

SNAPSHOT!



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HOW IT WORKS

Snapshots are a different way for students to demonstrate their knowledge or understanding of a concept by DOING SOMETHING!

- ✕ Students are sorted into groups (either by choice, or teacher assigned) and given a concept/idea.
- ✕ Students must then create a series of “snapshots” – usually 3 – by *silently* posing their bodies to represent their assigned concepts.
 - Students can pose as a variety of objects; it doesn’t necessarily have to be a “person”... It can be symbolic.
 - Students often pose as buildings or trees, or other abstract ideas such as freedom or justice.
- ✕ Students move silently through their three “snaps”, fluidly moving from one snap to another. It’s sort of like a living comic strip.
- ✕ Students are generally given about 20 minutes to plan and “practice” their snapshots and then it’s SHOWTIME!

AN EXAMPLE

I most often use Snapshot as a form of review, but you can easily use it for a singular concept.

As a form of review I might say, "Today, we're going to create several snapshots for the American Revolution!" and assign students a specific concept like: Causes of the War, Impact of the Revolution, or Creating the Constitution.

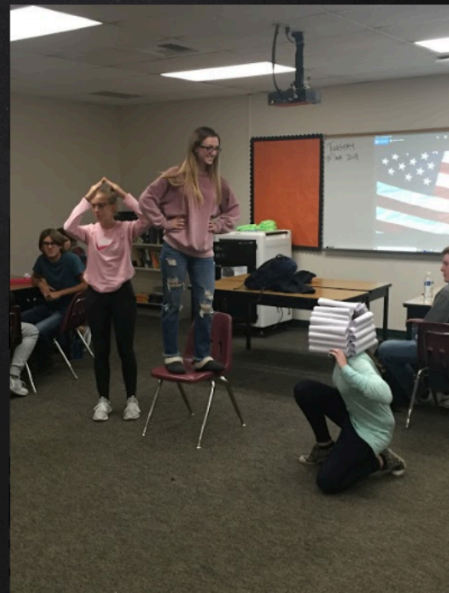
As a singular concept I might say, "Create a snapshot for the Boston Massacre!" and students will demonstrate their own unique perspective of that event to show us.

SNAPSHOT EXAMPLES

Junior US history
course

Here we have students representing the surrender of Great Britain during the American Revolution.

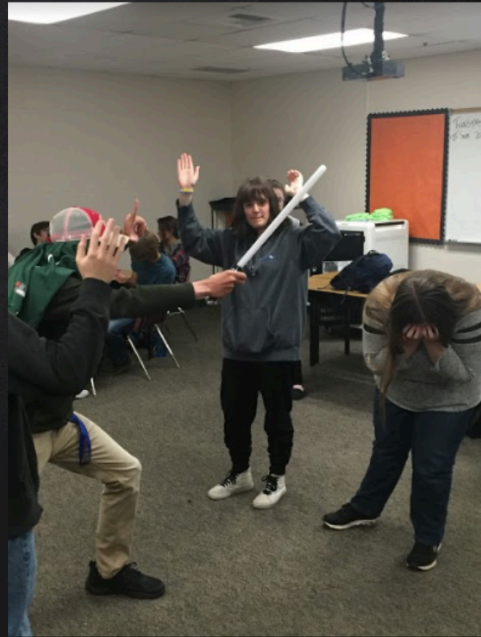
The student kneeling is representing British General Cornwallis surrendering to the United States – represented by the student symbolically standing high on the chair. The student posing behind the chair is representing the coming of the new American government.



SNAPSHOT EXAMPLES

Students started to incorporate props into their snapshots... which I'm still unsure about if I should let them or not.

But this is a representation of the Boston Massacre. The students with their hands up are representing the "innocent" colonists who were throwing stones at British soldiers. Another student is crying, representing the reaction to the massacre, and the third student is holding a lightsaber... representing the British troops opening fire onto the colonists.



WRAPPING IT UP

As students pose silently, the other students watch carefully and document their ideas on what could be represented and why. After each set of snaps, students discuss the symbolism and meaning of each pose. The students ask questions of their “snappers” to clarify the meaning and allow ideas to disseminate among the crowd.

The reaction? Students love it. They really like the creativity and freedom that comes with it. Coming up with “funny” poses that gets the class interested or laughing is fun for them, but snapshots can also be challenging. It forces students to think outside the box and create something using their unique perspectives. Different class periods come up with a variety of poses for the same exact concept. It also gets every student involved. Whether it's the quiet kid in the back or the class clown, everyone is up and participating. And the best part? Students often report they learn and remember much more about the concept through doing snapshots.

TEACHER FUN TOO!

Snapshot can be used for any grade level or content area, and requires little to no teacher prep time. It's all on the students.

Here is a photo of me learning snapshot: The Big Bad Wolf is coming out from behind a tree to get Little Red Riding Hood who is busy smelling the flowers.

I had more pictures and videos of students, but I have no idea what happened to them. So they're not the greatest representation of this strategy. These photos were from the first time we tried it – snapshots have gotten much more complex and creative since.

