



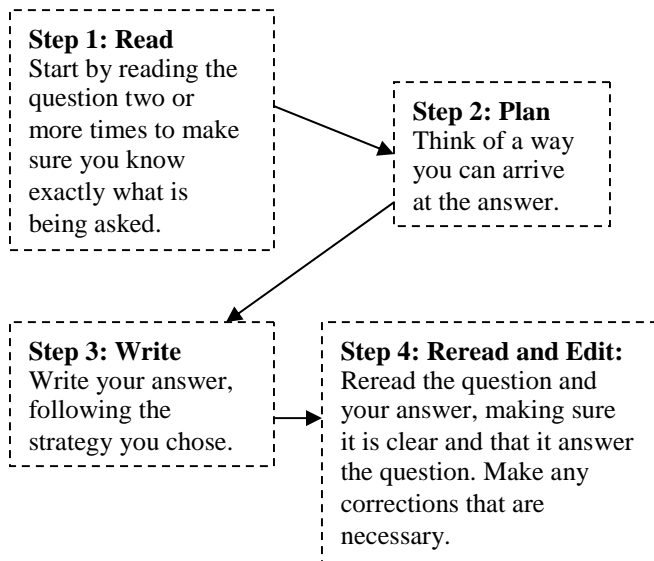
Literacy at Hartford Public High School

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Focus on Study Questions

from Reader's Handbook, Great Source

Study questions usually appear at the end of textbook chapters. Before you answer a study question, you should have a plan. This four-step plan will help you answer any question you might come across.



A good way to make sure you understand the problem is visualizing and thinking aloud. Visualizing means making a picture in your mind. Thinking aloud means talking to yourself out loud about what you are doing and why you are doing it.

Some study questions are not worded as questions. They merely direct you to do something. Here are some of the words that you might come across in study questions.

- **Analyze:** break down something into parts to examine its nature
- **Compare and contrast:** examine in order to discover similarities and differences
- **Describe:** tell what something looks like or give a detailed account of something
- **Determine:** find out exactly
- **Draw conclusions:** use facts and inferences to come to a judgment or decision
- **Estimate:** judge or determine generally but carefully; calculate approximately

- **Evaluate:** judge or determine the worth or value of something
- **Explain:** make clear, plain, or understandable
- **Find:** get by searching or making an effort
- **Hypothesize:** assume or suppose that an unproved thing is true
- **Identify:** name
- **Infer:** conclude or decide from something known or assumed
- **Interpret:** explain the meaning of
- **Predict:** say what might happen in the future
- **Relate:** show how one idea is related to another
- **Summarize:** make a brief statement or account of the main points
- **Synthesize:** combine analysis of one thing with knowledge of another thing

Character Education

<http://www.goodcharacter.com/ISOC/>

Helping our students to develop important character skills will improve their commitment to education. The following writing suggestions address the trait of caring. Think of how you might relate them to your bell work, your class work when you are absent, extra credit work, or as fillers at the conclusion of a lesson.

1. Describe the most caring thing anyone has ever done for you. What effect did that have on you?
2. A student might say: "I didn't ask to be born. I don't owe anybody anything. Why should I care about you? Why should I care about anyone?" Comment on this attitude.
3. Write a thank you note to someone in your community who did something very caring. Or, write a thank you note to a historic figure, for instance, Florence Nightingale, to thank her for what she did.
4. Watch a movie or TV program, and then write about how the actions of the characters demonstrated either caring or uncaring. Write a critique of an uncaring character, suggesting how he or she could have been a more caring person.
5. Write about a real or an imagined experience in which you performed a random act of caring, and the results it produced.
6. Imagine that you have just inherited \$20,000, and you want to spend it all to help other people. What would you do with it, and why? What effect would it have on the people you would be helping.