

Historical and Social Sciences Analysis Skills Standard: The students will demonstrate an ability to use historical and social sciences analysis skills.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*1. The students will demonstrate the skills necessary for chronological and spatial thinking.</p>	<p>A. Can the students place key events and people of the historical era he/she is studying both in a chronological sequence and within a spatial context, and interpret timelines?</p> <p>B. Can the students apply terms related to time correctly, including past, present, future, decade, century, and generation?</p> <p>C. Can the students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same?</p>	<ul style="list-style-type: none"> • The students will be able to take key events that have been cut out and place in sequence on white board, flannel board, or with a partner. • The students will place events on a timeline to summarize an era. • The students will illustrate changes in historical areas, such as clothing, modes of transportation, etc. to demonstrate chronological changes. • The students will create a collage correctly labeling terms related to time. • The students will conduct an interview with a person not of his generation, asking questions, including terms related to time.

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<p>*2. The students will demonstrate the skills necessary for historical research, evidence, and point of view.</p>	<p>D. Can the students use map and globe skills to determine the absolute locations of places and interpret information available through the map's legend, scale, and symbolic representations?</p> <p>E. Can the students judge the significance of the relative location of a place (e.g., close to a harbor, trade routes) and analyze how those relative advantages or disadvantages can change over time?</p> <p>A. Can the students differentiate between primary and secondary sources?</p>	<ul style="list-style-type: none"> • The students will examine various types of maps (i.e., those the family use for jobs, travel, shopping), and identify and interpret absolute locations. • The students will plan an obstacle course (preferably outdoors using compasses for each child). • On the floor of a classroom, multi-purpose room, or school yard, the students will lay out the pointers of a compass rose with masking tape. The students will post signs for cardinal timed direction on the walls to correspond with the pointers. The students will take turns standing in the center of the compass rose and turn in the direction the teacher calls out. • The students will analyze old and new maps and compare/talk about urban sprawl and have the students write their own conclusions of advantages and disadvantages of trade routes and harbors and how their location can change over time. • The students will place tags marked "primary and secondary" correctly on sources, such as letters, diaries, taped interviews, magazines, speeches, texts, newspapers, etc.

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<p>*3. The students will demonstrate the skills necessary for historical interpretation.</p>	<p>B. Can the students pose relevant questions about events encountered in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photos, maps, art, and architecture?</p> <p>C. Can the students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events?</p> <p>A. Can the students summarize the key events of the era he/she is studying and explain their historical contexts?</p> <p>B. Can the students identify the human and physical characteristics of the places he/she is studying and explain how these features form the unique character of these places?</p>	<ul style="list-style-type: none"> • The students will complete a checklist or rubric for each item completed, i.e., read a letter, was an eyewitness to an event, examined a map, etc. • The students will select an historical figure or event to role play. The class will try to distinguish what makes the event or historical figure real or invented. • The students will outline main events and explain historical contexts. • The students will compose a poster depicting moments in time and place. • The students will write an historical fiction story and include how the characters are shaped by the places they appear. • The students will create a map with a legend showing physical characteristics of place of study. • The students will describe or illustrate the characteristics of people unique to a specific area.

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	<p>C. Can the students identify and interpret the multiple causes and effects of historical events?</p> <p>D. Can the students conduct cost/benefit analyses of historical and current events?</p>	<ul style="list-style-type: none"> • The students will match a cause and effect to an historical event. • The students will create flow charts showing causes of specific events. • The students will tally up from today's economy and justify the cost versus the benefit of an historical or current event. • The students will create a chart to show benefits and negative impacts of historical events.

