

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

**COMMON CORE WRITING STANDARDS (Grades 11-12)<sup>iv</sup>**

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).

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

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

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

<sup>iv</sup> Common Core State Standards for Literacy in History/Social Studies: Writing, Grades 11-12.