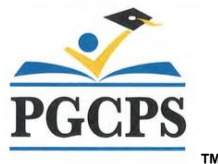


STUDENT BOOKLET

Social Studies Student Enrichment Booklet



8th GRADE



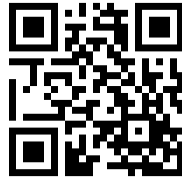
Prince George's County Public Schools
Office of Academic Programs
Department of Curriculum and Instruction

NOTES FOR STUDENTS AND PARENTS

Use and implementation of the activities contained in the Winter Student Enrichment Packet are optional and voluntary. The activities were selected to allow students to experience some fun with social studies over the Winter Break while simultaneously supporting practice with skills they will need to demonstrate on assessments near the end of the school year.

DIRECTIONS

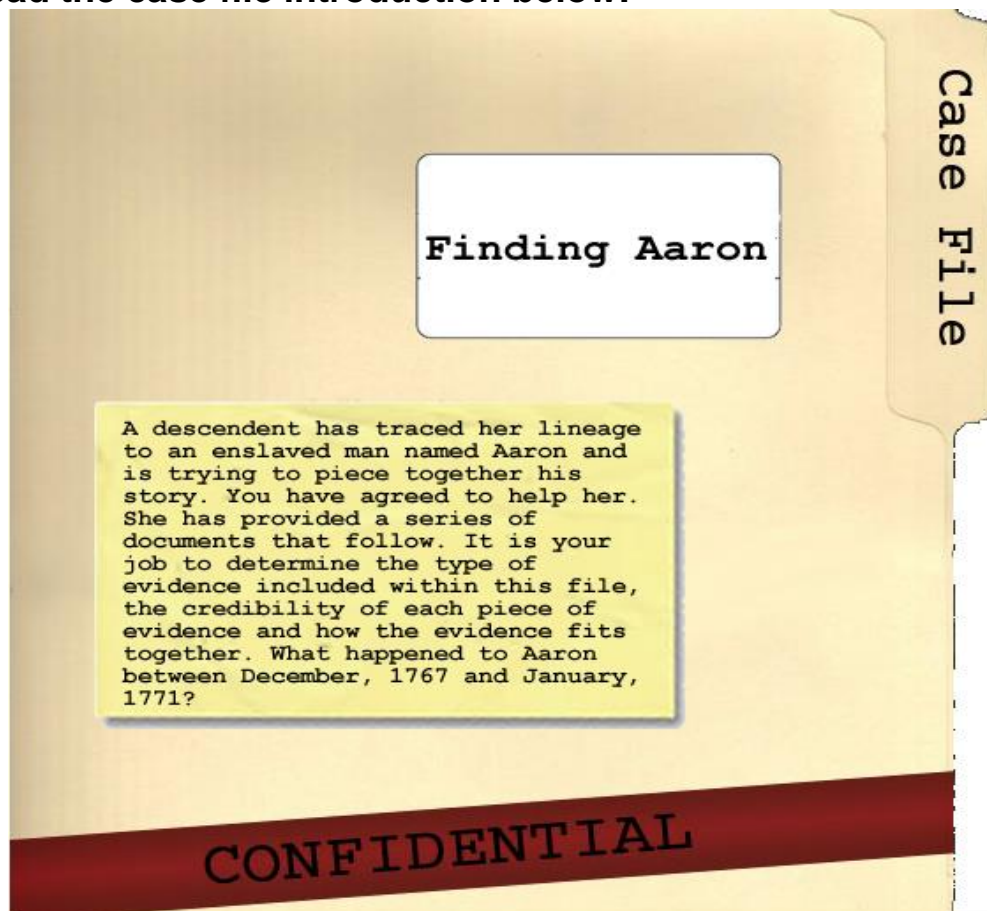
What's that bar code?



A QR code is a unique bar code that lets you instantly visit a web page from your smartphone or tablet.

- Make sure your smartphone or tablet can scan a QR code with its camera, either with an application that you download or via software that's already installed on your phone.
- Search for FREE QR Reader Apps for your smartphone or tablet in your app store.
- When you see a QR code, use your smartphone or tablet's application to scan it and access the website.

TASK: Read the case file introduction below:



1. Guiding Inquiry

What happened to Aaron between December 1767 and January 1771?



Log onto Historical Scene Investigations using the web address http://www.hsionline.org/cases/aaron/aaron_student.html or scan the QR Code below:



2. Begin the Investigation

Search for clues by examining various documents and completing the attached Detective's Log and I READ Organizer.

3. Cracking the Case

Based on your analysis of the eight documents and citing evidence to support your answer, please write a plausible explanation of what happened to Aaron between December 1767 and January 1771. Indicate whether you were satisfied with the evidence and list any additional questions that have been left unanswered through the investigation. **Attached Resource:** How to Write Your Essay



Detective's Log

1. What type of documents are these?

	When was it written?	Who wrote it?	Who was it written to?
Document A			
Document B			
Document C			
Document D			
Document E			
Document F			

2. Why do you think the documents were written?

3. Put together a description of Aaron based on the six documents citing the evidence.

I READ

Identify the author's argument in response to the historical question.

- Which side is the author on?
- How would the author respond to the historical question?

Read each paragraph and ask about the author's main idea.

- What is the author describing in this ¶?
- What is the main idea of this ¶?
- Does this main idea relate to or answer the historical question? How?

Examine the author's reliability.

- Who wrote this document and what judgments can we make about him/her?
- Why did s/he write this? *Clue= Type of document, audience, & occasion for writing*

Assess the influence of context.

- How might place have influenced the writing of this document? *Clue= Compare place document written to location of events*
- What else was going on at this time in history? *Clue= Identify historical events & when docs were written.*

Determine the quality of the author's facts and examples.

- What facts or examples does the author give to support his/her argument?
- How do facts or examples support the author's argument?
- Where do the facts or examples come from?

Identify the author's argument in response to the historical question.

- Put a big box at the top and write the author's main argument.

Author believes the colonists fired first.

Read each ¶ and ask about the author's main idea.

- Underline sentences that tell you the author's main idea.
OR
- Write the main idea in 3-4 words next to each ¶.
Soldiers marched all night

Examine the ★ author's reliability.

- ★Star★ information about the author, his/her purpose, type of document, audience, and occasion for writing.

AND

Judge: Write 1 reason to doubt the author or 1 reason to trust the author.

Assess the influence of context.

- Put →arrows← next to information about the context—dates, of docs, location, & historical events.
- Make timeline.

AND

Judge: Given what else was going on at this time/place, write why the author's argument does/ doesn't make sense.

Determine the quality of the author's facts & examples.

- Put boxes around facts and examples the author uses to support his/her argument.

AND

Judge: Write why the author's facts and examples are/are not convincing.



How to Write Your Essay

Introduction. (1) Recap the event or issue (include who, what, when, and where). (2) Write one sentence that explains the controversy (3) Tell why people disagreed about the dilemma or events. (4) Write an answer to the historical question, taking care to include the name and/or author perspective.



Supporting paragraph. (1) Introduce your strongest reason that supports your argument. (2) Select a quote or other evidence that will convince a skeptic of your argument AND state who/where this evidence comes from. (3) Explain how your quote or evidence supports your argument. (4) Explain your judgment of (a) the author's reliability, (b) the influence of context, and/or (c) the quality of the author's facts and examples.



Supporting paragraph. (1) Choose another reason to support your argument. Repeat the above (2)→(4). Select a quote or other evidence- convince someone of your argument!



Rebuttal paragraph. (1) Choose the strongest reason, quote, or other evidence that goes against your argument, but explains the other perspective. (2) Select a quote that someone who has the opposite perspective might agree with. (3) Rebut, or reject the opposing evidence by explaining your judgment of (a) the author's reliability, (b) the influence of context, and/or (c) the quality of the author's facts and examples.



Conclusion. (1) Write your answer to the historical question by comparing the two documents and explaining why someone should choose your perspective over the other perspective. Connect your ideas to what was happening in the historical context.

