

# Strategy 1: Previewing Text Implementation Guide

## Overview

Previewing text before students read helps them learn the material better by setting a purpose for reading, focusing on the most important information, and connecting the information in the text to what they already know. In this activity students will become more familiar with a previewing strategy while reading a passage on human migration.

## The Strategy in Action

Students should complete the following steps to practice the strategy. Be sure to pass out copies of Activity Guide 1 before students begin their work.

**Step 1: Purpose for Reading.** Have students answer questions 1–3 on their activity guides. You may decide either to set the purpose for reading yourself, such as to write a paragraph, prepare a presentation, or have a class discussion, or have students come up with this information on their own.

**Step 2: Important Ideas.** Questions 4–8 ask students to focus on the most important ideas of the passage. You may want to have students pause for a few minutes after completing these questions to discuss their answers and make sure that they are able to identify the main ideas.

**Step 3: Connect to What You Know.** Have students complete the chart to discover what they already know about the topic and to help them generate questions they would like answered in the reading.

**Step 4: Read the Text.** Now have students read the passage on migration.

**Step 5: Go Back and Check the Prediction.** Have students look back at the prediction they made about the text’s content in question 7. Students should now be able evaluate their predictions to see how accurate they were.

## Discussion

Once students have finished the activity, you may want to have a brief discussion with them about the assignment. Encourage students to probe why they did or did not get close to the text’s actual meaning. You may want to ask students what they think they could do to improve their ability to make predictions about a text’s main ideas before they read.

## Answers to Student Activity Guide

### Part A

1. Answers will vary, but students might mention the need to learn about the importance of human migration on world history.
2. Answers may vary depending on the teacher’s assignment and how this fits into the larger unit of study.

3. Answers will vary, but students might suggest that it may fit in with exploration or with early American studies or beginning unit of world cultures.
4. Students might mention that they noticed lots of names of groups of people, some dates, and many ellipses marks which may indicate that the authors are quoting from another text, but left something out. They will probably conclude that the text includes descriptions of other cultures. The text was originally published by the National Geographic Society.
5. migration
6. migration—where and why people moved
7. Students might mention that they think this text will tell them about why groups of people moved from one place to another
8. Students might mention migration, genetic studies, and agriculture

**Part B:** Complete tables might look like this:

What I Know about the Topic	Questions I Would Like to Have Answered
Indians moved across the Bering Strait. Migration is usually slow and gradual. People moved to grow food.	Who migrated? Why did people migrate? Where did they move to? What motivated them?

**Part C:** Students compare their predictions to what the text was really about.

Name: \_\_\_\_\_ DATE: \_\_\_\_\_ Class: \_\_\_\_\_

## Strategy 1: Previewing Text Activity Guide

**Part A:** Answer the following questions BEFORE you read the text.

1. What is your purpose for reading this selection?

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2. When you finish this reading, what will you do with your new knowledge (such as write a report, take a test, explain it to someone)?

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3. How do you think this information fits with what you have learned before and what you will learn after reading this text?

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4. Take a quick look over the text. What do you notice? There are a lot of “...” marks in the text—what does that indicate? A lot of cultural groups are mentioned such as Sikhs, Hindus, and Muslims—what does that indicate? Who wrote this piece?

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5. What is the topic of this text?

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6. Add three to five words to the topic to describe further what this text is about. This is probably the main or most important idea.

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7. Make a prediction about what this text will say.

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8. What key vocabulary terms should you understand when you have finished reading?

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**Part B:** Complete the chart below.

What I Know about the Topic	Questions I Would Like to Have Answered

**Part C:** Now read the text. Once you have finished, answer the question that follows.

### People and Migration

*Nearly everyone comes from someplace else. Either we moved ourselves to where we now live or one of our ancestors came to this place. Most of our family trees are full of ancestors from other places. The movement of people is one of the major forces in world geography.*

Human migration: The term is vague. What people usually think of is the permanent movement of people from one home to another. More broadly, though, migration means all the ways—from the seasonal drift of agricultural workers within a country to the relocation of refugees from one country to another—in which people slake [satisfy] the fever or need to move.

Migration is big, dangerous, compelling. It's . . . Viking ships on the high seas bound for Iceland, slave ships and civil war, the secret movement of Jewish refugees through occupied lands during World War II. It is 60 million Europeans leaving home from the 16th to the 20th centuries. It is some 15 million Hindus, Sikhs, and Muslims swept up in a tumultuous [disorderly and confused] shuffle of citizens between India and Pakistan after the partition [dividing up] of the subcontinent in 1947. . . .

But it is much more than that. It is, as it has always been, the great adventure of human life. Migration helped create humans, drove us to conquer the planet, shaped our societies and promises to reshaped them again.

“You have a history book written in your genes,” says Spencer Wells. The book . . . is a story of migration. Wells . . . spent the summer of 1998 exploring remote parts of . . . Central Asia . . . looking for drops of blood. In the blood, donated by the people he met, he will search for the story that genetic markers can tell of the long paths human life has taken across the Earth.

Genetic studies are the latest technique in a long effort of modern humans to find out where they have come from. But however the paths are traced, the basic story is simple: People have been moving since they were people. If early humans hadn't moved and intermingled [mixed] as much as they did, they probably would have continued to evolve into different species. From beginnings in Africa, most researchers agree, groups of hunter-gatherers spread out, driven to the ends of the Earth. . . . As populations grew, cultures began to differ, and inequalities developed between groups.

Over the centuries, as agriculture spread across the planet, people moved toward places where metal was found and worked, and to centers of commerce that then became cities. These places were, in turn, invaded and overrun by people later generations called barbarians. . . . In between these storm surges were steadier but similarly profound [important] tides in which people moved out to colonize or were captured and brought in as slaves. . . .

“What strikes me is how important migration is as a cause and effect in the great world events,” Mark Miller, . . . a professor of political science . . . told me recently.

It is difficult to think of any great events that did not involve migration. Religions spawned pilgrims or settlers; wars drove refugees before them and made new land available for the conquerors; political upheavals displaced thousands or millions; economic [opportunities] drew workers and entrepreneurs like magnets; environmental disasters like famine or disease pushed their . . . survivors anywhere they could replant hope.

“It’s just part of our nature, this movement,” Miller said. “It’s just a fact of the human condition.”

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Look back at the predication you made in question 7. How close was your predication to what the text was really about? Explain your answer.

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