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EXPERT GROUPS

Tiffany Neill

OKAGE Teacher Consultant, Norman, Oklahoma

**World Geography Academy
Western Hemisphere
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EXPERT GROUPS

Tiffany Neill, OKAGE TC
Oklahoma State Department of Education
Director of Science Education
Norman, OK
tneill@ou.edu

Grade Level: 6th

Purpose/Overview: To provide support structures for students to analyze primary and secondary sources.

Oklahoma C3 Standards for Social Studies:

Grade 6 World Geography: Western Hemisphere

Literacy Skills Standard 2: The student will develop and demonstrate Common Core Social Studies reading literacy skills.

A. Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources.
2. Determine the central ideas of information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

B. Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
5. Describe how a text presents information (e.g., sequentially, comparatively, casually).
6. Identify aspects of a text and reveal the author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Objectives:

Students will:

- Explore informational text.
- Identify central ideas and author's purpose in an informational text.

Students should be able to:

- Work in cooperative groups to gain shared understandings of a text.

Materials:

- Copies of Informational Text
- Highlighters, Pens, or Pencils
- Graphic Organizers

Lesson Preparation:

- Make copies of the two primary source documents
 - Primary Source A
 - Primary Source B
 - Half of the students will receive the document A and half of the students will receive the document B.

Lesson Procedures:

Set-Up for Reading Strategy:

- Begin the activity by telling students that they will become experts on some information today.
- Facilitate the reading of the documents with a Jigsaw activity.
 - Have students pair up (elbow partners work well)
 - One student from each pair will be given the document A and the other students will receive the document B.
 - Students should be told that they will become experts on the document they are given.
 - They will be given an opportunity to read through the document they were given.
 - Students should use the following strategies when reading through their documents.
 - Place students in expert groups (4-5 students in expert group).
 - Have students read through their document individually in their expert groups.

Reading Strategy:

- Have students use the following strategies as they read through the document.
 - *Circle* any statements or words that are confusing.
 - *Underline* any statements that support the claim in their document.
 - *Star* anything that is of interest.
- When students have completed their initial reading groups can begin discussion.

Discussion Strategy:

- Students can use the following discussion strategy:
 - Discuss all *Circles*
 - Discuss all *Underlines*
 - Discuss all *Stars*
- The teacher should float around the room as experts groups are in discussions. The teacher can probe each group to discuss the following in addition to the circles, underlines, and stars:
 - Central idea from the text
 - The author's purpose, claims, and the arguments that back up those claims.

- Expert groups can also ask the teacher for assistance with information that may have been confusing.

Compare and Contrast Reading:

- Once members of the expert groups have completed their discussions they will then return to their elbow partner.
- Each elbow partner (Expert A and Expert B) will share their expert groups discussion points central to the following:
 - Central idea from the text
 - The author's purpose, claims, and the arguments that back up those claims.
- Depending on the nature of the two texts that are analyzed students can use graphic organizers to organize informational displays.
 - Graphic Organizers:
 - <http://www.enchantedlearning.com/graphicorganizers/>
 - <http://my.hrw.com/nsmedia/intgos/html/igo.htm>