The K-W-H-L- Strategy for
*Death of a Salesman*

**Purpose:**
The purpose of this strategy is to introduce students to a new topic and help them to prepare their brains to work! Student will be able to think and share 1. what they know 2. what they want to find out 3. how they plan to find new information and, 4. what they have learned or still want to learn. This activity is useful because of the step-by-step guidance it provides to provoke student’s learning.

**Directions:**
**Step 1—Introduce strategy:** “A salesman life”
Place the K-W-H-L- chart on the board or on an overhead where everyone can see. Let students know that it is important to find out what we know about a topic first, before we study a particular topic or read a book. Ask students how this chart can help them to generate new thoughts and ideas. Tell students to feel free to share their ideas with the class so that they can be added on to the chart.

**Step 2—List what is known about **“A salesman’s life”**
Allow students to brainstorm with the rest of the class to see what is known about the topic. Record ALL responses even if they’re wrong so that students feel comfortable with taking risks in class and participation does not become intimidating. If challenges come up with the information, tell students that they will come back to the chart after reading to make sure facts are confirmed.

**Step 3—List what they want to learn about **“A salesman’s life”**
Ask the class the following questions: What do you want to know more about? Or What questions do you have about this topic? Try to get students to come up with a list. If students don’t volunteer information “tag” questions—those that follow with a students’ name, can be used.

**Step 4—Let students generate their own questions**
Students should be given time to work individually or in small groups at this point. Pass out individual charts and have them fill out what they want to research personally. Give students a few minutes to think about this.

**Step 5—Discuss how to find answers to questions**
As a class, come up with possible sources that can be used in finding out answers to the questions they’ve raised or have interest in. Make sure to guide students to other sources besides the primary text and encyclopedias.
Step 6—Read to find out
Have students read the first few pages of act one to come up with some of the answers they had. Encourage students to note any other questions they might have or new things they want to learn about due to their reading.

Step 7—Share answers
Invite students to share what they have found and record their insights on the chart or transparency. Record their new knowledge and make sure students understand that learning is a life-long process and that if they come up with any other insights about a salesman’s life they can add them to the list.

Step 8—Follow-up activities
Use results from the K-W-H-L activity for further learning. This includes learning logs, oral reports, and written summaries.

ASSESSMENT:
This strategy helps the teacher assess students’ knowledge about a given topic. It also helps the teacher know how to direct learning for that specific unit/topic. Many things can be done after the activity. The chart could always have things added on to so that students apply what has been discussed about real-life learning. Group presentations where they use their creativity could be a fun way to find out more about the new insights students have found in their research and learning.