



Unit Planner: 2016-2017 Gibson - Historical Thinking (9.1)

Global 1

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2016-2017 Gibson - Historical Thinking (9.1)

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- [Unit Planner](#)
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Big Ideas / Enduring Understandings

- **9.1 HISTORICAL THINKING: To interpret the past, historians use analytical techniques like corroboration, contextualization, and sourcing, and they weigh the perspectives and motives of historical**

actors.

[9.1UnitPlan.pdf](#)

Essential Questions

- **How do historians determine what happened in the past?**

Common Core Standards and Indicators

NYS: CCLS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

NYS: Grades 9-10

Reading: History/Social Studies

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

6. Assess how point of view or purpose shapes the content and style of a text.

6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

9. Compare and contrast treatments of the same topic in several primary and secondary sources.

New York State P-12 Learning Standards (New York State Education Department, used with permission)

Content

- This introductory unit is more centered on the critical skills historians use as investigators than content.
- The skills introduced in this unit will be transferred to content based material beginning in unit 9.2

Skills / Strategies

- **Students will categorize, compare, annotate, source, close read, contextualize and corroborate evidence from documents.**
- **Students will explore how historians construct arguments using evidence and reasons.**

Key Terms / Vocabulary

- **history (n.)**
- **historian (n.)**
- **source (n.)**
- **document (n.)**
- **evidence (n.)**
- **perspective (n.)**
- **bias (n.)**
- **compare (v.)**
- **categorize (v.)**
- **context (n.)**
- **reliable (adj.)**

Learning Plan & Activities

Please include Theatre Modalities when appropriate

- 1. Class Norms and Procedures**
- 2. Class Norms and Procedures**
- 3. New Visions 9th Grade Global Pre-Assessment**

- **Transatlantic exploration led to the Encounter, colonization of the Americas, and the Columbian exchange**
- **Students will map the exchange of crops and animals and the spread of diseases across the world during the Columbian exchange.**
- **Students will investigate the population of the Americas before the encounter and evaluate the impact of the arrival of the Europeans on the indigenous populations.**
- **Students will contrast the demographic impacts on Europe and China after the introduction of new crops with demographic effects on the Americas resulting from the Columbian exchange.**
- **Assess students' writing skills in general, and**

Assessments

[Depth of Knowledge \(DOK\) Levels](#)

specifically their ability to use documents to compose a well constructed paragraph given a Regents-like prompt.

4. Unit 1 Introduction and Vocabulary Introduction

- Discuss the meaning of the unit’s compelling question and possible answers to that question
- Recall prior knowledge of, define, and use key vocabulary words in the unit.

5. SQ 1: What is history?

- Students will categorize, compare, annotate, source, close read, contextualize and corroborate evidence from documents.
- Explain how perspective affects the histories of two people involved in the lunchroom fight.

6. SQ 2: What sources do historians use to learn about the past?

- Students will categorize, compare, annotate, source, close read, contextualize and corroborate evidence from documents.
- Identify examples of primary sources.
- Identify examples of secondary sources.
- Explain the difference between a primary and secondary source.

7. SQ 3: How do historians read sources?

- Students will categorize, compare, annotate, source, close read, contextualize and corroborate evidence from documents.
- Source a source from the lunchroom fight.
- Annotate a source from the lunchroom fight.
- Close read a source from the lunchroom fight.

8. SQ 3: How do historians read sources?

- Students will categorize, compare, annotate, source, close read, contextualize and corroborate evidence from documents.
- Source a source from the lunchroom fight.
- Annotate a source from the lunchroom fight.
- Close read a source from the lunchroom fight.

9. SQ 4: How and why do historians corroborate sources?

- Students will categorize, compare, annotate, source, close read, contextualize and

corroborate evidence from documents.

- Describe what corroboration is.
- Corroborate sources to determine what happened during the lunchroom fight.

10. SQ 5: What is context? How do historians use it to understand and write about the past?

- Students will categorize, compare, annotate, source, close read, contextualize and corroborate evidence from documents.
- Contextualize the lunchroom fight.

11. SQ 6: How do historians construct arguments?

- Students will explore how historians construct arguments using evidence and reasons.
- Identify the components of a historical argument.

12. Unit Closer and Review

13. End of Unit Assessment

- Students will categorize, compare, annotate, source, close read, contextualize and corroborate evidence from documents.
- Students will explore how historians construct arguments using evidence and reasons.
- Describe how you use the Student Social Studies Practices that historians use to interpret the past in your own life.

General Modifications:

- **Students will be grouped heterogeneously based on their learning modalities (VARK scores and identified areas for skill improvement in baseline exam) and their classroom performance to ensure diverse groups in which students can learn collaboratively utilizing their unique areas of strength.**
- **Use of verbal cues and checks for understandings to ensure student comprehension and completion of tasks.**
- **Short movie clips and photographs (graphs, artwork, diagrams) are utilized to provide multiple entry points for unique learning styles.**
- **Google Earth used regularly to cater to visual learners and show geographic features in an interactive format (students invited to board**

to explore google earth).

- Graphs/Charts/Maps used to help facilitate synthesis of geographic concepts.
- Emphasis of key ideas and words during group readings.
- Pacing and duration of lessons will be adjusted to ensure student comprehension of content.
- Students are invited up to the board to share answers to various do-now activities in a graphic organizer/mind map format.
- Paraphrasing of notes, questions, and directions as needed along with providing additional examples to students.
- Regular use of mind maps and graphic organizers (for do-now share outs).
- Use of gallery walk and active learning strategies and activities to cater to students with diverse learning modalities.
- Double time provided for test completion to ICT students.
- Student centered learning stations that include documents of diverse formats (maps, graphs, short readings, etc.), utilizing purposeful groupings to support student learning and understanding. This is done to support struggling students, students with disabilities, ELLs, and SPELLs.
- Translated copies of reading materials are made available to students who require this modification.
- ELLs are grouped with bilingual students to facilitate growth in target language.

General Resources for SPELLs and ELLs

- Use of Spanish to English dictionaries
- Use of google chromebooks with translated documents and assignments.
- Use of textbooks

NOTE: These modifications have been utilized throughout the course of this academic year as well as throughout the course of this learning unit. Additional modifications will be added as required and deemed necessary through inquiry cycles of formative assessment.

Common Core Instructional Shifts

1. **Knowledge in the Disciplines:** Building knowledge to content rich informational text (DBQ Document Readings)
2. **Text Based Answers:** Reading and writing grounded in evidence from the text (DBQ citation of evidence to address regents writing task)
3. **Writing from Sources:** Reading and writing grounded in evidence from the text (DBQ citation of evidence to address regents writing task)

4. ***Academic Vocabulary:*** Regular practice with complex text and its academic vocabulary (Informational text taken from old Regents exams that include grade level content vocabulary)

Resources

Materials Used

Smartboard, Google Earth, New Visions Global Pilot Materials (globalhistory.newvisions.org), see attached for additional resources.

Focus

- Whole class
- Small group
- Guided reading
- Group



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