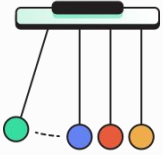


What is Causation?



Quick Definition: Thinking historically means considering why certain things happened and what effects occurred because of an event, development, or process. It also means recognizing that there are multiple causes of and multiple effects from any event, development, or process.

How did we get here?

Historians often identify a primary cause of a historical event. This is never the only cause, but the evidence suggests it is the most significant.

Secondary Causes

To better understand an event it is always helpful to identify smaller causes behind it.

When we identify and evaluate multiple causes, we uncover the *complexity* of the past.

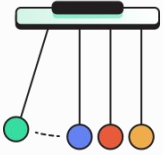
Historical Event

Practice!

Think of a school assembly as historical event. List a primary cause of the assembly followed by two secondary causes.	Why is knowing the cause of something helpful for better understanding it?
Primary Cause: Secondary Cause 1: Secondary Cause 2:	



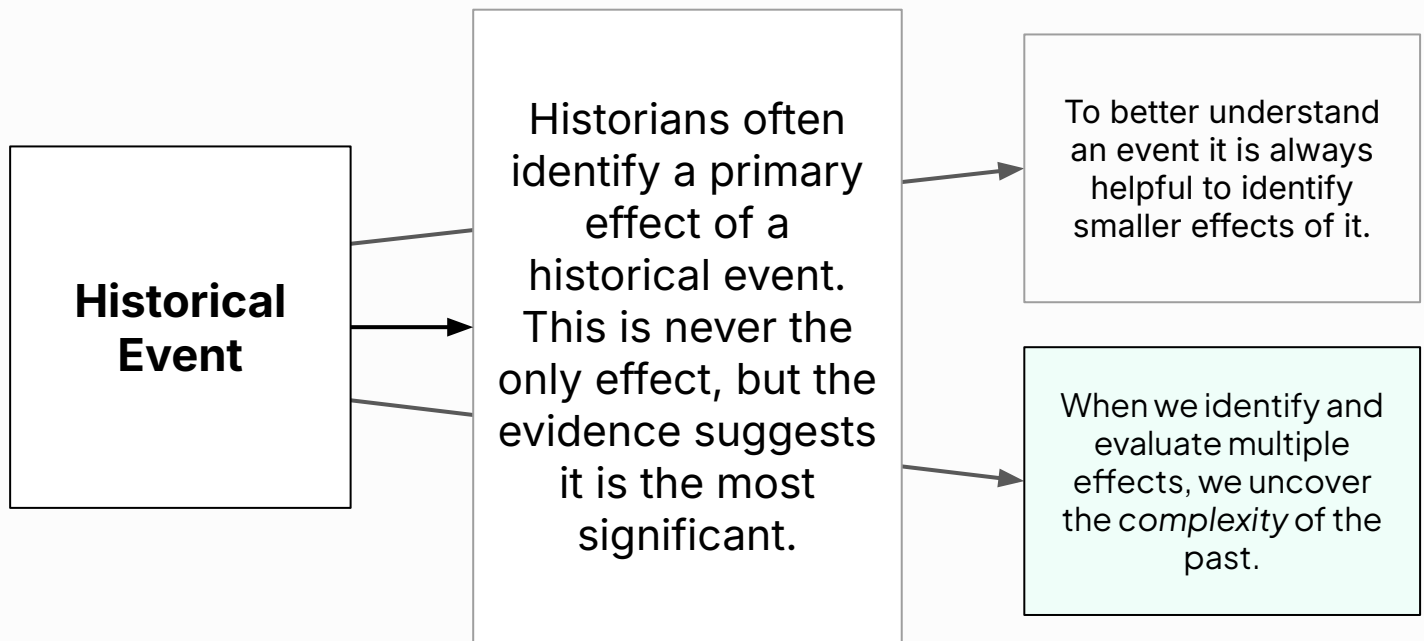
What is Causation?



Quick Definition: Thinking historically means considering why certain things happened and what effects occurred because of an event, development, or process. It also means recognizing that there are multiple causes of and multiple effects from any event, development, or process.

What is the impact?

Secondary Effects



Practice!

Think of a new school-wide recycling program as historical event. List a primary effect of the program followed by two secondary effects.	Why is knowing the effect of something helpful for better understanding it?
Primary Effect: Secondary Effect 1: Secondary Effect 2:	



What is Comparison?



Quick Definition: Thinking historically means identifying both the similarities and the differences between the people, places, events, and ideas studied in history.

Historical Moment 1

Historical Moment 2

Similarities

Even when difficult, historians look for multiple similarities when comparing historical moments.

1.
2.
3.

Different in regards to...

When identifying differences between historical moments, it is helpful to name the specific factor that makes them different. For instance:

Abolition Movement from 1830s-1865.

The Abolition and Civil Rights Movements are **different in regards to:** their time period.

Civil Rights Movement from 1950s-1960s.

Practice!

When our comparisons include both similarities and differences, we avoid being too absolute in our assessment of the past. We leave room for complexity and nuance.

When things look very different from each other, why is it still important to find similarities?

How can comparing historical moments help us better understand them?



What is Contextualization?



Quick Definition: Thinking historically means interpreting historical events, developments, or processes in light of the surrounding historical context.

Social Context

- What other important people lived in this time and place?

Cultural Context

- What cultural norms were popular during this time and place?

Political Context

- What did the political landscape look like during this time and place?
- Who was in power during this time and place?
- Who had little/no power?

To understand a historical moment, we have to understand what surrounds that moment.

Ideological Context

- What worldviews dominated this time and place? (sometimes called the "zeitgeist" or "spirit of the times")

Economic Context

- What economic factors were influential at this time and in this place?

Geographic Context

- How does the geography of this place influence this moment?

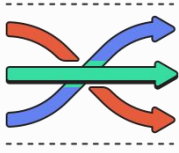
Practice!

When we explore how a historical moment fits within its broader historical context, we avoid over simplified narratives and can see the complex and nuanced nature of history.

Think of an example when people misunderstood something because they did not know context. Write it below.	If presented with a 1799 Speech by President John Adams, what are three questions you could explore to find out its context?
	1. 2. 3.



What is Continuity and Change over Time?



Quick Definition: Thinking historically means identifying and exploring the reasons behind both what has changed and what has stayed the same within a given time period or around a specific historical event.

Continuities in _____

Whether within one era or across historical eras, historians detect patterns, or **continuities**.

What stayed the same?

Sometimes, history looks so different to us in the present, that it's important to look for continuities.



Changes in _____

People change. Countries change. Cultures change. Historians tries to uncover how these things change over time.

What changed?

Before we draw comparisons to the past, we have to seek out the way things have changed over time.

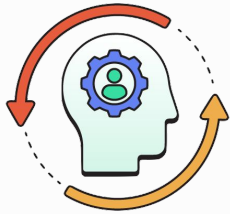
Practice!

When we understand how things both changed and stayed the same over time, we are better able to explain the uniqueness and interconnectedness within the human experience.

Apply the thinking skill of Continuity and Change over Time to yourself. How are you the same as you were 10 years ago? How are you different?	Would maps from 1776, 1863, and 1975 tell the same story about America? Explain using the concept of Continuity and Change over Time.



What is Historical Empathy?



Quick Definition: Thinking historically means seeking to understand the past on its own terms by considering the context and perspectives of the era. It also means being aware of our own point of view to avoid presentism in our evaluation of the past.

Presentism is imposing present day standards on the past.

Historians are humble and aware of their own personal assumptions and contexts as they study the past.
Levesque, 2008.

Thinking Historically means listening to the past.

Historians ask: "Why did a person or group, given their circumstances, act a certain way?"
Yeager and Foster, 2001.

Historians look for multiple sources of evidence, such as by considering counter narratives or alternate perspectives, to better understand the past.

Historians *can* make moral judgements of the past, but must do so thoughtfully and be honest about their own moral position.

When we practice historical empathy, we acknowledge how our present lens may impact the way we study and evaluate the past.

Practice!

Imagine you met someone from another country and learned that they have a different value about a particular issue. What is one question you could ask them to better understand why?

If you were studying the impact of the American Revolution, what are three potential sources that could best describe this historical moment?

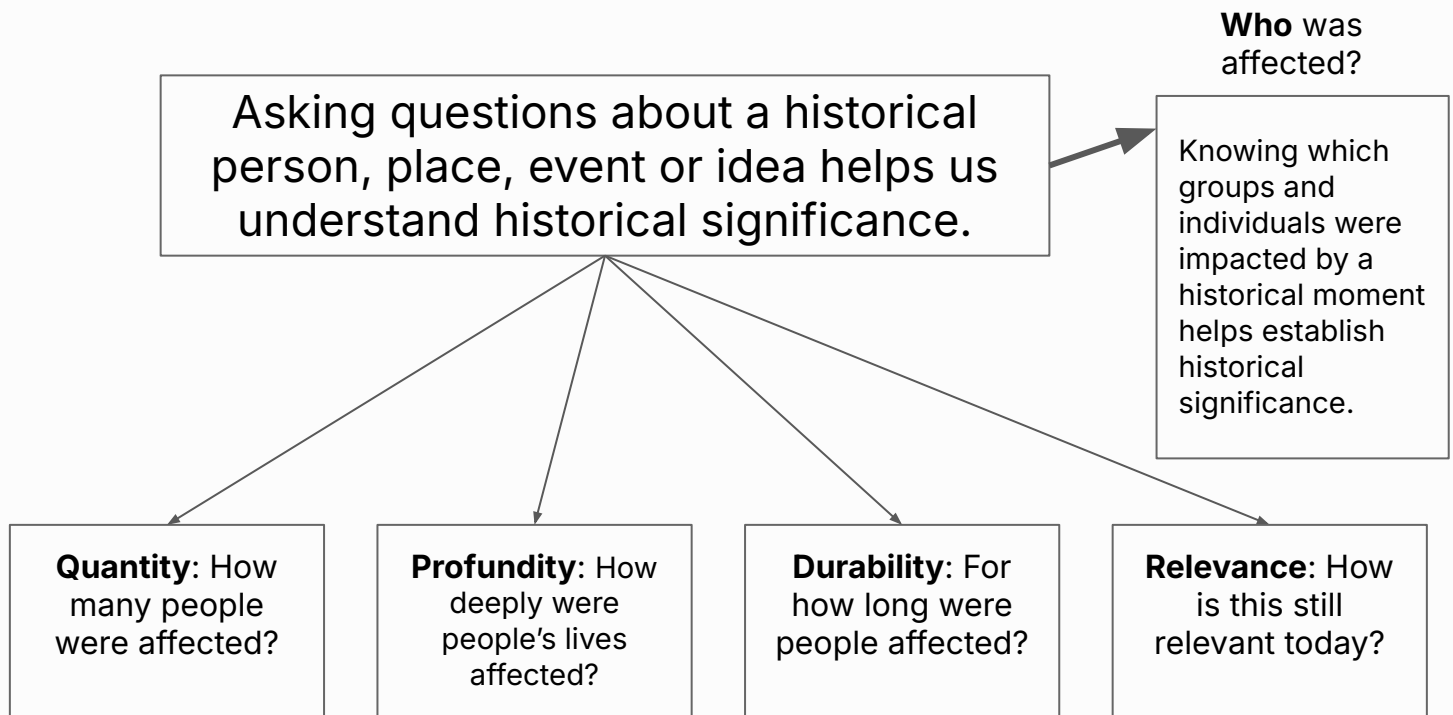
- 1.
- 2.
- 3.



What is Historical Significance?



Quick Definition: Thinking historically means identifying and exploring the reasons why historical people, places, events, or ideas are worth remembering; that is, their historical significance.



When we understand a historical moment's significance, it takes on meaning, and thus, gives us additional purpose in our study of the past.

Practice!

Write an event in your life or the world around you: _____ Using the above questions, what makes that event historically significant?	Does something have to be significant for everyone for it to be historically significant? Explain.



What is Evaluating Evidence?



Quick Definition: Thinking historically means identifying the evidence related to a claim, assessing its validity, and corroborating it by comparing multiple sources' interpretations of events, developments, or processes.

Trustworthy claims are always backed by evidence.

The first job of a scholar when encountering a claim should be to find the evidence to support it. Similarly, when scholars make claims, they must support it with evidence.

Not all evidence is created equal. We must corroborate it and assess its credibility.

Corroboration	Assessing credibility
<ul style="list-style-type: none"> Is this evidence affirmed or challenged by other pieces of evidence? How does one piece of evidence help better interpret another piece of evidence? What similarities and differences are there between sources? 	<ul style="list-style-type: none"> Does the author have the credentials or experience to be trusted? How can we know if the source is authentic? How have other experts or trusted individuals viewed this evidence?

When we evaluate evidence, we ensure that the history we study is described accurately, even if it challenges our own thinking.

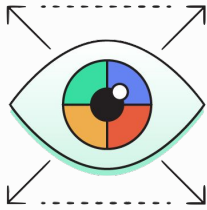
Practice!

Write down a word or phrase that describes you well: _____. What evidence might people find to prove that description true?

What happens when sources either don't use evidence or use weak evidence when making a historical claim? Why would that matter?



What is Historical Perspective?



Quick Definition: Thinking historically means considering how one's personhood has influenced their perspective. It also means recognizing how diverse viewpoints and experiences shape the understanding of historical events. This allows students of history to cultivate empathy for the people of the past that are studied.

When thinking about the attributes of a historical figure, consider:

- Where they lived
- Their age at the time
- The era they lived in
- Their beliefs
- Their socio-economic status, race, and gender)

Historians use this "personal context" to make inferences about a historical figure's views of various historical events, topics, or ideas.

Just like with primary sources, secondary sources have diverse perspectives. We all bring our own personal contexts into our study of the past. It is important to acknowledge this when writing about the past.

Evaluating perspective also means seeking out diverse viewpoints and experiences in history. We can ask certain questions in this process:

1. Whose perspective is missing?
2. What might be a counterclaim to a particular perspective?
3. What might have caused people to draw different conclusions about a past event or idea?

Practice!

When we understand how people come to their perspectives of past events and ideas, we can talk and write about the past more accurately, respecting those who we study.

Make a list of things about yourself (your "personal context") that influence your perspective on the world around you. Compare them to other classmates.	What can we learn about the people of the past when we ask questions of historical perspective? Why does that matter?



What is Quantitative Analysis?



Quick Definition: Quantitative analysis involves the process of evaluating data that is shown visually through tables, charts, graphs, maps, and infographics. By analyzing patterns, conclusions can be drawn about behaviors, institutions, processes, and policies. Critical investigations also yield possible limitations for the data presented.

When engaging in quantitative analysis, the first step is to establish parameters.

- What information is the data addressing?
- How is the data being presented?
- What variables can be identified?
- Are there limitations in the data?

Once terms are defined, make meaning of the data.

Analysis is key! Scholars must use analysis to make inferences, draw conclusions, and assess the reliability of those conclusions.

When we practice quantitative analysis, we can make meaning of the data we encounter. This allows us to tell more complete and accurate stories of the people, places, and events we study.

Practice!

Look at the table of building expenses. Then answer the "defining terms" questions you read above.

- 1.
- 2.
- 3.
- 4.

Item or Service	Price	Price in 2019 dollars
3 tables, 40 chairs	\$179,729.60	\$3,791,204.40
Carpets	\$350,000	\$7,382,877.05
"plumbing and gaslight fixtures"	about \$1,500,000	\$31,640,901.64
160 awnings	\$24,000	\$506,254.43
Three years of plastering	\$2,870,464.06	\$60,549,380.65
"Brooms, etc."	\$41,190.95	\$868,879.20
11 thermometers	\$7,500	\$158,204.51



What is Evaluating Arguments?



Quick Definition: Thinking historically means assessing the validity of a claim using the available evidence. Furthermore, by utilizing other skills, like contextualization, perspective, and continuity and change over time, the rationale behind an argument can be better understood.

All arguments are only as good as their evidence. Using C.L.A.I.M. can help effectively evaluate arguments that you encounter.

C	Claim	What is the main claim being made in text?
L	Logic	Is the reasoning systematic and logical? Does it make sense? 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? Does it align to common sense?
M	Merit	Does the claim merit our belief or should we be doubtful?

Practice!

When we effectively evaluate arguments, we emphasize the importance of quality evidence in our scholarship. When we better understand arguments about the past, we can better understand the past, as well as its impact on the present.

Think of a time that you trusted someone's argument even if you didn't assess its validity? Which part of C.L.A.I.M. did you likely use in that moment?	Which question in C.L.A.I.M. do you think is especially important when evaluating an argument about the past? Why?



What is Quantitative Analysis?



Quick Definition: Quantitative analysis involves the process of evaluating data that is shown visually through tables, charts, graphs, maps, and infographics. By analyzing patterns, conclusions can be drawn about behaviors, institutions, processes, and policies. Critical investigations also yield possible limitations for the data presented.

Is it a graph, statistics, chart, or some other form of data?

What data is being shown?

What are the variables being displayed?

What trends or patterns are being shown?

What conclusion(s) can be drawn from the data being presented?

Are there limitations in the data?

The historical period and time of the graph or chart should also be considered.

Some types of quantitative data presented in history courses include census records, economic statistics, population figures, migration patterns, unemployment figures, expenditures, war statistics, and election data.

Quantitative analysis is a powerful historical thinking skill that allows historians to examine numerical data to understand and interpret historical phenomena. By systematically collecting, organizing, analyzing, and interpreting data, historians can uncover patterns and trends that provide valuable insights into the past.

Practice!

Your school recently held an election for student body president. There were three candidates and one candidate got over 50% of the votes while the others got 30% and 20%. Draw a pie graph showing the results.

Analyze the related to [Franklin D. Roosevelt's New Deal](#) spending policies. What two conclusions can you draw from the graph?

