



<b>Program Information</b>	<i>[Lesson Title]</i>		<b>TEACHER NAME</b>		<b>PROGRAM NAME</b>			
	<i>Introduction to Historical Thinking</i>		Keli Pontikos		Parma City School District			
<b>Program Information</b>	<i>[Unit Title]</i>		<b>NRS EFL(s)</b>		<b>TIME FRAME</b>			
			1 – 5		120 – 180 minutes			
<b>Instruction</b>	<b><u>ABE/ASE Standards – English Language Arts and Literacy</u></b>							
	<b>Reading (R)</b>		<b>Writing (W)</b>		<b>Speaking &amp; Listening (S)</b>		<b>Language (L)</b>	
	Foundational Skills		Text Types and Purposes		Comprehension and Collaboration		Conventions of Standard English	
	Key Ideas and Details	<b>R.1.5 – 6.1</b>	Production and Distribution of Writing		Presentation of Knowledge and Ideas		Knowledge of Language	
	Craft and Structure	<b>R.1.7 – 4.5</b> <b>R.2.9 – 3.13</b>	Research to Build and Present Knowledge				Vocabulary Acquisition and Use	
	Integration of Knowledge and Ideas	<b>R.1.11 – 3.17</b> <b>R.5.13</b>					Benchmarks identified in <b>RED</b> are priority benchmarks. To view a complete list of priority benchmark and related Ohio Aspire lesson plans, please see the Standards section on <a href="http://ohioaspire.org">ohioaspire.org</a>	



**Aspire**

Learn more. Earn more.

<p><b>LEARNER OUTCOME(S)</b></p> <p>Students will be able to...</p> <ul style="list-style-type: none"><li>• Read a primary source and make inferences in order to complete a worksheet.</li><li>• Participate in a class discussion about inferences and what they learned from the primary source.</li><li>• Compare and contrast two differing points of view about a historical figure and complete a T-Chart.</li><li>• Analyze historical documents and their significance in history by completing an historical document analysis worksheet.</li></ul>	<p><b>ASSESSMENT TOOLS/METHODS</b></p> <ul style="list-style-type: none"><li>• Student responses on worksheets and during class discussion.</li></ul>
<p><b>LEARNER PRIOR KNOWLEDGE</b></p>	
<p><b>INSTRUCTIONAL ACTIVITIES</b></p> <ol style="list-style-type: none"><li>1. Introduce the lesson by reviewing the classroom or program rules with students. Ask the class what those rules indicate about the classroom or program?</li><li>2. Tell students they are going to study laws created in approximately 1792 BC and will determine what those laws indicate about that early civilization. Share with students the following background information:<ol style="list-style-type: none"><li>a. Hammurabi was a king of Babylonia in southern Mesopotamia (the site of present-day Iraq). He probably ruled for about 40 years beginning in 1792 B.C.</li><li>b. Hammurabi was a skilled military leader and under his leadership, Babylon conquered the other city-states of the area and united much of Mesopotamia under his authority.</li><li>c. Hammurabi was also a skilled administrator. He is most famous</li></ol></li></ol>	<p><b>RESOURCES</b></p> <p>Student copies of <i>Hammurabi's Code</i> handout (attached)</p> <p>Student copies of <i>Who Writes History?</i> handout (attached)</p> <p>Herrman, H. (2012). <i>Introduction to Historical Thinking [PDF file]</i> (Lesson Plan). Retrieved <a href="https://mnliteracy.org/sites/default/files/curriculum/social_studies_week_1.pdf">https://mnliteracy.org/sites/default/files/curriculum/social_studies_week_1.pdf</a></p>



	<p>for his code of laws. Many of these laws came from the city-state of Sumer, but they added a new concept — that of revenge instead of just punishment. For example, under Sumerian law, the punishment for crimes was often a fine; under Hammurabi’s law, the guideline was “an eye for an eye.” Punishment also depended on who was wronged. If a person put out the eye of a slave, he would not lose his eye but would pay a fine. If that person put out the eye of a noble man, he would lose his eye as punishment.</p> <p>d. Hammurabi had his laws posted throughout Babylonia. They were written on stone slabs and placed in prominent places for the people to see. There were 282 laws as far as we know.</p> <p>3. Guided practice: Hand out the <i>Hammurabi’s Code</i> handout with the laws from the Code of Hammurabi, and instruct students to use those laws to make inferences about Babylonian society. Students may work alone or with a partner to complete this part of the activity.</p> <p>4. Large group: Have students share their inferences about Babylonian society regarding religion, jobs, marriage and the family, slavery, etc.</p> <p>Introduction to Historical Thinking</p> <p>5. Explain to students that there is a discrepancy in people’s perceptions of historical events and why, when we study history, we must be careful to consider many stories and voices about the same event. In other words, we must approach history critically. This concept is called “historical thinking.”</p> <p>a. Distribute to students the <i>Who Writes History?</i> handout and ask students to take 5 minutes to write an answer to the first question.</p> <p>i. Once students have finished writing, ask students to share their events. Continue the discussion by moving through the prompts on the handout.</p> <p>b. Distribute to students <i>Activity Two: Christopher Columbus</i> handout.</p> <p>i. Engage students in a brief discussion to answer the first question.</p>	<p>Student copies of <i>Activity Two: Christopher Columbus</i> handout (attached)</p> <p>Herrman, H. (2012). <i>Introduction to Historical Thinking [PDF file]</i> (Lesson Plan). Retrieved <a href="https://mnliteracy.org/sites/default/files/curriculum/social_studies_week_1.pdf">https://mnliteracy.org/sites/default/files/curriculum/social_studies_week_1.pdf</a></p> <p>Student copies of <i>T-Chart</i> (attached)</p> <p>T-Chart - ReadWriteThink. (n.d.). Retrieved from <a href="http://www.readwritethink.org/classroom-resources/printouts/chart-30225.html">http://www.readwritethink.org/classroom-resources/printouts/chart-30225.html</a></p> <p>Student copies of <i>Analyzing Historical Documents</i> handout (attached)</p> <p>Computers for student use</p> <p>Internet</p>
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	<ul style="list-style-type: none"><li>ii. Have students read the two excerpts and complete the T-Chart (from Activity Two question #1) identifying the conflicting information about Columbus.</li><li>iii. Engage students in a discussion to answer questions #2 and #3.</li></ul> <p>Analyzing Historical Documents</p> <p>6. Instruct students to choose a document from America's Historical Documents from the National Archives: <a href="https://www.archives.gov/historical-docs">https://www.archives.gov/historical-docs</a> and answer the questions from the <i>Analyzing Historical Documents</i> handout.</p>	
	<b>DIFFERENTIATION</b>	
<b>Reflection</b>	<b>TEACHER REFLECTION/LESSON EVALUATION</b>	
	<b>ADDITIONAL INFORMATION</b>	

## Analyzing Historical Documents

1. Type of document:
2. Date of document:
3. Author (who and why he was famous):
4. For what audience was the document written?
5. What are important pieces of information presented in the document?
6. Why was the document written?
7. What evidence in the document helps to determine why it was written? (Use direct quotes from the document)
8. What historical event(s) does the document refer to?
9. Do you agree or disagree with the author?
10. Write a question to the author that is left unanswered by the document.



Hammurabi's Code

Study these laws taken from the Code of Hammurabi, and then answer the questions below.

1. If a person accuses another person of a crime, the accused shall go to the river and jump in. If he drowns, the person who accused him may have the accused person's house. If the accused doesn't drown, then the River-God has decided that he is innocent. The person who made the accusation is to be put to death, and the accused shall take his house.
2. If anyone opens his ditches to water his crop, but is careless, and the water floods the field of his neighbor, then he shall pay his neighbor corn for his loss.
3. If he be not able to replace the corn, then he and his possessions shall be divided among the farmers whose corn he has flooded.
4. If a physician kills a patient or cuts out a patient's eye when trying to remove a tumor, the physicians' hands will be cut off.
5. If a builder builds a house and the house collapses and kills the owner of the house, the builder shall be put to death. If the house collapses and kills the owner's son, then the son of the builder shall be put to death.
6. If a son hits his father, his hands shall be cut off.
7. If a fire breaks out in a house and a person who helps to put out the fire steals something from the house, that person shall be thrown into the fire.
8. If a man destroys the eye of another man, his eye shall be destroyed. If he breaks the bone of another, his bone shall be broken.
9. If a man's wife, who lives in his house, wishes to leave it, plunges into debt, tries to ruin her house, neglects her husband, and is found guilty: if her husband offer her release, she may go on her way, and he gives her nothing as a gift of release. If her husband does not wish to release her, and if he take another wife, she shall remain as a servant in her husband's house.
10. If a man wishes to divorce his wife, he must return her dowry and give her the use of part of his field for farming and part of his property so that she can provide for her children.
11. If a man's wife becomes sick, the husband may take a second wife, but must continue to care for the sick wife as long as she lives.
12. If a person steals from a temple or takes goods stolen from the temple, he shall be put to death.

Based on these laws, what can we learn about Babylonian society? Record your answers below.

Religion: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Marriage: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Making a living: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Other aspects of Babylonian society: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Week One: Introduction to Historical Thinking

**Weekly Focus:** Comprehension  
**Weekly Skill:** Historical Thinking

**Lesson Summary:** This week students will be introduced to the concept of “historical thinking,” and the importance of examining multiple perspectives and voices when studying history.

**Materials Needed:** Historical Thinking Introduction Video, T-Chart, Group Roles, Handout: Activity 1 and 2, Signpost Descriptions

**Objectives:** Students will be able to...

- Explore why thinking critically about history is important
- Compare and Contrast two differing points of view about a historical figure
- Begin thinking about and discussing this unit's essential question, “why do we tell stories?”

**Common Core Standards Addressed:** RH.11-12.2, RH.11-12.6, RH.11-12.7, WHST.11-12.2

**Notes:** This week will focus on the Comprehension step of our CARE learning model. You may want to review this model with students and remind them that before we can appropriately respond to a topic with our own opinion, we must adequately comprehend the topic. Thinking critically about a topic is an important step in comprehending it. When thinking critically about historical events, this is called “historical thinking.” Throughout their GED Social Studies classes, we will ask students to practice historical thinking.

\*Though the signpost reading strategies are not directly referred to in this lesson, the Signpost Descriptions are below. Please distribute copies to students as necessary, as the “Contrast and Contradictions” signpost is referred to in Activity Two.

For an introduction to the six reading strategies, see the Reasoning through Language Arts curriculum, Lesson 1.

## Week One: Introduction to Historical Thinking

### Activities:

#### Testing: TABE

**Time: 50 minutes**

For the first hour, students will be testing on the TABE Reading test. Talk to your coordinator about this as well as your role as a proctor.

#### Activity 1: Introduction to Historical Thinking

**Time: 40 minutes**

- 1) Divide students into groups of 3 or 4. Hand out group role sheets and assign each member a role.
- 2) Work through the steps in the Group Activity in the handout together.
- 3) Now, explain to students that this very discrepancy in people's perceptions of historical events is why, when we study history, we must be careful to consider many stories and voices about the same event. In other words, we must approach history critically. This is called "historical thinking."
- 4) Show students the "Introduction to Historical Thinking Video." This video is for a teacher audience, so you may want to explain this to students in advance.

**Break: 10 minutes**

#### Extension Activity: Columbus

**Time: 40 minutes**

- 1) Have students divide back into their small groups. Students should each pick a new role from the group roles sheet. Hand out T-charts.
- 2) Explain to students that they will read two excerpts written about the same man, Christopher Columbus. However, they contain very different information about this man.
- 3) Have students answer question one together as a group. Then, have them read through the excerpts individually. Finally, have them come back together to answer the questions.
- 4) Share group answers with the class, having each group "present" an answer.

#### Final Discussion Question

**Time: 10 minutes**

- 1) Write the question below on the board.
- 2) Have students sit in a circle and pass around a ruler, ball, etc. When each student holds the object, have them try to answer this question. Students may pass, but encourage everyone to participate.
- 3) Introduce the students to this unit's essential question, "Why do we tell stories?" If we think of history as a kind of story, why do we tell it, teach it to our children, and continue to study it?"

#### Extra Work/Homework: Columbus Day

Have students research Christopher Columbus on their own, adding information to what they already know. Then, ask them the question: "Do you believe that we should celebrate Columbus Day? Why or why not?" Tell them to be sure to include evidence in the form of examples, statistics, etc. to support their answer.

## Week One: Introduction to Historical Thinking

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### **Online Resources:**

- 1) [Why Historical Thinking Matters](#)
- 2) [Beyond Columbus: Teaching the Lessons of 1492](#)

### **Suggested Teacher Readings:**

[\*Lies my Teacher Told Me: Everything Your American History Textbook Got Wrong\* by James Loewen.](#)







### Excerpt #2 taken from [www.kidsfront.com](http://www.kidsfront.com)

Christopher Columbus was born in Genoa, Italy. He was the oldest of five children in his family. His father was a wool weaver. He helped his father with the weaving, but he always wanted to sail the seas. Columbus wanted to find a short way to get to the Indies by ship.

He tried for eight years to get King Ferdinand and Queen Isabella to supply him with ships and money. Finally they agreed, but he made more demands.

He wanted to be made a knight, admiral of the Ocean Sea. He wanted to be the viceroy and governor general of all lands he would discover. Also he wanted one-tenth of everything he found of value in the new lands. He even boldly told them he wanted all of this in writing. This was rather brave of him because they could have had him killed because of his demands

They finally agreed and he got three ships ready to sail. The Santa Maria and two smaller ships, the Pinta and the Nina. He took enough food for a year. In four months he was ready to sail. They left Spain on August 3, 1492. They made one stop, and then sailed on towards the west. After many days, the sailors were ready to turn around and start back home.

"Just three more days," he said. "Then if we don't see land, we'll turn around and go back home."

Two days later they saw land; an island Columbus named San Salvador. He thought he had found the Indies and called the people he saw there "Indians". When they got to Cuba, he thought he was in China. The world was a lot larger than he thought.

Columbus did not become rich as he had hoped. At the end of his life he only had a pension the king and queen had given him because he was the first to reach the New World. He spent the last few months of his life in bed because of the pain of arthritis.

Columbus not only discovered a New World, but he led the way for other explorers.



## SIGNPOST DESCRIPTIONS

### Contrasts and Contradictions

**Definition:** The character acts in a way that is contradictory or unexpected given how he or she usually acts.

**Text Clue:** Author shows feelings or actions the reader hasn't seen before or doesn't expect.

**Question:** Why would the character act this way?

### Aha Moment

**Definition:** The character realizes or starts to realize something that changes his or her actions or thinking.

**Text Clue:** Characters say "I realized" or "I suddenly knew" or "Now I know why..."

**Question:** What might the character do now?

### Tough Questions

**Definition:** Character asks a tough question that reveals his or her concerns (inner conflict).

**Text Clue:** Character asks self or another a difficult question.

**Question:** What does this question make me wonder about?  
What does it tell me about the character?

## Words of the Wiser

**Definition:** An older character (mentor, advisor, parent, etc.) gives advice or an insight to the main character.

**Text Clue:** A wiser, often older, character offers a life lesson, usually in a quiet moment.

**Question:** What is important about that message?

## Again and Again

**Definition:** The author keeps bringing up the same image, phrase, or inference.

**Text Clue:** A repeated image, phrase, or reference.

**Question:** Why do you think the author brings this idea up again and again?

## Memory Moment

**Definition:** The author interrupts the flow of the story by letting the character remember something.

**Text Clue:** “I suddenly remember...”; “I remember...”; or “Thinking back...”

**Question:** Why might this memory be important?

Text taken from *Notice and Note* (Portsmouth, NH: Heinemann) by Kylene Beers and Robert E. Probst. Adaptation language by Terry Brennan and Joan Boyce, Reading Specialists, Wauwatosa, Wisconsin.

## Group Work Roles

### LEADER

- Makes sure that every voice is heard
- Focuses work around the learning task; guide group from exercise to exercise

**Sound bites: Let's hear from \_\_\_\_ next." "That's interesting, but let's get back to our task."**

### RECORDER

- Compiles group members' ideas:
  - Make a star on the sections/numbers we need to go over
  - Write specific questions

**Sound bites: "I think I heard you say \_\_\_\_\_; is that right?" "How would you like me to write this?"**

### TIME KEEPER

- Encourages the group to stay on task
- Announces when time is halfway through and when time is nearly up

**Sound bite: "We only have five minutes left. Let's see if we can wrap up by then."**

### PRESENTER

- Presents the group's finished work to the class

**Sound bite: "Which questions do we need to go over in this section?" "What else do we need to ask?"**

Created by Jen Ouellette for the Minnesota Literacy Council

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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# T-Chart

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Select two things to compare (ideas, characters, events, etc.). List the topics as headings for the columns below. Then make comparisons by writing statements in the corresponding columns.

Topic:	Topic: