



The Collins 10% Summary in the Humanities classroom

TROY EDWARDS – ROCKHAMPTON GIRLS GRAMMAR SCHOOL

A little about me:

QUT



The 10% Summary

- ▶ This technique, developed by the Collins Writing Team, is used for high-level summarising and to enable students to grasp the meaning of a text in their own terms
 - ▶ Easy to understand
 - ▶ Simple steps
 - ▶ Research-backed – by the Collins Writing Team
 - ▶ Highly effective
 - ▶ Avoids the dreaded plagiarism
 - ▶ Lexile appropriate texts are used for best functionality

Lets work through an example

- ▶ In front of you, you will find:
 - ▶ A copy of a source for students to understand 'What is History?'
 - ▶ 10% Summary template
- ▶ We will work through an example as a hand on approach

Step 1: If we were in a classroom, we would read through the text together

- ▶ Once we have read through the whole text, we will work in ideas or paragraphs

Breaking up your document

- ▶ In order to complete this strategy effectively, you need to divide your document into sections:
 - ▶ If your document has subtitles, like the one we are using today, it has been divided nicely for you
 - ▶ If not, you will need to decide what paragraphs contain the same ideas

Step 2: Read through one section of the text to identify vocabulary

- ▶ You will need to have the students read through one section of the text and:
 - ▶ Identify 2 – 3 key vocabulary words
 - ▶ These will allow your students to achieve high results in the vocabulary sections of the criteria
- ▶ Lets read:

WHAT IS HISTORY?

What is history? It is impossible to give a single definition of history that everyone will agree with, as it is a very controversial issue. You will become familiar with some of the arguments during your study of Senior History. What we can say is that history is concerned with understanding the past. The word 'history' comes from the Greek *historia*, which means 'learning by inquiry'. Historical inquiry therefore involves asking questions about the past.

Historians will ask different questions depending on their focus and the aims of their research. They typically want to know about what happened in the past. Some focus on prominent people and events, mainly political and military. They want to know who was involved, what they did and why. They are also interested in finding out about the impact of these events, both in the short term as well as the long term. Other historians focus on what life was like for the majority of people in the past. They want to know about the details of the lives of ordinary men and women: where they lived, what they ate, wore, thought and felt. This is called social history.

Vocabulary for this section of text

- ▶ Vocabulary for Central Idea #1:
 - ▶ You could have had any of the following:
 - ▶ Archaeology
 - ▶ Historia
 - ▶ Learning by inquiry
 - ▶ Controversial
 - ▶ Social history
 - ▶ These are terms that would be more or less specific or exclusive to the History classroom
 - ▶ Then, have your students define these terms in their own words and create an illustration, or complete a 'Vocabulary Card' for these terms

Vocabulary Cards

Side One

Word: _____

Illustration:

Name _____

Side Two

Definition:

Sentence:

Step 3: Now we need to identify the central ideas from this section

- ▶ Identify 5 central ideas from this section of text
- ▶ For example:
 - ▶ Not one single definition, its controversial
 - ▶ Concerned with understanding the past
 - ▶ Studies of people and events in the past
 - ▶ Comes from the Greek word 'historia' – learning by inquiry
 - ▶ Impacts of past events

Step 4: Now we need to construct a sentence that summarizes

- ▶ From the 5 central ideas, we now need to construct a sentence that summarizes
 - ▶ For example:
 - ▶ The term 'history' has no one single definition and comes from the Greek word 'historia' which means learning by inquiry, thus is somewhat controversial. It is concerned with the understandings of the past through studying people and events and their impacts throughout time.
 - ▶ Ensure that the subject-specific vocabulary is overlaid into the sentence/s
- ▶ We now have a summarized idea of the first section of the text – it is not plagiarised and is in our own terms, creating our own knowledge

Next section – we go back to Step 1: reading the next section

WHAT DO HISTORIANS DO?

Traditionally, historians have relied primarily on written documents to investigate the past. Their methodology involves collection, analysis and interpretation of written sources. Often they will begin with a theory or hypothesis that they want to test against the evidence. For example, one hypothesis could be: 'the Roman Empire collapsed because of the corruption of its emperors'. The historian will collect as many documents as possible on the period to provide relevant information. These sources will then be carefully analysed to determine how reliable and useful they are in relation to the hypothesis. The next step in the historian's methodology is to reach a conclusion, which either proves or disproves the original hypothesis. This interpretation of the sources is usually published as a historical work, such as a scholarly article in a professional journal, as a book, or on the Internet.

Other historians investigating the same topic often respond to the arguments presented in these published works. They may agree or disagree and will then publish their own conclusions. Such debate is central to the nature of historical inquiry and underlines the fact that history is a dynamic discipline. Any historian, in any age, will ask different questions of the past depending on a range of variables, including the historian's own background, purpose and audience. (See Chapter 2, 'The Nature of Sources and Evidence'.) The nature of the questions asked will determine the answers. We could say then, that history is an ongoing dialogue between the present and the past.

Today, historians use a range of sources, from archaeological excavation to written sources. For example, a historian researching the experiences of soldiers in the First World War will use both written sources (like diaries, letters, newspapers), as well as evidence from an archaeological excavation of battle sites. This could include the trenches, and artefacts found in them. Both types of sources are useful in providing a comprehensive understanding of soldiers' experiences.

Step 2: Vocabulary for section 2

- ▶ Vocabulary for Central Idea #2:
 - ▶ You could have had any of the following:
 - ▶ Artefacts
 - ▶ Methodology
 - ▶ Hypothesis
 - ▶ Analysis
 - ▶ Interpretation
 - ▶ Archaeological excavation
- ▶ These are terms that would be more or less specific or exclusive to the History classroom
- ▶ Then, have your students define these terms in their own words and create an illustration, or complete a 'Vocabulary Card' for these terms

Step 3: Now we need to identify the central ideas from this section

- ▶ Identify 5 central ideas from this section of text
- ▶ For example:
 - ▶ Historian's work relies on analysis and interpretation of sources
 - ▶ Collect as many sources to support their hypothesis
 - ▶ Rely traditionally on written documents
 - ▶ Provide relevant information
 - ▶ Today, they use information from archaeological excavations

Step 4: Now we need to construct a sentence that summarizes

- ▶ From the 5 central ideas, we now need to construct a sentence that summarizes
 - ▶ For example:
 - ▶ An historian's work relies on analysis and interpretation of sources that have been collected to support their hypothesis. Traditionally, they have relied on written documents to provide relevant information; however, today they also use information and sources from archaeological excavations.
- ▶ We now have a summarized idea of the first section of the text – it is not plagiarised and is in our own terms, creating our own knowledge

Next section – we go back to Step 1: reading the next section

WHAT IS ARCHAEOLOGY?

Archaeology is a much younger discipline than history. People have been writing history for two and a half thousand years, whereas archaeology is barely 200 years old. The word 'archaeology' comes from a Greek word meaning 'the discussion of ancient things'. Archaeologists examine the physical remains of the past in order to reconstruct moments in history as completely as possible. These physical remains, called **artefacts**, include things that have been made or altered by humans. They include the remains of buildings, tombs, jewellery, pottery, weapons and household objects.

The earliest archaeologists were often little more than treasure hunters fossicking for valuable artefacts to sell to museums. More scientific methods were introduced by pioneers of archaeology such as Sir Flinders Petrie, Sir Mortimer Wheeler and Giuseppe Fiorelli. Today an increasing number of scientific disciplines, including physics, computing, geology and biology, are used by archaeologists to investigate the past.

Step 2: Vocabulary for section 3

- ▶ Vocabulary for Central Idea #3:
 - ▶ You could have had any of the following:
 - ▶ Artefacts
 - ▶ Investigate
 - ▶ Discipline
 - ▶ Ancient things
 - ▶ Archaeologists
 - ▶ These are terms that would be more or less specific or exclusive to the History classroom
 - ▶ Then, have your students define these terms in their own words and create an illustration, or complete a 'Vocabulary Card' for these terms

Step 3: Now we need to identify the central ideas from this section

- ▶ Identify 5 central ideas from this section of text
- ▶ For example:
 - ▶ Younger than history – as history has been written for 2500 years
 - ▶ From the Greek word meaning 'discussion of ancient things'
 - ▶ Examine physical remains to reconstruct the past as completely as possible
 - ▶ Today, they get help from science to investigate the past

Step 4: Now we need to construct a sentence that summarizes

- ▶ From the 5 central ideas, we now need to construct a sentence that summarizes
 - ▶ For example:
 - ▶ Archaeology is much younger than history, as history has been written for nearly 2500 years. It comes from the Greek word meaning 'discussion of ancient things' and is used to examine physical remains, with the help of science, to reconstruct the past as completely as possible.
- ▶ We now have a summarized idea of the first section of the text – it is not plagiarised and is in our own terms, creating our own knowledge

Next section – you do – work on this section with your group

- ▶ What do archaeologists do?

Archaeologists focus on the material or physical remains of the past. The main activity of the archaeologist is excavation of a site in order to understand its history and its contribution to the civilisation to which it belongs. Figure 1.3 shows the steps in the methodology of a field archaeologist, one who specialises in excavating sites.

SOURCE 1.1

All archaeology is partly the discovery of the treasures of the past, partly the meticulous work of the scientific analyst, partly the exercise of the creative imagination. It is toiling in the sun on an excavation in the deserts of Iraq, it is working with living Inuit in the snows of Alaska. It is diving down to Spanish wrecks off the coast of Florida, and it is investigating the sewers of Roman York. But it is also the painstaking task of interpretation so that we come to understand what these things mean for the human story. And it is the conservation of the world's cultural heritage—against looting and against careless destruction.

C. Renfrew & P. Bahn, *Archaeology: Theories, Method and Practice*, Thames & Hudson, 1991, p. 11

Constructing a paragraph

- ▶ When constructing our paragraph, we must construct a START sentence – this is detailed on the next page
- ▶ After our START sentence, we write our summary sentences

STEP TWO: Create a clear topic sentence using the S "T" A r t strategy. Your topic sentence will look something like this:

In the Shoreside Report article "Deep Waters," Michelle Ameen discusses concerns about rising sea levels.

Source

"Title"

Author

right verb

topic

In _____

Source: magazine, newspaper, book

article _____ ,

"Title" of the article in quotes

Author

Insert the *right verb*, such as: describes, explains, suggests, argues, interviews, insists, discusses, claims, recommends

topic (a few words that describe the subject)

Our referenced, non-plagiarised paragraph

- ▶ In Antiquity 1's excerpt 'Methods of Investigating the Past', the author investigates the origins of history and how it is created. The term 'history' has no one single definition and comes from the Greek word 'historia' which means learning by inquiry, thus is somewhat controversial. It is concerned with the understandings of the past through studying people and events and their impacts throughout time. An historian's work relies on analysis and interpretation of sources that have been collected to support their hypothesis. Traditionally, they have relied on written documents to provide relevant information; however, today they also use information and sources from archaeological excavations. Archaeology is much younger than history, as history has been written for nearly 2500 years. It comes from the Greek word meaning 'discussion of ancient things' and is used to examine physical remains, with the help of science, to reconstruct the past as completely as possible.