Historical Thinking: The BIG SIX and **Me**

Analyzing Cause and Consequence – **In chronological order, list ten events, connected in some way, which led you to attending Delta Secondary.**  You may go back before you were born. Explain the connection between events if not obvious.

Using Evidence and Interpretation – **Think of a primary source of your life (photo, letter, object, etc.). How does it teach us something about you? Get a peer to examine your photo (do not tell them anything) – were there any misinterpretations that your peer made?**

Identifying Continuity and Change – **What are two things in your life that have remained continual? What are two things that have changed?** Try to pick things that are personal to your life.

Establishing Historical Significance – **Rank the top five most significant events in your life.** Write a sentence or two why each is significant.

Taking an Historical Perspective – **Think of an opinion you** **have now, that you haven’t always had. Why did you use to think that way? Why did your thinking change?**

Understanding the Moral Dimension of History – **Think of something you did that hurt someone or something done to you that hurt. Why did you/they do it? Were you/they justified in the action? Is your thinking different on this issue than it once was?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***\*All 4 skills will be assessed: Comprehension, Communication, Connecting/Creating******YOU will be able to:*** | **A** | **B** | **C** | **C-** |
| **Cause and Consequence:** identify the **interplay** (relationship) of intentional human actions in causing change. Identify various causes for a particular event. |  |  |  |  |
| **Using Evidence and Interpretation:** using a primary resource is able to construct an original account of a historical event. Is able to understand how sources can teach you things, or be misinterpreted. |  |  |  |  |
| **Historical Significance:** demonstrate how an event, or person is significant by showing how it is **embedded** (surrounded) in a larger meaningful **narrative** (a series of events). |  |  |  |  |
| **Taking a Historical Perspective:** use evidence and understanding of historical context to answer questions of why people acted the way they did OR thought the way they did. |  |  |  |  |
| **Continuity and Change:** explain how some things continue and others change, in any period of history. |  |  |  |  |
| **The Ethical Dimension:** make judgements about actions of people in the past, recognize the historical **context** (the set of circumstances) in which they happened.  |  |  |  |  |