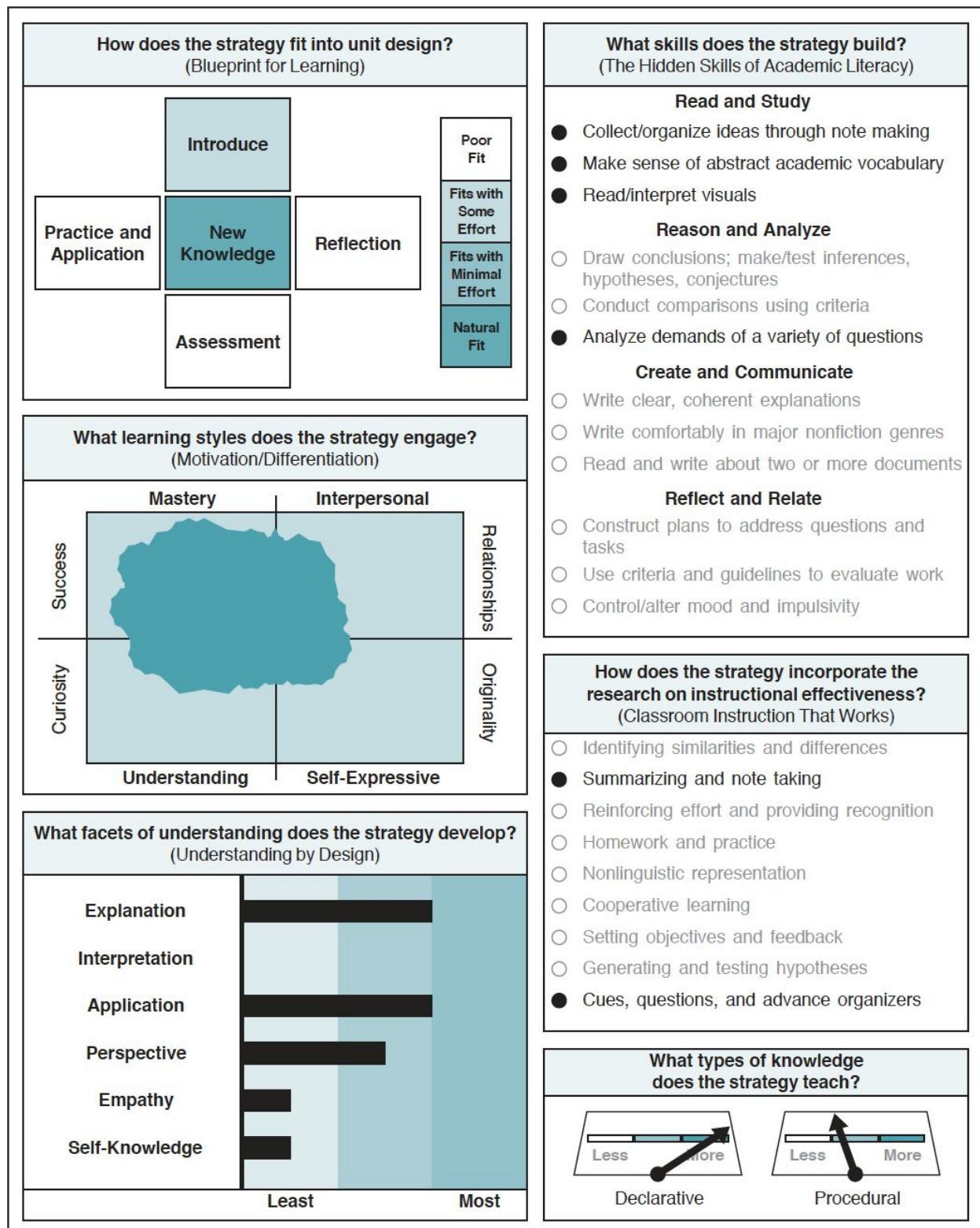


New American Lecture Summary



Strategy Overview

New American Lecture is a strategic way of lecturing. The strategy is designed to answer two questions: (1) What does direct instruction look like when applied to the teaching of declarative content rather than the development of procedures and skills? (2) How can incorporating what current brain research tells us about how to make information memorable improve the classic lecture format? In developing and implementing a New American Lecture, the teacher provides students with five kinds of support:

1. To connect the learner to past knowledge and to build new connections, the teacher designs an activity that hooks students into the content and a bridge that links students' initial ideas to the content to come.
2. To organize and teach students how to collect information, the teacher provides students with a visual organizer that lays out the structure of the lecture content.
3. To increase involvement and make content memorable, the teacher uses memory devices and active participation techniques.
4. To help students process and integrate the information, the teacher conducts periodic thinking reviews.
5. To help students apply and evaluate their learning, the teacher provides synthesis and reflection activities.

Planning a New American Lecture involves five basic steps:

1. Identify your topic
 - You need to collect and chunk the information.
 - In the planning stage, it is your job to collect the information you want your students to collect during the lesson.
 - The best way to collect information is to jot down key words related to the content.
 - After you have generated your information, you need to understand how it all fits together.
2. Design the visual organizer (see figure 1.3 below)
 - Visual organizers illustrate how information fits together to form a larger picture.
 - Once you identify your content and explore how it all fits together, you can design a visual organizer that both you and your students will use during the lecture.
3. Develop review questions (see figure 1.4 below)
 - As you make your plans to present information in roughly five-minute lecture sessions, decide on stopping points at which you will use questions to review material and engage all students.
 - By using an arsenal of questioning techniques, you create variety, arouse interest, and challenge students to move beyond their style preferences by thinking in all the styles
4. Design the hook

- A hook is a provocative question or introductory activity that attracts student interest, focuses thinking, and opens memory banks closely associated with the new topic.
- In creating a hook, you should look over your organized information. What theme or concept unites your material?

5. Develop a synthesis task (see Figure 1.5 below)

- You may choose to have students integrate and apply the knowledge they have gained in your lecture immediately, or you may choose to put assessment off until a later time.
- Because New American Lecture has the same instructional goals as a traditional lecture, you may choose to assess students' knowledge with a comprehension test.
- Alternatively, you may choose to have students complete a synthesis task in which they apply their learning to the creation of a meaningful product, or through a presentation of their work

FIGURE 1.3 A Potpourri of New American Lecture Organizers

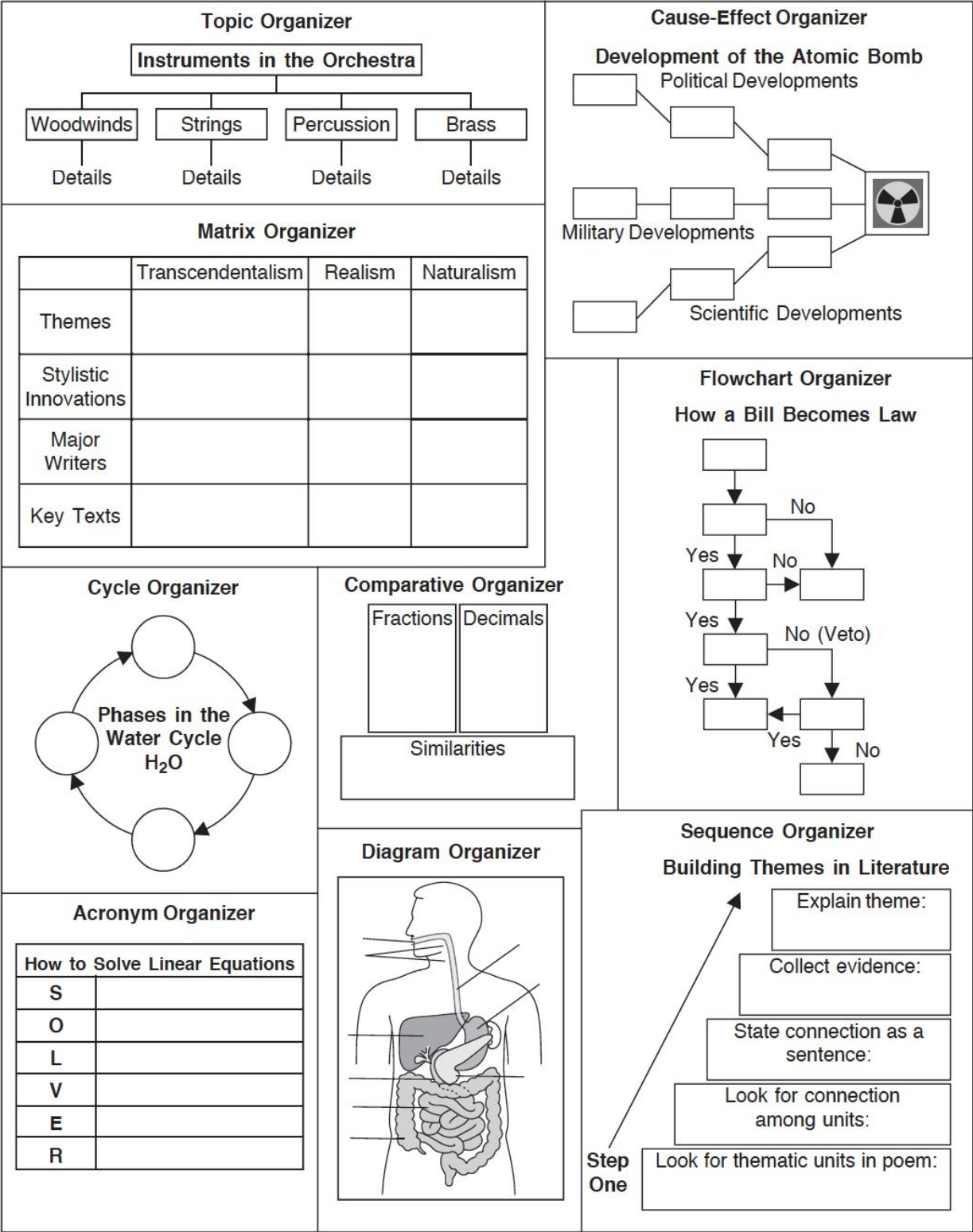


FIGURE 1.4 Questions in Style

Mastery questions emphasize recalling information: • Summarize: In your own words, restate what we've said. • Prioritize: What were the two most important points? • Remember: Turn your paper over and see how much you can remember from this part of the lecture.	Interpersonal questions emphasize feelings, values, and personal experiences: • Feelings: Which of these issues do you feel strongest about? Why? • Preferences: Which step in solving polynomial equations is hardest? Which is easiest? Why? • Role play or empathize: Suppose you are a student in Nazi Germany. How would you react if a friend had to wear a band declaring his religion?
Understanding questions emphasize analysis and use of evidence: • Compare and contrast: What are the similarities and differences between U.S. attitudes toward the British in 1763 and in 1773? • Hypothesize: Identify some possible causes and effects for the information on the organizer. • Support with evidence: Find information in your organizer that proves or disproves this statement: <i>Long division is simply a complicated form of subtraction.</i>	Self-Expressive questions emphasize imagination: • Metaphor: Create a metaphor for the commutative property. • Symbols: Design a flag that stands for what we know about Spanish explorers. • What if?: What would happen if Newton's third law were false? Suppose every reaction were double the force of the original action. Suppose it were half.

FIGURE 1.5 Seven Types of Presentations

Type	Purpose	Assessment Criteria
Recount	To tell what happened	Accurately describes sequence of events
Instruction	To present a lesson or demonstrate a skill	Clearly describes the content or how to perform or execute the skill
Narrative	To entertain, to inform, to share thoughts and reflections	Describes information in an entertaining way
Information Report	To describe what is known about a certain topic	Presents information in a clear and organized way
Explanation	To explain causes and/or effects	Provides logical reasons behind causes and effects; tells <i>why</i> rather than describes <i>what</i>
Argument	To lay out a position and support it	Lays out a clear position, cites evidence and reasons, considers counterarguments
Inquiry	To develop and support a hypothesis through research	Presents a well-formed and feasible hypothesis; uses multiple sources of evidence to support it