

Standard 1: Reading

NINTH - TWELFTH GRADES

Reading: The student reads and comprehends text across the curriculum.

Benchmark 2: The student reads fluently.

Ninth through Twelfth Grades Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none">1. adjusts reading rate to support comprehension when reading <i>narrative, expository, technical, and persuasive texts</i>.	<p>The teacher...</p> <ol style="list-style-type: none">1. (a) models to the students the significance to read or retell a piece from their portfolios concentrating on natural speech rhythm. (b) discusses with the students the need to adjust reading rate in order to think critically and evaluate various types of texts. Students discuss which type of text would need to be read slowest and why. (c) reads aloud a text to students, using a think-aloud strategy to explain how he/she adjusted reading rate to improve comprehension. Students then silently and independently read another passage, noting where in the text they had to adjust their own reading rate. Students then participate in a discussion with peers regarding whether or not adjusting reading rate improved their understanding of the text. Repeat the same strategy using different text types (<i>narrative, expository, technical, persuasive</i>). Have students create a chart describing how they adjusted their own reading rate for each type of text. (d) reads aloud and or plays audios of both good and poor oral readings. After listening to examples, the teacher leads class through the development of a Venn Diagram comparing reading rate of good and poor oral reading. Teacher should ensure that adjusting reading rate to support the comprehension of the listeners is one of the qualities of good oral reading that is discussed. Next, leads the students through the creation of a classroom practice, and presents an oral reading of their choice to the class. During oral readings, directs student listeners to use the rubric to evaluate the oral reading of their peers. After returning completed rubric to students, the teacher directs students to use the peer evaluations to independently reflect in writing on their own performance.

(e) uses *Directed Reading and Thinking Activity (DRTA)* with student breaking a passage into smaller parts to slow reading rate in order to comprehend a longer passage. The teacher records what the students know, what they think they know, and what they think they'll learn. Finally, students write what they've learned, refining their predictions into statements as they gather further information.

(The instructional examples provided in this document are **only** examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)

Teacher Notes:

Promote reading habits with students (especially those students with limited resources at home) by allowing them opportunities to check out personal-interest books from the school library.

****NOTE: Students should not be asked to participate in whole class or small group student-by-student, “round-robin” oral reading. This practice does not support fluency or comprehension, and is therefore not recommended.**

Standard 1: Reading

NINTH - TWELFTH GRADES

Reading: The student reads and comprehends text across the curriculum.

Benchmark 3: The student expands vocabulary.

Ninth through Twelfth Grades Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <p>1. ▲ determines meaning of words or phrases using context clues (e.g., definitions, <i>restatements</i>, <i>examples</i>, <i>descriptions</i>, <i>comparison-contrast</i>, clue words, <i>cause-effect</i>) from sentences or paragraphs.</p> <p>2. locates and uses reference materials available in the classroom, school, and public libraries (e.g., dictionaries, thesauri, atlases,</p>	<p>The teacher...</p> <p>1. (a) gives students a list of words to look for as they read (or has students generate their own lists by searching for words which they are unfamiliar). Students record the predicted meaning. As a class, students discuss and compare the possible interpretations based on the clues. Discussion should lead students toward determining the real meaning and determining which context clue method is utilized.</p> <p>(b) identifies a word or phrase from a classroom text which uses a context clue(s). Teacher presents the word or phrase to the class out of context and asks students to predict possible meaning(s). Teacher directs students to read the word or phrase in the text. As a class, determine the actual meaning of the word or phrase as it is used in context. Next, identifies and discusses the type of context clue(s) used by the author to lead the reader to the appropriate meaning. Repeat the same process using different words or phrases throughout the year.</p> <p>(c) uses <i>cloze reading</i> strategies. The teacher selects a text of approximately 400 words. The teacher decides which words to be studied (e.g., adjectives, adverbs, nouns). The teacher goes through the passage and deletes the words which students must determine after reading the passage. The teacher reads the passage with the blanks and asks the students to be thinking about which word would make sense in the sentences. The teacher has the students work in pairs to fill in the blanks. Once all blanks have been completed, the teacher has the pairs of students read their choices to the other students. As a group, the teacher and students discuss the words chosen by the students and compares them to the words original words from the passage.</p> <p>2. (a) reviews reference materials with students.</p>

<p>encyclopedias, internet) that are appropriate to the task.</p> <p>3. ▲ determines meaning of words through structural analysis, using knowledge of ▲Greek, ▲Latin, and Anglo-Saxon ▲roots, ▲<i>prefixes</i>, and ▲<i>suffixes</i> to understand complex words, including words in science, mathematics, and social studies.</p> <p>4. ▲ identifies, interprets, and analyzes the use of <i>figurative language</i>, including <i>similes</i>, <i>metaphors</i>, <i>analogies</i>, <i>hyperbole</i>, <i>onomatopoeia</i>, <i>personification</i>, <i>idioms</i>, <i>imagery</i>, and <i>symbolism</i>.</p>	<p>(b) encourages the use of a thesaurus when writing.</p> <p>3. (a) provides students opportunities to investigate word origins as an aid to understanding meanings, derivations, and spellings, as well as influences on the English language.</p> <p>(b) gives students a list of unfamiliar words which contain a <i>root word</i>, <i>prefix(es)</i>, and <i>suffix(es)</i>. Direct students to highlight the <i>prefix(es)</i> with one colored highlighter and the <i>suffix(es)</i> with a different colored highlighter. Next, asks students to list the <i>prefix(es)</i> and its definition, the <i>suffix(es)</i> and its definitions, and the root word and its definition on a piece of paper. Finally, directs students to write a definition of the word based on the clues provided by the <i>prefix(es)</i>, <i>suffix(es)</i>, and <i>root word</i>.</p> <p>(c) provides students with a list of common Greek, Latin, and Anglo-Saxon roots, <i>prefixes</i>, and <i>suffixes</i>. Teachers across all content areas, science, mathematics, and social studies should model using the list and require students to use the list to help determine meaning of appropriate content area vocabulary.</p> <p>4. (a) directs students to illustrate posters to represent the most common types of relationships expressed in analogies, similes, and metaphors. These posters could include student-generated examples and artwork/illustrations and can be displayed in the classroom as instructional tools.</p> <p>(b) models how to analyze <i>metaphors</i>. For example, one might use the <i>metaphor</i>, “Love is a rose.” First, the teacher identifies the literal pattern or characteristics of the first element in the <i>metaphor</i>. Next, the teacher identifies the literal pattern or characteristics of the second element. For example, rose is beautiful, sweet, brings happiness, but can have thorns. Finally, the teacher identifies the abstract relationship between the two elements: something that can bring happiness can also cause pain. Following the modeling, the teacher provides guided practice in analyzing <i>metaphors</i> using a variety of sample <i>metaphors</i>. Teacher should continue to scaffold instruction, guided practice, and independent practice including identifying, interpreting, and analyzing <i>metaphors</i> used within classroom texts.</p>
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<p>5. discriminates between <i>connotative</i> and <i>denotative</i> meanings and interprets the <i>connotative</i> power of words.</p>	<p>(c) in World History, has the students write analogies to describe the Byzantine Empire, for example" "If the Byzantine Empire was an animal, it would be a(n)..." or an analogy such as, "If the Byzantine Empire was an animal, it would be a(n)? Then, direct students to interpret how the analogy represents hat time and place.</p> <p>(d) invites students to read a variety of comic books which contain <i>onomatopoeia</i>. Then, asks students to identify specific examples of <i>onomatopoeia</i> and analyze its use within the text.</p> <p>(e) provides students with poetry written by several poets. Asks students to identify and analyze the use of <i>personification</i> in the poems. Then, directs students to write their own poems using <i>personification</i> appropriately to support comprehension and understanding of their own poem.</p> <p>(f) explains to students that metaphors are often identified by the words "like a" and explains that metaphors are compared to information that is already know about a topic and new information.</p> <p>(g) explains to students to look for the signal words "is to" and "as" when finding analogies.</p> <p>5. (a) after reviewing <i>denotations</i> and <i>connotations</i> reads political/historical <i>persuasive</i> speeches or documents. Students select words that need a clear definition to understand the full meaning of the selection. Then students discover and record the <i>denotation</i> of the word, and generate and record possible <i>connotations</i> for those words that could be emotionally charged. The students compare and discuss each word.</p> <p>(b) in social studies, has the students compile a list of places, building, songs, poetry, prose, etc. that serve as symbols which identify, unify, or divide a group of people. Students make a T-Chart with the emotions encountered when dealing with the different symbols. Students explain their choices and discuss the <i>T-Chart</i> with the class.</p>
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Teacher Notes:

Standard 1: Reading

NINTH - TWELFTH GRADES

Reading: The student reads and comprehends text across the curriculum.

Benchmark 4: The student comprehends a variety of texts (*narrative, expository, technical, and persuasive*).

Ninth through Twelfth Grades Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. identifies characteristics of <i>narrative, expository, technical, and persuasive texts</i>. 2. ▲ understands the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions, sidebars, underlining, numbered or bulleted lists, footnotes, annotations) and uses such features to locate information in and to gain meaning from appropriate-level texts. 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. (a) encourages students to respond to informational reading through varied and appropriate modes such as writings, performances, projects, graphic displays, and available technology. (b) provides students with an example of a Venn Diagram. The students work in pairs to complete the <i>Venn Diagram</i> by showing the similarities and differences of characteristics between the two text types. Students can use a semantic web to identify the characteristics of <i>technical</i> and <i>persuasive texts</i>. 2. (a) writes the different text features onto paper or cardboard disks and puts them into a container. After reading a section from a literature textbook, the teacher divides the students to work with a partner. The teacher instructs the students to randomly select a paper or disk with the written text features. The students look in the literature read from the textbook for an example of the text feature which was drawn from the container. The students make a poster explaining the text feature and presents it to the class. (b) in history or geography class, has the students develop a series of maps and/or charts to explain the occurrences and distribution of one distinctive part of a major physical component of Earth's environment (e.g., climate, landforms, erosion, or natural disasters). (c) explains that mathematics textbooks are generally organized by chapter and subheadings consisting of graphs and charts, boldface words, etc. Quite often, introductory explanations about the topic are listed (as a summary sentence) at the beginning of the chapter followed by problem examples. (d) explains to students that chapters in science class contain many

<p>3. uses prior knowledge, content, and text type features to make, to revise, and to confirm predictions.</p> <p>4. generates and responds logically to literal, inferential, evaluative, synthesizing, and <i>critical thinking</i> questions before, during, and after reading the text.</p> <p>5. ▲ uses information from the text to make inferences and draw</p>	<p>text features, such as headings, subheadings, boldface words, pictures/illustrations, bulleted lists, sidebars, etc.</p> <p>3. (a) uses the <i>topic</i> of the text to have students discuss the studied topics and encourages the students to ask themselves questions about the text they read. The teacher provides the students with sticky notes to write questions about the text as the text is being read. Once the text has been read, the students write their questions from the sticky notes onto a sheet of paper, then, write their prediction to what will happen next with the text. As the text is being read, students are encouraged to change their predictions. When the text has been read to its entirety, the students will confirm their predictions.</p> <p>(b) has the students make text-to-self, text-to-text, text-to-world connections.</p> <p>(c) leads the students in a discussion through a narrative or expository passage using the Directed Reading-Thinking Activity. The teacher discusses with the students what they predict the author will say, reads to confirm and revise predictions and responses. The teacher and students discuss the responses and strategies used to confirm predictions.</p> <p>4. (a) before reading the text, has the students use the SQ3R process using the headings and subheadings to ask about the text before reading.</p> <p>(b) during reading of the text, has the students write questions they encounter onto sticky notes. Then, after reading the students read the questions on their sticky notes to determine if they still need an answer to the question or if another question has arose stemming from the initial question.</p> <p>(b) has the student use the <i>QAR Framework</i> and poses questions to assist students in their understanding of the text. This process can be used to activate prior knowledge, to make predictions based on illustrations, and to recall important events and details presented in the text.</p>
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conclusions.

5. (a) has the students read a *narrative text*. As the students are reading about a *character*, the teacher has the students make inferences about the *character* using the descriptive words which are describing the *character*. The students arrive at their inferences using a word equation (see-example-below)

Character-Description + Prior-Knowledge = Inference
(What-are-the-details)------(What-the-details-mean-to-you)

(b) encourages the students to draw conclusions using information from the text. The teacher has the students chart pieces of information from the text onto a **two-column graphic organizer** (see below) and draw conclusions using the information from the text.

Information From The Text	Conclusion
Friends are buying dresses	Going somewhere special
Students decorating the gym	A possible party
Making reservations for dinner	A special occasion

(c) in *World History*, has the students develop a five-column matrix with the four characteristics of a civilization and add religion. Then down the side, give a row in the matrix to each Middle Eastern ancient civilization: Sumerians, Babylonians, Phoenicians, Assyrians, and Hebrews. The students complete the matrix as a chart of information to show how each group fulfilled the requirements of being deemed a civilization. Students should then draw conclusions about each civilization and the Middle Eastern civilization as a region.

(d) encourages the students to make inferences or predictions about what could happen in the text after reading a chapter from a novel. As the students are reading about a character, the teacher has the students make inferences about the character using the descriptive words which are describing the character.

6. ▲ analyzes and evaluates how authors use text structure (e.g., *sequence, problem-solution, comparison-contrast, description, cause-effect*) to help achieve their purposes.

6. (a) the teacher provides students with models or students create their own *graphic organizers* to identify and analyze the structures of the texts

- comparison/contrast - **Venn Diagram**
- sequence/narration, **story map – causal chain**

7. ▲ compares and contrasts varying aspects (e.g., *characters'* traits and motives, *themes*, *problem-solution*, *cause-effect* relationships, ideas and concepts, procedures, viewpoints, *authors' purposes*, *persuasive* techniques, use of literary devices, thoroughness of supporting evidence) in one or more appropriate-level texts.

- cause effect – Fishbone Graphic Organizer

(b) in United States History, has the students construct a timeline showing treaties, mutual defense pacts, and other events that led to a rapid escalation of the conflicts that resulted in World War I.

(c) in government, has students research a current law to establish its purpose and effect or create a law that will solve a problem.

7. (a) prepares a Venn Diagram. After reading a text, the teacher has the students work in pairs to compare one *character* to another. Once the Venn Diagram has been completed, the teacher has the students change partners and discuss how the *characters'* traits made them feel about each character.

(b) in World History, has the students read excerpts from Plato's Republic, and compare Plato's ideas to those practiced in the workings of the federal government. Students will complete a 10-minute writing about Plato's contributions to the United States ideal of the democratic republic.

(c) in World History, has the students create a jigsaw structure in the classroom to study the world religions of Christianity, Hinduism, Buddhism, Confucianism, Taoism, or Legalism. First, the teacher will assign students to same-subject groups that reaches the religion they choose. The students complete a saturation study of that religion and present the information to the class as a group. Then the students will jigsaw the groups by moving group members to include all 6 religions. The new groups then decides how to present a comparison and contrast of the religions to the class.

(d) and students read two stories. They compare and contrast the two stories looking for similarities and differences. This activity can be used with any novel or short story to compare and contrast characters' traits and motives or to compare two problems and how they were solved.

(e) in science or biology, explains that there are many cause-effect relationships. For example, experiments are often performed to test the effects as a result of changing a single variable.

8. ▲ explains and analyzes *cause-effect* relationships in appropriate-level *narrative, expository, technical, and persuasive texts*.

9. ▲ uses *paraphrasing* and organizational skills to *summarize* information (stated and implied *main ideas*, main events, important details, underlying meaning) from appropriate-level *narrative, expository, technical, and persuasive texts* in logical or sequential order, clearly preserving the author's intent.

(f) in biology, emphasizes that finding a cure for a disease is a problem-solution.

(g) in science, has the students compare and contrast the science context from within a science fiction novel to actual science.

8. (a) provides students with a **cause-effect graphic organizer**. The teacher encourages the students to determine what the major event/cause of the text is as the text is being read. Once the cause is determined, the teacher encourages the students to reread the text to look for the events/effects that result from the cause.

(b) in government, has the students create a **Venn Diagram** comparing and contrasting the rights of a citizen vs. a non-citizen. Students will list and explain the ways people have United States citizenship.

(c) prior to having the students read texts related to similar topics, has the students focus on a few issues that could be compared and contrasted between the two texts. As a text is read, the students keep response logs of their reactions to the supporting evidence. After completing the activity, the teacher and students discuss the key issues that were compared.

9. (a) the teacher divides the class into two groups and has each group read a different story or novel. Prior to reading, students focus on a few issues that could be compared and contrasted between the two novels or stories. As they read, students keep response logs of their reactions and supporting evidence. After both groups finish, the teacher leads and structures a discussion of the key issues.

(b) encourages students to visualize the text while reading. This skills should be used throughout all content areas.

(c) helps the students to understand that summarizing is restating or translating information into your own words. While reading the text, the teacher and students highlight the stated and implied main ideas

<p>14. ▲ identifies the author's position in a <i>persuasive</i> text, describes techniques the author uses to support that position (e.g., <i>bandwagon approach</i>, <i>glittering generalities</i>, <i>testimonials</i>, <i>citing authority</i>, <i>statistics</i>, other techniques that appeal to reason or emotion), and evaluates the <i>effectiveness</i> of these techniques and the credibility of the information provided.</p> <p>15. ▲ distinguishes between fact and opinion, and recognizes <i>propaganda</i> (e.g., advertising, media, politics, warfare), <i>bias</i>, and <i>stereotypes</i> in various types of appropriate-level texts.</p>	<p>directions while completing the application. Once the applications have been reviewed, the students complete the applications with their own personal information.</p> <p>(b) divides the students into small groups. Each group is given an item or article (teacher approved) to hide somewhere on the school grounds. Each group is responsible for writing a detailed map or description on how to get to this hidden item. Once each group has had an opportunity to complete this task, the group gives the directions to another group in the class to use and find the hidden item. The group that has to locate the item grades the other group on their ability to be descriptive and on their technical writing technique.</p> <p>14. (a) provides students with several pieces on the same issue but written from a different point of view. Students discuss the effectiveness of each author.</p> <p>(b) encourages the students to work in pairs and write a persuasive paper based on a given topic (vending machines in schools, internet high school classes, mandatory year-round school attendance) using various persuasive techniques (e.g., <i>bandwagon approach</i>, <i>glittering generalities</i>, <i>testimonials</i>, <i>citing authority</i>, <i>statistics</i>, other techniques that appeal to reason or emotion). After completion of the task, the teacher leads the classroom in discussion to determine the effectiveness of the techniques used in each writing.</p> <p>(c) groups the students in pairs to look through a magazine and discuss the different positions the authors use to persuade. This can be accomplished by discussion of text passages or advertisement. Then the students can identify which technique (e.g., bandwagon approach, glittering generalities, testimonials, citing authority, statistics, other techniques that appeal to reason or emotion), the author used to persuade the reader.</p> <p>15. (a) directs students to use a T-Chart to list facts and opinions from a newspaper article.</p> <p>(b) has the students negotiate, clarify, and defend opinions in large and small discussion groups.</p>
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(c)) after identifying facts and opinions in a *persuasive* piece, students infer, explain, and record the author's bias and provide evidence of this bias.

(d) has the students work in pairs to review several articles or pieces of advertisements on the same issue (written from different points of view) to determine which statements about each issue are facts and which are opinions. Then the students arrange the fact and opinions from the article or advertisement on a chart. Once the chart is completed, the students develop their own advertisement to persuade an audience from their own point of view and opinions.

(e) in science, explains that facts and opinions are represented. Facts are what is observed and opinion is a personal view about your interpretation regarding what is being observed.

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Standard 2: Literature

NINTH - TWELFTH GRADES

Literature: The student responds to a variety of texts.

Benchmark 1: The student uses literary concepts to interpret and respond to text.

Ninth through Twelfth Grades Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <p>1. ▲ identifies and describes different types of <i>characters</i> (e.g., <i>protagonist</i>, <i>antagonist</i>, round, flat, static, dynamic) and analyzes the development of <i>characters</i>.</p>	<p>The teacher...</p> <p>1. (a) creates and adds to a list of characteristics for each of the different genres. This information is placed in <i>graphic organizer</i> form by students to use as a ready reference.</p> <p>(b) prior to reading a novel, provides students with a format for a critical review that will be completed at the end of the unit. While reading the novel, the class discusses the major components of the review as they appear:</p> <ul style="list-style-type: none"> • <i>plot</i>-synopsis in present tense focusing on the main events and identifying the climatic scene • characterization-protagonist/antagonist <ul style="list-style-type: none"> • static vs. dynamic <i>character</i> • flat vs. round <i>character</i> • reasons for classifications • how characters are revealed • <i>setting</i>-description and analysis of how it adds to the meaning • structure-identify and explain the <i>narrative</i> pattern(s) and conflict(s) • literary considerations-identification and explanation with examples of <i>symbolism</i>, <i>foreshadowing</i>, etc. as they apply to the novel • <i>theme</i>-primary and secondary, explicit and implicit, and • evaluation-reactions and opinions concerning the novel with justifications/explanations <p>students also complete journal entries and other activities relating to the components. After completing the novel, students conduct research concerning the critical review and write the response in the sections according to each of the major components listed and described above.</p>

2. ▲ analyzes the historical, social, and cultural contextual aspects of the *setting* and their influence on characters and events in the story or literary text.

3. ▲ analyzes and evaluates how the author uses various *plot* elements (e.g., problem or conflict, climax, resolution, rising action, falling action, subplots, parallel episodes) to advance the *plot* and make connections between events.

4. analyzes *themes*, tone, and the author's point-of-view across a variety of literary works and genres using textual evidence and considering audience and purpose.

5. identifies, analyzes, and evaluates the use of literary devices (e.g., *foreshadowing, flashback, irony, figurative language, imagery, symbolism, satire, allusion, paradox, dialogue, point of view, overstatement*) in a text.

2. (a) uses a *matrix* to show the elements of style, *theme, plot, setting, and characters*. Then students discuss inferences and draw conclusions about the story.

(b) has the students read a novel. After reading the novel, the students are to rewrite the novel using different historical, social, and cultural contextual aspects. While making the changes, the students are to show how the changes influenced the characters and other events of the story. Allow adequate time for completion, as this project may require the students to research other cultures and their beliefs and customs.

3. (a) directs the students to use the *QAR Process*.

(b) conducts group discussions in literature circles explaining the conflicts in a story. The teacher has the student discuss the author's ideas and how they relate to their own ideas.

(c) assigns the students to bring a collection of pictures of family or other related pictures of experiences over several years and discuss how the setting may have changed over time.

4. (a) directs students to use a *graphic organizer* to compare texts.

5. (a) discusses the complex literary devices and creates a classroom definition for each. Students choose a piece of literature to use as an example for each literary device to then analyze and study in-depth.

(b) during a peer editing activity, students identify, discuss and explain each other's points of view and biases in their writing.

(c) has the students read a novel and explain the problem, rising and falling action, and resolution through a short essay. Then the students write a comparison-contrast essay explaining author's ideas and how those ideas compare to their own ideas.

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Teacher Notes:

Standard 2: Literature

NINTH - TWELFTH GRADES

Literature: The student responds to a variety of text.

Benchmark 2: The student understands the significance of literature and its contributions to various cultures.

Ninth through Twelfth Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. recognizes ways that literature from different cultures presents similar <i>themes</i> differently across genres. 2. compares and contrasts works of literature that deal with similar <i>topics</i> and problems. 3. evaluates distinctive and shared characteristics of cultures through a variety of texts. 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. (a) uses a text -to-text connection across countries and develops a Venn Diagram to identify similarities and differences between the two cultures. 2. (a) in social studies, has students compare and contrast ways in which Europeans and American Indians developed economic interdependence. Students will research each groups economic interdependence development. (b) in United States History, has the students analyze the Declaration of Independence and the Bill of Rights and show how the application of concepts from these documents have changed over the last 200 years. (c) encourages students to compare and contrast media using art forms. 3. (a) in World History, has students work in cooperative structures to develop the game, "Who Am I?" by researching and writing descriptions (focusing on contributions) on 3" x 5" index cards for each of the great philosophers, and other important individuals from Greek civilizations. Each group will have 10 people to describe. Then groups will exchange decks of cards and play the game. One point is awarded for each correct response to the writing on the card. Once all the groups have practiced with all the conducted cards, conduct a whole class discussion of what information was chosen for the cards and the significance of the individual's contributions.

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