



Using Peer Tutoring to Teach 20th Century World History

Objective: To teach students to 20th century world history content using peer-tutoring in special education classes.

Setting and Materials:

Settings: Self-contained classroom

Materials: Students were given file folders with: (a) small laminated cards with tutoring rules, correction procedures, and steps of the summarization strategy; (b) summarization sheets used for recording answers to strategy questions; (c) summary sheets containing the major questions and answers from the text; and (d) point sheets. Additionally, laminated charts with the peer tutoring rules and strategy procedures were displayed on the wall.

Content Taught

A variety of content was taught, including

- Reading strategy that involved students asking each other the following questions after each paragraph:
 - “What is the most important what or who in the text?”
 - “What is the most important thing about the what or who in the text?”
 - “What is the summary sentence?”
- Peer-tutoring procedures involving
 - Partner reading with corrective feedback
 - Paired application of a reading strategy
- 20th century world history (e.g., League of Nations, Treaty of Versailles, Winston Churchill, fascism)

Teaching Procedures

1. Conduct an assessment to identify the student(s) current reading level.
2. Pair students into dyads of higher-performing, called “admirals,” and lowerperforming readers, called “generals.”
3. Day 1:
 - i. Explicitly explain to the class as a whole the roles, rules, and materials of peer tutoring
 - ii. Give students their folders.
 - iii. Have students practice reading and correcting oral reading errors with their partner, admirals always read first.

- iv. Introduce the summarization strategy.
- 4. Thereafter:
 - i. Review previous sessions and present the day's information.
 - ii. Have the class orally read the chapter(s) one at a time using questioning to activate prior knowledge, recall, and comprehension.
 - iii. Have students begin peer-tutoring
 - 1. Admirals read one paragraph with generals listening and providing corrective feedback.
 - 2. Generals read the same paragraph with admirals listening and providing corrective feedback.
 - 3. Implement summarization strategy by asking each other the following questions:
 - a. What is the most important what or who in the text?
 - b. What is the most important thing about the what or who in the text?
 - c. What is the summary sentence?
 - 4. Students develop answers collaboratively, but write the answers on their personal worksheets.
 - 5. Repeat steps i-v for every paragraph
 - iv. Review with the entire class by presenting a blank summarization sheet and having students provide answers. Discuss differing response and encourage students to alter their personal responses based on the discussion.

Evaluation

Chapter test or unit exam containing a combination of open-ended and multiple-choice questions based on the content covered. For open-ended questions students were given 1 point for a correct response, ½ point for a partially correct response, and 0 points for an incorrect response. For multiple-choice questions students were given 1 point for a correct response and 0 points for an incorrect response.

Lesson Plan Based on:

Mastropieri, M. A., Scruggs, T. E., Spencer, V., & Fontana, J. (2003). Promoting success in high school world history: Peer tutoring versus guided notes. *Learning Disabilities Research & Practice*, 18, 52-65.

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