

Introduction to Ancient World History- 7th Grade Social Studies

Cloze Reading activity that accompanies Chapter 1 from Mi Open Book

Name: _____

Directions: Open the first chapter from the 7th grade Ancient World History Miopenbook project. As you read fill in the notes and answer the questions.

Section 1: How to use this book.

Section 2: What is Social Studies and why should we study it?

1. What: The primary purpose of social studies is to: _____
 - a. Why is it important that you be an informed citizen?
 - b. What other disciplines (subjects) are used to teach social studies?
2. Where: Geography studies: _____
 - a. Why is Geography important?
 - b. Give two examples where geography is important to the understanding of a topic.
3. Who: What can we learn from people from the past?
4. Why: Why do we have to consider so many reasons when we investigate a historical question?
5. How might understanding social studies help you understand and make choices in your own life?

Section 3: Looking Specifically at Studying History

1. Why something happened in the past is the question that history is all about. Why might conclusions of historians differ based on the same evidence?
2. What does it mean to think like a historian?
3. What is a primary source?
4. List four primary source documents:
5. What is a secondary source?
6. List four secondary sources:

Section 4: Making your Argument and Learning to be Flexible.

1. Studying history, especially ancient history will often require making decisions based on limited evidence. Why?
2. Why is it important to be flexible when studying history and evidence?

Simulation Activity from Section 4 Mi Open Book Puzzling Pieces from the past Interactive

Directions: How to Read/Research/Investigate Like an Historian? Using the reminders below read through the two documents, and watch the short video on the Battle of Lexington and mentally answer the questions below:

- Who is the author? What is this author's background?
- What is the purpose of this document?
- What might be going on that I am not seeing from this source?
- What questions do I have for this author or artist? What do I still want to know?
- What is happening in society at this time from an economic/social/political perspective?
- Are there other documents from different perspectives that I should consider?

1. Articles:

<https://docs.google.com/document/d/1uBSfyAQ4b9ilicO7NA1ebeD6AbsehCKOFbht-DBGwy0/edit?usp=sharing>

2. Video:

<http://www.history.com/topics/american-revolution/battles-of-lexington-and-concord/videos/first-revolutionary-battle-at-lexington-and-concord>

Exit Note: After you have read and analyzed the documents on the Battle of Lexington generate two arguments to back up your conclusions below. Who do you think fired the first shot? What evidence proves your hypothesis?

Analyze: _____ **Evaluate:** _____ **Generate Argument:** _____

Analyze

Students must be able to examine text, data, and graphic information and make logical conclusions based on the information. This includes identifying the main idea, arguments, causes, effects, problems, solutions, and evidence.

- 4 The student is able to correctly analyze the information, and provide multiple logical observations/conclusions correlated to the evidence.
- 3 The student is able to correctly analyze the information, and provide a logical observation/conclusion correlated to the evidence.
- 2 The student is able to identify evidence, but struggles to articulate a clear or logical correlation or conclusion.
- 1 The student is unable to identify relevant evidence, or make a logical correlation or conclusion.

Evaluate

Demonstrate the ability to evaluate an argument and its conclusions by judging the evidence

- 4 The student must be able to provide multiple pieces of evidence to support a judgment/critique and effectively argue against an opposing position. Evidence used often includes information from independent evidence.
- 3 The student must be able to provide evidence to support a judgment/critique and effectively argue against an opposing position. Evidence used generally contains information from in class work.
- 2 The student provides evidence to support a judgment/critique, but the argument against an opposing position is unclear or poorly developed.
- 1 The student is unable to provide evidence to support and judgment/critique and is unable to argue against the opposing position.

Generate Arguments

Students must be able to generate a 1-sided argument and defend their position with relevant evidence.

- 4 Students can consistently develop arguments defended with multiple pieces of evidence. Evidence used often includes information from independent sources.
- 3 Students can consistently develop arguments defended with multiple pieces of evidence. Evidence used generally includes information from in class work.
- 2 Students can, at times, develop arguments defended with evidence. Evidence used is not fully explained, or does not fully defend the argument. Evidence used is from in class work.
- 1 Students are generally unable to develop an argument defended by evidence. Evidence used does not defend the argument.

