**Political, Economic, Geographic, Social (P-E-G-S)**

P-E-G-S is a note taking strategy that is used in the classroom. This strategy enables the student to arrange information into different compartments when taking notes. After P-E-G-S notes are completed during readings or direct teaching, the student will have a stronger connection to the material.

**How to use**

1. Provide an exemplar PEGS chart so the student will understand how to set up their PEGS chart. Explain what each section means to the student.

|  |  |
| --- | --- |
| (P)olitical | (E)conomical |
| (G)eograpical | (S)ocial |

1. Using a video, article, or textbook; model how to gather information using the PEGS chart. Ask the student if the content is politically, economically, geographically, or socially related.

1. Discuss student responses by asking “Why is the information political, economic, geographic or social?’.
2. Students record information into the correct box. Note that some information may overlap into more than one box.
3. Place the PEGS chart in the student journal. Revisit the chart throughout the unit enabling the student to make a greater connection to material.

**When to use**

* When introducing new content. The PEGS chart provides a quick overview of the unit.
* During a classroom reading, students add information to their PEGS chart. This helps students develop basic note taking skills.
* When discussing historical events that are complex. The PEGS chart will allow the student to compartmentalize the information.
* As a unit review before a quiz.
* When looking at historical photography and art. Have students relate the image to their PEGS chart.

**Variations**

1. Team PEGS - Divide the classroom into 4 teams and assign a section to each team. As a team the students will research how provided content relates to their assigned section. Students will then share information to the other teams.
2. Sentence Stems PEGS – Provide sentence stems to younger students or those needing assistance with taking notes. Students will be asked to which section does the provide sentence relate to.
3. PEGS Battle – In a team competition, have students answer which section the question provided relates two. The first team to answer correctly receives a point.

**Find Someone Who**

Find Some Who is an activity where students are to find someone in their class that can provide the correct information to a question or match a description. Students are to move around the room and interact with other students and answer questions provided on a worksheet. Find Someone Who also a teambuilding activity; providing a means for students to build relationships within the classroom.

**How to use**

1. Before Class - The teacher should prepare 10 to 20 “Find Some Who” questions. The questions should come from the current unit. The questions can include characteristics of historical figures, vocabulary, or concepts from the unit; “Find someone who can name three people who fought at the Alamo.” Questions should be both challenging and easy. List questions on a worksheet that can be handed out to the class.
2. Directions – Inform the students that they will be interviewing each other to answer the questions on the provided worksheet. Students are to move around the class searching for someone to answer a question on the worksheet. When an answer is given the student is to write the person’s name next to the question. Important: Once a person’s name is written, it cannot be used again.
3. Complete the Worksheet – Instruct the students to begin the activity. The teacher will set a timer for the activity and actively monitor the class. Make sure that students are working on the assignment, interacting with all classmates, and remain on task. When a student completes the worksheet or the timer ends, check the answers and discuss with the class.

**When to use**

Use Find Someone Who:

* At the beginning of a unit to introduce new vocabulary and content.
* During the unit to review historical figures and events.
* To review important information about the State of Texas.
* To review a unit’s vocabulary words.
* As an Indoor recess activity. Use previously used questions.

**Variations**

Historical Character – Assign each student an historical character. The student will not know the person that they were assigned. The teacher will write the name of the person on a piece of tape and place it on the students back. The students will then move around the room ask other students the questions about who they may be; “Was I a President?”, “Am I male or female?”. The first student to correctly guess who they are will receive a reward.

First Day – Create questions for students to ask one another on the first day of school. Make the questions personal, “Find someone who has a sibling.”, “Find someone who love vegetables.” This activity provides a way for students to introduce themselves without being embarrassed.

Match Game – The teacher creates two sets of index cards. One set has a question, vocabulary word, or important event, etc. The other set has the correct information. Each student is given one card, either from the question pile or answer pile. They are then to find the student with the matching card and partner up.

**Gallery Walk**

This technique enables students to observe multiple images, or texts as they walk throughout the classroom. Working in groups or individually, the students will share their thoughts and ideas about the displayed information. The gallery walk is an activity engaging activity since students are moving around the classroom.

**How to use**

1. The teacher will provide six prompts: images, quotations, or open-ended questions about the current content. On a piece of chart paper, the teacher will write or display a provided prompt, making sure to leave an area for students to respond. When completed the teacher should have six pieces of chart paper, each containing a prompt. Space the chart paper around the room to avoid congestion, creating six stations.
2. Six teams should be formed, consisting of three to five students per team. Smaller classes may work individually. Each team will begin at their corresponding station (team 1 starts at station 1, etc.).
3. Begin the activity. Teams will read or observe what is posted on the chart paper. One student from the team will be the recorder. The recorder is responsible for writing team responses on the chart paper. Each team will be provided a different colored marker. If students want to provide individual responses, they may write and initial their response or write it on a separate sheet of paper.
4. The teacher will instruct the students to rotate after three to five minutes. Students will move to the next station and read or observe the prompt. Students will then read and discuss other teams’ responses and then contribute their own thoughts to the chart paper. Repeat until all teams have visited the six stations. Team members may also take turns being the recorder throughout the stations.
5. When the team returns to its original stations, one team member reports to the class what was written on the chart paper. After all teams have shared what was written from their station, begin an open discussion about the activity. Encourage all students to share in the discussion.
6. During the activity, its important that the teacher monitor student engagement, making sure that all students are contributing to the activity. Teachers may also prompt students who are having difficulty answering questions posted on the chart paper.

**When to use**

At any point during the lesson a gallery walk can be used to engage students in conversation.

* Before a chapter unit. Copy images from the chapter to create a gallery walk.
* When introducing new content to determine prior knowledge.
* To connect students to important historical speeches.
* As a pre-write to share ideas about the content.
* To identify important information about geographical locations.
* After a unit to assess what was learned.

**Variations**

Graffiti – Instead of posting questions, the teacher will post ideas, current topic, or common phrase. The students will then draw an image or write a comment on a large piece of paper known as the “Graffiti Wall”. This paper can be displayed in a hallway or cafeteria.

Show and Tell – Events that students can relate to are posted around the room. Students then add photos or items to the posted events. The student will “show and tell” why they added their item to the event.

Presidential Wall – Pictures of Presidents are posted around the classroom. Teams will add information relating to the displayed picture, creating a Presidential wall.

Living Images

Students use the “Living Images” strategy to recreate historical photographs. Working in groups, the students will observe a photograph, construct props, recreate the image, then photograph and caption the image. The activity helps students connect with a time in history while practicing cooperative learning skills.

**How to use**

1. Group the students in teams of 4-6 students. Make sure that groups contain enough students to participate in the recreation of the image.
2. The teacher selects historical images that contain information related to the unit or time period in which the class is studying. Each group is given a different image.
3. Give the students directions for the activity. Print out questions for the groups to refer to during the activity. Instruct the students to look at picture and answer the following questions.
* What is happening in the picture?
* When do you think the picture was taken?
* How are the people feeling in the picture? Are they happy or sad?
* Where was the picture taken?
* Are there men, women, or children in the picture?
1. After the students answer the question, tell them that they are going to reconstruct the image and write a paragraph explaining what is happening in the image. Explain to the students that they are going to become the people in the photograph. The students will recreate the photograph to their best ability, mimicking the facial expressions and gestures of the people in the provided photo. The group can elect a team captain, the director. The director is responsible for placing people in their desired location for the photo.
2. The teacher will provide material (paint stir sticks, heavy construction paper) so the students can create props to be used in “Living Image”.
3. After the image is captured, have the group write a paragraph explaining what is happening in the photo. The teacher will provide examples photographs with captions.
4. The group will display and share information about their photo to the class. Classmate may ask questions about the photo.

**When to use**

* Use before and after a unit is discussed in class. Provide students with the photo before the unit is discussed. Have the students answer questions about the photograph. After the unit is discussed, have students answer the questions again and compare the before and after answers.
* Use as an activity to present to parents during a “parent night”.
* Use the photographs to recreate a class newspaper. Display the newspaper on the school’s social media sight.
* With parent permission, create “Thank You” cards with the photos. The cards can be given to local veterans and military personal.
* Use recreated photos to create a historical timeline of the unit. Display the photos within the school with the title “A Walk Through History”.

**Variations**

* Students select their own image. The group will research the image and write a paper detailing why the photograph is of historical value.
* Instead of recreating a photograph, the students could recreate a historical song by taking the original melody and changing the words. The students can then preform their song for the class.
* Students could recreate the photograph in a series of stop action photos. After printing, students could make a flip book, turning the images to live action.

**Four Corners**

The “Four Corners” strategy provides a way for students to use critical thinking skill while learning through movement and discussion. The teacher provides the student with a statement or a question that has many answers. Students will move to a specific corner of the room that represents their opinion. After moving to their specific corner, the student will share why they chose that answer. “Four Corners” provides a platform to discuss opinionated topics within a classroom.

**How to use**

1. The teacher will create an open-ended question related to the unit of study. These questions do not have a “yes” or “no” answer. Each corner of the classroom is labeled, “Strongly Agree”, “Agree”, “Disagree”, and “Strongly Disagree”. These labels are posted on chart paper in their designated corner. Answers/opinions can be displayed in a multiple-choice format, and corners labeled as A, B, C, or D.
2. The teacher reads the question or statement to the class but does not provide answer choices. The student is given a period of think time. Without discussion, the student will write down their answer on a piece of paper. The teacher will provide answer choices and instruct the students to choose the answer that comes closest to theirs.
3. The students are then asked to move to the corner that matches their answers. When the students arrive in their chosen corner, they are asked to discuss why they chose the selected corner with other students in the same corner.
4. After three to five minutes of discussion, the teacher will call on students to discuss the reasoning behind their answer. For added fun, instruct the students to try to convince other students with different answers/opinions to change the view and join their corner.

**When to use**

To encourage meaningful conversation, “Four Corners” can be used during any part of the lesson.

* Before a unit of study to gauge a student’s perspective on a topic.
* After watching a video that stimulates different views.
* After reading a newspaper editorial about a current topic.
* In the middle of a unit to allow a deeper connection to lesson.
* Before a test, as a review of the unit.
* As an activity during classroom recess.

**Variations**

Multiple Choice Test Review – Label each corner as A, B, C, or D. Read the question with the multiple answers displayed on in a PowerPoint. Students will then move to the corner that they believe is the correct answer. After arriving in the corner, students will share their reasoning behind their answer.

Would You Rather – Ask the students, “Would you rather be a *blank* or *blank?*”. Students will make their choice and move to a corresponding side of the room. The students will share their reasoning behind their choice, trying to convince the opposing side to change their view and join them. Teacher should use historical figures, dates, or occupations that relate to the lesson: “Would you rather be a founding father or explorer?’.

Icebreaker – Use “Four Corners” at the beginning of the school year to identify common interest among the students. The teacher can create statements that relate to music, food, video games, or activities.

Letter Home

Use the “Letter Home” strategy to encourage writing within the classroom. By giving the student a historical scenario, they can use their imagination to connect with the content of the lesson of study.

**How to use**

1. The teacher will display an example of a letter written during a time which corresponds with the time period of the unit.
2. A scenario will be created by the teacher and assigned to the students. Example: *Imagine you are moving west during the gold rush. Write a letter home detailing your travels along way.*
3. Student will then write a letter using their notes, and textbook. The letter should include vocabulary used in the unit of study.
4. After the letter is completed, the student will share their letter with a shoulder partner. The partner will listen and offer suggestions and ideas to improve the letter.
5. After revisions are made, the teacher will ask students if they would like to share their letter with the rest of the class.

**When to use**

* Use before a unit of study to assess prior knowledge of the unit.
* Use during a unit of study to assess student learning.
* Use to make connection with the vocabulary from the unit. Display the unit’s vocabulary on the board and encourage students to use these words during their letter.
* Use as a quick write after a daily discussion. This quick write could take the place of an exit ticket.
* Use as a weekly entry in an interactive journal.
* Use as a partner writing assignment. Two students take turns adding to the letter, allowing both students to create the adventure that their character takes.

**Variations**

Personal Journal – Share with the class the writings of Lewis and Clark. Pay specific attention to the illustrations of the plants and wildlife that are found in the writings. Instruct students to create similar illustrations of plants found around their neighborhood. Students can also add captions detailing where the plants were found.

Historical Poem – Share the poem *“Paul Revere’s Ride”* with the class. Instruct the students to create a poem that relates to the unit of study. Students may collaborate with each other for this assignment.

Rap Time – Share the music from the Broadway show *“Hamilton”* with the class. Student’s may collaborate with other students to create an appropriate rap to correlates to the unit of study.