

Shuffle Draw

(Adapt these examples to suit your particular needs)

INSTRUCTIONS:

- a) Shuffle the cards and place them face down in a stack in the middle of your group. This is your “draw pile.”
- b) Take turns (one student at a time) drawing one card, then responding to the numbered prompt or question that matches the number on the card (#).
- c) Only the student holding the card can speak. Return the card to a “discard pile” when you are done speaking.
- d) Continue taking turns around your group until all cards are drawn. Then reshuffle and restack the deck, starting again.
- e) If you draw the same number (#) as before, you can add to your prior response or share a new idea.
- f) If you draw a “Joker” or “Wild” card, you can choose which question (#) to answer.

Example Prompts to Reinforce Historical Themes and Scientific Practices and Crosscutting Concepts

History Themes (#1-6) from [AP World History](#)

PROMPT: Explain how the event or time period we are studying connects to one of the broader ideas or historical themes in our course.

1. Humans and the environment
2. Cultural developments and interactions
3. Governance
4. Economic systems
5. Social interactions and organization
6. Technology and innovation

History Themes (#1-8) from [AP U.S. History](#)

PROMPT: Explain how the event or time period we are studying connects to one of the broader ideas or historical themes in our course.

1. American and national identity
2. Work, exchange, and technology
3. Geography and the environment
4. Migration and settlement
5. Politics and power
6. America in the world

7. American and regional culture
8. Social structures

Science and Engineering Practices (#1-8) in the Next Generation Science Standards (NGSS)

PROMPT: How did you apply the following science/engineering practice as you completed this lesson's laboratory investigation? How could you improve?

1. Asking questions (for science) and defining problems (for engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations (for science) and designing solutions (for engineering)
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

Crosscutting Concepts (#1-7) in the Next Generation Science Standards (NGSS)

PROMPT: In what ways is this lesson's science topic connected to one of the crosscutting concepts that unifies all scientific domains?

1. Patterns
2. Cause and effect: Mechanism and explanation
3. Scale, proportion, and quantity
4. Systems and system models
5. Energy and matter: Flows, cycles, and conservation
6. Structure and function
7. Stability and change

From Daniel J. Bergman, via Edutopia