

## Unit Overview

**Instructor/Program:** Sheila Brandes, Robbinsdale Adult Academic Program    **Course/Setting:** What is History? / Classes for Stroke and Brain Injury Survivors    **Vetted by:** Tammy Twiggs

<b>NRS or CCRS Level(s):</b> ABE 2, CCRS Level B	<b>Unit Theme:</b> What is History?	<b>Length (e.g., hours, days):</b> 2 class sessions																									
GLE ATOS: 3.0																											
<p><b>Rationale for this Unit:</b></p> <p>In this lesson, students will explore the concept of “history,” determine what constitutes history, and examine what might be excluded from traditional methods of determining history.</p> <p><b>Instructional Objective(s): SWBAT</b></p> <ul style="list-style-type: none"> <li>• Respond to a text with WH-questions, such as who, what, where, when, why and how to demonstrate understanding</li> <li>• Determine the central idea of a text and how it is conveyed through particular details</li> <li>• Summarize the text and refrain from including personal opinions</li> <li>• Describe the relationship between a series of concepts, using language that pertains to the text structures of time, sequence, or cause and effect</li> <li>• Determine the meaning of Tier II and Tier III Academic words in a text</li> <li>• Identify the main purpose of a text, including what the author wants to answer, explain, or describe</li> <li>• Evaluate the author’s use of conflicting evidence or inclusion of counternarratives to the historical record</li> <li>• Write informative/ explanatory texts to examine a topic and convey ideas and information clearly</li> </ul>	<p><b>CCR Standard(s) (4-8 per lesson)</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 5px;"><b>Anchor(s):</b></td> <td style="width: 35%; padding: 5px;">Reading Anchor 1</td> <td style="width: 10%; padding: 5px;">B</td> <td style="width: 40%;"></td> </tr> <tr> <td></td> <td style="padding: 5px;">Reading Anchor 2</td> <td style="padding: 5px;">D</td> <td></td> </tr> <tr> <td></td> <td style="padding: 5px;">Writing Anchor 2</td> <td style="padding: 5px;">B</td> <td></td> </tr> <tr> <td style="padding: 5px;"><b>Supporting</b></td> <td style="padding: 5px;">Reading Anchor 3</td> <td style="padding: 5px;">B</td> <td></td> </tr> <tr> <td style="padding: 5px;"><b>Anchor(s):</b></td> <td style="padding: 5px;">Reading Anchor 4</td> <td style="padding: 5px;">B</td> <td></td> </tr> <tr> <td></td> <td style="padding: 5px;">Reading Anchor 6</td> <td style="padding: 5px;">B</td> <td></td> </tr> </table>			<b>Anchor(s):</b>	Reading Anchor 1	B			Reading Anchor 2	D			Writing Anchor 2	B		<b>Supporting</b>	Reading Anchor 3	B		<b>Anchor(s):</b>	Reading Anchor 4	B			Reading Anchor 6	B	
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<p><b>Line of Inquiry:</b></p> <p>How do historians analyze primary and secondary source documents to create meaning?</p>				
<p><b>Key Shift(s):</b> <b>X Complexity</b> <b>X Evidence</b> <b>X Knowledge</b></p>	<p><b><u>ACES TIF Skill(s):</u></b></p> <p><b>Learning Strategies</b></p> <p>1d - Identify main ideas or themes when reading or listening.</p> <p>2b - Select and use graphic organizers appropriate for a task.</p> <p><b>Critical Thinking</b></p> <p>1c - Synthesize information, ideas, and components in a meaningful and structured way.</p> <p>1d - Support positions using prior knowledge and supporting evidence.</p> <p>4b - Identify and compare perspectives/ points of view of self and others.</p> <p><b><u>Northstar Digital Literacy Standard(s):</u></b></p> <p>N/A</p>			
<p><b>Additional Content Standards or Skills:</b> (e.g. career, science, social studies, etc.)</p> <p><b>Social Studies</b></p>				

**Textual Analysis**

<b>Key Shift #1 Complexity</b>	<b>Text #1</b>	“History: What It Is, What It Means” Passage #4, Six-Way Paragraphs in the Content Area, Introductory Level		
	<b>Quantitative Rating (Publisher, ATOS, or Lexile)</b>	<b>Publisher: 4.0 ATOS: 3.0 Vocab 2.9 NRS Level: ABE 2</b>		
	<b>Overall Qualitative Rating</b>	Moderately Complex		
	<b>Qualitative Analysis</b>	<b>Complexity Rating</b>	<b>For each characteristic below, provide a simple, one-or-two-sentence description for each qualitative factor.</b>	
	<b>Structure</b>	Moderately complex	<ul style="list-style-type: none"> <li>• The connections among ideas is subtle, but since the organization is sequential, students can infer meaning from learning about sequence text structure.</li> <li>• There are no graphics.</li> </ul>	
	<b>Language Clarity and Conventions</b>	Moderately complex	<ul style="list-style-type: none"> <li>• The language in the text is largely explicit with some complex meaning.</li> <li>• The vocabulary is largely contemporary but with some Tier 2 words.</li> <li>• There are primarily simple and compound sentences, and there is good repetition of sentence structure.</li> </ul>	
	<b>Knowledge Demands</b>	Moderately complex to Very Complex	<ul style="list-style-type: none"> <li>• The use of primary sources might be unfamiliar.</li> <li>• There is a combination of recognizable and abstract concepts.</li> <li>• The text refers to the need for historians to cite sources in their work.</li> <li>• The concept that history is more than just a collection of facts, but includes how we interpret the facts, is very complex.</li> </ul>	
	<b>Purpose</b>	Moderately complex to Very Complex	<ul style="list-style-type: none"> <li>• The introduction and conclusion are fairly straightforward - history is the study of what humans have done and thought.</li> <li>• The implied idea that historians must choose among resources and put together an accurate retelling is more abstract and very complex.</li> </ul>	

	<b>Reader Task Considerations</b>	Since some students with stroke and brain injuries often know more about a subject than their reading level indicates, the teacher can access prior knowledge through a series of guided questions and discussion.
<b>Key Shift #2 Evidence</b>	<b>In what ways did the qualitative analysis of the text guide the text-based questions and writing prompts?</b>	
	<ul style="list-style-type: none"> <li>• There are some multiple-choice questions, but the teacher will need to create additional text-dependent questions that require the use of inference and citing evidence.</li> <li>• The teacher can also supplement the text with graphics or other supportive scaffolds.</li> <li>• The teacher will need to create evidence-based writing prompts since there are none included in the text.</li> </ul>	
<b>Key Shift #3 Building Knowledge</b>	<b>In what content area or around what topics does the text selection build knowledge?</b>	
	<u>Historical knowledge:</u> <ul style="list-style-type: none"> <li>• How to construct meaning from history using primary source documents</li> <li>• How to detect bias and author’s purpose and search for missing narratives or counternarratives</li> <li>• Learn how to ask the questions historians ask as they determine cause and effect and develop theories about the past</li> </ul>	

<b>Materials:</b>	<b>Common misconceptions/misunderstandings by learners regarding the content that may interfere with learning:</b>
<ul style="list-style-type: none"> <li>• Dry erase board and markers</li> <li>• Projector and document camera</li> <li>• Copies of the text</li> <li>• Highlighters</li> <li>• Vocabulary handout for definitions and sentence examples</li> <li>• Graphic organizer</li> <li>• Examples of primary sources</li> </ul>	<p>Since students often misinterpret what studying History really entails, the teacher will need to guide students into understanding the process of analyzing primary source documents to analyze historical events. In addition, the teacher will need to introduce the concept of “bias,” and teach learners how to identify the historian’s biases. Finally, learners will begin to understand how to check for missing counternarratives to enable a complete picture of the historical event to emerge.</p> <p><b>Adaptations and/or Accommodations:</b></p> <ul style="list-style-type: none"> <li>• Teacher read-aloud to model fluency.</li> <li>• Pair-share reading to continue practicing fluency.</li> <li>• Teacher think-aloud for each paragraph to help students with critical thinking via pulling out the topic, creating a main idea sentence, and turning the main idea into a question so that students can comprehend the text at a deeper level.</li> <li>• Incorporate activities to practice with the Tier II Academic vocabulary.</li> <li>• Utilize a graphic organizer or sentence frames to help in identifying the main idea in each paragraph and the overall main idea of the text, and use another for writing.</li> </ul>

<p><b>Tier 3 Discipline-Specific Terms</b></p> <p>record, accounts, cause and effect, Hundred Years War, Stone Age, flint</p> <p><b>Sources:</b> oral/audio, visual, and written text</p>	<p><b>Tier 2 Academic Vocabulary and Additional Language Demands:</b> (including language that may impact a student’s ability to access the content in directions, examples, problems, etc.)</p> <p>accurate, sources, specific, theory</p>
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**Teacher Reflection**

Notes for next time:

- Find other supporting materials to teach the difference between primary and secondary source documents
- Create a text set of primary and secondary source excerpts to aid in this lesson
- Create some vocabulary activities so that learners can practice with the Academic Tier II and Tier III words

**Lesson Plan**

<p><b>Instructional Objective(s):</b></p> <p><i>(Statements written in teacher language, derived from content standards)</i></p>	<p>At the end of this lesson, students will be able to:</p> <p><b>Reading:</b></p> <p><b>CCR Anchor 1B:</b> Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding.</p> <p><b>CCR Anchor 3B:</b> Describe the relationship between a series of concepts, using language that pertains to time, sequence, or cause and effect.</p> <p><b>CCR Anchor 4B:</b> Determine the meaning of general academic words in a text relevant to a topic or subject area.</p> <p><b>CCR Anchor 6D:</b> Does the author respond to conflicting evidence or viewpoints?</p> <p><b>Writing:</b></p> <p><b>CCR Anchor 2B:</b> Write informative/ explanatory texts to examine a topic and convey ideas and information clearly</p>
<p><b>Assessing Mastery of the Objective(s):</b></p> <p><i>(Indicate <u>when</u> and <u>how</u> assessment will occur during the lesson - formative and/or summative)</i></p>	<p>By the end of this lesson, the students will be able to <i>(objective)</i> as evidenced by <i>(task)</i>.</p> <p>By the end of this lesson, the students will be able to explain in writing how historians use primary and secondary source documents to interpret history.</p>

<p><b>Learning Target(s):</b> <i>(Statements of what students will be able to do as a result of the lesson, written in student-friendly language)</i></p>	<p>“I can...”</p> <ul style="list-style-type: none"> <li>• I can ask and answer questions such as who, what, why about a text (DOK 1).</li> <li>• I can interpret how the ideas in a text relate to each other (DOK 2).</li> <li>• I can use Academic words to answer questions (DOK 1).</li> <li>• I can assess a text for author bias and missing narratives (DOK 3).</li> </ul>
<p><b>Introduction:</b></p>	<p><b>Introduction and Explanation for the Reading:</b>  We will be reading a short article on the concept of history, what it is, and how we know about it. We will be discussing each paragraph and summarizing to identify the main idea of each paragraph. This will help in comprehension of the text passage.</p> <p><b>Modeling:</b> Teacher reads text aloud and stops to explain specific portions of the text, such as Tier III words, and to check for understanding.</p> <p><b>Guided Practice:</b></p> <ol style="list-style-type: none"> <li>1. Students work in groups to analyze the Tier II and Tier III vocabulary with a graphic organizer. Students pick 2-3 words to create original sentences.</li> <li>2. Students take turns reading the text aloud with a partner and writing down the main idea for each paragraph. When all students are ready, the teacher can elicit responses about the main idea of each paragraph from the group and write the sentences on the board.</li> <li>3. The teacher guides the students in how to answer a text-dependent question. Next, students will answer some text dependent questions independently.</li> </ol> <p><b>New Teacher Created Text Dependent Questions:</b></p> <p><b>CCR Reading Anchor 1:</b> Read closely to determine what the text says explicitly; cite specific textual evidence. Level B: Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding.</p> <ol style="list-style-type: none"> <li>1. According to paragraph one, what is history? What are some examples of history?</li> <li>2. According to paragraph two, what are the three kinds of sources that help us know about history? What is an example of each kind?</li> </ol> <p><b>CCR Reading Anchor 2:</b> Determine central ideas or themes of a text; summarize key details. Level D: Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions.</p>

3. What is the most important point in paragraph three? How can we decide what to record? Summarize this paragraph using your main idea sentences for each one.

4. According to paragraph four, what is the job of a historian?

**CCR Reading Anchor 3:** Analyze how ideas develop and interact over the course of a text. Level B: Describe the relationship between a series of concepts, using language that pertains to time, sequence, or cause and effect.

5. Fill in the graphic organizer that helps explain the progression of ideas in this passage.

6. How do historians analyze primary and secondary source documents to create meaning?

**CCR Reading Anchor 6:** Assess how point of view or purpose shapes the content and style of a text. Level B: Identify the main purpose of a text, including what the author wants to answer, explain, or describe. Level D: Does the author respond to conflicting evidence or viewpoints?

7. How do historians evaluate history to create an accurate story, as discussed in paragraph four?

8. When do historians come up with theories?

9. What is the purpose of a theory?

10. According to the final paragraph, what is the author’s purpose in writing this text? What is the main idea of this text? Does the author present any alternative viewpoints?

11. Does the author respond to conflicting evidence or viewpoints?

**Explanation & Modeling:**

**Introduction and Explanation for the Writing:**  
Students will respond to the following writing prompt after receiving a mini lesson about how to write an explanatory paragraph:

How do historians use primary and secondary resources to tell a story about history? Summarize what you have learned about how historians interpret history. Choose an historical event that has been interpreted in one way. Include a possible missing narrative to the historical event.

**Modeling:** Teacher does a Write-aloud to create a mentor paragraph for students. Then the teacher brainstorms historical events that could be used in the paragraph and writes a paragraph with the students, projecting it on an overhead screen.

**Guided Practice:**

**Guided Practice:** Then the teacher gives the students a Writing frame to guide them in writing their own paragraph. The teacher circulates throughout the room to give guided instruction as the students complete their Explanatory paragraph sentence frames organizer.

<b>Independent Practice:</b>	<b>Independent Practice:</b> Using their sentences frames graphic organizer and the mini-lesson notes on how to write an Explanatory paragraph, students write a rough draft of their own Explanatory paragraph.
<b>Student Reflection on Learning Targets , Closure &amp; Connection to Future Learning</b>	<b>Student Reflection (verbal):</b> <ul style="list-style-type: none"><li>• How did the reading/writing strategy work for you?</li><li>• Did the strategy help you understand the passage?</li><li>• Did one of our other strategies work better for you?</li><li>• What did you learn from this process about how historians interpret history using primary and secondary source documents?</li></ul>