**Monster Mash-Up**

50-minute in person ENGH 101

**Learning Outcomes**

At the end of the session, students will be able to:

* Describe the process of synthesizing sources.
* Identify themes their sources share.

**Outline**

1. Monster Mash-Up (Activity – 25 minutes)
	1. Divide students into groups of 4-5
	2. Distribute handouts – handouts feature 10 Halloween monsters
		1. Handout is located in this folder
	3. Instructions for students:
		1. Review the monsters as a group
		2. Group the monsters into categories using as many different categories as possible
			1. Provide an example during the instructions
		3. Write down the list of what types of groups you used and your reasoning behind it
		4. Students are allowed to Google monsters to get more information or rely on the information on the handout, their choice
	4. Share out:
		1. Ask students to share the groups that they used and their rationale
		2. Get as many students to share as possible, try to get at least one from every group
		3. Tie this to the rest of the presentation
		4. Take a photo of the board before you leave class. Make sure each group shares their list of themes.
2. Synthesizing Sources (15 minutes)
	1. Short presentation about tying the activity to their work in this class
	2. Activity (10 minutes)
		1. Provide sources to students – all related to Halloween.
			1. Ask students to repeat process.
		2. Have each group list their themes.

**Assessment**

* Write down the themes students identify in both steps of the activity, using different bullet point styles (or another signifier) to keep the groups distinct
* Take a photo of the board before you leave
* Evaluate the following criteria:
	+ Did each group identify themes in both steps?
	+ Were the themes complex?
		- Definition of complex: goes beyond categorization or ranking. Some ways this can show up:
			* Rating scale of 1-10 how scary a monster is, putting them in order
			* Identifying disciplines of articles rather than more complex themes – psychology, business, etc.