

# Questions & Note-taking Worksheets



**Note** – *This is part of a Booklet on Global Education with a Research and Writing assignment on global issues,*

## **[Global Education: Research & Writing on Global Issues](#)**

This includes a student assignment for researching and writing about a global issue, though any particular issue can be chosen.

It includes assignment guidelines, learning objectives, class ideas, question and note-taking worksheets, critical thinking questions, writing guidelines and rubric, general objectives and themes in global education, and an extensive outline of global issues for research and study.

from **[EducationForWorldSolutions.org](http://EducationForWorldSolutions.org)**

*a non-profit website, free of ads, dedicated to global education on world issues, with hundreds of links to information websites*

## Introductory Questions

- 1) What are some world problems, or global issues, you already know about?
- 2) What do you already know about this problem or topic?
- 3) Which of these problems are you most interested in, or most concerned about?
- 4) Why do you care about this, or why is this a concern?
- 5) What are some questions you would like to explore?

## Think-About Questions

*to help students think about their concerns, values, beliefs,  
and to help them choose their specific research*

### ● Values –

- What are some *values* important in your life?  
(examples: safety, peace, health, freedom)
  
- What do you believe is important in life,  
for the world, or for your community?
  
- What circumstances do you wish for others?

### ● Concerns –

- What are some problems in the world that you are concerned about?
  
- Why are you concerned about each of these?

● **Ideals –**

- Imagine an ideal world  
– write down some descriptions of your ideal world
  
- How is life for people in the world?  
What is good in their lives?
  
- How do people get along?  
How do nations and cultures get along?
  
- How do people treat the shared environment  
and the Earth?

● **Needed Action –**

- What is an important solution needed in the world?
  
- Write this out as a sentence –  
*We need to (or we should)... “ \_\_\_\_\_ ”*  
example: “*We need to protect the oceans and stop pollution*”  
example: “*We should help to eliminate hunger in the world*”
  
- Why is this needed?  
*(reasons can be practical or ethical)*  
example: “...because unpolluted oceans are needed for life”  
example: “need to end world hunger, because of compassion”

## ***Researching a Global Issue***

***What is the Issue*** of your research?

***Why*** are you interested in this? or ***why*** is this issue important?

**Main problems at issue** (state problem, along with a fact)

1.

2.

3.

**Related problems** (or related causes, or related effects)

1.

2.

3.

**Main solutions suggested**

1.

2.

3.

## **Key Questions & Note-taking**

*This can be expanded to a 2 page question-sheet  
(this can also be used as a question-guide for the research & writing)*

### ***Problems and Concerns***

List significant facts about the problem and concerns about it

### ***Causes and Effects***

List the various causes of the problem, any understood connections between the causes, and the various consequences

### ***Values and Principles***

Why are the authors concerned about this problem?

What values or principles are important to them?

### ***Solutions and Strategies***

What solutions and strategies are proposed for dealing with this?

What are people trying to do? How are people trying to help?

Anything accomplished already with success?

### ***Global–Local Connections and Organizations***

How does this problem or issue affect us locally or nationally?

How can I personally help in a positive solution?

List any suggested local connections, ways to get involved, or organizations you could join, participate in, or work for

## Components of Research & Thinking

- Researching and summarizing FACTS
- Investigating and Inferring CAUSES
- Thinking about and expressing VALUES
- Researching and summarizing SOLUTIONS
- Summarizing and evaluating DISAGREEMENTS (*arguments or reasons against the solutions*)
- Personal OPINIONS and CONCLUSIONS

## Questions to explore & answer

*Students answer these questions, which can then be used to organize the research essay.  
Students should also make note of the sources.*

### Researching & Summarizing FACTS

What kinds of facts about this problem are important?  
– write 3-10 relevant facts gathered from your sources.

Here is just an example: (*world hunger*)

*How many children are in daily hunger?*

*What regions have the most hunger?*

### Investigating & Inferring CAUSES

1. What are some causes of this problem?

*(for example: droughts, poverty, bad-planning)*

2. What situations or other problems are connected to this?

*(use facts along with your own reasoning)*

3. What human choices and actions are partly responsible?



## **Thinking about & Expressing VALUES**

**1.** What ethical values lead you to seek an end to this problem?

*(example: I care about others in the world and want to help them live)*

**2.** How does solving this problem make the world better?

## **Researching & Summarizing SOLUTIONS**

**1.** How can this problem be solved?

**2.** What are some key steps to solve this problem?

*(kinds of solutions – political or economic, scientific or technological)*

**3.** What can people do to help solve this problem?

*(by way of personal action, politics, social media, or?)*

## **Summarizing and Evaluating DISAGREEMENTS**

(arguments or reasons against the solutions)

1. What are some facts or solutions that others question or disagree with?
2. Are these disagreements reasonable or not?
3. Are their values different?
4. Are there any facts or solutions that you question? and why?

## **Personal OPINIONS & CONCLUSIONS**

Think about and make notes of any opinions, feelings, or conclusions you have while researching or reading.

Also make note here of any facts, quotes or sentences that you think are especially important points, truths, or concerns.

**Student note-taking** *for students to gather & organize notes*

<b>Researching &amp; Summarizing FACTS</b>	<b>Researching &amp; Summarizing SOLUTIONS</b>
<b>Investigating &amp; Inferring CAUSES</b>	<b>Summarizing &amp; Evaluating DISAGREEMENTS</b>
<b>Thinking about &amp; Expressing VALUES</b>	<b>Opinions &amp; Conclusions</b>

**Notes & References**

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## ***Explaining***

After *stating* a problem, issue, solution, or belief, – then *explain* more about it, elaborate with more detail and give examples. The *purpose of explaining* is to improve the reader's understanding of an idea, a belief, an issue, a problem or solution.

- *sharing* what you know or understand, or what you have read
- *informing* others about a situation, problem, idea, or solution
- *summarizing* information to make it more easily understood
- *elaborating* on key aspects of a situation, problem, or issue
- *describing* the situation – the facts, causes, consequences
- *clarifying* one's reasoning, inferences, core beliefs, or values

## ***Some important types of explaining***

- Clarify or define the meaning of key terms
- Describe a situation, an example, or a discovered fact
- State the causes of a situation or problem
- State the effects, consequences, or implications
- State the reasons for a belief or a concern
- Answer the questions of: what is, why, how, and what for

## What is a *Summary*

- identifying what is *most important* from the research, then stating this in fewer words and in your own words
- identifying the main ideas from a source of information, while ignoring irrelevant or excessive details
- main ideas are not the same as information details, yet some details can *support* the main ideas or proposed conclusions

## What is *Synthesis*

- *combining & integrating* multiple ideas or types of facts, *organizing* it all in a logically connected and related manner, to produce a more comprehensive coherent understanding
- *simplifying* the combined information, without ignoring the complexities and nuances involved in the subject
- *combining & integrating* newly learned knowledge with prior knowledge, to form a larger interrelated understanding
- synthesis produces an *integrated & holistic* understanding of the topic or issue, with new insights and a wider perspective
- instead of just summarizing the main ideas & concerns from each source; synthesizing *combines, integrates, and unifies* these ideas, to create a more comprehensive exposition
- synthesis is a kind of summary that is especially *integrated, comprehensive, organized* and *united*; using multiple sources of information, multiple ideas and truths, to build a synthesis

## **What is *Analysis*** – *(the various aspects of analysis)*

- *inspecting thoroughly* the presented information
- *dividing* a topic or issue into its various aspects (or sub-topics)
- *finding connections*, related causes & effects, and patterns
- *finding meaning* in the information, and comprehending what is being implied or inferred; it's not merely a list of facts
- *determining* what problems and facts are most important
- *finding* the important values or concerns, explicit or implicit
- *removing* excessive or unimportant details

## **Kinds of *analysis & evaluation***

*analysis and evaluation work together*

*(evaluation comes from analysis; analysis supports evaluation)*

- *evaluate* the source's credibility, validity, and truthfulness  
– give reasons *why* you believe (or *not*) with this source
- *check* on the organization or author of the information
- *evaluate* the overall importance and usefulness of the presented information in each source
- *compare & contrast* different conclusions or proposals
- *evaluate the logic* of an argument, inference, or proposal
- *recognize* over-generalizations and hasty conclusions
- *distinguish* reasonable conclusions from unreasonable
- *distinguish* between facts, inferences, and opinions
- *identify* the implicit values & concerns in the information
- *uncover* any cultural, economic, or ideological interests

## Graphic organizers for research and pre-writing

Here are 2 online organizer tools, intended more for younger grades

yet could also be useful for high school students:

[Persuasion Map](#)

[Online popplet-maker](#)

*Here's a printed-out web organizer*

Name \_\_\_\_\_ Date \_\_\_\_\_

### Cluster/Word Web 3

Write details about your topic in the circles.

