

| Term and Definition | Example | Picture/Symbol |
|---|---|----------------|
| <hr style="border: 1px solid black;"/> the description or portrayal of someone or something in a particular way | A map is a _____ of an actual location or place. | |
| <hr style="border: 1px solid black;"/> having length and width but no depth | Maps depict the earth in _____ way. | |
| <hr style="border: 1px solid black;"/> any of the world's continuous expanses of land | Africa, Antarctica, Asia, Australia, Europe, North America, and South America are seven _____ of the world. | |
| <hr style="border: 1px solid black;"/> having length, width (measurement from side-to-side) and depth | The earth is a _____ object. | |
| <hr style="border: 1px solid black;"/> a visual representation of an area | _____ are representation of places, but not the actual places themselves. | |
| <hr style="border: 1px solid black;"/> the wording on a map explaining the symbols | When reading a map, look for the _____ near the margin of the page. It is usually surrounded by an outline and explains every symbol on the map. | |
| <hr style="border: 1px solid black;"/> a report or description of an event or experience | A map is an "_____" of how the person created the map "sees" the place they are representing. This is influenced by the person's knowledge, purpose, and point of view. | |

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

| Term and Definition | Example | Picture/Symbol |
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| <p>_____</p> <p>a particular position or point or point in space</p> | <p>The maps we made in class were representations of a _____ - our school.</p> | |
| <p>_____</p> <p>a particular attitude or way of regarding or seeing something</p> | <p>A student's _____ about the classroom would be different from the custodian's and would impact the way in which each would draw a map of it.</p> | |
| <p>_____</p> <p>a geographer who makes maps</p> | <p>_____ use today's technology to help them make maps.</p> | |

Unit 1: Lesson 3: What Does History Mean?

| Term and Definition | Example | Picture/Symbol |
|--|---|----------------|
| <p>_____</p> <p>something that happened in the past</p> | <p>The American Revolution and the Constitutional Convention are both _____.</p> | |
| <p>_____</p> <p>a representation of an event from the past</p> | <p>The description of the American Revolution in our history is an _____.</p> | |
| <p>_____</p> <p>events or accounts of events from the past</p> | <p>When people study _____, they study about people and events of the past.</p> | |
| <p>_____</p> <p>an expert in or student of history</p> | <p>The job of an _____ is to interpret past events and interpret their cases.</p> | |

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| <hr/> an explanation of the meaning of something | Historical accounts offer an _____ of historical events. | |

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

| Term and Definition | Example | Picture/Symbol |
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| <hr/> to confirm or give support to a statement, theory, or finding | Historians _____ their sources by looking for internal and external consistencies. | |
| <hr/> facts or information that can be used to test whether a belief or proposition is true or valid | Historians must have _____ to support their accounts. | |
| <hr/> first-hand account of the event that was created at about the time the event occurred | Diaries, letters, reports, photographs, and birth certificates are a few types of _____. | |
| <hr/> an account of an event that was created later by people who did not experience first-hand the vent you are researching | Encyclopedia articles, book written by historians, and textbooks are three types of _____. | |
| <hr/> something that is true about a subject and can be tested | It is a _____ that Michigan requires kids to go to school until they are at least 16. | |
| <hr/> what someone thinks about a subject | The _____ article in the newspaper argued that Michigan should raise the minimum drop-out-age from 16 to 18. | |

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| _____ when the facts presented within a single source do not clash with each other | There was _____ in the document because it first stated that the car accident happened at 10 AM and then later stated that it happened between breakfast and lunch. | |
| _____ When factual details are presented similarly among multiple documents or sources | There was _____ among the documents because one witness report stated that the blue truck ran the red light while another witness report stated that the light had been red for a while when the blue truck entered the intersection. | |

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

| Term and Definition | Example | Picture/Symbol |
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| _____ 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 | The first step in creating an historical account is to frame an historical problem, which gives you a specific question to study, such as “Why didn’t Detroit develop a subway system during the 20 th Century?” | |
| _____ asking questions about a particular source, including: Who created it? When? Why? From what perspective or point of view? What did they know? | _____ is one more way in which historians try to establish the accuracy and reliability of a source. | |

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

| Term and Definition | Example | Picture/Symbol |
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| _____ the quality of being worthy of attention | Historians argue over the _____ or importance of different historical events. | |

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| <hr/> <p>a person's reason for doing something, especially on that is hidden or not obvious</p> | Sam's _____ in helping his mom with the yard work was so that she would be more willing to let him stay out past his curfew that night. | |
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