

Appendices

Categories and items of the Teach-HTR instrument

A: Teacher's instruction of historical thinking and reasoning				
1. The teacher <i>communicates learning objectives</i> related to the development of students' historical thinking and reasoning ability	1	2	3	4
<input type="checkbox"/> 1. Communicates objectives that focus on strategic knowledge (how to do things in history, e.g. investigating sources), second-order concepts (e.g. cause, change, evidence) or the nature of historical knowledge (in history knowledge is constructed, it is often insecure and not fixed) <input type="checkbox"/> 2. Communicates objectives that focus on deeper understanding of some historical phenomena (e.g. causes and consequences, changes, significance) <input type="checkbox"/> Communicates goals, but not focused on historical thinking or reasoning <input type="checkbox"/> Does not communicate any goals at all				
2. The teacher herself/himself <i>demonstrates historical thinking or reasoning</i> without explaining explicitly what he is doing or giving instructions on how to do it	1	2	3	4
<input type="checkbox"/> 3. Asks historical questions, problematizes <input type="checkbox"/> 4. Provides historical context (e.g. time, place, developments)/contextualizes events or actions of people in the past <input type="checkbox"/> 5. Makes clear that contemporary standards should be avoided when looking at the actions of people in the past <input type="checkbox"/> 6. Explains historical phenomena, causes and consequences <input type="checkbox"/> 7. Discerns aspects of change and continuity <input type="checkbox"/> 8. Compares historical phenomena and/or periods (e.g. a comparison with the present) <input type="checkbox"/> 9. Assigns historical significance to persons, events or developments <input type="checkbox"/> Does not do any of this				
3. The teacher uses historical sources to support historical thinking and reasoning	1	2	3	4
<input type="checkbox"/> 10. Sources <input type="checkbox"/> 11. Contextualizes <input type="checkbox"/> 12. Investigating/close reading of sources <input type="checkbox"/> 13. Compares information from different sources <input type="checkbox"/> 14. Evaluates the usefulness/reliability of sources in relation to a specific question <input type="checkbox"/> 15. Uses information from sources as evidence in an interpretation / to support a claim <input type="checkbox"/> Uses historical documents, pictures and/or objects merely to illustrate the content <input type="checkbox"/> Makes no use of historical documents, pictures and/or objects				
4. The teacher makes clear that there are multiple perspectives and interpretations	1	2	3	4

<input type="checkbox"/> 16. Presents different historical interpretations such as explanations, interpretations of change and historical significance, sometimes through time <input type="checkbox"/> 17. Presents and explores perspectives of different historical actors on the same event/in the same period <input type="checkbox"/> 18. Presents two or more perspectives: local/regional/national/global <input type="checkbox"/> 19. Presents two or more perspectives: economic/political/sociocultural <input type="checkbox"/> 20. Makes clear that the perspective presented is only one of many or changes through time <input type="checkbox"/> Does not present multiple perspectives or interpretations				
5. The teacher provides <i>explicit instructions</i> on historical thinking and reasoning strategies / the nature of historical knowledge			1 2 3 4	
<input type="checkbox"/> 21. That it is important to contextualize events or actions of people in the past/take a historical perspective / how to contextualize <input type="checkbox"/> 22. How to explain historical phenomena, types of causes and consequences <input type="checkbox"/> 23. How to identify/describe processes of change and continuity <input type="checkbox"/> 24. How to compare historical phenomena and/or periods <input type="checkbox"/> 25. How to evaluate and use historical sources as evidence <input type="checkbox"/> 26. How to assign historical significance to a person, event or development <input type="checkbox"/> 27. That there are multiple perspectives and interpretations <input type="checkbox"/> 28. How to formulate arguments (pro and contra) and/or use evidence to support viewpoints <input type="checkbox"/> The teacher does not do any of this				
B: Actively engaging students in historical thinking and reasoning				
6. The teacher engages students in individual or group assignments that ask for historical thinking and reasoning			1 2 3 4	
<input type="checkbox"/> 29. Assignments that ask for historical thinking and reasoning activities: asking historical questions, constructing a historical context, explain, compare or connect historical phenomena or concepts, discern aspects of change and continuity, assign historical significance, identify/compare perspectives and interpretations <input type="checkbox"/> 30. Assignments that ask for the evaluation or analysis of historical sources <input type="checkbox"/> 31. Assignments that ask for argumentation: supporting claims about the past or sources with arguments <input type="checkbox"/> Assignment(s) do not ask for any of the above <input type="checkbox"/> Students do not engage in assignments				
7. The teacher engages students in a whole class discussion (that is conversation between students and teachers with the participation of more than one student) that requires historical thinking and reasoning (not simply asking for factual information).			1 2 3 4	

- ☐ 32. In which they are provoked to think/reason historically in order to activate prior knowledge or to deepen a particular topic
- ☐ 33. In which the teacher debriefs assignments and requires students to verbalize (and compare or evaluate) their historical thinking and reasoning
- ☐ The whole class discussion does not ask for any of the above
- ☐ ~~Students do not engage in a whole class discussion~~

Overall impression of the lesson:

Did the students work individually or in groups?

Other remarks (for example how much time was spent on the indicators above):