Walk and Talk Jigsaw

A Simple, Effective, Low-Cost Activity to Use in Your Classroom

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The activity

In this activity, students learn about the concept of “point of view” while reading about historical or literary figures, answering specific questions, and then acting out the point of view of these figures. This activity promotes students’ higher-order thinking, public speaking, and deep interaction with a text while making academic content “alive” and meaningful.

This activity is great for economics, political science, history, U.S. history, government, social studies, cultural studies, reading, balanced literacy, or vocabulary development lessons

Students will learn

- Critical thinking
- Critical reading of text
- Communication: Public speaking – Expository
- Multiple perspectives
- Compare/contrast
- Evaluation

Here’s what you do

Resources needed:
- Multiple copies of texts
- Pencils, paper

Approximate time:
15-45 minutes

Success tips:
- Scaffold how you plan to engage different students with texts. Meaningful team groupings can be helpful.
- While students are reading the text in preparation for the “walk and talk,” circulate around the room and do multiple “checks for understanding” to ensure students are

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prepared to share accurate information about their character for the “walk and talk”

Instructions:
1. Identify texts (audio, visual, written, etc.) you plan to engage students in
2. Determine grouping/teams of student(s) (e.g. homogeneous, heterogeneous) that will work with respective texts in Step 1
3. Reading & Writing Task:
   a. Assign groups/teams a text to engage in (e.g. a biography on Rosa Parks).
   b. Instruct students that their task is to embody the subject of their text (e.g. Rosa Parks).
   c. Give students specific instructions on how you would like them to engage with the text (e.g. Underline 5 examples that would support how Rosa Parks would respond to the essential question “How should we resist?”)
   d. Allow group/team members to share their answers with one another to encourage a more deep dialogue about their assigned subject/text
4. Experiential Task – “Walk & Talk”
   a. Determine & prepare to announce the prompt you would like students to engage in (e.g. “How should we resist?”)
   b. Inform groups/teams they will walk and talk around the room and must stay in character. They must walk around the room (teams can split up) and meet other characters. When they meet another character, they must introduce themselves as their respective characters and share their respective thoughts to the prompt. After they meet another character, they must jot down notes on a graphic organizer/notepad and move on to the next character.
      i. Example:
         1. Student 1: “Hi, my name is Rosa Parks. What is your name?”
         2. Student 2: “Hi, my name is Dr. Martin Luther King.”
         3. Student 1 & 2 shake hands
         4. Student 1: “Nice to meet you Dr. King. How do you feel we should resist?”
         5. Student 2: Gives response based on text and reciprocates the question.
         6. Student 1: Gives response based on text
         7. Student 2: “Thank you, Rosa Parks! It was a pleasure meeting you.”
         8. Student 1 & 2 shake hands
         9. Student 1 & 2 quickly writes down notes
         10. Student 1 & 2 walk and talk to new characters
   c. Once students are done meeting all the characters, have them meet with their teams and determine a list of “friends” and “enemies”

*Potential follow-up task: Have students prepare to engage in a Socratic Seminar*