









Thinking Like a Historian - Instruction and Assessment Planning Rubric

TLH Categories of Inquiry	Level: 4	Level: 3	Level: 2	Level: 1
 <p>Cause & Effect Long term causes &/or effects include: ❖ events, actions, or changing patterns of life occurring years or decades before or after the topic of study ❖ existing cultural values or beliefs ❖ political or economic systems that set limits on people's choices</p>	<ul style="list-style-type: none"> distinguishes multiple causes &/or multiple effects including both obvious and intended and more subtle & unintended causes and effects as well as long and short term causes and effects recognizes that different groups were affected in different ways 	<ul style="list-style-type: none"> distinguishes multiple causes of an event &/or multiple effects of an event including long and short term recognizes that different groups were affected in different ways 	<ul style="list-style-type: none"> addresses multiple causes &/or effects but limited to short term and obvious/intended only 	<ul style="list-style-type: none"> addresses only one or two causes &/or effects generally limited to short term and obvious/intended only
 <p>Change & Continuity ❖ The past does not repeat itself. ❖ Some aspects of the human experience are constant over long periods of time.</p>	<ul style="list-style-type: none"> clearly links change AND continuity to a specific event or series of developments addresses change & continuity on multiple levels including social, economic, political and/or cultural and over both long and short time periods, trends or patterns recognizes that different groups were affected in different ways 	<ul style="list-style-type: none"> clearly links change AND continuity to a specific event or series of developments addresses change & continuity in terms of both long and short time periods, trends or patterns may focus on only one type (social, economic, political or cultural) recognizes that different groups were affected in different ways 	<ul style="list-style-type: none"> clearly links change AND continuity to a specific event or series of developments limited attention to either long OR short time periods and/or focus on only one type (social, economic, political or cultural) 	<ul style="list-style-type: none"> addresses change OR continuity failing to address both connection of change or continuity to the specific event or series of developments not clear
 <p>Turning Points New set of parameters or new path of social, political or economic development For example: ❖ end of slavery ❖ rise of waged labor ❖ rise of U.S. as a global power ❖ emergence of Victorian norms of womanhood and manhood</p>	<ul style="list-style-type: none"> recognizes both major historical events (wars, industrial revolution) AND less obvious events & patterns (migration, demography, social or cultural changes, technological or medical changes) as "turning points" explains why or how these developments established a new set of parameters or established a different path of historical development 	<ul style="list-style-type: none"> recognizes major, traditionally-studied historical events as "turning points" (wars, industrial revolution, economic depression) explains why or how these events established a new set of parameters or established a different path of historical development 	<ul style="list-style-type: none"> recognizes major, traditionally-studied historical events as "turning points" (wars, industrial revolution, economic depression) does not explain why or how these events established a new set of parameters or established a different path of historical development 	<ul style="list-style-type: none"> does not identify any historical changes or event as a "turning point" which set a new course or new set of parameters
 <p>Using the Past Historians only use parts of the past. Need to discriminate between which parts of past events are comparable and which are not by considering: ❖ What are the parallels or similarities? ❖ What is different? ❖ All similarities are not "useable" for comparative purposes</p>	<ul style="list-style-type: none"> distinguishes elements of, or patterns in, past events or periods that are similar to AND that are different from a contemporary situation using knowledge of that past event or period draws supportable conclusions about the contemporary situation 	<ul style="list-style-type: none"> traces developmental relationship, over time and space, between past events or patterns and contemporary events or patterns recognizes factors that have contributed to changes over time in the parallel event or pattern 	<ul style="list-style-type: none"> recognizes similarities and/or differences between past events and contemporary issues, but makes simple, linear connections that jump over decades/centuries of time without addressing impact of intervening developments 	<ul style="list-style-type: none"> makes no connections between past events or trends and contemporary life
 <p>Through Their Eyes ❖ Seek to understand the world view of historical actors and the ways this affected their choices and actions. ❖ Avoid presentism (evaluating the past according to present-day beliefs and actions)</p>	<ul style="list-style-type: none"> draws interpretive connections between the ways in which different groups of historical actors understood "their present" (as in level 3) & the ways they responded to the problems, opportunities & choices that confronted them 	<ul style="list-style-type: none"> recognizes that historical actors brought multiple perspectives to the same event, reflecting differences in class, gender, race/ethnicity, region, religion, age, education, past experiences does not necessarily connect these perspectives to significant historical developments 	<ul style="list-style-type: none"> recognizes that people's lives in the past differed in significant way from contemporary, 21st century, life; inc. gender roles, class divisions, personal and national goals, racial/ethnic attitudes, material standards of life may connect this to personal goals or actions 	<ul style="list-style-type: none"> uses contemporary values and knowledge [early 21st century] to explain or make sense of past actions or decisions

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TLH Historical Process	Level: 4	Level: 3	Level: 2	Level: 1
<p> Questions</p> <p>❖ Some questions are better than others. The most interesting and meaningful questions recognize that the human experience in the past was as complex as the present.</p> <p>❖ Historical events unfolded as different people, groups and institutions with different experiences, needs, ideas and degrees of power interacted</p>	<ul style="list-style-type: none"> ●requires attention to multiple perspectives or experiences ●requires significant manipulation & use of evidence to support answer ●requires analysis that incorporates two or more TLH categories ●requires consideration of historical context & change over time 	<ul style="list-style-type: none"> ●requires attention to multiple perspectives or experiences ●requires some explanation or manipulation of evidence ●requires some use of evidence to support answer ●may call for compare/ contrast or before/after statements ●may not require consideration of historical context 	<ul style="list-style-type: none"> ●requires attention to only one perspective or experience ●little explanation of evidence required ● may not require consideration of historical context 	<ul style="list-style-type: none"> ●can be answered with simple yes/no or T/F or fill in the blank ● seeks factual responses that require little to no explanation or integration of evidence ●does not require consideration of historical context
<p> Evidence</p> <p>Historical sources are not all equal.</p> <p>❖ It is necessary to consider factors that affect the validity of each source.</p> <p>❖ Among these are: the creator of the source, the creator's perspective and knowledge about events, the purpose the source was created, and the intended audience</p> <p>❖ Multiple sources are needed in order to fully understand the complexity and importance of any historical event, era, person, or group. "Dumbing it down" can lead to incorrect, distorted or mythical conclusions.</p>	<ul style="list-style-type: none"> ●uses multiple primary & secondary sources representing a variety of perspectives &/or types of information ●identifies author/creator of sources & requires assessment of effect of this on validity and perspective ●requires deep analysis of information, motivation & perspectives expressed in sources ●requires comparison/contrasts with other sources as part of each source analysis 	<ul style="list-style-type: none"> ●uses multiple sources ●generally includes combination of primary &secondary sources, although may use one or two of each ●identifies author/creator of source, although may not consider the effect of this on validity, perspective or how to evaluate the source(s) ●requires some consideration of information, motivation and perspectives expressed in sources 	<ul style="list-style-type: none"> ●uses one or two sources, generally secondary; source(s) that presents its account of the past as "authoritative uncontested truth" ●no attention to evaluating validity or perspective of the source(s) 	<ul style="list-style-type: none"> ●uses one, generally secondary source (textbook or encyclopedia) ●no attempt to evaluate validity, perspective or credibility of source
<p> Interpretation</p> <p>Historical interpretations are not all equal</p> <p>❖ Some are better than others.</p> <p>❖ Some are wrong.</p> <p>❖ Some are misleading.</p>	<ul style="list-style-type: none"> ●analysis and synthesis are fully supported by ideas, concepts & information from multiple sources ●explains historical context & reasons for change over time ●accounts for multiple perspectives & experiences ●makes connections & explains relationships between people, events, ideas, places ●explanation of significance is clear & recognizes complex connections between people, events, concepts &/or past & present. 	<ul style="list-style-type: none"> ●explains how and why (as well as what, when, where, who) ●may concentrate on presenting a linked chronology or juxtaposing two different perspectives ●uses some evidence from sources to support explanations ●may recognize, but does not analyze reasons for differences, similarities, change over time ●offers generalized explanation of significance 	<ul style="list-style-type: none"> ●primarily addresses what, when, where, who ●responses are low on Bloom's taxonomy (identify & describe) ●little use of evidence to support response 	<ul style="list-style-type: none"> ●responses are at recall level of Bloom's taxonomy ●does not use evidence to support responses