

# Historical Thinking Skills

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## Historical Causation

Historical thinking involves the ability to identify, analyze, and evaluate multiple cause-and-effect relationships in a historical context, distinguishing between the long-term and short-term. Choose one decade from 1900 – present, then choose the ten most important events from that decade (in your opinion) to place on the timeline along with relevant dates. Answer the questions at the bottom as well.

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Choose three events. What were their causes?

Event 1: \_\_\_\_\_

Cause of Event 1: \_\_\_\_\_

Event 2: \_\_\_\_\_

Cause of Event 2: \_\_\_\_\_

Event 3: \_\_\_\_\_

Cause of Event 3: \_\_\_\_\_

Choose three events. What were their effects?

Event 1: \_\_\_\_\_

Effect of Event 1: \_\_\_\_\_

Event 2: \_\_\_\_\_

Effect of Event 2: \_\_\_\_\_

Event 3: \_\_\_\_\_

Effect of Event 3: \_\_\_\_\_

Circle the effects that are short-term.

Choose two events that are related. Explain how they are related.

Events: \_\_\_\_\_ Explanation: \_\_\_\_\_

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## Patterns of Continuity and Change Over Time

Historical thinking involves the ability to recognize, analyze, and evaluate the dynamics of historical continuity and change over periods of varying lengths, as well as relating these patterns to larger historical processes or themes.

In what year were you born?

Choose one parent or grandparent. In what year were they born?

What were some major changes relating to what high school was like, from the years your (grand) parent attended, to your own experience? What aspects of high school show relative continuity throughout the same time period?

Change	Evidence (Names, Dates, Events, Concepts)	Analysis
1)		
2)		
Continuity	Evidence (Names, Dates, Events, Concepts)	Analysis
1)		
2)		

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## Periodization

Historical thinking involves the ability to describe, analyze, evaluate, and construct models of historical periodization that historians use to categorize events into discrete blocks and to identify turning points, recognizing that the choice of specific dates favors one narrative, region or group over another narrative, region or group; therefore, changing the periodization can change a historical narrative. Moreover, the particular circumstances and contexts in which individual historians work and write shape their interpretations and models of past event.

What is the title of one of your favorite novels?

What time frame is represented?

What periodization titles are typically given to this time?

EX: The Middle Ages, The Age of Industry, etc.

What time period came before? Describe it.

What date can be given to divide time between the previous period and your novel's time frame?

What events surround that date to reinforce the periodization scheme? How do they support the scheme?

Find three events explained in the novel that can fit well into the time period and explain how they fit well.

Event 1: \_\_\_\_\_ Explanation: \_\_\_\_\_

Event 2: \_\_\_\_\_ Explanation: \_\_\_\_\_

Event 3: \_\_\_\_\_ Explanation: \_\_\_\_\_

Find an event that DOESN'T fit well into the time period. Explain how it represents an anomaly.

Event: \_\_\_\_\_ Explanation: \_\_\_\_\_

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## Comparison

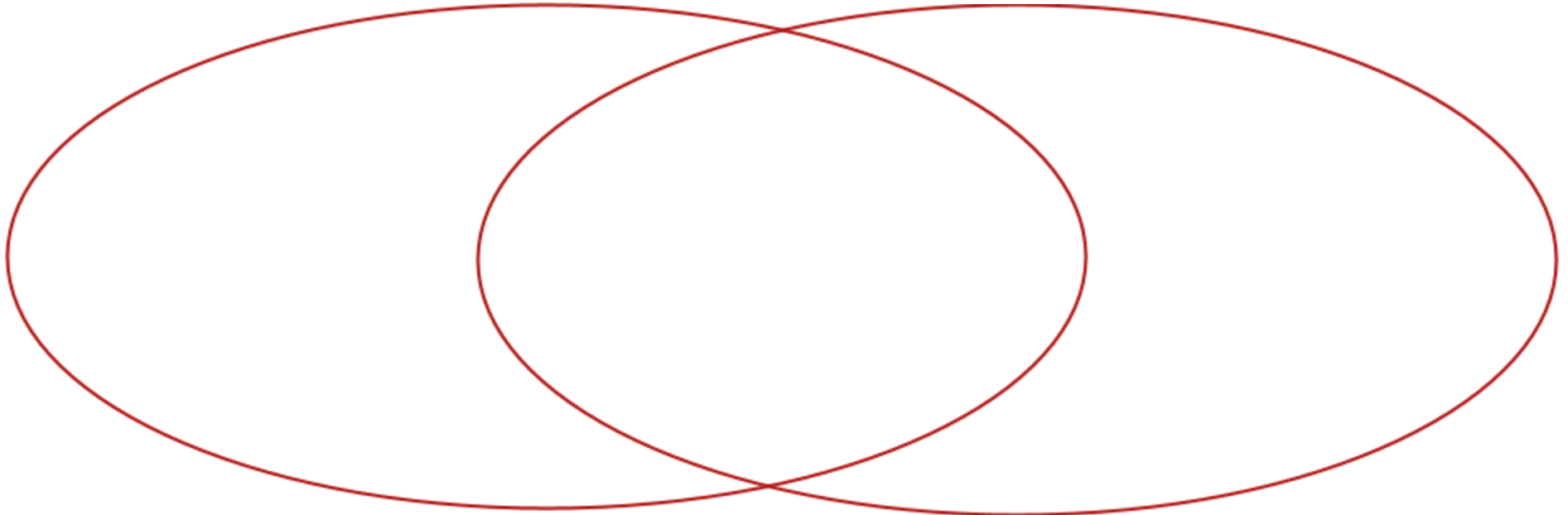
Historical thinking involves the ability to describe, compare, and evaluate, in various chronological and geographical contexts, multiple historical developments within one society and one or more development across or between different societies.

Historical thinking also involves the ability to identify, compare, and evaluate multiple perspectives on a given historical experience.

Choose a topic to compare and contrast. Label the topics and add at least FIVE relevant ideas to each part of the diagram.

Circle A Title: \_\_\_\_\_

Circle B Title: \_\_\_\_\_



Write out one of the similarities as a sentence: \_\_\_\_\_

Why did this similarity exist? \_\_\_\_\_

Write out one of the differences as a sentence: \_\_\_\_\_

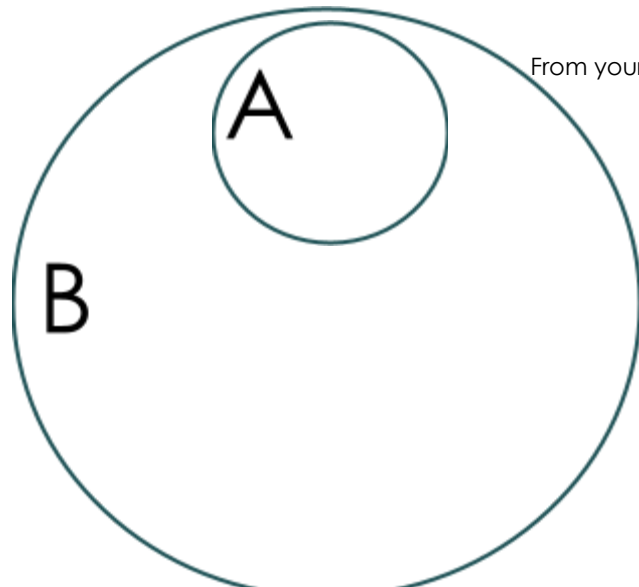
Why did this difference exist? \_\_\_\_\_

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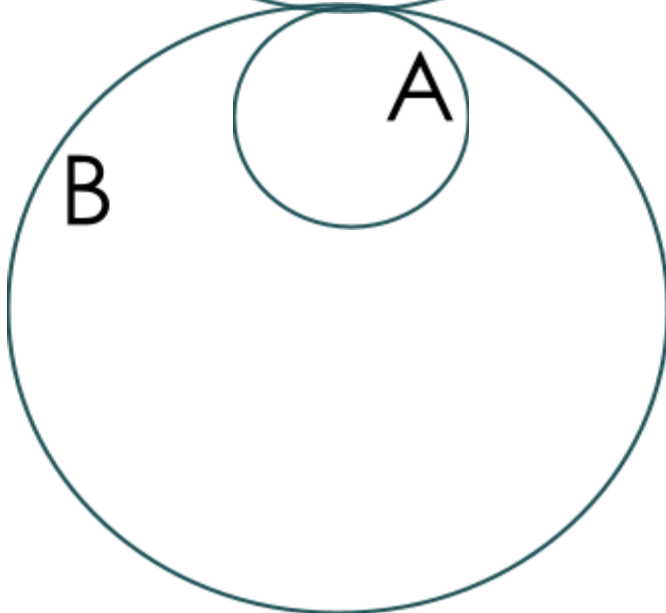
## Contextualization

Historical thinking involves the ability to connect historical developments to specific circumstances in time and place, and to broader regional, national or global processes.



From your prior knowledge, choose an event/concept from last year's history class. Write it in circle A. Describe it here:

Think of concept A as a part of a larger whole (B). Label your larger whole (B) on the circle. Describe the relationship between A and B here.



From last year, choose another event/concept. Write it in circle A. Describe it here:

Think of concept A as a part of a larger whole (B). Label your larger whole (B) on the circle. Describe the relationship between A and B here.

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## Interpretation

Historical thinking involves the ability to describe, analyze, evaluate, and create diverse interpretations of the past — as revealed through primary and secondary historical sources — by analyzing evidence, reasoning, contexts, points of view, and frames of reference.

Choose two current event articles that cover similar topics. Fill in the table with initial analysis of these sources.

	A	B
Title of Primary Source		
Author's Name		
Author's background, education, social standing, beliefs, ethnicity		
Purpose		
What value does this source have to historians?		
Audience		
Subject/Topic		
Limitations of the source		

How do these authors interpret the topic differently?

What causes these two authors to interpret the document differently? Explain,

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## Synthesis

Historical thinking involves the ability to arrive at meaningful and persuasive understandings of the past by applying all the other historical thinking skills, by drawing appropriately on ideas from different fields of inquiry or disciplines and by creatively fusing disparate, relevant (and perhaps contradictory) evidence from primary sources and secondary works. Additionally, synthesis may involve applying insights about the past to other historical contexts or circumstances, including the present.

Choose concepts from the list below to relate and connect to other disciplines like art history, archaeology, anthropology, biology, etc. Fill in the table with the connections.

Event/Concept choices:

Little Ice Age	Black Death	Hundred Years War
Great Western Schism	Italian Renaissance	Northern Renaissance
Protestant Reformation	Crusades	Scientific Revolution
Thirty Years War	Absolutism	Enlightenment
Mercantilism	Agricultural Revolution	Industrial Revolution

# Synthesis

Event/Concept with Explanation	Other Discipline	Connection