



# JIGSAW SEMINAR

**NNCSS CONFERENCE 2016**

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# JIGSAW SEMINARS

DIGGING DEEPER WITH  
MULTIPLE SOURCES &  
POINTS OF VIEW



## SEMINARS ARE DIFFERENT THAN DELIBERATIONS OR DEBATES

*A Socratic discussion is a text-based discussion in which an individual sets their own interpretations of the text alongside those of other participants. The aim is a mutual search for a clearer, wider and deeper ('enlarged') understanding of the ideas, issues, and values in the text at hand. It is shared inquiry, not debate; there is no opponent save the perplexity all persons face when they try to understand something that is both difficult and important.*

*—Walter Parker, University of Washington*

WITH A PARTNER, COME UP WITH A COMMON THREAD BETWEEN THESE PICTURES.













# JIGSAW SEMINAR INSTRUCTIONS

## First: EXPERT GROUPS

- **Read the same article.**
- **Discuss article:**
  - **What are the main ideas?**
  - **How is this supported? What textual evidence is most compelling? What do we want to share?**
- **Identify a 25-50 word summary of your article to share with your seminar group.**

## Then: JIGSAW SEMINAR GROUPS

- Meet in a group of 3-5 (representing the different articles).
- Everyone shares their summary.
- Discuss each of the seminar questions.
- 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.

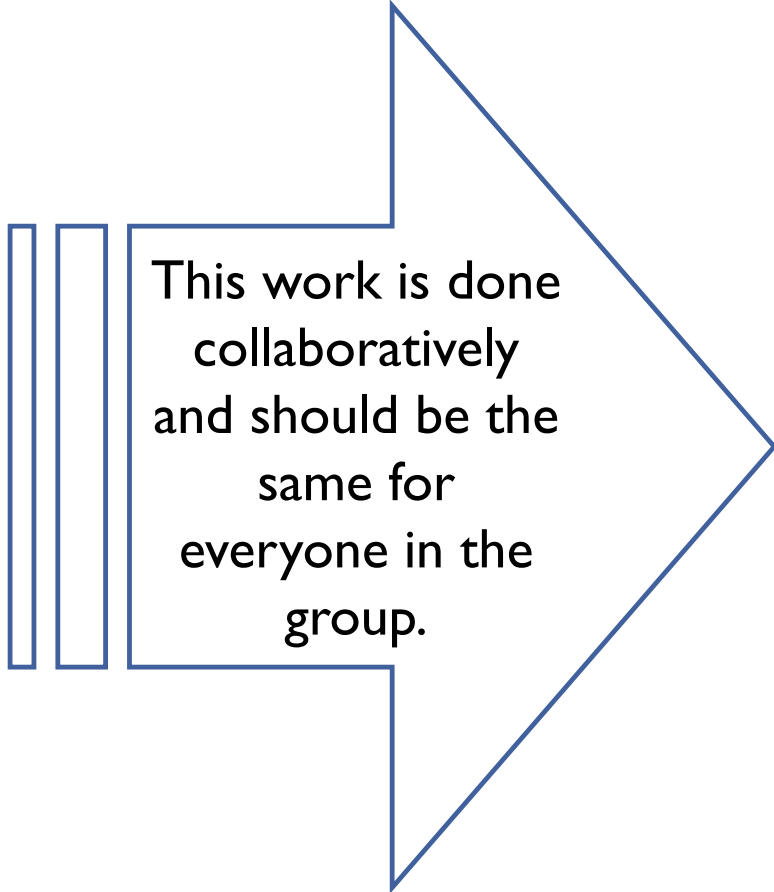
# JIGSAW SEMINAR NORMS

1. Reminder of Purpose: to facilitate a deeper understanding of the ideas and values in the texts through discussion.
2. Norms:
  - Listen carefully. Be attentive. Address one another respectfully (Accountable Talk).
  - Don't raise hands.
  - Base opinions on the text.
  - Address comments to the group (no side conversations).
  - Use sensitivity to take turns and not interrupt others. Monitor your own 'air time'.
  - Be courageous in presenting your own thoughts and reasoning, but be flexible and willing to change your mind in the face of new and compelling evidence.

# EXPERT JIGSAW GROUPS

<b>Number 1s</b>	<b>Home Is Where the Border Is</b>	<b>Blue</b>
<b>Number 2s</b>	<b>I Discovered America Through Japanese Eyes</b>	<b>Yellow</b>
<b>Number 3s</b>	<b>Learning the Twist in New Delhi</b>	<b>Pink</b>
<b>Number 4s</b>	<b>From a London Alley to the White House</b>	<b>Green</b>
<b>Number 5s</b>	<b>Captain America Dons a Turban</b>	<b>White</b>

# SOURCE ANALYSIS: INDIVIDUAL & EXPERT GROUP



This work is done  
collaboratively  
and should be the  
same for  
everyone in the  
group.

What four quotes stick out most to you in the text? (Line number/quote) Explain why?

1.

2.

3.

4.

Write a question about this text?

Write a 25-45 words summary of the text.

## KNEE TO KNEE OR SMALL GROUP HUDDLES

- Meet with your jigsaw group (1, 2, 3, 4).
- Introduce yourselves. Give a BRIEF synopsis of your article.
- When the discussion questions appear, begin your discussion. When a new discussion question appears, move on to it when your group is ready.
- When citing your text, helpfully note the color of your article and line number so that everyone has a chance to see the evidence you are citing.
- Make sure to cite your text before delving into your personal opinions.

# DISCUSSION QUESTIONS

1. According to the authors and their main characters, what does/did it mean to be an American?
2. How do borders (real, imagined, metaphorical) play a role in people's lives?
3. What can we learn about stereotypes and discrimination from the texts?

## IMPORTANT PEDAGOGICAL POINTS

- Building knowledge is central, but it is not the entire focus on this activity. Skills and disposition building are equally important, so the front loading, monitoring, reflection, and assessment should mirror all three goals.
- Questions should be broad and overarching. Everyone should be able to contribute to answering each question, but often the “answer” won’t be obvious. Think about adult discussions wherein someone brings up a point, and another person says, “Oh, that’s kind of like an article I read/news story I heard...”
- Do not share questions with students ahead of the discussion. These are not prepared points. It is an organic discussion based on different expertise around a common theme/concept/multiple perspectives. Student voice and individual reasoning/choice of evidence is incredibly important.

# METACOGNITIVE WRAPPER

- Why a focus on self assessment and metacognition?
- How might you modify this to meet the needs of your classroom?

Jigsaw Seminar Metacognitive Wrapper

Name: \_\_\_\_\_

Expert Group Article/Documents: \_\_\_\_\_

Evidence and Reasoning I Shared (2 examples)

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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

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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:

\_\_\_\_\_

\_\_\_\_\_

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## DEVELOPING A JIGSAW SEMINAR

- Common topic with varied focus in different articles (e.g. heroes, immigration, global warming, slavery, etc.)
- Theme or idea displayed over time
- Multiple perspectives of an issue
- Multiple case studies (or court cases) on a similar topic (e.g. freedom of religion)



**THANK YOU!**

PLEASE EMAIL ME WITH ANY QUESTIONS YOU HAVE OR WITH NEWS OF CLASSROOM IMPLEMENTATION!

