**American History 8 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Ms. Chudy Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Learning and Assessment through inquiry and thinking skills.**

**Why?** This shows if you have a depth of knowledge and understanding. Can you analytically think and prove an argument. Do you understand the content? Can you apply the content? Thinking skills are extremely important to be successful.

**Do I still need to know information?** Of course – you cannot prove something without having knowledge. Although you have more access to information than ever before – you cannot stop to look everything up and when it comes to assessments you need to KNOW.

**Can’t you just tell me it?** No – you will learn the content and then YOU need to formulate an argument to answer an essential question or enduring issue. Or you will need to apply the information appropriately.

**Do I still need to study?** - YES!! Every day!! Although you cannot JUST memorize and spit – you still need to know the information which starts with memorization and then you have to go to the next level which is connection and application.

**Example: Why is December 7, 1941 considered “a date that will live in infamy?”** First you need to have the knowledge that December 7, 1941 is when Japan attacked the U.S. at Pearl Harbor. You need to understand the word – “infamy” – which is an evil act / or being known for something negative. You need to then connect to the loss of life in America – the worst attack on American soil until 9/11/2001. You need facts to support that – 2,400 American died / 1000 were wounded, much of the Pacific fleet was destroyed. Then you need the connection (contextualization)– the U.S. was following a policy of isolationism and was struggling with how to help the allied powers but Americans were not ready for war. This event was a turning point which led to American citizens supporting the U.S. getting involved in WWII on the allied side. December 8th Congress declared war on Japan. You need to have the knowledge that Congress declares war.

**So – I need to know information and be able to connect and explain it. I cannot just memorize and spit?**

YES that is correct – no more JUST memorizing and spitting -- but you still need to memorize information to have it to draw from.

**How does inquiry instruction help with this?**

You learn more from doing and engaging in the learning. When you actually learn on your own you will retain more information. ASK QUESTIONS – you get to lead your learning. Vocabulary is key – if you do not know a word – ASK!! And then write it down. Reading helps your vocabulary – push your reading level.

**Do I need to listen to other students’ questions**? – YES --- this will help with depth of information, argument with facts, and filling in areas you may not have considered.

**Why do you say listening skills are important? Why do we need to write down notes?**

Analysis is a skill that takes time --- I will guide you through my instruction on how to do that – you will get examples of analysis and a lot of facts. If you do not listen and write them down you will not have them to draw from later. This is tied to your questions – so each class is different and student engagement and questioning is important. IF YOU DO NOT ASK we do not discuss. Writing down information helps you learn – it is active rather than passive. You need to think while you write.

**Is attendance in class important?** - YES see above.

**Is active participation in class important?** YES see above.

**What if I miss class?** As much of the work is inquiry based you will need to do this on your own BUT it is very important that you ask questions of anything you do not understand.

**Why do you give homework and running review?**

Both help with key information. Homework – allows you to learn what is key to the unit. This is an active process – you need to use your book, packet, running review, and last source the internet. The homework will have both pre and post learning. Running review is for AFTER we studied and area – key points that are most important. Study and memorize this material to have the knowledge/facts

 to pull from. Running review is a check for you – can you discuss everything on that sheet – IT IS NOT ALL OF THE INFORMATION it is very cursory. You are to look it over and test yourself – can you explain each point on the running review. If not, you go back to your notes and book to fill in gaps. After that, you ask questions in class. DO NOT CHEAT!!! DO NOT COPY – you learn nothing by doing this. DO NOT HAVE YOUR PARENT DO THE WORK – if you struggle finding the answers a parent can help guide you but if he/she is finding all of the answers he /she is doing the work. Also your parents are not in class – they have no idea the learning that took place in class.

**Assessment:** ALL questions will have both knowledge and application.

**Multiple choice questions** will have a stimulus (cartoon, timeline, map, etc.) that you will apply your content knowledge to.

**Constructed Response Questions: Three types of questions**

**First type:** Historical or Geographical Content

Historical Content – the historical circumstances surrounding this event/idea/historical development

Using the document, explain how the historical content affected a historical development in this document. **OR**

Geographic Context – where this historical development is taking place, and why it is taking place there.

Using the document, explain the geographical context of the development show on the map.

**Second type:** Sourcing

1. Identify bias, point of view, audience, or purpose.

2. Explain how that factor affects the document as a reliable source of evidence.

**Third type: using the two documents (type 1 and type 2 question)** Relationship between documents:

Causation

Turning Point

Comparison

Using both documents one of the following questions will be asked.

Identify and explain a **cause and effect** relationship between the events or ideas found in these documents.

A turning point is a significant event, idea, or historical event that brings about change. It can be local, regional, national, or global.

Identify a **turning point** associated with the events or ideas found in these documents and explain why it is a turning point.

Identify and explain a **similarity or a difference** between the ideas presented in these documents

**Enduring Issues Essay**

An enduring issue is a challenge or problem that a society has faced and debated or discussed across time. An enduring issue is one that many societies have attempted to address with varying degrees of success.

In your essay:

Identify and define an enduring issue raised by this set of documents.

Using your knowledge of Social Studies and evidence from the documents, argue why the issue you selected is significant and how it has endured across time.

Be sure to:

Identify the issue based on a historically accurate interpretation of three documents.

Define the issue using evidence from at least three documents.

Argue that this is a significant issue that has endured by showing:

o How the issue has affected people or been affected by people.

o How the issue has continued to be an issue or changed over time.

Include outside information from your knowledge of social studies and evidence from the documents.

There will be five documents for the enduring issues essay

At least one document will be a visual. (cartoon, map, photography, chart, timeline, graph)

More than one enduring issue will be found in each document. Inclusion of common enduring issues will be found across the document set.

**SS Practices/ Skills:**

1. Gathering, Using evidence
2. Interpreting evidence or sourcing (audience, purpose, tone, POV)
3. Change and continuity
4. Cause an Effect
5. Compare and Contrast
6. Contextualization (content of time/place- geographic context and historical context- what are the wider historical forces that are affecting)
7. Geographic Reasoning
8. Economics and Economics Systems
9. Civic Participation