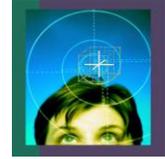




Tools to Help Students Understand What They Read



BRING LEARNING ALIVE IN THE CLASSROOM

Workshop
Presented to the
Critical Thinking Task Force
at



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"What is worth learning is worth learning well."

~Alfred North Whitehead

Directions:

- Read the following quote and **paraphrase** it. In other words, say the EXACT same thing in your own words.

"Reading furnishes the mind only with materials of knowledge; it is thinking that makes what we read ours."

~John Locke

Directions:

- Read the speech by Cesar Chavez that appears on the following page
- Respond to the **PROMPTS** below using the **TOOLS** provided
- Respond in clear and complete sentences (thoughts)
- Answer the two Multiple-Choice questions below

Prompt → 1. Create a **HEADLINE** (Title) for this speech by Cesar Chavez

ALL

TOOL → **Headline Created**
Create a headline (title) that you think expresses the main idea of the reading.

Prompt → 2. Complete this sentence: Cesar Chavez’s **PURPOSE** in saying these words was...

A

TOOL → **Purpose**
Explain why you think this reading was written.

Prompt → 3. If Cesar Chavez were here now, what **QUESTION** would you really like to ask him about what he said in this speech?

B

TOOL → **Vital Question Posed**
Ask the author or someone in the reading a question that you would really like to have answered.

Prompt → 4. What is your **RECOMMENDATION** for what you think should be done to effectively begin to deal with the issue Cesar Chavez presented in the reading?

C

TOOL → **Solution/Recommendation**
State what you think should be done to deal effectively with the issue or problem presented in the reading.

Multiple Choice

5. Under which California Governor was more money out of every dollar spent for education?

(A) Deukmejian (C) Wilson
(B) Reagan (D) Schwarzenegger

6. Cesar Chavez’s speech suggests that minorities, in general ...

(A) are treated equally in educational funding.
(B) are not interested in educational funding.
(C) only want more for themselves in terms of educational funding.
(D) are disadvantaged by the way educational funding is distributed.

ALL

Some people may ask, “Why should the farm workers be concerned about the condition of public schools in California?”

Let me answer them: Who do you think are in the public schools today in California?

Public schools serve more farm workers than any other publicly financed social institution in society.

Public schools provide the greatest opportunity for upward mobility to Hispanics and to all ethnic minorities in this state.

Yet today, it is a Republican governor and his allies in the legislature who are less concerned than we are about preserving public schools. That is ironic because it was not always the case.

In the 1960s and early '70s, another Republican governor—Ronald Reagan—was leading the fight for more support of public education. But there was a big difference. Back then, the majority of public school children were white, and they were from middle- or upper middle-income families.

Today, the majority of children in our public schools are minority—African American, Hispanic, Asian—and they are from poor and working-class families. Back then, under Ronald Reagan, Californians spent 5 cents out of every dollar of personal income on public schools. Today, under Pete Wilson, Californians spend a little over 3 cents out of every dollar on education. And if he has his way, it will go down even more.

There is another institution in society that is funded by the state and that is dominated by minorities: the state prisons—and they have fared very well. Over the last nine years, under Governor Deukmejian and now Governor Wilson, California has carried out a policy of dramatically expanding state prisons while it starves public schools.

What message do those priorities send? Does this mean that the only way our sons and daughters can get recognition from the state of California is by using drugs and committing crimes?

We have looked into the future and the future is ours! Asians and Hispanics and African Americans are the future in California. That trend cannot be stopped. It is inevitable.

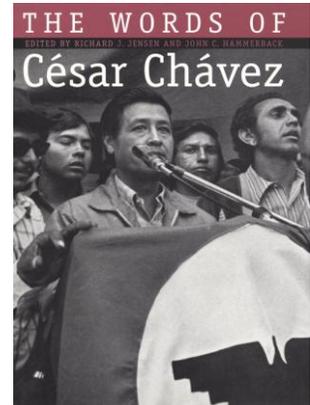
Then why do they want to cut funds for schools and other vital services—now?

Why do Governor Wilson and his allies seek to reduce the commitment to public education—now? If the majority of children in school were white and if they lived in affluent suburban communities, we wouldn't even be debating how much money to spend on public education.

But it is *our* children—the children of farm workers and Hispanics and other minorities—who are seeking a better life. It is for them, for their future—and for the future of California—that we must say “no” to suspending Proposition 98.

We must say “no” to cutting essential services for the needy instead of tax loopholes for the wealthy.

We must say “no” to making *our* children and *their* teachers scapegoats for the budget crisis.



Source: The Words of Cesar Chavez, edited by R. Jensen and J. Hammerback – Statement from César Chávez, Sacramento, April 3, 1991, p. 150-151.

Directions:

- *Complete the two sentences below about the activity you just did.*

In responding to my respective **Prompts #1, #2, #3, or #4**, (written responses) my mind had to ...

In responding to **Prompts #5 and #6** (Multiple-choice) my mind had to ...

OUR READING TOOLBOX

OUR READING TOOLBOX

Paraphrasing

Put a sentence from the reading, into your own words.

Headline Created

Create a headline (title) that you think expresses the main idea of the reading.

Significant Sentence Selected

Select the one sentence you think is most important in the reading, and tell why you selected it.

Vital Question Posed

Ask the author, or someone in the reading, a question you would really like to have answered.

Issue/Problem Identified

Identify the main issue or problem raised in the reading.

Purpose

Explain why you think this reading was written.

DOXI

Define, put into your Own words, give an eXample, and Illustrate concepts (words, ideas) in the reading, which you feel you need to understand better.

Conclusion

Identify what you think is the most important conclusion that the author comes to in the reading, and how that conclusion was reached.

Assumptions

State what you think the author is taking for granted in the reading.

Implications & Consequences

State what you think would happen, if we follow or do not follow, what the author or someone in the reading, suggests or implies that we do.

Solution/Recommendation

State what you think should be done to deal effectively with the main issue or problem presented in the reading.

Speaking in the Author's Voice

Express ideas, or answer questions, about the reading, as if you were the author or an individual(s) in the reading.

Directions:

Look at what you did in the **ACTIVITY** on page 4 where four tools were used, each connected with a PROMPT.

In general, what role did the **PROMPTS** play in what your mind had to do while you read?

What are three things that make for an effective prompt?



Criteria for Creating an Effective *Prompt*

1. It relates directly to the reading
2. It relates directly to the “Tool” being used
3. It has the key “Tool Word(s)” in **bold**
4. It makes clear what is to be done
5. It can stand alone well without the tool
6. It has been successfully “self-tested”
7. It allows a nice space for a response

Example:

If Cesar Chavez were here now, what **QUESTION** would you really like to ask him about what he said in this speech?

Vital Question Posed

Ask the author, or someone in the reading, a question you would really like to have answered.

PART I

Directions:

- ◆ Read the article on the following pages
- ◆ Create a **PROMPT** for each of the **TOOLS** below concerning this reading
- ◆ Refer to **Criteria for Creating an Effective Prompt** found on page 7.

PROMPT	→ _____ _____
TOOL	→ <u><i>Headline Created</i></u> Create a headline (title) that you think expresses the main idea of the reading.

PROMPT	→ _____ _____
TOOL	→ <u><i>Purpose</i></u> Explain why you think this reading was written.

PROMPT	→ _____ _____
TOOL	→ <u><i>Vital Question Posed</i></u> Ask the author, or someone in the reading, a question you would really like to have answered.

PART II

Directions:

- ◆ Select ONE **TOOL** from OUR READING TOOLBOX (on page 7)
- ◆ Create a **PROMPT** for each of the **TOOLS** below concerning this reading
- ◆ Refer to **Criteria for Creating an Effective Prompt** found on page 7.

PROMPT	→ _____ _____
TOOL	→ _____

Headline (Title)

By Dan Shapley

More than half of the 33 brand-name lipsticks tested by a non-profit advocacy group had lead in them, though none listed lead as an ingredient. Some of the reddest of the reds have high lead content, at least in those brands that have lead at all.

The Campaign for Safe Cosmetics had an independent laboratory test the products, one-third of which had more lead than is allowed in candy -- though the Food and Drug Administration has set no limit for lead in cosmetics. The group claims lead applied to the lips is ingested just as candy is, making them equivalent dangers.

Cost was no indicator of safety, with some less-expensive brands like Revlon containing no lead, and more expensive brands like Dior Addict having high levels, relative to other brands.

These were the brands that tested with the most lead content. PPM means parts per million and is a measure of the concentration of a substance. The FDA limit for lead in candy is 0.1 ppm.

- L'Oreal Colour Riche "True Red" – 0.65 ppm
- L'Oreal Colour Riche "Classic Wine" – 0.58 ppm
- Cover Girl Incredifull Lipcolor "Maximum Red" – 0.56 ppm
- Dior Addict "Positive Red" – 0.21 ppm

Lead is a proven neurotoxin that can cause learning, language and behavioral problems such as lowered IQ, reduced school performance and increased aggression. Pregnant women and young children are particularly vulnerable to lead exposure. Lead easily crosses the placenta and enters the fetal brain where it can interfere with normal development.

The Campaign for Safe Cosmetics is calling on the industry to reformulate products to remove lead, to require suppliers to guarantee that raw materials are free of lead and other contaminants, and to join the campaign in demanding that the FDA more strictly regulate personal care products.

The full report, "A Poison Kiss: The Problem of Lead in Lipstick," including complete test results, is posted at www.SafeCosmetics.org.

An industry group, the Cosmetic Toiletry and Fragrance Association, released this statement in response to the allegations:

"Despite continuous allegations over the years, lead is not intentionally added to

cosmetics. Lead is a naturally occurring element that is found everywhere in the environment. Consumers are exposed daily to lead when they eat, drink water and breathe the air. The average amount of lead a woman would be exposed to when using cosmetics is 1,000 times less than the amount she would get from eating, breathing, and drinking water that meets Environmental Protection Agency (EPA) drinking water standards.

"The U.S. Food and Drug Administration (FDA) has set daily safe levels for lead exposure for adults, children and pregnant women. The agency also has set strict limits for lead levels allowed in the colors used in lipsticks, and actually analyze most of these to ensure they are followed. The products identified in the Campaign for Safe Cosmetics (CSC) report meet these standards. In fact, all the products tested in the CSC report meet the California standards for safety established under their Prop 65 process.

"Despite the negligible levels of lead found in some lipsticks, cosmetic companies are committed to reducing that level even further. For decades, cosmetic companies have worked to minimize all product contamination, including lead. They actively and continually review all raw materials to ensure that they contain the lowest levels of impurities possible. Cosmetic companies have some of the world's leading chemists, toxicologists, and biologists to evaluate all the safety information."

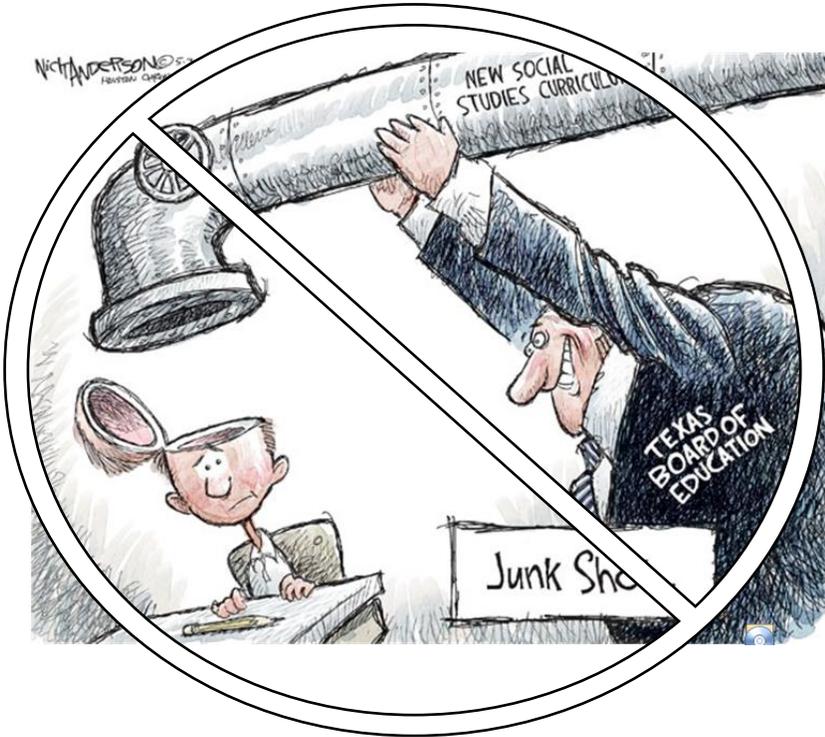
Find this article at: <http://www.thedailygreen.com/environmental-news/latest/7798>

Strategies for Teaching and Learning

1. **Communicative Seating Strategy**
2. **Name Tents and Randomly Assigned Seating Strategy**
3. **Use of a Speaker's Voice Strategy**
4. **Popcorn Read Strategy**
5. **Clear and Complete Sentences (Written and Spoken Thoughts) Strategy**
6. **Circulate-to-Guide Strategy**
7. **Timed-Activities Strategy**
8. **Zenergy Chime Signal Strategy**
9. **"Call On Students" Strategy**
10. **"I Don't Know Yet" Strategy**
11. **Collaborative Activities Strategy**
12. **Stand-Up & Move Strategy**

Directions:

- Read the two cartoons below and the corresponding quotes
- Be prepared to say how each cartoon relate to the quote next to it



"The aim of education should be to teach us how to think, rather than what to think."
~John Dewey



"The main part of intellectual education is not the acquisition of facts but learning how to makes facts live."
~OliverWendel Holmes

“Science is built of facts the way a house is built of bricks; but an accumulation of facts is no more science than a pile of bricks is a house.”



–Henri Poincaré (great French mathematician and scientist)

How does using **OUR READING TOOLBOX** help you “build a house” (develop understanding) rather than accumulate “a pile of bricks” (amass unassimilated facts, information, details) from what you read?
