Become Familiar with the Seeing Reason Tool

Examine the *Seeing Reason* Web site. Familiarize yourself with the tool and read associated resources such as Walk Through an Example, Try Out the Tool, Classroom Strategies, Project Examples, and Benefits.

Set up the Project
Visit the Teacher Workspace to set up two projects where students will save individual maps. In the teacher workspace, supply:

First project

- Project Name: Dream Home – Price
- Project Description: Use research and notes from the real estate agent and loan officer presentations to map the factors affecting home price.
- Research Question: *What factors influence home price?*
- Assign teams to the project.
- Set up a test team and make practice maps to uncover potential directions student mapping might go, and to refine the investigation.

Second project

- Project Name: Dream Home – Desirability
- Project Description: Recreate the home price map, and adjust it to show how the factors relate to your persona. Determine which factors are important, and which have no effect or decrease desirability. Use the description feature of the tool to explain your thinking, and create any new factors you believe would be important to your persona which might not appear on the previous map.
- Research Question: *How do I select the right home for me?* Consider how the factors that affect home price relate to your persona.
- Assign teams to the project.
- Set up a test team and make practice maps to uncover potential directions student mapping might go, and to refine the investigation.

Introduce Students to Causal Mapping Using the *Seeing Reason Tool*

1. Using a projector system and networked computer, introduce students to the *Seeing Reason Tool* and explore the demonstration space together.
2. Start by discussing the sample map.
3. Next, clear the map (using button at bottom of page), and create a map of student thinking about home affordability. Use the research question: *What factors influence home price?*
4. Show students how to read, construct, and describe factors and relationships. Demonstrate how chains of factors emerge as discussion goes deeper.

5. Show students how they can support their map models by including definitions, quotes, citations, or data in the factor and relationship description fields.
6.   Explain that maps can show how thinking changes over time, and encourage students to engage in cycles of mapping, research, discussion, and re-mapping.
7. Tell students they will work in teams so they can discuss their developing ideas.
8. Explain that you plan to examine their developing maps, looking for opportunities to support and guide their learning. Discuss the comments feature, and agree on how you will use it.

Tips for Success

Use the Comments feature to give feedback, redirect effort, supply resources, suggest new avenues of study, and ask for clarification about the team's thinking.

As the students are in teams using the tool be sure to facilitate their learning. As students create their maps, pose the following questions (and similar questions) to help facilitate students' higher-order thinking and articulate their reasoning behind the map:

- How have you described your factors?
- What is your evidence for the relationship you show between these factors?
- Why is this important to understand?
- What causes this to happen?
- Can you explain this relationship further? How does it affect this factor?