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Coaches' Bulletin



Submit questions to:
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Theme

Q1 What are ways to study for Theme this year?

A1 Lorrie Scott, *Theme* chairperson: "The 1990s is our first internet based theme. There is no one book that will provide all the information your students need to be successful. I recommend that you google 1990 timelines. I like this one for elementary students.

<https://www.kidzworld.com/article/4255-1990s-timeline/> The students can decide which category the events fit. After the students have done this several times and have a good understanding of the categories, they can begin to research the individual events for more details. Students can work together or individually to do the research. The end result will be the same; the students will have created a study guide.

"Amazon or libraries are good resources for print material. I used two books when I researched to create the outline, *Eyewitness History-The 1990s* by Richard Schwartz (best for Jr/Sr) and *Decades of American History – America in the 1990s* by George Ochoa (best for El/Mid). Brand new the books are expensive, but Amazon sells them used for a reasonable price. Both books are generally found at the library also. I hope you find this information helpful. Please feel free to contact me, lorriescott@agloa.org if you have questions."

Recommendations for Reading Games Tournaments

Almost all leagues are deciding to conduct their reading games tournaments during the first semester since they can be conducted virtually amid state and school restrictions on gatherings. This is why the deadlines for reading game question availability have been advanced:

Propaganda – September 15

Presidents – October 15

Theme/Current Events – November 1

Two sets of questions will be provided in each game for El/Mid in case leagues must conduct separate tournaments in the two divisions, which are much larger than Jr/Sr in almost every league.

As head of the New Orleans league, I've given much thought this summer to conducting virtual tournaments. The problem is ensuring the integrity of the competition when players are not all at one site.

I came to two conclusions.

1. *No player will be allowed to compete from home.* There would be no way to ensure that the player is not using reference materials. Players must gather at a school with a coach monitoring. However, we never seat two players from the same school at the same table. Also, in all AGLOA games, no monitor may make a ruling at a table where a player from his/her school is seated. So that leads to the next conclusion.
2. The questions will be transmitted to all the schools via the Internet using one of the many software packages that are available. Players will answer and mark their wager or bold/cautious as usual. However, *the reader*

Propaganda

Q2 My players are comfortable with most of the techniques in each section but usually have two that they have trouble with. For example, Degrees and Titles and Status in Section C. Any suggestions?

A2 The *Propaganda* disk contains hundreds of past examples from every section. Using Copy and Paste, compile a page or two of examples where each answer is either Degrees and Titles or Status (with perhaps a No Technique thrown in). Duplicate the page and give a copy to each player. Juxtaposing examples from the two similar techniques forces students to sharpen their understanding of the differences between the two.

Other pairs of similar techniques that lend themselves to a practice sheet like the one for Degrees and Titles and Status are these:

Section B

Vagueness vs Ambiguity

Shift of Meaning vs Quotation Out of Context

Section C

Appearance vs Manner

Section D

Appeal to Flattery vs Appeal to Prestige

Section E

Concurrency vs Post Hoc

will not reveal any answers. When the time for answering is up (after a ten-second warning), the reader proceeds to the next question. Answer sheets will be collected at the end of each round and brought/sent to a central location designated by the league for scoring by a committee.

The advantages of this approach are:

1. Players at each remote site can sit 6' apart since they don't have to exchange answers or keep score.
2. No player can wait for the answer to be announced, then mark his/her sheet. (This might happen if the monitor is not paying attention.)
3. Players do not score the answers of their schoolmates.

The sticking point is collecting answer sheets and scoring them in a timely manner. But waiting several days to learn the results is preferable to conducting a tournament in which the usual checks and balances that maintain the integrity of the competition cannot be implemented.

Here is my plan for scoring the answer sheets. Since I don't coach a team, I will score them with the assistance of a second person – an EI/Mid coach for the Jr/Sr competition and vice-versa. We each score half the answer sheets, then swap and rescore the other half as a double check. (For larger divisions, a third scorer can assist.)