

Jigsaw Seminar Instructions

Teacher Preparation

Find three to five articles on a topic of curricular importance. Ensure that the articles are interesting, at an appropriate complexity, and offer different perspectives (not necessarily opposite or contrary ideas).

- Articles should be the same approximate length and should be line numbered. Label each article with a number. Copy the articles and staple them together, so that all students have access to all articles.
- HINT: If you have a class with diverse reading levels, it is possible to level the texts to best meet the needs of your students.
- Write overarching questions that can be answered with evidence from every article. These questions should be open-ended and allow students to dig deeply into the content.
- Split the class into 3-5 groups (to match the number of articles), allow students time for individual reading, and then provide each member of the group with the Source Summary sheet to fill out together. (If groups are too large, consider splitting each group in half.)
- When students have finished analyzing the article in their expert groups, jigsaw students into small groups of 3-5 students to discuss all articles with the overarching discussion questions.
 - Introduce norms.

Jigsaw Seminar Student Directions

Expert Group (Reading & Summarizing)	Jigsaw Group (Discussion)
<ol style="list-style-type: none">1. Read the same article.2. Discuss article:<ol style="list-style-type: none">a. What are the main ideas?b. How is this supported? What textual evidence is most compelling?c. What are the most interesting aspects of the article that I would want to share?3. Identify a 35-60 word summary of your article to share with your discussion group. All members of the expert group should have the same summary.	<ol style="list-style-type: none">1. Meet in a group of 3-5 (representing the different articles).2. Each person will individually direct their group to look at their article and will provide a summary while the others take a brief note at the top of the article.3. The group will discuss each of the seminar questions.<ul style="list-style-type: none">• Each person must “speak” at LEAST once for each seminar question, noting something from their article that is related to the question.• People can speak generally (from their own experiences) about the topic after they have shared textual evidence.

Post Seminar Reflection & Writing Assignment

Students will complete the individual Jigsaw Seminar Metacognitive Wrapper as a way to reflect on both the content and the process/skills utilized in the discussion.

Teachers can assign a short informational or argumentative writing assignment based on one of the discussion questions.

Jigsaw Seminar Metacognitive Wrapper

Name: _____

Expert Group Article/Documents: _____

Evidence and Reasoning I Shared (2 examples)

--	--

On a scale of 1-5 (five being great), I rate my participation in this discussion a _____ because _____

Which of the following is an area in which you can improve in the next discussion of a text? Circle and explain your choice in the box below.

- Listening attentively to others
- Staying focused on the point of the discussion
- Articulating your own thoughts clearly and concisely
- Responding directly to other students' points
- Asking great probing questions
- Explaining the text evidence/reasoning clearly

The most interesting idea presented in our discussion was _____

A quote/piece of evidence from another document that I most want to remember is from text # _____ on line _____. The author states: