

# APWH: Developing the Disciplinary Practices and Reasoning Skills

*“History is a story of the past that is **conversant** with the present. The unprecedented intensity of globalization since the late 20th century has informed the means by which contemporary historians now uncover and represent the **connectivity** between and across the borders and frontiers of civilizations, regions, and nations that has always had some role in the global historical past. History also serves to **guide the present and the future**. In a personal way, it enriches one’s sense of belonging to a human community that transcends both time and space” (AP World History Course and Exam Description 151).*

*“The **narrative** that history relates, however, is only as faithful and complete a representation of what happened in the past as the human mind can recover. Because of **this incompleteness**, historical analysis is **prone to error** and rests upon **interpretation**, requiring **critical evaluation** at every step. The disciplinary practices and reasoning skills articulated in the course framework equip students to **begin to understand and create historical knowledge**, in a process similar to that followed by historians. This process begins with a close analysis of historical sources and reaches its conclusion when evidence, drawn from historical sources, is used effectively to support an argument about the past” (AP World History Course and Exam Description 151).*

## 1. Analyzing Historical Sources and Evidence

- a. Primary Sources
- b. Secondary Sources

## 2. Historical Reasoning Skills

- a. Contextualization-seeing the connections between the particular and the general
- b. Comparison-analyzing similarities and differences
- c. Causation-analyzing cause and effect
- d. Continuity and Change Over Time-identifying long-term patterns

## 3. Formulating a Claim and Reasoning

- a. Develop a historical claim based in logical reasoning based in evidence that is historically defensible and evaluative
- b. Must take a stance on an issue with multiple perspectives and go beyond simply listing factors, causes, etc.
- c. Sets up structure of argument in essay. These might include:
  - Weighing the relative significance of regional, national, or global contexts for understanding a historical event (Contextualization)
  - Identifying areas of similarity or difference between historical phenomena, in order to consider possible underlying reasons for similarity or difference (Comparison)
  - Considering both the immediate causes or effects of an event as well as long-term causes or effects, and assigning a relative significance to each (Causation)
  - Identifying ways that a historical development might be part of a long-term pattern (continuity) or mark a moment of departure from such patterns (change) (Continuity and Change over Time)

#### **4. Using Evidence to Support an Argument**

- a. using historical reasoning with analysis of evidence to develop and support argument
- b. using primary and secondary sources and examining authors' arguments
- c. using them to support, qualify, and/or modify an argument about the past
- d. evaluating a variety of sources and account for disparate, diverse, contradictory evidence
- e. connecting historical evidence and how it affects an argument

#### **Student Approaches:**

- ✓ Think about differences in opinions as you read and analyze sources.
- ✓ Clearly state how one perspective or argument might undermine another or lead to different conclusions.
- ✓ Look for relationships between sources and be attentive to the ways in which different sources might approach the same topic from very different perspectives. Illustrate how one source functions as an explicit or implicit critique of another.