

1 Thinking Like a Historian

Content Area: **Social Studies**
Course(s): **Social Studies 7 - History**
Time Period: **September**
Length: **3**
Status: **Published**

Unit Overview:

This unit will provide students with the opportunity to apply basic tools necessary to think like a historian and understand historical research. Students will analyze and evaluate primary source materials, apply geography and economics to historical research, and connect the current world to the early years of American history.

Essential Questions:

1. How do historians analyze and evaluate historical materials (primary sources)?
2. How do historians apply basic tools of historical research?
3. How do historians connect the current world to the early years of history?

Enduring Understandings:

1. Thinking like a historian is essential in truly understanding how history works.
2. Understand how geography, economics, and society have shaped past events.
3. Understanding the ways in which historians look at events, reasons behind the events, and study the effects of the events.

Standards/Indicators/Student Learning Objectives (SLOs):

Historical contexts and events shaped and continue to shape people's perspectives.

Historical events and developments are shaped by social, political, cultural, technological, and economic factors.

Lesson Titles:

1. How Does a Historian Work?

2. Making Sense of the Past
3. Primary vs. Secondary Sources
4. Understanding maps/charts

Career Readiness, Life Literacies, & Key Skills:

CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.

Inter-Disciplinary Connections:

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LA.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Equity Considerations

Amistad Mandate

Topic: Transatlantic Slave Trade

Materials Used: Map Analysis/Reading about the Transatlantic Slave Trade

Addresses the Following Component of the Mandate:

- African Slave Trade

Holocaust Mandate

Topic: Black & White - Understanding Racism in America

Materials Used: "Young People's History of the United States" reading and analysis questions

Addresses the Following Component of the Mandate:

- Bias
- Bigotry
- Prejudice

LGBTQ and Disabilities Mandate

N/A

Climate Change

Topic - The Geography/Landscape of the North & South (this lesson will examine how these regions developed differently, how these regions are continuing to change as a result of climate change, and what could potentially happen in future).

SCI.K.ESS2.D

Weather and Climate

Asian American Pacific Islander Mandate

N/A

Summative Assessment:

Unit Assessment

Benchmark

Skills-based assessment
Reading responses
Writing responses

Alternative Assessments

Performance tasks
Project-based assignments
Problem-based assignments
Presentations
Reflective pieces
Concept maps
Case-based scenarios
Portfolios

Resources & Materials:

Textbook "The American Journey"

"Young People's History of the United States"

Achieve 3000

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

1. What is Social Studies analysis/activity (Blooms: Remembering, Understanding, Applying, Analyzing)
2. History and geography reading guide/questions activity (Blooms: Remembering, Understanding, Applying, Analyzing)
3. Analyzing maps activity/map creation (Blooms: Remembering, Understanding, Applying, Analyzing, Creating)
4. How does a historian work textbook reading guide/questions/chart activity (Blooms: Remembering, Understanding, Applying, Analyzing)
5. Making sense of the past textbook reading guide/questions/chart activity (Blooms: Remembering, Understanding, Applying, Analyzing)
6. Thinking Like a Historian unit review/test (Blooms: Remembering, Understanding, Applying, Analyzing, Evaluating, Creating)
7. Thinking Like a Historian unit self-assessment/reflection (Blooms: Remembering, Understanding,

Applying, Analyzing, Evaluating)

8. Academic Enrichment

9. Organizational Management

10. Peer Mentoring

Formative Assessment:

- Anticipatory Set
- Closure
- Warm-Up

Modifications

ELL Modifications:

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

IEP & 504 Modifications:

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions

- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

G&T Modifications:

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

At Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers

- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

Technology Materials and Standards

Google Classroom

Kahoot

Quizlet

Blooket

Socrative

Edpuzzle

TECH.8.1.8

Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.8.A.CS1

Understand and use technology systems.

Computer Science and Design Thinking Standards

CS.6-8.8.2.8.ITH.2

Compare how technologies have influenced society over time.