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| **Historical Thinking Skills** | **Questions** | ***Students should be able to…*** | **Prompts** | **Assignments That Demonstrate This Skill** |
| **Historical Causation** | How do events relate to each other?  How do long and short term events impact other events?  Do events always cause other events or do events happen by coincidence?  How do historians argue the causes/effects of events? | Compare causes and/or effects, including between direct and indirect effects  Analyze and evaluate the interaction of multiple causes and/or effects  Distinguish between coincidence and causation of events. | This causes . . .  As a result . . .  This results in . . .  This leads to . . .  This was because . . .  Because of…this happens  …was a coincidence/ cause/ effect because… | Flow Map, Multiflow Map  Sequence Chart |
| **Patterns of Continuity and Change over Time** | How has history changed over time?  How has history stayed the same?  Is history evolutionary or revolutionary? | Evaluate history stays the same and how it change over time  Connect events to time periods and themes throughout history | Overtime…  One thing that remained the same was…  This all changed when  Although it evolved into…, it still… |  |
| **Periodization** | How is history chunked into time periods?  Why do historians place events into specific time periods?  Why do historians have time periods blocked differently? | Explain why events can be put into blocks of time  Evaluate competing ideas of time periods in history | The turning point was…  …can be considered the beginning/end of… because…  The…period…can be considered one of… | Timelines |
| **Comparison** | How are events/people/place/etc. similar or different?  How does evidence show similarities and differences of perceived knowledge of the events in history? | Compare development/events across time, place, and different societies or within the same society.  Evaluate different views on historical events | Similarly…  …can be grouped with….because  In contrasts…  …would agree/disagree with… | Double Bubble Map  Venn Diagrams |
| **Contextualization** | How do historical events all connect?  How do the connections of events show the bigger picture of history?  How do events relate to the bigger picture of history? | Explain how historical events connect to other events happening at the same time  Explain how historical events connect to other events during different time periods or places | Meanwhile…  This fits into…  This makes sense because nationality/internationally at the time…  …was a time of…because across the nation/world… |  |
| **Historical Argumentation** | How do historians use evidence construct their arguments?  How does the use of a thesis lead readers through your argument?  How do historians use thinking skills to create their arguments? | Look at historical arguments and how evidence is used to build those arguments  Use evidence to create a convincing interpretation  Evaluate and put conflicting evidence together to create a persuasive historical argument | During/after/between…  Extremely/somewhat/a little/ mostly not/ definitely not…  Even though/despite/to a greater/lesser extent… | Philosophical Chairs |
| **Appropriate Use of Relevant Historical Evidence** | What are the features of historical evidence?  What inferences can be made from the evidence?  What conclusions can you draw about the events based on the evidence? | Break down the features of evidence using APPARTS  Use evidence to make inferences and draw conclusions about the topics/time period | The historical context of…  The author’s purpose was to…  The author’s audience was mostly…  This is clear by…, which shows… | HAPPY and CORNPEG |
| **Interpretation** | Why do historians have different perspectives of the same events/time periods in history?  What causes historians to have different perspectives?  How do secondary sources show different perspectives of history?  Why are secondary sources not as reliable as primary sources? | Analyze different historical perspectives  Evaluate how historians bias/perspectives influence their arguments  Evaluate how historians arguments can change over time | This article shows the perspective that…  This historian believed… | Socratic Seminar |
| **Synthesis** | How does history relate to other fields of study?  How can looking at historical works and evidence give you a better understanding of history?  How does history in the past relate to current events today? | Compare primary sources and secondary works to create a better understanding of the past  Apply understanding of the past to other historical situations, including current events, and other content classes. | This continues/evolves into…  This relates to…because…  According to…it could be argued…  This theme persists/isn’t new, it was/is seen in… |  |