

# *Historical Thinking Skills:*

## *Causation (SAQ, LEQ, DBQ)*

This lead to... Immediately causing... A proximate cause being.... The deep-rooted causes...  
... which spurred... Underneath it all was...  
A change took place between... and ... because...  
The underlying causes of..... had been... If it were not for....., Consequently, ...  
The main/only reason.... happened is because.... This was stemming from... This sparked...

## *Continuity and Change Over Time (SAQ, LEQ, DBQ)*

Dating back to... As seen as far back as... Though it evolved into..., it still...  
... still persisted in the form of... One thing that remained constant was...  
Eventually... Over time... This all changed when...

## *Comparison (SAQ, LEQ, DBQ)*

Similarly, ... Likewise... Of the same thread/belief..... .... can be grouped with...  
... bears much the same idea as..... .... would agree/disagree with.....

Although... Even though... Despite...  
In contrast/contrary, .... On the other hand, ... To a much lesser extent...

## *Periodization (SAQ, LEQ)*

The real turning point of ..... was ... ..... can be considered the beginning/end of...  
..... can all be classified within the... era/period... because...  
The ..... era/period can be considered one of..... The true beginning of.... Is...  
... was a time of... ... and... serve as the bookends of the period because...

## *Contextualization (SAQ, Required on DBQ)*

This makes sense because nationally/internationally at the time...  
Meanwhile.... Elsewhere.... The theme of ..... is seen...  
... was a time of ..... because across the nation/world.... .... serves as a great example of...  
The larger story of..... This fits into.... .... is representative of...  
.... exemplifies the larger/continual/emerging trend of...

## *Use of Evidence: Primary Sources*

**Audience-** Who is the intended primary audience? Who else would hear or see it?

- Person, group, sector in society?
- Is this audience one in which the speaker belongs?
- Is there a reason this audience has been targeted in particular?

**Point of View-** Who is the author of the document? What does (s)he believe or want? How does the author's personhood impacted what they wrote? Is his/her POV limited or strengthened in some way?

- Race, gender, age, ethnicity, religion, other general background
- Education level, profession, role in the issue or society
- Personality, values, viewpoints on the issue
- Does the author have ulterior motives? Does the author's background make it hard for him/her to understand the opposing viewpoint or be convincing in his/her argument?
- Does the author's background strengthened their effectiveness?

**Arena (Historical Context)-** What is the context that this message was created?

- What has just happened? What is on the verge of happening?
- What proximate or deep-rooted issues are causing this document to be created?
- How does this document represent this era/period?

**Purpose-** What is the author trying to accomplish? Does (s)he have ulterior motives?

Persuade	Compliment	Discredit	Disagree	Warn	Encourage	Promote	Urge
Apologize	Question	Outrage	Solicit	Clarify	Demand	Outline	Hint
Oppose	Inspire	Expose	Intensify	Reflect	Argue	Assert	Compromise
Connect	Prove	Illustrate	Introduce	Offer	Predict	Suggest	Compliment
Establish	Justify	Qualify	Distinguish	Propose	Honor	Contrast	Question

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**Sum-Up-** How can you put all these pieces together in a concise analytical sentence?

- Author's name and role
- Type of document
- Audience
- Purpose verb, summary of author's angle on the topic
- Anyway the author's message has limitations in allowing historians to understand the full topic or is strengthened by who the author is?

*In his inaugural newspaper, abolitionist William Lloyd Garrison announces.....; being white...*

*According to the map used by Lewis & Clark, it's clear that the maker .....; while it doesn't take into account..... it still...*

*By appealing to fellow women in her "Appeal to Christian Women of the South", Angelina Grimke hoped to.....; coming from a slave-owning family, she actually...*

*John Trumbull's painting, Declaration of Independence, honors.....; we know however...*

*Despite his public speech to Congress of compassion to natives, personally President Jackson...*

## Interpretation: Secondary Sources

### Argument-What is the main argument the historian is making?

- (Author's name) argues in his/her essay, ....., argues that...

*Barbara Welter argues in her essay, 'The Cult of True Womanhood', that women were held to a higher standard than men in antebellum America culture, especially in regards to religion, sexual, household, and family obligations. This high standard was a limitation, not an honor.*

### Outside Evidence- What kinds of facts support the argument made by the historian?

- The .... is another example of .... because ... strengthens his/her arguments because....

*The fact that women did not have the right to vote, nor could hold property or exercise many other basic rights as well as held limited formal education opportunities are examples of how women were expected to exist within the sphere of the home because they were not suppose to engage in politics or the discussion of worldly ideas. The Declaration of Sentiments makes these restrictions clearly known and challenged.*

### Reflection- What has the argument(s) added to your own understanding? Who makes a stronger argument? What large themes does this fit into? What is a question you still have about the topic?

- (Author's last name)'s essay showed me.... It, along with ....., has made me realize that..... I believe..... makes a strong/weak/better argument because... This topic is just one in the larger story of.... because... I wonder...

*Welter's essay showed me how these standards were not only in place clearly in society, but were such a blatant double standards that truly limited women I think Welter makes well-rounded argument, but I wonder what women's diaries and private documents say about how women felt about theses social standards and if they accepted them deep down. This topic fits in the story of American women as it shows the continuation of oppression even upper class white women faced.*

## Long Essay & Document-Based Essays

### Historical Argument

#### Thesis

- Set the **stage**- include all required components of prompt
  - Date range, location, topic – Before... During... After... Between...
  - Overview and background of topic
- Recognize **contrary or weakest** evidence involved in topic and skill
  - Although... Even though... Despite...
  - On the contrary... On the other hand...
  - To a lesser extent..... To a greater extent...
- Provide your **road map**- create reasoned, supported argument
  - Describe briefly the categories- depends on topic/skill required
  - State clear position on the continuum- extremely... some what... a little... mostly not... definitely not...

*During the 16<sup>th</sup> and 17<sup>th</sup> century, many Europeans came to the New World permanently changing world history. Although, these nations all had general goals of increasing power and expansion, they differed when looking at their economic approaches and treatment of the natives. The French set up respectful trade relations. The Spanish plundered for gold, killing natives. The English came for permanent settlement creative hostile relations. The livelihoods of natives were forever changed for the extreme worse as a result of these European migrations.*

## *Use of Evidence*

### **Category Paragraphs**

- Write a clear topic sentence, including category and main argument about it
- Support with multiple specific pieces of evidence and argue with specific word choices
- Address the Historical Thinking Skill using sentence starters
- Transition to next category

*In regards to/When looking at... (category), ... (general elaboration). This is clear by ... (evidence), which shows ... Additionally/Then/Which led to/Also .... (evidence), which was..... (Keep adding...) Overall, ...*

### **DBQ Category Paragraphs**

- Use EVERY the documents
- Analyze EVERY document for one aspect: audience, point of view, historical context, purpose
- Incorporate distinct pieces of outside evidence

~~“Quote from Document 1”... Document 2 shows/says.... According to Document 3...~~

The historical context of... Her purpose was to....  
His audience was mostly... She was a women who...

## *Synthesis*

### **LEQ & DBQ Addressing the Counter/Opposing Argument (First Body Paragraph)**

However, when looking at..... While.... was occurring, others were.....

Despite....., it can be also argued.... but... According to..... it could be argued ...

While most/many historians argue..., others have... Some scholarly work suggests....

On the flip side, .... The opposite is true as seen with..... An opposing viewpoint is...

However, from looking at... Much lesser know was.....

### **LEQ Adding a Category- group, geographic area, theme (Last Body Paragraph)**

An additional way..... Also, this affected... To a lesser degree, but still present.....

When looking at the theme of .....

### **LEQ & DBQ Connecting to Another Time Period- prior or later (Conclusion Paragraph)**

This theme isn't new; it goes as far back as... with... This theme persists; one can see it also in...

... established this theme of.... Later, during the..... This continues/evolves into.....

Eventually... Over time... This all changed when...