

Literacy Strategies for Social Studies





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Clip Art and Fonts





Directions

Be sure to follow these important directions if you want to allow your students to complete this activity using Google Slides™.

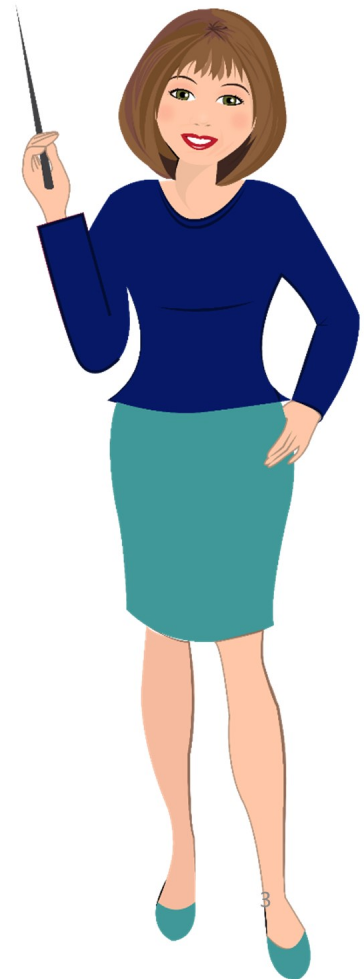
Click on this link below from your Google Drive™ –

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You will be directed to a page in your Google™ account that will ask if you would like to copy the document. Once you make a copy, you will be able to manipulate parts of the activity before you assign it to your students. The individual pages are locked images, but you will be able to delete or add any slides you wish. Once you are ready to go, assign the activity to your students. When assigning in Google Classroom™, be sure to select "Make a Copy for Each Student" to ensure that each student has their own assignment to work on individually.

Enjoy!

Dawn



About the Author

What do I believe about Social Studies instruction?

- ✓ Students need to be engaged to learn.
-Schlechty's *Design Qualities of engagement*
- ✓ History can be fun and rigorous at the same time.
-Bower's *Bring Learning Alive!*
- ✓ All students can learn – we just need to support them in different ways.
-Seidnitz's *Seven Steps*
- ✓ Kids need to continuously review content through games and engaging activities.
-Himmele's *Total Participation Techniques*
- ✓ Writing is essential for learning, not just assessment.
-Daniels' *Content Area Writing*
- ✓ Vocabulary instruction must be intentional and engaging.
-Marzano *Academic Vocabulary*
- ✓ History should not be trivial pursuit – dig deeper and teach with essential questions and enduring understandings.
-Wiggins & McTighe *Essential Questions*
- ✓ Students are social – purposeful talk is crucial to learning.
-Walsh *Quality Questioning*
- ✓ Students need to read in Social Studies – reading informational text cannot be mastered without constant practice.
-Kinsella's *Considerate Text*
- ✓ "Soft skills" of collaboration, communication, critical thinking, and creativity are essential to future success in the job market.
-Muir *Reasons Millennials Get Fired*
- ✓ Everyone's story needs to be told – we have a great responsibility for helping students see patterns in history across time. Teachers should not be afraid to teach the "hard history".
-Dawn



Dawn Viñas has served in education for over a quarter of a century.

Dawn earned her Master's degree in Curriculum and Instruction from Texas A&M University. In her education journey, she was shaped by her various roles as a classroom teacher, instructional coach, curriculum coordinator, professional development trainer, university professor, and teacher-author. Dawn has provided Social Studies professional development for over 19 years to more than 10,000 teachers from Alaska to Florida. In 2015, Dawn started Social Studies Success® with the mission to revolutionize social studies instruction. With a goal of improving instruction, Dawn is currently providing consulting, classroom resources, and professional development services to several school districts across the state of Texas.



Social Studies Success

REVOLUTIONIZING SOCIAL STUDIES INSTRUCTION

Three Stages of Reading

This manual is full of engaging, purposeful reading strategies that provide students a rich learning experience in your Social Studies class. It is designed to support the Content Literacy model of Before Reading (PreReading) activities, During Reading activities (including notes), and After Reading or processing activities. .

The three key elements of the Three Stages of Reading are:

- ❑ **PreReading** - A short, engaging assignment at the start of each lesson helps students preview key concepts and tap their prior knowledge and personal experience. This step is essential in activating schema prior to reading content.
- ❑ **During Reading** - These included instructional strategies for active reading as well as graphic organizers to support note taking. These strategies are used to record key ideas and help students obtain meaning from what they read.
- ❑ **Processing Assignments** - An after reading processing assignment, involving multiple intelligences and higher-order thinking skills, challenges students to apply what they've learned. Processing assignments encourage students to synthesize and apply the information they have learned in a variety of creative ways.

The manual is organized to follow these three stages of reading. You will find multiple strategies for each of these steps to support your students in reading informational text.

The best use of these instructional strategies relies on purposeful selection of strategies to differentiate instruction for the learner. Strategies should attempt to reinforce the concept being taught as closely as possible.



Stage One: Before Reading Strategies



Four Corner Debate

What is it?

A before reading activity to engage students in a topic by examining the underlying concept in the reading.

How does it work?

1. Place a sign in a different corner of the classroom that reads - Mildly Agree, Mildly Disagree, Strongly Agree or Strongly Disagree.
2. Identify the concept in your content and write a provocative statement that deals with your topic. Your statement needs to be broad enough that there are several different points of view. Examples can include:
 - Affirmative Action is no longer necessary.
 - The Civil Rights Movement is over.
 - The government should take any action to ensure public safety.
3. Read aloud the statement, and give students a few minutes to collect their thoughts about the topic. Ask students if they strongly agree, agree, disagree, or strongly disagree with the statement. To keep student from wandering, have them write their answer and reasons why on an index card. Direct those who strongly agree to move to the corner of the classroom where the Strongly Agree sign is posted, those who mildly agree to move to the corner of the classroom where the Mildly Agree sign is posted, and so on...
4. Hopefully, you have four groups gathered in different corners of the classroom. Appoint one student in each corner to be the note taker, and give students 5-10 minutes to discuss with the other students in their corner the reasons they strongly agree, mildly agree, mildly disagree, or strongly disagree.
5. At the end of the discussion period, ask one student from each group to share with the class some of the ideas they discussed in their group.
6. At the end of the discussion time, each student uses those notes to write a concise paragraph stating his or her position on the issue. (for example, *I strongly agree with the statement [statement goes here] because...*) Students should include in their paragraphs the four strongest points supporting their position.

Why use it?

This strategy allows students to think through the concept prior to reading.

Analogies

What is it?

Analogies help students create links from information they already know to new content.

How does it work?

1. Prepare a prompt. Think of an interesting event or scenario that your students would understand that illustrates it. Create an open-ended question or prompt to elicit the understanding from students.
2. Allow students to write or discuss their answer to the prompt.

Why use it?

Once students identify how their prior learning relates to the content of the lesson, it is easier for them to transfer that learning to the new context you are trying to teach.

Example:

Your single mom has allowed you lots of freedom. But then she remarries. Your stepfather is very strict and places all sorts of new restrictions on you. When you protest, he punishes you and restricts you even more. How would you feel and how would you react?

Have students share responses with a partner. Then take responses from the class and emphasize the consensus among the responses. Point out that the American Revolution was a result of a very similar situation.



Anticipation Guide

What is it?

A strategy used to set purposes for reading texts and to activate prior knowledge to support students as they make connections with the text.

How does it work?

1. Choose a text.
2. Create the Anticipation Guide by constructing a series of statements about specific items or concepts in the lesson.
3. Either display the cover or read the opening paragraph and ask the children to answer each question with either yes, no or maybe. The emphasis is not on right answers or to make correct predictions. We want them to form a working hypothesis about the text.
4. Read the text aloud. As you read, ask children to let you know when they have found the correct answer to each statement. You should read slowly and stop at places in the text that correspond to each of the statements.
5. Bring closure to the reading by revisiting each of the statements.
6. The students may then rewrite false statements to make them true to check for understanding.

Why use it?

Anticipation guides facilitate deeper comprehension of text and help students develop metacognition. Through the use of anticipation guides, children know what to look for as they read. As they use the guides, they discover that they have an increased interest in wanting to read so that they can verify their predictions.

Increase engagement:

Create broad statements to facilitate discussion prior to reading information. Debate the topics with an agree/disagree, "to what extent", or prioritizing from a most-least focus.

Example:

What makes a good leader?

Agree

Disagree

1. Creates monuments that last thousands of years.
2. Kills his enemies.
3. Creates fair laws.

Book Bits

What is it?

Book Bits is a pre-reading strategy in which sentences or phrases from the text are shared with the students in advance of reading the text to improve text understanding.

How does it work?

1. Select key phrases or sentences that are significant to the text. These *book bits* should reveal enough to help students begin to think along the lines that support text understanding, but not so revealing that they limit thinking.
2. Write each *book bit* on a strip of paper. There should be as many *book bits* as there are students in the group.
3. Give each student a *book bit*. Ask each student to read his/her *book bit* and think about how it might be connected to the text.
4. After the students have read their *book bit*, they move about the room and read their *book bit* to others. No discussion occurs during this sharing - only the reading of the *book bits* to one another. (Consider dividing class into two equal groups. Form two parallel lines having students facing each other. Students facing each other read the *book bits* to one another. Then tell one of the lines to shift down one space. The student at the end of the row goes to the beginning for a new partner. Keep shifting until all *book bits* have been read aloud.)
5. Once students have had the opportunity to hear most of their peers' *book bits*, they return to their seat and do a quick write about the impressions they now have about the text. They might address what they think the selection is about or what they know about the characters or topic.
6. After completing the quick write, students discuss their ideas with one another.

Why use it?

The strategy is designed to:

- arouse student curiosity about text to be read
- stimulate thinking about the text
- access prior knowledge and experience
- assist students in making predictions
- promote interest and motivation in reading the text, and
- build schema for constructing meaning

Increase engagement:

Allow students the opportunity to summarize the information on a note card. Students will enjoy the variety provided and it will support struggling writers with an accomplishable task.

Character Quotes

What is it?

Character Quotes can be used to historical figures who present themselves through their words.

How does it work?

1. Find quotes by a historical figure that illustrates different facets of the individual's personality. Select quotes that encourage students to develop varying descriptions of the kind of person this individual might be. Write each quote on a separate slip of paper or index card.
2. Students work in cooperative groups, each group with a different quote to consider. Ask groups to generate as many words as possible that describe their impression of this person based on the quote.
3. After each group has generated a list of descriptors, they read the group's quote to the entire class and share the list of character qualities and traits that the group associates with the individual. They also talk about why they arrived at these traits. As they share, write the qualities and traits on an overhead transparency and inform the class that all quotes were uttered by the same individual.
4. Involve students in making generalizations about the individual. Students work in their groups to write a preliminary personality profile of this individual by drawing upon the qualities and traits listed by the entire class. The profile should contain four or five statements that integrate important qualities from the list.
5. Provide an opening stem as a template to assist students in organizing their personality profile.
6. The following is the opening stem for a profile on George Washington's quotes:
George Washington was the type of person who _____. He also seemed to be _____. Other traits of his personality included _____. His words show that he experienced _____.
7. Students read the text. After reading, students return to their personality profiles to discuss what new qualities or traits they might add and how they would change the profile to make it better match their understanding of the individual. Ask students to select further quotes from the text that new information about their individual.

Why use it?

it helps students infer personality traits and summarize key details concerning an individual.

Example:

- Give me liberty or give me death!
- Ask not what your country can do for you; ask what you can do for your country.
- I have a dream that one day this nation will rise up and live out the true meaning of its creed.

Carousel Brainstorming

What is it?

A strategy used to activate students' prior knowledge of a topic through movement and conversation with others providing scaffolding for new information to be learned in the proceeding lesson activity. While brainstorming, students rotate around the classroom in small groups, stopping at various stations for a designated amount of time.

How does it work?

1. Generate X number of questions for your topic of study and write each question on a separate piece of poster board or chart paper. (Note: The number of questions should reflect the number of groups you intend to use during this activity.) Post questions sheets around your classroom.
2. Divide your students into groups of 5 or less. For Example; in a classroom of 30 students, you would divide your class into 6 groups of five that will rotate around the room during this activity.
3. Direct each group to stand in front of a home base question station. Give each group a colored marker for writing their ideas at the question stations. it is advisable to use a different color for tracking each group.
4. Inform groups that they will have X number of minutes to brainstorm and write ideas at each question station. Usually 2-3 minutes is sufficient. When time is called, groups will rotate to the next station in clockwise order. Numbering the stations will make this easy for students to track. Group 1 would rotate to question station 2; Group 2 would rotate to question station 3 and so on.
5. Using a stopwatch or other timer, begin the group rotation. Continue until each group reaches their last question station.
6. Before leaving the final question station, have each group select the top 3 ideas from their station to share with the entire class.

Why use it?

Activating students' prior knowledge of a topic before instruction of new material provides students with a foundation for which new knowledge can be understood.



Fast Facts

What is it?

This activity is used to activate students' schema prior to learning about a new topic or unit understanding or may also be used following the reading in order for students to process new information, connect to background knowledge or extend their thinking.

How does it work?

1. Brainstorm as many things in each of the columns as you can think of. Circle one thing in each column that is in the same category (shipbuilding (N.E.), farming (Middle), tobacco (Southern) are all products or economic activities). If one column doesn't have one, add it and circle it. Draw a line between the 3. Do the same thing with as many of the items as you can each in a different color. Make a color key for the categories at the bottom.
2. Write combination sentences containing circled words in the same color. (New England didn't have the land or climate for growing tobacco, but they were very good at shipbuilding.) Write several.
3. Write an opinion/generalization based on the information in the three boxes.

Example:

New England

Puritans
Rocky soil
Cold weather
John Winthrop
Forests
Fishing
Shipbuilding
Religious freedom
Boston

Middle Colonies

Rich soil
Few slaves
Quakers
William Penn
Farming
Delaware
Philadelphia
Anti-slavery

Southern Colonies

Tobacco
Plantations
Slaves
Rich Soil
Long growing season
Cavaliers
Counties

Image Analysis

What is it?

This strategy helps students analyze and interact with highly informative images to learn content and develop "big ideas". Image analysis provides an effective lesson structure that's easy to implement. The key to a successful image analysis activity is using a few powerful images that represent key concepts of the lesson.

How does it work?

1. Select images that clearly convey the content. Portraits of famous people seldom convey much content, but photos, paintings, or illustrations of scenes or actual events often do.
2. Ask carefully sequenced questions that led to discovery. These typically take the form:
 - What do you see?
 - Based on what you see, what is happening in the image?
 - What significance does what is happening have for the content we are studying?
3. Build on the learning. Have students extend the information from the image through reading/note taking, sharing in groups or in full class format.

Why use it?

Image analysis provides an effective lesson structure that's easy to implement. It encourages students to analyze images and to make inferences and generalizations.

Example:



- When and where do you think this picture was taken?
- What evidence do you see in the photo that makes you think so?
- What do you notice about the people in the picture?
- What seems to be happening in the picture?
- Would you expect to see this kind of scene today? Why or why not?

Image Analysis

Directions: Examine the picture to answer the following questions.

Step One

Observation

Study the photograph for 2-3 minutes. Look at the picture as a whole and then examine individual items. Next, divide the photograph into quadrants (4 parts) and study each section to see what new details become visible.

Use the chart below to list people, objects, and activities in the photograph.

People

Objects

Activities

Step Two

Inference

Based on what you have observed above, list three things you might infer from this photograph.

- 1.
- 2.
- 3.

Step Three

Questions

What questions does this photograph raise in your mind?

Where would you find answers to them?

Image Analysis

Directions: After completing the photo analysis, read about the picture. Find at least 6 details in the text that are also in the pictures. Put a * by any new details you discovered after reading. When you are finished, answer the questions.

1.	2.
3.	4.
5.	6.

1. What can you learn just by looking at the pictures?
2. How do the pictures help you with the reading?
3. Imagine that you could this scene. What would you hear? What would you smell? What else might you see?

Predict This

What is it?

This is a vocabulary game that allows students to identify definitions of key vocabulary terms based on images. Vocabulary instruction prior to reading will support students mastering the text.

How to do it:




1. Prepare terms with a clear and descriptive picture. Use clip art or stock images if necessary.
2. Hand out Predict This questions - a blank template has been provided for you. Have students work with a partner to determine the definition of each term based on what they see.
3. Debrief to make sure everyone has the correct definition.

Adaptation:

Print the images and have your students match the image to the definition.

VOCABULARY PREDICTION ACTIVITY

Directions - examine the images you have been given. Predict their definition by trying to match them to the pictures. Once you have identified all of the correct terms, complete the chart by gluing down the pictures.

IMAGE	DEFINITION
	A town undergoing rapid growth due to sudden economic prosperity.
	A new process of extracting oil out of the ground by pumping water underground.
	Petroleum as it comes naturally from the ground, before refining.
	The framework over an oil well that holds the drilling machinery.
	A person who searches for oil.

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Predict This

Use the vocabulary word wall as your word bank.
Choose the word that you think matches that definition.

Which word means...	Word Guessed

Predict This

Use the vocabulary word wall as your word bank.
Choose the word that you think matches that definition.

Which word means...	Word Guessed

Stage Two: During Reading Strategies



Annolighting

What is it?

Annolighting a text combines effective highlighting with marginal annotations that help to explain the highlighted words and phrases.

How does it work?

1. Choose a focus for the highlighting. Create a prompt that focuses students on clearly targeted content in a text. (Example: "Annolight any part of the passage that shows how a conflict might develop between Britain and the Colonies.")
2. Students highlight the targeted information. They use a "telegraphic" approach, highlighting only the words that are essential to address the focus of the prompt.
3. Students annotate their highlights in the margins. The annotation is a brief explanation of why they selected that specific portion of the text to highlight. Students' annotations should be clearly related to the purpose/prompt set by the teacher at the beginning of the lesson.
4. Provide an opportunity for students to check their work and share with others.

Why use it?

Because of the content-related prompt, annolighting focuses student thinking on the lesson's "big ideas". It serves as a note taking format that engages students with content without a lot of writing.

Example:

Annolight any part of the passage that shows how a conflict might develop between Britain and the Colonies.

They shared a history and a goal.

They are used to independence.

The Proclamation of 1763

During the French and Indian War, Britain and the colonies fought side by side. However, when the war ended, problems arose. Britain wanted to govern its 13 colonies and the territories gained in the war in a uniform way. So, the British Parliament in London imposed new laws and restrictions. Previously, the colonies had been allowed to develop largely on their own. The British government simply let the colonists govern themselves with little to no interference. The new laws that were being passed made the colonists feel that their natural rights and freedoms

Ideals of a free government.

Beat the Teacher

What is it?

Beat the Teacher is an activity that helps students develop strong questioning skills that result in enhanced comprehension.

How does it work?

1. Ask students to read a text selection carefully. When they finish, have them form pairs or small groups and write a list of questions that you, the teacher, will find difficult to answer.
2. While students are reading and developing questions, read the selection yourself and create a list of questions for students.
3. After you and the students are done creating questions, sit in front of the class and prepare to be peppered with questions.
4. Select a student to record both questions and answers so copies can be given to everyone after the activity.
5. To play the game, give each group a sequential number. Then:
 - ✓ Call on the first group and have them ask you a question.
 - ✓ If the group stumps you, the class earns a point. Call on the next group and have them ask you a question. You may not ask a question until you can correctly answer one of the students' questions.
 - ✓ If you answer correctly, give yourself a point and ask the next group a question. If the group you call on cannot correctly answer the question, you get a point. Students may not ask you a question until they can correctly answer one of your questions. (You may decide whether or not to continue to ask the same question after stumping a group of students for the first time.)

Why use it?

This is a quick and easy way to engage students while focusing on reading comprehension.



C-R-R

What is it?

This is a reading strategy to help students focus on a reading with a partner.

How does it work?

Follow these steps for COVER - READ - REPEAT.

1. Give students a selection of text and place them with a partner. Number your students in their partnership 1 and 2
2. All number one students are going to read the first paragraph of the text to their partner who is covering the paragraph on their own paper with their hand.
3. When the first partner finishes their paragraph, the second partner will verbally summarize what they have heard. If they need help, they can uncover the reading or ask their partner
4. Continue the process with each student having an opportunity to both read, and summarize the information that is being read.
5. Debrief each reading selection with the entire class.

Why use it?

This strategy allows students to work together on a reading in a structured manner.



Cartoon Capers

What is it?

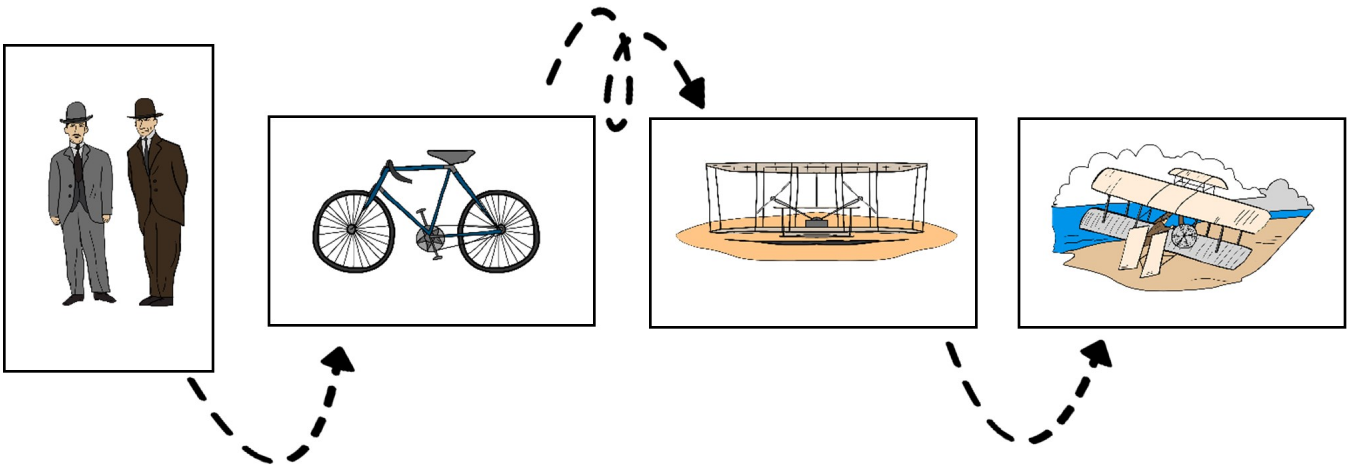
Cartoon Capers is an activity in which students create cartoons to represent key events in history. This activity not only taps students' visual-spatial learning modality, it allows you to quickly check student comprehension.

How does it work?

1. Choose a topic you want your students to read.
2. Give each student at least six index cards.
3. Challenge students to read a brief selection of text (only one or two paragraphs) and on an index card draw a quick cartoon summarizing the information they read.
4. Ask students to complete this process at least six times for subsequent selections of the text.
5. Once a student has completed six index cards, pick up his or her cards and shuffle them. Now challenge the student to arrange the cartoons in the order of the events.

Why use it?

This teaching strategy pulls from the Visual - Spatial Intelligence and provides for Differentiated Instruction. engagement: is developed through Choice, Novelty and Variety.



Double Bubble

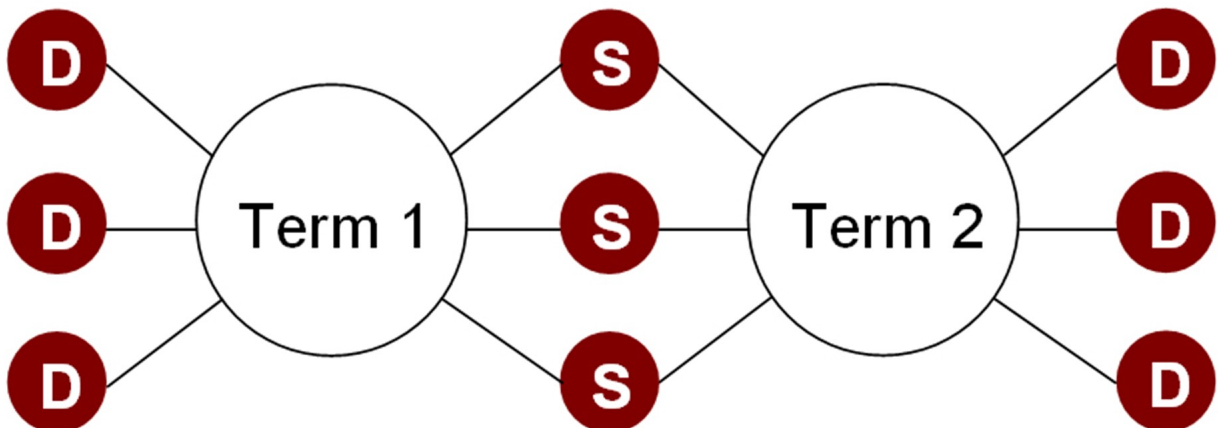
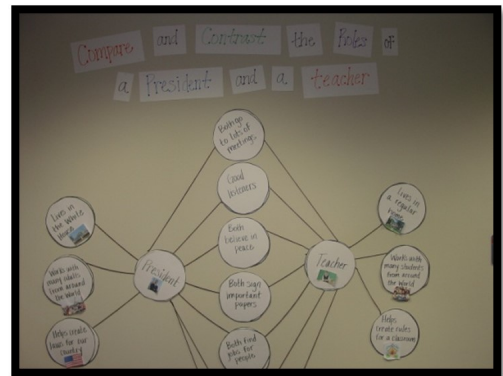
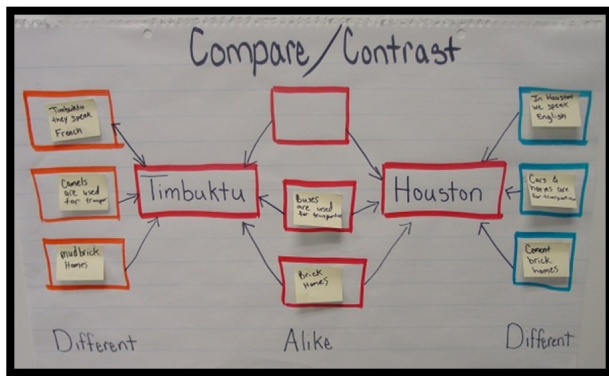
What is it?

This is a tool for comparing and contrasting two things or people to determine similarities and differences in order to write an effective summary.

How does it work?

1. Write two terms you are going to compare in the large circles.
2. Write three similarities in the "S" bubbles.
3. Determine three characteristics unique to each term, their differences, and write them in the "D" bubbles.
4. Write a summary paragraph stating at least one similarity and difference between the two terms.

Example:



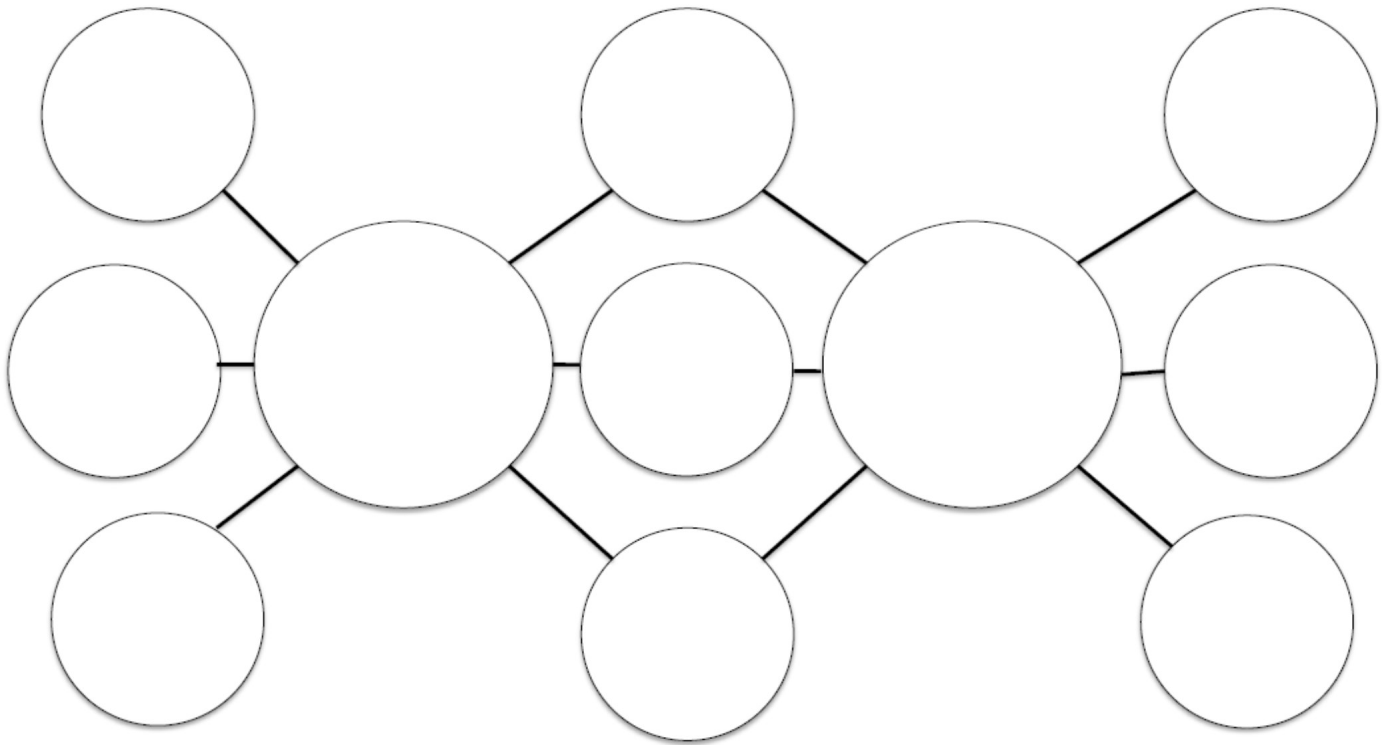
Double Bubble

Directions: Compare two ideas with this double bubble graphic organizer.

Differences

Similarities

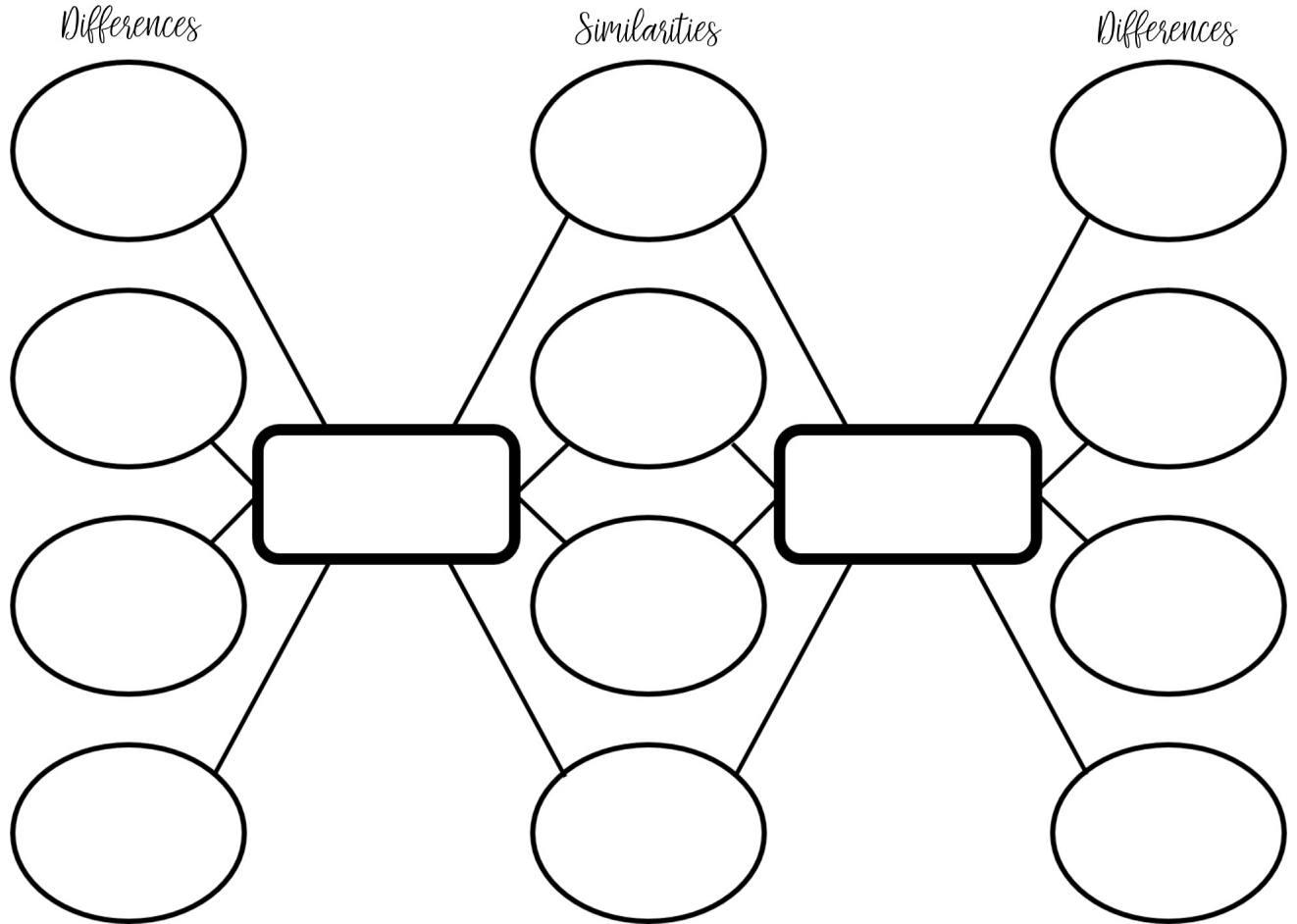
Differences



Summary:

Double Bubble

Directions: Compare two ideas with this double bubble graphic organizer.



Write a paragraph comparing the two different topics. Include key ideas from your Double Bubble.

Just One

What is it? Just One is an easy reading strategy that helps students focus on the main idea of a text.

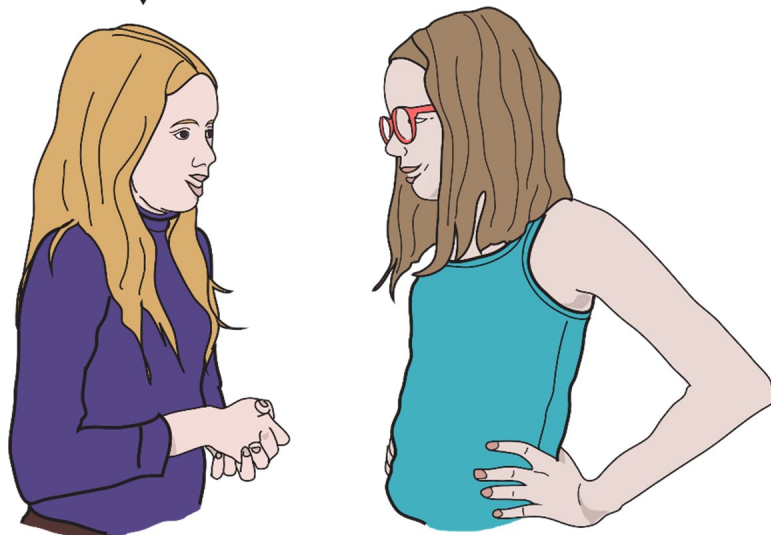
How does it work?

1. Assign students a short section of text to read - not longer than one page in length.
2. Allow students to read the text and ask them to look for the one most important sentence in the reading.
3. Ask students to highlight the one sentence they think is the most important, and be prepared to defend their thinking.
4. After everyone is finished, ask several students to share out their answer with the reason why they chose that sentence.

Why use it?

Students will reread a selection of text several times as they look for the one most important sentence, which is usually the main idea.

**My one
sentence
is...**



Question Dice

What is it? Question Dice is an easy strategy to use to build engagement as well as support reading.

Steps:

1. Give students a passage of text to read and a pair of dice. Allow your students to read with a partner or small group. After a given time or number of paragraphs, the students stop. Student A rolls the dice. Challenge the student to make a question using the two sides that face up. The rest of the group answers or discusses the question. Students can write down the question to have a record and/or review later. The group reads again and the student B rolls the dice. This process continues throughout the reading time.
2. As you monitor, you can pull good questions to review with the entire class. You can correct question structure/grammar as well.
3. You can have groups share their best question with the class and/or have students explain how this process helps them ask better questions. If students write their questions, you can grade that paper. (And have them pick one to answer)

First Die: Who, What, Where, When, Why, How (you could also substitute which)

Second Die: was/were, had, did, could, would, should.

Examples:

After reading, student A rolls the dice and gets "who" and "could." If the reading is about the American Revolution, a possible question could be, "Who could the most important person in the war?"













"When" + "Had" = When had the British passed the Intolerable Acts?

"What" + "Would" = What would be different if the American Revolution had happened 10 years earlier or later?



Question Dice













Directions: Roll the dice and create questions by combining each die.

 Who	 had
 What	 did
 Where	 could
 When	 would
 Why	 should
 How / Which	 was / were

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Question Dice













Directions: Roll the dice and create questions by combining each die.

 Who	 had
 What	 did
 Where	 could
 When	 would
 Why	 should
 How / Which	 was / were

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Question Dice













Directions: Roll the dice and create questions by combining each die.

 Who	 had
 What	 did
 Where	 could
 When	 would
 Why	 should
 How / Which	 was / were

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Question Dice

Directions: Roll the dice and create questions by combining each die.

 Who	 had
 What	 did
 Where	 could
 When	 would
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 How / Which	 was / were

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Mind Mapping

What is it?

This is a tool which helps students think and learn as well as organize their ideas. Mind mapping (or concept mapping) involves writing down a central idea and thinking up new and related ideas which radiate out from the center. By focusing on key ideas written down in your own words, and then looking for branches out and connections between the ideas, you are mapping knowledge in a manner which will help you understand and remember new information.

How does it work?

1. Look for relationships - Use lines, colors, arrows, branches or some other way of showing connections between the ideas generated on your mind map. These relationships may be important in understanding new information or in constructing a structured essay plan. By personalizing the map with your own symbols and designs you will be constructing visual and meaningful relationships between ideas which will assist in your recall and understanding.
2. Draw quickly on unlined paper without pausing, judging or editing - All of these things promote linear thinking and the idea of mind mapping is to think creatively and in a non-linear manner. There will be plenty of time for modifying the information later on but at this stage it is important to get every possibility into the mind map. Sometimes it is one of those obscure possibilities that may become the key to your knowledge of a topic.
3. Write down key ideas - Some students find that using capital letters encourages them to get down only the key points. Capitals are also easier to read in a diagram. You may, however, wish to write down some explanatory notes in lower case. Some students do this when they revisit the mind map at a later date while others write in such things as assessment criteria in this way.
4. Put main idea in the center - Most students find it useful to turn their page on the side and do a mind map in "landscape" style. With the main idea or topic in the middle of the page this gives the maximum space for other ideas to radiate out from the center.
5. Leave lots of space - Some of the most useful mind maps are those which are added to over a period of time. After the initial drawing of the mind map you may wish to highlight things, add information or add questions for the duration of a subject right up until exam time. For this reason it is a good idea to leave lots of space.



Opinion Proof

What is it? Opinion-Proof is an application of column notes. it's designed to take the power of students' own opinions about their content and harness them as tools of learning. The basic idea is that an opinion can be put forward, but it should be a supported opinion, based on ideas, facts, or concepts found within the material being studied.

How does it work?

1. Two columns are set up for the basic Opinion-Proof chart. Label the left column "Opinion". Label the right column "Proof". Whatever opinion the teacher assigns or which students choose is written in the left column.
2. Support for that opinion is pulled from the text, video, newspaper, story, or other source of content.
3. Students can then use their Opinion-Proof charts to write a persuasive essay, compose an editorial suitable for a newspaper, or to prepare themselves for a classroom debate, among other things.

Why use it?

Opinion-Proof encourages thinking because students must read or otherwise take in information with a purpose - to prove a claim. it requires thinking at the analysis level.

Example:

Opinion	Proof
Abraham Lincoln was the greatest president of the United States.	<ul style="list-style-type: none">• Lincoln led the country through the Civil War.• Lincoln made great speeches.

Opinion/Proof

Prove this statement true with 3 facts from the reading.

Opinion

Proof

--	--



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Opinion/Proof

Prove this statement false with 3 facts from the reading.

Opinion

Proof

--	--

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Pattern Puzzles

What is it?

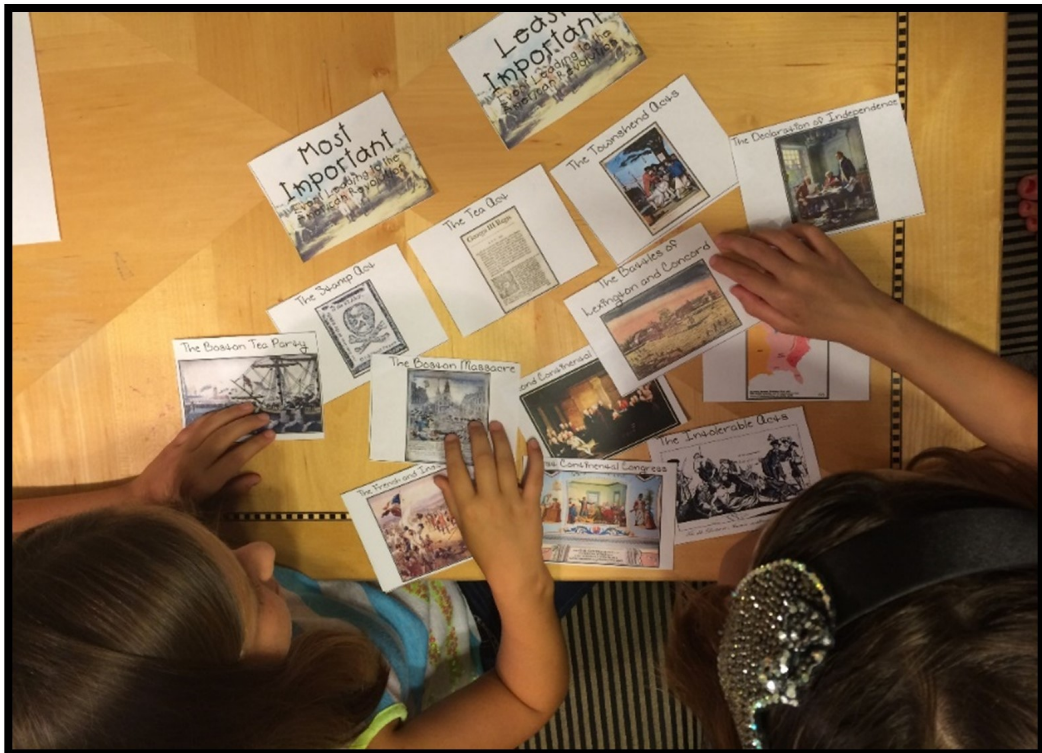
Pattern Puzzles is a strategy that challenges students to read a text selection and then organize what they've read. Students are challenged to put a series of cards containing key ideas from the text in order.

How does it work?

1. Choose a section of text you want your students to read. Think of 8-10 key ideas from the text and write each one on an index card. You can use direct quotes from the text or write the ideas in your own words. Shuffle the cards and place them in an envelope.
2. Distribute the envelopes to students. Challenge them to place the cards in the proper sequence. As they read, they can go back and change the order of their sentence strips.
3. You can also ask students to create a timeline or a Venn diagram.

Why use it?

This is a thinking activity that combines physical manipulation of pieces with mental manipulation of concepts. Students can work individually, in pairs, in small groups, or even as a whole class.



Problem - Solution

What is it?

This is a graphic organizer to help students see the relationship between causes and effects in history.

How does it work?

1. Compose your question for the lesson or activity. Identify a central problem that concerns a person or group of people.
2. Brainstorm possible solutions as a group.
3. Allow students to read for solutions or generate their own.
4. Identify possible or historical results.

Why use it?

This graphic organizer helps students identify with different issues surrounding Social Studies

Example:

Problem:

- American Settlers in Texas were unhappy with the Mexican government.

Solution:

- Meet with other settlers
- Write letters of protest
- Avoid following the new laws

What happens next?

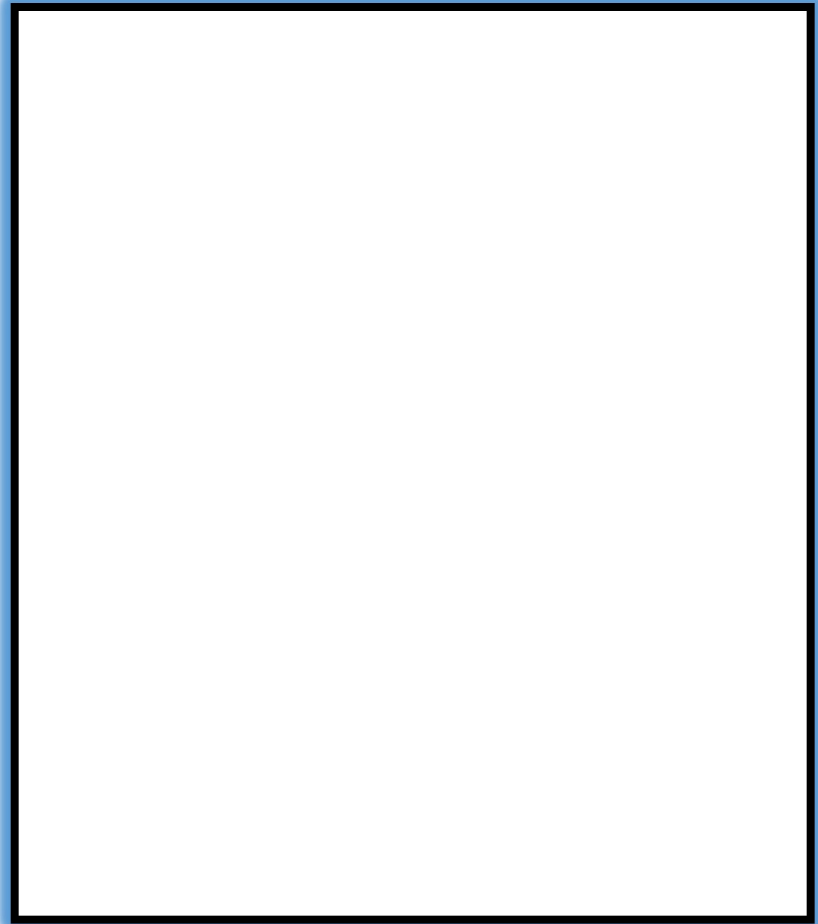
- War

Problem - Solution

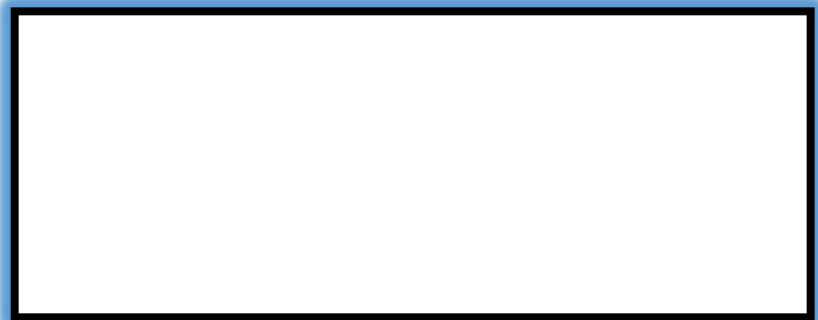
Problem



Steps to
Solution



When these
steps have
been taken,
what
happens
next?



RAP-Q

What is it?

RAP-Q is a clever and easy to remember strategy that helps students actively read, comprehend, and remember text selections.

How does it work?

Post these four RAP-Q steps in your classroom and have students practice them weekly when they read text selections:

1. Read a paragraph or a section of text. Do not read long sections; short sections will be easier for you to understand.
2. Ask yourself what the main ideas are. Try to find the sentence or sentences that give the most important ideas in the section that you read.
3. Put the main ideas into your own words. This is called *paraphrasing*.
4. Questions: Based on your paraphrasing of the main ideas, write a question and an answer on the back of a notecard. Compare the notecards that you wrote about the main ideas of previous paragraphs or sections so that you can see how the idea of one section is related to the next.

Why use it?

Teaching students a consistent pattern to use when reading text will help build independence in reading.



My question is...

Text Coding

Steps:

1. Give students a passage of text to read and a Text Coding Card.
2. Choose a code from the card you want to focus on for the lesson - for example ? - I have a question about this. Model using a text code with the first paragraph.
3. Allow your students to read with a partner or small group. After a given time or number of paragraphs, the students stop and code the text.
4. When your students finish reading, they can compare codes with other students in the class.

Text Coding	
✓	I know this
X	This is not what I expected
☆	This is important
?	I have a question about this
??	I am really confused
!!!	This surprises me
○	This is new information
RR	I have to reread this section

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Text Coding

- ✓ I know this
- X This is not what I expected
- ★ This is important
- ? I have a question about this
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Text Coding

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- ? I have a question about this
- ?? I am really confused
- !!! This surprises me
- This is new information
- RR I have to reread this section

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Think Aloud

What is it?

Think Aloud is a strategy for modeling reflective, active reading and then having students practice the skill.

How does it work?

Follow these simple steps for the Think Aloud strategy:

1. Copy the text selection you want to model on an overhead transparency.
2. Read the passage out loud to your students. As you read, stop periodically and share the connections you are making with the text. These connections might include
 - a personal connection.
 - some background knowledge you have.
 - a connection with some other content.
 - an image or idea you have that helps explain the content.
 - a personal reaction.
 - a funny idea or joke that comes to mind.
3. As you share this information, highlight the text, and write or draw in the margin your Think Alouds.
4. Give students a selection of text to read. Have them (on a separate sheet of paper) create a list of their own Think Alouds.
5. Encourage students to share some of their Think Alouds

Why use it?

Modeling reading is essential in building reading competency.

Three Minute Pauses

What is it?

Three-Minute Pauses is a strategy that provides opportunities for students to stop, reflect on new concepts and ideas, make connections to prior knowledge or experience, and seek clarification.

How does it work?

Follow these steps for the Three-Minute Pauses strategy:

1. Give students a selection of text and have them read it for five minutes. Stop them at the end of the time regardless of how far they have progressed through the text.
2. Summarize Key Ideas Thus Far Put students into groups of three to five. Give them a total of *three minutes* to verbally summarize what they read. Make sure they focus only on the main ideas.
3. Add Your Own Thoughts Next, ask students to use their prior knowledge to spend *three minutes* making connections with the new material: What connections can be made? What does this remind you of? What would round out your understanding of this? What can you add?
4. Pose Clarifying Questions Finally, ask students to make a list of clarifying questions in *three minutes* such as: Are there things that are still not clear? Are there confusing parts? Are you having trouble making connections? Can you anticipate where we're headed? Can you probe for deeper insights?
5. Debrief each reading selection with the entire class.

Why use it?

This strategy provides structure to the reading process.



WRAP

What is it?

This is a reading strategy to help students focus on a reading with a partner.

How does it work?

Follow these steps for WRAP - WHISPER, READ, ALTERNATING, PARAGRAPHS

1. Give students a selection of text and place them with a partner. Number your students in their partnership 1 and 2
2. All number one students are going to read the first paragraph of the text by whispering it to their partner.
3. When the first partner finishes their paragraph, the second partner whisper reads the next paragraph. This pattern will continue until they have read the entire selection.
4. Debrief each reading selection with the entire class.

Why use it?

This strategy allows students to work together on a reading in a structured manner.



Stage Three: After Reading Strategies



Alpha Blocks

What is it?

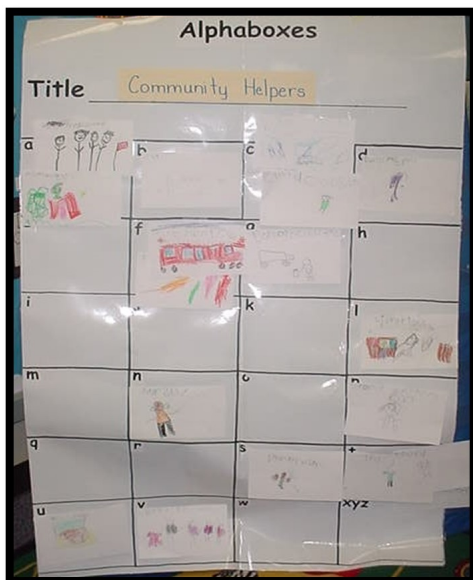
An activity that can be used at the beginning of a unit to activate prior knowledge, or it can be used during a unit of study to assess progress in concept development. It can also be used at the end of a unit to help review for a final assessment.

How does it work?

1. The teacher chooses 3 or 4 topics and labels the organizer such as New England, Middle & Southern Colonies; or Daoism, Confucianism, & Buddhism.
2. Groups are assigned one chart and a specific colored marker. (They will rotate through each chart.)
3. Students are given one minute to list as many topics, terms, ideas, concepts, etc. and record them within the appropriate box.
4. Students then rotate to the next chart, keeping their same marker. Students are given 1-2 minutes to read over the next chart and add more information to it. They may also dispute or question anything already on the chart.
5. Students rotate once again, continuing this process. They have 2 minutes to work as they will have more to read over and consider at each progressive chart.
6. Students can rotate back to their original chart and consider whether they agree or disagree with the entries.

Why use it?

This activity can also serve as an anchor chart that can be used to record information throughout the unit referenced.



Alpha Blocks

Topic:

ABCD

EFGH

IJKL

MNOP

QRST

UVWXYZ

Alpha Boxes

Topic:

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R	S	T
U	V	W	XYZ

Annotated Image

What is it?

Cartoon Capers is an activity in which students annotate an important image from history to showcase the thoughts and feelings of different individuals involved in an event.

How does it work?

1. Give students a selection of text on an historic event.
2. Tell your students to imagine what it would be like if they could overhear a conversation between people at the event.
3. Copy and paste an image onto a sheet of paper - add text boxes and any terms you would like your students to use in their annotated image.

Why use it?

This processing strategy allows students to immerse themselves into an historical event.

Imagine you could overhear General Eisenhower speaking to his men before the invasion of Normandy. What would he say? How would his soldiers respond?



Eisenhower speaks with men of the 502nd Parachute Infantry Regiment, part of the 101st Airborne Division, on June 5, 1944, the day before the D-Day invasion.

Beyond the Frame

What is it?

Beyond the frame challenges students to look beyond what they see, but to actually imagine what might be happening just outside of an image.

How does it work?

1. Stick a photograph in the middle of a very large sheet of paper.
2. Have your students look carefully at the image and discuss what is in it. What might lie beyond its borders?
3. After discussion, each child in the group can help to write or draw on the paper, around the image, what the group has agreed lies beyond the frame..

Why use it?

Use photographs and writing activities to teach Global Citizenship.

What do you think is happening just outside of the image to these farmers during the Great Depression? Respond by drawing the rest of the picture and writing down phrases to describe what you would see.



Character Maps

What is it?

This is a processing activity in which students create visuals to represent key figures and their importance to history. This activity not only taps students' visual-spatial learning modality, it allows you to quickly check student comprehension.

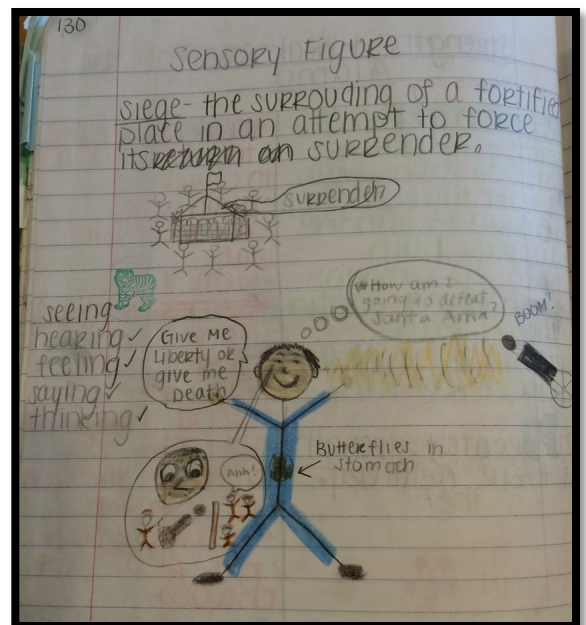
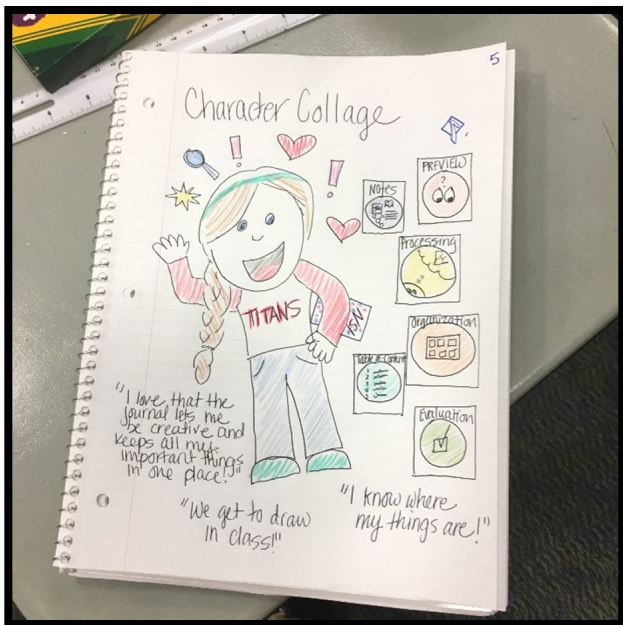
How does it work?

After learning about an individual who made a contribution to history, students are to produce a character map using the graphic provided.

1. On the left side, the student is to identify four or five factual statements that represent key events/accomplishments in the person's life.
2. On the right, the student is to develop four or five interpretative statements the student would use to describe the person.
3. On the head the student is to develop an appropriate hat that best identifies the person's role in history.
4. Underneath the feet, the student is to develop an original statement that evaluates this person's role and significance in history.

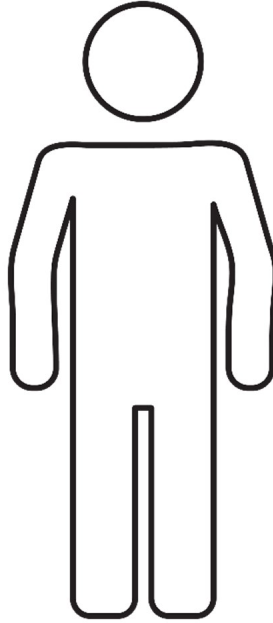
Variation

Sensory Figures Students make a simple drawing of a prominent figure and label it with descriptions of what that person might be seeing, hearing, saying, feeling, or doing-to convey significant thoughts, feelings, and experiences.



Character Map

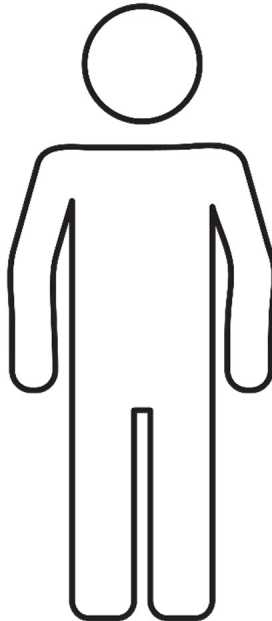
1. On the left side, write four or five factual statements that represent key events/accomplishments in the person's life.
2. On the right, write four or five interpretative statements to describe the person.
3. On the head draw an appropriate hat that best identifies the person's role in history.
4. By the feet, write an original statement that evaluates this person's role and significance in history.



Scissors icon

Character Map

1. On the left side, write four or five factual statements that represent key events/accomplishments in the person's life.
2. On the right, write four or five interpretative statements to describe the person.
3. On the head draw an appropriate hat that best identifies the person's role in history.
4. By the feet, write an original statement that evaluates this person's role and significance in history.



Scissors icon

Changing History

What is it?

An after reading strategy that helps students get an overview without becoming bogged down in the details of what they are reading. It guides comprehension by focusing attention on groups of people who confront problems and cope with change.

How does it work?

1. What if your students were able to change the past? Which events would they change and what would the outcomes be?
2. Pose these questions to your students, and then give them the opportunity to do just that. After studying a unit in social studies, have students brainstorm a list of events that took place.
3. Next, encourage them to change the events so that the outcomes would have been much different. Have them explain how history might have been different as a result of these changes.

Example:

What if slavery had never been allowed in the United States?

CAUSE

The Continental Congress disallowed slavery in the Declaration of Independence.

HISTORICAL EFFECT

1. The Southern economy never flourished.
2. The Civil War never happened.
3. African-American men would have gotten to vote decades earlier.

What if Abraham Lincoln had survived the gunshot wound he sustained from John Wilkes Booth?

CAUSE

John Wilkes Booth's gun misfired.

HISTORICAL EFFECT

1. Andrew Johnson never became president.
2. Lincoln would have been re-elected in 1864.
3. Reconstruction would have been easier on the south.

Elevator Speech

What is it?

This is a strategy that allows students to narrow in on the most important information on an individual in history.

How does it work?

1. Give students a selection of text on a famous person in history.
2. Encourage your students to write down 3-4 of this person's significant accomplishments.
3. Have them write an "elevator speech" - a short paragraph that the famous person could say if they met a stranger in an elevator.

Why use it?

This is a quick and easy way for students to summarize the highlights of a person's life.



Gist

What is it?

This is a strategy that allows students to narrow in on the most important information in a selection of text or unit.

How does it work?

1. Students acquire information. Read the selection with the students.
2. Students summarize using the graphic organizer. Have students work with a partner to identify the main ideas.
3. Create a paragraph. Use the graphic organizer to have the students create a paragraph with 20 words or less to summarize the main ideas.

Why use it?

Summarization is a "high yield" strategy because it forces students to interact with information rather than simply copying it. Gist is perfect strategy for social studies because it can help students sift through information to find the "big ideas".



Gist

Directions: use the graphic organizer to create a paragraph with exactly 20 words to summarize the main ideas of the topic.

I Am Poem

What is it?

This is a structured format for students to use to guide their descriptive writing about a topic, event or historical figure.

How does it work?

The student completes the poetry template based on the information found after researching a topic, event or person.

I am _____

I wonder _____

I hear _____

I see _____

I want _____

I am _____

I pretend _____

I feel _____

I touch _____

I worry _____

I cry _____

I am _____

I understand _____

I say _____

I dream _____

I try _____

I hope _____

I am _____

Example:

The American Flag

I am a symbol for freedom for our country.

I wonder how I will change over the next few centuries.

I hear people pledge their allegiance to me every day.

I see people of different races and cultures unite to defend our country.

I want to fly high blowing in the wind.

I am a symbol of freedom for our country.

I Am Poem

I am _____
I wonder _____
I hear _____
I see _____
I want _____
I am _____

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I Am Poem

I pretend _____
I feel _____
I touch _____
I worry _____
I cry _____
I am _____

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I Am Poem

I understand _____
I say _____
I dream _____
I try _____
I hope _____
I am _____

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Mosaic

What is it?

This strategy can be used as an individual assignment or a small group project. If working in a group, each group would prepare a mosaic depicting key ideas and events from a topic or unit of study and present the mosaic to the class. This processing assignment is similar to the mini-mural, but simpler and smaller in scale. An alternative processing assignment includes creating a mosaic puzzle.

How does it work?

Students convey the most important information about the topic including:

- Topic
- What is it?
- Who is/was involved?
- What are important dates related to the topic? (include timeline)
- What are the important places involved?
- Why is this important?
- Summary sentence
- Explanation of the impact (What does this topic have to do with change?)

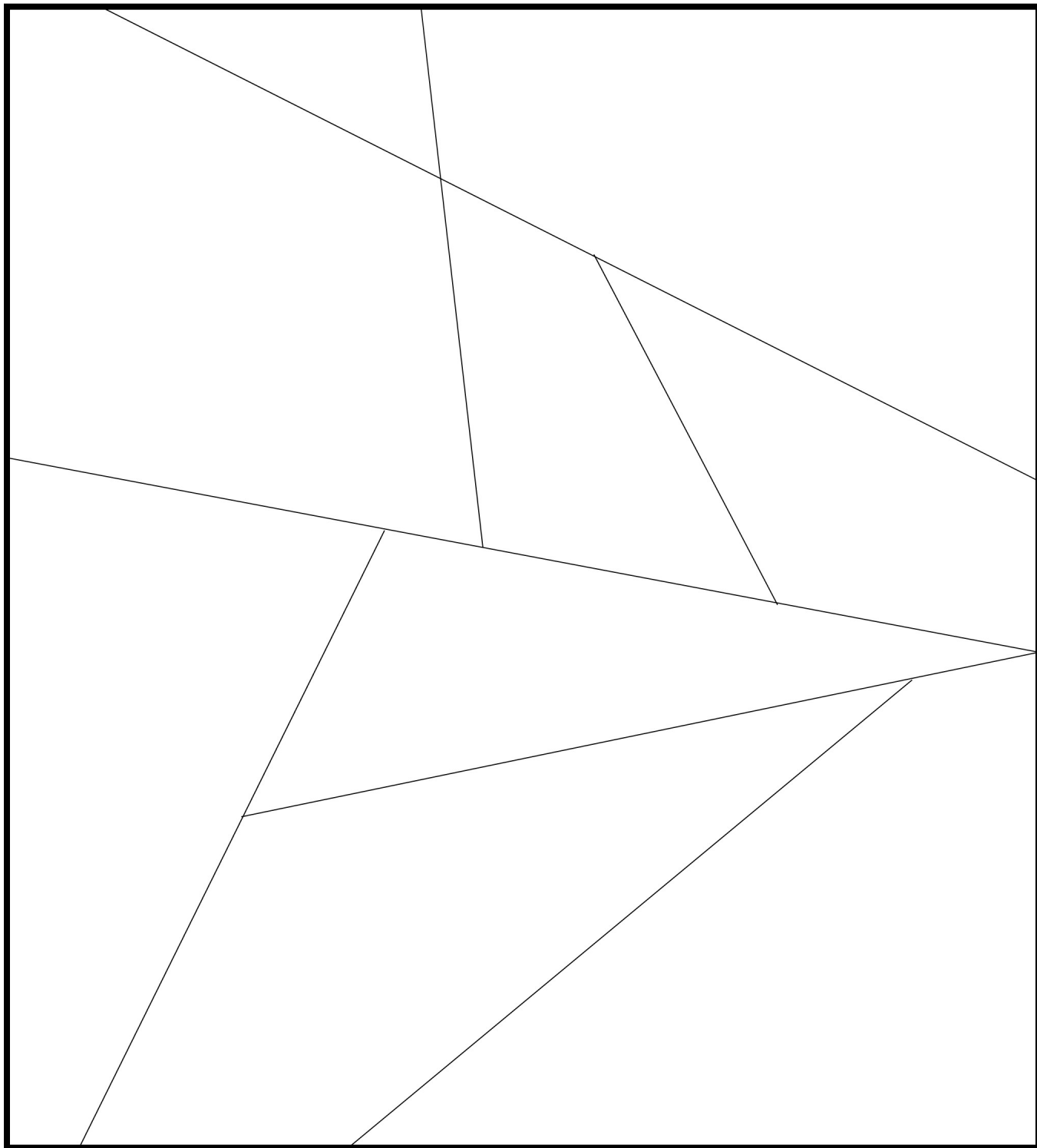
Why use it?

This is a graphic summary of information. it allows students to "chunk" information into smaller parts.



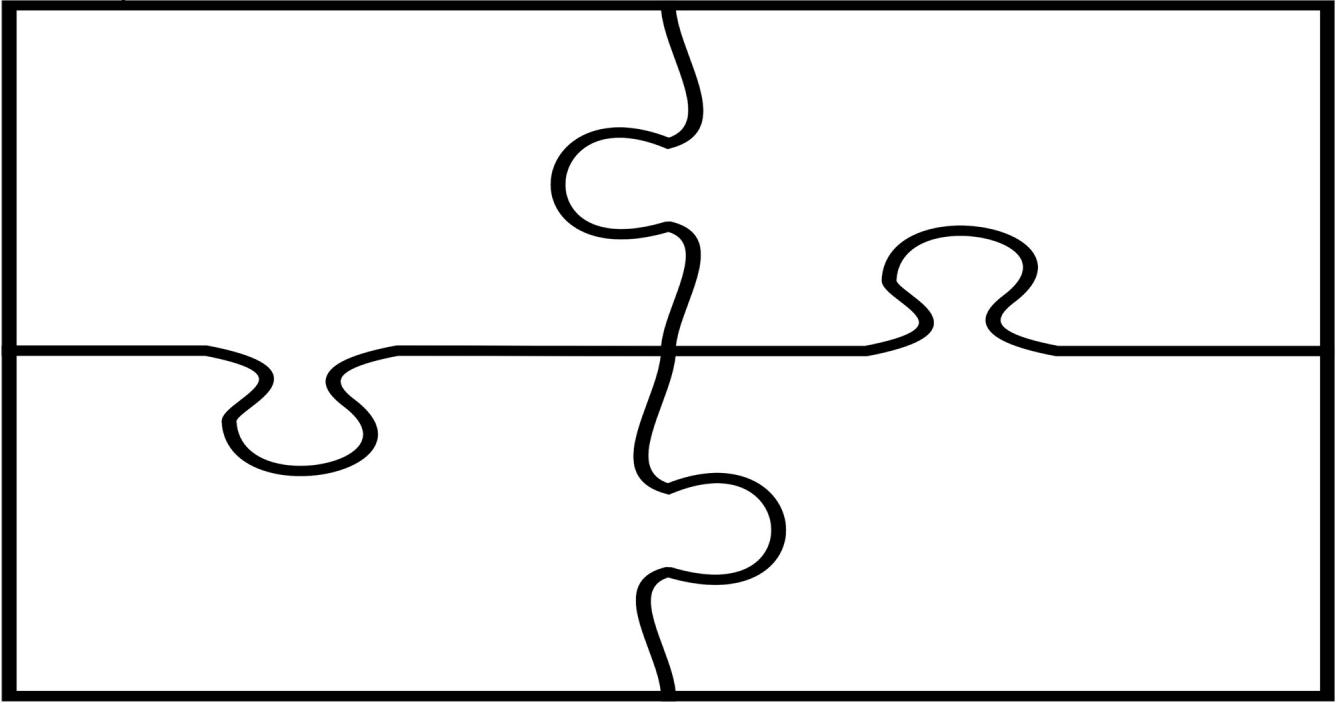
Mosaic

Directions: create a mosaic to represent the key ideas of your topic. Each space should have a separate image with a summary sentence. Taken together, all of the spaces should represent the same theme.



Mosaic Puzzle

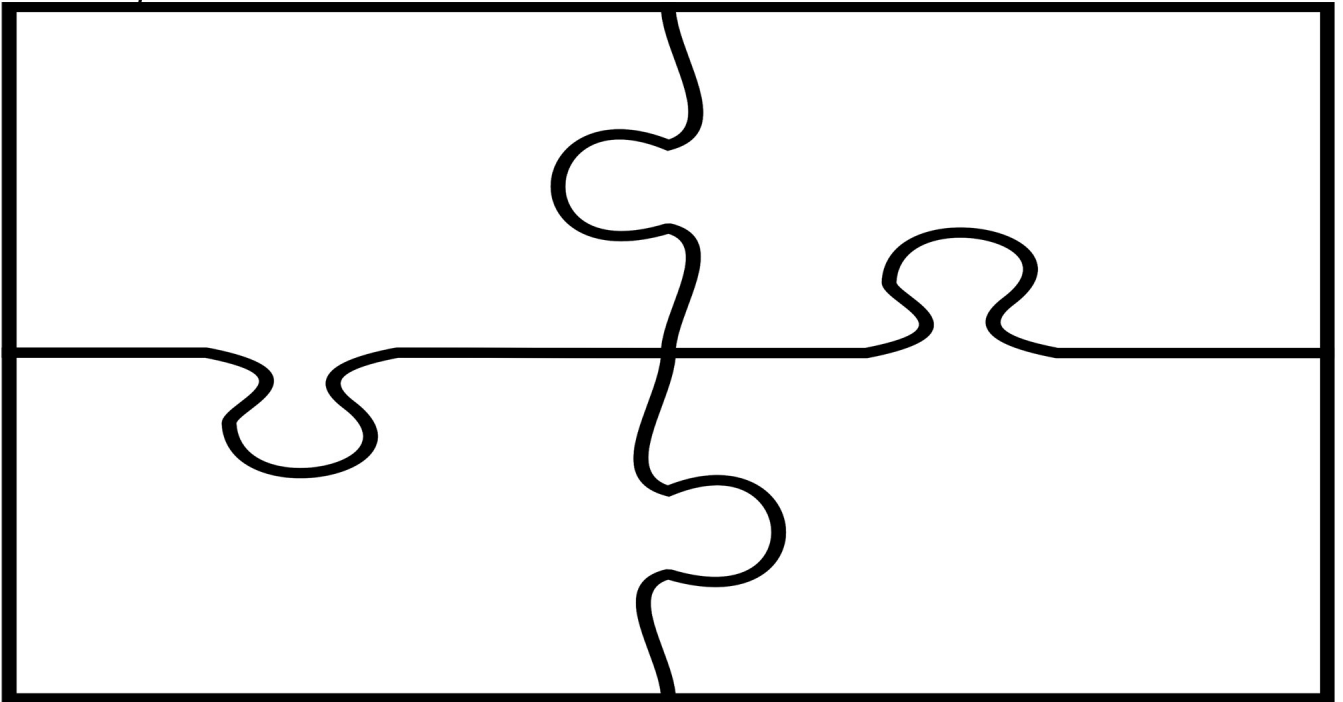
Create a puzzle that shows the key points of your topic. Each puzzle piece should have it's own image, but all together it should make a picture. Label the images.



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Mosaic Puzzle

Create a puzzle that shows the key points of your topic. Each puzzle piece should have it's own image, but all together it should make a picture. Label the images.



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Pick A Card, Any Card

What is it?

This strategy encourages all students to think more about what they read and confidently share their observations and opinions. Responding to prompt cards, students write on sticky notes and then share their feelings, reactions, and questions about portions of or the entire text they were assigned to read.

How does it work?

1. Prepare materials. Create three sets of reading response cards with the following prompts:

I never thought that....
I can relate to this chapter because...
I thought...
I was imagining that...
I can't believe...
What I didn't know was...
I think the author...
it's hard to believe that...
I wonder why...
I learned...
What if...
I was really interested that...
I was surprised by...
When I read this I felt
The part that makes a real picture in my mind is...
I find...
I really can't understand...
I suspect...
I like the way...
I noticed that...
So far, I know...
I was impressed by...
An interesting word/sentence/idea is...
This information differs from other things I know...
Something that was difficult for me to understand was...
This reminds me of
This information is important for me to know because...

2. Place students into groups of four. Have each student draw two cards and place them face up in the center of their table. Give students each two sticky notes and tell them to write their responses to any two cards after they finish reading. Once students have completed their sticky notes, have them share their responses with their group members.

I never
thought
that...



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I can
relate to
this
because...



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I
thought....



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I was
imagining
that...



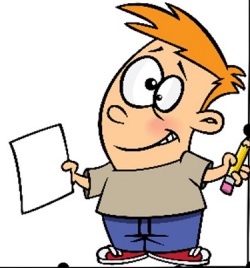
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I can't
believe...



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What I
didn't
know
was...



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I think
the
author....



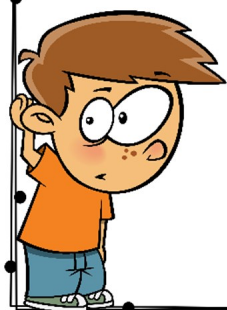
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I
wonder
why...



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I really
don't
understand...



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What
if...



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I was
really
interested
that....



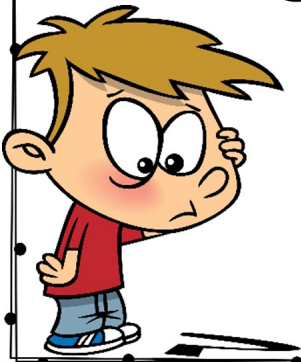
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When I
read this
I felt...



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I was
surprised
by...



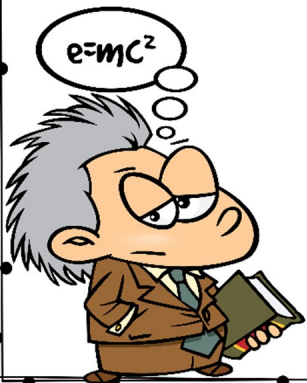
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I noticed
that...



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I
learned....



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The part
that makes
a real picture
in my mind
is...



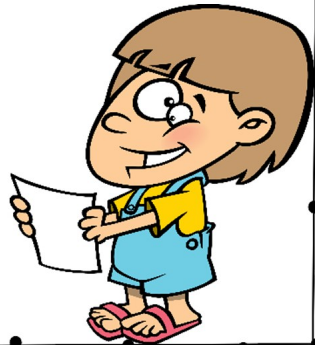
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I find...



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An
interesting
sentence is ...



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I was
impressed
by....



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I like the
way...



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The most
important
part is...



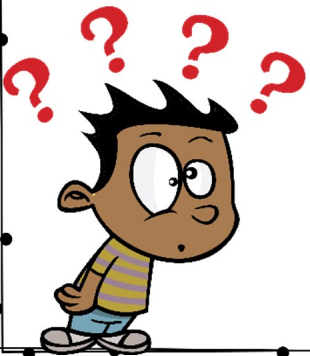
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Some new
ideas
include...



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I am
confused
by....



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This
information
is important
because...



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