Linda Hammon taught 9th-grade Pre-AP Geography, Academic Geography, AP Human Geography and AP Art History at Canyon High School in New Braunfels, Texas. She had been teaching geography for more than 30 years and had taught Pre-AP World Geography for the past 15. She has taught World Regional Geography and is currently teaching Cultural Geography, as an Adjunct Lecturer, at Texas State University in San Marcos. Linda worked closely with the Texas Alliance for Geographic Education as a member of the steering committee and as a teacher consultant for more than eleven years. She has been a College Board consultant for twelve years and a reader for the APHG exam for six.

Linda has been on the TEA state committees for the new EOC/STAAR for World Geography since the first meeting to develop the blueprint for the course. During the last four years serving on TEA state committees for the EOC/STAAR for World Geography and just recently serving on the EOC/STAAR Standard-Setting Committee to make recommendations about where the STAAR performance standards should be set on the EOC assessment.

She has received numerous honors including the National Council for Geographic Education Distinguished Teaching award, two National Council for Geographic Education/CRAM awards for exemplary classroom teaching, the Comal Independent School District Secondary Teacher of the Year award, Austin ISD High School Teacher of the Year award, the Southwest Texas State University Geography Department Distinguished Alumni award and the Texas Alliance for Geographic Education's Distinguished Service award. For the last 6 years Linda has been recognized as one of Comal ISD's most influential teachers by a Canyon High School graduating senior. Linda Hammon holds a B.S. in geography and art and a MEd in curriculum and instruction and applied geography.
# World Geography

## Strategy Packet

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General Strategies

Incident Report
  Incident Report Chart

Concept Cards

How to Analyze Political Cartoons
  Cartoon Analysis Worksheet

Using Sketch Maps
  Map Rubric
  Sketch map example South America
  Sketch map example Africa
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Sports Illustration – reading – Race to the Bottom; for Socratic Seminar
Cagle Cartoon.com
Kenneth Hammon – South America sketch maps – Canyon HS, New Braunfels, 1996
Whitney Maggard – Africa sketch maps – Akins HS, Austin, 2001
Annual Editions – ‘Rediscovering the Importance of Geography;’ Where it originally came from is at the end of the article.

Everything else is noted at the bottom of the page if it did not come from me.
Developing a Geographic Perspective
Criteria for Analyzing Visuals and Graphics

OPTIC

OPTIC stands for Overview, Parts, Title, Interrelationships, and Conclusion. Students will use this acronym to help them remember the five steps for constructing meaning from a visual or graphic text:

O – Conduct a brief overview of the visual or graphic.

P – Key in on the parts of the visual by reading all labels and noting any elements or details that seem important.

T – Read the title of the visual so that you are clear on the subject it is covering.

I – Use the title as your theory and the parts of the visual as your clues to detect and specify the interrelationships in the graphics.

C – Draw a conclusion about the visual as a whole.
PHOTOS FROM AROUND THE WORLD

Your teacher will show you 10 photos from around the world. For each photo answer the following two questions. There are no right answers. There are no wrong answers. Simply write down your first impressions of each picture that you see. Also write at the end of your answers which of the five themes (or more) this picture portrays.

**Question #1:** What do you see in the photo? Summarize the information in the picture. What is this picture about? (think OPTIC)

**Question #2:** What does the picture tell you about this particular place in the world? What issues, questions, or problems come to mind when you see this picture? What conclusions or relationships can you see in this photo?

**Photo #1**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**Photo #2**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**Photo #3**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**Photo #4**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**Photo # 5**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Pre-AP Geography/Academic Geography

Visual Strategy (OPTIC)

Name
Date
Period

Photo # 6

Photo # 7

Photo # 8

Photo # 9

Photo # 10
Exercise in Directions

What are the images that come to your mind when you think of:

EAST

SOUTH

WEST

NORTH

Label the end points with N, S, E, W. Locate yourself on the diagram with an X.
What is your earliest “geographic” memory? (You define “geographic”)

How old were you?

Draw a simple sketch of what you remember.
Reading Strategies
OAPS

Subject

The general topic, content, and ideas contained in the text.

Occasion

The context that encouraged the writing to happen.

Audience

Readers to whom the piece is directed

Purpose

Reason behind the text.

Speaker

Voice which writes the article.
LEARNING WORLD GEOGRAPHY BY CRISIS

Once again, our U.S. school systems have failed their basic world geography exam. Most students knew relatively little about Afghanistan and its neighbors prior to Sept. 11. The reason we know so little world geography is a complicated morass of failed education policies and legislative mandates.

The basic problem is that even with the best intentions, teachers can only teach what they know and what state legislatures mandate. Generations of Americans have passed through schools that have had little or no geography in their curriculums. Regardless of teachers’ interests in world geography, most find themselves trapped into teaching the same geography-less curriculums year after year. How can teachers teach geography if it is not a significant part of the curriculum?

Gilbert Grosvenor, former president of the National Geographic Society, had it right 15 years ago when he initiated the State Geographic Alliance Program. Funded by a $30 million endowment, the Alliance Program helps university faculty in each state to train cadres of “Master Teachers” who participate in summer institutes. These teachers, in turn, provide in-service workshops for other teachers across the states, thus “trickling down” geography to other teachers to use in the classroom.

The Geographic Alliance Program has been extremely popular among teachers and students. Literally, millions of students have benefited from exposure to geographic subject matter, innovative concepts and interested teachers who have passed through the program. It is a beginning years of social studies-related courses in public schools. Yet, studies repeatedly demonstrate that the average high school graduate still lacks the fundamental geographic knowledge to fully utilize their history knowledge, much less understand the geography of breaking world news events. As an example, students may know that “Columbus sailed the ocean blue in 1492,” but they may not know which ocean. This is a sad, but oft-repeated commentary on our geographic inadequacies.

So, what is geography? It is certainly more than “the study of people, places and things,” an often used mis-description of the field.

Geography is the study of spatial patterns—subjects that can be mapped—and the processes that form those patterns. In its simplest form, it involves the study of maps, the interpretation of patterns on the maps and explanations of the physical and cultural reasons behind those patterns.

A widely used, but misguided, technique of introducing world geography into elementary schools through social studies is the “near-to-far” concept. It involves introducing first- and second-grade students to their local communities first. Then in successive grades they learn about their cities, their states and finally about their country. Although this seems to be a logical educational strategy, even preschool students take readily to world geography. How many first graders today want to know more about Afghanistan?

Our legislatures and school systems have “dummied down” world geography by assuming students don’t need to know as much about distant places and world patterns as they do about their own communities, cities and states. Our recent interest in Afghanistan, Pakistan, Uzbekistan and Tajikistan underscores these flaws in our curriculums.

Virtually all of the developed countries of the world, except the United States, teach world geography intensively, beginning in the earliest grades. Too often we find ourselves scrambling to learn some world geography at times of international crisis.

Should we tolerate the fact that as many as a fifth of our public school students haven’t the foggiest idea which ocean Columbus sailed, much less anything about Afghanistan’s neighbors?

And that is Geography in the News. November 30, 2001. #600!

(This is the 600th Geography in the News column written or edited since 1987 by Neal Lineback, Geography Professor at Appalachian State University, Boone, NC. More than 500,000 students, teachers, parents and others have weekly access to the column through teachers’ subscriptions to the Internet site www.maps.com and through subscribing newspapers.)
SQ3R – A Reading/Study System

SURVEY – gather the information necessary to focus and formulate goals.
• Read the title – help your mind prepare to receive the subject at hand.
• Read the introduction and/or summary – orient yourself to how this chapter or article fits the author’s purposes, and focus on the author’s statement of most important points.
• Notice each boldface heading and subheading – organize your mind before you begin to read – build a structure for the thoughts and details to come.
• Notice any graphics - charts, maps, diagrams, etc., are there to make a point – don’t miss them.
• Notice reading aids – italics, bold face print, chapter objective, end-of-chapter questions are all included to help you sort, comprehend, and remember.

QUESTION – help your mind engage and concentrate.
One section at a time, turn the boldface headings into as many questions, as you think will be answered in that section. The better the questions, the better your comprehension is likely to be. You may always add further questions as you proceed. When your mind is actively searching for answers to questions it becomes engaged in learning.

READ – fill in the information around the mental structures you’ve been building.
Read each section (one at a time) with your questions in mind. Look for the answers, and notice if you need to make up some new questions.

RECITE – retrain your mind to concentrate and learn as it reads.
After each section – stop, recall your questions, and see if you can answer them from memory. If not, look back again (as often as necessary) but don’t go on to the next section until you can recite.

REVIEW – refine your mental organization and begin building memory.
Once you’ve finished the entire chapter using the preceding steps, go back over all the questions from all the headings. See if you can still answer them. If not, look back and refresh your memory, then continue.

Remember: The information you gain from reading is important. If you just “do it” without learning something you’re wasting a lot of time. Train your mind to learn!!!
As Americans struggle to understand their place in a world characterized by instant global communications, shifting geopolitical relationships, and growing evidence of environmental change, it is not surprising that the venerable discipline of geography is experiencing a renaissance in the United States. More elementary and secondary schools now require courses in geography, and the College Board is adding the subject to its Advanced Placement program. In higher education, students are enrolling in geography courses in unprecedented numbers. Between 1985–86 and 1994–95, the number of bachelor’s degrees awarded in geography increased from 3,056 to 4,295. Not coincidentally, more businesses are looking for employees with expertise in geographical analysis, to help them analyze possible new markets or environmental issues.

In light of these developments, institutions of higher education cannot afford simply to ignore geography, as some of them have, or to assume that existing programs are adequate. College administrators should recognize the academic and practical advantages of enhancing their offerings in geography, particularly if they are going to meet the demand for more and better geography instruction in primary and secondary schools. We cannot afford to know so little about the other countries and peoples with which we now interact with such frequency, or about the dramatic environmental changes unfolding around us.

From the 1960s through the 1980s, most academics in the United States considered geography a marginal discipline, although it remained a core subject in most other countries. The familiar academic divide in the United States between the physical sciences, on one hand, and the social sciences and humanities, on the other, left little room for a discipline concerned with how things are organized and relate to one another on the surface of the earth—a concern that necessarily bridges the physical and cultural spheres. Moreover, beginning in the 1960s, the U.S. social-sciences agenda came to be dominated by pursuit of more-scientific explanations for human phenomena, based on assumptions about global similarities in human institutions, motivations, and actions. Accordingly, regional differences often were seen as idiosyncrasies of declining significance.

Although academic administrators and scholars in other disciplines might have marginalized geography, they could not kill it, for any attempt to make sense of the world must be based on some understanding of the changing human and physical patterns that shape its evolution—be they shifting vegetation zones or expanding economic contacts across international boundaries. Hence, some U.S. colleges and universities continued to teach geography, and the discipline was often in the background of many policy issues—for example, the need to assess the risks associated with foreign investment in various parts of the world.

By the late 1980s, Americans’ general ignorance of geography had become too widespread to ignore. Newspapers regularly published reports of surveys demonstrating that many Americans could not identify major countries or oceans on a map. The real problem, of course, was not the inability to answer simple questions that might be asked on Jeopardy!; instead, it was what that inability demonstrated about our collective understanding of the globe.

Geography’s renaissance in the United States is due to the growing recognition that physical and human processes such as soil erosion and ethnic unrest are inextricably tied to their geographical context. To understand modern Iraq, it is not enough to know who is in power and how the political system functions. We also need to know something about the country’s ethnic groups and their settlement patterns, the different physical environments and resources within the country, and its ties to surrounding countries and trading partners.

Those matters are sometimes addressed by practitioners of other disciplines, of course, but they are rarely central to the analysis. Instead, generalizations are often made at the level of the state, and little attention is given to spatial patterns and
practices that play out on local levels or across international boundaries. Such preoccupations help to explain why many scholars were caught off guard by the explosion of ethnic unrest in Eastern Europe following the fall of the Iron Curtain.

Similarly, comprehending the dynamics of El Niño requires more than knowledge of the behavior of ocean and air currents; it is also important to understand how these currents are situated with respect to land masses and how they relate to other climatic patterns, some of which have been altered by the burning of fossil fuels and other human activities. And any attempt to understand the nature and extent of humans’ impact on the environment requires consideration of the relationship between human and physical contributions to environmental change. The factories and cars in a city produce smog, but surrounding mountains may trap it, increasing air pollution significantly.

Today, academics in fields including history, economics, and conservation biology are turning to geographers for help with some of their concerns. Paul Krugman, a noted economist at the Massachusetts Institute of Technology, for example, has turned conventional wisdom on its head by pointing out the role of historically rooted regional inequities in how international trade is structured.

Geographers work on issues ranging from climate change to ethnic conflict to urban sprawl. What unites their work is its focus on the shifting organization and character of the earth’s surface. Geographers examine changing patterns of vegetation to study global warming; they analyze where ethnic groups live in Bosnia to help understand the pros and cons of competing administrative solutions to the civil war there; they map AIDS cases in Africa to learn how to reduce the spread of the disease.

Geography is reclaiming attention because it addresses such questions in their relevant spatial and environmental contexts. A growing number of scholars in other disciplines are realizing that it is a mistake to treat all places as if they were essentially the same (think of the assumptions in most economic models), or to undertake research on the environment that does not include consideration of the relationships between human and physical processes in particular regions.

Still, the challenges to the discipline are great. Only a small number of primary- and secondary-school teachers have enough training in geography to offer students an exciting introduction to the subject. At the college level, many geography departments are small; they are absent altogether at some high-profile universities.

Perhaps the greatest challenge is to overcome the public’s view of geography as a simple exercise in place-name recognition. Much of geography’s power lies in the insights it sheds on the nature and meaning of the evolving spatial arrangements and landscapes that make up our world. The importance of those insights should not be underestimated at a time of changing political boundaries, accelerated human alteration of the environment, and rapidly shifting patterns of human interaction.

Alexander B. Murphy is a professor and head of the geography department at the University of Oregon, and a vice-president of the American Geographical Society.
APPARTS
Improving Student Comprehension

Primary Sources
- The Challenge:
  - Primary sources create student interest and provoke student questions.
  - Primary sources come in many shapes and sizes...readings, maps, journals, photographs, political cartoons...
  - The ability to comprehend and analyze primary sources is integral to student success in Advanced Placement courses.

The Strategy
- Providing students with a list of prompts they can ask of any primary source is an effective method of promoting primary source analysis.
- They encourage the student to consider both the primary source's message and context.
- Application of these prompts to a variety of primary sources enables the student to establish a pattern for reading and analyzing primary sources.
What is APPARTS?

- The acronym APPARTS provides prompts that assist students in gaining a fuller understanding of primary sources.
- Frequent practice in the use of APPARTS increases its effectiveness.

APPARTS

- Author
- Place and Time
- Prior Knowledge
- Audience
- Reason
- The Main Idea
- Significance

- The "Author", "Place and Time", "Audience", and "Reason" prompts encourage the student to consider the usefulness of the document as a piece of evidence.
- The "Prior Knowledge" and "The Main Idea" prompts encourage the student to focus on the message of the primary source.
- The "Significance" prompt encourages students to ask, "After all this analysis, how useful is the primary source as evidence in the argument I am trying to construct?"
APPARTS will encourage a deeper understanding of primary sources.
APPARTS WORKSHEET

Document: ____________________________

Author: ______________________________

Place and Time: _______________________

Prior Knowledge: ______________________

Audience: ____________________________

Reason: ______________________________

The Main Idea: ________________________

Significance: _________________________
Example #7

Question: What was life like as a slave?

Primary Source #1

Source: Interview with Susan Hamlin at 17 Henrietta Street, Charleston, S.C., by Jessie Butler

On July 6th, I interviewed Susan Hamlin, at 17 Henrietta Street, Charleston, S.C. She was sitting just inside of the front door, on a step leading up to the porch, and upon hearing me inquire for her she assumed that I was from the Welfare office, from which she had received aid prior to its closing. I did not correct this impression, and at no time did she suspect that the object of my visit was to get the story of her experience as a slave. During our conversation, she mentioned her age. "Why that's very interesting, Susan," I told her, "If you are that old you probably remember the Civil War and slavery days." "Yes, Ma'am, I been a slave myself," she said, and told me the following story:

"I kin remember some things like it was yesterday, but I is 104 years old now, and age is starting to get me, I can't remember everything like I use to. I getting old, old. You know I is old when I been a grown woman when the Civil War broke out. I was hired out then, to a Mr. McDonald, who lived on Atlantic Street. . . I got seven dollars a month for looking after children. . . I did not got the money, Mausa got it." "Don't you think that was fair?" I asked. "If you were fed and clothed by him, shouldn't he be paid for your work?" "Course it been fair," she answered, "I belong to him and he got to get something to take care of me."

"My name before I was married was Susan Calder, but I married a man name Hamlin. I belonged to Mr. Edward Fuller, he was president of the First National Bank. . . Mr. Fuller was a good man and his wife's people been grand people, all good to their slaves. Seems like Mr. Fuller just git his slaves so he could be good to dem. He made all the little colored chillen love him. If you don't believe they loved him what they all cry and scream, and holter for when dey hear he dead? "Oh, Mausa dead my Mausa dead, what I going to do, my Mausa dead." Dey tell dem t'aint no use to cry, dat can't bring him back, but de chillen keep on crying. We use to call him Mausa Eddie but he named Mr. Edward Fuller, and he sure was a good man...."

"Were most of the masters kind?" I asked. "Well you know," she answered, "times den was just like dey is now, some was kind and some was mean; heaps of wickedness went on just de same as now. All my people was good people. I see some wickedness and I hear 'bout all kinds of t'ings but you don't know whether it was lie or not. Mr. Fuller been a Christian man."

"Do you think it would have been better if the Negroes had never left Africa?" was the next question I asked. "No Ma'am (emphatically) dem heathen didn't have no religion. I tell you how I t'ink it is. The Lord made three nations, the white, the red and the black, and put dem in different places on de earth where dey was to stay. Dose black ignoramuses in Africa forgot God, and didn't have no religion and God blessed and prospered the white people dat did remember Him and sent dem to teach de black people even if dey have to grab dem and bring dem into bondage till dey learned some sense. The Indians forgot God and dey had to be taught better so dey land was taken away from dem. God sure bless and prosper de white people and he put de red and de black people use dem so day could teach dem and bring dem into sense wid God."

Primary Source #2
Source: Interview with Susan Hamilton at 17 Henrietta Street, Charleston, S.C., by Augustus Ladson

"I'm a hund'ed an' one years old now, son. De only one livin' in my crowd frum de days I wuz a slave. Mr. Fuller, my master, who was president of the Firs' National Bank, owned the fambly of us except my father. ... My pa b'long to a man on Edisto Island. Frum what he said, his master was very mean. Pa real name wus Adam Collins but he took his master' name; he wus de coachman. Pa did supin one day en his master whipped him. De next day which wus Monday, pa carry him bout four miles frum home in de woods an' give de same 'mount of lickin' he wus given on Sunday. He tied him to a tree an' unhitched de horse so it couldn't git tie-up an' kill e self. Pa den gone to de landin' an' catch a boat dat wus comin' to Charleston wood fa'm products. ... W'en he got here he gone on de water-front an' ax for a job on a ship so he could git to de North. He got de job an' sail' wood de ship. ..."

"W'en any slave was whipped all de other slaves wus made to watch. I see women hung frum de ceilin' of buildin's an' whipped with only supin tied 'round her lower part of de body, until w'en dey wus taken down, dere wasn't breath in de body. I had some terribly bad experiences. ..."

"De white race is so brazen. Dey come here an' run de Indians frum dere own lan', but dey couldn't make dem slaves 'cause dey wouldn't stan' for it. Indians use to git up in trees an' shoot dem with poison arrow. W'en dey couldn't make dem slaves den dey gone to Africa an' bring dere black brother an' sister. Dey say 'mong themselves, "we gwine mix dem up en make ourselves king. Dats d only way we'd git even with de Indians."

Example #4

Question: How did China's policy of isolationism in trade and cultural exchange create tension with the outside world in the eighteenth century?

Source: Letter from Emperor Ch'ien-lung (Qianlong) to George III of England, 1793

You, O King, live beyond the confines of many seas. Nevertheless, impelled by your humble desire to partake of the benefits of our civilization, you have dispatched a mission respectfully bearing your memorial... I have perused your memorial: the earnest terms in which it is couched reveal a respectful humility on your part which is highly praiseworthy.

In consideration of the fact that your ambassador and his deputy have come a long way with your memorial and tribute, I have shown them high favor and have allowed them to be introduced into my presence. To manifest my indulgence, I have entertained them at a banquet and made them numerous gifts... .

As to your entreaty to send one of your nationals to be accredited to my Celestial Court and to be in control of your country's trade with China, this request is contrary to all usage of my dynasty and cannot possibly be entertained... If you assert that your reverence for our Celestial Dynasty fills you with a desire to acquire our civilization, our ceremonies and code of laws differ so completely from your own that even if your envoy were able to acquire the rudiments of our civilization, you could not possibly transplant our manners and customs to your alien soil. Therefore, however adept the envoy might become, nothing would be gained thereby.

Swaying the wide world, I have but one aim in view, namely, to maintain a perfect governance and to fulfill the duties of the State: strange and costly objects do not interest me. If I have commanded that the tribute offerings sent by you, O King, are to be accepted, this was solely in consideration for the spirit which prompted you to dispatch them from afar. Our dynasty's majestic virtue has penetrated into every country under heaven, and kings of all nations have offered their costly tribute by land and sea. As your ambassador can see for himself, we possess all things. I set no value on objects strange and ingenious, and have no use for your country's manufactures.

TYING IT ALL TOGETHER

Having explored the individual components of APPARTS, the following documents are provided to demonstrate the power of APPARTS taken as a whole by applying it to a political cartoon, a pair of ex-slave narratives, an editorial, a graph, and a letter. One set of documents shows how a pair of documents can be effective in demonstrating to students and teachers the power of APPARTS. The section concludes with a sample document that could be used by a teacher in the classroom or by a presenter in a workshop to demonstrate the power of APPARTS. A worksheet is provided after these samples to use when working through the following documents.

Example #1

**Question:** How and why did attitudes toward immigration change by the end of the nineteenth century?

**Source:** Joseph Keppler, "Looking Backward," *Puck* Magazine, January 11, 1893

Writing Strategies
DEVELOPING A THESIS

1. Give each group of students a series of facts/concepts

2. Have students determine a thesis which expresses the main idea of the set of facts/concepts

3. Remind students that their thesis statement must be supported with evidence. An appropriate thesis statement lends itself to debate.

4. As additional reinforcement students can create a graphic organizer to show major concept and supporting evidence. (Technical writing)
THESIS

Answer – Analyze - Introduce

Topic Sentence
Supporting Facts
Clincher/Link

Topic Sentence
Supporting Facts
Clincher/Link

Topic Sentence
Supporting Facts
Clincher/Link

Conclusion

A Lighthouse Initiative for Texas Social Studies Classrooms
**WRITING**

*Writing in the Social Studies Pre-AP/AP Class*

**ESSAY WRITING**

Fold paper in half lengthwise, then in thirds crosswise to get 2 columns with 3 squares each. Provide students with the following instructions for filling in their fold-up essay exercises.

<table>
<thead>
<tr>
<th>Prompt</th>
<th>Thesis</th>
</tr>
</thead>
</table>
| Copy and Underline Tasks | 1. Answer  
2. Interpret/Analyze  
3. Introduce Topics |
| | 1.  
2.  
3. |

<table>
<thead>
<tr>
<th>Body Paragraph 1</th>
<th>Body Paragraph 2</th>
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</thead>
</table>
| Topic Sentence  
Link topic to thesis  
Show analysis  
Supporting Facts  
•  
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•  
Link to thesis/clincher | Topic Sentence  
Link topic to thesis  
Show analysis  
Supporting Facts  
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Link to thesis/clincher |

<table>
<thead>
<tr>
<th>Body Paragraph 3</th>
<th>Conclusion or 4th Paragraph</th>
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</table>
| Topic Sentence  
Link topic to thesis  
Show analysis  
Supporting Facts  
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Link to thesis/clincher | Topic Sentence  
Link topic to thesis  
Show analysis  
Supporting Facts  
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Link to thesis/clincher |
WRITING
Writing in the Social Studies Pre-AP/AP Class

ESSAY TASKS

The College Board

1. **ANALYZE**: determine the component parts; examine their nature and relationships. “Analyze the major social and technological changes that took place in European warfare between 1789 and 1918.”

2. **ASSESS/EVALUATE**: judge the value or character of something; appraise; evaluate the positive points and the negative ones; give an opinion regarding the value of; discuss the advantages and disadvantages of. ‘Luther was both a revolutionary and conservative.’ Evaluate this statement with respect to Luther’s responses to the political and social question of his day.”

3. **COMPARE**: examine for the purpose of noting similarities and differences. “Compare the rise to power of fascism in Italy and in Germany.”

4. **CONTRAST**: examine in order to show dissimilarities or points of difference: “Contrast the ways in which European skilled artisans of the mid-eighteenth century and European factory workers of the late nineteenth century differed in their attitude toward work.”

5. **DESCRIBE**: give an account of; tell about; give a word picture of. “Describe and analyze how overseas expansion by European states affected global trade and international relations from 1600 to 1715.”

6. **DISCUSS**: talk over; write about; consider or examine by argument or from various points of view; debate; present the different sides of. “Discuss the extent to which Nineteenth century Romanticism was or was not a conservative culture and intellectual movement.”

7. **EXPLAIN**: make clear or plain; make clear the causes or reasons for; make know in detail; tell the meaning of: “Explain how economic, political, and religious factors, promoted European exploration from about 1450 to about 1525.”
Writing in the Social Studies Pre-AP/AP Class

Essay Frame

Prompt:

Thesis: Respond to the prompt, demonstrate analysis, introduce major topics

Body ¶ 1  Topic:

Topic Sentence: Must link thesis, show analysis, state topic.

Supporting Factual Information

1. 

2. 

3. 

Clincher/Link to Thesis:

A Lighthouse Initiative For Texas Social Studies Classrooms
WRITING
Writing in the Social Studies Pre-AP/AP Class

BODY ¶ 2 TOPIC: ________________________________

TOPIC SENTENCE: Must link thesis, show analysis, state topic.

SUPPORTING FACTUAL INFORMATION

1. __________________________________________

2. __________________________________________

3. __________________________________________

CLINCHER/LINK TO THESIS:

BODY ¶ 3 TOPIC: ________________________________

TOPIC SENTENCE: Must link to thesis, show analysis, state topic.

SUPPORTING FACTUAL INFORMATION

1. __________________________________________

2. __________________________________________

3. __________________________________________

CLINCHER/LINK TO THESIS:

CONCLUSION/SYNTHESIS:

A Lighthouse Initiative For Texas Social Studies Classrooms
<table>
<thead>
<tr>
<th>Suggested/Progression</th>
<th>World Cultures</th>
<th>Texas History</th>
<th>Pre-AP US History</th>
<th>Pre-AP World Geo/PHG</th>
<th>AP World History or European History</th>
<th>AP US History</th>
<th>AP Gov/AP Econ/AP Psych</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice different types of writing such as essays, position papers, case studies, compare/contrast writing, cause/effect topics and change over time essays. All disciplines should write 3-5 paragraph essays.</td>
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<tr>
<td><strong>Document Based Question:</strong> Number and depth of primary source documents (For strategies see the skills matrix)</td>
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<td>2 as a minimum</td>
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<td>2-4 of varying types as written, photographs or cartoons</td>
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<td>4-5 of varying types with greater complexity</td>
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<td>6-7 with variety and greater complexity</td>
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<td>8-12 with greater variety and complexity</td>
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<tr>
<td><strong>Application of Knowledge Writing:</strong> Introduce and develop skills necessary to practice higher level thinking skills to include analysis, synthesis and evaluation. With the posing of a thoughtful question, students use theories and specific knowledge to:</td>
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<tr>
<td>Generate new ideas Hypothesize about future Analyze historical events Predict trends Identify cause/effect sequencing Analyze case studies and current data</td>
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<td><strong>Suggested number of formal writing assignments:</strong> Practice of process of writing should be integrated. Formal written strategies should be practiced as student progress with skills.</td>
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<td>2-3 per semester</td>
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<td>5-6 per semester</td>
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<tr>
<td>3-5 per semester using greater depth and complexity in writing skills using specific free-response and DBQ formats</td>
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<tr>
<td>5-7 per semester using specified AP free-response and DBQ formats</td>
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<tr>
<td>6-8 per semester using specified AP free-response formats</td>
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</tbody>
</table>

*Continue skills adding greater sophistication over time...*
<table>
<thead>
<tr>
<th>Grading Rubric for Pre-AP Level I:</th>
<th>Pre AP Level II:</th>
<th>Advanced Placement Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe how the Louisiana Purchase affected national unity.</td>
<td>Discuss the impact of territorial expansion on national unity between 1800-1850.</td>
<td></td>
</tr>
<tr>
<td><strong>Excellent</strong></td>
<td><strong>Excellent</strong></td>
<td><strong>8-9</strong></td>
</tr>
<tr>
<td>• Clear organization within the paragraph</td>
<td>• Clear organization between and/or within paragraphs</td>
<td>• Contains a clear, well-developed thesis that addresses impact on unity</td>
</tr>
<tr>
<td>• Broad, inclusive topic and concluding sentences</td>
<td>• Excellent structure: introduction, body, conclusion</td>
<td>• Understands complexity of question, including clear grasp of impact; addresses both unity and disunity in depth, or one in significant depth</td>
</tr>
<tr>
<td>• Numerous correct and relevant examples</td>
<td>• Clear thesis</td>
<td>• Effectively analyzes the impact of territorial expansion</td>
</tr>
<tr>
<td>• Age-appropriate vocabulary</td>
<td>• Sufficient, accurate, and relevant evidence</td>
<td>• Supports thesis with substantial, relevant information spanning the time period</td>
</tr>
<tr>
<td>• Thoughtful age-appropriate analysis of how</td>
<td>• Varied and age-appropriate vocabulary</td>
<td>• May contain minor errors</td>
</tr>
<tr>
<td>• May contain minor grammatical/factual errors</td>
<td>• Thoughtful age-appropriate analysis of how</td>
<td></td>
</tr>
<tr>
<td><strong>Good</strong></td>
<td><strong>Good</strong></td>
<td><strong>5-7</strong></td>
</tr>
<tr>
<td>• Acceptable organization within paragraph</td>
<td>• Acceptable organization between and/or within paragraphs</td>
<td>• Contains a clear thesis with limited development or insufficient focus on impact</td>
</tr>
<tr>
<td>• Acceptable topic and concluding sentences, possibly one too narrow in scope</td>
<td>• Acceptable structure</td>
<td>• Limited understanding of complexity; some sense of impact on national unity; addresses unity and disunity in a general way, or one in depth</td>
</tr>
<tr>
<td>• Some correct and relevant examples</td>
<td>• Clear, but not fully developed, thesis</td>
<td>• Limited analysis, mostly describes territorial expansion</td>
</tr>
<tr>
<td>• More often than not, age-appropriate vocabulary</td>
<td>• Some accurate and relevant evidence</td>
<td>• Supports thesis with some factual information from the time period (1800-1850)</td>
</tr>
<tr>
<td>• Acceptable age-appropriate attempt at analysis of how</td>
<td>• Age-appropriate vocabulary</td>
<td>• May contain minor errors that do not detract from the overall argument</td>
</tr>
<tr>
<td>• May contain grammatical/factual errors that do not weaken overall point</td>
<td>• Acceptable attempt at age-appropriate analysis of how</td>
<td></td>
</tr>
<tr>
<td><strong>Satisfactory</strong></td>
<td><strong>Satisfactory</strong></td>
<td><strong>2-4</strong></td>
</tr>
<tr>
<td>• Some organizational errors within the paragraph</td>
<td>• Organization between and/or within paragraphs not entirely clear</td>
<td>• Lacks a thesis, or thesis is confused or undeveloped</td>
</tr>
<tr>
<td>• Underdeveloped or absent topic and/or concluding sentences</td>
<td>• Satisfactory structure: one of more elements missing or underdeveloped</td>
<td>• Ignores complexity; may merely mention impact; addresses both unity and disunity in a superficial way, or one in a general way</td>
</tr>
<tr>
<td>• Few correct and relevant examples</td>
<td>• Unclear or underdeveloped thesis statement</td>
<td>• Describes territorial expansion</td>
</tr>
<tr>
<td>• Limited age-appropriate analysis of how; mostly describes</td>
<td>• Limited accurate and relevant evidence</td>
<td>• Information provided is minimal, or lacks supporting information</td>
</tr>
<tr>
<td>• May contain some major grammatical/factual errors</td>
<td>• Limited age-appropriate vocabulary</td>
<td>• May contain major errors</td>
</tr>
<tr>
<td><strong>Needs Improvement</strong></td>
<td><strong>Needs Improvement</strong></td>
<td><strong>0-1</strong></td>
</tr>
<tr>
<td>• Unclear organization within the paragraph</td>
<td>• Unclear organization between and/or within paragraphs</td>
<td>• Incompetent response</td>
</tr>
<tr>
<td>• Underdeveloped or absent topic and concluding sentence</td>
<td>• Unacceptable structure</td>
<td>• May simply paraphrase or restate the question</td>
</tr>
<tr>
<td>• Minimal, if any, examples</td>
<td>• No thesis statement</td>
<td>• Shows little or no understanding of either the question or the time period</td>
</tr>
<tr>
<td>• Inappropriate vocabulary</td>
<td>• Limited, if any, evidence</td>
<td></td>
</tr>
<tr>
<td>• No age-appropriate analysis</td>
<td>• Inappropriate vocabulary</td>
<td></td>
</tr>
<tr>
<td>• Numerous grammatical/factual errors</td>
<td>• No analysis</td>
<td></td>
</tr>
</tbody>
</table>

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52 | A LIGHTHOUSE INITIATIVE FOR TEXAS SOCIAL STUDIES CLASSROOMS
SPEC

Classification of Society’s Characteristics

SPEC is a classification tool used to help students construct meaning of time periods. As students answer questions about the social, political, economic and cultural events of a time period or era they develop a clearer understanding of its place in history.

(See questions: regular print =Advanced Placement; bold print = translation for Pre-AP)

Social

Nature and complex social structure
Who is the boss?
Potential for individual and group mobility
Can you change jobs or make more money?
Function of family
How important is the idea of family?
Roles and powers of family members
Who has more power mom/dad?
Extent of urbanization
How civilized are you?
Extent of links between elite and masses
Do the rich and poor speak or live together?
Population density
How many people live in the city? How many people live in the rural areas?
Nature of leisure pursuits
What do people do for fun?

Political

Degree of political centralization
Where is the head of government located?
Ideological foundations of government
How did this government develop?
Extent of popular participation
Do the people participate in their government? Do they vote?
Levels of state control over industry and trade
How much does the state tell us what to do?
Methods of succession to government
What if the leader of the government dies?
Degree of nature of contact between state and society
Does the government make a lot of rules for people to follow?
Targets of loyalty (local v. Central governing authority)
How do we show loyalty (i.e. the pledge)?
Economic

Role of agriculture in overall economy
  How much do we depend on agriculture?
Role of merchants in society
  How much do we depend on business?
Labor system
  What do people do for a living?
Role of landlords in society
  How much power do landlords have?
Levels of technology
  How much do we depend on technology?
Levels of internal and international trade
  Do we trade inside or outside the country?
Gender differences in the economy
  What are the differences between the jobs men and women have?

Cultural

Dominant religions and philosophical systems
  What are the major religions or beliefs?
Dominant artistic and literary styles
  What types of art, music, books do people like?
Degree of cultural tolerance within society
  How much do people accept the differences in one another?
Degree of interest in foreign cultures
  Do we study about other cultures?
Society’s support of cultural pursuits
  Are we a melting pot or a salad bowl?
Role of religion and religious figures within the society
  Do we admire religious leaders? What is the role of a religious leader?
Nature of cultural support of gender and social hierarchies
  Do males and females have the same roles and jobs?
BOOK REVIEW

By the time students reach the secondary level they have learned to write a book report which basically is a summary report. The Book Review carries the process a step further in that it calls for analysis, evaluation, and criticism. The following are some guidelines for writing a Book Review.

It is advisable for those inexperienced in writing book reviews to begin by reading several reviews by trained scholars to observe their methods. One of the best of the old style reviewers is Lord Macaulay. Examples of his work may be found in his critical and historical essays. Excellent reviews may also be found in the American Historical Review, American Political/Science Review, the Economist, and the New York Times Book Review.

I. Preliminary Steps
   A. Note carefully the full name of the author, the exact title of the book, publisher and date of publication, the edition and the number of volumes and pages.
   B. Establish the author’s background and determine his or her special preparation for the task he or she has attempted. Such information can often be found in the preface or on the dust jacket of the book. Find out what other works have been written in the same field or on the subject and try to determine this author’s relationship and indebtedness to other writers.
   C. Study the book carefully. Only by a careful reading and thorough study can one genuinely appreciate and knowledgeably write about the book.

II. Organizing the Review
   A good review should be organized around four categories. It may be wise for the beginning reviewer to be very conscious of these categories as distinct entities. The more experienced reviewer may well find it desirable to intertwine these to create a more sophisticated mosaic. The four categories are:
   1) Description of content
   2) Identification of method of treatment
   3) Critical analysis
   4) Personal reflections

   A. Begin the review with a clear and concise statement of the content of the book. This statement need not be a chapter by chapter summary or analysis but rather an overall summary with special attention to areas of the book which seem to be more significant. As rule-of-thumb, but certainly not an absolute rule, this section should comprise no more than one-third of the total review.
B. Identify the method of treatment by dealing with questions such as: Is the arrangement of the book chronological or topical? Is the work based on primary or secondary sources? Is the work written in a popular or scholarly style?

C. Answer in the critical analysis portion such questions as: Why did the author write this book? Is the book comprehensive and convincing in its treatment of the subject? Did the author lack perspective? Did he neglect some important phases of the topic? Did he overemphasize some aspects of the topic? To what extent do his biases contribute to or detract from the quality of the book? Is the quality of the book in both its research and writing consistent or do some parts seem to be better written and more thoroughly researched than others? Does the writing possess style? Is the work worth reading? A number of other questions will come to mind after reading the book and gaining experience in reviewing books.

D. Conclude with personal reflections. This section of the review often creates the most problems for the student. Perhaps it can best be explained by contrasting it with the critical analysis section. In that section the reviewer deals with the work in relationship to the subject covered, the author’s aims, other works in the field and scholarship in general. In the personal reflections section, the reviewer deals with the work under consideration in terms of its relationship to him or her. This section should answer such questions as: What I learned? How I changed my mind about the topic? How my appreciation for the topic was enhanced? How I learned to think better or analyze better from this work?

III. Some Concluding Comments
A. Seek to be fair in reviewing the work. Specific errors should be accurately cited and any corrections should be carefully documented. The reviewer’s own biases should be noted.

B. Write cogently but do not be afraid to let some of your own personality come through in the review.

Source: Wilson, Wilson, and Little: "Skills for the Social Studies Classroom and Beyond" N. Carolina School of Science and Mathematics
Journal Writing

Some Suggestions:

1. *Write down observations and feelings soon after you have them.* One technique is to carry a small notebook with you in which you draw pictures or write keywords. These can be transferred to another journal later, or kept separate. If you wait too long to write, however, thoughts can get backlogged and confused, and writing can become a chore.

2. *Remember that your journal is your personal record.* You are allowed to reflect moods in your writing. If you are in a happy or foul mood when you write, let it come out in your writing. Part of being human is having emotional reactions to things and letting emotions affect your observations. Celebrate those feelings in your journal; it often makes for more interesting prose, but do not turn it into a gripe session!

3. *Your journal should record the things that make your experience unique.*

4. *Be honest.* While you should make your writing interesting, don’t be afraid to take risks and don’t censor your feelings. If you censor all your feelings because you are afraid of what you or others might think later, you will remove the personality, individuality, and timing from your writing. Feelings you record as a teenager may at first appear embarrassing, naïve, or funny, but they are also a measure of growth and can be appreciated as such. You will enjoy them later. When writing your own journal, ask yourself lots of questions about what you are seeing and experiencing, answer those questions, or make your best guess as to the answer. It is okay to be wrong.

5. *Writing about observations is easy, writing something that is interesting to read, however, is difficult.* Making your journal readable (by you or someone else) makes your efforts worthwhile. It is tempting and easy to record places, times, and things seen, but lists of names and numbers are not interesting.

6. *If you see something you have never seen or experienced before, and are struck by it, jot it down.* Isolate the qualities that make it special. This can be anything.

*Adapted and expanded on from NGS Marco Polo Project, 1997.*
Suggestions for Movie Critique
One movie critique required each six weeks

Paragraph One – Information

Write a short paragraph including the name of the movie, the director, producer, the three top stars, and the year of release. Also include when and where you watched the film and any special comments on its release (was it an abridged or colorized version, was it in more than one part, was it part of a series, was it based on a novel? etc.)

Paragraph Two – The Plot

In no more than one good paragraph, relate the plot. Of course, you will not be able to give all the details. Just condense the main storyline into 5 – 8 sentences.

Paragraph Three – The Reality

Were there any characters in the movie based on real people? If so, who were they and were they treated with historical accuracy? Were there any real events? (battles, migrations, laws, etc.) If so, were they correct as to event, time period, customs, etc? If there were NO real characters or events in a historical movie, it was probably a conscious decision on the part of the writers and director. Try to analyze why reality was omitted. (HINT: It is very probable you will need to do serious research for this paragraph both to find out if people or events were real and if they were presented accurately.)

Paragraph Four – The Setting

When and where was the movie set? If several locations were used, were they all depicted realistically? (Were there forests, mountains, rivers, etc., where they should have been for the real setting?) How long a time span did it cover? Were the houses, furnishings, foods, tools, weapons, clothes, hairstyles, shoes, streets, etc. shown with accuracy? Give some examples of period props you think were especially well or poorly represented. Again, you will need to research.

Paragraph Five – Evaluation

Give an evaluation of the film. Do not just say, "I liked it because it was a good movie," or "I hated it because it was boring." Like a real film critic, point out the strengths and weaknesses of the movie. Which actors did a good job and which were inadequate? Were there places where the plot was vague, too slow, or too fast? Were there stereotyped roles or rounded characterizations? Did the story build to a logical climax and resolve itself satisfactorily? Did it hold the viewer’s interest uniformly? Why? If the film was done many years ago, would it be done differently now? Why? Did the film make the viewer more aware of history or just confuse the issue? What would have made the film better? Would you recommend the film to another student? Why?

Source: Gail Shewmake, Weatherford High School, Weatherford, Texas
Article Review

Name_________________________ Date_________________________

Title/or number of article:________________________________________

Briefly state the main idea of this article:__________________________

________________________________________________________________

________________________________________________________________

List three important facts that the author uses to support the main idea:

________________________________________________________________

________________________________________________________________

________________________________________________________________

What information or ideas discussed in this article have also been discussed in other readings you have done?____________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

List any examples of bias or faulty reasoning that you found in the article:__________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

List any new terms/concepts that were discussed in the article and write a short definition:

________________________________________________________________

________________________________________________________________

________________________________________________________________
Note Taking Strategies
### Student Activity

**The Cornell Notetaking System**

<table>
<thead>
<tr>
<th>What are the advantages?</th>
<th>Three Advantages</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>1. It is a method for mastering information, not just recording facts.</td>
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<td>2. It is efficient.</td>
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<td>3. Each step prepares the way for the next part of the learning process.</td>
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<table>
<thead>
<tr>
<th>What materials are needed?</th>
<th>Materials:</th>
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<tbody>
<tr>
<td></td>
<td>1. Loose-leaf paper to be kept in binder.</td>
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<td>2. 2-1/2 inch column drawn at left-hand edge of each page to be used for questions or summary statements.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How should notes be recorded?</th>
<th>During class, <strong>record</strong> notes on the right-hand side of the paper:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Record notes in paragraphs, skipping lines to separate information logically.</td>
</tr>
<tr>
<td></td>
<td>2. Don’t force an outlining system, but do use any obvious numbering.</td>
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<td></td>
<td>3. Strive to get main ideas down. Facts, details, and examples are important, but they’re meaningful only with concepts.</td>
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<tr>
<td></td>
<td>4. Use abbreviations for extra writing and listening time.</td>
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<tr>
<td></td>
<td>5. Use graphic organizers or pictures when they are helpful.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How should notes be refined?</th>
<th>After class, <strong>refine</strong> notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Write questions in the left column about the information on the right.</td>
</tr>
<tr>
<td></td>
<td>2. Check or correct incomplete items:</td>
</tr>
<tr>
<td></td>
<td>• loose dates, terms, names</td>
</tr>
<tr>
<td></td>
<td>• notes that are too brief for recall months later</td>
</tr>
<tr>
<td></td>
<td>3. Read the notes and underline key words and phrases.</td>
</tr>
<tr>
<td></td>
<td>4. Read underlined words and write in recall cues in the left-hand column (key words and very brief phrases that will trigger ideas/facts on the right). These are in addition to the questions.</td>
</tr>
<tr>
<td></td>
<td>5. Write a reflective paragraph about the notes at the bottom of the page.</td>
</tr>
<tr>
<td></td>
<td>6. If possible, compare notes with a study buddy.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What are the ways to recite notes?</th>
<th><strong>Recite</strong> notes three ways:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Cover up right side of page. Read the questions. Recite information as fully as possible. Uncover the sheet and verify information frequently (single, most powerful learning tool!)</td>
</tr>
<tr>
<td></td>
<td>2. Reflect on the organization of all the lectures. Overlap notes and read recall cues from the left side. Study the progression of the information. This will stimulate categories, relationships, inferences, personal opinions/experiences. Record all of these insights!</td>
</tr>
<tr>
<td></td>
<td><strong>REFLECTION = KEY TO MEMORY!!</strong></td>
</tr>
<tr>
<td></td>
<td>3. Review by reciting, reflecting, and reading insights.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What are the five steps of this system?</th>
<th>This system in brief:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Record lectures in the main column.</td>
</tr>
<tr>
<td></td>
<td>2. Refine lectures with questions, corrections, underlining, recall cues, graphics and pictures.</td>
</tr>
<tr>
<td></td>
<td>3. Recite by covering main column and expanding on recall cues – then verify.</td>
</tr>
<tr>
<td></td>
<td>4. Reflect on organization by studying all cues.</td>
</tr>
<tr>
<td></td>
<td>5. Review by repeating recite and reflect steps.</td>
</tr>
</tbody>
</table>
### Advice for Using the Cornell System

<table>
<thead>
<tr>
<th>FORMAT for notes</th>
<th>Write the date, class, topic of notes, source of notes (e.g., lecture, book, film) and page number for each page of notes at the top of a page of lined paper.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mark a wide left margin (approx. 1/3 of page).</td>
</tr>
<tr>
<td></td>
<td>Consider the left-hand column the place for study questions and main ideas.</td>
</tr>
<tr>
<td></td>
<td>Consider the right-hand column the place for specific information.</td>
</tr>
<tr>
<td></td>
<td>While taking notes, write in the right-hand column.</td>
</tr>
<tr>
<td></td>
<td>Use abbreviations.</td>
</tr>
<tr>
<td></td>
<td>Paraphrase to capture content but simplify writing.</td>
</tr>
<tr>
<td></td>
<td>Use symbols (arrows, circles, underlining) or highlight important information, ideas/words that are unclear, relationships between ideas/information.</td>
</tr>
<tr>
<td></td>
<td>Include graphics (e.g., diagrams, charts) when relevant.</td>
</tr>
<tr>
<td></td>
<td>Skip lines between ideas.</td>
</tr>
<tr>
<td></td>
<td>Within 24 hours of taking notes, develop study questions and identify main ideas about specifics in right-hand column; write study questions/main ideas in the left-hand column.</td>
</tr>
</tbody>
</table>

### TAKING NOTES: SOME TIPS

<table>
<thead>
<tr>
<th>Be an active listener</th>
<th>Think about what is being said.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Think about how what is being said relates to other points in the lecture, ideas from discussion/reading/other subjects.</td>
</tr>
<tr>
<td></td>
<td>Ask questions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Be aware of lecturer / speaker organization</th>
<th>Listen for the speaker to forecast organization of the lecture (e.g., phrases like “Today I want to talk about,” or “By the end of this lecture, you should be convinced that . . .”.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Look for lecture outlines on the board or handouts.</td>
</tr>
<tr>
<td></td>
<td>Use arrows/lines/circles/numbers to connect related ideas.</td>
</tr>
</tbody>
</table>

© AVID Center, 2002, reproducible for classroom use.
| Use the speaker’s style to identify important points | Become familiar with the speaker’s style.  
  
  Listen for important points that might be emphasized when the speaker:  
  - pauses or slows down  
  - repeats a point  
  - modulates the volume of her/his voice  
  - uses introductory phrases (e.g., “The four main points are” or “Note the relationship”)  
  - writes on the board  
  - gestures or uses visual aids |
|---|---|
| Keep up with the speaker | Write only the important ideas such as names, places, dates, events, examples, terms, definitions, causes, effects, evaluations, cross references: make it brief but clear.  
  
  **Example:**  
  **Speaker says:** “Hippocrates, a Greek who is considered to be the Father of Medicine, was born on the island of Cos in 460 B.C.”  
  **Notes say:** “Hippocrates (Gr.) Father of Med. B. Cos 460 B.C.”  
  
  Use abbreviations for familiar words  
  
  **Example:**  
  **Speaker says:** “George Washington was not, in a sense, America’s first president.”  
  **Notes say:** “G. Wash. Not Am’s 1st Pres.?” |
| Be alert to the speaker’s stance | Some lecturers attempt to persuade as well as inform listeners; when applicable, note ideas/references/opinions that provide insight into the speaker’s point of view. |
| Review notes shortly after a lecture | Develop study questions and identify main ideas.  
  
  Fill in details for clarity.  
  
  Look up and add the definitions of new words/terminology.  
  
  Identify information that is unclear and/or questions that need to be answered; write and mark questions in the text of notes or at the end where they will be easily found; get answers to the questions from other students and/or the speaker.  
  
  Add symbols to highlight important ideas and key words.  
  
  Delete irrelevant information.  
  
  Review the overall organization of the material; add symbols to make the organization clear or rewrite for clarity as needed.  
  
  Write a summary of the significant ideas. |
<table>
<thead>
<tr>
<th>Make use of the format</th>
<th>Spread out or hold notes so that right side of page is covered; review ideas and answer study questions from the left-hand column; use right-hand specifics as an answer key.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Engage in an oral quiz with others using study questions from the left-hand column.</td>
</tr>
<tr>
<td></td>
<td>Cover the right hand column of specifics with blank paper; write out answers to the left hand study questions and explanations of main ideas.</td>
</tr>
<tr>
<td>Write</td>
<td>Write summaries of the most important material in the notes.</td>
</tr>
<tr>
<td></td>
<td>Write summaries of material as yet unlearned.</td>
</tr>
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<td></td>
<td>Write anticipated test questions beyond those already in the left hand column and write answers to the questions.</td>
</tr>
<tr>
<td>Review</td>
<td>Look over notes frequently to keep information and questions still unanswered fresh in mind.</td>
</tr>
<tr>
<td></td>
<td>Recite information from notes.</td>
</tr>
<tr>
<td></td>
<td>Exchange notes with others to flesh out information and understanding.</td>
</tr>
<tr>
<td></td>
<td>Use notes in study groups to provide a common ground of material for reference and review.</td>
</tr>
</tbody>
</table>
**Class Notes**
If there was no class lecture this week, write a paragraph about what you learned and/or questions about what you didn't understand.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Name:</th>
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<table>
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<tr>
<th>Questions/Main Ideas</th>
<th>Notes</th>
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**Summary:**

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<tr>
<td>Questions/Main Ideas:</td>
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**Summary:**
Mapshots

Grade Level:
All, automatically adjusts to students’ levels

Time required:
Varies from one to several class periods; could also involve homework reading and preparation.

Purpose:
The purpose of the mapshot is to help students organize information and associate it with its position on the map. For instance, if students are studying revolutions from 1800 – 1850, they might take notes about the Glorious Revolution, the American Revolution, the French Revolution, the Haitian Revolution, and the Latin American independence movements on a map of the world. Next to the appropriate countries, students might note the causes, leaders, actions, and effects for each revolution. By looking at where the revolutions occurred and the information about each revolution, students are able to look for similarities, differences, and relationships among the revolutions.

This technique can be used with any topic that involves students gathering information about events or societies in different parts of the world. It combines the elements of charting information and associating the information with its geographical location.

Objectives:
• To help students organize information
• To help students see relationships among contemporaneous societies
• To provide students a tool to help them make comparisons and generalizations about events and time periods.

Materials and resources:
• Information being studied (absolute monarchs and gunpowder empires of Japan, Q’ing China, Ottomans, Mughals, France, and Russia, for example).
• Map of the world or appropriate region

Procedure:
1. Have students do their initial learning about the topic.
2. Give students the map and tell them that they will be recording and organizing information about several different societies or regions on the map.
3. Give the students the parameters for the information to record, or even better, have the students determine what sort of details they need for each topic or region.
4. Students note the specific information on the map.
5. Students could complete this assignment alone or in groups.

Assessment:
This assignment can be assessed based on the quality and detail of information recorded on the map. Additionally, the teacher can ask students to write statements of generalization, comparison, or analysis based on the maps, and these statements can be evaluated on their quality. It can be used as an exercise to help students learn the information, or it could even be given as a quiz or test to evaluate what they have learned and their ability to organize and synthesize the content.

A Lighthouse Initiative for Texas Social Studies Classrooms
Mapshot Template: Texas
The Socratic Seminar
Socratic Seminars

What does Socratic mean?
Socratic comes from the name Socrates. Socrates (ca.470-399 BCE) was a Classical Greek philosopher who developed a Theory of Knowledge.

What was Socrates' Theory of Knowledge?
Socrates was convinced that the surest way to attain reliable knowledge was through the practice of disciplined conversation. He called this method dialectic.

What does dialectic mean?
di-a-lec-tic (noun) means the art or practice of examining opinions or ideas logically, often by the method of question and answer, so as to determine their validity.

How did Socrates use the dialectic?
He would begin with a discussion of the obvious aspects of any problem. Socrates believed that through the process of dialogue, where all parties to the conversation were forced to clarify their ideas, the final outcome of the conversation would be a clear statement of what was meant. The technique appears simple but it is intensely rigorous. Socrates would feign ignorance about a subject and try to draw out from the other person his fullest possible knowledge about it. His assumption was that by progressively correcting incomplete or inaccurate notions, one could coax the truth out of anyone. The basis for this assumption was an individual’s capacity for recognizing lurking contradictions. If the human mind was incapable of knowing something, Socrates wanted to demonstrate that, too. Some dialogues, therefore, end inconclusively.

What is a Socratic Seminar?
A Socratic Seminar is a method to try to understand information by creating a dialectic in class in regards to a specific text. In a Socratic Seminar, participants seek deeper understanding of complex ideas in the text through rigorously thoughtful dialogue, rather than by memorizing bits of information.

The Text: Socratic Seminar texts are chosen for their richness in ideas, issues, and values and their ability to stimulate extended thoughtful dialogue. A seminar text can be drawn from readings in literature, history, science, math, health, and philosophy or from works of art or music. A good text raises important questions in the participants’ minds, questions for which there are no right or wrong answers. At the end of a successful Socratic Seminar participants often leave with more questions that they brought with them.

The Question: A Socratic Seminar opens with a question either posed by the leader or solicited from participants as they acquire more experience in seminars. An opening question has no right answer; instead it reflects a genuine curiosity on the part of the questioner. A good opening question leads participants back to the text as they speculate, evaluate, define, and clarify the issues involved. Responses to the opening question generate new questions from the leader and participants, leading to new responses. In this way, the line of inquiry in a
Socratic Seminar evolves on the spot rather than being pre-determined by the leader.

**The Leader:** In a Socratic Seminar, the leader plays a dual role as leader and participant. The seminar leader consciously demonstrates habits of mind that lead to a thoughtful discussion.

### Socratic Seminar Rules

- Be courteous. No put-downs or sarcasm.
- Allow each speaker enough time to begin and finish his/her thoughts.
- Involve others in the discussion and ask others to elaborate on their responses.
- Use your best active listening skills through eye contact, nodding, and providing feedback.
Level I
Knowledge

- Exhibit memory of previously-learned material by recalling facts, terms, basic concepts and answers.

Key Words

<table>
<thead>
<tr>
<th>who</th>
<th>what</th>
<th>why</th>
<th>when</th>
<th>omit</th>
<th>where</th>
<th>which</th>
</tr>
</thead>
<tbody>
<tr>
<td>choose</td>
<td>find</td>
<td>how</td>
<td>define</td>
<td>label</td>
<td>show</td>
<td>spell</td>
</tr>
<tr>
<td>list</td>
<td>match</td>
<td>name</td>
<td>relate</td>
<td>tell</td>
<td>recall</td>
<td>select</td>
</tr>
</tbody>
</table>

Questions

- What is...?
- Where is...?
- How did__happen?
- Why did...?
- When did...?
- How would you show...?
- Who were the main...?
- Which one...?
- How is...?
- When did__happen?
- How would you explain...?
- How would you describe...?
- Can you recall...?
- Can you select...?
- Can you list the three...?
- Who was...?

Level II
Comprehension

- Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas.

Key Words

<table>
<thead>
<tr>
<th>compare</th>
<th>contrast</th>
<th>demonstrate</th>
<th>interpret</th>
<th>explain</th>
</tr>
</thead>
<tbody>
<tr>
<td>extend</td>
<td>illustrate</td>
<td>infer</td>
<td>outline</td>
<td>relate</td>
</tr>
<tr>
<td>rephrase</td>
<td>translate</td>
<td>summarize</td>
<td>show</td>
<td>classify</td>
</tr>
</tbody>
</table>

Questions

- How would you classify the type of...?
- How would you compare...? Contrast...?
- Will you state or interpret in your own words...?
- How would you rephrase the meaning...?
- What facts or ideas show...?
- What is the main idea of...?
- Which statements support...?
- Can you explain what is happening...? What is meant...?
- What can you say about...?
- Which is the best answer...?
- How would you summarize...?
Level III
Application

- Solve problems to new situations by applying acquired knowledge, facts, techniques, and rules in a different way.

Key Words

<table>
<thead>
<tr>
<th>apply</th>
<th>build</th>
<th>choose</th>
<th>construct</th>
<th>develop</th>
<th>interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>make use of</td>
<td>organize</td>
<td>experiment with</td>
<td>plan</td>
<td>select</td>
<td>solve</td>
</tr>
<tr>
<td>utilize</td>
<td>model</td>
<td>identify</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Questions

- How would you use...?
- What examples can you find to...?
- How would you solve_____using what you’ve learned?
- How would you organize____to show...?
- How would you show your understanding of...?
- What approach would you use to...?
- How would you apply what you learned to develop...?
- What other way would you plan to...?
- What would result if...?
- Can you make use of the facts to...?
- What elements would you choose to change...?
- What facts would you select to show...?
- What questions would you ask in an interview with...?

**************************************************************************

Level IV
Analysis

- Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.

Key Words

<table>
<thead>
<tr>
<th>analyze</th>
<th>categorize</th>
<th>classify</th>
<th>compare</th>
</tr>
</thead>
<tbody>
<tr>
<td>contrast</td>
<td>discover</td>
<td>dissect</td>
<td>divide</td>
</tr>
<tr>
<td>examine</td>
<td>inspect</td>
<td>simplify</td>
<td>survey</td>
</tr>
<tr>
<td>take part in</td>
<td>test for</td>
<td>distinguish</td>
<td>list</td>
</tr>
<tr>
<td>distinction</td>
<td>theme</td>
<td>relationships</td>
<td>function</td>
</tr>
<tr>
<td>motive</td>
<td>inference</td>
<td>assumption</td>
<td>conclusion</td>
</tr>
</tbody>
</table>

Questions

- What are the parts or features of...?
- How is_____related to...?
Pre-AP/AP Geography
Socratic Seminar

- Why do you think...?
- What is the theme...?
- What motive is there...
- Can you list the parts...
- What inference can you make...
- What conclusions can you draw...
- How would you classify...
- How would you categorize...
- Can you identify the different parts...
- What evidence can you find...
- What is the relationship between...
- Can you make a distinction between...
- What is the function of...
- What ideas justify...

******************************************************************************

Level V
Synthesis

- Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.

Key Words

<table>
<thead>
<tr>
<th>build</th>
<th>choose</th>
<th>combine</th>
<th>compile</th>
<th>compose</th>
</tr>
</thead>
<tbody>
<tr>
<td>construct</td>
<td>create</td>
<td>design</td>
<td>develop</td>
<td>estimate</td>
</tr>
<tr>
<td>formulate</td>
<td>imagine</td>
<td>invent</td>
<td>make up</td>
<td>originate</td>
</tr>
<tr>
<td>plan</td>
<td>predict</td>
<td>propose</td>
<td>solve</td>
<td>solution</td>
</tr>
<tr>
<td>suppose</td>
<td>discuss</td>
<td>modify</td>
<td>change</td>
<td>original</td>
</tr>
<tr>
<td>improve</td>
<td>adapt</td>
<td>minimize</td>
<td>maximize</td>
<td>delete</td>
</tr>
<tr>
<td>theorize</td>
<td>elaborate</td>
<td>test</td>
<td>improve</td>
<td>happen</td>
</tr>
</tbody>
</table>

Questions

- What changes would you make to solve...
- How would you improve...
- What would happen if...
- Can you elaborate on the reason...
- Can you propose an alternative...
- Can you invent...
- How would you adapt_____ to create different...
- How could you change (modify) the plot (plan)...
- What could be done to minimize (maximize)...
- What way would you design...
- What could be combined to improve (change)...

52
Pre-AP/AP Geography
Socratic Seminar

- Suppose you could ___ what would you do...?
- How would you test...?
- Can you formulate a theory for...?
- Can you predict the outcome if...?
- How would you estimate the results for...?
- What facts can you compile...?
- Can you construct a model that would change...?
- Can you think of an original way for the...?

**********************
Level VI
Evaluation

- Present and defend opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria.

Key Words

<table>
<thead>
<tr>
<th>award</th>
<th>choose</th>
<th>conclude</th>
<th>criticize</th>
<th>decide</th>
</tr>
</thead>
<tbody>
<tr>
<td>defend</td>
<td>determine</td>
<td>dispute</td>
<td>evaluate</td>
<td>judge</td>
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<tr>
<td>justify</td>
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<td>mark</td>
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<td>recommend</td>
<td>rule on</td>
<td>select</td>
<td>agree</td>
<td>appraise</td>
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<td>prioritize</td>
<td>opinion</td>
<td>interpret</td>
<td>explain</td>
<td>support</td>
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<tr>
<td>importance</td>
<td>criteria</td>
<td>prove</td>
<td>disprove</td>
<td>assess</td>
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<tr>
<td>influence</td>
<td>perceive</td>
<td>value</td>
<td>estimate</td>
<td>influence</td>
</tr>
</tbody>
</table>

Questions

- Do you agree with the actions...? with the outcome...?
- What is your opinion of...?
- How would you prove...? disprove...?
- Can you assess the value of importance of...?
- Would it be better if...?
- Why did they (the character) choose...?
- What would you recommend...?
- How would you rate the...?
- What would you cite to defend the actions...?
- How would you evaluate...?
- How could you determine...?
- What choice would you have make...?
- What would you select...?
- How would you prioritize...?
- What judgment would you make about...?
- Based on what you know, how would you explain...?
- What information would you use to support the view...?
"For I perplex others, not because I am clear, but because I am utterly perplexed myself."

*Socrates*

**Socratic Seminar**

**Student Preparation**

Carefully read the text for both facts and ideas.

Underline or highlight ideas that are especially intriguing or meaningful.

Make notes in the margin on a posted note for easy reference. If you prefer, you may prepare a note sheet that lists main ideas and page numbers for easy reference during the seminar.

Prepare a level one question, 2-3 level two questions and a minimum of 2 level three questions you would like answered during the seminar.

Mark passages in the text that you don’t understand. Ask someone to clarify these passages during the seminar.

Feel free to read and discuss the selection with a friend, classmate, teacher, mentor, etc. before the seminar.

Note connections between this selection and other pieces we have discussed or you have read on your own in your journal.

Reflect critically on what you have read. You will be asked to complete a 15-minute quick write before the seminar.

Be prepared to support your opinions and positions with textual evidence. Be prepared to site paragraphs and page numbers.

On the day of the Socratic Seminar, come prepared with your notes, additional paper, a pen, and a highlighter (if you wish).
**Observation Form**

*Inner-Outer Discussion Circle*

Your Name ____________________________ Partner ____________________________

**DIRECTIONS:** Each time your partner does one of the following put a check in the box.

**SPEAKS IN THE DISCUSSION:**

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**LOOKS AT PERSON WHO IS SPEAKING:**

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**REFERS TO THE TEXT:**

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**ASKS A QUESTION:**

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**RESPONDS TO ANOTHER SPEAKER:**

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**INTERRUPTS ANOTHER SPEAKER:**

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**ENGAGES IN SIDE CONSERVATION:**

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**AFTER DISCUSSION:** What is the most interesting thing your partner said?

**AFTER DISCUSSION:** What would you like to have said in the discussion?
REFLECTION STATEMENTS

Take a few minutes to reflect upon today's class session. Think back over our activities, presentations, and discussions. See if you can find some important learning and discoveries for yourself.

Write your thoughts beginning with these phrases:

I learned...

I discovered...

I observed...

I was surprised...

I am beginning to wonder...

I now realize...

I would like to find out more about...

I am still confused about...

Adapted from materials developed by Kate Kinsella, San Francisco State University, 10/98.
Stop the race to the bottom

HOW CAN YOU BE TOO EXPENSIVE WHEN YOU MAKE LESS THAN $1.50 AN HOUR?

Selina lives and works in the port city of Chittagong in Bangladesh. She works a 13 to 14 hour daily shift. During the busy season, she works a gruelling nineteen-and-a-half hour shift every other day. She and her colleagues sleep on the floor. They work seven days a week. She gets paid seven cents an hour. Selina has had just two days off in the last four months. She works sewing the 'Sportrax' label for the largest company in the world; Wal-Mart. Selina is 13 years old.

In Bangladesh, where there are 1.8 million workers in 3,600 factories sewing garments for export to Europe and the US. An estimated 800,000 are adolescent girls and teenagers. There is not one single union. They have no idea what wages are in other parts of the world. They’ve never heard of the ILO or WTO.

Corporations continue to hide the factories they use around the world to make the goods we purchase. In the last two years, 500 maquiladoras export assembly factories have shut down in Mexico, throwing 218,000 workers out on the street. With an average hourly wage of US$1.26 they were just too expensive. Right now, in two of the poorest countries in Latin America, Nicaragua and Honduras, factory workers report that management is telling them that they should get ready to work harder and longer for lower wages, because there are 1,000 people in China lined up and ready to take each of their jobs... and if they don’t like it the company will just have to shut down the plant and leave.

But what happens when the workers dare stand up to ask that their basic rights be respected? When young women in Bangladesh, being paid just five cents for every $17.99 Disney shirt they sewed, asked for one day a week off and an end to the beatings, the Walt Disney Company responded by pulling its work from the factory. This was the worst thing Disney could have done. These women needed these jobs, but they wanted to be treated as human beings.

Workers struggling for their rights across the developing world cannot succeed if there is not also simultaneous pressure on the corporations in their markets. This is where the consumer comes in. If enough of us care, and if enough of us act... well, the squeaky wheel gets the grease. I am not talking about a boycott. It must be the very opposite - what is desperately needed are campaigns to keep jobs in the developing world while

In the long run, we need enforceable laws backed up by sanctions to defend human and worker rights in the global economy - laws which are every bit as strong as the protections currently afforded to corporate products.

In the short run, there is plenty we can do. We need to highlight - and reward - companies and factories that are doing the right thing. It is time to establish a ‘Preferred Companies’ list, made up of corporations that may not be perfect, but are far better than average and moving in the right direction. I can think of a number of standards that could serve as criteria for companies wishing to make the list. Firstly, we need full public disclosure of all factory names and locations. Wal-Mart, for example uses 4,400 factories in one Chinese province alone. Dragging these factories out into the light will make it much harder to hide child labour and sweatshop abuses. Secondly, businesses should adopt a Code of Conduct which at a minimum calls for strict adherence to all local laws, as well as the core ILO internationally recognised worker rights standards - especially the right to organise. Thirdly, businesses should also make public, at least once a year, monitoring reports regarding the conditions in their factories. Finally, companies should agree to seriously respond to and resolve allegations of serious worker rights violations brought by local or international organisations, up to and including binding arbitration as a last resort.

Concerned consumers want to know where they can shop and be reasonably sure that the goods they purchase were made under humane conditions. A Preferred Companies list would fill a huge void. I invite corporations wishing to do the right thing to step forward and take the lead, along with religious, labour, student, women’s and human rights organisations in making this a reality.

Please join us and get involved by going to my website (www.anitaroddick.com) or the US-based National Labour Committee’s (www.nlclnet.org), where you will find plenty of concrete ideas on how to take action if you want to take a stand and put a human face on the global economy.
Inner/Outer Circle

Grade Level:
All; automatically adjusts to students' levels

Time Required:
One class period; one night’s homework, followed by class discussion

Purpose:
Inner/Outer circle serves several purposes. First, it requires students to read the assigned reading and think about it. Instead of answer superficial worksheets that pose simple questions, students must think about the reading themselves and pose their own questions. Then, after they have posed their questions, they record their answers and prepare to engage in a student-led discussion of the material.

This activity differentiates itself according to students’ sophistication and experience reading primary and secondary sources. Because the students are taught how to think critically and ask critical questions, they all improve their questioning ability. Inner/Outer circle works equally well with Pre-AP and AP students. It is an important activity because it gives the students responsibility for deciding what is worthy of discussion in a reading assignment, rater than allowing them to rely on the teacher's judgment.

Objectives:
- To help students think about an assigned reading
- To have students engage in higher order critical thinking skills
- To increase students’ academic independence
- To require students to be actively engaged with the reading assignments.
- To prepare students for class discussion
- To improve students’ listening skills
- To provide an opportunity for all students to participate in a discussion
- To prevent students who tend to monopolize discussions from doing so

Materials and resources:
- Any text students need to read (primary or secondary sources)
- List of question stems organized into the levels of Bloom’s taxonomy
- Materials for writing questions based on the assigned reading

Procedure:
1. Introduce the reading students will be completing.

2. Teach students the levels of Bloom’s taxonomy. If this is their first experience, plan on spending some time explaining the different levels. Most importantly, give them question stems that will help steer them into the various levels. Students should write mostly higher level questions on the reading, but they need some instruction as to how to write the questions so they are not from the lower levels.

3. Give students homework or class time in which to read the selection and write discussion questions about the selection. Assign a specific number of questions and tell students that almost all of them need to be in the upper levels of Bloom’s taxonomy. For example, require student to write three questions with at least two being higher order.
4. After students write their questions, they write how they would answer them.

5. When students come to class the next day, check to make sure that each has written questions. Having questions can be used as a “ticket into class.”

6. When students enter the classroom, the desks should be arranged in two concentric circles. Students will sit in one of the two circles. It does now matter where they choose to sit because during the course of the class, student will switch from one circle to the other.

7. The students in the inner circle will discuss the reading using the questions they wrote. The role of the students in the outer circle is to carefully listen to the discussion and take notes on its content. Student in the outer circle may not participate in the discussion at all.

8. From the students in the inner circle, select a discussion leader whose job it is to keep the discussion moving and call on people to speak. The discussion leader should make a list of the students in the inner circle so he/she can keep track of how many times each participant has spoken. It is important that no student is allowed to dominate the discussion, and reluctant students should be encouraged to participate.

9. The teacher should participate in the discussion as little as possible and not sit in either of the circles. Even if the discussers make an error, the teacher should give the students a chance to challenge the error and correct it before intervening.

10. When the discussion time is half over, the students switch circles and roles. Select a new discussion leader for the new inner circle. A new discussion begins, following the same procedures as the previous one.

**Assessment:**
This assignment can be assessed many different ways. The teacher can give a grade on the questions students write to prepare for the assignment. Students can also be graded on their participation in the discussion. Finally, the notes they take while listening to the inner circle can be collected and evaluated.

**The AP/Pre-AP Difference**
Students assume the responsibility for running the discussion and deciding what topics are important. Students are taught to consider texts at higher levels of thinking such as analysis, synthesis, and evaluation.
RULES FOR DEBATE

1. **Use logic and reason:** you can appeal to emotion, but don’t be emotional. (meaning- don’t take things personally or resort to losing your cool!)

2. **Fight the debate with words - mature, articulate words.** (no name calling)

3. **Remember - you will sound more intelligent and you will win the debate if you avoid all childish antics!!** If you are losing, **think** of a way to win!

4. **Support all of your claims!** (you can’t make a statement and back it up with “just because” or “that’s just the way it is”)

5. **Avoid false statements:** (key words are always, everybody, etc.)

6. **Pay attention to the time limit.** It will hurt your team if you are not allowed to wrap up your final point.

7. **Avoid attacking the other team.** Politely address their points, even though you are arguing with them!

8. **2 per team.** Each person will have 2 minutes to speak. The “for” (pro) or affirmative team will speak first. The “against” (con) team will speak second and last.

9. **You will be allowed 2 minutes between speakers to discuss with your partner.**

10. **The class as a whole will vote for the winning team.** The class is to vote for the team that presented their argument best - not for which side you agree with. (Very important!)
Strategies
Incident Report

Purpose:
The purpose of this activity is to enhance student's understanding of social studies concepts, facilitate development of synthesis and analytical skills and assist in the generation of new ideas.

Grade Level:
6th – 12th grades with appropriate modifications for specific content and student experience.

TEKS:
This activity can be used for any specific TEKS when teacher modifies for content or may be used to reinforce TEKS social studies skills.

Objective:
The objective of this activity is to have students take an in-depth look at an episode in history, a current event or any other report of an activity. This provided form will lead students to practice higher level thinking skills as they take a critical look at an event. Note: This form may be modified to include more specific information related to a specific event or activity (i.e. dates, historical eras, current events).

Materials:
The provided form either in its entirety or modified for a specific event and a textbook, newspaper, Internet access or article from which to gather information.

Procedure:
Provide students with Incident Report. Allow time for students individually or in groups to gather information, collect details from group members (if desired) and brainstorm hypothesis. Oral presentations could be present if different groups prepare different episode reports, the forms might be used as an outline for a written paper on the episode or used as a guide for class discussion.

Assessment:
A variety of assessments might be used. A written quiz on details of the episode might be given. A group presentation grade might be assessed. An oral discussion grade might be determined.
Summary of Important Events
Who:
What:
When:
Where:
How:

Draw a sketch map of where the events took place.

Explain

What was the cause?
What was the effect?

Analyze

Determine the point of view, bias or intent of author.

Create

Draw a timeline of important events leading to this.

Generate

Develop a hypothesis to suggest the impact of this event on the future.
Concept Cards

Purpose:
The purpose of this activity is to offer students a method of identifying crucial issues, characters and events for further discussion and analysis. The form presented may be modified for specific lessons to include more or less information that students should draw from the activity. This technique can be used for students just beginning their work with challenging academic courses with instructor guidance. For those with greater experience, students may develop the categories of the concept cards for themselves.

Grade Levels:
6th – 12th grades with appropriate modifications for specific content and student experience.

TEKS:
Objectives include all of the TEKS skills objectives for social studies courses as well as content objectives as specified by teacher modification.

Objective:
Students will learn to gather, summarize, compare, contrast and analyze information regarding specific events, people or time periods in social studies courses. Using the form provided or a similar form modified by individual instructions, students can record a great deal of information in a concise manner to allow for discussion, analysis and even hypothesizing about the impact of the event, person or time period.

Materials:
Note cards, printed forms or student provided paper and format for completion of cards as provided by instructor. See sample or develop specific format for specific lessons.

Procedure:
Provide students with note cards (or other record keeping method) and the specific information to be indentified on the concept card. Students may work in groups or individually to complete the process. Class discussion may follow to insure all pertinent information is included and generated ideas are shared. Cards should be saved for student review of content information and for study prior to exams.

Assessment:
Multiple-choice quizzes for factual information may be given. Short answer questions on historical significance of events, people or time periods may be given. Completion grades for gathering of facts may be rewarded. Graded class discussion may take place.
Suggested Concept Card Template

Front:

1. Issue/Time Period/Era

2. Identify Event/Significant Characters

Back:

3. Historical Significance
   (Economic, Political, Social, and/or Religious)

4. Impact
   (Intellectual, Cultural and/or Social)

5. Analyze Impact

A Lighthouse Initiative for Texas Social Studies Classrooms
HOW TO ANALYZE POLITICAL CARTOONS

▷ Make a list of the most important issues and events from the period you are studying.

▷ Look closely for clues that will help you understand the cartoon:
  - Imagery: the setting, the clothes, the objects, how people look (handsome, ugly, rich, poor), emotions (happy, sad, angry)
  - Commonly used themes: Biblical allusions, fairy tales, etc.
  - Commonly used symbols: doves, hearts, flags, timepieces, etc.

▷ What issues or events are presented here?

▷ Who are the principal figures? How are they portrayed?

▷ What imagery is used?

▷ Is this cartoon an allegory? If so, what is the basis of the allegory?

▷ What symbols are used in this cartoon?

▷ What is the message of this cartoon? How is the cartoonist trying to influence public opinion?
Population Political Cartoon Interpretation

The political cartoon below represents one position on the issue of overpopulation in lesser developed countries. Use the Cartoon Analysis Worksheet to analyze this cartoon.
### Cartoon Analysis Worksheet
(from National Archives)

<table>
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<tr>
<th>Visuals</th>
<th>Words (not all cartoons include words)</th>
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<tbody>
<tr>
<td><strong>Level One:</strong>&lt;br&gt;1. List the objects or people you see&lt;br&gt;   In this cartoon.</td>
<td>4. Identify the cartoon caption and/or title.</td>
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<tr>
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<td>5. Locate three words or phrases used by the cartoonist to identify&lt;br&gt;Objects or people within the cartoon.</td>
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<td></td>
<td>6. Record any important dates or numbers that appear in the cartoon.</td>
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<td><strong>Level Two:</strong>&lt;br&gt;2. Which of the objects on your list are&lt;br&gt;   symbols?</td>
<td>7. Which words or phrases in the cartoon appear to be the most&lt;br&gt;   significant? Why do you think so?</td>
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<td>8. List adjectives that describe the emotions portrayed in the cartoon.</td>
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<td>3. What do you think each symbol means?</td>
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<td><strong>Level Three:</strong>&lt;br&gt;9. Describe the action taking place in the cartoon.</td>
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<td>10. Explain how the words in the cartoon clarify the symbols.</td>
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<tr>
<td>11. Explain the message of the cartoon.</td>
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<tr>
<td>12. What special interest groups would agree/disagree with the cartoon’s message? Why?</td>
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USING SKETCH MAPS

Maps are important tools of geographers. But you may occasionally find it useful to make your own maps. Sketching your own map can be a valuable study aid, giving you a better grasp of where places are located. You can study a map in a book or atlas for hours and still not know where things are. If you draw your own map based on what you see in the book, however, you will probably have a better understanding of the subject of the map. You will also be able to remember it better.

Of course, you will not always have access to other people’s maps, and sometimes you will have to draw your own map truly “from scratch.” You might be having a discussion with a friend about a geographical area during which it will be helpful for you to sketch a map quickly. Drawing your own maps might help you understand events you read about in the newspaper or learn about on television.

How To Draw a Sketch Map

1. Decide what region your map will show. Choose boundaries so that you do not sketch more than you need to.
2. Determine how much space you will need for your map. Things that are the same size as each other in reality should be about the same size as each other on your map.
3. Decide on and note the orientation of your map. Most maps use a directional indicator. On most maps, north is “up”.
4. Select reference points so that viewers of your map can quickly and easily figure out what they are looking for. For a sketch map of the world, reference points might be the equator and prime meridian. For a map of your community, a major street or river might be your reference point, or you might include a grid labeled by numbers and letters. Even maps of shopping malls indicate reference points – usually by showing “you are here” next to a dot or an asterisk.
5. Decide how much detail your map will show. The larger the area you want to represent, the less detail you will need. For example, a map of the world will not need names of streets, but a map of your community will.
6. You are ready to begin sketching. First, sketch general shapes, such as the continents if you are drawing a world map. If you do not know or cannot remember exact shapes, you can use circles, rectangles, and triangles.
7. Now, fill in more details, as they occur to you – names of places, major land features, and so on.
8. Do not spend more than an hour working on your map, and do not try to make it perfect or overly detailed. Many useful maps can be sketched in just a few minutes.
MAP RUBRIC

Your political map must be:

____ SKETCHED 13 pts
____ neat 5 pts
____ colored 12 pts

The map must also have:

____ a legend/key 2 pts
____ correct placement of countries 3 pts each*
____ correct placement of cities 1 pt each* 100 pts

*will vary with number of cities/countries

Your physical map must be:

____ SKETCHED 13 pts
____ neat 5 pts
____ colored 12 pts

The map must also have:

____ a legend/key 2 pts
____ correct placement of physical features 3 pts each*
____ correct placement of water features 3 pts each* 100 pts

*will vary with number of physical/water features