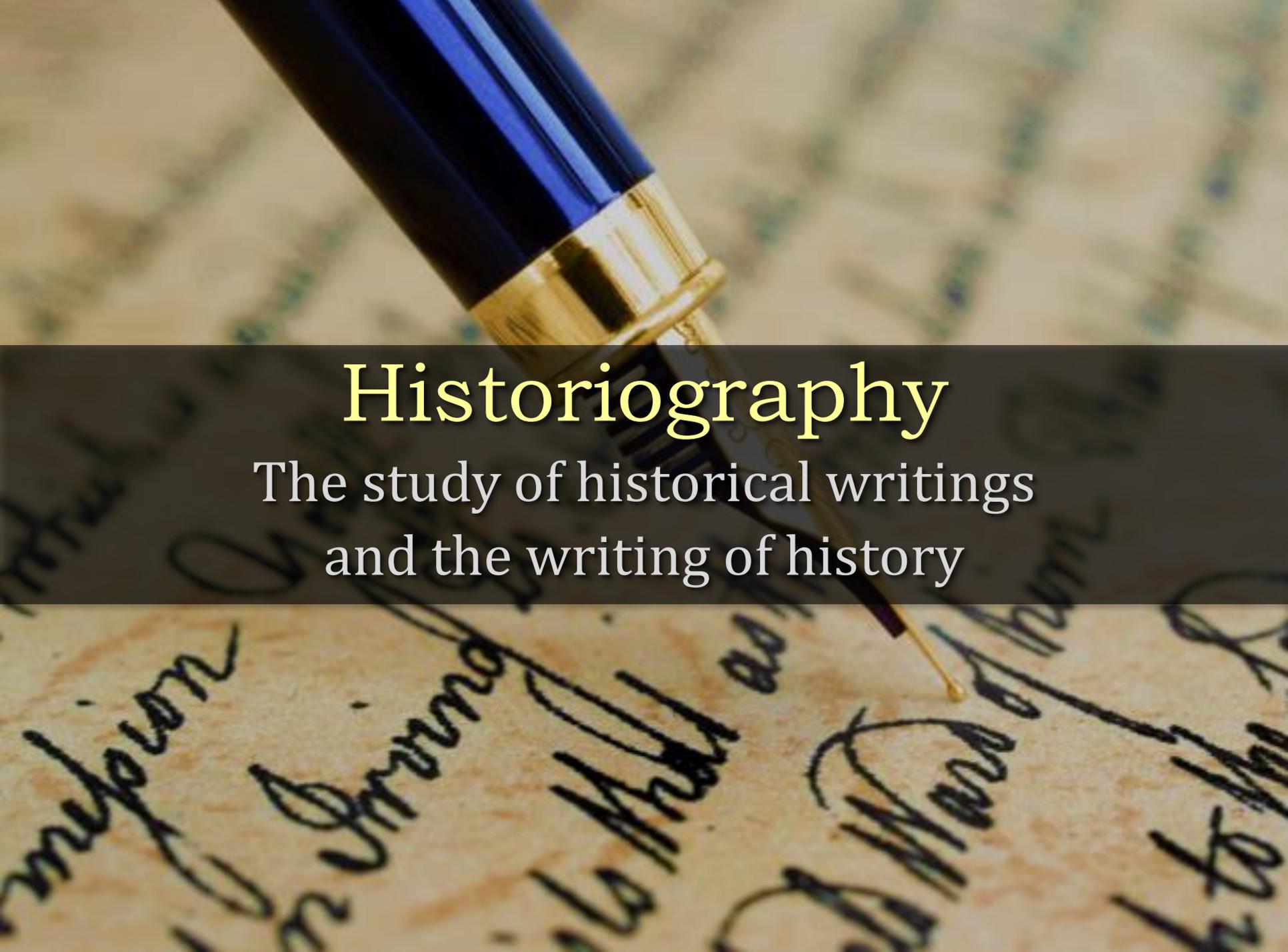


# World Studies

Historiography & Historical Thinking Skills

A close-up photograph of a blue and gold fountain pen nib resting on a piece of aged, yellowed paper with cursive handwriting. The pen is positioned diagonally from the top left towards the bottom right. The background is a soft-focus view of the paper's texture and the flowing lines of the cursive script.

# Historiography

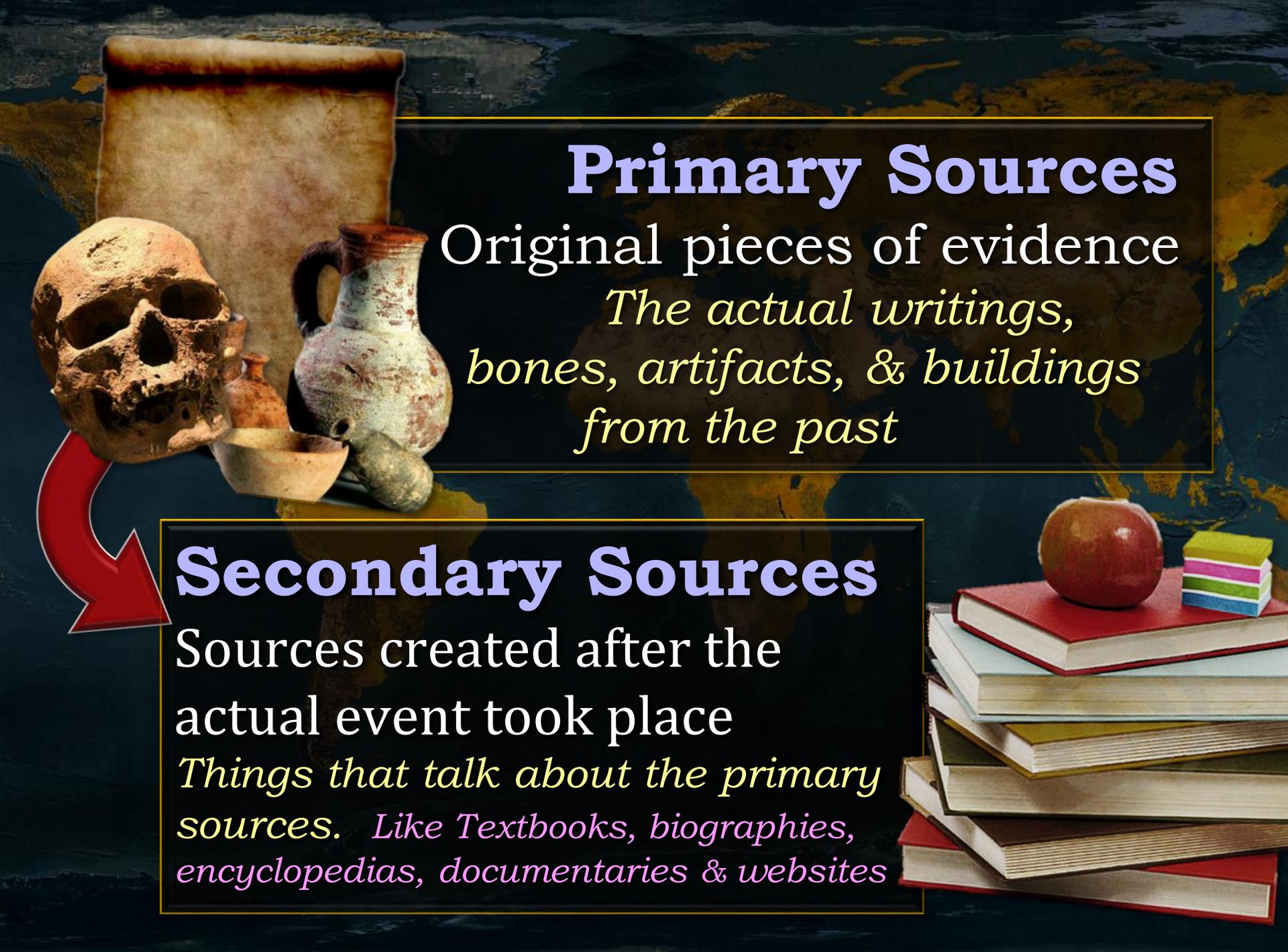
The study of historical writings  
and the writing of history

How do we  
*know* the  
account of the  
past is *true*?





We rely upon *multiple pieces of evidence* that are collected & reliably tested to construct the past



# Primary Sources

Original pieces of evidence

*The actual writings,  
bones, artifacts, & buildings  
from the past*



# Secondary Sources

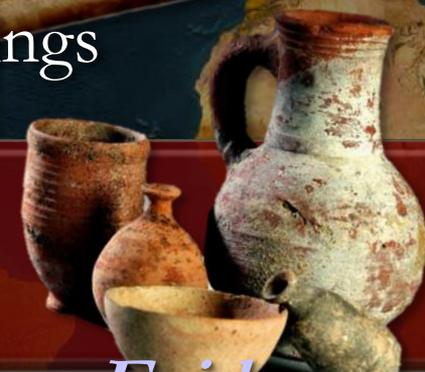
Sources created after the  
actual event took place

*Things that talk about the primary  
sources. Like Textbooks, biographies,  
encyclopedias, documentaries & websites*



PAST

*Evidence:*  
Writings



*Evidence:*  
Artifacts

KNOWING  
*"Seeing"*



*Evidence:*  
Fossils/Bones



It Did OR Didn't Happen?

Letters, Diaries, Military  
Reports (Popes, kings,  
warriors), newspaper articles



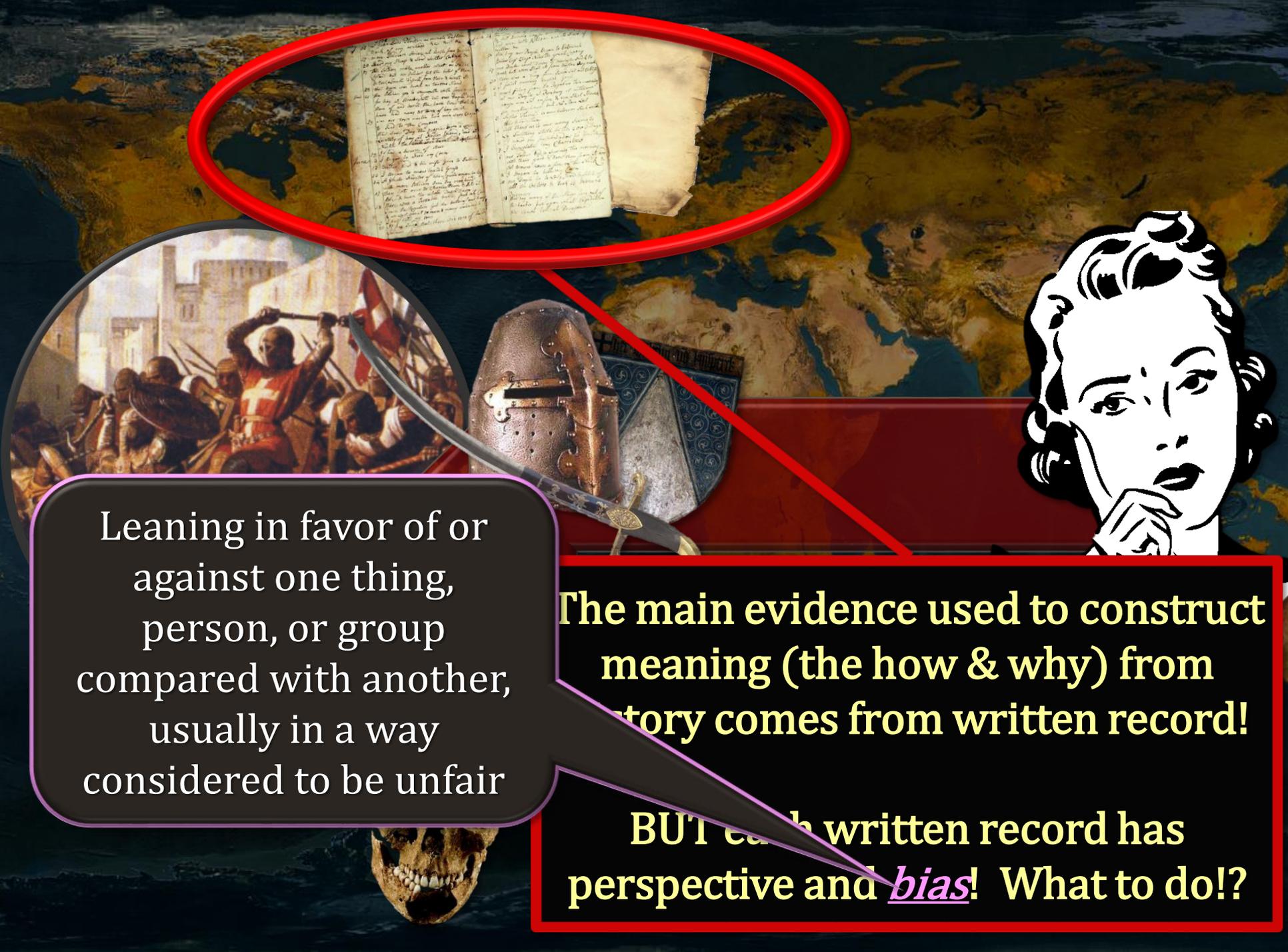
Clothing, jewelry, utensils,  
weapons, trinkets,  
buildings, military gear



Skeletal remains, grave  
sites, body counts

WHY did it happen?





Leaning in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair

The main evidence used to construct meaning (the how & why) from history comes from written record!

BUT each written record has perspective and bias! What to do!?



THE  
PAST  
The TRUTH of  
events

The writings  
from the past  
(with biases,  
perspectives,  
opinions)

Q:

How do we get through  
the wall of biases,  
perspectives & opinions?



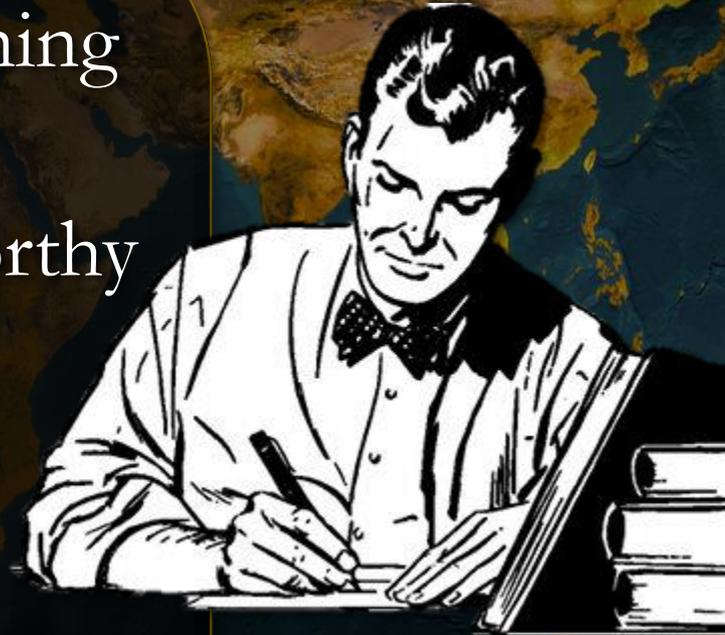
A:

We have to use historical  
thinking and reading skills  
with any and ALL written  
accounts of the past!!

# Historical Thinking & Reading Skills

***Sourcing:*** The act of questioning a piece of evidence (written) and trying to determine if it's trustworthy

- Who wrote this?
- What is the author's perspective?
- When was it written?
- Where was it written?
- Why was it written?
- Is it reliable? Why? Why not?



# Historical Thinking & Reading Skills

## *Contextualizing:*

Understanding how background information influences the content of a document

- When and where was the document created?
- What was different then? What was the same?
- How might the circumstances in which the document was created affect its content?



# Historical Thinking & Reading Skills

## *Corroboration:*

Collecting & looking at other evidence to see similarities and differences among them.

Then making connections & reasonable conclusions.

- What do other documents say?
- Do the documents agree? If not, why?
- What are other possible documents?
- What documents are most reliable?



# Historical Thinking & Reading Skills

## *Close Reading:*

Carefully and with great focus reading a text to get what it is actually saying. It is making sure you interpret a text correctly!

- What claims does the author make?
- What evidence does the author use?
- What language does the author use? (words, phrases, images, symbols)
- How does the documents language show the authors perspective?



**THE  
PAST**  
The TRUTH of  
events



The writings  
from the past  
(with biases,  
perspectives,  
opinions)

Corroborating

Sourcing

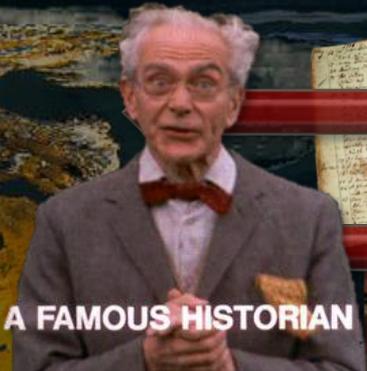
Contextualizing



Archeology

Paleontology/  
Osteology

**THE PAST**  
The TRUTH of events



A FAMOUS HISTORIAN

The writer of the past (with biases, perspectives, opinions)

The writings from the past (with biases, perspectives, opinions)



Corroborating

Sourcing

Contextualizing



Archeology

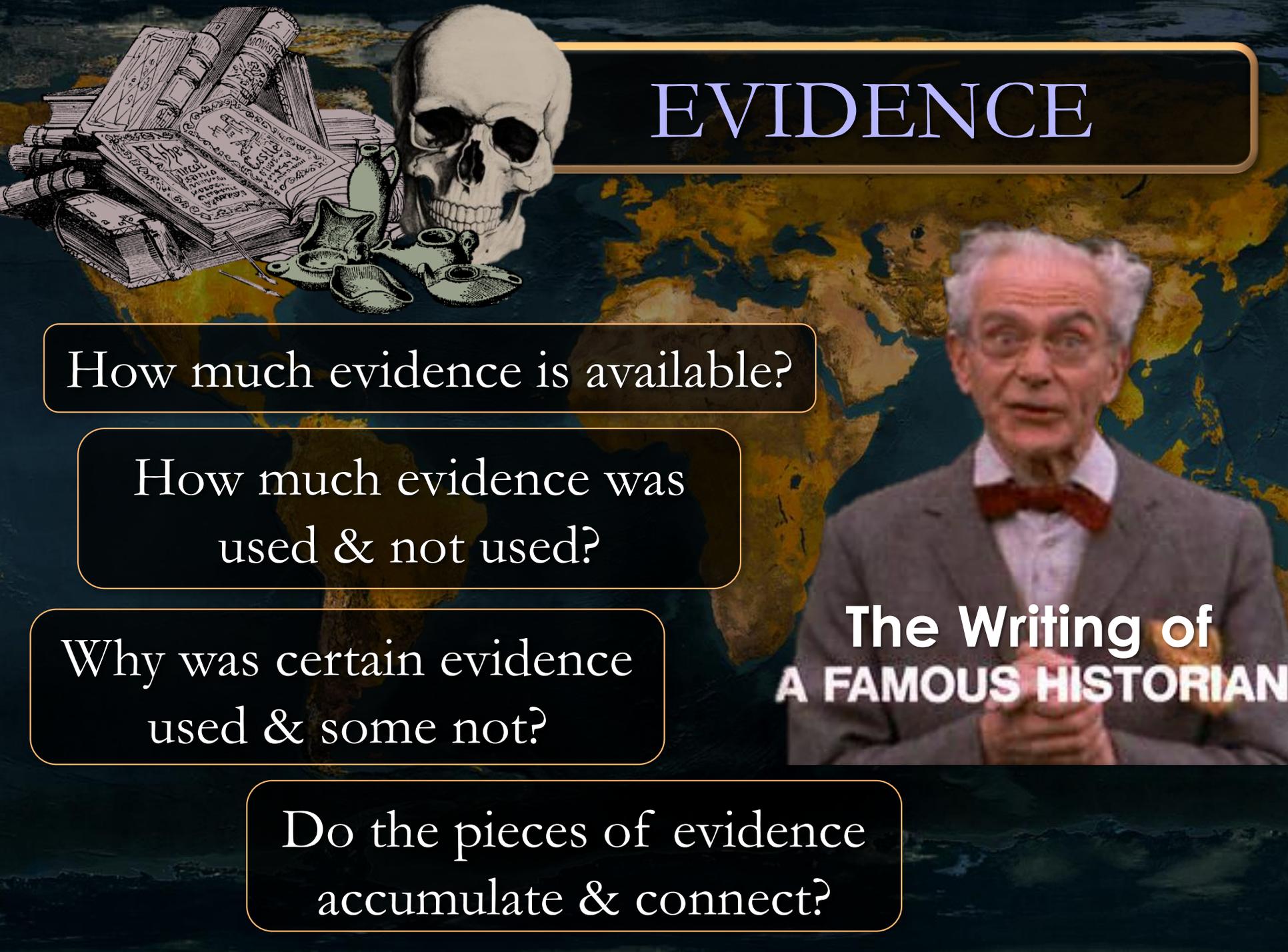
Paleontology/  
Osteology

How do we *know*  
the history writers  
account is *reliable*?





We use *evidence, reason & review* to gain more accurate & reliable accounts



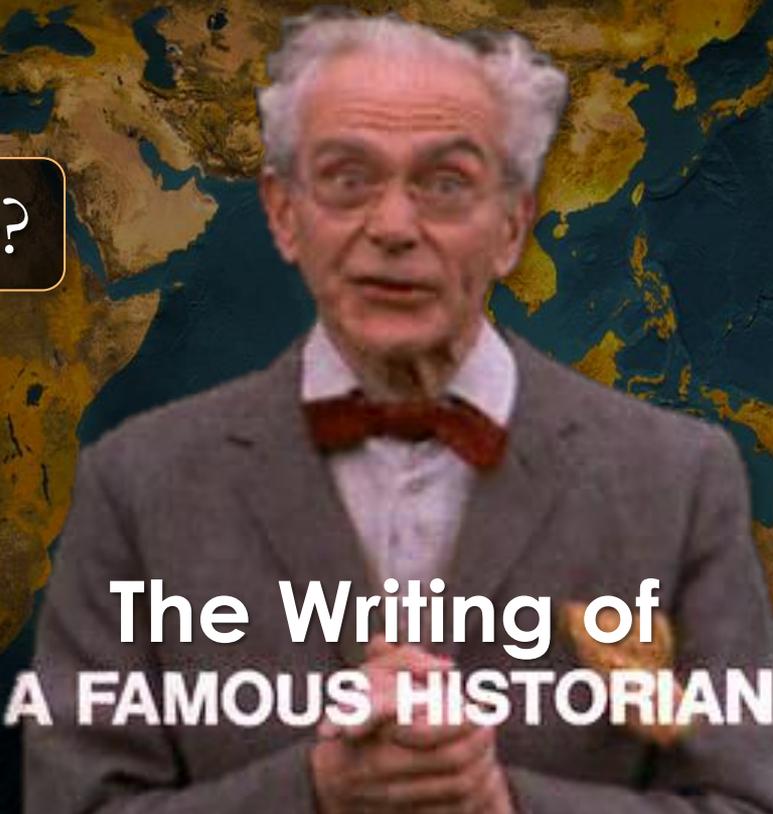
# EVIDENCE

How much evidence is available?

How much evidence was  
used & not used?

Why was certain evidence  
used & some not?

Do the pieces of evidence  
accumulate & connect?



**The Writing of  
A FAMOUS HISTORIAN**

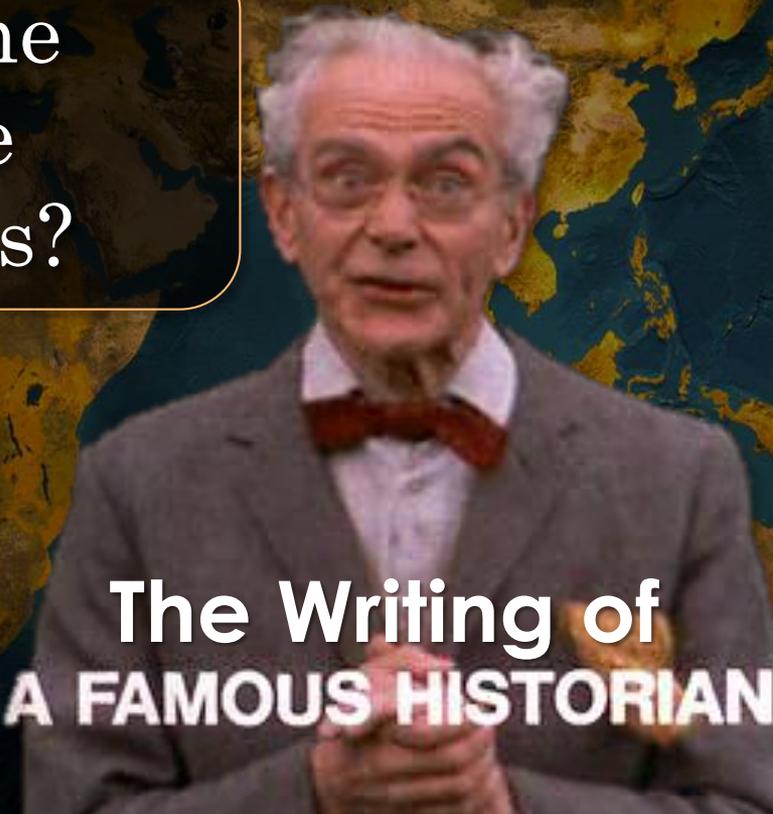


# REASON

What are the reasonable explanations?

Is this explanation reasonably based on the evidence (facts)?

Given what is known (the facts) does this explanation fit what is known?



**The Writing of  
A FAMOUS HISTORIAN**



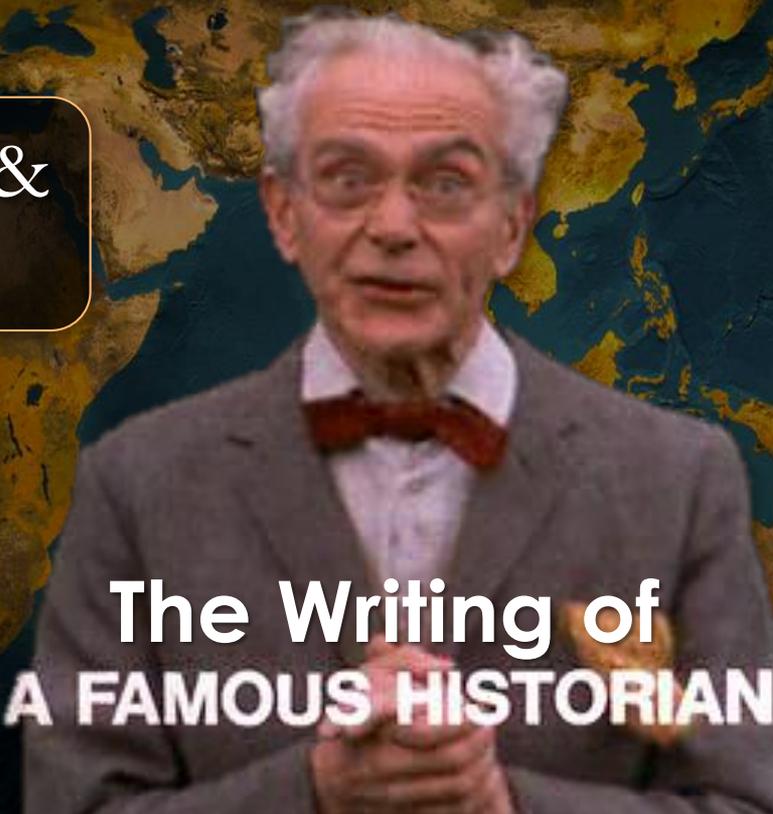
# REVIEW

What are the beliefs, values, & setting of this writer?

What is their motive for writing this?

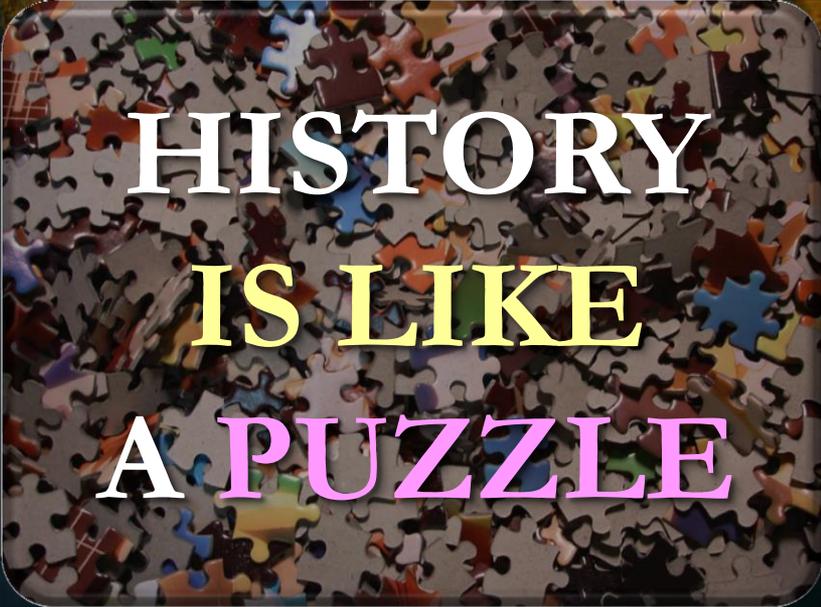
What do other historians & fields of study say?

What does more evidence unearthed show?

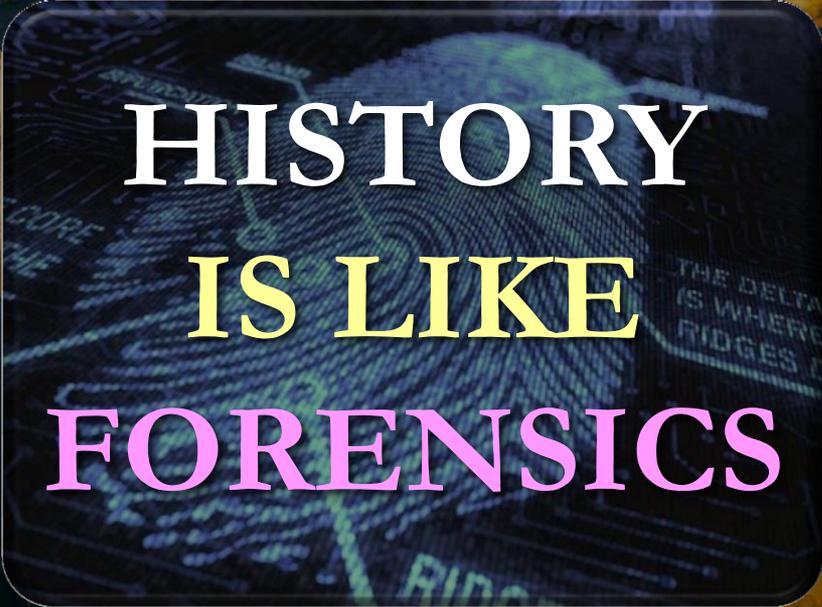


**The Writing of  
A FAMOUS HISTORIAN**

REMEMBER THAT HISTORY IS LIKE:



HISTORY  
IS LIKE  
A PUZZLE



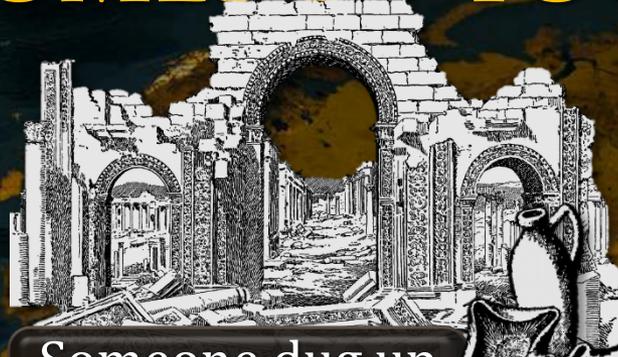
HISTORY  
IS LIKE  
FORENSICS

Its about gathering as much available evidence (puzzle pieces) as possible and reconstructing what happened (what the picture is) with the use of reasoning & investigative knowledge & skills

# HOW HISTORY COMES TO YOU & ME:



Someone dug up fossils



Someone dug up artifacts



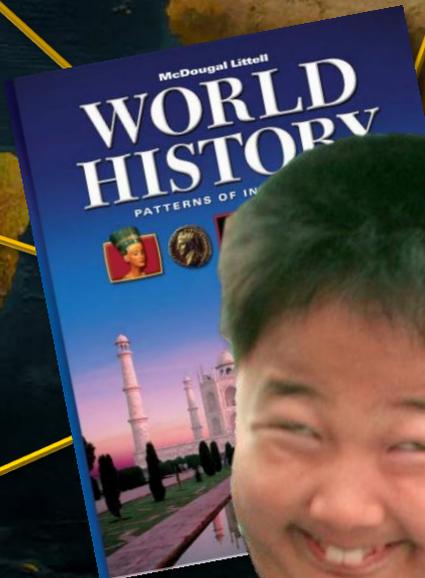
Someone dug up bones



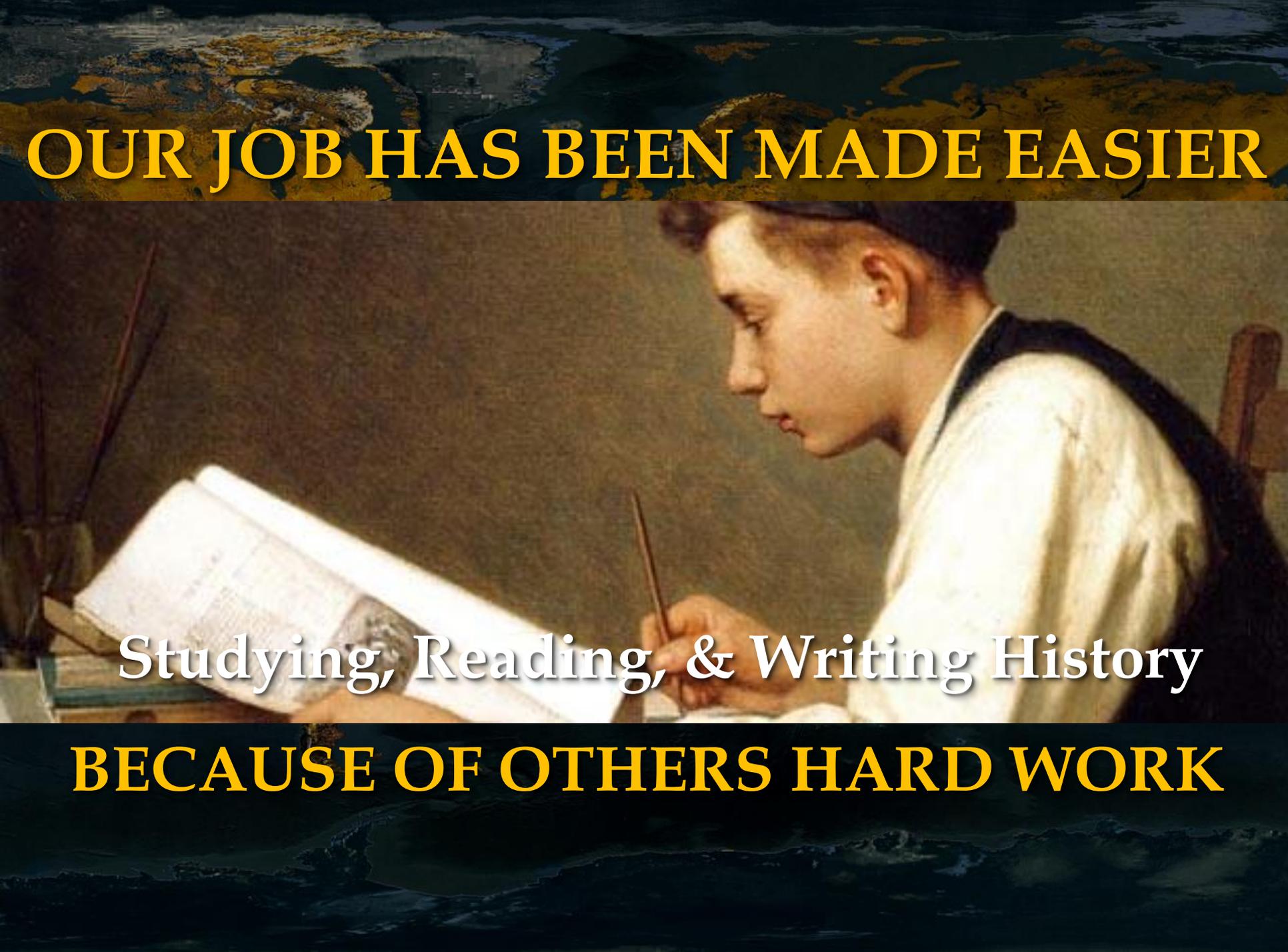
Someone read old documents



Someone made maps



Someone studied & wrote about the evidence



**OUR JOB HAS BEEN MADE EASIER**

Studying, Reading, & Writing History

**BECAUSE OF OTHERS HARD WORK**

WELCOME TO



THE FINISH LINE