|  |  |  |  |
| --- | --- | --- | --- |
| Name: |  | Date: |  |

## Purpose

The World History Project (WHP) curriculum asks you to visit and revisit the Unit Problems throughout the course. The aim of this activity is to keep you and your teachers connected to the core themes of each unit. The first time you encounter the Unit Problems, you will be asked to evaluate each of the statements on the worksheet based on what you currently know. The second time you encounter the problems, you will be asked to more thoroughly respond to the questions and also revise and refine your initial understanding of the unit’s core concepts. The emphasis here is to focus on concepts rather than formal writing. Additionally, the Unit Problem Notebook (UP Notebook), helps you assess how your thinking is progressing, where you’re gaining mastery, and where you might need additional instruction.

While it might seem that you haven’t learned enough yet this year to answer these questions, that’s ok! This activity is meant to help you think about what you might already know about the ideas and concepts of the unit. You’ll answer these questions again at the end of the unit, and you’ll get to see how much you have learned! This activity will also give you a preview of what’s to come, as you are seeing the concepts and ideas you should pay attention to as you learn new content.

Keep this worksheet close by. You will work on these questions again to wrap up Unit 1.

## Process

Use the UP Notebook—Unit 1 Problem worksheet to respond to the prompts as best as you can. Be prepared to talk about these ideas with your class.

# Unit 1 Problem Notebook: BEFORE LEARNING

## Part 1

Follow the directions in each of the tables in the worksheets. Complete the first table early in the unit, and the second one toward the end of the unit. Read each of the statements below. Then, decide if you agree or disagree with them. You may include an adverb to show how much you agree or disagree (for example, strongly disagree, somewhat agree, etc.). You can also be undecided. Finally, explain your responses and provide examples, if possible.

| Statements | Agree/Disagree | Explain |
| --- | --- | --- |
| We don’t need to incorporate multiple perspectives when learning history. |  |  |
| A course in human history should not begin before humans existed  |  |  |
| Using frameworks and categories can help you organize, learn, and understand history. |  |  |
| It’s not important to understand how time and space work in a history class. |  |  |

# Unit 1 Problem Notebook: AFTER LEARNING

## Part 2

Read each of the questions below and answer them in the “Your Response” column. Make sure you use evidence from the unit and sound reasoning to back up your answer. Then, compare your previous responses (BEFORE LEARNING) with your current responses and explain how your understanding has changed or evolved.

| Questions | Your Response | How has your understanding changed? |
| --- | --- | --- |
| How does changing perspectives change our understanding of history? |  |  |
| Why begin a course in human history before humans existed?  |  |  |
| In what ways can using a “frame” help us develop a more meaningful understanding of history?  |  |  |
| How do scales such as time and space help you make sense of your world? |  |  |