**Essential Standards**

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| WH 1.1 | Use Chronological Thinking to:1. Identify the structure of a historical narrative or story: (its beginning, middle and end)
2. Interpret data presented in time lines and create time lines
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| WH 1.2 | Use Historical Comprehension to:1. Reconstruct the literal meaning of a historical passage
2. Differentiate between historical facts and historical interpretations
3. Analyze data in historical maps
4. Analyze visual, literary and musical sources
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| WH 1.3 | Use Historical Analysis and Interpretation to:1. Identify issues and problems in the past
2. Consider multiple perspectives of various peoples in the past
3. Analyze cause-and-effect relationships and multiple causation.
4. Evaluate competing historical narratives and debates among historians.
5. Evaluate the influence of the past on contemporary issues
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| WH 1.4 | Use Historical Research to:1. Formulate historical questions
2. Obtain historical data from a variety of sources
3. Support interpretations with historical evidence
4. Construct analytical essays using historical evidence to support arguments.
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| **Term** | **Definition (think Who, What, Where, When)** | **Analysis (think Why, How)** |
| 1. **Chronological Thinking**
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| 1. **Historians**
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| 1. **Sourcing**
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| 1. **Primary Source**
 |  | **Examples of Primary Sources:** |

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| 1. **Secondary Source**
 |  | **Examples of Secondary Sources:**  |
| 1. **Reliability**
 |  | **Factors that determine Reliability:**1.
2.
3.
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| 1. **Contextualization**
 |  |  |
| 1. **Corroboration**
 |  | **Historical analysis…**All \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ should be grounded in evidence. |
| 1. **Close Reading**
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| 1. **Quantitative Analysis**
 |  | **Examples of Quantitative Analysis:** |
| 1. **Qualitative Analysis**
 |  | **Examples of Qualitative Analysis:** |
| 1. **Argument/Thesis**
 |  |  |
| 1. **Evidence**
 |  |  |
| 1. **Fixed Mindset**
 |  | **What statements indicate a “fixed” mindset?** |
| 1. **Growth Mindset**
 |  | **What statement indicate a “growth” mindset?** |