

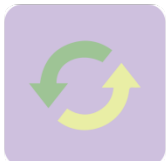




Historical Thinking Chart

Historical Thinking Concept	Sample Prompt	Explanation
 <p>Historical Significance</p>	<p><i>What were the major cultural, political, and technological contributions of early imperial China?</i></p>	<p>Questions exploring historical significance are asking students to consider in their response why an aspect of the past is important to understand or consider.</p>
 <p>Cause and/or Effect</p>	<p><i>As settlement in the American West increased, which actions of the new settlers had the greatest effect on Native American communities?</i></p>	<p>This type of question asks students to explore in their response how and why certain historical conditions and actions influenced others.</p>
 <p>Change and Continuity</p>	<p><i>How did African American communities change as individuals migrated to urban areas in the 1920s?</i></p>	<p>This type of question asks students to consider in their response what has changed and what has remained the same over time.</p>
 <p>Perspective</p>	<p><i>How can we understand the appeal of Lenin, Stalin, Mussolini and Hitler to their followers?</i></p>	<p>In order to understand the people living in the past, students must be able to distinguish between their own experiences and the options and worldviews of individuals/groups in their particular time and place.</p>
 <p>Contemporary Relevance/ Ethical Evaluation</p>	<p><i>What is the moral obligation of the United Nations to intervene in nations that may be engaging in acts of genocide, for example, Rwanda in 1994 or present-day Syria?</i></p>	<p>In general, we ask students to maintain an academic distance when evaluating the past. This type of question asks the student to assess the moral implications of past events and actions in their responses.</p>