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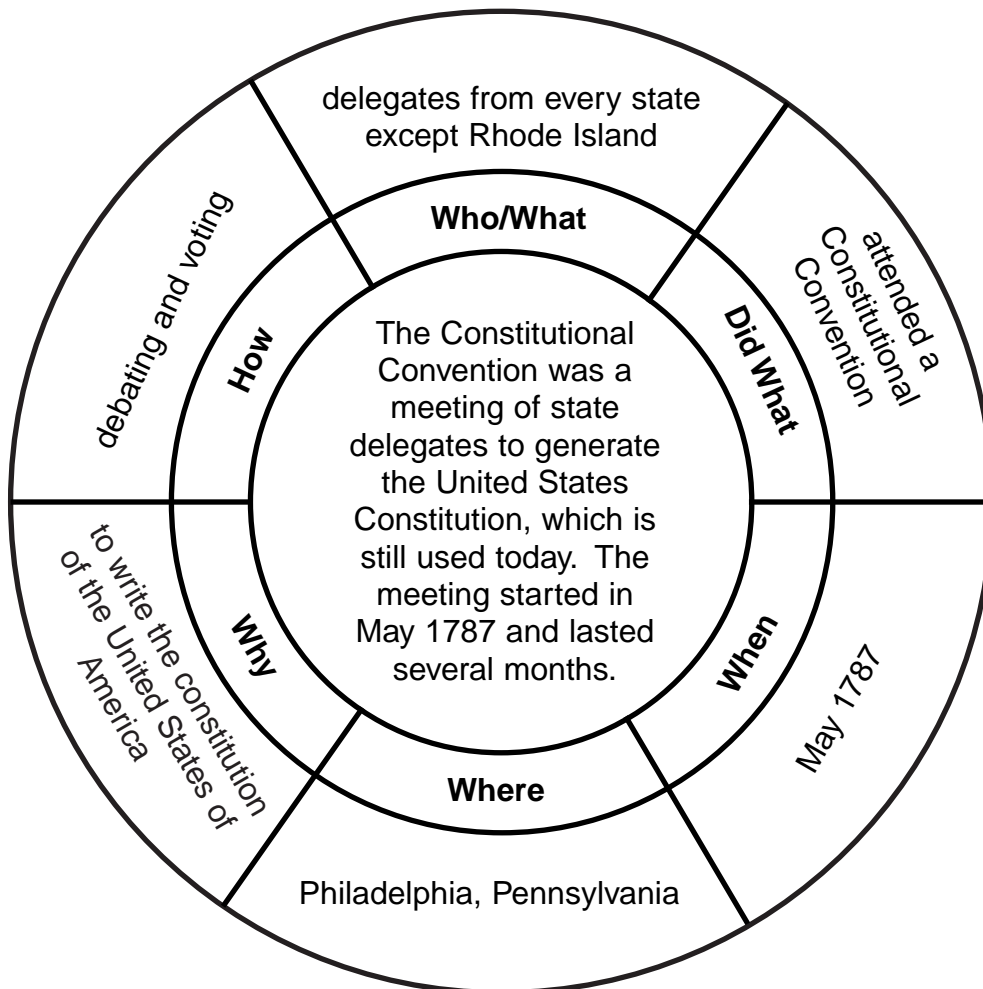
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Strategies: Concept Wheel

⌘ Concept Wheel

Show your students how to fill in the concept wheel on page 67. The entire passage's main idea goes in the center circle and the details from the whole passage that answer the questions radiate from the main idea like spokes on a wheel. Here is an example:

The Constitutional Convention was a meeting of state delegates to draft the United States Constitution. The delegates met in May 1787 in Philadelphia, Pennsylvania, to debate and vote on what would be included. Every state except Rhode Island sent representatives. The goal was to create a government by the people for the people. It took the men several months to iron out all the issues, but when they were done, they had a legal document that still influences our lives as Americans every single day. In the more than 200 years since the Convention, the Constitution has been amended many times, but its basic tenets of governmental checks and balances remains unchanged.



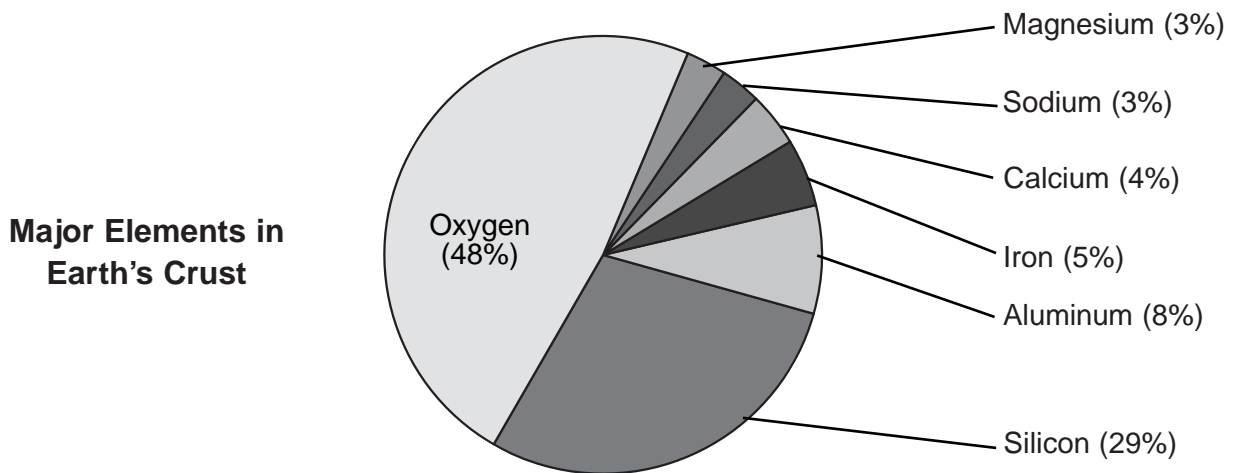
Use the information inside the wheel to write a short (three- or four-sentence) paragraph.

The Constitutional Convention was a meeting of state delegates to generate the United States Constitution, which is still used today. The meeting started in May 1787 and lasted several months. During that time the men debated and voted on the issues.

Primary-Source Strategies: Creating Graphics; A Community of Learners

✂ Creating Graphics

Students enjoy demonstrating their knowledge by creating graphs or charts. After researching the elements of Earth's crust, a student used a computer to generate this graph:



✂ A Community of Learners

Research thrives in a community of learners. Think of how you've asked others for recommendations on a good plumber, podiatrist, etc. Word of mouth helps small businesses to thrive or fail. In addition, first-hand information is often the most interesting. Capitalize on this by creating a bulletin board that encourages students and staff to share their expertise. Put the bulletin board in a central place in the school to which both students and staff have access. The students write their areas of inquiry, their names, teacher's name, and grade in one column. The second column provides space for others to respond with their name and how to contact them.

Can You Tell Me About:	Yes! Here's how to contact me:
orangutans Shauna Williams, Mr. Smith, gr. 5	Mrs. DeSalma Leave me a message in my mailbox in the main office.
steam engines Rja Adul, Ms. Sadowski, gr. 4	Mr. Morton, custodian Come see me. I'm in my office every day before school.
hang gliding Damon Walker, Mrs. Argast, gr. 6	Yvette Fernandez, Mr. Yunker's grade 6 Call me at 555-0987 after school.

You may be surprised at how much "expertise" exists within your school family. Someone's dad may work with the snakes at a local zoo. A fifth grader may have researched and prepared a presentation on hot air balloons in fourth grade. The librarian may be a motorcycle enthusiast.

Send home a monthly notice with a list of topics that haven't received any responses. In this way, you can involve parents and extended relatives by notifying them of a need for expertise they may possess. Not only is this good public relations, it lets students see those around them in a new light. Everyone is an expert at something.