

Teacher Resources
Directions for Teaching Strategies

Note: The specific directions for these strategies appear in the activities referenced at the end of each strategy description. Search online for further information on each strategy.

Brainstorming

Brainstorming is used to generate ideas in response to a question or problem. In this activity, brainstorming is used as an activator and again later for a discussion of Chinatown. Members of a group respond by calling out words that they associate with their image of Chinatown and later their responses to questions about photographs on Chinatowns. The recorder writes down all of the ideas; there is no censoring in brainstorming. Students then analyze and summarize the ideas generated.

Chapter 6 Activity 6

Four Corners

This activity promotes high-level discussions when there are issues or decisions with multiple possibilities. The teacher posts signs in each corner that represent a stance. Students go to the corner with the stance they support the most and discuss their reasons with their peers who are of like mind. During the discussion, students can move to a different corner at any time. Those who are not certain can remain seated. Students who are certain of their position need to persuade those students to join them. (Once participants have aligned themselves, the facilitator may keep score as to which stance wins the most converts or attracts the most undecided voters.)

Representatives of each corner can summarize the group ideas in a final class discussion.

Chapter 11 Activity 2 Part 1

Chapter 20 Activity 6 Part 3

“Inside Outside” Class Discussion

This activity promotes high-level critical thinking. One group sits in a tight circle in the middle of the room with its members facing each other. The other group sits in a larger circle around the first group.

The inner group begins a discussion of a question or questions. When they are done, the groups switch. The new inside group can add to the first group’s discussion as well as address the original questions. When they are done, the groups switch again. The first group returns to the middle to finish the discussion of the questions.

Chapter 6 Activities 1 and 2

Jigsaw

Jigsaw works well in activities where there are many primary sources to read on a topic. It is a cooperative learning technique where members of a group each become experts on a different sub-topic. The experts from different groups meet to read and discuss a document and/or do further research. They then return to their original group and share their findings.

Chapter 7 Activities 5 and 7; Chapter 8 Activity 2

Quaker Read

Quaker Read is an effective activator to precede an analysis of literature or poetry, promoting appreciation of the writing, ideas, and images. After reading a primary source document, students are assigned to read one of the pieces silently and independently. Then they engage in a “Quaker Read”: as they read for the second time, they select and highlight words, phrases and/or sentences that are particularly powerful or meaningful or that create a vivid image. Then, as a class, students share their selected images by reading them aloud at random. They should listen while others read a selection they highlighted, and share their own selections when moved to do so. (Periods of silence are also allowed.)

Chapter 9 Activity 2 Part 1

Chapter 11 Activity 4

Socratic Seminar

A Socratic seminar is based on the principle that students should think critically and for themselves. It is different from a debate in that participants spend greater time reflecting on what others have said rather than formulating their own arguments. Careful listening is a large part of the process. There are different ways to organize a Socratic seminar in the classroom, but all involve students examining a common text, video clip, song, or other source. Students are put in two concentric circles, the inner circle processing a document and the outer circle taking notes on the conversation. Next a group leader, either the teacher or a student, asks open-ended questions to the inner group, to which participants respond. Then the two circles swap roles for another document. Many teachers devise rubrics for grading large Socratic seminars at a unit’s end while others include the activity as a routine part of their week. (Description contributed by David Green)

Chapter 14 Activity 2 Part 2; Activity 6, bullet 3 could be done as Socratic Seminar

Text on Text

Text on Text helps students reflect and build on the ideas of their peers. It is useful when students have three or more documents to read. Create groups of students where the number of students in the group equals the number of readings. Each student has a different color pencil. Each student reads a document, answers a question or makes a comment, and passes the document to the next person. That person reads the next document and adds his or her comments to the classmate’s answers (not re-writing the same responses) until each has read and written

about all the documents. Students end with the document they began with and read all the comments. This often leads to lively discussions.

Chapter 6 Activities 1 and 2

Directions are also found on the companion website in Supplementary Materials 6.A

Three-Two-One (3-2-1)

3-2-1 is an effective summarizer to a reading, discussion, or at the end of class. For example, the strategy in Chapter 11 would be as follows:

Read the excerpt of Mao's statement "The Masses Can Do Anything." (13.3) With your group create a "3-2-1":

- 3 observations about the Chinese peoples' reactions to Mao's statement
- 2 questions related to the statement
- 1 conclusion about Mao's leadership

The thinking strategies for 3-2-1 can be based on the class needs and topic. A few other examples include ...I wonder about, ...I disagree with because, ... I can connect to because...

Chapter 13 Activity 3

Voices in the Head or Talking Heads

This strategy encourages students to make inferences about characters in literature. Students should be prepared to either

1. Freeze in place as a character while classmates share what their character could be thinking or
2. Say what their character might be thinking.

Chapter 8 Activity 3

Written Conversation

Written conversation stimulates students to "dig deep" into their thinking and the ideas of a partner. Give students the following directions to have them engage in a "Written Conversation" with a partner:

Write a letter! Use formal greetings ("Dear _____") and closings.

- Write for 3 minutes. No stopping. No talking.
- Pass letter to your left.
- Read and respond to the letter you receive in writing for 2 minutes. No stopping. No talking!
- Pass back to original writer (to your right).
- Read and respond in writing for 2 minutes. No stopping. No talking!

After 3/4 turns, talking allowed.

Chapter 9 Activity 2