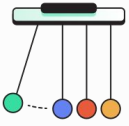


# Historical Thinking Skill Graphic Organizer: Causation



## Secondary Causes/Reasons:

**Directions:** Label each cause. If possible, rank the secondary causes in order of importance (most important on top). Be sure to explain why you believe the primary cause is the most important.

### Primary Cause/ Reason:

Rationale:

Documents:

## Historical Event

Documents:

Documents:



# Historical Thinking Skill Graphic Organizer: Comparison



**Directions:** First, write two topics to be compared below. Then identify three ways that these topics are similar. Next, identify three ways in which they differ. In the middle of the differences table, identify how they are different from each other.

Similarities

1	2	3
---	---	---

Different in regards to...


# Historical Thinking Skill Graphic Organizer: Contextualization



\_\_\_\_\_ Context

\_\_\_\_\_ Context

***Type of Context:***

- Social
- Political
- Ideological
- Geographic
- Economic
- Cultural

Historical Event:

\_\_\_\_\_ Context

\_\_\_\_\_ Context

"In order to best understand \_\_\_\_\_, we must situate it in the following context: \_\_\_\_\_

\_\_\_\_\_



# Disciplinary Thinking Skill Graphic Organizer: Evaluating Evidence



**Directions:** Identify a claim presented in a text. Find three additional sources of evidence to support the main claim. Then briefly explain how well (to what extent) the piece of evidence supports the main claim of the text or article.

Historical  
Event/Topic/Idea:

Main Claim:

Evidence 1	Evidence 2	Evidence 3
Strength of Evidence + Rationale	Strength of Evidence + Rationale	Strength of Evidence + Rationale

Key Words to Assess the Strength of an Argument

**Weak:** Lacks evidence or logic, unconvincing. **Moderate:** Some support, but gaps remain. **Strong:** Well-supported, logical, persuasive.

# Historical Thinking Skill Graphic Organizer: Historical Empathy



***To show historical empathy is to listen to the past and to understand it on its own terms.***

What beliefs or assumptions do I have about this historical topic and era that I should be aware of as I study?

Historical Topic

What was happening at this time that could influence past actors' decisions?

List at least 3 different sources that could be used to uncover more about this topic.

1.

2.

3.

Are there any moral judgements I want to make about this topic?  
Why?

If someone were to employ presentism (which historians should avoid), what might they say about this topic?

One way we might empathize with \_\_\_\_\_ is by: \_\_\_\_\_

\_\_\_\_\_

# Historical Thinking Skill Graphic Organizer: Evaluating Perspective



**Directions:** Thinking historically means considering how one's personhood has influenced their perspective. Use this graphic organizer to identify a historical figure, their attributes, and how those attributes shaped their perspective or understanding of a historical event, topic, or idea.

Historical Figure

## Attributes of Historical Figure

(Consider information about the person such as: where they lived, their age at the time, era they lived in, what beliefs they had, as well as their socio-economic status, race, and gender)

How might this information shape the person's view of...

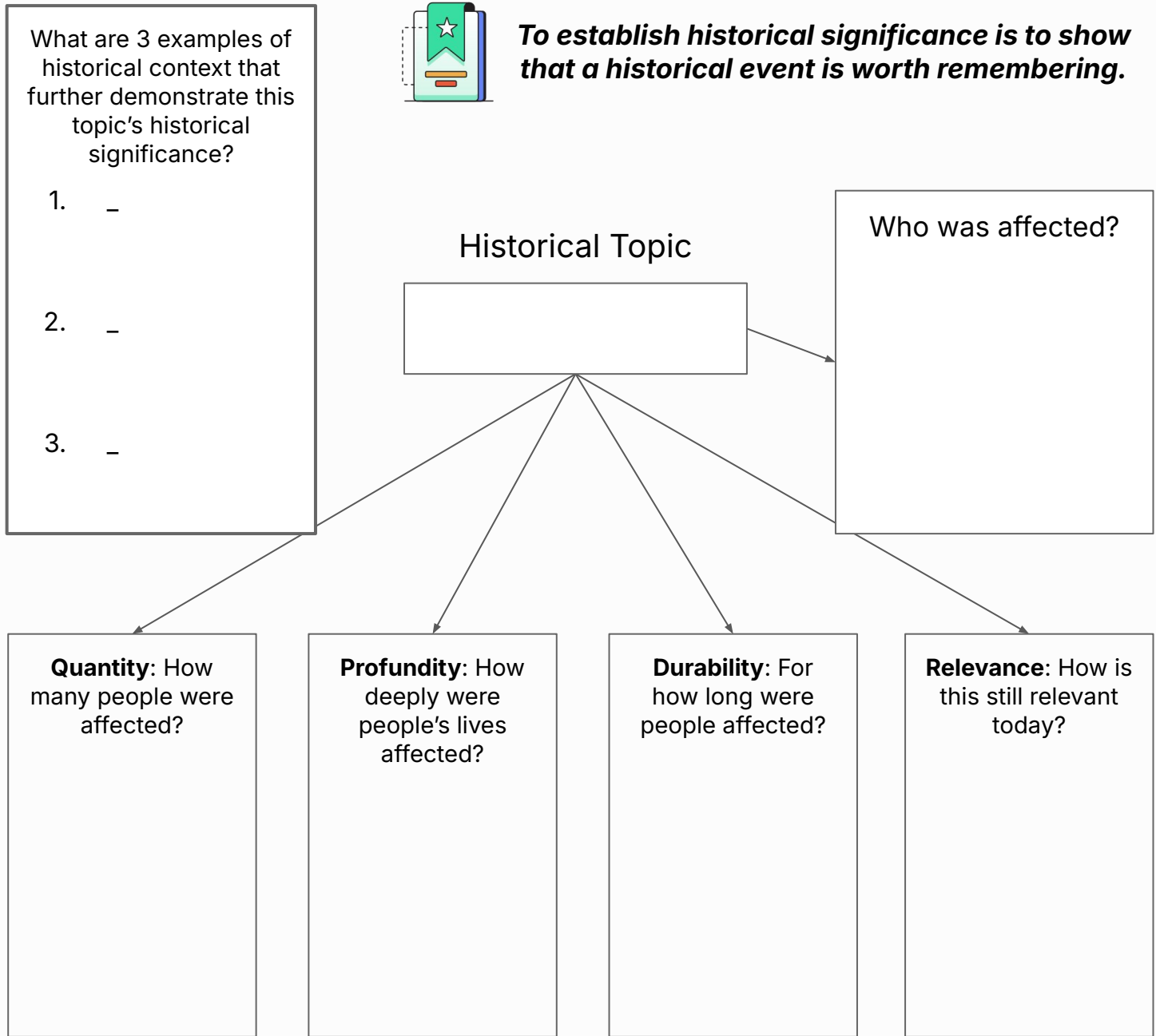
Historical Event/Topic/Idea:

Make inferences about the person's perspective based on their different attributes

# Historical Thinking Skill Graphic Organizer: Historical Significance



***To establish historical significance is to show that a historical event is worth remembering.***

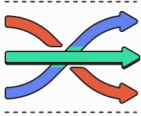


**In a nutshell:** \_\_\_\_\_ is historically significant because: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Historical Thinking Skill Graphic Organizer: Continuity and Change over Time



**Directions:** List historical events and ideas from this period in the first column. Then, in the center boxes, write which ones demonstrate a change or continuity from the earlier period. In the final column, describe whether the events in this period demonstrate a major change or continuity in history.

Historical Event/Topic/Idea:



What was happening during this time period?	<b>Continuity</b> What stayed the same from earlier periods?	What happened after this period?
	<b>Change</b> What changed (significant events, major turning points, developments)?	



# Disciplinary Thinking Skill Graphic Organizer: Quantitative Analysis



**Directions:** First identify the variables that are being displayed and draw three conclusions about the information presented. As you examine the data, consider what the numbers are telling you about trends, relationships, or differences, and think about the implications these conclusions might have.

What issue or information is the chart or graph addressing?

List the identifiable variables in the chart

## Conclusions

### Conclusion 1

Draw one conclusion or inference from the graph or chart.

### Conclusion 2

Draw another conclusion or inference from the graph or chart.

### Conclusion 3

Draw a third conclusion or inference from the graph or chart.

What is missing from the data and how that might limit the reliability of the conclusions?



# Disciplinary Thinking Skill Graphic Organizer: Evaluating Arguments



**Directions:** First, identify the source and the historical topic it corresponds to. Then, use the CLAIM protocol to effectively to identify and analyze the validity of the claim made in the source.

Name or Title of source being analyzed

Historical Event/Topic/Idea:

<b>C</b>	Claim	What is the main claim being made in source?
<b>L</b>	Logic	What facts, evidence, and/or examples are provided to support the claim?
<b>A</b>	Authority	Is the source credible and what evidence could be used to verify it?
<b>I</b>	Intuition	Does the claim make sense? What is your gut feeling about the claim made in the source? Explain.
<b>M</b>	Merit	Does the claim merit our belief or should we be doubtful? Explain.