

Historical Thinking Skills	Questions	<i>Students should be able to...</i>	Prompts
Historical Causation	<ul style="list-style-type: none"> • How do events relate to each other? • How do long and short term events impact other events? • Do events always cause other events or do events happen by coincidence? • How do historians argue the causes/effects of events? 	<ul style="list-style-type: none"> • Compare causes and/or effects, including between direct and indirect effects • Analyze and evaluate the interaction of multiple causes and/or effects • Distinguish between coincidence and causation of events. 	<ul style="list-style-type: none"> • This causes . . . • As a result . . . • This results in . . . • This leads to . . . • This was because . . . • Because of...this happens • ...was a coincidence/ cause/ effect because...
Patterns of Continuity and Change over Time	<ul style="list-style-type: none"> • How has history changed over time? • How has history stayed the same? • Is history evolutionary or revolutionary? 	<ul style="list-style-type: none"> • Evaluate history stays the same and how it change over time • Connect events to time periods and themes throughout history 	<ul style="list-style-type: none"> • Overtime... • One thing that remained the same was... • This all changed when • Although it evolved into..., it still...
Periodization	<ul style="list-style-type: none"> • How is history chunked into time periods? • Why do historians place events into specific time periods? • Why do historians have time periods blocked differently? 	<ul style="list-style-type: none"> • Explain why events can be put into blocks of time • Evaluate competing ideas of time periods in history 	<ul style="list-style-type: none"> • The turning point was... • ...can be considered the beginning/end of... because... • The...period...can be considered one of...
Comparison	<ul style="list-style-type: none"> • How are events/people/place/etc. similar or different? • How does evidence show similarities and differences of perceived knowledge of the events in history? 	<ul style="list-style-type: none"> • Compare development/events across time, place, and different societies or within the same society. • Evaluate different views on historical events 	<ul style="list-style-type: none"> • Similarly... • ...can be grouped with....because • In contrasts... • ...would agree/disagree with...
Contextualization	<ul style="list-style-type: none"> • How do historical events all connect? • How do the connections of events show the bigger picture of history? • How do events relate to the bigger picture of history? 	<ul style="list-style-type: none"> • Explain how historical events connect to other events happening at the same time • Explain how historical events connect to other events during different time periods or places 	<ul style="list-style-type: none"> • Meanwhile... • This fits into... • This makes sense because nationality/internationally at the time... • ...was a time of...because across the nation/world...
Historical Argumentation	<ul style="list-style-type: none"> • How do historians use evidence construct their arguments? • How does the use of a thesis lead readers through your argument? • How do historians use thinking skills to create their arguments? 	<ul style="list-style-type: none"> • Look at historical arguments and how evidence is used to build those arguments • Use evidence to create a convincing interpretation • Evaluate and put conflicting evidence together to create a persuasive historical argument 	<ul style="list-style-type: none"> • During/after/between... • Extremely/somewhat/a little/ mostly not/ definitely not... • Even though/despite/to a greater/lesser extent...
Appropriate Use if Relevant Historical Evidence	<ul style="list-style-type: none"> • What are the features of historical evidence? • What inferences can be made from the evidence? • What conclusions can you draw about the events based on the evidence? 	<ul style="list-style-type: none"> • Break down the features of evidence using APPARTS • Use evidence to make inferences and draw conclusions about the topics/time period 	<ul style="list-style-type: none"> • The historical context of... • The author's purpose was to... • The author's audience was mostly... • This is clear by..., which shows...

Interpretation	<ul style="list-style-type: none"> • Why do historians have different perspectives of the same events/time periods in history? • What causes historians to have different perspectives? • How do secondary sources show different perspectives of history? • Why are secondary sources not as reliable as primary sources? 	<ul style="list-style-type: none"> • Analyze different historical perspectives • Evaluate how historians bias/perspectives influence their arguments • Evaluate how historians arguments can change over time 	<ul style="list-style-type: none"> • This article shows the perspective that... • This historian believed...
Synthesis	<ul style="list-style-type: none"> • How does history relate to other fields of study? • How can looking at historical works and evidence give you a better understanding of history? • How does history in the past relate to current events today? 	<ul style="list-style-type: none"> • Compare primary sources and secondary works to create a better understanding of the past • Apply understanding of the past to other historical situations, including current events, and other content classes. 	<ul style="list-style-type: none"> • This continues/evolves into... • This relates to...because... • According to...it could be argued... • This theme persists/isn't new, it was/is seen in...