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Teaching Strategies

Teaching strategies that model democracy in the classroom, develop critical thinking and communication skills, and empower students to become active, responsible citizens, who engage with the world around them.

TEACHING STRATEGIES

We have collated a selection of teaching strategies which can be used for a range of purposes and which frequently appear in Facing History and Ourselves' resources. At their core, they all work t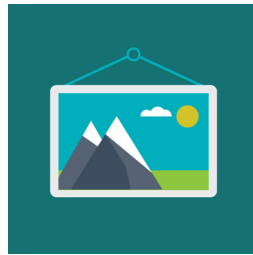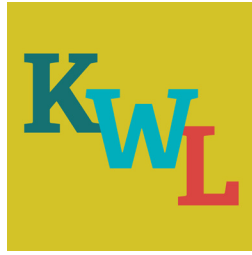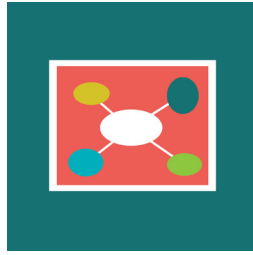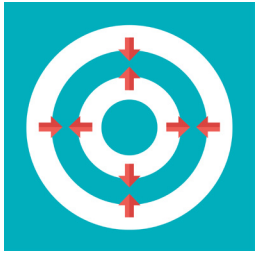owards creating a safe classroom space in which students feel respected and supported, are able to learn from each other, and are supported to excel academically.

What are these teaching strategies useful for?

RCC — **Creating a Reflective Classroom Community (RCC)**

Creating a reflective classroom environment, in which students feel safe, valued and able to share their ideas, is central to the work we do at Facing History and Ourselves. A safe, reflective space is vital for the type of learning we want to nurture; learning that seeks to build communities of empathetic individuals who are socially responsible and who challenge hate and bigotry. Our strategies to build a reflective community encourage students to think about their relationships with themselves, each other and the wider world.

KU — **Developing Knowledge and Understanding (KU)**

For students to be able to fully engage with topics, particularly if they are expected to offer an opinion or complete an extended writing task, they need to have multiple ways to access and reflect on the relevant content. If students do not possess the required knowledge, or lack confidence in their understanding of a topic, then this can make them feel disempowered, thus impacting their engagement; their work may, subsequently, be off task, or lack depth and critical engagement. These activities develop students' knowledge and understanding in a range of ways, through both independent and group work.

OL — **Developing Oracy and Listening Skills (OL)**

Both at school and in the world beyond school, students need to be effective orators and listeners; such skills are necessary if they are to be effective communicators who can express their ideas, feelings and needs, and if they are to listen to and acknowledge the ideas, feelings and needs of others. Doing a range of exercises that encourage students to share their views in pairs, groups and with the class is a fantastic and simple way to develop their skills as orators and listeners. The more they are able to practice public-speaking and active, reflective listening in the safety of a classroom, the more they will be able to do so in their lives. Our activities to help develop oracy and listening skills do so through debates, discussions and group work.

CECT — **Fostering Critical Engagement and Critical Thinking (CECT)**

Students need to be able to critique the world around them, to critically engage with the information they encounter to make informed decisions and filter out any irrelevant or misleading information. Such skills not only pave the way for independence and success, they are also vital for the survival of democracy. These activities enable students to constructively engage with their work and to develop critical thinking skills that will help them thrive in life.

SI — **Facilitating the Sharing of Ideas (SI)**

The sharing of ideas with each other is a great way for students to both clarify what they think, refining their thought processes, and to develop their ideas: other students can be great sources of inspiration. These activities offer engaging, varied ways for students to do so.

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KU **CECT**

3-2-1

RATIONALE

A 3-2-1 prompt helps students structure their responses to a text, film, or lesson by asking them to describe three takeaways, two questions, and one thing they enjoyed. It provides an easy way for teachers to check for understanding and to gauge students' interest in a topic. Sharing 3-2-1 responses is also an effective way to prompt a class discussion or to review material from previous lessons.

PROCEDURE

1. Ask students to answer the 3-2-1 prompt

After students engage with a text or a lesson, ask them to write the following details in their journals or on separate paper:

- Three things that they have learned from this lesson or from this text.
- Two questions that they still have.
- One aspect of the lesson or the text that they enjoyed.

2. Evaluate students' responses

Use students' responses to guide teaching decisions. 3-2-1 responses can help you identify areas of the curriculum that you may need to review again or concepts or activities that hold special interest for students.

VARIATIONS

1. Content-specific 3-2-1

You can modify the elements of the 3-2-1 strategy to focus on particular content questions. For example, if the class has just been studying the International Criminal Court, a teacher might have students write down three differences between the ICC and tribunals such as Nuremberg, two similarities between the ICC and these tribunals, and one question they still have.

2. Identifying main ideas 3-2-1

You could also use the 3-2-1 structure to help students identify the main ideas from supporting information. For example, you could ask students to record three of the most important ideas from the lesson or text, two supporting details for each of these ideas, and one question they have about each of these ideas.

ANTICIPATION GUIDES

RATIONALE

The Anticipation Guides strategy asks students to express their opinions about ideas before they encounter them in a text or unit of study. Completing anticipation guides helps students recognise and connect to themes that surface in their learning. Use this strategy at the beginning of a unit or before engaging with a text. You can also review anticipation guides at the end of a lesson or unit as a way to help students reflect on how learning new material may have influenced their opinions, perhaps by reinforcing previously held beliefs or by causing ideas to shift.

PROCEDURE

1. Select statements

The most effective statements relate to universal themes and dilemmas, and are phrased in ways that make sense when applied to events in the unit of study and to situations in students' lives. For example, below are statements you could use when creating an anticipation guide to prepare students to address the themes of justice and forgiveness:

1. Punishing perpetrators for wrongdoing is necessary to achieve justice. Offenders should suffer for the crimes they have committed.

2. Justice is best achieved when the perpetrators repair the harm they have caused.

3. After a community has been through a time of conflict or violence, it is better for everyone to move on and forget the crimes or hardships of the past.

4. The truth heals. Perpetrators should be encouraged to confess their crimes in exchange for lighter sentencing.

5. An eye for an eye leaves everybody blind.

2. Students respond

Prepare a worksheet or handout that structures students' responses by asking them to decide if they strongly agree, agree, disagree, or strongly disagree with the statement, and to explain why. Alternatively, ask students to provide a response in the form of a numerical ranking. For example, 1 can represent the strongest agreement and 10 can represent the strongest disagreement. You might also give students one or more statements to respond to in their journals.

Reflect on anticipation guides

Teachers often have students review their anticipation guides after completing a text, noting how their experience with new material might have changed their thinking. Reflections can be in writing and/or through discussion. Often the statements used in anticipation guides make effective jumping-off points for essay writing. They also lay the groundwork for effective class discussions using the **Four Corners** strategy.

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BAROMETER

Taking a Stand on Controversial Issues

RATIONALE

The Barometer teaching strategy creates active class discussion: it helps students express their opinions by asking them to line up based on their position on an issue. It is especially useful when you want to discuss a subject about which students have a wide range of opinions. As a Barometer activity gets many arguments out on the table, it can be an effective exercise before students begin to structure an essay or assignment.

PROCEDURE

1. Prepare the space

Identify a space in the classroom where students can stand in a line or a U-shape. Place Strongly Agree and Strongly Disagree signs at opposite ends of a continuum in your room. Alternatively, you can post any statement at one end and its opposite at the other end of the line.

2. Contract with students

Set a contract for this activity. Since it deals with students literally putting themselves and their opinions on the line, it has the potential to promote outbursts that result from some individuals not understanding how classmates can hold whatever opinion they hold. Reiterate your class rules about respect for the opinions and voices of others, and call for students to be honest but not insulting. Outline ways to constructively disagree with one another, and request that when students offer their opinion or a defence of their position, they speak using "I" language rather than the more accusatory "you".

3. Students formulate an opinion

Give students a few minutes to reflect on a prompt or prompts that call for agreement or disagreement with a particular statement. You might have students respond to the prompt(s) in their journals.

4. Students "Take a Stand"

Ask students to stand on the spot along the line that represents their opinion, telling them that if they stand at either extreme, they are absolute in their agreement or disagreement. They may stand anywhere between the two extremes, depending on how much they do or do not agree with the statement.

5. Students explain positions

Once students have lined themselves up, ask them in turn to explain why they have chosen to stand where they are standing. Encourage students to refer to evidence and examples when defending their position. It is probably best to alternate from one end to the middle to the other end, rather than allowing too many voices from one stance to dominate. After about three or four points of view are heard, ask if anyone wishes to move. Encourage students to keep an open mind; they are allowed to move if someone presents an argument that alters where they want to stand on the line. Continue the activity until you think that most or all voices have been heard, making sure that no one person dominates.

DEBRIEF

There are many ways you can debrief this exercise. You can have students reflect in their journals about how the activity changed or reinforced their original opinion. Or you can chart the main *for* and *against* arguments on the board as a whole-class activity.

VARIATIONS

1. **Forced decision:** Yes, No, or Undecided: Read a statement aloud. Rather than have a continuum for agreement, ask students to make a decision about whether they "agree" with the statement, "do not agree", or "are unsure". If students agree with the statement, instruct them to move to one side of the room. If students disagree with the statement, instruct them to move to the other side of the room. Designate a place for students to stand near the middle if they are undecided or unsure. Ask students to explain why they are standing where they are standing. If, after hearing another student's position, a student would like to move across the room, allow for this movement.

2. **Post-It Notes Barometer:** Draw a line on the board. Ask students to place a sticky note on the point that represents their opinion. Then have students discuss what they notice about the collection of notes. This variation is less about individuals explaining their point of view than about illustrating the range of agreement or disagreement in the group.

3. **Presenting different perspectives:** The Barometer strategy can be used to present the different perspectives of historical figures, schools of thought, or literary characters. Give students different figures or perspectives to represent. Allow them to research the ideas of this person or group in relation to the question/s being studied. When you frame the statement, ask students to stand along the line at a position that represents how their assigned individual or group would respond. For example, you could use this activity to show how different philosophers or groups might respond to the statement "Individual freedom is more important than protecting the needs of the larger community".

BIG PAPER

Building a Silent Conversation

RATIONALE

This discussion strategy uses writing and silence as tools to help students explore a topic in depth. In a Big Paper discussion, students write out their responses to a stimulus, such as a quotation or historical source. The process slows down students' thinking and gives them an opportunity to focus on the views of others. It also creates a visual record of their thoughts and questions that can be referred to later on. You can use this strategy both to engage students who are not as likely to participate in a verbal discussion and to help make sure that the students who are eager to talk listen carefully to the ideas of their classmates. Having a silent conversation may be difficult initially for some students, but their confidence and skills will be boosted on repeated use of the activity.

PROCEDURE

1. Select a stimulus for discussion

First, you will need to select the stimulus - the material that students will respond to. Questions, quotations, historical documents, excerpts from novels, poetry, or images could all work. Groups can all be given the same stimulus, but more often they are each given different materials related to the same subject matter. This activity works best when students are working in pairs or threes. Each group needs a large sheet of paper that can fit a written conversation and added comments. In the middle of each of these, tape or write the stimulus (image, quotation, excerpt, etc.) that will be used to spark the students' discussion.

2. Prepare students

Inform the groups that this activity will be completed in silence, with written communication only. Students should be told that they will have time to discuss the activity later, in pairs and in small groups. Ensure this is understood before beginning the activity to minimise interruptions. You can also remind students of their task as they begin each step.

3. Students comment on their group's Big Paper

Each group receives a Big Paper and each student gets a marker pen. Some teachers get the students to use different colours to make it easier to see the back-and-forth flow of a conversation. The groups explore the resource in silence. Students comment on the text and ask questions to each other in writing on the Big Paper. The written conversation must start on topic but can stray wherever the students take it. If someone in the group writes a question, another member of the group should answer in writing. Students can draw lines connecting a comment to a particular question. Make sure students know that more than one of them can write on the Big Paper at the same time. You can determine the length of this step, but it should be at least 10 minutes.

4. Students comment on other groups' Big Papers

Still working in silence, students leave their groups and walk around reading the other Big Papers. Students bring their pen with them and can write comments or further questions for thought on other Big Papers. Again, you can determine the length of time for this step based on the number of resources and your knowledge of the students.

5. **Students return to their group's Big Paper and the silence is broken**

The groups reassemble back at their own Big Paper. They should look at any new comments written by others. Now they can have a spoken conversation about the text, their own comments, what they read on other papers, and the comments their fellow students wrote for them. At this point, you might ask students to take out their journals and identify a question or comment that stands out to them.

6. **Discuss as a class**

Finally, discuss the session with the whole group. The conversation can begin with a simple prompt such as, "What did you learn from doing this activity?" This is the time to delve deeper into the content and use ideas on the Big Papers to draw out students' thoughts. The discussion can also touch upon the importance and difficulty of staying silent and students' level of comfort with the activity.

CAFÉ CONVERSATIONS

RATIONALE

Students need an awareness of different perspectives in order to understand past events. The Café Conversation strategy helps students practise perspective-taking by requiring them to represent a particular point of view in a small-group discussion. By engaging in a conversation with people who represent other backgrounds and experiences, students become more aware of the role that many factors (e.g. class, occupation, gender, age) play in shaping one's attitudes and perspectives on historical events. Use the Café Conversations activity as an assessment tool or to prepare students to write an essay about a specific historical event or text.

PROCEDURE

1. Prepare personalities and topic for conversation

Select five to ten 'personalities' that represent different political attitudes and backgrounds during the time period you are studying. The individuals you select to represent different attitudes can be real people or composites of real people. For each personality, prepare a short biography that includes information such as gender, age, family status (married, single, how many children, etc.), occupation, education level, and significant life events. Next, you will need to select an issue or event relevant to the time period that you want all of these personalities to discuss. For example, they can discuss who they will vote for in an upcoming election, or they might discuss how war is affecting their lives.

2. Students prepare for conversation

Assign each student a particular personality to represent. Give students the relevant background information and/or biography to read. After they read this background information, you might ask students to create an identity chart for their character. Then ask students to hypothesise how this person would feel about the matter at hand - the event or question they will be discussing during the Café Conversation. Teachers could ask students to work on this step in small groups with other students who have been assigned the same person to represent in the discussion. To ensure that students accurately represent their person's point of view, before the Café Conversation begins you could review a worksheet that students are required to complete and/or have a brief check-in with the groups.

3. The Café Conversation

During the Café Conversation, students represent their assigned personality in a discussion about the assigned topic. The conversation should begin with students introducing themselves. Then one member announces the conversation starter (often a question or statement prepared in advance). It can be as simple as, " I heard that ___ is happening. What do you think about this?" Conversations typically last at least 20 minutes, but they can last much longer. Before beginning these conversations, it is important to go over your classroom rules about how to disagree respectfully and stay on topic. Here are two main ways you can structure Café Conversations:

1. **Jigsaw:** Divide the class into groups so that each group has students representing different personalities. In this format, many Café Conversations will be happening simultaneously.

If one group ends early, you can allow them to walk around the room and listen to the conversations other groups are having.

2. <u>Fishbowl:</u> Make a circle of chairs in the centre of the room. The number of chairs should represent the number of assigned personalities. Invite one member from each group to join the conversation. The rest of the class watches the conversation. At certain moments, you can call out 'Switch', meaning that a student in the 'fishbowl' is replaced by another group member. Or you can allow students to tap a group member on the shoulder when they want a turn to speak.

4. Students reflect in journals

After the Café Conversations have finished, ask students to write a journal entry reflecting on their experience. Possible journal prompts include:

1. What do you think it might have felt like for your character to hear these different perspectives? How do you think this might have changed his/her point of view, if at all?

2. How did it feel for you to participate in the Café Conversation? During what part of the conversation did you feel most comfortable? Least comfortable? Why do you think that is?

3. What did you learn about this moment in history from participating in this activity?

4. What did you learn about yourself or about human behaviour from participating in this activity?

5. Debrief

Give students the opportunity to debrief this activity. You could facilitate a class discussion, starting with a general question such as, "What did you learn from this activity?" Or you could begin the debrief discussion as a Wraparound activity, with each student sharing one idea from his/her journal entry.

VARIATIONS

1. **Add a research component:** Instead of preparing short biographies for students, you can choose a historical figure and ask students to research this person's background. It is helpful to provide students with guidelines, such as a list of questions that outline the information you expect them to find. Students can complete this research independently or in small groups.

2. **Literature-based Café:** Rather than focusing on personalities in a particular time period, you can also structure a Café Conversation around characters from a novel or from books you have read. The focus of the conversation could be an event from a book or a question related to human nature.

CHARACTER MAPS

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RATIONALE

Character maps are graphic organisers that allow students to reflect on historical or fictional characters by linking their features to their attitudes and experiences. Students complete a simple drawing of a person and then respond to prompts connected to specific features.

PROCEDURE

1. Choose a historical or fictional character

You can base this activity on a character or historical figure in any document, image, video clip, or other resource that you think might prompt significant engagement, wonder, or emotion from your students. Once you have chosen the character, give students time to read, watch, or observe.

2. Students create a Character Map

Students use evidence from documents, images, video clips, or other resources to respond to the following prompts as they annotate the **Character Map** handout:

1. **Head:** What does this person think about their society?
2. **Eyes:** What has this person seen?
3. **Ears:** What has this person heard?
4. **Mouth:** What is this person saying?
5. **Heart:** What is this person feeling? What do they care about?
   Or, who is at the center of this person's universe of obligation?
6. **Stomach:** What is this person worried about?
7. **Hands:** What actions has this person taken? What choices have they made?
8. **Feet:** Has this person changed? Where might this person be going in the future?
   Or What might be some consequences of this person's choices?

3. Debrief

After completing their character maps, students can post them in the classroom and participate in a brief **Gallery Walk** to view what their classmates created and reflect on the patterns, similarities, and differences in their character maps.

CHARACTER MAPS

Draw a large picture of the character below. It can be as simple as a stick figure or something more complex. Using evidence from the various primary sources supplied, answer the following prompt questions.

Head
What is this person thinking about his or her society?

Eyes
What has this person seen?

Ears
What has this person heard?

Mouth
What is this person saying?

Heart
What is this person feeling?
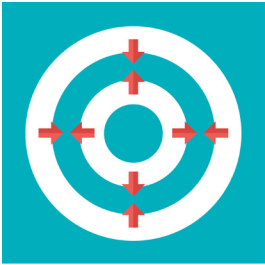What does he or she care about?

Stomach
What is this person worried about?

Hands
What action has this person taken?

Feet
Has this person changed? Where might this person be going in the future?

CONCENTRIC CIRCLES

RATIONALE

This discussion strategy invites every student in the class to participate as an active listener and speaker. Students stand in two concentric circles facing one another and respond to a question in a paired discussion. When prompted by the teacher, one of the circles moves to the left or right so that each student now faces a new partner, with whom they discuss a new question. This activity works well to debrief a reading or video and mixes up students so that they have the opportunity to share with a wide range of students. Furthermore, because they are speaking with just one other person at a time, reticent students might feel more comfortable sharing their ideas than they would in a group or class discussion.

PROCEDURE

1. **Select a text and select questions**

Identify a reading or video that will serve as the catalyst for this activity. Select the questions that you will ask students to respond to in their discussion.

2. **Prepare students for the Concentric Circles discussion**

In preparation for the discussion, you might ask students to annotate or take notes while they are reading the text or watching the video so they can do some initial thinking. Alternatively, you might ask them to do a quick journal response to gather their thoughts before being asked to discuss the text.

3. **Facilitate the Concentric Circles discussion**

1. Ask students to stand in two concentric circles. The students inside and outside circles should face one another so that each student is standing across from a partner. Alternatively, if your classroom doesn't allow for concentric circles, you might have the students stand in two lines facing one another. In this case, when students move to face their new partners, the student bumped off the end of the line moves to the space at the start of the line.

2. Tell the students that you will give them a question to discuss with their partner. Explain how much time they have for their discussions and let them know that both students need to share and listen. You might give them tips about asking follow-up questions if they finish their discussion before the allotted time is up.

3. If you are concerned that students might not get equal time to share and listen in each round, you might provide more structure. For example, you can instruct students that for the first minute, the outside circle will share their answers to the question while the inside circle listens actively. Then for the second minute, the inside circle shares while the outside circle listens. For the third minute, the pairs discuss their ideas, commenting on places of similarity and difference while offering evidence to support their thinking.

4. After the time is up, instruct students in one of the circles to move one or two spots to the right (or left) so that they are now facing new partners. Then repeat the previous step with a new question.

5. Repeat this process until your students have answered the questions that you prepared. You might add a bonus round where students pose their own questions to discuss with their partners.
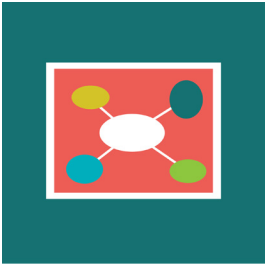
CONCEPT MAPS

Generate, Sort, Connect, Elaborate

RATIONALE

A concept map is a visual representation of a topic that students can create using words, phrases, lines, arrows, space on the page, and perhaps colour, to help organise their ideas and show their understanding of an idea, vocabulary term, or essential question. Students first respond to a topic (an idea, term, or essential question) by brainstorming a list of words, phrases, or ideas they associate with it. Then they sort and arrange the items in their list visually on a page to represent both the items' relationships to the topic and to each other. The result is a visual representation of students' thinking about the idea, term, or question. This strategy provides an effective way to introduce big ideas to the class and capture their initial thinking. Students can then return to their concept maps over the course of a lesson or unit to revise them, providing a way for both the teacher and students to track individual understanding and growth.

PROCEDURE

1. Select a concept

Identify a topic or question that you would like students to explore in depth using this teaching strategy. Big ideas such as prejudice or stereotyping work well, as do essential questions that students can approach from different angles. You might also use this routine to help students write a working definition of a new term or concept.

2. Generate, sort and connect

1. Explain to students that they will be creating a concept map for the topic you have chosen.

2. First ask students to GENERATE a list of words, phrases, and ideas about the topic you have selected. The goal at this point of the activity is to brainstorm without judgement, and encourage students to avoid self-editing their lists. After students have finished generating their lists, you could challenge them to add one more idea to help stretch their thinking.

3. Then have students write the topic or question in the centre of a piece of paper, perhaps using their journals if you plan to revisit the concept map at a later time during the unit. Ask students to SORT the ideas from their lists, graphically organising them on the page in a way that makes sense to the student. For example, students might place ideas that are central to the topic near the middle of the page and more tangential ideas at the edges. They might also clump similar ideas together or arrange them vertically to suggest a progression. If you have the materials in your classroom, students might use colour to help sort their lists into categories, if appropriate.

4. After students have generated and sorted their lists, ask them to CONNECT similar ideas with lines, dotted lines, and arrows. Students can write a brief explanation above each line that describes the connections they are making. Students could also create a key if they have sorted and connected using colours or different kinds of lines.

3. Students share their Concept Maps

In pairs or small groups, ask students to share their maps. During this process they might ELABORATE

on their maps, adding new ideas that their peers have shared, if it expands their thinking on the topic in some way. Or they might elaborate on their own after they have finished sharing and returned to their seats.

VARIATIONS

1. **Essay Pre-Writing**

   You could also use concept maps to introduce an essay topic or question. Students create their concept maps early in the unit and then return to them at key moments to elaborate with quotations, evidence, and new ideas that extend or challenge their thinking. The maps become visual representations of their deepening understanding of the complexities of the topic, and students can draw from them when drafting their essay/assessments.

2. **Using Colour**

   Students can also use colour in a number of ways on their concept maps. In addition to using colour as a sorting tool, they could also use a different colour every time they add information to their maps and create a key so that it is clear which colour corresponds to which date. In this way, students can track their understanding over time from their initial thinking about a topic to their final ideas.

3. **Group or Class Concept Maps**

   After generating their own ideas about the topic in their journals, students could share with a small group, which then creates a group concept map by sorting and connecting their ideas together. Students could share their maps with the class, elaborating after the presentations and then returning to their group map periodically over the course of the unit to see how their thinking has expanded or changed. Alternatively, you might use their individual concept maps to create a class concept map, in which every student shares at least one idea that they generated, and the class collaborates to sort and connect the ideas.

CONNECT, EXTEND, CHALLENGE

RATIONALE

Use this strategy to help students connect new ideas and information to their prior knowledge about a particular topic. The protocol described here asks students to identify ideas and pieces of information that are consistent with their prior understanding of a topic, those that cause them to revise their thinking, and those that are confusing. This process helps students both deepen their understanding of a topic and become more thoughtful and independent learners. This strategy works best after students have already been introduced to an idea or topic and are receiving new information or perspectives that might challenge their initial understanding.

PROCEDURE

1. Select a source of information or ideas

Choose a reading, video clip, or other resource about a topic that students already have some basic or working knowledge about. The topic could be one you have previously introduced in class, or it could be one with which students are generally familiar from beyond the classroom. Regardless, the source you select for this activity should provide new information or perspectives that have the potential to complicate students' thinking about the topic.

2. Read and respond to the source

Provide students with copies of the source for this activity, and then give them time to read or view the source. You might ask students to read the source multiple times, once together as a class and again independently. Then, prompt students to go back to the source one more time and respond to the following three questions. You can also distribute the accompanying handout, and have students write their answers to the questions there.

Connect: How do the ideas and information in this reading connect to what you already know about _____?

Extend: How does this reading extend or broaden your thinking about _____?

Challenge: Does this reading challenge or complicate your understanding of _____? What new questions does it raise for you?

After students have completed their responses, you could debrief the activity with paired or whole-group discussions to reinforce both the students' understanding of the content and their reflections on the learning process.

CONNECT, EXTEND, CHALLENGE CHART

Topic:

Source:

CONNECT

EXTEND

CHALLENGE

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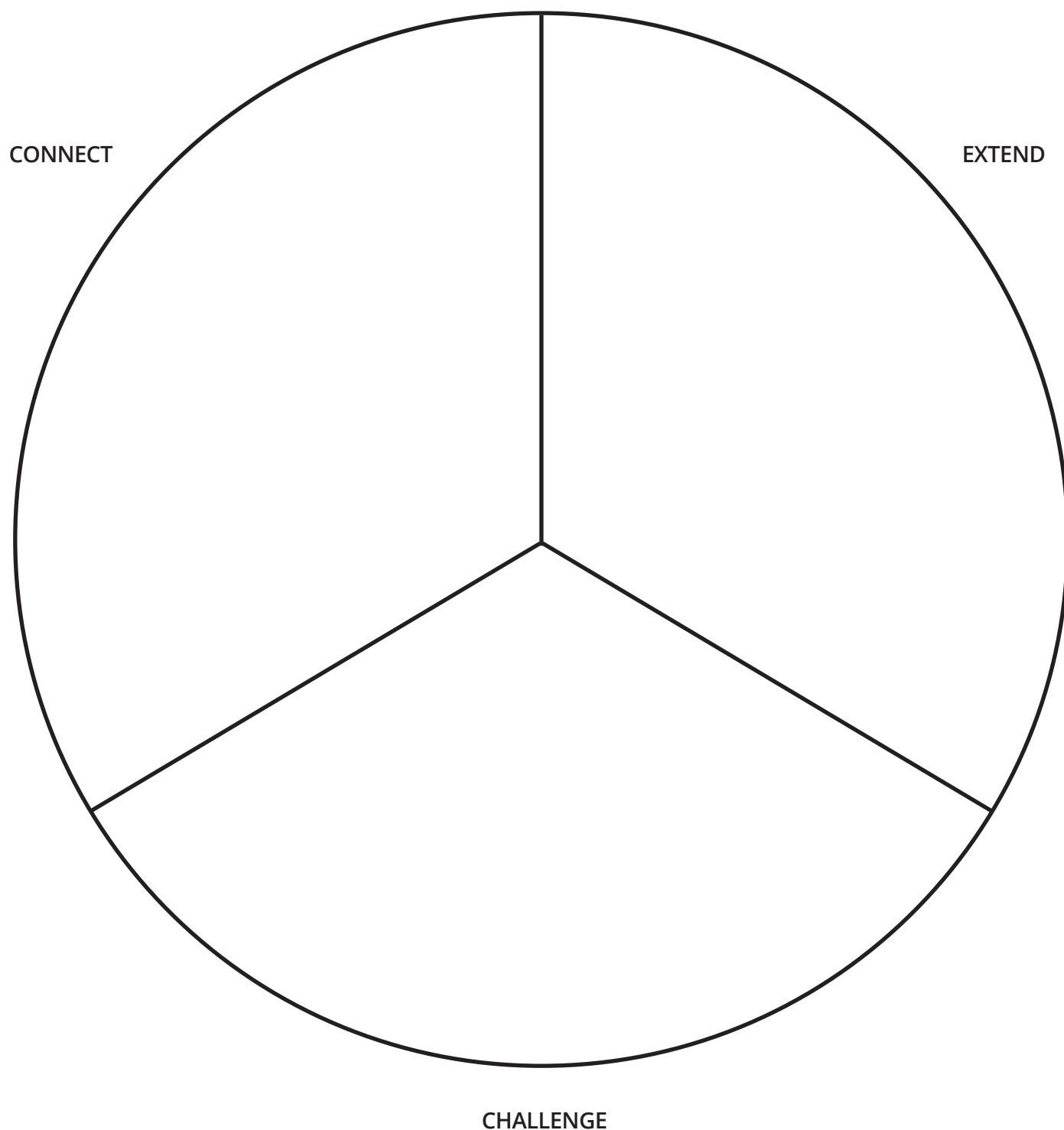
CONTRACTING

RATIONALE

Contracting is the process of openly discussing with your students expectations about how classroom members will treat each other. It is an effective strategy for making your classroom a reflective community, built on mutual respect and inclusion. Reflective classroom communities are places where explicit rules and implicit norms protect everyone's right to speak; where differing perspectives can be heard and valued; where members take responsibility for themselves, each other, and the group as a whole; and where each member has a stake and a voice in collective decisions. These types of classroom communities are usually created through deliberate nurturing from students and teachers who have shared expectations about how classroom members will treat each other. The instructions below describe how to discuss this with students, then draft and agree to a formal contract of behaviour.

PROCEDURE

1. Define contracting

A contract implies that everyone has a responsibility to uphold the agreement. Students can think about what it means for a classroom to have a contract.

2. Students reflect

To prepare students to develop a class contract, ask them to consider their experiences as students in a classroom community. You might use prompts like these to structure students' reflection:

- Identify a time when you have felt comfortable sharing your ideas and questions in class. What happened in those moments to help you feel comfortable?

- Identify a time when you have had ideas or questions but have not shared them. Why not? What was happening at those moments?

3. Select an approach to developing a Contract

Facing History teachers have found that useful class contracts typically include several clearly defined rules or expectations, as well as consequences for those who do not fulfil their obligations as members of the classroom community. There are many ways to proceed with developing a classroom contract. For example, you can ask small groups of students to work together to write rules or expectations for the classroom community. We suggest keeping the list brief (e.g. three to five items) so that the rules can be easily remembered. As groups present, you can organise their ideas by theme. If there are any tensions or contradictions in the expectations that have been suggested, you can discuss them as a class. While the process is inclusive of students' ideas, ultimately it is the teacher's responsibility to ensure that the ideas that make it into the final contract are those that will best nurture a safe learning environment.

4. Discuss classroom rules

To get the contracting conversation started in a more concrete way, you could share a list of ground rules or expectations that have been used in other Facing History classrooms with students, asking them to discuss what they think about these. Which ones do they think would help this group create a safe,

respectful, productive learning environment? Invite students to edit this list by deleting, revising or adding to it. Here is a list of norms that have been used in previous Facing History classrooms:

- Listen with respect. Try to understand what someone is saying before rushing to judgement.

- Make comments using "I" statements.

- If you do not feel safe making a comment or asking a question, write the thought in your journal. Share the idea with your teacher first and together come up with a safe way to share it more widely.

- If someone expresses an idea or asks a question that helps your own learning, say thank you.

- If someone says something that hurts or offends you, do not attack the person. Acknowledge that the comment - not the person - hurt your feelings and explain why.

- It is never acceptable to use insults.

- If you don't understand something, ask a question.

- Think with your head and your heart.

- Share the talking time - provide room for others to speak.

- Do not interrupt others while they are speaking.

- Write thoughts in your journal if you don't have time to say them during class.

- Written responses do not have to be shared publicly.

5. Reflect on Scenarios

Another way to help students develop a classroom contract is to have them envision what they would like to have happen during certain situations, drawn from their own experiences. They might include:

- When we have an idea or question we would like to share, we can...

- When we have an idea but do not feel comfortable sharing it out loud, we can...

- When someone says something that we appreciate, we can...

- When someone says something that might be confusing or offensive, we can...

- To make sure everyone has the opportunity to participate in a class discussion, we can...

- If we read or watch something that makes us feel sad or angry, we can...

- To show respect for the ideas of others, we can...

6. Initiate the Contract

After the class has completed its contract, reaching consensus about rules and expectations, it is important for each student to signal their agreement. Students can do so by copying the contract into their journals and signing the page, or you can ask all students to sign a copy of the contract that will remain displayed in the classroom.

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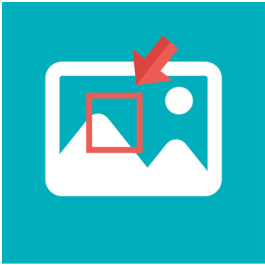
CROP IT

RATIONALE

In a Crop It activity, students use cropping tools to frame a portion of an image and then discuss their choice with classmates. This strategy requires students to notice, identify, and respond to specific portions of an image before interpreting the image's overall meaning and impact. It is an effective way to help students look closely at, and analyse images.

PROCEDURE

1. Prepare materials

To prepare for this activity, you will need to identify an image that you would like students to analyse and then make a copy of the image for each student. You will also need to create cropping tools for students to use, or have students create them. Each tool consists of two L-shaped strips of paper (cut from the border of a blank A4 piece of paper). During the activity, students will use the two L-shaped strips to create a rectangle shape, pushing the corners together or pulling them apart to change its size. Each student should have two cropping tools to work with.

2. Students analyse image

To conduct the activity, ask students to look at each image closely. Call out a series of prompts, beginning with some of the suggestions below, and give students time in between each prompt to use their cropping tools to frame a portion of the image independently. They can then discuss their choice with a classmate or in a small group. Follow these suggestions with prompts of your own specific to the topic of the lesson or unit:

1. Identify the part of the image that first caught your eye.

2. Identify a part of the image that shows what this image is about.

3. Identify a part of the image that shows a tension, problem, or dilemma.

4. As you reach the end of the prompts for each image, you could also ask students to write and explain a new title or caption for the image.

3. Students reflect

Finish the activity by having students reflect in their journals about the process. You can use this prompt or a similar one: How did looking closely at small portions of the image help to deepen your understanding of its meaning and impact?

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EXIT CARDS

RATIONALE

Exit cards require students to respond to questions or prompts on a piece of paper that they will hand in to you before they leave the lesson. These cards provide you with immediate information that you can use to assess students' understanding, monitor their questions, or gather feedback on your teaching. For students, exit cards serve as a content review at the end of a daily lesson and enhance their metacognitive skills.

PROCEDURE

1. Prepare

Students should have a pencil and paper. Teachers can prepare half-slips of paper with typed questions or write questions on the board for students to answer.

2. Students respond to prompt

Teachers often ask students to complete exit cards during the final five minutes of the lesson. Since exit cards must be handed in before students leave the classroom, it is best if the prompts are specific and brief. They typically refer directly to the content that was studied, but they can also be general in nature, such as the following:

1. List three things you learned in class today.

2. What questions, ideas and/or feelings did this lesson raise for you?

3. What was your favourite moment of the lesson? Why? What was your least favourite part of the lesson? Why?

4. Evaluate your participation in class today. What did you do well? What would you like to do differently next time?

5. Exit cards can be structured using the 3-2-1 format, as well. Depending on the purpose for having students complete exit cards, teachers may have students complete them anonymously.

3. Reinforce accountability

Students may leave the classroom when they hand in an exit card to the teacher.

VARIATIONS

1. Share the results of Exit Cards:

It is often appropriate to share your findings from the exit cards with students at the beginning of the next lesson. For example, you could mention that many students asked similar questions, and that you will make sure to address these questions in subsequent lessons. Sometimes teachers type up the results of the exit cards (without names) and have students respond to these comments as a warm-up during the next lesson. Letting students know that you have read their ideas, and have used them to inform your teaching decisions, helps build a classroom culture of respect and trust.

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FISHBOWL

RATIONALE

In a Fishbowl discussion, students seated inside the 'fishbowl' actively participate in a discussion by asking questions and sharing their opinions, while students standing outside listen carefully to the ideas presented. Students take turns in these roles, so that they practise being both contributors and listeners in a group discussion. This strategy is especially useful when you want to make sure all students participate in a discussion, when you want to help students reflect on what a good discussion looks like, and when you need a structure for discussing controversial or difficult topics. A Fishbowl discussion makes for an excellent pre-writing activity, often unearthing questions or ideas that students can explore more deeply in an independent assignment.

PROCEDURE

1. Select a topic

Almost any topic is suitable for a Fishbowl discussion. The most effective prompts (questions or texts) do not have one right answer or interpretation, but instead allow for multiple perspectives and opinions. The Fishbowl strategy is excellent for discussing dilemmas, for example.

2. Set up the room

A Fishbowl discussion requires a circle of chairs (the fishbowl) and enough room around the circle for the remaining students to observe what is happening in the fishbowl. Sometimes teachers place enough chairs for half of the students in the class to sit in the fishbowl, while at other times teachers limit the chairs even further. Typically, 6 to 12 chairs allows for a range of perspectives while still giving each student an opportunity to speak. The observing students often stand around the fishbowl.

3. Prepare for the discussion

Like many structured conversations, Fishbowl discussions are most effective when students have had a few minutes to prepare ideas and questions in advance.

4. Discuss rules

There are many ways to structure a Fishbowl discussion. Sometimes teachers ask half the class to sit in the fishbowl for 10 to 15 minutes before announcing 'Switch', at which point the listeners enter the fishbowl and the speakers become the audience. Another common Fishbowl discussion format is the 'tap' system, where students on the outside of the fishbowl gently tap the shoulder of a student on the inside, indicating that they should switch roles. See the Variations section below for more ideas about how to structure this activity.

Regardless of the particular rules you establish, make sure they are explained to students beforehand. You should also provide instructions for the students in the audience. What should they be listening for? Should they be taking notes? Before beginning the Fishbowl activity, you may wish to review guidelines for having a respectful conversation. Sometimes teachers ask audience members to pay attention to how these rules are followed by recording specific aspects of the discussion process, such as the number of interruptions, examples of respectful or disrespectful language being used, or speaking times (who is speaking the most or the least).

5. Debrief

After the discussion, you can ask students to reflect on how they think the discussion went and what they learned from it. Students can also evaluate their performance as listeners and as participants. They could also provide suggestions for how to improve the quality of discussion in the future. These reflections can be in writing, or they can be structured as a small- or large-group conversation.

VARIATIONS

1. **A Fishbowl for opposing positions:** This is a type of group discussion that can be utilised when there are two distinct positions or arguments. Each group has an opportunity to discuss the issue while the other group observes. The goal of this technique is for one group to gain insight about the other perspective by having the opportunity to listen and formulate questions. After both sides have shared and listened, students are often given the opportunity to discuss their questions and ideas with students who are representing the other side of the argument.

2. **A Fishbowl for multiple perspectives:** This format allows students to look at a question or a text from various perspectives. Firstly, assign perspectives to groups of students. These perspectives could represent the viewpoints of different historical figures, characters in a novel, social categories (e.g. young, old, male, female, worker, industrialist, peasant, noble, soldier, priest), or political/philosophical points of view. Each group discusses the same question, event, or text, representing the assigned perspective. The goal of this technique is for students to consider how perspective shapes meaning-making. After all groups have shared, students can be given the opportunity to discuss their ideas and questions with peers from other groups.

FOUND POEMS
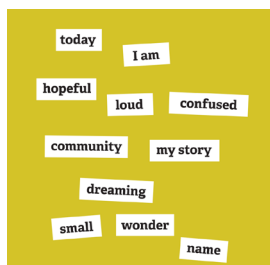
FACING HISTORY & OURSELVES

RATIONALE

A Found Poem is one that is created using only words, phrases, or quotations that have been selected and rearranged from texts that students are studying. To create Found Poems, students must choose language from a text that is particularly meaningful or interesting to them, and then organise the language around a theme or message. Writing Found Poems is a structured way to have students review material and synthesise their learning.

PROCEDURE

1. Students create a list of words, phrases, and quotations

Ask students to review a text, or multiple texts, related to the topic, including work on the walls of the classroom, journal entries, primary source documents, and the text itself, if applicable. As students look over the resources, ask them to record words, phrases or quotations that are particularly interesting or meaningful. We recommend that they identify between 15 and 20 different words or phrases so that they have plenty of ideas from which to choose when composing their poems.

2. Students identify a theme and message

Now students identify a theme and message that represents some or all of the language they have selected. A theme is a broad concept such as obedience or loyalty, whilst a message is a specific idea they would like to express about this theme. For example, if decision making is the chosen theme, then a message about decision making is, in the words of humanitarian Carl Wilkens, "Every situation is an opportunity and every opportunity demands a decision." Often it is helpful for students to do this step with a partner as they can swap lists and explore the themes or main ideas they see in their partner's list.

3. Students select additional language

Found Poems only use words that have been collected from texts or sources. So, once students have selected a theme and a message, they may need to review their materials again to collect additional language.

4. Students compose a poem

Students are now ready to arrange the language they have selected to create their poems. One approach to this task is for students to write all of the words and phrases on slips of paper, so that they can move the slips around until they are satisfied with their poem. Let students know that they cannot add their own words when creating their Found Poem (not even articles or prepositions), but they can repeat words or phrases as often as they like. Also, when composing Found Poems students do not need to use all of the words or phrases they previously selected.

5. Share poems

Students can read their poems aloud to the class. Alternatively, students can read the poems silently. Firstly, ask students to pass their poems to the left once. Students then read the poem they've received. They can write a comment (students should sign their comment), and then pass the poem again to the

left for another comment. Depending on how much time you have, you might allow for three or four passes, or you might have time for students to comment on all of the poems.

6. Discuss

This activity can end with a final discussion based on what the poems reveal about the material students have explored. Prompts you might use to structure this discussion include: What strikes you about these poems? What do they have in common? How are they different? What surprised you when reading them?

VARIATIONS

- **Group Found Poem:** The instructions above assume that students are writing their own poems, but the same process can be used for small or large groups of students who create Found Poems together. Each student could select one line for the Found Poem, or the group could decide the words and phrases that will be used, but allow each student free reign in how they arrange them.

- **Poet statements:** While composing the Found Poems helps students review and synthesise what they have learned from a unit, the poem itself does not always reveal the thinking that has gone into creating the work. For that, you can ask students to write a statement explaining their poem. Questions students could answer include: What is the message of your poem? What evidence can be found in your poem that supports this message? Why is this message important to you?

- **Publish the Found Poems:** Students can publish their poems, in a print format or online, as a way to share them with an outside audience.

- **Organise a poetry reading:** Another way to have students share their poems is at a poetry reading. This could be an evening activity where students from other classes, parents, and teachers are invited to attend. The audience should be invited to ask students questions about their poems.
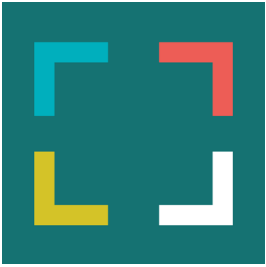
FOUR CORNERS

RATIONALE

A Four Corners debate requires students to show their opinion on a specific statement (strongly agree, agree, disagree, strongly disagree) by standing in a particular corner of the room. This activity elicits the participation of all students by requiring everyone to take a position. Use this as a warm-up activity by asking students to respond to a statement about a subject they will be studying. It can also be an effective follow-up activity by asking students to apply what they have learned when framing their arguments, or you can use it as an effective exercise before students begin to structure an essay or assignment.

PROCEDURE

1. Prepare the room

Label the four corners of the room with signs reading Strongly Agree, Agree, Disagree, and Strongly Disagree. Generate a list of debatable statements related to the material being studied. Statements that are most likely to encourage discussion typically elicit nuanced arguments (e.g. "This might be a good idea sometimes, but not all of the time"), represent respected values on both sides of the debate, and do not have one correct or obvious answer. Examples of effective Four Corners statements include the following:

- The needs of society are more important than the needs of the individual.

- The purpose of education is to prepare young people to be good citizens.

- Individuals can make their own choices; they should not be dictated to or limited by the constraints of society.

- One should always resist unfair laws, regardless of the consequences. I am only responsible for myself.

2. Introduce statements

Distribute the statement/s and give students the opportunity to respond to them in writing. Many teachers distribute a graphic organiser or worksheet that requires students to mark their opinion (strongly agree, agree, disagree, strongly disagree) and then provide a brief explanation. This exercise can be used in combination with the **Anticipation Guide** strategy.

3. Four Corners discussion

After students have considered their personal responses to the statements, read one out and ask students to move to the corner of the room that best represents their opinion. Once students are in their places, ask for volunteers to justify their position. When doing so, they should refer to evidence from history, especially from material they have learned, as well as other relevant information from their own experiences. Encourage students to switch corners if someone presents an idea that causes them to change their mind. After a representative from each corner has defended their position, you can allow students to question each other's evidence and ideas. Before beginning the discussion, reiterate the ground rules to facilitate a respectful, open discussion of ideas.

4. Debrief

There are many ways you can debrief this exercise. You can have students reflect in their journals about how the activity changed or reinforced their original opinion. Some of their views may have been strengthened by the addition of new evidence and arguments, while others may have changed altogether. It is quite possible that some students will be more confused or uncertain about their views after the Four Corners debate. While uncertainty can feel uncomfortable, it is an important part of the learning process and represents an authentic wrestling with moral questions that have no clear right or wrong answers. To clarify ideas shared during the discussion, you can chart the main for and against arguments on the board as a whole-class activity.
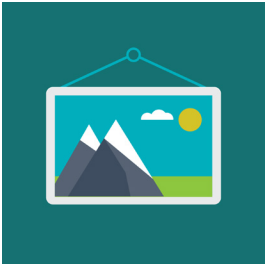
GALLERY WALK

RATIONALE

During a gallery walk, students move around the classroom to explore a range of documents, images, or peer work. You can use this strategy when you want to have students share their work with peers, examine multiple historical documents, or respond to a collection of quotations or images. As this strategy requires students to physically move around the room, it can be especially engaging to learners.

PROCEDURE

1. Select materials

Select the resources you will be using for the gallery walk. The students themselves, working individually or in small groups, could also select the resources they'd like to explore.

2. Display materials around the classroom

Materials should be displayed 'museum style', in a way that allows students to disperse themselves around the room, with several students clustering around each particular resource. Materials can be hung on walls or placed on tables. The most important factor is that they are spread far enough apart to reduce crowding.

3. Exploring the materials

Viewing instructions will depend on your learning objectives. If the purpose of the gallery walk is to introduce students to new materials, you might want them to take informal notes as they walk around the room. If the purpose is for students to find particular information, you can create a handout for them to complete as they explore or compile a list of questions for them to answer based on the display. Sometimes teachers ask students to identify similarities or differences among a collection of texts. You can also ask students to tour the room for a few minutes and then, once seated, ask them to record impressions about what they saw. Students can take a gallery walk on their own or with a partner. They could also view the exhibition in small groups. One direction that should be emphasised is that students are supposed to disperse around the room. When too many students cluster around one text, it not only makes it difficult for students to view the resource, but also increases the risk of challenging behaviour.

4. Debrief the Gallery Walk

Once students have had a chance to review a sufficient number of resources, debrief the activity as a class. Depending on the goals of the gallery walk, this debrief can take a variety of forms. You might ask students to share the information they collected, or you might ask students what conclusions they can draw about a larger question from the evidence they examined.

GRAFFITI BOARDS

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RATIONALE

Graffiti Boards are a shared writing space (e.g. a large sheet of paper or whiteboard) where students record their comments and questions about a topic. The purpose of this strategy is to help students hear each other's ideas. Benefits of the strategy include its quick implementation time (five to ten minutes) and the way in which it enables shy students to engage in the conversation. The strategy also creates a record of students' ideas and questions that can be referred to at a later point, and gives students the space and time to process emotional material. You can use the Graffiti Boards strategy as a preview activity by introducing a new topic and helping students to organise any existing knowledge about that topic. You can also use this strategy to prepare for a class discussion or essay assignment by asking students to share their reactions to the text on the Graffiti Board.

PROCEDURE

1. Prepare the space

You will need a large space in your room where several students (the more the better) can write at the same time. Some teachers cover a section of the wall with chart paper, while others will use a whiteboard. You will need a marker pen for each student, and comments can then be more easily read from a distance.

2. Contract with students

Before the activity begins, contract with the students in terms of what an appropriate response is and how to express one's discomfort with something in an appropriate way. Students should be told that they are to remain silent during this activity. Make sure students know that several of them can write at once. Students can write their own response to the prompt as well as respond to the questions and ideas that other students have written. They should draw lines connecting their comments to those of other students. Some teachers require all students to post at least one question or comment to the Graffiti Board.

3. Students comment on Graffiti Board

Students are invited to write comments and questions on the Graffiti Board. It is typical for most students to be standing near the Graffiti Board during this activity so that they can more easily read and comment on what has been written. Typically, teachers give students five to ten minutes for silent writing on the Graffiti Board, but the activity can continue for longer if students are still writing.

4. Hold a group discussion

The ideas on the Graffiti Board make an effective springboard for discussion. You could begin a conversation by asking students to summarise what they see on the board or what they notice about areas of agreement and disagreement.

VARIATIONS

1. **Processing Powerful Content:** Like the Big Paper strategy, the Graffiti Board strategy can be effective after a powerful or emotional conversation, video, guest speaker, or reading. While the Big Paper strategy is good for emotional and intellectual processing, Graffiti Boards are better for debriefing something that has really shaken up the students. It can be a helpful technique when you want to avoid analytical or intellectual discussions and allow students to process emotion. This strategy might be useful in situations such as these:

   1. After watching a politician give a speech;

   2. After seeing graphic footage;

   3. After hearing from a witness to violence or a survivor;

   4. After hearing hate speech;

   5. After having someone share a powerful personal story.

ICEBERG DIAGRAMS

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RATIONALE

The Iceberg Diagrams teaching strategy uses the visual of an iceberg to help students gain awareness of the numerous underlying causes that give rise to an event - this could be an event from history, the present, or literature. It is often difficult for students to see these causes because they rest beneath the surface. The visual image of an iceberg, therefore, helps students remember the importance of looking deeper than the surface in order to better understand events. This strategy can be used as a way for students to organise their notes as they learn about a topic, as a way to review material, or as an assessment tool.

PROCEDURE

1. Select an event

Select an event that students are exploring in class. It can be an event from literature, history, or recent news. Students should already be familiar with this event.

2. Introduce the Iceberg visual

Ask students to list what they know about icebergs, or you can show them a picture of an iceberg. The main idea you want to establish is that what one sees above the water is only the tip of the iceberg; the larger foundation rests below the surface. Then ask students to draw an iceberg on a piece of paper or in their journals, making sure that there is a tip, a water line, and a larger area below the surface. Their drawings should be large enough so that students can take notes within the iceberg. Alternatively, you can distribute the iceberg template located in the handout section.

3. The tip of the iceberg

Ask students to list everything they know about the facts of a selected event in the tip area of the iceberg. Questions they should answer include: What happened? What choices were made in this situation? By whom? Who was affected by the event? When did it happen? Where did it happen?

4. Beneath the surface

Ask students to think about what caused this event. In the bottom part of the iceberg (under the water), they should write answers to the question, "What factors influenced the particular choices made by the individuals and groups involved in this event?" These factors might include events from the past (i.e. an election, an economic depression, a natural disaster, a war, an invention) or aspects of human behaviour or nature such as fear, obedience to authority, conformity, or opportunism. This step is often best done in groups so that students can brainstorm ideas together.

5. Debrief

Prompts you might use to guide writing and/or class discussion include:

- What did you learn from completing your iceberg?
- Of the causes listed in the bottom part of the iceberg, which one or two do you think are most significant? Why?

- What more would you need to know to better understand why this event took place?

- What could have been done, if anything, to prevent this event from happening?

- What have you learned about how to prevent similar events from happening in the future?

- How does the information in this iceberg help you better understand the world we live in today?

VARIATIONS

- **An evaluation tool:** As a final test for a unit, students could complete iceberg diagrams for a particular event you have studied. They could write a companion essay explaining the ideas they included in the bottom part of the iceberg.

- **Comparing events:** Ask students to complete iceberg templates for events as you study them throughout the year. Periodically, ask students to compare these templates, recognising similarities and differences among the factors that give rise to particular events. This exercise can help students notice historical patterns while also appreciating the particular context that makes each event unique.

- **A note-taking template:** Rather than students completing their iceberg/s as a class lesson or homework assignment, they could complete the diagrams in a more continuous way as you study a period in history. You can even put a class version of the iceberg on the classroom wall. As students learn new information, they can add it to this classroom iceberg.

- **Tree diagram:** A similar strategy helps students analyse events by using a diagram of a tree instead of an iceberg. In this variation, students record basic facts about the event in the trunk of the tree (name of event, when it happened, where). The different people involved in the event (bystanders, perpetrators, victims, upstanders) are listed in the branches. Sometimes teachers have students draw a line connecting each person or group to a choice they made that was related to the event. Finally, the causes of the event are listed in the roots section.

- **Current events:** Use the Iceberg Diagrams strategy as a way to help students explore current events. Students could bring in a story from a newspaper or online source, then, working in small groups, they complete an iceberg diagram for this event, recording details about what happened and then ideas about what they think caused the event. Finally, students present their iceberg diagrams to the larger class.

ICEBERG DIAGRAM

IDENTITY CHARTS
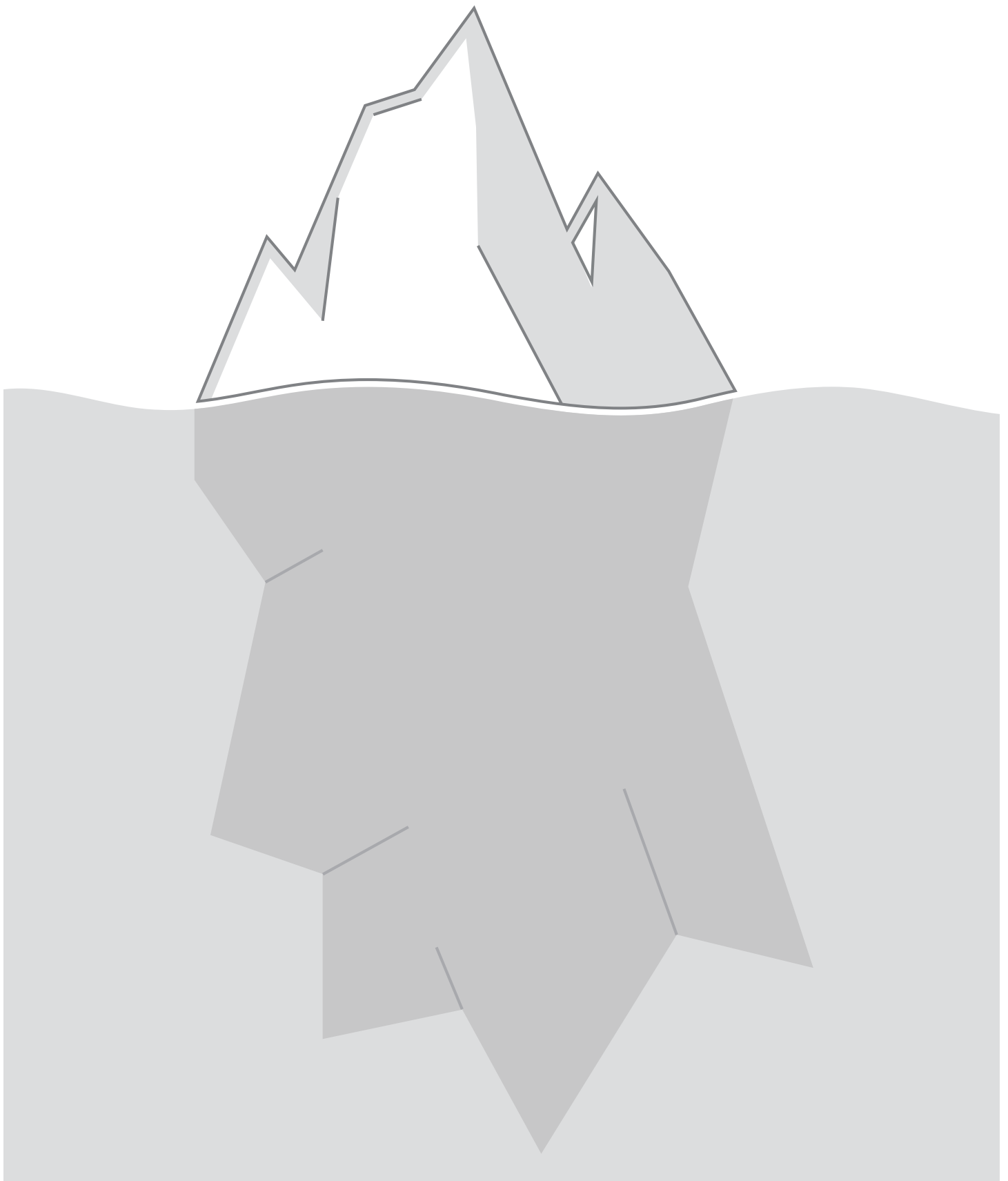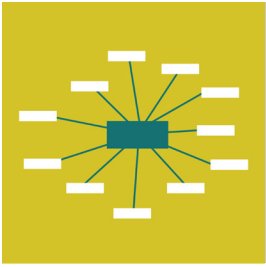
FACING HISTORY & OURSELVES

RATIONALE

Identity charts are a graphic tool that can help students consider the many factors that shape who we are as individuals and as communities. Use identity charts to deepen students' understanding of themselves, groups, nations, and historical and literary figures. Sharing their own identity charts with peers can help students build relationships and break down stereotypes. In this way, identity charts can be used as an effective classroom community-building tool.

PROCEDURE

1. Brainstorm or create personal Identity Charts

Before creating identity charts, you might have the class brainstorm categories we each consider when thinking about the question, "Who am I?" - categories such as our role in a family (e.g. daughter, sister, mother), our hobbies and interests (e.g. guitar player, football fan), our background (e.g. religion, race, nationality, hometown, place of birth), and our physical characteristics. If it doesn't come up in discussion as you generate your group list of categories, prompt students with questions that help them think about the following ideas:

- Some aspects of our identities are consistent throughout our lives; others change as we gain skills and adopt different roles.

- Some aspects of our identities feel very central to who we are no matter where we are; others might depend on the situation or might feel of secondary importance.

- Some identities are labels that others put on us; whilst others see us as having that identity, we don't share their view.

It is often helpful to show students a completed identity chart before they create one of their own (see the example section below).

Alternatively, students could create identity charts for themselves. If you plan to have them share their identity charts with a partner or in groups, it is important that they know in advance. Any students who don't feel comfortable sharing their identity charts can elaborate on one or two parts of their identity but keep their charts private. After discussing their charts, students can create a list of the categories they have used to describe themselves and then apply this same list of categories as a guide when creating identity charts for other people or groups.

2. Create Identity Charts for an individual, group, or nation

First, ask students to write the name of the character, figure, group, or nation in the centre of a piece of paper. Then students can look through the text(s) for evidence that helps them answer the question, "Who is this person/group?"

Encourage students to include quotations from the text(s) on their identity charts, as well as their own interpretations of the character or figure. Identity charts can be completed individually or in small groups, or students can contribute to a class version of an identity chart that you keep on the wall.
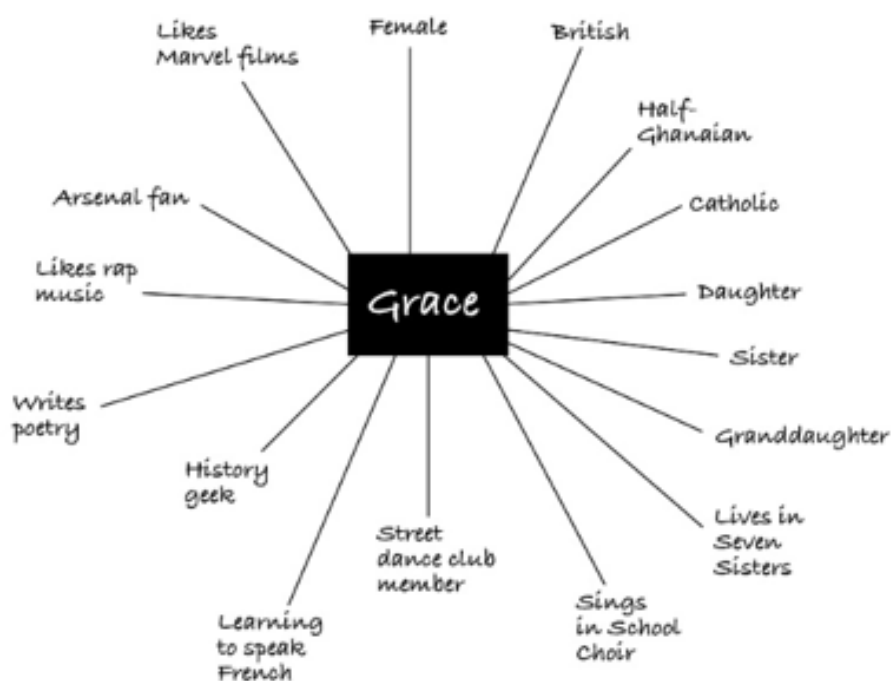
3. Use Identity Charts to track new learning

Reviewing and revising identity charts throughout a unit is one way to help students keep track of their learning.

VARIATIONS

- **Starburst Identity Chart:** Use a Starburst Identity Chart to help students visualise the difference between factors that they feel make up their identities (arrows pointing out from the centre) versus labels that others place on them (arrows pointing into the centre). Because we may agree with some ways that the outside world views us and disagree with others, there may be some overlapping ideas between the two sets of arrows. Students can also use examples from texts to create Starburst Identity Charts for characters and historical figures to help express the complexity of their identities.

- **Prioritising factors on Identity Charts:** After students create an identity chart, you can ask them to select the five items they think are most significant in shaping this person or group's identity. As they compare their lists, this often deepens the students' understanding of the person or group being studied.

Example Identity Chart

Identity chart centred on "Grace" with the following factors: Likes Marvel films, Female, British, Half-Ghanaian, Catholic, Daughter, Sister, Granddaughter, Lives in Seven Sisters, Sings in School Choir, Street dance club member, Learning to speak French, History geek, Writes poetry, Likes rap music, Arsenal fan.

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JIGSAW

Developing community and disseminating knowledge

RATIONALE

The Jigsaw strategy asks a group of students to become experts on a specific text or topic, and to then share that material with another group of students. This strategy offers a way to help students understand and retain information while they develop their collaboration skills. As students know they will be responsible for teaching the new content to their peers, they often feel more accountable for learning the material. The Jigsaw strategy is most effective when students know that they will be using the information they have learned from each other to create a final product, participate in a class discussion, or acquire material that will be on a test.

PROCEDURE

1. Prepare the activity

Select the material you want students to explore. It might be a collection of documents (e.g. readings, images, charts), or it could be a series of questions. Then decide how many students you would like to work together in each expert group. Teachers often find that groups of three to five students work best. Sometimes it makes sense to form groups randomly (e.g. by counting off), while other times you might want to divide students in advance to balance strengths, needs, and interests. You can assign the same material to more than one group.

2. Students work in expert groups

In this step, small groups of students are responsible for reviewing specific material so that they can share this information with their peers. Expert groups work best when students have clear expectations about the type of information they are supposed to present to their peers. Therefore, it is often helpful to provide a handout or a series of questions that students answer together in their expert groups. It is important that all group members understand the material they are responsible for presenting. To avoid having students present inaccurate or misleading information, teachers can review and approve content before this information is shared with students in the other groups.

3. Students meet in teaching groups

After the expert groups have a solid understanding of the material they will be presenting, assign students to teaching groups. Teaching groups are typically composed of one or two members from each expert group. Experts take turns presenting information and you can ask students to take notes while the experts present. For greater accountability, it is best if students are required to synthesise the material presented as part of an assignment, presentation, or discussion.

4. Students synthesise and reflect

Teaching groups can be assigned a task that requires them to synthesise the information that has been shared, such as answering a larger question, comparing texts, or generating a plan of action. Students can also synthesise information individually or in pairs. It is appropriate to structure a class discussion that asks students to draw on the material they have just learned to answer a question about history and apply this information to society today.

JOURNALS

RATIONALE

A journal is an instrumental tool for helping students develop their ability to critically examine their surroundings from multiple perspectives and to make informed judgments about what they see and hear. Many students find that writing or drawing helps them process ideas, formulate questions, and retain information. Journals make learning visible by providing a safe, accessible space for students to share thoughts, feelings, and uncertainties. In this way, journals are also an assessment tool: you can use them to better understand what your students know, what they are struggling to understand, and how their thinking has changed over time. Journals also help nurture the classroom community and offer a way for you to build relationships with your students through reading and commenting on their journals. Frequent journal writing also helps students become more fluent in expressing their ideas in writing or speaking. Below, we describe some of the many ways you can use journals as an effective learning tool in the classroom.

PROCEDURE

Questions to consider when using journals in the classroom:

1. What is the teacher's relationship with students' journals?

Students are entitled to know how you plan on reading their journals. Will you read everything they write? If they want to keep something private, is this possible? If so, how do students indicate that they do not want you to read something? Will their journals be marked? If so, by what criteria? (See more on marking journals below.) For teachers at most schools, it can be impossible to read everything students write in their journals; there is just not enough time in the day. For this reason, some teachers decide that they will collect students' journals once a week and only read a page or two - sometimes a page the student selects and sometimes a page selected by the teacher. Other teachers may never collect students' journals, but might glance at them during class time or might ask students to incorporate quotes and ideas from their journals into collected assignments. You can set limits on the degree to which you have access to students' journals. Many teachers establish a rule that if students wish to keep information in their journals private, they should fold the page over or remove the page entirely.

2. What is appropriate content for journals?

It is easy for students to confuse a class journal with a diary or blog because these formats allow for open-ended writing. Teachers should clarify how the audience and purpose for this writing is distinct from the audience and purpose for writing in a personal diary. In most classrooms, the audience for journal writing is the author, the teacher, and, at times, peers. At Facing History, we believe that the purpose of journal writing is to provide a space where students can connect their personal experiences and opinions to the concepts and events they are studying in the classroom. Therefore, some material that is appropriate to include in personal diaries may not be appropriate to include in class journals. To avoid uncomfortable situations, many teachers find it helpful to clarify topics that are not suitable material for journal entries. Teachers should explain that they may need to inform the designated safeguarding lead, if students make a disclosure regarding possible harm to themselves or another. Students should be made aware of this in accordance with your school's safeguarding policies and procedures.

3. How will journals be assessed?

Many students admit that they are less likely to share their true thoughts or express questions when they are worried about their marks, or using proper grammar or spelling. We suggest that if you choose to mark students' journals, which many teachers decide to do, you use criteria such as effort, thoughtfulness, completion, creativity, curiosity, and making connections between the past and the present. There are many other ways to provide students with feedback on their journals, such as by writing comments or asking questions. Students can even evaluate their own journals for evidence of intellectual and moral growth. For example, you might have students look through their journals to find evidence of their ability to ask questions or to make connections between what was happening in Nazi Germany and an event from their own life.

4. What forms of expression can be included in a journal?

Students learn and communicate in different ways. The journal is an appropriate space to respect different learning styles. Some students may wish to sketch their ideas, for example, rather than record thoughts in words. Other students may feel most comfortable responding in concept webs and lists, as opposed to prose. When you introduce the journal to students, you might brainstorm different ways that they might use it to express their thoughts.

4. What forms of expression can be included in a journal?

Throughout a unit, students both encounter new vocabulary and develop a more sophisticated understanding of concepts that might already be familiar to them. Journals can be used as a place to help students build their vocabulary through the construction of working definitions. The phrase 'working definition' implies that our understanding of concepts evolves as we are confronted with new information and experiences. Students' definitions of words such as identity or belonging should be richer at the end of the unit than they are on day one. We suggest that you use the journal, or perhaps a special section of the journal, as a space where students can record, review, and refine their definitions of important terms referred to in this unit.

6. How should journal content be publicly shared?

Students are often best able to express themselves when they believe that their journal is a private space. We suggest that information in students' journals never be publicly shared without the consent of the writer. At the same time, we encourage you to provide multiple opportunities for students to voluntarily share ideas and questions they have recorded in their journals. Some students may feel more comfortable reading directly from their journals than speaking off the cuff in class discussions.

SUGGESTIONS FOR USING JOURNALS IN THE CLASSROOM

Once you settle on the ground rules for journal writing in your class, there are many possible ways that students can record ideas in their journals. Here are some examples:

1. **Teacher-selected prompts:** One of the most common ways that teachers use journals is by asking students to respond to a particular prompt or learning objective. This writing often prepares students to participate in a class activity, helps students make connections between the themes of a lesson and their own lives, or provides an opportunity for students to make meaning of ideas in a reading or film. In every Facing History lesson, you will find suggested prompts for journal writing.

2. **Dual-entry format:** Students draw a line down the centre of the page or fold the page in half. They write the factual notes ('What the text says' or 'What the historians say') on one side and on the other side their feelings about the notes ('Reactions').

3. **"Lifted line" responses:** Students respond to what they have read by 'lifting a line' – selecting a particular quotation that strikes them – and then answering questions such as "What is interesting about this quotation? What ideas does it make you think about? What questions does it raise for you?"

4. **Brainstorming:** The journal is an appropriate place where students can freely list ideas related to a specific word or question. To activate prior knowledge before students learn new material, you might ask students to brainstorm everything they know about a concept or an event. As a strategy for reviewing material, you might ask students to brainstorm ideas they remember about a topic. Moreover, as a pre-writing exercise, students can brainstorm ways of responding to an essay question.

5. **Freewriting:** Freewriting is open, no-format writing. Freewriting can be an especially effective strategy when you want to help students process particularly sensitive or provocative material. Some students respond extremely well to freewriting while others benefit from more structure, even if that means a loosely-framed prompt such as, "What are you thinking about after watching/reading/hearing this material? What does this text remind you of?"

6. **Creative writing:** Many students enjoy writing poems or short stories that incorporate the themes addressed in a particular lesson. To stimulate their work, some students benefit from ideas that structure their writing, such as a specific poem format or an opening line for a story (Example: I could not believe my eyes when my friend came running down the street, shouting...).

7. **Drawings, charts and webs:** Students do not have to express their ideas in words. At appropriate times, encourage students to draw their feelings or thoughts. They can also use symbols, concept maps, Venn diagrams and other charts to record information.

8. **Note-taking:** To help students retain new information, they can record notes in their journals. Notes could be taken in various formats, such as lists, concept maps, or in graphic organisers.

9. **Vocabulary:** Students can use their journals as a place to keep their working definitions of terms, noting how those definitions change as they go deeper into the resources. The back section of their journals could be used as a glossary - the place that students record definitions and where they can turn to review and revise their definitions as these terms come up throughout the unit.

10. **K-W-L Charts:** To keep track of their learning objectives, students can keep a K-W-L chart in their journals. In this three-column chart, the first column, K, represents what students already know about a topic. The second column, W, represents what they want to know. L, the third column, is where they record what they have learnt.

11. **Interviews:** From time to time you might ask students to interview classmates, family, or community members about particular themes or questions. Students can record information from the interviews in their journals.

12. **Sharing:** While there will be times when some students will not want to publicly share thoughts from their journals, most of the time students are eager to have the opportunity to select something from their journals to share with a small group or the larger class. There may be times when you let students know in advance that their journal entry will be shared with the class. A pass-around is an exercise where journals are 'passed around' from one student to the next. Students read the page that is opened (and only that page!) and then write connections they see in their own lives, current events, or other moments in history.
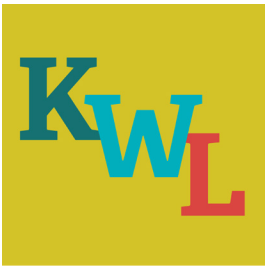
K-W-L CHARTS

RATIONALE

K-W-L charts help students assess what they already know about a topic and what they want to learn; they also enable students to organise information before, during, and after a unit or a lesson. They can be used to engage students in a new topic, activate prior knowledge, share unit objectives, and monitor students' learning.

PROCEDURE

1. Make K-W-L charts

Pass out the accompanying handout to students. Alternatively, you can distribute a blank sheet of paper and ask students to create their own chart.

2. Complete column 1

Have students respond to the first prompt in column 1: What do you **Know** about this topic? Students can do this individually or in small groups. Teachers often create a master list of all students' responses. One question that frequently emerges for teachers is how to address misconceptions students share. Sometimes it is appropriate to correct false information at this point in the process. At other times, you might want to leave the misconceptions so that students can correct them on their own as they learn new material.

3. Complete column 2

Have students respond to the prompt in column 2: What do you **Want** to know about this topic? Some students may not know where to begin if they don't have much background knowledge on the topic. Therefore, it can be helpful to put the six questions of journalism on the board as prompts (Who? What? Where? When? Why? How?). We suggest that students' responses and questions be used to direct the course of study. As students share what they want to learn, this step provides an opportunity for teachers to present what they hope students will learn in the unit.

4. Complete column 3 and review columns 1 and 2

Throughout the unit, students can review their K-W-L charts by adding to column 3: What did you **Learn**? Some teachers ask students to add to their charts at the end of each lesson, while others prefer students to add to their charts at the end of the week or the end of the unit. As students record what they have learned, they can review the questions in column 2, checking off any questions that they can now answer. They can also add new questions. Students should also review Column 1 so that they can identify any misconceptions they may have held before beginning the unit.

K-W-L CHART

Assess what you know about a particular topic before and after you have engaged with it. Fill the the columns below with what you **K**now about the topic, what you **W**ant to know, and what you've **L**earned.

What do you **K**now about the topic?	What do you **W**ant to know?	What did you **L**earn?

RAPID-FIRE WRITING

RATIONALE

Rapid-fire writing is a simple, highly structured way to get students thinking and writing about a topic. This strategy helps students clarify their thoughts by alternating between thinking and writing. It can uncover the thoughts and emotions behind an initial reaction to a piece of content, and it also builds the skill and practice of iteratively reviewing and revising throughout the writing process. This strategy is often helpful for both brainstorming and narrowing the focus for discussion, and it can be used to help develop an essay or written assignment.

PROCEDURE

1. Select the text/media

Choose thought-provoking text/media to which students will likely have varied and complex responses.

2. Gather supplies and introduce protocol

Ask students to have their paper and pens ready before they start reading or viewing so that they can immediately begin the rapid-fire writing process. Let them know that they will be following a structured protocol to guide their writing so that they aren't surprised when you ask them to stop writing.

3. Students read/view content

Ask students to read the text or view the chosen content.

4. Think, write, read, repeat

Using a timer, lead students through this series of steps:

- 1 minute: Quiet thought; no writing.

- 3 minutes: Write (try not to stop writing the entire time).

- 1 minute: Read and circle three main ideas (words or phrases) from what you have written. No writing during this time. You can read, reread, and think, but do not start writing again.

- 2 minutes: Write.

- 30 seconds: Read and put a square around one word or phrase.

- 1 minute: Write.

Reflect

After the quiet, reflective time of rapid-fire writing, the resulting clarity of thought can be powerful in conversation. Depending on the size of the group, this could be done in small groups or as a whole class.

VARIATIONS

Abbreviated Activity:

Depending on students' ability and writing experience, the duration of the time blocks might be shortened at the beginning and then increased to the times listed.

S-I-T

Surprising, Interesting, Troubling

RATIONALE

An activity based on the S-I-T strategy provides a quick and straightforward way for students to demonstrate their engagement with a text, image, or video. In this activity, students identify what they find surprising, interesting, and troubling about the material. As the activity gives students an opportunity to process and articulate a short response, it is especially useful when students are encountering material they find shocking or an outcome that is counterintuitive. Asking students to complete an S-I-T activity can be an effective way to help them prepare for a class discussion in which you want everyone to have something to contribute. It can also be an effective prompt for an exit card at the end of a lesson about an emotionally challenging topic.

PROCEDURE

1. Choose a text, image, or video

Choose a text, image, or video that you expect students will find engaging and will want or need to discuss after reading or watching.

2. Identify

After reading, observing, or watching this stimulus, ask each student to identify the following:

1. One **S**urprising fact or idea
2. One **I**nteresting fact or idea
3. One **T**roubling fact or idea

3. Give students an opportunity to share and debrief their S-I-T responses, either in pairs or as a class discussion. Alternatively, you could collect their responses and read them to find out how students are feeling about and understanding the material presented in class.

SAVE THE LAST WORD FOR ME

RATIONALE

The Save the Last Word for Me discussion strategy requires all students to participate as both active speakers and active listeners. Working in groups of three, students follow a pattern of sharing and discussing their responses to a text. By creating a clear structure for the discussion, this strategy encourages reserved students to share their ideas and ensures that frequent speakers practice being quiet. It can be a useful strategy for helping students debrief a reading or film.

PROCEDURE

1. Select a text

Identify a reading or video excerpt that will serve as the catalyst for this activity.

2. Students read and respond to text

Ask students to read or view the selected text, then to highlight three sentences that particularly stood out for them and write each sentence on the front of an index card. On the back, they should write a few sentences explaining why they chose that quote - what it meant to them, reminded them of, etc. They may have connected the sentence to something that has happened to them in their own life, to a film or book they have seen or read, or to something that has happened in history or is happening currently.

3. Students share in groups

Divide the students into groups of three, labeling one student A, one B, and the other C in each group. Invite the A students to read one of their chosen quotations to their group. Then students B and C discuss the quotation. What do they think it means? Why do they think these words might be important? To whom? After several minutes, ask the A students to read the back of their card (or to explain why they picked the quotation), thus having 'the last word'. This process continues with the B students sharing and then the C students.

VARIATIONS

1. **Using images:** This same process can be used with images instead of quotations. You could give students a collection of posters, paintings, and photographs from the time period you are studying and then ask students to select three images that stand out to them. On the back of an index card, students should explain why they selected this image and what they think it represents or why it is important.

2. **Using questions:** Ask students to think about three probing questions the text raises for them. A probing question is interpretive and evaluative: it can be discussed and has no clearly defined right answer, as opposed to clarifying questions, which are typically factual in nature. Students answer the question on the back of their card. In small groups, students select one of their questions for the other two students to discuss.

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SEE, THINK, WONDER

RATIONALE

Use this simple critical-viewing strategy to guide student analysis of any visual media. By prompting students to slow down their thinking and simply observe before drawing conclusions and asking questions, you can help them engage more deeply with, and analyse more thoughtfully, the media they are viewing. For a more detailed critical-viewing approach, see the Analysing Images teaching strategy.

PROCEDURE

1. Select an image

Choose a piece of art, photograph, political cartoon, propaganda poster, video clip, or other piece of visual media that lends itself to deep analysis by students. This strategy works best when the image either reveals information about a particular time and place in history or reflects (intentionally or not) a particular perspective.

2. Lead students through analysis

Display the image or pass out copies to students, and then pose the following three questions in order. Pause after each question to give students time to reflect.

1. What do you see? What details stand out? (At this stage, elicit observations, not interpretations.)

2. What do you think is going on? What makes you say that?

3. What does this make you wonder? What broader questions does this image raise for you?

3. Respond and discuss

After posing each question, you might ask students to simply respond in their journals, or you might use the **Think, Pair, Share** strategy to provide the opportunity for brief paired and whole-class discussions.

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STATIONS

Interacting with Multiple Texts

RATIONALE

In a stations activity, small groups of students move from station to station to read, watch, and interpret a variety of resources that focus on an event, theme, or question from multiple perspectives. Groups of students spend an allotted amount of time at each station interacting with the material and either answering questions or engaging in a reflective activity. The stations activity works well to launch a new unit or to explore something students have already studied in more depth. When the teacher selects different kinds of content – informational texts, poetry, art, photography, maps, video or audio clips – students can engage with the material using multiple modalities, thus allowing them to reach a deeper understanding of the event, theme, or question than if they had just read or discussed one or two texts.

PROCEDURE

1. Select text and plan stations

1. Decide how many stations you would like to have (4-6 works well), how much time groups will spend at each station, what students will do at each station, and what texts you plan to use. Think about the different kinds of media that you might use so students have multiple access points to engage with the topic. For example, you might select informational texts, short videos (if you have a computer in your classroom that students can gather around), images (including photographs, maps, or artwork), and poetry. A variety is ideal. When collecting resources, it is important that students can complete each station activity in about the same amount of time so they are ready to move to the next station together.

2. Copy any necessary materials for each station and place them in numbered or labelled folders (Station 1, Station 2, etc.). Make enough copies of each folder so that there is one available for each group member to use while they visit each station (i.e. if you have divided students into groups of four, have four copies of each folder at each station).

3. Create instructions or discussion questions for each station. You might staple these instructions to the station's folder. Alternatively, you might select a teaching strategy, such as a 3-2-1 or S-I-T response, that students complete in their journals at each station.

4. Think about if you will create random, heterogeneous, or levelled groups for the stations, or if students will select their own groups. Set up the classroom so there are table groups for each station.

2. Prepare students

Tell students that they will be working with a group to move through a series of stations where they will learn about a specific topic. Explain to students the instructions for each station and how much time they have to complete the work at each station.

3. Students move through stations

Assign each group to begin at a different station, and ask the groups to move to their first stations. As students work, circulate to listen in on their conversations or work with struggling groups if they

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need help understanding the text or instructions. Instruct groups to move to the next station after the allotted amount of time has passed until the all of the groups have visited every station.

4. Debrief the Stations activity

Debrief the activity as a class if you have time. Consider drawing from the following questions during your debrief:

1. What conclusions did you draw about the topic from the variety of resources you examined?

2. What information was corroborated by multiple resources?

3. What conflicts did you notice between information or perspectives provided by different resources?

4. Which station was the most informative for you and why? Which station was the most challenging for you and why? Which station did you enjoy the most and why?

5. What questions do you have now that you have visited all of the stations?

TEXT-TO-TEXT, TEXT-TO-SELF, TEXT-TO-WORLD

RATIONALE

Reading comes alive when we recognise how the ideas in a text connect to our experiences and beliefs, events happening in the larger world, our understanding of history, and our knowledge of other texts. The Text-to-Text, Text-to-Self, Text-to-World strategy helps students develop the habit of making these connections as they read. When students are given a purpose for their reading, they are able to better comprehend and make meaning of the ideas in the text. You can use this strategy with any type of text, historical or literary, and with other media, such as film. It can be used at the beginning, middle, or end of the reading process to get students engaged with a text, to help students understand the text more deeply, or to evaluate students' understanding of the text.

PROCEDURE

1. Select a text

This strategy works best with a text that raises universal themes that could resonate with students' own experiences and with material they have studied previously.

2. Guide Students through Text-to-Text, Text-to-Self, Text-to-World

The accompanying handout to this strategy provides you with sample questions that you can give students to guide them through this activity. The questions in the directions are general, but you can make them specific to the material your class is studying. For example, you might ask students to connect what they read to specific texts or to events that you have studied together earlier in the school year.

3. Debrief

Students gain a deeper understanding of the text, of their classmates, and of the world around them when they have the opportunity to discuss their responses with peers. Students can share their responses with a partner (see the **Think-Pair-Share** teaching strategy), in small groups (see the **Assigning Roles** teaching strategy), or as part of a larger discussion (see the **Fishbowl** teaching strategy).

VARIATIONS

1. **One Connection:** If you have limited time, you can give students the option of writing about one connection they have found between the text and another text, their lives, or the larger world.

2. **Mapping Connections:** Social maps are a visual way of showing relationships between people, but they can also be used to show relationships between ideas and events. An extension of this activity would be to ask students to draw the connections they find between a text and other ideas, events, or experiences. Students can work on these maps in groups, noting the relationships among their responses.

TEXT-TO-TEXT, TEXT-TO-SELF, TEXT-TO-WORLD

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Use the copy of the text provided by your teacher to make any notes. Read the text once, and then read it again to find ideas that you can use to answer the following questions.

1. Text-to-Text: How do the ideas in this text remind you of another text (story, book, movie, song, etc)?

Complete one of the following statements:

What I just read reminds me of .... (story/book/movie/song) because…

The ideas in this text are similar to the ideas in .... because…

The ideas in this text are different than the ideas in .... because…

2. Text-to-Self: How do the ideas in this text relate to your own life, ideas and experiences?

Complete one of the following statements:

What I just read reminds me of the time when I…

I agree with/understand what I just read because in my own life…

I don't agree with what I just read because in my own life…

3. Text-to-World: How do the ideas in this text reading relate to the larger world – past, present and future.

Complete one of the following statements:

What I just read makes me think about (event from the past) because…

What I just read makes me think about (event from today related to my own community, nation or world) because…

What I just read makes me wonder about the future because…

THINK, PAIR, SHARE

RATIONALE

In this activity, students write and discuss their ideas with a partner before sharing them with the larger group. This format gives students the opportunity to thoughtfully respond to questions in written form and to engage in meaningful discussion with other students about these issues. It is a helpful way to give students time to compose their ideas before asking them to share these ideas with the wider class. The Think, Pair, Share strategy helps students build confidence, encourages greater participation, and often results in more thoughtful discussions.

PROCEDURE

1. Think

Ask students to reflect on a given question or write a response in their journals.

2. Pair

Ask students to pair up and share their responses.

3. Share

When the larger group reconvenes, ask pairs to report back on their conversations. Alternatively, you could ask students to share what their partner said. In this way, the strategy focuses on developing students' skills as careful listeners.

WRAPAROUND (WHIPAROUND)

RATIONALE

To implement the Wraparound strategy, you pose a question or prompt to the class and then have each student share aloud their quick response. This strategy provides an efficient way for all students in a classroom to share their ideas about a question, topic, or text, revealing common themes and ideas in students' thinking. Wraparound activities can also be provocative discussion starters.

PROCEDURE

1. Provide a Prompt

Any question could be used as a prompt for a wraparound activity. Fill-in-the-blank statements such as "Justice is…" are especially effective when used with this strategy. Teachers often use the following prompt with the Wraparound strategy as a way to elicit students' responses to a particular text they have recently read or viewed: "Which words or phrases spring to mind after seeing/reading this text?" Students should be given a minute or two to think about their responses before being asked to share.

2. Students share responses

One at a time, students share their brief responses. It often works best to ask students to respond in the order in which they are sitting. That way, you do not have to call on students to respond; once their neighbour has had a turn, students know it is their turn to present. In a wraparound activity, all students typically share their ideas, although it is possible to allow students to say 'pass'. Be sure to tell students not to say anything except the particular response because otherwise the activity will lose the desired effect.

3. Listen for common themes or surprises

After everyone has shared, you can ask students to report back on common themes that have emerged or on something that surprised them.

VARIATIONS

Select-a-Sentence: After reading a long text, ask students to select one sentence that resonates with them or seems to be an important idea. Ask students to read that sentence aloud and remind the group to listen for common themes. It is fine for the same sentence to be read out more than once. The exercise can also be done at the very beginning of a class using the previous lesson's reading assignment. In this way, everyone will gather some ideas about the text, even if they did not do the reading.