APUSH: Grade 11: Maranda Anderson, Greenfield-Central High School

**APUSH: HTS: Historical Thinking Skills**

**Directions:** Divide your students into nine small groups. Provide them a graphic organizer for all of the skills in order to facilitate note taking when presentations begin.  Then, have each small group complete their presentation sheet using the skill that you have assigned to them.  Students present to the rest of the class after work time.

**Skill 1: Historical Causation**

Proficient students should be able to

* Compare causes and/or effects, including between short and long-term effects.
* Analyze and evaluate the interaction of multiple causes and/or effects.
* Assess historical contingency by distinguishing among coincidence, causation, and correlation, as well as critiquing existing interpretations of cause and effect.

**Skill 2: Patterns of Continuity and Change over Time**

Proficient students should be able to

* Analyze and evaluate historical patterns of continuity and change over time.
* Connect patterns of continuity and change over time to larger historical processes or themes.

**Skill 3: Periodization**

Proficient students should be able to

* Explain ways that historical events and processes can be organized within blocks of time
* Analyze and evaluate competing models of periodization of US History

**Skill 4: Comparison**

Proficient students should be able to

* Compare related historical developments and processes across place, time, and/or different societies or within one society.
* Explain and evaluate multiple and differing perspectives on a given historical phenomenon.

**Skill 5: Contextualization**

Proficient students should be able to

* Explain and evaluate ways in which specific historical phenomena, events, or processes connect to broader regional, national, or global processes occurring at the same time.
* Explain and evaluate ways in which a phenomenon, event, or process connects to other, similar historical phenomena across time and place.

**Skill 6: Historical Argumentation**

Proficient students should be able to

* Analyze commonly accepted historical arguments and explain how an argument has been constructed from historical evidence.
* Construct convincing interpretations through analysis of disparate, relevant historical evidence.
* Evaluate and synthesize conflicting historical evidence to construct persuasive historical arguments.

**Skill 7: Appropriate Use of Relevant Historical Evidence**

Proficient students should be able to

* Analyze features of historical evidence such as audience, purpose, point of view, format, argument, limitations, and context germane to the evidence considered.
* Based on analysis and evaluation of historical evidence, make supportable inferences and draw appropriate conclusions.

**Skill 8: Interpretation**

Proficient students should be able to

* Analyze diverse historical interpretations.
* Evaluate how historians’ perspectives influence their interpretations and how models of historical interpretation change over time.

**Skill 9: Synthesis**

Proficient students should be able to

* Combine disparate, sometimes contradictory evidence from primary sources and secondary works in order to create a persuasive understanding of the past.
* Apply insights about the past to other historical contexts or circumstances, including the present.

**(Taken from the Frayer Model for vocab)**

**Directions: In the middle, place your skill.  In the boxes surrounding your skill, place 1) vocab essential to understanding your term, 2) a working definition of your skill, 3) examples of an activity, time period, or event, and 4) a drawing of what your skill is or a demonstration of an event within any time period in US History**

HTS Notes

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| Skill 1:  |  |
| Skill 2:  |  |
| Skill 3:  |  |
| Skill 4:  |  |
| Skill 5:  |  |
| Skill 6:  |  |
| Skill 7:  |  |
| Skill 8:  |  |
| Skill 9:  |  |