

Section 12

Sidebars

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12.1 Fundamentals

- 12.1.1 Publisher design of textbooks has exploded into creative layouts that frequently challenge braille production. Textbooks used to be black and white, had few images, and content was read from top to bottom. Textbooks now are full of color, images, tables, boxes, bullets, etc., and reading order is not always obvious.

12.2 Identifying Sidebars

- 12.2.1 The purpose of this section is to help the transcriber identify sidebars. The use of sidebars, a publishing term for information placed adjacent to text, is one of the design elements that can create confusion. A sidebar is detached from the main text and found in a section either off to one side of it, or above or below it, on the same page. Sidebars may or may not be linked or related to the adjacent text, and the reading order of sidebars and text is not always obvious. Sidebars have a different function than cross-references (see *Formats*, §9.6, Cross-References and Incidental Notes) and are formatted according to their text layout, e.g., with headings, paragraphs, lists, etc. (See [Sample 12-1: Boxed Sidebar in Column](#) on page 12-4, [Sample 12-2: Boxed Sidebar within Text](#) on page 12-5, and [Sample 12-3: Arrow Leads Reader to Sidebar; Difference Between Sidebar and Cross-Reference](#) on page 12-6.)

12.3 Formatting Sidebars

- 12.3.1 Determine if the sidebar supports the text or if it is supplemental information. Once this has been decided it is easier to find the most appropriate location to insert it.

- a. If the sidebar adds supportive information, look in the main text for specific references to its content. Then insert the sidebar at an appropriate location (after the paragraph of reference).
- b. Determine the best location for the sidebar when it provides extraneous information. This may be after the final full paragraph on the page, before a heading, etc.
- c. Sidebars use the full width of the braille page. (See [Sample 12-4: Extraneous Information in Sidebar](#) on page 12-8.) **Exception:** Follow *Formats*, §2.10.2i, Table of Contents guidelines when sidebars appear within the table of contents.
- d. The text layout of the sidebar dictates the format used, i.e., headings (centered, cell-5, cell-7), 3-1 paragraph, nested list, poetry, etc.
- e. Insert a blank line before and after a sidebar.
- f. Add box lines for clarity if the content of the sidebar interrupts the flow of text. (See *Formats*, §7, Boxed Material.)

([Sample 12-5: Sidebar with Student Activity](#) on page 12-9 and [Sample 12-6: Sidebars at Beginning of a Lesson](#) on page 12-10.)

- g. When a sidebar is necessary for the understanding of a particular text, insert that sidebar before the related text. (See [Sample 12-7: Word List in a Sidebar](#) on page 12-12.)

12.4 **Samples**

[Sample 12-1: Boxed Sidebar in Column](#), page 12-4

[Sample 12-2: Boxed Sidebar within Text](#), page 12-5

[Sample 12-3: Arrow Leads Reader to Sidebar; Difference](#)

[Between Sidebar and Cross-Reference](#), page 12-6

[Sample 12-4: Extraneous Information in Sidebar](#), page 12-8

[Sample 12-5: Sidebar with Student Activity](#), page 12-9

[Sample 12-6: Sidebars at Beginning of a Lesson](#), page 12-10

[Sample 12-7: Word List in a Sidebar](#), page 12-12

Sample 12-1: Boxed Sidebar in Column (Print Only)

Try It Out

Identify the logical fallacy in each of the following sentences. Then revise the fallacy to make the statement logical.

1. The voting age should be lowered to sixteen because sixteen-year-olds are mature enough to vote.
2. Our school needs a dress code because a dress code is the solution to our problems.
3. Unless the state builds more prisons, the crime rate will continue to rise.

on the issue) and to back up your reasons with solid evidence, or proof. Appropriate factual evidence may consist of statistics, examples, and anecdotes (brief stories based on personal experience)—all of which can be verified by testing, by drawing on personal observations, or by consulting reliable sources. Expert testimony (statements by recognized authorities on the issue) also qualifies as evidence.

Strategies for Elaboration: Avoiding Fallacies

In listing reasons for your position, take care to avoid these **fallacies**, or mistakes in logic.

- **Hasty generalization**—basing a conclusion on insufficient evidence or overlooking exceptions: *No local merchants will suffer if the proposed chain store is approved.*
- **Attacking the person** (in Latin, *ad hominem*, meaning “to the person”; informally, “name-calling”)—attacking people who support the issue: *Hunters just enjoy killing animals.*
- **False authority**—quoting an expert in one field as an authority in an unrelated field: *According to former state Supreme Court Justice Eldon Bates, the state’s annual vehicle inspections are a waste of taxpayers’ time and money.*
- **Circular reasoning**—offering as a reason a statement that’s actually a restatement of an opinion: *The City Council should build more bike paths because our community needs bike paths.*
- **Either-or reasoning**—assuming that an issue has only two possible sides: *Either we abolish the welfare system or we foster perpetual dependence on government handouts.*
- **Non sequitur** (Latin for “It does not follow”)—presenting unrelated ideas as though one were the logical consequence of the other: *Our city’s rapid population growth demands a higher speed limit.*

(Formats: Suggested Location)

- **Earn their trust. Ethical appeals** invoke your readers’ sense of fair play, establishing your credibility and character. Demonstrating that you’re knowledgeable, reasonable, sincere, and trustworthy helps win respect for you and, in turn, for your ideas.

One way to establish your trustworthiness is to consider different sides of an issue, to acknowledge the most significant **counterarguments** (opposing points). By **conceding**, or accommodating, opposing points that do have merit, you establish common ground without sacrificing your principles. Then you can concentrate on **refuting**, or providing conclusive evidence against, those counterarguments that you consider invalid.

6. **Coping with counterarguments.** Once you’ve listed possible reasons in support of your position, get together with a partner or a small group to brainstorm for likely counterarguments. Think about the kinds of evidence that will convince your particular audience to rethink their counterarguments. You may find it helpful to chart the most significant counterarguments and possible refutations for them, as in the following example.

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Sample 12-2: Boxed Sidebar within Text (Print Only)



Qin Shi Huangdi

259 B.C.–210 B.C.

Qin Shi Huangdi (CHIN SHEE hwang dee) became the ruler of the kingdom of Qin in China in 238 B.C. He began expanding his power immediately. By 221 B.C. he had conquered all of China. As emperor, he proclaimed that his dynasty would rule for 10,000 generations.

Shi Huangdi was a great builder. He ordered the building of three highways to reach all parts of his empire. He used these roads to personally oversee the empire. In 214 B.C. work began on the Great Wall.

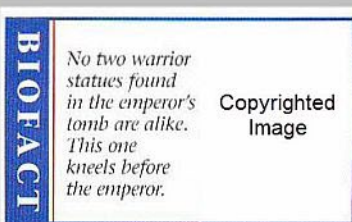
The emperor had many achievements, but he was a harsh and strict ruler. For example, his building projects needed the forced labor of hundreds of thousands of his people. Many of them died while working. He also was not open to criticism. He ordered that all books except those about medicine, farming, and his own rule be burned. When some scholars objected to this,

legend says that Shi Huangdi had many of them buried alive.

After his death, Shi Huangdi was buried in an elaborate tomb carved into the side of a mountain. Guarding his body was an “army” of more than 6,000 life-sized warrior statues. In the walls were arrows ready to be released if anyone tried to enter the tomb.

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British Museum



(Formats: Suggested Location)

Learn from Biographies

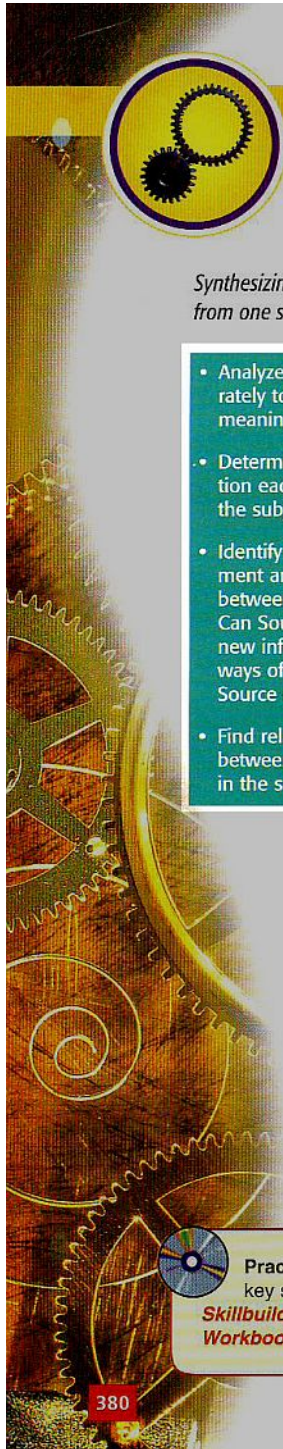
Rebellions began soon after Shi Huangdi's death and his empire fell about four years later. What aspects of the emperor's style of rule may have been responsible for the fall of his empire?


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Sample 12-3: Arrow Leads Reader to Sidebar; Difference Between Sidebar and Cross-Reference





CRITICAL THINKING SKILLS

Synthesizing Information

Synthesizing information involves combining information from two or more sources. Information gained from one source often sheds new light upon other information.

- Analyze each source separately to understand its meaning.
- Determine what information each source adds to the subject.
- Identify points of agreement and disagreement between the sources. Ask: Can Source A give me new information or new ways of thinking about Source B?
- Find relationships between the information in the sources.

LEARNING THE SKILL

To learn how to synthesize information, follow the steps listed on the left.

PRACTICING THE SKILL

Study the sources below, then answer the questions.


Source A “At present 60% to 70% of all dollars in circulation are used abroad. Today Panama is the best-known country that is ‘dollarized,’ but 11 others use the U.S. dollar. The best route for the emerging market countries is to unilaterally dollarize. . . . [T]he dollar could serve as the linchpin of a new global financial architecture, one that would eliminate currency crises, lower interest rates, and stimulate growth.”
—Forbes, May 3, 1999

Source B “When a country abandons its currency, it surrenders a central symbol of national identity. . . . We are courting trouble if many countries dollarize. They would blame us for their problems; and they would try to influence U.S. policies, pushing for either lower or higher interest rates.”
—Newsweek, May 17, 1999

1. What is the main subject of each source?
2. Does Source B support or contradict Source A? Explain.
3. Summarize what you learned from both sources.

APPLICATION ACTIVITY

Find two sources of information on banking practices. What are the main ideas in the sources? How does each source add to your understanding of the topic?



Practice and assess key skills with **Skillbuilder Interactive Workbook, Level 2.**

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—New Braille Page—

Figure 1 displays the spatial distribution of the 10 most abundant taxa across 90 small plots arranged in a 9x10 grid. Each plot is a 10x10 grid of dots. The taxa are numbered 1 through 9 on the left side of the grid. The distribution of dots in each plot represents the spatial pattern of a specific taxon. The plots show varying degrees of clustering and dispersion, with some taxa (e.g., 7, 8, 9) showing more concentrated patterns in the lower rows.

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Sample 12-4: Extraneous Information in Sidebar (Print Only)

By the mid-1700s, the relationship between Britain and the colonies had become, in fact if not in form, federal. This meant that the central government in London was responsible for colonial defense and for foreign affairs. It also provided a uniform system of money and credit and a common market for colonial trade. Beyond that, the colonies were allowed a fairly wide amount of self-rule. Little was taken from them in direct taxes to pay for the central government. The few regulations set by Parliament, mostly about trade, were largely ignored.

This was soon to change. Shortly after George III came to the throne in 1760, Britain began to deal more firmly with the colonies. Restrictive trading acts were expanded and enforced. New taxes were imposed, mostly to support British troops in North America.

Many colonists took strong exception to these moves. They objected to taxes imposed on them from afar. This arrangement, they claimed, was “taxation without representation.” They saw little need for the costly presence of British troops on North American soil, since the French had been defeated and their power broken in the French and Indian War (1754–1763).

The colonists considered themselves British subjects loyal to the Crown. They refused, however, to accept Parliament’s claim that it had a right to control their local affairs.

The king’s ministers were poorly informed and stubborn. They pushed ahead with their policies, despite the resentments they stirred in America. Within a few years, the colonists faced a fateful choice: to submit or to revolt.

Growing Colonial Unity

A decision to revolt was not one to be taken lightly—or alone. The colonies would need to learn to work together if they wanted to succeed. Indeed long before the 1770s, several attempts had been made to promote cooperation among the colonies.

Early Attempts

In 1643 the Massachusetts Bay, Plymouth, New Haven, and Connecticut settlements formed the New England Confederation. A **confederation** is a joining of several groups for a common purpose. In the New England Confederation, the

Voices on Government

Benjamin Franklin dedicated years to public service, including time as a delegate to the Second Continental Congress, a commissioner to France during the War for Independence, and a member of the Constitutional Convention. Franklin proposed the Albany Plan of Union to provide for the defense of the American colonies. In his autobiography, he spoke of its defeat and defended his plan:

“The different and contrary Reasons of dislike to my Plan, makes me suspect that it was really the true Medium; and I am still of Opinion it would have been happy for both Sides the Water if it had been adopted. The Colonies so united would have been sufficiently strong to have defended themselves; there would then have been no need of Troops from England; of course the subsequent Pretence for Taxing America, and the bloody Contest it occasioned, would have been avoided.”

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Evaluating the Quotation

What did Franklin see as the ultimate result of the failure to adopt the Albany Plan of Union? Do you think this was a reasonable conclusion?

(Formats: Possible Location)


settlements formed a “league of friendship” for defense against the Native Americans. As the danger from Native Americans passed and friction among the settlements grew, the confederation lost importance and finally dissolved in 1684.

In 1696 William Penn offered an elaborate plan for intercolonial cooperation, largely in trade, defense, and criminal matters. It received little attention and was soon forgotten.

The Albany Plan

In 1754 the British Board of Trade called a meeting of seven of the northern colonies at Albany: Connecticut, Maryland, Massachusetts, New Hampshire, New York, Pennsylvania, and Rhode Island. The main purpose of the meeting was to discuss the problems of colonial trade and the danger of attacks by the French and their Native American allies. Here, Benjamin Franklin offered what came to be known as the **Albany Plan of Union**.

Origins of American Government

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Sample 12-5: Sidebar with Student Activity (Print Only)

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■ **Figure 25.26** After developing in the cocoon for two to three weeks, a young earthworm hatches.

(Formats: Possible Locations)

FOLDABLES

Incorporate information from this section into your Foldable.

Reproduction Annelids can reproduce both sexually and asexually. Most annelids have separate sexes, but some, such as earthworms and leeches, are hermaphrodites. Sperm are passed between two worms near segments called the clitellum. Refer back to **Figure 25.23** and notice that the **clitellum** is a thickened band of segments. It produces a cocoon from which young earthworms hatch, as shown in **Figure 25.26**. Sperm and eggs pass into the cocoon as it slips forward off the body of the worm. After fertilization, the young are protected in the cocoon as they develop. Some annelids reproduce asexually by fragmentation. If a worm breaks apart, the missing parts can be regenerated.

Barry Funk/Stan Schenberger/Gant Helman Photography

Diversity of Annelids

The phylum Annelida is divided into three classes: class Oligochaeta (ohl ih goh KEE tuh)—the earthworms and their relatives, class Polychaeta (pah lih KEE tuh)—the bristleworms and their relatives, and class Hirudinea (hur uh DIN ee uh)—the leeches.

Earthworms and their relatives Earthworms probably are the best-known annelids. They are used as bait for fishing and are found in garden soil. An earthworm can eat its own mass in soil every day. Earthworms ingest soil to extract nutrients. In this way, earthworms aerate the soil—they break up the soil to allow air and water to move through it.

In addition to earthworms, class Oligochaeta—the oligochaetes (AH lee goh keetz)—includes tubifex worms and lumbriculid worms. Tubifex worms are small, threadlike aquatic annelids that are common in areas of high pollution. Lumbriculid (lum BRIH kyuh lid) worms are freshwater oligochaetes that are about 6 cm long and live at the edges of lakes and ponds. You can observe a feature common to oligochaetes in **MiniLab 25.2**.

MiniLab 25.2

Observe Blood Flow in a Segmented Worm

How does blood flow in a segmented worm? The California blackworm has a closed circulatory system and a transparent body. Its blood can be viewed as it flows along the dorsal blood vessel.

Procedure

1. Read and complete the lab safety form.
2. Moisten a piece of **filter paper** with **spring water** and place it in a **Petri dish**.
3. Examine a **blackworm** on the moist paper using a **stereomicroscope**.
4. Locate the dorsal blood vessel in a segment near the midpoint of the worm. Observe how blood flows in each segment.
5. Use a **stopwatch** to record how many pulses of blood occur per minute. Repeat this for two more segments, one near the head and one near the tail of the worm. Record your data in a table.

Analysis

1. **Summarize** how blood moves through each segment, including the direction of blood flow.
2. **Compare and contrast** the rate of blood flow near the head, at the midpoint, and near the tail of the worm.

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Sample 12-6: Sidebars at Beginning of a Lesson (Print Only)

LESSON 1

Following the Dietary Guidelines

(Formats: Suggested Location)


You will learn . . .

- how to identify types and sources of nutrients.
- how to use the Dietary Guidelines.
- how to use the Food Guide Pyramid.
- how to distinguish between foods that are healthful and those that do not contain many nutrients.

Vocabulary

- calorie, B45
- nutrient, B45
- proteins, B45
- carbohydrates, B45
- saturated fat, B45
- unsaturated fat, B45
- vitamin, B45
- mineral, B45
- nutrition, B46
- Dietary Guidelines for Americans, B46

Think of an ideal day. You might read a few chapters of a book, go in-line skating, see a movie with a friend, and have dinner with your family. Such a day includes a balance of activities. You need balance in your diet as well. A wide variety of healthful choices in your diet enables you to look and feel your best.



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Sample 12-7: Word List in a Sidebar

CHAPTER 6 REVIEW

Chapter Summary

Lesson 1 • Violence is a serious public health problem in the United States. You can help to prevent violence in your community.

Lesson 2 • To prevent violent situations and make your school a safe place, avoid weapons and gangs and deal with bullies in a healthful way.

Lesson 3 • Knowing and practicing safe habits can help you prevent unintentional injuries at home, outdoors, and on the road.

Lesson 4 • Identifying severe weather conditions and natural disasters and being aware of the safety measures for each type of weather emergency will help you avoid unintentional injuries.

Lesson 5 • Being skilled in first aid procedures will prepare you to respond in a medical emergency. These skills will also enable you to take safe actions to reduce your risk of illness or injury.

Use Vocabulary

(Formats: Suggested Location)

assault, C45

first-degree burn, C76

flammable, C59

gang, C54

heatstroke, C67

homicide, C45

hypothermia, C67

shock, C75

Choose the correct term from the list to complete each sentence.

1. If a material is able to catch fire easily, it is _____.
2. A physical attack or the threat of a physical attack is an example of _____.
3. A group of people who are often involved in illegal and violent activities is a(n) _____.
4. A dangerous reduction in blood flow within the body is _____.
5. The killing of one person by another person is _____.
6. A condition in which the body's temperature falls significantly below normal is _____.
7. An overheating of the body that is life-threatening is _____.
8. A mild burn that affects the first, or outer layer of the skin, causing pain, redness, and swelling is a(n) _____.

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