

## 8<sup>th</sup> Grade Pre-AP Keeper

### SOAPSTone

**Speaker**- Speaker or author, and any information that might help identify his/her point of view on the subject

**Occasion**-time and place of the piece, what encourages the piece to be created

**Audience**-The group of readers or listeners for whom the piece is intended

**Purpose**-Reason behind the piece, what does the speaker want the audience to think after reading or hearing this piece

**Subject**-general topic, content, or idea of the piece

**Tone**-what is the attitude of the speaker, look at the authors word choice, sentence construction, and imagery

### O.P.T.I.C.

**Overview** - What is the mood? How are colors used? What is the lighting like? What is the setting?

**Parts** - List the details that are in the visual (facts)

**Title** - If the title is given, how does it relate with the parts? If the title is not given, what would you entitle the visual and why?

**Inferences** - What do the parts tell you about what's going on in the visual? The parts must back up inferences.

**Conclusion** - What does the visual have to do with the topic? Why was it included in the text?

### APPARTS

**Author** – Who created the source? What do you know about the author? What is the author's point of view?

**Place and Time** – When and where the source was produced? How might this affect the meaning of the source?

**Prior Knowledge** – Beyond information about the author and why the document was created, what do you know that would help you further understand the primary source?

**Audience** – For whom was the source created and how might this affect the reliability of the source?

**Reason** – Why was this source produced a the time it was created?

**The Main Idea** – What point is the source trying to make?

**Significance** – Why is this source important? Ask yourself, "So what?" in relation to the question asked.

### G-PERSIA

**Geography** – climate, nature, landforms, plants, animals, environment, natural phenomena or disaster

**Political** – leaders, types of government, laws, punishment, wars, conflicts

**Economic** – currency, business, trade

**Religion** – God or gods, church structure, rituals

**Social** – family structure, common customs, community, celebrations, traditions

**Intellectual** – education, science, technology, invention

**Artistic** - poetry, literature, painting, sculpture, beauty

## Three Levels of Questions

**Level One** – These questions can be answered by facts or information actually stated in the source. Can you put your finger on the answer in the text?

**Level Two** – These questions are answered through analysis and interpretation of the source. Answers are not actually stated in the text but are implied by the text. Think inference that is supported by facts.

**Level Three** – These questions are open-ended and go beyond the text. One would not need to read the text to answer the question, but the question must deal with a universal theme or issue found in the text.

## TODALS

**T** - Title (top in the middle - must tell what it is, when it is, and where it is.)

**O** - Orientation (compass rose - north, south, east & west) Place near the legend box

**D** - Date, (today's date - bottom right of map)

**A** - Author (your name - bottom right of map)

**L** - Legend (all abbreviations, colors and symbols are explained - outline in a box)

**S** - Scale (what distance does a unit of measure equal - bottom of legend box)

Check to see if some of these are already included on your map. If they are not, it is your responsibility to include it

# SOAPSTone

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# O.P.T.I.C. System for analyzing a visual

**O: Overview.** What is the mood? How are colors used? What is the lighting like? What is the setting?

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**P: Parts.** List the details that are in the visual (facts)


**T: Title.** If the title is given, how does it relate with the parts? If the title is not given, what would you entitle the visual and why?

Title:

**I: Interrelationships and inferences.** What do the parts tell you about what's going on in the visual? The parts must back up inferences.

Inference			
Parts for support			

**C: Conclusion.** What does the visual have to do with the topic? Why was it included in the text?

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# G-PERSIA

G-PERSIA is an acronym we will use for the seven concepts covered in Social Studies throughout the school year.

**G**eography - climate, nature, landforms, plants, animals, environment, natural phenomena or disaster

**P**olitical – leaders, types of government, laws, punishment, wars, conflicts

**E**conomic – currency, business, trade

**R**eligion – God or gods, church structure, rituals

**S**ociety – family structure, common customs, community, celebrations

**I**ntellectual – education, science, new technology, invention

**A**esthetics/Art – poetry, literature, painting, sculpture, nature, natural beauty

## Example of how to use G-PERSIA in writing an analysis of vocabulary terms:

1. Look at the G-PERSIA acronym.
2. Read the definition of the vocabulary term.
3. Look for context clues to determine which G-PERSIA concept(s) best fit the vocabulary term
4. Write 3-5 sentences that explain how or why the vocabulary term was significant in one of those seven G-PERSIA concepts

**RENAISSANCE:** (Intellectual, Religion, Society, and Aesthetics/Art): The Renaissance was a period of time when people in Europe began to explore new ideas and to learn new things. Events like the Black Death caused people to question God and to begin to look for new answers. People began to see value in themselves and their ideas. People also used this new learning to shape literature and artistic expression. All of these changes were significant in re-shaping European culture.

# G-PERSIA

G	
P	
E	
R	
S	
I	
A	

 CMS Map Rules   
**NEATNESS COUNTS!**

**1. Always Read and Follow Directions**

- A. Do not add information you were not asked to include.
- B. On political maps do not color countries that touch each other the same color (not even different shades).
- C. Even if it does not tell you to do so, all maps need TODALS. (see #6)

**2. Use Neat Lettering**

- A. Always PRINT – Neatly in pencil first! It helps if you write small.
- B. Go over pencil with a BLACK map pen.
- C. Check your spelling! Double check you are labeling the correct area before you start to write.
- D. A little white out is permitted, but if you make a large mistake, you must start over so be careful.
- E. Lettering should be straight across except for rivers and mountain ranges

**3. Color Neatly**

- A. Only water should be colored blue (blue - green is considered blue).
  - 1. Shade the coastline in blue using about half an inch color border, unless instructed otherwise
  - 2. Rivers should be outlined in blue and labeled along their path.
  - 3. Color LIGHTLY and NEATLY. Do not just outline an area that it says to color.
- B. Always double check information for accuracy before you start to color...Map colors do not erase well. If you are not sure you are in the right place, ask me!
- C. Stay in the lines...check boundaries before you color.
- D. DO NOT color darkly –ever! Especially over writing. If I can not see the label, it is wrong. Do not use markers, highlighters, or crayons of any kind on your maps.

#### 4. Use Map Symbols Correctly

- A. Use a legend for all abbreviations, colors, and symbols.
- B. These are commonly used symbols:
  - 1. Use a star with a circle for capital cities ★
  - 2. Use a dot for cities ●
  - 3. Use a series of the brown 'Λ' for mountain ranges
  - 4. Use black colored triangles for a single mountain peak ▲ write elevation
  - 5. Use a group of yellow dots for deserts
  - 6. Rivers are always blue

#### 5. Helpful Hints

- A. Label first - then color.
- B. Color (Lightly – Shade) in one direction only. Do not scribble!!
- C. Place several sheets of paper under your map while working.

#### 6. TODALS

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