



REVIEW TIME: HERE'S THE ANSWER – WHAT'S THE QUESTION?

Learning Objectives: The students will...

1. Demonstrate their knowledge of historical figures, state and national symbols, holidays, and other concepts that they studied during the school year.
2. Express their ideas orally based on their knowledge and experiences.
3. Enhance their critical thinking skills by using information they have acquired from a variety of sources.
4. Listen attentively and follow directions.
5. Work productively with others in teams.

TEKS: SS K.1A, K.2A, K.10A, K.14A, K.15, 1.1A, 1.2A, 1.13A, 1.13B, 1.14A, 1.17A, 1.18, 2.1A, 2.4A, 2.4B, 2.12A, 2.12B, 2.21D, 2.13A, 2.13B, 2.13D, 2.14C, 2.18A, 2.19; LA K.21, K.23, 1.27, 1.29, 2.19C, 2.28A, 2.30

Materials Needed: Chart paper or large sheets of drawing paper, colored markers or crayons in five different colors (second grade only), glue or tape, copies of selected Answer Cards.

Teaching Strategies:

1. Kindergarten and First Grade Strategy
 - a. Preceding the lesson, select an Answer Card that represents content that has been taught during the year. Tape or glue the Answer Card to a sheet of chart paper or on the board. Additional sheets with other Answer Cards may be prepared if more than one round of the game will be played.
 - b. Divide students into groups of four. Explain that the class is going to play a review game. Tell students that there is an “answer” posted on the chart paper or board. It will be each group’s challenge to think of a “question” that would produce that “answer.”
 - c. Give students an example before beginning the activity such as: If the answer is “Presidents’ Day,” the question could be “What is the holiday that celebrates George Washington’s Birthday?” or “What holiday is celebrated the third Monday in February?” or “What holiday honors Abraham Lincoln’s Birthday?” or “What holiday in February is a national holiday?”
 - d. Allow groups several minutes to brainstorm possible “questions” that would produce the “answer” posted on the board. Serving as the recorder, the teacher should call on each group to share their responses and record the “questions” on the chart paper or board. (Points may be awarded to each group for their responses, if desired.) Groups should be allowed to give additional responses after each group has had a chance to respond the first time. When the topic has been fully covered, a different Answer Card should be posted, and the game should continue for the allotted amount of class time. (Option: An Answer Card could be posted each day for several days in a row.)
2. Second Grade Strategy
 - a. Preceding the lesson, select the Answer Cards that represent content covered during the school year. (Choose approximately five cards, depending on the size of the class.) Tape or glue each answer card at the top of a piece of chart paper. Post the charts around the classroom on the walls. (Alternative: Answer Cards may be attached to large pieces of drawing paper, if the teacher wants students to remain in their seats

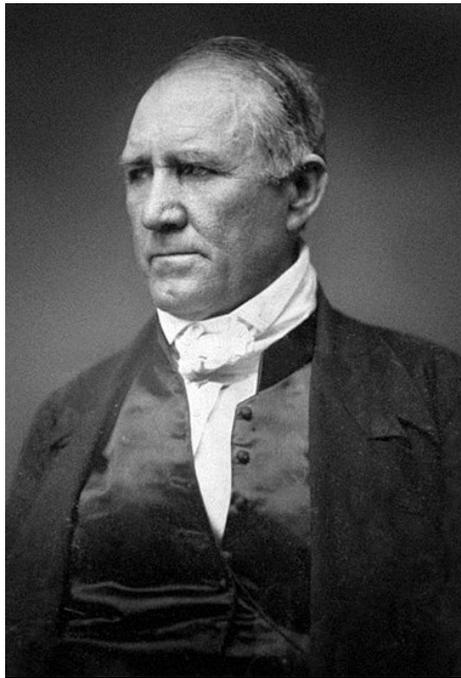
- during the activity, instead of using the charts on the walls. Using this strategy, the Answer Card sheets should be passed from one group to the other during the activity.)
- b. Divide students into groups of four. Give each group a different color marker or crayon. Explain that the class is going to play a review game. Tell students that there are “answers” posted around the room on chart paper. It will be each group’s challenge to write a “question” that would produce the displayed “answer.”
 - c. Give students an example before beginning the activity such as the following: If the “answer” is “Presidents’ Day,” the “question” could be “What is the holiday that celebrates George Washington’s Birthday?” or “What holiday is celebrated the third Monday in February?” or “What holiday honors Abraham Lincoln’s Birthday?” or “What holiday in February is a national holiday?”
 - d. Assign each group to an Answer Chart. Allow approximately one to three minutes for each group to write a “question” on the chart using their assigned colored marker. (The “question” should be written at the top of the paper, allowing room for responses from other groups.)
 - e. After the allotted time, have groups rotate in a clockwise direction to the next Answer Chart. Each group should read the “question” written by the previous group and then brainstorm an additional “question” that could be added to the chart as a response to the “answer.” After “questions” have been written, groups will continue rotating to the other charts until all charts have been visited.
 - f. Debrief the activity by giving each group the Answer Chart on which they wrote their first response. Have students examine the “questions” that are recorded on their sheets and summarize the main idea(s) about their topic.

Extension for Gifted/Talented:

Give students a large piece of paper and have them create an Acrostic Poem about a topic that has been covered in social studies during the year. Students should list the letters of their selected topic down the left side of the paper and then create a word, phrase or sentence about the topic. Each word, phrase or sentence must begin with the letter listed on each line.

Christopher Columbus

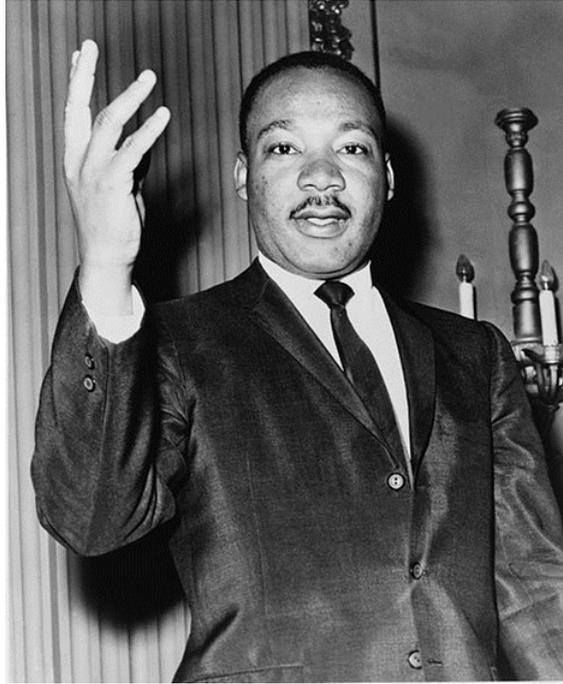
Stephen F. Austin



Sam Houston



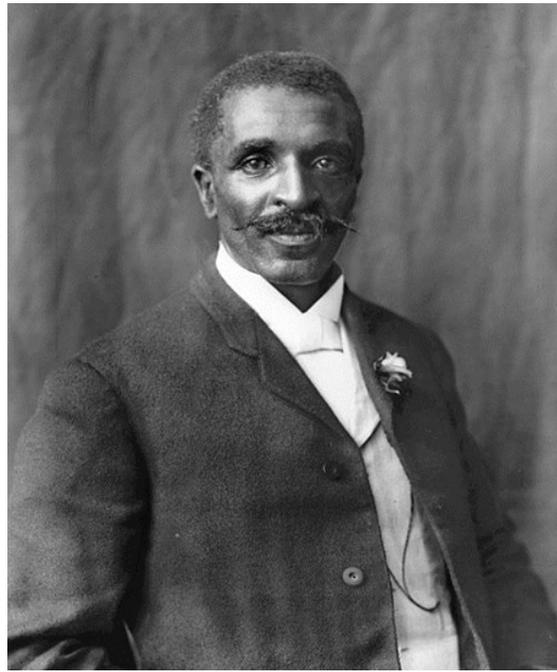
Alamo



Martin Luther King, Jr.



Liberty Bell



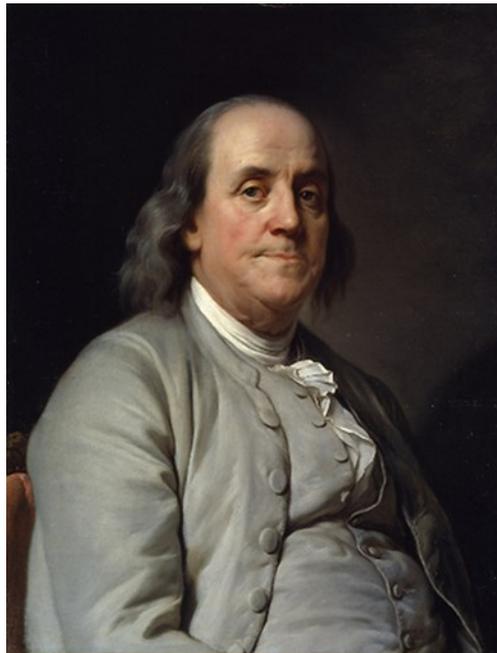
George Washington Carver



Statue of Liberty



Amelia Earhart



Benjamin Franklin



Good Citizen



President



Eleanor Roosevelt



Independence Day



Thanksgiving



Abigail Adams



Authority Figures



Uncle Sam