



# TOTAL PARTICIPATION ACTIVITIES

*Engaging All Learners in the Language Arts Classroom*

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Drew Giorgi: [agiorgi@nhsd.org](mailto:agiorgi@nhsd.org)

Tara Sanders: [tsanders@nhsd.org](mailto:tsanders@nhsd.org)

Lori Soriano: [lsoriano@nhsd.org](mailto:lsoriano@nhsd.org)

New Hope-Solebury High School, New Hope, PA

# **Total Participation Activities**

## **Section 1: Kinesthetic**

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- Networking Sessions
- Quote Mingle
- Says/Does Match
- Scavenger Hunt
- Think/Pair/Share (Restate what your partner told you, Jigsaw)

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- QAR
- Ranking
- Think/Pair/Share (1:4:P:C:R with Opinion Analysis Workshop example)

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- Sequencing Writing-Inverted Pyramid Writing
- Quick-Writes
- Quick-Draws (Drawing in the same spirit as a Quick-Write)

## **Section 4: Discussion**

- Bounce Card
- Debate Carousel
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- QAR\*
- Response Cards
- Think/Pair/Share (Restate what your partner told you, Jigsaw)\*
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\*See earlier section for entry

## **Section 5: Technology**

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- Poll Everywhere
- Socrative
- Today's Meet

## Section 1: Kinesthetic Total Participation Activities

### Chalkboard Splash

**Description:** This is a quick way to bring your class together on an intellectual level as well as on a social-emotional one. Students are asked to post their responses around the classroom and then consider their fellow students' responses.

**How it works:**

1. Come up with a prompt, question, or sentence starter (this can piggyback on a Quick-Write or Quick-Draw). Additionally, this is also a good way to do a question flood.
2. Students respond to the prompt and post or write their answers up on your chalkboard, whiteboard or on chart paper.
3. Students should then read through what other students have written and make note of important observations, questions, or points of view they have not considered before.
4. Students can then get into small groups and share what they noticed, or this can be done through whole group instruction.

Typical application asks them to look at what similarities they found to their own answers as well as what differences they found and what surprised them.

Chalkboard Splash Debriefing Form:

Similarities	Differences	Surprises

**Application:** We use this in the traditional way, often capturing the results by taking a photograph. We have modified it to also reach out to students on an emotional level (photograph 1 asks the students to say what they liked about each other's poetry in Melanie Pittner's creative writing workshop). We also modified it to encourage a deeper focus on literature.

#### Revised Chalkboard Splash Debriefing Form for use with literature study

(page numbers go into the small cell on the right)

Similarities		Differences		Surprises	

Samples:

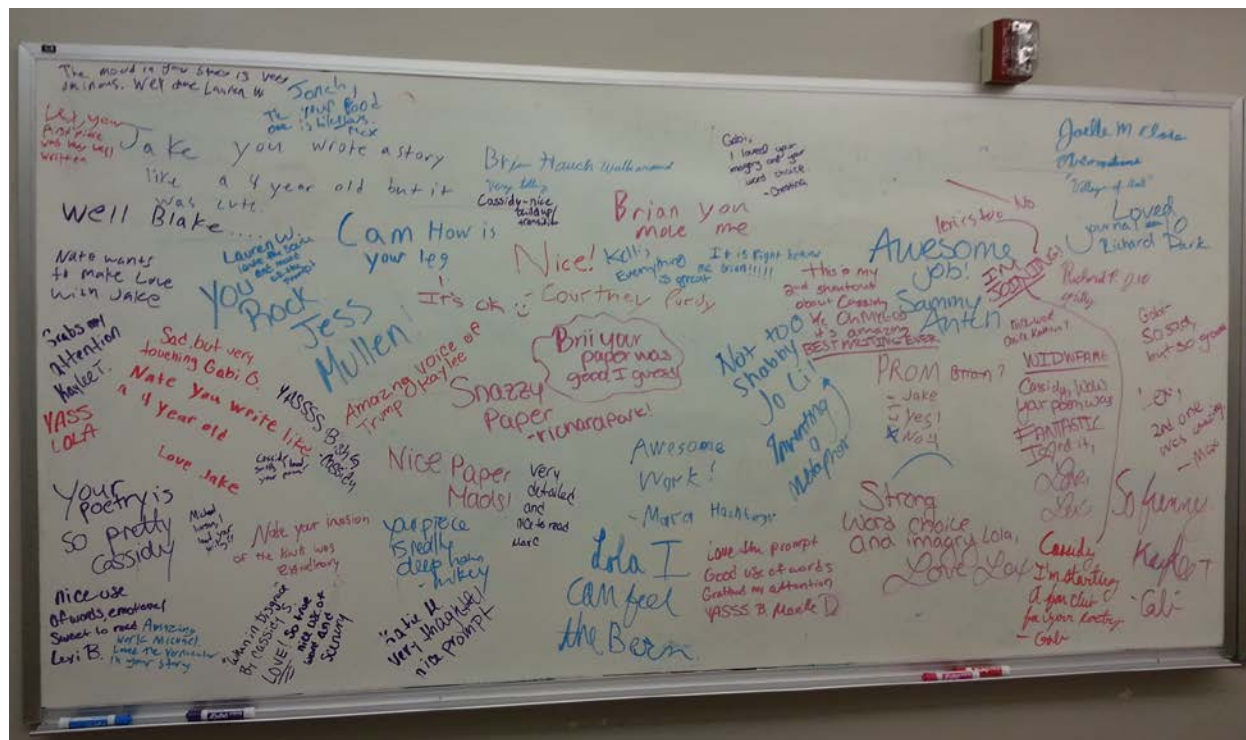


Photo 1: Chalkboard Splash by Ms. Melanie Pittner's Poetry Students.

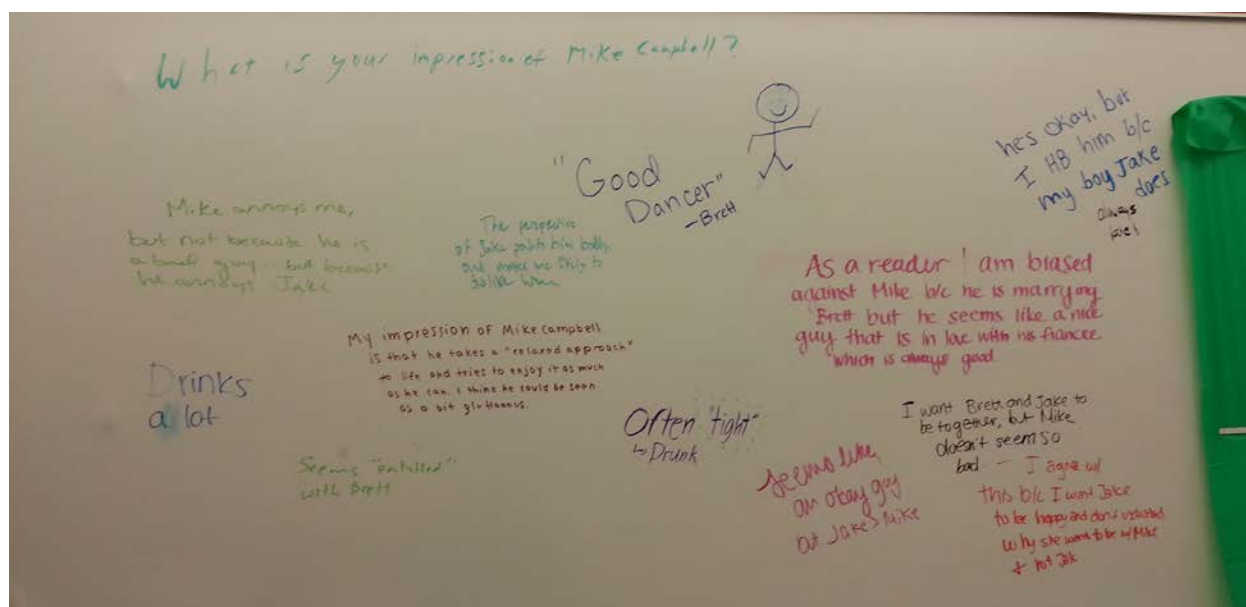


Photo 2: Student Impressions of Mike Campbell of *The Sun Also Rises*

Samples Continued:

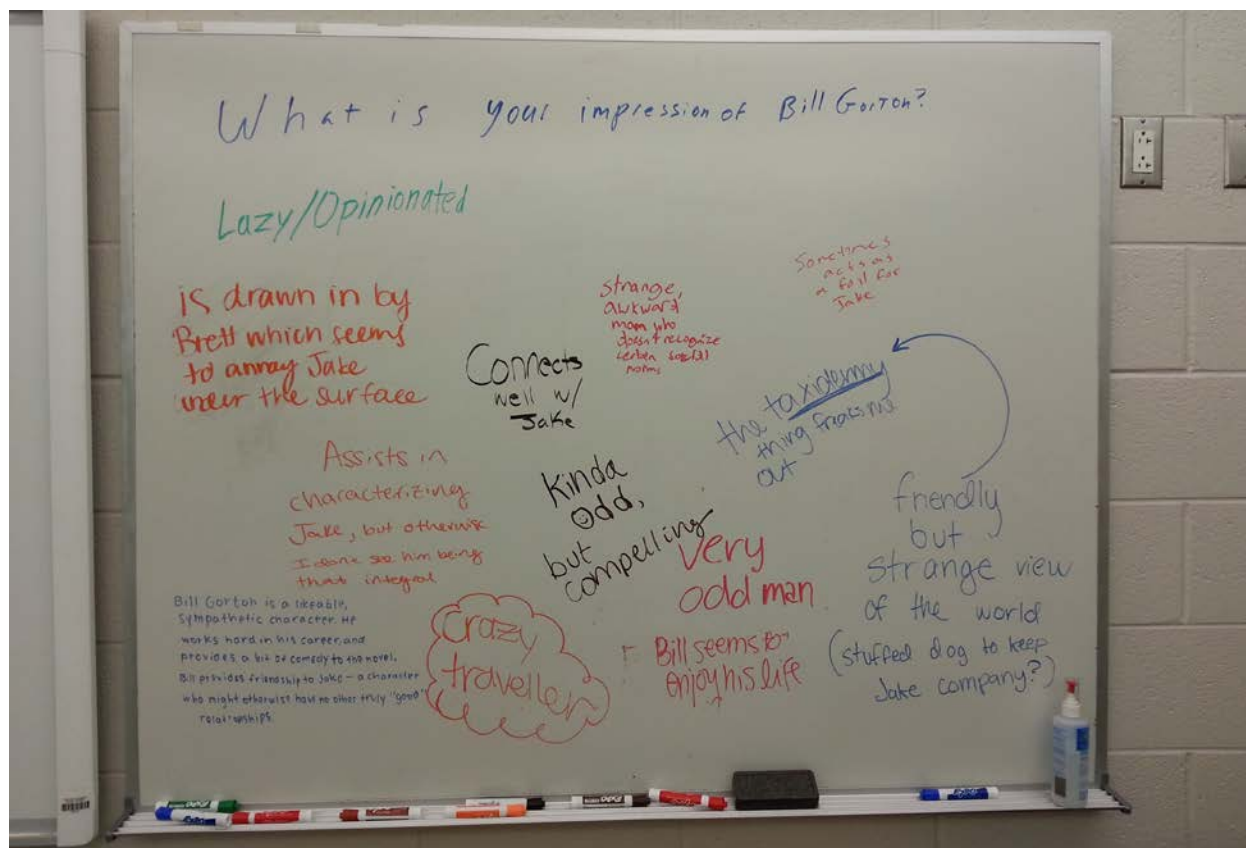


Photo 3: Student Impressions of Bill Gorton of *The Sun Also Rises*

## Networking Sessions

**Description:** This activity is a way to get students to talk to a classmate whom they usually would not address. This is a great way to push the class out of its comfort zone and to add some physical movement into a lesson. It also helps to build the classroom community. Because of the way this is designed, all the students have someone with whom to engage. Networking sessions can be used at any point in a lesson depending on teacher preference. A networking session can be used in conjunction with a lot of other total participation activities, so you will see it referred to a lot in our other handouts.

**How it works:**

1. Prepare one to four prompts or questions and ask students to reflect their answers (this can be done using a Quick-Write, Quick-Draw, Classroom Question, or 3 sentence wrap-up)
2. Ask students to join someone with whom they have not yet spoken that day and discuss their responses to the teacher-selected prompt.
3. After a predetermined amount of time, signal to the students that it is time to talk to someone else.
4. With the new partner, the students respond to a different teacher-created prompt. The process is repeated until all of the prompts have been discussed.

**Application:** We applied this technique in all of our classes and we often mix it with another total participation technique. Additionally, Networking Sessions can be used to generate alternative content other than a reflective summary. One of the best uses we have found is to use it to create a question flood on a specific topic or text and then to invite the student pairs to share their questions via a Chalkboard Splash by either writing on our whiteboards or sharing their questions through Google Classroom or Socrative.

## Quote Mingle

**Description:** The Quote Mingle works well as a pre-reading activity for plays and novels. Inspired by Folger's Teaching Shakespeare Institute, students become familiar with lines of the text prior to reading. They can also make predictions and inferences based on the quotes. This activity requires planning and materials.

### How it works:

1. Each student is given a character's line from the text.
2. Students then practice reciting the line with inflection and gestures.
3. Students are directed to mingle in the room and deliver their lines to at least ten other students.
4. Students then group by character and make an inference or prediction based on their character's quotes.
5. Groups then recite the character lines to the class and share their inferences.

**Application:** This activity worked well with *Catcher in the Rye*, *To Kill a Mockingbird*, *Brave New World*, *The Crucible*, *Macbeth*, and *Great Gatsby*. For *Catcher in the Rye*, we had several groups for Holden, since most of the quotes came from him. The other works of literature offered a more even distribution. Students love practicing their lines and sharing them with everyone. It's also very rewarding and validating to hear them get excited when the lines appear again later during our reading or performances. We have found that this activity is a good way to familiarize our students with Shakespearean language and it provides them with some out-of-context practice, which prepares them for speaking lines more fluently.

For example, prior to reading *The Tragedy of Macbeth*, students were given 25-30 quotes from the play. Here is a sample of Lady Macbeth's quotes:

Lady Macbeth:  
"...look like th' innocent  
flower, / But be the serpent under't."

Lady Macbeth:  
'My hands are of your color, but I shame  
To wear a heart so white."

Lady Macbeth:  
"Yet do I fear thy nature; It is too full o' the milk of  
human kindness."

Lady Macbeth:  
"Things without all remedy  
Should be without regard: what's done, is done."

Lady Macbeth:  
'We fail?/ But screw your courage to the sticking  
place, /And we'll not fail.'

Lady Macbeth:  
"Out, damned spot! Out, I say!...  
Yet who would have thought the old man to have  
had so much blood in him."

Students can practice reciting these lines to each other and form a group to develop a character inference for Lady Macbeth.

## Says/Does Match

**Description:** This activity offers students a kinesthetic learning experience while reviewing certain concepts. In addition, it allows for variations in complexity of the task, ranging from simple matching to analysis to creation. Students are asked to match a selection of text with accurate observations of what the language “does”. There are several variations, but most follow the same method. This activity requires prior planning and materials.

### How it works:

1. Each student is given a printed card with either a “quote” or a “does” statement.
2. Students mingle in the classroom to correctly match their quotes with the “does” statements.
3. After students correctly match their “quote” or “does” statement to their counterpart and checked with the teacher for accuracy, the partners draft 1-3 sentences embedding the “quote” and “does” statement together.
4. Each pair presents its findings to the class.

### Variations:

1. Instead of a quote and “does” statement, have students match a vocabulary word and definition. Then have partners join another group and create a paragraph using the vocabulary words.
2. Match different labels of a Toulmin argument to the correct text. This includes claim, qualifier, grounds, evidence, warrant, backing, counterargument, and rebuttal. After students correctly partner with each other, as a whole class, they must arrange themselves in a logical order to develop a coherent and cogent argument.
3. Give each student a printed text card with a quote or excerpt on it. Ask students to move to stations that correctly label their quote. You can also do this as a quote identification for characters.

**Application:** This worked well in an argument unit. After defining the terms and reviewing several examples, we arranged students in groups of eight. Students were either given a term card or a text card. The term had the parts of an argument. The text card had an example part of an argument. Students then had to first match the term to text. Then they were asked to physically arrange themselves with other pairs to develop a sound argument. This also works well in matching a rhetorical “does” statement to excerpted text.

For instance, students can match the following quote to its correct “does” counterpart.

If, in my high moments, I have done some good, offered some service, shed some light, healed some wounds, rekindled some hope, or stirred someone from apathy and indifference, or in any way along the way helped somebody, then this campaign has not been in vain." --JFK

This series of parallel structured phrases highlights the positive diction used to describe the speaker's actions.

I put each of these on sheets and distribute them to students. They had to mingle around the room to form a group consisting of a term, a says statement, and a does statement.

CLAIM	Mrs. Sanders should make a new seating chart for 7 <sup>th</sup> period.	The position or assertion of the argument
GROUND	Students are too talkative during class.	Provides a reason to support the claim and leads into the data or evidence.
DATA/EVIDENCE	Yesterday, it took Mrs. Sanders five minutes to get the class focused and she repeatedly had to tell the class to be quiet.	References facts that support the reasons for the claim.
WARRANT	When students are unfocused, too social, and off-task during class, less learning occurs.	Offers a generality or assumption that links the claim to the grounds.
BACKING	Students who focus in class typically perform better in school.	Provides reasons to justify and clarify the warrant.
QUALIFIER	The word “typically” in the backing.	Clarifies the degree to which the backing and warrant would be true.
COUNTERARGUMENT	Students can socialize and learn at the same time.	Challenges the claim and grounds.
REBUTTAL	Occasional self-selected groups can offer opportunities to interact with friends and peers.	Addresses the opposing viewpoint.

## Silent Scavenger Hunt

**Description:** This kinesthetic activity serves as a good reading comprehension check. During this activity, students work independently, moving silently around the classroom to answer posted questions.

**How it Works:**

1. Students receive a paper with ten to twenty lines (see attached), that correspond with questions posted throughout the room.
2. Students begin the scavenger hunt by placing their paper on the desk and moving around the room reading questions.
3. As they find the answers they must return to their desk, write down the answer and turn the paper over. The paper always stays at their desk forcing the students to remember not only the answer but the question as well.
4. After all students are finished, the answers are discussed with a partner or shared with the whole group.

**Application:** The Silent Scavenger Hunt works best for review of any major concept. It has been used for *Hamlet*, *One Flew Over the Cuckoo's Nest*, *Macbeth*, and *The Great Gatsby*. It also seems to work best after the exposition of a story, novel, or play because it solidifies the characters and setting for the students. To add complexity to this task, consider adding deeper level thinking questions that require students to find textual evidence.

Handout:

## **SILENT SCAVENGER HUNT**

Leave this paper at your seat.

Walk silently around the room.

Read each clue and think about the answer. Remember the clue number.

Record your answer on the sheet provided. You may use your book for the quoted material.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_

## Silent Scavenger Hunt Questions

1. <i>Who is the current King of Scotland?</i>	2. <i>Who does Duncan sentence to death?</i>
3. <i>What do the witches predict for Banquo?</i>	4. <i>What news does Ross bring Macbeth?</i>
5. <i>What are Macbeth's arguments against himself for killing Duncan?</i>	6. <i>What is Lady Macbeth's plan at the end of Act 1?</i>
7. <i>Who does the King name as his successor?</i>	8. <i>What does Lady Macbeth see as her husband's weakness?</i>
9. <i>What does "Fair is foul, and foul is fair" mean?</i>	10. <i>Record a quote that remarks about the <u>ambition</u> motif.</i>
11. <i>Record a quote that remarks about the <u>manhood</u> motif.</i>	12. <i>Record a quote that remarks about the <u>appearance vs. reality</u> motif.</i>

## Think-Pair-Share

**Description:** Think-Pair-Share is a familiar technique that serves as a framework for many other total participation techniques. This technique can be used immediately as it requires only minimal preparation and is easy for students to follow. It is also a good activity to use before posing the question to the entire class. Students like to check with their peers for validation, prior to sharing their insight with the class.

**How it works:**

1. Ask students to reflect on a question or a prompt. Give students approximately 30 seconds to formulate a response.
2. Students to pair up or get together with an assigned partner.
3. Students discuss their responses.
4. The teacher can collect data from students by having them give oral responses and starting a discussion, and/or by having them write down their responses on an index card or on a sheet of loose-leaf paper. Responses can also be collected through a technology platform such as Socrative or Google Classroom.

**Application:** We use Think-Pair-Shares all the time and we think most every other teacher does as well. Although it is a basic technique, Think-Pair-Shares are a great starting point to get to do other kinds of total participation activities and try out different technologies that can support teachers in their attempts to engage students and monitor individual progress.

In Section 4: Close Reading, it features an example of a complex Think-Pair-Share, the “1:4:P:C:R” with the Opinion Analysis Workshop.

## Section 2: Close Reading Total Participation Activities

### Annotation Conversation

**Description:** This activity works well as an active reading strategy and a total participation technique. Students are given an excerpt or poem and asked to interact with it using predetermined annotation tasks. By marking up the text, students make their thinking visible to not only themselves, but to their classmates and teachers as well. Students can then interact with other students' annotations to discover deeper meaning in the text. It becomes an annotation conversation!

**How it works:**

1. Distribute texts to students. The text can include annotation directions or the directions can be given verbally.
2. Review annotation tasks for students. Ask students to read twice: once as a rough draft read, and the second time as an annotation read.
3. When students have completed their annotations, they should pass their papers to another classmate.
4. Direct the class to answer, validate, or add to the existing annotations. They can pair this with bounce-card conversation starters (referenced in the discussion section of this packet).
5. Cycle through passing the paper and adding to the annotation conversations for three to four rounds.
6. Return the paper to the original owner.
7. Lead a class discussion.
8. Add a reflective or analytical writing assessment based on the text and annotations.

**Application:** This works well after an assigned reading to review a memorable passage. We have used it with *Brave New World*, *Catcher in the Rye*, *Frankenstein*, *To Kill a Mockingbird*, *The Great Gatsby*, *The Tragedy of Macbeth* and *The Tragedy of Julius Caesar*. This also worked well with selected poems.

Sample Annotation Tasks	Conversation Starters
Label what is important Label literary devices Question word meanings, word choices, sentence arrangement Question character motives Record character observations and insights Underline the most important sentence that contributes to meaning Circle the most important word that contributes to meaning. Make a personal connection to the text. Make a literary connection between texts. Record a prediction based on the passage.	I agree, because... Another great example is... That's a great point and... I like how you observed this... Can you write more about... Have you considered... I'm not sure I understand... This reminds me of... I made this connection too...  Answer the questions posed by classmates Pose new questions

## QAR-TPT

**Description:** This activity allows students to develop higher ordering thinking skills as well as effective questioning. This activity also familiarizes students with Webb's Depths of Knowledge framework.

**How it works:**

1. Using a QAR chart (see attached) students develop questions on a particular passage. The teacher defines the Question-Answer-Relationship method and its function in studying literature. The teacher also explains that this is a strategy normally designed for younger students (in elementary school) who are just learning to identify the types of questions that they may be required to answer.
2. Students learn that there are four types of QAR questions: Right There, Think and Search, Author and Me, and On My Own. Each type of question requires a different strategy for answering. Right there questions can be easily found in a specific spot in the passage; Think and Search require students to look into the passage more deeply to find the answer; Author and Me asks students to look outside the text and use information they already know about the passage or what the author has said; On My Own is also not in the text but has students use their own experience and infer what the answer could possibly be. It is related to the content, but the passage does not need to be read in order for students to develop and formulate an answer.
3. Once students are familiar with the format of the QAR, they create their own questions based on a selection of text. These questions are then given to another student who will attempt to answer them.

**Application:** QAR allows students to think beyond the text and see how the literature relates to them and the world. This strategy works nicely with any piece of literature, but is particularly effective when you have the students use a variety of questions demonstrating depths of knowledge.

## QAR Handout

## QAR-Question Answer Relationships/Depths of Knowledge

<b>Right There</b> -Easy to find	<b>Think and Search</b> -In the text but not in one sentence
<b>Author and ME</b> -not in the text; must use clues from the text to figure out answer	<b>On My Own</b> -not in the text and I do not need to read it; I know the answer from my own background knowledge

## Ranking

**Description:** This activity requires students to analyze components of the concepts you are teaching and then justify their reasons for assigning rankings. It can be done on the spot or can be carefully planned.

**How it works:**

1. Select items, concepts, steps, events, and passages that can be analyzed and ranked within your lesson or unit.
2. Ask students to rank them according to specified criteria.
3. Ask students to provide a justification for the way that they chose to rank the concepts.
4. If students are working on their own, allow them to pair-share or “Network” regarding how they ranked the items and how they justified their choices. This can lead to students possibly rethinking their original rankings.

**Application:** We applied this technique in the AP Language and AP Literature classes when it came to scoring essays. To give our students a grader’s eye view of the College Board exam, we asked them to grade sample essays using the College Board nine-point scale rubric. We also asked them to justify this score. Students read the essays and scored them on their own in advance of class. Once in class, they worked in groups to come to consensus about what score each essay would earn. They then posted those results on the board and submitted their justification. To conclude the activity, we tell them what the essay received.

**Alternative:** We have also had students score the essays, and then submit their score to Socrative with a justification. We display the responses from the whole class on the whiteboard and use it as a starting point for a discussion of the strengths and weaknesses of each scored essay.

## 1:4:P:C:R

**Description:** In this activity students work on a variety of materials, answering different questions for each item, and then come together to form a consensus around it.

**How it works:**

1. Select three or four short articles, passages, poems, excerpts or other reading material
2. Divide students up into groups of three or four.
3. Have each student answer one question for each article. The students should answer a different question for each article.
4. When they complete the questions, they should come together as a group and answer the fourth question. They should come to consensus or explain why they cannot.
5. The groups should then share their findings with the class orally, through a chalkboard splash or via technology (e.g. Google Classroom, Socrative etc...)

**Application:** See the sample “Opinion Analysis Workshop” on the next page.

## Opinion Analysis Workshop (Sample)

## Task:

1. Make a copy of this sheet (File→ make a copy).
2. Share it with three other people.
3. Choose from one of the following opinion pieces and answer #1. Each group member should choose a different article to be the #1 reader.
  - a. Pass it on to someone who is the #2 reader (each group member should be the #2 reader on one article)
  - b. Pass it on to someone who is the #3 reader (each group member should be the #3 reader on one article)
  - c. Pass it on to someone who is the #4 reader (each group member should be the #4 reader on one article). The #4 reader should engage the group in a short discussion about the article before writing their answer.
4. When you are finished please submit a copy to Mr. Giorgi.

Opinion pieces to choose from:

[Why Students Hate School Lunches](#)

[Francis, The Perfect 19th Century Pope](#)

[Powerful Presence of Francis in Philadelphia](#)

[What are we going to do, Philly?](#)

Reader's name	Task	Answer
#1	State the position of the writer (identify a key quote if possible)	
#2	Best supporting evidence (quote it and explain why)	
#3	What is the call to action? How should we think or what should we do after reading this piece?	
#4	Does your group (or you) agree or disagree? Why? (If you cannot come to consensus, explain your differences)	

### Section 3: Writing Total Participation Activities

#### 3-Sentence Wrap-up w/restatement, paraphrase, or response

**Description:** This activity serves as a formative check for understanding. There are several variations and because of its simplicity, it can be done as an impromptu activity or a preplanned question. With a slight take on the Collins Writing Method, we ask students to reflect on what they learned or answer a specific question and provide an answer in three sentences. This activity requires students to answer a question or respond to a prompt and share it with a partner. The partner then relates what he/she has learned to the class. This can be posted on the board (as in the Chalkboard Splash), through technology (like Google Classroom or Socrative), or presented as a spoken explanation.

**How it works:**

1. At any time during a lesson, when you want to check for understanding or prepare students for discussion, pose a question.
2. Ask students to write a response in three sentences.
3. Direct students to share with a partner.
4. The partner then reports back to the class, paraphrasing what the original person wrote.

**or**

1. Ask students to write a tweet about what they learned and post it on a Google Classroom thread.
2. Then ask students to respond to another student's tweet.
3. Pair this with a ranking activity, ranking the best tweet.

**or**

1. Ask students to write their responses in five-lines of text.
2. Direct students to exchange papers with a classmate, read the response, and select the most important, surprising, or meaningful sentence.
3. Ask students to share their peer's sentence with the class.

**Application:** Because we are used to doing think-pair-share activities and tickets out the door as a means of formative assessment, we looked for ways to make this activity more active and engaging. By asking students to exchange papers or respond to others' written responses, they became more engaged. For instance, this worked well in a recent unit using *The Crucible* as an anchor text. When studying *The Crucible*, we asked students to write in five lines of text how Elizabeth Proctor changes in Act 2. They exchanged papers, and peers shared out. We also had students tweet from a character's perspective and respond to another character's tweet as well. Students were completely engaged in this activity and had fun with different hashtags too. Using the ranking activity referenced in this handout, we ranked the tweets in some classes based on the ones that demonstrated the most accurate character traits through the text.

## Classroom Question

**Description:** This activity is a variation on Quick-Writes and Quick-Draws, but it prompts students to ask questions as opposed to communicate understanding. This is valuable when you are trying to figure where to start an in-class discussion, create a review of previously covered material, or gauge understanding before embarking on a new unit. Student questions can be collected by the teacher through technology (like Google Classroom or Socrative), using index cards or combined them with a pair-share activity so that they can consider how they are asking a particular question with a peer. Index cards are a personal favorite because they can quickly be shuffled and redistributed to students. Students can then generate their own answers or more questions based on what they receive. This activity can be done on the spot at any point during a lesson or can be carefully planned in advance to open a lesson.

**How it works:**

1. Present the opportunity to ask questions about a concept of previously covered material.
2. Give students three to five minutes to generate questions.
3. Teacher collects the questions (via Google Classroom, Index Card, Socrative, Google Forms)

or

3. Students pair-share and generate new questions.

and/or

- 3A. Students answer the questions asked by fellow students.
- 3B. Teacher uses the questions to measure the depth of question asked or to prepare material for the next lesson or unit.

**Application:** We applied this technique in all of our classes and we think most teachers have as well, if informally. Teaching strong question-asking skills is a key foundation to any student's education and these activities help us to be about to adjust instruction accordingly.

## Sequencing Writing

**Description:** Teachers choose one or more pieces of writing and divide it up into sections. Students then work with the fragmented material to put it together in a sequence to make a logical piece of writing. This activity can be done as a group or individually. If the sections are labeled or numbered, it can be very easy to collect the order the students put them in using a response system such as Google Classroom or Socrative. Alternately, student can tack their reordered articles onto a bulletin board or use magnets on whiteboard in order to share with the class.

**How it works:**

1. Teacher chooses one or more pieces of writing.
2. Teacher divides the writing up into sections.
3. Individual students or student groups work with the fragmented material to create a coherent piece of writing.
4. Teacher collects the responses or students post the responses in the classroom.

**Application:** We use this approach a lot in core classes and with journalism classes. It is an effective way to get students to learn the various structures at work in hard news articles and in opinion pieces. This is very important since playing what amounts to a small game forces students to see how articles on a variety of subjects are structured somewhat similarly. It teaches the notion of a reader/writer contract and enforces the importance of structure in a piece of writing. The activity can also be reduced to smaller activities, for example, breaking apart and recombining an introductory thesis paragraph or a body paragraph.

## Quick-Writes

**Description:** This activity only takes a few minutes and requires students to answer a prompt about something going on in class or take a moment to reflect on how they are thinking about what they are learning. Responses can be collected by the teacher through technology (like Google Classroom or Socrative) or presented as a spoken explanation. Alternately, students can share their responses in a networking session or with a partner in order to generate more questions or further develop their thinking about a particular subject. It can be done on the spot at any point during a lesson or can be carefully planned in advance.

**How it works:**

1. Present the prompt.
2. Give students three to five minutes to respond.
3. Teacher collects the responses

or

3. Students pair-share or “Network” with one another to generate new questions or alternative possibilities depending the given prompt.

**Application:** We applied this technique in all of our classes and we think most teachers have as well. We use this to generate thinking at the beginning of class, to work with model texts, and to encourage students to reflect on what is working in the learning process and what isn’t so that we can adjust instruction accordingly. We also include parameters with this activity such as asking the students to do something with a limited number of words.

## Quick-Draws

**Description:** For the high school classroom, we see this as a variation on the Quick-Writes activity that appeals to our visual and kinesthetic learners. Like Quick-Writes, Quick-Draws only take a few minutes and can be used with some creative prompting (see below). Responses can be collected by the teacher through technology (like Google Classroom or a shared OneDrive Folder), posted as a Chalkboard Splash, or presented with an oral explanation. Alternately, students can share their responses in a networking session or with a partner in order to generate more ideas and create a refined diagram or drawing. It can be done on the spot at any point during a lesson or can be carefully planned in advance.

### How it works:

1. Present the prompt (see below).
2. Give students three to five minutes to craft their drawing (If you are doing this electronically, try OneNote or Google Drawing).
3. Students present their drawings

or

3. Teacher collects the drawings

or

3. Students pair-share or “Network” with one another to generate new questions or alternative possibilities depending the given prompt.

**Application:** We applied this technique in a variety of classes. Although it may appear simple, sometimes it can really push thinking in different directions.

### Sample prompts:

AP Literature: “The character with the \_\_\_\_\_ tattoo.”

Specific Example: *Sun Also Rises*: *If you were the tattoo artist, what kind of tattoo would you give Jake (or Brett or Bill or Cohn)?* This is a way to get the students to talk about or think about symbols without explicitly addressing them in the traditional way one normally does in an ELA classroom.

Character map: Display character relationships through drawing.

Journalism: *Draw your favorite classroom or the den (family room) in your home. How does it appear to be organized? Students draw their model and then reflect on why certain furniture is positioned the way it is.* (This is a Media Ecology example. Most of the time the classrooms are organized around a chalkboard or an interactive whiteboard. Most dens or family rooms are organized around the television set).

## Section 4: Discussion Total Participation Activities

### Bounce Cards

**Description:** This activity is great for encouraging student conversations and stressing the importance of listening.

**How to prepare for the activity:**

1. Select a student to model a conversation for the class, but practice with him/her ahead of time.
2. Model the wrong way to have a conversation first.
3. Discuss 3 ways to respond in conversation. Inquire: Ask questions regarding what their peer says.
4. Model conversation with Bounce Sentence Starters.
5. Allow students to practice.

**Application:** We used this technique to help train freshmen students in how to conduct themselves in a Socratic Seminar. We also used it with peer editing, changing the standard TPT language out for the RADaR peer editing approach, as a way to guide student conversations. This works well in conjunction with the annotation conversation. To deepen the complexity or vary the sentence starters, consider also using the templates provided in *"They Say / I Say": The Moves That Matter in Academic Writing (Third Edition)*

#### Bounce Card

**Bounce:** Take what your classmate(s) said and bounce an idea off of it. For example, you can start your sentences with ...

"That reminds me of ..."

"I agree, because ..."

"True. Another example is ..."

"That's a great point ..."

**Sum it up:** Rephrase what was just said in a shorter version. For example, you can start your sentences with ...

"I hear you saying that ..."

"So, if I understand you correctly ..."

"I like how you said ..."

**Inquire:** Understand what your classmates mean by asking them questions, For example, you can start your questions with ...

"Can you tell me more about ....?"

"I'm not sure I understand..."

"I see your point, but what about...?"

"Have you thought about...?"

### Editing with RADaR

You can use this approach with the peer editing method outlined by Kelly Gallagher from his book *Write Like This* (Stenhouse 2011)

Replace	Add	Delete and	Reorder
Replace  ...words that are not specific. ...words that are overused. ...sentences that are unclear.	Add...  ...new information. ...descriptive adjectives and adverbs. ...rhetorical or literary devices.	Delete...  ...unrelated ideas. ...sentences that sound good but create unity problems. ...unwanted repetition. ...unnecessary details.	Reorder...  ...to make better sense or to flow better. ...so details support main ideas. ...to avoid “bed-to-bed” writing.

Each one of these can turned into a Bounce Card-style conversation item between the students:

Replace	Add	Delete and	Reorder
Replace  ...Here are words that are not specific. ....Here are words that are overused. ...These sentences are unclear to me because...	Add...  ...Here is some new information you should think to add... ...Replace these plain words with ...(descriptive adjectives and adverbs). ...What rhetorical or literary devices can we use to enhance this draft?	Delete...  ...What unrelated ideas should be taken out? ...What sentences are really good but create unity problems, give unnecessary details or are repetitive?	Reorder...  ...How can we make this flow better? ...What are the most important details that support the main idea of this draft?

## The Debate Carousel

**Description:** In this activity students answer questions that require them to provide evidence and support not only their position, but the opposing viewpoint as well.

**How it works:**

1. The debate carousel begins with a yes or no question that requires students to analyze an issue. Students receive a paper (see attached) with four boxes. The students are arranged in groups of four throughout the classroom.
2. When the question is announced, students turn over their paper and complete the first box. This box asks them their opinion about the question. It also asks them to support their opinion.
3. When students are finished, they are asked to pass the paper to the student to their right. The new student reads the new prompt which asks him/her to support the previous student's opinion, regardless of his/her own.
4. The carousel is passed again and the students are asked to read both responses and refute what is written (with evidence).
5. The carousel is then passed one final time and students read all three boxes and state their opinion and reasons why they held that opinion. Students then receive their original paper.

**Application:** The debate carousel can be used as a precursor to an actual debate, but it is really effective in seeing the way students think. It is also helpful in showing students how to find evidence to support their ideas. The debate carousel has been used with *The Things they Carried* and *To Kill a Mockingbird*. In these two cases, students participated in an actual debate.

## Handout for Debate Carousel

Consider Atticus's desire to keep his children away from the trial and answer the following question: Do you believe that children shouldn't be allowed to view criminal trials?

<p>1. Write your opinion and provide a reason why you think that way.</p>	<p>2. Read your classmate's response and add another reason to <b>support</b> that <b>point of view</b>.</p>
<p>3. <b>Refute</b> what was written in boxes 1 &amp; 2 (with support).</p>	<p>4. Read the comments in all 3 boxes, <b>state your opinion</b>, and <b>provide reasons</b> why you held that opinion.</p>

## Response Cards (Hold Ups)

**Description:** This is the original way of implementing a whole-class response system. Teachers have a question or series of questions and ask students to hold up one or more cards to register their choice. Students may confer before being told to hold up their response, but they should not hold up any cards before they are told to do so. Doing it at the same time ensures that some students won't vote the way their peers are. Technology has changed the hold up to a certain extent. Due to apps like Socrative, Google Classroom, Kahoot, and Poll Everywhere, teachers can very easily collect a greater variety of data from a set of students. The technology also gives teachers more control over the actual process itself.

**How it works:**

1. The teacher poses a question or asks students to reflect on and discuss responses to a set of questions.
2. Students confer with each other in small groups or with partners. They should not hold up response cards before they are told to do so.
3. Teacher tells students to "Hold it up."
4. Students hold up their cards. Selected students share their group's rationale for their choice.

**Application:** We use this approach a lot in all classes and we think most teachers do as well. For us, the biggest modification has been the use of technology. Using the aforementioned programs--Google Classroom, Socrative, Kahoot, and Poll Everywhere--we have been able to collect a wider range of material more quickly from students. Additionally, the apps allow us to store the data, so we can review it as time passes and mark student progress accordingly.

## Section 5: Technology for supporting Total Participation Activities

### Google Classroom

**Description:** Google Classroom is a comprehensive learning management platform, which lends itself to total participation activities. It serves as a great digital tool that can be used as a lesson starter for a **Quick-Write, Classroom Question, 3-sentence wrap-up** or **poll**. It is also a great way to collect a quick **Chalkboard Splash** in the middle of a lesson. This works especially well if you have an Interactive Whiteboard or a projector/large screen TV connected to your computer.

Google Classroom is beyond the scope of this presentation since teachers will have to rely on their IT departments to signup with Google to activate Google Classroom on campus. For more information go to: <https://classroom.google.com>.

## Kahoot

**Description:** Kahoot is a fun and interactive game interface that functions as a whole-class technology response system. The game works on any device; students can use a smartphone, laptop, or desktop to join the game. Teachers display the questions on a smartboard or projector screen and students are given time to answer questions. Kahoot can be used for review, discussion, quiz, and formative assessment. In addition, there are thousands of teacher and student-made Kahoot quizzes already made for use in your classroom. The competitive nature of the quiz feature adds to student engagement.

### How it works:

1. Teachers go to <https://getkahoot.com/> to set up a free account.
2. Create a new Kahoot by choosing the quiz, discussion, or survey feature.
3. Add questions and possible answers for each item in your Kahoot. You can also add images and videos to enhance engagement.
4. Select the “Play” option to launch your Kahoot.
5. Display the pin for your class.
6. Students go to <https://kahoot.it/> and enter the game pin provided.
7. Students create a name that will be displayed if they reach the top five scorers.
8. Play the Kahoot!

### Other Considerations:

You can also share Kahoots with your colleagues by choosing the share option. Rather than creating a Kahoot yourself, you can search for other Kahoots in the search database, but keep in mind that some Kahoots were likely made by students. Kahoot recently enhanced its security by screening student screen names for profanity. It also added a ghost mode, which allows classes to compete with previous scored games.

## Poll Everywhere

**Description:** This activity invites all students to participate in class by providing their answers to a variety of questions posed. It also allows for students to use either their computers or cell phones.

**How it works:**

1. Poll Everywhere is a website that allows students to text in with a phone or type in with a computer, their answers to questions that the teacher has created. The site also allows teachers to group questions.
2. The students can answer with either full responses or true/false, yes/no. Poll Everywhere is a free site and the teacher is able to moderate the responses and control them as needed.

**Application:** Poll Everywhere is best used as an anticipation activity. The students all respond to the questions, which offers the teacher a quick formative check on students' understanding. It is a great starting point for a class discussion on possible themes of any piece of literature you are going to begin. It also works nicely with nonfiction pieces as well as global issues, such as social media and college preparedness.

## Socrative

**Description:** Socrative, like the more sophisticated Google Classroom, is a great digital tool that can be used as a lesson starter for a **Quick-Write, Classroom Question, 3-sentence wrap-up** or **poll**. It is also a great way to collect a quick **Chalkboard Splash** in the middle of a lesson. This works especially well if you have an Interactive Whiteboard or a projector/large screen TV connected to your computer. Since any teacher can just make a user account, it is much easier to get started with Socrative.

Teachers can collect information anonymously from students or you can require them to identify themselves. Teachers can also create and give run **assessments** and collect **exit tickets**.

The software also has a “Space Race” game that allows teachers to use quizzes as in-class competitions. Remember the water gun trailer games at the carnival? You know, the ones where you used water pistols to break balloons or make tiny horses race all in an effort to beat your friends. Socrative has a version of that game built-in so that students form teams to race each other while reviewing class material.

Aside from the website, there are iOS, Android, and Windows 10 apps. Teachers can pretty much run any activity and collect student information from a smartphone or tablet.

### How it works:

1. Teachers go to <http://www.socrative.com/> to set up a free account.
2. Create a new Socrative account and you will be assigned a room number (don't worry, you can always change it).
3. Teachers then use the Dashboard to give quick questions for TPT activities, manage quizzes, and run the Space Race. You can also add images to enhance engagement with quizzes.
4. At the conclusion of each activity teachers can download or email the results or leave them saved in the Dashboard. The Dashboard is the single place where the teacher goes to create activities and manage data.

### Other Considerations:

All the information you collect can be saved in the Dashboard for retrieval later on. You can share Socrative quizzes and materials with other colleagues and all the information can be downloaded into Excel for analysis. This is a tool that can be used for a very quick 3-5 minute activity or an in-depth review with games and exit tickets depending on how much work the teacher wants to put into it. All of the data is collected from individual students, so it makes it very easy to track participation and progress.

### Socrative Resources

1. **Socrative User Guide:** (<http://www.socrative.com/materials/SocrativeUserGuide.pdf>)
2. **Socrative Videos:** (<https://www.youtube.com/user/SocrativeVideos/videos>)

## TodaysMeet

**Description:** TodaysMeet is an extremely simple backchannel that increases student engagement by creating a place for quiet conversation and distributed classroom participation. In effect, this is a fancy way of saying the teacher sets up an online chatroom for students to use. It can be used for Socratic Seminars, lesson review, and even running a test review session at night. Teachers sign into TodaysMeet and create a name for a room. Students can then join and send in their questions and carry on a conversation with the teacher or the whole class. It is great for engaging students who have difficulty participating out loud.

Everything that takes place in the room is captured in a transcript that is available as long as the room remains open.

### How it works:

1. Teachers go to <https://todaysmeet.com> to set up a free account.
2. Create a new room name (don't worry, you can always create as many rooms as you want) and choose how long you want it open (a few hours, a week, a month, a year).
3. Teachers then distribute the room name to students. If the room name is Blackfish18, then students access the room by going to <https://todaysmeet.com/Blackfish18>.
4. The teacher can close the room at any time or can let time take care of it. Once the room is closed, the transcript will no longer be available. The teacher can reuse the room name at a later date, but the room will be a fresh blank canvas for students to work in and no traces of the prior sessions will be present.

### TodaysMeet Resources

[TodaysMeet User Guide and Help FAQ](https://todaysmeet.com/help/faq): <https://todaysmeet.com/help/faq>