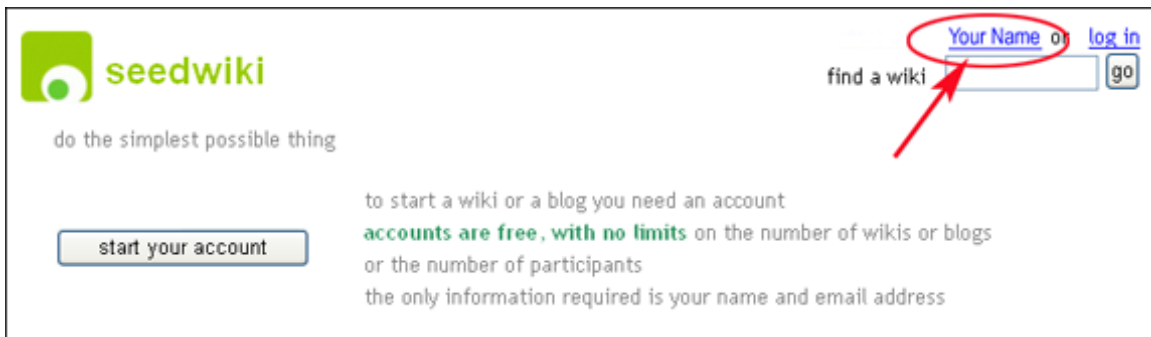


Instructions for Using Wiki Templates for Super Teaching

First, you need to establish your account on Seedwiki--a free online wiki service.

1. Point your browser to <http://seedwiki.com>
2. Click the "Start your account" button.
3. Complete the form by adding your email address, your choice of password for your Seedwiki account, and your name. Indicate that you'd like a free account. Complete the form and click the "Save" button.
4. You'll return to the opening screen. Click on your linked name in the upper right of the screen.



Select and Copy your Wiki Template

1. Insert the Super Teaching CD into your computer's CD drive.
2. Select the wiki template you want to use.
3. Using your mouse, click and drag to highlight everything below the line separating the introductory text from the template.

Background to Question by Format

The Purpose of the Background to Question Model is to learn the basics about a topic so that we are prepared to ask intelligent questions.

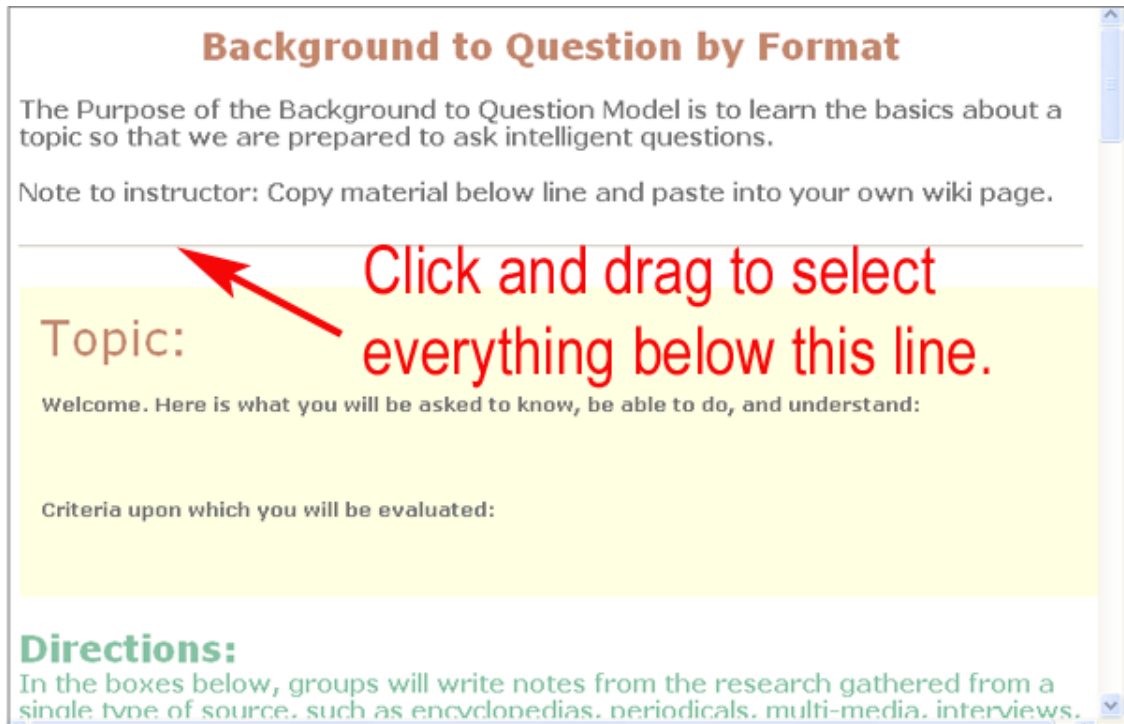
Note to instructor: Copy material below line and paste into your own wiki page.

Topic:

Welcome. Here is what you will be asked to know, be able to do, and understand:

Criteria upon which you will be evaluated:

Directions:
In the boxes below, groups will write notes from the research gathered from a single type of source, such as encyclopedias, periodicals, multi-media, interviews.



4. Copy by selecting Edit > Copy.

Building Your Wiki

1. After going to Seedwiki.com and logging in, click the button labeled "Start a new Wiki."
6. Name your wiki. This is the name your students will see at the top of the page when they view the wiki. You may add a description if you wish. Remember to click the "Save" button.
7. You will see the first page of your new wiki. Now it's time to edit the page and create your own page. In the left margin, click "edit page."
8. Delete the current contents of your wiki page. You now have a blank page where you can paste in your wiki template.
9. Paste in the wiki you previously copied by selecting Edit > Paste.
10. Click "Save your Changes." *You must always save your changes or else you will lose your work.*

Now you can edit the page as needed. See instructions for individual models.

****Avoid using full names of students. These wikis are public.**

Advice to Action Model 1

The Advice to Action Model allows learners to seek the best advice before deciding on a course of action.

Note to instructor: Copy material below line and paste into your own wiki page.

Topic:

Welcome. Here is what you will be asked to know, be able to do, and understand:

Criteria upon which you will be evaluated:

Directions:

[Example]

The Problem:

Predict the course of action the experts will recommend:

Background of the problem:

Gather, sort, and summarize advice from experts: (create categories, cite experts, give sources, and list your name):

Conference and summarize each course of action:

Conclusions and recommendations:

What's next? So what?

To the teacher: If students are using multiple resources, provide them with sample ways to cite their information sources here.

To the student: You should pay careful attention to the advice you are collecting. Who is giving the advice? What is the advice they are giving? Why is this advice being given? What might happen if I took this advice?

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Advice to Action Model 1

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Advice to Action Model 2

The Advice to Action Model allows learners to seek the best advice before deciding on a course of action.

Note to instructor: Copy material below line and paste into your own wiki page.

Topic:

Welcome. Here is what you will be asked to know, be able to do, and understand:

Criteria upon which you will be evaluated:

Directions:

[Example]

The Problem:

Predict the two courses of action the experts will recommend (pro and con positions):

Background of the problem:

Gather, sort, and summarize advice from experts: (create categories, cite experts, give sources, and list your name):

Pro Advice	Con Advice

Conference and summarize each course of action:

Summary of Pro Advice	Summary of Con Advice

Conclusions and recommendations:

What's next? So what?

To the teacher: If students are using multiple resources, provide them with sample ways to cite their information sources here.

To the student: You should pay careful attention to the advice you are collecting. Who is giving the advice? What is the advice they are giving? Why is this advice being given? What might happen if I took this advice?

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Advice to Action Model 2

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Advice to Action Model 3

The Advice to Action Model allows learners to seek the best advice before deciding on a course of action.

Note to instructor: Copy material below line and paste into your own wiki page.

Topic:

Welcome. Here is what you will be asked to know, be able to do, and understand:

Criteria upon which you will be evaluated:

Directions:

[Example]

The Problem:

Predict the two or more courses of action the experts will recommend (pro and con positions):

Background of the problem:

Gather, sort, and summarize advice from experts: (create categories, cite experts, give sources, and list your name):

Position 1	Position 2	Position 3	Position4	Position 5

Conference and summarize each course of action:

Summary of Position 1	Summary of Position 2	Summary of Position 3	Summary of Position4	Summary of Position 5

Conclusions and recommendations:

What's next? So what?

g in.

After you have logged in your name will appear in the menu as a link. Click on this link to open your account menu. In your account menu click on the "home" link. This will take you to your account home page.

To the teacher: If students are using multiple resources, provide them with sample ways to cite their information sources here.

To the student: You should pay careful attention to the advice you are collecting. Who is giving the advice? What is the advice they are giving? Why is this advice being given? What might happen if I took this advice?

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Advice to Action Model 3

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Background to Question Model 1

The Purpose of the Background to Question Model is to learn the basics about a topic so that we are prepared to ask intelligent. questions.

Note to instructor: Copy material below line and paste into your own wiki page.

Topic:

Welcome. Here is what you will be asked to know, be able to do, and understand:

Criteria upon which you will be evaluated:

Directions:

[Example]

Background Notes (Who, Where, What, Why, How, Vocabulary) (Record an idea, its source, and your name)

Summary of major background ideas:

The Major Question or questions:

So what?

Reflections about this assignment:

To the teacher: Put examples of citations here in the form you wish students to complete them.

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Background to Question Model 1

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Background to Question Model 2

The Purpose of the Background to Question Model is to learn the basics about a topic so that we are prepared to ask intelligent. questions.

Note to instructor: Copy material below line and paste into your own wiki page.

Topic:

Welcome. Here is what you will be asked to know, be able to do, and understand:

Criteria upon which you will be evaluated:

Directions:

[Example]

Background Notes (Who, Where, What, Why, How, Vocabulary) (Record an idea, its source, and your name)

Group One: Summary of major background ideas:	Group Two: Summary of major background ideas:	Group Three: Summary of major background ideas:	Group Four: Summary of major background ideas:
--	--	--	---

The Major Question or questions:

So what?

Reflections about this assignment:

To the Teacher: Please list a few sample citations here in the form that you wish students to create them.

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Background to Question Model 2

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Background to Question Model 2

The Purpose of the Background to Question Model is to learn the basics about a topic so that we are prepared to ask intelligent. questions.

Note to instructor: Copy material below line and paste into your own wiki page.

Topic:

Welcome. Here is what you will be asked to know, be able to do, and understand:

Criteria upon which you will be evaluated:

Directions:

[Example]

Background Notes (Who, Where, What, Why, How, Vocabulary) (Record an idea, its source, and your name)

Group One: Summary of major background ideas:	Group Two: Summary of major background ideas:	Group Three: Summary of major background ideas:	Group Four: Summary of major background ideas:
--	--	--	---

The Major Question or questions:

So what?

Reflections about this assignment:

To the Teacher: Please list a few sample citations here in the form that you wish students to create them.

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Background to Question Model 2

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Background to Question by Format

The Purpose of the Background to Question Model is to learn the basics about a topic so that we are prepared to ask intelligent questions.

Note to instructor: Copy material below line and paste into your own wiki page.

Topic:

Welcome. Here is what you will be asked to know, be able to do, and understand:

Criteria upon which you will be evaluated:

Directions:

In the boxes below, groups will write notes from the research gathered from a single type of source, such as encyclopedias, periodicals, multi-media, interviews, etc.

[Example]

Background Notes for Format #1

(Who, What, Where, When, Why, How, Vocabulary)

Record an idea, its source, and your name.

Summary of key points from these notes:

Background Notes for Format #2

(Who, What, Where, When, Why, How, Vocabulary)

Record an idea, its source, and your name.

Summary of key points from these notes:

Background Notes for Format #3

(Who, What, Where, When, Why, How, Vocabulary)

Record an idea, its source, and your name.

Summary of key points from these notes:

Categorize Information from Notes:

As a whole class, categorize or classify, then cut and paste the summary notes into the appropriate category. Add as many categories as necessary.

[Categorizing Example]:

Category #1:

Notes:

Category #2:

Notes:

Category #3:

Notes:

Category #4:

Notes:

Make Connections:

As a whole class, make connections between the categorized ideas and the information we already know about this topic.

Key Questions:

As a whole class, list the Key Questions to Investigate

So What?

Reflections about this assignment:

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Background to Question Model 3

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Compare and Contrast Model 1

The Compare and Contrast Model allows learners to compare the features or ideas of two different topics looking for similarities and differences.

Note to instructor: Copy material below line and paste into your own wiki page.

Topic:

Welcome. Here is what you will be asked to know, be able to do, and understand:

Criteria upon which you will be evaluated:

Directions:

- Record the characteristics of two topics or items in the left and right boxes below.
- In the center box, record those items that are similar; or, change the center box to "Differences" and then record those.

Topic 1 Characteristics	Similarities	Topic 2 Characteristics
----------------------------	--------------	----------------------------

Major conclusion or Decision:

So what?

Reflection about this activity:

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Compare and Contrast Model 1

[Main Page](#)

Compare and Contrast Model 2

The Compare and Contrast Model allows learners to compare the features or ideas of two different topics looking for similarities and differences.

Note to instructor: Copy material below line and paste into your own wiki page.

Topic:

Welcome. Here is what you will be asked to know, be able to do, and understand:

Criteria upon which you will be evaluated:

Directions:

- Record the characteristics of the topics in the boxes below.
- Below the boxes, record those items that are similar; or, change the word "Similarities" to "Differences" and then record those.

[Example]

Topic 1 Characteristics
Topic 2 Characteristics
Topic 3 Characteristics

Similarities:

So what?

Reflection about this activity:

To the teacher: If students are using multiple resources, provide them with sample ways to cite their information sources here.

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Compare and Contrast Model 2

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Compare and Contrast Model 3

The Compare and Contrast Model allows learners to compare the features or ideas of two different topics looking for similarities and differences.

Note to instructor: Copy material below line and paste into your own wiki page.

Topic:

Welcome. Here is what you will be asked to know, be able to do, and understand:

Criteria upon which you will be evaluated:

Directions::

- Record the characteristics of the topics in the boxes below.
- Below the boxes, record those items that are similar; or, change the word "Similarities" to "Differences" and then record those.

[Example]

Topic 1 Characteristics	Topic 2 Characteristics
Topic 3 Characteristics	Topic 4 Characteristics

Similarities:

Major conclusion or decision:

So what?

Reflection about this activity:

To the teacher: If students are using multiple resources, provide them with sample ways to cite their information sources here.

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Compare and Contrast Model 3

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Compare and Contrast Model 4

The Compare and Contrast Model allows learners to compare the features or ideas of different topics looking for similarities and differences.

Note to instructor: Copy material below line and paste into your own wiki page.

Topic:

Welcome. Here is what you will be asked to know, be able to do, and understand:

Criteria upon which you will be evaluated:

Directions:

What is the purpose of this comparison?

What are the Criteria for this comparison?

[Example]

Topic 1 Gathered Data:	Topic 1 Sorted Data
Topic 2 Gathered Data	Topic 2 Sorted Data

Analysis:

Conclusions:

New Questions:

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Compare and Contrast Model 4

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Concept Jigsaw Puzzle Model 1

The Concept Jigsaw Puzzle Model allows learners to divide a learning task into pieces and then use their expertise to share their insight and answer a major question.

Note to instructor: Copy material below line and paste into your own wiki page.

Topic:

Welcome. Here is what you will be asked to know, be able to do, and understand:

Criteria upon which you will be evaluated:

Directions:

[Example]

The First Question:

[Group A] Research Notes	[Group B] Research Notes	[Group C] Research Notes	[Group D] Research Notes
-----------------------------	-----------------------------	-----------------------------	-----------------------------

The Second Question:

[Group 1] Research Notes	[Group 2] Research Notes	[Group 3] Research Notes	[Group 4] Research Notes
-----------------------------	-----------------------------	-----------------------------	-----------------------------

Major conclusions; Big ideas; so what?

Reflection on this project:

The teacher provides or the group creates the first question.

Then, each student group keeps notes on a separate page.

Learn as much as you can to answer the first question. Every member of the group should understand the information, and be able to answer the first question.

For example, the whole class is studying frogs and each group is studying a particular kind of frog to answer a number of questions about a particular kind of frog.

Next, the teacher asks one expert from each group to join to build a new group. This new group of experts is ready to combine their information about individual kinds of frogs to answer a bigger/tougher question about frogs in general.

Group 1's second question research and conclusion:

Group 2's second question research and conclusion:

Group 3's second question research and conclusion:

Group 4's second question research and conclusion:

Group A's First Question research and conclusion:

Group B's First Question research and conclusion:

Group C's First Question research and conclusion:

Group D's First Question research and conclusion:

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Concept Jigsaw Puzzle Model 1

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Concept Jigsaw Puzzle Model 2

The Concept Jigsaw Puzzle Model allows learners to divide a learning task into pieces and then use their expertise to share their insight and answer a major question.

Note to instructor: Copy material below line and paste into your own wiki page.

Topic:

Welcome. Here is what you will be asked to know, be able to do, and understand:

Criteria upon which you will be evaluated:

Directions:

[Example]

The First Question:

[Group A] Research Notes	[Group B] Research Notes	[Group C] Research Notes	[Group D] Research Notes
-----------------------------	-----------------------------	-----------------------------	-----------------------------

The Second Question:

[Group 1] Research Notes	[Group 2] Research Notes	[Group 3] Research Notes	[Group 4] Research Notes
-----------------------------	-----------------------------	-----------------------------	-----------------------------

Major Conclusions

Group 1:

Group 2:
Group 3:
Group 4:
Whole Class Conclusions:

So What?

Reflection on this project:

The teacher provides or the group creates the first question.

Then, each student group keeps notes on a separate page.

Learn as much as you can to answer the first question. Every member of the group should understand the information, and be able to answer the first question.

For example, the whole class is studying frogs and each group is studying a particular kind of frog to answer a number of questions about a particular kind of frog.

Next, the teacher asks one expert from each group to join to build a new group. This new group of experts is ready to combine their information about individual kinds of frogs to answer a bigger/tougher question about frogs in general.

Group 1 Notes for the Second Questions:

Part 1: Synthesizing the Data:

Look at the information provided from each group member and make connections in the following way(s):

(compare/contrast, rank from least to most effective, look for patterns, etc.).

Part II: Summary statement or conclusion:

Group 2 Notes for the Second Questions:

Part 1: Synthesizing the Data:

Look at the information provided from each group member and make connections in the following way(s):

(compare/contrast, rank from least to most effective, look for patterns, etc.).

Part II: Summary statement or conclusion:

Group 3 Notes for the Second Questions:

Part 1: Synthesizing the Data:

Look at the information provided from each group member and make connections in the following way(s):

(compare/contrast, rank from least to most effective, look for patterns, etc.).

Part II: Summary statement or conclusion:

Group 4 Notes for the Second Questions:

Part 1: Synthesizing the Data:

Look at the information provided from each group member and make connections in the following way(s):

(compare/contrast, rank from least to most effective, look for patterns, etc.).

Part II: Summary statement or conclusion:

Group A Notes to the First Question:

Group B Notes to the First Question:

Group C Notes to the First Question:

Group D Notes to the First Question:

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Concept Jigsaw Puzzle Model 2

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To the teacher: If students are using multiple resources, provide them with sample ways to cite their information sources here.

The History and Mystery Model 1

The History and Mystery Model allows learners the opportunities to use varying accounts of a historical or mysterious happening to determine what really happened.

Note to instructor: Copy material below line and paste into your own wiki page.

Topic:

Welcome. Here is what you will be asked to know, be able to do, and understand:

Criteria upon which you will be evaluated:

Directions:

[Example]

Activity 1	Activity 2	Activity 3	Activity 4
-------------------	-------------------	-------------------	-------------------

Comparison of data from sources:

Are there other factors that need to be researched and considered?

What really happened?

So what?

Reflection on this activity:

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The History and Mystery Model 1

[Main Page](#)

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To the teacher: If students are using multiple resources, provide them with sample ways to cite their information sources here.

The History and Mystery Model 2

The History and Mystery Model allows learners the opportunities to use varying accounts of a historical or mysterious happening to determine what really happened.

Note to instructor: Copy material below line and paste into your own wiki page.

Topic:

Welcome. Here is what you will be asked to know, be able to do, and understand:

Criteria upon which you will be evaluated:

Directions:

[Example]

Activity 1	Activity 2	Activity 3	Activity 4
------------	------------	------------	------------

Comparison of data from sources:

Are there other factors that need to be researched and considered?

What really happened? (groups use the boxes below to reconstruct or determine what really happened)/

Group 1 What Really Happened?	Group 2 What Really Happened?	Group 3 What Really Happened?	Group 4 What Really happened?
-------------------------------------	-------------------------------------	-------------------------------------	-------------------------------------

So what?

Reflection about this activity:

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The History and Mystery Model 2

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To the teacher: If students are using multiple resources, provide them with sample ways to cite their information sources here.

GROUP ONE: FACT GATHERING PAGE

ROLE:

Gather 'facts' from the perspective assigned your group. Use the 5W+ chart as an organizer.

Source(s) used:

What:
Where:
Why:
How:
Summary of Event:

GROUP TWO: FACT GATHERING PAGE

ROLE:

Gather 'facts' from the perspective assigned your group. Use the 5W+ chart as an organizer.

Source(s) used:

What:
Where:
Why:
How:
Summary of Event:

GROUP THREE: FACT GATHERING PAGE

ROLE:

Gather 'facts' from the perspective assigned your group. Use the 5W+ chart as an organizer.

Source(s) used:

What:
Where:
Why:
How:
Summary of Event:

GROUP FOUR: FACT GATHERING PAGE

ROLE:

Gather "facts" from the perspective assigned your group. Use the 5W+ chart as an organizer.

Source(s) used:

What:
Where:
Why:
How:
Summary of Event:

GROUP A: AGREEMENT/DISAGREEMENT CHART

Directions: In chronological order, list all the events ALL roles agree on. Next, describe the events on which there's a disagreement, noting perspectives on the chart below.

AGREEMENT:

DISAGREEMENT #1

	WHICH ROLES HOLD THIS VIEW?	WHO'S RIGHT?	WHY?
VERSION 1:			
VERSION 2:			
VERSION 3:			
VERSION 4:			

DISAGREEMENT #2

	WHICH ROLES HOLD THIS VIEW?	WHO'S RIGHT?	WHY?
VERSION 1:			
VERSION 2:			
VERSION 3:			
VERSION 4:			

DISAGREEMENT #3

	WHICH ROLES HOLD THIS VIEW?	WHO'S RIGHT?	WHY?
VERSION 1:			

VERSION 2:			
VERSION 3:			
VERSION 4:			

DISAGREEMENT #4

	WHICH ROLES HOLD THIS VIEW?	WHO'S RIGHT?	WHY?
VERSION 1:			
VERSION 2:			
VERSION 3:			
VERSION 4:			

GROUP B: AGREEMENT/DISAGREEMENT CHART

Directions: In chronological order, list all the events ALL roles agree on. Next, describe the events on which there's a disagreement, noting perspectives on the chart below.

AGREEMENT:

DISAGREEMENT #1

	WHICH ROLES HOLD THIS VIEW?	WHO'S RIGHT?	WHY?
VERSION 1:			
VERSION 2:			
VERSION 3:			
VERSION 4:			

DISAGREEMENT #2

	WHICH ROLES HOLD THIS VIEW?	WHO'S RIGHT?	WHY?
VERSION 1:			
VERSION 2:			
VERSION 3:			
VERSION 4:			

DISAGREEMENT #3

	WHICH ROLES HOLD THIS VIEW?	WHO'S RIGHT?	WHY?
VERSION 1:			

VERSION 2:			
VERSION 3:			
VERSION 4:			

DISAGREEMENT #4

	WHICH ROLES HOLD THIS VIEW?	WHO'S RIGHT?	WHY?
VERSION 1:			
VERSION 2:			
VERSION 3:			
VERSION 4:			

GROUP C: AGREEMENT/DISAGREEMENT CHART

Directions: In chronological order, list all the events ALL roles agree on. Next, describe the events on which there's a disagreement, noting perspectives on the chart below.

AGREEMENT:

DISAGREEMENT #1

	WHICH ROLES HOLD THIS VIEW? WHO'S RIGHT?	WHY?
VERSION 1:		
VERSION 2:		
VERSION 3:		
VERSION 4:		

DISAGREEMENT #2

	WHICH ROLES HOLD THIS VIEW?	WHO'S RIGHT?	WHY?
VERSION 1:			
VERSION 2:			
VERSION 3:			
VERSION 4:			

DISAGREEMENT #3

	WHICH ROLES HOLD THIS VIEW?	WHO'S RIGHT?	WHY?

VERSION 1:			
VERSION 2:			
VERSION 3:			
VERSION 4:			

DISAGREEMENT #4

	WHICH ROLES HOLD THIS VIEW?	WHO'S RIGHT?	WHY?
VERSION 1:			
VERSION 2:			
VERSION 3:			
VERSION 4:			

GROUP D: AGREEMENT/DISAGREEMENT CHART

Directions: In chronological order, list all the events ALL roles agree on. Next, describe the events on which there's a disagreement, noting perspectives on the chart below.

AGREEMENT:

DISAGREEMENT #1

	WHICH ROLES HOLD THIS VIEW? WHO'S RIGHT?	WHY?
VERSION 1:		
VERSION 2:		
VERSION 3:		
VERSION 4:		

DISAGREEMENT #2

	WHICH ROLES HOLD THIS VIEW?	WHO'S RIGHT?	WHY?
VERSION 1:			
VERSION 2:			
VERSION 3:			
VERSION 4:			

DISAGREEMENT #3

	WHICH ROLES HOLD THIS VIEW?	WHO'S RIGHT?	WHY?

VERSION 1:			
VERSION 2:			
VERSION 3:			
VERSION 4:			

DISAGREEMENT #4

	WHICH ROLES HOLD THIS VIEW?	WHO'S RIGHT?	WHY?
VERSION 1:			
VERSION 2:			
VERSION 3:			
VERSION 4:			

The History and Mystery Model 3

The History and Mystery Model allows learners the opportunities to use varying accounts of a historical or mysterious happening to determine what really happened.

Note to instructor: Copy material below line and paste into your own wiki page.

Topic:

Welcome. Here is what you will be asked to know, be able to do, and understand:

Criteria upon which you will be evaluated:

Directions:

[Example]

The Problem:

Part One: On your group's page, record the version of events that goes along with your group's role. Each person in your group must be an expert on this perspective.

Group 1 Role: [G1 Role]	Group 2 Role: [G2 Role]
Group 3 Role: [G3 Role]	Group 4 Role: [G4 Role]

Part Two: In your new groups, complete the agreement/disagreement chart.

[Group A]	[Group B]	[Group C]	[Group D]
-----------	-----------	-----------	-----------

Part III: As a class, identify the key disagreements using the chart below. Suggest what really happened, offering reasons from the facts you've gathered.

Key Disagreements

DISAGREEMENT #1

	WHICH ROLES HOLD THIS VIEW?	WHO'S RIGHT?	Why?
VERSION 1:			
VERSION 2:			
VERSION 3:			
VERSION 4:			

DISAGREEMENT #2

	WHICH ROLES HOLD THIS VIEW?	WHO'S RIGHT?	Why?
VERSION 1:			
VERSION 2:			
VERSION 3:			
VERSION 4:			

DISAGREEMENT #3

	WHICH ROLES HOLD THIS VIEW?	WHO'S RIGHT?	Why?
VERSION 1:			
VERSION 2:			

VERSION 3:			
VERSION 4:			

DISAGREEMENT #4

	WHICH ROLES HOLD THIS VIEW?	WHO'S RIGHT?	Why?
VERSION 1:			
VERSION 2:			
VERSION 3:			
VERSION 4:			

So what?

Reflection about this activity:

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History and Mystery Model 3

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The matrix can be used for one of two things: to make a decision or to look at patterns and trends.

Examples for making a decision: A class is trying to decide what pet to choose for their classroom; teens/adults are trying to decide what automobile to purchase. The teacher helps the students set up the columns and rows of the matrix. For the pet, the columns will be pet traits such as what it must eat, legality, care, etc. The rows will be each pet under consideration. Students find accurate information for each cell in the matrix. When the matrix is full, the class breaks up into groups to analyze all the data, eliminating pets that are inappropriate and finally making the decision. Similarly, to purchase a car, the columns are designated as important traits such as gas mileage, cost, reliability history, etc. The rows are various types of cars under consideration. When the matrix has been filled with high quality data, the analysis and finally the decision can be made.

To use the matrix for a look at patterns and trends, the teacher and students first set up the columns and the rows. For example, We are interested in developing a national plan for meeting widespread disasters. The class decides to study Katrina as a recent example. The columns are topics of interest such as response time, best actions, numbers assisted, impact of that assistance over time, cost, etc. The rows are various groups: FEMA, local government, state government, faith-based groups, the military, et. Groups fill the matrix with the best information available. Then the entire class does an analysis to determine principles of both success and failure.

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Matrix Model 1

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The Matrix Model 1

The matrix model allows learners to collectively build a body of knowledge in order to make a decision or to examine patterns and trends.

Note to instructor: Copy material below line and paste into your own wiki page.

Topic:

Welcome. Here is what you will be asked to know, be able to do, and understand:

Criteria upon which you will be evaluated:

Directions:

- Use this template when you have a small amount of information for each cell except for analysis cells.
- Do not do any analysis until directed to do so by your instructor.

[Example]

	Trait 1	Trait 2	Trait 3	Trait 4	Analysis
Subject 1					
Subject 2					
Subject 3					
Subject 4					
Analysis					

So what?

Reflection on this activity:

Cell 1 Data or Information

You may wish to print out this page when doing the final analysis.

Cell 2 Data or Information

You may wish to print out this page when doing the final analysis.

Cell 3 Data or Information

You may wish to print out this page when doing the final analysis.

Cell 4 Data or Information

You may wish to print out this page when doing the final analysis.

Cell 5 Data or Information

You may wish to print out this page when doing the final analysis.

Cell 6 Data or Information

You may wish to print out this page when doing the final analysis.

Cell 7 Data or Information

You may wish to print out this page when doing the final analysis.

Cell 8 Data or Information

You may wish to print out this page when doing the final analysis.

Cell 9 Data or Information

You may wish to print out this page when doing the final analysis.

Cell 10 Data or Information

You may wish to print out this page when doing the final analysis.

Cell 11 Data or Information

You may wish to print out this page when doing the final analysis.

Cell 12 Data or Information

You may wish to print out this page when doing the final analysis.

Cell 13 Data or Information

You may wish to print out this page when doing the final analysis.

Cell 14 Data or Information

You may wish to print out this page when doing the final analysis.

Cell 15 Data or Information

You may wish to print out this page when doing the final analysis.

Cell 16 Data or Information

You may wish to print out this page when doing the final analysis.

Trait 1 Analysis

You may wish to print out each of the cells in this column so you can spread out all the information.

Trait 2 Analysis

You may wish to print out each of the cells in this column so you can spread out all the information.

Trait 3 Analysis

You may wish to print out each of the cells in this column so you can spread out all the information.

Trait 4 Analysis

You may wish to print out each of the cells in this column so you can spread out all the information.

The matrix can be used for one of two things: to make a decision or to look at patterns and trends.

Examples for making a decision: A class is trying to decide what pet to choose for their classroom; teens/adults are trying to decide what automobile to purchase. The teacher helps the students set up the columns and rows of the matrix. For the pet, the columns will be pet traits such as what it must eat, legality, care, etc. The rows will be each pet under consideration. Students find accurate information for each cell in the matrix. When the matrix is full, the class breaks up into groups to analyze all the data, eliminating pets that are inappropriate and finally making the decision. Similarly, to purchase a car, the columns are designated as important traits such as gas mileage, cost, reliability history, etc. The rows are various types of cars under consideration. When the matrix has been filled with high quality data, the analysis and finally the decision can be made.

To use the matrix for a look at patterns and trends, the teacher and students first set up the columns and the rows. For example, We are interested in developing a national plan for meeting widespread disasters. The class decides to study Katrina as a recent example. The columns are topics of interest such as response time, best actions, numbers assisted, impact of that assistance over time, cost, etc. The rows are various groups: FEMA, local government, state government, faith-based groups, the military, et. Groups fill the matrix with the best information available. Then the entire class does an analysis to determine principles of both success and failure.

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Matrix Model 2

[Main Page](#)

Additional pages:

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- [Cell 1](#)
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- [Cell 7](#)
- [Cell 8](#)
- [Cell 9](#)
- [Cell 10](#)
- [Cell 11](#)
- [Cell 12](#)
- [Cell 13](#)
- [Cell 14](#)
- [Cell 15](#)
- [Cell 16](#)
- [Conclusions T1](#)
- [Conclusions T2](#)
- [Conclusions T3](#)
- [Conclusions T4](#)

The Matrix Model 2

The matrix model allows learners to collectively build a body of knowledge in order to make a decision or to examine patterns and trends.

Note to instructor: Copy material below line and paste into your own wiki page.

Topic:

Welcome. Here is what you will be asked to know, be able to do, and understand:

Criteria upon which you will be evaluated:

Directions:

- Use this template when you have a lot of information or data for each cell of the matrix.
- To do the analysis or either rows or columns, print out each cell on paper so you can spread out all the information.
- Do not do any analysis until directed to do so by your instructor.

[Example]

	Trait 1	Trait 2	Trait 3	Trait 4	Analysis
Subject 1	[Cell 1 Data]	[Cell 2 Data]	[Cell 3 Data]	[Cell 4 Data]	[Conclusions S1] for Subject 1
Subject 2	[Cell 5 Data]	[Cell 6 Data]	[Cell 7 Data]	[Cell 8 Data]	[Conclusions S2] for Subject 2
Subject 3	[Cell 9 Data]	[Cell 10 Data]	[Cell 11 Data]	[Cell 12 Data]	[Conclusions S3] for Subject 3
Subject 4	[Cell 13 Data]	[Cell 14 Data]	[Cell 15 Data]	[Cell 16 Data]	[Conclusions S4] for Subject 4
Analysis	[Conclusions T1] for Trait 1	[Conclusions T2] for Trait 2]	[Conclusions T3] for Trait3	[Conclusions T4] for Trait 4	[Major Conclusions All] or Decisions

So What?

Reflection on this activity:

The challenge of taking a position is to find the best authorities on each side of an issue. Spend time investigating the credentials of the authorities you cite.

For example: What is the best way to clean up an environmental spill? Students found that there were only three different solutions in the literature: all three were from various companies in the business of environmental cleanup.

Students were investigating a bill that would increase cigarette taxes as a way to deter smoking and provide public benefit from the monies collected. They found that all those putting forth major ideas to legislators through lobbyists had ulterior motives.

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Take a Position Model 1

[Main Page](#)

Additional page:

- [Example](#)

Take a Position Model 1

The reinvent model allows groups of learners to re-design or reinvent a better way of doing something such as an organization, a new product, or a less expensive process.

Note to instructor: Copy material below line and paste into your own wiki page.

Topic:

Welcome. Here is what you will be asked to know, be able to do, and understand:

Criteria upon which you will be evaluated:

Directions:

[Example]

The Issue:

Possible positions that could be taken:

Which positions will we investigate?

Group 1	Group 2	Group 3	Group 4
[Position 1]	[Position 2]	[Position 3]	[Position 4]

What"s Next?

So what?

Reflections on this activity:

The teacher provides or the group creates the first problem.

Then, each student group keeps notes on a separate page.

Learn as much as you can to learn about and solve the first problem. Help each person in the group to become an expert.

For example, the first problem asks each group to become an expert in how a family can plan for a disaster: a fire, a flood, a hurricane.

When everyone knows their topic well, the teacher invites one person from each "disaster" group to form a new group. The new groups are to work with their families to make a plan to face any type of disaster.

Group 1
Research Notes

Group 2
Research Notes

Group 3
Research Notes

Group 4
Research Notes

Group A
Research Notes

Group B
Research Notes

Group C
Research Notes

Group D
Research Notes

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Problem Jigsaw Puzzle Model 1

[Main Page](#)

Additional pages:

- [Example](#)
- [Group 1](#)
- [Group 2](#)
- [Group 3](#)
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- [Group A](#)
- [Group B](#)
- [Group C](#)
- [Group D](#)

Problem Jigsaw Puzzle Model 1

The Problem Jigsaw Puzzle Model allows learners to divide a learning task into pieces and then use their expertise to share their insight and answer a major question.

Note to instructor: Copy material below line and paste into your own wiki page.

Topic:

Welcome. Here is what you will be asked to know, be able to do, and understand:

Criteria upon which you will be evaluated:

Directions:

[Example]

The First Problem:

[Group A] Research Notes	[Group B] Research Notes	[Group C] Research Notes	[Group D] Research Notes
-----------------------------	-----------------------------	-----------------------------	-----------------------------

The Second Problem:

[Group 1] Research Notes	[Group 2] Research Notes	[Group 3] Research Notes	[Group 4] Research Notes
-----------------------------	-----------------------------	-----------------------------	-----------------------------

Major solution; conclusions; Big ideas; so what?

Reflection on this project:

The teacher provides or the group creates the first problem.

Then, each student group keeps notes on a separate page.

Learn as much as you can to learn about and solve the first problem. Help each person in the group to become an expert.

For example, the first problem asks each group to become an expert in how a family can plan for a disaster: a fire, a flood, a hurricane.

When everyone knows their topic well, the teacher invites one person from each "disaster" group to form a new group. The new groups are to work with their families to make a plan to face any type of disaster.

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Problem Jigsaw Puzzle Model 2

[Main Page](#)

Additional page:

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Problem Jigsaw Puzzle Model 2

The Problem Jigsaw Puzzle Model allows learners to divide a learning task into pieces and then use their expertise to share their insight and answer a major question.

Note to instructor: Copy material below line and paste into your own wiki page.

Topic:

Welcome. Here is what you will be asked to know, be able to do, and understand:

Criteria upon which you will be evaluated:

Directions:

[Example]

The First Problem: (where each group does their research using a particular type of resource)

Group A	Group B	Group C	Group D
[Nonfiction Books]	[Encyclopedias and Other Reference Books]	[Selected Web Sites]	[Periodicals]

The Second Problem: (New groups with experts from each of the previous groups join to solve this problem)

	[Group 1]	[Group 2]	[Group 3]	[Group 4]
Proposed Solution				
Consequences of This Solution				
Rationale				

So what? Does one solution stand out as superior? Why? Might some combination of these solutions work best? What are the key sticking points?

Reflections on this assignment:

- **Insights about approaches to solving a problem:**
- **What processes, activities, etc. helped move your group closer to a solution?**
- **What processes, activities, etc. hindered your group's progress?**

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The Quest Model

[Main Page](#)

Additional pages:

- [Example](#)
- [Group 1 Log](#)
- [Group 2 Log](#)
- [Group 3 Log](#)
- [Group 4 Log](#)

Group One Log of Our Work

Record here what you did first, second, etc.

Reflections on our work:

- What did we do well?
- If we were doing this project again, how would we have worked differently?

Group Two Log of Our Work

Record here what you did first, second, etc.

Reflections on our work:

- What did we do well?
- If we were doing this project again, how would we have worked differently?

Group Three Log of Our Work

Record here what you did first, second, etc.

Reflections on our work:

- What did we do well?
- If we were doing this project again, how would we have worked differently?

Group Four Log of Our Work

Record here what you did first, second, etc.

Reflections on our work:

- What did we do well?
- If we were doing this project again, how would we have worked differently?

The Quest Model

The Quest Model allows learners to plan, do and present a major project using a set of steps during the process.

Note to instructor: Copy material below line and paste into your own wiki page.

Topic:

Welcome. Here is what you will be asked to know, be able to do, and understand:

Criteria upon which you will be evaluated:

Directions:

What is our mission to accomplish during this quest?

What are the responsibilities of each person/group participating in this quest?

What are the set of steps to follow in the planning, creation, and presentation of our work?

Group 1	Group 2	Group 3	Group 3
[Log of Our Work 1]	[Log of Our Work 2]	[Log of Our Work 3]	[Log of Our Work 4]

Looking across all questions completed, what main ideas did we develop? So what? What is the meaning of all that we learned?

So what?

Reflections on this activity:

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Recommended Readings 1

[Main Page](#)

Recommended Readings 1

The recommended readings wiki allows both the instructor and learners to create a current list of recommended information sources.

Note to instructor: Copy material below line and paste into your own wiki page.

Welcome: Here is what you will be asked to know, be able to do, and understand:

Criteria upon which you will be evaluated:

Directions for participating in this wiki:

- Help keep the instructor's recommendations current. For example, correct URLs if they change.
- Add recommended information sources with full citation, an annotation, and your name.

Instructor's Recommendations:

Learners Recommendations:

So what?

Reflections on this activity:

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Recommended Readings 2

[Main Page](#)

Additional pages:

- [Sub-topic 1](#)
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- [Sub-topic 7](#)
- [Sub-topic 8](#)

Recommended Readings 2

The recommended readings wiki allows both the instructor and learners to create a current list of recommended information sources.

Note to instructor: Copy material below line and paste into your own wiki page.

Welcome: Here is what you will be asked to know, be able to do, and understand:

Criteria upon which you will be evaluated:

Directions for participating in this wiki:

- Help keep the instructor's recommendations current. For example, correct URLs if they change.
- Add recommended information sources with full citation, an annotation, and your name.

Instructor's Recommendations:

[Subtopic 1]	[Subtopic 2]	[Subtopic 3]	[Subtopic 4]
[Subtopic 5]	[Subtopic 6]	[Subtopic 7]	[Subtopic 8]

So what?

Reflections on this activity:

Topic 1:

Topic 2:

Topic 3:

Topic 4:

Topic 5:

Topic 6:

Topic 7:

Topic 8:

Here are a few examples of re-creating something to be as authentic as possible:

A class was recreating a pioneer village. They took photographs of an original log home in the town, but when the pictures were analyzed, telephone lines were a part of the picture. The class used PhotoShop to erase the lines.

A re-enactment of the Martin Luther King I Have a Dream Speech requires the "spectators" in the crowd around him to dress in period dress and for the speaker to use the type of microphone Dr. King used. Audio and video renditions of the speech helped the speaker take on the persona of and voice inflections of the speech.

Students wanted to re-create a famous science experiment but found that the equipment to do so now was quite different than that available at the time the experiment was done. Could the experiment be duplicated just as the scientist experienced it? That became a major problem and part of the resulting demonstration to the class.

A choral group wanted to perform a piece from the Hallelujah Chorus the way Handel performed it the first time. They researched numbers of singers, costume, accompanying instruments, and location/environment of performance as they re-created this experience as closely as possible.

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The Re-Create Model 1

[Main Page](#)

Additional page:

- [Example](#)

The Re-Create Model 1

The re-create model allows learners to prepare for the reconstruction of events, situations, phenomenon, dramatic productions, or any other re-enactment.

Note to instructor: Copy material below line and paste into your own wiki page.

Topic:

Welcome. Here is what you will be asked to know, be able to do, and understand:

Criteria upon which you will be evaluated:

Directions:

[Example]

Describe the re-create task here:

Resources to explore what an authentic re-creation would be:

Share research and ideas for the re-creation:

Ideas for the presentation:

Planning log and assignments:

So what?

Reflection: How did our effort turn out? What would we do differently next time to improve?

Here are a few examples of re-creating something to be as authentic as possible:

A class was recreating a pioneer village. They took photographs of an original log home in the town, but when the pictures were analyzed, telephone lines were a part of the picture. The class used PhotoShop to erase the lines.

A re-enactment of the Martin Luther King I Have a Dream Speech requires the "spectators" in the crowd around him to dress in period dress and for the speaker to use the type of microphone Dr. King used. Audio and video renditions of the speech helped the speaker take on the persona of and voice inflections of the speech.

Students wanted to re-create a famous science experiment but found that the equipment to do so now was quite different than that available at the time the experiment was done. Could the experiment be duplicated just as the scientist experienced it? That became a major problem and part of the resulting demonstration to the class.

A choral group wanted to perform a piece from the Hallelujah Chorus the way Handel performed it the first time. They researched numbers of singers, costume, accompanying instruments, and location/environment of performance as they re-created this experience as closely as possible.

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The Re-Create Model 2

[Main Page](#)

Additional page:

- [Example](#)

The Re-Create Model 2

The re-create model allows learners to prepare for the reconstruction of events, situations, phenomenon, dramatic productions, or any other re-enactment.

Note to instructor: Copy material below line and paste into your own wiki page.

Topic:

Welcome. Here is what you will be asked to know, be able to do, and understand:

Criteria upon which you will be evaluated:

Directions:

[Example]

Describe the re-create task here:

Resources to explore what an authentic re-creation would be:

Share research and ideas for the re-creation:

Ideas for the presentation:

Planning log and assignments by groups who have various tasks and roles

Task and Role Group 1	Task and Role Group 2	Task and Role Group 3	Task and Role Group 4

So what?

Reflection: How did our effort turn out? What would we do differently next time to improve?

The steps in reinventing something are well known.

1. The old way of doing something is charted, step by step.
2. Perhaps an investigation is made to see how other people, or organizations have reinvented this problem to make it better.
3. Students use creativity to invent a new way to accomplish the task.
4. The new way is tested. Is it really better? More economical? Faster? More environmentally friendly? Easier?
5. Does the new way create a new set of problems and what should happen?

For example:

Students wanted to invent a new way of chopping onions without tears. They demonstrated three new ways and finally settled on a food processor as the best and most tearless solution.

A stinky swamp was next to a middle school. The first proposal was to pave it over. Students appealed to a better solution. Their original research led to a year-long community project to restore the swamp so that it added one more feeding and resting place for migrating birds.

A class noticed that in a nursing home, personal mobility devices were awkward for the patients and took up a lot of space. They accepted the challenge to invent something easier to use. The result was tested by the people in the nursing home and the class investigated commercial production and a patent.

Topic 8:

Group 1 List

Group 1 New Way

Group 2 List

Group 2 New Way

Group 3 List

Group 3 New Way

Group 4 List

Group 4 New Way

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The Reinventing a Better Way Model 1

[Main Page](#)

Additional page:

- [Example](#)
- [Group 1 List](#)
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- [Group 4 List](#)
- [Group 1 New Way](#)
- [Group 2 New Way](#)
- [Group 3 New Way](#)
- [Group 4 New Way](#)

The Reinventing a Better Way Model 1

The reinvent model allows groups of learners to re-design or reinvent a better way of doing something such as an organization, a new product, or a less expensive process.

Note to instructor: Copy material below line and paste into your own wiki page.

Topic:

Welcome. Here is what you will be asked to know, be able to do, and understand:

Criteria upon which you will be evaluated:

Directions:

[Example]

What is the problem to be investigated?

List in detail how the current way of doing or making things is done in small groups:

[Group 1 List]	[Group 2 List]	[Group 3 List]	[Group 4 List]

Compare every group's work and make the final list of the old method here:

Each group should now create a better way of doing the task:

[Group 1 New Way]	[Group 2 New Way]	[Group 3 New Way]	[Group 4 New Way]

What's next?

- **Try out each new way to see which is best?**
- **Compare all the groups' efforts and come up with a combined method to test?**
- **Try the new system.**
- **Test the new system.**
- **Is the new way really better than the old way?**

So what?

Reflections on this activity:

To the teacher: provide an example here of the way you wish students to cite their sources.

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Read, View, and Listen Model 1

[Main Page](#)

Additional page:

- [Example](#)

Read, View, and Listen Model 1

The Read, View, and Listen wiki allows learners to read a variety of sources separately and then allow them to draw together the major ideas.

Note to instructor: Copy material below line and paste into your own wiki page.

Topic:

Welcome. Here is what you will be asked to know, be able to do, and understand:

Criteria upon which you will be evaluated:

Directions:

[Example]

Instructor's Instructions and Assignment:

Learner Space to Record Readings (citation, notes, and name)
--

Analysis of Major Ideas (Do not record in this box until directed to do so)
--

So what?

Reflection on this activity:

To the teacher: Please provide an example here of how students are to cite their sources.

Group 1 Reading Notes
Topic:

Group 2 Reading Notes

Topic:

Group 3 Reading Notes
Topic:

Group 4 Reading Notes
Topic:

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Read, View, and Listen Model 2

[Main Page](#)

Additional pages:

- [Example](#)
- [Group 1](#)
- [Group 2](#)
- [Group 3](#)
- [Group 4](#)

Read, View, and Listen Model 2

The Read, View Listen wiki allows learners to read a variety of sources separately and then allow them to draw together the major ideas.

Note to instructor: Copy material below line and paste into your own wiki page.

Topic:

Welcome. Here is what you will be asked to know, be able to do, and understand:

Criteria upon which you will be evaluated:

Directions:

[Example]

Instructor's Instructions and Assignment:

[Group 1] Reading Notes	[Group 2] Reading Notes	[Group 3] Reading Notes	[Group 4] Reading Notes	All Group summary, big ideas, Conclusions
-------------------------------	-------------------------------	-------------------------------	--------------------------------	--

So what?

Reflection on this activity:

To the teacher: Please provide students with examples of how to cite their sources here.

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Read, View, and Listen Model 3

[Main Page](#)

Additional pages:

- [Example](#)
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- [Reader 12](#)
- [Reader 13](#)
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- [Reader 15](#)
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- [Reader 24](#)
- [Reader 25](#)
- [Reader 26](#)
- [Reader 27](#)
- [Reader 28](#)
- [Reader 29](#)
- [Reader 30](#)

Reader 1 Notes, Citations, Summaries

Reader 2 Notes, Citations, Summaries

Reader 3 Notes, Citations, Summaries

Reader 4 Notes, Citations, Summaries

Reader 5 Notes, Citations, Summaries

Reader 6 Notes, Citations, Summaries

Reader 7 Notes, Citations, Summaries

Reader 8 Notes, Citations, Summaries

Reader 9 Notes, Citations, Summaries

Reader 10 Notes, Citations, Summaries

Reader 11 Notes, Citations, Summaries

Reader 12 Notes, Citations, Summaries

Reader 13 Notes, Citations, Summaries

Reader 14 Notes, Citations, Summaries

Reader 15 Notes, Citations, Summaries

Reader 16 Notes, Citations, Summaries

Reader 17 Notes, Citations, Summaries

Reader 18 Notes, Citations, Summaries

Reader 19 Notes, Citations, Summaries

Reader 20 Notes, Citations, Summaries

Reader 21 Notes, Citations, Summaries

Reader 22 Notes, Citations, Summaries

Reader 23 Notes, Citations, Summaries

Reader 24 Notes, Citations, Summaries

Reader 25 Notes, Citations, Summaries

Reader 26 Notes, Citations, Summaries

Reader 27 Notes, Citations, Summaries

Reader 28 Notes, Citations, Summaries

Reader 29 Notes, Citations, Summaries

Reader 30 Notes, Citations, Summaries

Read, View, and Listen Model 3

The Read, View Listen wiki allows learners to read a variety of sources separately and then allow them to draw together the major ideas.

Note to instructor: Copy material below line and paste into your own wiki page.

Topic:

Welcome. Here is what you will be asked to know, be able to do, and understand:

Criteria upon which you will be evaluated:

Directions:

[Example]

Instructor's Instructions and Assignment:

[Reader 1]	[Reader 2]	[Reader 3]	[Reader4]	[Reader 5]	[Reader 6]
[Reader 7]	[Reader 8]	[Reader 9]	[Reader 10]	[Reader 11]	[Reader 12]
[Reader 13]	[Reader 14]	[Reader 15]	[Reader 16]	[Reader 17]	[Reader 18]
[Reader 19]	[Reader 20]	[Reader 21]	[Reader 22]	[Reader 23]	[Reader 24]
[Reader 25]	[Reader 26]	[Reader 27]	[Reader 28]	[Reader 29]	[Reader 30]

Major Ideas, Conclusions, Further Questions, etc.
(Do not write here until instructed by your teacher):

So what?

Reflection on this activity:

To the student: List the source of data, defend that source, and list your name.

Example: The best weather data I could find was from the official U.S. government site: the National Oceanic and Atmospheric Administration's National Weather Service at <http://www.weather.gov/> - Robert Morris

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The Sensemaking Model 1

[Main Page](#)

Additional page:

- [Example](#)

The Sensemaking Model 1

The sensemaking model allows you as an individual or group to plan and collect data as you prepare to visualize that data in charts, graphs, maps, pictograms, graphic organizers, or any other visual that will help make meaning from the data collected.

Note to instructor: Copy material below line and paste into your own wiki page.

Topic:

Welcome. Here is what you will be asked to know, be able to do, and understand:

Criteria upon which you will be evaluated:

Directions:

[Example]

Sources and discussion of data sources (Record the source, discuss it, and record your name)

Tools to use in the visualization of this data:

So what?

Reflections about this assignment:

To the student: List the source of data, defend that source, and list your name.

Example: The best weather data I could find was from the official U.S. government site: the National Oceanic and Atmospheric Administration's National Weather Service at <http://www.weather.gov/> - Robert Morris

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The Sensemaking Model 2

[Main Page](#)

Additional page:

- [Example](#)

Sensemaking Model 2

The Sensemaking Model allows you as an individual or group to plan and collect data as you prepare to visualize that data in charts, graphs, maps, pictograms, graphic organizers, or any other visual that will help make meaning from the data collected.

Note to instructor: Copy material below line and paste into your own wiki page.

Topic:

Welcome. Here is what you will be asked to know, be able to do, and understand:

Criteria upon which you will be evaluated:

Directions:

[Example]

Sources and discussion of data sources
(record the source, discuss it, and record your name)

Group One:

Group Two:

Group Three:

Group Four:

**Plans for
Visualization**

**Plans for
Visualization**

**Plans for
Visualization**

**Plans for
Visualization**

Tools to use in the visualization of this data:

So what?

Reflections about this assignment:

To the teacher: If students are using multiple resources, provide them with sample ways to cite their information sources here.

To the student: You will find conflicting facts in the various sources you check. Be sure to list the fact here but also cite its source so you can decide which fact to use.

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The Timeline Model 1

[Main Page](#)

Additional page:

- [Example](#)

The Timeline Model 1

The Timeline Model allows learners to arrange events, ideas, happenings in chronological order for analysis.

Note to instructor: Copy material below line and paste into your own wiki page.

Topic:

Welcome. Here is what you will be asked to know, be able to do, and understand:

Criteria upon which you will be evaluated:

Directions:

- Collect data, events, or actions by date and insert them below in order by year, month, day, or time of day as instructed. The result should be a chain of events in order by time of happening with the earliest at the top and the latest at the bottom.
- Record after each entry its source and your name.

[Example]

TIMELINE:

ANALYSIS OF MEANING:

So what?

Reflection on this activity:

To the teacher: If students are using multiple resources, provide them with sample ways to cite their information sources here.

To the student: You will find conflicting facts in the various sources you check. Be sure to list the fact here but also cite its source so you can decide which fact to use.

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The Timeline Model 2

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The Timeline Model 2

The Timeline Model allows learners to arrange events, ideas, happenings in chronological order for analysis.

Note to instructor: Copy material below line and paste into your own wiki page.

Topic:

Welcome. Here is what you will be asked to know, be able to do, and understand:

Criteria upon which you will be evaluated:

Directions:

- Collect data, events, or actions by date and insert them below in order by year, month, day, or time of day as instructed. The result should be a chain of events in order by time of happening with the earliest at the top and the latest at the bottom.
- Record after each entry its source and your name.
- Keep events in chronological order by inserting rows. To do this, place your cursor one line below the place you want to insert a row. Click your right mouse button and then click on "insert a row." Columns can be inserted in the same manner.

[Example]

PARALLEL TIMELINES:

TIME	TOPIC 1 EVENTS	TOPIC 2 EVENTS	TOPIC 3 EVENTS

ANALYSIS OF MEANING:

So what?

Reflection on this activity:

Group 1 Event Organizer

Part 1: Use the 5W organizer below to take notes on your events. Then write a three-sentence summary of your event. **Note to Teacher:** You may try having group members switch events to write summaries to help students be more careful in their note taking.

Event 1:

Sources Used:

Who	
What	
Where	
When	Date: (be as specific as you can be with exact date if possible)
Why	
How	
Summary of Event	

Event 2:

Sources Used:

Who	
What	
Where	
When	Date: (be as specific as you can be with exact date if possible)
Why	
How	
Summary of Event	

Event 3:

Sources Used:

Who	
What	
Where	

When	Date: (be as specific as you can be with exact date if possible)
Why	
How	
Summary of Event	

Event 4:

Sources Used:

Who	
What	
Where	
When	Date: (be as specific as you can be with exact date if possible)
Why	
How	
Summary of Event	

Part 2: Copy and paste summaries into the correct boxes in the table of the main page.

Group 2 Event Organizer

Part 1: Use the 5W organizer below to take notes on your events. Then write a three-sentence summary of your event. **Note to Teacher:** You may try having group members switch events to write summaries to help students be more careful in their note taking.

Event 1:

Sources Used:

Who	
What	
Where	
When	Date: (be as specific as you can be with exact date if possible)
Why	
How	
Summary of Event	

Event 2:

Sources Used:

Who	
What	
Where	
When	Date: (be as specific as you can be with exact date if possible)
Why	
How	
Summary of Event	

Event 3:

Sources Used:

Who	
What	
Where	

When	Date: (be as specific as you can be with exact date if possible)
Why	
How	
Summary of Event	

Event 4:

Sources Used:

Who	
What	
Where	
When	Date: (be as specific as you can be with exact date if possible)
Why	
How	
Summary of Event	

Part 2: Copy and paste summaries into the correct boxes in the table of the main page.

Group 3 Event Organizer

Part 1: Use the 5W organizer below to take notes on your events. Then write a three-sentence summary of your event. **Note to Teacher:** You may try having group members switch events to write summaries to help students be more careful in their note taking.

Event 1:

Sources Used:

Who	
What	
Where	
When	Date: (be as specific as you can be with exact date if possible)
Why	
How	
Summary of Event	

Event 2:

Sources Used:

Who	
What	
Where	
When	Date: (be as specific as you can be with exact date if possible)
Why	
How	
Summary of Event	

Event 3:

Sources Used:

Who	
What	
Where	

When	Date: (be as specific as you can be with exact date if possible)
Why	
How	
Summary of Event	

Event 4:

Sources Used:

Who	
What	
Where	
When	Date: (be as specific as you can be with exact date if possible)
Why	
How	
Summary of Event	

Part 2: Copy and paste summaries into the correct boxes in the table of the main page.

Group 4 Event Organizer

Part 1: Use the 5W organizer below to take notes on your events. Then write a three-sentence summary of your event. **Note to Teacher:** You may try having group members switch events to write summaries to help students be more careful in their note taking.

Event 1:

Sources Used:

Who	
What	
Where	
When	Date: (be as specific as you can be with exact date if possible)
Why	
How	
Summary of Event	

Event 2:

Sources Used:

Who	
What	
Where	
When	Date: (be as specific as you can be with exact date if possible)
Why	
How	
Summary of Event	

Event 3:

Sources Used:

Who	
What	
Where	

When	Date: (be as specific as you can be with exact date if possible)
Why	
How	
Summary of Event	

Event 4:

Sources Used:

Who	
What	
Where	
When	Date: (be as specific as you can be with exact date if possible)
Why	
How	
Summary of Event	

Part 2: Copy and paste summaries into the correct boxes in the table of the main page.

Group 5 Event Organizer

Part 1: Use the 5W organizer below to take notes on your events. Then write a three-sentence summary of your event. **Note to Teacher:** You may try having group members switch events to write summaries to help students be more careful in their note taking.

Event 1:

Sources Used:

Who	
What	
Where	
When	Date: (be as specific as you can be with exact date if possible)
Why	
How	
Summary of Event	

Event 2:

Sources Used:

Who	
What	
Where	
When	Date: (be as specific as you can be with exact date if possible)
Why	
How	
Summary of Event	

Event 3:

Sources Used:

Who	
What	
Where	

When	Date: (be as specific as you can be with exact date if possible)
Why	
How	
Summary of Event	

Event 4:

Sources Used:

Who	
What	
Where	
When	Date: (be as specific as you can be with exact date if possible)
Why	
How	
Summary of Event	

Part 2: Copy and paste summaries into the correct boxes in the table of the main page.

Group 6 Event Organizer

Part 1: Use the 5W organizer below to take notes on your events. Then write a three-sentence summary of your event. **Note to Teacher:** You may try having group members switch events to write summaries to help students be more careful in their note taking.

Event 1:

Sources Used:

Who	
What	
Where	
When	Date: (be as specific as you can be with exact date if possible)
Why	
How	
Summary of Event	

Event 2:

Sources Used:

Who	
What	
Where	
When	Date: (be as specific as you can be with exact date if possible)
Why	
How	
Summary of Event	

Event 3:

Sources Used:

Who	
What	
Where	

When	Date: (be as specific as you can be with exact date if possible)
Why	
How	
Summary of Event	

Event 4:

Sources Used:

Who	
What	
Where	
When	Date: (be as specific as you can be with exact date if possible)
Why	
How	
Summary of Event	

Part 2: Copy and paste summaries into the correct boxes in the table of the main page.

Group 7 Event Organizer

Part 1: Use the 5W organizer below to take notes on your events. Then write a three-sentence summary of your event. **Note to Teacher:** You may try having group members switch events to write summaries to help students be more careful in their note taking.

Event 1:

Sources Used:

Who	
What	
Where	
When	Date: (be as specific as you can be with exact date if possible)
Why	
How	
Summary of Event	

Event 2:

Sources Used:

Who	
What	
Where	
When	Date: (be as specific as you can be with exact date if possible)
Why	
How	
Summary of Event	

Event 3:

Sources Used:

Who	
What	
Where	

When	Date: (be as specific as you can be with exact date if possible)
Why	
How	
Summary of Event	

Event 4:

Sources Used:

Who	
What	
Where	
When	Date: (be as specific as you can be with exact date if possible)
Why	
How	
Summary of Event	

Part 2: Copy and paste summaries into the correct boxes in the table of the main page.

Group 8 Event Organizer

Part 1: Use the 5W organizer below to take notes on your events. Then write a three-sentence summary of your event. **Note to Teacher:** You may try having group members switch events to write summaries to help students be more careful in their note taking.

Event 1:

Sources Used:

Who	
What	
Where	
When	Date: (be as specific as you can be with exact date if possible)
Why	
How	
Summary of Event	

Event 2:

Sources Used:

Who	
What	
Where	
When	Date: (be as specific as you can be with exact date if possible)
Why	
How	
Summary of Event	

Event 3:

Sources Used:

Who	
What	
Where	

When	Date: (be as specific as you can be with exact date if possible)
Why	
How	
Summary of Event	

Event 4:

Sources Used:

Who	
What	
Where	
When	Date: (be as specific as you can be with exact date if possible)
Why	
How	
Summary of Event	

Part 2: Copy and paste summaries into the correct boxes in the table of the main page.

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The Timeline Model 3

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The Timeline Model 3

The Timeline Model allows learners to arrange events, ideas, happenings in chronological order for analysis.

Note to instructor: Copy material below line and paste into your own wiki page.

Topic:

Welcome. Here is what you will be asked to know, be able to do, and understand:

Criteria upon which you will be evaluated:

Directions:

- Collect data, events, or actions by date and insert them below in order by year, month, day, or time of day as instructed. The result should be a chain of events in order by time of happening with the earliest at the top and the latest at the bottom.
- Record after each entry its source and your name.
- Keep events in chronological order by inserting rows. To do this, place your cursor one line below the place you want to insert a row. Click your right mouse button and then click on "insert a row. Columns can be inserted in the same manner.

[Example]

Step 1: Each group is given four events to research. For each, complete a 5W organizer, Then write a three-sentence summary of the event. Record that summary in the appropriate box in the table below. If your event belongs in a box already written in, move the existing entry in the box where you think it should be and then paste your's in. **Note to the Teacher:** You may assign groups to research within a date range or across data ranges, depending on your goals.

[Group 1]	[Group 2]	[Group3]	[Group 4]	[Group 5]	[Group 6]	[Group7]	[Group 8]
-----------	-----------	----------	-----------	-----------	-----------	----------	-----------

	Event 1	Event 2	Event 3	Event 4	Relationship Among Events Within Date Range
Date Range 1					
Date Range 2					

Date Range 3					
Date Range 4					
Date Range 5					
Date Range 6					
Date Range 7					
Date Range 8					
Conclusions:					

Step 2: Each group is assigned a "Date Range" row and describes the relationships among events within that row. Sample starter questions: Do some events cause others? Do the events build upon something learned from the prior events? Are some events reactions against previous events? What else do the events have in common?

Step 3: Use the information from the column to help draw conclusions about the entire timeline.

Wiki Templates for Super Teaching

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History to Mystery Model 3