





Image 1

Elliott Erwitt
London, England.
1966

I SEE / I THINK / I WONDER

A routine for exploring works of art and other interesting things.

Ask

- ***What do you see?***
- ***What do you think about that?***
- ***What does this make you wonder?***

WHY

To help student make careful observations and thoughtful interpretations; to stimulate curiosity and set the stage for inquiry

HOW

Ask students to make an observation about the artwork or topic and follow up with what they think might be going on or what they think this observation might be. Encourage students to back up their interpretation with reasons. Ask the students to think about what this makes them wonder about the artwork or topic.

The routine works best when a student responds by using the three stems together at the same time, i.e. *I see?, I think?, I wonder ?*. However, you may find that students begin by using one stem at a time, and that you need to scaffold each response with a follow up question for the next stem.

The routine works well in a group discussion but in some cases you may want to have students carry out the routine individually on paper or in their heads before sharing them out as a class. Student responses to the routine can be written down and recorded so that a class chart of observations, interpretations and wonderings are listed for all to see and return to during the course of study.





Image 2

Elliott Erwit
Birmingham, England.
1991

WHAT MAKES YOU SAY THAT??

Interpretation with justification routine.

There are two core questions for this routine. The first question asks for an interpretation. The second question asks for justification.

Ask

- ***What's going on?***
- ***What do you see that makes you say that?***

What kind of thinking does this routine encourage?

This routine helps students describe what they see or know and asks them to build explanations. It promotes evidential reasoning (evidence-based reasoning) and because it invites students to share their interpretations, it encourages students to understand alternatives and multiple perspectives.

What are some tips for starting and using this routine? In most cases, the routine takes the shape of a whole class or group conversation around an object or topic, but can also be used in small groups or by individuals. When first introducing the routine, the teacher may scaffold students by continually asking the follow-up questions after a student gives an interpretation. Over time, students may begin to automatically support their interpretations with evidence without even being asked, and eventually students will begin to internalize the routine.

When using this routine in a group conversation it may be necessary to think of alternative forms of documentation that do not interfere with the flow of the discussion. One option is to record class discussions using video or audio. Listening and noting students' use of language of thinking can help you see their development. Students' words and language can serve as a form of documentation that helps create a rubric for what makes a good interpretation or for what constitutes good reasoning.





Image 3

Elliott Erwitt
Paris, France.
1989

CREATIVE QUESTIONS

A routine for creating thought-provoking questions.

Brainstorm a list of at least twelve questions about the artwork or topic. Use these question-starts to help you think of interesting questions.

Ask

- ***Why?***
- ***What are the reasons?***
- ***What if?***
- ***What is the purpose of?***
- ***How would it be different if?***
- ***Suppose that?***
- ***What if we knew?***
- ***What would change if?***

Review your brainstormed list and star the questions that seem most interesting. Then, select one of the starred questions and discuss it for a few moments.

(If you have the time, you can discuss more then reflect: What new ideas do you have about the artwork or topic that you didn't have before one question.)





Image 4

Elliott Erwitt
Felix, Gladys and Rover
New York, New York.
1974

PERCEIVE, KNOW, CARE ABOUT

A routine for getting inside viewpoints.

Three core questions guide students in the process of exploring a viewpoint.

Ask

- ***What can the person or thing perceive?***
- ***What might the person or thing know about or believe?***
- ***What might the person or thing care about?***

What kind of thinking does this routine encourage? This routine helps students to explore diverse perspectives and viewpoints as they try to imagine things, events, problems or issues differently.

What are some tips for starting and using this routine? This routine asks students to step inside the role of a character or object from a picture they are looking at, a story they have read, an element in a work of art, an historical event being discussed, and so on and to imagine themselves inside that point of view. Students are asked to speak or write from that chosen point of view. In getting started with the routine the teacher might invite students to look at an image and ask them to generate a list of the various perspectives or points of view embodied in that picture.

Students then choose a particular point of view to embody or talk from, saying what they perceive, know about and care about. Sometimes students might state their perspective before talking. Other times, they may not and then the class could guess which perspective they are speaking from. In their speaking and writing, students may well go beyond these starter questions.

Encourage them to take on the character of the thing they have chosen and talk about what they are experiencing. Students can improvise a brief spoken or written monologue, taking on this point of view, or students can work in pairs with each student asking questions that help their partner stay in character and draw out his or her point of view.





Image 5

Elliott Erwitt
Trouville, Basse Normandie region, France.
1965

COLORS, SHAPES, LINES: What are they like? What do they do?

A routine for exploring the formal qualities of art.

1. Take a minute to look at the artwork. Let your eyes wander over it freely.
→ **What do you see?**
Take a few observations from students and then move on to the next step.
2. Observe and describe the colors, shapes and lines in detail. Make 3 columns.

| COLORS <i>What colors do you see?</i> Describe them. | SHAPES <i>What kinds of shapes do you see?</i> Describe them. | LINES <i>What kinds of lines do you see?</i> Describe them. |
|--|---|---|
| | | |

3. Choose a kind of color, shape or line that you listed.
→ **How does it contribute to the artwork overall?**
→ **How does it help the artwork “work?”**

Consider: *How does it contribute to how the artwork feels? How does it contribute to the mood of the artwork? How does it contribute to how the artwork looks? How does it contribute to the story the artwork tells? How does it contribute to the ideas in the artwork?*