

#### Reacting to Reading: Drawing Conclusions (I Read/I Think/Therefore)

What teachers do	What students do
<ul> <li>Select text related to a current topic or issue in the course. Create a question or reading prompt to guide the reading (e.g., "How does light enter your eye?" "Describe the games of soccer or football.").</li> <li>Prepare a scenario based on the topic or issue. Provide students with information and details about the subject.</li> <li>Use a thinking strategy such as "I Read/I Think/Therefore" to demonstrate how to draw a conclusion based on gathered information. See Tips and Resources on the previous page.</li> <li>Provide students with a graphic organizer to record their thinking as they read a course-specific text. See Student Resource, Template for Drawing Conclusions.</li> <li>Provide students with copies of the reading selection and ask them to preview it.</li> <li>Set a purpose for reading.</li> <li>Use a transparency of the graphic organizer to model for students how to read and record information and inferences. Read the first two or three paragraphs to model the process.</li> </ul>	<ul> <li>Read the information provided and make inferences based on the information.</li> <li>Make a conclusion.</li> <li>Observe the teacher's thinking process for drawing a conclusion.</li> <li>Preview the text to get ready to read.</li> <li>Clarify the purpose for reading (prompt or question).</li> <li>Observe how to complete the graphic organizer.</li> </ul>
During  Ask students in pairs or individually to complete the reading task and the "I Read" and "I Think" columns of the graphic organizer.  Partners may read, pause, discuss and record the information and their thinking.	Read the text, pausing to record important information, and make inferences.
<ul> <li>After</li> <li>Review the information gathered in the "I Read" section. Note responses and ask students to account for similarities and differences.</li> <li>Compile information on the transparency of the graphic organizer.</li> <li>Discuss the students' responses in the "I Think" section. Model how to make inferences, and complete the section on the transparency.</li> <li>Review the information and inferences. Ask students to suggest conclusions that can be made based on the information gathered so far. Discuss possible "Therefore" conclusions.</li> <li>Model how to make a conclusion based on gathered information.</li> </ul>	<ul> <li>Reread their graphic organizers. Identify similarities and differences among responses.</li> <li>Draw a conclusion based on the information and inferences in the chart.</li> <li>Compare own conclusion with those of others.</li> </ul>
Ask students to use this thinking process to	Apply their learning to a different reading

• Ask students to use this thinking process to

students to share and compare their

conclusions.

read a short passage on the same topic. Ask

task.

## **Notes**



### I Read/I Think/Therefore – Sample Response

Students are encouraged to use the graphic organizer on the following page to read and respond to a particular text. However, they can also use it to accumulate information about a topic from several sources before drawing a conclusion. For example, students may be investigating the issue of Aboriginal right to self-government, a country's responsibility for its past actions/decisions, or the challenge of diverse cultures working together. They may need to read several different sources to develop a full understanding of the topic or issue.

The *text says* that Aboriginal self-government was part of the Charlottetown Accord, but was defeated in a national referendum. *I think* I need more information about why it was defeated.

The *text says* that the Nisga'a negotiated and signed a treaty for wide-powers of self-government. *I think* that this could be a model for other Provinces. *I think* there still needs to be lots of discussion about economic and political matters.

We started this section with Elijah Harper's opposition to the Meech Lake Accord in 1990. You will remember that the Accord was designed to persuade Quebec to sign the 1982 Canadian Constitution by giving the province special status. Harper opposed the Accord because he believed that Aboriginal Peoples deserved special status, too. With that status, the inherent right to Aboriginal self-government would be recognized. After the defeat of the Meech Lake Accord, the government of Prime Minister Mulroney tried again to revise the Constitution. This time, Aboriginal self-government was included in the agreement, called the Charlottetown Accord, though what self-government involved was not defined. However, this Accord was defeated in a national referendum in 1992.

Since then, Aboriginal Peoples have made some gains. A major one was in 1998 when the federal government issued a Statement of Reconciliation. It stated that government policies had undermined Aboriginal political, economic, and social systems in the past. The federal government apologized for past mistakes and went on to state that

In renewing our partnership, we must ensure that the mistakes which marked our past relationship are not repeated. The Government of Canada recognizes that policies that sought to assimilate Aboriginal people, women and men, are not the way to build a strong country.

Also in 1998, after 30 years of negotiations, the Nisga'a signed a treaty with British Columbia and the federal government. In 2000 the treaty was officially ratified by Parliament. In this treaty, the Nisga'a were given wide powers of self-government in matters of culture, language, and family life.

The *text says* that the Meech Lake Accord gave Quebec special status. *I think* that the Constitution should recognize the unique backgrounds of all of the Provinces and Territories.

The *text says* that the government apologized for its past mistakes in a Statement of Reconciliation. *I think* this is a big step forward in trying to bring these two groups together.

#### Therefore...

The issue of Aboriginal self-government is a very complex issue. There are still many concerns that have not been addressed in political and economic matters.



# **Template for Drawing Conclusions**

I Read	l Think
Therefore	