HISTORICAL THINKING SKILLS: CREATING STUDENT DETECTIVES

Tiffany Delk, US History Teacher
Tiffany.Delk@VBSchools.com

Lisa Walker, Gifted Resource Teacher
Lisa.Walker@VBSchools.com

Tallwood H.S. Global Studies and World Languages Academy

Virginia Beach City Public Schools
FOOD FOR THOUGHT

“GIVE THE PUPILS SOMETHING TO DO, NOT SOMETHING TO LEARN; AND THE DOING IS OF SUCH A NATURE AS TO DEMAND THINKING; LEARNING NATURALLY RESULTS.”

--JOHN DEWEY, 1915
TODAY’S SESSION GOALS:

1. **Identify** the behaviors and skills of historians.

2. **Analyze** primary source documents using Historical Thinking Skills.

3. **Practice** using technology-enhanced formative assessments.
BRAINSTORM ACTIVITY

What does it mean to think like an historian?

https://answergarden.ch/272231
THINK/PAIR/SHARE

What does historical thinking look like in a classroom?

https://todaysmeet.com/HistoricalThinking
I study records of events and prepare written accounts based on my research. I attempt to explain the causes and effects of events and offer interpretations of them. I use primary sources and secondary sources to learn basic information and the state of current knowledge. I am skillful in deciphering and interpreting documents and objects. I read documents in their original languages, and routinely master skills from other disciplines, ranging from art history archaeology to statistics and economics. I often get statistical information from original records and translate it into a form that computers can read and analyze.
Can teaching students to use Historical Thinking Skills enhance student engagement?
Historical Thinking Skills in Action
Students Can **DO** When They Know How

Providing students with a critical thinking **strategy** can help them develop the “detective skills” of an historian.
Students Need Practice

What is the difference between Strategy and an Activity?

- **Activity** - Teacher Led
- **Strategy** - Student Driven
SAM WEINBERG'S HISTORICAL THINKING SKILLS

- Sourcing
- Corroboration
- Contextualization
- Close Reading
- Explicit Instruction
MODEL LESSON

**Learning Target**: I can demonstrate knowledge of the emerging role of the United States in world affairs by:

9a) explaining the changing policies of the United States toward Latin America and Asia and the growing influence of the United States in foreign markets.

http://sheg.stanford.edu/maine-explosion
SOURCING

• Identifying author, author’s position, date, title, type of source
  • Is the source useful evidence?
  • Would a historian accept the source as evidence?
  • What is the background surrounding the source?
  • Why is it important to know the origin of the source?
CORROBORATION

• Comparing documents, recognizing disparities, reconciling disparities
  • Could the item be used as evidence?
  • How is the source connected to the topic?
  • Is the source accurate?
CONTEXTUALIZATION

• Making meaning, using background information
  • Why might ____ want to do ____?
  • Does the source provide supportive evidence
  • Based on what you know about ____, is the source accurate?
CLOSE/CRITICAL READING

• Identify the author’s:
• claims,
• perspectives,
• biases
EXPLICIT INSTRUCTION

• Modeling skills, guided practice, and providing feedback:
  • Do you demonstrate how to THINK ALOUD as you process material?
  • Do you allow time for practice alone, with partners, and provide feedback?
Big Question

• Which account (A or B) is more believable? Use evidence from the text to support your choice.

• How do these documents help explain the changing policies of the United States toward Latin America?
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<th>Historical Reading Skills</th>
<th>Questions</th>
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| Sourcing                 | Who wrote this?  
What is the author’s perspective?  
When was it written?  
Where was it written?  
Why was it written?  
Is it reliable? Why? Why not? | Identify the author’s position on the historical event  
Identify and evaluate the author’s purpose in producing the document  
Hypothesize what the author will say before reading the document  
Evaluate the source’s trustworthiness by considering genre, audience, and purpose | The author probably believes...  
I think the audience is...  
Based on the source information, I think the author might...  
I do/don’t trust this document because... |
| Contextualization        | When and where was the document created?  
What was different then? What was the same?  
How might the circumstances in which the document was created affect its content? | Understand how context/background information influences the content of the document  
Recognize that documents are products of particular points in time | Based on the background information, I understand this document differently because...  
The author might have been influenced by _____ (historical context)...  
This document might not give me the whole picture because... |
| Corroboration            | What do other documents say?  
Do the documents agree? If not, why?  
What are other possible documents?  
What documents are most reliable? | Establish what is probable by comparing documents to each other  
Recognize disparities between accounts | The author agrees/disagrees with...  
These documents all agree/disagree about...  
Another document to consider might be... |
| Close Reading            | What claims does the author make?  
What evidence does the author use?  
What language (words, phrases, images, symbols) does the author use to persuade the document’s audience?  
How does the document’s language indicate the author’s perspective? | Identify the author’s claims about an event  
Evaluate the evidence and reasoning the author uses to support claims  
Evaluate author’s word choice; understand that language is used deliberately | I think the author chose these words in order to...  
The author is trying to convince me...  
The author claims...  
The evidence used to support the author’s claims is... |
Where Do I Start?

IT’S IMPORTANT TO FRONT LOAD Historical Thinking Skills AT THE BEGINNING OF THE SCHOOL YEAR!

http://sheg.stanford.edu/intro-materials
EXIT TICKET

• PLEASE VISIT THE FOLLOWING SITE:
  WWW.SOCRATIVE.COM

• CLICK ON STUDENT LOGIN. ENTER THE FOLLOWING CODE

• 9RMLNQKS
Exit Ticket Questions

• HOW HAS TODAY’S PRESENTATION GENERATED IDEAS FOR USING HISTORICAL THINKING SKILLS IN YOUR CLASSROOM?

• WHAT THREE NEW IDEAS WILL YOU TAKE AWAY TODAY?
Exit Ticket Results

• Socrative
ADDITIONAL RESOURCES:

Educational Resources

https://sheg.stanford.edu/us

https://sheg.stanford.edu/researcharticles

Technology Resources

https://answergarden.ch/

https://todaysmeet.com/

http://socrative.com/