INTELLECTUAL CHARACTER

ARE PLACES IN WHICH A GROUP’S COLLECTIVE, AS WELL AS INDIVIDUAL, THINKING IS VALUED, VISIBLE, AND ACTIVELY PROMOTED AS PART OF THE REGULAR, DAY-TO-DAY EXPERIENCE OF ALL GROUP MEMBERS.
Simple **Tools**, used in one’s learning to support specific thinking moves.

**Structures and scaffolds** through which we explore, discuss, document, and direct our thinking and learning.

**Patterns of behavior** that we adopt to help us use our minds well in new situations.
What Kinds of Tools Do We Need?
Using the “Peel the Fruit” Routine

To Understand a Poem

Sunday, October 19, 14
TO MY TWENTIES

Kenneth Koch

Who is X N? Why is talking to his twenties?

Twenties, my soul/
15 years in the
cloud, no shade
if you ever come
along.

Middle crisis?

How old is he?

Did he realize the preciousness of his twenties?

Climbing metaphor:
"Grasping -> cramp
"Reliving -> lifeless
"Dying -> in time

Dance experiences, etc.

20's because those days
over the years
incomparable times
beyond time comparisons
over all those years.

Why did he choose free verse?

Why is it possible to express this as a poem?

Take this 20's
as if it were a person.
I NEED TO BE MORE FRENCH OR JAPANESE

Katie Taha

FENNELLY

Not exactly sarcasm, but what?

SARCASM

No rhyme

Effect?

Verse:

Verse

One stanza

Two languages

Silliness

Freedom

Stereotypes

Imagery

Show what?

Why does she want to be more French or Japanese? does she?

NATURE

MORAL

Why only emphasize the nature?

Exaggerated

Culture

Sarcasm?

Parody

Imagery

Imagery

Imagery

Verse

Why does she do she

emphasize the stereotypes?

Stereotypes

She is saying, "The French sound smarter, but she doesn't actually know what they are saying."

Despite cultural stereotypes, the speaker is saying she is more complex.

"As mellow as the punch-drunk"... or because imaginary thoughts.

Sarcasm

But the tone still changes halfway through.

First part introduces the Parisian people. Then makes it seem more casual, more free.

Nature, where the nature is the free form, has no constraints. Nature symbolizes where she highlights the differences between poems.

Complex

Why does she optimize the imagery?

Exaggerated

Exaggerated

a sense of collectivity in a poem:

The world virus

French and Japanese people as more sophisticated than people from Asia, but she is trying to show that all people are just as good.
Nationalism
African Independence

What makes you say that?

G.B. left Africa because:
  - Could not afford it.
  - Rebuild at home
  - Pressure from minorities

WWII
  - They knew they could fight
Thinking Routines

As Structures

- That reveal students’ thinking and make it visible.
- Provide a structure for the discussion of students’ thinking and the sharing of ideas.
- Scaffold & direct thinking in ways that deepen understanding.
A “Good” Assessment of Students’ Understanding

Generate

Sort

Connect

Elaborate

Most Important

or Central

Less Central

Less Importance
They are used over and over.

They become engrained in us both teachers and students.

Their flexibility emerges.
Connect  
Extend  
Challenge
Secondary Humanities Students Respond to Freedom Road by Howard Fast Using CEC

Select at least four lines from the reading that you connect to, that extend your thinking, or that raised a challenge or question for you.

Use one of the following sentence starters:

- For a connection – “This quote reminds me of. . .”
- For an extension of your thinking – “This quote is adding to my thinking because. . .” Or “I used to think. . . Now I think. . .”
- For a challenge – “This quote makes me wonder. . .?”
“And if they declined to work the plantation the house must be vacated.”

“The sight of seeing African Americans with arms was a scary thing for the pro-slave Whites.”

“We have one master now, Jesus Christ, and he’ll never come here to collect taxes or drive us off.”

“The ex-slaves desire for land and the presence of armed African American soldiers were an explosive combination.”

“Negroes on the land are armed and have announced their purpose was to allow no white man on it.”

This reminds me of the Indian Removal Act – the Native Americans were either assimilated or kicked off their land.

This reminds me of the Thomas Jefferson quote about holding a wolf by their ears because pro-slavery Whites fear Blacks coming together for rebellion.

This quote reminds me of Nat Turner using his faith in God as the key to freedom.

This added to my thinking because I used to think that African Americans would be forced to leave the land, but now I realize that they weren’t going to allow themselves to be forced off.

This surprises me because Gideon recruits Abner Lait (a white sharecropper) to assist him buy land.
Take 5 minutes to reflect on your learning so far today:

- What **connections** are you making between the ideas you’ve explored today and your own teaching?

- How have the ideas you’ve explored today **extended** your thinking about what good and effective teaching at the university level might look like?

- How have any of the ideas you’ve encountered today **challenged** you to think differently about teaching and learning?
**Micro-Lab Protocol**

**GROUPS OF 3**

1st Person Shares (2 min.)
Silent Reflection (half min.)

2nd Person Shares (2 min.)
Silent Reflection (half min.)

3rd Person Shares (2 min.)
Silent Reflection (half min.)

**OPEN DISCUSSION (10 MIN.)**