

**HISTORICAL BIOGRAPHIES**  
**SOCIAL SCIENCE AND ENGLISH/LANGUAGE ARTS**

Grades: 4/ 5

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**Acceleration Approach**

Standard has been accelerated by moving grade level 5 up to the standard used for grade level 8.

1	2	3	4	5	6	7	8	9	CIM	CRLS/ CAM yes
				—————▶						

**Organizing Overarching Concept (e.g. systems, patterns of change, models, scales)**

Patterns of Change

**Organizing Higher Order Skills (e.g. Bloom’s, Paul’s Model of Reasoning)**

Bloom’s Taxonomy

**Differentiation Features—Students:**

- Clustered by higher order thinking
- Use multiple resources
- Develop a product
- Make reasoning explicit
- Present oral and written communication to a real world audience

**COMMON CURRICULUM GOAL**

**Social Science—US History**

Relate significant events and eras in United States and world history to past and present issues and developments.

Understand and interpret events, issues, and developments within and across eras of US history.

**Social Science—Historical Skills**

Interpret and reconstruct chronological relationships.

**Social Science— Analysis**

Design and implement strategies to analyze issues, explain perspectives, and resolve issues using the social sciences.

Define and clarify issues so that it s dimensions are well understood.

Acquire and organize materials from primary and secondary sources.

Identify and analyze an issue.

**English/Language Arts—Reading**

Read a wide variety of literature of varying complexity that enhances other subjects.

**English/Language Arts—Writing**

Use a variety of modes in appropriate context. Use a variety of written forms to express ideas appropriate to audience and purpose.

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#### Archetypal Model

After doing biographical studies, create a timeline of significant contributions by people who were studied. Persuade an audience which person on the timeline made the greatest impact in American history.

#### TASK DEMAND

#### Sample Task Activity

#### CHALLENGE TASK:

##### Part I:

The task is to do a biographical study of an individual who influenced America from pre-history through the period of the American Revolution. The students select a person about whom they are interested. They need to use three or more advanced level sources to gather information, including the reading of at least one biography. Students keep notes from the readings either on note cards, in a journal, or using another system that works.

Contribution to Class Timeline – Students prepare a card that will be displayed on the Class Timeline with the selected person’s name, major contribution(s), and the date that is most significant in his or her lifetime. They will include a graphic on the card that will help the class learn about this person. (This assignment will be completed by all students working at their assessed level in the class.)

Persuasive Writing – Persuade the U.S. Postal Service that your person should have a stamp issued in his or her honor. Convince them by including specific facts about the person’s life and his or her contributions. Consider how the country would be different if the selected person’s contribution had not been made. See Graphic Organizer *Hamburger Model*.

Students share their timeline information and read their persuasive writings to each other.

##### Part II:

The teacher /group leader helps the students identify the different career fields or areas of contribution represented by the individuals they studied. Students form groups with others who studied people in their field. The group’s challenge is to analyze and present to the class the advancements that were made

#### CONTENT STANDARDS

##### Social Science– Historical Skills

Understand, represent, and interpret chronological relationships in history.

##### Social Science– Analysis

Identify, research, and clarify an event, issue, problem or phenomenon of significance to society.

Gather use, and evaluate researched information to support analysis and conclusions.

Identify and analyze characteristics, causes, and consequences of a event, issue, problem or phenomenon.

#### BENCHMARKS

##### English/Language Arts—Reading

8<sup>th</sup> Grade—Students read and respond to historically or culturally significant works of literature that enhance their studies of social science and other subjects.

##### English/Language Arts—Writing-Persuasive Composition

8<sup>th</sup> Grade – Include a well-defined thesis (i.e., one that makes clear and knowledgeable judgment).

8<sup>th</sup> Grade – Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinions.

8<sup>th</sup> Grade – Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.

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in the field by the people studied. The group's presentation should address the following:

- Present in chronological order.
- Create links between each biography so there is a flow in presentation.
- Identify and support how the advances in the field supported or inhibited changes over time.
- Include some kind of visual display (poster board, models, costumes, etc.) to increase understanding of the individuals and contributions they made to your field.

After listening to the presentations of all of the groups, students give evidence to support how progress made in their field changed other fields.

The teacher/group leader asks students to discuss: Why do you think development in one field progressed at a different rate than another field?

#### Part III:

In summary, please write a reflective paper keeping in mind *Questions to Guide Intellectual Thinking*:

Either:

Choose the person you think made the greatest impact in early American history. Explain your conclusion and include specific information about the person to support your ideas. Require personal characteristics analysis.

Or :

Choose the two people you think made the greatest contributions to early American history and compare and contrast their contributions. Require personal characteristics analysis.

#### **Questions**

1. What individual influenced America from pre-history through the period of the American Revolution?
2. How did the progress made in the field of the person you studied, change other fields?
3. What were the personal qualities and behaviors that led to success?
4. What personal barriers had to be overcome e.g., rejection of ideas, alienation?
5. What obstacles or opinions created barriers e.g., economic, political, religious?
6. What else was going on at this time? Who were other notable individuals with whom this person collaborated?

8<sup>th</sup> Grade – Create a composition that has a coherent thesis, and end with a clear and well-supported conclusion.

8<sup>th</sup> Grade – Establish coherence within and among paragraphs through effective transitions and parallel structures.

8<sup>th</sup> grade – use an effective organizational pattern that lends coherence to the composition (e.g., comparison and contrast; organization by spatial order of importance or climactic order).

#### **Social Science– US History**

5<sup>th</sup> Grade—Understand how individuals, issues, and events changed or significantly influenced the course of U.S. history from pre-history through the period of the American Revolution.

#### **Social Science– Historical Skills**

8<sup>th</sup> Grade—Represent and interpret data and chronological relationships from history, using timelines and narratives.

#### **Social Science– Analysis**

8<sup>th</sup> Grade—Clarify key aspects of an event, issue, or problem through inquiry and research.

8<sup>th</sup> Grade—Gather, interpret, use, and document information from multiple sources, distinguishing facts from opinions and recognizing points of view.

8<sup>th</sup> Grade—Examine the various characteristics, causes, and effects of an event, issue, or problem.

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#### Implementation Time

9 weeks

#### Scoring Guide

Use Writing Scoring Guide. See Standards and Assessments Section VII.

#### Books

Betts, G. & Neihart, M. (1986). *Night of the notables*. Greeley, CO: ALPS -Autonomous Learner Model Publications.

Grun, B. & Boostin, D. J. (1991). *The timetables of history: A horizontal linkage of people and events*. NY: Simon & Schuster.

#### Internet

*Autobiographies*. The Center for Gifted Education at The College of William & Mary. Kendall/Hunt Publishing [www.kendallhunt.com](http://www.kendallhunt.com)

Colonial Hall <http://www.colonialhall.com/index.asp>

Kid Info American Revolution [http://www.kidinfo.com/American\\_History/American\\_Revolution.html](http://www.kidinfo.com/American_History/American_Revolution.html)

National Council for History Education [www.history.org/nche/](http://www.history.org/nche/)

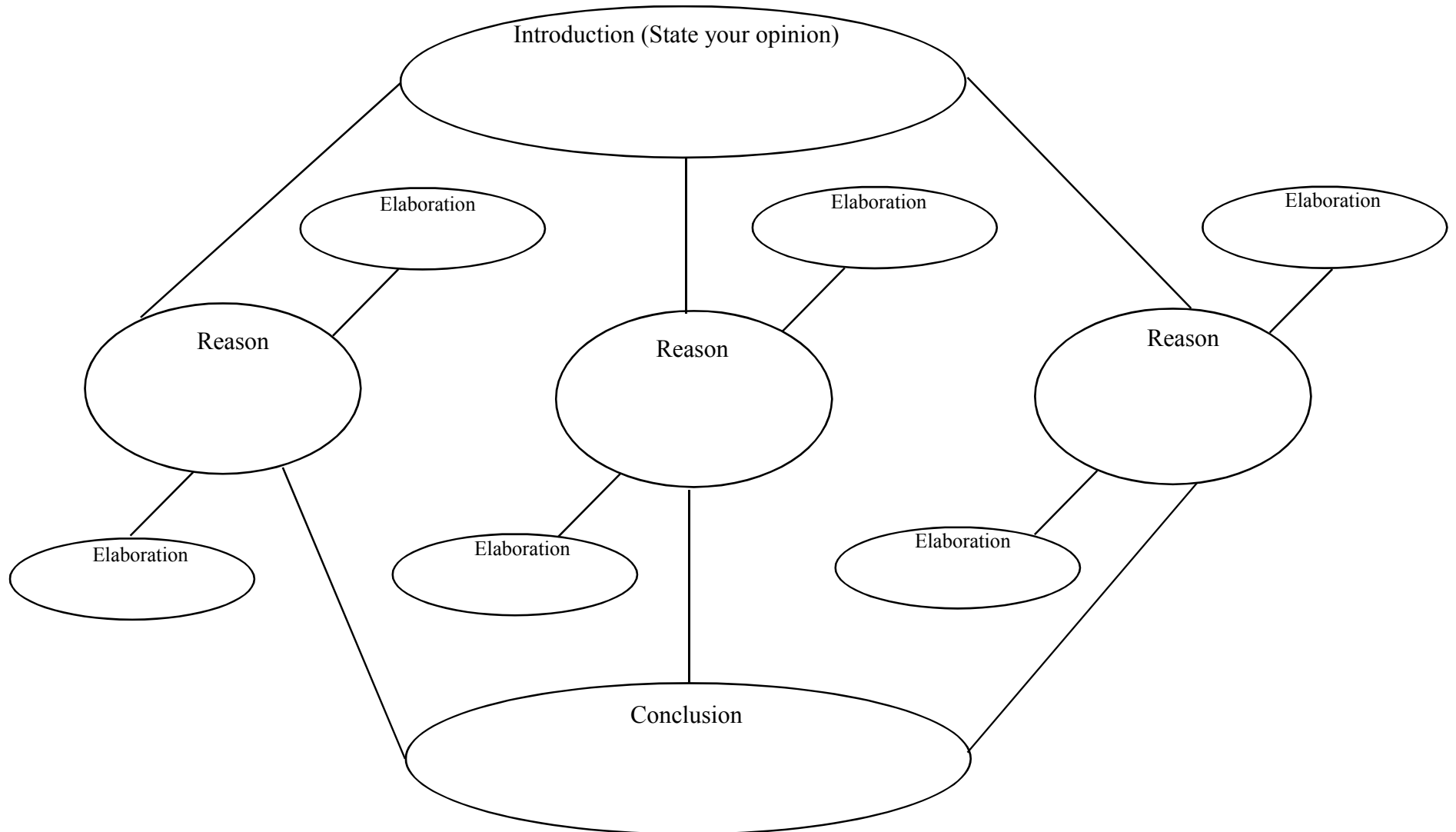
*Product Guides*. The Curriculum Project, 3300 Bee Cave Road, Suite 650-141; Austin, Texas; 512. 263.3089; [www.curriculumproject.com](http://www.curriculumproject.com)

US Biographies <http://odur.let.rug.nl/~usa/B/>

The editor used the internet for many resources listed in this document. The listed books and internet sites should be reviewed and evaluated by the teacher before using.

GRAPHIC ORGANIZER  
**HAMBURGER MODEL**

Name \_\_\_\_\_ Date \_\_\_\_\_



## GRAPHIC ORGANIZER

## QUESTIONS TO GUIDE INTELLECTUAL THINKING PAGE 6

RICHARD PAUL AND LINDA ELDER'S LIST OF  
UNIVERSAL INTELLECTUAL STANDARDS STUDENTS SHOULD LEARN<http://www.gilbert.k12.az.us/index.html>**Clarity**

Could you elaborate further?

Could you illustrate what you mean?

Could you give me an example?

**Accuracy**

How could we check on that?

How could we find out if that is true?

How could we verify or test that?

**Precision**

Could you be more specific?

Could you give me more details?

Could you be more exact?

**Relevance**

How does that relate to the problem?

How does that bear on the question?

How does that help us with the issue?

**Depth**

What factors make this a difficult problem?

What are some of the complexities of this question?

What are some of the difficulties we need to deal with?

**Breadth**

Do we need to look at this from another perspective?

Do we need to consider another point of view?

Do we need to look at this in other ways?

**Logic**

Does all this make sense together?

Does your first paragraph fit in with your last?

Does what you say follow from the evidence?

**Significance**

Is this the most important problem to consider?

Is this the central idea to focus on?

Which of these facts are the most important?

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**TAG NEEDS ADDRESSED**

INTELLECTUALLY GIFTED	ACADEMICALLY TALENTED ENG/LA	ADVANCED SOCIAL SCIENCE KNOWLEDGE/SKILLS	CAREER RELATED LEARNING STANDARDS FOR CAM - Certificate of Advanced Mastery	TEACHER CHECKS THE BENCHMARK LEVEL STUDENT IS PURSUING
<input checked="" type="checkbox"/> Advanced Critical Reasoning <input type="checkbox"/> Scholarly Interaction <input checked="" type="checkbox"/> Continuous Progress for Level and Rate* <input type="checkbox"/> Challenging Resources <input type="checkbox"/> Effecting Change <input type="checkbox"/> Decision Making; Ethical Use of Influence <input checked="" type="checkbox"/> Leadership Training/Career <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Regular Interaction with Intellectual Peers <input checked="" type="checkbox"/> Social-Emotional Issues; Support; Coping Strategies <input type="checkbox"/> Advanced Academic Planning <input type="checkbox"/> Opportunity for Competition/ Failures/Successes <input type="checkbox"/> Creative Problem Solving with Real Problems/Audiences <input checked="" type="checkbox"/> Pursuit of Advanced Level Research <input type="checkbox"/> Advanced Vocabulary Development	<input checked="" type="checkbox"/> Advanced Critical Thinking in LA <input checked="" type="checkbox"/> Continuous Progress/Level and Rate* in LA <input type="checkbox"/> Challenging LA Resources <input type="checkbox"/> Creative Problem Solving Strategies in LA <input type="checkbox"/> Advanced Vocabulary Development <input checked="" type="checkbox"/> Leadership Training/Career <input checked="" type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Regular Interaction with Talented LA Peer <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Opportunity for Competition/Failures/Successes <input type="checkbox"/> Advanced Academic Planning in LA	<input checked="" type="checkbox"/> Advanced Critical Thinking in Social Science <input checked="" type="checkbox"/> Continuous Progress/Level and Rate* in Social Science <input checked="" type="checkbox"/> Challenging Social Science Resources <input type="checkbox"/> Creative Problem Solving Strategies in Social Science <input type="checkbox"/> Social Science Advanced Vocabulary Development <input checked="" type="checkbox"/> Leadership Training/Career <input checked="" type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Regular Interaction with Talented Social Science Peer <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Opportunity for Competition/Failures/Successes <input type="checkbox"/> Advanced Academic Planning in Social Studies	<input checked="" type="checkbox"/> Personal Management <input checked="" type="checkbox"/> Problem Solving <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Teamwork <input type="checkbox"/> Employment Foundations <input checked="" type="checkbox"/> Career Development	<p><b>English/LA:</b></p> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> CIM <input type="checkbox"/> CAM
<p><b>Student</b> _____ <b>Grade</b> _____</p> <p><b>Teacher</b> _____ <b>School</b> _____</p> <p><b>Date Initiated</b> _____ <b>Date Completed</b> _____</p> <p><b>Check TAG Identification category:</b>   <input type="checkbox"/> Intellectual   <input type="checkbox"/> Academic Math   <input type="checkbox"/> Academic LA</p>				

\* Rate requires monitoring to ensure that the student was allowed to move ahead upon acquiring concepts.