

I Used to Think... Now I Think...

This learning experience takes a Thinking Routine from Harvard's *Project Zero* website, <https://pz.harvard.edu/resources/i-used-to-think-now-i-think>, and allows students the opportunity to reflect on their learning and measure their own growth. Teachers can use this as a self-reflection or formative assessment. Student reflections can be written or oral. They can be submitted electronically, on paper, or through a video or voice recording.

Lesson Duration: 25-30 minutes

Enduring Understanding: After we learn something new, we can reflect upon how our thinking has changed.

Concepts: change

New York State Social Studies Standards Addressed:

Can be used with any standard(s).

New York State Social Studies Practices Addressed:

Can be used with any practice(s), especially those that relate to learning with primary sources:

A. Gathering, Interpreting, and Using Evidence

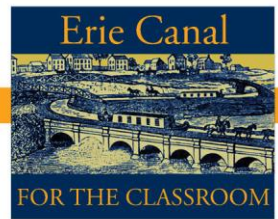
2. Recognize, use, and analyze different forms of evidence used to make meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs).
3. Identify and explain creation and/or authorship, purpose, and format for evidence; where appropriate, identify point of view.
6. Create an understanding of the past by using primary and secondary sources.

Teacher Questions:

1. What did you originally think about the Erie Canal?
2. What do you think now?
3. How has your thinking changed?

Materials List:

1. Link to Harvard's *Project Zero* Thinking Routine, "I Used to Think... Now I Think...": <https://pz.harvard.edu/resources/i-used-to-think-now-i-think>
2. Chart paper or Word/Google Doc open and projected for students to see
3. Pencils and notecards or a half sheet of paper, Google Form, Word/Google document or the "I Used to Think... Now I Think" Reflection Sheet (provided) for written responses; OR, FlipGrid, Padlet, Synth or other app that allows voice/video recording

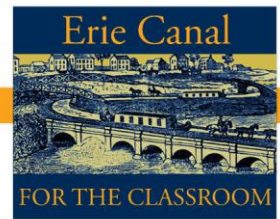


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Procedure:

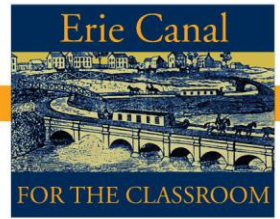
Teacher Questions	Procedure	Materials
<ol style="list-style-type: none"> 1. What did you originally think about the Erie Canal? 2. What do you think now? 3. How has your thinking changed? 	<p>15 minutes: Introduce students to this Thinking Routine by explaining that their thinking changes as they learn and explore. Explain that at the beginning of the unit, they may have had ideas that were misunderstandings, confusions, or inaccuracies. They may also have had zero or little knowledge. We want to see how their thinking has changed.</p> <p>Practice this routine by modeling with a familiar concept from a previous unit, or with something you have learned in your own life. Project your writing or use chart paper to show students how you use the prompt “I used to think...” to share something you once thought about a topic or issue. Next do the same with the “Now I think...” prompt, providing a few sentences that show what you now know or think about it. When complete, read the two statements in their entirety to demonstrate how your thinking has changed based on what you have learned about the topic/issue.</p> <p>TEACHER NOTE: Distinguish your answers from the prompts by highlighting them, using a different color, bold font, etc.</p> <p>TEACHER NOTE: The resources provided on Harvard’s <i>Project Zero</i> website suggest language for introducing this routine to your students.</p>	<ul style="list-style-type: none"> • Link to Harvard’s <i>Project Zero</i> Thinking Routine, “I Used to Think... Now I Think...”: https://pz.harvard.edu/resources/i-used-to-think-now-i-think • Chart paper or Word/Google Doc open and projected for students to see





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<ol style="list-style-type: none">1. What did you originally think about the Erie Canal?2. What do you think now?3. How has your thinking changed?	<p>10-15 minutes: Students will now have the opportunity to complete their own “I used to think... Now I think...” statements.</p> <p>Students can record written responses using a notecard, half sheet of paper, Google Form, Word/Google document or the “I Used to Think...Now I Think” Reflection Sheet (provided). Alternatively, you may choose to have students submit video or voice recordings using an app like FlipGrid (https://info.flipgrid.com/), Padlet (https://padlet.com/), or Synth (https://gosynth.com/feed).</p> <p>TEACHER NOTE: You may assign this as a formative assessment, a self-reflection, or a whole-class activity, with students sharing out their statements with each other at the end.</p>	<ul style="list-style-type: none">• Pencils and notecards or a half sheet of paper, Google Form, Word/Google document or the “I Used to Think... Now I Think” Reflection Sheet (provided) for written responses; OR, FlipGrid, Padlet, Synth or other app that allows voice/video recording
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I Used to Think... Now I Think...

Name _____ Date _____

“I Used to Think... Now I Think...” Reflection Sheet

I used to think...

Now I think...

