## Secondary Social Studies Unit Plan – Reading

**Speaker**  
**Occasion**  
**Audience**  
**Purpose**  
**Subject**  
**Tone**

### Question Formulation Technique

<table>
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<th>Unit Overview</th>
<th>Scholarly 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.</th>
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| **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.  
- 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?

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<th>Supporting Question(s) #1</th>
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<th>Supporting Question(s) #3</th>
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| **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

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| - 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. | - 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. | - 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. |