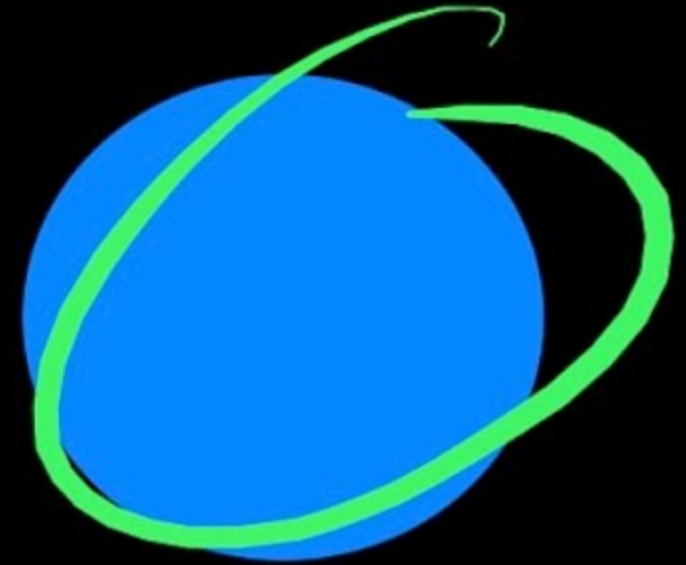


Day 2: AP Historical Reasoning Skills Activity

history of the
entire world,
i guess



Overview

This course framework provides a description of what students should know and be able to do to qualify for college credit or placement.

The course framework includes two essential components:

1 HISTORICAL THINKING SKILLS AND REASONING PROCESSES

The historical thinking skills and reasoning processes are central to the study and practice of world history. Students should practice and develop these skills and processes on a regular basis over the span of the course.

2 COURSE CONTENT

The course content is organized into commonly taught units of study that provide a suggested sequence for the course. These units comprise the content and conceptual understandings that colleges and universities typically expect students to master to qualify for college credit and/or placement. This content is grounded in themes, which are cross-cutting concepts that build conceptual understanding and spiral throughout the course.

| Units | Chronological Period* | Exam Weighting |
|--|------------------------------|-----------------------|
| Unit 1: The Global Tapestry | c. 1200 to c. 1450 | 8–10% |
| Unit 2: Networks of Exchange | | 8–10% |
| Unit 3: Land-Based Empires | c. 1450 to c. 1750 | 12–15% |
| Unit 4: Transoceanic Interconnections | | 12–15% |
| Unit 5: Revolutions | c. 1750 to c. 1900 | 12–15% |
| Unit 6: Consequences of Industrialization | | 12–15% |
| Unit 7: Global Conflict | | 8–10% |
| Unit 8: Cold War and Decolonization | c. 1900 to the present | 8–10% |
| Unit 9: Globalization | | 8–10% |

*Events, processes, and developments are not constrained by the given dates and may begin before, or continue after, the approximate dates assigned to each unit.

Themes

The themes serve as the connective tissue of the course and enable students to create meaningful connections across units. They are often broader ideas that become threads that run throughout the course. Revisiting them and applying them in a variety of contexts helps students to develop deeper conceptual understanding. Below are the themes of the course and a brief description of each.

THEME 1: HUMANS AND THE ENVIRONMENT (ENV)

The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments.

THEME 2: CULTURAL DEVELOPMENTS AND INTERACTIONS (CDI)

The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.

THEME 3: GOVERNANCE (GOV)

A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.

THEME 4: ECONOMIC SYSTEMS (ECN)

As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.

THEME 5: SOCIAL INTERACTIONS AND ORGANIZATION (SIO)

The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.

THEME 6: TECHNOLOGY AND INNOVATION (TEC)

Human adaptation and innovation have resulted in increased efficiency, comfort, and security, and technological advances have shaped human development and interactions with both intended and unintended consequences.

Skill 1**Developments and Processes 1**

Identify and explain historical developments and processes.

Skill 2**Sourcing and Situation 2**

Analyze sourcing and situation of primary and secondary sources.

Skill 3**Claims and Evidence in Sources 3**

Analyze arguments in primary and secondary sources.

Skill 4**Contextualization 4**

Analyze the context of historical events, developments, or processes.

Skill 5**Making Connections 5**

Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.

Skill 6**Argumentation 6**

Develop an argument.

SKILLS

1.A Identify a historical concept, development, or process.

1.B Explain a historical concept, development, or process.

2.A Identify a source's point of view, purpose, historical situation, and/or audience.

2.B Explain the point of view, purpose, historical situation, and/or audience of a source.

2.C Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.

3.A Identify and describe a claim and/or argument in a text-based or non-text-based source.

3.B Identify the evidence used in a source to support an argument.

3.C Compare the arguments or main ideas of two sources.

3.D Explain how claims or evidence support, modify, or refute a source's argument.

4.A Identify and describe a historical context for a specific historical development or process.

4.B Explain how a specific historical development or process is situated within a broader historical context.

5.A Identify patterns among or connections between historical developments and processes.

5.B Explain how a historical development or process relates to another historical development or process.

6.A Make a historically defensible claim.

6.B Support an argument using specific and relevant evidence.

- Describe specific examples of historically relevant evidence.
- Explain how specific examples of historically relevant evidence support an argument.

6.C Use historical reasoning to explain relationships among pieces of historical evidence.

6.D Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might:

- Explain nuance of an issue by analyzing multiple variables.
- Explain relevant and insightful connections within and across periods.
- Explain the relative historical significance of a source's credibility and limitations.
- Explain how or why a historical claim or argument is or is not effective.

Reasoning Process 1

Reasoning Process 2

Reasoning Process 3

Comparison

Causation

Continuity and Change

- 1.i: Describe similarities and/or differences between different historical developments or processes.
 - 1.ii: Explain relevant similarities and/or differences between specific historical developments and processes.
 - 1.iii: Explain the relative historical significance of similarities and/or differences between different historical developments or processes.
- 2.i: Describe causes and/or effects of a specific historical development or process.
 - 2.ii: Explain the relationship between causes and effects of a specific historical development or process.
 - 2.iii: Explain the difference between primary and secondary causes and between short- and long-term effects.
 - 2.iv: Explain how a relevant context influenced a specific historical development or process.
 - 2.v: Explain the relative historical significance of different causes and/or effects.
- 3.i: Describe patterns of continuity and/or change over time.
 - 3.ii: Explain patterns of continuity and/or change over time.
 - 3.iii: Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.

- The three historical reasoning skills developed by the College Board will have the most impact on you outside of this class.
- Today we will practice them, **plus contextualization**, using *non-historical* primary sources.
- You will work in groups to identify which skill you think each source is meant to represent.
- DO NOT BE AFRAID TO BE WRONG, this is meant to be practice and one might interpret a source two ways.

AP Historical Reasoning Skills



Reasoning Processes

Reasoning processes describe the cognitive operations that students will be required to apply when engaging in historical thinking skills on the AP Exam. The reasoning processes ultimately represent the way practitioners in the discipline. Specific aspects of the cognitive process are defined under each reasoning process.



| Reasoning Process 1 | Reasoning Process 2 | Reasoning Process 3 | Skill 4 |
|---|--|--|--|
| <i>Comparison</i> | <i>Causation</i> | <i>Continuity and Change</i> | <i>Contextualization</i> 4 |
| <ul style="list-style-type: none"> 1.i: Describe similarities and/or differences between different historical developments or processes. 1.ii: Explain relevant similarities and/or differences between specific historical developments and processes. 1.iii: Explain the relative historical significance of similarities and/or differences between different historical developments or processes. | <ul style="list-style-type: none"> 2.i: Describe causes and/or effects of a specific historical development or process. 2.ii: Explain the relationship between causes and effects of a specific historical development or process. 2.iii: Explain the difference between primary and secondary causes and between short- and long-term effects. 2.iv: Explain how a relevant context influenced a specific historical development or process. 2.v: Explain the relative historical significance of different causes and/or effects. | <ul style="list-style-type: none"> 3.i: Describe patterns of continuity and/or change over time. 3.ii: Explain patterns of continuity and/or change over time. 3.iii: Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change. | <p>Analyze the context of historical events, developments, or processes.</p> <ul style="list-style-type: none"> 4.A Identify and describe a historical context for a specific historical development or process. 4.B Explain how a specific historical development or process is situated within a broader historical context. |

Debrief: Document 1

Source: Excerpt from *If You Give a Mouse a Cookie*, a popular children's book written by Laura Numeroff, 1985.

If you give a mouse a cookie, he's going to ask for a glass of milk.

When you give him the milk, he'll probably ask you for a straw.
When he's finished, he'll ask you for a napkin.

Then he'll want to look in a mirror to make sure he doesn't have a milk mustache. When he looks in the mirror, he might notice his hair needs a trim. So he'll probably ask for a pair of nail scissors.



Debrief: Document 2

Source: Graph from *Runners World* magazine, 2014. The visual source depicts how the authors viewed each shoe as put on a spectrum between cushioning versus amount of material used.



Image from “Fall 2014 Shoe Guide: Stability in a Variety of Packages,” running shoe review guide printed in *Runner’s World* magazine, by Adam W. Chase, 2014.

Debrief: Document 3

Source: “Opening crawl” sequence from the introduction of Star Wars, one of the most groundbreaking science-fiction films, 1977.

STAR
WARS

A long time ago in a galaxy far,
far away....

Episode IV
A NEW HOPE

It is a period of civil war.
Rebel spaceships, striking
from a hidden base, have won
their first victory against
the evil Galactic Empire.

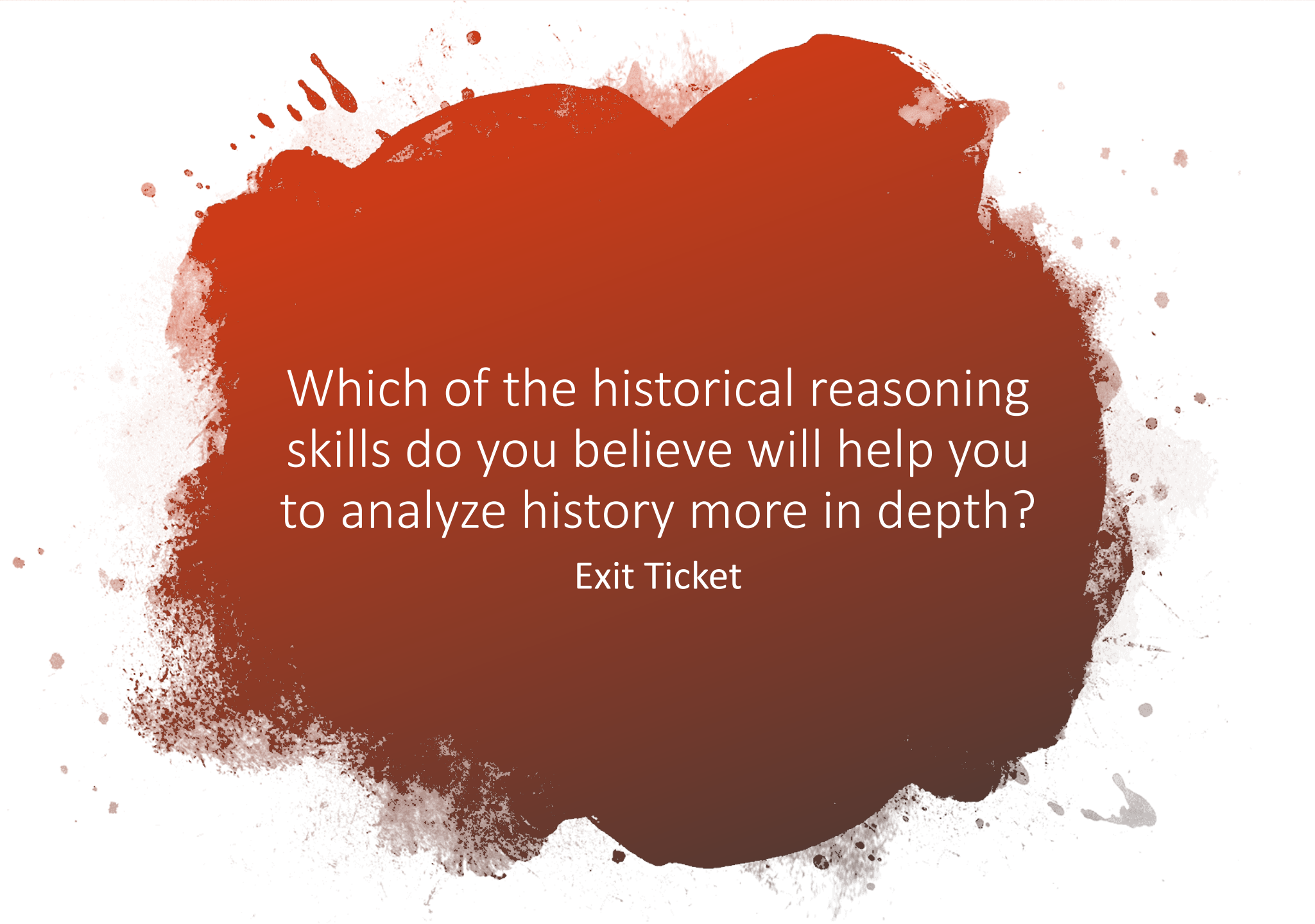
During the battle, Rebel
spies managed to steal secret
plans to the Empire's
ultimate weapon, the DEATH
STAR, an armored space
station with enough power
to destroy an entire planet.

Pursued by the Empire's
sinister agents, Princess
Leia races home aboard her
starship, custodian of the
stolen plans that can save her
people and restore
freedom to the galaxy....

Debrief: Document 4

Source: “Counting the Change,” article about digital media published in *The Economist*, August 16, 2013.

After years of wreaking havoc, the internet is helping media companies to grow. PricewaterhouseCoopers (PWC), a professional-services firm, reckons that revenues for online media and entertainment will increase by around 13% a year for the next five years. Even in music, which took the biggest hit from the internet, downloads are something to sing about. For the first time in over a decade global music-industry revenues grew last year, by about 0.2%, according to the IFPI, a trade group. Online sales just about made up for the drop in physical ones for the first time. Subscription services, such as Spotify and Deezer, let people stream songs over the internet either for a subscription or free with adverts. Online radio is also growing. On-demand and radio streaming services raked in about \$1 billion, 15% of the industry’s revenues in America in 2012.



Which of the historical reasoning skills do you believe will help you to analyze history more in depth?

Exit Ticket