

# Thinking Historically Organizer

## Unit 4 Historical Time Period - Scientific Revolution/Enlightenment 1500's - 1800's

Name -

Issue –

Current Event -

(These must be from Newspaper - Magazine - Periodical)

Article 1

Article Title -

Publication -

Article 2 -

Article Title -

Publication -

Historical Event/Example Topic –

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

Example 1

Source -

Example 2 -

Source -

Thesis Statement (Rough Draft)

Thesis Statement -

**Current Event Information (Text Structure Description)**  
**Unit 4 Historical Time Period - Scientific Revolution/Enlightenment 1500's - 1800's**

**Current Event:**

**Using your current event from 2013, create 3 questions in each of the 4 categories for information and answer them.**

What?	Who?	When?	Where?
What			
What			
What			

## Historical Example/ Event Information (Text Structure Description)

### Unit 4 Historical Time Period - Scientific Revolution/Enlightenment 1500's - 1800's

**Historical Event/Example:**

Using your historical example/event, create 3 questions in each of the 4 categories for information and answer them.

What?	Who?	When?	Where?
What			
What			
What			

## Current Event Knowledge (Text Structure Cause and Effect)

### Unit 4 Historical Time Period - Scientific Revolution/Enlightenment 1500's - 1800's

**Current Event:**

Create a minimum of 2 why questions (that will help explain why the event happened the way that it did) and 2 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.

**Historical Example/ Event Knowledge (Text Structure Cause and Effect)**

**Unit 4 Historical Time Period - Scientific Revolution/Enlightenment 1500's - 1800's**

**Historical Event/Example:**

Create a minimum of 2 why questions (that will help explain why the event happened the way that it did) and 2 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.

## Current Event Images

Caption	caption
Caption	Caption

## Historical Current Event/Example Images

Caption	caption
Caption	Caption

**Current Event Relevant Complex Cause and Effect Relationship**  
**Unit 4 Historical Time Period - Scientific Revolution/Enlightenment 1500's - 1800's**

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**  
**Unit 4 Historical Time Period - Scientific Revolution/Enlightenment 1500's - 1800's**

**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	

## Wisdom (Text Structure Problem & Solution - Compare & Contrast)

### Compare and contrast Table

#### Unit 4 Historical Time Period - Scientific Revolution/Enlightenment 1500's - 1800's

**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.
Differences	Similarities	Differences

## Wisdom (Text Structure Problem & Solution - Compare & Contrast)

### Unit 4 Historical Time Period - Scientific Revolution/Enlightenment 1500's - 1800's

Issue:

A - Current Event:

B - Historical Current Event/Example:

Justify your thoughts with supporting details and explanations.

A thesis statement is usually one sentence that combines your topic with the stand you take on the issue. (THESIS = topic + stand). Remember, a stand can be argued; it is the conclusion you have drawn from your research. Your thesis statement demonstrates the relationship between your historical event and the current event.

Examples: Although the Bubonic Plague (topic) still exists in the world today and has historically decimated the population of Europe, it is not a threat in the modern world (stand- this point could be argued).

**Thesis Statement -**

<p><b>Historical Event/Example Outcome/Result</b> What happened as a result of your historical event?</p>	<p><b>Historical Event/Example Solution/Process</b> What was done to address the historical example?</p>
<p><b>Supporting details/Evidence</b> 1.  2.</p>	<p><b>Supporting details/Evidence</b> 1.  2.</p>

<p><b>Current Event Outcome/Result</b> What happened as a result of your current event?</p>	<p><b>Current Event Solution/Process</b> What is being done to address the current event?</p>	<p><b>Current Event Future developments</b> What if the current solution does not work? What should be done to solve the problem? Create a new potential solution to the problem.</p>
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<b>Supporting details/Evidence</b> 1.    2.	<b>Supporting details/Evidence</b> 1.    2.	<b>1.</b>
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## 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:

Unit 4 Timeline

Progress Check #1 – 1/13

Progress Check #2 – 1/15

Progress Check #3 – 1/17

**CHRONOLOGY/SEQUENCE**

*Purpose:* To provide information in time order or the order in which events, actions, or steps in a process occur

- Often used in directions, manuals, labs, history, and even math problems

<b>Signal Words or Phrases Within Text</b>		
First/second/third	Directions	As soon as
Then	Before	Prior to
Next	Now	Step
Last	After	Following
Initially	At the same time	Simultaneously
During	Meanwhile	Finally

## **DESCRIPTION**

*Purpose:* To explain a topic, concept, person, place, event or object, by providing characteristics, features, and/or giving examples

<b>Signal Words or Phrases Within Text</b>		
<i>Position words</i> (beside, near, in front of, above, along)		
Such as	Most important, notable	Specifically
For instance	Features	Characteristics
Appears to be	Made up of	Consists of
Looks like	In fact	For example
Such as	Most important, notable	Specifically
For instance	Features	Characteristics

## **CAUSE & EFFECT**

*Purpose:* Explain why or how something happened/happens

- Sometimes confused with problem and solution text strategy
- Difference: Text does not always provide a solution to a problem
- Cause = Why something happened/What made it happen

Effect = What happened as a result of cause

<b>Signal Words or Phrases Within Text</b>		
Because	Leads to	On account of
So	Consequently	Outcome
Therefore	When/if – then	Effects of
As a result	Reasons for	Impact
Since	Thus	Influenced by
In order to	Due to	
Is caused by	For this reason	

## **COMPARE & CONTRAST**

*Purpose:* To describe what is similar and/or different about two or more subjects.

<b>Signal Words or Phrases Within Text</b>		
Both	Similarity	Either-or-
Also	Opposite	Yet
Too	Different from	On the contrary
Just as	Compared to	On the other hand
Instead of	However	In contrast
But	As opposed to	In comparison
Alike	Same as	
Unlike	Despite	

### **PROBLEM AND SOLUTION**

Purpose: To state one or more problems and provide one or more solutions to the problem

Text will always provide a solution to the problem

<b>Signal Words or Phrases Within Text</b>		
Problem	Answer	So that
Solution	Solved	Led to
Dilemma	Cause	Issue
Puzzle	Since	Advantage
Because	As a result of	Disadvantage
Question	In order to	