

Social Studies Unit Plan Framework

Unit: U.S. History

Historical thinking requires understanding and evaluating change and continuity over time, and making appropriate use of historical evidence in answering questions and developing arguments about the past. It involves going beyond simply asking, “what happened when?” to evaluating why and how events occurred and developments unfolded. It involves locating and assessing historical sources of many different types to understand the contexts of given historical eras and the perspectives of different individuals and groups. Historical thinking is a process of chronological reasoning, which means wrestling with issues of causality, connections, significance, and context with the goal of developing credible explanations of historical events and developments based on reasoned interpretation of evidence.

Historical inquiry involves acquiring knowledge about significant events, developments, individuals, groups, documents, places and ideas to support investigations about the past. Acquiring relevant knowledge requires assembling information from a wide variety of sources in an integrative process. Students might begin with key events or individuals introduced by the teacher or identified by educational leaders at the state level and then investigate them further. Or they might take a source from a seemingly insignificant individual and make connections between that person and larger events or trace the person’s contributions to a major development. Scholars, teachers and students form an understanding of what is and what is not significant from the emergence of new sources from current events, from their locale and from asking questions about changes that affected large numbers of people in the past or had enduring consequences. Developing historical knowledge in connection with historical investigations not only helps students remember the content better because it has meaning, but also allows students to become better thinkers

Essential Question(s):

Why do events in history cause change or continuity in our society?

How is history shaped by people’s perspectives?

How are different types of sources important in understanding history?

How do you evaluate evidence to develop informed historical perspectives and support them in a coherent logical manner?

Objectives: By the end of this unit students will be able to:

*Analyze historical events and classify them as examples of change or continuity.

*Analyze historical perspectives and how they have been influenced and changed over time.

*Explain how current perspectives shape history due to the limitations of sources available from the past.

*Use and evaluate primary and secondary sources to understand events, interpretations, context and limitations of the evidence provided.

*Formulate a well-informed argument using historical events and secondary sources as support.

Target Skills analysis of text, research skills, critical thinking, proof of understanding, presentation skills, finding reliable sources, understanding complex arguments of others and responding to them, (peers, authors) classification of sources, infer meaning of text, use questioning to guide research, evaluate relevance of sources, organize evidence to make an argument, compare arguments

Comprehension: classification of sources (primary and secondary sources), understanding of bias, what and individual’s perspective, understand why perspectives have changed over time, understand how perspective has changed history, understand the limitations of sources, understand cause and effect in history

Classroom Considerations/Grouping Purpose: Teacher discretion

Vocabulary: perspective, bias, reliable, relevant, infer, primary source, secondary source, cause, effect, source, biography,

Writing: journals, dbq's, extended responses, comparison of sources narrative,

End of Unit Project: War Research Project

<u>Unit Activities</u>	<u>Why did you decide to do this?</u> <u>What will the students be doing?</u>
Understanding bias Simpsons activity	
Fredrick Douglas slave narrative	
Source analysis	
slavery perspective presentation	
Cause and effect breakdown	
Debate: prove your argument	
Historical perspective comparison activity	