Secondary Social Studies Unit Plan – Writing

Speaker **O**ccasion **A**udience **P**urpose **S**ubject **T**one

Question **F**ormulation **T**echnique

Chicken Foot Thesis Writing Strategy

Unit Overview	**Scholars will comprehend and evaluate a range of complex texts across the Social Studies. They will critically appraise historical and contemporary claims/decisions so that they may participate actively as an informed citizen of a democracy.**

Disciplinary Literacy Standards	SS.DL.20.1 A student's work which meets expectations at each grade level should contain the following:
	● SS.DL.20.01.a **Thesis**: Develop a thesis in response to the essential question. Identify multiple claims as part of the thesis.
	● SS.DL.20.01.b.1 **Evidence:** Support the thesis using specific, relevant evidence from outside knowledge.
	● SS.DL.20.01.b.2 **Evidence:** Support the thesis using specific, relevant evidence from sources.
	● SS.DL.20.01.c **Evidence:** Apply historical reasoning skills such as
	    ○ Contextualization;
	    ○ Comparison/ Corroboration;
	    ○ Causation; and
	    ○ Change and continuity over time in the use of sources to support a thesis.
	● SS.DL.20.01.d.1 **Evidence:** Communicate and critique conclusions by addressing opposing arguments to the thesis.
	● SS.DL.20.01.d.2 **Evidence:** Communicate and critique conclusions by analyzing point of view/bias of a source.
	● SS.DL.20.01.e **Structure and Language Usage:** Utilize appropriate structure, language, citing, and grammar in support of the argument.

Compelling Question for Enduring Understanding		
How can scholars use historical resources to analyze and/or defend historical events?		
Supporting Question(s) #1	**Supporting Question(s) #2**	**Supporting Question(s) #3**
How will scholars develop a thesis statement?	How can scholars use historical resources to arrive at new knowledge and supplement their new knowledge based on their thesis statement?	How will scholars synthesize historical resources and their accumulated knowledge to support their thesis statement and to draw conclusions?
Formative Performance Task	**Formative Performance Task**	**Formative Performance Task**
Using SOAPSTone, scholars will analyze a minimum of one primary source document and one secondary source document on the same topic. After using SOAPSTone to analyze both documents, the Question Formulation Technique will be utilized as the teacher and scholars create one question based on the primary and secondary documents given to them. Then, students will collaboratively create one thesis statement that aligns with the question created.	Using evidence gleaned from the SOAPStone analysis of the primary source document and secondary source document, scholars will identify information via a graphic organizer to support the thesis using specific and relevant information from the primary source document and the secondary source document.	Using evidence gleaned from the SOAPStone analysis of the primary source document and secondary source document, scholars will utilize the information identified to apply historical reasoning skills as they support the thesis and refute a potential opposing argument. Scholars will use appropriate structure and language usage when supporting and/or refuting an argument.