

History Discussion Packets Key

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a. Discussion Packets. Discussion Packets are a Teaching Method, which I have developed to teach critical thinking. By providing comparative history, discordant voices and clashing experts, students are made to decide what to believe and why, based upon classroom Socratic Discussions. See my Memo on [Critical Thinking](#) and the Discussion Packet Teaching Method. I also have a [Discussion Packet](#) about Discussion Packets.

Note: if you are having trouble downloading lessons from the pdf version, try the MS Word version, or go to my website: www.msaiki.com

b. Methodology. When I first developed my Discussion Packet lessons in 1995, as a student teacher at Aurora Central High School, I copied one packet for each student. On the left column were direct quotes and cites. The right column was reserved for student notes. By the time, I used Discussion Packets at Front Range Community College in 2008, I posted copies on line. Some students would bring laptop computers and engage in my Socratic classroom discussions.

Teachers and/or Professors should read over the Discussion Packet. The class before, I show them the next class' Discussion Packet, and I take hands for the small group, who will present each section. I write down the names of a group leader, and I call on them in class to start the discussion. At Aurora Central, they read two paragraphs and analyzed them for the class. At FRCC, they read one or two paragraphs and analyzed them for the class. Almost inevitably questions and discussion arises from other students, whose own points differ or clash, or their own ideas and world views diverge from the interpretations. Oral Reading of the direct quote puts the whole class on the same page.

I have completed textbooks for the following subjects.

c. American History. My first textbook covers Colonial America through Reconstruction: 100 discussion packets, 3 other lessons and 14 wheel of fortune warm-up activities. My second volume covers post-Reconstruction through the present: 137 discussion packets and 25 wheel of fortune warm-ups. I have selected three of my favorite Discussion Packets: a) You Call it Corn, We Call it [Maize](#): What labels did European Americans give to Native American Groups? What did they mean? How did they compare with the names Native American Tribes gave to themselves? What does this say about the attitudes of each group? B) [Origins of Democracy?](#) Did our Founding Forefathers create the American Democracy by referring to the ancient writings of the Greeks and Romans, or did they use the working models from the Six Nations of the Iroquois Confederation? C) [Big Ideas](#) Behind the Constitution. How does the Constitution work in practice? How was it designed?

d. World History. My first textbook covers the beginning of time through Industrial Revolution: 84 discussion packets, 7 other lessons and 26 wheel of fortune warm-ups. My second volume covers post-Industrial Revolution through the present: 142 discussion packets, 2 other lessons and 4 wheel of fortune warm-ups. A) [Hammurabi Code](#). How should students' analyze one of the first written legal codes, their drafting, punishments and purposes? B) [Slavery and Historic Guilt](#). What countries and races of people are guilty of the crime of slavery? What is the dichotomy of white slave owners oppressing African-American slaves? What the North against slavery and the South supported it? C) [Global Warming](#). Is Global Warming a hoax perpetrated by China? Would a carbon tax and renewable energy hurt or help the economy? What role do individuals have in solving the problem?

e. Business and Marketing: 40 discussion packets, 28 other lessons and 3 wheel of fortune warm-ups. A) Cross Cultural Analysis of [Madison Avenue's](#) Beauty Stereotypes. What are the parallels between Madison Avenue's Twiggy look, Chinese foot binding and Nigerian Male sex objects? Is beauty culturally determined? What is the connection between advertising and self-esteem? B) [Storyboards](#). How can the American Tourister Gorilla storyboard help you to design your group's own advertisement? C) [Job Interview Lesson](#). How can my resume creation and job interview scenario help you to form your own class corporations and develop your own advertising, marketing and products?

f. Geography: 96 Discussion Packets, 115 other lessons and 54 wheel of fortune warm-ups. A) What is in a Name Series? My friend Rob Brinker, a fellow graduate student at University of Northern Colorado, used some of my What is in a [Name?](#) overheads to add to student presentations of their own country selected travel brochures. B) Geography of [Eastern Europe](#), Problems and Opportunities in World War II. How did General Winter, Russian roads and maps, warm water ports and logistics affect Adolph Hitler's Operation Barbarosa, the Nazi invasion of Russia? C) A [River Runs](#) Through It. How did navigable water affect the development of various world cultures? How did the geopolitical notion of navigable water affect trade, cultural diffusion and transmission of ideas?

g. Government: 89 Discussion Packets, 26 other lessons and 6 wheel of fortune warm-ups. A) Legal and Historical Analysis of the Dissent, in the [Gay Marriage](#) Supreme Court case. Does the interpretation of a living Constitution make more sense than being "deeply rooted" in our history and traditions? Should the Court protect minority groups from Tyranny of the majority? What application does the elastic clause have in this case? B) Trump's [Border Wall](#): A Beautiful Barrier or Empty Rhetoric? How effective would it be? How much would it cost? C) [Property Law Qualifications](#) and Social Class in American Politics. Why did the United States adopt property law qualifications for voting? Why did they repeal them? How did social class affect the law?

h. Other Books. I have started textbooks on Psychology, Sociology and Economics. I am somewhere in the middle on my law textbook. I am working on a series of lessons on [briefing cases](#). Landmark Supreme Court cases: a) [Loving v. Virginia](#) & [Brief](#): Miscegenation, race mixing and state law. B) [Brown v. Board of Education](#) & [Brief](#).

Should the doctrine of Separate but Equal be applied to public education of Negro children in 1950? And c) [Miranda v. Arizona](#) & [Brief](#). How should police officers inform suspects of their rights to remain silent and to be represented by lawyers?

i. Tools. A) [Four Boxes](#) of History. B) Fictional [Newspaper](#) Headline. C) [Point](#) a Note. D) Sample [Tests](#) & [Civil War](#) Test. E) Wheel of Fortune: Gladiator & Wheel of Fortune: China.

i. Price List. The price to buy one of my books is \$100 for an individual teacher or Professor. \$500 for a school, and \$1,000 for a school district.

Feel free to download these cases. If you want a copy of my forthcoming book, email me. If you want me to teach lessons, hire me. I am available to teach TED lessons, or to film demonstrations of my teaching methods.