WHAT IS HISTORY?

- History is an account of the past.
- Accounts differ depending on one's perspective.
- We rely on evidence to construct accounts of the past.
- We must question the reliability of each piece of evidence.
- Any single piece of evidence is insufficient to build a plausible account.
# HISTORICAL THINKING CHART

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<th>Historical Reading Skills</th>
<th>Questions</th>
<th>Students should be able to ...</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 ... |

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SOURCING

Before reading the document ask yourself:

- Who wrote this?
- What is the author’s perspective?
- Why was it written?
- When was it written?
- Where was it written?
- Is it reliable? Why? Why not?
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?
Corroboration

- What do other documents say?
- Do the documents agree? If not, why?
- What are other possible documents?
- What documents are most reliable?
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?