

# As a student of History I...

## QUESTION

### "That's a good question..."

Some questions are better than others -- the most interesting and meaningful questions can recognize that the human experience in the past was just as complex as the present.

### More than "5 W's"

Historical events unfolded as different people, groups, and institutions with different experiences, needs, ideas, and degrees of power interacted.

The questions we ask must encourage us to address the complexity of the past.

### Historical Categories of Inquiry

All questions we ask of the past will fall into one of the five categories. These can be helpful to think of questions



## GATHER EVIDENCE

### Primary Sources

First-hand accounts taken from the time and place of the events being studied

### Secondary Sources

Interpretations of earlier events using the available primary sources at the time it was created.

## EVALUATE EVIDENCE

### Sourcing:

Author, Purpose (motives), Audience

### Contextualizing:

What do I know (or need to know) about this time and place?

### Close Reading:

What is offered by the document that I can use? Why does the document say it that way?

### Corroborating:

Where do documents agree/disagree?  
What reasons are there for agreement/disagreement?

## INTERPRET

### What matters?

How have my questions been answered through my investigation?

What have I learned about the people, events, and places?

### Why does it matter?

What have I learned that makes a difference in later events? Today?

How can I present what I have learned about people, events, and places?

Are my analysis and synthesis fully supported by ideas, concepts, and information from multiple sources?

Have I explained historical context and reasons for change over time?

Did I account for multiple perspectives and experiences?

Is my explanation of significance clear and does it recognize complex connections between people, events, concepts, and/or past and present?

