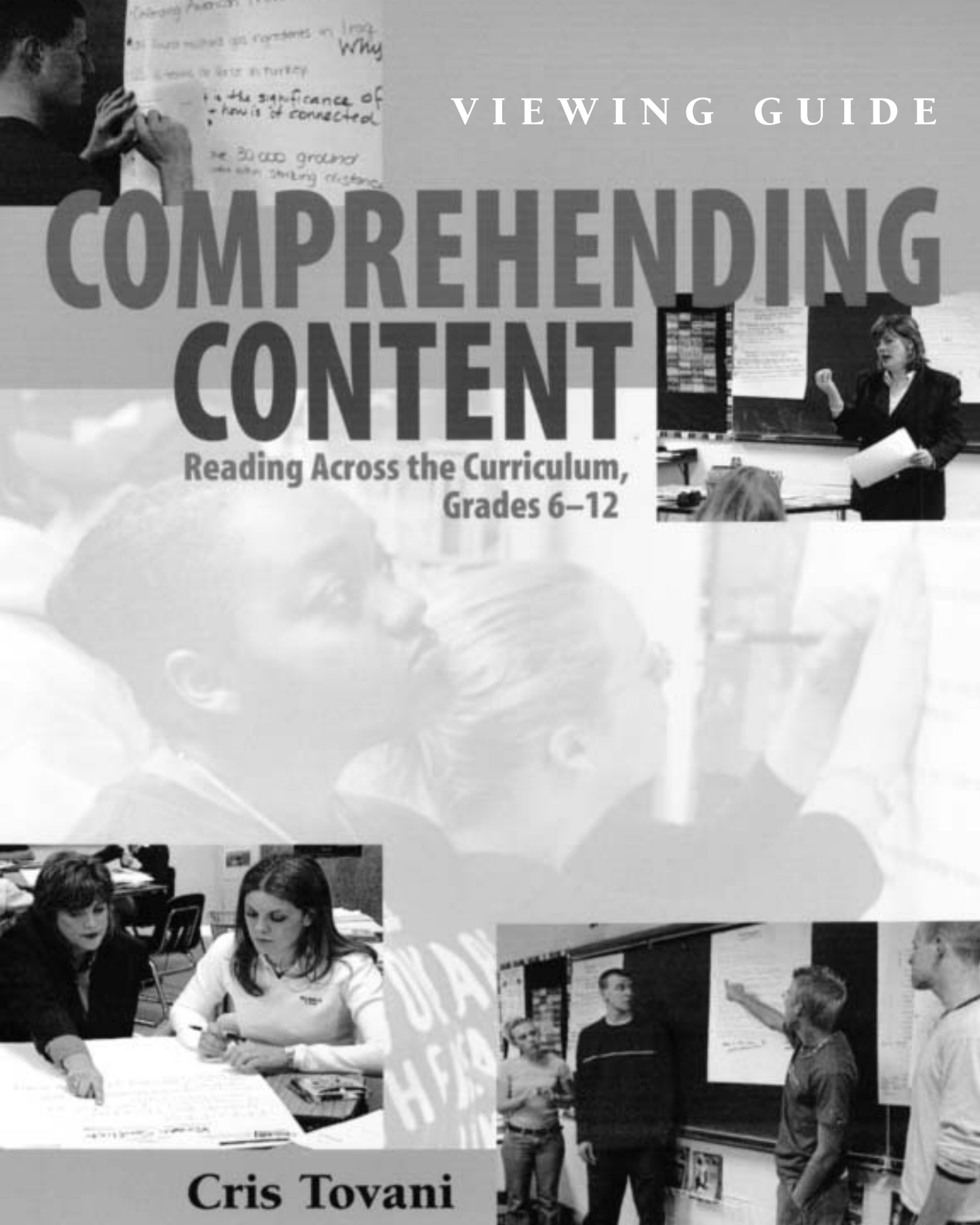


VIEWING GUIDE

COMPREHENDING CONTENT

Reading Across the Curriculum,
Grades 6–12



Cris Tovani

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I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers (Tovani 2000), *Thoughtful Reading* videotapes (Tovani 2003), and *Do I Really Have to Teach Reading? Content Comprehension, Grades 6–12* (Tovani 2004) are available at www.stenhouse.com

Using Videotapes in Workshop Settings

Using videotapes presents special challenges in a workshop setting. Most of our experience with viewing television is passive, and it can be difficult to get participants to be more active (and reactive!) as they view instructional videotapes. Facilitators can use a few simple strategies to prepare participants for a much more active role in looking at and discussing *Comprehending Content*.

1. *Check out equipment and sound in advance.* After you begin running any segment, walk to the back of the room and listen. The goal is to have the sound as low as possible, but still loud enough so that participants in the back can hear.
2. *Have participants keep notes as they view each segment.* Any note-taking format can be effective if you link the notes to specific goals you have for viewing the tapes.
3. *Ask questions before viewing to help participants focus on specific aspects of the classroom.* If you don't ask a focus question before viewing, you're likely to get awkward silence when you try to begin discussion later. Consider writing a guiding question on a whiteboard or chart paper and posting it next to the video player so that participants are reminded of the guiding question throughout their viewing.

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Introduction

Comprehending Content is a series of four videotapes from Cris Tovani's high school classroom at Smoky Hill High School in Aurora, Colorado. Cris teaches three classes of students at this high school: two sections of struggling readers in her reading workshop classes and one section of college-bound seniors in her college prep class. In the afternoons Cris coaches her colleagues in using reading strategies across the curriculum.

Comprehending Content shows Cris at work in both roles: helping students apply strategies in diverse academic disciplines and assisting colleagues as they test the use of strategy instruction in content areas. The tapes show a range of student reading abilities—from struggling to accomplished—and texts—from novels to charts and math problems.

This viewing guide is designed to help you use *Comprehending Content* in workshop settings. The plans provided are flexible, allowing you to tailor ideas to group needs. We've divided suggestions for viewing each tape into six sections:

1. *Notes for Facilitators.* Background information from Cris's classroom you might want to provide to participants.
2. *Writing While Viewing.* Suggestions and sample forms for taking notes while viewing to help focus group discussions.
3. *Questions for Discussion.* Options for guiding talk before or after viewing.
4. *Workshop and Classroom Extensions.* Activities designed to help teachers learn how to use concepts from the video with their students.
5. *Short on Time?* Tips for using 5–15 minute clips from the tapes when time is limited, especially in settings like faculty meetings or curriculum development planning sessions where the core agenda involves more immediate school issues.
6. *Further Reading.* Connections to specific chapters in the companion text *Do I Really Have to Teach Reading?* by Cris Tovani.

Using Two-Column Notes During Viewing

One of the suggestions you have seen in this guide is to encourage participants to keep two-column notes while viewing.

The Public Education and Business Coalition of Denver, Colorado, developed the use of two-column notes in many of their lab classroom observations, and we've adapted their techniques here.

Two-column notes are a kind of double-entry diary or journal, where participants jot down specific information or insights as they observe teachers or watch a video. Many viewers find themselves feeling overwhelmed by even the best videotapes simply because there is so much content to take in so quickly.

Unlike a book, it is not possible in a group setting to pause, flip back a few pages, and reread a section anytime anyone gets confused. The notes are a way for participants to capture important nuggets of information as they are viewed. They also give facilitators insights into which segments lend themselves to the most discussion or a second viewing by the whole group.

Two-column notes also help observers focus and sharpen their comments in small- and whole-group discussions after viewing. In addition, they can assist workshop participants in connecting what they are viewing with changes they will make in their classroom.

If you want to use two-column notes while viewing *Comprehending Content*, you can distribute copies of one of the templates provided or simply have participants write down two-column headings you've selected on blank sheets of paper before beginning the tape.

Two-Column Notes (Figure 9) is an example of this format. Use this only as a starting point in your thinking; there are endless variations you might develop depending on your purpose in showing the video. Some examples of headings you might use for two-column notes include: What I'd Like to Try in My Classroom/What Might Keep Me from Making the Change; Verbal Cues from Cris to Students/Nonverbal Cues; Reading Tasks/Writing Tasks.

Participants should be taking notes while viewing. It's often helpful to have participants work with a partner after viewing to share their notes for five or ten minutes before discussing them with the whole group.



Tape 1:

Modeling What Good Readers Do

The first tape in the series introduces viewers to Cris Tovani, a high school teacher in Aurora, Colorado, who has developed innovative strategies for working with struggling adolescent readers. In this tape, Cris demonstrates how important it is for teachers to share their own reading habits with students; these experiences can then guide instruction.

Notes for Facilitators

Cris is wearing a special headset mike in some of the scenes because one of the students is hearing impaired and has a cochlear implant. You might want to mention this to viewers, since both the headset and the student's speech are noticeable in some sequences.

You may also notice a reading level listed on the board behind Cris. This is a remnant from an earlier class discussion of levels and how they work. As a rule, Cris and the students do not use specific levels to evaluate or assign books.

Writing While Viewing

Distribute copies of the Four Components of Modeling Reading Instruction (Figure 1) to each participant. Ask everyone to note examples of each component and any questions that occur to them while viewing.

Questions for Discussion

1. Think about your history as a reader. What type of reading is hard for you? What type of reading is easy? How do you read the texts differently?
2. How is the organization of Cris's classroom similar to yours? What does she do differently?
3. How are Cris's beliefs about teaching reading similar to yours? What are the differences?
4. How would you describe a struggling reader? What types of reading do students struggle with most in your class?
5. What is your greatest challenge in teaching?
6. Cris tells a few stories on this tape about her own struggles as a reader in school. She talks about the clichés and stock advice teachers give to students who are struggling to read. Have you ever received similar advice from teachers? Have you ever given similar advice to students?

Workshop and Classroom Extensions

1. Have participants bring in a textbook that some of their students are struggling with or pass out copies of textbooks you know teachers in the group use. Distribute copies of today's newspaper.

Have participants pair off. Each pair should look through sections of the newspaper for examples of short, accessible text they might use to teach one text feature or find content that can be a textbook substitution in a whole-class lesson. You might highlight examples before participants begin their search—letters to the editor, graphs or charts on the weather page, or an article that includes a sidebar. Talk as a group about connections between specific text features and common features in the textbook.

2. Distribute copies of "Induction Icing" (Figure 2) and hand out highlighters. Complete the same task Cris asks of students on the tape: have everyone read silently, highlighting parts of the text they understand. Each participant can compare notes with a partner and then share findings with the group.

As a whole group, discuss the passages individuals marked. Why did you choose to mark these passages? How might you model your thinking with a similar text for students?

3. Have each participant select one passage from the textbook they have brought to the workshop (or use textbooks you provide). Discuss how they might model their reading for students. Small groups can also talk about different aspects of modeling, working from the notes (on Figure 1) participants took while viewing the video. Participants might discuss stories they plan to share, materials they will need (i.e., enlarged copies of text, overheads, highlighters) and why they think it is important to model the reading of that particular text.

4. Pass out copies of Questions We Have Before Starting the Book (Figure 3) and Questions We Have After Reading (Figure 4) that Cris's class brainstormed before, during, and after reading the first two chapters of *Whirligig* by Paul Fleischman. What are the options for previewing texts and brainstorming questions in other content areas? How do these activities support students in developing the ability to make inferences?
5. Distribute copies of What Concerns Us (Figure 5) and What We Think Terrorism Is (Figure 6) that Cris's students brainstormed after reading a brief *Time for Kids* article on terrorism. Talk about how these questions are different from the questions students developed for use with *Whirligig*. Based on the information from these student responses, how might Cris build on the background knowledge of students to teach reading?

Short on Time?

Mini-Workshop: Possible Purposes

For a quick discussion, distribute copies of "Induction Icing" (Figure 2). Cue the tape to Cris's reading and discussion of the text, "Modeling and Practice with Short Text" (09:30). After viewing, discuss how and why teachers might model reading a couple of particularly difficult passages from a textbook they are now using with students.

Mini-Workshop: Inference and Questioning

Show the front and back cover of *Whirligig* on an overhead or pass the book around for participants to view. Ask participants to list a couple questions they have about the book after seeing the front and back cover. Cue the tape to the discussion of *Whirligig*, "Sticking with Difficult Text" (17:20). After viewing the tape, hand out copies of Questions We Have Before Starting the Book (Figure 3) and Questions We Have After Reading (Figure 4). What connections do participants make between their questions and those of Cris's students? How could participants use a similar prereading strategy in their own classrooms?

Mini-Workshop: Helpful Definitions

Cue the tape to "Modeling What Good Readers Do" (02:25), where Cris relates her own experiences as a student struggling to understand advice from teachers. Distribute copies of Drawing a Conclusion (Figure 7). This is a copy of the overhead Cris used with students. Have participants brainstorm different definitions for these terms and ways they might illustrate the differences with their own students.

Further Reading

Chapter 1, "Introduction: I'm the Stupid Lady from Denver . . ." and Chapter 3, "Parallel Experiences: Tapping the Mother Lode" from *Do I Really Have to Teach Reading?* by Cris Tovani.



Interpreting Data: Charts, Graphs, Standardized Tests

Reading and interpreting charts, graphs, and data are crucial but neglected skills in many disciplines. In this tape, Cris discusses how data from required state examinations led her to rethink her students' reading instruction to now include how to read and interpret data, charts, and graphs. The tape includes all elements of strategy instruction: Cris models reading the data, the class discusses how the data is displayed and interpreted, students practice reading charts in small groups, and learning from the group activity is discussed by the whole class.

Notes for Facilitators

Cris gives the survey data she compiled in the college prep class of college-bound seniors to the struggling readers in her reading workshop class. You may want to give copies of the Class Survey (Figure 8) to participants before viewing so they can follow along during that section of the tape. (If participants are curious about the oversized photocopies of charts or graphs that Cris uses, explain that Cris gets the copies made at a local print shop on a blueprint copier. This service is available at many photocopy shops.)

Writing While Viewing

Distribute copies of Two-Column Notes (Figure 9). As participants watch the tape, have them use this form to note similarities and differences to their own classroom. (For more information about using two-column notes, see p. 3.)

Questions for Discussion

1. How are graphs, charts, and data used in your discipline? What do students need to know to be able to read these materials?
2. What role do graphs, charts, and data play on state examinations? How do state standards in different disciplines support instruction in these areas?
3. Cris routinely surveys her students about issues. On this tape, survey questions include reading strategies—"What type of reading is hard?"—and current events—"Should we go to war in the Middle East?" How could you use survey information to help students develop reading skills?

Workshop and Classroom Extensions

1. Distribute copies of the Class Survey (Figure 8) Cris used with her students. Discuss the student responses from the fall of 2002 in light of current relationships between the United States and these countries or individuals.
2. In discussing the Middle East survey responses, some students clearly have more accurate information or make better inferences than others. How does Cris honor all responses and still challenge some of the more outlandish suggestions at the same time?
3. Distribute copies of two graphs or charts from different disciplines. These might be graphs or charts from the newspaper, released test items from your

state examination, or materials in textbooks. With participants gathered in small groups, ask them to brainstorm answers to these questions:

- What skills do students need to read these materials?
- What background knowledge is essential for interpreting charts or graphs?
- How might you teach these skills or provide this background knowledge?
- What connections can be made across disciplines when it comes to reading charts, graphs, and data?

Short on Time? Mini-Workshop: Data-Driven Teaching

Distribute copies of Cris's Class Survey (Figure 8). View the discussion Cris's class had of this data, "Analyzing Data and Drawing Conclusions" (04:25). What survey based on current events or reading behaviors might you use together as a school? How could you design different activities for interpreting, analyzing, or charting data to use in different classes?

Further Reading Chapter 2, "The 'So What?' of Reading Comprehension" and Chapter 7, "Group Work That Grows Understanding" from *Do I Really Have to Teaching Reading?* by Cris Tovani.



Tape 3:

Reading Like a Mathematician

Collaborating with colleagues is never easy. Scheduling conflicts and the inherent isolation of middle and high schools present many hurdles teachers must overcome to work together on reading issues. In this tape, Cris and Jim Donohue, a colleague from the math department, teach a math problem to students in Cris's reading workshop class. They talk about their own reading processes, observe and coach students individually, and explain how reading in math is different than reading in other subject areas.

Note for Facilitators Cris often uses released problems from state examinations in collaborative work with colleagues and students. You may want to copy some of these problems for your own work. In general, it's best to use a released problem from a lower grade (i.e., an eighth-grade released item for use with ninth or tenth graders) to ensure both the math concepts and readability are within range of students.

Writing While Viewing Have participants use the Two-Column Math Notes (Figure 10) to keep track of the different roles Cris and Jim have during their co-teaching of the math problem.

Questions for Discussion

1. When and why does Cris defer to Jim? When and why does Jim defer to Cris?
2. Talk as a group about successful and unsuccessful experiences participants have had with collaborative teaching. What is essential for successful collaborative teaching?

3. Cris talks about being “selfish” as a teacher and wondering why she should care about teaching reading in content areas. What benefits are there for people to teach reading strategies in content areas? What are the costs?
4. Smoky Hill High School has ongoing opportunities for content teachers interested in reading instruction. What support is available in your district or school? What support is needed?
5. What role does Jim have in conferences with students? What is Cris’s role? Talk about differences in their styles.

Workshop and Classroom Extensions

1. Distribute any released math problem from a recent state examination. If your state does not release items, they are readily available on the Internet from other regions. Have participants track their reading process as they work. After completing the task, discuss in small groups. Has viewing the tape changed anyone’s process, especially those who don’t teach math?
2. Distribute a short, technical excerpt from a science or social studies textbook used in your school. Have participants read and take notes in the margin, detailing questions they have or their process of making sense of the text. Distribute copies of Cris’s Scripting of Jim’s Advice on Math Strategies (Figure 11). How is reading this text different than reading a math problem?

Short on Time?

Mini-Workshop: Specific Content Strategies

Cue the tape to “Debrief and Reflection” (15:10), where Jim discusses his strategies for reading in math. Show this section of the tape to participants, then distribute copies of Cris’s Scripting of Jim’s Advice on Math Strategies (Figure 11). Have group members talk about reading strategies that are unique to their content area, as well as connections to the strategies Jim uses. How might participants teach these strategies to students?

Further Reading

Chapter 5, “Why Am I Reading This?” from *Do I Really Have to Teach Reading?* by Cris Tovani.



Tape 4:

Synthesizing Complex Ideas

Synthesis may be the most complex reading strategy students need to master. In this tape, Cris takes viewers through four days of instruction with reading materials involving recent U.S. wars, terrorism, and current conflicts in the Middle East. She uses the materials to help students understand connections between old and new wars and to encourage students to use their background knowledge to understand texts.

Notes for Facilitators

The Class Survey (Figure 8) and End of Unit Survey (Figure 16) are the whole-class charts that summarize surveys done of these students at the beginning and

end of the unit. You may want to make copies of these for participants. What Do You Know About Each War? (Figure 14) is also seen on the tape as students work in small groups: a copy of this might be helpful to participants.

Cris mentions a “gallery walk” on this tape. A gallery walk is an opportunity for students to view the thinking of their classmates. Notes and ideas are recorded on chart paper by individuals or groups. Charts are posted around the room and students walk through the room, reading the charts and making notes, much like walking through and “reading” the art in a gallery.

Writing While Viewing

Distribute copies of Two-Column Notes (Figure 9) for participants to use while viewing or devise one of your own. Other headings for two-column notes might include Reading Assignments/Writing Assignments to allow participants to track different literacy tasks or Small Group/Whole Class to document different configurations Cris uses for different tasks.

Questions for Discussion

1. Teachers agree that it is difficult for students to retain facts and information about different wars. How might the strategies Cris uses in this tape be used when studying other conflicts?
2. How can short, engaging text can be integrated with textbook reading? What are some resources—in and out of school—for short text?
3. The lessons Cris designs build during the course of a week and continue to develop over the next two months. How do Cris’s goals for students change from day to day? How do the reading activities change?
4. How does Cris use writing assignments to support the development of synthesis skills in reading?
5. What do you think of first-grader Ben’s visual representation of synthesis? What are some other ways you could chart or graph how synthesis works?
6. How and why is synthesis important in different disciplines? Break the participants into small groups by content area and have each group brainstorm ways synthesis is used in each area.

Workshop and Classroom Extensions

1. Do a version of Cris’s reading workshop, where she has students select a short article and complete a writing assignment while reading. Distribute copies of Building Background Knowledge Double-Entry Diary (Figure 13) and another comprehension constructor, Reading with a Purpose (Figure 12) that Cris used with students. Provide photocopies of two articles from a current newsmagazine—*Newsweek*, *Time*, *U.S. News and World Report*—on terrorism or conflicts in the Middle East. Have participants pick an article and either Figure 12 or 13 to use while reading. Briefly discuss how the structure of the writing assignment influenced the reading experience.
2. Have participants try one of these comprehension constructors (Figures 12 and 13) with their own students.

3. Highlighting and building background knowledge are essential in comprehension instruction. Distribute copies of What Do You Know About Each War? (Figure 14) and What Do You Wonder? (Figure 15), which Cris uses with students on this tape. Talk about ways these writing assignments could be adapted for use in different content areas. Encourage participants to try one of these adaptations.

Short on Time?

Mini-Workshop: Change Over Time

Cue the tape to “Day 3: Questioning World Events” (19:33) and view the last section of the tape. Photocopy and pass out copies of the Class Survey (Figure 8) and the End of Unit Survey (Figure 16). Ask participants individually or in small groups to list ways the class’s attitudes about war changed through the two-month unit. Then distribute Students’ Answers (Figure 17), which is a list of Cris’s students’ responses to the same prompt. Discuss connections between the group reflections and those of the students.

Further Reading

Chapter 4, “Real Rigor: Connecting Students with Accessible Text” and Chapter 6, “Holding Thinking to Remember and Reuse” from *Do I Really Have to Teach Reading?* by Cris Tovani.

Time Codes for *Comprehending Content*

Tape 1: Modeling What Good Readers Do	32:25
00:00–02:25 Series Introduction	(02:25)
02:25–09:30 Modeling What Good Readers Do	(07:05)
09:30–17:20 Modeling and Practice with Short Text	(07:50)
17:20–25:30 Sticking with Difficult Text	(08:10)
25:30–30:45 Drawing Conclusions	(05:15)
Tape 2: Interpreting Data: Charts, Graphs, Standardized Tests	28:55
00:55–04:25 Interpreting Data	(03:30)
04:25–11:10 Analyzing Data and Drawing Conclusions	(06:55)
11:10–16:30 Data Reading: Key Terms	(05:20)
16:30–27:07 Data Reading: Guided Practice	(10:37)
Tape 3: Reading Like a Mathematician	27:58
00:55–15:10 Collaborative Math Instruction	(14:15)
15:10–24:22 Debrief and Reflection	(09:12)
24:22–26:18 Connecting Strategies Across Disciplines	(01:56)
Tape 4: Synthesizing Complex Ideas	30:02
00:55–09:45 Day 1: Building Background Knowledge: Recent Wars	(08:50)
09:45–19:33 Day 2: Synthesizing for New Thinking	(09:48)
19:33–24:50 Day 3: Questioning World Events	(05:17)
24:50–28:22 Day 4: Trusting the Value of the Content	(03:32)

Figure 1: Four Components of Modeling Reading Instruction

<p>Explanation of What Will Be Modeled</p>	<p>Think-Aloud</p>
<p>Holding Thinking</p>	<p>Student Practice</p>

Figure 2: "Induction Icing"

Carburetor icing is one of the facets of induction system icing (the effects on fuel-injected engines will be discussed later). It is commonly caused by refrigeration effects inside the carburetor coupled with appropriate atmospheric conditions. The refrigeration effect comes from a combination of lowered air pressure inside the carburetor throat and the vaporization of fuel, which drops the temperature of both the air flowing through the carburetor and the carburetor itself. The drop can be as much as 70 degrees Fahrenheit.

Figure 3: Questions We Have Before Starting the Book

Title: *Whirligig* by Paul Fleischman

What's the book about? (Cam, Mike)

What's up with the picture on the cover? (Destiny)

What is a whirligig? (Scott, Joel)

Does the girl on the cover fly? (Terry)

Is this about a specific person? Is it about a girl? (Alex)

What do the hands represent? (Cam, Kristen)

Why does Lea's mom want Brent to build four whirligigs on four corners of the U.S.?
(Brian)

Why is the U.S. flag backwards? (Scott)

Is this about Indians? (Helen)

Is the girl on the cover a weathervane? (Zach)

Why are there pictures at the beginning of every chapter? T(erry)

Questions We Have After Reading the "Grabber Page"

Why does Brent want to kill himself? (Hannah)

Why is Brent building four whirligigs? (Scott)

Why does Brent only have 45 days to build the whirligigs? (Brian)

Why does Brent decide to love life? (STUDENT?)

Why are those things called "whirligigs"? (STUDENT?)

Figure 4: Questions We Had After Reading

Title: *Whirligig* by Paul Fleischman

Chapter 1: Party Time

(Answers placed on chart as the class continues reading the rest of the book)

Is Brent going to crash? (Helen)

Yes.

How does Lea fit in the story? (Bre)

Brent crashes into Lea's car and she dies. Brent has to build whirligigs in Lea's honor.

Is Brent going to meet up with Chaz again?

Why does Brent want to crash or end his life? (Scott, Kristen)

He was drunk. He felt sorry for himself. He embarrassed himself.

Did Brent know Lea before the crash? (Hannah)

No.

Why is Brent such an idiot? (Tommy)

Immature

How does he kill a girl on a highway? (Alex)

Car crash

Figure 5: What Concerns Us

Reading Workshop

(After reading *Time for Kids* article on terrorism.)

Water supplies being poisoned (Joel, David, Terry)

Another terrorist attack (Joel, David, Tikila, Breanna)

A nuclear attack (Hannah, Tommy, Destiny, RJ, Josh, Cam, Michael M.)

Saddam Hussein (Hannah)

A war between North and South Korea (Jung Au)

Stupid people with big important red buttons (Scott)

Someone who will try to kill the President (Mallory)

Flying on airplanes (Terry)

Bombs (Zach)

Anything that can hurt my little sister, or family (Adam, Tommy, Nichole S., Joel)

My mom's job with United (Breanna)

A "Columbine attack" at Smoky (Cam, Josh)

A war that ends all war (Helen)

Figure 6: What We Think Terrorism Is

Reading Workshop

It's when a group from another country attacks another country. (Tikila, Mallory)

It's an unnecessary evil to get what you want, to prove a point, in a violent and destructive way. (Hannah)

It's an organization that causes terror. (Jung Au, Scott, Michael M.)

It's anything that people do to make others fearful. (Destiny)

It's something that someone does to hurt the community. (Tommy)

It's a problem maker. (Zach)

It's when innocent people get killed. (Joel)

It's violence that isn't needed. (Breanna)

It's a threat maker. (Nichole S.)

Figure 7: Drawing a Conclusion

We used our background knowledge to interpret clues and information in the text.

Same idea but different words:

Conclusion

Inference

Reading Between the Lines

How would we define Conclusion or Inference or Reading Between the Lines?

Figure 8: Class Survey

Chart 1 (November, 2002: beginning of unit with college-bound seniors on the roots of war and terrorism.)

Is the United States justified in waging war against:

Iraq

Yes *//// //// //// //* No *//// //// //*

I don't know /

Bin Laden

Yes *//// //// //// //// //// //* No *////*

I don't know /

Any country that harbors Bin Laden or Al-Qa'edah terrorists

Yes *//// //// //// /* No *//// //// /*

I don't know *///*

What if the country doesn't know Bin Laden is there? (Josh)

North Korea

Yes / No *////*

I don't know *//// //// //// //// //// //*

What is going on with North Korea? (Corrie, Megan, Ryan, Jenny, Chris, Cole, Jason, Nicole, Brevik, Bland, Seth, Lisa)

I don't know because I haven't heard anything about North Korea. (Brian, Cineca)

Why should we go to war with North Korea? (Tula)

Has North Korea done any wrong to us? (Katherine)

Why is North Korea so bad? (Emily)

Is our involvement with North Korea a repercussion of the Korean War? (Froya)

What does Korea have to do with the war on terrorism? (Kyle)

Have we had any past problems with North Korea? (Jonnie)

Why do we need to go to war with North Korea if they have nukes? (Addison)

Why does the U.S. view North Korea as a "rogue nation"? (Ryan)

Figure 9: Two-Column Notes

Similarities to My Classroom	Differences

Figure 10: Two-Column Math Notes

Cris's Role	Jim's Role

Figure 11: Cris's Scripting of Jim's Advice on Math Strategies

Look at both pages and review entire problem.

Many students get stuck on the first problem and stop, but the hardest problem isn't always the last problem.

Clarify the question by highlighting important passages in the reading.

Draw on background knowledge about aspirin and headaches, and think about what the graph might look like.

Underline key words, including specifications—"round to the nearest tenth"—and unique vocabulary.

The main ideas aren't always at the beginning of the problem. They give you what you need to solve the problem.

Always look for the question or statement that explains what you will have to do.

Predict what the answer will be so you can check to see if the answer is reasonable.

Figure 13: Building Background Knowledge Double-Entry Diary

Quote/Page Number	I was struck by . . .
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Figure 14: What Do You Know About Each War?

<p>World War II</p>	<p>Korean Conflict</p>
<p>Vietnam War</p>	<p>Persian Gulf War</p>

Figure 15: What Do You Wonder?

War of interest:

What questions do you have about this conflict?

What questions do you have about the conflict in the Middle East?

Figure 16: End of Unit Survey

Chart 2 (January, 2003: End of unit with college-bound seniors on the roots of war and terrorism.)

Is the United States justified in waging war against:

Any country that harbors Bin Laden or Al-Qa'edah terrorists

Yes *//// //// //// /* No *//// ///*

I don't know */*

Is the United States justified in waging war against:

Iraq

Yes *//// //// //// /* No *//// //// /*

Bin Laden

Yes *//// //// //// //// //* No *////*

I don't know (no responses)

North Korea

Yes *//// //// //// //* No *//// //*

I don't know */*

Figure 17: Students' Answers

College-Bound Seniors

Question: Based on Charts 1 and 2, how has the class's thinking changed over the past two months of studying "Should we go to war?"

I think the class's thinking has changed because the class knows more about the events. Especially about North Korea—a lot of people changed their previous tally including me. The first time most didn't know what was going on in North Korea, but now most people have either said "yes" or "no." (Jason)

I think people have become more educated concerning the Middle East and North Korea, however, I think it's a mis-education. What I see on those charts is a lot of September 11. Not to say that it was right, as a matter of fact I think it's one of the greatest injustices, but violence only breeds more violence. All this is somehow interconnected and all joined to September 11. All the material we read was from American journalism. It has a biased point of view even if it tries not to. While I don't disagree with the many people who say we are justified in going to war, I stand by my decision to say no to war because I think that perhaps there is an alternative to look at. (Froya)

My thoughts about war with those countries has not changed. I watch the news a lot and know what's been going on. I believe we are justified to go to war with everyone except North Korea. I am very pro-war with Iraq and Bin Laden. What they did or will try to do is evidence enough that they cannot be trusted and must be eliminated. I hold on to my same decisions. (Ryan)

As I observe the two charts, I notice that as people learn more about a topic they have more of an opinion. Most people have chosen "yes" on all of them, and that makes me think that because they are reading articles and listening to peoples' opinions, they want to go along with the crowd and go to war. (Lisa)

Comparing the numbers on the two charts, I see that the number of people in our class that care about North Korea has shot up since the first one. Of course, the number of people that want war against terrorism and Bin Laden has stayed high. Along with Iraq, there are always headlines on the news all about Saddam. These scare people and make them worried. (Addison)

Throughout this unit I cannot say my thinking has really changed, but it has been expanded a great deal. I know much more about Korea, the Persian Gulf and Vietnam. I think the first time I voted I was just randomly picking yes or no. But now I am making a sound decision with evidence or support to back up my decision, especially when it comes to North Korea. When we first started I didn't know anything about it. Now I can use what I've learned about it to tell other people and get their opinion. (Cineca)

After comparing the two charts, I noticed how many more people had an opinion later on due to our increased amount of knowledge. The most significant change was the poll of North Korea—the first poll showed that more than three-quarters of the class didn't know if the U.S. should get involved with North Korea. Yet later on, almost everyone felt that the U.S. should get involved. It was a complete reversal. More people felt we should get involved and attack Bin Laden during the second poll. However, attacking Iraq didn't have much of an extreme difference. The class wished to attack North Korea over Iraq after learning more information. (Katherine)