

Historical Thinking Rubric

		Emerging	Proficient	Superior
Thesis	No explicit thesis	Thesis partially responds to the prompt; Responds to prompt, but not an original interpretation	Comprehensive and provides an original interpretation	Comprehensive; provides a sophisticated interpretation
Evidence	Does not accurately use any historical evidence	Each argument is insufficiently supported -fewer than two pieces of evidence -one piece of evidence does not accurately support claim	Each argument is accurately supported by at least two pieces of historical evidence; In longer writing: no more than one piece of evidence used erroneously	Uses evidence persuasively; Shows understanding of the nuances of evidence In longer writing: extra claim supported by specific evidence;
Corroboration	Evidence, if used, supports different claims Uses 0-1 sources of evidence	More than one piece used to support one claim; Evidence used in isolation without reference to other sources;	Explicitly relates evidence from at least two sources to each other in supporting the claim; Explains how different pieces of evidence uniquely support the claim	Analyzes the relationship of more than two pieces of evidence for a claim; Includes discussion of evidence that does not support the claim
Sourcing	Accepts the source on face value Does not mention author or purpose.	Mentions author and/or purpose, but does not relate this to credibility or bias; Accepts source statements at face value	Considers how the author(s) and/or document type or purpose affect the content, style, or reliability of the document.	Analyzes how source's point of view and/or document type affects the content, style, or tone of the document

Contextualization	Lacking evidence of understanding the historical setting of the sources. Lacking description of historical context.	Does not accurately determine the historical setting of the source. Mentions historical context without analyzing its impact on sources or interpretation. Applies understandings rooted in the present to events or perspectives from the past.	Applies prior and new knowledge to determine historical setting of the source. May attempt to interpret some with a “present day mindset.” Cites specific context external to the sources and makes connection between them and interpretation of sources	Applies prior and new knowledge to determine historical setting of the source and uses that setting to interpret the source within that historical context as opposed to a “present-day mindset”. Explicitly analyzes influence of context on interpretation of sources
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Understanding By Design Unit Template

Title of Unit	Learning How to Read Like a Historian	Grade Level	Level 1
Curriculum Area	Historical Skills	Time Frame	6 weeks
Developed By	Rose Ann Berberich		
Identify Desired Results (Stage 1)			
Content Standards			

Key Ideas and Details:

CCSS.ELA-LITERACY.RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.RH.6-8.3

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure:

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.RH.6-8.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

CCSS.ELA-LITERACY.RH.6-8.6

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-LITERACY.RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text

Understandings	Essential Questions		
Overarching Understanding	Overarching	Topical	
<p>When historians read primary documents, they read at many different levels. They simultaneously pay attention to argument, purpose, context, content and credibility. Too often students will read a primary document as if it is a textbook. They do not understand the differences between a primary source and a secondary source and how different they should be read and interpreted. Students need to learn that reading a primary document is a different reading process and involves understanding the main point, but also contextualizing and asking skeptical questions about that point. Breaking the “reading” process into different steps helps students learn this.</p>	<p>What is history? Is history biased how do patterns of cause and effect change throughout history? What can we legitimately infer about the objects and artifacts we observe</p>	<p>How has the world changed? What is the purpose of reading documents? Why does understanding documents matter?</p>	
Related Misconceptions			
<p>Primary and secondary sources differences Context clues and how to understand them Reliability of online sources</p>			
Knowledge Students will know...	<th>Skills Students will be able to...</th>		Skills Students will be able to...

<ol style="list-style-type: none"> 1. Bias exists in all writing. 2. Understanding is shaped by new experience. 3. Our stories endure through history. 4. People adapt to change. 5. How to source documents 6. How to identify themes in documents 	<ol style="list-style-type: none"> 1) distinguish between primary and secondary sources 2) compare and contrast two artifacts from different time periods (same theme) 3) determine a documents source and purpose 4) place the document in a time, place, subject setting 5) compare multiple sources against each other to develop a well-supported interpretations 6) Sourcing: Who made this source? Where did it come from? 7) Contextualizing: Imagine the setting surrounding this source: How was the world that made this source different than our own? 8) Corroborating: What do other sources say about the information in this document? Do they agree or disagree with what this document says? 9) Close Reading: What does the document say? Is it biased? What is the tone?
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Assessment Evidence (Stage 2)

Performance Task Description

<ul style="list-style-type: none"> ● Goal ● Role ● Audience ● Situation ● Product/Performance ● Standards 	<ul style="list-style-type: none"> • The Spencer Project- Assessing Students' Ability to Engage with Online Evidence lesson plan by the Spencer Project • Access and analyze visual digital primary information sources and digital maps • Access and critique information from various types of media, which discuss a historical event. Students analyze the differences between public and private sources of information <ul style="list-style-type: none"> ● students will be tasked with creating a “Lunchroom Fight” or a series of scenarios that cover all the historical skills addressed during this unit. Then they will have their peers review their scenarios and discuss the implications of the scenarios. See rubric
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Other Evidence

in class discussions

Think pair shares

Turn and talks

Mini debates

In class polls and surveys

Essay

exit slip

Mind maps

Chalk talk- this will help the less vocal students in the class still be able to engage in the discussions

Padlet activities

Write to learn prompts

Quizzes, tests

Learning Plan (Stage 3)

- Where are your students headed? Where have they been? How will you make sure the students know where they are going?
- How will you hook students at the beginning of the unit?
- What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
- How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work?
- How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?
- How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students?

The Reading Like a Historian curriculum turns students into historical investigators. Students may find this change jarring after a steady diet of reading a textbook and answering questions. The lessons in the Introduction help students recognize skills of historical inquiry they already practice everyday, such as reconciling conflicting claims and evaluating the reliability of narrative accounts. Additionally, the Reading Like a Historian classroom posters remind students what questions they should ask as they read historical documents.

- Lunchroom Fight- A fight breaks out in the lunchroom and the principal needs to figure out who started it. But when she asks witnesses what they saw, she hears conflicting accounts. Why might these accounts differ? As students wrestle with this question, they will hone the ability to reconcile conflicting claims, consider multiple perspectives and evaluate the reliability of sources. Not only does this lesson engage students, it helps to lay the foundation for historical thinking throughout the year
- Snapshot Autobiography- What is history? And why do historical accounts differ? In this lesson, students create brief autobiographies and then reflect on the process to better understand how history is written. Why are some events included and others not? How does their version of events compare to others' versions of the same event? Why do two historical accounts differ when both sides believe they are telling the truth? How would students prove that their version of events was true? Exploring these questions will give students insight into the nature of history and will prepare them to engage in historical thinking in future lessons

From: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development
 ISBN # 0-87120-313-8 (ppk)

Title of Unit	Historical Detectives	Grade Level	Level 1
Curriculum Area	Historical Thinking	Time Frame	3 Weeks
Developed By	Rose Ann Berberich		
Identify Desired Results (Stage 1)			
Content Standards			

Key Ideas and Details:

[CCSS.ELA-LITERACY.RH.6-8.1](#)

Cite specific textual evidence to support analysis of primary and secondary sources.

[CCSS.ELA-LITERACY.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.

[CCSS.ELA-LITERACY.RH.6-8.3](#)

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure:

[CCSS.ELA-LITERACY.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.

[CCSS.ELA-LITERACY.RH.6-8.5](#)

Describe how a text presents information (e.g., sequentially, comparatively, causally).

[CCSS.ELA-LITERACY.RH.6-8.6](#)

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas:

[CCSS.ELA-LITERACY.RH.6-8.7](#)

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

[CCSS.ELA-LITERACY.RH.6-8.8](#)

Distinguish among fact, opinion, and reasoned judgment in a text.

[CCSS.ELA-LITERACY.RH.6-8.9](#)

Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity:

[CCSS.ELA-LITERACY.RH.6-8.10](#)

By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<p>This project will guide students through a project-based inquiry into one of history's famous cold cases. Students will choose a mystery to investigate, seek out and analyze both primary and secondary sources, develop a theory as to what happened in the mysterious historical event, and support their theory with evidence from their research. In the end, students will present a "Case File" on their mystery, including a final report of their research findings and copies of the relevant source material.</p>	<p>How do we develop and support theories about historical events using primary and secondary research sources?</p> <p>Who do we believe in situations and why</p> <p>How has the world changed and how might it change in the future?</p> <p>How do historians evaluate the reliability of primary sources to construct an accurate version of historical events?</p>	<p>Why are mysteries so entertaining Is history told by the winners?</p> <p>How do earlier groups of events influence later groups of events</p> <p>What is involved in detective work?</p> <p>Why can we not trust only one source?</p> <p>Is there ever one agreement on what really happened at an event?</p>
Related Misconceptions		
<p>There were no technology for the greater part of history so understanding what occurred is often a mystery</p>		

Knowledge Students will know...	Skills Students will be able to...
<p>How to theorize and “solve” some of history’s biggest mysteries</p> <p>That multiple perspectives of events differ based on unintended biases</p> <p>That some events are skewed by who reports on them</p> <p>How to conduct an investigation by using evidence and artifacts</p>	<ol style="list-style-type: none"> 1. Chronological Thinking: The student thinks chronologically about historical events and visualizes what would have occurred if one peice of an event had been removed 2. Historical Comprehension: The student comprehends a variety of historical sources and complete primary source analysis worksheets 3. Historical Analysis and Interpretation: The student engages in historical analysis and interpretation 4. Historical Research Capabilities: The student conducts historical research
Assessment Evidence (Stage 2)	
Performance Task Description	

<p>Goal Role Audience Situation Product/ Performance Standards</p>	<p>: At the conclusion of their research, have students create a Case File that include the following elements:</p> <p>Background on the Historical Event The Most Plausible Theory At least three pieces of evidence that support that theory An explanation of each piece of evidence you present Explanation of one alternate theory and your reasons for discarding it Why this investigation was a worthwhile endeavor</p> <p>Have students present their projects to class as oral presentations or a gallery walk. Encourage students to comment on and challenge one another's conclusions and to defend their own conclusions by citing the evidence and explaining its credibility.</p> <p>Have students investigate another historical figure who is a legend in American history. Possibilities include: Christopher Columbus, George Washington, Thomas Jefferson, Benjamin Franklin, Harriet Tubman, Susan B. Anthony, Martin Luther King, Jr., and John F. Kennedy, among many others. You can organize a similar ink-shedding activity or ask students to find and analyze two-three primary sources related to these figures. How do they support the already accepted narrative of the person's role in American history? How do they complicate the person? How does this research change your perception of American history?</p>
<p>Other Evidence</p>	

in class discussions

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exit slip

Mind maps

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Padlet activities

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Quizzes, tests

Learning Plan (Stage 3)

Where are your students headed? Where have they been? How will you make sure the students know where they are going? How will you hook students at the beginning of the unit? What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge? How will you cause students to reflect and

Before starting the Unit, the students will view the following clips from movies... <http://www.pbs.org/opb/historydetectives/educators/lessonplan/an-hdsi-viewing-guide/>

This will give them an overview of the Unit and what is expected of them. Explain to the class that they will be watching an episode of "History Detectives Special Investigations" in order to dissect how historians investigate a historical mystery. They will be completing a Viewing Guide for the episode to unpack how the History Detectives approached the investigation process.

<http://www.pbs.org/opb/historydetectives/educators/lessonplan/using-primary-sources-activity-pack/>

A Wide Open Town: Debating the Temperance Movement

Students learn about the Temperance Movement and New York in the 1890s through period images, including political cartoons, posters and illustrations, then debate the merits of the Temperance Movement and reflect on how historians use period images to reconstruct the past.

Nazi Spy Ring Busted: Evaluating the Reliability of Primary Sources

Students learn about Dr. Fred W. Thomas, a German-American who was accused of being a Nazi Spy during World War II, then act out the job of the historian by examining primary sources related to the investigation into Dr. Thomas in order to reconstruct an accurate story of Dr. Thomas's role in the war.

The Rogue's Gallery: Analyzing a Collection of Primary Sources

Students analyze pages from a 1909 book featuring hundreds of clippings for lost and wanted men from the early 20th century in order to figure out what purpose the book served and what it reveals about the man who owned it. Finally, they analyze how studying a collection of documents reveals more than a single document could.

<http://www.pbs.org/opb/historydetectives/educators/lessonplan/crack-the-case-histories-toughest-mysteries/>



Understanding By Design Unit Template

Title of Unit	Writing a Research Paper	Grade Level	Level 1
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Curriculum Area	Historical Thinking Skills	Time Frame	6 weeks
Developed By	Rose Ann Berberich		
Identify Desired Results (Stage 1)			
Content Standards			

Key Ideas and Details:

CCSS.ELA-LITERACY.RH.6-8.1

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Craft and Structure:

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Integration of Knowledge and Ideas:

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Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-LITERACY.RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

CCSS.ELA-LITERACY.RH.6-8.9

Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<ul style="list-style-type: none"> • Critical and creative thinking are used to synthesize information, apply new understanding, and draw conclusions about research findings. • Academic integrity and ethical use mean that a scholar respects the ideas and works of others, gives proper attribution for the intellectual property of others, and adheres to their institution's rules and codes of conduct. • Established standards and styles are applied when writing research papers and documenting information sources. • Ethical scholarship entails researching, understanding, and building upon the work of others, but also requires that students do original thinking and writing as part of the research and writing processes. 	<p>Who should decide? Whose story is it? Why is history said to be the story told by the winners? What can we learn from the past?</p>	<p>How does a reader “read between the lines”? Why do we punctuate? What might happen if we didn't have punctuation marks? Why write? What is a complete thought? What is a research paper topic?</p> <ul style="list-style-type: none"> · How do you choose a topic? · What is a thesis? · What do you need a thesis for? · Where do you get the facts? · What do you do with the sources once you find them? · How do you keep track of where you got the facts?
Related Misconceptions		
<ul style="list-style-type: none"> - Grammar and punctuation is not important in a history essay 		

<p>Knowledge Students will know...</p>	<p>Skills Students will be able to...</p>
<p>that each person, no matter how seemingly insignificant, contributes to the world's story; how to access, interpret, analyze, and evaluate primary sources of various kinds; how to conduct an interview; effective use of questions in doing research; the importance of accuracy and honesty in research; how to "write history" clearly so that it communicates to others; techniques for effective oral presentations</p>	<p>-differentiate between primary and secondary sources and -how to assess the relative importance of each in the study of history; -develop techniques and skills of research; -teach others the topic on which one has become an expert; and</p>
<p>Assessment Evidence (Stage 2)</p>	
<p>Performance Task Description</p>	
<ul style="list-style-type: none"> ● Goal ● Role ● Audience ● Situation ● Product/Performance ● Standards 	<p>Focused Research History Paper Students produce a four to six page focused research paper. Students are expected to formulate their thesis as a question, rather than as a statement, and to support their thesis using material on family life in the Great Depression gathered from primary and secondary sources. The topic should relate to the role the person interviewed played in history and the influence of that history on the person's life. Oral Presentation Students create and present oral reports based on their focused research papers. Oral presentations must include a visual.</p>
<p>Other Evidence</p>	

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exit slip
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Padlet activities
Write to learn prompts
Quizzes, tests

Learning Plan (Stage 3)

- Where are your students headed? Where have they been? How will you make sure the students know where they are going?
- How will you hook students at the beginning of the unit?
- What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
- How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work?
- How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?
- How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students?

Preliminary Lessons : Students study the presentation of events both in a newspaper of the early twentieth century and in a contemporary newspaper to learn the process by which events are written down and become history. Students locate materials in the Library's digital collections to further explore primary source materials.

Interviewing- Students are introduced to this project and the concept that each individual creates and contributes to history. They study the transcript of an interview, learn how to conduct an interview, and conduct and record the interview with his or her grandparent or elder.

Lesson One: Instruction for Research Paper

Step One: Topic Selection

The history research paper may focus on twentieth century:

Step Two: Three Questions and Thesis Statement

Once the students have selected the topics or subjects for their history research papers, they need to do some preliminary research so that they can formulate three good questions about their topics.

The topic selection and the writing of the three good questions may be the hardest part of the history research paper. The better the focus of the topic or subject and the more carefully asked focused questions, the greater the success the students will have with the history research paper.

Step Three: Research

The research for the paper must include both primary and secondary sources. In the research paper, students:

present the results of their historical research;
 discuss their interview subject's role in history; and
 reflect on the influence of history on their interview subject's life.

Have students use the techniques learned in gathering information during the study of family life during the Great Depression. Students

From: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development
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Understanding By Design Unit Template

Title of Unit	5 themes of geography	Grade Level	Level 1
Curriculum Area	Historical Thinking Skills	Time Frame	6 weeks
Developed By	Rose Ann Berberich		
Identify Desired Results (Stage 1)			
Content Standards			

Key Ideas and Details:

CCSS.ELA-LITERACY.RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.2

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CCSS.ELA-LITERACY.RH.6-8.3

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Craft and Structure:

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CCSS.ELA-LITERACY.RH.6-8.9

Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently

Understandings	Essential Questions		
Overarching Understanding	Overarching	Topical	
<p>Students will understand the basics of the 5 Themes of Geography: Location, Place, Human Environmental Interaction, Movement, Region</p>	<p>Why did society develop in certain areas of the world?</p> <p>What factors helped shape the development of society?</p> <p>What is diversity?</p>	<p>In what ways does geography help us understand our world?</p> <p>How are the 5 themes of geography interrelated?</p>	
Related Misconceptions	<p>How does diversity affect people's lives?</p>		
<p>That GPS is everything That they do not need to know how to use a map</p>	<p>How do the 5 Themes of Geography affect an individual, country, region and world?</p> <p>How has and how does religion affect culture?</p> <p>How governmental styles affect a society's development?</p>		
Knowledge Students will know...	<th>Skills Students will be able to...</th>		Skills Students will be able to...

<p>5 Themes of Geography</p> <p>8 Traits of Culture</p> <p>Various different types of maps</p>	<p>Compare and Contrast different places based on the 5 Themes of Geography</p> <p>Analyze various cultural characteristics of a society.</p> <p>Read, analyze and differentiate between different types of maps</p> <p>Create graphs, charts and maps</p> <p>Apply a variety of vocabulary terms to read and understand maps.</p>
<p>Assessment Evidence (Stage 2)</p>	
<p>Performance Task Description</p>	
<ul style="list-style-type: none"> ● Goal ● Role ● Audience ● Situation ● Product/Performance ● Standards 	<p>Students will create a visual/audio project which demonstrates an understanding of the 5 Themes of Geography.</p> <p>Students will create a visual/audio project which demonstrates an understanding of the traits which classify culture.</p> <p>Students will create a physical/political map which incorporates various landforms and demonstrates their understanding of the elements which make up maps.</p>
<p>Other Evidence</p>	

in class discussions

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exit slip

Mind maps

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Padlet activities

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Learning Plan (Stage 3)

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What is Geography? <http://www.youtube.com/watch?v=Pbgai3dK16Q>

5 Themes of Geography - song – create something creative (song, rap, poem, etc. – visual presentation)

Group Jigsaw – students broken in to 5 (or 6) different groups, each presentation a theme of geography (Place can be divided into two categories – Human AND Physical characteristics). Groups produce a visual aid to help present.

Location

Create a Compass – have students create a compass for notes with both Cardinal and intermediate Directions)

Location Practice – various methods to have students practice using relative location

Home to School – students are to write out a set of directions to get from home to school.

Cornell Notes

Place-Physical vs. Human Characteristics – Geography Dictionary

Small group brainstorm of landforms – then categorize. Create Master chart for a word wall.

Write-a-Round – Students placed into small groups, each start writing an opening statement, directed by teacher. Then after a minute, students pass what they wrote to left and next student continues what was written. After everyone has added to each one, group selected best statement, refines it and presents the group writing.

Types of Maps – Purpose, variety and elements of maps

Types of map video –

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Curriculum Area	Historical Thinking Skills	Time Frame	6 weeks
Developed By	Rose Ann Berberich		
Identify Desired Results (Stage 1)			
Content Standards			

Key Ideas and Details:

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Cite specific textual evidence to support analysis of primary and secondary sources.

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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.

CCSS.ELA-LITERACY.RH.6-8.3

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure:

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.RH.6-8.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

CCSS.ELA-LITERACY.RH.6-8.6

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-LITERACY.RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

CCSS.ELA-LITERACY.RH.6-8.9

Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<p>Your unique identity is flexible and ever changing, and influenced by your culture, community, and world.</p> <p>An author of a non-fiction text uses many tools to engage the reader with the same fervor as the author of a fictional text.</p>	<p>How does an author engage a reader in non-fiction?</p> <p>What are the five themes of geography and how can they be used to show the relationship between people and places?</p>	<p>What the five themes of geography and how can they be used to show the relationship between people and places?</p>
Related Misconceptions		
<p>That your culture defines you. That your culture is determined by your race and nationality</p>		
Knowledge Students will know...	Skills Students will be able to...	

who they are
how their community impacts them as a person
how their culture has shaped the way they see themselves and others
how their identity, culture and community connect them to the rest of the world.

Analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.

Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding.

Students are expected to identify the literary language and devices used in memoirs and personal narratives and compare their characteristics with those of an autobiography.

Students will compose their own mini-memoir.

Explain how different organizational patterns (e.g., proposition-and-support, problem-and-solution) develop the main idea and the author's viewpoint.

Assessment Evidence (Stage 2)

Performance Task Description

- Goal
- Role
- Audience
- Situation
- Product/Performance
- Standards

Students will create an exhibit within our very own Institute of AULCSster Cultures. Students will model their exhibit after exhibits in the Institute of Texan Cultures, which they will have previously visited. We will turn our gym into the Institute and students will set up their exhibits around the gym during our sixth grade report card night. Parents, siblings, administrators, community members, and the press will be invited to view the Institute. Students' exhibits should represent their identity, community (school, neighborhood, and/or Perth Amboy), culture, and at least one connection made with other individuals, communities, or cultures around the world.

Students must include the following:

A memoir highlighting a time in your life that was unusually vivid and representative of their community and/or culture

A multi-paragraph oral history essay in which you interview a family member to discover why your family does what it does- where YOUR culture comes from. Choose 3 family traditions to investigate and ask questions of your relative that will help you discover HOW that tradition started, WHEN it started, WHY it started, WHO started it, etc.

A visual representation of a connection between you and another person, community, or culture around the world with a brief explanation of that connection (think pushpin, string, and a map showing a connection between you and another place)

Three cultural artifacts that represent your identity, your community, and your culture with a brief explanation of each item.

A 8 ½ X 11 photograph of you and a name display

Class Work:

- o Performance Indicator #1 (Part Two Only): "What will you do with one million dollars?!"
- o Ji-Li's Identity Pyramid
- o My Identity Pyramid

Other Evidence

in class discussions

Think pair shares

Turn and talks

Mini debates

In class polls and surveys

Essay

exit slip

Mind maps

Chalk talk- this will help the less vocal students in the class still be able to engage in the discussions

Padlet activities

Write to learn prompts

Quizzes, tests

Learning Plan (Stage 3)

- Where are your students headed? Where have they been? How will you make sure the students know where they are going?
- How will you hook students at the beginning of the unit?
- What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
- How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work?
- How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?
- How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students?

EQ: Who are you?

Day 1:

-Pre-Assessment: Answer EQs

-Identity Shuffle: Take one step forward if...

-Identify Pyramid: MC pg. 180-182

-Three identify questions: Pg. 178

EQ: Who are you?

Day 1:

-“Who am I as a reader?” Four Corners

-Performance Task Introduction

-Unit Goals

Day 2:

-Review Identity: “I used to think..., but now I think...”

-Meet three individuals from South America

-Pen Pal CFU: Introduce yourself, tell pal what you know about him, ask further questions

Day 2:

-Characteristics of Expository text and Non Fiction

Stations: Students will be grouped into teams of five. Each desk will have examples of expository text and Non Fiction texts. Students will use guiding questions to determine the type of text they are looking at.

-Review Stations Answers

-Vocabulary in Motion: T will add autobiography, memoir, personal narrative, biography, and expository to the world wall. S will create a hand motion or gesture that helps them remember the meaning of the term.

EQ: How does your community impact you?

Day 3:

-Review Pen Pals

-Intro to economic, social, and demographic indicators: TCI PowerPoint (#8)

-Indicator vocabulary (literacy rate, ethnicity, etc.)

From: Wiggins, Grant and J. Mc Tighe. (1998). Understanding by Design, Association for Supervision and Curriculum Development
ISBN # 0-87120-313-8 (ppk)

Understanding By Design Unit Template

Title of Unit	Latin American Geography	Grade Level	Level 1
Curriculum Area	Historical Thinking Skills	Time Frame	4 weeks
Developed By	Rose Ann Berberich		
Identify Desired Results (Stage 1)			
Content Standards			

Key Ideas and Details:

CCSS.ELA-LITERACY.RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.RH.6-8.3

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure:

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.RH.6-8.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

CCSS.ELA-LITERACY.RH.6-8.6

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-LITERACY.RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

CCSS.ELA-LITERACY.RH.6-8.9

Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<p>Students will understand Latin America has experienced a cultural, religious, economic and political change throughout its history.</p>	<ol style="list-style-type: none"> 1. How are Latin American countries interdependent on each other and the global community for ideas, goods, and services? 2. How does geography influence the way people live? 	<p>What factors have affected cultures in Latin America? How has geography influenced the way in which Latin Americans live?</p>
Related Misconceptions	<ol style="list-style-type: none"> 3. How does the history of a nation help to shape its modern culture? 4. How is a nation's economy influenced by its economic decision-making and diversification? 5. How is a nation's culture influenced by its diversity? 	<p>What are the historical events which have had an impact on Latin American cultures?"</p>
<p>The various cultures of Latin American are all similar</p> <p>Latin America is an under developed continent</p>		
Knowledge Students will know...	Skills Students will be able to...	

Geography

- Physical features of Latin America
- Three geographic regions of Latin America – Mexico and Central America, the

Caribbean, and South America

- Climate, vegetation, and natural resources
- Factors that effect climate
- Effects of geographic features on people’s lives
- Read thematic maps – climate and vegetation
- Key terms: plateau, isthmus, coral, pampas, tributary, elevation
- How geography has created diversity in the region and influenced the culture

- Compare and Contrast life in the Andes Mountains with life on a Caribbean island
- Demonstrate empathy towards Native Americans
- Draw conclusions from thematic maps
- Make generalizations about each region’s culture
- Identify significance of European conquest
- Understand consequence of European conquest
- Distinguish between cause and effect (urbanization)
- Identify effects of decision-making (economy)

Assessment Evidence (Stage 2)

Performance Task Description

<ul style="list-style-type: none"> ● Goal ● Role ● Audience ● Situation ● Product/Performance ● Standards 	<p>TOUR GUIDE WANTED!!!</p> <p>Our class is planning to take a trip to Latin America and needs to find a knowledgeable tour guide to introduce us to the geography, history, economy and culture of the region. Each student will design a brochure in which they will highlight their travels to all three regions of Latin America. Please see student flyer for details and requirements.</p> <p>This travel brochure is intended to show the degree to which a student understands that geography impacts people’s daily lives, that the region’s culture has been influenced by its history, and that the success of its economy is determined by its diversity and connection to neighboring nations. Students will reflect this understanding in their descriptions of the places they visit.</p> <p>• “A Picture Says a Thousand Words Collage” – As a class, students create a collage of that represents the cultures of the 3 regions of Latin America. For example, teachers may direct each student to find 3 pictures (each one representing the culture of one of the 3 regions of Latin America). These pictures may come from National Geographic Magazine/Website, Time For Kids Magazine, other magazines or newspapers, or Internet sources.</p>
<p>Other Evidence</p>	
<p>in class discussions Think pair shares Turn and talks Mini debates In class polls and surveys Essay exit slip Mind maps Chalk talk- this will help the less vocal students in the class still be able to engage in the discussions Padlet activities Write to learn prompts Quizzes, tests</p>	
<p>Learning Plan (Stage 3)</p>	

- Where are your students headed? Where have they been? How will you make sure the students know where they are going?
- How will you hook students at the beginning of the unit?
- What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
- How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work?
- How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?
- How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students?

- Pre-Test
- Distribute Map Packet and begin identifying and labeling countries in Latin America
- Map Quiz
- Textbook Scavenger Hunt
- Introduce topic with “Geography of Central America” video; use accompanying questions for focus. • Review pre-reading strategies with students
- Complete Anticipation/Reaction Guide for Chapter 1, Section 1
- Read 1.1 as a class, reviewing strategies for non-fiction reading and have students assess their original answers on the Anticipation Guide
 - Students complete the graphic organizers for this section either independently or in pairs
- Use summarizing questions at bottom of each organizer for a “check-in” assessment • Students read Chapter 1, Section 2 and complete Climate & Vegetation Main Idea Worksheet
 - Students complete Venn Diagram to compare/contrast the geography, climate, vegetation and life in the Andes Mountains to the geography, climate, vegetation and life in the Caribbean Islands
 - From this Venn Diagram, students write a paragraph to explain how geography affects the way people live
- Use the “value line” to introduce students to the idea of nations making decision about the use of their natural resources. Students can debate their stance on the value line and try to convince other students agree with them.
- Students read Chapter 1, Section 3 and complete Thesis Statement worksheet (to practice reading for information)
- Whole class discussion on the importance of diversification within an economy (the United States can be used as an example)
- Extension: History Alive! Modern Latin America: Activity 3.1; Multiple perspectives on the uses of resources of the Amazon Rain Forest.
- For review, students complete Regions of Latin

From: Wiggins, Grant and J. Mc Tighe. (1998). Understanding by Design, Association for Supervision and Curriculum Development
ISBN # 0-87120-313-8 (ppk)

Understanding By Design Unit Template

Title of Unit	Middle East	Grade Level	Level 1
Curriculum Area	Historical Thinking Skills	Time Frame	4 weeks
Developed By	Rose Ann Berberich		
Identify Desired Results (Stage 1)			
Content Standards			

Key Ideas and Details:

CCSS.ELA-LITERACY.RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.RH.6-8.3

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure:

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.RH.6-8.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

CCSS.ELA-LITERACY.RH.6-8.6

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-LITERACY.RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

CCSS.ELA-LITERACY.RH.6-8.9

Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<p>Students will begin by learning about the geography of this region of the world through various mapping activities. They will begin to learn how the culture of this region is influenced by its geography and climate.</p> <p>Students will also learn about the major impact that oil has had in the Middle East and how its discovery has led not only to economic growth but challenges as well.</p>	<ul style="list-style-type: none"> • Why is there conflict? • When is an idea worth fighting for? • How do we avoid or solve conflict? • Can something good be bad? 	<p>How do natural and man-made resources impact the cultural development of a region?</p> <p>What are the most important places and cities in the Middle East and why do they matter?</p>
Related Misconceptions		
<p>That the middle east if filled with terrorists</p> <p>That the middle east is all rich oil fields</p>		
Knowledge Students will know...	Skills Students will be able to...	

<ul style="list-style-type: none"> • Where the Middle East is located and the countries that make up this area of the world. • The physical features of the Middle East and their impact on daily living. • The three major religions of the Middle East. • That oil is the most valued natural resource found in the Middle East and is important worldwide. 	<ul style="list-style-type: none"> • Locate and identify the Middle East countries on a map. <p>Students will be able to explain how the predominance of Christianity, Judaism and Islam has led to conflicts in this region of the world.</p> <ul style="list-style-type: none"> • compare the various cultures of the middle east • create a solution to the current unrest in the middle east • track the evolution of the wars in the middle east <ul style="list-style-type: none"> • Explain how dress/food/daily living is influenced by the climate. • List and describe the significance of religions Christianity, Islam, and Judaism in the Middle East. • Describe how the discovery of oil has changed the lives of people in the Middle East.
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Assessment Evidence (Stage 2)

Performance Task Description

<ul style="list-style-type: none"> • Goal • Role • Audience • Situation • Product/Performance • Standards 	<p>The performance task “Who’s Coming to Dinner” will provide a means for students to demonstrate their understanding of the unit by planning a dinner party that will include people from this region that represent different religions and cultures. In groups, customary food, clothing, and cultural traits will be portrayed through art, drama, and writing in preparing for this “dinner party”. Individually, students will also write an announcement for the school news program that airs daily, explaining what their experience was like from the perspective of an American student who’s returned back from this dinner party. Similarities and differences between the cultures as well as likes and dislikes of the region will be included in the report.</p> <ul style="list-style-type: none"> • The design of a tour of the world’s most holy sites • The writing of a Bill of Rights for use in Afghanistan, Iraq, and new democracies
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Other Evidence

in class discussions

Think pair shares

Turn and talks

Mini debates

In class polls and surveys

Essay

exit slip

Mind maps

Chalk talk- this will help the less vocal students in the class still be able to engage in the discussions

Padlet activities

Write to learn prompts

Quizzes, tests

Learning Plan (Stage 3)

- Where are your students headed? Where have they been? How will you make sure the students know where they are going?
- How will you hook students at the beginning of the unit?
- What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
- How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work?
- How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?
- How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students?

1. Lesson 1: Introduction to the Middle East

Why is the Middle East the “Middle East”? It is middle of what? East of what? How do preconceived notions about the Middle East effect how we study it? Where is the Middle East and why does that matter?

- o Students will utilize interactive map activities to fill out graphic organizers investigating the Middle East.

2. Lesson 2: Introduction to the Middle East

What major geographic features do we need to address when we study the Middle East? What mountain ranges, climates, resources, water access, chokepoints, and city development should we keep in mind?

- o Students will intersect how physical geography gives rise to cultural variation and how religion and society impact the environment.

- o Students will come up and use mnemonic devices to help them remember the countries of this region.

3. Lesson 3: Map work on the Middle East

What key places and cities are we studying when we look at the Middle East? Why did these places develop here? Why are they significant?

- o Students will look at how location effects economic and political activity and why certain places are “naturally” wealthier.

- o Students will practice their research skills and make their own powerpoint presentations with a partner on a certain location.

4. Lesson 4: Continuing map work on the Middle East – tying it all together

Students will need to practice all water features, mountains, choke points and key places in preparation for their quiz and finish their power point presentations (and present to the class).

- o Students will also expand on economic and cultural characteristics

5. Lesson 5: Quiz on physical features of the Middle East and Current Events.

After the quiz (labeling all features on the map), students will engage in current events (found at <http://www.cnn.com/studentnews>). This lesson will vary depending on what is happening in the region at the time of study.

6. Lesson 6: Cultural Characteristics of the Middle East

What religions, beliefs, and social structures exist in the Middle East?

From: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development
ISBN # 0-87120-313-8 (ppk)

Understanding By Design Unit Template

Title of Unit	European Geography	Grade Level	Level 1
Curriculum Area	Historical Skills	Time Frame	4 Weeks
Developed By	Rose Ann Berberich		
Identify Desired Results (Stage 1)			
Content Standards			

Key Ideas and Details:

CCSS.ELA-LITERACY.RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.RH.6-8.3

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure:

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.RH.6-8.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

CCSS.ELA-LITERACY.RH.6-8.6

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-LITERACY.RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

CCSS.ELA-LITERACY.RH.6-8.9

Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<p>Changing environmental factors (natural and man-made) influence the way people live, work, and interact.</p> <p>Flora, fauna and access to natural resources determine settlement, movement and the development of economic and political systems.</p> <p>Due to lack of natural boundaries Europe has a high level of conflict and cooperation.</p>	<p>How does the lack of change in European geography contribute to the interactions between European nations?</p> <ul style="list-style-type: none"> • Why do environmental policies differ in each region within Europe? • How have humans negatively and positively impacted the natural environment? 	<ul style="list-style-type: none"> • How did the Age of Industrialization impact not only Europe but the world at large? • How have climate zones impacted the creation and development of regional cultures in the Europe? • How do environmental factors cause political and economic change?
Related Misconceptions		
<p>The European Union is the fixer of problems</p>		
Knowledge Students will know...	Skills Students will be able to...	

- Specific landforms and water systems of Europe
- Specific climatic zones of Europe
- Pollution types, locations and growth patterns
- Population distribution, growth and migration patterns
- Unique cultural beliefs of regions within the Europe
- Population centers
- Transportation systems in Europe
- The reasons for a lack of immigrants and loss of population
- Specific environmental policies of various European nations
- Alternative and clean energy sources used in Europe

EU 2

- Distribution of natural resources
- Causes and impacts of the Industrial Revolution
- Major industries and inventions created in Europe
- Climate Zones in Europe
- Population demographics in Europe
- Transportation Systems in Europe
- The major flora and fauna that live and migrate in Europe
- Types of economic systems in Europe

EU 3

- Creation and functions of the European Union

read various map projections

- create maps
- use scale to calculate distance on a map
- create and interpret charts and graphs
- utilize various research
- utilize various presentation tools
- demonstrate public speaking skills
- interpret primary and secondary sources
- research job markets
- interpret weather data
- read and follow transportation information (bus/train schedules)
- utilize travel services (i.e. websites etc.)

Assessment Evidence (Stage 2)

Performance Task Description

- Goal
- Role
- Audience
- Situation
- Product/Performance
- Standards

Create a travel brochure about one of the European Countries

Take part in a model UN on the issue of terrorism: you will be part of a group of 2-3, representing a country, and you will try to pass a Security Council resolution

Other Evidence

in class discussions

Think pair shares

Turn and talks

Mini debates

In class polls and surveys

Essay

exit slip

Mind maps

Chalk talk- this will help the less vocal students in the class still be able to engage in the discussions

Padlet activities

Write to learn prompts

Quizzes, tests

Learning Plan (Stage 3)

- Where are your students headed? Where have they been? How will you make sure the students know where they are going?
- How will you hook students at the beginning of the unit?
- What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
- How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work?
- How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?
- How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students?

Read and interpret migration maps within Europe

- Label physical and political maps of Europe.
- Write a journal from the point of view of an American journeying to a European country for the first time.
- Create a chart that compares Socialist and Capitalist economic policies.
 - Students will take part in a Mock EU debate over an important economic issue in which some type of compromise agreement must be reached. Each group will represent a different country.
- Research and weigh the possibility of purchasing an electric car for daily use in a European city.
- Research and present information regarding an important figure from the Industrial Revolution.
- Research and present information regarding an environmental disaster in Europe and what was done to clean it up and prevent it from occurring again.
- Write a proposal for a nation to gain entrance to the European Union.
- Create a travel brochure for a European country.
- Plan a one month long trip to a minimum of three European countries. Upon arrival students cannot fly between nations but must take public means of transportation (car, train, ferry/ship). Develop an itinerary for entire trip.
 - Read and analyze environmental policies of a European country and compare those to a similar situation in the United States. Evaluate each nation's policies in regards to which one is more effective.
- Teacher led lecture and PowerPoint.
- Class discussion on current European issues.
- Write an essay which compares and evaluates environmental policies of two different European nations.
- Have students take part in mock U.N. meeting on climate change between Europe, North and South America that debates an international climate change treaty.
- Create a set of historical maps that show how boundaries in Europe changed after each major conflict of the 19th and 20th centuries.
- Create a diagram of international transportation systems that facilitate increased travel between European nations

From: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development
ISBN # 0-87120-313-8 (ppk)

Understanding By Design Unit Template

Title of Unit	Geography Issues	Grade Level	Level 1
Curriculum Area	Historical Skills	Time Frame	4 Weeks
Developed By	Rose Ann Berberich		
Identify Desired Results (Stage 1)			
Content Standards			

Key Ideas and Details:

CCSS.ELA-LITERACY.RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.RH.6-8.3

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure:

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.RH.6-8.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

CCSS.ELA-LITERACY.RH.6-8.6

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-LITERACY.RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

CCSS.ELA-LITERACY.RH.6-8.9

Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<p>Scarcity of natural resources has led to not only conflict but also opportunities for nations to cooperate and aid one another for mutual success.</p> <p>Environmental destruction has created tension, competition and cooperation on a global level</p> <p>Technological innovation and advancement has led to greater cooperation, competition and awareness of nations and cultures on a global level today.</p>	<ul style="list-style-type: none"> • How does competition for natural resources lead to armed conflict on a local, regional or global level? • How does a lack of or uneven distribution of natural resources promote nations to create agreements or alliances with each other? • How does scarcity impact industrial development and trade on a global level? 	<p>How does environmental destruction in one nation impact surrounding nations?</p> <ul style="list-style-type: none"> • How have nations created international agreements to promote environmental protection and sustainability? • How do nations react to one another after natural disasters?
<p style="text-align: center;">Related Misconceptions</p> <p>The world has enough resources to sustain itself forever</p>		
<p>Knowledge Students will know...</p>	<p>Skills Students will be able to...</p>	

Case study examples of current or recent conflicts or specific natural resources

- General world distribution of major natural resources
- Major international trade agreements and economic organizations
- Major aspects of climate change
- Major natural disasters (recent and the past) and international responses to them
- Specific examples of environmental destruction, both natural and man-made
- Major international environmental treaties, agreements and organizations
- Major international relief and aid organizations
- Technological advances in communication and transportation
- Import and export numbers in regards to technology and food
- Technological advances in food supply
- Previous global conflicts and outcomes/solutions
- The impact that Cultural diffusion has had on the cultural region
- Political and economic conflict caused by global environmental factors

- read various map projections
- create maps
- use scale to calculate distance on a map
- create and interpret charts and graphs
- utilize various research databases
- utilize various presentation tools
- use distance learning technology (Skype etc.)
- improve their public speaking skills
- interpret primary and secondary sources
- research job markets
- interpret weather data
- utilize travel services (i.e. websites etc.)

Assessment Evidence (Stage 2)

Performance Task Description

- Goal
- Role
- Audience
- Situation
- Product/Performance
- Standards

Write an essay that predicts the impact of the loss of a natural resource in one nation on those surrounding it

Provide a briefing on the AIDS crisis in Africa and how American policy has helped as well as hurt the situation

Pick and choose activities based on interest of students from the http://www.100people.org/100_People_Curriculum-Global_Issues.pdf

Other Evidence

in class discussions
 Think pair shares
 Turn and talks
 Mini debates
 In class polls and surveys
 Essay
 exit slip
 Mind maps
 Chalk talk- this will help the less vocal students in the class still be able to engage in the discussions
 Padlet activities
 Write to learn prompts
 Quizzes, tests

Learning Plan (Stage 3)

- Where are your students headed? Where have they been? How will you make sure the students know where they are going?
- How will you hook students at the beginning of the unit?
- What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
- How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work?
- How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?
- How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students?

- Label a map of global natural resources
- Watch, comment and discuss relevant environmental/technological documentaries
- Write a case study of the global response to a natural disaster
- Write a proposal to the U.N. for an aid package for a nation suffering from famine, drought or flood
- Create an international organization which will be given the task of improving technology in a developing country. Write a proposal on how nations can enter this organization and identify the role nations would play. Students will also have to identify two regions that they wish to be active in and explain what technology should be brought there and how it would improve the quality of life
- Create a chart of major international organizations that deal with the environment, trade or health
- Create a presentation that explains the role of an international aid organization
- Create a Venn Diagram that shows similar and unique natural resources in the six regions discussed
- Create an invention that could help solve a specific environmental issue in the world today
- Create a PSA about an environmental disaster (i.e. famine, conservation issue etc.)
- Class discussion on current event
- Teacher lecture and PowerPoint
- Based on current levels and consumption of natural resources, predict the economic, environmental and political status of a region 100 years from now
- Watch and debate the issues presented in the film "The Day After Tomorrow"
- Predict the impact on borders based on environmental, economic and political issues of a region 50 years from now
- Create a timeline of major international conflicts based on access to natural resources
- Create a proposal for an international agreement between two nations to share certain natural resources. Students must fully explain why the agreement would benefit both nations. The class would then vote to

