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| Looking/Listening 10x2  | 1. Look at a piece of art/listen to piece of music for 30 seconds  
2. List 10 words or phrases about any aspect of what you see or hear.  
3. Share words  
4. Repeat | -Make careful observations about an object, image or work of art.  
-Generate/brainstorm descriptive words or phrases for a pre-writing, discussion activity. | The Fair at Reynosa  
Carmen Lomas Garza 1987 | Craft and Structure: 4  
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade topic or subject area. Gr. 4  
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Gr. 8 | Circle Map |
| I See. I Think. I Wonder. | 1. What do you see (hear)?  
2. What do you think about that?  
3. What does it make you wonder? | -Make careful observations and thoughtful interpretations.  
-Make inferences. | Foxes  
Marc Franz 1939 | Key Ideas and Details: 1 & 2  
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Gr. 4  
1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. Gr. 8  
2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. Gr. 4  
2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. Gr. 8 | Tree Map |
| The Elaboration Game | 1. One person identifies a specific section of the artwork and describes what he or she sees (hears).  
2. Another person elaborates on the first person's observations by adding more detail about the section.  
3. A third person elaborates further by adding yet more detail, and  
4. a fourth person adds yet more. | -Describe.  
-Elaborate.  
-Distinguish between what they see and what they interpret.  
-Practice narrative, expository writing skills. | Cakes  
Wayne Thibeaud 1963 | Key Ideas and Details: 2 (see above)  
Craft and Structure: 4 (see above) | Bubble Map |
| What Makes you Say That? | 1. What’s going on (happening) in the picture?  
2. 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 thinking and writing. | The Port of La Ciotat,  
Georges Braque 1907 | Key Ideas and Details: 1, 2 (see above) & 3  
3. Explain events, procedures, ideas, or concepts in historical, scientific or technical text, including what happened and why, based on specific information in the text. Gr. 4  
3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories.) Gr. 8  
Craft and Structure: 5  
5. Describe the overall structure (e.g., chronology, comparison, cause/ effect, problem/solution) of events, ideas, concepts or information in a text or part of a text. Gr. 4  
5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. Gr. 8 | Tree Map |
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<td>KNOWLEDGE</td>
<td>1. What colors do you see? Describe them.</td>
<td>- Observe details.</td>
<td>Circular Forms</td>
<td>Craft and Structure: 4 (see above)</td>
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<td>2. What kinds of shapes do you see? Describe them.</td>
<td>- Generate details.</td>
<td>Robert Delaunay 1930</td>
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<td>3. What kinds of lines do you see? Describe them.</td>
<td>- Generate/brainstorm descriptive words or phrases.</td>
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<td>- prepare for formal analysis of Art.</td>
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<td><strong>Knowledge</strong></td>
<td><strong>Robert Delaunay 1930</strong></td>
<td><strong>8</strong></td>
<td><strong>5</strong></td>
<td><strong>1 &amp; 3</strong></td>
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| **Creative Comparisons** | 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. | - Use metaphorical thinking to create comparisons between dissimilar things. - Understand unfamiliar subjects by linking it to what they already know. | George Washington Gilbert Stuart 1796 | Craft and Structure: 4 & 5 (see above)  
Key Ideas and Details: 3 (see above)  
Integration of Knowledge: 9  
9. Integrate knowledge from several texts on the same topic in order to write or speak about the subject knowledgeably. Gr. 4  
9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. Gr. 8 | Double-Bubble Map  
Bridge Map |
| **Connect. Extend. Challenge.** | **APPLICATION**  
**ANALYSIS**  
**SYNTHESIS** | **ANALYSIS**  
**EVALUATION** | | | |
| **Perceive. Know. Care About.** | 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? | - Explore diverse perspectives and viewpoints.  
- Make inferences.  
- Connect to abstract concepts, pictures, or events. | The Equatorial Jungle Henri Rouseau 1909 | Key Ideas and Details: 1 & 3 (see above)  
Integration of Knowledge: 8 (see above) | Multi-Flow Map  
Frame of Reference |
| **Think. Puzzle. Explore.** | 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? | - Connect to prior knowledge.  
- Develop own questions of investigation. | Still Life Pablo Picasso 1918 | Key Ideas and Details: 2 & 3 (see above)  
Craft and Structure: 5 (see above)  
Integration of Knowledge: 8 & 9 (see above) | Circle Map  
Frame of Reference  
(Thinking Map depends on the question the students generate.) |
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| **Headlines**    | 1. 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?  
   2. (Later) How has your headline changed based on today’s discussion? How does it differ from what you would have said yesterday? | -Summarize lesson, unit.  
   -Draw conclusions. | ![The Scream](image)  
   Edvard Munch, 1893 | **Key Ideas and Details:** 2 (see above) | **Tree Map** |
| **Parts. Purposes. Complexities.** | Ask 3 questions:  
   1) What are its parts? (What are the pieces or components?)  
   2) What are its purposes? (What is it for, what does it do?)  
   3) What are its complexities? (How is it complicated in its parts, purposes, the relationships between the two or other ways?) | -Identify components, purpose and relationships.  
   -Seeing the layers and dimensions of things. | ![Cattleya Orchid and Three Hummingbirds](image)  
   Martin Johnson Meade, 1871 | **Craft and Structure:** 5 (see above) | **Brace Map**  
   **Form and Function series of Thinking Maps** (Brace Map, Bridge Map, Tree Map, Multi-Flow Map) |