

**Content Connetions:
Literacy Strategies in the Social
Sciences**

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Resource Packet

Stump the Teacher

Helpful Tips:

- This strategy encourages students to read a piece of text thoroughly.
- All students and the teacher read the text or portion of text silently.
- Have students pick out key points from the text that they want to use to stump the teacher and write them down.
- Give students 2 or 3 minutes to stump the teacher. If they stump the teacher, they will receive some type of reward (i.e., candy or bonus points on a quiz or test.)
- Students can ask any content questions including specific numbers or obscure facts in reading; however they cannot ask questions such as "How many words were in the last paragraph?"
- When the timer goes off, it is the students turn to get questioned. The teacher asks the students questions.
- There is no penalty for wrong answers.

Application:

Key Points

1. How many years after civil war

2. _____

3. _____

Stump the Teacher

You will be given a passage to read carefully and critically. After you are done reading the passage, you need write down at least 3 key points that you learned and would like to stump the teacher on. You need to make sure that your questions are fact based and content driven. You will be given 3 minutes to stump the teacher as a class. After those three minutes are up, it is the teachers turn to quiz you so be ready!

Key Points

1. _____

2. _____

3. _____

Guess the Author

Helpful Tips:

- It is important to give students a piece of text that they are somewhat familiar with and have some background knowledge of.
- Students will read the piece of text and try and guess who the author is.
- Students must state which clues they found in the text that helped them to make their guess.

Application:

Just like the title states, your goal is to guess the author of the text! You have not read this piece of text before, however you have learned about this material and have knowledge of the author. Read the whole passage once through and see what information jumps out at you. Once you think you know the author, give at least one piece of text that was a clue for you.

I think the author is: _____

One clue from the text that helped me make my guess: _____

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I think the author is: _____

One clue from the text that helped me make my guess: _____

Question the Author

Helpful Tips:

- Students begin by reading the passage individually and underline the main points
- Students then create a list of everything that they know about the author, either from the text or from prior knowledge
- Once students have made some general assumptions about the speaker, they need to identify the authors purpose for writing
- Students will then work in partners to create questions to ask the author about why they wrote the passage, what their intentions for writing were and or any other questions to increase understanding.
- Finally, students will share and discuss

Application:

Most text is written with a specific purpose in mind, to persuade, inform or entertain. Your goal is to question the author of the assigned text to gain an understanding of why they wrote the specific text and who/what it was intended for.

Begin by reading over the text once on your own. Then read again and underline all of the main points. Try to identify who the speaker is, use the information in the text along with your prior knowledge. Next, list everything you know about this author. Find a partner and compare and contrast your author notes. With your partner try to then identify the author's purpose for writing this text and who their audience was. Finally, write at least three questions you have for the author that would help you to better understand the text.

Who is the author? _____

What do I know about this author? _____

Author's purpose for writing this text: _____

Author's intended audience: _____

Questions for the author:

1. _____

2. _____

3. _____

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What do I know about this author? _____

Author's purpose for writing this text: _____

Author's intended audience: _____

Questions for the author:

1. _____

2. _____

3. _____

My Rewrite

Helpful Tips:

- In this strategy, students will read a primary document that may be difficult for them to understand based on the language and origin of the passage.
- Have the students first read the passage individually.
- Then students can work together to change each sentence in the passage, either omitting or changing different parts of the passage, editing the vocabulary into age appropriate language.

Application:

Not everything we read is easy for us to understand, therefore we need to rewrite! Begin by reading through the assigned passage one time to gain an understanding of the text. Next, find a partner and work with them to rewrite the passage for easier understanding. Begin by identifying difficult vocabulary words and replace them with common, high frequency words. You can then rearrange words and sentences in an order that makes sense to you. Once you feel that you have rewritten the passage in way that is easier to understand, reread to make sure the passage still shares the same information as the original.

Difficult vocabulary words: _____

My Rewrite: _____

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Difficult vocabulary words: _____

My Rewrite: _____

Sentence Scramble

Helpful Tips:

- Begin by taking any piece of literature- textbook, primary source or trade book
- Copy the text onto paper then cut it into strips
- Have students work in partners or groups to put the strips in the correct order, unscrambling them
- Walk around to assist students and give guidance where needed
- Once most groups have the first answer, call on one group to share what they have for their first sentence, continue to share sentences as groups progress

Application:

This task can be completed in partners or groups. Begin by opening the envelope and removing all sentence strips inside. Lay out the strips so that you can see all of the sentences. With your partner or group read through each of the sentences and see what connections you can make or what prior knowledge you have. This will help you to piece the strips back together. Once you have read through all of the strips, try to identify which sentence is the first. From there, continue to piece the passage back together, unscrambling the sentences. When you are finished read through the passage to see if it makes sense, rearrange any sentences that do not belong.

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