

## Introduce the Topic

The following *Action Lesson Plan*, developed by Merrill Harmin, is one way to provide students with background knowledge about the museum topic before research begins.

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| 1. Speak – Write (whole class)<br>2 – 5 minutes    | Present material (slide show, video, or common text) until reaching a natural break in the material, but not more than 5 minutes. Then say: "Take a moment and write the key ideas you've learned so far or any questions you have."   |
| 2. Working Alone<br>1 – 2 minutes                  | Students write. When three or four students have finished writing, say, "One more moment please."  |
| 3. Speak – Write (Whole Class)<br>3 – 5 minutes    | Continue to present material to the next natural breaking point, but not so long that students cannot hold the material comfortably in mind. Then say: "Now I want you to make some notes again about what you just heard or questions you have about what I just said."<br><br>Continue this Speak – Write sequence as long as appropriate, ending before you start losing students' attention. |
| 4. Sharing Pairs<br>2 – 8 minutes                  | Ask students to form pairs and share a summary of what they heard/saw/read, what they think are important points, or questions they have.  |
| 5. Summary (whole class)<br>2 – 5 minutes          | "Let me summarize what I would most like you to understand, what I see as the main points...."   |
| 6. Attentive discussion (whole class)<br>As needed | "Who would be willing to share ideas or reactions or questions?"   |
| 7. Outcome Sentences individual<br>2 – 4 minutes   | Ask students to review lesson, make note of key things they learned, rediscovered, or perhaps are now wondering about.   |
| 8. Whip Around (Whole class)<br>As needed          | "Starting at this wall, let's whip around part of the class. When it comes your turn, read one of your 'I learned' statements or, if you prefer, say 'I pass'.   |

Source: Harmin, Merrill, *Inspiring Active Learning*, ASCD, 1994.