



### **Purpose:**

World History is the prerequisite course for the Social Studies Department. As such, the skills acquired in the course provide the foundation for all future coursework within the Department. From its inception the World History course has been predicated upon the idea that students, particularly freshmen, require formalized instruction in study skills. Note-taking plays an integral role within the Social Studies classroom and yet this activity may not come naturally to students, they are skills and habits acquired over many years and through a variety of methods. Students take notes not only from a textbook but also during lectures, films, and in-class discussions. Study Guides may be developed by the teacher or the student; they may cover one chapter or an entire unit. Given this variety and complexity, it is not enough to provide one lesson on note-taking and to presume to have had covered topic in its entirety. The multiple note-taking lessons provided illustrate the range of methods utilized in the Social Studies classroom.

### **Description of Activity:**

There are a variety of lessons to model a variety of note-taking strategies. For example, one lesson, developed by the AVID program, provides suggestions for how to organize your paper to take effective in-class notes. In another lesson designed for in class discussion, the teacher provides a note sheet with topical headings to help students not only organize their thoughts but also to help them incorporate the thoughts of their classmates. In our final lessons, the teacher provides a note-taking guide for a section in the textbook. Students must identify key words from each section which will help in recalling the main ideas of the text. This may be done in small groups or individually.

### **Checking for Understanding:**

There are a number of ways a teacher may check for understanding in regard to note-taking skills. Students may be asked to take a test with or without the use of their notes. Notes may be collected and examined for their quality and effectiveness by the teacher. Teachers may ask students to discuss the topic in class, again, with or without their notes for an aide. With each of these methods, however, it is important for the teacher to model appropriate note-taking skills. This may mean making a comment on a student's homework or walking students through the note taking process as a class.

### **Reflection:**

As they enter freshman year, note-taking abilities may vary widely from student to student. It is important for the teacher to provide opportunities for students to not only practice the skill of note-taking but also to provide the space for reflection and modification of styles over time. Depending on the level, the amount of support that a student may require can be dramatically different. Four level students may require far less direct support and instruction. In contrast, lower level students may need direct instruction as well as note taking pages that model proper form. All students, however, need the opportunity to determine what style of note-taking what works best for them. Ultimately, this necessitates teachers presenting a variety of options and the tools with which to utilize them.

### **Adaptation for Different Levels:**

The amount of reading required can and should be modified across levels. For a student working at the two level, the number of pages, vocabulary words, and images to be analyzed may need to be reduced. In

addition, the note taking sheet may need to be highly structured and use a variety of strategies such as a CLOZE system of support. Over time, the supports should gradually be reduced as students become comfortable with the note-taking process.

Please read each paragraph under the heading of “Shang Dynasty” in your textbook. After *each* paragraph, write one sentence that summarizes the main idea of the paragraph. Then, choose three (3) words that best describe the content of that paragraph.

**The Shang Dynasty**

1. Main Idea (sentence) \_\_\_\_\_

Word 1: \_\_\_\_\_ Word 2: \_\_\_\_\_ Word 3: \_\_\_\_\_

2. Main Idea (sentence) \_\_\_\_\_

Word 1: \_\_\_\_\_ Word 2: \_\_\_\_\_ Word 3: \_\_\_\_\_

3. Main Idea (sentence) \_\_\_\_\_

Word 1: \_\_\_\_\_ Word 2: \_\_\_\_\_ Word 3: \_\_\_\_\_

**Political and Social Structures**

4. Main Idea (sentence) \_\_\_\_\_

Word 1: \_\_\_\_\_ Word 2: \_\_\_\_\_ Word 3: \_\_\_\_\_

5. Main Idea (sentence) \_\_\_\_\_

Word 1: \_\_\_\_\_ Word 2: \_\_\_\_\_ Word 3: \_\_\_\_\_

6. Main Idea (sentence) \_\_\_\_\_

Word 1: \_\_\_\_\_ Word 2: \_\_\_\_\_ Word 3: \_\_\_\_\_

**Religion and Culture under the Shang**

7. Main Idea (sentence) \_\_\_\_\_

Word 1: \_\_\_\_\_ Word 2: \_\_\_\_\_ Word 3: \_\_\_\_\_

8. Main Idea (sentence) \_\_\_\_\_

Word 1: \_\_\_\_\_ Word 2: \_\_\_\_\_ Word 3: \_\_\_\_\_

9. Main Idea (sentence) \_\_\_\_\_

Word 1: \_\_\_\_\_ Word 2: \_\_\_\_\_ Word 3: \_\_\_\_\_

Please read each paragraph under the headings of “Natural Barriers” & “China’s Agricultural Revolution” in your textbook (pages 74-75). After *each* paragraph, write one sentence that **summarizes** the main idea of the paragraph (this does not necessarily mean write the first sentence of the paragraph – you’ll need to bring together the whole paragraph). Then, choose **two** (2) words that best describe the content of that paragraph.

**Natural Barriers**

1. Main Idea (sentence) \_\_\_\_\_

Word 1: \_\_\_\_\_ Word 2: \_\_\_\_\_

2. Main Idea (sentence) \_\_\_\_\_

Word 1: \_\_\_\_\_ Word 2: \_\_\_\_\_

**China’s Agricultural Revolution**

3. Main Idea (sentence) \_\_\_\_\_

Word 1: \_\_\_\_\_ Word 2: \_\_\_\_\_

4. Main Idea (sentence) \_\_\_\_\_

Word 1: \_\_\_\_\_ Word 2: \_\_\_\_\_

5. Main Idea (sentence) \_\_\_\_\_

Word 1: \_\_\_\_\_ Word 2: \_\_\_\_\_

6. Main Idea (sentence) \_\_\_\_\_

Word 1: \_\_\_\_\_ Word 2: \_\_\_\_\_

7. Main Idea (sentence) \_\_\_\_\_

Word 1: \_\_\_\_\_ Word 2: \_\_\_\_\_

*Analects* Discussion Noteguide

<p><b>Questions to begin</b></p> <p>Questions I had on the material (either the <i>Analects</i> or Confucianism) before the class discussion</p>	
<p><b>New ideas</b></p> <p>New ideas people brought up during the discussion that I hadn't previously considered</p>	
<p><b>My understanding</b></p> <p>Something I understand better after the class discussion</p>	
<p><b>Remaining questions</b></p> <p>Questions I still have on the material</p>	

# Outlining and Three Levels of Questioning

Social Studies-Nguyen

## Purpose of the lesson

Students in 9, 3, and 4 level World History classes will

- Engage in note taking while reading assigned textbook sections
- Apply outlining skills that have been scaffolded throughout the first quarter
- Learn how to ask higher level critical thinking and analytical questions while reading content
- Reflect on their note taking skills and learning
- Learn about China

## Description of the activity

This study skill has been scaffolded into several assignments throughout the first quarter. This is the order of the assignments and the scaffolding:

### 9 & 3 Level

1. Discuss the purpose of outlining with the class and introduce the first steps of how to pick out important information from textbook readings
2. Students begin to complete the first outline assignment: A skeleton outline of Early Chinese Civilizations, Ch. 3 Sec. 2 in class, with a partner. Teacher goes around the room to check for understanding.

For homework students will complete the outline and answer some reflection questions about their note taking and their own learning

### 4 level

1. Handout *Outlining in World History*. Discuss the purpose of outlining.
2. Students begin to complete their first outline assignment: A skeleton outline on Early Chinese Civilizations. This format requires that students **turn each subheading into a question\*** Students begin this first part in class with a partner and with teacher assistance.

For homework, students outline the next section on their own and complete a reflection about their learning

\*this is the difference between 3 Level and 4 Level outlines. 4 level jumps immediately into turning the outline into the question and answer format

3. Assigned as homework, students complete the second outline. The assignment starts with some skeleton outlining and then must continue outlining the section according to the subheadings and details teacher has already identified from the section reading. The assignment concludes with reflection questions about student's note taking experience and some reflection about how the student learns.

4. Assigned as homework, students complete the third outlining assignment which requires that students turn the outline into question and answer formats. The assignment starts with some skeleton outlining to model the subheading as a question and details as answers to the questions format. Students are then to continue outlining the section according to the subheadings and details the teacher has already identified from the section reading. The assignment concludes with reflection questions about student's note taking and usefulness of an outline like this for studying for quizzes and tests.

5. Handout "Three Levels of Questions" and explain the difference between level 1, 2 and 3 questions.

In class students work in groups of three to outline the chapter section reading, identifying level several 1 questions and level 2 questions and at least one level 3 question. Homework is to finish the section.

6. In class students will reflect and discuss what they learned about the skill of outlining, asking three levels of questions, and about themselves as learners.

As a class we ask each other the level 2 and level 3 questions students came up with from last night's homework and will answer them together, using last night's homework.

3. Handout "Three Levels of Questioning" and explain the difference between level 1, 2 and 3 questions.

In class students work in groups of three to outline the chapter section reading, identifying four level 1 questions, three level 2 questions and one level 3 question. Homework is to finish the section

4. In class students will reflect and discuss what they learned about the skill of outlining, asking three levels of questions, and about themselves as learners.

As a class we ask each other the level 2 and level 3 questions students came up with from last night's homework and will answer them together, using last night's homework.

### **How you would check for understanding**

- Open note reading quizzes
- Checking quality of notes
- Reading student reflections
- Quality of class discussion
- Unit assessments

### **How would you provide students with an opportunity for reflection on the lesson**

- Each part of the outlining assignments requires that students reflect on the note taking skill and their own learning

### **How would you adapt the lesson for a different level**

- Please refer description of the activity above

# **Outlining in World History**

## **9 and 3 Level**

**Early Chinese Civilizations**  
**Ch. 3 Sec. 3 P. 88-94**

**Directions:** Practice your outline skills by following the outline format below and completing the skeleton outline provided.

**Outline format:**

Title of Outline: Topic

- I. First main idea of topic
  - A. Support for main idea
    - 1. detail
    - 2. detail
  - B. Support for main idea
    - 1. detail
    - 2. detail
- II. Second main idea
  - A. Support for main idea
    - 1. detail
    - 2. detail
  - B. Support for main idea
    - 1. detail
    - 2. detail

Title: **Early** \_\_\_\_\_ **Civilizations**

- I. The Geography of \_\_\_\_\_ has impacted China's development
  - A. The two \_\_\_\_\_ in China became the greatest food-producing areas of the ancient world
    - 1. Huang He, or \_\_\_\_\_, stretches from Mongolia to the Pacific Ocean
    - 2. Chang Jiang, or \_\_\_\_\_, empties into the \_\_\_\_\_
  - B. China's landscape has impact China's development and history
    - 1. Geographical barriers such as \_\_\_\_\_ and \_\_\_\_\_ have limited China's interaction with people from other parts of the world
    - 2. China's contact with others often resulted in \_\_\_\_\_
- II. The \_\_\_\_\_ Dynasty (1750-1122 B.C.)
  - A. \_\_\_\_\_ dynasty was the first by very little is known about this dynasty
  - B. Mostly a \_\_\_\_\_ society ruled by \_\_\_\_\_: an \_\_\_\_\_ class whose wealth is based on land and whose power is passed on from one generation to another
  - C. \_\_\_\_\_ and social structures of Shang dynasty was led by the Shang king
    - 1. Shang king and family were the top of Shang society
    - 2. King had power to choose leaders and remove them
    - 3. Aristocracy waged war, served as \_\_\_\_\_ and were the \_\_\_\_\_ landowners
    - 4. Society included: king, aristocrats, peasants, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
  - D. Religion and culture under the Shang

1. Believed in \_\_\_\_\_ after death
2. Veneration of ancestors, also known as \_\_\_\_\_
3. Believed \_\_\_\_\_ of family \_\_\_\_\_ could bring good and/or bad fortune to the living family members
4. \_\_\_\_\_ casting are the most admired of Chinese art

III. The \_\_\_\_\_ Dynasty (1045 to 256 B.C.)

A. The \_\_\_\_\_ dynasty in Chinese history-lasting almost 8 centuries

B. Zhou dynasty's political structure resembled the \_\_\_\_\_ dynasty

C. Religion and political power were strongly linked

1. King was seen as link between \_\_\_\_\_ and \_\_\_\_\_
2. \_\_\_\_\_ or ceremonial acts served to strengthen the king's relationship with heaven

D. Mandate of Heaven

1. Belief that \_\_\_\_\_  
\_\_\_\_\_
2. King ruled over all \_\_\_\_\_ by a mandated from \_\_\_\_\_
3. King must rule according to " \_\_\_\_\_ " called the \_\_\_\_\_
4. If the king did not rule effectively, he could be \_\_\_\_\_ and \_\_\_\_\_ by a new ruler
5. Right of revolution was established as a result
6. Dynastic Cycle of Change applied to all dynasties: new dynasty established, rule successfully, government collapse, and \_\_\_\_\_ and a new dynasty took over beginning the cycle again

E. \_\_\_\_\_

1. Followed Dynastic Cycle of Change
2. Warfare changed with new \_\_\_\_\_, \_\_\_\_\_ soldiers and soldiers on horseback
3. \_\_\_\_\_ Dynasty took over

F. \_\_\_\_\_

1. Similar to \_\_\_\_\_ Dynasty
2. Traded salt, \_\_\_\_\_, \_\_\_\_\_, and various luxury items

G. \_\_\_\_\_

1. \_\_\_\_\_ experienced tremendous growth due to the technological developments to control the flow of rivers and spread water to the fields
2. \_\_\_\_\_ made plowing land that had not been farmed before accessible, adding farming land
3. Farming resulted in increased \_\_\_\_\_ and manufacturing
4. \_\_\_\_\_ was one of the most important items traded in ancient China

H. \_\_\_\_\_

1. Served as basic \_\_\_\_\_ and \_\_\_\_\_ unit
2. \_\_\_\_\_ is the \_\_\_\_\_ members of family to sacrifice their needs and desires to those of the male head of the family
3. \_\_\_\_\_ supremacy

4. \_\_\_\_\_ raised children and worked in the home

I. \_\_\_\_\_

1. \_\_\_\_\_ are picture symbols, that form a picture of the object

2. \_\_\_\_\_ are characters that combine two or more pictographs

Reflection:

1) Review your outline. In completing the outline, how did you know what to write on the blank lines?

a. Where did the **Main Ideas** for the outline come from?

b. Where did the **Support for Main Ideas** come from?

c. Where did the **Details** come from?

2) How do outlining reading assignments help you learn the information?

3) For what types of assignments would you recommend a classmate use outlining?

**The Mongols and China**  
**Ch. 8 Sec. 2**

Directions: Read Ch. 8 Sec. 2 and complete the outline below.

1. \_\_\_\_\_
  - A. \_\_\_\_\_ people from modern-day \_\_\_\_\_
  - B. Organized loosely into \_\_\_\_\_
  - C. \_\_\_\_\_ was elected \_\_\_\_\_ (strong ruler)
  - D. Created \_\_\_\_\_ land empire in \_\_\_\_\_
  - E. Death of Genghis Khan led to split into \_\_\_\_\_, separate territories, each under the rule of \_\_\_\_\_
  - F. Mongols attack on Song dynasty in China
  - G. Discovery of \_\_\_\_\_ and \_\_\_\_\_ evolved to handgun and cannon which were introduced to Europe
  
2. \_\_\_\_\_
  - A. Genghis Khan's grandsons, \_\_\_\_\_, conquered the Song, and created the \_\_\_\_\_ dynasty
  - B. \_\_\_\_\_ became the capital of China, and still remains the capital today
  - C. \_\_\_\_\_, the European explorer praised China under the Kublai Khan and word of China spread to Europe
  - D. Mongol dynasty ends due to: \_\_\_\_\_, corruption at court, and growing internal instability
  - E. Replaced by \_\_\_\_\_ dynasty

*Continue reading and complete the outline:*

3. \_\_\_\_\_
  - A. \_\_\_\_\_
    1. \_\_\_\_\_
    2. \_\_\_\_\_
    3. \_\_\_\_\_
    4. \_\_\_\_\_
  - B. \_\_\_\_\_
    1. \_\_\_\_\_
    2. \_\_\_\_\_
    3. \_\_\_\_\_
  
4. \_\_\_\_\_
  - A. \_\_\_\_\_
    1. \_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

B. \_\_\_\_\_

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

Continue with the reflection on next page



**Revolution in China**  
**Ch. 22 Sec. 2**

Directions: Outline Ch. 22 Sec. 2 using the format below

**Outline format:**

Title of Outline: Topic

- I. First main idea of topic
  - A. Support for main idea in the form of a question
    - 1. Answer the above question with details
    - 2. Answer the above question with details
  - B. Support for main idea in the form of a question
    - 1. Answer the above questions with details
    - 2. Answer the above questions with details
- II. Second main idea
  - A. Support for main idea in the form of a question
    - 1. Answer the above questions with details
    - 2. Answer the above questions with details
  - B. Support for main idea in the form of a question
    - 1. Answer the above questions with details
    - 2. Answer the above questions with details

I. The Fall of the Qing

A. What happened after the Boxer Rebellion?

- 1. Reforms in \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ established
- 2. Civil service exam replaced with system modeled after the West
- 3. Legislative assemblies formed at the \_\_\_\_\_, local level
- 4. Elections were held by 1910
- 5. Many still remained unhappy and \_\_\_\_\_ grew in the countryside among the peasant class

B. Who is Sun Yat-sen and how did he impact China?

- 1. Revive China Society believed that \_\_\_\_\_  
\_\_\_\_\_
- 2. Believed China should follow \_\_\_\_\_  
\_\_\_\_\_
- 3. Three-stage reform process: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 4. Became the \_\_\_\_\_
- 5. Three People's Principles: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Continue reading and complete the outline (on another sheet of paper) using the format above. Once complete, answer the questions on the next page.*

Reflection:

1. How has changing the Support for Main Idea into a question helped guide your outlining process?
2. In what ways are forming statements into questions helpful in your learning process?
3. How will this outline help you review and study for the unit test?

**Communist China**  
**Ch. 31 Sec. 1**

Directions:

1. Read Ch. 31 Sec. 1 and create a complete outline using the format below
2. Write a discussion question that can be answered using just the information from the outline. The discussion question must be a three level thinking question that engages critical thinking and analysis skills.

**Outline format:**

Title of Outline: Topic

- I. First main idea of topic
  - A. Support for main idea in the form of a question
    1. Answer the above question with details
    2. Answer the above question with details
  - B. Support for main idea in the form of a question
    1. Answer the above questions with details
    2. Answer the above questions with details
- II. Second main idea
  - A. Support for main idea in the form of a question
    1. Answer the above questions with details
    2. Answer the above questions with details
  - B. Support for main idea in the form of a question
    1. Answer the above questions with details
    2. Answer the above questions with details

**How to write three level questions**

Three level questions require the reader (person answering the question) to go beyond repeating facts from the reading. Instead, the reader must first read and understand the information, then must analyze the information to answer the question.

- Level **One** questions can be answered explicitly by facts contained in the text or by information accessible in other resources. The answers to Level One questions are clearly in the text.
  - Examples of level one thinking questions on the topic of the President of the United States
    - Who is the President of the United States?
    - How many years is Obama allowed to serve as President?
- Level **Two** questions are textually implicit, requiring analysis and interpretation of specific parts of the text. The reader must read between the lines for the answers to questions on this level.
  - Examples of level two thinking questions on the topic of the President of the United States
    - What are some of the concerns people have regarding Obama as the President?
    - How will Obama's Presidency affect the next President?
- Level **Three** questions are much more open-ended and go beyond the text. They are intended to provoke a discussion of an abstract idea or issue. Level Three questions ask **So What** ; what does it matter?
  - Examples of level three thinking questions on the same topic, President of the United States
    - Explain why the election of President Obama so significant in U.S. history.
    - Analyze how the decisions Obama makes during this Presidency going to affect his ability to run for another Presidential term.

Do you see the differences in the three levels of questioning?

- Level one questions ask facts, the answers are much shorter
- Level two questions ask for relationships within the content. The reader must know and understand the relationship between several aspects of the event or section to answer the question. Also, reader must pull from many facts to support their analysis.
- The level three questions require the reader to first be familiar with the answers to the lower level thinking questions, and then go beyond that information to give an opinion, supported by facts from a variety of eras, subjects, etc.

### How do I begin writing a three level question?

The following help encourage higher level thinking:

- Identifying cause and effect, relationships among different factors/events in history, predications of outcomes in history, patterns and trends
- To help you write a higher level thinking question/prompt, begin your sentence with one of the following words:

**Key Words:** analyze, break down, compare, create, contrast, diagram, deconstructs, differentiate, discriminate, distinguish, identify, illustrate, infer, outline, relate, select, separate, appraise, compare, conclude, contrast, criticize, critique, defend, describe, discriminate, evaluate, explain, interpret, justify, relate, summarize, support

# **Outlining in World History**

## **4 Level**

## Outlining in World History

Outlining is a way to **organize** your thoughts based on what you have read or what you are writing. Without an outline, a point that makes perfect sense to you might become a blurry, jumbled mess.

### I. What is an outline?

- I. An outline is a tool for putting information in order and organizing main points and details
- II. An outline can be either formal or informal, based on precisely how organized you want to be
  - I. A **formal outline** has a prescribed numbering and lettering system. It contains headings and subdivisions
  - II. An **informal outline** is used most often in the preliminary planning stages of paper writing or note taking. It is a strategy for grouping together topics and details without following a prescribed system

### II. Why outline?

- A. Outlining helps you organize your information
  1. It organizes information and ideas into main ideas, support for main ideas and important details
  2. It prevents you from losing sight of important information

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<http://al.odu.edu/wts/students/process/outline.shtml>

**Use the following format when outlining textbook readings:**

Title of Outline: Topic

- I. First main idea of topic
  - A. Support for main idea in the form of a question
    1. Answer the above question with details
    2. Answer the above question with details
  - B. Support for main idea in the form of a question
    1. Answer the above questions with details
    2. Answer the above questions with details
- II. Second main idea
  - A. Support for main idea in the form of a question
    1. Answer the above questions with details
    2. Answer the above questions with details
  - B. Support for main idea in the form of a question
    1. Answer the above questions with details
    2. Answer the above questions with details

## Chapter 4 Sec 1 & 2

**Directions:** Read and outline Ch. 4 sec 1 & 2 Use the format below:

Use the following format when outlining textbook readings:

Title of Outline: Topic

- I. First main idea of topic
  - A. Support for main idea in the form of a question
    1. Answer the above question with details
    2. Answer the above question with details
  - B. Support for main idea in the form of a question
    1. Answer the above questions with details
    2. Answer the above questions with details
- II. Second main idea
  - A. Support for main idea in the form of a question
    1. Answer the above questions with details
    2. Answer the above questions with details
  - B. Support for main idea in the form of a question
    1. Answer the above questions with details
    2. Answer the above questions with details

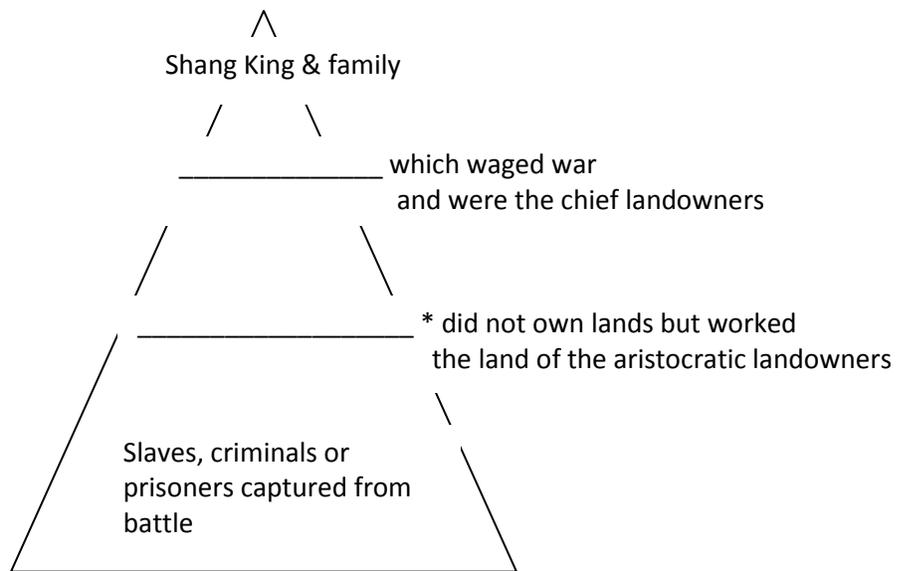
### Ancient China

- I. The Dawn of Chinese Civilizations
  - A. How did ancient Chinese civilization emerge?
    1. \_\_\_\_\_ years ago
    2. Along the \_\_\_\_\_ and \_\_\_\_\_ rivers
    3. Started with \_\_\_\_\_ into a \_\_\_\_\_ society
    4. Government, writing, and increase in \_\_\_\_\_ led to \_\_\_\_\_ and walled \_\_\_\_\_
  - B. How did the geography of China affect its development?
    1. Farming land was in the valleys of \_\_\_\_\_ and \_\_\_\_\_ rivers
    2. Only \_\_\_\_\_% of land is suitable for \_\_\_\_\_
    3. Geographic \_\_\_\_\_ isolated the Chinese from other peoples
    4. China surrounded by \_\_\_\_\_, Indo-European, and Turkish
    5. Interactions between Chinese and tribal people usually resulted in \_\_\_\_\_

6. China had a mixture of pastoral and farming along with language and ethnic background

C. What is the Shang Dynasty's significance in China's history?

1. \_\_\_\_\_ Dynasty was the founding dynasty
  - a. Little is known about this dynasty
  - b. \_\_\_\_\_ was the ruler
  - c. Introduced \_\_\_\_\_ and drained flood waters
2. Second dynasty (1750-1122 B.C.)
3. \_\_\_\_\_ society ruled by \_\_\_\_\_ class
  - a. \_\_\_\_\_: an upper class whose wealth is based on land and whose power is passed on from one generation to another
  - b. Major concern was war
4. Bureaucratic political and social system
  - a. Shang \_\_\_\_\_ had the most power. Was responsible for defending and \_\_\_\_\_ large armies
  - b. China divided into \_\_\_\_\_ governed by \_\_\_\_\_
  - c. Shang social structure consisted of:



\*and a few merchants and artisans were part of Shang society

5. Believed in \_\_\_\_\_ forces that were beyond the control of humans
6. \_\_\_\_\_ bones were made to communicate with gods
7. \_\_\_\_\_ sacrifices



B. Consider patterns in your reading and learning

1. What are your strengths in reading and learning?

2. What are your weaknesses?

C. What can you do to address and improve your reading and learning?

D. How does effective outlining help you improve your reading and learning?

3. How will this outline help you review and study for the unit test?

## Three Levels of Questioning

Three level questions require the reader (person answering the question) to go beyond repeating facts from the reading. Instead, the reader must first read and understand the information, then must analyze the information to answer the question.

### How to write three level questions

- Level **One** questions can be answered explicitly by facts contained in the text or by information accessible in other resources. The answers to Level One questions are clearly in the text.
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    - Analyze how the decisions Obama makes during this Presidency going to affect his ability to run for another Presidential term.

### Do you see the differences in the three levels of questioning?

- Level one questions ask facts, the answers are much shorter
- Level two questions ask for relationships within the content. The reader must know and understand the relationship between several aspects of the event or section to answer the question. Also, reader must pull from many facts to support their analysis.
- The level three questions require the reader to first be familiar with the answers to the lower level thinking questions, and then go beyond that information to give an opinion, supported by facts from a variety of eras, subjects, etc.

### How do I begin writing a level three question?

The following will help encourage higher level thinking:

- Identifying cause and effect, relationships among different factors/events in history, predications of outcomes in history, patterns and trends

- To help you write a higher level thinking question/prompt, begin your sentence with one of the following words:

**Key Words:** analyze, break down, compare, create, contrast, diagram, deconstructs, differentiate, discriminate, distinguish, identify, illustrate, infer, outline, relate, select, separate, appraise, compare, conclude, contrast, criticize, critique, defend, describe, discriminate, evaluate, explain, interpret, justify, relate, summarize, support