

# Reading our way to build a Peaceful World: Six Strategies for Using Language for Literature and Content Learning.

Mary Lou McCloskey, PhD

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## Strategies

### 1. Index Card Life History

This is a great activity to get to know one another and provides a rehearsal for speaking before a group. Learners have to listen careful to their partners, and then transform what they heard from first person to third person to report it.

#### Procedure:

1. Pass out an index card to each learner.
2. Model the activity on a chart as you give instructions.
3. Ask learners to write their name, school, city and country and something they care about in the center of the card.
4. Ask learners to draw something about their past in the upper right-hand corner.
5. Ask students to draw something about their families in the left upper corner.
6. Ask students to draw things they like to do in the lower right hand corner.
7. Ask students to draw their goals for the future in the left lower corner
8. After they have completed their drawings, learners find partners they do not know well and introduce themselves.
9. Then they exchange cards with that person and join with a second pair.
10. Partners introduce one another to the group of four (or the class) using the cards as prompts.

*Note:* Vary questions/drawings to meet the needs of the group.



## 2. Think-Pair-Share and Think-Quickwrite-Pair-Share



Pair Share structures offer learners the opportunity to think, listen and respond to their peers. Learners gain a shared sense of meaning of the text (Snow, Burns, & Griffin, 1998). They also connect their own experience to new information and gain from the experience of their peers as well as from negotiating meaning (Swain & Lapkin, 2000). Learners are active while processing what they have read.

**Target learning strategies:** self-evaluation; practice and elaboration; writing a summary

**Lesson Stages:** Into, Beyond

### **Procedure:**

**Into** the lesson: Asks pairs a previewing question to activate prior knowledge, e.g., “What do you think will happen to the main character? “What would happen if ....?”

**Beyond** the lesson: Ask pairs a comprehension question or an opinion question, e.g., “How would you summarize the story?” “What do you think happens next?”; or present a problem to be solved.

If you are using this answering structure regularly, vary the pairs of students, i.e., one time students work with the student in front/behind them; another time they work with the student to their right/left.

### **Procedure for Think, Pair, Share**

1. *Think:* Students think about the question and relate their own experience and ideas.
2. *Pair:* Partners take turns exchanging their ideas and listening carefully.
3. *Share:* Pairs share their answer with the whole class or another pair of students. Each person shares his/her partner’s ideas.

### **Procedure for Think, Quickwrite, Pair, Share**

1. *Think:* Students think about the question and their responses.
2. *Quickwrite:* Students write about their response for 5 minutes without stopping. Assure them that spelling and grammar are not important in this activity because this is a “quick write.” It’s more important to get the idea down on paper than to be perfectly written.
3. *Pair:* Partners read what they wrote to their partner and listen to their partners’ reading; then discuss.
4. *Share:* Pairs of students get together with another pair of students in groups of four. Students take turns talking and telling each other their response. Ask the class who had a partner with really good ideas. A few individuals can then share their partner’s ideas with the full class.

### 3. Reciprocal Teaching

Reciprocal Teaching (Palencsar & Brown, 1986) teaches learners to focus intently on what they are reading by using four key strategies: predicting, questioning, clarifying and summarizing. Using these strategies helps readers understand and remember what they read. When Palencsar and Brown (1986) used reciprocal teaching with learners for just 15-20 days, the learners' reading comprehension increased from 30% to 80%. Follow-up research on the strategy (reported in Oczkus, 2003) has also shown its effectiveness.



**Target learning strategies:** predicting; questioning; clarifying; summarizing

**Lesson Stages:** Into, Through, Beyond

#### **Procedure:**

1. Begin with a whole class introduction to the reading strategies provides a common language and terms for using the strategies. Explain the strategies below and demonstrate how they are used to understand a reading selection.
  - a) **Predicting.** Prediction is used in the **Into** and **Through** stages to make logical guesses about what will come next in the story. The lesson may include reviewing text structure, previewing headings, illustrations, and other features. *Language used: I think..., I bet..., I predict..., I suppose..., I imagine..., I wonder if...*
  - b) **Questioning.** Effective readers ask themselves a variety of questions during the **Through** stage of a reading lesson. These questions are about the main idea, important details, and textual inferences gathered as students read. *Language used: questions with whom, what, when, where, why, how, what if...*
  - c) **Clarifying.** During the **Through** stage while students are reading, they learn to use clarifying strategies such as rereading, looking at word parts, looking at the context, thinking about similar words, trying another word that makes sense. *Language used: This is not clear. I can't figure out..., Now, this makes sense. or This word is tricky because...*
  - d) **Summarizing.** Used while reading in the **Through** stage and to review reading during the **Beyond** stage, summarizing involves using many skills and strategies at one time to remember and rearrange the most important information in a text. *Language used: The most important ideas were; First..., next..., then...finally;*
2. Model each strategy by doing a teacher demonstration or guide a student to demonstrate by reading and thinking aloud in front of the whole class.
3. Small Groups of 2-5 can use reciprocal teaching. One student assumes the role of "Leader" and leads a discussion to predict what the story is about and other relevant details.
4. All others read the selection silently.
5. The leader reads a paragraph aloud. Then leads a discussion using the 4 strategies to discuss that paragraph.
6. The next student in the group becomes the leader for the next section or paragraph, and so on until the whole reading selection is read.

#### **4. Question Answer Response (QAR)**

The Question-Answer Relationship (QAR) strategy identifies four types of questions that students learn to ask and answer: 1) “Right there” questions (the answer is clearly stated in one place in the selection); 2) “Think and Search” questions (the answer requires students to look for the answer in more than one part of the story); 3) “Author and you” questions (the answer is a combination of information from what the author wrote and what the reader knows); and 4. “On your Own” questions (the answer comes from the reader’s background knowledge and experience, in interaction with the ideas from the story). These questions ask students to think about a text at four different levels, and enhance both comprehension and thinking skills.

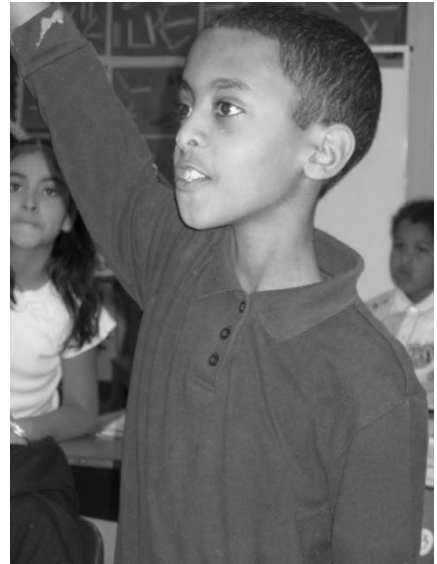
**Target learning strategies:** reviewing, retelling, negotiation of meaning

**Lesson Stages:** Through, Beyond

**Language Levels:** All

**Procedure:**

1. Explain and model the four levels of questions to students: Right There, Think and Search, Author and You, and On Your Own.
2. Prepare a list of questions in the four areas for the students to answer based on a selection from the text.
3. In small groups of 3-4, have students read the selection and answer the questions. They indicate the QAR category for each question and justify their decisions.
4. Ask students to read another selection from the text and write their own QAR questions. Each group exchanges their questions with another group, answers them and categorizes them into QAR levels.



## 5. Point of View / Character Chairs

In this cooperative learning strategy, learners take on the roles of characters from a story and work to understand the motivation behind the actions of these characters (Zwiers, 2004). Groups of learners write questions directed toward an assigned character from the story. Learners from each group come to the front of the class to answer the questions, as if they were the characters. This strategy guides learners to re-read a passage in order to ask and answer questions, to understand and identify with characters, to practice speaking in the first person, and to have fun.



**Target learning strategies:** cooperation, prediction and questioning for clarification

**Lesson Stages:** Beyond

**Language Levels:** Advanced

**Procedure:**

1. After learners have read a fiction or nonfiction selection with strong characters, have them work in groups of about four to think of questions to ask a character.
2. Assign each group one character. Include as one character a non-human living thing or something inanimate -- for example if you were reading the story of Rosa Parks, you might choose the bus. If you were reading about Wangari Maathai you might include a tree.
3. Model forming and asking questions and if needed, provide question prompts like “Who \_\_\_? What \_\_\_? When \_\_\_? Where \_\_\_ and How \_\_\_”. Encourage learners to ask more questions that start with Why and How -- questions that don’t have one-word answers.
4. Ask each group to write three or more questions directed to their assigned character, e.g., “Rosa, why didn’t you give up your seat?” Encourage them to return to the text to look for good questions.
5. When learners are ready, ask each group to send one person to the front of the class play the part of their character. You may choose to label the chairs with names of the characters or to put signs around the necks of characters to show who they are.
6. Invite the class to ask characters questions. You will probably start with questions from that character’s group, but can soon open up the questioning to everyone. Remind the questioners to tell which character they are addressing the question to.
7. The characters, answers the question as completely as possible, using sentences and staying in character.

Zwiers, J. *Developing Academic Thinking Skills in Grades 6-12*. Menlo Park, CA: International Reading Association, 2004.

## 6. Cooperative Sentences

This cooperative learning strategy is an entertaining way for learners to review information found in a text while they learn to construct sentences to ask and answer questions (Stack & McCloskey, 2008). Learners answer questions about a text with sentences –but each learner speaks only one word of the answer at a time. As a result, learners have to think “on their feet” about the answers, but also about many aspects of language – including grammar, collocation (what words “go together”), and word choice.

**Target learning strategies:** summarizing; synthesizing; reviewing; retelling; using physical action to remember language; word order

**Lesson Stage:** Beyond

**Language Levels:** Intermediate to Advanced

**Procedure:**

1. Ask students to work in groups of four. Have each group write three questions about the text they have read. Questions may be general or may be directed to a particular character in a story. (Note: some characters can be imaginary -- even inanimate objects.)
2. Each group then sends one representative to stand in the front of the room.
3. Have the students stand in the front of the class in a line facing the class.
4. Have them practice the process of answering questions with sentences, each person speaking one word at a time (when an unfinished sentence gets to the end of a line, it “wraps” around back to the first). Use general questions to help students get started. For example, ask, “What is your name?” Students answer the question in a complete sentence, one word at a time, e.g., student #1 says “My”, student #2 says “name”, student #3 says “is”, student #4 says “(her first name), student #5 says “(his last name) .”
5. Invite a student from one of the groups to ask one of that group’s questions. If the question is addressed to a character, remind the student to name the character.
6. Students who are standing in front of the class answer the question in complete sentences. They take turns speaking one word at a time. (Especially at first, the group will need considerable modeling and prompting from the teacher and other group members. Note issues of grammar, word choice, word endings that students need help with and that will be valuable “mini-lessons” for the future.)
7. Continue until all questions are asked and answered.



Resources are available at [www.mlmcc.com](http://www.mlmcc.com) Go to Handouts.

## WANGARI MAATHAI

*Born April 1, 1940, Nyeri, Kenya, Africa*

Wangari Maathai, a member of the Kikuyu tribe, was raised on a farm in Kenya. Her parents felt she should attend school instead of fulfilling the traditional role of women in the village: doing household chores. And so the eldest daughter of six children became a pioneer. She received her college degree in the United States on a Kennedy scholarship and was the first woman in East and Central Africa to earn a Ph.D. Dr. Maathai became director of the Kenya Red Cross. She was the first female chair of the Veterinary Anatomy Department at the University of Nairobi. She ran unsuccessfully for the presidency of Kenya, but years later was elected to the parliament. At this time, she is assistant minister



of Environment, Natural Resources and Wildlife. None of this came without a struggle. Maathai has been imprisoned many times for protesting the clearing of Kenyan forests. She dissented by planting trees on farms, in schoolyards, and on church grounds. Since 1977, she has organized poor women to plant over thirty million trees. It began with a handful of seedlings in her backyard and grew to her paying women for every tree that took root. In 1993, she received the Jane Addams International Women's Leadership Award, for standing up to a society that discriminated against women and ignored conservation in third-world countries.

In 2004, Dr. Maathai became the first African woman to be awarded the Nobel Peace Prize, for founding the Green Belt Movement in East Africa. Many people wondered, What does planting trees have to do with peace? But forests are essential for preventing soil erosion and providing shade, fuel, building material, and food. By teaching people to care for themselves and the environment, she has helped them meet their basic needs. Dr. Maathai feels that "when you destroy the environment, you will have conflict: One woman's strength has given Kenya's children a future. Maathai remains sturdy and unbending, like the trees she plants.

Zalben, Jane Breskin. (2006). *Paths to Peace: People who Changed the World*. New York: Dutton. p. 33.

# Teaching Tolerance through English Resource List - 2010

## Books for Learners

- Bridges, R. (1999). *Through My Eyes*. New York: Scholastic.
- Bunting, E. (2001). *Two Goldfish in Bosnia*. San Diego: Harcourt
- Cannon, J. (1997). *Stellaluna*. New York: Houghton Mifflin Harcourt.
- Carmi, D. (2002). *Samir & Yonatan*. New York, Scholastic.
- Coerr, E. & Himler, R. (1999). *Sadako and Thousand Paper Cranes*. New York: Scholastic.
- Davidson, M. (1991). *I have a Dream- The Story of Martin Luther King*. New York: Scholastic
- Davidson, M. & Watson, W. (1989). *Helen Keller*. New York: Scholastic
- Edwards, P. D. and D. Shanahan (2005). *The bus ride that changed history: the story of Rosa Parks*. Boston, Houghton Mifflin.
- de la Garza, D. (2007). *The Great, Great, Great Chicken War*. Texas.
- Fleischman, P. (2004) *Seedfolks*. New York: HarperCollins.
- Fresh, D. E. (2002). *Think Again*. New York: Scholastic
- Khan, R. & Gallinger, P. (1999). *Muslim Child*. New York: Scholastic
- Lombard, J. (2006). *Drita, My Homegirl*. New York: Scholastic
- Ludwig, T. and A. Gustavson (2005). *Just kidding*. Berkeley, Tricycle Press.
- McBrier, P., & Lohstoeter, L.(2008). *Beatrice's Goat*. Aladdin.
- McCain, B. R. and T. Leonardo (2001). *Nobody knew what to do: a story about bullying*. Morton Grove, Illinois, Albert Whitman & Company.
- Milway, K.S. (2008). *One Hen - How One Small Loan Made a Big Difference*. Kids Can Press.
- Mortenson, G., & Roth, S. (2009). *Listen to the wind*. Dial Publishing.
- Moss, P. and L. Lyon (2004). *Say something*. Gardiner, Me., Tilbury House.
- Muth, J. J. (2002). *The Three Questions* (based on a story by Leo Tolstoy). New York: Scholastic. Paperback.
- Olivas, D. A., D. Dyen, et al. (2005). *Benjamin and the word*. Houston, Tex., Piñata Books.
- Parks, R. & Haskins, J. (1999). *I Am Rosa Parks*. New York: Puffin.
- Pinkney, J. (2009). *The Lion and the Mouse*. New York: Little Brown.
- Polacco. P. (1998). *Chicken Sunday*. New York: Putnam Juvenile.
- Ringgold, F. (1998). *If a Bus Could Talk*. New York: Scholastic.
- Scholes, K. (1994) *Peace Begins with You*. New York: Little, Brown.
- Seeger, P. & Hayes, M. (Illustrator). (1994). *Abiyoyo*. New York: Scholastic



- Sendak, M. (1994). *I Dream of Peace: Images of War by Children of Former Yugoslavia* - Unicef and HarperCollins.
- Surat, M. M. & Mai, V.D. (1989). *Angel Child, Dragon Child*. New York: Scholastic.
- Tabor, Nancy Maria Grande. (1997). *We are a rainbow*. Charlesbridge Publishing.
- Winter, J. (2004). *The librarian of Basra : A true story from Iraq*. Orlando: Harcourt, Inc
- Winter, J. (2008) *Planting the trees of Kenya : the story of Wangari Maathai*. Aladdin Publishing
- Winter, J. (2008). *Wangari's Trees of Peace: A True Story from Africa*. Harcourt.
- Ye, T. (1997). *Three monks, no water*. Toronto: Annick Press.
- Zalben, J. B. (2006). *Paths to Peace - People who changed the world*. New York: Dutton Juvenile.

## Teacher Resources

- Bordessa, K. (2006). *Team challenges : 170+ group activities to build cooperation, communication, and creativity*. Chicago, Ill, Zephyr Press.
- Drew, N. (2004). *The kids' guide to working out conflicts : how to keep cool, stay safe, and get along*. Minneapolis, MN, Free Spirit Pub.
- Fox, D. & Weissman, D. (2007). *The Great Family Songbook*. New York: Black Dog & Leventhan.
- Gibbs, J. (2001). *Tribes : A New Way of Learning and Being Together*. Windsor, CA: CenterSource Systems.
- Gibbs, J. (2006). *Reaching all by creating tribes learning communities*. Windsor, Calif., CenterSource Systems, LLC
- LeFebre, D. N. (2001). *Best New Games: 77 Games and 7 Trust Activities for All Ages and Abilities*. Champaign, IL: Human Kinetics.
- LeFebre, D. N. (2001). *Best New Games: 77 Games and 7 Trust Activities for All Ages and Abilities*. Champaign, IL: Human Kinetics.
- Lewis, B. A. (2009). *The kid's guide to service projects : over 500 service ideas for young people who want to make a difference*. Minneapolis, MN, Free Spirit.
- Kessler, K, McCloskey, M.L. Quinn, M.E., Stack, L. & Lee, L. (1994). *Making Connections: Language through Content for Secondary ESOL, Book 2*. (Unit 3: Resolving Conflict.) Boston MA: Thomson-Heinle.
- McCloskey, M.L. & Stack, L. (1998). *Voices in Literature, Bronze*. Unit 5: Peace. Boston, MA: Thomson-Heinle.
- Paschen, E., Racciah, D., Giovanni, N., and Kennedy, X.J., (2005). *Poetry Speaks to Children*. Sourcebooks Publishing [Includes a CD of the poets reading their poems.]
- Seeger, P. (Intro.), McWhirter, K.L. (Illus.), Blood, P. (Ed.), & Patterson, A. (Ed.). (2004). *Rise Up Singing: The Group Singing Songbook [LARGE PRINT]*. Bethlehem, PA: Sing Out.

## **Materials available from Teaching Tolerance** (many are downloadable)

<http://www.teachingtolerance.org>

### *Rhinos and Raspberries, Tolerance Tales for the Early Grades*

This full-color storybook is designed to build character and community and supports key literacy strategies for students in grades preK-6. Includes a hardback book for teachers and classroom sets of six for student

[http://web.mac.com/jeffsapp/Site/404\\_Resources\\_files/R\\_R.pdf](http://web.mac.com/jeffsapp/Site/404_Resources_files/R_R.pdf)

### *I Will Be Your Friend*

This musical anthology for the grades 2-5 teaches activism through music, acknowledging our nation's proud tradition of singing for social change.

### *Mighty Times: The Legacy of Rosa Parks*

Recommended for middle and upper grades, this Academy Award-nominated documentary film and accompanying resources bring the Montgomery Bus Boycott alive for today's students.

***Mighty Times: The Children's March:*** Recommended for middle and upper grades, this special teachers' edition of the Academy Award-winning documentary film and accompanying resources tell the heroic story of the young people in Birmingham, Alabama, who brought segregation to its knees.

***Speak Up! Responding to Everyday Bigotry:*** The Southern Poverty Law Center gathered hundreds of stories of everyday bigotry from people across the United States. They told their stories through e-mail, personal interviews and at roundtable discussions in four cities. People spoke about encounters in stores and restaurants, on streets and in schools. No matter the location or relationship, the stories echo each other. (Handbook: download at [http://www.tolerance.org/sites/default/files/general/speak\\_up\\_handbook.pdf](http://www.tolerance.org/sites/default/files/general/speak_up_handbook.pdf) )

***Mix It Up in the Classroom:*** For 10 years, the Southern Poverty Law Center has led a program to help schools Information on the Mix It Up program can be found at [www.mixitup.org](http://www.mixitup.org)

***Civil Discourse in the Classroom:*** Civil discourse is discourse that supports, rather than undermines, the societal good. It demands that democratic participants respect each other, even when that respect is hard to give or to earn. This curriculum introduces basic tools for teaching civil discourse. These tools of argumentation and discussion lend themselves to any subject in any classroom.

[http://www.tolerance.org/sites/default/files/general/TT\\_Civil%20Discourse\\_whtppr\\_0.pdf](http://www.tolerance.org/sites/default/files/general/TT_Civil%20Discourse_whtppr_0.pdf)

***Writing for Change:*** Language is a paradoxical tool – we use it consciously to shape our thoughts and experiences, yet patterns and structures in the language itself can shape us in return. Teachers, students, trainers and others can use the more than 50 activities in *Writing for Change* to expose bias in language and discover ways to communicate in more equitable terms.

<http://www.tolerance.org/kit/writing-change>

## Web Resources on Peace, Tolerance, Conflict Resolution, and Peer Mediation

**First they Came...** <http://www.youtube.com/watch?v=GlpYQxa2ZY>

**Mighty Times Activities & Resources** <http://www.tolerance.org/kit/mighty-times-legacy-rosa-parks>

### Peer Mediation:

<http://www.kellybear.com/TeacherArticles/TeacherTip13.html>

[http://wik.ed.uiuc.edu/index.php/Peer\\_Mediation](http://wik.ed.uiuc.edu/index.php/Peer_Mediation)

<http://www.teachersfirst.com/lessons/mediate/mediate1.cfm>

### 60 Minutes Story about Beatrice (from *Beatrice's Goat*) grown up,

[http://www.cbsnews.com/stories/2005/01/11/60minutes/main666166\\_page2.shtml?tag=contentMain;contentBody](http://www.cbsnews.com/stories/2005/01/11/60minutes/main666166_page2.shtml?tag=contentMain;contentBody)

**Peace One Day** : a non-profit organization committed to raising awareness of Peace Day, 21st September, an annual day of global ceasefire and non-violence. [www.peaceoneday.org](http://www.peaceoneday.org)

**Stop Bullying Now.** <http://www.stopbullyingnow.hrsa.gov/kids/>

**Teaching Tolerance** [www.teachingtolerance.org](http://www.teachingtolerance.org)

**United Nations Cyber Schoolbus:** Five units for middle-high school students on ecological thinking, tolerance and respect, critical thinking, social justice, and leadership.

<http://www.un.org/cyberschoolbus/peace/index.asp>

## Web Resources on Teaching English

**4Teachers Family of Tools**, e.g.,: [RubiStar](#) (rubric maker); [Arcademic Skill Builders](#) (game-makers); [PersuadeStar](#) (application for writing a persuasive essay)

**ESL Kids Stuff** <http://www.eslkidstuff.com/gamesmenu.htm> Great games and songs

**GoogleEarth** [www.googleearth.com](http://www.googleearth.com) Oh, my! Explore the world, through space, under the ocean in incredible ways...

**Hot Potatoes** [www.hotpotatoes.com](http://www.hotpotatoes.com) The *Hot Potatoes* suite includes six applications, enabling you to create interactive multiple-choice, short-answer, jumbled-sentence, crossword, matching/ordering and gap-fill exercises for the World Wide Web. Hot Potatoes is freeware, and you may use it for any purpose or project you like. It is not open-source.

**LessonWriter** [www.lessonwriter.com](http://www.lessonwriter.com) This tool, freeware from the New York Public Library, helps teachers to create comprehensive literacy lessonplans and student materials from any content in minutes.

**Newbury House Learner Dictionary** <http://nhd.heinle.com/home.aspx> "Heinle's Newbury House Dictionary of American English contains over 40,000 entries. With simple, clear definitions, this online tool provides a wealth of sample sentences and idioms."

**Songs for Teaching** <http://www.songsforteaching.com/index.html> Lyrics and songs to purchase and download, e.g., Hap Palmer albums: Learning basic skill through music Getting to know Myself

**TeacherTube** [www.teachertube.com](http://www.teachertube.com) Site of teacher-made multimedia materials.



