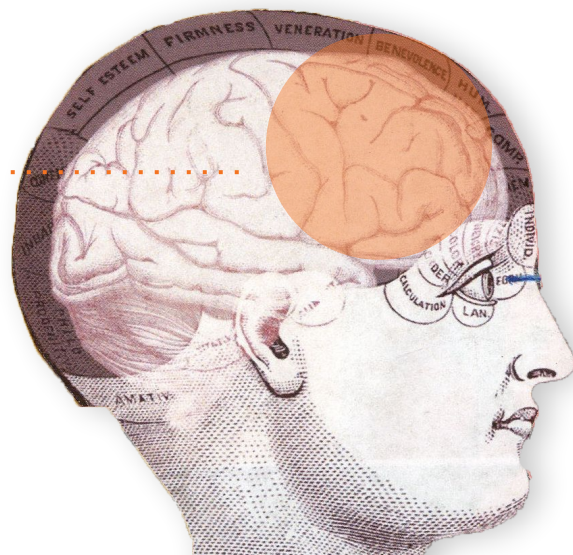


Brain at work for middle schoolers

Laying down the tracks of the pre-frontal cortex -
"I think therefore I am"

"cognitive workspace."

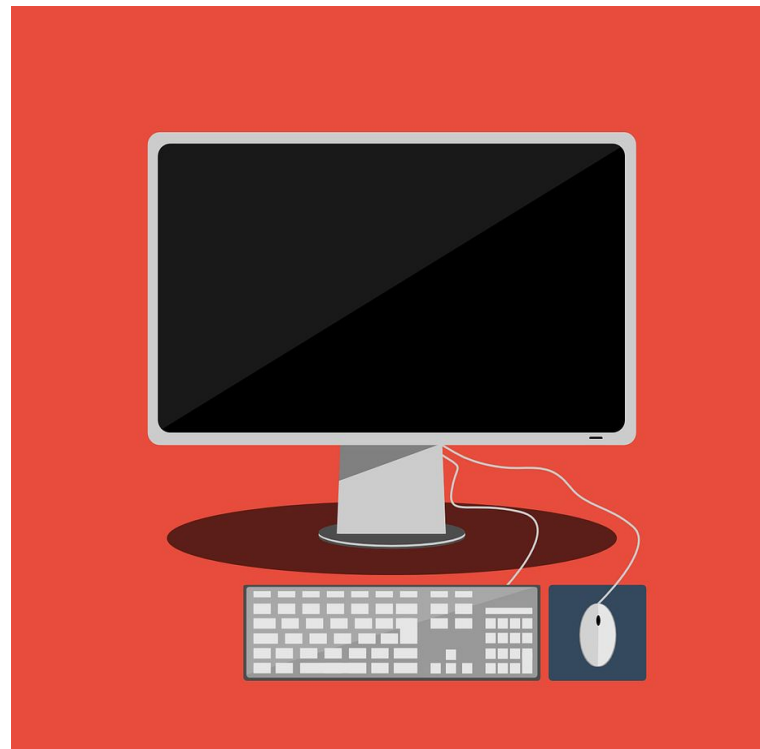
— Maryanne Wolf



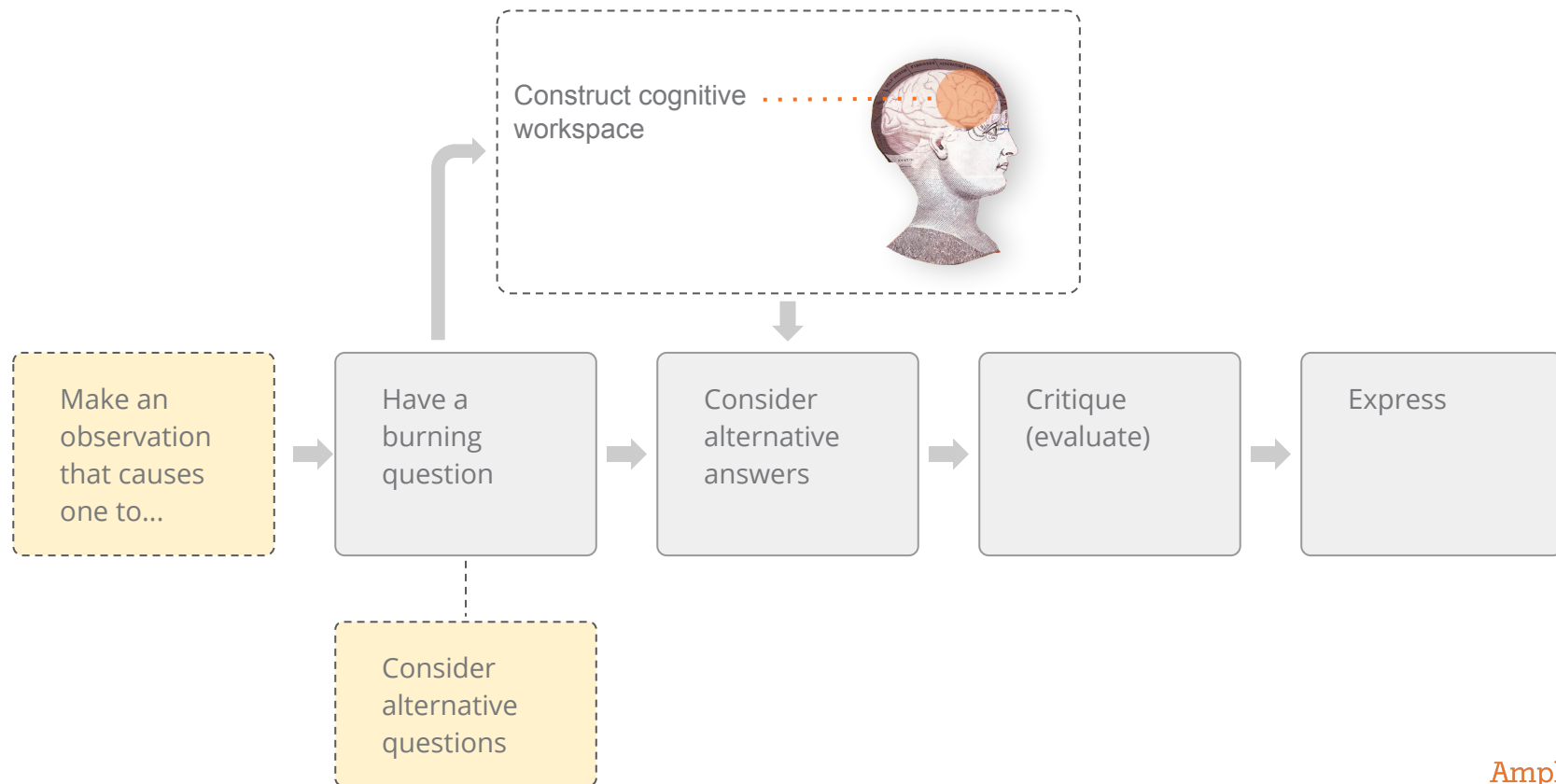
What is critical thinking?



How do we know critical thinking is happening?



Critical thinking process



Support a classroom of critical thinkers

**Express engagement
...and wait**

"Great idea! I am really interested in how you thought about that...can you tell me how."

**Get them to say more
...and wait**

"Can you say more about that?"

"Is there another way we could think about this?"

Have them talk to each other...and wait

"How would you respond to Jack's observation that...?"

Help them use the text as referee

Peer Discussion Guidelines

Share

The answer I chose was _____.

Explain

I think my answer is correct because of _____ from the text.

There were a couple of examples from the text that gave me my answer. One example is _____.

I think this is the answer because _____.

Comment

You have an interesting point. What more can you tell me about _____?

I didn't think of it that way. Can you explain _____?

Where in the text did you see _____?

Starting with the text, get them to write early and often

- 10-12 minutes to work critically with the text
- Challenge them to say more
- Comment on the idea and impact



PROMPT: Do you agree or disagree with the narrator's description of what is happening?

10 minutes; Develop one idea

It is hard to believe someone who starts by saying that he hears so well that he can hear things in "hell". Also, someone who tells you that he "loves the old man," but then he needs to kill him because of his vulture eye. These details give a pretty big clue that he is untrustworthy ! Another place where I got suspicious was when he is with the policemen, he begins to hear the heartbeat, but the police do not hear it. The sound gets louder, so he gets up and argues and drag the chair around room, probably to cover up the sound he hears. "And still the men chatted pleasantly and smiled he writes", which seems like a clue that the policemen do not hear. Because if they heard the sound , they would of probably looked around. (On the other hand, since he says "I foamed - I raved - I swore" it is strange that the police don't even notice this.) But, even though, I don't believe that there is a heart beating under the floorboards, I believe that he DOES hear it. Maybe he is hearing his own heartbeating louder as he is sitting with the policemen and the body is under the floor. Maybe, he is hearing his own heart because he is thinking about killing the man.

PROMPT: Do you agree or disagree with the narrator's description of what is happening?

10 minutes; Develop one idea

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thoughts about killing the old man. Write 3 sentences to explain more
about this one idea."
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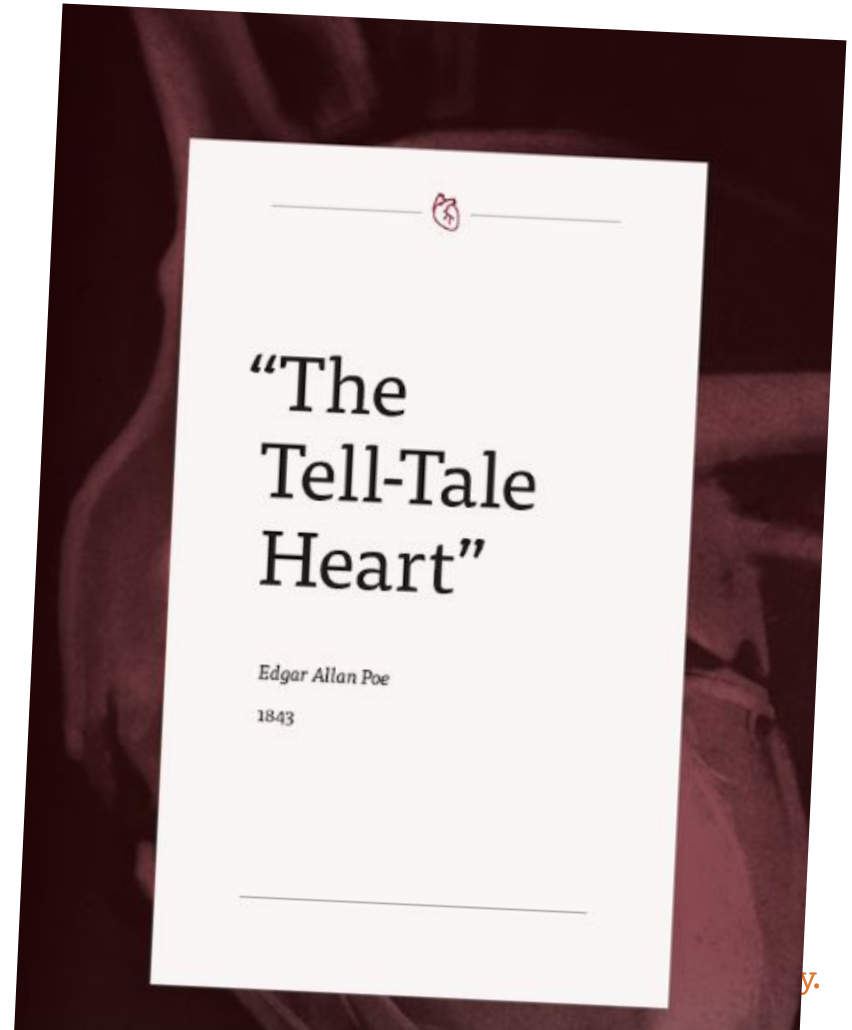
"Now that you say it, the policemen's actions *are* strange even if they *don't* hear the sound."

"I am interested in this idea that what he hears is related to his thoughts about killing the old man. Write 3 sentences to explain more about this one idea."

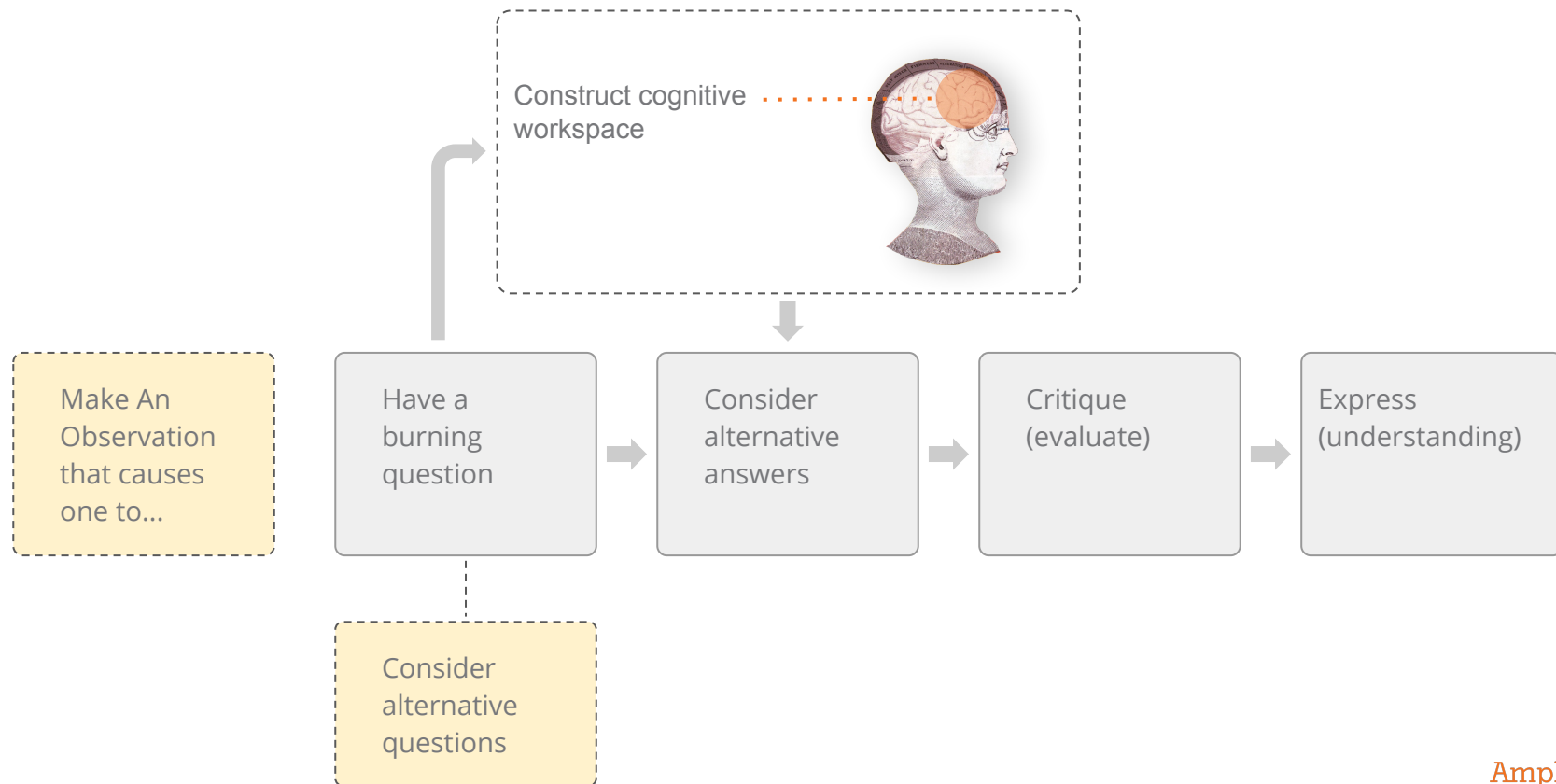
How do we empower critical thinking?



Poe's Tell-Tale Heart



Critical thinking process



A common trap...

1. First, introduce concept of an unreliable narrator
2. Now, read Poe together as a class
3. And, students answer questions about the unreliability of the narrator

Instead, try this...

1. **First, read Tell-Tale Heart**
2. **Now, have student observations drive the understanding**
3. **Build model of what happens from different perspectives**
4. **Have classroom debate to come to understanding**

“TRUE!—nervous—very, very dreadfully nervous I had been and am; but why will you say that I am mad?”

What are 2-3 things you are being told?




The cognitive workspace


Tell-Tale Art

← BACK

Compare Perspectives

SAVE REFRESH

 Narrator's Perspective

 Reader's Perspective

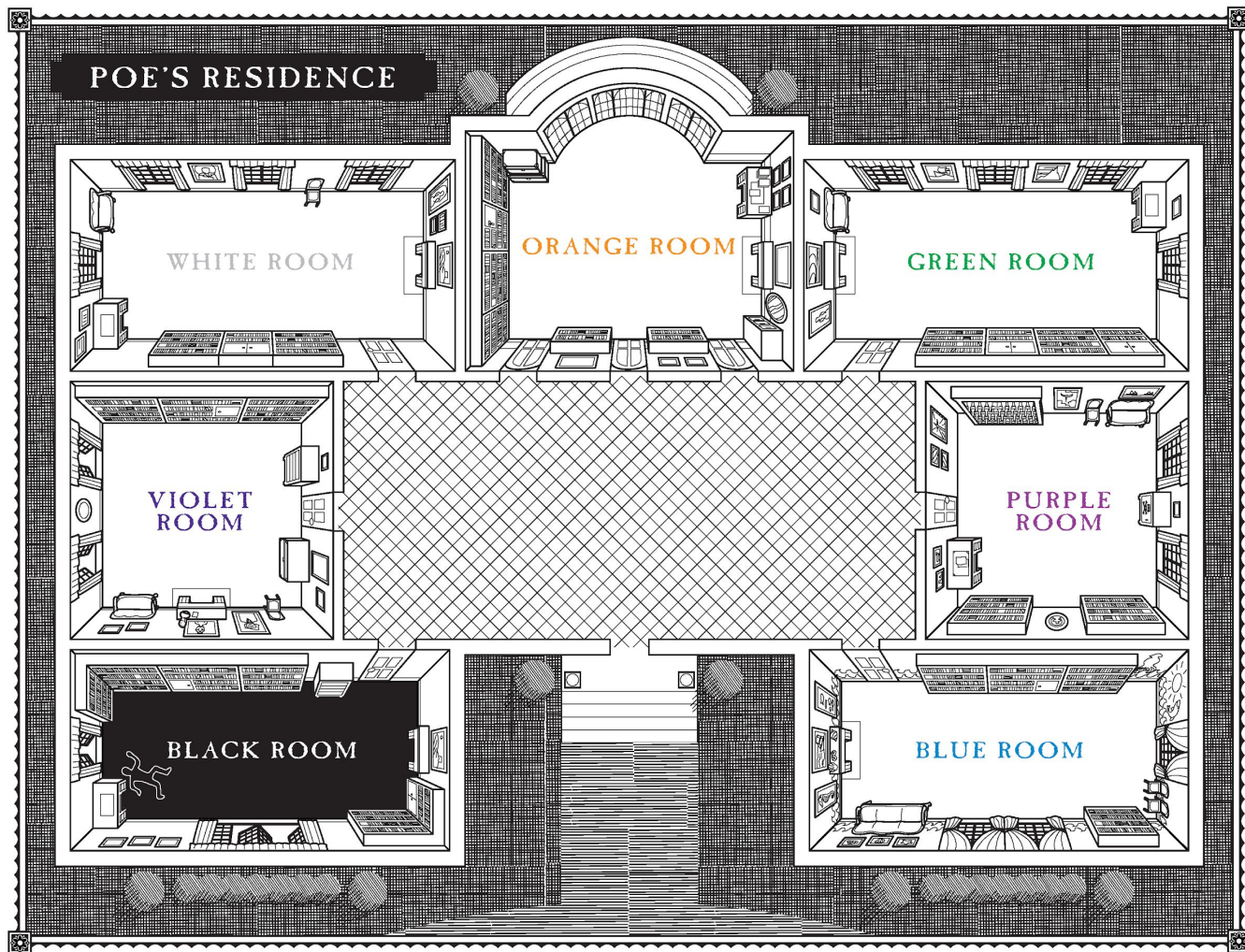
<p>...Yet the sound increased... and yet the officers heard it not... I arose and argued about trifles, in a high key and with violent gesticulations; but the noise steadily increased. Why would they not be gone?</p>	<p>I swung the chair...and grated it upon the boards, but the noise... continually increased... Was it possible they heard not? ... --no, no! They heard! --they suspected! --they knew! --they were making a mockery of my horror!</p>	<p>I could bear those hypocritical smiles no longer ...hark! louder! louder! louder! louder! "Villains!" I shrieked, "dissemble no more! I admit the deed! --tear up the planks! here, here! --It is the beating of his hideous heart!"</p>
<p>"Do you hear that?"</p> <p>thump thump thump</p>	<p>"Let's smile and pretend we're not suspicious..."</p> <p>thump thump thump</p>	<p>THUMP THUMP THUMP</p>
<p>...Yet the sound increased... and yet the officers heard it not... I arose and argued about trifles, in a high key and with violent gesticulations; but the noise steadily increased. Why would they not be gone?</p>	<p>I swung the chair...and grated it upon the boards, but the noise... continually increased... Was it possible they heard not? ... --no, no! They heard! --they suspected! --they knew! --they were making a mockery of my horror!</p>	<p>I could bear those hypocritical smiles no longer ...hark! louder! louder! louder! louder! "Villains!" I shrieked, "dissemble no more! I admit the deed! --tear up the planks! here, here! --It is the beating of his hideous heart!"</p>
<p>"Why is he talking so much and so strangely?"</p>	<p>"I think he might be mad..."</p>	<p>"MURDERER!"</p> <p>"Here is the beating of his hideous heart!"</p>

Classroom activity



Immersive
experiences to
collaborate and
build meaning





Police Report



Date October the 7th 18 49

Case No. 546372 Report No. 2

Location Green Room

Notes Poe used this room to entertain his fellow writers and
visitors—and it is where Rufus Griswold and Mark Twain claim to have
been at the time of the murder. Interestingly, we have just located actual
documents written by these two authors. One is Poe's obituary, written
by Griswold but published under a pseudonym—which may require
further investigation, as it seems suspicious—and the other is a
collection of letters written by Twain that mention Poe.








Sample questions

- What do you know about the cloth?
- Were you angry with Edgar Allan Poe?
- What could have been used as a murder weapon?
- Why was one of Edgar Allan Poe's eyes open and the other closed?



Where were you when Poe died?

TIMELINE TRACK THE MOVEMENTS OF ALL THE SUSPECTS DURING THE EVENING OF OCTOBER 6, 1849

	9:00 PM	9:30 PM	10:00 PM	10:30 PM	11:00 PM	11:30 PM
RAVEN 						
LENORE 						
ANNABEL LEE 						
TELL-TALE 						
MONTRESOR 						
RED DEATH 						
TWAIN 						

Text-based questions

- Would Mark Twain read Edgar Allan Poe's writing?
- How does Mark Twain say he wished Jane Austen would die?
- What is Mark Twain's opinion of "The Murders in the Rue Morgue"?
- Do you think either of these documents incriminates Twain or Griswold?

Mark Twain on Edgar Allan Poe

"To me his prose is unreadable—like Jane Austen's. No, there is a difference. I could read his prose on salary, but not Jane's. Jane is entirely impossible. It seems a great pity that they allowed her to die a natural death."

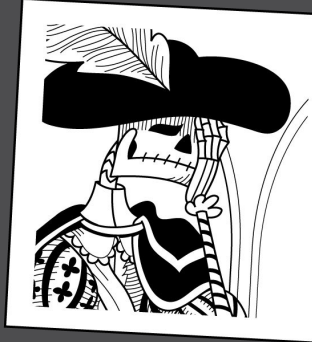
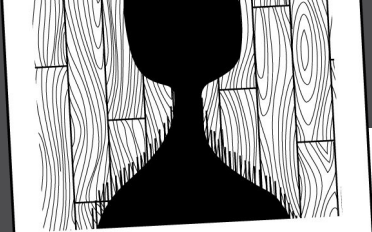
—Mark Twain's Letter to William Dean Howells, 18 January 1909

"What a curious thing a 'detective' story is. And was there ever one that the author needn't be ashamed of, except the 'Murders in the Rue Morgue?'"

—Mark Twain's Notebook

"I haven't any right to criticize books, and I don't do it except when I hate them. I often want to criticize Jane Austen, but her books madden me so that I can't conceal my frenzy from the reader; and therefore I have to stop every time I begin. Every time I read Pride and Prejudice I want to dig her up and beat her over the skull with her own shinbone."

—Mark Twain's Letter to Joseph Twichell, 13 September 1898



THE ACCUSATION

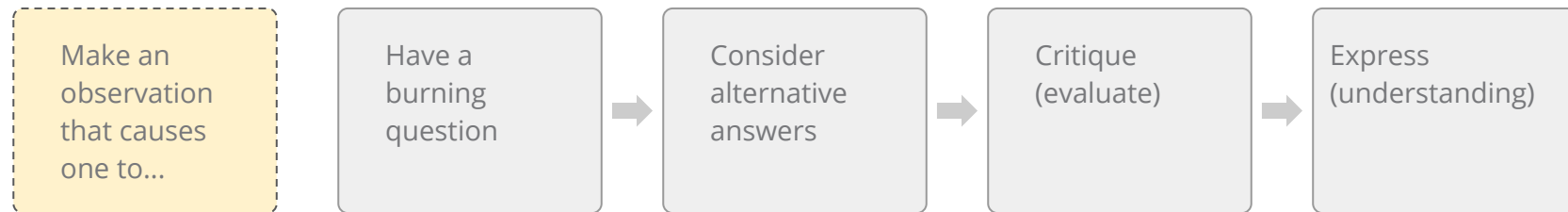
1. Who did it?

2. How did he/she/they do it?

3. What time did the murder take place?



Critical thinking process



Involve the cognitive workspace

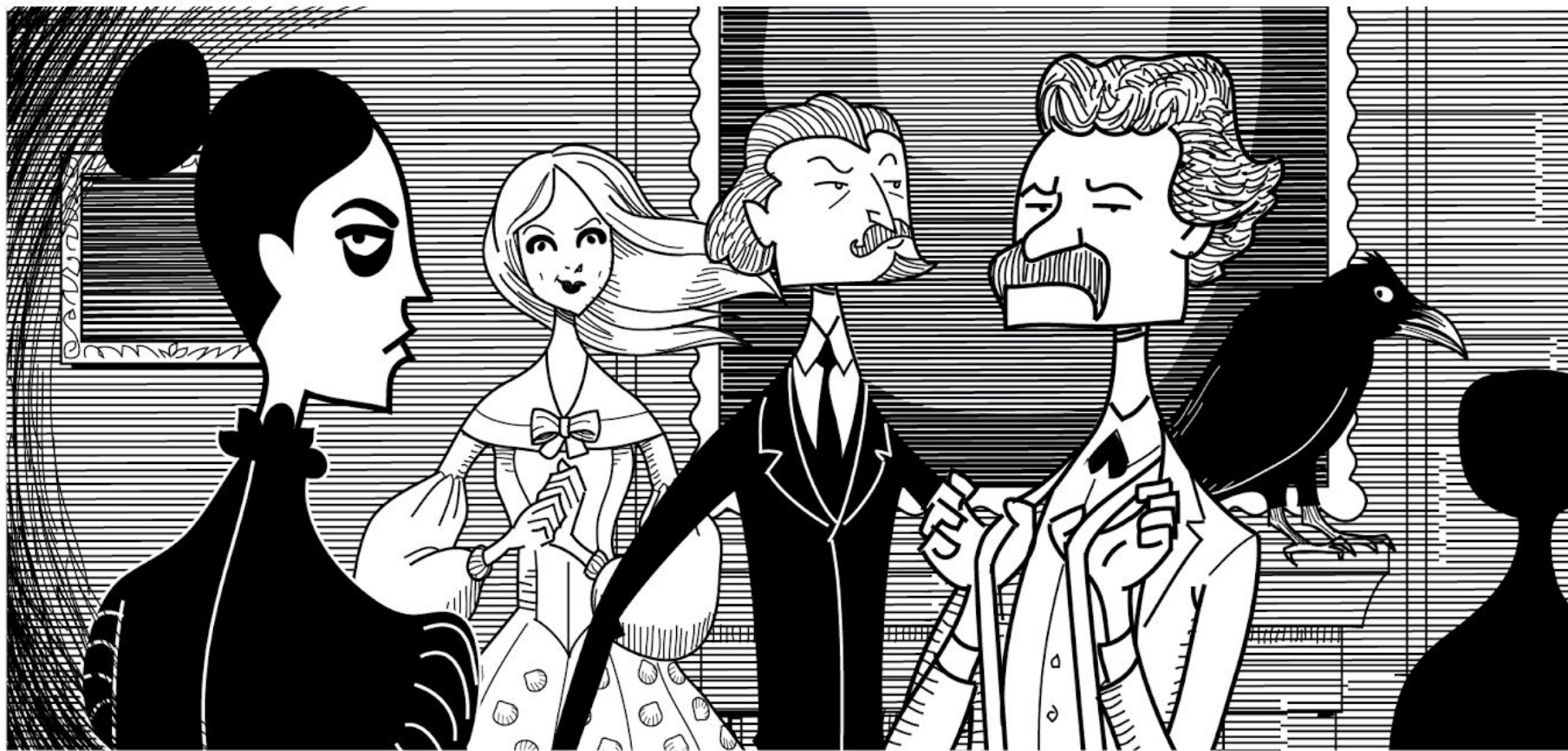
Support a range of interpretations

Show them they have something
interesting to say

The teacher is the most important ingredient

- “Celebrate” silence
- Curate texts wisely and let students drive the meaning
- Find “no right answer” questions
- Facilitate discussion but let the text be the referee
- Be engaged with students’ ideas..and challenge them





Questions

