



# The Right to Vote & Historical Thinking

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**Workshop Materials:**

<https://pressbooks.ulib.csuohio.edu/right-to-vote/>



# **Historical Thinking**

- **Sourcing**
- **Contextualization**
- **Corroboration**
- **Close Reading**
  - **(Claim-Evidence Connection)**

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# AP Skills

- **Crafting Historical Arguments from Historical Evidence**
- **Chronological Reasoning**
- **Comparison and Contextualization**
- **Historical Interpretation and Synthesis**

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# Sample History Core Competencies Projects (AHA)

\***Describe** your own (or an assigned) position in history in written, oral, or other forms.

\***Explain** in written or oral presentation the different perspectives (such as author, audience, and agenda) between two or more primary sources.

\***Find** appropriate materials online, in a library, or in the community and know how to cite them.

\***Contextualize** a source; demonstrate in written or oral presentation what historical detail a source needs to be understood.

\*e-portfolio/blog/website that demonstrates the **creation of historical narrative and argument for public use.**

\*Present and **analyze**, in written or oral presentation, different perspectives on an event from the past.

# Document-Based Questions (DBQ)

Document-based Questions are designed to assess historical thinking.

Students must ***source*** the documents provided, ***contextualize*** them and ***corroborate*** with any previous knowledge. ***Close reading*** provides the evidence for an argument.

Sample DBQ: [American & Japanese](https://pressbooks.ulib.csuohio.edu/right-to-vote/) Sentiment during World War II

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# Project-Based Learning

PBL + DBQ = paths for historical thinking

**Formative Assessments:** primary source analysis, researching and creating a bibliography, contextualizing sources

**Summative Assessments:** creating a DBQ, answering a DBQ

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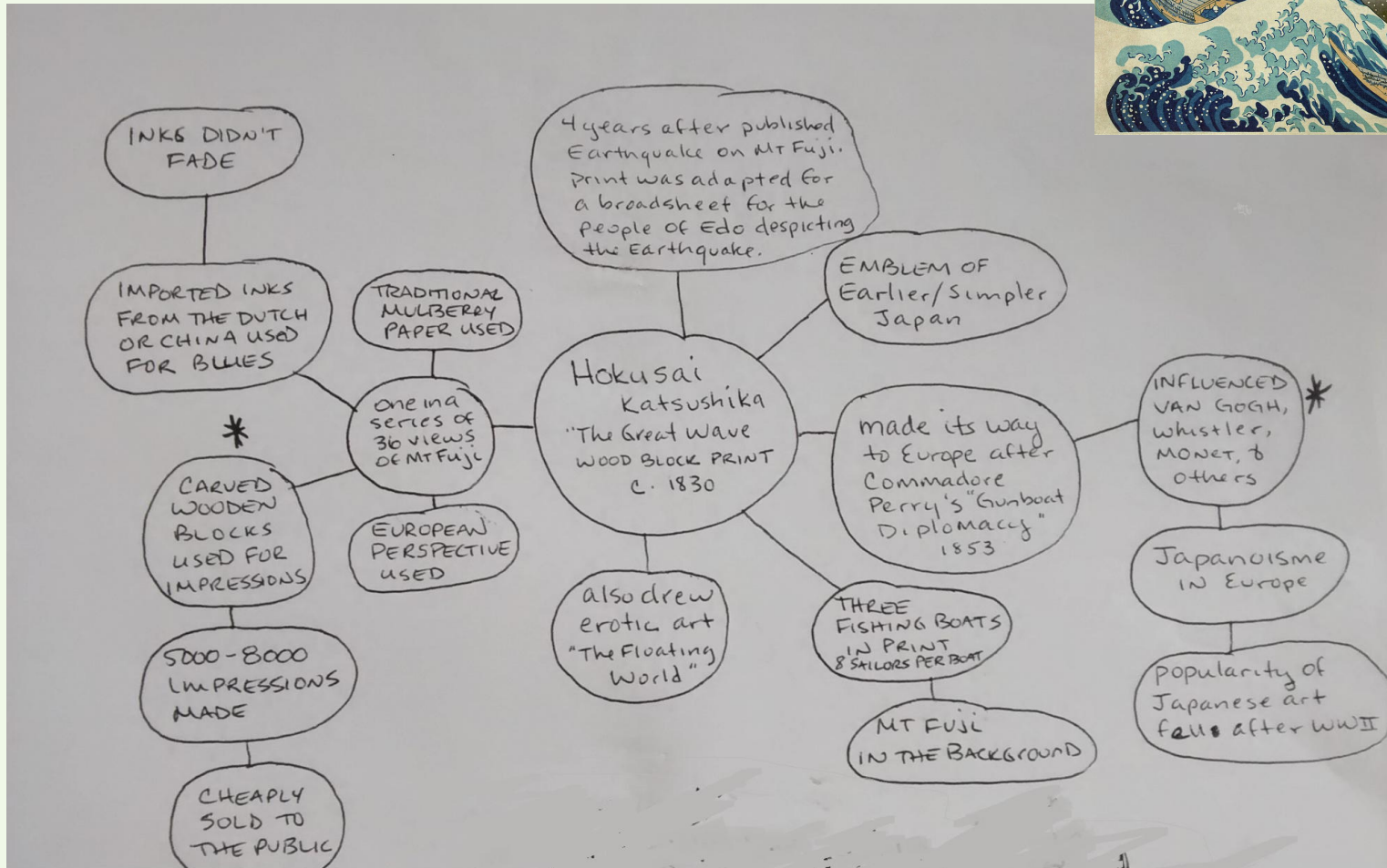
# Sourcing, Contextualization & Corroboration

## Primary Source Formative Assessments

- NARA Document [worksheet](#)
- [Historical Thinking worksheet](#)
- Concept mapping primary sources

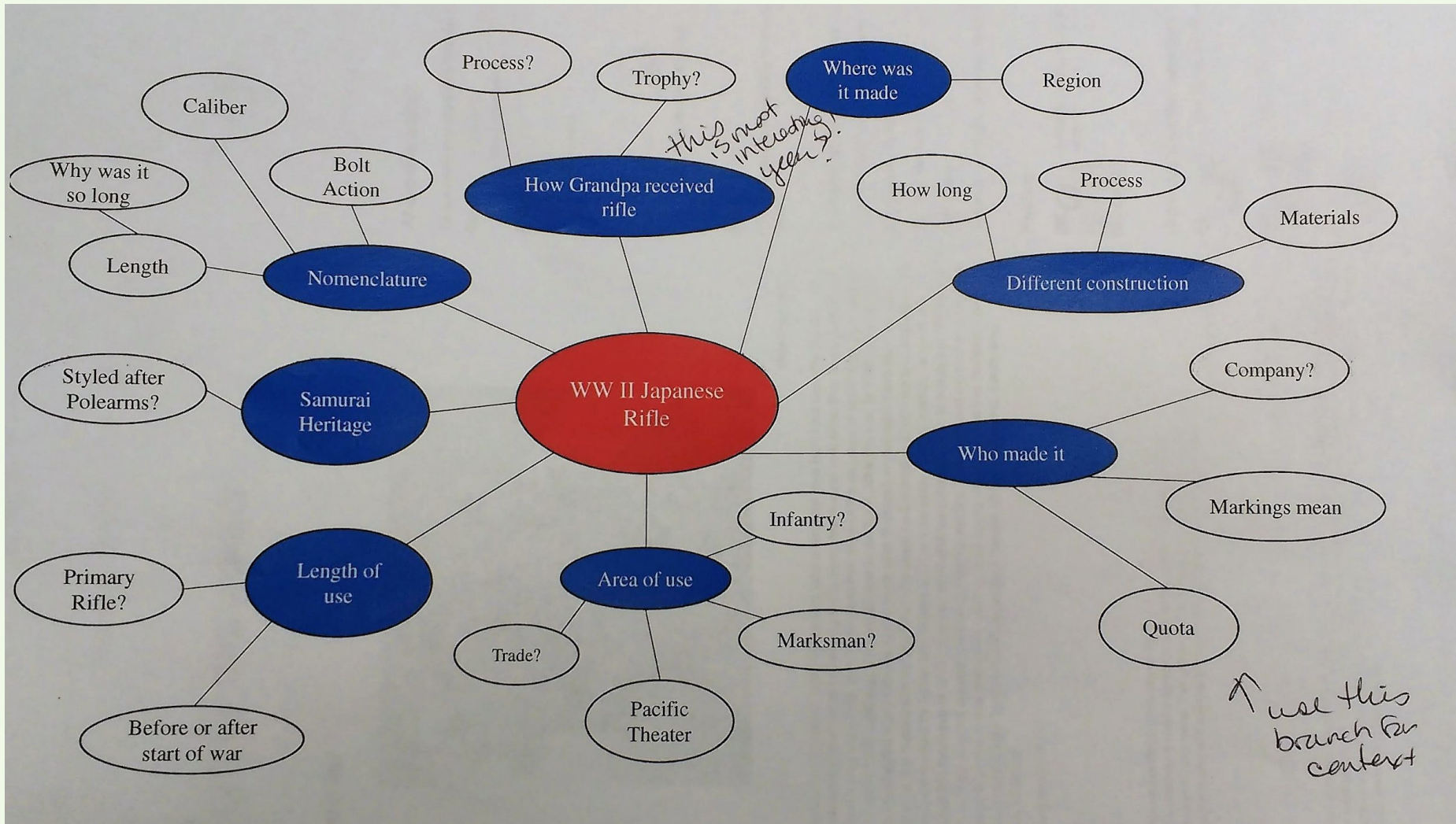
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# Visual Tools: Source Concept Map





# Concept Map with Family Heirloom



# Questions

## **Contact:**

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# Useful Links

Stanford History Education Group:

<https://sheg.stanford.edu>

NARA Worksheets:

<https://www.archives.gov/education/lessons/worksheets/>

American Historical Association (AHA) Tuning Project:

<http://historians.org/teaching-and-learning/tuning>

AHA History Discipline Core:

<http://historians.org/teaching-and-learning/tuning/history-discipline-core>