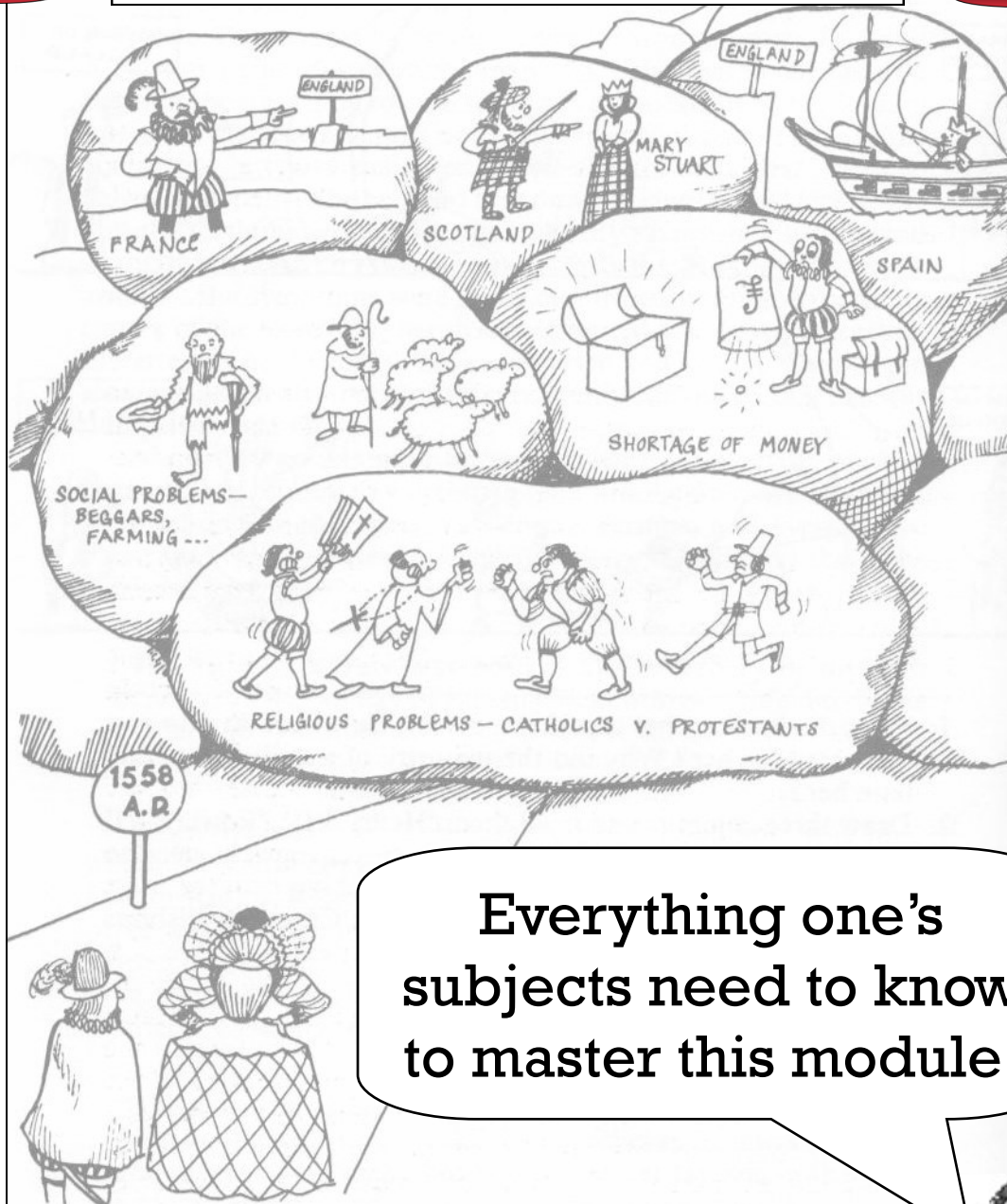


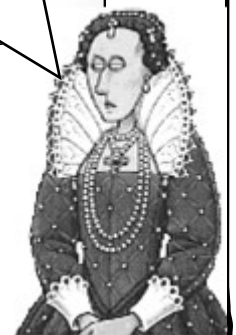
Early Elizabethan England 1558-88

Paper 2: British depth study.



Everything one's subjects need to know to master this module!

Melksham Oak History Department
Understanding the past, changing futures.



GCSE History student & teacher agreement

Objective: To ensure the success of every individual who opts for GCSE History.



Expectations of Teachers:

- To plan all lessons according to departmental, school and exam board criteria.
- To share with students the expected outcomes of each lesson.
- To provide a variety of activities to match different learning styles.
- To mark assessment work regularly and provide feedback to students on how to improve.
- To set homework at regular intervals and mark and provide feedback.
- To advise students on how to answer exam questions and provide opportunities to students to increase skills in this.
- To prepare all students for sitting the exam.
- To provide additional opportunities for extra support and guidance after school.
- To inform parents of any concerns or progress made by students.

Expectations of students:

- To be prepared with all equipment, resources and folders every lesson.
- To respect the learning of all students in the classroom.
- To complete all activities to the best of their ability.
- To keep worksheets stuck in the margins in chronological order.
- To complete all homework activities to the best of their ability.
- To meet all deadlines for homework.
- To catch up on any work missed through absence.
- To approach teachers for additional help and support if required.
- To take an active part in all lessons.
- To regularly revise key content.

Signed:

"Together we can achieve our very best"

The Exam—what am I expected to do?

Early Elizabethan England will be tested in PAPER 2.

MAKE SURE YOU PICK THIS TOPIC—its worth 32 marks which is 20% of your final grade!



There are 3 questions you have to answer. They are testing:

A01: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

This means show off your knowledge and pick the specific historical information for the time period, event, person or theme

= REVISION & PLANNING IS CRUCIAL!

A02: Explain and analyse historical events and periods studied using second-order historical concepts.

This means you need to show off knowledge in detail. You need to describe , explain or give a balanced argument. This could be to do with cause and/or consequence, change and/or continuity, difference and/or similarity or significance of individuals or factors

= POINT, EVIDENCE, EXPLAIN, LINK TO THE QUESTION!

- *****
- | | |
|--------------------------------------------------------------------------|-----------------|
| i) Describe two features of..... | 4 marks |
| ii) Explain why..... | 12 marks |
| iii) '(statement)' How far do you agree?
Explain your answer. | 16 marks |
- TOTAL = 32 marks**
- APPROX TIME is 50 minutes**
- *****

KEY DATE	KEY EVENT	KEY TOPIC
1533	Birth of Elizabeth to Henry VIII and Anne Boleyn	1
1558	Elizabeth comes to the throne on the death of her sister, Mary Tudor	1
1559	The Elizabethan religious settlement: the Acts of Supremacy and Uniformity	1
1568	Mary, Queen of Scots flees to England	1
1569	Revolt of the Northern Earls to place Mary, Queen of Scots on the throne	2
1570	Pope Pius V excommunicates Elizabeth from the Catholic Church	1 & 2
1571	The Ridolfi Plot, the second major Catholic threat to Elizabeth	2
1572	Act for the Punishment of Vagabonds gives harsh treatment of offenders	3
1576	Act for Setting the Poor to Work displays a more helpful attitude towards poverty	3
1577	Drake begins his circumnavigation of the globe: the expedition lasts three years	3
1583	The Throckmorton Plot, a further Catholic plot against Elizabeth	2
1585	<ul style="list-style-type: none"> • War begins between England and Spain • Dudley's disastrous expedition to the Netherlands • All Catholic priests ordered to leave the country 	2
1586	The Babington Plot. Ciphered letters prove that Mary, Queen of Scots was directly involved in the plot	2
1587	<ul style="list-style-type: none"> • Execution of Mary, Queen of Scots • Drake's assault on the Spanish fleet in Cadiz harbour 	2
1588	The Spanish Armada sent against England. The Spanish suffer serious losses at Calais, leading to the failure of the whole military plan	2

Key topic 1: Queen, government and religion, 1558–69

CONCEPTS covered in key topic 1.

- change and continuity
- cause and consequence
- difference and similarity



Try and understand and use as many of these key words and terms as one can!

Accession, Catholics, clergy, Court, heir, excommunication, House of Commons, House of Lords, legitimacy, mass, monarch, nobility, papal, plots, Privy Council, Protestants, Puritans, revolts, supremacy, taxation, trade, uniformity, vestments.



1 The situation on Elizabeth's accession	<ul style="list-style-type: none"> • Elizabethan England in 1558: society and government. • The Virgin Queen: the problem of her legitimacy, gender, marriage. Her character and strengths. • Challenges at home and from abroad: the French threat, financial weaknesses.
2 The 'settlement' of religion	<ul style="list-style-type: none"> • Religious divisions in England in 1558. • Elizabeth's religious settlement (1559): its features and impact. • The Church of England: its role in society.
3 Challenge to the religious settlement	<ul style="list-style-type: none"> • The nature and extent of the Puritan challenge. • The nature and extent of the Catholic challenge, including the role of the nobility, Papacy and foreign powers.
4 The problem of Mary, Queen of Scots	<ul style="list-style-type: none"> • Mary, Queen of Scots: her claim to the English throne, her arrival in England in 1568. • Relations between Elizabeth and Mary, 1568–69.

Possible FACTORS that play a role in key topic 1.

Political = things to do with power, Government, Parliament or running the country.	Religious = things to do with religion, the Church or spiritual beliefs.	Economic = things to do with money, business or wealth.	 Social = things to do with people, such as housing, health or leisure.
-----------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------	-------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------

Key topic 2: Challenges to Elizabeth at home and abroad, 1569–88

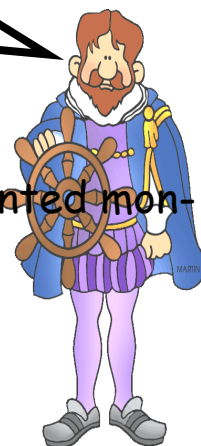
CONCEPTS covered in key topic 2.

- cause and consequence
- Significance of individuals and factors



Ambassador,

Understand and use as many of these key words and terms as one can as a good subject!



Anointed monarch

arch, armada,
Catholicism, ciphers, commercial rivalry, conspiracy,
Galleon, execution,
New World, plot, privateering, revolt, treaty.

1 Plots and revolts at home	<ul style="list-style-type: none"> • The reasons for, and significance of, the Revolt of the Northern Earls, 1569–70. • The features and significance of the Ridolfi, Throckmorton and Babington plots. Walsingham and the use of spies. • The reasons for, and significance of, Mary Queen of Scots' execution in 1587.
2 Relations with Spain	<ul style="list-style-type: none"> • Political and religious rivalry. • Commercial rivalry. The New World, privateering and the significance of the activities of Drake.
3 Outbreak of war with Spain, 1585–88	<ul style="list-style-type: none"> • English direct involvement in the Netherlands, 1585–88. The role of Robert Dudley. • Drake and the raid on Cadiz: 'Singeing the King of Spain's beard'.
4 The Armada	<ul style="list-style-type: none"> • Spanish invasion plans. Reasons why Philip used the Spanish Armada. • The reasons for, and consequences of, the English victory.

Possible FACTORS that play a role in key topic 2

Political = things to do with power, Government, Parliament or running the country.	Religious = things to do with religion, the Church or spiritual beliefs.	Economic = things to do with money, business or wealth.	 Social = things to do with people, such as housing, health or leisure.
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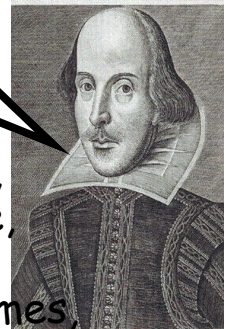
Key topic 3: Elizabethan society in the Age of Exploration, 1558–88

Possible **CONCEPTS** covered in key topic 3.

- cause and consequence
- significance of individuals and factors
 - change and continuity
 - similarity and difference



Try and understand the key terms and use them to be a master of literacy like me!



Aristocratic, Astrolabe, circumnavigation, colonise, colonisation, deserving poor, enclosure, expedition, exploration, idle poor, inflation, Justice of the Peace, navigational, pastimes, patent, poverty, transatlantic, vagabonds.

1 Education and leisure	<ul style="list-style-type: none"> • Education in the home, schools and universities. • Sport, pastimes and the theatre.
2 The problem of the poor	<ul style="list-style-type: none"> • The reasons for the increase in poverty and vagabondage during these years. • The changing attitudes and policies towards the poor.
3 Exploration and voyages of discovery	<ul style="list-style-type: none"> • Factors prompting exploration, including the impact of new technology on ships and sailing and the drive to expand trade. • The reasons for, and significance of, Drake's circumnavigation of the globe.
4 Raleigh and Virginia	<ul style="list-style-type: none"> • The significance of Raleigh and the attempted colonisation of Virginia. • Reasons for the failure of Virginia.

Possible **FACTORS** that play a role in key topic 3

<p>Political</p> <p>= things to do with power, Government, Parliament or running the country.</p>	<p>Religious</p> <p>= things to do with religion, the Church or spiritual beliefs.</p>	<p>Economic</p> <p>= things to do with money, business or wealth.</p>	<p>Social</p> <p>= things to do with people's lives such as housing, health or leisure.</p>
----------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------

How will my exam questions be assessed?



The 4 mark DESCRIBE Question

FEATURE 1:	FEATURE 2:
<p>1 mark:</p> <ul style="list-style-type: none"> • Simple statement • Relevant to topic P. 	<p>1 mark:</p> <ul style="list-style-type: none"> • Simple statement • Relevant to topic P.
<p>2 marks:</p> <ul style="list-style-type: none"> • Valid point with supporting information. P. E.E • Includes specific historical terms 	<p>2 marks:</p> <ul style="list-style-type: none"> • Valid point with supporting information. P. E.E • Includes specific historical terms

2 marks + 2 marks = 4 marks in total!

The 12 mark EXPLAIN Question

LEVEL 1: 1-3 marks	LEVEL 2: 4-6 marks	LEVEL 3: 7-9 marks	LEVEL 4: 10-12 marks
<p>Simple and general statements. May simply list features not reasons. (1) P</p> <p>Only one reason why given with support. May focus on only a limited area of the topic (2) P.E</p> <p>OR</p> <p>More than one reason /big point supported by some knowledge, but lacks any specific detail. Does not link to the question why. (3) P. E</p>	<p>More than one developed reason why provided. Includes some specific information (4-5) P.E</p> <p>Some explanation given to each reason, yet only uses key points given by the stimulus points (5) P.E.</p> <p>Developed reasons. Includes some accurate specific detail, key words, dates and reasons / big points of your own, but explanation not sustained throughout. (6) P. E.E</p>	<p><i>An explanation is given to each reason/big point. Answer is mainly structured to fit the focus of the question, (7) P.E.E</i></p> <p>Accurate and relevant detail and key terms, dates included. Some further analysis to explain your big point. OR Clear analysis of a number of key points but does not add any big points/ reasons of your own. (8) P.E.E</p> <p>May stray a little from the question or lack clear structure in writing. (9) P.E.E</p>	<p>Accurate and specific detail supports reasons/big points given. Own big points / reasons given. Analytical in tone. (10) P.E.E.L</p> <p><i>Answer is clearly structured to fit the focus of the question and sustained throughout.</i> (11) P.E.E.L</p> <p>Every point made is backed up and explained. An extensive knowledge of the topic shown with precise information. (12) P.E.E.L</p>


The 16 mark JUDGEMENT Question


LEVEL 1: 1-4 marks	LEVEL 2: 8 marks	LEVEL 3: 9-12 marks	LEVEL 4: 13-16 marks
<p>Simple and general statements. No real link to the topic. Answer lacks any organisation. (1-2) P</p> <p>Maybe will simply tell the 'story' of events/people/time period. It is unclear what is being argued. (3-4) P.E</p> <p>OR</p> <p>More than one big point but lacks any specific detail. No real link to the question. (3-4) P.E</p>	<p>More than one BIG POINT given. Writing organised into paragraphs. Includes some specific information. Yet only gives one side of the argument. (5-6) P.E</p> <p>OR</p> <p>Balanced answer given, yet lacks detailed, specific, historical support, so argument is weak. (5-6) P.E</p> <p>As above but only uses key points given by the stimulus points. (7) P.E.</p> <p>Some BIG POINTS are developed to argue both sides of judgement. Some accurate, specific detail, words, dates and big points of own, but explanation not sustained. A weak overall judgement. (8) P.E. E</p>	<p>An explanation is given to each BIG POINT to argue both sides of the judgement. Accurate and relevant historical detail included. Answer is mainly focused on the question. (9-10) P.E.E</p> <p>As above but only uses key points given by the stimulus points. (11) P.E.E</p> <p>Starting to analyse linked to the focus of the question and the judgement. Line of argument clear, well-organised and reaches an overall judgement with some support. (12) P.E.E.L</p>	<p>Every BIG POINT is backed up and explained. Very clear and convincing line of argument which is consistently focused on the question and analytical in tone.</p> <p>Accurate and relevant historical detail shows a very good knowledge and understanding of the topic. Reaches a clear, supported judgement. (13-14) P.E.E.L</p> <p>Precisely selected historical detail used to address the question directly. Extensive knowledge of the topic shown. Consistent analysis directly linked to the concept of the judgement. Reaches a substantiated judgement. (15-16) P.E.E.L</p>



Think carefully about the language you use to really strengthen your writing in History.

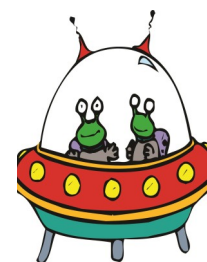
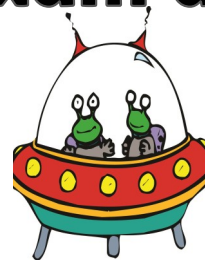
Helpful phrases and sentence starters to write better history.

When you want to give the other side of the argument:	When you want to explain similarities:	When you want to make an additional point to support an argument:
<p>On the other hand..</p> <p>However,</p> <p>It could be argued that...</p>	<p>In the same way...</p> <p>Similarly... This is similar to the way that...</p> <p>Likewise..</p>	<p>Also... Additionally... In addition...</p> <p>Moreover...</p> <p>Furthermore...</p> 
<h1>Point, Evidence</h1>		
When you want to explain the point you are making:	When you want to give examples to prove your BIG POINTS:	When you want to show how important an individual, event, or discovery was:
<p>Therefore... Due to...</p> <p>Consequently.... One consequence of this was</p> <p>This caused... This led to... This resulted in.. This meant that...</p>	<p>For example... For instance...</p> <p>This can be seen when.. This is clearly shown by...</p> <p>This is supported by... This is proven by...</p>	<p>... was a crucial turning point in ...</p> <p>... acted as an important catalyst for...</p> <p>Without this event/ development/ discovery.... would not have happened.</p> <p>This had an immediate effect / impact on..</p> <p>In the short term, this transformed..</p> <p>In the long term this had a lasting effect on..</p>

	Question focus	Structured writing	Line of argument	Historical detail
<p>HIGH Level</p> 	The answer is consistently focused on the question.	The answer is structured very carefully. BIG POINTS and explanations are clear and coherent throughout the answer.	The line of argument is very clear and convincing. It flows throughout the answer.	Precisely selected historical detail which shows an in-depth knowledge and understanding.
	The answer is mainly focused on the question.	The answer is well organised into relevant paragraphs and clear BIG POINTS , but some parts of answer may lack focus.	The line of argument is clear and linked to the question for the majority of answer.	Accurate and relevant historical detail is included which shows a good understanding of the topic.
	The answer has weak or limited links to the question.	Some statements are developed and there is some attempt to organise writing. E.g. Paragraphs or connectives .	The line of argument is partly convincing, but lacks strong support throughout.	Some accurate and specific historical detail. Mostly relevant historical detail included.
	The answer has no real links to the question.	The answer lacks organisation.	It is very unclear what is being argued or is simply a narrative of historical information.	Limited historical detail or information included which is not relevant to the question.

- ◇ REVISION
- ◇ PEE
- ◇ HISTORICAL DETAIL
- ◇ 16 MARK QUS
- ◇ LINK TO QU FOCUS
- ◇ STRUCTURED PLANNING
- ◇ CLEAR BPS AND PEE
- ◇ INCLUDE SPECIFIC KEY TERMS
- ◇ EFFECTIVE USE OF TIME
- ◇ BALANCED ARGUMENTS
- ◇ PRECISE PEEL
- ◇ POW

How can I improve my Exam answers?



S.M.A.R.T targets!

Self-assessing and peer-assessing your work.

<p>The answer starts with a clear focus on the question (there is no long introduction)</p> <p>Key words from the question are used during the answer.</p> <p>For longer answers, each paragraph is linked to the question.</p>	<p>Statements and arguments are fully developed and explained — showing good knowledge and understanding of the topic.</p> <p>Arguments are well-supported by accurate, relevant and well selected evidence.</p>	<p>Connectives are used to help prove arguments and show significance / impact.</p> <p>Look for phrases like: <i>this led to...</i> <i>this resulted in ...</i> <i>this meant that ...</i></p>
<p>There is a clear line of argument or BIG POINT at the start of each paragraph. The rest of the paragraph supports this argument.</p> <p>The line of argument flows throughout the answer, building up to a clear conclusion.</p>	<p>Paragraphs have been used to provide a clear structure.</p> <p>Each paragraph starts with</p> <ul style="list-style-type: none"> • a different cause/factor (12 mark 'explain questions) BIG POINT • a different theme/criteria (16 mark 'judgement' questions) BIG POINT 	<p>The answer shows an in-depth knowledge and understanding of the topic.</p> <p>It considers a range of factors/causes ('explain' questions) or provides detailed evidence for and against a statement ('judgement' questions)</p>
<p>The language used helps to construct very precise arguments—showing how important the writer thinks a cause/factor, event or individual is.</p> <p>A good range of historical vocabulary has been used.</p>	<p>There is a clear conclusion.</p> <p>For 'explain' questions, factors/causes are ranked or linked.</p> <p>For 'judgement' questions there is a focus on 'how far' the writer agrees with the statement.</p>	<p>The answer has been carefully checked for spelling, punctuation and grammar.</p> <p>The meaning is always clear throughout the answer.</p>



What do you need to know for each Key topic?

Queen, Government & Religion 1558-69

Challenges to Elizabeth 1569-88

Elizabethan society 1558-88

	Key headings for mind-map:		Key headings for mind-map:		Key headings for mind-map:
The situation on Elizabeth's accession	<ul style="list-style-type: none"> What were Elizabeth's strengths and weaknesses as a monarch? What were the key roles in Government? What problems did Elizabeth face in 1588? Why was religion so important? 	Plots and revolts at home	<ul style="list-style-type: none"> What were the causes and results of the Northern Rebellion? What were the key features of the Ridolfi, Throckmorton and Babington Plots? How significant was the work of Walsingham? 	Education & Leisure	<ul style="list-style-type: none"> What were the key features of education in the home, schools & universities? What were the pastimes for rich and poor? Why was the theatre so popular?
The 'settlement' of religion	<ul style="list-style-type: none"> What were the four key Catholic beliefs? What were the four key Protestant beliefs? What were the four key Puritan beliefs? What were the key features of the religious settlement? What was the role of the church in society? 	Relations with Spain	<ul style="list-style-type: none"> Why were Spain political and religious rivals? Why were Spain trade and commercial rivals? Why had the New World, privateering and Drake hindered relations with Spain? 	The Problem of the Poor	<ul style="list-style-type: none"> Why did poverty increase? Why were Elizabethans so worried about poverty? What did Elizabeth I do to tackle poverty and vagabondage?
Challenge to the religious settlement	<ul style="list-style-type: none"> What was the impact of the new Church of England? What was the Puritan reaction? What was the Catholic reaction? What threat was posed by Catholics in Spain and France? What threat was posed by the Papacy? 	Outbreak of war with Spain, 1585-88	<ul style="list-style-type: none"> What was England's direct involvement in the Netherlands? Why did the English campaign fail in the Netherlands? What was the impact of Drake's raid of Cadiz? 	Exploration and voyages of discovery	<ul style="list-style-type: none"> Why was there a growth in overseas exploration? What was the impact of new technology on exploration? Why did Drake circumnavigate the globe? How significant was the circumnavigation?
The problem of Mary, Queen of Scots	<ul style="list-style-type: none"> Why did MQS have a claim to the throne? Why was MQS a threat in 1568? Why was MQS executed in 1587? 	The Armada	<ul style="list-style-type: none"> What were the Spanish invasion plans? Why was the Armada defeated? What were the consequences of the English victory? 	Raleigh and Virginia	<ul style="list-style-type: none"> What were the key features of the voyage in 1585? What were the key features of the voyage in 1587? Why did attempts to colonise Virginia fail?

Key Topic 1:

Sample Exam questions:

DESCRIBE: (4 marks)

- Describe two features of the Privy Council.
- Describe two features of the challenge from Puritans between 1558 and 1569.

EXPLAIN: (12 marks)

- Explain why Religion was so important in sixteenth century England.
- Explain why Mary, Queen of Scots posed a problem for Elizabeth in 1568.

JUDGEMENT: (16 marks)

- 'Elizabeth dealt with the problems of 1558 successfully.' How far do you agree? Explain your answer.
- 'The religious settlement of 1559 did not solve the problem of religion in Elizabethan England.' How far do you agree? Explain your answer.

Key Topic 2:

Sample Exam questions:

DESCRIBE: (4 marks)

- Describe two features of the English navy sent against the Spanish.
- Describe two features of plots against Elizabeth between 1571 and 1587.

EXPLAIN: (12 marks)

- Explain why the Throckmorton Plot (1583) was a threat to Queen Elizabeth.
- Explain why the Spanish Armada was defeated in 1588.

JUDGEMENT: (16 marks)

- 'The threat of the Northern Earls was not a significant threat to Elizabeth.' How far do you agree? Explain your answer.
- 'The Babington Plot was the main reason for the execution of Mary, Queen of Scots.' How far do you agree? Explain your answer.

Key Topic 3:

Sample Exam questions:

DESCRIBE: (4 marks)

- Describe two features of Drake's circumnavigation of the world.
- Describe two features of sports and pastimes for the wealthy.

EXPLAIN: (12 marks)

- Explain why Elizabeth was worried about the 'idle poor' and vagabonds.
- Explain why men such as Francis Drake went on voyages of exploration.

JUDGEMENT: (16 marks)

- 'Events in the New World were the main reason for the breakdown of relations with Spain.' How far do you agree? Explain your answer.
- 'Relations with the Native Americans were the main reason for the failure of the Virginia colonies.' How far do you agree? Explain your answer.

If you can't answer these—you need to re-



REVISION TECHNIQUES:

AUDITORY / INTERACTIVE	Tick list	VISUAL / CREATIVE	Tick list	BIG PICTURE EXERCISES	Tick list	SUMMARY ACTIVITIES	Tick list	KINESTHETIC	Tick list	MEMORY	Tick list
GCSE podcasts		Make a movie / animation		Timelines		PMI a topic		Role play a scenario		Look, say, cover, write, check	
Youtube videos		Posters / Diagrams / Pictures		Key Date cards		SWOT a topic		Teach a pet		Create a test	
Create a Game		Mnemonics / songs		American map of development		Flash cards		Teach a parent		Talk for 1 minute!	
Interactive ICT		Storyboards / cartoons		Flow charts / road maps		Source / Picture annotation		Teach a friend		Test a friend	

Topic 1:

Exam question:

(4 marks)

Signatures of the Privy Council.
Signatures of the challenge
between 1558 and 1569.

(4 marks)

Religion was so important in
early England.

Mary, Queen of Scots posed a
challenge to Elizabeth in 1568.

(16 marks)

Dealing with the problems of 1558
How far do you agree?
Give your answer.

The settlement of 1559 did not
end the problem of religion in
England. How far do you
agree? Give your answer.

Key Topic 2:

Sample Exam questions:

DESCRIBE: (4 marks)

- Describe two features of the English navy sent against the Spanish.
- Describe two features of plots against Elizabeth between 1571 and 1587.

EXPLAIN: (12 marks)

- Explain why the Throckmorton Plot (1583) was a threat to Queen Elizabeth.
- Explain why the Spanish Armada was defeated in 1588.

JUDGEMENT: (16 marks)

- 'The threat of the Northern Earls was not a significant threat to Elizabeth.' How far do you agree? Explain your answer.
- 'The Babington Plot was the main reason for the execution of Mary, Queen of Scots.' How far do you agree? Explain your answer.

Key Topic 3:

Sample Exam questions:

DESCRIBE: (4 marks)

- Describe two features of circumnavigation of the world.
- Describe two features of pastimes for the wealthy.

EXPLAIN: (12 marks)

- Explain why Elizabeth was concerned about the 'idle poor' and vagabonds.
- Explain why men such as Francis Drake went on voyages of exploration.

JUDGEMENT: (16 marks)

- 'Events in the New World were the main reason for the breakdown of relations with Spain.' How far do you agree? Explain your answer.
- 'Relations with the Native Americans were the main reason for the failure of the Virginia colonies.' How far do you agree? Explain your answer.

If you can't answer these—you need to re-



TECHNIQUES:

Tick list	VISUAL / CREATIVE	Tick list	BIG PICTURE EXERCISES	Tick list	SUMMARY ACTIVITIES	Tick list	KINESTHETIC	Tick list	MEMORY
	Make a movie / animation		Timelines		PMI a topic		Role play a scenario		Look, say, cover, write, check
	Posters / Diagrams / Pictures		Key Date cards		SWOT a topic		Teach a pet		Create a test
	Mnemonics / songs		American map of development		Flash cards		Teach a parent		Talk for 1 minute!
	Storyboards / cartoons		Flow charts / road maps		Source / Picture annotation		Teach a friend		Test a friend