

Thinking Historically Organizer

Unit 8 Historical Time Period - THO Unit 8 The Cold War and Modern Era 1950's to Present

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.

(3 of them must be from discovery, digital pipeline, Infobase Learning or world book online)(1 must be from a source on Mr. Sparks blog or the website of Mr. Zorbas)

Discovery:

Digital Pipeline:

Sparks/Zorbas site:

World Book online:

Infobase Learning:

Newspapers:

Magazines:

Other:

Current Event Information (Text Structure Description)

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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?
What		
What		
What		
What		
What		

Information - Where

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Current Event:

Using your current event from 2013/14, Insert 2 maps that help tell us where your current event is happening.

Description	Description
Citation	Citation

Historical Example/ Event Information (Text Structure Description)

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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?
What		
What		
What		
What		
What		

Information - Where

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Historic Event/Example:

Using your historic event/example from 2013/14, Insert 2 maps that help tell us where your current event is happening.

Description	Description
Citation	Citation

Current Event Knowledge (Text Structure Cause and Effect)

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

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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

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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)
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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 your 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)

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

<p>Current Event Outcome/Result What happened as a result of your current event?</p>	<p>Current Event Solution/Process What is being done to address the current event?</p>	<p>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.</p>
<p>Supporting details/Evidence 1. 2.</p>	<p>Supporting details/Evidence 1. 2.</p>	<p>1.</p>

MENU OF PRODUCTS

At the end of each unit, you will need to create a project OR do a formal presentation (use a different rubric). You might be called upon to share your product informally with the class. You must have your product completed and ready to share on the due date. For formal presentations, you may choose to add any of these ideas to your presentation, but will only be graded using the formal presentation rubric.

Here are a few ideas for products:

Visual Examples - PowerPoint, Prezi, digital montage, video, podcast

Demonstrations- Role play, storytelling, demonstrations of technology, science, math knowledge, song and dance, cooking food demo, children's storybook /comic book, board game, infomercial. (You will need to schedule a time to present for these options.)

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, double spaced, cited with footnotes or internal citations, size 11 font, standard margins. Standard APA format.

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

Unit 8 Timeline

Progress Check #1 – 4/28

Progress Check #2 – 5/2

Progress Check #3 – 5/9

Progress Check #4 - 5/13

Formal/Informal Presentations: 5/14 - 5/20

CHRONLOGY/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		
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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	