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Lessons Learned: The Process of Creating and Evaluating an Adult Literacy Curriculum for College Transition

Meredith Leigh Packard Gravett

A thesis submitted to the faculty of
Brigham Young University
in partial fulfillment of the requirements for the degree of

Master of Arts

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Dan Dewey
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Brigham Young University

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ABSTRACT

Lessons Learned: The Process of Creating and Evaluating
an Adult Literacy Curriculum for College Transition

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This thesis documents the process of developing and evaluating a curriculum written for adult literacy students transitioning from their current literacy goals to academic and occupational pursuits. The curriculum, titled the Basic College Skills Transition Curriculum (BCS Transition Curriculum), was written for students at Project Read, a non-profit adult literacy program located at the Provo Library in Provo, Utah. The model used to design this curriculum is a variation on the ADDIE model (analysis, design, development, implementation, and evaluation), including the reiterative steps of research and evaluation.

The lesson plans and materials in the BCS Transition Curriculum include the topics of U.S. History Vocabulary, Textbook Reading Skills, Lecture Note-Taking Skills, Study Organization Skills, Test-Taking Skills, Computer Skills, and Time-Management Skills. The curriculum is content-based, with each skill being taught through the content subject of U.S. History. This allows vocabulary to be recycled through each lesson plan and creates more opportunities for vocabulary acquisition. This also ties the curriculum together in an integrated experience that simulates an academic course in U.S. History.

After the lesson plans were developed, tutors and students used the lesson plans and participated in an evaluation of the curriculum. Their feedback gave direction for revisions and provided ideas for the future development of this curriculum. Some lessons learned during this project about curriculum design include the importance of 1) including the curriculum designer's needs in the needs assessment; 2) clearly communicating needs and constraints to collaborators and stakeholders; 3) planning for problems and accepting limitations in the product; and 4) collaborating with others.

Keywords: ADDIE, adult literacy, college skills, curriculum design, document design, ESL literacy, lesson plan, tutoring, vocabulary acquisition

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It is important for me to acknowledge the help of many people in the completion of this thesis. First, I must give a big thanks to Shauna Brown, Project Read's executive director, for all of her encouragement and support. She met with me several times during the needs analysis stage of project development. She was a great help in finding appropriate materials for several of the lesson plans. She checked in with me regularly to see if there were things that she could help with. She provided lots of feedback in the initial revision stage. And she helped me recruit tutors and students for the pilot testing.

Next, I would like to acknowledge the efforts of the tutors and students at Project Read who gave of their time to prepare for, implement, and give feedback on the lesson plans. This was an especially big time commitment for the tutors. Without the students and tutors, the lesson plans would not be what they are today.

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I am especially grateful to Dr. Wendy Baker-Smemoe, who gave me much direction and guidance on this thesis. Her feedback was timely, her comments were easy to understand and implement, and her suggestions always made my work better! Her encouragement was vital to the success of this thesis after I moved away from Utah. She was willing to communicate via

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Chapter 1: Introduction

This MA thesis explores the creation and evaluation of the Basic College Skills Transition Curriculum (BCS Transition Curriculum). This curriculum was designed for the students and tutors at Project Read, an adult literacy program based in Provo, Utah. The BCS Transition Curriculum was created to provide lesson plans to adequately help advanced students at Project Read pursue academic and occupational goals. This chapter discusses the project background (including information about Project Read and the BCS Transition Curriculum), my personal interest, the project rationale, project delimitations, and the definition of key terms, and outlines the remainder of the thesis.

Project Background

Project Read. Project Read is a non-profit adult literacy program, begun in 1984 to meet the English literacy needs of adults. The program is hosted at the Provo Library in Provo, Utah, and serves adult literacy needs in Utah County. The National Assessment of Adult Literacy (NAAL) collected data in 1992 and 2003 that was used to estimate the percentage of adults who struggle with low literacy in the United States. In 1992, 7% of Utah County's population aged 16 and older was estimated to lack basic prose literacy skills (including those who scored below a certain score on the NAAL and those whose language proficiency prevented them from taking the test). The estimated number of individuals was over 13,000. By 2003 the number had risen to over 21,000 individuals, or 8% of the population (National Center, 2003). There is no current formal estimate; however, a conservative estimate (assuming that the percentage has remained at 8% of the population and using the latest population estimates for Utah County from 2012) indicates that the number of adults aged 18 and older in Utah County that lack basic prose literacy skills is over 38,000 (U.S. Census Bureau, 2014).

Project Read is accredited through and affiliated with ProLiteracy. ProLiteracy is an international organization that promotes adult literacy around the world by working with "its members and partners, and the adult learners they serve, along with local, national, and international organizations" (Harvey, 2009, p. 3). ProLiteracy advocates partnerships among administrators, teachers, and volunteers to help spread literacy (Harvey, 2009), and Project Read is involved in that partnership. In 2013, 74% of students at Project Read accomplished one or more literacy goals. Shauna Brown, Project Read's executive director, has run a literacy program and trained volunteer tutors for over thirteen years, as well as tutoring individual students. Other members of the Project Read team include a program coordinator, a volunteer coordinator, an office manager, and a pool of volunteer tutors who receive training in literacy tutoring skills and methods.

Students. To become a student at Project Read, those interested must fill out an application, pay an annual fee of $10, and pay a refundable book deposit of $20. The program accepts students 16 years old and older who read below a 7th-grade level. Project Read administers the Tests of Adult Basic Education (TABE) and then uses the National Reporting System Test Benchmarks for Educational Functioning Levels (National Reporting System, 2014) to interpret the TABE scores to assign a literacy level. The curriculum and materials are designed to bring students to a 9th-grade level. However, Project Read's mission is to help students improve their lives through literacy, no matter what literacy level they've achieved. Through the values of respect, empowerment, achievement, and difference, Project Read wants to help every student—even those with very limited literacy skills—to gain the skills presented in the BCS Transition Curriculum.

Project Read students' limited English literacy skills may result from a variety of factors. The program's target audience is native English speakers who lack literacy skills because they never learned them or didn't develop them enough, or because they have learning disabilities that make reading and writing difficult. However, about 70% of Project Read's students are non-native English speakers, some with limited reading skills in their native languages and some who are highly educated in their native languages, but need to learn English literacy skills. All non-native English speakers who wish to participate in the program must take a proficiency test to ensure that their listening and speaking skills are adequate, since those skills are not the focus of the program. This varied student background means that Project Read's responsibilities include finding materials that can be used for both native speakers and English as a Second Language (ESL) students at a variety of literacy skill levels.

All students meet with tutors one-on-one to work on specific English literacy problems at their own pace. Students and tutors are matched according to the times they are available to meet. Each student/tutor pair meets about twice a week for an hour and a half each time. Students and tutors can meet in the Project Read office during regular hours or they can arrange to meet in any public location. Meeting places and times can vary according to the scheduling needs of the tutor and student.

Tutors. Project Read tutors must be 18 years old or older, be fluent in English, have a high school diploma, attend tutor training workshops, and commit to tutoring twice each week for a minimum of six months. All tutors at Project Read are volunteers. Tutors are not required to have previous training in education, and most tutors are not professional teachers. Some tutors have experience tutoring or teaching, or have received official schooling in education, but many of them have not. Project Read does provide initial tutor training, as well as ongoing skill-

enhancement workshops every other month. Tutors are required to attend the initial training session and two additional trainings each year after they have started tutoring sessions with their student, so that they can receive help with student-specific questions. However, the existing resources to assist tutors in developing transition curriculum lesson plans for their advanced students are limited. Additionally, many tutors are working with English Language Learners (ELLs) for the first time and do not have experience in dealing with challenges specific to ELLs.

Because of this range in tutor experience, Project Read provides a variety of materials created or purchased for the program for tutor use. Project Read has a library with thousands of books available for Project Read tutors and students to check out. There is also a computer resource center, and the Project Read website has lesson plans, resource and tutoring tips, and lists of helpful websites that tutors can use. These resources provide new and inexperienced tutors with a starting point. Tutors can use outside materials if they so desire. Tutors use these resources however they see fit and can modify materials to suit the needs of individual students.

Project Read has a literacy specialist available to mentor tutors on an as-needed basis. In addition, tutors report to the Project Read staff once a month to let them know how much time they are spending on tutoring and what they are focusing on. Once a quarter, tutors report what literacy goals their students have accomplished. These include achievements in student-specific literacy goals, employment, education, citizenship, and everyday literacy. In these reports, tutors should be able to evaluate how effective tutoring sessions are and request help with problems. Every March and September, tutors submit a sample lesson plan to Project Read for other tutors to use. This pattern of tutor feedback gives Project Read administrators valuable information about what tutors and students need. This information then informs decisions about curriculum and materials, including the development of the BCS Transition Curriculum.

BCS Transition Curriculum. As part of its plan to improve student services, Project Read wants to have more materials available to students preparing to exit community literacy education and enter other academic or occupational pursuits. Some students are preparing to take standardized tests, such as the GED, SAT, ACT, or the U.S. Naturalization Test. Other students seek to attend college and earn a degree, and they need to learn basic study skills. Finally, some students want to develop skills that will help them succeed and advance in their careers. To provide a resource for the accomplishment of these goals, Project Read commissioned the development of a transition curriculum. The transition curriculum was designed to help students understand and practice some basic college skills that will help them succeed in any of these goals. This thesis details the process of creating and evaluating the BCS Transition Curriculum.

Personal Interest

I have felt an interest in second language (L2) literacy ever since I started learning Spanish in high school. When I decided to get a TESOL degree, I knew I wanted to help students discover the excitement of being able to read and write in English. I have taught several ESL reading and writing courses at various institutions, and I understand the challenges that ELLs face from both a learner's and a teacher's perspective.

I also strongly relate to the volunteer tutors at Project Read because I have had several volunteer experiences with adult ELLs. I've volunteered as a teacher or a tutor in different types of ESL programs including the Provo District Adult ESL program at Dixon Middle School, two freshman writing courses for ESL students at Brigham Young University (BYU), and the tutoring programs for ESL students at Utah Valley University (UVU) and BYU's English Language Center (ELC). While these situations differed in several ways, all of them gave me the opportunity to work one-on-one with students, prepare materials, use or modify provided

materials, answer questions, use techniques that I learned in my TESOL MA coursework, and deal with the English learning needs of a variety of students.

Additionally I volunteered as a tutor in an EFL setting, when I was on a semester abroad at Nanjing University in Nanjing, China. I had to find or create materials myself (or use materials from my fellow volunteers) because of the lack of English materials readily available in that setting.

This thesis has allowed me to combine the knowledge I gained in my graduate studies with another opportunity to volunteer—creating materials for a non-profit organization. Although I will earn a degree for creating it, I still see the BCS Transition Curriculum as a service. Developing the curriculum entails the creation of educational, engaging lesson plans that benefit the adult ESL community. And my experiences as a tutor have made this project exciting; I have experienced the need for good tutoring materials, and I have experience in creating them. My hope is that the materials I create will be beneficial to the tutors at Project Read.

Project Rationale

The director of Project Read, Shauna Brown, elicited feedback from Project Read students and tutors to find out what topics the transition curriculum should include. This needs analysis revealed several topics that students were interested in: various college skills, everyday literacy skills, and the U.S. Naturalization Test.

There are many traditional resources for learning college skills. Materials are produced commercially for individual or class use, presented online on websites that are available to anyone, or given to students for free by K-12 school districts or universities. Table 1 presents various types of traditional college skills resources and includes an example resource for each type. The anticipated audience for most college skills materials is composed of average

individuals with average literacy skills who want to improve their college skills so they can succeed at a university. The students at Project Read do not fit into this audience. Therefore these programs and materials do not address all of the needs that Project Read students have. To adequately address the needs of Project Read students, a curriculum must be designed 1) to teach basic college skills; 2) for adult students; 3) for low-literacy students; 4) for the use of ESL students as well as native speakers; and 5) for tutors to use with their students.

Table 1

Descriptions and Examples of Traditional College Skills Resources

Resource type	Description	Example
1	Commercial adult college and study skills books (sometimes with accompanying websites)	*Becoming a Master Student*[a], or *The Adult Student's Guide to Survival and Success*[b]
2	Free college skills websites	*How to Study* website[c], or *College for Adults* website[d]
3	University sponsored programs (free for students only)	*Turning Point*, a Utah Valley University program[e]
4	High school sponsored materials and programs (for students only)	State of Utah recommendations to strengthen the senior year[f]

[a](Ellis, 2007). [b](Siebert & Karr, 2008). [c](Mangrum-Strichart, 2009). [d](National College, 2011). [e](Center for Personal, 2013). [f](Superintendent's, 2010).

Table 2 compares and contrasts these types of traditional college skills educational resources and shows how they are limited in meeting the requirements of the Project Read program. It also demonstrates that the BCS Transition Curriculum should each of these requirements. While it doesn't include all basic college skills, the curriculum does include skills that were identified as important to Project Read students. (For more information about the process of selecting the content of the lesson plans, see Chapter 3.) The BCS Transition Curriculum is designed with the adult students at Project Read in mind. The variations are meant

to make the lesson plans helpful to both native English speakers and ESL students with low English literacy skills. And the lessons plans were created with the ease of tutor use in mind.

Table 2

Comparison and Contrast of Traditional College Skills Educational Resources (see Table 1 for explanation of resource types)

	Resource Type				
Curriculum need	1	2	3	4[a]	BCS Transition Curriculum
Basic college skills	√	√		√	√
For adults	√	√	√	√	√
Low-literacy appropriate		√			√
ESL appropriate		√			√
For tutoring purposes			√		√

[a]The materials described in resource type 5 may or may not fulfill the curriculum needs of being low-literacy appropriate, ESL appropriate, and for tutoring purposes. However, because the materials are only available through a state access portal, there is no way for Project Read stakeholders to access them or evaluate them.

The skills that will be included in the BCS Transition Curriculum can be applied to everyday literacy skills. The lesson plans will incorporate reading and writing strategies that can be used at home or at work in order to accomplish a variety of tasks. While some topics will be more applicable than others, Project Read students' needs for everyday literacy skills will be met through the BCS Transition Curriculum.

The BCS Transition Curriculum will also be designed to be helpful to Project Read students who do not speak English natively. Students have a hard enough time learning basic college skills when they have low literacy skills. Dealing with the challenges of L2 literacy (unfamiliar content, vocabulary, etc.) makes the cognitive load too high for students to focus on the skill they are supposed to be practicing (Lin & Chen, 2006; Meyer, 2000). The BCS Transition Curriculum will present its skills and skill practice in only one content area: U.S.

History. Limiting the content to this one topic should be beneficial for several reasons: first, this narrow focus will limit the new vocabulary in each lesson plan, which will allow the vocabulary to be recycled so students can acquire the correct meanings, spellings, and pronunciations, among other important aspects of the word (Greenwood, 2010); second, when students are more familiar with the vocabulary they are better able to focus on the skills being taught and are les distracted by unfamiliar language in the lesson plan; third, U.S. History is a common general education requirement and knowledge of it will benefit anyone entering college; and fourth, many ESL students will want to learn this material, because almost 40% of the U.S. Naturalization Test is about U.S. History.

The adaptive nature of tutoring at Project Read requires that the college skills materials provided for tutors and students be very adaptive too. The BCS Transition Curriculum meets these needs in two ways. First, each lesson plan offers a set of procedures for the general Project Read audience—any adult with English literacy needs—and a variation for ESL students. This lesson plan arrangement guides tutors to adapt the lesson materials to the students' needs. The general set of procedures were inspired by the needs of non-native English speakers but can be used for anyone with lower literacy levels. This prevents cookie cutter lesson plans that treat all literacy students the same. Second, the order in which the tutors use the lesson plans is completely flexible. Students who want to learn specific skills don't have to wait until the tutor gets to that topic. Instead, the tutor and student can determine which topic to begin with, whether to study just one topic, or whether to study them all. Each lesson plan has suggestions for how to incorporate material from other lesson plans, so that skills can be recycled and re-practiced, regardless of the order in which the lesson plans are presented.

The entire curriculum includes seven lesson plans: the U.S. History Vocabulary lesson plan and the six college skills lesson plans. The purpose of the U.S. History Vocabulary lesson plan is to familiarize students with the subject matter and the important content words of the subject. Students who already understand the vocabulary of U.S. History can lightly use or skip this lesson plan; and tutors can revisit material from this lesson plan during tutoring sessions for students who struggle with the vocabulary. The other lesson plans can be used in any order to teach the various college skills. Table 3 shows the scope and sequence of these lesson plans.

Table 3

Scope and Sequence of BCS Transition Curriculum Lesson Plans

First lesson	Subsequent skill lessons
U.S. History Vocabulary	Textbook Reading
	Lecture Note-Taking
	Study Organization
	Test-Taking
	Computer
	Time-Management

Delimitations

As noted above, there are many books, websites, manuals, and classes dedicated to helping students learn basic college skills. Because the range of materials is so wide and time allotted for this project was short, I wasn't able to take time to search out the best sources of information on college skills. I researched until I found some very good websites and resources and adapted that material to fit into the lesson plans, but I didn't look further to see if there might have been better resource materials. Many of the resources I have used were recommended to me by Ms. Brown or Dr. Baker-Smemoe. Future projects of this nature would do better to make a

broad survey of material before deciding on specific resources from which to develop lesson plan materials.

Project Read tutors and students were interested in several topics other than the college skills mentioned above. These topics included reading and writing in everyday situations, life skills (interviewing and group work), local student resources, and special adult needs (learning disabilities, dyslexia, ADD, or ADHD). Some of these topics were cut out because they did not directly pertain to the academic and occupational skills that my committee and I decided to focus on. Others were cut out because of the time constraints inherent in completing an MA thesis. (See Chapter 3 for further discussion of this process.) Further work creating lesson plans for these other topics would be worthwhile and beneficial to the tutors and students at Project Read. However, this work must be completed at a future date, not as part of this thesis.

Definition of Key Terms

The following key terms have significant and particular meaning in this thesis. The definitions listed here will help the reader understand how they will be used in this thesis. They are listed in alphabetical order.

1. *Lesson guide:* a document for tutor use, containing lesson objectives, steps for preparation, a list of materials, lesson procedures, an ESL variation, ideas for homework, connections to other lessons, and further resources. It guides the tutor in using the supporting materials.
2. *Lesson plan:* a complete set of materials to use in a tutoring session, including the lesson guide and all of the supporting materials.
3. *Materials:* all documents in the lesson plan aside from the lesson guide, including activities, textbook passages, quizzes, and worksheets.

Thesis Outline

The remainder of this thesis presents the work involved in creating and evaluating the BCS Transition Curriculum. Chapter 2 is a review of relevant literature, in which I analyze the interplay of several issues in the completion of this project, including curriculum design, lesson planning, document design, adult literacy, and ESL literacy. Chapter 3 is a description of the project development process and describes the steps of assessing needs, choosing lesson plan topics, designing the lesson plans, researching the lesson plans, selecting vocabulary, writing the lessons plans, and making revisions. Chapter 4 details the methodology for the lesson plan evaluation at Project Read, including information about recruiting tutors and students, assigning the lesson plans, coordinating with tutors and students, collecting feedback, analyzing feedback, and making revisions. Chapter 5 discusses the results of the evaluation, the project limitations, lessons learned, and recommendations. The completed BCS Transition Curriculum is included in Appendix A.

Chapter 2: Review of Literature

This chapter provides a review of literature relevant to the development of the BCS Transition Curriculum. It first discusses the basics for approaching any curriculum development project, including three topics: curriculum design, lesson planning, and document design. Secondly, the chapter transitions to the specific needs of the BCS Transition Curriculum and reviews relevant literature pertaining to the topics of adult literacy and ESL literacy.

Curriculum Design

Because the product of this Master's thesis is an entire curriculum, an understanding of the principles of curriculum design was necessary. This section analyzes several approaches to curriculum design and discusses how these approaches have influenced the lesson plans for Project Read.

The model that I used as the basis for my curriculum design project was the ADDIE model. The ADDIE acronym stands for analysis, design, development, implementation, and evaluation. ADDIE as a design model is not limited to the field of curriculum design, being widely used in the fields of instructional technology, instructional design, and instructional systems development (ISD) (Molenda, 2003). Molenda (2003) states that ADDIE is not actually a model, arguing that there is no known origin for the ADDIE acronym and that ADDIE and models similar to it are just describing steps that are a natural part of curriculum design and materials development. However, he also states that these steps are well-recognized in the field of instructional design and that "there is a widely shared understanding that when used in ISD models, these processes are considered to be sequential but also iterative" (p. 35), giving instructional designers a flexibility in the design process. Whether ADDIE is a model or not, it is a good place to start when thinking about curriculum design.

Because ADDIE and other models are simply describing the natural steps of curriculum design, comparing ADDIE to other curriculum design models can teach a curriculum designer how these natural steps of curriculum design are understood by different researchers. Each ADDIE step is described briefly below. First, the step "analysis" appears in many models (Richards, 1990; Smith & Ragan, 1999). This means performing a needs analysis. However, analysis doesn't mean the same thing in every model. Some variations on the analysis step include deciding on performance goals (Soine, 2003); discovering the needs of learners, teachers, and other stakeholders (through a needs analysis) (Richards, 1990); or conducting research to find gaps in the principles of a curriculum (Smith & Ragan, 1999). ADDIE is used for different types of design not just curriculum design. Richards makes the important distinction that in curriculum design, analysis must include taking into account the needs that the project is supposed to meet. These needs drive the "various levels of decision making" in the rest of the process (Richards, 1990, p. 20). However, even in conducting a needs analysis, "needs" can be defined broadly as all needs, or can be broken down into needs, lacks, and wants, as Nation and Macalister (2010) do. In my project, I received information from the Project Read program director, who had already conducted a needs analysis. However, I also took steps to further uncover needs, wants, and lacks that the BCS Transition Curriculum would have to fill (see Chapter 3 for more information).

The design step is generally included in models as well (Richards, 1990; Smith & Ragan, 1999; Soine, 2003), although the design step may be composed of different sub-steps or be referred to by different terminology. Smith and Ragan (1999) call their second step "selecting the instructional strategy," while Richards' (1990) model includes an intermediary step after analysis called "goal setting," and then the step of "syllabus design." In Soine's (2003) discussion of the

performance-based model for curriculum design, she states that at this stage "the teacher or designer first works to create skills at different performance levels" (p. 40), eventually getting down to the curriculum learning objectives. The terminology in these models emphasize that the design step must take into consideration 1) the needs that were analyzed at the beginning, using them to design goals, and 2) how the design can translate those needs into instructional and classroom realities. This step has to be done well to ensure that the development stage will adequately meet the needs of the program. My design step included choosing the curriculum topics, organizing the lesson guides (see the next section about lesson planning), choosing content ideas for the lesson plans, designing the lesson plan materials (see the Document Design section below), and researching the content of the lesson plans. All of these decisions were made with the needs, lacks, and wants of the Project Read stakeholders in mind.

Evaluation seems to be a universal theme in curriculum design models (Molenda, 2003; Richards, 1990; Smith & Ragan, 1999; Soine, 2003). Some models include development and implementation (or methodology) before evaluation, to show that there must be some process or use of the curriculum in order for adequate evaluation to take place (Molenda, 2003; Richards, 1990). Others, such as Soine's (2003) performance-based model, speak only about the product or results of the implementation without specifically including implementation in the model. Not all models intend to include a formal implementation step before evaluation, and these models may be more suited to the theoretical design of curricula, created and evaluated on principles of research rather than implementation. In my model, I first developed the lesson plans by selecting vocabulary, writing the lessons plans, and making preliminary revisions. I then implemented the lesson plans by recruiting tutors and students to participate in the evaluation, assigning them lesson plans, and asking them to use the lesson plans. My evaluation step included interviewing

students and giving questionnaires to tutors, collecting and analyzing the feedback, and making final revisions (See Chapters 3 and 4).

Richards (2006) offers insight into the importance of research and its relationship with curriculum design. While Richards' (1990) model for curriculum development states that "[c]urriculum development processes in language teaching comprise needs analysis, goal setting, syllabus design, methodology, and testing and evaluation" (p. 1), he later adds clarification that the entire design process has to be informed by language teaching and learning research (Richards, 2006). Research and instructional materials development haven't always been seen as related. But in reality, "the theory of language and language use reflected in the materials" and "the theory of language learning on which the materials are based," along with situational and communicative needs analyses, are necessary for materials development (Richards, 2006, p. 6-7). This suggests a sixth, recurring step of research.

Based on this discussion of curriculum design, I created my own variation of a curriculum design model for the BCS Transition Curriculum (see Figure 1).

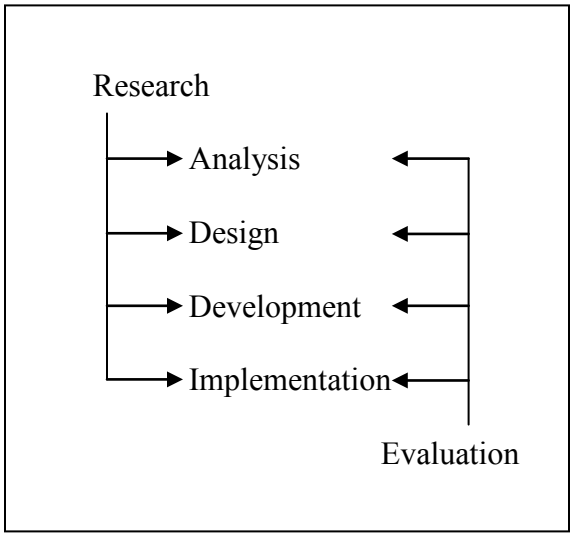


Figure 1. BCS Transition Curriculum design model.

In my project, the repeating steps of Research and Evaluation were included in every sequential step (Analysis, Design, Development, and Implementation), although the degree to which they were part of each sequential step varied according to the purpose of the step. For example, there was a higher degree of research done during analysis and design than development and implementation; and there was a much higher degree of evaluation in the implementation stage than in all the other stages.

Lesson Planning

Principles of lesson planning were particularly important in creating the BCS Transition Curriculum because the specific curriculum needs at Project Read are the lesson plans described above in Chapter 1. The lesson plans were created for use by tutors, many of whom are novice teachers. Research about novice teachers shows various lesson planning weaknesses that would be good to avoid (John, 1991; Jones, Jones, & Vermette, 2011). Some of these weaknesses include 1) not clearly expressing lesson objectives or planning activities without objectives in mind; 2) strictly planning activities without room for variance; 3) not assessing student understanding of the material in class; 4) not using formative assessment; 5) using assessment that doesn't match lesson objectives; 6) not engaging students at the beginning of a lesson; and 7) expecting students to passively receive information through the entire lesson. Lesson planning principles discussed below examine how to address the issues of lesson objectives, lesson plan continuity, and planning and flexibility. Additionally, some common lesson plan elements are listed.

Many models of lesson planning seek to provide frameworks which, if followed, would guide teachers in creating lesson plans without these weaknesses. To ensure that objectives are created and clearly expressed, there are proponents of "beginning with the end" (Lesson

Planning, 2007) or "backwards planning" (Jones, Vermette, & Jones, 2009), which means creating objectives before any other part of the lesson. This is done by thinking about expected student achievement or knowledge to be gained by the end of the lesson. Then, with these objectives in mind, the teacher creates assessments to measure completion of the objectives, and then lesson activities and procedures that will present and practice the skills that students need in order to meet the objectives (Jones et al., 2009; Lesson Planning, 2007).

Another way of dealing with the objectives of individual lesson plans is to derive them from unit or curriculum objectives (Brown, 2007; Harmer, 2008; Hoover & Hoover, 1967); or by creating "threads," or lesson sequences. Lesson threads not only raise teacher awareness of the objectives for the lesson plans; they also bring familiarity to the learning situation (Harmer, 2008), and these sequences can be tied together with 1) lesson plan characteristics (objectives, order, format, long- or short-term goals, procedures, materials, equipment, assessment) or 2) lesson content (themes, activities, texts, language skills, extra-class work, or homework) (Brown, 2007; Harmer, 2008). Finally, lesson sequences ensure that students have repeated exposure to material that has been learned, promoting skills and language acquisition (Harmer, 2008). In creating the BCS Transition Curriculum, I didn't write overarching objectives for the curriculum, although I wrote objectives for the individual lesson plans. However, I did create lesson threads with the U.S. History content, using it to teach all of the college skills. Other threads included consistent routines in procedures, activities, extra practice, and homework (described in further detail in Chapter 3).

There are many opinions regarding the appropriate balance between planning and flexibility in classroom procedures and lesson plans. Harmer (2008) describes the planning paradox: if teachers plan for lessons, they may ignore the needs of the students in order to stick

to that plan; on the other hand, if they fail to plan, they are doing their students a disservice because the lesson may not be able to achieve its objectives. Some educators (Brown, 2007; Courey, Tappe, Siker, & LePage, 2012; Harmer, 2008; John, 1991; McGhie & Sung, 2013) address this paradox by regarding lesson planning as a continuum, requiring planning ahead for various possibilities while remaining flexible to the needs of the students. Lesson plans with greater options, variations, and contingencies will allow everyone in the classroom to participate.

Others respond to the planning paradox by encouraging less detailed planning and more imagining the different possibilities, creating mental images of their lesson plans as a whole (Cvetek, 2008). This response embraces the idea that chaos theory can explain classroom interactions and developments, and that teachers will be more successful if they accept the role of "agents of chaos" (Cvetek, 2008, p. 247). An approach that seems to fall between "continuum" and "chaos" is that of planning and realigning (Boyd, 2012). Boyd (2012) states that "effective teachers are those who plan engaging and challenging lessons but then, in the act of teaching, are responsive to student cues" (p. 25). This means that when immediate student needs and lesson plans diverge, the teacher's job is to build support for the student to bridge back to the planned material that meets the students' overall needs. This lesson planning style would encourage moderate planning, with less sense of failure if specific lesson plan objectives are not met because of learner contributions to the lesson (Boyd, 2012). For the BCS Transition Curriculum, I created lesson plans with multiple variations and plenty of materials that tutors could modify to meet student needs. How the tutors respond to student needs and use these materials is up to them.

There are many other elements common to models of lesson planning (Cabe, 1996; Friedman, 1974; Hernández, 2007; Hoover & Hoover, 1967; Hunter & Hunter, 2004; Hurst,

2001; Jones et al., 2009; Lesson Planning, 2007; Silbey, 2001): 1) review or connection to previous lessons; 2) purpose; 3) length; 4) materials; 5) topics or themes; 6) student attention, motivation, and engagement; 7) lesson development, methods, or procedures; 8) input; 9) modeling; 10) practice; 11) assessment; 12) summary; and 13) homework.

While some educators strictly endorse one model over all others, Koeller and Thompson (1980) conducted a study of experienced teachers ranked as "outstanding" by their students at California State College, San Bernardino. The study was to find out which, if any, methods were used by a majority of excellent teachers. Their findings were that "successful resident teachers, all of whom were considered outstanding, differed in their preference for specific planning models" (p. 675). In other words, no one lesson planning model made these teachers outstanding. My choice of lesson planning model, the ROPES model created by Dr. Norm Evans, is not found in the review of literature above, but is discussed in Chapter 3.

Document Design

Aside from the content and organization of the lesson plans, document design is important to consider in order to make the content and organization accessible to both tutors and students. Document design includes the elements of readability, aesthetics, and rhetorical appeal (Hart-Davidson, 1996; Hassett, 1996). While various designers emphasize different elements of document design, some common elements of document design include the use of chunking, headings, typeface selection, and special features (Dyrud, 1996; Hassett, 1996; Vance, 1996).

Chunking, or "breaking down information into easily digestible pieces" (Dyrud, 1996, p. 69), helps with readability and organization by breaking up blocks of text. Chunking text in ways specific to the type of document helps readers identify the purpose of the document, a technique called rhetorical alignment (Hassett, 1996). Thinking of each page as a visual chunk, rather than

thinking of the document as a whole, can also help document designers "move beyond the strictly textual categories of organization…that guide their early drafts" (Hart-Davidson, 1996). Chunking also includes white space, space between document elements that increases readability and invitation, a concept written about by Hassett (1996).

Hassett (1996) speaks of invitation as a rhetorical function of a document. Invitation means creating the document in a way that readers aren't discouraged from reading just by looking at it. Just as white space is an important element of invitation, headings can increase a document's invitation by bringing clear organization to the document and helping readers know what to expect from it (Dyrud, 1996). Headings are also useful for the rhetorical element of persuasion, because the order of information in a document can make it more persuasive (Hassett, 1996). Headings are also useful to document designers who write them at the beginning of the process because they keep the writer on track to convey messages in the appropriate sections of the document (Dyrud, 1996).

Typeface selection is a common design principle, because it is vital to the readability of a document (Dyrud, 1996). However, typeface selection can also add to the aesthetic, organizational, and rhetorical appeal of a document. Because "[t]oo much variety can be distracting and confusing to the reader" (Vance, 1996, p. 133), document designers should focus on using one or two typefaces consistently throughout the document that help promote the document's purpose (Vance, 1996). Font size and typeface selection help headings stand out and therefore add to the organizational effect they bring to the document (Vance, 1996). Lastly, when all of these elements are considered, the typeface can increase the professional look of the document, thus increasing its rhetorical appeal to credibility (Hassett, 1996).

What Dyrud (1996) calls special features include "boldface, italics, all uppercase, and underlining" (p. 70). As with typeface selections, a limited use of special features will increase the efficacy of headings and other important elements that should stand out in the document (Dyrud, 1996). If special features are overused, credibility can be damaged, the document can be less inviting, and confusion can result.

I attempted to consider all of these design elements while creating the lesson guides and lesson materials (see Chapter 3 for more explanation).

Adult Literacy

Students at Project Read are adult literacy students. While the target audience for Project Read is primary language (L1) literacy students, the majority of the students are ELLs. Because this distribution of students greatly influenced the writing of the BCS Transition Curriculum, only a short treatment of the challenges facing adult literacy students is included in this section. The next section includes a more in depth treatment of ESL literacy challenges.

Literacy means different things to different people, but recent research has shown that it is more than the ability to decode symbols and words (Beukelman & Mirenda, 1998; Langer, 1991). Illiteracy poses a problem for research in both developed nations (Grosche & Grünke, 2011) and developing nations, although many studies focus on developing nations, where illiteracy is more wide-spread (Khachan, 2009; van der Linden & Manuel, 2011). Although there are many literacy programs available in developing countries, adults may not seek literacy help because of the shame associated with illiteracy. Additionally, many adults succeed better outside school than they did in school, which creates an idea that literacy isn't for them. Their successes seem to compensate for the challenges they encounter due to low literacy (Hull & Schultz, 2001).

However, there are many challenges that come with being illiterate which affect many aspects of life. Even high school graduates who have learned enough to graduate (though not reading at grade level) are faced with challenges outside the classroom. Adults encounter various texts that they are forced to work with and which they must learn to negotiate. Without seeking additional literacy, adults may face difficulties seeking and maintaining employment (Hull & Schultz, 2001). Illiteracy can also negatively impact health, because it is difficult to make informed decisions about food nutrition or to seek and receive appropriate health care (Schecter, & Lynch, 2011). Getting a driver's license and ordering food at a restaurant are also more difficult for those without functional literacy. Those who are ashamed of their illiteracy and seek to hide it in family and social situations suffer socially and emotionally (Carmel, 2003). Additionally, many immigrants feel frustration about applying their native literacy to their new setting (Hull & Schultz, 2001).

The effort to gain literacy skills has many benefits. Hull and Schultz (2001) emphasize that, outside of school, literacy education has great benefits for those with occupational goals, as well as those who eventually go on with formal education. With "hidden" literacies in workplaces, all adults can benefit from focusing on traditional literacy skills. Other benefits include more easily meeting personal goals and functioning better in society by lessening the negative effects of illiteracy mentioned above (Harvey, 2009). Importantly, another benefit from increasing adult literacy is strengthening the family. ProLiteracy, the international adult literacy organization, states: "We believe that literacy empowers adults to make a better life and world for themselves and their families. We know that adults who read raise children who read and do better in school and life. We know that literacy helps families be healthier, support themselves through work, be better citizens, and create a more fair and just society" (Harvey, 2009, p. 3).

Finally, Vygotsky (as cited in Hull & Schultz, 2001) theorized that language (and other processes and symbols) affects the way people view the world. Language can significantly change someone's reality. The influence of literacy on world views varies from culture to culture, but it clearly has an influence (Hull & Schultz, 2001).

ESL Literacy

Students at Project Read don't just have to deal with the challenges of adult literacy. Many of them also have to deal with the challenges of L2 literacy. One potential problem for Project Read students is a lack of literacy skills in their native languages. ESL students do better reading in English when they already have L1 literacy skills, or receive L1 literacy instruction (Bylund, 2011). Cummins (1981) theorized that this is due to two different types of language skills, basic interpersonal communicative skills (BICS) and cognitive academic language proficiency (CALP). "CALP refers to language skills that allow an individual to process and make meaning of language that exists independent of any situational clues, and is the language skill required for meaningful engagement in most academic tasks" (Bylund, 2011, p. 4). CALP is the thoughts and knowledge about language that transfer from L1 to L2. While a student may exhibit social language competence, if they do not have the necessary skills included in CALP, even vocabulary knowledge will not enable them to understand complex concepts. Bylund (2011) speaks of Vygotsky's research on thought and language, and suggests that "CALP is not simply language, but the intersection of thought and language" (p. 4). And for students who do have L1 CALP, he posits that "without intentional effort to build transfer between L1 and L2," L2 learning will be hindered. Project Read does not have the resources to teach L1 CALP for its ESL students, nor does that align with the program's purpose. But for those who have L1

literacy, the BCS Transition Curriculum can help in transferring some complex academic skills that will encourage academic success.

Another particular problem that ESL students at Project Read face is vocabulary. Vocabulary acquisition is an element of both BICS and CALP. While a student's L1 CALP may include vocabulary knowledge that transfers to the L2 (i.e. cognates, parts of speech, inflectional/derivational processes), new vocabulary learning must occur in L2s both to improve L2 interpersonal communicative skills (Bylund, 2011) and to bring continued L2 cognitive development (Cummins, 1999). Considering the number of words in English is large (by any estimate), this can be a daunting task to English learners. Some proposed methods for increasing L2 vocabulary acquisition include extensive reading, narrow reading, and form-focused instruction.

Extensive reading (wide reading and free reading being popular variations) has received a great deal of attention from vocabulary researchers. The fact that children learn L1 vocabulary through extensive reading without explicit instruction led to the formation of the Incidental Acquisition Hypothesis (Nagy, Herman, & Anderson, 1985), stating that reading should be put ahead of explicit vocabulary instruction. While some curriculum designers attempt to transfer this methodology to L2 instruction (Iancu, 2011), several studies have shown that this hypothesis cannot be generalized to L2 vocabulary acquisition. This is because of a paradox that faces ESL learners: vocabulary that can be learned through reading a text is surrounded by context composed of the same type of unknown vocabulary (Cobb, 2007; Gardner, 2004). In other words, learners have to know vocabulary in order to learn vocabulary.

One answer to this problem is to use narrow reading, which limits extensive reading to specific texts. These texts can be authentic texts personally engineered for vocabulary recycling

by teachers (Cobb, 2007; Willis & Ohashi, 2012) or chosen for the uniformity of vocabulary exposure that they offer (Gardner, 2004; Gardner, 2008; Willis & Ohashi, 2012). Gardner (2004; 2008) explores the types of vocabulary exposure that is found in narrative and expository texts, through both general and theme-based corpora of the two genres. His findings show that narrow reading should focus on theme-based expository collections for the best content vocabulary recycling (Gardner, 2008). Willis and Ohashi (2012) also propose 1) using engineered graded readers; and 2) recycling activities and texts with or without modification to, first, promote vocabulary acquisition and, second, preserve learning that has been achieved through reading.

Form-focused instruction (FFI) is another way to deal with L2 vocabulary acquisition. FFI has many proponents (de la Fuente, 2006; Laufer, 2006; Willis & Ohashi, 2012), despite the common sentiment that focusing on form is an outdated method of L2 instruction. When instruction on vocabulary is done incidentally during a communicative task where language is used as a tool for communication, this strategy is called Focus on Form (FonF). Instruction on the same vocabulary during explicit classroom instruction where the students are focusing on language as an object of study is called Focus on FormS (FonFs) (Laufer, 2006). Some proponents say FonFs brings the highest L2 vocabulary benefit (Laufer, 2006). Harmer (2008) suggests that language acquisition is greatly enhanced through repeated exposures, which must include some FonFs. Others posit that FonF paired with task-based activities yields the best L2 vocabulary acquisition (de la Fuente, 2006). But many agree that the benefits from FFI (vocabulary recycling, earlier vocabulary acquisition, vocabulary retention) exceed those gained purely through incidental vocabulary acquisition through reading (de la Fuente, 2006; Laufer, 2006; Willis & Ohashi, 2012).

The BCS Transition Curriculum incorporates both narrow reading and FFI. The context for the skills taught in the lesson plans is U.S. History, and the students read several passages in *Short Lessons in U.S. History* throughout the lessons. I describe the process of selecting the target vocabulary in Chapter 3, and the form-focused vocabulary exercises can be found in the U.S. History Vocabulary lesson plan in Appendix A.

Summary

This chapter has reviewed literature from the areas of curriculum design, lesson planning, document design, adult literacy, and ESL literacy. Study in these areas greatly influenced the creation and evaluation of the BCS Transition Curriculum (described in Chapters 3 and 4, respectively).

Chapter 3: Project Development

The purpose of this project was to produce a set of lesson plans for the BCS Transition Curriculum for Project Read. This chapter will describe the process I went through to develop the initial lesson plans. The steps in this process included assessing needs, choosing lesson plan topics, researching lesson plans, designing lesson plans, researching lesson plans, selecting vocabulary, writing lesson plans, and receiving feedback and making revisions.

Assessing Needs

I began the process by communicating with Shauna Brown, the executive director of the Project Read Program, about the needs of the students and tutors who would be using the transition curriculum. She had already performed a needs assessment, both through informal communication with tutors and students, and through formal assessment, including regular tutor reports and a survey. I met with her twice to talk about the different needs of the program. While she did not share the tutor reports or survey results with me, Ms. Brown told me the lesson plan topics that tutors and students were interested in (discussed in the next section). We also discussed the need to create lesson plans that could help those who were pursuing occupational goals as well as academic ones. I asked if creating an ESL Variation would be helpful, which she said it would be. Ms. Brown told me about the population of Project Read students, and let me know about the training for tutors.

Next, I observed a tutoring session to see what they were like. I knew that watching a tutoring session would increase my awareness of the tutors' and students' needs. After the tutoring session, I asked the tutor how much time she usually spent preparing for the tutoring sessions. She stated that she usually spent 30 minutes preparing. I asked the tutor and student how they had decided to use the materials they were using for the lesson plan. The topic was

something that the student was struggling with, and the tutor had found materials in the Project Read library. I asked if they usually used materials from the Project Read library or if they used outside materials. The tutor said that it depended on the topic. While I knew that the information I had received from this tutor/student pair might not be applicable to all tutors and students, I decided that I understood enough of the needs to start the transition curriculum.

Choosing Lesson Plan Topics

Ms. Brown gave me a list of topics that she wanted in the BCS Transition Curriculum. These topics included various literacy skills, academic skills, resources for adult learners, and campus resources. I added the topic of "Academic Source Evaluation." I was a teaching assistant in BYU's freshman writing course for international students (ELang 105) and I knew that evaluating sources was something that many of my own students struggled with. (See the first column of Table 4, labeled "Initial curriculum topics," for a complete list of topics).

When I met with my committee for approval of the topics on the list, one committee member raised the idea of a content lesson plan. Because these lesson plans would focus on academic skills, it would be helpful to practice them in the context of an academic content topic. A content lesson plan would introduce the academic topic and necessary vocabulary. The same topic would be used for the following lesson plans, which would recycle the vocabulary and help students focus on the skills they were learning, rather than having a new content topic for each skill. It became apparent that 12 lesson plans (Ms. Brown's ten topics, my additional topic, and the content lesson plan) would be too many to complete and that I needed to eliminate some.

Table 4

Narrowing the Basic College Skills Transition Curriculum Topics

Initial curriculum topics	Narrowed curriculum topics	Final curriculum topics
Computers	Computer	Computer
Lecture Note-Taking	Lecture	Lecture Note-Taking
Study Materials Organization	Study Organization	Study Organization
Test-Taking Tips	Test-Taking	Test-Taking
Time-Management	Time-Management	Time-Management
Reading Textbooks	Textbook Reading	Textbook Reading
Academic Source Evaluation	Academic Source Evaluation	
Life Skills: interviewing, group work	Group Work	
Everyday Reading & Writing		
Resources: student-support centers		
Special Adult Needs		

As I decided which topics to eliminate, I focused the curriculum by choosing cohesive topics. My committee and I narrowed the list down to a more unified curriculum that appropriately addressed the needs of the students at Project Read. The way we narrowed the list was by first choosing those topics that specifically applied to college students. In this step we cut out topics that were not college specific, including everyday reading and writing, special adult needs, and interviewing. While not all of the students using this curriculum will plan on attending college, students will still find many of the skills practiced in the curriculum to be valuable in a work setting.

Next, we chose to focus the lesson plans on skills, not just college appropriate topics. This cut out the topic of campus student resources (like UVU's Turning Point). Once this was done, we planned for a total of nine lesson plans, eight college skills (see the second column of Table 4, labeled "Narrowed curriculum topics") and one content lesson plan. Before this point, the curriculum was simply labeled an academic transition curriculum. After this point, it became the Basic College Skills Transition Curriculum.

After meeting with my committee, I chose the topic of U.S. History for the content lesson plan for several reasons. First, I wanted to choose a topic that college students would likely study. U.S. History is a common general education requirement and knowledge of U.S. History will benefit anyone entering college. Second, because many of the students at Project Read are non-native English speakers, I thought that there would be greater interest in this topic because almost 40% of the U.S. Naturalization Test is about U.S. History.

Once I started researching and writing the lesson plans, it became apparent that eight college skill lesson plans would still take too much time. The first lesson plans I finished contained a lot of materials, and my committee chair suggested that I eliminate two topics so that I would have time to fully develop the remaining lesson plans. I spoke with Ms. Brown about which lesson plans would be the most useful and which ones to eliminate. I thought that eliminating the Computer Skills lesson plan would be good because the Provo Library offers a computer skills class and because I assumed that students who were advanced enough to use the transition curriculum would already be familiar with using computers. But Ms. Brown still wanted the Computer Skills lesson plan because she felt that one-on-one tutoring sessions like those at Project Read would be better for these students than the library computer course. She was, however, willing to give up the group work and the academic source evaluation topics,

which I also thought would be less useful than the other topics. While some college courses require academic source evaluation skills, these courses do not comprise the majority of college courses. Additionally, Project Read students would likely have already learned some group work skills through work settings, and group work does not necessarily include a literacy element. After this decision, the total number of lesson plans was seven, six college skills (shown in the third column of Table 4, labeled "Final curriculum topics") and one content lesson plan. Table 4 shows the results of narrowing the topics in the curriculum.

Table 4 also shows progression in the lesson plan titles. The original topics (found in the first column of Table 4) were not designed to be official lesson plan titles. They were labels taken from preliminary discussions about the topics so that we would have a way to discuss them during the narrowing process. When we narrowed the curriculum topics, I wrote official titles to concisely describe the lesson plan contents (see the second column of Table 4). After the lesson plan evaluation, I changed one of the lesson plan titles again: I changed "Lecture Skills" to "Lecture Note-Taking Skills." I had originally eliminated the "Note-Taking" part to make the title more concise, but I finally decided that it more accurately described the contents of the lesson plan (see the third column of Table 4).

The process of choosing the lesson plan topics aligned with my interpretation of the ADDIE model (as discussed in Chapter 2), with evaluation acting as a necessary element of every other design module (analysis, design, development, and implementation). Choosing the lesson plan topics helped me realize that my own needs (time constraints, materials, skills, etc.) should have been part of the needs analysis at the beginning. By reevaluating needs, I was able to see the importance of narrowing the list of topics and to determine which topics were the most important.

Designing Lesson Plans

In my *Advanced Materials Development* class I learned that document design includes style, organization, and content. The content is made to fill the readers' needs through clear organization and readability, and it is made visually appealing through elements of style (Hassett, 1996). The success of the lesson plans hinges on the content I chose to include, which is the substance of what the tutors will teach the students. However, the organization of the lesson plan makes it usable for tutors, and having an attractive document makes it more pleasant for tutors to use. While I will discuss the content of the lesson plans in the sections about researching and writing the lesson plans, this section will focus on the development of the lesson plans' style and organization.

A number of the elements of style in the lesson plans came from lesson plans in a Health Literacy Unit that Project Read already used. I based the headers, lesson titles, section dividers, and section headings on the style in those lesson plans because I thought that showing a consistency in style across the different curriculums at Project Read would be helpful. This included using inverted relief for header fonts, using large font sizes for lesson titles and section headings, bolding section headings, using dotted lines for section dividers, and using the same spacing between sections that was used in the Health Literacy Unit. (Compare Figure 2, an example of the Health Literacy Unit lesson plans, and Figure 3, a page from one of the BCS Transition Curriculum lesson plans). The Health Literacy Unit was created for Project Read by Kelsey Perry, a public health intern, in 2009.

However, to differentiate my lesson plans from those in the Health Literacy unit, I made several changes to the document style. I changed the color scheme from blue and red to purple and brown. This change was purely based on my preference for this color combination. To

SUBJECT: HEALTH LITERACY PROJECT READ

Chronic Disease

Objective

To teach students about the Chronic Disease and related health issues and topics.

1. Enumerate the differences between chronic and acute diseases.
2. Discuss common chronic diseases.
3. Discuss prevention of chronic diseases.

Materials

- Chronic Disease (powerpoint outline)
- Diabetes video (1:00)
- Blood Pressure video (3:00)
- Family History Tree Example
- Getting Healthier Action Plan

In Preparation for this Lesson:

1. Watch the videos and be prepared to discuss them with your student.

Activity (for M-level)

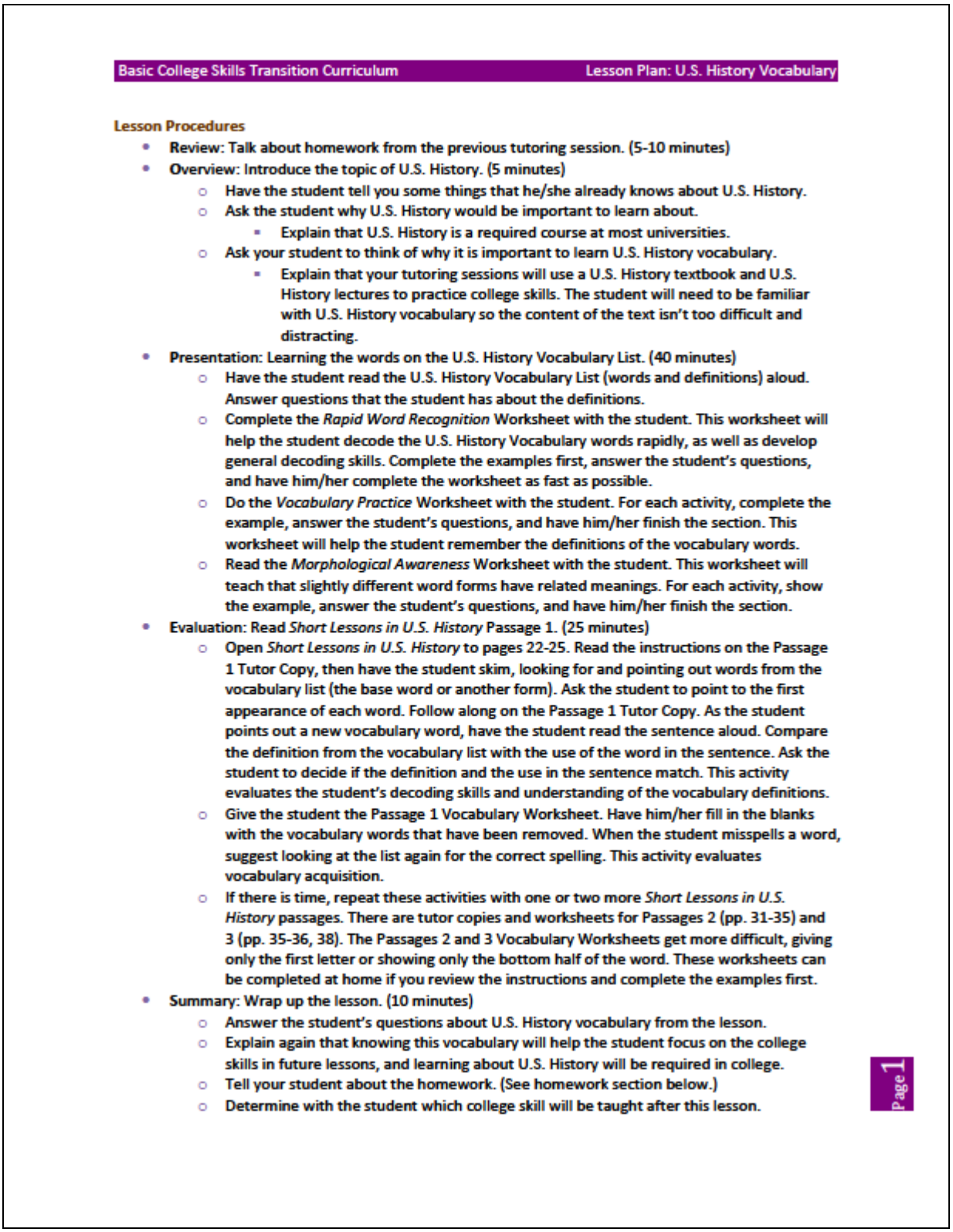
1. Start by reviewing the **Chronic Disease** outline with your student. Trade off reading the pages, and discussing the topics there.
2. When you cover **diabetes** and **blood pressure**, watch their respective **videos** to break up the reading.
3. Next review the **Family History Tree Example** and discuss the importance of knowing the risk factors associated with your family tree.
4. Conclude the lesson by completing the **Getting Healthier Action Plan** with your student.

Activity (for E-level)

1. Start by reviewing the **Chronic Disease** outline with your student. Trade off reading the pages, and discussing the topics there.

PAGE 1 OF 2 DURATION: 20-30 MIN

Figure 2. Health Literacy Unit lesson plan example.



Basic College Skills Transition Curriculum — Lesson Plan: U.S. History Vocabulary

Lesson Procedures

- **Review:** Talk about homework from the previous tutoring session. (5-10 minutes)
- **Overview:** Introduce the topic of U.S. History. (5 minutes)
  - Have the student tell you some things that he/she already knows about U.S. History.
  - Ask the student why U.S. History would be important to learn about.
    - Explain that U.S. History is a required course at most universities.
  - Ask your student to think of why it is important to learn U.S. History vocabulary.
    - Explain that your tutoring sessions will use a U.S. History textbook and U.S. History lectures to practice college skills. The student will need to be familiar with U.S. History vocabulary so the content of the text isn't too difficult and distracting.
- **Presentation:** Learning the words on the U.S. History Vocabulary List. (40 minutes)
  - Have the student read the U.S. History Vocabulary List (words and definitions) aloud. Answer questions that the student has about the definitions.
  - Complete the *Rapid Word Recognition* Worksheet with the student. This worksheet will help the student decode the U.S. History Vocabulary words rapidly, as well as develop general decoding skills. Complete the examples first, answer the student's questions, and have him/her complete the worksheet as fast as possible.
  - Do the *Vocabulary Practice* Worksheet with the student. For each activity, complete the example, answer the student's questions, and have him/her finish the section. This worksheet will help the student remember the definitions of the vocabulary words.
  - Read the *Morphological Awareness* Worksheet with the student. This worksheet will teach that slightly different word forms have related meanings. For each activity, show the example, answer the student's questions, and have him/her finish the section.
- **Evaluation:** Read *Short Lessons in U.S. History* Passage 1. (25 minutes)
  - Open *Short Lessons in U.S. History* to pages 22-25. Read the instructions on the Passage 1 Tutor Copy, then have the student skim, looking for and pointing out words from the vocabulary list (the base word or another form). Ask the student to point to the first appearance of each word. Follow along on the Passage 1 Tutor Copy. As the student points out a new vocabulary word, have the student read the sentence aloud. Compare the definition from the vocabulary list with the use of the word in the sentence. Ask the student to decide if the definition and the use in the sentence match. This activity evaluates the student's decoding skills and understanding of the vocabulary definitions.
  - Give the student the Passage 1 Vocabulary Worksheet. Have him/her fill in the blanks with the vocabulary words that have been removed. When the student misspells a word, suggest looking at the list again for the correct spelling. This activity evaluates vocabulary acquisition.
  - If there is time, repeat these activities with one or two more *Short Lessons in U.S. History* passages. There are tutor copies and worksheets for Passages 2 (pp. 31-35) and 3 (pp. 35-36, 38). The Passages 2 and 3 Vocabulary Worksheets get more difficult, giving only the first letter or showing only the bottom half of the word. These worksheets can be completed at home if you review the instructions and complete the examples first.
- **Summary:** Wrap up the lesson. (10 minutes)
  - Answer the student's questions about U.S. History vocabulary from the lesson.
  - Explain again that knowing this vocabulary will help the student focus on the college skills in future lessons, and learning about U.S. History will be required in college.
  - Tell your student about the homework. (See homework section below.)
  - Determine with the student which college skill will be taught after this lesson.

Page 1

Figure 3. BCS Transition Curriculum lesson plan example.

emphasize uniformity between all of the lesson plan sections, I used bullet points throughout the document, rather than using a mixture of bullet points and numbered lists. To make each section more readable and understandable, I decided not to let lesson plan sections be divided by page breaks; rather, I used section dividers and white space at the end of a page to indicate further sections on the next page, and kept all material from one section on the same page. Finally, I didn't use the same fonts as the original lessons. In the Health Literacy unit the main text of the lesson plans was in Times New Roman, which I knew I would be using for my thesis. To make the lesson plans stand out from the thesis, I chose another common font but one that was sans-serif, Calibri. I also kept the size and font of text uniform throughout the main text of the lesson plans rather than changing these aspects for the section headings, depending instead on color and bolding to make the section headings stand out. These elements created sufficient contrast for the purposes of the document, but also kept it simple (see Figure 3).

The organization of the lesson plans came from several sources, and was developed over time. The first inspiration for my organizational design was a lesson planning technique I learned in my *TESOL Methods and Materials Application* class. The technique, called ROPES, organizes the lesson plan so that teachers include all of the following steps in their lesson plan: Review the previous lesson, Overview what will happen in the current lesson, Present new material, Evaluate learning, and Summarize the lesson content.

I liked the ROPES technique because I personally had had a difficult time remembering that students need to see how previous lessons are connected to current lessons, or that students should know the purpose of the lesson at the beginning of the lesson. If the lesson plans incorporate these steps, it's easier for the students to make sense of the curriculum. Additionally, including an evaluation step allows the teacher to know how students are doing in meeting the

objectives of the lesson plan. Before I started researching my topics, I knew that I wanted ROPES to be the basic organization of the lesson plans.

My lesson plans needed to include an ESL variation, so that was a necessary part of the organization as well. As stated in the Project Background section of Chapter 1, about 70% of Project Read students are non-native English speakers. So while the lesson plans needed to be designed for adult literacy learners in general, a major portion of the intended audience required the inclusion of an ESL variation. I included this variation in a separate section immediately following the general procedures.

Another two sections I included at the beginning of this process were the Materials and Objectives sections. The Materials section lists all of the materials that tutors need in order to complete the lesson plan, including all of the worksheets from the lesson plan in the order they will be used, the *Short Lessons in U.S. History* textbook, or outside materials such as a computer or notecards if they are needed. In teaching my own classes, this section of a lesson plan made it very easy to see if I had everything I needed. Teaching the lesson plans without it would be possible, but this made the lesson plans a complete record for the tutors at Project Read. The Objectives section would help tutors know the purpose of the lesson plan and communicate that purpose to their students.

I moved towards finalizing the lesson plan format in my *Advanced Materials Development* class, which required the development and presentation of a document design project. For that class I created a basic lesson plan, without any of the supporting materials that would eventually be developed. I focused on using contrast (through white space, color, and font style) to emphasize the organizational aspects of the lesson plan. Additionally, another project presented in this class included a section called “Further Resources” that pointed readers to more

information on topics that couldn't be completely covered in the project. I decided that I would include a section like this as well because I knew that my lesson plans couldn't cover all of the information on each of my topics.

During the lesson plan writing phase, I tried to look at the lesson plan from the perspective of both the tutors and the students. This helped me realize that I needed to include a few more organizational sections that would help with the practical application of the lesson plans. One of these sections was the Lesson Preparation section. This section listed all of the steps that tutors need to take before the tutoring session. Not all of these steps would be clear from just reading through the lesson plan procedures, and for novice teachers some of these steps would not occur to them at all without explicit instruction.

Another practical section I included was the Homework section. Tutors and students generally meet only twice a week, and in order to help students practice on their own, tutors frequently assign homework that relates to the tutoring session. Because tutors might have a hard time creating homework assignments for material that they did not organize themselves, I included a Homework section to give them ideas to choose from. Tutors can also create their own homework assignments or modify one of the ideas on the list.

Finally, when I was almost done with the lesson plan writing stage, I decided to include a section called "Lesson Connections." I had been thinking about the fact that the lesson plans could be used in any order. The use of the U.S. History context allowed students to recycle vocabulary frequently in the lesson plans. But I also wanted students to be able to practice the college skills many times. This would reinforce learning that met the primary objectives of the curriculum. However, because the lessons could be used in any order, I couldn't write activities into the lesson procedures that practiced previous skills. I realized that I could create a separate

section at the end of the lesson that listed ideas for recycling previously learned skills. Some of the suggestions tell tutors how to modify the lesson plan to bring previous skills into the current tutoring session. Others give ideas for how to combine skills practice in homework assignments. This section does not appear in the U.S. History Vocabulary lesson plan because ideally this lesson plan will always be taught first.

Table 5 displays the elements of document design discussed in this section in the order in which they appear in each lesson plan. The final versions of the lesson plans (which incorporate all of these elements) are in Appendix A.

Table 5

Lesson Plan Organizational Elements

Organizational element	Purpose
Objectives	Informs the tutor of the objectives of the lesson plan
Lesson Preparation	Helps the tutor prepare adequately
Materials	Helps the tutor prepare adequately
Lesson Procedures (ROPES Technique)	Organizes the content of the lesson plan
ESL Variation	Helps the tutor modify the materials appropriately for ESL students
Homework	Gives the tutor ideas for homework
Lesson Connections[a]	Gives the student opportunities to practice skills from other (previously covered) lesson plans
Further Resources	Provides resources for students interested in finding out more on their own

[a]The Lesson Connections section does not appear in the U.S. History Vocabulary lesson plan.

Researching Lesson Plans

The research stage of the project overlapped with the design and writing stages. The first step in researching the lesson plans was to choose the content textbook. I searched online for commonly used middle school and high school U.S. History textbooks. I then looked for

publications through ProLiteracy, the international adult literacy organization through which Project Read is accredited. *Short Lessons in U.S. History* was one of their publications. I made a comparison of the various features in the textbooks. After discussing the options with Ms. Brown, I chose *Short Lessons in U.S. History* because it compared favorably with the other textbook options.

I continued my research in my *Advanced Materials Development* class in order to create my materials design project and prospectus. In the class, we were required to treat our project as something we would publish, filling a market need. The prospectus had to include an analysis of the "competition" for our projects, including any products or resources that could fill the same need. My market research helped me find several resources (refer to Table 1 in Chapter 1) that, while not appropriate for meeting the needs of Project Read students, contained materials that I could adapt for the lesson plans. Some of the content ideas that I gained from these materials include studying classroom notes right after class and using study techniques like using mnemonics (Study Organization), using a time awareness activity (Time-Management), and learning about dealing with test anxiety (Test-Taking).

When I started writing the lesson plans, I started out with the basic organization that I had finalized in the *Advanced Materials Development* class. (When I added elements of organization, as discussed in the previous section, I would go back to complete lessons plans and add those elements.) I used this as an outline, into which I inserted my ideas for how the lesson would progress. I used the content that I had already found to create ideas for activities in the Presentation and Evaluation stages of the lesson plan. For some of the lesson plans, this filled in the outline quite well, but some of the lesson plan outlines were basically blank. I had to find sources for the U.S. History Vocabulary, Lecture Note-Taking Skills, and Computer Skills lesson

plans. I searched the internet for websites that dealt with vocabulary to get more ideas for completing the vocabulary practice worksheets. I used ideas that I learned from my *Vocabulary Acquisition and Teaching* and *Reading Theory and Pedagogy* courses. I also searched the internet for websites that dealt with computer vocabulary and basic computer skills, because while I was very familiar with the processes of basic word processing and internet browsing, I didn't know all of the associated vocabulary that would be important to include. Finally, I needed to find some useful online lectures that I could use for examples and practice in the Lecture Note-Taking lesson plan. I searched for good lectures many times, but eventually Ms. Brown recommended the website that I would use.

Many of the resources that I used in writing the lesson plans were recommended to me. I sent the lesson plans to Dr. Baker-Smemoe and Ms. Brown, even when they appeared in a skeletal stage. I hadn't finalized the content that I would eventually put into the supporting materials, but I wanted to get feedback on my progress. Frequently Ms. Brown made suggestions about materials to use fill in the gaps in the lesson plans. For example, she recommended several books from Project Read's library that I used researching for the Textbook Reading Skills, Study Skills, Test-Taking Skills, and Time-Management Skills lesson plans. She also sent me links to websites that had information about note-taking, and websites with free online lectures for the Lecture Note-Taking Skills lesson plan. All of these resources were helpful in creating the lesson plans and the accompanying materials.

Having the lesson guide complete before writing the supporting materials helped me to decide what order to put the materials in, how to connect their content together, and how significant each activity was in achieving the objectives of the lesson plan. I was then able to use

this vision of the entire lesson plan to decide how to use the content that I had researched (or that had been recommended to me) in creating the supporting materials.

I knew that I would have to write the U.S. History Vocabulary lesson plan first because the content that I chose would greatly influence the other lessons plans. And before I could begin writing the lesson plans, I had to choose the vocabulary from the textbook for the curriculum.

Selecting Vocabulary

Selecting vocabulary for the lessons went hand in hand with selecting content from the textbook. I chose some short passages that dealt with major early events from U.S. History, including colonization, the Revolutionary War, westward expansion, and the Civil War. I chose these passages for several reasons. First, narrowing the text material made it easier to analyze the text for helpful target vocabulary. Second, using small sections of the textbook for multiple purposes in the lesson plans would help reduce the cognitive load students would experience from new reading. And third, I knew these topics would appeal to some students because they answer 17 questions from the U.S. Naturalization Test (17% of the total questions and nearly half of the 37 questions about U.S. History). A few test questions answered in the curriculum material include “Who lived in America before the Europeans arrived?”; “Why did the colonists fight the British?”; “There were 13 original states. Name three.”; “What was one important thing that Abraham Lincoln did?”; and “Name one of the two longest rivers in the United States.”

I scanned the selected passages and used an OCR (optical character recognition) program to create Plain Text files with the contents and then ran the files through Paul Nation’s Range program (Nation, 2007). Range analyzed the vocabulary of the texts and tabulated the types (unique word forms) and tokens (occurrences of types) in the texts. The types and word families (a base form, and all types inflected or derived from it) were grouped by several lists: the

General Service List of English words (GSL) (which is divided into two halves), the Academic Word List (AWL), and words not found on either list (specialized words). I organized these words in an Excel spreadsheet to analyze them and choose the words that I would focus on in my lesson plans. I focused on the types in the AWL and the specialized words because students at the appropriate level for the BCS Transition Curriculum will likely already have developed BICS and be familiar with the GSL vocabulary words. However, the words from the AWL are words that students entering an academic environment will need to know if they don't already, and the specialized words are necessary for understanding the passages (Gardner, 2004).

Words in these two lists that had high range (appeared in a great number of texts) and high frequency (appeared often) were considered most important. I looked for words with a range of 4 or higher (out of 8 passages) and a frequency of 10 or higher. I excluded proper nouns in this calculation. I also used the kfNgram program (Fletcher, 2007) to identify multi-word units that appeared in each text. My aim was to have 30 vocabulary words. I ended up including 33 words because it was hard to choose between words that had the same range or frequency. There were a few words with lower ranges but higher frequencies, or vice versa. Tables 6 and 7 show the selected types, sorted by range and frequency, respectively.

Aside from the vocabulary in the passages, I analyzed the features that made *Short Lessons in U.S. History* appealing for use in the BCS Transition Curriculum. These include critical thinking questions, bolded key terms, marginal glosses, parenthetical elaborations of specialized words, and the fact that its target grade level is 7-9. In addition, there are features that students will find helpful if they decide to use the book for additional study, including the shorter book length and chapter length, biographies of important people, timelines, synopses of key events, and quizzes at the end. The text-to-graphics ratio for the textbook is an average of 4-to-1.

Table 6

Passage Types Sorted by Range

			Passage							
Type	Range	Frequency	1	2	3	4	5	6	7	8
STATES	8	66	1	1	3	15	5	18	15	8
THE UNITED STATES	8	41	1	1	1	12	4	17	3	2
ARMY	7	36	3	1	10	1	0	4	12	5
DURING	7	13	1	3	1	0	1	2	4	1
FINALLY	7	10	2	1	1	2	2	0	1	1
GOVERNMENT	7	25	1	5	1	0	4	4	1	9
SEVERAL	7	11	1	2	1	1	0	1	4	1
SHIPS	7	43	1	7	6	7	7	1	14	0
NATIVE AMERICANS	6	27	8	3	1	4	0	2	0	9
OCEAN	6	13	2	0	1	3	1	3	3	0
REVOLUTION	6	11	1	3	1	1	4	1	0	0
RIVER	6	24	9	0	1	7	1	2	4	0
SLAVES	6	26	4	0	0	1	13	1	3	4
SOLDIERS	6	39	8	18	4	1	0	0	6	2
BATTLE	5	30	5	3	5	0	0	6	11	0
CAPTURED	5	13	1	1	4	0	0	2	5	0
GOODS	5	20	1	5	0	2	11	0	1	0
HUGE	5	10	3	0	0	2	2	1	0	2
SOUTHERN	5	19	4	0	0	0	4	2	5	4
TERRITORY	5	17	0	0	3	9	0	3	1	1
THE ENGLISH	5	22	9	6	4	2	0	1	0	0
AREA	4	11	0	0	0	5	3	2	0	1
ATTACK	4	9	3	1	2	0	0	0	3	0
CONGRESS	4	9	0	4	0	0	1	0	1	3
COTTON	4	20	2	0	0	0	15	0	2	1
FAMOUS	4	9	1	0	4	3	1	0	0	0
FORT	4	16	7	1	3	0	0	0	5	0
PEACE	4	7	3	1	0	0	0	1	0	2
PRESIDENT	4	18	0	0	0	4	0	1	7	6
TERRIBLE	4	9	0	0	1	0	1	0	5	2
THE SOUTH	4	34	3	0	0	0	8	0	15	8
COLONIES	3	30	15	14	0	0	1	0	0	0
GOLD	3	20	2	0	0	0	0	15	0	3

Table 7

Passage Types Sorted by Frequency

			Passage							
Type	Range	Frequency	1	2	3	4	5	6	7	8
STATES	8	66	1	1	3	15	5	18	15	8
SHIPS	7	43	1	7	6	7	7	1	14	0
THE UNITED STATES	8	41	1	1	1	12	4	17	3	2
SOLDIERS	6	39	8	18	4	1	0	0	6	2
ARMY	7	36	3	1	10	1	0	4	12	5
THE SOUTH	4	34	3	0	0	0	8	0	15	8
BATTLE	5	30	5	3	5	0	0	6	11	0
COLONIES	3	30	15	14	0	0	1	0	0	0
NATIVE AMERICANS	6	27	8	3	1	4	0	2	0	9
SLAVES	6	26	4	0	0	1	13	1	3	4
GOVERNMENT	7	25	1	5	1	0	4	4	1	9
RIVER	6	24	9	0	1	7	1	2	4	0
THE ENGLISH	5	22	9	6	4	2	0	1	0	0
GOODS	5	20	1	5	0	2	11	0	1	0
COTTON	4	20	2	0	0	0	15	0	2	1
GOLD	3	20	2	0	0	0	0	15	0	3
SOUTHERN	5	19	4	0	0	0	4	2	5	4
PRESIDENT	4	18	0	0	0	4	0	1	7	6
TERRITORY	5	17	0	0	3	9	0	3	1	1
FORT	4	16	7	1	3	0	0	0	5	0
DURING	7	13	1	3	1	0	1	2	4	1
OCEAN	6	13	2	0	1	3	1	3	3	0
CAPTURED	5	13	1	1	4	0	0	2	5	0
SEVERAL	7	11	1	2	1	1	0	1	4	1
REVOLUTION	6	11	1	3	1	1	4	1	0	0
AREA	4	11	0	0	0	5	3	2	0	1
FINALLY	7	10	2	1	1	2	2	0	1	1
HUGE	5	10	3	0	0	2	2	1	0	2
ATTACK	4	9	3	1	2	0	0	0	3	0
CONGRESS	4	9	0	4	0	0	1	0	1	3
FAMOUS	4	9	1	0	4	3	1	0	0	0
TERRIBLE	4	9	0	0	1	0	1	0	5	2
PEACE	4	7	3	1	0	0	0	1	0	2

Readability measures were run for the individual passages used in the BCS Transition Curriculum. Table 8 shows each passage's scores on several readability measures, and their averages. These measures of readability show that most of the passages are relatively easy to read. The Flesch-Kincaid Grade Levels are all between grades 4 and 6. The Flesch Reading Ease

scores indicate that some texts are fairly easy (those in the 70-79 range), while the scores between 60 and 69 indicate texts that are of standard difficulty (Flesch, 1948). Students would require more vocabulary teaching and schema activation before these passages. The type-token ratios for each passage indicate that there is significant repetition of words within each passage.

Table 8

Short Lessons in U.S. History *Readability Measures*

Passage	Passive Sentences	Flesch Reading Ease[a]	Flesch-Kincaid Grade Level[b]	Type-Token Ratio
1	13%	73.6	4.6	.32
2	6%	70.1	4.8	.26
3	0%	65.9	5.4	.24
4	9%	67.8	5.2	.21
5	8%	75.6	4.3	.19
6	3%	61.5	6.1	.18
7	3%	66.1	5.4	.17
8	5%	65.3	5.5	.39
Average	6%	68.2	5.2	.25

[a]This measure indicates reading ease, with the higher the number, the easier the test is to read. [b]This measure indicates the U.S. grade level needed to understand the text.

Writing Lesson Plans

After creating the lesson guides and finishing the research for each lesson plan, I began the process of creating the supporting materials. Of course the creation of the supporting materials sometimes meant revising the lesson guide, as I realized that I needed to change the order of activities, add activities to better meet the needs of Project Read students or fulfill objectives, or eliminate activities in order to make the lesson plan conform to the time limitations of tutoring sessions. For example, in the Test-Taking Skills lesson plan I had planned on having only three worksheets, one for before, during, and after a test. However, I realized that having a separate worksheet for dealing with anxiety (both before and during a test) would better meet the needs of students who are faced with test anxiety. After writing the materials for each lesson plan, I modified the instructions from the general procedures for the ESL Variation when the materials in the lesson plan could be used for both sets of procedures. To make the lesson plan

adaptable to the needs of ELLs, I created additional materials specifically for their use. These materials, such as the ESL modification of the U.S. History Vocabulary List, were created to replace others that were difficult but appropriate for the general procedures. The final step in writing the lesson plans was to create the Homework section, the Further Resources list, and the Lesson Connections sections (after all lesson plans were complete).

In general, I tried to keep materials simple and straightforward, stating purposes for the activities and including only material that accomplished those purposes. Still, the total length for each lesson plan varies, due to the fact that some lesson plans have more activities, some materials take longer to complete than others, and some activities required graphics that take up more space than other activities. Most of the lesson plans are between 20 and 30 pages long. The U.S. History Vocabulary lesson plan is considerably longer because it contains extra practice material for tutors to use for vocabulary practice during subsequent tutoring sessions.

The following sections detail the writing process for individual lesson plans. While I did not write the lesson plans in the order in which they appear in this section, I put them in this order to match the order that they are presented in the BCS Transition Curriculum (see Table 3 in Chapter 1).

U.S. History Vocabulary. I wrote the U.S. History Vocabulary lesson plan before starting on any of the other lesson plans, because I knew that the materials I found or created for it would greatly influence other lessons plans. First, I had to make the vocabulary types that I had decided on earlier into usable vocabulary words and definitions. I decided to use the base form of each word on the vocabulary list, rather than a derivational or inflectional form. For example, the type “colonies” is listed as “colony,” and the type “captured” is listed as “capture.” I used Quizlet.com to find simple definitions for all of the vocabulary words, and included the part of

speech on the list as well. I created an ESL version of the vocabulary list by including a place for students to take notes on the vocabulary's meaning and pronunciation, and I encouraged tutors of ESL students to take time discussing the vocabulary more thoroughly.

Second, I created the worksheets for the lesson plan. The first few worksheets give the student practice with various aspects of the vocabulary words. The *Rapid Word Recognition* Worksheets help the student decode words more rapidly through practice. The *Vocabulary Practice* Worksheets encourage the development of depth of word knowledge, focusing on definitions, parts of speech, and collocations. The *Morphological Awareness* Worksheet introduced the meaning of morphological awareness through activities about word families, suffixes, and parts of speech. After these three practice activities, I created two activities that would allow the tutor to assess various aspects of the student's vocabulary acquisition. The first activity had the student read through a passage from *Short Lessons in U.S. History* and point out the first token of each word from the vocabulary list (or the first token of a word from the same word family). This would evaluate their decoding and morphological awareness skills. The second activity (using the *Passage 1 Vocabulary* Worksheet) required students to read through the same passage, this time with blanks for them to complete with the appropriate vocabulary words. This activity would evaluate their depth of vocabulary acquisition. I also used discoveryeducation.com to create some crossword puzzles as extra definition practice, though they are not called for in the lesson plan. I created extra worksheets for all of these activities except the *Morphological Awareness* Worksheet. Only one of these worksheets was created, but I hope to create more for Project Read at a later date.

Textbook Reading Skills. Considering the remaining topics, I thought that the Computer Skills and Time-Management Skills lesson plans would be able to stand alone, which would

make them easier to write. And I recognized that the other lesson plans (Textbook Reading Skills, Lecture Note-Taking Skills, Study Skills, and Test-Taking Skills lesson plans) overlapped quite a bit, as far as the specific skills that comprised each of the main constructs. Each lesson plan would need to include a subset of skills from the general category of "classroom skills." To help me decide what skills to put in each lesson, I created Table 9, in which I listed the classroom skills. I ordered the classroom skills by when they would occur in relation to a test, before, during, or after. This would help me organize the skills that would eventually go into the Test-Taking Skills lesson plan. I then indicated whether each skill could belong to any or all of the four lessons in question. I then decided in which lesson plan or plans I would explain each of these skills in depth.

Table 9

Organization of Classroom Skills in Four Lesson Plans

	Skills lesson plan			
Classroom skill	Study Organization	Textbook Reading	Lecture Note-Taking	Test-Taking
Before the test				
Dealing with test anxiety (before)				√*
Judging importance of material	√*	√*	√*	√*
Listening (with comprehension)			√*	
Memorizing information	√*			
Organizing notes	√	√*	√*	√
Reading (with comprehension)		√*		
Studying notes	√*			√
Taking a practice test				√*
Taking notes		√*	√*	
During the test				
Dealing with test anxiety (during)				√*
Using studied materials (during)				√*
After the test				
Changing amount of study	√			√*
Changing note-taking style		√	√	√*
Changing study style	√			√*
Getting correct answers				√*
Learning more about test question types				√*

√Indicates in which lesson plans a skill could be included. *Indicates in which lesson plans each skill is included.

I generally chose to write in depth about each skill in only one lesson plan. I also mentioned the skill in some way in the other lesson plans it could fit into; and sometimes I directed students to learn more in the lesson plan in which it was more thoroughly discussed. However, the skills of taking notes and organizing notes were included in both the Textbook Reading Skills and Lecture Note-Taking Skills lesson plans. And each of the four lesson plans had sections that talked about judging the importance of material within the context of the main skill.

When I began writing the Textbook Reading Skills lesson plan, I first created materials that would help students with reading comprehension. I have frequently used a technique called KWPL (an activity that helps students think about what they Know, Want to know, Predict, and finally Learn about a reading topic) with my own students. I decided to incorporate this activity in the Textbook Reading Skills lesson plan. I created the *KWPL* Directions and Example, to help tutors and students understand what they would be doing. Next, I created the *KWPL* Worksheet, where the student could complete the steps of writing down what they Know about a reading passage topic, what they Want to know about the topic, what they Predict from looking at the passage (or classroom materials), and then what they Learned after reading the passage. The three parts that are completed before reading the passage help the student activate schema, which will improve reading comprehension if they have any background knowledge about the topic. Secondly, I created materials that introduced some popular note-taking methods, including the *Text Marking and Outlining* Worksheet and the *Textbook Graphic Organizers* Worksheet. I also created examples and worksheets to help the student practice these skills. I listed the passages from *Short Lessons in U.S. History* so tutors could see quickly where to turn to in the textbook for students to practice.

Lecture Note-Taking Skills. Because there were several classroom skills that overlapped between the Lecture Note-Taking Skills lesson plan and the Textbook Reading Skills lesson plan, I wrote several parts of these two lesson plans at the same time. They contain parallel lesson structure, and many of the activities were adapted to fit into both lesson plans. I modified the *KWPL* activity from the Textbook Reading Skills to address the challenges of listening comprehension rather than reading comprehension. There is no Predict section in the KWL technique because there are fewer visual cues for listeners to use to make predictions about a lecture. To activate schema, the *KWL* Worksheet encourages students to think about previous lectures, reading assignments, or visuals handed out in class. The *Lecture Outlining* and *Lecture Graphic Organizers* Worksheets are very similar to the worksheets that introduce these skills in the Textbook Reading Skills lesson plan, with short clips of lectures for the student to listen to and practice with. The lesson also includes a popular lecture note-taking method, the Cornell Method. This method is helpful because it combines the skills of note-taking, note organization, and the creating of study materials from notes. This lesson includes a page of links to lectures for the tutor and student to use throughout the lesson; a page of links for some longer, optional lectures for extra student practice; and information for how students can find a classroom lecture that they can listen to in person.

Study Organization Skills. When writing the Study Organization Skills lesson plan, I thought about my own study habits, and what made me most successful. I thought it was important to emphasize that the traditional ideas of studying (reading notes, memorizing, etc.) weren't enough by themselves. In addition to the skills included under Study Organization in Table 9, I decided to include information about study environment. The first worksheet in the lesson plan was the *A Good Place to Study* Worksheet. It emphasizes the need to create a good

environment for study, and to study at times that would maximize study effort. The next worksheet was the *Choosing What to Study* Worksheet, helping students judge what material is important since it doesn't do any good to memorize facts if they are not ones that are necessary for success in the class. Then I created the *Study Strategies* Worksheet. While I couldn't include all study strategies in one short worksheet, I included those strategies that I had found to be most effective in my schooling, including using flashcards, practice test questions, mnemonics, and study groups. Then, at the end of the lesson plan, I included a quiz for students to practice these strategies on.

Test-Taking Skills. I organized the Test-Taking Skills lesson plan according to the organization of skills in Table 9. I created the *Before the Test*, *During the Test*, and *After the Test* Worksheets, including skills from Table 9. The *Before the Test* Worksheet also includes sections about how to ask teachers about the test, and how to prepare mentally and physically. I added information about test-taking strategies (general and specific for certain question types) to the skills I already planned on including in the *During the Test* Worksheet, and I included a worksheet of examples for different test question types that students might not be familiar with. I eventually decided to make the topic of dealing with test anxiety into its own worksheet because there was quite a bit of information about it and I didn't want the *During the Test Worksheet* to be too long. Creating the *Dealing with Test Anxiety* worksheet also allowed me to talk about techniques that students can use both before and during a test. I included quizzes and the *Test Preparation Practice* Worksheet, which guides students through practicing the skills they've just learned about. Then finally, I created the *After the Test* Worksheet to advise students how to learn from their tests and teacher feedback in order to evaluate their own test preparation and do

better in the future. For students who wanted more practice, both with test-taking skills and studying U.S. History, I included a list of online U.S. History quizzes.

Computer Skills. I knew that the Computer Skills lesson plan would require extensive vocabulary instruction specific to the topic, so when I started writing it I started with a list of vocabulary. The list consisted of hardware items (mouse, keyboard, etc.), as well as some of the elements visible on a computer screen (desktop, icons, etc.). I eventually created a figure depicting the computer elements, with labels, definitions, and a practice page. In addition to these vocabulary words, I bolded several words throughout the Computer Skills lesson materials, and included definitions within the documents. The *Basic Word Processing* and *Using a Web Browser* Worksheets both contain multiple screenshots to demonstrate the processes that are described. The *Basic Word Processing* Worksheet included the names of various word processing programs and gave instructions for how to complete basic word processing functions (how to open a program on a computer, save a document, copy and paste, etc.). The *Using a Web Browser* Worksheet listed several popular web browsers and gave instructions on the basics of navigating the internet using URLs, search engines, and email. The *List of Shortcuts* document and the *Search Function* Worksheet were extra activities that I created for those interested in learning more about these aspects of computing.

Time-Management Skills. For the Time-Management Skills lesson plan, I decided that I wanted to include the basics of time management, and then give the student some options of other time-management topics to choose from to make the lesson plan more personal. In the basics section, I created the *Monthly Calendar* Worksheet and the *Daily to Do List and Schedule* Worksheet. These worksheets included instruction for using their respective time-management tools, an example syllabus to show how these tools interact with student life, examples, and

blank forms for the student to use. For the personalized section I included the *Overcoming Procrastination*, *Time Awareness*, and *Weekly to Do List and Schedule* Worksheets. The *Overcoming Procrastination* Worksheet addresses the causes of and solutions for procrastination, and encourages students to reflect on their own procrastination and how to resolve the problem. The *Time Awareness* Worksheet encourages students to evaluate their use of time, and to change the way that they think about time in order to use it more efficiently. Finally, the *Weekly to Do List and Schedule* Worksheet is another time-management tool that can help students plan weekly, rather than daily or monthly.

Making Revisions

Many of the revisions that I made to the lesson plans at this stage came during the writing process. I sent multiple drafts of the lesson plans to Dr. Baker-Smemoe and Ms. Brown, and their feedback guided the writing process. I also received feedback on each lesson plan from them after it was completed. Again, evaluation of the lesson plans came at all stages of the project development, and whether the feedback came during the writing process or after the writing was completed, all of it was valuable to finalizing the lesson plans before the tutors and students at Project Read evaluated them. Finally, I received feedback from my committee members on one lesson plan.

Dr. Baker-Smemoe worked closely with me in the writing phase of project development and gave me helpful feedback that fueled early revisions. As each lesson plan was finished, I sent it to her and worked on the next lesson plan while I waited for her feedback. Frequently her feedback on a lesson plan would guide the writing of future lesson plans or the early revisions of lesson plans that had already been completed. When Dr. Baker-Smemoe read through the lesson plans and the accompanying materials, she sent me comments on the content, organization, and

level of difficulty of the materials I had created. This frequently led to my rearranging material, adding explanations, and simplifying sections that were confusing. One such suggestion was that I simplify the ESL variation of the lesson plans, showing only the differences between it and the general procedures. This made the ESL variation much clearer for tutors when they first read the lesson plans.

In addition to Dr. Baker-Smemoe, Ms. Brown gave me significant feedback on the lesson plans. I sent her the lesson plans as I finished them and she frequently emailed comments on things to change or additional resources that I might consult. I also sent her emails asking for feedback on specific portions of the lesson plans, especially if I was unsure if they were appropriate or if Dr. Baker-Smemoe had raised a potential problem on which I felt Ms. Brown would have an opinion. She was particularly helpful in giving approval for specific materials, such as the drawing concepts for pictures in the Study Skills and Computer Skills lesson plan. She frequently let me know about resources that I could add to the lesson plans or list in the Further Resources sections of the lesson plans. In addition, very early in the writing process she helped me see that I could eliminate variations in the lesson plans, restricting them to the general set of procedures and an ESL variation.

After the lesson plans were written, I sent one of the lesson plans to my committee members to get feedback before I began the evaluation at Project Read. Some of the feedback had to do with the formatting and distribution of the lesson plans. Because of differences in software on different computers, the lesson plans were not properly formatted and the fonts were not displayed correctly when they were opened by some committee members. I eventually decided to distribute the lesson plans to tutors as PDFs, since this would take care of the

formatting issues that we were experiencing. After that, I emailed all of the materials to tutors in PDF format. That is also the format they were in when I gave the final copies to Project Read.

Another piece of feedback was that I should include examples of potential problem vocabulary (both procedural and content vocabulary) that tutors should be familiar with in the lesson plan materials so they could be prepared to explain it to their students. I reviewed each lesson plan in Range and created a list of examples to include in each ESL variation for tutors to use. Additionally, looking at each lesson plan in this way to find potential problem words, I was able to simplify some of the language in the lesson plans rather than just expecting tutors to know how to explain it.

To view the final lesson plans (after the revisions described in this chapter and the next), see Appendix A.

In conclusion, the project development process included the steps of assessing needs, choosing lesson plan topics, designing the lesson plans, researching the lesson plans, selecting vocabulary, writing the lesson plans, and making revisions. Evaluation was an essential component to all of these steps. After the final step of making revisions, I was ready to have the lesson plans formally evaluated by the stakeholders at Project Read. This process will be described in the next chapter.

Chapter 4: Lesson Plan Evaluation and Revisions

After writing the lesson plans and making revisions based on committee member feedback, I prepared to receive feedback from Project Read tutors and students. This process included recruiting participants, assigning lesson plans to each student, coordinating with participants, collecting feedback, analyzing feedback, and making revisions.

Recruiting Participants

I contacted Shauna Brown at Project Read to ask for her help in finding students who were interested in using the BCS Transition Curriculum and who were at the appropriate skill level. Her staff gave me a list of contact information for seven tutors and students who were advanced English speakers, and I contacted the tutors through email to find out if their students were interested (see Appendix B for the Tutor Recruitment Letter that I sent them). However, only two tutors responded, and both of them had stopped meeting with their students. After discussing the situation, we decided that it would be more productive for Ms. Brown to contact the tutors about participating. She could discuss the students being tutored with her staff and create a more updated list of the student levels, and the tutors would be more likely to respond to her. (I never used the Student Recruitment Call transcript or Letter, found in Appendix C).

Ms. Brown emailed 15 tutors with intermediate or advanced English students (or students who were borderline intermediate that she or her staff thought were capable). We heard back from a total of seven tutors who were willing to participate, and I contacted them directly to arrange meetings.

Not all of the participants completed the evaluation process (see Table 10). Eventually we collected demographic information from the students and tutors who remained, through questionnaires and interviews (see the Instruments section for a complete description). Of those

who gave feedback, there were three students, all of whom were women, and all of whom spoke Spanish natively. They had been students at Project Read between 4-12 months. Two of them were at the intermediate level, and one of them was borderline intermediate.

Table 10

Tutor and Student Assignments and Feedback Received

Student	Tutor	Lesson plan	Student feedback received	Tutor feedback received
Student 1	Tutor 1	U.S. History Vocabulary Lecture Note-Taking Skills		
Student 2[a]	Tutor 2a Tutor 2b	U.S. History Vocabulary Computer Skills	√	√ √
Student 3	Tutor 3	U.S. History Vocabulary Test-Taking Skills		
Student 4	Tutor 4	U.S. History Vocabulary Textbook Reading Skills	√ √	√ √
Student 5	Tutor 5	U.S. History Vocabulary Study Organization Skills	√ √	√ √
Student 6	Tutor 6	U.S. History Vocabulary Time-Management Skills		
Student 7[b]	Tutor 7	U.S. History Vocabulary Test-Taking Skills		

[a]Student 2 had two tutors, each teaching and giving feedback on one lessons plan. [b]Student 7 and Tutor 7 replaced Student 3 and Tutor 3 (who had dropped from the evaluation). They were assigned the same skills lesson plan.

I also received feedback from four tutors. The four tutors were all women (though three tutors and three students that dropped out were men), were native English speakers, and ranged in age from 18 to 35. One tutor had received teacher training outside of the workshops and training given by Project Read, including training through International Language Program (ILP) and classes at BYU. The others had only received training at Project Read.

After tutors had communicated with Ms. Brown to say they would participate, I emailed them about the next steps we would take, including assigning lesson plan topics.

Assigning Lesson Plans

Each of the six students was assigned to evaluate one college skill lesson plan, as well as the first lesson, U.S. History Vocabulary. I asked each tutor to talk to their students about the six lesson plans to choose from, and to let me know which three topics they were most interested in. I planned on having the tutor and students evaluate lesson plans in two rounds, which would allow each student to have at least one of their top choices, during the first or second round of evaluation. This would also enable me to gauge the efficacy of the revisions made to the lesson plans.

Each tutor submitted three topics for their student, and I assigned topics based on which tutors contacted me first. There were several students whose first choice was the same, so I had to assign them a second or third choice. One student could not have any of his top choices because they had already been assigned to other students, and I expected to assign him a top choice during the second round. The seventh student was recruited much later than the others to replace a student that had dropped out of the program, and he could not have one of his top choices because the only topic available was the one that had been originally assigned to the previous student.

There ended up being only one round of evaluations because the process of collecting feedback on the first round took so long. The reasons for this will be discussed in the next section, Coordinating with Participants.

Coordinating with Participants

One of the aspects of this process that I did not anticipate was how much effort it would take to coordinate the tutors' and students' efforts. I believe that my lack of planning in this area is what necessitated changing the evaluation process somewhat drastically. I had planned on

having at least six tutor/student pairs, each giving feedback on the U.S. History Vocabulary lesson plan and two skills lesson plans over the course of two rounds of evaluation. However, in the end there were only three students and four tutors, which gave feedback on the U.S. History Vocabulary, Computer Skills, Textbook Reading Skills, and Study Organization Skills lesson plans (with only one round of evaluation). The necessary coordination involved arranging meetings, managing expectations, and communicating time constraints and deadlines.

Arranging meetings. Part of my first communications with tutors included asking for times to meet with them and their students. I decided that it would be easiest to go over the student and tutor consent forms with them (see Appendix D), and then collect the signed copies right away. I lived in Nevada at that time, and I had to coordinate my trips to Utah so that I could accomplish as much as possible in each trip. Over several trips I met with five of the original six tutor/student pairs. I had an appointment to meet with the last student and tutor but they had to cancel the tutoring session that was scheduled during my Utah trip. When we added a seventh student and tutor (to replace a pair that had stopped meeting permanently, and thus dropped out of the evaluation), I was not able to make a trip to Utah right away, and I communicated with them via email about the consent forms and what the evaluation process would be like. However, I never met in person with these two pairs of students and tutors, and neither of them returned the consent forms or got far enough into the evaluation process to provide feedback.

Managing expectations. Throughout the evaluation process I emailed tutors to see how things were going. These email communications revealed misunderstandings on both sides and made me realize that I needed to better manage tutor expectations about preparation time and lesson plan materials.

The lesson plans have a lot of materials, and to be ready to teach with them, tutors really should spend at least 30 minutes preparing. The consent form stated that I expected tutors to spend the same amount of time on the lesson plans that they usually do on their tutoring sessions. During the needs assessment stage, I was told that Project Read tutors generally spent about 30 minutes preparing for a tutoring session and I thought that tutors would plan to do the same with the BCS Transition Curriculum. Unfortunately, the consent form did not mention preparation time specifically and I did not think to talk to the tutors about it myself. One tutor who dropped out of the evaluation had realized that the lesson plans required more preparation time than he was willing to put in, considering that he and his student usually had student-directed tutoring sessions which required very little preparation on his part.

During the evaluation process, I realized that I had not managed expectations about the lesson plan materials, including my own. First of all, Project Read had ordered one copy of *Short Lessons in U.S. History* for me to use in creating the lesson plans. Some of the lesson plans call for using the textbook, but I did not anticipate the problem of more than one tutor wanting to use it at once, since tutors started participating in the evaluation at different times. However, one tutor went to use it to prepare for a lesson and it was already checked out by another tutor. At this point Ms. Brown decided to order three more copies of the textbook and I sent the tutor a copy of the textbook passages so that she could still complete the lesson plan. Secondly, one of the tutors did not understand the purpose of the U.S. History Vocabulary lesson. She thought that she was just going to be teaching two college skills lesson plans. I sent her the U.S. History Vocabulary lesson and college skills lesson plan at the same time, but she only taught the college skills lesson plan. I later discovered the error and got feedback from her about the U.S. History

Vocabulary lesson plan. But I obviously had not clearly communicated my expectations of the lesson plan order.

Communicating time constraints and deadlines. I expected the evaluation process to be fairly quick once I had recruited all of the participants, but I did not have a firm deadline in mind for the completion of each round of evaluations. This meant that the tutors didn't either. When I started working with the tutors who first agreed to participate, I still had not recruited the other tutors so I didn't feel like it was necessary to hurry them. In addition, there were many delays on the parts of tutors and students. We began this process in the summer when many students and tutors go on vacation, and several tutors let me know that they could not begin with the lessons right away because of scheduling conflicts. I let them know that this was fine, but did ask them to start on the lesson plans as soon as they were able. The biggest delay came because one of the tutors moved away from Utah Valley during the evaluation process. She and her student had completed one lesson plan, but the student wasn't able to work on the second lesson plan with a new tutor for several months due to her busy work schedule. She did eventually complete the lesson plans, and I was able to collect feedback from her tutors, although she wasn't able to be interviewed. All of these delays led me and my committee to decide to limit the evaluation to one round.

Despite the challenges of coordinating with tutors and students, as well as the attrition rate, I was still able to collect feedback on the majority of the lesson plans. I detail the feedback collection process in the next section.

Collecting Feedback

After each tutor let me know that they had completed a lesson plan, I started collecting data for that lesson plan. Because each tutor/student pair was working at their own pace, and

because of various delays in the process, data collection happened for some tutors and students much earlier than others, and this stage overlapped with the previous one.

Instruments. The tutors and students gave feedback through formal instruments that I wrote specifically for this project. These instruments included demographic questions about the tutors and students themselves. I wanted to collect data about the participants that could possibly show reasons for specific types of feedback.

The tutor questionnaire consisted of 55 questions (see Appendix E). In addition to demographics, the questions were designed to elicit the tutor's opinions about the lesson plan's organization, content, length, materials, directions, the variation that they used, and the student's specific needs. Some specific questions include "Did you rearrange the order of the lesson plan when you taught it?" with some follow up questions for a positive response about why and how they had; "Were there specific sections that didn't have enough material?" or "…that had too much material?"; "Were there any specific materials that you liked best in the lesson plan?", with follow up questions; and "Were there any specific materials that you disliked or thought were ineffective?", with follow up questions.

The Student Interview Questions included 25 questions (see Appendix F). The questions asked about the same general topics that appeared in the tutor questionnaire (organization, content, length, materials, directions, and the student's specific needs), but there were generally half as many questions about each topic for the students as for the tutors. This is because the tutors interacted with all of the lesson plan materials, rather than just the worksheets. They also interacted with the lesson plans for longer because of preparing for tutoring sessions. Finally, this is because I did not want the interview to take too long, and I focused on getting answers from students that would improve the lesson plans the most. Each interview lasted less than 20

minutes. Some questions that were the same as the tutor questionnaire were "Were there any specific materials that you liked best in the lesson plan?" and "Were there any specific materials that you disliked or thought were ineffective?" I received the most feedback from students when I asked these two questions about materials, as well as the following questions about lesson plan content: "Was there anything more about (skill) that you wanted to learn more about?" and "Were there any parts of the lesson or any materials that were confusing to you?"

Tutor feedback. The tutor questionnaire was available through Qualtrics, an online survey platform. I sent the tutors the link to the questionnaire through email, and they could complete it any time after the tutoring session had been conducted. Tutors were encouraged to be completely candid in the feedback that they gave. Table 11 shows the relevant feedback from the tutors. This table lists all constructed responses from the tutors, with both positive and negative feedback. Fixed responses (to yes/no questions) that indicated a problem with a lesson plan but that tutors did not explain later in a constructed response were included as well, though most fixed responses indicating problems were explained later through constructed responses. Finally, in the Problem areas column, the table lists all of the areas of the lesson plans that needed improvement according to the tutor feedback. This column helped me analyze the feedback to look for themes (see the next section, Analyzing Feedback).

There were several questions with only positive feedback from tutors. These were fixed response (yes/no) questions. These questions show which parts of the lesson plans were well developed. These questions included:

- Was the lesson plan well organized?
- Did the order of the lesson plan make sense?
- Were there specific sections that didn't have enough material?
- Did you skip any sections of the lesson plan for any other reason [other than running out of time]?
- Were there any problems with the materials while you prepared for the lesson?

Table 11

Tutor Feedback

Question	Comment	Problem area
	Content and length	
Was there enough material in the entire lesson plan to fill the time you had planned to meet with your student?	There was one “no” response.	Length of lesson
Which sections had too much material?	“The passage vocabulary worksheet section. It was alittle confusing to go back and forth between reading the text and reading the definitions"	Revise U.S. History passages worksheet
Which sections of the lesson plan did you skip because you were running out of time?	“We didn't really skip any sections, but didn't do as much independent practice as was recommended. We also used more than the estimated 1.5 hrs over a couple sessions. If we had strictly followed 1.5 hrs we would have needed to skip parts.”	Length of lesson
	“The last section - she took it home for homework.”	Length of lesson
	“Graphic organizers. We finished it in our next lesson.”	Length of lesson
	“Well, we didn't skip, just completed later due to time. Our schedule changed during the time we did this lesson and didn't. Even cumulatively we needed more than 1.5 hrs(prob more like+/-2.5)to get through the basic lesson, so we didn't have time for the parts giving opportunity to practice.”	Length of lesson
Which sections were confusing and what was confusing about them?	“The Passage Vocabulary section had alot of material on one page. I think it made it slightly confusing.”	Revise U.S. History passages worksheet
	“The KWPL section was difficult for [my student], but I understood the directions. It was just new to her so she struggled a little there.”	Revise KWPL worksheet
What other comments do you have about the content, length, or timing of the lesson plan?	“It took longer than the alottled time. One reason might have been that some of the vocabulary words had rather long definitions so it was hard for her to hold on to them. I think the amount of words that lesson might have made it more difficult as well. Maybe introducing small sections of words throughout the lesson would help”	Revise vocabulary definitions
	“We did break the lesson plan into two days”	Length of lesson
	“We spent most of our time on the text marking. That seemed most helpful to Jen and it took quite a bit of time to complete.”	Length of lesson
	“I think adapting for ESL will make it longer than 1.5 hrs(even looking for clues sometimes you can't anticipate what they won't understand/don't already know ex. having to explain what "guess" means during web lesson that guesses what key words to search for). Also what takes more time is the large amount of new vocab for someone who is not very confident using computers and a bit intimidated by them. Seems quick and easy to those of us that are already comfortable.”	Length of lesson
	“Content was clear and covered the basics of the most common computer uses(word processing, email, web browsing) well. The estimated length of time was quite a bit less than what it actually took us to get through the lesson. While the content seemed simple and basic to me, to someone less confident using a computer it takes longer. Combining that with ESL just slowed things down.”	Length of lesson

Table 11 Continued

Question	Comment	Problem area
	Organization	
Why did you rearrange the order [of the lesson plan]?	"we didn't finish the word processing worksheet in one session."	Length of lesson
How did you rearrange the order [of the lesson]?	"we didn't finish the word processing worksheet in one session, but went on to web lesson figuring it would be better to try to get that in one session rather than having to split that one up too. We finished the word processing (basically just grammar check and thesaurus) after the web lesson."	Length of lesson
What other comments do you have about the organization of the lesson plan?	"I think the organization is good; it has basic, straightforward steps and covers the fundementals."	
	"I think the organization was good. The instructions were clear and followed a logical progression."	
	Materials and directions	
Which materials did you like and why?	"I liked the first three worksheets. I thought they offered alot of practice and repetition."	
	"I liked the repetition and how the same ideas and words were used but different activities were used in helping the students lean the material."	
	"I liked the pictures. I had her practice the study strategies after we discussed them one at a time. I think that helped"	
	"I liked the examples of completed text marking from the history book."	
	"The morphological awareness section was challenging but helpful to her"	
	"I liked that throughout the lesson there were screenshots of each step. Having something visual to work with helps increase understanding, especially when you're still learning all the vocabulary. I like the computer vocabulary worksheet. It provided a good visual start and was good when my student already recognized some of the terms. Since most of the terms were hardware, I think another one focusing on software(menus, GUIs, etc) could be really good too."	Revise Computer Vocabulary Worksheet
Which materials did you dislike [or think were ineffective] and why?	"I think I would have liked her to practice making notes and using a graphic organizer as well. It was difficult for her to understand what was important in the passage. I think this was because she is ESL and starting from a very basic reading level."	More practice with graphic organizers
	"The rapid word recognition section seemed below her level"	Revise Rapid Word Recognition Worksheets
What other comments do you have about the materials and directions in the lesson plan?	"I had to re-interpret directions for my student, but that might have also been due to her reading level than just the instructions alone. I liked that there were examples."	Simplify directions
	"I think there is enough material for an ESL student for two lessons. I think more practice would have helped."	Length of lesson

Table 11 Continued

Question	Comment	Problem area
	Student levels and needs	
Which activities or materials were too easy for your student?	"All of it"	
Which activities or materials were too hard for your student?	"The vocabulary definitions"	Revise vocabulary definitions
	"The quiz at the end"	Revise study organization skills quiz
	"The KWPL section"	Revise KWPL worksheet
	"Parts of web search and word processing worksheets"	Computer Skills lesson content
Why were the activities or materials too easy/ hard for your student?	"It was a new activity and she didn't have enough background knowledge to fill in the chart very well. Text marking was a little difficult, but she caught on quickly so it wasn't a problem at all."	Revise KWPL worksheet
	"They weren't extremely hard, they just took longer to do. I think splitting the lesson in half helped ease the difficulty. However, her ability to hang on to the words by the end of the lesson was limited. Though she might be able to explain the word in her own words, she got confused when she saw the definition again on the passage worksheets. Maybe taking more time during the passage part would have helped her to recognize the definitions"	Revise vocabulary definitions Revise U.S. History passages worksheet
	"Because she had difficulty moving through the passage quickly or understanding the passage, it was hard for her to know what was important during the prepping time. This made the quiz difficult at the end; she got one of the answers correct. As we were looking over it, if she had studied the passage outline itself which already highlighted the important points, we thought she would have done better."	Revise study organization skills quiz
	"She already knew most of the vocabulary."	
	"The content topics were great, and conceptually it made her think, but I don't think it was too difficult. I think the difficulty was just because there was a lot of new subject matter vocabulary,not all of which was explained(like bold, italicize).Also,in preparing I didn't catch terms like "key word" that aren't used literally to explain in advance."	Computer Skills lesson content
What suggestions do you have to make the lesson plan more adaptable to your students' needs?	"Have different sets of words that are different levels of difficulty."	Revise vocabulary definitions
	"Maybe more prepping time would have been helpful"	More prep time
What other comments do you have about how the lesson plan fit the student's level/needs?	"Content was really applicable. Right away she wanted to use copy and paste for basic business cards and do research using web searches. I think there's two levels of understanding - knowing how to do it, and then knowing the vocabulary to talk about/explain it."	Computer Skills lesson content

Table 11 Continued

Question	Comment	Problem area
	Student levels and needs (cont.)	
What other comments do you have about how the lesson plan fit the student's level/needs?	"I thought it was great. I was worried it was too easy, but my student said that she needed exercises like this to help her remember words and ideas she often was confused about. She was also glad to be learning U.S. history."	
	"She liked learning about the lesson. These are things she hadn't been exposed to and could use in the future. I think because she's an ESL learner, it just takes longer for her to learn and apply."	Length of lesson
	"I liked that the level of difficulty throughout the lesson varied. And she enjoyed learning more about US history"	
	Additional Comments	
What additional comments or suggestions do you have about the lesson plan?	"Not too much! My student really liked it. Mine is older though, so I'm not sure if a younger student would be as focused, since there's not a lot of active things happening. But my student loves worksheets, and repetition really is the best way to learn, I have come to find."	Make it more interesting for younger students
	"I enjoyed this format and I'm looking forward to the next lesson"	
	"None, Thanks for letting us be a part of this :)"	

Note. All errors in the responses (spelling, grammar, etc.) are quoted exactly from the tutor questionnaires.

Student feedback. Once I found out each lesson plan was complete, I contacted the students to arrange an interview time. I interviewed the students two months after the lesson plans had been completed, on average. This was because I had planned to interview each student in person, which meant that I had to arrange to travel to Utah for the interviews. There were delays in contacting one of the tutors, and I eventually interviewed her over the phone.

This meant that there was quite a long time between the lesson plans and the interviews, and some students forgot some of the details of the lesson plans. For the students that I met in person, I was able to show them lesson plan materials and help them remember some of the activities. However, for the third interview, over the phone, this didn't work. I think that I would have received better general feedback from the students if I had made sure to interview each one sooner after each lesson plan and in person.

A final problem with collecting feedback from the students was that one of the students only gave me feedback on one of the lesson plans she completed. The tutor gave me feedback on

the second lesson plan, but I was unable to schedule an interview with her either in person or over the phone. Eventually I decided to stop calling her, since she didn't seem interested in participating further, and I had received feedback from her tutor.

The process of administering the interview was quite easy. I read each question from the Student Interview Questions document (see Appendix F). I recorded the interviews on my computer using the program Sound Recorder. Table 12 holds the relevant feedback from the students about the lesson plans. The table lists all responses from the students. Some questions do not have responses from all the students because they answered that question in a previous response and it was unnecessary to include it again. In addition, the Problem areas column lists all of the areas of the lesson plans that needed improvement according to the student feedback. As with Table 11, this column in Table 12 helped me analyze the feedback to look for themes (see the next section, Analyzing Feedback).

Table 12

Student Feedback

Question	Comments	Problem area
	Organization	
Did you feel like the lesson on (skill) was well organized?	"Yes"	
	"Yeah, it was pretty organized."	
	"Yeah, pretty well."	
	"Yeah, I think so."	
	"I think so. Uh huh."	
	Student levels and needs	
Was this lesson easy, difficult, or just right for you?	"Some materials I felt was right, but maybe 2 or 3 maybe is a little hard. If I need to study it alone, maybe is so difficult. But I have [tutor] so it was easier."	
	"It was at my level."	
	"It was normal. Not difficult, not easy."	
	"Just what I already mentioned to you."	
	"I think it was just right. It was a little bit harder because the book is level 5, so I have, I'm learning some new words, so it's a little bit harder, but that's okay because the otherwise it won't be any good if it's no difficult for me, right? Cause I need to improve."	Difficulty of U.S. History passages
What would have made it easier?	"I like to do cards. You have some of the, you have some materials to make flashcards, it is what I like, and that would be easier."	Include flashcards in the materials
	"Have more help from the tutor."	
	"In fact, I like the challenge."	
What would have made it more challenging?	"Maybe, uh, to do more, more like, to put the countries and the president, who was the first president, what the stars mean, it will be a challenge."	Content of U.S. History passages
	"Maybe the way of the material writing. This is a difficult question, because sometimes you have many situation in the same paragraph so I don't know what happen."	Difficulty of U.S. History passages
	"Like I just told you, to read better, and write better."	
Did the lesson provide activities and materials that matched your needs to learn about (skill)?	"Yes. Um. Well, uh, I know the test for the citizenship is 150 questions, and uh, your lesson, I really like it, but I think I need to learn more. It wasn't easy, but it was fun and I learned something that I didn't know before. But it will be a challenge if you put all the questions."	Content of U.S. History passages
	"Yeah, I think so. It's good for general ideas about the American History."	
	"Um, I really think, um, these materials was very interesting. It's a good result for every student. But it's depend the student. Because some students think it's boring, but for me I really like it because if that does strategies can people to be better students."	
	"I think so. It was useful to me."	
	"Exactly."	

Table 12 Continued

Question	Comments	Problem area
	Content and length	
Did the lesson teach you what you wanted to know about (skill)?	"Yeah, uh, she told me a lot of strategies about reading and that helped me a lot with my own, um, reading exams."	
	"Yes, for sure"	
	"Uh, um, it was a not, I really didn't expect something, so she told me you wanted me, I remembered [unintelligible] It was very new for me, because really I didn't know nothing about U.S. History. So it was interesting to me."	
	"Yeah, yeah, actually yes."	
	"Yeah, I was. I learned from that."	
Was there anything more about (skill) that you wanted to learn?	"Yeah, I want to learn more like, um, well I don't remember because it was a long time. But I would like to know the history, the countries, about the flag and the presidents."	Content of U.S. History passages
	"Yes, I want to learn what happened with the American Indian."	Content of U.S. History passages
	"Yeah, I think because I never talk about that, but I really want to learn how to read faster. Because sometimes I spend much time reading."	Increase reading speed
	"Yeah, there's more like uh information, like the president and how [unintellible] about president and how long people have been here. It taught some of that but more deep into it."	Content of U.S. History passages
	"Well, I don't know if it's uh, how do you say, for example, for do some letters, like dictation, and see if I know how to write, uh how to spell them and stuff like that, you know what I mean? Whenever I write, [tutor] says I'm a good speller, but I would like more of that, taking dictation, and [un], and writing down. That would be a good exercise for me."	Include spelling tests
Were there any parts of the lesson or any materials that were confusing to you?	"There is vocabulary, because I had to ask her and they were kind of confusing. And also the questions they ask for me, you know. And I just don't think how to answer it."	*Difficulty of U.S. History passages *Revise study organization skills quiz
	"No, because [tutor] explained it really well."	
	"Uh, some grammatical form in the text book, because it's history, and the history is more formal. So sometime it was difficult [unintellible]."	Difficulty of U.S. History passages
	"Only one. Is the, I don't remember the name, but is when you need to put, for example, level 1, level 1b [the outlining]. Yeah, it was difficult part, because I couldn't comprehend very well because in the text book was the circle, the square, and the line, so it wasn't [unintelligible]. The rest was so fun."	Clarify outlining activity
	"Yeah, there was some questions regarding what did I study. It really was kinda confusing for me because some of the words are so difficult for me to understand or comprehend. And actually she [the tutor] was going to mention to you, was there any other books more easier to my grade level."	Difficulty of U.S. History passages

Table 12 Continued

Question	Comments	Problem area
	Content and length (cont.)	
What was confusing about [the lesson or materials]?	"I think understanding the, how to use that strategy."	Clarify outlining activity
	Materials and directions	
Which materials did you like to use during the lesson?	"Yeah. I liked how, um, how the lesson is. How explaining the lesson because it's really easy to remember. And I really liked the order and how the lessons go. Do you know what I mean? I liked the steps in the lesson." "I remember one material about the situation between German people here and American, and the Spanish, because here was some Spanish, and it wasn't confusing for me. But I could learn that you have many influence from many cultures. It was interesting. I liked that." "When you put the circle, and the different ideas around the circles [So, the different graphic organizers?] The graphic organizers. The timeline, for example, 19-- to 2000, yeah. Cause and effect, and t-chart." "Uh, like worksheets? Maybe I can practice the reading and vocabulary at the same time. [So, the worksheet where you had to write in the vocabulary, you liked that?] Yeah." "I think [tutor] helped me when I needed it, and I'm fine with it."	
Which materials did you not like to use during the lesson?	"Maybe that one, I can't remember the name. But it was more difficult. The rest, I like all the strategies. They are easy to understand." "I liked all the materials." "Maybe that one I can't remember. I know one, but I can't remember. That one, I don't like it." "I don't remember which one are they. I would see good or bad if they are in front of me, I can see which one I like, which one I don't, you know what I mean?" "Well, I think that I liked what she did with me."	
Were there any materials in the lesson that you thought were really helpful for learning (skill)?	"Yeah, it was really helpful because I want to become a citizen. And that's why I so interested in it. I have my notebook and I write down and I need to memorize. It's hard for me because it's in English, but I know if I see my notes I will remember. And it was really helpful. The notes were on vocabulary and the history about U.S." "I think that about the Spanish and the Americans, it was very helpful to understand why American people are very influenced…why is the English influenced…" "Especially the way how to take notes, because I can get the main idea, secondary ideas, it is very helpful."	Content of U.S. History passages
Were there any materials in the lesson that you thought were not helpful for learning (skill)?	"I think each material was helpful, but sometimes I couldn't understand some material, so maybe that because my vocabulary is less than that material." "No, I think it was, it was great, all the vocabulary and all the lesson." "Um, no. I think everything was okay."	*Simplify lesson wording *Revise vocabulary definitions

Table 12 Continued

Question	Comments	Problem area
	Materials and directions (cont.)	
Were the directions for the activities in the lesson plan clear?	"Yeah, I like the activities and I liked all the lesson. I have a hard time memorizing things, but with the lesson, yeah, I remember some. Not all of them."	
	"The most confusing was, yeah, I could understand."	
	"Yeah, very clear. Except that one [For the outline.], yeah."	Clarify outlining activity
	"[Tutor] is a great girl, she's trying to help me out. But it's still kind of confusing for me when I try to do something after, like a test. That difficult thing, it's very hard for me because I don't understand exactly, so that's why [tutor] said that she was gonna get with you. See how there was a way that I could go and learn because the one that you have given to her was kind of difficult, and I asked her."	Revise study organization skills quiz
	"Yes. Yeah. Yes."	
	"Yeah, I think so. Yeah."	
	Additional comments	
What additional comments or suggestions do you have?	"No. It was good. I really liked it and appreciate it because I learned new things that I was so interested in learn. Thank you!"	
	"Yeah, maybe, um, you should uh, with a person, for example in my case, if I can't understand the connection between the history in the same text. For that reason because sometime is talking about Spanish but is talking about Germany in the same paragraph. So I don't know what happen very clear because for me it take more time to understand that kind of grammar."	Difficulty of U.S. History passages
	"No for that part."	
	"No, um, there is any easier way that you guys can put it to me, maybe, if I can get it from there, beginners and then go up higher, you know, for some learning, probably I can take it that way."	Difficulty of U.S. History passages
	"So far, I think, I'm happy with what I'm doing."	

Note. All errors in the responses (grammar, vocabulary, etc.) are transcribed as exactly as possible from the student interviews.

Analyzing Feedback

After I collected all the data from the tutors and students, I read through the feedback from the tutors, and listened to the student interviews, compiling the data in Tables 11 and 12. Next I looked for patterns in the "Problem area" column. In each table, certain sections of the lesson plans appeared again and again as something that needed improvement. These patterns emerged quite obviously, and I used the data to create Table 13. The first column includes the areas of the lesson plans that came up frequently. The second column included suggestions that

tutors or students made, or my own ideas about how to address a problem. While I knew that not all of these revisions could be made, it was helpful to see which areas had the most suggestions for improvement, and to note the kinds of improvements that could be made. I will discuss which revisions were made and why in the next section, Making Revisions.

There were several responses that I found interesting. First, even though all of the students that participated in the evaluation were ESL speakers, one of the tutors indicated in the questionnaire that they used the general procedures rather than the ESL variation. This was for the U.S. History Vocabulary lesson plan. The tutor said that the lesson plan was difficult for the student because of vocabulary, but that the difficulty varied throughout the lesson, which is perhaps why she decided to use the general procedures rather than using the ESL variation.

Most of the tutors indicated that the lesson plan was on the difficult side for their students. This is to be expected. However, one tutor said that the lesson plan was exactly at their student's level, even though originally she thought it might be too easy for her student. And one tutor said that the lesson plan was too easy. The student knew all of the U.S. History vocabulary words already, so the material in the lesson plan did not completely fill the time of the tutoring session.

Some specific materials that tutors and students liked included the *Rapid Word Recognition*, *Vocabulary Practice*, and *Morphological Awareness* worksheets; the *Passage 1 Vocabulary* Worksheet; and the *Textbook Graphic Organizers* Worksheet. Also, tutors and students liked the visual elements of the lesson plans, including the pictures in the *A Good Place to Study* Worksheet, the text-marking examples and the *Text Marking and Outlining* Worksheet in the Textbook Reading Skills lesson plan, and the screenshots for the Computer Skills lesson plan worksheets.

Table 13

Themes in Tutor and Student Feedback

Problem area	Potential solutions
Length of lesson	Suggest that tutors prepare for the lessons to take 2-3 tutoring sessions, rather than just 1
	Suggest taking more time on activities that are more meaningful/helpful to the student, and planning on getting to the other parts of the lesson in another session
	Emphasize that left over lesson material can be taken home as homework if the student is comfortable with/understands the directions and purpose
Revise U.S. History passages worksheets	Modify the prompts so they are not so confusing
	Simplify the look of the page
Revise KWPL worksheet	Simplify the directions
	Have the student fill it out for the first time with a very familiar topic
Revise vocabulary definitions	Length: cut out unnecessary elaboration and use simpler words
	Complexity: do not use other vocabulary words in definitions
Revise Computer Lesson Plan materials	Define software vocabulary in a new vocabulary worksheet
Revise Rapid Word Recognition Worksheets	Explain the purpose of this activity to the tutors in the lesson plan, so that they know that the activity helps with reading fluency
Simplify all directions	Choose simpler words
	Emphasize in the tutor guide the need for tutors to read the instructions ahead of time and be prepared to restate them for their student.
Revise the study organization skills quiz	Let the tutor know not to let the student read the entire passage
	Emphasize the other materials that the student should review
	Emphasize the importance of the study skills rather than the score on the quiz
	Simplify quiz questions
More prep time	Emphasize the need for tutor prep in the tutor guide
	Include an average prep time amount on the lesson plan
	Suggest that tutors include more prep time for students before each activity, if they think the student needs it
Content of U.S. History passages	Find a new set of passages with more U.S. Naturalization Test content and choose new vocabulary to focus on
	Explain to students that this basic background in U.S. History will help them understand more when they study for the U.S. Naturalization Test
	Let tutors know that the content of the textbook is just a tool that will be used to help teach the college skills, rather than a comprehensive textbook about U.S. History
Difficulty of U.S. History passages	continue using these passages and give tutors instructions to read the passages ahead of time to prepare to help students with unfamiliar words
Clarify outlining activity	Write better directions
Revise all lesson plans/materials	Identify difficult words in the lesson and simplify them

All of the students liked learning about U.S. History, even the student who already knew the necessary vocabulary from the lesson. Some of the students mentioned studying for citizenship. Because of this, the students all expressed a desire for the lesson plan to include more information from the U.S. Naturalization Test. They also commented that the reading passages were difficult to understand, even with help from the tutors.

Finally, several of the students could not give me details about the specific materials that they did or didn't like. They mostly talked about concepts that they learned and remembered. This was because it had been too long between the time that they used the lesson plan and the interview.

Making Revisions

The final revisions to the lesson plans were prompted by 1) the process of the evaluation, 2) the feedback from tutors and students, and 3) a fresh perspective gained after a long time away from the lesson plans.

First, I made several revisions because of issues that came up during the evaluation process. Some misunderstandings that tutors had about materials, lesson plan order, and lesson preparation (discussed in the Coordinating Tutors and Students section) made me think about creating a tutor guide. I eventually decided to call it the Curriculum Introduction instead, but it is a document that explains to the tutor the required preparation steps for all the lesson plans, the necessary flexibility in modifying lesson procedures, some possibilities for extra practice that the tutor can apply to all of the lesson plans, and how to understand the order of materials in each lesson plan. These sections in the document respond to several different comments from tutors and students, and better tie the curriculum together as a whole. I also tried to make these concepts clearer in the lesson plans themselves.

Second, I made revisions prompted by the feedback I received from tutors and students. The majority of the tutors talked about the length of the lesson plan. There was usually too much material for the tutors and students to use in one tutoring session. Some of the tutors assigned what was left for homework, while others completed the material in the next tutoring session. Because of this feedback, I made it clear in the lesson plans and in the Curriculum Introduction for tutors that it is acceptable and beneficial to divide the lesson plans into more than one tutoring session, if it allows the student to learn the material better. The focus of the curriculum is skill acquisition rather than getting through all the material at a set pace. I did this rather than decreasing the amount of material in the lesson plans because I think that all of the materials I created can be beneficial and useful. It is up to the tutors to decide with their student what to include and what to delay or skip over.

I received feedback about the vocabulary in the U.S. History Vocabulary lesson plan from many of the tutors and students. It was difficult for students to manage so many definitions, especially since they were rather long definitions. When I originally wrote the definitions, I used Quizlet.com to find what I thought were simple definitions. However, when I read them again, I saw that they needed simplification. First, I rephrased vocabulary definitions that contained other vocabulary words; for example, I changed the definition of *army* from "a permanent organization of the military land forces of a nation or state" to "the military land forces of a country." This was an especially important change because the use of the word "state" in the original definition was different from the way I defined the vocabulary word "state" in the list. This wasn't possible in all cases (the definition for *southern* reads "from the south"); however, in most cases this resulted in simpler definitions. Second, I looked at several online learner dictionaries, with simple definitions that are written with ELLs in mind. This guided my own simplifications.

Third, I shortened over half the definitions by cutting out unnecessary elaboration and using simpler words. The definition for *the South*, previously "a region of the United States, whose economy largely depended on agriculture and slave labor on large plantations," was changed to read "part of the United States, where farming and slave labor were common."

Another vocabulary related revision was in the Passage Vocabulary Worksheets. The worksheets required the student to read through a passage and fill in the blanks where a vocabulary word appeared in the passage. I had originally included the definition of the words in parentheses next to the blank. The resulting worksheet was confusing for students because the lengthy definitions crowded the worksheet and distracted students from using context to understand vocabulary use. After reading feedback about this worksheet I decided to use a variant of cloze exercises instead. In the first passage worksheet, I included the first half of each vocabulary word, leaving blanks for the student to fill in the last half. For the second passage, I included only the first letter of each word along with blanks for the rest of the letters. For the third passage, the student is able to see the bottom half of each letter in the word, but not the top half. This is the most difficult exercise, because the student can't rely very much on decoding to help them come up with the correct vocabulary word. Each passage makes the student rely less on decoding and more on contextual clues.

I pondered how to address the needs of the student who had a very easy time with the U.S. History Vocabulary lesson plan because she already knew the vocabulary. I didn't want to make the lesson plan more difficult because that lesson plan had been difficult to other students. But I also didn't want the lesson plan to bore the advanced students so that they didn't want to continue with the curriculum's other lesson plans. I decided to write instructions in the

Curriculum Introduction for the tutor to condense the lesson plan or use only a few of the activities if their student is already familiar with the topic and vocabulary.

There were several different activities or worksheets that tutors or students said were unclear, including the *KWPL* Worksheet in the Textbook Reading Skills lesson plan. Some of the confusion was due to the fact that tutors, as well as students, were unfamiliar with techniques I had included, like the KWPL technique. I rewrote directions on worksheets and added further directions for tutors in the lesson guides. This process made me realize that I needed to read through all the lesson materials looking for areas that needed further clarification.

Third, reading through the lesson plans more than a year after they were written helped me look at the lesson plans with new eyes. The distance gave me the perspective to notice grammatical errors that I hadn't noticed before. I also noticed that instructions or explanation were missing on certain worksheets, and I added or clarified instructions for the *List of Shortcuts* document in the Computer Skills lesson plan and the *List of Lectures* in the Lecture Note-Taking Skills lesson plan (along with checking all website links to make sure they still directed to the intended websites). Even though I had already created connections between the various lesson plans, I found that I could do even more, like suggesting the search for U.S. History topics in the *Using a Web Browser* Worksheet in the Computer Skills lesson plan.

I also realized that tutors may not take full advantage of all of the sections in the lesson plan if I didn't point them out. This prompted me to include a mention of the Lesson Connections and Further Resources sections in the Lesson Preparation section at the beginning of the lesson plan.

Limitations to revisions. There were some suggestions and problems that came up in the feedback that I was unable to resolve through revisions. Many of these issues would have taken

too much time to address. The feedback from students about the *Short Lessons in U.S. History* textbook was that it was very difficult to understand. I had expected the textbook to be relatively easy for students to read because of the characteristics that I discussed in Chapter 3 (see the Researching Lesson Plans section). But in reviewing the analysis done in Range, I realized that I had neglected to consider coverage. Coverage is the concept describing how much of a text is composed of certain words. The GWL words only covered 62% of the words in the passages. This meant that the tutors would most likely have to teach 33% of the words in the passage in order to bring students to the level of knowing 95% of words in the passage needed to adequately comprehend the passage. However, choosing the textbook and selecting the passages and vocabulary from it took considerable time and could not be done again (see Table G1, in Appendix G).

One revision that I thought was important, but that I was unable to do because of time, was to revise the instructions for the Lecture Note-Taking lesson plan. I had originally meant for the KWL technique to be used by all students, but I realized that it was most applicable to ESL students. Native English speaking adult literacy students may need instruction on how to take notes in a lecture, but they probably do not need to use a technique for lecture comprehension. I realized the need to rearrange the general lesson procedures (and instruct only the tutors with ESL students to use the *KWL* Worksheet for extra instruction and evaluation) very soon before submitting this thesis for review by committee, and there wasn't time to make the necessary changes. I will make those changes and send the revised Lecture Note-Taking Skills lesson plan to Project Read as soon as possible.

Other suggestions that would have taken too much time to execute included creating another vocabulary set of software related words for the Computer Skills lesson plan; and in the

U.S. History Vocabulary lesson plan reducing the number of vocabulary words, creating different sets of vocabulary with different difficulty levels, and introducing small sets of words throughout the lesson plan. Again, the original vocabulary selection process took considerable time. However, instructions for the tutor to use flexibility in presenting the vocabulary were inserted into the lesson plan, in addition to the vocabulary changes that were mentioned earlier.

In addition, some of the suggestions for revisions made me realize that students or tutors had misunderstood the purpose of certain activities or materials. Rather than make the suggested changes, I clarified the directions for certain activities (including the *Passage 3 Quiz* activity for the Study Organization Skills lesson plan) and clearly stated the objectives for each activity in the tutor guides (including the *Rapid Word Recognition* Worksheets for the U.S. History Vocabulary lesson plan).

One major clarification that I had to make was the purpose of the U.S. History Vocabulary lesson plan. Students frequently mentioned that they expected the textbook to include more material from the U.S. Naturalization Test and that the U.S. History Vocabulary lesson plan would prepare them for the U.S. Naturalization Test. This was another reason that I created the Curriculum Introduction. Among other things, the Curriculum Introduction explains to tutors the curriculum objectives, including the fact that the subject of U.S. History is to help students practice the college skills in the curriculum, not prepare them for the U.S. Naturalization Test. If tutors understand this, it will be more likely that the students won't misunderstand the purpose of the lesson plan.

In conclusion, the evaluation of the lesson plans by the tutors and students of Project Read was vital to making the lesson plans the best they could be. This information provided valuable data that guided the revision of the curriculum, making it complete and ready for use at

Project Read. All of the final drafts of the lesson plans, incorporating the revisions discussed in this section, are available in Appendix A.

Chapter 5: Discussion and Conclusion

This MA thesis has described the creation and evaluation of the Basic College Skills Transition Curriculum. The curriculum was developed and evaluated with input from stakeholders at Project Read, including the program director, Shauna Brown, tutors, and students. As the previous chapters discuss, this process has taken much planning, time, effort, flexibility, and cooperation from others. While I experienced some frustrations and challenges that were not anticipated at the onset of this process, these types of difficulties must be allowed for in any curriculum design project. As has been stated previously, the nature of curriculum design requires that evaluation be incorporated at every stage in order to guide the next one, and this evaluation will inevitably uncover problems that delay or derail the process. However, with the appropriate attitude about these problems, much can be learned from them. This chapter will describe the limitations of this MA thesis and talk about some of the lessons I learned while dealing with these challenges. Additionally, I will make some recommendations for curriculum designers.

Project Limitations

There were several problems that came up during the project that I hadn't planned for. While I think that the lesson plans have turned out well, it is important to acknowledge these limitations.

Limitations with tutor and student participation limited the efficacy of the lesson plan evaluation. First, because so many tutors and students did not continue with the evaluation, I was only able to get feedback from three students and four tutors. Only four of the seven lessons received feedback. Additionally, there was only one round of evaluation, meaning that none of the lesson plans were evaluated by tutors and students after revisions.

Second, there was limited representation of the target audience (advanced Project Read students) in my sample group. There were two native English speakers who volunteered to evaluate the lesson plans, but neither of them finished the process to give feedback. While it makes sense that I would have more participate from ESL learners, since they make up 70% of Project Read students, this also means that I did not receive feedback from a significant segment of Project Read's stakeholders. In addition, the students who participated were at the intermediate or borderline intermediate level. We were only able to recruit two advanced-level students, and neither of them finished the process to give feedback. Because these lesson plans were designed with advanced students in mind (those most likely preparing for college attendance), this is another limitation to the representativeness of my sample group. Similarly, one tutor commented that I ought to make the lesson plans more interesting for younger students. I hadn't thought about the need to create adaptation for younger students, but Project Read allows students ages 16-18, as well as adults. After reading this comment in the evaluation I discovered that students 19 and younger make up 10% of Project Read's students, again a significant segment of the target audience for the transition curriculum, since they are close to the normal college entrance age. Future work in this area might include a second evaluation of the lesson plans at Project Read, with special effort made to recruit both native and non-native English speakers at all levels, and to determine the need for a variation for younger learners.

Third, while I was able to collect feedback from three of the students at Project Read, a considerable period of time had lapsed between the completion of the lesson plans and the time that I interviewed them to get the feedback. Because of this, students weren't able to give as many details in their feedback as I would have liked. There were times when students said that they couldn't remember part of a lesson to give feedback on it, or they couldn't remember which

materials they had liked or disliked. This happened for several reasons: the distance that I had to travel to interview students in person, scheduling conflicts that prevented interviews from happening earlier, and difficulty getting students to return my phone calls. Again, if another evaluation at Project Read is completed, I think it should arrange for student interviews to be done immediately after lesson completion, the same day if possible. The interviews that I did in person seemed the most effective in gaining helpful feedback because of the possibility of looking at lesson plan materials together. I would highly recommend this type of interview for Project Read students in the future.

Finally, while teaching the basic college skills to Project Read students was the main focus of the BCS Transition Curriculum, the evaluation provides very little data about the efficacy of the lesson plans in teaching the college skills. The feedback that I received from tutors and students was all qualitative in nature, and mostly gave me feedback on the usability and accessibility of the lesson plans. Another evaluation, focusing on objectively measuring skill use (both before and after lesson plan implementation), would provide better data about the acquisition of the skills.

In spite of these limitations, the feedback from the participating tutors and students was very valuable in making the final revisions of the lesson plans. There were several areas that recurred as themes in the feedback, letting me know where true problems lay. Additionally, I was able to get feedback on the majority of the lesson plans and use that feedback to determine how to revise the remaining lesson plans. I have received much positive feedback about the BCS Transition Curriculum from the Project Read tutors and students, Ms. Brown, Dr. Baker-Smemoe, and my committee. I think that the lesson plans will be very valuable to Project Read. The limitations discussed here provide an opportunity for others to do a more in-depth evaluation

and revision of the curriculum in the future, to ensure that the lesson plans continue to meet the needs of Project Read stakeholders.

Lessons Learned

Despite the previously mentioned limitations, the creation and evaluation of the BCS Transition Curriculum taught me several valuable lessons. First, I learned that having a plan clear in my mind, writing it down, and communicating that plan to those I work with, is absolutely essential in ensuring smooth collaboration on a large project like this.

Second, imperfection is not only okay, it must be expected in order to complete a project within the allotted constraints of time and effort. There were some parts of the project that I would have spent many more hours on, but it wasn't possible if I was to complete the project.

Third, the fresh perspective and professional experience that my collaborators brought to the table made a significant difference to my end product and revealed areas that needed improvement that I would have missed. I frequently thought, "I'll keep working on this a little longer and get it perfect before sending it to Dr. Baker-Smemoe or Ms. Brown." But I always made more progress when I had someone to look at my work with me.

Recommendations

To other curriculum designers, I would recommend several courses of action to make the design process a more positive experience. First, the initial needs assessment should include the personal needs of the curriculum designer, including time and effort constraints, deadlines, and work style. At least some of these needs should be met in the plan for the project development.

Second, curriculum designers should communicate these needs to other collaborators and stakeholders in the project. They will collaborate more smoothly working within clearly communicated constraints.

Third, curriculum designers should anticipate problems, decide how to eliminate them within the constraints of the project, and expect that some problems will require more time or energy to fix than is available to them. Without balancing curriculum needs and project resources, curriculum designers will find themselves unable to successfully complete the project.

Finally, whether for an individual or group project, curriculum designers should seek fresh perspectives and advice from other professionals. This not only results in a better product; it results in valuable learning for the curriculum designer and meaningful collaborative relationships.

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Appendices

Appendix A: Basic College Skills Transition Curriculum Lesson Plans

In the following pages, I have included the final drafts of all of the lesson plans in the Basic College Skills Transition Curriculum.

Curriculum Introduction

Curriculum Objectives

The purpose of the Basic College Skills Transition Curriculum is to help Project Read students transition from community literacy education to other academic or occupational pursuits. The curriculum provides opportunities for students to learn about and practice some basic college skills that they need to achieve their goals.

The skills practiced include Textbook Reading, Classroom Lecture Skills, Study Organization, Test Taking, Computer, and Time Management. Even though these are all basic college skills, the lesson plans in this curriculum can be used by those who are not planning on attending college but are rather trying to increase skills that will help them advance in their job or qualify for better employment.

To practice these skills, students will use the subject matter of U.S. History to read, write, and study. The first lesson plan, U.S. History Vocabulary, introduces the subject and some important vocabulary that is found in all of the passages that will be used in the other lessons. If the student is familiar with the topic and the vocabulary of the first lesson, you should consider condensing the lesson plan or only using activities that most engage your student, to provide a helpful review while maintaining student interest.

The following table shows a possible order for completing the lessons; however, these lessons plans can be taught in any order, and you should decide which lessons to focus on by talking to your student about his/her interests.

First lesson	Subsequent skill lessons
U.S. History Vocabulary	Textbook Reading
	Lecture Note-Taking
	Study Organization
	Test-Taking
	Computer
	Time-Management

Since you can use these lesson plans in any order, you should use the Lesson Connections section of each lesson guide to choose activities that will help link the current lesson plan with past lesson plans. You might consider including a discussion in the Review or Overview portions of the lesson procedures to talk about how previously learned skills relate or apply to the new skill to be learned.

Some lesson plans require the use of a textbook, *Short Lessons in U.S. History*. This book can be borrowed from the Project Read library. While some students will want to learn more about U.S. History, these lesson plans use the textbook as a tool only to provide practice in these basic college skills. Students should not expect the lesson plans to provide extensive U.S. History education, or

prepare them for the U.S. Naturalization Test. However, learning the U.S. History vocabulary will help them when they do study for the U.S. Naturalization Test. And students may choose to do more reading in the textbook outside the scope of these lesson plans to satisfy their desire to learn more. And in the first lesson guide's "Further Resources" section, you will find resources that you can show your student for further study.

Lesson Preparation

Each lesson plan includes supporting materials (activities, textbook passages, worksheets, etc.) and a **lesson guide** (a document to guide you in organizing the lesson and using the supporting materials.) The lesson guide includes sections that talk about objectives, preparation, materials, lesson procedures, lesson variations, homework, and further resources. All required materials are included with the lesson plan, or can be borrowed from the Project Read library. Even though all of the lesson plan materials have been gathered and organized, considerable preparation is still required of you, as the tutor, in order for the lesson to run smoothly. You must:

- choose which lesson procedure variation to use (general procedures or an ESL Variation),
- gather the materials,
- preview the activities and materials,
- decide which activities and materials will benefit your student most,
- decide which activities and materials will be most difficult for your student and how to help them understand it,
- read the directions for each activity and be prepared to restate them to your student,
- think about how your student's specific attributes and needs will affect the flow of the lesson,
- and modify the lesson for your specific student, taking all of these things into account.

You should spend at least 30 minutes for each tutoring session, reading the lesson plan and preparing to teach it to your student.

Modifying Lesson Procedures

Depending on your student's needs, you can modify any aspect of the lesson plans. It is up to you to determine the degree to which the planned materials are meeting the needs of your student. The paragraphs in this section give ideas of lesson plan areas that you can change, but you should gauge your student's involvement and understanding frequently throughout the lesson and make changes as you see fit. Some of these changes might include the length of time spent on the materials, the order of the lesson materials, and how in depth you cover the subject matter.

Each lesson plan is intended to last 1.5 hours. However, there may be different reasons that the lesson cannot be completed in that time. Any student may decide that they need more time with an activity. This may frequently be the case with non-native English speakers. If your student is an ESL speaker, you should consider giving your student more time for preparation and completion of each activity, and then dividing the lesson plan material into two or more tutoring sessions. You might wait and see how far you can get in one tutoring session before deciding, but if you do, during your preparation take note of stopping points in the lesson plan so you don't start an activity that you won't be able to finish during the tutoring session.

Activities in each lesson plan build on one another, so it is recommended that you complete them in order. However, if a student is less interested in an activity, or already has the requisite knowledge practiced in it, then it might be more productive to skip that section, or complete it at the end of the tutoring session as extra practice.

You may also decide to not cover the material as fully as the lesson guide suggests, shortening the time you spend on it or only using parts of a worksheet. It is important to review the entire lesson plan before making decisions to skip or modify a part of the lesson plan. This will help ensure that the student gains the necessary information for the parts of the lesson plan that you do want to complete with them.

Extra Practice

Some students may want or need extra practice with the content of a lesson plan. There are several resources for you to add extra practice into a tutoring session. First, there are homework suggestions at the end of each lesson plan that you can assign, or you can complete them during a tutoring session together instead.

Second, students may want to practice words that they've learned during a lesson. You can have impromptu vocabulary tests, where you say a word and the student has to spell it correctly or write it in a sentence. Students also enjoy using flashcards, and they can be used as a way to practice vocabulary from any lesson plans.

Finally, students may need more practice with the U.S. History vocabulary found in the first lesson plan. If that is the case, there are extra worksheets from that lesson that can be used in any tutoring sessions after that. If the student needs help memorizing most of the definitions, there are more *Vocabulary Practice* Worksheets (and some crossword puzzles) for extra practice. If the student has a difficult time decoding smoothly, there are extra Rapid Word Recognition Worksheets. You can also assign these worksheets as homework.

Lesson Plan Materials

There are a lot of supporting materials in each lesson plan. To prevent confusion about these materials, each lesson guide has a list of materials that are necessary for the lesson, listed in the order they are used. Any materials that need to be checked out from the Project Read Library are listed. And the materials that come with the lesson guide are also included in the order they are used.

U.S. History Vocabulary

Objectives

After this lesson, your student will be able to:

- Understand the general meaning of the previewed vocabulary within the context of U.S. History.
- Recognize the previewed vocabulary in written U.S. History texts.

Lesson Preparation

In preparation for this lesson you should:

- Think about the homework from the last tutoring session, so you can review it with your student.
- Preview the entire lesson to help the tutoring session go smoothly.
- Decide if the student needs to use the ESL Variation or not.
- After previewing the lesson, make any changes that seem necessary to meet your particular student's needs and literacy level.
- Preview the Lesson Connections and Further Resources sections for optional additional material.
- Print copies of or check out any materials you will use in this lesson.
- Preview the vocabulary items in the U.S. History Vocabulary List to make sure you are familiar with words that may be used in the textbook passages.
- Choose one or two homework assignments from the list at the end of the lesson, or create your own homework assignments.
- Read the Extra Practice section to decide if you want to incorporate the extra worksheets in future tutoring sessions.

Materials

These are the materials needed for this lesson. You will use them in the order they are listed in.

- U.S. History Vocabulary List
- U.S. History Vocabulary List, ESL Version
- *Rapid Word Recognition* Worksheet 1
- *Vocabulary Practice* Worksheet 1
- *Morphological Awareness* Worksheet 1
- *Short Lessons in U.S. History* textbook
- *Short Lessons in U.S. History* Passages 1-3, Tutor Copies and Vocabulary Worksheets

Lesson Procedures

- **R**eview: Talk about homework from the previous tutoring session. (5-10 minutes)
- **O**verview: Introduce the topic of U.S. History. (5 minutes)
  - Have the student tell you some things that he/she already knows about U.S. History.
  - Ask the student why U.S. History would be important to learn about.
    - Explain that U.S. History is a required course at most universities.
  - Ask your student to think of why it is important to learn U.S. History vocabulary.
    - Explain that your tutoring sessions will use a U.S. History textbook and U.S. History lectures to practice college skills. The student will need to be familiar with U.S. History vocabulary so the content of the text isn't too difficult and distracting.
- **P**resentation: Learning the words on the U.S. History Vocabulary List. (40 minutes)
  - Have the student read the U.S. History Vocabulary List (words and definitions) aloud. Answer questions that the student has about the definitions.
  - Complete the *Rapid Word Recognition* Worksheet with the student. This worksheet will help the student decode the U.S. History Vocabulary words rapidly, as well as develop general decoding skills. Complete the examples first, answer the student's questions, and have him/her complete the worksheet as fast as possible.
  - Do the *Vocabulary Practice* Worksheet with the student. For each activity, complete the example, answer the student's questions, and have him/her finish the section. This worksheet will help the student remember the definitions of the vocabulary words.
  - Read the *Morphological Awareness* Worksheet with the student. This worksheet will teach that slightly different word forms have related meanings. For each activity, show the example, answer the student's questions, and have him/her finish the section.
- **E**valuation: Read *Short Lessons in U.S. History* Passage 1. (25 minutes)
  - Open *Short Lessons in U.S. History* to pages 22-25. Read the instructions on the Passage 1 Tutor Copy, then have the student skim, looking for and pointing out words from the vocabulary list (the base word or another form). Ask the student to point to the first appearance of each word. Follow along on the Passage 1 Tutor Copy. As the student points out a new vocabulary word, have the student read the sentence aloud. Compare the definition from the vocabulary list with the use of the word in the sentence. Ask the student to decide if the definition and the use in the sentence match. This activity evaluates the student's decoding skills and understanding of the vocabulary definitions.
  - Give the student the Passage 1 Vocabulary Worksheet. Have him/her fill in the blanks with the vocabulary words that have been removed. When the student misspells a word, suggest looking at the list again for the correct spelling. This activity evaluates vocabulary acquisition.
  - If there is time, repeat these activities with one or two more *Short Lessons in U.S. History* passages. There are tutor copies and worksheets for Passages 2 (pp. 31-35) and 3 (pp. 35-36, 38). The Passages 2 and 3 Vocabulary Worksheets get more difficult, giving only the first letter or showing only the bottom half of the word. These worksheets can be completed at home if you review the instructions and complete the examples first.
- **S**ummary: Wrap up the lesson. (10 minutes)
  - Answer the student's questions about U.S. History vocabulary from the lesson.
  - Explain again that knowing this vocabulary will help the student focus on the college skills in future lessons, and learning about U.S. History will be required in college.
  - Tell your student about the homework. (See homework section below.)
  - Determine with the student which college skill will be taught after this lesson.

ESL Variation

If your student is learning English as a second language, adjust the lesson procedures according to this ESL Variation and your student's specific needs and literacy skills. The ESL Variation includes instructions for you to consider in addition to the instructions in the general procedures above. If a section of the lesson plan is not changed in the ESL Variation, it will not be listed below.

- Consider presenting the lesson in two tutoring sessions instead of one. This will allow you to take more time for all of the sections and make sure that the student understands the material.
- Watch the student for signs that he/she doesn't understand your questions, your instructions, the directions on a worksheet, or the content of a reading passage. Prepare to stop and talk about vocabulary during the lesson. Help the student speak and write using new vocabulary.
- Procedural vocabulary specific to this lesson includes adjective, adverb, blank, context, homework, label, match, noun, preposition, skim, verb, and worksheet. Content vocabulary specific to this lesson (aside from the vocabulary focused on in the lesson materials) includes British, frontier, parliament, patriot, plantation, surrender, and troops.
- **P**resentation: Learning the words on the U.S. History Vocabulary List.
    - Read the U.S. History Vocabulary List, using the ESL Version. Read the words and definitions aloud with the student. You might try alternating reading, or have the student read the word and then you read the definition. Practice the correct pronunciations of the words with the student. Encourage the student to take notes on meaning or pronunciation in the notes area.
    - Do the *Vocabulary Practice* Worksheet with the student. Take note of specific words that the student has problems memorizing. Review these words again from the U.S. History Vocabulary List before moving on to further activities.
    - Go through the *Morphological Awareness* Worksheet with the student. This activity may be too difficult for ESL students, especially with words being learned for the first time. If this is the case, modify the activity to talk about the different forms of vocabulary words that are already familiar to the student.

Homework

Choose one or two homework assignments for your student, or create some of your own:

- Have the student finish any activities that were not completed during the lesson.
- Have the student complete another *Vocabulary Practice*, *Morphological Awareness*, or *Rapid Word Recognition* Worksheet.
- Assign the *Short Lessons in U.S. History* Passage 2 or 3 for reading at home, and the worksheet that goes with it. *Short Lessons in U.S. History* Passage Worksheets 2 and 3 use the first letter or the last half of the vocabulary words. Review the directions before the student takes it home.
- Assign the student to read one of the *Short Lessons in U.S. History* Passages, and write a summary of it. He/She should use 5-10 vocabulary words. Give a quick demonstration of how to summarize (include only main ideas, use his/her own words, and write in complete sentences).

The student should discuss this homework with you at the beginning of the next tutoring session.

Extra Practice

After this lesson, you should gauge the student's abilities to read and work with materials that contain the U.S. History vocabulary words. If the student needs help memorizing most of the definitions, there are more *Vocabulary Practice* Worksheets (and some crossword puzzles) for extra practice. If the student has a difficult time decoding smoothly, there are extra Rapid Word Recognition Worksheets. You can assign one or two worksheets as homework or use them during future tutoring sessions.

Further Resources

Students interested in learning more about U.S. History vocabulary can explore these resources:

- http://quizlet.com/subject/random-us-history/ for other U.S. History vocabulary practice
- http://ushistory.pwnet.org/PDFs/USI_Vocabulary.pdf for other U.S. History vocabulary practice
- http://www.apstudynotes.org/us-history/vocabulary/ for flashcards of U.S. History facts
- http://www.citizenshipstudyguide.com/ for help studying for the U.S. Naturalization Test

The materials in this lesson plan were created or adapted by Meredith Gravett. Adapted materials came from the following sources:

- Paul Nation's Range Program: www.victoria.ac.nz/lals/staff/paul-nation.aspx
- William H. Fletcher's kfNgram Program: www.kwicfinder.com/kfNgram/kfNgramHelp.html
- *Short Lessons in U.S. History*, by E. Richard Churchill and Linda R. Churchill
- www.quizlet.com for vocabulary definitions and online flashcards
- http://www.textproject.com/franklyfreddy/morphological-awareness for information on morphological awareness

U.S. History Vocabulary

1. **area** - (noun) - a space, region, or section of land
2. **army** - (noun) - the military land forces of a country
3. **attack** - (verb) - to begin to injure, hurt, or damage
4. **battle** - (noun) - a fight between two sides
5. **capture** - (verb) - to take control over
6. **colony** - (noun) - a settlement that is ruled by a distant government
7. **congress** - (noun) - a group of people who make laws for the United States
8. **cotton** - (noun) - a plant with fibers that are made into thread and fabric
9. **during** - (preposition) - throughout
10. **the English** - (noun) - the people of England
11. **famous** - (adjective) - very well-known
12. **finally** - (adverb) - after a long time or delay
13. **fort** - (noun) - a large, strong building defending an important place
14. **gold** - (noun) - a soft, yellow precious metal
15. **goods** - (noun) - things that people make or grow; they can be bought and sold
16. **government** - (noun) - the organization that controls or rules a nation
17. **huge** - (adjective) - very big
18. **Native Americans** - (noun) - the first people living in North or South America, or their descendants
19. **ocean** - (noun) - a large body of salt water that surrounds land
20. **peace** - (noun) - freedom from violence and war
21. **president** - (noun) - the leader of the United States
22. **revolution** - (noun) - a great or complete change in government
23. **river** - (noun) - a large stream of water that flows over land
24. **several** - (adjective) - three or more
25. **ship** - (noun) - a large boat
26. **slave** - (noun) - a person who is owned by someone else
27. **soldier** - (noun) - a person who fights for their country
28. **the South** - (noun) - part of the United States, where farming and slave labor were common
29. **southern** - (adjective) - from the south
30. **state** - (noun) - a region (part of a country) ruled by local government
31. **terrible** - (adjective) - very bad, unpleasant
32. **territory** - (noun) - a region (part of a country) ruled by the country's government
33. **the United States** - (noun) - North American country with 50 states; started out with 13 colonies

U.S. History Vocabulary (ESL)

Take Notes: meaning, pronunciation

1. **area -** (noun) - a space, region, or section of land
2. **army** - (noun) - the military land forces of a country
3. **attack -** (verb) - to begin to injure, hurt, or damage
4. **battle** - (noun) - a fight between two sides
5. **capture -** (verb) - to take control over
6. **colony -** (noun) - a settlement that is ruled by a distant government
7. **congress -** (noun) - a group of people who make laws for the United States
8. **cotton -** (noun) - a plant with fibers that are made into thread and fabric
9. **during -** (preposition) – throughout
10. **famous -** (adjective) - very well-known
11. **finally -** (adverb) - after a long time or delay
12. **ocean -** (noun) - a large body of salt water that surrounds land

Take Notes: meaning, pronunciation

13. **fort** - (noun) - a large, strong building defending an important place

14. **gold -** (noun) - a soft, yellow precious metal

15. **goods -** (noun) - things that people make or grow; they can be bought and sold

16. **government** - (noun) - the organization that controls or rules a nation

17. **huge -** (adjective) - very big

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19. **peace** - (noun) - freedom from violence and war

20. **president** - (noun) - the leader of the United States

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22. **river** - (noun) - a large stream of water that flows over land

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25. **slave -** (noun) - a person who is owned by someone else

26. **soldier** - (noun) - a person who fights for their country

Take Notes: meaning, pronunciation

27. **southern -** (adjective) - from the south

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31. **the English** - (noun) - the people of England

32. **the South** - (noun) - part of the United States, where farming and slave labor were common

33. **the United States** - (noun) - North American country with 50 states; started out with 13 colonies

Rapid Word Recognition 1

Directions: Match vocabulary words. Read the word on the left and all of the options on the right. Circle the word on the right that matches the vocabulary word. Do this as quickly as possible. Do not take time to correct yourself. After you have completed all the items, go back and correct your mistakes.

Examples:

A. American | (American) Amateur Amazon America	B. colonies | colonist (colonies) colonists colons

Exercises:

1. army | armory armies arm wormy army	27. the English | the Engine the English the England
2. finally | finally finely firmly funnily homily	28. southern | mothers northern southern soother
3. soldier | shoulder soldier soldiers solid solider	29. huge | huge bulge huger hugs kluge luge
4. native | mature native motive nation nature	30. the South | the South the Scout the Stout
5. American | Amateur Amazon America American	31. cotton | colton cotton cotter cottons rotten
6. slave | saliva shave slaver slave slaves sliver	32. fort | dart fore fort forth hurt tort
7. river | caver liver river raver rival rover	33. attack | aback attacks attract embark attack
8. ocean | croon oceans ocean roans scenes	34. peace | pearl pears peace pierce pours queer
9. battle | batter bottle bustle tattle battle	35. colonies | colonist colonists colonies colons
10. the English | the English the Engine the England	36. army | armory army armies arm wormy
11. southern | mothers northern soother southern	37. finally | finely firmly finally funnily homily
12. huge | bulge huger hugs huge kluge luge	38. soldier | shoulder soldiers solid solider soldier
13. the South | the Scout the Stout the South	39. native | mature motive native nation nature
14. cotton | colton cotter cotton cottons rotten	40. American | Amateur Amazon American America
15. fort | dart fort fore forth hurt tort	41. slave | slave saliva shave slaver slaves sliver
16. attack | aback attacks attract attack embark	42. river | caver river liver raver rival rover
17. peace | peace pearl pears pierce pours queer	43. ocean | croon ocean oceans roans scenes
18. colonies | colonist colonists colons colonies	44. battle | batter bottle bustle battle tattle
19. army | army armory armies arm wormy	45. the English | the Engine the England the English
20. finally | finely firmly funnily finally homily	46. southern | southern mothers northern soother
21. soldier | soldier shoulder soldiers solid solider	47. huge | bulge huge huger hugs kluge luge
22. native | mature motive nation native nature	48. the South | the Scout the South the Stout
23. slave | saliva slave shave slaver slaves sliver	49. cotton | colton cotter cottons cotton rotten
24. river | caver liver raver river rival rover	50. fort | dart fore forth hurt fort tort
25. ocean | croon oceans roans scenes ocean	51. attack | aback attacks attack attract embark
26. battle | batter bottle battle bustle tattle	52. peace | pearl peace pears pierce pours queer

Vocabulary Practice 1

Matching

Directions: Choose the definition on the right that goes with the vocabulary word on the left. Write the letter in the blank next to the vocabulary word. One definition has already been matched for you, and two of the definitions will not be used.

Example: __J__ attack

1. _____ capture
2. _____ famous
3. _____ gold
4. _____ ocean
5. _____ president
6. _____ revolution
7. _____ soldier
8. _____ territory

A. a great or complete change in government
B. a large body of salt water that surrounds land
C. a person who fights for their country
D. a region (part of a country) ruled by the country's government
E. a soft, yellow precious metal
F. after a long time or delay
G. freedom from violence and war
H. the leader of the United States
I. the organization that controls or rules a nation
J. to begin to injure, hurt, or damage
K. to take control over
L. very well-known

Multiple Choice

Directions: Circle the vocabulary word in parentheses to correctly complete the sentence.

Example: The young man wanted to join the (army, congress) and fight for his country.

1. I want to get good grades this semester. It would be nice to get (several, terrible) A's and B's.
2. John's shirt is made out of (cotton, during).
3. Lilly wants to buy a (goods, huge) dog.
4. Shelly jumped out of the (ship, state) into the water.
5. The (area, battle) between the two armies lasted for 9 hours.

Labeling

Directions: Look at each word below. Label each word a "noun", "adjective", "adverb", or "verb."

Example: capture - __verb_____

1. attack - _____
2. finally - _____
3. government - _____
4. southern - _____
5. terrible - _____
6. the United States - _____

Question Word Bank

Directions: Answer the following questions with these vocabulary words. Each word is used only once. Two words have been written in for you already

colonies	fort	ocean	~~peace~~	revolution	river	soldiers	~~the English~~

1. Choose two words that are NOT physical objects that you can touch. peace and _____
2. Choose two words that are groups of people. the English and _____
3. Choose two words that are places where people live. _____
4. Choose two words that are geographical locations. _____

Fill in the Blank

Directions: Complete each sentence using the vocabulary words to the right.

	Example: We need to ____capture_____ the lion that is running loose in this _____area_____ or there will be a _____terrible_____ accident.	area, capture, terrible
1	The _____ in the _____ part of the state is gone. Two armies fought a big _____ over it and destroyed it.	battle, fort, southern
2	_____ the year 2000 there was a _____ that changed politics and the way that the _____ functioned.	during, government, revolution
3	On the _____, sometimes ships _____ other ships and then turned their prisoners into _____.	attacked, ocean, slaves
4	I really need to buy some _____ here in _____. They are _____ for some of their foods.	famous, goods, the South
5	A lot of _____ is grown in the _____ of Georgia, and many _____ bring it to other parts of the world.	cotton, ships, state
6	Before the Europeans arrived and settled this _____, there were _____ groups of _____ living in this area.	huge, Native Americans, territory
7	_____ liked finding _____. They usually settled _____ in places where there was a lot of it.	colonies, gold, the English
8	The _____ was tired of being in the _____; he wanted _____.	army, peace, soldier
9	After waiting for _____ hours, Lisa was _____ able to cross the bridge over the _____.	finally, river, several
10	In _____, the _____ and the people in _____ are elected.	congress, president, the United States

New Words

Directions: Choose 5 words that are new to you, find the definitions in a dictionary, and write them here.

Example: ship = a large boat
Word 1: _____ = _____
Word 2: _____ = _____
Word 3: _____ = _____
Word 4: _____ = _____
Word 5: _____ = _____

Answer Key

Matching

1. k
2. l
3. e
4. b
5. h
6. a
7. c
8. d

Multiple Choice

1. several
2. cotton
3. huge
4. ship
5. battle

Labeling

1. verb
2. adverb
3. noun
4. adjective
5. adjective
6. noun

Question Word Bank

1. revolution
2. soldiers
3. colonies, fort
4. ocean, river

Fill in the Blank

1. fort, southern, battle
2. during, revolution, government
3. ocean, attacked, slaves
4. goods, the South, famous
5. cotton, state, ships
6. territory, huge, Native Americans
7. the English, gold, colonies
8. soldier, army, peace
9. several, finally, river
10. the United States, president, congress

Morphological Awareness

An important reading skill is morphological awareness. **Morphological awareness** is understanding the parts of a word that give it meaning and how words with similar parts are related. For example, the vocabulary words you have learned can be changed to make other words with different, but similar, forms (spelled and/or pronounced differently); and different, but similar, meanings. For example, "soldier" and "soldiers" have different forms (one has an "s" at the end) and different meanings ("soldier" is one person who fights for their country, "soldiers" is two or more). Learning about the different parts of these words how these words are related increases your morphological awareness. Morphological awareness helps you relate new words to familiar words, which helps you read better. Complete the exercises below to increase your awareness of word forms and their related meanings.

Related Meanings

Directions: Are the meanings of the two words are related? Circle yes or no. Explain your answers.

Example:	area	arena	yes	(no)	An area is a space. An arena is a place for sports.
1.	congress	congregate	yes	no	
2.	during	daring	yes	no	
3.	good	goods	yes	no	
4.	president	present	yes	no	
5.	rival	river	yes	no	
6.	shipping	ship	yes	no	
7.	slavery	slave	yes	no	
8.	soldier	solider	yes	no	
9.	statehood	state	yes	no	
10.	territory	terrible	yes	no	

Word Endings

Directions: Add the correct ending to each word. Each ending is used at least once, and if there are only two endings in a group, one of them will be used twice. The last group has one word that doesn't need an ending to be an adjective. For that word write "No ending" on the line.

Example: Nouns: -ation, -er, (no ending)
state (no ending)
sing er
examin(e) ation

Noun: -ment, -s, -tion
1. govern _____
2. revolu _____
3. river_____

Verb: -ize, -ify
4. colon _____
5. fort _____
6. revolution _____

Adjective: -ern, -ible, (no ending)
7. final _____
8. south _____
9. terr _____

Fill-in-the-Blank

Directions: Complete the sentences with the noun that is related to the word in bold.

Example: The _____captive_____ has escaped! We need to **capture** him again!

1. The **congressman** will try to persuade the rest of _____ to create the law.
2. The American colonists beat **the English** and sent them home to _____.
3. When we get to the _____ we need to make it stronger. We will **fortify** it quickly.
4. End violence and **peacefully** fix the problem! We want to have _____!
5. The _____ is the person who **presides** over the group.
6. The common people started the _____. Many of them are **revolutionaries**.
7. The package will be **shipped** tomorrow. They put it on the _____ today.
8. **Slavery** used to exist in the United States. Now there aren't any _____ here.
9. I want to go to the **southern** part of the United States, which is called _____.
10. That dog is very **territorial**. It doesn't want us to walk in its _____.

Word Sets

Directions: Each set of words is missing a word for at least one part of speech (If a part of speech has "XXXXXXX" in its spot, this means that there is no word for that part of speech in this set). On the blank, write down the vocabulary word that fits into each set of words for the missing part of speech.

	Noun	Verb	Adjective	Adverb
Example: _____army_____	_____	to arm	armed	XXXXXXX
1. _____	attacker	_____	XXXXXXX	XXXXXXX
2. _____	_____	to battle	embattled	XXXXXXX
3. _____	captive	_____	XXXXXXX	XXXXXXX
4. _____	_____	to colonize	colonial	colonially
5. _____	_____	XXXXXXX	cottony	XXXXXXX
6. _____	fame	XXXXXXX	_____	famously
7. _____	finale	to finalize	final	_____
8. _____	_____	XXXXXXX	golden	goldenly
9. _____	_____	to govern	governed	governmentally
10. _____	XXXXXXX	XXXXXXX	_____	hugely
11. _____	_____	XXXXXXX	oceanic	XXXXXXX
12. _____	XXXXXXX	XXXXXXX	_____	severally
13. _____	southerner	XXXXXXX	_____	southerly
14. _____	XXXXXXX	XXXXXXX	_____	terribly

Answer Key

Related Meanings

1. yes
2. no
3. yes
4. no
5. no
6. yes
7. yes
8. no
9. yes
10. no

Word Endings

1. -ment
2. -tion
3. -s
4. -ize
5. -ify
6. -ize
7. no ending
8. -ern
9. -ible

Fill-in-the-Blank

1. congress
2. England
3. fort
4. peace
5. president
6. revolution/revolt
7. ship
8. slaves
9. the South
10. territory

Word Sets

1. army
2. attack
3. battle
4. capture
5. cotton
6. famous
7. finally
8. gold
9. government
10. huge
11. ocean
12. several
13. southern
14. terrible

Passage 1 Tutor Copy

Read aloud: "Skim the passage looking for the vocabulary words. The first time you see each word, point it out to me. After that, you don't have to point it out."

Tutor Copy: The first time a word appears, it's bolded and underlined. The second time, it's just underlined. Use this copy as a key to help the student find all the vocabulary words. The student may have the hardest time identifying the words "shipped," "Southerners," and "Revolutionary". These are words within the word families of "ship," "southern," and "revolution," but they are different parts of speech and have different word forms. Talk to the student about the word endings and how they change the meaning of the base word. The base word "revolution" is not found in this passage, but the other two base words are. These words have a box around them so you can find them easily.

"The English" is first used as an adjective phrase, to describe the noun that follows it. This is a different part of speech than "the English" from our vocabulary list, but with no change of form. The first use of "the English" is an adjective phrase and the second is a noun phrase. They are found in the same paragraph; the first is bolded and underlined, and the second has a box around it to help you find the right context for this discussion. Explain the difference between "the English" (adjective phrase; followed by a noun) and "the English" (noun phrase; meaning the English people as a whole).

LIFE IN THE **COLONIES**

Life in the Spanish colonies of the new land was entirely different from life in the other colonies. Usually the land in the Spanish colonies was owned by large landholders. These rancheros of the Southwest owned **huge** **areas** of land. Much of the work was done by **Native American** workers, who were actually **slaves** to the Spaniards.

The Catholic Church played an important part in the lives of the Spanish colonists. All too often, the church itself was guilty of treating Native Americans badly. The church became a partner in the hunt for **gold** and silver. Because of the Spanish greed for gold, many Native Americans died in the mines trying to bring the precious metal out from under the earth.

The French got along well with the Native Americans. Their settlements were built because of trade, usually along **rivers**. In addition to the cities and trading posts along the St. Lawrence River and the Great Lakes, the French began to settle along the Mississippi River. Such cities as New Orleans and St. Louis began as trading cities. Also, these cities gave the French control of the river.

The English colonists were unlike either the French or the Spanish. The English treated the Native Americans far better than the Spaniards did. However, the English did not get along with the Native Americans as well as the French did. In general, the English wanted land for farms. They cleared the forests and planted crops. The French usually did little farming.

Life in the English colonies was different from colony to colony. In **the South**, the plantation system developed. Plantations were huge farms of up to **several** thousand acres. The owner used slaves to do

the farming on the plantation. Usually only one crop was grown on the plantation. For years that crop was tobacco, which was **shipped** to Europe. Some plantations grew rice, and later **cotton** became the most important crop. Since raising only one crop wore out the soil, plantation owners needed increasing amounts of land.

The plantation was usually along a river. This helped in the shipping of crops. A boat came right to the plantation to collect the crop. Roads were so poor it was impossible to ship tons of tobacco or cotton by wagon.

Life for the plantation owners was interesting. The people dressed well, visited friends at other plantations, and gave parties.

Boys were educated by teachers who came to live at the plantations. When a boy was ready for college, he was often sent to England. Girls did not attend college.

Religion was not nearly as important to the **Southerners** as it was to the people of New England. Churches were not very strong in the Southern colonies.

Not everyone in the Southern colonies lived on plantations. Many small farmers barely made a living and owned no slaves. Then, as now, there were more poor people than rich people.

North of Maryland were the Middle colonies. Farms here were smaller than Southern plantations, and very few slaves were used. Most people made a living from trading and shipping **goods** or some other business. Quakers and Catholics mixed with people of other religions.

The Middle colonies were in between the Southern and New England ways of life. School was more important than in the South, but not as important as in New England. Life was harder than in the South, but not as harsh as in New England.

The New England farms were often poor, so the people had to find other ways of making a living. Tall forests were used for shipbuilding. Ships meant fishing and trading. Many New Englanders lived as fishermen or sailors.

The clothing of the people of New England told much about their lives. Black and gray were common colors.

Religion was important to people in the New England colonies. The Puritans had the strictest religion. Church attendance was required of everyone. A person who did not belong to the Puritan religion was not allowed to live in many Puritan towns. Remember that this was the reason that the colonies of Rhode Island and Connecticut had been started.

The minister was the most important person in town. His word was law, and only a few daring people ever argued with him.

Every child went to school to learn to read the Bible. Other things were taught, but reading the Bible was the main point of Puritan education. Teachers were allowed to use physical punishment to settle any problems in school. By 1636, Massachusetts had a college. It was called Harvard.

An interesting thing about the Puritan towns of New England was the punishment given to people who did wrong. Who has not talked about someone else to a friend? This is gossip. Gossip was likely to be punished by the ducking stool: a chair on the end of a long pole was ducked into a pool of water. The person guilty of gossiping was tied to the chair.

People who broke laws might have to spend the day standing at a pillory. The head and hands of the lawbreaker were locked in a wooden board. To add to the punishment, the lawbreaker often had to stand on tiptoe to keep from choking.

Other lawbreakers might sit with hands and feet locked in stocks. Sometimes such a person sat on the edge of a board. To make the seat less comfortable, the edge was often sharpened.

Anyone passing a person in either pillory or stocks was allowed to tease the lawbreaker. If some mud was handy, it was all right to throw it at the person. Some people even carried rotten eggs or ripe tomatoes to throw at those being punished.

Other punishments were much harsher. Some towns had a whipping post where lawbreakers were lashed with a long whip. A thief might have a red-hot branding iron used to burn the letter T on his or her forehead. People who swore might have a hole burned through their tongues. Liars were sometimes punished by having their tongues cut out.

Probably the worst of all Puritan punishments happened in the town of Salem in 1692. Some teenage girls claimed they had been bewitched by an old woman. The old woman was found guilty of being a witch and was hanged. The girls accused many other people of being witches. Before long, nineteen innocent people had been hanged and one old man pressed to death with huge rocks.

FRONTIER LIFE AND WAR WITH THE FRENCH

Some settlers did not want to live in the settled colonies. These men and women pushed west into the unexplored forests. Some of them were looking for cheap land where they could begin farming without much money. Others wanted to trap animals for furs. Many of these early frontiersmen just liked the adventure of new places and did not like living near people.

More and more people moved into the lands west of the English colonies. Some used rivers for travel; others followed valleys through the mountains.

When a group of frontier settlers found a place they liked, they would build a **fort** or stockade for shelter and protection. With the stockade as a community center, cabins were built around it and lands cleared for farming.

Perhaps the most **famous** of the early frontiersmen was Daniel Boone. His settlement of Boonesborough in Kentucky was one of the first settlements west of the Appalachian Mountains.

The Native Americans felt threatened by the people who moved into their forests and took their lands. Life on the early frontier was never safe from Indian **attack**.

Another danger for English settlers on the frontier was the French. This danger increased with each new settlement. La Salle had claimed for France all of the land drained by the Mississippi River. This included

all the land between the Appalachian Mountains and the Rocky Mountains. The French were afraid the English settlers would ruin their land for hunting and trapping.

For about 100 years, France and England had fought each other in war after war. Any time these nations fought in Europe, their colonies fought in the New World. For this reason, the French and English colonists did not trust one another.

The French saw increasing numbers of English colonists coming into the Ohio River Valley, so they began to build forts to defend their land. The English felt the French had no right to build these forts. The English said their colonies reached from **ocean** to ocean.

In 1753, the governor of Virginia sent a messenger to warn the French to leave the land along the Ohio River. That messenger was a young man named George Washington. The French paid no attention to the warning. The next year Washington was sent with some **soldiers** to **capture** a French fort. They failed to take the fort and had to surrender to the French. The French sent the soldiers back to Virginia. This was the beginning of the French and Indian War.

In 1755, a British general named Edward Braddock was sent to capture Fort Duquesne, the French fort Washington had failed to capture. Braddock's soldiers built a road for the small **army** to travel on. Washington, who was then with Braddock, warned the general that the French and Native Americans fought from behind trees instead of marching into **battle** as Braddock was used to doing. Braddock paid no attention. Because of this, his army was surprised and Braddock was killed. The English soldiers and Virginia colonists returned to Virginia in defeat. The French had beaten the English.

During the next two years, the French won battle after battle. England did not send enough soldiers to fight a war. The colonists were slow getting their own armies organized. **Finally**, the English sent General Wolfe to lead the colonial armies. Almost at once the English began to win battles. Fort Duquesne was captured at last and renamed Fort Pitt. Today it is called Pittsburgh.

By 1759, the English army was strong enough to attack Quebec, Canada. This French city was built on a high cliff above a river. It was easy for the French to defend their city. The English fired cannons at the city week after week without doing much damage. Then one night General Wolfe sent his soldiers to climb the cliffs. The next morning, French General Montcalm woke up to see English soldiers outside the city walls. Montcalm had his soldiers attack the English troops. In the battle that followed, many men died. Both generals, Wolfe and Montcalm, were killed in the fight. The French lost the battle, however.

With the defeat of Quebec, the French lost the war. The **peace** treaty was finally signed in 1763. The French had to give up all the land east of the Mississippi River. They were allowed to keep the city of New Orleans. England gained control of half of Canada and almost half of what is now **the United States.**

Since Spain had helped France in the war, the English took Florida away from Spain as punishment. France then gave New Orleans and the land west of the Mississippi to Spain. After the **Revolutionary** War, Spain regained Florida for a short while. Spain also secretly returned New Orleans and millions of acres west of the Mississippi to France.

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Passage 1 Vocabulary

Vocabulary words in the passage below have been partially erased. The first half of the word is there, and there are blanks for each letter in the last half. Complete each vocabulary word by filling in the blanks. Use the context (the words in the sentence before and after the blanks) to decide which vocabulary word belongs. If the sentence doesn't give you enough context, read a sentence or two before and after the blanks. If you have to, use your vocabulary list. If a vocabulary word ends differently than shown on the vocabulary list, the ending will be provided for you after the blanks.

Example 1: I am from the 1) st __ __ __ of Arizona.
Answer 1 : I am from the 1) st a t e of Arizona.

Example 2: The United States has had 44 2) pres __ __ __ __ __-s.
Answer 2 : The United States has had 44 2) pres i d e n t -s.

Life in the Colonies

Life in the Spanish 1) co __ __ __-ies of the new land was entirely different from life in the other colonies. Usually the land in the Spanish colonies was owned by large landholders. These rancheros of the Southwest owned huge 2) ar __ __-s of land. Much of the work was done by Native American workers, who were actually slaves to the Spaniards.

The Catholic Church played an important part in the lives of the Spanish colonists. All too often, the church itself was guilty of treating 3) Native __ __ __ __ __ __ __ __ __ badly. The church became a partner in the hunt for 4) go __ __ and silver. Because of the Spanish greed for gold, many Native Americans died in the mines trying to bring the precious metal out from under the earth.

The French got along well with the Native Americans. Their settlements were built because of trade, usually along 5) ri __ __ __-s. In addition to the cities and trading posts along the St. Lawrence River and the Great Lakes, the French began to settle along the Mississippi River. Such cities as New Orleans and St. Louis began as trading cities. Also, these cities gave the French control of the river.

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Life in the English colonies was different from colony to colony. In 7) the S __ __ __ __ , the plantation system developed. Plantations were 8) hu __ __ farms of up to 9) sev __ __ __ __ thousand acres. The owner used 10) sl __ __ __-s to do the farming on the plantation. Usually only one crop was grown on the plantation. For years that crop was tobacco, which was 11) sh __ __-ped to Europe. Some plantations grew rice, and later 12) cot __ __ __ became the most important crop. Since raising only one crop wore out the soil, plantation owners needed increasing amounts of land....

North of Maryland were the Middle colonies. Farms here were smaller than

13) Sout ___ ___ ___ ___ plantations, and very few slaves were used. Most people made a living from trading and shipping 14) go ___ ___ ___ or some other business. Quakers and Catholics mixed with people of other religions.

The Middle colonies were in between the Southern and New England ways of life. School was more important than in the South, but not as important as in New England. Life was harder than in the South, but not as harsh as in New England....

FRONTIER LIFE AND WAR WITH THE FRENCH

...When a group of frontier settlers found a place they liked, they would build a 15) fo ___ ___ or stockade for shelter and protection. With the stockade as a community center, cabins were built around it and lands cleared for farming.

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22) Dur ___ ___ ___ the next two years, the French won battle after battle. England did not send enough soldiers to fight a war. The colonists were slow getting their own armies organized.

23) Fin ___ ___ ___ ___ , the English sent General Wolfe to lead the colonial armies. Almost at once the English began to win battles. Fort Duquesne was captured at last and renamed Fort Pitt. Today it is called Pittsburgh....

With the defeat of Quebec, the French lost the war. The 24) pe ___ ___ ___ treaty was finally signed in 1763. The French had to give up all the land east of the Mississippi River. They were allowed to keep the city of New Orleans. England gained control of half of Canada and almost half of what is now 25) the Unit ___ ___ ___ ___ ___ ___ ___ ___.

Answer Key

1. colonies
2. areas
3. Native Americans
4. gold
5. rivers
6. The English
7. the South
8. huge
9. several
10. slaves
11. shipped
12. cotton
13. Southern
14. goods
15. fort
16. famous
17. ocean
18. capture
19. soldiers
20. army
21. battle
22. During
23. Finally
24. peace
25. the United States

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Passage 2 Tutor Copy

Read aloud: "Skim the passage looking for the vocabulary words. The first time you see each word, point it out to me. After that, you don't have to point it out."

Tutor Copy: The first time a word appears, it is bolded and underlined. The second time, it's just underlined. Use this copy as a key to help the student identify vocabulary words. The student may have the hardest time identifying the words "shipped," and "colonists" because they have different forms and parts of speech than the base word. Talk to the student about the word endings and how they change the meaning of the base word. Both base words have a box around them so you can find them easily.

Additionally, use context to explain the difference between "the English" as an adjective phrase (followed by a noun being described as English) and "the English" as a noun phrase (meaning the English people as a whole). The first use of "the English" describes "colonists" and is an adjective phrase. In the fifth use it appears as a noun phrase, in the fourth paragraph. The first use is bolded and underlined, and the second has a box around it to help you find the appropriate context.

TROUBLE WITH ENGLAND

After the end of the French and Indian War, **the English** **colonists** were allowed to vote for some of the people who would govern them. They could also own land and were free to live as they pleased. This seemed far better than life for the French colonists, who lived the way the **government** told them, or the Spanish colonists, who had to do what the large landowners said. Still, the English colonists were not happy.

For one thing, many of the colonial governors were chosen by the king of England. This gave the king a lot of power over the colonists. Even though the colonists voted for their own representatives to make laws, the governor was very powerful.

There were different ideas about the reasons for having colonies. The colonists felt the colony was for their own good; England felt the colonies were for the good of England. In order to make sure the colonists traded only with England, the Navigation Acts were passed by the English Parliament. The Acts said all **goods** being **shipped** to the colonies had to be English or shipped from England. Also, all ships coming to the colonies had to be English or colonial ships with English or colonial crews. If Holland wanted to send tea to Massachusetts, it first had to send the tea to England, where it was unloaded, put onto English ships, and then brought to Massachusetts. Holland, of course, had to pay for unloading the ships and for the use of the English ships. This was added to the price the colonists paid for the tea.

The English also said the colonists could make, or manufacture, only certain things to trade. For example, the colonists could not manufacture things to sell to France. Nor could they manufacture things English business owners were making for sale. This forced the colonists to depend on England for many things they needed. Many colonists paid no attention to the English laws. Colonial ships often traded with nations other than England. This decision to smuggle helped many colonists grow rich, but it also made the English angry.

At the end of the French and Indian War, the English made **several** changes in the way they ruled the colonies. The English said that since England had sent **soldiers** to protect the colonies, the people of the colonies must pay for the soldiers. Also, the king of England said English soldiers would have to stay in the colonies to protect the colonists from **Native Americans**. When a Native American chief named Pontiac led a great uprising against the colonists in 1763, the English government was certain the colonists needed the English soldiers. It was decided that 10,000 English soldiers would be sent to protect the colonists. The colonists would have to pay a tax to support the soldiers and pay for the cost of the French and Indian War. In addition, the colonists could no longer settle land west of the Appalachians. Worse, any colonists already living west of the mountains had to leave their homes and come back to the colonies. The colonists were angry about this.

Then, in 1765, the English government passed the Stamp Act. This law said that tax stamps must be placed on all legal papers, books, newspapers, and other items. The colonists claimed the tax was not legal, since they had no representation in Parliament. "Taxation without representation" became a common complaint.

Tax collectors hired to sell the tax stamps were treated badly by the colonists. Some stamp sellers were chased out of town. Others were placed on fence rails and carried out of town. Many were covered with hot tar and then coated with feathers. This was enough to discourage most tax collectors….

The victory did not last long. The next year, the Townshend Acts were passed in England. These Acts allowed British soldiers to search any house, building, or ship for smuggled goods. The Acts also placed a tax on such things as lead, paint, paper, glass, and tea. All these things were shipped from England. The money raised from these taxes would pay British officials in America. Also, the New York Assembly, a group of colonial lawmakers, was no longer allowed to meet.

Again, the colonists got angry. People began to talk against England. Many colonial merchants stopped buying English products. Tempers got shorter. Then trouble sprang up in Boston.

During the evening of March 5, 1770, a group of boys in Boston began throwing snowballs at some British soldiers. A crowd gathered. The angry, frightened soldiers fired into the crowd. Five people were killed, including Crispus Attucks, an African American. News of the Boston Massacre spread rapidly through the colonies. Every time the story was told, the number of dead colonists grew. Perhaps the only thing that kept the **peace** was that Parliament decided to repeal the Townshend taxes. Only the tax on tea was kept to show the colonists that England still had the right to tax them.

For the next three years, relations between England and the colonists were pretty smooth. Then, in 1773, trouble over the tea tax began again. England let the tea leave Europe without requiring shippers to pay a tax. This made the tea cheaper than ever before, even with the tax in the colonies still being charged. The colonists thought there was a trick. The smugglers were very unhappy, because tea from England now sold more cheaply than smuggled tea.

On the night of December 16, 1773, a group of colonists dressed as Native Americans climbed aboard a British ship in Boston Harbor. By morning, the entire shipment of tea had been dumped into the harbor. The Boston Tea Party was the last straw for the British.

British lawmakers passed laws to punish Boston. The harbor was closed, so no ships could enter or leave. The Massachusetts lawmakers could no longer meet. More British soldiers were sent to Boston. Citizens of Boston had to allow the soldiers to live in their houses. They had to feed the soldiers as well.

In September of 1774, delegates from twelve colonies met at the First Continental **Congress**. They discussed what should be done to make England understand that the colonists had rights. The Congress protested the taxes to England. The delegates also planned to stop buying British goods. Also, they decided to meet again in May 1775.

THE COLONIES BREAK WITH ENGLAND
Most people knew trouble was coming. Many colonists began to store arms and ammunition, even though it was against the law. On the night of April 18, 1775, British General Gage sent soldiers from Boston to **capture** Samuel Adams and John Hancock, who were helping buy weapons. The colonists were told the soldiers were coming when Paul Revere, William Dawes, and Samuel Prescott rode to warn the colonists. Colonists known as Minutemen gathered to meet the soldiers. Minutemen and soldiers met at Lexington, and several Patriots were killed. More Minutemen met the British at a bridge near Concord. From there, until the soldiers got back to Boston, the Minutemen followed the British, shooting at them from behind fences and trees, a tactic learned from the French and Indian War.

The next **battle** came on June 17. Over a thousand colonists climbed Breed's Hill above Boston on the night of June 16. The next morning, the British found the colonists ready for a fight. Twice the British charged the hill shoulder to shoulder. Twice the colonists drove the British back. On the third **attack**, the colonists ran out of ammunition and had to retreat. The English took the hill, but they lost more men than the colonists lost. The battle of Breed's Hill is remembered wrongly as the Battle of Bunker Hill, a hill nearby where today there is a monument.

It was not until March of the next year that the British were **finally** driven out of Boston. By then the colonial troops had captured a cannon at a British **fort** and were able to fire down on the British from a hill near town.

From the battles at Lexington and Concord until the summer of 1776, many small battles took place. Often the colonists won, but not always. In spite of the fighting, most colonists hoped to settle their problems with England without going to war.

King George III of England would not listen to colonial requests to change the laws. Instead, he had stricter laws passed and began hiring German troops called Hessians to fight the colonists.

The Second Continental Congress met and, after much talking, wrote the Declaration of Independence. The Declaration said the colonies were forming a new nation and were now free of English rule. On July 4, 1776, Congress adopted the Declaration. **The United States** of America became a nation.

Not everyone thought this was a good idea. Many people called Tories or Loyalists were still loyal to King George. These people often fought the Patriots or else moved to Canada to stay out of the fighting that was sure to come.

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Passage 2 Vocabulary

Vocabulary words in the passage below have been partially erased. The first letter of the word is there, and there are blanks for the rest of the letters. Complete each vocabulary word by filling in the blanks. Use the context (the words in the sentence before and after the blanks) to decide which vocabulary word belongs. If the sentence doesn't give you enough context, read a sentence or two before and after the blanks. If you have to, use your vocabulary list. If a vocabulary word ends differently than shown on the vocabulary list, the ending will be provided for you after the blanks. There are two vocabulary items with two or three words (Native Americans and the United States).

Example 1: I am from the 1) s __ __ __ __ of Arizona.
Answer 1 : I am from the 1) s t a t e of Arizona.

Example 2: The United States has had 44 2) p __ __ __ __ __ __ __ __-s.
Answer 2 : The United States has had 44 2) p r e s i d e n t-s.

Trouble with England

…The English colonists were not happy. For one thing, many of the colonial governors were chosen by the king of England. This gave the king a lot of power over the colonists. Even though the colonists voted for their own representatives to make laws, the governor was very powerful.

There were different ideas about the reasons for having 1) c __ __ __ __-ies. The colonists felt the colony was for their own good; England felt the colonies were for the good of England. In order to make sure the colonists traded only with England, the Navigation Acts were passed by the English Parliament. The Acts said all 2) g __ __ __ __ being shipped to the colonies had to be English or shipped from England. Also, all 3) s __ __ __-s coming to the colonies had to be English or colonial ships with English or colonial crews. If Holland wanted to send tea to Massachusetts, it first had to send the tea to England, where it was unloaded, put onto English ships, and then brought to Massachusetts. Holland, of course, had to pay for unloading the ships and for the use of the English ships. This was added to the price the colonists paid for the tea.

4) T __ __ __ __ __ __ __ __ __ also said the colonists could make, or manufacture, only certain things to trade. For example, the colonists could not manufacture things to sell to France. Nor could they manufacture things English business owners were making for sale. This forced the colonists to depend on England for many things they needed. Many colonists paid no attention to the English laws. Colonial ships often traded with nations other than England. This decision to smuggle helped many colonists grow rich, but it also made the English angry.

At the end of the French and Indian War, the English made 5) s __ __ __ __ __ __ changes in the way they ruled the colonies. The English said that since England had sent 6) s __ __ __ __ __ __-s to protect the colonies, the people of the colonies must pay for the soldiers. Also, the king of England said English soldiers would have to stay in the colonies to protect the colonists from

7) N __ __ __ __ __ __ __ __ __ __ __ __ __ __ __. When a Native American chief named Pontiac led a great uprising against the colonists in 1763, the English

8) g __ __ __ __ __ __ __ __ __ was certain the colonists needed the English soldiers. It was decided that 10,000 English soldiers would be sent to protect the colonists. The colonists would have to pay a tax to support the soldiers and pay for the cost of the French and Indian War. In addition, the colonists could no longer settle land west of the Appalachians. Worse, any colonists already living west of the mountains had to leave their homes and come back to the colonies. The colonists were angry about this....

People began to talk against England. Many colonial merchants stopped buying English products. Tempers got shorter. Then trouble sprang up in Boston.

9) D __ __ __ __ __ the evening of March 5, 1770, a group of boys in Boston began throwing snowballs at some British soldiers. A crowd gathered. The angry, frightened soldiers fired into the crowd. Five people were killed, including Crispus Attucks, an African American. News of the Boston Massacre spread rapidly through the colonies. Every time the story was told, the number of dead colonists grew. Perhaps the only thing that kept the 10) p __ __ __ __ was that Parliament decided to repeal the Townshend taxes. Only the tax on tea was kept to show the colonists that England still had the right to tax them....

The Colonies Break with England

Most people knew trouble was coming. Many colonists began to store arms and ammunition, even though it was against the law. On the night of April 18, 1775, British General Gage sent soldiers from Boston to capture Samuel Adams and John Hancock, who were helping buy weapons. The colonists were told the soldiers were coming when Paul Revere, William Dawes, and Samuel Prescott rode to warn the colonists. Colonists known as Minutemen gathered to meet the soldiers. Minutemen and soldiers met at Lexington, and several Patriots were killed. More Minutemen met the British at a bridge near Concord. From there, until the soldiers got back to Boston, the Minutemen followed the British, shooting at them from behind fences and trees, a tactic learned from the French and Indian War.

The next 11) b __ __ __ __ __ came on June 17. Over a thousand colonists climbed Breed's Hill above Boston on the night of June 16. The next morning, the British found the colonists ready for a fight. Twice the British charged the hill shoulder to shoulder. Twice the colonists drove the British back. On the third attack, the colonists ran out of ammunition and had to retreat. The English took the hill, but they lost more men than the colonists lost. The battle of Breed's Hill is remembered wrongly as the Battle of Bunker Hill, a hill nearby where today there is a monument.

It was not until March of the next year that the British were 12) f __ __ __ __ __ __ driven out of Boston. By then the colonial troops had 13) c __ __ __ __ __ __-d a cannon at a British 14) f __ __ __ and were able to fire down on the British from a hill near town.

From the battles at Lexington and Concord until the summer of 1776, many small battles took place. Often the colonists won, but not always. In spite of the fighting, most colonists hoped to settle their problems with England without going to war.

King George III of England would not listen to colonial requests to change the laws. Instead, he had stricter laws passed and began hiring German troops called Hessians to fight the colonists.

The Second Continental 15) C __ __ __ __ __ __ __ met and, after much talking, wrote the Declaration of Independence. The Declaration said the colonies were forming a new nation and were now free of English rule. On July 4, 1776, Congress adopted the Declaration.

16) T __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ of America became a nation.

Answer Key

1. colonies
2. goods
3. ship
4. The English
5. several
6. soldiers
7. Native Americans
8. government
9. During
10. peace
11. battle
12. finally
13. captured
14. fort
15. Congress
16. the United States

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Passage 3 Tutor Copy

Read aloud: “Skim the passage looking for the vocabulary words. The first time you see each word, point it out to me. After that, you don’t have to point it out.”

Tutor Copy: The first time a vocabulary word shows up, it is bolded and underlined. The second time it’s just underlined. The student will look for vocabulary words in the passage in the textbook. Use this copy as a key to help the student identify vocabulary words.

THE AMERICAN **REVOLUTION**

Few people in Europe thought the Americans had a chance against **the English**. The English had a powerful navy and a trained **army**. They had weapons and money to buy supplies. The Americans had few weapons, no navy, no army, no money, and no real **government**.

The Americans did have **several** things in their favor. The Patriots were fighting for something they felt was right. Many British **soldiers** did not want to fight the colonists. The British were a long way from home and had to get their supplies from across the **ocean**. Partway through the war, the nations of France and Spain began to help the Americans. They both hated England and were glad to **attack** English **ships** and send supplies and American colonists fighting men to help the Americans.

A final thing that favored the Americans was the way the British fought. The red-coated soldiers were used to marching into **battle** side by side across open fields. This did not work in the American forests. The colonials fought like **Native Americans**, from behind trees and rocks. General George Washington commanded the entire colonial or Continental Army. His courage and ability helped the colonists stay strong and brave, even when things looked bad.

Soon after the war really began, the Americans lost New York City to the British. It was in New York that a young teacher named Nathan Hale was **captured** by the British when he was trying to find out the enemy plans for General Washington. Hale's **famous** words before he was hanged were "I only regret that I have but one life to lose for my country." With patriots like Hale fighting for America, it is easy to see why the British were **finally** defeated.

For quite a while, however, it seemed as though the Americans would surely lose. The British slowly drove Washington's tiny army across New Jersey and into Pennsylvania. Many colonists gave up and went home when Washington needed them most. On Christmas night 1776, Washington and his men won their first big victory. On that night they crossed the Delaware **River** and surprised the Hessian soldiers at Trenton, New Jersey. The Battle of Trenton was over almost before it started.

When the British tried to catch the Americans after Trenton, they got a surprise. Washington had marched off and was beginning the Battle of Princeton, which he also won. Things were looking up for the Americans!

The turning point in the war came in October 1777. The English planned to crush the American army at Saratoga. Things went wrong for the British, and the Americans won a great victory.

Even though a **terrible** winter at Valley Forge, Pennsylvania, followed, the Americans were on their way to victory. Though many American soldiers left the army and many others died **during** the winter, Washington's men were ready for more fighting when spring came.

West of Washington's battles, another part of the war was going on. George Rogers Clark was attacking the British **forts** along the frontier. He and his small army captured fort after fort until they had control of the Northwest **Territory** from the Great Lakes to the Ohio and Mississippi rivers.

Meanwhile, American ships were beginning to attack British vessels. Many British supply ships were captured by the American privateers.

The most famous American sailor was John Paul Jones, who attacked British ships whenever he saw them. In his most famous fight, his ship, Bonhomme Richard, was so badly damaged it was sinking. Jones sailed close beside the British ship, Serapis, which was defeating him. When asked to surrender, he replied, "I have not yet begun to fight!" and opened fire at a distance of a few feet. Soon he captured the larger Serapis, which he sailed home.

In **the South**, the British were very successful. They won battle after battle. It was not until 1780, at King's Mountain and later at Cowpens in South Carolina, that the Americans were able to defeat the English.

Also in 1780, a famous American general tried to betray America. Benedict Arnold, who had helped the Americans win at Saratoga, became unhappy and planned to turn the fort at West Point over to the British. He was found out, however. Arnold managed to escape and joined the British army.

On October 19, 1781, the war came to an end. Then Washington, with the help of a large fleet of trench ships, trapped Lord Cornwallis and his entire army at Yorktown in Virginia. After six years of fighting, the war was over. **The United States** was a free and independent nation!

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Passage 3 Vocabulary

Vocabulary words in the passage below have been partially erased. The bottom half of the word is visible. Use the context (the words in the sentence before and after the vocabulary word) to decide which vocabulary word belongs. If the sentence doesn't give you enough context, read a sentence or two before and after the blank. If you have to, use your vocabulary list. Write the complete word on the blank that follows each word. If a vocabulary word ends differently than shown on the vocabulary list, the ending will be completely visible. There are three vocabulary items with two or three words (Native Americans, the English, and the United States).

Example 1: I am from the 1) state _____ of Arizona.

Answer 1 : I am from the 1) state _____state_____ of Arizona.

Example 2: The United States has had 44 2) president -s _____ .

Answer 2 : The United States has had 44 2) president -s ____presidents____ .

The American 1) revolution _____

Few people in Europe thought the Americans had a chance against 2) the English _____ . The English had a powerful navy and a trained 3) army _____. They had weapons and money to buy supplies. The Americans had few weapons, no navy, no army, no money, and no real 4) government _____.

The Americans did have 5) several _____ things in their favor. The Patriots were fighting for something they felt was right. Many British 6) soldier -s _____ did not want to fight the colonists. The British were a long way from home and had to get their supplies from across the 7) ocean _____ . Partway through the war, the nations of France and Spain began to help the Americans. They both hated England and were glad to attack English 8) ship -s _____ and send supplies and American colonists fighting men to help the Americans.

A final thing that favored the Americans was the way the British fought. The red-coated soldiers were used to marching into 9) battle _____ side by side across open fields. This did not work in the American forests. The colonials fought like 10) Native Americans _____, from behind trees and rocks….

Even though a 11) terrible _____ winter at Valley Forge, Pennsylvania, followed, the Americans were on their way to victory. Though many American soldiers left the army and many others died 12) during _____ the winter, Washington's men were ready for more fighting when spring came.

West of Washington's battles, another part of the war was going on. George Rogers Clark was attacking the British 13) fort -s _____ along the frontier. He and his small army captured

fort after fort until they had control of the Northwest 14) territory _____ from the Great Lakes to the Ohio and Mississippi 15) river -s _____ .

Meanwhile, American ships were beginning to 16) attack _____ British vessels. Many British supply ships were 17) capture -d _____ by the American privateers.

The most 18) famous _____ American sailor was John Paul Jones, who attacked British ships whenever he saw them. In his most famous fight, his ship, Bonhomme Richard, was so badly damaged it was sinking. Jones sailed close beside the British ship, Serapis, which was defeating him. When asked to surrender, he replied, "I have not yet begun to fight!" and opened fire at a distance of a few feet. Soon he captured the larger Serapis, which he sailed home.…

On October 19, 1781, the war came to an end. Then Washington, with the help of a large fleet of trench ships, trapped Lord Cornwallis and his entire army at Yorktown in Virginia. After six years of fighting, the war was over. 19) The United States _____ was a free and independent nation!

Answer Key

1. Revolution
2. the English
3. army
4. government
5. several
6. soldiers
7. ocean
8. ships
9. battle
10. Native Americans
11. terrible
12. during
13. forts
14. Territory
15. Rivers
16. attack
17. captured
18. famous
19. the United States

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Vocabulary Practice 2

Labeling

Directions: Look at each noun below. Label each noun a "person", "place", or "thing."

Example: soldier - __person_____

1. battle - _____
2. fort - _____
3. goods - _____
4. Native American - _____
5. river - _____
6. slave - _____
7. the English - _____
8. the South - _____

Matching

Directions: Choose the vocabulary word on the right that goes with the definition on the left. Write the letter next to the definition. One word has been matched for you, and two words will not be used.

Example: __A__ a fight between two sides

1. _____ a large stream of water that flows over land
2. _____ a person who fights for their country
3. _____ a person who is owned by someone else
4. _____ a settlement that is ruled by a distant government
5. _____ from the South
6. _____ the people of England

A. battle
B. colony
C. famous
D. river
E. slave
F. soldier
G. southern
H. terrible
I. the English

Multiple Choice

Directions: Circle the correct vocabulary word in parentheses to complete the sentence.

Example: The women walked across the bridge over (the English, the river).

6. The (battle, Native Americans) hunted animals with bows and arrows.
7. The army built the (fort, slave) to protect the area.
8. People grow a lot of cotton in (southern, the South).
9. The (revolution, soldier) put on his uniform.
10. There is a (huge, several) army in New York.
11. The war is (during, finally) over.
12. The Spanish took a lot of (gold, ocean) from their colonies back to Spain.

Categorization

Directions: Put the vocabulary words in the correct categories. Use each word once. Two have been categorized for you.

~~attack~~	~~colony~~	peace	state	the United States
capture	congress	president	territory	

Areas of Land	War	Government
Example: colony	Example: attack	

Which Doesn't Fit

Directions: Each group has three words that are related to each other in some way. There is also one word that isn't related. Look at each group of words and circle the word that doesn't fit. Tell your tutor why the word doesn't fit. The relationships can be in the word definition, part of speech, or spelling.

Example 1: attack (capture) finally terrible
Reason: "attack", "finally", and "terrible" all have one letter doubled, but "capture" doesn't.

1. area	battle	state	territory
2. army	congress	government	huge
3. colony	ocean	river	ship
4. cotton	gold	goods	peace
5. during	several	soldier	southern
6. famous	the English	the South	the United States
7. president	revolution	slave	Native Americans

New Words

Directions: Complete this section after the tutoring session. Choose 5 words that you learned in this tutoring session that were new to you. Find the definitions in a dictionary. Write the definitions here.

Example: ship = a large boat
Word 1:_____ = _____
Word 2:_____ = _____
Word 3:_____ = _____
Word 4:_____ = _____
Word 5:_____ = _____

Answer Key

Labeling

1. thing
2. place
3. thing
4. person
5. place/thing
6. person
7. person
8. place

Matching

1. d
2. f
3. e
4. b
5. g
6. i

Multiple Choice

1. Native Americans
2. fort
3. the South
4. soldier
5. huge
6. finally
7. gold

Which Doesn't Fit

1. Battle – Reason: "area", "state", and "territory" are all nouns that are places, while "battle" isn't.
2. Huge – Reason: "army", "congress", and "government" are all nouns, while "huge" is an adjective.
3. Colony – Reason: "ocean", "river", and "ship" all deal with water in some form, while "colony" doesn't.
4. Peace – Reason: "cotton", "gold", and "goods" are all things that can be bought, sold, or traded, while "peace" cannot be.
5. During – Reason: "several", "soldier", and "southern" all begin with the letter "s", while "during" doesn't.
6. Famous – Reason: "the English", "the South", and "the United States" all have two words, one of which is "the", while "famous" doesn't.
7. Revolution – Reason: "Native Americans", "president", and "slave" are all terms for people, while "revolution" is not.

Categorization

Areas of Land
- colony
- state
- territory

War
- attack
- capture
- peace

Government
- congress
- president
- the United States

Vocabulary Practice 3

Matching

Directions: Match the first part of the sentence with the correct ending. Write the letter of the end of the sentence next to the beginning of the sentence. Each beginning and end is used only once.

Example: __D__ The government of the United States
1. ____ A terrible disease killed several
2. ____ Colonists traded cotton, cloth, and
3. ____ Finally, at the end of the war, there was
4. ____ The English won many battles in the South
5. ____ The revolution started in 1776 when

A. and the huge ship sailed up the river.
B. at the beginning of the war.
C. capture the general during the attack.
D. includes a president to lead the country.
E. other goods for food from Native Americans.
F. peace in the southern colonies.
G. soldiers in the small fort.
H. the congress declared independence.

Multiple Choice

Directions: Circle the vocabulary word (or phrase) that does NOT fit in the blank in the sentence.

Example: His mother was _____.
A. a Native American B. a slave C. famous D. some gold

1. They want to participate in the _____ government.
A. ocean B. state C. colony D. United States

2. Yesterday I bought some _____ .
A. cotton B. goods C. peace D. ships

3. The _____ really needs to be trained to do a better job.
A. army B. president C. soldier D. South

4. The man was afraid when he came near the _____.
A. area B. battle C. finally D. river

5. The cat _____ this morning.
A. attacked a person B. captured a person C. ate several birds D. was terrible

Labeling

Directions: Look at each word below. Label each word an "adjective", "noun" or "preposition."

Example: government - noun

1. colony - _____
2. congress - _____
3. during - _____
4. famous - _____
5. gold - _____
6. huge - _____
7. revolution - _____
8. state - _____

Question Word Bank

Directions: Complete the sentences below using the vocabulary words in the word bank. Use each word from the word bank once. One word has been written in for you.

area	~~famous~~	ocean	southern	the English
army	forts	slaves	territory	

Example: That's a statue of George Washington. He is famous for being the first U.S. president.

1. A state is an area of the country that also has its own government. A _____is an area of the country that is ruled only by the national government.

2. American colonists had no organized _____ when the war started, but soldiers soon volunteered.

3. Boats are strong enough to travel on rivers and lakes, but ships have to be large in order to cross the _____ .

4. Following the French and Indian War, American colonists were not allowed to settle or live in the _____ west of the Appalachians.

5. Many people thought the colonists wouldn't be able to defeat _____.

6. _____ were not seen as people. They were seen as property that could be bought, sold, or traded.

7. The French built _____ to protect their land in the Ohio River Valley from the English.

8. The New England colonies were very different from the _____ colonies. The land was more harsh in the north, and religion and education were more valued.

New Words

Directions: Complete this section after the tutoring session. Choose 5 words that you learned in this tutoring session that were new to you. Find the definitions in a dictionary. Write the definitions here.

Example: ship = a large boat
Word 1: _____ = _____
Word 2: _____ = _____
Word 3: _____ = _____
Word 4: _____ = _____
Word 5: _____ = _____

Answer Key

Matching

1. G
2. E
3. F
4. B
5. H

Multiple Choice

1. A
2. C
3. D
4. C
5. B

Labeling

1. noun
2. noun
3. preposition
4. adjective
5. noun
6. adjective
7. noun
8. noun

Question Word Bank

1. territory
2. army
3. ocean
4. area
5. the English
6. slaves
7. forts
8. southern

Vocabulary Practice 4

Matching

Directions: Choose the definition on the right that goes with the vocabulary word on the left. Write the letter in the blank next to the vocabulary word. One definition has already been matched for you, and two of the definitions will not be used.

Example: __D__ army	A. a group of people who make laws for the United States
1. ____ congress	B. a large boat
2. ____ cotton	C. a large, strong building defending an important place
3. ____ during	D. the military land forces of a country
4. ____ fort	E. a plant with fibers that are made into thread and fabric
5. ____ goods	F. part of the United States, where farming and slave labor were common
6. ____ huge	G. a region (part of a country) ruled by local government
7. ____ several	H. North American country with 50 states; started out with 13 colonies
8. ____ ship	I. things that people make or grow; they can be bought and sold
9. ____ the South	J. three or more
	K. throughout
	L. very big

Multiple Choice

Directions: Circle the vocabulary word (or phrase) that does NOT fit in the blank in the sentence.

Example: My father told me that he wants to start a _____.

A. battle B. colony C. revolution (D. soldier)

1. The army is going to _____ the fort soon.

A. area B. attack C. capture

2. The culture and history of the _____ are very interesting to learn about.

A. English B. Native Americans C. several D. United States

3. Our current president is _____.

A. famous B. goods C. southern D. terrible

4. I have visited this _____ before.

A. fort B. peace C. river D. territory

Question Word Bank

Directions: Answer the following questions about these vocabulary words. Each word is used only once. Three of the words have already been used.

colony	Native Americans	ship	~~state~~
during	peace	~~slaves~~	~~the South~~

1. These two words talk about areas of land. Circle the one that has more land. state the South
2. Write two words that are groups of people. slaves and _____
3. Write a word that is the opposite of war. _____
4. Write two words that could be described as "large." _____
5. Write down the last word and its part of speech. _____

Fill-in-the-Blank

Directions: Complete each sentence using the vocabulary words to the right. Use each word once.

	Example: The soldier is supposed to protect the boat that is shipping goods to the army down the river.	goods, river, soldier
1	The _____ of _____ protects the constitution and is the head of the _____.	government, president, the United States
2	A _____ singer performed in our _____ a few weeks ago. I _____ got her autograph after waiting for an hour.	area, famous, finally
3	The colonists fought a _____ to _____ the city that was already controlled by _____.	battle, capture, the English
4	The _____ was a war against ill treatment by the British. The colonists _____ British-held _____.	attacked, forts, revolution
5	Many soldiers left their homes in _____ and traveled to the northern _____ to join George Washington's _____.	army, colonies, the South
6	_____ people today have parents or grandparents who were _____. They were African Americans or _____.	Native Americans, several, slaves,
7	_____ just passed a law stopping the sale of _____ from any _____ that uses DDT to spray for insects.	congress, cotton, state
8	A miner found a _____ deposit of _____ in a mine in _____ California.	gold, huge, southern
9	The large _____ sailed steadily across the _____ even though there were some _____ winds blowing.	ocean, ship, terrible
10	When the _____ applied for and gained statehood, _____ the last decade, people finally found _____.	during, peace, territory

Which Doesn't Fit

Directions: Each cluster has three words that are related to each other in some way. There is also one word that isn't related. Look at each group of words and circle the word that doesn't fit. Tell your tutor why the word doesn't fit. The relationships can be in the word definition, part of speech, or spelling.

Example 1: battle goods territory (the United States)
Reason: "battle", "goods", and "territory" all have one letter doubled, but "the United States" doesn't.

1. cotton	famous	finally	fort
2. congress	government	ocean	president
3. huge	revolution	several	terrible
4. area	army	attack	capture
5. gold	river	soldier	southern

New Words

Directions: Complete this section after the tutoring session. Choose 5 words that you learned in this tutoring session that were new to you. Find the definitions in a dictionary. Write the definitions here.

Example: ship = a large boat
Word 1:_____ = _____
Word 2:_____ = _____
Word 3:_____ = _____
Word 4:_____ = _____
Word 5:_____ = _____

Answer Key

Matching

1. A
2. E
3. K
4. C
5. I
6. L
7. J
8. B
9. F

Multiple Choice

1. A
2. C
3. B
4. B

Question Word Bank

1. the South
2. slaves and Native Americans
3. peace
4. colony and ship
5. during, preposition

Fill-in-the-Blank

1. president, the United States, government
2. famous, area, finally
3. battle, capture, the English
4. revolution, attacked, forts
5. the South, colonies, army
6. several, slaves, Native Americans
7. congress, cotton, state
8. huge, gold, southern
9. ship, ocean, terrible
10. territory, during, peace

Which Doesn't Fit

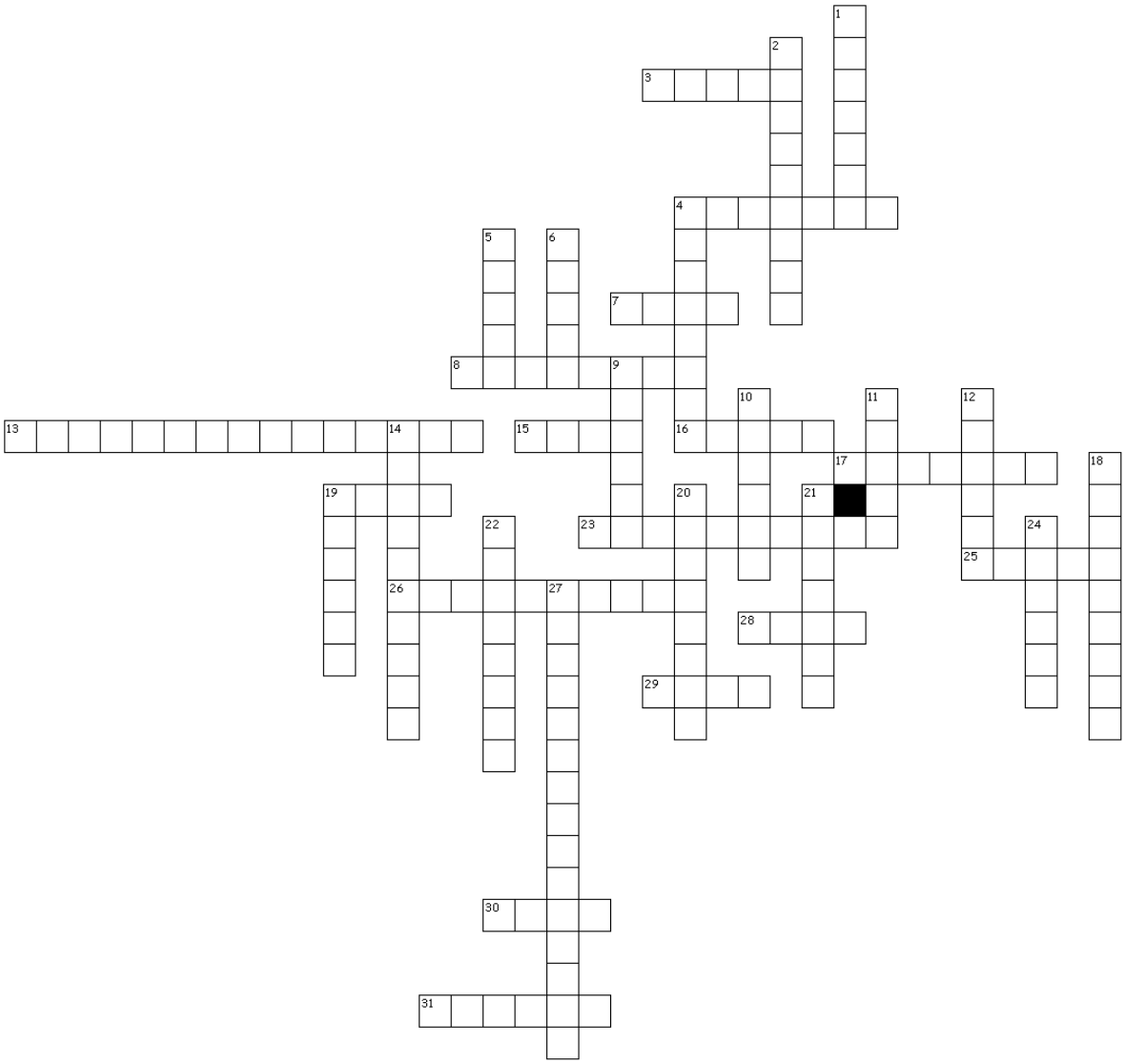
1. Cotton – Reason: "famous", "finally", and "fort" all begin with the letter "f", while "cotton" doesn't.
2. Ocean – Reason: "congress", "government", and "president" all deal with some part of the government, while "ocean" doesn't.
3. Revolution – Reason: "huge", "several", and "terrible" are all adjectives, while "revolution" is a noun.
4. Area – Reason: "army", "attack", and "capture" all deal with fighting, while "area" doesn't.
5. Southern – Reason: "gold", "river", and "soldier" are all nouns, while "southern" is an adjective.

Crossword Puzzle 1

Directions: Read the hints below. Use them to figure out which vocabulary word fits on each line in the puzzle on the next page.

Across
3. freedom from violence and war
4. to take control over
7. very big
8. very bad, unpleasant
13. North American country with 50 states; started out with 13 colonies
15. a large, strong building defending an important place
16. a region (part of a country) ruled by local government
17. three or more
19. a space, region, or section of land
23. a great or complete change in government
25. things that people make or grow; they can be bought and sold
26. the organization that controls or rules a nation
28. a soft, yellow precious metal
29. the military land forces of a country
30. a large boat
31. a settlement that is ruled by a distant government

Down
1. a person who fights for a country, in an army
2. a region (part of a country) ruled by the country's government
4. a group of people who make laws for the United States
5. a person who is owned by someone else
6. a large stream of water that flows over land
9. a fight between two sides
10. very well-known
11. a large body of salt water that surrounds land
12. throughout
14. the people of England
18. the leader of the United States
19. to begin to injure, hurt, or damage
20. from the south
21. after a long time or delay
22. part of the United States, where farming and slave labor were common
24. a plant with fibers that are made into thread and fabric
27. the first people living in North or South America, or their descendants



area	congress	gold	peace	slave	the English
army	cotton	goods	president	soldier	the South
attack	during	government	revolution	southern	the United States
battle	famous	huge	river	state	
capture	finally	Native Americans	several	terrible	
colony	fort	ocean	ship	territory	

Crossword puzzle created by Puzzlemaker at DiscoveryEducation.com:
http://puzzlemaker.discoveryeducation.com/CrissCrossSetupForm.asp

Answer Key

Across
3. peace
4. capture
7. huge
8. terrible
13. the United States
15. fort
16. state
17. several
19. area
23. revolution
25. goods
26. government
28. gold
29. army
30. ship
31. colony

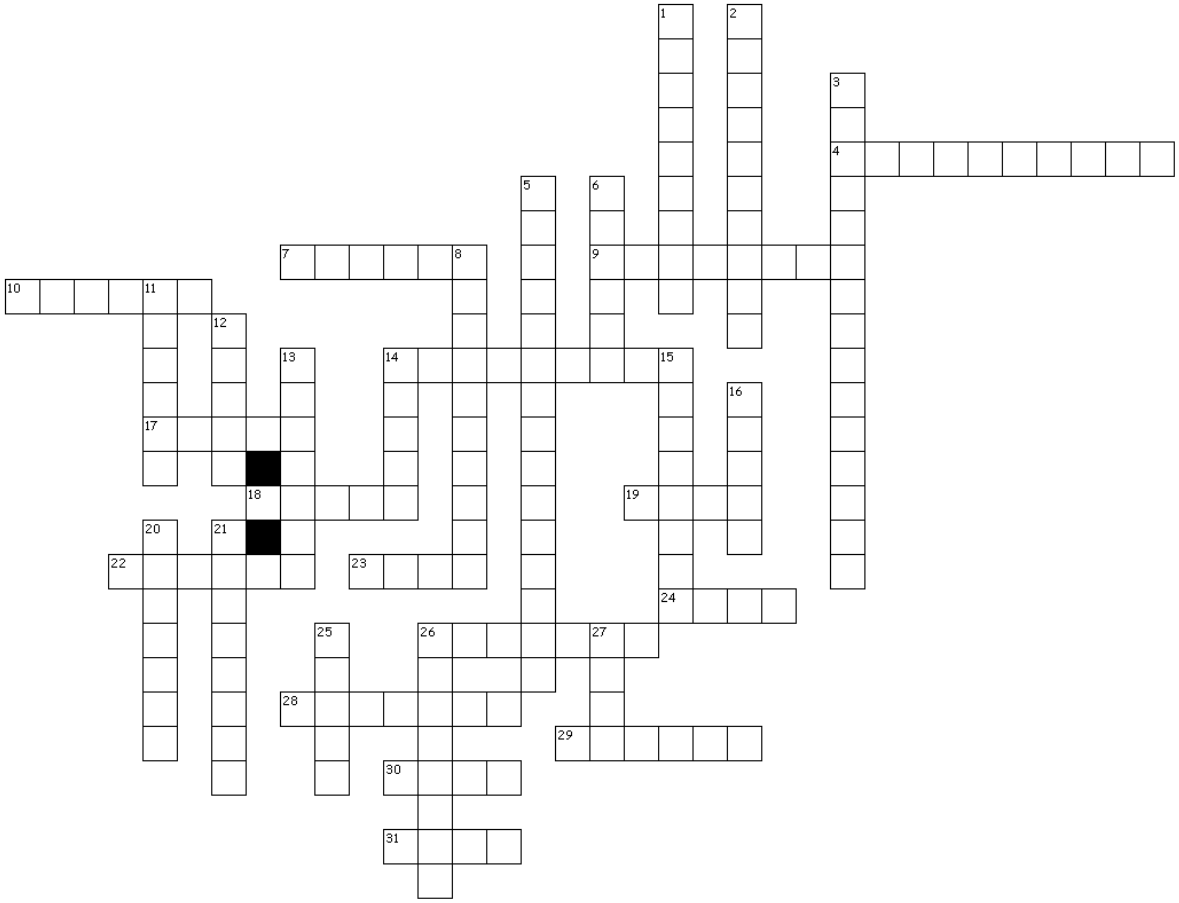
Down
1. soldier
2. territory
4. congress
5. slave
6. river
9. battle
10. famous
11. ocean
12. during
14. the English
18. president
19. attack
20. southern
21. finally
22. the South
24. cotton
27. Native Americans

Crossword Puzzle 2

Directions: Read the hints below. Use them to figure out which vocabulary word fits on each line in the puzzle on the next page.

Across
4. the people of England
7. throughout
9. very bad, unpleasant
10. to begin to injure, hurt, or damage
14. the leader of the United States
17. a large body of salt water that surrounds land
18. a person who is owned by someone else
19. a soft, yellow precious metal
22. a settlement that is ruled by a distant government
23. a large, strong building defending an important place
24. very big
26. three or more
28. to take control over
29. very well-known
30. a large boat
31. the military land forces of a country

Down
1. a region (part of a country) ruled by the country's government
2. a great or complete change in government
3. the first people living in North or South America, or their descendants
5. North American country with 50 states; started out with 13 colonies
6. a fight between two sides
8. the organization that controls or rules a nation
11. a plant with fibers that are made into thread and fabric
12. a large stream of water that flows over land
13. after a long time or delay
14. freedom from violence and war
15. part of the United States, where farming and slave labor were common
16. things that people make or grow; they can be bought and sold
20. a person who fights for their country
21. a group of people who make laws for the United States
25. a region (part of a country) ruled by local government
26. from the south
27. a space, region, or section of land



area	congress	gold	peace	slave	the English
army	cotton	goods	president	soldier	the South
attack	during	government	revolution	southern	the United States
battle	famous	huge	river	state	
capture	finally	Native Americans	several	terrible	
colony	fort	ocean	ship	territory	

Crossword puzzle created by Puzzlemaker at DiscoveryEducation.com:
http://puzzlemaker.discoveryeducation.com/CrissCrossSetupForm.asp

Answer Key

Across
4. the English
7. during
9. terrible
10. attack
14. president
17. ocean
18. slave
19. gold
22. colony
23. fort
24. huge
26. several
28. capture
29. famous
30. ship
31. army

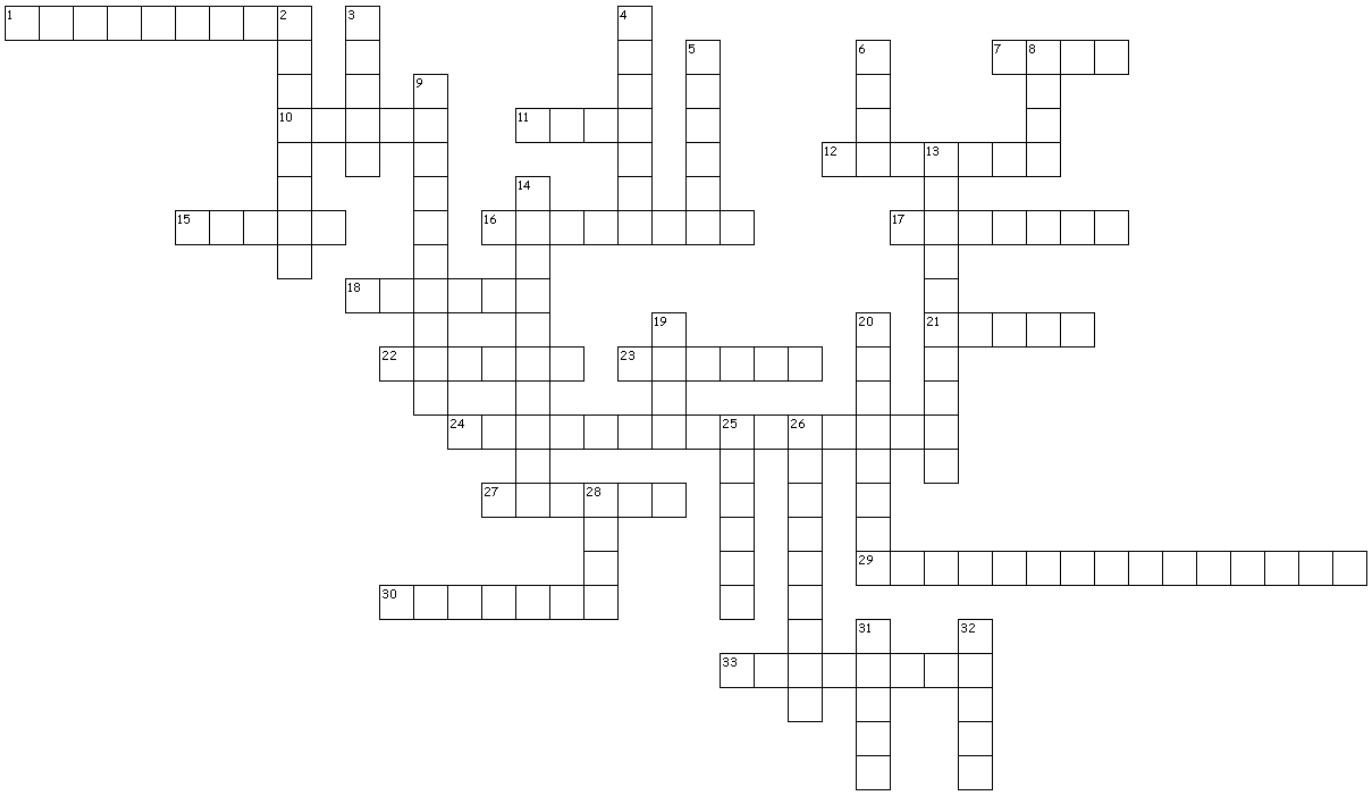
Down
1. territory
2. revolution
3. Native Americans
5. the United States
6. battle
8. government
11. cotton
12. river
13. finally
14. peace
15. the South
16. goods
20. soldier
21. congress
25. state
26. southern
27. area

Crossword Puzzle 3

Directions: Read the hints below. Use them to figure out which vocabulary word fits on each line in the puzzle on the next page.

Across
1. the leader of the United States
7. a large boat
10. a person who is owned by someone else
11. a soft, yellow precious metal
12. to take control over
15. a region (part of a country) ruled by local government
16. a group of people who make laws for the United States
17. three or more
18. a fight between two sides
21. things that people make or grow; they can be bought and sold
22. a settlement that is ruled by a distant government
23. a plant with fibers that are made into thread and fabric
24. North American country with 50 states; started out with 13 colonies
27. to begin to injure, hurt, or damage
29. the first people living in North or South America, or their descendants
30. after a long time or delay
33. very bad, unpleasant

Down
2. part of the United States, where farming and slave labor were common
3. a large body of salt water that surrounds land
4. a person who fights for their country
5. very well-known
6. a space, region, or section of land
8. very big
9. a great or complete change in government
13. the people of England
14. the organization that controls or rules a nation
19. a large, strong building defending an important place
20. from the south
25. throughout
26. a region (part of a country) ruled by the country's government
28. the military land forces of a country
31. a large stream of water that flows over land
32. freedom from violence and war



area	congress	gold	peace	slave	the English
army	cotton	goods	president	soldier	the South
attack	during	government	revolution	southern	the United States
battle	famous	huge	river	state	
capture	finally	Native Americans	several	terrible	
colony	fort	ocean	ship	territory	

Crossword puzzle created by Puzzlemaker at DiscoveryEducation.com:
http://puzzlemaker.discoveryeducation.com/CrissCrossSetupForm.asp

Answer Key

Across
1. president
7. ship
10. slave
11. gold
12. capture
15. state
16. congress
17. several
18. battle
21. goods
22. colony
23. cotton
24. the United States
27. attack
29. Native Americans
30. finally
33. terrible

Down
2. the South
3. ocean
4. soldier
5. famous
6. area
8. huge
9. revolution
13. the English
14. government
19. fort
20. southern
25. during
26. territory
28. army
31. river
32. peace

Rapid Word Recognition 2

Directions: Match vocabulary words. Read the word on the left and all of the options on the right. Circle the word on the right that matches the vocabulary word. Do this as quickly as possible. Do not take time to correct yourself. After you have completed all the items, go back and correct your mistakes.

Examples:

A. American | (American) Amateur America Amazon	B. colonies | colonist (colonies) colonists colons

Exercises:

1. territory | terriers territory terrorize tributary	25. area | area acre aerial areas arena rear
2. goods | goads goods goals gods grads quads	26. revolution | revelation revolving revolution
3. government | governed government governor	27. Congress | Congress Confess Congest Cougars
4. terrible | terrible horrible legible trembles	28. ship | shape ships shirt shop slip ship
5. capture | acquire captors captures capture	29. state | slate stale states stats stout state
6. during | boring daring darning during dining	30. president | precedent prescient president
7. famous | famous ferrous foamier furious	31. united | unified union united unit untimed
8. gold | geld gild gold gods golf goth	32. several | severance severer several surreal
9. area | acre aerial area areas arena rear	33. territory | terriers terrorize territory tributary
10. revolution | revolution revelation revolving	34. goods | goads goals gods grads quads goods
11. Congress | Confess Congress Congest Cougars	35. government | government governed governor
12. ship | shape ship ships shirt shop slip	36. terrible | horrible legible trembles terrible
13. state | slate stale states state stats stout	37. capture | capture acquire captors captures
14. president | president precedent prescient	38. during | boring daring during darning dining
15. united | unified united union unit untimed	39. famous | ferrous foamier famous furious
16. several | several severance severer surreal	40. gold | geld gild gods gold golf goth
17. territory | territory terriers terrorize tributary	41. area | acre area aerial areas arena rear
18. goods | goads goals gods grads goods quads	42. revolution | revelation revolution revolving
19. government | governed governor government	43. Congress | Confess Congest Congress Cougars
20. terrible | horrible legible terrible trembles	44. ship | shape ships ship shirt shop slip
21. capture | acquire capture captors captures	45. state | slate stale states stats state stout
22. during | during boring daring darning dining	46. president | precedent president prescient
23. famous | ferrous foamier furious famous	47. united | unified union unit untimed united
24. gold | geld gold gild gods golf goth	48. several | severance several severer surreal

Rapid Word Recognition 3

Directions: Match vocabulary words. Read the word on the left and all of the options on the right. Circle the word on the right that matches the vocabulary word. Do this as quickly as possible. Do not take time to correct yourself. After you have completed all the items, go back and correct your mistakes.

Examples:

A. fort | dart fore forth hurt tort (fort)	B. terrible | horrible (terrible) legible trembles

Exercises:

1. river | river caver liver raver rival rover	27. the South | the Scout the South the Stout
2. revolution | revelation revolving revolution	28. the English | the Engine the England the English
3. ocean | ocean croon oceans roans scenes	29. native | mature motive nation nature native
4. huge | bulge huger huge hugs kluge luge	30. capture | acquire capture captors captures
5. fort | fort dart fore forth hurt tort	31. colonies | colonist colonists colons colonies
6. during | boring daring darning dining during	32. terrible | terrible horrible legible trembles
7. gold | geld gild gods golf goth gold	33. army | armory armies army arm wormy
8. cotton | cotton colton cotter cottons rotten	34. several | severance severer several surreal
9. American | Amateur American Amazon America	35. goods | goods goads goals gods grads quads
10. the South | the South the Scout the Stout	36. river | caver liver raver rival river rover
11. the English | the Engine the English the England	37. revolution | revolution revelation revolving
12. native | native mature motive nation nature	38. ocean | croon oceans roans scenes ocean
13. capture | acquire captors capture captures	39. huge | bulge huger hugs kluge luge huge
14. colonies | colonies colonist colonists colons	40. fort | dart fore forth fort hurt tort
15. terrible | horrible legible terrible trembles	41. during | during boring daring darning dining
16. army | armory armies arm army wormy	42. gold | geld gild gods golf gold goth
17. several | severance severer surreal several	43. cotton | colton cotton cotter cottons rotten
18. goods | goads goals gods goods grads quads	44. American | American Amateur Amazon America
19. river | caver liver raver rival rover river	45. the South | the Scout the Stout the South
20. revolution | revelation revolution revolving	46. the English | the English the Engine the England
21. ocean | croon oceans roans ocean scenes	47. native | mature native motive nation nature
22. huge | bulge huger hugs kluge huge luge	48. capture | capture acquire captors captures
23. during | boring during daring darning dining	49. colonies | colonist colonists colonies colons
24. gold | gold geld gild gods golf goth	50. army | army armory armies arm wormy
25. cotton | colton cotter cottons rotten cotton	51. several | several severance severer surreal
26. American | Amateur Amazon America American	52. goods | goads goals goods gods grads quads

Rapid Word Recognition 4

Directions: Match vocabulary words. Read the word on the left and all of the options on the right. Circle the word on the right that matches the vocabulary word. Do this as quickly as possible. Do not take time to correct yourself. After you have completed all the items, go back and correct your mistakes.

Examples:

A. fort | dart fore forth hurt tort (fort)	B. terrible | horrible (terrible) legible trembles

Exercises:

1. government | government governed governor	25. battle | battle batter bottle bustle tattle
2. peace | pearl pears pierce pours queer peace	26. ship | ship shape ships shirt shop slip
3. attack | aback attack attacks attract embark	27. finally | finely firmly funnily homily finally
4. slave | saliva shave slaver slaves sliver slave	28. united | united unified union unit untimed
5. territory | terriers terrorize tributary territory	29. famous | famous ferrous foamier furious
6. southern | mothers southern northern soother	30. state | state slate stale states stats stout
7. president | president precedent prescient	31. Congress | Congress Confess Congest Cougars
8. soldier | shoulder soldiers solid soldier solider	32. area | acre aerial areas area arena rear
9. battle | batter battle bottle bustle tattle	33. government | governed government governor
10. ship | shape ships shirt ship shop slip	34. peace | pearl pears pierce peace pours queer
11. finally | finely finally firmly funnily homily	35. attack | aback attacks attract attack embark
12. united | unified union unit united untimed	36. slave | saliva shave slaver slaves slave sliver
13. famous | ferrous famous foamier furious	37. territory | terriers terrorize territory tributary
14. state | slate state stale states stats stout	38. southern | mothers northern southern soother
15. Congress | Confess Congest Cougars Congress	39. president | precedent president prescient
16. area | acre aerial areas arena area rear	40. soldier | shoulder soldiers solid solider soldier
17. government | governed governor government	41. battle | batter bottle bustle battle tattle
18. peace | pearl pears pierce pours peace queer	42. ship | shape ships shirt shop ship slip
19. attack | attack aback attacks attract embark	43. finally | finely firmly finally funnily homily
20. slave | saliva shave slave slaver slaves sliver	44. united | unified union united unit untimed
21. territory | territory terriers terrorize tributary	45. famous | ferrous foamier famous furious
22. southern | mothers northern soother southern	46. state | slate stale state states stats stout
23. president | precedent prescient president	47. Congress | Confess Congest Congress Cougars
24. soldier | shoulder soldiers soldier solid solider	48. area | acre aerial areas arena rear area

Rapid Word Recognition 5

Directions: Match vocabulary words. Read the word on the left and all of the options on the right. Circle the word on the right that matches the vocabulary word. Do this as quickly as possible. Do not take time to correct yourself. After you have completed all the items, go back and correct your mistakes.

Examples:

A. Congress | Confess Congress Congest Cougars	B. southern | southern mothers northern soother

Exercises:

1. cotton | colton cotter cottons rotten cotton	27. gold | geld gold gild gods golf goth
2. native | mature motive nation nature native	28. several | severance severer surreal several
3. finally | finely firmly funnily homily finally	29. revolution | revelation revolving revolution
4. colonies | colonist colonies colonists colons	30. American | Amateur American Amazon America
5. southern | mothers southern northern soother	31. president | president precedent prescient
6. ship | shape ship ships shirt shop slip	32. the South | the South the Scout the Stout
7. peace | pearl pears peace pierce pours queer	33. terrible | horrible legible trembles terrible
8. huge | bulge huger huge hugs kluge luge	34. army | armory armies arm wormy army
9. gold | geld gild gods gold golf goth	35. during | boring daring during darning dining
10. several | severance several severer surreal	36. cotton | colton cotter cottons cotton rotten
11. revolution | revolution revelation revolving	37. native | mature motive native nation nature
12. American | Amateur Amazon American America	38. finally | finally finely firmly funnily homily
13. president | precedent president prescient	39. colonies | colonist colonists colonies colons
14. the South | the Scout the Stout the South	40. ship | ship shape ships shirt shop slip
15. terrible | horrible terrible legible trembles	41. peace | pearl peace pears pierce pours queer
16. army | armory armies arm army wormy	42. huge | huge bulge huger hugs kluge luge
17. during | boring daring darning during dining	43. gold | geld gild gods golf goth gold
18. Congress | Confess Congest Cougars Congress	44. several | severance severer several surreal
19. cotton | colton cotter cotton cottons rotten	45. revolution | revelation revolution revolving
20. native | native mature motive nation nature	46. American | Amateur Amazon America American
21. finally | finely firmly funnily finally homily	47. president | precedent prescient president
22. colonies | colonies colonist colonists colons	48. the South | the Scout the South the Stout
23. southern | mothers northern southern soother	49. terrible | horrible legible terrible trembles
24. ship | shape ships shirt ship shop slip	50. army | armory armies army arm wormy
25. peace | peace pearl pears pierce pours queer	51. during | boring daring darning dining during
26. huge | bulge huge huger hugs kluge luge	52. Congress | Congress Confess Congest Cougars

Rapid Word Recognition 6

Directions: Match vocabulary words. Read the word on the left and all of the options on the right. Circle the word on the right that matches the vocabulary word. Do this as quickly as possible. Do not take time to correct yourself. After you have completed all the items, go back and correct your mistakes.

Examples:

A. Congress | Confess (Congress) Congest Cougars	B. southern | (southern) mothers northern soother

Exercises:

1. attack | attack aback attacks attract embark	25. soldier | shoulder soldiers soldier solid solider
2. government | governed government governor	26. famous | ferrous famous foamier furious
3. slave | saliva shave slaver slaves sliver slave	27. goods | goads goals gods grads quads goods
4. ocean | croon oceans roans ocean scenes	28. capture | acquire captors captures capture
5. area | acre area aerial areas arena rear	29. united | unified united union unit untimed
6. the English | the Engine the English the England	30. territory | terriers terrorize tributary territory
7. state | slate state stale states stats stout	31. fort | dart fore forth hurt tort fort
8. battle | batter bottle bustle tattle battle	32. river | caver river liver raver rival rover
9. soldier | shoulder soldiers solid soldier solider	33. attack | aback attacks attack attract embark
10. famous | ferrous foamier furious famous	34. government | governed governor government
11. goods | goods goads goals gods grads quads	35. slave | slave saliva shave slaver slaves sliver
12. capture | acquire captors capture captures	36. ocean | croon ocean oceans roans scenes
13. united | united unified union unit untimed	37. area | acre aerial areas arena rear area
14. territory | terriers territory terrorize tributary	38. the English | the Engine the England the English
15. fort | dart fore fort forth hurt tort	39. state | slate stale state states stats stout
16. river | caver liver raver rival river rover	40. battle | batter battle bottle bustle tattle
17. attack | aback attack attacks attract embark	41. soldier | soldier shoulder soldiers solid solider
18. government | government governed governor	42. famous | ferrous foamier famous furious
19. slave | saliva shave slaver slave slaves sliver	43. goods | goads goods goals gods grads quads
20. ocean | croon oceans ocean roans scenes	44. capture | capture acquire captors captures
21. area | acre aerial area areas arena rear	45. united | unified union unit untimed united
22. the English | the English the Engine the England	46. territory | territory terriers terrorize tributary
23. state | slate stale states stats state stout	47. fort | dart fore forth hurt fort tort
24. battle | battle batter bottle bustle tattle	48. river | caver liver river raver rival rover

Rapid Word Recognition 7

Directions: Match vocabulary words. Read the word on the left and all of the options on the right. Circle the word on the right that matches the vocabulary word. Do this as quickly as possible. Do not take time to correct yourself. After you have completed all the items, go back and correct your mistakes.

Examples:

A. united | unified union unit (united) untimed	B. attack | aback attacks attract embark (attack)

Exercises:

1. ocean | ocean croon oceans roans scenes	27. army | armory armies army arm wormy
2. slave | saliva shave slave slaver slaves sliver	28. during | during boring daring darning dining
3. area | area acre aerial areas arena rear	29. territory | terriers terrorize territory tributary
4. peace | pearl pears pierce pours queer peace	30. capture | acquire captors capture captures
5. famous | ferrous famous foamier furious	31. native | mature motive nation nature native
6. president | precedent president prescient	32. attack | aback attack attacks attract embark
7. finally | finely finally firmly funnily homily	33. river | river caver liver raver rival rover
8. battle | batter bottle battle bustle tattle	34. state | state slate stale states stats stout
9. army | armory army armies arm wormy	35. American | Amateur American Amazon America
10. during | boring during daring darning dining	36. ocean | croon oceans roans scenes ocean
11. territory | terriers territory terrorize tributary	37. slave | saliva slave shave slaver slaves sliver
12. united | unified union united unit untimed	38. area | acre aerial areas area arena rear
13. capture | acquire captors captures capture	39. peace | pearl pears pierce pours peace queer
14. native | mature motive nation native nature	40. famous | ferrous foamier furious famous
15. attack | aback attacks attract attack embark	41. president | precedent prescient president
16. river | caver liver raver rival rover river	42. finally | finely firmly funnily finally homily
17. state | slate stale states state stats stout	43. battle | batter bottle bustle tattle battle
18. American | Amateur Amazon American America	44. army | armory armies arm army wormy
19. ocean | croon oceans ocean roans scenes	45. during | boring daring darning during dining
20. slave | saliva shave slaver slaves slave sliver	46. territory | terriers terrorize tributary territory
21. area | acre aerial areas arena area rear	47. united | unified union unit untimed united
22. peace | pearl pears pierce peace pours queer	48. capture | acquire capture captors captures
23. famous | famous ferrous foamier furious	49. native | mature motive native nation nature
24. president | president precedent prescient	50. river | caver liver raver river rival rover
25. finally | finally finely firmly funnily homily	51. state | slate stale states stats stout state
26. battle | battle batter bottle bustle tattle	52. American | American Amateur Amazon America

Textbook Reading Skills

Objectives

After this lesson, your student will be able to:

- Use the KWPL method to approach reading a textbook, including critical thinking strategies before, during, and after reading.
- Identify questions about the topic that were unanswered by the text.
- Recognize levels of information within a text and organize main points and supporting details into an outline.
- Take notes on reading material for future study.

Lesson Preparation

In preparation for this lesson you should:

- Think about the homework from the last tutoring session, so you can review it with your student.
- Preview the entire lesson to help the tutoring session go smoothly.
- Decide if the student needs to use the ESL Variation or not.
- After previewing the lesson, make any changes that seem necessary to meet your particular student's needs and literacy level.
- Preview the Lesson Connections and Further Resources sections for optional additional material.
- Print copies of or check out any materials you will use in this lesson.
    - Photocopy one passage from the *Short Lessons in U.S. History* Passage List. Consider photocopying Passages 1-3 if you think the student will do better working with material that he/she has already ready before to learn new skills. If the student is up to a challenge, choose another passage that the student is interested in that is new.
- Review the vocabulary items in the U.S. History Vocabulary List, which may be used in the textbook passages.
- Choose one or two homework assignments from the list at the end of the lesson, or create your own homework assignments.

Materials

These are the materials needed for this lesson. You will use them in the order they are listed in.

- KWPL Directions and Example
- *KWPL* Worksheet
- *Text Marking and Outlining* Worksheet
- Short Marked Text Example
- Passage 3 Marked Text
- Passage 3 Outline
- Passage 3 Notes
- *Short Lessons in U.S. History* Passage List
- *Short Lessons in U.S. History*, any passage, photocopied
- *Textbook Graphic Organizers* Worksheet

Lesson Procedures

- **R**eview: Talk about homework from the previous tutoring session. (5-10 minutes)
- **O**verview: Introduce the college skill of reading a textbook. (5 minutes)
    - Ask the student to talk about some of the textbooks that he/she has read in the past. Was the textbook easy or hard to understand?
        - Have the student talk about what makes reading a textbook easy or difficult.
    - Ask the student what he/she wants to learn about reading textbooks.
        - Explain that this lesson will teach the student some ways to understand textbooks better and some ways to use textbooks to study for classes.
- **P**resentation and **E**valuation: Present and evaluate textbook reading skills. (65 minutes total)
    - Read the KWPL Directions and Example Sheet with the student. First explain to the student that this technique can be used for any reading he/she does. Explain that people read better when their brains are prepared for the topic they will read about. This activity will help the student learn how to do that. It will also give ideas of what to take notes on while reading. The information in this example comes from a short section in *Short Lessons in U.S. History* before Passage 1. You can show the student the passage on pages 19-22 (Beginning with "Settling the Colonies"), but the student should not read it yet. (10 minutes)
    - Complete the *KWPL* Worksheet. Have the student read Passage 1 from *Short Lessons in U.S. History*. Read as much of it as time allows. Ask the student to follow the steps from the *KWPL* Worksheet and complete it for the passage. (15 minutes)
    - Do the *Text Marking and Outlining* Worksheet with the student. For this activity, you will also need the following materials: Short Marked Text Example, Passage 3 Marked Text, Passage 3 Outline, and Passage 3 Notes. Also, photocopy another passage from *Short Lessons in U.S. History* ahead of time for the student to read, so he/she can practice marking the text of the passage. The purpose of this activity is to learn note organization skills. (20 minutes)
    - Complete the *Textbook Graphic Organizers* Worksheet with the student. Use the same photocopied passage from *Short Lessons in U.S. History* for this activity. The purpose of this activity is to learn note organization skills. (20 minutes)
- **S**ummary: Wrap up the lesson. (10 minutes)
    - Answer the student's questions about reading textbooks from the lesson.
    - Explain again that these skills will help the student understand and use textbooks better. He/She should try to use these techniques for any textbook reading assignments.
    - Tell your student about the homework. (See homework section below.)
    - Determine with the student which college skill will be taught after this lesson.

ESL Variation

If your student is learning English as a second language, adjust the lesson procedures according to this ESL Variation and your student's specific needs and literacy skills. The ESL Variation includes instructions for you to consider in addition to the instructions in the general procedures above. If a section of the lesson plan is not changed in the ESL Variation, it will not be listed below.

- Consider presenting the lesson in two tutoring sessions instead of one. This will allow you to take more time for all of the sections and make sure that the student understands the material.
- Watch the student for signs that he/she doesn't understand your questions, your instructions, the directions on a worksheet, or the content of a reading passage. Prepare to stop and talk about vocabulary during the lesson. Help the student speak and write using new vocabulary.
- Procedural vocabulary specific to this lesson includes column, etc., indent, practice, predict, preview, squiggle, textbook, and underline. Content vocabulary specific to this lesson (aside from the vocabulary focused on in the lesson materials) includes allies, British, frontier, patriot, surrender.
- **P**resentation and **E**valuation: Present and evaluate textbook reading skills.
    - Read the KWPL Directions and Example Sheet with the student. To complete the "Know" and "Want to Know" sections, students have to understand the vocabulary in the passage headings when they preview them. Explain that knowing vocabulary helps the brain prepare for the passage. If the student doesn't understand the vocabulary, his/her brain might not be ready for or understand the topic.
    - Complete the *KWPL* Worksheet. For ESL students, it may be helpful to ask the student to bring their copy of the U.S. History Vocabulary list to the lesson, so they can review the vocabulary that will be in the reading and have the notes that they took. The student will have already read Passage 1 in the U.S. History lesson plan, so they should already have some background knowledge that they can activate by using this activity.
    - Do the *Text Marking and Outlining* Worksheet with the student. For ESL students, photocopy either Passage 1 or 3 for this activity and the *Textbook Graphic Organizers* Worksheet. This will allow them to practice the skills with a text that is very familiar.

Homework

Choose one or two homework assignments for your student, or create some of your own:

- Have the student finish any activities that were not completed during the lesson.
- Assign the student to read one or two more *Short Lessons in U.S. History* Passages at home, completing a *KWPL* Worksheet and an outline for each passage.
- Ask the student to choose an interesting reading passage. Have the student take notes on the reading passage, and explain to you the method he/she chose to organize the notes.

The student should discuss this homework with you at the beginning of the next tutoring session.

Lesson Connections

To make connections to past lessons during this lesson, you can make the following changes:

- Connect to Lecture Skills: If you have already taught the Lecture Skills lesson plan, the activities in this lesson will be familiar to the student because the lessons are similarly organized. Emphasize the similarities that learning from a textbook has with learning from a lecture. Cut out or change activities that you feel are too repetitive.
- Connect to Study Organization Skills: If you have already taught the Study Organization Skills lesson plan, the material in this lesson will be helpful in practicing some of those skills. At the end of the lesson, have the student use his/her outline or graphic organizer to decide what material would be important to focus on to study for a quiz.
- Connect to Test-Taking Skills: If you have already taught the Test-Taking Skills lesson plan, you can assign homework that requires the student to review the material from today's lesson plan. Have the student review the worksheets from this lesson as well as his/her outline or graphic organizer. Have the student review the material two or three times for at least 15 minutes before the next tutoring session.
- Connect to Computer Skills: If you have already taught the Computer Skills lesson plan, ask the student to create an outline in a word document on a computer instead of writing it out by hand. If the student has more advanced skills using a computer, you can ask him/her to create a graphic organizer on the computer too.
- Connect to Time-Management Skills: If you have already taught the Time-Management Skills lesson plan, ask the student to write the homework assignments onto a Monthly Calendar or a Weekly or Daily to Do List to help him/her remember to do it before the next tutoring session.

Further Resources

Students interested in learning more about reading textbooks can explore these resources:

- *Becoming a Master Student*, by Dave Ellis, Chapter 4 for further information
- *Ten Skills You Really Need to Succeed in School*, by John Langan, Chapter 7 for further information
- http://www.dartmouth.edu/~acskills/success/reading.html for further information
- http://rdc.libguides.com/content.php?pid=234269&sid=1982214 for further information
- http://web.ccis.edu/en/Offices/AcademicResources/WritingCenter/StudySkills/TextbookReadingStrategies.aspx for further information
- http://www.mindtools.com/speedrd.html for information about speed reading
- http://www.spreeder.com/ for a speed reading program

The materials in this lesson plan were created or adapted by Meredith Gravett. Adapted materials came from the following sources:

- *Short Lessons in U.S. History*, by E. Richard Churchill and Linda R. Churchill
- *Becoming a Master Student*, by Dave Ellis, Chapter 4
- *Ten Skills You Really Need to Succeed in School*, by John Langan, Chapter 7
- http://www.uwgb.edu/tutoring/resources/studying.asp for information about underlining and marking texts
- http://www.uwgb.edu/tutoring/resources/developing.asp for information on outlining

KWPL Directions

KWPL is a reading strategy to help people understand a passage. Read the directions and look at the example to see how it is done.

Know	Want to Know	Predict	Learn
In this column you will write down the things that you already know about the topic of the reading. To think of ideas: **Ask yourself:** • What do I know about this topic? • What interests me about this topic? • How do I feel about this topic? **Preview (look ahead at):** • The table of contents • Pictures, graphs, charts, tables, etc. • Summaries (introduction or conclusion) • Chapter headings and subheadings	In this column you will write down the questions that you have about the topic. To think of ideas: **Ask yourself:** • Are there gaps in my knowledge in the previous column? • What do I still need to know about this topic? • What are questions my teacher/tutor might ask me about this topic? • What information might be on a test? • Who, what, when, where, why, how? **Preview:** • Section quiz questions • Class study guide	In this column, you will use what you know about the topic and what you saw in your previews to guess and write down the answers to some of your questions in the "Want to Know" column. If you can't predict the answer, write "I don't know" or "Not enough information." Then read the passage.	Read the passage. In this column, you will write down the things that you learned while reading the passage. Write down things that confirm your predictions in the "Predict" column (or that show they were wrong). Some of the things you write down should answer questions from the "Want to Know" column. Also write down things that you didn't know before reading the passage. You can also take these notes on paper or on a computer, using your preferred note-taking style. On the back of the sheet, write down questions that weren't answered by the passage. This will help you ask questions about the passage in class.

KWPL Example: Settling the Colonies

These are things written down by another student reading Passage 1. When you read Passage 1, you will do the same thing.

Know	Want to Know	Predict	Learn
--I know that there were 13 original colonies. --I know that the colonies were settled by Europeans. --People in the colonies were called colonists. --Colonists came to America searching for better lives. --They came on ships, like the Mayflower. --Colonists sometimes interacted peacefully with Native Americans. But some of them fought with them. --Pocahontas and Samoset were some famous Native Americans that helped gain peace. --There was a colony at Roanoke that disappeared. --Colonists didn't all agree about religion.	--The chapter headings say "The First Colonies" and "Later English Colonies." Which ones came first and which ones came later? --How did the colony at Roanoke disappear? What happened to them? --What are the sizes and populations of the colonies? Are they the same as the states today? Critical Thinking questions --Why did it take so long for English colonization to begin? --Why could one country take land already claimed by another nation? --Who ruled England when the following towns and colonies were named? Charlestown, Maryland, Jamestown, and Georgia.	--I know that Jamestown, Virginia was settled early. Early colonies probably included Virginia, Maryland, New York, Pennsylvania, and Maine. Later colonies might have included Delaware, Connecticut, Georgia, and Vermont. --I don't know. --I don't know. --I might have been more difficult for England to send its citizens, since it's a smaller country. --Colonization was enforced by the strength of the country and the colonists. --England was ruled by King Charles, Queen Mary, King James, and King George.	--Early Spanish settlers arrived in Florida and New Mexico, and English settlers in North Carolina, Massachusetts, and Virginia. --Later English colonies: Maryland, Rhode Island, Connecticut, New York, and Delaware. --No one knows how Roanoke disappeared. --Colonies are similar to states today in size. --English colonies kept failing and starting over again. --There were more English than Dutch and Swedish colonists. --It doesn't say. --Communism in Jamestown! --Government, slaves, and women gave Jamestown success.

After Reading

Directions: Write down questions that you still have that weren't answered by the passage. Then ask your tutor/teacher about them.

1. How can I find out more about Roanoke (even though no one knows how it disappeared)?
2. What were population numbers like in the colonies? How fast did they grow?
3. Why did England's colonies keep failing? What did they do differently than other colonial powers?
4. It didn't say who was ruling England when those places were named. How can I find out?
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.

KWPL Worksheet

Directions: Complete the chart for Passage 1. Use the KWPL Directions and Example to help you. Do the best you can on the first two columns with your own knowledge and ideas, and then fill out the fourth column while you read the passage.

Know	**W**ant to know	**P**redict	**L**earn

After Reading

Directions: Write down questions that you still have that weren't answered by the passage. Then ask your tutor/teacher about them.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.

Text Marking and Outlining

Before reading a textbook for a class, ask your teacher ahead of time about areas of the assignment that you need to pay more attention to. Sometimes a teacher will mention specific sections to focus on. Also, some teachers will give you a **study guide**, a list of important topics or key words that you need to understand after reading. To complete a study guide, you read the textbook looking for information and write a description next to each concept, topic, or key word on the study guide.

If the teacher doesn't give you a study guide or emphasize important sections of the reading, you must decide what's important. You can do this through marking your text and through outlining. To mark a text or create an outline, first you should decide the organizational level of information in the passage. This means you need to decide if information is the main idea of the entire passage, the main idea of a section, the main idea of a paragraph, a main detail, or a supporting detail.

Text marking is marking what's important in a textbook. This is done through writing words, letters, or symbols in the margins or underlining, circling, or boxing the words of the text. So the main ideas will be marked one way, the main details will be marked another way, etc.

An **outline** is a visual way to organize the main ideas and important details of a reading passage in order to emphasize the relative importance of the information. Once the ideas in the text have been marked to show their importance, this information can be arranged in an outline to show which information is the most important and which information is the least important. So text marking is a big help in creating an outline.

Level of Information

First, decide what level each piece of information belongs to among the following levels:

- The top level is the topic of the entire passage. This topic is what you would tell people if they asked what the passage was about, and can be used as the title of the outline.
- The next level is Level 1 information. This information comes from the main ideas of the different sections that develop the topic of the entire passage. This level contains supporting information.
- Level 2 information is supporting ideas for the Level 1 information. This can be the main ideas of paragraphs in each section.
- Level 3 information is main details in the paragraphs that support the main ideas, giving a fuller description of it.
- Level 4 information includes supporting details. This is usually done through examples. An outline of a textbook chapter can, but doesn't have to, include Level 4 information.

Look at the Short Marked Text Example (taken from *Short Lessons in U.S. History* Passage 3). It shows the different levels of information within a section of text. You can create your own marking system or follow the marking system in the Short Marked Text Example.

Outlining

Next, organize that information into an outline.

- Include the main topic at the top of the page.
- Use numbers, letters, and indentation to show the level of information you are outlining:
  - Begin a line with the Arabic numeral 1, followed by Level 1 information.
  - For Level 2 information, indent the next line and begin it with the capital letter A.
  - For Level 3 information, indent the next line twice and begin it with the lowercase Roman numeral i.
  - For Level 4 information, indent the next line three times and begin it with the lowercase letter a. For an example of these levels, see below.
- Usually each level of information is used at least twice within the section immediately above it. For an example, see below.

Main Topic

1. Level 1 Information
    A. Level 2 Information
    B. Level 2 Information
2. Level 1 Information
    A. Level 2 Information
        i. Level 3 Information
        ii. Level 3 Information
    B. Level 2 Information
    C. Level 2 Information
        i. Level 3 Information
            a. Level 4 Information
            b. Level 4 Information
        ii. Level 3 Information
3. Level 1 Information
    A. Level 2 Information
    B. Level 2 Information

If the numbering and lettering is confusing, focus on correctly indenting the information (the same level of importance indented at the same level). The indentation shows that a line (a piece of information) supports other information or is supported by further details.

Look at the Passage 3 Marked Text and the Passage 3 Outline. Compare the information that is marked in the passage with the outline. Notice how the markings in the passage show the importance of the information and where it should be in the outline. Complete the last part of the outline. Use the marked passage for ideas. Next, compare this outline to the Passage 3 Notes. When a student takes notes without an outline, the relationship between level of information is lost. This is why combining text marking and outlining is a good note-taking method.

Practice

Directions: Read a photocopied passage from *Short Lessons in U.S. History*. While you're reading it, mark the main ideas and details in the passage. Use the marking system in the examples, or your own system. Next create an outline of the information, using the ideas from this worksheet to identify main ideas and details appropriately. You can outline on a piece of paper or in a document on a computer.

Short Marked Text Example

The following example shows the different levels of information on a page, and an example marking system.

- Level 1 = in a box example: Fighting in Different Areas, Benedict Arnold
- Level 2 = circled example: the frontier…ships…the South
- Level 3 = underlined example: George Rogers Clark was attacking the British forts
- Level 4 = squiggle example: "I have not yet begun to fight!"

more fighting when spring came.

Fighting in Different Areas

West of Washington's battles, another part of the war was going on. George Rogers Clark was attacking the British forts along the frontier. He and his small army captured fort after fort until they had control of the **Northwest Territory** from the Great Lakes to the Ohio and Mississippi rivers.

Meanwhile, American ships were beginning to attack British vessels. Many British supply ships were captured by the American **privateers**.

FIRST SUBMARINE

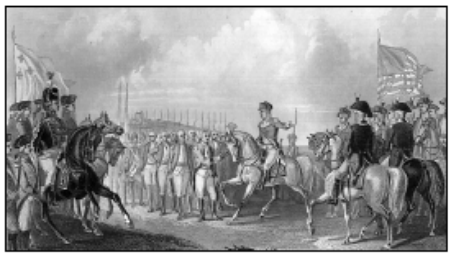
In 1776, the first **submarine** attack took place. The *Turtle* attacked the British ship HMS *Eagle*. The attack failed.

The most famous American sailor was John Paul Jones, who attacked British ships whenever he saw them. In his most famous fight, his ship, *Bonhomme Richard,* was so badly damaged it was sinking. Jones sailed close beside the British ship, *Serapis,* which was defeating him. When asked to surrender, he replied, "I have not yet begun to fight!" and opened fire at a distance of a few feet. Soon he captured the larger *Serapis,* which he sailed home.

In the South, the British were very successful. They won battle after battle. It was not until 1780, at King's Mountain and later at Cowpens in South Carolina, that the Americans were able to defeat the English.

Also in 1780, a famous American general tried to betray America. Benedict Arnold, who had helped the Americans win at Saratoga, became unhappy and planned to turn the fort at West Point over to the British. He was found out, however. Arnold managed to escape and joined the British army.

On October 19, 1781, the war came to an end. Then Washington, with the help of a large fleet of French ships, trapped Lord Cornwallis and his entire army at Yorktown in Virginia. After six years of fighting, the war was over. The United States was a free and independent nation!



Surrender of Cornwallis at Yorktown

Northwest Territory—the land northwest of the original thirteen states that became American territory in 1783 but was not yet divided into states

privateer—an armed private ship that makes war on ships of an enemy nation

submarine—a ship that operates under water

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You can also label Level 1 information with a "1" or "A", Level 2 information with a "2" or "B", etc. Or you can label main ideas with "m.i.", details with "det.", supporting details with "s. det.", definitions with "def.", examples with "ex.", etc. Choose a system that works for you and use it every time you read.

fighting, most colonists hoped to settle their problems with England without going to war.

King George III of England would not listen to colonial requests to change the laws. Instead, he had stricter laws passed and began hiring German troops called **Hessians** to fight the colonists.

Hessians—German soldiers who served in the British army during the American Revolution

Critical Thinking

England had a powerful army. Even so, German troops were hired to help fight the colonists. Why might the English have hired these German soldiers?

The Second Continental Congress met and, after much talking, wrote the Declaration of Independence. The Declaration said the colonies were forming a new nation and were now free of English rule. On July 4, 1776, Congress adopted the Declaration. The United States of America became a nation.

NATIONAL ARCHIVES AND RECORDS ADMINISTRATION

Reading the Declaration of Independence in Boston, July 1776

Not everyone thought this was a good idea. Many people called **Tories** or **Loyalists** were still loyal to King George. These people often fought the Patriots or else moved to Canada to stay out of the fighting that was sure to come.

Tories—colonists who stayed loyal to England and did not support the American Revolution; also called Loyalists

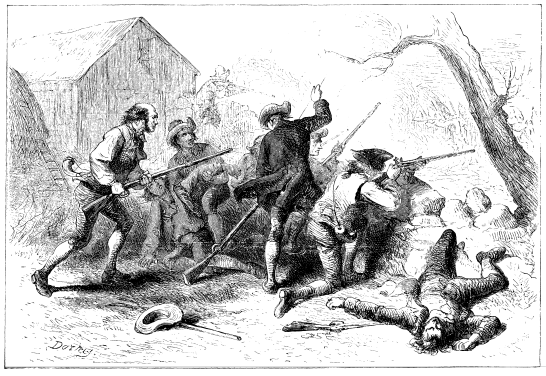
Loyalists—colonists who stayed loyal to England during the American Revolution; also called Tories

Passage 3 Marked Text

The American Revolution

Few people in Europe thought the Americans had a chance against the English. The English had a powerful navy and a trained army. They had weapons and money to buy supplies. The Americans had few weapons, no navy, no army, no money, and no real government.

The Americans did have several things in their favor. The Patriots were fighting for something they felt was right. Many British soldiers did not want to fight the colonists. The British were a long way from home and had to get their supplies from across the ocean. Partway through the war, the nations of France and Spain began to help the Americans. They both hated England and were glad to attack English ships and send supplies and men to help the Americans.



American colonists fighting

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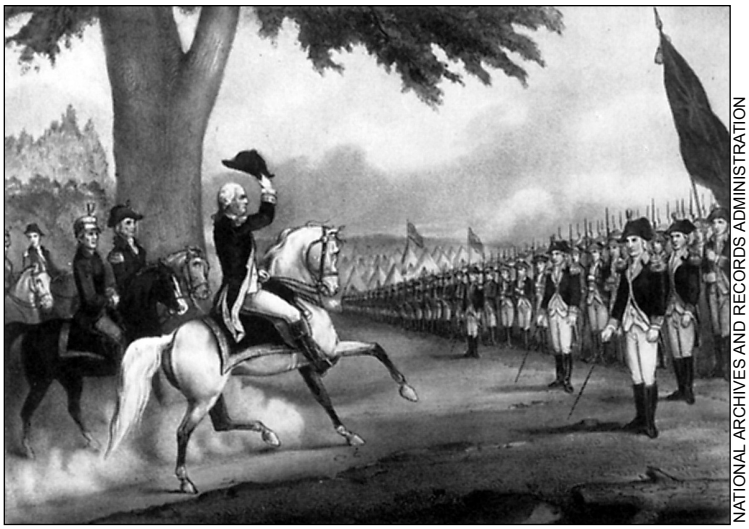
NATIONAL ARCHIVES AND RECORDS ADMINISTRATION

Washington taking control of the American army

A final thing that favored the Americans was the way the British fought. The red-coated soldiers were used to marching into battle side by side across open fields. This did not work in the American forests. The colonials fought like Native Americans, from behind trees and rocks. General George Washington commanded the entire colonial or Continental Army. His courage and ability helped the colonists stay strong and brave, even when things looked bad.

Soon after the war really began, the Americans lost New York City to the British. It was in New York that a young teacher named Nathan Hale was captured by the British when he was trying to find out the enemy plans for General Washington. Hale's famous words before he was hanged were "I only regret that I have but one life to lose for my country." With patriots like Hale fighting for America, it is easy to see why the British were finally defeated.

Critical Thinking

British soldiers and sailors were as brave as the colonists. For what reasons might British troops be unwilling to kill colonial soldiers and sailors?

Beginning of the War.

For quite a while, however, it seemed as though the Americans would surely lose. The British slowly drove Washington's tiny army across New Jersey and into Pennsylvania. Many colonists gave up and went home when Washington needed them most. On Christmas night 1776, Washington and his men won their first big victory. On that night they crossed the Delaware River and surprised the Hessian soldiers at Trenton, New Jersey. The Battle of Trenton was over almost before it started.

Washington crossing the Delaware

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When the British tried to catch the Americans after Trenton, they got a surprise. Washington had marched off and was beginning the Battle of Princeton, which he also won. Things were looking up for the Americans!

The turning point in the war came in October 1777. The English planned to crush the American army at Saratoga. Things went wrong for the British, and the Americans won a great victory.

Even though a terrible winter at Valley Forge, Pennsylvania, followed, the Americans were on their way to victory. Though many American soldiers left the army and many others died during the winter, Washington's men were ready for more fighting when spring came.

Fighting in Different Areas.

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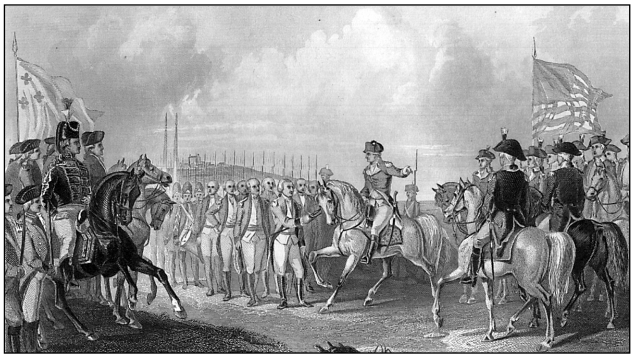
Also in 1780, a famous American general tried to betray America. Benedict Arnold, who had helped the Americans win at Saratoga, became unhappy and planned to turn the fort at West Point over to the British. He was found out, however. Arnold managed to escape and joined the British army.

On October 19, 1781, the war came to an end. Then Washington, with the help of a large fleet of French ships, trapped Lord Cornwallis and his entire army at Yorktown in Virginia. After six years of fighting, the war was over. The United States was a free and independent nation!



Surrender of Cornwallis at Yorktown

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Passage 3 Outline

Compare the information that is marked in the passage with the first part of the outline. Notice how the text marking in the passage shows the level of importance of the information and where it should be put in the outline. Then complete the last part of the outline, using the marked passage for ideas.

The American Revolution

1. American disadvantages
    - A. The English were stronger and better organized - circle
        - i. navy
        - ii. army
        - iii. weapons
        - iv. money to buy supplies
        - v. government
2. American advantages
    - A. They had passionate patriots
        - i. They were fighting for a good cause
        - ii. They were fighting in their homeland
        - iii. example: Nathan Hale, in New York City
            - **a.** "I only regret that I have but one life to lose for my country."
    - B. They gained allies, France and Spain
    - C. Fighting style: open lines (British) vs. behind rocks and trees (Colonists)
3. Beginning of the war
    - A. It seemed as though the Americans would surely lose
    - B. First victory, Christmas 1776
        - i. Battle of (1) _____ , then Battle of Princeton
4. (2) _____ in the war
    - A. October 1777 when the English didn't crush the Americans at Saratoga
    - B. The bad winter of 1777 at (3) _____, Pennsylvania, didn't stop them
5. Fighting in different areas
    - A. Fighting on (4) _____
        - i. George Roger Clark attacked and captured (5) _____
        - ii. He controlled the (6) _____
    - B. Fighting on (7) _____
        - i. British supply ships
        - ii. American (8) _____
        - iii. (9) _____ captured the *Serapis*
            - a. "I have not yet begun to fight!"
    - C. Fighting in (10) _____
        - i. British started out very successfully
        - ii. They were defeated in (11) _____ (year) at King's Mountain and Cowpens, South Carolina
6. Benedict Arnold betrayed the fort at (12) _____ in 1780
7. War ended October 19, 1781 when (13) _____ surrendered at Yorktown

Answer Key

1. Trenton
2. Turning point of the war
3. Valley Forge
4. the frontier
5. British forts
6. Northwest Territory
7. the ocean OR ships
8. privateers
9. John Paul Jones
10. the South
11. 1780
12. West Point
13. Lord Cornwallis

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Passage 3 Notes

These are notes that were taken from the passage. They are important ideas from the passage, but they are not organized by importance, or level of information. An outline includes this information, which makes it easier to study from.

- There were some factors against the Americans. The English were stronger. The English were better organized.
- There were some things in favor of the Americans. They were fighting for a cause. They had the home team advantage. They had allies in France and Spain. They had a better fighting style that they learned from the Native Americans. They fought from behind rocks and trees instead of in the open. And they had passionate patriots that were willing to die for their country, like Nathan Hale.
- There were early, discouraging losses, like in New York. Some Americans deserted. But the Americans kept trying and their first big victory was on Christmas night, 1776, at the Battle of Trenton, followed shortly by the victory at the Battle of Princeton.
- The turning point of the war was in October 1777 when the British were unable to crush the Americans at Saratoga, and they came back to win the battle.
- There was a bad winter spent in Valley Forge, Pennsylvania, but that didn't stop the Americans.
- There was fighting on the frontier. George Roger Clark fought to take over forts in order to control the Northwest Territory.
- There was fighting on the ocean. The British supply ships fought with the American privateers. John Paul Jones was famous for his brave words "I have not yet begun to fight!" when he captured the *Serapis*.
- There was fighting in the South. The British were more successful there, but they were eventually defeated in 1780 at King's Mountain and Cowpens, South Carolina.
- Benedict Arnold betrayed Americans by planning on giving up the fort at West Point in 1780. He deserted when his plan was discovered.
- The war ended on October 19, 1781. Lord Cornwallis was trapped in Yorktown and surrendered.

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Short Lessons in U.S. History

Passage List

Photocopy one of these passages for your student to use in the *Text Marking and Outlining* and *Textbook Graphic Organizers* worksheets.

- Passage 1, Colonial Life: pp. 22 – 25
- Passage 2, Trouble with England: pp. 31 – 35(half)
- Passage 3, The American Revolution: pp. 35(half) – 36, 38
- Passage 4, The United States Grows: pp. 54 – 57
- Passage 5, Transportation and Communication Improve: pp. 68 – 69, 71 – 73
- Passage 6, The United States Moves toward the Pacific Ocean: pp. 76 – 78, 80 – 81
- Passage 7, Civil War: pp. 93 – 98
- Passage 8, The Nation Needs Rebuilding: pp. 104 – 107

Textbook Graphic Organizers

One way to take notes is to use graphic organizers. **Graphic organizers** arrange pieces of information to show the relationship between them (like an outline shows the relative importance of the information). Some graphic organizers (charts, graphs, maps, and tables) are already in textbooks and you can copy them into your notes. You can see an example on p. 94 in the *Short Lessons in U.S. History* textbook. Usually, though, you will have to create your own graphic organizers from the important information in the textbook. Look at the list of common graphic organizers. Can you guess what each of these graphic organizers is used for?

- Cause/Effect
- Compare/Contrast
- Problem/Solution
- Timeline

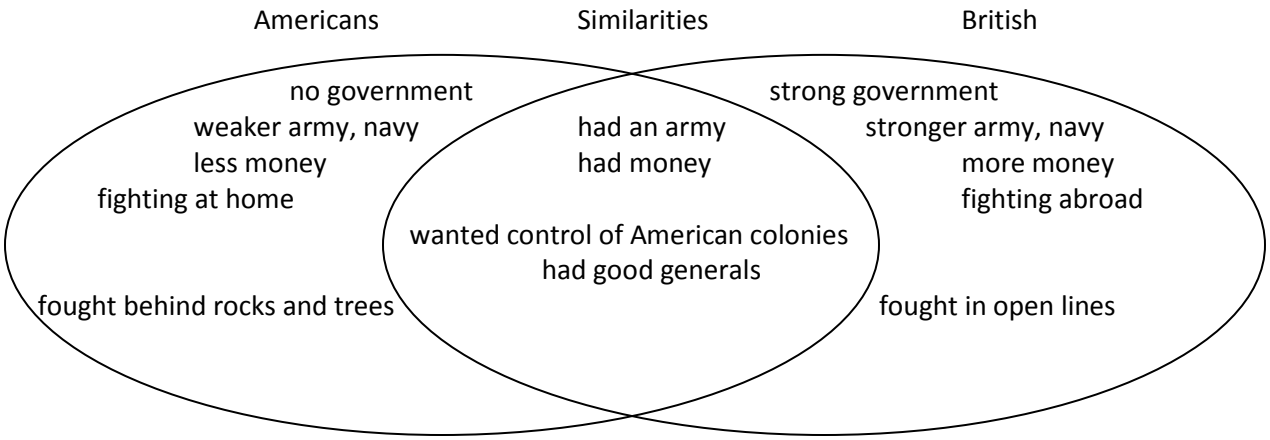
Cause/Effect

Cause/effect graphic organizers show a causal relationship between information. This means that some information describes the cause(s) of a situation (in the left column), and other information describes the effect(s) of the situation (in the right column). Each cause will have one or more effects.

Cause	Effect
George Rogers Clark attacked and captured forts.	→ His army gained control of the Northwest Territory.
John Paul Jones attack any British ship he saw.	→ He became the most famous American sailor.
Benedict Arnold became unhappy with the Americans.	→ He tried to betray the Americans at West Point.

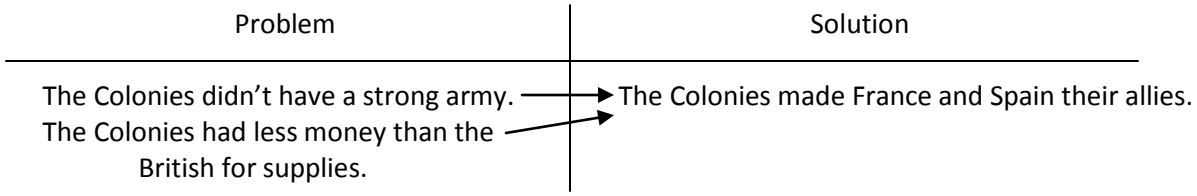
Compare/Contrast

Compare/contrast graphic organizers show the similarities and differences between two or more objects or concepts. In this graphic organizer, the similarities belong in the middle area, within both circles. The differences are listed in the separate parts of the circles under the object or concept that they describe.



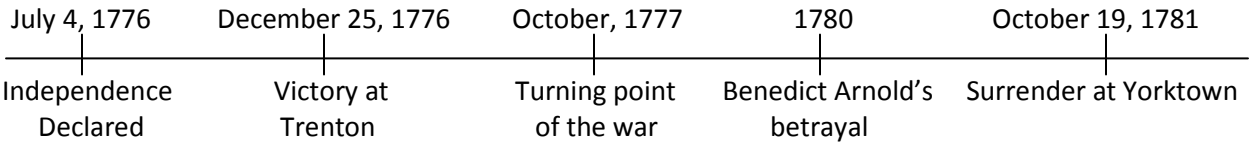
Problem/Solution

Problem/solution graphic organizers show the relationship between a problem or bad situation and its solutions. Each problem can have one or more solutions.



Timeline

Timeline graphic organizers show the order of events in time. This is an especially helpful graphic organizer for subjects like U.S. History, which frequently present events in chronological order.



Practice

1. A student read the example paragraph below and took notes on it using a cause/effect graphic organizer. The student chose cause/effect because of information about a reason (or cause) for the Americans' success and some results (or effects). Read the paragraph. Did the student choose correctly?

"One reason that the Americans were able to defeat the British was the help they received from France and Spain. This alliance gave them access to supplies they couldn't acquire anymore from the British. It gave them more trained soldiers. And it let the British know that the war wouldn't be easy."

Directions: Now look at the following paragraphs. Decide which kind of graphic organizer you would use to take notes on each paragraph. Explain your answer to your tutor.

2. "The South began the Civil War very well. They had soldiers that were bettered trained than Northern soldiers. So the war was difficult for the North at first. To weaken the South, the navy used ships to close off southern ports. The North also decided to conquer small portions of the South at a time."

a. Cause/Effect b. Compare/Contrast c. Problem/Solution d. Timeline

3. "At the start of the Civil War, the North and the South had different strengths. The North had more people, and thus more soldiers. However, the South had better military leaders. The North had better government and military organizations. But the South had the advantage of fighting at home."

a. Cause/Effect b. Compare/Contrast c. Problem/Solution d. Timeline

4. Now look at your marked photocopied passage from *Short Lessons in U.S. History*. Discuss the different graphic organizers with the tutor and choose one that fits this passage (there may be more than one). Graphic organizers are quickly drawn on paper, but you can create graphic organizers on a computer too. Create a graphic organizer with some information from this passage.

Answer Key

1. Yes, the student chose correctly.
2. c. Problem/Solution. The paragraph starts by talking about problems that the North was having in the war. Then it talks about the things the North did to overcome those problems.
3. b. Compare/Contrast. The paragraph talks about how the North and the South contrasted in their strengths in the war.

Lecture Note-Taking Skills

Objectives

After this lesson, your student will be able to:

- Use the KWL method to approach listening to a lecture, including critical thinking strategies before, during, and after the lecture.
- Identify questions about the topic that were unanswered by the lecture.
- Organize levels of lecture information, main points, and supporting details in an outline.
- Take notes on the lecture material for future study.

Lesson Preparation

These are the materials needed for this lesson. You will use them in the order they are listed in.

- Think about the homework from the last tutoring session, so you can review it with your student.
- Preview the entire lesson to help the tutoring session go smoothly.
    - Check the links in the List of Lectures, and make sure that you can navigate the lectures to specific sections/clips.
    - Pull up each video on a different tab on your computer so that you do not take up time during the tutoring session to find the correct places in each video.
- Decide if the student needs to use the ESL Variation or not.
- After previewing the lesson, make any changes that seem necessary to meet your particular student's needs and literacy level.
- Preview the Lesson Connections and Further Resources sections for optional additional material.
- Print copies of or check out any materials you will use in this lesson.
- Review the vocabulary in the U.S. History Vocabulary List, which may be used in the lectures.
- Choose one or two homework assignments from the list at the end of the lesson, or create your own homework assignments.

Materials

These are the materials needed for this lesson:

- List of Lectures
- A computer (to play the lectures)
- KWL Directions and Example
- *KWL* Worksheet
- *Lecture Outlining* Worksheet
- Lecture 1 Outline
- Lecture 1 Notes
- *Lecture Graphic Organizers* Worksheet
- *Cornell Notes Method* Worksheet
- Cornell Notes Method Example
- List of Optional Lectures (Optional)
- Access Class Schedules Document (Optional)

Lesson Procedures

- **R**eview: Talk about homework from the previous tutoring session. (5-10 minutes)
- **O**verview: Introduce the college skill of listening to a lecture. (5 minutes)
    - Ask the student if he/she has attended a lecture in a college classroom. If the student has, discuss what the experience was like. If not, help him/her think about a lecture from junior high or high school classes or presentations. Discuss what it was like.
    - Tell the student that attending lectures in college is very important. For many classes, lectures provide much of the information that is tested on exams. Being able to understand what is going on during a lecture and take notes for later study is very important for successful students.
- **P**resentation and **E**valuation: Present and evaluate lecture skills. (65 minutes total)
    - Read the KWL Directions and Example with the student. Explain that this method can be useful in many settings (lectures, TV watching, presentations, training videos or classes, etc.) where the student does most of the listening. Explain that people listen better when their brains are prepared for the topic they will be listening about. This activity will help the student learn how to do that. (5 minutes)
    - Have the student complete the *KWL* Worksheet. Have the student follow the steps from the *KWL* Worksheet and complete it with his/her knowledge and questions about the topic of Lecture 1 (Toward Revolution and Independence). Then play Lecture 1 for the student to take notes in the "Learn" column. (10 minutes)
    - Do the *Lecture Outlining* Worksheet with the student. For this activity, you will also need the Lecture 1 Outline and Lecture 1 Notes, and Lectures 1-3. Help the student understand how to notice important information during a lecture and how to appropriately outline after the lecture. (20 minutes)
    - Complete the *Lecture Graphic Organizers* Worksheet with the student. For this activity, you will also need Lectures 4-5. Help the student understand how graphic organizers are drawn from the information in the clips from Lecture 5. You can play one of the clips a second time when they choose the graphic organizer they want to practice. (15 minutes)
    - Explain the *Cornell Notes Method* Worksheet and Example to the student. He/She is already familiar with Lecture 1 information. Demonstrate how the Cornell Notes Method Example organizes that information. Then have the student listen to Lecture 3 again and help him/her use the Cornell Notes Method to take notes. For this activity, you will need some blank paper (lined paper, or printer paper). This technique can be used instead of or in addition to the KWL exercise (instead of the Learn section). (15 minutes)
    - Because time during the lesson is short for the student to learn the various lecture skills, the lectures are all very short. This does not give the student a very authentic lecture experience. Consider scheduling a second tutoring session with the student to practice with a longer lecture video. You can use the List of Optional Lectures to choose one.
- **S**ummary: Wrap up the lesson. (10 minutes)
    - Answer the student's questions about listening to lectures from the lesson.
    - Explain again that this lesson's skills will help the student better understand and take notes on lectures. He/She should try to use these techniques while listening to lectures, TV programs, videos, or presentations.
    - Tell your student about the homework. (See homework section below.)
    - Determine with the student which college skill will be taught after this lesson.

ESL Variation

If your student is learning English as a second language, adjust the lesson procedures according to this ESL Variation and your student's specific needs and literacy skills. The ESL Variation includes instructions for you to consider in addition to the instructions in the general procedures above. If a section of the lesson plan is not changed in the ESL Variation, it will not be listed below.

- Consider presenting the lesson in two tutoring sessions instead of one. This will allow you to take more time for all of the sections and make sure that the student understands the material.
- Watch the student for signs that he/she doesn't understand your questions, your instructions, the directions on a worksheet, or the content of a listening passage. Prepare to stop and talk about vocabulary during the lesson. Help the student speak and write using new vocabulary.
- Procedural vocabulary specific to this lesson includes blank, clarify, column, etc., homework, indent, review, and worksheet. Content vocabulary specific to this lesson (aside from the vocabulary focused on in the lesson materials) includes bold, British, clip, semester, troops, underlined, and video.
- **P**resentation and **E**valuation: Present and evaluate textbook reading skills.
    - Have the student complete the *KWL* Worksheet. ESL students may need quite a bit of help in thinking of what they know about this topic and how to write it. Discuss the topic with the student at the beginning, make sure he/she understands the example, and then help him/her write down ideas. For an ESL student, remind him/her to ask questions about confusing vocabulary, since it will affect the ability to understand the topic.
    - Do the *Lecture Outlining* Worksheet with the student. For ESL students, consider having them create their own outline for Lecture 1 instead of Lecture 3 (even though they have already seen an example outline for this lecture). Listening to a familiar passage with a new purpose can direct the focus on the new skill (listening for outlining cues) instead of the new material.
    - Explain the *Cornell Notes Method* Worksheet and Example to the student. He/She is already familiar with Lecture 1 information. Demonstrate how the Cornell Notes Method Example organized that information. Then have the student listen to Lecture 3 again (or for the first time, if an ESL student used Lecture 1 to create an outline) and help him/her use the Cornell Notes Method to take notes.

Homework

Choose one or two homework assignments for your student, or create some of your own:

- Have the student finish any activities that were not completed during the lesson.
- Use the List of Optional Lectures and give the student the URLs of two listening passages online. Have the student listen to them and complete a *KWL* Worksheet and *Cornell Notes Method* Worksheet for one passage, and a *KWL* Worksheet and an outline for the other.
- Ask the student to attend a lecture on US History on BYU or UVU campuses. Decide on the amount of time the student will sit in the lecture, since a full class period may be too much for the student to handle. Have him/her take notes on the lecture, later organize the notes with one of this lesson's methods, and be able to explain why the chosen method was the best. If you decide to assign this as homework, look at the Access Class Schedules Document in this lesson plan for instructions on how to access the class schedules at BYU and UVU.

The student should discuss this homework with you at the beginning of the next tutoring session.

Lesson Connections

To make connections to past lessons during this lesson, you can make the following changes:

- Connect to Textbook Reading Skills: If you have already taught the Textbook Reading Skills lesson plan, the activities in this lesson will be familiar to the student because the lessons are similarly organized. Emphasize the similarities that learning from a textbook has with learning from a lecture. Cut out or change activities that you feel are too repetitive.
- Connect to Study Organization Skills: If you have already taught the Study Organization Skills lesson plan, the material in this lesson will be helpful in practicing some of those skills. At the end of the lesson, have the student use his/her outline or graphic organizer to decide what material would be important to focus on to study for a quiz.
- Connect to Test-Taking Skills: If you have already taught the Test-Taking Skills lesson plan, you can assign homework that requires the student to review the material from today's lesson plan. Have the student review the worksheets from this lesson as well as his/her outline or graphic organizer. Have the student review the material two or three times for at least 15 minutes before the next tutoring session.
- Connect to Computer Skills: If you have already taught the Computer Skills lesson plan, ask the student to create an outline in a word document on a computer instead of writing it out by hand. If the student has more advanced skills using a computer, you can ask him/her to create a graphic organizer on the computer too.
- Connect to Time-Management Skills: If you have already taught the Time-Management Skills lesson plan, ask the student to write the homework assignments onto a Monthly Calendar or a Weekly or Daily to Do List to help him/her remember to do it before the next tutoring session.

Further Resources

Students interested in learning more about listening to lectures can explore these resources:

- http://www.how-to-study.com/study-skills/en/good-listening-in-class.asp for further information
- *Becoming a Master Student*, by Dave Ellis, Chapter 5 for further information
- *Ten Skills You Really Need to Succeed in School*, by John Langan, Chapter 5 for further information
- http://www.yorku.ca/yulearn/universityskills/Presentation_NoteTaking.pdf for further information on note-taking
- http://www.dartmouth.edu/~acskills/success/notes.html for further information on note-taking

The materials in this lesson plan were created or adapted by Meredith Gravett. Adapted materials came from the following sources:

- Lectures from http://college.cengage.com/history/lecturepoints/
- *Becoming a Master Student*, by Dave Ellis, Chapter 5
- *Ten Skills You Really Need to Succeed in School*, by John Langan, Chapter 5
- http://www.uwgb.edu/tutoring/resources/thecornell.asp for information on the Cornell Method
- http://coe.jmu.edu/LearningToolbox/cornellnotes.html for information on the Cornell Method
- http://www.uwgb.edu/tutoring/resources/developing.asp for information on outlining

List of Lectures

The lectures in this list are all around 5 minutes or shorter and are to be used with worksheets in the lesson plan to help students learn and practice lecture skills.

To navigate to these lectures, go to: http://college.cengage.com/history/lecturepoints/. Each lecture below lists the appropriate link to follow. For example, to watch Lecture 1 for the tutoring session, you'll click on the link for Lecture 6, Toward Revolution and Independence on the website. Or if you'd like to enter each url individually, those are listed below as well.

- Lecture 1: English and American Tension (Length: 5 minutes, 16 seconds)
  - On the website, click on Lecture 6, Toward Revolution and Independence
  - http://college.cengage.com/history/lecturepoints/part01_lecture06/part01_lecture06.html
  - Use slides 28-41 only
  - Used on the KWL Directions and Example, the KWL Worksheet, the Lecture Outlining Worksheet, the Lecture 1 Outline, the Lecture 1 Notes, and the Cornell Notes Method Worksheet and Example

- Lecture 2: Colonial Society (Length: 1 minute, 59 seconds)
  - On the website, click on Lecture 5, Colonial Society
  - http://college.cengage.com/history/lecturepoints/part01_lecture05/part01_lecture05.html
  - Use slides 1-2, 43, 56-57 only
  - Used on the Lecture Outlining Worksheet

- Lecture 3: Revolutionary War (Length: 4 minutes, 53 seconds)
  - On the website, click on Lecture 6, Toward Revolution and Independence
  - http://college.cengage.com/history/lecturepoints/part01_lecture06/part01_lecture06.html
  - Use slides 50-64 only
  - Used on the Lecture Outlining Worksheet and the Cornell Notes Method Worksheet

- Lecture 4: Checks and Balances (Length: 1 minutes, 38 seconds)
  - On the website, click on Lecture 7, Origins of the Constitution
  - http://college.cengage.com/history/lecturepoints/part01_lecture07/part01_lecture07.html
  - Use slides 47-51 only
  - Used on Lecture Graphic Organizers Worksheet

- Lecture 5: New England Colonies (Length: 19 minutes, 17 seconds) – Only Use Specific Clips
  - On the website, click on Lecture 3, New England Colonies
  - http://college.cengage.com/history/lecturepoints/part01_lecture03/part01_lecture03.html
  - Clip 1 Slides: 4-6 Length: 1 minute, 26 seconds
  - Clip 2 Slides: 14-16 Length: 1 minute
  - Clip 3 Slides: 23-25 Length: 1 minute, 3 seconds
  - Clip 4 Slides: 31-36 Length: 1 minute, 9 seconds
  - Used on the Lecture Graphic Organizers Worksheet

KWL Directions

KWL is a listening strategy to help people understand a lecture. Read the directions and look at the example to see how it is done.

Know	**W**ant to Know	**L**earn
In this column you will write down the things that you already know about the topic of the lecture. To think of ideas: **Ask yourself:** • What do I know about this topic? • What interests me about this topic? • How do I feel about this topic? **Preview (look ahead at):** • Any reading that you were assigned to do before this lecture • Handouts that the teacher gave to the class before the lecture • Anything written on the board before class • Anything in the teacher's PowerPoint • Anything the teacher sends you via email before class • Notes from your previous class session	In this column you will write down the questions that you have about the topic. To think of ideas: **Ask yourself:** • Are there gaps in my knowledge in the previous column? • What do I still need to know about this topic? • What are questions my teacher/tutor might ask me about this topic? • What information might be on a test? • Who, what, when, where, why, how?	Listen to the lecture. In this column, you will write down the things that you learned while listening to the lecture. Some of the things you write down should answer questions from the "Want to Know" column. Also write down things that you didn't know before listening to this lecture. You can also take these notes on paper or on a computer, using your preferred note-taking style. If you take notes on paper, write only on one side of the paper. Then you can spread out your notes and see them all when you're studying. On the back of the sheet, write down questions that you have during the lecture. If they aren't answered during the lecture, these would be good questions to ask the teacher to talk about in class.

KWL Example: Lecture 1, Toward Revolution and Independence

These are things written down by another student listening to Lecture 1. When you listen to Lecture 1, you will do the same thing.

Know	**W**ant to Know	**L**earn
-I know that the colonists wanted more freedoms, but the English were giving them fewer freedoms. -I know that the colonists protested against taxes. -I know that some of those taxes were levied against the colonists because of the French and Indian War. -I know that England needed to regain a lot of the money it had spent during the French and Indian War because it was in debt. -I know that there were taxes on paper goods and tea, and other products that the colonists were required to buy from England. -I know that there was a massacre in Boston. -I know that there was the Boston Tea Party. -I know that some people wanted to make changes but stay connected with England. -I know that some people wanted to break away from England completely. -I know that some people supported England completely. -I know that Thomas Paine wrote Common Sense to persuade people to support change in colonial government.	-What were some of the freedoms that were taken away from the colonists? -Did the taxes affect everyone in the colonies, or just the upper class or lower class? Did they affect certain colonies more than others? -Were these kinds of taxes unusual, or were they common? -Were there taxes like this levied after previous wars? -Were there taxes like this levied in the past to cover England's debts? -What force did England have in the colonies to enforce these taxes? -Who were the people who led protests? Was it one person or group, or was there general protest? -Were all of these events necessary to lead to revolution? Or was there was big reason, with the rest of the events being excuses? -When did all of these things happen? What are the dates?	-Proclamation Line prevented colonists from settling west of the Appalachians. -Stamp Act required government stamped paper for legal and published documents, and violators had no right to a trial by jury. Protests ended Stamp Act. -The Townshend Duties taxed glass, lead, paint, paper, and tea. The colonists lost the right to determine governors' pay. -Tea was boycotted or smuggled. -March 1770 Boston Massacre. -Committees of correspondence created unity and opposed British policies. -1773, Tea Act passed. -In December 1773, Boston Tea Party. -In 1774, Intolerable Acts were passed. Closed the port of Boston. -1774, 1st continental congress organized. -Both men and women protested. -First battles in Lexington and Concord. British tried to take military supplies. -1776, Thomas Paine wrote *Common Sense*. Monarchy bad, republic good. -1776, Thomas Jefferson wrote Declaration of Independence.

After Listening

Directions: Write down questions that you still have that weren't answered by the lecture. Then ask your tutor/teacher about them.

1. Did the taxes affect everyone in the colonies, or just the upper class or lower class?
2. Were there taxes like this levied after previous wars?
3. Were there taxes like this levied in the past to cover England's debts?
4. Were all of these events necessary to lead to revolution? Or was there was big reason, with the rest of the events being excuses?
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.
17.

KWL Worksheet: Lecture 1, Toward Revolution and Independence

Directions: Complete the KWL chart for Lecture 1. Use the KWL Directions and Example to help you. Not all of the instructions will apply because you're not in a class. But do the best you can on the first two columns and fill out the third column while you listen to the lecture.

Know	Want to know	Learn

After Listening

Directions: Write down questions that you still have that weren't answered by the lecture. Then ask your tutor/teacher about them.

1.

2.

3.

4.

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15.

16.

Lecture Outlining

During a lecture there is limited time to take notes. Teachers don't often stop lecturing for students to take notes, so students have to take notes as fast as they can while the lecture is going on. Some students record class lectures so they can listen to them again and have more time later for notes. Either way, after class students should organize their notes (either immediately after, or within a week of the lecture). There are several ways to organize notes. One way is an outline.

An **outline** is a visual way to organize notes from a lecture to show the relative importance of the information. Sometimes the teacher will outline the lecture before class, so that students will know the major sections of the lecture before they take notes on them. This can help the students create a basic outline during the lecture. Then they can clarify the outline and complete it with all of the information from the lecture after class. Pay special attention to outlines your teacher gives before lectures.

Teachers do not always outline their lectures, and students have to decide on their own what information is most important from the lecture. The lecture will help them decide what is important enough to write down, and then the student's ideas of the relative importance of the information can help them later reorganize the information into an outline.

Level of Information

First decide what level each piece of information belongs to among the following levels:

- The top level is the topic of the entire lecture. This topic is what you would tell people if they asked what the lecture was about, and can be used as the title of the outline.
- The next level is Level 1 information. This information comes from the main ideas of the different sections of the lecture that develop the topic of the lecture. This level contains supporting information.
- Level 2 information is supporting ideas for the Level 1 information. This information can include examples, reasons, causes, effects, etc., for the level 1 information.
- Level 3 information is main details that further explain the Level 2 information, giving a fuller description of it.
- Level 4 information includes supporting details. An outline of a lecture can, but doesn't have to, include Level 4 information.

Knowing which level a piece of information belongs to can be difficult during a lecture. A teacher will not always verbally state when a new main point is being made. Visual and grammatical cues are important for students to pay attention to.

During lectures, teachers do certain things to emphasize an important point. First, they might use an outline as they lecture so that students can follow along. This helps them keep their lecture organized and helps you take good notes. Second, if a teacher lectures on information that was already covered in the textbook, this is important information because it was worth covering twice. Third, they might write down important things on the board, in a slide, on an overhead, or in a handout. They present it visually to help you remember it, so that's how you know that it is important. Fourth, they repeat things that are

important to the lecture, or ask students to pay attention to a point in the lecture. This is because they want to help you remember it. Fifth, they use transition words to show how information is related to other information (showing relatively how important the information is). All of the points in this paragraph have the word "First", "Second", "Third", etc., in front of them, to show that all of them are important ideas that have the same level of importance. Lastly, some teachers may do a review at the end of the class of the important things that were covered. Because the review at the end is very short, only the most important things are mentioned. These items should be included in an outline.

If a teacher does any of these things while lecturing, mark that information with a special mark to show that it was one of the more important pieces of information. That will help you put it in the appropriate place when you create the outline.

Watch Lecture 2 (slides 1, 2, and 43). This shows a teacher outlining a lecture beforehand and using cues during a lecture. Discuss the example with your tutor and the cues the teacher used. Talk about how students figure out the importance of different information.

Outlining

Next, organize that information into an outline.

- Include the main topic at the top of the page.
- Use numbers, letters, and indentation to show the level of information you are outlining:
  - Begin a line with the Arabic numeral 1, followed by Level 1 information.
  - For Level 2 information, indent the next line and begin it with the capital letter A.
  - For Level 3 information, indent the next line twice and begin it with the lowercase Roman numeral i.
  - For Level 4 information, indent the next line three times and begin it with the lowercase letter a. For an example of these levels, see below.
- Usually each level of information is used at least twice within the section immediately above it. For an example, see below.

Main Topic

1. Level 1 Information
    A. Level 2 Information
    B. Level 2 Information
2. Level 1 Information
    A. Level 2 Information
        i. Level 3 Information
        ii. Level 3 Information
    B. Level 2 Information
    C. Level 2 Information
        i. Level 3 Information
            a. Level 4 Information
            b. Level 4 Information
        ii. Level 3 Information
3. Level 1 Information
    A. Level 2 Information
    B. Level 2 Information

If the numbering and lettering is confusing, focus on correctly indenting the information (the same level of importance indented at the same level). The way a line is indented shows that it supports other information or is supported by further details.

Look at the Lecture 1 Outline while watching Lecture 1 again. Compare the lecture information with the first part of the outline. Notice how the teacher emphasizes information that is higher in importance. This information appears in a higher level in the Lecture 1 Outline. The second half of the outline has some information missing. Fill in the outline as you continue listening to the last half of the lecture. Then compare this outline to the Lecture 1 Notes. When a student takes notes without an outline, the relationship between levels of information is lost. This is why outlining is a good note organization method.

Practice

Directions: Watch Lecture 3. While you're watching it, take notes on the information presented, marking information that is more important with some kind of mark (a star, underline it). Pay attention to the teacher and how he/she emphasize important ideas through cues. Then go back and create an outline of the information with the tutor. You can outline on a piece of paper or on a computer.

Lecture 1 Outline

Read along with this outline while listening to Lecture 1. Compare the information that is presented in the lecture with the first part of the outline. Notice how points that the teacher emphasizes are in important positions in the outline. Complete the outline while listening to the end of the lecture.

Tension and Revolution

1. Causes of Tension
    - A. Proclamation Line
        - i. Colonists couldn't settle west of it
        - ii. Followed the Appalachian Mountains
        - iii. Prevented fighting between the colonists and Indians
        - iv. Unpopular in the colonies
    - B. Debt
        - i. The English had a large debt from the French and Indian War
            - a. The British thought, "the war benefited the colonies, they will pay for it"
        - ii. Stamp Act passed in 1765
            - a. Required government stamped paper for legal and published papers
            - b. It was a direct tax and took away colonial rights to direct tax
            - c. Violators had no right to a trial by jury
            - d. 1. _____ and the Stamp Act Congress spoke against the Act
            - e. Repealed because of 2. _____, protests, and threats of violence
        - iii. Townshend Duties passed in 3. _____
            - a. Taxed 4. _____, 5. _____, 6. _____, paper, and tea
            - b. Revenues used to pay governors, taking away rights of colonists to do so
            - c. Boycotts made the English repeal the duties on the products, except 7. _____
            - d. Tea was boycotted or smuggled
2. From Tension to Fighting
    - A. 4,000 British troops moved into 8. _____ because of anti-British feelings
    - B. 9. _____ – Boston Massacre happened
        - i. A crowd threw 10. _____
        - ii. Soldiers shot into the crowd
        - iii. 11. _____ colonists were killed

Answer Key

1. Patrick Henry
2. boycotts
3. 1767
4. glass
5. lead
6. paint
7. tea
8. Boston
9. March 1770
10. snowballs
11. 5

Lecture 1 Notes

These are notes that were taken from Lecture 1. They are important ideas from the lecture, but they are not organized by importance, or level of information. An outline includes this information, which makes it easier to study from.

- There was a lot of patriotism and pride in 1863 after the French and Indian war.
- Then a rift created was created between the English and the colonists.
- There were two major causes of the rift: the proclamation line and the large national debt.
- The colonists couldn't settle beyond the proclamation line, which prevented them from settling west of the Appalachians. The English did this to prevent fighting between Indians and colonists.
- The large national debt was for the French and Indian War. The England thought the war was for the colonies, so they should pay for it.
- The Stamp Act (1765) said that legal documents (stamps, certificates, licenses) and published documents (cards, newspapers) had to be printed on government stamped paper, which cost more.
- This seemed fair to the English because people in England had been paying a similar tax already.
- Taxes already existed in the colonies, but this seemed like an unfair one to the colonists because it taxed commerce within the colonies, not just trade between the colonies and others.
- Violators of the Stamp Act couldn't have a trial by jury.
- Orators (like Patrick Henry) spoke out and protesters burned the watermarked paper for stamps.
- The threats of boycotts ended the Stamp Act, but Parliament said that it could legislate in the colonies however it wanted.
- The Townshend Duties were created to raise further money. It was a tax on glass, lead, paint, paper, and tea. The revenues from this act were for the salaries of the colonial governors, taking away the rights of the colonists to determine the pay for their governors.
- Boycotts were reestablished, and the duties were repealed on all items, except tea. Tea was boycotted, or smuggled into the colonies.
- Troops were sent to Boston where there was a hotbed of anti-British sentiment.
- Colonists resented the presence of the soldiers. There was a clash in March 1770. A crowd of colonists threw snowballs at some soldiers, and the soldiers shot into the crowd. 5 colonists died.

Lecture Graphic Organizers

Another way to organize notes that you've taken from a lecture is to use graphic organizers. **Graphic organizers** arrange notes from a lecture to show how pieces of information are related (like an outline shows the relative importance of the information). Your teacher will use some graphic organizers (charts, graphs, maps, and tables) during their lectures and you can copy them into your notes. Watch Lecture 4 to see an example of graphic organizer in a lecture. Now look at this list of common graphic organizers. Can you guess what each of these graphic organizers is used for?

- Cause/Effect
- Compare/Contrast
- Problem/Solution
- Timeline

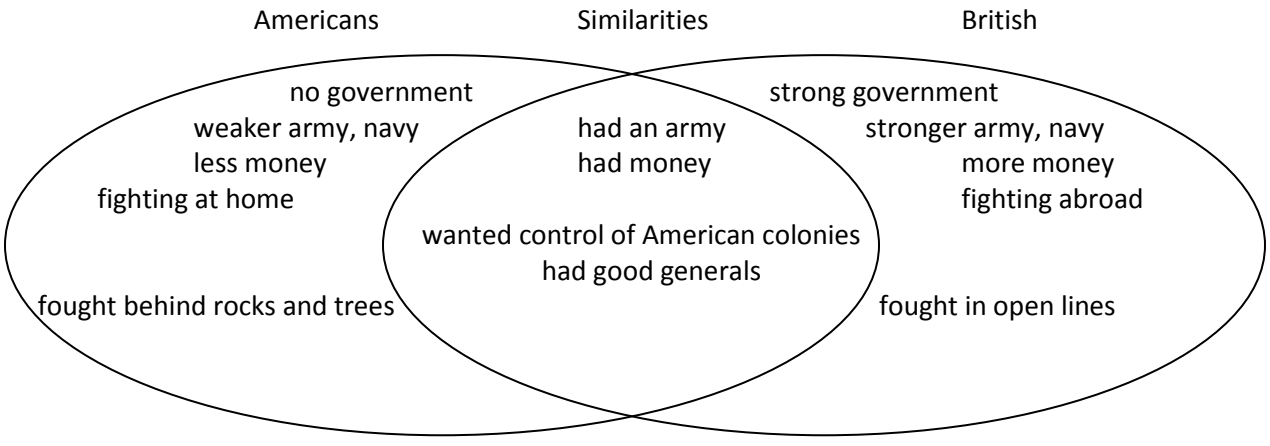
Cause/Effect

Cause/effect graphic organizers show a causal relationship between information. This means that some information describes the cause(s) of a situation (in the left column), and other information describes the effect(s) of the situation (in the right column). Each cause will have one or more effects.

Cause	Effect
George Rogers Clark attacked and captured forts.	→ His army gained control of the Northwest Territory.
John Paul Jones attacked any British ship he saw.	→ He became the most famous American sailor.
Benedict Arnold became unhappy with the Americans.	→ He tried to betray the Americans at West Point.

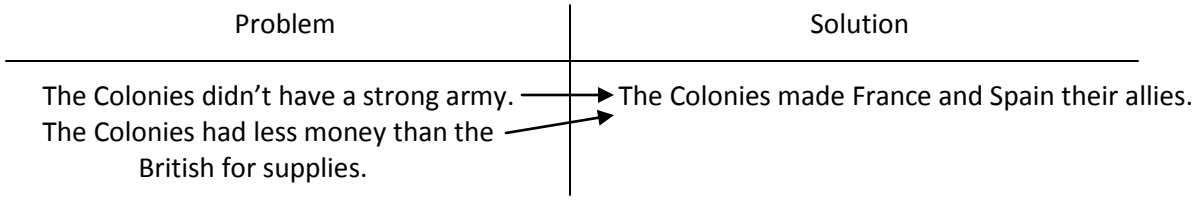
Compare/Contrast

Compare/contrast graphic organizers show the similarities and differences between two or more objects or concepts. In this graphic organizer, the similarities belong in the middle area, within both circles. The differences are listed in the separate parts of the circles under the object or concept that they describe.



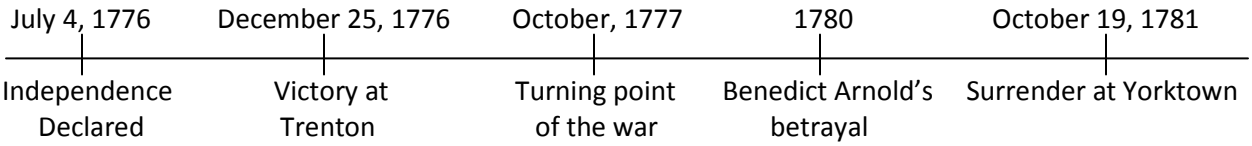
Problem/Solution

Problem/solution graphic organizers show the relationship between a problem being described and its solutions. Each problem can have one or more solutions.



Timeline

Timeline graphic organizers show the order of events in time. This is an especially helpful graphic organizer for subjects like U.S. History, which frequently presents events in chronological order.



Practice

Directions: Watch four **clips**, short videos, from Lecture 5. After each clip, pause the lecture and decide what type of graphic organizer would be best to organize the information from the clip.

1. Clip 1
   a. Cause/Effect b. Compare/Contrast c. Problem/Solution d. Timeline

2. Clip 2
   a. Cause/Effect b. Compare/Contrast c. Problem/Solution d. Timeline

3. Clip 3
   a. Cause/Effect b. Compare/Contrast c. Problem/Solution d. Timeline

4. Clip 4
   a. Cause/Effect b. Compare/Contrast c. Problem/Solution d. Timeline

Graphic organizers are quickly drawn on paper, but you can create graphic organizers on a computer too. Take a few minutes and draw a graphic organizer for one of the clips that you just watched from Lecture 5.

Answer Key

1. b. compare/contrast
2. a. cause/effect
3. c. problem/solution
4. d. timeline

Cornell Notes Method

Instead of combining note-taking with outlines and/or graphic organizers, you can choose to use the Cornell Method for note-taking. This method means taking notes in a specific way during a lecture, and then after a lecture reviewing the notes and organizing them to study the most important parts of the lecture.

Prepare to Take Notes

In the Cornell Method, the way that the notes are organized on the paper is very specific. It divides the paper into 4 sections. Each section holds a different type of information.

First, draw a horizontal line about 3 inches from the bottom of the paper. This should give you about 5 or 6 lines in that section if you're writing on lined paper. Next, draw a horizontal line about 2 inches from the top of the paper. If you're writing on lined paper, this will separate the top of the paper (without lines) from the rest. Then, between the two lines you've already drawn, draw a vertical line about 2 inches from the left side of the paper.

All of these lines should be dark so it's easy to see the different sections of the paper (especially if you are writing on lined paper). Also, remember to only take notes on one side of the paper to keep your notes easy to read and study from. Look at the lines on the Cornell Notes Method Example.

Take Notes

Before class starts, prepare several pieces of paper for the notes that you will take. At the top of the page write the name of the class, the date, and the topic of the lecture (if you don't know it at the beginning of class, write it in at the end). Look at the notes label on the Cornell Notes Method Example.

Next, write class notes in the large box on the right side. Separate each topic or idea with a blank line. This will make your notes clearer when you review them later. To take many notes quickly and to use less space, use abbreviations, incomplete sentences, and symbols to write ideas rather than writing them out completely. For example, use the "@" symbol for the word "about." Replace the word "and" with the "&" symbol. You can also write main ideas as "m.i.", details as "det.", supporting details as "s. det.", definitions as "def.", and examples as "ex." Look at the notes from Lecture 1 on the Cornell Notes Method Example.

Review and Clarify

Soon after class, review the notes that you took. If there is anything unclear in your notes, you'll be able to remember what was said in class and you can make your notes more clear by adding more notes. Then, in the left-side column, write down key points (dates, key words, main ideas, people, processes). Or you can write study questions that your notes answer. These key points or questions will be one of the most important areas to study, rather than focusing on details from your notes. Look at the notes and key points on the Cornell Notes Method Example (clarifications are bolded and underlined).

Summarize

Using the key points in the left column, write a summary of the lecture, or a paragraph that describes the main ideas of the lecture in a short, concise way. Do not include the details from your notes in the large box on the right side. A good summary should be written in your own words, be in complete sentences, include only main ideas, and be fairly short. This summary will be one of the most important areas to study, rather than focusing on details from your notes. Look at the summary at the bottom of the page on the Cornell Notes Method Example.

Practice

Now it is your turn to practice the Cornell Notes Method. Follow each of the steps. Get two or three blank pieces of paper from your tutor and prepare to take notes with the Cornell method. Then listen to Lecture 3 again and take notes in the notes section. Clarify ideas and pull out key points to understand the main ideas of the lecture. Then summarize the lecture using the key points.

Cornell Notes Method Example:

Lecture 1

Class: US History
Topic: American Revolution Causes
Date: 7/25/11

(1. Draw Lines) (2. Label Notes)

(5. Write down Key Points)	(3. Take Notes from Class)
Causes of the War: Proclamation Line Taxes	1763 – After French & Indian War lots of colonial pride >> anti-British feelings for two reasons: 1. Proclamation Line: stopped colonists moving west. (4. Clarify Notes) **not passed Appalachians >> prevent fighting with Indians** 2. Large national debt. England levied several taxes & acts **Debt contracted b/c of French/Indian War, colonists should pay**
Stamp Act, 1765 Patrick Henry	*1765 – Stamp Act passed >> purchase of government stamped paper for legal & published documents. The English already paid this tax. **Violators of Stamp Act had no trial by jury. Patrick Henry & others spoke against it. Protests ended the Stamp Act.**
Townshend Duties, 1767	*Townshend Duties passed 1767 >> get more money. Tax on glass, lead, paint, paper, tea. Colonists lost right to control pay of governors. Goods were boycotted >> duties repealed, except for tea. Tea boycotted or smuggled. **Revenues from this were for the salaries of the colonial governors.** *Lots of anti-British feelings in Boston >> British troops sent there.
Boston Massacre, March 1770	*March 1770 – Boston Massacre – 5 colonists died. **Crowd of colonists threw snow at soldiers >> soldiers fired into crowd.**

(6. Summarize Key Points)

For almost 10 years, colonists fought unfair treatment in two respects: loss of actual liberty (due to the Proclamation Line, Stamp Act, Townshend Duties, and British troops); and loss of financial liberty (from the same taxes). Colonists responded with protests (like boycotting or destroying British goods) and speeches (Patrick Henry, the orator, spoke against the Stamp Act). Still, there was eventually violence between the two groups, starting at the Boston Massacre in March 1770. This was just the beginning to the violence, which would eventually escalate into war.

List of Optional Lectures

These are lectures for students to use for extra practice or homework. They are whole lectures. Students can choose an interesting topic and watch a lecture, take notes, and create outlines or graphic organizers.

To navigate to the first set of lectures, go to: http://college.cengage.com/history/lecturepoints/. These five lectures are Lectures 12-16 on the website.

- Westward Expansion (1820s-1850) (Length: 19 minutes, 2 seconds)
  - http://college.cengage.com/history/lecturepoints/part01_lecture12/part01_lecture12.html
- Travel West and Old South (Length: 25 minutes, 13 seconds)
  - http://college.cengage.com/history/lecturepoints/part01_lecture13/part01_lecture13.html
- Impending Crisis (1850-1861) (Length: 23 minutes, 53 seconds)
  - http://college.cengage.com/history/lecturepoints/part01_lecture14/part01_lecture14.html
- Civil War (1861-1865) (Length: 26 minutes, 3 seconds)
  - http://college.cengage.com/history/lecturepoints/part01_lecture15/part01_lecture15.html
- Reconstruction Politics (1863/65-1877) (Length: 15 minutes, 33 seconds)
  - http://college.cengage.com/history/lecturepoints/part01_lecture16/part01_lecture16.html

For more difficult practice, students can watch one of the following lectures. The videos show a teacher lecturing in a classroom. There is less visual information in these than the slide lectures, and they are longer lectures. The student might start out watching just half a lecture.

To navigate to this lecture, go to: http://freevideolectures.com/Subject/History and click on "The American Revolution I" (second row, on the right). These four lectures are Lectures 2, 5, 23, and 24 on the website.

- Being a British Colonist (Length: 39 minutes, 29 seconds)
  - http://freevideolectures.com/Course/2877/The-American-Revolution-I/2
- Outraged Colonials: The Stamp Act Crisis (Length: 41 minutes, 9 seconds)
  - http://freevideolectures.com/Course/2877/The-American-Revolution-I/5
- Creating a Constitution (Length: 45 minutes, 59 seconds)
  - http://freevideolectures.com/Course/2877/The-American-Revolution-I/23
- Creating a Nation (Length: 40 minutes, 55 seconds)
  - http://freevideolectures.com/Course/2877/The-American-Revolution-I/24

To navigate to this lecture, enter the full url included below.

- Expansion and Slavery: Legacies of the Mexican War and the Compromise of 1850 (Length: 53 minutes, 15 seconds)
  - http://freevideolectures.com/Course/2463/The-Civil-War-and-Reconstruction-Era-1845-1877/6

Access Class Schedules

Brigham Young University

Get BYU's class schedule at this website: http://registrar.byu.edu/registrar/acadsched/classSched.php. On the left, choose the current semester or term (January-April is Winter; May-June is Spring; July-August is Summer; and September-December is Fall). A list of class lengths will appear next to the semester. Choose "Semester Length". A list of possible ways to search will appear. Select "Department". In the drop down menu choose a subject that your student is interested in and then press the "Search" button. When you find a class your student is interested in, write down the information for the student so he/she can attend the class.

Utah Valley University

Get UVU's class schedule at this website: https://uvaps.uvu.edu/pls/prod/bwckschd.p_disp_dyn_sched. At the top of the page is a drop down menu with options to search for the current semester or term (January-April is Spring; May-August is Summer; and September-December is Fall). Press "Submit" and you will be brought to a page with several menus. The top one is to search by subject. Choose a subject that your student is interested in and click on it. Then scroll all the way down to the bottom of the page and click on the "Class Search" button to see the courses in that subject. When you find a class your student is interested in, write down the information for the student so he/she can attend the class.

If you are unable to follow the links above, you may go to the university's websites (byu.edu or uvu.edu) and search for the term "class schedule" or "course search". This will probably bring you to the university's current class schedule website.

Study Organization Skills

Objectives

After this lesson, your student will be able to:

- Decide what material is important to study among all the material from textbooks and lectures.
- Use note cards to prepare study materials.
- Use study materials to study class material.
- Create mnemonic devices (memory strategies) to help memorize material.
- Use good study habits to study more efficiently.

Lesson Preparation

In preparation for this lesson you should:

- Think about the homework from the last tutoring session, so you can review it with your student.
- Preview the entire lesson to help the tutoring session go smoothly.
- Decide if the student needs to use the ESL Variation or not.
- After previewing the lesson, make any changes that seem necessary to meet your particular student's needs and literacy level.
- If a student has previously used one of the *Short Lessons in U.S. History* Passages that this lesson calls for, determine with the student if you should use a new passage in this lesson or use the same passage to learn new skills. Then adapt the lesson materials accordingly.
- Preview the Lesson Connections and Further Resources sections for optional additional material.
- Print copies of or check out any materials you will use in this lesson.
- Review the vocabulary from the U.S. History Vocabulary List, which may be used in the textbook passages for this lesson.
- Choose one or two homework assignments from the list at the end of the lesson, or create your own homework assignments.

Materials

These are the materials needed for this lesson. You will use them in the order they are listed in.

- *A Good Place to Study* Worksheet
- *Choosing What to Study* Worksheet
- Passage 3 Marked Text
- Passage 3 Notes
- Passage 3 Graphic Organizer
- Passage 3 Outline
- *Study Strategies* Worksheet
- Passage 3 Quiz
- 3 x 5 note cards, or squares of paper about that size (optional)

Lesson Procedures

For students with average literacy skills, follow these procedures:

- **R**eview: Talk about homework from the previous tutoring session. (5-10 minutes)
- **O**verview: Introduce the topic of Study Organization Skills. (5 minutes)
    - Ask the student about things that he/she has done before to study effectively. These can include reading, listening to lectures, taking notes, reviewing notes, re-reading the textbook, using flashcards, studying in a quiet place, studying with classical or other soothing music, reviewing material multiple times, memorizing facts, etc. Talking about how he/she has already engaged in good study practices will help the student feel comfortable.
    - Ask the student why studying effectively is important. Explain that to earn a degree, the student is going to have to do a lot of studying. Effective studying will help make all of it easier and more helpful.
    - Ask the student what weaknesses he/she has in studying. Maybe it is difficulty in memorizing facts or knowing what information is important to study. If his/her concern is one of the topics covered in the lesson, let the student know that you will talk about that. If not, brainstorm some ways to overcome the problem or places to look for more information on the topic.
- **P**resentation: Present good study techniques. (35 minutes total)
    - Read the *A Good Place to Study* Worksheet with the student. Have the student answer the questions from the worksheet out loud. This worksheet will help the student develop good study habits. (10 minutes)
    - Read the *Choosing What to Study* Worksheet with the student. Teach the student that frequently there is too much information for a class to study all of it, and wise students choose and focus on the most important information. (14 minutes)
    - Go over the strategies on the *Study Strategies* Worksheet. This worksheet covers 4 different strategies that are helpful for studying different types of material. Answer the student's questions about when and how to use these strategies. (16 minutes)
- **E**valuation: Practice the study techniques. (30 minutes total)
    - With the student, practice the strategies from the previous section. First, have the student think about what he/she could do to make their home a better place to study, or talk about where the best place to study for the student would be. (5 minutes)
    - Next, have the student look at the study materials from Passage 3 again: the Passage 3 Graphic Organizer, the Passage 3 Outline, and the Passage 3 Marked Text. With the student, use these materials to decide which information is the most important to study from this passage. Don't let him/her read all of the Passage 3 Marked Text! (10 minutes)
    - Help the student choose one strategy and study the Passage 3 material with it for 10 minutes. Help the student use the chosen strategy: write a mnemonic, write a few flashcards, write test questions, or have him/her teach you verbally. This is a short preparation time, but the student can use it to study effectively. After 10 minutes, administer the Passage 3 Quiz. The quiz should take about 5 minutes. (15 minutes)
- **S**ummary: Wrap up the lesson. (10 minutes)
    - Answer the student's questions about study techniques from the lesson.
    - Explain again that learning these study techniques will help him/her get through all of the studying necessary in college coursework.
    - Tell your student about the homework. (See homework section below.)
    - Determine with the student which college skill will be taught after this lesson.

ESL Variation

If your student is learning English as a second language, adjust the lesson procedures according to this ESL Variation and your student's specific needs and literacy skills. The ESL Variation includes instructions for you to consider in addition to the instructions in the general procedures above. If a section of the lesson plan is not changed in the ESL Variation, it will not be listed below.

- Consider presenting the lesson in two tutoring sessions instead of one. This will allow you to take more time for all of the sections and make sure that the student understands the material.
- Watch the student for signs that he/she doesn't understand your questions, your instructions, the directions on a worksheet, or the content the study materials. Prepare to stop and talk about vocabulary during the lesson. Help the student speak and write using new vocabulary.
- Procedural vocabulary specific to this lesson includes blank, bold, etc., homework, quiz, textbook, underline, and worksheet. Content vocabulary specific to this lesson (aside from the vocabulary focused on in the lesson materials) includes acronym, allies, British, distraction, flashcard, frontier, patriot, pen (as in pig pen, or cow pen), navy, and surrender.
- **P**resentation: Present good study techniques.
    - Read the *A Good Place to Study* Worksheet with the student. ESL students may not understand the word "distraction." Explain that a distraction is something that interrupts or stops another activity. The pictures on the worksheet may require some explanation, since art is culturally influenced. Explain that in drawings, wavy lines show volume. Explain that the darkness under a person's eye is exaggerated in drawings to show tiredness.
    - ESL students may be overwhelmed by trying to learn and practice the skills in the *Choosing What to Study* Worksheet and the *Study Strategies* Worksheet in one tutoring session. There is quite a bit of reading involved in presenting the study skills. Consider modifying this lesson in one of two ways: 1) Focus on presenting the *Choosing What to Study* Worksheet and the *Study Strategies Worksheet* in this tutoring session, then do the practice in the next tutoring session; or 2) Present and practice the principles in the *Choosing What to Study* Worksheet in this tutoring session, then present and practice the *Study Strategies* Worksheet material in the next tutoring session.
- **E**valuation: Practice the study techniques.
    - Next, have the student look at the study materials from Passage 3. These materials include the Passage 3 Marked Text, the Passage 3 Graphic Organizer, and the Passage 3 Outline. However, for ESL students, consider using only one or two of these materials to minimize reading and focus the activity on choosing what's important. With the student, decide which information is the most important to study from this passage.
    - Help the student choose one strategy and study the material with it for 10 minutes. After 10 minutes, administer the Passage 3 Quiz. For ESL students, read each question with the student and make sure that he/she understands what is being asked and what to do to correctly answer the questions. This may take more than 5 minutes.

Homework

Choose one or two homework assignments for your student, or create some of your own:

- Have the student finish any activities that were not completed during the lesson.
- Have the student read a chapter (or part of a chapter) in a textbook on a subject that interests him/her. After reading the chapter, the student should choose what information he/she thinks is the most important and create study materials to review that information.
- Have the student decide where the best place for him/her to study is, and the best time. The student should write down a summary of the study activity, the study place, and the time.

The student should discuss this homework with you at the beginning of the next tutoring session.

Lesson Connections

To make connections to past lessons during this lesson, you can make the following changes:

- Connect to Textbook Reading Skills: If you have already taught the Textbook Reading Skills lesson plan, remind the student to use the KWPL technique when reading passages from *Short Lessons in U.S. History*. Additionally, when you show the graphic organizer, sample outline, or sample marked text, remind the student how these things are created from a textbook passage. You can also assign the homework that requires the student to create study materials. Ask the student to make an outline or graphic organizer of the information, then choose important information and make study materials.
- Connect to Lecture Skills: If you have already taught the Lecture Skills lesson plan, when you show the graphic organizer or sample outline, remind the student how these things are created from a lecture.
- Connect to Test-Taking Skills: If you have already taught the Test-Taking Skills lesson plan, after you administer the quiz during the Evaluation section, ask the student to think of some of the principles from the *After the Test* Worksheet. The student should use the principles to evaluate and learn from the quiz in this lesson. Additionally, you can assign the homework that requires the student to create study materials and also require the student to review the study materials (from the *Before the Test* Worksheet). Have the student review the material twice at for at least 15 minutes. Give a quiz on this material at the beginning of the next tutoring session.
- Connect to Computer Skills: If you have already taught the Computer Skills lesson plan, assign homework for the student that includes creating flashcards for study material on the quizlet.com website. The student will need to sign up for the website (for free) and may need some help getting started. Assign him/her to create at least 10 flashcards on a US History topic.
- Connect to Time-Management Skills: If you have already taught the Time-Management Skills lesson plan, ask the student to write the homework assignments onto a Monthly Calendar or a Weekly or Daily to Do List to help him/her remember to do it before the next tutoring session.

Further Resources

Students interested in learning more about study skills can explore these resources:

- *Becoming a Master Student*, by Dave Ellis, Chapter Three for further information
- Flashcards to study US History concepts: http://www.apstudent.com/ushistory/cards.php - these are not formatted exactly like the flashcards in this lesson, but they can still be printed and used to study US History concepts.
- A series of videos about how to study effectively: http://www.youtube.com/watch?v=RH95h36NChI&feature=relmfu, http://www.youtube.com/watch?v=9O7y7XEC66M&feature=relmfu, http://www.youtube.com/watch?v=1xeHh5DnCIw&feature=relmfu, http://www.youtube.com/watch?v=E9GrOxhYZdQ&feature=relmfu, and http://www.youtube.com/watch?v=-QVRiMkdRsU&feature=relmfu

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The materials in this lesson plan were created or adapted by Meredith Gravett.

- *Short Lessons in U.S. History*, by E. Richard Churchill and Linda R. Churchill
- *Becoming a Master Student*, by Dave Ellis, Chapter Three
- http://www.how-to-study.com/study-skills/en/study-habits-of-successful-students.asp for study ideas
- http://www.testtakingtips.com/study/index.htm for study ides
- http://www.memorizationtips.com/ for study ideas
- http://edquestscience.com/component/content/article/61/ for information about mnemonics

A Good Place to Study

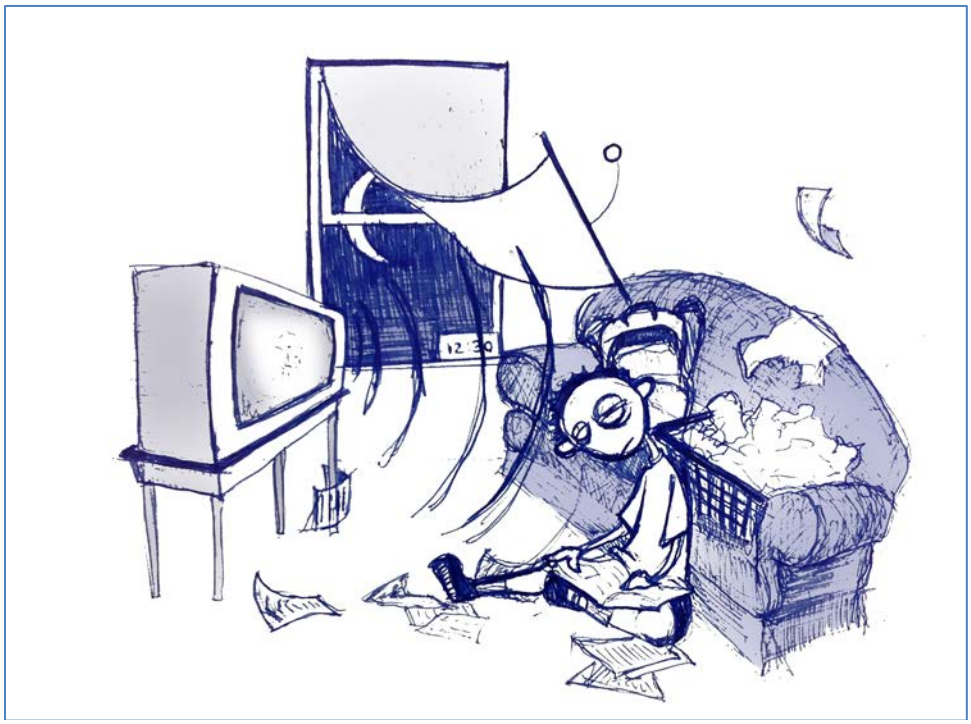
The best place to study is a place with few distractions. Studying will be very difficult if there are a lot of physical or mental distractions. **Physical distractions** are things that are around us that affect our senses of sight, sound, smell, and touch (noises, bad odors, hot or cold temperatures, discomfort, etc.). **Mental distractions** are things that we think or feel, caused by the physical things around us or thoughts of something other than our task (feeling tired, thinking about problems, answering the phone, etc.).

Physical Distractions

Physical distractions are the most noticeable and the most easily fixed. Our bodies need to be physically comfortable before they can focus on the mental effort that comes with studying. So this is why we need to avoid sights, sounds, temperatures, and smells that do not allow us to study well. If these factors are not taken care of, we will be physically unable to focus on what we are trying to study. When you sit down to study, focus on what you can control, which are the physical characteristics of your study spot that may cause physical or mental distractions.

Look at Picture 1. This student is studying at home. Think about the sights, sounds, smells, and temperature that he is experiencing. Then answer the questions below.

Picture 1



What things make this a bad place to study? Why are these things bad? What things make this a good place to study? Why are these things good? Discuss your answers with your tutor.

Mental Distractions

Mental distractions are things that we think about or that affect our brain's capacity to concentrate. One such distraction is having something around that you want to do instead of studying, such as playing a game or reading a book. Another mental distraction is having something around that can interrupt your study, like friends talking to you or a cell phone ringing. A third mental distraction can be the time of day that you study. We all have times in the day when we are more mentally awake and ready to work. Study should take place during this time. One last mental distraction can be things that you feel like you have to do instead of studying, like a messy room that needs to be cleaned.

Look at Picture 2. The boy has moved to the library to study. Think about the different mental distractions that he could experience in the library, as well as the physical distractions discussed above. Then answer the questions below.

Picture 2

What things make this a bad place to study? Why are these things bad? What things make this a good place to study? Why are these things good? Discuss your answers with your tutor.

Individual Preferences

You don't have to be in the library to have a good place to study. And your home isn't always a distracting place to study. You can choose what to do to reduce distractions in the place you study.

Also, each person is different. Some people can't study when it is perfectly quiet. Some people prefer to study when they are listening to music that won't distract them. Or they prefer to study while they are

standing up and moving around. As long as you are in a place that works for you, you will do well when you study there.

Look at Picture 3. As you look at the picture, think about what the boy has done to make his home a better place to study. Then answer the questions below.

Picture 3

What things make this a good place to study? Why are these things good? What are some other things that he might need to do to make his home a better place to study? Discuss your answers with your tutor. Now tell the tutor a place that you like to study. Then, using the information above, tell the tutor what things you could do to make that place better for studying.

Study Time

The last thing to think about when you are preparing to study is the time that you will use to study. First, it is important to make time to study regularly. Studying and organizing notes right after a class ends will help you retain the information better. Weekly study sessions with a group will help you find gaps in your notes. If you study regularly during the semester, your study sessions for tests will not be too hard to handle.

Second, what you can accomplish depends on the amount of time that you have for a study session. If you only have a few minutes, you probably only have time for a quick review of material that you've already studied. If you have 30 minutes, you might have time to study material that you just read about or just learned in a lecture. If you have an hour or more, this might be a good time for you to work on long-term projects or start memorizing things for a test. However, it is usually best to schedule short, frequent study sessions. Long study sessions make your brain tired and less efficient, while short study sessions allow your mind to frequently internalize the information that has just been studied.

Choosing What to Study

When you are deciding what you need to study, you have several areas that you can look at to get good ideas. These include the original sources of information (the textbook or the lecture, if you recorded it), the notes that you have previously taken (including outlines or graphic organizers that you created), and your own ideas about what is important from the information that you have learned. Additionally, teachers sometimes give study guides to let their students know what they should spend extra time studying. Each of these areas will be talked about in more detail below.

Textbooks and Lectures

When you read a textbook, there are certain areas of a chapter that point out important information. These areas include chapter previews or timelines at the beginning of the chapter, chapter summaries or review questions at the end of the chapter, bolded words, headings, lists, tables, charts, graphs, and illustrations within the chapter. Additionally, if you underlined anything in the chapter while you were reading, these might be important things to look at again. Look at the Passage 3 Marked Text for an example.

During lectures, teachers do certain things to emphasize an important point. First, they might repeat something that they think is key. This is because they want to help you remember it. Second, they might write down important things on the board, in a slide, on an overhead, or in a handout. They present it visually to help you remember it, so that's how you know that it is important. Third, they use transition words to show how information is related to other information (showing relatively how important the information is). All of the points in this paragraph have the word "First", "Second", or "Third" in front of them, to show that all of them are important ideas that have the same level of importance.

Notes, Graphic Organizers, and Outlines

When you first read a textbook or listen to a lecture, there are certain things that stand out to you. These are the things that you take notes on. This is especially important when you are listening to a lecture because you will not get another opportunity to listen to the lecture unless you record it. So later, when you are trying to decide what to study, your notes are a way to remember what was important to you much earlier in the learning process. Maybe not all of your notes will contain things that you now think are important. The more you take notes and then study from them, the more you will learn how to take notes that only include the important things from a textbook or lecture.

Besides notes, you can study using graphic organizers or outlines that you've made with the information that you've learned from a textbook or a lecture (See the Textbook Reading Skills or Lecture Note-Taking Skills lesson plans to learn how to make these documents). Notes are taken as you read or as you listen to a lecture. But graphic organizers and outlines are more organized ways of looking at the information and how some parts of it are related to other parts. These things show visually how all the information is related. If you have created any of these during the notes-taking process, use them to choose information that you thought was most important. Look at the Passage 3 Notes, Passage 3 Graphic Organizer, and Passage 3 Outline examples to see how these documents may look.

Personal Thoughts on Importance

When you have read about a topic and listened to lectures on it, you begin to develop your own ideas about the topic and what parts of it are important. In the last section we talked about how those things are frequently what you write down. However, there may be some things that you think about the topic that are not in your notes. These things are often what you think when you analyze, evaluate, summarize, or synthesize information. To **analyze** information is to look at it in detail to understand it more. To **evaluate** information is to judge the worth of it. To **summarize** information is to present the main ideas of the information in a short, concise way. To **synthesize** information is to put information from several different sources together to form new, complete ideas. These ideas aren't directly stated in a text, but they are possible questions that your teacher may ask. Thinking about class information this way can help you decide items are important enough to study.

Study Guides

When a teacher gives you a study guide, there are three ways to look at it: 1) "This tells me everything I need to know"; 2) "This tells me some general ideas that are important and it is up to me to study more about these concepts"; or 3) "This is just to get me started and I need to do most of the work in deciding what to study for this test." You need to discuss the study guide with your teacher to find out what his/her attitude is, so you will use the study guide appropriately while you are studying for the test.

fighting, most colonists hoped to settle their problems with England without going to war.

King George III of England would not listen to colonial requests to change the laws. Instead, he had stricter laws passed and began hiring German troops called **Hessians** to fight the colonists.

Hessians—German soldiers who served in the British army during the American Revolution

Critical Thinking

England had a powerful army. Even so, German troops were hired to help fight the colonists. Why might the English have hired these German soldiers?

The Second Continental Congress met and, after much talking, wrote the Declaration of Independence. The Declaration said the colonies were forming a new nation and were now free of English rule. On July 4, 1776, Congress adopted the Declaration. The United States of America became a nation.

NATIONAL ARCHIVES AND RECORDS ADMINISTRATION

Reading the Declaration of Independence in Boston, July 1776

Not everyone thought this was a good idea. Many people called **Tories** or **Loyalists** were still loyal to King George. These people often fought the Patriots or else moved to Canada to stay out of the fighting that was sure to come.

Tories—colonists who stayed loyal to England and did not support the American Revolution; also called Loyalists

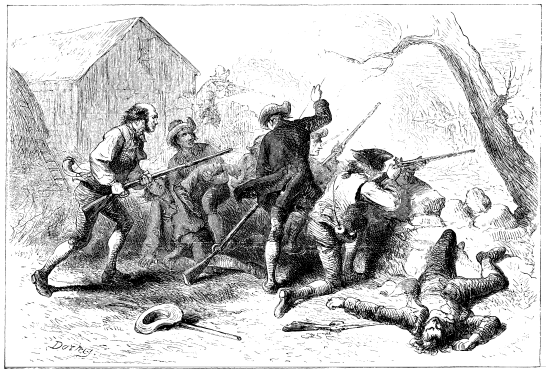
Loyalists—colonists who stayed loyal to England during the American Revolution; also called Tories

Passage 3 Marked Text

The American Revolution

Few people in Europe thought the Americans had a chance against the English. The English had a powerful navy and a trained army. They had weapons and money to buy supplies. The Americans had few weapons, no navy, no army, no money, and no real government.

The Americans did have several things in their favor. The Patriots were fighting for something they felt was right. Many British soldiers did not want to fight the colonists. The British were a long way from home and had to get their supplies from across the ocean. Partway through the war, the nations of France and Spain began to help the Americans. They both hated England and were glad to attack English ships and send supplies and men to help the Americans.



American colonists fighting

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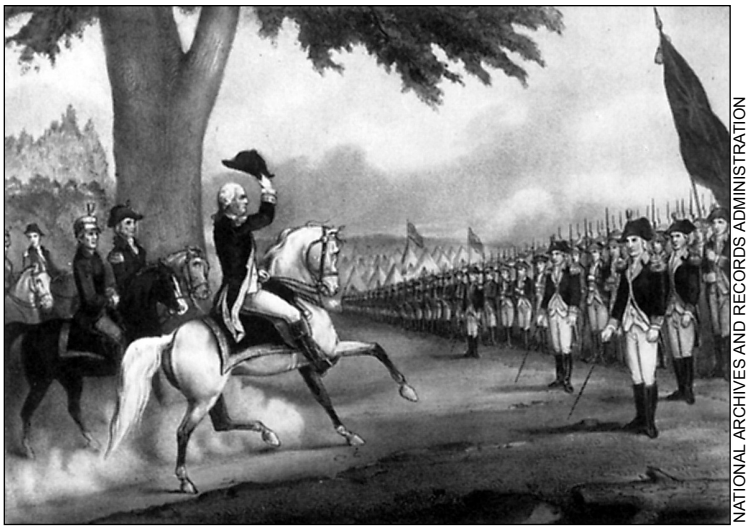
NATIONAL ARCHIVES AND RECORDS ADMINISTRATION

Washington taking control of the American army

A final thing that favored the Americans was the way the British fought. The red-coated soldiers were used to marching into battle side by side across open fields. This did not work in the American forests. The colonials fought like Native Americans, from behind trees and rocks. General George Washington commanded the entire colonial or Continental Army. His courage and ability helped the colonists stay strong and brave, even when things looked bad.

Soon after the war really began, the Americans lost New York City to the British. It was in New York that a young teacher named Nathan Hale was captured by the British when he was trying to find out the enemy plans for General Washington. Hale's famous words before he was hanged were "I only regret that I have but one life to lose for my country." With patriots like Hale fighting for America, it is easy to see why the British were finally defeated.

Critical Thinking

British soldiers and sailors were as brave as the colonists. For what reasons might British troops be unwilling to kill colonial soldiers and sailors?

Beginning of the War.

For quite a while, however, it seemed as though the Americans would surely lose. The British slowly drove Washington's tiny army across New Jersey and into Pennsylvania. Many colonists gave up and went home when Washington needed them most. On Christmas night 1776, Washington and his men won their first big victory. On that night they crossed the Delaware River and surprised the Hessian soldiers at Trenton, New Jersey. The Battle of Trenton was over almost before it started.

Washington crossing the Delaware

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When the British tried to catch the Americans after Trenton, they got a surprise. Washington had marched off and was beginning the Battle of Princeton, which he also won. Things were looking up for the Americans!

The turning point in the war came in October 1777. The English planned to crush the American army at Saratoga. Things went wrong for the British, and the Americans won a great victory.

Even though a terrible winter at Valley Forge, Pennsylvania, followed, the Americans were on their way to victory. Though many American soldiers left the army and many others died during the winter, Washington's men were ready for more fighting when spring came.

Fighting in Different Areas.

West of Washington's battles, another part of the war was going on. George Rogers Clark was attacking the British forts along the frontier. He and his small army captured fort after fort until they had control of the **Northwest Territory** from the Great Lakes to the Ohio and Mississippi rivers.

Meanwhile, American ships were beginning to attack British vessels. Many British supply ships were captured by the American **privateers**.

Northwest Territory—the land northwest of the original thirteen states that became American territory in 1783 but was not yet divided into states

privateer—an armed private ship that makes war on ships of an enemy nation

submarine—a ship that operates under water

First Submarine

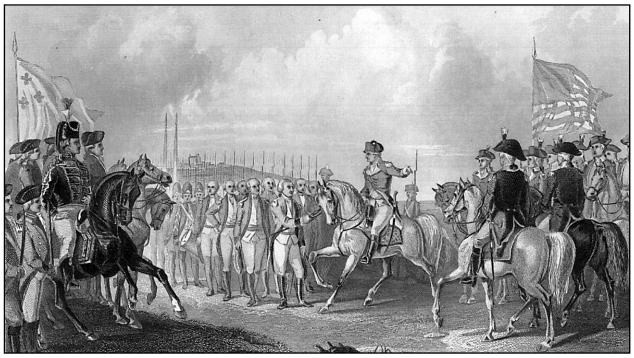
In 1776, the first **submarine** attack took place. The *Turtle* attacked the British ship HMS *Eagle*. The attack failed.

The most famous American sailor was John Paul Jones, who attacked British ships whenever he saw them. In his most famous fight, his ship, *Bonhomme Richard,* was so badly damaged it was sinking. Jones sailed close beside the British ship, *Serapis,* which was defeating him. When asked to surrender, he replied, "I have not yet begun to fight!" and opened fire at a distance of a few feet. Soon he captured the larger *Serapis,* which he sailed home.

In the South, the British were very successful. They won battle after battle. It was not until 1780, at King's Mountain and later at Cowpens in South Carolina, that the Americans were able to defeat the English.

Also in 1780, a famous American general tried to betray America. Benedict Arnold, who had helped the Americans win at Saratoga, became unhappy and planned to turn the fort at West Point over to the British. He was found out, however. Arnold managed to escape and joined the British army.

On October 19, 1781, the war came to an end. Then Washington, with the help of a large fleet of French ships, trapped Lord Cornwallis and his entire army at Yorktown in Virginia. After six years of fighting, the war was over. The United States was a free and independent nation!



Surrender of Cornwallis at Yorktown

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Passage 3 Notes

These are notes that were taken from the passage. They are important ideas from the passage, but they are not organized by importance, or level of information. An outline includes this information, which makes it easier to study from.

- There were some factors against the Americans. The English were stronger. The English were better organized.
- There were some things in favor of the Americans. They were fighting for a cause. They had the home team advantage. They had allies in France and Spain. They had a better fighting style that they learned from the Native Americans. They fought from behind rocks and trees instead of in the open. And they had passionate patriots that were willing to die for their country, like Nathan Hale.
- There were early, discouraging losses, like in New York. Some Americans deserted. But the Americans kept trying and their first big victory was on Christmas night, 1776, at the Battle of Trenton, followed shortly by the victory at the Battle of Princeton.
- The turning point of the war was in October 1777 when the British were unable to crush the Americans at Saratoga, and they came back to win the battle.
- There was a bad winter spent in Valley Forge, Pennsylvania, but that didn't stop the Americans.
- There was fighting on the frontier. George Roger Clark fought to take over forts in order to control the Northwest Territory.
- There was fighting on the ocean. The British supply ships fought with the American privateers. John Paul Jones was famous for his brave words "I have not yet begun to fight!" when he captured the *Serapis*.
- There was fighting in the South. The British were more successful there, but they were eventually defeated in 1780 at King's Mountain and Cowpens, South Carolina.
- Benedict Arnold betrayed Americans by planning on giving up the fort at West Point in 1780. He deserted when his plan was discovered.
- The war ended on October 19, 1781. Lord Cornwallis was trapped in Yorktown and surrendered.

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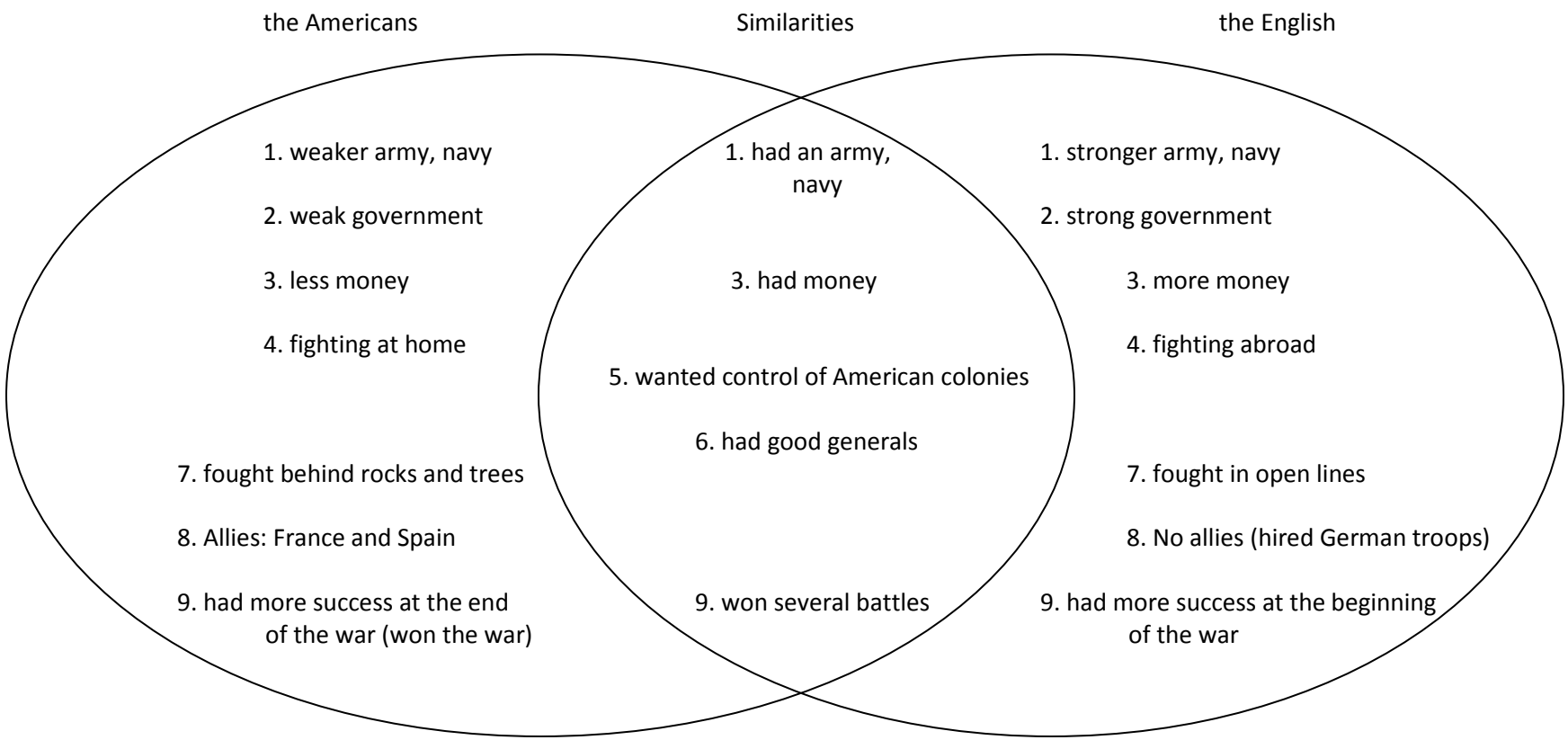
Passage 3 Graphic Organizer

The American Revolution – Similarities and Differences between the Americans and the English



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These are some other graphic organizers that include some information from Passage 3:

Cause/Effect

Cause	Effect
George Rogers Clark attacked and captured forts.	His army gained control of the Northwest Territory.
John Paul Jones attack any British ship he saw.	He became the most famous American sailor.
Benedict Arnold became unhappy with the Americans.	He tried to betray the Americans at West Point.

Problem/Solution

Problem	Solution
The Colonies didn't have a strong army.	The Colonies made France and Spain their allies.
The Colonies had less money than the British for supplies.	

Timeline

July 4, 1776	December 25, 1776	October, 1777	1780	October 19, 1781
Independence Declared	Victory at Trenton	Turning point of the war	Benedict Arnold's betrayal	Surrender at Yorktown

Passage 3 Outline

The American Revolution

1. American disadvantages
    a. The English were stronger: weapons and money to buy supplies
    b. The English were better organized: navy, army and government
2. American advantages
    a. They had passionate patriots
        i. They were fighting for a cause
        ii. They were fighting in their homeland
        iii. example: Nathan Hale
    b. Fighting style: open lines vs. behind rocks and trees
    c. They gained allies: France and Spain
3. Battles and chronology:
    a. There were early discouraging losses
    b. Battle of Trenton – First big victory on Christmas night 1776, followed by the Battle of Princeton
    c. Turning point of the war – October 1777 when the English didn't crush the Americans at Saratoga
    d. The bad winter of 1777 at Valley Forge, Pennsylvania didn't stop the Americans.
4. Fighting in different areas:
    a. Fighting on the frontier:
        i. George Roger Clark fought on the frontier to control the Northwest Territory
    b. Fighting on the ocean:
        i. British supply ships
        ii. American privateers
        iii. John Paul Jones and the capture of the *Serapis*
    c. Fighting in the South:
        i. British started out very successfully
        ii. They were defeated in 1780 at King's Mountain and Cowpens, South Carolina.
5. Betrayal of Benedict Arnold at fort at West Point in 1780; he ran away
6. The war ends October 19, 1781 when Lord Cornwallis is trapped and surrenders at Yorktown

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Study Strategies

Flashcards

Many people use flashcards to study. A **flashcard** is a card with information on two sides. You study by looking at one side of the card, thinking about what is on the other side, and then checking the other side. Look at each flashcard multiple times. The repetition helps you memorize the information. When you know the information better, you only look at one side of the flashcard and review the information on the other side without looking. The more you know the faster you can "flash" through your study.

One side of the flashcard should have an idea, concept, word, or question on it. The other side should have further explanation or details. Here is an example of a flashcard:

Side 1	Side 2
Idea, concept, word, or question: Where the colonists beat the English in the South	Further explanation: King's Mountain, South Carolina Cowpens, South Carolina

You can create more than one flashcard for one concept. One flashcard could have a question about it, while another could just have the name of the concept. This will help you practice with different ways to approach the concept. Of course, start out with flashcards with the most important information, and then add more flashcards if you have time. Additionally, try studying the flashcards in multiple ways. During one practice session, use only Side 1 from each card and try to remember the further explanation. Then the next time, read from Side 2 and try to remember the name of the concept it describes. This will prepare you for various types of test questions.

Practice Test Questions

When you study for a test, try to think about what questions will be on the test. Questions may be about main ideas or details stated in a lecture or textbook, or they may require critical thinking skills (analysis, evaluation, synthesis, or summary). If you've already taken a test in the class, think about the kinds of questions that were on that test. Then write some practice questions for yourself. When you write your own questions, write a mixture of critical thinking questions and information questions.

The questions can be based on what you would ask if you were writing the test, but most importantly you should think of questions that your teacher will think are most important. After you choose what is most important to study, write questions for that information first. Then you can write questions about less important concepts later.

When you write test questions to study with, you should also write the answers so you have practice answering the questions. A good way to reinforce this strategy is to write your test question on a flashcard, with the answer on the back. Then you can use two strategies to study the same information.

Mnemonics

Mnemonics are memory devices that can help you remember information. You think about something simpler and more memorable than the information you're trying to memorize, and it reminds you of what you are memorizing. Mnemonics are most effective when you say them aloud or think of them over and over, to create a strong connection between what you are memorizing and the mnemonic. And different mnemonics help you memorize different types of information.

If you are memorizing a list of words or concepts, you can use their first letters to create an acronym to memorize. An **acronym** is a word that is made up of the first letters of other words. For example, the colors of the rainbow are Red, Orange, Yellow, Green, Blue, Indigo, and Violet. If you take the first letter of each of these colors, you get "ROYGBIV," which is frequently memorized as the name "Roy G. Biv."

Instead of creating an acronym with the first letters of a list of words, you can create a **sentence mnemonic**, a sentence with words beginning with the same first letters as words in the list. Let's say you are trying to memorize the following list of advantages that the English had over the Americans: government, weapons, army, money (to buy supplies), and navy. You can create a sentence with words that start with the letters G, W, A, M, and N. That will help you memorize the concepts. The sentence "Giant Worms Are Mean and Nasty," will create an unusual mental image of giant worms, and if you imagine the giant worms with mean faces and crowns on their heads (to show that they are English), it's not hard to remember that this sentence indicates the advantages the English had. Giant = government. Worms = weapons. Are = army. Mean = money (to buy supplies). Nasty = navy.

If you are trying to remember the definition for a word or a fact, you can create a **mental image** (a picture in your mind) that is unusual that will help you remember the meaning. For example, let's say you are trying to memorize where the British were defeated in the South. It was at King's Mountain, South Carolina, and Cowpens, South Carolina. To memorize this information, you can first imagine a king (the English king) trying to defend a mountain of dirt inside a cow pen. But his crown gets in his eyes and he gets beaten. The English were beaten at King's Mountain and at Cowpens.

Another useful mnemonic is rhyming. **Rhyming** is creating sentences or lines of poetry that end with words that have similar sounding endings. People remember words from songs easily because many songs rhyme. Rhyming can help you remember other things too. For example, the list of advantages that the English had over the Americans (government, weapons, army, money to buy supplies, and navy) can be memorized through rhyming. The following rhyme can help you remember these advantages:

The English government,
To America it went.
Its navy and army
Have weapons to harm me
And money to be spent.

Use flashcards to study mnemonics that you have already written. Write the mnemonic on one side of the card and the full piece of information on the other. Then you can use two strategies to study the same information.

Study Groups

A study group is a group of students, usually in the same class, meeting to study a topic together. The study group can study for a test, or just meet regularly to study class material. Study groups provide several benefits as students study for classes. First, when you study material, it is good to put the information in your own words. If you can talk about a topic, you are more likely to understand it and remember it. So a study group is a chance for you to talk to others about the topic and put it into your own words.

Second, not everyone in the group will be at the same level of understanding. If you don't know something as well as someone else, he/she can help you. You can receive personal help that will fill in gaps in your knowledge. And if you know something better than a group member, you can teach him/her about it. This opportunity to teach someone else strengthens your understanding of the topic. So you end up better off either way.

Third, members of study groups frequently share study materials with each other. Someone in the group might teach you a great mnemonic that will help you memorize information. Or the group can pool notes, flashcards, or practice test questions. If you've missed a class period, the group can help you fill in a gap in your notes. However, for this strategy to work, all members of the group must be willing to work and share with the others. There shouldn't be a person who takes ideas from the group and gives nothing back.

Passage 3 Quiz

The purpose of this quiz is only to decide how well you did practicing the study strategies. Don't get nervous about getting all the answers right, since you had such a short study session. Follow the directions and answer the questions below about the passage.

Directions: Answer the following questions by filling in the blank.

1. Who said, "I only regret that I have but one life to lose for my country"? _____

2. What three areas did the textbook talk about where fighting took place?
   _____

3. What advantages did the colonists have in fighting the war?
   _____

Directions: Answer the following questions by choosing the correct answer.

4. The first big victory that the Americans had was on Christmas night, in what year?
   a. 1776
   b. 1777
   c. 1780
   d. 1781

5. What two battles happened one right after the other?
   a. Battle of King's Mountain and Battle of Yorktown
   b. Battle of Serapis and Battle of Valley Forge
   c. Battle of Trenton and Battle of Princeton
   d. Battle of Saratoga and Battle of Northwest Territory

Grading

When you look at the answer key, don't be hard on yourself if you missed an answer. Decide why you missed a question. If you need to practice the study strategies more, do so. Also, consider using the Test-Taking Skills lesson plan with your tutor if you haven't already.

Answer Key

1. Nathan Hale
2. the frontier, the ocean, and the South
3. they had passionate patriots (fighting for a cause, in their homeland); their fighting style; their allies (France and Spain)
4. a. 1776
5. c. Battle of Trenton and Battle of Princeton

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Test-Taking Skills

Objectives

After this lesson, your student will be able to:

- Skillfully prepare for tests.
- Use appropriate strategies to answer different types of test questions.
- Manage test anxiety.
- Learn from a test-taking experience to prepare for future tests.

Lesson Preparation

In preparation for this lesson you should:

- Think about the homework from the last tutoring session, so you can review it with your student.
- Preview the entire lesson to help the tutoring session go smoothly.
- Decide if the student needs to use the ESL Variation or not.
- After previewing the lesson, make any changes that seem necessary to meet your particular student's needs and literacy level.
- If a student has recently read *Short Lessons in U.S. History* Passages 1-3, print the quiz for that passage. If not, choose a passage that the student has recently read and create a short quiz for that passage using the *Passage Quiz Ideas* document. Use the included quizzes as examples.
- Preview the Lesson Connections and Further Resources sections for optional additional material.
- Print copies of or check out any materials you will use in this lesson.
- Review the vocabulary from the U.S. History Vocabulary List, which may be used in the textbook passages for this lesson.
- Choose one or two homework assignments from the list at the end of the lesson, or create your own homework assignments.

Materials

These are the materials needed for this lesson. You will use them in the order they are listed in.

- *Passage Quiz Ideas* Document
- *Before the Test* Worksheet
- *During the Test* Worksheet
- *Test Question Types* Worksheet
- *Dealing with Test Anxiety* Worksheet
- *Test Preparation Practice* Worksheet
- Passage 1 Quiz
- Passage 2 Quiz
- Passage 3 Quiz
- *After the Test* Worksheet
- *List of Online U.S. History Quizzes* Document (Optional)

Lesson Procedures

- **R**eview: Talk about homework from the previous tutoring session. (5-10 minutes)
- **O**verview: Introduce the idea that doing well on a test is a skill. (5 minutes)
    - Ask the student to talk about a test or a quiz that he/she did poorly on. What was the problem? Did the student need more preparation before the test? Did the student have difficulties understanding or performing during the test?
    - Ask the student to talk about a test or a quiz that he/she felt well-prepared for. What made the difference between these two tests?
    - Explain that studying is not the only thing you have to do to succeed on tests. This tutoring session will focus on test-taking strategies that the student can use before, during, and after tests to improve his/her test performance.
    - Let the student know that there will be a quiz today on a passage he/she has already read in *Short Lessons in U.S. History*. There will only be 15 minutes to prepare, so the student should know that the skills practice from the quiz is more important than the quiz score or how well he/she knows the material.
- **P**resentation and **E**valuation: Present and evaluate test-taking skills. (65 minutes)
    - Read the *Before the Test* Worksheet with the student. This worksheet introduces some ideas about how to prepare for tests. Answer the student's questions about the skills in the worksheet. Then complete the practice activity. (15 minutes)
    - Read the *During the Test* Worksheet with the student. This worksheet talks about some strategies for approaching tests in general, with strategies for specific types of questions. Answer the student's questions about the skills in the worksheet. Use the *Test Question Types* Worksheet to show examples of each type of test question, and to practice the specific strategies. (15 minutes)
    - Read the *Dealing with Test Anxiety* Worksheet with the student. This worksheet focuses on how to mentally and physically address the symptoms of anxiety before and during a test. Talk with the student about test anxiety and find out if this is a problem he/she wants to address. If the student is not worried about test anxiety, skip this worksheet. If it is a problem for him/her, answer the student's questions about the skills in the worksheet. Then complete the practice activity. (15 minutes)
    - Use the *Test Preparation Practice* Worksheet to help the student practice the skills from the three previous worksheets and prepare to take a quiz (the one you printed; see Lesson Preparation). Discuss the skills the student has learned and help him/her apply the ones that can be done within the allotted time. Take 5 minutes to administer the quiz. Emphasize that the practice is more important than the score. (15 minutes)
    - Read the *After the Test* Worksheet with the student. This worksheet introduces the idea that tests can be learning experiences and that students should pay attention to the correction and feedback they get on tests to prepare for other tests. Answer the student's questions about the skills in the worksheet. Then talk about the answers to the quiz and help him/her identify things to learn from it. (5 minutes)
- **S**ummary: Wrap up the lesson. (10 minutes)
    - Answer the student's questions about test-taking skills from the lesson.
    - Explain again that test-taking skills will be important in all college classes.
    - Tell your student about the homework. (See homework section below.)
    - Determine with the student which college skill will be taught after this lesson.

ESL Variation

If your student is learning English as a second language, adjust the lesson procedures according to this ESL Variation and your student's specific needs and literacy skills. The ESL Variation includes instructions for you to consider in addition to the instructions in the general procedures above. If a section of the lesson plan is not changed in the ESL Variation, it will not be listed below.

- Consider presenting the lesson in two tutoring sessions instead of one. This will allow you to take more time for all of the sections and make sure that the student understands the material.
- Watch the student for signs that he/she doesn't understand your questions, your instructions, the directions on a worksheet, or the content of a worksheet. Prepare to stop and talk about vocabulary during the lesson. Help the student speak and write using new vocabulary.
- Procedural vocabulary specific to this lesson includes blank, bold, evaluate, homework, outline, practice, prepare, quiz, study, and worksheet. Content vocabulary specific to this lesson (aside from the vocabulary focused on in the lesson materials) includes anxiety, bubble, essay, feedback, nervous, score, semester, and strategy.
- **P**resentation and **E**valuation: Present and evaluate test-taking skills.
    - Read the *Before the Test* Worksheet with the student. For ESL students, consider helping the student practice saying the questions that get information about the test. Help the student feel comfortable with these questions that he/she will have to ask in English. Then complete the practice activity.
    - Read the *During the Test* Worksheet with the student. For ESL students, you may need to take more time on the *Test Question Types* Worksheet to explain the question types that are commonly used in the United States. The student may not be familiar with them.
    - Read the *Dealing with Test Anxiety* Worksheet with the student. For ESL students, consider skipping the *Dealing with Test Anxiety* Worksheet and talking about it in a separate tutoring session. There are many complex topics covered in this worksheet that will introduce difficult vocabulary. This vocabulary might be better acquired if it's introduced separately.
    - Use the *Test Preparation Practice* Worksheet to help the student practice the skills from the three previous worksheets and prepare to take a quiz. For ESL students, teach them the difference between a test and a quiz. The skills in this lesson plan can be used for both, but make it clear to them that a quiz is shorter and worth less of a class grade than a test. You can also summarize the *Test Preparation Practice* Worksheet for the student instead of having them read it, so they have more time to focus on practicing the skills and preparing for the quiz.

Homework

Choose one or two homework assignments for your student, or create some of your own:

- Have the student finish any activities that were not completed during the lesson.
- Have the student think of and write down five questions that would be important to ask a teacher before a test or quiz.
- Have the student choose one or two strategies from the *Before the Test*, *Dealing with Test Anxiety*, or *During the Test* Worksheets that he/she was not able to use for the quiz today. Have the student use those strategies at home to prepare for another quiz. Let the student know which passage in *Short Lessons in U.S. History* the quiz will cover. Give the quiz at the beginning of the next tutoring session.
- If the student is taking any classes right now, have him/her bring a course test to the next tutoring session. Look over the test and apply the After the Test strategies to help the student learn something from the test.
- Have the student reflect on which skills from this lesson will be the most useful. Have the student write a short paragraph about how he/she will use these skills in college courses.

The student should discuss this homework with you at the beginning of the next tutoring session.

Lesson Connections

To make connections to past lessons during this lesson, you can make the following changes:

- Connect to Textbook Reading Skills: If you have already taught the Textbook Reading Skills lesson plan, assign the student homework to read a *Short Lessons in U.S. History* Passage at home and create a graphic organizer or outline the passage. Then have the student choose two Before the Test study strategies to focus on to prepare for a quiz on this passage. The quiz will be given during the following tutoring session.
- Connect to Study Organization Skills: If you have already taught the Study Organization Skills lesson plan, assign the student homework to read a *Short Lessons in U.S. History* Passage at home and choose the important material to study from the passage. Then have the student choose two Before the Test study strategies to focus on to prepare for a quiz on this passage. The quiz will be given during the following tutoring session.
- Connect to Computer Skills: If you have already taught the Computer Skills lesson plan, consider giving a quiz on the computer so the student can practice computer skills while practicing test-taking skills. You can either have the student complete the electronic version of the quiz you've chosen from this lesson plan by typing his/her answers; or you can have the student take an online quiz about US History. To choose an online quiz, look at the *List of Online U.S. History Quizzes* document in this lesson plan, or do your own search on the internet for one.
- Connect to Time-Management Skills: If you have already taught the Time-Management Skills lesson plan, ask the student to write the homework assignments onto a Monthly Calendar or a Weekly or Daily to Do List to help him/her remember to do it before the next tutoring session.

Further Resources

Students interested in learning more about taking tests can explore these resources:

- *Ten Skills You Really Need to Succeed in School*, by John Langan, Chapter 8 for further information
- *Becoming a Master Student*, by Dave Ellis, Chapter 6 for further information
- http://rdc.libguides.com/content.php?pid=234269&sid=1982203 for information on preparing for tests and dealing with test anxiety
- http://www.testtakingtips.com/test/index.htm for further information

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The materials in this lesson plan were created or adapted by Meredith Gravett. Adapted materials came from the following sources:

- *Short Lessons in U.S. History*, by E. Richard Churchill and Linda R. Churchill
- http://www.how-to-study.com/study-skills/en/studying-for-a-multiple-choice-test.asp for test question strategies
- *Ten Skills You Really Need to Succeed in School*, by John Langan, Chapter 8
- *Becoming a Master Student*, by Dave Ellis, Chapter 6
- http://www.uwgb.edu/tutoring/resources/taking.asp for information about specific question types
- http://rdc.libguides.com/content.php?pid=234269&sid=1982203 for information on preparing for tests and dealing with test anxiety

Passage Quiz Ideas

When you create quizzes for different material, use the categories of people, locations, events, concepts, vocabulary words, or critical thinking. Write at least 5 questions for each quiz. Some example questions are listed below. Change the bolded parts of the question to specific material from the passage. You can also use a variety of the different question types that are taught in this lesson plan.

People questions: Use a list of people, groups, or countries from the passage to create questions.

1. Who did **this thing**?
2. What did **this person** do?
3. When did **this person** do **this thing**?
4. Who said **this**?
5. What did **this person** say?
6. Who are the important people of **this period**?

Location questions: Use a list of locations from the passage to create questions.

1. Where did **this event** take place?
2. What happened at **this location**?
3. What was life in **this area** like?

Events questions: Use a list of dates and events from the passage to create questions.

1. What event(s) happened immediately before or after **this event**?
2. What is the order of events for **this passage**?
3. What events caused **this event/these events** to happen?
4. What events were the result of **this event**?

Vocabulary questions: Use a list of vocabulary words from the passage to create questions.

1. What does **this word** mean?
2. How is **this word** used in the context of this passage? How is it used in other contexts?

Concept questions: Use a list of concepts from the passage to create questions.

1. What were the advantages of **this situation**? What were the disadvantages?
2. What were the advantages that **this group** had over **that group**? What were their disadvantages?
3. What were the causes and effects of **this situation**?
4. What were the problems in **this situation** and what were the solutions?

Analysis/application questions: Use the "Critical Thinking" questions from the passage or your own ideas to create questions that get the student thinking about the material in a new or creative way. These questions could ask the reader to apply the information to another situation.

1. Why did **this person** do **this thing**?
2. Why did people react **this way**?
3. What would have happened if **this** had been different?
4. What would you have done in **this situation**?
5. How does **this** affect people now?

As an example, the lists of information that were used to create the Passage 3 Quiz are listed below.

List of important people, groups, and countries:

- The Americans / The American colonists
- The British / The English
- The Native Americans
- General George Washington
- Continental Army
- France
- Spain
- Nathan Hale
- Hessian soldiers
- George Rogers Clark
- John Paul Jones
- Benedict Arnold
- Lord Cornwallis

List of locations:

- New York City
- New Jersey
- Pennsylvania
- Trenton, New Jersey
- Princeton, New Jersey
- Saratoga
- Valley Forge, Pennsylvania
- Northwest Territory
- Great Lakes to the Ohio and Mississippi rivers
- Kings' Mountain, South Carolina
- Cowpens, South Carolina
- the fort at West Point
- Yorktown, Virginia

List of dates and events:

- Beginning of war, Hale died in New York City and said "I only regret that I have but one life to lose for my country."
- beginning of war, Washington driven across New Jersey and into Pennsylvania
- Christmas night 1776, Washington's first victory across the Delaware in Trenton, New Jersey
- Christmas day-ish 1776, Washington wins the battle of Princeton immediately after Battle of Trenton
- October 1777, war turning point at Saratoga – Benedict Arnold helped them win here
- Winter of 1777 and 1778, bad winter at Valley Forge, Pennsylvania
- Halfway through war: France and Spain help the Americans
- George Rogers Clark took over British forts along the frontier in the Northwest Territory

- John Paul Jones commanded the ship *Bonhomme Richard* and captured the British ship *Serapis*. He said, "I have not yet begun to fight!" when his ship was sinking and before he captured the *Serapis*.
- 1780 battles were won in the South at Kings' Mountain and Cowpens, both in South Carolina
- 1780 Benedict Arnold planned on giving up a fort to the British but was found out and escaped
- October 19, 1781 – end of the war – Cornwallis was trapped at Yorktown, Virginia, by Washington and surrendered.

List of concepts:

- The Americans started out losing
- Americans' disadvantages: lacking a strong army and navy; lacking weapons and money; lacking an established government.
- Things in Americans' favor: patriotic citizens; British lack of motivation; the English were a foreign power; allies in France and Spain; fighting style
- Fighting was taking place in the east with Washington, on the frontier with George Rogers Clark, on the ocean with John Paul Jones, and in the South
- The British did well in the South until 1780.

List of vocabulary words:

- the English
- army
- government
- several
- soldiers
- ocean
- attack
- ships
- battle
- Native Americans
- captured
- famous
- finally
- river
- terrible
- during
- forts
- territory
- the South
- the United States

Critical Thinking questions:

- British soldiers and sailors were as brave as colonists. For what reasons might British troops be unwilling to kill colonial soldiers and sailors?

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Before the Test

Study Adequately

The best preparation before a test is to know that you have studied the material well enough. If you have studied material that will be tested, attended class regularly, and completed assignments, you will have a much easier time preparing for a test. This is not something that you can do right before a test. Part of studying well throughout the semester is regularly reviewing information from reading assignments and lectures. For more information about how to study well and what to study, see the Study Organization Skills lesson plan.

Know the Test

Knowing the course material is not always enough to do well on the test. You also need to know how the material will be used on the test. There may be certain skills or processes that the teacher wants you to demonstrate with the information you know. Or the teacher may use certain question types to test different parts of your knowledge. It would be good to be familiar with these question types. So it is important that you get information from the teacher about what the test will be like.

Good teachers will give you appropriate information about the test because they want you to do well on it. They don't want to trick you. However, there are some teachers that don't think about giving this kind of information to their students. If your teacher doesn't let you know what the test is like, you are responsible for asking questions that will help you do well on the test.

There are certain questions that you should ask to make sure that you get the information you need about the test:

- How much time will you have to take the test?
- How many questions will there be on the test?
- What types of questions will there be on the test?
- What will you be expected to do on the test?
- What kinds of information from class material will you be expected to know (material from textbook, lectures, class discussions, personal research, etc.)?
- Is the test cumulative (covers all the material learned in the course)? Or is the test a unit test (covers only the most recently learned material)?
- How many points is each question worth?
- Are some questions worth more points than others?
- How will the test be organized? What order will questions be put in?

What other questions do you think you should ask your teacher before a test? Discuss your ideas with the tutor.

Once you know more about the test, study the course material again with the test in mind. Study the course material for several days (maybe up to a week) before taking the test.

Prepare Mentally

Knowing what the test will be like helps you prepare mentally for the test. With this information from your teacher, you will be able to imagine the test. When you can imagine the test and what it will be like, you can imagine yourself taking the test successfully. This means actually imagining yourself going through all of the steps of taking the test, and imagining yourself feeling confident and capable. This will especially help you if you suffer from test anxiety.

Another way that you can prepare mentally is by taking a practice test. This is especially helpful if you are preparing for the first test in a class and you don't yet know your teacher's testing style. You can ask your teacher if there are any practice tests for students to use. If he/she doesn't have a practice test, you can look for practice tests from other sources. You can look for practice tests online that cover the same material you are studying in class. You can also create your own practice test. You already know what the test will be like, so you should be able to create your own test questions and put them together like a test, even if it's not as long as the real test will be. Or you can offer to exchange practice tests with a partner or study group. This will help you practice taking a test where you don't know the questions ahead of time, which will make it more like the real test.

No matter where you get the practice test that you use, it is a good idea to show it to the teacher and ask him/her to let you know if the practice test is good enough to help you prepare for the real test. The teacher can let you know if there should be different types of questions, or if the questions should cover the test material more in depth. Then take the practice test in the same place that you will take the real test, if that is possible. If the test is going to be taken in class, you can take a practice test in your classroom when there are no classes scheduled in it. If you are taking the test in a testing center, you will probably not be able to practice there. But you can try to find a place that is similar to it in size, temperature, loudness, and furnishing.

The last way to prepare mentally is to attend a review session. Sometimes these are conducted by the teacher or a teacher's assistant. Sometimes it is just a group of students working together. But the more that you do to prepare yourself for the test, the more confident you will be when you sit down to take it. And review sessions have similar benefits to studying in groups, which you can read more about in the Study Organization Skills lesson plan.

Prepare Physically

After all of the effort that goes into preparing for a test, your physical preparation is something that cannot be ignored. If you know the material well, have taken a practice test, and have visualized success on the test, it would be sad if your physical state distracted you while you were taking the test. So make sure that you take care of your body before and during your test. Sleep well before the day of the test; do not stay up all night studying. Make sure that you eat healthy food the day of the test, so you aren't hungry. If exercising helps you release stress, go for a jog the morning of the test.

Other physical preparations include being on time (or early) to the test and bringing the things that you need for the test. Some tests require you to have a pencil instead of a pen. If you are taking the test in a testing center, you may be required to bring a form of identification. Check that you have everything you need before you leave to take your test.

Practice

Directions: These students just took a test. After class they talked about their preparation and how they did on the test. Read about each student and suggest how each one could have prepared better. Choose all suggestions that apply. Suggestions can be used more than once. The first one has been done for you.

Test Preparation and Test Results	Suggestions
Bill missed class the day of the test review, when the teacher talked about what the test would be like. He was not prepared for half of the test questions.	1. B, C, D, E, M
Jenny knew what the test would be like and created a practice test. But it was slightly different from the real test, so she missed a couple questions.	2.
Mike studied the material. He took a practice test and was mentally prepared. But he left his pencil at home and had to go buy one. He was late for the test.	3.
Alice attended class, but never reviewed her notes after taking them. She crammed the night before and was so tired that she fell asleep during the test.	4.
Greg took good notes and studied them. He attended a review sessions and did well. But he was nervous and expected to do poorly on the test. He did poorly.	5.
Denise attended review sessions, took a practice test, and studied well for the test. She didn't do well on the test, though, because the day of the test she wasn't feeling well.	6.
The teacher didn't hand out a practice test, so Charles never took one. He didn't practice essay questions. He took too long on the test's essay questions and ran out of time.	7.
Emily studied hard for the test. She forgot the teacher said each student could have one notecard of notes during the test. She did well, but could have done better with notes.	8.
Lenny created a practice test and the teacher said it was good. But it was short and he would have done better on the test with more practice answering questions.	9.
Katie was confused about how to answer one type of question, but she was too embarrassed to ask the teacher about it. She didn't answer any of those test questions.	10.

Suggestions

Study Adequately:	A. Study regularly (and study early for the next test)
Know the Test:	B. Ask the teacher questions about what the test will be like
	C. Ask the teacher questions about what material will be on the test
	D. Ask the teacher questions about what types of questions are on the test
	E. Ask the teacher questions about the things you'll have to do on the test
Prepare Mentally:	F. Imagine taking the test and doing well
	G. Take a practice test in the classroom where the test will be
	H. Ask the teacher for a practice test
	I. Look online for a practice test
	J. Create your own practice test
	K. Exchange practice tests with a classmate
	L. Have the teacher look at your practice test so that you know it is good
	M. Have a review session with classmates, the teacher, or a TA
Prepare Physically:	N. Sleep well
	O. Eat well
	P. Exercise
	Q. Bring the right materials for the test

Answer Key

1. B, C, D, E, M
2. K, L
3. Q
4. A, N
5. F
6. N, O, P
7. G,H, I, J, K, L
8. Q
9. H, I, K
10. B, D, E

During the Test

General Test Strategies

When you take a test, even if you know the class material well, you might have a hard time getting a good score. There are some strategies that you can use to do better on most tests. First, you may have memorized important facts for a test, but you are afraid you'll forget them during the test. If you are allowed to have scratch paper with you during the test, you can write these things down as soon as you sit down to take the test. Then you can use that paper as a reminder while you take the test.

Second, read the directions on the test. Even if you already know what type of questions are going to be on the test and you've practiced test questions, it is important to make sure that you understand what your teacher wants you to do on the test. Read the directions carefully and if you are taking the test in class, ask the teacher to explain things that are unclear. Then follow the directions.

Third, read every question on the test before you start answering questions. This will help you to know which questions are worth more points, as well as which questions are easier or harder. For most tests, you do not have to answer the questions in order. Start with a few of the easier questions to gain confidence. Then work on questions that are worth the most points. Read the questions carefully before answering them. Notice things like negatives or other key words that change the meaning of questions.

Fourth, you should already know how much time you have to take the test. When you sit down to take the test, make sure that you know how much time you have for each section of the test in order to finish the entire test on time. If you use your time wisely, you will have enough time for all of the test questions and a little bit of review time at the end. If you have time left over, use it to check your answers. Usually your first answer will be correct, but you may find mistakes. If you are worried about running out of time, answer questions that are worth the most points first. Then answer the rest of the test questions. Don't leave any of them blank, even if you have to guess because you're out of time.

Strategies for Specific Question Types

Depending on the types of questions that are on the test, you might use some of the following strategies to do better with specific questions.

*If you have an **open-book test**, this means that you are allowed to use your book (and usually notes) while you take the test. Usually open-book tests are more difficult and timed. You should prepare well for the test before you take it so that you can use your book and your notes effectively to quickly answer questions. Organize your notes and know where to find information in your notes and textbook, instead of reading them to find the answers. This will help you answer questions quickly.

***Short answer** or **fill-in-the-blank questions** are questions that require brief answers, either in a blank in a sentence or in response to a question. Do not expand your answers to include more than the question is asking for. Write down key words that relate to the question. Be specific and show that you know the appropriate facts. Use complete sentences if your teacher wants you to.

*__Essay questions__ are questions that require you to write one or more paragraphs as your response. If you know ahead of time what essay questions you will be asked to answer, prepare and memorize a basic outline for your answers. If you don't know what essay questions you'll be asked, create your own essay questions and prepare practice outlines.

When you sit down to take the test, write down the outlines that you had prepared. Then plan outlines for any other essay questions. After that, see how much time is left and divide it equally among the essays so that you will have enough time to write all of your essays. If there is any time left over, you can revise and edit your essays.

Use your outlines when you write your essay answers. Write information that explains each point in your outline adequately, but don't write too much. Support main ideas with supporting details that are important, not just there to take up space. Write clearly, indent the first lines of your paragraphs, and only write on one side of the paper. This will make your essay easier to read and grade.

*__Bubble sheets__ are used to record your answers when a test has question types that have only one correct answer. You fill a circle on the bubble sheet to mark your answer, and the bubble sheet can be scored by a computer, so it saves the teacher time. But it also means that your teacher will most likely not be looking at your answer sheet. You must make sure that you don't make mistakes recording your answers that will lose you points.

Check that your answer is going in the correct bubble for your chosen answer. If you think the answer is "A", make sure that you are filling in the "A" bubble. If you are on question number 10, make sure that you are filling in a bubble on line 10. A good strategy for this is to check the question number and the line number at the beginning of each test section, or at the top of each column on the bubble sheet.

Another way to make sure that your answers are correctly recorded is to check all of your answers at the end of the test, if you have time. Look at each bubble you have marked and see if it corresponds to the answer you chose when you looked at the question. If you find that you have made a mistake, erase your answer completely and then mark the correct bubble.

*__True/False questions__ are questions that require you to decide if a statement is true or false. If any part of the prompt is false, then the correct answer is "false." Don't be tricked into answering "true" if one part is true and one part is false. For example, the sentence "Since the English **lost** the French and Indian War, they had a huge debt to repay after the war." is false. Even though the part that says "they had a huge debt to repay after the war" is true, the false statement "Since the English **lost** the French and Indian War" makes the whole sentence false. The English won the French and Indian War.

When you read the true/false prompts, watch for negatives and double negatives. Some teachers bold or underline negatives to draw your attention to them, but not all teachers do. Also, ask your teacher if there are any special instructions for the true/false section so that you know what to expect. Do not expect there to be an equal number of "true" and "false" answers in the true/false section.

*__Matching questions__ have two columns of information, one with questions and one with answers. You have to match the correct answers with the questions. When you answer matching questions, read the directions to see if you are supposed to select one correct answer or more than one. Find out if you are allowed to use answers more than once. Find out if there are some answers that won't be used at all. There are many different types of matching questions, so it is important to read, understand, and follow the directions.

For each question, read all of the answers before you write your answer. If each answer will be used only once, you can cross each one out as you use it. This will decrease the number of options that you have for each question as you go along.

*__Multiple choice questions__ require you to choose one answer for each question from a group of possible answers. When you answer multiple choice questions, read the directions to see if you are supposed to select one correct answer or more than one. Then think about the correct answer to the question before looking at the choices. If the answer you think of is among the options, then it is likely correct. If you cannot answer the question without looking at the options, then look at all of the options and eliminate ones that you know are incorrect. Then look at the remaining options and choose the best answer.

If you can't choose one correct answer and you have to guess, these clues may help you decide if you guessed correctly:

- The answer is longer, more complete, or more in depth than the others.
- The answer is one of two options with opposite meanings.
- The answer has qualifiers (generally, probably, most, often, some, sometimes, usually).
- The answer doesn't have absolute words (all, always, never, none, only).
- The answer is one of two options that are the same except for a few words.
- The answer is one of two options with similar looking or similar sounding words.
- The answer is one of two options with quantities that are almost the same.
- The answer is a middle number in a range of possible answers (like the number 57 in the list of the numbers 10, 23, 57, 82, and 100).
- The answer completes a sentence or answers a question grammatically.
- The answer doesn't include unfamiliar terms or concepts.

For examples of these question types, look at the *Test Question Types* Worksheet (there are no questions for the "open-book test" and "bubble sheet" strategies). You may use the worksheet to practice these strategies.

Test Question Types

This worksheet has examples of the most common types of test questions.

Short Answer or Fill-in-the-Blank Questions

1. Who said, "I only regret that I have but one life to lose for my country"? _____

2. Nathan Hale said, "I only regret that I have but one _____ to lose for my country.

Essay Questions

1. Why were patriots like Nathan Hale and John Paul Jones so important to the cause of the colonists?

2. Compare and contrast some of the advantages that the colonists and the English had at the beginning of the Revolutionary War.

True/False Questions

1. T F Nathan Hale was a patriot who was hung by the English.

2. T F John Paul Jones said, "I have not yet begun to fight!"

Matching Questions

1. _____ Said, "I have not yet begun to fight!"

2. _____ Said, "I only regret that I have but one life to lose for my country."

A. Nathan Hale

B. John Paul Jones

C. George Washington

Multiple Choice Questions

1. Who said "I have not yet begun to fight!"?
A. John Paul Jones B. George Washington C. Nathan Hale D. Benedict Arnold

2. Who said "I only regret that I have but one life to lose for my country."?
A. John Paul Jones B. George Washington C. Nathan Hale D. Benedict Arnold

Answer Key

Short Answer or Fill-in-the-Blank Questions

1. Nathan Hale
2. life

Essay Questions

1. Passionate patriots helped the colonists continue the fight when they faced huge disadvantages fighting the English. (This is a main idea, but the essay answer would be much longer.)
2. The English had more weapons and money, as well as an organized government, army, and navy. However, the Americans had passionate patriots that pushed forward their cause, their fighting style helped them defeat British troops, and they gained French and Spanish allies. (These are main ideas, but the essay answer would be much longer.)

True/False Questions

1. T (true)
2. T (true)

Matching Questions

1. B
2. A

Multiple Choice Questions

1. A
2. C

Dealing with Test Anxiety

Test Anxiety Symptoms

Tests can be stressful because they are important, they affect grades and future opportunities, and they can be very difficult and demanding tasks. When people feel stressed about how they will do on a test, this is called **test anxiety**. Everyone feels test anxiety to some degree. But for some people, test anxiety is so bad that it makes them do worse on a test than they normally would. They think more about the anxiety than the test, and they are unable to focus on things that will make them successful test takers.

There are many symptoms of test anxiety. Some of them are listed in the chart below.

Physical	Emotional/Feelings	Behavioral	Cognitive (Mental)
Body temperature changes	Anger	Avoidance	Comparing self to others
Craving for food	Apathy	Fidgeting	Confusion
Dry mouth	Boredom	Pacing	Difficulties organizing thoughts
Fainting	Depression	Substance use or abuse	Inability to concentrate
Fast breathing	Disappointment		Mental block
Headaches	Dread		Negative self-talk
Light-headedness	Failure		Racing thoughts
Loss of appetite	Fear		
Loss of sleep	Helplessness		
Nausea	Hopelessness		
Rapid heart rate	Irritability		
Sweating	Nervousness		
	Panic		

Write down your own symptoms of test anxiety:

Physical	Emotional/Feelings	Behavioral	Cognitive (Mental)

Dealing with Mental and Physical Symptoms of Test Anxiety

Even though there are many different symptoms, the two areas to focus on to get rid of test anxiety are the physical and cognitive (or mental) areas. When you address the mental aspects of test anxiety, you address the thoughts that are making you anxious. If you know that you suffer from test anxiety, it is good to regularly think about these mental aspects of test anxiety and practice overcoming them before the test, so that it will be easier to do it during a test.

There are several methods for overcoming the mental aspects of test anxiety. One method is to think of the studying you have done during the semester, as well as the preparation you did in the weeks before the test. If you have studied throughout the semester and have gone through the steps in the Before the Test Worksheet, you can know that you have prepared yourself well. Show up on time for the test and don't pay attention to others who are preparing at the last minute, which might cause you anxiety.

You can also think about the test-taking strategies that you will use during the test. These are covered in the During the Test Worksheet. These strategies can help you do better on most tests, if you remember to think about them and use them. If you have learned about these strategies and practiced them, you can tell yourself that you don't have to worry about your test because you will do the best you can.

Another way to deal with the thoughts that cause test anxiety is to replace them with positive thoughts. When you notice your test anxiety, stop and clear you mind of thoughts. Do not think about anything. Then slowly add in positive thoughts to focus on. Positive thoughts include encouraging yourself, ideas about reasonable expectations for your test performance, daydreams (about something pleasant or a relaxing place), a reward for yourself when your test is done, visualizations of success on your test, and praise for previous test performance or other things you know you do well.

You can even laugh about your anxiety so it won't affect you as much. Think of the worst case scenario, which is the worst thing that could happen if you don't do well on the test. If you think about the worst thing that could happen, you'll see that it is unlikely for it to happen. For example, when someone says "If I fail this test, I will fail my class," that is not the worst thing that can happen. The person feels anxious because he/she is really thinking a chain of thoughts that leads to the worst case scenario. "If I fail this test, I will fail my class. If I fail my class, my GPA will go down. If my GPA goes down, I will lose my scholarship. If I lose my scholarship, I will have to drop out of school. If I drop out of school, I won't be able to get a job. If I can't get a job, then I will be a failure and no one will like me." Are you going to lose the respect of your friends and family because of one test? No! When you realize that your anxiety is caused by something that is not true, you can laugh at yourself and your anxiety, and push past it.

To address the physical aspect of test anxiety, it is important to control your breathing, relax your body, and address some of the distracting physical sensations that you experience. Try using one of the techniques below to overcome physical symptoms of test anxiety:

- breathe deeply
- relax your body by tensing your muscles and then releasing them, one part of the body at a time
- visualize being somewhere relaxing
- bring a snack and a water bottle with you in case of test anxiety, if you're allowed
- focus on what you notice through your physical senses (sight, sound, smell, taste, touch)
- move around in your seat and change your position to give yourself some body movement
- put on extra clothing or take off extra clothing to get to a comfortable temperature
- put your head between your knees to deal with light-headedness and to prevent fainting

What other ways can a student overcome test anxiety? Discuss your ideas with the tutor.

When you are in the middle of taking a test and you are hit with text anxiety, it can be very distracting. If you haven't already planned ahead and practiced the mental and physical things you can do to calm down, your test anxiety may affect your performance on your test. Practice the suggestions on this worksheet for a week or so before taking the test so that you will be prepared during the test.

Practice

Directions: Read the questions below about what the students can do to overcome their test anxiety. Discuss your answers with the tutor. Then read the suggested answers in the answer key.

1. Sherry is preparing for her upcoming test. She has been taking good notes and attending weekly study sessions, but she feels discouraged. She did poorly on her last test since she didn't study, and she thinks that she will do poorly again on this one. What should she do?

2. Tom doesn't like taking tests. Every time he takes a test, he gets nervous. His hands and face sweat and he breaths really fast. During his math test, he starts feeling nervous. What should he do?

3. Whitney is frequently distracted during tests. She thinks about what will happen if she fails her test. She is worried about getting kicked out of school and being unable to find work. What should she do?

4. Michael prepares for tests well. He knows the class material. But when he sits down to take the test, he can't think of the things that he has studied. What should he do?

5. When Mary sits down to take a test, she feels very fidgety. She can sit still through class, but tests make her antsy. She often wants to get up and pace during tests. What should she do?

Answer Key

1. Sherry should focus on the things that she has done to prepare. She can think about how well prepared she is, and how much more prepared she is than she was for her last test. If she can't get the negative and discouraging thoughts out of her head, she should try pausing and clearing her mind first. Then she can start thinking about how well she has prepared.
2. Tom should tell himself that just because he doesn't like taking tests doesn't mean he can't do well on them. If he takes some time to think positively, that will help him get over his anxiety. During the test he can stop and breathe deeply. He can also think about what he sees, smells, hears, or feels. These things can distract him from thoughts about his test until he calms down.
3. Whitney should think about the worst case scenario. Is it really likely that she will be kicked out of school? Probably not. So she should laugh at this idea and let herself get back to thinking about her test.
4. Michael should replace thoughts about his mental block with some positive thoughts. After he has thought about something positive for a while, he can come back and try again on his test. He could also try taking a practice test before each test to practice working through his mental block, so it will be easier on an actual test.
5. Mary should address the thoughts she has before and during tests that make her anxious. If she thinks about her test preparation and calms herself down mentally, she may get less antsy. She can also exercise before the test, or move and change positions in her seat during the test.

Test Preparation Practice

In the next 15 minutes you will prepare for and take a quiz. Your tutor will tell you which reading passage the quiz is on.

Then, look at the *Before the Test* Worksheet, the *Dealing with Test Anxiety* Worksheet, and the *During the Test* Worksheet. Decide which skills from each worksheet you can use in the next 15 minutes to prepare for and take the quiz. Use the following questions as a guide to help you choose which skills to use. Your tutor can discuss them with you and help you prepare.

Before the Test Worksheet

- Which of these preparation skills do you have time to apply right now?
- Is there time to study the material again?
- What questions can you ask the tutor about the quiz to get to know it?
- Do you have time to create a practice quiz?
- What physical preparation can you do?
- Which skills are you unable to use because of the short amount of time?

Dealing with Test Anxiety Worksheet

- What problems with test anxiety do you have that you need to address for this quiz?
- How can you address them? Which strategies do you have time to apply right now?
- Is the quiz less stressful, knowing that it is just for practice and that it will not be scored? Is it more stressful, knowing that you only have 15 minutes to prepare?

During the Test Worksheet

- What skills will you focus on while you are taking the quiz?
- Do you have time or the need to use all four of the general strategies?
- What types of questions are on the quiz?
- Which strategies are important for these types of quiz questions?

Prepare for and Take the Quiz

Once you have chosen the skills that you can use during this short preparation time and quiz, use them to prepare for and take the quiz. You can look at the worksheets while you prepare for and take the quiz. Remember, this quiz is to practice skills, not to score your knowledge of the reading passage. If you need help using a skill, ask the tutor to help you.

Passage 1 Quiz

The purpose of this quiz is only to decide how well you did practicing the study strategies. Don't get nervous about getting all the answers right, since you had such a short study session. Follow the directions and answer the questions below about the passage.

Directions: Match each group of colonists with the thing that motivated where and how they settled.

1. _____ English colonists
2. _____ French colonists
3. _____ Spanish colonists

a. farming
b. gold
c. slavery
d. trade

4. The English colonies were divided into three groups. Which option below is **NOT** one of the groups of colonies?
    a. The Middle colonies
    b. The New England colonies
    c. The Northern colonies
    d. The Southern colonies

5. Which Puritan town was the location of witch trials (where 20 innocent people were killed)?

    _____

6. What were two dangers for English colonists who settled on the frontier?

    _____ _____

Answer Key

1. a. farming
2. d. trade
3. b. gold
4. c. The Northern colonies
5. Salem
6. Native Americans and the French

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Passage 2 Quiz

The purpose of this quiz is only to decide how well you did practicing the study strategies. Don't get nervous about getting all the answers right, since you had such a short study session. Follow the directions and answer the questions below about the passage.

Directions: Fill in the blank with the correct name of the Acts of Parliament.

1. The _____ Acts required colonists to allow soldiers to search for smugglers, and they raised taxes on paper and tea.

2. The _____ Act required a tax to be paid on legal papers, books, newspapers, and other items.

Directions: Answer the following questions by circling the correct answer.

3. What did the colonists do during the Boston Tea Party to protest the tea tax?
    a. They met in Boston to repeal the Tea Act.
    b. They sent letters to the king of England.
    c. They dumped tea into Boston Harbor.
    d. They met in groups to make their own tea.

4. The Townshend Acts were repealed to make colonists happier after the _____.
    a. Boston Massacre
    b. Battle of Boston
    c. Battle of Lexington
    d. Stamp Act

5. The Declaration of Independence was adopted on _____.
    a. December 16, 1773
    b. April 18, 1775
    c. June 17, 1775
    d. July 4, 1776

Answer Key

1. Townshend Acts
2. Stamp Act
3. c. They dumped tea into Boston Harbor.
4. a. Boston Massacre
5. d. July 4, 1776

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Passage 3 Quiz

The purpose of this quiz is only to decide how well you did practicing the study strategies. Don't get nervous about getting all the answers right, since you had such a short study session. Follow the directions and answer the questions below about the passage.

Directions: Answer the following questions by filling in the blank.

6. Who said, "I only regret that I have but one life to lose for my country"? _____

7. What three areas did the textbook talk about where fighting took place?
   _____

8. What advantages did the colonists have in fighting the war?
   _____

Directions: Answer the following questions by choosing the correct answer.

9. The first big victory that the Americans had was on Christmas night, in what year?
   a. 1776
   b. 1777
   c. 1780
   d. 1781

10. What two battles happened one right after the other?
    a. Battle of King's Mountain and Battle of Yorktown
    b. Battle of Serapis and Battle of Valley Forge
    c. Battle of Trenton and Battle of Princeton
    d. Battle of Saratoga and Battle of Northwest Territory

Grading

When you look at the answer key, don't be hard on yourself if you missed an answer. Decide why you missed a question. If you need to practice the study strategies more, do so. Also, consider using the Test-Taking Skills lesson plan with your tutor if you haven't already.

Answer Key

6. Nathan Hale
7. the frontier, the ocean, and the South
8. they had passionate patriots (fighting for a cause, in their homeland); their fighting style; their allies (France and Spain)
9. a. 1776
10. c. Battle of Trenton and Battle of Princeton

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After the Test

Evaluate Your Test Preparation

After you finish your test, you may think you are done using your test-taking skills. But your test is a great way to learn about test taking. The first opportunity you have to learn from your test is right after you finish taking it. Put off celebrating a little and think about how the test compared with your expectations of the test, or your practice test if you took one. Were there differences in the types of questions on the test? Were there differences in what the questions asked about? If the answer to these questions is "yes", there are two possibilities. You may not have prepared for the test as well as you should have; or the teacher may not have given you adequate information about the test. Before your next test, make sure to ask the teacher appropriate questions about what the test will be like, and then prepare yourself for those conditions. (This doesn't apply to the quiz you just took, because of your short preparation time).

Next, if you had the right questions and material on your practice test, ask yourself if you practiced this material well enough. Were you able to answer appropriately and quickly? If not, this means that next time you may need to add in extra review sessions or practice tests so that you study well enough.

Remember, it is up to you to make sure that you do what is necessary to do well on your tests. Think about your test experience and make any changes you think are necessary to do better on your next test. If the problem is that you just didn't know the material that well, improve your note-taking abilities and study habits so that your test preparation will be effective in the future.

Learn from the Test

Soon after you take the test, you will get it back from your teacher with a score and some feedback. When you get the test back, look at the questions you missed and get the correct answers for them. Sometimes teachers write the correct answers on the test so you already have them. Some teachers discuss the correct answers in class. Either way, make sure that you understand the correct answer.

Next, look at each question you got wrong and decide why you got it wrong. Again, some teachers include this information in their feedback or talk about it in class. If you don't know why your answer is wrong, talk to your teacher about it. Knowing this might help you change your attention and note-taking in class and during readings, your study habits (to study more or different material before tests, or to study differently), or your attention to directions and writing down answers. This will help you avoid future mistakes and remember this material better for the final exam.

Practice

Discuss with the tutor how you felt about the quiz. How do you think you did? What can you learn from this quiz? Was the quiz similar to what you thought it would be like? Did you study well for it? Did you ask good questions to know the test? Review the answers for the quiz with the tutor. What are some things that you did well? What are some things that you could do better when you are preparing for other tests? What would you have done differently if you had had more time?

Online U.S. History Quizzes

Choose one of the following websites to select an online quiz from, or search the internet for another source for online US History quizzes. The first two websites listed allow the student to see all of the questions at the same time, which is better for practicing some of the test-taking skills in this lesson plan. However, the third website listed has good quiz options too.

Fun Trivia: http://www.funtrivia.com/quizzes/history/us_history.html
Choose either the "American Revolution" folder or the "U.S. Colonial History" folder. Then choose a quiz topic that is close to a lecture or passage the student has recently listened to or read. When you choose the quiz, you have an option of the format of the quiz. Choose the html version of the quiz. Quizzes vary in difficulty and have 10-25 questions.

American History AP Quizzes: http://www.historyteacher.net/USQuizMainPage.htm
Choose one of the multiple choice quizzes on the left side of the topic or one of the matching quizzes on the right side of the topic (click on the hearts to choose the quizzes). Choose a quiz topic that is close to a lecture or passage the student has recently listened to or read. Multiple choice quizzes have 10-13 questions, and matching quizzes have 8-20 questions.

ACE Practice Tests: http://college.cengage.com/history/us/bailey/american_pageant/11e/students/ace/
Choose a quiz topic that is close to a lecture or passage the student has recently listened to or read. Quizzes have 30 questions.

Computer Skills

Objectives

After this lesson, your student will be able to:

- Understand and use the vocabulary for different computer parts and concepts.
- Perform basic word processing.
- Use the basic functions of a web browser.

Lesson Preparation

In preparation for this lesson you should:

- Think about the homework from the last tutoring session, so you can review it with your student.
- Preview the entire lesson to help the tutoring session go smoothly.
- Decide if the student needs to use the ESL Variation or not.
- After previewing the lesson, make any changes that seem necessary to meet your particular student's needs and literacy level.
- Preview the Lesson Connections and Further Resources sections for optional additional material.
- Print copies of or check out any materials you will use in this lesson.
- Review the vocabulary from the U.S. History Vocabulary List, so you will be able to suggest some vocabulary words to the student when they are searching the internet for passages about U.S. History.
- Choose one or two homework assignments from the list at the end of the lesson, or create your own homework assignments.

Materials

These are the materials needed for this lesson. You will use them in the order they are listed in.

- *Computer Vocabulary* Worksheet
- A computer (either a laptop or a desktop)
- *Basic Word Processing* Worksheet
- *List of Shortcuts* Document (Optional)
- *Using a Web Browser* Worksheet
- *Search Function* Worksheet (Optional)

Lesson Procedures

- **R**eview: Talk about homework from the previous tutoring session. (5-10 minutes)
- **O**verview: Introduce the topic of computer literacy. (5 minutes)
    - Ask the student about the usefulness of computers in developing literacy and in achieving other college goals. Discuss how it can help with
        - Completing homework assignments (typing homework)
        - Reading (online reading, research)
        - Communicating with teachers/classmates (sending emails)
- **P**resentation and **E**valuation: Present and evaluate computer skills. (65 minutes total)
    - Complete the *Computer Vocabulary* Worksheet with the student. You will need a computer to show the student the items from the worksheet. It shows pictures of a desktop PC. If you have a different kind of computer (laptop PC or Mac), emphasize the similarities and differences so the vocabulary will be helpful as the student practices on your computer. This worksheet will prepare the student for the next two activities. (15 minutes)
    - Complete the *Basic Word Processing* Worksheet with the student. You will need a computer to demonstrate processes from the worksheet. If you have a Mac, modify the directions in the worksheets to make them specific to a Mac. Emphasize to the student that many assignments in college will require basic word processing skills. Give the student plenty of opportunities to use the computer individually. (25 minutes)
    - Complete the *Using a Web Browser* Worksheet with the student. You will need a computer to demonstrate processes from the worksheet. If you have a Mac, modify the directions in the worksheets to make them specific to a Mac. Emphasize to the student that using the internet in college is important for research and communication. Give the student plenty of opportunities to use the computer individually. (25 minutes)
    - Optional – If time allows, complete the *Search Function* Worksheet.
- **S**ummary: Wrap up the lesson. (10 minutes)
    - Answer the student's questions about using computers from the lesson.
    - Explain again that the computer skills that you've practiced today will greatly benefit students in their literacy goals.
    - Tell your student about the homework. (See homework section below.)
    - Determine with the student which college skill will be taught after this lesson.

ESL Variation

If your student is learning English as a second language, adjust the lesson procedures according to this ESL Variation and your student's specific needs and literacy skills. The ESL Variation includes instructions for you to consider in addition to the instructions in the general procedures above. If a section of the lesson plan is not changed in the ESL Variation, it will not be listed below.

- Consider presenting the lesson in two tutoring sessions instead of one. This will allow you to take more time for all of the sections and make sure that the student understands the material.
- Watch the student for signs that he/she doesn't understand your questions, your instructions, the directions on a worksheet, or the content of a worksheet. Prepare to stop and talk about vocabulary during the lesson. Help the student speak and write using new vocabulary.
- Procedural vocabulary specific to this lesson includes click, homework, underlined, and worksheet. Content vocabulary specific to this lesson (aside from the vocabulary focused on in the lesson materials) includes bold, copy, highlight, internet, italicize, key word, laptop, Mac, menu, paste, underline, upload, url, and website. There is a lot of potential for problems with vocabulary in this lesson plan, so you should take time to consider the vocabulary in it.
- **P**resentation and **E**valuation: Present and evaluate computer skills. (65 minutes total)
    - Complete the *Computer Vocabulary* Worksheet with the student. For ESL students, you may need to spend more time on each worksheet discussing unfamiliar English terms for computer parts or processes. If this is the case, divide the material into two or three tutoring session and take more time on each worksheet, emphasizing vocabulary as you complete various processes.
    - Complete the *Basic Word Processing* Worksheet with the student. Emphasize the skill of editing with spell check and grammar check so the student can use it to find English errors when he/she is typing in a word document.
    - Complete the *Using a Web Browser* Worksheet with the student. In addition to instructions above, you can ask the student to look up websites or search for concepts in his/her native language first, and then switch to English. This may help the student feel more comfortable using a web browser.

Homework

Choose one or two homework assignments for your student, or create some of your own:

- Have the student create a list of interesting topics. Two or three times before the next tutoring session, the student should choose a topic and search the internet for information about it. Have the student email you links to the websites he/she found.
- Have the student write a short journal entry in a word document two or three times between now and the next tutoring session. Have the student save the journal entry on the computer and attach it to an email to you.
- Have the student find a computer that is different from the one used in the tutoring session (laptop/desktop, PC/Mac). Have him/her use it once or twice before the next tutoring session.

The student should discuss this homework with you at the beginning of the next tutoring session.

Lesson Connections

To make connections to past lessons during this lesson, you can make the following changes:

- Connect to Textbook Reading Skills: If you have already taught the Textbook Reading Skills lesson plan, remind the student about the KWPL technique and ask him/her to use it while reading online.
- Connect to Lecture Skills: If you have already taught the Lecture Skills lesson plan, remind the student about the KWL technique. Have him/her search for a lecture online and listen to a portion of it.
- Connect to Study Organization Skills: If you have already taught the Study Organization Skills lesson plan, have the student create study materials to review the vocabulary and concepts about computer parts in this lesson.
- Connect to Test-Taking Skills: If you have already taught the Test-Taking Skills lesson plan, ask the student to discuss what he/she learned about reviewing material for tests. Can the student think of a way that using a word document can help prepare for tests? Using the *Search Function* Worksheet, teach the student to use the search function in a word document to search typed notes for specific material during reviews and test preparation.
- Connect to Time-Management Skills: If you have already taught the Time-Management Skills lesson plan, ask the student to write the homework assignments onto a Monthly Calendar or a Weekly or Daily to Do List to help him/her remember to do it before the next tutoring session.

Further Resources

Students interested in learning more about basic computer skills can explore these resources:

- Computer Parts: http://windows.microsoft.com/en-us/windows-vista/parts-of-a-computer
- Creating and Using Word Documents: http://www.easycomputertips.com/article-createdocumentsinword.html
- Free Typing Lessons: http://www.typeonline.co.uk/lesson1.html
    - Choose the row to practice on the left by choosing Lesson 1-5, then choose one of ten exercises (Exercise 1 is the easiest, Exercise 10 is the hardest).
- Using a Web Browser: http://www.bbc.co.uk/webwise/2010/pdf/courses/basics/webwise-your-internet-browser-2010.pdf
- Computer basics (mouse, typing, internet, email) http://www.gcflearnfree.org/computers
- Computer basics (computers, word documents, internet, email) http://highplains.libguides.com/content.php?pid=72270&sid=535063

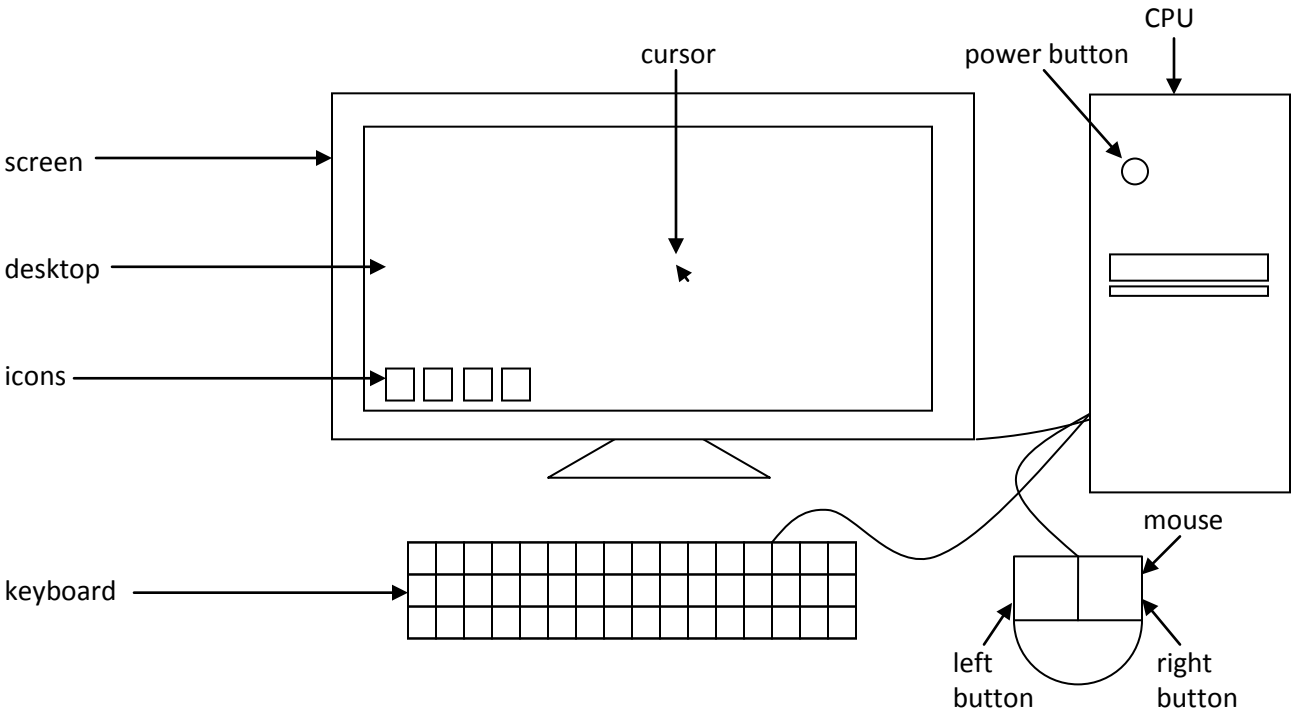
The materials in this lesson plan were created or adapted by Meredith Gravett. Adapted materials came from the following sources:

- http://windows.microsoft.com/en-us/windows-vista/parts-of-a-computer for names of computer parts
- www.quizlet.com for computer vocabulary definitions

Computer Vocabulary

Vocabulary

Directions: Look at the vocabulary and drawing below. There are ten labeled computer parts. Point to and name the computer parts that you know. Read the names of the ones that are unfamiliar and guess what they mean or what the computer part does.



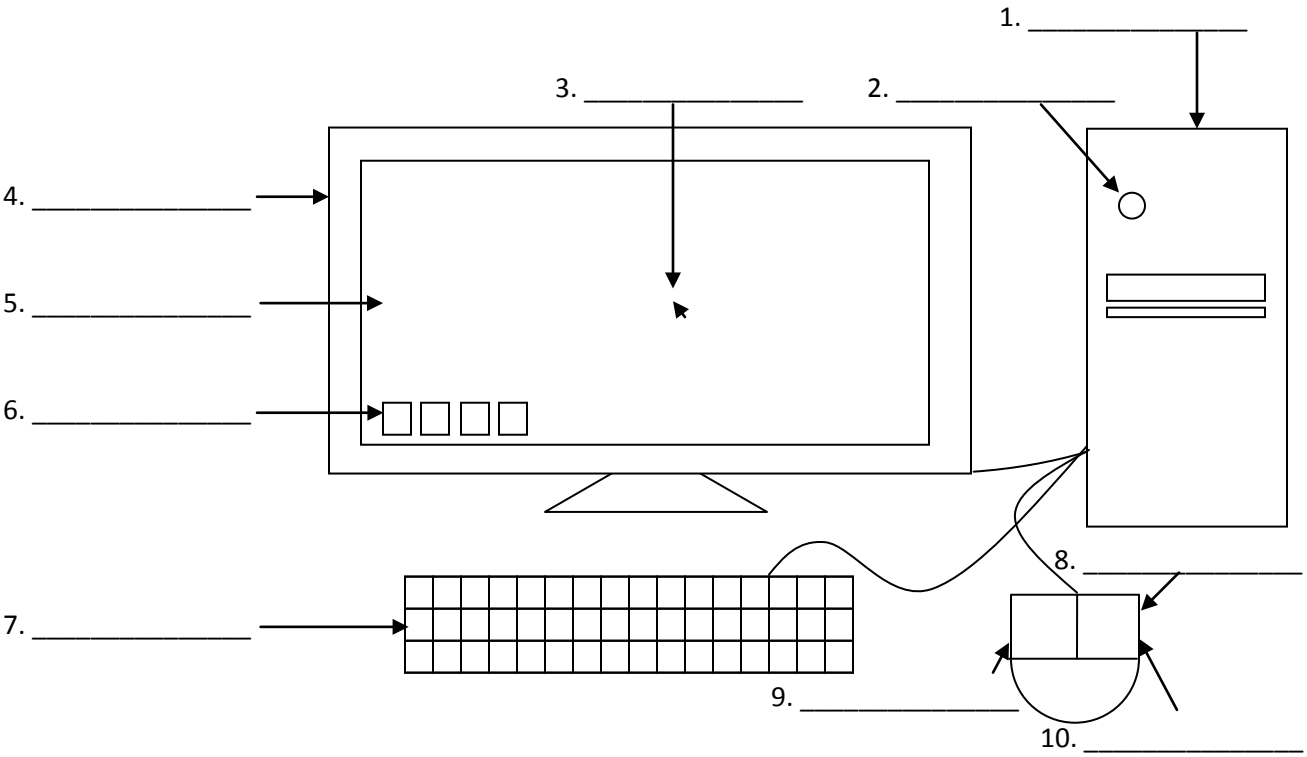
Definitions

Directions: Read the definitions below and discuss the meanings of the words with your tutor.

1. CPU – (central processing unit) a case containing electronic parts that make a computer work
2. cursor – a moveable image on a computer screen that represents the mouse's location
3. desktop – a workspace on a computer screen where windows and icons appear
4. icons – pictures on the desktop of a computer, symbols for programs, files, or other objects
5. keyboard – a set of keys used to enter text information into a computer
6. left button – a button on a mouse used to select, drag, or open programs, files, or other objects on a computer
7. mouse – the handheld object that you can use to perform actions on a computer
8. power button – the button on a computer which is used to turn it on or off
9. right button – the button on a mouse used to open a list of actions to take with programs, files, or other objects on a computer
10. screen – the part of a computer where the picture or information appears

Practice

Directions: Now look at the drawing without the labels. Use each word in the word bank below to label each computer part. When you are done, check your answers with the first drawing.



Computer Vocabulary Word Bank

CPU	icons	mouse	screen
cursor	keyboard	power button	
desktop	left button	right button	

Real World Application

Now that you are more familiar with the names of computer parts, look at a real computer with the tutor. Does it look the same as the computer in the drawing? What is different? Use the word bank above and find each of the parts on the computer in front of you.

Basic Word Processing

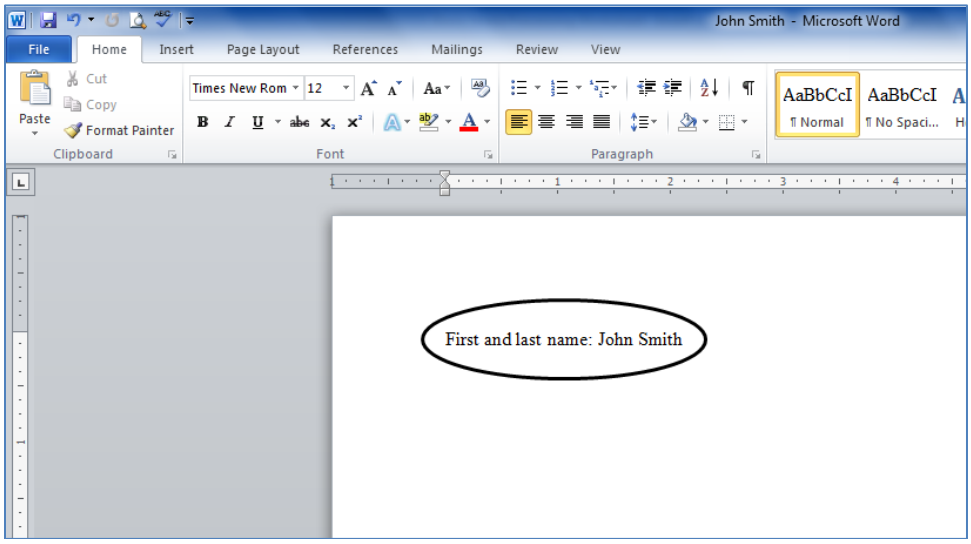
Word Processing Basics

Word processing is using a computer to create and edit documents. **Documents** are electronic papers that you can type, make changes to, and save. There are many word processing programs that you can use. Some used on PCs include WordPerfect and OpenOffice.org Writer. Text Edit and iWork are found on Mac computers. A popular program you will probably use is Microsoft Word, which has versions for both Macs and PCs. These directions are for PCs, not Macs. Ask the tutor for help if you are use a Mac.

Open Microsoft Word by using the mouse to click on the Microsoft Word icon on the desktop.

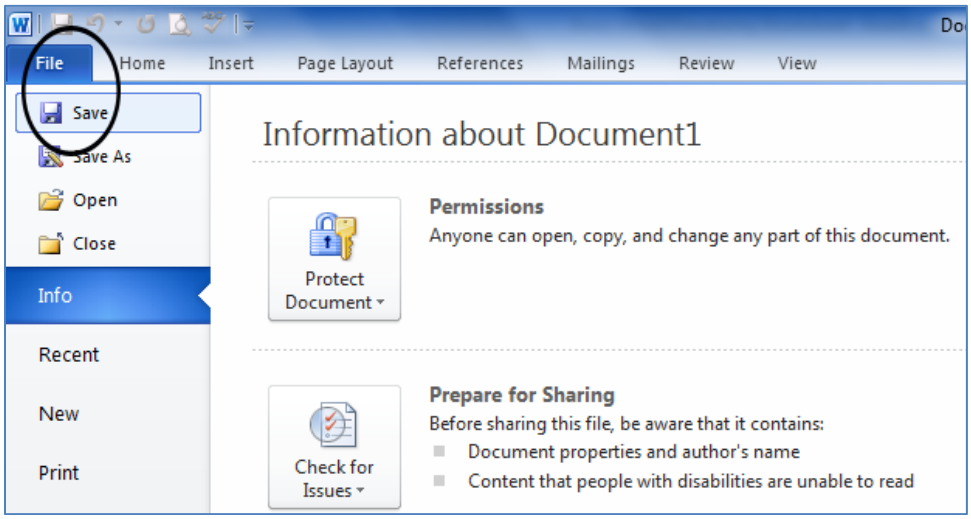
If there is no icon on the desktop, use the mouse to click the **start menu**, a button that opens a list of programs on the computer (circled on the left). Choose the program from a list there. Another icon for Microsoft Word may appear on the right at the bottom of the desktop (circled on the right).

When you open the program, it automatically opens a new document. Use the keyboard to type your first and last name at the top of the document.



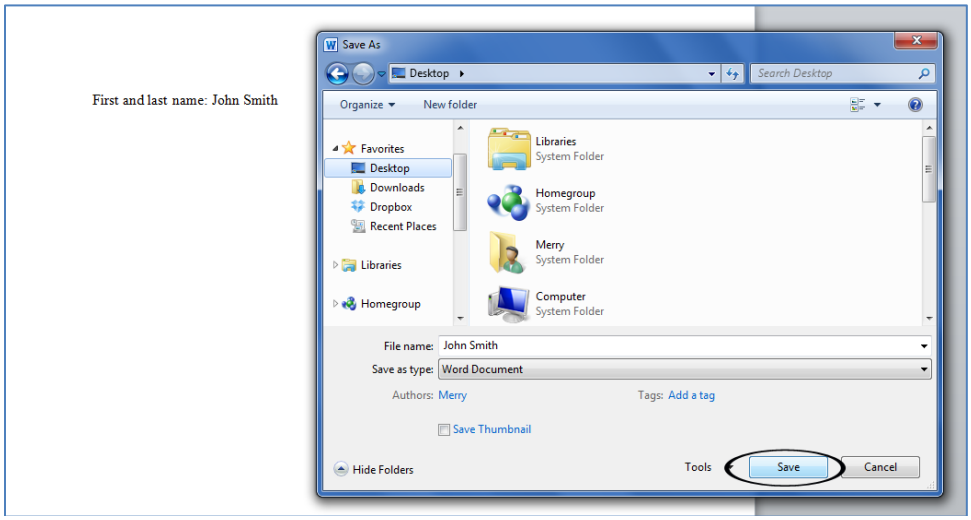
Actions in Microsoft Word

One of the first things you need to learn is how to save a document you've been working on. You do not want to lose all of your work on a document you've created, so saving often is good, especially if the document is important. There are several ways to save a document. First, click on the "File" menu in the word document. You will see the "Save" button towards the top of the menu. Click on it.

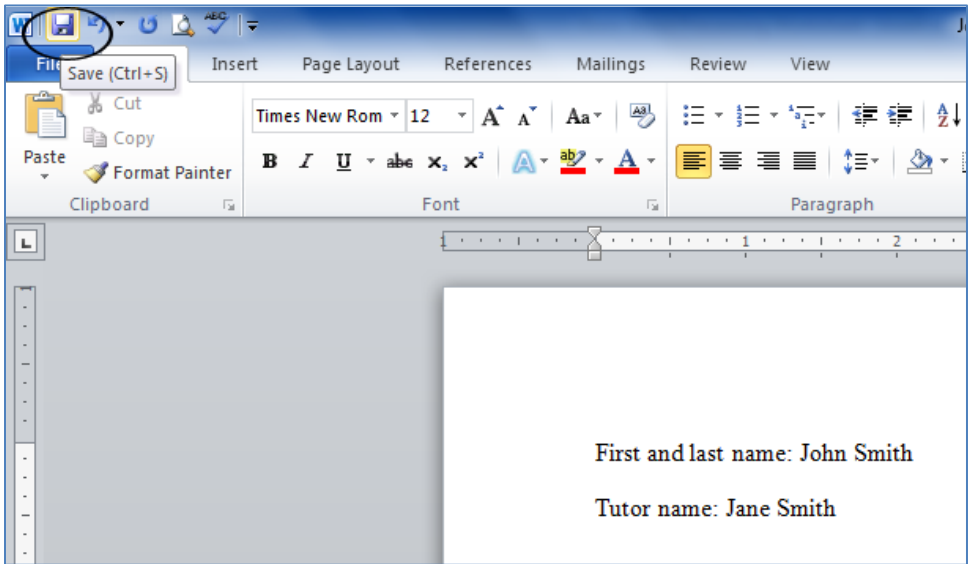


When you save a document for the first time, the program will open up a window and make you choose a name for the document and a place to save it. Type your name as the name of the document. Then choose a place to save it on the computer. The usual places to save documents are the desktop, a folder on the desktop, in the Documents folder, or on a portable device, such as a flash drive.

Save your file onto the desktop. Once you press the “Save” button in the window, your document will be saved on the computer.

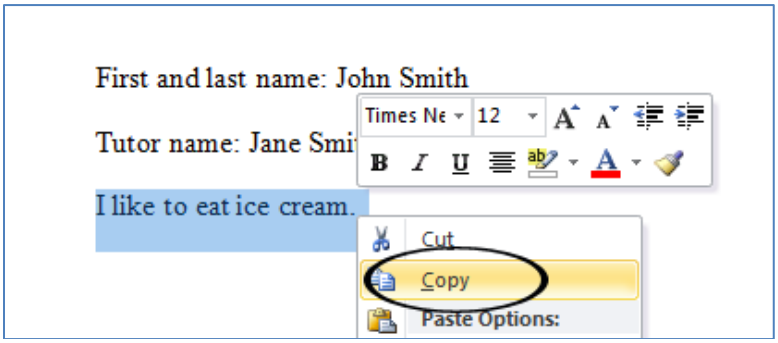


When you make changes to your document and save it now, it will automatically be saved in the same place you saved it before. Type your tutor’s name on the line below your name. Your document has changed. Save it again. You can save it a second way by clicking on the “Save” icon at the top of the word document, circled in the picture below.

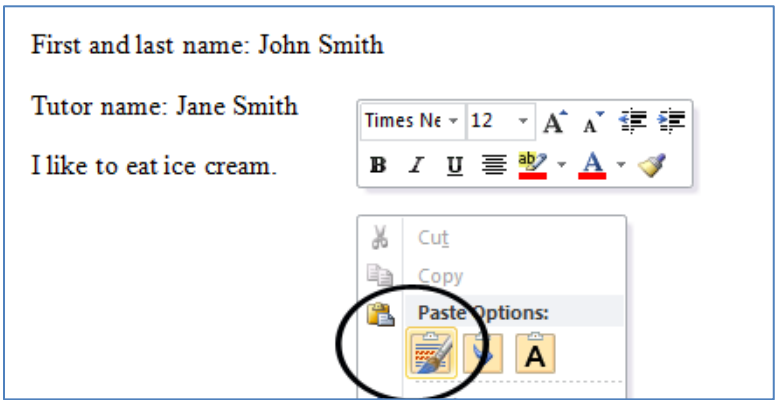


One last way to save a document is to use a **shortcut** (a faster way to do something), using keys on the keyboard. Below your tutor’s name, type “I like to eat” and type something that you like to eat. For example, you could type, “I like to eat ice cream.” To save the document again, use the “control” key on the keyboard and the “S” key. There are two “control” keys, one found in each lower corner of the keyboard; the letters “ctrl” stand for “control.” The “S” key is used because “save” starts with “S”. To use this function, first push down and hold the “control” key. Next push the “S” key. Then release both keys. This will save the document.

Using the "control" key is very useful because there are other shortcuts in Microsoft Word that the key is used for. For example, if you want to repeat something you've typed in your document several times, but you don't want to type it again and again, you can copy and paste it into the document. First, learn how to do it with the mouse and then with the shortcuts. Highlight the sentence you wrote about what you like to eat. To do this, push the left button on the mouse while the cursor is to the left of the sentence. Still holding down the button, move the mouse to the right until the whole sentence is highlighted. Then let go of the left button. After the name is highlighted, click the right mouse button while the cursor is over the highlighted sentence. Microsoft Word will open up a menu. Click on the word "Copy."



Then move the cursor to the line below the sentence and click the right button again. Click on the word "Paste." The sentence will appear again under the original sentence.



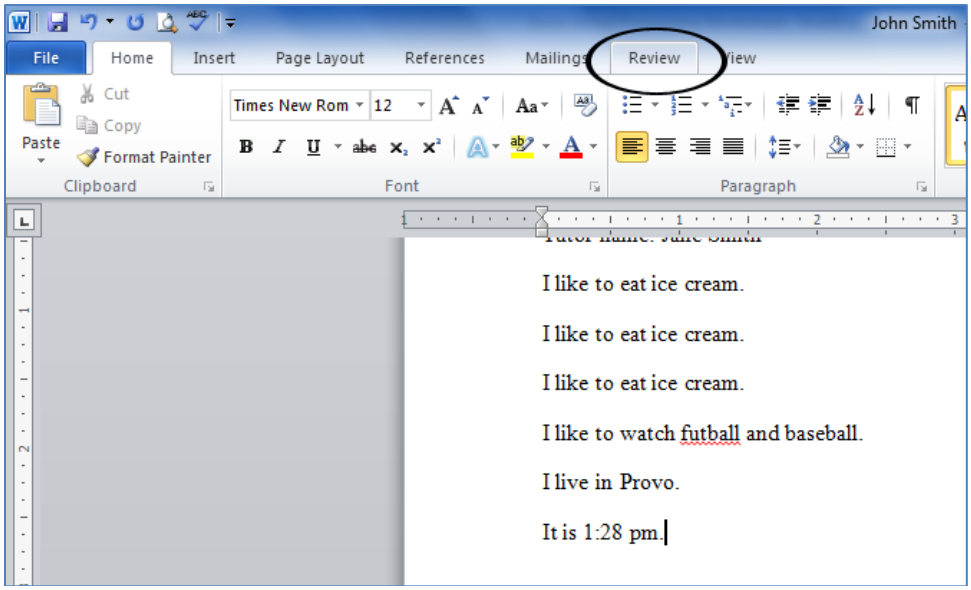
To use the shortcuts, highlight the sentence again. Press the "control" key and the "C" key ("C" for "copy"). After you release the keys, move the cursor to the line below the sentence and paste the sentence by pressing the "control" key and the "V" key ("V" was chosen because it is next to "C"). The sentence will appear again under the copied sentence. This is simpler and faster than using the mouse.

Some other common shortcuts are cutting text, opening a new word document, opening a saved word document, highlighting all of the text in the document, and bolding, underlining, and italicizing text in the document. To find out how to do these shortcuts and to see a complete list of functions that are performed with shortcuts, see the *List of Shortcuts* document.

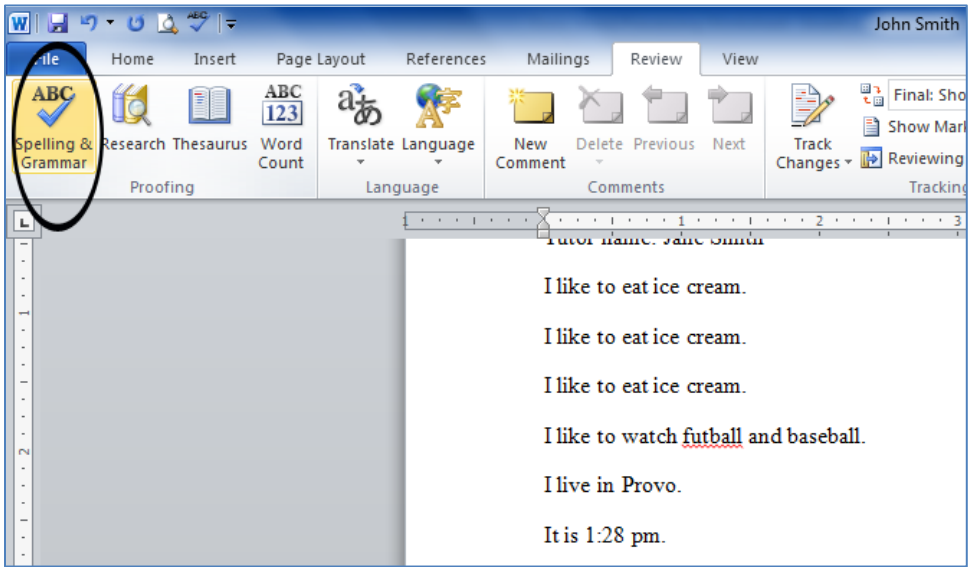
Type three more sentences in your document. One sentence should say what sports you like. One sentence should say what city you live in. And one sentence should say what time it is.

Editing a File

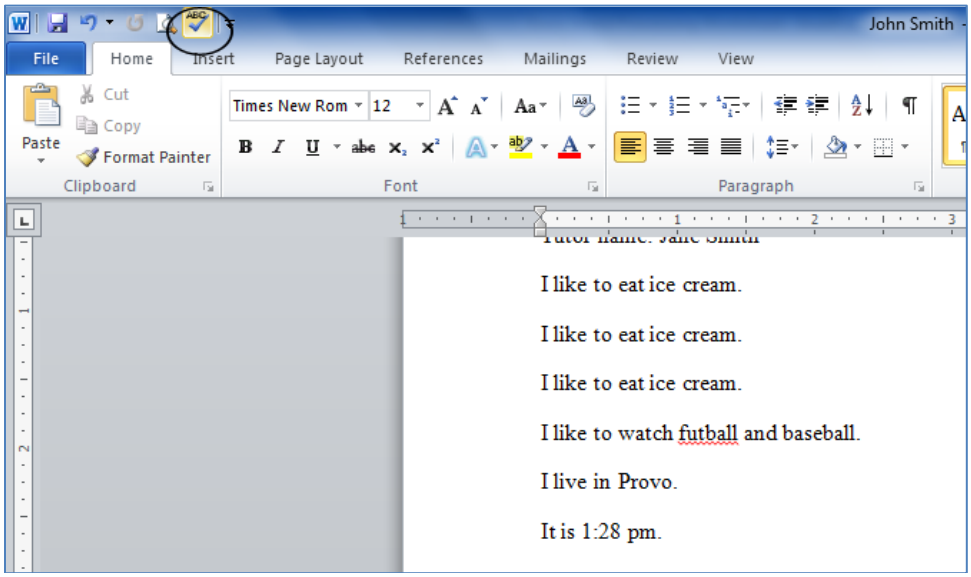
When you are done working on a document, it is always a good idea to check for spelling and grammar errors. You can do this by clicking on the "Review" tab at the top of the document.



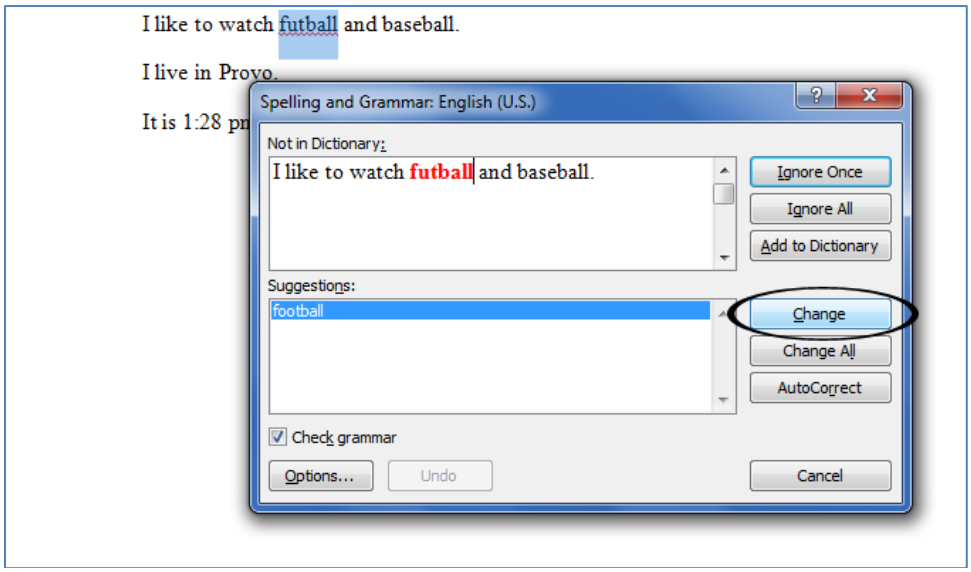
Then click on the "Spelling & Grammar" button on the far left of that tab.



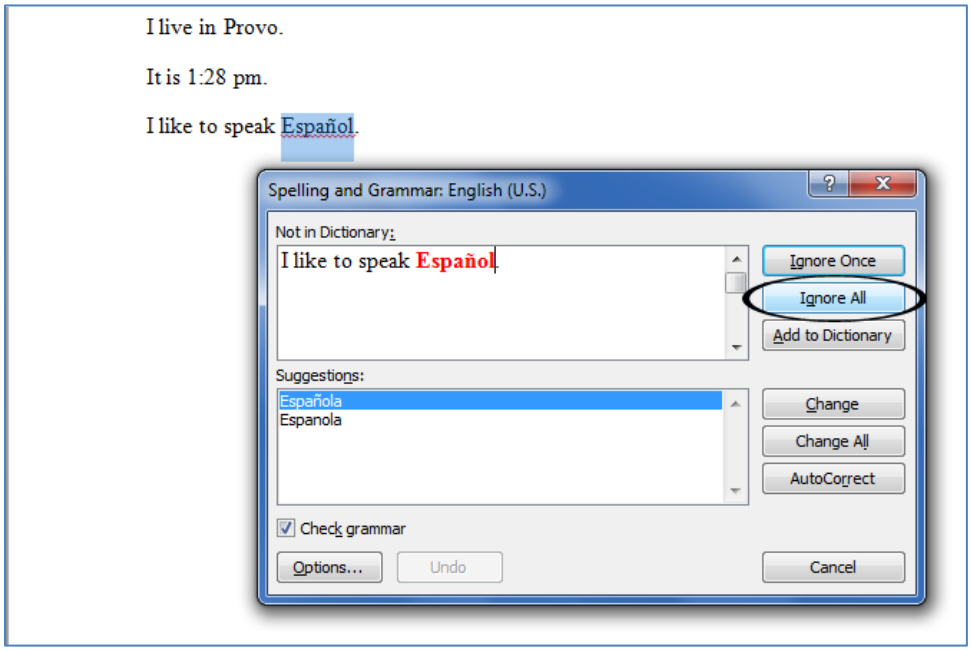
You can also open the Spelling and Grammar Check by clicking on its icon at the top of the page.



This will bring up a window that will show you the errors in the document that the program was able to find. Sometimes the program will just let you know that there is an error and it is up to you to figure out how to fix it. But a lot of the time it will give you suggestions on how to fix the error, and you can click the “change” button to use a suggestion.

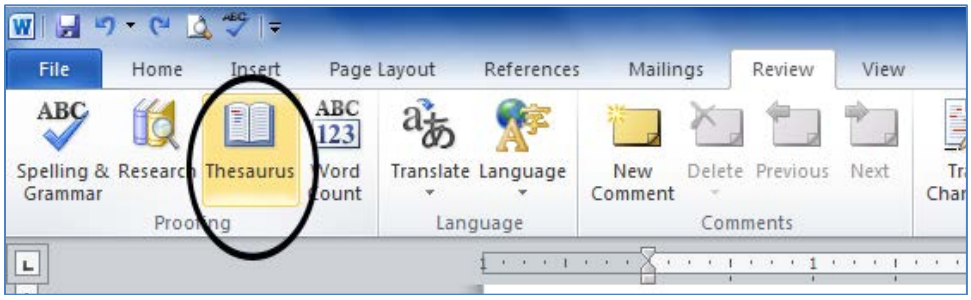


The word processing program is not perfect at finding errors. Sometimes it says that something is incorrect when it really isn't. You can't depend on the program to be correct all of the time. This is especially true if you are using a language other than English in your document. Look at the suggestions that it gives you for an error and make sure that you agree with the program before you make the change. If it has marked something that's correct as an error, tell the program to ignore it. In the example below, the student wrote "Español" instead of "Spanish" and this is the correct spelling in Spanish.

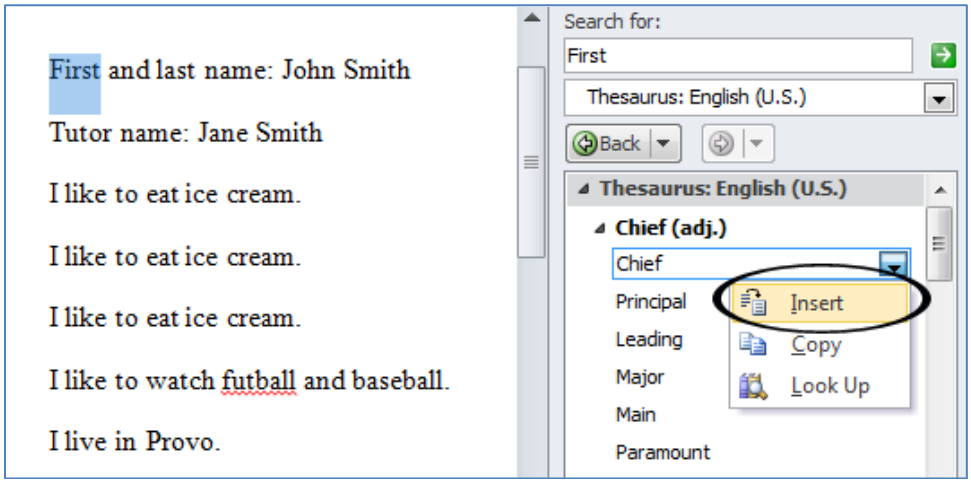


Search your document for errors using the Spelling and Grammar Check. You should know that the word processing program is perfect and it will only find some errors. This means that you should read your document yourself, looking for errors that the program didn't find.

Part of editing your document to make it better might include using a thesaurus. The thesaurus is a collection of **synonyms**, different words that have similar meanings. If you use the same word over and over in the same document (especially in the same sentence or paragraph), you should use a thesaurus to find new words to use. This will keep your writing interesting and fresh. The thesaurus is also in the "Review" tab, almost next to the "Spelling & Grammar" button.



When you click on the thesaurus, it will open a window to the right and it will automatically search for the word that the cursor is next to. If that is not the word you were looking for, type in the word you want synonyms for and press enter. It will search for you and pull up a list of synonyms (and maybe at the end there will be an **antonym**, a word with the opposite meaning). If you want to look up synonyms for a word in the list, click it. It will become your new search term. If you want to use one of the words in the list, type it into the document, or right click on the word and choose the "Insert" button. The program will insert it into your document for you. Now, with the tutor, search the thesaurus for one of the words in your document.



Sharing a Saved File

After you've finished typing your document, editing it, and saving it, you are ready to share it. You can share it with yourself so that you can use it again later, or you can share it with others who need it, like a teacher or a family member. You can share a document like this by emailing it to yourself or to others. To learn more about how to email a file, read the Using a Web Browser Worksheet. Or you can save the document in a place where you will have access to it again. If you have your own computer at home, you can save it to the desktop or another place on your own computer. If you don't have your own computer and you were writing the document on a friend's computer or the library computer, you can save it onto a flash drive that you carry with you. This is a little device that can carry files and documents on it. It is fairly cheap, so if you work with a lot of documents it would be worth buying one for yourself.

Practice

Directions: After you have saved your document to the desktop of the computer, create a new document. You can do this by pressing the "control" key and the "N" key ("N" for "new"). After you release the keys, a blank document will open. Type five things that you plan to do tomorrow. Then save the document to the desktop. Perform the spelling and grammar check on your document. And use the thesaurus to look up some synonyms for a word in your document. Then save your document one more time. You can use this worksheet or ask the tutor for directions if you need help.

List of Shortcuts

This is a list of keyboard shortcuts. Many of these shortcuts are commonly used when working on a document in Microsoft Word. The most common shortcuts in the list are bolded and underlined.

- **CTRL + A – highlight all text in the document**
- **CTRL + B – bold highlighted text**
- **CTRL + C – copy highlighted text**
- CTRL + D – open the font menu
- CTRL + E – center highlighted text
- **CTRL + F – find (highlighted text or another search term)**
- CTRL + G – go to (a page in the document)
- CTRL + H – find (highlighted text or another search term) and replace it with something else
- CTRL + I – italicize highlighted text
- CTRL + J – justify highlighted text
- CTRL + K – insert hyperlink onto highlighted text
- CTRL + L – left justify highlighted text
- CTRL + M – move the indent of only the current line to the right
- **CTRL + N – open new document**
- **CTRL + O – open saved document**
- **CTRL + P – print document**
- CTRL + Q – spacing: make 1.15 spacing and add a space after paragraph
- CTRL + R – right justify highlighted text
- **CTRL + S – save document**
- CTRL + T – change the indent for the tab function permanently
- **CTRL + U – underline highlighted text**
- **CTRL + V – paste text that has been copied or cut**
- CTRL + W – close the document
- **CTRL + X – cut highlighted text (x looks like scissors and is close to copy and paste)**
- **CTRL + Y – retype something (or redo something you've undone)**
- **CTRL + Z – undo**

Some of these shortcuts may be the same when working in other programs, but others may be different. When using a new program, look up the shortcuts specific to that program. (On a Mac, you may use some of these shortcuts, but be required to use the "Open Apple" or "Clover" keys.)

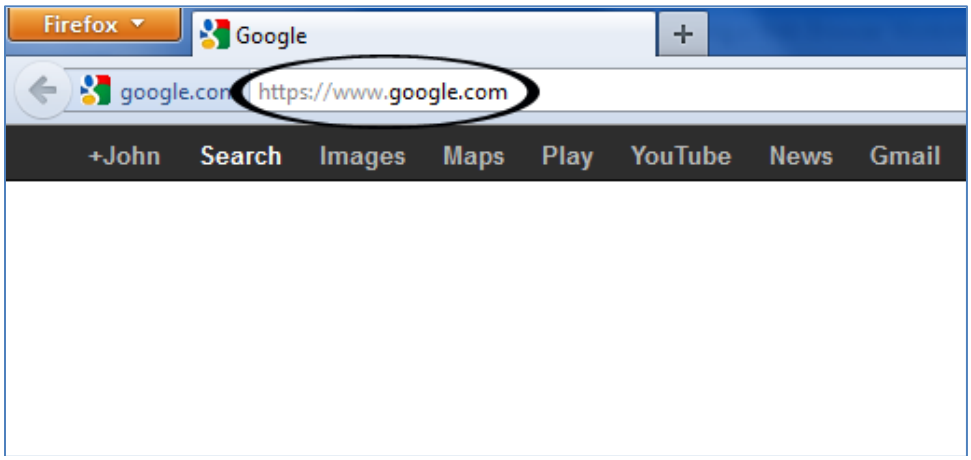
Using a Web Browser

A **web browser** is a program that allows you to access websites and documents on the internet. Some common web browsers are Mozilla Firefox, Internet Explorer, Safari, and Google Chrome. Ask the tutor what web browsers are on the computer that he/she brought for this tutoring session.

On most computers, you will find an icon to access the web browser on the desktop or in the start menu. On the computer in front of you, use the mouse to open a web browser. Look for the icon on the desktop or in the start menu. Click on it to open the web browser. This will pull up a web browser **window** (a window is a way for you to interact with the web browser).

Using a URL

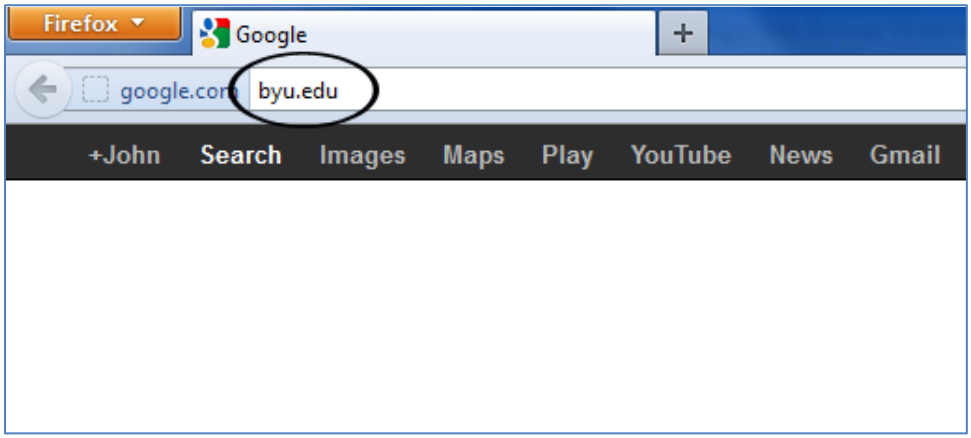
There are two ways to use the web browser to look at websites on the internet. The first way is to use a **URL** (uniform resource locator) to find a specific web page. Each URL directs the web browser to the same web page each time it is used. Web browsers open up to a specific web page every time they are opened. This is called the **home page**. Look at the website that is opened in your web browser. At the top of the window there is what is called an **address bar**, where you can see the URL of the home page.



If you know the URL for a website, type it into the address bar and the web browser will take you to that website. But you have to type it into the address bar exactly correct. If you type it incorrectly, the web browser can't find the website. Here is a list of various websites that you might be interested in visiting:

- Google – URL: google.com
- KSL News – URL: ksl.com
- The Weather Channel – URL: weather.com
- Brigham Young University – URL: byu.edu
- Utah Valley University – URL: uvu.edu
- U.S. Citizenship and Immigration Services – URL: uscis.gov
- Recruit.net (a job search engine) – URL: recruit.net
- Wikipedia – URL: wikipedia.org

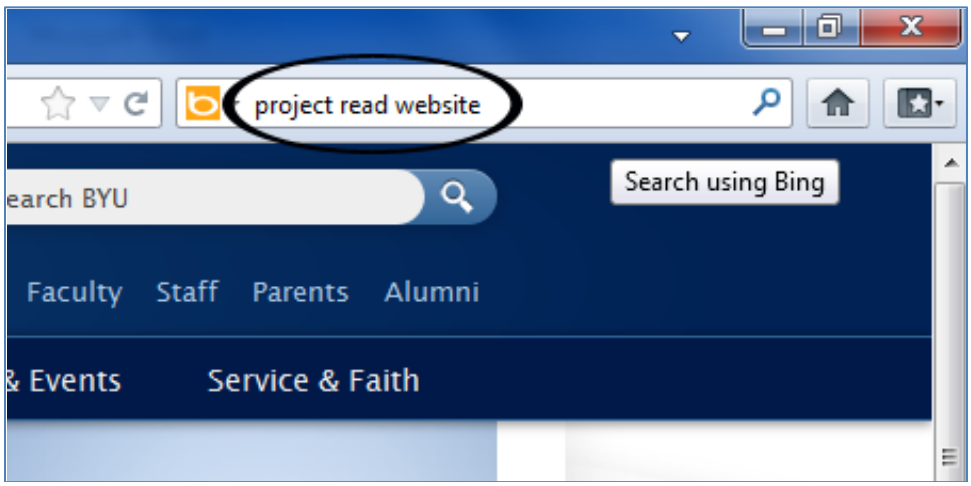
Practice going to websites by typing their URLs into the address bar of your web browser. Choose three or four of the websites listed here, or type in URLs for websites that you know. After you type in the URL, press the "enter" button.



Searching the Web

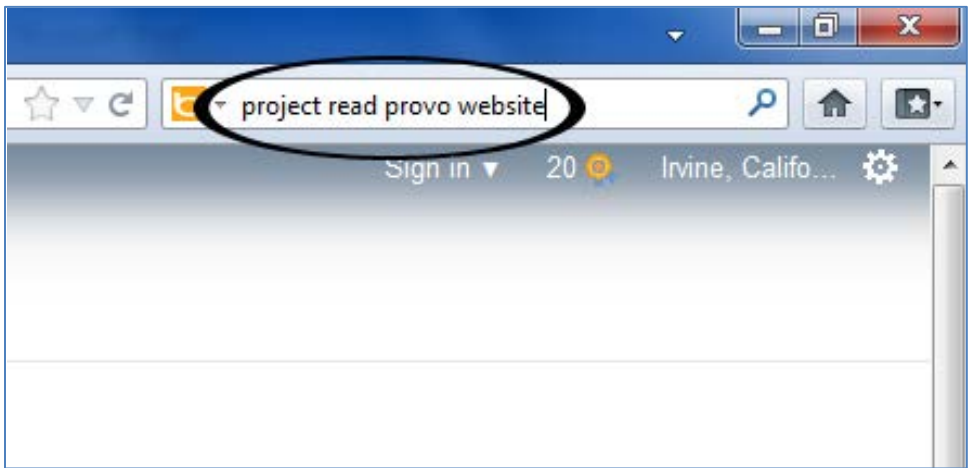
The second way to use the web browser to look at a specific website on the internet is to search for it. If you do not know the URL for the website you want to visit, you cannot use the address bar to go to the website. It is not a good idea to guess the URL for a website because this can lead you to the wrong website or even a website that contains **viruses** (problems that can damage your computer). Instead, search for the website in a search engine. A **search engine** is a website that is used to search the internet for information.

The first place to look for a search engine is the search plugin at the top of the web browser that you're using. The **search plugin** is usually found to the right of the address bar in a web browser window, and it lets you search without going to the search engine's website. You can type in search terms and get results without navigating away from your home page.



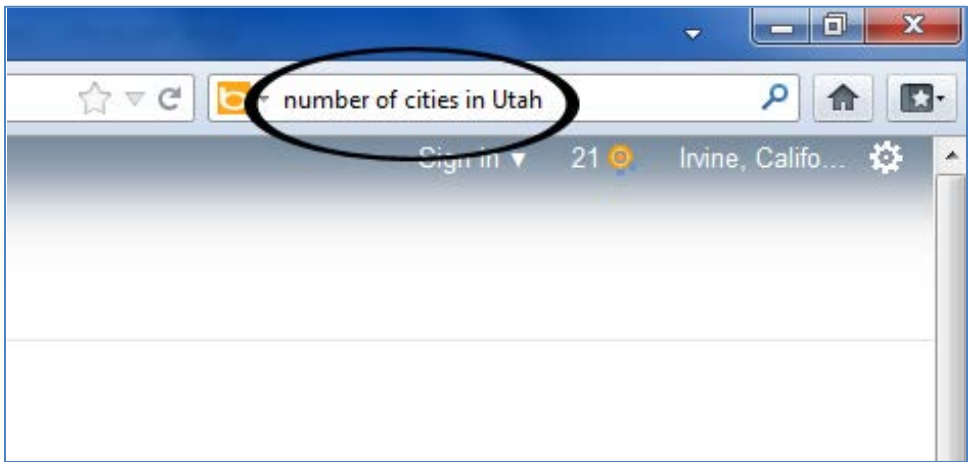
There will already be a search engine assigned to the search bar on the web browser, but there are other search engines that you can use. Some popular general search engines include bing.com, blekko.com, google.com, yahoo.com, and yebol.com. If you want to use a search engine that is not used in your search bar, type that engine's URL into the address bar.

Use the search plugin on your web browser to search for the Project Read website. Do this by typing in the words "Project Read Provo website" and pressing enter. The search engine should bring up a list of results that show different websites or documents that have the words you searched for. Look at each one until you find the official website for Project Read. The correct URL for the website is project-read.com.

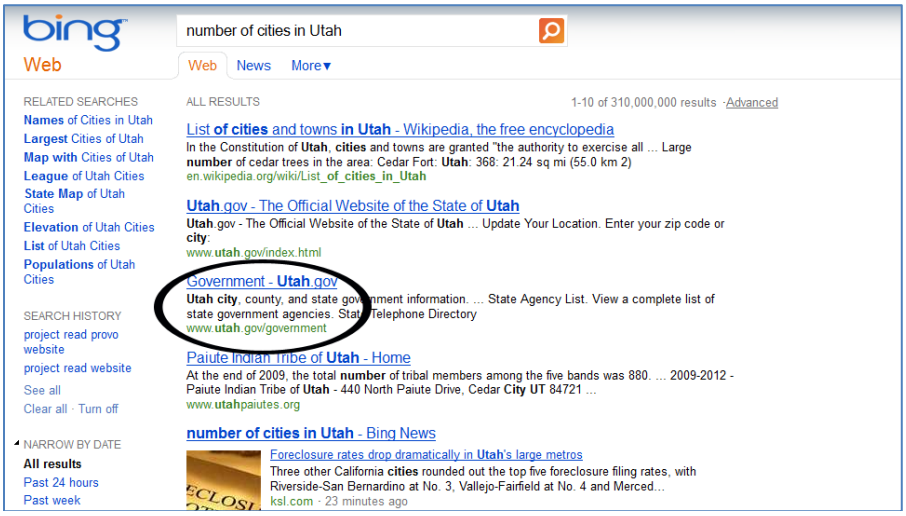


The results in the search engine display a list of hyperlinks (or just "links") to websites. A **link** is something that you can click on to go directly to a website. So when you see the Project Read website in the list, use the mouse to click on the link, and it will take you directly to the Project Read website.

If you are not looking for a specific website, but you are looking for websites with information about a certain topic, you will do a similar search in a search engine. You will type in key words that will help the search engine find the information that you are looking for. For example, let's say you were trying to find out how many cities there are in Utah. In the search engine you would type key words like "number of cities in Utah."



Then when you got to the list of results, you would decide if one or more of the results gave you the information you wanted, or if you needed to add more words to your search to get better results.

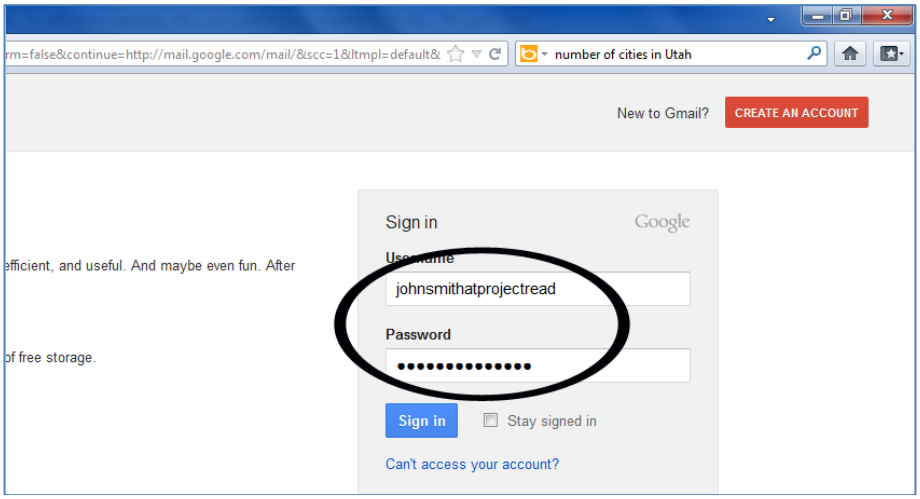


Try your own search. Search for a website about U.S. History. Use some vocabulary you've learned about U.S. History, such as colonies, Native Americans, revolution, or another topic you're interested in.

Using Email

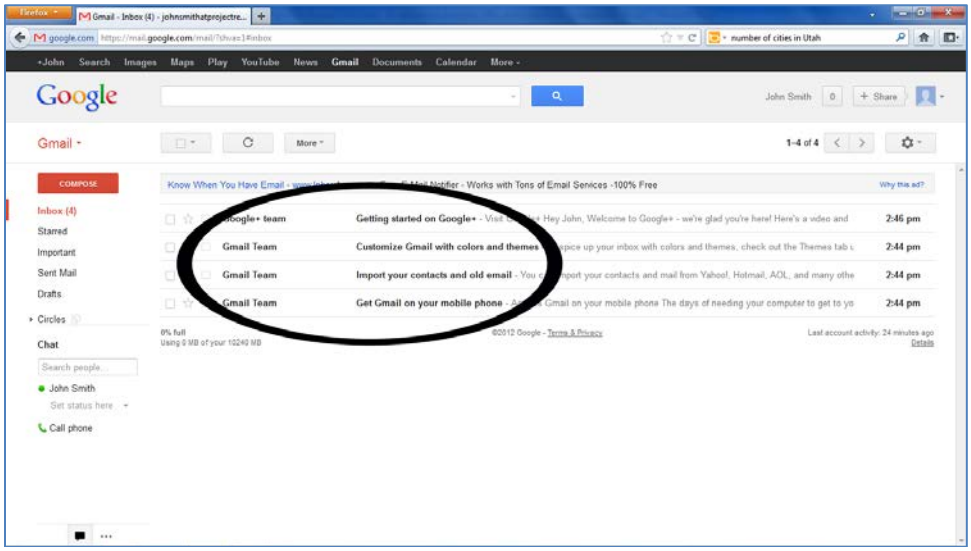
One reason many people use web browsers is to use email. **Email** is a way to send and receive letters electronically. There are many email services out there. Some popular ones include gmail.com, mail.aim.com, hotmail.com, mail.yahoo.com, or myspace.com/mail. You can also get a mail service through work or school. Most universities require their students to have and use an email account.

If you already have an email account, go to its website and sign in. If you don't, discuss the options with your tutor and sign up for one. To get an email account, you will create a username and password. A **username** is a name that the website uses to identify you. It can be your real name, but it doesn't have to be. A **password** is a secret series of characters (numbers, letters, and symbols) that only you know.

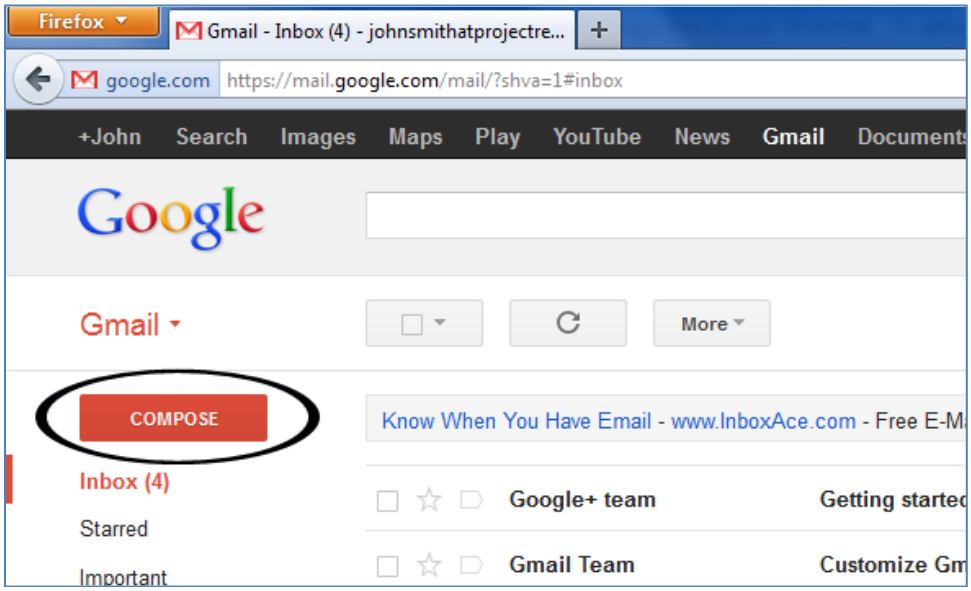


Do not tell your tutor the password. Write it down on a piece of paper that you can look at in case you forget your password. Login to your email several times a day to practice using it and to help you memorize it.

Even though different email services have many different features, they all have a few things in common. First, they all have an inbox. An **inbox** is where you see all of your new email messages. Ask your tutor to help you find the inbox.

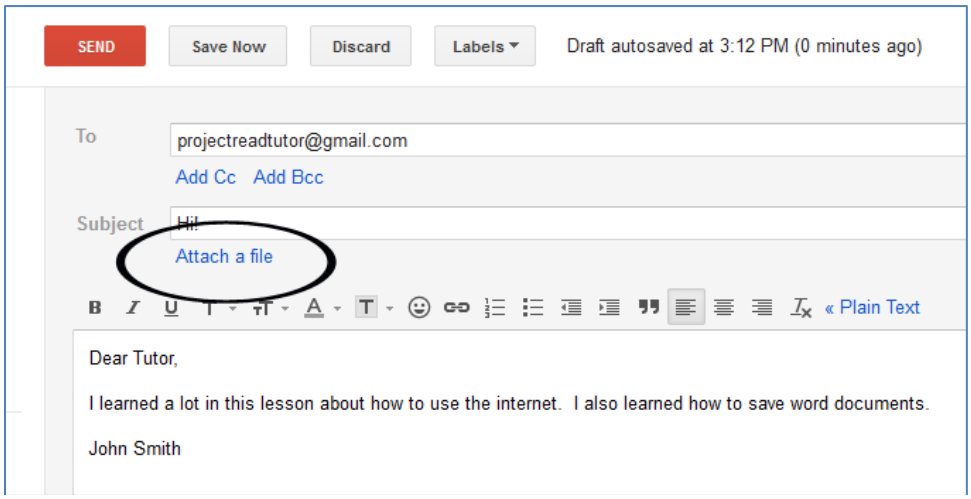


Second, they all have some way for you to write emails. Find the button that you need to push to write an email.

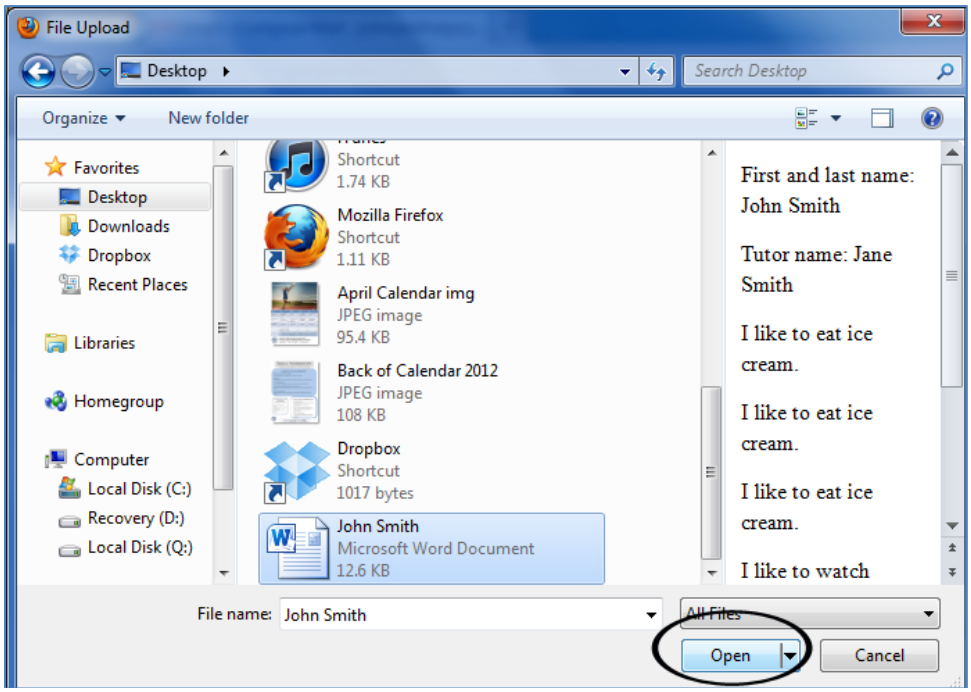


Write an email to your tutor. You should include a greeting, such as “Dear Tutor” or “Hello” followed by his/her name. Write something about what you are learning in this lesson. Then sign the email with your name at the bottom.

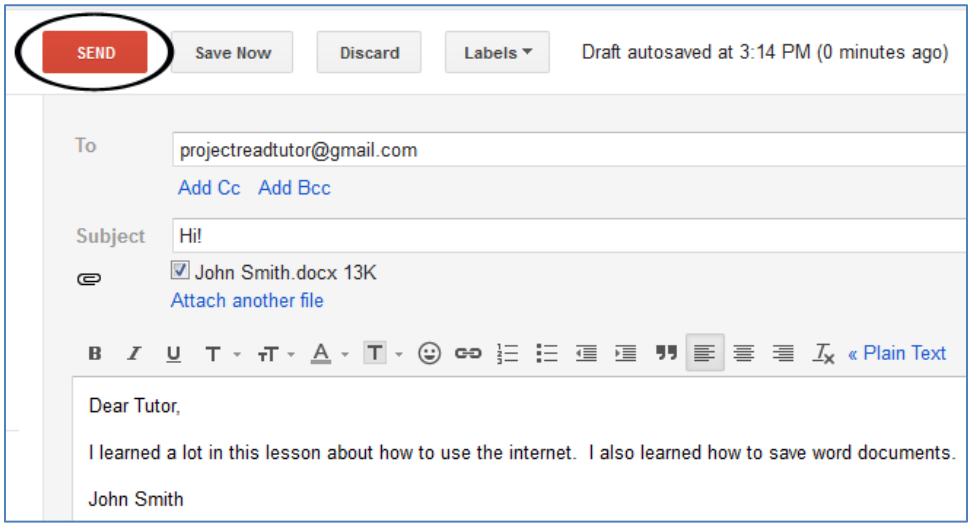
The last thing to do before you send the email is to attach a file to it. Attaching a file to an email makes it available to anyone who reads the email. It gives the person access to the document. If a teacher asks you to send an assignment in an email, you need to know how to attach the assignment to your email. In this email, you’ll attach the document that you made in this tutoring session. First, find the button in your email service to attach a file.



When you click on this button, your email service will bring up a window for you to choose a file to attach. Look for it on the desktop. You will either need press “Attach” or “Open” or “Upload” to get the file to attach to the email.



When it is attached, you will be brought back to the email and you'll be able to see that the file is attached. Then you can press the "Send" button.



Practice

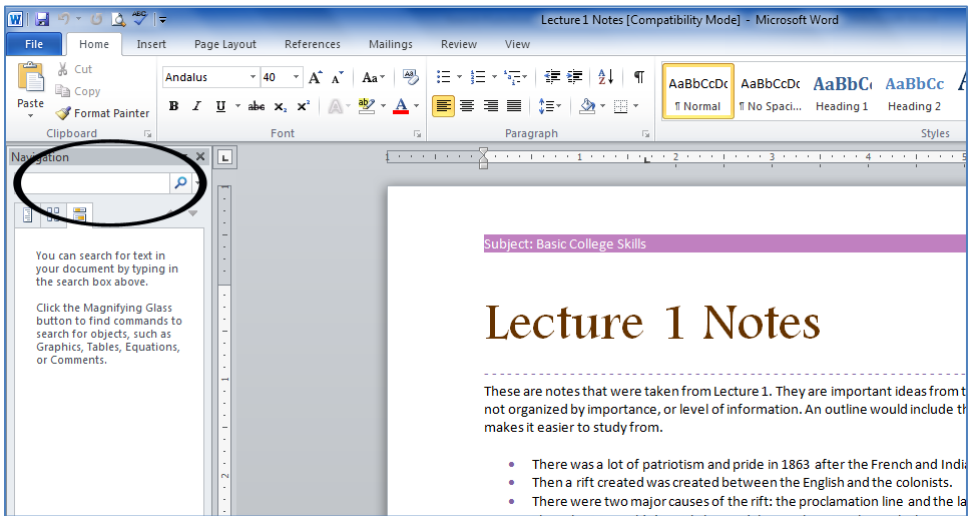
Directions: After you have attached the file to your email and sent it, go back over this worksheet and find processes that are still confusing for you or that you are unsure you can do on your own. Practice doing them one more time with the tutor. Then try doing them on your own. Practice typing in a URL for one of the websites in this worksheet. Practice searching for a website you would like to visit. Or practice creating a new email and attaching a document.

Search Function

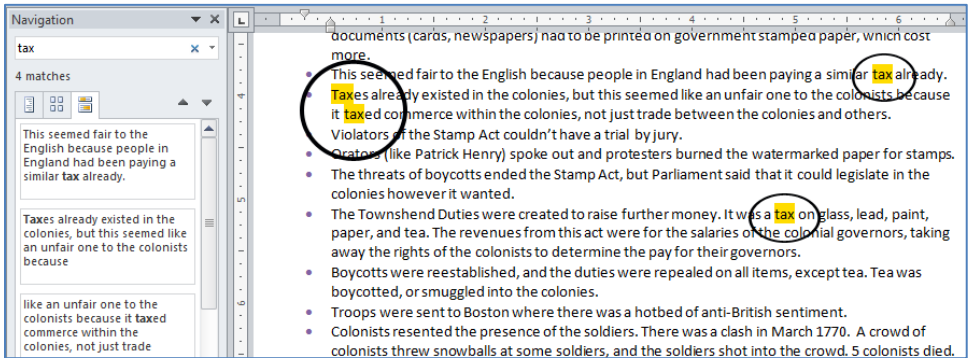
Using the Search Function

The **search function** on a computer is something that allows you to search the text of a document, a web page, or a folder to find a specific word or set of words. This is done using the "control" key on the keyboard and the "F" key. There are two "control" keys, one found in each lower corner of the keyboard; the letters "ctrl" stand for "control." The "F" key is used because you use the search function to find things, and "find" starts with "F".

To use this function, first push down and hold the "control" key. Next push the "F" key. Then release both keys. When you've done this, the program you are searching in will bring up a search box where you can type in text that you are searching for.



Once the search box opens, you type the words that you are looking for. The program highlights the search terms in the document or window.

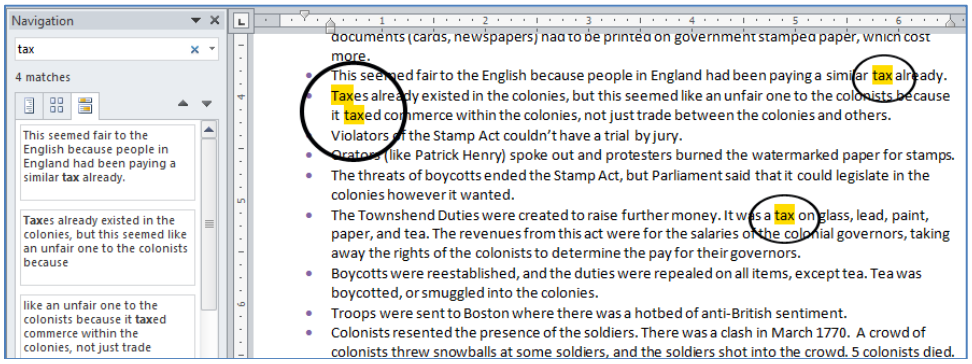


Now it is your turn to search. Open the word document that you have saved to the desktop of the computer. Use the "control" and "F" keys to open the search function. Search for your first name. Then delete your first name from the search box and search for your last name. Next, delete your last name. Instead of searching for single words, you can search for whole phrases, like "I like to eat". Type "I like to eat" in the search box.

Using the Search Function to Prepare for Tests

The search function can be very useful for studying course material and preparing for tests if your class notes are typed in a word document. If your teacher gives you a study guide to prepare for a test, you can search in your notes for the concepts and terms from the study guide. This will help you prepare for tests more efficiently.

In this example, a student is searching for the word tax because it is one of the terms on the study guide for an upcoming test. The student found all of the times that taxes were mentioned in his/her class notes. This will help him/her study from the study guide completely.



Practice

Directions: Try using this function to search your document for several other words. Then try using it to search a website. Go to one of the websites listed on the Using a Web Browser Worksheet and press the "control" key and the "F" key to search the page for a word you remember reading on it.

Time-Management Skills

Objectives

After this lesson, your student will be able to:

- Understand and talk about how he/she uses time.
- Place items from a syllabus onto a monthly calendar.
- Create and use a monthly calendar.
- Create and use to do lists and schedules.
- Understand know how to overcome procrastination.

Lesson Preparation

In preparation for this lesson you should:

- Think about the homework from the last tutoring session, so you can review it with your student.
- Preview the entire lesson to help the tutoring session go smoothly.
- Decide if the student needs to use the ESL Variation or not.
- After previewing the lesson, make any changes that seem necessary to meet your particular student's needs and literacy level.
- Preview the Lesson Connections and Further Resources sections for optional additional material.
- Print copies of or check out any materials you will use in this lesson.
- Choose one or two homework assignments from the list at the end of the lesson, or create your own homework assignments.

Materials

These are the materials needed for this lesson. You will use them in the order they are listed in.

- *Monthly Calendar* Worksheet
- Example Syllabus
- *Daily to Do List and Schedule* Worksheet (make extra copies for the student to use at home)
- *Overcoming Procrastination* Worksheet
- *Time Awareness* Worksheet (make extra copies for the student to use at home)
- *Weekly to Do List and Schedule* Worksheet (make extra copies for the student to use at home)

Lesson Procedures

For students with average literacy skills, follow these procedures:

- **R**eview: Talk about homework from the previous tutoring session. (5-10 minutes)
- **O**verview: Introduce the topic of time-management. (5 minutes)
    - To increase student interest and prepare for the lesson, discuss the student's time-management. Ask him/her the following questions:
        - Do you ever wish that you had more time?
        - What kinds of activities do you need more time for?
        - What do you use most of your time doing?
        - How do you think you can better manage your time?
    - Let the student know that this lesson introduces several time-management techniques. They can use some or all of them to better manage their time.
- **P**resentation and **E**valuation: Present and evaluate time-management skills. (65 minutes total)
    - Read and complete the *Monthly Calendar* Worksheet with the student. You will need to use the Example Syllabus to complete this activity. Look at the example calendar and how it includes things from the syllabus. Talk to the student about things to include in a personal monthly calendar. You might make an extra copy of the personal monthly calendar before you start the activity so that the student can have one to take home and use for a future month. (15 minutes)
    - Read and complete the *Daily to Do List and Schedule* Worksheet with the student. Students will need scratch paper for the personal to do list. There is a schedule in the worksheet for the student's personal daily schedule. Explain each step as you show the example, and then walk through the steps again as the student creates a personal to do list and schedule. (25 minutes)
    - Time management takes a lot of personal effort. Your student will be more successful at managing time if he/she is involved in choosing what methods to try. After completing the first two worksheets, decide with the student which activities to complete during the rest of the tutoring session. You will probably only have time for one or two more activities, although you may have time for all three. Any remaining worksheets may be saved for another tutoring session, or assigned as homework.
    - Read and complete the *Overcoming Procrastination* Worksheet with the student. This worksheet defines procrastination and gives some ideas for the student to use when he/she is trying to accomplish a task. (15 minutes)
    - Read and complete the *Time Awareness* Worksheet with the student. This worksheet will help the student see where his/her time is being spent so he/she can decide how to manage time better. Make a couple extra copies of the Time Log at the end of the worksheet for the student to complete at home. (15 minutes)
    - Read and complete the *Weekly to Do List and Schedule* Worksheet with the student. This is kind of a combination of the Daily to Do List and Schedule and the Monthly Calendar. Students can plan for the near future (not as distant as the monthly calendar) in a detailed way (but not as detailed as the daily schedule). (10 minutes)
- **S**ummary: Wrap up the lesson. (10 minutes)
    - Answer the student's questions about time management or procrastination from the lesson.
    - Explain again that time management will contribute to success in academic goals, to help organize time and make good choices about how to spend it.
    - Tell your student about the homework. (See homework section below.)
    - Determine with the student which college skill will be taught after this lesson.

ESL Variation

If your student is learning English as a second language, adjust the lesson procedures according to this ESL Variation and your student's specific needs and literacy skills. The ESL Variation includes instructions for you to consider in addition to the instructions in the general procedures above. If a section of the lesson plan is not changed in the ESL Variation, it will not be listed below.

- Consider presenting the lesson in two tutoring sessions instead of one. This will allow you to take more time for all of the sections and make sure that the student understands the material.
- Watch the student for signs that he/she doesn't understand your questions, your instructions, the directions on a worksheet, or the content of a worksheet. Prepare to stop and talk about vocabulary during the lesson. Help the student speak and write using new vocabulary.
- Procedural vocabulary specific to this lesson includes etc., homework, prioritize, schedule, and worksheet. Content vocabulary specific to this lesson (aside from the vocabulary focused on in the lesson materials) includes calendar, distraction, email, event, perfectionism, procrastination, routine, semester, and syllabus.
- **P**resentation and **E**valuation: Present and evaluate time-management skills.
    - Many of the activities in this lesson require writing (*Monthly Calendar* Worksheet, *Daily to Do List and Schedule* Worksheet, *Time Awareness* Worksheet, and *Weekly to Do List and Schedule* Worksheet) that may be difficult for ESL students. ESL student may be better able to think of ideas for these activities in their native languages first. Then you can help them write down their ideas in English. Or you may consider brainstorming aloud together first so the student gets the vocabulary for these activities from you.
    - Read and complete the *Monthly Calendar* Worksheet with the student. For ESL students, explain what a syllabus is in your own words. Answer questions about it, since they may not be familiar with this approach of distributing class information.

Homework

Choose one or two homework assignments for your student, or create some of your own:

- Have the student finish some of the activities that were not completed during the lesson.
- Have your student choose a day or two this week to completely plan out, and then follow the plan all day long. He/She should write down thoughts about how it went to share with you.
- With your student, discuss the activities that you did during the tutoring session today, and choose two of them that the student needs to improve on. Make extra copies of worksheets for these activities. Have your student complete these activities for a full week.

The student should discuss this homework with you at the beginning of the next tutoring session.

Lesson Connections

To make connections to past lessons during this lesson, you can make the following changes:

- Connect to Lecture Skills: If you have already taught the Lecture Skills lesson plan, have the student fill in a weekly schedule with the Example Syllabus and ask him/her to schedule time after each class period for reorganizing notes into outlines. Remind the student the difference between the organization of notes taken in a lecture and the organization of an outline.
- Connect to Study Organization Skills: If you have already taught the Study Organization Skills lesson plan, have the student fill in a weekly schedule with the Example Syllabus and ask him/her to schedule time after each class period for creating study materials from class notes.
- Connect to Test-Taking Skills: If you have already taught the Test-Taking Skills lesson plan, have the student fill in a weekly schedule with the Example Syllabus and ask him/her to schedule time before a test to complete the Before the Exam steps.
- Connect to Computer Skills: If you have already taught the Computer Skills lesson plan, the student can complete some of the activities in this lesson electronically. Instead of copying these materials on paper for the lesson, consider putting an electronic copy onto your computer and having the student type answers, copy and paste assignments from the syllabus to worksheets, save the worksheets to the desktop, and email them to himself/herself.

Further Resources

Students interested in learning more about managing time can explore these resources:

- *Becoming a Master Student*, by Dave Ellis, Chapter 2
- *Ten Skills you Really Need to Succeed in School*, by John Langan, Chapter 4
- http://www.how-to-study.com/study-skills/en/managing-your-study-time.asp for further information on time management
- http://www.how-to-study.com/study-skills/en/procrastination.asp for ideas on how to avoid procrastination
- http://rdc.libguides.com/content.php?pid=234269&sid=1982198 for information about overcoming procrastination
- http://www.uwgb.edu/tutoring/resources/managing.asp for tips on time management

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The materials in this lesson plan were created or adapted by Meredith Gravett. Adapted materials came from the following sources:

- *Becoming a Master Student*, by Dave Ellis, Chapter 2
- *Ten Skills You Really Need to Succeed in School*, by John Langan, Chapter 4
- http://www.how-to-study.com/study-skills/en/procrastination.asp for ideas on how to avoid procrastination

Monthly Calendar

Monthly Calendar Uses

A **monthly calendar** is a way to view the entire month and the different things you have planned during the month. It is a good tool for time management. It will help you plan in advance for important events and assignments, as well as keep track of regularly scheduled activities. If you have a monthly calendar, you can quickly and easily see the things that are important and prepare for them.

If you are in a class, a monthly calendar can help you plan to work on class assignments before they are due. A class syllabus tells you when assignments are due and how those assignments should be done. If you write these items on your monthly calendar, you'll remember to complete them.

Look at the Example Syllabus. Notice that some important assignments from the syllabus are listed on the calendar below. What assignments from the syllabus are on the calendar and when are they due?

A monthly calendar will also include family, personal, and work events that are planned. What are two family events or personal events on the calendar? What day is something due at work?

July 2011

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4 7p July 4th Party	5	6 4p ELang 105 Study Group	7	8 ELang 105 Test 1	9
10	11	12	13 4p Math Study Group	14	15 Math 110 Test	16
17	18 ELang 105 Q, P, and S Due	19	20 ELang 105 Essay Due	21 4p ELang 105 Study Group	22 ELang 105 Test 2	23
24 Grandma's birthday	25	26 Project Due at Work	27 Elang 105 Revisions Due	28 8a Dentist Appointment	29 Biology Presentation	30 Book Club Meeting
31						

Personal Monthly Calendar

Now you are ready to make your own monthly calendar. Put the date in the upper left corner of each box on the calendar. Then write down anything you have planned for this month. Items to put on your calendar include: class assignments, tutoring appointments, doctor appointments, scheduled car repairs, service activities, vacations, church, holidays, etc. When you have a complete monthly calendar, you can use it to remind yourself of important things that you need to include in your daily planning.

Month: _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Answer Key

ELang 105 “Q, P, and S” is due July 18th.
ELang 105 “Essay” is due July 20th.
ELang 105 “Test 2” is on July 22nd.
Elang 105 “Revisions” are due July 27th.

July 4th Party is on July 4th.
Grandma’s birthday is on July 24th.
The dentist appointment is on July 28th.
The book club meeting is on July 30th.

A project is due at work on July 26th.

Example Syllabus

A **syllabus** is an important document where your teacher tells you what you have to do in a class to earn your grade. You will use the syllabus from your class to help you decide what is important to spend your time on. This will help you plan your monthly calendar, to do list, and schedule.

Look at this example syllabus. Some parts of the syllabus are very important. First, the Course Grading Policy lets you know which assignments are the most important. Those are the ones that you should spend the most time on, and they are the ones that should be scheduled first.

Second, there is a section to explain the details of each assignment. If you read these, you will know what you have to do to get a good grade on each assignment.

Teacher Information

Name: Alison James Email: alison.james@teacher.net
Office: 3002 SCB Office Hours: M/W: 3:00-3:50
Class Location: B142 SCB Class Hours: M/W/F: 4:00-5:50pm

Course Grading Policy

Students will be graded in the following areas:

- Writing Assignments 70%
- Homework (assignments and extra credit) 12%
- Tests 12%
- Attendance 6%

Writing Assignments

According first year writing requirements in the Department of General Education, students should write several essays throughout the semester that are worth 70% of their grade. To reach this goal, Writing 100 will include three writing assignments worth a total of 350 points:

- Opinion editorial ..... 50 points, 1 page, 250 words
- Rhetorical analysis .....100 points, 3.5-5 pages, only 1 source
- Research paper 200 points, 11-3 pages, minimum of 8 approved sources

Essay Grading Criteria

Each essay will be graded on the following criteria:

- Topic & Content 30%
- Organization 30%
- Vocabulary (Tone & Style) 10%
- Grammar, Spelling, & Punctuation 10%
- Format & Length 10%
- Documentation 10%

Homework

Homework assignments will be worth 250 points and count for 12% of the total grade. You will have reading assignments, library tests, and a research session. After each assignment you will be quizzed online. The lowest quiz will be dropped at the end of the semester.

Tests

Tests will be worth 280 points and count for 12% of the total grade. There will be essay tests at the end of each writing unit. They will test your understanding of writing principles and your writing portfolio. There will also be a final exam at the end of the semester. It will also test your understanding of writing principles and report on your improvement in writing proficiency. Tests that are turned in late will have 5% deducted each day they are late.

Attendance

Your grade ***will*** be affected if you miss class. Attendance will be taken each day and will count as 6% of your grade. Students are required to attend all of the following:

- class lecture and lab hours
- at least one research lab session for help researching
- the writing tutor or the grammar tutor for each essay

Class Calendar

Usually the teacher will give students a class calendar along with the syllabus so that students can see when assignments are due. This is one of the most important parts of the syllabus to pay attention to. When big assignments are due, these should be written on your personal monthly calendar. Then you should use the class calendar to get the other, smaller assignments onto your daily to do list and schedule.

Example Class Calendar

Monday	Wednesday	Friday
July 18	July 20	July 22
Meet in computer lab In class: • Discuss reading 16 Homework: • Rhetoric third draft • Reading 17	**Meet in computer lab** In class: • **Rhetoric Analysis Essay Due** • Discuss reading 17 Homework: • Essay Test 2	**Meet in computer lab** In class: • **Take Essay Test 2** Homework • Rhetoric revisions (optional) • Reading 18
July 25	July 27	July 29
Meet in computer lab In class: • Discuss reading 18 Homework: • Research paper outline	**Meet in computer lab** In class: • **Rhetoric Revisions Due** • Work on research paper outline Homework: • Reading 19 • Research paper first draft	**Meet in computer lab** In class: • Discuss reading 19 • Work on research paper first draft Homework: • Reading 20 • Research paper second draft

Daily to Do List and Schedule

One way to manage your time is to plan daily what you will do. This helps you manage your time in several ways. If your day is planned out, you will waste less time thinking "What do I need to do now?" It will already be decided. Also, a daily plan will help you make sure that the most important things get done first. And daily planning will help you feel more in control of your time, rather than feeling like you are just going with the flow.

Daily planning can be done the night before or the morning of. Daily planning consists of two parts: a daily to do list and a daily schedule. The **daily to do list** helps you brainstorm a list of things that need to be done during the day. Then they are listed on the **daily schedule** with specific times you will do them.

Daily to Do List

Items for this list can come from the school, work, church, home, family, and personal parts of your life. Look at the daily to do list below. This person listed some things that needed to be done on July 25th.

daily to do list: July 25th, 2011

- wash dishes
- fold laundry
- finish ELang 105 essay
- read pages for biology
- email group about study meeting
- call Grandma for her birthday
- grocery shopping
- read book for book club
- weed the yard
- complete biology presentation
- call the dentist to reschedule

Next, you'll need to look at each item, decide how important it is, and mark it. You can mark items in several ways. You can mark them with numbers (1 is most important, 2 is semi-important, and 3 is less important); letters (A is most important, B is semi-important, and C is less important); or you can create your own system of symbols (a star is most important, a circle is semi-important, and a dash is less important). Use whatever system works for you. This person decided to use numbers.

daily to do list: July 25th, 2011

- 3 - wash dishes
- 3 - fold laundry
- 1 - finish ELang 105 essay
- 1 - read pages for biology
- 2 - email group about study meeting
- 1 - call Grandma for her birthday
- 1 - grocery shopping
- 3 - read book for book club
- 3 - weed the yard
- 2 - complete biology presentation
- 2 - call the dentist to reschedule

Now you try it. Create a to do list, either for today or tomorrow. They can be school, work, personal items, errands, family activities, or things to do to accomplish goals. Then decide each item's importance and mark it. Marking your to do items will help you prioritize when you create your daily schedule.

Daily Schedule

A daily schedule shows specific times that things are going to be done. When you schedule your time, you schedule the most important things first. Begin by including events that are already planned, like appointments, work times or class times. Look at the example schedule below.

6	
6:30	
7	
7:30	
8	
8:30	
9	Class
9:30	Class
10	
10:30	
11	
11:30	
12	Class
12:30	Class
1	
1:30	
2	Class
2:30	Class
3	
3:30	
4	
4:30	
5	Work
5:30	Work
6	Work
6:30	Work
7	Work
7:30	Work
8	Work
8:30	
9	
9:30	
10	
10:30	

Next the student includes important daily routine items, like meal times, travel time, breaks from studying, and relaxation. Include time to get ready for the day in the morning, and time to get ready for bed at night. Also include a time each day to plan the daily to do list and schedule for the next day.

6:30	Wake up, eat breakfast
7	Shower, get dressed
7:30	Walk to campus
8	
8:30	
9	Class
9:30	Class
10	
10:30	
11	
11:30	Eat lunch
12	Class
12:30	Class
1	
1:30	
2	Class
2:30	Class
3	Take the bus to work
3:30	Work
4	Work
4:30	Work
5	Work
5:30	Work
6	Work
6:30	Work
7	Work
7:30	Take the bus home
8	
8:30	Cook/eat dinner
9	Plan for tomorrow/Bed

After that, the student includes items from the daily to do list. The student should write down the most important items first. Then if there is time left, the student can write down some of the semi-important and less important items.

6:30	Wake up, eat breakfast
7	Shower, get dressed
7:30	Walk to campus
8	Finish ELang 105 essay
8:30	Finish ELang 105 essay
9	Class – turn in essay
9:30	Class
10	Read pages for biology
10:30	Read pages for biology
11	Email group about study meeting, finish two slides on biology presentation
11:30	Eat lunch – Call grandma for her birthday
12	Class
12:30	Class
1	Finish biology presentation
1:30	Finish biology presentation
2	Class
2:30	Class
3	Take the bus to work
3:30	Work
4	Work
4:30	Work
5	Work
5:30	Work
6	Work
6:30	Work
7	Work
7:30	Take the bus to grocery store/shop
8	Take the bus home
8:30	Cook/eat dinner
9	Plan for tomorrow/Bed

Many people will not have enough time each day to do everything. Sometimes, even after prioritizing, scheduling, and following the schedule, some things will get left undone. If they are less important items, that is okay. This student couldn't schedule some of the less important activities: wash dishes, fold laundry, weed the yard, etc. The student can do these items today if one of the planned activities takes less time or put them on the to do list for another day. Eventually these things might become important items another day. But nothing important will have to be skipped from today's to do list.

If the things that you don't have time for are important items, that is a problem. This may mean there are too many important items on your to do list. There is no way to get more time in the day to do these things. You need to learn how to say "no" to adding new important things to your schedule or refocus on the truly important things, not semi-important or less important things.

Personal Daily Schedule

With the tutor, complete the daily schedule below for your day tomorrow. Follow the steps used above to include your scheduled activities (work, class, appointments), your daily routines (wake up time, meals, travel time, relaxation), and your important items from your to do list (study, errands, work assignments). Then fill in the rest of the time with the other items on your to do list. Make several copies of this page to take home with you, so you can continue to plan your daily schedule.

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Overcoming Procrastination

Procrastination is putting off (or avoiding) a task that is unpleasant, difficult, or time-consuming. Many people are familiar with procrastination. Jobs that have to be done, like homework, cleaning the house, or tasks at work are often procrastinated.

What are some things that you procrastinate? Write them down below.

_____

_____

_____

_____

_____

_____

_____

_____

_____

Reasons for Procrastination

People procrastinate tasks for many reasons. Some of the most common reasons are:

- Lack of Motivation or Concentration – When a task is uninteresting, not rewarding, or not enjoyable, or when there are distractions from the task, people won't want to do it.
- Lack of Priorities – When people don't think a task is important, they won't do it.
- Perfectionism – When people think they have to something perfectly, they think they can't do it well enough and won't want to do it.
- Task Difficulty – When a task takes a lot of time or effort, is confusing, or seems impossible, people won't want to do it.
- Unpleasantness – When a task is uncomfortable or involves activities people don't want to do, they won't want to do the task.

Solutions to Procrastination

There are many recommended ways to deal with procrastination. Some of them involve rewarding yourself for completing the task. Some of them involve punishing yourself when you don't finish the task! But the most effective solutions for procrastination always address the reason for procrastination, so that it stops interfering with the work that needs to be done.

If you know the reason why you are procrastinating a task, do something about that reason. If you are procrastinating a task because it is uninteresting, do something to make it interesting. You could listen to interesting music or a book on tape while you do it. If it is because the task is difficult, find someone who can help you make the task easier or who can help you learn the skills you need. If it is because of perfectionism, think positively with thoughts like "No one's perfect" and "I am an okay person even if this isn't done perfectly." If it is because other tasks always get in the way, create a way to prioritize the task so that it gets done before anything else. If it is because the task is unpleasant to you, make the task less unpleasant by rewarding yourself when it's done. The reward will only come when the task is done, so completing the task will not be completely unpleasant, and you can think of the reward you'll get while doing the task.

Some more suggestions come from the website how-to-study.com. Here is what the website has to say about overcoming procrastination (http://www.how-to-study.com/study-skills/en/procrastination.asp)– this list is slightly modified from its original version:

- Commit yourself to completing a task once started.
- Reward yourself whenever you complete a task.
- Work on tasks at the times you work best.
- Break large tasks into small manageable parts.
- Work on tasks with a group of people.
- Make a schedule of the tasks you have to do and stick to it.
- Set reasonable standards that you can meet for a task and write them down.
- Take breaks when working on a task so that you do not wear down.
- Work on difficult and/or unpleasant tasks first.
- Work on a task you find easier after you complete a difficult task.
- Find a good place to work on tasks.

Personal Application

Look at the list you wrote of things you procrastinate. What are the reasons that you procrastinate them? Talk to your tutor about one or two things that you procrastinate and think of some solutions that you might use to overcome your procrastination.

Practice Activity

The table below discusses four people who are all procrastinating something. Read the people's names, the tasks that they are procrastinating, and the reasons why they are procrastinating. Then think of some solutions that each person might use to stop procrastinating. There is a list of solutions you can choose from. Write the letter of the solutions you choose for each person in the box to the right. There are many different ways for each person to stop procrastinating, so there will be more than one answer in each box. If you think of a solution that is not on this list, discuss it with the tutor. The first box is started for you.

Name	Task	Reason	Solution
1. Bill	Writing an Essay	He knows that his writing isn't very good, so he has a difficult time starting.	A, B, C,
2. Jane	Filling Out a Job Application	She has never filled out an application and doesn't know how.	
3. Dave	Completing House Chores	It's boring and takes a lot of time.	
4. Leigh	Studying for a Test	There is so much material to study.	

A. Say to yourself, "Nobody's perfect."
B. Ask for help from someone who has done the task before.
C. Schedule a time to do it and don't do anything else until it is done.
D. Reward yourself for finishing the task.
E. Do the hardest part first.
F. Set standards for the task that are reasonable (it doesn't have to be perfect).
G. Take breaks during the task to rest.
H. Do something to make the task interesting.
I. Say to yourself, "I am an okay person even if this isn't done perfectly."
J. Commit yourself to completing the task once started.
K. Work on the task at the times you work best.
L. Break the task into small manageable parts.
M. Work on the task with a group of people.
N. Work on an easier task after you complete a difficult task.
O. Find a good place to work on the task.

Answer Key

1. A, B, C, F, H, I, K, L, M, O
2. A, B, E, F, I, M
3. C, D, E, G, H, J, K, L, M, N
4. B, C, G, H, J, L, M, N

Time Awareness

How do you spend every minute of every day? It is hard to remember everything you do each day because people lose track of time when they're in the middle of activities, do multiple things at once, or easily forget unimportant activities. But knowing how you spend time will let you know if you need to make big changes in your time management or if you are doing well at managing your time.

Time awareness is making an effort to know how time is used. One way to become more aware is to write down our activities during the day and how much time we spend doing them. Then we can see where we can improve.

Example 1

Look at the Time Log below. This student thinks studying late at night is necessary because of a busy schedule.

Time	Activity
10am	Woke up, ate breakfast, showered
11am	Studied
12pm	Went to class
1pm	Ate lunch
2pm	Talked with Mom on the phone
3pm	Went to class
4pm	Went to class
5pm	Studied
6pm	Ate dinner
7pm	Went to a movie
8pm	Movie
9pm	Movie
10pm	Talked with roommates
11pm	Studied
12am	Studied
1am	Studied

What are some ways that the student can make more time to study during the day? How can she manage time better? Discuss your answers with your tutor. Write down some suggestions you can give this student for her to have more time.

Example 2

The student looked at the Time Log and decided to make some changes. First, she decided to get up earlier. Second, she decided to study during lunch and talk with family during dinner. Third, she decided not to interrupt study time by talking to family or having fun with roommates. Instead, she did these things after studying. After making these changes, the student did another Time Log. Compare this one with the suggestions you made about the other Time Log.

Time	Activity
6am	Woke up, ate breakfast, showered
7am	Studied
8am	Studied
9am	Studied
10am	Studied
11am	Studied
12pm	Went to class
1pm	Ate lunch and studied
2pm	Studied
3pm	Went to class
4pm	Went to class
5pm	Ate dinner and talked with Mom on the phone
6pm	Went to a movie
7pm	Movie
8pm	Movie
9pm	Talked with roommates and went to bed

Both Time Logs had the same number of hours. But after these changes were made, the student had 7 hours of study time instead of just 5 and was still able to do everything. Also, she was less tired from staying up so late, so her study time was more effective.

Personal Time Log

In the Time Log write down what you've done today. Be honest about how you've spent your time.

Date: _____

Time	Activity

Was it hard remembering what you did during the day and at what times? Did you have a hard time thinking of how long you did certain things? If so, ask the tutor for a few extra copies of this Time Log to take home and use for a few days. If you do this for several days, you will notice some patterns in how you spend your time. Think each day about what you did and what you can do better. This will help you see what you need to change in order to better manage your time.

Weekly to Do List and Schedule

Weekly to do lists and schedules are very similar to daily to do lists and schedules. They are a way to plan out your time in order to manage it. But it has a larger amount of time that it is meant to manage. A weekly to do list is going to include important items for an entire week, and a weekly schedule will help you see when you have more time in the week to do things that you can't schedule on just one day. This means that you can look at the monthly calendar, see what events will require preparation over several days, and then plan it into the appropriate weekly to do list and schedule. Things spread over several days that you might want to use a weekly schedule for include completing assignments that are going to be due later in the week, studying for an upcoming test, or planning your work or class schedule.

You can be much more general in a weekly to do list and schedule, and then get more specific in your daily to do list and schedule. The weekly to do list and schedule is a way to plan for what's coming up, but doesn't include so much of the big picture, like a monthly calendar does. Weekly planning can be done on the same day each week, to help you remember to do it. Schedule an hour each week to do your planning. This activity is optional for people who would prefer to use the monthly calendar as a reminder when doing their daily schedule.

Weekly to Do List

Just like the daily to do list, the weekly to do list can include items from the school, work, church, home, family, and personal parts of your life. If you have any routines that happen every week, those will appear on every weekly to do list. Look at the example weekly to do list below:

weekly to do list: July 24th–30th, 2011

school
- class time
- study after each class period
- complete assignments before each class period
- finish ELang 105 rhetoric essay revisions
- complete biology presentation
- read pages for biology
- email group, suggest a study meeting

church
- church time
- practice playing the piano

family
- call Grandma for her birthday

home
- wash dishes
- weed the yard
- wash laundry
- fold laundry
- vacuum house
- clean room

work
- finish project
- work time

personal
- read book for book club
- call the dentist to reschedule my appointment for next week

After making this list, the person then looked at each item to decide how important it was. Each item was marked as important (1), semi-important (2), or less important (3).

weekly to do list: July 24th–30th, 2011

school
- organize notes after each class period 1
- complete assignments before each class period 1
- finish ELang 105 essay revisions 1
- class times 1
- complete biology presentation 1
- read pages for biology 2
- email group, suggest a study meeting 2

church
- church times 1
- practice playing the piano 2

family
- call Grandma for her birthday 2

home
- wash dishes 2
- weed the yard 3
- wash laundry 2
- fold laundry 2
- vacuum house 3
- clean room 3

work
- finish project 1
- work times 1

personal
- read book for book club 3
- call the dentist to reschedule my appointment for next week 1

Now it is your turn. Create a list of things that you need to do this week (from today until Saturday). Use the same categories as the list above. Then look at each item and decide its importance. Label them using numbers, letters or symbols (as discussed in the *Daily to Do List and Schedule* Worksheet. Ranking your to do items this way will help you prioritize when you do your weekly schedule.

Weekly Schedule

Just like in the daily schedule, you should schedule the most important things first in your weekly schedule. Begin by including events that are already planned, like appointments, work times or class times. Look at the example schedule below:

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
6am							
7am							
8am					Dentist appoint.		
9am	Church	Math 110	Work	Math 110	Work	Math 110	
10am			Work		Work		
11am			Work		Work		
12pm							
1pm		ELang 105	Work	ELang 105	Work	ELang 105	Book Club
2pm		Biology 100	Work	Biology 100	Work	Biology 100	
3pm		Work	Work	Work	Work	Work	
4pm		Work	Work	Work	Work	Work	
5pm							
6pm							
7pm							
8pm							
9pm							

Next include important daily and weekly routine items, like meal times, travel time, breaks from studying, relaxation, regular errands and chores. Include time to get ready for the day in the morning, and time to get ready for bed at night. Also include time for daily and weekly planning. Look at the example schedule below:

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
6am	Wake up, breakfast, get ready	Wake up, breakfast, get ready	Wake up, breakfast, get ready	Wake up, breakfast, get ready	Wake up, breakfast, get ready	Wake up, breakfast, get ready	
7am	Clean room/ organize house	Wash dishes/ travel to school	Wash laundry/ travel to school	Fold laundry/ travel to school	Wash dishes/ travel to dentist	Vacuum house/ travel to school	
8am					Dentist appoint./ travel to school		
9am	Church	Math 110	Work	Math 110	Work	Math 110	Wake up, breakfast, get ready
10am			Work		Work		Daily schedule
11am			Work		Work		Weed yard
12pm	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
1pm		ELang 105	Work	ELang 105	Work	ELang 105	Book Club
2pm		Biology 100	Work	Biology 100	Work	Biology 100	
3pm		Work	Work	Work	Work	Work	
4pm		Work	Work	Work	Work	Work	
5pm	Dinner	Travel home/ Dinner	Travel home/ Dinner	Travel home/ Dinner	Travel home/ Dinner	Travel home/ Dinner	Dinner
6pm							
7pm							
8pm	Weekly schedule						
9pm	Daily schedule, get ready for bed	Daily schedule, get ready for bed	Daily schedule, get ready for bed	Daily schedule, get ready for bed	Daily schedule, get ready for bed		

Note: Some people think that this step is too detailed for a weekly plan. If you're more comfortable just including big items on the weekly plan, these daily routines can be added in when you do your daily to do list and schedule.

After that, include the most important items from the daily to do list. Then add in semi-important things. If there is free time left, include some of the less important items.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
6am	Wake up, breakfast, get ready	Wake up, breakfast, get ready	Wake up, breakfast, get ready	Wake up, breakfast, get ready	Wake up, breakfast, get ready	Wake up, breakfast, get ready	
7am	Clean room/ organize house	Wash dishes/ travel to school	Wash laundry/ travel to school	Fold laundry/ travel to school	Wash dishes/ travel to dentist	Vacuum house/ travel to school	
8am	Practice playing the piano	Study for Math 110	Email group, suggest study mtg.	Finish ELang 105 revisions	Dentist appoint./ travel to school	Finish Biology presentation	
9am	Church	Math 110	Work (finish project)	Math 110	Work	Math 110	Wake up, breakfast, get ready, daily schedule
10am	Call Grandma	Organize Math notes/call Dentist	Work (finish project)	Organize Math notes	Work	Organize Math notes	
11am		Study for ELang 105	Work	Study for ELang 105	Work	Study for ELang 105	Weed yard
12pm	Lunch	Lunch/Study for Bio	Lunch	Lunch/Read pages for Bio	Lunch	Lunch/Study for Bio	Lunch
1pm		ELang 105	Work	ELang 105	Work	ELang 105	Book Club
2pm		Biology 100	Work	Biology 100	Work	Biology 100	
3pm		Work	Work	Work	Work	Work	
4pm		Work	Work	Work	Work	Work	
5pm	Dinner	Travel home/ Dinner	Travel home/ Dinner	Travel home/ Dinner	Travel home/ Dinner	Travel home/ Dinner	Dinner
6pm		Organize ELang 105 and Bio notes	Study for Math 110	Organize ELang 105 and Bio notes		Organize ELang 105 and Bio notes	
7pm							
8pm	Weekly schedule	Read for book club	Read for book club	Read for book club	Read for book club	Read for book club	
9pm	Daily schedule, get ready for bed	Daily schedule, get ready for bed	Daily schedule, get ready for bed	Daily schedule, get ready for bed	Daily schedule, get ready for bed		

Everything on this person's list was able to fit into the schedule. However, this is only a weekly schedule and does not account for many of the unexpected and unplanned things that happen every day. This person will have to look at this schedule as he/she plans activities for each day, to make sure that the important things are transferred over to his/her daily to do list and schedule.

Personal Weekly Schedule

With the tutor, complete the weekly schedule below for this week. Follow the steps used above to include your scheduled activities (work, class, appointments), your daily routines (wake up time, meals, travel time, relaxation), and your important items from your to do list (study, errands, work assignments). Then fill in the rest of the time with the other items on your to do list. Make several copies of this page to take home with you, so you can continue to plan each week.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
6am							
7am							
8am							
9am							
10am							
11am							
12pm							
1pm							
2pm							
3pm							
4pm							
5pm							
6pm							
7pm							
8pm							
9pm							

Appendix B: Tutor Recruitment Letter

Project Read Tutor Recruitment Letter

Dear Project Read Tutor,

My name is Meredith Gravett. I received your contact information from Sue Bartlett at Project Read. I am contacting you about possibly participating in some research for my Master's Project at Brigham Young University.

I am working on my TESOL (Teaching English to Speakers of Other Languages) Master's degree. For my project I am writing eight lesson plans for Project Read tutors to use to teach Project Read students about basic college skills. As part of this process, I'd like to conduct an evaluation of the lesson plans, to ensure that they will be as useful to Project Read tutors and students as possible. And who better to evaluate the lesson plans than the tutors themselves! I am emailing to request your participation in this evaluation.

Participating in the evaluation would have several benefits. You would be making a permanent mark at Project Read, which will be using these lesson plans for years to come. And you would be able to help revise and improve lesson plans that you may use with your students in the future. Additionally, the benefits for the students at Project Read would be great, as these lesson plans will help them gain the skills necessary to accomplish their academic goals.

Participation in the evaluation will require quite a bit of involvement. There will be eight college skills lessons that need to be evaluated, including:

1. Textbook Reading Skills
2. Lecture (Listening) Skills
3. Study Organization Skills
4. Test-Taking Skills
5. Computer Skills
6. Academic Source Evaluation Skills
7. Time-Management Skills
8. Group Work Skills

A US history text will be the context that all of these skills will be taught in. So there will also be a lesson plan for teaching necessary US history terms that will make it easier for Project Read students to use this text. These lessons will be evaluated in 2 stages:

Stage 1: You will teach the US History vocabulary lesson to familiarize your student with the necessary vocabulary. You will also choose one of the college skills lessons to teach. The lesson chosen should be something that the student is interested in learning more about. After teaching the lessons, you will meet with me to answer a questionnaire to give feedback on the lesson plans that you taught. Each lesson will be 1.5-2 hours long, and filling out the questionnaire may take up to 30 minutes.

After Stage 1, all of the lesson plans will be modified according to the feedback from you and other tutors. Then a second stage of evaluation will be conducted to make sure that the modifications to the lesson plans were adequate.

Stage 2: You will again teach one of the college skills lessons to your student. After the first lesson, you and your student can decide what college skill you should focus on next. Additionally, you may be asked to review the modified US History vocabulary lesson plan again, so that the modified lesson plan can be evaluated. This review may take up to 30 minutes. After

teaching the lesson, you will meet with me again to answer a questionnaire to give feedback on the lesson plan that you taught. Each lesson will be 1.5-2 hours long, and the time to fill out the questionnaire may take up to 30 minutes.

The total time commitment for you will be between 6.5 and 8.5 hours. Most of these hours will be spent tutoring students, which you already do. And the required time would be spread out over several weeks.

Please let me know if you would be interested in participating in this evaluation or not. I hope to have at least eight tutors participate so that all eight lesson plans can be evaluated. Please remember the great impact that your participation can have in the lives of your students and other students at Project Read.

Sincerely,
Meredith Gravett

Appendix C: Student Recruitment Call and Letter

Project Read Student Recruitment Phone Call

Hello, my name is Merry Gravett. I am a master's student at BYU, and I am writing some lesson plans for Project Read. The lesson plans are to teach some basic college skills, and your tutor agreed to teach you some of these lesson plans. And I'm asking if you would be willing to meet with me after your tutoring sessions with these lesson plans to do an interview. In the interview I will ask you some questions about why you want to learn basic college skills, how the tutoring session went, and what things you liked or didn't like about the lesson plans.

If you decide to participate, you will first learn some US History vocabulary, since that is the subject that is used to teach all of these college skills. And then you'll have two more lessons on college skills that you will choose with your tutor. Your tutoring sessions will be the usual length. After the tutoring sessions, I'll meet with you for your interview for about 30 minutes. We'll meet at a time and place that is convenient for you, which will probably be at the Provo library where you meet your tutor. Your total time commitment will be 6-7.5 hours, most of which will be your usual tutoring time. Your participation will spread over several weeks.

If you would like to participate, we will meet so that you can sign a consent form to participate. Would you like to participate?

Project Read Student Recruitment Letter (If calling is not an option.)

Dear Project Read Student,

My name is Meredith Gravett. I received your contact information from Sue Bartlett at Project Read. I am contacting you about possibly participating in some research for my Master's Project at Brigham Young University.

I am working on my TESOL (Teaching English to Speakers of Other Languages) Master's degree. For my project I am writing eight lesson plans for Project Read tutors to use to teach Project Read students about basic college skills. As part of this process, I'd like to conduct an evaluation of the lesson plans, to ensure that they will be as useful to Project Read tutors and students as possible. And who better to evaluate the lesson plans than the students themselves! I am emailing to request your participation in this evaluation.

Participating in the evaluation will benefit you and other Project Read students. You would be making a permanent mark at Project Read, which will be using these lesson plans for years to come. And you would be able to help revise and improve lesson plans that you and other students may use to learn the skills necessary to accomplish your academic goals.

Participation in the evaluation will require quite a bit of involvement. There will be eight college skills lessons that need to be evaluated, including:

1. Textbook Reading Skills
2. Lecture (Listening) Skills
3. Study Organization Skills
4. Test-Taking Skills
5. Computer Skills
6. Academic Source Evaluation Skills
7. Time-Management Skills

8. Group Work Skills

All of these skills will be learned in the context of US history. So there will also be a tutoring session to learn necessary US history terms that will make it easier for you to learn these college skills. These lessons will be evaluated in 2 stages:

Stage 1: You will decide with your tutors which college skill lesson you will work on. You will have a tutoring session on the US History vocabulary lesson first, and then the college skill that you chose. After the tutoring sessions, you will meet with me for an interview to give feedback on the material your tutor presented. Each lesson will be 1.5-2 hours long, and the time for the interview may take up to 30 minutes.

After Stage 1, all of the lesson plans will be modified according to the feedback from you and other students. Then a second stage of evaluation will be conducted to check the changes to the lesson plans.

Stage 2: You will meet with your tutor again to learn a new college skill that you have chosen with your tutor. After the tutoring sessions, you will meet with me for an interview to give feedback on the material your tutor presented. Each lesson will be 1.5-2 hours long, and the time for the interview may take up to 30 minutes.

The total time commitment for students will be between 6 and 7.5 hours. Most of these hours will be your tutoring session, which you already participate in. And the required time would be spread out over several weeks.

Please let me know if you would be interested in participating in this evaluation or not. I hope to have at least eight students participate so that all eight lesson plans can be evaluated. Please remember the great impact that your participation can have in your life and the lives of other students at Project Read.

Sincerely,
Meredith Gravett

Appendix D: Consent Forms

Project Read Tutor Consent Document

Creation and Evaluation of College Skills Lesson Plans for Adult Literacy Students at Project Read
Consent to be a Research Subject

Introduction
This research study is being conducted by Meredith Gravett, graduate student at Brigham Young University (BYU), and Wendy Baker Smemoe, PhD, professor in BYU's Linguistics and English Language Department. The purpose of the study is to evaluate lesson plans the researcher wrote for Project Read tutors to use to teach students college success academic skills. You were invited to participate because you are a tutor at Project Read. Your feedback will be valuable in encouraging Project Read students to pursue academic goals.

Procedures
If you agree to participate in this research study, your involvement will be in two stages.

Stage 1

- Before and after using the lesson plans in your tutoring sessions, you will meet with the researcher to get the lesson plans and to fill out a questionnaire with feedback about them.
- Meeting with the researcher will take up to 30 minutes each time, and all meetings with the researcher will take place at a time and location convenient for you (most likely at the Provo Public library near the Project Read office). Including tutoring, your total time commitment for Stage 1 will be 4-5 hours.

Stage 2

- You will tutor your student with a modified lesson plan, and maybe review a modified lesson plan. Before and after using the lesson plan tutoring, you will meet with the researcher to get the lesson plans and to fill out a questionnaire with feedback.
- Meeting with the researcher can take up to 30 minutes each time, and all meetings with the researcher will take place at a time and location convenient for you (most likely at the Provo Public library near the Project Read office). Including tutoring or reviewing, your total time commitment for Stage 2 will be 2.5-3.5 hours. Your total time commitment will be 6.5-8.5 hours.

Risks/Discomforts
There are minimal risks for participation in this study. However, some of the risks are that you will have to spend more time tutoring your student when teaching these lessons than you normally do. Participation will require taking time to meet with the researcher and fill out the questionnaire after teaching the lessons. This time commitment may cause some additional stress to your regular responsibilities of tutoring. Please contact the researcher at any time to discuss any problems that arise.

Benefits
There will be few direct benefits to you. Your feedback will help improve lesson plans that you may use in your future tutoring. And you will have the knowledge that your participation will make a lasting impact on the curriculum at Project Read. However, it is hoped that through your participation the lesson plans will be improved to directly benefit Project Read students in achieving their academic goals.

Confidentiality
The research data will be kept in a secure location, and only the researcher will see it. In reporting the data, all identifying information will be removed. At the end of the study, all the questionnaires will be destroyed.

Compensation
There will be no compensation for your participation in the study.

Participation
Participation in this research study is voluntary. You have the right to withdraw at anytime or refuse to participate entirely without jeopardy to your position as a tutor at Project Read.

Questions about the Research

If you have questions regarding this study, you may contact the researchers: Meredith Gravett at (801) 404-2587, merry.gravett@gmail.com; or Dr. Wendy Baker Smemoe, PhD, at (801) 422-4714, wendy_baker@byu.edu.

Questions about your Rights as Research Participants
If you have questions regarding your rights as a research participant, you may contact Sandee Muñoz at (801) 422-1461, at A-285 ASB Campus Drive, Brigham Young University, Provo, UT 84602, or at irb@byu.edu.

I have read, understood, and received a copy of the above consent and desire of my own free will to participate in this study.

Signature:_____ Date:_____

Project Read Student Consent Document

Creation and Evaluation of College Skills Lesson Plans for Adult Literacy Students at Project Read
Consent to be a Research Subject

Introduction
This research study is being conducted by Meredith Gravett, graduate student at Brigham Young University (BYU), and Wendy Baker Smemoe, PhD, professor in BYU's Linguistics and English Language Department. The purpose of the study is to evaluate lesson plans written for Project Read tutors to use to teach students college success academic skills. You were invited to participate because you are a student at Project Read. Your feedback will be valuable in helping us understand how to make these lesson plans better.

Procedures
If you agree to participate in this research study, your involvement will be in two stages.
Stage 1

- You will work with your tutor to choose a college skill that you want to learn about. Your tutor will also teach you some vocabulary necessary for the reading that you will do. After meeting with the tutor, you will have an interview with the researcher to tell them about your tutoring session and what you learned from the lesson plans.
- Meeting with the researcher can take up to 30 minutes each time, and all meetings with the researcher will take place at a time and location convenient for you (most likely at the Provo Public library near the Project Read office). Including tutoring, your total time commitment for Stage 1 will be 4-5 hours.

Stage 2

- You will work with your tutor again to choose a new college skill that you want to learn about. After meeting with the tutor, you will have an interview with the researcher to tell them about your tutoring session and what you learned from the lesson plan.
- Meeting with the researcher can take up to 30 minutes, and all meetings with the researcher will take place at a time and location convenient for you (most likely at the Provo Public library near the Project Read office). Including tutoring, your total time commitment for Stage 2 will be 2-2.5 hours. Your total time commitment will be 6-7.5 hours.

Risks/Discomforts
There are minimal risks for participation in this study. However, one of the risks is that you may feel uncomfortable being interviewed by someone you've never met before. You may also feel uncomfortable talking about your personal educational goals with someone you've never met before. If at any time you do not want to continue participating, you can end the interviews at any time.

Benefits
There will be few direct benefits to you. Your feedback will help improve lesson plans that will help you and other project read students learn important college skills.

Confidentiality
The research data will be kept in a secure location, and only the researcher will see it. In reporting the data, all identifying information will be removed. At the end of the study, all the questionnaires will be destroyed.

Compensation
There will be no compensation for your participation in the study.

Participation
Participation in this research study is voluntary. You have the right to withdraw at any time or refuse to participate entirely without jeopardy to your position as a student at Project Read.

Questions about the Research
If you have questions regarding this study, you may contact the researchers: Meredith Gravett at (801) 404-2587, merry.gravett@gmail.com; or Dr. Wendy Baker Smemoe, PhD, at (801) 422-4714, wendy_baker@byu.edu.

Questions about your Rights as Research Participants
If you have questions regarding your rights as a research participant, you may contact Sandee Muñoz at (801) 422-1461, at A-285 ASB Campus Drive, Brigham Young University, Provo, UT 84602, or at irb@byu.edu.

I have read, understood, and received a copy of the above consent and desire of my own free will to participate in this study.

Signature:_____ Date:_____

Appendix E: Tutor Questionnaire

Demographic Information

Q1 What is your gender?
- ❍ Male
- ❍ Female

Q2 What is your age?
- ❍ 18-25
- ❍ 26-35
- ❍ 36-45
- ❍ 46-55
- ❍ 56-65
- ❍ 66-75
- ❍ 76+

Q3 Are you a native speaker of English?
- ❍ Yes
- ❍ No

Q4 What is your native language?

Q5 Have you ever received training or education to be a teacher or tutor?
- ❍ Yes
- ❍ No

Q6 What training or education have you received?

General

Q7 Which lesson plan did you use in this tutoring session? (Choose one):
- ❍ US History Vocabulary Preview
- ❍ Textbook Reading Skills
- ❍ Lecture Skills
- ❍ Study Organization Skills
- ❍ Test-Taking Skills
- ❍ Computer Skills
- ❍ Time-Management Skills

Q8 Has your student requested information on this topic before this tutoring session?
- ❍ Yes
- ❍ No

Q9 Had you previously taught your student about this topic before you taught this lesson plan?
- ❍ Yes
- ❍ No

Q10 Did your student request information on any of the other lesson plan topics before you participated in this evaluation?
- ❍ Yes
- ❍ No

Q11 Which topics did they request information about? (Choose all that apply):
- ❑ US History Vocabulary Preview
- ❑ Textbook Reading Skills
- ❑ Lecture Skills
- ❑ Study Organization Skills
- ❑ Test-Taking Skills
- ❑ Computer Skills
- ❑ Time-Management Skills

Q12 Had you already taught your student about any of the other lesson plan topics before participating in this evaluation?
- ❍ Yes
- ❍ No

Q13 Which topics had you already taught your student about? (Choose all that apply):
- ❑ US History Vocabulary Preview
- ❑ Textbook Reading Skills
- ❑ Lecture Skills
- ❑ Study Organization Skills
- ❑ Test-Taking Skills
- ❑ Computer Skills
- ❑ Time-Management Skills

<u>Organization</u>

Q14 Was the lesson plan well organized?
- ❍ Yes
- ❍ No

Q15 Did the order of the lesson plan make sense?
- ❍ Yes
- ❍ No

Q16 Were there any problems in the lesson plan order?
- ❍ Yes
- ❍ No

Q17 What were the problems?

Q18 Did you rearrange the order of the lesson plan when you taught it?
- ❍ Yes
- ❍ No

Q19 Why did you rearrange the order?

Q20 How did you rearrange the order?

Q21 Were you able to easily prepare for the lesson?
- ❍ Yes
- ❍ No

Q22 Were you able to easily use the lesson plan during the tutoring session?
- ❍ Yes
- ❍ No

Q23 What other comments do you have about the organization of the lesson plan?

Content and Length

Q24 Was there enough material in the entire lesson plan to fill the time you had planned to meet with your student?
- ❍ Yes
- ❍ No

Q25 Were there specific sections that didn't have enough material?
- ❍ Yes
- ❍ No

Q26 Which sections didn't have enough material?

Q27 Were there specific sections that had too much material?
- ❍ Yes
- ❍ No

Q28 Which sections had too much material?

Q29 Did you skip any sections of the lesson plan because you were running out of time?
- ❍ Yes
- ❍ No

Q30 Which sections of the lesson plan did you skip because you were running out of time?

Q31 Did you skip any sections of the lesson plan for any other reason?
- ❍ Yes
- ❍ No

Q32 Which sections of the lesson plan did you skip and why?

Q33 Were there any sections of the lesson plan that were confusing?
- ❍ Yes
- ❍ No

Q34 Which sections were confusing and what was confusing about them?

Q35 What other comments do you have about the content, length, or timing of the lesson plan?

Materials and Directions

Q36 Were there any problems with the materials while you prepared for the lesson?
- ❍ Yes
- ❍ No

Q37 Please specify the problems that you had.

Q38 Were there any specific materials that you liked best in the lesson plan?
- ❍ Yes
- ❍ No

Q39 Which materials did you like and why?

Q40 Were there any specific materials that you disliked or thought were ineffective?
- ❍ Yes
- ❍ No

Q41 Which materials did you dislike and why?

Q42 Were the directions in the lesson plan clear?
- ❍ Yes
- ❍ No

Q43 Which directions were unclear?

Q44 Were there any directions that only became clear as you were in the middle of the lesson plan?
- ❍ Yes
- ❍ No

Q45 Which directions were they?

Q46 What other comments do you have about the materials and directions in the lesson plan?

Student Level and Needs

Q47 Which lesson variation did you teach the student?
- Regular
- ESL

Q48 Did the lesson plan activities and materials match the level of your student?
- Yes, the activities and materials were exactly at my student's level.
- No, there were some activities or materials that were too easy or too hard.

Q49 Which activities or materials were too easy for your student?
- _____
- None of the activities or materials were too easy.

Q50 Which activities or materials were too hard for your student?
- _____
- None of the activities or materials were too hard.

Q51 Why were the activities or materials too easy or too hard for your student?

Q52 Was this lesson plan adaptable to fit your student's individual needs?
- Yes
- No

Q53 What suggestions do you have to make the lesson plan more adaptable?

Q54 What other comments do you have about how the lesson plan fit the student's level and needs?

Additional Comments

Q55 What additional comments or suggestions do you have about the lesson plan?

Appendix F: Student Interview Questions

Demographic Information

Q1 What is your full name?

Q2 Are you a native speaker of English?
- ❍ Yes
- ❍ No

Q3 If you answered no, what is your native language?

Q4 How long have you been a student at Project Read?

General

Q5 What lesson did you and your tutor use?
- ❍ U.S. History Vocabulary
- ❍ Textbook Reading Skills
- ❍ Lecture Note-Taking Skills
- ❍ Study Organization Skills
- ❍ Test-Taking Skills
- ❍ Computer Skills
- ❍ Time-Management Skills

Q6 Before you decided to participate in this evaluation, were you interested in developing this skill?
- ❍ Yes
- ❍ No

Q7 Before you decided to participate in this evaluation, were you interested in developing any of the other college skills that we offer?
- ❍ Yes
- ❍ No

Which ones?
- ❍ U.S. History Vocabulary
- ❍ Textbook Reading Skills
- ❍ Lecture Note-Taking Skills
- ❍ Study Organization Skills
- ❍ Test-Taking Skills
- ❍ Computer Skills
- ❍ Time-Management Skills

Q8 Before you decided to participate in this evaluation, had your tutor taught you anything about any of these skills?

- ❍ Yes
- ❍ No

Which ones?

- ❍ U.S. History Vocabulary
- ❍ Textbook Reading Skills
- ❍ Lecture Note-Taking Skills
- ❍ Study Organization Skills
- ❍ Test-Taking Skills
- ❍ Computer Skills
- ❍ Time-Management Skills

Organization

Q9 Did you feel like the lesson on (skill) was well organized?

- ❍ Yes
- ❍ No

Content and Length

Q10 Did the lesson teach you what you wanted to know about (skill)?

- ❍ Yes
- ❍ No

Q11 Was there anything more about (skill) that you wanted to learn more about?

- ❍ Yes
- ❍ No

Q12 Were there any parts of the lesson or any materials that were confusing to you?

- ❍ Yes
- ❍ No

Q13 Which sections were they?

Q14 What was confusing about them?

Materials and Directions

Q15 Which materials did you like to use during the lesson?

Q16 Which materials did you not like to use during the lesson?

Q17 Were there any materials in the lesson that you thought were really helpful for learning (skill)?

- ❍ Yes
- ❍ No

Q18 Were there any materials in the lesson that you thought were not helpful for learning (skill)?

- ❍ Yes
- ❍ No

Q19 Were the directions for the activities in the lesson plan clear?

- ❍ Yes
- ❍ No

Q20 If no, which directions were unclear?

Student Level and Needs

Q21 Was this lesson easy, difficult, or just right for you?

Q22 What would have made it easier?

Q23 What would have made it more challenging?

Q24 Did the lesson provide activities and materials that matched your needs to learn about (skill)?

- ❍ Yes
- ❍ No

Additional Comments

Q25 What additional comments or suggestions do you have?

Appendix G: MA Thesis Time Log

Table 14

Basic College Skills Transition Curriculum Time Log

Task	**Hours Spent**
Assessing needs and determining constraints	5
Getting and Maintaining IRB Approval for Evaluation	5
Choosing U.S. History Text	5
Scanning *Short Lessons in U.S. History* Text	3
Vocabulary Analysis of Text	15
Lesson Plan Document Design	5
Lesson Plan Research	70
Lesson Plan Writing	160
Lesson Plan Evaluation	7
Lesson Plan Revision	30
Total	**305**

Note. Times are approximate.