**World History**

**Investigating History Essential Questions and Learning Targets**



Attached are the specific goals known as “**learning targets”** and **essential questions** that we will be working towards during our unit on **Investigating History.** Throughout our study, it will be your responsibility to reflect on each learning target two times: once after the target has been introduced and covered in class, and again after the test. You will also record your test score for the specific learning target before you make your final reflection.

I ask that you are honest about your ability to complete these targets and since there is no penalty for low ratings there is no reason not to be. Reflecting on your progress with these learning targets will help you prepare for tests and push you to improve your learning.

The purpose of the essential questions is to help prepare you for the test. If you struggle competing the essential questions you will need to spend more time preparing for the test or asking for extra help.

Rating Description

**3** I am confident that I can explain this learning target and why it’s important without the assistance of my notes.

**2** I understand what this learning target is, but I have to use my notes for assistance.

**1** I do not understand this learning target or its importance at all even when I use my notes.

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| **Learning Target** | Check  Point  #1 | Test Score | Check  Point  #2 |
| **LT1. I can compare and contrast primary and secondary sources by citing one similarity and one difference.** |  |  |  |

**EQ1.** Compare & contrast primary and secondary sources by citing one similarity and one difference.

|  |  |  |
| --- | --- | --- |
| **Similarity** | **Difference** | |
|  | Primary | Secondary |
|  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Target** | Check  Point  #1 | Test  Score | Check  Point  #2 |
| **LT2. I can identify and explain 2 characteristics that define a credible source.** |  |  |  |

**EQ2.**  **Identify** and **explain** 2 characteristics that define a credible source.

|  |  |
| --- | --- |
| **Identify** | **Explain** |
|  |  |
|  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Target** | Check  Point  #1 | Test Score | Check  Point  #2 |
| **LT3. I can judge if a source can be both can be both credible and biased at the same time. Defend why or why not.** |  |  |  |

**EQ3.** **Judge** if a source can be both credible and biased at the same time. **Defend** why or why not.

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| **Learning Target** | Check  Point  #1 | Test Score | Check  Point  #2 |
| **LT4. I can develop a thesis and identify evidence to support or refute a position.** |  |  |  |

**EQ4.** **Develop** a thesis and **identify** evidence to support or refute a position.

|  |  |
| --- | --- |
| **Evidence** | **Thesis** |
| 1. |  |
| 2. |
| 3. |