

# See. Think. Wonder. - Grades 3-5

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This lesson will introduce students to the concept of critical thinking. Students will observe an interesting photo and engage in a critical thinking strategy that allows them to form their own opinion about it. Ultimately, students will understand and reflect on the importance of critical thinking.

 Teacher Led	 Requires Computer OR Mobile Device	 Requires <a href="#">Spaces</a>
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Spaces Prep	Create your Activity in Spaces before the lesson. Not sure how to create an Activity? Check out this <a href="#">short video tutorial</a> on assigning and managing activities.
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## Learning Goals

1. Students will **understand** what critical thinking is and why it is important.
2. Students will **analyze** a picture with close observation.
3. Students will **interpret** what is happening in a picture based on critical thinking.

## Materials

 <b>Student Handouts</b>	<ul style="list-style-type: none"> <li>● <b>Handout [A] - See-Think-Wonder</b> for each student (page 6)</li> <li>● <b>Handout [B] - What Do You Think?</b> for each student (page 7)</li> </ul>
 <b>Technology Requirements</b>	<ul style="list-style-type: none"> <li>● Internet</li> <li>● Mobile device, tablet, or laptop</li> </ul>
 <b>Video/Audio Clips</b>	<ul style="list-style-type: none"> <li>● <a href="#">Seven Blind Mice read aloud</a></li> </ul>
 <b>Additional Materials</b>	<ul style="list-style-type: none"> <li>● Copy of <i>Seven Blind Mice</i> by Ed Young; or, use the video link above</li> <li>● <a href="#">Picture</a> by Chester Higgins Jr. (also found on page 5)</li> <li>● Pencils for each student</li> <li>● Whiteboard and dry erase marker</li> </ul>

## Instructions

### *Before the lesson*

1. Explain to students that today, they will examine what it means to be a critical thinker. First, they will listen to a book about the importance of critical thinking.
2. Show students the [video](#) or read aloud the book, *Seven Blind Mice* by Ed Young.
  - As you read, ask students what they notice about what happens to the first six mice when they examine the “thing.” Guide the conversation so that students understand that the first six mice examine only one part of the “thing,” but fail to see all sides of the “thing.”
  - After the story is over, ask students what was different about how the seventh mouse approached examining the “thing.” Guide the conversation so that they understand the seventh mouse took care to look at all sides to truly understand what the “thing” was, not just one part of it!

3. After reading and discussing the book, make a connection between the story and critical thinking. Tell students that critical thinking is the ability to see all sides of an issue and to fully understand it, just like the seventh mouse in the story does!

### ***During the lesson***

1. Tell students that they will engage in a critical thinking exercise by studying an interesting picture. While looking at the picture, they will write down what they see, what they think, and what they wonder about it.
2. With your device, tablet, or laptop, project the picture on page 4, or use the link in Additional Materials.
3. Allow students to look at the picture, but ask them not to say anything about it while you give each student a copy of **Handout [A] - See-Think-Wonder** (page 6).
  - Once students have their copy of the handout, you may want to do an example of what they should write in each column on the whiteboard. Make your own See-Think-Wonder chart, and verbalize and write an example of each one. For instance:
    - See: I see a monkey dressed in a shirt
    - Think: I think a human must have put the shirt on the monkey
    - Wonder: I wonder how the monkey feels about being dressed in a shirt?
4. Give students time to record several of their ideas for each column.
  - For younger students who may need more support understanding the difference between the columns, you could do this exercise as a whole group.
  - Alternatively, you could have students work in partnerships or small groups so that they can discuss their ideas as they go.
5. Once students have had time to observe the picture and record what they see, think, and wonder, give each student a copy of **Handout [B] - What Do You Think?** (page 7).
  - Ask students to use their notes to form an opinion on what is happening in the picture, and to write about it in complete sentences on their handout.
  - Again, it will be helpful to verbalize or show an example for this step, especially for younger students. For instance, you might share with students (verbally or as a written example):

- I think this photo is very sad because it seems like the monkey is being forced to do things they might not want to do. Even though it looks funny for them to be dressed in a shirt sitting at a table, I think that a person must have forced them to do that. I wonder if they are feeling scared or uncomfortable, since they might be in an unfamiliar environment.

### ***After the lesson***

1. Once students have had time to write their opinion, allow a few students to share their thoughts verbally with the whole group.
  - Try to curate the share out so that different opinions are verbalized.
2. After a few share outs, guide discussion so that students notice and understand that critical thinking can lead to different opinions and ideas; the important part is that we are backing up our ideas with our own critical thinking, showing that we have a thorough understanding of the subject at hand.

## Documenting in Spaces

**Teacher Tip!** The instructions for this lesson involve adding to the Class or Individual Space in Spaces. You can adapt the instructions if you'd prefer to make this an Activity.

1. Students will document their learning in Spaces by following these guidelines:
  - a. Click **+ Create** > Choose **Camera** > Take a photo of **Handout [B] - What Do You Think?**
  - b. Add a **Title** > What Do You Think?
  - c. Post a Description > Have students share their thoughts verbally or through commenting
  - d. Click **✓ Next**
  - e. Choose the **Class Space** or **Individual Space**
  - f. Click **✓ Post**

## Activity: See-Think-Wonder Picture

Look closely at the picture below. As you study it, fill out your See-Think-Wonder chart.



Photo by Chester Higgins Jr. for *The New York Times*

# Worksheet

## HANDOUT [A]: See-Think-Wonder

Name \_\_\_\_\_

**Critical thinking** means to understand the big picture and to think about all sides of any given situation. With this in mind, fill in the chart below with what you see, think, and wonder about the picture your teacher shows you.

See	Think	Wonder

