

Reading Standards for History/Social Studies

- Knowledge of domain-specific vocabulary
- Analyze, evaluate, and differentiate primary and secondary sources
- Synthesize quantitative and technical information, including facts presented in maps, timelines, flowcharts, or diagrams
- Intentional and explicit instruction for students as they interact with discipline-specific text

Source Work/Historical Literacy

Text: What is visible/readable--what information is provided by the source?

Context: What was going on during the time period?
What background information do you have that helps explain the information found in the source?

Subtext: What is between the lines? Must ask questions about:

- **Author:** Who created the source and what do we know about that person?
- **Audience:** For whom was the source created?
- **Reason:** Why was this source produced at the time it was produced?

Reading Strategies and Historical Sources

Sourcing: When a reader thinks about a document's author and why the document was created.

Contextualizing: When a reader situates a document and its content in place and time.

Corroborating: When a reader asks questions about important details across multiple source to determine points of agreement and disagreement.

<http://historicalthinkingmatters.org/why.php>

Writing Standards for History/Social Studies

- Write arguments on discipline-specific content and informative/explanatory texts
- Make arguments or claims and support those with the use of data, evidence, and reason
- Apply domain-specific vocabulary through writing exercises unique to each discipline
- Expect students to compose arguments and opinions, informative/explanatory pieces, and narrative texts
- Focus on the use of reason and evidence to substantiate an argument or claim
- Emphasize ability to conduct research – short projects and sustained inquiry

Elements of a History Lab

- A **central question** that does not have one answer.
- **Source work**—Historical sources are evaluated and the information gained is applied to the development of an answer to the lab's central question.
- The employment of **literacy skills** to evaluate historical sources.
- The development, refinement, and defense of an **evidence-based answer** to the guiding historical question