

T.H.ROGERS TEXAS HISTORY HANDBOOK
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Social studies Glossary

1. analyze: original thought derived from the study of data, answers "why", drawing conclusions, predicting, assessing, causal relationships
2. bias: a preference or inclination
3. commentary: explanation or interpretation, can include viewpoint, a form of analysis
4. concrete details: specific examples
5. DBQ: document or data based questions: an essay prompt to be answered with use of 4-8 primary source documents, student must incorporate knowledge referred to as "outside information" (in US History) as well as interpret and include reference to the documents
6. describe: to characterize with specific examples; narration
7. data document! stimulus: visual, text, audio, maps, statistics, art, cartoon; information used to interpret events, identify bias or point of view and provide information
8. document analysis: procedural interpretation of primary sources both textual and non textual
9. edit: adapting, correcting, revising
10. elaborate: includes concrete details, specific examples, further description
11. 5 paragraph paper: introductory paragraph, 3 body paragraphs, and conclusion
12. free response essay: an essay requiring students to address a prompt with no documents
13. historiography: the interpretation of historical events based on time period and background of historian
14. levels of writing: (1-5) 1. capture ideas 2. answer correctly 3. 1 draft-review, uses TWS 4. reviewed by peer, revise, e_t 5. publishable work
15. peer editing: students reviewing other student's work for particular criteria (grammar, style, substance)

DOCUMENT ANALYSIS USING APPARTS

AUTHOR

Who created the source? What do you know about the author? What is the author's point of view?

PLACE AND TIME Where/when was the source produced? How might this affect the meaning of the source?

PRIOR ,KNOWLEDGE

What information do you already know about this topic? What did you learn from your text or class activities about this topic?

AUDIENCE

For who was the source created? How does this affect the credibility of the source?

, REASON

Why was this source produced at this time?

TOPIC

What 'point is the source trying to convey? .

SIGNIFICANCE Why is this source important? What inferences can you draw from this document?

SUMMARIZING SKILLS

The Narrative Form (commonly used for fiction)

Who are the main characters and what distinguishes them from others?

When and where did the story take place? What were the circumstances? What prompted the action in the story?

How did the characters express their feelings?

What did the main characters decide to do? Did they set a goal, and if so, what was it?

How did the main characters try to accomplish their goals?

What were the consequences?

The Topic-Restriction-Illustration Frame (commonly used for expository material) What is the general statement or topic?

What information narrows or restricts the general statement or topic?

What examples illustrate the topic or restriction?

The Definition Frame (used to describe a particular concept)

What is being defined?

To which category does the item belong?

What characteristics separate the item from other things in the general category? What are some different types or classes of the item being defined?

The Argumentation Frame (contains information to support a claim)

What information is presented that leads to a claim?

What is the basic statement or claim that is the focus of the information?

What examples or explanations are presented to support the claim?

What concessions are made about the claim?

The Problem/Solution Frame (introduces a problem and identifies a solution)

What is the problem?

What is the possible solution?

What is another possible solution?

Which solution has the best chance of succeeding?

The Conversation Frame (verbal exchange between two or more people)

How did the members of the conversation greet each other?

What question or topic was insinuated, revealed, or referred to?

How did the discussion progress?

Did either person state facts?

Did either person make a request of the other?

Did either person demand a specific action of the other?

Did either person threaten specific consequences if the demand was not met?

Did either person indicate that he/she valued something that the other had done?

How did the conversation conclude?

NOTE TAKING SKILLS

Research Generalizations

Verbatim note taking is, perhaps, the least effective way to take notes.

Notes should be considered a work in progress.

Notes should be used as study guides for tests.

The more notes taken, the better.

Mastering a skill requires a fair amount of focused practice. Focus on what is important as opposed to what is unusual.

Strategy

Delete trivial material that is unnecessary to understanding. Delete redundant material.

Substitute super ordinate terms for lists (eg., "flowers" for daisies, tulips, and roses)

Select a topic sentence, or invent one if it is missing.

UNIVERSAL CONCEPTS AND GENERALIZATIONS

CHANGE

Change generates additional change Changes can be either positive or negative Change is inevitable
Change is necessary for growth
Change can be evolutionary or revolutionary

CONFLICT

Conflict is composed of opposing forces Conflict may be natural or human-made Conflict may be intentional or unintentional Conflict may allow for synthesis and change

EXPLORATION

Exploration requires recognizing purpose and responding to it
Exploration confronts "the unknown"
Exploration may result in "new findings" or the confirmation of "old findings"

FORCE

Force attracts
Force influences or changes
Force and inertia are co-dependent
Force may be countered with equal or greater force

ORDER VS. CHAOS

Order may be natural or constructed
Order may allow for prediction
Order is a form of communication
Order may have repeated patterns
Order and chaos are reciprocals
Order leads to chaos and chaos leads to order

PATTERNS

Patterns have segments that are repeated Patterns allows for prediction
Patterns have an internal order
Patterns are enablers

UNIVERSAL CONCEPTS AND GENERALIZATIONS (continued)

POWER

Power is the ability to influence

Power may be used or abused

Power is always present in some form

Power may take many forms (chemical, electrical, political, or mechanical)

STRUCTURE

Structures have parts that interrelate

Parts of structures support and are supported by other parts Smaller structures may be combined to form larger structures A structure is no stronger than its weakest component part

SYSTEMS

Systems have parts that work to complete a task

Systems are composed of sub-systems

Parts of systems are interdependent upon one another and form symbiotic relationships

A system may be influenced by other systems

Systems interact

Systems follow rules

RELATIONSHIPS

Everything is related in some way All relationships are purposeful Relationships change over time

Kaplan original handout adapted from:

(Curriculum Guide for the Education of Gifted High School Students, Texas Association for the Gifted and Talented, 1991)

TAKING AN ESSAY TEST

Essay Tests are also called subjective tests. They're called subjective use the question can be answered in many different ways. Don't let them scare you. Subjective tests give you a chance to show what you know. Use these tips to improve your scores on subjective tests.

1. Read directions carefully. Underline the important words in the directions as a reminder.

Do exactly what the question asks you to do.

2. Make sure you know what the code words mean:

<u>Word</u>	<u>Description</u>
Define or summarize.	Write a brief answer stating the most important points
Compare	Tell how two things are alike.
Contrast	Tell how two things are different
Analyze	Go deeper and explain how things are related
Illustrate	Give examples.
Discuss	Write about all the angles of a topic
List	Do exactly that...no details
Explain	Give the reasons for something
Describe	Give the main idea and the details

3. Outline your answer. It can be a formal Roman numeral outline or an informal cluster drawing. An outline can help you make sure that you state all of your arguments and that you present them in a logical order.

4. Write an opening statement that states your main idea. The next paragraphs should have examples and facts that back up your main idea. The final paragraph should be a conclusion that restates your main idea.

5. You can support your main idea with facts, which are details that can be proven; examples, which show evidence for your main idea; and reasons, which tell how or why something happened.

6. Think about the style of answer your teacher prefers. If he or she favors a straightforward style, use that. On the other hand, if your teacher rewards emotional appeals or well-crafted language, use these.

7. Watch the time. If you find yourself falling behind schedule, pay less attention to style and more to making sure you include your important points.

8. Keep it neat. You don't want your teacher to mistake one word for another. Also, a neat paper looks like you've approached the test seriously and that you've done your homework.

9. Check your work to make sure that it makes sense and that it follows from point to point. 10. Proofread your work. Correct grammar and spelling errors.

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TYPES OF ESSAY TESTS

Essays fall into four basic categories. If you know what type of question your teacher is asking, you'll have a better chance of answering it correctly.

A. Persuasive essay Persuasive essay questions often will ask you to give your opinion

or convince a reader about something. Answer these questions by stating your opinion

and backing up that opinion with reasons and examples. Persuasive essays should also answer issues that might be raised by someone who has a different opinion.

B. Descriptive essay Descriptive essay questions often will ask you to describe or picture something. These essays succeed when the description paints a clear picture for the reader. Often, useful details that relate to the five senses (sight, hearing, smell, taste, and touch) can work well.

C. Expository essay, Many essay tests ask you for expository essays. These essays tell how something works or how something is done. Often, the directions ask you to compare and contrast two or more ideas or people or to explain your solution to a problem. These essays require logic and details that back up your point.

D. Narrative essay Narrative essays ask for stories from your experience or stories that you create. A narrative essay may also ask you to describe how and why you make a difficult decision. You can best answer these questions by focusing on one good example

and then telling the story in a way that shows how this story makes your point.

EVALUATING HISTORY, HISTORICAL QUOTES, AND HISTORICAL SOURCES

Ask students to define history. Ask them where historians find evidence to write history. Assign groups two or three quotations about history to analyze.

Each group is to

1. determine the meaning of the quotation
2. decide whether they agree or disagree with the quotation and be able to explain their reasons
3. write a better definition of history.

Follow this activity by discussing the benefits of studying history, the different types of history, and the different types of historical sources- spoken (oral), visual, object (artifact), and written. Ask students to brainstorm various sources that might fit under these categories. Pictures of objects or actual objects could be used to generate discussion.

Explain to students that the job of the historian is to convert the raw material of history (primary sources) into a finished historical product (secondary source).

Discuss the difference between primary, secondary, and tertiary sources and the type of information each can provide.

Primary Sources- Original material such as journals, letters, diaries, interviews, autobiographies, and other accounts by people who participated in the event they described. Contemporary documents are also primary- the Declaration of Independence, the Constitution, the Monroe Doctrine.

Some primary sources should always be consulted. Students need to realize, however, that they are prone to be one-sided, self-serving, and/or limited in scope.

Secondary Sources- materials based on the study of one or more primary sources. They are written after the event from the perspective of a later period in time.

These sources should be analyzed with the understanding that they are subject to bias and may contain errors in interpretation of primary sources.

Tertiary Sources- materials taken from secondary sources.

These sources may perpetuate errors made by the authors of secondary sources.

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How to determine if a source is primary -Is it authentic?

Is it a relic or a record?

If it is a record, who drew it or wrote it? If it is a record, how reliable is it?

How to determine if a source is secondary

What sources have been used to produce it?

Are the sources on which it is based reliable and authentic? What sources have not been used?

Is the author biased in any way?

How do you recognize bias in a source?

Language- use of certain words can reveal an author's bias- Does the choice of words make things sound good or bad without directly saying so?

Balance in selecting the facts- By leaving out some details and highlighting others, a source can influence the reader in a particular direction.

Look for facts that have been omitted.

Are certain facts, on one side of the argument, used or left out?

Background- What we see and say is influenced by our personal views. Knowledge of the views behind a source will help in the identification process. Has the person creating the source any reason to be one-sided?

Is the writer trying to please or influence a particular group? Are all possible viewpoints fairly covered in the source?

Sources sometimes provide us with two sorts of information, **facts and opinions**. It is important to be able to recognize the difference between these two types of evidence.

A fact is something known to have occurred *OT* to be true. An opinion is a belief which is not definitely proved.

Information adapted from *What is F. vidp-nrp?* Av rhri<: Hinton