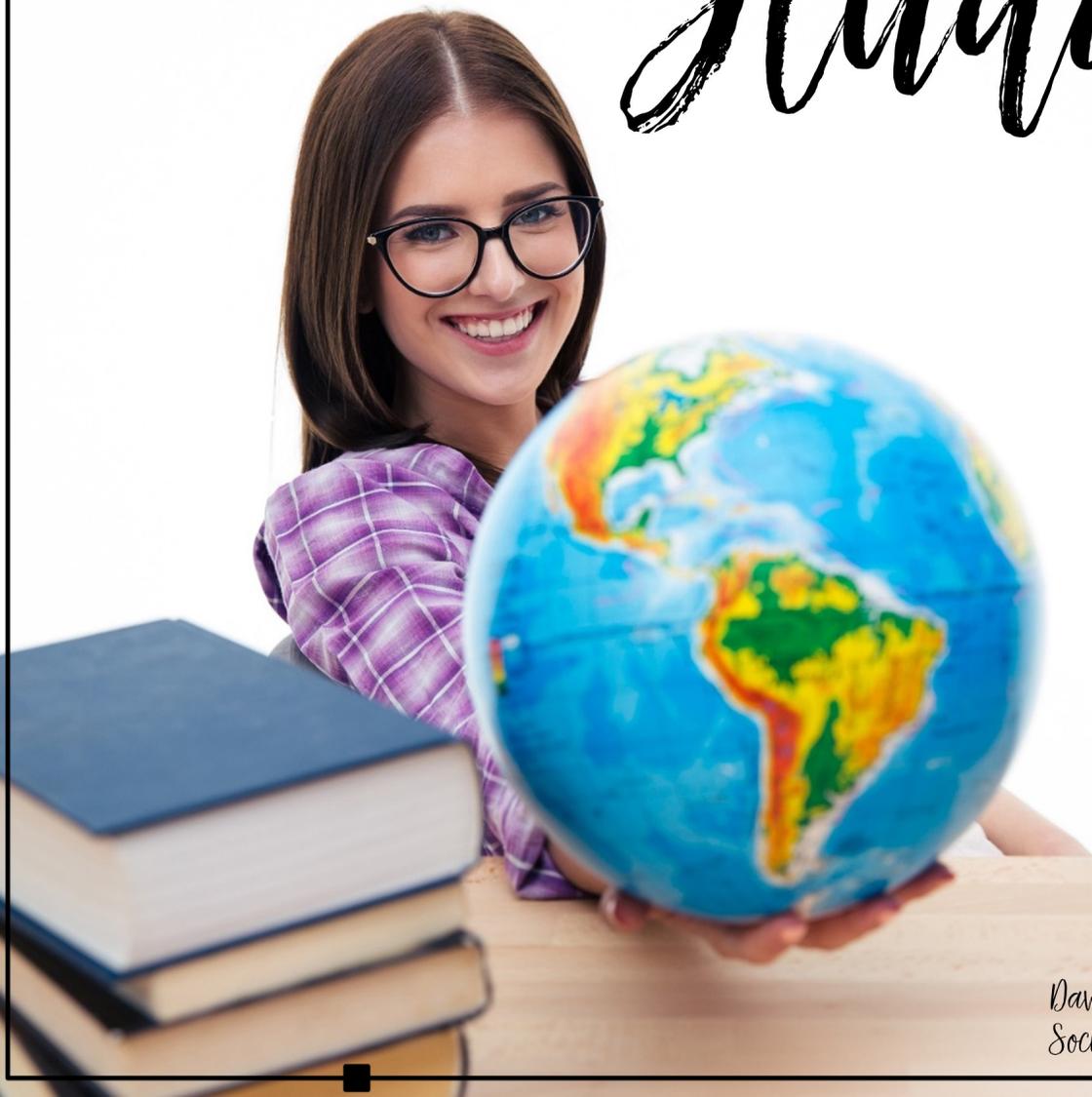


Instructional Strategies for Social Studies





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Clip Art and Fonts



What do I believe about Social Studies instruction?

Students need to be engaged to learn.

-Schlechty's *Design Qualities of engagement:*

Students need to read in Social Studies – a lot! Like everyday!

-Kinsella's *Considerate Text*

Students are social – purposeful talk is crucial to learning.

-Walsh *Quality Questioning*

History can be fun and rigorous at the same time.

-Bower's *Bring Learning Alive!*

The Interactive Student Notebook is a powerful teaching tool that allows you to differentiate instruction for students in a variety of ways.

-Wist's *Research on the Interactive Student Notebook*

History should not be trivial pursuit – dig deeper and teach with essential questions and enduring understandings.

-Wiggins & McTighe *Essential Questions*

Vocabulary Instruction must be intentional and engaging.

-Marzano *Academic Vocabulary*

All students can learn – we just need to support them in different ways.

-Seidlitz's *Seven Steps*

Writing is essential for learning, not just assessment.

-Daniels' *Content Area Writing*

Kids need to continuously review content. All students need to participate in classroom activities.

-Himmele's *Total Participation Techniques*

Everyone's story needs to be told – we have a great responsibility for helping students see patterns in history across time.

-Dawn

"Soft skills" of collaboration, communication, critical thinking, and creativity are essential to future success in the job market.

-Muir *Reasons Millennials Get Fired*

Social Studies Instruction

This manual is full of engaging, purposeful teaching strategies that provide students a rich learning experience in your Social Studies class. It is designed to support both the Interactive Student Notebook model (Hook/Line/Sinker) and Content Literacy model (Before/During/After Reading).

The Interactive Student Notebook is a key element of successful Social Studies instruction. As a learning tool, the Interactive Student Notebook invites students to become successful note takers, get systematically organized, and create a portfolio of individual learning for historical memory. The three key elements of the Interactive Student Notebook are:

- ❑ **Preview Assignments - (Hook)** A short, engaging assignment at the start of each lesson helps students preview key concepts and tap their prior knowledge and personal experience.
- ❑ **Graphically Organized Reading Notes - (Line)** These included instructional strategies for learning content as well as graphic organizers. These strategies are used to record key ideas and help students obtain meaning from what they read.
- ❑ **Processing Assignments - (Sinker)** An end-of-lesson processing assignment, involving multiple intelligences and higher-order thinking skills, challenges students to apply what they've learned. Processing assignments encourage students to synthesize and apply the information they have learned in a variety of creative ways.

The manual is in alphabetical order with a table of contents highlighting preview (Hook), note making (Line) or processing (Sinker) strategies. Many of these instructional strategies blend elements of a Preview (Hook), During (Line) and After Reading (Sinker) strategy and can be used in many ways to meet the needs of your students.

In addition to supporting the Interactive Student Notebook and content literacy, this manual is also designed to support Social Studies Skills. After the Hook/Line/Sinker table of contents, you will find a chart that focuses on the skills standards of sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.

The best use of these instructional strategies relies on purposeful selection of strategies to differentiate instruction for the learner. Strategies should attempt to reinforce the concept being taught as closely as possible.



Directions

Be sure to follow these important directions if you want to allow your students to complete this activity using Google Slides™.

Click on this link below from your Google Drive™ –

[Social Studies Strategies for Success](#)

You will be directed to a page in your Google™ account that will ask if you would like to copy the document. Once you make a copy, you will be able to manipulate parts of the activity before you assign it to your students. The individual pages are locked images, but you will be able to delete or add any slides you wish. Once you are ready to go, assign the activity to your students. When assigning in Google Classroom™, be sure to select "Make a Copy for Each Student" to ensure that each student has their own assignment to work on individually.

Enjoy!

Dawn



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of
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Social Studies Skills

Sequencing	Door Slaps, Mind Mapping, Pattern Puzzles, Riddling Along, Save the Last Word for Me, Sentence Stems
Categorizing	3-2-1, Alpha Blocks/Boxes, Mind Mapping, Pattern Puzzles
Cause-Effect	Changing History, Door Slaps, Mind Mapping, Problem-Solution, Sentence Stems
Compare/Contrast	Double Bubble, I-Chart, Sentence Stems, Triangular Venn Diagram
Main Idea	Annlighting, Door Slaps, Gallery Walk, GIST, I Am Poem, Mind Mapping, Mosaic, Opinion Proof, Pattern Puzzles, Pick A Card, RAFT, Question Dice, Save the Last Word for Me, Sentence Stems, Think Pair Share, Three Point Review
Summarizing	Bio Poem, Cartoon Capers, Gallery Walk, GIST, Definition Poem, Diamante Poem, Door Slaps, Summary, Human Spectrum, I Am Poem, I-Chart, Jigsaw, Mind Mapping, Mosaic, Opinion Proof, RAFT, Read Write Pair Share, Reddy Set Recall, Save the Last Word for Me, Save One Get One, Sentence Stems, Sketch to Stretch, Somebody Wanted, Terquain, Think Pair Share, Three Point Review, Word Splash
Generalizations	Analogies, Attribute Graph, Chalk Talk, Image Analysis, Mind Mapping, Fast Facts, I Am Poem,
Predictions	Anticipation Guide, Book Bits, Door Slaps, Think Pair Share, Write Around
Inferences	Cartoon Capers, Character Quotes, Door Slaps, Image Analysis, Opinion Proof, Quick Writes, RAFT, Think Pair Share, Write Around
Conclusions	Attribute Graph, Opinion Proof, Pick a Word, Pick a Card, QSSSA, Save the Last Word for Me, Write Around

Social
Studies
Strategies

3-2-1

What is it?

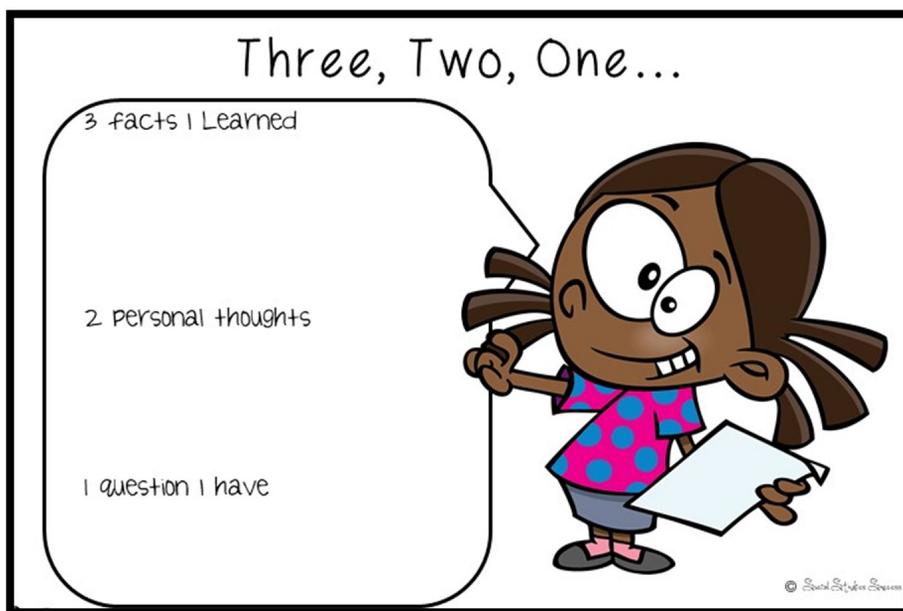
The idea is to give students a chance to summarize some key ideas, rethink them in order to focus on those that they are most intrigued by, and then pose a question that can reveal where their understanding is still uncertain. Often, teachers use this strategy in place of the usual worksheet questions on a chapter reading, and when students come to class the next day, you're able to use their responses to construct an organized outline, to plot on a Venn diagram, to identify sequence, or isolate cause-and-effect. The students are into it because the discussion is based on the ideas that they found, that they addressed, that they brought to class.

How does it work?

1. Students fill out a 3-2-1 chart with something like this:
3 Things You Found Out
2 Interesting Things
1 Question You Still Have
2. Depending upon what you're teaching, you can modify the 3-2-1 anyway you want. For instance, if you've just been studying the transition from feudalism to the rise of nation-states, you might have students write down 3 differences between feudalism and nation-states, 2 similarities, and 1 question they still have.

Why use it?

Students are engaged in this activity because the discussion is based on the ideas that they found, that they addressed, that they brought to class.

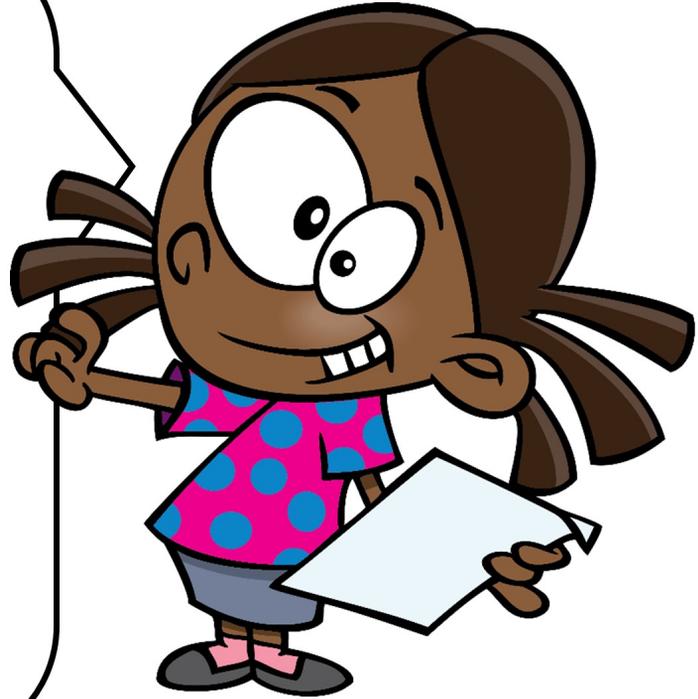


Three, Two, One...

3 facts I Learned

2 personal thoughts

1 question I have



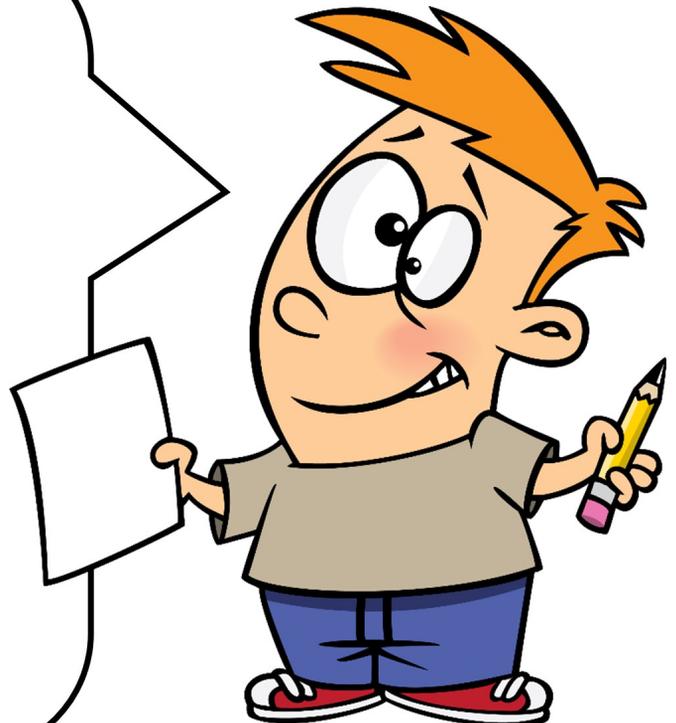
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Three, Two, One...

3 facts I Learned

2 personal thoughts

1 question I have



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Alpha Blocks

What is it?

An activity that can be used at the beginning of a unit to activate prior knowledge, or it can be used during a unit of study to assess progress in concept development. It can also be used at the end of a unit to help review for a final assessment.

How does it work?

1. The teacher chooses 3 or 4 topics and labels the organizer such as New England, Middle & Southern Colonies; or Daoism, Confucianism, & Buddhism.
2. Groups are assigned one chart and a specific colored marker. (They will rotate through each chart.)
3. Students are given one minute to list as many topics, terms, ideas, concepts, etc. and record them within the appropriate box.
4. Students then rotate to the next chart, keeping their same marker. Students are given 1-2 minutes to read over the next chart and add more information to it. They may also dispute or question anything already on the chart.
5. Students rotate once again, continuing this process. They have 2 minutes to work as they will have more to read over and consider at each progressive chart.
6. Students can rotate back to their original chart and consider whether they agree or disagree with the entries.

Why use it?

This activity can also serve as an anchor chart that can be used to record information throughout the unit referenced.



Alpha Blocks

Topic:

ABCD

EFGH

IJKL

MNOP

QRST

UVWXYZ

Alpha Boxes

Topic:

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R	S	T
U	V	W	XYZ

Analogies

What is it?

Analogies help students create links from information they already know to new content.

How does it work?

1. Prepare a prompt. Think of an interesting event or scenario that your students would understand that illustrates it. Create an open-ended question or prompt to elicit the understanding from students.
2. Allow students to write or discuss their answer to the prompt.

Why use it?

Once students identify how their prior learning relates to the content of the lesson, it is easier for them to transfer that learning to the new context you are trying to teach.

Example:

Your single mom has allowed you lots of freedom. But then she remarries. Your stepfather is very strict and places all sorts of new restrictions on you. When you protest, he punishes you and restricts you even more. How would you feel and how would you react?

Have students share responses with a partner. Then take responses from the class and emphasize the consensus among the responses. Point out that the American Revolution was a result of a very similar situation.

Annolighting

What is it?

Annolighting a text combines effective highlighting with marginal annotations that help to explain the highlighted words and phrases.

How does it work?

1. Choose a focus for the highlighting. Create a prompt that focuses students on clearly targeted content in a text. (Example: "Annolight any part of the passage that shows how a conflict might develop between Britain and the Colonies.")
2. Students highlight the targeted information. They use a "telegraphic" approach, highlighting only the words that are essential to address the focus of the prompt.
3. Students annotate their highlights in the margins. The annotation is a brief explanation of why they selected that specific portion of the text to highlight. Students' annotations should be clearly related to the purpose/prompt set by the teacher at the beginning of the lesson.
4. Provide an opportunity for students to check their work and share with others.

Why use it?

Because of the content-related prompt, annolighting focuses student thinking on the lesson's "big ideas". It serves as a note taking format that engages students with content without a lot of writing.

Example:

Annolight any part of the passage that shows how a conflict might develop between Britain and the Colonies.

The Proclamation of 1763

During the French and Indian War, Britain and the colonies fought side by side. However, when the war ended, problems arose. Britain wanted to govern its 13 colonies and the territories gained in the war in a uniform way. So, the British Parliament in London imposed new laws and restrictions. Previously, the colonies had been allowed to develop largely on their own. The British government simply let the colonists govern themselves with little to no interference. The new laws that were being passed made the colonists feel that their natural rights and freedoms

They shared a history and a goal.

They are used to independence.

Ideals of a free government.

Anticipation Guide

What is it?

A strategy used to set purposes for reading texts and to activate prior knowledge to support students as they make connections with the text.

How does it work?

1. Choose a text.
2. Create the Anticipation Guide by constructing a series of statements about specific items or concepts in the lesson.
3. Either display the cover or read the opening paragraph and ask the children to answer each question with either yes, no or maybe. The emphasis is not on right answers or to make correct predictions. We want them to form a working hypothesis about the text.
4. Read the text aloud. As you read, ask children to let you know when they have found the correct answer to each statement. You should read slowly and stop at places in the text that correspond to each of the statements.
5. Bring closure to the reading by revisiting each of the statements.
6. The students may then rewrite false statements to make them true to check for understanding.

Why use it?

Anticipation guides facilitate deeper comprehension of text and help students develop metacognition. Through the use of anticipation guides, children know what to look for as they read. As they use the guides, they discover that they have an increased interest in wanting to read so that they can verify their predictions.

Increase engagement:

Create broad statements to facilitate discussion prior to reading information. Debate the topics with an agree/disagree, "to what extent", or prioritizing from a most-least focus.

Example:

What makes a good leader?

Agree

Disagree

1. Creates monuments that last thousands of years.
2. Kills his enemies.
3. Creates fair laws.

Attribute Graph

What is it?

This is a graph that shows the attributes of a historical figure, an inventor, an ordinary citizen or a character from a book. The focus might be attributes of a character, an author, a historical figure, the climax of a story, and so on.

How does it work?

work with students to select a focus for this interaction on the attributes of a historical figure or climax of events. Students discuss the attribute graph and list the attributes they agree to be the most significant and/or well developed at the bottom of the graph. They then evaluate each attribute on a scale of 1 to 10 and use evidence to support their answer.

Why use it?

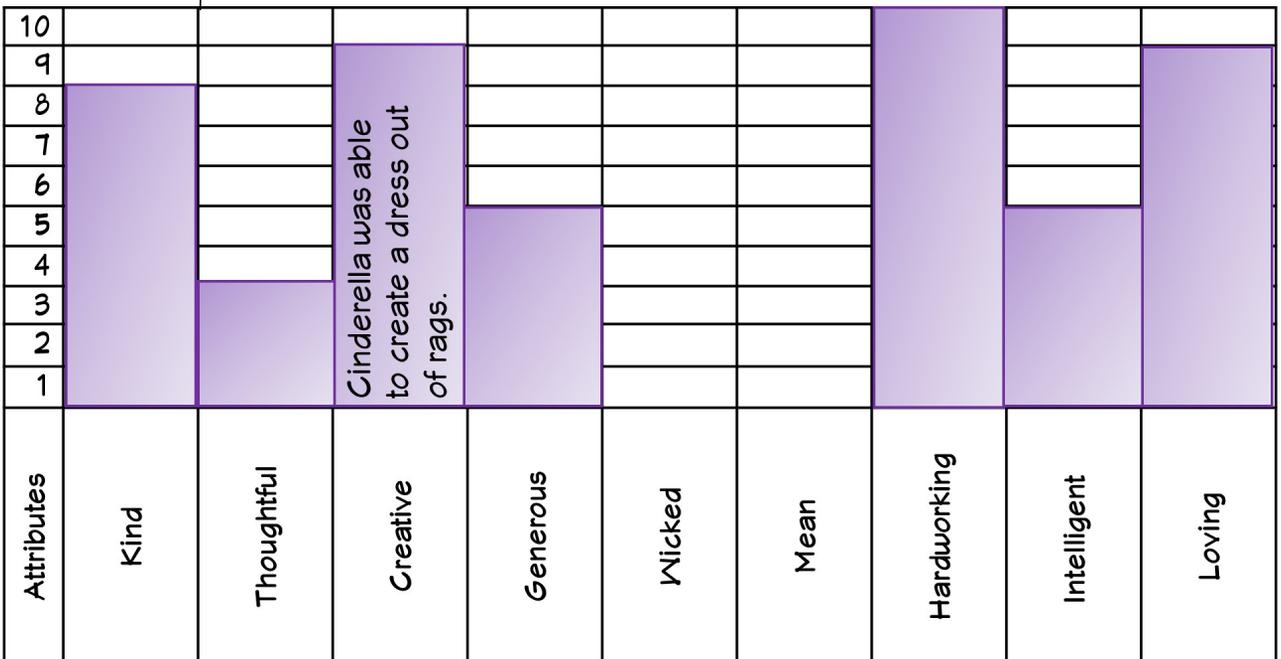
The graph activity focuses students on determining character traits of a person as well as determining which attributes they feel are the most significant and/or well developed.

Increase engagement:

Create a Human Bar Graph. Post signs around the room with each of the attributes and have students stand in front of the sign they think best represents the character/situation.

Example:

Attribute Graph for *Cinderella*



Attribute Graph

Directions: Create a graph that shows the different attributes of your topic. You will base your decision on the importance of each attribute by using evidence. Color each attribute a different color and cite your evidence on the graph.

10									
9									
8									
7									
6									
5									
4									
3									
2									
1									
Attributes									

Beat the Teacher

What is it?

Beat the Teacher is an activity that helps students develop strong questioning skills that result in enhanced comprehension.

How does it work?

1. Ask students to read a text selection carefully. When they finish, have them form pairs or small groups and write a list of questions that you, the teacher, will find difficult to answer.
2. While students are reading and developing questions, read the selection yourself and create a list of questions for students.
3. After you and the students are done creating questions, sit in front of the class and prepare to be peppered with questions.
4. Select a student to record both questions and answers so copies can be given to everyone after the activity.
5. To play the game, give each group a sequential number. Then:
 - ✓ Call on the first group and have them ask you a question.
 - ✓ If the group stumps you, the class earns a point. Call on the next group and have them ask you a question. You may not ask a question until you can correctly answer one of the students' questions.
 - ✓ If you answer correctly, give yourself a point and ask the next group a question. If the group you call on cannot correctly answer the question, you get a point. Students may not ask you a question until they can correctly answer one of your questions. (You may decide whether or not to continue to ask the same question after stumping a group of students for the first time.)

Why use it?

This is a quick and easy way to engage students while focusing on reading comprehension.

Bio Poem

What is it?

A poem that describes a historical figure in 11 lines in order to summarize key ideas and events related to that person and their achievements.

How does it work?

Line 1 First Name

Line 2 Title or occupation of the person

Line 3 Four words that describe the person

Line 4 Lover of (3 things or ideas)

Line 5 Who believed (1 or more ideas)

Line 6 Who wanted (3 things)

Line 7 Who used (3 methods of things)

Line 8 Who gave (3 things)

Line 9 Who said (a quote)

Line 10 Last Name

Example:

Rosa

Was an activist in Civil Rights Movement

Was determined, brave, strong, loving

Who love equality, freedom, and the rights of all people

Who believed that everyone should be treated fairly

Who wanted equal rights, respect for African Americans and freedom

Who used a bus boycott, her voice and her actions

Who gave hope, an action plan and a symbol to the Civil Rights Movement

Who said "No, the only tired I was, was tired of giving in."

Parks

Bio Poem

- Line 1 First Name
- Line 2 Title or occupation of the person
- Line 3 Four words that describe the person
- Line 4 Lover of (3 things or ideas)
- Line 5 Who believed (1 or more ideas)
- Line 6 Who wanted (3 things)
- Line 7 Who used (3 methods of things)
- Line 8 Who gave (3 things)
- Line 9 Who said (a quote)
- Line 10 Last Name

Bio-Poem

Write a poem that explains the contributions of an important person.

First Name _____

3 words that describe the person _____

Who loved (2 things or ideas) _____

Who believed (1 or more ideas) _____

Who wanted (2 things) _____

Who used (2 methods or things) _____

Who said (a quote) _____

Last Name _____

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Bio-Poem

Write a poem that explains the contributions of an important person.

First Name _____

3 words that describe the person _____

Who loved (2 things or ideas) _____

Who believed (1 or more ideas) _____

Who wanted (2 things) _____

Who used (2 methods or things) _____

Who said (a quote) _____

Last Name _____

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Book Bits

What is it?

Book Bits is a pre-reading strategy in which sentences or phrases from the text are shared with the students in advance of reading the text to improve text understanding.

How does it work?

1. Select key phrases or sentences that are significant to the text. These *book bits* should reveal enough to help students begin to think along the lines that support text understanding, but not so revealing that they limit thinking.
2. Write each *book bit* on a strip of paper. There should be as many *book bits* as there are students in the group.
3. Give each student a *book bit*. Ask each student to read his/her *book bit* and think about how it might be connected to the text.
4. After the students have read their *book bit*, they move about the room and read their *book bit* to others. No discussion occurs during this sharing - only the reading of the *book bits* to one another. (Consider dividing class into two equal groups. Form two parallel lines having students facing each other. Students facing each other read the *book bits* to one another. Then tell one of the lines to shift down one space. The student at the end of the row goes to the beginning for a new partner. Keep shifting until all *book bits* have been read aloud.)
5. Once students have had the opportunity to hear most of their peers' *book bits*, they return to their seat and do a quick write about the impressions they now have about the text. They might address what they think the selection is about or what they know about the characters or topic.
6. After completing the quick write, students discuss their ideas with one another.

Why use it?

The strategy is designed to:

- arouse student curiosity about text to be read
- stimulate thinking about the text
- access prior knowledge and experience
- assist students in making predictions
- promote interest and motivation in reading the text, and
- build schema for constructing meaning

Increase engagement:

Allow students the opportunity to summarize the information on a note card. Students will enjoy the variety provided and it will support struggling writers with an accomplishable task.

Carousel Brainstorming

What is it?

A strategy used to activate students' prior knowledge of a topic through movement and conversation with others providing scaffolding for new information to be learned in the proceeding lesson activity. While brainstorming, students rotate around the classroom in small groups, stopping at various stations for a designated amount of time.

How does it work?

1. Generate X number of questions for your topic of study and write each question on a separate piece of poster board or chart paper. (Note: The number of questions should reflect the number of groups you intend to use during this activity.) Post questions sheets around your classroom.
2. Divide your students into groups of 5 or less. For Example; in a classroom of 30 students, you would divide your class into 6 groups of five that will rotate around the room during this activity.
3. Direct each group to stand in front of a home base question station. Give each group a colored marker for writing their ideas at the question stations. it is advisable to use a different color for tracking each group.
4. Inform groups that they will have X number of minutes to brainstorm and write ideas at each question station. Usually 2-3 minutes is sufficient. When time is called, groups will rotate to the next station in clockwise order. Numbering the stations will make this easy for students to track. Group 1 would rotate to question station 2; Group 2 would rotate to question station 3 and so on.
5. Using a stopwatch or other timer, begin the group rotation. Continue until each group reaches their last question station.
6. Before leaving the final question station, have each group select the top 3 ideas from their station to share with the entire class.

Why use it?

Activating students' prior knowledge of a topic before instruction of new material provides students with a foundation for which new knowledge can be understood.

Cartoon Capers

What is it?

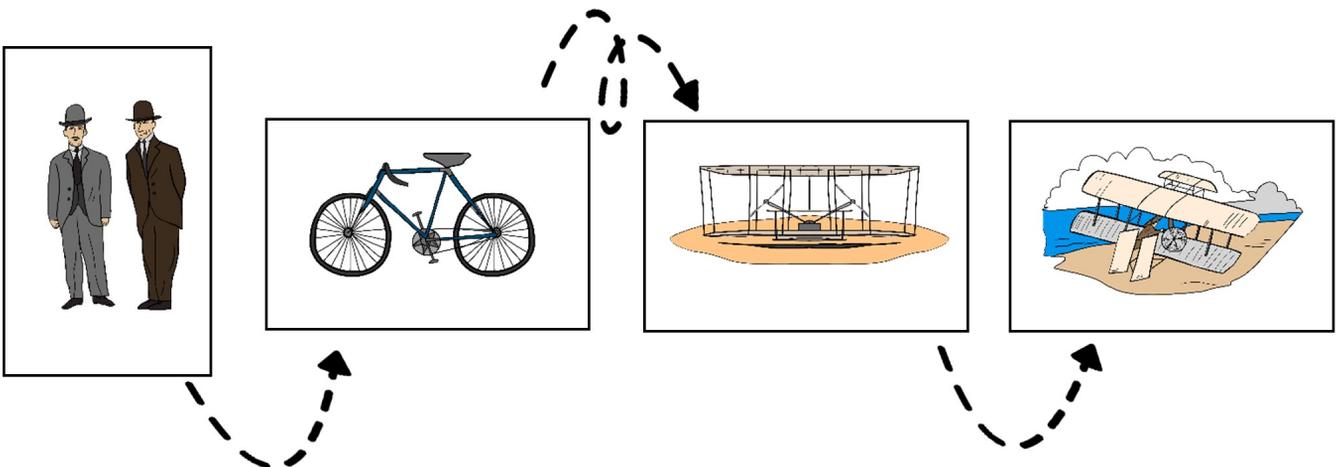
Cartoon Capers is an activity in which students create cartoons to represent key events in history. This activity not only taps students' visual-spatial learning modality, it allows you to quickly check student comprehension.

How does it work?

1. Choose a topic you want your students to read.
2. Give each student at least six index cards.
3. Challenge students to read a brief selection of text (only one or two paragraphs) and on an index card draw a quick cartoon summarizing the information they read.
4. Ask students to complete this process at least six times for subsequent selections of the text.
5. Once a student has completed six index cards, pick up his or her cards and shuffle them. Now challenge the student to arrange the cartoons in the order of the events.

Why use it?

This teaching strategy pulls from the Visual - Spatial Intelligence and provides for Differentiated Instruction. engagement: is developed through Choice, Novelty and Variety.



Character Maps

What is it?

This is a processing activity in which students create visuals to represent key figures and their importance to history. This activity not only taps students' visual-spatial learning modality, it allows you to quickly check student comprehension.

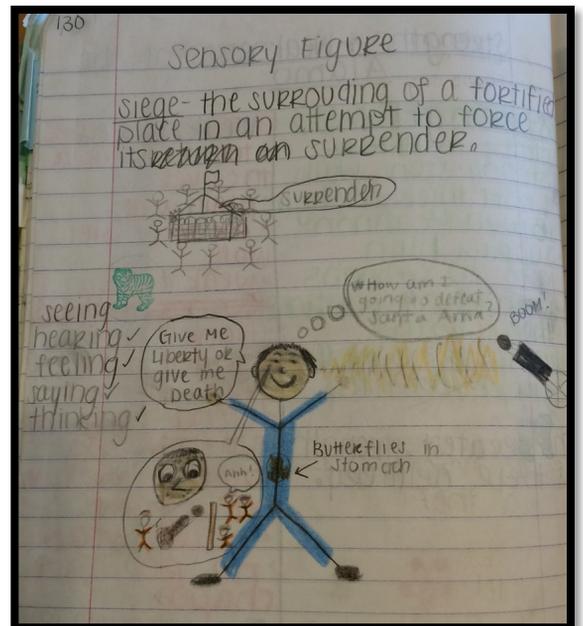
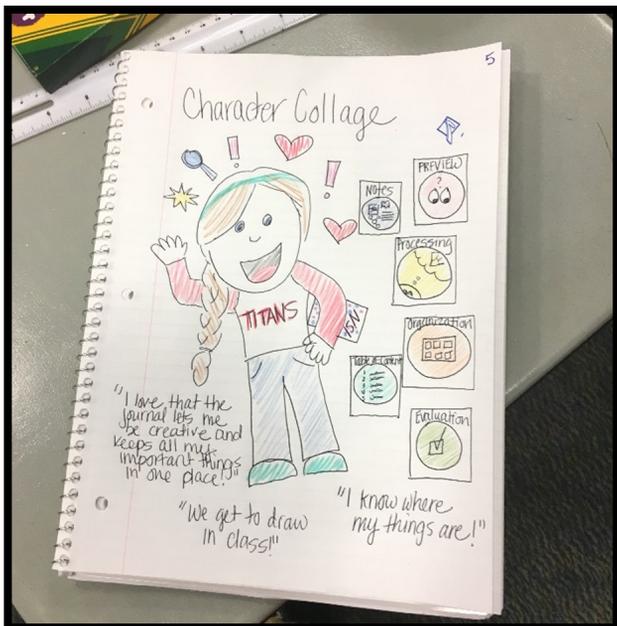
How does it work?

After learning about an individual who made a contribution to history, students are to produce a character map using the graphic provided.

1. On the left side, the student is to identify four or five factual statements that represent key events/accomplishments in the person's life.
2. On the right, the student is to develop four or five interpretative statements the student would use to describe the person.
3. On the head the student is to develop an appropriate hat that best identifies the person's role in history.
4. Underneath the feet, the student is to develop an original statement that evaluates this person's role and significance in history.

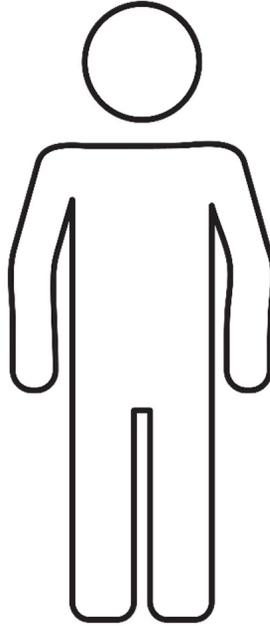
Variation

Sensory Figures Students make a simple drawing of a prominent figure and label it with descriptions of what that person might be seeing, hearing, saying, feeling, or doing-to convey significant thoughts, feelings, and experiences.



Character Map

1. On the left side, write four or five factual statements that represent key events/accomplishments in the person's life.
2. On the right, write four or five interpretative statements to describe the person.
3. On the head draw an appropriate hat that best identifies the person's role in history.
4. By the feet, write an original statement that evaluates this person's role and significance in history.

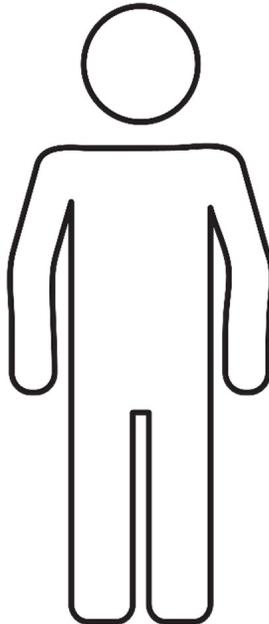


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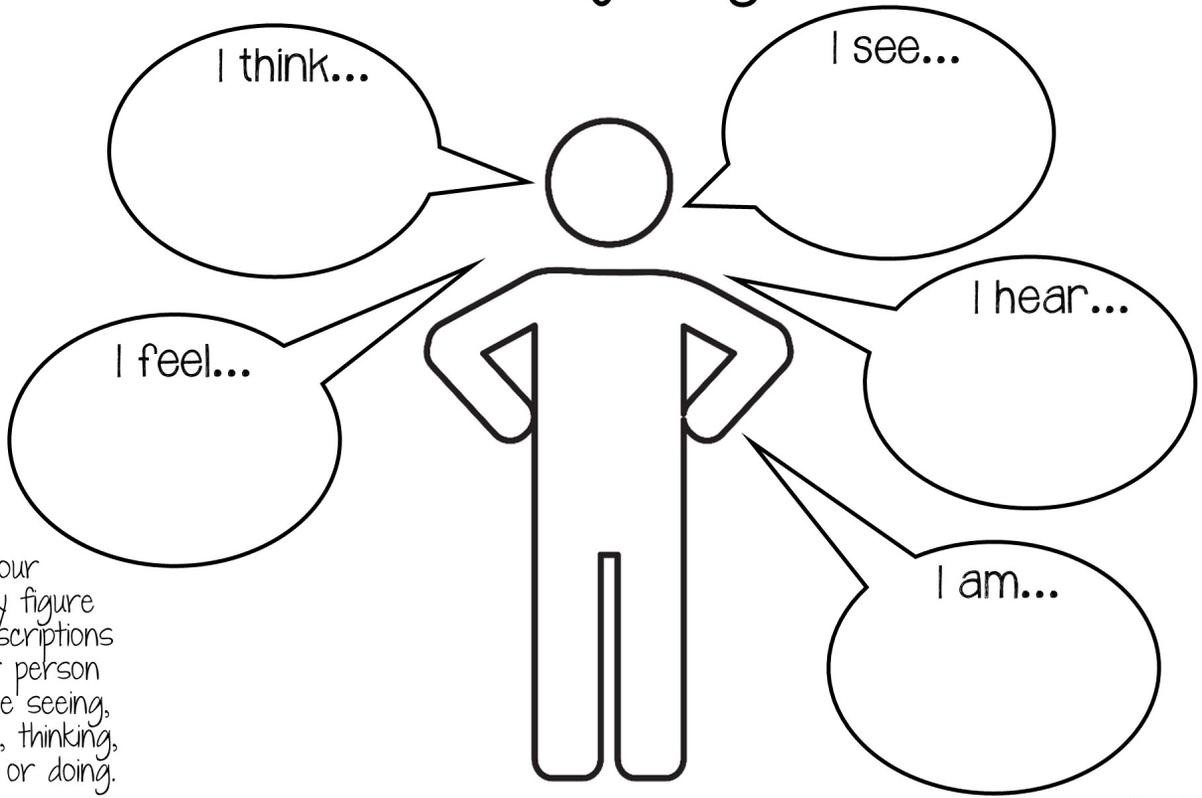
Character Map

1. On the left side, write four or five factual statements that represent key events/accomplishments in the person's life.
2. On the right, write four or five interpretative statements to describe the person.
3. On the head draw an appropriate hat that best identifies the person's role in history.
4. By the feet, write an original statement that evaluates this person's role and significance in history.



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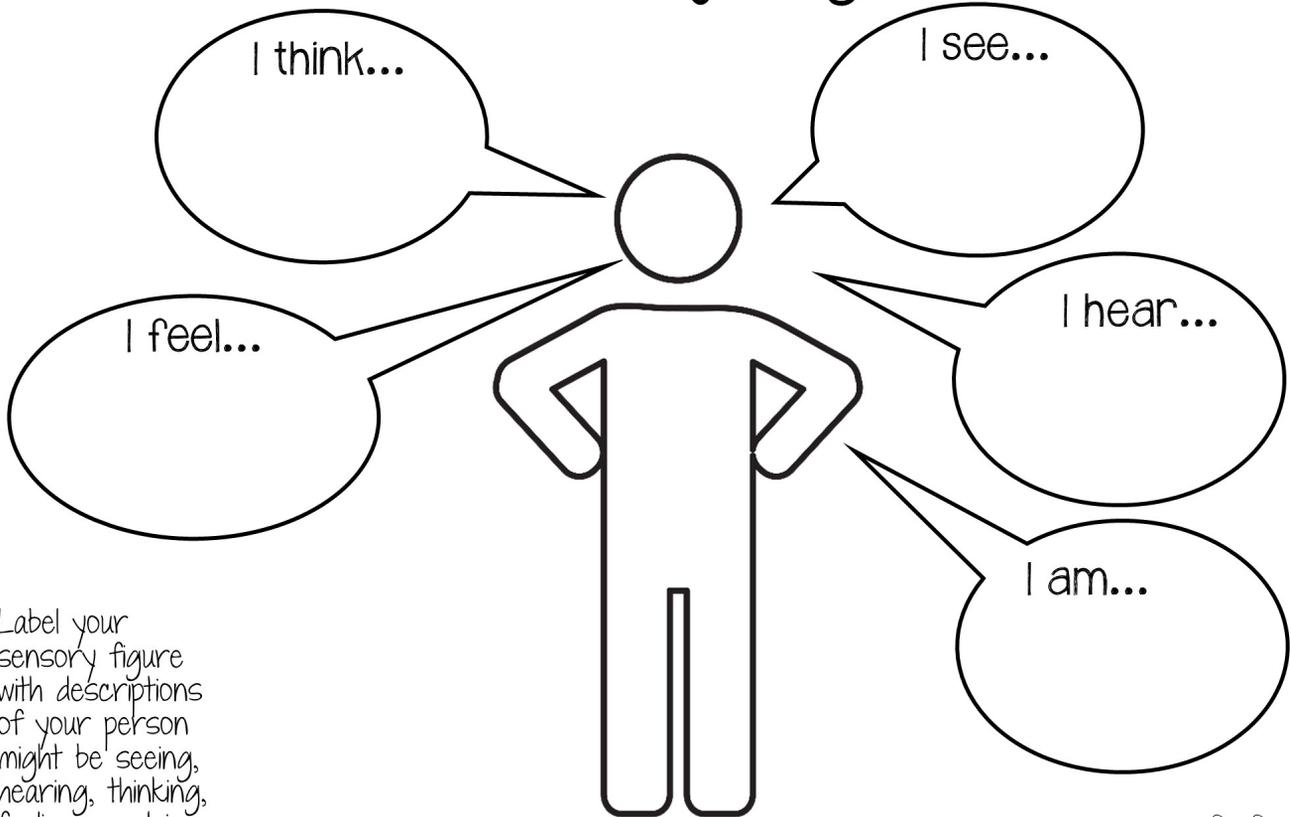
Sensory Figure



Label your sensory figure with descriptions of your person might be seeing, hearing, thinking, feeling, or doing.



Sensory Figure



Label your sensory figure with descriptions of your person might be seeing, hearing, thinking, feeling, or doing.

Character Quotes

What is it?

Character Quotes can be used to historical figures who present themselves through their words.

How does it work?

1. Find quotes by a historical figure that illustrates different facets of the individual's personality. Select quotes that encourage students to develop varying descriptions of the kind of person this individual might be. Write each quote on a separate slip of paper or index card.
2. Students work in cooperative groups, each group with a different quote to consider. Ask groups to generate as many words as possible that describe their impression of this person based on the quote.
3. After each group has generated a list of descriptors, they read the group's quote to the entire class and share the list of character qualities and traits that the group associates with the individual. They also talk about why they arrived at these traits. As they share, write the qualities and traits on an overhead transparency and inform the class that all quotes were uttered by the same individual.
4. Involve students in making generalizations about the individual. Students work in their groups to write a preliminary personality profile of this individual by drawing upon the qualities and traits listed by the entire class. The profile should contain four or five statements that integrate important qualities from the list.
5. Provide an opening stem as a template to assist students in organizing their personality profile.
6. The following is the opening stem for a profile on George Washington's quotes:
George Washington was the type of person who _____. He also seemed to be _____. Other traits of his personality included _____. His words show that he experienced _____.
7. Students read the text. After reading, students return to their personality profiles to discuss what new qualities or traits they might add and how they would change the profile to make it better match their understanding of the individual. Ask students to select further quotes from the text that new information about their individual.

Why use it?

It helps students infer personality traits and summarize key details concerning an individual.

Example:

- Give me liberty or give me death!
- Ask not what your country can do for you; ask what you can do for your country.
- I have a dream that one day this nation will rise up and live out the true meaning of its creed.

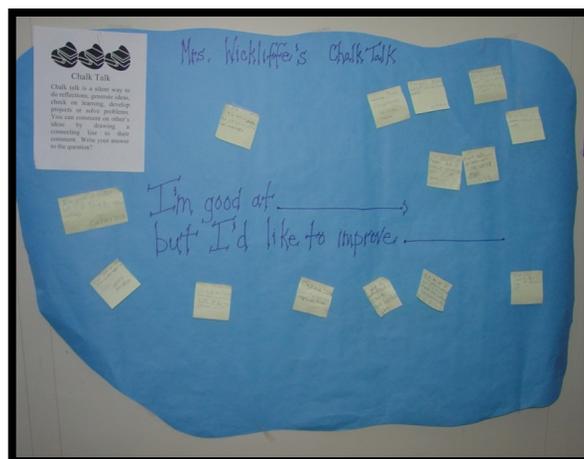
Chalk Talk

What is it?

Chalk Talk is a silent way to do reflections, generate ideas, check on learning, develop projects or solve problems. It can be used productively with any group and because it is done completely in silence, it gives groups a change of pace and encourages thoughtful contemplation. It can be an unforgettable experience.

How does it work?

1. The facilitator explains very briefly that Chalk Talk is a silent activity. No one may talk at all and anyone may add to the chalk talk as they please. You can comment on other people's ideas simply by drawing a connecting line to the comment. It can also be very effective to say nothing at all except to put finger to lips in a gesture of silence and simply begin with #2.
2. The facilitator writes a relevant question in a circle on the board such as:
 - What did you learn today?
 - So what? or Now what?
 - What do you think about social responsibility and schooling?
 - How can we involve the community in the school?
 - What do you know about Croatia?
3. The facilitator either hands a piece of chalk to everyone, or places many pieces of chalk at the board and hands several pieces to people at random.
4. People write as they feel moved. There are likely to be long silences—that is natural, so allow plenty of wait time before deciding it is over.
5. How the facilitator chooses to interact with the Chalk Talk influences its outcome. The facilitator can stand back and let it unfold or expand thinking by:
 - * circling other interesting ideas, thereby inviting comments to broaden
 - * writing questions about a participant comment
 - * adding his/her own reflections or idea
6. When it's done, it's done.



Changing History

What is it?

A previewing strategy that helps students get an overview without becoming bogged down in the details of what they are reading. It guides comprehension by focusing attention on groups of people who confront problems and cope with change.

How does it work?

1. What if your students were able to change the past? Which events would they change and what would the outcomes be?
2. Pose these questions to your students, and then give them the opportunity to do just that. After studying a unit in social studies, have students brainstorm a list of events that took place.
3. Next, encourage them to change the events so that the outcomes would have been much different. Have them explain how history might have been different as a result of these changes.

Example:

What if slavery had never been allowed in the United States?

CAUSE

The Continental Congress disallowed slavery in the Declaration of Independence.

HISTORICAL EFFECT

1. The Southern economy never flourished.
2. The Civil War never happened.
3. African-American men would have gotten to vote decades earlier.

What if Abraham Lincoln had survived the gunshot wound he sustained from John Wilkes Booth?

CAUSE

John Wilkes Booth's gun misfired.

HISTORICAL EFFECT

1. Andrew Johnson never became president.
2. Lincoln would have been re-elected in 1864.
3. Reconstruction would have been easier on the south.

Concept Circles

What is it?

This is a graphic organizer that is divided into sections to hold words/symbols that are connected by a common relationship.

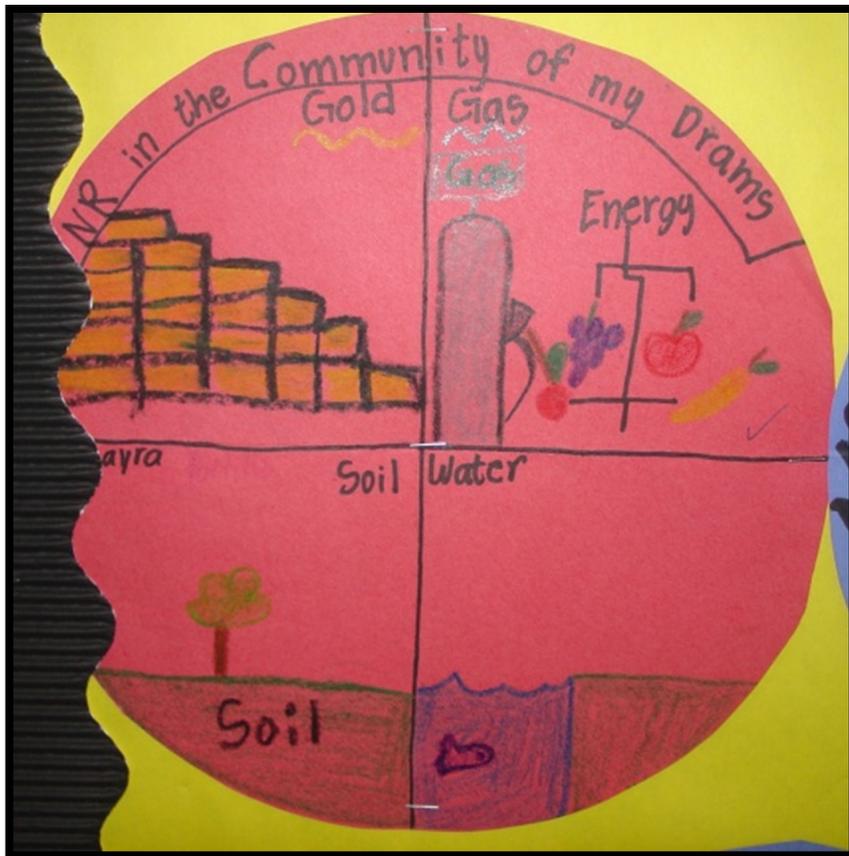
How does it work?

1. Students are shown a circle, each quarter of which contains a word or phrase.
2. Students must then describe or name the concept to which all the sections relate.
3. In doing this, students have to determine the meaning of each word, analyze the connections among the words, and think of a concept or relationship that ties the words together.

Why use it?

Students will identify unfamiliar concepts and vocabulary and create a visual reference for concepts and vocabulary.

Example:



Decision Tree

What is it?

This strategy allows students to create a visual display of possible alternatives and consequences in the decision-making process.

How does it work?

Identify the occasion for a decision, such as choosing a leader or settling a conflict.

1. Students should fill out the pros and cons in the spaces on the tree with reasons.
2. In the trunk of the tree, the students can add alternative solutions to the question.
3. Make a decision and fill in the appropriate blank.

Why use it?

This strategy helps students summarize and empathize with key turning points in history.

Examples:

- Should Lincoln declare war on the Confederacy?
- Should I vote for a particular candidate?
- Should the Alamo be abandoned?

Decision Tree

Positive

- 1.
- 2.
- 3.

Positive

- 1.
- 2.
- 3.

Positive

- 1.
- 2.
- 3.

Negative

- 1.
- 2.
- 3.

Negative

- 1.
- 2.
- 3.

Negative

- 1.
- 2.
- 3.

2-3 Alternatives:

Results of Decision:

Definition Poem

What is it?

A Definition Poem is a format that students can use to synthesize their learning about a person, place or event in social studies.

How does it work?

Students work independently or in collaborative small groups and use their knowledge from a unit of study to complete the Definition Poem.

Why use it?

it allows students to create a verbal composition in order to convey knowledge, ideas, or emotions in an imaginative way.

Example:

Eagle
Our national bird
Soaring near mountains and trees
King of the air
Awesome predator
Respected and feared by all

Definition Poem

Line One - Name it

Line Two - Describe it, Rename it

Line Three - Tell where it would be found

Line Four - Tell more about it

Line Five - Use emotion words to tell how you feel about this

Line Six - Explain why you used the emotion words on line 5

A large, stylized scroll graphic with a thick black outline, containing six horizontal lines for writing. The scroll is unrolled, with the top and bottom edges curling inward. The lines are evenly spaced and extend across most of the width of the scroll.

Diamante Poem

What is it?

A diamante poem is a 7-line poem in the shape of a diamond. it does not have to rhyme but each line uses specific types of words like adjectives and -ing words. it can be about one topic or two opposite topics.

How does it work?

Line 1:	one word (subject/noun that is contrasting to line 7)
Line 2:	two words (adjectives) that describe line 1
Line 3:	three words (action verbs) that relate to line 1
Line 4:	four words (nouns) first 2 words relate to line 1 last 2 words relate to line 7
Line 5:	three words (action verbs) that relate to line 7
Line 6:	two words (adjectives) that describe line 7
Line 7:	one word (subject/noun that is contrasting to line 1)

Example:

TOLERANCE
Prejudice,
Small-minded, Hateful,
Disliking, Ignoring, Hurting
Ignorant, Resentful, Open-hearted, Worldly
Learning, Inviting, Loving,
Brilliant, Moral
Acceptance

Diamante Poem

Line One – subject

Line Two – two word adjectives

Line Three – three action verbs

Line Four - first two words describe line 1, next two words describe line 7

Line Five – three action verbs that relate to line 7

Line Six – two adjectives that describe line 7

Line Seven – one word opposite of the subject in line 1

A large, stylized scroll graphic with a thick black outline. The scroll is unrolled, showing seven horizontal lines for writing. The scroll has decorative flourishes at the top and bottom ends.

Dinner Party

What is it?

The Dinner Party is a processing strategy that allows students to see the complex relationships between historical figures in a given time period.

How does it work?

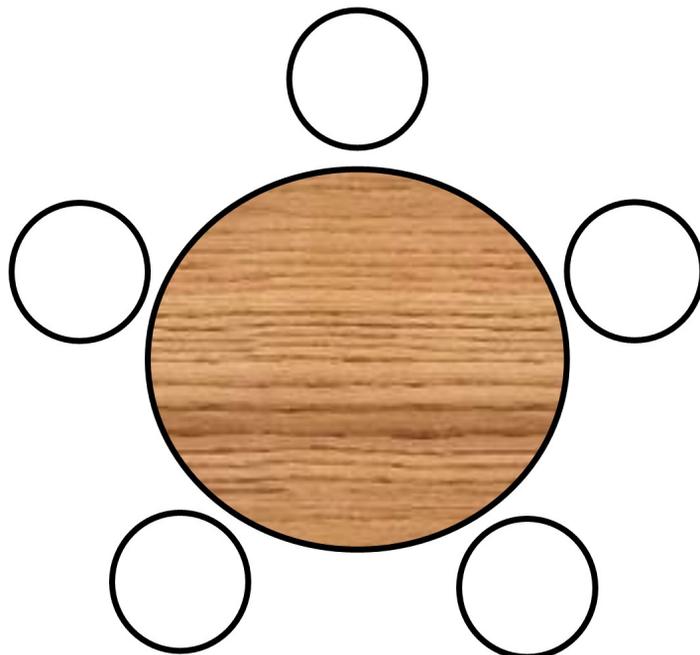
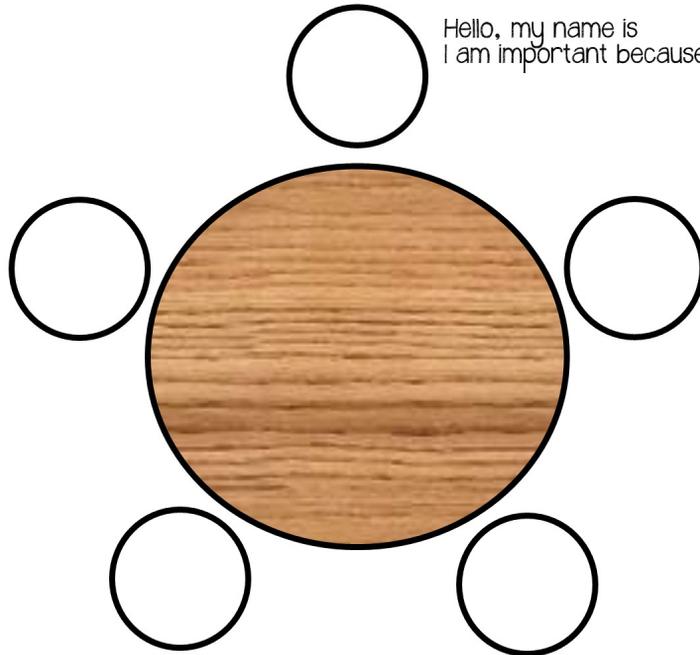
1. Explain that students are to create a seating arrangement for a dinner party/lunch table of the notable people being studied.
2. Using identified historical figures, they should create tables of four to six people.
3. Stress that the goal for the dinner party is for each table to have lively conversation. Students should look for dinner/lunch companions with differing points of view.
4. After the arrangement is set, the specific topic of conversation and individual point of view should be identified for each table.
5. Sample conversations might be created for a table and role-played for the class.

Why use it?

This is a strategy that will increase student interest while reviewing the relationships between people. It provides student engagement: through Choice, Novelty and Variety.

Dinner Party

Directions: Imagine that you are having a party with important people from history. You need to create a seating chart for your dinner party. Each table needs 5 guests. When you create your seating chart, make sure you don't seat two guests next to each other that may get into a fight! Next to each guest, write a sentence about their accomplishments that they could say at the party.



Door Slaps

What is it?

The Door Slap is an alternative version of the exit ticket strategy that requires students to write responses to a prompt you pose at the end of class.

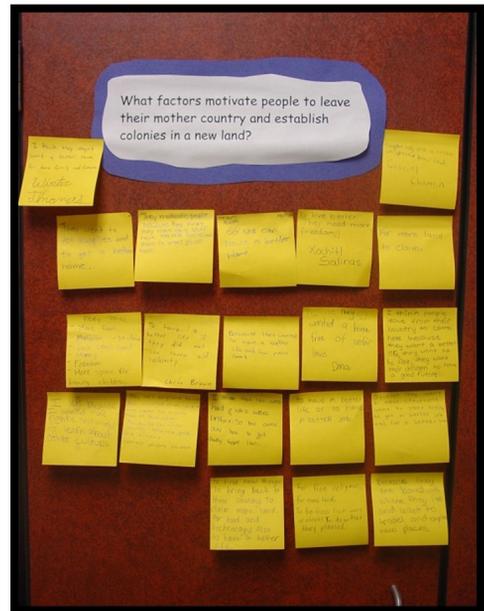
How does it work?

1. At the end of the lesson or five minutes before the end of class, ask students to respond to a prompt you pose to the class.
2. You may state the prompt orally to your students or project it visually on an overhead or blackboard.
3. You may want to distribute sticky notes for students to write their responses.
4. As students leave your room they should slap their responses on the outer perimeter of the door. Alternative: Questions on the left side, prompt responses on the right.
5. Review the sticky notes to determine how you may need to alter your instruction to better meet the needs of all your students, and/or as a warm-up discussion for the following day.

Why use it?

Door slaps help students reflect on what they have learned and express what or how they are thinking about the new information. In addition, they take just a few minutes and provide you with an informal measure of how well your students have understood a topic or lesson. This strategy easily incorporates writing into social studies content as it requires students to think critically.

Example:



Double Bubble

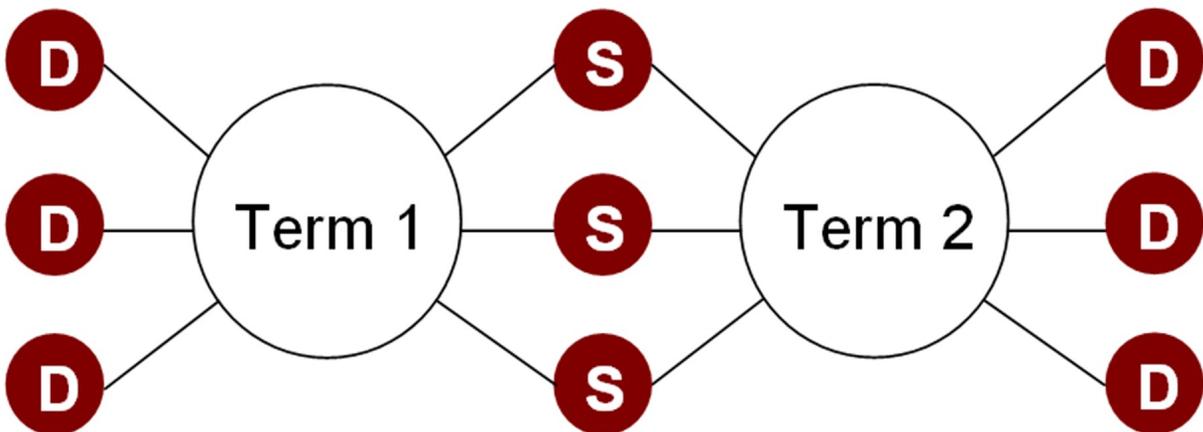
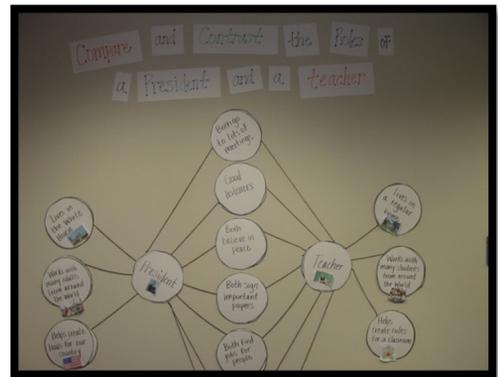
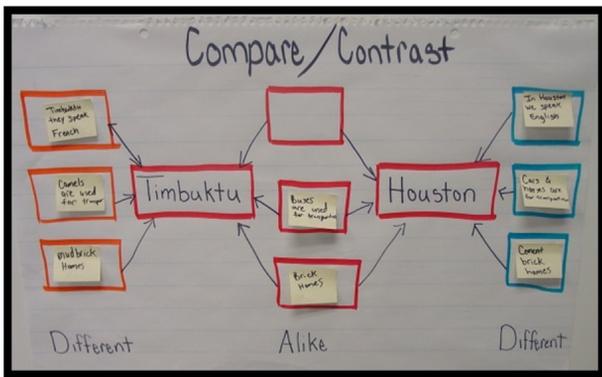
What is it?

This is a tool for comparing and contrasting two things or people to determine similarities and differences in order to write an effective summary.

How does it work?

1. Write two terms you are going to compare in the large circles.
2. Write three similarities in the "S" bubbles.
3. Determine three characteristics unique to each term, their differences, and write them in the "D" bubbles.
4. Write a summary paragraph stating at least one similarity and difference between the two terms.

Example:



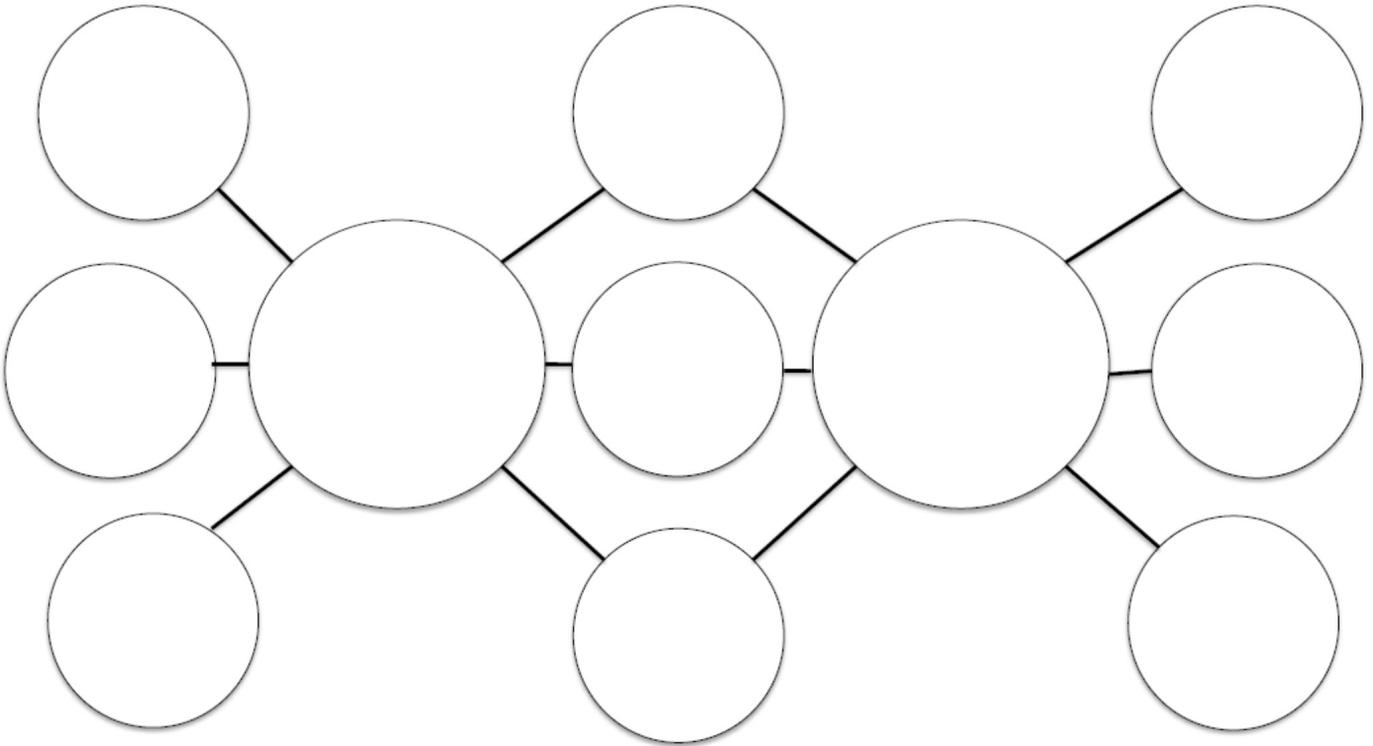
Double Bubble

Directions: Compare two ideas with this double bubble graphic organizer.

Differences

Similarities

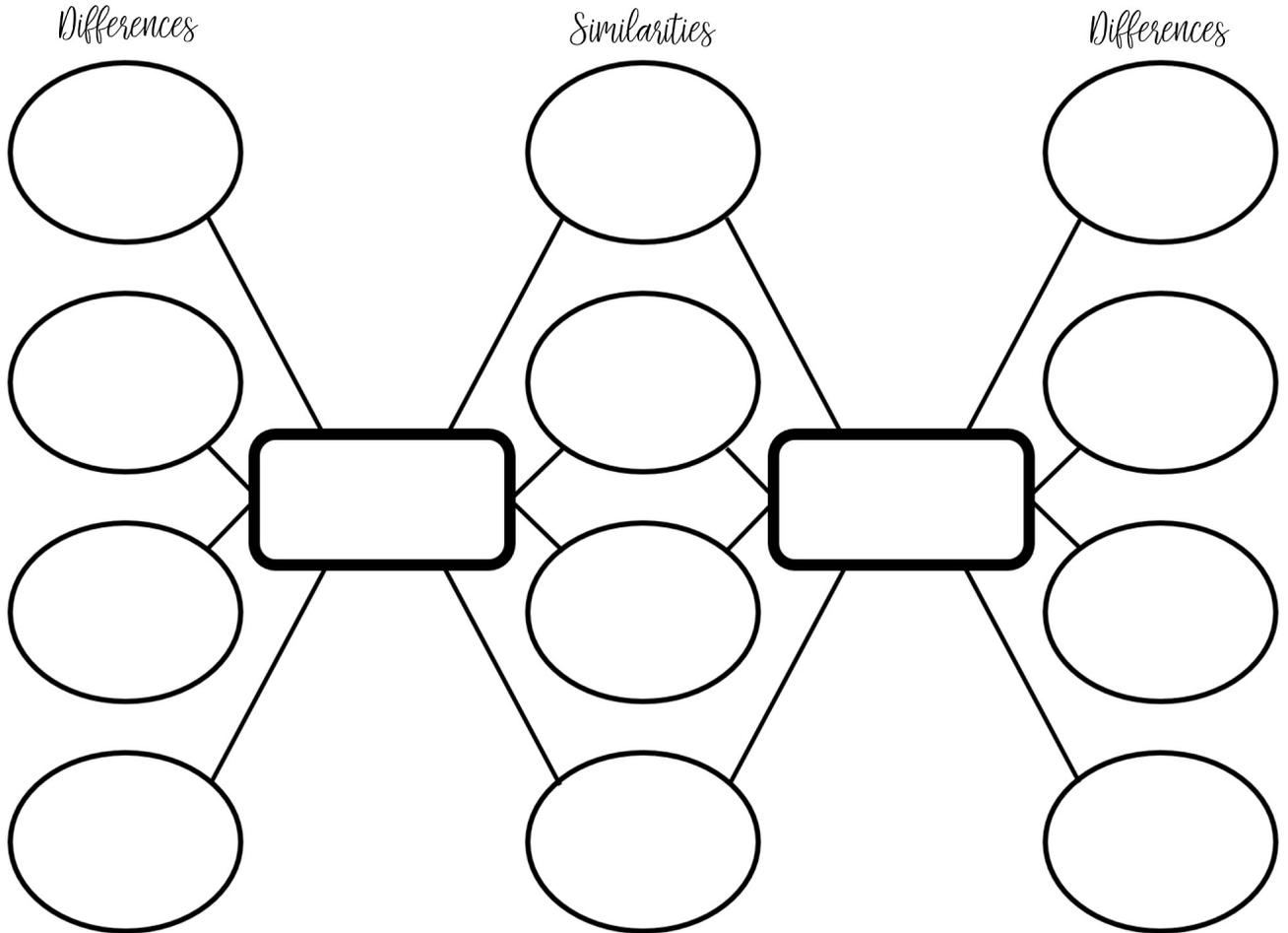
Differences



Summary:

Double Bubble

Directions: Compare two ideas with this double bubble graphic organizer.



Write a paragraph comparing the two different topics. Include key ideas from your Double Bubble.

Famous Person's Desk

What is it?

This is a summarization strategy that allows students to tie key ideas to an historical figure.

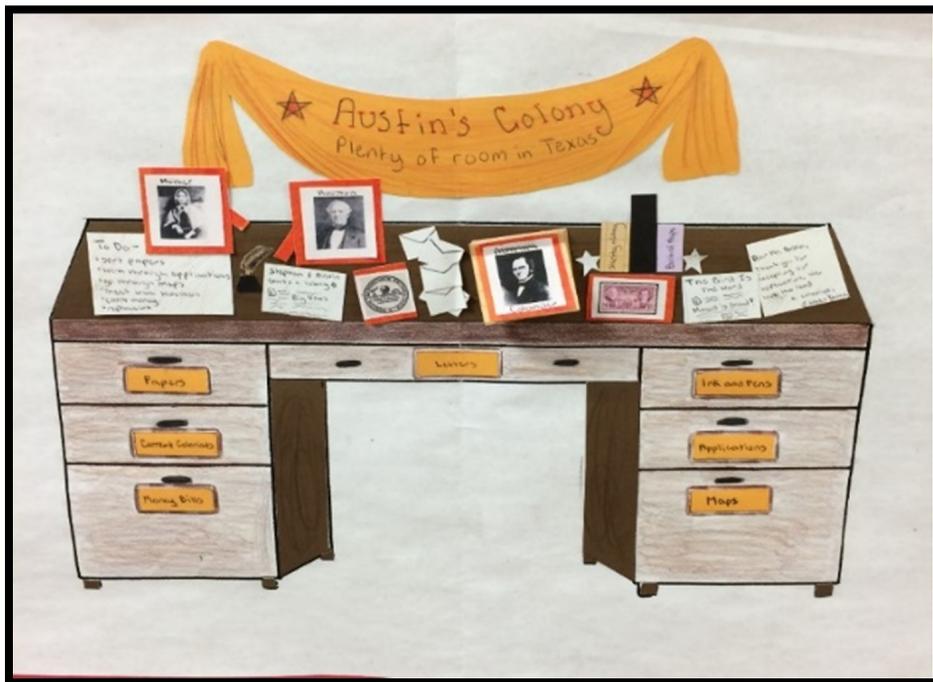
How does it work?

1. After researching an assigned person, have students create the items for the working desk of that person. Include the following:
 - Calendar- significant date(s) in the life of the person identified
 - Pictures-key people in the life of the person
 - Communication - Example: of communication to or from the person that would be representative of the time period (letter, email, memo, telegram, text, etc.)
 - Reading-book, newspaper, or magazine related to person's role in history that they might have been reading
 - Written Document-Example: of a document the person might have created or one that would be important to this person's time in history
 - Memento-a personal item significant to the person

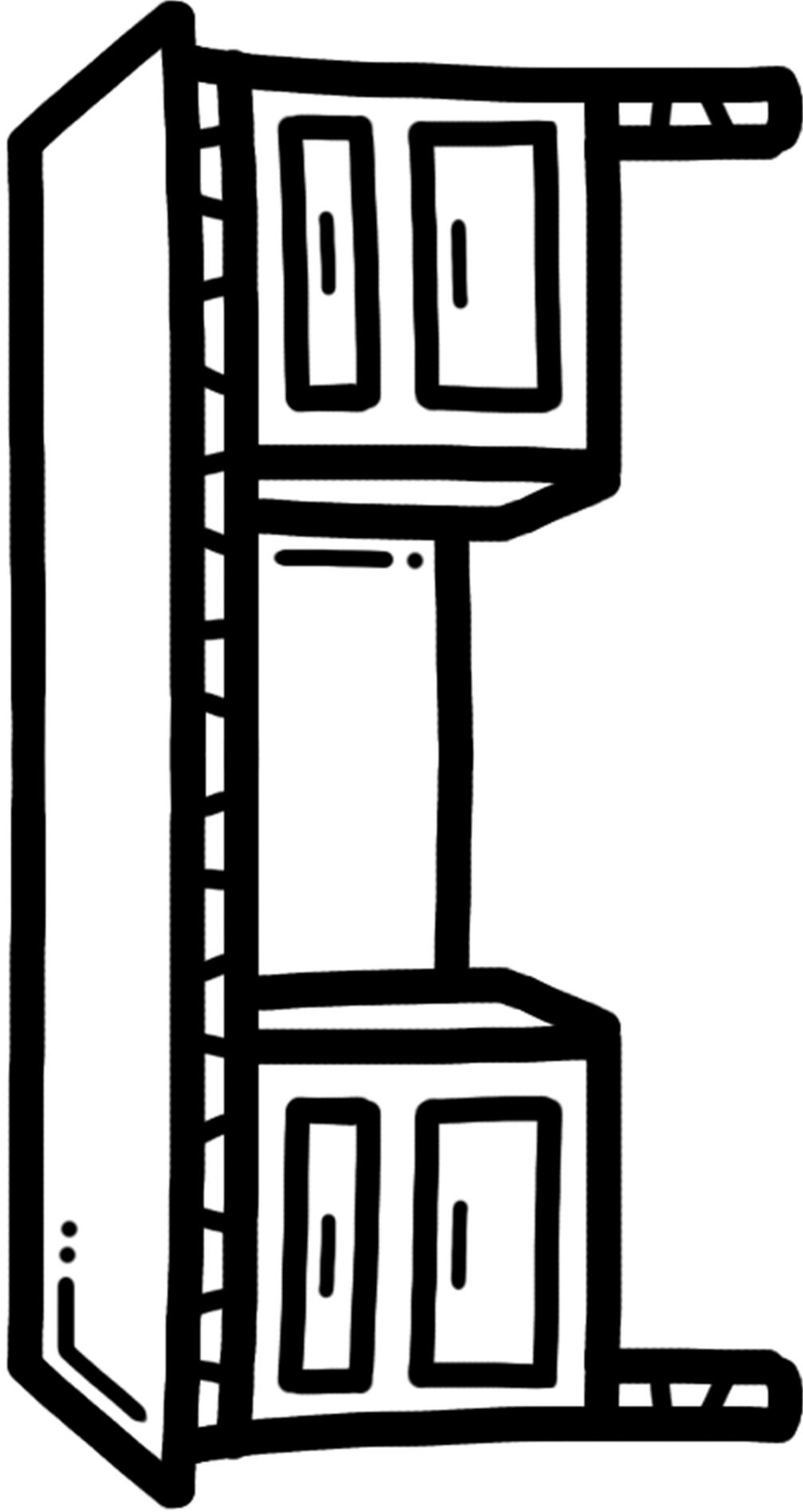
Why use it?

This strategy allows students to pull together many complex issues into a graphic organizer. Students can empathize with key individuals in history.

Example:



Famous Person's Desk



Fast Facts

What is it?

This activity is used to activate students' schema prior to learning about a new topic or unit understanding or may also be used following the reading in order for students to process new information, connect to background knowledge or extend their thinking.

How does it work?

1. Brainstorm as many things in each of the columns as you can think of. Circle one thing in each column that is in the same category (shipbuilding (N.E.), farming (Middle), tobacco (Southern) are all products or economic activities). If one column doesn't have one, add it and circle it. Draw a line between the 3. Do the same thing with as many of the items as you can each in a different color. Make a color key for the categories at the bottom.
2. Write combination sentences containing circled words in the same color. (New England didn't have the land or climate for growing tobacco, but they were very good at shipbuilding.) Write several.
3. Write an opinion/generalization based on the information in the three boxes.

Example:

New England

Puritans
Rocky soil
Cold weather
John Winthrop
Forests
Fishing
Shipbuilding
Religious freedom
Boston

Middle Colonies

Rich soil
Few slaves
Quakers
William Penn
Farming
Delaware
Philadelphia
Anti-slavery

Southern Colonies

Tobacco
Plantations
Slaves
Rich Soil
Long growing season
Cavaliers
Counties

Gallery Walk

What is it?

Students explore multiple texts or images that are placed around the room in order to share student work, examine multiple historical documents or respond to a collection of quotations.

How does it work?

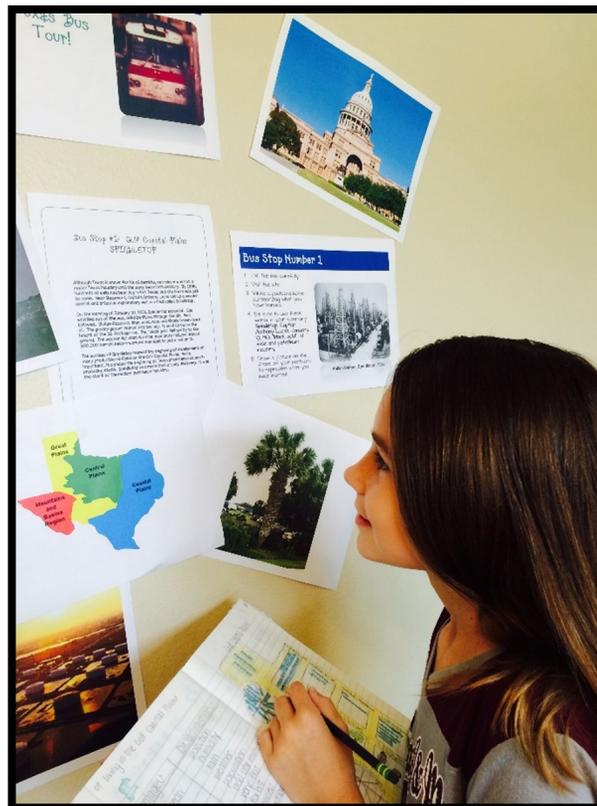
1. **Generate Questions and Write Questions** - Think of four to five questions to use around a central social studies concept and write them ahead of time on chart paper. For larger classes, you can either write more questions or repeat the same set of four to five questions, posting the same question set in different sections of the class. Write one question for one sheet of paper and post the questions on the wall around the class, giving sufficient separation space between sheets.
2. **Group Students and Assign Roles** - Arrange students into teams of three to five. Provide each group with a different colored marker. If cooperative learning techniques will be used, assign roles like leader, reporter, monitor, and recorder. The role should be alternated between each team member.
3. **Begin Gallery Walk** - Direct your teams to begin at different charts. Upon arriving at the chart, each team writes comments for the question posed. To avoid chart clutter and rambling comments, encourage the recorder to write in a bulleted format closest to the top of the chart.
4. **Rotate to Chart and Add Content** - After a short period of time, around three to five minutes depending upon the question, say "rotate." The group then rotates, clockwise, to the next chart and adds new comments and responds to comments left by the previous group. To involve all group members, switch recorders at each station.
5. **Instructor Monitors Progress** - As groups rotate, the instructor nurtures student discussion and involves all group members. Be ready to rephrase questions or to provide hints if students either don't understand or misinterpret questions; be ready to provide instructions for those that still don't understand how to conduct a Gallery Walk. To spur discussion, ask questions like "Your group seems to think ...about this issue. How would you rephrase or summarize what has been discussed so far?" or "What similarities and differences do you see between the responses you are giving at this station and what was summarized at the last station?"
6. **Return to Starting Point** - Teams continue to review the answers already contributed by previous groups, adding their own comments. This procedure continues until groups have visited all stations and return to the station at which they started. Instruct students to record their original (starting) question and to sit down in their teams to begin the "Report Out" stage.

Gallery Walk

7. Report Out - In the "Report Out" stage, the group synthesizes what has been written about their original discussion question. Allow about ten minutes for the group to synthesize comments. The "reporter" chosen earlier, summarizes the group's comments with the help of other group members and makes an oral presentation to the class using the blackboard or on an overhead projector. The oral report should not exceed five minutes in length. Alternatively, students can write a written report composed either individually or as a group.
8. Gauge for Student Understanding - During "Report Out" stage, the instructor reinforces correctly expressed concepts and corrects for misconceptions and errors. What, for Example; did students seem to readily understand? What did they find difficult and how can I adjust my teaching to accommodate students?

*** it is important to keep students on task during a Gallery Walk Make sure they check in with you every 3-4 stations. You can use stamps to indicate how many stations a student has visited and completed. ***

Example:



Gist

What is it?

This is a strategy that allows students to narrow in on the most important information in a selection of text or unit.

How does it work?

1. Students acquire information. Read the selection with the students.
2. Students summarize using the graphic organizer. Have students work with a partner to identify the main ideas.
3. Create a paragraph. Use the graphic organizer to have the students create a paragraph with 20 words or less to summarize the main ideas.

Why use it?

Summarization is a "high yield" strategy because it forces students to interact with information rather than simply copying it. Gist is perfect strategy for social studies because it can help students sift through information to find the "big ideas".

Gist

Directions: use the graphic organizer to create a paragraph with exactly 20 words to summarize the main ideas of the topic.

Human Spectrum

What is it?

In this strategy, students arrange themselves as a spectrum. The arrangement is based on analysis that requires a sequence or a more than/less than analysis.

How does it work?

1. Create the spectrum. Use masking tape to create a line 10-15 feet long in the front of the room.
2. Design the activity. Think of a question or prompt that requires students to stand along a spectrum based on some analysis of content. (Example: "Where does your assigned New Deal agency belong on a scale of least to most lasting significance?" or "To what extent do you agree or disagree with the statement that the United States was justified in dropping atomic bombs on Japan?")
3. Students discuss the prompt. Have pairs or groups decide where they belong on the spectrum and send a representative to stand there on the line.
4. Debriefing. Have the teams tell why they selected their place on the line. Allow representatives to change their positions if they change their conclusions based on the discussion.

Why use it?

The spectrum facilitates student engagement: through discussion and movement and provides a visual representation of the thinking of the class.

Example:

To what extent were the Texan colonists justified in starting a revolution to win independence from Mexico? Talk it over with your trio and write down reasons for your decision. Then send a representative to stand at the proper place on the spectrum. Be prepared to defend your choice to the class with valid reasons.

Sample reasons:

The Texans had agreed to abide by Mexican law. Shame on them. it's complicated. Mexico changed governments and violated what they agreed to, but the Texans were openly violating the law as well.

The Revolution was essentially justified, but the Texans did provoke the Mexicans and try to take their territory.

No contest. The Mexicans were liars and murderers. Santa Anna was a ruthless dictator who murdered the soldiers at the Alamo and Goliad in cold blood

I Am Poem

What is it?

This is a structured format for students to use to guide their descriptive writing about a topic, event or historical figure.

How does it work?

The student completes the poetry template based on the information found after researching a topic, event or person.

I am _____

I wonder _____

I hear _____

I see _____

I want _____

I am _____

I pretend _____

I feel _____

I touch _____

I worry _____

I cry _____

I am _____

I understand _____

I say _____

I dream _____

I try _____

I hope _____

I am _____

Example:

The American Flag

I am a symbol for freedom for our country.
I wonder how I will change over the next few centuries.
I hear people pledge their allegiance to me every day.
I see people of different races and cultures unite to defend our country.
I want to fly high blowing in the wind.
I am a symbol of freedom for our country.

I Am Poem

I am _____
I wonder _____
I hear _____
I see _____
I want _____
I am _____

Social Studies Success®

I Am Poem

I pretend _____
I feel _____
I touch _____
I worry _____
I cry _____
I am _____

Social Studies Success®

I Am Poem

I understand _____
I say _____
I dream _____
I try _____
I hope _____
I am _____

Social Studies Success®

J-Chart

What is it?

I-Charts offer a planned framework for examining critical questions by integrating what is already known or thought about the topic with additional information found in multiple sources.

How does it work?

1. On a given topic or unit of study, the students will have several questions to explore. These are found at the top of each individual column.
2. The rows are for recording, in summary form, the information they think they already know and the key ideas pulled from several different sources of information.
3. The final row gives students a chance to pull together the ideas into a general summary. It's at this time they will also try to resolve competing ideas found in the separate sources or, even better, develop new questions to explore based on any conflicting or incomplete information.

J-Chart

	Guiding Question 1	Guiding Question 2	Guiding Question 3	Guiding Question 4	Interesting Facts and Figures	New Questions
My Research Topic:						
What I Know Right Now:						
Sources:						
1.						
2.						
3.						
Summary:						

Image Analysis

What is it?

This strategy helps students analyze and interact with highly informative images to learn content and develop "big ideas". Image analysis provides an effective lesson structure that's easy to implement. The key to a successful image analysis activity is using a few powerful images that represent key concepts of the lesson.

How does it work?

1. Select images that clearly convey the content. Portraits of famous people seldom convey much content, but photos, paintings, or illustrations of scenes or actual events often do.
2. Ask carefully sequenced questions that led to discovery. These typically take the form:
 - What do you see?
 - Based on what you see, what is happening in the image?
 - What significance does what is happening have for the content we are studying?
3. Build on the learning. Have students extend the information from the image through reading/note taking, sharing in groups or in full class format.

Why use it?

Image analysis provides an effective lesson structure that's easy to implement. It encourages students to analyze images and to make inferences and generalizations.

Example:



- When and where do you think this picture was taken?
- What evidence do you see in the photo that makes you think so?
- What do you notice about the people in the picture?
- What seems to be happening in the picture?
- Would you expect to see this kind of scene today? Why or why not?

Image Analysis

Directions: Examine the picture to answer the following questions.

Step One

Observation

Study the photograph for 2-3 minutes. Look at the picture as a whole and then examine individual items. Next, divide the photograph into quadrants (4 parts) and study each section to see what new details become visible.

Use the chart below to list people, objects, and activities in the photograph.

People

Objects

Activities

Step Two

Inference

Based on what you have observed above, list three things you might infer from this photograph.

- 1.
- 2.
- 3.

Step Three

Questions

What questions does this photograph raise in your mind?

Where would you find answers to them?

Image Analysis

Directions: After completing the photo analysis, read about the picture. Find at least 6 details in the text that are also in the pictures. Put a * by any new details you discovered after reading. When you are finished, answer the questions.

1.	2.
3.	4.
5.	6.

1. What can you learn just by looking at the pictures?
2. How do the pictures help you with the reading?
3. Imagine that you could be in this scene. What would you hear? What would you smell? What else might you see?

KIDS Chart

What is it?

KIDS is a framework for understanding vocabulary within the context of a lesson and for identifying the main idea of a given passage. K = Key word or concept, I = Important information (such as meaning and context), D = Drawing and S = Sentence.

How does it work?

1. Choose the important terms or concepts from a passage of text you want students to comprehend. You can also guide students to words in bold print and/or let students choose their own key words and concepts.
2. Have students create a K.I.D. chart on notebook paper or used the graphic organizer on the next page.
3. Have students read to the passage. As students read, they take notes of information important to the term. Then students draw a picture or symbolic representation to help them remember the concept. If using the S, then have students write a sentence that explains the term and/or what is happening in the picture.
4. Debriefing. Grade and provide individual feedback, have students share with small groups, or compile and share responses as a class.

Why use it?

This strategy is helpful because it focuses students' attention on the main terms and concepts within a text. As they focus on those terms, they also learn the main idea and supporting details of that text. The drawing engages both sides of the brain in learning and remembering the concept and the sentence shows a greater depth of comprehension.

KIDS Chart

K = Key word or concept, I = Important information, D = Drawing and
S = Sentence.

K	
I	
D	
S	

Mind Mapping

What is it?

This is a tool which helps students think and learn as well as organize their ideas. Mind mapping (or concept mapping) involves writing down a central idea and thinking up new and related ideas which radiate out from the center. By focusing on key ideas written down in your own words, and then looking for branches out and connections between the ideas, you are mapping knowledge in a manner which will help you understand and remember new information.

How does it work?

1. Look for relationships - Use lines, colors, arrows, branches or some other way of showing connections between the ideas generated on your mind map. These relationships may be important in understanding new information or in constructing a structured essay plan. By personalizing the map with your own symbols and designs you will be constructing visual and meaningful relationships between ideas which will assist in your recall and understanding.
2. Draw quickly on unlined paper without pausing, judging or editing - All of these things promote linear thinking and the idea of mind mapping is to think creatively and in a non-linear manner. There will be plenty of time for modifying the information later on but at this stage it is important to get every possibility into the mind map. Sometimes it is one of those obscure possibilities that may become the key to your knowledge of a topic.
3. Write down key ideas - Some students find that using capital letters encourages them to get down only the key points. Capitals are also easier to read in a diagram. You may, however, wish to write down some explanatory notes in lower case. Some students do this when they revisit the mind map at a later date while others write in such things as assessment criteria in this way.
4. Put main idea in the center - Most students find it useful to turn their page on the side and do a mind map in "landscape" style. With the main idea or topic in the middle of the page this gives the maximum space for other ideas to radiate out from the center.
5. Leave lots of space - Some of the most useful mind maps are those which are added to over a period of time. After the initial drawing of the mind map you may wish to highlight things, add information or add questions for the duration of a subject right up until exam time. For this reason it is a good idea to leave lots of space.



Mini-Mural

What is it?

This strategy can be used as an individual sinker assignment or a small group project. If working in a group, each group would prepare a mini-mural depicting key ideas and events from a topic or unit of study and present the mural to the class.

How does it work?

1. On a large sheet of paper (11x17 or larger) convey the most important information about your topic including:
 - Topic
 - What is it?
 - Who is/was involved?
 - What are important dates related to the topic? (include timeline)
 - What are the important places involved?
 - Why is this important?
 - Summary sentence
 - Explanation of the impact (What does this topic have to do with change?)
 - Names of group members
2. The mural must include:
 - at least one quote
 - an illustration
 - a symbolic border (pick a picture or symbol that is representative of the topic. Draw it around the edge of the mural in a pattern to form a border. Explain the significance of the symbol.)
 - a timeline with at least three important dates related to the topic
 - a sentence summarizing the reading
 - a sentence explaining the impact of the change

Why use it?

This is a graphic summary of information. it allows students to "chunk" information into smaller parts.

Mixed Up Sentences

What is it?

This strategy can be used as an individual sinker assignment or a small group review. Students work together to solve a puzzle on the key ideas of a unit.

How does it work?

1. Choose key sentences from a reading that summarize the content.
2. Rewrite these sentences by rearranging the order of the words. Provide your students 4-5 different sentences
3. Model the first mixed up sentence with your students, then allow them to solve the other sentences on their own.

Why use it?

This is a fun puzzle that allows your students to review key pieces of content.

Example:

1. *Great World called War I originally "The War was*

World War I was originally called "The Great War".

2. *of Alliances, causes Militarism, War I are Imperialism, and. World Nationalism*
-

3. *World assassination of I started the Archduke with Franz War Ferdinand. officially*
-

Mosaic

What is it?

This strategy can be used as an individual assignment or a small group project. If working in a group, each group would prepare a mosaic depicting key ideas and events from a topic or unit of study and present the mosaic to the class. This processing assignment is similar to the mini-mural, but simpler and smaller in scale. An alternative processing assignment includes creating a mosaic puzzle.

How does it work?

Students convey the most important information about the topic including:

- Topic
- What is it?
- Who is/was involved?
- What are important dates related to the topic? (include timeline)
- What are the important places involved?
- Why is this important?
- Summary sentence
- Explanation of the impact (What does this topic have to do with change?)

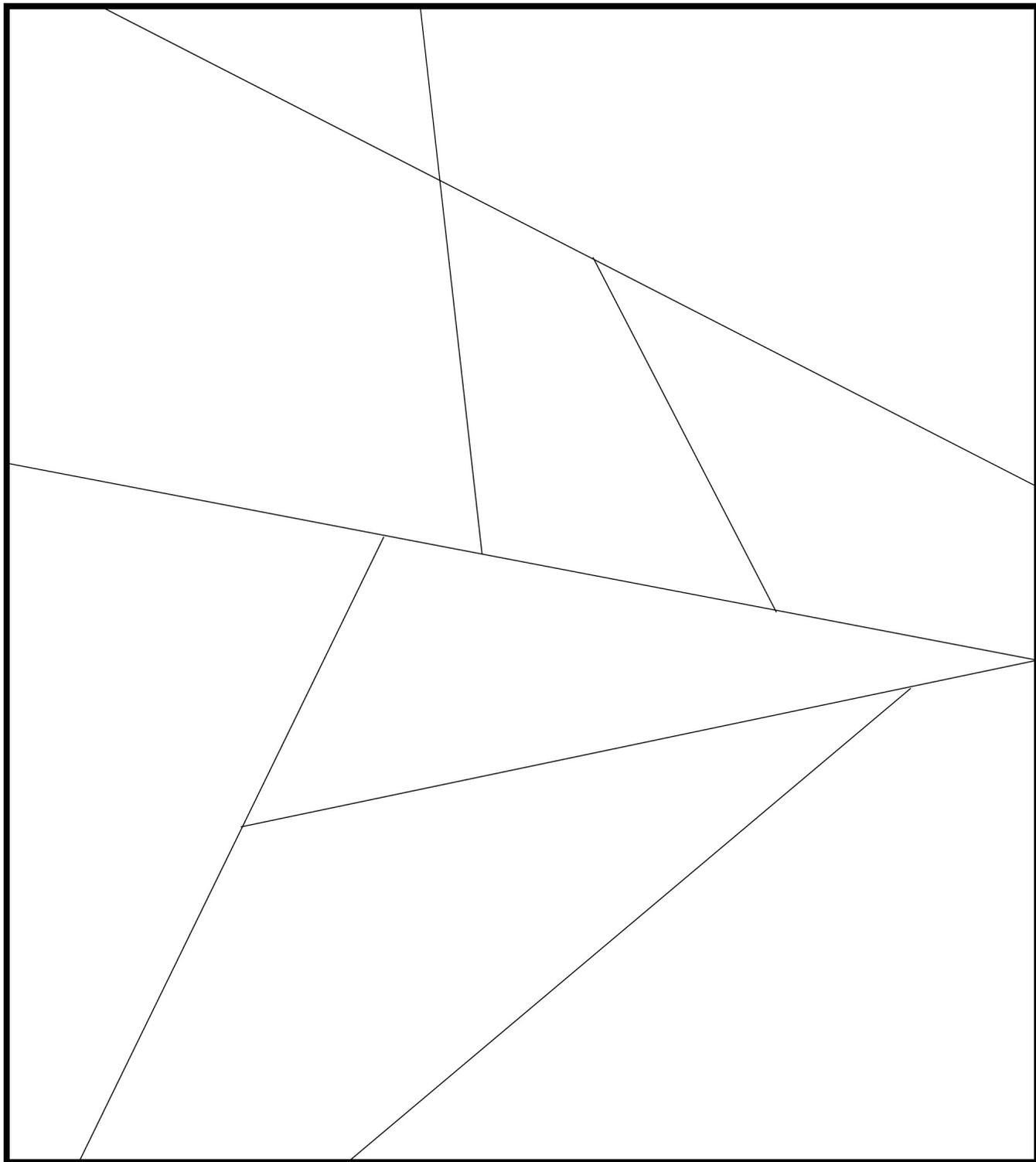
Why use it?

This is a graphic summary of information. It allows students to "chunk" information into smaller parts.



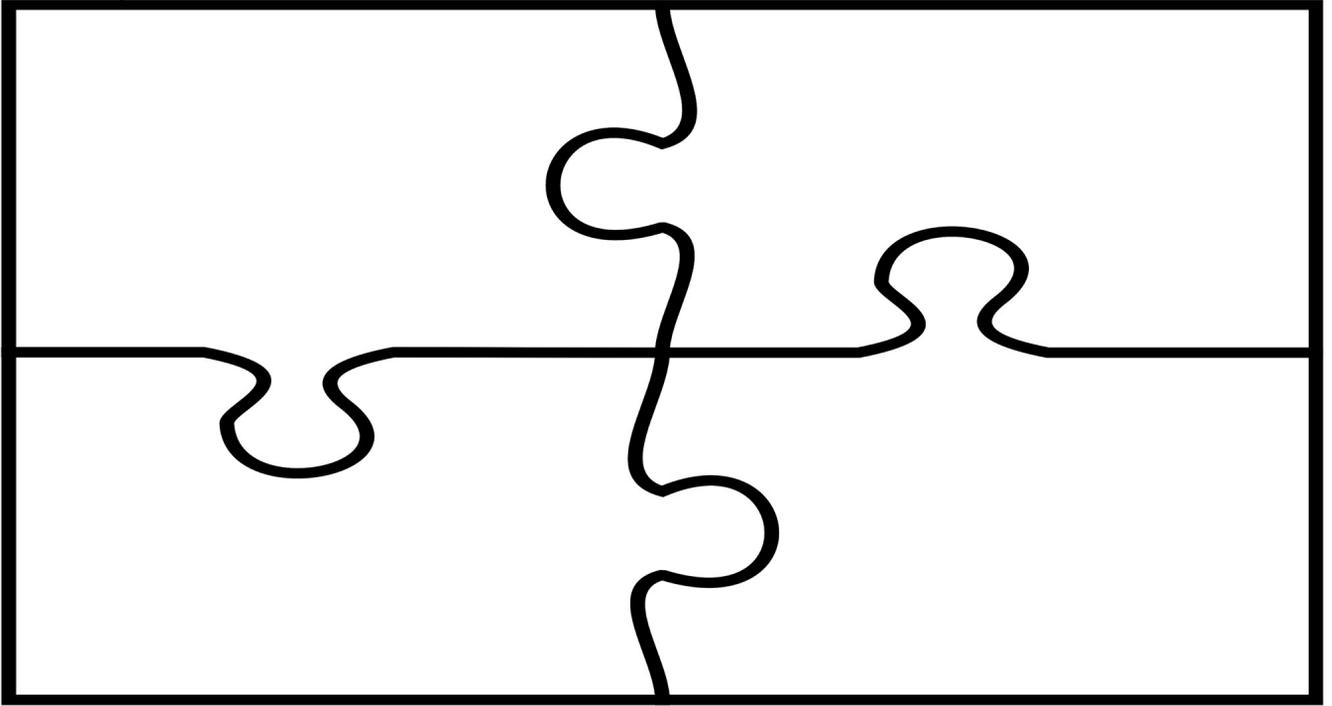
Mosaic

Directions: create a mosaic to represent the key ideas of your topic. Each space should have a separate image with a summary sentence. Taken together, all of the spaces should represent the same theme.



Mosaic Puzzle

Create a puzzle that shows the key points of your topic. Each puzzle piece should have its own image, but all together it should make a picture. Label the images.

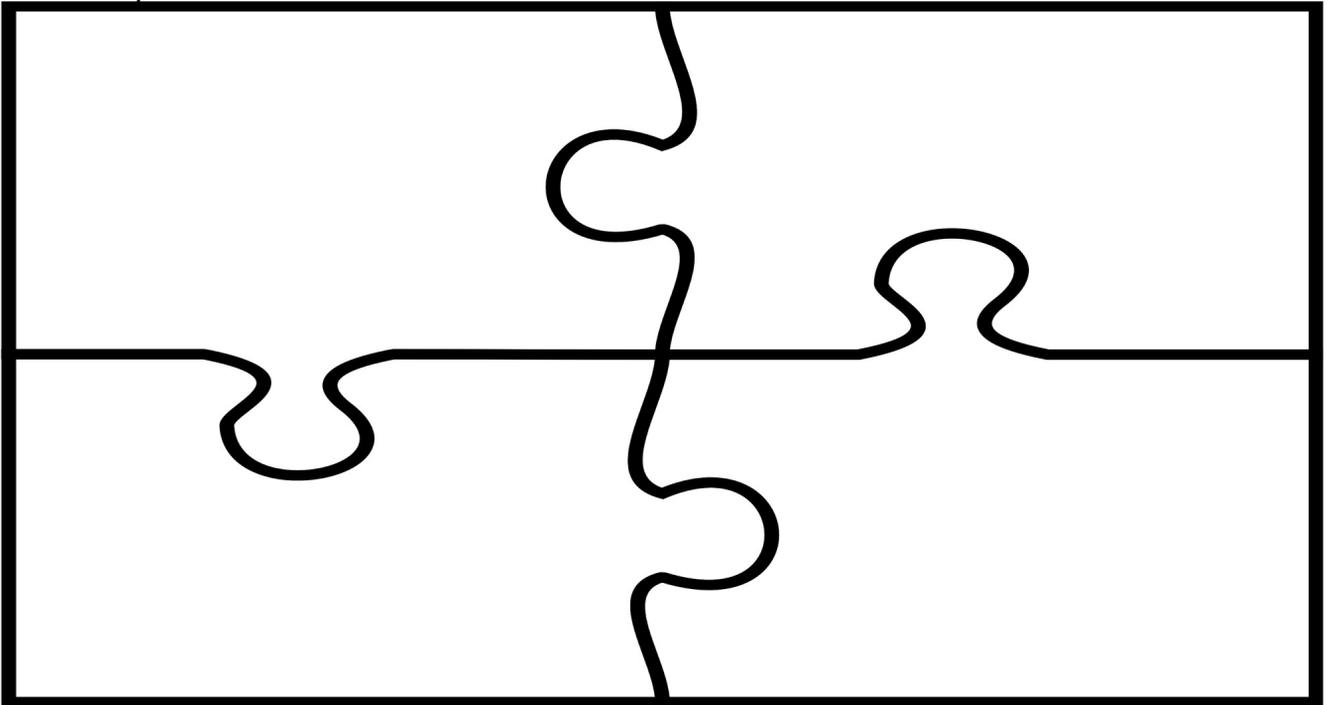


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Mosaic Puzzle

Create a puzzle that shows the key points of your topic. Each puzzle piece should have its own image, but all together it should make a picture. Label the images.



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Opinion Proof

What is it? Opinion-Proof is an application of column notes. it's designed to take the power of students' own opinions about their content and harness them as tools of learning. The basic idea is that an opinion can be put forward, but it should be a supported opinion, based on ideas, facts, or concepts found within the material being studied.

How does it work?

1. Two columns are set up for the basic Opinion-Proof chart. Label the left column "Opinion". Label the right column "Proof". Whatever opinion the teacher assigns or which students choose is written in the left column.
2. Support for that opinion is pulled from the text, video, newspaper, story, or other source of content.
3. Students can then use their Opinion-Proof charts to write a persuasive essay, compose an editorial suitable for a newspaper, or to prepare themselves for a classroom debate, among other things.

Why use it?

Opinion-Proof encourages thinking because students must read or otherwise take in information with a purpose - to prove a claim. it requires thinking at the analysis level.

Example:

Opinion	Proof
Abraham Lincoln was the greatest president of the United States.	<ul style="list-style-type: none">• Lincoln led the country through the Civil War.• Lincoln made great speeches.

Opinion/Proof

Prove this statement true with 3 facts from the reading.

Opinion

Proof

--	--



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Opinion/Proof

Prove this statement false with 3 facts from the reading.

Opinion

Proof

--	--

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Philosophical Chairs

What is it?

Philosophical Chairs is a critical thinking activity for verbally comparing and contrasting differing points of view, or debating controversial subjects. It may also be used as an activity to develop alternative views and for problem-solving. At the end of the activity, students reflect in writing about their beliefs and whether the discussion or debate changed their minds.

How does it work?

1. Choose a section of text you want your students to read.
2. Assign students the topic to be discussed or debated the next class period. Students should decide which point of view they support and be able to support their point of view with Examples from assigned reading or research. Students may wish to stay neutral, but they should support this position.
3. Create a U-shaped arrangement in the classroom, with the desks on the long sides of the U facing each other. Students who support the statement should sit on one side of the U, while those who disagree with it should sit on the opposite side. Those who are neutral should sit in the desks connecting the sides of the U.
4. Students will have the opportunity to move or change sides as the discussion progresses.
5. Students will debate and discuss the topic. They must support their positions with information, facts, Examples, etc. from previous readings, discussions, or research.
6. The teacher may choose a moderator, or serve as the moderator.
7. Review the rules for participation. Rules might include:
 - ❖ Listen to all opinions respectfully.
 - ❖ Contribute. Everyone must speak at least twice.
 - ❖ Respond. Be able to support your position.
 - ❖ Wait until moderator calls on you to speak.
 - ❖ Reflect on the discussion in writing at conclusion.
 - ❖ Set a time limit for each speaker.
 - ❖ Summarize what the previous speaker has said before you respond.
8. Allow students to share their research and thoughts. Pause several times to allow students to change sides.
9. At the end of the activity, have students answer reflection questions.

Philosophical Chair Reflection Questions:

What was the most difficult part of this activity for you?

Was there anything that caused you to change/not change your seat?

What conclusions can you draw about your beliefs?

Pick A Card, Any Card

What is it?

This strategy encourages all students to think more about what they read and confidently share their observations and opinions. Responding to prompt cards, students write on sticky notes and then share their feelings, reactions, and questions about portions of or the entire text they were assigned to read.

How does it work?

1. Prepare materials. Create three sets of reading response cards with the following prompts:

- I never thought that....
- I can relate to this chapter because...
- I thought...
- I was imagining that...
- I can't believe...
- What I didn't know was...
- I think the author...
- it's hard to believe that...
- I wonder why...
- I learned...
- What if...
- I was really interested that...
- I was surprised by...
- When I read this I felt
- The part that makes a real picture in my mind is...
- I find...
- I really can't understand...
- I suspect...
- I like the way...
- I noticed that...
- So far, I know...
- I was impressed by...
- An interesting word/sentence/idea is...
- This information differs from other things I know...
- Something that was difficult for me to understand was...
- This reminds me of
- This information is important for me to know because...

2. Place students into groups of four. Have each student draw two cards and place them face up in the center of their table. Give students each two sticky notes and tell them to write their responses to any two cards after they finish reading. Once students have completed their sticky notes, have them share their responses with their group members.

I never
thought
that...



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I can
relate to
this
because...



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I
thought....



Social Studies Success®

I was
imagining
that...



Social Studies Success®

I can't
believe...



Social Studies Success®

What I
didn't
know
was...



Social Studies Success®

I think
the
author...



Social Studies Success®

I
wonder
why...



Social Studies Success®

I really
don't
understand...



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What
if...



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I was
really
interested
that...



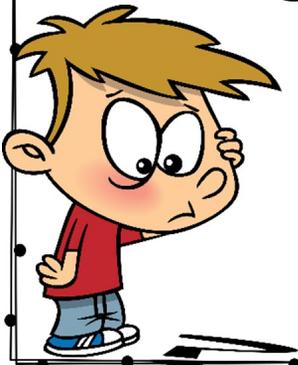
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When I
read this
I felt...



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I was surprised by...



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I noticed that...



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I learned...



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The part that makes a real picture in my mind is...



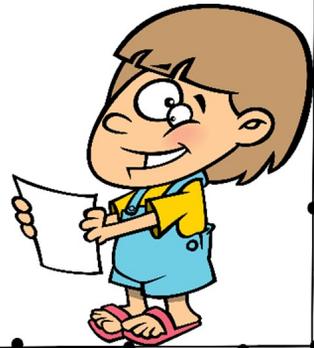
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I find...



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An
interesting
sentence is ...



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I was
impressed
by...



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I like the
way...



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The most
important
part is...



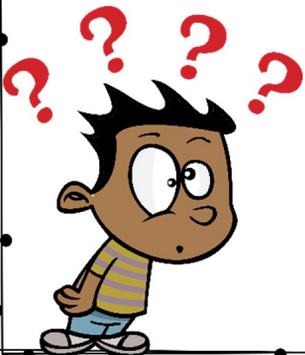
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Some new
ideas
include...



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I am
confused
by....



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This
information
is important
because...



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Political Cartoon

What is it?

Political cartoons are editorials in picture form. The cartoonist is expressing an opinion on an issue of controversy, blending fact with opinion. The drawings grab the reader's attention, often in a humorous way, and are designed to spark a reaction. Many items on state and common assessments often include analyzing Political Cartoons.

How does it work?

1. Have students create Political Cartoons on a topic recently studied in class. To improve students' understanding of Political Cartoons, share with them the many techniques used to convey meaning in an image. An understanding of these techniques will improve "reading" of the cartoons.
2. Cartoonists' techniques include:
 - ✓ **CARICATURE** - distorting a person's features, but still keeping that person recognizable. Cartoonists draw George W. Bush with a long nose, close set eyes, and curly hair, frequently showing him wearing a cowboy hat.
 - ✓ **STEREOTYPING** - showing all persons of one group (religious, racial, national, occupational, etc.) as looking or acting the same. Teachers are often shown in cartoons wearing glasses down on the nose with their hair in a bun, held by a pencil.
 - ✓ **SYMBOLS** - using a sign or object to stand for something else. Uncle Sam, an eagle, or the Stars and Stripes stand for the United States. The political parties are represented by a Democratic Donkey and a Republican Elephant. A bear depicts Russia, and the lion is used to signify Great Britain.
 - ✓ **SATIRE** - pointing out something wrong and ridiculing it. Almost every cartoon is a satire.
 - ✓ **LABELS** - using written words to identify figures in a cartoon.
 - ✓ **EXAGGERATION** - overemphasizing a situation or portraying it as "bigger than life." A cartoonist might show a problem as a bottomless pit.
3. After students understand the techniques used by cartoonists, have them practice finding Examples of each technique in sample cartoons.
4. Use the following questions to deepen their understanding of political cartoons:
 - ✓ With what issue is the cartoon concerned? What facts about the issue are given or implied in the cartoon?
 - ✓ Has the cartoonist used caricature to depict any of the people in the cartoon? If yes, how?
 - ✓ Are any symbols used to add meaning to the cartoon? If yes, explain.
 - ✓ How has the cartoonist used stereotypes in the cartoon?
 - ✓ Does the cartoonist use labels to identify any of the characters or items in the cartoon? If yes, explain.
 - ✓ Can you find any Examples of the use of exaggeration in the cartoon? If yes, explain.
 - ✓ What is the opinion of the cartoonist about the issue in the cartoon?
 - ✓ State an alternative point of view to the one expressed by the cartoonist

Problem - Solution

What is it?

This is a graphic organizer to help students see the relationship between causes and effects in history.

How does it work?

1. Compose your question for the lesson or activity. Identify a central problem that concerns a person or group of people.
2. Brainstorm possible solutions as a group.
3. Allow students to read for solutions or generate their own.
4. Identify possible or historical results.

Why use it?

This graphic organizer helps students identify with different issues surrounding Social Studies

Example:

Problem:

- American Settlers in Texas were unhappy with the Mexican government.

Solution:

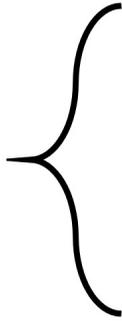
- Meet with other settlers
- Write letters of protest
- Avoid following the new laws

What happens next?

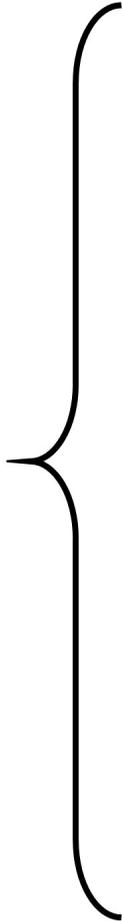
- War

Problem - Solution

Problem



Steps to
Solution



When these
steps have
been taken,
what
happens
next?



QSSSA

What is it?

Question, Signal, Stem, Share, Assess. it is a planning strategy to ensure a language rich, interactive classroom.

How does it work?

1. Compose your question for the lesson or activity. The question should take students deeper into the content.
2. Decide what signal students should give you when they are done. Example:s: stand up, move to a specific corner, sit down, raise hand, etc.
3. Give students a sentence stem to begin their thoughtful response.
4. Decide how students will share their thoughtful response. Example:s: turn to a partner, inside/outside circle; find someone with the same color shoes, etc.
5. Assess the students through a follow up assignment. Example: have students journal about the question or find evidence from the text to support their responses.

Why use it?

This planning strategy helps you ensure students are using language in a significant way while also processing your content. The step by step process for planning and implementation helps you keep the interaction directed and controlled.

Example:

Question

Do you support or oppose Sam Houston's position on succession? Why?

Signal

Stand up when ready to answer

Stem

I support/oppose Sam Houston's position because...

Share

Think/Pair/Share

Assess

Students explain in journals one thing they would have done that is the same or different than Sam Houston's actions and why.

Quick Writes

What is it?

Quick writes are prompts for brief writing assignments that encourage deep thinking about lesson content. They can be used to either build or debrief content knowledge.

How does it work?

1. Decide how you want students to extend or respond to the lesson's "big ideas".
2. Create a "quick write" prompt that encourages thinking.
3. Have students write to the prompt. They can write in their notebook, as an exit slip, or on Post-its to be shared. Most commonly students will work individually, but they could also work in pairs.
4. Debriefing. Grade and provide individual feedback, have students share with small groups, or compile and share responses as a class.

Why use it?

These prompts are efficient and effective because they promote high levels of thinking about content yet don't consume much time. There are so many of them that the teacher can use them to promote virtually any kind of thinking.

Quick Writes

Examine the homework reading and develop questions for a class discussion.	Make a connection to another time period with the historical event you are studying
Write a journal entry, listing a passage on the left and responding with comments on the right	Identify a problem from the reading. Create a probable solution.
Examine a graph, picture, or timeline in the textbook. Write an inference or generalization about the topic.	Make a personal connection to a character or event in the reading.
Develop "what if?" statements from the reading, pictures, or data.	If this were to happen today, what would be the result?
Prepare interview questions for a historical figure in the reading.	In a summary statement, explain the main idea of the primary source or reading.
How do you feel about (a controversial current or historical issue)? Why?	List the similarities and differences of different time periods.
Write your reaction or opinion to the reading or primary source.	Create a cause-and-effect flow chart about an event.
Examine a picture in the textbook; explain the perspective of one of the characters.	Create a thesis statement from the reading or video
Take a position on this issue. Defend it in your notebook.	Describe a given event from a particular point of view.

RAFT

What is it?

Students illustrate their depth of understanding about a topic by writing about it from a different perspective, to a different audience, in a different genre.

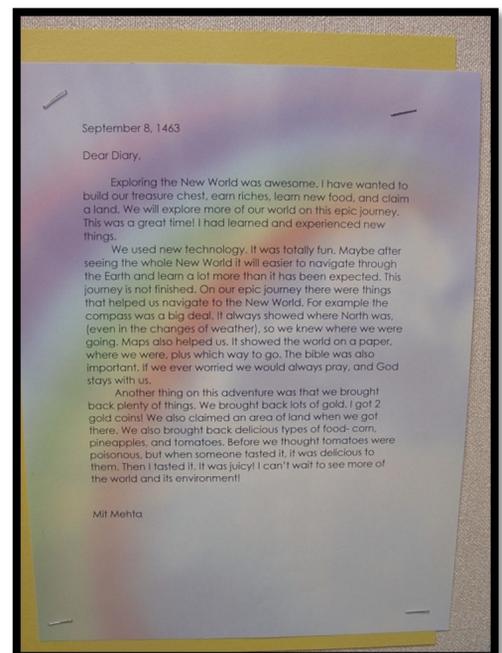
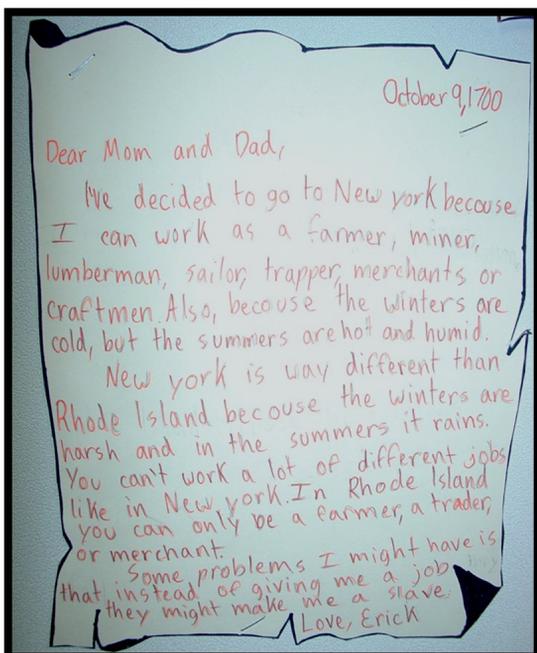
How does it work?

1. Create a R.A.F.T. prompt. The teacher can use a range of possibilities to create a single assignment for all or several prompts from which students can choose. Students can also create their own R.A.F.T. prompt.
2. All R.A.F.T. prompts contain the same four elements.
 - Role (What role will the students take as a writer?)
 - Audience (Who will students be writing to?)
 - Format (What is the form or genre of the writing?)
 - Topic (What is the subject of the piece?)
3. Grade and provide individual feedback, have students share with small groups, or compile and share responses as a class.

Why use it?

R.A.F.T. papers are simply a way to think about the four main things that all writers have to consider. They force students to process information beyond traditional recall. They provide a virtually endless number of possibilities for prompts.

Examples:



RAFT

Role	Audience	Format	Topic
Newspaper Reporter	Readers in the 1870s	Obituary	Qualities of General Custer
Lawyer	U. S. Supreme Court	Appeal speech	Dred Scott Decision
Abraham Lincoln	Dear Abby	Advice Column	Problems with his generals
Frontier woman	Self	Diary	Hardships in the west
Constituent	U. S. Senator	Letter	Gun Control
News writer	Public	News Release	Ozone layer has been formed
Scientist	Charles Darwin	Letter	Refute a point in evolution theory
Julia Child	TV Audience	Script	Wonders of eggs
Advertiser	TV Audience	Public Service	Importance of fruit
Joseph Stalin	George Orwell	Letter	Reactions to Animal Farm
Trout	Self	Diary	Effects of acid rain on lake
Feather Pen	Colonists	Interview	Importance of John Hancock to the American Revolution

Read, Write, Pair & Share

What is it?

A before and after reading strategy that helps document predictions and new learning about a topic, event or historical figures related to the unit understanding.

How does it work?

1. Have students look at the title of a passage and predict in writing what the passage will be about. This activates schema, an important step in comprehension.
2. Tell the students to read the passage until they think they understand it. They may read as many times as necessary.
3. On a separate sheet of paper and *without looking back at the text*, individuals write as much as they can remember about what they read.
4. In pairs, students read each others' rewriting. They compare notes.
5. Students may borrow ideas from their partner's writing and add them to their own piece.
6. Students re-read the passage and compare their shared ideas with the original text.

Why use it?

Students reflect on subject content and deepen their understanding of an issue or topic through clarification and rehearsal with a partner. Students develop skills for small group discussion, such as listening actively, disagreeing respectfully, and rephrasing for clarity.

Ready, Set, Recall

What is it?

Students list everything they can recall about a lesson or topic, share it with a partner or group, and then share as a class to compile a master list.

How does it work?

1. Students create a bulleted list of everything they recall about a topic. Have students do this individually to promote maximum processing.
2. Students pair up or gather in a small group to share their lists. Each student shares their list so that their partner(s) can expand their lists with any items they missed.
3. Groups or pairs share lists in a round-robin format. The teacher calls on each pair or group in turn to share one thing from the list to be added to the class master list on a transparency. Teams continue to share until they have no more items on the list and have to pass. If they think of anything new they can get back in.
4. Extension. To promote further processing by identifying similarities and differences, create codes for students to use to categorize the items in the list.

Why use it?

The strategy provides a quick, easy tool for review. It turns the responsibility for review over to the students by holding them accountable for remembering, documenting, and sharing the content of the lesson.

Riddling Along

What is it?

A format for students to process information and create riddles demonstrating their new learning about an issue or event based on a unit understanding for a topic of study.

How does it work?

1. List facts you know on this topic:
2. Number your facts. Number 1 should be the fact least likely to give away the answer to your riddle. The highest number should go to the fact that would most likely give away the answer.
3. Rewrite the facts in the order you chose (Numbers 1 to ___) and think of an ending question.
4. Read your riddle to others and see if they can guess the answer.

Why use it?

Students love riddles and jokes and often enjoy creating riddles about characters, key events, or information gained from a unit of study.

Save the Last Word for Me

What is it?

A reading strategy that helps students focus on important parts of the text and also allows for structured conversation to promote oral language development.

How does it work?

The strategy has six parts:

- Reading the text
- Writing important parts
- Personal reflection
- Small group discussion
- Ordering the cards
- Reading and reacting to the cards

Procedure:

1. Each student reads the text individually.
2. On side one of an index card or slip of paper, the readers write words, phrases, or sentences that stand out as important. They should also record the page number the quote appears on.
3. On the other side of the card or slip of paper, the students write out what they want to say about the quote.
4. Students may record two or three quotes and reflections on separate index cards.
5. Before the group discussion, students put their own cards in an order for discussion—most important to least important.
6. Students gather in small groups to share their cards.
7. Students read the first quote on their cards to the group. As each student reads his/her quote, the other students respond to what was read. The student who read the quote then has the last word about why the quote was chosen.
8. Students follow in turn, each reading their most important quote first. Then moving on to the next quote, etc.

Why use it?

This strategy encourages readers to take an active stance during reading. Save the Last Word for Me allows readers the opportunity to construct their own interpretations and to compare them with other readers. It appeals to the brain's innately social nature.

Share One - Get One

What is it?

Share One-Get One is a quick processing technique that works as a "brain dump" to get lectures and other extended learning experiences into smaller chunks. Share One-Get One can be done anywhere, anytime, as long as students have paper and a pencil.

How does it work?

1. Present the lessons or content as you normally would. When it's time to take a break and have students process what has been presented, ask them to draw a grid of nine squares big enough to cover at least half a page of notebook paper.
2. In any three squares of the matrix, ask students to record three different concepts, facts, or skills they recall from the presentation.
3. Now ask students to get up from their seats and move around the room asking classmates to fill in the remaining squares with concepts, facts, and skills that haven't yet been recorded on the matrix.
4. Each classmate can add only one idea to another classmate's matrix, but students can add ideas to as many classmates' matrices that they wish.
5. The task is complete when six different classmates have filled all remaining six squares with different concepts, facts, or skills. Then students may return to their seats.
6. At this stage you can decide to simply restate what the students have done so far. However, it's even more effective for students to write a coherent summary of the presentation using information recorded in their matrices. Have your students put the facts, concepts, and skills in logical order and to rewrite the points from each square in sentence form.

Why use it?

This manipulation of content and skills into a particular format is very effective because it forces students to interact with the materials, not just record it.

Sentence Stems

What is it?

Sentence stems, also known as sentence frames or sentence starters, are short, introductory phrases to start a sentence. They can force a student to use academic and/or content vocabulary if you write it into the stem.

How does it work?

1. As you plan your lesson, write 2-3 sentence stems to use with the class. Put these stems somewhere the students can see them- board, projected, handout, etc. You can use stems throughout the lesson and at the end to help students process their learning.
2. Have students prepare to talk. Give them time to think of the answer they are going to use. They may even need to write it down first.
3. Have students share. You can have students turn to their neighbor or group, or devise a more elaborate sharing strategy, but at this point, students will share their sentence, in its complete form, with their partner(s).

Why use it?

Stems provide a launching point for student thinking and speaking. Students, especially ELLs, often have an idea of the answer but do not know how to express it with academic language. Unlike a fill in the blank that limits the choices that can be correct in that blank, the stem should have several correct answer choices.

Examples:

- One way to distinguish desert from tundra is...
- One of the causes of the American Revolutionary War is...
- As a result of the Civil War, the South...
- On the other hand, as a result of the Civil War, the North...
- One reason the Middle East is in turmoil is...
- One historical reason the Middle East is in turmoil is...
- One recent reason the Middle East is in turmoil is...
- A benefit of a bicameral legislature is...
- A Democracy is different than a Republic because...
- A Democracy is similar to a Republic because...
- Republicans and Democrats agree on... but they disagree on ...
- One effect of the growth of mercantilism is...

Sketch to Stretch

What is it?

Sketch to Stretch is a comprehension strategy which involves visualizing a passage of text and interpreting it through drawing. The strategy encourages diverse perspectives and fosters open discussion of various interpretations. Sketch-to-stretch is first introduced, demonstrated, and applied in a whole-group session. Students are then placed in groups with similar instructional needs to practice the strategy through teacher-guided small-group instruction and student-run comprehension centers. At the end of the third session the class gathers to reflect on how the visualizing strategy can help them understand texts.

How does it work?

1. Begin by modeling and explaining Sketch to Stretch for students.
2. After reading or listening to text, have students sketch what the text means to them. Caution students that they are not to draw an illustration of the text, but rather they should visually sketch the meaning from the text.
3. Encourage students to experiment and assure them there are many ways to represent personal meanings.
4. Have students write a few sentences below their illustration that explains its meaning.
5. Have students gather in groups of three to five.
6. Each person in the group shares his or her sketch. As the sketch is shared, all other group members give their interpretation of the sketch. Once everyone has shared, the artist tells his or her interpretation.

Why use it?

It helps students appreciate and understand things in the text or content that they might not have noticed before. The strategy allows students to create, represent, and share personal meanings for a narrative or expository text; to summarize understandings through sketches.

Somebody Wanted...

What is it?

This is a graphic organizer that helps students summarize information.

How does it work?

1. Students acquire information. Their reading or use of other media should be directed at acquiring information that helps them master a unit understanding. The strategy works best when the content can be expressed as a narrative.
2. Students summarize using the graphic organizer. They compose brief sentences that "tell the story" of the narrative. The organizer helps them compress the main ideas of a long narrative into a few sentences.
3. Debriefing. Use the organizer as an exit slip to be graded, have students check their work with others, or take samples from the class for discussion in a large group format.

Why use it?

Summarization is a "high yield" strategy because it forces students to interact with information rather than simply copying it. This is a perfect strategy for social studies because it can help students sift through information to find the "big ideas".

Example:



Somebody Wanted...

Somebody...	
somewhere...	
wanted...	
but...	
so they...	
then...	
and so...	
SUMMARY:	

Terquain

What is it?

A "terquain" is a simple three-lined poem about any subject. Each line states something learned about the subject or topic. There are no rhymes or syllable patterns.

How does it work?

1. The 1st line is of one word telling about the subject
2. The 2nd line is of one, two or three words talking about the subject or describing it.
3. The 3rd line is of one word expressing the feeling or impression about that subject.

Example:

The Topic
Two or Three Words about the Topic
A Feeling or Synonym Related to the Topic

Lincoln
Smart Brave Patriotic
Sacrifice

The Topic
Two or Three Words about the Topic
A Feeling or Synonym Related to the Topic

Terquain

Social Studies Success®

The Topic
Two or Three Words about the Topic
A Feeling or Synonym Related to the Topic

Terquain

Social Studies Success®

The Topic
Two or Three Words about the Topic
A Feeling or Synonym Related to the Topic

Terquain

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Think/Pair/Share

What is it?

Think/Pair/Share is a cooperative discussion strategy that may be used at any point in the lesson.

How does it work?

1. **Think.** The teacher provokes students' thinking with a question or prompt. Students take a few moments just to THINK about the question without responding.
2. **Pair.** Using designated partners, students PAIR up to talk about the answer each came up with. They compare their mental or written notes and identify the answers they think are best, most convincing, or most unique.
3. **Share.** After students talk in pairs for a few moments, the teacher calls for pairs to SHARE their thinking with the rest of the class. She can do this by going around in round-robin fashion or calling on each pair. Often, the teacher or a designated helper will record these responses on the board or on the overhead.

Why use it?

Talking forces thinking. Think/Pair/Share structures the discussion and the process limits off-task thinking and behavior. Accountability is built in because students must report to a partner and pairs must report to the class. The process reduces risk because get to "try out" their responses with a partner before "going public" before the entire class.

Example:

Think:

Read the paragraph in each section of the chapter that describes the impact colonialism had on Africa. In your notes make a list of as many effects of colonialism you can find. Place a check by the three you think had the most negative consequences and be prepared to tell why.

Pair:

Share your list with your partner. Talk it over between you and agree on the three you want to share. Be prepared to share with the class why you think they had the most negative consequences for Africa.

Share:

The teacher will call on each pair randomly to share one of the three effects it selected and explain why. The process will continue until there are no more to share. The class will vote to select the final top three effects.

Triple Venn Diagram

What is it?

This strategy allows students to compare and contrast three topics or concepts

How does it work?

1. Select related topics to compare.
2. Ask questions comparing and contrasting the topics. Be sure to provide examples for your students

Why use it?

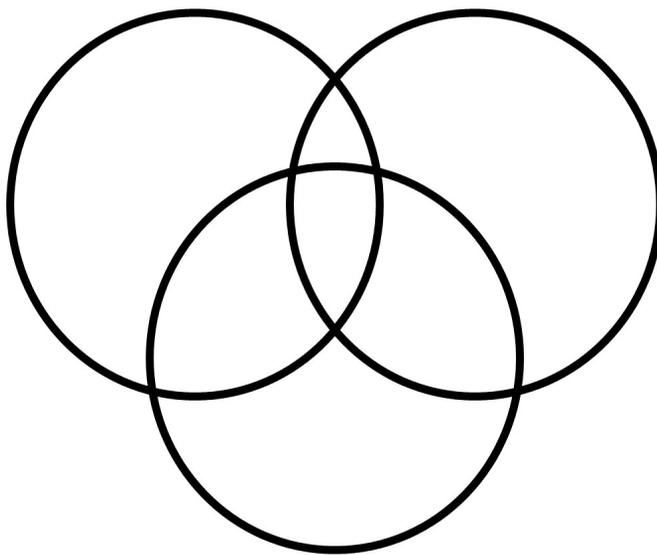
Compare and contrast is one of Marzano's High Yield Strategies. it allows students to identify relationships between complex concepts.

Example:

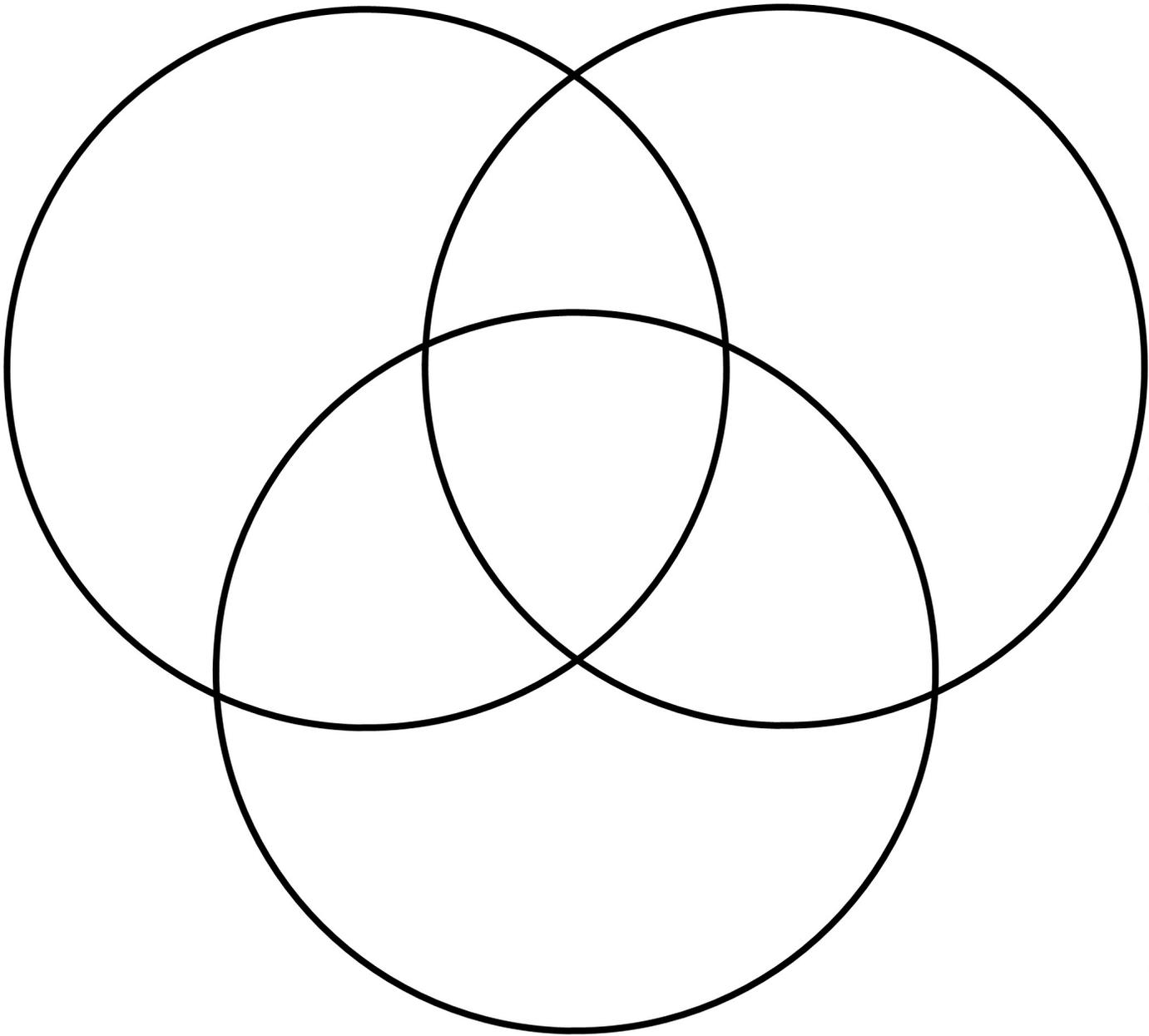
Create a Venn diagram that shows three unique powers of the Senate, three unique powers of the House of Representatives, and three powers that both houses share.

Complete a Triple Venn diagram on Islam, Judaism and Christianity to show the following:

- similarities shared by all three religions
- similarities shared by two religions
- unique characteristics of each religion



Triple Venn Diagram



Three Point Review

What is it?

Three Point Review allows students to work in small groups to verbally recall important information from their reading. Students are placed in groups of three. Two students are given a checklist of the words or phrases that represent major ideas and information in the chapter or section being studied. The third student reviews the chapter and tells the other two students in his group everything he remembers about chapter. The roles then rotate.

How does it work?

1. Prepare materials. Create and copy a checklist of the words or phrases that represent major ideas and information in the chapter or section being studied.
2. Place students in groups of three and distribute materials. Have students number themselves "1, 2, and 3." Give checklists to students 1 and 2.
3. Have two students quiz the third. Have student 3 tell the students 1 and 2 everything he remembers about the chapter. (*The third student does not have a checklist of the key words or phrases*). As student 3 recalls information, students 1 and 2 check it off on their checklists. When student 3 can no longer recall information, students 1 and 2 ask questions based on the ideas not checked off their lists. As student 3 answers these correctly, an X is placed next to the word or phrase. The review is finished when all words on the checklist are marked or when student 3 can no longer answer questions. Student 3 is given those checklists and then knows what information he is lacking and what information he needs to review.
4. Rotate student numbers and repeat the quizzing with each section or chapter studied. Distribute new checklists to the new students 1 and 2 and have them follow step 3.

Why use it?

This strategy allows teacher to directly influence the content reviewed for any subject. By the time the students have finished the Three Point Review, they have encountered and discussed the material a variety of times.

Three Point Review

Directions: in a group of 3, recite all you can remember about your topic. As you recite it, have your other group members check it off the sheet.

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Three Point Review

Directions: in a group of 3, recite all you can remember about your topic. As you recite it, have your other group members check it off the sheet.

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Three Point Review

Directions: in a group of 3, recite all you can remember about your topic. As you recite it, have your other group members check it off the sheet.

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Word Splash

What is it?

A word splash is a formally formed summarization experience that surrounds a collection of key words or concepts chosen from a passage or chapter that students are about to read. This strategy gives students a chance to relate the new words or concepts to the main topic of the reading.

How does it work?

1. Select seven to ten social studies vocabulary words and concepts associate with the content. Be sure to include not only similar words that will indicate the subject of the selection but also some of the words and phrases that seem contradictory to the others.
2. Give each student a little time to think about what the terms, people or phrases have in common.
3. Ask students to form small groups or three to five (or you can assign them to groups). In their groups, the students will put the words or phrases in logical order.
4. Ask each group to share their narrative or explanation. Ask students to list the common elements they heard and list these elements on the board or overhead.
5. Pass out the reading material or provide instruction for the new material. When the lesson is complete, ask students to go back to the words splashed and work as a group to place the words in logical order that will provide a summary of the material they just learned.
6. Ask students to create full sentences with the words and additional phrases or transitions. Ask the group to make sure their summary incorporates all they learned and that it is accurate, clear, and complete.
7. Groups share their rendering of the information to the class. You may choose to have the class vote on the best summary from the class.

Why use it?

- Assess prior knowledge Provide motivation for reading
- Set a clear purpose for reading
- Decipher vocabulary
- Allow for a variety of modes of learning
- Support students in creating a summary of new learning

Write Around

What is it?

A writing-to-learn strategy that allows students to use writing as a tool for thinking—to find out what's in their heads, record their thoughts/ideas, make connections, figure out what's important, move their thinking around, or highlight their thoughts. Writing to learn is short, exploratory, informal, unedited, and not assessed as writing.

How does it work?

1. Form a group of four. Each person has a large blank piece of paper ready to use. Each member puts their initials in the upper left-hand margin.
2. EXPLAIN the TWO RULES:
 - Use all the time for writing.
 - Don't talk when passing.
3. WRITE FOR ONE MINUTE: Write your thoughts, reactions, questions, or feelings about the article or reflective question. (You may expand this with topic-specific suggestions if needed. Keep time not by exact minutes and seconds, but by walking and watching kids write. When most students have filled 1/4 of a page, it is time to pass).
4. PASS the paper when asked to do so. Then teacher reiterates instructions by saying:
 - READ all the entries on the page, and then WRITE for one minute. You can offer a comment on any or all of the above entries, ask questions, or raise a new topic. Keep the conversations going!
 - (You need to allow a little more time with each entry because kids will have more to read with each successive exchange).
3. PASS at the signal.
4. REPEAT (4 times, total)
5. READ OVER: The paper you started and ended up with.
6. DISCUSS IN WRITE-AROUND GROUPS: Continue the conversation out loud for about 2 minutes.
7. SHARE HIGHLIGHTS OR KEY IDEAS WITH WHOLE CLASS: Now use kids' write-around ideas to extend and deepen their thinking about the subject. Possible prompts: What was one highlight of your written conversation? What was a topic that sparked lively discussion? Was there something people disagreed about?

DEBRIEF: Discuss the process. How could we make it work better next time?



Connect with me!

I love *connecting* and *sharing ideas* with teachers!

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About the Author

For more than 25 years, I have brought my love of Social Studies to teachers and students. My journey includes a variety of roles - classroom teacher, instructional coach, curriculum coordinator, university professor, and professional development trainer. Working with middle school students has been one of the highlights of my career.

After thirteen years in the classroom teaching 7th and 8th grade history, I transitioned into the role of an instructional coach at a high school campus. This window into other teachers' classrooms motivated my inner calling to improve social studies instruction. I realized how important quality teachers are in changing the way students learn history.

My next step was to central office. I served a district of over 55,000 students as a Social Studies Coordinator. My goal of improving Social Studies instruction continued as I worked with over 600 K-12 Social Studies teachers to implement transformative Social Studies education.

In my current role, I provide professional development, consulting services and resources to Social Studies teachers. Research into best practices is embedded into all of my resources. I want every child to understand the importance of Social Studies in their life - and every teacher to have the tools to reach them.

You can reach me at

www.SocialStudiesSuccess1@gmail.com



Dawn

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