Unit 1 Overview & Important Notes for Teachers

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Unit 1 Overview

This is Unit 1 in the Modern Global History Curriculum. It covers 1750-present.

This unit is not meant to be a comprehensive overview of the world in 1750 – That would take many more lessons (and possibly its own course) to cover adequately. Instead, this unit is designed to present students with a basic overview of a few major civilizations in the year 1750.

More importantly, this unit is designed to introduce students to major skills and concepts they will encounter during the course:

- **Historical concept of power** – What does it mean, who has it, and how do historians learn about the power structures of societies
- **Source annotation skills** – Specifically, how to annotate a source for a research question
- **Source analysis skills** – Text and image analysis
- **Basic geography concepts** – What are geographic features and how do they impact people/places/things
- **Classroom Routines** (see section below)
- **Basic historical writing skills** - Thesis statements with supporting evidence

File Format

All files are in Microsoft format (Word and PowerPoint). However, these can be uploaded into Google Classroom with minimal formatting required.

Please reach out to me at anna@annadunworth.com if you need help uploading anything into Google Classroom. I am certified in Google Apps for Educators (Level II certification) and always happy to help.

Any instructional materials that require printing and will not upload easily into Google Docs are included in the product folders as PDF documents.

Abbreviations Present in File Names

The following abbreviations appear throughout the files for easy reference.

LP	Lesson Plan
CW	Classwork
SP	Slides Presentation
ET	Exit Ticket
IM	Instructional Materials
U_L_	Unit __ Lesson __

Secondary Sources in Lesson Materials

Secondary sources are protected by copyrights. I work hard to ensure that I never include anything in a lesson for sale that violates the copyright of another educator, author, or historian.

Many primary sources in our field are part of the public domain and appear freely throughout these lesson materials. However, most secondary sources are copyrighted and cannot be used within these lessons for use.

The secondary sources throughout these lesson materials are either written by me or come from sources that allow you to re-use their text. An example of this is Wikipedia – You can check out their licensing rules here.

If you prefer, you can always swap out the excerpts in the lesson materials for others you prefer that are copyrighted. You can also use a textbook (if you have one) or other source you already like on the same topic.

I take care to keep the annotation activities and any source questions general enough to apply to any excerpt on the same topic, while still helping them meet the lesson Aim.

Classroom Routines in Lessons

The following routines appear throughout this unit. If you plan to teach the unit in its entirety, consider implementing them in your classroom before you start.

Do Now Routine

There is a five-minute timer on the Do Now slide. You can start this timer whenever you like, but the general idea is that by the end of the timer, students should be in their seats, ready to go, with the Do Now completed.

Mini-Lesson Note-Taking

Students receive a copy of the notes on the slides presentation **on their classwork handout**. Instead of spending the mini-lesson copying everything word for word from the slide, they have an empty box where they are expected to add 1-2 notes based on the mini-lesson.

Best Practice: Spend time practicing this with your students. Help them learn to recognize lecture cues that indicate important additional information (speaking slowly, repeating information, explicitly mentioning something is important, etc.)

Annotation Activities for Source Analysis

Independent source analysis comes with an annotation question instead of basic comprehension questions.

I prefer this in my classroom because it adds rigor and better suits the discipline of social studies. It is also better preparation for students' futures when they will likely read documents with a question in mind, rather than simply for comprehension.

The instructions for the annotation activity look like this:

Directions:

1. Read your annotation question
2. Highlight or underline anything you find in the source that could help you answer the annotation question.
3. Keep track of any ideas that could help you answer the question in the column to the right.

Annotation Question:

Stop & Jot/Turn & Talk/Share Out Questions

Throughout the lessons, students will be asked to answer questions in a Stop & Jot/Turn & Talk/Share Out format. The corresponding slide will have a one minute and two minute timer on it.

General procedure:

1. Students write their own ideas/response for one minute
2. Students share their response with a peer for two minutes
3. Class share out of responses

This is an adaptation of the classic "Turn & Talk" that allows each student to prepare their response and be heard by another before the activity ends.

Small Group Instruction

The lesson plans throughout this unit identify the need for small group instruction during independent work periods. The intention here is to offer a small group during each work period to pre-identified students who require additional support to complete their work.

The small group can be run by the general education teacher or an ICT teacher if you are in an ICT setting.

Best Practices for Teachers New to Small Group Instruction:

- ✓ Do not call students out by name in front of the class if you want them to join the small group. Tell them privately, in advance, that you will be pulling a small group today and invite them to join you.

- ✓ Open up the small group to EVERYONE, not just your pre-identified students. Speak privately with students who join that you would not expect afterwards.

   Say something like: *I noticed you joined the small group today. Why did you feel this was necessary?* After hearing their explanation, direct them back to an independent setting (if you want) by saying: *I completely understand and I'm glad you had the support you needed today. However, I would like you to return to an independent setting tomorrow if you feel better.*

- ✓ Allow student choice in the matter. If a student refuses to join the small group, say something like: *I understand that you want to work independently today. Why don't you do that and we can check in tomorrow to see how it goes.* Then, review their classwork and decide together if they would be more successful in the small group setting.

- ✓ Keep small group instruction in mind when you assign seats. If you have an ICT teacher, decide together how you will sit students to be able to pull a small group with as least disruption as possible. Consider keeping the small group location close to the Smart Board so you can project what you are working on in front of them.

"Level Up" Questions

"Level Up" questions appear throughout the lesson materials. These questions add an additional challenge for students who wish to take it.

You can decide how you want to use these in your own classroom (extra credit, optional, etc.).

I generally do not make them extra credit, but simply offer them to provide student choice in the assignment and additional rigor for my higher level students.

Exit Ticket Style

The exit ticket is almost always the same style with a new question. It asks students to write a thesis statement and provide supporting evidence in response to a question prompt.

I believe in this routine because it prepares students for writing in our discipline and builds a consistent writing routine in our classroom. This is an essential skill for their future in social studies and for standardized exams.

Over time, you can build on these skills by asking students to write longer essays, etc. throughout your course or as summative assessments.

The instructions look like this:

Prompt	
Requirements	☐ Thesis statement that clearly answers the question in the prompt ☐ One piece of evidence from today's classwork ☐ Explanation of HOW this piece of evidence supports your thesis statement
Level Up	☐ Thesis statement that clearly answers the question in the prompt ☐ Two pieces of evidence from today's classwork ☐ Explanation of HOW both pieces of evidence support your thesis statement ☐ One connection between the two sources

Digital Classroom?

I taught a digital classroom long before remote learning and would do so again in a heartbeat. As a result, all of these materials are digital-friendly.

For example, spaces where students write answers are empty boxes, **not lines**. Students working digitally can type in these just as well as students with hard copies can write on them. You can easily add "Type here" indicators as well if your students need them.

If you need assistance converting any of my materials to a digital classroom format, please contact me at anna@annadunworth.com. I am always happy to help.

A Final Note

Thank you for everything you do!! From one educator to another, thank you also for supporting me in my work and for letting me help you put your best foot forward in the classroom.

Please consider checking out my [services for teachers](#) and subscribing to my [blog for educators](#).