



## General Skills-Focused Questions

### Historical Causation:

- What prompted this development? What prompted this person/group to act/react this way?
- What cause seemed to be the most significant (what had the greatest impact)?
- What resulted from this development/action? What were the short-term effects?
- What were the long-term effects?

### Patterns of Continuity and Change over Time:

- How has X group's identity/rights/status changed over time? What challenges/achievements marked their experience in the U.S.?
- How have the country's policies on X changed? How have they stayed the same? How have they changed in some ways but not in others?

### Periodization:

- Why was this date/year chosen to represent the beginning/end of this period? What was happening that was significant at that time?
- Why did this source define X year/date as the beginning of X period, but another source starts the period with X year/date?
- What might the person who chose that date have considered significant?
- How would choosing a different beginning/end change the story of what happens?

### Comparison:

- How did different groups approach the same problem?
- How is one development like/unlike another development from the same time/a different time?
- How does a viewpoint (from a historical actor or historian) compare with another that I've read or learned about?

### Contextualization:

- What else was going on at the time the event happened, or the document was written/created that might have had an influence?
- What other developments/events/actions were going on simultaneously elsewhere in the country? Elsewhere in the world? Were they similar/different/related?



**Historical Argumentation:**

- Was the historical movement a success or a failure?
- Support, modify, or refute the following assertion.
- To what extent did the issue revolve around economic/political/social ideas?
- Did one historical movement/action have more lasting impact than another?

**Appropriate Use of Relevant Historical Evidence:**

- Which of the following was the most likely intended audience for the excerpt/  
cartoon/artwork etc.?
- Which of the following would be most likely to support/oppose the ideas in the  
excerpt/cartoon/artwork, etc.?
- Which details did the historian use to support his/her argument?

**Interpretation:**

- What is the main idea of the excerpt written by Historian A?
- What is one piece of information from this time period that supports the argument  
of Historian A?

**Synthesis:**

- How can lessons learned from the past be applied to the present?
- What do the works of art/ architecture/ music/ popular culture from a time period  
reveal about the values embraced by Americans at that time?
- What additional category of analysis would be helpful in answering this question?
- Discuss two time periods in American history in which the events of one period  
inform those of the other period.