

Thinking Like a Historian Unit 1 Overview: World History I, 9th Grade

Disciplinary Competencies

INQUIRY ARC - Gathering Diverse Perspectives and Evaluating Evidence, Using Evidence to Develop Claims and Civic Dispositions, and Identity

HISTORY - Continuity, Change, and Context and Historical Causation

Curricular Note

In this first unit, students will engage with some content that will be covered over the duration of the year. However, the prime aim of this unit is to equip students with the tools of the historian. Students will explore the epistemology of history as a discipline of study. To do so, students will practice the investigative and interpretative nature of the discipline through an introduction and practice of historical thinking skills—the methods of the historian.

Essential Question

How do investigation and interpretation define history as a discipline?

Thinking Like a Historian Unit 1 Overview: World History I, 9th Grade

About This Unit

Unit 1: Thinking Like a Historian sets out to equip students with necessary methodological knowledge before they embark on the interpretive and investigative nature of World History. Students will practice this through three categories: Historical Dispositions, Historical Tools, and Historical Methods. The aim of this unit is to introduce students to core components of methodology that can serve as anchors throughout the course. Engaging with topics such as contextualization, epistemology, and historical empathy is essential for developing a scholarly mindset and disposition. Maps and Timelines, and the arguments they make, are rudimentary, yet necessary when understanding the complexity of history. Lastly, argumentation, both in the past and about the past, is a critical component of any scholarly endeavor. Thus students are introduced to methods such as historiography, the process of coming up with claims, and common fallacies one can make when engaging in scholarship. The unit assessment combines these facets of scholarly methodology as students explore their own identity through a personal history poster.

Use the Best Practices Repository for information on implementing every strategy and lesson activity!

Thinking Like a Historian Unit 1 Overview: World History I, 9th Grade

Disciplinary Competencies – INQUIRY ARC

Gathering Diverse Perspectives and Evaluating Evidence	A pluralistic and democratic society requires an educated, engaged and empathetic populace that values diversity of opinion, interpretation and experience. A democratic society also requires the critical examination of multiple perspectives and an honest evaluation of evidence. Individuals must be able to identify and address factual errors, instances of bias, limited perspective, and reasoning predicated upon logical fallacies, inaccuracies or incomplete information. As students analyze rich social studies content, they will use a diverse set of perspectives and materials to construct interpretations about the past and present. They will use the authorship, point of view, purpose, intended audience and historical context to evaluate the credibility, reliability, utility and limitations of source materials. When analyzing online materials, they will also learn how to evaluate digital information and use online platforms for civic engagement. As needed, they will complete additional research or inquiry to address missing information or reconcile inconsistencies in source materials. They will evaluate claims and evidence found in primary and secondary source materials to construct interpretations of social studies content.
Using Evidence to Develop Claims and Civic Dispositions	In a democratic society, it is essential for students to gather information, evaluate its credibility, deliberate and determine the best course of action. Civic engagement is an essential element of American democracy and must be predicated upon a careful and honest analysis of evidence and the thoughtful evaluation of contrasting arguments and differing interpretations. Students will develop claims, arguments and counterarguments that demonstrate a careful evaluation of evidence, the logical sequence of information and ideas, self-awareness about biases and the application of analytical skills. They will demonstrate a willingness to revise claims based on the strength of evidence, valid reasoning and a respect for human rights.
Identity	The ability to engage in the full arc of inquiry requires that students first reflect on their own identity and the identities of others. Increasingly, students' abilities to identify and understand the ways in which identities intersect, as well as the ways identity impacts decision making, bias, power and agency, demands a fundamental understanding of the role identity has played throughout history. As students engage in social studies learning, they will develop an increasingly sophisticated understanding of their own identities—personal, community, national and global—while understanding that the identities we assume are numerous and intersectional. Students will also critically analyze the ways that identities, both their own and those of others, sometimes ground perspectives and sometimes limit them.



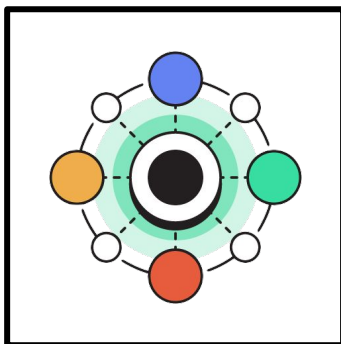
Thinking Like a Historian Unit 1 Overview: World History I, 9th Grade

Disciplinary Competencies – HISTORY

Continuity, Change, and Context	Understanding historical continuity and change over time requires assessing similarities and differences between historical periods. To understand patterns of change and their interrelations, students must evaluate the context within which events unfolded to avoid viewing events in isolation and to be able to assess the significance of specific individuals, groups and developments. Students analyze and interpret a variety of primary and secondary sources to uncover instances of continuity and change over time, discerning patterns of development. They will apply knowledge of major eras, enduring themes, turning points and historical influences to identify patterns of change in the community, state/district, United States and world, and they will evaluate the ways that historical context influences processes of continuity and change.
Historical Causation	Historical events do not occur in a vacuum; each one has prior conditions and causes, and each one has consequences. Historical inquiry requires using evidence and reasoning to discern patterns about probable causes and effects, recognizing that these are multiple and complex. It requires understanding that the outcome of any historical event may not be intended or predictable, and that chains of cause and effect are unexpected and contingent, not predetermined. Throughout their history education, students will identify and analyze a range of simple, multiple and complex causes and effects of events in the past, evaluating their relative significance. Drawing from primary and secondary sources, students will develop and defend arguments that synthesize all variables of causation and develop an understanding of the relationship between them. Students will also analyze the ways in which different groups and individuals contributed to the causes of historical events and were impacted by their effects.

Thinking Like a Historian Unit 1 Overview: World History I, 9th Grade

Unit Preview		
<i>Subtopic(s)</i>	<i>Compelling Question</i>	<i>Disciplinary Competencies</i>
Historical Dispositions	How can we understand the past with honesty and humility?	HISTORY - Continuity, Change, and Context and Historical Causation
Historical Tools	What shapes our understanding of the past?	INQUIRY ARC - Gathering Diverse Perspectives and Evaluating Evidence, Using Evidence to Develop Claims and Civic Dispositions
Historical Methods	How can historical methods uncover or obscure the truth?	INQUIRY ARC - Gathering Diverse Perspectives and Evaluating Evidence, Using Evidence to Develop Claims and Civic Dispositions, and Identity
Assessment: Thinking Historically About Me		



Unit Focus Skill: Contextualization & Sourcing

Thinking historically means interpreting historical events, developments, or processes in light of the surrounding historical context. It also means understanding key information about a historical source, such as its purpose, perspective, and reliability as a piece of evidence.

Historical Dispositions: Topic Overview

	<u>LESSON 1 (180 MINS)</u>	<u>LESSON 2 (60 MINS)</u>	<u>LESSON 3 (60 MINS)</u>	<u>LESSON 4 (60 MINS)</u>
SUPPORTING QUESTION	What can we know about the past when the evidence is incomplete?	How does context help us make sense of history?	How do we know what we know about the past?	Why should historians understand the past on its own terms?
FOCUS SKILL(S)	Evaluating Evidence Contextualization Historical Significance	Contextualization	Evaluating Evidence	Historical Empathy
DO FIRST	Frayer: Evidence Give One, Get One	Frayer: Context Notice, Wonder, Think	Frayer: Epistemology Scenario Response	Frayer: Presentism Quote Analysis
ACTIVITY 1 - LAUNCH	First Day Practices "History From Fragments" Investigation	Historical Thinking Skills: Contextualization Video	The Art of Questioning: Depth of Knowledge	Historical Thinking Skills: Historical Empathy Video and Guide
ACTIVITY 2- PRACTICE	Queen Hatshepsut Museum Poster Creation	What is Contextualization? Guide	Practicing Epistemology	+Document Analysis - Hammurabi's Code - (Historical Empathy)
ACTIVITY 3 - EXHIBIT	What is the Context? - Queen Hatshepsut Reading & Reflection	Contextualizing our Possessions	Epistemological Humility Video and Reading	N/A
CONCLUSION	Exit Ticket: Think, Pair, Share	Contextualization Graphic Organizer	Exit Ticket: Rank and Reflect	Exit Ticket: Quickwrite

Historical Tools: Topic Overview

	<u>LESSON 5 (90 MINS)</u>	<u>LESSON 6 (60 MINS)</u>	<u>LESSON 7 (60 MINS)</u>
SUPPORTING QUESTION	How can maps shape the way we understand the world?	What makes a source valuable evidence for understanding the past?	How do timelines shape historical understanding?
FOCUS SKILL(S)	Evaluating Arguments Evaluating Perspective	Contextualization + Sourcing Evaluating Evidence	Causation Continuity and Change over Time
DO FIRST	Frayer: Geography A-Z Guide	Frayer: Sourcing Quickwrite	Frayer: Chronology Give One, Get One
ACTIVITY 1 - LAUNCH	Continents of the World Map	Historical Thinking Skills: Evaluating Evidence Video	Class Timeline Creation: Today
ACTIVITY 2- PRACTICE	Gallery Walk: Maps as Arguments	Sourcing Protocol Presentation and Practice	Personal Timeline Creation
ACTIVITY 3 - EXHIBIT	3, 2, 1 Document Analysis	+Formative Assessment - Medieval Ghana - EVI	Personal Timeline Reflection
CONCLUSION	Exit Ticket: Write & Draw	Class Discussion	Exit Ticket: Say it Six



Historical Methods: Topic Overview

	<u>LESSON 8 (60 MINS)</u>	<u>LESSON 9 (90 MINS)</u>	<u>LESSON 10 (90 MINS)</u>
SUPPORTING QUESTION	How can multiple interpretations of the same event all be supported by evidence	How can evaluating claims lead to a more accurate history?	How can avoiding fallacies help historians better understand the past?
FOCUS SKILL(S)	Historical Perspective Comparison	Evaluating Evidence Evaluating Arguments	Evaluating Arguments
DO FIRST	Frayer: Historiography Prediction	Frayer: Claim Evaluate the Claim	Frayer: Fallacy Scenario Response
ACTIVITY 1 - LAUNCH	Introduction to Historiography Presentation	Claim Testers Introduction	Historians' Fallacies Presentation
ACTIVITY 2- PRACTICE	Historical Thinking Skills: Historical Perspective Video and Guide	Claims: Myths in World History	Stations: Historians' Fallacies
ACTIVITY 3 - EXHIBIT	Historiographical Practice: Historians and the Silk Road	+Formative Assessment - The Silk Road - Evaluating Arguments	Stations Reflection: CER Response
CONCLUSION	Exit Ticket: Triangle, Square, Circle	Exit Ticket: Write & Draw	Exit Ticket: Rank & Reflect

Assessment

	<u>LESSON 11 (120 MINS)</u>
SUPPORTING QUESTION	How do I tell my own story in a meaningful and responsible way?
FOCUS SKILL(S)	All Unit Skills
DO FIRST	Who Am I?! Video Introduction
ACTIVITY 1 - LAUNCH	Assessment Introduction: Thinking Historically About Me
ACTIVITY 2- PRACTICE	Thinking Historically About Me: Poster Creation
ACTIVITY 3 - EXHIBIT	Thinking Historically About Me: Writing Component
CONCLUSION	Classroom Mingle



Thinking Like a Historian Unit 1 Overview: World History I, 9th Grade

Unit Commentary:

Unit 1: Thinking Like a Historian centers the study of world history as a scholarly endeavor. Students are introduced to key dispositions, tools, and methods that will guide them as they ancient and medieval civilizations throughout the year. While some content from this unit will come up later in the year, the primary aim of this unit is to make the methodologies that are implicit in a research discipline explicit for the students engaging in that discipline. The lessons take a pragmatic approach to teaching methodology, often applying it to tangible concepts or personal experience.

Topic 1 focuses on historical dispositions. Questions like, "How does context help us make sense of history?" and "How do we know what we know about the past?" emphasize the importance of seeking out context when trying to understand unfamiliar histories, as well as acknowledging foundational epistemological structures. In a sense, scholarly *humility* defines this topic. Scholars who approach their subjects with curiosity and humility can better understand the stories they encounter.

Topic 2 goes from the theoretical to the practical. Maps, sourcing protocols, and timelines define these lessons in an effort to outline key tools that scholars use and rely on in their research and analysis. Terms such as geography and chronology go from static definitions to tools of argumentation in the accompanying lessons. By the end of topic 2, students have been introduced to key methodological practices that they can employ throughout the school year.

Topic 3 builds on the practical tools of Topic 2, fleshing them out into repeatable methods. First, students learn that scholarship doesn't happen in a vacuum and that they aren't the only people studying the histories within this course. Rather, historiography demonstrates that history is an active conversation both between scholars *and* the past, as well as between scholars *about* the past. Considering the scholarly context of the topics throughout also re-emphasizes the need for epistemological humility, brought up in Topic 1. Students also practice a foundational protocol for engaging in this ongoing scholarly conversation, the CER paragraph. This foundational protocol for argumentation provides students with a clear approach to formulating arguments backed by evidence in their own scholarship.

The summative assessment for the unit applies all of the above into an initial exploration of personal identity. Students apply the various dispositions, tools, and methods into creating an About Me Poster that can be referenced throughout the year to build a community of scholarship among students in the class. Through both visual and written reflection, students think critically about how this foundational methodology can shape how they tell their own stories.

Thinking Like a Historian Unit 1 Overview: World History I, 9th Grade

Suggested Readings and Helpful Resources:

For information on:

- [Claims Testing](#), check out the resources created by the OER Project
- [Webb's Depth of Knowledge](#), check out the guide created by Dr. Karin H. Hess for the Common Core Institute
- [Historiography](#), check out this article published by the American Historical Association
- [Historians' Fallacies](#), here is the book in PDF format.
- [Dispositions of historical thinking](#) like contextualization and historical empathy, check out Stéphane Lévesque's *Thinking Historically*
- [Maps as Arguments](#), check out this National Geographic article

Unit Pedagogical Resources:

- [What is ...? Skill Guides](#)
- [YouTube Playlist of Skill Introductions](#)
- [Best Practices Repository](#)