

**PRODUCT GRID FOR  
LANGUAGE ARTS AND SOCIAL STUDIES**

	<b>MODALITIES</b>			
	V	O/A	W	K
acrostic	•		•	
advertisement/brochure	•	•	•	•
analogy/simile/metaphor		•	•	
audio tape		•		
book or illustrated story	•		•	
bulletin board	•		•	•
cartoon or caricature	•			
center (student made)	•	•	•	•
choral reading/readers theater	•	•	•	•
comic strip	•		•	
concept or story map (web)	•		•	
debate		•	•	
demonstration (labeled artifacts)	•	•	•	•
dialogue		•	•	
diorama	•			•
documentary film	•	•	•	•
editorial/essay/persuasive writing		•	•	
fable (illustrated)	•	•	•	
family tree	•		•	
flannel board presentation	•	•		•
flow chart	•		•	
game (original)	•	•	•	•
interview		•	•	
jigsaw puzzle	•		•	•
journal/diary/learning log			•	
letter/e-mail			•	
magazine article			•	
map/salt map (with legend)	•		•	•
mobile	•			•
model	•			•
mural	•			•
museum exhibit	•		•	•
newscast/TV program	•	•	•	•
newspaper	•		•	
oral report/persuasive speech		•	•	•
panel discussion		•		
pantomime	•			•
photo essay	•			•
play/puppet show (with music)	•	•	•	•
poem/diamante/bio poem	•	•	•	
pop-up book	•		•	•
poster/chart	•		•	•
rap/performed rhyme/song		•		•
rebus story	•		•	
reverse crossword puzzle	•		•	
role play	•	•		•
scavenger hunt	•		•	•
simulation	•	•	•	•
survey (with data graphed)	•		•	
symbols	•			
time line	•		•	
travelogue	•		•	
Venn diagram	•		•	

## PRODUCT EXAMPLES FOR LANGUAGE ARTS AND SOCIAL STUDIES

### *Examples of potential products*

- ACROSTIC—Students use a concept or topic word, such as *Africa* or *Apache*. They then brainstorm and write a significant word, phrase, or sentence related to the topic that begins with each letter.
- ADVERTISEMENT/BROCHURE—Students create: 1. An advertisement for an item used by a character or historical figure to solve a problem, including how it was used and its current value, or 2. An advertisement for a city or other location they have studied, using words and illustrations that will make others want to visit that area.
- ANALOGY/SIMILE/METAPHOR—Students write direct analogies comparing a historical person or book character to a common object. *Martin Luther King, Jr. is like a broken clock because he ran out of time before he completed all the possibilities within him.*
- BULLETIN BOARD—Individuals or small groups of students make a bulletin board to highlight the publications and life of a favorite author who lived in or wrote about the time period or location being studied.
- CHORAL READING/READERS THEATER—Small groups transform a classic fable, short story, or poem into a readers theater to perform for parents or other classes.
- DEBATE—Students debate the censorship of books in school libraries, citing references for their research.
- EDITORIAL/ESSAY/PERSUASIVE WRITING—Each student writes an essay to the librarian, persuading the school to place a copy of a new book in the library. Students include supportive arguments explaining the book's literary merit and relevance to the student body.
- FAMILY TREE—Students interview their family members and develop a family tree that includes four or more generations. They then surround the family tree with pictures and maps of where different family members were born.
- FLOW CHART—Each student draws and labels a flow chart describing the sequence of events in a story the class is reading.
- INTERVIEW—In pairs, students simulate an interview between a reporter and a famous explorer or writer.
- JOURNAL/DIARY/LEARNING LOG—Students write journal entries for the main character of a novel, an explorer, or a historical figure.
- LETTER/E-MAIL—Students write a sequence of letters or e-mails between main characters, discussing the book's main idea from the characters' perspectives.
- MAGAZINE ARTICLE—Students write an article about living in one city, state, or country. They also take photographs, collect pictures, or draw illustrations to include in the article.
- NEWSPAPER—As a class, create a newspaper for the historical event being studied. Prompt students' thinking: *What is on the front page? What are the ads and sport events? Which businesses need more help?*
- PHOTO ESSAY—Students read Russell Freedman's *Lincoln: A Photobiography*\* and then create a photobiography of the life in their community or a historical building in their city.
- POEM/DIAMANTE/BIO POEM—Students: 1. Create a bio poem for a historical figure or a character in a book; or 2. Write a diamante revealing two diverse perspectives of Manifest Destiny.
- TIME LINE—Students create a time line of dates significant to the social studies topic being studied. They then challenge others to label the time line to test their understanding of the topic.
- TRAVELOGUE—Students write travelogues from the perspective of early explorers as they pursue their travels and make their most important discoveries.
- VENN DIAGRAM—Students compare two countries by overlapping the outlines of their borders, creating three areas for writing similarities and differences.

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\* Freedman, R. (1989). *Lincoln: A photobiography*. New York: Scott Foresman.