## 

|  |  |
| --- | --- |
| **Suggested Time** | **Purpose** |
| 30-45 minutes | To support students in their development of vocabulary and concept knowledge, while preparing students to bring conceptual understanding of the underlying issues to their reading of prompt and sources. |
| **Tools** | **Procedure** |
| * [Vocabulary Previewing handout](https://projecttopeka.com/-/media/Topeka/Prompts/Criminal-Justice/CJRVocabularyActivity.docx) * [Vocabulary Supports](https://docs.google.com/document/d/1auPILKr5LOKlhhaBZGi0R25toA7kJU1DYDdoI032b48/edit?usp=sharing) * Prompt and Readings | 1. Give students a Vocabulary Previewing handout and review the instructions for the two activities. Provide students with 5-10 minutes to complete the previewing activities. 2. Anonymously to peers (using a heads down vote or anonymous poll) gauge students’ understanding of each term. Select the top terms to address as a full class. 3. For each term, use questioning, student definitions, and discussion to develop a class definition of the term. You can use the [Vocabulary Supports](https://docs.google.com/document/d/1auPILKr5LOKlhhaBZGi0R25toA7kJU1DYDdoI032b48/edit?usp=sharing) definitions for guidance. 4. To review the second page, designate a “Strongly Agree” side of the room and a “Strongly Disagree” side of the room. For each statement, invite students to move themselves to the spot where they think they belong on the spectrum. Invite a few students at different locations along the spectrum to share why they chose that rating. |
| **Example Uses** | **Teaching Tip:** |
| * Student engagement/ pre-reading | * For terms that are not addressed by the full class, circulate during working time or use small groups to make sure students understand all terms. * Depending on your students, review how to respectfully disagree with others before step 4 of the procedure and/or limit discussion between students. Students will likely have differing opinions on these ratings. Full agreement is expected, but some care might need to be taken to respect students’ lived experiences. |

## 