

# HISTORICAL THINKING SKILLS: CREATING STUDENT DETECTIVES

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# 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



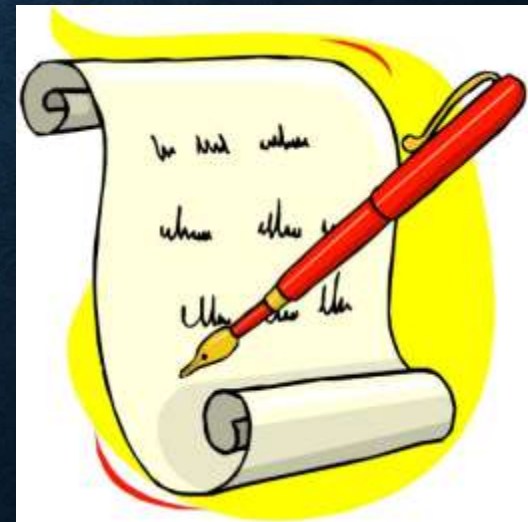
# TODAY'S SESSION GOALS:

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>



# SANDRA KAPLAN'S: THINKING LIKE AN HISTORIAN

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?



philipmorrin.info

# 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>



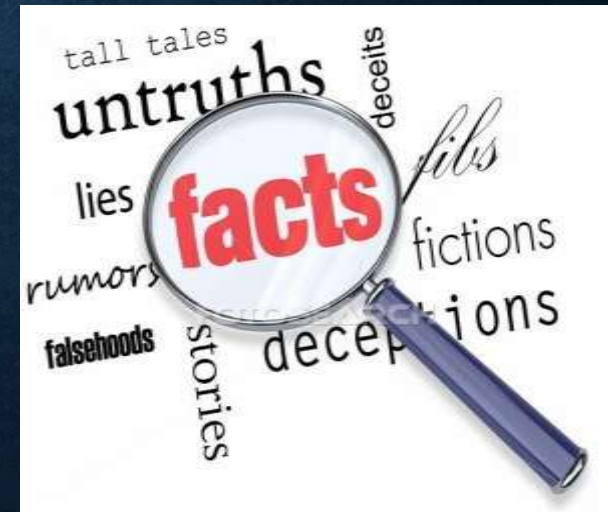
# SOURCING



- 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?

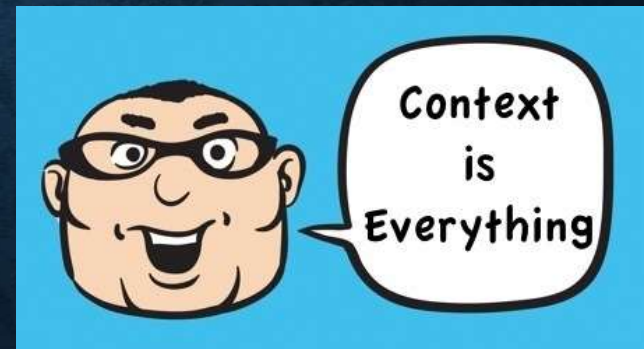
# CORROBORATION

- 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?



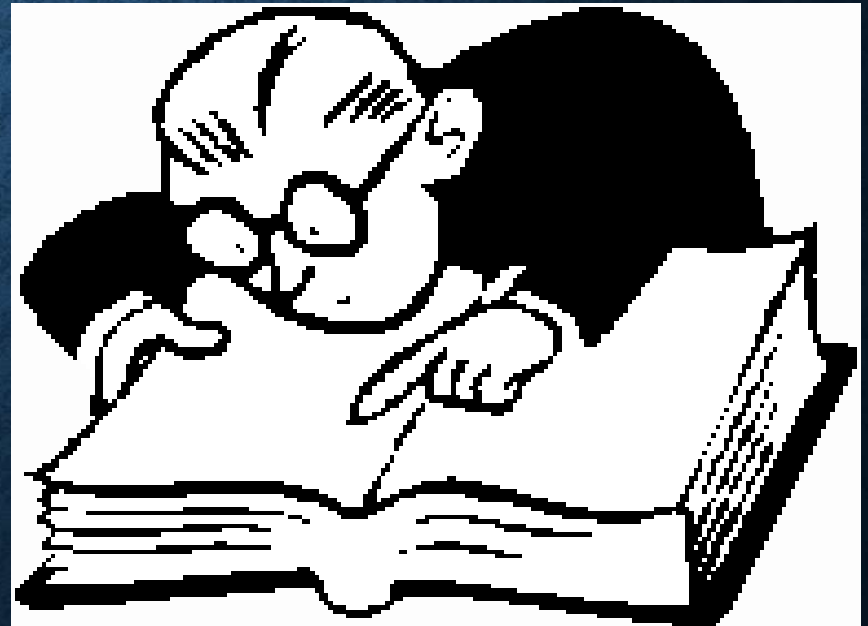
# CONTEXTUALIZATION

- 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?

# HISTORICAL THINKING CHART

Historical Reading Skills	Questions	Students should be able to . . .	Prompts
Sourcing	<ul style="list-style-type: none"> <li>Who wrote this?</li> <li>What is the author's perspective?</li> <li>When was it written?</li> <li>Where was it written?</li> <li>Why was it written?</li> <li>Is it reliable? Why? Why not?</li> </ul>	<ul style="list-style-type: none"> <li>Identify the author's position on the historical event</li> <li>Identify and evaluate the author's purpose in producing the document</li> <li>Hypothesize what the author will say before reading the document</li> <li>Evaluate the source's trustworthiness by considering genre, audience, and purpose</li> </ul>	<ul style="list-style-type: none"> <li>The author probably believes . . .</li> <li>I think the audience is . . .</li> <li>Based on the source information, I think the author might . . .</li> <li>I do/don't trust this document because . . .</li> </ul>
Contextualization	<ul style="list-style-type: none"> <li>When and where was the document created?</li> <li>What was different then? What was the same?</li> <li>How might the circumstances in which the document was created affect its content?</li> </ul>	<ul style="list-style-type: none"> <li>Understand how context/background information influences the content of the document</li> <li>Recognize that documents are products of particular points in time</li> </ul>	<ul style="list-style-type: none"> <li>Based on the background information, I understand this document differently because . . .</li> <li>The author might have been influenced by _____ (historical context) . . .</li> <li>This document might not give me the whole picture because . . .</li> </ul>
Corroboration	<ul style="list-style-type: none"> <li>What do other documents say?</li> <li>Do the documents agree? If not, why?</li> <li>What are other possible documents?</li> <li>What documents are most reliable?</li> </ul>	<ul style="list-style-type: none"> <li>Establish what is probable by comparing documents to each other</li> <li>Recognize disparities between accounts</li> </ul>	<ul style="list-style-type: none"> <li>The author agrees/disagrees with . . .</li> <li>These documents all agree/disagree about . . .</li> <li>Another document to consider might be . . .</li> </ul>
Close Reading	<ul style="list-style-type: none"> <li>What claims does the author make?</li> <li>What evidence does the author use?</li> <li>What language (words, phrases, images, symbols) does the author use to persuade the document's audience?</li> <li>How does the document's language indicate the author's perspective?</li> </ul>	<ul style="list-style-type: none"> <li>Identify the author's claims about an event</li> <li>Evaluate the evidence and reasoning the author uses to support claims</li> <li>Evaluate author's word choice; understand that language is used deliberately</li> </ul>	<ul style="list-style-type: none"> <li>I think the author chose these words in order to . . .</li> <li>The author is trying to convince me . . .</li> <li>The author claims . . .</li> <li>The evidence used to support the author's claims is . . .</li> </ul>

# 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](http://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/>