

# **Strategic Reading in World History**

By Dixie Massey and Tina Heafner

Bill Williams, Editor  
Dr. Aaron Willis, Project Coordinator  
Christina Trejo, Editorial Assistant

Social Studies School Service  
10200 Jefferson Blvd., P.O. Box 802  
Culver City, CA 90232  
<http://socialstudies.com>  
[access@socialstudies.com](mailto:access@socialstudies.com)  
(800) 421-4246

© 2006 Social Studies School Service

10200 Jefferson Blvd., P.O. Box 802  
Culver City, CA 90232  
United States of America

(310) 839-2436  
(800) 421-4246

Fax: (800) 944-5432  
Fax: (310) 839-2249

<http://socialstudies.com>  
[access@socialstudies.com](mailto:access@socialstudies.com)

Permission is granted to reproduce individual worksheets for classroom use only.  
Printed in the United States of America.

ISBN: 1-56004-246-X

**Product Code: ZP255**

# TABLE OF CONTENTS

<b>Preface.....</b>	<b>i</b>
<b>Introduction.....</b>	<b>iii</b>
<b>Chapter 1: Knowing the Purpose(s) for Reading .....</b>	<b>1</b>
• Lesson 1: Establishing the Purpose for Reading (ERT) .....	2
• Lesson 2: Highlighting.....	6
<b>Chapter 2: Determining Text Structure .....</b>	<b>10</b>
• Lesson 3: Sorting Facts/Introducing Text Structures.....	11
• Lesson 4: Note Taking.....	15
<b>Chapter 3: Making Connections to Background Knowledge.....</b>	<b>18</b>
• Lesson 5: List, Group, Label.....	19
• Lesson 6: Reading Guides .....	25
<b>Chapter 4: Inferencing .....</b>	<b>29</b>
• Lesson 7: Directed Reading Thinking Activity (DRTA).....	30
• Lesson 8: Using Visual Images to Check Inferences.....	34
<b>Chapter 5: Synthesizing Information Across Texts.....</b>	<b>40</b>
• Lesson 9: The I-Chart .....	41
• Lesson 10: Map It .....	46
<b>Chapter 6: Monitoring Comprehension Through Questioning .....</b>	<b>50</b>
• Lesson 11: Reciprocal Questioning .....	52
• Lesson 12: Reciprocal Teaching.....	56
<b>Related Internet Links.....</b>	<b>61</b>
<b>References.....</b>	<b>63</b>
<b>PowerPoint Slides.....</b>	<b>64</b>
<b>PowerPoint Handouts.....</b>	<b>65</b>

## Preface

Helping students become purposeful readers of history requires thoughtful teaching. While it may be easier to read aloud or summarize texts for students, these practices do not create the type of strategic reading necessary for independent learning.

Teachers have three places where they may instruct and intervene if comprehension breaks down in the reading process: before students read, while they are reading, or after they have read. This before, during, and after sequence is referred to as The Scaffolded Reading Experience (Graves, Juel, & Graves, 2001) and is rooted in the notion of scaffolding. The before reading, during reading, and after reading distinction reminds teachers that reading instruction takes place at multiple points; that is, reading instruction is not merely an assessment to monitor comprehension at the conclusion of a chapter. This division also helps students recognize that reading is an active, ongoing process. The lessons in this curriculum kit build on the Scaffolded Reading Experience structure, offering suggestions for instruction to scaffold comprehension before, during, and after reading.

Rather than focusing on the teaching techniques or activities, we'd like to stress that the goal of all the lessons in this kit is to help students develop and use reading strategies. We make an important distinction between what a reader does to comprehend text and what a teacher can do to enhance students' reading comprehension. We list the student reading behavior/skill desired as a **reader strategy**—something they can and will use by themselves. When comprehension breaks down, students will hopefully be able to implement a plan or strategy to restore their own comprehension. For example, when reading a textbook selection about a particular era in history, if a student realizes that he or she does not understand a given term, strategies to use might include going back and rereading the section in the textbook on that term or looking the term up in the glossary. These reader strategies remain relatively stable over a variety of text genres.

A **teacher technique** is what a teacher does to engage students when helping them learn strategies and read texts. Unlike reader strategies, which are stable and relatively few in

number, teaching techniques are numerous and vary from teacher to teacher. A teaching technique serves as a model for engaging students and demonstrating a particular reading strategy. As students become able read and comprehend independently, teachers will gradually phase out the technique.

**About the Authors:**

Tina Heafner, Ph.D. is Assistant Professor at the University of North Carolina at Charlotte and is the Social Studies Education Coordinator for middle and secondary undergraduate and graduate programs. Dr. Heafner is actively involved in the National Council for the Social Studies, College and University Faculty Assembly, and the North Carolina Council for the Social Studies.

theafner@email.uncc.edu

Dixie Massey, Ph.D. is a Visiting Assistant Professor at the University of Puget Sound in Washington. Dr. Massey's expertise is in literacy and comprehension and is an active member of the International Reading Association, National Reading Conference, and the College Reading Association.

ddmassey@comcast.net

## **Introduction**

Social studies teachers throughout the United States face the collective problem of what to do when students can't read their classroom assignments. Some educators like to use the simplistic catch-all phrase "every teacher is a reading teacher," but that does nothing to solve the problem. Teachers of social studies are readers, but not necessarily reading teachers.

This highly useful reading/content PowerPoint kit can keep teachers on their pacing plans and also help to equip students with additional skills for a specific type of reading which is social studies-based. In addition, the skills this kit teaches students can transfer to other subjects and translate into greater overall success for your students.

### **How can a teacher check for student understanding?**

Throughout this kit, teachers can make regular, informal checks for understanding. By asking key questions, teachers can determine if students understand the specific content and reading skills being taught. This type of observational assessment can help teachers decide if additional review is necessary.

### **How can this program be used throughout the year?**

This kit's flexibility allows teachers to plug the various skills-based lessons into any part of their history/social studies curriculum. Helping students to draw meaning from the written word is an ongoing process that needs to be taught over and over again. Fortunately, students can learn and practice these skills while studying any type of history curriculum content.

### **How can the posters be used to help students with their reading?**

The posters that come with this kit serve to reinforce key skills that the program continually stresses. When teachers see a student struggling with content and/or

vocabulary, it can be helpful to point out the appropriate poster as a reminder of the attack skills needed to unlock meaning.

### **How can I use the PowerPoint most effectively?**

Rather than acting as single, linear presentation, the PowerPoint slides included in this kit have been broken up so that only a few (actually, anywhere from one to five) correspond to each individual lesson. In other words, you won't be showing the entire PowerPoint to the class in one sitting; instead, you'll only show a slide or two at a time depending on the lesson you choose to teach. You have the choice of showing the PowerPoint slides with a computer/LCD projector combination, using them to make transparencies for an overhead projector, or printing them out for reproduction as blackline masters for student handouts.

### **Implementation ideas**

The beginning of the semester—before you start in with specific social studies curriculum content—is a good time to introduce this program. If you choose to devote the time to it, you could use the first few days of the semester to complete the entire kit. If you feel your students can handle it, you may even want to go through the entire PowerPoint presentation in order to preview what you plan to spend more time doing in depth during the rest of the semester. You can then reintroduce the sections one concept/idea at a time during the course of the semester. The posters will help remind your students about key skills they constantly need to work on throughout the year. You should continue to remind them of the particular reading skills they've learned from this kit when your students tackle new social studies content. If you can make a concerted effort to combine content and reading skills, your students should be better able to increase their reading comprehension and content retention.

Ronald Sima

California State University, Northridge

## **Chapter 1: Knowing the Purpose(s) for Reading**

### **Teacher Page**

#### **Overview:**

Lessons 1 and 2 allow students to practice determining the purpose for their reading.

Generally, academic reading has at least one of the following purposes:

- Discussion: Students should focus on “why” and relationships between ideas.
- Multiple-Choice Test: Students should focus on “who,” “what,” and “when,” as well as on key terms, chapter timelines, and outlines. They also need to remember to review any graphs or charts in a chapter.
- Essay Test: Students should focus on broad concepts to discover “why” and “how.”
- Presentation: Students should focus on “who,” “what,” “where,” “when,” “why,” and “how” in broad ways, concentrating only on the main ideas and most important facts. They should not spend too much time on small details.
- “Be Familiar With”: If the purpose of the reading is to “be familiar with the text,” skimming or a quick read will do. Students should then be able to summarize the main points of the reading in two or three sentences.

PowerPoint slide 1 provides an overview of these five purposes.

#### **Objectives:**

Students will:

- Differentiate between explicit and implicit information
- Describe different purposes of reading



## **Lesson 1: Establishing the Purpose for Reading (ERT)**

### **Teacher Page**

ERT, which stands for “Everybody Reads To,” is a simple technique that can help teachers establish a purpose for reading and model the behavior for students.

#### **Procedure:**

- 1.** Go over PowerPoint slide 1 with the class and discuss the different purposes for reading.
- 2.** Select a small amount of text (one to two pages of text from a textbook, a single primary source, or a short chapter from a fiction text) for students to read.
- 3.** Establish the purpose(s) for reading by directing students to read to find something stated explicitly in the text and to infer something from the facts in the text. For example, to prepare students for reading the section about colonialism and war in Africa (on the Student Activity Page), the teacher would ask students to:
  - Read to find out what dangers the author believes Africans faced.
  - Read to figure out why colonial powers were interested in Africa
- 4.** You can apply this technique to multiple texts in order to help students achieve a broader analysis of a topic or concept. For example, before reading multiple sources (e.g., a textbook, primary sources, and fictional sources) centered on the colonization of Africa, you could establish the following broad purposes for reading:
  - Everybody reads to find out how colonization changed the economic structure of Africa.
  - Everybody reads to figure out the social and political ramifications of colonization in Africa.
- 5.** By establishing the purposes for reading, you model for students how to focus on the most important aspects of the text. With appropriate modeling, you can

also turn ERT over to your students. For example, you can provide objectives for the unit of study then have students practice setting a purpose for reading. Afterwards, give students feedback on how well their purposes matched the objectives.

6. Have the class complete the student activity page.

**Wrap-Up:**

In addition to reviewing the activity page, ask students to examine a new text selection and describe possible purposes for reading. Asking students to “think aloud” about reading for a purpose can help you identify continuing areas of difficulty that may require further teacher modeling.

## **Lesson 1: Establishing the Purpose for Reading (ERT)**

### **Student Activity Page**

#### **Directions:**

1. Read the following textbook excerpt to find out what dangers the author believes Africa faces.
2. Read to figure out why colonial powers were interested in Africa.

#### **Speech at Natal Peace Conference, Durban, August 23, 1953**

##### The Cost of Colonialism and War in Africa

Africa is in danger: in danger of becoming excluded from the economic prosperity enjoyed by great nations; in danger of losing its freedom; and in danger of squandering its peace and security.

For years, imperial nations have been exploiting and robbing the peoples and resources of Africa. These resources of gold, diamonds, and uranium have fattened the pockets of our neighbors while we bear the burden of labor upon our back. We have natural resources of sisal, palm oil, cocoa, coffee, and other products, but we toil the land to the profit of another. Yet our land and our people are our greatest resources. If we do not protect these, we will be subjected to exploitation by and servitude to the colonial powers. Why should we not benefit from our internal wealth?

Our Asian brothers, who have suffered similar exploitation, have responded by uniting and ousting imperialists. This loss of Asian resources and markets has led the imperialists to look at Africa with renewed vigor.

In their lust for the shrinking resources available to them, imperialists are looking into each other's pots and seeking ways to exploit and rob one another. This represents a

serious problem for our peoples. The imperialists have military bases on the continent. The possibility of conflict between major powers on our shores is imminent.

The imperialists' military presence here supports their own interests, but brings nothing but danger and further political oppression to our nations. Peoples of Africa, let us join in reclaiming what is rightfully ours. It is for these reasons that I call for the removal of all military forces of the imperialist nations from our continent.

**Questions:**

1. What are the dangers the author believes Africa faces?
  
  
  
  
  
  
  
  
  
  
2. What did you infer were the reasons why the colonial powers were interested in Africa?

## Lesson 2: Highlighting

### Teacher Page

Students don't always understand why they are reading a specific selection or what they should be paying attention to while they read. This lesson outlines a strategy designed to help students understand what to look for when they read.

#### Procedure:

1. Review the purposes for reading (PowerPoint slide 1). Discuss with students that when we highlight, we skim for the "who," "what," "where," "when," "why," and "how." Show PowerPoint slide 2.
2. Prepare an overhead of a text selection you want the class to read, plus copies of the selection for students to highlight. If you like, you can use the selection about early civilizations of Middle America on the Student Activity Page for this lesson.
3. Next, tell students that they will be asked to explain (verbally or in writing) what the selection is about.
4. Tell students to highlight the text, but **they can only highlight 20 words.** (This is an arbitrary number. The point is to limit students' use of the highlighter and help them make choices about what's important.)
5. Next, have students write or verbally summarize the selection, using only the words/ideas that they highlighted.
6. Finally, show PowerPoint slide 3 to the class and help students compare what they highlighted with what's highlighted in the slide. In this way, you make visible how to select the most important parts from a text. As a class, discuss differences in highlighting.

#### Extension:

It may be helpful to extend this lesson using a second teaching technique called "Guess My Questions." This exercise tries to accomplish two things: to help students learn how to anticipate what information teachers are likely to test them on from a reading selection,

and how to focus on higher-order thinking questions rather than just recall when they read.

Begin the exercise by telling students that you plan to test them on a textbook chapter or other reading selection. Let them know what type of test you plan to give (essay or multiple-choice) before they start reading. Write down a sample test question. When students complete the reading, they will have to “guess your question”: that is, they will need to write down a question they would expect to see on a test on the selection that they just read.

You’ll find in this exercise that students’ initial questions will tend to focus on facts: vocabulary, dates, names, etc. Your questions, on the other hand, will involve more than just recall, focusing on the “whys” and/or asking students to give their own interpretation of a particular historical issue. For example, from the sample about early Middle American civilizations, a teacher might write the question, “What were the most important aspects of the governmental system in early Mayan cities?” Students, on the other hand, might come up with something like “What game did early Mayans play?”

When the class has finished writing down their guesses, have them read their questions aloud; as they do, record them on the board or overhead. Once you’ve received all student questions, reveal your question. Compare students’ questions with yours and explain why you chose to ask what you did. Repeat this exercise with other chapters in the textbook until students understand how to ask questions that focus not just on recall, but also on higher-order issues and historical interpretation.

## Lesson 2: Highlighting

### Student Activity Page

**Directions:**

Read the following selection and highlight the most important words and concepts. You may only highlight a total of 20 words. Look for words and concepts that answer who/what/when/where/why/how.

**Reading Selection: Early Civilizations of Middle America**

The Mayan civilization flourished from 250 to 900 CE in great cities such as Copan, Characol, and Tikal. Mayan cities were the administrative and ritual centers for both the city itself and an agricultural hinterland. These city-states served as power centers for the king-priests who enforced obedience, collected tribute, and directed manpower to various construction and maintenance projects.

The largest Mayan cities were home to many people. For example, Tikal, one of the greatest Mayan cities (located in what is now Guatemala), had a population of over 60,000. Within a six-square-mile area, there were over 10,000 individual structures ranging from temple-pyramids to thatched-roof huts. The population density of Tikal exceeded that of the average city in Europe or America at the same period in history.

Not all Mayan cities arose at the same time: each had different periods of growth and development. These cities centered around large temple-pyramids where people worshipped and made sacrifices to the gods. The structures consisted of stepped platforms topped by masonry structures accented with beautiful art decorations and

painted walls. Ordinary dwellings were made of reeds and mud. Agricultural fields and dense tropical rainforest surrounded the cities.

### Writing Questions

After you have highlighted the important ideas, write two questions that you would expect to see on a test. These questions should come from the ideas/concepts you have already highlighted.

1.

2.



## **Chapter 2: Determining Text Structure**

### **Teacher Page**

#### **Overview:**

Reading in social studies requires unique understandings about texts and strategies for reading texts. This knowledge is certainly different than what students are frequently exposed to in elementary school. As strong readers read, they create a mental representation of the text. One crucial part of helping students understand the texts they encounter in social studies is to show them how to determine text structure—that is, to understand how reading selections are arranged. Any given reading selection has cue words and/or phrases that can help the reader recognize the text structure. These cues are summarized in the “What Does the Book Focus On?” table shown on PowerPoint slide 4.

The first step in teaching students how to recognize text structures involves explicit teaching about external text features such as the index, table of contents, titles and subtitles, and boldface vocabulary words. Once students understand these common external features, it becomes easier to teach them about the internal structure of the text.

#### **Objectives:**

Students will:

- Be able to identify different text structures by finding cue words within the text
- Arrange and outline facts to differentiate between internal text structures
- Use text structure and cue words to compose an essay

## **Lesson 3: Sorting Facts/Introducing Text Structures**

### **Teacher Page**

#### **Procedure:**

1. Hand out the Student Activity Page. Have students take Sort 1 and use scissors to cut it into pieces. Next, tell students that they need to decide upon a logical way to put the facts into categories. Some students will quickly make two categories: “Allied Powers” and “Axis Powers.” Other students may group the facts by “People,” “Countries,” and “Events.” After students complete this activity individually, ask them to get together in small groups and share how they categorized the facts. During this time, monitor the students’ conversations, asking questions such as “Why did you put this fact in this category?” and “Do you think it could be in another category, like other group members have arranged it?” Next, ask students to assemble these same facts in an organizer or outline as if they were going to write a short report on the topic.
2. Once students have completed the outline, have them complete Sort 2 on the Student Activity Page. Since Sort 2 involves dates, students will almost always organize the facts in chronological order. Repeat the group sharing process and have students create another outline.
3. After students have arranged the facts from both Sort 1 and Sort 2, guide a whole-class discussion and compare the different categories students created. Ask questions like “How did your organization of the facts differ in these two Sorts?” and “Why did you arrange them differently?” Your questioning should confirm that students arranged the facts differently because one set focused on dates (when) and the other listed facts that could be arranged in any order.
4. Show PowerPoint slide 4 in order to emphasize to students the various ways in which history texts can organize facts and how organization relates to the focus of a given textbook reading.

5. Ask student to write short essays using each set of facts. Review the key words from PowerPoint slide 4 and emphasize how students can incorporate these words in their essays. You can also use other types of texts to reinforce this process.

## Lesson 3: Sorting Facts

### Student Activity Page

**Directions:**

1. Cut apart the words and phrases from Sort 1 (below).
2. Decide upon a logical way to organize these facts into categories.
3. Once you have decided on the categories, use them to create an outline for an essay on World War II.

#### Sort 1

Allied Powers	United States	Japan	Italy	Axis Powers
Hitler	Roosevelt	Churchill	Stalin	Russia
Mussolini	Jewish concentration camps	Internment of Japanese Americans	Numerous resources	Fascism
Goal was to conquer more land	Goal was to keep peace	Germany	Limited resources	Democracy

4. Next, cut apart the words and phrases from Sort 2.
5. Decide how to organize these facts into categories.
6. Once you have decided on the categories for Sort 2, use them to create an outline for another essay on World War II.

**Sort 2**

1931: Japan invades Manchuria	1933: Hitler takes power in Germany	1936: Germany moves into France	1937: Japan attacks China	1939: World War II begins in Europe
1941: Japan bombs Pearl Harbor	1942: Battle of Coral Sea	1943: Allies invade Italy	1944: Allies land in France	1945: Atomic Bomb dropped

## **Lesson 4: Note Taking**

### **Teacher Page**

This lesson covers cause-and-effect writing and the double-entry method of note taking. Double-entry notes can prove useful in helping students decipher many types of writing, but work especially well with cause-and-effect writing.

#### **Procedure:**

1. Show PowerPoint slide 5 to the class, giving them an overview of what types of questions cause-and-effect writing attempts to answer, showing them how to approach cause-and-effect writing, and familiarizing them with cue words often used in cause-and-effect writing.
2. Show PowerPoint slide 6 to the class, demonstrating the format for double-entry notes. Double-entry notes allow students to create a visual representation that links the cause to the effect. Such links do not always come through clearly in the text: a book may list several causes followed by several effects, omitting direct causal relationships.
3. Have the class complete the Student Activity Page.
4. In order to determine if students understand double-entry notes, review the Student Activity Page for correctly identified causes and effects.
5. Next, select a cause-and-effect reading from your current textbook. Have students take double-entry notes and identify causes and effects. This unguided practice can provide a good picture of how well students understand the process.

## **Lesson 4: Note Taking**

### **Student Activity Page**

**Directions:**

The following text is an example of cause-and-effect writing. Use the double-entry note format to identify three causes and three effects. Be sure to use arrows to link each cause with its effect.

**Text:**

Unrest in the Middle East has existed for many generations. Both Jews and Muslims claim Jerusalem as their holy city and Abraham as their forefather. As a result, conflicts existed long before the creation of Israel as a nation in 1948. Though both groups share the same heritage, they disagree over who should control the “Holy Land.” Leading up to World War II, many Jewish immigrants settled in Palestine, returning to the homeland that their ancestors were expelled from 2000 years earlier. Palestinians felt threatened by this Jewish settlement, and many conflicts broke out. The subsequent establishment of a Jewish state in 1948 was supported by much of the world—especially the United States. However, rather than accept a peaceful settlement to the conflict offered by the United Nations, the Palestinians and their Arab neighbors turned to violence with the goal of destroying the emerging Jewish state. Eventually, these conflicts escalated into full-scale battles, such as the Six Day War and the Yom Kippur War. Jewish settlement on lands claimed by the Palestinians, and Palestinian violence against Jewish civilians (e.g. suicide bombings) is still a highly contentious issue today.

**Double-Entry Note Form**

<b>Event:</b>	
<b>Causes</b>	<b>Effects</b>



## **Chapter 3: Making Connections to Background Knowledge**

### **Teacher Page**

#### **Overview:**

Chapters 3 and 4 provide information about during-reading strategies. Prior knowledge can be a double-edged sword: On one hand, connecting to other texts, events, or experiences can enhance students' understanding. For example, when considering the Age of Exploration, students might connect to prior knowledge about the Christopher Columbus, ships of the era, etc. These connections can enhance their comprehension, allowing them to form broad, essential knowledge. However, they might also connect to a Hollywood movie that gives a questionable or incorrect portrayal of events. They may even connect to information they mistakenly regard as fact, such as thinking that Marco Polo lived at the same time as Columbus. Mixing up events and people from different eras may detract from their understanding of the text, especially if they give more authority to movies or other sources than to the text they are reading. What students "think they know" can act as a significant barrier to comprehension. With this in mind, there are several options for helping students connect to relevant information.

#### **Objectives:**

Students will:

- Identify prior knowledge
- Categorize similar concepts
- Verify or disprove prior knowledge

## Lesson 5: List, Group, Label

### Teacher Page

The “List, Group, Label” technique helps students identify prior knowledge, improve existing vocabulary, and remember new vocabulary. We have added a fourth stage to this technique—the confirmation stage—to enhance students’ attention to and clarification of their reading. As a preface to “List, Group, Label,” review PowerPoint slide 7 with the class.

#### Procedure:

1. List: First, select a one- or two-word topic from the material students will be reading. Write this topic on the board. Next, have students work individually or in small groups and brainstorm words and phrases related to the topic. The lists they come up with should be kept to a manageable size (approximately 25–40 responses). You can also do this as a whole-class activity, in which case you field responses from students and write them on the board. Making the “listing” step a whole-class activity also will allow you to show students the correct pronunciation of each word, name, or phrase; in addition, you can point out features such as root words or affixes or clarify the meaning of new words.
2. Group: Instruct students to group the list items into smaller categories. These categories should contain words that have something in common with one another. It is usually helpful to set parameters such as, “Each group must contain at least three words.” We have found it helpful for students to keep a “miscellaneous” pile for words they still do not know how to use.
3. Label: Once students have placed the items from the original list into categories, they should next label each category with a title reflecting the similar characteristics of the word. They should then share these labels with the whole group. Ask each group to justify why they grouped the words as they did.

### Example of List, Group, Label

#### Marco Polo's Travels:

##### List:

Mongol	China	Venetian
Trade	Merchants	India
Kublai Khan	Ambassador	Tartars
Turkish-speaking	Migratory	Central Asian Steppes
Regional Weather	Pasture Land	Animals
Differences	Wood	Felt
Moveable Circular Homes	Carts	Hunters
Wagons	Milk	Meat
Warriors	Southeast Asia	Cooperation
Social Harmony	Migratory	Self-sufficient

##### Group:

Kublai Khan Ambassador Merchants Traders	China India Southeast Asia Central Asian Steppes Regional Weather Differences
Felt Wood Pasture Land Animals	Wagons Carts Moveable Circular Homes
Cooperation Social Harmony Men=Warriors & Hunters Women=Domestic Tasks & Family	Trade Animals Migratory Self-sufficient
Milk Meat	

**Label:**

<b>People</b> Kublai Khan Ambassador Merchants Traders	<b>Geography</b> China India Southeast Asia Central Asian Steppes Regional Weather Differences
<b>Resources</b> Felt Wood Pasture Land Animals	<b>Transportation &amp; Mobility</b> Wagons Carts Moveable Circular Homes Migratory
<b>Social Organization</b> Cooperation Social Harmony Men= Warriors & Hunters Women=Domestic Tasks & Family	<b>Economics</b> Trade Animals Migratory Self-sufficient
<b>Food</b> Milk Meat	

4. Confirm: Next, have students check their background knowledge. They should place a check mark in front of information they can confirm from their textbook, a minus sign (-) in front of the information that is incorrect based on the textbook, and a question mark in front of the material that the textbook neither confirms nor disproves. For items labeled with a minus sign, students should investigate further and clarify the information.
5. Use the confirmation stage of “List, Group, Label” to assess student understanding. Be sure that students have matched information from the “List, Group, Label” chart to information in their textbook.
6. The Student Activity Page for this lesson shows how “List, Group, Label” would work for a selection on Marco Polo. A summary chart of the “List, Group, Label” process appears in PowerPoint slides 8, 9, and 10. Slide 11 directs students to return to those statements they label with a minus sign and clarify the information.

**Extension:**

To provide students with more practice in fact checking, you can give them a list of terms and ideas to confirm or disprove using their textbook or other sources. Be sure the list includes some items that don't belong; if students are not able to discover the ideas that don't fit, you will then have an accurate assessment of areas needing extra teaching time. You may also want to use this as an opportunity to teach students that different sources (such as textbooks and primary source documents) may provide differing information. As with "List, Group, Label," any items for which students put down a question mark instead of a plus or minus can make excellent points for a full-class discussion, essay questions, or further research.

## Lesson 5: List, Group, Label

### Student Activity Page

**Directions:**

1. List what you know about Marco Polo. Use words or phrases, not complete sentences.
2. Next, group these phrases and words into categories with similar characteristics.
3. Give each of these categories a label or title.
4. Confirm your answers. Read the following excerpt and place a check mark in front of information that the excerpt confirms, place a minus sign (-) in front of incorrect information, and place a question mark in front of material that the excerpt neither confirms nor disproves.

### Marco Polo's Travels

Marco Polo was a Venetian trader who visited Mongol China in 1271 with his father and uncle. Marco Polo's father and uncle were merchants eager to meet new people and trade for new goods. This gave Marco Polo the chance to see many different people, places and things. Their travels spanned 20 years as they journeyed to India, Southeast Asia, and China. After meeting China's Mongol ruler, Kublai Khan, Marco Polo traveled throughout his realm as his ambassador. For 17 years, Marco Polo recorded his impressions of a land seen by very few Europeans. Upon his return to Europe in 1292, he was captured in battle and imprisoned in Genoa. While imprisoned, he told the stories of his great journeys to Rustichiello of Pisa, who recorded his memoirs into the book *Il Milione*.

"I have much to tell you about a people that I have encountered," Polo said. "They are called the Tartars and are a Turkish-speaking people who live in central Asia. They migrate during seasons to warmer regions of the central Asian steppes in the winter and spend the summer in cooler regions in the mountains. They seek out pasture for good grazing to raise their beasts. Their homes are transportable circular buildings made of

wood and felt. They move their possessions using four-wheeled wagons and two-wheeled carts. Labor is divided among the men and women so that the men are hunters and warriors and women care for the domestic and household responsibilities. They live on milk and the flesh of any beast. They are loyal to their families and adultery is unheard of. There is great unity and harmony among the people.”

“...of Tingui there is nothing further to be observed, than that of the manufactured goods. They create cups, bowls, and dishes made of porcelain. This process is fascinating. A specific type of earth is mined and piled together so that it is allowed to cure through exposure to the elements of nature without disturbance. Curing lasts for 30 to 40 years. This process refines the earthen material so that it can be made into pottery. Color is added to these sculptured vessels and then the pottery is fired in ovens or furnaces. This process requires the work of generations. Great quantities of the manufactured pottery are sold in the city. You can purchase as many as eight porcelain cups for a Venetian goat.”

## **Lesson 6: Reading Guides**

### **Teacher Page**

This technique is based on the confirm/disprove process used in “List, Group, Label.”

#### **Procedure:**

1. Pose a question about a historical topic students are studying, then as a class list what students think they know about that topic. Create a list of about 20–25 items. (The Student Activity Page for this lesson lists a sample topic question on Bosnia; you can use it or come up with a question of your own.)
2. For each item listed, ask the class to describe where they learned the information. For example, if they said, “Bosnia is a Balkan state,” they may say that they heard this information on the History Channel.
3. Have students complete the ‘What I Think’ column of the Reading Guide Sheet. Next, have them verify what they wrote down using their textbook or other sources. (If you have the class do the Student Activity Page, have them use the article on it to verify their knowledge.)
4. Return to the students’ list of facts and sources of knowledge. Discuss:
  - a. Were any of the facts wrong or challenged?
  - b. What sources do students think are most reliable?
  - c. Where do students feel they learn most of their information?

#### **Assessment:**

The key to assessing the Student Activity Page is not to critique students’ prior knowledge but to look for evidence that they can use the textbook and other sources to correct and/or verify information. When assessing the Student Activity Page, focus on the “What the Text Says” column and the “Was I Right?” column. If the student’s original response was wrong, can they find evidence to support a new answer?



## **Lesson 6: Reading Guides**

### **Student Activity Page**

**Directions:**

1. Complete the “What I Think” column of the Reading Guide for both questions.
2. Read the article “A Reporter’s View of Bosnia.”
3. Answer the “What the Text Says” and “Was I Right?” columns of the reading guide.

### Reading Guide

Question	What I Think	What the Text Says	Was I Right?
Describe political and social events that have occurred in Bosnia over the past ten years.			
Describe the relationships between Bosnian Serbs and Muslims.			

### **A Reporter's View of Bosnia**

The intriguing thing about events in Bosnia is what they reveal about human nature. If humans are innately evil, then without just and fair governmental structures they will revert to barbaric methods of disposing of any and all that interfere with their greed. I cannot fathom how people can do such monstrous things. How can a man wake one morning and greet his neighbor and the next day shoot his neighbor in the face, rape his wife and daughter, and take all of his possessions? How could people so easily turn their backs on the commandment to “love thy neighbor”? What is even more disturbing is to realize that this happened on a massive scale. How can any human being support genocide? Have we not learned from the many atrocities in history? I sadly came to understand that the situation in Bosnia was not a new problem, but was grounded in an ethnic and tribal rivalry that had continued for centuries. It brought back images of murders and torture on the Bridge of Drina, with bloodshed so great that the water would flow red. The refugees who survived the last “cleansing” recounted stories of how Muslim men were taken from their homes in trucks, brought to the bridge, tortured, and shot or had their throats cut. This was not the first time that the white stones of the Bridge of Drina were stained red with blood. Brutality calls Visegrad home. Ivo Andric’s novel, *The Bridge over the Drina*, begins with a vivid description of the impaling of a rebellious Serb at the bridge. The story is disheartening and saddening. It again begs the question: How can human beings allow atrocities toward other human beings to occur? I posed this question to a Serb in Bosnia as I was exploring a looted Muslim house. He commented, “We all lived like a big family, the Muslims and Serbs. No one really looked for differences or even asked. It wasn’t relevant. There were mixed marriages and collegial relations. The people didn’t want to fight. It was the politicians who planted this seed of evil and who forced us to recognize and exploit differences. They made this wicked stew and now we can never go back.”

## **Chapter 4: Inferencing**

### **Teacher Page**

#### **Overview:**

Inferencing is crucial to building comprehension. When teaching students how to inference, it can help to make an analogy between a reader and a detective: just as a detective has to collect clues to solve a crime, readers must also collect textual clues to discover more information. Students often get confused when a reading does not explicitly state answers to questions; learning inferencing skills can help them get past this confusion.

#### **Objective:**

Students will:

- Use a variety of texts to infer who, when, and why

## **Lesson 7: Directed Reading Thinking Activity (DRTA)**

### **Teacher Page**

The Directed Reading Thinking Activity (DRTA) builds students' familiarity with inferencing. When used in content areas, DRTA contains four steps:

1. Activate prior knowledge
2. Infer what will be covered in a reading selection
3. Read the selection
4. Confirm, revise, or elaborate inferences using information from the selection

When practicing DRTA, it's often useful to break a reading into smaller portions.

#### **Procedure:**

1. First, define "inferencing" for students and use PowerPoint slide 12 ("Collecting the Clues") to show them what the process of inferencing involves.
2. Next, show the class how to use DRTA by introducing the reading about "Atty." Ask students to read the first part of the selection (available on PowerPoint slide 13 or on the Student Activity Page) and keep track of the questions listed on PowerPoint slide 14 (and on the Student Activity Page).
3. Have students share their inferences by discussing the chart on PowerPoint slide 14.
4. Examine students' answers for evidence that they are able to identify textual clues to support their inferences.

## Lesson 7: Inferencing

### Student Activity Page

**Directions:**

1. Read the following selection then fill in the chart below. First, answer the questions that are stated in the selection.
2. Second, for the answers that are not stated directly in the selection, make an inference based on the clues you picked up from the reading and also using any prior knowledge you have.

**Selection:**

Although he was a strong leader, Atty was not well liked, for numerous reasons. First, there was his penchant for fighting. He seemed to want to pick a fight just because he could. Second, others resented his strict discipline. While others reveled in excess, Atty was practical. His clothes were simple. His eating utensils were wood, while others flaunted their gold and silver. Even his warhorse was free from adornment. Third, while he didn't use his power for personal gain, he did demand that his neighbors give him tribute.

Who:	Because the reading says:
When:	Because the reading says:
What:	Because the reading says:

Let's start with the "Who" column. The selection says that Atty is a leader. All that we need to put in the "Because the reading says" column is that these facts are directly given in the selection. In the "When" column, however, we need to make an inference because the selection doesn't say exactly when these incidents took place. We might infer that

these things happened long ago because Atty had a “warhorse” rather than a jeep, tank, or some more modern vehicle. Therefore, we could put down “before the 20<sup>th</sup> century” in the “When” column and put down “warhorse” in the corresponding “Because the reading says” column. As for the “What” column: We know that the reading says that Atty was a strong leader but was disliked. We don’t know what the upshot of these facts will be, but we can infer that it might involve conflict and Atty’s downfall. Read the rest of the selection about Atty, make inferences, and fill in the chart below after you’ve finished.

**Selection (continued):**

The Romans weren’t very happy with this arrangement of paying tribute. After all, not long before they had been in charge and been the ones demanding riches from conquered peoples; yet now here they were, promising to pay Atty and his army tribute. Perhaps because Atty and his army had conquered so much land the Romans felt they didn’t have to pay all that they originally promised. However, they soon found out that Atty felt strongly about keeping promises, as he and his army moved to attack Rome and conquered it city by city.

Conquest was bloody work, and Atty refused to fight in the standard ways the Romans were used to. Although he would sometimes arrange his army in traditional columns, more often he would have his soldiers scatter. Most noticeable was their sword fighting in close combat. For example, as one of Atty’s soldiers would engage the enemy in swordplay, another would sneak up behind the Roman soldier and throw a net over him.

Atty’s downfall started with a woman. Her name was Honoria. She was the sister of Valentinian III, the emperor of the Western Roman Empire. She was in exile because of her affair with an officer—and because she was plotting to overthrow her brother. Seeing Atty as someone who could deliver her from exile and help her exact revenge, she sent a message asking for his help. Atty took the challenge, not only agreeing to rescue Honoria, but also telling the Romans that he was going to marry her. The Romans did not respond well, especially when Atty added that he would take half of the Western Roman Empire as Honoria’s dowry.

You guessed it: Rome said “No,” Atty said “Attack,” and the war was on. Only this time, Atty was defeated. And so, Attila the Hun, called the “Scourge of God,” suffered his first defeat by the Romans because of a woman he had never met. He consoled himself by sacking Italian cities as he withdrew. Not long after this he took a different wife named Ildico. The wedding festivities went on for hours, but eventually Attila and Ildico retired. The next morning, his servants became worried when Attila never emerged from his room. His servants eventually broke through the door and found Attila dead, with Ildico weeping beside his body.

Attila’s death is surrounded in mystery. We know that he was probably drunk when he retired for the evening and that he had a terrible nosebleed in the night. Doctors at the time determined that he choked to death on his own blood. There were no marks on his body indicating that he was in any sort of fight. But could it have been murder? A member of Attila’s cabinet had earlier revealed to him the existence of a plot to betray him. Had the conspiracy to murder Attila succeeded? Might his Roman enemies have finally reached him and gained their revenge?

Who:	Because the text says:
When:	Because the text says:
What:	Because the text says:



## **Lesson 8: Using Visual Images to Check Inferences**

### **Teacher Page**

Creating mental images is another strategy students can use to help them become independent readers. As with DRTA, you should take a longer reading selection and break it up into small sections (probably only two or three paragraphs at a time—as noted by spaces between the section in the sample text). Next, students will make quick sketches based on the material they’ve just read.

#### **Procedure:**

1. Briefly review PowerPoint slide 12 and the basics of inferencing.
2. Next, hand out the Student Activity Page. Direct students to complete the first section only, visualizing as they read. (If students have trouble doing this at first, model it for them by thinking aloud and drawing a sketch based on a reading selection. You may find it helpful to tell students that this exercise is analogous to being the director of a movie, and that as they read they should try to “storyboard” the scene and decide what it should look like.)
3. Have students share their sketches with the class.
4. Next, ask students to identify words and/or phrases in the reading selection that gave them the idea for the image they drew. They may also pull from their prior knowledge. It’s helpful here to get students to distinguish between what comes from the text and what comes from their prior knowledge. For example, once they see the word “soldiers” they may use memories of soldiers they’ve seen on TV or in video games to help them create their sketch. However, they may later learn that the soldiers mentioned in the reading come from a different era than the soldiers they remember from their prior knowledge; they will then have to change their sketch accordingly.
5. Direct the class to complete the rest of the Student Activity Page.
6. When assessing this activity, focus on students’ abilities to identify textual clues and on their reflections about what was correct or incorrect in their sketch.

**Extension:**

You can use this activity with a variety of readings. The strategy of visualizing to infer becomes most useful when students practice it multiple times. The best texts for inferencing have an element of mystery. Textbook information may be easily rewritten into a format that allows for more inferencing, as with the article about Atty in the previous lesson.

## **Lesson 8: Using Visual Images to Check Inferences**

### **Student Activity Page**

**Directions:**

1. Read the selection (below) then sketch an image based on something in the selection.
2. In the second column (“Text Clues”), list words or phrases that gave you the idea for your sketch. Leave the third column blank for now.

#### **Living in Hiding: Life as a Jew**

Thursday, 29 October, 1942

Dear Kitty,

I am really worried about dad. He is very sick with a high temperature and a rash. I think it looks like measles. It's even more horrible because we can't even call a doctor to help him. Mom said that he needs to have a good sweat to get it out of his system. Maybe that will send his temperature down and he can get better. Miep told us that all of the furniture had been moved out of the house. We haven't told Mrs. Daan yet because we don't want to hear her whine about the lost furniture. She keeps bellyaching about all of the pretty china and the nice things that had to be left behind. All of us had to leave our nice things behind. I don't understand what the use is of her complaining about it now. There is no use in complaining; there isn't anything that can be done now.

### Inferencing Organizer

Part 1: Visual Image	Text Clues	Was my image correct? Why/Why not?

3. Next, read the next section from the letter and draw another sketch.
4. In the second column, again list words or phrases that gave you the idea for your sketch. Leave the third column blank.

### Living in Hiding: Life as a Jew, Part 2

Mom has been allowing me to read more grown-up novels now. I really don't see the difference between grown-up novels and sappy girl love books. The books are just a little more graphic. Some of them talk about prostitution, women selling themselves for money. I would die from shame if I ever resulted to such an act as that. Dad has promised to read to me every evening; he has a bunch of plays. Mom and Dad have been

encouraging me to follow along in the prayer book. I don't understand why they want me to be all holy and pious. The words in the book are pretty but do not mean much to me. I don't understand why they push me when I am only doing it to please them. Tomorrow we are going to light the fire. I think that we will all suffocate from smoke. The chimney hasn't been swept in years so I expect the worst. But you never know—it might be okay.

Yours, Sarah

### Inferencing Organizer

Part 2: Visual Image	Text Clues	Was my image correct? Why/Why not?

Finally, review your sketches. Complete the third columns of the Inferencing Organizers (Was my image correct? Why/Why not?) by writing down words or phrases that confirm or contradict elements of your picture. If you included anything incorrect in your sketches, write a brief explanation for why you were incorrect.

## **Chapter 5: Synthesizing Information Across Texts**

### **Teacher Page**

#### **Overview:**

The study of history requires that students synthesize a variety of information from multiple sources. Dealing with a variety of texts can pose problems for students when it comes to overall comprehension of a topic. The teaching techniques in this chapter function as post-reading processes that help students see and comprehend connections both within a single source as well as between several different sources.

#### **Objectives:**

Students will:

- Summarize main ideas
- Use multiple sources
- Compare/contrast a single event

## Lesson 9: The I-Chart

### Teacher Page

The I-chart or Inquiry Chart provides a helpful tool that students can use when working cooperatively or independently with a variety of texts. For example, if students were studying World War I, an I-chart that includes both textbook information and primary sources might look like this:

**World War I I-Chart**

Topic: World War I	Central Powers' goals for going to war	Allied Powers' goals for going to war	Outcomes of WWI	Other interesting information
Source 1:	Nationalism  Revenge  Struggle for personal power within and among rulers (e.g., between Bismarck and Kaiser Wilhelm II)	Nationalism  Naval threat of Germany	New countries created; new boundaries for existing countries	Many countries did not want to get involved. The United States, especially, felt it could remain isolated since it was a continent away.
Source 2:	Struggle for control of resources  Squelch ethnic and religious unrest	Gain new colonies and new raw materials	New technology brought new weapons (tanks, poison gas, planes)  New way of fighting: trench warfare	In December 1914, both sides called an unofficial truce. Leaders for both sides wanted the fighting to continue through the holidays, but the soldiers on the front lines shared food, sang songs, and played games with their opponents.



This simple framework allows students to begin making connections across texts to answer an established question or learn more about a particular topic. The headings across the top of the I-chart list areas of focus and purposes for reading. The teacher initially provides these, but as students become more adept at using this strategy you may choose to have them come up with their own questions. These questions also reinforce the pre-reading strategy of setting a purpose for reading. Struggling readers become better able to navigate the text because they have to focus on finding specific information.

A teacher lecture can function as another source on the I-Chart source list. As you lecture, students can easily take notes on the most important areas then compare the information from the lecture with what they've read in their textbook or other sources. You can also employ an I-chart as a viewing guide to help students focus on specific ideas in video clips and movies.

**Procedure:**

1. Show PowerPoint slide 15 in order to show what an I-Chart is.
2. Have the class complete the Student Activity Page. PowerPoint slide 16 shows one possible way to complete the chart for the first of the two readings on the Student Activity Page. You may want to review this slide with the class before having students go on to fill out the chart for the second reading.
3. Assess student's work in two areas: First, students should be able to summarize most important details from the two accounts. Second, students should be able to describe the ways in which the two accounts are similar and different, using evidence from each to back up their assertions. For students who do not complete these tasks successfully, it may be helpful to model summarizing and show them how to pull out only the most important details.

## **Lesson 9: The I-Chart**

### **Student Activity Page**

#### **Overview:**

When synthesizing information from different sources, you need to take only the most important ideas from each and compare them. I-Charts are organizers that help in comparing and contrasting the main ideas from different sources. Read the following two accounts of what happened during World War I. Record the main ideas from each selection in the I-Chart.

#### **A Newspaper Interview with a World War I French Veteran**

Reporter: How did you feel about fighting for the Allies?

Periout: I felt very defiant about it all. This was my home! There were trenches everywhere. What once had been a beautiful field was now desolate, covered in barbed wire, and zigzagged with trenches. I wanted to restore my homeland.

Reporter: World War I was the first time poison gas had been used. What do you remember about that?

Periout: I remember watching these great clouds drifting over the field. One time, I remember it was quiet. We were hunched over in the trench, trying to stay warm, and this cloud came drifting. It was like watching a storm roll in over the ocean. We didn't understand how dangerous the gas was. It was all so new. We were mesmerized for a while, then someone yelled, "Gas" and we started to put our masks on, only a lot of them didn't fit right.

Reporter: What was the hardest part of war?

Periout: Some would think it would be fighting. It was a bloody mess. But for me, I remember it was the cold and the waiting.

### **World War I textbook sample**

World War I was called the “Great War.” The fighting was on a larger scale and more horrific than the world had ever seen before. New technology created deadlier weapons such as machine guns and poison gas. Soldiers on both sides, whose idealism had led them to enlist, became increasingly unhappy fighting a war very different from what they had imagined. As early as 1914, both sides called a truce during the holidays, refusing to fight in spite of orders from their superiors. While the rhetoric from the heads of state asserted that the war would end quickly, with troops home by the next holiday, the footsoldiers knew differently, and suffered greatly.

<b>I-Chart</b>	<b>Information about war</b>	<b>Perception of conflict</b>	<b>Questions</b>
<b>WWI Interview</b>			
<b>WWI textbook sample</b>			

Based on the main ideas you recorded in the I-chart, write a short essay describing the similarities and differences between the two accounts. Include possible reasons for why the accounts differ.

## **Lesson 10: Map It**

### **Teacher Page**

#### **Procedure:**

1. Distribute two maps of the same region from separate eras. Ask students to view each map and compare and contrast the two.
2. Have students note at least four differences between the two maps in the appropriate column of the “Map It” chart on the Student Activity Page.
3. Next, have students check their textbook or other sources to find out the reasons for each difference they’ve noted.
4. Assess students’ work filling in the “Map It” chart both on the basis of correct information and on the strength of the evidence they cite to explain each difference.

#### **Extension:**

To add more depth to this activity, give students two maps with conflicting information. Have students verify the differences between the two and infer why the maps have conflicting features. You can also try this task using two textbooks that offer different explanations of an event; after analyzing the information, you can have a full-class discussion on each author’s point of view and purposes.

## Lesson 10: Map It

### Student Activity Page

**Directions:**

1. Compare and contrast the two maps of the Byzantine Empire.
2. In the “Map It” chart below, describe at least four differences between the two maps.
3. Use your textbook or other sources to find reasons for each difference you’ve noted. List each reason in the second column of the chart.

**Map It**

Difference	Reason for difference
1.	
2.	
3.	
4.	

## The Byzantine Empire in 1265



From *The Historical Atlas* by William R. Shepherd, ©1911.



## The Byzantine Empire in 1355



From *The Historical Atlas* by William R. Shepherd, ©1911.



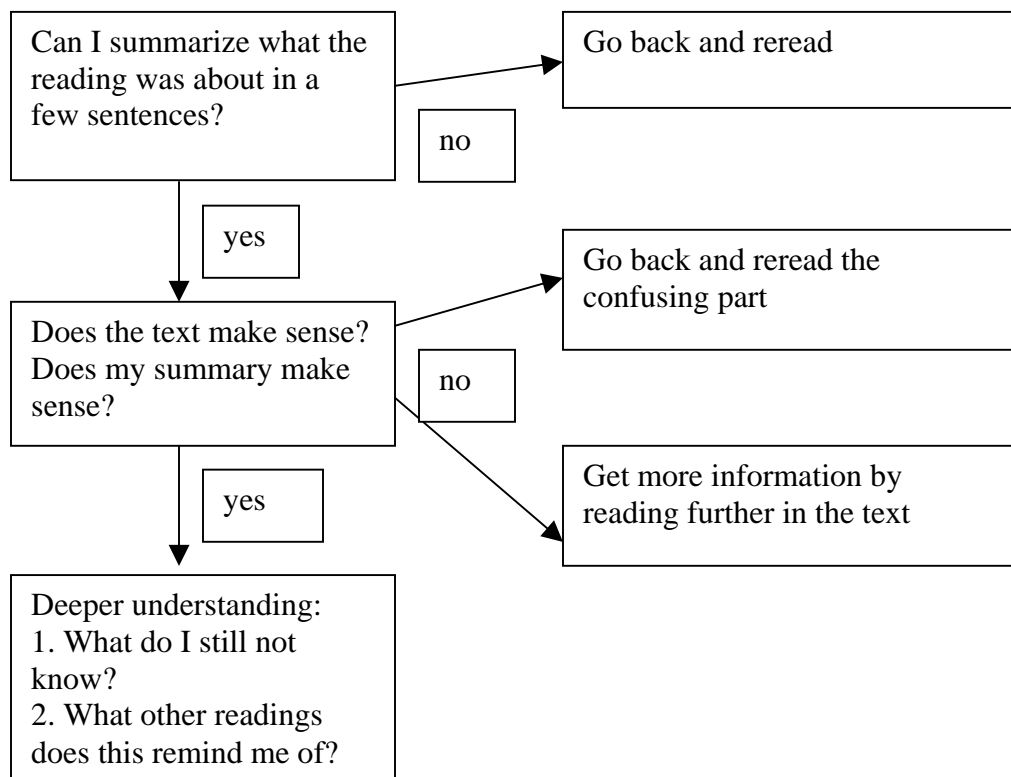
## Chapter 6: Monitoring Comprehension Through Questioning

### Teacher Page

#### Overview:

Teachers typically ask questions as a follow-up to monitor student comprehension of a given reading selection. Rather than posing such questions after students have finished reading, it can often be helpful to have students ask questions of themselves while they read—in essence, they monitor their own comprehension. One way they can do this is by using the Comprehension Flowchart below. The first box in the flowchart asks students to determine what the reading was about. If they can't do this, they follow the “no” arrow and go back and reread the excerpt. PowerPoint slide 17 goes over the entire Comprehension Flowchart.

#### Comprehension Flowchart



**Objectives:**

Students will:

- Generate questions from a reading
- Summarize important information from a reading
- Make predictions based on information from a reading
- Clarify confusing information from a reading

## **Lesson 11: Reciprocal Questioning**

### **Teacher Page**

Once students have a basic understanding of how to use the comprehension flowchart, move on to Reciprocal Questioning (also known as “ReQuest”). While ReQuest can be used throughout the reading process, this lesson focuses using it as a post-reading strategy. ReQuest offers an alternative to traditional teacher-led questioning and helps students become more engaged and independent in forming and answering questions. Instead of the teacher asking questions of the class, students create their own questions to ask the teacher.

#### **Procedure:**

1. Review the comprehension flowchart using PowerPoint slide 17.
2. Identify a reading selection and prepare a few higher-level thinking questions about that selection.
3. Tell students that as they read the selection, they need to come up with questions they will ask the teacher.
4. After students have finished reading, have them ask you as many questions as they can about the selection. You should respond without consulting the textbook.
5. After students have asked their questions, have them put away the reading. Next, ask the class the higher-level questions you prepared earlier; this will model for them the types of things they should look for and think about when they read. You may wish to repeat this procedure with different segments of the textbook.
6. Have students practice the ReQuest procedure with the speech on the Student Activity Page titled “Cuban Dreams: An Interview with Maria.”
7. Review the questions students came up with from the Activity Page in order to assess comprehension. Rather than assigning a grade, you may find it more beneficial to model for students how to change incorrect or incomplete questions. You can then have students complete this task on their own.

## **Lesson 11: Reciprocal Questioning**

### **Student Activity Page**

**Directions:** Read the text below then answer the two questions that follow it:

#### **Cuban Dreams: An Interview with Maria**

There's something intoxicating about a warm Caribbean breeze. It carries a smell and a memory of home. I can hear the waves splashing on the coast and see the crystal-clear blue waters. Images of young boys playing in the waves that crash onto the seawall at Malecon and a bustling market of art, fruits, and crafts in Havana rush in with each breath. Cuba draws from both the rich cultures of its people and its heritage of European and American involvement. It is a place lost in time and isolated by political embargos. It is an island surrounded not just by the sea but by other barriers as well. The people yearn for freedom, progress, and growth, but live in a sort of solitary confinement that prohibits them from exercising many of their natural rights.

I grew up in Cuba and I longed for a happiness and freedom that could only exist in another venue. Like many of my friends, I struggled with the daily demands of life on a solitary island isolated from the world by mammoth political barriers. Necessities—much less amenities—were not readily accessible. I did have the privilege of education, but what good is a degree when your knowledge is not rewarded with a secure and well-paying job? Also, opportunities were quite limited for women. I studied at the university and followed the one profession recommended for women: I became a teacher. I enjoyed working with the children, but had limited resources with which to teach. There were also problems regarding equality and financial obligations.

I dreamed of a life different from my own for my children, one of promise and possibility. My dream was achieved ten years ago when I sought refuge in Canada with my son, daughter, father, mother, and my brother and his family. One of the happiest

days of my life was when I became a naturalized Canadian citizen. I have my certificate of citizenship hanging in my living room. I am proud to be part of a country that is so wonderful and believes inherently in freedom.

I love this country, but I will always long for home. Cuba has both good and bad aspects and despite the problems it faces, its heritage and culture will always be a part of who I am. People cannot turn their backs on their homeland, even if hostilities force them to leave. It is through our experiences, our childhood, and families that we define who we are. Yes, I'm Canadian, but I will always be Cuban.

**Questions:**

1. What is the importance of refugees holding on to their cultural identity and heritage?
  
  
  
  
  
  
  
  
  
  
2. What other people might identify with Maria's struggles and why?

**On your own:**

Now, come up with at least three questions about this selection:

- 1.
- 2.
- 3.

**With a partner:**

Switch questions with your partner. Answer each other's questions about the selection.

Can the two of you think of any other questions that were missing from your original lists?

**Think ahead:**

What types of test questions do you think the teacher would be most likely to ask about this selection? Why?

## **Lesson 12: Reciprocal Teaching**

### **Teacher Page**

#### **Overview:**

Reciprocal Teaching involves four strategies that help students strengthen their comprehension of a given reading selection. The four strategies are:

- a. Question: What questions do you have as you read the selection?
- b. Prediction: What topic will the next paragraph or section cover?
- c. Summarize: What is most important to remember about the selection you've just read?
- d. Clarify: What remains unclear? What other information do you need?

#### **Procedure:**

1. Using the first paragraph from the student activity page, "Religious Traditions in Africa," model the four components of Reciprocal Teaching. You can use PowerPoint slides 19–22 to do this if you like. Possible comments include:
  - Question: What is a hornbill? Why are they considered to be animals that communicate with the spirit world? Do all animals or just hornbills?
  - Prediction: I think this text will tell more about animism in Africa.
  - Summarize: The first paragraph defined animism as a belief that animals communicate with the spirit world. In Cote d'Ivoire (Ivory Coast), one such animal is the Senufo Hornbill.
  - Clarify: I'm not sure if I understand animism. I think I'll reread that part of this paragraph. I may need to go look up some more information about animism.
2. Have the class complete the Student Activity Page.

3. When assessing student performance on Reciprocal Teaching, make sure students can effectively complete all four parts (question, predict, summarize, clarify) based on the specific reading selection. If students have difficulty, it may be helpful to reteach each component of Reciprocal Teaching in isolation before using all four together.



## **Lesson 12: Reciprocal Teaching**

### **Student Activity Page**

#### **Overview:**

Reciprocal Teaching involves four important strategies that can help you strengthen your comprehension of a given reading selection. The four strategies are:

- a. Question: What questions do you have as you read the selection?
- b. Prediction: What topic will the next paragraph or section cover?
- c. Summarize: What is most important to remember about the selection you've just read?
- d. Clarify: What remains unclear? What other information do you need?

#### **Directions:**

Read the following selection and practice the four components of reciprocal teaching.

### **Religious Traditions in Africa Ivory Coast**

Residents of the northern part of the Cote d'Ivoire (Ivory Coast) consider the Senufo Hornbill an important animal because they believe it carries prayers and wishes between the everyday world and spirit world. This belief derives from a religion called Animism. The term "animism" is derived from the Latin word *anima*, meaning "breath" or "soul." It is the belief that a soul or spirit exists in every animal or object—even inanimate things. Individual souls or spirits are believed to exist as parts of a universal spirit or immaterial soul. Animism dates back to the Paleolithic age and is considered one of the oldest human belief systems.

Followers of Animism believe that there are spirits present that take different forms—animals, humans, or both. If an individual is experiencing problems or troubles, then his worlds are out of alignment. Individuals seek the insight of a diviner to figure out the spirit with whom they need to be in touch so they can get the two worlds—spirit and

outside—realigned. Individuals must seek communication through images of animals made as sculptures to find the balance needed between the spirit world and outside world.

Due to the spiritual connections of the Senufo, they frequently appear in Ivory Coast sculptures and masks. The design, creation, and carving of each sculpture each follow very conventional and traditional processes. A diviner listens to the spirit world and outlines a design for the sculpture. The diviner then commissions the statue to be carved by an artist. The sculpture becomes “activated” once the person for whom it was made takes it home.

1. Questions:

2. Predictions about what you would read next if this text continued:

3. Summary:

4. Clarifications:

**With a partner:**

Share your answers with a partner. Write a brief description of the ways in which your Reciprocal Teaching answers were similar and the ways in which they were different.

## **Related Internet Links**

### **Middle East Studies Internet Resources**

A Web site sponsored by Columbia University that is dedicated to Middle Eastern studies.

<http://www.columbia.edu/cu/lweb/indiv/mideast/cuvlm/>

### **The Great War: Maps and Battles of World War I**

PBS Web site offers historical maps that include military, political, and geographic maps for building an understanding of the impact of WWI.

<http://www.pbs.org/greatwar/maps/>

### **Historical Documents Archive**

African National Congress (ANC) website offers a page on historical documents developed by the ANC.

<http://www.anc.org.za/ancdocs/history/>

### **World History Resources for the Social Studies Teacher**

About.com provides resources for secondary social studies educators that include documents, curriculum materials, lesson plans, and instructional units. The link provided highlights world history.

<http://712educators.about.com/od/historyworld/>

### **Mapping History: The Darkwing Atlas Project**

Mapping History website is an engaging website that enables users to view interactive and animated maps. The website is sponsored by the University of Oregon.

<http://darkwing.uoregon.edu/~atlas/>

### **United States Holocaust Memorial Museum**

The official website of the Holocaust Museum offers archival documents, images, online exhibitions, educational materials, and suggestions for further study on Holocaust issues. The website grapples with current issues of genocide and prejudice.

<http://www.ushmm.org/>

### **Focus on Adolescent Literacy: IRA Programs and Resources**

This website of the International Reading Organization is dedicated to issues pertaining to adolescent literacy.

[http://www.reading.org/resources/issues/focus\\_adolescent.html](http://www.reading.org/resources/issues/focus_adolescent.html)

**South Africa: Ten Years On**

This website provides information about apartheid and the changes in South Africa in the ten years after independence. The site includes audio clips, political cartoons, speeches, news clips, documents, and images. Topics focus on themes of women, housing, integration, youth, music, economics, and insights.

<http://www.tenyearson.org/trythis/homepage.html>

**Best of History Web Sites: Early Modern Europe**

The Best of History website provides an annotated listing of websites that include such links as Digital Michelangelo Project, Art History Resources on the Web, Renaissance, and the Internet Modern History Scrapbook, etc. These are wonderful resources for social studies teachers.

<http://www.besthistorysites.net/EarlyModernEurope.shtml>

**Reading Quest: Making Sense in Social Studies**

A reading strategies resource haven, this website builds upon reading literacy theory and research to develop printable comprehension strategies materials for teacher and student use.

<http://www.readingquest.org/>

**International Reading Association: Lesson Plans**

This site is jointly sponsored by the International Reading Association and the National Council for Teacher of English. Lesson ideas and materials are designated by grade. Literacy components are incorporated in each lesson.

<http://www.reading.org/resources/tools/lessons/index.html>

## References

### ERT “Everybody Reads To”

Cunningham, P., & Allington, R. L. (1999). *Classrooms that work: They can all read and write*, 2<sup>nd</sup> ed. New York, NY: Longman Publishers.

### I-chart or Inquiry Chart

Hoffman, J. (1992). Critical reading/thinking across the curriculum: Using I-charts to support learning. *Language Arts*, 69, 121-127.

### Reciprocal Questioning

Manzo, A. (1969). The ReQuest Procedure. *Journal of Reading*, 13, 23-26.

### Mental Representations while Reading

Ogle, D. E., & Blachowicz, C. (2002). Beyond literature circles: Helping students comprehend informational texts. In C. C. Block and M. Pressley (Ed.). *Comprehension instruction: Research-based best practices* (259-274). New York: Guilford Press.

### Comprehension Instruction for Adolescent Learners

Blachowicz, C., & Ogle, D. E. (2001). *Reading comprehension: Strategies for independent learners*. New York, NY: Guilford Press.

Fournier, D. N. E. & Graves, M. F. (2002, September). Scaffolding adolescents' comprehension of short stories. *Journal of Adolescent & Adult Literacy*, 46 (1), 30-39.

Massey, D. D., & Heafner, T. L. (2004). Reading Comprehension Strategies for Social Studies. *Journal of Adolescent and Adult Literacy*, 48(1), 26-40.

Pressley, M., & Block, C. C. (2002). Summing up: What comprehension instruction could be. In C. C. Block and M. Pressley (Ed.). *Comprehension instruction: Research-based best practices* (383-392). New York: Guilford Press.

### Directed Reading Thinking Activity (DRTA)

Stauffer, R. G. (1970). *Directing the reading-thinking process*. New York: Harper & Row.

### List, Group, Label (Taba Model)

Taba, H. (1967). *Teacher's handbook for elementary social studies*. Reading, MA: Addison-Wesley.

# **PowerPoint Slides**

# What to Look For When Highlighting

Skim to find the following:

- What—major events, developments
- When—significant dates, time spans
- Where—locations, countries, regions
- Who—key players in the historical action
- Why—reasons for actions people took
- How—the ways in which events occurred



# Sample Highlighting

Sample Text from Textbook

The Mayan civilization flourished from 250 to 900 CE in great cities such as Copan, Characol, and Tikal. Mayan cities were the administrative and ritual centers for both the city itself and an agricultural hinterland. These city-states served as power centers for the king-priests who enforced obedience, collected tribute, and directed manpower to various construction and maintenance projects.

The largest Mayan cities were home to many people. For example, Tikal, one of the greatest Mayan cities (located in what is now Guatemala), had a population of over 60,000. Within a six-square-mile area, there were over 10,000 individual structures ranging from temple-pyramids to thatched-roof huts. The population density of Tikal exceeded that of the average city in Europe or America at the same period in history.

Not all Mayan cities arose at the same time: each had different periods of growth and development. These cities centered around large temple-pyramids where people worshipped and made sacrifices to the gods. The structures consisted of stepped platforms topped by masonry structures accented with beautiful art decorations and painted walls. Ordinary dwellings were made of reeds and mud. Agricultural fields and dense tropical rainforest surrounded the cities.

# What Does the Book Focus On?

	<b>Sequence or Chronological Order</b>	<b>Geography</b>	<b>Cause/Effect</b>	<b>Compare/Contrast</b>
<b>Explanation</b>	<ul style="list-style-type: none"> <li>•Relationships with time</li> <li>•Chronology</li> <li>•Sequencing</li> </ul>	<ul style="list-style-type: none"> <li>•Establish location of events</li> <li>•Spatial understanding</li> <li>•Conceptualization of environment</li> </ul>	<ul style="list-style-type: none"> <li>•Events influence subsequent events</li> <li>•Why</li> </ul>	<ul style="list-style-type: none"> <li>•Constant change</li> <li>•Similarities and differences</li> </ul>
<b>Key Words and Phrases</b>	<ul style="list-style-type: none"> <li>•Initially</li> <li>•Before, After</li> <li>•Next, Then</li> <li>•Today</li> <li>•Finally</li> <li>•Over the years</li> </ul>	<ul style="list-style-type: none"> <li>•Relationships</li> <li>•Places</li> <li>•Locations</li> <li>•Climate</li> <li>•Temperature</li> <li>•Architecture of homes</li> </ul>	<ul style="list-style-type: none"> <li>•Not only . . . but</li> <li>•If . . . then</li> <li>•Nevertheless</li> <li>•Because</li> <li>•Since</li> <li>•Consequently</li> <li>•Because of</li> </ul>	<ul style="list-style-type: none"> <li>•Unless</li> <li>•Different from</li> <li>•Similar to</li> <li>•Although</li> <li>•But</li> <li>•Either . . . or</li> <li>•Same as</li> </ul>
<b>Aids</b>	<ul style="list-style-type: none"> <li>•Dates</li> <li>•Words</li> </ul>	<ul style="list-style-type: none"> <li>•Maps</li> <li>•Geography</li> <li>•Pictures</li> </ul>	<ul style="list-style-type: none"> <li>•Organizing facts</li> <li>•Finding and interpreting patterns</li> </ul>	<ul style="list-style-type: none"> <li>•Grouping facts</li> <li>•Identifying relationships</li> </ul>

# Cause-and-Effect Writing

- Cause-and-effect writing attempts to answer “why.”
- Look first for what the reading describes. Next, look for the causes. After that, determine the effects.
- Cueing features: Key words and phrases might include “Not only,” “If . . . then,” “Nevertheless,” “Because,” “Since,” “This led to,” “Consequently,” “As a result.”

# Double-Entry Notes

---

Event:

---

Causes

1.

2

3



Effects

1.

2

3

# What Do You Already Know?

- What else have you read about the subject?
- What does the book say about the subject?
- Was your prior knowledge right, wrong, or do you need more information?

_____	<b>RIGHT</b>
_____	<b>WRONG</b>
_____	<b>MORE INFO</b>

# List, Group, Label

## 1. List

- Make a list of things you already know about the topic you're studying. Use words or phrases, not complete sentences.
- Example:  
Topic = Marco Polo's Travels  
List items: Trade, India, Kublai Khan, self-sufficient, China, merchants, ambassador, migratory, southeast Asia, regional weather differences, traders, central Asian steppes, animals

# List, Group, Label

## 2. Group

- Group the phrases and words you've come up with into categories with similar characteristics.
- Example:

Kublai Khan  
Ambassador  
Merchants  
Traders

China  
India  
Southeast Asia  
Central Asian steppes  
Regional weather  
differences

Trade  
Animals  
Migratory  
Self-sufficient

# List, Group, Label

## 3. Label

- Give each of these categories a label or title.

### People

Kublai Khan  
Ambassador  
Merchants  
Traders

### Geography

China  
India  
Southeast Asia  
Central Asian steppes  
Regional weather  
differences

### Economics

Trade  
Animals  
Migratory  
Self-sufficient



# List, Group, Label

## 4. Confirm/Disprove

- Use a textbook or other sources to confirm your prior knowledge. Place a check mark (✓) in front of information that the excerpt confirms, place a minus sign (-) in front of incorrect information, and place a question mark (?) in front of material that the excerpt neither confirms nor disproves.
- If you placed a minus sign by several statements, consider why. Did you read or hear something that contradicted information in your textbook? For tests, you'll usually have to go with the information in the textbook, but for class discussion it's good to bring up alternative views and information.

# Collecting the Clues

Just as a detective has to collect clues to solve a crime, readers must also collect textual clues to discover more information.

Who? What? When? Where? Why? How? Point of view?

Be sure to verify your clue by identifying what the book says. Sometimes the book gives the exact answer; other times, it only gives hints.

# Example: Collecting the Clues

Read the following example and find the clues:

Although he was a strong leader, Atty was not well liked, for numerous reasons. First, there was his penchant for fighting. He seemed to want to pick a fight just because he could. Second, others resented his strict discipline. While others reveled in excess, Atty was utilitarian. His clothes were simple. His eating utensils were wood, while others flaunted their gold and silver. Even his warhorse was free from adornment. Third, while he didn't use his power for personal gain, he did demand that his neighbors give him tribute.

# Making Inferences

Who:	Because the text says:
When:	Because the text says:
What:	Because the text says:

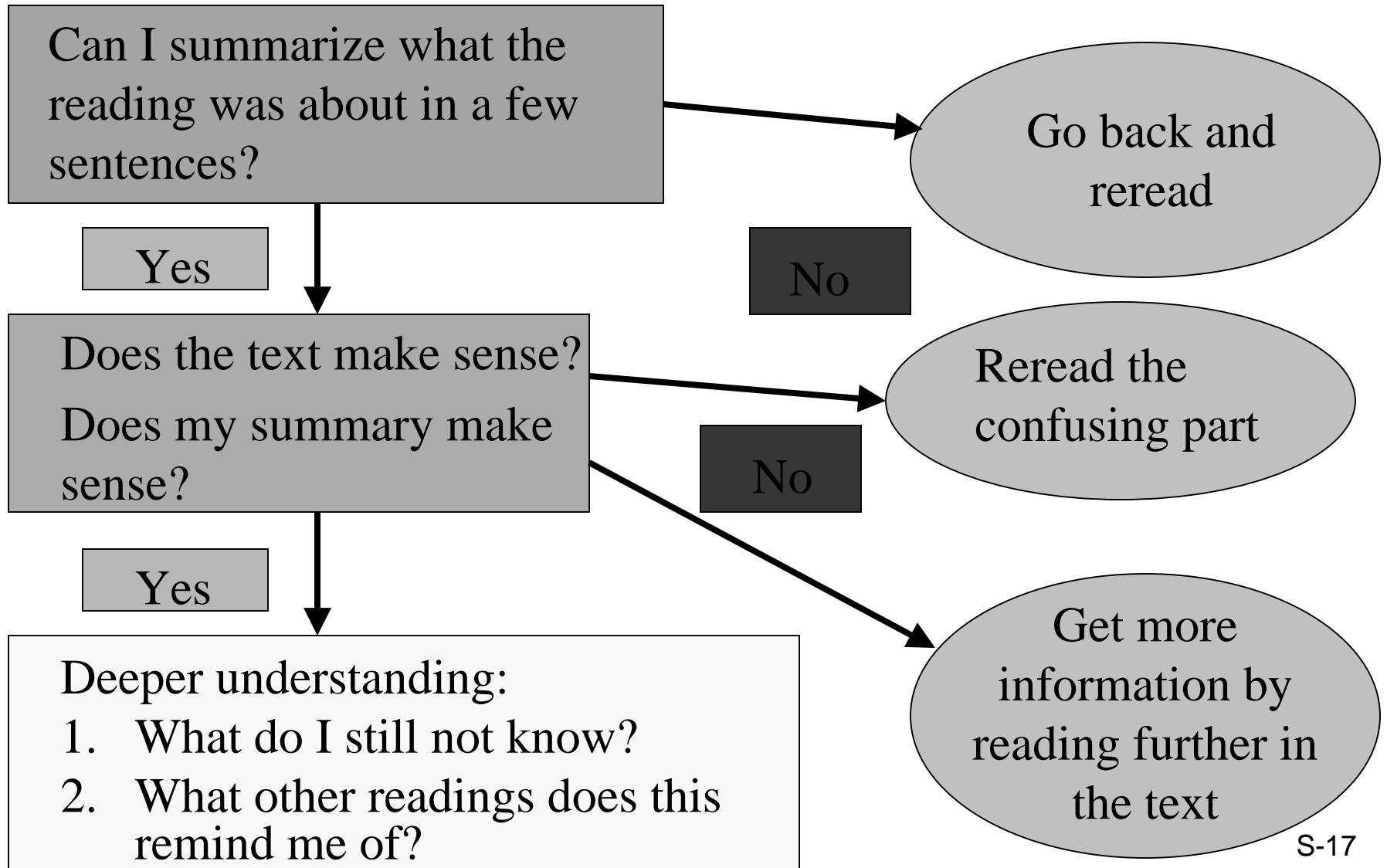
# The I-Chart

Topic: WWI	Central Powers' goals for going to war	Allied Powers' goals for going to war	Outcomes of WWI	Other interesting information
<b>Source 1:</b>	<p>Nationalism</p> <p>Revenge</p> <p>Struggle for personal power within and among rulers (e.g., between Bismarck and Kaiser Wilhelm II)</p>	<p>Nationalism</p> <p>Naval threat of Germany</p>	<p>New countries created; new boundaries for existing countries</p>	<p>Many countries did not want to get involved. The United States, especially, felt it could remain isolated since it was a continent away.</p>
<b>Source 2:</b>	<p>Struggle for control of resources</p> <p>Squelch ethnic and religious unrest</p>	<p>Gain new colonies and new raw materials</p>	<p>New technology brought new weapons (tanks, poison gas, planes)</p> <p>New way of fighting: trench warfare</p>	<p>In December 1914, both sides called an unofficial truce. Leaders for both sides wanted the fighting to continue through the holidays, but the soldiers on the front lines shared food, songs, and games with their opponents.</p>

# Synthesizing Information: I-Chart example

	Information about the war	Perception of conflict	Questions
<b>A Newspaper Interview with a World War I French Veteran</b>	<p>Homeland is war torn, physical and environmental effects can be seen</p> <p>Experience with new technologies and weapons</p>	<p>Defiant about fighting on homeland</p> <p>Waiting and weather were the hardest parts</p>	<p>Why would some soldiers have different perceptions on the worst part of the war?</p>
<b>WWI textbook sample</b>	<p>Called the “Great War”</p> <p>New technology and weapons</p> <p>Both sides called a truce for the holidays</p>	<p>Larger scale of fighting than ever before</p> <p>Soldiers unhappy about their initial war idealism</p> <p>Soldiers disobeyed superiors’ orders about fighting on holidays</p>	<p>How did the footsoldiers know the war was far from over?</p>

# Questioning Comprehension Flowchart



# Reciprocal Teaching Text

## Religious Traditions in Africa, Ivory Coast

Residents of the northern part of the Cote d'Ivoire (Ivory Coast) consider the Senufo Hornbill an important animal because they believe it carries prayers and wishes between the everyday world and spirit world. This belief derives from a religion called Animism. The term “animism” is derived from the Latin word *anima*, meaning “breath” or “soul.” It is the belief that a soul or spirit exists in every animal or object—even inanimate things. Individual souls or spirits are believed to exist as parts of a universal spirit or immaterial soul. Animism dates back to the Paleolithic age and is considered one of the oldest human belief systems.



# Reciprocal Teaching

## Step 1: Question

- What questions do you have as you read the selection?
  - Examples: What is a hornbill? Why are they considered to be animals that communicate with the spirit world? Can all animals communicate with the spirits or just hornbills?

# Reciprocal Teaching

## Step 2: Prediction

- What topic will the next paragraph or section cover?
  - Example: I think this text will say more about animism in Africa.

# Reciprocal Teaching

## Step 3: Summarize

- What is most important to remember about the selection you've just read?
  - Example: The first paragraph defined animism as a belief that animals communicate with the spirit world. In Cote d'Ivoire (Ivory Coast), one such animal is the Senufo Hornbill.

# Reciprocal Teaching

## Step 4: Clarify

- What remains unclear? What other information do you need?
  - Example: I'm not sure if I understand animism. I think I'll reread that part of this paragraph. I may also need to go look up some more information about animism.

# Know Your Purpose(s) for Reading

Purpose	What You Need to Know	How to Hold Your Thinking as You Read
<b>Discussion</b>	Why, and a question that you have	Read one page at a time. Put two sticky notes on one page. On one sticky note, write one or two sentences describing why. On the second sticky note, write a question you would like to know more about.
<b>Be Familiar With</b>	Skim for headings, subheadings, and highlighted vocabulary	Write a brief outline of the headings and subheadings that you can refer to quickly.
<b>Multiple-Choice Test</b>	Who, what, where, when	Create a chart with the 5 Ws and H (who, what, where, when, why, how) and fill in as you read.
<b>Essay Test</b>	Why, how	Read one page at a time. After each page, come up with one or two essay questions that might be on the test. Remember that your questions should focus on “why” and/or “how” as it relates to the reading. You should be able to answer your own questions based on information found in the text.
<b>Presentation</b>	Who, what, where, when, why, how. Summarize in main ideas, not small details	Create a chart with the 5 Ws and H (who, what, where, when, why, how) and fill it in as you read. For each category, write one summary statement of no more than two sentences; treat each category as if it were going to provide the basis for a PowerPoint slide.

# **PowerPoint Student Handouts**

## Know Your Purpose(s) for Reading

Purpose	What You Need to Know	How to Hold Your Thinking as You Read
Discussion	Why, and a question that you have	Read one page at a time. Put two sticky notes on one page. On one sticky note, write one or two sentences describing why. On the second sticky note, write a question you would like to know more about.
Be Familiar With	Skim for headings, subheadings, and highlighted vocabulary	Write a brief outline of the headings and subheadings that you can refer to quickly.
Multiple-Choice Test	Who, what, where, when	Create a chart with the 5 Ws and H (who, what, where, when, why, how) and fill in as you read.
Essay Test	Why, how	Read one page at a time. After each page, come up with one or two essay questions that might be on the test. Remember that your questions should focus on "why" and/or "how" as it relates to the reading. You should be able to answer your own questions based on information found in the text.
Presentation	Who, what, where, when, why, how. Summarize in main ideas, not small details	Create a chart with the 5 Ws and H (who, what, where, when, why, how) and fill it in as you read. For each category, write one summary statement of no more than two sentences; treat each category as if it were going to provide the basis for a PowerPoint slide.

1

---

---

---

---

---

---

---

---

---

---

## What to Look For When Highlighting

Skim to find the following:

- What—major events, developments
- When—significant dates, time spans
- Where—locations, countries, regions
- Who—key players in the historical action
- Why—reasons for actions people took
- How—the ways in which events occurred

2

---

---

---

---

---

---

---

---

---

---

## Sample Highlighting

Sample Text from Textbook

The Mayan civilization flourished from 250 to 900 CE in great cities such as Copan, Characol, and Tikal. Mayan cities were the administrative and ritual centers for both the city itself and an agricultural hinterland. These city-states served as power centers for the king-priests who enforced obedience, collected tribute, and directed manpower to various construction and maintenance projects.

The largest Mayan cities were home to many people. For example, Tikal, one of the greatest Mayan cities (located in what is now Guatemala), had a population of over 60,000. Within a six-square-mile area, there were over 10,000 individual structures ranging from temple-pyramids to thatched-roof huts. The population density of Tikal exceeded that of the average city in Europe or America at the same period in history.

Not all Mayan cities arose at the same time; each had different periods of growth and development. These cities centered around large temple-pyramids where people worshipped and made sacrifices to the gods. The structures consisted of stepped platforms topped by masonry structures accented with beautiful art decorations and painted walls. Ordinary dwellings were made of reeds and mud. Agricultural fields and dense tropical rainforest surrounded the cities.

3

---

---

---

---

---

---

---

---

---

---

## What Does the Book Focus On?

	Sequence or Chronological Order	Geography	Cause/Effect	Compare/Contrast
<b>Explanation</b>	<ul style="list-style-type: none"> <li>• Relationships with time</li> <li>• Chronology</li> <li>• Sequencing</li> </ul>	<ul style="list-style-type: none"> <li>• Establish location of events</li> <li>• Spatial understanding</li> <li>• Conceptualization of environment</li> </ul>	<ul style="list-style-type: none"> <li>• Events influence subsequent events</li> <li>• Why</li> </ul>	<ul style="list-style-type: none"> <li>• Constant change</li> <li>• Similarities and differences</li> </ul>
<b>Key Words and Phrases</b>	<ul style="list-style-type: none"> <li>• Initially</li> <li>• Before, After</li> <li>• Next, Then</li> <li>• Today</li> <li>• Finally</li> <li>• Over the years</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships</li> <li>• Places</li> <li>• Locations</li> <li>• Climate</li> <li>• Temperature</li> <li>• Architecture of homes</li> </ul>	<ul style="list-style-type: none"> <li>• Not only . . . but</li> <li>• If . . . then</li> <li>• Nevertheless</li> <li>• Because</li> <li>• Since</li> <li>• Consequently</li> <li>• Because of</li> </ul>	<ul style="list-style-type: none"> <li>• Unless</li> <li>• Different from</li> <li>• Similar to</li> <li>• Although</li> <li>• But</li> <li>• Either . . . or</li> <li>• Same as</li> </ul>
<b>Aids</b>	<ul style="list-style-type: none"> <li>• Dates</li> <li>• Words</li> </ul>	<ul style="list-style-type: none"> <li>• Maps</li> <li>• Geography</li> <li>• Pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Organizing facts</li> <li>• Finding and interpreting patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Grouping facts</li> <li>• Identifying relationships</li> </ul>

4

---

---

---

---

---

---

---

---

## Cause-and-Effect Writing

- Cause-and-effect writing attempts to answer “why.”
- Look first for what the reading describes. Next, look for the causes. After that, determine the effects.
- Cueing features: Key words and phrases might include “Not only,” “If . . . then,” “Nevertheless,” “Because,” “Since,” “This led to,” “Consequently,” “As a result.”

5

---

---

---

---

---

---

---

---

## Double-Entry Notes

Event:	
<u>Causes</u>	<u>Effects</u>
1.	→ 1.
2	→ 2
3	→ 3

6

---

---

---

---

---

---

---

---



## What Do You Already Know?

- What else have you read about the subject?
- What does the book say about the subject?
- Was your prior knowledge right, wrong, or do you need more information?

<input type="checkbox"/> RIGHT
<input type="checkbox"/> WRONG
<input type="checkbox"/> MORE INFO

7

---

---

---

---

---

---

---

---

## List, Group, Label

### 1. List

- Make a list of things you already know about the topic you're studying. Use words or phrases, not complete sentences.
- Example:  
Topic = Marco Polo's Travels  
List items: Trade, India, Kublai Khan, self-sufficient, China, merchants, ambassador, migratory, southeast Asia, regional weather differences, traders, central Asian steppes, animals

8

---

---

---

---

---

---

---

---

## List, Group, Label

### 2. Group

- Group the phrases and words you've come up with into categories with similar characteristics.
- Example:

Kublai Khan Ambassador Merchants Traders	China India Southeast Asia Central Asian steppes Regional weather differences	Trade Animals Migratory Self-sufficient
---	---	--

9

---

---

---

---

---

---

---

---

## List, Group, Label

### 3. Label

- Give each of these categories a label or title.

#### People

Kublai Khan  
Ambassador  
Merchants  
Traders

#### Geography

China  
India  
Southeast Asia  
Central Asian steppes  
Regional weather  
differences

#### Economics

Trade  
Animals  
Migratory  
Self-sufficient

10

---

---

---

---

---

---

---

---

## List, Group, Label

### 4. Confirm/Disprove

- Use a textbook or other sources to confirm your prior knowledge. Place a check mark (✓) in front of information that the excerpt confirms, place a minus sign (-) in front of incorrect information, and place a question mark (?) in front of material that the excerpt neither confirms nor disproves.
- If you placed a minus sign by several statements, consider why. Did you read or hear something that contradicted information in your textbook? For tests, you'll usually have to go with the information in the textbook, but for class discussion it's good to bring up alternative views and information.

11

---

---

---

---

---

---

---

---

## Collecting the Clues

Just as a detective has to collect clues to solve a crime, readers must also collect textual clues to discover more information.

Who? What? When? Where? Why? How? Point of view?

Be sure to verify your clue by identifying what the book says. Sometimes the book gives the exact answer; other times, it only gives hints.

12

---

---

---

---

---

---

---

---

## Example: Collecting the Clues

Read the following example and find the clues:

Although he was a strong leader, Atty was not well liked, for numerous reasons. First, there was his penchant for fighting. He seemed to want to pick a fight just because he could. Second, others resented his strict discipline. While others reveled in excess, Atty was utilitarian. His clothes were simple. His eating utensils were wood, while others flaunted their gold and silver. Even his warhorse was free from adornment. Third, while he didn't use his power for personal gain, he did demand that his neighbors give him tribute.

13

---

---

---

---

---

---

---

---

## Making Inferences

Who:	Because the text says:
When:	Because the text says:
What:	Because the text says:

14

---

---

---

---

---

---

---

---

## The I-Chart

Topic: WWI	Central Powers' goals for going to war	Allied Powers' goals for going to war	Outcomes of WWI	Other interesting information
<b>Source 1:</b>	Nationalism  Revenge  Struggle for personal power within and among rulers (e.g., between Bismarck and Kaiser Wilhelm II)	Nationalism  Naval threat of Germany	New countries created; new boundaries for existing countries	Many countries did not want to get involved. The United States, especially, felt it could remain isolated since it was a continent away.
<b>Source 2:</b>	Struggle for control of resources  Squelch ethnic and religious unrest	Gain new colonies and new raw materials	New technology brought new weapons (tanks, poison gas, planes)  New way of fighting: trench warfare	In December 1914, both sides called an unofficial truce. Leaders for both sides wanted the fighting to continue through the holidays, but the soldiers on the front lines shared food, songs, and games with their opponents.

15

---

---

---

---

---

---

---

---

## Synthesizing Information: I-Chart example

	Information about the war	Perception of conflict	Questions
<b>A Newspaper Interview with a World War I French Veteran</b>	<p>Homeland is war torn, physical and environmental effects can be seen</p> <p>Experience with new technologies and weapons</p>	<p>Defiant about fighting on homeland</p> <p>Waiting and weather were the hardest parts</p>	<p>Why would some soldiers have different perceptions on the worst part of the war?</p>
<b>WWI textbook sample</b>	<p>Called the "Great War"</p> <p>New technology and weapons</p> <p>Both sides called a truce for the holidays</p>	<p>Larger scale of fighting than ever before</p> <p>Soldiers unhappy about their initial war idealism</p> <p>Soldiers disobeyed superiors' orders about fighting on holidays</p>	<p>How did the footsoldiers know the war was far from over?</p>

16

---

---

---

---

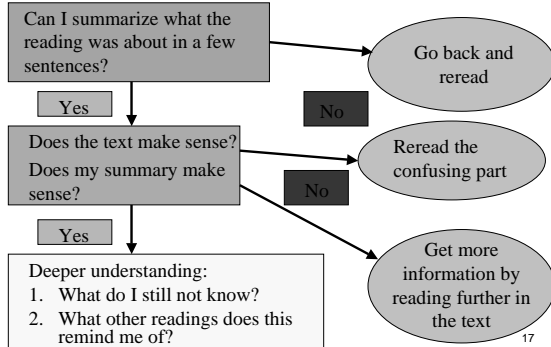
---

---

---

---

## Questioning Comprehension Flowchart



17

---

---

---

---

---

---

---

---

## Reciprocal Teaching Text

### Religious Traditions in Africa, Ivory Coast

Residents of the northern part of the Cote d'Ivoire (Ivory Coast) consider the Senufo Hornbill an important animal because they believe it carries prayers and wishes between the everyday world and spirit world. This belief derives from a religion called Animism. The term "animism" is derived from the Latin word *anima*, meaning "breath" or "soul." It is the belief that a soul or spirit exists in every animal or object—even inanimate things. Individual souls or spirits are believed to exist as parts of a universal spirit or immaterial soul. Animism dates back to the Paleolithic age and is considered one of the oldest human belief systems.

18

---

---

---

---

---

---

---

---

## Reciprocal Teaching

### Step 1: Question

- What questions do you have as you read the selection?
  - Examples: What is a hornbill? Why are they considered to be animals that communicate with the spirit world? Can all animals communicate with the spirits or just hornbills?

19

---

---

---

---

---

---

---

## Reciprocal Teaching

### Step 2: Prediction

- What topic will the next paragraph or section cover?
  - Example: I think this text will say more about animism in Africa.

20

---

---

---

---

---

---

---

## Reciprocal Teaching

### Step 3: Summarize

- What is most important to remember about the selection you've just read?
  - Example: The first paragraph defined animism as a belief that animals communicate with the spirit world. In Cote d'Ivoire (Ivory Coast), one such animal is the Senufo Hornbill.

21

---

---

---

---

---

---

---

## Reciprocal Teaching

### Step 4: Clarify

- What remains unclear? What other information do you need?
  - Example: I'm not sure if I understand animism. I think I'll reread that part of this paragraph. I may also need to go look up some more information about animism.

22

---

---

---

---

---

---

---