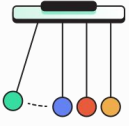


Historical Thinking Skill Graphic Organizer: Causation



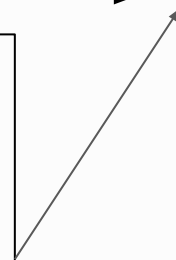
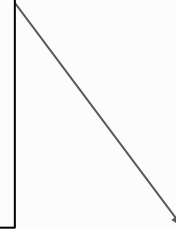
Secondary Causes/Reasons:

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.

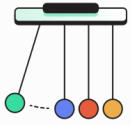
**Primary
Cause/
Reason:**

Rationale:

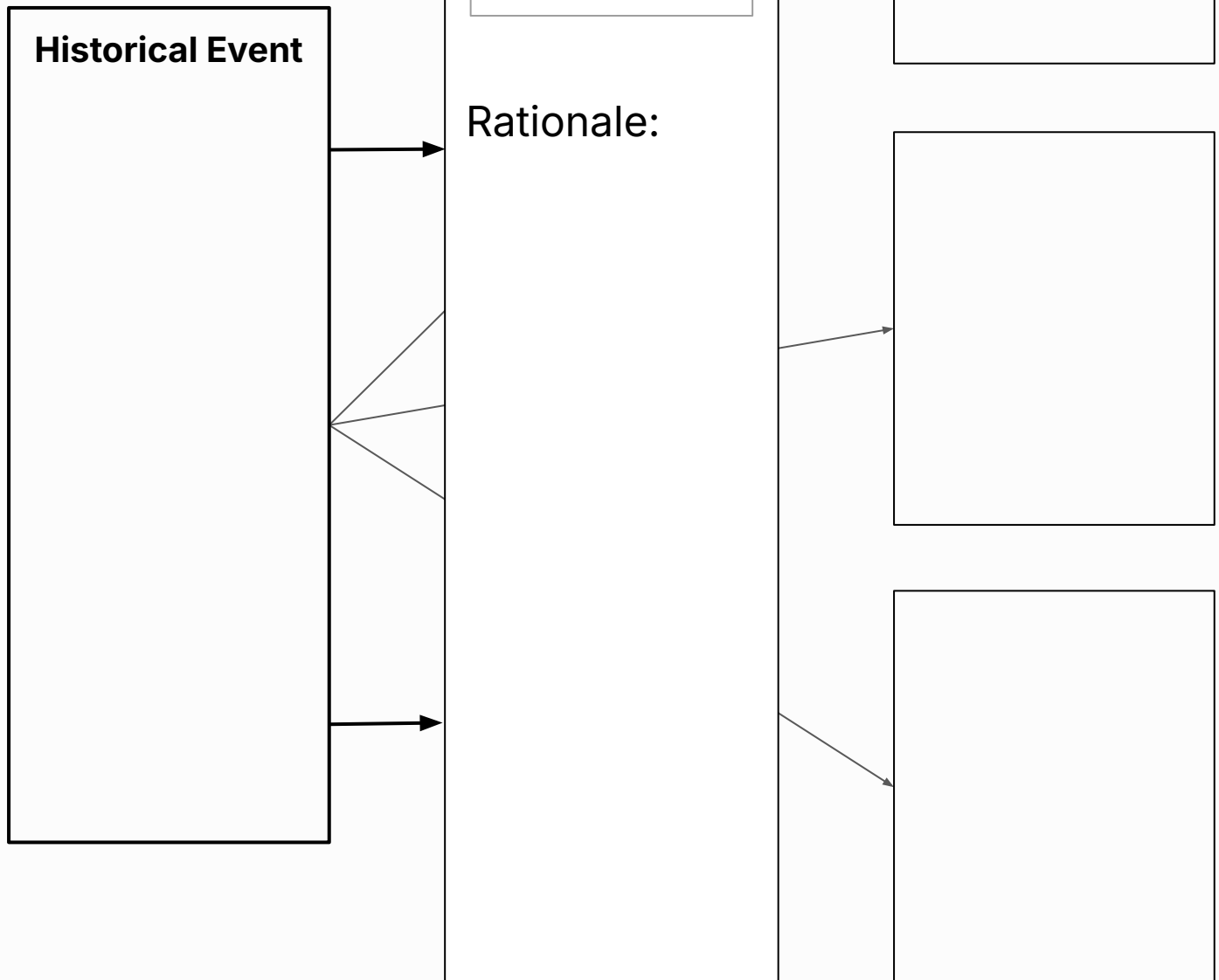
Historical Event



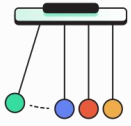
Historical Thinking Skill Graphic Organizer: Causation



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



Historical Thinking Skill Graphic Organizer: Causation



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

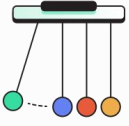
Historical Event

Rationale:

Primary Effect:

Secondary Effects:

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:

Historical Event

Primary Cause/Reason:

Rationale:

Historical Event



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:

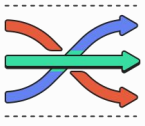
_____ Context

_____ Context

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



Historical Thinking Skill Graphic Organizer: Continuity and Change over Time



Directions: Place historical events or ideas related to the main topic in chronological order. Write a one sentence description for each one.

Historical Event/Topic/Idea:

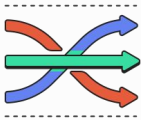


Summarize: List any major changes or continuities that you identify

Major Changes

Major Continuities

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 boxes, write which ones demonstrate a change or continuity from the earlier period. At the bottom, 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?	Continuity What stayed the same from earlier periods?
	Change What changed (significant events, major turning points, developments)?

Justify why one of the above events represents a major continuity or change in history.



Disciplinary Thinking Skill Graphic Organizer: Evaluating Evidence (Text)



Directions: Identify a claim made by the text. Provide two quotes that support the claim. Next, explain how each quote supports the claim. Then write one additional piece of evidence, not included by the author that could have been used to support the claim further.

Historical
Event/Topic/Idea:

Claim

Quote 1 to Support Claim

Quote 2 to Support Claim

How does this quote support the claim?

How does this quote support the claim?

Outside Knowledge that can Support the Claim (Not included in the text)

Disciplinary Thinking Skill Graphic Organizer: Evaluating Evidence (Visual)



Directions: Identify a claim presented by the creator. Provide two elements that illustrate the claim, providing descriptive details. Then, explain how the elements support the claim. Then write one additional piece of evidence, not included by the creator, that further supports the claim.

Historical
Event/Topic/Idea:

Claim

Element 1 to Support Claim

Element 2 to Support Claim

How does this element illustrate the claim?

How does this element illustrate the claim?

Outside Knowledge that can Support the Claim (Not included in the image)

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.

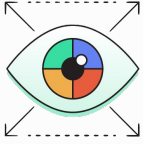
Are there any moral judgements I want to make about this topic?
Why?

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...

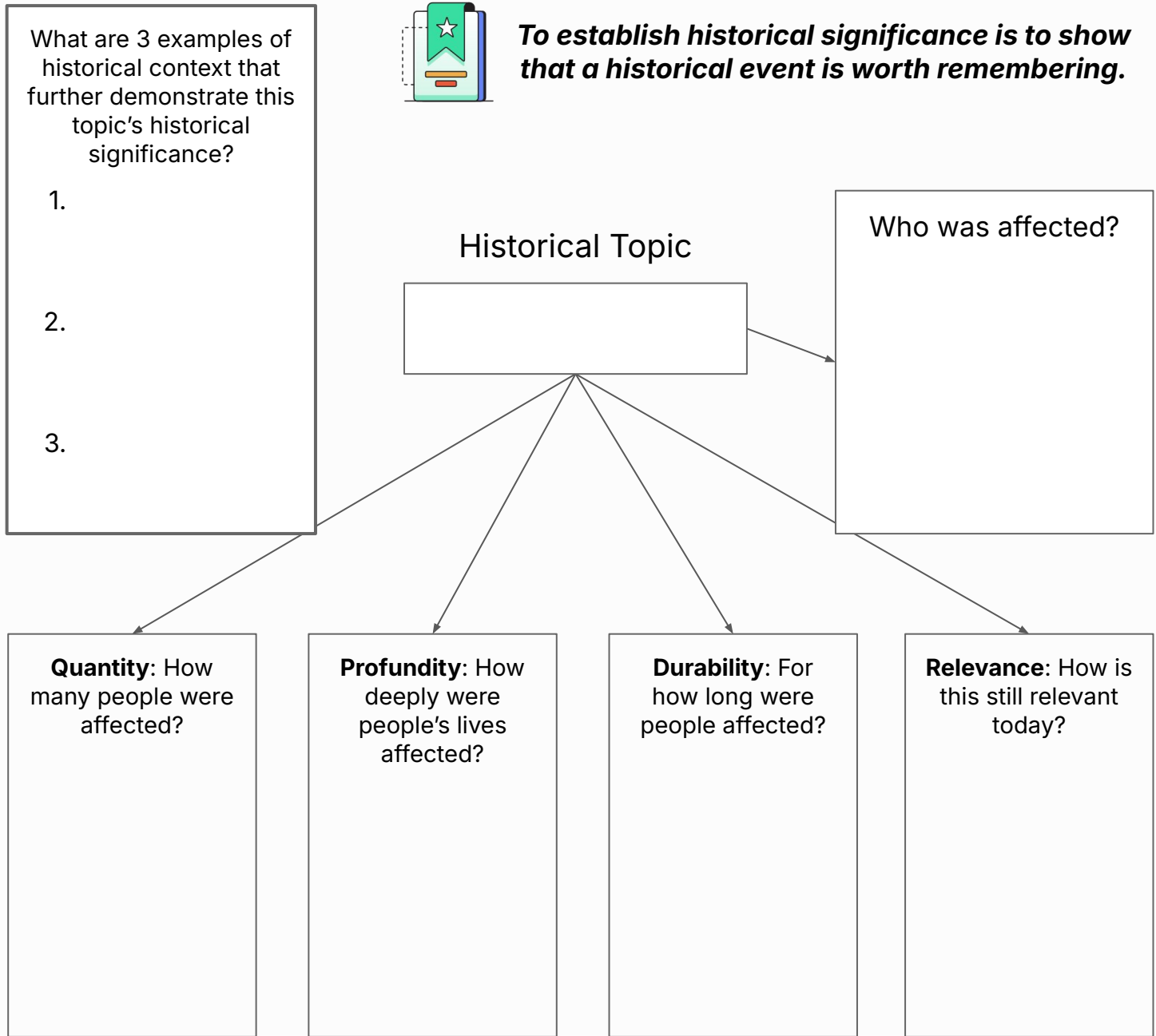
Historical Event/Topic/Idea:

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: _____

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 might that limit the reliability of the conclusions?



Disciplinary Thinking Skill Graphic Organizer: Evaluating Arguments



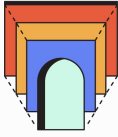
Directions: First, identify the source and the historical topic it corresponds to. Then, use the CLAIM protocol to effectively to identify and analyze the validity of the claim made in the source.

Name or Title of source being analyzed

Historical Event/Topic/Idea:

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

Disciplinary Thinking Skill Graphic Organizer: Scales of Analysis (One Scale)



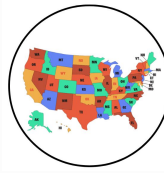
Directions: Identify the source/topic. Choose one scale (global, regional, national, or local). Find details that show what is happening at that scale. Explain what those details have in common, what can be understood, and what is not shown at this scale. Then complete the statement.



Global



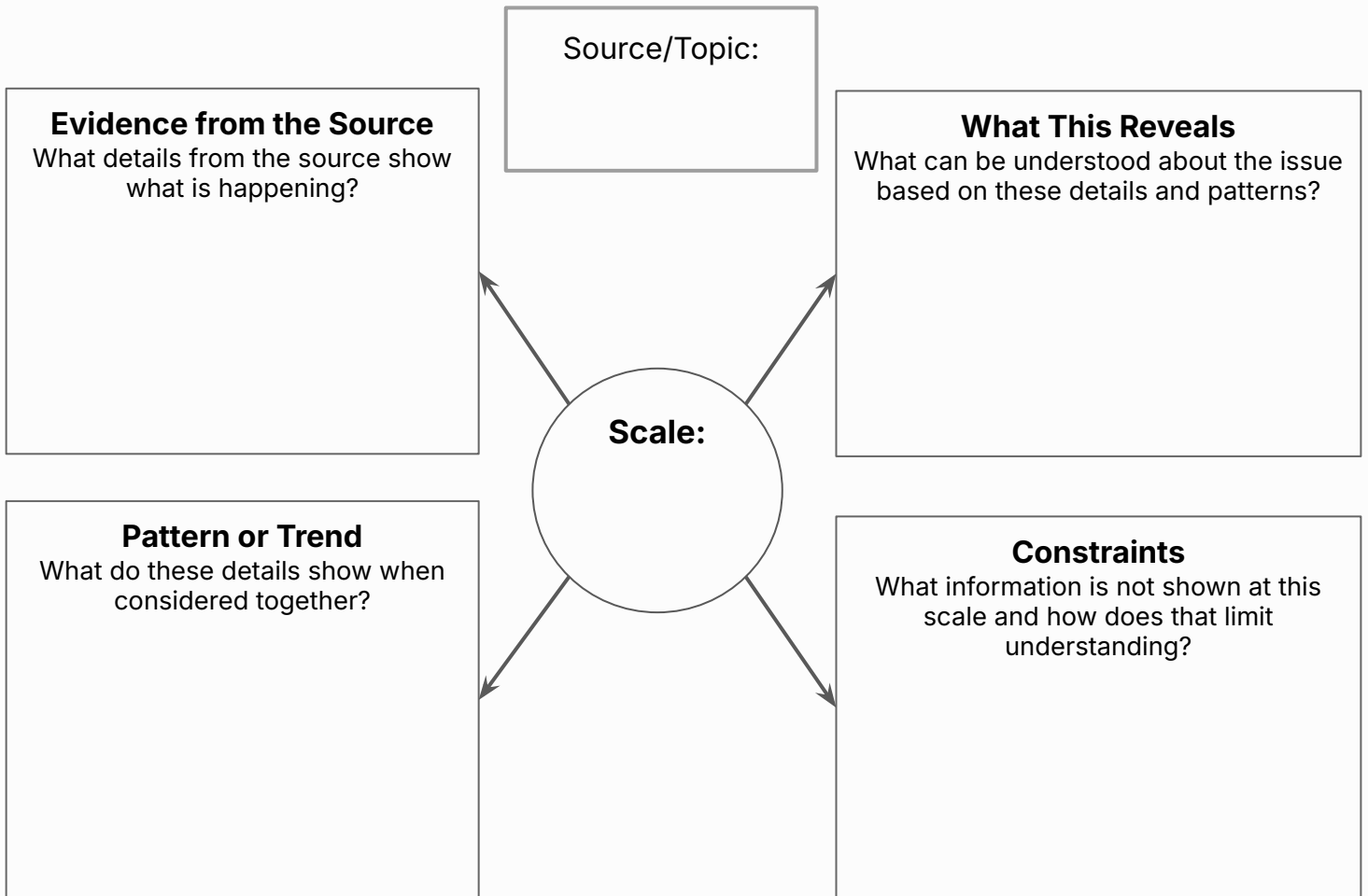
Regional



National



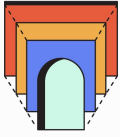
Local



In order to best understand: _____ we must examine how _____



Disciplinary Thinking Skill Graphic Organizer: Scales of Analysis (Across Scales)



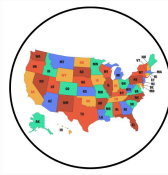
Directions: Identify the source/topic. For each geographic scale, explain what is happening at that scale and what can be understood from that scale. Then compare the four scales to identify patterns and explain why examining multiple geographic scales is important.



Global



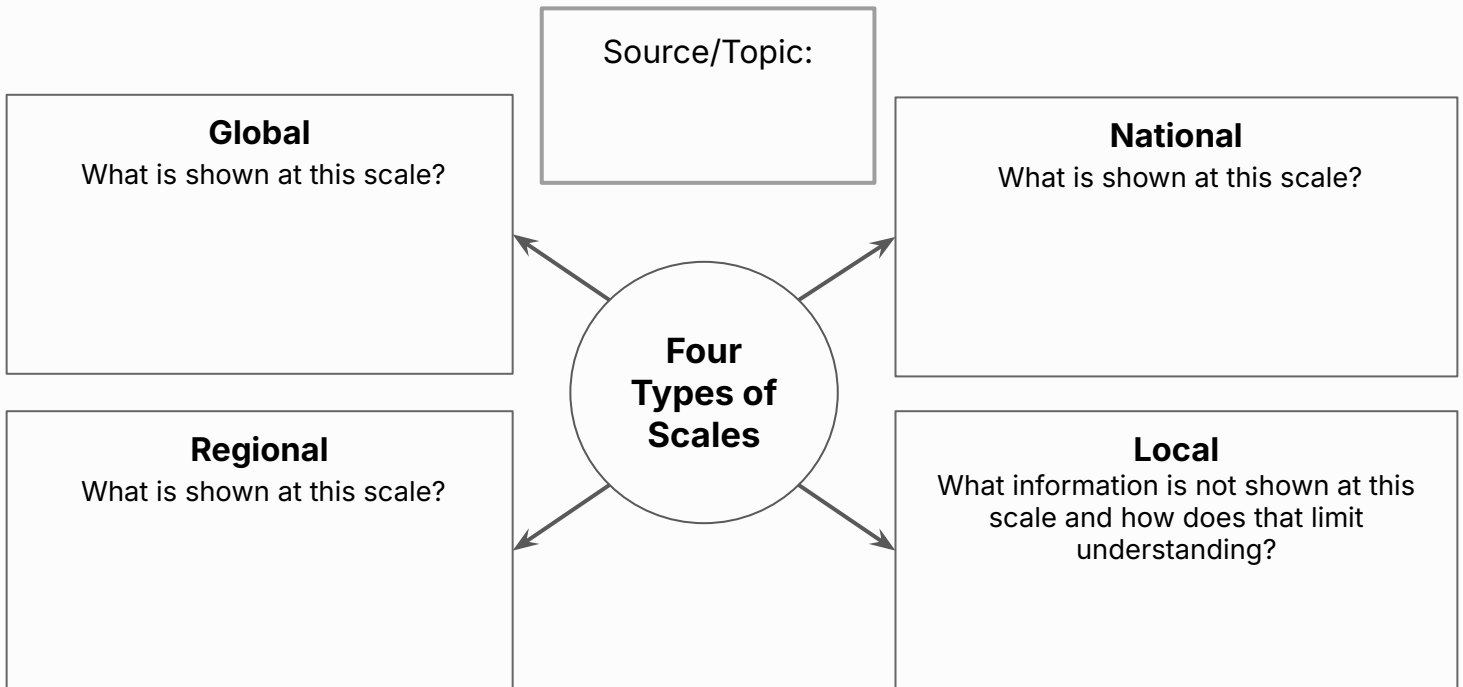
Regional



National

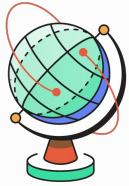


Local



How do patterns differ across scales?	Why does this matter?

Disciplinary Thinking Skill Graphic Organizer: Geographic Relationships (One Type)



Directions: First, identify the source and/or topic. Then, choose one type of geographic relationship to focus on. Next, find two pieces of evidence from the source that show this relationship. For each piece of evidence, explain how it demonstrates connections between people, places, or environments. Finally, complete the statement by explaining how this geographic relationship helps you better understand the topic.



Physical



Social



Economic



Cultural

Source/Topic:

Choose one type of geographic relationship:

☐ Physical ☐ Social ☐ Economic ☐ Cultural

Evidence from the Source

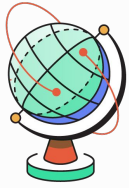
Evidence from the Source

How does this evidence show connections between people, places, or environments?

How does this evidence show connections between people, places, or environments?

In order to best understand: _____ we must examine how _____

Disciplinary Thinking Skill Graphic Organizer: Geographic Relationships (Multiple Types)



Directions: First, identify the source and/or topic. Then, examine how different types of geographic relationships are shown in the source. For each box, record evidence that demonstrates the relationship.. Finally, complete the statement by explaining how this geographic relationship helps you better understand the topic.



Physical



Social



Economic



Cultural

Source/Topic:

Physical: What evidence shows how the environment impacts people or places?	Economic: What evidence shows how resources, trade, or jobs connect places?
Social: What evidence shows how people or groups interact?	Cultural: What evidence shows how beliefs, traditions, or ideas shape this place?

In order to best understand: _____ we must examine how _____
