## Historical Thinking Chart

<table>
<thead>
<tr>
<th>Historical Reading Skills</th>
<th>Questions</th>
<th>Students should be able to . . .</th>
<th>Prompts</th>
</tr>
</thead>
</table>
| 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 . . . |
| Corroborate              | • 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 . . . |