GLOBAL HISTORY & GEOGRAPHY IR

MR. REGAN

HISTORICAL THINKING & GEOGRAPHY SKILLS ASSIGNMENTS

Date	Classwork	Homework
Thurs. 9/5 & Fri. 9/6	Seating Assignments & Textbook Distribution. Index Card / Golf Foursome Complete Course Info. Sheet & Class Expectations Web site review Golf Foursome Presentation / Review	Define & complete the Symbol / image for each of the Historical Thinking Definitions in the Vocabulary opener on pp. 1 - 2 of the Unit Packet. Be sure to note how each word helps a historian to complete their job. Due Mon. 9/9.
Mon. 9/9	Global History & Geography Enduring Issues Jigsaw	Review the Enduring Issues Google Presentation
Tues. 9/10	What is History? What sources do historians use to learn about the past? How do Historians read sources? Annotation, Sourcing, Close Reading	Complete through p. 8 of the Unit packet by Wed. 9/11
Wed. 9/11	Corroboration, Contextualization, and Constructing Arguments	Complete the Unit packet by Thurs. 9/12.
Thurs. 9/12	Collect Historical Skills Unit Packet Geography Vocabulary Opener & Thinking Like a Geographer What common geographic features are there? How do they affect us? How do we affect them?	Complete & study the Vocabulary words on pp. 1 - 2 of the new Unit Packet & prep for quiz tomorrow.
Fri. 9/13	Vocabulary terms quiz Complete common geographic features.	Complete through the writing prompt on pp. 8 - 9.

Mon. 9/16 & Tues. 9/17	What is a map? What are the features of a map? What are the types of different maps? How do Historians Describe Location? Geographic Context for Global History.	Complete the Unit Packet for turn-in on Wed. 9/18

Grade 9, Unit 1 -- Historical Thinking & Geography Skills

Directions: Given the definition for each word, create an image to represent the definition.

Word	Definition	Draw a Symbol/Image for each term _**Note how each term is related to history and how each help historians to complete their jobs.**_
History (n)		
Historian (n)		
Source (n)		
Document (n)		
Evidence (n)		
Perspective (n)		
Bias (n)		

Compare (v)		
Categorize (v)		
Context (n)		
Reliable (adj)		
Contradict (v)		
Corroborate (v)		

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What is history? What sources do historians use to learn about the past?

History is an account of the past constructed from evidence. This account of the past differs based on one's perspective.

Based on the above definition of history, why is there no such thing as just "one" history?

Point of View / Bias: One's background (economic status, religion, ethnicity, nationality, etc) creates a bias--a particular way of interpreting events -- and in expressing that interpretation, the bias becomes a point of view. It ultimately comes down to students showing that they understand WHY a person views events the way they do. Don't just say that a person is upset by the Holocaust because they are Jewish, but explain WHY a Jewish person would be upset. Remember...

<div align="center">

POV is NOT who they are,
POV is NOT what they said,
POV is not one's opinion
POV is how who they are had an impact on what they said.

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<u>Fully addressing POV means explaining how who they are (their job, experiences, nationality, class, gender, etc) led to that bias.</u>

Historians use two types of resources to write about the past:

Primary Source	vs.	Secondary Source

a document or physical object that <u>was written or created by someone during the time period</u> being studied

a document created <u>after the time period</u> being studied using primary sources to write about it

Example: *The Diary of Anne Frank,* a diary written by a young Jewish girl who hid from the Nazis during the Holocaust.

Example: An essay written in 2016 about the Neolithic Revolution that occurred in 10,000 B.C.E.

VIDEO: Primary vs. Secondary sources

https://libguides.madisoncollege.edu/primary

Directions: Based on the definitions above, identify each of the documents below as either "primary" or "secondary" and explain why you identified it as that type of source.

1. A **journal entry** written by Christopher Columbus describing his voyage across the Atlantic Ocean.   Primary or Secondary Source? Why?

2. A **biography** of Napoleon Bonaparte (died in 1821) written by a historian in 2013. Primary or Secondary Source? Why?

3. A **textbook** chapter about World War I (1914-1919), written in 1996. Primary or Secondary Source? Why?

4. A **photograph** of your grandfather on his first day of school.   Primary or Secondary Source? Why?

5. Winston Churchill's **autobiography** about the first thirty years of his life which he wrote later in his life.   Primary or Secondary Source? Why?
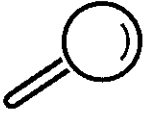
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6. A **newspaper article** about the start of World War II, written the day after it started. Primary or Secondary Source? Why?

How do historians read sources?

When historians read sources they try to figure out what the source is saying, if it is reliable, and how it relates to other sources and events that the historian knows about.

To do this, they engage in three practices that you are going to learn:

Annotate	Source	Close Read

Annotation is the act of using symbols and notes to **show what you are thinking while you read**. When you annotate, you interact with the source by underlining sections of the text, circling words, phrases, or images, and writing note to yourself in the margins.

Annotation helps you to focus their attention when reading a source and record you thoughts as you read.

*Whenever you **annotate**, you should have a purpose, like a question, that guide: you.*

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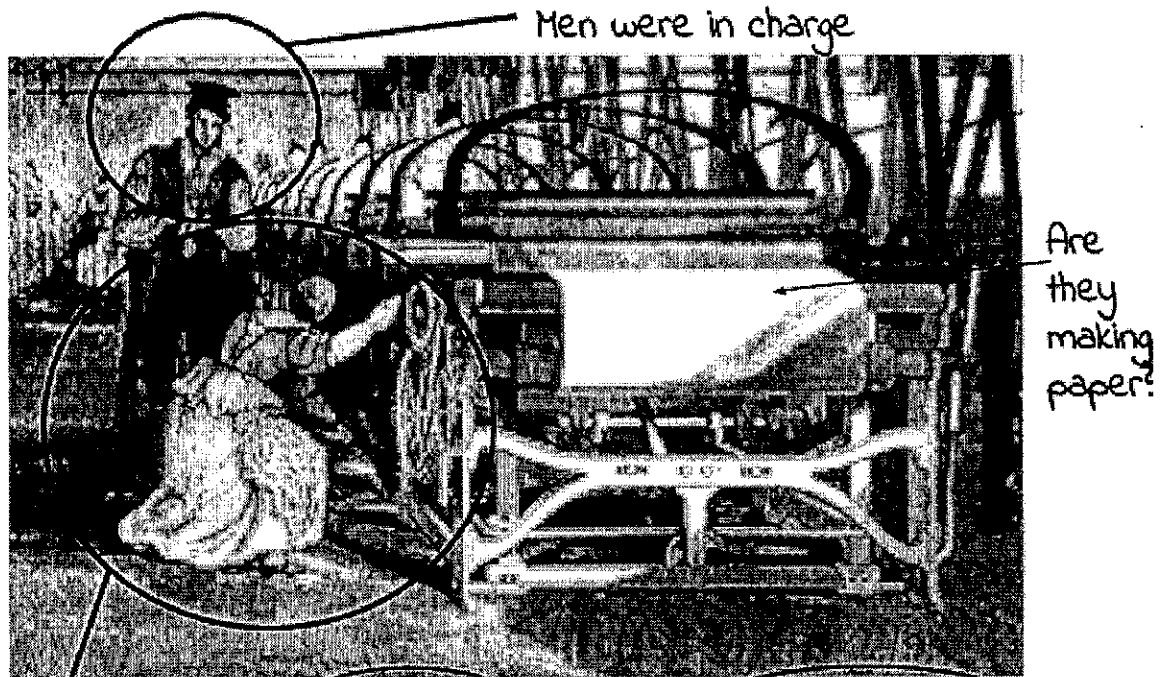**Example of annotation of an image:**

Men were in charge

Are they making paper?

Illustration of a power loom weaving drawn by Thomas Allom (1835)

women had to bend down a lot working on the machines

I think a power loom is the machine in the front.

Who was Thomas Allom?

Example of annotation of text:

To make something "up to date"

The process of becoming more like western European countries

why did Peter the Great want to westernize his country?

Peter the Great's reforms to (modernize) and (westernize) Russia were expensive. To pay for his new programs, Peter adopted an economic system that was popular in Western Europe called mercantilism. In mercantilism, a country uses its colonies to increase the amount of gold and silver in (its treasury.)

where a gov't keeps its money

Sourcing is the act of determining *who* created a document, *when* the document was created, *where* it was created and *why* it was created.

Historians **source** in order to determine whether the document is a **reliable** (trustworthy) source. To source, historians ask themselves these questions whenever they investigate a source:

- **When** was it written? (Historical Context)
- **Who** wrote this? For whom was it written? (Audience)
- **Why** was it written? (Purpose)
- What is the author's **point-of-view**? (POV / Bias)
- What **type of source** is this? (Primary / Secondary)
- **Where** was it written? (Geographic context)

Directions: Examine the document on the following page and answer the questions that follow to determine if it is a reliable sources for historians to write about the past.

Sourcing Practice #1. The image to the right was made in 1910. It depicts the type of clothing worn by doctors when treating patients who had the plague, a disease that was deadly and spread quickly in the 17th century (1600s). The artist based the drawing on information about doctors' clothing in a book written in 1721 by Jean Jacques Manget.

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1. Why might the artist have drawn image? (Purpose)

2. When was this drawn? (Context)

3. Is this a primary source or a secondary source? How do you know?

4. How is this source both useful and not useful evidence in determining what happened during the plague?

Close Reading is the act of reading a source to identify **the author's argument and how they are making it.**

When close reading, we try to answer questions like:

- What **claim** does the author make?
- What **evidence** does the author use?
- What **language** (words, phrases, images, symbols) does the author use to persuade the document's audience?
- How does the document's language indicate the author's perspective?

Close Reading Practice

Directions: Read the passage below, then answer the close reading questions.

Home-cooked food is healthier than fast food. According to a recent study by the Palo Alto Medical Foundation, fast food burgers have on average 71 calories per ounce compared to homemade burgers that contains 67 calories per ounce. That means that a fast food quarter pound burger (4 oz.), has sixteen more calories than the same burger made at home. Those added calories could lead to weight gain, which can be bad for one's health. In addition, in a 2005 study, Dr. Harold Haines states "people who eat fast food meals more than twice a week gain about 9.92 pounds and are more likely to get diabetes than people who eat home cooked meals (2)." The more fast food you eat, the more overweight you will be, and the more likely it is that you will have health problems like heart disease, or diabetes which can prevent you from living an enjoyable and long life with your loved ones.

1. What claim does the author make about home-cooked food?

2. What evidence does the author use to support his/her claim?

3. In addition to evidence, how does the author try to persuade the reader in the last lines?

How and why do historians corroborate their sources?

Corroboration is the act of *comparing pieces of evidence* to see where they agree or disagree.

Corroboration of Sources VIDEO: 'The True Story of the Three Little Pigs.'

Historians **corroborate** sources with their account of what happened to uncover what actually happened.

- What do other documents say?
- Do the documents **agree**? If so, how? If they **contradict** each other, not, how or why not?
- What **other documents** may clarify our understanding?

Corroboration Practice

Directions: Read the scenario and accounts below then answer the questions that follow to explain how each piece of evidence corroborates the initial account.

Scenario: On the night before the big game between your school's team, the Panthers, and you biggest rivals, the Bears, the Bears' locker room was vandalized. Many of the players from the Bears are accusing members of your team of committing the vandalism. The Panthers say that they couldn't have vandalized the locker room because they were all out for pizza when the locker room was raided.

Additional Testimony:

Account A: Statement by the Panther quarterback's older sister saying that she drove them to the pizza place on the night the locker room was vandalized.

Account B: Statement from the Bears' running back saying that he saw the Panthers at the pizza place the night the locker room was vandalized.

1. What is the point - of - view of the author of Account A?

2. What is the point - of - view of the author of Account B?

3. How do both Account A and Account B **corroborate** the Panthers' account?

4. Which of the two pieces of testimony would make their case stronger? Explain

5. What other accounts might clarify whether the Panthers were at the pizza place? Who would they be from?

What is **context?** How do historians use it to understand and write about the past?

Contextualizing a historical event is the act of describing where the event it took place, what led to it, and why. <u>We will use the term "Set the Scene" to talk about the art of Contextualization this year and next in our writing.</u>

<u>The 'joke' of Contextualization & The Three Little Pigs</u>

To contextualize an event historians try to answer these questions:

- **When** did it happen?
- **Where** did it happen
- What **led** to it?

How do historians **construct arguments** to understand and write about the past?

Introduction. **Directions: Read through the two arguments below. Below, list three differences and similarities between Argument A and Argument B.**

Argument A	Argument B
Malcolm: Fast food is better than home cooked food.	**Aliyah:** Home cooked food is better than fast food.
Brittany: Why do you say that?	**Johnny:** Why do you say that?

Malcolm: I like it.

Brittany: How can you prove that?

Malcolm: When I eat it, I say "Mmmmmm, good and greasy!"

Brittany: So, what?

Malcolm: So, that's why it's better. It tastes better to me.

Aliyah: Home cooked food is healthier for you.

Johnny: How can you prove that?

Aliyah: In an experiment, researchers found that on average, home cooked burgers have four less calories per ounce than fast food burgers.

Johnny: So, what?

Aliyah: The more calories you eat, the more likely you are to be overweight.

Johnny: So, what?

Aliyah: The more overweight you are, the more likely it is that you will have health problems like heart disease, or a heart attack. Therefore, home cooked meals are healthier than fast food meals.

1. **List three differences and similarities between Argument A and Argument B**

Constructing Arguments is the act of of creating a persuasive understanding of the past by using relevant evidence from primary and secondary sources.

- Historians **corroborate** sources to their account of what happened to determine what actually happened.

A historical argument IS:
- **supported by information from reliable sources.**
- **researched and carefully put together.**

A historical argument IS NOT:
- **supported by opinions.**
- **made up on the spot.**
- **won by the person who can yell the loudest**

*Historians construct arguments through **claims, evidence, and reasoning/explanation.***

The Three Components of a Historical Arguments

CLAIM: The claim is the answer to your research question or response to the prompt you are addressing. It should be based on the evidence you have collected.

EVIDENCE: Evidence is information that supports your claim. We collect evidence from sources like texts, videos, and knowledgeable people to support our reasons.

REASONING/EXPLANATION: Reasoning is the explanation for why the evidence supports the claim. In history we contextualize, compare, corroborate, connect cause and effect, and use geography and economic ideas to explain our reasoning.

Constructing Arguments Practice

Directions: Reread the argument below from the introduction and annotate it using the symbols (C, E, or R/E) to label the different components of the argument.

Aliyah: Home cooked food is healthier for you.

Johnny: Why do you say that? How can you prove that?

Aliyah: In an experiment, researchers found that on average, home cooked burgers

have four less calories per ounce than fast food burgers.

Johnny: So, what?

Aliyah: The more calories you eat, the more likely you are to be overweight.

Johnny: So, what?

Aliyah: The more overweight you are, the more likely it is that you will have health problems like heart disease, or a heart attack. Therefore, home cooked meals are healthier than fast food meals.

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