ChronoZoom Guild

Content-specific Adjustments

The **Historical Thinking** lessons include materials that are suitable for teaching historical thinking, but do not necessarily relate to a specific historical context. While using these lessons on their own will help teach students how to think like historians, using the lessons around a specific historical event will also help students learn historical content.

If you would like to integrate a specific topic of content into this curriculum on **Historical Thinking**, use the following list to gather materials to replace the materials included. You might want to try and class-source the work. If your students are decent researchers, have some of them help you find the following sources. You could even split up the task of finding these sources between all of your students before you begin the lessons.

# Middle School

* **Lesson 2** – Overview of a historical event for comprehension practice (1-2 pages or more depending on reading levels).
* **Lesson 3** – At least 2 different sources on the same topic or event. It is helpful if some are eyewitness events and some are news reports. These are used to compare perspectives.
* **Lesson 4** – A variety of sources (primary and secondary) around a single topic or question. Students will prioritize these sources according to which would be most valuable for their research. Suggested 5 or more sources.

# High School

* **Lesson 2** - Overview of a historical event for comprehension practice (1-2 pages or more depending on reading levels).
* **Lesson 3** – Sources for analyzing causes. Provide at least two sources that try to explain the cause of an event. Secondary sources are useful for this task. Different textbooks will often work well. Students will try to analyze causes.
* **Lesson 4** – At least 2 sources on the same argument. Students will be comparing the logic and evidence of arguments, so it can even work if you provide a source that isn’t very logical.