**Historical Investigation Style Guide**

**General Formatting**

Margins set at 0.5”

11 point Calibri Font

Use the following as a style guide when developing a Historical Investigation:

**Historical Investigation** (text aligned center)

**Title** (text aligned center)

**Grade and Unit** (text aligned left)

**Topic** (text aligned left)

**Maryland Content Standard(s):** (text aligned left)

Example:

**US History 5.4.1.d** Analyze the impact of Cold War events in Cuba, including the Bay of Pigs Invasion (1961) and Cuban Missile Crisis (1962) and the expansion of the Cold War into the Western Hemisphere

**C3 Frameworks:** (text aligned left)

Example:

**HISTORY**

**D2.His.11.9-12.** Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose

**Common Core State Standards for Literacy in History/Social Studies:** (text aligned left)

**Reading**

Example:

**RH.9-10.1** Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

**Writing**

Example:

**WHST.9-10.1** Write arguments focused on discipline-specific content.

The Historical Investigation continues with the following format:

1. **Engage the Students**

Students build background for the historical investigation and a basic understanding of the question(s) through structured discussion, text analysis, and/or close reading. This preliminary perception will be tested, developed, or reinforced through examining succeeding documents in this investigation

* Provide historic context by reading or sharing a secondary source.
* Explain to the students that they will be using several documents to address a compelling question.
* Use a map, broadside, poem, political cartoon, or journal entry to hook the students’ attention.
* Target the inquiry with a compelling question.

**Compelling Question**: Compelling questions address problems and issues found in and across the academic disciplines that make up social studies. They require students to apply disciplinary concepts and to construct arguments and interpretations. Compelling questions often emerge from the interests of students and their curiosity about how things work, but they are also grounded in curriculum and content with which students might have little experience.

Example: **Was the American Revolution revolutionary?** *(C3 p. 97)*

1. **Conduct the Investigation**

* *Teachers and/or students collect relevant and sometimes conflicting primary sources that provide intrigue.*
* *Students do an initial read and analysis individually and prepare notes and evidence for discussions in small groups.*
* *See the* **Historical Investigation Resource Sheet**
* *The following questions can be used:*

1. **Sourcing**

* What is the text?
* Who created it and when?

1. **Close Reading and Asking Supporting Questions**

* What does the text say explicitly?
* What claim does the author/creator make?
* What evidence does the author/creator make?
* What is the author’s/creator’s perspective?
* What is its purpose?
* Does this text seem credible? Why or why not?

1. **Contextualizing**

* What else was going on at the historic time this source was created?
* What else was going on during this time (historic setting)?
* How did the historic setting influence the creation of the text?

1. **Corroborating**

* Where do the multiple texts agree and disagree?
* Which texts are more reliable?
* Which are the best texts for answering the compelling question?

*Students should individually generate interpretations of the documents based on the compelling question. Teacher and or students may construct supporting questions.*

1. **Discussion**

* Students will work together in small groups and share their interpretations of the compelling question citing documents as evidence. Supportive questions may be addressed at this time.
* Multiple interpretations can emerge and may or may not be accepted by all.

1. **Report Findings**

* Formulate an argument/opinion that answers the compelling question citing evidence from the sources:

**When you write an opinion piece/argument, remember:**

* Reasoning used in building an argument should be logical and clear.
* Arguments should have a beginning, middle, and end; beginning with author’s claim.
* Cite evidence from multiple sources.
* Some arguments can include an opposing or alternative opinion (elementary students will need support to identify this element).

**Historical Investigation Resource Sheet**

**Text Sources**

**Source Page** (text aligned left)

**Historical Investigation Resource Sheet**

**DIRECTIONS: As you analyze the primary source documents in your packet, complete the organizer below.**

**COMPELLING QUESTION:** How did the relationship between the leaders of the U.S., Soviet Union and Cuba in the early 1960s relate to the placement of missiles in Cuba by the USSR and why these missiles in Cuba were a matter of concern to the U.S?

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| **Sourcing**   * **What is the text?** * **Who created it and when?** | **Close Reading and Asking Supporting Questions**   * **What does the text say explicitly?** * **What claim does the author/creator make?** * **What evidence does the author/creator make?** * **What is the author’s/creator’s perspective?** * **What is its purpose?** * **Does this text seem credible? Why or why not?** | **Contextualizing**   * **What else was going on at the historic time this source was created?** * **What else was going on during this time (historic setting)?** * **How did the historic setting influence the creation of the text?** | **Corroborating**   * **Where do the multiple texts agree and disagree?** * **Which texts are more reliable?** * **Which are the best texts for answering the compelling question?** |
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