

# Cubing

Introduction to the activity:

We will be learning how to organize our thoughts about The Great Lakes using the information we learned in Lesson One: These Lakes Are Great and Lesson Two: Great Lakes at Stake.

What is it that we will be doing?

Each group will cover a tissue or shoebox with paper. Students will answer six questions and put those answers on this page and the six faces of the box. Your group will also use either a caption or drawing to represent your answers on each side of the box.

How do we do it?

Use a box (i.e. tissue or shoe box) to make a visual prop. Cover the box completely with sheets of plain paper.

Label each of the six sides with the following way to write about something:

1. **Describe** the Great Lakes. What are the Great Lakes? Name them.
2. **Compare** them to something you know. Is it like anything else you know of? What is it?
3. **Associate** it. Where else have you visited that reminds you of the Great Lakes?



4. **Analyze** it. What are the Great Lakes made up of besides water? What kinds of pollution exist in our lakes? Name five species that depend on the Great Lakes.
5. **Apply** it. How can we help our lakes get better? How are our lakes used and by whom?
6. **Take a stand**. What are your reasons for or against protecting or conserving the Great Lakes?

\*This has been adapted from:  
Michigan Department of Education (1998). User Friendly: A Writing Handbook for Content Area Teachers - Social Studies.  
Richardson, J.S.& Morgan, R.F. (1997). Reading to Learn in the Content Areas.

