Jigsaw Examples

World War II

First, divide the class into equal groups of five. Each group will be responsible for a different task. Group One will research Hitler’s rise to power. Group Two will uncover the devastation of concentration camps. Group Three will cover Britain’s role in the war. Group Four will uncover the contribution of the Soviet Union to World War Two, and, finally, Group Five will research Japan’s entry into the war. Collectively, the group will gather and discuss information on their task.

For phase two of Jigsaw, each group member will be reassigned to a different group with fellow students that collected information on a different task. As a new formation, they will come together to share and piece together information on World War Two. Each student will take time to share their collective data, and, as a whole, the group will discuss how each event contributed to making the war.

“The Raven”

First, the class will be divided into five concept groups. The concepts include alliteration, consonance, rhyme, symbolism and repetition.

Each concept group will read the poem together and collect information regarding their concept. Three specific examples from “The Raven” must support a definition of the concept at hand.

For phase two of Jigsaw, the students will move into different groups with members who worked on different concepts of the poem. Each group member is responsible for teaching the others.

References

Ledlow, Susan. Using Jigsaw in the College Classroom. 1996.
http://www.jigsaw.org/articles.htm

http://www.jigsaw.org/overview.htm