
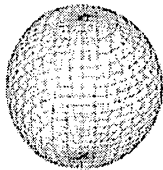
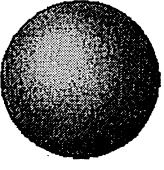
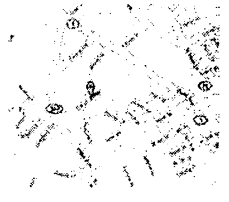

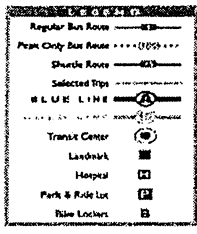


Big Idea Card

Big Ideas of the Lesson 1, Unit 1

- Maps are representations of places. A map is **not** the place.
- People who create maps select and organize the features of territory to include in their maps.
- People's purposes, knowledge, and perspective (or point of view) shape their maps.
- People's maps of the same place can look very different.

Word Cards

<p>1 representation</p>  <p>the description or portrayal of someone or something in a particular way</p> <p><i>Example:</i> A map is a representation of an actual location or place.</p> <p>(SS070101)</p>	<p>2 three dimensional</p>  <p>having length, width (measurement from side-to-side) and depth</p> <p><i>Example:</i> The earth is a three dimensional object.</p> <p>(SS070101)</p>
<p>3 two dimensional</p>  <p>having length and width but no depth</p> <p><i>Example:</i> Maps depict the earth in a two dimensional way.</p> <p>(SS070101)</p>	<p>4 map</p>  <p>a visual representation of an area</p> <p><i>Example:</i> Maps are representations of places, but not the actual places themselves.</p> <p>(SS070101)</p>
<p>5 continent</p>  <p>any of the world's continuous expanses of land</p> <p><i>Example:</i> Africa, Antarctica, Asia, Australia, Europe, North America, and South America are the seven continents of the world.</p> <p>(SS070101)</p>	<p>6 map key/legend</p>  <p>the wording on a map explaining the symbols</p> <p><i>Example:</i> When reading a map, look for the key/legend near the margin of the page. It is usually surrounded by an outline and explains every symbol shown on the map.</p> <p>(SS070101)</p>

7

account

a report or description of
an event or experience



Example: A map is an “account” of how the person who created the map “sees” the place they are representing. This is influenced by the person’s knowledge, purpose, and point of view.

(SS070101)

Big Idea Card


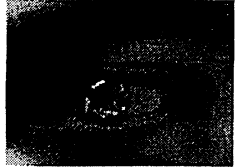
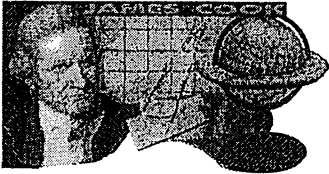
Big Ideas of the Lesson 2, Unit 1

- Maps are representations of places. A map is **not** the place.
- One difficulty with maps is that they try to represent a three dimensional object in a two dimensional plane.
- People who create maps select and organize the features of place to include in their maps.
- People's purposes, knowledge, and perspective (or point of view) shape their maps.
- Maps of the ancient world reflect the cartographer's purposes, knowledge, and perspective (or point of view).

Word Cards

Word cards from previous lessons needed for this lesson:

- representations - Word Card #1 from Lesson 1

<p>8 place</p> <p>a particular position or point in space</p>  <p>Example: <i>The maps we made in class were representations of a place--our school.</i></p> <p>(SS070102)</p>	<p>9 perspective/point of view</p> <p>a particular attitude or way of regarding or seeing something</p>  <p>Example: <i>A student's perspective about the classroom would be different from the custodian's and would impact the way in which each would draw a map of it.</i></p> <p>(SS070102)</p>
<p>10 cartographer</p>  <p>a geographer who makes maps</p> <p>Example: <i>Cartographers use today's technology to help them make maps.</i></p> <p>(SS070102)</p>	

Big Idea Card





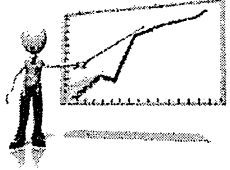
Big Ideas of Lesson 3, Unit 1

- “The word “history” has two meanings.
- “History” can mean events that happened in the past.
- “History” can also mean an account of events in the past.
- An account of the past includes the selection of specific events and the interpretation of those events.
- Historians select from **events** of the past and interpret their meaning to create historical **accounts**.

Word Cards

Word Cards from previous lessons needed for this lesson:

- Perspective--Word Card #9 from Lesson 2

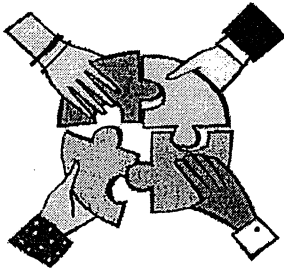

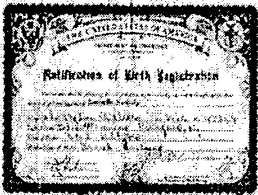
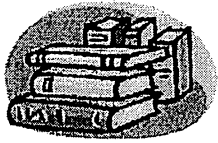
<p>11 historical event</p> <p>something that happened in the past</p> <p><i>Example:</i> The American Revolution and the Constitutional Convention are both historical events.</p>  <p>(SS070103)</p>	<p>12 historical account</p> <p>a representation of an event from the past</p> <p><i>Example:</i> The description of the American Revolution in our history book is an historical account.</p>  <p>(SS070103)</p>
<p>13 history</p> <p>events or accounts of events from the past</p> <p><i>Example:</i> When people study history, they study about people and events of the past.</p>  <p>(SS070103)</p>	<p>14 historian</p> <p>an expert in or student of history</p> <p><i>Example:</i> The job of an historian is to interpret past events and interpret their causes.</p>  <p>(SS070103)</p>
<p>15 interpretation</p> <p>an explanation of the meaning of something</p> <p><i>Example:</i> Historical accounts offer an interpretation of historical events.</p>  <p>(SS070103)</p>	

Big Idea Card

Big Ideas of the Lesson 4, Unit 1

- “Historical events happen once and then “disappear.” Since we cannot study historical events directly, historians rely on whatever evidence the event has left behind.
- Historians analyze this evidence (primary and secondary sources) for accuracy.
- Two ways to evaluate the accuracy of a source are by exploring internal consistency and external consistency.
- Internal consistency means that the facts within the source do not contradict each other.
- External consistency means that the facts within the source can be corroborated “against” other sources.

Word Cards

<p>16</p> <p>corroborate</p> <p>to confirm or give support to a statement, theory, or finding</p>  <p><i>Example:</i> Historians corroborate their sources by looking for internal and external consistencies.</p> <p>(SS070104)</p>	<p>17</p> <p>evidence</p> <p>facts or information that can be used to test whether a belief or proposition is true or valid</p>  <p><i>Example:</i> Historians must have evidence to support their accounts.</p> <p>(SS070104)</p>
<p>18</p> <p>primary source</p> <p>first-hand account of the event that was created at about the time the event occurred</p>  <p><i>Example:</i> Diaries, letters, reports, photographs, and birth certificates are a few types of primary sources.</p> <p>(SS070104)</p>	<p>19</p> <p>secondary source</p> <p>an account of an event that was created later by people who did not experience first-hand the event you are researching</p>  <p><i>Example:</i> Encyclopedia articles, books written by historians, and textbooks are three types of secondary sources.</p> <p>(SS070104)</p>

20

fact

something that is true about a subject and can be tested

$10 + 9 =$	19
$2 + 3 =$	5
$8 + 8 =$	16
$4 + 7 =$	11
$1 + 5 =$	6

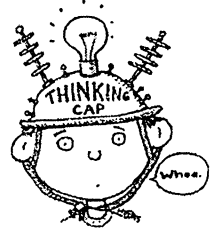
Example: It is a fact that Michigan requires kids to go to school until they are at least 16.

(SS070104)

21

opinion

what someone thinks about a subject



Example: The opinion article in the newspaper argued that Michigan should raise the minimum drop-out age from 16 to 18.

(SS070104)

22

internal consistency

when the facts presented within a single source do not clash with each other



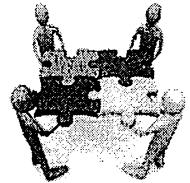
Example: There was internal consistency in the document because it first stated that the car accident happened at 10 AM and then later stated that it happened between breakfast and lunch.

(SS070104)

23

external consistency

when factual details are presented similarly among multiple documents or sources



Example: There was external consistency among the documents because one witness report stated that the blue truck ran the red light while another witness report stated that the light had been red for a while when the blue truck entered the intersection.

(SS070104)

Big Idea Card

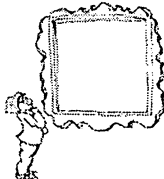

Big Ideas of the Lesson 5, Unit 1

- Historians investigate the past by (1) framing problems to study, (2) selecting and analyzing available evidence, (3) organizing their information, and (4) creating the account.
- In answering the historical problem, historians analyze the available evidence by paying attention to who created the evidence and then use other sources to check it against.
- Historical problems or questions help historians select, analyze, and organize information.
- Historical accounts represent the historians' best answers to the historical problems given the evidence they have.

Word Cards

Word Cards from previous lessons needed for this lesson:

- Historical event -- Word Card #11 from Lesson 3
- Historical account -- Word Card #12 from Lesson 3
- Corroborate -- Word Card #16 from Lesson 4
- Evidence -- Word Card #17 from Lesson 4

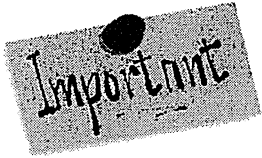
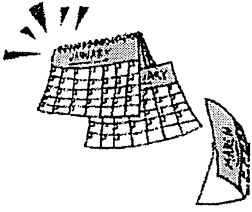

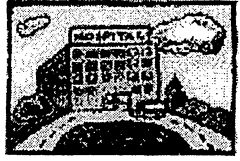
<p>24 framing a historical problem</p> <p>process used to narrow the focus of historical study from a broad topic to a more specific research question or problem in order to create an historical account</p>  <p>Example: The first step in creating an historical account is to frame an historical problem, which gives you a specific question to study, such as "Why didn't Detroit develop a subway system during the 20th Century?"</p> <p>(SS070105)</p>	<p>25 sourcing</p> <p>asking questions about a particular source, including: Who created it? When? Why? From what perspective or point of view? What did they know?</p>  <p>Example: Sourcing is one more way in which historians try to establish the accuracy and reliability of a source.</p> <p>(SS070105)</p>
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Big Idea Card

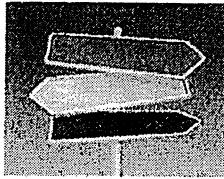
Big Ideas of the Lesson 6, Unit 1

- Historians investigate the past by (1) framing problems to study, (2) selecting and analyzing available evidence, (3) organizing their information, and (4) creating the account.
- Four tools that historians use to organize information include significance, social institutions, time, and space.
- Ideas about significance can vary among historians.
- We can determine whether an event is significant by constructing and applying rules or theories about what makes an event important.
- Organizing an account by significance is important for both the historian and reader.

Word Cards

<p>26 significance</p> <p>the quality of being worthy of attention</p>  <p>Example: Historians argue over the significance or importance of different historical events.</p> <p>(SS070106)</p>	<p>27 time</p> <p>a period in which events occur in succession from the past through the present to the future</p>  <p>Example: Eras and periods are frames of time historians use to organize and analyze the past.</p> <p>(SS070106)</p>
<p>28 space</p> <p>where an event happened</p>  <p>Example: The first armed conflict of the American Revolution happened in Massachusetts.</p> <p>(SS070106)</p>	<p>29 social institutions</p> <p>structures created by people to help meet the needs of societies, such as food, clothing, shelter and safety, in order for the societies to continue to exist</p>  <p>Example: Schools, governments, and economic systems are all examples of social institutions.</p> <p>(SS070106)</p>

30
turning points



Important historical events that have long lasting effects on human life.

Example: The invention of the printing press was a major turning point because it brought books into common homes for the first time.

(SS070106)

Big Idea Card






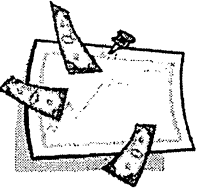
Big Ideas of the Lesson 7, Unit 1

- Four tools that historians use to organize information include significance, social institutions, time, and space.
- Long-lasting patterns of meeting these basic social needs result in the creation of social institutions such as an economy, government, family, education, religion, and language.
- Using social institutions to organize and analyze an account is important for both the historian and reader.
- Analyzing and describing social institutions enables comparisons among societies.

Word Cards

Word Cards from previous lessons needed for this lesson:

- Social institutions -- Word Card #29 from Lesson 6

<p>31 society</p> <p>the community of people living in a particular country or region and having shared customs, laws and organizations</p>  <p><i>Example:</i> Language, the legal system, and shared folklore are a few of the elements that bond American society together.</p> <p>(SS070107)</p>	<p>32 language</p> <p>the system or way people in a society create and use a shared system of communication and self-expression</p>  <p><i>Example:</i> English and Spanish are the two main languages spoken in the United States.</p> <p>(SS070107)</p>
<p>33 education</p> <p>the system or way people in a society share knowledge and learning.</p>  <p><i>Example:</i> In the United States, state governments provide public education from kindergarten through high school.</p> <p>(SS070107)</p>	<p>34 government</p> <p>the system or way people in a society provide and keep order</p>  <p><i>Example:</i> The government system of the United States is known as a democracy.</p> <p>(SS070107)</p>
<p>35 religion</p> <p>a shared set of beliefs and practices through which people in a society understand and relate to their world, including its supernatural aspects</p>  <p><i>Example:</i> Christianity, Judaism, and Islam are three of the main religions in the United States and world.</p> <p>(SS070107)</p>	<p>36 economy</p> <p>the system or way people in a society produce and distribute goods and services</p>  <p><i>Example:</i> The economic system of the United States is known as capitalism.</p> <p>(SS070107)</p>

37
family

the system or way
people in a society
care for and raise children



Example: According to the US Census, the average family size in the United States is three people.

(SS070107)

Big Ideas Card

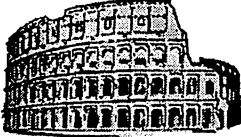

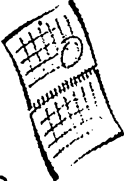
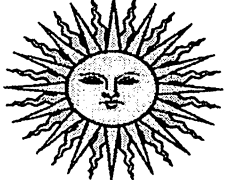
Big Ideas of Lesson 8, Unit 1

- Four tools that historians use to organize information include significance, social institutions, time, and space.
- Historians use time to organize the past.
- Historians categorize time into different scales in order to study human activity over large periods of time.
- The idea of time is man-made concept. Eras and periods are ways of grouping human activities that share particular characteristics.
- All societies need to account for time in some way. Different cultures created different calendar systems that suited their needs.
- Using time to organize the past helps to analyze turning points of human history and how different eras relate to each other.

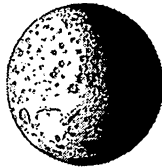
Word Cards

Word Cards from previous lessons needed for this lesson:

- Time -- Word Card #27 from Lesson 6
- Turning points -- Word Card #30 from Lesson 6

<p>38 era</p>  <p>an expanse of time characterized by an individual, human activity, or culture; synonym of "age"</p> <p><i>Example:</i> In our era, people have more access to information than ever before.</p> <p>(SS070108)</p>	<p>39 age</p>  <p>an expanse of time characterized by an individual, human activity, or culture; synonym of "era"</p> <p><i>Example:</i> The Paleolithic Age was a time when humans first started using stone tools.</p> <p>(SS070108)</p>
<p>40 calendar</p>  <p>A system of organizing and dividing time, often based on the orbit of the moon around the earth or the earth around the sun.</p> <p><i>Example:</i> In the old Roman calendar, the year began in March.</p> <p>(SS070108)</p>	<p>41 solar calendar</p>  <p>A calendar system based on the earth's rotation around the sun.</p> <p><i>Example:</i> The Egyptian year had 365 days and was based on a solar calendar.</p> <p>(SS070108)</p>

42
lunar calendar



a calendar system based on the moon's rotation around the earth

Example: The most widely used lunar calendar is the Islamic calendar.

(SS070108)

43
B.C./B.C.E.

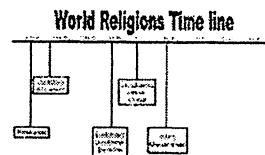


The abbreviation for the period of time before Christ was born, now referred to as "before common era."

Example: Evidence suggests that the first humans were in Australia in 40,000 B.C./B.C.E.

(SS070108)

44
A.D./C.E.



The abbreviation for the Latin phrase anno domini (meaning in the year of Christ) for the period of time after Christ was born, now referred to as "common era."

Example: The Christian Era begins with year 1 A.D. not year 0 A.D.

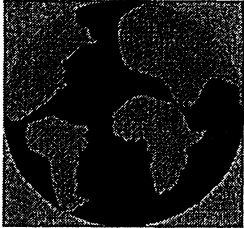


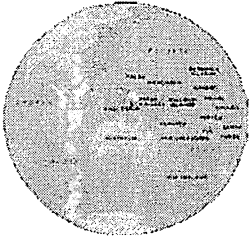
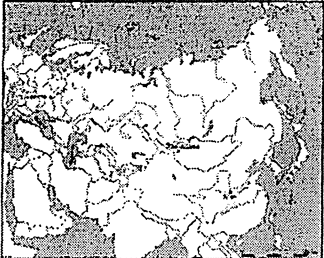
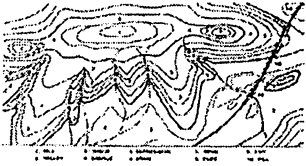
(SS070108)

Big Idea Card

Big Ideas of Lesson 9, Unit 1

- Four ways that historians use to organize information include significance, social institutions, time, and space.
- Historians and geographers use different spatial scales or “containers” to organize their investigations of human activities.
- Different sizes of spatial scales or “containers” allow us to compare events and analyze how they connect to each other and to the environment.
- People give names to geographic features, such as rivers, mountains, and land masses (e.g. continents, countries). It is important not to confuse the names given to label geographic features with the geographic feature itself.
- Studying ancient history using modern maps and names are often inaccurate ways of looking into the past.

Word Cards

<p>45 continent</p> <p>an expanse or mass of continuous land</p>  <p><i>Example:</i> Sometime Europe and Asia are referred to as a single continent called Eurasia.</p> <p>(SS070109)</p>	<p>46 Afroeurasia</p> <p>a large geographical region spanning Africa, Europe, and Asia</p>  <p><i>Example:</i> Humans migrated across Afroeurasia to the Americas about 15,000 years ago</p> <p>(SS070109)</p>
<p>47 Americas</p> <p>a large geographical region consisting of North and South America</p>  <p><i>Example:</i> Humans living in the Americas interacted quite commonly before the arrival of European explorers.</p> <p>(SS070109)</p>	<p>48 Oceania</p> <p>a geographic region in the basin of the Pacific Ocean containing 25,000 islands including New Guinea and Australia</p>  <p><i>Example:</i> Humans settled islands in Oceania as early as 1600 BC/BCE.</p> <p>(SS070109)</p>
<p>49 Eurasia</p> <p>the land mass of both Europe and Asia</p>  <p><i>Example:</i> The Ural mountains separate Europe and Asia, but many scholars see Eurasia as a single continent.</p> <p>(SS070109)</p>	<p>50 topography</p> <p>a way of showing contrasting features on a map</p>  <p><i>Example:</i> Topographical maps of the Earth commonly show various elevations.</p> <p>(SS070109)</p>

Big Idea Card

Big Ideas of Lesson 10, Unit 1

- History textbooks have features that enable the reader to find information (such as a table of contents, index, and glossary) and are organized into parts (units, chapters, and sections) which, when understood, can be used as a tool for learning.
- While both scientists and historians address problems and use evidence, they differ in the types of problems they address and the types and ways they use evidence.
- The discipline of history is based on investigating problems and using evidence to support accounts of the past.
- When historians select events of the past and interpret their meaning they sometimes create conflicting accounts of the same historical event, which textbooks often conceal.
- Since textbooks are limited in how they identify historical problems and use evidence, they can limit our understanding of the past.

Word Cards

Word Cards from previous lessons needed for this lesson:

- Perspective/Point of View – Word Card #9 from Lesson 2
- Historical Account – Word Card #12 from Lesson 3
- History – Word Card #13 from Lesson 3
- Historian – Word Card #14 from Lesson 3
- Corroborate -- Word Card #16 from Lesson 4
- Evidence -- Word Card #17 from Lesson 4
- Primary Sources – Word Card #18 from Lesson 4
- Secondary Sources – Word Card #19 from Lesson 4

51 discipline

a field of study and its
methods



Example: History is a discipline that is distinct from mathematics.

(SS070110)

52 argument

communication
intended to
persuade



Example: In making an argument, Sally introduced a claim and supported it with logical reasoning and relevant evidence.

(SS070110)

53 narrative

a description of
events in a
story form,
usually in
sequential or
chronological order



Example: Steven wrote a narrative of how he escaped his war-torn country and came to the United States.

(SS070110)

Big Idea Card

Big Ideas of Lesson 11, Unit 1

- Historians investigate problems about the past, make claims about what happened, and support their claims with evidence.
- The textbooks provide a narrative of the past, allowing students to read about a broad range of historical events, but have several limitations.
- Some of the limitations of history textbooks include that they: oversimplify complex events; offer limited evidence, historical arguments, and perspectives; and tend to ignore motives.
- History textbooks often fail to show the investigative nature of history and tend to make historical outcomes seem 'inevitable'.
- When examining sources, it is important to source, contextualize, closely read, and corroborate accounts of the same event in order to get a more accurate picture of the past.