

Main Ideas and Choices

Name _____ Date _____

Paragraph	Main Idea
1.	
2.	
3.	
4.	
5.	
6.	

Choices Available to Me	Choices Not Available to Me
1.	1.
2.	2.
3.	3.

Assessing a Four-Corners Debate

Name _____ Date _____

Rating scale: 1 = weak 2 = okay 3 = average 4 = good 5 = strong

Whole Class	Challenge Tip	Me
	Listening	
	Try to hear other points of view and perspectives.	
	Don't pass judgment until you've heard all the evidence.	
	Be open to the views of others.	
	Assess the information, not the person providing it.	
	Be willing to consider challenges to your point of view	
	Thinking	
	Resist pressure to go with the flow.	
	Be open to compromise.	
	Don't take things at face value.	
	Be open to changing your ideas.	
	Examine your own biases as you listen.	
	Participating	
	Listen respectfully to others.	
	Accept that others may know more than you do.	
	Be prepared for others to persuade you.	
	Allow your ideas to go in directions you hadn't considered.	
	Share your ideas.	

Your Challenge 2 – Checklist for Success

Name _____ Date _____

Item	Not Started	Partly Complete	Complete	Date Completed	Comment (Teacher or Peer)
My Knowledge and Understanding of the Issue					
My powerful questions show my understanding of the issue.					
My presentation provides valid evidence to support my position.					
My answers show my understanding of many points of view and perspectives.					
My Selection, Analysis, and Evaluation of Information					
I drew information from a variety of sources.					
My evidence is relevant, valid, reliable, and free of bias.					
My presentation clearly expresses my criteria for judgment.					
My sources and references are cited correctly and accurately.					
My Presentation					
I support my position with graphics and use technology appropriately.					
I am willing to consider many views and perspectives.					
I listen respectfully and respond thoughtfully to new ideas.					
I am prepared to change my position as new ideas are presented.					

Your Challenge 2 – Evaluation Rubric

Name _____ Date _____

Your presentation

Category	Insufficient	Limited	Adequate	Proficient	Excellent
Knowledge and Understanding of the Issue					
Powerful questions show an understanding of the issue	Questions show insufficient understanding of the issue	Questions show limited understanding of the issue	Questions show emerging understanding of the issue	Questions show solid understanding of the issue	Questions show a high degree of understanding of the issue
Valid evidence is provided to support the position	Provides insufficient evidence to support position	Provides limited evidence to support position	Provides some evidence to support position	Provides effective evidence to support position	Provides a great deal of effective evidence to support position
Answers show an understanding of many points of view and perspectives	Answers show insufficient understanding of points of view and perspectives	Answers show limited understanding of points of view and perspectives	Answers show emerging understanding of points of view and perspectives	Answers show adequate understanding of points of view and perspectives	Answers show a good understanding of many points of view and perspectives
Selection, Analysis, and Evaluation of Information					
Information is drawn from a variety of sources	Draws information from an insufficient number of sources	Draws information from a limited number of sources	Draws information from some sources	Draws information from an adequate variety of sources	Draws information from a wide variety of sources
Evidence is relevant, valid, reliable, and free of bias	Presents insufficient relevant, valid, reliable, and bias-free evidence	Presents limited relevant, valid, reliable, and bias-free evidence	Presents some relevant, valid, reliable, and bias-free evidence	Presents relevant, valid, reliable, and bias-free evidence	Presents highly relevant, valid, reliable, and bias-free evidence
Criteria for judgment are clearly expressed	Does not express criteria for judgment with sufficient clarity	Expresses criteria for judgment with limited clarity	Expresses criteria for judgment with emerging clarity	Expresses criteria for judgment with clarity	Expresses criteria for judgment with a high degree of clarity
Sources and references are cited correctly and accurately	Cites sources and references with an insufficient degree of correctness and accuracy	Cites sources and references with a limited degree of correctness and accuracy	Cites sources and references with some degree of correctness and accuracy	Cites sources and references correctly and accurately	Cites sources and references with a high degree of correctness and accuracy

Continued on next page

REPRODUCIBLE 2.5.4 CONTINUED

Category	Insufficient	Limited	Adequate	Proficient	Excellent
Presentation					
Supports position with graphics and is presented using appropriate technology	Shows insufficient support with graphics and use of technology	Shows limited support with graphics and use of technology	Shows some support with graphics and use of technology	Shows support with graphics and use of technology	Shows strong support with graphics and use of technology
Willing to consider many views and perspectives	Shows insufficient willingness to consider many views and perspectives	Shows limited willingness to consider many views and perspectives	Shows some willingness to consider many views and perspectives	Shows adequate willingness to consider many views and perspectives	Shows a high degree of willingness to consider many views and perspectives
Listens respectfully and responds thoughtfully to new ideas	Shows insufficient willingness to listen respectfully and respond thoughtfully to new ideas	Listens respectfully and responds thoughtfully to new ideas to a limited degree	Listens respectfully and responds thoughtfully to new ideas some of the time	Listens respectfully and responds thoughtfully to new ideas most of the time	Listens respectfully and responds thoughtfully to new ideas all of the time
Prepared to change position as new ideas are presented	Shows insufficient willingness to change position as new ideas are presented	Shows a limited degree of willingness to change position as new ideas are presented	Shows some degree of willingness to change position as new ideas are presented	Shows adequate willingness to change position as new ideas are presented	Shows a high degree of willingness to change position as new ideas are presented

Placing Points of View or Perspectives

Name _____ Date _____

Individual Point of View

Historical			Contemporary

Group Perspective

Analyzing Mercantilism

Name _____ Date _____

What is mercantilism?

What were some factors that made mercantilism work?

What were some forces that caused mercantilism?

What forces led to the decline of mercantilism?

Reacting to Invasion by Colonizing Forces

Name _____ Date _____

Options	Goal	Advantages of This Option	Disadvantages of This Option
To fight back			
To accept the new conditions			
To try to negotiate a compromise			
Other options			

The Slave Route, A Memory Unchained

UNESCO's Slave Route project is inspired by French historian Jean-Michel Deveau's comment that the transatlantic slave trade was "the greatest tragedy in human history because of its extent and the time it lasted." A tragedy which wrenched tens of millions of Africans from their villages to be transported to the Americas and the West Indies.

Slavery is a universal phenomenon. The Ancient Greeks made it into a fine art. But the transatlantic trade was special in three ways — its duration (about 400 years), its racial nature (the black African as its main symbol) and its legal organization (the special laws which were drawn up). . .

Facts in Maps: The Slave Routes

In 1873, the final treaty abolishing the slave trade on Africa's east coast was signed by England and the Sultan of Zanzibar. This map [see Figure 5-12, p. 128, *Exploring Globalization*] shows the main sea routes taken by Arab, European and American traders. The debarkation and settlement zones are indicated as well as the ports transited by African crews, locations of slaves taken on home leave to England and France by slave-holders and military officers, and points in England and Canada where slaves were taken following the American War for Independence in 1783.

The overland routes in Africa led to the embarkation ports on the coast. Those slaves who came from the north of the continent via the Sahara Desert were normally shipped to Arab or Muslim areas across the Mediterranean Sea; those from the northeast to Asia via the Red Sea; those from the East African coast, to Asia and the Americas; those from the West African coast, to Europe and the Americas via the Atlantic Ocean.

A small number of Africans were also among the convicts sent to Australia from England, the West Indies, Mauritius and South Africa during the 19th century.

Source: "The Slave Route, A Memory Unchained," *UNESCO Sources* 99, March 1998: 6–16. Reprinted with permission.

Expressing Strong Opinions

Name _____ Date _____

Constructive	Destructive

Basic Foods in My Diet

Name _____ Date _____

Basic Foods		
Day 1	Day 2	Day 3

The Industrial Revolution and Social Change

Name _____ Date _____

K (What do I already KNOW or think I know?)	W (What do I WANT to know or think I need to know?)	L (What I have I LEARNED?)