

## Graphic Organizer



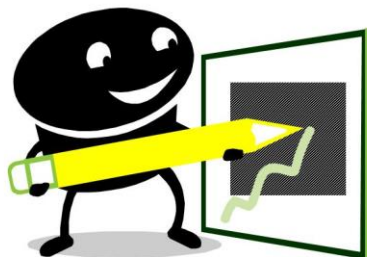
### Select and Analyze Evidence



### Organize the Information



### Construct an Account



## Big Idea Card

### Big Ideas of the Lesson 5, Unit 1

- Historians investigate the past by (1) framing problems to study, (2) selecting and analyzing available evidence, (3) organizing their information, and (4) creating the account.
- In answering the historical problem, historians analyze the available evidence by paying attention to who created the evidence and then use other sources to check it against.
- Historical problems or questions help historians select, analyze, and organize information.
- Historical accounts represent the historians' best answers to the historical problems given the evidence they have.

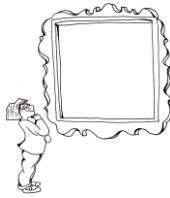
## Word Cards

### Word Cards from previous lessons needed for this lesson:

- Historical event -- Word Card #11 from Lesson 3
- Historical account -- Word Card #12 from Lesson 3
- Corroborate -- Word Card #16 from Lesson 4
- Evidence -- Word Card #17 from Lesson 4

### 24 framing a historical problem

process used to narrow the focus of historical study from a broad topic to a more specific research question or problem in order to create an historical account



**Example:** The first step in creating an historical account is to frame an historical problem, which gives you a specific question to study, such as “Why didn’t Detroit develop a subway system during the 20th Century?”

(SS070105)

### 25 sourcing

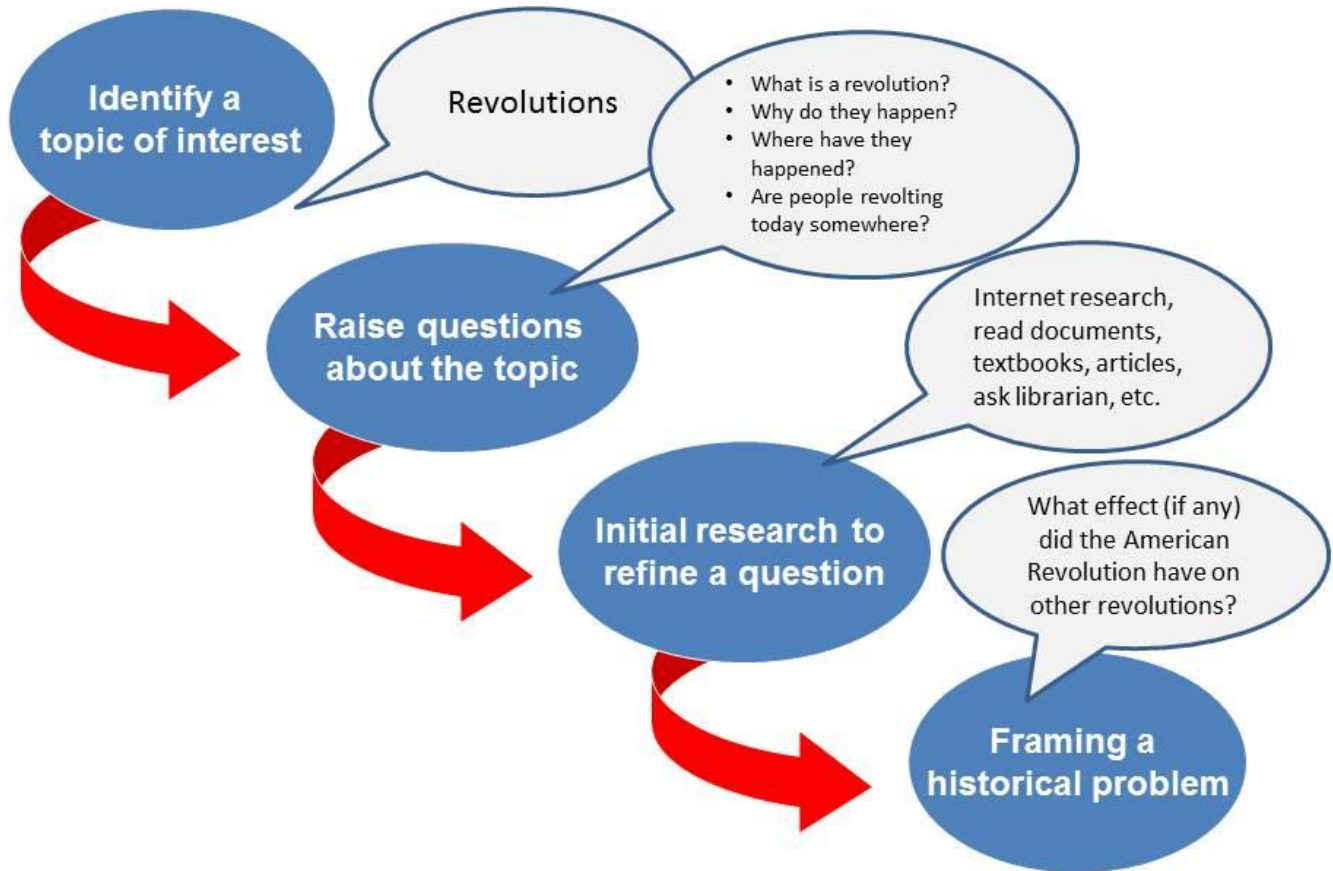
asking questions about a particular source, including: Who created it? When? Why? From what perspective or point of view? What did they know?



**Example:** Sourcing is one more way in which historians try to establish the accuracy and reliability of a source.

(SS070105)

## Process for Framing A Historical Problem



## The First Day of School

Sam woke up at 6:30. The cafeteria was serving pizza. The newspaper headline read, "Heat Wave Expected Through December." Sally's mom made her eggs that morning. Billy was excited to see his friends he missed all summer. An earthquake in Europe woke people up early. School was dismissed at 3:15. Mrs. Jones got up earlier than usual because she wanted to rearrange the desks in her room before her students came. Ms. Haggerty woke up at 3:30 a.m. to make sure the busses ran on time for the first day. The bell rang at 7:30 am. The teachers met in the auditorium before school. The school principal called his wife when he got to school. The President was preparing for a welcome back to school speech for school children. A thunderstorm and mudslide in California made it difficult to get around that day. The Detroit Tigers had a double header against the Boston Red Sox. The school started at 9:15. Sally went to art class at 8:30. Mr. Jones welcomed students to 4<sup>th</sup> grade with a song.