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| HISTORICAL THINKING SKILL CATEGORIES |
| ANALYZING HISTORICAL SOURCES MAKING HISTORICAL CHRONOLOGICAL CREATING ANDAND EVIDENCE CONNECTIONS REASONING SUPPORTING A HISTORICAL ARGUMENT |
| PRIMARY  | SECONDARY |  |  |  |
| HISTORICAL THINKING SKILL DESCRIPTION |
| **ANALYZING EVIDENCE:**STUDENTS MUST BE ABLE TO EVALUATE EVIDENCE FROM DIVERSE SOURCES (I.E. WRITTEN DOCUMENTS, WORKS OF ART, ARTIFACTS, ORAL TRADITIONS) AND DRAW CONCLUSIONS ABOUT THEIR RELEVANCE. STUDENTS SHOULD TAKE INTO ACCOUNT --- SOURCE CONTENT---AUTHORSHIP---POINT OF VIEW---PURPOSE---FORMATSTUDENTS SHOULD ALSO ASSESS---USEFULNESS---RELIABILITY---LIMITATIONS | **INTERPRETATION**STUDENTS NEED TO BE ABLE TO DESCRIBE AND ANALYZE THE WAY HISTORIANS INTERPRET THE PAST, INCLUDING--- UNDERSTANDING THE CONTEXT OF THE INVESTIGATION---CIRCUMSTANCES PROMPTING THEIR POSITIONS---CONTEXT IN WHICH THEY ARE WRITING | **COMPARISON**STUDENTS MUST BE ABLE TO IDENTIFY, COMPARE, AND EVALUATE MULTIPLE PERSPECTIVES---WITHIN A SOCIETY---BETWEEN DIFFER- ENT SOCIETIES---IN DIFFERENT TIME PERIODS---IN DIFFERENT PLACES**CONTEXTUALIZATION**STUDENTS MUST BE ABLE TO CONNECT HISTORICAL EVENTS TO SPECIFIC CIRCUM-STANCES OF TIME AND PLACE AS WELL AS BROADER REGIONAL, NATIONAL, OR GLOBAL PROCESSES | **CAUSATION**STUDENTS SHOULD BE ABLE TO IDENTIFY AND ANALYZE THE RELATIONSHIPS AMONG CAUSES AND EFFECTS, BOTH LONG AND SHORT TERM. HISTORICAL THINKING ALSO DISTINGUISHES BETWEEN CAUSATION AND CORRELATION AS WELL AS THE MANNER IN WHICH COMPLEX FACTORS CAN COME TOGETHER IN UNPREDICTABLE WAYS WITH UNANTICPATED CONSEQUENCES.**PATTERNS OF CONTINUITY AND CHANGE OVER TIME**STUDENTS NEED TO BE ABLE TO RECOGNIZE AND EVALUATE THE DYNAMICS OF HISTORICAL CONTINUITY AND CHANGE OVER TIME AS WELL AS THE ABILITY TO RELATE THESE PATTERNS TO LARGER HISTORICAL THEMES. | **ARGUMENTATION**STUDENTS SHOULD BE ABLE TO SUPPORT AN ARGUMENT WITH RELEVANT HISTOEICAL EVIDENCE.---THE ARGUMENT SHOULD BE FRAMED IN THE FORM OF A THESIS.---A SPECIFIC HISTORICAL THINKING SKILL SHOULD BE APPLIED (COMPARISON, CAUSATION, C/COT, PERIODIZATION)---MULTIPLE PIECES OF EVIDENCE SHOULD BE USED IN CONCERT, NOTING CORROBORATIONS AND CONTRADICTIONS TO SUPPORT AN ARGUMENT. |
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| PROFICIENT STUDENTS SHOULD BE ABLE TO |
| **ANALYZING EVIDENCE: CONTENT AND SOURCING** | **INTERPRETATION** | **COMPARISON** | **CAUSATION** | **ARGUMENTATION** |
| A1--- EXPLAIN AUTHOR’S POINT OF VIEW, PURPOSE, AUDIENCE, OR CONTEXTA2--- EVALUATE USEFULNESS, RELIABILITY, OR LIMITATIONS OF PRIMARY SOURCE | B1--- USE RELEVANT EVIDENCE TO ANALYZE HISTORIAN’S ARGUMENT AND EVALUATE ARGUMENT’S EFFECTIVENESSB2--- ANALYZE DIVERSE HISTORICAL INTERPRETATIONS | C1---COMPARE DIVERSE PERSPECTIVES AND DRAW CONCLSIONSC2--- ANALYZE SIMILARITIES AND DIFFERENCES IN EVENTS AND PROCESSES **CONTEXTUALIZATION**C3---SITUATE EVENTS, DEVELOPMENTS, OR PROCESSES WITHIN BROADER GEOGRAPHICAL CONCEPTS IN ORDER TO DISCOVER SIGNIFICANCE | D1--- EXPLAIN LONG AND/OR SHORT TERM CAUSESD2--- EVALUATE SIGNIFICANCE OF DIFFERENT CAUSES, DISTINGUISHING BETWEEN CAUSES AND CORRELATION**PATTERNS OF CONTINUITY AND CHANGE OVER TIME** D3--- IDENTIFY SUCH PATTERNS AND EXPLAIN THEIR SIGNIFICANCED4--- EXPLAIN HOW THESE PATTERNS RELATE TO LARGER PROCESSES AND THEMES | E1---CREATE A THESIS THAT ------IS CLEAR AND COMPELLING---EVALUATES MULTIPLE FACTORS---RECOGNIZED DISPARATE OR CONTRADICTORY EVIDENCEE2--- DEVELOP A HISTORICAL ARGUMENT THATUTILIZES ONE OF THE HISTORICAL THINKING SKILLS (E.G. COMPARISON, CAUSATION, C/COT, PERIODIZATION)E3---POINT THE EVIDENCE TOWARD THE THESISE4---USE THE DIVERSE EVIDENCE TO INDICATE CONTRADICTION, CORROBORATION, QUALIFICATION AS A MEANS OF DEVELOPING THE ARGUMENT |