

Digital Active Classroom Strategies for Social Studies

Active Classroom Strategy	How to Activate	Make It DIGITAL!
Quickdraw	Pair students and give them 30 seconds to share what they know about a concept or Key Term by creating a symbol or drawing.	Use Sketchpad or Google Drawings in a virtual classroom to ask students to draw their image digitally. Many video hosting sites like Zoom™ offer an interactive whiteboard feature where students can quickly draw an item for discussion.
Graffiti Concepts	<p>Ask students to reflect on the meaning of a concept or idea and create a visual image and/or written phrase that represents that concept. Allow approximately 3-5 minutes.</p> <p>Next ask students to post their “graffiti” on the board or on chart paper and ask students to look at all the various responses.</p> <p>Next discuss similarities and differences in the responses as a group.</p>	<p>Use Sketchpad or Google Drawings in a virtual classroom and have students draw their image digitally.</p> <p>Ask students to post to a digital discussion board or chat your links to their drawings and share with your students to start a class discussion.</p>
Word Wall	<p>Ask students to choose one of the Key Terms for the lesson and create a visual definition with a text definition. Allow approximately 3-5 minutes.</p> <p>Ask students to post their words on the board or on chart paper and ask students to look at all the various responses.</p> <p>Discuss similarities and differences in the responses as a group. Pick a few favorites and post them on the class “Word Wall” for the year.</p>	<p>Use sketchpad or Google Drawings in a virtual classroom and have students draw their image digitally.</p> <p>Ask students to post to a digital discussion board, or chat you links to their drawings and share with your students to start a class discussion.</p> <p>Create a virtual “Word Wall” on a Google Site and create a poll for students to vote for their favorites.</p> <p>Students can also create a YouTube™ video with online images and a read-aloud description for the term.</p>

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Cartoon It	<p>Ask students to make a quick drawing of one compelling image from the lesson on a piece of paper.</p> <p>Next ask students to turn their drawing into a political cartoon that illustrates a key concept or main idea from the lesson by adding a text caption or text “bubbles.”</p> <p>Ask students to share their cartoons with a partner or within small groups.</p>	<p>Use sketchpad or Google Drawings in a virtual classroom and have students draw their image digitally.</p> <p>Ask students to post to a digital discussion board or chat your links to their drawings and share with your students to start a class discussion. Many video hosting sites offer the ability to upload a file. Students can find an image or cartoon online, and then upload it in the chat section for discussion.</p>
Quick Write	<p>Ask students to write what they know about a key idea or term in 30 seconds.</p>	<p>Use Kahoot!™ to create an open-ended question for students to submit.</p> <p>A prompt can also be shared through mentimeter.com, where students can enter in their responses in real time.</p>
Make a Headline	<p>Have students write a headline that captures the key idea in a map, photo, timeline, or reading.</p> <p>Ask students to share their headline with a partner.</p>	<p>Use a virtual discussion board to post headlines and share with the class.</p>
Circle Write	<p>Break into groups and provide a writing prompt or key question.</p> <p>Have students write as much as they can in response to the question or prompt for 1 minute.</p> <p>Next have students give their response to the person on their write. That person should improve or elaborate on the response where the other person took off.</p> <p>Continue to pass each response to the right until the original response comes back to the first person.</p> <p>Each group then reviews all the responses and decides which is the best composition and shares that with the larger group.</p>	<p>Set up a Google Docs™ or other shared document for each group of students.</p> <p>Create a chart and list students’ names on the right, with a blank space on the left. Ask students to add their sentences into the doc during a live session and use a timer to keep things moving.</p>

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Sticky Notes	<p>Ask students to spend three minutes jotting down their response to a critical thinking question on a sticky note.</p> <p>Ask students to work in pairs and share their responses.</p> <p>Next ask students to post their sticky notes on the board or on chart paper and read all the notes.</p> <p>Discuss similarities and differences as a group.</p>	<p>At the end of class, set a timer and ask students to spend three minutes jotting down a critical thinking response.</p> <p>Create a discussion board and ask students to submit their response and respond to at least one other student's response.</p> <p>The next day, use the responses as a bell-ringer activity to open the class discussion.</p>
Connect Two	<p>Select 10 to 12 words or phrases you think are important for students to know prior to reading a selection.</p> <p>List the words on the board.</p> <p>Ask students to "Connect Two" or choose two words they think might belong together, and state the reason. "I would connect ___ and ___ because ___." Consider posting their Connect Two statements on the board.</p> <p>As students read the text they should look for evidence to support or refute their Connect Two statements.</p>	<p>Create a powerpoint slide with the prompt. Ask students to chat in their responses.</p>
Conversation with History	<p>Ask students to choose one of the people mentioned or pictured in the text and write down a question they would like to ask that person if they could.</p> <p>Next ask students to write what they think that person would say in response and then what they would say in response to that.</p>	<p>Create a virtual discussion board with the prompt "Conversation in History." Assign for extra credit throughout a topic.</p>
If Photos/Images/Art Could Talk	<p>Ask the following questions about an image in the course: What do you think the person in this photo would say if they could talk? What's your evidence?</p>	<p>Show an image from the textbook program to your class. Ask students to chat in their answers.</p>

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See-Think-Wonder	<p>Ask students to work in pairs. Ask them to look at an image, map, or graph and answer these questions:</p> <ul style="list-style-type: none"> • What do you see? • What does that make you think? • What are you wondering about now that you've seen this? <p>Have students share their answers with the class.</p>	<p>At the end of class, project key images from the lesson on a PowerPoint® deck for students to view. Ask them to review the deck and answer these questions:</p> <ul style="list-style-type: none"> • What do you see? • What does that make you think? • What are you wondering about now that you've seen this? <p>Ask students to submit their answers and lead a discussion to open the next class.</p>
A Closer Look	<p>Project a map or image on the board and divide it into four numbered quadrants.</p> <p>Have students count off from 1 to 4 into four small groups. Have each group look closely at the part of the image in their quadrant.</p> <p>Have each small group report on what they observed and learned as a result of their focus on this part of the image.</p>	<p>Project a map or image on the board and divide into four numbered quadrants. Create 4 breakout rooms on Zoom, and have each group closely examine their quadrant.</p>



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