

Activities for Social Science Teaching

**over 120 Activities for Myanmar
Social Science Teachers**

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မုခ်ဦးစာပေ

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Activities for Social Science Teaching, (Over 120 Activities for Myanmar Social Science Teachers)

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မူရင်းအမည် - Activities for Social Science Teaching, (Over 120 Activities for Myanmar Social Science Teachers)

(၁) ကေတီဂျူလီယမ်၊ ဆယ်လီကန်တာ

(၂) ကောင်းလှဇံ၊ ဘာသာပြန်သူ

(၃) Activities for Social Science Teaching, (Over 120 Activities for Myanmar Social Science Teachers)



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how to use this book...

What Is This Book?

Activities for Social Science Teaching is a book of activities for teachers of social sciences. It is designed to be a quick-reference resource for busy teachers, and to help social science teachers with their lesson planning.

How Does It work?

It is split into six chapters, and each deals with different social science materials and how to use the materials in class.

- Chapter 1 – Lesson Planning
- Chapter 2 – Introduction and Presentation Activities
- Chapter 3 – Comprehension Activities
- Chapter 4 – Critical Thinking Activities
- Chapter 5 – Tools Used in Social Sciences
- Chapter 6 – Review and Reflection

If you need to learn about or review lesson planning, start at chapter 1. If not, you can choose the most appropriate chapter or chapters for your needs. For example, if you need some ideas for interesting questions, look at chapter 3. If you need ideas for teaching graphs and charts, go to chapter 5, section 3.

If you are not sure how to put the activities together, read chapter 1 first. It shows the stages of a lesson, and provides some example lesson plans.

What Is an Activity?

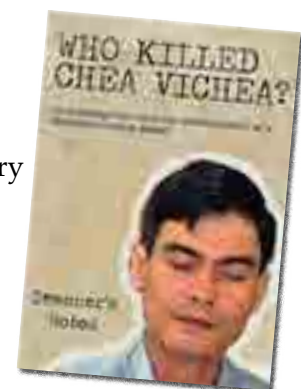
We use *activity* to mean anything that students do to help them learn.

- ~ Activities can be noisy and energetic, with students running around the room competing to finish a task. They can be quiet, with students writing ideas or answers.
- ~ Some activities students do on their own. Other activities they might do in pairs, or in groups or as a class.
- ~ Activities can be simple, like reading a paragraph, or discussing something in class, or answering questions written on the board. Activities can be complex, requiring a lot of preparation, and taking a long time.
- ~ In this book, we focus on activities that do not require a lot of resources or preparation. All activities here can be used for many different social studies subjects and topics.

What Is a Text?

This book uses *written texts* as the basis of activities. However, activities can also be built around other types of input:

- a lecture
- a radio broadcast
- a visual (picture, diagram, photograph or cartoon)
- a website
- a song
- a comic
- a discussion
- a topic
- a movie, documentary or TV news item (such as *Who Killed Chea Vichea*, right, available from Mote Oo Education)



...to teach amazing social science classes

Following the Instructions

This box reminds the teacher why the activity is effective. It outlines what they need to run the activity and prepare in advance. "Bloom" refers to Bloom's Taxonomy; more information about this can be found in the appendix on page 127.

3.1.5 Order the Information

These are the instructions, explaining how to do each activity.

After students have read a text, they take information from it and put it in order, e.g.

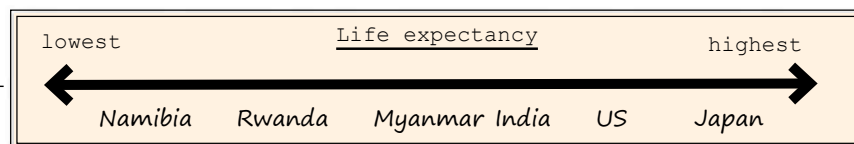
- Chronological order (*order of time*)
- Order of frequency (*how often*)
- Least to most (e.g. *smallest to biggest, least popular to most popular, lowest GNI to highest GNI*)

Objective: students order information

Practicalities: students work individually, or in pairs or groups

Bloom: understanding, applying

Here is an example of the activity.



"Follow-ups" give you additional ideas for after the activity. "Variation" shows you how you can change, adapt, or add to the activity.

Follow-up

Students/groups compare answers, and decide on the correct order.

Variation

Do an **Order the Information Group Competition**. Write each piece of information on a small piece of paper. Make enough sets so that there is one per group.

Give the papers to groups, one piece per group member. Groups stand in order according to their information.

Example Texts, Questions and Answers

We have included **example texts** at the beginning of each section and a "Notes on the Text" box next to each text (below, left) This box has information about the text and extra ideas to help you find similar useful texts. The box also includes the approximate language level of the text and tells you if the language in the text has been adapted or not.

Additionally, there are **example answers** to each activity (below, right). These show you one possible use of the activity, and will help you decide if the activity is right for the text or the class.

Facts about Working Conditions in Cambodian Factories

- Cambodian law says that workers must earn at least US \$65 a month, though some employers pay much less than this.
- According to the Cambodian Centre for Human Rights, this wage is not enough for workers to have a good standard of living.
- Some factories force their workers to work very long hours.
- Some factories do not have equipment to protect their employees from dangerous machines and also do not provide training on how to use them.
- Some factories are dirty and the air supply can be very bad.

Adapted from: *Who Killed Chea Vichea? An Investigation into the Assassination of a Cambodian Labour Leader*



EXAMPLE TEXT

Notes on the Text

This text comes from Mote Oo Education's *Who Killed Chea Vichea?* a bilingual resource in English and Myanmar.

The English language is approximately intermediate level, or CEF B1.

Does the writer think this?

1. Some factories are dangerous. *yes*
2. Cambodian workers are all paid well. *No. Some people are paid less than \$65 a month, which is not enough to have a good standard of living.*

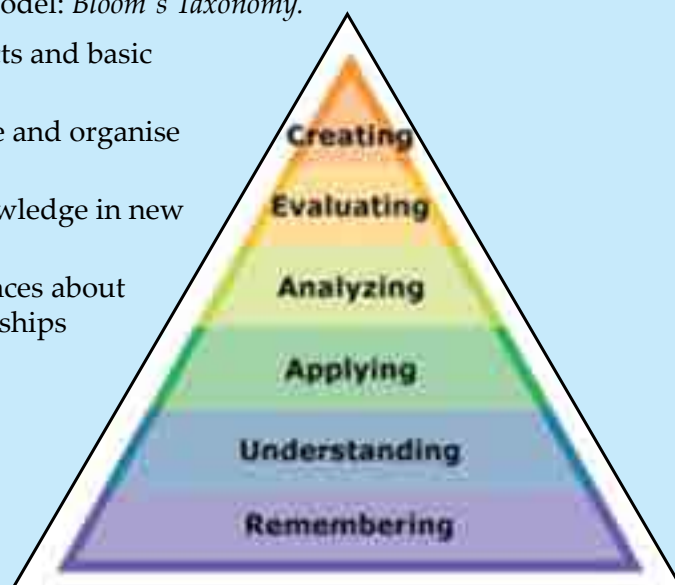
1 LESSON PLANNING

In this chapter, we look at the different types of activities, reasons you might use different activities, and how you can use activities in a lesson.

a. Knowledge, Skills and Values

Social science teaches knowledge (new information), skills, and values. In this book we have referenced skills to the commonly used model: *Bloom's Taxonomy*.

- **Remembering:** Students can recall facts and basic information.
- **Understanding:** Students can describe and organise information.
- **Applying:** Students can use their knowledge in new situations.
- **Analysing:** Students can make inferences about the information, and examine relationships between this information and other knowledge.
- **Evaluating:** Students can make assessments of information based on evidence.
- **Creating:** Students can use these skills to make something new.



A balanced curriculum includes activities that focus on each of these skills. There is more information on Bloom's Taxonomy in the appendix on page 127.

The activities in this book also emphasise certain educational values. These might include:

- **Decision-making:** The importance of making choices, and how these choices affect others.
- **Solidarity:** Support and unity around a common idea.
- **Cooperation:** Working together and assisting each other to reach a common goal.
- **Negotiation:** Working step by step towards agreement.
- **Participation:** Actively taking part in a process and expressing views.
- **Independent Learning:** Self-study.
- **Compromise:** Giving up something to reach a greater goal.
- **Teamwork:** Cooperating in small groups.
- **Discussion:** Peaceful communication and the sharing of diverse ideas.
- **Problem-solving:** Exploring solutions to difficult issues.
- **Research and Inquiry:** Investigating issues in greater depth and asking questions in search of new conclusions.

b. Use the Local Context

The topics and issues you study might be global or local. Whenever possible, teachers should try to make connections between the students' personal lives, the community, and what is happening in the wider world. By adding this focus, students can become more aware of their environment, their role, and how they can participate more actively in their communities.



Issues will be different depending on the local context, or situation. They might include:

- wealth and poverty
- access to basic healthcare
- access to education
- access to clean water
- environmental damage
- migration
- human rights
- civil conflict
- religious intolerance



c. Lesson Objectives

When planning a lesson, you should first identify the objectives (or goals) of the lesson. Sometimes these are listed in a curriculum or syllabus document or textbook. Sometimes you need to think of them yourself. Lessons often have several knowledge and skills goals. Some examples might be:

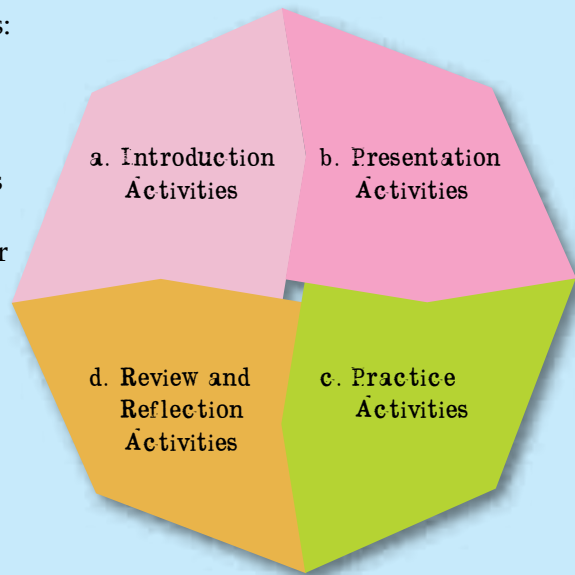
- Investigate the causes of the 1962 military coup.
- List ideas for improving waste management.
- Compare the economic systems of Thailand and Myanmar.
- Predict the outcome of the next election.
- Classify items into natural and human-made.
- Give directions to the capital city using a road map.

Once you know your lesson objectives, you can design and sequence activities that will help students reach these.

d. Lesson Cycles

One common lesson structure might look like this:

- a. an introduction to the topic
- b. presenting some information about the topic
- c. a series of activities to connect the topic to the students' contexts and to help students process and use the new information and skills.
- d. a reviewing activity to help students remember the new information or skills, which students could finish for homework.



Sometimes this will take an entire lesson.

Sometimes you might have several cycles in one lesson, especially if you teach long lessons. Sometimes one cycle might take several lessons, especially if students are doing long activities, such as research projects.

An example history lesson sequence:

a. Introduction activity

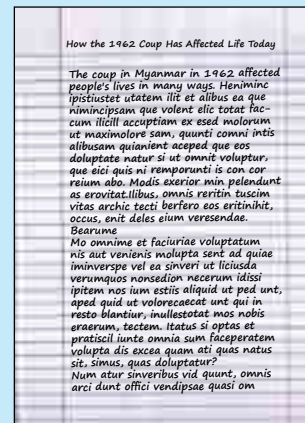
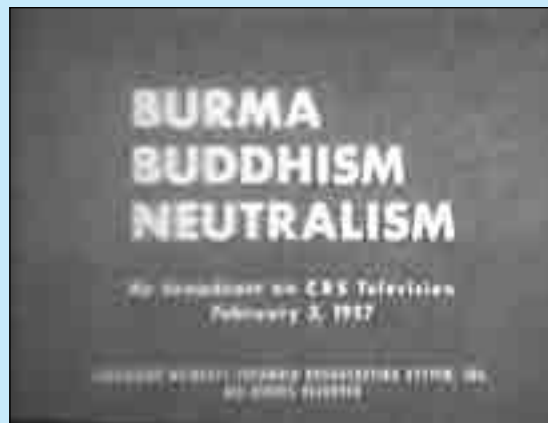
b. Presentation activity

c. Practice activity

d. Review activity

The Causes of the 1962 Military Coup

1. Discuss students' opinions of the coup.
2. Pre-teach new vocabulary.
3. Students read a text.
(Histories of Burma page 108)
4. Students watch a short documentary.
5. Students answer true/false questions about the information in the text and documentary.
6. Students match causes and effects of the coup.
7. Students infer what different types of people thought at the time.
8. Students act out a roleplay between these different people.
9. Students write a short essay about how the 1962 coup has affected their lives today.



e. Introduction and Presentation Activities

Introduction activities prepare students for new information. They include activities to find out students' prior knowledge of the topic and students' opinions on the topic, and to give students the necessary background information to understand a text on the topic.

Presentation activities involve giving students new information. Most commonly, this is a reading text, or maybe a video, computer presentation or lecture. However, it could be a picture, song, cartoon or movie; there are many ways you can deliver information.

There is more information about introduction activities in sections 2.1 and 2.2, and presentation activities in section 2.3.

f. Practice Activities

After students have read, seen or heard new information, you need to help them understand it, use it and know why they are using it. Practice activities can be as simple as students answering yes/no questions or having a class discussion.

Before students can use new knowledge or skills, they have to understand it. Controlled practice activities encourage understanding and help students process new information. Free practice activities encourage students to use the new knowledge or skills.

Controlled practice activities involve only one correct answer, e.g.

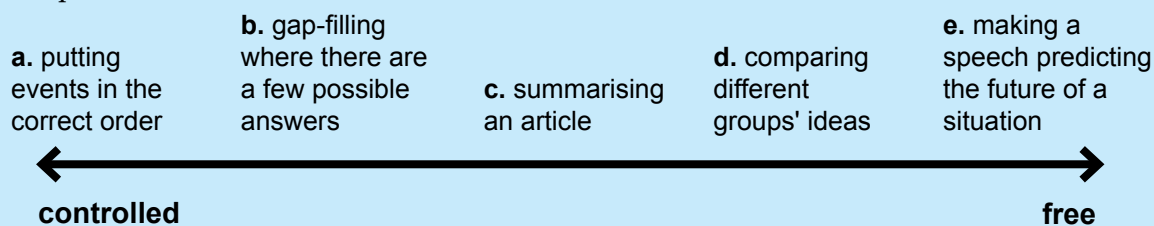
What is the capital city of Malaysia?

The only possible answer is *Kuala Lumpur*. All other answers are wrong.

Free practice activities involve students' own ideas or opinions. There are no exact correct answers, e.g.:

Write a paragraph about Malaysia.

Students may all write different things. They would get higher marks if the things they wrote were factually correct. They would also get high marks if they demonstrated understanding of concepts they have been learning, or by expressing their own thoughts on the topic.



- a.** is completely controlled. The only correct answer lists events in the exact order that they happened.
- b.** is highly controlled, as there are a small number of possible correct answers.
- c.** is medium control. Students must get the key points of the article, but they can express these points in different ways.
- d.** is not very controlled. Students compare the same information. However, different students might come to different conclusions.
- e.** is a free activity. There are no right or wrong answers, and students can choose how they express their opinions.

g. Practice Activities – The Purpose of Levels of Control

Controlled practice activities check students' understanding. Free practice activities check that they can use new information and skills. With most activities, you can change the level of control to suit the needs of the students. For example, the map-reading activity on page 113, 5.4.7: *Which Direction?* is highly controlled: Students are all looking at a map (on the board, or in textbooks or worksheets).

- a. Write places from the map – cities, towns, mountains – on the board.
- b. Read out two locations, e.g. A – Myitkyina, B – Mandalay
- c. Students give the correct direction from Place A to Place B. (Mandalay is south-west of Myitkyina)

There is one correct answer. If students say anything that is not 'south-west' they are wrong. This activity checks that they understand: a) how to use compass directions and; b) where places are in relation to each other.

To make this a medium control activity, you can do it as a gap-fill. Students complete sentences like:

_____ is north-east of Mawlamyine.

There are a few possible answers here – e.g. Yangon, Bago, Falam, You can make it even less controlled by making two gaps to fill:

_____ is northeast of _____.

A free activity might involve students explaining the main cities of Myanmar, and where they are in relation to each other.

Yangon is Myanmar's biggest city. To the west is Patheingyi, and Mandalay is north. Myitkyina is north-east of Mandalay...



After students complete this sequence of activities, they should be more confident in understanding and using compass points, and better at locating where places are in relation to each other.



Chapters 3, 4 and 5 have practice activities. Chapter 3 looks at comprehension activities, chapter 4 focuses on critical thinking activities, and chapter 5 is about social science tools, such as maps and timelines. Within each section, there are controlled, medium control and free activities. You can also adapt most of these activities if you want them more or less controlled.

Controlled practice activities are more difficult for the teacher to design, as the teacher has to know the correct answer. However, they are very easy to mark.

Free practice activities are very easy for the teacher to design. However they are more difficult to mark, as the teacher has to develop marking criteria and use it to mark each student's work.

h. Review and Reflection Activities

At the end of a topic, you want to make sure students will not forget the knowledge or skills they've been learning. It is useful to do a quick review at the end of each lesson or topic, or for homework. There are many ways to review, and almost any activity can be used to review.

Many courses have review tasks built in to their curriculum, such as a practical or research project, presentation of work, long essay or thesis, or tests.

Reflection activities encourage students to:

- think about what they have learned.
- look at whether their values have changed as a result of new learning.
- think about the reasons for the focus on the topics and skills, and look at ways they can use their new learning.
- relate new learning to their lives, communities and context.

Chapter 6 looks at review and reflection activities.

i. Making a Simple Lesson Plan

Here is a short, simple lesson plan from a geography class. The topic of the lesson is 'Why Children Drop out of Primary School'.

1. Ask students why they think children quit school.
Write their ideas on the board.
(2.1.2 Discuss the Topic)
2. Students read the text and statistics in their textbooks.
3. Students answer true/false comprehension questions based on the text and statistics.
(3.1.3 True or False?)
4. Students write a paragraph summarising differences in boys' and girls' reasons for quitting school.
(6.1.1 Summarise)

The lesson objective is:

- By the end of the lesson, learners will be able to compare the reasons why boys and girls drop out of school and will be able to interpret a bar graph.
 - The textbook has a section of interviews with children about why they quit school, and a bar graph of reasons why they quit.
 - There is an introduction (Discuss the Topic), a presentation (students read from the textbook), some controlled practice (True or False?) and some free practice, which also reviews the new information (Summarise).

j. Making a More Detailed Lesson Plan

If you had more time, and you wanted your students to get a deeper understanding of the issues and more practice with the various skills involved in this topic, you might do a lesson like this:

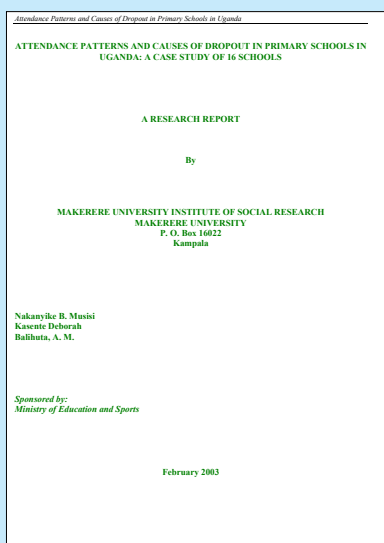
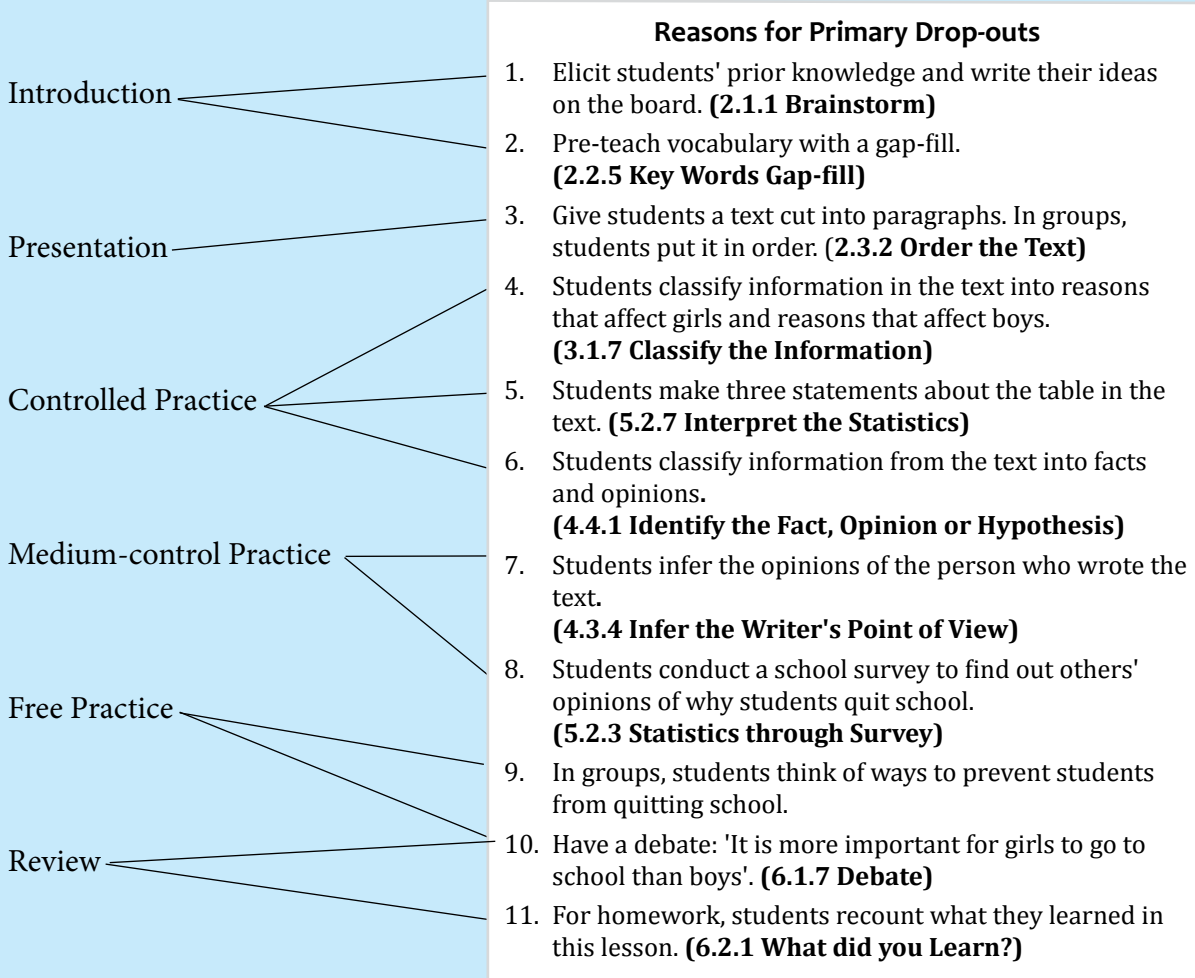


Table 9: Causes of school dropout from the perspective of children

Cause	%
Lack of school requirements (e.g: uniform, books, pencils, packed lunch)	3.7
Loss of parents	18.4
Parents inability to provide schools requirements	14.3
Others (e.g. heavy workload at home, expulsion)	10.2
Early pregnancies	6.1
Chronic illness	6.1
Poor performance in class/ repetition	6.1
Long distance from home	2.0
Taking care of sick relatives	2.9

2 INTRODUCTION AND PRESENTATION

In this section, we look at two types of activities:

- activities you can use before you present new information
- activities to present new information in different ways

Pre-task Activities activate student learning. Some focus students' attention on the topic. Some get them guessing about the new information, providing motivation to read or listen to a text. Some provide a way for students to share knowledge, ideas and opinions about the topic.

Vocabulary Activities are often used as pre-task activities, as it can be useful for the students to know the key vocabulary before they do a task. You can also use them during a task, or to review a topic. They are common in classes taught in a second language. However, they can also be useful in first language classes, where there are difficult new ideas or technical terms.

Presenting new information can be done in many ways. The most common way is to have students read a written text from a book, handout or on the board. However there are other alternatives you may want to use. Different techniques work for different types of text.

Some questions to ask about the text:

- Is the text long or short?
- Does each student have a copy of the text?
- Is the language easy or difficult for the students?
- Is the content familiar or unfamiliar to the students?
- Is it a written text, an audio text or a video?

In this section, we explore presentation activities that are useful in a variety of different situations.

2.1 Pre-task Activities

EXAMPLE TEXT

Notes on the Text

This text is from a geography book designed to teach both content and language. There are other CELE (content and language integrated learning) books available.

The language is approximately intermediate level English, or CEF B1.

Renewable and Non-renewable Energy

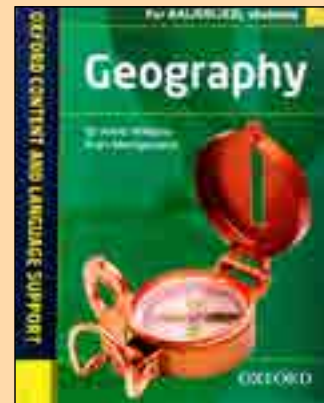
People need energy for cooking, heat, light, transport, work and entertainment. Non-renewable sources of energy will eventually run out. People are using them faster than they can form. Renewable sources of energy will never run out or stop.

Non-renewable sources include fossil fuels, such as coal, oil and gas. They take millions of years to form, and are removed from the ground by mining. Wood, used for cooking and heat, is also a non-renewable energy source.

Renewable energy sources include wind power, solar power and hydroelectricity.

Scientists disagree on whether nuclear power is a renewable or non-renewable energy source.

Adapted from: Geography for EAL/ESL/E2L Students, OUP, 2010



2.1.1 Brainstorm

- Give students the topic.
- Elicit what they know or think about the topic. Write all their ideas on the board, even if they are factually incorrect. These could be:
 - a list of items
 - a list of facts about a situation
 - opinions, e.g. arguments for and against

Objective: students activate prior knowledge and ideas

Practicalities: class discussion with board

Bloom: remembering

energy sources

- nuclear power plants
- dams
- petrol

nuclear power plants



dams



petrol



2.1.2 Discuss the Topic

There are a few ways to do this:

- Ask students about their own experience.

What fuel do you use to cook with?

Have you ever used diesel, or do you always use petrol?
Which is better?

- Tell a short personal story about the topic.

I was trying to print a paper when the electricity cut off. I tried to...

- Write a sentence stating an opinion about the topic. Elicit students' opinions.



Objective: students activate prior knowledge, ideas and opinions

Practicalities: class discussion

Bloom: applying, evaluating

Variation

In a large class, get students to discuss the topic in groups.

2.1.3 Picture Prompt

- Show the class a picture about the topic.
- Ask questions about the picture and the topic.

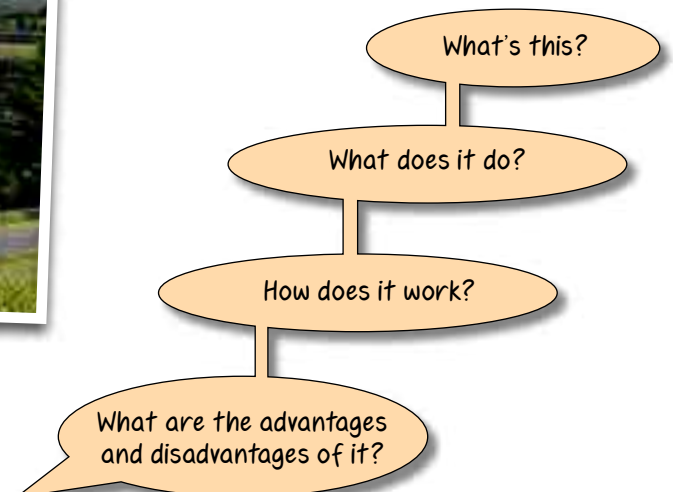


Objective: students activate prior knowledge, ideas and vocabulary

Practicalities: all students need to see the same picture

Preparation: get a picture related to the topic, or draw one on the board.

Bloom: understanding



2.1.4 Relate to the Topic

a. Ask students a question about their relationship to the topic, or part of the topic, e.g:

- How do they use...?
- Have they ever met a person who...?
- Have they ever experienced ...?

How do I use energy?

Objective: apply students' personal experience to the topic

Practicalities: students work individually, then in pairs, then as a class

Preparation: think of a question about students' experience of the topic

Bloom: analysing

b. Select, or have students select, a way to get more detailed information about the topic.

Record all the different ways in which you use energy at home in a day. For each use, write down the number of times you use it, and for how long.

Energy Use	Number of times used during the day	How long did you use it for?
<i>Computer</i>	<i>once</i>	<i>3 hours</i>
<i>Gas Stove</i>	<i>four times</i>	<i>1 hour</i>
<i>motorcycle</i>	<i>two times</i>	<i>20 minutes</i>

Variation

Students do a class survey.

2.1.5 Swap Questions

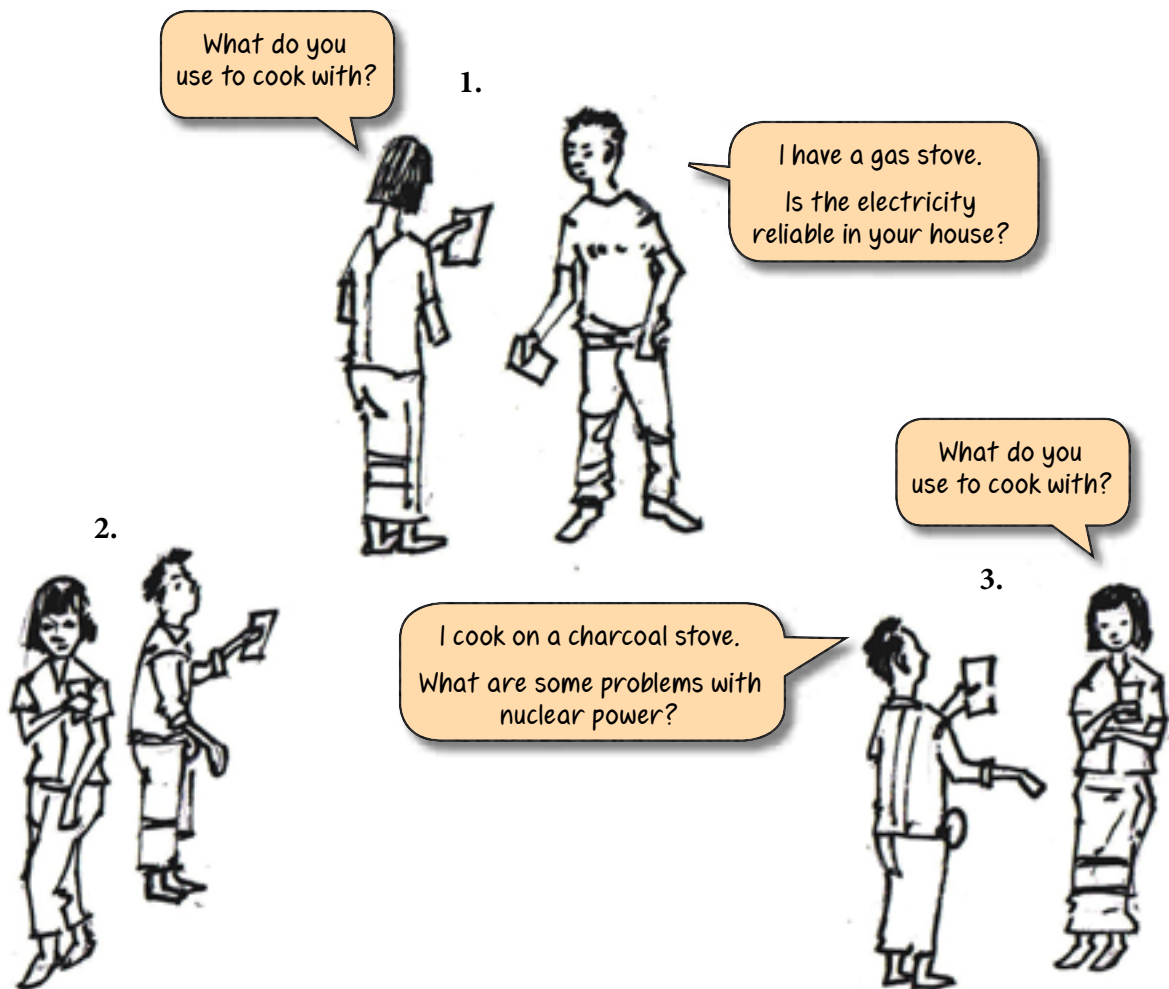
- a. Write questions on pieces of paper about the topic you are going to study, e.g.
- Factual:
What's the difference between renewable and non-renewable energy?
How are fossil fuels formed?
 - Experience:
What fuel do you use to cook?
Have you ever seen a dam?
 - Opinions/ideas:
What are some problems with using fossil fuels?
How can we reduce global warming?
- b. You need one question per student, but you can use the same questions more than once. For a large class, write seven or eight questions and make several copies of each.
- c. Give a question on a piece of paper to each student. Students walk around the room and find a partner.
- d. In pairs, students ask and answer each other's questions.
- e. They then exchange questions and go and find another partner. Continue asking and swapping.

Objective: students activate prior knowledge and ideas

Practicalities: students need to move around the classroom

Preparation: write questions related to the topic on small pieces of paper

Bloom: understanding



Variation

To make this **less controlled**, students write their own questions.

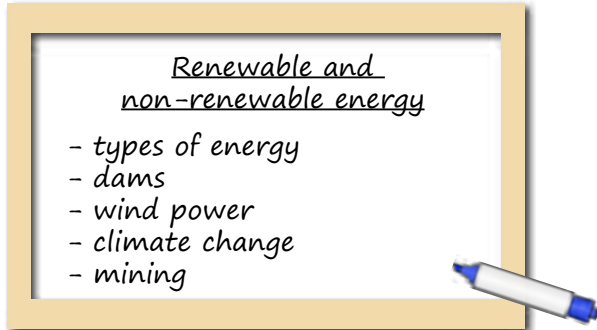
2.1.6 Predict from the Title

- Write the title of the text on the board.
- Students guess what will be in the text. Write all their predictions on the board.

Objective: students predict content of a text

Practicalities: class discussion with board

Bloom: analysing



climate change

mining



Variation

If there are pictures with the text, students could also predict from the pictures.

Follow-up

After reading the text, check which predictions were correct.

2.1.7 Predict from Key Words

- Write key words from the text on the board.
- Students infer what will be in the text. Write all their predictions on the board.

Objective: students predict content of a text to prepare them for new information and ideas

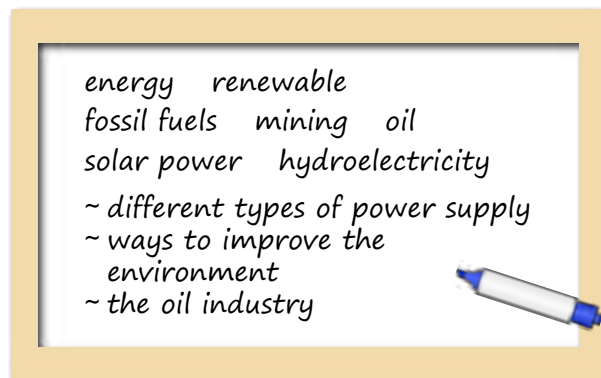
Practicalities: class discussion with board

Bloom: analysing

different types of power supply

ways to improve the environment

the oil industry



Follow-up

After reading the text, check which predictions were correct.

2.1.8 What Do You Know?

- a. Draw a chart on the board, or have students draw it in their books. The chart has three columns:
- What do you know?
 - What do you think you know?
 - What do you want to know?
- b. Tell students the topic of the text. Students complete the chart.

Objective: students identify prior knowledge and areas of interest

Practicalities: students work individually, in pairs or groups, or as a class

Bloom: remembering, understanding

What do you know?	What do you think you know?	What do you want to know?
<ul style="list-style-type: none"> - non-renewable fuel will run out - solar power comes from the sun 	<ul style="list-style-type: none"> - peak oil? - nuclear power is renewable? 	<ul style="list-style-type: none"> - how much oil is left? - are dams an efficient source of power?

Follow-up

After reading the text, students look back at their charts and decide whether they were correct, and if their questions were answered. If their questions were not answered, discuss ways to find the missing information.

2.1.9 Wh- Questions

- a. Tell students the topic, or give them a short introduction to key ideas in the topic.
- b. Students write wh- questions about the topic.
- What...?
 - Why...?
 - Where...?
 - Who...?
 - When...?
 - How...?

Objective: students identify areas of interest

Practicalities: students work individually, in pairs or groups, or as a class

Bloom: understanding

Follow-up

After studying the topic or reading the text, students answer the questions, or give them to a partner or another group to answer.

1. What are some concerns with energy use?
2. Why are people worried about fossil fuels?
3. Where are nuclear power stations?
4. Who decides what type of power station a country needs?
5. When will fossil fuels run out?
6. How do windmills work?

2.2 Vocabulary

EXAMPLE TEXT

Notes on the Text

This text comes from Mote Oo Education's *Active Citizenship*. It is available in either English or Myanmar.

Contact us at *info@moteoo.org* for information about ordering.

The language is approximately intermediate level, or CEF B1.

Types of Civic Participation

There are many different ways that people can participate in their communities. Firstly, civic participation can be either an individual (like writing a letter) or a collective activity (like joining a group or organisation). Secondly, it can be formal or informal. Formal civic participation relates to activities that involve government and political parties. It includes elections, party membership and running for office. Informal participation refers to civil society activities that involve trade unions, religious or cultural groups or volunteer work.

There are many different forms of civic participation. They can either oppose, or support, the government. They can be very small scale or very large scale. Being able to notice these characteristics helps us to analyse the different kinds of civic participation that are happening in our community. This helps us to understand the different ways we can work with each other to achieve social change in our communities.

Adapted from: Active Citizenship, Mote Oo Education, 2013



2.2.1 Match the Word

a. Students match key words with:

- a definition
- a synonym
- a picture
- gaps in a text

Objective: students are exposed to key words and meanings

Practicalities: students work from the board or worksheets

Preparation: prepare matching exercises

Bloom: remembering

- | | |
|------------------|-------------------------------------|
| 1. participation | a. person who works without pay |
| 2. collective | b. people vote for a representative |
| 3. election | c. taking part |
| 4. volunteer | d. doing things together |

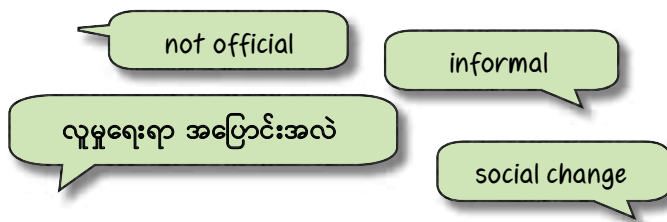
Variation

To make this **less controlled**, students write their own definitions, synonyms, or gap-fill exercises in groups.

2.2.2 Elicit the Word

- a. Get the students to think of a key word.
There are several ways to do this:

- Mime the word. Use actions to demonstrate the meaning of the word. Mime with arm movements. (This usually works best with easy words.)
- Show or draw a picture.
- Give a description or definition of the word.
- Give a translation of the word.



Objective: students remember and share the meaning of key words

Practicalities: class discussion

Preparation: choose words some of your students have probably seen before, find or draw some pictures if necessary

Bloom: understanding

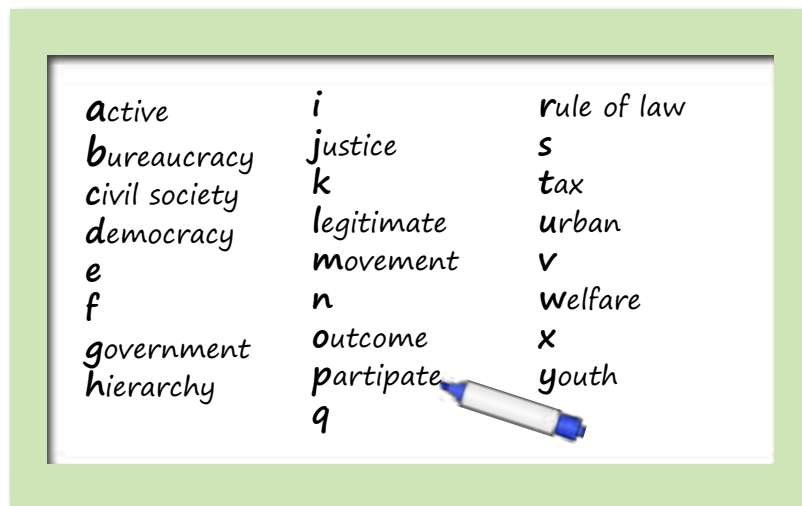
2.2.3 A-Z

- Give students the topic, and write the letters A-Z on the board.
- Students take turns to think of a word or phrase related to the topic, and write it on the board next to the letter.
- Continue until each letter has a word, or students can't think of any more.

Objective: students extend their topic vocabulary

Practicalities: class discussion with board

Bloom: remembering, understanding



Variation

To make this **easier**, allow students to use the letter in the middle of words.

2.2.4 Choose the Right Meaning

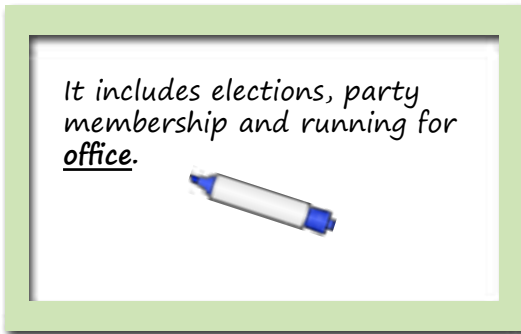
- Write the sentence using the word on the board.
- Students look up the word in a dictionary and choose the correct meaning. (This only works if there is more than one meaning for the word in the dictionary.)

Objective: students identify a correct meaning in context

Practicalities: class discussion with board; students need dictionaries

Preparation: find words with multiple meanings; write them in sentence from the text

Bloom: remembering, understanding



of·fice [aw-fis, of-is] noun

- a room or building where the business of an organisation or person takes place: *a doctor's office.*
- a room assigned to a specific person or a group of persons in an organisation: *Her office is next to mine.*
- a position of duty, trust, or authority, especially in the government, business or organisation: *She was elected twice to the office of president.*

2.2.5 Key Words Gap-fill

- Prepare a text (or sentences, or questions) with key vocabulary items missing. You can use a text students will study, or another, on the same topic, that uses the same language.
- Students add words to complete the text.

Objective: students identify needed vocabulary items

Practicalities: students work from the board or worksheets

Preparation: write text with missing vocabulary items

Bloom: understanding

There are many different forms of _____. They can either oppose or _____ the government. They can be very _____ or very large scale. Being able to notice these characteristics helps us to _____ the different kinds of civic participation that are happening in our _____.

Variation

To make this **more controlled**, provide the answers in mixed order.

support analyse communities civic participation small scale

Or to make each gap a multiple-choice exercise.

- rule of law
- civic participation
- consensus building
- gender balance

2.2.6 Write Yourself In

- Give students a list of key words and phrases.
- Students write sentences using one of the words.

political party *I don't belong to a political party.*
analyse *I like to analyse newspaper articles.*

Variation

To make this **more difficult**, students write sentences with "I" and two or three of the words in the sentence.

Objective: students personalise key words

Practicalities: students work individually or in pairs.

Bloom: understanding, applying

2.2.7 Vocabulary Cards

- Students choose some useful words that they have trouble remembering.
- They write the word or phrase on one side of a small piece of cardboard.
- On the other side, they write:
 - a definition or synonym
 - and/or an example sentence using the word
 - and/or they can draw a picture
 - and/or a translation
- Students put the cards in their pockets or bags. At any time – when they are sitting at home, on the bus, waiting for someone they can get them out and test themselves.

Objective: students remember form and meaning of new vocabulary

Practicalities: each student needs some small pieces of cardboard

Bloom: remembering, understanding

collective

*doing things together,
as a group*

အတူအဖွဲ့နှင့် ပူးပေါင်းလုပ်ဆောင်ခြင်း

large scale



small scale



2.3 Presenting New Information

EXAMPLE TEXT

Notes on the Text

This text comes from Mote Oo Education's *Histories of Burma* textbook.

Contact us at info@moteoo.org for information about ordering.

The language is approximately upper intermediate level, or CEF B2.



How Have Spiritual Beliefs Affected Society?

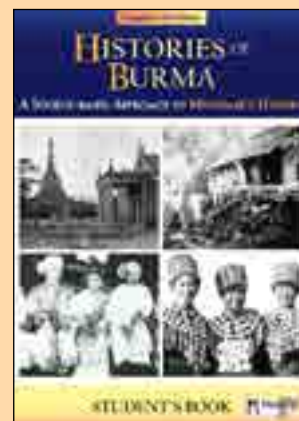
Over the years, people in Myanmar have practised a variety of religions, including Buddhism, Christianity, Islam, animism and Hinduism. Some people, especially those who have communist beliefs, might not have practiced any religion at all. Religion can be broadly organised into two categories.

Organised religions, such as Christianity, Islam and Buddhism, have clearly defined guidelines and goals for how to best live your life. They also have some form of leadership or hierarchy and include specific religious sites.

Non-organised religions, such as animism (the worship of animal or nature spirits), have a general belief system, but are not represented by leaders or specific guidelines. Animism is the most ancient religion. Many elements of it have mixed with other religions that people started to practise later.

Organised religions such as Buddhism, Islam, and Hinduism have been practised in Myanmar since ancient times, while Christianity was brought by missionaries in the 19th century.

Adapted From: Histories of Myanmar, Mote Oo Education, 2013



2.3.1 Identify the Main Idea

- a. Students scan the text and identify the main point.

Variation

To make this **more controlled**, make it a multiple choice exercise. Write three incorrect main points and the correct one. Students choose the correct one.

Objective: students read for gist

Practicalities: students work individually, or in pairs or groups

Bloom: understanding

- a. there are five major religions in Myanmar
b. in Myanmar, people practice different types of religion ✓
c. religions come in two main categories
d. Animism is the oldest religion in Myanmar

2.3.2 Order the Text

- a. Copy the text so there is one per student, pair or group. Cut it into phrases, sentences or paragraphs.
b. Students put the text in order.

Organised religions, such as Christianity, Islam and Buddhism, have clearly defined guidelines and goals for how to best live your life. They also have some form of leadership or hierarchy and include specific religious sites.

Over the years, people in Myanmar have practised a variety of religions, including Buddhism, Christianity, Islam, Animism and Hinduism. Some people, especially those who have communist beliefs, might not have practiced any religion at all. Religion can be broadly organised into two categories.

Non-organised religions, such as animism (the worship of animal or nature spirits), have a general belief system, but are not represented by leaders or specific guidelines. Animism is the most ancient religion. Many elements of it have mixed with other religions that people started to practise later.

Organised religions such as Buddhism, Islam, and Hinduism were practised in Myanmar since ancient times, while Christianity was brought by missionaries in the 19th century.

Objective: students read for gist

Practicalities: students work individually, or in pairs or groups

Preparation: cut up copies of a text – one per student, pair or group

Bloom: understanding

2.3.3 Match the Summaries

- Write short summaries of each paragraph, in random order, on the board.
- Set a time limit. Students skim the text, and match the most appropriate summary with each paragraph.

This activity works well with long texts.

- A description of organised religions.
- A history of religions in Myanmar.
- A description of non-organised religions.
- There are two types of religion practiced in Myanmar.

Objective: students read for detail

Practicalities: students work from the board; they can work individually, or in pairs or groups

Preparation: prepare paragraph summaries

Bloom: understanding

Variation

Students write their own summaries, and swap them with other students to match.

2.3.4 Match Pictures to Paragraphs

- Collect or draw pictures about the text. Give them to the class, or a set to each group. They could be:
 - a short comic strip of the whole story
 - a picture related to each paragraph
 - beginning, middle and end pictures
- Set a time limit. Students skim the text and put the pictures in the correct order.

Objective: students read for gist

Practicalities: all students need to see the same pictures

Preparation: find or draw pictures related to the text

Bloom: understanding, applying



Follow-up

Students could then **re-tell** the story, using the pictures as prompts.

2.3.5 Best Title Pyramid

- Individually, students skim-read the text and choose a title. If there is already a title, they choose an alternative title.
- They get into pairs, discuss the text and agree on a title.
- Each pair joins with another pair and, in a group of four, agree on a title.
- Each four joins with another four and, in a group of eight, decide on a title.
- As a class, decide on a title.

Objective: students read for gist

Practicalities: students move around the room and form groups; all students have to read the same text

Bloom: understanding, evaluating



Variation

Students could do **Best Main Idea Pyramid** using the same method to decide on a main idea.

2.3.6 Teach Each Other

- Give a section of text to each student. They read their text and think about how to explain it.
- They get into groups – each group should have a complete text. Take the texts back from the students.
- Each group member explains their part to the rest of the group. They must use their own words, either in English or in their first language.

Objective: students rephrase information based on contextual needs

Practicalities: students plan in groups and present to the class

Preparation: split a longer text into numbered sections; copy enough sections for each student

Bloom: understanding, applying

Myanmar has a lot of religions. There are two categories of religion,

Some religions are organised. These include Christianity, Islam and Buddhism. They have leaders and religious books so people know how they should live. They also have buildings.

Animism is a non-organised religion. It doesn't have leaders or religious book or buildings, usually. Many other religions use parts of Animism.

Buddhism, Islam, and Hinduism have been in Myanmar for a long time. Christianity came later, with missionaries.

2.3.7 Separate the Texts

- a. Give each student (or pair, or group) a worksheet with two related texts mixed up. These can be mixed sentence by sentence or paragraph by paragraph, depending on level.
- b. Students identify which sentence or paragraph belongs with which text.
- c. If you like, have students write out each complete text:

Objective: students read for detail

Practicalities: students work from worksheets

Preparation: prepare worksheets with two related texts mixed together in the correct order

Bloom: understanding, analysing

Over the years, people in Myanmar have practised a variety of religions, including Buddhism, Christianity, Islam, animism and Hinduism. / For some religions, following a "path" of goodness, truth and duty is very important. / Some people, especially those who have communist beliefs, might not have practiced any religion at all. / Not every religion teaches people to be kind to all other people. / Religion can be broadly organised into two categories. / It has been common for people to believe that they have to act kindly only to some people and not to others.

Extra text from: <https://simple.wikipedia.org/wiki/Religion>

Variation

To make this **more difficult**, combine three or more related texts.

2.3.8 Texts around the Room

- Choose three to six texts on the topic, or split a long text into three to six parts. Number them and stick these on the walls around the classroom.
- Write two to four comprehension questions for each text. Mix the order of these and write them on worksheets or on the board.
- Students move around the room reading the texts, answering the questions and identifying the texts they came from.

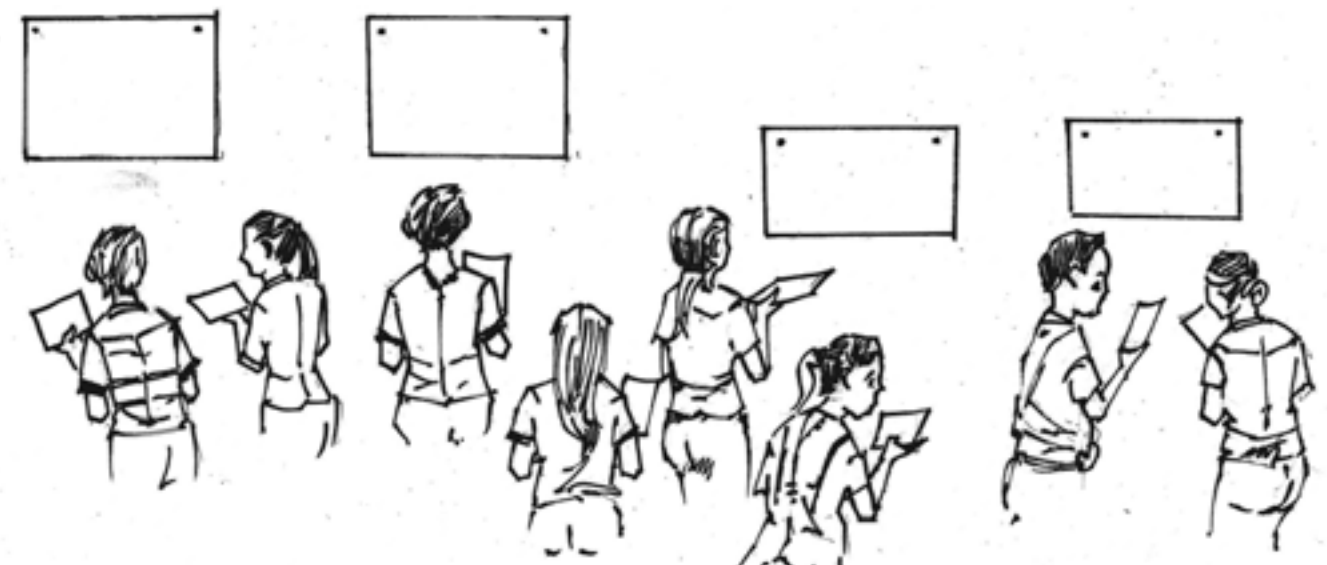
Objective: students read for details

Practicalities: students move around the class reading texts, on the walls

Preparation: put three to six texts on the wall and prepare a few questions about each text

Bloom: remembering, understanding

question	answer	text
a. What is an organised religion?	<i>A religion with guidelines, leaders and religious sites.</i>	1
b. What do atheists believe?	<i>Atheists don't believe in any religion.</i>	3
c. What is Islam's holy book?		
d. Is Animism an organised religion?		
e. What is the difference between atheists and agnostics?		
f. Does Myanmar have a state religion?		
g. When did Christianity come to Myanmar?		



Variation

This can be done as a group activity. Give a prize to the group who finishes first with the most correct answers.

2.3.9 Dictogloss

- Read or play the text at normal speed.
- Read or play the text again. Pause after every paragraph so students can record the important information. They should not write word for word – they should use their own words.
- Read with pauses again. Repeat this a third time if necessary.
- Students compare their texts in pairs or groups, and add any missing information.
- Show students the original text. They compare this to their versions, and check they have all the important information.

Objective: students rephrase information

Practicalities: all students need to hear the text clearly

Bloom: understanding, applying

Over the years, people in Myanmar have practised a variety of religions, including Buddhism, Christianity, Islam, Animism and Hinduism. Some people, especially those who have communist beliefs, might not have practiced any religion at all. Religion can be broadly organised into two categories.

People in Myanmar have had many religions. Some religions are Buddhism, Islam, Animism and Hinduism and Christianity. Communists don't have a religion. There are two categories of religion.

Follow-up

Discuss in groups or as a class different ways students express the same information.

2.3.10 Focus Question

- Give students a focus question about the text.
This can be:

- A wh- or yes/no question:

What types of religion do people practice in Myanmar?

Does Myanmar have many religions?

- A gap-fill

Some religions are _____ and others are not formally organised.

- A true/false question.

Religion in Myanmar started with organised religions, such as Buddhism, Islam and Christianity.

- Students skim-read the text, and answer the focus question. It is important to make the focus question about the general meaning of the text, rather than about a detail in the text.

Objective: students identify the main point of a text

Preparation: prepare a question or short exercise highlighting the main point

Bloom: understanding

2.3.11 Running Dictation

- Students work in teams of four to ten. Each team appoints a writer. The writer sits at the opposite end of the room to their team. Give each team a copy of the text.
- The first team member memorises the first part of it, runs back to the writer, and dictates what they remember. The writer writes it down. The first team member returns to their team.
- The second team member memorises the next part of the text, runs back to the writer and dictates.
- Continue until you reach a time limit (e.g. 10 minutes) or until a team finishes the whole text.
- Teams swap papers and mark another team's paper. They should ignore minor spelling and grammar errors – focus on getting all the information down.

Objective: students accurately communicate content

Practicalities: a noisy activity; students need to move around

Preparation: prepare one copy of the text for every team

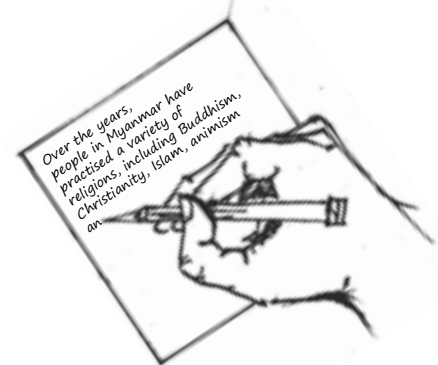
Bloom: remembering

Many elements of Animism have mixed with other religions that people started to practise later.



Variation

To make this **easier**, write difficult key words on the board.



3 COMPREHENSION ACTIVITIES

What is Comprehension?

Comprehension means basic understanding. In our everyday lives, we know that we clearly comprehend a bus schedule when we can use it to identify the correct bus to take and what time this bus is supposed to arrive. This is because all of the information is stated in the bus schedule.

It is our job, as teachers, to check that students have this kind of understanding early in the social studies lesson. In the classroom, comprehension checking comes immediately after information is presented. Most comprehension activities are highly controlled. They come before more creative, free practice activities that are not controlled.

After introducing a text, check to see if the students can identify different parts: the meaning of vocabulary, the times and dates listed in the text, key information or important details. You do this to find out if students know what has been stated in the text. Better understanding creates better readers and thinkers, and clear comprehension leads to greater confidence in the classroom.

Comprehension checks are more effective when they require students to think, rather than to recognise exact phrases. Look at the text on the right then the example questions below:

~~How many member states does ASEAN have?~~

This is not a good comprehension question, as the words are exactly the same as the text.

How many countries are in ASEAN?

This is better, as students have to think, rather than just recognise key words.

~~Does ASEAN have nine member States?~~

This also relies on word recognition.

True or false: 12 countries are part of ASEAN.

This is better.

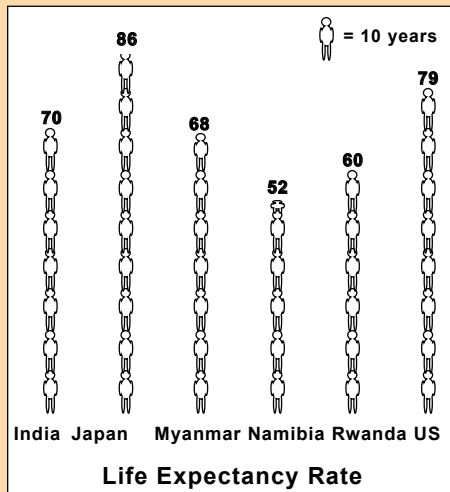
Comprehension activities check for *evidence of understanding*. To do this, you can explore new and different ways of asking questions. At this point, the goal is to see if your students can identify information that was presented to them in the text.

After checking for evidence of understanding – when you are sure of your students' basic comprehension – you can move the class toward activities which encourage students to think critically about the information, and express ideas and opinions.



Life Expectancy

Life expectancy means the average age a person can expect to live to. If a country has a life expectancy of 49, this is an average figure and does not mean that all people will die at that age. Some people will live longer than 49, while others die younger.



The life expectancy figures improve with better living conditions. In USA, Western Europe and Japan, many people can expect to live beyond 70 years. In parts of Africa, people can expect to live about 50-60 years; in some countries it is less.

Adapted from: Development in Context, Longman Namibia, (1997)

Statistics from: World Health Organisation (2013)

EXAMPLE TEXT

Notes on the Text

This text is from a locally-produced development education textbook. It has been heavily adapted for use here. The statistics were collected from another source.

The language is approximately pre-intermediate level English, or CEF A2.

Whistle Campaign a Hit on City Buses

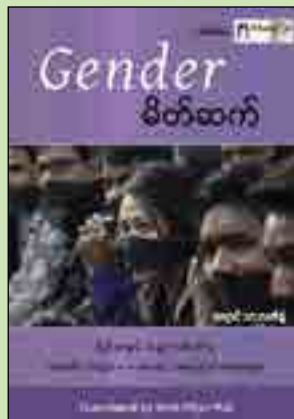
A campaign to fight sexual harassment on Yangon's bus lines has companies, drivers and politicians all joining in the effort. Under the "whistle for help" campaign, about 150 volunteers have been distributing whistles and pamphlets to women at eight busy bus stops in Yangon. The pamphlet instructs women to blow the whistle when they experience sexual harassment on the bus.

"Please go and help the women who blow whistles and let's stop this unacceptable behaviour," the pamphlet said.

In response to the campaign, Parami bus line began offering women-only services during the morning and evening rush hours, when buses are crowded and women more likely to experience sexual harassment.

The campaign has also proven popular with commuters, with many requesting additional whistles to hand out to their friends, family and colleagues.

Adapted from: Cherry Thein, Myanmar Times Volume 31, No. 616, 2012, in Mote Oo's Gender: Issues and Perspectives, 2013



EXAMPLE TEXT

Notes on the Text

This text was adapted from the *Myanmar Times* and used in Mote Oo Education's *Gender: Issues and Perspectives*.

Many useful articles can be found in newspapers and journals such as the *Myanmar Times* and *Irrawaddy*. However, you may need to adapt the language.

The language is approximately intermediate level English, or CEF B1.

3.1.1 Choose the Main Point

- Prepare a multiple choice exercise. One option is the main point of the text. The other options are not the main point.
- Students choose the correct option.

Variation

To make the activity **less controlled**, have students identify the main point from the reading text without multiple choices.

Objective: students identify main and supporting points

Practicalities: students work individually, or in pairs or groups

Preparation: design a multiple choice exercise

Bloom: understanding

- Life expectancy improves with better living conditions.
- Life expectancy is different in different countries.
- The average life expectancy in Myanmar is 68.
- Life expectancy is the average age people live.

- A bus line is offering women-only services
- There is a campaign to prevent sexual harassment on buses.
- Sexual harassment is a major problem.
- Passengers should help people if they are harassed.

3.1.2 Identify Supporting Points

After students have identified the main point of a text, they identify information that supports this main point.

Objective: students identify main and supporting points

Practicalities: students work individually, or in pairs or groups

Bloom: understanding

Life expectancy is the average age people live.

- Some people live longer, others have shorter lives.*
- Different countries have different life expectancies.*

There is a campaign to prevent sexual harassment on buses.

- Volunteers are distributing whistles that women can blow if they are harassed.*
- Passengers are encouraged to help women who blow whistles.*
- A bus line is offering women-only services.*

Variation

To make the activity **more controlled**, write the main and supporting points in mixed order. Students sort them out.

3.1.3 True or False?

- Write some true and some false statements about the information.
- Students decide whether the statements are true or false.
- If false, they write a true statement.

Objective: students check their understanding of details

Practicalities: students work from the board or worksheets

Preparation: prepare true and false statements

Bloom: understanding

- Japan has the highest life expectancy of these countries. *True*
- If the life expectancy is 49, all people die at 49.

False. Some will die before 49, some will live longer than 49.

- Men are not allowed on some buses now. *True*
- Women experience sexual harassment on buses mostly at night.

False. It happens more during rush hours when buses are crowded.

3.1.4 Comprehension Questions

Write questions about the text, which students answer. The answer must be available in the text.

- Wh- questions:

Objective: students check their understanding of details

Practicalities: students work from board or worksheets

Preparation: prepare questions

Bloom: understanding

What is the average life expectancy in Myanmar?

68

~~Why do some countries have higher life expectancy?~~

Where is this campaign happening?

At eight bus stops in Yangon.

~~Why is sexual harassment a problem? .~~

These are not comprehension questions. Do these open type of questions later in the lesson.

- Yes/no questions. With yes/no questions, it is better to also ask for more information:

Do most people in the USA live to be 60?

Yes – many live to be more than 70.

~~Is the life expectancy in Namibia 52?~~

Do bus companies support the campaign? How?

Yes – one bus company now has women-only services.

~~Are 150 volunteers distributing whistles?~~

These are too easy, as people just read the exact information in the text. They don't need to think about the meaning of the information.

3.1.5 Order the Information

After students have read a text, they take information from it and put it in order, e.g.

- Order of frequency (how often)
- Chronological order (order of time)

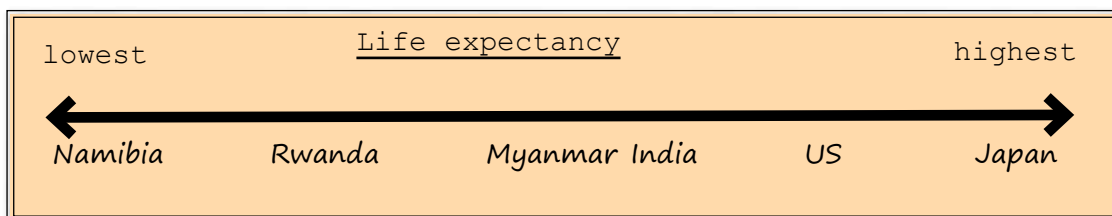
Objective: students order information

Practicalities: students work individually, or in pairs or groups

Bloom: understanding, applying

1. A woman goes to a bus station. Some volunteers give her a whistle.
2. She gets on a bus.
3. Someone harasses her.
4. The woman blows the whistle.
5. People on the bus help her.

- Least to most (e.g. *smallest to biggest, least popular to most popular, lowest GNI to highest GNI*)



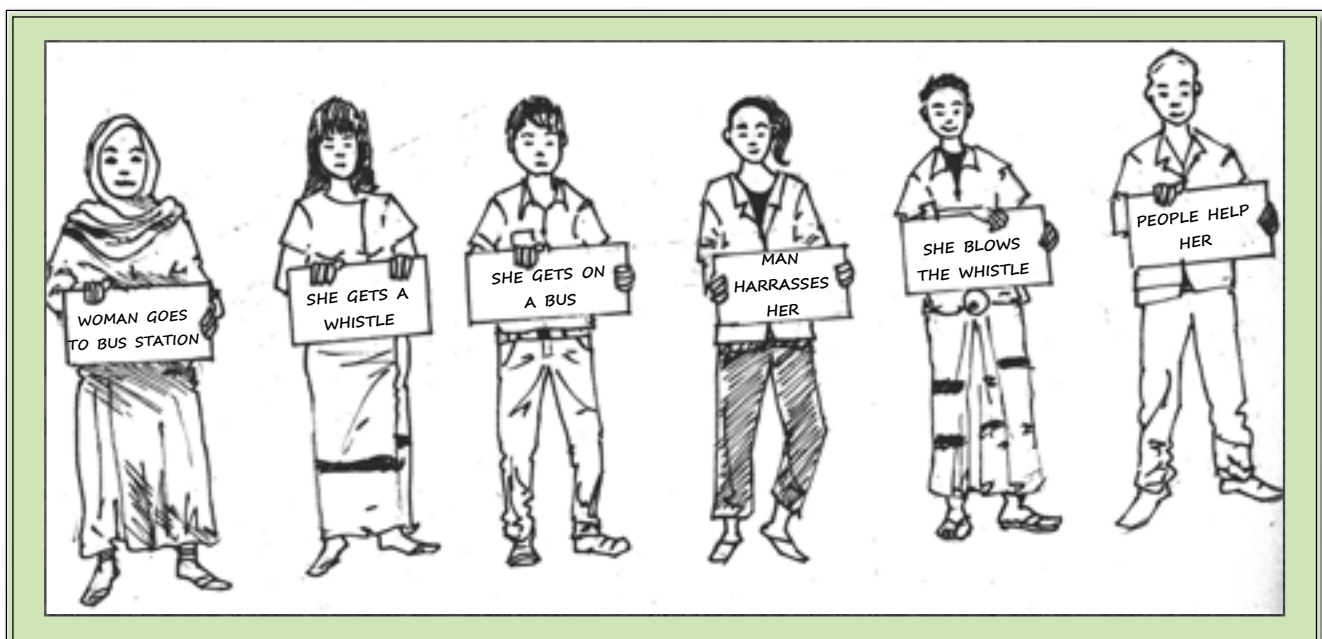
Follow-up

Students/groups compare answers, and decide on the correct order.

Variation

Do an **Order the Information Group Competition**. Write each piece of information on a small piece of paper. Make enough sets so that there is one per group.

Give the papers to groups, one piece per group member. Groups stand in order according to their information.



3.1.6 Important or Unimportant?

- List some bits of information from the text. They don't have to be exactly the same words as in the text.
- Students decide if the information is important (relevant to the main idea of the text) or unimportant.

Objective: students decide what information is important

Practicalities: students work individually, or in pairs or groups

Preparation: create a list of information from the text

Bloom: understanding, evaluating

- Life expectancy improves with better living conditions. *important*
- India's life expectancy is two years higher than Myanmar's. *unimportant*

- Bus drivers are joining the campaign *important*
- Women-only services were in the morning and evening *unimportant*

Variation

To make this **less controlled**, students list all the unimportant information in the text. Another **less controlled** activity is students rewrite the text with only the essential information in it.

3.1.7 Classify the Information

After students have read a text, they take information from it and put it in categories, e.g.:

- Different types of things mentioned in the text:

Objective: students classify information

Practicalities: students work individually, or in pairs or groups

Bloom: understanding

higher life expectancy	lower life expectancy
- people with better living conditions	- people with worse living conditions
- people in the USA, Western Europe and Japan	- people in some African countries

people	things	places
- bus drivers	- companies	- eight bus stops in Yangon
- politicians	- whistles	- Parami bus line
- volunteers	- pamphlets	
- women	- buses	
- commuters		
- friends, family and colleagues		

- Different types of information mentioned in the text (opinions for and against, quotations, facts and opinions, causes and effects etc).

Follow-up

Students explain how each of these are related to the main point of the text.

3.1.8 What, Where, When, Who, Why, How?

Objective: students identify key points

Practicalities: students work individually, or in pairs or groups

Bloom: understanding, applying

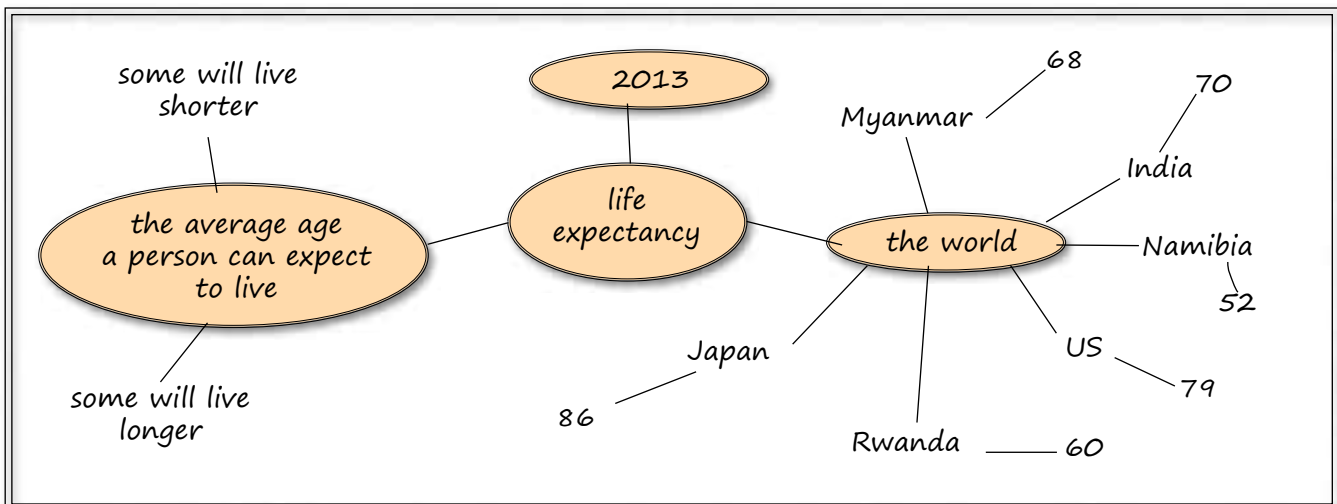
- Students draw a table and summarise key events, places, times, people, reasons and methods from the information.
- Students compare their tables.

What?	Life expectancy
Where?	India, Japan, Myanmar, Namibia, Rwanda, US, the world
When?	2013
Who?	the world's population, especially people in those countries
Why?	
How?	

What?	a campaign against sexual harassment giving pamphlets and whistles to bus passengers
Where?	on buses in Yangon
When?	
Who?	150 volunteers, bus companies, drivers and politicians
Why?	to stop sexual harassment on buses
How?	people blow whistles if they have problems on buses

Variation

You could also do this as a **mind-map**.



3.1.9 Information Transfer

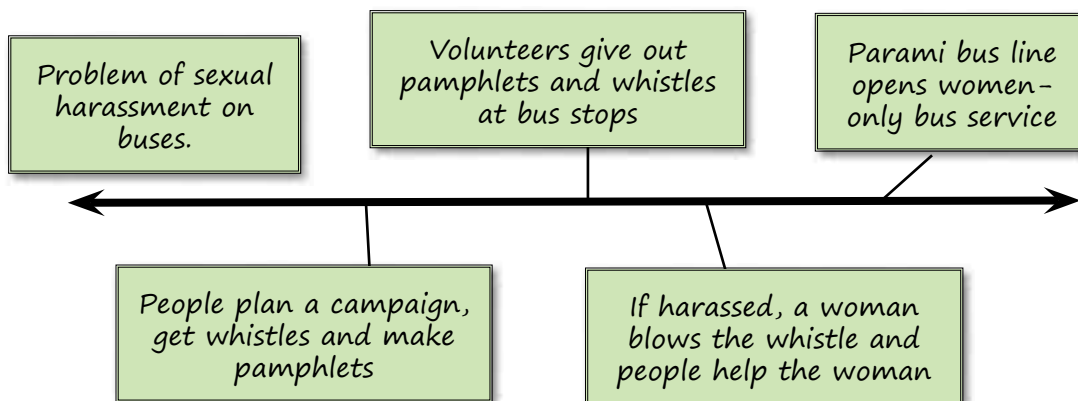
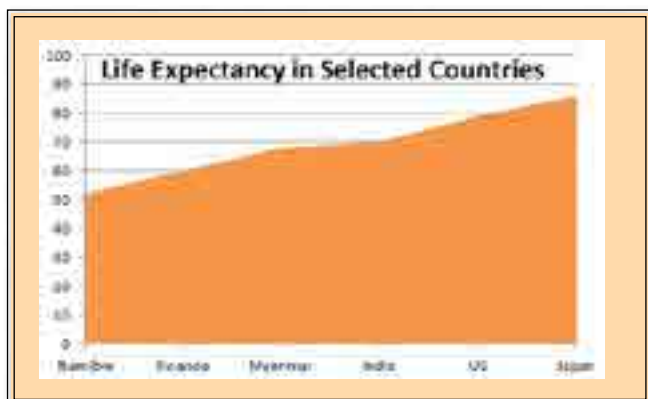
Students take information from a text and put it in a different format, e.g.

- a picture
- a table
- a map (see 5.4)
- a graph (see 5.3)
- a timeline (see 5.1)
- a dialogue, poem or song

Objective: students present the same information in different ways

Practicalities: students work individually, or in pairs or groups

Bloom: understanding, applying



Life expectancy.
 The average age people expect to live.
 In Namibia, there is a life expectancy of 52.
 Some die older.
 Some die younger.
 In Japan, there is a life expectancy of 86.
 Some die older.
 Some die younger.
 Better living conditions improve life expectancy.

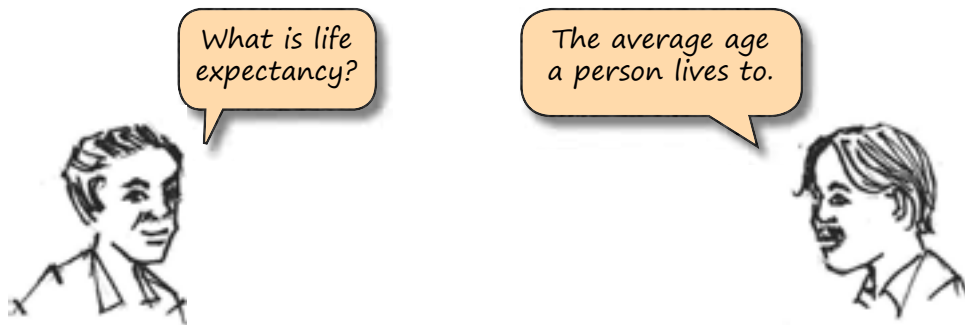
3.1.10 Text Quiz

- Students think of closed questions (with only one possible correct answer) from the text.
They must also know the correct answer to their questions.
- They ask each other their questions and check the answers.

Objective: students check their understanding of details

Practicalities: students work individually, or in pairs or groups

Bloom: understanding, applying



Variation

To make this **more difficult**, students have to answer the questions without looking at the texts.

This can be done individually, but is often better in pairs or groups.

You can make it into a **Group Quiz Competition** by getting groups to think of three questions each, and each group has to answer all the other groups' questions. The winner is the group with the most correct answers.



4 CRITICAL THINKING ACTIVITIES

This section contains activities to help students process new information.

- Activities to help students look at what is behind information.
- Activities to help students identify the bias of the writer.
- Activities to help students distinguish between fact and opinion.
- Activities to help students compare and contrast.
- Activities to help students identify causes and effects.
- Activities to help student identify different fallacies used in argument.



<http://criticalthinking-mc205.wikispaces.com/>

4.1 Compare and Contrast

What is Comparing and Contrasting?

Comparing and contrasting is the identification of similarities and differences between two or more ideas, people, or events.

Through this process, we find out what things have in common, as well as what separates them. It helps us to organise the information available to us.

For example, if we compare and contrast mangoes and bananas, we can list their characteristics. We identify that:

- *They are both fruits.*
- *Often, both are yellow.*

but

- *Their shapes are different – mangoes are round and bananas are long.*
- *Their origins are also different. Bananas come from short trees with large flat leaves, and mangoes come from tall trees with small leaves.*
- *Bananas grow all year round, but mangoes only grow in season.*

Comparing and contrasting things in a social studies context is identifying and categorizing details. This helps us to understand these details in relation to each other. Comparing and contrasting is a particularly useful tool in preparation for essay writing or debate.

Useful conclusions can result from comparing and contrasting significant people, events, and time periods. Students may find that two things that seem to have nothing in common may actually have many similarities. Students can develop, support or rethink their ideas based on these discoveries.



Thingyan has always been an important festival in Myanmar. In the 1950s, people wore traditional Myanmar dress, threw water from bowls, and performed traditional Myanmar dances. Nowadays people still love to throw water, but it comes from hoses and water guns. Some people wear traditional Myanmar dress, but many wear Western clothes. Music now is often rock music or hip-hip.

Transportation Then and Now

Until about 7,000 years ago, people had to walk everywhere. Then they started to use animals for transportation. Later, people invented vehicles.

Animals

People used horses and donkeys for transportation in lots of place. People also used camels in Africa, elephants in Asia, and llamas in South America. People still use animals for transportation today.



The first vehicles

People made rafts from tree trunks. They floated on these rafts along rivers and lakes. It was easier than swimming, and they didn't get wet. These were the first vehicles.



Sleds were like rafts but they were used on land. They were useful because it is easier to pull heavy things than to lift them.

The wheel

About 5, 500 years ago, people added wheels to sleds. Farmers and traders made carts with two or four wooden wheels. Cows and horses pulled the carts. Carts with wheels were much faster than sleds.



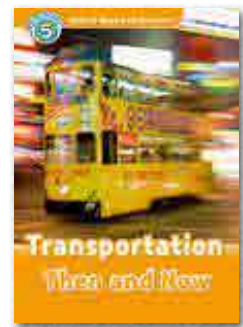
The wheel is one of the most important inventions in history, and today you can see wheels everywhere. Cars, buses, trucks, trains, bicycles, motorcycles and planes all have wheels. Wheels are important in engines, too.

Adapted From: Transportation Then and Now, Oxford University Press 2010

EXAMPLE TEXT

Notes on the Text

This text is adapted from a non-fiction graded reader. If you are looking for easy social science texts for students, these books could help you.



Oxford University Press, Cambridge University Press, Macmillan, Penguin and other publishers write similar books to this.

The images are all from *images.google.com*.

The language is approximately elementary level English, or CEF A1.

EXAMPLE TEXT

Notes on the Text

These images were taken from a website.

If you need additional images for a text, to add interest, clarify main ideas or for use in an activity, the internet is a great place to start. Try *images.google.com*. Additionally, newspapers always have useful images and journals often have high quality images, which you can cut out, photocopy, etc.

A Week's Grocery Shopping: Germany and India



A week's food for a German family



A week's food for an Indian family

<http://fstoppers.com/what-a-week-of-groceries-looks-like-around-the-world>

4.1.1 Compare and Contrast Tables

Objective: students list similarities and differences
Practicalities: students work in pairs or groups
Preparation: make a list of items to compare and contrast
Bloom: analysing

a. List items from the text to compare and contrast.

walking riding an animal
 animal cart bicycle boat car

a week's groceries in India
 a week's groceries in Germany

b. Give each pair or group two things to compare and contrast.

walking and horse cart	
similarities	differences.
quite slow	the horse gets tired, not the person
don't need petrol	horse cart needs a road
can't cross deep rivers	cart can carry heavy loads

Indian and German groceries	
similarities	differences.
Both have fresh fruit and vegetables	Germans have more bottled drinks
Both families are the same size	Indians have more fresh food, Germans more packaged food

c. Pairs/groups look for similarities and differences between their two things. They put them in a table.
 d. Students compare their tables with other groups, or as a class.

4.1.2 Identify the Subject

Objective: students identify items based on their similarities and differences
Practicalities: students work in pairs or groups
Preparation: make compare and contrast statements with the subject missing
Bloom: understanding

a. Make sentences comparing and contrasting things from the text, but with the subject missing. These can be closed (one correct answer) or open (many possible answers).
 b. Students identify the subject.

1. Carts are faster than sleds, because they have wheels.
 2. Horses and elephants are animals we use for transportation

1. The German family drinks more beer.
 2. Vegetables and fruit are popular with both families.

4.1.3 Past or Future Compare and Contrast

Objective: students compare and contrast the text with a different time period

Practicalities: students work individually or in pairs or groups

Bloom: applying, analysing

- Students compare and contrast the situation in the text to a different time period.
- They discuss this in groups, or write about the similarities and differences.

In the past, people walked everywhere or used animals for transport, until they invented sleds, rafts and carts.

Now, we sometimes walk or use animals for transport, but we also use motorised transport – motorcycles, cars, trains and planes.

The people in these pictures eat a lot of fruit and vegetables. Some eat meat, and they also eat manufactured food like pizza.

In the future, I think more people will eat manufactured food. There will be less fresh food because of global warming. Some people will eat food pills instead of meals.

Variation

You can do this with other situations too – different countries, people or environments.

4.1.4 Personal Comparison

Objective: students compare and contrast the text with their own lives

Practicalities: students work individually, then in pairs.

Bloom: applying, analysing

- Students list things that are similar to their own life and situation, and things that are different from their own life and situation.
- Students compare their lists in pairs, and add anything to their lists they might have missed.

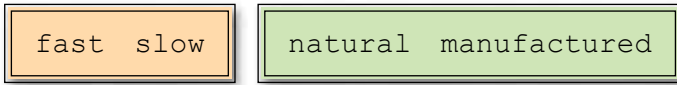
similar	different
<i>I sometimes walk to work.</i>	<i>I don't use animals for transport.</i>
<i>My work transports goods by truck.</i>	<i>I've never travelled by raft.</i>

similar	different
<i>Our family eats a lot of vegetables.</i>	<i>We drink less bottled drinks than the Germans, but more than the Indians.</i>
<i>Like the Indian family, we eat a lot of rice.</i>	

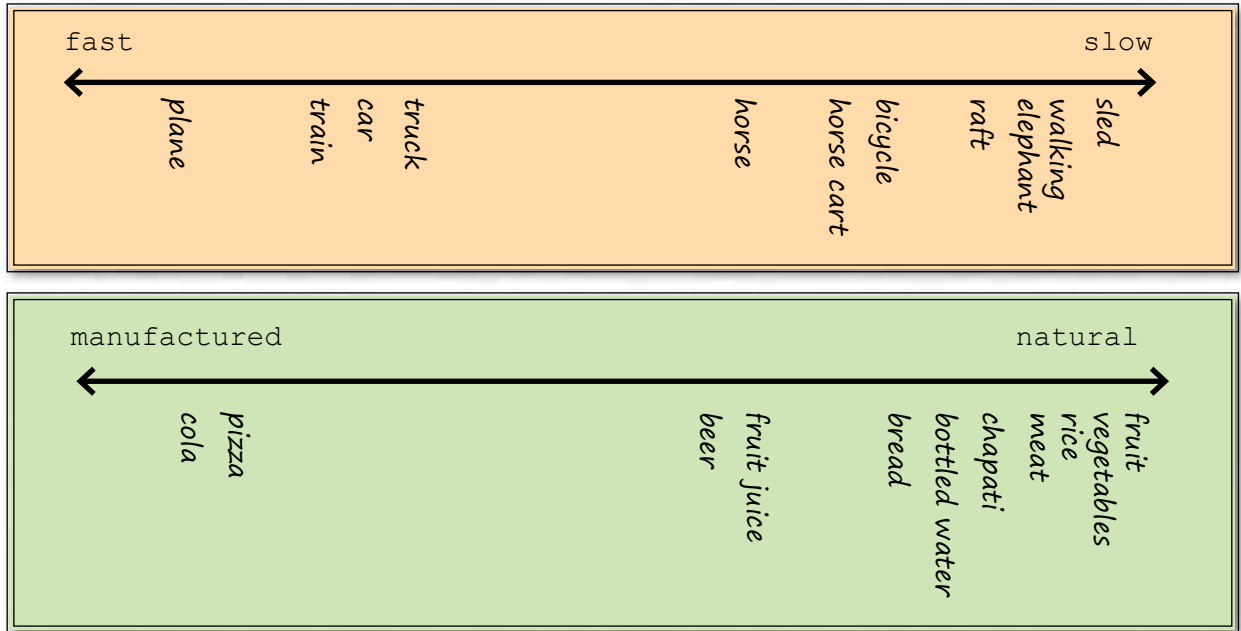
4.1.5 Spectrums

Objective: students order items between opposite extremes
Practicalities: students work individually, or in pairs or groups
Bloom: analysing, applying

a. Give students two opposite extremes.



b. They draw a spectrum – a line or arrow with one extreme at each end.



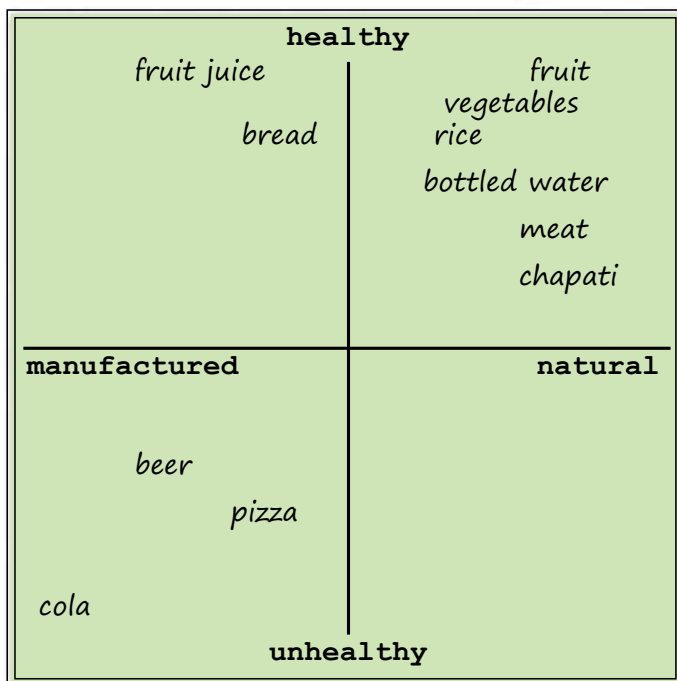
c. Students order items according to how close they are to each extreme.

Variation

If the spectrum relates to students' own lives or opinions, students order themselves according to the criteria.

Most of our food comes from our garden.

Some of my food is natural, some is manufactured.



Make two sets of related opposites, one left to right, and one top to bottom. This will often give more complex information about the items.

It looks like manufactured foods are more unhealthy than natural foods.

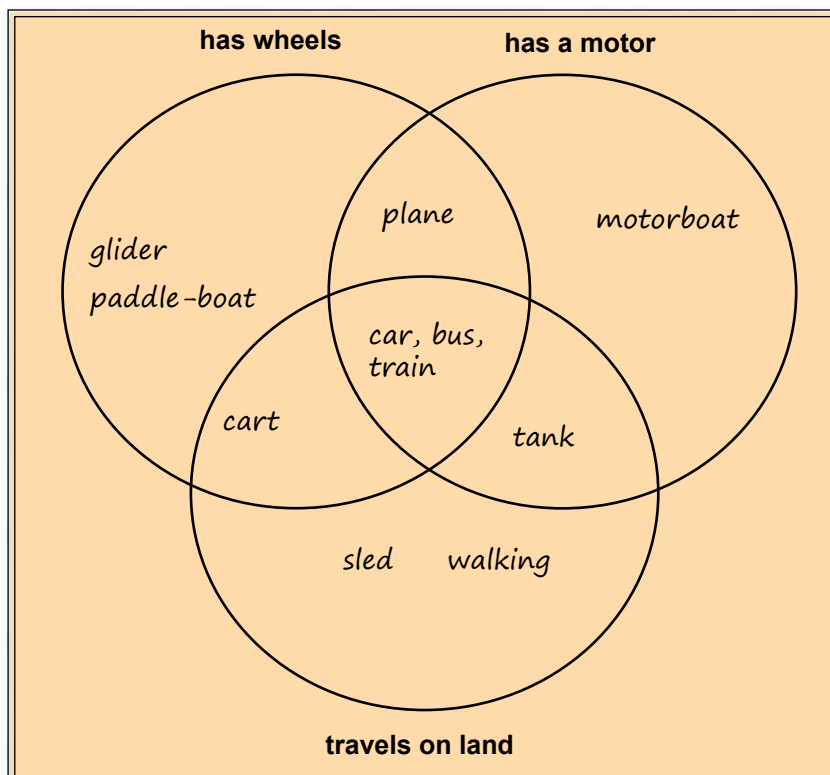
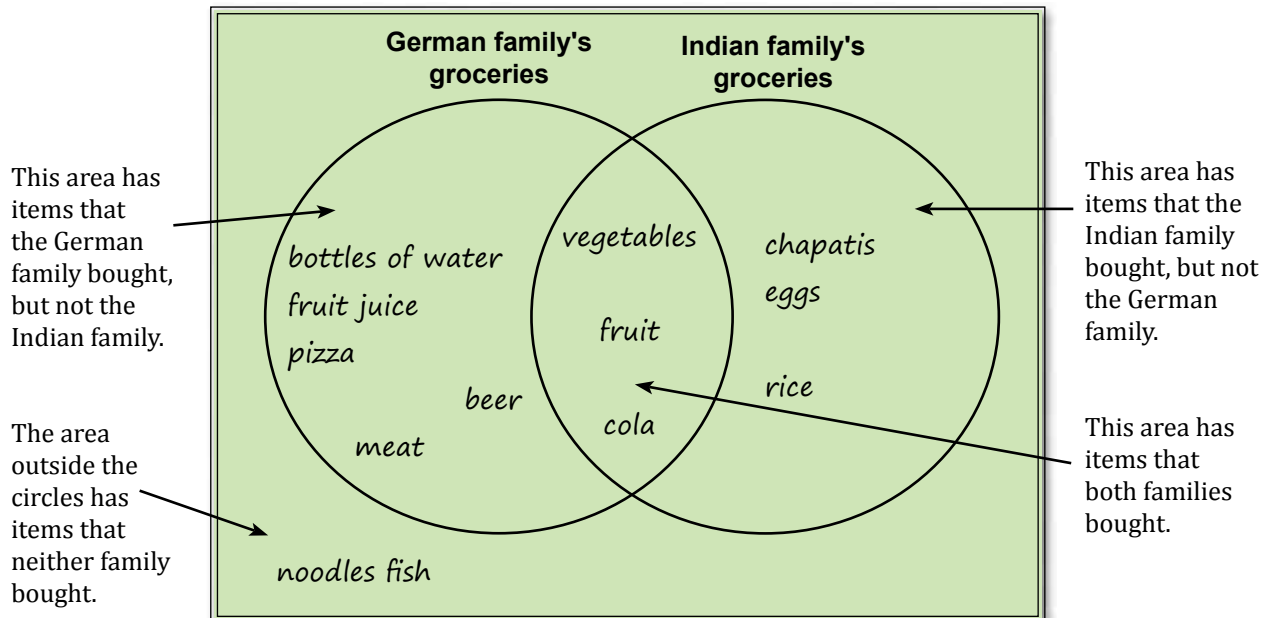
4.1.6 Venn Diagrams

- Students draw two or three overlapping circles, each circle representing a characteristic of items in the text.
- Students put items from the text into the diagram.

Objective: students show relationships between items in sets

Practicalities: students work individually, or in pairs or groups

Bloom: analysing



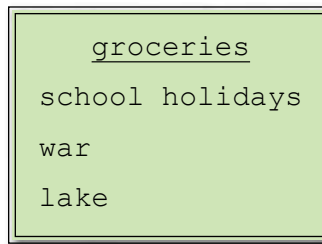
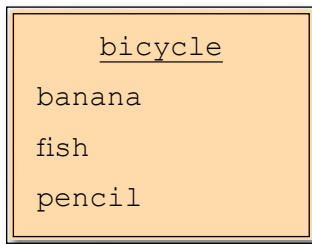
Variation

To make this **less controlled**, encourage students to include items from outside the text.

To make this **less controlled**, students design their own Venn Diagrams about the text or topic. They decide what sets they will have.

4.1.7 Random Comparison

- a. Choose an item from the text, and a list of random items outside the text (or have the students choose them).



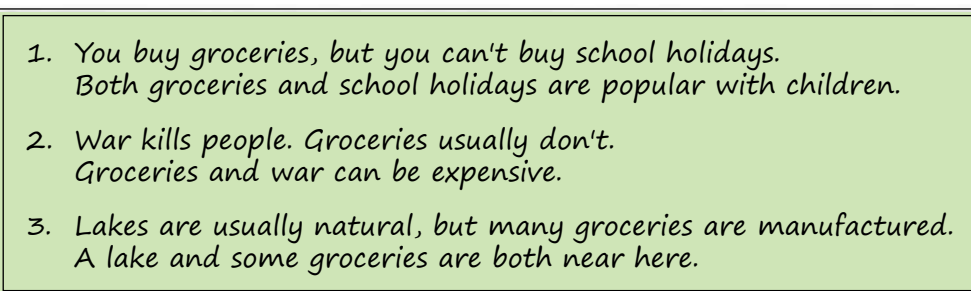
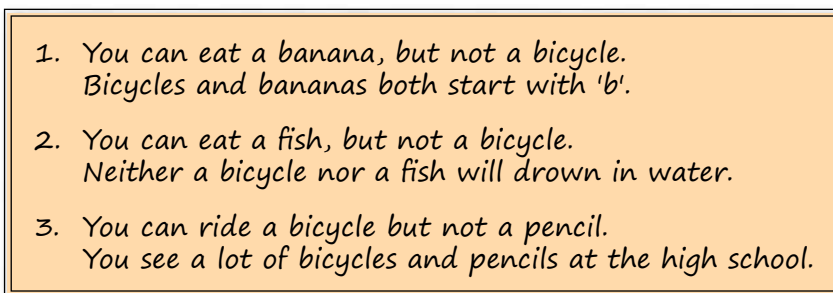
Objective: students compare and contrast information from the text and outside the text

Practicalities: students work individually, or in pairs or groups

Preparation: write a list of random things

Bloom: analysing, creating

- b. Students think of a similarity and a difference for each pair of items.



Variation

Do this as a **group brainstorm competition**. Give the class two things to compare and contrast. Groups have two minutes to list similarities and differences between the two things. The group with the biggest list is the winner.



4.2 Cause and Effect

Thinking about Cause and Effect

Cause and effect shows the relationship between two events. The cause is the reason, and the effect is the consequence or the result of the cause.



For example, a woman is running after a bus. This is the effect, or the result of a cause. To



identify the cause, we must look back and find out why she is running. Perhaps it is because she overslept and is late for work.

Another example: a strong wind blows through a village. What is the effect of this wind? The roofs on many houses are broken. This is the effect of the wind; the wind is the cause of the damage.



The cause happens first, followed by the effect. Often these concepts are not studied in this order: sometimes we study an effect, and search for the cause, and sometimes we see a cause and predict its effects.

Sometimes the connection between cause and effect is obvious, such as the wind damaging the house. Sometimes it is difficult to know the cause, or what effects something might have. There are often many causes to an event. A situation might cause several effects. Sometimes a cause results in an effect, which causes another effect, etc: This makes a chain of causes and effects.

A woman sleeps late → **She misses her bus** → **She arrives at work late** → **She gets fired**

Students who can work through the mental process of classifying causes and effects will become more skilled at inferring information from a text. It is also good problem-solving practice and helps students develop stronger conclusions to their own work.

The Taliban banned girls from attending school.



I have the right to speak up.



They cannot stop me.
- Malala Yousafzai



Adapted from: <http://zenpencils.com/comic>

EXAMPLE TEXT

Notes on the Text

This text is adapted from an online comic about Pakistani school-girl, Malala Yousafzai, who was shot and nearly killed by the Taliban.

Many publishers produce graphic stories and novels, and many more are available freely online. Try zenpencils.com

There are many ways you could use a comic in a class, or you could even have students make their own, based on a story, a person or an event.

EXAMPLE TEXT

Notes on the Text

This text is adapted from a US human rights textbook.

Many other useful human rights resources are available online, including plain English human rights texts at un.org/cyberschoolbus/humanrights/index.asp



The language is approximately upper intermediate level English, or CEF B2.

Choosing the Language of Education

People disagree about what language should be used in schools. In a country where some people do not speak the same language, should all government-funded education be in the majority language?

If a country has a lot of different language groups, allowing minorities to learn and speak only their own language might cause separation and disunity. Some people worry how the nation's peoples will communicate amongst themselves. What about the future of minority language speakers? How can they be sure of getting a good job in the larger community without having a common language? Some people are also concerned that minority-language speakers will not be able to vote responsibly and understand elections if they do not understand the majority language.

Others argue that while these may be problems, a more serious threat to a minority community would be if it could not pass on its own traditions and language to children in schools. Over a few generations, a people's whole culture and identity could be wiped out. Also, if you force people to speak someone else's language, this might create anger and rebellion.

Article 26 of the Universal Declaration of Human Rights states that parents 'have a right to choose the kind of education that shall be given to their children'.

Adapted from Human Rights for All, National Institute for Citizen Education in the Law, 1996



4.2.1 Identify the Cause

- List some events from the text.
- Students identify the causes, or possible causes, of these events.
- Students check each other's causes, and discuss whether they agree with them.

Objective: students identify causes of events

Practicalities: students work individually, or in pairs or groups

Preparation: find some effects from the text

Bloom: analysing, evaluating

The Taliban shot Malala.

- *She disobeyed their orders.*
- *She went to school.*

Malala went to hospital

- *The Taliban shot her.*

People can't get good jobs.

- *They can't speak the majority language.*

A people loses its culture and identity.

- *It cannot pass its traditions and language on to its children.*

Variation

To make this **less controlled**, have students list or underline all the causes and list or circle all the effects they can find in the text.

4.2.2 Identify the Effect

- List some causes from the text.
- Students identify the effects, or possible effects, that could result from these.
- Students check each other's effects, and discuss whether they agree with them.

Objective: students identify effects of events

Practicalities: students work individually, or in pairs or groups

Preparation: find some causes from the text

Bloom: analysing, evaluating

Malala caught a bus to school.

- *The Taliban got on the bus and found her.*

- *The Taliban shot her.*

Malala thinks she has a right to education.

- *She spoke up about this.*

People learn only the majority language.

- *they lose their own culture.*

- *they get angry because they always have to speak another culture's language.*

Variation

To make this **less controlled**, have students list or underline all the causes and list or circle all the effects they can find in the text.

4.2.3 Match the Cause and Effect

Objective: students match causes and effects

Practicalities: students move around the room

Preparation: write causes and effects on pieces of paper

Bloom: analysing

- a. Write causes and effects on pieces of paper. Make enough so there is one cause or effect per student, and that each cause has a matching effect.

The Taliban shot Malala

because she went to school.

Malala won international awards

because she spoke up.

- b. Students go around the room, trying to find a matching cause or effect.
c. When they find their match, they come to you to get it checked. Remember some causes might match more than one effect, and some effects might match more than one cause.



Variation

To make this **more difficult**, especially if you have a larger class, use causes and effects from more than one text or topic.

4.2.4 Cause and Effect Chain

- Students identify the first cause mentioned in the text.
- They identify the effect of this.
- They turn this effect into a cause and identify an effect of it.

Objective: students connect a series of causes and effects

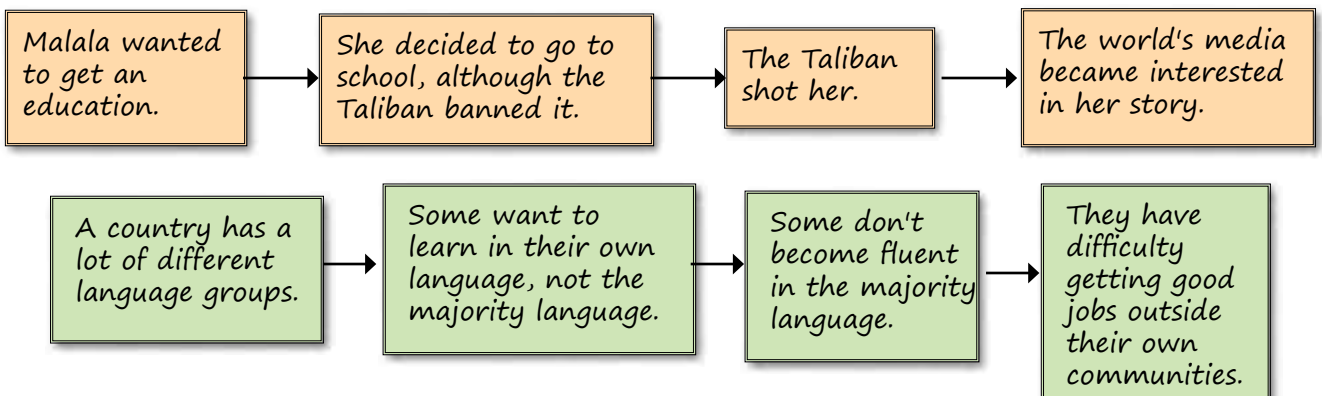
Practicalities: students work individually, or in pairs or groups

Bloom: applying, analysing

Malala wanted to get an education.

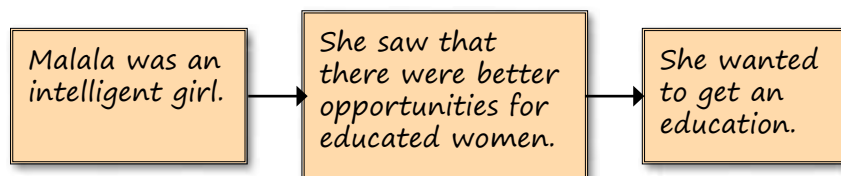
A country has a lot of different language groups.

- Students keep adding effects until the chain is complete.

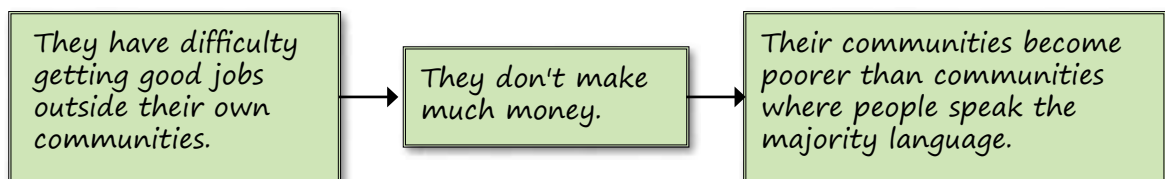


Follow-up

Students infer past causes and effects (before the events in the text), and add them to the chains.

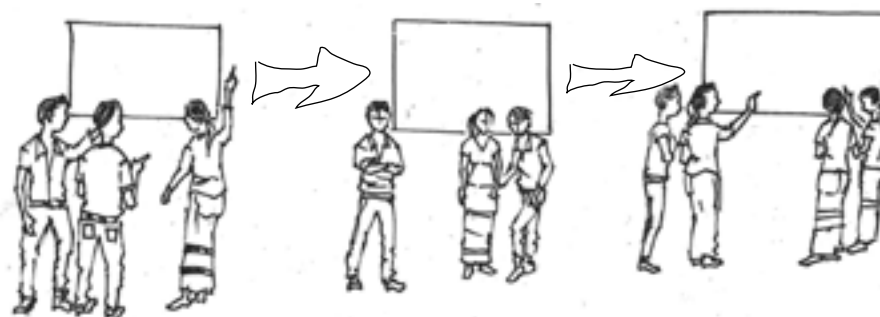


And/or they can infer future causes and effects (after the events in the text), and add them to the chains.



Variation

Have students make a large cause and effect chain on big pieces of paper, and stick them on the walls.



4.2.5 Consequences

- a. Ask students a *What would have happened if...?* or *What might happen if...?* question.

What if Malala had decided not to go to school?

What if all education was bilingual?

Objective: students identify possible causes and effects

Practicalities: students work in groups or as a class

Preparation: think of some possible situations related to the text

Bloom: creating

- b. As a class (of small numbers) or in groups (if larger numbers) students take turns to continue a cause and effect chain.

If all education was bilingual, people would learn about another culture.

If people learned about another culture, there would be more understanding of others' differences.

If there was less war, weapons manufacturers would go out of business.

If people were more understanding of others' differences, there would be less war.

4.2.6 Reasons for Change

- a. Choose a cause and effect that is central to the text.

Malala went to school, so the Taliban shot her.

People don't all speak the same languages, so they want education in their own language.

Objective: students infer reasons

Practicalities: students work individually, or in pairs or groups

Bloom: applying, analysing, evaluating, creating

- b. Students infer other reasons behind the situation.

She disagreed with Taliban policy.

She was a threat to their ideas.

She might encourage other girls to demand education.

They have lived independently from the majority group.

They have a different history to the majority group.

They think multiculturalism is important in a modern society.

- c. Students infer a solution or outcome to the situation.

As a result of Malala's public stand, and other local and international support, the Taliban realise that women should have equal rights.

People recognise that both first language education and majority language education are important, so people understand their own culture and can function equally in wider society.

4.3 Inference

What is Inference?

Comprehension involves understanding the words on the page. Inference involves thinking beyond what is on the page. Inference is a mental process that helps us to reach an unstated conclusion based on the evidence provided.

We infer different things every day outside of the classroom. For example:

- We infer that people are thirsty if they ask for a glass of water.
- When we hear a person shout at another, we infer that they are angry or hurt.
- If we see a person dressed in a strange costume, we might infer they are an actor, or that they are going to a costume party.

Inferring allows us to both ask and answer the question, "Why?" We are always looking for purposes, reasons and explanations, in both the texts we read and in the situations we encounter. Inferring is also known as "reading between the lines." This means that, as we read critically, we are searching for conclusions and ideas that are implied, or hinted at, but not stated directly in the text or situation before us.

As teachers you can help your students to infer meaning from texts by encouraging them to make predictions or guesses based on the information they have read. They can also make inferences exploring the author's motivation for writing the text, and the reason the text was written.

By closely examining word choices, context, content structure, and specific references, students learn that they can infer a larger meaning within the text.

Reading for inference is an important skill for independent learning.

For inference activities to work, choose your topics and texts carefully.

- students should be familiar with the topic
- Texts should be in language that the students can easily understand.



EXAMPLE TEXT

Notes on the Text

This text is the lyrics of *Imagine*, by John Lennon.

Many song lyrics can be found at sites such as:

- songlyrics.com
- lyrics.com,
- azlyrics.com
- metrolyrics.com.

The text has not been adapted.

Imagine

Imagine there's no heaven
It's easy if you try
No hell below us
Above us only sky
Imagine all the people
Living for today...

Imagine there's no countries
It isn't hard to do
Nothing to kill or die for
And no religion too
Imagine all the people
Living life in peace...

You may say I'm a dreamer
But I'm not the only one
I hope someday you'll join us
And the world will be as one

Imagine no possessions
I wonder if you can
No need for greed or hunger
A brotherhood of man

Imagine all the people
Sharing all the world...
You may say I'm a dreamer
But I'm not the only one
I hope someday you'll join us
And the world will live as one

John Lennon, 1971



Climate Change – Into the Future

On average, a person in a developed nation emits more greenhouse gases than someone in a developing nation. Here are the top five emitters of greenhouse gases and the amount of the total global emissions they create:

China – 17%
USA – 16%
European Union – 11%
Indonesia – 6%
India – 5%

How we fight climate change in the future will probably be decided in summits like Kyoto, the G8 summits and the Copenhagen conference of 2009. These meetings try to reach an agreement over global emissions. The most important issues at these summits are usually: who should reduce their CO₂ emissions, by how much, and how soon?



The Kyoto Protocol

The first climate change agreement was the Kyoto Protocol. It took eight years to reach an agreement and, in 1997 in Kyoto, Japan, 160 countries agreed to reduce emissions by 5.2% by 2012. It was ratified by 55% of the countries and became law on 16th February 2005. Countries are now trying to find an agreement to follow Kyoto that all nations are happy with but there are disagreements between richer and poorer countries about emissions. Kyoto says that developing countries like China, India and Brazil don't have to reduce emissions. The USA did not ratify the protocol because it thinks it isn't fair that developing countries don't have to reduce emissions. China says that richer developed countries should solve the problem because they produced lots of carbon dioxide when they were developing. China and the USA are the biggest emitters of CO₂ so it is important that they agree on how to fight climate change.

Adapted from: Environment Issues, Educasia 2011

EXAMPLE TEXT

Notes on the Text

This text is adapted from a locally-produced civic education text book.

Contact

educasiaadmin@thabyay.org for information about ordering.

The language is approximately intermediate level English, or CEF B1.



4.3.1 What Are We Supposed to Know?

Objective: students identify assumed knowledge

Practicalities: students work in pairs or groups

Bloom understanding, analysing

- In pairs or groups, students list the things the text assumes they already know (assumed knowledge).
- Students compare their lists with other groups, or as a class.

- the idea of heaven and hell*
- there are wars and starvation in some parts of the world almost all the time*
- that people kill and die for their beliefs*
- the idiom 'brotherhood of man'*

- the difference between developed and developing nations*
- how percentages work*
- what happens at summits like Kyoto*
- why greenhouse gas emissions are bad*
- what CO² is*

4.3.2 What Are We Supposed to Think?

Objective: students identify assumed opinions

Practicalities: students work in pairs or groups

Bloom: understanding, analysing

- In pairs or groups, students list the things the text assumes they think (assumed opinions).
- Students compare their lists with other groups, or as a class.

- Religion causes conflict.*
- Nationalism causes conflict.*
- A world without conflict, hunger or greed is not realistic.*

- We need to fight climate change.*
- We need to reduce greenhouse gas emissions.*

Variation

These two activities are good to do as pyramid activities. Students make lists individually, then form pairs to make combined lists, then form groups of four and make group lists, then make a list as a class. At each stage, they negotiate which points should be on the list.



4.3.3 Infer the Purpose

Individually or in pairs or groups, students decide why the writer wrote this text, and what they want people to take away from it.

Objective: students make predictions based on information from a text

Practicalities: students work individually, or in pairs or groups

Bloom: analysing

The singer wants us to work towards a peaceful world where there are no countries, religion, hunger and greed, and where people share everything.

The writer wants readers to understand the difficulties of making international agreements to reduce CO² emissions and fighting climate change.

Follow-up

Students write their answers on pieces of paper and put them on the wall. The class walks around and reads other students' answers. They vote on the best answer.

4.3.4 Infer the Writer's Point of View

- Students decide what the writer's general opinions on the topic of the text.
- They try to infer other things about the writer – perhaps their age and job, whether they are rich or poor, where they come from.

Objective: students decide what the writer thinks about the topic

Practicalities: students work individually, or in pairs or groups

Bloom: applying, analysing

The singer is male.

He wants the people in the world to stop fighting and live together peacefully.

He also wants people to stop being greedy and share all that they have.

I think he is rich (usually poor people don't think having no possessions is good).

He comes from a country where religion is less important (maybe the UK or Australia).

He or she is worried about global warming.

Perhaps she or he is an environmental journalist.

I think they are not American or Chinese.

Follow-up

If possible, students find out the writer's background and opinions, but researching other things she or he has said or written. This is easier if the writer is well-known.

4.3.5 Infer the Point of View

- Provide or elicit a list of people or groups mentioned in the text.
- Students infer opinions of these people or groups.

Objective: students identify or infer opinions of different people or groups in a text

Practicalities: students work individually, or in pairs or groups

Bloom: applying, analysing

The US *All countries should reduce emissions equally.*

China *We produced less emissions in the past, so we should be allowed to produce more now.*

A poor country *If we can't produce emissions, we can't develop quickly.*

The Copenhagen Conference *We need to agree on reducing emissions.*

Variation

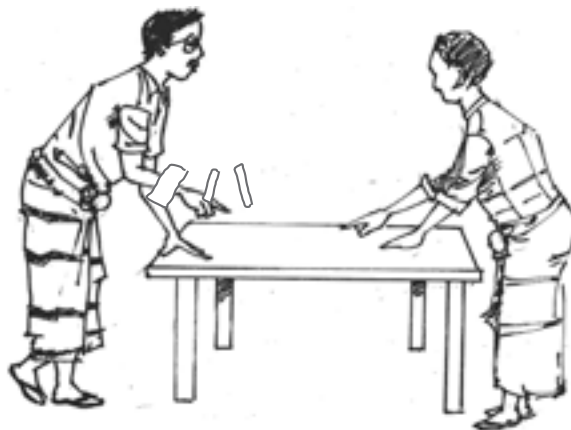
You can also do this by writing some opinions, and students infer who is the group or person who has this opinion.

"Let's give away everything we own." *the singer*

"Without faith, the world would have no morals." *'religion'*

"We need nations so people can live in their own groups." *'countries'*

"People should own lots of things." *greedy people*



To make this **more controlled**, make it a matching exercise. Provide the people/groups and the opinions in mixed order, and students match them.

To make this more **free**, don't list the people/groups or the opinions. Students read the text and decide who are the people/groups involved and what they might think.

Follow-up

Have a **roleplay debate**, with students taking roles of people from the text with opposing opinions.

4.3.6 Is this Inferred?

- a. Write statements that students can reasonably infer from information in the text and statements that students could not reasonably infer from the text.
- b. Mix these sentences.

1. If people don't have possessions, they will be greedy.
2. Many people dream of all people in the world living together peacefully.

3. The entire world is at war.
4. There are no separate countries in the world.

1. China emits more CO² than Brazil.
2. The US won't cut its emissions unless developing countries cut theirs too.

3. China emits more CO² than Brazil.
4. The US won't cut its emissions unless developing countries cut theirs too.

- c. Give sentences in mixed order to the students. They identify which sentences can be reasonably inferred and which can't, and explain their choices.

3 is not reasonable. The song infers that people are killing and dying. It doesn't infer that all people are doing this.

2 is reasonable, because the US didn't sign Kyoto, which meant they didn't agree to cut emissions. They said developing countries should sign it too.

Objective: students decide whether there is enough evidence in a text to make an inference

Practicalities: students work individually, or in pairs or groups

Preparation: write sentences that students can and can't infer from the text

Bloom: analysing, evaluating

4.3.7 Stated or Inferred?

- a. Prepare a list of statements and inferences based on information from the text:

1. There was a climate change summit in Copenhagen in 2009.
2. People in this conference discussed how much they should reduce their CO² emissions.

Objective: students differentiate between stated and inferred information

Practicalities: students work individually, or in pairs or groups

Preparation: a list of statements and inferences from the text

Bloom: understanding

- b. Students decide which are statements and which are inferences, and why.

Number one is a statement. 'How we fight climate change in the future will probably be decided in summits like Kyoto, the G8 summits and the Copenhagen conference of 2009 gives all this information.'

Number two is an inference. It says this is an important issue and that they should discuss it, but it didn't actually say they did discuss it.

Variation

To make this **less controlled**, have students read the text and identify all statements and inferences.

stated	inferred
Greed is unnecessary People kill for their countries	There are a lot of dreamers in the world People don't share things much now

'Greed is unnecessary' is a statement. It means the same as 'no need for greed'.

'People don't share things much now' is inferred by 'Imagine all the people sharing all the world'. If that happened a lot, we wouldn't need to imagine it.

4.3.8 What Happened Next?

- a. Students predict what happened after the events in the text.
Write their predictions on the board.

- *Some people gave up religion.*
- *Some people tried to get countries to have open borders.*
- *Some people gave away some possessions.*
- *Most things remained the same.*

Objective: students make predictions based on information from a text

Practicalities: students work individually, or in pairs or groups

Bloom: creating

- *The US continued to refuse to sign an agreement.*
- *China tried to get people to sign an agreement that allowed them more emissions.*
- *There was another conference, and all countries signed a new protocol.*

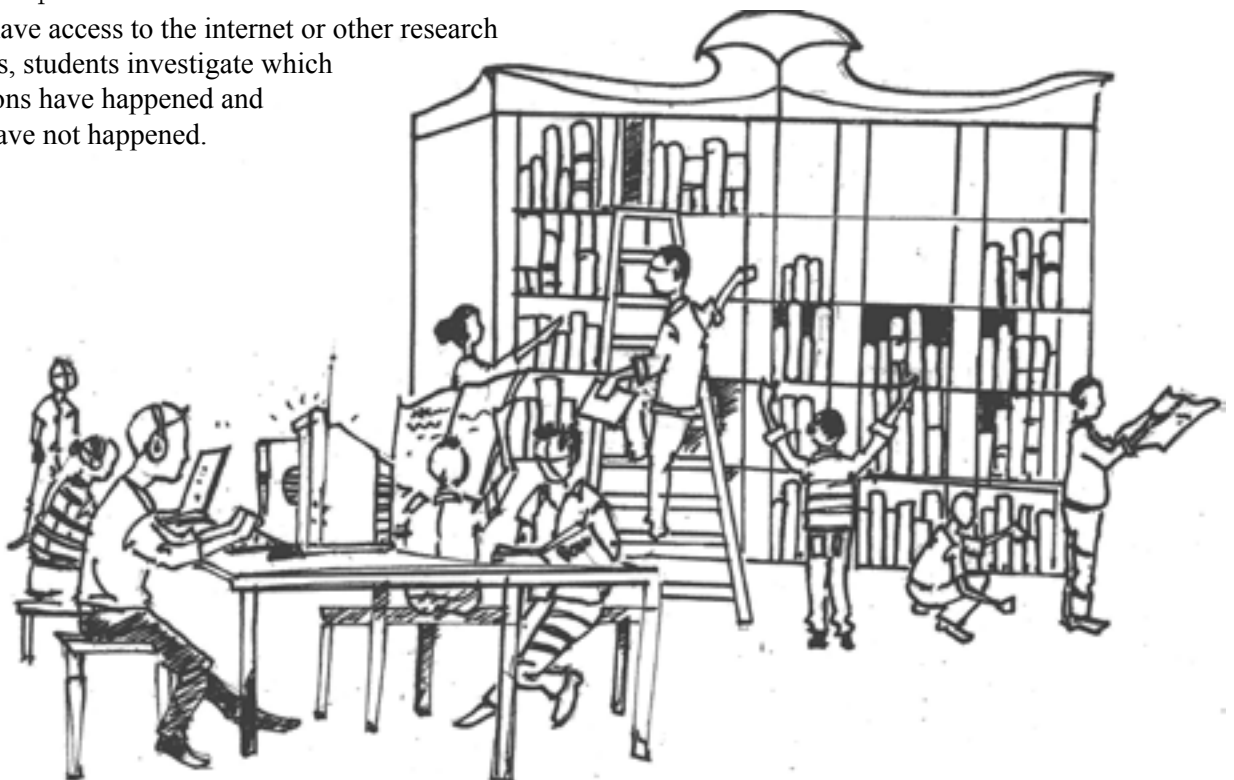
- b. Students give reasons for their predictions.

There has been a lot of pressure put on religious groups to be more tolerant of one another.

The US still emits a lot of emissions, so is likely they didn't sign it.

Follow-up

If they have access to the internet or other research materials, students investigate which predictions have happened and which have not happened.



4.4 Fact, Opinion, Hypothesis

Understanding Fact, Opinion and Hypothesis

Facts, opinions and hypotheses are all different kinds of statements we find in texts and in conversation.

A fact can be proven. It is also supported with evidence that cannot easily be challenged.

Humans cannot live without food and water.

This is a fact. Our evidence is both scientific and from our own experience: doctors and health professionals have shown that malnutrition and a lack of access to clean water can cause disease and death. There is no debate about this basic truth – only about how much food or water people require in order to survive.

An opinion is a belief, or a feeling held by an individual. We cannot be completely certain about an opinion – we can argue for or against it. We can hold competing opinions.

The colour red is ugly.

This is an opinion. Another person might claim that the colour red is beautiful. Both people have reasons for their statements. Both people have reasons for their belief, but we cannot prove something such as beauty – different people recognise it differently. Since there can be either agreement or disagreement with these ideas, we know they are opinions.

A hypothesis is a theory about either how something happened in the past, or a prediction of how something will happen in the future. Making a hypothesis is making an educated guess. For example:

If children grow up without love, they are more likely to become violent.

This is a hypothesis. It predicts why or how children might become violent adults. Hypotheses such as this can be researched and tested, perhaps by interviewing individuals who have engaged in violent acts and asking about their early life. A hypothesis is often the start of further research.

In your social studies classroom, you can help your students to categorise different statements as facts, opinions, or hypotheses. This will help the students to identify which ideas to accept, which to debate, and which to test further. In doing so your students can strengthen and challenge their own views, and communicate using a more balanced combination of these three types of statements.

English – A Global Language

English has become a global language for a number of reasons. Historically, English spread to many parts of the world when English speakers migrated abroad from the UK. The language itself is quite easy to learn with its vocabulary, which is borrowed from many different languages, and its fairly simple grammar. English-speaking countries dominated the global economy for many centuries. This has also contributed to its status as a global language. Indeed, English is likely to remain the number one global language for the next thousand years.

Adapted from: University Foundation Study: Critical Thinking. Garnet Publications 2007

**EXAMPLE
TEXT**

Notes on the Text

This text is adapted from a university study preparation guide.

The language is approximately intermediate level English, or CEF B1.

Mobile Phone Apps for Farmers

U Khin Maung Than is a rice farmer in the Delta village of Aye Ywar. His farm suffers from armyworms, a pest that destroys crops at alarming speeds. Aye Ywar is a very remote village, so pesticides are difficult to find there. Crops go to waste, and the family struggle to make enough money to survive.

But in a few months time, U Khin Maung will be able to find solutions to this problem with just a push of a button.

Myanmar will see huge growth in mobile phone use during the next decade. As SIM card prices drop and phones spread in rural areas, Proximity will be ready to provide mobile farming services to our rural customers.

Proximity Designs is currently developing Myanmar's first app for farmers. This offline app would provide farmers with instant access to agricultural information:

1. how to identify pests
2. how to identify plant diseases
3. solutions to these problems
4. fertilizer timeline

The design team recently showed groups of farmers similar apps and received a positive response. Villages often share phones, with sometimes one to two per village.

Rice farmer U Khin Maung Than will be able to consult his phone to identify his armyworm problem. He can get information about the simple, inexpensive method of flooding the land to kill the pest. This technique will save U Khin Maung Than a total of 750,000 kyat.

Adapted from: <http://proximitydesigns.squarespace.com/>

**EXAMPLE
TEXT**

Notes on the Text

This text is adapted from a website. If you have internet access, it is very easy to find useful texts that you can adapt yourself.

The language is approximately intermediate level English, or CEF B1.



4.4.1 Identify the Fact, Opinion or Hypothesis

Objective: students identify facts, opinions and hypotheses

Practicalities: students work individually, or in pairs or groups

Bloom: understanding, analysing, evaluating

- Students classify information from the text into facts, opinions and hypotheses. They don't need to use exact quotes.
- Students compare their lists with other groups, or as a class.

fact	opinion	hypothesis
<p>English spread when English speakers moved overseas.</p> <p>English vocabulary is borrowed from different languages.</p>	<p>English is easy to learn.</p> <p>English grammar is fairly simple.</p>	<p>The economic dominance of English speaking countries is the reason that English is a global language.</p> <p>English is easier than Chinese for Myanmar people to learn.</p>

fact	opinion	hypothesis
<p>Khin Maung Aye is a rice farmer.</p> <p>Villages often share phones, with sometimes 1-2 per village.</p>	<p>Aye Ywar is a very remote village.</p> <p>The design team recently showed groups of farmers similar apps and received a positive response.</p>	<p>Myanmar will see huge growth in mobile phone use over the next decade.</p> <p>The flooding technique will be immediately successful.</p>

Variation

To make this **easier**, students only list facts, or only opinions, or only hypotheses (or any two of these).

To make this **more controlled**, write lists of statements from the text, which students classify into facts, opinions, or hypotheses.

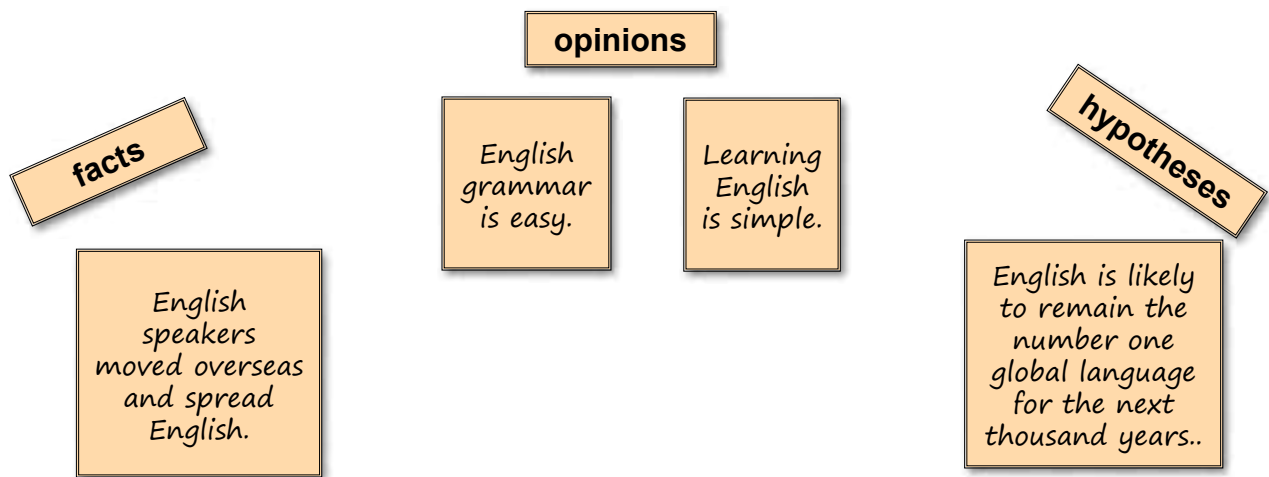
4.4.2 Fact, Opinion and Hypothesis around the Room

Objective: students identify facts, opinions and hypotheses

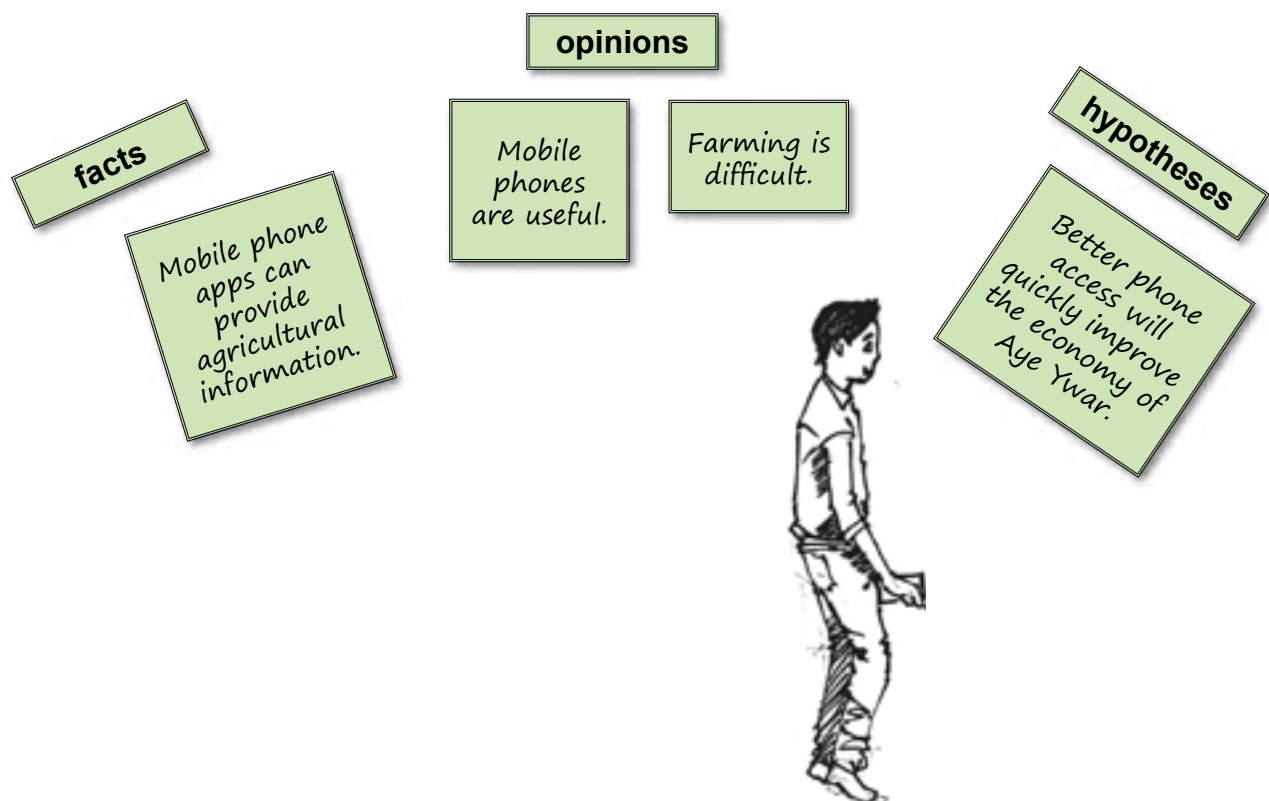
Practicalities: students move around the class and stick papers on the wall

Bloom: understanding, evaluating

- Put a sign in a corner of the room saying 'facts', in another corner one saying 'opinions' and a third, one saying 'hypotheses'.
- Students read a text. They identify one statement that is a fact, one opinion, and one hypothesis. They write these on three separate pieces of paper.
- They stick these on the correct section of the wall. If another student has put the same fact, opinion or hypothesis on the wall. They stick their one next to it.



- If they notice one is wrong, they take it off, and go and put it on the correct part of the room.



4.4.3 Change Fact to Opinion

- a. Students choose facts from the text.
- b. They change them into opinions.

English borrows words from other languages.
The words that English borrows from other languages make spelling more difficult.

Objective: students change facts into opinions, and vice-versa

Practicalities: students work individually, or in pairs or groups

Bloom: understanding, analysing, evaluating

Villagers often share phones.

It's good that villagers share phones, because more people get access to them.

- c. Students choose opinions from the text.
- d. They change them into facts.

English grammar and vocabulary are easy to learn.
Over ten million people are fluent in English.

Aye Ywar is a very remote village.
Aye Ywar is over 100 kilometres from the nearest city.

Variation

You can also have them change facts or opinions into hypotheses, or change hypotheses into facts or opinions.

50% of English words come from other languages.
English-speaking countries still dominate the global economy.

Villagers only share phones because they can't afford one each.
It probably takes ten hours to drive from Aye Ywar to the city.

4.4.4 Write Facts and Opinions with Key Words

Objective: students create facts and opinions about the text using key words

Practicalities: students work individually or in pairs or groups

Bloom: understanding, evaluating

- a. Choose two key words/phrases from the text.

English global

mobile phone rural

- b. Students create factual sentences about the text, using the key words.

English is a global language – people use it in different parts of the world.

There are more mobile phones in urban areas than in rural areas.

- c. Students create opinion sentences using the key words.

Chinese is a more useful global language than English.

I think rural communities should have better access to mobile phones.

Variation

To make this **easier**, have them use one key word in a sentence.

To make this **more difficult**, have them use three or more key words in the same sentence.

Make this a group competition. Groups have five minutes to write as many fact or opinion sentences as they can with the key words. The group with the most sentences is the winner.



4.4.5 Check the Facts

- Students list facts from the text.
- For each fact, they decide how easy it is to check, and where they can check it.

Objective: students decide how verifiable a fact is

Practicalities: students work individually or in pairs or groups

Bloom: evaluating

English vocabulary is borrowed from different languages.

- Look in a dictionary that shows word origins.
- Research on the internet.

English spread when people migrated abroad from the UK.

- Read history books and see if it's true.

U Khin Maung Than is a rice farmer in Aye Ywar.

- Go to Aye Ywar and find out if this is true.
- Look at information from the census.

Armyworms can quickly destroy crops.

- Research this on the internet.
- Go to an agricultural college and research it.
- Ask an agricultural expert.

Follow-up

Students rank the facts in order of how easy they are to check.

Look at historical UK migration records.

- Difficult, because you have to go to the UK.
- These records might be online.

U Khin Maung Than is a rice farmer in Aye Ywar.

- Easy, but might take a long time. Better to telephone and ask.

For homework, students check some facts and report back on whether this was easy or difficult.

4.4.6 Test the Hypothesis

- Students identify hypotheses from the text.
- They think of ways to test them.

Objective: students list ways to test a hypothesis

Practicalities: students work individually, or in pairs or groups

Bloom: evaluating, creating

English will be the main global language for a thousand years.

1. Do a worldwide survey of how much communication is in English, compared to other languages.
2. Wait ten years. Repeat the survey.
3. Make sure the survey happens every ten years until a thousand years from now.

Flooding the land will save U Khin Maung Than a total of 750,000 kyat.

1. Kill U Khin Maung Than's armyworms with pesticides. Add up the cost.
2. Flood the land. Add up the cost.
3. Is flooding the land K750,000 cheaper?

Follow-up

Students discuss how realistic or possible each test is.

If practical, they could test one of the hypotheses.

4.5 Fallacies

WARNING

This chapter is very difficult. The skills involved in recognising logical fallacies can be complex. If you are teaching students in a different language to their own, or if you are teaching topics they are not familiar with, you might want to skip these activities.

Critical reading is a big part of understanding argument. Encourage your students to ask questions:

- What is the author trying to say?
- What kind of evidence do they use?
- Do I agree with the author?
- Is there something he/she leaves out that I would include?
- How do they support their opinion?

Section 3.1: Comprehension, Section 4.3: Inference and Section 4.4: Fact, Opinion, Hypothesis have activities to help students practice these skills.

As critical readers we need to be able to recognise flaws in arguments (fallacies) presented to us in texts we read. Here are some common examples:

a. Generalisation

This is when a conclusion is made on the basis of too little evidence.

Often people take an example from personal experience, and assume it to be true in all situations:

Evidence – You got the accounts wrong last month.

Conclusion – You are not able to do accounts.

Evidence – My uncle was fat, and he never did any exercise.

Conclusion – Fat people are lazy.

Evidence – Many Hindu people I know are involved in business.

Conclusion – Hindu people are good at business.

A lot of stereotypes are based on generalisations.



b. *Ad populum* (popularity)

An *ad populum* argument claims that because a lot of people think or believe the same thing, it must be true.

Bruno Mars is the best singer in the world, because people have bought over 11 million of his albums.

75% of people voted for the government, so their policies must be the right ones.

Headway is the most effective English course, because most English language schools here use it.

c. Appeal to Authority

An appeal to authority claims that because an expert says something, it must be true.

The advertisement infers that 'Camel' cigarettes are more healthy than others, because doctors smoke them.

However, just because someone is a doctor, it does not mean all their personal habits are healthy.

Another issue is the credibility of the authority:

More children die under the age of five when the parents are not educated. – Angelina Jolie

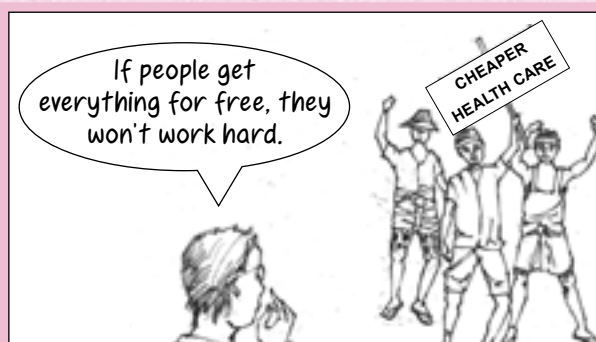
As an actor, Angelina Jolie is not an expert on health or education, so quoting her in an argument about these topics is not very useful. Many people read celebrities' opinions. However, being famous does not make anyone an expert.

<http://www.wikihow.com/Evaluate-the-Credibility-of-a-Source>



d. Straw Man

The straw man argument is one that changes or exaggerates the argument of the opposing side to make it easier to defeat. This false argument is called a 'straw man'. This form of argument is unfair to the opposing side and fails to address all points made.



In the example above, the man is arguing against people getting everything for free. However, the demonstrators are not asking for 'everything for free', they are asking for cheap health care. 'Getting everything for free' is a straw man argument.

<http://www.youtube.com/watch?v=kgdDK4XMpm>

e. *Ad hominem* (attacking the person)

An *ad hominem* argument attacks the person who makes the argument, rather than the argument itself.



Mary says global warming is a major problem. I think Mary is stupid and she often tells lies. Therefore I don't agree with her.

U Thaung says his boss is a bad manager. However, I know that he wants his boss's job, so he must be wrong.

http://www.youtube.com/watch?v=W_veZ24nC3g

f. Incorrect premises

Reasoning doesn't work if one premise is incorrect. Often it is opinion or inference, not fact.

That person is a foreigner.

All foreigners are tourists.

Therefore that person is a tourist.

The conclusion might be incorrect, because one of the premises is incorrect. Not all foreigners are tourists – some foreigners live and work overseas. Others might be visiting on business.

Big cities are dangerous (opinion – not always true)

If you move to the city, you will get into trouble.

If a person moves to the city, they might not get into trouble. The city is not always dangerous.

Section 4.1: Compare and Contrast and Section 4.2: Cause and Effect have activities to help students practice recognising broken logic and incorrect premises.

EXAMPLE TEXTS

Notes on the Texts

These texts are not original texts; they have been written to illustrate the main uses of the activities in this section. However, they are very similar in style to opinion, editorial or comment articles in newspapers or on news websites such as:

- Irrawaddy – irrawaddy.org (English and Myanmar)
- The Myanmar Times – mmtimes.com (English and Myanmar)
- The Guardian (English) theguardian.com

Texts written by students can also be useful for this type of activity.

The language is approximately intermediate level English, or CEF B1.

I don't think prisons are a good way to prevent crime. People only commit crimes if they are poor. Therefore, poverty is the criminal, and we should look instead for solutions that end poverty.

The people who want harsh punishment for criminals do not understand conditions for the poor. How would they feel if they could not feed their hungry children?

I know a woman who used to steal her neighbours' chickens. She only made 1000 kyat per day, and her family could not get enough food. When we found her a better job, she stopped stealing, so we know that this strategy solves crime. Dr Ahmed Khan, Professor of Law at Lanna University, says 'People who commit minor crimes usually do not repeat these crimes if they get help to solve their immediate problems'.

T. T. Phone wants more prisons and longer prison sentences. However, he owns the Golden Construction Company, and they have the contract to build state prisons. Therefore his arguments are based on personal interest so we cannot trust him. He is the sort of corrupt, conservative dinosaur that prevents our country from developing and progressing.

All around the world, people want more caring societies. Let's help people, not punish them.

Daw Rosy Thein, President, Justice Reform Initiative

Do Prisons Prevent Crime?

We need longer prison sentences. At the moment, prison sentences are too easy. When criminals are in prison, they can't make problems for people. It is good to keep them in prison so society can be safe.

We all know about the murderer who was released, and then immediately went out and killed more people. This is why we need to keep them all in prison. The movie star Silas Headbang, after his house was robbed, suggested shooting criminals as a way to stop this behaviour.

Daw Rosy Thein doesn't want to punish criminals. If criminals don't get punished, people will see that they can freely commit crimes, the crime rate will rise, and society will collapse. Liberals and free-thinkers like her are a problem in a traditional society like ours, and we should not encourage her and her ideas.

Society needs protection from thieves, murderers and rapists. Everyone wants to feel safe from crime, and agrees that the best way is to keep criminals behind bars.

T. T. Phone, Director, Concerned Citizens Coalition

4.5.1 Identify the Generalisation

- Students identify examples of generalisation in a text.
- They explain why this is a generalisation.

Objective: students identify generalisations

Practicalities: students work individually, or in pairs or groups

Bloom: understanding, analysing, evaluating

I know a woman who used to steal her neighbours' chickens. She only made 1000 kyat per day, and her family could not get enough food. When we found her a better job, she stopped stealing, so we know that this strategy solves crime.

This strategy worked for this one person. There is not enough evidence to say it works for everyone.

We all know about the murderer who was released, and then immediately went out and killed more people. This is why we need to keep them all in prison.

This happened once. There is not enough evidence to say that all people who have killed someone will kill more people.

Follow-up

Students rewrite the conclusions so they are not generalisations.

When we found her a better job, she stopped stealing, so we know that this strategy can encourage people to not commit crime.

This is why we need to consider carefully before we release violent criminals from prison.

4.5.2 Identify the Example of Ad Populum

- Students identify examples of *ad populum* in a text.
- They explain why this is an example of *ad populum*.

Objective: students identify examples of ad populum

Practicalities: students work individually, or in pairs, then in pairs or groups

Bloom: understanding, analysing, evaluating

All around the world, people want more caring societies.

This statement makes claims about 'people all over the world' to support the writer's argument.

Everyone wants to feel safe from crime, and agrees that the best way is to keep criminals behind bars.

This statement claims 'everyone' agrees with the writer.

4.5.3 Identify the Appeal to Authority

- a. Students identify appeals to authority in a text.
- b. They explain why these are examples of appeals to authority.

Objective: students identify appeals to authority

Practicalities: students work individually, or in pairs, then in pairs or groups

Bloom: understanding, analysing, evaluating

Dr Ahmed Khan, Professor of Law at Lanna University, says 'People who commit minor crimes usually do not repeat these crimes if they get help to solve their immediate problems'.

The writer uses the opinion of a legal expert to support her argument.

The movie star Silas Headbang, after his house was robbed, suggested shooting criminals as a way to stop this behaviour.

The writer uses the opinion of an actor to support his argument.

4.5.4 Evaluate the Credibility of Experts

- a. Students identify an appeal to authority in a text.
- b. They decide whether the expert is likely to have useful opinions about the topic:
 - Are they an expert in the specific topic of the argument?
 - Do they have anything to gain by their views? (e.g. a cigarette company executive claiming that smoking is safe.)
 - Are they likely to be biased? (e.g. a religious leader claiming that other religions are wrong.)

Objective: students evaluate the credibility of experts used to support an argument

Practicalities: students work individually, or in pairs, then in pairs or groups

Bloom: analysing, evaluating

Follow-up

Students research the backgrounds of the expert(s) to support the argument to decide how credible these experts are. If several students research the same expert, they compare the information they found.

Dr Ahmed Khan, as a professor of law, probably knows a lot about this topic. If we want to look further, we can check whether he is an expert on repeat criminals, or whether he specialises in tax law.

Silas Headbang is an actor, so he probably has not researched crime much. Because he was a victim of a robbery, perhaps he is biased.

4.5.5 Identify the Straw Man

- a. Students identify examples of straw men in a text.
- b. They explain why these are straw men.

The people who want harsh punishment do not understand conditions for the poor. How would they feel if they could not feed their hungry children?

The writer is arguing against hunger and poverty here, not against prison sentences.

'if they could not feed their hungry children' is an example of a 'straw man' argument. It simplifies the issue to a 'straw man' – parents will want to feed their hungry children, but this is not about the issue of prison sentences.

Objective: students identify examples of the straw man fallacy

Practicalities: students work individually, or in pairs or groups

Bloom: understanding, analysing, evaluating

Daw Rosy Thein doesn't want to punish criminals. If criminals don't get punished, people will see that they can freely commit crimes, the crime rate will rise, and society will collapse.

Daw Rosy is not arguing against punishing criminals. She is arguing against prison as punishment, and against harsh punishment. She never says crime should not be punished.

'Criminals not getting punished' is a straw man.

4.5.6 Identify the Example of *Ad Hominem*

- Students identify examples of *ad hominem* in a text.
- They explain why these are *ad hominem*.

Objective: students identify examples of *ad hominem*

Practicalities: students work individually, or in pairs or groups

Bloom: understanding, analysing, evaluating

T. T. Phone wants more prisons and longer prison sentences. However, he owns the Golden Construction Company and they have the contract to build state prisons. Therefore, his arguments are based on personal interest so we cannot trust him. He is the sort of corrupt, conservative dinosaur that prevents our country from developing and progressing.

This is an ad hominem attack, because T. T. Phone's business interests and character are not relevant to the argument. He might be corrupt, and he might make money from prisons, but that doesn't mean his arguments are wrong.

Liberals and free-thinkers like her are a problem in a traditional society like ours, and we should not encourage her and her ideas.

This ad hominem attack is against Daw Rosy and people with similar views. It is not an argument about prison sentences. Daw Rosy's ideological views are not relevant to the argument.

4.5.7 Attack your Partner

- In pairs or groups of four, students take opposing sides of the argument.
- They take turns to claim and argue against points in the argument.
- Whilst arguing, they bring in *ad hominem* attacks.
- After the activity, pairs or groups reflect on whether this helps their argument or not, and how it makes them feel.

Objective: students create and use examples of *ad hominem* attacks

Practicalities: students work in pairs or groups

Bloom: evaluating, creating

We should help people who steal food, not put them in prison.

You didn't say that when your bicycle got stolen last week.



4.5.8 Identify the Incorrect Premise

- Students identify examples of incorrect premises in a text.
- They explain why these are incorrect premises.

Objective: students identify examples of incorrect premises

Practicalities: students work individually, or in pairs or groups

Bloom: understanding, analysing, evaluating

People only commit crimes if they are poor.

Therefore poverty is the criminal, and we should look instead for solutions that end poverty.

The premise that people only commit crimes if they are poor is not true. Some people commit crimes for other reasons. Rich people commit crimes too. You therefore can't make the conclusion that poverty is the criminal.

When criminals are in prison, they can't make problems for people.

It is good to keep them in prison so society can be safe.

The premise is incorrect – that criminals can't make problems if they are in prison. They can make a lot of problems in prison, especially for other prisoners. Therefore you can't make the conclusion that keeping criminals in prison keeps society safe.

Follow-up

Students rewrite the premise (and the conclusion if necessary).

Many people only commit crime because they are poor. Therefore, poverty is the criminal, so to reduce crime, we should look for solutions to reduce poverty.

When criminals are in prison, it is more difficult for them to harm the public. It is good to keep them in prison so society can be safer.

Variation

To make this **more controlled**, write a list of statements, some with incorrect premises, others without incorrect premises. Students choose which are examples of incorrect premises and which are not.

4.5.9 Create Incorrect Premises

- Students write examples of incorrect premises.
- They give it to a partner or another pair, who decide whether they are incorrect premises, and why.

Objective: students design examples of incorrect premise

Practicalities: students work individually, or in pairs, then in pairs or groups

Bloom: evaluating, creating

Variation

Collect all the students' examples of incorrect premises. Put them on the board or a worksheet. Students identify which are broken logic, and why.

4.5.10 Spot the Fallacy

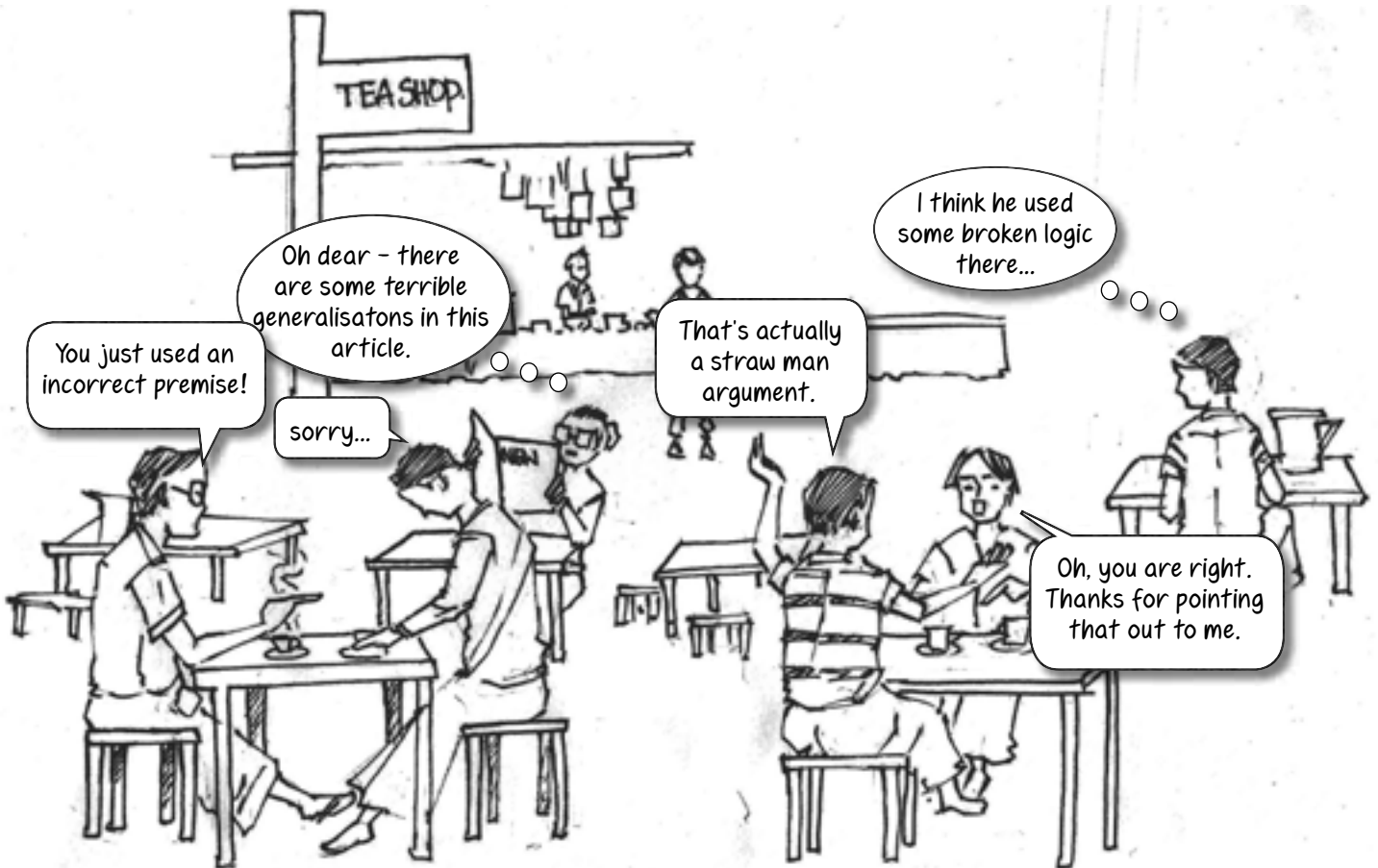
Students look for examples of generalisation, ad populum, the appeal to authority, straw men, ad hominem, and incorrect premises in their daily lives:

- in conversation with friends and family
- in newspapers and magazines
- on the internet, TV or the radio
- in advertisements

Objective: students identify fallacies in the world around them

Practicalities: students observe as they go about their daily life

Bloom: evaluating



Follow-up

Students record examples of fallacies in a reflective journal. When they come to class, they explain them to the class, or in groups.

5 TOOLS USED IN SOCIAL SCIENCES

This section contains activities that practice using social science tools:

- Activities to maximize the use of data.
- Activities to better understand how numbers are used in the social sciences.
- Activities to visualise information in different ways.
- Interactive data activities.

These activities are organised under four different types of tools:

1. **Timelines** highlight, group and prioritise important events and put them in order. They are used to study personal, community, and national histories.
2. **Statistics** are data collected through surveys and observation. By interpreting statistics, we can make connections and predictions about communities and societies.
3. To visualise and organise statistics, we can create different types of **charts and graphs**. These tools help students to discover patterns in data, and explore the importance of these patterns.
4. Reading **maps** is an important life skill. This section focuses on the different types of maps that appear in geography, history, and development studies.



Together, these tools help develop the skills necessary to:

- identify how events cause other events, and look at their effect on society.
- ask questions about, organise and analyse data.
- compare and contrast information.
- choose and create appropriate charts and graphs to visualise statistics.
- read and create different kinds of maps for different purposes.
- connect students' own lives and experiences to the social sciences.

Each section starts with some activities where students generate their own tools using information or data about themselves, their communities or their ideas. This is called personalisation. After that, we look at activities to help students understand and use these tools, that you can adapt to the topic you are teaching.

5.1 Timelines

Why Use Timelines?

Timelines show us important moments in history, when they happened, and how much time passed between these events. Days, months and years can be organised on timelines. Timelines also help students to learn about new events and how to connect events they have studied already. Then, we can analyse the order in which events and changes occur. This section shows how to:

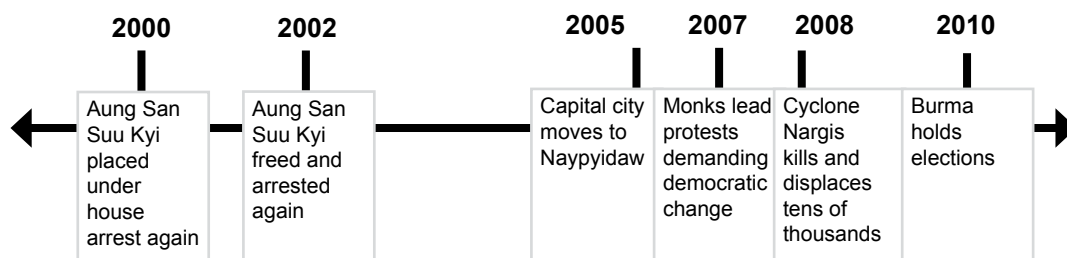
- adapt a timeline from a text.
- connect events and dates.
- put events in order.
- Bring personal and community histories into the classroom.

Often, timelines are easier to follow and to read than a long text, and can be helpful tools when introducing or a reviewing a topic.

Timelines can be made to scale, meaning that all space on the line equals a specific amount of time. For example, if the timeline is 20 centimeters long and covers a period of 20 years, one centimeter on the line would equal one year. If a timeline covers all human history, 1 centimetre might equal 500 years.

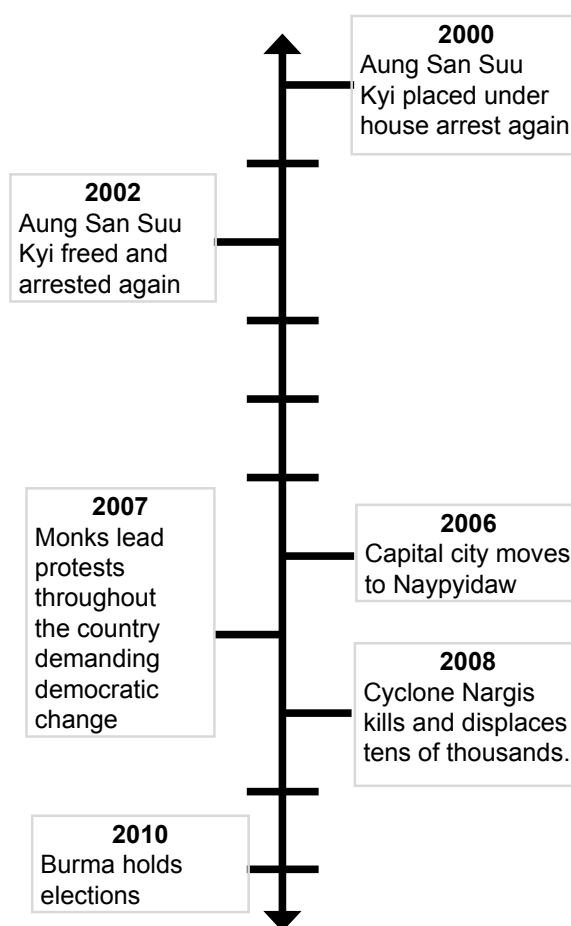
Timelines can be vertical, with events starting at the top and moving toward the bottom, like the one on the right.

They can also be horizontal, and the same information can be read from left to right, like the one below:



Timelines are learning and storytelling tools that can encourage cooperative and communicative group work. They also can be added to student presentations and afterward can be displayed in the classroom as a record of what has been studied.

A Decade in Burma's Political History: 2000-2010



PERSONALISING SOCIAL SCIENCE LESSONS: TIMELINES

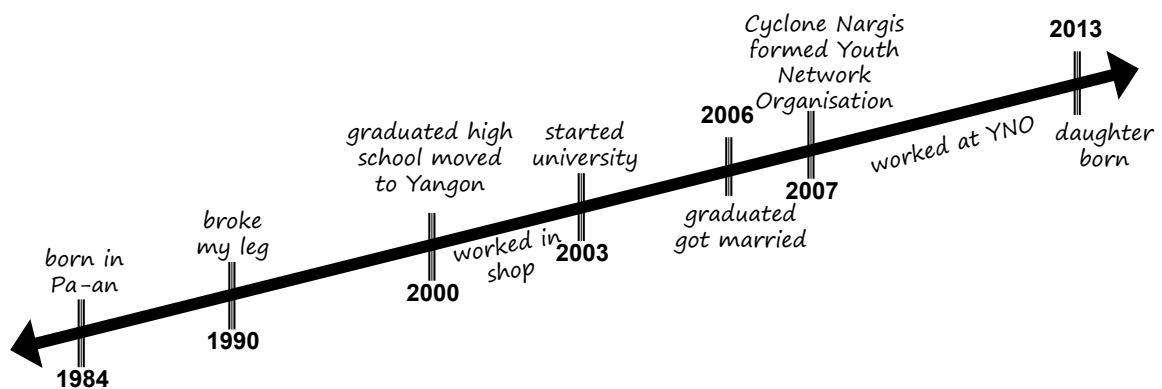
Before – or after – your students use timelines to present the lives of others, give them practice using personal timelines. Applying these skills to their own lives and communities can help students understand cause and effect relationships, make connections between their lives and outside events, and reflect on their own priorities.

5.1.1 Personal Timeline

a. Students identify the most important events in their lives, e.g:

- significant family events (births, deaths, marriage)
- significant education events (starting at a school, graduation)
- significant work events (starting or ending a job)
- significant social events
- achievements
- living arrangements (leaving or moving somewhere)

b. Students choose at least ten important events, and put them on a timeline.



c. Encourage students to add pictures and decorations. Put these up on the walls. Students go around looking at each others' timelines.

Follow-up

Ask the class questions, e.g.:

- Who has the biggest family?
- Who has had a lot of different jobs?
- Who overcame a difficult problem? What was it?
- Who has lived in a lot of different places?
- Who has been very busy during the last five years?

Variation

Do this as an interview. In pairs, students ask each other questions, and create timelines of each others' lives.

Objective: students prioritise and order events in their own lives

Practicalities: students work individually.

Bloom: applying, analysing, creating

EXAMPLE TEXT

Notes on the Text

This text is adapted from a website of biographies (life stories) of famous people.

Another useful site for biographies is *wikipedia.org*, but because Wikipedia is open source (open for anyone to change), you must take care when using it as a reference.

The language is approximately pre-intermediate level English, or CEF A2.

Biography of Nelson Mandela

Nelson Mandela was one of the most loved and respected people in the world. For countless reasons he was and remains a hero to many. He experienced many things in his nine decades, from being tortured to becoming president of the country he loved.

Nelson was born in 1918 into a South Africa that was divided along black and white racial lines. He said he had a wonderful childhood and was a good runner and boxer. He learnt more of the terrible apartheid system when he went to university to become a lawyer in 1943. This led to his campaigning for equal rights and his involvement in the African National Congress (ANC). He became the leader of the ANC in 1950.

The South African government tried to keep Mandela from spreading his message of equality for blacks and racial unity. In 1962, he was sentenced to 27 years in prison. He became famous around the world as an icon of the struggle for freedom in South Africa. Rock stars, actors, politicians and ordinary people campaigned to free him and end apartheid. He was released from prison in 1990.

Nelson Mandela's call for racial reconciliation won him the hearts of millions. He won the Nobel Peace Prize in 1993, and over 250 more awards. A year later, he became his country's first ever black president and served in office until 1999. In his retirement, he continued to tirelessly campaign for many global causes until old age slowed him down. He died on the 5th of December, 2013, aged 95.



Adapted from: http://www.famouspeoplelessons.com/n/nelson_mandela.html

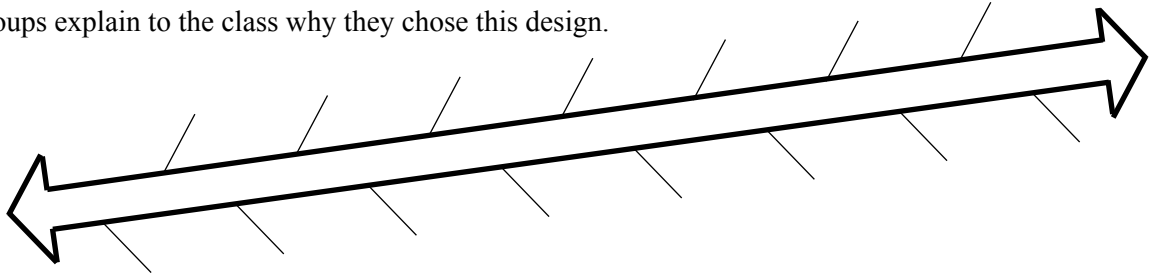
5.1.2 Design a Timeline

- a. Students look at the information they need to put on their timeline, and discuss these questions:
 - How much information will we include on the timeline?
 - What scale is necessary?
 - What design of timeline best presents the information?
- b. Groups design a timeline to present the information.
- c. Groups explain to the class why they chose this design.

Objective: students decide the best format to present information

Practicalities: students work in groups

Bloom: applying, analysing



5.1.3 Text to Timeline

- a. Students identify the most important events in the text.
- b. They design a timeline and put the events, with the years they happened, on it.
Encourage students to write events on the timeline in their own words, rather than copying directly from the text.

Objective: students identify and order events

Practicalities: students work individually or in pairs or groups

Bloom: understanding, applying, analysing

Variation

Tie a piece of string across the length of the class.

Set the scale. For example, the length of two hands could equal ten years on the string.

Students write important events on paper and hang from the string.

You can also do this with tape on the floor or walls of the classroom.



5.1.4 Order the Events

- a. Write events on pieces of paper. Don't use the exact same words as in the text. Make enough for one set per group.

He leads a political organization.

He goes to university to study law.

He is born into a South Africa which is not equal.

Objective: students order event

Practicalities: students work in groups

Preparation: make sets of events on pieces of paper ; one set per group

Bloom: remembering, understanding

- b. Groups put the pieces of paper in order.

Variation

To make this **less controlled**, give groups some blank pieces of paper. Groups add other important events.

Do this as a pre-task prediction activity. Students order the events before they read the texts, or get information about the topic. After they get the information, they check whether their order was correct.

5.1.5 Timeline Race to the Board

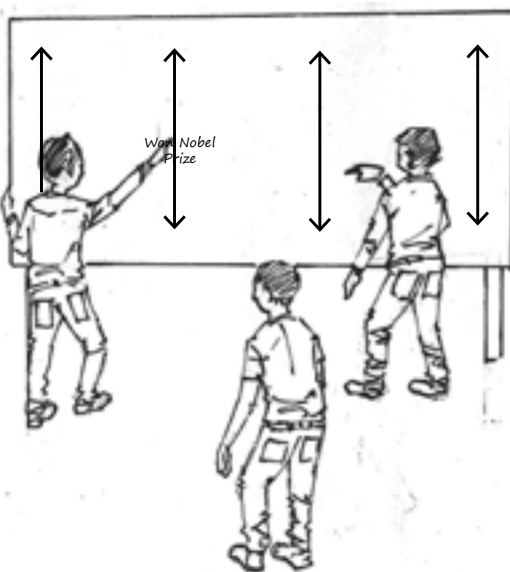
- a. In equal sized teams, students stand opposite the board.
- b. Say one of the years or months listed in the text. The first student in each team runs to the board, and writes the event that happened on the correct place in the timeline.
- c. The rest of the team calls out advice.
- d. Say another date, and the next student in each team writes it on the timeline.
- e. Continue until all members have had a turn. The team with the correct order, and the most correct events, is the winner.

Objective: students recount and order events

Practicalities: students work in two or more teams. Teams stand at the opposite end of the room to the board

Preparation: draw blank timelines on the board, ones per team

Bloom: remembering



Variation

To make this **more controlled**, say the events, and the teams write the dates on the timeline.

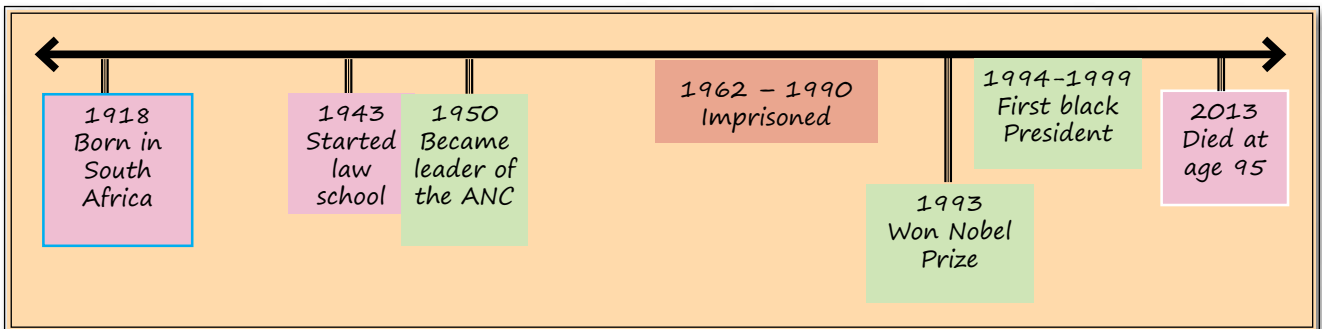
5.1.6 Classify the Events

- Groups make a list of important events.
- Students decide on a colour code for events, e.g.:
 - blue pen or paper for events in personal life (e.g. was born, got married)
 - red pen or paper for events involving violence or injustice
 - green pen or paper for events that promoted peace
- Students put events in the correct colours.

Objective: students classify events on a timeline

Practicalities: students work in groups; each group needs colour markers or paint, or different coloured paper

Bloom: understanding, analysing



5.1.7 The Most Important Event

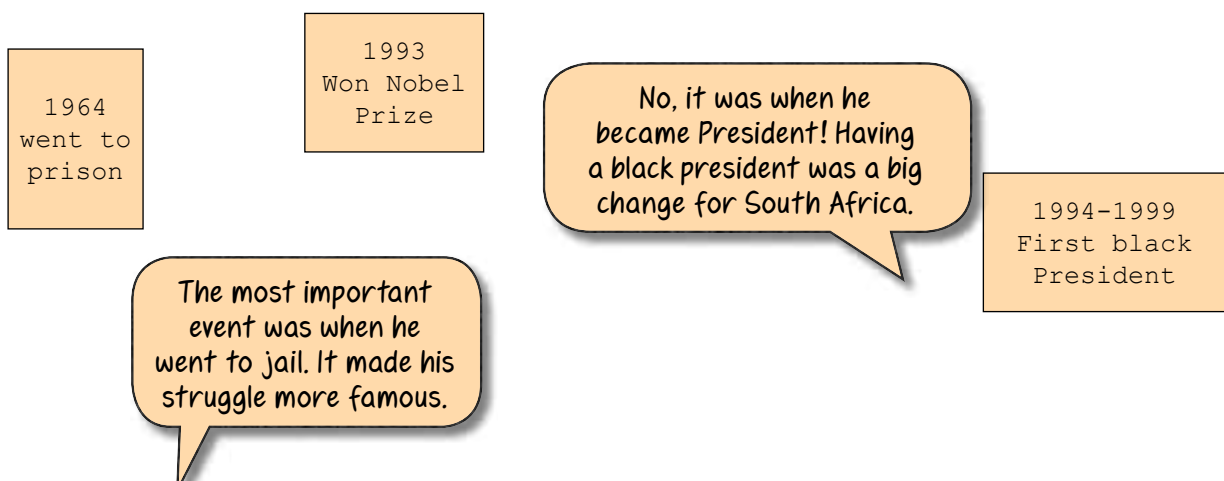
- Put important timeline events on pieces of paper around the room.
- Students stand next to the event they consider the most important.
- Students explain the reason they chose this event.
- If students change their opinion as a result of listening to others' opinions, they go and stand next to their new choice.

Objective: students prioritise events

Practicalities: students move around the room

Preparation: write important events on separate pieces of paper and put them around the room

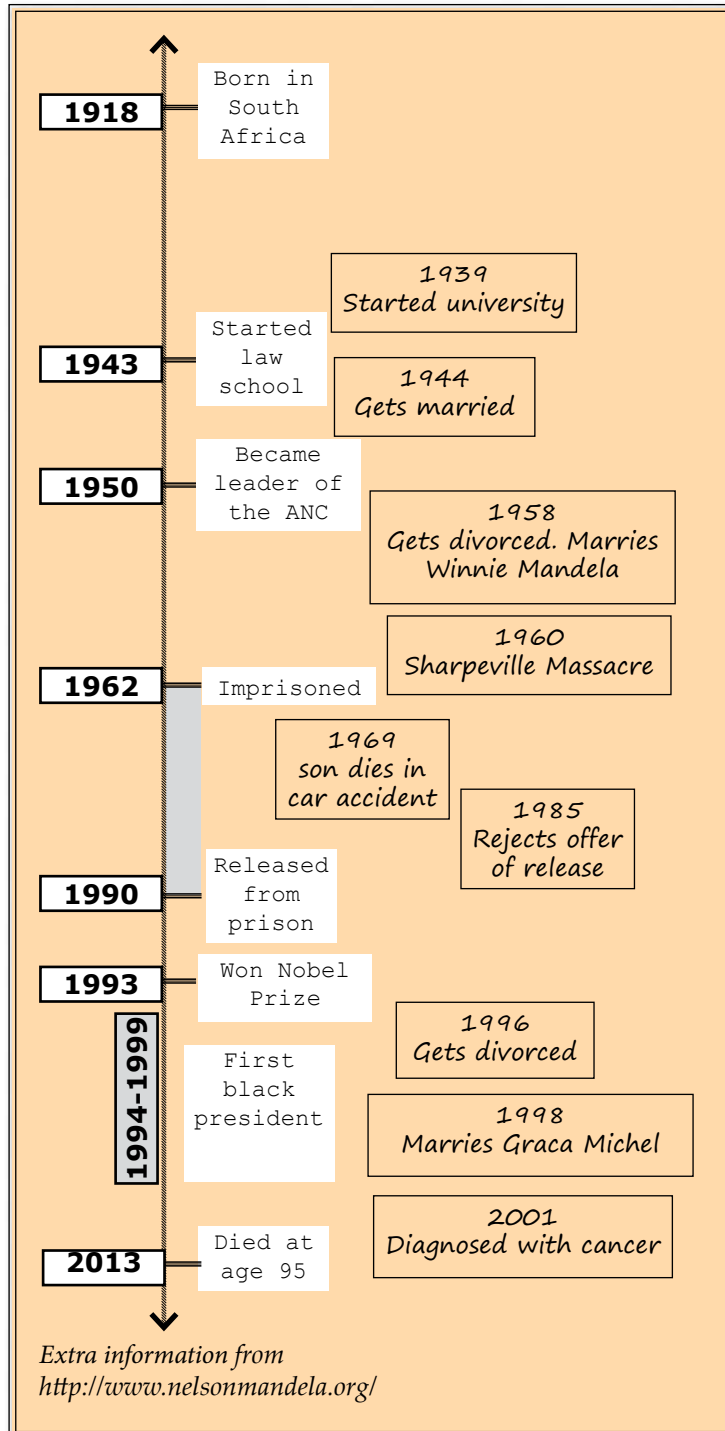
Bloom: evaluating



5.1.8 Add to the Timeline

Provide another source, or sources, of information. This could be a written text, a documentary or guest speaker, or student research.

Students put more events on their timelines.



Objective: students add events to a timeline

Practicalities: students work individually or in pairs or groups

Preparation: find more sources of information about the topic

Bloom: understanding, applying, analysing

Variation

Students add events from national, regional or world history, and compare the events.

If the class is focusing on personal or local events, bring an elder from the community as a guest speaker. Arrange for them to talk about a specific period in history that they have lived through, or to share their life story in general. Students prepare interview questions ahead of time to guide or review the speaker's story. Students take personal notes on the lecture or presentation. After the speaker has left, students work together as a class to compare their notes, and recreate the speaker's stories and experiences on a timeline.



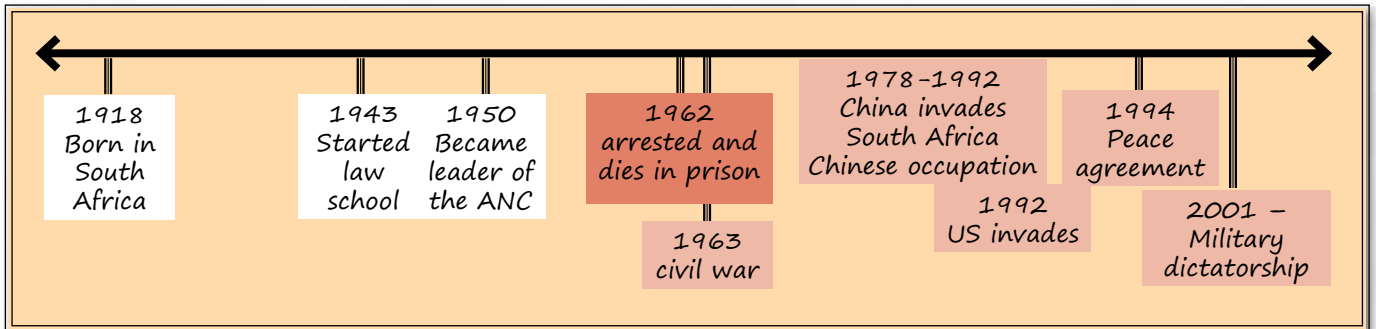
5.1.9 Change an Event: Alternative History

Objective: students imagine an alternative version of events

Practicalities: students work individually, or in pairs or groups

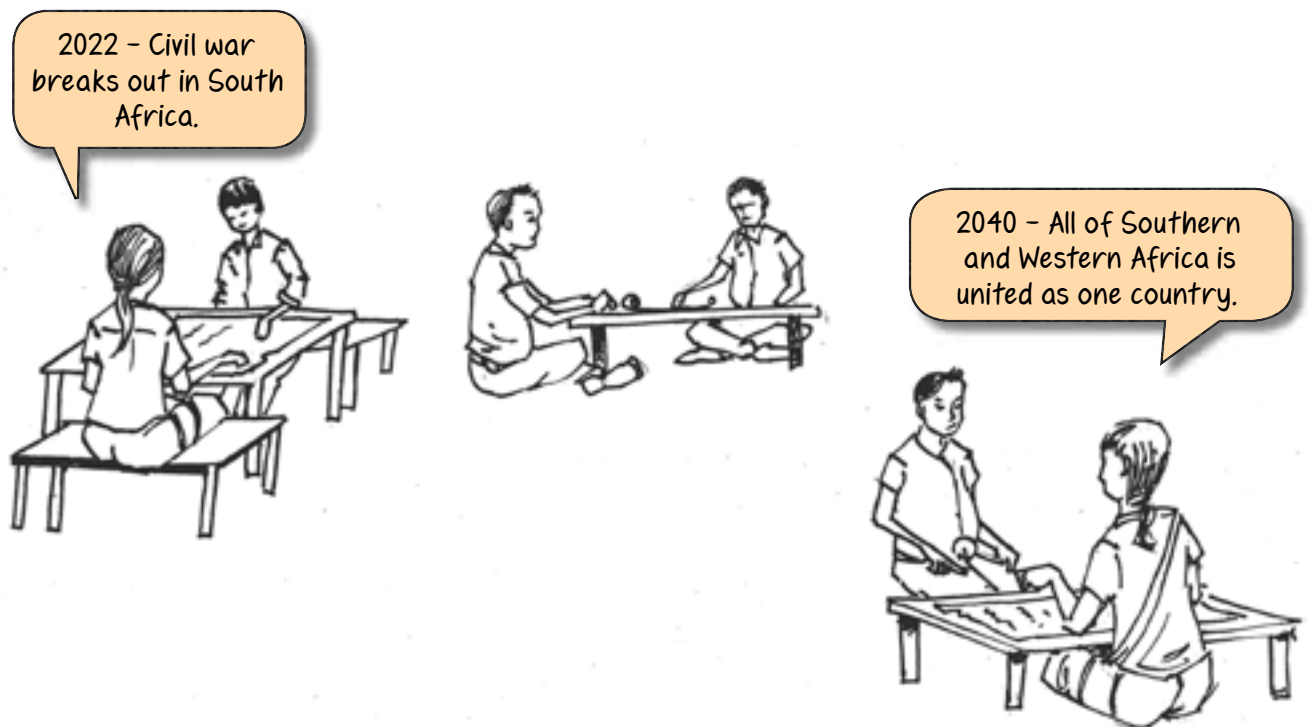
Bloom: creating

- a. Students change one event in the timeline.
- b. Students imagine the rest of the events that might follow this change, and make a new timeline based on what they think could have happened.



Variation

Make a timeline of future events. Students predict how the situation might develop in the future, and put these events on their timelines.



5.2 Statistics

What Are Statistics?

Statistics are numbers, collected in large amounts. Without statistics, we only have stories to support our conclusions and ideas. Statistics give us evidence which we can analyse.

Data about people is often collected from part of a population to give us a information about the whole population. This part is called a sample. Measuring a sample costs less money and takes less time than getting information from the entire population (Getting information from an entire population is usually done in a census).

Before we gather statistics, we often start with a hypothesis or a question. For example, we might want to know what percent of a city's population can drive a motorbike.



We could try to find answers through observation. The researcher counts the people at a busy part of town and records how many people are driving motorbikes and how many people are on foot, riding a bicycle or in a car or bus.

We can create a survey. Here, the researcher might ask a sample of people whether they can drive a motorbike, and record the results.

In this example, a survey would give us better results. Through observation, we would be inferring that those people who were walking or riding bicycles were doing so because they could not ride a motorbike. This might not be true, and would affect the credibility of our data.

Teachers and students should be aware of bias in statistics. Bias is a positive or negative feeling toward something in a way that makes the feeling unfair or prejudiced. Also, just because statistics show us that two things are related does not always mean that one caused the other. It usually means that further research and data are needed to better understand the issue!

PERSONALISING SOCIAL SCIENCE LESSONS: STATISTICS

Students can use statistics to represent the data of others and analyse their importance. They can also collect and analyse data about themselves and each other. These activities can provide a more thorough understanding and useful insights into their lives and communities. In activities 5.2.1 to 5.2.4, students can collect and create new statistics related to their own situations. Activities 5.2.5 to 5.2.11 focus on analysing existing statistics.

5.2.1 Prepare to Collect Statistics

- a. As a class, choose a question to research. It can be a problem, a hypothesis, or just a simple question.

What topics should we study next semester?

What percentage of people walking downtown are wearing traditional clothing?

- b. Choose the place to do the research, e.g. the class, the school, the community, the environment.

classes 2a and 2b
on the main road

- c. Choose the best method to collect statistics:

- Observation: for something you can see.
- Survey: for something you need to ask questions about.

- d. Students decide who is going to do which part of the data collection, either individually or in groups.

Objective: students define a research question and decide on a research method

Practicalities: students work in groups or as a class.

Bloom: applying, creating

We can count people during the lunch hour from 12 to 1.

I'll count people on the road between 7 am and 8 am.



5.2.2 Statistics Through Observation

- Students restate what they plan to observe.
- Students write down what they see. Use a process for observation:
 - Watch for it
 - Count it
 - Document it
- Students put their data into a table, chart or graph.

Objective: students observe and collect data

Practicalities: students go where they can observe, individually or in pairs or groups

Bloom: analysing, evaluating, creating

traditional	western style



5.2.3 Statistics Through Survey

- Students restate what they plan to survey,

What topics should we study next semester?
- They write down the answers to their survey question.
- They add up totals for each answer.
- Students put their data into a table, chart or graph.
- Discuss what the results show.

Objective: students survey and collect data

Practicalities: students go where they can survey, individually or in pairs or groups

Bloom: analysing, evaluating, creating

ethnic rights	
law	
land rights	
gender	
political systems	

Land rights are an important issue in the country now

I wonder if the teacher will do anything on it? We should ask her.

5.2.4 Use a Population Sample in a Survey

a. Choose a research question that everyone in the class can answer.

What topic do you most want to study next?

b. Ask the question to 10 % of the class size:

- If the class is less than 15 students, ask one student.
- If the class is 15-24 students, ask two. If 25-34, ask three.

c. Write their answers on board.

d. Increase the sample size to 20 percent of the class size, ask the question and write answers on the board.

e. Repeat this with 30%, then 50%, then the whole class.

f. Discuss what happens to the data as the sample size is increased.

Objective: students explore population samples

Practicalities: students work as a class

Preparation: choose an easy research question that all students can answer

Bloom: analysing, evaluating, creating

The larger the sample size, the more representative the results are.



It's important to make sure the sample is random, not all the same sorts of people.



Yes, but if you are surveying a whole community, you can't ask everyone, or even 50%.



Variation

Survey a population sample in the community. Record results in a chart or graph.

EXAMPLE DATA

Notes on the Data

The information was found at the CIA World Factbook website (*cia.gov*). It has a useful, searchable database of facts, figures and information about every country in the world.

Country	Births/1,000 Population
Niger	45
Uganda	44
Afghanistan	39
Timor-Leste	34
Yemen	31
Iraq	27
Laos	25
Philippines	24
South Africa	19
Burma	19
Turkey	17
Indonesia	17
United States	13
China	12
Australia	12
Canada	10
Hong Kong	9
Hungary	9
Germany	8
Japan	8

5.2.5 What's the Purpose?

- Show students the data without the title or accompanying text..
- Students look at the data, and infer its main focus..

Comparing birth rates in different countries

Follow-up

Students infer the reason the data was collected.

Objective: students identify the main focus of the data

Practicalities: students work individually or in pairs or groups; do this before they see a title or explanation of the data

Bloom: analysing

5.2.6 Predict the Data

- Introduce the data and point out the scale so students are aware of the range of data.
0-45 births per 1,000 people
- Groups guess the statistic for some of the entries. Remind them to limit their guesses to numbers within the scale. Groups explain why they guess that amount.
- Write each group's guess on the board. Calculate the average from the groups' guesses.
- Compare the class average predictions to the real data.

Objective: students predict statistical information

Practicalities: students work in groups, then as a class; do this before they see the statistics

Bloom: analysing

Variation

Make this a competition. Put students into small groups, which can be "teams." For each statistic prediction, award points to the team with an answer closest to the actual data.

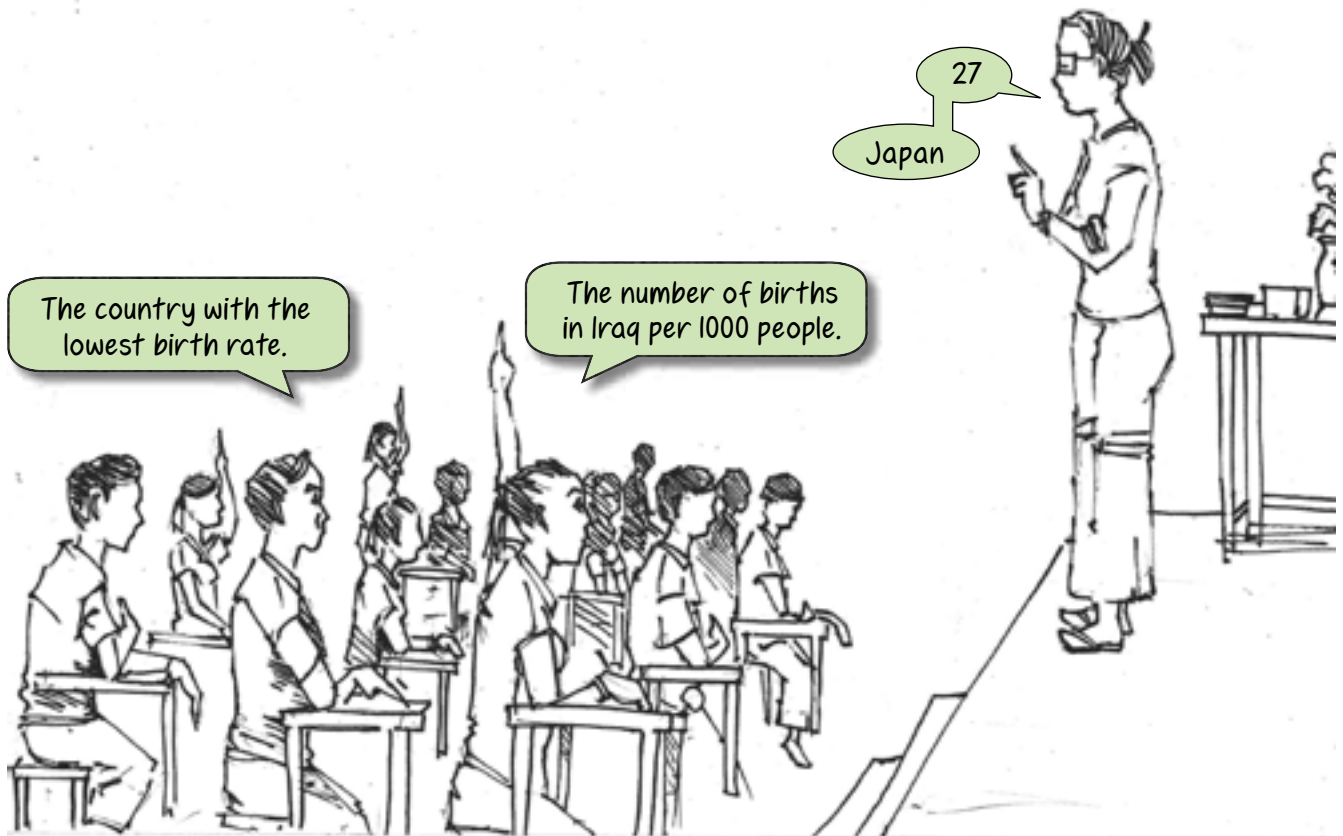
5.2.7 Interpret the Statistics

- Call out something from the table of statistics. This could be a figure, a location, or part of the description.
- Students explain how that is relevant, how this is a part of the statistical data.

Objective: students interpret statistical data

Practicalities: students need to see the statistical table and hear the teacher

Bloom: evaluating



Variation

Do this as a written exercise. Give students a list of items, from the table, and they write sentences explaining how these are relevant.

5.2.8 Find the Average

Objective: students find the average in a data set

Practicalities: students work individually, or in pairs or groups

Bloom: analysing, evaluating

- a. Students add data entries together to get a sum.

$$45+44+39+34+31+27+25+24+19+19+17+17+13+12+12+10+9+9+8+8 = 422$$

- b. They count the number of entries.

20

- c. They divide by the total number of data to get the average.

$$422 / 20 = 21.1$$

- d. They make statements explaining what this information means.

Of the 20 countries in the table, the average birth rate is 21.1 births per 1,000 people.

5.2.9 Calculate Percentages

Objective: students calculate percentages

Practicalities: students work individually, or in pairs or groups

Bloom: understanding

- a. Students identify data they could express as a percentage.

In the US, 13 out of 1000 people give birth each year.

In Myanmar, 19 out of 1000 people give birth. This is 6 more people.

- b. They calculate the percentages. Here are two methods:

- i. Divide the total number by one hundred, and then multiply that number by the number they need to know as a percentage.

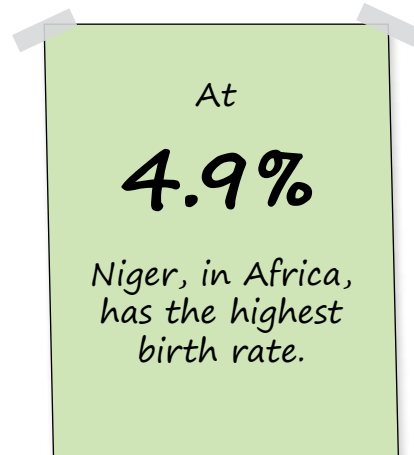
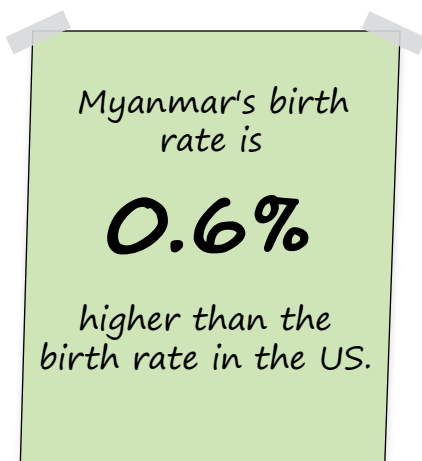
$$(100 / 1000) \times 13 = 1.3\%$$

- ii. Divide the low number (that you want to know as a percentage) by the high number (the total). Then multiply this number by 100.

$$(13 / 1000) \times 100 = 1.3\%$$

Follow-up

In groups, students work out a percentage based on the data, make it into a poster, and put it on the wall.



5.2.10 Group the Statistics

- Elicit categories students could use to group the data. This could be geography, sizes, locations, governance, etc.
 - high and low birth rates
 - continents or regions
 - countries with democratic and non-democratic governments
- In groups, students choose a data grouping. They make a table of their grouped data.
- Groups calculate the average for each of their groupings.

Objective: students explore the data for further information

Practicalities: students work in groups; students might need research facilities (internet or reference books)

Bloom: analysing, evaluating

Birth Rates by Region			
African Countries	Asia-Pacific Countries	European Countries	North American Countries
Niger 45	Timor-Leste 34	Italy 9	United States 13
Uganda 44	Australia 12	Germany 8	Canada 10
Japan 8			
average: 44.5	average: 18	average: 8.5	average: 11.5

Birth Rates by Wealth (GNI per capita)			
over 20,000 USD per year	5,000 – 20,000 USD per year	2000 – 5000 USD per year	less than 2000 USD per year
United States 13	Iraq 27	Timor-Leste 34	Afghanistan 39
Hong Kong 9	Turkey 17	Philippines 25	Yemen 31
Japan 8	China 12	Indonesia 17	Laos 25
average: 10.3	average: 18.6	average: 8.3	average: 31.6

- Groups present their results to the class.

Follow-up

Discuss which themes or topics would not be useful for grouping and analysing the statistics, and why.

Countries with higher rates of education have lower birth rates. In China...

Government			
over 20,000 USD per year	5,000 – 20,000 USD per year	2000 – 5000 USD per year	less than 2000 USD per year
United States 13	Iraq 27	Timor-Leste 34	Afghanistan 39
Hong Kong 9	Turkey 17	Philippines 25	Yemen 31
Japan 8	China 12	Indonesia 17	Laos 25
average: 10.3	average: 18.6	average: 8.3	average: 31.6



5.2.11 What is Next?

Objective: students expand on the information in the data

Practicalities: students interview each other, and then write the results in groups; groups need big pieces of paper and markers; do this activity after analysing some statistics

Bloom: evaluating, creating

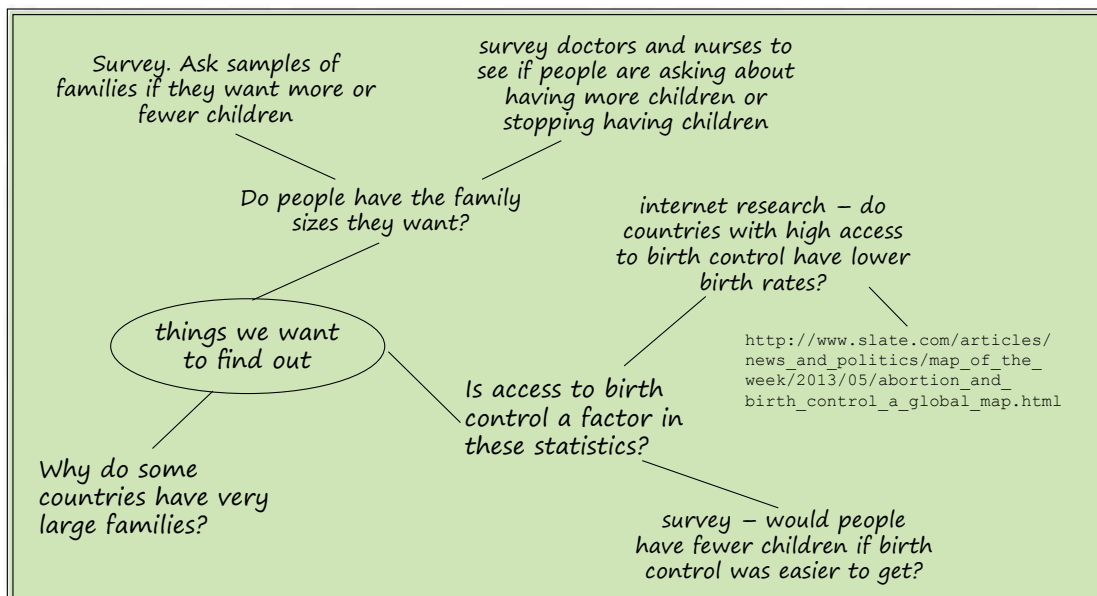
- Ask students:
 - What further questions do you have about this topic?
 - What information is not given by these statistics?
- Students interview 3-5 others, and write down their answers.
- In groups, students discuss their findings, and choose the most interesting responses.
- Groups think of how they could get information about these things – survey? observation? research? If possible, include specific sources such as websites, books, or media resources.

question	getting info
Do people have the family sizes they want?	Survey. Ask samples of families if they want more or fewer children (difficult to do outside the area)
Is access to birth control a factor in these statistics?	internet research – do countries with high access to birth control have lower birth rates? Adapted From: http://www.slate.com/articles/news_and_politics/map_of_the_week/2013/05/abortion_and_birth_control_a_global_map.html

- Groups present their results to the class.

Variation

Groups present their results as mind-maps.



Follow-up

Discuss where or how this information could actually be found, including specific sources such as websites, books, or media resources.

Pursue one of the questions as a class research project. Have students look for answers as homework, and report their findings to the class at an assigned date.

5.3 Charts and Graphs

Working with Charts and Graphs

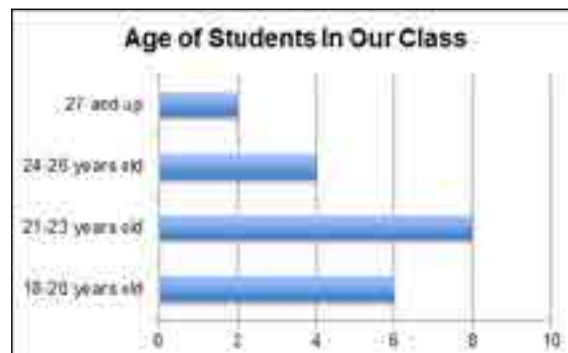
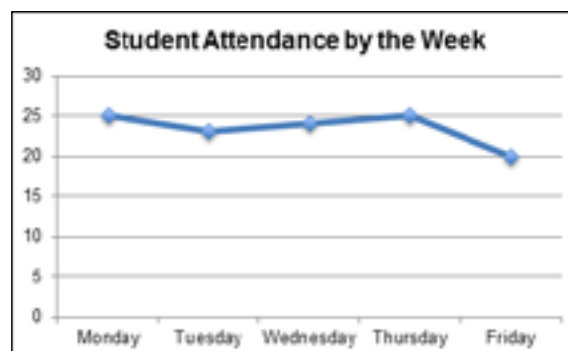
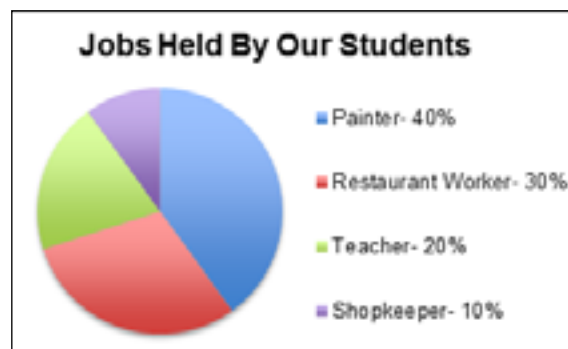
Charts and graphs are tools to share data visually. They are useful because they collect complicated information, organise it, and turn it into a picture.

There are different types of charts and graphs, and the activities in this section will help students to read, analyse and create them. The most common kinds of charts and graphs are:

- **Pie charts.** Circle-shaped pie charts are best used to illustrate percentages and to compare parts of a whole. In a pie chart, these parts need to add up to 100 percent.
- **Line graphs,** which show many points connected by a line, are useful to show changes over time.
- **Bar graphs** can show changes over time as well, and can also allow for comparisons within the data.

This information could be written in lists, but charts and graphs give students the chance to see patterns, and make predictions based on the data. Teachers can use graphs and charts to help students develop the skill of comparing and contrasting information.

It is important to discuss how information is used and presented in charts and graphs. Since people often use them as evidence, we should ask questions based on what has been presented or what has been left out.



PERSONALISING SOCIAL SCIENCE LESSONS: CHARTS AND GRAPHS

In activities 5.3.1 to 5.3.3, students design charts and graphs using data about themselves, their class or their communities. Activities 5.3.4 to 5.3.8 look at charts presenting data from outside sources.

5.3.1 Graph Class Characteristics

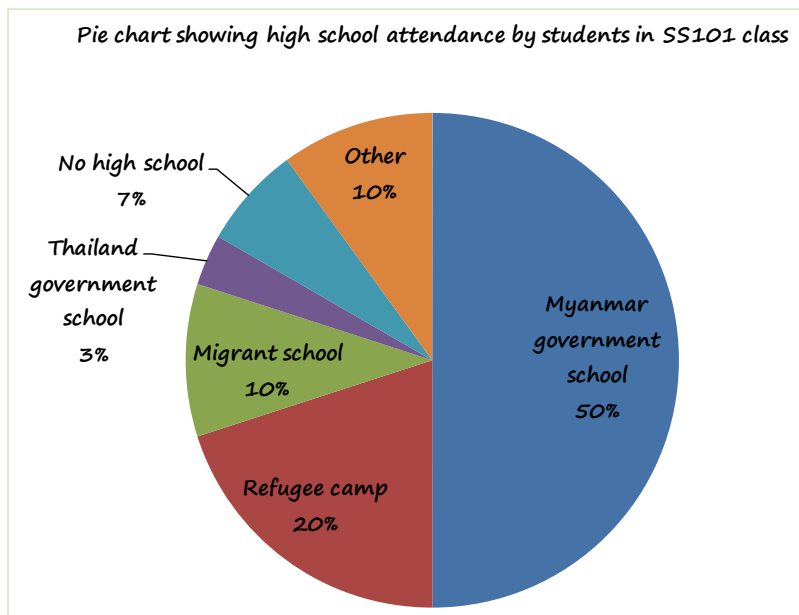
Objective: students decide on the most appropriate way to present statistics

Practicalities: students work as a class

Bloom: applying, analysing, creating

- Students choose a characteristic that everyone in class will know about themselves: height, blood type, age, birthplace, etc.
- Collect class statistics.
- Decide the best type of graph to present the data.
 - Comparisons – what two or more things look like compared to each other.
Bar charts are good for comparisons
 - Change over time – how something increases and decreases over a period of time
Line charts are good for showing change over time
 - Composition – what things are made of
Pie charts are good for showing composition
- Create a class graph..

<u>Went to high school</u>	
Myanmar government school	15
Refugee camp	6
Migrant school	3
Thailand government school	1
No high school	2
Other	3

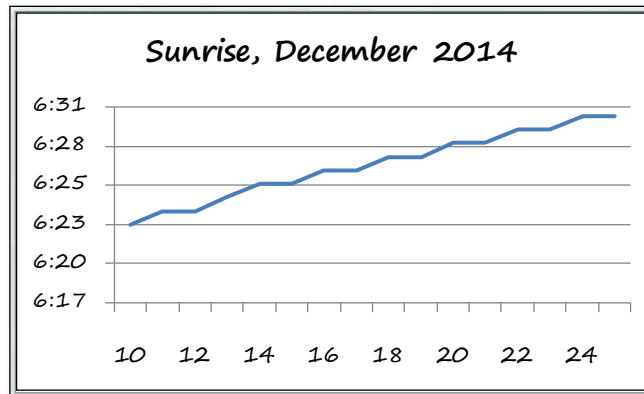


5.3.2 Daily Data

a. Students choose data to collect every day, e.g.

- weather and/or temperature
- sunrise and sunset
- daily routines
- students present or absent in class

b. Each day, students transfer the data to a line graph.



Objective: students collect data and present it in a graph

Practicalities: students work individually, or in pairs or groups

Bloom: applying, creating

5.3.3 Statistics to Graph

a. After students have collected statistics (see 5.2), they discuss the best way to present this information.

age	urban women	rural women
15-25	2	3.5
25-35	2.2	3.6
35-45	3.1	3.9
45-55	3.2	4.5
55-65	3.4	4.5
65+	3.9	4.8

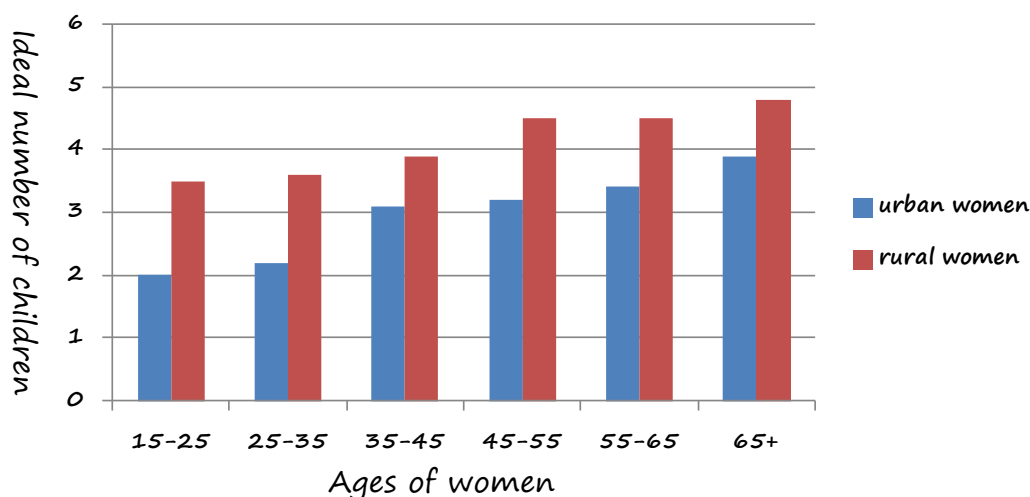
Objective: students design a graph to present statistics

Practicalities: students work individually, or in pairs or groups

Preparation: do this after a statistics gathering activity

Bloom: analysing, creating

b. They design a graph or chart that best presents the data.

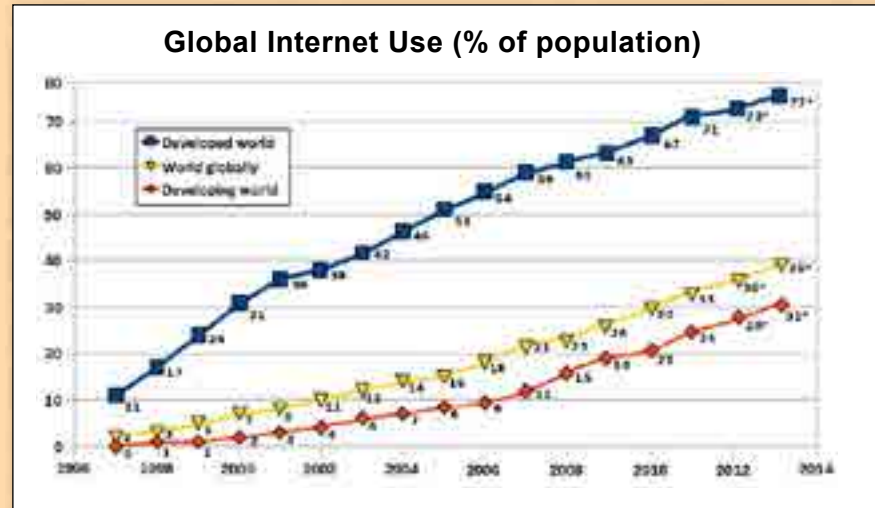


EXAMPLE DATA

Notes on the Data

This chart was found via Google Images – images.google.com.

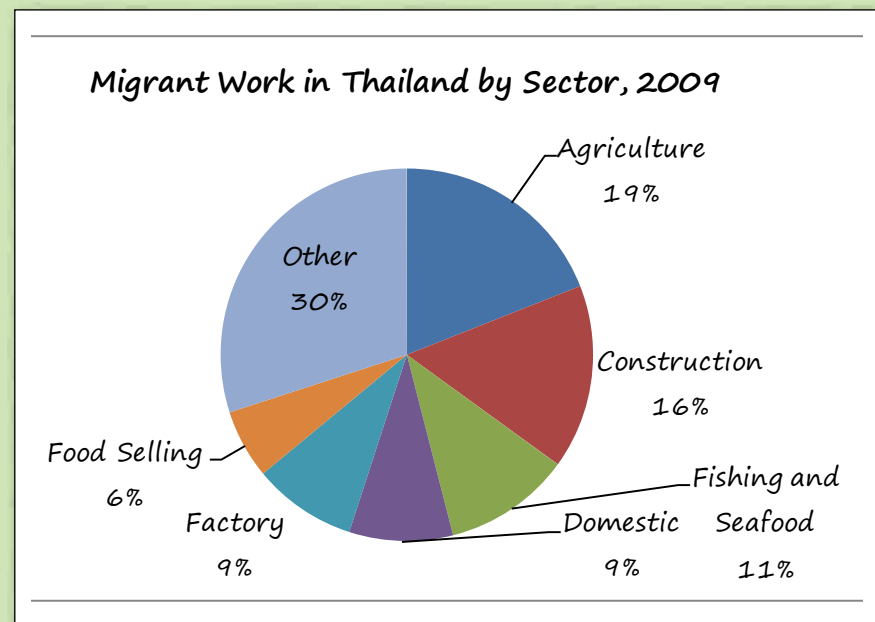
Google Images is a useful place to find all kinds of graphs, charts and other statistics and data.



EXAMPLE DATA

Notes on the Data

Spreadsheet programmes, including Microsoft Excel, have easy ways to create charts. This chart was created using Excel and statistics found on the internet.



5.3.4 What Does It Show?

- a. Students write a short description (one or two sentences) describing the purpose of the chart.

The line graph shows what percentage of the developing world, the developed world and the whole world uses the internet.

Objective: students describe a graph or chart

Practicalities: students work individually, or in pairs or groups

Bloom: evaluating

The pie chart shows what percentage of migrant workers in Thailand are working in each type of job.

- b. Students compare their descriptions.

Variation

Do this as a **pyramid** activity. Students agree on a description in pairs, then as a group of four, then as a larger group, then as a class.

To make this **more controlled**, make this a multiple choice activity. Write one correct and three incorrect descriptions and have students choose the correct one.

5.3.5 Label the Chart

- a. Make a chart with the data on it, but without some or all of these:

- graph title
- titles on the x and y axes (line and bar graphs)
- titles on the segments (pie charts)
- numbers and percentages

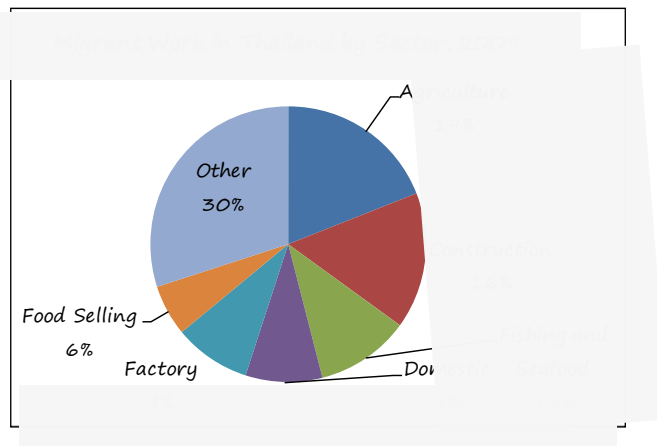
- b. Students predict what the missing title are.

Objective: students identify parts of a chart

Practicalities: students work individually, or in pairs or groups

Preparation: create a chart with no title or axis labels, only the data showing

Bloom: analysing



Variation

To make this **easier**, do it as a **gap-fill**, or give students one of the titles or parts of titles.

You can also do it by providing the labels, and have students graph the data based on information from another course (a text, or independent research).

5.3.6 Facts from Data

- a. Students list as many facts as they can see in the data.

- *Global internet use is increasing.*
- *The "developed" world has many more internet users than the "developing" world.*
- *Less than half the world uses the internet.*
- *Less than one third of people in "developing" countries use the internet.*

- b. Students swap lists, and check that each item is factual.

Variation

Do this as a **Group Brainstorm Competition**. In groups, students list as many facts from the data as they can, in five minutes. The group with the longest list is the winner.

Objective: students identify information in charts

Practicalities: students work individually, or in pairs or groups

Bloom: understanding, analysing

- *Most migrant workers in Thailand are employed in manual work, such as fishing, farming and construction.*
- *The biggest employer of migrants in Thailand is the agriculture industry.*

5.3.7 Behind the Chart

- a. Discuss what information is in the chart.
b. Students list information and data that are not shown in the chart.

It doesn't say how good the connection is. In Myanmar lots of people are on the internet, but it's very, very slow.

Follow-up

Discuss ways students could find out the extra information. If possible, have them get this data.

Objective: students identify parts of a chart

Practicalities: students work individually, or in pairs or groups

Bloom: evaluating

- *what countries they come from*
- *where they work*
- *how much they get paid*
- *what their working conditions are*
- *how many Thai people work in the same industries*

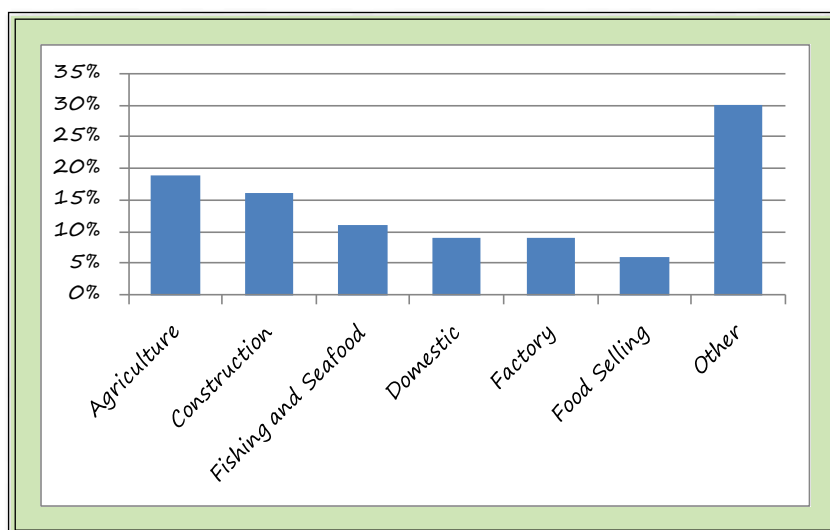
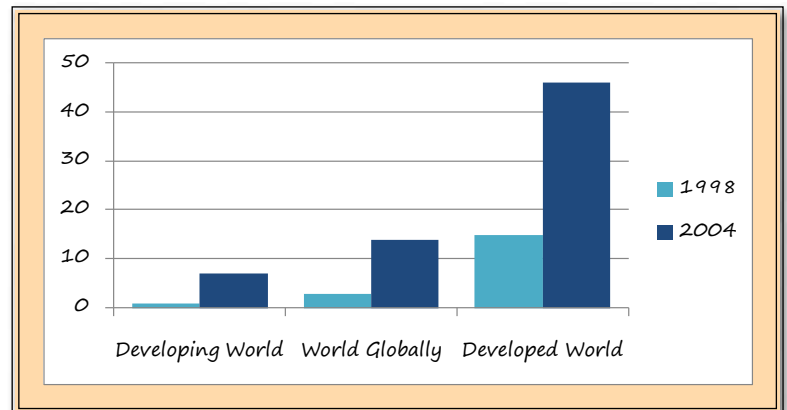
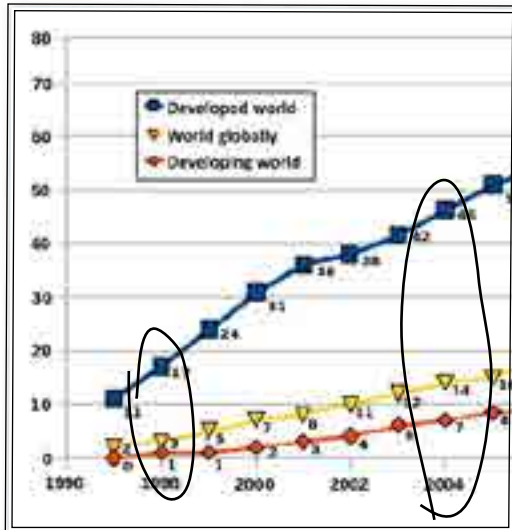
5.3.8 Change the Chart Type

- Students transfer information from one chart type to another chart type.
- As a class, see how many different charts you can use to display the same information.

Objective: students change the format of data

Practicalities: students work individually, or in pairs or groups

Bloom: applying, creating



5.4 Maps

Working with Maps

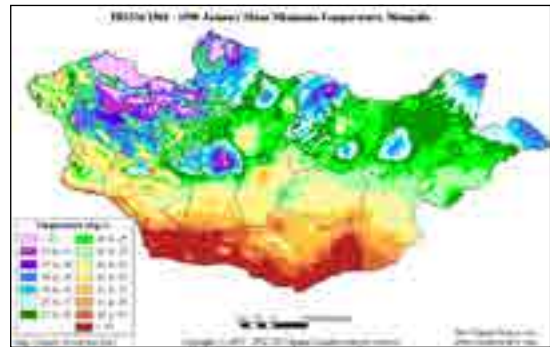
a. Different Types of Map

The ability to understand and read maps is very important in today's world. There are many different kinds of maps. Here are some of the main maps students will need to understand:

- **Political maps:** Political maps show cities, towns and the borders of countries. Note: Some political maps may be historical. They will show the borders at a certain time in history. Always check the title or the legend (key) for details. There are sometimes lines of **longitude** and **latitude** to help us find places on these maps.
- **Physical maps:** A physical map shows the main geographical features of a place. They show mountains, forests, rivers, lakes etc. Water is always blue and mountains are often shown in different colours at different heights. For example, low land is often shown as dark green and higher land is often orange then dark brown. Topographical maps are a type of physical map that uses contour lines to show the height of the land.
- **Road/Street maps:** They show us towns and cities, streets and roads. They also usually show other human-made objects such as bridges, airports, railway lines, etc. Additionally, they often show borders, rivers and lakes and other big physical features. Street maps often show useful or important buildings such as hospitals, embassies, religious buildings, etc.
- **Community maps:** These are made by members of a local community to record important local sites. They often contain important local details such as hunting grounds, religious sites, farm lands, and natural resources.



- Thematic maps: These maps show specific social, political, cultural, economic, historical or agricultural themes. For example, a map might show population density, or the number of births or deaths in a country. Thematic maps can be like visual statistics tables, to help you to understand the relationship between the data and the geography. Some common types of thematic maps include:



- Climate maps: They show us information about climate, such as amount of rain per year or the number of cloudy days. They often use colours to show the difference in temperature in different areas.
- Economic/resource maps: They are maps which show the economic activity or natural resources in an area. They use different colours or symbols, so you should always check the key carefully.

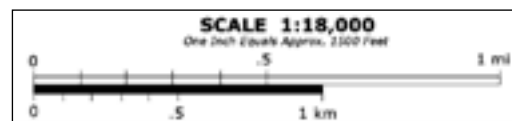
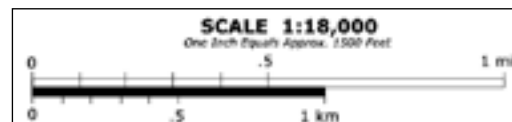


- Historical maps: These are often political maps. They show a situation at a specific time in history.

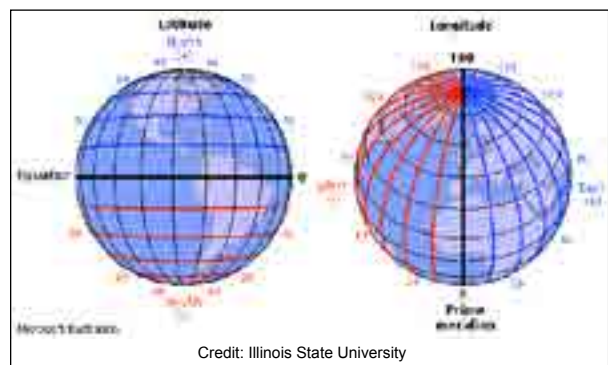
b. Understanding Scale and Lines of Latitude and Longitude

We also look at ways of introducing and practicing using scale and lines of latitude and longitude.

- Scale: Nearly all maps include information about their scale. This tells us how much smaller the area on the map is compared to the real area. For example, if a map's scale is 1:25,000, that means that one unit on the map (an inch or a centimetre) is equal to 25,000 of those units in the real area. A map's scale depends on its type and purpose – road map, city map, a map of a continent, etc.



- Latitude and Longitude: Latitude and longitude work like an "address" for everything in the world. They help us know how far north (or south) and how far east (or west) a place is. We measure north or south from the equator and measure east or west from the prime meridian (Greenwich, London). Some maps will have lines running left to right. These are lines of latitude. They will also have lines running from top to bottom. These are lines of longitude. When we talk about latitude and longitude, we mean the number of degrees north/south and the number of degrees east/west a place is. For example, New York City is 40.1° north (its latitude) and 74° west (its longitude).



Credit: Illinois State University

PERSONALISING SOCIAL SCIENCE LESSONS: MAPS

Before – or after – your students use maps in their social science classes, you could give them practice creating their own community maps (including thematic maps of historical, cultural and religious importance).

These activities will help them think beyond the social science classroom. Map skills are useful in many aspects of life, but may be especially useful in development work, and tasks involving travel or research.

In activities 5.4.1 to 5.4.3, students design and create maps relevant to themselves or their communities. Activities 5.4.4 to 5.4.11 look at maps from outside sources.

5.4.1 Community Mapping

- a. Students identify an area of the community to map.
- b. They decide on colours and symbols to use. Depending on the students and the class, some things may be more or less important to map. For example:
 - squares for houses
 - crosses for churches
 - triangles for pagodas
 - stars or crescents for mosques
 - green for forest and blue for water
 - grey for houses and buildings
 - lines for roads
 - double lines for railway lines
- c. They decide on a scale (size, for example 1 cm – 20 m). The map is easier if they make it on squared paper.
- d. Students to go out and map the area as accurately as possible.
- e. Groups compile their maps, with a key to symbols used, and a scale.

Objective: students design a community map

Practicalities: students work in groups; this might take several lessons, including out of class time
it is useful to make the maps on squared paper

Bloom: applying, analysing, evaluating, creating

Variation

For history lessons or development lessons, you could make two maps, one current and one historical, and compare them.

If you are planning projects for your community, make community maps which answer important questions like "who needs green space the most?", or "where are the most dangerous places in our neighbourhood, and why?"

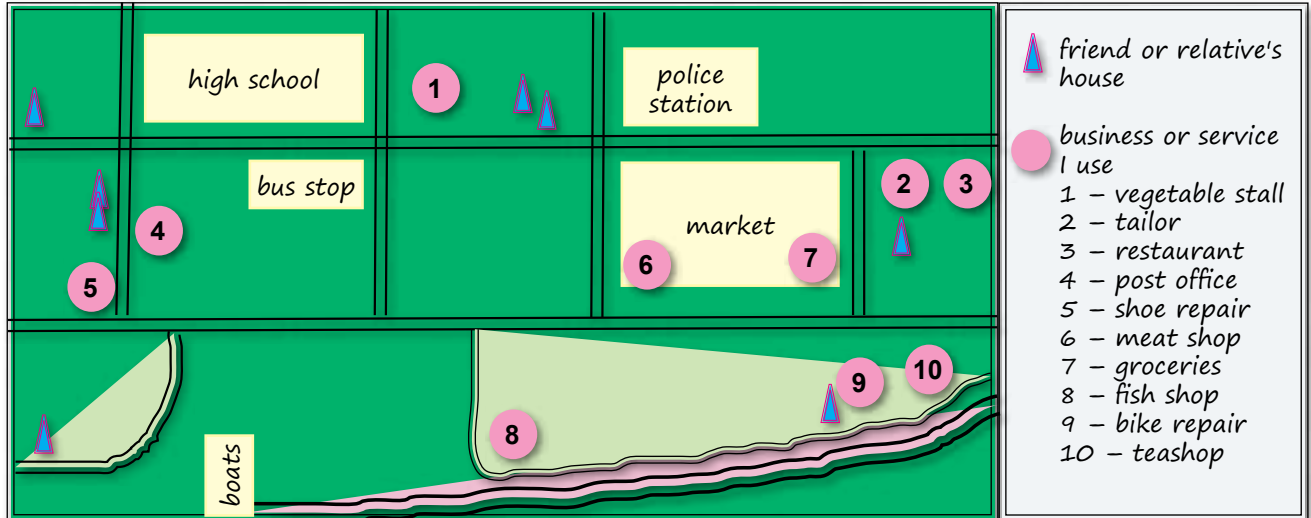
5.4.2 Personal Map

- Students have a map of their neighbourhood, town or city. They identify places that are significant to them.
- They mark these places on their maps. They can either add a key, or a explanation of each place and why it is significant.

Objective: students add features to a map

Practicalities: students need a local or regional map

Bloom: applying, creating



5.4.3 Make a Thematic Map

- Find or make an outline map of an area students are learning about.
- Students add relevant features to the map, based on texts, videos, images, research, additional maps, etc, that the students are using in their lessons.

Objective: students design a thematic map

Practicalities: students need outline maps of the areas they are studying

Bloom: understanding, applying, creating



EXAMPLE DATA

Notes on the Data

This road map of Hpa-an came from Google Maps: maps.google.com.

Google Maps have maps of the whole world, as well as satellite photos of streets, and a route planner for driving or public transportation.

Hpa-an, Kayin State



EXAMPLE DATA

Notes on the Data

This political map of Myanmar is from a website of free maps.

It shows all the major towns and cities in Myanmar and some of the major cities in countries which border Myanmar.

It also has lines of longitude and latitude to show location in the world and a scale in the bottom left corner to measure distances.

Modern Burma/Myanmar



<http://ian.macky.net/pat/index.html>



EXAMPLE DATA

Notes on the Data

This blank map was downloaded from *wikimedia.org*. Many blank maps of countries of the world can be found on the internet.

One way to find them is to go to *images.google.com* and search for "blank map Myanmar" (or USA or China, etc). Other sites also have free, downloadable blank maps in JPG and PNG format.

Additionally, political maps can be used to add additional features to, or students can trace around existing maps on thin blank paper to create their own.

Finally, these sites may also have useful maps:

- eduplace.com/ss/maps/
- worldatlas.com/webimage/testmaps/maps.htm
- geography.about.com/library/blank/blxindex.htm
- freeworldmaps.net

5.4.4 What's the Map for?

- a. Students write a short description (one or two sentences) describing the purpose of the map.

This is a road map of Pa-an. It shows the main streets and some of the main places. It shows you how far it is from place to place.

Objective: students describe a map

Practicalities: students work individually, or in pairs or groups

Bloom: understanding

This is a political map of Myanmar, showing main cities and other geographical features, where the borders are and what the neighbouring countries are.

- b. Students compare their descriptions.

Variation

Do this as a **pyramid** activity. Students agree on a description in pairs, then as a group of four, then as a larger group, then as a class.

To make this **more controlled**, make this a multiple choice activity. Write one correct and three incorrect descriptions and have students choose the correct one.

If students have textbooks with a lot of maps in them, they can identify different maps in the book. They list each map, its purpose, and its relationship to the text (what additional information they give or how they support the text).

5.4.5 What's the Use?

- a. Students list all the ways they can use a map.
b. They join with another student or group and compare their lists.

- to see how to get from one place to another place
- to see how far between places
- to see what streets places are on
- to see where places are in relation to each other

Objective: students identify the uses of a map

Practicalities: students work individually, or in pairs or groups

Bloom: remembering, understanding

- to see how far it is between towns and cities
- to see what direction places are from each other
- to see where the major rivers and mountains are
- to see what countries have borders with Myanmar
- to identify capital cities and main locations

5.4.6 Add the Features

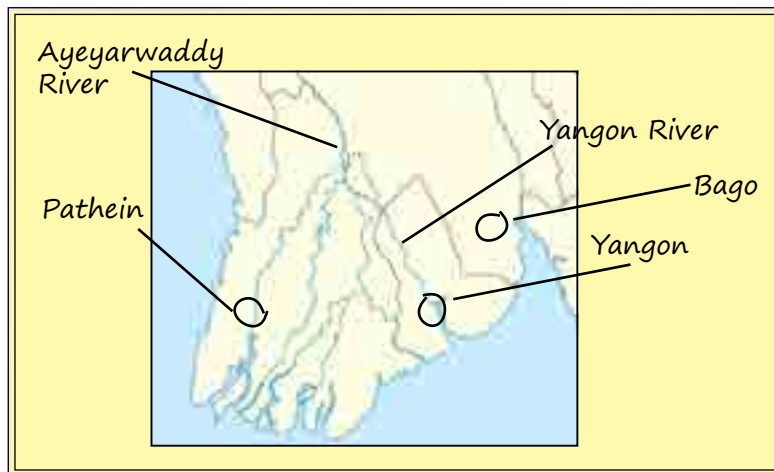
a. Students add features to a map. They can base this on:

- prior knowledge
- information from other maps
- information in a text

Objective: students add and label features on a map

Practicalities: students need a map without all features labelled (such as an outline map)

Bloom: applying



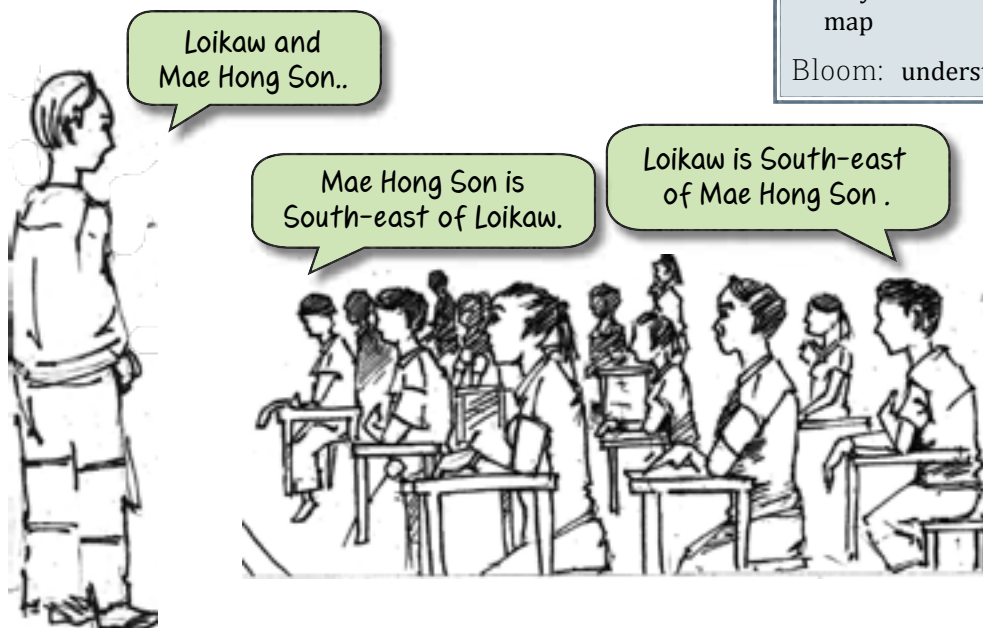
5.4.7 Which Direction?

- Call out two locations from the map.
- Students identify the correct direction from place A to place B.

Objective: students use a compass rose to identify directions

Practicalities: students need a map with a compass rose; they all need to see the same map

Bloom: understanding



Variation

To make this **more controlled**, do this as a true/false activity – give students lists of statements about places and directions; students identify whether they are correct or incorrect.

5.4.8 How Far Is It?

- Ask students questions about how far things are on a map.
- Students estimate the distance between the two places, using the scale on the map. They can use their fingers to estimate, or a length of string, or their eyes.

Variation

Students could measure the length of a country, its width at its widest or the length of a feature such as a river or coastline.

Objective: students apply scale to measure distance on a map

Practicalities: students need a map with a scale

Preparation: write some questions about distances between places on the map

Bloom: applying

How far is it from Yangon to Dhaka?
About 700 miles.

At its widest, how wide is Myanmar?
About 560 miles.

About how long is Myanmar's coast?
About 1000 miles



How far is it from the river to the high school?
About 400 metres.

How long is Thida Street? *Nearly 1 km.*

How long will it take to walk from The corner of Kan Nar Street and Main Road to the high school?
About 20 minutes.

5.4.9 Where on Earth?

- Call out a place on the map.
- Students find the place, and identify the coordinates using lines of longitude and latitude

Variation

To make this **more controlled**, do this as a true/false activity.

You can also use the grid reference on a street map for this activity.

You could also do the activity in reverse. Give students the coordinates or grid reference. They identify the place.

You can do this as pairwork, or as a group competition.

Objective: students identify location using latitude and longitude lines.

Practicalities: students need a map with latitude and longitude lines.

Preparation: write some questions about latitude and longitude

Bloom: understanding, applying

Where is Yangon?

17 degrees north, 95 degrees east.

5.4.10 Treasure Hunt

- On a map, choose a “start” place and an “end” place. This could be a city, town, mountain, etc. Create a series of clues for students to follow from the start place. The clues should be a combination of directions, distances, coordinates and traditional clues.
- Give groups a map – marked with the start place – and the clues to follow.
- The first group to correctly identify all the places on the map and the location of the “treasure” is the winner.

Objective: students identify location using latitude and longitude lines and scale

Practicalities: students need a map with latitude and longitude and a scale

Preparation: create a set of clues for students to follow

Bloom: understanding, applying

- Start at Cox’s Bazaar and sail 110 miles southeast down the coast.
- From there, travel east to a town where a famous general was born.
- Next go east, to 20°N , 97.5°E .
- Head east again to the river and sail south down the river to the city by the sea.
- Here you will need a sea ship. Travel 570 km southwest, to 13.5°N , 93.5°E .
- On foot, go as far south as you can go.
- Build a small boat and sail south again, about 30 miles, until you reach land.
- On these coordinates, you will find the treasure.



Variation

Students make their own treasure hunts and test other students’ ability to follow directions.

5.4.11 Behind the Map

Objective: students infer information from a map

Practicalities: students work in pairs or groups

Bloom: analysing, evaluating

- a. Groups write questions related to the map. These can be:
 - questions which have answers in the map
 - questions which have no definite answer but that students can infer from the map.
- b. Groups give each other their questions to answer.
- c. Group check each other's answers.

Why is Myanmar now so politically important to so many countries?

Because it is located between India and China, which are both now very powerful and both need cheap natural resources.

Because the USA is afraid of China's power and likes to have friendly countries that are on the borders of China and Russia.

Why was Pa-an built on the Thanlwin river?

The river is a major transportation route between Kayin, Kayah and Mon States as well as to China and Thailand.

A city based on the river has access to trade and transport, as well as a useful source of water.

Why do you think the founders of Pyay choose that location?

Because it was on a big river.

What benefits does a city have if it is on a river and near the sea?

If a city is near the sea and on a river, people can catch fish.

If it is on a high cliff, it is difficult for enemies to attack.

If you are on the river, you can sail up and down and trade with other cities.

What problems might face cities which are near the coast, which might be worst affected and why?

Climate change might make sea levels rise. If they do, cities might flood and people will die or lose their homes. Very low-lying cities will be affected the worst.

6 REVIEW AND REFLECTION

In this section, we look at two types of activities:

- activities to help students revise and recall information and skills
- activities that encourage thinking back on the information and skills practiced

Review and reflection improve the quality and depth of student learning.

Review Activities

You can review at different times: at the end of the lesson, at the beginning of the next lesson, at the end of the week, at the end of the course or before an exam

Many activities can be used to review or reflect on your lessons, or review individual activities in a lesson. You can review activities in two ways:

1. Learners report back after finishing the activity or task. The two main techniques are oral feedback and written feedback. Oral feedback can be a presentation given by groups of students after they have discussed an issue. Written feedback can be in the form of an essay or a reflective journal.
2. Learners participate in review activities like a 'Group Quiz Competition', 'Swap Questions' or 'Teach Each Other'. This type of activity encourages the learners to share how much they have learnt with other learners.

Review activities confirm to the learner how much they have learnt and increase the learner's motivation to learn.

Reflection Activities

Reflection activities provide a way of thinking about learning and helping individual learners to understand what, how and why they learn. This is another way of motivating your learners.

6.1 Review

EXAMPLE TEXT

Notes on the Text

This text is from the Simple English Wikipedia website. This resource is based on the Wikipedia user-written online encyclopedia. It has 100,000 pages of information written in simplified English.

The language is approximately pre-intermediate level English, or CEF A2.

ASEAN, the Association of Southeast Asian Nations

In 1967, Malaysia, Thailand, Indonesia, Singapore, and the Philippines formed ASEAN. The purpose of the organization is political and economic cooperation.

Originally there were only five members of ASEAN. Brunei joined ASEAN in 1984. Vietnam joined in 1995. Laos and Myanmar joined ASEAN in 1997. Cambodia became a member in 1999. Some other countries, such as East Timor, may soon join ASEAN.

About 8% of the population of the world lives in ASEAN countries. About 240 million Muslims live in these countries, mostly in Indonesia, Malaysia, and Brunei. About 170 million Buddhists live in these countries, mostly in Thailand, Myanmar, Laos, Cambodia, Vietnam, and Singapore.

The major products of the ASEAN countries are electronics, petroleum, and wood.

Adapted from: <https://simple.wikipedia.org/wiki/ASEAN>

6.1.1 Summarise

After students have studied a text, lesson or course, they write summaries. The summary should focus on the most important information.

Students can write the information as paragraphs, or bullet-point lists.

- ASEAN was formed in 1967.
- purpose – encourage political and economic cooperation.
- There are ten countries in ASEAN – Malaysia, Thailand, Indonesia, Singapore, the Philippines, Brunei, Vietnam, Laos, Myanmar and Cambodia.
- 8% of the world's population lives in ASEAN.
- A lot of people are Muslims or Buddhists.

Objective: students outline key information from the lesson or course

Practicalities: students work individually, or in pairs or groups

Bloom: understanding

Follow-up

Students present their summaries to the class or in groups, or put them on the wall. They explain why they included some information but not other information.

The class votes on the best summary.

6.1.2 Define Key Phrases

- a. Students identify a list of key words and phrases specific to the topic.

economic and political cooperation
major products
electronics
petroleum

- b. Students explain these words and phrases in their own words.
c. They explain how these are related to the topic.

Objectives: students decide on definitions of key words and phrases used with the topic.

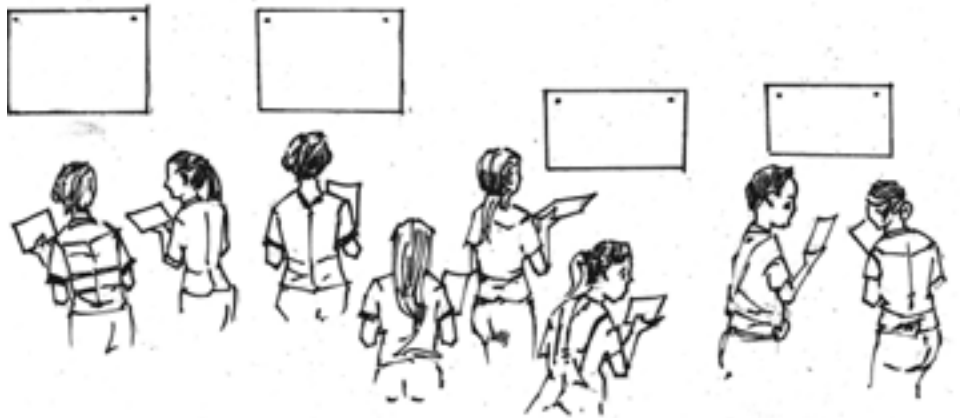
Practicalities: students work individually or in pairs

Bloom: understanding

economic and political cooperation
When countries or regions decide to do things that they will all benefit from.
ASEAN's main objective is economic and political cooperation between all countries in ASEAN.

Variation

Students write their definitions on pieces of paper and put them on the walls. They walk around comparing definitions. Did all students choose the same key words and phrases?



Glossary of Key Terms
ASEAN

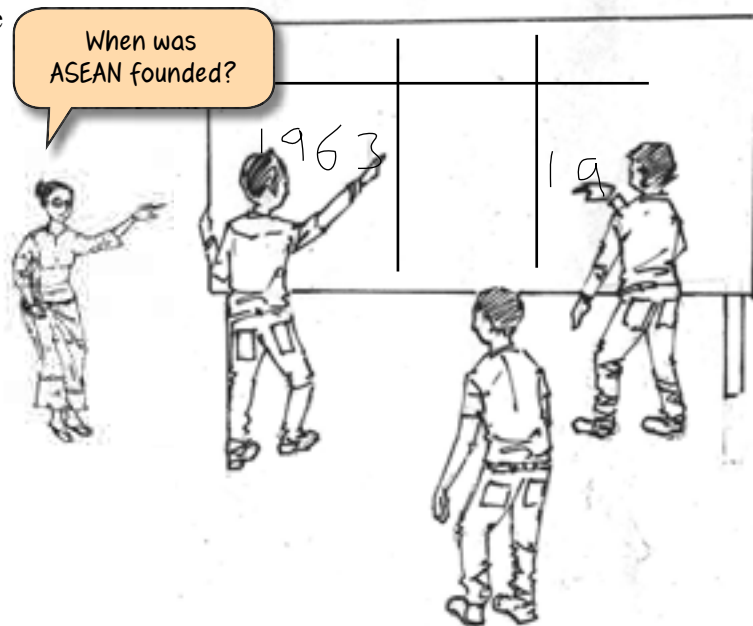
In groups, students create a glossary of key terms. This would work better for broad topics you spend a lot of time on, rather than ones that take one or two lessons.

6.1.3 Race to the Board

- Prepare controlled questions about the topic (only one correct answer is possible).
- Students work in 2-4 equal sized teams. Teams stand at the opposite end of the room to the board. Give the first team member in each team a pen or chalk.
- Ask the first question. The team decides the correct answer, and the first team member run to the board and writes the answer. The first team to get the correct answer gets a point.
- Continue until all team members have answered a question, or until you run out of questions.

Variation

Use open-ended questions, and judge which team has the best answer.



Purpose: students check their understanding of the topic

Practicalities: students work in teams; the board is at the opposite side of the room

Preparation: prepare questions about the topic

Bloom: remembering

6.1.4 3-2-1

- Students work in pairs. Student A talks about the topic for three minutes. Student B listens. They then swap roles.
- Students change partners, and take turns speaking for two minutes each.
- Students change partners, and take turns speaking for one minute each.

Variation

For topics you have spent a long time studying, you could do a 4-3-2 or 5-3-1, Students speak for 4, then 3, then 2 minutes (or 5 then 3 then 1).

Purpose: students explain and summarise the topic

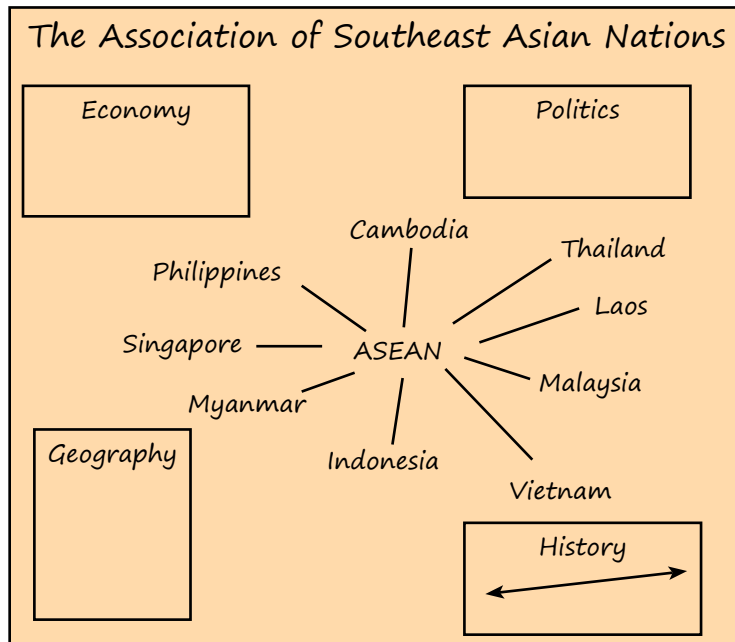
Practicalities: students work in pairs, then change partners twice; this can be noisy

Bloom: understanding

6.1.5 Poster

Students design a poster about the topic. This might include:

- a heading or title or question
- pictures (from magazines, the internet, or drawn by a student)
- cartoons (copied or original)
- newspaper articles
- summaries of important information from the topic



Purpose: students present key information about the topic on a poster

Practicalities: students work individually or in pairs or groups; each student or group needs a large piece of paper, and paints, markers and others things to put on the poster

Bloom: applying, analysing, creating

Follow-up

Put the posters on the wall, and students walk around looking at them. Encourage students to ask each other questions about each others' posters.

6.1.6 Plan a Lesson

- a. Students identify the points that they want to teach.

The Politics of ASEAN

- b. They decide on the learning objective or objectives for the lesson.
– *students will be able to describe the political systems used in five ASEAN countries.*
- c. They select a text (written text, lecture, documentary etc).
- d. They select a series of activities that will help students process and use the information.
- e. They write this in a lesson plan. (See chapter 1 for ideas.)

Follow-up

Students teach this lesson to the class, or to a group.

Purpose: students create a lesson plan on the topic

Practicalities: students work individually, or in pairs or groups

Bloom: evaluating, creating

6.1.7 Debate

Purpose: students think of, deliver and oppose arguments

Practicalities: this may take an entire lesson, or more than one lesson, for students to prepare

Bloom: analysing, evaluating

- a. Choose, or have students choose, an issue where there are two opposing opinions, e.g.
 - Alcohol should be illegal versus alcohol should be legal
 - All citizens should be required to do community service activities versus citizens should not be required to do community service activities
 - Primary education should be delivered in the majority language versus primary education should be delivered in students own languages
- b. Divide the class into two groups. Half the class will argue the *affirmative* (for the main idea) and the other half will argue the *negative* (against the main idea).
- c. Divide the affirmatives and negatives into groups of three. Each group of three spends some time preparing their argument – they prepare all the ideas, evidence and examples supporting their argument. They also decide who will speak first, second and last.
- d. The first member of the affirmative team speaks for two minutes. After this, give the teams a minute or two to discuss ways to argue against the points made. Encourage them to identify any fallacies in the opposing team's argument.
- e. The first member of the negative team speaks for two minutes. They also include their arguments against the points made by the affirmative team. After this, give the teams a minute or two to discuss ways to argue against the points made.
- f. Repeat this for the second, and then the third, members of both teams.
- g. Have the class vote for the winning team – the team which makes the best argument.

You can't force people to do community service. This is the same as forced labour. Instead, we need to encourage people to want to do community service. The opposition's attack on people who don't was an ad hominem attack – you can't say they are selfish or lazy as you don't know their situations.



Variation

There are many other ways to do debates – a different number of people per side, allowing a longer or shorter time to discuss or speak, etc. Look at idebate.org for ideas.

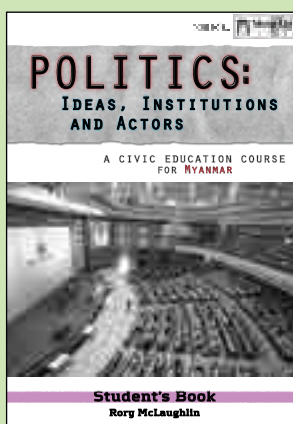
6.2 Reflection

Community-based Organisations

Community-based organisations (CBOs) are grassroots civil society organisations. The majority of these groups are based in rural areas.

CBOs bring community members together to provide services in areas such as health, education and social welfare. These include micro-credit groups, village development committees and community clinics. Many CBOs are faith-based, and most of their activities are financed by the community.

One of the biggest advantages of CBOs is that the community is directly involved in the planning and implementation of their projects. CBO members are more likely to understand the situation in their own communities. This local knowledge means that CBO activities often address the concerns and needs of the community better than other actors.



Adapted from: Politics: Ideas, Institutes and Actors, Mote Oo Education 2014

EXAMPLE TEXT

Notes on the Text

This text comes from Mote Oo Education's *Politics: Ideas, Institutions and Actors*.

Contact us at info@moteoo.org for information about ordering.

The language is approximately intermediate English level, or CEF B2.

6.2.1 What did You Learn?

- a. Students make a list of things they have learned whilst studying the topic. This should include:
- things they learned about the topic.
 - things they learned anyway, while they were studying the topic.

Purpose: students list knowledge and skills learned from the lesson or course

Practicalities: students work individually

Bloom: remembering, understanding

about the topic	other stuff
<ul style="list-style-type: none"> - Most CBOs are in rural areas - There are about 50 CBOs working in our township - CBOs are small and grassroots, NGOs are bigger - CBOs usually know community needs well 	<ul style="list-style-type: none"> - The United Nations has 191 member states - The UN is not an NGO - The teacher has three children - Moscow is the capital of Russia

Follow-up

Students compare what they learned in pairs or groups.

6.2.2 Why Why Why?

- a. In pairs or groups, students ask and answer the question 'why did we study this topic?'

Why did we learn about CBOs?

Because it's in the textbook.

Purpose: students investigate the reasons they focused on the topic

Practicalities: students work in pairs or groups, then class discussion

Bloom: evaluating

- b. Students take the answer and turn it into a why question, and answer it.

Why is it in the textbook?

Because it's important when we study politics to know about CBOs.

- c. Students continue doing this until they reach a conclusion, or until they can't think of any more reasons.

Why is it important to study CBOs?
Why can they change things?
Why?
Why? etc.

Because they can change the community and the country?
Because if people join together to make change, it is easier.
Because it's easier to make change as a group.

- d. Discuss as a class the conclusions that students reached.

6.2.3 Apply It to My Life

- a. Students write about their experience of the topic, or ways that the topic relates to their life. This could be:

- a paragraph
- an essay
- a bullet-point list

Purpose: students personalise the topic

Practicalities: students work individually

Bloom: analysing, evaluating

- This class is supported by a CBO. They pay the teachers' salaries and the rent for the classroom.
- It is a faith-based CBO (Hindu Youth Network)
- I volunteered last year for the Village Environment Organisation.
- They had problems getting funding. Also the leaders didn't like each other

- b. Students compare their work in pairs or groups.

6.2.4 Recreate the Lesson

- Individually, students list all the activities they did in the lesson.
- In pairs, students compare information. They make a pair list.
- Pairs join with another pair and make a group list.
- In groups, discuss the reason for each part of the lesson.
- Groups create a chart about the lesson, with activities in order, and reasons for each activity.

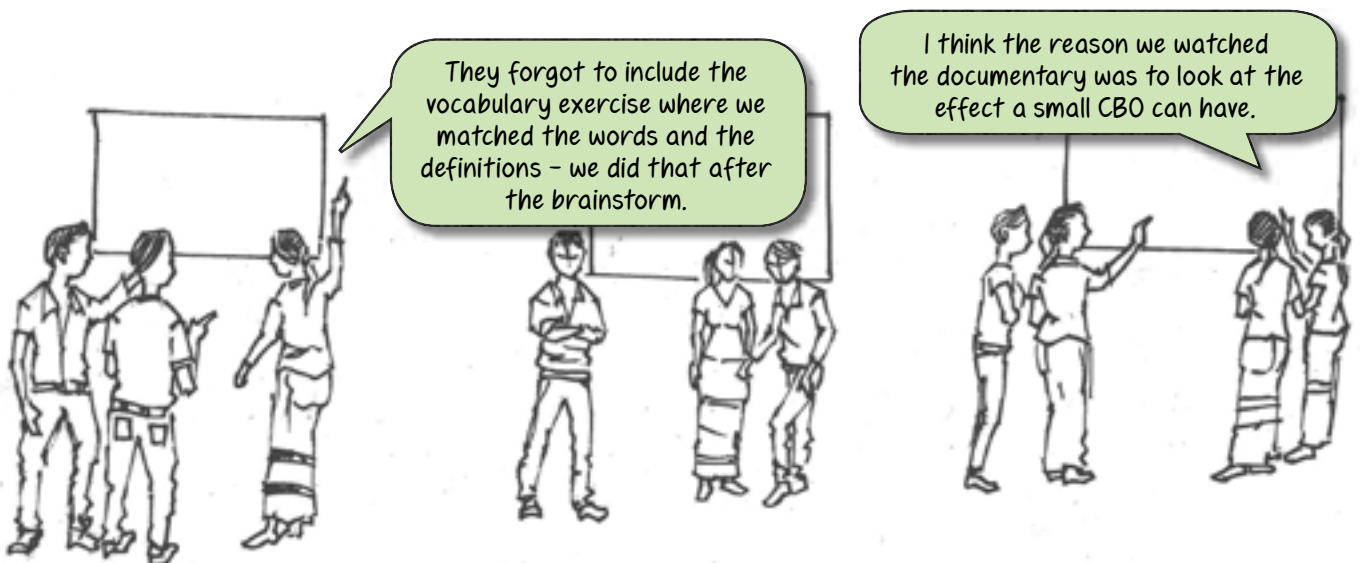
Purpose: students remember and analyse a previous lesson

Practicalities: students work individually, then in pairs, then groups; this activity needs to happen either at the end of a lesson, or at the start of the following lesson

Bloom: remembering, analysing, evaluating

Community-based Organisations Lesson 6 June	
<u>activity</u>	<u>purpose</u>
We brainstormed a list of what CBOs were in our town	to get us thinking about the topic
We read a text from the Politics textbook	to give us new information
We answered some true false questions about the text	to check that we understood the information and ideas
We compared the strengths and weakness of CBOs and NGOs, as a class discussion	to share ideas about the role of CBOs and NGOs with other students
We watched a short documentary about an organisation's work to get fresh water to people during Cyclone Nargis	to get further information about the work of CBOs
For homework we wrote about the activities of a CBO we knew well.	To apply the information to our own situations.

- Groups put their charts on the wall. Other groups walk around looking at them, comparing them and identifying which information is different.



6.2.5 Evaluate the Lesson

Purpose: students evaluate a lesson

Practicalities: students work individually or in pairs or groups

Bloom: evaluating

- a. Students think about how useful the lesson was. They consider:
- was the information useful?
 - was it well presented?
 - did the activities help students understand and use the new information or skills?
 - which parts worked well, and which parts could be improved?
- b. Students discuss this in pairs or groups, or write about it in a reflective journal.

That matching activity we did after the text was very useful. It made me think about how people pretend their opinions are facts.

I thought the textbook was much too difficult. Most people couldn't understand the level of English.



1 – very useful
2 – a little useful
3 – not useful

	1	2	3
Topic of the lesson			
Materials used			
Brainstorm			
Teach Each Other			
Comprehension Questions			
What was inferred?			
Fact or Opinion?			
Make a Graph			
Essay Writing			
Homework			

Variation

Design a checklist or questionnaire that focuses on particular aspects of the lesson, e.g.:

- the content of the lesson (Too easy? Too difficult? Useful? Relevant?)
- the activities (Did they help students process and use the new information and skills?)
- the sequence of the lesson (Did all the activities follow a useful order?)

This is particularly useful if your students are trainee teachers, or likely to work as teachers in the future.

Follow-up

If you want feedback on your lesson, ask students to give you their evaluation. However, if students know they are going to show you it, they might not feel comfortable writing anything negative.

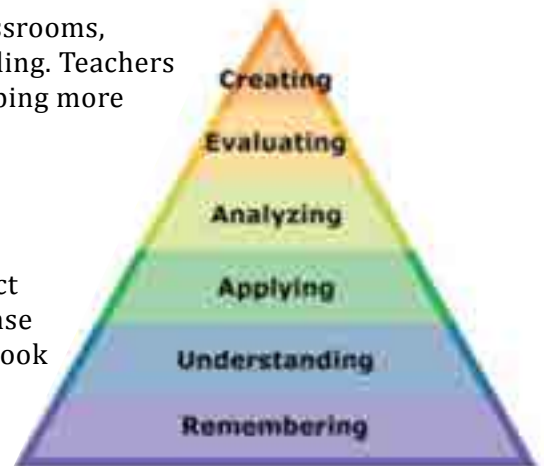
Appendix: Bloom's Taxonomy

Bloom's taxonomy orders types of learning objectives within an education system. It divides learning into six types of activities. Remembering activities are the easiest, then understanding (comprehension) activities. After students are able to remember and understand a topic, they can then go on to apply that to other information, and to their own lives. They are able to analyse and evaluate information. They can also create new information using old information.

All of the levels of learning are important. but in some classrooms, learning stays at the level of remembering and understanding. Teachers can help their students become skilled learners by developing more difficult tasks that

- build on the lower level skills, and
- build on what students already know.

Developing higher levels of thinking helps students connect their new learning to their existing learning, and make sense of the new information they receive. Each activity in this book develops one or more of these thinking levels.



Examples of Activities Focusing on Each Level

Remembering	Understanding	Applying
2.1.1 Brainstorm	2.1.5 Swap Questions	2.1.2 Discuss the Topic
2.2.1 Match the Word	2.2.3 A-Z	2.2.6 Write yourself in
2.3.11 Running Dictation	2.3.8 Texts around the Room	2.3.4 Match Pictures to Paragraphs
5.1.4 Order the Events	3.1.3 True or False?	3.1.9 Information Transfer
5.4.5 What's the Use?	4.3.7 Stated or Inferred?	4.1.4 Personal Comparison
6.1.3 Race to the Board	5.1.3 Text to Timeline	5.1.2 Design a Timeline
6.2.1 What did you Learn?	5.2.9 Calculate Percentages	5.3.1 Graph Class Characteristics
	5.3.6 Facts from Data	5.4.2 Personalise the Map
	6.1.1 Summarise	6.2.3 Apply it to my Life
Analysing	Evaluating	Creating
2.1.4 Relate to the Topic	2.3.5 Best Title Pyramid	4.1.7 Random Comparison
2.3.7 Separate the Texts	3.1.6 Important or Unimportant?	4.2.5 Consequences
4.1.6 Venn Diagrams	4.2.2 Identify the Effect	4.3.8 What happened next?
4.2.4 Cause and Effect Chain	4.3.6 Is this Inferred?	4.4.6 Test the Hypothesis
4.3.3 Infer the Purpose	4.4.5 Check the Facts	4.5.7 Attack your Partner
4.4.3 Change Fact to Opinion	4.5.10 Spot the Fallacy	5.1.1 Personal Timeline
4.5.5 Identify the Straw Man	5.1.7 The Most Important Event	5.2.3 Statistics through Survey
5.2.6 Predict the Data	5.2.7 Interpret the Statistics	5.3.3 Statistics to Graph
5.3.5 Label the Chart	5.4.11 Behind the Map	5.4.1 Community Mapping
6.1.7 Debate	6.1.6 Plan a Lesson	6.1.5 Poster
6.2.4 Recreate the Lesson	6.2.5 Evaluate the Lesson	

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JAcOB website: <http://justanordinarybloke.com>

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If we have missed anyone from this list, we apologise. Please get in touch, and we will add your name.

28 August, 2014

Also available from Mote Oo Education

We hope you have enjoyed using this book. In it, we used many examples texts from our own books. If you are looking for relevant social science, civics or teacher training materials, in English or Myanmar, these books may be of interest to you:

Politics: Ideas, Institutions and Actors and Active Citizenship

Politics: Ideas, Institutions and Actors are civic education books for non-formal adult education classes designed for a Myanmar context.

They book helps readers to develop the knowledge, skills and values that support active citizenship. They makes use of a range of exercises, case studies and interactive activities to address important political issue in Myanmar and around the world.

Book One in the series, *Democracy* will be a basic introduction to some of the fundamental ideas important to a democratic society. Mote Oo expects to publish it in early 2015

We are also currently working on a series of Peace Education resources, designed to promote conflict transformation and peaceful resolutions to personal, communal and societal conflict.



Active Citizenship Resource Pack

The Active Citizenship Resource Pack is a book of photocopiable activities, texts and other resources for teaching citizenship to Myanmar learners. It was designed to accompany Mote Oo Education's Active Citizenship course book but can easily be used on its own as a source of instant activities for an English, civics or social science class.



Gender: Issues and Perspectives

Gender: Issues and Perspectives is an exciting introduction to the field of gender studies. It covers common gender issues in Myanmar, regionally and globally. It has chapter on: family and community, work, education, religion, and leadership, plus some more controversial issues.



Histories of Burma: A Source-based Approach to Myanmar's History

Histories of Burma is a set of books which provide and introduction to key history skills as well as providing a critical and reflective study of many aspects of history from the region. Students are encouraged to highlight certain themes in history, to look at original source documents, to try and understand different ideas that come from these sources and to think about how they can influence opinions about the past.



The New Teacher I: How Do Learners Learn?

The New Teacher is a series of short training courses for Myanmar teachers. Each module looks at a different aspect of teaching and takes trainees step-by-step through the learning process. Modules can be taught one after the other or individually, depending on the needs of the trainee or the requirements of the training course.

Module One looks at how and why learners learn. It covers learning styles, intelligences, motivation and identity.. *Module 2: How Do I Manage My Classroom?* is due out December 2014.



Coming Soon

Critical Thinking Activities

A book of activities to accompany **Activities for Social Science Teaching**. This will have student learning materials explaining some of the basic principles of thinking critically, accompanied by personalised and text-based activities referenced to ASST. Answers are supplied, so it can be used as a self-study resource or in the classroom.

In 2015 we intend to produce **Activities for Language Teaching** and **Activities for Science Teaching**.

And Finally...

We conducted a major needs assessment in July and August 2014. Thanks to all of those who gave their time to assist us with this. The results of the needs assessment will help us to choose more important projects to work on. These will be announced in late 2014 and we will begin work on them soon after.

For more information, or to order any Mote Oo Education materials, please contact: info@moteoo.org or moteooeducation@gmail.com.

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