

SuB Plans: Thinking high

Visible thinking: Circle of Viewpoints using classic short stories

Key learning(s)

Sharing perspectives and realizing people can make different connections based on how they see a scenario

resources needed

Circle of Viewpoints handout
Device for students to view the story or a copy of the short story

THE MOST DANGEROUS GAME

Richard Connell's classic short story

<https://pressbooks.bccampus.ca/perspectives/chapter/the-most-dangerous-game/>

THE GIFT OF THE MAGI

By O. Henry

https://americanenglish.state.gov/files/ae/resource_files/1-the_gift_of_the_magi_0.pdf

THE LOTTERY

By Shirley Jackson

https://sites.middlebury.edu/individualandthesociety/files/2019/09/jackson_lottery.pdf

How to lead lesson

Choose one of the options above. These are all classics so a good time to be exposed to regularly referred to literature.

After the first reading, ask the students what they think the feel of the story was? How do they think the reader is supposed to think? After a discussion. Ask them to take another read through but to pick a perspective of a character from the story and to think about how they may view the experience.

Allow students time to think about what perspective they would like to think about the story from for the secondary reading. If anyone seems to be struggling with a point of view, you may suggest a time to partner share ideas of characters that may be interesting to view the story as.

How to lead lesson

Do another read through. Students should have time to record what they think from their chosen perspective.

Then students should share with a partner how they chose to think about the story and what their chosen character thought about what was happening.

After some partner time comes back to the large group to allow some students to share what their partner told them or other interesting thoughts they think the class would enjoy. Record these so students can reflect back again in their next work time.

Next, students should fill out box three to write a question that they might have from their perspective. Again, allow time for students to record what they are wondering about their point of view.

This would be another opportunity to think-pair-share about their questions.

After students have heard other ideas, ask them to write a headline on the back of the visible thinking tool about how their thinking might or might not be different from the initial read through.

Save the paper to allow the teacher to view the thinking process.