

with participants in the events they are studying. Frequently, they look for non-textual sources such as photographs, maps, videos, and artifacts. Students must then analyze their sources, reconstructing the meaning and evaluating the bias and credibility of each source. They should take notes and keep their notes well-organized. They should look critically at their own research and make sure that they have considered all appropriate perspectives; they should identify weak areas that require additional investigation.

### Corresponding Standards in Historical Thinking:

- 1B Identify in historical narratives the temporal structure of a historical narrative or story.
- 1D Measure and calculate calendar time.
- 2A Reconstruct the literal meaning of a historical passage.
- 2B Identify the central question(s) the historical narrative addresses.
- 2C Read historical narratives imaginatively.
- 2D Evidence historical perspectives.
- 2E Draw upon data in historical maps.
- 2F Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers.
- 2G Draw upon visual, literary, and musical scores.
- 3A Identify the author or source of the historical document or narrative.
- 3C Differentiate between historical facts and historical interpretations.
- 3D Consider multiple perspectives.
- 3E Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.
- 3G Compare competing historical narratives.
- 3H Hold interpretations of history as tentative.
- 3I Evaluate major debates among historians.
- 4B Obtain historical data.
- 4C Interrogate historical data.
- 4D Identify the gaps in the available records, marshal contextual knowledge and perspectives of the time and place, and construct a sound historical interpretation.
- 5C Identify relevant historical antecedents.

### Corresponding Standards for the English Language Arts:

- 1 Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
- 3 Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
- 7 Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
- 8 Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

### STEP 3: DEVELOPING AN INTERPRETATION

Even as they conduct their research, students begin to develop their own interpretation of their topic. They must analyze and synthesize the information they have discovered in their primary sources and construct their own historical narrative, organizing their material chronologically or topically. Their interpretation should be balanced, incorporating all relevant perspectives. For a business topic, for example, they should consider the views of workers as well as owners; for political issues or events, they should consider the opinions and actions of opponents as well as supporters. Their interpretation should place their subject into historical context – its intellectual, physical, social, and cultural setting. They must also provide historical perspective on their topic, explaining its causes and consequences, or, for a family or local history topic, how it relates to larger events or trends.