Assessment **Historical Perspectives**

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- |
| **Criteria for Historical Thinking** | **Very well** | **To some extent** | **To a limited degree** | **Not at all** | **Not applicable** |
| Student identifies an example of relevant difference between the **worldview** of an historical actor and current worldviews by considering, for example,  – social norms  – dominant belief systems |  |  |  |  |  |
| Student avoids **anachronism**—the introduction of technologies or practices that did not exist in a particular period of the past. |  |  |  |  |  |
| Student avoids **presentism**—the imposition of present ideas on the past. |  |  |  |  |  |
| Student uses **historical context** to make sense of the perspective of an historical actor. |  |  |  |  |  |
| Student uses textual, visual, oral, or artifactual evidence to make **valid inferences** about an historical actor’s thoughts and feelings. |  |  |  |  |  |
| Student identifies a **variety of** **perspectives** among historical actors participating in a given event. |  |  |  |  |  |

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