[Goals](https://www.chicagohistory.org/wp-content/uploads/2017/12/ib-hf-objective-alignment-2-1.pdf):

* Benchmark different units
* Incorporation of applicable skills into existing lessons/units
* Clear pathway teachers to see how they can systematically build historical skills

|  |  |  |  |
| --- | --- | --- | --- |
| When | What | How | Recommended HF Logistics |
| September/Early October | *(This work is done using any historical curriculum for any course.)*1. Primary source analysis
2. Historical Reading - throughout the year students employ reading strategies such as sourcing, contextualizing, corroborating, and close reading. Instead of memorizing historical facts, students evaluate the trustworthiness of multiple perspectives on historical issues and learn to make historical claims backed by documentary evidence.\*
	1. Secondary Source Note-taking strategies

 1. Historical Questioning - using critical thinking, observation, and academic wonderings to create understandings of the past, which are then answered through the inquiry process.\*\* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**CCS Standards:** * RH.9-10.2
* RH.9-10.4
* RH.9-10.5
* RH.9-10.10

**MYP IB Objectives*** D. Thinking critically
	+ iii, iv

**AP History Disciplinary Practices*** Practice 1: Analyzing Historical Evidence

-------------------------------------EQ: * What is the purpose of using both primary and secondary sources?
* What purposes do historical questions serve?
* How can we understand what really happened in the past?
* How does bias shape how we understanding the world around us?
* What should we do when primary sources disagree?
 | 1. Primary source analysis
* OPCVL
* DBQ or mini-DBQ

Secondary Source Note-taking strategies * + Summarizing
	+ Paraphrasing
	+ Quoting

Historical ReadingThesis identification and analysisAnalysis of author support with evidenceHistorical QuestioningConstructing questions of inquiryInterpreting and analysis questions of inquiryStudents gather and assess historical information, using historical ideas to interpret that information insightfully.\*\**\*\*Beginner SCAFFOLD - SMALLER INQUIRY PROJECT “WORLD LEADERS”, USE THE THEME APPROACH* | * Set school-wide HF dates (based on deadline for Metro HF and time for reflection and revision of projects before competition cut off dates)
* Reserve space for School HF (if necessary)
* Reach out to school librarian (or other applicable support staff) for crossover work (research using databases or source reliability workshops)
* Determine HF contact/coordinator--reach out to History Fair office to register intent to participate; work through school to handle payment
 |
| Mid-late October | * Initial student historical question creation and vetting
* Topic selection & Confirmation
	+ Interest survey
* History Fair/NHD Introduction

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**CCS Standards:*** RH.9-10.4
* WHST.9-10.2a

**IB MYP Objectives*** A: Knowing & Understanding
	+ i,ii
* B: Investigating
	+ i,ii

**AP:** * Practice 1: Analyzing Historical Evidence

----------------------------------------EQ:* Why does your topic matter?
* Why is context key to understanding of what has shaped my topic?
* How do historians construct their understanding of history?
 | * Students use tertiary sources to establish basic contextual information and basis for selection of 1-3 anchor texts
* Use of an common class anchor text throughout process using source to understand historical secondary texts, and how historians construct their understanding from primary sources as well as what work they have to be able to do to understand those primary sources.
	+ example: [Bold Spirit](https://www.amazon.com/gp/product/1400079934/ref%3Dox_sc_act_title_1?smid=A16ET7DS3ZNK1W&psc=1)
* Access the primary source docs; students analyze and look to the texts to see how they were used to inform and support their historical argument.
* Post topic selection primary source analysis begins with you
 |  |
| November\*tough month\* | * Stamina: How to determine search terms and keep “going”
* Databases & reliability
	+ CPS-provided, CPL
* What is an annotated bibliography?
* Begin secondary source note-taking and annotated bibliography
* “Basic information” research
	+ How to utilize bibs for additional research leads
* Introductory topic essay
* *Locate primary source collection*
* [some] *Primary source research and notetaking begins*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**CCS Standards:*** RH.9-10.1
* RH.9-10.2
* RH.9-10.4
* RH.9-10.9
* WHST.2.a

**IB MYP Objectives:*** A. Knowing & Understanding
	+ i, ii
* B. Investigating
	+ ii, iii
* C. Communicating
	+ iii

**AP:*** Practice 1: Analyzing Historical Evidence

----------------------------------------EQ: * How do I choose evidence to support my opinions in my writing?
* Where do I find evidence?
* How do we know the information on a website is trustworthy?
* How do I give credit to authors/creators?
* How do I keep track of all of my sources and notes?
	+ Why is this necessary?
 | \*academic honesty\* |  |
| December | * Support student reading of academic secondary sources
* Secondary source note-taking and annotated bibliography
* *Synthesis exposure “Make a Label Activity” or other mini* connections practice. *(Could even be done in “reg” curriculum)*
* Topic-specific/Academic Secondary Source Research
* Continue primary source research and identify a local collection in which to research
* Introduction to special collections, finding aids, etc

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**CCS Standards:*** RH.9-10.1
* RH.9-10.2
* RH.9-10.4

**IB MYP Objectives*** A. Knowing & Understanding
	+ i, ii
* B. Investigating
	+ ii, iii
* C. Communicating
	+ Iii
* D. Thinking Critically

**AP: Practice 1:** Analyzing Historical Evidence----------------------------------------EQ: * How do I choose evidence to support my opinions in my writing?
* How do I keep track of all of my sources and notes?
* How do I determine the appropriate presentation format for my task and audience?
 | * How to utilize the table of contents and index to narrow readings
* How to successfully gather information
 | * Possibly recruit English teachers for support in researching
	+ Possible help w editing writing
 |
| January | * Primary source note-taking and annotated bibliography
* Thesis construction
* Organize and categorize research findings (mind map/topic web/list-label-sort)
	+ What is missing? What isn’t needed?
* Construction of written claims and *evidence into segments* / labels, webpages
* Format Selection

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**CCS Standards:*** RH.9-10.2
* RH.9-10.3
* RH.9-10.4
* WHST.9-10.1a-e

**IB MYP Objectives:*** A. Knowing & Understanding
	+ i, ii
* B. Investigating
	+ ii, iii
* Communicating
	+ ii

**AP:**Practice 2: Argument Development----------------------------------------EQ: * How does organizing the results of my research help me to use it?
* What is the purpose of using both primary and secondary sources?
 |  | * Recruit judges from community members, parents, and school staff
 |
| February | * Continuation of written construction of project
* Production of project
* Peer feedback and edit
* School-wide history fair

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Standards:*** RH.9-10.4
* WHST.1.a-e
* WHST.2.a-f

**IB MYP Objectives:*** A. Knowing & Understanding
	+ i, ii
* B. Investigating
	+ ii, iii
* C. Communicating
	+ iii

**AP*** Practice 2: Argument Development

----------------------------------------EQ:  |  | * Publicize the school-wide fair in school newsletters, social media, and other networks
* Prepare judge folders and judging presentation (training)
* Organize projects for judging
* Determine logistics (who greets judges, name-tags, possible snacks/water, thank you notes for judges)
 |

\*Definition taken from Stanford History Education Group (SHEG) Reading Like a Historian (<https://sheg.stanford.edu/history-lessons>)

\*\*Definition taken from The Foundation for Critical Thinking (<https://www.criticalthinking.org/>)