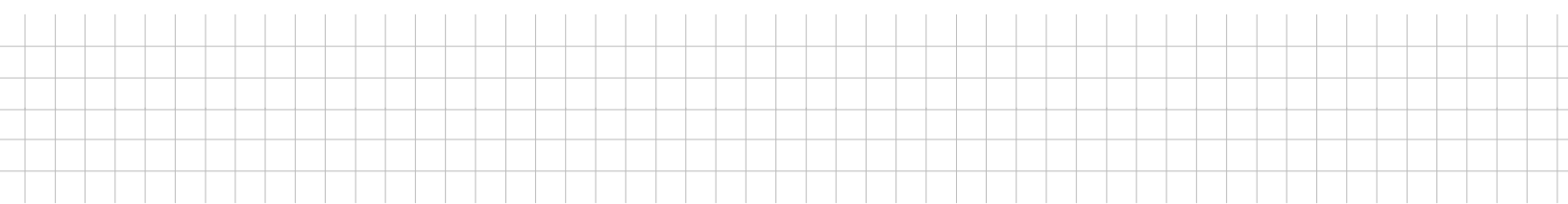


LRE

BLUEPRINT

**Strategies for Teaching Social Studies**

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# LRE BLUEPRINT... **Strategies for Teaching Social Studies**

Special thanks to the State Bar of Texas Law-Related Education Department for their support and skills in making this activity guide come to life.

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## 3-2-1

This is a good strategy to be used when reviewing key people and/or events being studied throughout the semester. Students are given a person and/or event from the review sheet to research. After the research is complete, the students share their information with the class.

*People:* Locate **3** of the most important facts about the person (these should reflect the reason the person is considered important in history).

Prepare **2** questions to ask the person.

Identify **1** way you (the student) is similar or different from the person.

*Event:* Locate **3** facts about the event (these should reflect the reason the event is considered historically important).

Prepare **2** questions to ask a person present at the event.

Identify **1** one way the event is similar or different to another event.

## Acrostic Poem

Students choose a person, event, concept or era. Each letter of the topic chosen is written down the page vertically. Students then write a word, phrase or sentence that describes the chosen topic that begins each of the listed letters.

Example: J \_\_\_\_\_ A \_\_\_\_\_  
O \_\_\_\_\_ D \_\_\_\_\_  
H \_\_\_\_\_ A \_\_\_\_\_  
N \_\_\_\_\_ M \_\_\_\_\_  
S \_\_\_\_\_

## Add, Subtract, Multiply, Divide (Click for Template)

After preparing a series of open-ended questions, post them on chart paper around the room. Divide the students into the same number of groups as there are questions, and assign each group a different color marker to use for the entire activity. Send the group to one of the questions to answer, allowing a set amount of time for groups to list their responses. Once time is called, move the groups clockwise to the next question. (Groups should be sure to take their marker with them.) Once there they are to read the question and previous response. In a set amount of time, they can **ADD** additional information to the answer; **SUBTRACT** information which means they question what was previously listed; **MULTIPLY** information which means they provide elaboration or factual examples to the ideas previously listed. They must complete two of the three mathematical functions on each question. After time is called, move the students and repeat the process until

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they have visited all the questions. Move the students back to their original question and explain that they are to read all of the work done to the question and now DIVIDE. DIVIDE means they edit all of the information and write their final answer to the question in a paragraph. The groups can then read their final answer to the class.

## Alphabet Strategy

This strategy will review key people, events, concepts, and eras of history. With the assigned term, have the student write as many words relating to the term that begin with a pre-assigned letter of the alphabet. The words should capture the essential qualities of the term. An alternate way to use this strategy is to have the students list the letters of the alphabet down the side of the paper. They then should attempt to write a significant word that begins with each letter and relates to the person, event, concept, or era of history being studied.

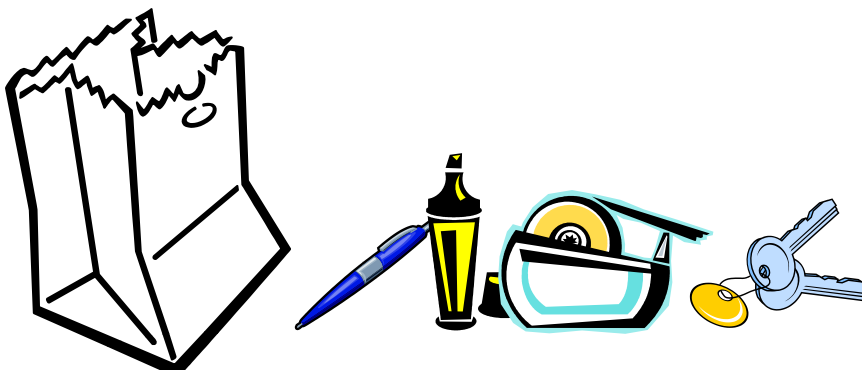
## Alphabetic Sentences

Have each student think of a word that describes the person, event, concept, or era of history. Put the students into groups of four or five and have them share their words with each other. Instruct each group to write a sentence or several sentences using all of the group's words to identify the person, event, concept or era of history. Groups will share their sentences with the class.

## Analogy Bags

Prepare a plastic bag of unrelated items. A bag might include such items as a highlighter, tape, a key, a pen, etc. After students have read about a person, explain that they are to make as many analogies as possible about this person and the items in the bag. They can use the following form to create their statements:

\_\_\_\_\_ (person's name) is like \_\_\_\_\_ (item in the bag)  
because \_\_\_\_\_.



## Baseball (Click for Template)

Baseball is a team activity for reviewing information from a chapter, unit, six weeks, etc.

### Materials needed:

- Baseballs, cut out and numbered
- Numbered review questions (Questions should reflect the same number of baseballs in the container)
- One number cube
- Hat, bowl or other container

### Directions:

- Divide the class into two teams. The teacher may choose to allow teams to pick their team name, or the teacher can name the teams.
- Have teams record a “batting order” on a sheet of paper.
- Each team chooses a pitcher.
- Put numbered, cut out baseballs into a hat.
- Arrange the front of classroom with desks to represent the “batter’s box,” “pitcher’s mound,” “first base,” “second base,” and “third base.”
- The teacher or a student may keep score.
- Decide which team “bats” first at the top at the first inning.
- The pitcher for the pitching team sits in the desk designated as the pitcher’s mound with the hat containing the numbered baseballs.
- The first batter in the batting order for the batting team sits in the desk designated as the batter’s box.
- The pitcher picks a baseball from the hat. The number on the baseball is the number of the question the teacher asks the batter to answer.
- If the batter answers correctly, he/she then rolls the number cube. See Rules\*
- Play continues until the batting team has three outs. The new pitching team then sends its pitcher to the pitcher’s mound and the batting team starts its batting order. Continue play.

### Rules:

- Each team gets three outs per inning just as in regular baseball.
- Each team will have 3 “time outs” during the entire game. The batter may call a time out. At this time, he/she may ask for help from a teammate if he/she is unable to answer a question. The team is charged with the time out.
- If the batter answers the question correctly, he/she rolls the number cube. If a one or a two is rolled, the batter proceeds to first base on a single. If it is a



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three, the batter moves to second base on a double. If it is a four, it is a triple. A five is a foul ball and the batter rolls again. A six is a home run. Each runner that reaches home scores a point for his/her team. If there are runners on base, those runners move just as in baseball.

- A batter is out if he/she answers a question incorrectly. The next person in the batting order then comes to the batter's box, and so on. Once a team has three outs, it is the other team's turn at bat.
- When both teams have had an opportunity at bat, then it is the end of an inning, and a new one begins.



Third Base



Batter



Pitcher



Second Base



First Base

## Options:

- If a batter answers a question wrong, the other team may steal the question. If they answer correctly, it is a double play and the batting team receives another out on this play.
- The batter may be allowed to look at notes or study guides.
- If there is an ELL student or a student with special needs, they may have a "batting coach" to help them.

## Bingo (Click for Template)

Give each student the review sheet of terms, people, concepts as well as a blank bingo card with twenty-five blank spaces. The students should then record twenty-five of the terms from the review sheet in the blanks of the bingo card. The teacher begins the game by calling out clues from the content of the review sheet. Students place markers on their card to cover the correct answers, trying to bingo. The game can be played until several students bingo horizontally, diagonally, vertically, or black out.



## Bio Poem (Click for Template)

Students choose a historical figure they have researched and create a poem using the following form:

- Name of person: \_\_\_\_\_
- Four character traits of person: \_\_\_\_\_
- Position/job: \_\_\_\_\_
- Who longs for \_\_\_\_\_
- Who feels \_\_\_\_\_
- Who needs \_\_\_\_\_
- Who fears \_\_\_\_\_
- Who would like to see \_\_\_\_\_
- Resident of \_\_\_\_\_
- Synonym: \_\_\_\_\_

## Biography Bags

Assign a different person to each student or pair of students. After research has been completed on the personality, have students create ten artifacts representing significant information about the person. These artifacts should be symbolic of the following aspects of the person's life:

- Artifacts about the person and as a leader
- Artifacts about the role(s) in history played by the person
- Artifacts about the influence on the times the person lived
- Artifacts about the influence on history by the person

All artifacts should be placed in a brown bag. If the teacher wants to use these in a game, the students shouldn't put the name of the person on the bag or the artifacts. On the day the bags are complete, students can investigate the bags attempting to guess the identity of each person.

## Body Biography

(Adapted from Cindy O'Donnell-Allen's "Butcher Paper Handouts"). This is an extended version of the character map to be completed in pairs. First the pair is to complete a thorough research of the person(s) being studied. Additionally, they should locate several quotes from and about the person. Students are to use a 6 to 7-foot piece of butcher paper to create a life size outline. The research should then be placed on the body outline. Students should use key phrases, color(s), and symbolic representations of the research rather than sentences (with the exception of the quotes). The following are suggestions for the placement of the research:

- Head-interpretation of thoughts, ideas, and dreams the person might have
- Mouth-examples of quotes this person did or might have said
- Legs and Arms-examples of work/deeds accomplished by the person
- Heart-examples of family and close personal relationships that influenced the person
- Spine-examples of the personality or character traits of the person (this is what drives the person to behave in a certain manner)
- Feet-two reasons this person is significant in history

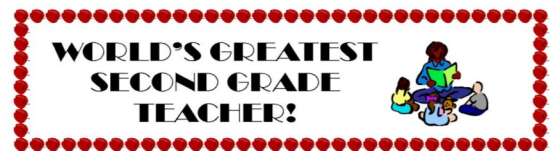
## Book Jackets (Click for Template)

Assign each student one of the names of key people from the era of history being studied. After researching, the student is to create the title of this person's new bestselling biography as well as the jacket for the book. On the front of the jacket, the title, author, and an illustration that represents the person should be included. On the back, key excerpts detailing key events described in the book should be given.

## Bumper Stickers (Click for Template)

Display some common bumper stickers such as:

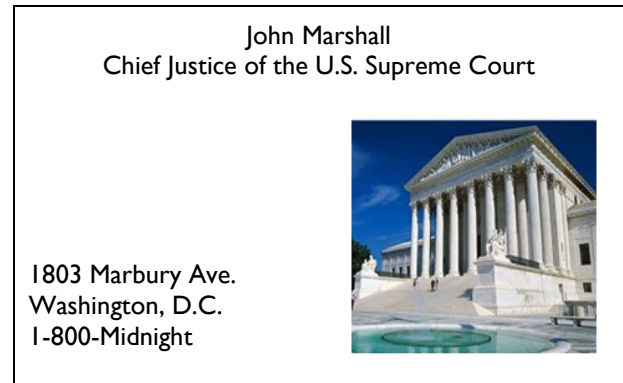
- Guns don't kill people. Drivers with cell phones do.
- Hang up and drive!
- I don't eat anything with a face.
- If you think education is expensive, try ignorance.
- World's greatest second grade teacher.



Students will create a bumper sticker with a quote, fact, characteristic or position of a famous person. The bumper sticker must be short, and can include words as well as graphics. For example, a bumper sticker for Ben Franklin might include a quote, such as, "A penny saved is a penny earned."

## Business Card (Click for Template)

After completing research on a person from an historical era, students should prepare a business card for the person. Include the person's name, occupation or significance in the era, and other critical information to identify this person and his/her role in history.



## Cartoon Event Strip: 6 Frame Cartoon Event Strip (Click for Template); 8 Frame Cartoon Event Strip (Click for Template)

This strategy allows students to represent their understanding of a historical event through a creative media. A cartoon event strip may also be used as an evaluation instrument. Following the study of a topic, students will create a six or eight frame cartoon strip representing the most important events pertaining to the topic. Each frame should contain an illustration or symbolic image and include text in speech bubbles/balloons. Pictures or clipart might also be used, if desired.

- Variations:
- Have students represent the events from a different point of view.
- Students can represent the first three or four events as they actually happened and change the next important event to a different outcome. They will show how history would have been changed with this new outcome and express those changes in the last three or four frames.
- If students are studying a current event, require that the last frame predict what will happen in the future, ten or twenty years from now.



## **Cartoon Case Study Strip (Click for Template)**

The Case study method allows students to grapple with real issues that face our courts. Provide students with the case to be studied. Divide students into small groups, and have them divide their paper into four sections. Have students illustrate the following parts of the case into cartoon form. Cartoons must have captions or bubble talk.

Section 1 – Facts of the Case Who, What, Why?

Section 2 – Constitutional Issues (What is the constitutional argument?)

Section 3 – Arguments (From the Petitioner and the Respondent)

Section 4 – Decision

## **Case Studies (Click for Template)**

A case study is an analysis of a court case that requires students to identify the basic facts, the issue or the question the court is being asked to answer, the arguments for both sides, and the decision. By completing a case study, students will experience all levels of thinking from remembering to evaluation.

## **Cereal Box (Click for Template)**

Just as Wheaties is the “breakfast of champions,” highlighting famous athletes, students may create a cereal box highlighting a famous person or event. Students will choose the name of the cereal, a slogan (such as “Breakfast of Champions”), and a graphic, which could be a cartoon drawing or sketch of the person. Other information should include how this cereal is good for you. For example, does it make a person smarter? More creative? More inventive? More compassionate? This should have some tie to the person researched.

## **Chalk Talk**

This is a silent brainstorming strategy that begins when the teacher places a topic on the board. This strategy works best when the topic is broad and has multiple points of view or ideas. Silently, students move to the board to write comments/questions about the topic. The teacher participates in the discussion by:

- Circling certain comments that are thought provoking.
- Writing questions about a particular comment.
- Adding his/her own comments.
- Connecting ideas/comments together.

At the end, students can respond to debriefing questions that include what they learned from the silent discussion and what they still want to know.

## Character Map (Click for Template)

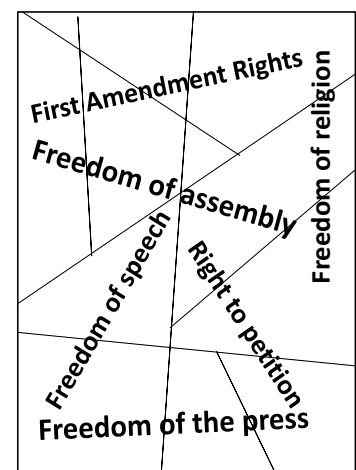
(Adapted from *McRel Reading in the Content Areas*) After researching a person in the TEKS, students are to produce a character map using the graphic provided. On the left side, the student is to identify four or five factual statements that represent key events/accomplishments in the person's life. On the right, the student is to develop four or five interpretative statements the student would use to describe the person. On the head the student is to develop an appropriate hat that best identifies the person's role in history. Underneath the feet, the student is to develop an original statement that evaluates this person's role and significance in history.

## Collage and Collage Puzzle

A collage can be used to visually express ideas about an issue, event, or person after students have studied or researched it. Divide students into small groups of three to five and assign or have them choose a topic. Provide materials such as magazines and newspapers along with poster paper, glue and scissors. Students will use these materials to create a collage on the topic and share it with the class. A collage puzzle can be created by dividing a piece of poster board into puzzle shapes and giving one piece of the puzzle to each student. Students then design their piece of the puzzle relating to the topic and when all are completed the pieces are assembled to make the whole.

## Comprehension Puzzle (Click for Template)

Teachers or students can create this type of puzzle to review just about any topic. To make the puzzle, choose an appropriate shape (such as a silhouette for a person). Write facts about the topic in sentence form on the shape. Cut the puzzle apart so that sentences are randomly divided. Students then have to reassemble the puzzle. The complexity of the puzzle can be enhanced by using a rectangular format rather than a shape and by writing the sentence facts horizontally, vertically and diagonally.



## **Concept Poem: [First page \(Click for Template\)](#); [Second page \(Click for Template\)](#)**

The concept poem is a poetry form that provides students the opportunity to synthesize information on important concepts such as freedom, democracy, crime, or prejudice. Students will first answer questions that require them to personify characteristics of the concept and then transfer those answers into a poetic structure.

## **Connect the Cards**

Place concepts, vocabulary, etc. on index cards. Give each student or a small group of students a set of cards. After they have shuffled the cards, have them deal out nine of the cards in a 3 x3 format (Tic-Tac-Toe fashion). After turning the cards over, have the students create sentences that include the three terms horizontally, vertically, and diagonally in a row for a total of eight sentences. Discuss the connections or misconnections between the concepts being studied as the students share their sentences.

## **Continuum: [First page \(Click for Template\)](#); [Second page \(Click for Template\)](#)**

The continuum opens up a range of responses on a given issue. It allows all students to express an opinion and publicly defend that position. The teacher or students define an issue. The issue may be prepared ahead of time by the teacher or it may be an outgrowth of class discussion. The teacher draws a long line on the board. At either end of the line create complete extremes of the issue. Be sure the views represent polar positions. Have the students place their initials on the line to represent their stand. [Students should be encouraged to avoid taking a middle position on the continuum; however, if a student does stand in the middle, the student should have to justify or give reasons for the position that they have selected.] After placing their initials on the line, ask students to give their reasons for holding that position. After the discussion, provide an opportunity for students to change their positions as a result of new information that has been obtained from the discussion.

Variations:

- Use masking tape to make a continuum line on the floor. Students can actually stand on the line at the position they choose. They should then discuss their reasons for selecting that position with students standing near them. Next allow each student or a representative of each basic position to justify the stand. Again students should be permitted to change their positions as a result of the discussion.
- Continuum lines can consist of a clothes line with identifiable clothes pins for each student, a rope with some type of marker, students standing next to the blackboard's continuum line, etc.



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- Each student can make an individual continuum by taking a sheet of paper, drawing a line on the paper, and placing an X at the appropriate point. Next, ask the students to circulate and discuss their position with students whose positions are similar and different from their own.
- Use the corners of the room to represent four specific positions on an issue.
- Provide opportunities for discussion and changing positions.

## **Cowboy Hat (Click for Template)**

This is a strategy for synthesizing information about significant personalities and is especially appropriate for Texas history. Assign each student a historical figure. After gathering facts about the person, students should be given the Cowboy Hat Template. After writing the name of the historic figure on the headband of the hat, students should represent background information and achievements of the historical figure by using words, symbols and pictures on the hat. Completed hats may be analyzed by students and then displayed on a bulletin board.

## **Cube Review (Click for Template)**

This strategy allows a student to create a visual representation of six (or less) linked ideas. An example might be creating a cube of the “Rights of First Amendment”. One side would have the title of the cube with the other five sides listing each of the individual rights. Students can draw a representation of each right on each cube face as they label them.

## **Decision Tree: First page (Click for Template); Second page (Click for Template)**

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

1. Identify the occasion for a decision, such as choosing a leader or settling a conflict.  
Example: Should the Alamo be abandoned?
2. Students should fill out the pros and cons in the spaces on the tree with reasons.
3. In the trunk of the tree, the students can add alternative solutions to the question.
4. Make a decision and fill in the appropriate blank.



## **Design a Patch or a Button (Click for Template)**

Buttons or Patches are critical thinking activities, which allow students to create a visual to describe an event or explain a point of view. A written slogan or description may be added to the patch or button. Examples: A campaign button to support either the Federalists or Democratic-Republicans.



## **Digital Scrapbook Page**

Students can create a scrapbook, newsletter, slideshow or collage to display facts and pictures of a person or event using [www.smilebox.com](http://www.smilebox.com). There are many free options on this site.

## **Dinner Party/Who's at Your Lunch Table: First page (Click for Template); Second page (Click for Template)**

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

## **Editorial Debate Page (Click for Template)**

The Editorial Page offers students the opportunity to create a visual representation on varying opinions related to an issue.

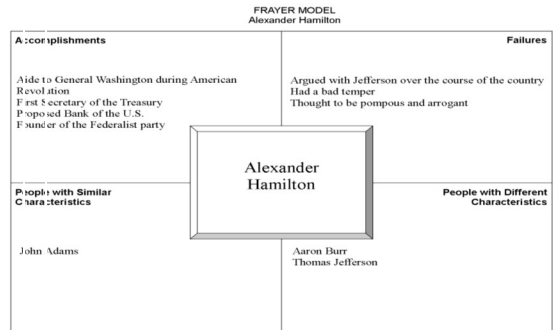
1. Divide the class into small groups.
2. Provide each group with a copy of the Editorial Page Template.
3. Either provide the groups with a controversial issue to study or have the group select a controversial topic of their own.
4. Allow each group adequate time to complete the Editorial Page.
5. Debrief the activity by having each group display their Editorial Page and discuss its contents.

## Electronic Media Products

- Word Cloud—Using the websites <http://www.wordle.net> or <http://www.tagxedo.com>, students will create a word cloud of words associated with a famous person or quote. The more times a word is listed, the larger it will be on the word cloud. Variations in color, design, and perspective are available. Try using a speech or document to see how prominent a work or phrase is. Tagxedo has the option of shapes for the word clouds.
- Short Video—Using the site <http://animoto.com>, students can create a free 30-second video, putting in their own pictures and text as a product of their research on a famous person or place. Accompanying music can be chosen from the site or imported. There is a membership fee for videos longer than 30 seconds.
- Poster—Digital posters are available for student use at <http://edu.glogster.com>. Students can choose text boxes in which to record information, and add pictures, arranged on a chosen background.

## Era Review: **Frayer Model (Click for Template); Concept Definition Map (Click for Template)**

To review an era or several eras of history. After students have completed the graphic organizer, they can be displayed or shared for comparison and discussion.



## Famous Person's Desk (Click for Template)

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

## **Fat/Skinny Questions**

After students have read or discussed a topic, have them develop five “fat” and five “skinny” questions to be used as review. A “fat” question is an open-ended one that requires an extended response. In other words, it can’t be answered with a “yes” or “no.” A “skinny” question is one that can be answered in one word or with one fact. Pair the students to ask each other their questions.

## **Final Word**

Divide class into groups of three and number the students in each group, “#1,” “#2,” or “#3.” Pose a controversial subject. Conduct three rounds of discussion:  
First Round

- 1=expresses their opinion
- 2=paraphrases #1’s comments
- 3=adds anything left out of #2’s comments

Reverse until all have been assumed each role.

Have the students evaluate the process by answering the following questions:  
What do I need to know to deepen my opinion? What did I hear that I want to explore?

## **Fishbowl Discussion**

Divide the class into two groups. Form two circles, one inside the other. The outer circle focuses on the process and the inner circle focuses on the content. Conduct a discussion over a key question or event in history with the inner circle. Students in the outer group can evaluate contributions to the discussion made by students in the inner circle. The circles can be reversed to discuss the same or another question or event.

## **Four Corners**

Place four opposing statements, positions, or points of view in the four corners of the room. Pose a question to the students that can be answered by the statements in one of the four corners. After allowing the students time to think and decide on their answer, have them go to the corner that best represents their answer and opinion. Allow time for the students in each corner to meet and discuss why they chose that particular statement. Have each corner report out. Students should be allowed to change corners if they hear something that changes their mind from their original position.

## **Frame-It Supreme Court Frame (Click for Template); Person Frame (Click for Template); Event or Era Frame (Click for Template)**

This is a strategy that can be used with significant people, events, or Supreme Court cases in social studies. Using the template of a picture frame, assign the students to fill in the information required by the teacher around the sides of the frame on the person, event, or concept. In the center where the picture is to be located, they should illustrate the main ideas from the information on the sides.

Example of Frame for Supreme Court Case:

- The sides of the picture frame could include the following:
  - The Issue in the Case—This should be stated in the form of a question that identifies the specific case AND has the part of the Constitution that is in question.
  - Argument for the Petitioner—This should be the major argument for the petitioner (the side that filed the case before the Supreme Court).
  - Argument for the Respondent—This should be the major argument for the respondent (the side that is answering the petitioner in the case).
  - The Decision in the Case—This should be reflective of the actual decision rendered by the Supreme Court along with the name and date of the case.
- In the center they should create a symbolic representation of the historical significance of this case. In other words, what should we remember about this case?

Example of a Frame for a Person: (Template)

- The sides of the picture frame could include the following:
  - Name and Dates
  - Accomplishment(s)
  - Major event(s)
  - Interesting fact
- In the center they should create a symbolic representation of the historical significance of this person to history.

Example of a Frame for an Event or Era of History: (Template)

- The sides of the picture frame could include the following:
  - Name and Date of the event such as World War II
  - Major event(s)
  - Major players
  - Interesting fact(s)
- In the center they should create a symbolic representation of the historical significance of this event or era in history.

## **Frayer-Model (Click for Template)**

(*McRel Reading in the Content Areas*) Have the student complete a four-square graphic with the name of the person researched placed in the middle. The completed graphic will require the students to find comparisons by identifying accomplishments/failures and then find people from the time period with similar and different characteristics.

## **Front Page of Newspaper (Click for Template)**

This strategy is a great culminating activity for the study of an historical event. Divide students into groups and give them the Front Page template. Students will complete all the sections of the template and share their work with the class.

## **Greeting Cards (Click for Template)**

Give each student a piece of plain paper to fold and create a greeting card that would commemorate a holiday, historic event, or birthday of an historic figure. Examples might include a Thank You card for to the Founding Fathers for service to our country; holiday card for the 4<sup>th</sup> of July; and a Father's Day card to George Washington as the "Father of our Country."

## **Hall of Fame/Hall of Shame (Click for Template)**

After studying an era in history with multiple people involved, have the students classify whether an individual should belong in the Hall of Fame or the Hall of Shame. Each placement should be able to be explained with examples of the person's actions.

## **Headline Activities**

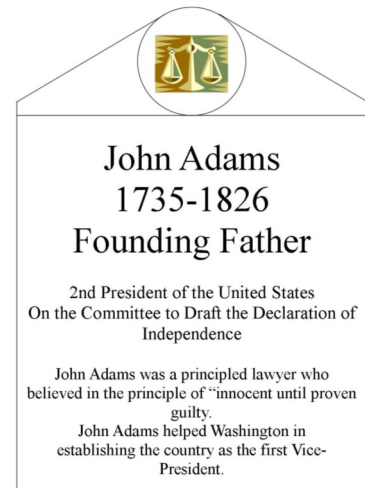
Cut out headlines of news stories from all parts of the newspaper and then have the students decide which stories were on the front page and why. Compare to the actual location and discuss the reasons why the stories were located where they were. Second, cut out headlines and stories separately. See if the students can match the headline with the correct story. After the students understand how headlines and news stories are organized, have the students then create headlines for stories that might have been found during a particular era in history. Using the students' headlines and assigning the students to write the corresponding story can extend this strategy.

## Historical Markers (Click for Template)

Have students obtain biographical information about notable people currently being studied. Students will then record the information on the Historical Marker Template. The purpose of the marker is to recognize the significant contributions of the person. The information written on the marker should include:

- Name of the individual being recognized
- Date of birth and death
- Occupations (such as inventor, congressman, Alamo hero, etc) in sentence form
- Two or three significant accomplishments (in sentence form)
- Why this person should be remembered

In the circle at the top of the marker, students should create a symbol to represent this person.



## Inner/Outer Circles

On index cards, write review terms or questions. Give each student a card. Students should answer the question or identify the term with examples on the back of their cards. Have the students number off "1" or "2." The "1's" will stand and form a circle. After the circle is formed, have students turn and face the outside of the circle. The "2's" will then form a circle around the "1's" standing in front of a classmate in the inside circle. Music can then be used. When the music stops, the students should stop in front of another student. The inside circle should ask their question to the person on the outside. Then the process is reversed. The music continues until the teacher feels the content has been reviewed.

Variation: Have students form the two circles. Instead of giving each student a question, the teacher will ask a review question to the whole group when the music stops. Each pair discusses the possible answer. The teacher then calls on a pair to answer for the class.

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## **Interrupted Video**

This strategy focuses students' attention on specific ideas presented in a movie/video presentation. Preview the DVD to be used in class to determine where the disk will be paused for discussion purposes. In addition, decide what questions will be asked and make sure the questions relate to the purpose in selecting the DVD. Discussion questions should help students gain insight into the topic being viewed by asking them to demonstrate understanding, make comparisons, predict outcomes and/or draw conclusions. If time does not permit previewing, stop the DVD whenever an important idea emerges.

## **It's Up To You! (Click for Template)**

Any leader has to weigh pros and cons of a decision. In order to make an informed decision, have students' list three positive results that will come from their decision and then list three negative results. After reviewing, the students will write their final decision in the space below.

## **Jigsaw**

Students are divided into groups and assigned a certain portion of a reading to explore. After they have read their portion, they are to meet with others in the class who were given the same portion of the reading. This group of students is to share their understanding and prepare a visual with an illustration and three to five key facts about the portion of the reading for which they are responsible. Each person in the group should have the **same** visual and three to five key ideas to share. The class is then divided into different groups that contains a person representing each portion of the reading. One at a time, each portion is shared along with the illustration. The teacher can then have the class summarize the entire reading together.

## **Journals**

Journal writing allows students to express their thoughts about topics and issues studied and discussed in class. Journal topics may include responses to questions about content, reading assignments, and class activities. Students can also write journal entries from the perspective of a person living during a particular time period or historical event. They can write from the perspective of an historical figure or place themselves in the event or time. For example, what might Abraham Lincoln have written in his journal at different times in his life? Students should be encouraged to include supporting facts in their journal entries and to write at least three to five sentences plus a topic sentence and conclusion.



## Learning Stations (Click for Template)

Learning stations provide an opportunity for students to participate in direct study in a structured learning environment. An added advantage is that this type of strategy allows students to move about the room freely while still providing a sense of direction. The stations can be used to gather information, to synthesize learning, or as a test. Develop a set of learning station signs relating to the topic being studied. The stations should be independent so that students can go to the stations in random order. A recording sheet or scorecard for students to use when visiting each learning station may also be created. After stations have been placed around the room, have students select a partner. Each team should move to a vacant station, read the sign, and record their response. After they have completed a station, the students will move to the next vacant station. After all learning stations have been visited, the class will discuss each station and report their findings.

SCORE CARD ANSWERS	
FEDERALIST	REPUBLICAN
1	
2	3
	4
	5
6	7
	8
9	10
11	
12	

- 1 Members were made up of well-to-do merchants, bankers, and manufacturers.
- 2 Alexander Hamilton was this party's founder
- 3 This party had strong support in New England.
- 4 Thomas Jefferson was this party's founder.
- 5 Today's Democratic Party is a descendent of this party.
- 6 This party had strong support in the South and West.
- 7 This party believed that people and states retain as many rights as possible.
- 8 This party favored a strong national government and believed in a loose construction of the Constitution to broaden the powers of the federal government.
- 9 This party had strong support in New England.
- 10 This party believed that America's future depended upon the development of a balance and diversified economy.
- 11 Members were made up of farmers, frontier settlers, small shopkeepers and laborers.
- 12 This party believed in strict construction of the Constitution to limit the powers of the federal government.

## Letters

Students can be asked to create letters that might have been written by significant people in history. Care should be taken that the letters include as much factual history as possible as well as be addressed to another person to who might have actually received it. Examples: Letters from George Washington to his wife Martha during the American Revolution; a letter from James Madison to Thomas Jefferson about the Constitutional Convention; a letter from a soldier from a particular war to a person at home; a letter from a president to another about a decision he made, etc.



## Living Memorials





A living memorial is a creation by the students honoring an event or a particular group in history. It should include the following:

- Human statues depicting the roles of the people involved in the event
- Props as needed to more accurately identify the roles of all three
- An appropriate title for the memorial
- A paragraph explaining the meaning, symbolism, and significance of the memorial
- A tour guide to present the information from the paragraph to the class as the memorial is shown to the class

Examples of memorials might include a tribute to a major event such as a war or a tribute to a group of people such as the heroes of the American Revolution, Founding Fathers, or the major developments in transportation in the United States.

## Looping Cards

This is an excellent review strategy that requires active participation and listening. Prepare a set of cards. Each card will have an answer to a question related to the unit being studied as well as a question from the unit. (See example). Pass out the cards. Begin by having one student stand and read the **question** that is on their card. The person who has the answer to that question now stands and reads the **answer**. If it is a correct match, the student standing now reads the question on their card. The process continues until it loops back to the student who asked the first question.

<p>I have Thomas Jefferson</p> <p>Who has served as the Commander of the American Troops in the American Revolution and later served as the first President of the United States after the Constitution was ratified?</p> 	<p>I have George Washington</p> <p>Who has the English writer who wrote <u>Common Sense</u>, attempting to persuade the colonists to support independence and <u>The Crisis</u>, which attempted to gain further support for the beleaguered American troops?</p> 
<p>I have Thomas Payne</p> <p>Who has the 2nd President of the United States, who also served on the committee to draft the Declaration of Independence? As President he made such controversial decisions as appointing the "Midnight Judges," and supporting the Alien and Sedition Acts.</p> 	<p>I have John Adams</p> <p>Who has the first secretary of the Treasury, many of whose ideas were used as the basis of the Federalist party; he was later killed in a duel with Aaron Burr?</p> 

## Magazine Covers (Click for Template)

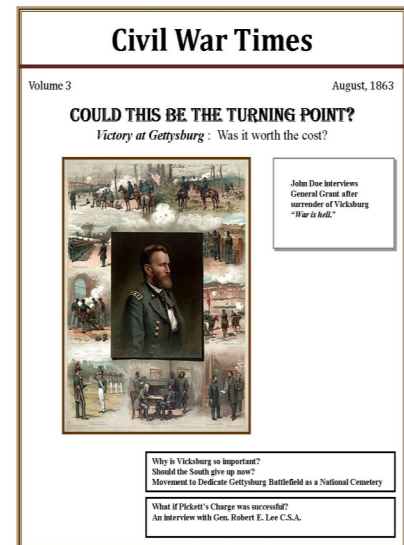
Students will create a magazine cover about an assigned topic. The cover may be used to analyze, evaluate, categorize, predict, or support a point of view by creating questions and visuals relating to a particular topic.

Show examples of magazine covers and article titles.

- Assign students a topic or topics; for example, the battle of Gettysburg and the siege of Vicksburg.
- Students will create a title for their magazine, such as the *Civil War Times*.
- Students create article titles based on the assigned topic or theme.
- Article titles may reflect evaluation, or analysis of topics.
- Articles may imagine or predict what might happen or what might have happened.
- Magazine covers should have at least one visual related to the topic.

### Options

- Divide the class into groups. Have groups create their magazine covers and then write the articles to go along with the titles.
- ELL and LEP modification: Have students work with a partner. The partner creates the article title and the ELL or LEP student will create the visuals for the magazine cover.



## Mind Play

Create a list of 5 or more characteristics/accomplishments for the people studied. Put these on the board or on a power point slide. Divide the class into pairs. One should face the screen and the other should face the opposite direction. Tell students that the person facing the screen should look at the top concept/term and begin giving clues that will solicit the term from their partner. Remind the students that all clues are to be content-based clues. As a pair gets the right answer, the student facing the screen should continue to the next term until they finish the list. Skipping a term is permitted, but they should return to it before signaling they have completed the list. Have the students create their own Mind Play list after researching a personality. These can be used at the beginning of class as a review. Example:

Terms Having to do with Teddy Roosevelt

Panama Canal — Safari — Rough Riders — Bull Moose Party — National Parks

## Mix, Match, Freeze

This is an excellent strategy to review concepts, events, people, and vocabulary terms. The information is divided into portions with each student getting a portion of the material. If being used with vocabulary, half of the students will have the terms and the other half will have the definitions. On a signal, the students get up and move around the room trying to locate their matching information. When a group is sure that they have a match, they freeze until their match is verified.

## Moot Court

A moot court simulation provides an incentive for students to develop issues and arguments in a case study. The preparation of the arguments and the questioning and deliberation by the justices will require higher-level thinking skills of analysis, synthesis, and evaluation. A moot court is a role play of an appeals court or Supreme Court hearing. The court, composed of a panel of justices, is asked to rule on a lower court's decision. No witnesses are called nor are the basic facts on a case disputed. Arguments are prepared and presented on a legal question (e.g., the constitutionality of a law or government action). Since moot courts are not concerned with the credibility of witnesses, they are an effective strategy for focusing student attention on the underlying principles and concepts of justice.

The following procedures are a slight adaptation of appellate procedures. The changes make the moot court and appropriate educational activity for high school students.

1. Select a case that raises a constitutional issue. Adapt the case information to suit your class. When selecting a case you may wish to consider the following factors:
  - Is the content of the case relevant to your course, to a specific school outcome (e.g., civic literacy or citizenship), or worth knowing?
  - Is it interesting to students?
  - Is it a topic of current interest in your community?
  - Are community resource people available to assist with the lesson?
  - Is there an underlying value conflict that is important for students to examine?
2. Read, review and clarify the facts about the case. Have pairs of students ask each other the following questions:
  - What happened in this case?
  - Who are the people/companies/organizations involved?
  - How did the lower court rule on this case?
  - Who is the petitioner? the respondent?

3. Review these terms with the students:
  - Petitioner/Appellant- the person/organization/company who appeals lower court decision to a higher court.
  - Respondent/Appellant- the person/organization/company who argues that the lower court decision was correct.
4. Ask the class to identify the issue(s) involved in the case. An issue should be posed in the form of a question. Ask the students to phrase the issue as a question by thinking about these questions:
  - Who was the actor(s)?
  - What is the specific part of the Constitution involved?
  - Who was affected by the action(s)?
  - What caused the controversy?

Example: Did the Virginia Military Institute (the actor) violate the 14<sup>th</sup> Amendment's right to equal protection (part of the Bill of Rights) of women (affected by the action) by not allowing them to attend VMI (cause of controversy)?

5. Select nine students or an odd number of students to be justices of the court.
6. Divide the remaining students into two teams. One team will represent the person or group appealing the lower court decision (the petitioner or appellate). The other team will represent the party that won in the lower court (the respondent or appellee).
7. To increase student participation, several students can be selected to play role of journalists.
8. Each team of litigants should meet to prepare arguments for its side of the case. The teams should select one or two students to present the arguments to the court.

When discussing the arguments, students should consider:

- What does each side (party) want?
  - What are the arguments in favor of and against on each side?
  - Which arguments are the most persuasive? Why?
  - What are the legal precedents and how do they influence this case? (A precedent is a previously decided case recognized as the authority for future cases on that issue. Using precedents allows for the development of more sophisticated arguments.)
  - What might be the consequences of each possible decision to each side?  
To society?
  - Are there any alternatives besides what each side is demanding?
9. The justices should meet to discuss the issues involved and any case precedents. They should prepare at least five questions for each side that

they need answered in order to reach a decision. The justices should select one student to serve as Chief Justice. The Chief Justice will preside over the hearing. He or she will call for each side to present its case as well as recognize other justices to ask questions.

10. Participants should consider all the facts that have been established at the trial. Teams may not argue the accuracy of the facts.
11. Arguments do not need to be rooted in legal technicalities. Any argument that is persuasive from a philosophical, theoretical, conceptual, or practical standpoint can be made. Teams should rely on principles found or implied in the United States Constitution.
12. Seat the justices at the front of the room. The attorneys for each side should sit on opposite sides of the room facing the justices. The other team members should sit behind their respective attorneys.
13. The Chief Justice should ask each side to present its arguments in the following order. The justices may ask questions at any time.
  - Initial Presentation           Petitioner/Appellant
  - Initial Presentation           Respondent/Appellee
  - Rebuttal                         Petitioner/Appellant
  - Rebuttal                         Respondent/Appellee
14. Each side should have three to five minutes for its initial argument and two minutes for rebuttal. (This time may need to be lengthened if the justices ask a lot of questions. The teacher should decide on a time limit based on the student's verbal skills and length of class period.)
15. During and/or after each presentation, the justices can and should question the attorney in an effort to clarify the arguments. Attorneys may ask for time to consult with other members of their team before answering questions. (This time is included in the total time allowed for the presentation.)
16. After all arguments have been presented, the justices should organize into a circle to deliberate on a decision. The rest of the class can sit around the outside of the circle and listen but they cannot talk or interrupt the deliberations of the court.
17. In the circle, the justices should discuss all of the arguments and vote on a decision. Each justice should give reasons for his or her decision.
18. The Chief Justice should then tally the votes and announce the decision of the court and the most compelling arguments for that decision. A decision is reached by a majority of votes. A dissenting opinion may be given.
19. Conclude with a class discussion of the decision and the proceedings. If you are using an actual case, share the court's decision with the students after

the student court has reached a decision. In the event the student's decision and the courts are different, it is helpful for students to understand the reasoning in the dissenting opinions as well as the majority. The students are not wrong, but the majority of the real court was influenced by different compelling arguments. Ask the students to evaluate the reasoning the court used in the majority and dissenting opinions and compare these to their reasoning. (They think just like some of the justices...). Continue to debrief the activity by discussing what the decision means for both sides and for society.

## **Moot Court Modified**

This modified moot court has students serving as the justices in one or more cases (depends on how many cases the teacher wants to prepare for), and the teacher playing the role of both teams of attorneys. After students have read the case, briefed the case, and written an opinion, the teacher will play the role of the attorneys during oral arguments. Students should be seated as a "court" and the teacher will begin with the arguments for the petitioner and then follow up with the other side. This will require the teacher at times to contradict their previous statements. Students are encouraged to ask the follow up questions during the teacher's arguments.

**Time requirements for this activity** – This will vary depending on how many cases a teacher wants to cover with their class. Students need to be given time to read their case, brief the case, and write their opinion and oral argument questions. This could be done in a standard class period or be assigned as homework. You will need one class period for the oral arguments and follow up discussion if doing 1-2 cases. More time will be needed if using more cases.

### **Step One: Student Preparation**

#### **Student Instructions:**

Your group has been assigned a case. Each of you needs to individually brief the case (using the questions below) and write an opinion in the case.

1. Briefing your case.
  1. What happened in this case?
  2. Who are the people/organizations/companies involved?
  3. How did the lower court rule on this case?
  4. Who is the petitioner and what does he/she want?
  5. Who is the respondent and what does he/she want?
  6. What is the constitutional issue involved in this case?
2. Writing your opinion – in preparing your opinion you might want to consider the questions below. When you write your opinion you should answer the

constitutional question presented on the handout provided by your teacher. Your opinion should include the legal reasoning for your decision.

1. What does each side (party) want?
  2. What are the arguments in favor of and against each side?
  3. Which arguments are the most persuasive? Why?
  4. What are the legal precedents and how do they influence this case?  
Using precedents allows for the development of more sophisticated arguments. (Minimum of one)
  5. What might be the consequences of each possible decision to each side?  
To society? Are there any alternatives besides what each side is demanding?
3. Preparing questions for the “attorneys.” In anticipation of the oral arguments that will take place with the teacher playing the role of both teams of attorneys, it is recommended that students write 3-5 questions to try to convince the other “justices” in class to change their previous opinion. They will ask these questions during the oral arguments with their teacher.

### **Step Two - Oral Argument Day**

It is recommended that you use the following time schedule during this moot court presentation. You might need to extend time depending on student’s questions.

Initial Presentation of Petitioner	3-5 minutes
Initial Presentation of Respondent	3-5 minutes
Rebuttal - Petitioner	2 minutes
Rebuttal - Respondent	2 minutes

## **Murals**

Murals can be created to artistically express a particular event, a series of events, the life story of a historical figure, etc. After researching the topic, the students decide on the overall concept of the mural. They then are divided into groups, and each group plans and works on a particular section of the mural. (It is best if each section employs the same art medium such as painting or drawing.) The sections can be separated and joined together after completion, or groups may work on their section at different times to avoid crowding.

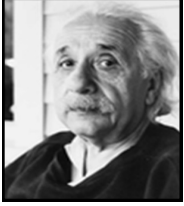
## **Numbered Heads Together**

Form teams of five, with each member of the group numbering off 1-5. The teacher then asks a review question. Each group is given time to collaborate on their answer. At the appropriate time, the teacher rolls a number cube and the students with the same number that comes up, stand. The teacher then calls on one of the people to answer the question. If a “6” is rolled, the group gets to decide who stands to answer the question for the group.



## Obituary (Click for Template)

After studying the life of a personality in history, have the students create an obituary for publication in a local newspaper or an online news agency. Prior to this, allow the students to view actual obituaries to identify the elements of this type of announcement.

<p><i>Albert Einstein</i></p> <p><i>March 1879- April 1955</i></p>	
<p><i>Was a German-born theoretical physicist who developed the theory of general relativity, effecting a revolution in physics. For this achievement, Einstein is often regarded as the father of modern physics. He received the 1921 Nobel Prize in Physics “for his services to theoretical physics, and especially for his discovery of the of the photoelectric effect”. The latter was pivotal in establishing quantum theory.</i></p>	

## One-Sentence Summary

Students are asked to respond to the questions: Who does what to whom, when, where, how and why (WDWWWWHW). A particular topic or passage should be the focus, and students synthesize their answers into one long summary sentence. Students should be encouraged to make their sentence grammatically correct, factual and complete.

## Pair-Share/What Do You Think?

Use this strategy as a way to check understanding of students after they have been presented a certain amount of content. At the time prescribed by the teacher, students should meet with a partner and process the information that has been given. The teacher can then ask selected pairs of students to share their thinking.

## Paper Sculpture

Each student is given a piece of paper. The teacher then describes an event, concept, person in history, etc. The student then sculpts his/her interpretation of his/her thoughts concerning the topic. After the students have completed their sculptures, they should share their products and explain the reasoning behind the product's design.



## Philosophical Chairs

Philosophical Chair--The Philosophical Chair 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. Procedure:

1. 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.
2. 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. Students will have the opportunity to move or change sides as the discussion progresses.
3. Students will debate and discuss the topic. They must support their positions with information, facts, examples, etc. from previous readings, discussions, or research.
4. The teacher may choose a moderator, or serve as the moderator.
5. 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.
6. Begin the discussion with level two and level three questions\*
  - Level Two Questions\***  
Analyze, Observe, Describe, Compare, Contrast, Sequence, etc.
  - Level Three Questions\***  
Predict, Speculate, Evaluate, Judge, Imagine, etc.
7. Pause several times to allow students to change sides.
8. Develop a rubric for assessing student participation.
9. At the end of the activity, have students answer reflection questions.
  - Philosophical Chair Reflection Questions:**  
What did you enjoy the most about this activity?  
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?

After this activity, what conclusion can you draw about how people developed their beliefs?

## **Placemats (Click for Template)**

Arrange students into groups of four and give each group a large piece of butcher paper and four different colors of markers. Arrange the students around the paper with one student on each side. Pose a complex question (one that has multiple answers) for them to answer. Silently they are to write their answers to the question or list questions they have about the overarching question. At a given time, rotate the paper clockwise. Have the students read the answer and then respond by adding information, questioning what was written, or elaborating on what was written. Continue this process until the placemat arrives back where it started. Together, students are to write their final answer in the center for the teacher to review. They should all write their signatures in the middle.

Variation:

- Give each one of the four students a different complex question to answer. After they have written their ideas/questions, they turn the placemat and continue the process. At the end the students can be asked to answer all four of the questions or a combination of the four.

## **Pocket/Purse/Backpack: Pocket (Click for Template); Purse (Click for Template); Backpack (Click for Template)**

Introduce this strategy by telling students that on the night Lincoln was assassinated, he had the following things in his pockets: two pair of eye glasses, a lens polisher, a pocketknife, a linen handkerchief, a watch fob, a brown leather wallet containing a \$5 Confederate note, and nine newspaper clippings. Discuss how the things people have in their pockets/purses/backpacks frequently reflect things about them and indicate what is important to them. Divide students into pairs. After students have studied the life of an historical figure, have them decide what items they think would be in the pockets/purse/backpack of their historical personality. They should draw the items on the Pocket/Purse/Backpack Template. On the back of the page, they should explain their choices including the meaning or symbolism of each item and why each item was chosen.

## **Political Cartoons**

Political cartoons are, just as the name implies, 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. Readers often respond to the cartoons with letters to the editor supporting or decrying the opinion expressed by the cartoonist. When this happens, the cartoonist knows he has met his goal: creating public discussion of an issue. To accomplish this goal, cartoonists use many techniques. An understanding of these techniques will improve "reading" of the cartoons. Cartoonists' techniques include:

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**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.

After students understand the techniques used by cartoonists, have them practice finding examples of each technique in sample cartoons. Use the following questions to deepen their understanding of political cartoons:

1. With what issue is the cartoon concerned? What facts about the issue are given or implied in the cartoon?
2. Has the cartoonist used caricature to depict any of the people in the cartoon? If yes, how?
3. Are any symbols used to add meaning to the cartoon? If yes, explain.
4. How has the cartoonist used stereotypes in the cartoon?
5. Does the cartoonist use labels to identify any of the characters or items in the cartoon? If yes, explain.
6. Can you find any examples of the use of exaggeration in the cartoon? If yes, explain.
7. What is the opinion of the cartoonist about the issue in the cartoon?
8. State an alternative point of view to the one expressed by the cartoonist.

## Postcards

A postcard activity is one that allows students to create both a visual and written interpretation of a topic or event. It can be modified or extended according to student needs. Give students a 3X5 or larger index card or have the students draw a card on their own paper. On one side, have the students draw a picture or illustration of an event such as the Constitutional Convention. On the other side, have the students write a postcard about the event. Exact criteria of what should be included in the written part can be set by the teacher, but the students should have factual support to show an understanding of the event in the history of the period.

## Power Ladder (Click for Template)

This strategy enables students to see the limitations of power for individuals, including the president, while enabling them to see that they also possess power. Project the Power Ladder Template on a screen. Write the word “student” on the bottom rung of the ladder. Have students name people who have power over them and record the names on the rungs above the bottom rung on the Power Ladder. Now write the word “student” on the top rung of the ladder, and have students suggest people over whom they have control. Using a new template, write the term “President” on the top rung of the ladder. Give students a copy of the Power Ladder Template, and have them, either orally or in small groups, list the people over whom the President has power. Then repeat the process with the term “President” on the bottom rung and list who has power over the President.

## Power Object

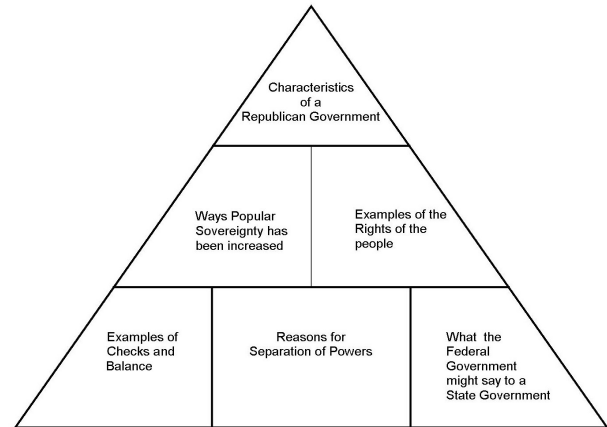
Choose a soft object to serve as the power object which will be used in a class discussion. Explain the rules of the discussion will be as follows:

1. The only person who is allowed to speak is the person with the power object.
2. One cannot ask for the power object.
3. When one receives the power object, he/she is required to speak. (The student can summarize what the person speaking before him/her has said if he/she has nothing to add).
4. One should try to pass the power object to someone who has not spoken.

Form a circle and pose an open-ended question for the students to silently think about for a few minutes. When the teacher is ready for the discussion to begin, give the object to one person in the group to begin the discussion on the question. After the student has responded, he/she should pass the object to another to continue the discussion and offer his/her opinion.

## Pyramid Review (Click for Template)

Identify key topics for each section of the triangle. Pair students with one facing the triangle and one facing the opposite direction. Students facing the triangle should give factual hints to get their partner to say the topic identified on the section of the triangle. Several triangles can be prepared so that the pairs can reverse roles. Have the team that gets to the top first review their clues so that the entire class can hear their thinking.



## RAFT

(*McRel Reading in the Content Areas*)-Create RAFT writing assignments to help students synthesize research about individuals into a product that illustrates the significance of the person. RAFT takes the place of traditional writing assignments and encourages students to demonstrate their understanding in a nontraditional format. RAFT is an acronym that stands for

- A. R-Role of the writer
- B. A-Audience who will read the writing
- C. F-Format of the writing
- D. T-Topic or subject of the writing

Examples:

R-Woodrow Wilson as President

A-Dear Abby

F-Advice letter

T-Problems with the Senate in getting them to accept the Fourteen Points

R-Upton Sinclair as a reformer

A-Readers of the newspaper

F-Editorial cartoon

T-Conditions in the meat packing industry

## Report Cards (Click for Template)

After conducting research, students will construct a report card on the person's impact on history. The best model would be the current report card used by the school. Remind students that their comments are required beside the grade and should reflect their research.

REPORT CARD December, 1799			
Student Name: George Washington		District: United States ISD	
School: Mount Vernon High School		Grade: 12	
Period/Class	Teacher	Grade	Comments
1st-Military History	General Cornwallis	A-	Shows promise, but needs to act alone not depending on others such as the French.
2nd-Math	Martha Washington	D	Hasn't been spending enough time at the farm, almost bankrupt.
3rd-Civics	John Adams	A	Excellent leadership skills in work as first chief executive of the country even though I could have done better.
4th-Speech	Patrick Henry	B	State of the Union speech was to the point but more emotion if he intends to inspire the audience.
5th-Geography	Oarsman in the boat	C	Should have known that the Delaware River would be clogged with ice in December.

## Role Play

This strategy gives students the opportunity to actively engage in learning by assuming a role. Role playing situations may be scripted or unscripted depending upon the maturity of the students. Historical events and mock trials are especially suited to this strategy but it may be modified by having students portray attributes of inanimate objects, vocabulary terms, concepts, etc. When using role play, the teacher should make sure students have the necessary background information to assume the roles they are assigned. Students should also be allowed time to prepare props for their drama. After the dramatic action, the teacher should lead a debriefing session with the class.

## Save the Last Word for Me

Have the students read an assigned portion of text. After they have read the material, they should identify three sentences from the whole passage (beginning, middle, and end) that struck them as significant and important to the overall meaning. Have the students write the sentences on a piece of paper. They should write reasoning and additional notes for their choice of all three sentences. Divide the class into small groups and number off 1-3. The activity begins with the first student reading his/her first sentence. The other two students will react to the sentence by offering comments that will clarify or expand the meaning and importance of this sentence from the first part of the passage. After the other two students have offered their opinions, the student who chose this sentence offers the reasoning for his/her choice and what they have learned from their classmates' discussion. The process continues until all three students have shared their sentences and discussed the entire text. If students select the same sentences, they should not reveal that until it is their time to take the lead in the discussion.

## Social Networking Site (Click for Template)

After researching a person in the TEKS, students will produce a Social Networking Site (i.e. Facebook or MySpace) screen shot. Items that could be included on the profile section would be a picture of the person, important details in the person's life, relationships, education and work, likes and interests, and contact information. Additionally, friend requests can be included to represent people with whom the person might have common ideas or interests.

## Song and Song Titles

Using the research on a key personality, students are asked to create a song or a song title that is symbolic of his/her role in history. This can be extended to create album collections of a person or an era in history. If the students create songs, it is suggested that they use simple tunes if time is an issue.

Montesquieu  
*(sung to the Mickey Mouse Club Theme)*  
Who's the French Philosopher  
Who Gave Us Something New?  
M-O-N-T-E-S-Q-U-I-E-U  
Montesquieu, Montesquieu,  
He Gave Us Separation of Powers  
It's True!  
The Legislative is Article One,  
The Executive is Two,  
The Judicial is Three,  
It's Kept Us Free.  
Let's All Thank Montesquieu!

## Speed Friending

Assign one TEKS personality to each student for research. Before the speed friending event, students will prepare five business cards representing their person. (See Business Card Strategy.) On the day of the event, the students will mix and mingle (no more than two or three in a group) to meet a minimum of four or five students. They each should introduce themselves and briefly explain their role and significance in history. Before meeting another person, they should exchange a business card. After students have met the required number of personalities, they should be able to answer the following questions with explanations:

- List the people that you met.
- What commonalities can you find with the people met?
- Who did you meet that you would most like to meet in person? Who would you not like to meet in person? What are your reasons?
- About which person do you want to find out more?

This activity can be shortened by eliminating the creation of business cards. After students research a person, they are given two minutes to meet another person and share information. When the teacher calls time, students should move to another person and repeat the introductions until the teacher ends the activity. This works well as a review of key people from a particular unit.



## **Spider Web**

This is a variation of the Power Object strategy using a ball of yarn as the object. As each member of the group finishes speaking, he/she should unwind a small piece of yarn and place it around his/her finger. Then he/she should pass the yarn to another person. The end result is a web. This must be done in a group small enough that the yarn can be easily passed and wound back up at the end of the discussion.

## **Stick Figure Coloring Book**

Draw a scene depicting a person's role in history. This strategy could also be used to depict the chronology of events in a key era of history. Examples might include the steps leading to the American Revolution, Manifest Destiny, or the Civil War.

## **Supreme Court Conference**

This strategy provides an opportunity for students to understand how the opinion process works on the appellate level. This strategy provides practice in forming consensus and exercises in building thinking skills.

1. Provide students with the facts of a real or hypothetical case study.
2. Instruct students to read the facts and write a brief summary of their opinion and their reasons.
3. Divide the class into groups of nine. Appoint a Chief Justice in each group. Assign the remaining eight justices the numbers one through eight. (The eight Justices' seniority is indicated by their assigned number- number one representing the senior associate justice and number eight representing the junior justice.)
4. Explain to students the group process:
  - A. The Chief Justice begins by reviewing the facts and the decision of the lower court, outlining his or her understanding of the applicable case law, and indicating either that they vote to affirm the decision of the lower court or to reverse it.
  - B. Starting with Justice number one, each person should give a brief discussion of the case and vote to affirm the decision of the lower court or to reverse it. Each Justice should keep a tally of the other Justices' opinions for or against and make note of key reasons for the opinions.
  - C. Recess the group. Hold a ten-minute free discussion of the case among various justices.



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- D. Justices will want to try and persuade others and try to form coalitions in order to form a majority opinion before taking the final vote.
5. Debriefing Questions after the final vote:
- A. What basis did you use to formulate your initial opinion?
  - B. Did you get others to agree with you? What were the most persuasive reasons that caused opinions to change?

## Telegram (Click for Template)

Have the students write a twenty-five word telegram about a key event or person in history. This forces the students to determine the critical attributes to get the summary to this length.

Variation:

The teacher will give students a set amount of money to spend and set a charge of so much per word.

To President of Mexico	<b>WESTERN TELEGRAM</b>	From Zimmerman, German Ambassador
January 1917		
Use of unrestricted subs imminent. Want U.S. neutral, or propose alliance with Mexico. You get New Mexico, Texas, Arizona. England will surrender with increased subs.		
Zimmerman		

## Text-based Discussions

Give the students a passage to read and highlight key ideas. Prepare three or four questions to direct their discussion of the reading. Remind students that when they make their comments they must relate the passage of the text that is used for support for their comments.

## Tickets In/Tickets Out (Click for Template)

The teacher can use this activity as an opportunity to assess student learning and the level of understanding at the beginning or end of class or before moving on to another activity. This activity is another way for students to write and reflect on what they have learned in class or for homework and to let the teacher know questions students still have. The teacher will assign the topic for reflection such as, "Describe the similarities and differences between the Articles of Confederation and the Constitution." Students will fill in the Ticket In/Ticket Out and turn it in to teacher as they enter or exit the classroom. An option is to create three shoe boxes covered in colored paper: one in green, one in yellow, and one in red. As students enter or exit, they can put their Tickets In/Tickets Out into the green box if they feel they can explain the topic chosen by the teacher. If they still have a question, they write it on their Ticket In/Ticket Out, and put it in the yellow box. If they do not understand the topic at all, they put their Ticket In/Ticket Out into the red box.

## Timeline Activities

Create a timeline to sequence a series of events or critical dates in chronological order. Timelines can also be illustrated. Another variation is to have students arrange themselves in chronological order to make the timeline activity kinesthetic (Human Timeline). Once a timeline is completed, discuss with the students the cause and effect relationship between events.

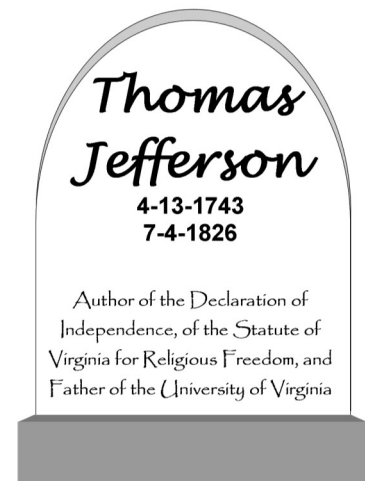
## T-Shirt or Letter Jacket Pattern: T-Shirt (Click for Template); Letter Jacket (Click for Template)

Working alone or with a partner, students will design a T-shirt or letter jacket for a famous person. Students will draw three to five symbols, words, or graphics to give clues as to whose T-shirt or jacket this is, but will not put the name on it. Students may use markers/map pencils to add color. Display t-shirts/jackets on the wall when finished. Students in the class will examine the shirts/jackets to determine who each represents.

## Tombstone/Epitaph (Click for Template)

After students have studied the life of an historical figure, they will create a tombstone and epitaph for the personality. On the Tombstone Template, the following information should be listed:

- Name of the person
- Birth and death date
- The 2 or 3 most important accomplishments of the person (phrases)
- An epitaph that expresses the point of view of the historical figure



## Trading Cards (Click for Template)

Have the students complete the research on a personality. They then should create a trading card that includes the following: vital statistics such as full name, date and location of birth, educational background, family, experience, summary of accomplishments, and a picture.

## **Tweet**

Create a tweet dialogue between two opposing people or groups about a key issue or summarize a topic or events as a tweet. The “tweet” cannot contain more than 140 characters, spaces etc.

Examples:

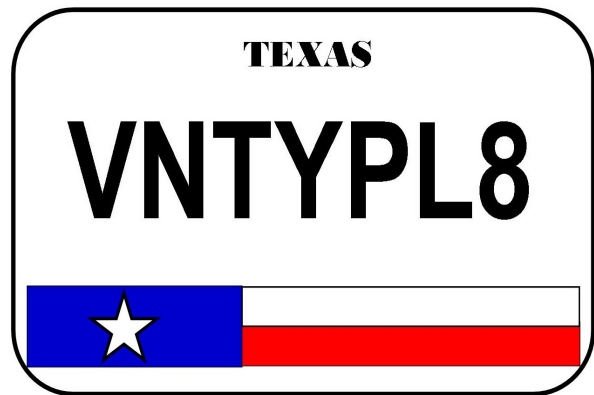
King George III tweeting a message to George Washington; Lincoln debating Douglass; Lewis and Clark tweeting about their expedition; Truman deciding to drop the bomb; Eisenhower sending National Guard into Little Rock, Arkansas.

## **Unfinished Stories**

Prepare a passage about a historical event by cutting off the end of the passage. Have the students read the passage and then create possible endings to the passage. Compare the students’ endings to what actually happened.

## **Vanity Plates (Click for Template)**

Read background information about a historical figure. Create a personalized vanity plate for the person using the Vanity Plate Template. The license plate may only contain a maximum of 8 characters. Only letters and numbers may be used, and they should reflect the person’s name or his/her accomplishment/goal. Students can also list the state at the top of the plate and/or a symbol or illustration to represent the person.



## **Venn Diagrams Venn Diagram (Click for Templates); Venn Triple (Click for Template); Venn Pure (Click for Template)**

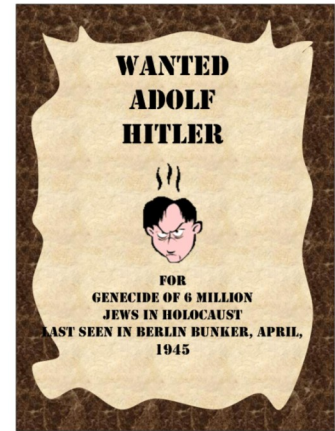
Using two personalities in the TEKS from the same or different time periods, have the students use a Venn diagram to compare their accomplishments and significance in history. Students should be encouraged to find a minimum of three similarities and three differences that are parallel to each other in meaning.

## Vocabutunes

This strategy encourages students to synthesize learning through the use of vocabulary terms or key concepts and music. Divide the class into groups of three to five. Give each group a card or sheet of paper containing ten vocabulary terms or key concepts related to the content presented in class. (Each group can have the same words or different sets of words.) Students will create a song or rap incorporating their assigned words. Songs should be written to the tune of a familiar song such as “Row, Row, Row Your Boat” or to the tune of a recognized pop song. After groups have created their songs/raps, they will present them to the class. Although all the members of the group must participate in the presentation, some students may assume background roles.

## Wanted Poster (Click for Template)

After studying various historical figures, students can create Wanted Posters for these people. The poster should include a drawing of the person, a description of the person, his/ her name, place the person was last seen, the reason why this person is “wanted”, and a value (monetary or other) for their capture. Students should be able to defend their value choice. Students may use the Wanted Poster template or create their own.



## What's on My Phone (Click for Template)

After conducting research, create the menu of an historical person's phone. Examples of what might be included could be: the most recent texts, time, date, key apps, music, most recent calls, voice messages, photos, key contacts, etc.

## Word Sorts

(*McRel Reading in the Content Areas*)-Put the names of the people to be reviewed on individual cards. Students are to use the cards to find commonalities/ differences and categorize into as many different groups as possible. The categories can be provided by the teacher or created by the students. Students should be able to defend and explain the choice of each category as well as the cards that would be under that category.

## Words of Wisdom

Use this strategy to help students gain insight into the personality of an historical figure they will study. Gather various quotes made by the historical figure. The more varied the quotations, the better! Write quotations on slips of paper. Divide students into groups. Give each group a different quotation. (Don't inform students that they have quotations from the same historical figure.) Each group should draw conclusions about the person who is quoted by answering the following questions:

- Do you think the person quoted is a woman or man? Why?
- Based on the thoughts expressed in this quotation, what do you think are some of the personality traits of this person? Explain.
- What do you think is the occupation of this person? Why?
- What do you conclude about the time period in which this person lived? Why?
- Who do you think this person might be?

Ask each group to read their quotation and share their responses to the questions about their quote. Relate to the class that all groups had the same person. Discuss the similarities and differences in conclusions drawn by various groups. After students have read the text or assigned selection, have them discuss conclusions they drew that were correct, what was incorrect, and what characteristics would they add to their previous conclusions.

## Written Debate

Pair students up and assign one person as the “yes” position and the other to be the “no” position. Present a statement that definitely has two different points of view. Tell the pair that he/she is to write from his/her assigned position until the teacher calls time. At that time, the students will exchange their papers, read what his/her partner has written, and respond to those arguments in writing. The exchange can continue for as long as the teacher wants. The final step of this strategy is to allow the student to choose the side of the question he/she personally supports and write his/her final opinion with support.

## Winner Is? (Click for Template)

The strategy is based on the book The Final Four of Everything by Reiter and Sandomir, and uses a 16-slot bracket. The teacher gives student teams 16 items to placed in the bracket. Once the bracket is filled out and a criteria for the competition is identified, each student team discusses who should win in each head to head match and advance on the bracket. When they get to their “Final Two,” they answer the question, “the Winner Is\_\_\_\_\_.” After the teams have decided the winner, they can present their findings with their reasoning to the class. Examples of the use of this strategy might include the most significant Supreme Court case or most influential President.

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ADD, SUBTRACT AND MULTIPLY



**ADD**

**Make additions to the original thoughts**

$$1 + 1 = 2$$



**SUBTRACT** **Challenge or question any of the ideas or thoughts**



**MULTIPLY** **Elaborate any of the ideas or thoughts**



**DIVIDE**

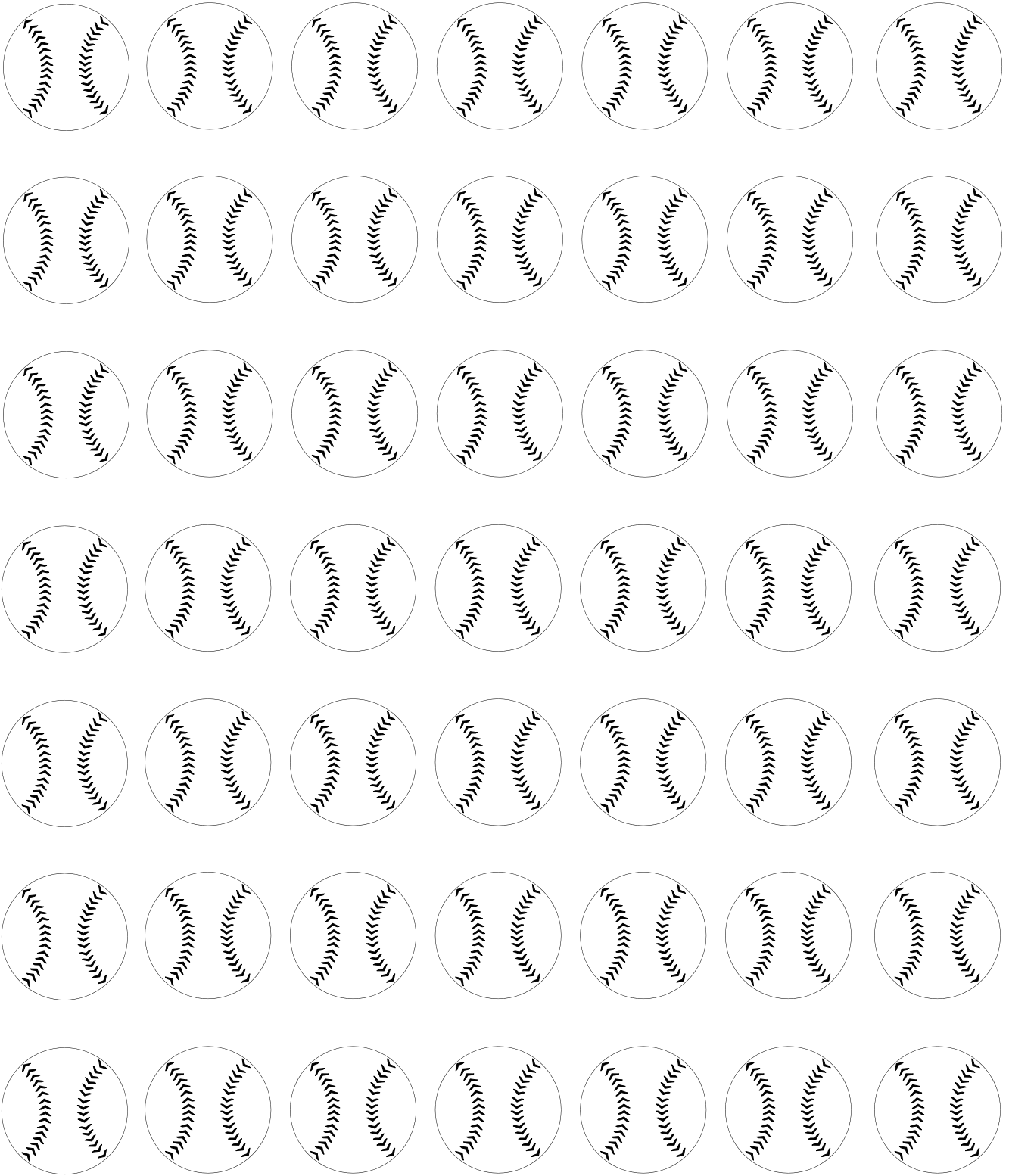
**Review all the comments and reduce to the most important ones**



$$4 / 2 = 2$$

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## BASEBALL



# LRE BLUEPRINT..

**BINGO**

**O**

**G**

**N**

**I**

**B**

**FREE**



## BIO POEM

Students choose a historical figure they have researched and create a poem using the following form:

Name of person: \_\_\_\_\_

Four character traits of person: \_\_\_\_\_

Position/job: \_\_\_\_\_

Who longs for \_\_\_\_\_

Who feels \_\_\_\_\_

Who needs \_\_\_\_\_

Who fears \_\_\_\_\_

Who would like to see \_\_\_\_\_

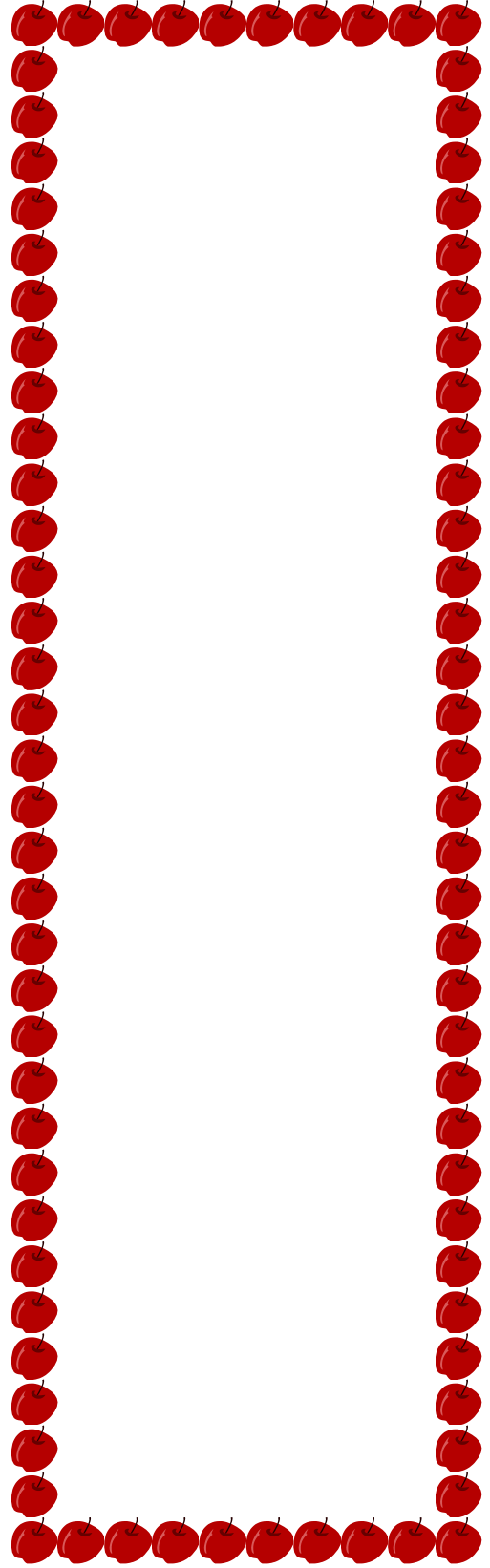
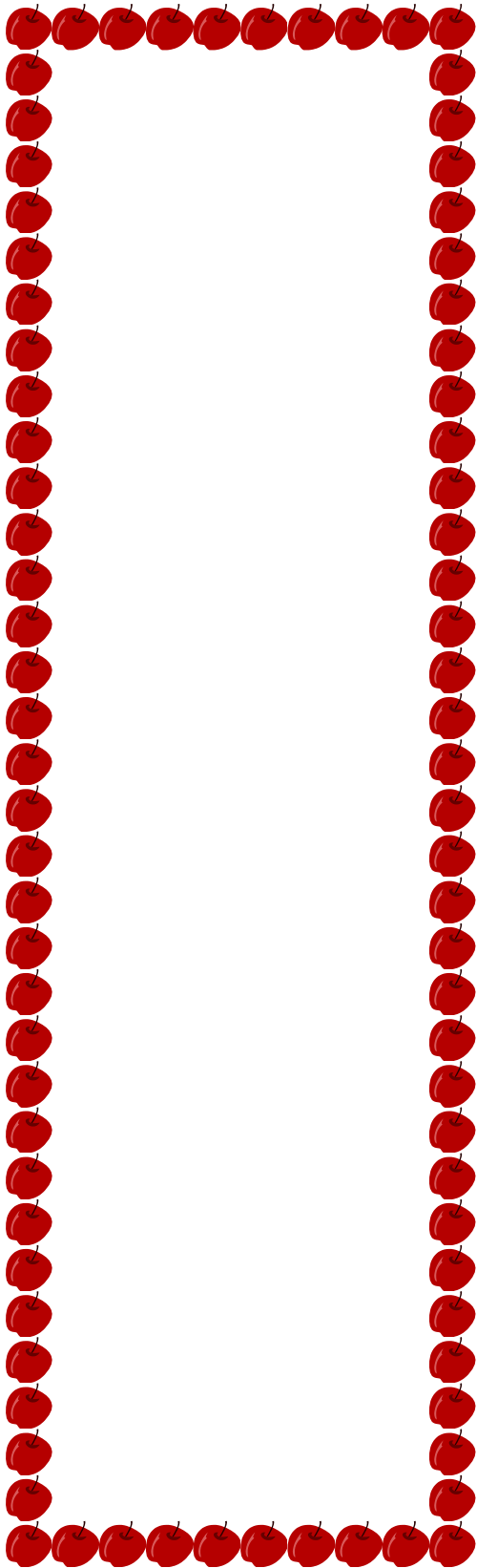
Resident of \_\_\_\_\_

Synonym: \_\_\_\_\_

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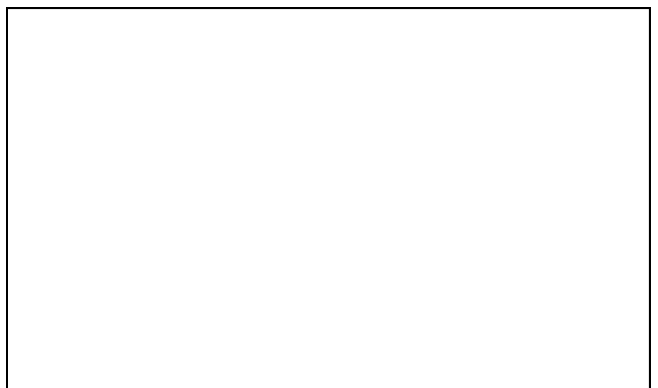
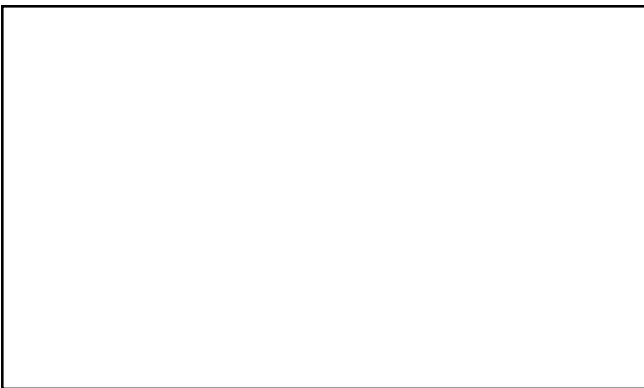
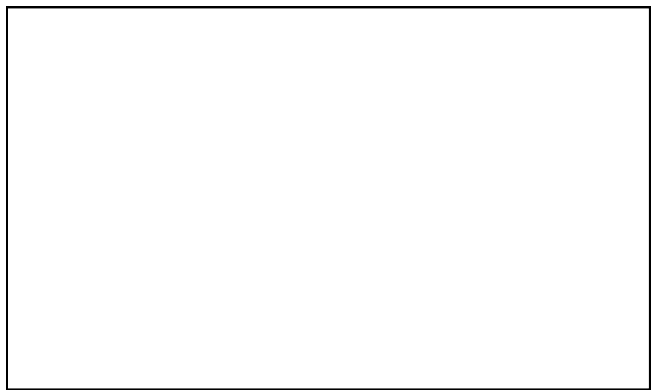
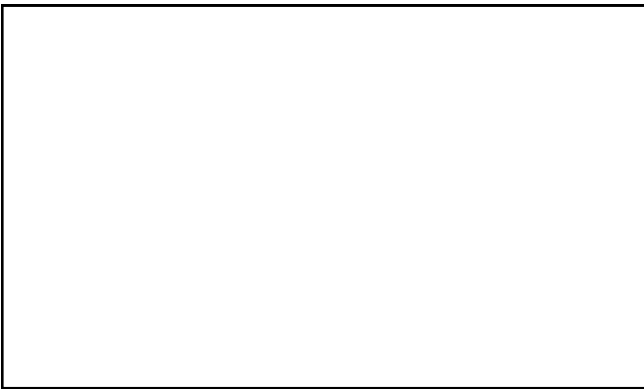
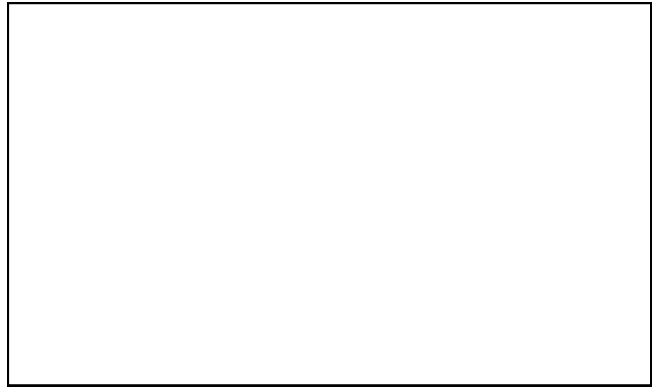
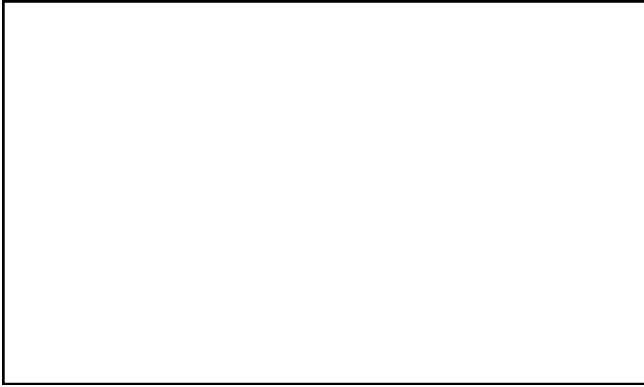
## BOOK JACKET


## BUMPER STICKER



# LRE BLUEPRINT

## BUSINESS CARD



# LRE BLUEPRINT

6 FRAME—CARTOON STRIP


# LRE BLUEPRINT

8 FRAME—CARTOON STRIP


## CARTOON CASE STUDY STRIP

<p><b>ISSUE</b></p>	<p><b>DECISION &amp; REASON</b></p>
<p><b>FACTS</b></p>	<p><b>RESPONDENT'S ARGUMENTS</b></p>
<p><b>CITATION</b></p>	<p><b>PETITIONER'S ARGUMENTS</b></p>

**LEARNING STATIONS CASE STUDY—**

Materials Needed: One set of Learning Station signs containing the facts/arguments of a case. Copies of score cards.

**How?**

- Place all Learning Station signs that contain the facts/arguments of a case around the room.
- Assign or have the students select a partner(s).
- Instruct each team to go to a vacant Learning Station.
- One person reads the sign with a fact of the case on it, and then the other person paraphrases what was just read. [Roles in the group should reverse as the students visit all stations.]
- The students in the group discuss whether the fact on the Learning Station sign supports the respondent or the petitioner.
- One student records the number of the Learning Station sign in the correct column on their score card underneath the side in the case that the fact supports.
- After all stations have been visited, the class should go over the score cards and discuss the facts/arguments of the case.
- The students can then, either as a group or as individuals, decide how they would judge the case based on the facts/arguments in this activity. The students should write their decision and the reasons for it on the score card. [Caution students to base their decisions on the weight of the facts/arguments presented, not the number of facts/arguments presented for each side.]
- The students or groups should then report their decisions and reasoning to the class.
- After the students have read and discussed the decisions, then read the decision of the Supreme Court.

**CARTOON STRIP CASES STUDY & TEMPLATE—**

**Why?**

The Cartoon Strip Case Study allows students to interpret a Supreme Court case using a five-part cartoon strip in which each part illustrates one part of the case study method of learning.

Materials Needed: Construction paper (or poster board), rulers, newspapers, magazines, and markers.

**How?**

- Pass out a Supreme Court case and have individual students read the background, arguments, and decision. Discuss the case with the class and make sure they understand it. It might be helpful to frame the issue with the students at this time.
- Review with students the five parts of a case study:  
 CITATION  
 FACTS  
 ISSUE  
 ARGUMENTS FOR BOTH SIDES  
 DECISION AND REASON
- Explain to students that they will be illustrating this case in a six-frame cartoon strip, having the first frame show the citation, frame two the facts, frame three the issue, frame four arguments for the petitioner, frame five arguments for the respondent, and frame six showing the decision and reason.
- Ask students to choose a partner and then pass out supplies. Answer any questions students may have. Explain that stick figures or magazine pictures are acceptable, or they may draw the frames.

**DEBRIEFING:** Have students hang cartoon strips on a wall and allow other groups to view and discuss the strips.

CITATION	FACTS	ISSUE
PETITIONERS' ARGUMENTS	RESPONDENT'S ARGUMENTS	DECISION & REASON

**ROLE PLAY CASE STUDY—** The fact situations in many cases can easily be role played. This variation is effective when several similar cases are to be studied and time is short. Follow the role play with a discussion comparing the fact situations, the issues, possible arguments, and decisions involved in each case.

**THE CASE STUDY METHOD APPROUCH—**

**Why?**

The case study allows students to grapple with real issues, to reach and support a decision, and to weigh the consequences of that decision .

**How?**

Provide students with only the facts of the case. Use the questions to identify the issue (s), develop arguments, and reach a decision. Next, provide students with the court decision. Use questions and discussion to compare and contrast their decision with that of the court and to consider the implications of the court's decision.

**SAMPLE CASE STUDY—GIDEON V. WAINWRIGHT**

**Facts**

- Who was Gideon?
- What crime was he accused of committing?
- Why did Gideon not have a lawyer? Why did Gideon want a lawyer?

**Issues**

- Why did Gideon think that he had a right to a lawyer?
- Do you think the 6th Amendment means that a State must pay for a lawyer for a poor defendant?
- State the Constitutional question that the Supreme Court must answer.

**Arguments**

- What are the arguments favoring Gideon's position?
- What are the arguments favoring the State of Florida's position?

**Decision**

- Should the Supreme Court review the case? Why?
- How would you decide Gideon's case?

**Evaluation**

- What was the Court's decision?
- What reasons did the Court give its decision?
- Do you agree with the Court? What effect do you think the decision will have upon the rights of individuals? On the powers of the States? Should States be required to provide free legal counsel for indigents accused of minor crimes? Traffic violations? Should the State be required to provide poor people with money to pay private investigators, expert witnesses, etc?

**COLLAGE CASE STUDY—**

Divide the class into three groups-one for facts, one for issues, one for the decision. Provide each group with the necessary collage materials and a summary of the case, excluding the decision. Give each group a copy of the instructions below. After the whole class has had time to respond and react to the collages, pass out copies of the Supreme Court's decision and evaluate the Court's reasoning and implications. Compare the Court's decision to the one reached by the decision group.

**Instructions for the Fact Group:**

- Read the facts about the real court case.
- Make a collage that will depict the facts of this case so that anyone seeing the collage will know what this case is about.
- Caution: Be sure the collage tells only the facts and not your feelings about the facts.

**Instructions for the Issue Group:**

- Read the information about a real court case.
- Make a collage that will depict the Constitutional issue of this case so that anyone seeing the collage will know that the Constitutional question is.
- Caution: Do not let the collage give away your own feelings about how the case should be decided.

**Instructions for the Decision Group:**

- Read the information about the real court case.
- Decide the part of the Constitution in question.
- Make a collage that shows how you would decide the case so that anyone seeing the collage will understand two things: (1) what your decision is *and* (2) why you decided the way you did.
- If your decision is not unanimous, reserve a section of your collage for dissenting opinions.

**CONTEMPORARY CASES—**

Newspapers and magazines are a rich source of additional material appropriate for the case study method. Periodicals can be used to illustrate and update legal concepts. The discussion of a contemporary issue often requires the most critical thinking since the topic is timely and truly open-ended.

LRE DEBATE PAGE Case Study		
Case _____		
<b>BACKGROUND INFORMATION</b>  State the Issue as the Headline for this Column  Then: <b>FACTS OF THE CASE</b> are next.  Do not include every detail. Try to get the following facts down:  1) Who is involved 2) What happened 3) Where did it happen 4) When did it happen	<b>CARTOON</b>  (Should reflect either the petitioner's or respondent's side of the case)  Can use stick figures	<b>Petitioner's Argument</b>
	<b>Respondent Argument</b>	<b>Quote Lines</b>  (Other precedent cases here)
<b>PUBLISHER'S INFORMATION</b>  Names of students who complete page.	<b>VOICES</b>  Public opinion poll regarding the decision goes here.  (Can be consensus opinion of those completing the case study debate page)	

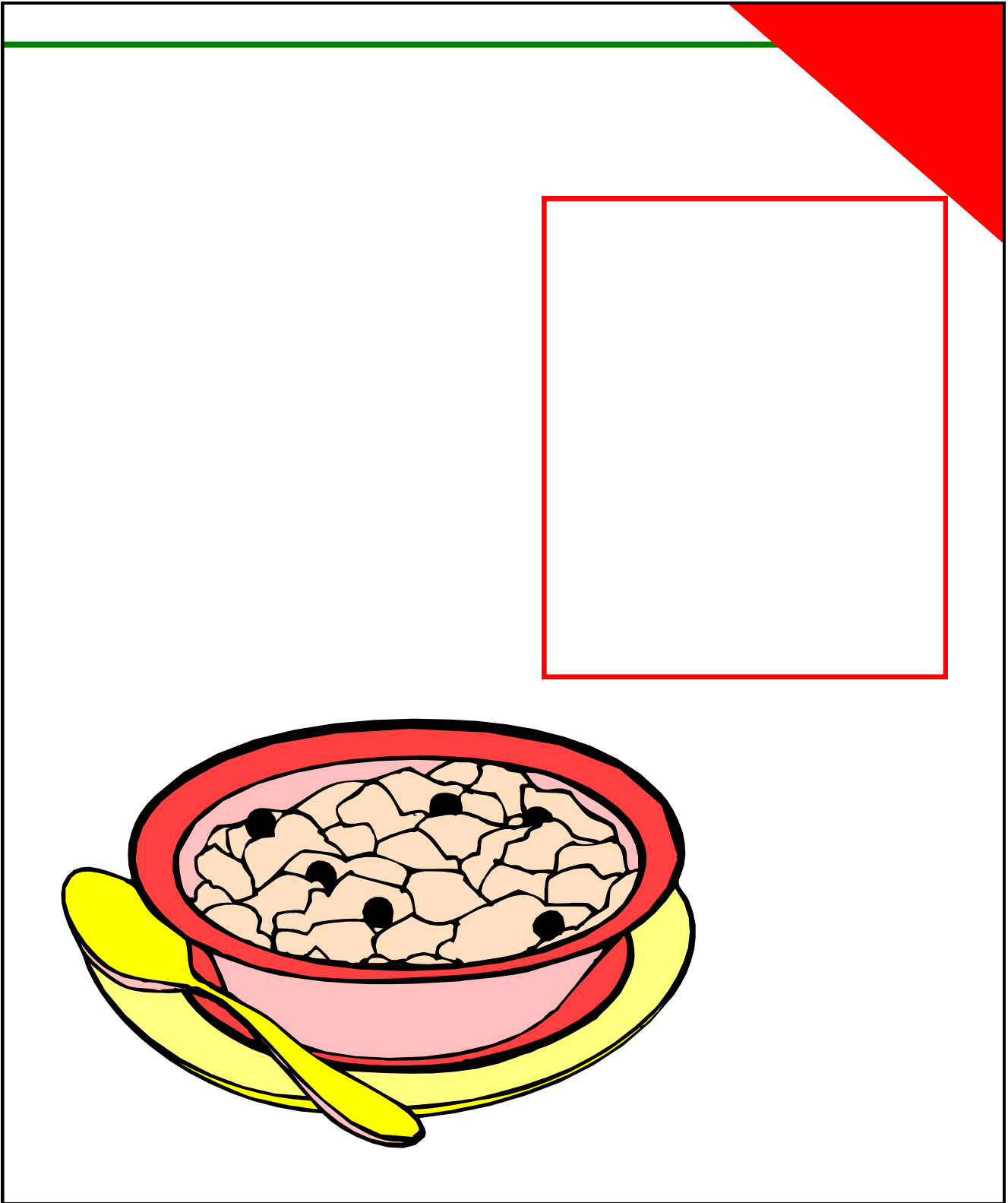
**GROUP DISCUSSION CASE STUDY—**

- Divide the class into small discussion groups with five or six students in each group.
- Have each group select a judge and a secretary.
- The judges form a group at the front of the room.
- Present the facts of the case to the class as a whole.
- Allow ten minutes for the group to arrive at a decision which will be written down by the secretary—giving the rationale.
- Each group states its decision and rationale as the others listen.
- The judges then decide which solution they like best and give reasons for their preference.
- The decision of the majority of the judges would decide the case.
- If the case was a real case, compare the decision of the judges with the historical decision.

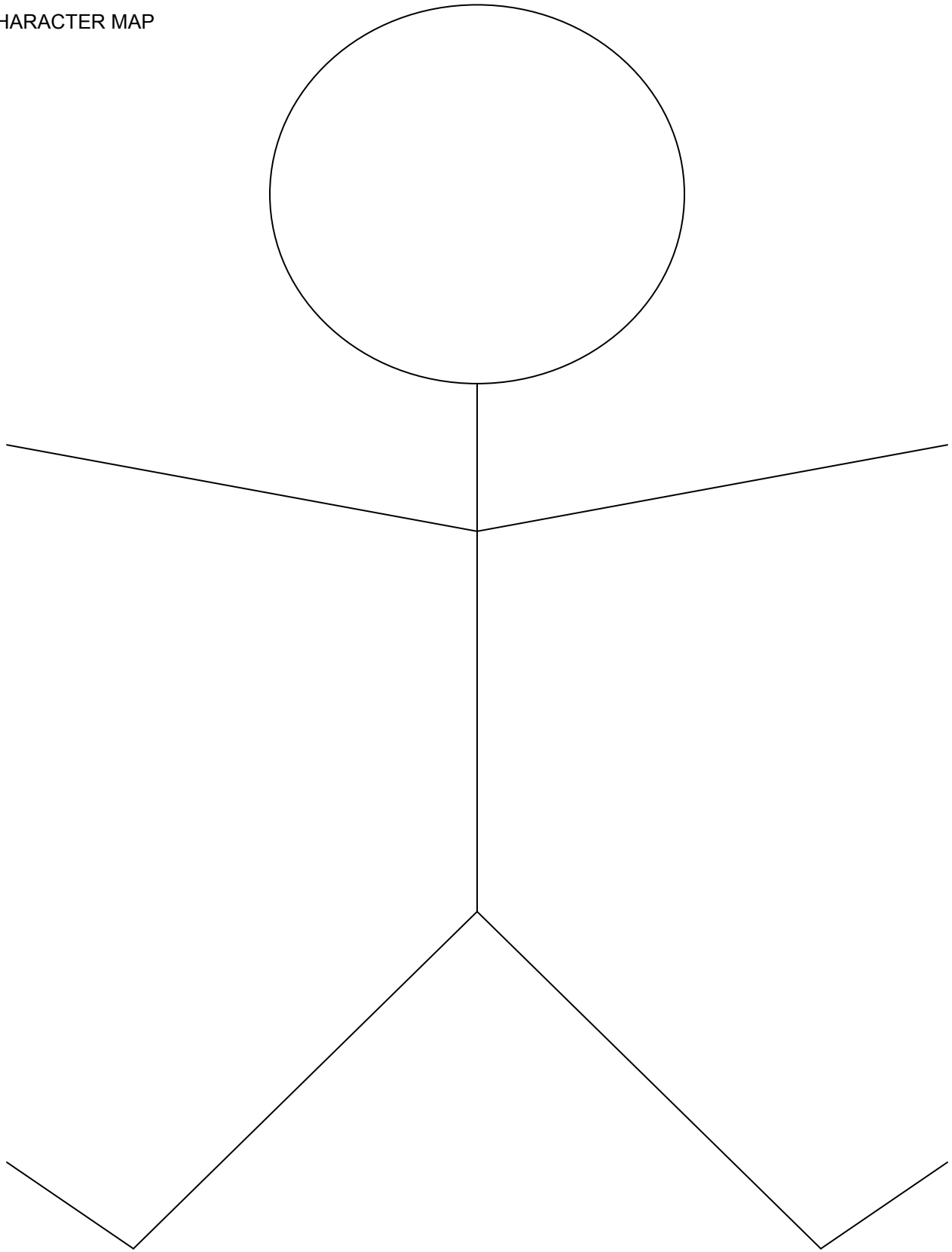


# LRE BLUEPRINT..

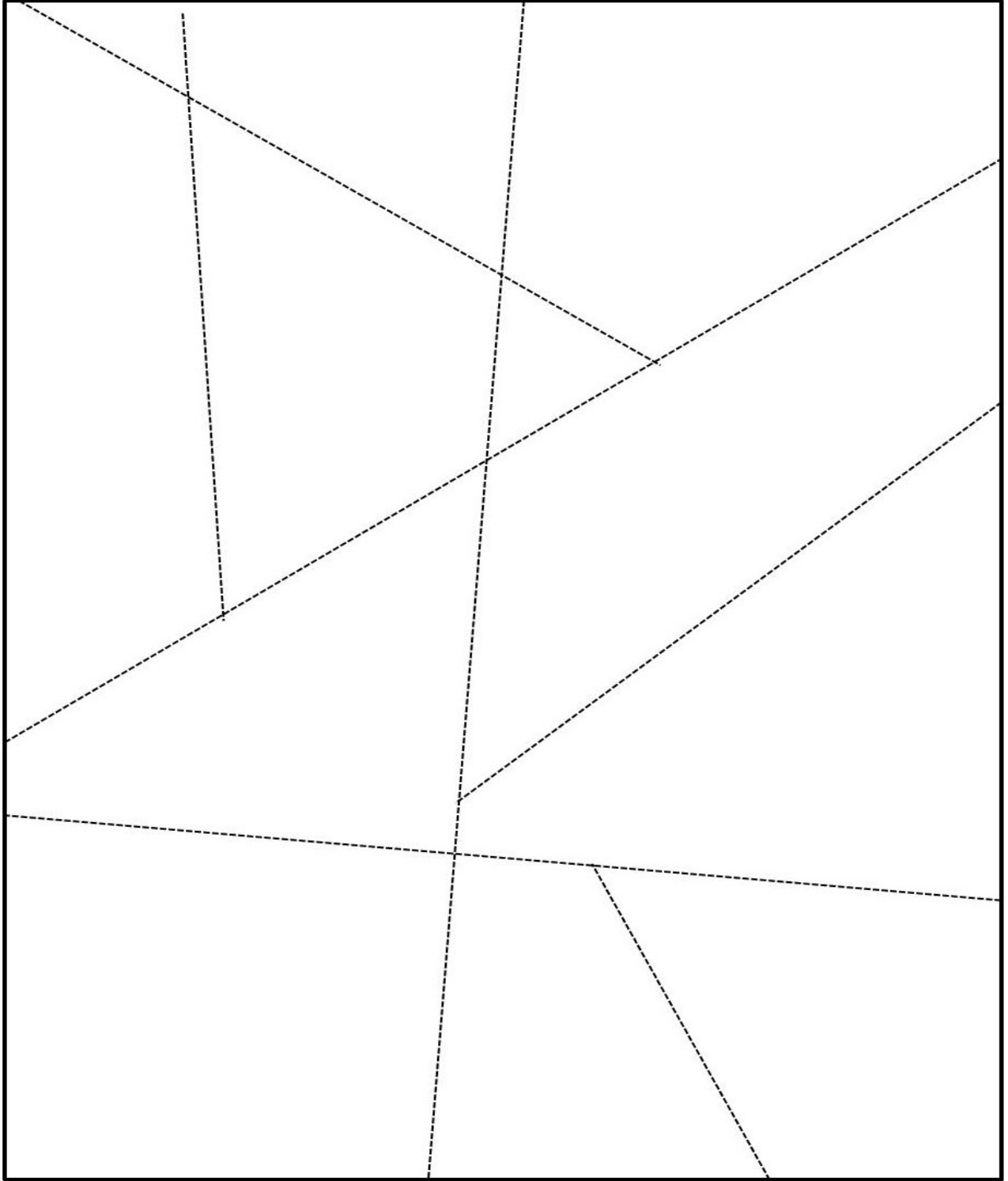
CEREAL BOX



## CHARACTER MAP



## COMPREHENSION PUZZLE



## CONCEPT POETRY

Step One: Answer the following questions on a separate sheet of paper.

**Concept:** \_\_\_\_\_

1. What color is it?
2. What does it taste like?
3. What does it smell like?
4. What does it do for fun?
5. What makes it angry?
6. What makes it sad?
7. What makes it happy?
8. What is it smaller than?
9. What is it bigger than?
10. What is its worst enemy?
11. What is its best friend?
12. What does it keep in a secret place?
13. What is its favorite place?
14. Where does it hate to be?
15. What is its greatest accomplishment?
16. What is its greatest failure?
17. How does it make you feel?

# LRE BLUEPRINT

Step Two: Match your answers to the corresponding blanks.

Complete the poem by filling in the blanks and copying the lines on paper.

\_\_\_\_\_ (Concept)

(Concept) \_\_\_\_\_ is \_\_\_\_\_ (#1) \_\_\_\_\_

It tastes like \_\_\_\_\_ (#2) \_\_\_\_\_

It smells like \_\_\_\_\_ (#3) \_\_\_\_\_

For fun it likes to \_\_\_\_\_ (#4) \_\_\_\_\_

While \_\_\_\_\_ (#5) \_\_\_\_\_ makes it angry

\_\_\_\_\_ (#6) \_\_\_\_\_ makes it sad

But \_\_\_\_\_ (#7) \_\_\_\_\_ makes it happy

\_\_\_\_\_ (Concept) \_\_\_\_\_ is smaller than \_\_\_\_\_ (#8) \_\_\_\_\_

But bigger than \_\_\_\_\_ (#9) \_\_\_\_\_

\_\_\_\_\_ (#10) \_\_\_\_\_ is its enemy

But \_\_\_\_\_ (#11) \_\_\_\_\_ is its friend

\_\_\_\_\_ (Concept) \_\_\_\_\_ keeps \_\_\_\_\_ (#12) \_\_\_\_\_ in a secret place

Its favorite place is \_\_\_\_\_ (#13) \_\_\_\_\_

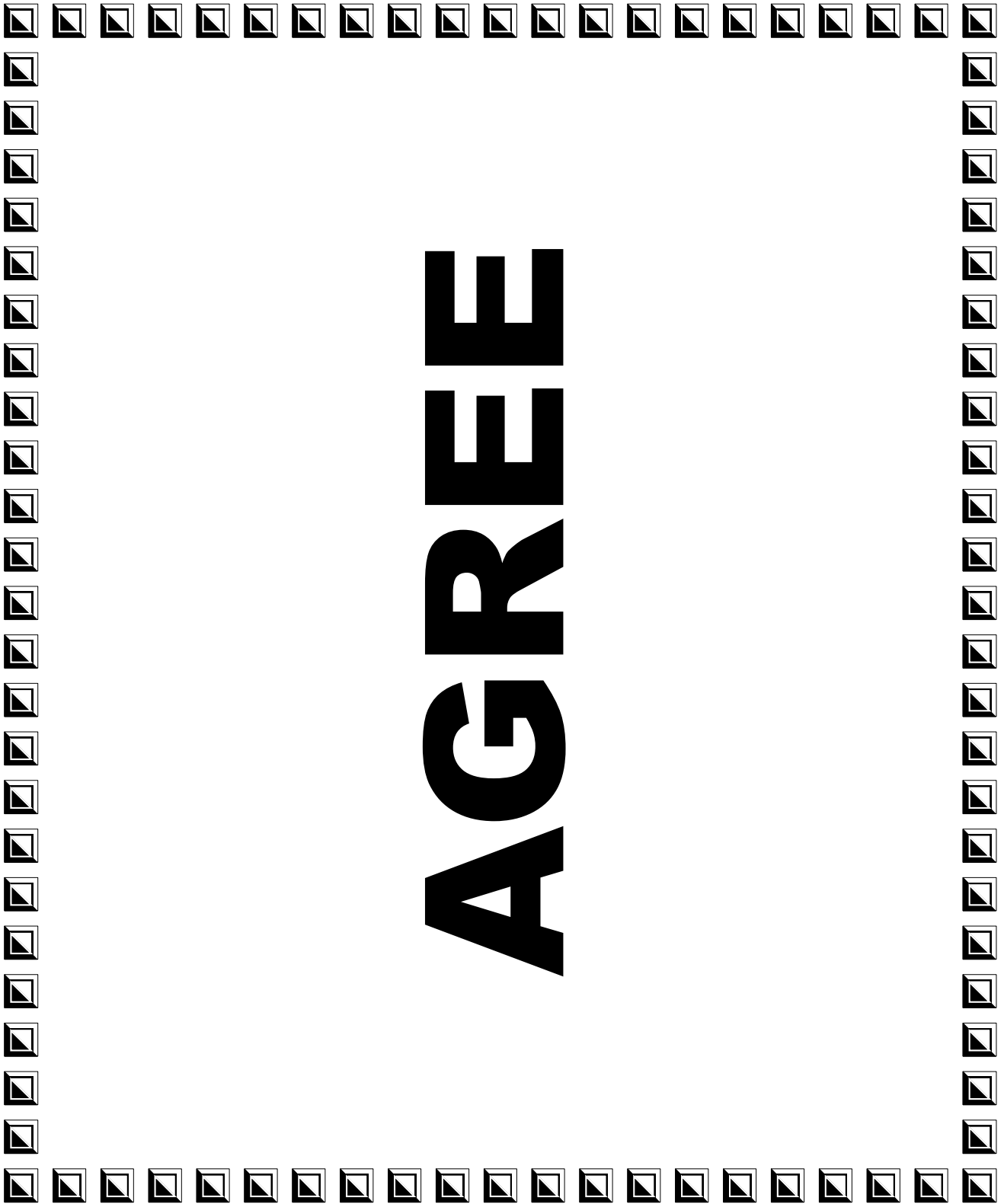
But it hates to be \_\_\_\_\_ (#14) \_\_\_\_\_

\_\_\_\_\_ (#15) \_\_\_\_\_ is its greatest success

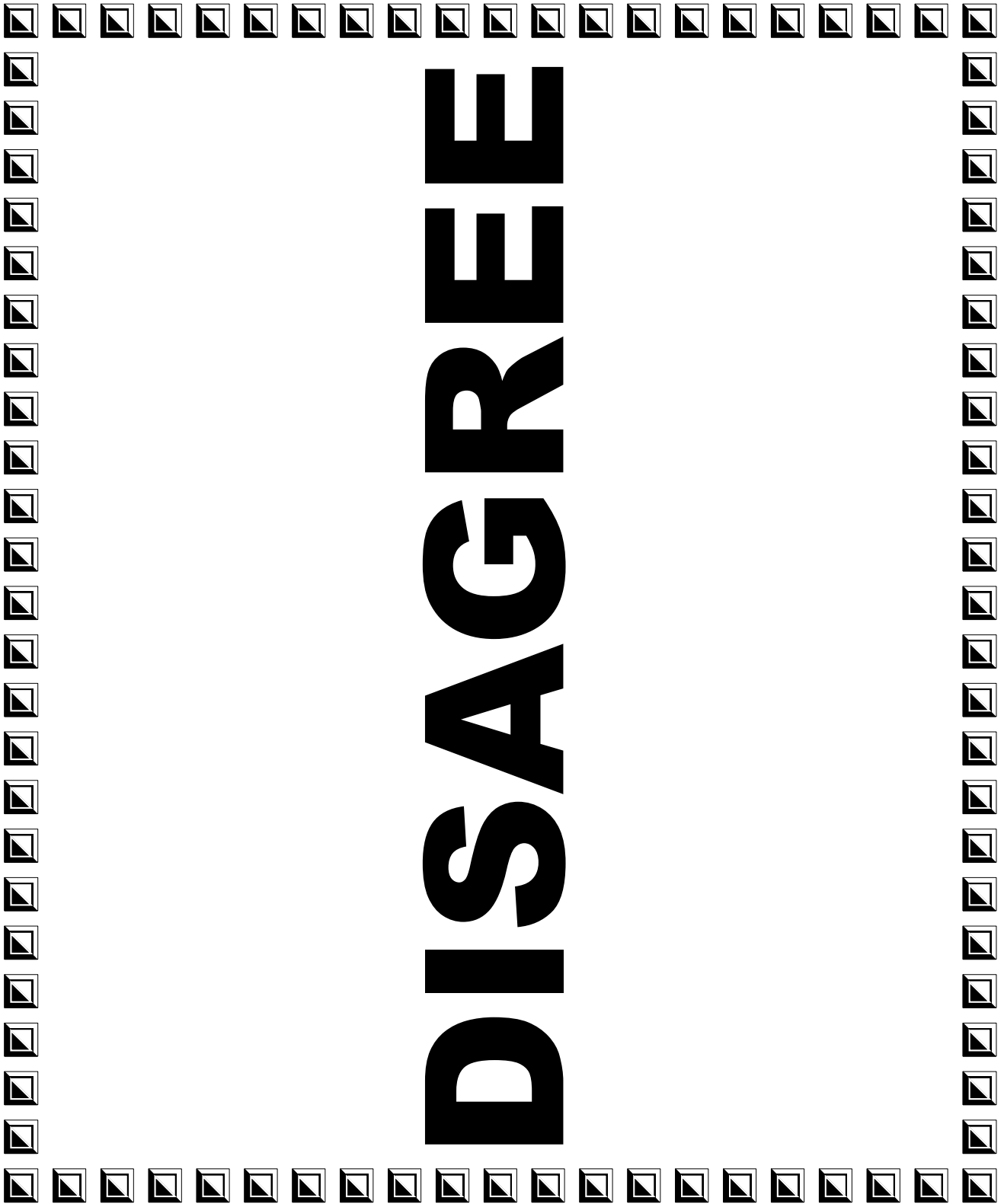
\_\_\_\_\_ (#16) \_\_\_\_\_ is its greatest failure

\_\_\_\_\_ (Concept) \_\_\_\_\_ makes me \_\_\_\_\_ (#17) \_\_\_\_\_

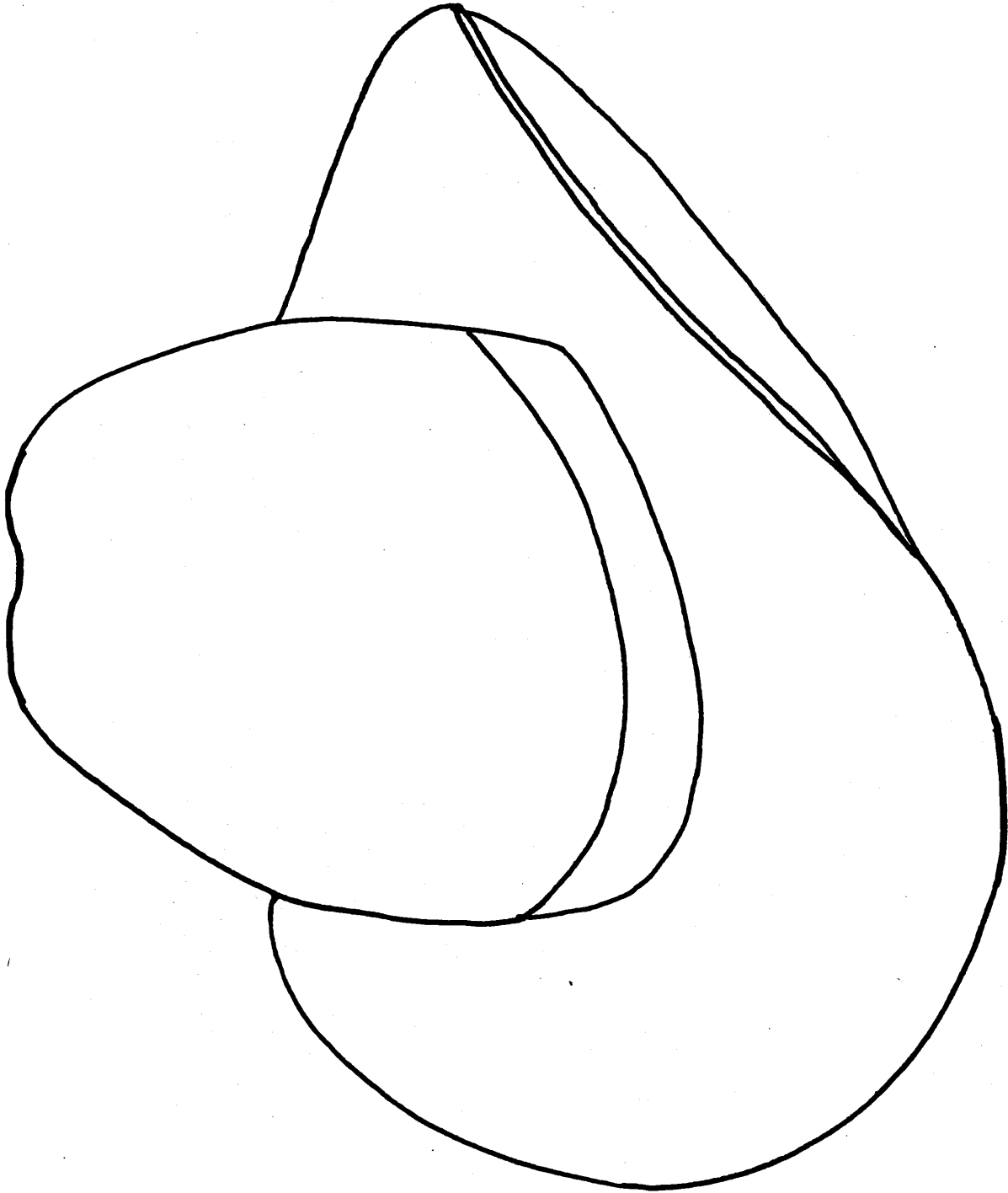
CONTINUUM



CONTINUUM



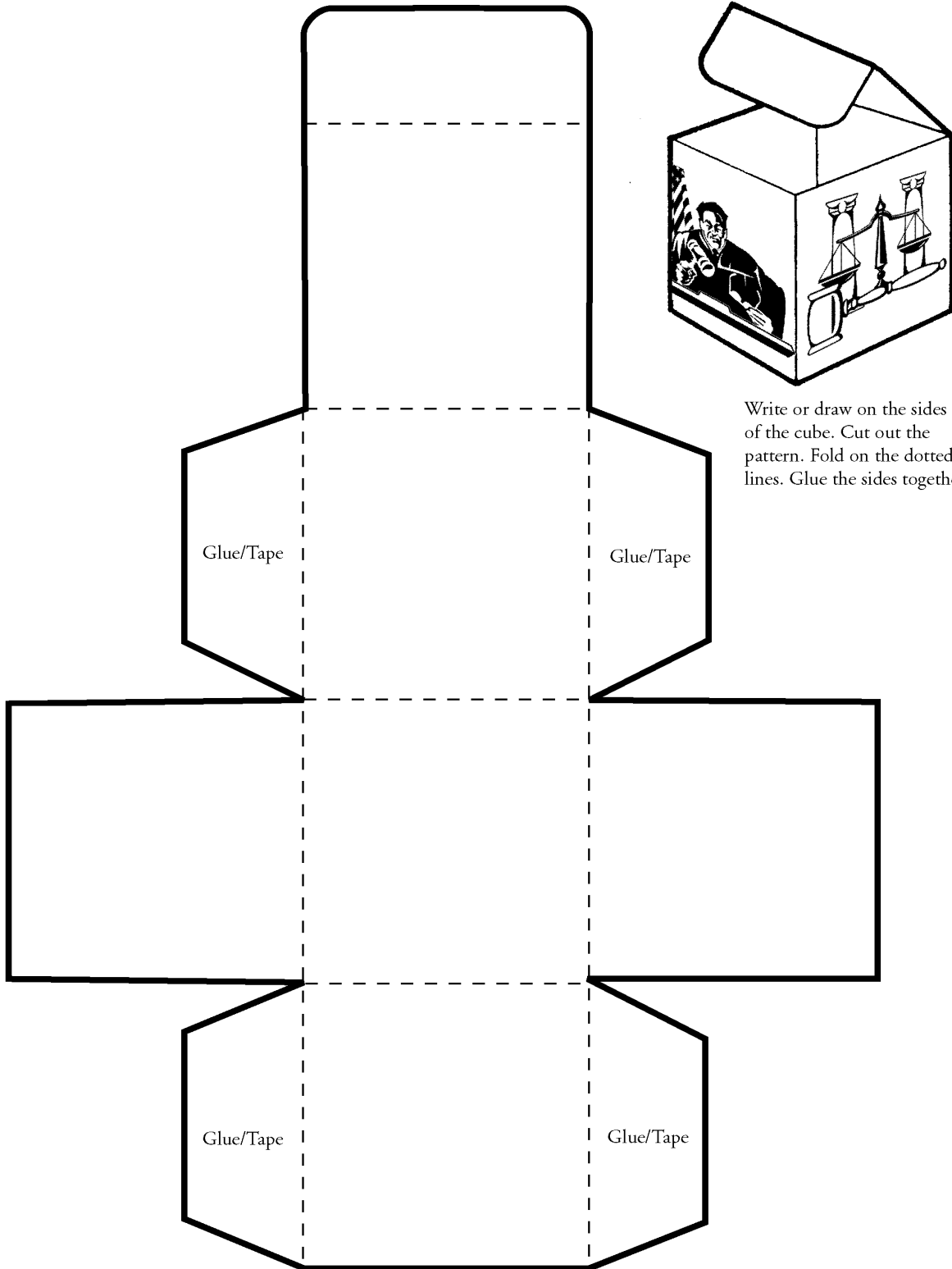
COWBOY HAT



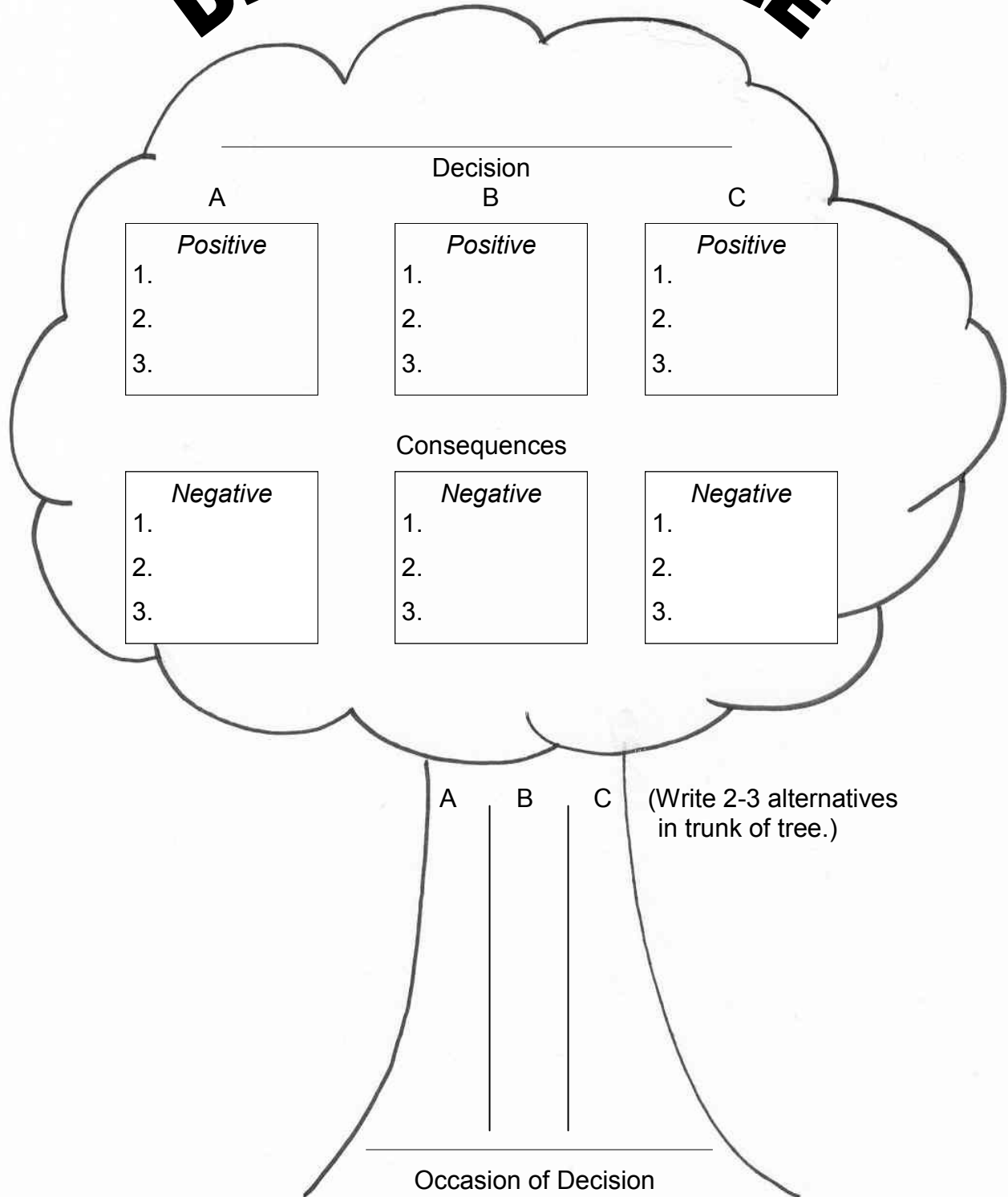


## CUBE REVIEW

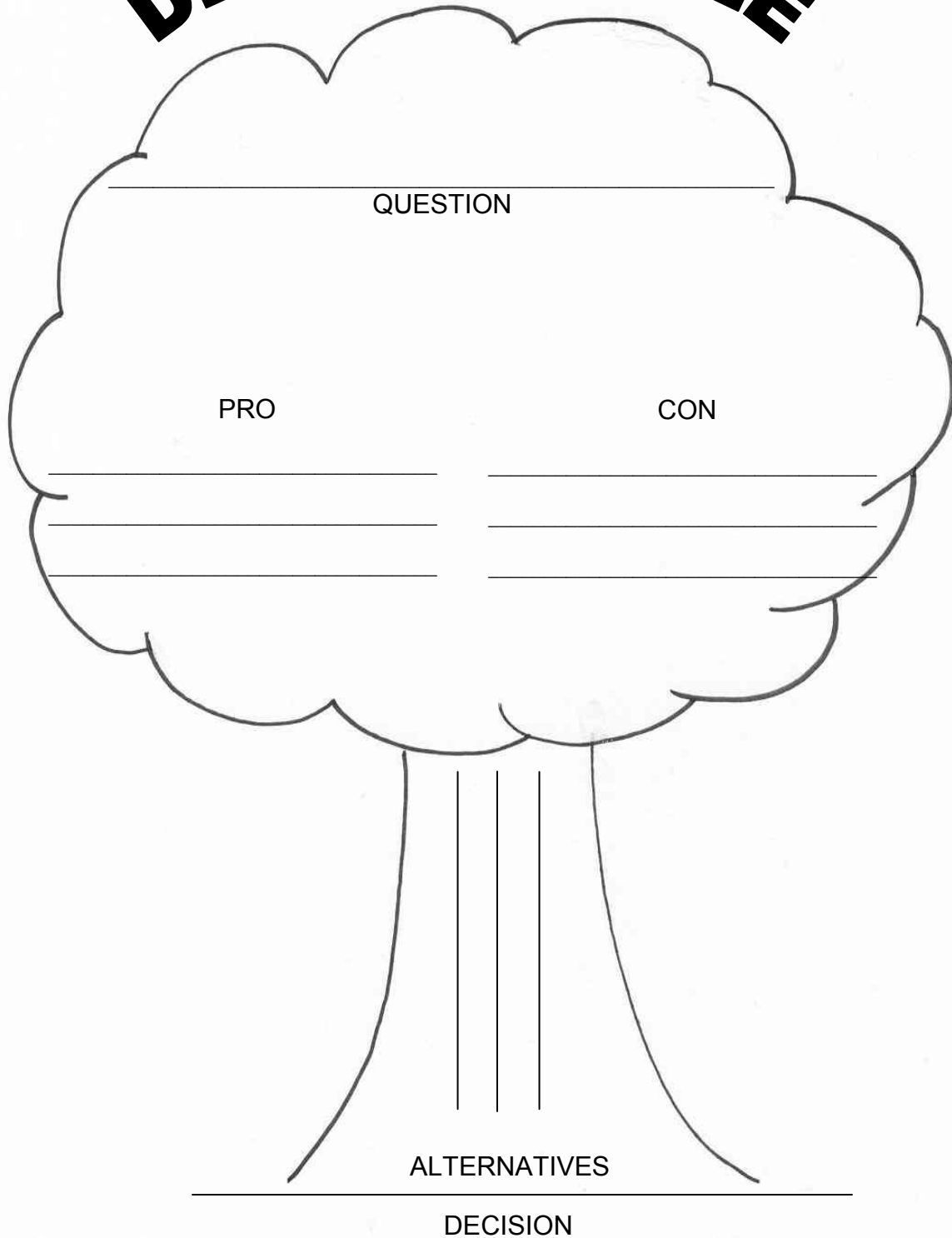
### CUBE PATTERN



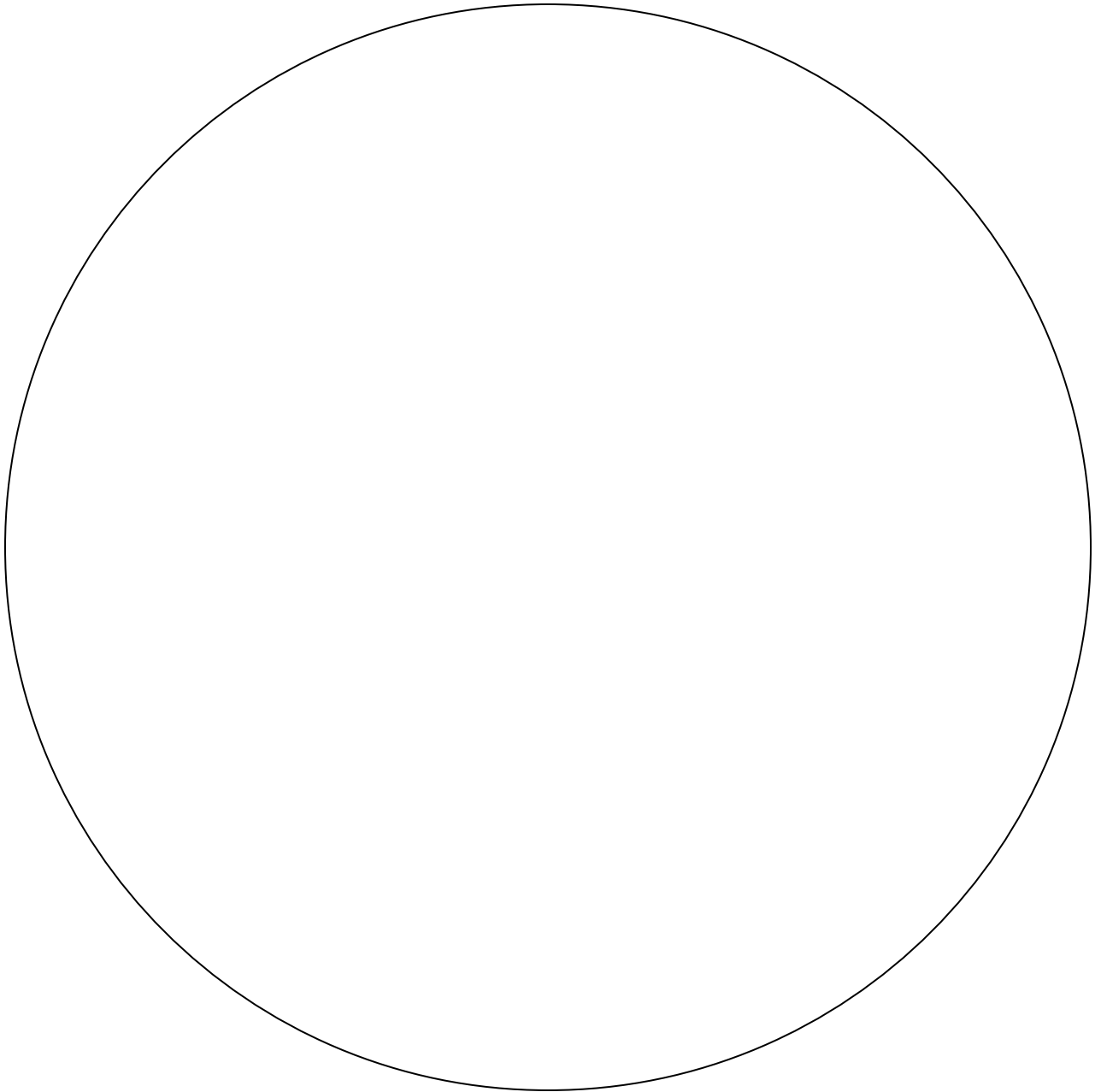
# DECISION TREE



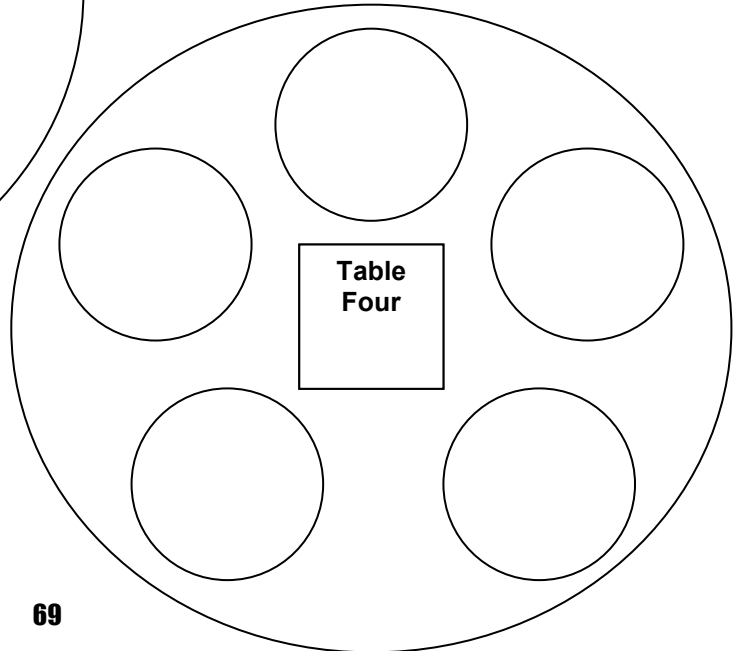
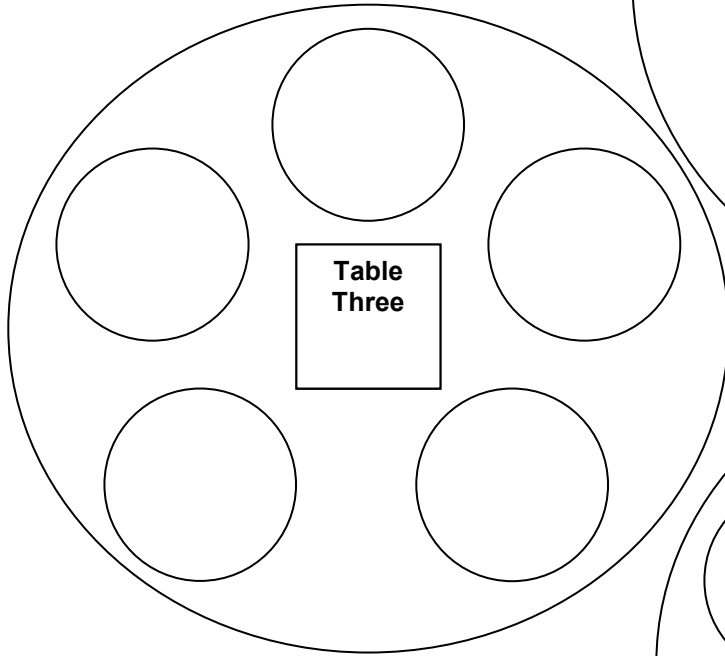
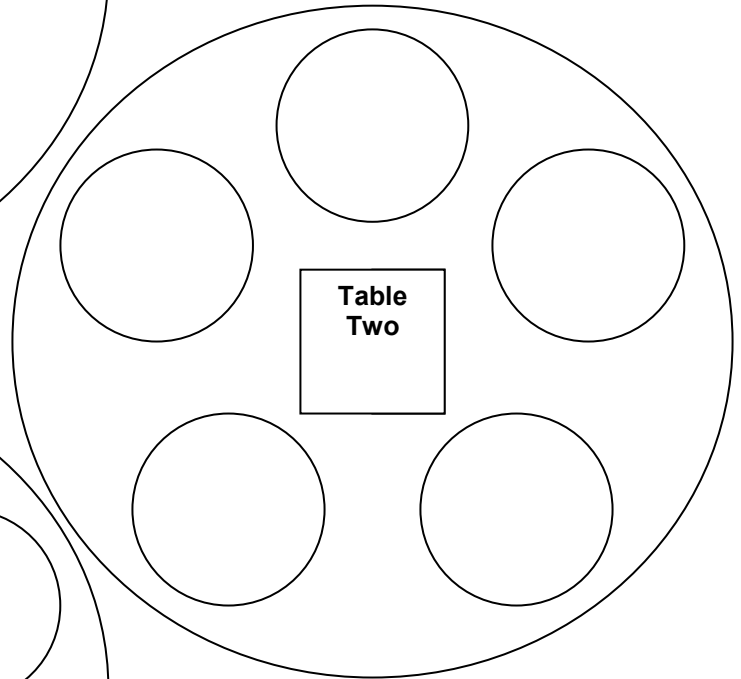
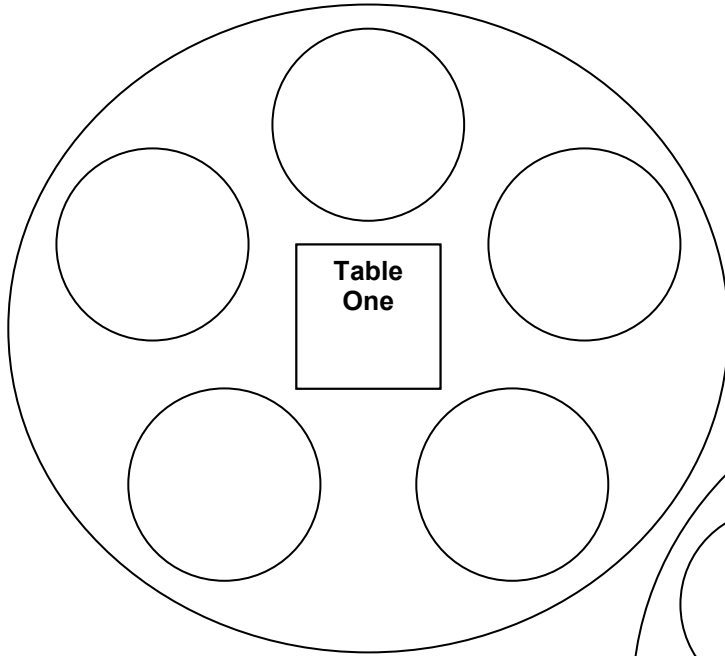
# DECISION TREE



DESIGN PATCH/BUTTON



## DINNER PARTY/ WHO'S AT YOUR LUNCH TABLE



## DINNER PARTY CONVERSATIONS

### TOPIC OF CONVERSATION TABLE 1

Guest 1:

Guest 2:

Guest 3:

Guest 4:

Guest 5:

### TOPIC OF CONVERSATION TABLE 2

Guest 1:

Guest 2:

Guest 3:

Guest 4:

Guest 5:

### TOPIC OF CONVERSATION TABLE 3

Guest 1:

Guest 2:

Guest 3:

Guest 4:

Guest 5:

### TOPIC OF CONVERSATION TABLE 4

Guest 1:

Guest 2:

Guest 3:

Guest 4:

Guest 5:

## EDITORIAL PAGE

### NAME OF CASE: \_\_\_\_\_

#### **BACKGROUND INFORMATION**

(State the issue as the headline for this column. Then summarize the facts. Include who, what, where, when.)

#### **CARTOON**

(Can reflect either side of the case. Stick figures are acceptable.)

#### **PETITIONER'S ARGUMENTS**

#### **RESPONDENT'S ARGUMENTS**

#### **DECISION**

(Summarize the Court's decision.)

#### **PUBLISHER'S INFORMATION**

(Give names of students in your group.)

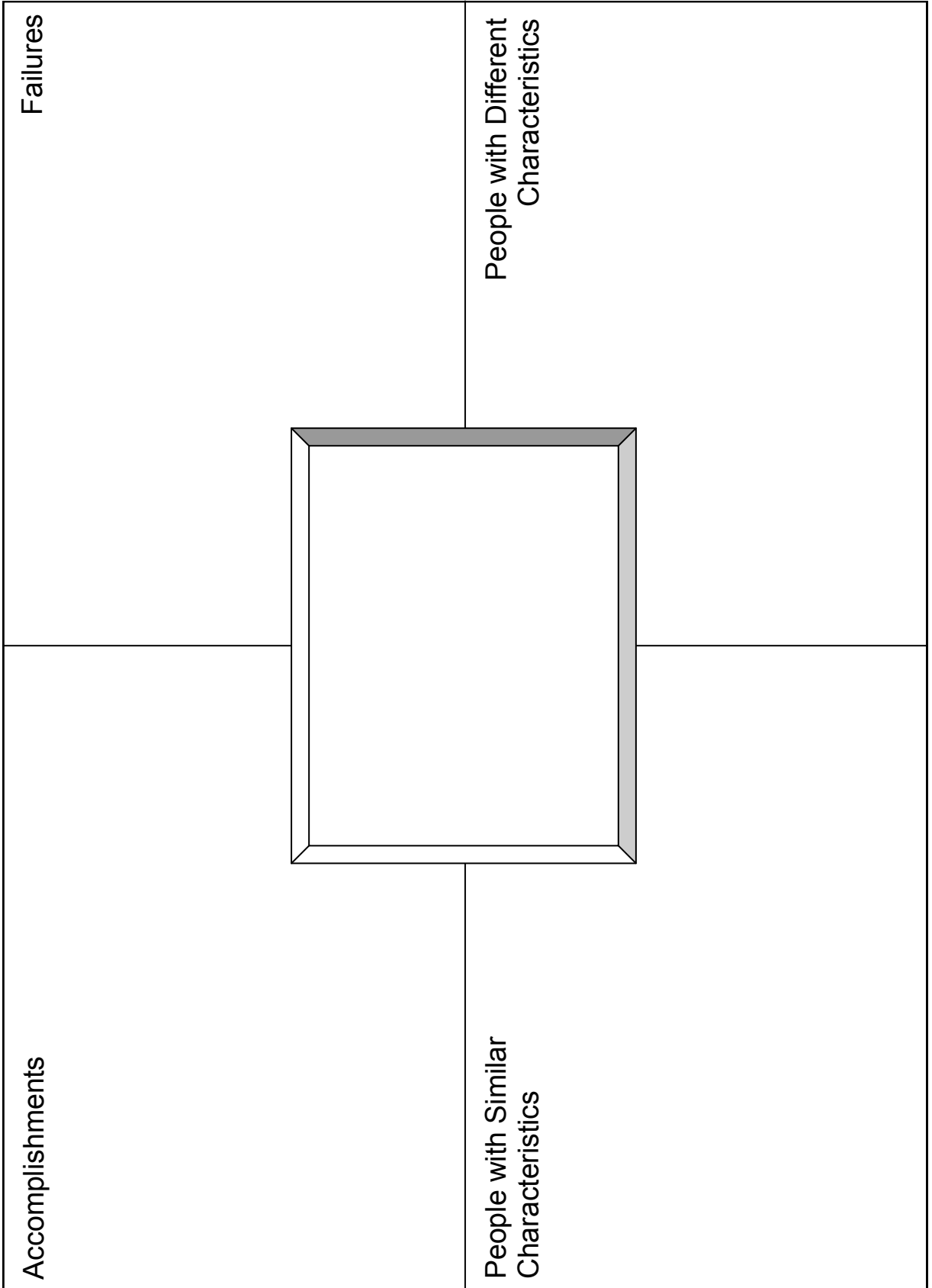
#### **VOICES**

(Public opinion poll regarding the decision. It can consist of a consensus of opinion of those completing the case study editorial page.)

# LRE BLUEPRINT

## FRAYER MODEL

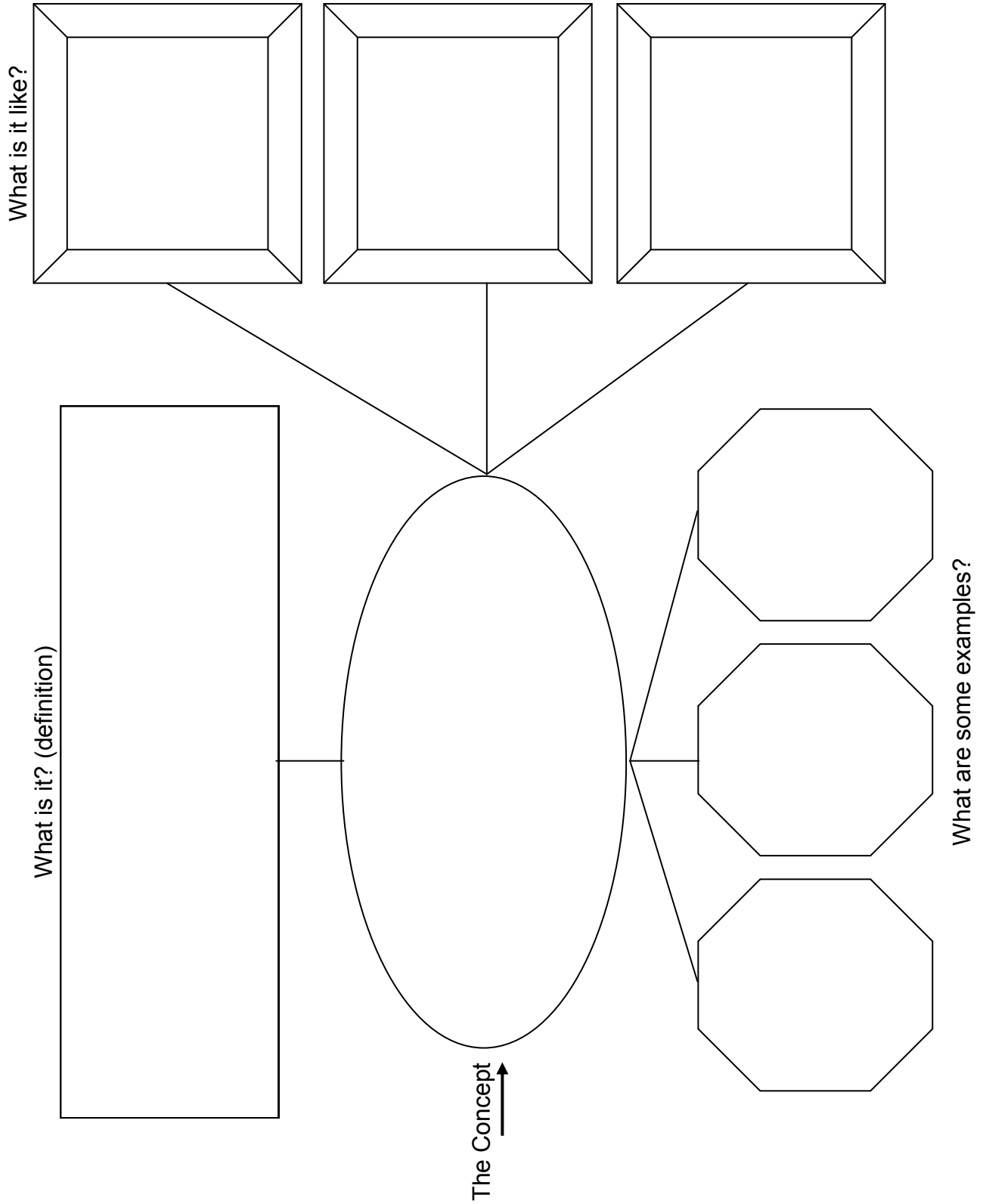
On \_\_\_\_\_



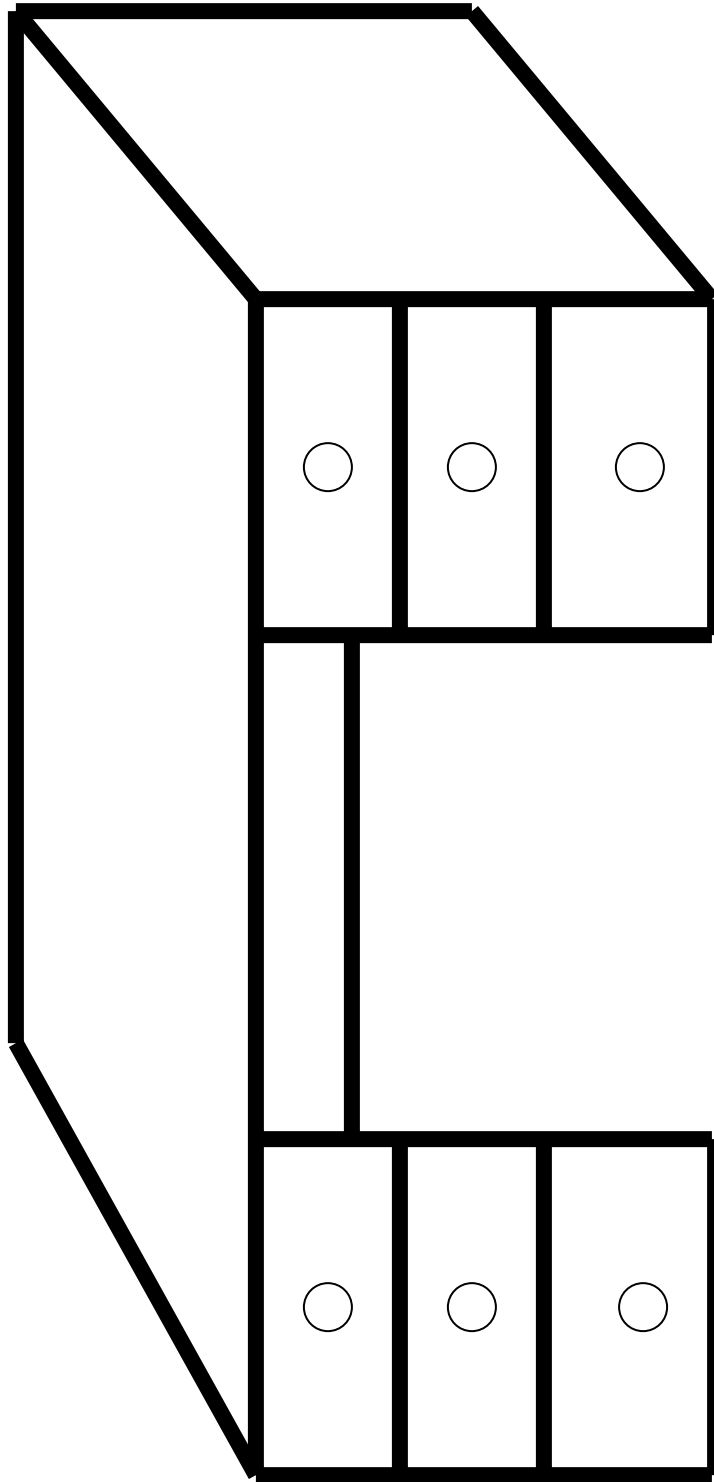


# LRE BLUEPRINT

## CONCEPT DEFINITION MAPPING

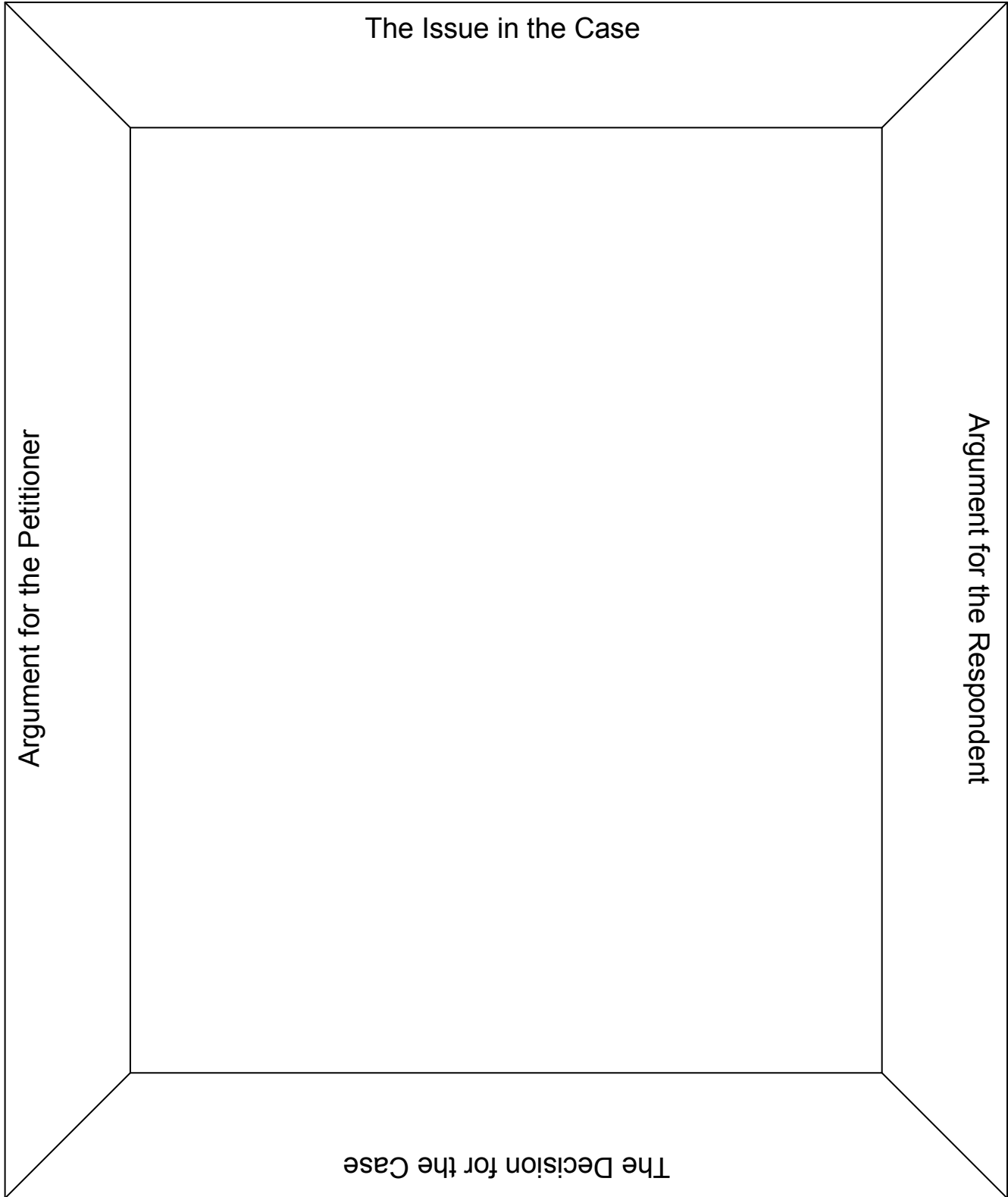


## FAMOUS PERSON'S DESK



- Calendar- significant date identified
- Pictures-key people in the lives of the person
- Communication-example of communication representatives of the time period
- Reading-book, newspaper, or magazine the person might have been reading
- Written Document-example of a document the person might have created
- Memento-a personal item significant to the person

## FRAME FOR SUPREME COURT



## FRAME FOR PERSON

	Name and Dates	
Accomplishment(s)		Major Event(s)
	Interesting Fact	



# LRE BLUEPRINT

## FRONT PAGE OF NEWSPAPER

Name of Newspaper [Price, Date, Number of pages]

Main Headline (Lead story location of reporter at least five paragraphs (Who, What Where, When, How))

What's inside:  
List more stories  
to be found inside.

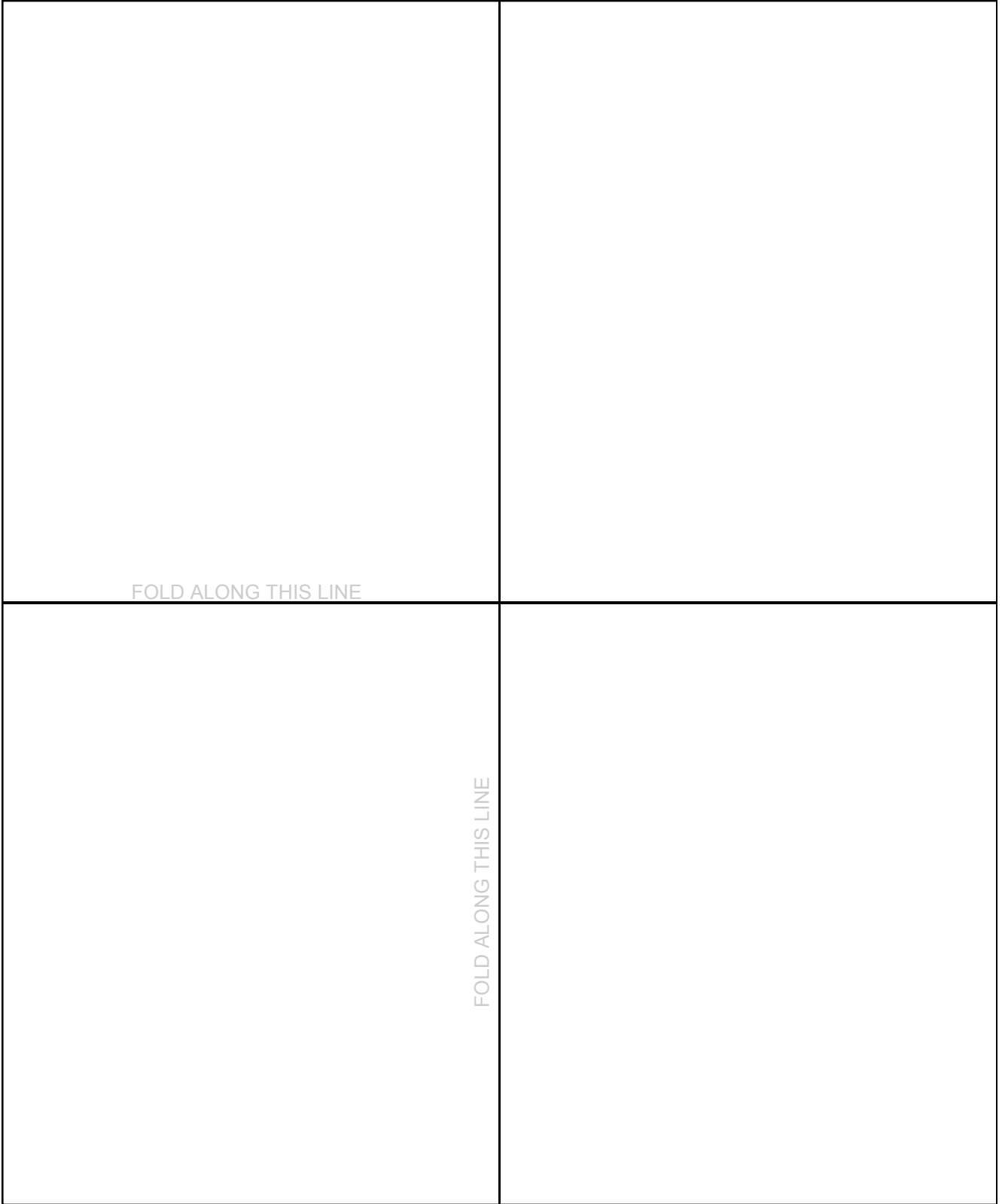
Photo(s)

Related stories, first person accounts, interviews, etc.

Index: List other features with page numbers.

Weather

## GREETING CARDS



# LRE BLUEPRINT

## HALL OF FAME/HALL OF SHAME

HALL OF SHAME

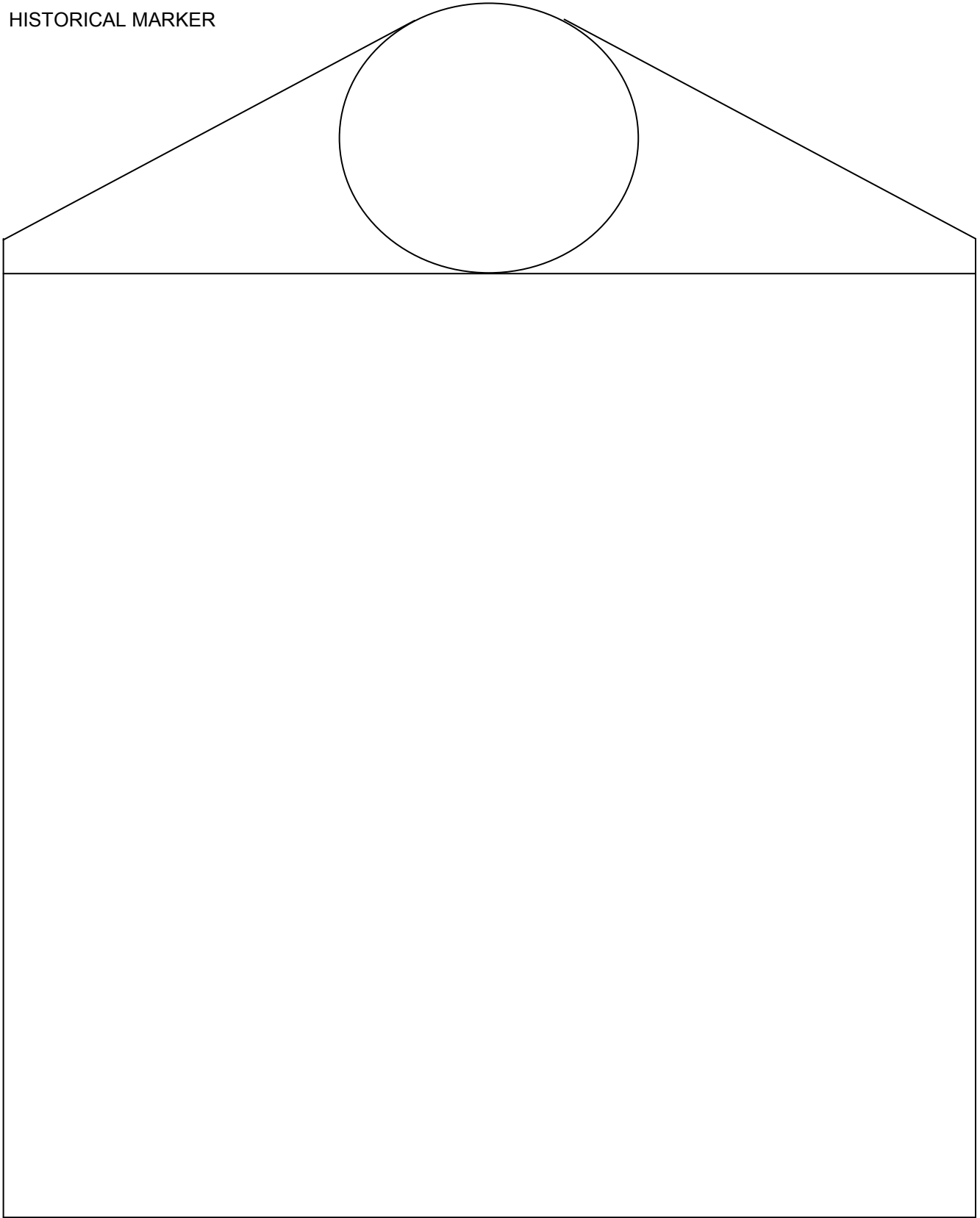


HALL OF FAME

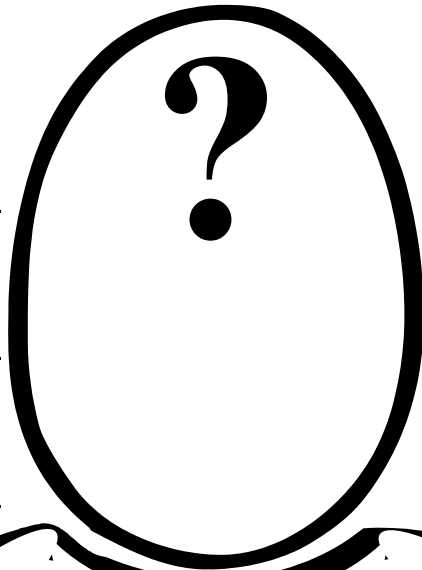
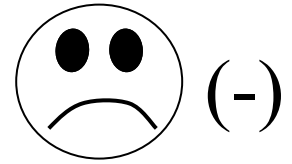
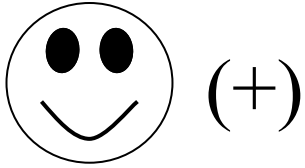




HISTORICAL MARKER



IT'S UP TO YOU!



1. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

3. \_\_\_\_\_

FINAL DECISION


## LEARNING STATIONS

### SCORE CARD

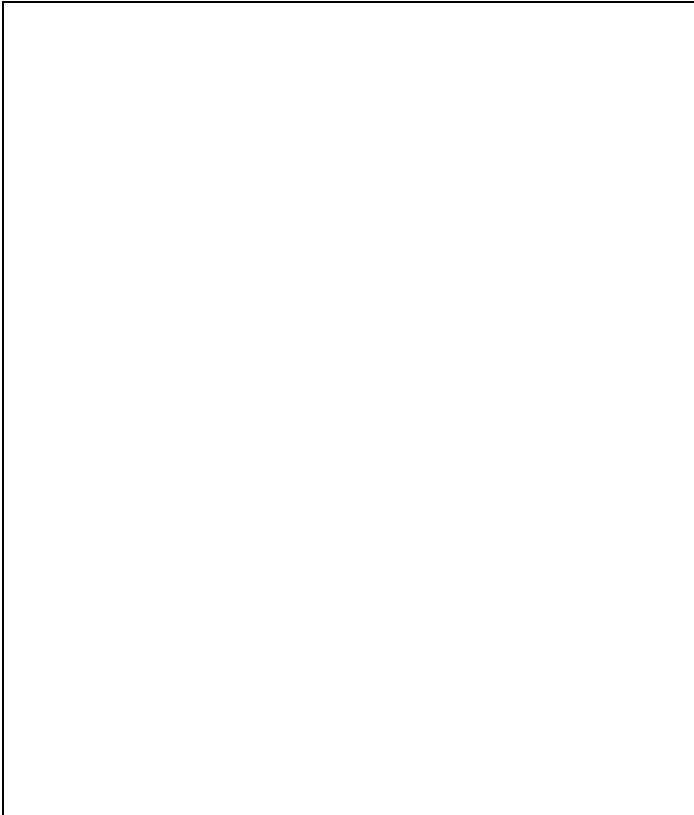
SCORE CARD	

# LRE BLUEPRINT

## MAGAZINE COVER

Title

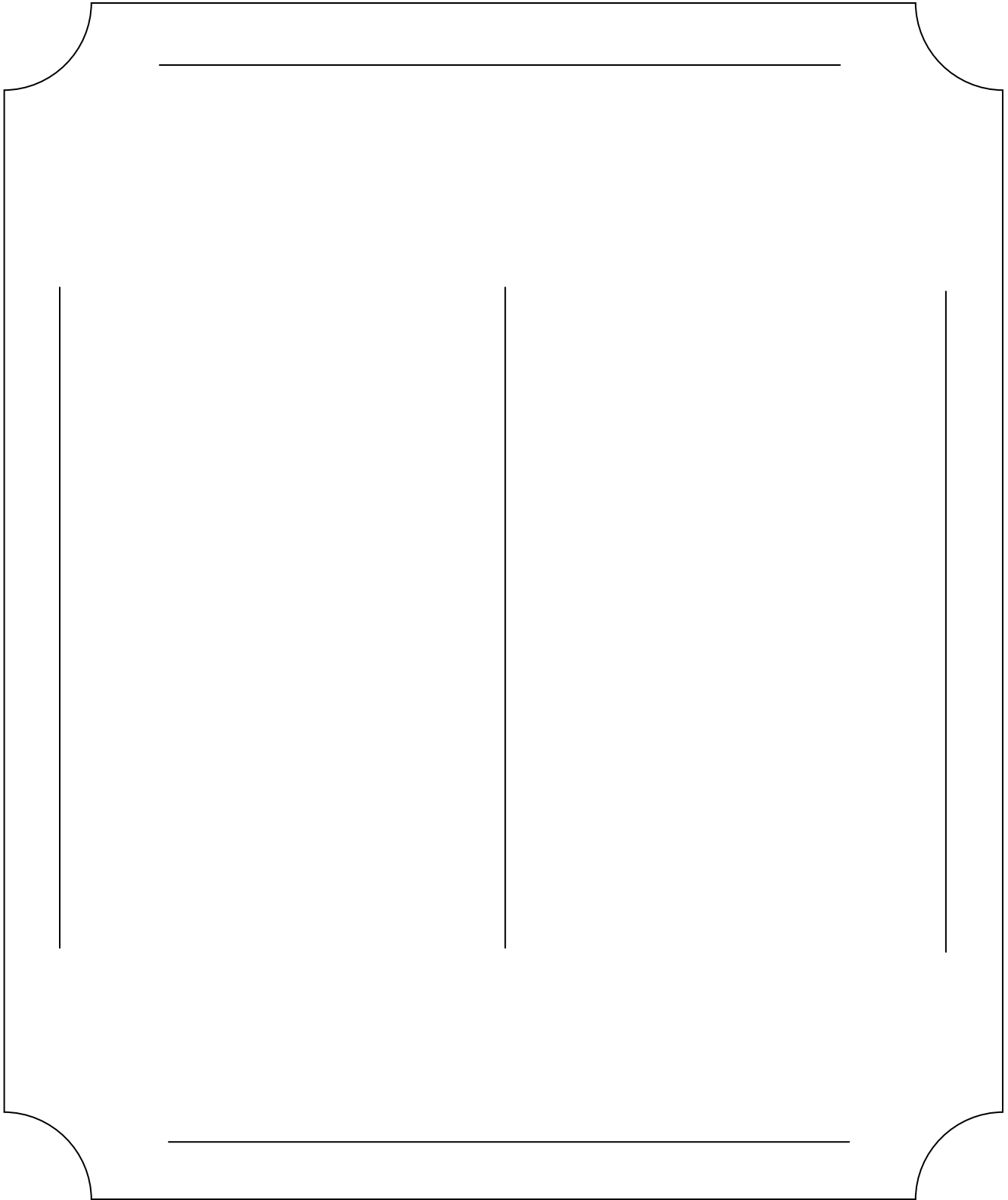
---



OBITUARY

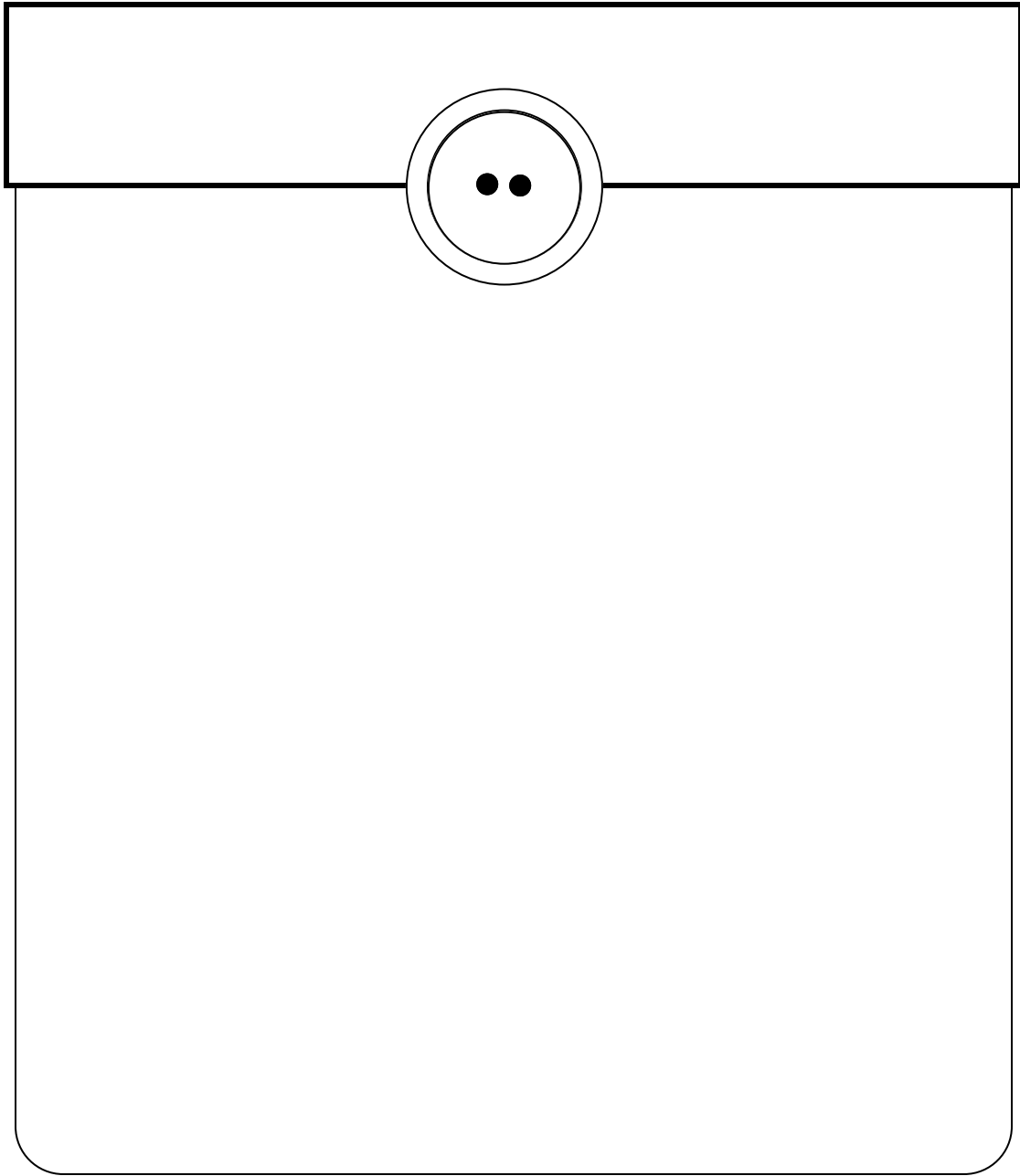
A large rectangular box with a double-line border occupies the central portion of the page. In the top right corner of this large box, there is a smaller, single-line-bordered rectangular box, likely intended for a photograph or a specific detail of the obituary.

## PLACEMATS



# LRE BLUEPRINT

POCKET



PURSE



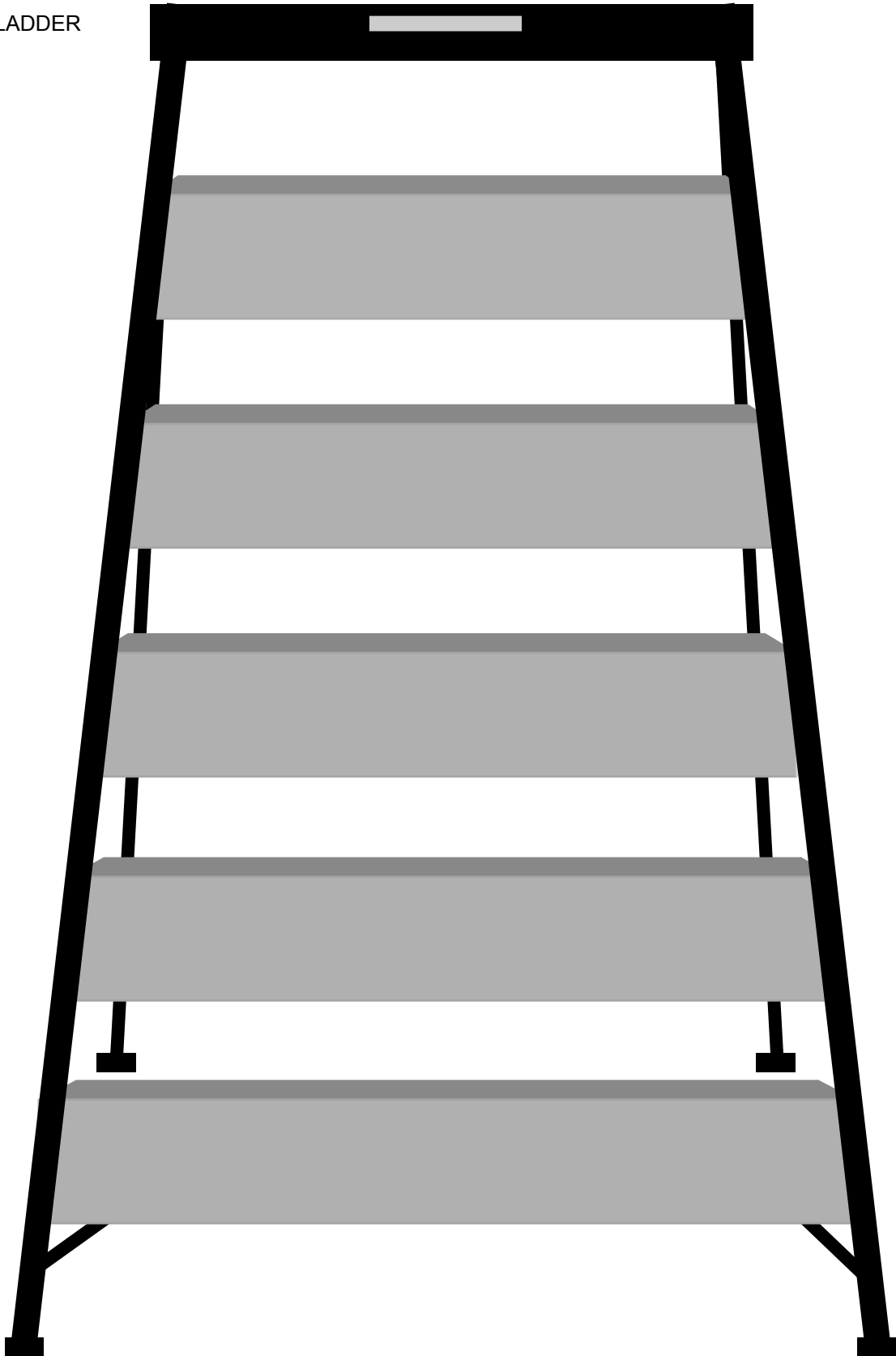


BACKPACK

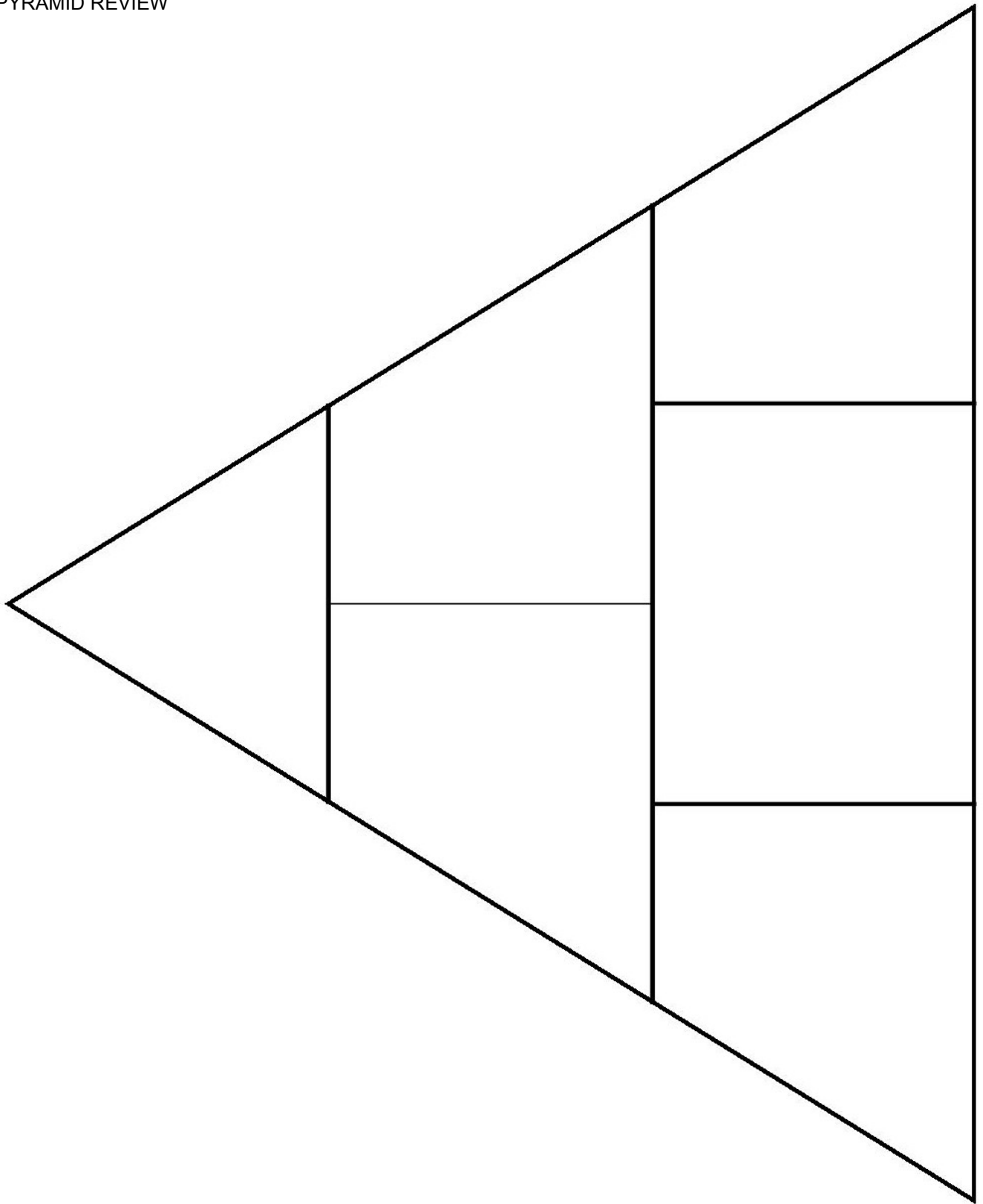


# LRE BLUEPRINT..

POWERLADDER



## PYRAMID REVIEW



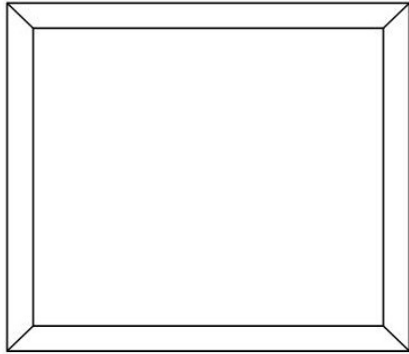
# LRE BLUEPRINT

## REPORT CARD

<b>REPORT CARD</b>					
<b>Date:</b> _____					
<b>Student Name:</b>	<b>District:</b>				
<b>School:</b>	<b>Grade:</b>				
<b>Period/Class</b>	<b>Teacher</b>	<b>Grade</b>	<b>Comments</b>		

# LIFE BLUEPRINT

## SOCIAL NETWORK PAGE



### INFORMATION

Birth date/Place:

\_\_\_\_\_

Political Views:

\_\_\_\_\_

Why I'm Important:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What I sacrificed:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

My hopes and dreams:

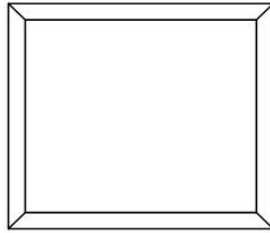
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

NAME \_\_\_\_\_

Status Update

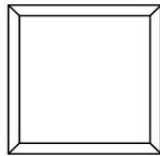
Historical Event(s) in My Life:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



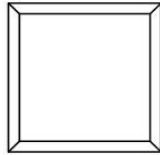
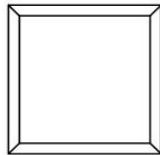
My Education and Work:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

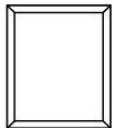


My Likes and Dislikes:

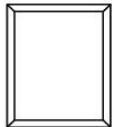
\_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_



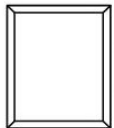
### FRIENDS



\_\_\_\_\_  
\_\_\_\_\_

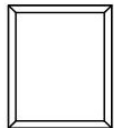


\_\_\_\_\_  
\_\_\_\_\_

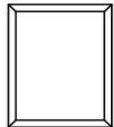


\_\_\_\_\_  
\_\_\_\_\_

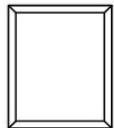
### FRIEND REQUESTS



\_\_\_\_\_  
\_\_\_\_\_

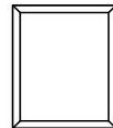


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\_\_\_\_\_

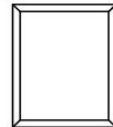


\_\_\_\_\_  
\_\_\_\_\_

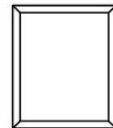
### DELETED FRIENDS



\_\_\_\_\_  
\_\_\_\_\_

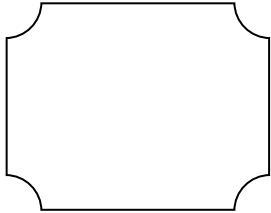
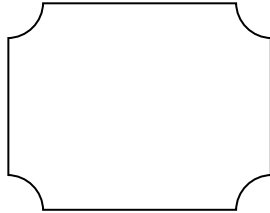
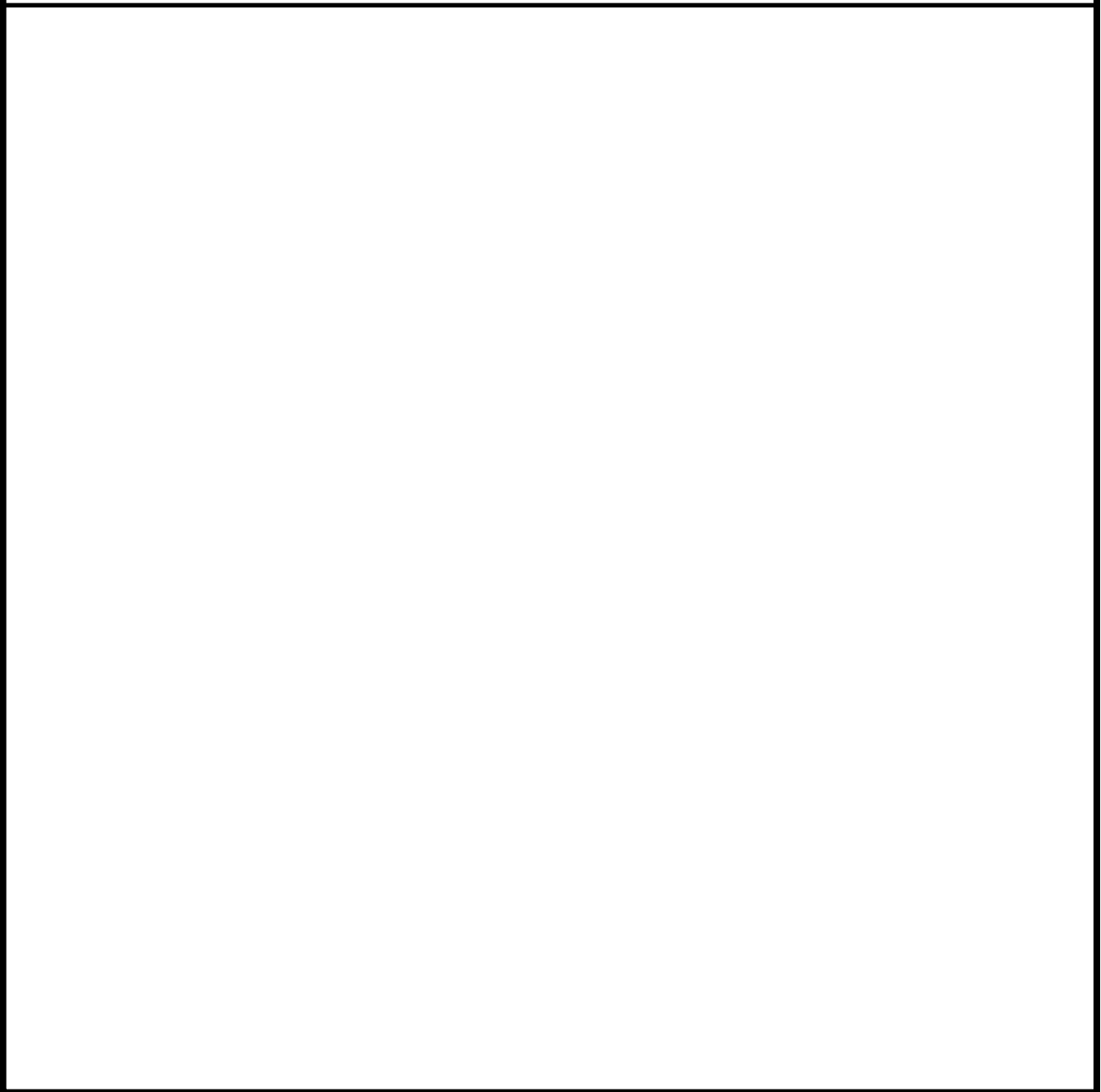


\_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_

TELEGRAM

	<p><b>WESTERN TELEGRAM</b></p>	
		

## TICKET IN/TICKET OUT

**TICKET IN**

ADMIT ONE

ADMIT ONE

**TICKET OUT**

Name \_\_\_\_\_ Date \_\_\_\_\_

Topic \_\_\_\_\_

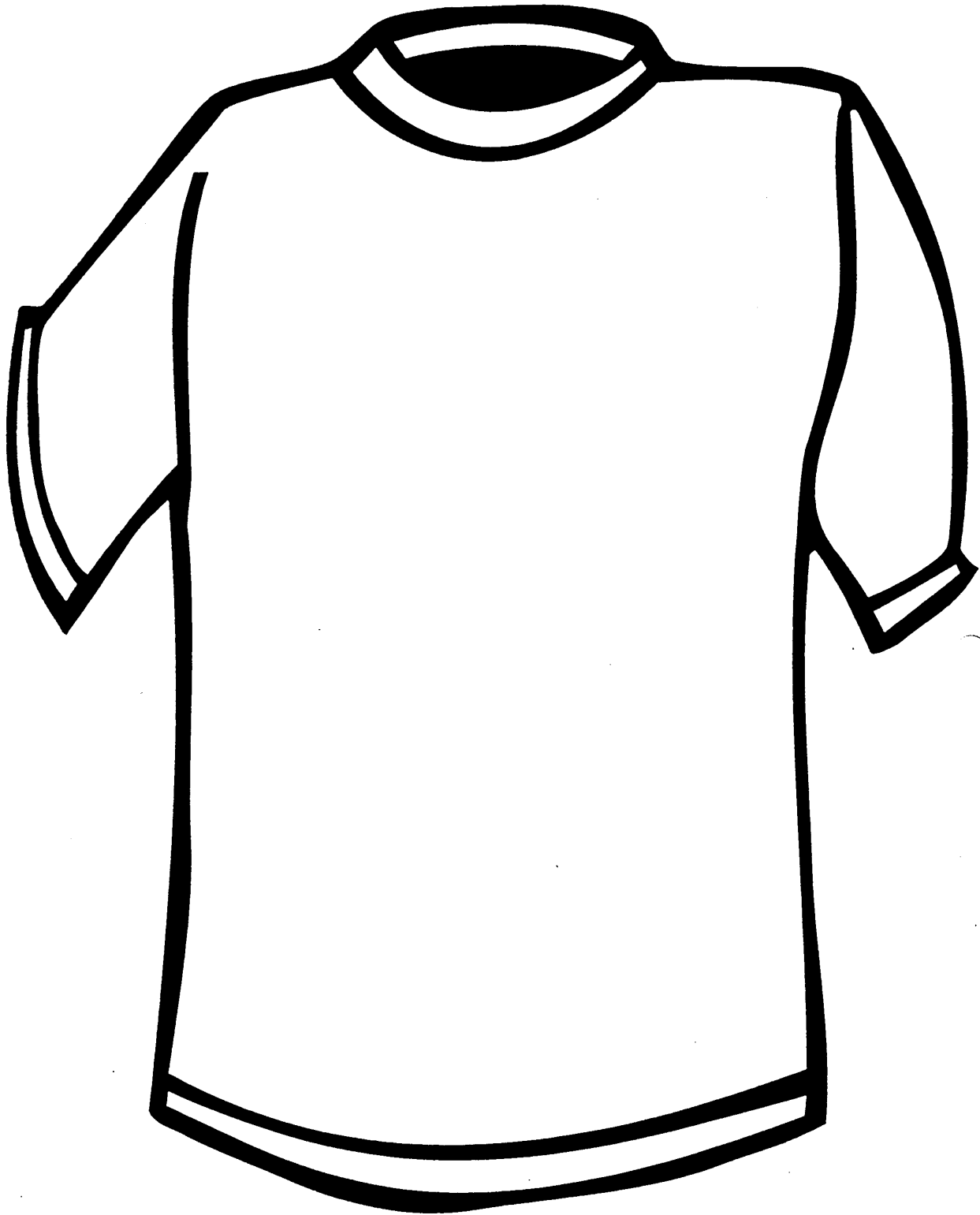
Level of Understanding

0                    1                    2                    3                    4                    5

I understand and can explain \_\_\_\_\_

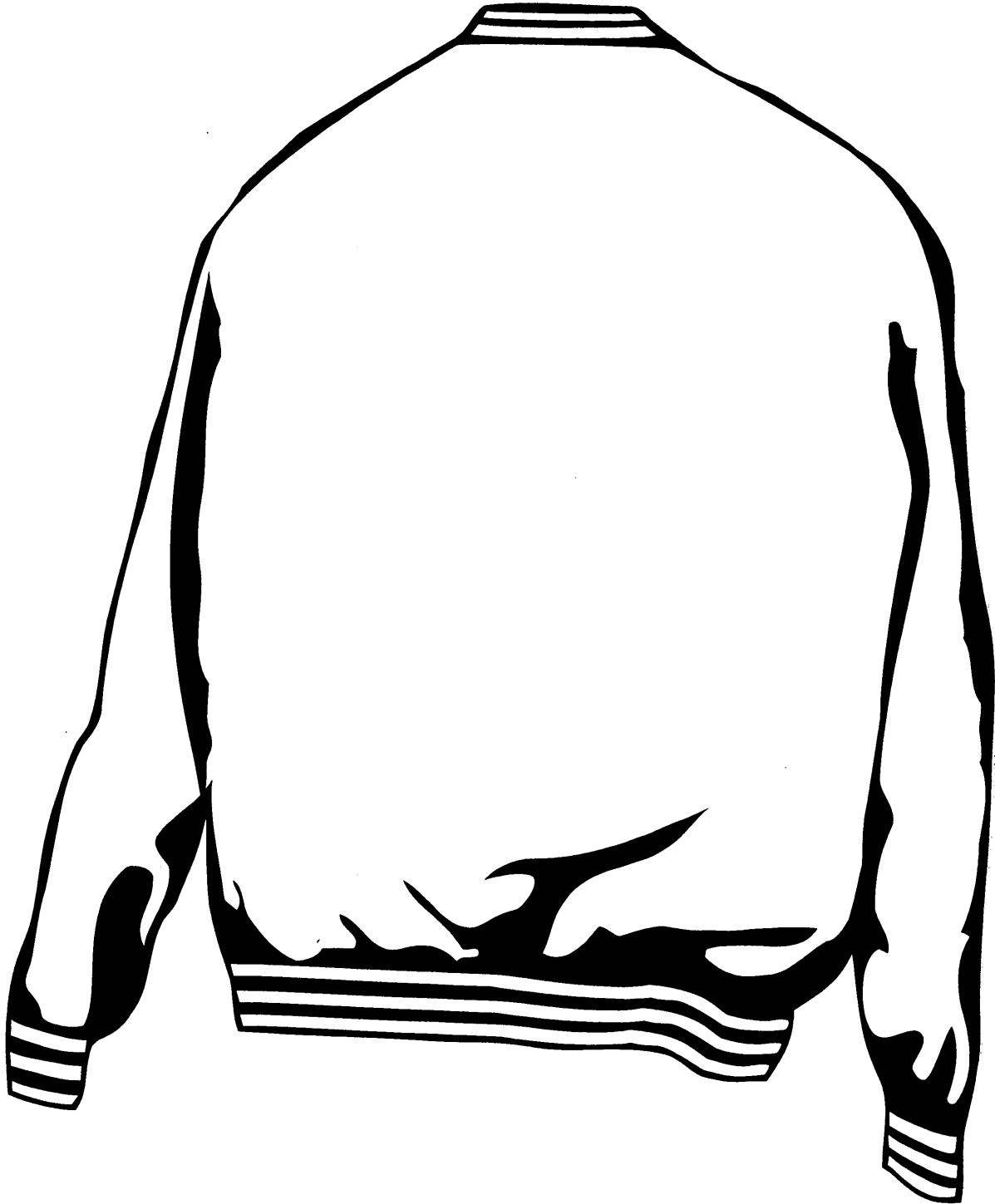
\_\_\_\_\_

T-SHIRT

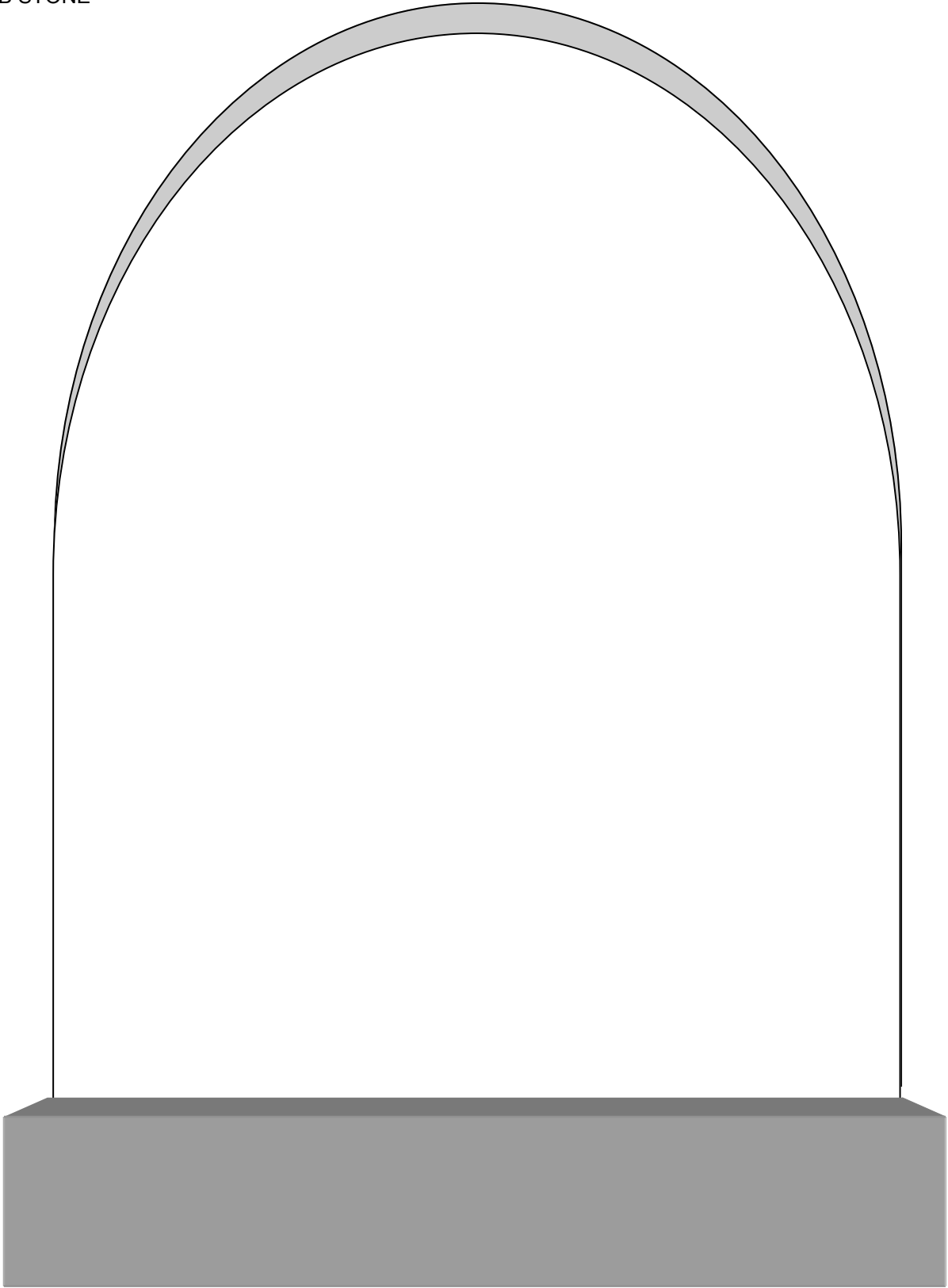




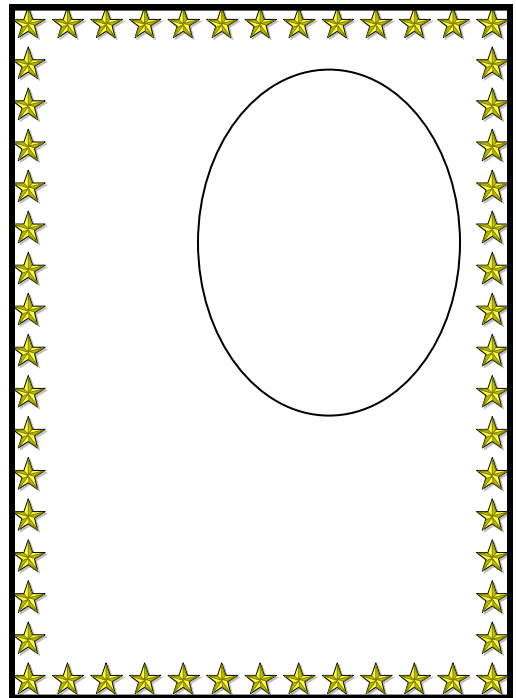
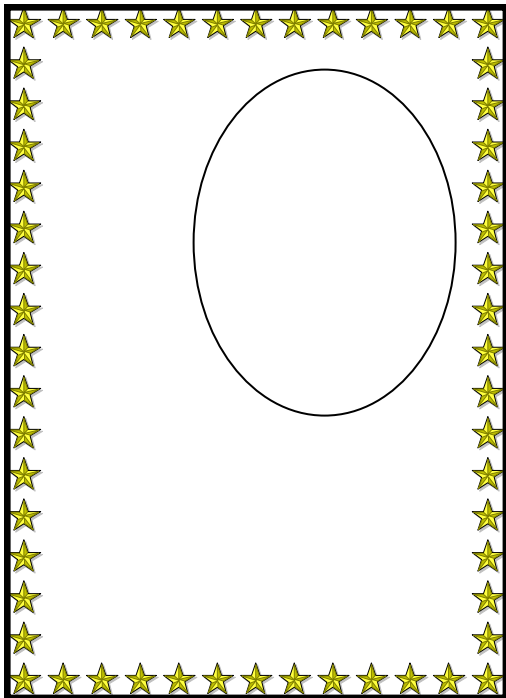
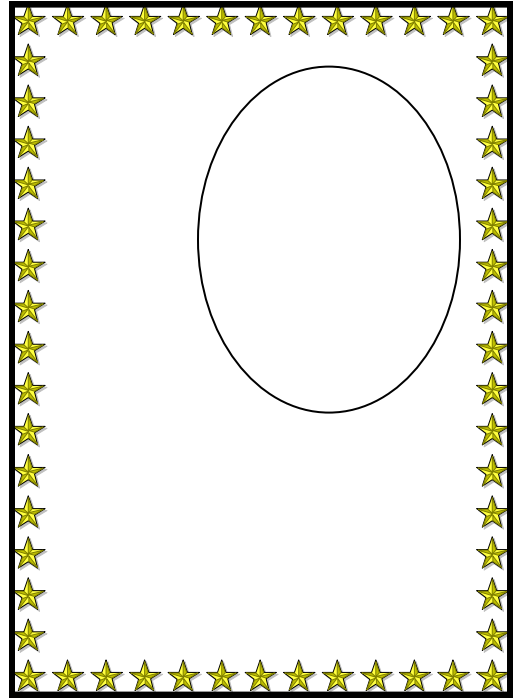
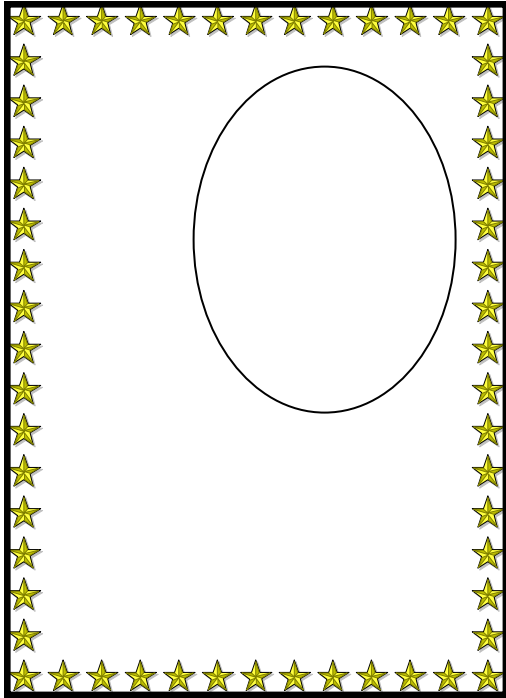
## LETTER JACKET



TOMB STONE

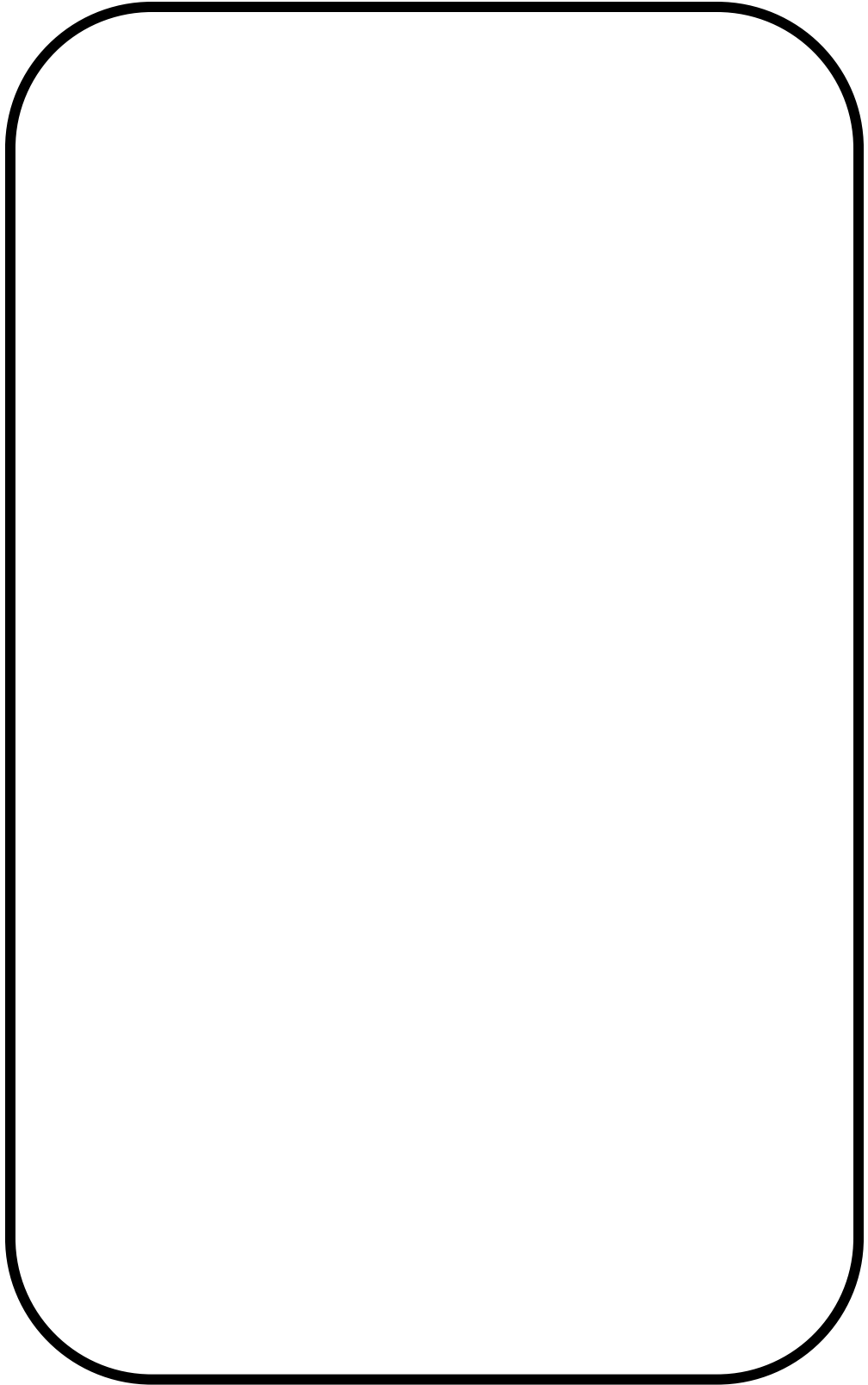


## TRADING CARDS

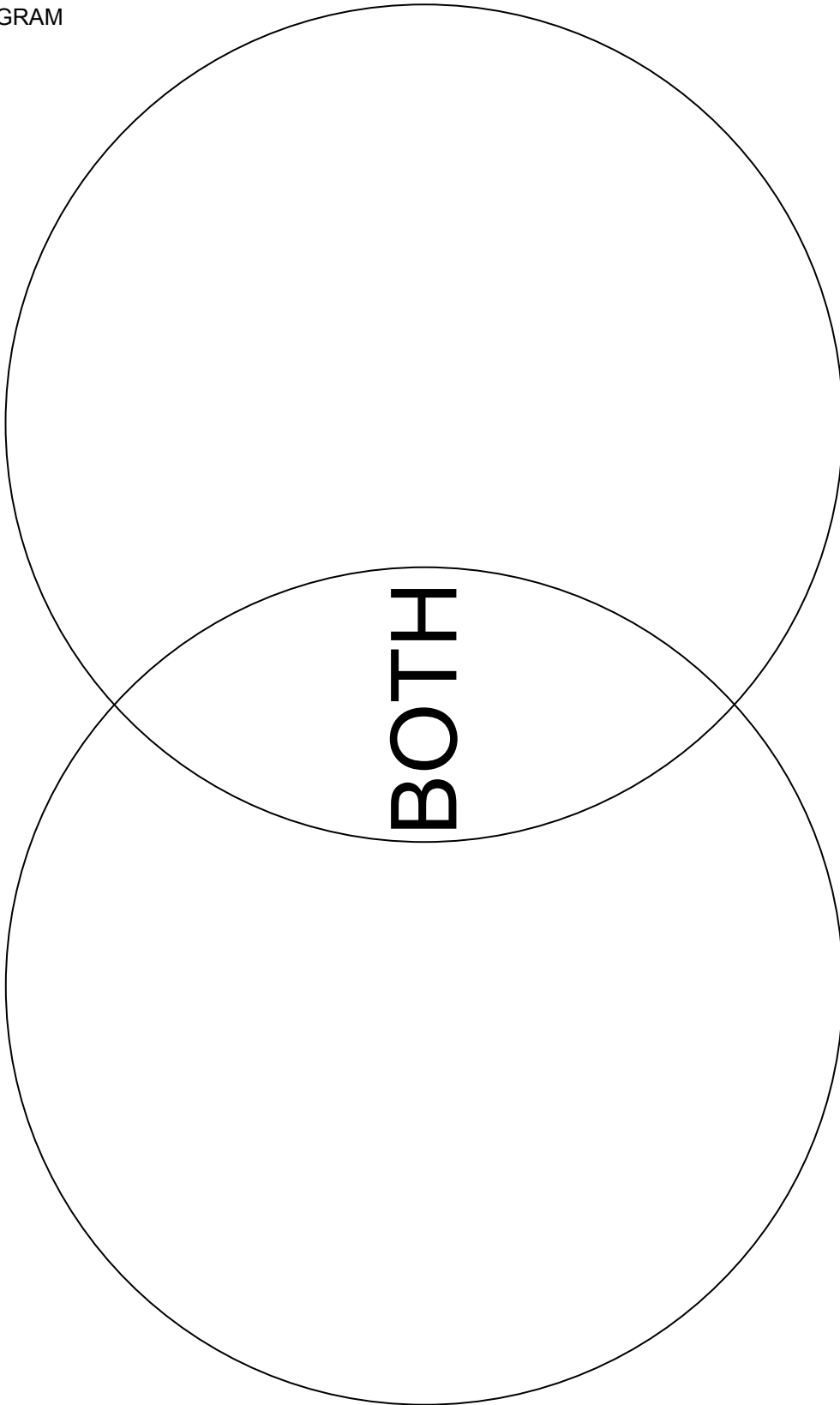


# LRE BLUEPRINT

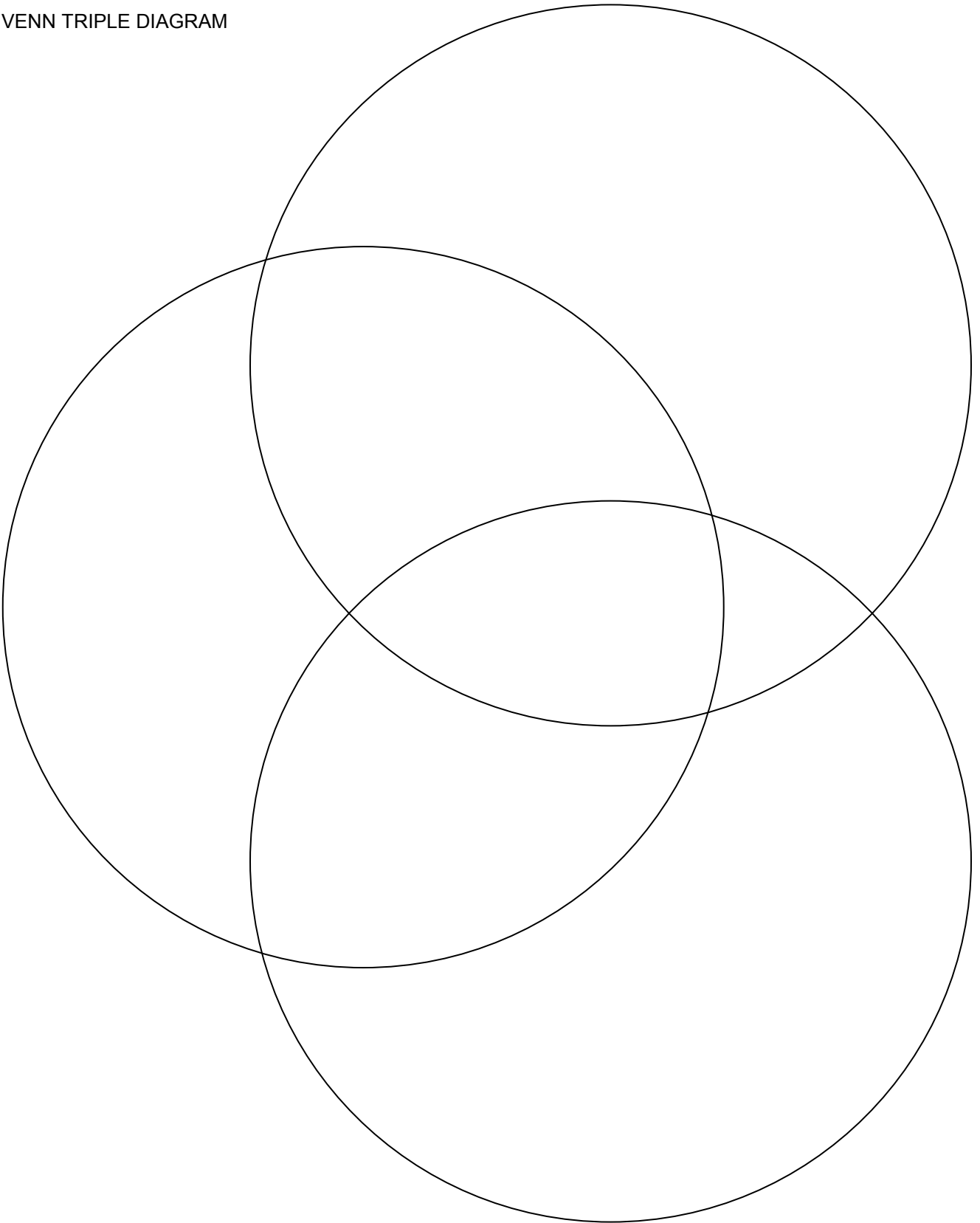
VANITY PLATE



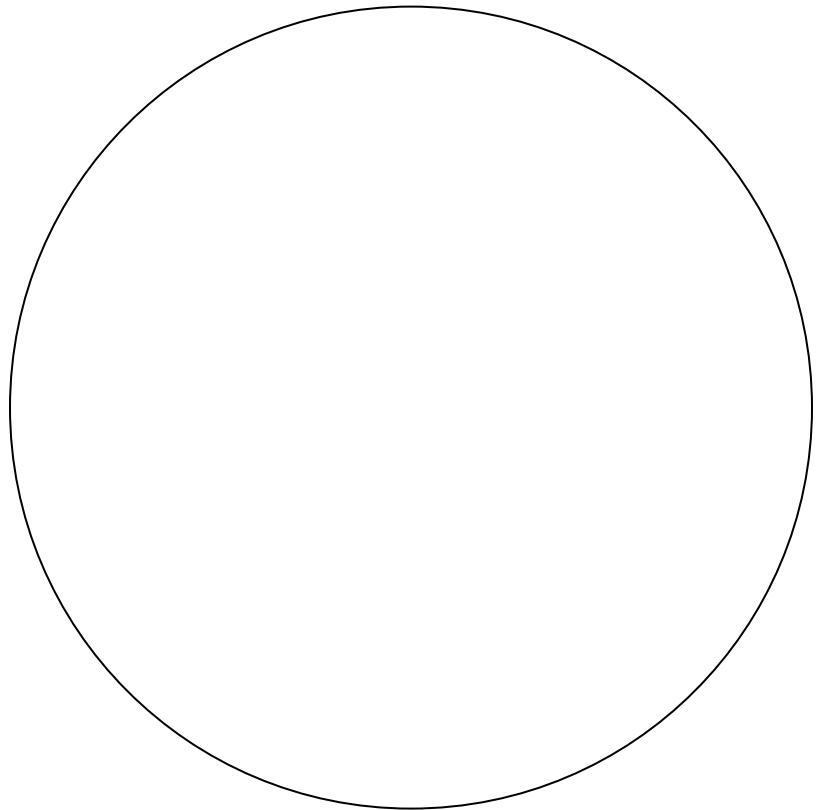
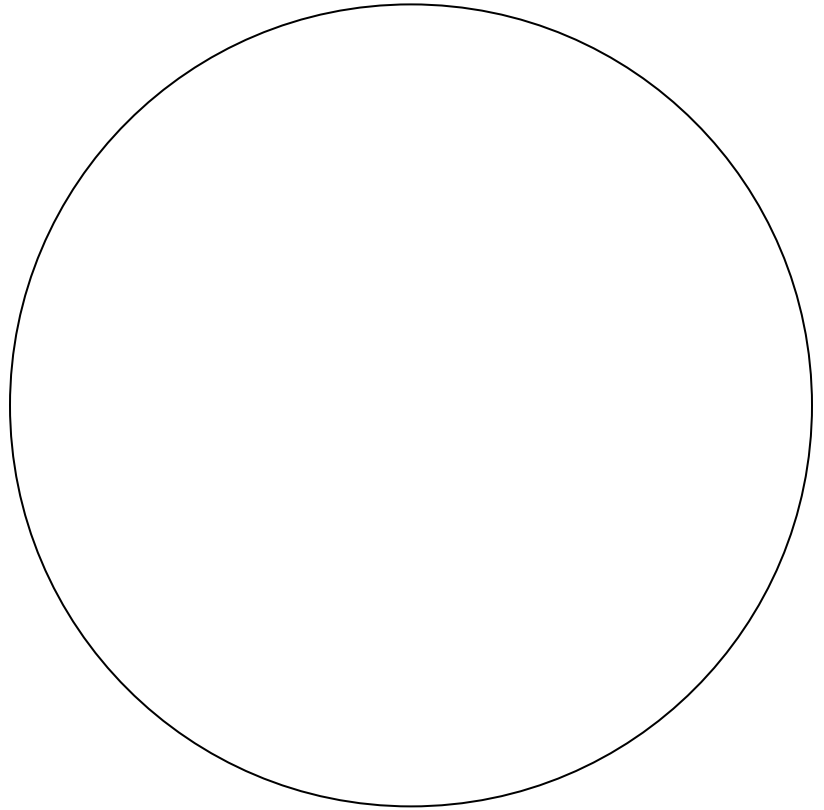
## VENN DIAGRAM



## VENN TRIPLE DIAGRAM



VENN PURE CONTRAST

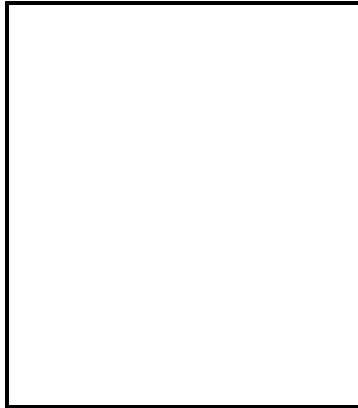


WANTED POSTER

# WANTED

NAME

FOR



DESCRIPTION

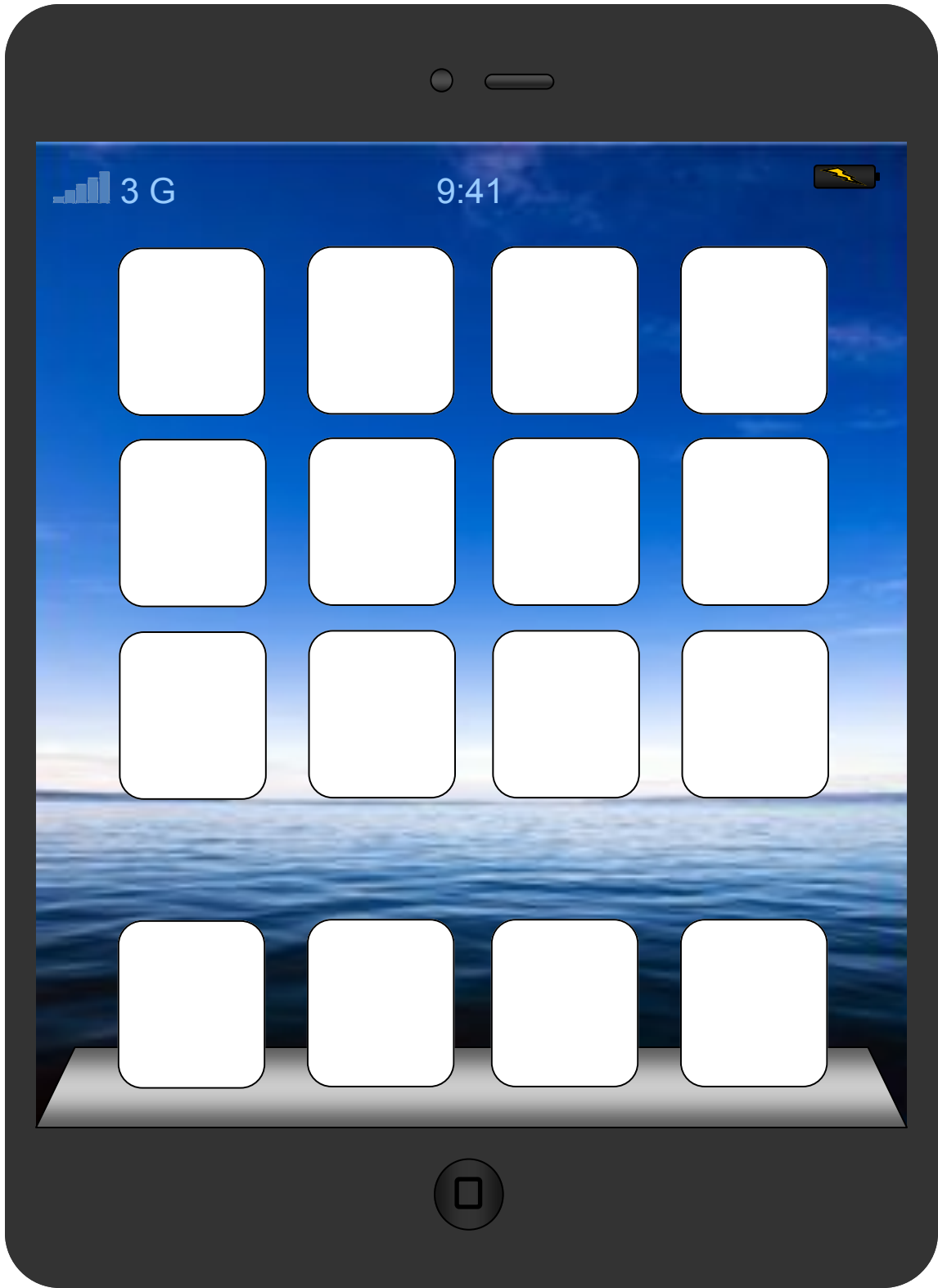
LAST SEEN

REWARD

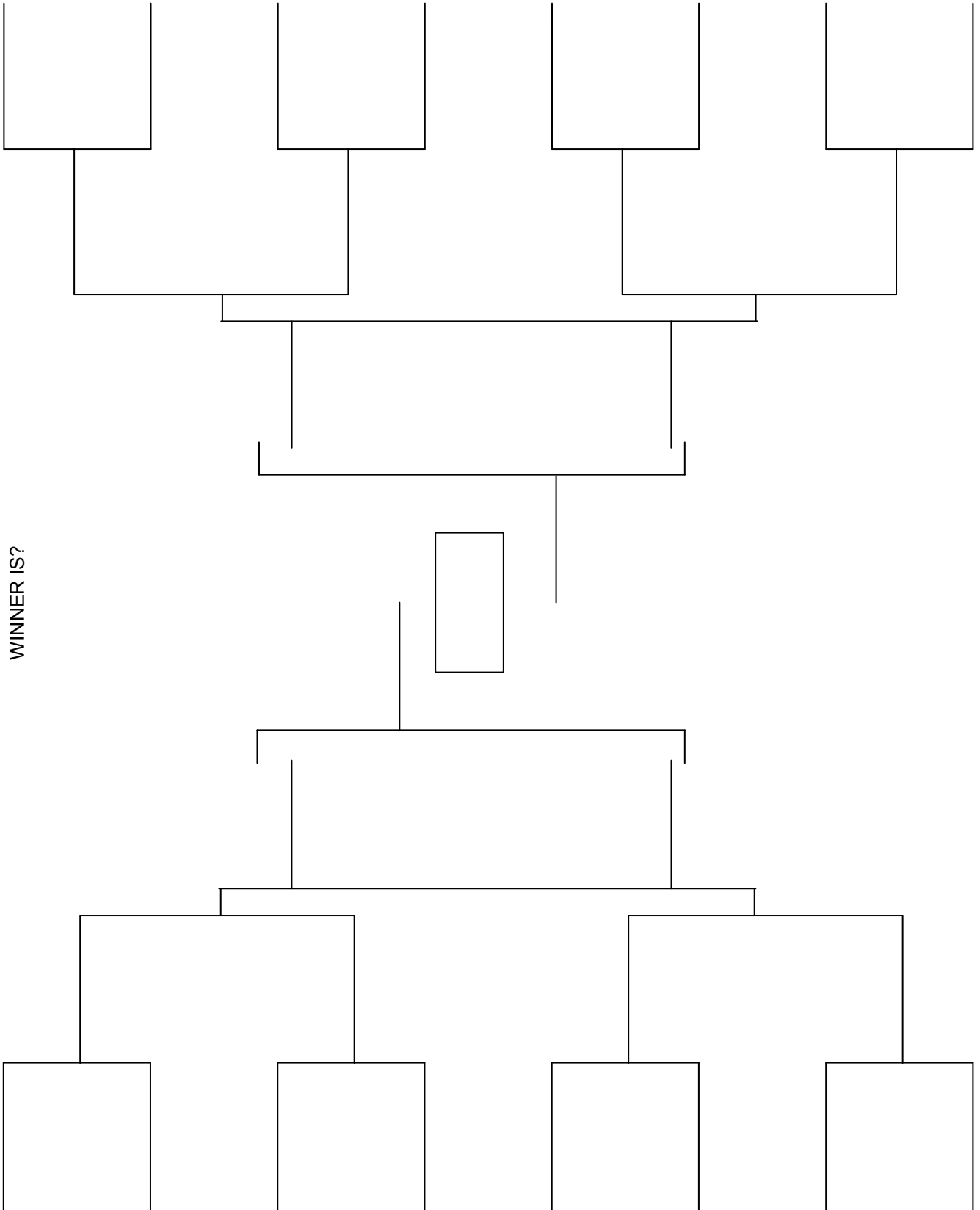


# LRE BLUEPRINT...

WHAT'S ON MY PHONE



# LRE BLUEPRINT



WINNER IS?