

Historical Thinking Skill 1: Identify and explain historical developments and processes

Historical knowledge is gained from a variety of formats: knowledge transfer from the teacher, reading textbooks, analyzing primary and secondary sources, and from other media. In order to perform historical analysis and argumentation, students should establish a depth of knowledge about historical events, processes, and people and their actions. This skill allows students to gain that empirical knowledge that they can then apply using more sophisticated skills.

Skill	Tasks/Questions	Sample Activity	Instructional Strategies
1.A: <i>Identify a historical concept, development, or process.</i>	<ul style="list-style-type: none"> ▪ Identify the characteristics and traits of a concept, development, or process. ▪ What does the historical evidence tell you about a concept, development, or process? 	Ask students to read the speeches by Mao Zedong and use a table to identify his policies related to the national economy.	<ul style="list-style-type: none"> ▪ Graphic Organizer
1.B: <i>Explain a historical concept, development, or process.</i>	<ul style="list-style-type: none"> ▪ Begin to think about causation and patterns of continuity and change over time. ▪ Using specific historical evidence, explain how and why a historical concept, development, or process emerged. 	Ask students to read excerpts from speeches by Jiang Qing and explain through writing how the Cultural Revolution emerged in China.	<ul style="list-style-type: none"> ▪ Quickwrite