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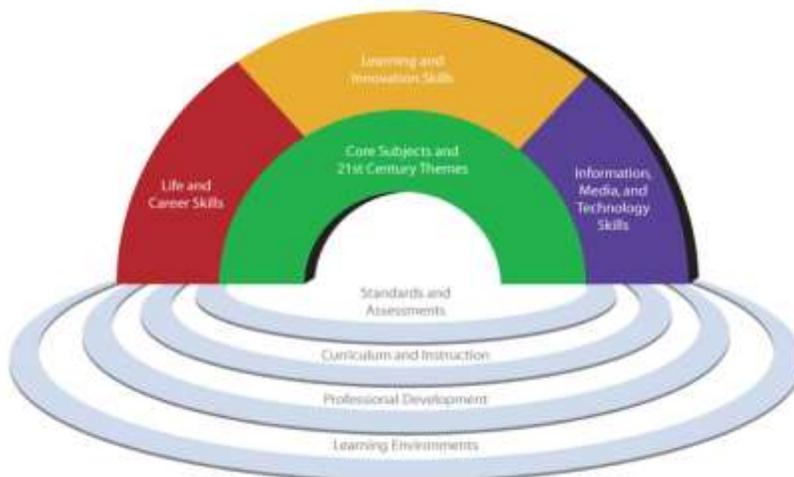
## Historical Thinking Strategies

<p>Analyzing Primary Sources</p>	<p>Who is the author? What do I know about the author?          What is the time period? What do I know about this time period?          What type of source is it?          Did it come from a reliable place?          What can I learn from this source?          What questions do I still have?</p>
<p>Understanding Historical Significance</p>	<p>Why is this source, event, person, place, issue, concept significant?          Who has decided that it is significant?          Was this significant at the time?          Has it become more or less significant over time?          What are the elements surrounding this that maybe more or less significant but enhance our understanding?</p>
<p>Cause and Consequence, Change and Continuity</p>	<p>Does this [ ] represent a change or continuation of the status quo?          What is the cause?          What is the result?          What other [ ] does it set in motion?          Who does it affect and how does it affect them?          Is it mundane or exciting and who decides?</p>
<p>Taking Historical Perspectives</p>	<p>What is my bias?          Why do I have this bias?          How does my bias affect my perspectives?          Do I have the evidence to back my position?          Have I considered all the varied opinions and perspectives?          Has my perspective evolved over time?</p>
<p>Understanding the Ethics of Historiography</p>	<p>Did I cite my sources properly?          Am I honoring and respecting the stories and experiences of the people I am researching?          Am I respecting the work of fellow researchers, teachers, and historians?          Am I acknowledging and fore fronting my bias?</p>



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## 21<sup>st</sup> Century Skills From the Partnership for 21<sup>st</sup> Century Skills 21st Century Student Outcomes and Support Systems



### **CORE SUBJECTS AND 21<sup>st</sup> CENTURY THEMES:**

- ⚙️ **Core subjects include:** English, reading or language arts; World languages; Arts; Mathematics; Economics; Science; Geography; History; Government and Civics.
- ⚙️ **21st century Interdisciplinary Themes:** Global Awareness; Financial, Economic, Business and Entrepreneurial Literacy; Civic Literacy; Health Literacy; Environmental Literacy

### **LEARNING AND INNOVATION SKILLS:**

- ⚙️ **Creativity and Innovation:** think creatively; work creatively with others; implement innovations
- ⚙️ **Critical Thinking and Problem Solving:** reason effectively; use systems thinking; make judgments and decisions; solve problems
- ⚙️ **Communication and Collaboration:** communicate clearly; collaborate with others

### **INFORMATION, MEDIA AND TECHNOLOGY SKILLS:**

- ⚙️ **Information Literacy:** access and evaluate information; use and manage information
- ⚙️ **Media Literacy:** analyze media; create media products
- ⚙️ **ICT (Information, Communications and Technology) Literacy:** apply technology effectively

### **LIFE AND CAREER SKILLS:**

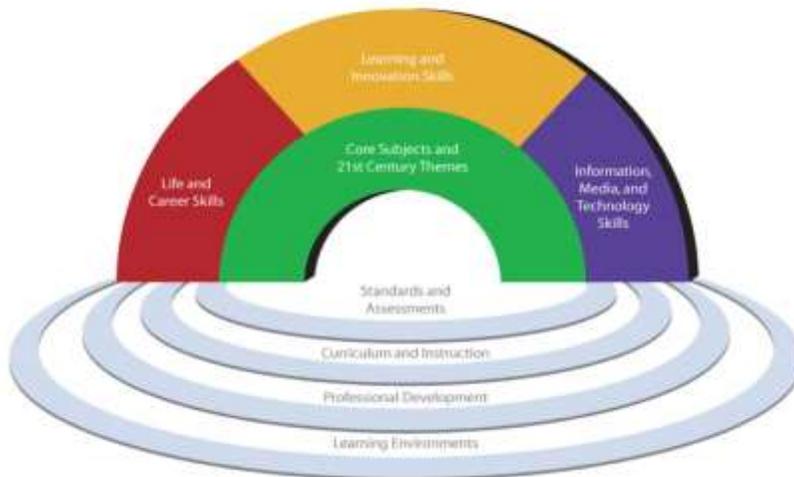
- ⚙️ **Flexibility and Adaptability:** adapt to change; be flexible
- ⚙️ **Initiative and Self-Direction:** manage goals and time; work independently; be self-directed learners
- ⚙️ **Social and Cross-Cultural Skills:** interact effectively with others; work effectively in diverse teams
- ⚙️ **Productivity and Accountability:** manage projects; produce results
- ⚙️ **Leadership and Responsibility:** guide and lead others; be responsible to others



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## Grade Six-Eight Common Core Standards Literacy in History/Social Studies

**How to Read the Standards:** The Standards comprise three main sections: a comprehensive K–5 section and two content area–specific **sections** for grades 6–12.

Each section is divided into **strands**:

- K-5 and 6-12 ELA have Reading, Writing, Speaking and Listening, and Language strands with social studies, science, and technical subjects interwoven in the K-5 grades
- 6-12 history/ social studies, science, and technical subjects section focuses on Reading and Writing
- Each strand is headed by a strand-specific set of College and Career Readiness Anchor Standards (CCR) that is identical across all grades and content areas.
- Individual standards can be identified by their strand, grade, and number, i.e. (RI.4.3) Reading, Informational Text, grade 4, standard 3.

### Who is responsible for which portion of the Standards?

- A single K-5 section lists standards for Reading, Writing, Speaking and Listening, and Language across the curriculum, reflecting that most or all of the instruction comes from one teacher.
- Grades 6-12 are covered in two content area–specific sections, the first for the English language arts teacher and the second for teachers of history/social studies, science, and technical subjects.

### Introduction to Common Core Standards Literacy in History/Social Studies

The standards below begin at grade 6; standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

### Reading: Informational Text

Key Ideas & Details	RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources. RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. RH.6-8.3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
Craft & Structure	RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally). RH.6-8.6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
Integration of Knowledge & Ideas	RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text. RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.
Range of Reading	RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.



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### Writing: Informational Text

Text Types and Purposes	<p>W.6-8.1. Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol> <p>W.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Establish and maintain a formal style and objective tone.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol>
Production and Distribution of Writing	<p>W.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>
Research to Build and Present Knowledge	<p>W.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>W.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>W.6-8.9. Draw evidence from informational texts to support analysis reflection, and research.</p>
Range of Writing	<p>W.6-8.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>



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## Grades 9-10 Literacy in History/Social Studies: Reading

### Key Ideas and Details

- RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

### Craft and Structure

- RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

### Integration of Knowledge and Ideas

- RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.
- RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.

### Range of Reading and Level of Text Complexity

- RH.9-10.10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

## Grades 9-10 Literacy in History/Social Studies: Writing

### Text Types and Purposes

- WHST.9-10.1. Write arguments focused on *discipline-specific content*.
  - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
  - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
  - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - Provide a concluding statement or section that follows from or supports the argument presented.
- WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.



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- Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
  - Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
  - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- WHST.9-10.3. (See note; not applicable as a separate requirement)

#### **Production and Distribution of Writing**

- WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- WHST.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

#### **Research to Build and Present Knowledge**

- WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

#### **Range of Writing**

- WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.



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## Grades 11-12 Literacy in History/Social Studies: Reading

### Key Ideas and Details

- RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

### Craft and Structure

- RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
- RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- RH.11-12.6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

### Integration of Knowledge and Ideas

- RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- RH.11-12.8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

### Range of Reading and Level of Text Complexity

- RH.11-12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

## Grades 11-12 Literacy in History/Social Studies: Writing

### Text Types and Purposes

- WHST.11-12.1. Write arguments focused on *discipline-specific content*.
  - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
  - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
  - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.



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- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from or supports the argument presented.
- WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
  - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  - Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
  - Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
- WHST.11-12.3. (See note; not applicable as a separate requirement)

#### **Production and Distribution of Writing**

- WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- WHST.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

#### **Research to Build and Present Knowledge**

- WHST.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- WHST.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.

#### **Range of Writing**

- WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.