Possible Course of Study for a Progressive Program in History[1]

Level of Thinking[2]	100 Level [Comprehend/Recognize]	200 Level [Interpret/Apply]	300 Level [Explain/Evaluate]	400 Level [Create]
Argumentation	Students will be expected to recognize broad arguments about historical change based on and supported by course materials	Students should be able to produce arguments based on primary and secondary documents. Students will recognize the different elements behind the construction of historical explanations/conceptual frameworks/interpretations/arguments and evaluate which arguments are more plausible.	Students should be able to produce explanations based on evidence to address historical problems. Students should be able to imagine counter-arguments. Students should speak in their own voices when constructing arguments.	Students should develop arguments based on original research. Students should apply appropriate conceptual frameworks and theories and choose the most relevant sources to support their arguments.
Bottlenecks & Difficulties for Students	• *Being uncertain of what a historical argument real is and what historians mean by evidence and examples used to support a claim.*	• *Not knowing what information to extract from primary and secondary sources.* • *Difficulty recognizing what they could and could not argue based on the available evidence.*	• *Thinking that there is one "correct" answer to the historical problem studied.* • *Not having the confidence to recognize what they could and could not argue based on the available evidence.* • *Continuing to accommodate different views as they construct arguments, even if these views are contradictory or do not fit together. Failing to evaluate each of the views individually before coming up with their own.* • *Having difficulty finding their own position amidst possible arguments.*	• *Thinking that their role is to collect information, not to provide an argument about the historical problem studied.* • *Having difficulty reflecting on and evaluating their arguments in the light of other possible arguments.* • *Being unable to evaluate their own work (metacognition)*

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[1] The set of skills included at each level were based on the investigation done by the History learning Project, which used the "Decoding the Disciplines" methodology to identify major bottlenecks affecting learning in our classrooms. Seventeen faculty members at the Department of History, Indiana University-Bloomington were interviewed in the summers of 2006 and 2007, and some eleven teaching modules to help students negotiate these bottlenecks were tested during 2006-2007. This curriculum benefited from insights provided by Geoff Timmins (History Department, University of Central Lancashire) and John Savagian (Chair, History Department, Alverno College).

[2] See Lorin W. Anderson and David R. Krathwohl, eds. *A Taxonomy of Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives* (New York: Longman, 2001).

Level of Thinking[i]	100 Level [Comprehend/ Recognize]	200 Level [Interpret/ Apply]	300 Level [Explain/ Evaluate]	400 Level [Create]
Dealing with Evidence: Primary sources	How to analyze/learn to question a primary source will be explicitly emphasized in these courses: Who wrote it, when, why, audience, historical context, inferences that can be drawn from it, etc. In other words, students will comprehend how to extract information from documents and relate it to broader course theme(s).	Attribute human agency to the production of an artifact from the past and interpret it within the context of the times in which people lived.	Students will be expected to compare and contrast <u>diverse</u> and potentially conflicting primary sources for a single historical problem.	Develop relationships among multiple sources and synthesize the major connecting issues among them.
Bottlenecks &Difficulties for Students	▪ *Recognizing the variety of primary sources and interpret them.* ▪ *Recreating historical context and connecting it to a document.* *Beginning to empathize with people from another place and time.*	▪ *Recreating historical context and connecting it to a document.* ▪ *Identifying, empathizing with people form another place and time.*	▪ *Dealing with ambiguity and contradiction in historical sources*	▪ *Recognizing major points in primary and secondary sources.* ▪ *Producing some sense connecting multiple sources by themselves.*