# D. Historical Thinking Analysis #2 (2 days)

### **Standards**

HS.UH.I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history.

HS.UH.I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in U.S. history.

### **Objective**

Students present their knowledge and conclusions from research questions that lead to answers using primary documents that have been analyzed in order to determine the social normalizing of segregation and the removal of Black leadership from the horse industry.

### **Goal**

Students will learn the process of learning to analyze primary documents using the historical thinking method from Stanford University.

### **Skills**

Sourcing, contextualizing, close read, collaboration

### **Vocabulary**

**Close read** - helps students evaluate sources and analyze rhetoric by asking them: • What claims does the author make?

**Corroborating** - asks students to consider details across multiple sources to determine points of agreement and disagreement.

**Contextualization** - asks students to locate a document in time and place and to understand how these factors shape its content.

**Sourcing** - asks students to consider who wrote a document as well as the circumstances of its creation.

## **Activity Steps: Race For The Resource**

Students will work in teams of 4 to use each step of the primary source analysis method, Thinking Like A Historian, to accurately complete all their steps first! Prerequisite to this working is that students must have learned this method and practiced each step.

1. Teacher will review the Thinking Like a Historian method and answer any questions before beginning the competition.
2. Create teams of 4 and assign each member a step in the primary source analysis: sourcing, contextualizing, close read and corroboration.
3. Each team can either use their INQUIRY BASED set of questions from the previous day, or use the RACE FOR EQUALITY inquiry based compelling question: Did political forces and financial stakeholders work together to promote white supremacy in the horse industry? And create their own supporting questions from this guiding question.
4. Students will be given 20 minutes to search the Chronicles of African Americans in the Horse Industry website for 1 primary document that answers a supporting question and promotes better understanding of the compelling question.
5. The race begins when the timer starts. Each team member writes the answers to their Historical Thinking step and once all four members have completed the analysis, they STAND UP signaling they have finished.
6. The teacher must stop everyone at this point and have the team present their inquiry based question and the analysis they have completed.
7. Class discussion and questioning of the team will determine if the team has, in fact, earned the WIN. If not, allow the timer to continue and all teams move forward in the race.
8. Once there is a winner, the second team that accomplishes an accurate analysis of their source will PLACE, and finally, one team with SHOW.
9. Teachers will determine their own time limits for this to work within a 55 minute period.
10. Final discussion of the process should occur during the last 10 minutes including these questions:
    * + 1. What was the easiest part of this race?
        2. What was most difficult?
        3. Did you understand the goal of using the analysis to answer the compelling question or supporting questions?
        4. What could be done differently to help you learn these steps to analyze primary documents?

## **Sources**

“Historical Thinking Chart.” Stanford History Education Group, Stanford University, sheg.stanford.edu/history-lessons/historical-thinking-chart.

“Kentucky Academic Standards for Social Studies.” Social Studies - Kentucky Department of Education, 2019, education.ky.gov/curriculum/conpro/socstud/Pages/default.aspx.