# KWL Chart
## Reading in the Content Area

**Your name:** _________Dan Sprunger______________________________  **Date:** ____10-19-05____________

**Content Area:** ______Art_______________________________________  **Unit:** ____Perspective/Illusion__

<table>
<thead>
<tr>
<th>Know</th>
<th>Want To Know</th>
<th>Learned</th>
</tr>
</thead>
</table>
| Students have difficulty reading and understanding concepts in textbooks.  
It is difficult to find ways to incorporate reading and vocabulary information into art creatively.  
Art is both concrete and abstract, and for students to visualize this, they have to have an idea or example to wrap their mind around. Sometimes this can come from reading or seeing examples. | Some ways to help students understand what they read about art and illusion/perspective.  
Some ways of reviewing the material with the students so that they can use their art skills and knowledge in the future.  
Ways of challenging students to experiment with new methods, while considering traditional styles, and how to do this in a fun way. | Some strategies for helping students to understand and comprehend what they are learning about art.  
Some creative ways of effective reading skills and fun ways of reviewing the content of the chapters discussed/read.  
That reading is important in art, and that finding ways to make it practical for the students is possible, fun, and beneficial for overall learning. |
Commonalities of Proficient and Struggling Readers

Both need teacher assistance for full understanding of material
Both feel successful when accomplishing task
Both participate in the exercise of reading
Encouragement from teacher can aid student in overcoming difficulties

Proficient Readers
- Use prior knowledge
- Understand task and set reading goals
- Use different strategies for deciphering and comprehension
- Monitor their comprehension
- Reflect on reading
- Summarize main ideas
- Learn from other sources
- Spend time reading
- Read many words automatically
- Organize and integrate new information

Struggling Readers
- Read without a purpose or goal
- Begin reading without preparation
- Get distracted easily
- Read to get done
- Lack of understanding
- Cannot visualize organization
- Don’t recognize important vocabulary
- Add on, instead of integrate new information
- Don’t realize they don’t understand
- Success is a result of luck
<table>
<thead>
<tr>
<th>Stage One</th>
<th>Stage Two</th>
<th>Stage Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>This stage occurs <strong>before the reading</strong> takes place. This involves the student’s preparation and approach to reading the content before ever beginning.</td>
<td>This stage occurs <strong>during the reading</strong> as the student works to identify, comprehend, understand and analyze the organization of the content he or she is reading.</td>
<td>This stage occurs <strong>after the reading</strong> as the student reflects on what he or she has read and learned, and seeks other sources out to verify and validate the information.</td>
</tr>
<tr>
<td><strong>Strategies</strong></td>
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</tr>
<tr>
<td>- Give the students a KWL chart and explain how to use it as they read</td>
<td>- Have students take notes or highlight important words or work through a worksheet</td>
<td>- Have the students summarize the passage in their own words, either verbally or through writing</td>
</tr>
<tr>
<td>- Summarize the context of the reading for the students</td>
<td>- Have student jot down difficult words</td>
<td>- Answer any tough questions that the students might have</td>
</tr>
<tr>
<td>- Give the students pointers on what to look for or how to read the passage, i.e., what approach to take</td>
<td>- Have students look for organization such as headings and subheadings</td>
<td>- Give the students a list of other sources to follow up on the material</td>
</tr>
</tbody>
</table>
“Survival of the fittest” in the progression of society

Social Darwinism

Invented the light bulb: 1879

Thomas Edison

Process of purifying steel with a blast of hot air

Bessemer Process

Invented the telephone: 1876

Alexander Graham Bell

US Steel owner and multi-millionaire businessman

1869, Railroad stretching from Omaha, NE to the Pacific: (Central and Union Pacific Railroad Co.)

Transcontinental Railroad

1869, Labor union founded by Uriah Stevens

Knights of Labor

Outlawed monopolies and trusts that restrained trade

Sherman Anti-Trust Act

1886, intense strikes and violent labor riots/confrontations throughout the nation

Great Upheaval

Terence Powderly

1879, Irish Catholic machinist who led the Knights of Labor

Andrew Carnegie

US Steel owner and multi-millionaire businessman

1879, Irish Catholic machinist who led the Knights of Labor