



HISTORY STRATEGIES  
 NOTEBOOK  
 10

# Active Participation Strategies

## CARDS

**A-B Partner Teach**  
 Partner A, turn to Partner B  
 • Tell your Partner the two most important things you have learned so far about...

**Learning from A to Z**  
 • The objective of this activity is to provide words, phrases, or sentences that are related to the topic that is being studied.  
 • The teacher gives the student the topic they need to brainstorm.  
 • The teacher establishes a time frame to complete the activity.  
 • Students work in pairs or groups, to brainstorm words, phrases, or sentences that begin with each letter of the alphabet.

**Think-Pair-Share**  
 • Take a minute to first silently and independently think about your own answer to the question(s).  
 • At the signal, turn and face your partner so you can discuss your answers face to face.  
 • Explain clearly to your partner your own answer and your reasons for making this decision.  
 • Listen carefully to your partner's answers, and pay attention to similarities and differences in your answers.  
 • If you don't understand or disagree, ask your partner to clarify or if you don't understand or disagree, share your opinions with the class.

**Gallery Walk**  
 • Select several "quotable quotes," important from a text.  
 • Place each quote or passage on a separate paper and hang them throughout the room.  
 • Ask students to quietly take a "gallery walk" carefully and talking to no one.  
 • Have each student select one quote that they would like to talk to.  
 • Ask the students to return to the selected quote or passage for their partner.  
 • Then ask students to take their quote or passage they have selected.

**Idea Wave**  
 • Each student lists 3 to 5 ideas about the assigned topic.  
 • A volunteer begins the "idea wave" by sharing one idea.  
 • The student to the right of the volunteer shares one idea.  
 • The teacher directs the wave to the next student.

**Give One and Get One**  
 • Write your name legibly at the top of a piece of paper.  
 • Write out the assigned topic.  
 • Write one idea to separate your ideas from your classmates' ideas.  
 • Share your idea with a partner at a time.  
 • Write your partner's list, then ask your partner for ideas.

**Numbered Heads**  
 • Students number off in teams, one through four.  
 • The teacher asks a series of questions, one at a time.  
 • Students discuss possible answers to each question.  
 • The teacher sets a time limit (30-90 seconds).  
 • The teacher calls a number (1-4), and all students with that number raise their hand, ready to answer.  
 • The teacher randomly calls on students to answer.

**Spectrum**  
 Use a spectrum when asking for student opinions on a topic or question.  
 • Place a line on the chalkboard or masking tape on the floor in front of the room.  
 • Label one end of the line "Strongly Agree" and the other end "Strongly Disagree."  
 • Students line up according to their opinion on the topic.  
 • Other label ideas: Most Important/Least Important, Greatest Effect/Least Effect

**12 Word Summary**  
 In 12 words or less, summarize the most important aspects from today's lesson.

**Graphic Organizer**  
 This strategy provides an alternate way for organizing and beginning a piece of writing.  
 • This is a visual tool that helps students to organize their thoughts and ideas.  
 • Circle Map  
 • Venn  
 • Flow Chart  
 • Tree Map  
 • Multi-Flow Map  
 • Double Bubble  
 • Cause-Effect  
 • Cluster Map

**Evidence Bag**  
 • Ticket out the door is to write down ideas you learned from today's lesson.

**SOAPS**  
**SPEAKER - OCCASION - AUDIENCE - PURPOSE**  
 • SOAPS helps students use the analytical skills to understand the author's craft.  
 • SOAPS describes a process for analyzing text, discussing and identifying the S O A P P.

**Quickwrite**  
 Use a quickwrite to activate background knowledge, clarify issues, facilitate making connections, and allow for reflection.  
 • Students write for a short, specific amount of time about a designated topic related to...

**Socratic Seminar**  
 Use a Socratic Seminar to help students facilitate their own discussion and arrive at a new understanding in which they learn to formulate questions and address issues in lieu of just stating their opinions.  
 • Students engage in a focused discussion in which they ask questions of each other on a selected topic; questions initiate the conversation which continues with a series of responses and further questions.

**Exit Slip**  
 1 - What made learning easy for you today?  
 2 - What made learning difficult for you today?  
 3 - What do you still need to know before we move on?  
 4 - What did you learn today?  
 5 - What should our next steps be?

and ...

## 12 Word Summary

In 12 words or less, summarize the most important aspects from today's lesson.

## Evidence Bag

Your ticket out the door is to write down two ideas you learned from today's lesson.

## A-B Partner Teach

Partner A, turn to Partner B

- Tell your Partner the two most important things you have learned so far about...

## Idea Wave

- Each student lists 3 to 5 ideas about the assigned topic.
- A volunteer begins the "idea wave" by sharing one idea
- The student to the right of the volunteer shares one idea; the next student to the right shares one idea.
- The teacher directs the flow of the "idea wave" until several different ideas have been shared.
- At the end of the formal "idea wave," a few volunteers who were not included can contribute an idea.

## Numbered Heads

- Students number off in teams, one through four.
- Teacher asked a series of questions, one at a time.
- Students discuss possible answers to each question, for a set amount of time (30-90 seconds).
- Teacher calls a number (1-4), and all students with that number raise their hand, ready to respond.
- Teacher randomly calls on students with the specified number to answer on behalf of their team.
- Teacher continues asking questions until the brainstorming or review session is finished.

## Spectrum

Use a spectrum when asking for student opinions on a topic or question.

- Place a line on the chalkboard or masking tape on the floor in front of the room.
- Label one end of the line "Strongly Agree" and the other end "Strongly Disagree."
- Students line up according to their opinion on the topic
- Other label ideas: Most Important/Least Important  
Greatest Effect/Least Effect

## Think-Partner Share

- Take a minute to first silently and independently think about your own answer to the question(s).
- At the signal, turn and face your partner so you can discuss your answers face to face.
- Explain clearly to your partner your own answer and your reasons for making this decision.
- Listen carefully to your partner's answers, and pay attention to similarities and differences in your answers.
- Ask your partner to explain more if you don't understand or agree with his or her answer.
- At the signal, be prepared to share your opinions with the class.

## Learning from A to Z

- The objective of this activity is to provide words, phrases, or sentences that are related to the topic that is being studied.
- The teacher gives the student the topic they need to brainstorm.
- The teacher establishes a time frame to complete the activity.
- Students work individually or together in pairs or groups, to brainstorm words related to the topic that begin with each letter of the alphabet.
- When the time limit expires, the teacher guides the students through discussion of their entries for each letter. Answers can be recorded on an overhead transparency.
- Students use Learning From A to Z as a study guide.

## Quickwrite

Use a quickwrite to activate background knowledge, clarify issues, facilitate making connections, and allow for reflection.

- Students write for a short, specific amount of time about a designated topic related to...

## Socratic Seminar

Use a Socratic Seminar to help students facilitate their own discussion and arrive at a new understanding in which they learn to formulate questions and address issues in lieu of just stating their opinions.

- Students engage in a focused discussion in which they ask questions of each other on a selected topic; questions initiate the conversation which continues with a series of responses and further questions.

## Four Corners

The teacher posts *questions, quotations, photos, etc.* in each of the corners of the room. The teacher assigns each student to a corner... or students choose.

- Once in the corner, the students discuss the focus of the lesson in relation to the question, quote, etc...
- At this time, students may report out or move to another corner and repeat the process...
- After students have moved... as a writing assignment, they should be encouraged to reflect on changes in opinion or new learning.

## Jig Saw

- Students read different passages from the same text... or selections from several texts.
- After reading the passage, they take on the role of an expert with the specified text.
- The "experts" then share the information from their specific reading with a specific group or the entire class.
- Students can read different sections of a chapter, short story, newspaper article, diary/journal, biography, or...

## Graphic Organizer

This strategy provides an alternate system for organizing and beginning a piece of writing.

- This is a visual tool that helps students to organize their thoughts and ideas.
- Circle Map
- Venn
- Flow Chart
- Tree Map
- Multi-Flow Map
- Double Bubble
- Cause/Effect
- Compare/Contrast
- Cluster Map
- ETC

## SOAPS

SPEAKER - OCCASION - AUDIENCE - PURPOSE - SUBJECT

- SOAPS helps students use the analytical process to understand the author's craft.
- SOAPS describes a process for analyzing text by discussing and identifying the S O A P S!

## K - W - W - L Chart


what I Know - Where I learned it - What I want to know - what I Learned  
This strategy helps students organize, access, and reflect on learning which increases comprehension and engagement.

- To activate prior knowledge ask, "What do I know?"
- To acknowledge source ask, "Where did I find the information?"
- To set purpose ask, "What do I want to know?"
- To reflect on a new learning ask, "What did I learn?"

## Talking Chips

Students are in small groups.

Pose a question for students to discuss.

- Each member is given a "chip" (small  of construction paper or a "real chip")
- Each student takes turns "talking" by placing their CHIP into the center of the table.
- The first person to talk may only talk at that time - and may not speak again until all in the group members have placed their "chip" in the middle.

Repeat process...




## Exit Slip

- 1 – What made learning easy for you today?
- 2 – What made learning difficult for you today?
- 3 – What do you still need to know before we move on?
- 4 – What did you learn today?
- 5 – What should our next steps be?

Students can answer self-selected question/s or teacher selected question/s.

## Fishbowl

This strategy provides students an opportunity to engage in formal discussion and to experience roles both as participant and as active listener; students also have the responsibility of supporting their opinions and response using specific textual evidence.

- Students are asked to engage in a group discussion about a specific topic – there will be two circles: 
-  Inner circle students will model appropriate discussion techniques... while the
-  Outer circle students will listen, respond and evaluate.