

# Secondary Social Studies Unit Plan – Writing

**Speaker Occasion Audience Purpose Subject Tone**

**Question Formulation Technique**

**Chicken Foot Thesis Writing Strategy**

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| <p><b>Unit Overview</b></p>  | <p><b>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.</b></p>  |  |
| <p><b>Disciplinary Literacy Standards</b></p>  | <p>SS.DL.20.1 A student’s work which meets expectations at each grade level should contain the following:</p> <ul style="list-style-type: none"> <li>● SS.DL.20.01.a <b>Thesis:</b> Develop a thesis in response to the essential question. Identify multiple claims as part of the thesis.</li> <li>● SS.DL.20.01.b.1 <b>Evidence:</b> Support the thesis using specific, relevant evidence from outside knowledge.</li> <li>● SS.DL.20.01.b.2 <b>Evidence:</b> Support the thesis using specific, relevant evidence from sources.</li> <li>● SS.DL.20.01.c <b>Evidence:</b> Apply historical reasoning skills such as             <ul style="list-style-type: none"> <li>○ Contextualization;</li> <li>○ Comparison/ Corroboration;</li> <li>○ Causation; and</li> <li>○ Change and continuity over time in the use of sources to support a thesis.</li> </ul> </li> <li>● SS.DL.20.01.d.1 <b>Evidence:</b> Communicate and critique conclusions by addressing opposing arguments to the thesis.</li> <li>● SS.DL.20.01.d.2 <b>Evidence:</b> Communicate and critique conclusions by analyzing point of view/bias of a source.</li> <li>● SS.DL.20.01.e <b>Structure and Language Usage:</b> Utilize appropriate structure, language, citing, and grammar in support of the argument.</li> </ul> |  |
| <p align="center"><b>Compelling Question for Enduring Understanding</b></p>  |  |  |
| <p align="center">How can scholars use historical resources to analyze and/or defend historical events?</p>  |  |  |
| <p align="center"><b>Supporting Question(s) #1</b></p>   | <p align="center"><b>Supporting Question(s) #2</b></p>   | <p align="center"><b>Supporting Question(s) #3</b></p>   |
| <p>How will scholars develop a thesis statement?</p>   | <p>How can scholars use historical resources to arrive at new knowledge and supplement their new knowledge based on their thesis statement?</p>  | <p>How will scholars synthesize historical resources and their accumulated knowledge to support their thesis statement and to draw conclusions?</p>  |
| <p align="center"><b>Formative Performance Task</b></p>  | <p align="center"><b>Formative Performance Task</b></p>  | <p align="center"><b>Formative Performance Task</b></p>  |
| <p>Using <b>SOAPSTone</b>, scholars will analyze a minimum of one primary source document and one secondary source document on the same topic.</p> <p>After using <b>SOAPSTone</b> to analyze both documents, the <b>Question Formulation Technique</b> will be utilized as the teacher and scholars create one question based on the primary and secondary documents given to them.</p> <p>Then, students will collaboratively create one thesis statement that aligns with the question created.</p> | <p>Using evidence gleaned from the <b>SOAPStone</b> 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.</p>  | <p>Using evidence gleaned from the <b>SOAPStone</b> 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.</p> <p>Scholars will use appropriate structure and language usage when supporting and/or refuting an argument.</p> |

