

READING: LAYERED ASSIGNMENT

Note to teachers:

This assignment is intended for upper grades (primarily 6th grade) students who have been given a research topic and have to research their topic in great depth.

It is designed so that each student will work on the lowest layer first, and must get items on the lowest layer signed off by the teacher before going on to the middle layer, and the same with the top layer. It is the student's responsibility to complete the entire lowest layer, in order to receive the lowest grade. Of course, completing a layer should not guarantee the corresponding grade, because other factors must be considered, including depth, creativity, accuracy, and completeness of each individual task in that layer. This is applicable to the middle and top layers as well.

The layers should each correspond to an appropriate grade, as determined by your grading system. For example, the lowest layer could correspond to a "C", the middle layer to a "B", and the top layer to an "A". Alternately, the layers could each be assigned a point value.

This is an assignment that can be graded as the student completes most of the activities, and then after they have completed the assignment as a whole as well. It is designed to give student choice, as well as teacher control.

Name _____

Reading: Layered Assignment

Bottom Layer: Complete them all

- _____ Find a book on your subject and have a conference with the teacher about it after reading it.
- _____ Write down at least ten new and interesting facts about your topic.
- _____ Make a web that shows your main topic (ex: Australia), subtopics (ex: culture), facts, and why your group is researching this topic. Explain how your topic and subtopics connect to one another. (Make this on a poster.)
- _____ Tell how your topic affects the country or the world in an essay.
- _____ Find a web site that offers a great deal of information on your topic and print one page of it, or find a book and photocopy one page.
- _____ Vocabulary: Write at least 10 new words that you find through the course of your research and the definition. Organize these into a web or some kind of graphic organizer. Be creative!
- _____ Find at least 4 pictures on your topic from magazines, diagrams, sketches, newspapers, websites, etc. Make a collage with these pictures. Label the main topic and subtopic.
- _____ Spend at least 15 minutes per day researching or reading about your topic.
- _____ Discuss your topic with your group for at least 10 minutes per day.

Middle Layer: Choose 6 of the 7

- _____ Draw a map or diagram of your topic. Label it with important information.
- _____ Survey the class about what they know about your topic. Have specific questions in mind with multiple choice answers. (between 8-12 questions)
(Example: An animal that lives in Australia... a) fox, b) elephant, c) koala; Answer: koala)
- _____ Make a diorama, 3-D model, or some other 3-D project showing important information about your topic.
- _____ Arrange a debate on your topic and perform for your class.
(Example: Should animals be killed for their fur only?)

Top Layer: Choose 6 of the 8

- _____ Perform a skit for the class illustrating key points about your main topic. (Include a script for me)
- _____ Find something controversial about your topic. Research it, take notes on it, and discuss it with your group. Present your written conclusions to the teacher.
- _____ Prepare a quiz or some other form of assessment to give to other students after your presentation. (5-15 questions)
- _____ Compare and contrast two things within your research. Use a Venn diagram.
- _____ Design a board game including trivia about your topic.
- _____ Write a report on your research. (group work)
- _____ Demonstrate something you learned or bring in something that relates to your topic. (model, food, costume, etc.)
- _____ Design a crossword puzzle, word search, or some other word game using your research and vocabulary. (include an answer key)
- _____ Prepare a presentation (3-5 minutes) for the class with one visual.
- _____ Write a response to one other group's presentation. Include at least 8 important concepts or facts and things that you learned.
- _____ Other (with teacher's approval)