

Thinking Historically Organizer

Unit 6 Historical Time Period - Industrial Revolution/Nationalism 1700's to 1914

Names -

Issue –

Current -

(These must be from Newspaper - Magazine - Periodical)

Article 1

Article Title -

Publication -

Article 2 -

Article Title -

Publication -

Article 3 -

Article Title -

Publication -

Historical Event/Example Topic –

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

Example 1

Source -

Example 2 -

Source -

Example 3 -

Source –

Thesis Statement (Rough Draft)

Thesis Statement -

Sources Page

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

<http://www.easybib.com/cite/form/website/apa>

Good - Ellis, Ralph. "Century-old Photo Negatives Found in Antarctic Explorer's Hut." *CNN*. Cable News Network, 29 Dec. 2013. Web. 22 Jan. 2014.

<http://www.cnn.com/2013/12/28/world/antarctic-historic-photos/index.html?iref=allsearch>

Bad - http://en.wikipedia.org/wiki/Vitus_Bering

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:

Current Event Information (Text Structure Description)
Unit 6 Historical Time Period - Industrial Revolution/Nationalism 1700's to 1914

Current Event:

Using your current event from 2013, create 5 questions in each of the 4 categories for information and answer them.

| What? | Who? | When? | Where? |
|-------|------|-------|--------|
| What | | | |
| What | | | |
| What | | | |
| What | | | |
| What | | | |

Historical Example/ Event Information (Text Structure Description)

Unit 6 Historical Time Period - Industrial Revolution/Nationalism 1700's to 1914

Historical Event/Example:

Using your historical example/event, create 5 questions in each of the 4 categories for information and answer them.

| What? | Who? | When? | Where? |
|-------|------|-------|--------|
| What | | | |
| What | | | |
| What | | | |
| What | | | |
| What | | | |

Current Event Knowledge (Text Structure Cause and Effect)

Unit 6 Historical Time Period - Industrial Revolution/Nationalism 1700's to 1914

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.

| How? - In what way or manner:by what means | Why? - The cause or reason |
|---------------------------------------------------|-----------------------------------|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |

| | |
|----|----|
| 4. | 4. |
|----|----|

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

Unit 6 Historical Time Period - Industrial Revolution/Nationalism 1700's to 1914

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.

| How? - In what way or manner:by what means | Why? - The cause or reason |
|---------------------------------------------------|-----------------------------------|
| 1. | 1. |
| 2. | 2. |

| | |
|----|----|
| 3. | 3. |
| 4. | 4. |

Current Event Images

| | | |
|---------|---------|---------|
| | | |
| Caption | caption | Caption |
| | | |

| | | |
|---------|---------|---------|
| | | |
| Caption | Caption | caption |

Historical Current Event/Example Images

| | | |
|---------|---------|---------|
| | | |
| Caption | caption | Caption |
| | | |

| | | |
|---------|---------|---------|
| | | |
| Caption | Caption | caption |

Current Event Relevant Complex Cause and Effect Relationship
Unit 6 Historical Time Period - Industrial Revolution/Nationalism 1700's to 1914

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 | |

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 (Text Structure Problem & Solution - Compare & Contrast)

Compare and contrast Table

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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.

| Current Event: | Current Event Historical Event - Example | Historical Event/Example |
|-----------------------|-----------------------------------------------------|---------------------------------|
| 1. | 1. | 1. |

| | | |
|-------------|--------------|-------------|
| 2. | 2. | 2. |
| 3. | 3. | 3. |
| 4. | 4. | 4. |
| 5. | 5. | 5. |
| Differences | Similarities | Differences |

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

Unit 6 Historical Time Period - Industrial Revolution/Nationalism 1700's to 1914

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 - |
|---------------------------|

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

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

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...20 minute time limit...visual presentation incorporates other products from the menu or your own creative additions.(powerpoint/prezi)...

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

Unit 2 Timeline

Progress Check #1 – 2/21

Progress Check #2 – 2/27

Progress Check #3 – 3/3

Progress Check #4 - 3/5

Formal/Informal Presentations: 3/5 - 3/6

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

| Signal Words or Phrases Within Text | | |
|-------------------------------------|------------|------------|
| 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

| Signal Words or Phrases Within Text | | |
|-----------------------------------------------------------------|-------------------------|-----------------|
| <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

| Signal Words or Phrases Within Text | | |
|-------------------------------------|--------------|---------------|
| 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.

| | | |
|--------------------------------------------|----------------|-----------------|
| Signal Words or Phrases Within Text | | |
| 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

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