Designing Critical Thinking Based Lesson in Social Studies Education

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DESIGNING CRITICAL THINKING BASED LESSONS IN SOCIAL STUDIES
EDUCATION

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HONORS PROJECT

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**Introduction**

**WHY IS CHANGE NEEDED?**

The state of Ohio is currently in the process of implementing the Ohio New Learning Standards (ONLS) for high school social studies to take full effect in 2014.\(^1\) Parts of these standards include a desire to incorporate critical thinking skills into the curriculum. In addition to new standards, actions are being taken to move to the Ohio Teacher Evaluation System (OTES) that incorporates teacher performance and student growth into a combined score. This score will then be translated into a teacher rating from “Ineffective” to “Accomplished.”\(^2\) Part of the teacher performance section of the evaluation requires teachers to demonstrate teaching practices that encourage students to demonstrate higher-order thinking skills, such as critical thinking and analysis.\(^3\) Both the ONLS and the OTES are dependent on instruction including critical thinking skills. The problem is, historically, social studies teaching methods have focused heavily on lecture-style lessons.\(^4\) This simply will no longer be sufficient.

Students are being negatively impacted by the current trends in social studies instruction. In their article, “Why Kids Don’t Like Social Studies,” Mark C. Schug, Robert Todd, and R. Beery describe several reasons why social studies is often one of students’ least favorite subjects. Some of the reasons they found were that students do not like the teaching methods social studies teachers often use and students often find the material boring and inapplicable.\(^5\) The content is certainly not inapplicable, so the there is something missing from the way social studies content is being presented. There are ways to make the material interesting, applicable, and meaningful.

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\(^2\) Ibid.


to students, but it is highly dependent on how engaged we as teachers allow students to be in the classroom.

**WHAT WOULD A SOLUTION LOOK LIKE?**

Linda S. Levstik and Keith C. Barton, in their book *Doing History: Investigating With Children in Elementary and Middle School*, discuss the importance of inquiry in the classroom. They talk about ways to help students make connections to the content they are learning. Helping students relate their own lives to the content and encouraging them to do more than memorize facts not only improves connection to the material, but also increases understanding. As Levstik and Barton discuss, memorizing facts is not equivalent to understanding, and memorization is often what is expected when critical thinking and inquiry are not part of teaching styles and methods.⁶

When determining how we want to teach our students, I believe the best place to start would be with identifying what it is we want them to learn. What is the purpose of social studies education? Teaching students the knowledge and skills they will need to become informed, engaged citizens is an important function of the social studies curriculum. Every subject that falls under the social studies umbrella, from Psychology to Government and everything in between, adds a different perspective to this purpose. Each one provides students with slightly different content, context, and skills they need.

As stated by the Ohio Department of Education, social studies, “Helps students develop the ability to make informed and reasoned decisions for themselves and for the common good.”⁷

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The purpose of social studies education is not to fill the students up will facts, but to provide them with tools they need to be active members of their communities. This means that students have to think critically about the material, learn how to apply it, and make their own informed decisions about controversial issues the content may bring up. It is this application of both skills and content knowledge that will not only make the material more interesting to students, but will also promotes the type of citizenship we, as educators, should want our students to display.

WHAT HAPPENS NOW?

Adapting this outlook on social studies education may require a significant change to teaching practices. There are a lot of wonderful tools available to teachers that can make the process of creating units and lessons to fit this style fairly simple. In the following sections I will outline some of the materials and best-practices I have found that can be used to design engaging lessons for students that combine content and skills. The majority of my examples will apply most directly to World and American History. However, some examples specific to the other social studies areas are included, and the basic information provided applies across the discipline.

Curriculum Outlining

GETTING STARTED

The Ohio Department of Education (ODE) has provided a model curriculum to accompany the ONLS. Before doing any planning, it is extremely important to familiarize yourself with the standards. Every aspect of the planning process will require you to refer to these standards to support your decisions. The model curriculum can provide good resources and ideas for designing lessons. In my opinion, they do not provide enough materials to create an entire lesson, but they are a great place to start.
When outlining the curriculum, the first thing to decide is what content you will teach and when you will teach it. The ONLS are a good guide for this. The history standards are set up, to a degree, in chronological order; there certain topics that contain overlapping standards. The other sets of standards, (Government, Geography, etc.) are also arranged logically and scaffolded in a purposeful way. It is not necessary, however, that these standards are taught in the order they are presented within the standards. Because some of the standards within one topic may overlap chronologically with information in another topic, you may find it useful to mix and match standards from multiple topics.

The amount of time you spend teaching each topic or standard depends on a lot of various factors; your students should be the most influential aspect when making this decision. In later sections, I will discuss the importance of formative assessment and how it can, and should, be used to guide your instruction. If you find that your students are not grasping a concept, you may need to spend more time on it than you had originally planned. Pre-assessing students before instruction can assist you in this area. It will give you an idea of where your students may need more guided instruction.

This leads to a second item that has significant influence over how much time you spend teaching a topic: the state mandated, end of term exam. The ODE has provided a guide for how much emphasis will be placed on individual topics for the end of term exam in several social studies subjects. No one enjoys the idea of teaching to a test, but the concept of standardized testing does not seem to be going away any time soon. As educators, we have to take these tests into consideration when we outline our curriculum. How much time we dedicate to a certain topic should reflect the emphasis it is given within the state end of term exams.

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HOW TO APPROACH THE FIRST TOPIC

Each set of standards begins with a topic containing skills-based standards. There are various opinions regarding what should be done with these standards. It is my opinion that they should be taught very explicitly at the beginning of the term. Teaching students how to analyze documents, how to source documents, and how this leads to a better understanding is essential. It is possible to teach students these skills as you go, but they are not typically skills students will have when they walk into your classroom on the first day. I believe they will be much more likely to pick up on and use these skills if they are taught independently of new content. You do not teach a child to read until after they learn the alphabet, and I believe the same principle can be applied to learning skills such as critical thinking. Teaching students to analyze sources and “think like a historian” before you begin teaching them new content will allow them to become familiar with the skill before using it on new material.

In the Appendix you will find lesson plans and materials for teaching two lessons from the “Historical Thinking and Skills” topic within the World History and American History courses. They are designed to help students understand how historians approach history and how to “think like a historian.” These lessons can easily be adapted to meet the standards found under the first topic for the other social studies courses as well. Beyond the lessons I have designed, additional fantastic resources are available that would aid in the design of similar lessons. I discuss some of them in more detail in the Lesson Planning section.

MODEL CURRICULUM OUTLINES

It is important to design a flexible Curriculum Outline before you begin planning lessons. This will help you determine how much time you have to dedicate to each unit and what types of lessons you will incorporate. Sometimes, as educators, we want to share so much
information with our students that we get stuck on a particular topic for too long. This then leads to a rush at the end of the term to get through the rest of the material. A well designed Curriculum Outline can help avoid this problem. It allows you to preplan your content and begin laying out units so that you have a fairly clear plan of action before the term begins. The Curriculum Outline should be flexible enough that you can adapt it to meet the needs of your students, but ridged enough that it keeps you in line to finish the content in a timely manner.

Within the Appendix, you will also find an example Curriculum Outline. The layout of the outline is only a suggestion and the information it contains is by no means comprehensive, but it provides a good example of how to begin laying out content. The first two sections of the outline can be filled in using information found within the ONLS. The final section, “Assessment” will be further discussed in the Assessment section of this essay. Below are descriptions of the other sections and tips for constructing them:

Central Focus/ Essential Question(s)

The essential question (ES) of the unit should be the guiding force behind each lesson. Each aspect of your teaching should be designed to help students answer this question. Later, in the Lesson Planning section, I will further discuss various approaches to designing these questions, but they should always be designed to promote higher-order thinking.

Objectives/Student Outcomes

Each unit should contain student learning outcomes (SLOs). SLOs should be:

1) Student centered. -They should focus on what the student should know or be able to do.  
2) Performance centered -This means that you, as the teacher, should be able to observe whether the student has met this outcome.

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10 Ibid, 60-61.
3) Content centered- The outcome should reference the content that the student is mastering.\textsuperscript{11}

**Syntax & Discourse (Academic Language)**

Each unit should contain vocabulary and skills that students will need to learn. Be sure to include the skills indicated in the SLOs. The idea of academic language including vocabulary is fairly common, but the concept of skills being academic language may not be as familiar. Students need to be explicitly taught what “define” or “identify” means in the context of the subject they are studying. Different disciplines display these skills in different ways. Understanding what theses skill-words mean in a social studies context is an important aspect of learning how to think and communicate like an expert in the field. See the Syntax and Discourse part of the Unit Plan and Lesson Plan sections to read more about syntax, discourse, and academic language.

**Unit Planning**

**HOW TO SET UP A UNIT OUTLINE**

There are lots of different ways to set up a Unit Outline, but there are some basic elements that are fairly essential. In the Appendix I have included a model Unit Outline for the first week of the World History curriculum, as well as a Unit Outline over the dropping of the atomic bombs on Japan at the end of WWII. The two examples are slightly different, but both contain several important aspects. Below, I have outlines some of the key aspects of a Unit Outline.

**Unit Duration**

First, you have to decide how much time you want to dedicate to the unit. One week? Two weeks? This will most likely depend on how you set up your Curriculum Outline and the

length of your class periods. If you have block scheduling, you may be able to cover in a week what would otherwise take a week and a half or even two full weeks. Determining how many days you are going to spend on the unit is an important first step.

**Topic**

Next, you need to determine the topic of each day. This will probably be the same each day and be taken from the ONLS topic for the unit. Next, the standard to be covered each day should be listed. Typically, each unit only covers one standard, but this is not essential; some units may cover two or more standards, depending on your goals for the unit. Either way be sure to include all standards to be covered in your Unit Outline.

**Essential Question(s)**

The next step is to write the essential question for each lesson. Each lesson’s essential question should be a piece of the larger, unit essential question. At the end of every lesson, students should be one step closer to answering the unit essential question. Then use the lesson essential question to determine the SLOs for each lesson. The unit SLOs written on the Curriculum Outline were broad and covered the goals for the entire unit. Here, consider what you want your students to be able to demonstrate at the end of each lesson.

**Syntax and Discourse**

Next, determine the syntax and discourse to be covered within each lesson. This is where you will break down the academic language from the Curriculum Outline into the specific language necessary for each lesson. You may realize that there are some terms or skills that you missed when filling out your Curriculum Outline. This is a great opportunity to look deeper at the content and decide in more detail what academic language the students will need in order to discuss the ideas they will be exploring in each lesson.
This is also when you will consider how your students should be communicating in the lesson. Historians have a particular way of writing, using sources, and communicating their findings. Depending on the types of activities you are having your students do, there may be some specific syntax or discourse considerations for each lesson. The types of assessments you are planning may also influence the syntax and discourse.

**Lesson Assessment**

Finally, this is the point in the Unit Outline where you would list all forms of assessment to be used within each lesson. As I have previously mentioned, a section on assessment is included later in the essay, but for now keep in mind that all of your assessments should be evaluating both the content and the skills that you have outlined in your SLOs for the lessons.

**Lesson Planning**

**DESIGNING LESSON PLANS**

In this section, I will outline the basics of a detailed lesson plan. Although the example is most likely much more precise than what is needed for the average lesson, it serves as a good model that can be adapted to meet specific needs.

**Heading**

This is where you will include basic information about the lesson, including your name, the date on which the lesson will be taught and the day this lesson falls in the unit (day #1, day #2, etc). Other information, such as the grade level, the subject area, etc, may be included here as well.

**Lesson Rational/Summary**

In this section, you would outline the basic activities of your lesson and explain why this lesson is important for students. What are they going to be learning and why is it going to be
useful for them? This is optional, but it is very useful to at least think about when designing a lesson. Being purposeful in each lesson and ensuring that what you are having your students do has some larger contribution to the overall goals of the unit or the course as a whole is very important.

**Essential Question(s)**

This is where you record the essential question for the lesson. This is the focus of your lesson. By the end of the lesson, students should have gained the content knowledge and skills to answer this question. According to Bower, Lobdell and Owens, it should be a question that provokes critical thought and it should not be a yes-or-no question. There can be more than one essential question for an individual lesson as long as the content and skills taught during the lesson are enough for students to answer each question.

**Standards**

In this section, you should indicate the strand (or syllabus) from which you are taking your standards for the lesson. Next, record the standard topic and the content statement. The lessons provided in the Appendix are all aligned with standards from the first World History topic, “Historical Thinking and Skills.” As I mentioned in the Curriculum Outlining section, I believe that it is beneficial to teach these standards in their own unit, however, each consecutive unit should include lessons that align with these standards as well. In other words, each lesson should include a content standard as well as a skills standard, or one from the “Historical Thinking and Skills” topic.

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Objectives (Student Outcomes)

Here, list the objectives for the lesson. These should be statements that focus on what the student will be able to do by the end of the lesson. They should be content based, skills based, and be very specific as to how the student will demonstrate this learning. Multiple objects for one lesson are acceptable, but be sure that you have actually included the proper instruction and assessments to measure each one.

Syntax and Discourse

This is where you will list the academic language your students will be learning during your lesson. This includes skills words taken from your objectives, as well as vocabulary and terms your students will need in order to fully understand the content of your lesson. These can be taken straight from your unit plan, but you may also include other items that you may have forgotten during your initial planning. See the Syntax and Discourse part of the Unit Plan section to read more about syntax, discourse, and academic language.

Planned Assessments

Here, list the pre-, formative, and summative assessments you will include in your lesson. You do not have to include one of each in every lesson. You should, however, have some sort of assessment every day. These assessments should be designed to evaluate student achievement in relation to the objectives for the lesson. See the Assessment section for more information about designing assessments, the uses of the various types of assessment, and the importance of assessing skills.

Lesson Resources

This is where you will list all materials needed for the lesson. Both teacher and student resources should be included here. Any items taken or adapted from someone else’s work should...
be cited accordingly. Be sure to include the number of copies of each item such as worksheets that you will need. PowerPoints and any A/V equipment needed should also be included here.

**Differentiated Instructional Strategies**

Include any accommodations you are making for students with various abilities. This could include students with IEPs and 504s and students identified as gifted. It could also include adjustments you are making for students who may have accelerated knowledge of the particular content being covered in this lesson, or for students who are lacking in this particular content. Anything from special grouping for activities to individualized handouts or worksheets should be listed here and explained.

**Procedures**

This is where you will describe the lesson in detail and what you and the students will be doing throughout. The examples provided in the *Appendix* are very detailed and split into “Before, During, and After.” Each segment of the procedures has an indicated time frame for how long you should spend doing that portion of the lesson. Any preplanned questions should be listed here. The examples also include transition statements to move from the opener to the middle, to the closing.

An assessment for each segment of the lesson is also included. How you incorporate the assessments into your lesson plan is not as important as how you incorporate them into the lesson itself. If you have formal assessments in your lesson, it may make more sense to incorporate them in the procedures themselves. If they are informal, it may be useful to mention at the end of a section how you will be assessing student learning for that segment of the lesson. See the *Assessment* section to read more about how to plan and implement assessments.
READING LIKE A HISTORIAN

“Reading Like a Historian” is a history curriculum designed by Stanford University. Each lesson is based around a central question. This question serves as the perfect essential question for the lesson as described above. Each lesson includes primary documents that students analyze. These documents present multiple perspectives on historical issues. By the end of the lesson, students have analyzed these perspectives and are equipped to evaluate their trustworthiness and make historical claims backed by evidence from the documents.¹³

These lessons are designed to engage students in critical thinking. They teach sourcing, which introduces students to biases, and they encourage students to consider validity when looking at a source. In addition, they teach students to read sources in search of evidence that can be used to answer historical questions. The “Reading Like a Historian” lessons also provide students with background knowledge that they will need in order to fully understand the context of the documents they are reading. To download the lessons, go to the Stanford History Education Group website and create a free account. This will give you access to the lesson plans. In the next few segments, I will outline the components of a “Reading Like a Historian” lesson plan.

Establishing Relevant Background Knowledge

Each lesson contains some sort of introduction that explains the context of the lesson. Because these lessons are all based on a question, it is important for students to understand the relevance of the question in relation to the historical context. “Reading Like a Historian” lessons approach the teaching of this background knowledge in various ways. Some lessons provide PowerPoints, others utilize video clips. Lessons often ask students to read relevant content from

their textbook and answer pertinent questions. Still others outline mini-lectures or included a timeline that students may need to reference as they read the documents. Providing students with background information and framing the documents and the essential question are extremely important because it helps students orient their learning within the historical context.

**Document Analysis**

“Reading Like a Historian” lessons are based around the reading and analysis of historical documents that are related to the essential question. There are four different lesson styles that ask students to engage with the documents in different ways. The first called “Opening Up the Textbook” or “OUT,” has students examine both an excerpt from a text book and a document that expands upon or challenges the textbook’s account.

The “Cognitive Apprenticeship” lessons focus on skills development and are based on the idea that ways of thinking should be made visible in order for students to learn them. These lessons start with the teacher modeling a historical reading skill. Then, students engage in guided practice which ultimately leads them to independent practice.

The third type of lessons, called “Inquiry,” involves students investigating historical questions, evaluating evidence, and constructing historical claims. Some of these lessons are based on an explicit process of inquiry which helps students develop hypotheses by analyzing sets of documents.

Finally, the fourth lesson type is the “Structured Academic Controversy.” These lessons have students working in pairs and then teams to explore historical questions. Students take

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15 Ibid.

16 Ibid.

17 Ibid.

18 Ibid.
opposing positions on a question then work to gain consensus or at least clarify their differences. Typically, these lessons work best for block or multiple class periods. They are best implemented after students have gained experience working with primary sources.\textsuperscript{19}

**Class Discussion**

The final segment of the “Reading Like a Historian” lessons is the whole-class discussion. According to the website, this is the most important piece of the lesson, but it is often cut due to time constraints.\textsuperscript{20} The lesson designers recommend eliminating one of the documents rather than cutting the discussion. They argue that the discussion is a valuable opportunity to practice historical thinking skills and it allows students to articulate claims and defend them with evidence. “Only in whole-class discussion,” they argue, “can students see that history is open to multiple interpretations, and that the same piece of evidence can support conflicting claims.”\textsuperscript{21}

This activity may be awkward and uncomfortable for students at first, but through practice, they will gain an understanding of their role as knowledge-makes in the history classroom.\textsuperscript{22}

**DOCUMENT BASED QUESTIONS**

Document Based Questions or DBQs are lessons focused around reading sources and answering critical thinking-based questions about those sources. These documents provide students with various viewpoints on historical events. Students will have the opportunity to analyze these views and determine which side of the argument is best supported by the documents. Then students are expected to write an argument pertaining to a question the documents address, using evidence from the documents to support their position.

\textsuperscript{19} “Curriculum: Reading Like A Historian,” Stanford History Education Group, accessed December 2013, \url{http://sheg.stanford.edu/rlh}.

\textsuperscript{20} Ibid.

\textsuperscript{21} Ibid.

\textsuperscript{22} Ibid.
There are two types of DBQs, Mini-Qs, and the full DBQ. A Mini-Q contains 3-7 documents and is highly scaffolded. The full DBQ, on the other hand, contains 14-26 sources, or 8-12 sources. The teacher can decide which set is best for his or her students. These lessons are less scaffolded than the Mini-Qs and students are provided more sources to work with, so their essays will contain more supporting evidence. Below, I outline the DBQ lesson and explain where the Mini-Q and typical DBQ differ.

**Hook Exercise (Mini-Q only)**

Mini-Qs start with a hook exercise. These exercises introduce students to the topic and ask them to make a decision based on a problem posed. They include a short background story and a prompt. Students are then asked to weigh their options and choose between two options. The exercise provides them with a framework for organizing their thoughts and then a space to record their choice.

**Background Essay**

Both the DBQ and Mini-Q contain a background essay. The Mini-Q’s essay is typically shorter than those for the full DBQ. The background essay provides students with foundational information that will help them better understand the context of the documents they will be reading. The Mini-Q then provides students with questions about the essay. Because the full-length DBQ is less scaffolded, it does not provide these guiding questions.

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24 Ibid.
26 Ibid, 4.
Pre-Bucketing (Mini-Q only)

The Mini-Q then asks students to work through a process called Bucketing. For this activity, students define the question the Mini-Q is asking. This question is similar to the essential question a teacher would develop for a lesson. It is a question that provokes critical thinking and analysis of evidence to answer. For the Mini-Q, students are asked to look at the Mini-Q question and the document titles to create possible labels for their buckets. Later, students will use these buckets to sort evidence that they will then use when answering the question.

Document Analysis

The students will then begin to analyze sources. For the Mini-Q, students have guiding questions to answer for each document. These questions help students better understand the sources and to assist them in pulling essential information from each one that will guide them later when forming their own arguments. The full-length DBQ does not provide these structured questions. At the beginning of a full-length DBQ, there are guiding instructions that help students determine how to analyze the documents and what to look for as they read. Both types of DBQs encourage students to use what they read in the documents when forming their final arguments.

Bucketing (Mini-Q only)

At this point, students working on a Mini-Q are asked to sort the documents into their buckets. This will help students determine which side(s) of the question the documents support.

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28 Ibid, 6.


30 “What Caused the Dust Bowl,”11.
Students will then use the chickenfoot chart provided to record their thesis and the topics they will address to prove their thesis. This process is designed to support students in writing their essays. More information and directions for this process can be found in the teacher’s lesson plan that comes with the DBQ.

**Essay Writing**

Both the Mini-Q and the full-length DBQ ask students to write essays in response to the question posed by the lesson. Students are expected to use the documents they read and analyzed as evidence to support their arguments. The Mini-Q provides students with a guide for writing their essay. It outlines the essay’s structure and indicates how students should utilize their bucketing guides when writing their paragraphs. This outline is optional, and can be used as a differentiation option.

**Assessment**

**SUMMATIVE vs. FORMATIVE**

The first step in the process of developing assessments is to understand the difference between formative and summative assessments and their uses.

**Formative Assessments**

Formative assessments are used to determine students’ achievement in relation to their abilities and content knowledge. This information should then be used to inform teaching. Formative assessments are typically ungraded, although they do not have to be, and can be formal or informal. Formal formative assessments are physical products, such as pre-assessments, entrance tickets, exit tickets, etc. These products are then reviewed by the teacher.

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31 Ibid.
and indicate how well students understand the material. Formal assessments given at the beginning of a lesson should be reviewed immediately in order to indicate what needs to be covered during that lesson. Exit tickets and other forms of post-lesson formative assessments can be used to determine where students stand in relation to that day’s material and can then determine if material should be re-taught the following day.

Informal formative assessments can also take multiple forms. Class discussions and question and answer sessions are good ways for teachers to informally observe student understanding that can then be used to inform teaching strategies. Another way to accomplish this is to simply ask students to indicate how confident they feel about a specific topic. For example, if you have just introduced the students to a new skill, for example “sourcing” as described in the Lesson Planning section, you could ask students to hold up their fingers one to five to indicate their confidence in their ability to source, with one being the lowest and five being the highest. A quick scan of the room will indicate if a large amount of students feel that they are not confident, and therefore the students may need a little more guided practice.

Formative assessments should be the bulk of your assessing. If the goal is student growth, constantly checking and re-checking student abilities and understanding is essential; you cannot determine if a student is growing if you do not know where they started. Prior knowledge should be built upon. You should not be reinventing the wheel. Do not just assume your students do not know something. Get a feel for what they understand and what they are already capable of doing. This way, you can take them forward. How much time do we spend talking about things students already know? Granted, we often find that there are things they should already know that they do not, but formative assessments can help identify those areas as well. If you are constantly looking for ways to check student understanding, you will know what needs covered and what
may need re-taught, making it more likely that your students will be where you want them to be when it comes time for the summative assessments.

**Summative Assessments**

Summative assessments are always scored and are the assignments that appear in the grade book. Typically given at the end of a unit, these assessments are used to determine students’ overall abilities and knowledge. These often take the form of unit tests and final projects.

It is important to note that summative assessments can be used in a formative way. If an assessment is given, graded, returned to the students with comments that recommend ways to improve, and students are then expected to use this feedback on the next assignment, then this summative assessment could be used in a formative way. Similarly, the teacher could look over scores and see ways in which he or she could improve the next lesson to avoid problems that may have been evident in the previous assessment, or review previous concepts before the next lesson. Using a summative assessment to inform future teaching would mean using it in formative way.

**ALIGNING ASSESSMENTS**

When designing assessments, it is essential that they align with the learning objectives you have developed. If your assessments do not align, you are essentially not evaluating the skills and content you have set out to teach. It is also important to align your assessments with the types of thinking you want your students to demonstrate. In their book, *Assessment and Grading in Classrooms*, Susan Brookhart and Anthony Nitko suggest using a table of specifications to ensure this alignment when it comes to summative assessments.³⁴

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Table of Specifications

In the Appendix, I have included an example test, answer key, and table of specifications. The table includes a column for the topics covered on the test, columns for the levels of thinking taken from Bloom’s Revised Taxonomy,\(^{35}\) and a column for the total number of points for each topic and one for the total percent for each topic. There is also a row at the very bottom that is for the total number of points for each level of thinking and one for the total percent for each level.

According to Brookhart and Nitko, this table should be designed during the lesson planning process.\(^{36}\) This will allow you to plan your lesson around the assessment, ensuring that you are covering everything you want to assess.

The Assessment Triangle

In Knowing What Students Know, Pellegrino, Chudowsky, and Glaser present a model for effectively aligned assessments that they call “The Assessment Triangle.” It is made up of three important components for any type of assessment to include: cognition, observation, and interpretation. Including these three elements will help to insure a balanced, aligned assessment. They are represented as a triangle because each is connected and dependent on the other two.\(^{37}\)


\(^{36}\) Ibid, 110-113.

First, Pellegrino, Chudowsky, and Glaser discuss the cognition point on the triangle. It refers to how students develop competence and represent knowledge in a subject domain.\textsuperscript{38} For social studies teachers, this means identifying how historians think and how they represent their findings. As mentioned previously in the Curriculum Outlining section, the first topic within the OLNS is entitled “Historical Thinking and Skills.” This is a good place to start when considering the cognitive section of “The Assessment Triangle”. Another source to consider would be multiple intelligence teaching strategies. Bert Bower, Jim Lobdell and Sherry Owens outline useful approaches for teaching to multiple intelligences in their book, \textit{Bringing Learning Alive!: The TCI Approach for Middle and High School Social Studies}.\textsuperscript{39} Taking into account how your students learn and ways to present information and skills to them in these ways can help determine appropriate cognitive strategies to focus on when assessing.

The observation point on the triangle represents the tasks students will perform that will result in the display of desired knowledge and skills.\textsuperscript{40} Pellegrino, Chudowsky, and Glaser describe it as being similar to designing an experiment. As a teacher, we should design a task that will determine whether or not a student can demonstrate the knowledge or skills we hope to assess. If we want to find out what students know, we have to make sure our tasks are assessing specific data, not external variables.\textsuperscript{41} For example, multiple-choice tests should be designed so that the format itself is not causing students to miss questions; questions should not be written with double negatives, obviously incorrect distracters, etc.\textsuperscript{42} If the goal of an assessment is to

\textsuperscript{39} Bert Bower, Jim Lobdell and Sherry Owens, \textit{Bringing Learning Alive!: The TCI Approach for Middle and High School Social Studies}, (Palo Alto: Teachers’ Curriculum Institute, 2005): 28-86.
\textsuperscript{40} Pellegrino, 48.
\textsuperscript{41} Ibid.
\textsuperscript{42} Susan Brookhart and Anthony Nitko, \textit{Assessment and Grading in Classrooms}, (Upper Saddle River: Pearson Education Inc, 2008): 141-143.
evaluate student knowledge, we should design them so that students’ ability to navigate the
assessment is not hindering their performance.

Finally, the interpretation corner of the triangle is simply how the data generated by the
observed task will be interpreted. The three points are fundamentally interconnected. An
interpretation model is necessary in determining how observations are to be used as evidence and
how this evidence aligns with appropriate cognitive models. Similarly, determining how students
best, or most appropriately, demonstrate their understanding is extremely useful when designing
observable learning tasks geared toward measuring achievement in these areas.

THE IMPORTANCE OF ASSESSING SKILLS

Assessing students’ skills is essential. Skills such as critical thinking, analysis, synthesis,
evaluation, are basis for historical thinking and the essential in promoting informed, engaged
citizenship. The skills inherent within the social studies curriculum are the most transferable
aspect of the content. According to Pellegrino, Chudowsky, and Glaser, one of the essential
aspects of expertise in any field is the ability to extend knowledge and skills beyond the context
in which they are learned. When we have students work with primary sources, analyze political
cartoons, and form arguments using evidence, we are helping them develop these transferable
skills. Part of being an engaged, informed citizen is the ability to take a piece of evidence and
analyze it, think about it critically, and make an informed decision about how the information
should be used. Cognitive theory states that, “knowing means more than the accumulation of
factual information and routine procedures; it means being able to integrate knowledge, skills,

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43 James Pellegrino, Naomi Chudowsky and Robert Glaser, Knowing What Students Know: The Science and Design
44 Ibid, 51.
and procedures in ways that are useful for interpreting situations and solving problems.\textsuperscript{46} I believe this should be kept in mind when we, as teachers, begin to consider what we will be evaluating in our classrooms and how we want to go about designing these assessments. Because our assessments should be an integral piece of the design of our lessons, it is essential that our instructional strategies align with our assessments. Using the tools and organizational materials I have described throughout this document, the goal of developing informed, active citizens can become a closer reality.

References


## Appendix

### Curriculum Outline

**Teacher:** Ms. Adelblue  
**Grade:** High School  
**Subject:** American History

| Topic/Unit                      | Common Core/Standards                                                                 | Central Focus (Essential Question/s)                                                                 | Objectives/Student Outcomes                                                                                                                                                                                                 | Syntax & Discourse (Academic Language)                                                                                                                                  | Assessment                                                                                                                                                                                                 |
|--------------------------------|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Historical Thinking and Skills | 1) Historical events provide opportunities to examine alternative courses of action.  
2) The use of primary and secondary sources of information includes an examination of the credibility of each source.  
3) Historians develop theses and use evidence to support or refute positions.  
4) Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long- and short-term causal relations. | How do today’s historians “create” history?                                                                 | 1) By the end of the unit, students will be able to analyze historical events and identify alternative actions.  
2) By the end of the unit students will be able to evaluate primary and secondary sources for their credibility. | Vocabulary:  
1) Cause and Effect  
2) Credibility  
3) Primary and Secondary Sources  
Skills:  
1) Analytical Skills  
2) Forming an argument using evidence.  
3) The ability to identify factors that indicate credibility. | 1) Students will be given a historical event and asked, through writing, to identify alternative outcomes to the situation. Students would be expected to identify the consequences of the alternative outcome and what about the original situation would have to be different for this alternate outcome to occur.  
2) Students will be given one primary and one secondary source and will be required to identify, in writing, what makes each document credible, or not credible. |
| Historic Documents             | 5) The Declaration of Independence reflects an application of Enlightenment ideas to the grievances of British subjects in the American colonies.  
6) The Northwest Ordinance addressed a need for government in the Northwest Territory and established precedents for the future governing of the United States.  
7) Problems facing the national government under the Articles of Confederation led to the drafting of the Constitution of the United States. The framers of the Constitution applied ideas of Enlightenment in conceiving the new government. | How did historic documents such as the Articles of Confederation and the Federalist papers influence later documents and US policies? | 1) By the end of the unit, students will be able to compare and contrast the Articles of Confederation and the Constitution.  
2) By the end of the unit, students will be able to explain how the Declaration of Independence reflects Enlightenment Ideas.  
3) By the end of the unit, students will be able to explain how the Northwest Ordinance established | 1) Federalists  
2) Anti-Federalists  
3) Rights  
4) Enlightenment | 1) Students will be given a unit test where they will be given a list of demands and they will have to match the demand to the group who made it (Federalist/Anti-Federalist)  
2) Students will be given a list of statements from the Constitution and they will have to explain what problem within the Articles this statement addressed.  
3) In a multiple choice test, students will be asked questions about the Enlightenment ideas and how they are reflected in the Bill of Rights and the Declaration of Independence. They will also be asked questions about the Northwest Ordinance and how it established precedence for |
8) The Federalist Papers and the Anti-Federalist Papers structured the national debate over the ratification of the Constitution of the United States.  
9) The Bill of Rights is derived from English law, ideas of the Enlightenment, the experiences of the American colonists, early experiences of self-government and the national debate over the ratification of the Constitution of the United States.

By the end of the unit, students will be able to compare and contrast the ideas of the Federalist and the Anti-Federalists.  
5) By the end of the unit, students will be able to explain the origins of the Bill of Rights.

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| 10) The rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society.  
11) The rise of industrialization led to a rapidly expanding workforce. Labor organizations grew amidst unregulated working conditions, laissez-faire policies toward big business, and violence toward supporters of organized labor.  
12) Immigration, internal migration and urbanization transformed American life.  
13) Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized.  
14) The Progressive era was an effort to address the ills of American society stemming from industrial capitalism, urbanization and political corruption. |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>What impact did Industrialization and Progressivism have on American society from 1877-1920 and can this impact still be seen in society today?</td>
</tr>
</tbody>
</table>
| 1) By the end of the unit students will be able to identify the factors that led to industrialization in America.  
2) By the end of the unit students will be able to explain how industrialization led to increased support for organized labor.  
3) By the end of the unit, students will be able to describe the attempts made during the Progressive era to address the ills of American society.  
4) By the end of the unit, students will be able to explain how the results of the labor movement and Progressive era can still be seen in society today. |

**Vocab.:**  
1) Labor Union  
2) Suffrage  
3) Prohibition  
4) Projection skills  
5) Analytical skills  
6) Identification of cause and effect.

**Skills:**  
1) Projection skills  
2) Analytical skills.  
3) Identification of cause and effect.

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1) Students will create a list of factors that led to industrialization and write an explanation of how industrializing solved these issues.  
2) Students will create a similar list of consequences of industrialization, explaining how these consequences were solved (Ex: labor organizations). If they identify any consequences that were not solved, they should propose their own solutions.  
3) Students will write an essay identifying one minority class (women, immigrants from a particular nation, a particular minority race) and explain how industrialization and/or progressivism impacted their lives. Students should write their essay from the perspective of a person belonging to the class they choose.  
4) A class discussion at the end of the unit will allow students to discuss their opinions on the lasting results of the labor movement, prohibition, women’s suffrage, etc.
### Foreign Affairs from Imperialism to Post-World War I (1898-1930)

15) As a result of overseas expansion, the Spanish-American War and World War I, the United States emerged as a world power.
16) After WWI, the United States pursued efforts to maintain peace in the world. However, as a result of the national debate over the Versailles Treaty ratification and the League of Nations, the United States moved away from the role of world peacekeeper and limited its involvement in international affairs.

What factors led to the rise and fall of America’s leading role in world affairs from 1898-1930?

1) By the end of the unit students will be able to explain how overseas expansion, the Spanish-American War and WWI led to America becoming a world power.
2) By the end of the unit, students will be able to explain how the aftermath of WWI led the U.S. to take a lesser role in international affairs.
3) By the end of the unit, students will be able to form an argument describing whether or they agree with the position the U.S. took regarding involvement in world affairs both pre- and post- WWI.


Skills: 1) Defend an argument using evidence 2) Explain

### Prosperity, Depression and the New Deal (1919-1941)

17) Radical intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I.
18) An improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes and tensions.
19) Movements such as the Harlem Renaissance, African-American migration, women’s suffrage and Prohibition all contributed to social change.
20) The Great Depression was caused, in part, by the federal government’s monetary policies, stock market speculation, and increasing consumer debt. The role of the federal government in formulating economic policy and the Great Depression.

How did industrialization and progressivism led to post-WWI prosperity and, eventually, The Great Depression and New Deal?

1) By the end of the unit students will be able to describe how innovations resulted in cultural changes in the U.S. following WWI.
2) By the end of the unit, students will be able to describe how the changes in the U.S. economy following WWI led to the Great Depression.
3) By the end of the unit students will be able to describe how the government responded to the Great Depression.

Vocab.: 1) The New Deal 2) The Great Depression 3) The Roaring Twenties

Skills: 1) Identifying Cause and Effect 2) Describe

1) Students will write an essay defending or criticizing the role the U.S. played in world affairs both pre- and post- WWI. Students should prove their understanding of the historical factors in question by using evidence to support their position.
From Isolation to World War (1930-1945)

| 21) | During the 1930s, the U.S. government attempted to distance the country from earlier interventionist policies in the Western Hemisphere as well as retain an isolationist approach to events in Europe and Asia until the beginning of WWII. 22) The United States mobilization of its economic and military resources during World War II brought significant changes to American society. | How did the U.S.’s decisions regarding involvement in foreign affairs from the 1930s through the end of WWII impact the U.S. as well as the rest of the world? | 1) By the end of the unit, students will be able to identify the factors that led to U.S. isolationism leading up to WWII. 2) By the end of the unit, students will be able to describe how U.S. involvement in WWII changed American society. | Vocab.: 1) Isolationism 2) Atomic Weapons 3) Pearl Harbor Skills: 1) Identify Cause and Effect 2) Analyze |

The Cold War (1945-1991)

| 23) Use of atomic weapons changed the nature of war, altered the balance of power and began the nuclear age. 24) The United States followed a policy of containment during the Cold War in response to the spread of communism. 25) The Second Red Scare and McCarthyism reflected Cold War fears in American society. 26) The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics. 27) The collapse of communist governments in Eastern Europe and the U.S.S.R. brought an end to the Cold War. | How did the policy of containment impact US/Soviet Union relations? | 1) By the end of the unit, students will be able to describe how the use of atomic weapons impacted the world. 2) By the end of the unit, students will be able to describe the meaning of “containment.” 3) By the end of the unit students will be able to explain how containment policy led to U.S. involvement in Korea and Vietnam. 4) By the end of the unit, students will be able to describe how McCarthyism impacted American society. 5) By the end of the unit, students will be able to identify the factors that led to the collapse of the U.S.S.R. | Vocab.: 1) Containment 2) McCarthyism 3) Cold War (why “cold” war) Skills: 1) Identify Cause and Effect 2) Analyze |

Social Transformations in the United

| 28) Following World War II, the United States experienced a struggle for | What social changes occurred | 1) By the end of the unit, students will be able to describe the | Vocab: 1) NASA 2) The Civil |

1) Students will write a short essay describing why the U.S. chose to stay out of the conflicts in Europe and Asia prior to the bombing of Pearl Harbor. 2) During class discussion, students will be asked to discuss in groups what impact U.S. involvement in WWII had on the American people. They should consider economic, industrial, and social factors. Once the groups have had time to discuss, a large group discussion will be conducted. 3) As a class, students will discuss the consequences dropping the atom bomb had on the world.
| States (1945-1994) | racial and gender equality and the extension of civil rights.
29) The postwar economic boom, greatly affected by advances in science, produced epic changes in American life.
30) The continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt, and the increase in immigration resulting from passage of the 1965 Immigration Act have had social and political effects.
31) Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare and national security. | following WWII? | Civil Rights Movement and the impact it had on the U.S.
2) By the end of the unit, students will be able to list advances in science that occurred in the postwar era and describe their impact on society.
3) By the end of the unit, students will be able to describe how changes in U.S. population impacted society.
4) By the end of the unit, students will be able to describe how politics were impacted by societal changes in the post-war era. | Rights Movement
3) Liberal
4) Conservative Skills:
1) Identify Cause and Effect
2) Analyze | their understanding of the key players and events of the Civil Rights Movement as well as its impact on American society.
2) Students will read about the space program and complete a worksheet that outlines the major advancements that came from its creation.
3) Students will discuss in groups, then as a class, the various sides of the political debates that occurred during the era. They will then write an essay outlining the stance they would have taken on the key issues using evidence to support their argument. |

| United States and the Post-Cold War World (1991 to Present) | 32) Improved global communications, international trade, transnational business organizations, overseas competition and the shift from manufacturing to service industries have impacted the American economy.
33) The United States faced new political, national security and economic challenges in the post-Cold War world and following the attacks on September 11, 2001. | What role does the U.S. play in the world today? | 1) By the end of the unit, students will be able to describe the role the U.S. plays in organizations such as the World Trade Organization.
2) By the end of the unit, students will be able to describe how 9/11 changed the U.S. socially, as well as militarily and when it came to homeland security. | Vocab:
1) World Trade Organization
2) Sovereignty
3) Globalization
4) Terrorism Skills:
1) Identify Cause and Effect
2) Analyze | 1) Students will be asked to find an event from the period that they feel demonstrates the concept of globalization involving the U.S. and write a short essay explaining their choice.
2) Students will choose a method of demonstrating how the U.S. changed socially, militarily, or how homeland security changed following 9/11. Student options could include writing an essay, giving a presentation or demonstration, etc. |
Part One: Central Focus

A. Essential Question(s)/Misconceptions:

1. What was the United States’ best option for ending the war with Japan?

How did the development of the atomic bomb push tension between the United States and the Soviet Union over the edge?

2. State any common misconceptions you hope to address.

Students may not be aware of the arguments made for dropping the bombs, and those made against it. They may not be aware of the fact that some people involved in developing the weapons actually argued against their use. Also, the tension between the U.S. and Soviet Union regarding nuclear technology is not often recognized until well after the end of WWII. Students may not realize that the tension that led to the Cold War existed before WWII was concluded.

B. Standards:

<table>
<thead>
<tr>
<th>Strand/Syllabus</th>
<th>Topic (Content)</th>
<th>Content Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>American History</td>
<td>Cold War</td>
<td>23. Use of atomic weapons changed the nature of war, altered the balance of power and began the nuclear age.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strand/Syllabus</th>
<th>Topic (Skill)</th>
<th>Content Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>American History</td>
<td>Historical Thinking and Skills</td>
<td>3. Historians develop theses and use evidence to support or refute positions.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Common Core</th>
<th>Grade Band</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy in Social Studies</td>
<td>9th - 10th</td>
<td>6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</td>
</tr>
</tbody>
</table>
## Part Two: Weekly Matrix

Divide the key Content Statement(s) into three-five parts, each of which you think would be achievable in a 45- or 80-minute class period.

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson Title (CS Part; include #)</th>
<th>Objectives (SWBAT)</th>
<th>Assessment</th>
<th>Activities</th>
<th>Materials</th>
</tr>
</thead>
</table>
| Mon Day #1 | The Dropping of the Bombs (OLS 23. Use of atomic weapons changed the nature of war) | Identify the key aspects of the dropping of atomic bombs on Japan by creating a CD cover that highlights the events. | Students will create a CD cover that includes song titles which highlight the major aspects of dropping of the bombs. | • Analysis of political cartoon.  
  • Guided Notes  
  • Designing of CD Cover  
  • Gallery Walk | • Paper  
  • Colored Pencils/Crayons/Markers  
  • Projector/Smartboard  
  • PowerPoint  
  • Guided Notes for students |
| Tues Day #2 | Dropping the Bombs: Unavoidable or Reckless? (ONLS 23. Use of atomic weapons changed the nature of war) | Argue what the United States’ best option was for ending the war with Japan in a one page essay. | Students will write a one page essay arguing whether the United States should have dropped the bombs on Japan. | • Class discussion “Are civilian casualties ever an acceptable consequence of war?  
  • Modeling Sourcing  
  • DBQ | • Copies of DBQ documents.  
  • PowerPoint  
  • Projector/Smartboard |
| Weds Day #3 | The Coming of the Cold War (ONLS 23. …altered the balance of power and began the nuclear age.) | Depict how the threat of the Soviet Union’s power influenced the development and use of the atomic bomb by creating an annotated political cartoon. | Students will create an annotated political cartoon that depicts how the development and use of atomic weapons perpetuated conflict between the U.S and the Soviet Union. | • Analysis of political cartoon  
  • DBQ  
  • Annotated Illustration  
  • Gallery Walk | • Political Cartoon  
  • PowerPoint  
  • Projector/Smartboard  
  • Paper  
  • Crayons/Colored Pencils/Markers  
  • DBQ Documents |
Part Three: Language Function

A. Describe the associated language demands of:
   a. Vocabulary: memorandum, atomic bomb, Potsdam Conference, Enola Gay, Fat Man, Little Boy, unconditional surrender
      These vocabulary terms are essential academic language for the learning segment. Students will need to be able to recognize these terms in their reading and understand their meaning so they can use them in the lesson activities such as the writing activity on Day #2.
   b. Syntax: Students will be expected to form arguments using complete sentences. When speaking and writing, students should use academic language and avoid conversational terms and slang.
   c. Discourse: All writing and discussions will be supported with evidence from the documents the students have analyzed. Students will structure their writing starting with a thesis and following it with reasons. These reasons will be paired with evidence from sources that support the argument.

B. Describe how you will teach students to learn to be successful with your identified language function and associated language demands. Refer to the day/number of specific lessons.
   I demonstrate the analytic process for my students by modeling sourcing for them on Day #2. This will show students how to read sources and pull out important information that can be used as evidence when forming an argument. I will also include some of the vocabulary terms in their guided notes on Day #1, explaining their meaning and their connection to the topic. Throughout the rest of the learning segment students will see these terms in their DBQ readings on days #1 and #2. By the time students are expected to begin using the academic language, they will have seen it in their guided notes as well as the readings, so will have been exposed to the terms several times and be able to use them. Finally, I will provide students with a bucketing graphic organizer on Day #2 to demonstrate the format expected of them in their writing. This will help them understand the connection between the evidence and their thesis.
Part Four: Monitoring Student Learning

<table>
<thead>
<tr>
<th></th>
<th>Pre-</th>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Analysis of Political Cartoon on Day #1</td>
<td>CD Cover Processing Activity on Day #1</td>
<td>Argument based essay on Day #2</td>
</tr>
<tr>
<td></td>
<td>Discussion about civilian casualties on Day #2</td>
<td>Responses to DBQ Questions on Day #2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Analysis of Political Cartoon on Day #3</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Annotated Illustration on Day #3</td>
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</tbody>
</table>

A. Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their learning.

The assessments I have planned incorporate various multiple-intelligence strategies. The analysis of political cartoons will allow visual learners to interpret images. I have included class discussions for students who may not have strong writing skills, but who can better express themselves verbally. The essay will allow students who prefer to write to demonstrate their learning. The CD cover assignment and annotated illustration task will allow students to be creative and express their understanding through artistic, nonconventional means. This gives students freedom and allows them to incorporate some of their own tastes and interests into their product.
## UNIT OUTLINE

**Teacher:** High School  
**Subject:** World History (Historical Thinking and Skills)

<table>
<thead>
<tr>
<th>Day</th>
<th>Topic/Unit</th>
<th>OACS/CCS</th>
<th>Central Focus (Essential Question)</th>
<th>Learning Outcomes</th>
<th>Syntax &amp; Discourse</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| Monday  | Evaluating Primary and Secondary Sources | The use of primary and secondary sources of information includes an examination of the credibility of each source. | What are primary and secondary sources and why are both important to historian’s work?              | 1) By the end of the lesson, students will be able to distinguish between primary and secondary sources.  
2) By the end of the lesson students will be able to describe the function primary and secondary sources hold for historians. | Vocab.:  
1) Primary Source  
2) Secondary source  
Skills:  
1) List (students will need to know what a “good” list of criteria is)  
2) Describe  
3) Define | Students will be given an exit ticket where they will be asked to define “primary and secondary source” and describe why each is important to the “creation” of history. |
| Tuesday | Evaluating Primary and Secondary Sources | The use of primary and secondary sources of information includes an examination of the credibility of each source. | How do historians determine if a source is credible?                                                | 1) By the end of the lesson, students will be able to list the criteria that make sources credible.  
Vocab.:  
1) Bias  
2) Historiography  
3) Credible  
4) Criteria  
Skills:  
1) Analyze  
2) List | | Students will collectively generate a list of criteria used by historians to evaluate the credibility of primary and secondary sources. |
<table>
<thead>
<tr>
<th>Wednesday</th>
<th>Evaluating Primary and Secondary Sources</th>
<th>The use of primary and secondary sources of information includes an examination of the credibility of each source.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>How do historians determine if a source is credible?</td>
<td>By the end of the lesson students will be able to evaluate the credibility of a primary and secondary source.</td>
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<tr>
<td></td>
<td>Vocab.: 1) Credibility 2) Evidence Skills: 1) Evaluate 2) Analyze</td>
<td>Students will read a primary and secondary source and discuss their credibility using the criteria established in the previous lesson.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Thursday</th>
<th>Analyzing History</th>
<th>1) Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long- and short-term causal relations. 2) Historical events provide opportunities to examine alternative courses of action.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>How do historians use past events to predict potential alternative outcomes?</td>
<td>By the end of the lesson students will be able to describe how historians analyze history to determine alternative outcomes.</td>
</tr>
<tr>
<td></td>
<td>Vocab.: 1) Historical Process 2) Cause and effect 3) Correlation and causation Skills: 1) Describe 2) Synthesize</td>
<td>Students will get into groups and will be given a specific historic event. They will discuss what decisions could have been made to result in different outcomes.</td>
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<table>
<thead>
<tr>
<th>Friday</th>
<th>Using History to Today</th>
<th>Historical events provide opportunities to examine alternative courses of action.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>How can we use the historical process in our decision making today?</td>
<td>By the end of the lesson students will be able to use the historical process to discuss how history can be used to make decisions in today’s society.</td>
</tr>
<tr>
<td></td>
<td>Vocab.: 1) Historical Process 2) Cause and Effect Skills: 1) Predict 2) Analyze 3) Discuss</td>
<td>Students will get in the same groups as Thursday and discuss how the event they were assigned has impacted today’s society and how the alternative outcomes they discussed would have changed today’s society. They will then be given an exit ticket asking them to describe how history can be used in making decisions today.</td>
</tr>
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</table>
Source Credibility Lesson 1

<table>
<thead>
<tr>
<th>Teacher’s Name:</th>
<th>Date: X/X/X</th>
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<tbody>
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<td>DAY #1</td>
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| Subject & Theme or Strand: World History/Historical Thinking and Skills | Grade Level: High School |

Lesson Rationale and/or Summary:
This lesson will be the introduction not only to the unit on primary and secondary sources, but it will be the foundation of the entire year. Students will be expected to look at every source they encounter throughout the year, including their textbooks and any other documents I give them, through the same lens they will use in these early lessons on primary and secondary sources. This lesson will give them an introduction to primary and secondary sources which I will build upon for the rest of the year.

Essential Question: What are primary and secondary sources and why are both important to historian’s work?

Standards:

<table>
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<th>Strand</th>
<th>Topic</th>
<th>Content Statement</th>
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<tbody>
<tr>
<td>World History</td>
<td>Historical Thinking and Skills</td>
<td>2. The use of primary and secondary sources of information includes an examination of the credibility of each source.</td>
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</table>

Objectives (Student Outcomes): These are the specific learning outcomes as a result of the lesson. They stem from the course goal with a focus on student performance and make clear the intended learning outcomes. Number of objectives may vary, but no more than three should be included.

- By the end of the lesson, students will be able to distinguish between primary and secondary sources.
- By the end of the lessons students will be able to describe the function primary and secondary sources hold for historians.

Syntax & Discourse (Academic Language): Bullet list specialized content terms/vocabulary students will need to know (e.g., erosion, democracy, perimeter, alliteration, past tense, etc.), as well as general academic language (compare, contrast, analyze, explain, synthesize, etc.) students need to understand in order to complete academic tasks.

- Secondary Source
- Primary Source
- Distinguish
- Describe
- Define
**Planned Assessments:** Indicate the types of assessments you plan to utilize in your lesson, and then indicate within your plan where each will be implemented. (Not all are needed in each lesson.) Be sure the assessment/s are clearly aligned with lesson objectives.

- **Pre-Assessment:** Question and answer segment about opening activity.
- **Formative Assessment:** Worksheet paired with activity involving the analysis of primary and secondary sources and their uses.
- **Summative Assessment:** N/A

**Lesson Resources:** Bullet list all materials needed for teacher and students. Include audio-visual equipment, chart paper, paper, markers, text, trade books, etc.

- Students will need paper and a writing utensil for opening activity.
- Projector/computer
- PowerPoint
- Primary and Secondary Source Activity worksheet (X copies)
- Excerpt from Hobbes’s “Leviathan” (retrieved from [http://oregonstate.edu/instruct/phl302/texts/hobbes/leviathan-contents.html](http://oregonstate.edu/instruct/phl302/texts/hobbes/leviathan-contents.html)) Cut into puzzle pieces. (One per group)

**Differentiated Instructional Strategies:** Bullet list the accommodations you will provide for individuals and subgroups within your class; accelerated learners, ELL students, and learners with special needs. This might include teacher modeling, utilizing graphic organizers, translation websites, differentiated reading materials, etc.

- Throughout the lesson, I am allowing the students to share with a partner sitting near them. By allowing students to pick their own partners, they will be able to identify someone they are comfortable sharing with. This way, students can work with someone who will support their learning needs, whether this is working with someone accelerated, or someone who can best communicate with them if they are an ELL student.

**Procedures:** There are three components to the procedures of a lesson plan. Use bullet points/sequential numbers to describe the sequence of events as they will occur during the lesson rather than paragraph form and leave white space between your points (easier to read) for each component of the lesson plan. The questions below each lesson segment are there to guide you; not to be answered. Your bulleted/numbered list must be the sequence of events to occur during each segment of the lesson.

I. **Before: Readiness/Motivation/Set Induction/Activating Prior Knowledge (Engage)**
   1. Before class starts, mix half of one document with half of the other and place them in an envelope.
   2. The first slide, giving directions for the first step of the activity, will be up when the students enter the room. Read it aloud to them. Students will be asked to take out a sheet of paper and write down what they did over Spring Break (4-5 sentences for time’s sake). (Walk around the room to be sure everyone is working and be available for questions.) 2 minutes
3. Turn to and read the second slide, showing the next step of the activity, which asks students to partner up with someone else and each share their Spring Break experiences. (Walk around the room to be sure everyone is working and be available for questions.) 3 minutes

4. Then turn to and read the next slide, where students are asked to turn their papers over and record what they remember about their partner’s Spring Break. (Walk around the room to be sure everyone is working and be available for questions.) 2 minutes

5. When the students are finished, go to the next slide and ask: “Now that you are finished, which experience was easier for you to write about and why did you find this one easier?” Take one or two responses.

6. Go to the next slide and ask: “Which paragraph do you feel most accurately depicts your experience?” Take one or two responses.
   - Follow up question if needed: “Was it difficult for you to make sure that your retelling of your partner’s experience was accurate?”

7. Move to the final slide that corresponds to transition statement.

   - Transition Statement: Each of you created two different types of sources. Today we are going to be talking about the differences between primary sources and secondary sources, and how they are used by historians to construct history.

   - Assessment: Student’s ability to describe their ideas about the accuracy of the secondary source and how hard it was for them to record their partner’s ideas without distorting them. If they are able to describe these basic differences between the two pieces of writing, they will be ready to move on to the lesson about primary and secondary sources.

II. During: Lesson Development /Focus of the Lesson (Explain, Explore)

1. Move to slide entitled “Primary Sources” and read the definition. Ask “Can anyone give me an example of a primary source”?
   - Take answers from students if any are offered.

2. Click so that the examples come up and describe examples: The Magnacarta: 1215 charter limiting the power of English Kings; The diary of Anne Frank; young girl interned during WWII; Egyptian Hieroglyphics; and a modern day blog.

3. Go to next slide read the definition of secondary sources. Ask “Now can anyone give me an example”?
   - Take answers from students if any are offered.

4. Click so that the examples come up: Textbook; Book about WWII; Journal Article

5. Go to next slide: “In order to understand how historians use these types of sources, we need to understand the difference between ‘the past’ and ‘history’. The past is made up of lots of pieces. Like pieces of a puzzle, it is very complex because it includes the experiences of countless numbers of people and events. We cannot obtain all of the pieces.”

6. Say: “History is the most accepted version of the past. Again, like putting together a puzzle, historians take the evidence found in primary sources, combine it with their own interpretations, and create history. They collect all of the pieces they can find, and try to put the puzzle together.”

7. “Now we are going do an activity to get an idea of how this process works for historians.”
8. Give each group an envelope.
9. Give each student a copy of the Primary and Secondary Source Activity sheet.
10. Say: “In these envelopes are the pieces to a primary and secondary source. Half of the pieces are in one envelope and half are in the other. Work with the people at your table to put together the pieces you have. When you are finished, try your best to answer the questions on your worksheet.”

- Transition Statement: We will come together at the end to discuss what you come up with.
- Assessment: Students will struggle to put the pieces together and to answer the questions on the sheet because they only have part of the documents. Their ability to recognize this as same struggles historians go through will be the assessment.

III. After: Closure/Conclusion of the Lesson (Extend, Evaluate)
1. Ask: “What did you think of this process? Was it difficult to answer some of the questions? Why?
   - Take responses.
2. Say: “On the back of your worksheets, please write, in your own words, the definition of primary and secondary sources, and explain how historians use both to create history.”
3. Collect worksheets and say: (Transition)
   - Transition Statement: Today we talked how historians use primary and secondary sources when they create history. Tomorrow we will be using what we learned today to help us determine if these sources are credible.
   - Assessment: The students’ responses on the activity sheet will indicate their ability to distinguish between primary and secondary sources. It will also show their ability to describe how historians use primary sources when creating secondary sources.
Lesson One: PowerPoint

Click on the slide, hit “Slide Object,” and “Open” to open the slide in PowerPoint to save and/or edit it.

Slide 1

Please take out a sheet of paper.
Write a short paragraph (4-5 sentences) about what you did over Spring Break.

Slide 2

Partner up with someone near you and share your Spring Break experiences.

Slide 3

Turn your paper over and write a short paragraph (4-5 sentences) about what your partner did over Spring Break.

Slide 4

Which experience was easier for you to write about and why?
Which paragraph do you feel most accurately represents your experience, the one you wrote or the one your partner wrote?

Primary and Secondary Sources

- What are the differences between primary and secondary sources?
- How do historians use primary and secondary sources to construct history?

Primary Sources

- A document or physical object which was written or created during the time being studied.

Secondary Sources

- Interprets and analyzes primary sources.

How do historians use sources?

- Past vs History
  - Past- made up of lots of pieces
    - People
    - Perspectives
    - Events
  - History- The most accepted version of the past.
    - Evidence (primary sources)
    - Interpretation (secondary sources)
    - History
Primary and Secondary Source Activity

1) Who wrote the primary source? ______________________________________________

2) Who wrote the secondary source? ____________________________________________

3) When was the primary source written? ________________________________________

4) When was the secondary source written? ______________________________________

5) What is the first source cited in the secondary source? __________________________

6) What is the title of the secondary source? _____________________________________

7) What is the title of the primary source? _______________________________________ 

8) According to the secondary source, what does, “Thomas Hobbes asks his readers to test”?
____________________________________________________________________________

9) According to the primary source, “wisdom is acquired, not by _______________ but of men.”

10) In the primary source, what is the first word to appear in all capital letters? ________

Name ______________________________________
Lesson One: Activity Source 1

Double click on the document below to open the PDF.
NATURE (the art whereby God hath made and governs the world) is by the art of man, as in many other things, so in this also imitated, that it can make an artificial animal. For seeing life is but a motion of limbs, the beginning whereof is in some principal part within, why may we not say that all automata (engines that move themselves by springs and wheels as doth a watch) have an artificial life? For what is the heart, but a spring; and the nerves, but so many strings; and the joints, but so many wheels, giving motion to the whole body, such as was intended by the Artificer? Art goes yet further, imitating that rational and most excellent work of Nature, man. For by art is created that great LEVIATHAN called a COMMONWEALTH, or STATE (in Latin, CIVITAS), which is but an artificial man, though of greater stature and strength than the natural, for whose protection and defence it was intended; and in which the sovereignty is an artificial soul, as giving life and motion to the whole body; the magistrates and other officers of judicature and execution, artificial joints; reward and punishment (by which fastened to the seat of the sovereignty, every joint and member is moved to perform his duty) are the nerves, that do the same in the body natural; the wealth and riches of all the particular members are the strength; salus populi (the people’s safety) its business; behavior, by whom all things needful for it to know are suggested unto it, are the memory; equity and laws, an artificial reason and will; concord, health; sedition, sickness; and civil war, death. Lastly, the pacts and covenants, by which the parts of this body politic were at first made, set together, and united, resemble that fiat, or the Let us make man, pronounced by God in the Creation.

To describe the nature of this artificial man, I will consider * First, the matter thereof, and the artificer; both which is man. * Secondly, how, and by what covenants it is made; what are the rights and just power or authority of a sovereign; and what it is that preserveth and dissolveth it. * Thirdly, what is a Christian Commonwealth. * Lastly, what is the Kingdom of Darkness.

Concerning the first, there is a saying much usurped of late, that wisdom is acquired, not by reading of books, but of men. Consequently whereunto, those persons, that for the most part can give no other proof of being wise, take great delight to show what they think they have read in men, by uncharitable censures of one another behind their backs. But there is another saying not of late understood, by which they might learn truly to read one another, if they would take the pains; and that is, Nosce teipsum, Read thyself: which was not meant, as it is now used, to countenance either the barbarous state of men in power towards their inferiors, or to encourage men of low degree to a saucy behavior towards their betters; but to teach us that for the similitude of the thoughts and passions of one man, to the thoughts and passions of another, whosoever looketh into himself and considereth what he doth when he does think, opine, reason, hope, fear, etc., and upon what grounds: he shall thereby read and know what are the thoughts and passions of all other men upon the like occasions. I say the similitude of passions, which are the same in all men,- desire, fear, hope, etc.; not the similitude of the objects of the passions, which are the things desired, feared, hoped, etc.: for these the constitution individual, and particular education, do so vary, and they are so easy to be kept from our knowledge, that the characters of man’s heart, blotted and confounded as they are with dissembling, lying, counterfeiting, and erroneous doctrines, are legible only to him that searcheth hearts. And though by men’s actions we do discover their design sometimes; yet to do it without comparing them with our own, and distinguishing all circumstances by which the case may come to be altered, is to decipher without a key, and be for the most part deceived, by too much trust or by too much diffidence, as he that reads is himself a good or evil man.

But let one man read another by his actions never so perfectly, it serves him only with his acquaintance, which are but few. He that is to govern a whole nation must read in himself, not this, or that particular man; but mankind: which though it be hard to do, harder than to learn any language or science; yet, when I shall have set down my own reading orderly and perspicuously, the pains left another will be only to consider if he also find not the same in himself. For this kind of doctrine admiteth no other demonstration.
Source Credibility Lesson Two

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<thead>
<tr>
<th>Teacher’s Name:</th>
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<tr>
<td>DAY #2</td>
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| Subject & Theme or Strand: World History/Historical Thinking and Skills | Grade Level: High School |

Lesson Rationale and/or Summary (as required by instructor): This lesson will build on the concept of the importance sources play in the creation of history. Students will be expected to look at every source they encounter throughout the year, including their textbooks and any other documents I give them, through the same lens they will use in these early lessons on primary and secondary sources. This lesson will help students generate a list of criteria that indicate the credibility of sources that they will use for the rest of the year to analyze sources. Historians use a similar list when they determine the credibility of sources they are using in their research.

Essential Question: How do historians determine if a source is credible?

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Objectives (Student Outcomes): These are the specific learning outcomes as a result of the lesson. They stem from the course goal with a focus on student performance and make clear the intended learning outcomes. Number of objectives may vary, but no more than three should be included.

- By the end of the lesson, students will be able to list and explain the criteria that historians use to determine if a source is credible.

Syntax & Discourse (Academic Language): Bullet list specialized content terms/vocabulary students will need to know (e.g., erosion, democracy, perimeter, alliteration, past tense, etc.), as well as general academic language (compare, contrast, analyze, explain, synthesize, etc.) students need to understand in order to complete academic tasks.

- Credible
- Criteria
- Analyze
- List

Planned Assessments: Indicate the types of assessments you plan to utilize in your lesson, and then indicate within your plan where each will be implemented. (Not all are needed in each lesson.) Be sure the assessment/s are clearly aligned with lesson objectives.

- Pre-Assessment: Students’ ability to describe the differences between the sites they looked at. If they quickly begin to describe the credibility differences, they have at least some background with this topic.
• **Formative Assessment**: The answers to the closing questions will indicate students’ understanding of the criteria and their readiness to apply it in the next lesson.

• **Summative Assessment**: N/A

**Lesson Resources**: Bullet list all materials needed for teacher and students. Include audio-visual equipment, chart paper, paper, markers, text, trade books, etc.
- iPads (One per pair of students)
- “What is the Population of Germany?” handout (one for each student)
- PowerPoint
- Whiteboard and marker(s)
- Graphic organizer (one for each student)

**Differentiated Instructional Strategies**: Bullet list the accommodations you will provide for individuals and subgroups within your class; accelerated learners. ELL students, and learners with special needs. This might include teacher modeling, utilizing graphic organizers, translation websites, differentiated reading materials, etc.
- Throughout the lesson, I am allowing the students to share with a partner sitting near them. By allowing students to pick their own partners, they will be able to identify someone they are comfortable sharing with. This way, students can work with someone who will support their learning needs, whether this is working with someone accelerated, or someone who can best communicate with them if they are an ELL student.
- Students will be working with iPads during the introduction, so hands-on learners will be engaging in work that meets their learning needs.

**Procedures**: There are three components to the procedures of a lesson plan. Use bullet points/sequential numbers to describe the sequence of events as they will occur during the lesson rather than paragraph form and leave white space between your points (easier to read) for each component of the lesson plan. The questions below each lesson segment are there to guide you; not to be answered. Your bulleted/numbered list must be the sequence of events to occur during each segment of the lesson.

I. **Before**: Readiness/Motivation/Set Induction/Activating Prior Knowledge (*Engage*)

1. **Before students enter the room**, place two “What is the Population of Germany?” handouts with each iPad.

2. **The first slide**, giving directions for the first step of the activity, will be up when the students enter the room. Read it aloud to them. Ask students to find a partner and sit in seats with an iPad. Tell them to bring up Google on their iPad and to follow the instructions on their handouts.

3. **Once every student is seated and has started the activity**, turn to the next slide which contains the handout steps. Walk around and ensure that students are on task. Allow 10 minutes for the students to work through the activity.

4. **When the 10 minutes are over**, or when students have completed their worksheets, bring the students together to discuss what they have found.
   - *Ask:* What differences did you find between your original search and CIA World Factbook. Have students record their response on the board.
   - *Expect answers involving the differences in specific data.*
- If the responses do not become deeper on their own, ask: What did you notice about where each
- Look for answers such as, “the government” for the CIA WFB, and “people submitting
5. As students give responses, write them on the board.
- Take answers for 2-5 minutes depending on how well the answers align
with the concept of credibility. If they are responses regarding credibility,
you may want to take the full 5 to get everything relevant up.

- Transition Statement: The differences you noticed between the different sites you
visited are indicators of the sources’ credibility. Today we will be discussing credibility
and how historians determine if a source is credible.
- Assessment: If it takes students a significant amount of time to begin discussing the
differences within the sites that determine credibility, it could allude to the fact that
they do not readily notice these differences. This will indicate their prior knowledge of
credibility and how to recognize it.

II. During: Lesson Development /Focus of the Lesson (Explain, Explore)
1. Hand out the graphic organizers. Tell students to fill it out along with the slides.
   Move to slide entitled “What Makes a Secondary Source ‘Credible’?” Read the title
   and the line below it.
2. Move to the next slide. Say “First, we have to know what “credibility” is. Does
   anyone have any ideas?
   -Take a few responses.
3. Click to bring up the circle. Read the definition and make sure the students write it
   in the center of their graphic organizer.
4. Move to the next slide. Say “Now we have to start thinking about the characteristics
   of a source that will determine if it is credible. Let’s look at the list of things you
   noticed from our opening activity. Which of these refer to the author of the source?”
   -If the students did not mention the author of the source, prompt them to
   think back to the sites and discuss who wrote them.
5. When students point out the identified differences between the authors, ask them
   which authors they feel is most credible and why.
   -Take a few responses.
6. Click to bring up the next circle. Say: “When evaluating a source we have to
   consider who wrote it. If the person who created the source does not have any
   authority or expertise in the subject, the source may not be very credible.”
7. Move to the next slide and ask students to look at the list they created. Ask them to
   consider for whom the sources were written.
8. When a few responses are given, click to bring up the next circle. Say: “When trying
   to determine the credibility of a source, we need to consider for whom it was
   written. In this class we will be thinking like historians. We want to consider sources
   that were written for a scholarly audience.”
9. Move to the next slide. Click to bring up the next circle. Say “The next criteria we
   need to consider is how the source fits in with other sources on the topic. Part of
   creating history is adding something new to the puzzle, but if a source does not fit
   with any of the existing pieces, it may not be credible.”
10. Ask: “How did the data you found on each site you look at fit with each other?”
   Take a few responses.
11. Move to the next slide. Click to bring up the next circle. Say “As historians we need to consider when our sources were written. The goal of a historian is to add to the puzzle, so we want to look at the most current information we can find.”
12. Ask if any of the students noticed when the answers they found on the websites were documented. They may not have, but leave room for discussion here.
13. Move to the next slide. Click to bring up the next circle. Say “Finally, we need to consider the evidence provided within the source. Does the author present his opinion in his source? Does he cite other experts on the topic? Does he provide primary sources as support? The strength of the evidence the author provides should be considered when determining the source’s credibility.”

- Transition Statement: This is a basic list of criteria historians use to determine the credibility of a secondary source. Before ending class today, I would like you to turn over your activity sheet and, in your own words, describe the five criteria historians can use to determine a source’s credibility. Also, please indicate which of the sources we looked at today you feel is most credible and why.
- Assessment: Student’s ability to relate the list they created in the opening activity to the five criteria we discussed will indicate their understanding of the criteria.

III. After: Closure/Conclusion of the Lesson (Extend, Evaluate)
   1. Ask for a volunteer to state which source they felt was most credible and why.
   2. Make sure that all five of the criteria are mentioned. If the first student does not do so, make sure to call on others until all five are discussed.
   3. Collect the worksheets.
- Transition Statement: Tomorrow we will be using the list of criteria we discussed in today’s lesson to practice determining the credibility of sources.
- Assessment: The students’ responses on the exit ticket will indicate their ability to explain the criteria in their own words. This will then indicate their readiness to move on to implementing the criteria in the next lesson. I did not ask the students to put away their notes because I do not expect them to have the criteria memorized yet, I simply want them to understand how they work.
What is the Population of Germany?

1) Using Google, search “How many people live in Germany”.
2) Look through the top few sites that come up.
3) Which site(s) would you say are most accurate and why?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4) Using Google, search “CIA World Factbook Germany”.
5) Click on the first cite listed.
6) Click on “People and Society.”
7) What does this cite list as the population of Germany? ________________________
8) Describe any differences you see between the CIA World Factbook and the other cites you visited: ______________________________________________________________

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Name: ______________________________

What is the Population of Germany?

1) Using Google, search “How many people live in Germany”.
2) Look through the top few sites that come up.
3) Which site(s) would you say are most accurate and why?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4) Using Google, search “CIA World Factbook Germany”.
5) Click on the first cite listed.
6) Click on “People and Society.”
7) What does this cite list as the population of Germany? ________________________
8) Describe any differences you see between the CIA World Factbook and the other cites you visited: ______________________________________________________________

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Please list and describe the five criteria for determining the credibility of a source:

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Which of the sources that you looked at today do you feel is most credible? Why?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Please list and describe the five criteria for determining the credibility of a source:
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Which of the sources that you looked at today do you feel is most credible? Why?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
Lesson Two: PowerPoint

Right click on the slide, hit “Slide Object,” and “Open” to open the slide in PowerPoint to save and/or edit it.

• Please sit with a partner in front of an iPad
• Follow the instructions on your “What is the Population of Germany?” handout.

What Makes a Secondary Source “Credible”? To find out, we have to ask a few questions...

What is the Population of Germany?
• Using Google, search “How many people live in Germany”.
• Look through the various sites that come up.
• Which site(s) would you say are most accurate and why?
• Using Google, search “CIA World Factbook Germany”.
• Click on the first cite listed.
• Click on “People and Society.”
• What does this cite list as the population of Germany?
• Describe any differences you see between the CIA World Factbook and the other cites you visited.

Credible: Reasonably believable
Lesson Two: PowerPoint
Lesson Two: Graphic Organizer
Double click to open as a PDF.

Criteria for Determining Source Credibility

Who created the source?

For whom is the source written?

How well does the source fit with other sources on the topic?

What evidence is present?

When was the source written?

Credible:

Name: ____________________________
Cold War Unit Test

Multiple Choice (2pts each)
Directions: Read each question and their corresponding answers carefully and completely. Choose the answer that best fits the question. Write the corresponding letter on the line.

_____ 1) President Truman pledged to support which two nations under the Truman Doctrine?
   A) Germany and France
   B) France and Turkey
   C) Turkey and Greece
   D) Greece and Hungary

_____ 2) What Cold War policy was established through the Truman Doctrine?
   A) Containment
   B) The Domino Theory
   C) Isolationism
   D) Mutually Assured Destruction

_____ 3) What was the official purpose of the Marshall Plan?
   A) Declare war on the Soviet Union.
   B) Provide aid to the nations of Europe.
   C) Establish a plan for reuniting Germany.
   D) Provide supplies to U.S. troops fighting in Russia.

_____ 4) What are NATO and the Warsaw Pact?
   A) Secret organizations
   B) Military alliances
   C) Weapons manufactures
   D) Environmental groups

_____ 5) Which country is a member of NATO?
   A) France
   B) USSR
   C) Hungary
   D) Romania

_____ 6) Which country is a member of the Warsaw Pact?
   A) United Kingdom
   B) Italy
   C) Belgium
   D) Albania

_____ 7) Whose names were included on the famous Anti-Communist blacklist?
   A) Hollywood professionals
   B) Government officials
   C) Business owners
   D) Average citizens
8) Which organization was formed to investigate alleged communist activities within the US?
   A) Central Intelligence Agency (CIA)
   B) House Un-American Activities Committee (HUAC)
   C) The Department of Defense
   D) The National Security Council

9) What practice was considered best for protecting oneself against the effects of a nuclear explosion?
   A) Stop and Drop
   B) Run and Hide
   C) Duck and Cover
   D) Cover and Wait

10) Which couple was executed in 1953 for stealing atomic bomb secrets for the Soviet Union?
    A) The Andersons
    B) The Richardsons
    C) The Johnsons
    D) The Rosenbergs

11) The fear of the spread of Communism was called_________.
    A) The Red Scare
    B) The Great Fear
    C) The Red Panic
    D) The Crimson Horror

12) Along what line was Korea divided following WWII?
    A) 17th parallel
    B) 38th parallel
    C) 14th parallel
    D) 36th parallel

13) How did the Korean War begin?
    A) North Korea invaded South Korea
    B) South Korea invaded North Korea
    C) The US invaded Korea
    D) The Soviet Union invaded Korea

14) Who did the US support during the Korean War?
    A) South Korea
    B) China
    C) North Korea
    D) USSR

15) What were the results of the Korean War?
    A) The North and South united under Communism
    B) The North and South united as a Democracy
    C) North and South Korea remained split.
    D) Korea was taken over by China.
16) Along which line of latitude was Vietnam split?
A) The 36th parallel
B) The 17th parallel
C) The 14th parallel
D) The 38th parallel

17) North Vietnam was supported by which nations?
A) USSR and China
B) US and Britain
C) USSR and Italy
D) France and China

18) When implementing guerrilla warfare, forces often ___________.
A) wear uniforms and fight in groups.
B) show themselves willingly to their enemy.
C) hide in forts or other military buildings.
D) hide behind bushes or in trees.

19) What event served to increase U.S. involvement in Vietnam in 1964?
A) Gulf of Tonkin Incident
B) Battle of the Bulge
C) The Tet Offensive
D) My Lai Massacre

20) What were the results of the Vietnam War?
A) North and South Vietnam remained split.
B) The North and South united as a Democracy
C) The North and South united under Communism
D) Vietnam was taken over by China.

21) What is the term that refers to the build-up of weapons by two opposing sides which would cause total devastation of both sides if used?
A) Mutually Assured Destruction
B) Guaranteed Complete Massacre
C) Shared Responsibility for Obliteration
D) Commonly Shared Carnage

22) What was the name of the program proposed by President Reagan that called for the design of space and ground-based systems to protect the US from nuclear attack?
A) Air Defense
B) Star Wars
C) Ground Control
D) Star Trek

23) What event symbolized the collapse of the Communist hold in Europe.
A) The end of the Vietnam War.
B) The fall of the Berlin Wall.
C) The election of Ronald Reagan.
D) The death of Joseph Stalin.
24) What issue within the Soviet Union persuaded them to back away from the Cold War tensions?
   A) They could not keep up with US spending on weapons.
   B) The US bombed the Soviet capital of Moscow.
   C) The UN arrested the Soviet leader and took over.
   D) The Soviet Union did not back down, the US did.

25) What was the name of the meeting that is considered to mark the end of the Cold War?
   A) The Paris Peace Conference
   B) The Moscow Convention
   C) The Venice Peace Talks
   D) The Malta Summit

Matching (1pt each)
Directions: Match the leader on the right to his description on the left. Write the letter on the line to left of the description.

26) President during the beginning of the Korean War. A) Lyndon B Johnson
27) This man is famous for saying, “…tear down this wall!” B) Ho Chi Minh
29) Leader of the Soviet Union at the end of the Cold War and responsible for organizing massive economic reforms. D) Harry S Truman
30) Leader of North Vietnam during the Vietnam War. E) Mikhail Gorbachev
31) Leader of North Korea during the Korean War. F) Ronald Regan
32) Would you consider the term “war” appropriate to describe the events that took place during the Cold War Era? Form an argument to support your response. You must include three specific reasons why the Cold War was truly a war, or three reasons you believe it was not. Use evidence to support your reasons.
<table>
<thead>
<tr>
<th>Containment</th>
<th>Know</th>
<th>Understand</th>
<th>Evaluate</th>
<th>Total Points</th>
<th>%</th>
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<tr>
<td></td>
<td>- Identify the key policies that contributed to US strategy of containment. (#1-3) 6pts</td>
<td>- Describe the Warsaw Pact and NATO (#4-6) 6pts</td>
<td>- Argue whether the term “war” is appropriate to describe the events that took place during the “Cold War” era. (#32) 9pts</td>
<td>21</td>
<td>32.3</td>
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<tr>
<td>McCarthyism and the Red Scare</td>
<td>- Define the Red Scare. (#11) 2pts</td>
<td>- Explain how the Red Scare manifested itself in American Life. (#7-10) 8pts</td>
<td>10</td>
<td>15.3</td>
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<tr>
<td>Korean and Vietnam War</td>
<td>- Identify the event that served to escalate US involvement in Vietnam. (#19) 2pts</td>
<td>- Recognize the major conflict occurring during the Korean and Vietnam Wars. (#12-14, 16, 17) 10pts</td>
<td>- Understand the fighting tactics of the Viet Cong. (#18) 2pts - Understand how the wars in Vietnam and Korea were resolved. (#15, 20) 4pts</td>
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<tr>
<td>End of Soviet Union and the Cold War</td>
<td></td>
<td>- Understand the events that led to the dissolving of the Soviet Union. (#21-25) 10pts</td>
<td>10</td>
<td>15.3</td>
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<td>Key Figures</td>
<td>- Identify key figures of the Cold War Era (#26-31) 6pts</td>
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<td>6</td>
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<td>Total Points</td>
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<td>%</td>
<td>24.6</td>
<td>61.5</td>
<td>13.8</td>
<td>100%</td>
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**Multiple Choice**

1) C  
2) A  
3) B  
4) B  
5) A  
6) D  
7) A  
8) B  
9) C  
10) D  
11) A  
12) B  
13) A  
14) A  
15) C  
16) B  
17) A  
18) D  
19) A  
20) C  
21) A  
22) B  
23) B  
24) A  
25) D

**Matching**

26) D  
27) F  
28) A  
29) E  
30) B  
31) C

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### Essay Scoring

<table>
<thead>
<tr>
<th>Essay</th>
<th>7-9 points</th>
<th>4-6 points</th>
<th>0-3 points</th>
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<tbody>
<tr>
<td><strong>Structure</strong></td>
<td></td>
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</tr>
</tbody>
</table>
|   | • Written in complete sentences.  
|   | • Each paragraph starts with a topic sentence.  
|   | • Little to no grammar or spelling mistakes.  |
| **Reasoning** |  |
|   | • Gives three reasons to support position.  
|   | • Uses evidence and academic language to support their reasoning.  |
|   | • Gives two reasons to support position.  
|   | • Does not include evidence or academic language to support one or two of the reasons.  |
|   | • One or fewer reasons to support position.  
|   | • Does not include evidence or academic language to support reasons.  |

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**Essay Scoring Guide**

- **7-9 points**
  - Written in complete sentences.
  - Each paragraph starts with a topic sentence.
  - Little to no grammar or spelling mistakes.

- **4-6 points**
  - Written in complete sentences.
  - One to two paragraphs start with a topic sentence.
  - A few grammar mistakes.

- **0-3 points**
  - Not written in complete sentences.
  - No topic sentences.
  - Significant grammar mistakes.