Examining Adolescent Issues through Young Adult Literature
Presenting a Chalktalk Session

Essential Question: How can a chalktalk be used effectively to inform the participants about adolescent issues discussed in the selection?

The Task
1. Develop a provocative question or statement related to issue(s) presented in the book(s).
2. Maintain and encourage active participation by the class.
3. Insure an orderly, silent discussion.
4. Recognize when the topic has been “written” out.
5. Identify and summarize the meaning of what has been written on the board.
6. Provide a stop & reflect for students to complete.

Information Seeking Strategies
1. Each student reads his/her books and identifies the issues that best lend themselves to active discussions.
2. Each student reviews format for chalk talk and stop & reflect with a mentor.
3. Each student reviews researched material on the issue.

Use of Information
1. Each student develops a provocative question or statement based on the issue(s) as it relates to his/her book.
2. Each student develops an opening explanation of the chalktalk rules.
3. Each student determines when the chalk talk is over.
4. Each student gives an oral summary of the points raised during the chalk talk.
5. Each student develops a “Works Cited” page using MLA format.

Synthesis
1. Each student makes connections among the chalktalk, the books, and the issues.
2. Each student reads the "stop & reflects" and provides feedback to the individual students.

Evaluation
Each student includes a brief reflection about what he/she learned from the experience of running a chalktalk.

Created by Good, Nardone, & Webster
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