

Windows and Mirrors



Who is this for?

All Grades

Why use it?

To think about whether a new source of knowledge:

Gives us a window into other people, times, places and phenomenon OR

Holds up a Mirror of our own selves, time, places and current realities

Bloom's Level Analyze

Adapted from "Sentence, Phrase, Word" in *Making Thinking Visible*, Ritchhart, 2011)

What is it?

A discursive strategy to clarify and deepen knowledge of the text or topic

Materials – Sentence, phrase, word template, student card

Set-Up – Individually and then smaller groups

How does it work?


1. Individually, students reflect on the text and record:
 - a. A sentence they find meaningful, that they feel captures a key idea in the text.
 - b. A phrase that they find particularly significant or provocative.
 - c. A word that stands out as central or necessary to an understanding of the text/issue.
2. In small groups, invite students to share their sentences, phrases and words.
3. Invite students to consider: Whether the text/issue is a window, a mirror, or both. Which parts of the text are windows, and which are mirrors.
4. Now, ask the group to develop its conclusion using:

Claim: Prepare their claim: (X is a window or a mirror because ...)

Support: Identify the evidence in the text and the world needed to clarify, support, and prove their claim.

Question: Raise a question that explores an uncertainty the group has about the text, claim, or world.

Closing

 Invite each group to share its claim, support, and question.

Extension – To move to **engagement**, ask each group to do a *Here's What, So What, Now What Huddle*.