

INSTRUCTIONAL STRATEGIES



History in Three Panels

In this strategy, students create a three-panel brochure to demonstrate their understanding of a historical event, person, or concept.

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HISTORY IN THREE PANELS

Summary

Students answer questions or respond to prompts by creating a three-panel brochure with words and images or sketches. Students then present their finished product to a partner and explain the key aspects of their brochures. This strategy can be used to check for understanding, summarize what students have learned, or uncover misconceptions about a complicated concept.

Procedure

1. Pass out one copy of the attached **Three-Panel Brochure Template** to each student or have students make their own using a piece of paper.
2. Review the questions or prompts on the trifold handout with students.
3. Model expectations. Show students examples of real brochures to illustrate how visuals, organization, and concise information can make a brochure engaging. If possible, provide a teacher-created or student-created trifold as a model for the assignment. Explain that students will not be evaluated on the quality of any artwork they include, only on the quality of their responses.
4. Have students complete each section of the three-panel brochure with the following:
 1. 2–3 drawings or symbols related to the questions or prompts
 2. 2–4 sentences responding to the questions or prompts
 3. Colorful, engaging visuals that communicate the most important information about the topic
5. After students complete their brochures, have them work in pairs. Students should take turns showing their finished products to their partners and explaining the purpose of the text and images they decided to include in the brochure.