

# Historical Investigation Template

History Social-Science Standards Addressed

Key Historical Investigation Question

Standards-based objectives for student learning

## Procedures for this Historical Investigation

**Part 1:** Students gain **context** for the historical investigation and a **basic grasp** of the issue(s) through structured discussion, image analysis, and/or close reading. This initial understanding will be challenged, extended, or supported by subsequent documents in this investigation.

**Materials and Resources**—*identify specific textbook sections, primary sources, and handouts you'll use in this portion of the lesson.*

- 
- 
- 

Time Allotted	Procedures

**Part 2:** Students **analyze documents**—textual, visual, and/or audio—related to the **key historical investigation question**, as they examine the literal aspects of each source, consider multiple perspectives, determine what can be learned from various pieces of evidence, and compare different pieces of evidence.

**Materials and Resources**—*Briefly list primary and secondary sources students will use to investigate your question. You might want to number them here and refer to the numbers as you outline the investigation procedures below.*

- 
- 
- 
- 
- 

Time Allotted	Procedures

**Part 3:** Students **construct an explanation** about history, **marshalling evidence** for their **interpretation** from the sources analyzed to advance an **argument** in response to the key question. Teachers can **assess** students' understanding of the standard and the historical process by evaluating this product.

**Materials and Resources**— *Identify handouts or other materials you'll provide to support this portion of the lesson.*

- 
- 

Time Allotted	Procedures

