

Causation questions

1. What were the reasons for this event? What factors contributed to a specific pattern or trend? What prompted this person/group to act/react this way?
2. What resulted from this event, pattern, or action? What were the short-term effects? What were the long-term effects?
3. What cause seemed to be the most significant? What effect seemed to be the most significant and why?
4. How do the assessments of historians concerning causation differ from those who experienced the event, pattern, or action?
5. How might the chain of cause and effect have changed and at what point? What causes were contingent on previous effects? What individual choice(s) made a significant difference in the lead up to a particular event or trend? Was there a moment of chance that influenced the chain of events?

Instructional Strategy for Building Proficiency in Causation – Cause and Effect Timeline

In this strategy, students work in groups to construct a timeline that charts causes of a specific event or trend.

The timeline graphic organizer helps students to begin engaging with historical causation. You can begin by helping students fill out the chart, or even providing the chart with some of the cells already filled out, and then gradually remove supports as they become more comfortable with the skill.

Directions:

Step 1: Write the event to be evaluated at the top.

Step 2: Brainstorm other specific events or developments that caused this event.

Step 3: List the five you know the most about in chronological order on the table under causes.

Step 4: Rank each of these causes from 1 to 10, with major causes getting a 10 and minor causes getting a 1.

Step 5: Describe the specific short-term and long-term effects of each cause.

Step 6: Explain how these specific short-term and long-term effects led to the larger event under evaluation.

Step 7: Use the two or three causes that you ranked as the most significant to practice making a historically defensible claim.

CCOT QUESTIONS

1. What has changed within a specific time period?
2. What has remained the same within a specific time period?
3. What can explain why some things have changed and others have not?
4. How are continuity and change represented in different types of sources; for example, in graphs, charts, political cartoons, and texts? What might be the reasons behind different depictions of continuity and change?

As a teacher, you can use these questions with students to help them build an understanding of and proficiency in the reasoning skill of continuity and change. You can use several instructional strategies to help students engage with these

Theme	Basic Features at the Beginning of the Period	Key Continuities Key Changes	Basic Features at the End of the Period	Reason for Changes or Continuities
Interaction of Europe and the World (INT)				
Economic and Commercial Developments (ECD)				
Cultural and Intellectual Developments (CID)				
States and Other Institutions of Power (SOP)				
Social Organization and Development (SCD)				
National and European Identity (NEI)				
Technological and Scientific Innovation (TSI)				

The following graphic organizer provides a visual model that you can use to replicate Marzano's steps. Depending on your students' familiarity with comparison, you may wish to start by giving students the characteristics on which you want them to compare. Then, as they become more adept at comparison, you can require them to determine the characteristics.

	Idea/Period/Event 1	Both 1 and 2	Idea/Period/Event 2
Characteristic:			
Characteristic:			
Characteristic:			
Characteristic:			
Characteristic:			

Contextualization questions

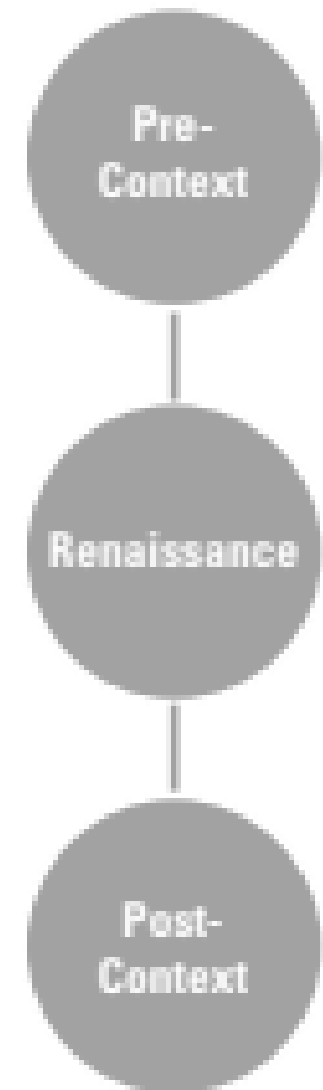
Four underlying questions to the skill of contextualization have been identified:

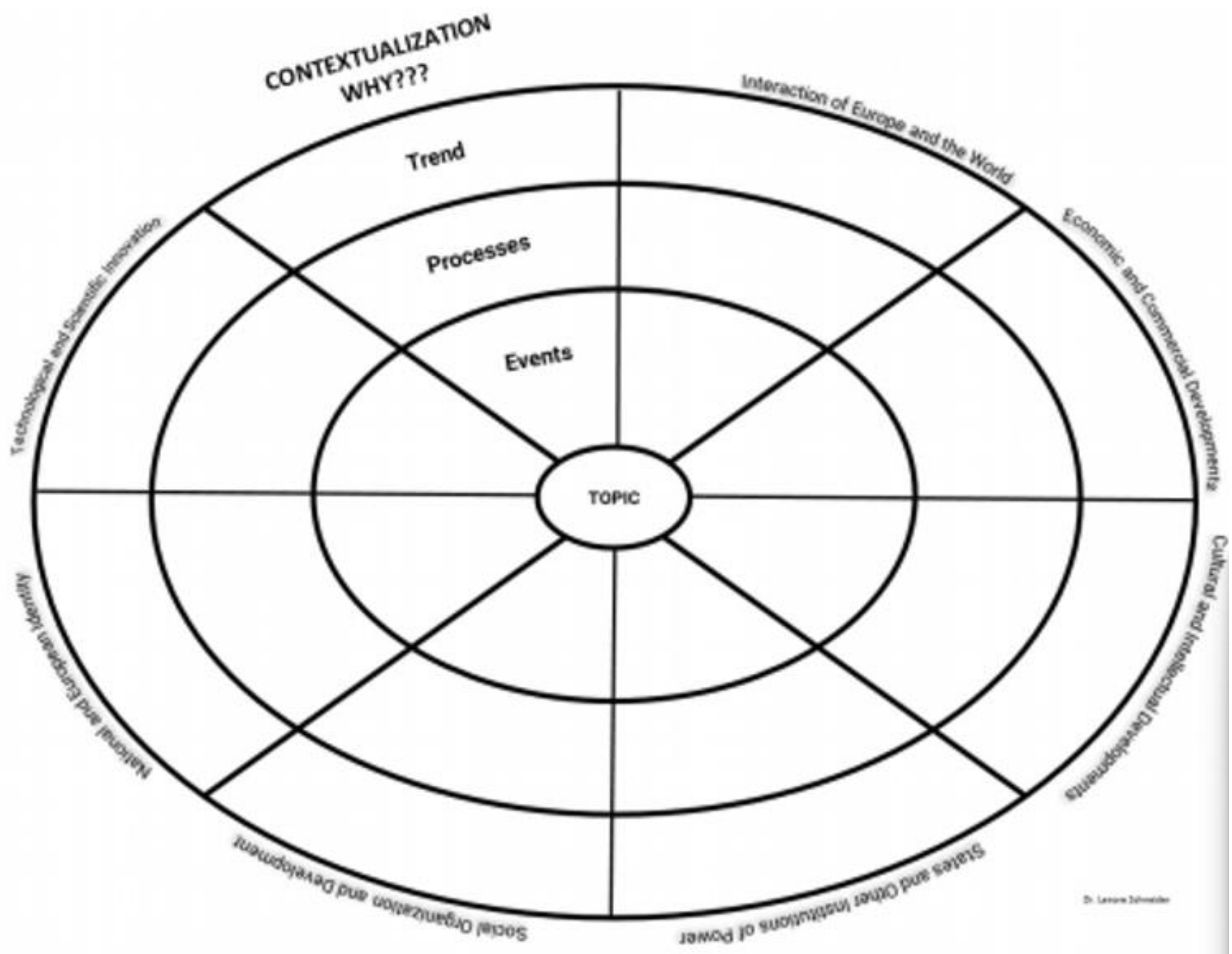
1. What was happening at the time the event occurred or the document was written/created that might have an influence?
2. What was happening at the specific place where an event occurred? In the country as a whole? In the larger region? In the world?
3. How does a specific event relate to larger processes? How do larger processes shape a specific event?
4. How does the context in which a source is read or viewed inform how it is understood?

Contextualization Instructional Strategy – Mind Map

The use of a mind map can prompt students to think about context in a number of ways and help them structure their thinking and also make gaps in knowledge more clear for the teacher. Once students have completed their organizer, they can use it to think systematically through the relevance of each element of the context to the source. Repeated use of this kind of graphic organizer can provide students with a strategy for thinking through any historical context.

Students can use the mind map to take notes on important aspects of an event. Then they can add to the mind map as they find additional contexts from additional sources.



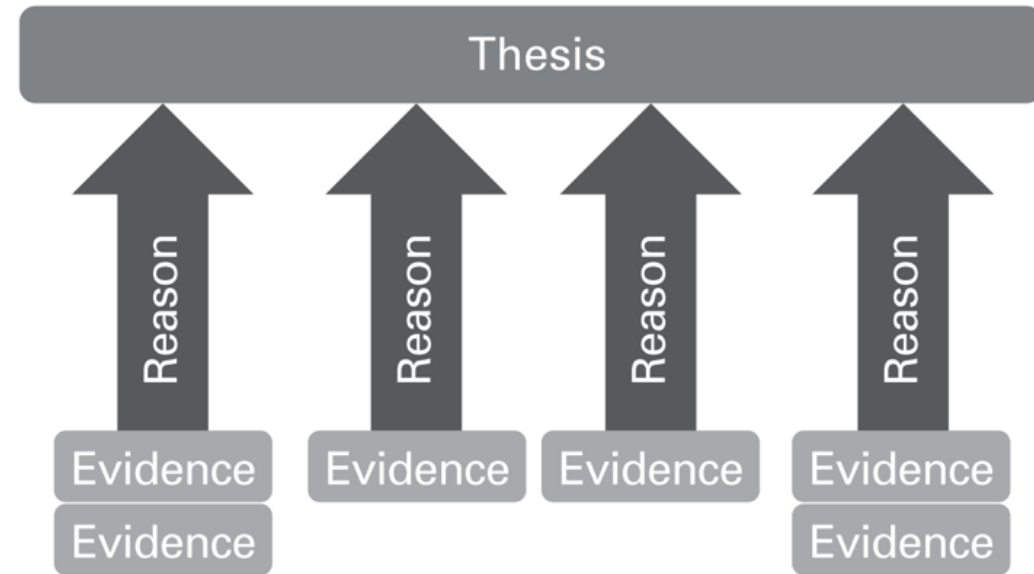


Part 2: Constructing Historical Arguments

As students begin to develop their historical arguments, it is important that they remember the following:

- Historical arguments are based on the reasoning processes (i.e., causation, continuity and change and comparison).
- Historical arguments use reasons and evidence to convey an interpretation that is stated in the thesis.
- Historical arguments are supported and unified by carefully chosen and connected claims, reasons, and evidence.
- A historical argument may acknowledge other historical interpretations and/or respond to them with counterarguments.
- The line of reasoning is a clear, logical, sequential path leading the audience through the reasons toward the conclusion.

We have discussed several different instructional strategies that you can use to help your students become proficient in the AP historical thinking skills and reasoning processes. Now we have to determine how to move students from these strategies into developing actual arguments.



Organizational Models for Essays: Comparison

Comparison: Considers or weighs similarities and/or differences.

Option 1: Subject-by-subject. Begin by saying everything about one subject, point-by-point, and then move onto the next subject.

Option 2: Point-by-point. Discuss one point of comparison at a time and how it is applied to each subject before moving on to the next point.

Organizational Models for Essays: Causation

Causation: Analyzes and evaluates the interaction of multiple causes and/or effects

Option 1:

Thesis: One main cause that led to several effects

Effects

○ Effects

Effects

Option 2:

Thesis: Several causes that led to a historical development

Cause and its effect

Cause and its effect

Cause and its effect

Organizational Models for Essays: CCOT

Continuity and Change: Analyzes and evaluates historical patterns of continuity and change

Option 1: Chronological. The paper starts by talking about the continuities and changes at the beginning of the time period. Then it moves on to the continuities and changes at the middle of the time period, and ends with the end of the time period.

Option 2: Topical. The paper discusses specific topics and the continuities and changes between the two periods associated with that topic.