1. Click on the link: <http://teachinghistory.org/>
2. Using this site we will explore the five aspects of historical thinking:
3. Multiple Accounts and Perspectives
4. Analysis of Primary Sources
5. Sourcing
6. Understanding Historical Context
7. Claim-Evidence Connection
8. Click on the square on the left-hand side titled, “What is Historical Thinking?” and then click on either the elementary, middle school, or high school introduction square, based on what you are teaching, or plan to be teaching. Watch both these videos and take notes on the key aspects of these modules.
9. Then click on the link: <http://sb21.resourceiowa.org/mod/page/view.php?id=283>. Watch the three videos on claim assessments. Paying particular attention to the four ways claims should be assessed.
10. Now click on: <http://historicalthinkingmatters.org/why.html>. Click on the 10 brief modules and then explain what the following concepts are and how you would incorporate them into your instruction:
11. Sourcing
12. Contextualization
13. Close Reading
14. Corroboration
15. Click on the evidence evaluation link at: <http://sheg.stanford.edu/upload/Lessons/Unit%201_Introduction/EvaluatingSources.pdf>. This could be used in your classroom to help students understand the differences in sources. Please read through this sheet and be cognizant of the varying degrees of evidence quality. You do not have to answer the questions, but make your students aware that a University citation or reputable institution such as the Library of Congress has faced academic scrutiny and vetting, whereas a random .com site has not.
16. Final preemptive link before we create our lessons comes from: <http://beyondthebubble.stanford.edu/>. Please read through and explore the assessments and interactive rubric squares found on the site. Find examples of these so you can use them when you create your lesson.
17. Click on the link: <http://www.historicalinquiry.com/inquiry/explanation/explanation2.cfm>.

Using your lesson topic, fill in the graphic organizer below with

1. Questions you would want your students to answer or claims to assess.
2. Find at least six sources for them evaluate and place the links to them in the sources portion.
3. Write what evidence the sources provide in the evidence box.
4. In the final square, write in possible interpretations students could have based upon the questions asked, sources used and evidence provided.

|  |  |
| --- | --- |
| Historical Questions/Claim Assessment: | Historical Sources: |
| Historical Evidence: | Historical Interpretations: |

1. Final Activity is to use the DBQ Template on the Japanese Internment to create your own lesson. Make it grade level appropriate and follow the format shown in the template. Provided also is a resource guide on how to create a resource table.