

# HISTORICAL THINKING CHART

| Historical Reading Skills | Questions                                                                                                                                                                                                                                                                                                                      | Students should be able to . . .                                                                                                                                                                                                                                                                                                                            | Prompts                                                                                                                                                                                                                                                                                                 |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sourcing                  | <ul style="list-style-type: none"> <li>Who wrote this?</li> <li>What is the author's perspective?</li> <li>When was it written?</li> <li>Where was it written?</li> <li>Why was it written?</li> <li>Is it reliable? Why? Why not?</li> </ul>                                                                                  | <ul style="list-style-type: none"> <li>Identify the author's position on the historical event</li> <li>Identify and evaluate the author's purpose in producing the document</li> <li>Hypothesize what the author will say before reading the document</li> <li>Evaluate the source's trustworthiness by considering genre, audience, and purpose</li> </ul> | <ul style="list-style-type: none"> <li>The author probably believes . . .</li> <li>I think the audience is . . .</li> <li>Based on the source information, I think the author might . . .</li> <li>I do/don't trust this document because . . .</li> </ul>                                              |
| Contextualization         | <ul style="list-style-type: none"> <li>When and where was the document created?</li> <li>What was different then? What was the same?</li> <li>How might the circumstances in which the document was created affect its content?</li> </ul>                                                                                     | <ul style="list-style-type: none"> <li>Understand how context/background information influences the content of the document</li> <li>Recognize that documents are products of particular points in time</li> </ul>                                                                                                                                          | <ul style="list-style-type: none"> <li>Based on the background information, I understand this document differently because . . .</li> <li>The author might have been influenced by _____ (historical context) . . .</li> <li>This document might not give me the whole picture because . . .</li> </ul> |
| Corroboration             | <ul style="list-style-type: none"> <li>What do other documents say?</li> <li>Do the documents agree? If not, why?</li> <li>What are other possible documents?</li> <li>What documents are most reliable?</li> </ul>                                                                                                            | <ul style="list-style-type: none"> <li>Establish what is probable by comparing documents to each other</li> <li>Recognize disparities between accounts</li> </ul>                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>The author agrees/disagrees with . . .</li> <li>These documents all agree/disagree about . . .</li> <li>Another document to consider might be . . .</li> </ul>                                                                                                   |
| Close Reading             | <ul style="list-style-type: none"> <li>What claims does the author make?</li> <li>What evidence does the author use?</li> <li>What language (words, phrases, images, symbols) does the author use to persuade the document's audience?</li> <li>How does the document's language indicate the author's perspective?</li> </ul> | <ul style="list-style-type: none"> <li>Identify the author's claims about an event</li> <li>Evaluate the evidence and reasoning the author uses to support claims</li> <li>Evaluate author's word choice; understand that language is used deliberately</li> </ul>                                                                                          | <ul style="list-style-type: none"> <li>I think the author chose these words in order to . . .</li> <li>The author is trying to convince me . . .</li> <li>The author claims . . .</li> <li>The evidence used to support the author's claims is . . .</li> </ul>                                         |

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