

Making History More than Memorizing Dates:

TEACHING MEANINGFUL READING IN SOCIAL STUDIES

Keith Lichtenberg

Social Studies Teacher

Downers Grove North High School



Introduction

- **Personal Background**
 - A Student's Perspective
 - A Teacher's Perspective
- **Teaching Experience**
 - Classes Taught
 - Instructional Settings
- **School Background**
 - Project CRISS
 - Assessment Literacy
- Result: Literacy Liaison Program



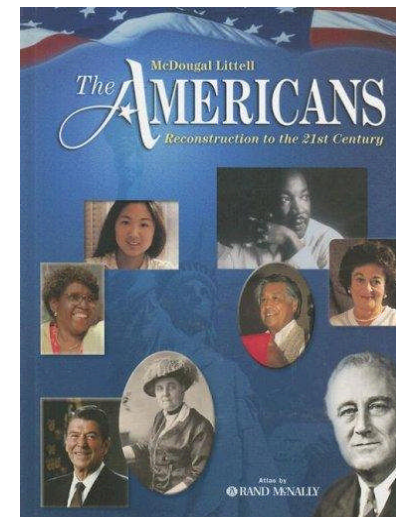
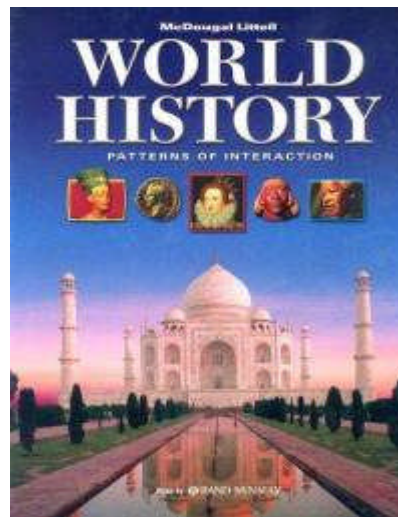
Goals for the Day

- **Presentation Description**

- Use of the textbook in content area classes is becoming more obsolete because of students' inability to *effectively* access and comprehend text. In this session, participants will be exposed to methods that promote *student ownership* of not only reading strategies but also content. Student data and examples will be provided including formative self-*assessments*.

- **Learning Objectives**

1. *Share* ideas to help your class
2. *Think* about your instruction
3. *Take* something with you



Activating Background Knowledge

- **Brainstorm Activity**

- Think back to your high school history class...
- What does traditional history instruction look like?
- What does traditional history learning look like?



- **Video Clip/Discussion Activity**

- “Just watch and listen...”
- What observations can you make?
- What advice can you give Mr. Seinfeld?
- How does this connect to reading?



Why should I do this?



CLASS ROSTER of Excuses

- The “I don’t need to read this”
- The “Look in the back of the book”
- The “Why read, just skim it”
- The “I’ll just copy it during lunch”
- The “Homework doesn’t matter”
- The “This is just busywork”
- The “Just memorize the bold words”

-
- The “I can’t read this book”

The Top Five Goals of My Mission

1. Show students that I care about their reading, not just their content knowledge
2. Incorporate research-driven reading strategies that effectively help students access text
3. Establish a system of accountability in my classroom for students to truly read, engage, and comprehend the text
4. Assess student understanding of the content and the use of the reading strategies through formative and summative
5. Gather student feedback and provide a systematic way for students to self-assess their learning and develop ownership

Beginning: Where do I start?

- Start with the question “What do I want my students to know”
 - Identify and the communicate the “Need to know vs. Nice to know”
- Choose 3-4 strategies that will best serve your students
 - Start with the more basic and increase level of ability as you
 - My Example: Reading Comprehension Questions, Graphic Organizers, Three-Column Notes, Text-Marking
- Model and guide students through expectations
 - “Walk the Walk” of the Reading Process
 - Show how it works, Review expectations, Demonstrate effectiveness
- Provide students with time for questions/concerns
 - Practice in order to achieve expected outcomes
 - Seek out opportunities for individual instruction for students

Implementation: How do I do this?

The Reading Guide System in a History Classroom

- Start with baby steps
 - Do not have to reinvent the wheel overnight
- Modify current lessons and assignments
 - Incorporate the components that have work for you
- Make the reading guides manageable
 - Use “chunking” and scaffolding to develop student understanding
- Develop a system that works for you and your students
 - Have a routine that students are comfortable with and understand

Example: What does it look like?

1. **BEFORE** Reading

- Activate background knowledge, generate thinking about the topic
- Use for preview, discussion, cooperative learning

2. **DURING** Reading

- Strategy to access text, clear instructions, content-based information
- Use for content building, quiz structure, share

3. **AFTER** Reading

- Summary section to review student understanding
- Use for discussion, assessment, analyze student comprehension

Assessments: How do I assess this?

- **Formative and Summative Assessments**
 - Link to Assessment Literacy, monitor student progress throughout unit
- **Incorporating SMART Response Technology**
 - Reading Comprehension Questions
 - How did I do?, Provides instant feedback
 - Self-Assessment Questions
 - How did I feel about this?, Provides invaluable student data
 - Intervention System
 - Target students below a 70%, automatic meeting using clipboard system
- **Summative Assessments**
 - Evaluate the content and the strategy
 - Each unit has a focus, assess the strategy for meaningful understanding

Feedback: Does this work?

- **Formal Data**

- Comparative Study 1st Semester vs. 2nd Semester (4 Classes)
- Class: United States History (Regular and Co-Taught)

- **The Results**

- 6% decrease in the number of students who did not turn in assignments
- 9% decrease in the number of students who turned in assignments late
- 7% decrease in the number of students who failed unit tests
- 4% increase in the class averages on unit tests

- **Informal Data**

- Self-Assessment Questions on each reading quiz
- Midterm and Final Surveys
- Student-Teacher Conference feedback
- Parent/Guardian Feedback



Wrap-up: What can you take away?

- 1. Reflections**
- 2. Review/Connections to ABK**
- 3. Share thoughts**
- 4. Tips to take away**

**BEST OF LUCK
WITH THE REST
OF THE
SCHOOL YEAR!**



Thank you for coming!

Contact Information:

Keith Lichtenberg

Social Studies Teacher

Downers Grove North High School

klichtenberg@csd99.org