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| http://fc07.deviantart.net/fs71/i/2013/075/0/c/mighty_marvel_month_of_march___fantastic_four_by_tyrannus-d5y7v6s.jpgThe Fantastic Four Easy to use  Discussion Strategies | |
| **1. Rank and Sort**  **Objective:** to rank important words or ideas.  **Why?** The ranking or sorting of ideas promotes metacognition and stimulates discussion by having students justify their thoughts.  **How to play?**  1. Pose a debatable question or ask students to construct a category.  2. Students could work individually, in pairs, or in table groups.  3. Students then justify their ranking or sorting.  *Example: Rank the following presidents in order of importance. Be prepared to justify.*  *Which of these presidents would be best at leading the country today?* | **2. Divided Line**  **Objective:** Have students discuss or debate a problem or a controversial question.  **Why?** It allows students to hear from peers with similar and different views. In addition it teaches students to justify their position.  **How to play?**  1. Pose a debatable question.  2. Have students reflect silently by writing about question  3. Have students pick a side of the room either for agreement or disagreement.  4. Have students share with a partner who agrees with his or her view.  5. Opposing groups then share and justify their opinions.  *Example: Do you believe Thomas Jefferson was a hypocrite for writing The Declaration of Independence while being a slave owner?* |
| **3. Appointment Clocks**  **Objective:** to meet with various peers and discuss ideas after a reading.  **Why?** It provides opportunities for students to process information several times and helps to uncover misconceptions, reinforce learning of a concept.  **How to play?**  1. Have students select one appointment at a time.  2. Have students discuss 1 debatable question or several with each appointment. Could also be used strategically as a “check for understanding or in conjunction with leveled questions or text dependant questions.  ***Example****: Share with your 12:00 appointment who you believe is the greatest American president and why?* | **4. Four Corners**  Objective: Use your room environment as a check for understanding or to justify a position.  Why: It allows the teacher to use the environment as a tool to check for understanding or to help students justify their thoughts with each other before discussing with whole class or teacher.  **How to play?**  1.Provide a debatable question with preselected stances. A corner of the room represents each stance. Or provide a rating or level of understanding for each corner of the room.  2. Give students time for written reflection prior to selecting stance.  3. Have students justify stance.  ***Example:*** *Between George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt who do you believe was the most influential to American politics? Please justify.*  *Or please rate your knowledge of George Washington from 4 being best to 1 being lowest and explain why.* |

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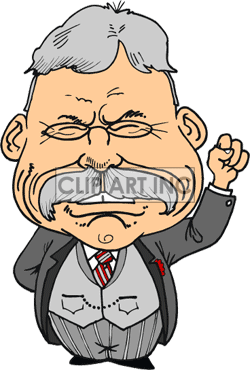
Thomas Jefferson

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George Washington

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Abraham Lincoln

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Theodore Roosevelt