

SQ3R



SQ3R (Survey, Question, Read, Recite, Review) is a strategy that is quite effective when reading fairly structured text, including text that includes detailed information. This strategy enables students to skim material and help them recall prior knowledge. SQ3R requires students to skim, or read material quickly. It also gives them an opportunity to scan, or locate specific information. The strategy encourages students to divide material into manageable chunks. “Chunking” information provides an opportunity to pause and internalize the information after reading each section.

SQ3R begins as a “before reading” strategy. **Survey** and **Question** may be used “before reading,” not only to skim (read quickly) and scan (locate information) the information, but also to develop questions that set a purpose for reading. **Read** and **Recite** occur “during reading.” **Review** occurs “after reading.”

To Teach the SQ3R strategy, use Selection 1 and Graphic Organizer 1. Introduce the strategy by showing the students a transparency of Graphic Organizer 1. Highlight each heading as you have students follow the steps in the left column. Allow the students to respond to the questions in the organizer as they preview and then read Selection 1.

1. SURVEY

Tell students that surveying prepares them to read. It allows them to get an overview of the material. Ask them to use Selection 1 and answer the questions in the survey box.

2. QUESTION

Ask students to write a number of questions based on the results of their survey. Record the questions in the question box.

3. READ

After students have surveyed and determined a purpose for reading, have them read Selection 1. Tell them to look for the answers to their questions. They should also note any unfamiliar words and use a dictionary or context clues to define them. They should read slowly and deliberately, reading small sections at a time.

4. RECITE

Have students be active readers, stopping at regular intervals to paraphrase or summarize what they have read.

5. REVIEW

After they have finished reading, ask students to check their understanding by verifying the answers to their questions or recording notes on the content of the passage.

SQ3R	
SURVEY	1. What is the title of the chapter (selection)? <i>Free Blacks Before The Civil War</i> 2. What is the main idea in the first paragraph? <i>That not all blacks were slaves.</i> 3. What conclusion is made at the end of each section?
QUESTION	What questions do you think will be answered in the selection?
READ	1. What are some new words in the selection? 2. What words are underlined, italicized, in bold print, or in color? 3. Which of your questions were answered?
RECITE (Do one or more)	1. On a separate sheet of paper, write notes to highlight the main ideas in the selection. 2. On a separate sheet of paper, summarize the selection in your own words. 3. On a separate sheet of paper, draw a picture representing the content of the selection.
REVIEW	1. On a separate sheet of paper, convert your notes to questions. 2. Answer the questions from memory.

To apply the skill, use Graphic Organizer 1 and have students illustrate their ability to use the strategy while reading a selection from their textbook.

Selection 1 - Free Blacks Before the Civil War

Free Blacks

Not all blacks were **slaves**. Besides those who fled to free states, some bought their freedom, while others were given their freedom by kind masters. Free blacks often sent money to the South to purchase freedom for members of their families. One man sent \$9,000 to purchase freedom for eight of his children.

The plight of **runaways** is well documented. George Washington wrote about fugitive slaves in Philadelphia as early as 1786. The **Quakers** established groups to support slaves in their quest for freedom. Some slaves, like **Henry “Box” Brown**, found creative ways to escape. Henry, with some water and a few biscuits, had himself nailed inside a large box. The box was sent from Richmond, Virginia, to the Vigilance Committee in Philadelphia where it arrived safely 26 hours later with Henry inside. Although Henry gained his freedom, the Virginian who helped him escape was sentenced to prison for his role in the plot.

The Underground Railroad

Most slaves followed the North Star, walking to freedom. Thousands of these voyagers were aided in their attempts to be free by the **underground railroad**, which was really not a railroad of steel and steam, but a network of paths, river

crossings, boats, trains, and wagons. Along the route of the “railroad” were stations or stopping places where the **fugitives** found people sympathetic to their cause who were willing to aid them on their journey. Because the underground railroad was surrounded by secrecy, it is unclear when it actually began or how many people followed its route to freedom.

Levi Coffin, a Quaker, was said to be president of the underground railroad. From his reminiscences, it is possible to learn some things about its origin and growth. When Levi was seven years old, he saw a group of slaves being driven to market by a man on horseback with a long whip. This scene made a lasting impression on him. When he was fifteen, he had the opportunity to help a slave named Stephen who was part of another group being taken to market. Coffin learned that Stephen was actually a free man who had been kidnapped and sold. Appalled by his tragic story, a group of Quakers raised money and sent men to find him. Stephen was found in Georgia, and six months later, because of the efforts of the Quakers, was granted his freedom. This was the beginning of Coffin’s involvement with freeing slaves. When he and his wife Catherine moved north to Indiana, they established an underground railroad station. Soon, they were helping dozens of fugitives, providing them with clothing and a place to sleep.

Graphic Organizer 1

SQ3R	
SURVEY	<ol style="list-style-type: none">1. What is the title of the chapter (selection)?2. What is the main idea in the first paragraph?3. What conclusion is made at the end of each section?
QUESTION	What questions do you think will be answered in the selection?
READ	<ol style="list-style-type: none">1. What are some new words in the selection?2. What words are underlined, italicized, in bold print, or in color?3. Which of your questions were answered?
RECITE (Do one or more)	<ol style="list-style-type: none">1. On a separate sheet of paper, write notes to highlight the main ideas in the selection.2. On a separate sheet of paper, summarize the selection in your own words.3. On a separate sheet of paper, draw a picture representing the content of the selection.
REVIEW	<ol style="list-style-type: none">1. On a separate sheet of paper, convert your notes to questions.2. Answer the questions from memory.