

# The Playbook:

An Instructional Guide for Strategies in the Social Studies Classroom



**Rann Miller**

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“Intelligence plus character--  
that is the goal of true  
education.”

- Rev. Dr. Martin Luther  
King Jr.



Dear Reader:

One of the greatest jobs that you can ever have is to be a social studies teacher. There are so many subjects you can teach that will open the minds of your students to a world that will challenge them and ask them to be their best selves. A social studies teacher has a responsibility; that is to empower students to become great citizens who are civically engaged, active within their communities and critical thinkers. Sometimes, achieving that end is a bit difficult when you consider the day-to-day lesson planning, grading and teaching.

This document is a guide to offer 10 instructional strategies to help you become a versatile classroom teacher/facilitator. These are simply strategies; please amend them to fit your classrooms as you see fit. The hope of this text is to allow for fun and engaging experiences for your students in an effort to facilitate their growth both inside and outside the classroom. I hope that you find these strategies as important to making your students successful.

Sincerely,

Rann

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Typography: Randy R. Miller Sr.

Manifesting Opportunities for Renewal and Empowerment, Inc. can be contacted via phone at 856-432-2370 or via  
email at [urbanedmixtape@gmail.com](mailto:urbanedmixtape@gmail.com)

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# 1. Notetaking:

When delivering your content, it is important to have students take notes. However, depending on your scope and sequence, the depth of information you intend on covering and the academic levels of your students, you may want to cater to your population. For example, college students should expect to dictate what information they deem vital for any course during a given lecture. A 3<sup>rd</sup> grader wouldn't be expected to dictate their notes. They may receive a sheet with words to fill in.

- When giving notes and requiring students to take notes, one of the best things that you can do is provide them a packet of notes where they must fill in either words in a sentence or complete sentences. You can create a word document or a PowerPoint presentation; in either case this style of note taking keeps students engaged as you lecture. They'll be forced to follow along (or they'll miss notes).

## The Rise of Fascism

- Fascism is a nationalistic political philosophy which is \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.  
It puts the importance of the nation above the rights of the individual.
- The word Fascism comes from a Latin word meaning "\_\_\_\_\_."  
These Fasces were used in ancient Rome to beat \_\_\_\_\_ who did not vote the way the emperor wanted.

- Another strategy is to create a PowerPoint presentation or Prezi and highlight (or make a different font) the information you want for students to write down. Students will be relieved that they don't have to copy everything down.

## Classroom Management

### Tip:

The likely scenario is that your students' writing speed will vary. Some will finish on time or they'll still be writing as you attempt to move forward. In that case, they'll ask their neighbor for the notes they missed. A small conversation about the notes may happen. If so, don't overreact. Let them talk and if they get too loud, then quiet them down. Also, if you see the conversation is becoming non-productive, then put an end to it. However, if the conversation is productive and quiet, it can continue. One great way to control taking in your class is dictating what the conversation is about. If they are talking about the notes or lesson and they are not being disruptive, let them talk. Monitor it, but let them talk.

# 1. Notetaking Cont.

## The Rise of Fascism

- Fascism is a nationalistic political philosophy which is anti-democratic, anti-communist, and anti-liberal. It puts the importance of the nation above the rights of the individual.
- The word Fascism comes from a Latin word meaning “bundle of sticks.” These Fasces were used in ancient Rome to beat Senators who did not vote the way the emperor wanted.

- Lastly, you could create a chart already labeled with categories and subcategories so that students, as they hear or see the notes, can judge for themselves what information should go in which box.

## Complete This Chart During Notetaking

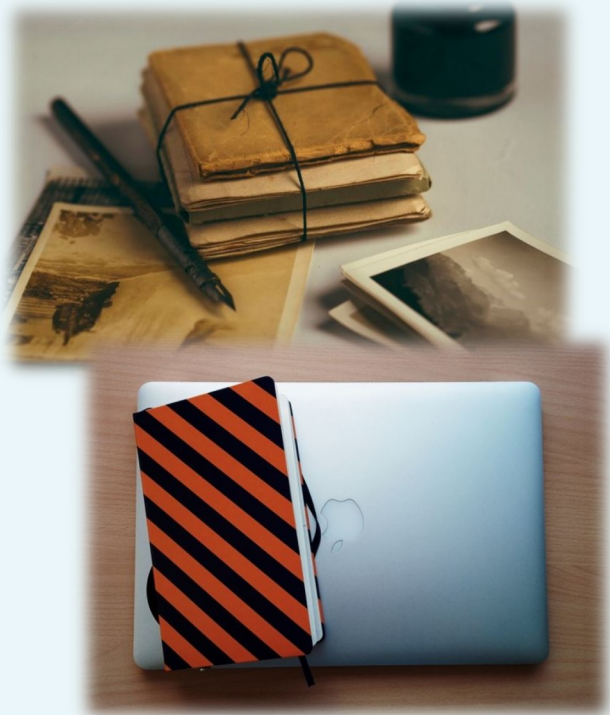
	Germany	Italy	United States	England	Japan	Russia
National Leader						
Govt. Type						
Purpose for Fighting						
Which Side? (Allied or Axis)						
Total Deaths						

Whatever strategy you use; each day's worth of notes will build a chapter/unit portfolio of notes that are at a student's disposal. They are responsible for those notes. At your discretion, you can compile all the notes you've handed out and create an overall chapter/unit guide. Also, you can put your notes packet on your teacher website for students to retrieve information they've missed – I would advise you only do this a week before a test or else students will disregard notetaking in your class.



## 2. Lecturing Accompanying Notetaking:

If possible, I would advise that you limit your lectures to twice a week. If you decided that you absolutely have to lecture every day, don't make your lecture longer than 10 to 15 minutes at the most per day. 5 days' amount to 50 to 75 minutes per week. 50 to 75 minutes is a good college lecture; however, your students are not in college yet. Incorporate an opportunity for a discussion regarding the subject of the day or key area within the unit. Use the remainder of your class time for the completion of assignments, research or other fun activities you've designed for your students.



### Classroom Management Tip:

Limiting your lecture time or lecturing amount will prevent your students from getting bored and disengaged. It will also cut down in the desire to talk among your students. You won't be able to prevent all students from always talking but if you move through your lecture swiftly, it forces students to pay attention and focus or they'll be lost. If lost, they'll either come to you or go to a classmate, thus helping you control the conversation if they do talk.

# 3. One Paragraph Writing Assignments

Many students hate writing. Sometimes it is because they either cannot write, don't quite understand the rubric or format you require or they can write and feel like your demands limit their creativity. The other down fall to writing assignments is that as a teacher, you have to sit, read and grade papers that may or may not be readable (I've heard many a teacher discouragingly read essays with a glass of wine in one hand and a red pen in the other).

The 1 paragraph essay is simple. It forces them to write at minimum 7 sentences that captures their main idea, supporting points and address the contrary opinion. For these assignments, you can create a question that they must answer in the form of the essay. The breakdown is as follows:

Sentence Order	Sentence Type	Description	Exemplar	Sentence Worth
<b>Sentence 1</b>	Introductory Sentence	Introduction to the paragraph	Racism has always been an issue in American politics	5 Points
<b>Sentence 2</b>	Thesis Statement	Main idea of the paragraph	President Obama has experience racism while he was president	25 Points
<b>Sentence 3</b>	Counter Argument	Opposing point of your main idea	Some would argue that if he couldn't have faced racism or he wouldn't be president	20 Points
<b>Sentence 4</b>	Supporting Point #1	Evidence for your main idea	President Obama has been made to look like a monkey in magazines and political cartoons	15 Points
<b>Sentence 5</b>	Supporting Point #2	Evidence for your main idea	President Obama has been said to actually be from Kenya and not from the United States	15 Points
<b>Sentence 6</b>	Supporting Point #3	Evidence for your main idea	President Obama has been said to not be as qualified as previous presidents	15 Points
<b>Sentence 7</b>	Conclusion Sentence	Reestablishing your thesis and evidence	President Obama has experience racism as president in numerous ways	5 Points

This rubric should parallel closely, if not exactly, with any English teacher your students have or will have. The alignment is such that students will not have heard such words as thesis or such structures as a counter argument.

# 4. Optional Assignments:

Optional assignments are exactly that: optional assignments. Rather than giving students baseline work that they all have to complete regardless of skill level, offer a different range of assignments that students can choose from. Here is how you would implement such a system of assignments: create categories, a point system and assignments according to the categories you've created that are worth the points set by your point system. If you want to give homework, give classwork and have quizzes in your class, give them in an optional assignment format. Essentially, you'd be giving 5 days of homework, classwork and quizzes only requiring that they complete 3 of 5 assignments in each category. By making that your procedure, you're facilitating student ownership, autonomy and academic independence among your students. The next logical question is what happens if students choose not to do an assignment because they know they have the "option" of doing something else? Incentivize the completion of the other 2 assignments per category students do not have to complete. Also, create more categories and create more work. If this is too much work for you then maybe optional assignments aren't the best thing for you to do, however what do we tell students when they say that they have too much work?

Optional assignments don't work unless you have a multitude of assignments students can choose from. Here is an example of an optional assignment list for a U.S. History class for 1 marking period:

	Classwork (10% of Grade)	Homework (10% of Grade)	Project (25% of Grade)	Writing (15% of Grade)	Test (40% of Grade)
<b>Week 1 – WWII (Must complete 2 out of 3 non- test assignments for each category)</b>	Seeds of War Chart Assignment	Read Section 1 & Answer Questions 1 to 5	Create a tourist brochure of a WWII City	Autobiography – Winston Churchill	
	Chapter Review (sections 1 to 3)	Read Section 2 & Answer Questions 1 to 5	Create a battle scene from WWII	Case Study – Purpose of War	
	Geography: Identify countries & capitals	Read Section 3 & Answer Questions 1 to 5	Instagram 3 battles, 3 leaders and 3 WWII Movies	Read & React Essay Report	Weekly Test

*\*At the conclusion of 10 weeks (1 marking period) categories will represent points i.e. classwork 100 points, with all categories totaling 1000 points. 1000 Points (100%) is equivalent to an A grade, 900 (90%) points, a B+, 800 points (80%), a C+, 700 points (70%) a C or D, and 600 points (60%) a D or an F.*

# 4. Optional Assignments

## Cont.

In this example, students receive 13 weekly assignments with only one mandatory assignment (weekly test) and 8 other assignments they can choose from (2 per category). This is just an example, however you can add more categories and more assignments. You can tailor this system however you'd like. This is just an example of how it could look in your classroom.



### Classroom Management Tip:

Optional assignments allows for your more advanced students to serve your classroom as teacher helpers. They can actually assist students who are having trouble with their work. This can free you up to help specific students or address discipline issues in your classroom. Also, you can control the classroom conversation among your students. With students helping you, you've changed the classroom dynamic to one where students can work independently and without fear of having their every move controlled.

# 5. Simulations:

We learn a lot about a lot of things in social studies. In history, we learn about wars and periods in time. In economics, we learn about the cycle of money and personal financial management. In sociology, we learn about people, culture and the means for finding meaning about society from exploring aspects of people and culture. Sometimes, learning about these things isn't enough. Sometimes you have to reenact or simulate them in the classroom. Doing so may require some creativity and license from your direct supervisor, but if you do it right, you'll help students completely internalize a concept they may not have otherwise understood. Here are a few ideas:

- Have a classroom election
- Conduct a trial (moot court) in your classroom
- Create a research question and survey for your school to answer. Have students organize the data and interpret their findings
- Conduct a “war” in your room with two sides (both on opposite ends of the room), the desks in the shape of trenches and balled up pieces of paper as bomb. Students hit with the paper are out the game until there is one side with no more participants.
- Have a debate in class
- Role play a historical event using your students as the actors

## **Classroom Management Tip:**

A simulation in your classroom will require that all students in your classroom participate. Your job is to make sure all students participate. If you have roles and responsibilities for every student during the simulation, then the simulation will take care of itself. If there are students without a simulation sustaining role during the activity, they will disengage and potentially disengage others, compromising the integrity of the activity.

# 6. Case Studies:

A case study works great in the classroom for a number of reasons. First, a case study provides you with the opportunity to provide students with a scenario where they can provide their “expertise” and give their analysis and advise the class on how any given situation should be approached or should have been handled. Creating these case studies can be a bit tedious; however, you can tailor your case study to each of your classes. You can use student’s names and take a historical concept or event or you can make a more modern scenario and infuse that concept or event – making it relevant for the student. Also, case studies can provide you with a legitimate opportunity to have students practice their writing in class.

Below you will find an example case study. The particular example here was for my U.S. History II course. The particular lesson was on corporations, trusts, monopolies. The title of the case study is Door Knobs. Here is the structure of the case study followed by the actual part of the case study for this lesson as the example:

**Background:** Prior to the actual scenario, you must provide background information that sets up the scenario of the case study. Here is where you provide character roles, setting, theme and any other information needed according to what you are trying to accomplish.

*Ex. Raymond is the President and CEO of Richards and Sons Door Knob Company. He is in direct competition with Ortiz Knobs Inc. and Taylor’s Knobs LLC. They each make door knobs and distribute them throughout the United States. They are the three biggest door knob companies in the country: Richards is ranked 1st, followed by Taylor’s and Ortiz.*

**Scenario:** Here is where you take the lesson and concept that you’ve been teaching and create a situation that impacts the characters you’ve created; it is a modern dilemma based on contextual information.

*Ex. Ortiz knobs is the best at making metal knobs, however, Raymond was able to steal the chief metal knob designer from Ortiz Knobs by paying more \$\$\$. Because of this, Richards now makes better metal knobs than Ortiz. Now, Ortiz Knobs is about to go bankrupt. Richards and Sons aren't the best businessmen... they just steal and takeover. Ortiz Knobs knows how to administer their business. Richards approaches Ortiz with the proposition to pay all of Ortiz’s debt in exchange for ownership of the company and Mr. Ortiz will be made a senior vice President. Taylor’s Knobs speaks to Ortiz and tries to convince him not to sell to Ortiz and move forward with bankruptcy and rebuild his business brand.*

# 6. Case Studies Cont.

**Decision:** This is the point where you take the next step and create a question or a set of questions from the scenario; use the lesson and concept to create a problem based on the scenario that you created.

*Ex. If you are Ortiz's advisor, what would you advise him to do? Should he sell to Richards and allow him to take over the business or should he listen to Taylor? Is there anything else that he can do to help his situation?*

**Activity:** Here is where you provide the actual assignment. Of course, the assignment relates to the question(s) you posed in the decision portion of the case study. But just having the students complete the decision portion alone gives them no parameters to provide an answer. The activity gives structure to the decision portion of the case study. You can frame your assignment structure anyway you'd like. I wanted to turn my students into good writers, so I made them complete a 1 paragraph essay (see the instruction on how to have students complete the 1 paragraph essay).

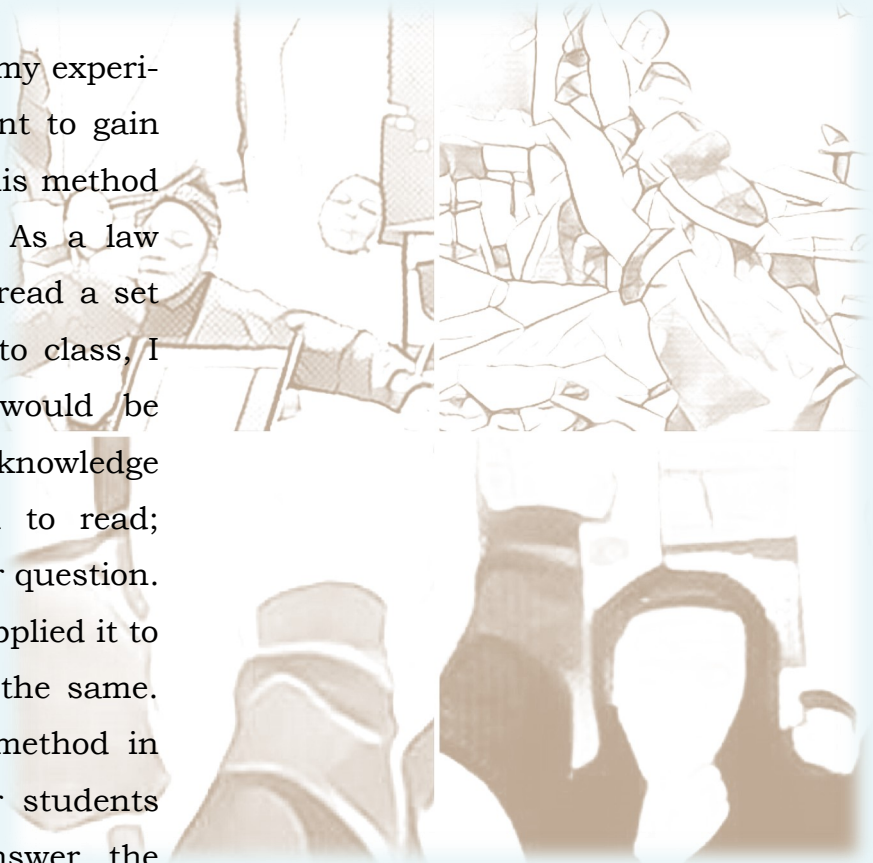
*Ex. Write a 1 paragraph essay containing the following elements when answering the questions above: Introductory sentence, Thesis, Counter Argument, 3 Supporting Points and Conclusion.*

## **Classroom Management Tip:**

Don't spend too much time on allowing students to write their answers. Demand a quick turnaround time to leave the door open for more discussion. This isn't the time for deep reflection as they write. Deep reflection will take place during discussion. They don't need to necessarily think hard and write when answering the scenario. Save deep reflection during discussion to ensure that students are not distracting one another during the discussion.

# 7. Socratic Method:

As a teacher, I've drawn on my experience as a law school student to gain some inspiration to apply this method of teaching in my classes. As a law student, I was expected to read a set of cases and when I came to class, I and my fellow students would be asked questions to test our knowledge of what we were assigned to read; question after question, after question. I took that experience and applied it to my classroom. You can do the same. You can use the Socratic method in your classroom. Allow your students to use their notes to answer the questions that you ask. Please refer to the figure (Figure 1) below for more information on how to ask questions. When asking question, attempt to ask more high-level questions. The other part of your job is to be a contrarian of sorts: you will have the job of playing devil's advocate. That means you will attempt to poke holes and find flaws in the students thinking in order.



## **Classroom Management Tip:**

Make this a very intense time as you execute the Socratic method. When students get a feel for how intense this is, the only noise you will hear will be the sound of pages turning and very little voices. If you do hear a student, turn your attention to that student and begin asking that individual questions next. That will send the message to be quiet unless they wish to be approached with a set of questions.



# 8. Social Media Assignments:

One way that our students communicate is through social media. It is a major part of their lives. Truth be told, it is a major part of all of our lives, whether you are an adolescent or a middle aged adult. One of the best ways to engage your students is to use social media as a way to have fun while completing an assignment. Social studies teachers are probably best positioned to take advantage of the practical application of current technology platforms in the classroom. Here are some examples of what you can offer in the way of assignments to encourage excitement and engagement from your students:

- **Facebook:** Create a Facebook page about your topic or unit and allow your students to follow your page. Their assignment will be to post specified items onto the page's comments. Students are to post the following items:
  - 2 links of current events articles that talk about the topic or unit and a 1 sentence summary for each article – Worth 40 Points.
  - Comment on 2 articles posted by classmates (comments must be at least 2 sentences) – Worth 40 Points.
  - Get one of your Facebook friends (not a member of the class) to like the page – Worth 20 Points.
- **Twitter:** Have students create a ranking of the most popular/famous celebrities. Populate this list to the whole class and require that students reach out to a celebrity via twitter and ask them for their opinion on a current event you've discussed in class. If you get a famous person to respond, you get a satisfactory grade (85). If you get a celebrity named on the class list to respond, you get an above satisfactory grade (90). If you get a celebrity named on the class list to respond and they retweet any comment, have a conversation with you or like a comment, you get a super satisfactory grade (95). If you get a celebrity named on the class list to respond that is in the top 5 and they retweet any comment, have a conversation with you or like a comment, you get a perfect score (100).

# 8. Social Media Assignments Cont:

- **Instagram:** Have students either draw or create a faux digital picture using an Instagram picture template. If you wish to print out the template for students to hand label and draw, you can find those printables here: <http://www.mrakansonline.com/20132014/templates-for-fake-twitterfacebookinstagram-pages> (side note - you can download the faux twitter and Facebook templates to do the same with those platforms). If you wish to provide an electronic link to have them post pictures to create a post to print to you, or save to a drive, you can visit <http://blogs.henrico.k12.va.us/jpcovais/2015/02/04/instagram-template-for-students/> (you'll need a google account to access the template) or you can visit.

You can do similar assignments using other social media platforms i.e. Tumblr, Snapchat, Pinterest, Periscope and a whole host of others. In case you are unaware of all the various platforms out there, refer to this link for more information - <http://60secondmarketer.com/blog/2010/04/09/top-52-social-media-platforms/>.

## Classroom Management Tip:

Social Media Assignments can be a fun way to engage your kids and have a sanctioned cell phone activity that uses technology to help build community around your lessons. A social media assignment that allows for students to do what they do when they're out of school, for an academic purpose, will do two important things: first it will keep your class quiet – everyone will be focused on texting and scrolling down newsfeeds. The second thing that it will do, and this is more important, it will take learning outside the classroom and bring it to their universe to encourage communication and discussion over issues of history and culture that will facilitate critical thinking.

# 9. Current Events Discussions:

A wonderful tool of social studies teachers is the use of current events discussions in the classroom. There are two types of discussions that you can have: safe discussions and hard/controversial conversations. I encourage you to delve more into latter conversations; if you're equipped and comfortable to have those discussions. Such hard/controversial conversations include gender/sexuality choice, race, religion and politics. Schools are a place where young people should feel comfortable looking at the issues that affect our world critically. They should feel comfortable coming to us with their questions, comments and concerns. However, if you intend on engaging with difficult topics, there should be some organization to it. Here are some instructions on how you should set up your current events forum format:

## Introducing the Topic/Article (STEP 1)

- Description – *Here you will introduce the topic of the article to the class. Prior to completing step 2, ask students if they've ever heard of the topic, the issue at hand and characters involved. Give students an opportunity to answer those quick questions prior to reading or explaining the article.*
- Quick Questions (You ask students these):
  - Have you ever heard of this topic or do you know what the topic concerns?
  - Do you know about or have an understanding of the specific issue as it relates to the overall topic? Ex. If abortion, the right to choose, is the topic, the issue maybe concerning if a woman should have the right to choose if pregnant after being raped.
  - Do you know who the characters/people that are involved (ask this question especially if the characters/people are notable individuals or groups).

## Reading/Explanation (STEP 2)

- Description – *Here you will engage in the article. Based on how much time you have, you will have to judge if you should read the article aloud yourself, ask a student to read the article aloud or simply describe the article yourself to the students. ALWAYS EXPLAIN THE ARTICLE AFTER IT HAS BEEN READ ALOUD.*
- Decided According to Time Remaining:
  - A student reads the article aloud (and you explain the article)
  - You read the article aloud (and you explain the article)
  - You explain the article
- Have the students identify the following after the article is finished being read and/or explained:
  - What is the topic
  - What is the specific issue/problem
  - Who are the characters

# 9. Current Events Discussions Cont:

## Time to Think (STEP 3)

- Description – *Here you will give students an opportunity to think about what they’ve read, what you’ve explained and what they’ve identified together to be the topic, the issue or problem, the characters and the outcome. Give students 30 seconds to 1 minute to gather their opinions on everything.*
- Quick Questions: Ask students to answer the following as they are thinking...
  - What is your opinion on the topic
  - What is your opinion on the specific issue
  - What is your opinion on the article
  - Do you have any facts to back up your opinions

## Discussion (STEP 4)

- Description – Here you will engage in discussion with your students about the article. Based on the quick questions you asked students to consider from step 3, you will begin to tease from students their thoughts and opinions. When speaking with students your job is to encourage deeper level thinking. What you do not want is yes or no answers to be the meat of your discussion. Use those quick answers to get the conversation started and when those 1 word questions have been exhausted, you must ask deeper meaning questions. Please refer to the figure (Figure 1) below for more information on how to ask questions. When asking question, attempt to ask more high-level questions. The other part of your job is to be a contrarian of sorts: you will have the job of playing devil’s advocate. That means you will attempt to poke holes and find flaws in the students thinking in order. That means that you may ask 1 or 2 quick follow up questions, following that you ask the room if there is anyone who disagrees with the line of thinking posed by the student whom you have probed.

### **Classroom Management Tip:**

This will by far be the biggest challenge; managing your students during a discussion. It is because your students will be excited to share. They’ll be excited to discuss and they’ll even wish to go back and forth with each other. You must create the rule of engagement for your students during discussion time. Without them, your discussion will turn into chaos. Make sure that all students are quiet as they listen to 1 classmate speaking at a time. This is an opportunity to teach respect and civility. Hold them to high standards of discussion and if they refuse to comply, cut the discussion short.

# 10. Debates:

Debating is a formalized and structured way of arguing a point, with strict rules of conduct and sophisticated techniques to assert, argue, defend and/or refute a position. Debating is a great way to incorporate the teaching of various skills in addition to public speaking or the art of the argument. And your students, just like mine, are sometimes argumentative, often times confrontational and always opinionated... good starting points for making good debaters.

Formalized debate training will give students the skills to help them throughout high school and college. Students will need to be excellent researchers, excellent analyzers of text, excellent writers and good public speakers. Honestly, having these skills means the difference between student loans and scholarships; it can be the difference between having the skills to find a job and the skills to begin a career. In prepping your students for debating, whether in class or in a competition, you can ask your students to complete various assignments that involve reading comprehension, identity formation, and that require them to conduct research. You can have your students' debate against one another both as individual debaters and in groups as debate teams. These activities and assignments will cultivate the following skills within each student: (1) analytical approach to study, (2) critical thinking, (3) public speaking, (4) writing basics and (5) conducting topical research; all critical to an individual's academic, personal, and professional development.

Here is an example of a debate format that you can use in your classroom. You can divide individuals into teams or have 2 individuals go head to head. There should be a side arguing in the affirmative and a side arguing in the negative. The debate can be as many parts as you'd like but I had 5 parts to debates I held in my classrooms. Debates tended to be a bit unconventional, however I attempted to enhance various skills during this activity:

1. Opening Statement(s): each side begins the debate by providing a short opening statement on their argument. It is the job of each side to tell the audience of voters exactly what they intend on arguing and proving during the debate.
2. Affirmatives & Rebuttals: during this portion of the debate, the pro side will offer their first affirmative argument. This is essentially their first major point to prove their argument. The con side will follow the first affirmative with their rebuttal where they will argue against the first affirmative posed by the con side. Each side will do this 2 more times with the second and third affirmatives and rebuttals.

# 10. Debates Cont.

3. Judge's Questions: here is the portion of the debate where I (although sometimes I would allow special guest judges and/or students pose questions) would ask each team a question in an attempt to delve deeper in their argument by attempting to poke holes in what it is they are trying to argue. There is always an answer to my questions, but the teams have think through the question they are given.
4. Open Forum: This is the part of the debate where both teams debate each other without interruptions from the facilitator, unless the discussion needs to get back on track. Students go back and forth in a respectful and civil discussion on the issues. The debate discussion gets very spirited here. Also, if students did a poor job in their preparation, it shows here.
5. Closing Statement(s): At the end of each debate, the pro and con side provides the lasting impression on the voters to get their vote by disproving the opponent and promoting their respective arguments. What I usually looked for is that each side tells the voting audience exactly what they said throughout the debate.

## **Classroom Management Tip:**

I am sure that you are wondering exactly what the non-debating students are doing while the individuals or teams are debating. The students not participating in the actual debate do participate in the day's debating activity. The remaining students are the voters for winner and loser. As the teacher, your job is to grade. You can create your own criteria for grading the debaters, but leave the voting to your class. I had a judging sheet for the students to complete that serves the dual role of an in-class assignment that is an additional grade for me and as a scorecard for the student voters. The judging sheet forced students to pay attention by having them participate as a major part of the debate process and my students take voting very seriously.

# Figure 1:

Figure 1 – Bloom’s Taxonomy Question Starters (Courtesy of Curriculet) <http://blog.curriculet.com/38-question-starters-based-blooms-taxonomy/>

## Level 1: Remember – Recalling Information

What is...?

Can you name...?

Describe what happened after...

## Level 2: Understand – Demonstrate an understanding of facts, concepts and ideas

Can you explain why...?

Can you clarify...?

Who do you think...?

## Level 3: Apply – Solve problems by applying knowledge, facts, techniques and rules in a unique way

Do you know of another instance where...?

What questions would you ask of...?

What choice does ... (people in article) face?

## Level 4: Analyze – Breaking information into parts to explore connections and relationships

How is... similar to...?

Can you distinguish between...?

What was the problem with...?

## Level 5: Evaluate – Justifying or defending a position or course of action

Judge the value of...

Can you defend the person’s position about...?

Do you think... is a good or bad thing?

Do you believe...?

What are the consequences...?

## Level 6: Create – Generating new ideas, products or ways of viewing thing

What would happen if...?

Can you see a possible solution to...?

Do you agree with the outcomes?

What is your opinion of...?

What do you imagine would have been the outcome if... had made a different choice?

# Credits

- Howe, Lindsey (2014). *Using Bloom's Taxonomy to Write Curriculets*. Retrieved November 4 2016, from <http://blog.curriculet.com/38-question-starters-based-blooms-taxonomy/>
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