I've been using the CIL videos for several years now in Reacting courses. They are very useful. I've also had discussions with students about attribution (the reasons for it) and made sure I've given them appropriate examples. Scaffolding of activities has created a strong improvement in the use of the textbook resources in their speeches and written assignments. However, I find that there are still some ideas and terms that students don't understand. This sketch of an activity is designed to help them to decode the Textbook and prepare them for research beyond the textbook. In the final version, this activity might be small group activities guided by a PPT (and/or a think-pair-share) or it might be in the form of a worksheet assignment.

In-Class Activity: Decoding the Table of Contents, Understanding the elements of the gamebook //

Sample Text: *Threshold of Democracy: Athens in 403 BCE*

Students need to bring their textbook (aka "gamebook") to class.

1. Look at the **Table of Contents**. What are the titles for each of the PARTS of the textbook? What do you think the purpose will be for each of the PARTS? (Re: purpose: Why did the authors include it? When might you use this section? What do you expect to find there?)

2. In what year is the game situated?

3. Look at Part 2 (Historical Background). How is the information in this section organized? Who wrote this section? When (approximately) was it written?

4. Look at Part 5 (Core Texts). How is the information in this section organized? Who wrote this section? When (approximately) was it written?

5. Discussion of Primary vs. Secondary Resources: What are the differences between the texts in Part 2 and Part 5 (ask students to write a definition)? Which texts would your characters have had available?* (*This is a bit of a trick question: all of the texts are from after 403 BCE. Will need to refer students back to Part 1: Brief Overview where the authors explain that what we know of this time period comes from texts written at a later date. This also allows students to become more familiar with BCE dates.)

6. Choose one of the Core Texts and read the introduction. Who wrote the introduction?

7. Look at Part 3: Major Issues for Debate. For the text you chose in #6, which debate do you think it might relate to and why?

   a. This link between core texts and major issues for debate relates to Formal Game Speech Form and Critical Reading Assignments (activities scaffolded in other lessons)

8. Discuss appropriate means of citing: primary source materials in the textbook, core texts in the textbook, role sheets, Project Gutenberg or other public domain resources.

9. Do a Google search for [related topic ancient Greece-- or preselect two types of documents about ancient Greece-- maybe Zeus, Homer or Pericles]? What kinds of information do you find? How reliable is this information? Why? What are the advantages / disadvantages of each type of resource?

    a. Find a popular resource

    b. Wikipedia

    c. Academic resource

    d. Primary source / ancient source

    e. Discuss Google Scholar. Is it okay to read an abstract from a dissertation (or other Google abstract) and use it as a resource? Why?

10. How does one cite items in #9? Give links (show BB resource) for citations, such as Zotero or Purdue OWL.

11. Show other resources in the course— Bibliography in book and on Blackboard