

**Please Read:** We encourage all teachers to **modify** the materials to meet the needs of their students. To create a version of this document that you can edit:

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## Global History and Geography

### 9.1/10.0 Unit Plan: Introduction to Historical Thinking

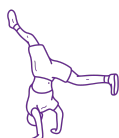
#### Essential Question

**Essential Questions** deal with curiosities about how things work; interpretations and applications of disciplinary concepts; and unresolved issues that require students to construct arguments in response. [Source](#)

How do I view the world? How do others view the world? How do different points of view shape history?

#### Lesson Arc:

Introduction/ Opener	Big Idea	Intro to Key Terms with Practice	<b>SLOW DOWN</b>	Practice + Practice Reflection	<b>SLOW DOWN</b>	Formative Assessment
Use of a DIGEST - Microutine  Learn more about micro-routines <a href="#">here</a>	One sentence describing the big idea for the lesson	No more than five key terms with vocabulary practice	Before releasing students to the practice, consider <b>explicitly teaching</b> and <b>modeling</b> some of the practice tasks to ensure that students know what is expected.	An opportunity to practice skills and content	Before releasing students to the formative assessment, provide <b>feedback</b> on their practice tasks. This can be synchronous whole class reminders or individual check-ins.	An independent learning task and an opportunity to provide lesson feedback to teacher
Asynchronous		Synchronous	Synchronous	Asynchronous	Both	Asynchronous
~25 minutes (add breaks!)		~ 45 minutes (add breaks!)	~ 20 minutes (add breaks!)	~60 minutes (add breaks!)	~25 minutes (add breaks)	~60 minutes (add breaks!)



**Brain Breaks**  
Learn more about  
brain breaks [here](#).



**Screen Breaks**  
Learn more about  
screen breaks [here](#).

## SQ 1: How do historians construct histories?

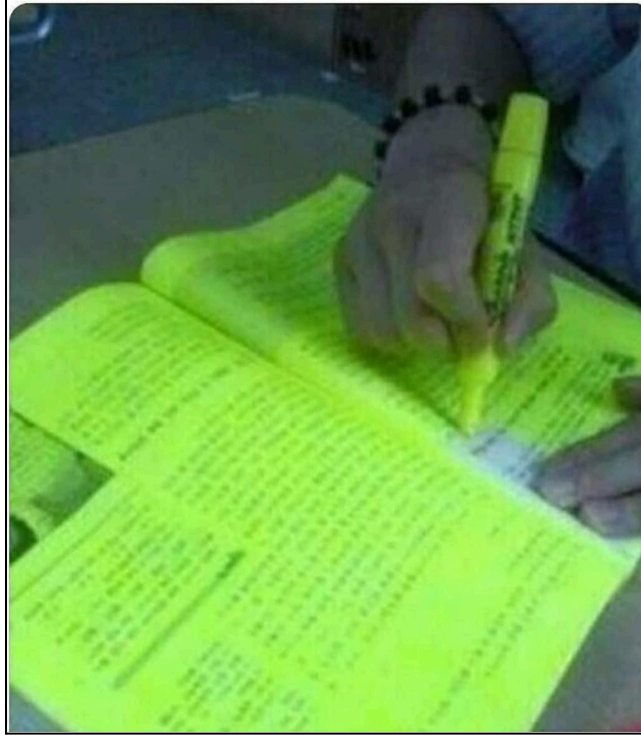
Objective:

- **Describe** how histories are constructed.
- **Describe** at least two ways historical research is shared with the public.
- **Distinguish** between a source and evidence.

### Introduction

React! Using the [REACT micro-routine](#), respond to the meme below.

History students in 2040 highlighting the important stuff in the chapter about 2020



[Source](#)

30 sec

Take 30 seconds to respond to the meme above.

- Create a title or #hashtag for this meme

30 sec

Take 30 seconds to describe what the year 2020 has felt like

So far, 2020 has felt like...

## Big Idea

➔ **Directions:** Read the **BIG IDEA** *aloud* three times.

**Big Idea:** History is an account of the past constructed from evidence found in sources. Evidences comes from **documents** (*data*), that are made (*facts*) by persons/groups/institutions (sources), each one with his own **perspectives, mentality** and **aims/purposes**. An historian is a person who writes about the past. Historians often share their historical research with the public.

## Introduction to Key Terms

➔ **Directions:** Read the definitions and examples below. Then complete the prompts.

**source (n.)** something historians use to learn about the past

Example: A historian might read a newspaper article to learn more about the spread of Ebola in West Africa.

Directions: All the items below are examples of sources. **Highlight** which sources you have created yourself.

photograph	letter	snapchat	t-shirt
tweet	instastory	statue	film
Facebook post	painting	speech	essay

**evidence (n.)** *specific information or details from a source that can be used for a specific purpose*

Example: Using a newspaper article, a historian would find a specific excerpt or quote in the article to understand the major causes for the spread of Ebola in Zaire in 1976.

Directions: All the items below are examples of evidence. Create another definition for evidence.

a quote from a speech	a line of a song	a section of a painting	2 minutes from a film
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Another definition for evidence is:

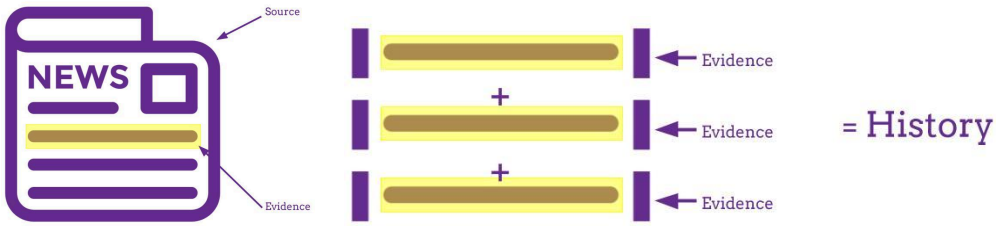
**history (n.)** a story of the past constructed from evidence found in sources

Example: Using evidence from many different sources, the historians wrote a book entitled *The First Days of Ebola in Zaire*.

Directions: All the items below are examples of history. Describe a history class you would like to take.

history of the Bronx	history of sneakers	history of bicycles	history of weapons
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If you were able to take any history class, it would be called the history of



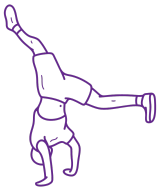
**historian (n.)** someone who studies and writes stories about the past

**historical research (n.)** investigation into a topic of history to learn more about the event or how people's interpretations of the event have changed over time

Example: A historian might do historical research on slave revolts in New York City.

Directions: Complete the prompts below.

Describe a historical event you would like to learn more about.	If a historian wanted to share their research with the public, what might they do?

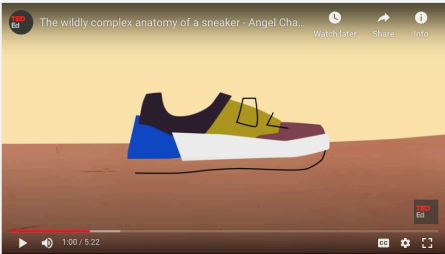




**Brain Break (3 minutes):**

You've done a lot of thinking! Take a brain break by dancing for three minutes to your favorite song.

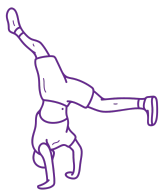
# Practice 1:

➔ **Directions:** Select ONE of the videos below. Then, complete the questions.

#1	#2	#3
		
<a href="#">The Wildly Complex Anatomy of a Sneaker</a>	<a href="#">What really happened during the Salem Witch Trials</a>	<a href="#">How one journalist risked her life to hold murderers accountable</a>
Summary: Australians call them "runners." The British know them as "trainers." Americans refer to them as "sneakers." Whatever you call them, these casual shoes are worn by billions of people around the world. Today, roughly 23 billion shoes are produced each year. So, how can we balance our love of sneakers with the need for sustainability?	Summary: You've been accused of a crime you did not commit. It's impossible to prove your innocence. If you insist that you're innocent anyway, you'll likely be found guilty and executed. But if you confess, apologize, and implicate others, you'll go free. This was the choice facing those accused of witchcraft in Salem, Massachusetts in the 17th century. How did this happen?	Summary: In the late 1800's, lynchings were happening all over the American South, often without any investigation or consequences for the murderers. A young journalist named Ida B. Wells set out to expose the truth about these killings. Her reports shocked the nation, launched her journalism career and a lifelong pursuit of civil rights.

I chose video #

Two things I learned from this video are...	Two things I have questions about are...	If I were a <b>historian</b> , I would use this video <b>source</b> to learn more about...



## Brain Break (3 minutes):

Look at you! Take a brain break by grabbing a tasty snack and doing five toe touches.

## Practice 2:

➔ **Directions:** Read the example below, then respond to the questions that follow it.



Helen Yoshida is a historian who is interested in what Japanese Americans and their families experienced when they were forced into concentration camps during World War II. She travelled to Washington, D.C. to learn about Heart Mountain where her grandparents were imprisoned during the war. To learn more, Yoshida visited the 2010 museum exhibit *The Art of Gaman: Arts and Crafts from the Japanese American Internment Camps, 1942-1946*. At the exhibit, she saw tools, furniture, dishware, Buddhist shrines, toys, games, and musical instruments made by incarcerated Japanese Americans. She also watched the film, *Snow Falling on Cedars*. Helen Yoshida also traveled to interview five people who were incarcerated in the camps as well as three descendants. Yoshida also viewed her grandmother's personal archive of sewing instructions found in a red binder at her grandmother's home. She also read her grandmother's government case file. Helen Yoshida has published her research in articles on *The Atlantic* and *Oral History Review*.

What was the topic of Helen Yoshida's <b>historical research</b> ?	Identify at least three <b>sources</b> Helen Yoshida explored in her research.	Describe the <b>evidence</b> Yoshida found at the museum exhibit, <i>The Art of Gaman: Arts and Crafts from the Japanese American Internment Camps, 1942-1946</i> .	Identify two ways Helen Yoshida <b>shares her research with the public</b> .

## Practice Reflection

➔ **Directions:** Reflecting on the practice above, respond to the questions below.

**Check-in:** Why do you think Helen Yoshida looked at so many different sources for her research?

**Screen Break (3 minutes):**



You're almost done! Take a short brain break by walking away from the computer. Count the number of steps to your favorite part of your home. Walk and count.

Type it here:



**SQ 1: How do historians construct histories?**

- **Describe** how historians construct histories using evidence from different sources.
- **Describe** at least two ways historical research is shared with the public.
- **Distinguish** between a source and evidence.

**Part A: Objective--Describe** how historians construct histories using evidence from different sources.

➔ **Directions:** Complete the prompts below.

**Part B: Objective--Describe** at least two ways historical research is shared with the public.

➔ **Directions:** Complete the prompts below.

You are a **historian** who is taking on a new **historical research** project. What topic would you choose?

Identify at least three **sources** you would use to complete your **historical research**.

Identify two ways you would **share your historical research** with the public.

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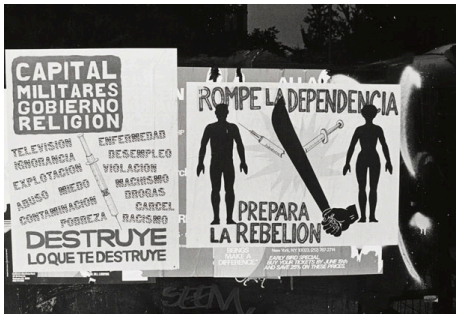
**Part C: Objective--Distinguish** between a source and evidence.

➔ **Directions:** Read the excerpt below. Then respond to the prompts.

A historian who was interested in activism and resistance in the Bronx explored photographs from the 1970s and 1980s.



In the late 1970s and early 1980s, photographer Mel Rosenthal documented several community-led initiatives to address blight in the South Bronx, including planting gardens, cleaning up rubble, and mobilizing against drugs and violence.



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The motto “Don’t Move, Improve,” coined by Anne Devenney, a founder of the Northwest Bronx Community and Clergy Coalition, reflected the philosophy of grassroots groups throughout the Bronx that sought to save and renew their neighborhoods during the 1970s and 1980s.

Text and Image Citation: [Museum of the City of New York](#)

Identify the <b>source</b> for the historian’s <b>research</b> .	Describe two pieces of <b>evidence</b> about activism in the Bronx from the image and captions above.

