

Grade 7 Dimensions of Social Studies - Unit 2: Dimensions of History

Phoenixville Area School District

Stage 1 Desired Results	
Overarching PA Core Standards:	<i>Transfer</i>
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> Identify trends in problems overtime to prepare students to be knowledgeable, analytical, and engaged citizens. Engage in research to cite, generate, and evaluate claims and analyze issues to verify the credibility of different points of view. Evaluate how individual and groups reflect, create, and change societal constructs and institutions. Communicate information and ideas through writing, speaking, illustrations, for a target audience using appropriate vocabulary.
	<i>Meaning</i>
<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Dimension 1: Developing Questions and Planning Inquiries</p> <ul style="list-style-type: none"> Historians ask both compelling and supporting questions to find the information they need and communicate ideas. <p>Dimension 2: Applying Disciplinary Concepts and Tools</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>Dimension 1 How do I know what questions to ask? What makes a good question?</p> <p>Dimension 2 Why do people’s perspectives of historical events change over time?</p> <p>How do contemporary perspectives influence our interpretations of the past?</p> <p>Dimension 3</p>

	<ul style="list-style-type: none"> • Historical thinking involves using evidence and reasoning to draw conclusions about probable causes and effects, recognizing that these are multiple and complex. • Historical events and developments are shaped by specific individuals, groups, and unique circumstances of time and place, as well as broader historical contexts. <p>Dimension 3: Evaluating Sources and Using Evidence</p> <ul style="list-style-type: none"> • Every source of information is limited by the author’s point of view and the information available to that person. <p>Dimension 4: Communicating Conclusions and Taking Informed Action</p> <ul style="list-style-type: none"> • Effective communicators make thoughtful, original, and creative choices about content, language, and style to convey their message to their target audience in a variety of ways. • Citizens can change their world through action. 	<p>What makes a source trustworthy? What do I do when I disagree?</p> <p>Dimension 4</p> <p>What are the main points I am trying to get across? How do I make sure the audience gets them?</p> <p>How can individuals and groups contribute to their communities and to the world?</p>
Knowledge and Skills Acquisition		
	<p><i>Students will know...</i></p>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Students will select and identify appropriate sources.

	<ul style="list-style-type: none"> • Know and understand the difference between types of Sources – Primary and Secondary • Identify the type of source • Identify types of publications <p>VOCABULARY:</p> <p>Evidence Interpretation Artifacts Citations Primary Secondary Criticisms Bias</p>	<ul style="list-style-type: none"> • Students will evaluate sources and evidence. • Students will cite a primary source in NoodleTools. • Students will present an argument.
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Stage 2 – Evidence

Code (A, M, T)	Evaluative Criteria	Assessment Evidence	
T	STANDARDS AND CRITERIA: A successful assessment will result in a non-murder	PERFORMANCE TASK(S): How will students demonstrate their understanding (meaning-making and transfer) through complex performance? GOAL: Your task is to disprove the allegations against the Redcoats at the Boston Massacre ROLE: Attorney John Adams, lawyer for the British Redcoats AUDIENCE: Boston Jury SITUATION: Court case defending the Redcoats accused of murder	Differentiation Considerations:

	conviction and a job promotion offer from King George III for John Adams.	PRODUCT/PERFORMANCE/PURPOSE: Written closing argument defending the Redcoats with a presentation that shows Paul Revere's examples as proof of negative propaganda; citing interviews and personal accounts from eyewitnesses	
		OTHER EVIDENCE:	Differentiation Considerations: