



# JIGSAWING WITH JOY



Joy Hakim's fantastic series, *A History of US*, is a perfect tool to demonstrate the use of the jigsaw technique in your classroom. So, we are using different chapters from one of her 10 books to teach the technique.

For our demonstration, there are **SPECIFIC** questions your **EXPERT** group will discuss and come to consensus on to teach in the **SHARING** groups. Due to limited time, the assignment will be very structured. PLEASE TAKE NOTES ON REVERSE.

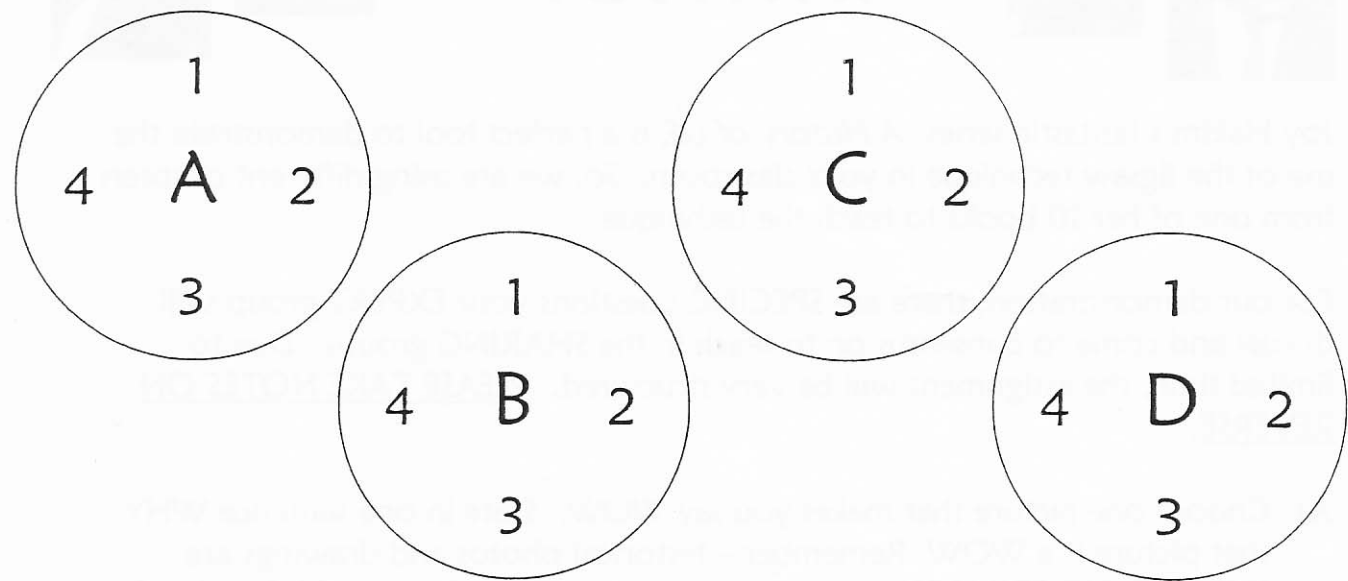
- A) Choose one picture that makes you say **WOW**. State in one sentence **WHY** that picture is a **WOW**. Remember – historical photos and drawings are **IMPORTANT PRIMARY** sources for students. (Too often we think only of documents.)
- B) What is the **BIG IDEA** in your chapter? The Big Idea is **THE** major learning the author wants you to gain by reading that chapter; a good author like Joy makes sure the facts in the story support the Big Idea. Again, please state the Big Idea in one sentence.
- C) As a good teacher, you want to bring history **ALIVE** for your students. Please devise a hands-on lesson to teach the Big Idea you just identified. **WHAT CONTENT-RICH ACTIVITY ENGAGING YOUR STUDENTS WILL TEACH THAT BIG IDEA?** This meaningful activity will help them understand and recall the Big Idea. Because of time limitations, simply state the activity and briefly describe it. **EXTRA** – if you finish these 4 tasks before I call time, **DECIDE ON A METHOD TO ASSESS THE LEARNING FROM THAT CONTENT-RICH ACTIVITY.**
- D) Choose one fact that made you say **WOW**.

It is important that **EVERY MEMBER** of the expert group makes notes about your decisions – therefore, when you go to teach in the sharing groups, everyone is teaching the same information.

Remember to take your chapters and notes when sent to the sharing group.

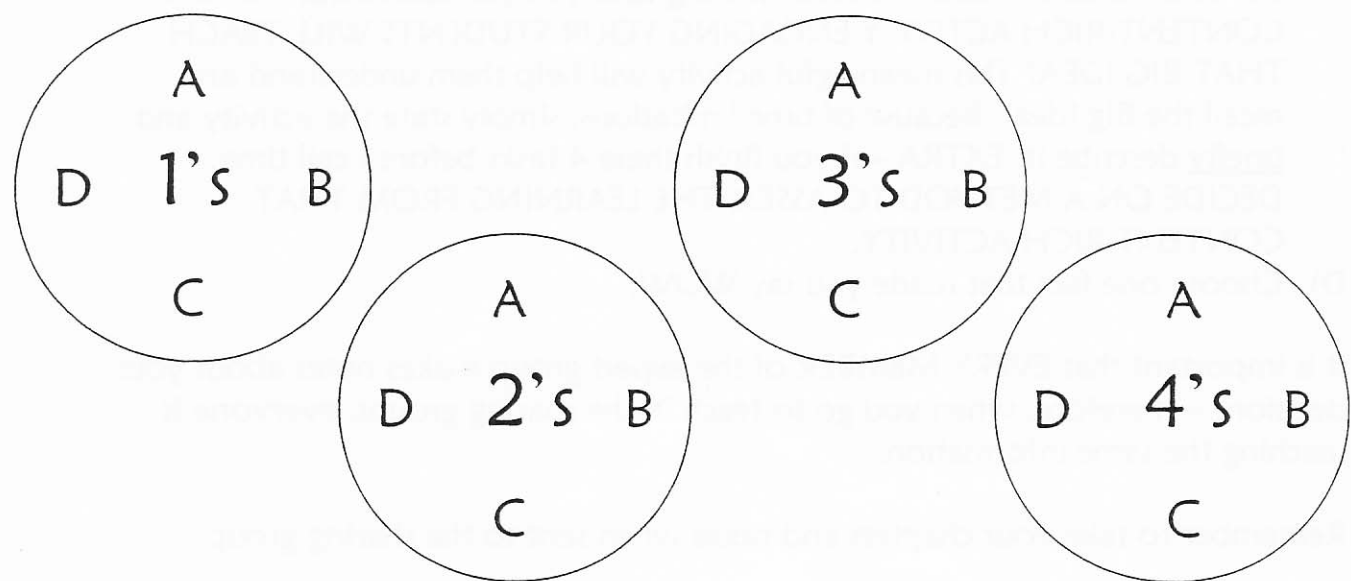
We will debrief the jigsaw technique after we complete the demonstration.

# JIGSAW DIAGRAM



4 EXPERT GROUPS: A, B, C, D

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4 SHARING GROUPS: 1, 2, 3, 4

Sample Student Outline

## JIGSAW EXERCISE

- READ your passage.
- What is the MAIN IDEA of this passage? (You may need to REREAD).

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- What DETAILS did you learn from this passage that supports the main idea? (You may need to REREAD).

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- Decide HOW you are going to teach the MAIN IDEA and SUPPORTING DETAILS to your peers. Don't just TELL them. Be CREATIVE!

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- You need to PRACTICE and make sure that everyone in your expert group knows what to teach and how he or she is going to teach it.
- JIGSAW!

# JIGSAW EXERCISE

In your classroom, when you use the JIGSAW technique, which I hope you will do, please remember these DOs and DON'Ts:

## DO

- DO EXPLAIN THE TECHNIQUES CLEARLY to your students—a diagram of the grouping helps.
- DO BE SPECIFIC ABOUT THE TASKS in the expert group phase. Give them a structure to follow.
- DO CHOOSE THE MATERIAL CAREFULLY—it has to lend itself to a jigsaw! It should be “self-contained” so they can understand it completely.
- DO HAVE THE EXPERT GROUPS GIVE YOU AN OUTLINE/LISTING OF THE CONTENT THEY WILL BE TEACHING so you can monitor during the sharing phase.
- DO PROVIDE ENOUGH TIME for the experts to become experts and DO PROVIDE AMPLE SPACE for the groups, both during the expert and sharing phases.
- DO LET THE EXPERTS PRACTICE within their expert groups so they know they are ready.
- DO TRY IT—remember that new techniques take time to master. Every time you use it, your students will improve!

## DON'T

- DON'T TEST ON THE MATERIALS SHARED—it adds too much pressure to the whole strategy. There are other ways (review games, writing) to see what has been learned.
- DON'T GROUP BY ABILITY LEVELS—form the groups once you have learned to know your students and their strengths and weaknesses.
- DON'T OVERUSE THIS TECHNIQUE! Too much of a good thing is still too much! Kids will get bored. What is too much? Probably using it more than 6 times in the school year.
- DON'T EXPECT “PERFECTION” the first time your kids try it! Like all techniques, it takes practice to improve.
- DON'T OVERDIRECT—have a clear understanding of your role as the guide and stick to it. You need to let them make real decisions relating to the content. During the sharing phase, circulate and listen to see if the experts are teaching what they should be; only intervene if absolutely needed.