

HABITS OF THE MIND

*Guidelines for Teaching History in Schools,
Bradley Commission and National Council for History Educators*



"The perspectives and modes of thoughtful judgment derived from the study of history and social studies are many. Courses in history, geography, and government should be designed to take students well beyond formal skills of critical thinking, to help them through their own active learning."

1. SIGNIFICANCE OF THE PAST	Understand the significance of the past to one's own life and to one's society.
2. WHAT'S IMPORTANT	Distinguish between the important and the inconsequential.
3. HISTORICAL EMPATHY	Describe past events and issues as people experienced them at the time, in order to develop historical empathy.
4. SHARED HUMANITY	Acquire a comprehension of diverse cultures, as well as shared characteristics.
5. CHANGE & CONSEQUENCES	Understand how things change and how consequences are shaped.
6. CONTINUITY	Comprehend sequential and chronological ordering of events, understanding cause-effect relationships indicated by continuums.
7. UNFINISHED BUSINESS	Explain that history and current situations are often uncertain and even unfinished, realizing that not every problem has a viable solution.
8. MULTI-CAUSALITY	Understand the complexity of historical cause-effect relationships in order to avoid simplified generalizations.
9. TENTATIVE NATURE	Appreciate the often uncertain nature of judgments about the past, and thereby avoid the temptation to seize upon particular "lessons" of history as a cure for contemporary problems.
10. PEOPLE MAKE A DIFFERENCE	Recognize the importance of individuals who have made a difference in history, and the significance of personal character on human progress.
11. UNINTENDED & UNEXPECTED	Understand the force of the non-rational actions and decisions, including the accidental, in history and human affairs.
12. TIME & PLACE	Understand the relationship between geography and history as a context for events.
13. EVALUATING EVIDENCE	Read widely and critically in order to recognize the difference between fact and opinion, between evidence and assertion; and thereby frame useful questions.

How can I integrate each Habit of the Mind into my lessons and classroom?



HABITS OF THE MIND:	SAMPLE TEACHING IDEAS:							
	Analyze Primary Sources	Compare Different Firsthand Accounts of Same Event	Construct Timelines	Create Graphic Organizers	Debate Impact of Events on History or Today	Summarize Secondary Source Information	Write from Historical and Contemporary Perspectives	Analyze data from maps, charts, and graphs
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Recommended for Edmond Public Schools