

CULTURAL FRAMES: MAKING A TEXTBOOK

The steps in this approach can be adapted to deal with any topic.

The key to organizing textbook writing is a clear outline.

State the outline in question format to guide student research and reporting.

Exemplary Topic: Profiling a System Government

This outline organizes students' study of government.

You can use it to profile one kind of government or different kinds of government.

Add/change the categories as needed.

CORE KNOWLEDGE: FIND THE ANSWERS TO THESE QUESTIONS

A. POWER

1. How are leaders chosen?
2. Who has the power to make the rules or laws?
3. Who has the power to enforce the laws?

B. GOVERNANCE

1. How does the government keep order?
2. How does the government protect the country?
3. How does the government help the individual to make progress?

KNOW HOW: COLLECTING INFORMATION

Students can use their textbooks, other books, interviews with members of the school community and government, television programs, and other sources of information to collect information to answer these questions.

KNOW WHAT: FACTUAL INFORMATION

- 1. Students write a brief answer for each question. You can assign one question to a pair of students. All students will "sort through" the same information, but the students will each be seeking different information.
- 2. Students write a short example that shows what their answer means.
- 3. Students combine their answers in a data bank that is a literal profile of this kind of government.

KNOW HOW: INTERPRETIVE SKILLS

- 1. Students interpret the government. They work in small groups or as a whole class to list values this kind of government represents.
- 2. Students expand their data bank into a textbook.
 - A. They write headings for the sections of the book.
 - B. They rewrite the information into expository paragraphs.
 - C. They make illustrations, such as diagrams, for the key ideas.

KNOW HOW: EVALUATIVE SKILLS

Students create questions for the textbook. Have students write questions that require:

- A. literal reading
- B. interpretive reading