The Art of Engaging Students through Critical Thinking

Presenter: Rob Jenkins / Staci Johnson
Santa Ana College School of Continuing Education
Jenkins_rob@sac.edu / stacijohnson.esl@gmail.com
ESL-Teacher.net
BACKWARD QUESTIONS

A. In pairs, do the following activity. The answer giver tells the question giver if he or she is right. After a few wrong guesses, give the correct question. For this activity, participants should share answers about their personal lives.

EXAMPLE:

Participant A: A teacher
Participant B: What is your profession?
20 years ago
Participant A: When did you start working?
I have 3.
Participant B: How many children do you have?
35 every semester
Participant A: How many students do you have?

Continue until time is up.

B. In pairs, write all the possible questions for the following answer prompt:

**ANSWER:** Students pay more attention.

**OPTIONAL**
C. Do a *gallery walk* by walking to each presentation and return to your group to discuss your favorite answers.
CREATE A CRITICAL THINKING GUIDING PRINCIPLE

“Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action...” Michael Scriven & Richard Paul (1987)

“The careful and deliberate determination of whether to accept, reject, or suspend judgment”. (Moore and Parker, 1994)

**One-Sentence Group Guiding Principle**

_____________________________________________

_____________________________________________

_____________________________________________

**Write Rob and Staci’s guiding principle here:**

_____________________________________________

_____________________________________________

_____________________________________________
RANKING AND CONSENSUS

Breakfast: cereal with milk
Lunch: green salad and fruit
Dinner: spaghetti and meatballs

Silvia

Breakfast: coffee
Lunch: sausage, beans, and rice
Dinner: steak and green beans

Augustin

Breakfast: scrambled eggs and bacon
Lunch: turkey sandwich and apple
Dinner: fried chicken and baked potato

Fernando

Breakfast: vegetable omelette
Lunch: tomato soup and bread
Dinner: roasted turkey and green salad

Rosa

Breakfast: doughnuts and coffee
Lunch: hamburger, fries, and soda
Dinner: pepperoni pizza and beer

Gilberto

RANK – most to least nutritious diet

#1
#2
#3
#4
#5
STANDARDS

CREATE STANDARDS - ENGLISH
In groups take one skill area and make a list of standards that reflects critical thinking. One is done for you.

Reading
1. Read for detail.

Writing
1. Write arguments with supporting information.

Speaking and Listening
1. Participate in a range of conversations / collaborate
COLLEGE AND CAREER READINESS
ABBREVIATED - ENGLISH

READING

Key Ideas and Details
1. Read for detail.
2. Read for main ideas.
3. Analyze why and how.

Craft and Structure
4. Interpret words.
5. Analyze structure.
6. Analyze how purpose affects reading.

Integration of Knowledge and Ideas
7. Evaluate content from diverse formats.
8. Evaluate validity of claims.
9. Compare 2 or more text.

Range of Reading and Level of Text Complexity
10. Read increasingly complex text.

WRITING

Text Types and Purposes
1. Write arguments with supporting information.
2. Write well organized informative/explanatory conveying complex information.
3. Write well-structured narratives.

Production and Distribution of Writing
4. Produce writing appropriate to task, purpose, and audience.
5. Use a process of planning, revising, editing, rewriting, etc.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge
7. Conduct research projects.
8. Gather relevant information.
9. Draw evidence to support analysis, reflection, and research.

Range of Writing
10. Write over various time frames depending on purpose.

SPEAKING & LISTENING

Comprehension and Collaboration
1. Participate effectively in a range of conversations/collaborations.
2. Evaluate information from diverse formats.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence.
5. Use digital media and visual displays of data to express information.
6. Adapt speech to a variety of contexts and communicative tasks.
CRITICAL THINKING EASIEST TO INCORPORATE

Rank the activities by which you would do more of or least of. 1= most used.

_____ analyzing data (graphs, charts)

_____ Classifying

_____ collaborating over a problem

_____ comparing (VENN, Johari, charts)

_____ defining concepts

_____ evaluating information with a rubric

_____ individually solving problems

_____ predicting outcomes

_____ ranking

_____ reaching consensus

_____ summarizing concepts

_____ Other

_____ other

_____ other

_____ other
CRITICAL THINKING AT LOW LEVELS

Read a story about a teacher who tested it out.

Hi Rob,

After attending your Critical Thinking Workshop during flex week, I have been trying to be more mindful of incorporating these strategies into my lesson planning. Since Presidents' Day is approaching, I thought that a Venn diagram comparing Washington and Lincoln would be perfect. I was talking about it in the resource room as I was preparing the materials and some of the other instructors said that it would be too difficult for my Beginning 1 students. Boy, were they wrong!

I started out by reading bios of Washington and Lincoln that I put on the overhead. The vocabulary on them was a bit too advanced for them to do on their own, so I paraphrased the info, highlighting the most important words and info I wanted them to remember, and defining vocabulary as we went along. Then we did a group reading of a Beg. 1 level book called Presidents' Day which had a couple of pages about Washington and Lincoln that they could now better understand. And finally they completed a level appropriate handout with more info about the two presidents. Then it was time for the Venn. I modeled a Venn comparing a spoon and a bread knife from my kitchen. When I felt they were ready, they divided into groups of four and went to work. I provided large poster-size post-it paper that we stuck to the walls. They did such a great job! They worked together beautifully, helping each other with ideas and spelling. I saw them using the books we read and the handouts and their notes. It was a teacher's paradise. They were focused and involved. And they said that Beg. 1 students couldn't do it. Huh!

The next day we did a Gallery Walk. It was good because there were students that had not been there the day before and so they learned some new info. The task was to look at and read each groups work and using some pre-determined criteria (was it legible? understandable? good ideas? accurate?, etc.) vote for the Venn that they thought was the most successful by drawing a red star on that paper. When we all got back to our seats and announced the results, the whole classroom of students clapped for each entry—not only the winners! It was great! One of my students commented, "Teacher! You're so happy!" And she was right. I was. We finished off that evening's class with a short quiz about Washington and Lincoln on which 83% of the students were successful.

Don't tell me that Beginning 1 students can't do things. Try something. Maybe it will work, maybe it won't. But either way you will all learn something. Let's see, what's next-----Johari Squares?

Jeanne Sheehan