

Appendix II

More Ways to Use the Lessons for Academic Play in a Social Studies or History Classroom

1. Write a prequel to the source document. What conversations came before this message?
2. Imagine the author of this piece was speaking to students aloud. Have them write a response to the speaker.
3. Write a response to the speaker, opposing him or her in some way.
4. Write a response to the speaker, asking questions.
5. Draw the speaker. Write one line from the speaker's kernel essay into a word bubble. Draw a thought bubble, and show the speaker's thoughts. Include several historical details in the background of the drawing.
6. Compare the speaker to the person(s) he or she is speaking to. Draw a T-chart to show how they are alike and different.
7. Draw the characters in the room or present at that time. Identify them with word bubbles or thought bubbles over their heads, showing their reactions.
8. Do some situational research. Find out about the speaker at the moment that they delivered this piece. How old were they? How healthy? Where were they? What family members were nearby? Who were their best friends?
9. Draw the speaker's overnight bag, satchel, or purse. What does this person carry with him or her at all times? Draw five items. Label and justify.
10. Write the heckler speech, to be performed along with the original, in two voices.
11. If there had been a TV station there back then, write the TV broadcast of the news that night after the piece was delivered.
12. What if the message had gone undelivered? If that speaker had not been there at that moment (or ever), how would history have changed? Would someone else have delivered the message?
13. Predict the ripples. What do you *think* this message caused to happen? And what *did* it cause to happen? Identify the chain of events.
14. Study one person in history, and do one of the following projects:
 - Make a timeline of his or her life.
 - Choose five different moments from the person's life.
 - Use five different text structures, and write five different pieces about those moments. Who is his or her audience? Why is he or she speaking about and at this particular moment?

(Assignment sheet and tracking sheet follow.)