



EXPEDITIONARY LEARNING

Jigsaw Protocol

Purpose

This protocol allows small groups to engage in an effective, time-efficient comprehension of a longer text. Having every student read every page or section may not be necessary. Students can divide up the text, become an expert in one section and hear oral summaries of the others and still gain an understanding of the material.

Materials

Copies of a textbook chapter or longer article for each student.

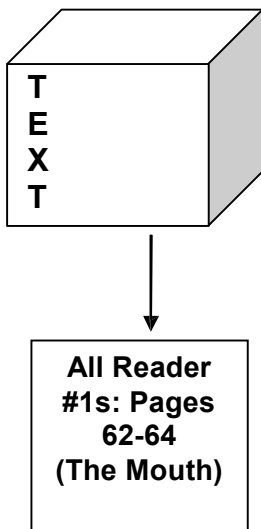
Procedure

1. Divide the text into manageable sections.
2. Arrange the students into groups so there are the same number of people in each group as sections to read. Assign the sections to each member.
3. Students read their section independently looking for key points, new information, or answers to questions brainstormed earlier.
4. Each member in turn shares their important points or summaries of the text.
5. Have students independently write/reflect on their own understanding after the discussion.

Debrief

Have groups or individuals share insights and discoveries. Did the group process help members gain an understanding of the whole text? What worked well for the group? Are there discussion skills the group could improve? Are there any lingering questions or misconceptions about the topic?

Example:



Job Assignments:

- Reader #1 – pages 62-64 (The Mouth)
- Reader #2 – page 65 (The Esophagus)
- Reader #3 – page 66 (The Stomach)
- Reader #4 – pages 67-68 (The Small Intestine)

Job Alikes:

Readers get together in job-alike groups to compare notes and ideas and to become experts on their passage:

- Determining What is Important
- Main Idea
- Clear Summary

Assembling the Reading (synthesis)

Small groups of readers (#1-4) meet to share notes and summaries. Small groups are each given a task which requires the application of all pieces of information gathered from each passage expert (participant).

