

Activity: AP Historical Thinking Skills

Directions: An important part of this year's course is to develop the important historical thinking skills that we will be using throughout the year. To start developing these skills, do the following:

1. Review the "Historical Thinking Skills" table (copied from College Board, below) that describes the 6 skills you will need in order to pass the AP test in May. The numbered bullet points under each skill will serve as your directions for how to complete the chart at the bottom.
2. Select ONE important event from the list below
3. Research the entire event and complete the chart (at the bottom of this document) by summarizing the event (Skill 1) and describing the historical context of the event (Skill 4)
4. Find two sources from scholarly sites, one primary and one secondary, that focus on **causes and effects** of the event, and analyze them by completing the chart for Skills 2 and 3
5. Use the "historical reasoning process" of causation (a/k/a "cause & effect") to complete the chart for skill 5 by analyzing either the cause AND effect of the chosen event, **OR** by analyzing multiple causes of the event
6. Complete the chart for skill 6 by making a claim (explain the relationship between multiple sources, evaluate the credibility of your sources, etc.)

**NOTE – one event has been completed as a reference for you to see how to complete these tasks yourself

Historical Events (pick only ONE, from any time period you prefer)

TIME PERIOD 1 (1200-1450)

- Crusades
- Marco Polo's voyage/time in the court of Kublai Khan
- Mansa Musa's pilgrimage
- Signing of the Magna Carta

TIME PERIOD 2 (1450-1750)

- Columbus's voyage
- Protestant Reformation
- Construction of Taj Mahal
- Voyage of Zheng He

TIME PERIOD 3 (1750-1900)

- Publication of Communist Manifesto
- Sepoy Rebellion
- Political revolutions (French, American OR Haitian)
- Boxer Rebellion
- Irish Potato Famine

TIME PERIOD 4 (1900 – Present)

- Creation of the Polio vaccine
- The Scramble for Africa
- Fall of the Berlin Wall
- D-Day
- Armenian Genocide

AP Historical Thinking Skills

Skill 1**Developments and Processes 1**

Identify and explain historical developments and processes.

Skill 2**Sourcing and Situation 2**

Analyze sourcing and situation of primary and secondary sources.

Skill 3**Claims and Evidence in Sources 3**

Analyze arguments in primary and secondary sources.

Skill 4**Contextualization 4**

Analyze the context of historical events, developments, or processes.

Skill 5**Making Connections 5**

Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.

Skill 6**Argumentation 6**

Develop an argument.

SKILLS

1.A Identify a historical concept, development, or process.

1.B Explain a historical concept, development, or process.

2.A Identify a source's point of view, purpose, historical situation, and/or audience.

2.B Explain the point of view, purpose, historical situation, and/or audience of a source.

2.C Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.

3.A Identify and describe a claim and/or argument in a text-based or non-text-based source.

3.B Identify the evidence used in a source to support an argument.

3.C Compare the arguments or main ideas of two sources.

3.D Explain how claims or evidence support, modify, or refute a source's argument.

4.A Identify and describe a historical context for a specific historical development or process.

4.B Explain how a specific historical development or process is situated within a broader historical context.

5.A Identify patterns among or connections between historical developments and processes.

5.B Explain how a historical development or process relates to another historical development or process.

6.A Make a historically defensible claim.

6.B Support an argument using specific and relevant evidence.

- Describe specific examples of historically relevant evidence.
- Explain how specific examples of historically relevant evidence support an argument.

6.C Use historical reasoning to explain relationships among pieces of historical evidence.

- 6.D** Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might:
- Explain nuance of an issue by analyzing multiple variables.
 - Explain relevant and insightful connections within and across periods.
 - Explain the relative historical significance of a source's credibility and limitations.
 - Explain how or why a historical claim or argument is or is not effective.

EXAMPLE: Atomic bombs dropped on Hiroshima & Nagasaki

<p>Skill 1 <i>Developments and Processes</i> (summarize/explain the event)</p> <div data-bbox="121 435 409 602" style="border: 1px solid black; padding: 5px;"> <p>1.A Identify a historical concept, development, or process.</p> <p>1.B Explain a historical concept, development, or process.</p> </div>	<p>Skill 2 <i>Sourcing and Situation</i> (A/K/A “HAPPY” analysis) (do all 3 of the skills listed below)</p> <div data-bbox="443 415 722 716" style="border: 1px solid black; padding: 5px;"> <p>2.A Identify a source’s point of view, purpose, historical situation, and/or audience.</p> <p>2.B Explain the point of view, purpose, historical situation, and/or audience of a source.</p> <p>2.C Explain the significance of a source’s point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.</p> </div>	<p>Skill 3 <i>Claims and Evidence in Sources</i> (do all of the skills listed below)</p> <div data-bbox="758 415 1024 716" style="border: 1px solid black; padding: 5px;"> <p>3.A Identify and describe a claim and/or argument in a text-based or non-text-based source.</p> <p>3.B Identify the evidence used in a source to support an argument.</p> <p>3.C Compare the arguments or main ideas of two sources.</p> <p>3.D Explain how claims or evidence support, modify, or refute a source’s argument.</p> </div>	<p>Skill 4 <i>Contextualization</i> (do all of the skills listed below)</p> <div data-bbox="1062 423 1350 667" style="border: 1px solid black; padding: 5px;"> <p>4.A Identify and describe a historical context for a specific historical development or process.</p> <p>4.B Explain how a specific historical development or process is situated within a broader historical context.</p> </div>	<p>Skill 5 <i>Making Connections</i> (do 1 of the skills listed below)</p> <div data-bbox="1388 448 1686 659" style="border: 1px solid black; padding: 5px;"> <p>5.A Identify patterns among or connections between historical developments and processes.</p> <p>5.B Explain how a historical development or process relates to another historical development or process.</p> </div>	<p>Skill 6 <i>Argumentation</i> (do the 1st 2 skills, then 1 of the remaining skills)</p> <div data-bbox="1717 302 1997 935" style="border: 1px solid black; padding: 5px;"> <p>6.A Make a historically defensible claim.</p> <p>6.B Support an argument using specific and relevant evidence.</p> <ul style="list-style-type: none"> • Describe specific examples of historically relevant evidence. • Explain how specific examples of historically relevant evidence support an argument. <p>6.C Use historical reasoning to explain relationships among pieces of historical evidence.</p> <p>6.D Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might:</p> <ul style="list-style-type: none"> • Explain nuance of an issue by analyzing multiple variables. • Explain relevant and insightful connections within and across periods. • Explain the relative historical significance of a source’s credibility and limitations. • Explain how or why a historical claim or argument is or is not effective. </div>
<p>On August 6 & 9, 1945, the United States dropped atomic bombs on the Japanese cities of Hiroshima and Nagasaki, respectively. The attacks on the Japanese mainland led to the surrender of Japanese Emperor Hirohito, and the end of WWII in the Pacific theater. The bombs resulted in the</p>	<p>PRIMARY SOURCE: Translation of leaflet dropped on the Japanese, August 10, 1945 <i>(For this source I chose to identify & explain audience, you can choose something else if you want)</i></p> <p><u>Identify audience:</u> Japanese citizens</p> <p><u>Explain audience:</u> This source was a leaflet dropped on the</p>	<p>The primary source warns the people of Nagasaki of a possible nuclear attack, in the wake of the first atomic bomb dropped on Hiroshima. <i>(“Before we use this bomb again and again to destroy every resource of the military by which they are prolonging this useless war, petition the Emperor now to end the war”)</i></p>	<p>By 1945, WWII had been going on for nearly 7 years, and the U.S. had been involved since the Japanese bombed Pearl Harbor in 1941, and Germany declared war on the U.S.</p> <p>The U.S. had experienced mixed success in the Pacific, especially leading up to its attack on Japan</p>	<p><i>(I did skill 5.B - showing how the bombings relate to another historical development, the Cold War)</i></p> <p>The dropping of atomic bombs on Hiroshima & Nagasaki ushered in the nuclear era, which continues to have political ramifications to this day. World powers rapidly built-up nuclear stockpiles, escalating the stakes of the Cold War as the threat of</p>	<p><i>(Note – I did the 1st 2 skills, then chose to “explain nuance of an issue by analyzing multiple variables” - you can choose whichever from 6.C or 6.D you want)</i></p> <p>The dropping of atomic bombs on Hiroshima & Nagasaki was caused by American reluctance to carry out a land invasion of Japan, as well as fatigue from a long and drawn out war,</p>

<p>immediate or delayed deaths of between 129,000 and 226,000 people, most of them civilians. The bombs destroyed property indiscriminately and left many millions of survivors to suffer from the after-effects of radiation for decades. Many of those survivors who had been exposed to radiation (known as “Hibakusha” in Japan) experienced discrimination, ostracization, lack of government aid, and outright abuse, as people had such a limited knowledge of the long-term after-effects of radiation, and refused to allow the survivors back into society.</p> <p>Japan surrendered to the Allies, demilitarized, and adopted a democratic constitutional form of government in the aftermath of the attack</p>	<p>Japanese people by American aircraft. As the source explains, this was done after the first bomb had already been deployed on Hiroshima, so the audience would be Japanese people living elsewhere in Japan, in places like Nagasaki that could potentially experience the same attack</p> <p><u>Explain significance of audience:</u> the source serves as a warning to the Japanese people in order to generate fear, in the hopes that in fear for their safety, those people could pressure their government to surrender. The audience would have been aware of the near complete annihilation that was experienced in Hiroshima and would be aware of the significance of the Soviet declaration of war that also happened at this time, so this warning would</p>	<p>The secondary source shares an anecdote from a survivor of the Nagasaki bombing: (“Sometime before the bombing of Nagasaki, 11-year-old Sachiko Matsuo’s father happened upon a leaflet dropped by American pilots to warn the city’s residents of an imminent attack. Taking the message seriously, he constructed a makeshift cabin high up on a mountain overlooking Nagasaki and, in the days leading up to the scheduled bombing, implored his extended family to take shelter there from morning until evening. But when August 8—the supposed day of the attack—passed without incident, Matsuo’s mother and aunt told him they wanted to stay home”)</p> <p>The primary source and the secondary source support one another – the secondary source providing a personal account of how the warning contained in the primary source</p>	<p>through its “island hopping” campaign.</p> <p>President Truman had been informed that an invasion of Japan would lead to millions of U.S. casualties, and the widespread belief was that the Japanese would torture and kill any soldiers they captured, and that the Japanese would refuse to surrender to any traditional land invasion.</p> <p>In this context, the dropping of atomic bombs can be seen as both retribution for the attack on Pearl Harbor, and as a swift way to end a brutal war with no American casualties</p>	<p>nuclear war and “mutually assured destruction” loomed over the conflict between the U.S.A. and U.S.S.R. Thankfully, neither nation was ever willing to deploy these weapons, as they witnessed the level of destruction that would result, as it did in the Japanese cities of Hiroshima and Nagasaki.</p>	<p>and possibly as retribution (payback) for Japan’s relatively unprovoked attack on Pearl Harbor</p> <p>The effects of the bombings were the complete and total destruction of 2 Japanese cities, the death of over 200,000 Japanese (mostly civilians) and Japanese surrender, demilitarization, and democratization</p> <p><i>(this is the “nuance” part...)</i> Some argue that the use of nuclear weapons was an effective way to get Japan to surrender with no American casualties. The Japanese were warned of the destructive capacity of the weapons. Propaganda and misunderstanding of Japanese culture led many to believe that the Japanese would never surrender to a traditional invasion. However, others argue that Japanese</p>
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	<p>have a great effect. The tone of the source also tries to turn the audience against its government by implying that if an atomic bomb is dropped elsewhere, it would be the fault of Japanese military leaders who refused to stop fighting a pointless war</p> <p>SECONDARY SOURCE: Smithsonian Magazine <i>(For this source I chose to identify & explain purpose, you can choose something else if you want)</i></p> <p><u>Identify purpose:</u> informative</p> <p><u>Explain purpose:</u> the purpose of this source is to inform the audience of the context, causes and effects of the United States' decision to deploy nuclear bombs for the first time in combat in world history, from the perspective of those who survived the attack.</p>	<p>was received by the Japanese people.</p> <p>The primary source was a pamphlet that warned of imminent nuclear attack following the first bomb being dropped on Hiroshima. The secondary source anecdote talks about the people of Nagasaki actually received the very same pamphlet that is seen in the primary source, and reveals that the intended audience of the pamphlet (the Japanese people) did in fact experience the fear and confusion that the United States intended when they dropped the pamphlet on the Japanese people</p>			<p>surrender was very possible, and indeed imminent without the needless annihilation of hundreds of thousands of innocent Japanese citizens, because the Soviets had broken their treaty and attacked Japanese territory, and the only real sticking point over Japanese surrender was whether the emperor would be able to remain as a “ceremonial” member of the Japanese government</p>
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	<p><u>Significance of purpose:</u> because the purpose of the source is to inform the audience generally about the event, and also from the perspective of some of the bombing's victims, the source will likely be somewhat one-sided. The source uses personal anecdotes to create empathy and sympathy for the victims. While it can be relied on as accurate, it leaves out the other side of the story, neglecting the viewpoint of the American military personnel who made the difficult decision to deploy the bombs during the war.</p>				
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NOW IT'S YOUR TURN!

HISTORICAL EVENT:

<p align="center">Skill 1 <i>Developments and Processes</i> (summarize/explain the event)</p>	<p align="center">Skill 2 <i>Sourcing and Situation</i> (A/K/A “HAPPY” analysis) (do all 3 of the skills listed below)</p>	<p align="center">Skill 3 <i>Claims and Evidence in Sources</i> (do all of the skills listed below)</p>	<p align="center">Skill 4 <i>Contextualization</i> (do all of the skills listed below)</p>	<p align="center">Skill 5 <i>Making Connections</i> (do 1 of the skills listed below)</p>	<p align="center">Skill 6 <i>Argumentation</i> (do the 1st 2 skills, then 1 of the remaining skills)</p>
<div data-bbox="121 397 409 560" style="border: 1px solid black; padding: 5px;"> <p>1.A Identify a historical concept, development, or process.</p> <p>1.B Explain a historical concept, development, or process.</p> </div>	<div data-bbox="441 365 724 665" style="border: 1px solid black; padding: 5px;"> <p>2.A Identify a source’s point of view, purpose, historical situation, and/or audience.</p> <p>2.B Explain the point of view, purpose, historical situation, and/or audience of a source.</p> <p>2.C Explain the significance of a source’s point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.</p> </div>	<div data-bbox="751 311 1024 613" style="border: 1px solid black; padding: 5px;"> <p>3.A Identify and describe a claim and/or argument in a text-based or non-text-based source.</p> <p>3.B Identify the evidence used in a source to support an argument.</p> <p>3.C Compare the arguments or main ideas of two sources.</p> <p>3.D Explain how claims or evidence support, modify, or refute a source’s argument.</p> </div>	<div data-bbox="1060 311 1354 555" style="border: 1px solid black; padding: 5px;"> <p>4.A Identify and describe a historical context for a specific historical development or process.</p> <p>4.B Explain how a specific historical development or process is situated within a broader historical context.</p> </div>	<div data-bbox="1388 349 1684 560" style="border: 1px solid black; padding: 5px;"> <p>5.A Identify patterns among or connections between historical developments and processes.</p> <p>5.B Explain how a historical development or process relates to another historical development or process.</p> </div>	<div data-bbox="1717 300 1990 933" style="border: 1px solid black; padding: 5px;"> <p>6.A Make a historically defensible claim.</p> <p>6.B Support an argument using specific and relevant evidence.</p> <ul style="list-style-type: none"> • Describe specific examples of historically relevant evidence. • Explain how specific examples of historically relevant evidence support an argument. <p>6.C Use historical reasoning to explain relationships among pieces of historical evidence.</p> <p>6.D Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might:</p> <ul style="list-style-type: none"> • Explain nuance of an issue by analyzing multiple variables. • Explain relevant and insightful connections within and across periods. • Explain the relative historical significance of a source’s credibility and limitations. • Explain how or why a historical claim or argument is or is not effective. </div>