

A THEORETICALLY-BASED CURRICULUM
INCORPORATING READING TO LEARN AND
WRITING TO LEARN IN
SIXTH-GRADE SOCIAL STUDIES

by

Sarah Jane Sowers

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APPROVED:

K. Hoskisson, Chairman

J.A. Niles

P.P. Kelly

R.V. Lalik

J.R. Sandidge

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Committee Chairman: Kenneth Hoskisson
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(ABSTRACT)

The purpose of this study was to develop a theoretically-based social studies curriculum that incorporated research related to schema theory, reading to learn theory, and writing to learn theory. Learning principles and instructional principles were derived from each theory to serve as guidelines for selecting instructional strategies from the research to be included in the curriculum.

The content of the Heath Social Studies text (1985) and the instructional strategies together constitute the curriculum for this study. A preparation phase, a guidance phase, and an independence phase was developed for each chapter of the curriculum based on Herber's (1978) instructional framework.

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TABLE OF CONTENTS

	<u>Page</u>
ABSTRACT.	ii
ACKNOWLEDGEMENTS.	iii
CHAPTER	
I. INTRODUCTION	1
Purpose.	5
Schema Theory.	6
Reading to Learn Theory.	7
Writing to Learn Theory.	8
Overview of the Study.	10
II. THEORETICAL RATIONALE.	11
Schema Theory.	11
Summary Statements	
from Schema Theory	25
Reading to Learn Theory.	26
Summary Statements	
from Reading to Learn Theory	34
Writing to Learn Theory.	35
Summary Statements	
from Writing to Learn Theory	47
Instructional Framework.	49
Learning Principles and	
Instructional Principles	54
III. THE CURRICULUM	56
Introduction	56
IV. CONCLUSIONS, CURRICULUM DEVELOPMENT	
AND RESEARCH POSSIBILITIES	192
Introduction	192
Conclusions.	193
Curriculum Development	
Possibilities.	193
Research Possibilities	195
Summary.	196
REFERENCES.	198
APPENDICES.	206
VITA.	230

CHAPTER 1

INTRODUCTION

In order for students to comprehend content area material, they must possess the ability to use reading as a mode of learning. A student's textbook is a valuable source of information and knowledge, yet many teachers neglect to show students how to read to learn from those textbook pages. Reading is one way students acquire information. It is the content teacher's job to show students how to use reading effectively to comprehend and learn from text materials (Vacca & Vacca, 1986).

Writing in the social studies classroom can also promote comprehension of content area material by encouraging students to explore and connect what they know to material they are being exposed to. Writing helps the student personalize the information. Teachers in the content areas are able to facilitate students' writing ability while students are learning the content and its inner relationships (Frager, 1985). Writing is an excellent means of mastering course content and can lead to extensive rethinking, revising, and reformulating of knowledge. Writing makes a person aware of what is and what one needs to learn (Arthur, 1981; Langer, 1986).

Relatively few curriculum programs in use in the middle grades provide activities to develop student's reading and

writing skills while teaching content. Shugarman and Hurst (1986) state that reading and writing skills are not emphasized during content area classes. Observational studies conducted by Durkin (1978-1979) found very little direct instruction of reading comprehension or study skills in social studies classes. She found that fewer than 50 of the 17,997 minutes of observation time spent contained any comprehension instruction. Teachers were observed to spend the majority of their time with assessment and giving worksheets. Armbruster and Gudbrandsen (1986) found that in social studies programs at the fourth- and sixth-grade levels provided little reading comprehension instruction. Gallagher and Pearson (1982) noted patterns of teacher/student interaction in social studies and science classrooms. They found that the interactions were geared to a common instructional goal, getting the content of the texts into students' heads. Out of forty teachers, 65 percent used round robin oral reading of the segments in a chapter with low-level detail questions interspersed between segments. Ten percent of the teachers observed had students read the chapter independently then led the discussion on what she viewed as important in the content. The questions were as likely to emphasize background knowledge or text pictures as text details. Ten percent of teachers observed had their students read the text and the teacher paraphrased. Only two teachers in the sample spent any time

teaching skills or strategies students might use on their own in future reading.

Neilsen, Rennie, and Connell (1982) also observed teacher/student interactions in social studies classrooms. The dominant emphasis in these classrooms was on assessment of chapter content (postreading questions) and helping students with written assignments. Teachers observed in these studies seem to place the most emphasis on the delivery of the information; hence the emphasis in content area lessons on oral reading of the passages and questions that assess the mastery of the content. It seems that reading skills are rarely developed or reinforced in content classes (Shugarman & Hurst, 1986).

Writing is rarely given much instructional attention by many content area specialists other than perhaps English teachers. Arthur Applebee (1981) observed writing in various content area classrooms for an academic year in two midwestern high schools. He classified the writing activities he observed into four categories: mechanical uses of writing, informational uses of writing, personal uses, and imaginative uses of writing. Applebee noted that 44 percent of the observed lesson time involved one of the four categories of writing. The mechanical and information uses of writing dominated the observed time. Note-taking took up 17 percent of the time spent on informational writing. On the average, students spent less than 3 percent

of lesson time producing at least a paragraph of coherent text. Durkin (1978-1979), while observing reading and social studies classes for over 300 hours, found that few teachers used writing activities to practice and develop reading skills. Applebee (1981) and Graves (1978) found that writing is used primarily to monitor and evaluate what students have already learned. Studies show that writing is used for limited purposes in many classrooms and little time is spent using writing for promoting learning.

Content area teachers need to provide theory-based instruction in reading comprehension and writing to learn. However, observational studies by Durkin (1978-1979) and Neilsen, Rennie, and Connell (1982) suggest little instruction of reading comprehension or study skills in social studies classes. Durkin found that teachers asked many questions and gave many assignments but did very little direct instruction of reading comprehension.

Armbruster and Gudbrandsen (1986) examined five social studies programs at the fourth- and sixth-grade levels to see what kind of reading comprehension instruction was provided. These programs included: Follett (1980), Harcourt Brace Jovanovich (1980), Laidlaw (1978, 1979), Macmillan (1982), and Scott Foresman (1982). They observed that while all the publishers, except Laidlaw, acknowledged the importance of reading in the social studies by including reading skills among the stated objectives of their program,

only two of the five offered any instruction in reading/studying skills. Reading/studying skills were classified as information given to the teacher or student about how to go about doing a reading/studying or thinking task. Only three percent of the pages listed on the scope and sequence charts were pages containing any instruction on how to learn from text material. An average of 77 percent of the referenced skills were practice and application tasks or situations in which students were expected to apply or practice a reading, studying, or thinking skill without receiving instruction in how to do so. The studies presented reveal that many textbook reading lessons fail to reflect the tenets of a basic theory of learning.

Purpose

The purpose of this dissertation is to use theoretically-based instructional strategies that take advantage of current research in psychological theories of reading and writing. These theories and strategies based on the theories can be used to develop processes that will enable students to improve aspects of reading and writing while learning the content of a sixth-grade social studies curriculum.

Schema Theory

Students in the content areas encounter new material daily. Schema theory suggests that a student better comprehends the new material if it is somehow related to information he has stored in his memory (Smith, 1975). Schema theory explains how knowledge is stored in our memory. A schema is a framework the learner uses to organize, categorize, and make connections between his knowledge of the world and the text. Comprehension is the interaction of new information with information stored in schemata (Smith, 1975).

Prior knowledge is extremely important in influencing how we interpret what we read and what we learn from reading (Anderson, 1977). We must access the knowledge we already have about the topic or make it available so that we can comprehend content material (Anderson & Pichert, 1978; Bransford, 1983). As students encounter new information, they must either fit it into what they already know (assimilate the information), or restructure their existing knowledge to fit the new information (accommodate the information).

Reading is an active process in which the reader uses the knowledge he has along with what is encountered in the text to comprehend material (Anderson, 1977; Anderson & Pichert, 1978; Bransford, 1983). Curriculum materials need to be structured in order to bridge the gap between what the

reader knows and what he is reading to learn. Activities structured according to the schema theoretic point of view help students make connections between new material and material encountered in content texts. In Reading Without Nonsense, Frank Smith (1978) concludes that if children cannot relate new materials to what they already know, it will be nonsense to them.

"Writing to learn is a catalyst for reading and studying course material" (Vacca & Vacca, 1986, p. 206). Writing activities that focus on the personalization of knowledge help make the connections between what is already in the learners' schemata and what is encountered in content area texts. These writing activities improve reading comprehension and help students master course content (Karlin & Karlin, 1984; Arthur, 1981).

Reading to Learn Theory

Content area teachers express dissatisfaction when they are asked to teach reading in their content classes (Vacca, 1981). Many times content teachers are asked to devote one class period per week to reading instruction and the other four to instruction in the content of the curriculum. Because most feel that one hundred percent of their class time is not sufficient for dealing with content, they naturally resent being asked to devote part of their time to reading instruction especially when many have not been

educated to do so. Reading and content are treated as a dichotomy by students and teachers between the content of the subject and the reading process (Herber, 1978).

The problem faced by many teachers is the balance between content and process. What is missing is the interaction of content and process to enhance one another. Reading cannot be taught as a separate subject at any level of instruction but reading instruction needs to be included in content classes since content is expressed in language (Herber, 1978; Readence, Bean, & Baldwin, 1981; Robinson, 1983; Vacca, 1981). Many teachers recognize the danger in teaching reading as if it were a content in itself when reading is, in fact, a process and should be taught as such. The basic text and strategy-teaching materials taken together can be used to facilitate the reading process and convey content material. Reading skills and course content can be taught simultaneously when basic text and other resource materials are used as vehicles for teaching the ideas and information related to curriculum as well as the reading and reasoning skills implicit in the information. Process and content need to be combined instructionally for the enhancement of both (Herber, 1978; Vacca, 1981).

Writing to Learn Theory

Writing is usually avoided by students because it is many times separated from any experience the student has

had. The writing and the evaluation of writing experience has usually been a negative one (Daly & Miller, 1975). Applebee (1981) suggests that the writing done in the classroom tests the knowledge of specific content rather than encourages students to write for themselves. Only small amounts of writing done in the classrooms actually facilitate learning. Students and teachers often think of writing in the classroom as producing a product to be graded. As long as this continues to be true and writing holds relatively no significance for students, writing will remain product oriented (Applebee, 1981; Bushman, 1984). Students are not personally involved in the writing due to lack of interest in and knowledge of the subject matter (Bushman, 1984). Students are often found to have poor composing skills, insufficient knowledge about the writing process, immature thinking, and lack of interest to become involved in committing thoughts to paper.

Using appropriate writing activities in the content area classroom reinforces reading and comprehension of text material. Writing improves thinking and helps students comprehend by allowing them to personalize the material through the act of composing (Freisinger, 1982). Students should be given the opportunity to write in an expressive way that encourages exploration and allows students to extend their image of the world. This expressive mode helps students connect what they have learned through previous

experiences to the new material they are gaining through content classes (Freisinger, 1982).

So, while many writing experiences have been negative ones for both teachers and students, using writing to learn in the content classrooms can make writing more enjoyable for students and facilitate comprehension of text material.

Overview of the Study

Chapter 2

This chapter will be a discussion of schema theory, reading to learn theory, writing to learn theory, and research that has been done in these areas. I will use the research as a basis for developing the instructional strategies in Chapter 3.

Chapter 3

This chapter will include the processes for teaching social studies content which incorporate the reading to learn and the writing to learn research.

Chapter 4

In this chapter, I will draw conclusions and offer suggestions for further development in the area of using schema theory, reading to learn, and writing to learn in content classrooms.

CHAPTER 2

THEORETICAL RATIONALE

Instruction in reading and writing processes has been neglected in many content area classrooms. Classroom teachers often base instruction on producing a product for evaluation. This chapter will review schema theory as it pertains to reading to learn and writing to learn research. A review of schema theory, reading research, and writing research adds to the development of a curriculum which encourages students to learn the processes of reading to learn and writing to learn while comprehending course material.

Schema Theory

A student's schemata is the knowledge structure he brings to learning. It has also been described as his organized knowledge of the world (Anderson, 1984). Smith (1975) suggests that our knowledge of the world is categorized in our cognitive structure and there is a network of interrelations among these categories. We have a system of categories which allows us to distinguish different kinds of objects from others. We also have a set of rules or distinctive features that permit us to put objects into particular categories. There are many ways that categories can be related. It is through the

understanding of these interrelationships that we make our environment meaningful. We would not be able to comprehend the world around us without these interrelations (Smith, 1975).

We are constantly adapting to our environment by enlarging our existing categories and constructing new categories. These categories and their interrelationships are our schemata. Our schemata change as we encounter new experiences and attempt to input new information. If the new information is integrated into preexisting schemata, it is said that we have assimilated the new information. When new information that we encounter in text does not fit into our preexisting schemata, we can either ignore the information or modify our schemata to accommodate the new information (Pearson & Johnson, 1978; Hoskisson & Tompkins, 1987).

When a balance occurs between the assimilation and accommodation of information, we are said to be in a state of equilibrium. As soon as we encounter new stimuli from the environment that does not fit into our preexisting schemata, we are in a state of disequilibrium. Students are motivated by this state of disequilibrium to seek equilibrium so that information can be accommodated into our schemata (Piaget, 1952).

The schemata students bring to learning have important implications for content area reading. A reader must

activate existing knowledge structures to interpret the text he will encounter. The comprehension of that text involves the matching of what the reader knows to a new message. The written text does not in itself carry meaning. The words in the text help the reader to associate concepts, their past interrelationships, and their potential interrelationships (Adams & Collins, 1979).

The prior knowledge a reader carries with him to the content area classroom in his schemata is extremely important in influencing what he reads and what he will learn from the reading (Anderson, 1977). To help students comprehend material they will encounter, we must help students access the knowledge they already have about the topic or make information available so that comprehension can occur (Anderson & Pichert, 1978; Bransford, 1983).

Readers must possess an adequate schema for a topic before they are asked to read and comprehend material about that topic. If a schema is lacking, comprehension will suffer. The implication is that knowledge and the relationships among pieces of knowledge must be nurtured if comprehension is to result. Kathleen Stevens (1980) examined the effect of background knowledge on the reading comprehension of ninth graders of varying ability levels. She identified high and low knowledge topics for each student. Each student was then given a high knowledge and a low knowledge topic paragraph to read. Effects of

background knowledge on the resultant reading comprehension were analyzed by ability level. The results of this analysis indicated that prior knowledge of the topic was a significant factor for all ability groups. Thus, possessing high prior knowledge concerning the topic read greatly enhanced comprehension of that topic. In other words, topic knowledge is an aid to comprehension of material concerning the topic. The results of the experiment also provide support for the notion of previously possessed schemata as a crucial component in the comprehension process. From this it can be said that one step in improving reading would be to improve prior knowledge of the topics being read.

The schema provides the basis for comprehending ideas in texts. Comprehension occurs when a reader is able to bring to mind a schema that gives a good account of objects and events described in a message (Anderson, 1984). There is no literal level of comprehension of stories and texts that does not require coming up with a schema. To illustrate this, Bransford and Johnson (1972) had subjects read a paragraph that was written so that most people are unable to construct a schema that will account for the material. Subjects rated the paragraph difficult to understand and they were unable to remember much of it. When a drawing was provided that explained the passage, subjects were better able to comprehend the passage and were able to remember a great deal of it. The experiment shows

that a schema accounting for the relationship among elements is essential for comprehending. A passage will be incomprehensible if a reader is unable to discover a schema to fit (Anderson, 1984).

The schemata a reader brings to bear depends on the background of the reader or the reader's culture (Anderson, 1984). Anderson, Reynolds, Schallert, and Goetz (1977) presented a passage to groups of people. Most thought the passage was about a convict planning his escape from prison. Another group of men involved in the sport of wrestling thought the passage was about a wrestler caught in the hold of his opponent. It seems that the subjects' background had great influence on the interpretation of the passage. So, the act of comprehending is a matter of bringing to bear a schema that provides a reasonable explanation of objects and events mentioned in text. Comprehension occurs when the reader discovers a schema that explains the discourse (Anderson, 1984).

As a person reads, the interpretation of text is theorized to depend both on analysis of print and on hypotheses in the reader's mind. Reading is an interactive process that involves analysis at many different levels such as graphophonemic, morphemic, semantic, syntactic, pragmatic, and interpretive (Anderson, 1984). Consider the processes the reader is involved in understanding and later remembering this statement: "Jane decided not to wear her

matching silver necklace, earrings, and belt because she was going to the airport" (Bransford, 1984, p. 385). To comprehend this statement, one must look at the actual information given on the page and then postulate a reason for the connection between the airport and what Jane wears. If the reader has a well-developed "airport schema," he might assume that Jane did not wear her jewelry because of metal detectors in the airport. The reader's schemata will provide a basis for interpreting the information in the text (Bransford, 1984).

The knowledge the reader does possess in his schemata has a pervasive effect on his performance in both learning and remembering of information and ideas in a text. Anderson (1978) and Anderson and Pichert (1978) cite six functions of schema:

1. The readers schema provides slots or ideational scaffolding for assimilating text information so it may be readily learned.

2. A schema selectively allocates attention to those parts of the text that require close attention.

3. A reader's schema allows for inferences that go beyond information literally stated in the text.

4. A schema allows the reader to trace through the memory in an orderly search for information.

5. A schema allows editing and summarizing making it

easier for the reader to retain significant information and omit the trivial.

6. A schema permits the reader to generate hypotheses about missing information in the memory by using specific text information and the reader's schema.

In summary, the schemata affect processes at the time of output as well as input. The activation of appropriate knowledge is a fundamental aspect of the act of comprehending and remembering. This might imply that some children who appear to have poor comprehension and memory skills might do so because they may lack, or fail to activate appropriate background knowledge, not because they have some inherent comprehension or memory deficits (Bransford, 1984).

Bransford (1984) notes that there are many levels at which a child may lack the background knowledge necessary to understand a text. The child may have no knowledge of a concept or he may have some knowledge yet fail to understand many statements involving the concept. For example, a child might understand some statements about airports (John went to the airport because his friend was coming to visit), yet lack the knowledge for understanding others (e.g., the earlier statement about Jane). So, the question of familiarity with concepts in a story may be complicated (Bransford, 1984).

The different background knowledge people have or the

sometimes subtle differences in their schemata can have important implications for the interpretations they make of texts. If a child knows that thieves are often found at airports, he might interpret that Jane did not wear her silver jewelry because she was afraid someone might take it. If a teacher forms a "metal detector" interpretation of the passage and asks assessment questions accordingly, even though the student's interpretation was reasonable, it will be wrong. Therefore, possibly the student will be assessed as having comprehension problems or a memory deficit (Bransford, 1984).

Barclay, Bransford, Franks, McCarrell, and Nitsch (1977) concluded that mismatches between a learner's interpretation and a teacher's way of phrasing questions may cause considerable decrements in memory performance. If the phrasing of the teacher's questions is not congruent with the student's interpretation, the teacher may conclude that the child did not learn from the text. This may affect the child's assumption about his own abilities (Bransford, 1984). Bransford and Johnson (1973) conducted a study in which college students read a passage that could be interpreted as describing a hunter or as describing a convict. The students interpreted the passage as describing a hunter. Questions were given to the students written from the perspective of the escaping convict interpretation. These questions caused confusion about the relevant aspects

of the story. The students struggled with the questions and then concluded that they had misinterpreted the story. The implication for the classroom here is that mismatches between students' initial interpretations and teachers' phrasing of questions can occur inadvertently in any situation. Furthermore, students may mistakenly decide they have difficulty learning when they do not realize these mismatches occur (Bransford, 1984).

One way to prevent mismatches between the author's message and the reader would be for the teacher to analyze the material presented to students and simplify them so that mismatches are less likely to occur. This simplifying would provide children with materials about things they know about but the familiarity might prove too dull (Bransford, 1984).

Another approach for providing the reader with new information he will need to understand a passage is to tell him about it. The teacher might supply information to the reader about the new information in a passage either prior to the child's reading the text or in the text itself. An effective teacher will take the opportunity to elaborate on the new information. The amount of elaboration will depend on the preexisting knowledge of the learner. Through this elaboration of new material, the teacher is helping the child "develop more sophisticated schema rather than simply to activate a schema that already exists" (Bransford, 1984, p. 390). The elaboration of information along with

activation of preexisting knowledge helps the student create an integrated schema that will provide support for comprehending and remembering subsequent events (Bransford, 1984).

When reading material for the first time, new facts and relationships between those facts might seem arbitrary to the learner. Consider the experiment done by Stein, Morris, and Bransford (1978). They gave college students ten statements in which the concepts were familiar but the relationship between the concepts seemed arbitrary. Two of these statements were:

1. The tall man bought the crackers.
2. The bald man read the newspaper.

The college students did poorly when answering memory questions about these statements such as: "Which man bought the crackers?" The students were able to comprehend the material but had difficulty remembering it because the relationship between the men and their actions seemed arbitrary. Children introduced to many new ideas which seem arbitrary might also have trouble remembering what facts go with what. The teacher needs to make the facts seem less arbitrary to students by giving them information to clarify their significance (Bransford, 1984).

In the experiment by Stein and Bransford (1979) which extended the previous study, students were given additional information about the men in the statements that made the

relationships less arbitrary. By providing activities that enable the learner to understand the significance of new facts, he may be more able to deal with novel situations. These activities that enable learners to grasp the significance of new factual content may also facilitate memory. The facts became more meaningful, therefore, easier to remember. For example:

1. The tall man purchased the crackers that had been lying on the top shelf.

2. The bald man read the newspaper in order to look for a hat sale.

This elaboration of information helps students link the type of man to a particular activity. This type of elaboration is necessary for students who are unable to make connections between facts and the relationship between the facts on their own because the facts seem arbitrary. This elaboration may prevent the lack of information which hinders the student from developing the level of understanding necessary for learning subsequent information (Bransford, 1984). Because students do not automatically integrate what they are reading with what they already know (Paris & Lindauer, 1976), activities should be planned and implemented as part of the curriculum that are designed to help students activate relevant knowledge before reading new factual material (Anderson, 1984). When students do not possess the complete prerequisite knowledge necessary to

understand new materials, activities should be provided to integrate what the child knows to what is presented, therefore, promoting comprehension. Activities should be employed that cause readers to integrate what they know to what is being learned such as the Directed Reading Thinking Activity (Stauffer, 1969) and activities that highlight the structure of text material such as advance organizers (Ausubel, 1968) and structured overviews (Herber, 1978). Ausubel (1968) states that "the principal function of the organizer is to bridge the gap between what the learner already knows and what he needs to know before he can successfully learn the task at hand" (p. 148).

Taylor and Beach (1984) studied the effects of text structure instruction on seventh-grade students' comprehension and production of expository text. One hundred and fourteen students were assigned either to an experimental group receiving instruction and practice in a hierarchical summary procedure used after reading social studies material, a conventional group receiving instruction and practice comprised of answering and discussing questions after reading social studies material, or a control group receiving no special instruction. The results indicated that the experimental reading instruction focusing on text structure enhanced students' recall for relatively unfamiliar social studies material. The post-test recall scores of students in the experimental group were higher

than the scores for either the conventional or control group with an unfamiliar passage after receiving reading instruction focusing on text structure. It was suggested by the data analysis that the reading instruction focusing on text structure had indirect effects on students' writing competence. The experimental group was superior to the control group on the post-test composition rating of overall writing quality after the groups received reading instruction focusing on text structure. This finding suggests that the attention directed to text structure in students' reading of expository text, along with practice in writing structured summaries, may have helped students hierarchically organize their own expository writing with the end result of improvement in overall writing ability. In conclusion, instruction focusing on text structure in reading appears to directly improve middle grade students' recall for unfamiliar expository text as well as directly improve the quality of students' expository compositions.

Sandra Berkowitz (1986) studied the effects of instruction in text organization on sixth-grade students' memory for expository reading. She compared two experimental methods of instructing sixth-grade students to use the organization of ideas in content reading as a framework for studying (map-construction and map-study procedures) with two control study methods which did not focus students' attention on text organization (question-

answering and rereading procedures). The students who used map-construction scored significantly higher on immediate free recall for one of two expository passages than students who used the other study procedures. The experimental procedure of map-construction fostered significantly greater free recall of social studies textbook passages than the question-answering procedure in immediate and delayed recall conditions. This suggests that a strategy which helps students to focus on text structure does facilitate greater recall than a conventional questioning procedure.

In summary, students may possess sufficient preexisting knowledge to comprehend some types of statements but not others. Differences in preexisting knowledge between a teacher's schemata and a learner's schemata may cause mismatches between the phrasing of an assessment question and the interpretation of a passage causing decrements in performance. To clarify new facts that may seem arbitrary to the novice, activities that elaborate meaningful relationships should be employed. Appropriately elaborated facts are easily integrated into new schemata providing support for subsequent texts.

In the next sections, I will explore the reading to learn and writing to learn research that have their genesis in schema theory to find strategies that help students comprehend content material.

Summary Statements from Schema Theory

1. Students' schemata are enlarged as new experiences are provided through instructional strategies in the curriculum. (Anderson & Pichert, 1978; Bransford, 1983)

2. The prior knowledge a reader carries with him is important in influencing what he reads and what he will learn from reading. (Anderson, 1977)

3. Students have a better chance of comprehending material if they are able to access the knowledge they already have about the topic. (Anderson & Pichert, 1978; Bransford, 1983)

4. Different background knowledge students have or the subtle differences in their schemata can have important implications for the interpretations they make of texts. (Bransford, 1984)

5. Elaboration of information helps students make connections between facts and their relationships. (Bransford, 1984)

6. Elaboration prevents the lack of information which hinders the student from developing the level of understanding necessary for learning subsequent information. (Bransford, 1984)

7. Instruction focusing on text structure appears to improve middle grade students' recall for unfamiliar expository text as well as to directly improve the quality of students' expository compositions. (Taylor & Beach, 1984)

Reading to Learn Theory

Reading is a main avenue of attaining knowledge in the content areas. Students must possess the ability to use reading to learn from written material to master content. Reading in the content area of social studies is especially important as a means of gaining information. Cassidy (1978) states: "Students' success in social studies is solidly based on the ability to read to obtain information. Despite this, time is rarely devoted to the actual teaching of reading within the block of time allocated for social studies" (p. 62).

Davis (1975) says that a student's success or failure is often determined by his reading ability. Kerber (1980) states that "the importance of reading is paramount in the social studies; it is the vehicle through which events and concepts come alive" (p. 13). Content reading authorities (Herber, 1978; Robinson, 1983; Vacca, 1981) claim that instruction in reading comprehension and studying should be part of the content area curriculum.

There needs to be a balance in the content area classroom between content and process. Reading is a process that should not be taught as a separate subject. There should be an interaction between course content and the

reading process. The basic text and strategy-teaching materials taken together can be used to facilitate both the reading process and content material. Herber (1970) calls this interaction "functional instruction." This occurs when teachers identify skills which are prerequisite for completing certain tasks and then present these skills along with the subject matter being studied. Content teachers are addressing abilities while presenting subject matter.

The meaning of the content in the text does not reside in the material itself, but in the interactions between the learner and the text. The reader is the one who constructs meaning from the content of the text. The reader must build meaning by connecting his existing knowledge to new knowledge encountered in the text (Vacca & Vacca, 1986).

The content teacher's job is to show students how to use reading effectively to comprehend and learn from text materials. The classroom teacher is a "process helper" that helps students bridge the gap between themselves and the text (Vacca & Vacca, 1986).

The functional approach to reading instruction emphasizes the use of a variety of sources normally used in the curriculum. Material contained in the text provides both the concepts and the means to apply appropriate reading skills. Using the regular text instead of exercises such as isolated workbook drill provides a more meaningful experience for the learner, therefore making it easier for

the learner to apply reading skills. Students will begin to see the appropriateness of the reading material as a means of learning content which will increase their success with the content material. By using the regular text and other appropriate materials, teachers are helping students understand the content and giving them a sense of the process implicit in the content material (Herber, 1978; Vacca & Vacca, 1986).

To make sense out of what he reads, a reader must use his background knowledge as well as expectations and interactions with written text. The knowledge the learner has organized in his schemata has important implications for content area reading. Readers activate their existing knowledge organized in their schemata to interpret text. Comprehension of the material depends on the ability of the reader to match his existing knowledge to the new message in the text (Vacca & Vacca, 1986). Teachers need to help provide the proper context into which new information can be placed. Giving students background information helps bring to mind the proper schemata through which new ideas can be identified, qualified and supported (Herber, 1978).

Reading involves an interplay between the reader and the text with the burden for learning placed on the reader. Content area reading instruction should facilitate the search for meaning in text materials. The teacher must provide a variety of instructional activities which guide

comprehension and help students develop ideas. These teacher-developed activities build in the guidance and structure students need to learn content from texts. Prereading activities establish a purpose for reading and sustain interest and motivation. These materials encourage students to make predictions and help activate the appropriate schemata necessary to clarify and organize existing knowledge prior to reading. Activities that guide students during and after reading show students how to find and use information. They also focus students' attention on relevant aspects of the text. The use of teacher-developed guide materials will give the instructional support students need to gain confidence and develop strategies to read text materials on their own (Vacca & Vacca, 1986).

Cunningham, Moore, Cunningham, and Moore (1983) discuss four categories of students' reading that are facilitated by content area instruction. First of all, content area study provides a great amount of information about the world. Students store information about new topics and concepts in their schemata and are then able to apply what they have learned to advanced reading tasks. They develop a better understanding of the world. Secondly, students are instructed to cope with material written in the expository mode. Teachers help make the transition from the structure and function of narrative fiction to that of expository nonfiction. During content area instruction, students'

reading abilities are reinforced and refined as they are shown how to deal with specific content tasks. The student also discovers how to read to determine what needs to be learned. He is able to distinguish important information and connects existing knowledge with new information encountered in text material. One last outcome of content area instruction is that students will begin to organize content so that it can be stored in memory and easily retrieved when needed.

In support of increasing comprehension by adding to students' prior knowledge, Kathleen Stevens (1980) examined the effect of background knowledge on the reading comprehension of ninth graders of varying ability levels. Stevens assessed students' knowledge on a variety of topics to identify high and low knowledge topics for each student. Students with high knowledge of a topic (Pearl Harbor) were given a paragraph to read and students with low knowledge of the same topic were given the same paragraph. Stevens found that prior knowledge about the topic was a significant factor for all ability groups. Thus, possessing high prior knowledge about the topic being read greatly aided members of each ability group. This study suggests that to improve reading comprehension is to improve students' prior knowledge of the topic being read. Readers must have an adequate schema for the topic under study before they are asked to read and comprehend content material.

Linda Crafton (1983) showed how reading two articles on the same topic improved students' comprehension of the second article and the cognitive level at which they processed it. Thirty eleventh-grade students were randomly assigned to experimental and control conditions and were asked to read two expository selections in a single setting. The experimental subjects read two texts on the same unfamiliar topic while the control subjects read unrelated texts of unfamiliar topics. After reading the second article, the students gave a retelling and listed important points from the passage. The experimental group that was allowed to construct background knowledge used to comprehend other discourse comprehended the material at higher levels, were more active during the reading process, and personalized information to a greater degree than did subjects in the control group that read unrelated material. This study suggests that content teachers can help students construct relevant cognitive frameworks or bridge the gap between what is new and what is known by not only providing background knowledge but by using reading as an experience to allow students to generate their own background knowledge.

Comprehension of expository text involves the ability to follow the organization of the passage (Aulls, 1982; Chall, 1983; Herber, 1978). Slater, Graves, and Piche (1985) used high-, middle-, and low-ability ninth-grade students to examine the effects of providing subjects with

prior information about the organization of expository passages. The 224 subjects were assigned to one of four prereading treatments: (a) a structural organizer with an outline grid which provided students with prior information on the organization of the passage to be read and a skeleton outline depicting the passage organization; (b) a structural organizer without an outline grid; (c) control condition with note-taking; and (d) control condition without note-taking. The results of the study showed that adding to the subjects' knowledge about the structural organization of a passage and providing an outline that gave information regarding the passage organization markedly facilitated comprehension and recall of the passage. Note-taking also facilitated comprehension and recall and the structural organizer without outline grid facilitated comprehension but not recall.

In another study, Sandra Berkowitz (1986) compared two experimental methods of instructing sixth-grade students to use the organization of ideas in content reading as a basis for studying (map-construction and map-study) with two control study methods that did not focus on content text organization (question-answering and rereading). A sample of 99 sixth-grade students were divided by their classroom assignments and instructional procedures were randomly assigned. The procedures were: (a) map construction in which upon completing a reading assignment, students were

instructed in how to construct a map; (b) map study in which after reading an assignment, students received a prepared map of the material to study; (c) question-answering in which after reading the passage, students wrote answers to twenty questions; and (d) rereading in which students were instructed to read the assigned material twice in a careful manner. The results showed that the procedure of map construction fostered significantly greater free recall of textbook passages. These findings suggest that a study strategy that helps focus students attention on text structure facilitates greater recall than the conventional questioning procedure.

Rinehart, Stahl, and Erickson (1986) studied the effects of summarization training on reading and study skills basing their interest on the indication that summarization training can transfer to general reading comprehension. For sixth-grade students using mainly social studies text material, the summarization training had a significant effect on the recall of major information suggesting that the training may have helped students concentrate on major information and disregard less important information. The group that received summarization training also spent significantly more time preparing for an outlining text partially supporting the hypothesis that summarization training may help students be more attentive when they read, and that greater attention

may lead to improved reading.

This review of the literature indicates that instruction during the various stages of reading does increase comprehension of text material while developing an understanding of processes necessary to understand expository texts.

Summary Statements from Reading to Learn Theory

1. Instruction in reading comprehension and studying should be part of the content area curriculum. (Herber, 1978; Robinson, 1983; Vacca, 1981)

2. Functional instruction occurs when teachers identify prerequisite skills for completing tasks along with subject matter being studied. (Herber, 1970)

3. The classroom teacher is a process helper that helps students bridge the gap between themselves and the text. (Vacca & Vacca, 1986)

4. The teacher helps students understand the content and gives them a sense of the process implicit in the content material by using the regular text and appropriately related materials. (Herber, 1978; Vacca & Vacca, 1986)

5. Giving students background information helps bring to mind the proper schemata through which new ideas can be identified, qualified, and supported. (Herber, 1978)

6. Teacher-developed activities build in the guidance and structure students need to learn content from texts.

(Vacca & Vacca, 1986)

7. Content area study provides a great amount of information about the world. (Cunningham, Moore, Cunningham, & Moore, 1983)

8. During content area instruction, students' reading abilities can be reinforced and refined as they are shown how to deal with specific content tasks. (Cunningham, Moore, Cunningham, & Moore, 1983)

9. Students will begin to organize content to be stored in memory and easily retrieved when needed. (Cunningham, Moore, Cunningham, & Moore, 1983)

10. Content teachers help students construct relevant cognitive frameworks or bridge the gap between what is new and what is known by providing background knowledge and by using reading as an experience to allow students to generate their own background knowledge. (Crafton, 1983)

11. Adding to the students' knowledge about the structural organization of a passage and giving information regarding the passage organization facilitates comprehension and recall of the passage. (Slater, Graves, & Piche, 1985)

Writing to Learn Theory

Freisinger (1980) suggests that there are many functions for language. One of these functions is to inform. Current classroom practice during writing often includes a demand of the product when teachers use writing

exclusively to test students or to obtain information from them. This practice implies that writing is something we do only after we have learned. Britton, Burgess, Martin, McLeod, and Rosen (1975) and Emig (1977) have found that most writing that goes on in schools is product oriented. The teacher focuses mainly on a product he can find fault with rather than focusing on a process he can help activate through imagination and sustain through empathy and support.

Another function of language is to use language for learning. Oral and written language play a major role in the learning process. Writing is an important way of thinking and learning about content. Through writing, students can go through the processes of "realizing, clarifying, defining, reflecting, imagining, inventing, inquiring, organizing, interpreting, discovering, decision-making, problem solving, and evaluating" (Wolfe & Pope, 1985).

Content area teachers are in an excellent position to use writing to learn to help their students think about and learn subject matter. Using writing during learning results in pieces of recorded thinking leading to knowledge. Writing to learn strategies used during content area instruction promote thinking and learning while involving students in doing. These strategies help students become active learners. Some uses of writing to promote learning include: (a) writing to personalize knowledge or put

knowledge in our own words, (b) writing to summarize during a lecture, (c) writing to record information we have about a topic, and (d) writing to record information we need to know about a topic.

Language can be employed in the classroom as a means of discovery and as a tool for helping students learn and not only as an instrument for reporting (Freisinger, 1982). Allowing students to write in order to learn content material improves their reading comprehension (Karlin & Karlin, 1984) and helps students master course content (Arthur, 1981). In this view of writing, the teacher's objective changes from merely dispensing knowledge to stimulating cognitive involvement and investigation allowing the growth of student's intellectual capabilities (Knoblauch & Brannon, 1983). The process of writing influences the process of thinking (Fulwiler, 1980). Tway (1984) states that writing is more than the act of recording meaning. What happens on paper is only a small part of the process; it is only the outward indication of the complex thought activity that is taking place.

Writing forces the mind to confront new material, make connections between what is known and what is learned, and to discover personal coherence (Knoblauch & Brannon, 1983). Knoblauch and Brannon (1983) say that learning and articulating are inseparable activities. Students' learning about a subject is facilitated by having them write because

writing enables new knowledge because it is an active effort to state relationships and this is at the heart of learning (Emig, 1977). Britton (1970) describes the process as learning by writing and learning to write by writing. He believes that writing is a major means of interpreting what we experience. Each time a child is able to write about an experience or about thoughts, he is likely to improve his chances of writing about his experiences and thoughts next time he tries and he has succeeded in interpreting and coping with some bit of experience. Any writing which allows for open connection encourages thought and learning. It allows students more freedom to explore the ideas of a discipline from a personal vantage point. This allows a greater opportunity to learn without the anxiety of anticipating formal evaluations (Knoblauch & Brannon, 1983). Since writing facilitates learning and encourages the ability to make connections between personal knowledge and discipline related material, it should be a resource that teachers use to promote learning (Knoblauch & Brannon, 1983).

Students gain a personal grasp of new material encountered in text when they are given the opportunity to write about it. In order for students to write about the knowledge they are gaining about a topic, they ought to have the opportunity to use the language that is most familiar to them. Britton et al. (1975) describe three kinds of

language encountered in schools. One is transactional language. It is the language intended for an audience and with the primary aim to convey information clearly to other people. Poetic language is the language of art and is used to create verbal objects. Expressive language is the primary means we have of personalizing knowledge and making the content more meaningful to the learner. This is the language the writer uses to draft important ideas. Expressive writing is usually unstructured and is most often seen in the form of letters, first drafts, diaries, and journals. Britton describes it as the language that externalizes our first stages of coming to grips with new information. This writing encourages exploration and discovery. It is usually an unstructured flow of ideas and feelings revealing as much about the writer as it does about the topic.

Piaget (1952) views the learning process as a means of allowing students to expand their image of the world--their cognitive structures--by connecting their existing knowledge to new experiences. Freisinger (1982) follows Piaget's thinking as he encourages students to explore new experiences through writing by connecting their existing knowledge of the world to new material found in texts. The use of expressive language allows students to expand their image of the world, or their cognitive structures by connecting their existing picture to new material. As

students encounter new material, they must either assimilate the material into their existing image (schemata) or accommodate or restructure their image (schemata) to make it fit the new information to provide for assimilation. Allowing students to explore the new material through writing facilitates the cognitive processes by giving students the opportunity to expand their image of the world and make the personal connections between the old and new information (Freisinger, 1982). These connections that are made must be personal in order to be meaningful to the student. Expressive language promotes the personal, open-ended exploration of new experiences (Britton et al., 1975). The exploration with expressive language of new materials allows students to achieve what Britton calls "getting it right with the self." Through expressive language, students move from confusion to clarity while getting in touch with themselves (Freisinger, 1982). Expressive writing is the most important kind of language when writing to learn because it is the exploratory, close-to-the-self language that is our primary means of personalizing knowledge (Freisinger, 1982).

There are several ways writing encourages learning. Writing enables the student to focus thought. In order to write, one must have something to say. Figuring out what to say involves thinking about the topic, recalling what has been learned in the past, and relating it to the writing

task at hand. This recalling and relating what is known leads to recovery of information and discovery of meaning. This ability to focus thought, which is what writing encourages, is a key to learning (Haley-James, 1982).

Writing also encourages learning by making thoughts available for inspection. What the writer calls forth from the mind and writes down can be inspected. Until thoughts are written down, it is difficult to see where they are incomplete and incoherent. Having thoughts written down enables the writer to reconsider, reorganize, or otherwise revise content and the language he has chosen to represent it. In other words, writing encourages learning because written thought permits writers to see more easily the "wheat and the chaff" in their ideas (Haley-James, 1982).

Writing encourages learning by motivating communication. It is a means for students to cross time and space to touch someone. It allows students to convey experience and this spurs recollection and inspection of thought to enhance learning (Haley-James, 1982).

Writing to synthesize thought and translate mental images encourages learning. This manipulation of language involves several senses. Jerome Bruner (1971) posits three ways we deal with actuality or three ways we manipulate material to learn. The first of these is enactive or "to learn by doing." A second way we deal with actuality is iconic or "by depiction in an image." The brain is also

involved in the process of learning in that we learn by representation or "restatement in our own words."

Janet Emig (1977) has incorporated the way we learn into the way she looks at how students learn from writing. She suggests that writing is a powerful way to learn because writing incorporates the hand, eye, and brain in one process. Our hand is involved in the enactive mode in that we are physically producing a product and the slow motion of the literal act of writing allows time for thought and reflection about what we are writing. Our eyes are directly involved in the iconic mode. In prewriting, our eyes present us with experiences to reflect on and write about. During the actual writing, our eye coordinates with our hand to produce the product. During revision, our eye scans the page to review what has been written. The brain is thought to consist of two hemispheres, the left and the right, each having specialized functions. The left hemisphere is mostly involved with analytic, logical thinking while the right hemisphere seems specialized for "holistic mentation" or for providing emotions and artistic thought. It seems that while the left hemisphere is at work as we produce the actual lineal product, the right hemisphere may provide the emotional appropriateness in discourse and the writers' source of intuition. According to Emig, all three ways of dealing with actuality stated by Bruner are employed in the process of writing. Reinforcement through the use of the

hand, eye, and the brain makes a powerful multi-representational mode for learning.

Teachers must use writing appropriately in the classroom in order for the writing to encourage learning. Writing is most likely to encourage learning when students take part in deciding what to write about. Being able to write on topics they have chosen encourages the student to think and gives them a sense of ownership. Students also are encouraged to learn when talk is a part of writing. Instant feedback about their work is provided when discussion is encouraged. Conversation about a topic helps writers analyze their efforts to construct and communicate meaning (Haley-James, 1982).

When students view writing as a process, writing is more likely to encourage learning. Thinking about a topic and putting thoughts on paper is a process and not a set of discrete acts. When students realize that writing and thinking are interwoven processes, writing is likely to encourage learning. To facilitate the process of thinking and writing, students should be given the opportunity to write frequently. When they are allowed to write regularly, students find it easier to keep up the flow of ideas while writing. Writing often keeps the mind open to generating content and makes it easier to concentrate on writing. This practice helps make writing to learn a habit (Haley-James, 1982).

Reading comprehension can be improved through writing activities (Karlin & Karlin, 1984). Writing also helps students master course content (Arthur, 1981). Just as one would set a purpose for reading to engage the appropriate cognitive schemata for readers, teachers should give writers a purpose so they may choose the appropriate words, style, and meaning intended in the content areas (Frager, 1985). Appropriate writing assignments can lead to "extensive rethinking, revising, and reformulating of what one knows. It can make a person aware of what is known, what is unknown, and even what needs to be known" (Langer, 1986, p. 400).

Several strategies have been developed to help teachers link writing to learning subject matter. Free writing, or writing without a specific plan in mind, helps students to gain access to what is known about a topic. The writer's goal is to get out on paper whatever comes to mind on the topic. This recollection of information can help students review content or prepare to write. Recalling and listing facts remembered from a variety of experiences, or fact storming, can be used as an independent or preparation strategy. A graphic representation, or semantic map of the concept helps recollect ideas and examine what is known. It also shows the relationship of one concept to another. Semantic maps can be used to review content or prepare to write (Haley-James, 1982).

When teachers have students write to preserve and express ideas and experiences, the thinking in the students' writing is the thinking by which they get into a relationship with their topic. Out of this relationship, the writer generates a commitment to the topic and their writing. It is then that the knower cannot be separated from the known (Haley-James, 1982).

Writing to inform others or to persuade others helps students clarify what they know, think through points, organize information and decide how to convey the information effectively. Writing to transact business in areas of interesting happenings in the outside world encourages students to structure what they want to say in order to say it effectively. By using these types of writing, teachers are able to link writing to learning subject matter (Haley-James, 1982).

No matter what means teachers use to link writing to learning, students must feel at ease in the environment to be able to write without intimidation. The psychological climate of the room or the way the room feels is important to the successful use of writing to learn. A good writing environment must feel like a safe place for the student. Teachers must reduce the fear in the classroom in order for students to write with no restrictions. Students must be convinced they will not be ridiculed in order to experiment with expressive language and new topics (Kirby & Liner,

1981).

In order for the student to become proficient in using writing to learn, teachers must provide the opportunity for daily practice. Inexperienced writers need the opportunity to develop fluency in written expression in their own language before they attempt formal types of writing. The development of fluency brings control to writing with even the hardest and most frustrating content and situations (Kirby & Liner, 1981).

Students need to write often in the classroom in expressive language that is written for oneself in order to think and speculate on paper (Fulwiler, 1980). A journal can be used for this everyday writing experience. The student can write in, read from, and talk about topics through journal writing. Journal writing involves students directly in generating ideas, making observations and analyzing emotions. These journal entries can be used to stimulate student discussion, clarify issues, reinforce learning experiences, and stimulate student imagination (Fulwiler, 1980). The journal can be used as an agent that directs students attention toward a particular subject while providing writing practice and a permanent record of what the student knows. Each journal article is a deliberate exercise in expansion of students awareness of what is happening to them personally and academically (Fulwiler, 1980).

There are several ways to incorporate journal writing into regular classroom activities. Writing to summarize or evaluate information can be done in a student's journal. Students may be asked to write during a lecture to clarify important lecture points. Writing about these points in a journal engages students more personally with the lecture topic. Students may be asked to write possible definitions of terms or concepts at the beginning of a new course topic. At the conclusion of the topic, students might then be asked to write another definition to discover how their initial perceptions about the definitions have changed through the course of study. Students might be asked to record opinions about current events in their journals, give short personal summaries of articles, or reflect on class discussions. These journal writing activities encourage thoughtful reflections on important topics and allow students to practice writing in order to increase their fluency.

Summary Statements from Writing to Learn Theory

1. Writing to learn can give students the opportunity to realize, clarify, define, reflect, imagine, invent, inquire, organize, interpret, discover, make decisions, solve problems, and evaluate content material. (Wolfe & Pope, 1985)

2. Using writing to learn may result in recorded thinking leading to knowledge. (Freisinger, 1982)

3. Writing to learn can help make students active learners. (Freisinger, 1982)

4. Language employed in the classroom provides a means of discovery and a tool for helping students learn. (Freisinger, 1982)

5. Allowing students to write in order to learn content can improve reading comprehension and can help students master course content. (Karlin & Karlin, 1984; Arthur, 1981)

6. The process of writing can influence the process of thinking. (Fulwiler, 1980)

7. Writing forces the mind to confront new material, make connections between what is known and what is learned, and to discover personal coherence in text material. (Knoblauch & Brannon, 1983)

8. Writing enables new knowledge because it is an active effort to state relationships. (Emig, 1977)

9. Writing can be a means of interpreting what we experience. (Britton, 1970)

10. Expressive language is the primary means we have of personalizing knowledge and making the content more meaningful to the learner. (Britton, 1970)

11. Writing may enable students to focus thought. (Haley-James, 1982)

12. Writing can make thoughts available for inspection. (Haley-James, 1982)

13. Writing can motivate communication. (Haley-James, 1982)

14. Writing is multi-sensory in that it involves the eye, hand, and brain. (Emig, 1977)

15. Writing may encourage learning when students take part in deciding what to write about. (Haley-James, 1982)

16. Helping students realize that writing and thinking are interwoven processes encourages learning. (Haley-James, 1982)

17. Writers need the opportunity to develop fluency in written expression in their own language. (Kirby & Liner, 1981)

18. Writers need to write often in their own language in order to think and speculate on paper. (Fulwiler, 1980)

Instructional Framework

Harold Herber (1978) suggests that students need a structure through which instruction is provided "within which students are guided through the process being taught, developing an understanding of both the process and the content to which the process is applied" (p. 216). This structure, designed in reference to the act of reading, helps students experience success and independence. The instructional framework consists of three major phases: preparation, guidance, and independence. It is within this instructional framework that the processes of reading and

writing or the skills necessary for students to master course content should be introduced.

Herber (1978) describes the purposes of the preparation phase as: (a) to increase motivation; (b) to provide background information and review; (c) to promote anticipation and establish purpose; (d) to give direction; and (e) to enhance language development. Interest is aroused and the students have a purpose for learning when they are motivated. To help students become motivated, the learner is helped to become aware of the knowledge they already have about the topic.

Providing students with background information and helping them recall previous experiences that relate to the topic under study gives students a frame of reference for new ideas. Providing students with an appropriate context into which new information can be fitted will help prepare the student to read content material successfully. Herber (1978) suggests the use of a structured overview to help students organize background information provided by the teacher and prior knowledge possessed by the learner.

In setting a purpose for reading, the teacher determines the important ideas to be discovered in text, determines what process the student must go through to get those ideas, and helps students apply those processes to develop specific ideas. Giving students direction also helps them to determine how to read the source for the

purpose of developing specific ideas.

Students ought to become familiar with the technical vocabulary of a particular subject in order to study the subject successfully. Exposing students to the technical vocabulary of the subject and giving sufficient opportunities to use the vocabulary will help students develop a better understanding of the language thus providing the context for comprehension according to Herber (1978). He suggests teachers use structured overviews, allowing students to generate word lists, and the use of context to study the meaning of an unfamiliar word.

Vacca and Vacca (1986) describe the preparation phase as using prereading activities to help students think positively about the text, arouse students' curiosity, reduce the uncertainty students might have about the assignment, and help students link what they already know about the subject to what they will learn during reading.

Vacca and Vacca (1986), like Herber (1978), also see the purposes of prereading activities as activating and building background knowledge, developing frames of reference for new material, arousing curiosity, and making predictions. An obstacle to text comprehension, such as lack of background knowledge for a topic, can be helped if students are given information to build an appropriate schema for a topic.

As Vacca and Vacca (1986) report, active learning takes

place when students organize what they know and fit the new information into these existing knowledge structures. They suggest activities that help develop frames of reference such as giving students conceptually related readings, providing advance organizers for concepts to be studied, using previews of material as organizers, using analogies as organizers, and providing structured overviews.

Vacca and Vacca (1986) believe that both arousing curiosity and encouraging students to make predictions help students actively think about what prior knowledge they have for the topic before they begin reading. They suggest activities such as brainstorming, creating conceptual conflicts, anticipation guides, and encouraging student generated questions.

Part two of the instructional framework suggested by Herber (1978), or the guidance phase of a lesson, encourages the teacher to guide students through new material omitting assumptions that students already know the material. Teachers give structured guidance to lend purpose and direction to an activity while allowing for personal strengths, preferences, and student discoveries.

During the guidance stage, students develop processes or skills needed to comprehend new material. Teachers plan experiences in which students apply skills necessary to understand course content. It is during this stage that Herber suggests students' comprehension of material be

explored with levels of comprehension guides. These include statements students must respond to at the literal, interpretive, and applied level of comprehension. Other activities suggested by Herber are pattern guides, reaction guides, and reasoning guides. These give students the structure they need to apply skills along with helping them understand course content.

Vacca and Vacca (1986) suggest that the use of questions promotes thinking and encourages the application of skills to content material during and after reading to lead students toward independence. Questioning strategies suggested by Vacca and Vacca (1986) that influence students' thinking include: questions that focus on question-answer relationships, questions within a directed reading thinking activity, inferential questioning, guided reading procedures, reciprocal questioning, and radio reading.

Herber (1978) describes the last stage of the instructional framework as leading students toward independence by preparing them for a task and guiding them as they perform it. Showing students how to apply skills or processes to content material will increase the likelihood that students will personalize the use of the processes and use them when they encounter new material.

Writing to learn strategies that give students the opportunity to clarify, define, organize, and evaluate content material are utilized during this phase. These

strategies allow students to focus on new material, make connections between what is known and what is learned, and interpret experiences in their own language.

The instructional framework for this social studies curriculum will consist of three phases as described by Herber (1978). These phases include preparation, guidance, and independence. Each unit and chapter of the curriculum will contain activities designed to meet the needs of this framework.

Learning Principles and Instructional Principles

At the end of the schema theory, reading to learn theory, and writing to learn theory sections, summary statements were listed. Learning principles and instructional principles were derived from these summary statements. Table 1 (see Appendix S) shows these principles and how the reading to learn and writing to learn instructional principles are related to each learning principle.

Learning principles are embedded throughout the instructional framework; however, some principles are more prominent in certain phases of instruction. For example, prior knowledge, which is mentioned in Learning Principles 1, 2, and 3, is more heavily focused on during the preparation phase of the lesson. Students' prior knowledge about a topic is recalled and added to during this phase.

During the guidance phase of the lesson, elaboration of information, Learning Principle 4, is more heavily in focus. The teacher uses strategies during this phase that help students make connections between what is new in the text and what is know by the student.

Students are actively involved in the learning process, as expressed in Learning Principle 5, during the independence phase of the lesson. It is during this phase that students use the knowledge they have about a topic to apply it to new situations. So, while aspects of each learning principle can be found throughout the phases of the instructional framework, Learning Principles 1, 2, and 3 relate more to the preparation phase, Learning Principle 4 relates to the guidance phase, and Learning Principle 5 relates to the independence phase of the lesson.

CHAPTER 3
THE CURRICULUM

Introduction

In the first section, considerations for selecting strategies are discussed. A sixth-grade social studies curriculum is also presented in this chapter. The curriculum is made up of social studies content taken from the Heath Social Studies text (1985) and instructional strategies selected from the research on schema theory, reading to learn theory, and writing to learn theory. Learning principles and instructional principles were developed from each of these theories to serve as guidelines for selecting instructional strategies.

Each chapter of the curriculum follows an instructional framework suggested by Herber (1978) that includes a preparation phase, a guidance phase, and an independence phase. The purpose of the preparation phase is to provide students with background information and review, to arouse curiosity and increase motivation, and to help students establish a purpose for reading. The guidance phase allows students to develop the processes or skills needed to comprehend new material and strategies in the independence phase permit students to personalize information. For considerations for selecting strategies, see Appendix T.

UNIT 1
The World Long Ago: In the River Valleys

CHAPTER 1 - SOUTHWEST ASIA

Hunting and Gathering
The First Farms
The Start of Cities

PREPARATION

- Context method with vocabulary
- Structural analysis with appropriate vocabulary
- Presentation of appropriate vocabulary

GUIDANCE

- Directed reading thinking activity
- Pattern guide for cause and effect

INDEPENDENCE

- Students begin "The World Long Ago" Journal
- Focused freewriting allowing students to write freely on the topic of Southwest Asia to define what they have learned during study

CHAPTER 1
PREPARATION

Strategy:

Context method with vocabulary (Gipe, 1979)

Purpose:

1. To help students induce the definition of a word by using clues from surrounding words.
2. To introduce students to vocabulary related to upcoming material.

Procedure:

1. Teacher prepares a sentence or sentences to build vocabulary knowledge before students begin to read. The sentence(s) contains the vocabulary word and conveys the definition through the use of the word in the sentences.
2. Teacher allows students to read the sentences.
3. Teacher and students discuss word meaning and possible use in new content.

For examples of words in context, see Appendix A.

Strategy:

Structural analysis with appropriate vocabulary (Herber, 1978)

Purpose:

1. To examine words for recognizable parts such as prefixes, suffixes, and roots from which a definition may be derived.
2. To help students gain independence in acquiring

definitions for new words.

Procedure:

1. Teacher analyzes content to choose words that are appropriate or words that have recognizable parts in order to draw from students information they already have about the new word.
2. Teacher presents word and asks, "Are there any parts of this word that look familiar to you?"
3. Teacher asks what the familiar part of the word means.
4. Teacher verifies or clarifies definition of word part.
5. Teacher asks students to look for other parts of the word that might look familiar and asks students to define. Teacher verifies and clarifies definition.
6. Teacher encourages students to put together known information about the word to hypothesize an appropriate definition for the new word.

Note: Teacher may add information when students are unable to infer the appropriate information.

7. Students use the dictionary/glossary to check proposed definitions.

For examples of words that might be used from the chapter for structural analysis, see Appendix B.

Strategy:

Presentation of appropriate vocabulary (Herber, 1978)

Purpose:

1. To remind students of previously learned words and how they fit into content under present study.

Procedure:

1. Teacher chooses vocabulary from content that is somewhat familiar to students.
2. Teacher presents words visually in the form of a list, written on the board, or on a transparency.
3. Teacher pronounces each word noting the definition clueing the student in on how the word is used in the new content.

For examples of words that might be used from the chapter, see Appendix C.

CHAPTER 1

GUIDANCE

Strategy:

Directed reading thinking activity (Vacca & Vacca, 1986)

Purpose:

1. To foster critical awareness by involving students in prediction, verification, and judgment.
2. To involve students in thinking about the material being read.

Procedure: (Homer, 1979)

1. Teacher analyzes content for relevant concepts and information.
2. Teacher helps individuals or groups set a purpose for reading based on clues from the material and prior knowledge about the topic.
 - a. Teacher asks students to preview material noting titles, subtitles, maps, charts, etc. to determine what the author(s) might present in the chapter. Teacher asks students for predictions about content.
 - b. Teacher records students thoughts on the chalkboard and asks students, "Why do you think so?" to clarify students' ideas.
 - c. Teacher might take a poll concerning predictions to make the process more interesting.
3. Teacher asks students to read to find out if predictions were correct, adjusting the amount of reading to fit the purpose, nature, and difficulty of the material.
4. Teacher observes students as they read providing assistance when necessary.

5. Students check purposes for reading by accepting, rejecting or redefining original prediction. Students can have discussion time after reading a predetermined number of pages or write revised predictions during reading.
6. Teacher provides additional activities such as discussion, further reading, additional study, or writing when appropriate.
 - a. Teacher and students discuss (1) if predictions were accurate, (2) if it was necessary to revise or reject original predictions during reading, (3) how did they know revision was necessary, and (4) what were their new predictions.

Strategy:

Pattern guide (Olson & Longnion, 1982)

Purpose:

1. To help students become aware of text organization and its importance.
2. To increase student understanding of the text.
3. To help students develop a frame of reference for new material.

Procedure:

1. Teacher examines content to identify author's predominant pattern (cause-effect, comparison/contrast, time-order, simple listing) and the essential concepts to be taught.
 - a. Words in text that signal author's pattern for cause-effect: consequently, therefore, thus, as a result, however, hence.
 - b. Words in text that signal author's pattern for comparison/contrast: on the other hand, but, by contrast, yet, in particular.
 - c. Words in text that signal author's pattern

for time order: another, additionally, next, first, second, etc., then, and, furthermore, also.

- d. Words in text that signal simple listing: for example, for instance, specifically, another, besides, also, in addition, moreover, furthermore.
2. Teacher points out to students the predominant pattern the author uses and helps students interpret the author's meaning.
3. Teacher guides students through the process of perceiving organization through a pattern guide followed by a small-group or whole-class discussion.
4. Teacher provides assistance with unresolved problems.

For an example of pattern guide for cause-effect from the chapter, see Appendix D.

CHAPTER 1
INDEPENDENCE

Strategy:

Focused freewriting (Vacca & Vacca, 1986)

Purpose:

1. To define and explore important concepts presented in content.
2. To encourage fluency in writing.

Procedure:

1. Teacher tells students they will begin a journal.
 - a. Teacher might suggest the title "The World Long Ago" Journal.
 - b. Teacher directs students to write as much as they can about a given topic within a specified amount of time (10-15 minutes).

Examples of topics to suggest to students:

Hunting and Gathering

The First Farms

The Start of Cities

CHAPTER 2 - EGYPT

How Egypt Became a Nation
Why Egypt Stayed United
What Egypt Gave the World

PREPARATION

- Brainstorm, categorize and predict from pictures

GUIDANCE

- Reciprocal questioning

INDEPENDENCE

- Students write in "The World Long Ago" Journal. Teacher creates a situation for students that might have taken place in ancient Egypt incorporating information from the chapter.

CHAPTER 2
PREPARATION

Strategy:

Brainstorm, categorize, and predict from pictures

Purpose:

1. Displaying pictures gives students visual representation of related material.
2. Displaying pictures arouses curiosity about topic to be studied.
3. Brainstorming allows teachers to diagnose students' level of background knowledge for the topic.
4. Brainstorming allows students to generate ideas students may use to comprehend upcoming material.
5. Categorizing allows students to identify relationships among words.
6. Categorizing encourages further thought about brainstormed words and the topic under study.
7. Prediction arouses students' curiosity and activates thought about a topic.
8. Prediction encourages students to become motivated to delve more deeply into topic being studied.

Procedure:

1. Teacher provides interesting, content-related pictures from text, outside resources and/or drawings by previous students.
2. Teacher allows students to view pictures, discuss details and formulate related words and ideas possibly in small groups.
3. Students brainstorm a list of words they feel are related to the picture (allow students three to

five minutes for generating list).

- a. Teacher might ask, "When you see this picture, what ideas do you think of?" or "What is this a picture of?" "Why do you think so?"
 - b. Teacher might ask, "What words would you use to describe this picture?"
4. Teacher asks students to look over generated list and determine what categories the words fall into.
- a. Teacher might choose to select a list from one of the groups to use as a model to show students how to form categories.
 - b. Teacher would put the list on the board or on a transparency for the class to see.
 - c. Teacher might ask, "Do any of the words seem to be similar enough to be put into the same category?"
 - d. As students suggest words that are similar, teacher asks students to clarify their reasoning for putting those words together and asks all students to contribute to the discussion.
 - e. As similar words are put together and students' reasoning is defined, the teacher asks, "What name would you give this category?" (Students may suggest category headings such as descriptive words, words to describe symbolism, etc. depending on the picture presented.)
 - f. Teacher repeats procedure outlined in c, d, and e with another group of words students define as similar.
 - g. As categories are defined, the teacher goes over each word from the sample list to determine if it fits into a category already formed or if another category needs to be started for that word and ones similar to it.
 - h. Teacher encourages the students to use the same procedure she has modeled to form categories with their own list of words.

5. After each group's list is categorized, the teacher asks students to make predictions about the upcoming material.
 - a. Teacher might ask, "Given the list of words and the categories you created, what do you think our next unit of study will be about?"
 - b. Teacher records the students' predictions or has students record the predictions the group has made to be verified or refuted after students have read the material.

CHAPTER 2

GUIDANCE

Strategy:

Reciprocal questioning (Vacca & Vacca, 1986)

Purpose:

1. To encourage questioning about new material.
2. To help students think as they read content material.
3. To help students set their own purposes for reading by asking questions.
4. To improve students' understanding of new material.

Procedure:

1. Teacher begins by explaining to students the procedure they will follow.
 - a. Teacher might say, "Today we will read sections of the text together silently. As we reach the end of each section you will ask me questions about the material and then I will ask questions of you."
 - b. Teacher explains that any questions asked deserves to be answered. No one will be allowed to answer with "I don't know." Instead, he must ask for clarification of the question or explain why he is unable to answer the question. Responder should be able to justify his answer from the text or from prior knowledge. If there are questions, the responder should check the text for verification (Manzo, 1969).
2. Teacher designates segment of text to be read by both teacher and student.
 - a. Teacher may begin with one to two paragraphs

and move to longer sections of text when appropriate.

3. At the end of each designated section, teacher closes the book and allows students to ask questions concerning content of the text.
 - a. Teacher may encourage students to ask questions such as the ones a teacher might ask and in a way a teacher might ask them (Manzo, 1969).
4. After all questions have been answered and the answers clarified, the students close their books and are questioned by the teacher about the content of the material.
5. When all questions have been answered and answers clarified, the teacher assigns the next section to be read.
6. Steps 3-5 are repeated with each assigned section.
7. After students process enough of the information to have the gist of the content, the teacher asks the students to make predictions.
 - a. Teacher might ask, "Remembering what we have read about and have asked questions about so far, what do you think the rest of the reading will be about?" "Why do you think so?"
 - b. Teacher allows speculations and encourages discussion.
8. Compare predictions made at this time to predictions made as students looked at pictures at the beginning of the unit.
 - a. Teacher might ask, "Are any of your predictions about what the rest of the chapter will be about the same as the predictions you made when we looked at the pictures?"
 - b. If students answer yes, ask them to point these out and discuss. If students discover that some of their predictions have changed, the teacher should ask the students questions such as, "How did your predictions change?"

"What information did you get from our initial reading that caused your predictions to change?"

9. Teacher asks students to read the remainder of the assignment.
10. Teacher follows assignment with a discussion.
 - a. Teacher might ask, "How were your predictions concerning the assignment justified?" and "If there were any predictions that you made that were not fulfilled, what additional information might we need to find out about?"
 - b. Teacher might also discuss information presented that wasn't predicted bringing out important points and allowing students to discuss those points based on information from the assignment.

CHAPTER 2
INDEPENDENCE

Strategy:

Teacher creates situation for students to relate to and write about

Purpose:

1. To help students personalize knowledge gained through textbook study and discussion.
2. To increase students' writing fluency.
3. To increase students' confidence in a low-risk writing situation.

Procedure:

1. Teacher prepares a life-like situation based on information familiar to students from their present unit of study. The situation should be one students could imagine themselves taking part in.
 - a. Such a situation might begin with a statement such as, "You are in Ancient Egypt during the time when Egypt first became a nation."
2. Teacher asks students to close their eyes and listen carefully to the story she is about to tell, imagining that they are there.
3. As teacher finishes the story, she asks students to write freely in their journal about their experience.
 - a. Teacher might suggest students write about (1) the kinds of things they saw in their experience, (2) what kind of people they encountered, (3) how they felt being in the situation, (4) how what they experienced during their travel was different from what they encounter in their own daily life, and (5) how things such as food and dress were

different from their food and dress today.

Note: Suggestions for student writing should be based on information given during situation teacher creates.

UNIT 2
The World Long Ago: Along the Mediterranean

CHAPTER 3 - GREECE

The Greek Way
Defending the Greek Way
The Spread of Greek Ideas

PREPARATION/GUIDANCE

- Your own questions

INDEPENDENCE

- Students freewrite what they have learned through questions and answers in their "World Long Ago" Journal

CHAPTER 3
PREPARATION/GUIDANCE

Strategy:

Your own questions

Purpose:

1. To help students begin to ask questions about content material.
2. To allow students to seek answers to questions they have concerning topic.
3. To arouse student curiosity about upcoming reading.

Procedure:

1. Teacher directs students to preview content material.
 - a. Teacher might direct, "Look over the assigned selection to get an idea of what we will be studying." She might add, "Look at titles, subtitles, pictures, charts, and whatever also looks interesting to get an idea of what the chapter is about."
 - b. Teacher might choose to read a portion of the text to students to give them an overview of the material.
2. Teacher directs students to write five to ten questions they think will be answered in the context of the reading selection based on information in preview.
3. Teacher allows discussion of student-generated questions.
 - a. Teacher might ask a student to share a question with the class. Then she might ask fellow students, "Does anyone have a similar question?" "What related questions might be

answered?" After initial and related questions are discussed, teacher may repeat procedure with another student-generated question.

4. Teacher allows students to add questions to their list from the discussion that might be answered during reading.
5. Teacher directs students to read to answer questions.
 - a. As students encounter material that answers student-generated questions, teacher encourages students to record their answers.
 - b. As students read, they may encounter material for which they do not have a question. Teacher may choose to have students add questions to their list and provide the answer or make note of the additional information.

CHAPTER 3
INDEPENDENCE

Strategy:

Freewriting

Purpose:

1. To increase fluency in writing.
2. To help students personalize knowledge through writing.
3. To explore their knowledge of information through writing.

Procedure:

1. Teacher allows discussion of student-generated questions and answers found during the reading. Teacher may add relevant information from the assignment students have inadequately covered in their questions and encourage elaboration when necessary.
2. Teacher allows students to write freely in their Journals about information gained from the assignment.
 - a. Teacher might say, "Write in your journal whatever you found particularly interesting from our discussion." or "You may choose to write about questions you still have about the material that were unanswered during the reading (to be clarified by student through research or in a discussion with the teacher)."
 - b. Students may also choose to write freely about relevant aspects of the material and something they know about personally. An example might be, "Based on the information we found out about Greek ideas, what are some aspects of our society that might have had their beginnings in Greece?"

CHAPTER 4 - THE RISE OF ROME

Early History
Conquering Others
A Time of Changes

PREPARATION/GUIDANCE

- Anticipation guide

INDEPENDENCE

- Students choose someone to write about from the time period that is presently being studied.

CHAPTER 4
PREPARATION/GUIDANCE

Strategy:

Anticipation guide (Vacca & Vacca, 1986)

Purpose:

1. To allow students to get an overview of major points of the chapter by responding to content related statements prior to reading the selection.
2. To allow students the opportunity to discuss relevant information and their knowledge of the topic to be studied prior to reading.
3. To allow students to use the prior knowledge they have about a topic to make predictions about upcoming material.
4. To allow students the opportunity to justify predictions.

Procedure:

1. Teacher analyzes content for ideas that will be chosen to emphasize during the study of the topic. These ideas may be directly stated within the reading selection or implied by the author.
2. Teacher expresses these ideas in clear, declarative statements.
 - a. Teacher should make the statements ones that reflect aspects of students' background knowledge as well as the ideas in the content to allow anticipation and prediction on the part of the students.
3. Teacher allows students to respond to anticipation guide based on the knowledge possessed about the topic.
 - a. Teacher may choose to allow students to work individually or in small groups.

- b. As students respond to statements, teacher should encourage students to be able to justify each response based on the students' knowledge about the subject.
4. Teacher directs discussion allowing students to share anticipations and their justification.
 - a. Teacher might ask a number of students to share how they responded to a particular statement and ask them why they chose to respond in that way.
 - b. Teacher should also encourage others to share in the discussion providing them with the opportunity to tell how they responded to the same statement. Teacher might ask, "Did any of you have a response that sounds the same?" "Did you use the same reasoning to arrive at your conclusion?" "Did anyone else arrive at the same conclusion but use different reasoning?" "Did anyone respond differently?" "If so, what was the justification for your answer?"
5. After adequate discussion of students' answers to statements in the anticipation guide, teacher directs students to read the material to find out what the author wrote about the topics.
6. As students encounter the information that is relevant to anticipation guide statements, they should be encouraged to review their responses to statements and change them if appropriate based on the new information.
7. After students complete the assigned reading and have readjusted their statements to match the beliefs after obtaining information, teacher allows discussion.
 - a. Teacher might ask student, "How did you originally respond to the first statement?" "What was your justification?" "After reading the selection did you change your response?" If yes, "What information persuaded you to do so?" "Did anyone else change their response?" If so, "What information from the reading prompted you to do so?"

For example of anticipation guide statements, see Appendix E.

CHAPTER 4

INDEPENDENCE

Strategy:

Students choose someone to write about from the time period that is presently being studied.

Purpose:

1. To use knowledge of subject matter to write about a character.
2. To increase students' writing fluency.

Procedure:

1. Teacher asks students to identify a character from the time period being studied they would be if they were living during that time.
 - a. Teacher might ask, "If you were someone living in Ancient Rome, who would you like to be?"
2. Teacher asks students to write about what they would do during the time period as the character they have chosen.
 - a. Teacher might say, "Think about the character you have chosen and tell what daily life might be like in Ancient Rome." or "You may elect to write about yourself as a character from ancient Rome that has traveled in time from ancient Rome to the present day in the United States. As the time traveler, you might write about such things as how daily life is different for you as you know it in ancient Rome, how people dress differently, act differently, and are transported from one place to another differently, how meal time is different from what you know in ancient Rome, or any other aspects of life that an ancient Roman would find odd if he came to the United States today."

CHAPTER 5 - THE ROMAN EMPIRE

A Time of Peace
Challenges to Rome
The Fall of Rome

PREPARATION

- Preview as an organizer to introduce the Roman Empire

GUIDANCE

- What I know now and what I have learned from the reading

INDEPENDENCE

- Problematic situation to be solved by students

CHAPTER 5
PREPARATION

Strategy:

Preview as organizer (Vacca & Vacca, 1986)

Purpose:

1. To provide students with a frame of reference for new material.
2. To give students background information about the material.
3. To encourage students to actively reflect on the topic being studied.

Procedure:

1. Teacher designs a synopsis of the material along with questions to organize relevant information into a preview. This will encourage students to link their prior knowledge about the topic to new material being studied.
 - a. Teacher makes sure to include key concepts in synopsis and questions.
 - b. Teacher may define key terms within the context of the synopsis.
 - c. Teacher may place questions within the synopsis to promote discussion.
2. Teacher reads the preview and fosters discussion with the designed questions.
 - a. Teacher may read the synopsis until the first question then ask the students to respond to the question. After discussion of the question, the teacher reads another section of the synopsis, asks the next question, and promotes discussion.
3. After completing the preview and the discussion of

the synopsis and questions, teacher is ready to move to guidance phase of the lesson.

CHAPTER 5

GUIDANCE

Strategy:

What I know now and what I've learned from the reading.

Purpose:

1. To allow students to recognize the amount of prior knowledge they have before beginning the reading selection.
2. To show students how much information they have gained through reading the assigned material.
3. To provide students with a list of their knowledge about the topic under study.

Procedure:

1. Before students begin to read the assignment, teacher asks them to design an information sheet for the information they already know about the topic (from prior knowledge and from the preview) and for the information they will learn from reading the assignment.
 - a. Teacher asks students to take a sheet of paper and divide it evenly down the middle by drawing a line.
 - b. Teacher asks the students to label the left side of the paper "Information I already know about the topic" and to label the right side of the paper "Information I have learned from the reading."
2. Teacher instructs the students to write everything they know about selected topics from the reading (teacher may choose appropriate topics to assign students).
 - a. Teacher may discuss the information students fill in for this section either individually or in groups to make certain students have

filled in the section completely.

- b. Discussion also provides students with the opportunity to add to their prior knowledge.
3. Teacher informs students that they are to record information they acquire about assigned topics on the right side of the paper titled "Information I have learned from the reading."
4. Students are given ample opportunity to read the assigned material and fill in the important information they have obtained from the reading.
5. Teacher allows students to discuss the information they have learned from the reading and recorded on their information sheet. The teacher allows students to discuss the information as a class or in small groups.
 - a. Teacher might suggest that students record information on their paper that other classmates included but they did not.
 - b. Teacher should make sure information on each student's paper is complete by thoroughly discussing each topic and allowing students to fill in the information they did not include as they read.

CHAPTER 5
INDEPENDENCE

Strategy:

Introducing a problematic situation to be solved by students.

Purpose:

1. To allow students to use information acquired during the unit of study to solve a problem presented by the teacher.
2. To enhance students problem solving abilities by exercising judgment and decision making.

Procedure:

1. Teacher creates a problematic situation by using information from the chapter and students' prior knowledge.
 - a. Teacher might pose a problem such as, "You and your classmates find yourselves transported back in time to Rome. Using the information you already know about Rome and the information you gained from the reading, work in your group to develop a solution to the problem I am about to present to your group." Questions students are to answer about their problem might include: What kind of food will you eat while you are in ancient Rome? What part might you play in the fall of the Roman empire? How will you avoid getting into trouble with the authorities since you appear different from anyone else? How might you protect yourselves from the other Romans that resent your presence in their country?
2. After posing the problematic situation, the teacher would allow each group ample time to brainstorm possible solutions to the problem. As students complete their plan of action, the teacher should allow each group the opportunity to

present their solution to the class and allow discussion among groups to compare and contrast ideas and solutions.

3. Teacher might have groups work again on the solutions to finalize their plans and write them in their Journals.

For examples of problems, see Appendix F.

UNIT 3
The World Long Ago: Africa and Asia

CHAPTER 6 - THE ISLAMIC EMPIRE

The Beginning of Islam
Building an Empire
A Great Civilization

PREPARATION

- Structured overview showing vocabulary in relation to more inclusive vocabulary concepts

GUIDANCE

- Directed reading thinking activity (DRTA)

INDEPENDENCE

- In Journal, students create a dialogue in which they use the information gained from the DRTA to communicate with a person present during the beginning of Islam

CHAPTER 6

PREPARATION

Strategy:

Structured overview (Vacca & Vacca, 1986)

Purpose:

1. To allow students to see relevant vocabulary in relation to more inclusive vocabulary concepts.
2. To allow students to anticipate important concepts and their relationship to one another as they will appear in their study of the topic.

Procedure:

1. Teacher goes through the chapter-related material to find key words to be presented to students through the structured overview.
2. Teacher then arranges the list of words into a hierarchical scheme to show relationships among concepts.
 - a. At this point, the teacher might add words that are familiar to students to tie the students' prior knowledge to the topic under study.
3. Teacher introduces the structured overview by presenting it to students and explaining the arrangement of the vocabulary to the students.

Note: As students gain understanding of the structured overview, the teacher should use this strategy to allow students to arrange vocabulary words into an overview and be able to explain that organization.

4. Teacher should encourage discussion to allow students to contribute as much information as possible.
 - a. As students volunteer information, teacher

should relate and add contributions to the overview where appropriate.

For handout on the Islamic Empire, see Appendix G.

CHAPTER 6

GUIDANCE

Strategy:

Directed reading thinking activity

Purpose:

1. To foster critical awareness by involving students in prediction, verification, and judgment.
2. To involve students in thinking about the material being read.

Procedure: (Homer, 1979)

1. Teacher analyzes content for relevant concepts and information.
2. Teacher helps individuals or groups set a purpose for reading based on clues from the material and prior knowledge about the topic.
 - a. Teacher asks students to preview material noting titles, subtitles, maps, charts, etc. to determine what the author(s) might present in the chapter. Teacher asks students for predictions about content.
 - b. Teacher records students thoughts on the chalkboard and asks students, "Why do you think so?" to clarify students' ideas.
 - c. Teacher might take a poll concerning predictions to make the process more interesting.
3. Teacher asks students to read to find out if predictions were correct, adjusting the amount of reading to fit the purpose, nature, and difficulty of the material.
4. Teacher observes students as they read providing assistance when necessary.

5. Students check purposes for reading by accepting, rejecting or redefining original prediction. Students can have discussion time after reading a predetermined number of pages or write revised predictions during reading.
6. Teacher provides additional activities such as discussion, further reading, additional study, or writing when appropriate.
 - a. Teacher and students discuss (1) if predictions were accurate, (2) if it was necessary to revise or reject original predictions during reading, (3) how did they know revision was necessary, and (4) what were their new predictions.

CHAPTER 6
INDEPENDENCE

Strategy:

Dialogue

Purpose:

1. To allow students to use information gained during presentation of structured overview and DRTA to communicate knowledgeably with a person present during the beginning of Islam.

Procedure:

1. Teacher might say to students, "During our study of Islam, we have gained much valuable information about how the people lived, worked, and worshipped during that time period. Using this information, I would like for you to create a dialogue that might take place between you and a person that is your age from the time Islam was beginning."
 - a. Teacher might suggest that the dialogue include: questions the student would like to ask the person about their religion during that time period and how that person might respond; questions the student would ask about their lifestyle and how one might respond; questions the person from Islam would have about the world today and how the student might respond; questions the student might ask about what the person from Islam would like to change and how that person might respond; questions the person from Islam might ask the student about what he would like to change about the present day and how the person from Islam would respond to those proposed changes.
2. Teacher should allow the opportunity for students to share their dialogues in class.

CHAPTER 7 - AFRICAN EMPIRES

Empires in West Africa
An Empire in the Rain Forest
Empires in East Africa

PREPARATION/GUIDANCE

- Three levels guide

INDEPENDENCE

- A day in the life of . . .

CHAPTER 7
PREPARATION/GUIDANCE

Strategy:

Three level reading guide

Purpose:

1. To guide students through the levels of comprehension inherent in the reading selection.
2. To allow students to experience the relatedness of ideas in the material.
3. To allow students to be aware of main ideas of the selection before reading.
4. To allow the students the opportunity to discuss information related to their knowledge about a topic and the information presented in the reading selection.

For information on constructing a levels guide, see Appendix H.

Procedure:

1. Teacher presents each student with a copy of the three level reading guide that has been designed.
2. Teacher encourages students to read each statement on the guide.
 - a. At this point, the teacher may clarify vocabulary terms.
3. Teacher assigns reading.
4. Teacher directs students to complete the guide.
 - a. Teacher clarifies written directions on guide.
 - b. Teacher may allow students to work in small (3-5) groups to complete the guide.

5. After all statements on the guide have been completed by students, teacher discusses each statement and response encouraging class participation.

For example of three level reading guide, see Appendix I.

CHAPTER 7
INDEPENDENCE

Strategy:

A day in the life of . . .

Purpose:

1. To allow students to personalize information gained in the chapter.
2. To increase writing fluency.

Procedure:

1. Teacher directs students to imagine themselves living in an empire of Africa.
 - a. Students may choose to write about themselves as the age they are now or as an adult living during the same time.
2. Teacher asks students to write a diary type story in which they recall each of the experiences they have for a one-day period.
 - a. The student may choose to write about any aspect of daily life included within the unit of study. Possibilities include: life among the Malinke; the life of a trader in West Africa; the life of a farmer in Mali; village life in Benin; the life in the empire of Zimbabwe.

CHAPTER 8 - INDIA

The Growth of Indian Civilization
The Golden Age of India
The Muslims in India

PREPARATION/GUIDANCE

- Teacher and students preview chapter
- Students write to predict what will be discussed in the chapter
- Students formulate questions they would like to have answered in the chapter
- Students read to answer questions

INDEPENDENCE

- Students do focused freewriting in Journal about predictions, questions and material discussed during preparation and guidance

CHAPTER 8

PREPARATION/GUIDANCE

Strategy:

Preview chapter. Students write to predict. Students write questions to be answered based on predictions. Students read to answer questions.

Purpose of preview:

1. To give students an overview of what will be covered in the material.
2. To help students develop a frame of reference for new material they will encounter.
3. To arouse students curiosity about upcoming material.
4. To encourage students to read to prove or disprove predictions.

Purpose of writing to predict and formulate questions:

1. To allow students the opportunity to put predictions on paper to help clarify what they think will be discussed.
2. To allow students the opportunity to think of questions that will be answered in the chapter.
3. To set purposes for reading.

Purpose of reading to answer questions:

1. To satisfy purposes set forth prior to reading.

Procedure:

1. Teacher directs students to look over material that will be assigned for main ideas expressed in titles, subtitles, pictures, etc.

Note: Teacher may elect to have students preview in small groups or individually.

2. Teacher directs discussion of material noting students' interests and pointing out essential material they have overlooked.
3. Teacher asks students to close their books and write predictions about information that will be covered in the chapter.
4. Teacher allows discussion of predictions.
 - a. She might ask, "Based on headings, subheadings, pictures, etc. you saw throughout the chapter, what do you think the chapter will be about?" or "What do you think are the major pieces of information that will be covered during this chapter?"
 - b. Teacher will allow students to share predictions comparing and contrasting information.
 - c. Teacher notes predictions on board, or small groups note their predictions.
5. From the predictions that were made, teacher asks students to formulate questions that might be answered during the reading.
 - a. Teacher might say, "Let's look at the predictions you made. What questions can you formulate that you think will be answered as you read?"
6. Teacher notes questions on board or small groups record their questions.
7. Teacher allows discussion of questions.
8. Teacher summarizes or has students summarize main points that predictions and questions suggest the chapter will cover.
 - a. Teacher draws on information from preview as well as prediction and questions to cover main points.
 - b. Teacher also adds relevant information predictions and questions have omitted.

9. Teacher assigns selection. Teacher directs students to answer questions as they encounter appropriate material in the selection and formulate new questions and answers as they deem necessary.
 - a. Teacher might say, "As you come across important information that you do not have a question for, design a new question or make note of the information."
 - b. Teacher should be available to assist students as they have questions about information.

10. After ample time is allowed for reading the material, answering questions and formulating new questions and answers, students should be allowed to share their information.
 - a. Teacher might allow groups or individuals to quiz others with the questions and answers they found most interesting.

11. Teacher should make sure all key concepts are covered during question and answer session.
 - a. If questions are left unanswered from initial predictions and questioning, teacher should be sure to include this information in discussion.

CHAPTER 8
INDEPENDENCE

Strategy:

Focused freewriting

Purpose:

1. To increase students' fluency in writing.
2. To personalize knowledge gained during prediction, questioning, reading, and discussion.

Procedure:

1. Teacher asks students to write what they have learned about the topic of India.
 - a. If students have difficulty, teacher might suggest that they: think of information from reading, remember predictions that were made about the chapter, think of questions they asked and how those were answered, or briefly look back through the chapter for ideas for writing topics.

CHAPTER 9 - EAST ASIA

The Chinese Way of Life
China's Golden Age
Chinese Culture in Japan

PREPARATION/GUIDANCE

- Inferential strategy

INDEPENDENCE

- Students create a news story about an historical event

CHAPTER 9
PREPARATION/GUIDANCE

Strategy:

Inferential strategy (Hansen, 1981)

Purpose:

1. To help students recall the background knowledge they have about a topic.
2. To help students relate what will be studied to familiar experiences.
3. To allow students to draw inferences about upcoming material.

Procedure:

1. Teacher analyzes content and selects the important ideas.
2. Teacher plans prereading questions for students based on the important information. The teacher should pose two questions. One question should require the students' background knowledge and the other should be a prediction question. For examples of prepared questions, see Appendix J.
 - a. Students might answer these individually or in small groups.
3. After each question is answered, teacher should encourage discussion so that ideas are shared with the class.
4. After all questions are posed and the answers discussed, teacher should assign the reading selection.
 - a. Teacher might say, "The reading selection you are about to begin will contain information related to the questions we have just discussed. I would like for you to see if the predictions you made are verified or if

new information requires you to make new predictions."

5. After ample time is given for students to read the selection and check their predictions, teacher involves students in a discussion in which students relate their predictions to the information that was actually in the selection.
 - a. Teacher makes sure the important ideas she selected are discussed thoroughly and students have a clear understanding of each idea.

CHAPTER 9
INDEPENDENCE

Strategy:

Create a news story about an historical event

Purpose:

1. To allow students to use information gained from their study of China to write a news story.
2. To encourage students to write to convey information to others.

Procedure:

1. Teacher shares several news stories from newspapers to allow students to note the proper form, wording, and information included.
 - a. Teacher may point out essential elements of a news story such as the inclusion of who or what the story is about, when the story took place, where the event took place, and why the topic is important.
2. As students become familiar with the form and essential elements of a news story, teacher asks students to choose a topic from the chapter they would like to write a news story about.
 - a. Teacher might say, "Today we are going to be journalists in China. It is your job to report on an important event of your choice that we have studied. These stories will inform the public of the important happenings in China. You are their only source of information so your story will have to be complete."
 - b. Teacher might suggest these topics: Chinese Firsts, Living in Tune with Nature, China's Rulers, China's Golden Age, Artists and Inventors in China, Chinese Culture in Japan.

- c. Teacher may choose to allow two "journalists" to work together.
3. The stories are collected after completion.
- a. Teacher may make a "News from China" bulletin board.
 - b. Teacher may type these into a class newspaper about China.

UNIT 4
The World Long Ago: Europe

CHAPTER 10 - EUROPE IN THE MIDDLE AGES

The Start of a New Age
Europe in 1066
A Time of Changes

PREPARATION/GUIDANCE

- Statement guide

INDEPENDENCE

- In their Journal, students will write letters to one another assuming they are the same age in Europe during the Middle Ages. Students will use the knowledge gained during the study of Europe in the Middle Ages to write realistic letters.

CHAPTER 10
PREPARATION/GUIDANCE

Strategy:

Statement guide

Purpose:

1. To guide students' understanding of textual information.
2. To help students set purposes for reading.
3. To encourage students to connect their own knowledge with an author's ideas.
4. To encourage students to seek information independently.

Procedure:

1. Teacher analyzes content for important ideas to be presented to students.
2. Teacher designs a set of declarative statements for students to respond to that reflect key ideas.
3. Statements are presented to students prior to reading.
 - a. Teacher asks students to read each statement.
4. Teacher asks students to keep the statements in mind as they read the material.
5. Teacher assigns reading.
 - a. Teacher directs, "As you come to information in the reading that verifies a statement, place the page number, paragraph number, and line number in the blanks beside the statement. Also, in the lines following the statement, record the justification from the text for the statement."

- b. Teacher also says, "If you do not feel the statement is justified in the text, leave the lines blank."
 - c. Teacher may allow students to work in small groups.
6. After each student has read the material and completed each statement, the teacher leads a discussion based on students' responses to statements.

For examples of statements that might be included on statement guide, see Appendix K.

CHAPTER 10
INDEPENDENCE

Strategy:

Letters

Purpose:

1. To encourage students to use the information gained from study of a topic in a letter-writing situation.
2. To increase students' fluency in writing.

Procedure:

1. Teacher asks students to assume they are the same age as they are now but living long ago in the Middle Ages.
 - a. Teacher might say, "Based on what we have learned about Europe in the Middle Ages, assume you are writing a letter to a friend during this time. Use the information you have learned to correspond with your friend about one of the following topics: Important Figures in the Roman Catholic Church, Invaders in Europe During the Middle Ages, The New Way of Governing in 1066, Trade in Europe in the Middle Ages, or Manufacturing in the Middle Ages."

CHAPTER 11 - THE BEGINNINGS OF MODERN EUROPE

New Opportunities
The Renaissance
Changes in Religion

PREPARATION

- Guided imagery

GUIDANCE

- Guided reading procedure

INDEPENDENCE

- Summary writing from prepared outline

CHAPTER 11

PREPARATION

Strategy:

Guided imagery

Purpose:

Samples (1977, p. 189) suggests these purposes:

1. To build students' experience base before encountering a new topic.
2. To build students' self-image.
3. To allow students to explore and expand concepts.
4. To encourage students to clarify and solve problems.
5. To provide students with a means of exploring history.
6. To give students the opportunity to write about experiences.

Procedure:

1. Teacher prepares a "trip" for students to take based on information from text.
 - a. Teacher bases the fictional story on relevant information from chapter that will give students a background for upcoming material.
2. Teacher tells students they will be guided through an experience as it appeared in the beginning of Modern Europe.
 - a. Teacher asks the students to close their eyes and visualize what the teacher is saying.
 - b. Teacher relates the story to students.
3. As the teacher finishes the story or experience,

students open their eyes.

- a. Teacher asks students to write down everything they can remember that happened during the story and all the things the experience made them think of.
4. After students have written down all they can remember, teacher asks that students share what they have written with classmates.
 - a. Students may share as a whole class or in small groups.

CHAPTER 11

GUIDANCE

Strategy:

Guided reading procedure (Vacca & Vacca, 1986)

Purpose:

1. To encourage students to gather information from text and organize it around important ideas.
2. To allow students to reconstruct message the author presents in the text.

Procedure:

1. Teacher recalls what she has learned about students' knowledge of the topic through guided imagery. If it is needed, teacher clarifies any vocabulary or difficult concepts before students begin to read.
2. Teacher assigns reading.
 - a. Prior to reading, students are directed to remember all they can about what they read.
 - b. Students may be encouraged to make notes as they read.
3. As students finish the reading, teacher asks students to tell all they remember about their reading.
 - a. Teacher may provide an opportunity for students to summarize information in writing before discussion begins.
4. As students verbally recall, teacher records the information on the board or on a transparency.
5. Teacher reviews material and points out inconsistencies in information or gaps in recall.
6. Students are directed to the appropriate section

of text to add any needed information.

7. Teacher and students organize information into an outline.
 - a. Teacher may allow students to work in small groups to come up with an organization for information.
 - b. Teacher may direct students' outlines by asking leading questions such as, "What ideas stand out as the most important ideas?" "Are there other ideas presented that can be used to support these important ideas?"
 - c. Teacher may encourage students to add supporting details from previous learning.
8. If teacher allows students to work in small groups, teacher asks groups to share their outlines with classmates allowing students to explain organization and prompting discussion of each.

CHAPTER 11
INDEPENDENCE

Strategy:

Summary writing from prepared outline

Purpose:

1. To transfer information from outline form to paragraph form.
2. To help students internalize information.

Procedure:

1. Teacher uses a sample outline to model for students how they might take an outline and put it in paragraph form.
 - a. The teacher might show students how to begin by making the first main idea of the outline into the first sentence of the paragraph. The teacher might then model for students how to make supporting details the next lines in the paragraph. After all the supporting details have been made into sentences, the teacher begins with the next main idea and its supporting details and continues until all main ideas and supporting details have been summarized.
2. After modeling the process, the teacher should then encourage students to take their outline and use it to write a summary paragraph.
 - a. The teacher should refer to the modeled procedure if students have difficulty.
3. These paragraphs should then be shared orally and/or by display.

CHAPTER 12 - EUROPEANS ON THE MOVE

Europeans Go Exploring
Building Empires
The Results of Exploration

PREPARATION/GUIDANCE

- Preparation model

INDEPENDENCE

- Summary writing from hierarchy

CHAPTER 12
PREPARATION/GUIDANCE

Strategy:

Preparation model (Thelen, 1982)

Purpose:

1. To give students an organizational framework to help students organize previously learned concepts and handle new material.
2. To integrate what the student knows with new material.
3. To provide students with background knowledge about new material.
4. To explain to students how concepts related in a hierarchy.
5. To allow students to use learned information to generalize to new situations.

Procedures:

1. Teacher develops major ideas from material to be studied into a hierarchy depicting supraordinate, coordinate, and subordinate concepts.
 - a. Teacher should be able to define the concepts to help explain to students.
2. Tell students the name of the main concept to be studied and ask them for a list of related terms.
 - a. Teacher may divide class into small groups (3-5) for list-making.
3. After a sufficient amount of time has passed for students to make their lists, teacher asks for the longest list and writes it on the board or on an overhead.
4. Teacher encourages students to assist in arranging

examples of related terms into categories in a hierarchy.

- a. As categories are arranged, students are encouraged to add examples and challenge to clarify the use of specific examples.
5. Teacher completes the hierarchy using the one she designed from the material in step 1.
 - a. Teacher explains placement of additional terms and encourages discussion.
 6. Teacher guides students through an explanation of characteristics common to examples she has used as well as examples provided by students.
 7. When the teacher is confident that students understand the concept; examples and non-examples of the concept should be given to students to make sure students are able to discriminate between them.
 8. Students read selection.
 9. Teacher leads discussion of reading assignment using the hierarchy as a guide.
 - a. Teacher might ask, "What information did you obtain from the reading selection that verified our examples?" "What did you find in the reading that could be used in the hierarchy that was not included before reading?" "Is there any information that is incorrect that needs to be changed?"

CHAPTER 12
INDEPENDENCE

Strategy:

Summary writing from hierarchy

Purpose:

1. To arrange concepts in hierarchy into a summary paragraph.
2. To increase fluency in writing.
3. To model for students appropriate summary procedure.

Procedure:

1. Teacher asks students to look at the completed hierarchical arrangement and write a summary.
 - a. Teacher should model summary writing from hierarchical arrangement.
 - b. As students gain confidence in summary writing, teacher should allow them to create more of the summary on their own.
2. As students finish, teacher should allow them to share their summaries adding and deleting information where appropriate.

UNIT 5
A Changing World

CHAPTER 13 - THE AGE OF REVOLUTIONS

Changes in England
The Revolution in France
More Declarations of Independence

PREPARATION

- Teacher-written story

GUIDANCE

- Reciprocal questioning

INDEPENDENCE

- Students write story

CHAPTER 13
PREPARATION

Strategy:

Teacher-written story

Purpose:

1. To introduce students to ideas to be presented in upcoming material before reading.
2. To expose students to key terms related to reading prior to reading.
3. To arouse students' curiosity about upcoming material.

Procedure:

1. Teacher becomes familiar with material in order to pick out relevant information to be conveyed to students.
2. Teacher writes a story to introduce students to key concepts and vocabulary before reading. The story might involve simplifying difficult material, defining words within context, and/or elaborating the information to make it easier for students to comprehend.
 - a. Story might be presented as a student during the age of revolutions might see life at that time, or the teacher might create a story in which a time traveler is viewing life having just landed during this time period.
3. Teacher presents story to class.
4. Teacher prompts story-related discussion to clarify any misconceptions about the time period or to clarify vocabulary terms and related concepts.
5. Teacher tells students that they are getting ready to read more about the age of revolutions, and

after they become more familiar with the material
they will write a story of their own.

CHAPTER 13

GUIDANCE

Strategy:

Reciprocal questioning

Purpose:

1. To encourage questioning about new material.
2. To help students think as they read content material.
3. To help students set their own purposes for reading by asking questions.
4. To improve students' understanding of new material.

Procedure:

1. Teacher begins by explaining to students the procedure they will follow.
 - a. Teacher might say, "Today we will read sections of the text together silently. As we reach the end of each section you will ask me questions about the material and then I will ask questions of you."
 - b. Teacher explains that any questions asked deserves to be answered. No one will be allowed to answer with "I don't know." Instead, he must ask for clarification of the question or explain why he is unable to answer the question. Responder should be able to justify his answer from the text or from prior knowledge. If there are questions, the responder should check the text for verification (Manzo, 1969).
2. Teacher designates segment of text to be read by both teacher and student.
 - a. Teacher may begin with one to two paragraphs

and move to longer sections of text when appropriate.

3. At the end of each designated section, teacher closes the book and allows students to ask questions concerning content of the text.
 - a. Teacher may encourage students to ask questions such as the ones a teacher might ask and in a way a teacher might ask them (Manzo, 1969).
4. After all questions have been answered and the answers clarified, the students close their books and are questioned by the teacher about the content of the material.
5. When all questions have been answered and answers clarified, the teacher assigns the next section to be read.
6. Steps 3-5 are repeated with each assigned section.
7. After students process enough of the information to have the gist of the content, the teacher asks the students to make predictions.
 - a. Teacher might ask, "Remembering what we have read about and have asked questions about so far, what do you think the rest of the reading will be about?" "Why do you think so?"
 - b. Teacher allows speculations and encourages discussion.
8. Compare predictions made at this time to predictions made as students looked at pictures at the beginning of the unit.
 - a. Teacher might ask, "Are any of your predictions about what the rest of the chapter will be about the same as the predictions you made when we looked at the pictures?"
 - b. If students answer yes, ask them to point these out and discuss. If students discover that some of their predictions have changed, the teacher should ask the students questions such as, "How did your predictions change?"

"What information did you get from our initial reading that caused your predictions to change?"

9. Teacher asks students to read the remainder of the assignment.
10. Teacher follows assignment with a discussion.
 - a. Teacher might ask, "How were your predictions concerning the assignment justified?" and "If there were any predictions that you made that were not fulfilled, what additional information might we need to find out about?"
 - b. Teacher might also discuss information presented that wasn't predicted bringing out important points and allowing students to discuss those points based on information from the assignment.

CHAPTER 13

INDEPENDENCE

Strategy:

Students write story

Purpose:

1. To give students the opportunity to use the information they have learned from teacher-written story and reciprocal questioning to write their own story.
2. To allow students to internalize information by writing about it.
3. To increase fluency in writing.

Procedure:

1. Teacher may lead a discussion reviewing the relevant information learned during teacher-written story and the reciprocal questioning.
 - a. Teacher might say "Why was this period called the Age of Revolutions?" "What are some of the most important things you have learned about the age of revolutions?"
2. Teacher then assigns students to write a story based on the information presented during discussion.
 - a. Teacher might suggest that the students remember how the story she told was written.
 - b. Teacher might suggest other approaches for students having difficulty getting started such as using opening lines. Examples of opening lines are: "It was a wonderful morning in England. I never knew when I woke up this morning that such an exciting thing would happen." or "We were in the middle of the revolution in France. All my friends believed . . ."

3. Teacher gives students ample opportunity to complete their stories.
4. After completion, the teacher should provide some opportunity to share the stories with classmates.
 - a. Teacher might allow a number of students to read their stories aloud and/or provide classroom space to display stories. Teacher might also consider combining stories in book form to be made available in the classroom and/or school library.

CHAPTER 14 - THE INDUSTRIAL REVOLUTION

The Start of the Revolution in Britain
New Ways of Life
The Spread of the Industrial Revolution

PREPARATION/GUIDANCE

- K-W-L (what I know, what do I want to learn, what I learned)

INDEPENDENCE

- Students summarize chapter by writing an exit slip to be given to the teacher

CHAPTER 14
PREPARATION/GUIDANCE

Strategy:

K-W-L (Ogle, 1986)

Purpose:

1. To allow students to access prior knowledge.
2. To encourage students to determine what they want to learn about the topic.
3. To help students set purposes for reading.

Procedure:

1. Step K - What I know
 - a. Students brainstorm what they know about the given topic. Teacher should choose a topic central to material in order to elicit the pertinent schemata.
 - b. Teacher records whatever students brainstorm.
 - c. If students have difficulty with the brainstorming task, teacher may make topic more general or ask questions to elicit prompt responses.
 - d. Teacher asks students to justify particularly interesting responses. Teacher might ask, "Why did you give this word?" or "What made you think of that?"
 - e. Teacher involves students to think of general categories to arrange the information. Teacher might ask, "Let's look at the things we already know. Does any of the information fit together into any categories?" Teacher might prompt students by modeling the procedure of forming the first category.

2. Step W - What do I want to learn?
 - a. Students are encouraged to raise questions about gaps in information. Teacher allows group discussion to raise further questions.
 - b. After discussion, students write, in the appropriate section, questions they want to have answered through the reading.
 - c. Before students begin to read, the teacher might find it necessary to preview material with students to note unclear section.
 - d. Students read assigned material.
3. Step L - What I learned
 - a. After students have had the opportunity to read the assigned material, teacher asks the students to write down what they have learned from the reading in the appropriate section.
 - b. Teacher asks students to check their questions to determine if the reading dealt with their concerns. If students still have unanswered questions, teacher suggests further reading or discusses information further. Each question should be addressed.

For an example of a K-W-L strategy sheet, see Appendix L.

CHAPTER 14
INDEPENDENCE

Strategy:

Exit slips

Purpose:

1. To summarize information in writing to reinforce what was learned.
2. To increase fluency in writing.

Procedure:

1. After students' questions have been answered about the reading, teacher asks students to write a summary of what they have learned in order to exit from the classroom and from the material.
 - a. Students are encouraged to refer to K-W-L Strategy Sheet to recall information to be included in summary.

CHAPTER 15 - THE WORLD AT WAR

The First World War
The Years Between the Wars
The Second World War

PREPARATION

- Teacher creates conceptual conflict within students' realm of experience that will help students understand the conflicts between nations that led to the world wars

GUIDANCE

- Time order pattern guide

INDEPENDENCE

- Word sorts

CHAPTER 15

PREPARATION

Strategy:

Conceptual conflicts (Vacca & Vacca, 1986)

Purpose:

1. To arouse students' curiosity about upcoming material.
2. To motivate students to seek solutions to problems.
3. To sustain students' interests prior to reading.

Procedure:

1. Prior to lesson, teacher creates a hypothetical situation within students' realm of experience for small groups to solve prior to reading.
2. Teacher presents problem related to the reading to students and encourages them to brainstorm possible solutions to the posed problem within their groups.
3. Teacher encourages discussion and keeps group on task by asking leading questions.
 - a. Teacher might ask, "Have you thought of . . .?" or "What about . . .?"
4. After each group has formulated a solution to the given problem, time is allowed for students to share solutions with the class.
5. Classmates are allowed to question and discuss each solution giving students the opportunity to strengthen their solution.
6. Ample time should then be allowed for students to revise solutions.

For an example of conceptual conflict, see Appendix M.

CHAPTER 15

GUIDANCE

Strategy:

Pattern guides (Olson & Longnion, 1982)

Purpose:

1. To increase students' understanding of organization of text.
2. To focus students' attention on reading.
3. To help students locate and identify important concepts in reading.

Procedure:

1. Teacher should identify essential information to be focused on from reading.
2. As the teacher identifies essential information from text, the organizational pattern the author uses is also noted.
3. Teacher prepares pattern guide based on essential information and the author's organizational pattern.
4. Students read assigned text.
5. Teacher presents pattern guide to students for completion.

For example of Time Order Pattern Guide, see Appendix N.

6. Teacher must determine how much help to give students in completing guide.
 - a. Some students may only require that an example be modeled in order to complete guide.

- b. Some students may need to be directed toward page and paragraph number.

CHAPTER 15
INDEPENDENCE

Strategy:

Word Sorts

Purpose:

1. To give students the opportunity to explore words and their relationships as they will be encountered in the text.
2. To allow discussion of words to encourage exchange of information among students regarding word definitions and relationships.

Procedure:

1. Teacher presents a list of words to students to be categorized according to their relationships.
 - a. Students are encouraged to add their own words if necessary.
 - b. Teacher should choose words that are important to understand the topic under study.
 - c. Teacher might allow students to come up with their own categories to arrange words into or the teacher may present the categories to students.
 - d. Teacher may choose to let students work individually or in small groups to arrange the words into categories.
 - e. Teacher encourages students to be able to justify categories and included words.
2. Teacher promotes discussion of categories and words included in the categories.
 - a. Teacher encourages students to elaborate on their justification of the categories and

included words.

For example list of words for First World War, see Appendix O.

UNIT 6
The World Today: Europe

CHAPTER 16 - WESTERN EUROPE

Land and People
France
The Low Countries

PREPARATION

- Semantic mapping

GUIDANCE/INDEPENDENCE

- Lecture/summary writing

CHAPTER 16
PREPARATION

Strategy:

Semantic mapping

Purpose:

1. To motivate students.
2. To actively involve students in thinking about content material.
3. To enhance students' knowledge.
4. To increase comprehension of material.
5. To help students relate new words to their prior knowledge.

Procedure: (Johnson, Pittelman, & Heimlich, 1986)

1. Teacher chooses a word central to the topic students will be studying.
2. Teacher writes the word on the chalkboard or a transparency for the class to see.
3. Teacher encourages students to brainstorm related words.
4. Teacher lists these words on the chalkboard or transparency and elicits students' help in categorizing the brainstormed words around the key word.
5. Students work individually for x number of minutes to think of other related words.
 - a. Students write these words on paper and form categories. The categories may be the same or additions may be made where necessary.
6. Students share their lists orally and the teacher adds the words to the map that was begun in step

- 3.
7. Teacher encourages students to suggest appropriate labels for the categories that have merged.
8. Teacher leads discussion on semantic map.
 - a. Teacher makes sure students are aware of new words, new meanings for old words, and relationships between vocabulary words.
9. Teacher leads into reading by explaining to students that they will be learning more about the key word and related words as they read the upcoming material.
10. Teacher assigns reading and allows sufficient time for students to complete.

CHAPTER 16
GUIDANCE/INDEPENDENCE

Strategy:

Lecture/summary writing

Purpose:

1. To help students become involved with new material by writing about it.
2. To increase students' fluency in writing.
3. To help students internalize new information and use it in writing.

Procedure:

1. After students have read material, the teacher presents a lecture emphasizing the main ideas and their important supporting details throughout the chapter.
 - a. Teacher may add other relevant and interesting facts about the topic to increase student interest.
 - b. Teacher may also use visual aids such as pictures, maps, globes, etc. to enhance presentation and to make it as interesting for students as possible.
2. After a key point and its supporting details have been presented and elaborated upon, the teacher should clarify any uncertainties by allowing time for students to ask questions and discuss presented information.
3. After all questions are answered and discussed, the teacher asks the students to write down, in summary form, the information the student thinks is important.
 - a. Teacher might model the procedure the first time students attempt to summarize to make

students more comfortable with the process.

- b. Teacher directs students to map that was constructed during preparation for use of vocabulary and related terms.
 - c. Teacher should stress that the summaries are to help them remember the information from the discussion and will not be taken up and graded.
 - d. After students summarize the main idea and supporting details, the teacher may allow a few students to share the information they have written to make sure everyone has understood the important ideas.
4. Teacher makes sure students are comfortable with the information presented thus far. Teacher then presents the next key point and its supporting details.
 5. Teacher repeats steps 2, 3, and 4.
 6. Teacher follows procedure in step 5 until the lecture/summary writing is complete.

CHAPTER 17 - SOUTHERN EUROPE

Land and People
The Iberian Peninsula
The Italian Peninsula
The Balkan Peninsula

PREPARATION

- Context method with vocabulary

GUIDANCE

- Asking literal and interpretive questions

INDEPENDENCE

- Summary writing

CHAPTER 17

PREPARATION

Strategy:

Context method with vocabulary (Gipe, 1979)

Purpose:

1. To help students induce the definition of a word by using clues from surrounding words.
2. To introduce students to vocabulary related to upcoming material.

Procedure:

1. Teacher prepares a sentence or sentences to build vocabulary knowledge before students begin to read. The sentence(s) contains the vocabulary word and conveys the definition through the use of the word in the sentences.
2. Teacher allows students to read the sentences.
3. Teacher and students discuss word meaning and possible use in new content.

CHAPTER 17

GUIDANCE

Strategy:

Asking literal and interpretive questions

Purpose:

1. To help students comprehend information that is literally stated and information that requires students' interpretation.
2. To encourage students to search reading material for answers to relevant questions pertaining to main ideas.

Procedure:

1. Teacher determines main ideas and relevant information from reading material. Teacher prepares questions that cause students to recall this relevant information from their prior knowledge and their reading material.

For an example of literal and interpretive questions, see Appendix P.

2. Teacher previews questions with students to help them set purposes for the upcoming reading.
 - a. Teacher might say, "Read each question and think about possible answers for each question. Don't be concerned if you do not know the answer. We will be reading a selection that will give you ideas for the answers."
 - b. During this preview, the teacher clears up any vocabulary term or unfamiliar idea for students that hasn't been covered sufficiently during preparation.
3. Teacher assigns reading.
4. After students have finished the assigned reading,

teacher presents the questions again.

5. Teacher may ask students to answer questions individually or allow students to work in small groups to come up with answers.
 - a. Teacher might say, "Based on what you know about this topic and from what you have read, answer these questions as best you can."
 - b. If students are working in groups the teacher might add, "Consider each suggested answer from the group members and come to an agreement as to which answer you will use."
6. After students have had sufficient time to answer all the questions, the teacher encourages discussion about each question and the answer chosen to satisfy the question.
 - a. Teacher stresses that some questions require factual or "right" answers but some are based on individual interpretation.

CHAPTER 17
INDEPENDENCE

Strategy:

Summary writing

Purpose:

1. To internalize information from reading, questions, and/or lecture.
2. To increase fluency in writing.

Procedure:

1. After all questions have been answered and discussed, teacher asks students to summarize, in writing, what they have learned.
 - a. Teacher may model summary writing from questions to familiarize students with the process.
2. Teacher and students discuss summaries to make sure all relevant information is included.
3. After summaries are written and discussed, teacher asks students to write down any questions they still have or questions about topics from the reading they would like to learn more about.
4. Teacher and students discuss questions students still have and information they would like to learn more about.
 - a. If students would like more information, teacher directs students to appropriate resources.

CHAPTER 18 - CENTRAL EUROPE

Land and People
Two Germanies
Communist States
The Neutral Nations

PREPARATION/GUIDANCE

- Study method

INDEPENDENCE

- Story writing

CHAPTER 18
PREPARATION/GUIDANCE

Strategy:

Study Method (Adams, Carnine, & Gersten, 1982)

Purpose:

1. To give students overall idea of upcoming material.
2. To allow students to differentiate between important and unimportant information in text.
3. To encourage students to read for information.
4. To encourage students to use textual cues to find and recall relevant information.

Procedure:

1. Teacher introduces students to a study method designed to increase their comprehension for text material.
 - a. Teacher asks students to preview the upcoming text material by reading the headings and subheadings of the chapter.
2. Teacher directs students to recite the subheading.
 - a. Teacher asks students to read the subheading, look up and see if they can say it to themselves, then check to see if they were correct.
3. After subheadings are recited, teacher asks students to ask themselves questions about what might be important to learn under each subheading.
 - a. Students are directed to use subheadings to guide their questions to help them differentiate important information from unimportant information.

4. Teacher tells students to read the information under the subheading to answer questions posed in step 3.
 - a. Teacher informs students that they will also find out other important information at this point that is not a part of the questions posed.
5. Teacher tells students to reread the subheading and recite the important details.
 - a. Teacher might model the procedure to increase familiarity with process.
6. Steps 2-5 are repeated for each subheading.
7. After entire selection has been studied, the student is instructed to rehearse the passage by reading each subheading, working up from the text and trying to recall the important information. If students are not able to recall the information, repeat steps 2-5 of the section.

CHAPTER 18

INDEPENDENCE

Strategy:

Story writing

Purpose:

1. To use information from reading, discussion and prior knowledge to write a fictional story.

Procedure:

1. Teacher tells the students to imagine themselves as a 65-year-old resident of East Germany. The government has informed them they will now be allowed to live wherever they choose. Students are to write a story about their experience as the 65-year-old after being given permission to move.
 - a. Questions that might be asked by the teacher to promote thought are:

"What have we learned about the similarities and differences concerning the people of East and West Germany? their lifestyles? their livelihoods? their freedoms? their land?"

"How do you think it would feel to be allowed to move from East Germany to another place? Would a 25-year-old feel differently about moving than a 65-year-old? In what ways would they feel differently? Why?"
2. After stories are written, teacher allows students to share them orally or by displaying them.

CHAPTER 19 - NORTHERN EUROPE

Land and People
The British Isles
The Nordic Countries

PREPARATION

- Word pictures from photographs

GUIDANCE

- Guided reading

INDEPENDENCE

- Letter to a classmate

CHAPTER 19

PREPARATION

Strategy:

Word pictures from photographs (Kirby & Liner, 1981)

Purpose:

1. To increase students' observation and description of pictures.
2. To introduce students to upcoming material by allowing them to explore through pictures.
3. To arouse students curiosity about upcoming material.

Procedure:

1. Teacher selects several interesting photographs that depict the chapter topic.
2. Teacher asks students to form small groups of 3-4 students.
3. Teacher gives each group a picture.
 - a. Teacher tells students where the picture was taken and its relevance to the upcoming material.
4. Teacher asks each student to study the picture intently.
5. Teacher asks students to individually brainstorm ideas for an overall single impression that the picture creates.
6. Teacher asks students to share with group members the ideas generated for an overall impression the picture creates.
7. In the group, the members decide which overall impression best suits the picture.

8. The group members then suggest as many details as they can in the picture that evoke the impression.
 - a. Each group should have someone to record brainstormed details.
9. Group members discuss the list of details, rewording and redefining where necessary.
10. Students use their list of refined details to write a paragraph about the picture.
11. Each group presents their picture, their detail list, and their paragraph about the picture. The overall impression might be used to title the paragraph.
 - a. After presentation, students display presented material.
12. Teacher explains to class they will be reading more about where these pictures came from in the upcoming material.

CHAPTER 19

GUIDANCE

Strategy:

Guided reading procedure

Purpose:

1. To encourage students to gather information from text and organize it around important ideas.
2. To allow students to reconstruct message the author presents in the text.

Procedure:

1. Teacher recalls what she has learned about students' knowledge of the topic through guided imagery. If it is needed, teacher clarifies any vocabulary or difficult concepts before students begin to read.
2. Teacher assigns reading.
 - a. Prior to reading, students are directed to remember all they can about what they read.
 - b. Students may be encouraged to make notes as they read.
3. As students finish the reading, teacher asks students to tell all they remember about their reading.
 - a. Teacher may provide an opportunity for students to summarize information in writing before discussion begins.
4. As students verbally recall, teacher records the information on the board or on a transparency.
5. Teacher reviews material and points out inconsistencies in information or gaps in recall.
6. Students are directed to the appropriate section

of text to add any needed information.

7. Teacher and students organize information into an outline.
 - a. Teacher may allow students to work in small groups to come up with an organization for information.
 - b. Teacher may direct students' outlines by asking leading questions such as, "What ideas stand out as the most important ideas?" "Are there other ideas presented that can be used to support these important ideas?"
 - c. Teacher may encourage students to add supporting details from previous learning.
8. If teacher allows students to work in small groups, teacher asks groups to share their outlines with classmates allowing students to explain organization and prompting discussion of each.

CHAPTER 19
INDEPENDENCE

Strategy:

Letter to a classmate

Purpose:

1. To recall important information from studied material.
2. To increase ability to relate information to others.
3. To increase fluency in writing.

Procedure:

1. Students are instructed to pick a classmate to whom they will write a letter.
 - a. Classmate may be an imaginary one or may be an absent member of the class.
2. Teacher tells students they are in charge of writing a letter to the chosen classmate to recall to them the important information from the study of Northern Europe.
 - a. Teacher might remind students of information covered during guided reading and information learned through studying pictures of Northern Europe.
 - b. Teacher encourages students to include the information they feel the person they are writing to needs to know and would be interested in.
3. After the assignment is finished, teacher allows students to share letters orally and/or by displaying the letters in the classroom.

CHAPTER 20 - THE SOVIET UNION

Land and People
The Soviet System
Land of Many Resources

PREPARATION/GUIDANCE

- Map construction

INDEPENDENCE

- Students write to respond to the question: When you think about the Soviet Union and what we have learned, how do you relate or compare this information to what you know about life in the United States?

CHAPTER 20
PREPARATION/GUIDANCE

Strategy:

Map Construction (Berkowitz, 1986)

Purpose:

1. To enhance free recall of information.
2. To familiarize students with the use of text organization.

Procedure

1. Teacher introduces relevant vocabulary and gives relevant background knowledge that students need to understand upcoming material.
2. Students read assigned material.
3. Students are given 8 1/2 x 11 inch blank paper on which they are instructed to construct a map.
 - a. Students write the title of the passage in the center of the paper.
 - b. Students determine main ideas and supporting details and arrange them around the title.
 - c. Students draw a box around each main idea and its supporting details and connect it to the title.
4. Teacher shows students a previously prepared map.
5. Students discuss model map and compare their maps to it.
 - a. Students may revise parts of map if required.
6. Students are instructed in a map-study procedure. Students are told to read the main idea headings from the sheet and attempt to recite them without looking back at the paper.

7. Students look under first heading, examine the details, and attempt to recite the details without looking at the sheet.
8. Students continue step 7 until they complete the map.
9. Students work with partners to tell them all they can remember from the reading.

For example of map, see Appendix Q.

CHAPTER 20
INDEPENDENCE

Strategy:

Write to answer a question

Purpose:

1. To encourage students to use information from reading to answer a related question.
2. To increase fluency in writing.
3. To allow students to clarify their knowledge by writing.

Procedure:

1. Teacher asks students to respond to the question: When you think about the Soviet Union and what we have learned, how do you compare this information to what you know about life in the United States?
2. After students write to answer the question, teacher allows students to share their answers orally and/or by display.

UNIT 7

The World Today: Southwest Asia and North Africa

CHAPTER 21 - SOUTHWEST ASIA

Land and People
The Eastern Mediterranean
The Oil-Rich Gulf Nations

PREPARATION/GUIDANCE

- Hierarchical summary procedure

INDEPENDENCE

- A day in the life of . . .

CHAPTER 21

PREPARATION/GUIDANCE

Strategy:

Hierarchical summary procedure (Taylor & Beach, 1982)

Purpose:

1. To direct students' attention to the organization of ideas in content textbook selections.
2. To increase the amount of recalled information from textbook material.
3. To increase quality of students' writing.

Procedure:

1. Students preview text material.
2. Students generate an outline of the material.
 - a. Students assign a Roman numeral for every major section in the reading selection, as designated by a heading.
 - b. Students write a capital letter for every subsection, as designated by a subheading.
 - c. Students leave 5-6 lines after subheadings to list important supporting details.
3. Students read selection subsection by subsection.
4. Students write a summary for each subsection.
 - a. Students first generate a main idea statement for the subsection, then write two to four sentences to cover the important supporting details for the main idea just generated.
 - b. Teacher stresses to students to use their own words and not copy from the text.
5. Teacher and students discuss the main idea and

supporting details then repeat the process at the next subsection.

6. Students decide on a topic sentence for the subsection just finished to assign to the appropriate Roman numeral.
7. Students repeat steps 3-6 for each subsection.
8. After students finish hierarchical summary, they tell a partner everything they can remember about the material.
 - a. Teacher reminds students to think of the information included in the hierarchical summary.
 - b. Partner looks at the summary as student retells, reminding student of unrecalled information.

CHAPTER 21
INDEPENDENCE

Strategy:

A day in the life of . . .

Purpose:

1. To recall information to infer to another situation.
2. To increase writing fluency.

Procedure:

1. Teacher tells students they are going to write about a day in the life of a person in Southwest Asia.
 - a. Teacher may inspire thought by asking prompting questions such as: "Based on what you know, what is a typical day like for those who live in Southwest Asia?" "How might a day in the life of a person in Southwest Asia be different from yours?" "What might be the first thing you do during a typical day if you lived somewhere in Southwest Asia? the next thing? How might you end your day?"

CHAPTER 22 - NORTH AFRICA

Land and People

Egypt

The Maghrib: Lands to the West

PREPARATION

- Capsule vocabulary

GUIDANCE

- Statement Guide

INDEPENDENCE

- Writing Questions

CHAPTER 22
PREPARATION

Strategy:

Capsule vocabulary (Crist, 1975)

Purpose:

1. To introduce students to vocabulary related to reading material.
2. To allow students to use vocabulary in sentences.

Procedure:

1. Teacher selects 12 to 15 words related to the reading topic. Words are presented to students one at a time.
2. As words are presented, teacher encourages students to discuss their associations with each word. The teacher also adds information and may use the word in a sentence to allow students to infer meaning for the word.
3. After all words have been introduced, students pair off and are given 3 to 5 minutes to use the introduced words in a conversation about the upcoming topic to which the words are related.
4. Students write a paragraph or two using the words.
5. Teacher may allow students to share paragraphs orally and/or by display.

CHAPTER 22

GUIDANCE

Strategy:

Statement guide

Purpose:

1. To guide students' understanding of textual information.
2. To help students set purposes for reading.
3. To encourage students to connect their own knowledge with an author's ideas.
4. To encourage students to seek information independently.

Procedure:

1. Teacher analyzes content for important ideas to be presented to students.
2. Teacher designs a set of declarative statements for students to respond to that reflect key ideas.
3. Statements are presented to students prior to reading.
 - a. Teacher asks students to read each statement.
4. Teacher asks students to keep the statements in mind as they read the material.
5. Teacher assigns reading.
 - a. Teacher directs, "As you come to information in the reading that verifies a statement, place the page number, paragraph number, and line number in the blanks beside the statement. Also, in the lines following the statement, record the justification from the text for the statement."

- b. Teacher also says, "If you do not feel the statement is justified in the text, leave the lines blank."
 - c. Teacher may allow students to work in small groups.
6. After each student has read the material and completed each statement, the teacher leads a discussion based on students' responses to statements.

CHAPTER 22
INDEPENDENCE

Strategy:

Writing questions

Purpose:

1. To allow students to identify questions unanswered after study of topic.

Procedure:

1. Teacher asks students to write at least three things about North Africa that are not clear to them or write three questions they would like to ask the textbook writer about the topic of North Africa.
2. Teacher and students discuss unclear information and unanswered questions.
 - a. Teacher may draw in outside resources to enhance discussion.

UNIT 8
The World Today: Africa South of the Sahara

CHAPTER 23 - WEST AND CENTRAL AFRICA

Land and People
Nigeria
People's Republic of the Congo

PREPARATION/GUIDANCE/INDEPENDENCE

- Teacher-prepared story
- Students read for additional information
- Students write their own story

CHAPTER 23

PREPARATION/GUIDANCE/INDEPENDENCE

Strategy:

Teacher-prepared story

Students read for additional information

Students write their own story

Purpose of teacher-prepared story

1. To introduce students to upcoming material by relaying a story containing information related to upcoming material.
2. To arouse curiosity for upcoming material.

Purpose of reading

1. To gain additional information

Purpose for writing story

1. Students use information from teacher-prepared story and reading to write their own story.

Procedure:

1. Teacher either selects a story from literature appropriate for students or writes a story that will parallel the information in the upcoming material.
2. Teacher reads or tells the story to students and allows them to discuss and ask questions about the story.
3. Teacher tells students they will be reading more information about the topic of the story in their text.
4. Teacher encourages students to gather information

from the reading to write their own story.

5. Students read assigned material.
6. Students write a story based on information from teacher's story and from information gained from the chapter on west and central Africa.
 - a. Teacher may remind students of story she read or told if students have difficulty getting started.
7. Students share stories orally. Teacher may also display stories in the classroom and/or in book form for the classroom and the library.

CHAPTER 24

EAST AND SOUTH AFRICA

Land and People

Kenya: A Country in East Africa
The Republic of South Africa

PREPARATION/GUIDANCE

- K-N-L (what I know, what do I want to learn, what I learned)

INDEPENDENCE

- Letter writing

CHAPTER 24
PREPARATION/GUIDANCE

Strategy:

K-W-L (Ogle, 1986)

Purpose:

1. To allow students to assess what they know about the upcoming topic.
2. To allow students to determine what they want to learn about the upcoming topic.
3. To encourage students to recall what they learned through reading.

Procedure:

1. Teacher provides students with a sheet or students design a sheet used to record information.

For example of K-W-L Strategy Sheet, see Appendix R.
2. Teacher introduces the topic to be studied.
3. Students brainstorm what they know about the topic. Teacher records ideas on chalkboard or transparency.
 - a. Teacher deepens students' thinking during the brainstorming by asking students questions about brainstormed ideas such as: "Where did you learn that?" or "Tell me more about this idea." These ideas are recorded in the section "What we know."
4. Students are encouraged to arrange brainstormed ideas into categories.
 - a. Teacher might say, "Let's look at the list of ideas and see if any seem to go together into categories." and "Before we read about East and South Africa let's look at the kinds of

information that will probably be included." These categories are filled in under the appropriate section of the K-W-L Strategy Sheet.

5. Students think about what they already know about the topic.
 - a. Teacher may point out gaps in information and/or infer questions that need to be answered.
6. Each student writes questions under the section "What we want to find out."
 - a. Teacher and students may preview article to become more familiar with what is included about the topic.
7. Reading commences.
 - a. Teacher may decide whether reading should be done in one piece or in sections.
8. After students have read the material, they write what they learned from the reading in the appropriate section of the Strategy Sheet.
9. Students check the questions written before reading to determine whether all their concerns were dealt with. If not, students write their questions in Section L.
 - a. Each question should be answered or addressed. Teacher may answer through discussion or direct students to other resources. (Teacher should follow up on any questions for which students were directed to other resources.)

CHAPTER 24

INDEPENDENCE

Strategy:

Letter writing

Purpose:

1. To use information gained from reading to write a letter.
2. To increase writing fluency.

Procedure:

1. Teacher directs students to imagine themselves on a tour of East and/or South Africa.
2. Teacher tells students to write a letter to parents or a friend telling about their tour.
3. Teacher might encourage writing by asking questions such as:

"What interesting things might you see that you would like to tell parents or a friend about?"

"What might you see that parents or a friend might not have ever seen? How would you describe that thing so that your parents or friend could almost see what you are seeing?"

"What about African lifestyles might you want to relay in a letter?"

"What about the government might be interesting to your reader?"
4. Teacher provides an opportunity for students to share their letters.

UNIT 9
The World Today: Asia and Oceania

CHAPTER 25 - EAST ASIA

Land and People
China
Japan and Korea

PREPARATION/GUIDANCE

- Three levels guide

INDEPENDENCE

- Students write to answer a question

CHAPTER 25
PREPARATION/GUIDANCE

Strategy:

Three levels guide

Purpose:

1. To guide students through the levels of comprehension inherent in the reading selection.
2. To allow students to experience the relatedness of ideas in the material.
3. To allow students to be aware of main ideas of the selection before reading.
4. To allow the students the opportunity to discuss information related to their knowledge about a topic and the information presented in the reading selection.

Procedure:

1. Teacher presents each student with a copy of the three level reading guide that has been designed.
2. Teacher encourages students to read each statement on the guide.
 - a. At this point, the teacher may clarify vocabulary terms.
3. Teacher assigns reading.
4. Teacher directs students to complete the guide.
 - a. Teacher clarifies written directions on guide.
 - b. Teacher may allow students to work in small (3-5) groups to complete the guide.
5. After students have completed all statements on the guide, teacher discusses each statement and

response encouraging class participation.

CHAPTER 25
INDEPENDENCE

Strategy:

Students write to answer a question

Purpose:

1. To use information gained from study to answer a related question.
2. To increase writing fluency.

Procedure:

1. Teacher asks students, "Based on what you have learned during our study, if you could choose to be anyone in Asia or Oceania, who would it be and why?"
2. Teacher allows ample time for students to write to answer the question.
3. Students share answers.

CHAPTER 26 - SOUTH AND SOUTHEAST ASIA

Land and People
South Asia
Southeast Asia

PREPARATION

- Admit Slips

GUIDANCE/INDEPENDENCE

- Students read to discover new information and identify topics for further exploration

CHAPTER 26

PREPARATION

Strategy:

Admit Slips

Purpose:

1. To encourage students to recall prior knowledge about a topic.
2. To clear up any misconceptions students have about topic.

Procedure:

1. Before reading, teacher passes out a slip of paper headed Admit Slip. On the slip, the student is asked to write something they know about Asia.
2. Teacher and students discuss prior knowledge students have about the topic. During the discussion, teacher introduces ideas not suggested by students, clears up any misconceptions about the topic, and advises students about possible trouble spots in the reading.

CHAPTER 26
GUIDANCE/INDEPENDENCE

Strategy:

Read to discover new information and identify topics for further exploration

Purpose:

1. To acquire more information about the topic.
2. To identify ideas from the reading to explore further.

Procedure:

1. Teacher assigns reading material.
2. Students write to summarize new information.
3. Students identify topics generated from the reading about which they would like to learn.
 - a. The ideas might be written in the form of questions they would like to have answered.
4. Teacher and students discuss topics and/or questions.
5. Teacher directs students to possible sources for information.
6. Teacher allows time for students exploration of a topic of interest.
7. Students write a summary of information they found in sources.

CHAPTER 27 - LANDS OF THE SOUTH PACIFIC

Land and People
Australia
Island Nations

PREPARATION

- Teacher-prepared story

GUIDANCE/INDEPENDENCE

- Structured overview

CHAPTER 27

PREPARATION

Strategy:

Teacher-prepared story

Purpose:

1. To introduce students to upcoming material by relaying a story containing information related to upcoming material.
2. To arouse curiosity for upcoming material.

Procedure:

1. Teacher either selects a story from literature appropriate for students or writes a story that will parallel the information in the upcoming material.
2. Teacher reads or tells the story to students and allows them to discuss and ask questions about the story.
3. Teacher tells students they will be reading more information about the topic of the story in their text.

CHAPTER 27

GUIDANCE/INDEPENDENCE

Strategy:

Structured overview

Purpose:

1. To determine relevant information from reading.
2. To organize relevant information into a pictorial representation.

Procedure:

1. Teacher assigns reading.
2. Teacher informs students to glean relevant information from the reading to design a structured overview.
3. Students read and design overview.
 - a. May be done individually or in groups.
4. Teacher allows presentation of overviews.
5. Teacher encourages discussion of each individual's or group's overview to clarify ideas and relationships.

CHAPTER 4
CONCLUSION, CURRICULUM DEVELOPMENT
AND RESEARCH POSSIBILITIES

Introduction

The purpose of this study was to develop a theoretically-based social studies curriculum that incorporated research related to schema theory, reading to learn theory, and writing to learn theory. Schema theory research, reading to learn research, and writing to learn research were reviewed in Chapter 2. Learning principles were derived for each area from this review to serve as guidelines for choosing instructional strategies. Chapter 3 contains the social studies curriculum designed to promote reading to learn and writing to learn. Instructional strategies were selected for the 27 chapters based on the subject matter presented in the Heath Social Studies (1985) text. The content of the social studies text and the instructional strategies together constitute the curriculum for this study. A preparation phase, a guidance phase, and an independence phase were developed for each chapter based on Herber's (1978) instructional framework.

This chapter includes a discussion of the conclusions relative to the curriculum. Possibilities for further curriculum development and research are also discussed.

Conclusions

This study shows that instructional strategies can be developed from a theoretical foundation which incorporates relevant research about successful practices for teachers and students and social studies content currently being used. These instructional strategies can also be applied, with the necessary modifications, to other content.

It may also be concluded that the instructional framework in this study is a reasonable alternative for use in curriculum development. The framework in this study was used as an outline to design each chapter; however, the framework does reflect a basis for increased student learning and could be used as a model for lesson presentation in all subject areas.

A curriculum that is developed from a theoretical perspective and that incorporates relevant research on instructional strategies provides the practitioner and the researcher with important starting points. The practitioner has a document that may be used to design powerful instructional materials and the researcher has information on which to base further research that stems from this type of study.

Curriculum Development Possibilities

The current status of this sixth-grade curriculum suggests several areas for further curriculum development.

These areas include: (a) using the suggested strategies, with some modification, in phases other than the ones suggested; (b) the development of a theoretically-based curriculum including reading to learn and writing to learn strategies for other content areas; and (c) the development of reading to learn and writing to learn curricula for students of other levels to complete the program for all grades.

The instructional strategies suggested for each phase of the 27 chapters can be used, with appropriate modification, in phases other than the ones suggested. The teacher using the strategies will make that decision based on knowledge of the strategies and the students.

The curriculum developed in this study was designed according to the sixth-grade social studies content. The curriculum was based on learning principles derived from theories of learning and an instructional framework. While the content of other subject areas would differ, the learning principles and the instructional framework could be used, with modifications if necessary, with curriculum content in other subject areas.

This curriculum was developed using the content from the Heath Social Studies text (1985) and instructional strategies from the research. In order to provide a complete program incorporating reading to learn and writing to learn, additional curricula are needed based on the same

instructional principles for students in the preceding and following grades in all content areas. The same strategies will be used with the necessary changes and can include additions as strategies are developed through research. In order to promote the learning principles set forth from the theories, curricula for all grades are still needed.

Also to be considered under curriculum development is the aspect of evaluation of student learning based on the use of these strategies. Some means of evaluation need to be developed in order for teachers to be able to measure student growth consistently and fairly.

Research Possibilities

The completion of a theoretically-based process curriculum suggests at least two research possibilities: (1) a comparison of the structured approach utilized in this curriculum to the regular text suggestions, and (2) a field test of the curriculum.

Research needs to be conducted to compare the structured approach in this curriculum to the teaching suggestions made in the regular text. A comparison study of this nature would yield data concerning the appropriateness of a curriculum of this type.

A field test of the curriculum might include several research possibilities. Research might determine the effectiveness of the proposed instructional framework, the

effectiveness of the proposed strategies when dealing with specific content, the effect of the strategies on the reading and writing of sixth-grade social studies students, and the effect of the proposed curriculum on variables such as motivation and curiosity of sixth-grade social studies students.

Summary

In Chapter 4, conclusions of the study, curriculum development possibilities, and possibilities for further research were discussed. The conclusions indicated that it is feasible to develop a curriculum using text content and strategies designed from a theoretical perspective. The instructional strategies derived from the research can also be used with other content in the sixth grade and in other grade levels. It is also feasible to develop a curriculum based on a particular instructional framework and design opportunities for learning based on the framework. Possibilities for curriculum development might encompass the inclusion of additional strategies for reading to learn and writing to learn in other phases of the framework, the development of a theoretically-based curriculum including reading to learn and writing to learn for other subject areas, and the development of a reading to learn and writing to learn theoretically-based curriculum for students of other levels to complete the program for all grades.

Consistent means of evaluation also need to be included within the curriculum. Suggestions for further research included a comparison of the structured approach utilized in this curriculum to the regular text suggestion and a field test of the curriculum to determine the effectiveness of the proposed instructional framework, the effectiveness of the proposed strategies when dealing with specific content, the effect of the strategies on the reading and writing of sixth-grade social studies students, and the effect of the proposed curriculum on variables such as motivation and curiosity of sixth-grade social studies students.

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APPENDICES

Appendix A

Examples of Words in Context

1. An archaeologist is a person who pursues the scientific study of material remains of past human life and activity. While digging for ancient remains, an archaeologist might find tools used by farmers 10,000 years ago. What else might an archaeologist find?

2. Irrigation is a word that means to water land by artificial means. Irrigation ditches and canals were dug to bring water from the rivers to the fields. What might be the result of irrigation on farmers' crops?

3. An artisan is a person who earns his living at a craft. An artisan might earn a living making pottery or building furniture. If you were an artisan, what is a craft you might practice to earn a living?

4. A ziggurat is a word that means an ancient temple tower consisting of a lofty pyramid structure built in successive stages with outside staircases and a shrine at the top. The Sumerians built ziggurats that might have been used for protection from the enemy. What other use might the Sumerians have for the ziggurat?

Appendix B

Examples of Words that Might be Used from the Chapter for Structural Analysis

archaeology:

archae- Greek archaio meaning ancient or primitive
-ology means the science, theory, or study of

hieroglyphics: from Greek hieroglyphikos

hier- + glyphein meaning to carve

papyrus: Latin meaning paper

hectares:

hect meaning 100

hect- + are²

hectares = 10,000 square meters

Appendix C

Examples of Words that Might be Used from the Chapter

self-sufficient

city-state

scribe

domesticated

civilization

Appendix D

Example of Pattern Guide for Cause-effect From the Chapter

Pattern Guide

In this chapter, look for cause-effect relationships in the situations mentioned below. Add the cause or effect in the proper column.

<u>Cause</u>	<u>Effect</u>
1.	1. Family groups of hunters and gatherers lived in caves or in tents made from animal bone and hide.
2. A family group of hunters and gatherers rarely met other groups.	2.
3. Many early people believed in life after death.	3.
4.	4. As time passed, people began to pay more attention to their plots of land.
5.	5. People began building huts of stone and mud beside their plots of land.

Appendix E

Example of Anticipation Guide Statements

Place a check in the blank under the form of government that best describes the statement.

	<u>Republic</u>	<u>Democracy</u>	
1.	_____	_____	1. A government not headed by a king or queen.
2.	_____	_____	2. The power rests with the people.
3.	_____	_____	3. All citizens have the same rights.

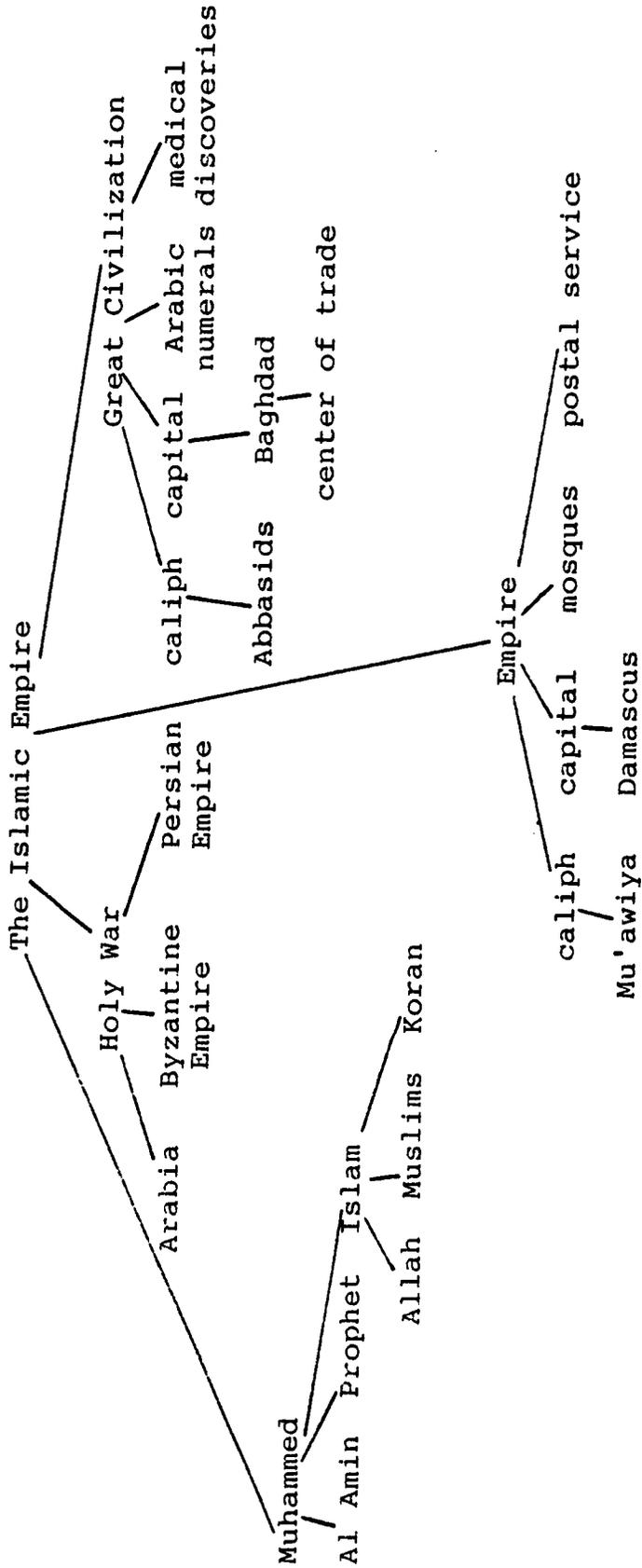
Appendix F

Examples of Problems

1. You have been assigned as an assistant to Augustus to help improve the lives of ordinary people in Rome. What are the most prominent problems the ordinary people have and what solutions would you suggest for these problems?
2. The year is 180 and the emperor has just died. You have been chosen to rule the Romans. How would you change the way you rule as compared to emperors of the past? Why?

Appendix G

Example of Structured Overview



Appendix H

Constructing a Levels Guide (Vacca & Vacca, 1986)

I. Steps

- A. Begin with Level II (Interpretive Level)
 1. Analyze the selected text for major ideas.
 2. Ask yourself: What does the author mean?
 3. State the author's major ideas in your own words.
 4. Keep the statements clear and simple.
- B. Search for propositions - explicit pieces of information or vocabulary that support the major ideas in Level II.
 1. State the propositions in statement form - this becomes Level I (Literal Level).
 2. Paraphrasing the statements is appropriate if it suits your needs and/or the needs of your students.
- C. Add distractors to Levels I and II (Optional)
 1. Distractors are pieces of information which are included to prevent students from indiscriminately checking every item.
- D. Work on statements for Level III (Applied Level)
 1. These statements must not come directly from the text.
 2. Applied level statements help students gain additional insight into the content area by comparing their own ideas with the author's ideas.
 3. The statements should force the students to ask whether or not they can agree/support the statement with both textual information and personal knowledge.

II. Suggestions

A. Criteria for a Good Statement

1. Ask yourself:

-Does the statement cause the reader(s) to examine the text carefully?

-Do the readers (i.e., groups) struggle with the statement? In other words, does the statement stimulate debate?

B. Cautions

1. Do not put too many ideas on one level.

2. Levels Guides are not suitable for all material. They are most appropriate for difficult or new material, or when you want to promote discussion/debate.

3. Use when the textual information requires careful reading guidance.

Appendix I

Example of Three Level Reading Guide for Chapter 7

Level I: Right There!

Check the statements that can be found directly in the reading assignment. Make note of where you found the evidence of each statement in the blanks underneath. The statements may or may not be in the author's exact words.

1. Maninke made their living as farmers like most West Africans.

2. Slaves were traded in West Africa along with gold, salt and fine clothes.

3. The name Zimbabwe comes from dzimba dzimbabwe meaning "house of stone."

Level II: Think and Search!

Check the statements that represent what the author means. Be prepared to identify the information in the selection on which you based your choices.

- _____ Trading took place mostly in cities and towns in West Africa.
- _____ Salt was just as important as gold to some people in Africa.
- _____ Imposing taxes was one way for the rich to get richer in West Africa.
- _____ It was easy for the people of Benin to have farmland in the rain forest.
- _____ Kilwa could be called a trade capital.

Level III: On Your Own!

Check those statements you can support with ideas from the reading selection and from your own experience and prior knowledge. Be prepared to explain the reasons for your decisions.

- _____ 1. Trade with others is the only means of growth and prosperity.
- _____ 2. If a person has something others want they should be able to charge whatever they please for it.

Appendix J

Examples of Prepared Questions

1. How do you think our lives would be if we did not have paper?

In the selection you are about to read, we find out how the Chinese were the first to make books. How do you think the Chinese made the paper?

2. How do you think Christopher Columbus found his way from Spain all the way to the new world?

In the upcoming pages, you will read about how the Chinese changed the course of history by inventing a way to help travelers find their way. What do you think that invention was? How do you think they made it?

Appendix K

Example of Statements That Might be Included
on Statement Guide

___ page 1. Europe in the 400s was a rich mix of
___ paragraph people and different ways of life.
___ line

___ page 2. Gregory I did much to increase the power
___ paragraph of the Roman Catholic Church and the power
___ line of the pope.

___ page 3. Knights were important during the Middle
___ paragraph Ages.
___ line

___ page 4. Crusaders traveling through the Holy Land
___ paragraph discovered many goods.
___ line

___ page 5. Guilds protected artisans.
___ paragraph
___ line

Appendix L

Example of K-W-L Strategy Sheet

Chapter 14		The Industrial Revolution	
1. K-What I Know	W-What I Want to Learn	L-What I Learned	
2. Categories of information we expect to use:			
A.	D.	G.	
B.	E.		
C.	F.		

Appendix M

Example of Conceptual Conflict

You are a member of Parliament in England in the 1700s. The ruler is King Charles who believes he only answers to God and does not have to obey the law. King Charles wants to illegally tax the people and make the Church of England more like the Catholic Church when most of the people are Puritans. You and your fellow members of Parliament are not satisfied with the way King Charles is running the country. What are some possible solutions you might propose?

Appendix N

Example of Time Order Pattern Guide

The competition between industrial nations to gain raw materials and customers, the strongest armies and navies, and as much land as possible sparked much hatred. This led to the largest war in history--the First World War. Rewrite the events below in the order they occurred. Place the date of each event beside it.

- | | |
|--|----|
| 1. Germany was drawn into the fighting. | 1. |
| 2. Conflicts grew out of the race for empires. | 2. |
| 3. American troops were arriving in France at the rate of 250,000 a month. | 3. |
| 4. A revolution began in Russia. | 4. |
| 5. The Germans invented the submarine that could be used to sink freighters that carried war materials from the United States to France and England. | 5. |
| 6. The machine gun was invented. | 6. |

Appendix O

Example List of Words for First World War

allies

empire

control

competition

1914

Archduke Franz Ferdinand

War of the People

volunteers

women

machine guns

trenches

submarine

blimp

airplanes

United States

Bolsheviks

Appendix P

Example Questions Requiring Comprehension of Literal Meaning from Text

1. Why was farming difficult all year long for the people of Southern Europe?
2. How did languages travel from place to place?
3. What was the main crop grown by Portuguese farmers?

Example Questions Requiring Interpretation of Ideas

1. How do you think farmers were able to prosper in Southern Europe?
2. Do you think it was difficult for traders to converse with people they met along their routes?
3. Why do you think growing grapes was necessary for the Portuguese.

Appendix Q

Example of Map

1. Land and People

- diverse languages and occupations
- five land regions
- 15 Soviet Socialist Republics
- ethnic groups

2. The Soviet Union

- communist party
- farming
- business and industry

The Soviet Union

3. Resources

- Ukraine
- Ural Mountains
- Siberia

Appendix R

Example of K-W-L Strategy Sheet

Chapter 24		East and South Africa	
1. K-What I Know	W-What I Want to Learn	L-What I Learned	
2. Categories of information we expect to use:			
A.	D.	G.	
B.	E.		
C.	F.		

Table 1

Reading to Learn and Writing to Learn Instructional Principles as They Relate to Learning Principles

Learning Principles	Reading to Learn	Writing to Learn
1. Prior knowledge about a topic influences students' comprehension.	X	X
2. Making connections between what is new from the content and what is known by the student enhances comprehension.	X	X
3. Differences in prior knowledge have important implications for interpretation students make of texts.	X	X
4. Elaboration of information dealing with content helps students make connections between ideas and their relationships.	X	X
5. Actively involving students in the learning process promotes comprehension.	X	X

Reading to Learn

1. Reading to learn strategies add to students' knowledge about the world bridging the gap between the student and the text.
2. Using instructional strategies in the classroom to emphasize the processes of reading to learn increases student involvement and adds to the students' information about the structure of content areas.

Writing to Learn

3. Writing to learn can help students develop fluency and become active learners.
4. Writing to learn allows the student to personalize knowledge, interpret experiences, and state relationships.
5. Writing to learn allows students to write in their own language and establish personal coherence between what is known and what is new.

Instructional Principles

Appendix T

Considerations for Selecting Strategies

In the process of strategy selection, I considered the learning principles, the instructional principles, and the content to be studied in each chapter. For example, Chapter 5 deals with the Roman Empire, and several ideas were presented throughout the chapter that are probably unfamiliar to students. Examples of possible unfamiliar ideas are (1) how the Roman Empire looked in A.D. 117, (2) how roads were built, (3) life in Rome, (4) the beginning of the Christian religion, and (5) the events leading up to and the fall of Rome. Because students probably lack prior knowledge about these topics, the teacher might provide an instructional strategy such as "Preview as organizer" to add to and help bridge the gap between the students' knowledge and the content of the text during the preparation phase of the lesson (Instructional Principle 1). This prior knowledge can influence students' comprehension which, in turn, may have important implications for interpretations students make of texts (Learning Principles 1, 2, and 3).

In the guidance phase of Chapter 5, it was necessary to provide students with elaboration of information to help students make connections between ideas and their relationships (Learning Principle 4). In the strategy "What I know now and what I've learned from the reading," the students are actively engaged in (1) recalling, discussing, and writing what they know about a topic (Instructional Principles 3, 4, and 5), (2)

reading to discover new knowledge (Instructional Principle 1) and, (3) discussing and writing additional knowledge obtained from the reading (Instructional Principles 3, 4, and 5).

For the independence phase of the lesson, I decided that a strategy that would allow students the opportunity to apply information gained from study and use it in some way (Learning Principles 4 and 5) was needed. I selected "Introducing a problematic situation to be solved by students" because it is an instructional strategy that allows students to: (1) use their own knowledge plus information from the text to solve a problem (Instructional Principle 1), (2) develop fluency in writing and become active learners (Instructional Principle 3), (3) personalize knowledge, interpret experiences, and state relationships (Instructional Principle 4), and (4) establish personal coherence between what is known and what is new (Instructional Principle 5).

Learning principles, instructional principles, and the content of the lessons were considered as I made decisions about strategies to use during the preparation, guidance, and independence phases of instruction. This is an important process to work through in order to make sure that beliefs about learning and instruction and strategies that promote those beliefs match within the content of the curriculum.

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