

Secondary Social Studies Unit Plan – Reading

Speaker Occasion Audience Purpose Subject Tone

Question Formulation Technique

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.10.01 Evaluate a variety of sources by identifying and defining the type, origin and authority of a source, examining the historical context and assessing the corroborative value of a source. <ul style="list-style-type: none"> • SS.DL.10.01.a Identify the type of source and how this impacts the credibility of the source. • SS.DL.10.01.b Evaluate the impact of time and place and author on the content of a source and its credibility. • SS.DL.10.01.c Analyze a source to determine the author’s background, intended audience and purpose of the source and how these factors impact the source’s content and credibility. • SS.DL.10.01.d Examine the historical context of a source and how this context may impact source content and credibility. • SS.DL.10.01.e Assess the corroborative value of a source by comparing multiple sources for commonalities and differences. Using the evidence and prior knowledge assess the sources to justify the thesis. 	
Compelling Question for Enduring Understanding		
When critically analyzing a variety of texts, what factors should the reader take into account to assess the content credibility?		
Supporting Question(s) #1	Supporting Question(s) #2	Supporting Question(s) #3
Sourcing: What are the different types of sources and how does the type of source impact the source’s content? How does the time/date and location of a source impact the content and credibility of a source? How can an author’s background, intended audience and purpose impact the content and credibility of a source?	Contextualization: How do events occurring in the same historical time period impact the content and credibility of a source?	Corroboration: How can multiple sources be used to assess historical and contemporary events?
Formative Performance Task	Formative Performance Task	Formative Performance Task
<ul style="list-style-type: none"> • Using SOAPSTone, scholars will differentiate between primary and secondary sources. • Types of sources: diary, memoir, government/legal document, news article, editorial/OpEd, photo, political cartoon, speech, broadsheet/poster • Time - credibility of a source written at the time of the event vs. a source written later • Place - credibility of a source written in the same geographic location as an event vs. a source written in a different location • Impact of an author’s profession, age, gender, education, religious/philosophical beliefs on the content and credibility of a source. • Using the Question Formulation Technique and with teacher-guidance, scholars will create a minimum of two questions based on the primary and/or secondary documents given to them. 	<ul style="list-style-type: none"> • Using SOAPSTone, scholars will place the source accurately in history identifying events that occur during this time that could impact the information contained in the source. 	<ul style="list-style-type: none"> • Using SOAPSTone, scholars will identify similarities across sources and explain why/how the documents are similar. • Using SOAPSTone, scholars will identify differences and account for why the documents differ.