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***Strategies for Reading Critically***

**Chapter Assignment**

In Chapter 1, you will be introduced to a variety of guidelines for reading critically. Together, the guidelines suggest ways to make predictions about a reading’s content, to develop reading fluency, to examine an author’s ideas and experiences closely, and to capture your own reactions to those ideas and experiences. The reading strategies of three students -- Julio, Victoria, and Jaimie – are included to who how they interacted with a particular text. As you apply the guidelines to the reading selections in this chapter, share you reactions and ideas with a partner, in a small group, or with the whole class.

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*Common view of education:*

1. *Students as empty sausage casings*
2. *Students stuffed with education*

*Genuine education:*

1. *Not inserting information into students*
2. *Drawing knowledge from students*

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**Journal Entry:** Student 1

*“There are pearls in each of us, if only we knew how to cultivate them with ardor and persistence.”*

*Even if I hadn’t liked the rest of the reading, this concluding phrase would have changed all my feelings. It is so easy to say it but yet so difficult to understand it or even believed it. Most people judge you ~~from the knowledge that~~ without ever trying to reveal what or who you realy are. What you have inside and out what you have to offer. That also occurs ~~here specifically~~ in school. Bad grades mean you are nothing. Not able to understand math? Then you are not someone to ~~to~~ work with. They (most of the times) do not try to see you as a person ~~but~~ You are a machine to them. A ~~mach~~ computer where they can typewrite their own thoughts and feelings.*

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**Journal Entry:** Student 2

*In this peace of reading there are things that have made me think about different things and aspects about education. I would like to start talking about the comparison that we find in the beginning between the human brain, or ability of keeping information to a sausage. If a teacher or instructor thinks that our brain is a “sausage”, what’s going to happen is what this college student said at the middle of the reading – “I spend so much time studying that I don’t have a chance to learn anything” --. This is what would happen to a student if he had a “sausage maker” as a teacher.*

*In the other hand we can find what Socrates says about eliciting knowledge from a person. Socrates tried to demonstrate that in that dialogue called “Meno”. He made boy with no schooling demonstrate something on geometry. From my point of view we cannot make ourselves. Socrates believers because we don’t know everything that has happened or it is to come and somebody has to open our “oyster”, as the last comparison made in our reading about knowledge.*

*What I would say is that we are not either an oyster or a sausage what we need is somebody to teach us and give us information in a way that we have fun receiving this information and we have this energy to keep learning.*