
Introduction

This game emphasizes note-taking, outlining and listening skills. The structure of the game allows for a variety of approaches in teaching the skills. The game presents eight lectures. Each is divided into four parts with partially filled-in outlines for each part. The materials are reproducible in the school that purchased the manual.

Description

The class is divided into eight teams of four members each. The teams take turns making presentations to the class while the other seven teams practice listening, note-taking and outlining skills. The teams use a structured four-stage outlining form. The first outline is missing the supporting information which must be filled in by the students; the second outline is missing the topics; the third outline has a few of the topics listed and the last is completely blank.

The individual members of each team then compare notes and make a composite outline. A master outline is distributed and students compare what they have with the master outline. The team with the least number of errors after eight lectures wins.

Nine practice exercises in paraphrasing, summarizing and prioritizing information are also included to be used where appropriate.

The materials in this unit maybe duplicated for use in the single school that has purchased the unit. Any other use is prohibited without the written permission of the publisher.

Stevens & Shea Publishers

P.O. Box 794, Stockton, CA 95201
(209) 465-1880
www.stevensandshea.com

Summary of Contents

Early Inventions

Writing, wheel, domestication of animals, and cultivation of food.

Ancient Civilizations

Greek concepts of government, Greek philosophy, Hellenism and Roman contributions.

Religions

Buddhism, Judaism, Christianity, Islam and Oriental religions.

Middle Ages

Feudalism, legal contributions, reformation and Christianity.

Renaissance

Social and intellectual changes, philosophy, exploration and impact of exploration.

Revolutions

French Revolution, agricultural revolution, industrial revolution and impact of revolutions.

Ideologies

Capitalism, socialism, fascism and nationalism and science.

Modern Events

Ideological conflict, technology, war and peace, and Third World.

Outlining in World History

By Lawrence Stevens

ISBN: 0-89550-193-7

©1983, revised 1994 by Stevens & Shea Publishers

Note-Taking Hints

Before this exercise begins it is useful to remind students of a number of things.

1. Complete concentration is necessary.
2. Since the note-taking must be done quickly, they should not try to record every word. Nor should they worry about spelling. This can be checked later.
3. Abbreviations and contractions should be used to speed the note-taking.
4. They can also create codes for names and terms that might be repetitive, e.g., 'G' can be used for Greeks rather than writing out the whole word.
5. If they lose track of what the speaker is saying they shouldn't become upset but should use the outline guide to find out where they should be. What they missed can be obtained from other members of the team.

Reading Hints

Most students have a tendency to read the lecture too quickly. They should be cautioned to slow down. Another procedure that is helpful is to have the students read each paragraph twice. Remind them to vary the tone and pitch of their voices.

Basic Rules

The students should be reminded of the following rules during the note-taking sessions.

1. The speaker should not be interrupted.
2. Other students should not be asked for information that might have been missed.
3. They will have a chance to compare notes with their team members after the lecture.

Teaching Hints

This activity is difficult and challenging for many students. Rather than doing all eight lectures at once, they could be spaced over the semester or school year. They can be used to introduce a unit or while reviewing for a test.

Alternative Approaches

The materials in this unit can be used in a variety of ways depending upon your style and the ability of the students.

1. Rather than having the students read the lectures the teacher might do the reading.
2. The materials can also be used silently. The students can read the lectures and practice outlining and note-taking skills individually.

Materials and Preparation

- 8 complete **Lectures**; 4 pages each **A,B,C,D**. One copy needed.
- 2 practice **Outline** sheets for each lecture. One copy for each student in class, plus one more for each group.
- 2 master outline sheets (**Answers**) for each lecture. One copy for each team.
- 3 skills sheets **Summarizing, Paraphrasing, Prioritizing**. One for each student, used at teacher's discretion.

Time

It takes two class periods to complete one four-part lecture and do the composite outline.

Sequence

- Step 1:** Explain game objectives and rules.
- Step 2:** Divide the class into teams of 4.
- Step 3:** Distribute the lectures to the teams. Give them time to read the lectures over carefully.
- Step 4:** Distribute practice outline sheets to each student.
- Step 5:** First team makes its presentation, while others fill in outlines.
- Step 6:** Distribute composite outline form to each team. Students compare their individual outlines and make a composite for their team.
- Step 7:** Distribute master outline (answers) to each team to compare their composite with the original.
- Step 8:** Total up errors in the outline and record the score for each team.

The Ancient Greeks & Their Government

Much of the way we think comes from the classical Greek civilization that existed 2500 years ago. It is called classical because the ideas that were developed during this time have lasted for so long and continue to be important to us. Greek culture was borrowed from a variety of cultures in the Middle East. But in borrowing from other cultures and blending them together, the Greeks developed a culture that was unique and far different from any other culture of the time. In many ways it was so far advanced that their ideas still influence us.

The Greeks were descendants of Indo-European tribes that moved south to the Greek peninsula about 2,000 years before the birth of Christ. Between 1300 B.C. and 1000 B.C. the Greeks settled throughout the area surrounding the Aegean Sea. The land of the Greek peninsula is mountainous and the Greeks divided into many tribes, each developing their own type of government. Since the peninsula is surrounded by water and there are many islands in the Aegean Sea, the Greeks became excellent sailors. After awhile the Greeks began to produce commodities which they could use in trading with other Mediterranean people. Their olive oil, wine, and pottery were particularly famous. Gradually, they developed small governments which were called city-states.

The Greeks were the first people to take a serious interest in how they governed themselves. In the past when people became dissatisfied with their leaders, the people revolted and overthrew officials. The type of government, usually led by priests and kings, however, did not change. The Greeks were the first to experiment with different types of government. The names they invented for the different types of government are still used today. The Greeks were the first to use the democratic form of government that we have today.

Greeks divided governments into several types. Each was used by the various city-states in Greece. It is useful to know each of the terms and the meaning of each.

Monarchy is government by a king or queen who usually obtains the office by inheriting it. Today, there are few monarchies left in the world. England has the most famous and enduring monarchy.

Oligarchy is government by a small group of people. Usually they are the rich people who own most of the property or military leaders who control the army. Many countries today in Latin America are ruled by oligarchies.

Aristocracy is government by a small elite. In many ways it is similar to oligarchy, but the difference is that aristocrats, like kings, inherit their position. They are born to it.

Tyranny is a form of government that is quite common in the modern world. It is rule by a dictator. The dictator may come to power by overthrowing the existing government or may be elected by the people. Once in office they have absolute power and the people have none. Adolf Hitler is a good example of a modern tyrant elected by the people.

The Greeks' original contribution to government is democracy. No other people before the Greeks had tried to rule by allowing the people to make their laws. The Greeks practiced **direct democracy**. All of the people gathered together to debate and make their laws. Our country uses **representative democracy**. We elect people to make the laws and if they do not do what the people want, we vote them out of office.

Lecture A

I. Our thinking is highly influenced by the Greeks of 2,500 years ago.

A. _____

B. _____

II. Greeks descended from Indo-European tribes that moved to the Greek peninsula 2,000 years before Christ.

A. _____

B. _____

C. _____

D. _____

E. _____

III. Greeks were first to take a serious interest in how they were governed.

A. In the past, governments did not change

1. _____

2. _____

B. Greeks invented different types of government

1. _____

2. _____

3. _____

4. _____

5. Democracy – rule by the people

a. _____

b. _____

c. _____

Lecture B

I. Greeks made other contributions to our way of thinking

A. _____

1. Believed in a variety of gods

2. Did not believe that gods decided human events

3. Believed that nature could be controlled by people

B. _____

1. In many societies people do not argue

2. Common in our society

3. Greek term for argument dialectics

4. Greeks produced many famous philosophers

C. Greek philosophers are studied today.

1. _____

a. Wanted men to lead a better life

b. Sought perfect society

c. Wrote Republic and Laws

2. _____

a. Classified nature

b. Began modern science

c. Developed type of reasoning – syllogism

3. _____

a. Plato – Academy – forerunner of university

b. Aristotle – Lyceum – first research institute

D. Greeks concerned with geometry and proportion

E. _____

1. Disease should be treated on merits

2. Doctor's oath