**Literacy Strategies**

* **Text Structures**

Sequencing

Description

Cause / Effect

Compare / Contrast

Problem / Solution

* **Final Word** -
* **SQ3R or SQ5R** -

S - Survey; read title, sub-headings, questions, captions, side-bars, reviews and introductions

Q - Turn title and sub-headings into questions using Cornel Notes

R- Read article slowly using punctuation

R- Recite what you read (if you can't do this, reread)

R- Review

*add these to make SQ5R*

R- Relate to prior knowledge or an emotional experience

R- wRite answers to questions

* **Make Your Mark** -

$√$ I knew that

X Contradicts what I know or understand

\* This is important

? I have a question

??I'm confused

L I learned something new

* **Cubing (for visuals and artifacts)** -

**Describe** the topic, including colors, shapes, and sizes.

**Argue** for or against the topic. Take a stand and list reasons to support it. "I am for this because.../This works because.../I agree because..."

**Apply** the topic and tell how it can be used or what can be done with it. How does it help you understand other topics/issues?

**Compare** to topic to something else. How is it similar and different? "It's sort of like..."

**Analyze** and tell how it is made or what it is composed of. How would you break problem/issue into smaller parts?

**Associate** to something else and explain what the topic makes you think of this other thing. How does this topic connect to other issues or topics?

* **4 Corners** -

Agree, Strongly Agree, Disagree, Strongly Disagree

* **Shaping Your Thinking or Shaping A Review**

Circle: Questions you still have

Square: Ideas that squares with your thinking or experience

Triangle: 3 points you will remember

* **SOAPS:** The acronym S.O.A.P.S. provides students with prompts that provide them with a strategy for dissecting andinterpreting primary documents/political cartoons for higher order synthesis when juxtaposed with specific factual information.

Who is the ***Speaker***? When interpreting the primary document or political cartoon, the student should immediately try to determine

the speaker of the document. Sometimes this is easily identified as the primary document may have a source to it that readily

identifies the speaker. Yet in other instances the speaker may be confused with the author of the primary document who may be

witness to an event including the speaker. Once the speaker can be identified, the central focus for the student can now become:

What facts are known about the speaker and/or author? What are possible assumptions about the speaker’s frame of reference and

point of view?

What is the **Occasion?** Often when interpreting primary documents, students need to be able to determine the time and place that

prompted the documents creation. Where and when was the source produced? And, how might this affect the meaning of the

document? Once determined, the occasion can help students interpret the larger experiences/events of the time that the primary

document originated from, allowing for students to draw conclusions on the attitudes and emotions of the document.

Who is the **Audience?** Primary documents more than likely have an audience that they intend to address. It may be one person or a

specific group of people. In determining the audience, students need to address the frame of reference and point of view of the

audience while attempting to determine how the primary document addressed the needs of the intended audience. Once the audience

is established students can make inferences as to how this might affect the reliability of the primary document.

What is the **Purpose?** Students need to consider the purpose of the text in order to develop the argument and the logic of the primary

document. Students need to make assumptions about the reasons behind the primary document. The purpose may help establish

inferences as to why the document originated. For example, was the document intended to be a form of propaganda?

What is the **Significance?** Why is this primary document important? This is the last component to the process and is often times the

written component for students. After going through the process of fleshing out the information in the primary document, students

should be able to compose a **definitive statement(s).**

* **APPARTS** is designed to get students to focus on key elements of the document and to evaluate the relative importance of these elements in affecting the reliability of this document. Those elements are:

**Author**: Students should look closely at who authored the piece. What do they know about the author that would affect the reliability of the document? Are they aware of any bias the author might possess which would color the account? In AP World and AP European history, point-of-view factors heavily in the grading of the DBQ.

**Place and Time**: When and where was the source produced, and how might this affect the meaning of the document? If time and place is not given in the source, are there clues within the document as to the time and place of origin?

**Prior Knowledge**: Based on the author and time and place of the source, what additional knowledge can a student trigger from this document? An example might be a document from John C. Calhoun which doesn’t mention nullification. A student might know that John C. Calhoun authored the South Carolina Exposition and Protest which espoused the compact theory of government and the possibility of nullification. A political cartoon might have drawings of an elephant and donkey. Can the student determine what those symbols represent?

**Audience**: Who was the source created for, and how might this affect the reliability of the document? Would we anticipate that Richard Nixon would say the same things to his advisors in the Oval Office concerning the Watergate break-in that he would in a radio address to the American people? Why would Franklin Roosevelt say, "Your boys are not going to be sent to any foreign wars?"

**Reason**: Why was this document produced at the time and place it was? Prior knowledge, time and place, author, audience all factor in to a student being able to determine reason. Why would Andrew Jackson says, "John Marshall has made his decision, now let him enforce it" in 1832? Why would Joseph Keppler draw the anti-immigration restriction cartoon "Looking Backward" in 1893?

**Main Idea**: What is the point the document is trying to make? It is essential that students be able to synthesize the information in the source and express it in a single sentence, rather than simply paraphrasing or directly quoting the document.

**Significance**: On the Advanced Placement exam, students are always asked to examine documents relative to a specific question. In the **Significance** component of APPARTS, students must ask themselves the question, "How and why does this document support my thesis?" The AP Vertical Teams Guide suggests that students ask themselves, "So what?"