

Flight Lessons: *Inquiry Burst Ideas to Support Critical Thinking in Your Library*

Strategy	Sample Lesson	Additional Lessons / Adaptations	Notes
Visualization Consciously forming the mental images of something that is not actually present in the senses	Research Road Map : students are lead through a visualization that compares planning for the research process to a road map. How will they avoid roadblocks and speed bumps? Students are then given a basic visual organizer that can help them plot their route.	Poetry Unit Introduction: Ask students to close eyes and describe a scene to them (a winter forest, peaceful beach, etc). This provides the basic structure for the poem they will write. The visualization will help them to add color and detail.	
Plus, Minus, Interesting (+, -, I) Framing the consideration of positive, negative, and intriguing aspects of an idea into one picture	Evaluating Sources : Instead of evaluating a variety of sources as good and bad, students are encouraged to determine +, -, I to address the fact that some good sources might be better suited for a project than others.	Research Focus: Students read a short article on a topic they'd like to research. Students complete a +, -, I chart as they read to focus their research and gauge their interest in the topic. Book Speed Dating: Students spend a short amount of time perusing a book and record it on a +, -, I chart. Students move through a wide variety of books before deciding on one to checkout.	
Encapsulation Stating ideas in precise and concise form	6 Word Memoirs: (also 6 Word Stories: "For sale: baby shoes, never worn.") For a unit that covers a wide range of people (such as the 1920s) or programs (such as The New Deal).	The Race Card Project: 6 words on a broad controversial topic Movie/Book Taglines: Students write a tagline or catchy subtitle on the day's lesson as an exit ticket Twitter - 140 characters (or Padlet to simulate Twitter): Encapsulate a speech such as SOTU Vine (6 second video) - Book review, lesson overview	
Questioning Actively clarifying, exploring, challenging, and assessing the understanding of ideas	Questioning Practice: During any lesson, students write down questions they have. Halfway through lesson, teacher answers questions. Questions left at the end of class can guide future lessons.	Gallery Walk: Teacher places a series of images around the room like an art gallery. Students respond to each with questions. Teacher can use the questions for activities on types of questions, choosing appropriate resources for research, or selecting keywords for a search. Parking Lot: During whole class reading assignments, students write down questions to place anonymously in a parking lot. On a weekly basis, teacher responds to questions. In addition, the questions could be used to lead discussion, identifying usable research questions, and revising limited questions into deeper questions.	
Point of View Analyzing how different people might look at the same idea and/or situation	Through Two Lenses: Students will be presented with an issue that connects to their unit of study. (<i>Black and White</i> , Brimner). Given the basic information about the issue, students will write a short paper from the point of view of one of the major players. This can be a bell ringer as the introduction to a larger unit, or a full project unto itself.	Investigating Bias: Incorporating media literacy standards, students would look at one issue from three different sources, each with a specific bias. Discuss the conventions governing each bias, language of bias, reliability of resources operating with bias. Banned Books Ads: During Banned Books Week, students will read articles from groups wanting to ban selected books as well as articles on the freedom to read. Students will then create advertisements from both points of view.	

Flight Lessons: *Inquiry Burst Ideas to Support Critical Thinking in Your Library*

Strategy	Sample Lesson	Additional Lessons / Adaptations	Notes
Decisions and Outcomes Understanding that choosing from alternatives affects events which follow	Analyze an Event : given a scenario related to content area, students respond with alternate ideas.	Choose Your Own Adventure: Teacher and librarian work together to create a "CYOA" type activity involving a variety of stations to simulate real life decisions and the varying consequences. For example, a personal finance class could work through a series of decisions regarding a car loan.	
Analogies Comparing two items to share similarities	A Citation is Like...: After any library lesson, students should be able to provide an analogy (A citation is like the collar on a dog because it tells us the owner).	Analogies for Assessment: Provide students with analogy starters (the presidential election is like...) as a pre/post lesson assessment. Book Selection: Librarian creates tables of books by genre. Students have time to review books at each table then choose a genre for which to write an analogy. Analogy Book Reviews: Create a display in the library in which students can write analogies as reviews of books they've read.	
Fluency, Originality, Flexibility & Elaboration The production of many ideas, the expression of new ideas, and the recombination of existing ideas	Take An Issue : Students will be presented with a problem that needs investigating. Working individually, students brainstorm as solutions. As a whole group, they will share their ideas with one another, encouraging deeper insights. After discussion, students will select research topic and then work in small groups to brainstorm keyword search terms. Students will take the work they've done and create a potential thesis statement, will be edited in small groups.	Creative Writing Activity: Students work in pairs to write a story. Teacher provides the basic structure, and students take turns adding detail to the story. Once this activity is complete, student groups share with other groups. Students can discuss ways in which they would have changed the story. To extend the activity, student groups could exchange stories and rewrite them, adding new creative details. Tools for scaffolding this assignment might include Rory's Story Cubes or eeBoo's Tell Me a Story Cards .	
Mindmapping Recording information with supporting ideas and examples branching out from the main idea	MindMap + Search: Using InstaGrok or another visual search engine as a model, students activate background knowledge of a research topic by mapping out their own search terms on paper. Students then check their against an actual InstaGrok search, adding supplemental terms to their own search to build a stronger search case.	Keyword Mapping: Use to map out research search terms. Active Note Taking: Note taking during class or while reading an article. Summative Assessment: Use a mindmap as a final product to demonstrate mastery of content: the culmination of a research project or a unit of study.	

Fairfax County Public Schools. "Grades K-6 Critical and Creative Thinking Lessons." *Advanced Academic Programs*. Fairfax County Public Schools, 11 Dec. 2013. Web. 24 Jan. 2014.