

# RESEARCH-BASED WAYS TO SUPPORT HISTORICAL REASONING

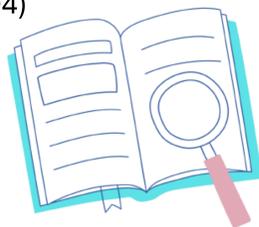


WASHINGTON STATE UNIVERSITY

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## OVERVIEW OF HISTORICAL REASONING

- Amalgamation of taught social studies skills
- Combines analysis of trends (Aries et al. 2015, p. 210), like cause and effect, scrutinizing claims & sources, creating a claim, and supporting a claim with evidence
- Differs from other forms of reasoning as claims are based on multiple sources that may contain bias- students are asked to build upon an unsteady foundation because of this requiring more analysis and critical thinking skills.
- Provides the skills students need to think like a historian
- Allows students the what, the how, and more importantly the why of what it happened (Lee et al. 2021, p. 404)



## INQUIRY QUESTIONS

- What is historical reasoning?
- Is this skill vital for students' lives?
- What practices support and improve historical reasoning in adolescent students?

## HOW TO PROMOTE HISTORICAL REASONING IN THE CLASSROOM

- Frameworks like asking historical questions, utilizing sources, contextualization, argumentation, concept use, and using meta-concepts (Van Drie & Van Boxtel, 2008) are helpful to the working memory—encouraging logistical reasoning and problem-solving.
- Help students parse out the context of primary and secondary sources, use a mix of both, and provide ample information for primary sources.
- Offer multiple sources before teaching and instruct students to find their own sources— helps to better understand the source as it provides context, vocabulary, and overall aid in understanding.
- Use personal examples to utilize working memory and the constructivist theory
- ★ All of these concepts have been proven to help student make conclusion about historical events, work with cause and effect, scrutinize claims and sources, create a claim, and support this claim with evidence.

## BENEFITS OF HISTORICAL REASONING

- Students learn multiple perspectives through the inclusion of multiple sources & media in the classroom, increasing skills of empathy, creating an evidence-based opinion, and being a respectful participant in society.
- Providing multiple sources offers more exposure to marginalized perspectives. In claravall et al.'s study (2023), researchers recommended that educators provide sources that hold convergent and divergent point of view to foster students' accumulation of information and understanding of multiple perspectives. Providing considerable sources helps students to distinguish fact and bias while practicing critical thinking.
- Lee et al. (2021) believe that inquiry & critical thinking skills that draw on a student's experiences help develop empathy for others, and the willingness to consider numerous standpoints (Lee et al. 2021, p. 399). This also allows students to be reflective and find pieces in their lives that help root their life experiences.

TABLE 3. STUDENTS' ANALYTICAL THINKING & COGNITIVE PROCESSES AS ILLUSTRATED IN THEIR FINAL ESSAY (WAS GALILEO A HERETIC?) CLARAVALL ET AL. (2023).

ANALYTICAL THINKING & COGNITIVE PROCESSES

EMILY (MIDDLE PERFORMING)

LAURA (HIGH PERFORMING)

- Table presents two students, Emily & Laura, at a middle & higher performance level in essay writing.
- Success in writing relies on success in reading
- Categories of analytical & cognitive thinking processes include: presenting claims from multiple sources, evaluating trustworthiness, corroboration, and contextualization
- Both students present claims from multiple sources, have different levels of scrutinizing the sources, use evidence to support their claims & conclude with contextualization. Both show examples of historical reasoning through argumentative writing

SCAN FOR RESEARCH & REFERENCES



ANALYTICAL THINKING & COGNITIVE PROCESSES	EMILY (MIDDLE PERFORMING)	LAURA (HIGH PERFORMING)
Presenting claims from multiple sources	"WHEN GALILEO PUBLISHED DIALOGUE CONCERNING THE TWO CHIEF WORLD SYSTEMS IN 1632, HE WAS CHARGED WITH HERESY AND WAS TIRED IN ROME WHEN GALILEO GALILEI HAD DIED IN THE 1640S. IN THIS ESSAY, I WILL LIKE TO ANALYZE HOW GALILEO WAS A HERETIC WHEN A LOT OF PEOPLE HAD DISAGREED ON HIM. ACCORDING TO GALILEO'S LETTER, THE NOVELTY WAS STIRRED UP BY SEVERAL PROFESSORS THAT WERE AGAINST HIM.ACCORDING TO CARDINAL BELLARMINE WHO HAD RESPONDED TO THE FOLLOWING LETTER, THE BOOKS FROM THE BIBLE WOULD AGREE THAT THE SUN MOVES SWIFTLY AROUND THE PLANET EARTH THAT STANDS IMMOBILE IN THE CENTER.IN THE NEW YORK TIMES ARTICLE, THE POPE HAD DEMANDED A INVESTIGATION FOR THE FOLLOWING ARTICLE FROM 1992 OF THE CONCLUSIONS."	"EVEN THOUGH OTHER SCIENTIST WERE ABLE TO BACK UP HIS THEORY, THE CHURCH CHARGED HIM OF HERESY. IN THIS ESSAY I WILL ARGUE THAT GALILEO WAS NOT A HERETIC.IN DOCUMENT A, A LETTER TO THE GRAND DUCHESS CHRISTINA OF TUSCANY THAT WAS WRITTEN IN 1615, GALILEO EXPLAINED WHY HE WAS NOT HERETIC.DOCUMENT B IS A LETTER TO GALILEO FROM CARDINAL BELLARMINE IN 1615 WHICH CONSISTS OF A LOT OF REBUTTALS TO GALILEO'S ARGUMENTS. DOCUMENT C IS THE CONDEMNATION OF GALILEO AND WAS WRITTEN IN 1633."
Evaluating trustworthiness	"THE BIBLE CAN'T BE WRONG WHEN THAT FOLLOWS THE SUN THAT IS MOTIONLESS. GALILEO'S REASON IS TO NOT BELIEVE IN GOD WITH GIVEN SENSES THAT INTENDED US TO NOT USE THESE."	"TRULY IT IS EASIER FOR THE CHURCH TO SIDE WITH GALILEO IN 1992 RATHER THAN IN 1633 BECAUSE THE SCIENTIST NOW HAVE BETTER TECHNOLOGY TO FIGURE OUT IF THE EARTH REVOLVED AROUND THE SUN."
Corroboration	"ACCORDING TO THE CONDEMNATION OF GALILEO, ANTONIO FOSCARINI TOLD GALILEO THAT HE WAS DENOUNCED IN 1615 THE SAME YEAR THAT GALILEO WROTE HIS LETTER AND THAT CARDINAL BELLARMINE RESPONDED TO THE LETTER. THEREFORE, THE LORDS OF THIS SUPREME HAS TWO PROPOSITIONS OF THE SUN AND THE MOTION OF EARTH. THE FIRST PROPOSITION IS THAT THE SUN IS IMMOVABLE IS ABSURD, FALSE, AND HERETICAL. THE PRONOUNCER JESUS CHRIST DECLARE THAT FROM EAST TO WEST THE SUN IS IN THE CENTER OF THE UNIVERSE. THE OPINION WAS HELD AS PROBABLE TO THE HOLY SCRIPTURE."	"TRULY WHAT THE CHURCH SAID ABOUT GALILEO AND WHAT THEY DID TO OTHER PEOPLE WHO BELIEVED IN THE HELIOCENTRIC MODEL WAS BARBARIC AND WAS COMPLETELY UNNECESSARY. EVEN THE POPE ACKNOWLEDGE THAT THE ROMAN CATHOLIC CHURCH WAS WRONG TO CONDEMN GALILEO."
Contextualization	"GALILEO WASN'T A HERETIC BECAUSE HE SAW THE HELIOCENTRIC MODEL THROUGH HIS TELESCOPE. BUT THE CATHOLIC CHURCH DIDN'T BELIEVE HIM. THEY WERE MISTAKEN ABOUT THE GEOCENTRIC AND HELIOCENTRIC MODEL. THE CHURCH WANTED ALL THE POWER AND MONEY BACK THEN. IF THEY BELIEVED IN THE HELIOCENTRIC THEORY"	"THEN PEOPLE WON'T BELIEVE THEM AND WON'T GO TO CHURCH ANYMORE."

- When a student walks out of K-12 education, I want to ensure they have access to and understanding of how to vote. With critical thinking and historical reasoning, students will be able to read various sources, check their reliability, and ultimately make informed decisions and participate in our democracy.
- ★ The skill of historical reasoning is transferrable to many life skills and is indispensable to my student's learning.

## TPEP CRITERION

### Criterion 2: Demonstrating Effective Teaching Practices

The descriptor of this criterion is instruction; the teacher uses research-based instructional practices to meet the needs of all students.

"Information is not the same as education. Downloading is very different from critical thinking." (Walsh, 2008, p. 4)