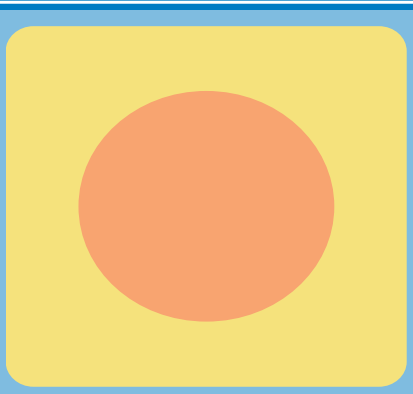
INSTRUCTIONAL STRATEGIES



How I Know It

This strategy effectively introduces the concept of constructed knowledge as students consider how they've come to know things for a "fact."

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HOW I KNOW IT

Summary

This strategy prompts students to share their prior knowledge and analyze how and why they acquired it. Extensions might include asking students to think about what sources of knowledge that are not on their maps, but perhaps should be, or to think about ways they might expand how they know information on the topic.

Procedure

1. Students draw a circle in the center of their paper and a larger rectangle around the circle.
2. Within the circle, students write all the information they already know about a provided topic.
3. After they have listed their prior knowledge in the circle, students think about how they know this information. Where did it come from? What source? This may require some deep thinking on the part of students as it asks them to think of their knowledge as constructed and influenced by multiple sources.

Hyerle, D. & Yeager, C. (2007). Thinking maps: A language for learning. Cary, NC: Thinking Maps, Inc.