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UNIT THREE OVERVIEW

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Unit Three Overview

The Impact of Economics in Ancient and Modern China

There are two types of resources included in this unit that support instruction in *Historical Thinking*, *Source Analysis*, and *Writing* skills. Advanced Lesson Adaptations are designed to be taught in conjunction with lessons in Unit 6:3. Advanced Lessons replace lessons in Unit 6:3. Primary sources and images are used throughout the advanced guide to teach historical thinking and document analysis skills.

The thinking, reading, and writing skills that are taught and reinforced in Unit Three build important habits that will be used throughout the course. They also provide the foundation for the skills that will be taught in Advanced Grades Seven and Eight.

The chart below is taken from the Social Studies Skills Framework for Grade Six (Advanced 6, Unit 1 Appendix). It shows which skills are suggested for instruction and reinforcement in Unit Three. Formulating historical questions from encounters with documents, source analysis for point of view, and generating research questions are the skills primarily focused on in this guide.

Advanced Skills: Unit Three		
Historical Thinking	Source Analysis	Writing Focus
<p>Questioning</p> <ul style="list-style-type: none">clarifying understanding and expanding learning	<p>Historical Questioning</p> <ul style="list-style-type: none">formulating historical questions from encounters with documents <p>Point of View</p> <ul style="list-style-type: none">analyzing a document for the opinions, beliefs, and values of its author	<p>Writing Focus</p> <ul style="list-style-type: none">generating research questions to investigate and write about

Why Teach Analysis for Point of View?

Our world today is extremely diverse. People of diverse backgrounds bring with them their own opinions, beliefs, and values. The same holds true for history. Views of the past are shaped by individuals and their beliefs. In Advanced Unit 6:2, students learned that the best conclusions are drawn by examining multiple pieces of evidence. In this unit, they learn that source analysis is more complex. That it is important to consider not only what an author is saying, but the influence of the background and experiences of the author. Like all historical thinking skills, analysis for point of view transfers to students' academic and personal lives. Students who consider the origin of the source of their information are able to make

better informed judgments and complex syntheses as they wade through the vast amount of information available in this age of rapid communication.

When Do I Teach the New Lessons?

You will have to decide how to best use the resources, adapted lessons, and replacement lessons provided in this guide. Depending on your students and class grouping, the lessons may work best as an extension to the 6.3 lessons you already teach or as a replacement lesson for something in the on-level curriculum guide.

When changing lessons for advanced instruction, be sure to incorporate any information that may be missed by adapting the lesson or adding the new lesson. The chart below is a suggestion for how you may incorporate the Advanced 6.3 resources into the on-level Grade Six curriculum.

	New Lesson	When to Use
Preassessment	<ul style="list-style-type: none"> New preassessment task: <i>Advanced Preassessment Addendum</i> 	<ul style="list-style-type: none"> With the 6:3 preassessment
Lesson Sequence One	<ul style="list-style-type: none"> Finding Point of View: <i>Optional Advanced Lesson Adaptation</i> Modern China: Point of View <i>Advanced Lesson</i> 	<ul style="list-style-type: none"> As part of 6:3.1.6 “Uneven Change” After 6:3.1.6 “Uneven Change”
Lesson Sequence Two	<ul style="list-style-type: none"> The Influence of Ideas: <i>Advanced Lesson</i> 	<ul style="list-style-type: none"> Instead of 6:3.2.4 “The Influence of Ideas: Legalism, Confucianism, and Daoism”
Lesson Sequence Three	<ul style="list-style-type: none"> Historical Questioning: <i>Advanced Lesson Adaptation</i> 	<ul style="list-style-type: none"> As part of 6:3.3.1 “Introducing the Student Research Project”
End of Unit Assessment	<ul style="list-style-type: none"> New assessment tasks: <i>Advanced End of Unit Assessment Addendum</i> 	<ul style="list-style-type: none"> With the 6:3 End of Unit Assessment

Use the chart on pages 4-7 to assist you as you plan ongoing advanced instruction throughout the entire unit.