

Overview: Each student receives one sentence of a series of comparisons between Presidents Lincoln and Kennedy.

Students learn their line, then go around the room sharing the information they have. After information has been shared, but before boredom has set in, students return to their seats and write a summary of the information they have learned. Individuals then compare notes. Finally, working as one group, they produce a final version on the chalkboard.

Materials: Copies of the following sentences.

Facts about John F. Kennedy

John F. Kennedy was murdered on a Friday.

John F. Kennedy was shot in the head by Lee Harvey Oswald.

After the death of John F. Kennedy, Lyndon Johnson, the Vice-President, became President of the U.S.A.

Lee Harvey Oswald was born in 1939.

Oswald shot Kennedy from a shop and then ran into a theater.

John F. Kennedy had a secretary called Lincoln.

Lyndon Johnson was born in 1908.

John F. Kennedy's wife was a brunette who spoke fluent French; she was 24 when she married Kennedy.

John F. Kennedy's father, Joseph, was Ambassador to London

Facts about Abraham Lincoln

Abraham Lincoln was murdered on a Friday.

Abraham Lincoln was shot in the head by John Wilkes Booth.

After the death of Abraham Lincoln, Andrew Johnson, the Vice-President, became President of the U.S.A.

John Wilkes Booth was born in 1839.

Booth shot Lincoln in a theater and then ran into a shop.

Abraham Lincoln had a secretary called Kennedy.

Andrew Johnson was born in 1808.

Abraham Lincoln's wife was a brunette who spoke fluent French; she was 24 when she married Lincoln

Abraham Lincoln's son, Robert, was Ambassador to London

Procedures:

1. Copy the sentences about Abraham Lincoln and John F. Kennedy. You will need to have enough for all the students in your class, plus at least one extra copy. Cut the copy into strips with one sentence on each strip. (Cut up two or more sheets if there are more than 18 students in the class.)
2. Deal the 18 sentences out among the group. If you have fewer than 18 students, give more than one strip to some students.
3. Ask the students to keep their sentence strips secret from the others. Their task is to memorize the information (not the actual sentences) on the strips. They should not learn the material "parrot fashion." Don't let students write during the activity.
4. Explain vocabulary as necessary, then collect the sentence strips (for re-use in another class).
5. Tell the students to move about and share the information they have. Give minimal instructions. Allow enough time for the information to be shared thoroughly, but do not let the activity go on to the point that students become bored.
6. Ask the students to return to their seats. Their task now is to write a summary of the information they have gathered. They may work individually or in pairs.
7. When they have finished, the students should compare notes with other pairs or individuals.
8. Working as one group they should produce a final version on the board, hopefully matching up parallel thoughts.
9. If the students request, you may want to hand out copies of the complete original text.