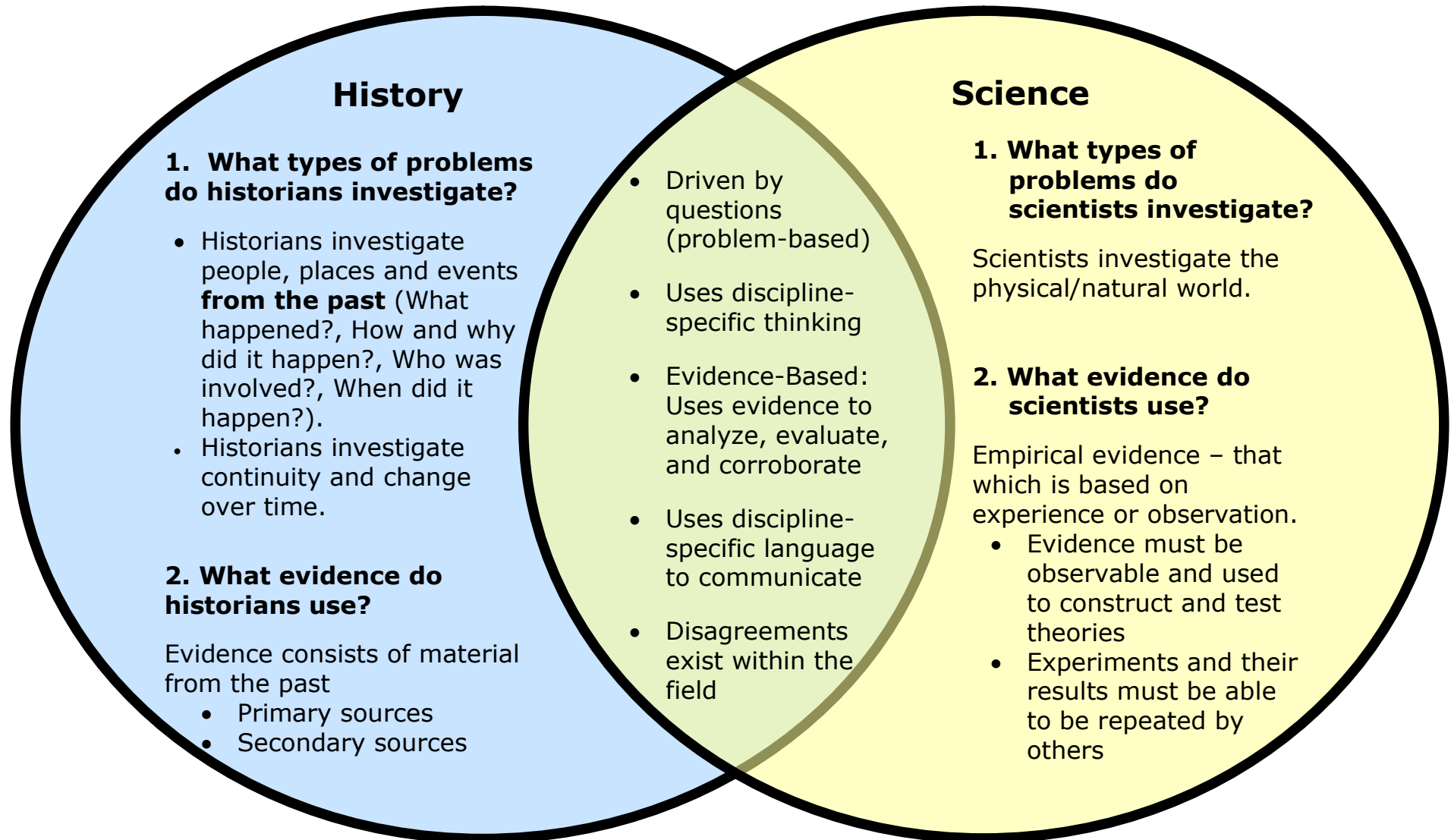


Graphic Organizer



Big Idea Card

Big Ideas of Lesson 10, Unit 1

- History textbooks have features that enable the reader to find information (such as a table of contents, index, and glossary) and are organized into parts (units, chapters, and sections) which, when understood, can be used as a tool for learning.
- While both scientists and historians address problems and use evidence, they differ in the types of problems they address and the types and ways they use evidence.
- The discipline of history is based on investigating problems and using evidence to support accounts of the past.
- When historians select events of the past and interpret their meaning they sometimes create conflicting accounts of the same historical event, which textbooks often conceal.
- Since textbooks are limited in how they identify historical problems and use evidence, they can limit our understanding of the past.

Word Cards

Word Cards from previous lessons needed for this lesson:

- Perspective/Point of View – Word Card #9 from Lesson 2
- Historical Account – Word Card #12 from Lesson 3
- History – Word Card #13 from Lesson 3
- Historian – Word Card #14 from Lesson 3
- Corroborate -- Word Card #16 from Lesson 4
- Evidence -- Word Card #17 from Lesson 4
- Primary Sources – Word Card #18 from Lesson 4
- Secondary Sources – Word Card #19 from Lesson 4

51 discipline

a field of study and its methods

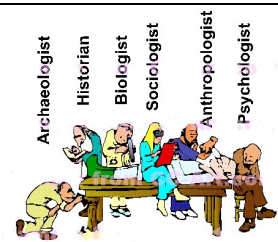


Example: History is a discipline that is distinct from mathematics.

(SS070110)

52 argument

communication intended to persuade



Example: In making an argument, Sally introduced a claim and supported it with logical reasoning and relevant evidence.

(SS070110)

53 narrative

a description of events in a story form, usually in sequential or chronological order



Example: Steven wrote a narrative of how he escaped his war-torn country and came to the United States.

(SS070110)

Previewing Your Textbook

Your history textbook is a tool (albeit a very heavy one) that really can help you as a history student. In order to make the most of it, you need to understand your textbook's features and how it is generally organized. Here is a 'cheat sheet' to help you get the most out of your textbook.

Features of your textbook:

TABLE OF CONTENTS

The table of contents is located at the front of the textbook and is like a road map of your book. It gives you the names of units and chapters, as well as their page numbers.

INDEX

This is at the back of your book and provides a listing of *names, places, and topics* in alphabetical order and the pages upon which they can be found. One way you might use the index is when you are studying for a test because you can easily look up unknown items since the page number is listed. The index demonstrates how often and where a particular name, place, or topic is addressed in the book. Looking through the index of a history book can give you an idea what your history class will be about.

GLOSSARY

This is also located at the back of the book and provides a listing of *vocabulary words* in alphabetical order and their definitions.

IMPORTANT TIP: Make sure you are able to put the definitions in your own words. If you still don't understand a vocabulary word just from its definition, look it up in the index to find out where it's written about in the book and then go to those pages and read about it.

Organization of your textbook:

UNITS

History textbooks are divided first into "big" units of study and are listed in the book's table of contents. You can get an idea of what any given unit is about by the unit title (i.e. "Early Civilizations"). Remember, World History units organize time periods into a general theme or pattern that reflects what was going in the world at that time. Therefore, if you simply look at the unit names in your book's table of contents, you can get a basic idea of how human history has progressed without even reading a chapter!

IMPORTANT TIP: GET READY TO READ! HOW TO PREVIEW A UNIT

The first and last pages of any unit give an overview of what you are about to read. It might be tempting to skip over the unit introduction (especially if your teacher did not assign it to you to read), but that would be a big mistake! It is a very good strategy to read this information and look at the maps and graphics provided in order to get an idea of what the unit is about---BEFORE you read any chapters. Sometimes textbooks even offer you specific strategies for making learning the material in the unit easier. Also, make it a practice to look at the materials provided at the END of a unit before reading any chapters. There is often a review there that provides a nice summary, as well as helpful graphics and questions.

As you review the unit (before you read any chapters!), ask yourself:

- What is this unit really about? Why is it important?
- What time period does it cover? (look for timelines to help you)
- In what part of the world did these events happen? (look for maps and names of places)
- What do I already know about this topic or time period?
- What predictions can I make about the events or outcomes in this unit?

It is helpful to write down your answers to these questions for two reasons. First, writing out your thoughts forces you to organize them a bit. Second, these notes will provide a great resource for you when it is time to study for a test or write a paper.

CHAPTERS

Each unit is further divided into chapters. Each chapter addresses a particular topic related to the unit, which is also reflected by its title (i.e. “The First Civilizations”). The chapters for each unit are also listed in the table of contents.

IMPORTANT TIP: GET READY TO READ! HOW TO PREVIEW A CHAPTER

Just like the first pages of any unit, the first and last pages of a chapter offer important information on what you are about to read. Before reading any chapter, you should use a similar technique as you did for previewing units. Make it a practice to look at the materials provided at the BEGINNING and END of a chapter before reading the actual chapter. Again, there is often a review that provides a nice summary, as well as helpful graphics and questions.

As you look over the first and last pages of a chapter, ask yourself:

- What is this chapter really about? How does it relate to the themes of the unit?
- What time period does this chapter cover? (again, look for a timeline to help you)
- In what part of the world did these events happen? (look for maps and names of places)
- What do I already know about this topic or time period?
- What predictions can I make about the events or outcomes in this chapter?

Again, it is helpful to write down your answers to these questions.

SECTIONS

Each chapter is then divided into *sections*. Each section addresses a more specific topic related to the chapter, which is also reflected by its title (i.e. “Mesopotamian Civilization”). Sections are further broken down into **headings** and **subheadings**.

IMPORTANT TIP: BE AN ACTIVE READER.

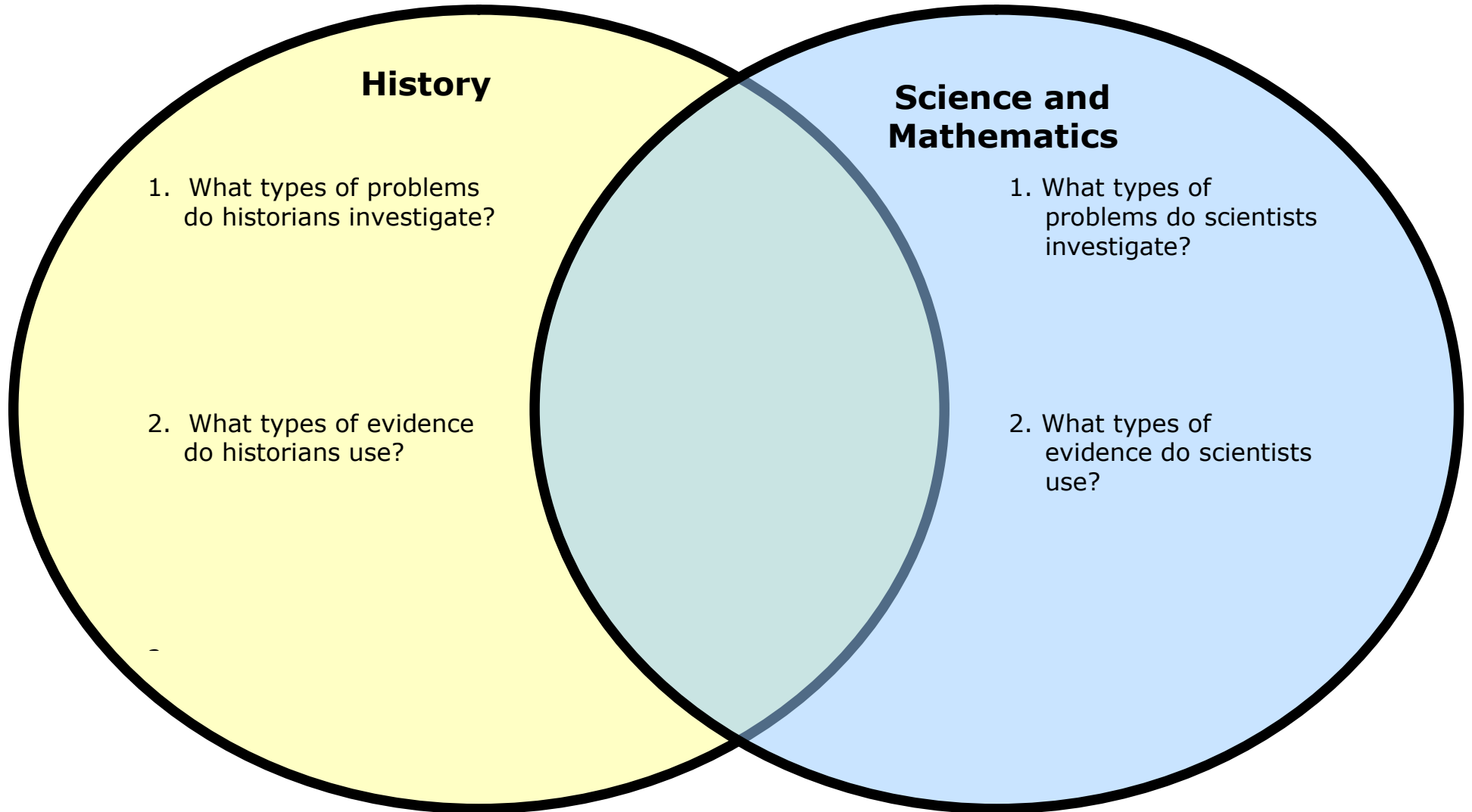
Reading for information is much different than reading a book like *Twilight* or a *Sport's Illustrated* article. When you are reading your World History textbook, you will be presented with information and words that are mostly new to you. In order to understand what you are reading, you will have to be an active and engaged reader---otherwise you have no hope of learning anything you read. Active reading is a skill and requires practice! Here are some tips to get you started:

1. As you read, pay attention to both the words you are reading and the thoughts in your head in response to what you read.
2. At the end of each paragraph, ask yourself: "What did the author say in this paragraph?" If you cannot answer the question, this is a sign that you need to re-read the paragraph again--until you can answer that question in your own words.
3. Once you are able to describe what is in the paragraph you just read, you will need to make a note of it somehow. Perhaps, you have a history notebook that you use just for taking reading notes. One way to organize your notes is to divide the page in half. On one side take notes from the reading describing what you read. On the other side, answer the question "So what -- why does this matter?"
4. When you are done reading a section and taking notes, immediately cover up the notes and try to tell yourself a story aloud of what you just read in the entire section. This forces you to think and check your own understanding. It also puts the material into a more natural and usable form for you. Then, check your 'story' against the notes that you just took to see how you did with recall. Notice any points that were incorrect or missing from your story. Retell the story to yourself with the necessary fixes. Remember this: more time should be devoted to RECALL than on READING.

History Textbook Scavenger Hunt

1. Look at the cover of your book. Judging from the title and images, what could one expect to learn about from reading the book?
2. What year was your textbook published? Where did you find this information? Why does it matter when a history book was published? What can the year of publication tell us about the book?
3. Does your textbook have an online option? If so, what is the website and where did you find this information? How might you use the online option?
4. Who wrote the book? What do we know about them? Why do you think there is more than one author? Why would it be important to pay attention to who wrote a history book?
5. Find your book's appendix. What is an appendix? When might you use an appendix?
6. Where is the index located? List the page numbers. How is the index different from the table of contents? How can you use this feature of your book?
7. Name two places you could look to find out where in the book to find information on the Gupta Empire. Which pages contain information on the Gupta Empire?
8. Where would you look to find the definition of the word "nomad"? What is the definition? If you still did not understand what this meant, where else could you go in your book?
9. How many units are in the book? Where did you find the answer to this question?
10. Identify the title of one **unit** that is most interesting to you. What are the titles of the **chapters** within that unit?
11. What pages would you use to "preview" unit one (hint: remember you should look at the beginning AND end of the unit)? What does the first unit seem to be about?
12. What pages would you use to "preview" the first chapter of the book? What does the first chapter seem to be about? How do you think it connects to what the unit is about?
13. What color are the headings in the book?
14. What color are the subheadings in the book?
15. How can you tell which words are vocabulary words in the book?
16. Using chapter one, use the chapter title, section titles, heading titles and subheading titles to create an overview/outline of the chapter on a separate piece of paper. How could you use this idea to take notes in the future?

Comparing History with Science



Evaluating My History Textbook

In this unit, we learned that:

- the discipline of history is based on investigating problems;
- historians use evidence to support accounts of the past;
- historians sometimes differ in how they interpret and address historical problems and use evidence. As a result, there can be conflicting accounts of the same historical event; and
- the degree of differences among historical accounts can vary. Sometimes historians accounts vary to a large extent. Sometimes, there are subtle differences.

Questions for My Textbook

Directions: Answer the four main questions in your “Reflections on the Past” notebook. Remember these are not yes or no questions; they are “how much” questions.

1. To what extent does the assigned chapter in your history textbook reflect the fact that the discipline of history is based on historical problems? Provide evidence to support your claim.

Hints for exploring this question: Does the text make an argument? For instance, does it make a claim and then support it with evidence? Does it raise any opposing arguments or claims? What if you cannot find any arguments? Can we conclude that historians do not have any historical problems to address in this period of history? What are some other explanations for the lack of problems highlighted in your history textbook?

2. To what extent does the assigned chapter in your history textbook reflect the fact that the discipline of history is based on evidence? Provide evidence to support your claim.

Hints for exploring this question: How does your textbook use primary or secondary sources? When a statement of fact is made, do they identify a source for the information? Can you find an example of where your textbook makes a claim and does not support it with evidence? If the textbook does not use evidence, should we trust its claims?

3. To what extent does the assigned chapter in your history textbook reflect disagreements among historians? Provide evidence to support your claim.

Hints for exploring the question: How does the textbook let the reader know where historians disagree? If the textbook does highlight or explain instances where historians disagree, can we assume that these are the ONLY disagreements? If the textbook does not highlight or explain where historians disagree, can we assume they agree?

4. What might be some advantages and disadvantages to using ONLY a textbook to study history? Explain your thinking.