



Think Historically (6.6 **Being an Historian**) to Put Yourself Back In Time: Ask Questions Search, Read, Examine, Discuss, Analyze, & Write!

- **Formulate central historical and geographical questions based on conceptual ideas**
6.8 What were the push and pull factors of the Great Trek across South Africa? 6.9 What is the meaning of “citizen”? 6.10 Who has access to justice, rewards, and power in various political, economic, and social systems? How does one gain access? (See SS Inquiry Method)
- **Analyze and interpret secondary & primary sources, including material culture, for information about a period and to understand the historical context.**
6.4 b Use primary sources, material culture, texts, literature. 6.6 Being an Historian.
- **Consider multiple perspectives to evaluate competing narratives and sets of evidence.**
6.13 culture & 6.15 identity – Competing narratives derive from different cultures, identities, genders, social classes, ethnicities, and the like. 6.2 Judge the credibility of sources; identify unstated assumptions, logical fallacies, and inconsistencies; recognize relevant from irrelevant; 6.3 Analyze knowledge as socially constructed: Compare and contrast evidence; use and interpret statistical methodology; use of propaganda; identifying vilifying & romanticizing through selected facts.
- **Gain historical empathy to understand the worldview of the historical actors.**
6.5a Understand history through perspectives of people living at the time; 6.13 Concept of culture & worldviews.
- **Identify patterns of historical succession (chronology, progressions, cycles).**
6.6 Change over time, recurring themes, continuities.
- **Interpret causality and effects, intended and unintended impacts.**
6.1 Identify complex webs of causes & effects; distinguish intentions and intended impacts from unpredicted and unwanted effects.
- **Use prior knowledge and new knowledge to offer ones own interpretations, using evidence to support your claims**
6.2 Uses of evidence and knowledge
- **Define enduring issues across eras and how they impact lives today.**
6.1 Identify enduring problems: VT standards add action – propose solutions & take actions on public issues.
- **Discriminate between which parts of past events are comparable to today and which are not.**
6.6 Being a Historian: Uses of history: What is useable? What is not? Evaluate how people in power use history.
- **Use Socratic questioning to stimulate critical analysis discussions.**
- **Write lucid historical narratives with clear analysis, logical arguments, supporting evidence, complex ideas and concepts.**
Literacy competencies & 6.2: Uses of evidence and knowledge
- **Identify possible turning points to determine if the impacts were deep and long-lasting enough to be called a “turning point.”**
6.4 Periods of transition; impact of new knowledge and inventions on society & change.