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Future Historiographers: A Unit Plan for Progressive History Classrooms

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FUTURE HISTORIOGRAPHERS

A Unit Plan for Progressive History Classrooms

Holli Sommerfeld
Honors Thesis
Fall 2016

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Preliminary Historiography Research Findings

Concerning preliminary research regarding instructing historiography, though a limited amount of research has been done on this specific topic, several articles dissected the components of what this unit would entail and found favorable results. Namely, these included input seeing the merit of comprehensive reading, writing, critical thinking and situation based learning. By combining these four components, in addition to crafting an approach tailored to my teaching pedagogy, the Future Historiographers unit was created. Though the subject of historiography is approached later in students' careers, I felt that this topic could be easily explored if the unit was scaffolded specifically to foster understanding employing each of the components mentioned.

When concerning the reading piece, research completed by Boardman et. al found that middle school students comprehended material more completely in a collaborative environment.¹ This meaning that when the material being utilized to facilitate content knowledge was dense, the students in collaborative learning environments grasped concepts that may have been misunderstood or misinterpreted otherwise. To ensure the lofty concepts of this historiography unit are understood, this strategy will foster true learning comprehension rather than relying on surface-level graphophonics understandings.

To access these higher levels of critical thinking, Sharon et. al devoted their research to improving the methodologies of middle school social studies concerning the efficacy of content acquisition and reading comprehension.² Through their research, they relied heavily on utilizing

¹ Boardman, Alison G., Janette K. Klingner, Pamela Buckley, Subini Annamma, and Cristin J. Lasser. "The Efficacy of Collaborative Strategic Reading in Middle School Science and Social Studies Classes." *Reading and Writing* 28, no. 9 (2015): 1257.

² Vaughn, Sharon, Elizabeth A. Swanson, Greg Roberts, Jeanne Wanzek, Stephanie J. Stillman-Spisak,

texts as a vehicle for student thought rather than using these texts as the sole resources responsible for the transfer of student knowledge. In doing so, students were more susceptible to engage in meaningful discussion to construct new ideas and use background knowledge to integrate these concepts with previous understandings. This process ensured these previous understandings aided the students by revealing that the lessons being learned were directly applicable to them. Furthermore, conclusive research found that without reading comprehension, a student's critical thinking skills will not be as developed as their constituents; to achieve success in this area, you must have both.

Expanding on the importance of critical thinking, Wissinger and De La Paz's experimental study found that middle school students' writings were better supported when they were prompted by higher-level thinking based questions.³ Their studies contend with using "logical arguments based on substantive claims, sound reasoning, and relevant evidence." By engaging students in this advanced form of argumentation, they will be able to grasp the arguments provided by the historians they are studying as well as presenting justification for their own reasoning. Coupling both Sharon et. al and Wissinger and De La Paz's findings regarding critical thinking, I utilized the strengths of both to supplement the lessons within the Future Historiographers unit. To encourage the transfer of the unit's big ideas, students metacognitively assume the roles of historians in addition to assessing historiography by embracing components essential to the profession, namely: reading comprehension, higher level thinking, and argumentation. These components, as previously mentioned, maintain their permanence in the learning process through scaffolded lessons fostered by collaborative-based

Michael Solis, and Deborah Simmons. "Improving Reading Comprehension and Social Studies Knowledge in Middle School." *Reading Research Quarterly* 48, no. 1 (2013): 77-93.

³ Wissinger, Daniel R., and Susan De La Paz. "Effects of Critical Discussions on Middle School Students' Written Historical Arguments." 108, no. 1 (2016): 43.

learning experiences.

Lastly, I viewed a piece of research that centralized its focus regarding student perception on activities that prioritized how they view history. With the research previously mentioned, I found the best ways to approach the unit; this source was beneficial in that I got to see actual student opinions of this type of learning. In this article, Goldenberg et. al sought to create a student-led investigation that would “creat[e] a culture of motivation and inspiration around Harlem’s history.”⁴ Results found that students were motivated to complete this project because there was a clear and definite outcome; they would be adding to the historiographical history of Harlem by voicing their research. This project gave validity to their studies which impacted their self efficacy, writing ability, and cultural awareness; all positive attributes that would be easily accessible and implemented in the Future Historiographers unit.

⁴ Goldenberg, Barry M., Andrew Wintner, and Carolyn Berg. "Creating Middle School Harlem Historians: Motivating Urban Students through Community-Based History." *Voices From the Middle* 23.1 (2015): 73-9. ProQuest. Web. 2 Oct. 2016

Composition of the Unit Plan

This four-week unit plan is divided into four sections, these being: introductory source information, dissection and critical thoughts regarding source material, implementing historiography to the lives of students, and historiography and you. The first week centralizes on giving students the background knowledge needed to ensure success in the overall unit. To guarantee this success, basic knowledge regarding source material must be attained; bringing us to our first lesson of introductory source materials. In this first lesson, myself and a few other students engage in a skit in front of the class while a few individuals are outside. The students in the room must write or draw what happened in the room, afterward, the students that were outside the room must come in and try to write what happened using only the material generated by their classmates. At the end of this skit I will explain that the skit in the beginning was a historical event, the students who saw the event generated primary sources, and the students who wrote what happened using primary sources generated the secondary sources. By approaching acquisition-level content with this approach, students will be directly immersing themselves in the subject material and generating knowledge based on their experience with the subject.

Lessons two and three break down the primary source material and emphasize student focus on solely the content of the source. Concerning the first of these two days, students will utilize K-W-L charts to organize their thoughts about the material in a way that makes sense to them. After reading a primary source, students will individually fill out charts explaining what they know, what they want to know, and what they have learned; by doing this they are assessing their individual needs regarding the material. From here students will pair off and discuss their respective charts and write down any differences; the goal of this activity is to give students a framework to examine future sources so they know which questions to ask to comprehend the

most material. Day three takes this thinking a step further by asking students to formulate GIST statements for a source. After reading an article from a newspaper, students must create their own newspaper heading using fifteen words or less to adequately convey a summary of the content they just read. From this lesson, students will understand how to summarize source material so that they will remember the content of a source without having to read the whole source over again.

With the second and third lessons focusing on content and reading comprehension, days four and five move on to contend with bias. To transition and connect the prior knowledge obtained the past few days, students will be given a written source in the form of a diary. However, instead of centralizing on the content, students will be asked to ask questions about the author. After a group discussion, students will write a journal entry in the form of a short story and will be asked to answer the following questions: Does this story mean a lot to you? Do you think anyone else has experienced this? How is your story different? By doing this, students will make personal connections to historians and begin to grasp the concept of historiography through a metacognitive approach. The fifth lesson takes this perspective component and presents it in another form. By viewing *To Kill A Mockingbird* students will still be exploring the concept of perspective but through a format that they can essentially experience.

Moving into the second week of the unit, students will finish studying how perspective specifically affects source material and move to formulate more critical views regarding sources. As mentioned, lesson six will entail students viewing the rest of *To Kill A Mockingbird* and will finish with students comparing and contrasting the diary exercise with the *Mockingbird* film. This will ensure a more complete comprehension that is supported by group collaboration and followed by a class discussion entailing the aspects of perspective that they consider to be the

most important.

Lesson seven's main purpose will be to connect all of the information they have learned thus far and essentially scaffold this acquisition-based knowledge to prepare them for the meaning-making and transfer activities that embody the rest of the unit. In this lesson, students will use their compare and contrast sheets in correlation with another sheet, 5 Ws and H, that will prompt them to think more critically about these sources. The questions being asked are: Who: is writing this source?; What: are they writing about?; When: was this written?; Where: was this written?; Why: would you use this source?; How: does this person give you the information (do they persuade you, do they offer facts, or do they present an argument)? Though the students have not yet studied how historians present their arguments, this information will be expanded on later. The main reason of asking this question before they have received instruction is to gauge their prior knowledge and tailor the subsequent lessons more specifically to the needs of each individual classroom.

Lesson eight and nine are the beginning of individual practice. In day eight I will take a primary source and divide it into three categories: Who is writing this? What are they writing about? How are they writing about this topic? After modeling these techniques pairs, of students will receive their own source and are required to do the same activity. This lesson prepares them for lesson nine which asks them to take all the knowledge they've learned thus far and apply it during an independent process. Lesson nine thus entails students selecting one of the four or five sources I've provided and dissecting it. They will have to answer questions pertaining to the specific content and perspective of the source in addition to filling out another 5 Ws and H sheet and generating any more questions they might have. This mid-unit assessment will give me the chance to see how students have understood the material thus far and determine whether I am to

implement more scaffolding of previous material into future lessons and to what extent.

To finish the lessons of this week, the tenth lesson involves the students taking their worksheets from the previous day, in addition to a copy of the source they dissected, and assuming the role of expert of that source. First they will meet with three other people so that they may meet with an expert from every source. After this they will meet with everyone who had the same source and discuss which questions were still not addressed. Finally, we will come together as a group and discuss both their strengths and weaknesses when addressing their sources so that they may expand their critical thinking skills.

Week three starts to take the topic of historiography and integrate it into students' lives. Keeping this in mind, we will begin to address how individuals relay information to the public; this entails a brief explanation on media and the difference between news syndicates that will be expanded upon in later lessons. With this lesson, students will again be divided into groups to determine how each author delivers the content, whether this be informational, argumentative, or persuasive. In addition to the GIST activity that they have used previously, students will also be given a PQ4R sheet that will give them opportunities to expand more on the structure of the article, and a "teaching the class" handout. After a modeling session lead by myself, students are required to become experts about the article they are reading as they will be informing their classmates on how to recognize their specific form of writing.

Lessons fourteen and fifteen are dedicated to presenting the findings of these different approaches of relaying information. As the students are now the experts, they will be presenting their information about their groups form of writing, abiding by the guidelines of a rubric that was given to them in the previous lesson. Students observing the presentations will be highly encouraged to take notes as they will need this information in later lessons. For the rest of lesson

fifteen, we will explore the ways in which technology has affected accessibility and public perception of information. This is a wide inquiry based day, I will have sources to show them but they will be encouraged to think of some sources to explore as well. As a take home project, students will connect new technology to previous lessons. For instance, thinking back to their reading of the diary in the first week of the unit, they are required to answer the following questions in an essay: What if the author was writing a blog post instead of a journal? Do you think this would have changed how their story was received? Why or why not?

Finally, we reach the end of the unit which contends with transforming the students into historians themselves. Lesson sixteen contends with the last full recap of everything they've learned in the semester, we will use an online quiz game to discuss the importance of content, perspective, and form of writing when approaching a source. It is crucial that students fill in any notes they may have missed from previous lessons as they will need to understand all of the components that affect a source for their final project. After our activity and discussion, students will be given a rubric for their final projects, which they will be presenting on Thursday or Friday of that week.

Lesson seventeen entails the introduction of their final project. In this final project, students will be gathering primary sources that are important to whichever "historical event" in their life, that they have chosen to write about. This lesson will start with me modeling how I would model my own writing or other medium utilizing primary sources about my "event". After taking questions and handing out the rubric for the project, students will be encouraged to start brainstorming and working on this final project. It is encouraged that they collaborate with one another to come up with ideas while I meet with each student to ask what they are thinking and how they are planning to achieve this (i.e. which strategies or questions will they be using, which

primary sources will help them, etc.) Lesson eighteen will be another day that is used to work and develop their ideas. In addition to finishing the conferences with each student, I will use part of the lesson to address any misconceptions or clarifications that the group is finding troublesome. Lesson nineteen and twenty will be used for presentations. During the presentations, students will describe not only their newly generated source, but describe their process as well. In addition to these presentations, students will be required to ask their peers questions and make a journal reflection at the end of the day tying these presentations to their own project.

Teaching Pedagogy

When writing my unit plan and its corresponding lesson plans, I had multiple strategies that I wanted to incorporate. These pedagogical decisions represent not only the way I would approach this unit, but how I approach teaching in general. These strategies are cultivating a prosocial classroom, collaboration, intrinsic motivation, self-regulated learning, and cognition. Though these are only a few of the strategies included, I believe that they are the most essential to the structural integrity of the unit; without these teaching strategies, the students would not be able to efficiently comprehend the main messages of the unit nor make connections between this content and their lives.

Before explaining each of these separate components, it is important to mention the lens through which I stake student efficacy; this being Vygotsky's theory of regarding connections between the external world and the individual experience.⁵ When teaching, I find the most efficient way to mediate student transfer of information is by giving them a reason to utilize this information in the outside world. By doing this, this answers the stereotypical student question of "Why would I learn this? I'm never going to use this outside of school." Considering Vygotsky's theory, some of the most important points include endowing experience with meaning, internalizing the content being learned, and shortening the Zone of Proximal Development.⁶ All of which are epitomized by the final project of the Future Historiographers unit.

Within the final project of this unit, students are required to take the knowledge they have learned throughout the whole unit and assemble a project that requires them to internalize this information. Concerning the Zone of Proximal Development, which is defined as: "the gap

⁵ Bruner, Jerome. "Celebrating Divergence: Piaget and Vygotsky." *Human Development* 40, no. 2 (1997): 68.

⁶ Bruner, *Celebrating Divergence*, 68-69.

between what one can do on one's own, unassisted, and what one can do with hints and aids from a knowledgeable other," the largest strength of this unit is that it seeks to close that gap by making the students the "knowledgeable other" in their own learning process.⁷ This is done through the careful scaffolding of knowledge and the integration of the student's reception to the material. Representations of both are seen within the review sessions, most commonly at the beginning of lessons, and through the exit slip questions. Some of these topical questions include asking students to make connections to their life and list any confusions they have. By asking these questions at the end of lessons, it allows students to reflect on the knowledge they have learned, as well as a jumping off point for future inquiry and understanding in the context of their lives.

This theme of connectivity, from the classroom to the lives of students, is epitomized by adapting the ideals of a prosocial classroom.⁸ By doing this, it is my goal to not only draw connections between my lessons and student lives, but also extend those connections to include the lives of others outside the classroom. Namely:

This agenda focuses on helping students interact in socially skilled and respectful ways; practice positive, safe, and healthy behaviors; contribute ethically and responsibly to their peer group, family, school, and community; and possess basic competencies, work habits, and values as a foundation for meaningful employment and engaged citizenship.⁹

Specific instances that contend with this prosocial sphere are contended with in the third week of the unit. This week contends with students taking the information they have learned and applying

⁷ Bruner, *Celebrating Divergence*, 69.

⁸ Jennings, Patricia A., and Greenberg, Mark T. "The Prosocial Classroom: Teacher Social and Emotional Competence in Relation to Student and Classroom Outcomes." *Review of Educational Research* 79, no. 1 (2009): 491-525.

⁹ Jennings and Greenberg, *Prosocial*, 491.

it to current situations. For instance, lessons eleven through fifteen contend specifically with current issues affecting the world outside of the classroom. By incorporating these issues and dissecting what makes them credible and valid, including understanding the bias that transcends the issues being presented, these middle schoolers will have a foundation for understanding how influential the media is to the public. In doing this, this unit specifically allows me to inform and educate these students on issues that are affecting the public sphere in a way that will foster both their understanding on the issues as well as develop their critical thinking regarding the validity of the source.

Another pedagogical imperative to this unit, and my teaching style in general, is the use of collaboration. By including collaboration in the learning atmosphere, students have shown increased motivation, regulation of effort and persistence, and heightened engagement in the lessons.¹⁰ As seen in almost all of the lessons for this unit, it was my goal to pair students together to foster levels of thinking that they may have not achieved on their own. In my own experience, the most ideal way to present information is to model the type of thinking you are looking for, have students think critically on their own, have them then collaborate with a small group of peers, and then lead discussion. This collaborative approach is further impacted by the aspects of self-regulation and intrinsic motivation.

Self-regulation can be defined as, essentially, the student's ability to regard their own learning goals that: "...exten[d] knowledge and sustain[n] motivation. [The students] are aware of what they know, what they believe, and what the differences between these kinds of

¹⁰ Jarvela, Sanna, and Hanna Jarvenoja. "Socially Constructed Self-Regulated Learning and Motivation Regulation in Collaborative Learning Groups." *Teachers College Record* 113, no. 2 (2011): 368-369.

information imply for approaching tasks.”¹¹ This strategy utilizes collaboration and intrinsic motivation to put the students at the helm of their own learning. In this unit, the ability for students to self-regulate their learning is imperative as so much of the content and teaching of skills is regulated in a very controlled environment. Though I am guiding their learning through scaffolded lessons, they are responsible for generating the critical thinking required to fully understand the big ideas and essential questions represented in the unit. This unit, perhaps more than others, benefits from this approach because the overarching goal of the unit is to make the students historians contributing to historiography; what better way to do this than to have students emulate the individuals they are analyzing.

Finally, cognition forms the last pedagogical piece to this unit. By acquiring knowledge through experience, especially when paired with intrinsic motivation, understanding is further sustained. Research has found that students feel more competent and are more likely to assimilate the information being projected if it is generated within an environment that emphasizes student involvement through the prioritization of an autonomous role that makes students the generators of their own learning.¹² When possible, it was my goal to maintain cognition through constant student involvement by means of experience and activity. An early activity that reflects this can be seen in the very first lesson. In order for students to understand the importance of primary and secondary sources, I developed an activity that forced them to emulate the very definitions of each as they developed an understanding of their applications and definitions. Additionally, another specific example of this is in the tenth lesson which makes the

¹¹ Boekaerts, Monique, and Lyn Corno. "Self-Regulation in the Classroom: A Perspective on Assessment and Intervention." *Applied Psychology* 54, no. 2 (2005): 203.

¹² Ryan, Richard, and Edward Deci. "Self-determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-being." *The American Psychologist* 55, no. 1 (2000): 70.

students experts of their own learning. As such, they are required to explain the facets of their article to their peers to generate a deeper understanding of the material and foster critical thinking regarding the concepts of content and perspective.

Throughout this unit, it was my goal to emphasize that I was merely a facilitator of information and process, meant to guide students to make their own path when learning this content. By utilizing collaboration, intrinsic motivation, self-regulated learning, and cognition through the lens of a prosocial classroom, students are transformed into experts regarding this material. Though the study of historiography is a very metacognitive subject area, by allowing to students to see themselves as historians, historiography suddenly becomes a topic that is relevant and directly applicable to them. Furthermore, by including source material that is current impresses the relevance of the big ideas of the unit, thus answering the question, “Why do I need to learn this?” Students will see that the essential questions they consider will make them more proactive citizens and directly influence the way they consider social, economic, and political obstacles proponed to the public

Stage 1—Desired Results		
<p>Established Goals/ Standards CCSS ELA RH 6-8</p> <p>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.</p> <p>5.) Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>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).</p> <p>8.) Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>Big Idea(s): BI 1.) Perspective BI 2.) Interpretation BI 3.) Content Reliability</p>	Transfer	
	<p><i>Students will be able to independently use their learning to . . .</i></p> <p>T1.) Recognize and differentiate the multiple ways individuals can write about a specific topic. T2.) Give, well-rounded critiques (by understanding all sides of an issue) to real-world problems in relation to these different interpretations. T3.) Write informational pieces about a historical event, keeping in mind key components of bias and perspective in addition to the content used. T4.) Identify credible source material that specifically addresses their desired content</p> <p>What kinds of long-term independent accomplishments are desired?</p>	
	Meaning	
	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>UNDERSTANDINGS <i>Students will understand that . . .</i></p> <p>U1.) Writers of history imbibe certain biases within their writing that can alter or skew the content being relayed. (Explanation) U2.) Each interpretation of a historical event reveals something about the writer, the time period in which it was written, and the event itself. (Empathy) U3.) It is necessary to critically evaluate historical writings to discern fact from fiction and bias from point of view. (Interpretation) U4.) They contribute their own voice to history by providing their own writing/view on a historical event. (Self-knowledge) U5.) The skills learned through this unit apply to real-world examples seen within films, news articles, and popular culture. (Apply and Adjust)</p> <p>*Six facets of understanding found in parentheses (pg 93 UbD)</p> </td> <td style="width: 50%; vertical-align: top;"> <p>ESSENTIAL QUESTIONS <i>Students will keep considering . . .</i></p> <p>EQ 1.) Does it matter how a historical event is told? EQ 2.) Why does perspective matter? EQ 3.) How does an individual choose sources when writing? EQ 4.) Whose story are we hearing? Whose voices are being silenced?</p> <p>What thought-provoking questions will foster inquiry, meaning-making, and transfer?</p> </td> </tr> </table>	<p>UNDERSTANDINGS <i>Students will understand that . . .</i></p> <p>U1.) Writers of history imbibe certain biases within their writing that can alter or skew the content being relayed. (Explanation) U2.) Each interpretation of a historical event reveals something about the writer, the time period in which it was written, and the event itself. (Empathy) U3.) It is necessary to critically evaluate historical writings to discern fact from fiction and bias from point of view. (Interpretation) U4.) They contribute their own voice to history by providing their own writing/view on a historical event. (Self-knowledge) U5.) The skills learned through this unit apply to real-world examples seen within films, news articles, and popular culture. (Apply and Adjust)</p> <p>*Six facets of understanding found in parentheses (pg 93 UbD)</p>
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Acquisition		

	<p><i>Students will know . . .</i></p> <p>K1.) Each historical piece they read is imbued with a specific point of view and set of biases.</p> <p>K2.) Which sources are the “best” sources to communicate their aims for a specific piece.</p> <p>K3.) How to craft their historical writing to effectively convey their own ideas while maintaining the integrity of the source material.</p> <p>K4.) Why it is important to understand how bias affects how we intake material (specifically through writing for this unit).</p> <p>K5.) The difference between persuasive, informative, and argumentative writing.</p> <p>What facts and basic concepts should students know and be able to recall?</p>	<p><i>Students will be skilled at . . .</i></p> <p>S1.) Critically evaluating a text by discerning what is fact and what is opinion.</p> <p>S2.) Annotating reading materials to demonstrate their thought and meaning-making process.</p> <p>S3.) Collaboratively assessing pieces of writing with their peers to gain different perspectives and a more comprehensive view.</p> <p>S4.) Writing their own pieces covering historical events with a comprehensive knowledge of the content they are utilizing and the manner in which they are reporting it.</p> <p>What discrete skills and processes should students be able to use?</p>
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Stage 2—Evidence

Stage 2—Evidence		
Code	Evaluative Criteria	
<ul style="list-style-type: none"> ● *: Acquisition ● ^: Meaning Making ● -: Transfer <p>Are all desired results being appropriately assessed?</p>	<ul style="list-style-type: none"> ● Personal Growth ● Collaboration ● Content Analysis ● Individual/ Group contribution <p>What criteria will be used in each assessment to evaluate attainment of the desired results?</p>	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand by evidence of . . .</i></p> <ol style="list-style-type: none"> 1. Identifying which questions to ask when first examining a new historic piece of writing in addition to discerning differences in pieces covering the same content. (^,-) (Collaborative annotated readings [gradually increasing in number as the unit progresses]). 2. Expressing why an author chooses to imbibe certain qualities and/or overarching themes within their writing (^,-) (Ongoing reflective journal entries demonstrating personal growth). 3. Transferring ideas, perspectives, and methods of writing from other historic works to their own pieces of writing (*, ^, ~) (Final writing project). 4. Critically examining real-world pieces assessing current issues impacting their living situation/environment (*,^) (Current article Fridays). 5. Differentiating between argumentative, informative, and persuasive pieces (*, ^, ~) (Writing Interactive Activity). 6. Show continual growth in regard to newly introduced material (*,^) (Entrance and Exit slips).

	<ul style="list-style-type: none"> ● Personal connection ● Transferability of material into “real world” situations ● Ability to define parameters surrounding bias in writing <p>Regardless of the format of the assessment. What qualities are most important?</p>	<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by . . .</i></p> <ol style="list-style-type: none"> 1. Providing written presentations of findings, ultimately, in response to essential questions. 2. Demonstrating proficiency on semi-regular content essay based quizzes (used to ensure retention of acquisition-based knowledge of source material and writing approaches). 3. Participating and providing constructive feedback in collaborative peer editing sessions. <p>What other evidence will you collect to determine whether Stage 1 goals were achieved?</p>
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Stage 3—Learning Plan

Stage 3—Learning Plan		
Code	What pre-assessments will you use to check student’s prior knowledge, skill levels, and potential misconceptions?	
<ul style="list-style-type: none"> ● *: Acquisition ● ^: Meaning Making ● -: Transfer ● ABC Layers highlighted in red ● Standards highlighted in green ● WHERETO highlighted in yellow 	<p style="text-align: center;">Learning Events</p> <p><i>Student success at transfer, meaning, and acquisition depends upon . . .</i></p> <p>Applying their learning from textual observations regarding historical context and textual interpretation to larger overarching themes that have direct applicability to their life.</p> <p><u>Pre-assessment:</u> Students will select any historical event (as a class from a pre-selected list of events generated by me) and will be asked a series of questions including: “What is the author talking about?” “How did the author make you believe them (Was their writing in the form of an argument, was it persuasive, was it informative, maybe it was a mixture of all three)?” “What type of writing is this (journal, essay, newspaper article)?” This will provide room for growth in regard to the final project. (Layer C: CCSS RH 6-8, 6; W, E1.) *</p> <p><u>Writing Interactive Activity:</u> During this activity students will be grouped in 3s and each student will be given a short story utilizing either persuasion, strict information, or argumentation to relay their point/information. It will be the students’ jobs to determine which piece demonstrates which category of writing, providing explanations for their choices. After which, the group will decide to present a story of their choice from a list of historical events (chosen by me) from one of the three categories- thus prompting the rest of the class to assess which of the three they have chosen. (Layer B: CCSS RH 6-8, 4,5,8; H, E1, T, O)*^</p> <p><u>Journal Reflections:</u> While participating in daily activities, taking notes, and annotating articles, students will record their thoughts and observations in their journals as a way to see their progression of knowledge. There will also be spots where formative assessments such as entrance and exit slips are tracked within this journal. (Layer B: CCSS RH 6-8, 4, 5, 6, 8; E1, R, T, E2) *^~</p> <p><u>Collaborative Annotated Readings:</u> These will be slowly incorporated into weekly activities and gradually increasing as the unit progresses. In these collaborative sessions, students will be in groups of 4 and will first read the article by themselves, making notes about what they observe. After which, they will confer with their peers to gain more insight. After this discussion, I will provide some other thought-provoking questions and Jigsaw the groups so students are now intermixed with a different group of their peers to suss out the rest of the information. Finally, students will share with the rest of the class what their findings are. (Layer B: CCSS RH 6-8, 4, 5, 8; R, O) ^~</p>	<p style="text-align: right;"><i>Progress Monitoring</i></p> <p>How will you monitor students’ progress toward acquisition, meaning, and transfer, during lesson events?</p> <ul style="list-style-type: none"> ● Exit and Entrance slips ● Fist to five for acquisition and meaning making concepts during discussions. <p>What are potential rough spots and student misunderstandings?</p> <ul style="list-style-type: none"> ● Misinterpretation of textual evidence ● Confusion regarding source material, format, information being relayed <p>How will students get the feedback they need?</p> <ul style="list-style-type: none"> ● Comments on journals ● Peer editing of their final project and during collaborative sessions ● Comments on answers to summative assessments.

Current Article Fridays: Every Friday, as a class, we will discuss a historic article contending with a current issue (found from the New York Times, preferably from an online format to show student accessibility to this information). From here, we will apply everything we have learned thus far to understand the full meaning of what is being written about. (Essentially, a collaborative annotated reading in a discussion-based format).

(Layer B: CCSS RH 6-8, 4, 5, 8; H, R, O) ^~

Entrance/Exit Slips: These slips will be utilized, if not every day, every other day. These slips will be used as formative assessments to monitor how students are understanding and perceiving new information.

(Layer C: CCSS RH 6-8, 4, 5, 6, 8; R, O) *^

Final Writing Project: With this project, students are given complete artistic freedom. They will have the choice of picking from a list of 4 articles addressing the historical event chosen for the pre-assessment activity. From here they will be asked to assume their own historical identity and alter the article. After which, they will be asked to explain how the source would be different if it was told in this way.

(Layer C: CCSS RH 6-8, 4, 5, 6, 8; H, R, T, O) ~

Lesson Title: Understanding/Recognizing Primary and Secondary Sources (Lesson 1)

Objectives (I Cans) and Standards	<p>I Can: Tell the difference between primary and secondary sources I Can: Understand why sources are important when examining historical events.</p> <p>CCSS.ELA-LITERACY.RH.6-8.2; Determine the central ideas or information of a primary or secondary source</p>
Materials & Resources	Slide show, dry erase markers/board, student volunteer (to be arranged before class), general class participation.
Anticipatory Set	“Altercation” between myself and a student to create a basis for a “historical” event.
Input (What students need to know.)	Definitions of primary and secondary sources, understanding examples of each.
Model (How will you demonstrate skills?)	Powerpoint slides, showing examples of sources (both tangible and pictorial), video clip.
Check for Understanding	Small group discussions with a subsequent class discussion to assess understanding through the consideration of main ideas and essential questions (utilizing the video to do the majority of this).
Guided Practice	Students explaining their own primary source interpretation to their smaller groups (while stressing them documenting their thought process into their journals).
Closure	Students making a closing journal entry of their new understanding of source material. Question provided: What is your favorite historical event? List at least 3 primary sources that would help you learn more about that event.
Independent Practice/ Assessment	Homework: Find a primary source that you find interesting, be sure to write down why you feel it is important to a historical event.

Lesson Title: Review of Primary and Secondary Sources & Introduction to Historical Content (Lesson 2)

Objectives (I Cans) and Standards	<p>I Can: describe what the source is about. I Can: say why this source is important for this historical event.</p> <p>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.</p>
Materials & Resources	<p>Overhead, article handout (that has the article for each of the students), KWL chart</p>
Anticipatory Set	<p>Activating prior knowledge from the previous day and expanding upon it. Ask a couple of students to share the primary sources they found from yesterday's homework.</p>
Input (What students need to know.)	<p>The specific <u>content</u> being addressed in a primary or secondary source. This meaning an expansion of knowledge regarding facts and key definitions to ascertain the most important elements about the historical event being described within the source.</p>
Model (How will you demonstrate skills?)	<p>This lesson will be almost all modeling. I will walk the students through the aspects of the material that I obtain the most content from. From here, students will fill out their journals using their KWL chart.</p>
Check for Understanding	<p>Periodic fist to five comprehension, questions for understanding address the essential question: "Does it matter how this event is being told?" Discuss alternatives- "How would this article be different if it was addressing different content?"</p>
Guided Practice	<p>Divide the class into groups and assign students a role- K, W, or L; jigsaw these groups to generate conversation on the historical topic in question.</p>
Closure	<p>Students making a closing journal entry of their new understanding of source material. Question provided: List something you put in your W column, was it answered in the reading? If it was explain how, if it wasn't explain how you might be able to find the answer.</p>

Independent Practice/ Assessment	Homework: Write in your journal addressing something in the “Learned” column of your KWL chart
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Lesson Title: Determining the Content in Historical Writing (Lesson 3)

Objectives (I Cans) and Standards	<p>I Can: summarize the content of a source in fifteen words or less. I Can: understand the most important points in a source.</p> <p>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.</p> <p>CCSS.ELA-LITERACY.RH.6-8.5: Described how a text presents information(e.g., sequentially, comparatively, causally).</p>
Materials & Resources	Overhead, article handout (that has the article for each of the students), GIST handout, dry erase board (+ markers)
Anticipatory Set	Activating prior knowledge from the previous day and expanding upon it. Starting with a story (for instance WWI) and explaining to students that they are back at this point in history and must find out what is going on.
Input (What students need to know.)	The specific <u>content</u> being addressed in a primary or secondary source. Finding the biggest themes, understanding the information being relayed.
Model (How will you demonstrate skills?)	This lesson will consist of some modeling but more heavily emphasized on group collaboration.
Check for Understanding	Walking around to the different groups, facilitating their discussion by asking guiding questions (what key terms did you find- what do we need to look up?), checking their completed GIST assignments.

Guided Practice	Divide the class into groups and guide them in filling out GIST charts.
Closure	Students making a closing journal entry of their final GIST statement. Explain how your GIST is easier to understand than the original statement; if you don't think it is, explain why? Is there any information that was left out in your GIST that you need to understand the original paragraph?
Independent Practice/ Assessment	Homework: If you don't finish the closure from above- take it home to finish it.

Lesson Title: Determining Who is Writing the Content (Lesson 4)

Objectives (I Cans) and Standards	I Can: understand that perspective changes the content of a source. 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)
Materials & Resources	Overhead, Anne Frank diary handout (handout includes: journal excerpt, space for critical reading, space for questions. Inquiry questions on handout: Who do you think Anne is? Who do you think she was writing to?)
Anticipatory Set	Starting with a story, the students are detectives and must figure out what they can from this diary entry to tell them facts about the author.
Input (What students need to know.)	The perspective of the author of a source is often just as important as the content they are writing about.
Model (How will you demonstrate skills?)	This lesson is scaffolded off previous writing charts, students will be given a series of questions that they must figure out about this journal entry and will be put into groups to gather more information. After they have answered the questions I have generated, they must provide one more question they still have.

	Students will be jigsawed.
Check for Understanding	Walking around to the different groups, facilitating their discussion by asking guiding questions (further elaboration on concepts they are developing), recorded answers on handouts and journals.
Guided Practice	Divide the class into groups and jigsawed (as told above). Class discussion about the questions that are still unanswered.
Closure	Students making closing journal entry: How do they think this story or journal entry would have been different if it was not written from Anne Frank's perspective? Can they think of any other examples of stories that would have been different if they were written from a different perspective?
Independent Practice/ Assessment	Homework: Write a short story about your life (keeping in mind everything we talked about today: Does this story mean a lot to you? Do you think anyone else has experienced this? How is your story different?)

Lesson Title: Personal Connection with Historical Point of View (Lesson 5)

Objectives (I Cans) and Standards	<p>I Can: describe how <i>To Kill A Mockingbird</i> would be different if it was told from a different perspective.</p> <p>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.</p> <p>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)</p>
Materials & Resources	To Kill a Mockingbird film, handout with guiding questions

Anticipatory Set	Activating prior knowledge from the previous day and having some students share their short story (asking some of the guiding questions) (10 minutes or so)
Input (What students need to know.)	The perspective of the author of a source is often just as important as the content they are writing about.
Model (How will you demonstrate skills?)	Explain the note taking sheet: Key words or phrases, Things I don't understand, Questions I have, Things that are interesting to me
Check for Understanding	Check of their journal entries (exit slip for the day) and checking their progress on the note taking sheet. Guiding questions including perspective and purpose (is there any information being left out [what are we missing because we are only seeing the story through Scout's eyes?])
Guided Practice	Show the students an example of filling out their sheet and having them generate their own observations.
Closure	Stopping the film ten or so minutes before the bell so students can fill out their exit slips, group discussion about what they've seen and what they expect to see follows.
Independent Practice/ Assessment	Exit Slip: What is the most interesting thing you have learned about Scout so far?

Lesson Title: Historical Points of View cont. (Lesson 6)

Objectives (I Cans) and Standards	<p>I Can: describe the differences and similarities between Anne and Scout's retellings.</p> <p>I Can: understand how perspective can change the content in a source.</p> <p>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,</p>
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	<p>inclusion, or avoidance of particular facts)</p> <p>CCSS.ELA-LITERACY.RH.6-8.8: Distinguish among fact, opinion, and reasoned judgement in a text</p>
Materials & Resources	Handouts with guiding questions from To Kill A Mockingbird and Anne Frank, compare/contrast chart
Anticipatory Set	Having a student recap what has happened so far in the movie and finishing it (keeping in mind that I will have to edit this two-hour movie down to approx. one hour)
Input (What students need to know.)	<p>The perspective of the author of a source is often just as important as the content they are writing about.</p> <p>A change in perspective changes the way historical events are told.</p>
Model (How will you demonstrate skills?)	Writing student questions and clarifications in front of them as we are having the discussion about these two guides (these will be written in their notes).
Check for Understanding	After the film have students compare and contrast the Anne Frank journal and To Kill A Mockingbird- what was alike, what was different (10 minutes). Group discussion asking essential questions→ Would either of these individual's stories had been different if their parents told them? Then modeling these understandings (as noted above).
Guided Practice	Student generated inquiry questions in addition to answers of prompted questions.
Closure	Connecting both Anne Frank and To Kill A Mockingbird, cementing the idea that even though the content is important when regarding a source, we must not forget about the author.
Independent Practice/ Assessment	Exit slip: Name one factor that would have changed either Scout or Anne's story, explain why this would change what we know about their historical event (The Holocaust or Civil Rights in the South).

<p>Objectives (I Cans) and Standards</p>	<p>I Can: describe why it is important to know both the content and perspective of a source.</p> <p>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.</p> <p>CCSS.ELA-LITERACY.RH.6-8.5: Described how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>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 facts).</p> <p>CCSS.ELA-LITERACY.RH.6-8.8: Distinguish among fact, opinion, and reasoned judgement in a text.</p>
<p>Materials & Resources</p>	<p>Overhead, individual article for students, 5 Ws and H worksheet, white board & markers</p>
<p>Anticipatory Set</p>	<p>Recap why we studied Anne Frank and To Kill A Mockingbird and recap the most important aspects of content finding.</p>
<p>Input (What students need to know.)</p>	<p>How to adeptly pick the content and authorship out of a source to determine its validity/credibility.</p>
<p>Model (How will you demonstrate skills?)</p>	<p>I will start by explaining each of the content categories in the 5 Ws and H worksheet, facilitate discussion in the groups, and write student findings on the board.</p>
<p>Check for Understanding</p>	<p>Walking around to the different groups, fist to five, exit slips</p>
<p>Guided Practice</p>	<p>Divide the class into groups and have them fill out their charts. Who: is writing this source?; What: are they writing about?; When: was this written?; Where: was this written?; Why: would you use this source?; How: does this person give you the information (do they persuade you, do they offer facts, or do they</p>

	present an argument)?
Closure	Turn to another student and ask why it is important to ask all of these questions when looking at a source.
Independent Practice/ Assessment	Exit Slip: Name at least one thing you are confused about when you look at the content or author in a primary source.

Lesson Title: Presentation of Primary Sources (Lesson 8)

Objectives (I Cans) and Standards	<p>I Can: find the content, perspective, and mode of writing within a source.</p> <p>CCSS.ELA-LITERACY.RH.6-8.2; Determine the central ideas or information of a primary or secondary source</p> <p>CCSS.ELA-LITERACY.RH.6-8.5; Describe how a text presents information (e.g., sequentially, comparatively, causally.)</p> <p>CCSS.ELA-LITERACY.RH.6-8.8; Distinguish among fact, opinion, and reasoned judgement in a text.</p>
Materials & Resources	Dry erase board, different articles to be distributed to no more than three groups of students.
Anticipatory Set	Story: Setting the scene for a Front Page news event!
Input (What students need to know.)	How to apply the knowledge they've learned concerning the reliability of authors in a practical manner.

Model (How will you demonstrate skills?)	I will pick an article and break it apart for students into three components: Who is writing it, What are they writing about, How are they writing about this topic?
Check for Understanding	Periodic fist to five comprehension, questions for understanding (each group of students must generate three questions that they want to find out from their author)
Guided Practice	Small group discussions with a subsequent class discussion to assess understanding through the dissection of a historical event (each group having their own article).
Closure	Students making a closing journal entry of their new understanding of source material. Question provided: How did your author tell you about the historical event? How would you tell about this event in a different way?
Independent Practice/ Assessment	Homework: Answer one of the questions you would have liked to have been answered by the author.

Lesson Title: Pre-assessment Practice (Lesson 9)

Objectives (I Cans) and Standards	<p>I Can: pick apart all of the important pieces of a source!</p> <p>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)</p> <p>CCSS.ELA-LITERACY.RH.6-8.8: Distinguish among fact, opinion, and reasoned judgement in a text</p>
Materials & Resources	4 different sources, 5 Ws and H worksheet (empty), Question generating sheet
Anticipatory Set	Brief discussion of their answers from the previous days homework; culmination of everything they’ve learned in this project (meant to be a work day)

Input (What students need to know.)	How to address all of facets concerning perspective and content in source material (today is a summative assessment of the unit thus far).
Model (How will you demonstrate skills?)	Explanation of what they are doing for the day (break down of the sheet and the guiding questions).
Check for Understanding	Periodic time checks to make sure that they're on track (and one activity in the middle).
Guided Practice	Completion of both worksheets individually
Closure	Five minutes to talk with a partner, five minutes to talk with the class
Independent Practice/ Assessment	Exit slip: Name a problem you had when filling out your sheets.

Lesson Title: Pre-assessment Group Work (Lesson 10)

Objectives (I Cans) and Standards	<p>I Can: describe my source better than yesterday. I Can: find more information about my source by asking different questions.</p> <p>CCSS.ELA-LITERACY.RH.6-8.5: Described how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>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)</p> <p>CCSS.ELA-LITERACY.RH.6-8.8: Distinguish among fact, opinion, and reasoned judgement in a text</p>
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Materials & Resources	4 sources from previous day, students with their worksheets from the previous day, new Questions Game worksheet
Anticipatory Set	Scholarly Inquiry game! They are the experts/detectives.
Input (What students need to know.)	Which questions to ask to gain the fullest understanding of the content before them.
Model (How will you demonstrate skills?)	Explanation of what they are doing for the day and ask another student(s) to repeat back to you.
Check for Understanding	Answers to the questions on the worksheets (that will be gathered at the end of class)→ warning to be given that these <u>will</u> be collected at the end of class
Guided Practice	Student inquiry on opposing articles (noting which questions they are generating).
Closure	Class discussion: what are some of the questions you were asked, could you answer them? If you couldn't how can you focus on these the next time you read? If you could, did you also have these questions the first time you read through your source.
Independent Practice/ Assessment	Homework: Find another source that ties to the one you elaborated on (out of the four made available to you)- how does this source further your understanding on the topic? Make sure to have ready for discussion on Monday!

Lesson Title: Writing Interactive Activity (Beginning) (Lesson 11)

Objectives (I Cans) and Standards	I Can: understand the difference between information, argumentation, and persuasion CCSS.ELA-LITERACY.RH.6-8.5: Described how a text presents information (e.g., sequentially, comparatively, causally).
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	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)
Materials & Resources	Current article used to dissect components of presenting pure information, argumentation, and persuasion, handout describing differences between argumentation and persuasion
Anticipatory Set	Discuss the sources they found that would advance their learning on the previous content. Introduction of persuasion and argumentation by demonstrating this through one of the four sources students utilized last week.
Input (What students need to know.)	How to discern the different types of writing found in a source (information, argumentation, persuasion).
Model (How will you demonstrate skills?)	Introduce the four new current articles and model the PQ4R worksheet. Questions on the sheet: Preview the text to see how the content is organized (what type of source are you looking at)?; Question: What questions do you have based on what you previewed?; Read: Read your source and try to answer the questions you had in the question portion.; Reflect: What information in the source makes you think it is informational, persuasive, or argumentative? *end of individual work
Check for Understanding	Fist to five during modeling portion, periodic facilitated teaching within the groups
Guided Practice	Finish PQ4R worksheet: Recite: Converse with your group and decide the main points that define this article to be argumentative, persuasive, or informative.; Review: Now that you have read and discussed your source, what are some more questions you have?
Closure	Class discussion: Have each of the groups present their findings and walk us through the dissection process- which questions did they ask, what did they think the main points were, is this a good source?

Independent Practice/ Assessment	Homework: Sign up for Newspapers for the Editor assignment.
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Lesson Title: Newspaper Editor Assignment (Lesson 12)

Objectives (I Cans) and Standards	<p>I Can: begin to understand the difference between informative, argumentative, and persuasive writing.</p> <p>I Can: understand which questions to ask to find which form of writing I am reading.</p> <p>CCSS.ELA-LITERACY.RH.6-8.5: Described how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>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)</p>
Materials & Resources	Current articles from each of the three publications: usa.gov, The New York Times, and National Enquirer, past worksheets that could help them suss out the information (GIST, argumentation-persuasion handout, PQ4R), and a “teaching the class” handout that should contain all of the things they plan to teach to their peers.
Anticipatory Set	Students are grouped into one of three different news platforms and must decide what form of writing is in their medium- they all get to be the editor!
Input (What students need to know.)	<p>How to discern the different types of writing found in a source (information, argumentation, persuasion).</p> <p>What components decide which approach this writing takes.</p>
Model (How will you demonstrate skills?)	I will provide them the worksheets and information listed above and walk them through using these with a previous source (ideally this will just be review as students will have used these strategies many times). From here they will be in charge of their own meaning-making and transfer knowledge (described below *see guided practice).

Check for Understanding	Monitoring each of the groups (checking in with the group recorder), assessing the questions they’re asking and ensuring that they’ve covered all of the content, periodic thumbs up formative assessment to see how far they’ve gotten in their source material.
Guided Practice	This activity is of vital importance to the meaning-making and transfer knowledge acquired throughout the entire unit. Here, students will begin to ask their own questions and formulate their own hypothesis as to which form of writing they are looking at. After affirming their conjectures (with me), they will record their process and essentially <u>teach</u> the class what they have found. Though they are given many handouts at the beginning of class, the one that matters most is the “teaching the class” worksheet, this will let me know their comprehension on that form of writing (what they consider to be the most important).
Closure	Recap: All of the groups must be ready to present tomorrow (we may only have time for two groups but all must be ready), write the order of the groups.
Independent Practice/ Assessment	Homework: Make sure your group is ready to present tomorrow.

Lesson Title: Student Scholars (Presentation of Newspaper Editor Activity) (Lesson 13)

Objectives (I Cans) and Standards	<p>I Can: fully understand the difference between informative, argumentative, and persuasive writing.</p> <p>I Can: explain my group’s form of writing to my peers.</p> <p>CCSS.ELA-LITERACY.RH.6-8.5: Described how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>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)</p>
Materials & Resources	Current articles from the previous day, “teach the class” worksheet, dry erase markers and board

Anticipatory Set	Recap what they did the previous day and give them five minutes to finalize everything with groups
Input (What students need to know.)	How to discern the different types of writing found in a source (information, argumentation, persuasion). What components decide which approach this writing takes.
Model (How will you demonstrate skills?)	I will introduce the groups and elaborate on their understanding by asking them to say more about their findings and process. Additionally, I will be up at the board while they are presenting and writing down the information they consider to be the most important to their topic of writing.
Check for Understanding	Student questions after presentations, ensuring they've written down the most important "teach the class" information
Guided Practice	Structure of presentation: Have someone recap the article (what was it about), what are some key words and/or information you found that made you think it was that form of writing, describe and show examples of these key words and/or information, what questions did you have and how could you find more information?
Closure	Quick recap of the first two presentations and an intro for tomorrow- final presentation and at the end of class introduction to concept of media (and its influences on source material today- emphasis on how writing has changed).
Independent Practice/ Assessment	Exit Slip: Write two questions you have from our presentations (one from each group) and two new things you've learned (one from each group).

Lesson Title: Final Presentations and Introduction of Media (Lesson 14)

Objectives (I Cans) and Standards	I Can: understand how media shapes public opinion. 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.
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	<p>CCSS.ELA-LITERACY.RH.6-8.5: Described how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>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)</p>
Materials & Resources	Current articles from the previous day, “teach the class” worksheet, dry erase markers and board, FDR & Obama lecture slides.
Anticipatory Set	Recap of the previous day’s presentations and preface with last presentation.
Input (What students need to know.)	<p>How to discern the different types of writing found in a source (information, argumentation, persuasion).</p> <p>What components decide which approach this writing takes.</p> <p>How the media proves to be an influencing factor in this new age of technology.</p>
Model (How will you demonstrate skills?)	<p>I will introduce the groups and elaborate on their understanding by asking them to say more about their findings and process. Additionally, I will be up at the board while they are presenting and writing down the information they consider to be the most important to their topic of writing.</p> <p>Media portion: Model compare contrast of FDR/Obama activity and facilitate questions surrounding the two differences in Presidents.</p>
Check for Understanding	Review compare contrast sheets, fist to five understanding checks
Guided Practice	<p>Structure of presentation: Have someone recap the article (what was it about), what are some key words and/or information you found that made you think it was that form of writing, describe and show examples of these key words and/or information, what questions did you have and how could you find more information?</p> <p>Structure of Presidential activity: show small evolution of media</p>

	and ask students to find the connections- what has changed in almost 100 years? Whose story is being told in each instance? How would this be different in different time periods?
Closure	Quick recap of the final presentation and slight expansion on the importance of media.
Independent Practice/ Assessment	Exit Slip: Do you think technology has changed the way people write about history? Explain why or why not? *Though this is a broad question- that I don't expect them to adeptly answer, it will provide a jumping off point for the next section of the unit and demonstrate some of the background knowledge the students have.

Lesson Title: Technology and History (Lesson 15)

Objectives (I Cans) and Standards	I Can: see how technology has evolved. I Can: understand how technology affects how history is told. 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) CCSS.ELA-LITERACY.RH.6-8.8: Distinguish among fact, opinion, and reasoned judgement in a text.
Materials & Resources	Old newspaper article v.s. New newspaper article compare/contrast worksheet, viral videos, and primary sources (library cards), outline of Cornell notes.
Anticipatory Set	For this class period time travel is possible! We will travel from present time to the past to see how technology changes the way we tell history!
Input (What students need to know.)	How the media proves to be an influencing factor in this new age of technology. Some of the ways technology shapes the way history is interpreted.

Model (How will you demonstrate skills?)	This class period will be a lot of brief content coverage supplemented by raw student inquiry (instruction may vary from class to class depending on class intrinsic interest in subjects).
Check for Understanding	Review Cornell Notes completed by students- what are their key terms?
Guided Practice	Showing the different newspaper articles and prompting students to find the differences scaffolding off previous strategies using 5 W's and H, brief discussion of viral videos supplements the articles, explanation of their role as students and how technology has changed the way they can study history (library card primary source).
Closure	Recap the different technologies discussed (with particular emphasis on the student experience- as that will be expanded upon in the last week of the unit).
Independent Practice/ Assessment	Journal Entry question: Think back to Anne (in A Diary of Anne Frank), what if Anne was writing a blog instead of a journal? Would this have changed her story or how her story was received? In what way? This is to be taken home and finished if not completed in class.

Lesson Title: Review Day (Lesson 16)

Objectives (I Cans) and Standards	<p>I Can: find the specific content, perspective, and form of writing in a source.</p> <p>I Can: use my fact finding worksheets to understand all of the information.</p> <p>CCSS.ELA-LITERACY.RH.6-8.5: Describe how a text presents information (e.g., sequentially, comparatively, causally)</p> <p>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)</p> <p>CCSS.ELA-LITERACY.RH.6-8.8: Distinguish among fact, opinion, and reasoned judgement in a text.</p>
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Materials & Resources	Cornell notes from the previous week's work, white board, online Kahoot! game providing a summative review of content, perspective, and writing approach.
Anticipatory Set	Review of the units information, beginning to connect historiography directly to the lives of students; expansion of knowledge and introduction of final project (that will be presented on Thursday and Friday).
Input (What students need to know.)	All of the information transmitted thus far in the unit. How they might fit into the historiographical narrative.
Model (How will you demonstrate skills?)	I will demonstrate a practice Kahoot game using myself as the only subject.
Check for Understanding	Seeing the student's answers on the test and forming an informational guide with them that they can utilize on their final projects.
Guided Practice	Not simply showing the quiz and having the students rapid-fire their answers. All quiz questions will be prefaced with a brief discussion: When did we talk about this? Where will we see this in the future? How did this change the way you viewed this historical event?
Closure	Recap of quiz concepts and Cornell Notes from previous day (making study/informational guide for tomorrow).
Independent Practice/ Assessment	Journal entry question: Think about a "historical event" in your life; list some that you might be able to write about. Warning to bring <u>all</u> of their brainstorming charts from the unit (GIST, PQ4R, 5 W'S and H, etc.)

Lesson Title: Historiography and You- workday (Lesson 17)

<p>Objectives (I Cans) and Standards</p>	<p>I Can: understand how I contribute to history!</p> <p>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.</p> <p>CCSS.ELA-LITERACY.RH.6-8.5: Describe how a text presents information (e.g., sequentially, comparatively, causally)</p> <p>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)</p> <p>CCSS.ELA-LITERACY.RH.6-8.8: Distinguish among fact, opinion, and reasoned judgement in a text.</p>
<p>Materials & Resources</p>	<p>All of the student’s unit work (brainstorming charts), pictures (or other personal primary sources- interviews, ticket stubs, etc.), overhead, white board</p>
<p>Anticipatory Set</p>	<p>Today we explore the future of historiography... you! Today will introduce the unit’s final goal of inserting the students into the historiographical narrative.</p>
<p>Input (What students need to know.)</p>	<p>All of the information transmitted thus far in the unit.</p> <p>How they might fit into the historiographical narrative.</p>
<p>Model (How will you demonstrate skills?)</p>	<p>I will model how I would approach my own source, using ticket stubs and pictures (etc).</p>
<p>Check for Understanding</p>	<p>Students are encouraged to talk with each other but must provide their own content. Additionally, I will have conferences with each student to see how they’re progressing and offer my own ideas on their work to clarify and/or expand their thinking.</p>
<p>Guided Practice</p>	<p>Students will be encouraged to talk with each other about their ideas and process.</p>

Closure	Reminder that students must have their work done by Thursday and that any empty slots on the sign-up sheet will be filled by drawing popsicle sticks.
Independent Practice/ Assessment	Work on their project

Lesson Title: Historiography and You- Work Day 2/ Peer Review (Lesson 18)

Objectives (I Cans) and Standards	<p>I Can: understand why my source is important to my life and to the history surrounding it.</p> <p>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.</p> <p>CCSS.ELA-LITERACY.RH.6-8.5: Describe how a text presents information (e.g., sequentially, comparatively, causally)</p> <p>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)</p> <p>CCSS.ELA-LITERACY.RH.6-8.8: Distinguish among fact, opinion, and reasoned judgement in a text.</p>
Materials & Resources	All of the student’s unit work (brainstorming charts), pictures (or other personal primary sources- interviews, ticket stubs, etc.), overhead, white board, started historical retellings
Anticipatory Set	Today we explore the future of historiography... you! Today we will be finishing our projects in addition to peer editing each other’s work.
Input (What students need to know.)	<p>All of the information transmitted thus far in the unit.</p> <p>How they might fit into the historiographical narrative.</p>

<p>Model (How will you demonstrate skills?)</p>	<p>I will reference the previous days notes and demonstration and put my historical writing on the overhead for ideas.</p> <p>Additionally, I will reintroduce the worksheets used throughout the unit and encourage students to dissect each other's work using the 5 W's and an H sheet.</p>
<p>Check for Understanding</p>	<p>See progression from yesterday's work to today. Continue student conferencing and acknowledge student conversations when peer editing (very structured, they must stick to the worksheet).</p>
<p>Guided Practice</p>	<p>Students will be encouraged to talk with each other about their ideas and process. Additionally they will take the criticisms provided by their peers and address these issues when finishing their work.</p>
<p>Closure</p>	<p>Reminder that students must have their work done tomorrow and that any empty slots on the sign-up sheet will be filled by drawing popsicle sticks.</p>
<p>Independent Practice/ Assessment</p>	<p>Finish their project!</p>

Lesson Title: Historiography and You: Presentations (Lesson 19)

<p>Objectives (I Cans) and Standards</p>	<p>I Can: understand how my peers sources are important to their life and to history.</p> <p>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.</p> <p>CCSS.ELA-LITERACY.RH.6-8.5: Describe how a text presents information (e.g., sequentially, comparatively, causally)</p> <p>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)</p> <p>CCSS.ELA-LITERACY.RH.6-8.8: Distinguish among fact, opinion, and reasoned judgement in a text.</p>
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Materials & Resources	All of the student's unit work (brainstorming charts), pictures (or other personal primary sources- interviews, ticket stubs, etc.), overhead, white board, final project
Anticipatory Set	Today we explore the future of historiography... you! You will get to share your experience and students are encouraged to break down their thinking (inquiry based learning approach).
Input (What students need to know.)	All of the information transmitted thus far in the unit. How they might fit into the historiographical narrative.
Model (How will you demonstrate skills?)	I will reference my source that I made in front of them and give my own mini presentation covering the points that need to be covered.
Check for Understanding	Using the rubric to gauge student understanding of content and execution as well as examining their presentation material.
Guided Practice	Questions being offered to students after they present; this will allow other students to reflect and clarify thoughts on their own presentation through the modeling of their peers. Additionally, if I see common mistakes I can address this.
Closure	Reminder that students must have their work done tomorrow and that any empty slots on the sign-up sheet will be filled by drawing popsicle sticks (Friday sign-up sheet now available).
Independent Practice/ Assessment	Finish their project! Exit Slip: Write down one question you had for one of our speakers today, did this question make you think about your own project? In what way?

Lesson Title: Historiography and You: Presentations Day 2 (Lesson 20)

Objectives (I Cans) and Standards	I Can: understand why it is important to study historiography. 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.
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	<p>CCSS.ELA-LITERACY.RH.6-8.5: Describe how a text presents information (e.g., sequentially, comparatively, causally)</p> <p>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)</p> <p>CCSS.ELA-LITERACY.RH.6-8.8: Distinguish among fact, opinion, and reasoned judgement in a text.</p>
Materials & Resources	All of the student’s unit work (brainstorming charts), pictures (or other personal primary sources- interviews, ticket stubs, etc.), overhead, white board, final project
Anticipatory Set	Today we explore the future of historiography... you! You will get to share your experience and students are encouraged to break down their thinking (inquiry based learning approach).
Input (What students need to know.)	<p>All of the information transmitted thus far in the unit.</p> <p>How they might fit into the historiographical narrative.</p>
Model (How will you demonstrate skills?)	I will reference a student’s project from the previous day and demonstrate how they presented- covering all of the material on the rubric.
Check for Understanding	Using the rubric to gauge student understanding of content and execution as well as examining their presentation material.
Guided Practice	<p>Questions being offered to students after they present; this will allow other students to reflect and clarify thoughts on their own presentation through the modeling of their peers.</p> <p>Additionally, if I see common mistakes I can address this.</p>
Closure	<p>Discussion of some essential questions: Does it matter how a historical event is told? Why does perspective matter? Why is historiography important? Are all sources reliable?</p> <p>*This discussion would most likely continue to Monday and provide a segue for the next unit*</p>

Independent Practice/ Assessment	<p>Journal Question: What was the hardest part about informing us about your historical event? How did you work through this?</p> <p>Meant to be at least a page reflection to be turned in on Monday if not finished today.</p>
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