

Historical Thinking Skill 5: Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes

Analyzing patterns and making connections is the bridge between all of the previous historical thinking skills. This skill pulls everything together and allows students to connect all concepts. Whether they are using sources or their own historical knowledge, students will use the historical reasoning processes to identify and explain patterns and connections between historical events and developments.

Skill	Tasks/Questions	Sample Activity	Instructional Strategies
<p>5.A: <i>Identify patterns among or connections between historical developments and processes.</i></p>	<ul style="list-style-type: none"> ▪ What historical developments or processes are described in this source? ▪ What are the causes of this development or process? ▪ What are the effects of this development or process? ▪ Where does the development or process fit into a pattern of continuity or change over time? ▪ What are the similarities and differences between this development or process and another? ▪ What does the data in a non-text based source show? ▪ What trends and patterns can you identify from data? 	<p>Have students read an excerpt from Nelson Mandela's 1964 speech from the Rivonia Trial and, using a table, identify similarities and differences to developments in South Africa and North America.</p>	<ul style="list-style-type: none"> ▪ Graphic Organizer
<p>5.B: <i>Explain how a historical development or process relates to another historical development or process.</i></p>	<ul style="list-style-type: none"> ▪ What historical developments or processes are described in this source? ▪ How or why are the causes of this development or process related to another historical development or process? ▪ How or why are the effects of this development or process related to another historical development or process? ▪ How or why does the development or process fit into a pattern of continuity or change over time? ▪ How or why are developments and processes similar and/or different? 	<p>Using excerpts from Kwame Nkrumah's 1953 speech to the House of Commons, have students quickwrite a series of explanations that connect Nkrumah's opinion on independence to other historical developments and processes using historical reasoning.</p> <p>For example, connect the source to the rise of nationalism after World War II using causation, connect the source to Indian independence using comparison, and connect the source to the Enlightenment using patterns of continuity and change over time.</p>	<ul style="list-style-type: none"> ▪ Quickwrite