**What do you see?**

An adaptation of the Collaborative Assessment Conference (CAC) Protocol developed by Steve Seidel and colleagues at Harvard University’s Project Zero

Step 1 – Choose a particular text of focus and provide each student with a copy.

* The sample text I frequently use is a brochure from Caribou Coffee.

Step 2 – Give the students a few minutes to read and study the text provided.

Step 3 – Ask, “What do you see?”

* Ask students to provide answers without making judgments.
* If someone makes a judgment statement, ask for evidence in the text that supports that judgment. For example, if a student comments, “The brochure uses catchy language.” Ask, “What do you see in the brochure that makes you say that?”
* Encourage students to look “openly and broadly.”
* After going around the classroom once, repeat and go around the room a second time asking for even more “noticings.” Keep a list of the students’ responses by recording on the board or projecting on a screen. Depending on the class size, you could have a list of 40-50 different noticings. The more the better!

Step 4 – Invite students to rhetorically analyze and evaluate the text using the textual evidence they discovered. As a whole group, discuss the following:

* What is the purpose of this text? Why do you think so?
* Who is the intended audience? Again, why do you think so?
* How does the author of the text use ethos, logos, pathos, and kairos to appeal to the audience? Your evidence?
* What advantages might there be to using this particular genre for this particular purpose and audience? What might be some of the constraints?
* How effective is this text in achieving the author’s purpose? Explain.

Purposes for this activity:

* To enhance students’ perceptions of written texts by honing the students’ perceptual skills (Adapted from CAC Protocol)
* To encourage depth of perception by demonstrating all that can be seen in a single text (Adapted from CAC Protocol)
* To deepen learning through shared understanding (Adapted from CAC Protocol)
* To enrich the process of rhetorical analysis through modeling and practice