

Geographical Ideas in Practice
Staff tutorial plan: Exploratory reading and discussion activity 3

Good for starting critical review.

Need list of reporting verbs and expressions to support this – see Resource sheet K.

N.B. for this activity, each student needs to have read two (or more) articles; the first time you run this, it is a good idea to use the previous activity (Exploratory reading and discussion activity 2, exploratory reading worksheet 2) as a starting point for how to deal with the first article. This activity uses exploratory reading worksheet 3.

Goal: To review new information in the light of what they know already; to combine information from more than one source; to begin to evaluate and comment on how the articles relate; (possibly to prepare for an essay).

To prepare:

- Identify two articles on the same topic but containing different information/methodologies/theories/points of view/etc.
- Assign students both articles to read, and Exploratory reading worksheet 3 to complete.

Running the activity:

1. Review the key points from the first article through general class discussion (see activity 4 for approaches to this); Ask/discuss:
2. did everyone choose the same key point? If not, what differences are there? Why are they different?
3. Are all the key points chosen relevant? What are they relevant to? If not, why not?
4. If students are reading these articles as preparation for an essay, how do these points relate to the topic/title that they have chosen?
5. Review key points from the second article in the light of the first article; ask/discuss:
6. Ask students to give examples of where the following happens:
 - a. Something in the second article agrees with or supports something the first article (yes...)
 - b. Something in the second article agrees with or supports something in the first article and offers an extension to that thing (yes, and...)
 - c. Something in the second article partially agrees/supports and partly disagrees with, challenges or contradicts something in the first article, and possible then gives alternatives (yes, but..., and...)
 - d. Something in the second article agrees completely disagrees with/contradicts/challenges any part of the first article (no... In fact...)
 - e. Presents completely new information or ideas (how about ...!)

And / or

7. Exchange paragraphs and do a peer review exercise, using the peer review sheet linked to Exploratory reading worksheet 3