QUESTIONING HISTORY:
GUIDED INQUIRY INTO
REVOLUTIONARY WAR DOCUMENTS

TEACHER PACKET
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GRADES 6-12

PROGRAM OVERVIEW:
In Questioning History students develop their own research question related to the Revolutionary War, creating projects based on information gathered from primary sources. This inquiry-based program allows students to explore and analyze images and transcripts of historical documents from the collections at Fort Ticonderoga. Students will conduct virtual discussion with skilled historians from Fort Ticonderoga in order to challenge and refine their understanding of their research topics.

PROGRAM GOALS:
Students will be able to:
• Formulate and evaluate research questions relating to the Revolutionary War.
• Analyze primary and secondary sources to answer their research questions.
• Critically think about research from multiple sources as they create and refine a final presentation.

PROGRAM OUTLINE:
Introduction:
Teachers prime students with background knowledge of the American Revolution. Students begin by reflecting on the essential question: How do we know what we do about history?

Step One - Research Question Development:
Students develop a core question and supporting questions related to the Revolutionary War. Topics could include: medicine, combat and tactics, supply, women and civilians, militia, etc.

Step Two - Beginning Document Analysis and Interview Question Development:
Students consider how primary sources can be useful despite the biases often present in firsthand accounts and write a brief reflection. Through an online database for participants of this program, Students analyze primary source documents related to their core research question. Images of documents as well as transcripts are available for student use. As students research and analyze documents they develop their unanswered questions or research hypothesizes into interview questions to be used in Step Three.
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Step Three - Interview with a Historian:
Teachers send lists of student interview questions at least two days in advance of the interview. In a virtual interview, Fort Ticonderoga historians answer students’ questions. Staff moderators provide technical assistance and help foster discussion about questions and answers.

Step Four - Continuing Document Analysis and Follow-up to Interview:
Students write down three unexpected or surprising findings from their interview. Students return to analyzing their documents, keeping in mind the new information they have gained from their interview. At this stage, students will begin planning their final projects.

Step Five - Final Project:
Students synthesize information from documents and interviews into a final project that addresses their core questions and answers supporting questions. Final project ideas can include RAFT assignments, research papers, poster exhibits, videos, etc. Students may present final projects to the class at teacher’s discretion.
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STUDENT STANDARDS:
Common Core Standards

Middle School
CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

CCSS.ELA-LITERACY.WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

High School
CCSS.ELA-LITERACY.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

CCSS.ELA-LITERACY.WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
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STUDENT STANDARDS:
C3 Framework

Middle School
D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts.

D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras.

High School
D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

D2.His.2.9-12. Analyze change and continuity in historical eras.

D2.His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past.

ADDITIONAL RESOURCES CAN BE FOUND HERE:
https://www.fortticonderoga.org/learn-and-explore/educators/