

## 1. Anticipation Guide (Stage One)

In the anticipation guide, the student has to read the statements listed on the worksheet and state whether or not he or she believes the statement to be true or false. Once the student has filled out his/her predictions, then the student will read through the passage and find out whether the statements are true or false, as well as if they had the correct prediction. The students will also reference the page number so as to have quick access for later application. By pre-reading some of the statements, the hope is that the student will recognize them while reading through the passage. This is particularly useful for history, because the students will gain a better grasp of the reading material by having to use prior knowledge to hypothesize whether historical facts are true or false, then they'll have to find evidence as to whether or not their guess was correct.

<b>Before True</b>	<b>Before False</b>	<b>Statements</b>	<b>After True</b>	<b>After False</b>	<b>Page #</b>	<b>Paragraph #</b>
X		Thomas Edison invented the telephone in 1876.		X	402	3
	X	The Transcontinental Railroad was from the Pacific to the Atlantic.		X	405	2
X		Urbanization quickly followed the industrial revolution.	X		435	4

## 2. Non-fiction Question Stems (Stage Two)

In the non-fiction question stem, the student will be asked specific detailed questions concerning what he or she is reading, and will be expected to answer these questions with evidence from the material. By reading the questions, this will help the students who don't normally ask questions of themselves as they read the content, and thus will enable them to find the answers throughout the passage. This challenges the students to think critically about what they've read and then put it into a summary in order to answer the questions being asked! This approach is particularly helpful for critically thinking about the significance of events and person throughout history.

### **Generic Question Prompts for Non-fiction Material**

Assignment: Use one of the following stems to create a question about the article you have read. Then in a paragraph answer that question.

1. How are Thomas Edison and Alexander Graham Bell alike and how are they different?
2. What is the main idea of the industrial revolution, in other words, why was it significant?

3. What key evidence does the text give for the urbanization, families migrating to the cities?
4. How is the information concerning the industrial revolution organized? Does there appear to be a system to how the information is laid out?
5. What are the strengths and weaknesses of having a railroad that stretches from the Midwestern part of the nation all the way to the western coast of the nation?
6. How did the monopolies of Andrew Carnegie and John D. Rockefeller shape the economic structure of the typical U.S. family in the workplace?
7. How does the development of new technology tie with what I know about the technological advances that have been made in my lifetime?
8. How is the Bessemer process of purifying steel similar to the process of moral purification through education, religion, or moral tolerance? Are there any similarities? Are there differences?
9. What is a new example of something that was invented and has opened a whole new career field that was never present before its invention?
10. What is a conclusion that can be drawn about the Sherman Anti-trust law and its impact on society? Was it effect? Why or why not?

### 3. Discussion Web (Stage 3)

The discussion web approach to reading comprehension appears to be a very good strategy for history, as many ethical, political, social, economic, and religious issues may be discussed. The approach basically involves providing a diagram where the class can offer justifications why or why not something should be supported. This can be a great activity for involving the class and getting input and personal feelings about a controversial issue.

#### **Reasons “YES”**

#### **DISCUSSION WEB**

Should  
monopolies be  
allowed to exist?

#### **Reasons “NO”**