ChronoZoom

Concept of Historical Thinking

# Project Goal

The main goal for this project is for students to understand ***historical thinking*** and ***historical literacy***. Along the way they learn how to read and construct timelines, analyze causes of events, assess historical arguments, and support an argument with evidence.

# Final Product

At the end of the project, students should have either a timeline or tour and presentation explaining how history could have gone differently. They should provide a clear position, support it with evidence, describe the sources they used, and compare multiple perspectives. The final project rubric details these requirements. Within the *ChronoZoomer's Guild narrative*, this presentation is a suggestion as to how the CZG should alter history.

# Technology Options

The ChronoZoom tool is accessible on any up-to-date web browser. Using these lessons, you may integrate the use of ChronoZoom as much as you are able.

* **Computer Lab:** If you have limited access to a computer lab, it is suggested that you use the included resources or provide resources to match your content for the lessons, and then visit the computer lab after completing all of the lessons in order to learn ChronoZoom, research, and construct the final project. If you have a single computer in the classroom for projecting, students could provide you with their project’s URL or login to ChronoZoom to give their presentation.
* **Computer Cart:** If you can reserve a computer cart for your classroom, reserve one for the first lesson and provide time for students to explore ChronoZoom and find the item they worked with in class. Reserve the cart again for after all of the lessons are completed to allow project work time. If you have a single computer in the classroom for projecting, students could provide you with their project’s URL or login to ChronoZoom to give their presentation.
* **One-to-One Devices:** If your classroom has access to one-to-one devices, you should have no problems integrating the use of ChronoZoom. You may want to encourage students to find sources using their devices.

# Historical Thinking Skills

Studying history requires a specific set of thinking and literacy skills. This project focuses on learning about and practicing those skills. Each lesson focuses on a thinking skill and literacy, allowing students to practice those skills on historical resources. This project can be used with the sample content resources provided. You may also integrate resources that match the content you are studying, allowing you to teach both specific content and historical thinking and literacy skills. Use the *ChronoZoomer's Guild* materials to build a narrative and drive student engagement.

**FINAL PROJECT TASK**

Students will need to create a tour or timeline showing the causes of a significant historical event.

**DRIVING QUESTION**

How do we ***learn about history*** and understand ***historical causes***?

**STUDENT LEARNING**

1. How to understand a timeline and chronology.
2. How to comprehend and summarize historical sources.
3. How to analyze causality.
4. How to interrogate historical arguments.
5. How to create an argument and support it with evidence.

**LESSON SEQUENCE**

1. Chronological Thinking
2. Historical Comprehension
3. Analyzing Historical Causes
4. Interrogating Historical Arguments
5. Historical Issues

**NATIONAL STANDARDS**

**Common Core Literacy in History/Social Studies 6-8**

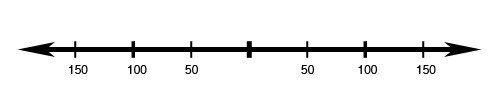
* **CCSS.ELA-Literacy.RH.9-10.7** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
* **CCSS.ELA-Literacy.RH.9-10.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
* **CCSS.ELA-Literacy.RH.9-10.3** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
* **CCSS.ELA-Literacy.RH.9-10.8** Assess the extent to which the reasoning and evidence in a text support the author’s claims.
* [**CCSS.ELA-Literacy.RH.11-12.3**](http://www.corestandards.org/ELA-Literacy/RH/11-12/3/) Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. Historical Thinking Standards
* **Standard 1** - Chronological Thinking - Interpret data presented in time lines and create time lines.
* **Standard 2** - Historical Comprehension - Reconstruct the literal meaning of a historical passage (by identifying who was involved, where it happened, what events led to these developments, and what consequences or outcomes followed). • Standard 3 - Historical Analysis and Interpretation - Analyze cause-and-effect relationships • Standard 4 - Research Capabilities - Support interpretations with historical evidence.
* **Standard 5** - Historical Issues - Formulate a position or course of action on an issue.

# Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

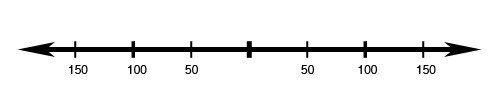
# Historical Thinking Pre-Assessment

HISTORICAL THINKING SKILLS: HIGH SCHOOL

1. What does **chronological** mean?
2. How many years is a **decade**?
3. How many years is a **century**?
4. How many years is a **kiloannum** (ka)?
5. Circle the year **50 BC** below:



1. Circle the year **100 BCE** below:



1. How is a cause of an event different from something that simply preceded it?
2. Name a form of **quantitative data**:
3. Write a very short and supported argument about whether students should be allowed to bring cell phones to class:

10. Summarize the paragraph below:

**The Battle of Gettysburg**

Fought during the first three days of July 1863, the Battle of Gettysburg was one of the most crucial battles of the Civil War having occurred at a time when the fate of the nation literally hung in the balance. Often referred to as the "High Water Mark of the Rebellion", it was the culmination of the second and most ambitious invasion of the North by General Robert E. Lee and his "Army of Northern Virginia". The Union "Army of the Potomac", long the nemesis of Lee's army in Virginia, met the

Confederate invasion at the Pennsylvania crossroads town of Gettysburg. Under the command of Major General George Gordon Meade, the Union army fought with a desperation not always seen before on other battlefields. Despite initial Confederate success, the battle turned against Lee on July 3rd, and with few options remaining to him, the general ordered his army back to Virginia. The Union victory at the Battle of Gettysburg resulted not only in Lee's retreat to Virginia but an end to the hopes of the

Confederacy for independence.

National Park Service. "The Battle of Gettysburg." *History & Culture - Gettysburg National Military Park*. National Parks Service, 02 Sept. 2013. Web. 9 Sept. 2013. <<http://www.nps.gov/gett/historyculture/index.htm>>.

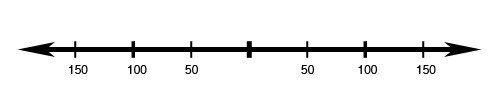
**Summary:**

11. How would you judge an author’s argument?

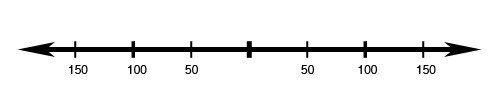
# Historical Thinking Pre-Assessment

**TEACHERS EDITION**

1. What does **chronological** mean?  
   *Arranged in order of time* or anything representing things in the order they happened.
2. How many years is a **decade**?  
   10 years
3. How many years is a **century**?  
   100 years
4. How many years is a **kiloannum** (ka)?  
   1000 years
5. Circle the year **50 BC** below:



1. Circle the year **100 BCE** below:



1. How is a cause of an event different from something that simply preceded it?  
   An acceptable answer should include something about **how the cause has an influence on the later event. A complete answer would include that a cause could make the later event happen, be required for the later event to happen, or contribute to the later event happening.** A preceding event that wasn’t a cause would not influence the later event if it were changed.
2. Name a form of **quantitative data**:  
   Acceptable answers include: measurements, graphs, charts, ratios, statistics.  
   Anything measured in numbers or quantity.
3. Write a very short and supported argument about whether students should be allowed to bring cell phones to class:   
     
   **Should contain a claim and some evidence that is relevant.**

**Example:** Students should be encouraged to use cell phones in class because the use of digital devices will encourage research. **OR** Students should not be allowed to bring cell phones to class because it is a distraction to learning. (NOTE: assess the use of a claim and relevant evidence, not the credibility of the evidence for pre-assessment purposes).

1. Summarize the paragraph below:

**THE BATTLE OF GETTYSBURG**

Fought during the first three days of July 1863, the Battle of Gettysburg was one of the most crucial battles of the Civil War having occurred at a time when the fate of the nation literally hung in the balance. Often referred to as the "High Water Mark of the Rebellion", it was the culmination of the second and most ambitious invasion of the North by General Robert E. Lee and his "Army of Northern Virginia". The Union "Army of the Potomac", long the nemesis of Lee's army in Virginia, met the Confederate invasion at the Pennsylvania crossroads town of Gettysburg. Under the command of Major General George Gordon Meade, the Union army fought with a desperation not always seen before on other battlefields. Despite initial Confederate success, the battle turned against Lee on July 3rd, and with few options remaining to him, the general ordered his army back to Virginia. The Union victory at the Battle of Gettysburg resulted not only in Lee's retreat to Virginia but an end to the hopes of the Confederacy for independence.

National Park Service. "The Battle of Gettysburg." *History & Culture - Gettysburg National Military Park*. National Parks Service, 02 Sept. 2013. Web. 9 Sept. 2013. <<http://www.nps.gov/gett/historyculture/index.htm>>.

**Summary:**

During July 1-3, 1863, General Robert E. Lee and his Confederate army fought with Major General George Gordon Meade and his Union army in Gettysburg, Pennsylvania. The Confederates eventually had to retreat to Virginia on July 3rd, impacting the Confederacy’s chance of winning the Civil War. (Should include when, where, who, and what happened).

1. How would you judge an author’s argument?

Acceptable answers should focus around the judgment of the evidence that the author provides. Is it **sufficient** evidence and is it relevant to the **argument**.

Advanced answers would include some way to judge the actual evidence. For example, based on logic or bias.

# High School Historical Thinking Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** |
| **Chronological Thinking** Interpret data presented in time lines and create time lines using quantitative and qualitative analysis  [CCSS.ELA-Literacy.RH. 9-10.7](http://www.corestandards.org/ELA-Literacy/RH/9-10/7/) | Unable to accurately interpret quantitative as well as qualitative information. | Able to interpret quantitative and qualitative data on a timeline but only with assistance. | Visual timeline is used to accurately interpret quantitative and qualitative information. | Visual timeline is created by accurately placing quantitative and qualitative information. |
| **Historical Comprehension** Determine central idea and reconstruct the literal meaning of a historical passage [CCSS.ELA-](http://www.corestandards.org/ELA-Literacy/RH/9-10/2/)  [Literacy.RH.9-10.2](http://www.corestandards.org/ELA-Literacy/RH/9-10/2/) | Struggles to identify either who was involved, what happened, or where it happened. | Identifies who was involved, what happened, and where it happened. | Identifies the central ideas of sources used, including the historical question this source answers. | Identifies the central ideas of sources used AND differentiates between historical fact and historical interpretation. |
| **Historical Analysis and**  **Interpretation**  Analyze cause and effect relationships by determining whether earlier events caused later ones or simply preceded them [CCSS.ELALiteracy.RH.9-10.3](http://www.corestandards.org/ELA-Literacy/RH/9-10/3/) | Struggles to distinguish between a cause and an event that precedes. | Distinguishes between a cause and an event that precedes. | Assesses the role of an event in causing later events. Proposes  alternative history that would have prevented later event. | Assesses the role of an event in causing later events. Proposes  alternative history that would have prevented  later event. Identifies level of causes. |
| **Historical Research**  **Capabilities**  Interrogate historical data and assess reasoning and evidence of author’s claims [CCSS.ELA-Literacy.RH. 9-10.8](http://www.corestandards.org/ELA-Literacy/RH/9-10/8/) | Struggles to identify the author’s claim and evidence. | Describes the author’s claim and evidence. Struggles to assess whether the evidence is sufficient in supporting the claim. | Describes the author’s claim and evidence. Assesses whether the evidence is sufficient enough to support the claim. | Describes the author’s claim and evidence. Assesses whether the evidence sufficiently supports claim and assesses logic of argument. |
| **Historical Issues** Evaluate explanations of history and formulate a position or course of action on an issue[CCSS.ELALiteracy.RH.11-12.3](http://www.corestandards.org/ELA-Literacy/RH/11-12/3/) | Does not have a position on the essential question. | Does not clearly state a position on the essential question. | Formulates a position on the essential question. | Formulates a position on the essential question. Identifies antecedents, alternative action, OR evaluates the implementation of a decision. |

# LESSON 1 Chronological Thinking: Interpreting Timelines

**Time needed:** one class period

**Intro:**

This lesson introduces students to ChronoZoom and makes sure all students know how to read a timeline. They learn what chronological order is and some of the terms they will need to be able to navigate ChronoZoom. Students begin to *find* sources on ChronoZoom.

**Materials Needed:**

* Handout of chronological concepts
* Set of events from timeline
* Chronological quiz

**National Standards:**

*Common Core:*

CCSS.ELA-Literacy.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

*Historical Thinking Standards:*

Standard 1 - Chronological Thinking - Interpret data presented in time lines and create time lines.

**Learning Objectives:**

1. Understand how to read timelines.
2. Understand the definitions and distinctions of BC/AD, BCE/CE, decade, century, millennium, and quantitative and qualitative. C. Be able to navigate and use ChronoZoom.

**Evidence of Learning:**

A quiz asking students to identify specific dates of events on ChronoZoom and to define terms.

**LESSON SEQUENCE:**

1. **Think/Pair/Share**

***Explain***

Define *chronological* and then present the following question: **“**How does knowing *chronological order* help the study of history?”

*Defining chronological:*

Chrono-: time

Chronological: arranged in order by time

1. **Review Handout**

Definitions of BC/AD, BCE/CE, decade, century, and millennium, ka, Ma, Ga, scale

**BC**: “Before Christ.” The years before the AD era. BC numbers count down.

**AD**: “Anno Domini,” in Latin means “year of our Lord.” This is the current era we are in.

**BCE**: “Before Common Era.” This lines up with BC, but is less religious.

**CE**: “Common Era.” The non-religious counterpart to AD. Decade: 10 years Century: 100 years Millennium: 1,000 years

**ka**: kiloannum - 1,000 years

**Ma**: megaannum - 1,000,000 or one million years

**Ga**: gigaanum - 1,000,000,000 or one billion years

**Quantitative** - measuring something in numbers, quantity.

**Qualitative** - describing the qualities or characteristics of something.

1. **Group Discussion**

Give each group enough cards so that each member has one. Small groups work together to put events in chronological order, convert between BC/BCE, AD/CE, and calculate differences in decades, centuries, and millennia. Students should discuss if there is quantitative and/or qualitative information in the description.

1. **Whole class order**

Ask the whole class to line up in chronological order with their event. This should take a few minutes. When the class believes they are lined up in order, have the students read off the events and the dates from beginning to end. Have class look for accuracy and hear about the order of events.

1. **Find event on ChronoZoom**

Students should go to ChronoZoom and find the event they have on their card.

1. **Quiz/Exit Ticket**

When a student has found the event and can show it on ChronoZoom, provide them with the quiz. If a student is having trouble finding their event or navigating ChronoZoom assist him or her, or pair him or her up with another student to show how to find events.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** |
| **Chronological**  **Thinking**  Interpret data presented in time lines and create time lines using quantitative and qualitative analysis  [CCSS.ELA-](http://www.corestandards.org/ELA-Literacy/RH/9-10/7/)  [Literacy.RH. 9-10.7](http://www.corestandards.org/ELA-Literacy/RH/9-10/7/) | Unable to accurately interpret quantitative as well as qualitative information. Unable to identify most definitions around time. | Able to interpret quantitative and qualitative data on a timeline but only with assistance. Struggles with some definitions of time including  BC/AD and BCE/ CE, decade, century, and millennium. | Visual timeline is  used to accurately interpret quantitative and qualitative information. Understands definitions of time including BC/AD and BCE/ CE, decade, century, and millennium. | Visual timeline is created by accurately placing quantitative and qualitative information. Understands definitions of time including BC/AD and BCE/ CE, decade, century, and millennium. |

Chronological Concepts Handout

How to read a Timeline

**Chronological:** *arranged in order by time*

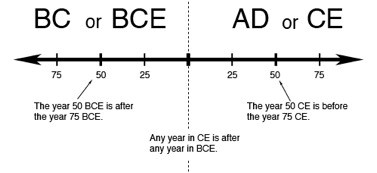
**Year Notations:** When studying history, you will often see the abbreviations BC and AD or BCE and CE. These are two common ways to label years. The years are the equivalent in each system. This means, the year **50 BC** is the same as the year **50 BCE**. The year **2013 CE** is the same as the year **2013 AD**.

**BC** stands for *“Before Christ.”*

**AD** stands for *“Anno Domini”* or “year of our Lord” in Latin.

**BCE** stands for *“Before Common Era.”*

**CE** stands for *“Common Era.”*



**Periods of Time**

*Decade* - a period of **10 (ten)** years

*Century* - a period of **100 (one hundred)** years *Millennium* - a period of **1,000 (one thousand)** years

**ka, Ma, and Ga**

The suffix *“annum”* means *year* (annual). Similar to how a *kilo*meter is 1,000 meters or a *mega*byte is one million bytes, a *kilo*annum is 1,000 years and a *mega*annum is one million years.

*ka* or *kiloannum* - 1,000 or one **thousand** years. *Example*: 5 ka = 5,000 years.

*Ma* or *megaannum* - 1,000,000 or one **million** years. *Example:* 10 Ma = 10 million years

*Ga* or *gigaannum* - 1,000,000,000 or one **billion** years. *Example:* 13 Ga = 13 billion years

**Types of Data**

There are two major types of data. Keep your eyes out for each type as you look at sources.

*Quantitative -* measuring something in numbers. Measuring ***quantity***. Example: graphs and charts. *Qualitative -* measuring something in characteristics. Measuring ***qualities***. Example: descriptions and observations.

# Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chronological Concepts Exit Ticket TEACHERS EDITION

1. Define **chronological**:

*Arranged in order of time* or anything representing things in the order they happened.

1. Describe **qualitative data:**

*Measurements based on characteristics, descriptions, or observations.*

1. Describe **quantitative data**:

*Measurements based on numbers and quantities, such as a graph or chart.*

1. Draw a line to match the following measurements of time with their definitions:

|  |  |
| --- | --- |
| 1. **Decade** | 1. **one million years** |
| 1. **ka or kiloannum** | 1. **a period of ten years** |
| 1. **Ga or gigaannum** | 1. **a period of one thousand years** |
| 1. **Millennium** | 1. **one billion years** |
| 1. **Ma or megaannum** | 1. **a period of one hundred years** |
| 1. **Century** | 1. **one thousand years** |

**Answers**

1. **B**
2. **F**
3. **D**
4. **C**
5. **A**
6. **E**
7. Place **the letters on the appropriate location of the timeline**

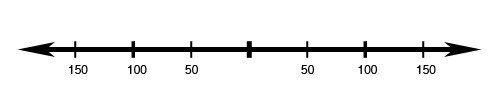
Place the ***letter A*** at 50 BC.

Place the ***letter B*** at 100 CE.

Place the ***letter C*** at 50 AD.

Place the ***letter D*** at 150 BCE.

Place the ***letter E*** at 75 BC.



**A**

**B**

**C**

**D**

**E**

# Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chronological Concepts Exit Ticket

1. Define **chronological**:
2. Describe **qualitative data:**
3. Describe **quantitative data**:
4. Draw a line to match the following measurements of time with their definitions:

|  |  |
| --- | --- |
| 1. **Decade** | 1. **one million years** |
| 1. **ka or kiloannum** | 1. **a period of ten years** |
| 1. **Ga or gigaannum** | 1. **a period of one thousand years** |
| 1. **Millennium** | 1. **one billion years** |
| 1. **Ma or megaannum** | 1. **a period of one hundred years** |
| 1. **Century** | 1. **one thousand years** |

1. Place **the letters on the appropriate location of the timeline**

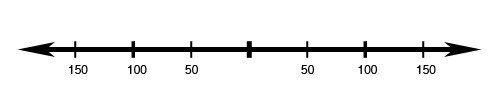
Place the ***letter A*** at 50 BC.

Place the ***letter B*** at 100 CE.

Place the ***letter C*** at 50 AD.

Place the ***letter D*** at 150 BCE.

Place the ***letter E*** at 75 BC.



LESSON 2  
Historical Comprehension

**Determining the Meaning of a Historical Passage**

**Time needed:** One class period

**Intro:**

In this lesson, students practice reading historical sources and answering important comprehension questions. This allows them to know if they have understood what they have read. Small groups represent answers to comprehension questions by creating posters representing the meaning of the source they read.

**Materials Needed:**

* Handout on historical comprehension
* Poster directions
* Sample readings
* Exit ticket

**National Standards:**

*Common Core:*

CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. *Historical Thinking Standards:*

Standard 2 - Historical Comprehension - Reconstruct the literal meaning of a historical passage by identifying who was involved, where it happened, what events led to these developments, and what consequences or outcomes followed.

**Learning Objectives:**

1. Understand how to recognize and display comprehension when reading/viewing historical sources.
2. Summarize a source

**Evidence of Learning:**

A summary or summaries of historical sources reconstructing the literal meaning (answering historical comprehension questions).

**LESSON SEQUENCE:**

**1. Think/Pair/Share**

How do you know if you comprehend or understand something? What questions should you be able to answer?

1. **Review Handout**

Examples and questions you should be able to answer:

* Who was involved?
* What happened?
* Where it happened.
* When it happened.
* What historical question the source answers.

1. **Group Poster**

Small groups practice comprehending a reading and answering the comprehension questions about it. The group creates a poster that represents their answers to the comprehension questions.

1. **Gallery Walk**

Students should rotate through the group posters. Spend just a quick moment looking at the poster and seeing if they can understand what the meaning of the source was.

1. **Discuss comprehension**

Based on what the students saw in the gallery walk, have a discussion on whether they think the readers understood the sources. Did the poster give you a good sense of what the reading was about? Do you think the readers comprehended it?

1. **Exit Ticket/Homework**

Students need to provide a summary or summaries of historical sources reconstructing the literal meaning.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** |
| **Historical**  **Comprehension** Determine central idea and reconstruct the literal meaning of a historical passage  [CCSS.ELA-](http://www.corestandards.org/ELA-Literacy/RH/9-10/2/)  [Literacy.RH. 9-10.2](http://www.corestandards.org/ELA-Literacy/RH/9-10/2/) | Struggles to identify either who was involved, what happened, or where it happened. | Identifies who was involved, what happened, and where it happened. | Identifies the central ideas of sources used, including the historical question this source answers. | Identifies the central ideas of  sources used AND  differentiates between historical fact and historical interpretation. |

# Historical Comprehension Handout

How Do We Summarize a Source?

**Comprehension**

One of the most important parts of using historical resources, is making sure that we understand or comprehend what we have read or what we are observing. Paying attention to key parts of a resource will help you understand it as well as gather and summarize information.

**Comprehension Questions**

**Who** was involved?

Most sources will tell you some of the people involved. Many times there are more people involved than mentioned. This can be specific people or large groups of people.

**When** did it happen?

Many historical sources will try to provide information about when something happened. The specific date can sometimes be argued over. For example, events during a time where there wasn’t accurately recorded history can be hard to identify a specific date for. Also, if it is not a *specific event*, but more of a development or concept (like the start of farming), there won’t be a specific date that it started.

**Where** did it happen?

Whenever reading about an event, it can be helpful to look up the location being talked about. This will help you to put the events into context and think about what else was going on in that same area.

**What** happened?

This is where your summarizing skills will really be useful. If you can answer this question, it is usually a good sign that you have understood a source. It isn’t always an easy question to answer. Try to think about what the author of the source is trying to explain and what his or her main idea is.

What **historical question** does this answer?

If you think you really understood a source, try answering this question. Imagine someone was trying to find information and answer a question. What question would this source be most useful in answering?

***Confused?*** Take a look at the example source and answers on the next page.

**Sample Source: Abraham Lincoln and the Emancipation Proclamation**

“Almost from the beginning of his administration, Lincoln was pressured by abolitionists and radical Republicans to issue an Emancipation Proclamation. In principle, Lincoln approved, but he postponed action against slavery until he believed he had wider support from the American public. The passage of the Second Confiscation Act by Congress on July 17, 1862, which freed the slaves of everyone in rebellion against the government, provided the desired signal. Not only had Congress relieved the administration of considerable strain with its limited initiative on emancipation, it demonstrated an increasing public abhorrence toward slavery.”

Library of Congress Manuscript Division, and Lincoln Studies Center, Knox College. "Lincoln Papers: Emancipation Proclamation: Introduction." *Lincoln Papers: Emancipation Proclamation: Introduction*. The Library of Congress, 01 Mar. 2002. Web. 08 Sept. 2013. <[http://memory.loc.gov/ammem/alhtml/almintr.html>](http://memory.loc.gov/ammem/alhtml/almintr.html).

**Who** was involved?

*Abraham Lincoln, abolitionists and radical Republicans, Congress, American public, slaves and slaveholders.*

**When** did it happen?

*July 17, 1862*

**Where** did it happen?

*Washington, D.C. in Congress*

**What** happened?

*Congress passed the Second Confiscation Act giving Lincoln the signal that the public was against slavery.*

What **historical question** does this answer?

*What were some events that encouraged Lincoln to issue the Emancipation Proclamation?*

**Summary**

In **1862**, *Congress passed the Second Confiscation Act giving Lincoln the signal that the public was against slavery.*

# Historical Comprehension Handout

**How Do We Summarize a Source?**

One of the most important parts of using historical resources, is making sure that we understand or comprehend what we have read or what we are observing. Paying attention to key parts of a resource will help you understand it as well as gather information to summarize it.

**Comprehension Questions**

**Who** was involved?

**When** did it happen?

**Where** did it happen?

**What** happened?

What **historical question** does this answer?

# Summary

**COMPREHENSION POSTER DIRECTIONS**:

CREATE A POSTER ANSWERING THE COMPREHENSION QUESTIONS

***View*** the source.

***Discuss*** the answers to the comprehension questions.

***Create*** a poster that displays the answer to each comprehension question.

**Comprehension Questions**

**Who** was involved?

**When** did it happen?

**Where** did it happen?

**What** happened?

What **historical question** does this answer?

**Summary**of the source:

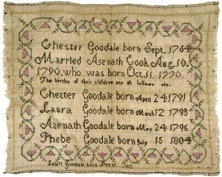
# Create Your Poster

Your poster must include:

* The ***title*** of the source or title of your poster.
* Answers to each of the comprehension questions. You can use ***symbols***, ***images***, or ***text***.
* A ***summary*** of the source.
* ***Input*** from every group member.

# Laura Goodale: Early American Historian?

**Historical Comprehension Lesson 2: Source 1**



Sampler of Chester Goodale, ca. 1809; Revolutionary War Pension and Bounty-Land-Warrant Application File of Chester Goodale of Connecticut; Record Group 15: Records of the Department of Veterans Affairs, 1773 – 2007; National Archives (D.C.). [National Archives Identifier: 1656127](http://research.archives.gov/description/1656127)

Needlework was an important part of a young woman's education in early America. Girls learned to sew early and often devoted many hours each day to mastering the craft. Many women turned to their sewing needles to express themselves both artistically and intellectually. They also created samplers — decorative pieces of needlework — to record information. Today, samplers serve as important historical documents that can teach us about the past from a woman's perspective.

On May 25th 1840, Laura [Goodale] Hadley was called before a Justice of the Peace to testify that the sampler she had created thirty years earlier was accurate to the best of her knowledge. This sampler was used to prove that Asenath and Chester Goodale were married—an important step before Asenath could receive her widow’s war pension.

R.F. Barnard, the Justice of the Peace who received the sampler, noted that before it could be taken into evidence it had to be cut from its frame, "a frame which appeared to have been long used with the family."

Asenath Goodale was entitled to a widow's pension because her husband Chester had fought for approximately two years in the Revolutionary War. Chester had originally applied for a soldier’s pension in 1832 at the age of 69.

Because her daughter Laura's sampler was accepted as legal proof of her marriage, Asenath was awarded the sum of $50 per annum. In 1855 Asenath, then 85 years old, applied to receive the 160 acres of land under the Bounty-Land Act of 1855. A copy of Laura's sampler was attached to her application, proving once again that she was indeed married to Chester Goodale.

The U.S. National Archives and Records Administration. "Laura Goodale: Early American Historian?" *Laura Goodale: Early American Historian?* The U.S. National Archives and Records Administration, n.d. Web. 09 Sept. 2013. <[http:// www.archives.gov/education/lessons/goodale.html>](http://www.archives.gov/education/lessons/goodale.html).

# The Lewis and Clark Expedition

**Historical Comprehension Lesson 2: Source 2**

In 1803 President Thomas Jefferson guided a splendid piece of foreign diplomacy through the U.S. Senate: the purchase of Louisiana territory from France. After the Louisiana Purchase Treaty was made, Jefferson initiated an exploration of the newly purchased land and the territory beyond the "great rock mountains" in the West.

Jefferson chose his personal secretary, Meriwether Lewis, an intelligent and literate man who also possessed skills as a frontiersman. Lewis in turn solicited the help of William Clark, whose abilities as draftsman and frontiersman were even stronger. Lewis so respected Clark that he made him a co-commanding captain of the Expedition, even though Clark was never recognized as such by the government. Together they collected a diverse military Corps of Discovery that would be able to undertake a two-year journey to the great ocean.

Jefferson hoped that Lewis and Clark would find a water route linking the Columbia and Missouri rivers. This water link would connect the Pacific Ocean with the Mississippi River system, thus giving the new western land access to port markets out of the Gulf of Mexico and to eastern cities along the Ohio River and its minor tributaries. At the time, American and European explorers had only penetrated what would become each end of the Lewis and Clark Trail up the Missouri several miles to the trapper headquarters at Fort Mandan and up the Columbia just a bit over a hundred miles to a point a little beyond present-day Portland, Oregon.

The Lewis and Clark Expedition paddled its way down the Ohio as it prepared the Expedition to be launched officially from Camp Wood, just outside St. Louis, in the summer of 1804. That summer and fall the company of explorers paddled and pulled themselves upstream, northwest on the Missouri River to Fort Mandan, a trading post, where Corps of Discovery set up camp, wintered, and prepared for the journey to the Pacific.

When the spring of 1805 brought high water and favorable weather, the Lewis and Clark

Expedition set out on the next leg of its journey. They traveled up the Missouri to present-day

Three Forks, Montana, wisely choosing to follow the western-most tributary, the Jefferson River. This route delivered the explorers to the doorstep of the Shoshone Indians, who were skilled at traversing the great rock mountains with horses. Once over the Bitterroot Mountains, the Corps of Discovery shaped canoe-like vessels that transported them swiftly downriver to the mouth of the Columbia, where they wintered (1805-1806) at Fort Clatsop, on the present-day Oregon side of the river.

With journals in hand, Lewis, Clark, and the other members of the Expedition returned to St. Louis by September 1806 to report their findings to Jefferson. Along the way, they continued to trade what few goods they still had with the Indians and set up diplomatic relations with the Indians. Additionally, they recorded their contact with Indians and described (and at times drew) Lesson 2 - Source 2 the shape of the landscape and the creatures of this western world, new to the white man. In doing so, they fulfilled many of Jefferson's wishes for the Expedition. Along the way, William Clark drew a series of maps that were remarkably detailed, noting and naming rivers and creeks, significant points in the landscape, the shape of river shore, and spots where the Corps spent each night or camped or portaged for longer periods of time. Later explorers used these maps to further probe the western portion of the continent.

The Expedition of the Corps of Discovery shaped a crude route to the waters of the Pacific and marked an initial pathway for the new nation to spread westward from ocean to ocean, fulfilling what would become to many Americans an obvious destiny.

Over the next two centuries the new Americans and many immigrants would wash across the central and western portions of what would eventually become the contiguous 48 United States. This wave of development would significantly transform virgin forests and grasslands into a landscape of cities, farms, and harvested forests, displacing fauna such as the buffalo and squeezing the Indians who survived onto reservations.

Perry, Douglas. "Teaching With Documents: The Lewis and Clark Expedition." *Lewis & Clark Expedition*. The U.S. National Archives and Records Administration, n.d. Web. 09 Sept. 2013. <[http://www.archives.gov/ education/lessons/lewis-clark/>](http://www.archives.gov/education/lessons/lewis-clark/).

# The Growth of Regionalism

**Historical Comprehension Lesson 2: Source 3**

Did you ever wonder why people from Chicago call carbonated water "pop" while New Yorkers call it "soda"? Or why Southerners tease Northerners for talking too fast, driving too fast, and even eating too fast? Well, the United States has always had regional differences. Today, the regions may be difficult to draw a line around, but from 1800 to 1860, those lines clearly existed. The United States was divided into three distinct regions: the North, the South, and the West. While each region remained dedicated to the "American Dream," each attempted to reach the dream in significantly different ways. The North realized her dreams with industry and commerce while the South continued to prosper with her plantations and subsistence farms. The Western frontier opened up to both commercial farms and manufacturing, showing a little bit of both her northern and southern heritage.

Regional differences deepened when the national government began expanding, meeting foreign entanglements and domestic trouble. The War of 1812 brought controversy to a head. The young country's armed forces were not equipped for a war, lacking both an able staff and an adequate number of enlisted men. The burden fell on the states, recruiting militia men and relying heavily on western frontiersmen. Not all states cooperated; the North was against the war, primarily for economic reasons. The war ended up stimulating economic change, spurring the production of manufactured goods, which the North eagerly provided. Factories sprang up across the North and an influx of immigrants satisfied the demand for labor.

The war exposed not only weaknesses in defense, but also in transportation. Modes and methods of transportation were totally inadequate. Generals moved troops slowly by carriages, or on foot, on poorly developed roads. President James Madison supported the idea of internal improvements, yet he vetoed an internal improvements bill, which would have provided for the construction of roads. He felt that roads and canals that would benefit local communities should be funded by the respective states and private enterprises. He did, however, approve monies for a National Road, solely on the grounds that it would benefit national defense. This road began in Maryland and stretched all the way to Ohio, joining the Northeast with the western frontier. An equally significant improvement was the completion of the Erie Canal, linking the Great Lakes with New York City and the Atlantic Ocean.

Sectionalism deepened as the manufacturers and commercial interests in the North became connected by transportation and trade with the West. Northern cities grew with increasing immigration and factory systems. Roads, canals, and railroads connected northern cities with each other and the West, where agriculture, mining, and the lumber industry were booming. The West no longer depended on the south-flowing Mississippi and Missouri Rivers; she was connected with the North in more ways than one. Railroads and the telegraph would solidify the east-west relationship. The South was developing her own economy and culture, which were dominated by the plantation system and slavery. Merchants and manufacturers were less

Important than the slaves, slave owners, and non-slave-owning farmers who produced her agricultural crops, especially "king cotton," and other raw materials for export.

Although the regions embraced independent lifestyles, characteristics, and economies, they depended on each other to survive. The West relied on Northern and Southern manpower and national support to protect and develop the land; the North bought her agricultural and raw materials from the South and West and in turn sold manufactured goods. The links keeping them together, they thought, would be technology and transportation. History tells us, however, that regionalism deepened as the national government enacted the Missouri Compromise and then the Kansas-Nebraska bill--two events where the debate over the addition of new states and territories and the issue of slavery came to a head.

Kelley, Kerry C. "Teaching With Documents:Anti-railroad Propaganda Poster -- The Growth of Regionalism, 1800 - 1860." *Anti-railroad Propaganda Poster: The Growth of Regionalism, 1800*. The U.S. National Archives and Records Administration, n.d. Web. 09 Sept. 2013. <<http://www.archives.gov/education/lessons/anti-rail/>>.

# The Treaty of Guadalupe Hidalgo

**Historical Comprehension Lesson 2: Source 4**

With the defeat of its army and the fall of the capital, Mexico City, in September 1847 the Mexican government surrendered to the United States and entered into negotiations to end the war. The peace talks were negotiated by Nicholas Trist, chief clerk of the State Department, who had accompanied General Winfield Scott as a diplomat and President Polk's representative. Trist and General Scott, after two previous unsuccessful attempts to negotiate a treaty with Santa Anna, determined that the only way to deal with Mexico was as a conquered enemy. Nicholas Trist negotiated with a special commission representing the collapsed government led by Don Bernardo Couto, Don Miguel Atristain, and Don Luis Gonzaga Cuevas of Mexico.

In *The Mexican War*, author Otis Singletary states that President Polk had recalled Trist under the belief that negotiations would be carried out with a Mexican delegation in Washington. In the six weeks it took to deliver Polk's message, Trist had received word that the Mexican government had named its special commission to negotiate. Against the president's recall, Trist determined that Washington did not understand the situation in Mexico and negotiated the peace treaty in defiance of the president. In a December 4, 1847, letter to his wife, he wrote, "Knowing it to be the very last chance and impressed with the dreadful consequences to our country which cannot fail to attend the loss of that chance, I decided today at noon to attempt to make a treaty; the decision is altogether my own."

In *Defiant Peacemaker: Nicholas Trist in the Mexican War*, author Wallace Ohrt described Trist as uncompromising in his belief that justice could be served only by Mexico's full surrender, including surrender of territory. Ignoring the president's recall command with the full knowledge that his defiance would cost him his career, Trist chose to adhere to his own principles and negotiate a treaty in violation of his instructions. His stand made him briefly a very controversial figure in the United States.

Under the terms of the treaty negotiated by Trist, Mexico ceded to the United States Upper

California and New Mexico. This was known as the Mexican Cession and included present-day Arizona and New Mexico and parts of Utah, Nevada, and Colorado. Mexico relinquished all claims to Texas and recognized the Rio Grande as the southern boundary with the United States.

The United States paid Mexico $15,000,000 "in consideration of the extension acquired by the boundaries of the United States" and agreed to pay American citizens debts owed to them by the Mexican government. Other provisions included protection of property and civil rights of

Mexican nationals living within the new boundaries of the United States, the promise of the United States to police its boundaries, and compulsory arbitration of future disputes between the two countries.

Trist sent a copy to Washington by the fastest means available, forcing Polk to decide whether or not to repudiate the highly satisfactory handiwork of his discredited subordinate. Polk chose to forward the treaty to the Senate. When the Senate reluctantly ratified the treaty (by a vote of 34 to 14) on March 10, 1848, it deleted Article X guaranteeing the protection of Mexican land grants. Following the ratification, U.S. troops were removed from the Mexican capital.

To carry the treaty into effect, Commissioner Colonel Jon Weller and surveyor Andrew Grey were appointed by the United States government and General Pedro Conde and Sr. Jose Illarregui were appointed by the Mexican government to survey and set the boundary. A subsequent treaty of December 30, 1853, altered the border from the initial one by adding 47 more boundary markers to the original six. Of the 53 markers, the majority were rude piles of stones; a few were of durable character with proper inscriptions.

Over time, markers were moved or destroyed, resulting in two subsequent conventions (1882 and 1889) between the two countries to more clearly define the boundaries. Photographers were brought in to document the location of the markers.

Gray, Tom. "Teaching With Documents: The Treaty of Guadalupe Hidalgo." *The Treaty of Guadalupe Hidalgo*. The U.S. National Archives and Records Administration, n.d. Web. 09 Sept. 2013. <[http://www.archives.gov/education/lessons/ guadalupe-hidalgo/](http://www.archives.gov/education/lessons/guadalupe-hidalgo/)>.

# The D-Day Invasion - World War 2

**Historical Comprehension Lesson 2: Source 5**

U.S. President Franklin D. Roosevelt, Soviet leader Joseph Stalin, and British Prime Minister Winston Churchill were responsible for leading their nations to victory and jointly planned strategies for the cooperation and eventual success of the Allied armed forces. Roosevelt and Churchill had already agreed early in the war that Germany must be stopped first if success was to be attained in the Pacific. They were repeatedly urged by Stalin to open a "second front" that would alleviate the enormous pressure that Germany's military was exerting on Russia. Large amounts of Soviet territory had been seized by the Germans, and the Soviet population had suffered terrible casualties from the relentless drive towards Moscow. Roosevelt and Churchill promised to invade Europe, but they could not deliver on their promise until many hurdles were overcome.

Initially, the United States had far too few soldiers in England for the Allies to mount a successful cross-channel operation. Additionally, invading Europe from more than one point would make it harder for Hitler to resupply and reinforce his divisions. In July 1942 Churchill and Roosevelt decided on the goal of occupying North Africa as a springboard to a European invasion from the south. In November American and British forces under the command of U.S. General Dwight D. Eisenhower landed at three ports in French Morocco and Algeria. This surprise seizure of Casablanca, Oran, and Algiers came less than a week after the decisive British victory at El Alamein. The stage was set for the expulsion of the Germans from Tunisia in May 1943, the Allied invasion of Sicily and Italy later that summer, and the main assault on France the following year.

Because of this success, Eisenhower was named commander of all Allied forces in Europe in

1943. When in February 1944 he was ordered to invade the continent, planning for "Operation

Overlord" had been under way for about a year. Hundreds of thousands of troops from the

United States, Great Britain, France, Canada, and other nations were assembled in southern England and intensively trained for the complicated amphibious action against Normandy. In addition to the troops, supplies, ships, and planes were also gathered. Countless details about weather, topography, and the German forces in France had to be learned before Overlord could be launched in 1944.

General Eisenhower's experience and the Allied troops' preparations were finally put to the test on the morning of June 6, 1944. An invasion force of 4,000 ships, 11,000 planes, and nearly three million soldiers, marines, airmen, and sailors was assembled in England for the assault. Eisenhower's doubts about success in the face of a highly-defended and well-prepared enemy led him to consider what would happen if the invasion of Normandy failed. If the Allies did not secure a strong foothold on D-Day, they would be ordered into a full retreat.

As the attack began, Allied troops did confront formidable obstacles. Germany had thousands of soldiers dug into bunkers, defended by artillery, mines, tangled barbed wire, machine guns, and other hazards to prevent landing craft from coming ashore. About 4,900 U.S. troops were killed on D-Day, but by the end of the day 155,000 Allied troops were ashore and in control of 80 square miles of the French coast. Eisenhower's [retreat] letter was not needed, because D-Day was a success, opening Europe to the Allies and a German surrender less than a year later.

The U.S. National Archives and Records Administration. "Teaching With Documents:Message Drafted by General Eisenhower in Case the D-Day Invasion Failed and Photographs Taken on D-Day." *Message Drafted by General Eisenhower in Case the D-Day Invasion Failed and Photographs Taken on D-Day*. The U.S. National Archives and Records Administration, n.d. Web. 09 Sept. 2013. <<http://www.archives.gov/education/lessons/d-day-message/>>.

# Summarizing Sources Exit Ticket

**I can comprehend and summarize a historical source**

You have learned how to make sure you can comprehend a historical source.

***Reflect*** on what you have learned. ***Follow*** the directions below.

***Summarize*** a historical source. Your summary should include information that shows you comprehend what the source was about.

***Bonus:*** Identify which parts of the source that you think are *fact* and which parts you think are an *interpretation* of the event.

# LESSON 3 Recognizing Multiple Perspectives

**Comparing Historical Perspectives**

**Time needed:** One class period

**Intro:**

In this lesson, students look at events that were before another event. They identify whether the earlier events were a cause of the later event, or merely events that preceded the later event.

**Materials Needed:**

* Handout on Causes
* Reading directions
* Sample readings
* Exit ticket

**National Standards:**

*Common Core:*

CCSS.ELA-Literacy.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

*Historical Thinking Standards:*

Standard 3 - Historical Analysis and Interpretation - Analyze cause-and-effect relationships bearing in mind multiple causation

**Learning Objectives:**

1. Identify the events leading up to an event.
2. Assess the role of events in causing later events.

**Evidence of Learning:**

Exit ticket with example historical causes assessed and described.

**LESSON SEQUENCE:**

1. **Think/Pair/Share**

How do you know if something caused an event or just happened before it?

1. **Review Handout**

Different types of causes

* Necessary cause - In order for an event to happen, the necessary cause has to be there. The later event cannot happen without this cause. However, the necessary cause doesn’t always lead to the event.
* Sufficient cause - The event will happen because of the sufficient cause, it always does. But the event could be caused by something else as well.
* Contributory cause - This cause is not required for the event to happen and doesn’t always lead to the event. If you change this cause though, it can change the event.
* Simply preceded (not a cause) - Add or remove this event and it wouldn’t really make a difference on the later event.

1. **Group Reading**

Small groups practice reading a source and identify any of the causes mentioned. The group classifies the causes based on necessary, sufficient, contributory, or simply preceding.

1. **Class Discussion**

Discuss the causes and how you classified them. Why did you classify them this way? What would happen if you removed a necessary cause? What would happen if you changed a contributory cause?

1. **Exit Ticket/Homework**

Give an example of each type of cause.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** |
| **Historical**  **Analysis and Interpretation** Analyze cause and effect relationships by determining whether earlier events caused later ones or simply preceded them  [CCSS.ELA-](http://www.corestandards.org/ELA-Literacy/RH/9-10/3/)  [Literacy.RH. 9-10.3](http://www.corestandards.org/ELA-Literacy/RH/9-10/3/) | Struggles to distinguish between a cause and an event that precedes. | Distinguishes between a cause and an event that precedes. | Assesses the role of an event in causing later events. Identifies causes as necessary, sufficient, contributory, or not a cause. | Assesses the role of an event in causing later events. Identifies causes as necessary, sufficient, contributory, or not a cause. Proposes alternative history that would have prevented later event. |

# Historical Causes Handout

**What were the causes of an event?**

**Types of Causes**

In history, it is very important to try and understand what the causes were of events. It is important to distinguish between a ***cause*** and something that simply ***preceded*** (or happened before) the event.Causes can be broken down based on their relation to the event they have caused. Below are descriptions and examples of causes.

**Necessary cause**In order for an event to happen, the necessary cause *must* be there. The later event cannot happen without this cause. However, the necessary cause doesn’t always lead to the event.

*Example:* Perhaps ***poverty*** is a cause of revolutions. Assume that revolutions don’t happen unless there is poverty. This would be a **necessary** cause. Poverty would be needed for a revolution, but revolutions don’t happen every time there is poverty (it is not a *sufficient* cause).

**Sufficient cause**A sufficient cause *always* leads to a specific event. Whenever there is the sufficient cause, the later event will happen. However, the later event may be caused by other events, not just the sufficient cause.

*Example:* Maybe a ***charismatic revolution leader*** always leads to a revolt. That would mean that every time there was a charismatic revolution leader, it would lead to a revolt. But there could still be a revolt without a charismatic leader (it is not a *necessary cause*).

# **Contributory cause**

A contributory cause is neither necessary nor sufficient. However, it does have an effect on the event. If you were to alter the contributory cause, it would change the later event.

*Example:* A ***poor growing season with failed crops*** might happen before a revolt. Not every poor growing season leads to a revolt and not every revolt has had a poor growing season before it. However, a poor growing season could have *contributed* to a revolt. Maybe without the poor growing season, the revolt wouldn’t have happened when it did.

**Preceding** event (NOT a cause)

This is just an event that happened before something and didn’t have any cause in it. If you changed this event, it wouldn’t affect the later event.

*Example:* Troy Polamalu was on the cover of *Madden NFL ’10* and was then injured later that season.

# Analyzing Causes Group Reading Directions

#### Discuss and analyze the causes of an event

***Read*** about the events leading up to a significant event.

***Discuss*** whether you think each event is a necessary cause, sufficient cause, contributory cause, or preceding event.

***Be ready*** to share your ideas with the class.

|  |
| --- |
| **Necessary causes**  •These need to happen in order to cause something |
| **Sufficient causes**  •These always lead to causing something (they are rare) |
| **Contributory causes**  •Neither *necessary* nor *sufficient*  •Would alter the event if you changed it |
| **Preceding events (**not causes)  •These happened, but didn’t cause the event |

# Analyzing Causes Exit Ticket

**I can analyze different events and causes**

You have learned how to assess causes of events ***Reflect*** on what you have learned. Follow the directions below.

***Provide an example*** of each type of cause below:

Necessary **cause:**

Sufficient **cause:**

Contributory **cause:**

**Preceding** event (NOT a cause):

# The Great Depression

**Analyzing Causes**

**Introduction**  
The Great Depression of the 1930s was a global event that derived in part from events in the United States and U.S. financial policies. As it lingered through the decade, it influenced U.S. foreign policies in such a way that the United States Government became even more isolationist.

The origins of the Great Depression were complicated and have been much debated among scholars. The initial factor was the First World War, which upset international balances of power and caused a dramatic shock to the global financial system. The gold standard, which had long served as the basis for national currencies and their exchange rates, had to be temporarily suspended in order to recover from the costs of the Great War, but the United States, European nations, and Japan put forth great effort to reestablish it by the end of the decade. However, this introduced inflexibility into domestic and international financial markets, which meant that they were less able to deal with additional shocks when they came in the late 1920s and early 1930s. The U.S. stock market crash of 1929, an economic downturn in Germany, and financial difficulties in France and Great Britain all coincided to cause a global financial crisis. Dedication to the gold standard in each of these nations and Japan, which only managed to return to it in 1930, only made the problem worse and hastened the slide into what is now known as the Great Depression.

**The International Depression**  
The key factor in turning national economic difficulties into worldwide Depression seems to have been a lack of international coordination as most governments and financial institutions turned inwards. Great Britain, which had long underwritten the global financial system and had led the return to the gold standard, was unable to play its former role and became the first to drop off the standard in 1931. The United States, preoccupied with its own economic difficulties, did not step in to replace Great Britain as the creditor of last resort and dropped off the gold standard in 1933. At the London Economic Conference in 1933, leaders of the world's main economies met to resolve the economic crisis, but failed to reach any major collective agreements. As a result, the Depression dragged on through the rest of the 1930s.

Bureau of Public Affairs. "1921-1936 - The Great Depression and U.S. Foreign Policy." *Office of the Historian - Milestones*. United States Department of the State, n.d. Web. 9 Sept. 2013. <[http://history.state.gov/milestones/1921-1936/ GreatDepression](http://history.state.gov/milestones/1921-1936/GreatDepression)>.

# LESSON 4 Researching History

**Assessing Historical Evidence**

**Time needed:** One class period

**Intro:** In this lesson, students read a source, determine the author’s claim, and assess the evidence and reasoning provided behind that claim. Students will assess the claims using logic and logic errors.

**Materials Needed:**

* Handout on Assessing Claims
* Sample Sources/Readings
* Group Source Assessing Directions
* Exit ticket

**National Standards:**

*Common Core:*

CCSS.ELA-Literacy.RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author’s claims.

*Historical Thinking Standards:*

Standard 4 - Historical Research Capabilities - Support interpretations with historical evidence in order to construct closely reasoned arguments rather than facile opinions.

**Learning Objectives:**

1. Identify author’s claims.
2. Assess author’s reasoning.

**Evidence of Learning:**

An assessment of an author’s claim and evidence.

**LESSON SEQUENCE:**

* 1. **Think/Pair/Share**

How can you tell if you can trust an author and the evidence she or he provides?

* 1. **Review Handout**

Handout on interrogating claims

* What is the author’s purpose?
* How does the author support this argument?
* Are the claims sufficient and logical?
* Sufficient - wealth of reasons, relevant.
* Logical - Doesn’t have errors in logic.
* Overgeneralized.
* Appeal to Authority/celebrity.
* Bandwagon/Social Acceptability.
* Against the Person/ad hominem.
* Straw Man.
  1. **Group Source Assessing**

Small groups practice identifying author’s purpose, evidence, and if it reasonably and logically supports the claim. Groups discuss the claim and evidence.

* 1. **Class Discussion**

Discuss what the groups thought about the evidence and if it was all logical. Why? Discuss what specific evidence the groups found to be most supportive. Where there different interpretations?

* 1. **Exit Ticket/Homework**

Students should find a source that is significant for the historical question she or he is working on. The students should assess the author’s claim and evidence.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** |
| **Historical**  **Research**  **Capabilities** Interrogate historical data and assess reasoning and evidence of author’s claims  [CCSS.ELA-](http://www.corestandards.org/ELA-Literacy/RH/9-10/8/)  [Literacy.RH. 9-10.8](http://www.corestandards.org/ELA-Literacy/RH/9-10/8/) | Struggles to identify the author’s claim and evidence. | Describes the author’s claim and evidence. Struggles to assess whether the evidence is sufficient in supporting the claim. | Describes the author’s claim and evidence. Assesses whether the evidence is sufficient enough to support the claim. | Describes the author’s claim and evidence. Assesses whether the evidence  sufficiently supports claim  and assesses  logic of argument. |

# Analyzing Sources Handout

**How can you tell if the author makes a valid argument?**

**Elements of a Valid Argument**

When an author makes an argument, they should include both a ***claim*** and ***evidence***. If an author makes an argument or claim without any evidence, they have nothing to support their point of view.

**Claim**

The claim is what the author is arguing. You will often find this in their thesis. It is the purpose for what they are writing. They may be trying to inform or convince the reader of a certain point.

**Evidence**

The evidence is where you will really dig deep to see if the author’s claim or argument is valid. You’ll want to make sure that the evidence is both ***sufficient*** and ***logical***. Read below to see how to check for these.

**Sufficient Evidence**

You’ll want to assess the sufficiency of evidence based on two questions.

* 1. Does the author provide enough evidence to make their point?
  2. Is the evidence provided relevant to the claim?

If an author does not provide enough evidence to make their claim, or provides evidence that has nothing to do with the claim, it may be signs that they don’t have a valid argument.

**Logical Evidence**

Some arguments might *sound* really good or be really *persuasive*, but they aren’t actually logical. Below is a description of some of the most common ***logical errors***. If you see someone making a logical error like this in one of his or her arguments, be critical of what he or she is suggesting. If you don’t see errors in the author’s logic, that is a much better sign.

**Overgeneralized**

Author takes one example or a small example and applies it to everything.

**Appeal to Authority/Celebrity**

Author claims that someone really important or famous believes it so you should too.

**Bandwagon/Social Acceptance**

Author argues that everyone else agrees or that a lot of people agree.

**Against the Person/ad hominem**

Author argues against someone by attacking the person, not the person’s claim.

**Straw Man**

Author builds up a really weak or simplified version of a claim they disagree with, just to knock it down.

# Group Source Assessing Directions

**Discuss the validity of the author’s arguments**

1. ***Read*** each source.
2. ***Identify*** the author’s claim.
3. ***Identify*** the evidence the author provides to support the claim.
4. ***Assess the evidence***.
   1. Is the evidence relevant?
   2. Does the author provide enough evidence?
   3. Does the author make any logical errors?
5. ***Discuss***the evidence and write the most important ***notes*** from your discussion below.
6. ***Be ready*** to share your ideas with the class.

# Assessing Evidence Exit Ticket

**I can assess the validity of evidence.**

You have learned how to find specific evidence in sources.

***Reflect*** on what you have learned. ***Follow*** the directions below.

***Choose a source, identify the author’s claim and assess the evidence:***

**Source title:**

**Source author:**

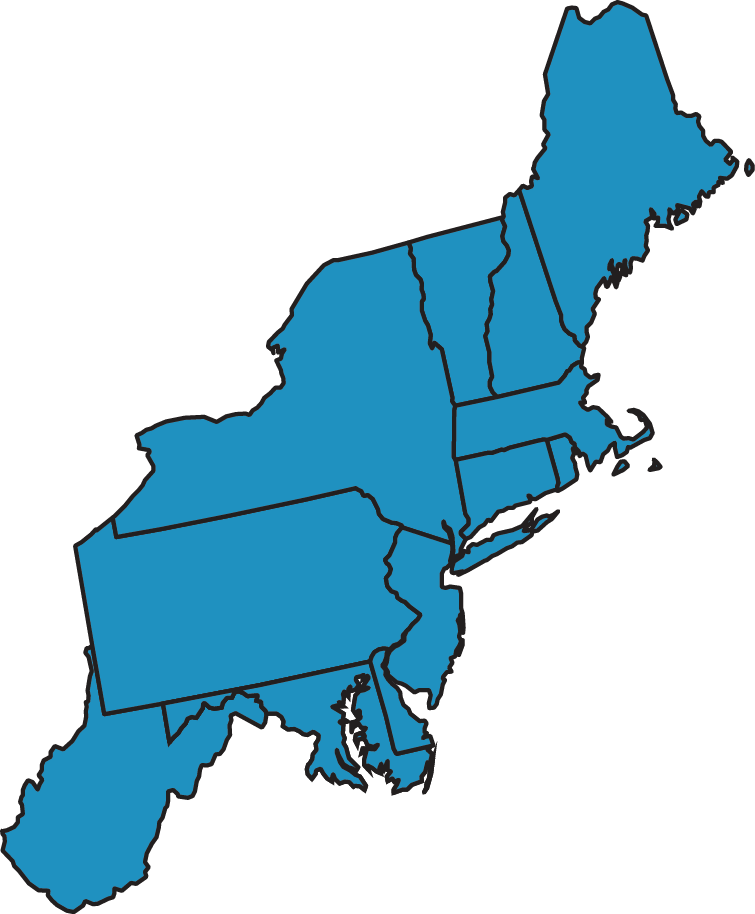
1. What isthe author’s claim or purpose?
2. What evidence does the author provide?
3. Is this evidence sufficient?

**Yes No**

1. Is this evidence relevant?

**Yes No**

1. Does any of this evidence include logical errors? If so, explain below:





**Regional Climate Trends and Scenarios: The Northeast U.S.**

This document provides a brief overview of the observed changes in the climate of the Northeast[[1]](#footnote-2) United States as well as possible future climate conditions as simulated by climate models, based on two scenarios of future greenhouse gas emissions. It summarizes the much more detailed findings presented in one of nine regional and national climate descriptions created by the

National Oceanic and Atmospheric Administration (NOAA) in support of the National Climate Assessment (NCA). The full Regional Climate Trends and Scenarios report is available at http://scenarios.globalchange.gov/regions/northeast, and should be cited as:

Kunkel, K.E, L.E. Stevens, S.E. Stevens, L. Sun, E. Janssen, D. Wuebbles, J. Rennells, A. DeGaetano, and J.G. Dobson, 2013: Regional Climate Trends and Scenarios for the U.S. National Climate Assessment. Part 1. Climate of the Northeast U.S., NOAA Technical Report NESDIS 142-1, 79 pp.

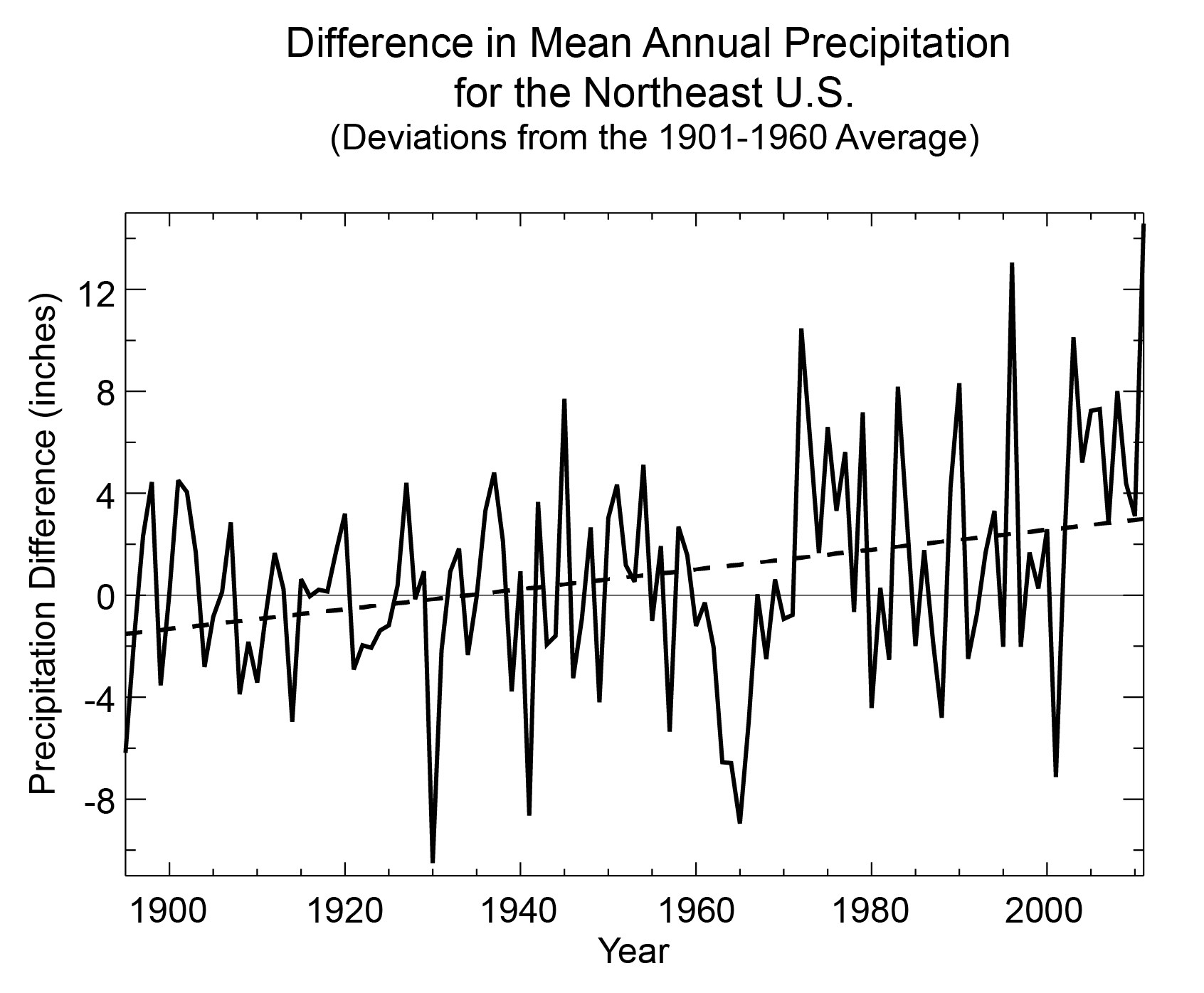
**Observed Regional Climate Trends**

This section summarizes the observed climate trends of the Northeast U.S., primarily focusing on temperature and precipitation, as well as additional climate features, including heat waves, extreme precipitation, and sea level rise. These historical data are primarily from the National Weather Service’s Cooperative Observer Network (COOP), which has been in operation since 1895.

**Temperature**

* Temperatures across the Northeast have generally remained above the 1901-1960 average over the last 30 years. Warming has been more pronounced during the winter and spring seasons. Trends are upward and statistically significant (at the 95% confidence level) for each season, as well as for the year as a whole.
* Since the mid-1980s there has been a general increase in freeze-free season length for the region. The last occurrence of 32°F in the spring has been happening earlier and the first occurrence of 32°F in the fall has been happening later.

**Precipitation**

* Average annual precipitation shows a clear shift towards greater amounts and more variability since 1970 (see figure). Precipitation totals in the Northeast are increasing and trends are statistically significant for fall season and for the year as a whole. However, there is no overall trend for summer.

**Extremes**

* The number of cold waves in the Northeast was high early in the 20th century. However, since 1985, the frequency of cold spells has been below the long-term average. There is no overall trend in heat waves, although there have been a moderately high number of hot spells in recent years.
* There has been substantial decade-to-decade variability in the number of extreme precipitation events since about 1935. However, since 1996 the number of extreme events has been high.

**Additional Climate Features**

* Overall warming is further evidenced by later dates when ice coverage closes northeastern lakes to navigation, as well as by increases in lake surface water temperature and decreases in average snow depth.
* The rise in sea level along the Northeast coast has accelerated during the 20th century, rising by 1.2 inches per decade on average.

1

**A Science-Based Rebuttal to Global Warming Alarmism**  by Steve Goreham

On September 23 [2013], the Intergovernmental Panel on Climate Change (IPCC) is scheduled to release the first portion of its *Fifth Assessment Report* (AR5). AR5 will conclude once again that mankind is causing dangerous climate change. But one week prior on September 17, the Nongovernmental International Panel on Climate Change (NIPCC) will release its second report, titled *Climate Change Reconsidered II* (CCR-II). My advance review of CCR-II shows it to be a powerful scientific counter to the theory of man-made global warming.

Today, 193 of 194 national heads of state say they believe humans are causing dangerous climate change. The IPCC of the United Nations has been remarkably successful in convincing the majority of the world that greenhouse gas emissions must be drastically curtailed for humanity to prosper.

The IPCC was established in 1988 by the World Meteorological Organization and the United Nations Environmental Program. Over the last 25 years, the IPCC became the “gold standard” of climate science, quoted by all the governments of the world. IPCC conclusions are the basis for climate policies imposed by national, provincial, state, and local authorities. Cap-and-trade markets, carbon taxes, ethanol and biodiesel fuel mandates, renewable energy mandates, electric car subsidies, the banning of incandescent light bulbs, and many other questionable policies are the result. In 2007, the IPCC and former Vice President Al Gore shared the Nobel Peace Prize for work on climate change.

But a counter position was developing. In 2007, the Global Warming Petition

Project published a list of more than 31,000 scientists, including more than 9,000 PhDs, who stated, “There is no convincing scientific evidence that human release of carbon dioxide, methane, or other greenhouse gases is causing or will, in the foreseeable future, cause catastrophic heating of the Earth’s atmosphere and disruption of the Earth’s climate.” At the same time, an effort was underway to provide a credible scientific counter to the alarming assertions of the IPCC.

The Nongovernmental International Panel on Climate Change was begun in 2003 by Dr. Fred Singer, emeritus professor of atmospheric physics from the University of Virginia. Dr. Singer and other scientists were concerned that IPCC reports selected evidence that supported the theory of man-made warming and ignored science that showed that natural factors dominated the climate. They formed the NIPCC to offer an independent second opinion on global warming.

Climate Change Reconsidered I (CCR-I) was published in 2009 as the first scientific rebuttal to the findings of the IPCC. Earlier this summer, CCR-I was translated into Chinese and accepted by the Chinese Academy of Sciences as an alternative point-of-view on climate change.

Climate Change Reconsidered II is a 1,200-page report that references more than one thousand peer-reviewed scientific papers, compiled by about 40 scientists from around the world. While the IPCC reports cover the physical science, impacts, and mitigation efforts, CCR-II is strictly focused on the physical science of climate change. Its seven chapters discuss the global climate models, forcings and feedbacks, solar forcing of the climate, and observations on temperature, the icecaps, the water cycle and oceans, and weather.

Among the key findings of CCR-II are:

■ Doubling of CO2 from its pre-industrial level would likely cause a warming of only about 1oC, hardly cause for alarm.

■ The global surface temperature increase since about 1860 corresponds

to a recovery from the Little Ice Age, modulated by natural ocean and atmosphere cycles, without need for additional forcing by greenhouse gases.

■ There is nothing unusual about either the magnitude or rate of the late 20th century warming, when compared with previous natural temperature variations.

■ The global climate models projected an atmospheric warming of more

than 0.3oC over the last 15 years, but instead, flat or cooling temperatures have occurred.

The science presented by the CCR-II report directly challenges the conclusions of the IPCC. Extensive peer-reviewed evidence is presented that climate change is natural and man-made influences are small. Fifteen years of flat temperatures show that the climate models are in error.

Each year the world spends over $250 billion to try to decarbonize industries and national economies, while other serious needs are underfunded. Suppose we take a step back and “reconsider” our commitment to fighting climate change?

Reprinted with permission from Steve Goreham.

Steve, Goreham. "A Science-Based Rebuttal to Global Warming Alarmism." *Heartlander Magazine*. The Heartland Institute, 11 Sept. 2013. Web. 17 Sept. 2013. <[http://news.heartland.org/editorial/ 2013/09/11/science-based-rebuttal-global-warming-alarmism>](http://news.heartland.org/editorial/2013/09/11/science-based-rebuttal-global-warming-alarmism).

# LESSON 5 Historical Issues

**Time needed:** One class period

**Intro:** This lesson builds from the evidence students found using the previous lesson. Students will need to formulate a position in response to a historical question. They will need to provide evidence to back that position. This lesson prepares students to have a sort of thesis for the timeline or tour they make in ChronoZoom.

**Materials Needed:**

* ChronoZoomer's Guild Announcement
* Handout on sharing and supporting a decision
* Example claims to critique
* Group Critique handout
* Exit ticket

**National Standards:**

*Common Core:*

Note: This lesson is based on a higher level standard. This lesson is meant to support students in eventually reaching this standard.

[CCSS.ELA-Literacy.RH.11-12.3](http://www.corestandards.org/ELA-Literacy/RH/11-12/3/) Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. *Historical Thinking Standards:*

Standard 5 - Historical Issues - **Formulate a position or course of action on an issue** by identifying the nature of the problem, analyzing the underlying factors contributing to the problem, and choosing a plausible solution from a choice of carefully evaluated options.

**Learning Objectives:**

1. Formulate a position around a historical event.
2. Support an interpretation using evidence.

**Evidence of Learning:**

A constructed argument responding to the question presented by the ChronoZoomer's Guild.

**LESSON SEQUENCE:**

1. **Discuss**

Share the announcement from the ChronoZoomer's Guild. Discuss the requirements from the Guild. Allow students to ask any questions.

1. **Review Handout**

* Making a claim
* Constructing an argument

1. **Group Argument Critique**

Small groups critique sample arguments. Using the group handout, they discuss which arguments are the strongest and which are lacking. If there is time left, groups can discuss how they would make the weak arguments better.

Example 1: “Cats are the best pets because I think they are the cleanest household animals.”

**Weak: Claim is supported by opinion.**

Example 2: “The Boston Celtics are the most decorated professional basketball team of all time because they have won more national championships than any other team.”

**Strong: Makes a claim and provides relevant support.**

Example 3: “Skateboarding is no more dangerous than other sports, in fact, many people believe it is more affordable than other sports.”

**Weak: Makes a claim but provides evidence that is not relevant.**

Example 4: “Disposable water bottles are bad for the environment.”

**Weak: Only makes a claim and does not support it.**

Example 5: “The Boston Tea Party was inevitable.”

**Weak: Only makes a claim and does not support it.**

Example 6: “World War II was the worst war of all time, it was just horrible.”

**Weak: Claim is supported by opinion.**

Example 7: “Abraham Lincoln faced many challenges in his presidency, he was also the tallest president in history.”

**Weak: Makes a claim but provides evidence that is not relevant.**

Example 8: “The American Revolution was caused by a disagreement between the American colonies and Great Britain. Americans desired similar rights of British citizens.

**Strong: Makes a claim and provides relevant support.**

1. **Solo Argument Writing**

Each student should write their own argument and fine tune it for submission to the

ChronoZoomer's Guild. Students should use information they have worked with throughout the week to make their decisions. If there is time left in the class, students should peer review the arguments with their group or someone next to them. You may also invite students to pitch their arguments to the class. **5. Exit Ticket/Homework**

Students should turn in a completed argument that will serve as the main argument for their ChronoZoom timeline or tour.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** |
| **Historical**  **Issues** Evaluate explanations of history and formulate a position or course of action on an issue  [CCSS.ELA-](http://www.corestandards.org/ELA-Literacy/RH/11-12/3/)  [Literacy.RH. 11-12.3](http://www.corestandards.org/ELA-Literacy/RH/11-12/3/) | Struggles to identify a problem from the past. | Identifies an issue or problem from the past. | Identifies an issue or problem from the past AND formulates a position or course of action on an issue. | Identifies an issue or problem from the past AND formulates a position or course of action on an issue. Identifies antecedents, alternative action, OR evaluates the implementation of a decision. |

# Making an Argument Handout

**How do we make a quality argument?**

**Arguments**

When you think of an argument, you might think of two people disagreeing or fighting with each other. When you look into that argument, they both have opinions or points of view that they are trying to support. In school and academics, we often call an argument a “main idea,” “claim,” or a “thesis statement.” These arguments might not involve yelling (usually), but you are backing up your point of view. Argumentation is a valuable skill that supports your critical thinking, decision making, and weighing evidence.

**Steps to Making a Quality Argument**

1. Make a ***claim.***
2. Support your claim with ***evidence.***
3. ***Explain*** how the evidence supports your argument.

**Making a Claim**

It might sound obvious, but it is sometimes overlooked. In order to make an argument, you need to actually *claim* something. Ask yourself, “what is the point of my argument?”

Claims can range from simple to more complex. Your claim can be about what you think happened in the past or it could be about why something happened. It all depends on the level of evidence you can provide. If you provide a far-out claim, you’ll ultimately be judged on your evidence.

**Supporting with Evidence**

The strength of your claim comes down to the strength of your evidence. Your sources are your evidence. You can see how having quality sources and being able to comprehend them is important if they are being used as evidence.

**Explaining Evidence**

Explain how the evidence supports your claim. Do not assume that the reader of your argument will make the same connections as you. Provide the evidence and explain what it means or how it is supportive of your claim.

**Tips for Quality Arguments**

* ***Focus*** on just one argument. Your evidence and sources may support other arguments, but stick to one claim. You will make a better argument if you focus.
* Stick to the ***most important evidence*** for your claim. Don’t dump a lot of information into your argument. Provide the most significant sources as evidence.
* Respond to ***counterarguments***. Consider the arguments readers are likely to make against your claim (or even ask people why they disagree). Respond to these counterarguments by providing evidence against them.
* Assume your ***audience*** is knowledgeable, but disagrees with your claim.

# Group Argument Critique Directions

**What makes a quality argument?**

1. As a group, ***read*** the example arguments provided.
2. ***Discuss*** your thoughts on each argument.

* Do you think this is a quality argument?
* Why or why not?
* How would you make this argument better?

1. ***Choose*** an argument and make it better. Write your group’s revised argument below.

**Example 1:** “Cats are the best pets because I think they are the cleanest household animals.”

**Example 2:** “The Boston Celtics are the most decorated professional basketball team of all time, having won more national championships than any other team.”

**Example 3:** “Skateboarding is no more dangerous than other sports, in fact, many people believe it is more affordable than other sports.”

**Example 4:** “Disposable water bottles are bad for the environment.”

**Example 5:** “The Boston Tea Party was inevitable.”

**Example 6:** “World War II was the worst war of all time, it was just horrible.”

**Example 7:** “Abraham Lincoln faced many challenges in his presidency, he was also the tallest president in history.”

**Example 8:** “The American Revolution was caused by a disagreement between the American colonies and Great Britain. Americans desired similar rights of British citizens.

1. ***Be ready*** to share your ideas with the class.

# Constructing an Argument Exit Ticket

**I can construct a quality argument**

You have learned how to identify and construct quality arguments. ***Reflect*** on what you have learned. ***Follow*** the directions below.

***Answer the questions below to begin constructing your argument.***

1. What isyour ***claim***?

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1. What ***evidence*** will you need to support this claim?

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***Bonus:*** Assuming your claim is true, how would the world be different if this event never occurred?

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1. Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, and West Virginia. [↑](#footnote-ref-2)