

What is History?

Introductory Reader

9th Grade

Name_____

Mr. Collins/Ms. Marshall

Answer the following prompts. Write for at least 3 minutes for each prompt--set a timer. Try to write the entire time.

- *History is . . .*
- *History is not . .*
- *To do history, it is important to...*
- *When we do history . . .*
- *Why do we study history?*

Defining Key Vocabulary

Fact:

Claim:

How are facts and claims used by historians?

Predict how you will use facts and claims this year.

1. What are some facts about Mr. Collins that you can gather from meeting him? (use bullet points)

2. What are some claims you can make about Mr. Collins **based** on your facts?

3. So, what is the difference between a claim and a fact?

4. So, is history class about facts or claims?

5. *Go back to page 2 and add to your responses based on what you've added on this page.*

Write a history of your summer vacation:

Complete the following steps after you have written your history of quarantine.

- A. In your history, highlight all the FACTS in one color and all the CLAIMS in another color.
- B. Consider what you learned about facts, claims, and evidence. What would you add to the history of your summer vacationn?
- C. Add information to your history in another color based on your answer for B.
- D. Why did you choose to add that new information?
- E. Now, we'll hear a few people's histories. What do you notice about other people's history? Does this make you want to change your own history? How so? Why or why not?
- F. Add information to your history (p5) in another color based on your answer for E.

HOLE PUNCH ACTIVITY

(You can watch Ms. Katz version of this too if you want)

1. What were the hole punches at desk 1?
2. What were the hole punches at desk 2?
3. What were the hole punches at desk 3?
4. What were the hole punches at desk 4?
5. What were the hole punches at desk 5?
6. How has this activity helped you understand what history is?
7. *Add to pg 2 in a different color pen.*

Reading from “The Climate of Opinion” by Robert Skotheim:

I want to see how well you can handle complex passages. This reading is to show me how you process information after a reading.

Who is Robert Skotheim? (if you don't know, find out without asking an adult if you can)

Climate of opinion, like other similar phrases which are sometimes used such as the spirit of an age, refers to the fundamental assumptions and attitudes shared by significant elements of a population at a given time.

We may speak of the climate of opinion or the spirit of an age as a basic intellectual outlook which is shared by people in several nations over a span of centuries...

What does the climate of opinion have to do with the way a scholar writes history? From the mass of records left by the past, the historian selects and interprets data on the basis of what is meaningful and important to him.

In this process, he is reflecting his climate of opinion, for he studies the past from the perspective of the present. His sense of what is meaningful and important significantly derives from the climate of opinion in which he lives.

1. For this author, what are the components of history? (*for them, what is history?*)
2. Bottom Line: (*what is the definition of history by the author? - sum it up in 1 sentence*)
3. Define the “climate of opinion” in 1 complete sentence.
4. Add to pg 3 in a different color pen.

What have you learned about the word history over the past few days? Is this new thinking for you? Why or why not?

Mental Maps

Mental maps are an important way for us to organize what we've learned and are the basis for what we will learn. **Without a solid mental map, the historical content of the year will be harder to understand.**

DO NOT USE THE INTERNET -- this is memory activity.

It's ok if you can't complete many of the tasks!!!

This activity will give me an idea of your background in history and geography.

- Draw a *rough* outline of the world's landmasses. (think of continents, peninsulas, islands)
- Label at least **5 physical** features. (mountains, rivers, oceans)
- Label at least **5 political** features. (cities, countries, capitals)
- Label at least **3 natural resources**.
- Use **5** arrows (and label them) to show **movement** of people or products with the centuries of those movements.
- Draw in the emergence of **4** belief systems with centuries of their origin.
- Label **3 types of government** that existed and the date of their origin.
- Label **2** social hierarchies and the date of their origin.
- Draw in **3 trade routes** that transcend more than 1 continent.
- Draw in **3** African cities/regions/empires AND **3** American-Indian cities/regions/empires
- Draw your favorite emoji on the spot where you live

Draw your Mental Map here:

My recommendation is turn the page sideways and draw lengthwise

Classroom Vocabulary

Formative Assessment:

Summative Assessment:

Standard

- Approaches (standard)
- Meets (standard)
- Models (standard)

History Vocabulary

Claim:

Fact:

Precise:

Primary Source:

Secondary Source:

Context:

Evidence:

Reasoning:

Bias: