Unit 1: Lesson 1: What are Maps?

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| **Term and Definition** | **Example** | **Picture/Symbol** |
| the description or portrayal of someone or something in a particular way |  |  |
| having length and width but no depth |  |  |
| any of the world’s continuous expanses of land |  |  |
| having length, width (measurement from side-to-side) and depth |  |  |
| a visual representation of an area |  |  |
| the wording on a map explaining the symbols |  |  |
| a report or description of an event or experience |  |  |

Unit 1: Lesson 2: What Can a Map Tell Us?

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| **Term and Definition** | **Example** | **Picture/Symbol** |
| a particular position or point or point in space |  |  |
| a particular attitude or way of regarding or seeing something |  |  |
| a geographer who makes maps |  |  |

Unit 1: Lesson 3: What Does History Mean?

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| **Term and Definition** | **Example** | **Picture/Symbol** |
| something that happened in the past |  |  |
| a representation of an event from the past |  |  |
| events or accounts of events from the past |  |  |
| an expert in or student of history |  |  |
| an explanation of the meaning of something |  |  |

Unit 1: Lesson 4: How Do Historians Create Accounts of Past Events?

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| **Term and Definition** | **Example** | **Picture/Symbol** |
| to confirm or give support to a statement, theory, or finding |  |  |
| facts or information that can be used to test whether a belief or proposition is true or valid |  |  |
| first-hand account of the event that was created at about the time the event occurred |  |  |
| an account of an event that was created later by people who did not experience first-hand the vent you are researching |  |  |
| something that is true about a subject and can be tested |  |  |
| what someone thinks about a subject |  |  |
| when the facts presented within a single source do not clash with each other |  |  |
| When factual details are presented similarly among multiple documents or sources |  |  |

Unit 1: Lesson 5: What Process Do Historians Use to Investigate the Past?

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| **Term and Definition** | **Example** | **Picture/Symbol** |
| process used to narrow the focus of historical study from a broad topic to a more specific research question or problem in order to create an historical account |  |  |
| asking questions about a particular source, including: Who created it? When? Why? From what perspective or point of view? What did they know? |  |  |

Unit 1: Lesson 6: Tools to Organize and Analyze the Past- Establishing Significance

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| **Term and Definition** | **Example** | **Picture/Symbol** |
| the quality of being worthy of attention |  |  |
| a period in which events occur in succession from the past through the present to the future. |  |  |
| where an event happened |  |  |
| structures created by people to help meet the needs of societies, such as food, clothing, shelter and safety, in order for the societies to continue to exist |  |  |
| important historical events that have long lasting effects on human life |  |  |

Unit 1: Lesson 7: Tools to Organize and Analyze the Past- Using Social Institutions

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| **Term and Definition** | **Example** | **Picture/Symbol** |
| the community of people living in a particular country or region and having shared customs, laws and organizations |  |  |
| the system or way people in a society create and use a share system of communication and self-expression |  |  |
| the system or way people in a society share knowledge and learning |  |  |
| the system or way people in a society provide and keep order |  |  |
| a shared set of beliefs and practices through which people in a society understand and relate to their world, including its supernatural aspects |  |  |
| the system or way people in a society produce and distribute goods and services |  |  |
| the system or way people in a society care for and raise children |  |  |

Unit 1: Lesson 8: Tools to Organize and Analyze the Past- Using Temporal Frames

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| **Term and Definition** | **Example** | **Picture/Symbol** |
| an expanse of time characterized by an individual, human activity, or culture; synonym of “age” |  |  |
| an expanse of time characterized by an individual, human activity, or culture; synonym of “era” |  |  |
| a system of organizing and dividing time, often based on the orbit of the moon around the earth or the earth around the sun. |  |  |
| a calendar system based on the earth’s rotation around the sun |  |  |
| a calendar system based on the moon’s rotation around the earth |  |  |
| the abbreviation for the period of time before Christ was born, now referred to as “before common era” |  |  |
| the abbreviation for the Latin phrase anno domini (meaning in the year of Christ) for the period of time after Christ was born, now referred to as “common era” |  |  |

Unit 1: Lesson 9: Tools to Organize and Analyze the Past- Using Spatial Scales

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| **Term and Definition** | **Example** | **Picture/Symbol** |
| an expanse or mass of continuous land |  |  |
| a large geographical region spanning Africa, Europe, and Asia |  |  |
| a large geographical region consisting of North and South America |  |  |
| a geographical region in the basin of the Pacific Ocean containing 25,000 islands including New Guinea and Australia |  |  |
| the land mass of both Europe and Asia |  |  |
| a way of showing contrasting features on a map |  |  |

Unit 1: Lesson 10: History as a Discipline

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| a field of study and its methods |  |  |
| communication intended to persuade |  |  |
| a description of events in a story form, usually in sequential or chronological order |  |  |

Unit 1: Lesson 11: History as a Discipline

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| **Term and Definition** | **Example** | **Picture/Symbol** |
| a person’s reason for doing something, especially on that is hidden or not obvious |  |  |