

A Sample Unit Flow

1. Have students read a passage from a **secondary source**
2. Inventory concepts in the passage with which students are already familiar
3. **Timeline** the main events
4. Generate significant questions related to the topic
5. Analyze related **primary sources**
6. ID how the sources change or expand their understanding from the original reading passage
7. ID information from the various sources that can be geographically mapped and **map** it
8. **Synthesize** knowledge in brief essay or on a mind map
9. Inventory students' remaining questions