

- A. **Unit Title:** Historical Thinking  
**Grade Level:** 9  
**Sequence:** Unit 1  
**Time:** 1 ½ Weeks

- B. **Unit Goal:**  
Students will be able to historically think by learning to interpret the past, through analytical techniques like corroboration, contextualization, and sourcing, and by weighing the perspectives and motives of historical actors.

- C. **Objectives: The learner will be able to**
1. Identify, describe, and evaluate evidence about events from diverse sources
  2. Analyze evidence in terms of content, authorship, creation, point of view, bias, purpose, format, and audience.
  3. Describe, analyze, and evaluate arguments of others.
  4. Make inferences and draw conclusions from evidence.
  5. Relate patterns of continuity and change to larger historical processes and themes.
  6. Describe, analyze, evaluate, and construct models of historical periodization that historians use to categorize events.
  7. Identify, compare, and evaluate multiple perspectives on a given historical experience.
  8. Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes and draw connections to the present.

- D. **Vocabulary**
1. History
  2. Historian
  3. Source
  4. Document
  5. Evidence
  6. Perspective
  7. Bias
  8. Compare
  9. Categorize
  10. Context
  11. Reliable

E. Answer the following questions in complete sentences. This will help prepare you for your test. (Make sure you pay attention to how many points each question is worth.)

1. What is history? (2)

2. What sources do historians use to learn about the past?(2)

3. How do historians read sources?(2)

4. How and why do historians corroborate their sources?(1)

5. What is context? How do historians use it to understand and write about the past?(2)

6. How do historians construct arguments?(3)