




CLAIM / SUPPORT / QUESTION

A Reasoning Routine

- | | |
|---|---|
| 1. Make a claim about the artwork or topic |  Claim: An explanation or interpretation of some aspect of the art-work or topic. |
| 2. Identify support for your claim |  Support: Things you see, feel, and know that support your claim. |
| 3. Ask a question related to your claim |  Question: What's left hanging? What isn't explained? What new reasons does your claim raise? |

WHY

To help students develop thoughtful interpretations of an artwork or topic by encouraging them to reason with evidence.

WHEN

Use *Claim / Support / Question* with works of art and with topics in the curriculum that invite explanation or are open to interpretation.

HOW

Model the routine for the whole class, then work in small groups or individually. Take turns using the routine so that each member of the group makes a claim, identifies support and asks a question. Following each person's report, take a moment as a group to discuss the artwork or topic in relation to the claim before moving on to the next person. After everyone has had a turn, reflect on the activity. Ask students to discuss what new thoughts they have about the artwork or topic.