

## Demonstrate Your Learning Strategies

**1-2-3 Quick:** Use a reading resource to determine the three most important items (events, facts, or concepts) from the reading. Meet with another group who read the same reading, and compare their three most important items.

**Brochures or Newspaper Advertisement:** Create a brochure or newspaper advertisement about an invention that you feel changed how Americans live. This should be written for the time period the invention became popular.

**Cause and Effect:** Identify and explain the interaction between two events or ideas in which the action of one results in the other.

**Character Sociograms (Graphic Organizer):** Draw five (or more) circles, and place the names of historical characters, countries, events, etc. inside of each circle. Use arrows to draw and label relationships between each circle.

**Comparison/Contrast with Timeline:** Look at two views of an event and create a Venn diagram, noting each point of view outside of the circles. Do the viewpoints have anything in common? Present your event and diagram.

**Concept Mapping or Concept Webs:** Summarize information and relationships using a concept web. Concepts are usually enclosed in boxes or circles. The relationships are usually indicated by a line, or a link, that connects two concepts.

**Debate:** Select a controversial issue, such as farm subsidies, and be prepared to speak both in favor and against the issue. Use a coin toss to determine who will speak affirmatively or negatively about the selected issue.

**Demonstration:** Obtain artifacts, models or products to demonstrate an event.

**Games:** Create a game using the event. Possible game formats include Bingo, Jeopardy, Memory Match, Cranium, Hollywood Squares, Pyramid, Monopoly, Pit, etc.

**Grab Bag:** Working in groups of twos or fours, collect a bag of artifacts/pictures (4 or 6 items) from an assigned period of time or your chosen event. Each person in the group needs to contribute one or two items. Each group will be assigned a different time period or event. Swap bags with another group and try to determine the time period or event the other group was assigned. Continue passing bags from group to group until all bags have been investigated by each group. As a class, discuss each group's guesses for each bag.

**Group Presentations:** As a group read, discuss, critique, etc. and together come up with a way to present the material to other students. The presentation should be no longer than 5-10 minutes. All voices must be heard.

**Group/Individual Projects:**

- Create a PowerPoint
- Use a video camera to create a documentary or commercial
- Write an advertisement
- Create a game
- Make a collage
- Make a sculpture or model
- Draw and label a map to represent an event
- Develop a timeline
- Write a newspaper article or editorial
- Create a display or poster

**Media Analysis:** Evaluate your event using one of the *Media Analysis* activity sheets and share your observations.

**Newspaper Reporter:** Research and write a newspaper article for a particular event or issue.

**Philosophical Chairs or Cross the Line:** Pose a controversial statement related to the topic of study. Take one side or the other. Students who agree with the statement go to one side of the room and those who take the opposing view go to the other side. Place a chair on each side from which the students may speak. Only the student in the chair may speak. Sides take turns speaking and as speakers make their points, students may change sides. Students may change sides as often as they like.

**Picture Map:** On large butcher paper create a mural on a particular subject or topic (immigration, westward expansion, Industrial Revolution, New Deal, sustainable agriculture, etc.).

**Radio Broadcast:** Simulate a radio broadcast program, complete with microphone, by interviewing the students in your class about a particular event or issue. For example, ask their opinion concerning westward expansion and Native American culture or about Caesar Chavez and the farm labor movement.

**Role-playing/Skits:** Create a skit to act out – perhaps a conversation between two historical characters.

**Virtual Tours:** Using the internet, find and share three other resources about your event. Discuss the relationship of these resources.