HistoryMakers Teaching Connections

Black History Month

Women’s History Month

Reading
Listening
Critical Thinking
Writing

Developed by the DePaul Center for Urban Education and Assessment
History UNIT PLANNER

**Content Standards:**
- 16 A: analyze historical development of communities
- 18A: Analyze how traditions affect cultures
- 16D: understand social history

**Focusing Question or Theme:**

Construct the focusing question or theme based on the standards—it should be so clear and big that at the end of five weeks when students complete a project that responds to it they demonstrate that they have met the standards.

Chicago Reading Initiative Correlation: Students will expand Vocabulary (1A), apply reading strategies (1B), and develop content area reading/writing competencies (5A, B, C)
- 5A locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.
- 5B analyze and evaluate information acquired from various sources.
- 5C apply acquired information, concepts and ideas to communicate in a variety of formats.

<table>
<thead>
<tr>
<th>Week</th>
<th>This week’s Topic</th>
<th>This week’s vocabulary</th>
<th>This week’s Resources</th>
<th>This Week’s Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assessment:** Students will use information about the topic to explain ideas in...
- charts
- diagrams
- illustrations
- maps
- presentation
- essay
- report
- poem
- glossary
- booklet
- display
History Unit Planner: Black History Month

**Content Standards:** __X_ 16D: understand social history

**Focusing Question or Theme: How have HistoryMakers made a determined difference?**

Construct the focusing question or theme based on the standards—it should be so clear and big that at the end of five weeks when students complete a project that responds to it they demonstrate that they have met the standards.

Chicago Reading Initiative: Students will expand Vocabulary (1A), apply reading strategies (1B), and develop content area reading/writing competencies (5A, B, C)

<table>
<thead>
<tr>
<th>Week</th>
<th>This week’s Topic</th>
<th>This week’s vocabulary</th>
<th>This week’s Resources</th>
<th>This Week’s Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A person who has helped our community</td>
<td>cause change community effect leader</td>
<td>Chicago newspaper articles HistoryMakers web page HistoryMakers cd Interviews with local persons</td>
<td>How someone has helped our community: write/illustrate that history.</td>
</tr>
<tr>
<td>2</td>
<td>A person who has helped Chicago.</td>
<td>city leader leadership obstacles urban</td>
<td>Chicago newspaper articles. Biography of Chicago leader HistoryMakers cd Interviews with local persons</td>
<td>Write a speech that person might make.</td>
</tr>
<tr>
<td>3</td>
<td>A person who has helped the United States.</td>
<td>country improve nation progress</td>
<td>US history book Biography HistoryMakers web page</td>
<td>Write a poem about the way that person helped the country.</td>
</tr>
<tr>
<td>4</td>
<td>How Chicago’s history has been affected by HistoryMakers</td>
<td>century future important value</td>
<td>HistoryMakers web page and cd Interviews we have done</td>
<td>A booklet about HistoryMakers</td>
</tr>
</tbody>
</table>

**Assessment:** Students will use information about the topic to explain ideas in…

| charts | diagrams | illustrations | maps | presentation | essay | report | poem | glossary | booklet | display |

More Resources:  [http://teacher.depaul.edu](http://teacher.depaul.edu)  Polk Bros. Foundation Teacher Leadership Network  DePaul Center for Urban Education and Assessment  ©2004
**History Unit Planner: Women’s History Month**

**Content Standards:** __X_16D: understand social history

**Focusing Question or Theme: How have HistoryMakers made a determined difference?**

Construct the focusing question or theme based on the standards—it should be so clear and big that at the end of five weeks when students complete a project that responds to it they demonstrate that they have met the standards.

Chicago Reading Initiative: Students will expand Vocabulary (1A), apply reading strategies (1B), and develop content area reading/writing competencies (5A, B, C)

<table>
<thead>
<tr>
<th>Week</th>
<th>This week’s Topic</th>
<th>This week’s vocabulary</th>
<th>This week’s Resources</th>
<th>This Week’s Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A woman who has helped our community</td>
<td>cause change community effect leader</td>
<td>Chicago newspaper articles HistoryMakers web page HistoryMakers cd Interviews with local persons</td>
<td>How someone has helped our community: write/illustrate that history.</td>
</tr>
<tr>
<td>2</td>
<td>A woman who has helped Chicago.</td>
<td>city leader leadership obstacles urban</td>
<td>Chicago newspaper articles. Biography of Chicago leader HistoryMakers cd Interviews with local persons</td>
<td>Write a speech that person might make.</td>
</tr>
<tr>
<td>3</td>
<td>A woman who has helped the United States.</td>
<td>country improve nation progress</td>
<td>US history book Biography HistoryMakers web page</td>
<td>Write a poem about the way that person helped the country.</td>
</tr>
<tr>
<td>4</td>
<td>How Chicago’s history has been affected by women History-Makers</td>
<td>century future important value</td>
<td>HistoryMakers web page and cd Interviews we have done</td>
<td>A booklet about HistoryMakers</td>
</tr>
</tbody>
</table>

**Assessment:** Students will use information about the topic to explain ideas in…

- __charts__
- __diagrams__
- __illustrations__
- __maps__
- __presentation__
- __essay__
- __report__
- __poem__
- __glossary__
- __booklet__
- __display__

---

More Resources: [http://teacher.dePaul.edu](http://teacher.dePaul.edu)  Polk Bros. Foundation Teacher Leadership Network  DePaul Center for Urban Education and Assessment  ©2004
<table>
<thead>
<tr>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

| Listen (4A) |
| Read (1A,B,C) |
| Organize 1B/5A |
| Write 3B |

**HistoryMakers GROW Plan**
GET IT
Literal questions ask you to find or remember an answer in the information provided.

- When?
- Where?
- Who?
- What?
- Define _________________.
- List the _________________.

GET IT CLEAR
Analytic questions ask you to look closely and think thoroughly—to organize the information so you see patterns and can explain the situation.

- Classify _______.
- Compare and contrast ___.
- Give an example of _____.
- Give the opposite of _____.
- Draw a picture to illustrate this page.
- In what sequence did ____ happen?
- Explain how ______ works.
- Make a: time-line, chart, diagram, map, graph or exhibit to explain ______.
- How do the parts relate to each other?

THINK MORE
Inferential questions ask you to make an educated guess—to think about and beyond the information given.

- Predict what will happen when _____.
- What is the main idea of ______.
- Figure out the meaning of this word from context.
- What might have caused this change?
- What is the best title for this ______.
- What is the missing part?
- What was the author's point of view?
- If ____ changed, what would happen?
- Which person might have said this?

THINK IT THROUGH
Evaluative questions ask you to make your position clear, to make a thoughtful judgment.

- What is the most important fact? Why?
- What makes this a good book?
- Is this fact or opinion?
- What is your evidence?
- Which is the best answer? Why?
- Give and justify your opinion on _____.
- Which part is most important?
- Why do you make this choice?
What’s Happening? *This activity is applicable to any history or story.*

4A. I can listen to identify important information;
1B. I can identify important information in a text.

*Draw a picture of this situation.*

Write about this situation.
- Write as if you were there.
History Mapper

1B: I can map a story or history.

Draw three persons who are in it.

Map the place.

Sequence the Events.

Write what those persons might have said about one of those events.
George Washington Carver lived from 1864 to 1943. He spent much of his life helping farmers to use their land in better ways. His ideas have helped farmers in many countries around the world.

Carver was in charge of farm research at Tuskegee institute, a college in Alabama. He taught students how to farm. He also worked with southern farmers on their land. In the southern part of the United States, most farmers had grown cotton for so many years that the soil had worn out. Carver showed them how to improve the land.

Carver said the farmers should plant peanuts. Peanuts would enrich the soil. Farmers asked who would buy so many peanuts if they planted them. Carver answered by finding more than 300 new ways to use peanuts. Farmers could feed the vines to farm animals. They could use the hulls for fertilizer. Carver even found a way to make paper from the peanut shells.

When Carver died, he left his money to help people to keep working on farm research. Today, people from many countries come to the George Washington Carver Foundation at Tuskegee Institute. There they learn better ways of farming. Why is this important to the world today?
George Washington Carver lived from 1864 to 1943. He spent much of his life helping farmers to use their land in better ways. His ideas have helped farmers in many countries around the world.

Carver was in charge of farm research at Tuskegee institute, a college in Alabama. He taught students how to farm. He also worked with southern farmers on their land. In the southern part of the United States, most farmers had grown cotton for so many years that the soil had worn out. Carver showed them how to improve the land.

Carver said the farmers should plant peanuts. Peanuts would enrich the soil. Farmers asked who would buy so many peanuts if they planted them. Carver answered by finding more than 300 new ways to use peanuts. Farmers could feed the vines to farm animals. They could use the hulls for fertilizer. Carver even found a way to make paper from the peanut shells.

When Carver died, he left his money to help people to keep working on farm research. Today, people from many countries come to the George Washington Carver Foundation at Tuskegee Institute. There they learn better ways of farming. Why is this important to the world today?

What is the main idea of the whole page?
I can locate important information.

As you collect information about a topic, list your information.

Topic: __________________________________

Important Information
List the “top ten” facts you find about it.

1. ______________________________________
2. ______________________________________
3. ______________________________________
4. ______________________________________
5. ______________________________________
6. ______________________________________
7. ______________________________________
8. ______________________________________
9. ______________________________________
10. _____________________________________

Which is the most important fact you found?

Why do you think it is most important?
Write What's Important

Topic: _____________________________________________

What I Knew

- ______________________________________________________________________
- ______________________________________________________________________
- ______________________________________________________________________
- ______________________________________________________________________

What I Learned

- ______________________________________________________________________
- ______________________________________________________________________
- ______________________________________________________________________
- ______________________________________________________________________
- ______________________________________________________________________

What I Think

Take what you knew and what you learned and explain this topic in your own words.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Meet the standard:
Check your work—is it ✓ complete? ✓ correct? ✓ clear?

Exceed the Standard:
Write what you learned by doing this project.
Compare and Contrast History
I can compare information from a variety of sources. 2(A)

HistoryMaker: __________________________

Title: ____________________________________________

Think It Through
What are important differences?

How are they alike?

Are they more similar or different?

Explain your answers.

What difference did the HistoryMaker make—how has that difference continued to affect us today?

Meat the standard:
Check your work—is it
✓ complete?
✓ correct?
✓ clear?
Exceed the Standard:
Write what you learned by doing this project.
Expository Communicator

Use this guide to organize writing or speaking about any topic.

What’s the topic? _________________________________________________

What’s the focus—my idea? Write it in the circle.

What information is important to explain to make that idea clear? **Note it on the lines.**

Number the lines—in the box at the end—in the order you will say or write this information.

How will I start?

_______________________________________________________________

How will I conclude?

_______________________________________________________________
Get It Together

Who is my reader?

What is the Main Point I will make?

Supporting Information to include to make that point clear:

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

Get It Across: Organize Your Report
Number the information you will include.
Number it in the order you will include it in your report.
What’s first, second, third…. 
GET IT CLEAR

Analytic questions ask you to Get It Clear—to look closely and think thoroughly—to organize the information so you see patterns and can explain the situation.

- Which is a kind of _______?
- How is ___ like ___?
- Which is an example of _____?
- Which is the opposite of ____?
- According to the text, which of these events caused _______ to happen?
- How did the _______ start?
- In what sequence did ____ happen?
- How is ___ different from ___?
- Which explains why ____ happens?
- How does ____ depend on _____?
- Which of these are alike?
- What is the last thing that happened?
- How is ____ related to ________?

Analytic Questions

1. Question:

Possible Answers:

a. 

b. 

c. 

d. 

2. Question:

Possible Answers:

a. 

b. 

c. 

d.
THINK MORE

Inferential questions ask you to Think More—to make an educated guess—to think about and beyond the information given.

- Predict what will happen when ______.
- What is the main idea of ______?
- What is the meaning of this word from context?
- What do you think ______ means?
- What might have caused this change?
- Why might this person have done this?
- Which is the best title for this ______?
- What is the missing part?
- If _____ changed, what would happen?
- Which person might have said this?
- What do you think happened before this history started?
- What do you think happens next?
- How would the history have changed if ______________?

### Inferential Questions

<table>
<thead>
<tr>
<th>1. Question:</th>
<th>2. Question:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Possible Answers:

a.  
b.  
c.  
d.  

Possible Answers:

a.  
b.  
c.  
d.  

More Resources:  http://teacher.depaul.edu  
Polk Bros. Foundation Teacher Leadership Network  
DePaul Center for Urban Education and Assessment  
©2004  
17
What will you take from the workshop?

<table>
<thead>
<tr>
<th>Idea/Strategy</th>
<th>How I’ll Apply It</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>