Key concepts are bolded. Content standards are included in the documents sections below.

**Chronological and Spatial Thinking**

**Grades K-5**
3. Students explain how **the present is connected to the past**, identifying both **similarities and differences** between the two, and how some things change over time and how some things remain the same.
4. Students use map...skills to...interpret information through a map’s...symbolic representations.

**Grades 6-8**
1. Students explain **how major events are related** to one another in time.
3. Students use a variety of maps...to identify physical...features...and to explain the historical migration of people...and the growth of economic systems.

**Grades 9-12**
1. Students compare the present with the past, evaluating the **consequences of past events and decisions** and determining the **lessons that were learned**.
2. Students analyze how **change happens at different rates** at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and **affects** not only technology and politics but also **values and beliefs**.
3. Students use a variety of maps and documents to interpret human movement...the frictions that develop between population groups...and the diffusion of ideas...
Research, Evidence, and Point of View

**Grades K-5**
2. Students **pose relevant questions about** events they encounter in historical *documents*, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.
3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.

**Grades 6-8**
1. Students frame questions that can be answered by historical study and research.
2. Students **distinguish fact from opinion** in historical narratives and stories.
4. Students **assess the credibility of primary and secondary sources** and draw sound conclusions from them.
5. Students **detect the different historical points of view** on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author’s perspectives).

**Grades 9-12**
4. Students **construct and test hypotheses**; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

Historical Interpretation

**Grades K-5**
1. Students summarize the key events of the era they are studying and explain the **historical contexts** of those events.
3. Students **identify and interpret the multiple causes and effects** of historical events.
4. Students conduct cost-benefit analyses of historical…events.

**Grades 6-8**
1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.
2. Students understand and **distinguish cause, effect, sequence, and correlation** in historical events…
5. Students recognize that **interpretations of history are subject to change** as new information is uncovered.
6. Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.

**Grades 9-12**
1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
2. Students **recognize the complexity of historical causes and effects**, including
the limitations on determining cause and effect.
3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
4. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.
WRITTEN DOCUMENT ANALYSIS WORKSHEET

1. Type of document (check one)
   _____ Letter _____ Report to Congress
   _____ Report _____ Map
   _____ Newspaper _____ Political cartoon
   _____ Speech or public address _____ Advertisement
   Other (describe) ___________________________________________________

2. Date(s) of document _______________________________________________

3. Author ____________________________________________________________

4. For what audience was the document written? _________________________
   ___________________________________________________________________

5. Document information
   A. List important pieces of information presented in the document.
      ___________________________________________________________________
      ___________________________________________________________________
      ___________________________________________________________________

   B. Why was the document written?
      ___________________________________________________________________

   C. What evidence in the document helps you to determine why it was written?
      Quote from the document.
      ___________________________________________________________________
      ___________________________________________________________________
      ___________________________________________________________________

   D. What historical event(s) does this document refer or pertain to?
      ___________________________________________________________________
      ___________________________________________________________________
      ___________________________________________________________________
      ___________________________________________________________________

   E. Write a question to the author that is left unanswered by the document.
      ___________________________________________________________________
      ___________________________________________________________________
      ___________________________________________________________________

_____________________________________________________________________
This worksheet is an adaptation of one designed and developed by the National
Archives, Washington, D.C.
PHOTO ANALYSIS WORKSHEET

OBSERVATION:
Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.
Use the chart below to list people, objects, and activities in the photograph.

| People | Objects | Activities |

INERENCE:
Based on what you have observed above, list three things you might infer from this photograph.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

QUESTIONS:
What questions does this photograph raise in your mind?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Where could you find answers to them?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Write a question to the photographer that is left unanswered by this photograph.

________________________________________________________________________

This worksheet is an adaptation of one designed and developed by the National Archives, Washington, D.C.
MAP ANALYSIS WORKSHEET

1. Type of Map – check one
   _____ Raised relief map _____ Topographic map _____ Satellite photograph/mosaic
   _____ Political map _____ Contour-line map _____ Natural resource map
   _____ Military map _____ Bird’s eye view _____ Artifact map
   _____ Pictograph _____ Advertisement _____ Other

2. Unique Physical Qualities of the Map (Check one or more)
   _____ Name of mapmaker _____ Notations _____ Notations
   _____ Legend (key) _____ Scale _____ Title
   _____ Date _____ Other

3. Date of map. _________________________________________________________

4. Creator of the map? _______________________________________________

5. Where was the map produced? _________________________________________

   A. List three things in this map that you think are important.
      ________________________________________________________________
      ________________________________________________________________
      ________________________________________________________________

   B. Why do you think this map was drawn? ______________________________
      ________________________________________________________________
      ________________________________________________________________

   C. What evidence in the map suggests why it was drawn? __________________
      ________________________________________________________________
      ________________________________________________________________

   D. Does the information in this map support or contradict information that you
      have read about this event? Explain.
      ________________________________________________________________
      ________________________________________________________________
      ________________________________________________________________

   E. Write a question to the mapmaker that is left unanswered by this map.
      ________________________________________________________________
      ________________________________________________________________
      ________________________________________________________________

This worksheet is an adaptation of one designed and developed by the National Archives, Washington, D.C.
OBJECT OBSERVATION SHEET

Choose one object, specimen or art work and try to answer these questions about it.

Name of object ________________________________________________________________

FOCUSING:
What do I already know about it?
How do I feel about it?
What would I like to know about it?

EXPLORING:
What do I observe? (For example, color texture, background, materials, patterns, odor sound, structure, shape, form, size)

ANALYZING:
Is it the same or different from the things around it?
Based on what I have observed, why do I think it has these characteristics?

CONNECTING:
Why should I care about it?
Why do I think it is in a museum?
What sources outside of the museum could I use to answer my questions about it?

This worksheet is an adaptation of one designed and developed from the Smithsonian.