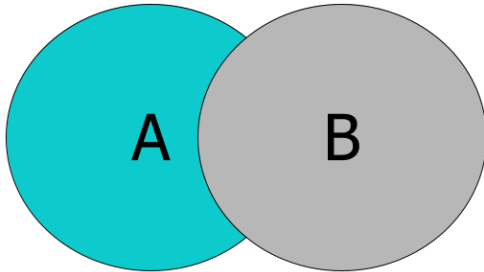


# World History II

## Historical Thinking Skills

### Comparison



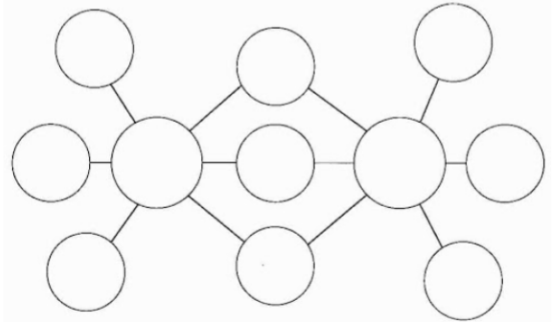
Compare A to B

While *A* was happening in Rome, *A* was also happening in China.  
While *A* was happening in Rome, but *B* was happening in China.

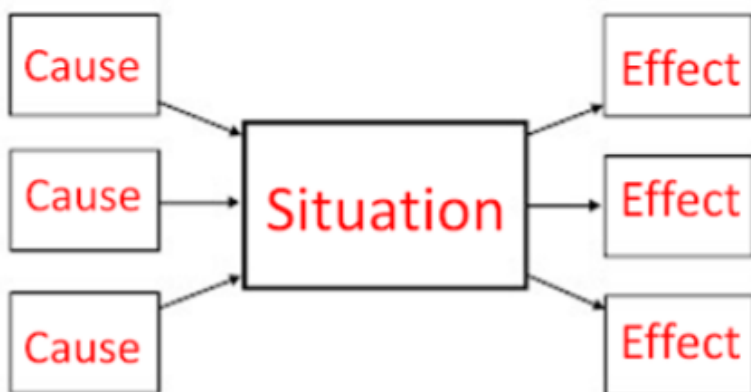
- The two "units" being compared are at the same "scale." (2 empires)
- Writer must switch from "here" to "there" to find similarities and differences.

Historians must be able to compare related events across time, place, and societies. They must also acknowledge and evaluate the opinions of other historians when they disagree.

A thinking map that can help me:



### CAUSATION



Historians must be able to identify, analyze, and evaluate causes and effects for specific events. They must also distinguish between short term and long term as well as identify correlations. Students must also be able to critique the different historians' interpretations of causes and effects (both short-term and long-term) of a particular event.

While blah was the main cause of X, blech also contributed to X happening.  
While blah lasted for a short-time after X, a longer effect was blech.

- The "unit" is being analyzed for what caused it and what happened as a result.
- Writer must switch from "before" to "after" to find causes and effects.

# Change & Continuity Over Time



While blah has remained the same throughout X, blech has changed due to X.

Historians must be able to see patterns of things that stay the same and things that change over time. They must be able to identify individual events and their connections to larger historical patterns or themes.

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'Change' refers to something that is obviously different from what occurred previously. [new government, new economic system]  
'Continuity' refers to things that stay the same, relatively unchanged, over time. [patriarchy]

# ANALYZING SOURCES

## Reliability

While trying to uncover the past, historians must examine a wide range of primary sources to reconstruct what happened. One of the main goals of primary source analysis is figuring out how **reliable** or **credible** a source is on the event or historical trend the historian is studying. The reliability of a source depends on several factors:

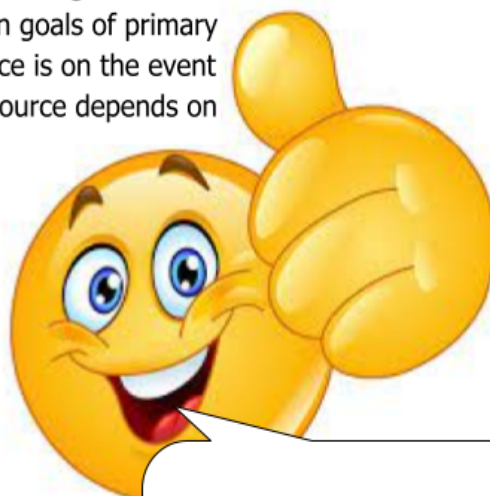
**Historical situation** in which the author made the source.

**Audience** of the source (to whom the author was writing/speaking)

**Purpose** of the author is making the source  
**Point of View**, or perspective, of the author

**whY** this is important to your argument

These four factors (**HAPP**) can deeply affect the message of the source's author, and thus can affect the source's reliability as a source for the historian. In addition, we need to explain whY that factor is important to the argument you are making. We will practice analyzing primary sources using **HAPPY** in all your history courses at BASIS.

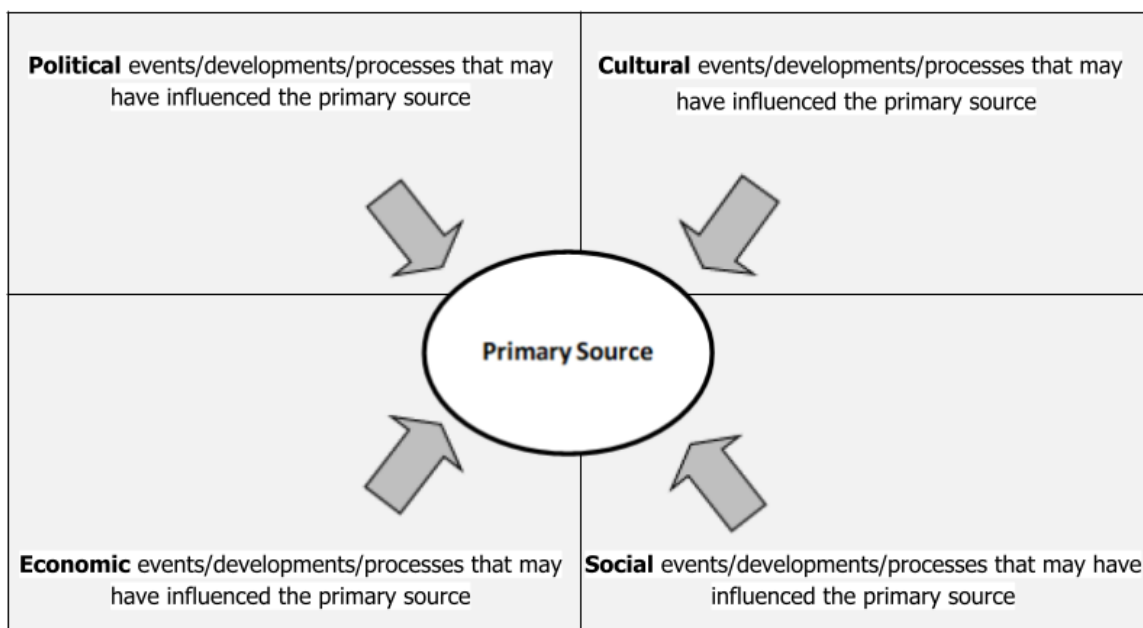


Don't forget to  
**READ THE  
SOURCE FIRST**

## Historical Situation

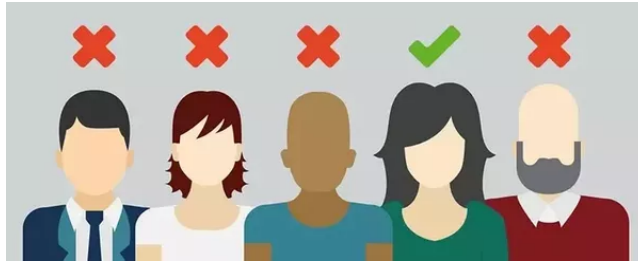
When analyzing primary sources, a historian may consider the **historical situation** of the author and **how it influenced the author's message**.

This is the same type of thinking skill as **contextualization**. Think about **historical factors** that may have influenced the author, and **HOW/WHY they affected the author's message in the primary source**.



# Intended Audience

When analyzing primary sources, a historian may consider the intended audience of the author and how these influenced the author's message.



Consider the following questions as you read a primary source:

- Whom was the author targeting with their message?
- Whom did the author think would be reading/observing their message?
- Was the intended audience a specific class or group, a private individual, or the public as a whole?
- What does the author's word choice and writing style reveal about their intended audience?
- **HOW/WHY did the author's intended audience affect the primary source?**

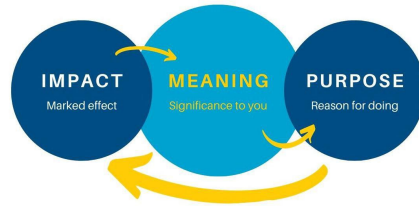
For example, if someone is writing a private letter intended only for one person or a limited audience, they may be more likely to reveal information that they would normally keep hidden from the public.

**Consider this:** would you tell your parents or teachers the same things that you might tell a close friend or classmate? Would you speak or write differently than you normally do, if you knew everyone would find out what you said/wrote?

When writing an Intended Audience statement, remember you must explain **HOW/WHY the author's intended audience affected the source.**

# Purpose

When analyzing primary sources, a historian may consider the **purpose** of the author and **how this influenced the author's message**.



**Consider the following questions as you read a primary source:**

- Why did the author make this source?
- What were they trying to achieve?
- What does the author's word choice and writing style reveal about their purpose?
- **HOW/WHY did the author's purpose affect the primary source?**

For example, if someone is writing an article intended for publication in a scholarly journal, they might take a more formal and serious tone and make more accurate statements than they would in a casual remark made to a friend on the street.

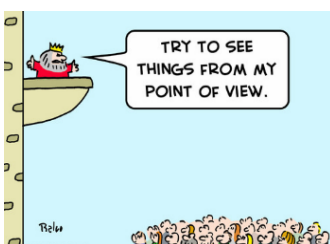
**Consider this:** would you write or create something for no reason? Would you write in the same style if you were trying to convince someone to do something versus just writing to share what you did last weekend?

When writing a **Purpose** statement, remember you must explain **HOW/WHY the author's purpose affected the source**.

# Point of View

**What is Point of View (POV)?**

**Point of view** is a person's **perspective** on a specific issue, or a more general outlook on life. A person's point of view can be greatly influenced by their background: social class, job, gender, ideology, religion, nation, etc.. A good historian should consider the background factors that would have led the author of a source to say what they said.



Consider a simple example. A member of the aristocracy (noble) might take a very negative view of a peasant revolt, since he/she is a noble and benefits from peasants' labor and subservience. A peasant, however, might view the revolt in a positive light, since he/she has experienced living under the harsh rule of a lord. In either case, the historian must consider how the author's point of view affects the reliability of that source as a historical document.

## CORNPEG

You can use the acronym '**CORNPEG**' to help you consider various backgrounds that could affect Point of View. Remember that people tend to support issues that will bring advantages to groups with whom they are connected, and may dismiss / reject ideas that would put them at a disadvantage.



## "Bias"

When describing a source's POV, avoid using the word "bias," such as "this person was very biased, so the source is unreliable." This is because **every source has some bias**, even if it is very small, and almost **no source is 100% reliable**. Instead of using the word "bias," try saying things such as:

- **This source is unreliable, since as a \_\_\_\_\_, the author likely thought that...**
- **Since the author was \_\_\_\_\_, he/she would have been motivated to argue that...**
- **[Author]'s status as a \_\_\_\_\_ may have affected his/her opinion about...**

## Examples of Good POV Statements

- **As a professional carpenter, Cooper would have been motivated to support laws controlling the price of lumber, as such laws would positively affect his income.**
- **Naturally Wollstonecraft, who wrote about the needs for increased education for females, would pledge her support to a school for young women.**
- **Le Fevre's status as a French nobleman may have affected his opinion regarding the forced labor of the peasantry, as noblemen were the beneficiaries of this free labor.**

## Examples of Weak POV Statements

**Joan of Arc was French.**

**Problem:** the statement does not explain how being French may have affected Joan of Arc's POV. Remember, always state **HOW/WHY** a person's background may have affected their POV.

**The priest who wrote this statement was biased.**

**Problem:** the statement does not explain **why** the priest was biased. NEVER simply say that a source was biased, because all historical sources are biased; explain in what way the source is biased and how or why the source became biased