

# Thinking Historically Organizer

## Unit 1 Historical Time Period - Prehistory – 1000

**Names - Mr. Zorbas/Mr. Sparks**

**Issue – Environmental Disaster**

**Current Event Topic – Floods in Colorado**

**From**

**(These must be from Newspaper - Magazine - Periodical)**

**Article 1**

**Article Title** -Colorado flood toll rises to 7 confirmed dead, 3 more presumed dead

**Publication** -By Matt Smith, CNN Fri September 20, 2013

**Article 2 -**

**Article Title -**

**Publication -**

**Article 3 -**

**Article Title -**

**Publication -**

**Example**

**Article Title -**

**Publication –**

**Historical Event/Example Topic – Ancient Flooding of the Nile**

**(Name the web resource or book used for the following)**

**Example 1**

**Source**<http://web.ebscohost.com/ehost/detail?vid=3&sid=7b198d91-3163-44e7-a07f-60a6292aa2b4%40sessionmgr10&hid=19&bdata=JnNpdGU9ZWwhvc3QtbGl2ZQ%3d%3d#db=aph&AN=6457767>

**Web Page-** resource was digital pipeline

Example 2 -

Source -

Web Page -

Example 3 -

Source -

Web Page -

Example Source –

## Current Event Information

### Unit 1 Historical Time Period - Prehistory – 1000

#### Current Event:

Find and record three separate articles on a current event for your issue. The current event must be from the year 2013. Create 5 what questions and answer them. When listing the “who” about your event start with a general statement describing the overall population of people affected by your current event . You can then break down your event into more specific examples (individual names of people and groups) of who is involved. Try to fill all the boxes in the column.

When listing the “When” about your event start with a general statement describing when your event began and if it is still going on. You can then break down your event into more specific dates of when events occurred. Try to fill all the boxes in the column.

When listing the “where” about your event start with a general statement describing the overall region affected by your current event . You can then break down your event into more specific examples (specific locations ) of where the event(s) occurred. Try to fill all the boxes in the column.

What?	Who?	When?	Where?
What			
What			

What			
What			
What			
What			

**Current Event Knowledge**  
**Unit 1 Historical Time Period - Prehistory – 1000**

**Current Event:**

Create a minimum of 4 why questions (that will help explain why the event happened the way that it did) and 4 how questions (that will help explain how the event transpired). Answer each question. Put both the question and your answer in the appropriate column.

<b>How?</b> - In what way or manner:by what means	<b>Why?</b> - The cause or reason
1.	1.

2.	2.
3.	3.
4.	4.

Current Event Images

Caption	caption	Caption
Caption	Caption	caption

**Historical Example/ Event Information**



**Historical Example/ Event Knowledge**  
**Unit 1 Historical Time Period - Prehistory – 1000**

**Historical Event/Example:**

Create a minimum of 4 why questions (that will help explain why the event happened the way that it did) and 4 how questions (that will help explain how the event transpired). Answer each question. Put both the question and your answer in the appropriate column.

<b>How?</b> - In what way or manner:by what means	<b>Why?</b> - The cause or reason
1.	1.
2.	2.
3.	3.
4.	4.



## Historical Current Event/Example Images

Caption	caption	Caption
Caption	Caption	caption

**Compare and contrast Table**  
**Unit 1 Historical Time Period - Prehistory – 1000**

Issue:

Find examples in you current event and historical event that are different and write statements in the table. In the middle column of the table find examples of your current event and your historical event that are similar.

<b>Current Event:</b>	<b>Current Event: Historical Event - Example:</b>	<b>Historical Event/Example</b>
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

Differences	Similarities	Differences
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**Current Event Relevant Complex Cause and Effect Relationship**  
**Unit 1 Historical Time Period - Prehistory – 1000**

Issue:

**Current Event:**

The relevant /complex cause effect example for your modern event is your opportunity to connect on a personal level with the event. When filling out the chart remember the national level is about the United States, the state level is about Alaska, the local level is about the Kenai/Soldotna/Sterling/Kasilof area, and the personal level is about YOU.

Complex Cause and Effect Relationship (Current 2012)

Cause	Effect(Remember the effect becomes the cause at the next level, change the vocabulary)
1.World	
2.National	
3.State	
4.Local	

5. Personal	
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## Historical Event/Example Complex Cause and Effect Relationship

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Issue:

**Historical Event/Example:**

The Historical Cause and effect relationship needs to be 5 levels deep and stay in the time period.

Cause	Effect
1.	
2. Effect from #1 change the vocabulary	
3. Effect from #2 change the vocabulary	

4.Effect from #3 change the vocabulary	
5.Effect from #4 change the vocabulary	

**Wisdom**

**Unit 1 Historical Time Period - Prehistory – 1000**

Issue:

A - Current Event:

B - Historical Current Event/Example:

For wisdom you need to state your current event and your historical event. In box number one state the outcome and result and add supporting details for each of the events. This should be more than just one sentence you need to be thinking with depth. Use complex examples to support your thoughts. In box number two again use details to support your solutions or what was done because of the events. In box number three using just your current event, think about the future and try to figure out what may happen. **Justify your thoughts with supporting details and explanations.**

<b>1.Outcome/Result</b>	<b>2. Solution</b>	<b>3. Hypothesis</b>
What happened because of the event/historical example you are describing?	What was done to address the event/historical example?	What could be done in the future to address similar events?

<b>1A.</b>	
<b>1B.</b>	

2A.

2B.

3.

**Conclusion:**

Write one paragraph with five complete sentences, that summarizes what you have learned from this unit.

## Sources Page

Track your sources as you research – the more the better.

A minimum of 6 sources must be used in your research.

(4 of them must be from discovery, digital pipeline, Infobase Learning or world book online)

Discovery:

Digital Pipeline:

World Book online:

Infobase Learning:

Newspapers:

Magazines:

Other:

### **MENU OF PRODUCTS**

**Visual** Examples - Powerpoint, Prezi, digital montage, video

**Demonstrations**- Role play, storytelling, demonstrations of technology, science, math knowledge, song and dance, cooking food demo, children's storybook /comic book, board game, infomercial.

**Create and organize a video conference**- students contact and set up a video conference with others outside of our classrooms... they establish the agenda and the storyboard for the meeting.

**Traditional 5 page research Paper** – Word processed, Single spaced, cited footnoted, size 11 font, standard margins.

**Presentation**- Traditional student presentation in front of classroom...15 minute time limit...visual presentation incorporates other products from the menu or your own creative additions.(powerpoint/prezi)... This will be required by all student groups for unit 3.

**Create your own**-Check with Mr. Sparks or Mr. Zorbas if you would like to add to the menu of products.

Unit 1 Timeline

Progress Check #1 – 9/27

Progress Check #2 – 10/3

Progress Check #3 – 10/8