

HISTORICAL THINKING QUESTIONS ⁱ	HISTORICAL THINKING SKILLS ⁱⁱ	COMMON CORE READING STANDARDS (Grades 11-12) ⁱⁱⁱ
<p>Cause and Effect</p> <ul style="list-style-type: none"> • What were the multiple causes and effects of past events? • Which effects were intended, which effects were accidental? • Were the effects immediate or gradual? <p>Change and Continuity</p> <ul style="list-style-type: none"> • What changed? • What remained the same? • Who benefited from this change? • Who did not benefit? And why? <p>Turning Points</p> <ul style="list-style-type: none"> • How did past decisions or actions significantly transform people’s lives? <p>Through their Eyes</p> <ul style="list-style-type: none"> • How did people in the past view their world? • How did their worldview affect their choices and actions? <p>Using the Past</p> <ul style="list-style-type: none"> • How does the past help us make sense of the present? • How is the past similar to the present? How is it different? 	<p>Sourcing</p> <ul style="list-style-type: none"> • When was it written? • Why was it written? • What is the author’s point of view? <p>Contextualization</p> <ul style="list-style-type: none"> • What else was going on at the time this was written? • What other events and people are connected to this source or its author? <p>Close Reading</p> <ul style="list-style-type: none"> • What claims does the author make? • What evidence does the author use to support those claims? • What words or phrases does the author use to convince me that he/she is right? <p>Corroboration</p> <ul style="list-style-type: none"> • What do other pieces of evidence say? • Am I finding different versions of the story? Why or why not? • What pieces of evidence are most believable? Why? 	<p>KEY IDEAS AND DETAILS</p> <ol style="list-style-type: none"> 1. Cite specific textual evidence to support analysis of primary and secondary sources; connect insights gained from specific details to an understanding of the text as a whole. 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among key details and ideas. 3. Evaluate various explanations for actions and events and determine which explanation best fits with textual evidence; acknowledge where text leaves matters uncertain. <p>CRAFT AND STRUCTURE</p> <ol style="list-style-type: none"> 4. Determine the meaning of words and phrases as they are used in a text; analyze how an author uses and refines the meaning of a key term over the course of a text. 5. Analyze in detail how a complex primary source is structured, include how key sentences, paragraphs and other large portions of the text contribute to the whole. 6. Evaluate authors’ differing points of view on the same historical event or issue by assessing their claims, reasoning, and evidence. <p>INTEGRATION OF KNOWLEDGE AND IDEAS</p> <ol style="list-style-type: none"> 7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., in charts, graphs, photographs, videos, or maps) in order to address a question or solve a problem. 8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information. 9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

COMMON CORE WRITING STANDARDS (Grades 11-12)^{iv}

1. **Write arguments** focused on discipline-specific content.

- a. **Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims.** Create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- b. **Develop claim(s) and counterclaims fairly and thoroughly,** supplying the most relevant evidence for each while pointing out the strengths and limitations of both claims and counterclaims. Use a form appropriate to the discipline of history that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to **link the major sections of the text, create cohesion** and **clarify the relationships** between claim and reasons, between reasons and evidence, and between claims and counter claims.
- d. Establish and maintain a **formal style and objective tone** while attending to the norms and conventions of the discipline of history.
- e. **Provide a concluding statement** or section that follows from or supports the argument presented.

2. **Write informative/explanatory texts**, including the narration of historical events

- a. **Introduce a topic** and **organize complex ideas, concepts, and information** so that each new element builds on the preceding elements to create a unified whole; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. **Develop the topic** thoroughly by selecting the most significant and relevant facts and providing extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. **Use varied transitions and sentence structures** to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. **Use precise language and domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic;** convey knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. **Provide a concluding statement** or section that follows from and supports the information or explanation provided (e.g. the implications or significance of the topic).

ⁱ Adapted from Nikki Mandell and Bobbie Malone, *Thinking Like a Historian: Rethinking History Instruction* (Wisconsin Historical Society Press).

ⁱⁱ Stanford History Education Group, "Historical Thinking Skills Chart," from *Reading Like a Historian Curriculum*, Unit 1.

ⁱⁱⁱ Common Core State Standards for Literacy in History/Social Studies: Reading, Grades 11-12.

^{iv} Common Core State Standards for Literacy in History/Social Studies: Writing, Grades 11-12.