Dayton Public Schools 9th Grade Social Studies Instructional Guide. Dayton Teaching American History. Introduction

Dayton Public Schools

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DAYTON PUBLIC SCHOOLS

9TH GRADE
SOCIAL STUDIES
INSTRUCTIONAL GUIDE

Also available at the
Dayton Public School (DPS) Web Site:
http://www.dps.k12.oh.us/academic/secsoc/americanhistory/teaching_01.htm
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Acknowledgements

9th Grade Instructional Guide

Major funding for this Instructional Guide comes courtesy of the Dayton–Teaching American History grant in conjunction with ThinkTV – Greater Dayton Public Television and the Dayton Public Schools. Teaching American History is funded by the United States Department of Education.

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DPS SS Instructional Guide
Acknowledgements
The printed versus online version of the guide

This instructional guide for Social Studies is highly dependent on utilization of the Internet. Although you have been provided with a printed copy we strongly recommend you also use the online version at:
http://www.dps.k12.oh.us/academic/secsoc/americanhistory/teaching_01.htm
Going on-line will allow you the ability to click and connect to the Web site lessons in the guide without typing them into your Web browser.

Frequently Asked Questions about use of the on-line guide:

- How do I search the Instructional Guides and Lesson Plans?
  
  Put your search term in the white box at the upper right hand corner of the screen and click GO.

- I typed in a sentence in the search box and too many results returned.
  
  Only type in key words for the most accurate searches.

- When I click on a Unit, it does not open.

- The files are in Adobe Acrobat format. Make sure you have that program on your computer.

  Contact the help desk 937-542-3184 if you experience problems with Adobe Acrobat.

- How do I print documents in Adobe Format?

  Click the print icon in the Adobe toolbar. Do not use the print function under Windows.

- Is the pagination in the Instructional Guides book the same as the online Guides?

  Yes.

- What if the Web site indicated is no longer available or I get an error message or encounter issues or difficulties?

  Call the help desk at Dayton Public Schools 937-542-3184.
How to Use This Guide

The lesson planning and instruction process

1. Read the lesson and reflect on its significance to you and your students.

2. Review the standards, benchmarks and indicators that are addressed in the lesson for the grade level you teach so the objectives are clearly in your mind.

3. Review examples of formal assessments used in the past so that your work with students reflects future expectations of performance. Note: the questions may take different forms, and performance on multiple-choice questions alone is usually not sufficient to pass.

4. Check Interdisciplinary Connections activities to see if other subjects can be included in a team approach.

5. Design a lesson that makes use of the best resources and will motivate your students to attain the benchmarks and indicators.

6. Check Differentiated Learning to consider adaptations to the lesson.

7. Prepare informal assessments. Many times, these are included in the Web-based lesson.

8. Record any reflections you might have about future use of the same lesson.
The guide sections

Here you will find the unit that is covered. The units are presented in chronological order.

Here you will find a list of lessons included in the unit and where to find each unit in the guide.

This space is supplied for you to record reactions to the lessons and ideas you might have for using the lessons.

Lesson title

Icons to identify the Web site as resource, an activity or full lesson, and if it requires a computer for student use.

Vocabulary listed here is used in the lesson.

The lesson is described briefly here and the URL is provided so that you may see click on it to see and print the lesson.

These are the standards, benchmarks, and indicators addressed in the lesson.
How to Use This Guide

Listed here are activities for students who need additional instruction or who are ready for enrichment activities, on who need additional instruction.

Additional Resources

Web Sites:
- White House History - [http://www.whitehousehistory.org](http://www.whitehousehistory.org)
- The American President - [http://www.americanpresident.org](http://www.americanpresident.org)
- The White House - [http://www.whitehouse.gov](http://www.whitehouse.gov)

Community Connections
- Students could possibly visit and read their writing aloud at a local civic organization

Informal Assessment
- Clearly-marked assessment.
Historians use a wide variety of sources to answer questions about the past. In their research, history scholars use both primary sources and secondary sources. Primary sources are actual records that have survived from the past, such as letters, photographs, and articles of clothing. Secondary sources are accounts of the past created by people writing about events some time after they happened.

WHAT ARE PRIMARY SOURCES?
Primary sources enable the researcher to get as close as possible to what actually happened during an historical event or time period. A primary source reflects the individual viewpoint of a participant or observer. Primary sources may include some of the types of materials listed below:

- Diaries, journals, speeches, interviews, letters, memos, manuscripts and other papers in which individuals describe events in which they were participants or observers.
- Memoirs and autobiographies. These may be less reliable than diaries or letters since they are usually written long after events occurred and may be distorted by bias, dimming memory or the revised perspective that may come with hindsight. On the other hand, they are sometimes the only source for certain information.
- Records of, or information collected by Government agencies. Many kinds of records (births, deaths, marriages; permits and licenses issued; census data; etc.) document conditions in society.
- Records of organizations. The minutes, reports, correspondence, etc. of an organization or agency serve as an ongoing record of the activity and thinking of that organization or agency.
- Published materials (books, magazine and journal articles, newspaper articles) written at the time about a particular event. While these are sometimes accounts by participants, in most cases they are written by journalists or other observers. The important thing is to distinguish between material written at the time of an event as a report, and material written much later, as historical analysis.
- Photographs, audio recordings and moving pictures or video recordings,
documenting what happened.

- **Materials that document the attitudes and popular thought of a historical time period.** If you are attempting to find evidence documenting the mentality or psychology of a time, or of a group (evidence of a world view, a set of attitudes, or the popular understanding of an event or condition), the most obvious source is public opinion polls taken at the time. Since these are generally very limited in availability and in what they reveal, however, it is also possible to make use of ideas and images conveyed in the mass media, and even in literature, film, popular fiction, textbooks, etc. Again, the point is to use these sources, written or produced at the time, as evidence of how people were thinking.

- **Research data** such as anthropological field notes, the results of scientific experiments, and other scholarly activity of the time.

- **Artifacts of all kinds:** physical objects, buildings, furniture, tools, appliances and household items, clothing, toys.

**WHAT ARE SECONDARY SOURCES?**

A secondary source is a work that interprets or analyzes an historical event or phenomenon. It is generally at least one step removed from the event. A recent article that evaluates and analyzes the relationship between the feminist movement and the labor movement in turn-of-the-century England is an example of a secondary source; if you were to look at the bibliography of this article you would see that the author’s research was based on both primary sources such as labor union documents, speeches and personal letters as well as other secondary sources. Textbooks and encyclopedias are also examples of secondary sources.

**WHY ARE THEY IMPORTANT?**

Dayton Public Schools adopted the Ohio Academic Content Standards for Social Studies as its Social Studies curriculum. This content is covered by the Ohio Graduation Test (OGT) which encompasses world studies from 1750 to the present, and United States studies from 1877 to the present. Many test items will present primary source data and information such as text, tables, charts, graphs, maps and illustrations. Students should be able to apply this data and information when answering questions posed in the test items. Students need to integrate their content knowledge with their analysis of primary and secondary sources and reach conclusions based on this information for test answers.

**Sources**


