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| Anchor Standard 15 | **Interpretation and Synthesis**  Evaluate the multiplicity of historical points of view, context and circumstances through the use of a wide range of sources in order to create a synthesis of the past, while applying insights from the present. |
| K | Identify different kinds of historical sources. |
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| 1st | Identify the maker, date and place of origin for a historical source from information in the source while explaining how the source can be used to study the past. |
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| 2nd | Generate questions about a historical source and explain how the source is related to a historical development or event. |
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| 3rd | Compare information provided by different historical sources about the past. |
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| 4th | Analyze the information gathered from historical sources (maker, date, place of origin, audience and purpose), to judge the extent to which the sources are useful for studying a particular topic. |
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| 5th | Infer the intended audience and purpose of a historical source by sourcing the document in order to generate questions about how it relates to particular events and developments. |
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| 6th | Classify the kinds of historical sources used in a secondary interpretation and analyze them to identify further areas of inquiry and additional sources. |
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| 7th | Infer sourcing-information from other historical sources for a historical source where information is not easily identified. |
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| 8th | Evaluate the relevancy and usefulness of a historical source by examining and detecting possible limitations based on evidence collected from different kinds of historical sources. |
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| HS-1 | Detect limitations in historical evidence and interpretations about multiple historical sources to pursue further inquiry and investigate additional sources. |
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| HS-2 | Analyze and synthesize evidence between historical sources and secondary interpretations to determine their relationship. |
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| HS-3 | Critique the usefulness and appropriateness of historical sources based on sourcing for a specific historical inquiry or use in secondary interpretation. |
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| HS-4 | Evaluate and question multiple historical sources to pursue further inquiry and investigate additional sources for the purpose of synthesis of the past while applying insights from the present. |
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