

## History Frame

What is it?

A History Frame (Jones, 2001) is an application of story maps to historical events. A Story Map (Beck & McKeown, 1981) is a visual representation of the story structure. This strategy is commonly used in literature instruction. Students find graphic organizers helpful in sequencing and explaining the elements of different narrative text.

How could it be used in social studies instruction?

Social studies text, especially history, as well as primary sources, can be written in a narrative format. Story elements such as characters, setting, plot, problem/solution, and theme are the same elements found in the study of historical events or episodes. This strategy helps students organize what they learn from their text about the "who, what, where, how, and why" of historical events.

How to use it:

1. The teacher constructs a History Frame graphic organizer and models how to use it.
2. The students fill in the specific information after reading the selected text.
3. Students may construct their own History Frames using the necessary elements.
4. History Frames might be shared and discussed in small groups.

# STORY MAPPING HISTORY FRAME

## TITLE OF EVENT:

Battle of Agincourt

## PROBLEM or GOAL:

Henry V and his army of 6,000 were trying to reach Calais in order to sail to England. A French army of over 20,000, led by heavily armored nobles, gathered to defeat the English.

## PARTICIPANTS/KEY PLAYERS:

King Henry V (England)  
6,000 English troops (including archers)

French Nobles  
20,000 + French troops  
(including heavily armored knights)

**WHERE:** Between the villages of Agincourt and Tramecourt, France.

**WHEN:** October 25, 1415

## KEY EPISODES or EVENTS:

Henry V ordered longbowmen to fire on the French from a long range.

French charged with Calvary over muddy terrain.

The charge was stopped by the English archers.

French continued the charge on foot.

Heavily armored French were slow, exhausted, and easy targets for the English longbowmen.

## RESOLUTION or OUTCOME:

The English routed the French.

The English lost a few hundred men.

The French lost several thousand, including many nobles.

Henry V and his army made it to Calais, and then to England.

## THEME/LESSONS/So What?

The success of the longbow ended the age of Chivalry. Medieval Knights in heavy armor were no longer a nation's most valuable military asset. Example of changing technology impacting military history.

Note. Basic format only from "Story Mapping History Frame," by R.C. Jones, 2001, retrieved from readingquest.org. Reprinted with permission of Raymond C. Jones.

# STORY MAPPING HISTORY FRAME

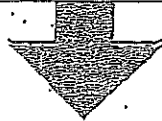
TITLE OF EVENT:

PARTICIPANTS/KEY PLAYERS:

PROBLEM or GOAL:

WHERE:

WHEN:



KEY EPISODES or EVENTS:

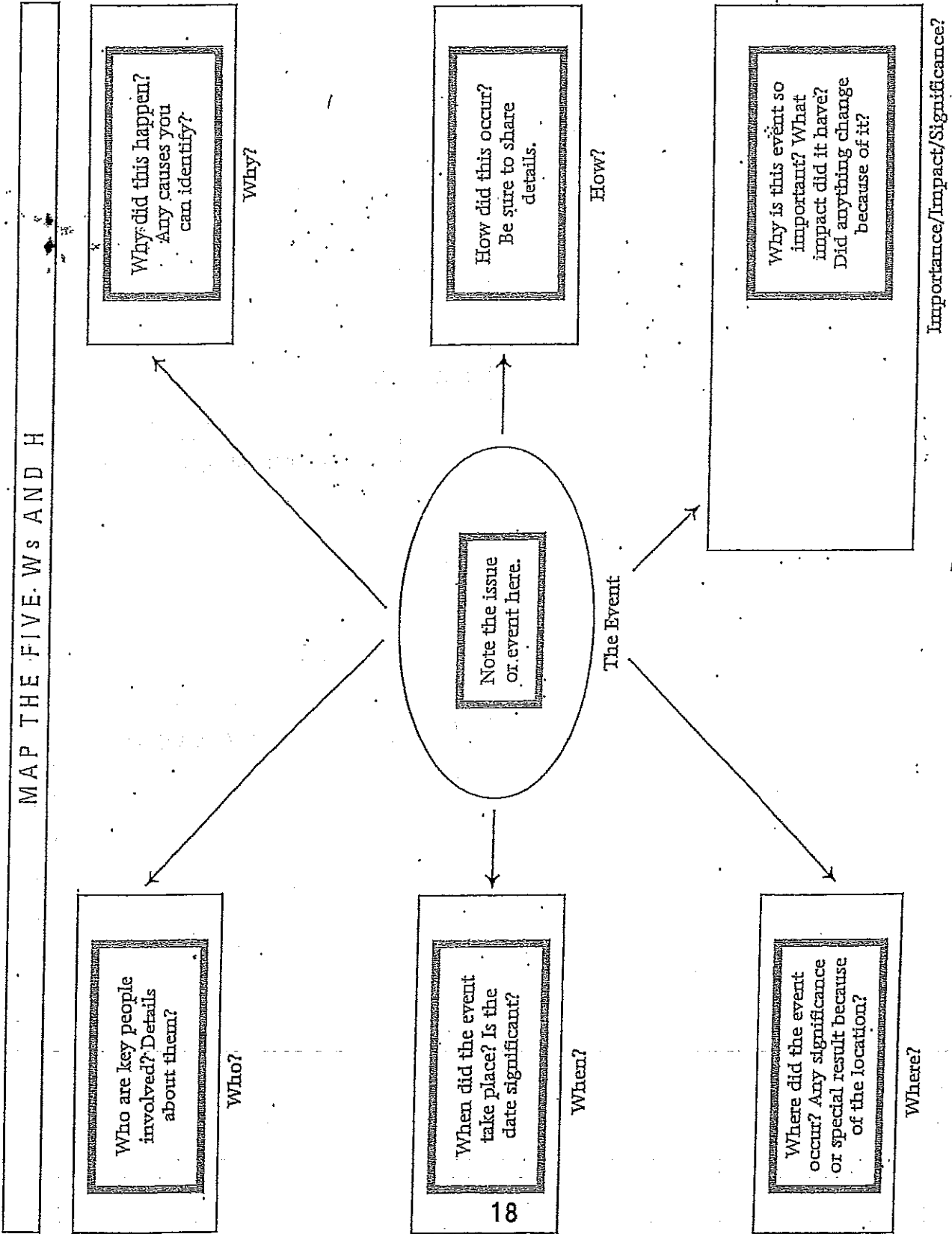
RESOLUTION or OUTCOME:



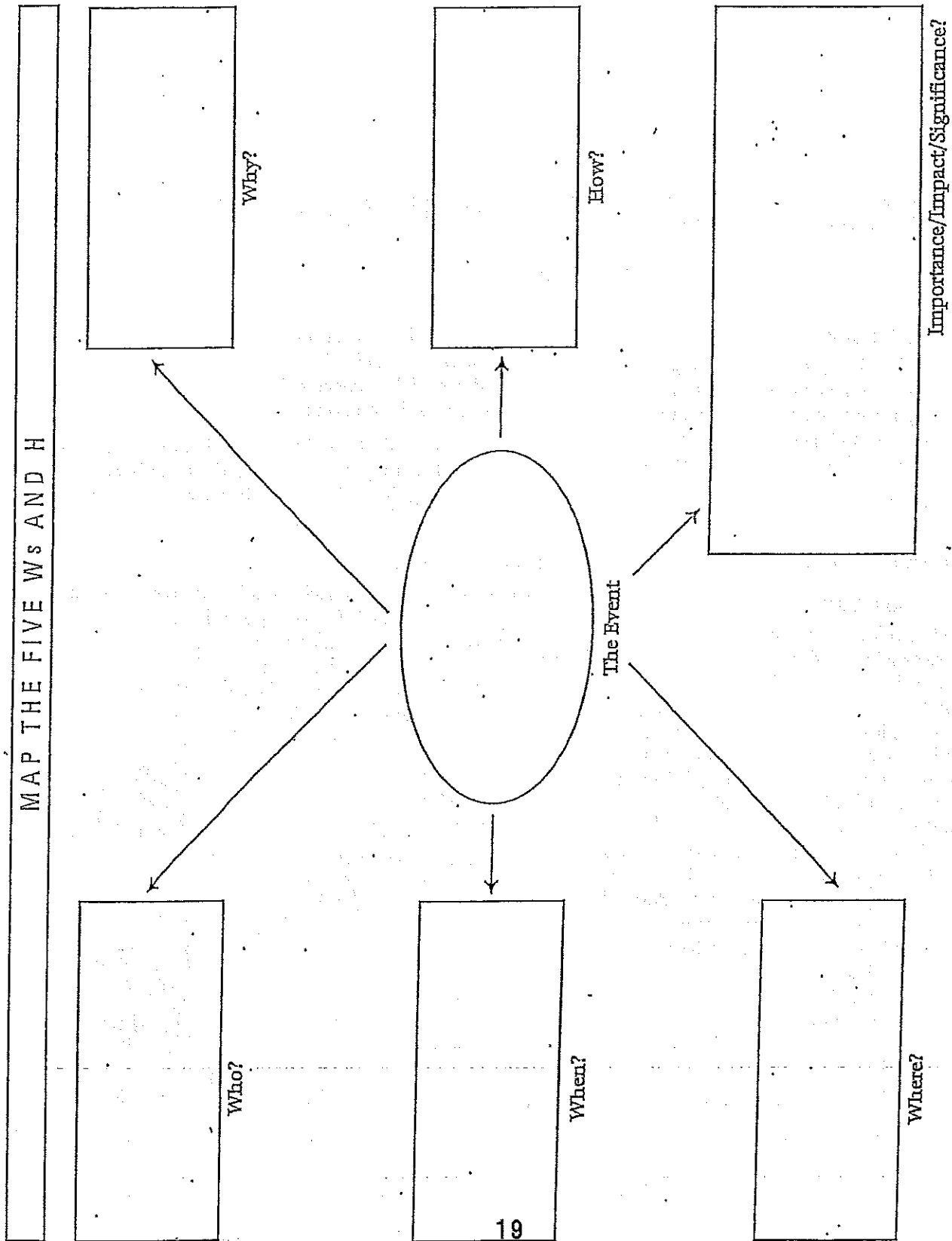
THEME/LESSONS/So What?

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READING STRATEGIES FOR THE CONTENT AREAS  
DURING-READING STRATEGIES



READING STRATEGIES FOR THE CONTENT AREAS  
DURING-READING STRATEGIES



## List-Group-Label

### What Is the Purpose of List-Group-Label?

List-Group-Label (Taba 1967) is a brainstorming activity that can be used for a variety of purposes, but is most often employed as a way for students to activate and build background knowledge prior to beginning a unit of study. It can also serve as an effective tool for reviewing words, concepts, and ideas after completing a unit of study. The completed List-Group-Label charts can provide you with an assessment of what students know about the concept and indicate areas where instruction would be most needed.

### How Does List-Group-Label Work?

If used prior to beginning a unit of study such as the study of bacteria in health or science, a thematic unit on intolerance in language arts, or a chapter on the Civil War in social studies, students quickly list all the words/phrases/names they would associate with the topic of study. I have found it more effective if I give students a minimum number of words to list. For example, prior to beginning a unit on the civil rights movement, we asked students to list at least eleven words they associated with the word *prejudice*.

After students have had sufficient time to list their words, they are placed in groups and asked to combine their individual lists into a group list. In the process of doing this, learners have to create categories that encompass all the words on their individual lists. In deciding which categories to create and where to place the words on their lists, students are activating and building background knowledge for the concept. When their categories are all created and all the words are included, students label their categories. In the class studying the civil rights movement, one group of students came up with the following categories:

- People we associate with being prejudiced
- Stuff that happens because people are prejudiced

- Words prejudiced people use
- Examples of prejudice
- Words we think of connected to prejudice
- Movies/songs/books about prejudice

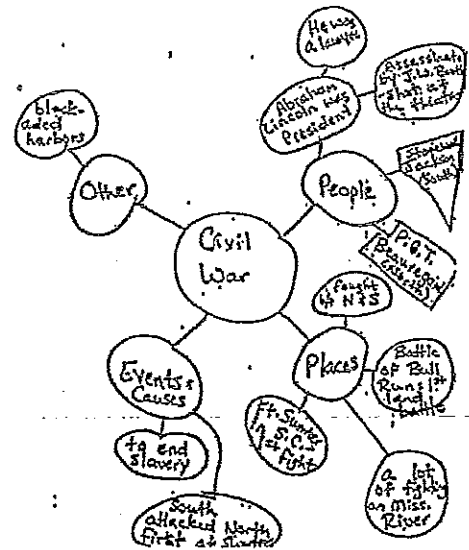
Create word walls from these group lists to support class reading and writing; develop questions students want answered during the study, and clarify understandings about the concepts they are studying.

### In the Classroom

In Christine Landaker's social studies classroom, students combined their initial List-Group-Label charts into four broad categories: People, Places, Events and Causes, Other. The Figure illustrates how these students added new information to their charts as they studied the Civil War. In this way, the List-Group-Label tool helped monitor comprehension and provided ongoing assessment for the students and Christine.

Research/Origins  
 Taba, H. 1967.  
*Teacher's Handbook for Elementary Social Studies*. Reading, MA: Addison-Wesley.

References/  
 Further Reading  
 Allen, J. 1999.  
*Words, Words, Words: Teaching Vocabulary in Grades 4-12*. Portland, ME: Stenhouse.



## Word Sorts

### What is it?

Word sorts (Gillett & Temple, 1983) help students recognize the semantic relationships among key concepts. This strategy can be used in two different ways. In a "closed sort," the teacher provides categories into which students assign the words. In an "open sort," students group words into categories and create their own labels for each category. Word sorts help students develop a deeper understanding of key concepts. They also can be used to develop the complex reasoning skills of classification and deduction.

### How could it be used in social studies instruction?

Sorting words can serve as an activity to assess what students already know about the terms. It also can be used to build and monitor understanding throughout a unit. In social studies, terms can be classified into categories such as: regions, places, events, historical eras, and political or economic systems. This activity also can be used to sort historical characters, events, and ideas into categories. This activity helps students better understand the chronology of people and events, as well as the relationships between people, events, and places. Sorting helps students visualize how concepts are connected. There are unlimited variations in which this activity can be used in social studies.

### How to use it:

1. List terms on 3" x 5" cards (one concept per card).
2. Allow students, individually or in groups, to sort the words into categories. Depending on the concepts and students' level of understanding, the sorts can be "closed" (teacher provided categories) or "open" (student generated categories). Model this process for students by "thinking aloud" as cards are sorted.

# Vocabulary Development

Notes

3. As students become more proficient at classifying, they should be encouraged to complete "open sorts" and to find more than one way to classify the vocabulary terms. Classifying and then reclassifying helps students extend and refine their understanding of the concepts.

## Historical Character Sort

### American Revolution

George Washington

Benedict Arnold

Lord Cornwallis

King George III

Marquis de Lafayette

Alexander Hamilton

### Civil War

Abraham Lincoln

Ulysses Grant

Robert E. Lee

Jefferson Davis

Stonewall Jackson

General Sherman

### World War II

Franklin Roosevelt

Gen. D. Eisenhower

Winston Churchill

Adolph Hitler

Joseph Stalin

Benito Mussolini

Gen. D. MacArthur

Hideki Tojo



Economic Systems Word Sort

Capitalism

privatization

individualism

competition

profit

self-interest

market

free enterprise

supply

demand

Socialism

regulation

collectivism

government/private  
ownership

Communism

centralization

one-party rule

government  
ownership

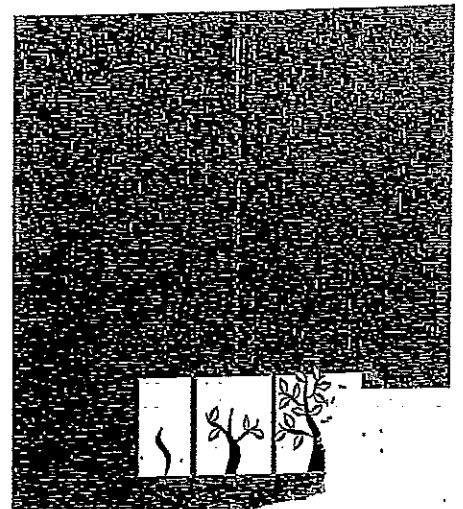
# Summarizing Pyramid

## What it is:

The Summarizing Pyramid is a summary activity that helps students learn to be succinct in their creation of the summary. As with Leave In/Leave Out (p.163), for this strategy students must choose the most important information in the text. This strategy is a good companion activity to use with Key Word Summary (p.171).

## How to teach it:

- Have students read selected text or listen to a lecture. Then ask them to fill out each line as directed below:
- In Line 1, name the main character or main idea or concept.
- In Line 2, write two words to describe the character or concept found in Line 1.
- In Line 3, write three words to describe the setting.
- In Line 4, write four words to state the problem.
- In Line 5, write five words to describe the first event.
- In Line 6, write six words to describe the second event.
- In Line 7, write seven words to describe the third event.
- In Line 8, write eight words to state the solution or resolution.



# Summarizing Pyramid

text: The Journey of the Corps of Discovery

1. Meriwether Lewis

2. explorer | adventurer

3. Louisiana | territory | frontier

4. investigate | prospects | passage | trade

5. gathered | men | Missouri | River | canoes

6. Native | Americans | Sacajawea | guide | woman | traveled

7. terrible | problems | no | food | bad | weather | fighting

8. arrived | Pacific | coast | 1805 | opened | west | gathered | facts

# Summarizing Pyramid

text: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

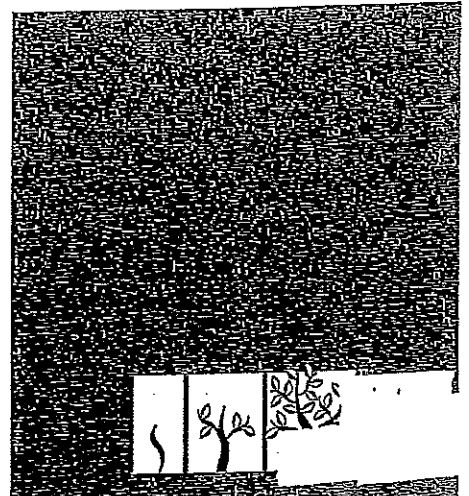
## Quick Draw for Points

### What it is:

The Quick Draw for Points helps students visualize the story as they hear it read aloud or as they read to themselves. During the process, students make decisions about what are the most important facts in the text. Students need to understand that this is a reading comprehension strategy, not an art activity. Encourage students to draw as quickly as possible and stress that artistic talent is not an issue. Students should be evaluated on the facts represented rather than on the quality of their drawing.

### How to teach it:

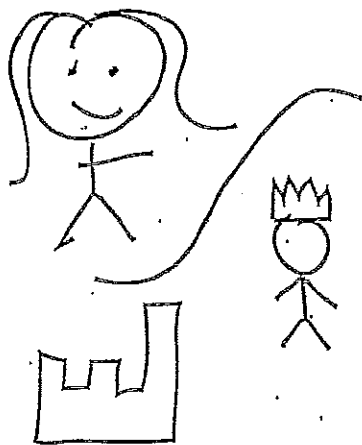
- Read a passage of text aloud or ask students to read it silently.
- After the selection is read, have students draw what they remember as important from the passage in Box 1.
- After 30 seconds instruct the students to stop drawing.
- Identify key facts from the passage and ask the students to give themselves points for each fact they included. (Sample directions might be "Give yourself a point if you drew a woman. Give yourself a point if you represented her as beautiful.") Have them record their points in the Points Earned section.
- Have students share their drawings with other students or with the whole class. This will give students a chance to talk about the story and to receive innovative ideas from their classmates.
- Continue this process (read, draw, discuss) until the story or selection is finished, moving on to Box 2, then Box 3, and finally Box 4 as students finish each section of the story.
- Explain the expectation that most students will earn more points each time. For some students, counting the items lets them see that they are listening more carefully or becoming better readers.



# Quick Draw for Points

text: The King & His Daughter

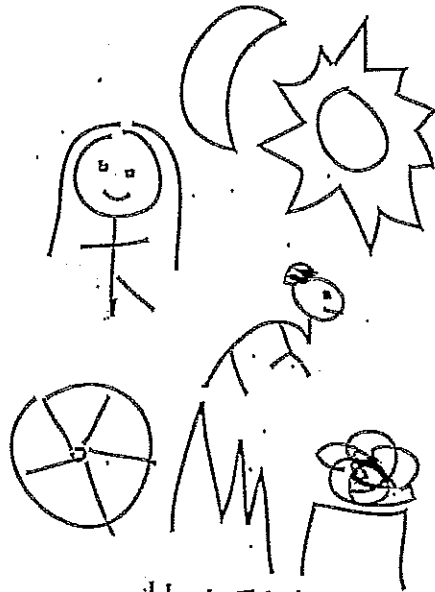
1



Points Earned:



2



Points Earned:



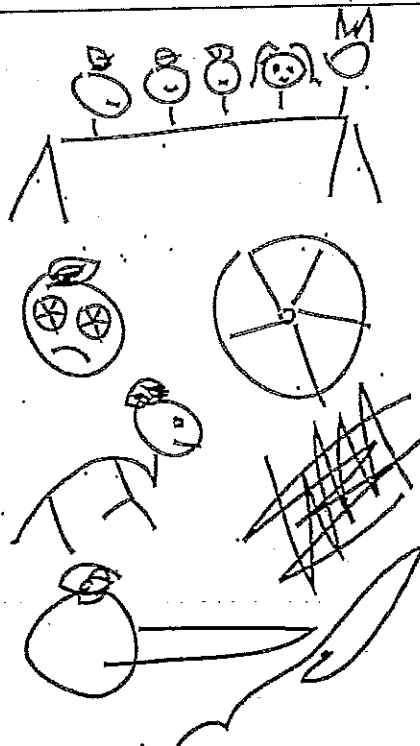
3



Points Earned:



4



Points Earned:



# Quick Draw for Points

text: \_\_\_\_\_

**1**

**2**

Points Earned:

Points Earned:

**3**

**4**

Points Earned:

Points Earned:

SOAPS Citations:	
Who is the <u>Speaker</u> ?	<ul style="list-style-type: none"> <li>• Identification of the historical person (or group of people) who created the primary source</li> <li>• Include what you know about this person's role in history or current events.</li> </ul>
What is the <u>Occasion</u> ?	<ul style="list-style-type: none"> <li>• The time and place; the situation</li> <li>• It is particularly important to understand the context that encouraged the primary source to be created.</li> </ul>
Who is the <u>Audience</u> ?	<ul style="list-style-type: none"> <li>• The readers to whom this document is directed</li> <li>• The audience may be one person or a group; it may be a certain person or a certain people.</li> </ul>
What is the <u>Purpose</u> ?	<ul style="list-style-type: none"> <li>• The reason behind the text;</li> <li>• Why was it written? What goal did the author have in mind?</li> </ul>
What is the <u>Subject</u> ?	<ul style="list-style-type: none"> <li>• What is the document about?</li> <li>• What event of historic importance does the document reveal details about?</li> </ul>

SOAPS:	Analysis: <i>(from above directions)</i>	Textual Citation: <i>(write passage or phrases directly from text that reveals this information)</i>
Speaker		
Occasion		
Audience		
Purpose		
Subject		