

<b>History's Habits of the Mind</b> (as presented by Nancy Taylor at the 2003 Summer Institute)	<b>History Teaching Techniques</b>								
	<b>Read Biographies and Auto-biographies</b>	<b>Conduct Oral History Interviews</b>	<b>Construct Timelines</b>	<b>Analyze Primary Source Materials</b>	<b>Role Play</b>	<b>Read different accounts of the same event</b>	<b>Write histories of events, people, artifacts, and/or places</b>	<b>Tell the story of an event, person, artifact, and/or place</b>	<b>Compare interpretations of historical events and/or persons</b>
<b>TLW (The Learner Will):</b>									
Understand the significance of the past to their own lives, both private and public, and to their society.		★					★		
Distinguish between the important and the inconsequential, to develop the "discriminating memory" needed for a discerning judgment in public and personal life.		★	★	★				★	
Perceive past events and issues as people experienced them at the time, to develop historical empathy as opposed to present-mindedness.	★	★		★	★			★	
Acquire at the same time a comprehension of diverse cultures and shared humanity.	★	★		★	★		★		
Understand how things happen and how things change, how human intentions matter, but also how their consequences are shaped by the means of carrying them out, in a tangle of purpose and process.						★	★		
Comprehend the interplay of change and continuity, and avoid assuming that either is somehow more natural, or more to be expected, than the other.			★						
Prepare to live with uncertainties and exasperating, even perilous, unfinished business, realizing that not all problems have solutions.						★			
Grasp the complexity of historical causation, respect particularity, and avoid excessively abstract generalizations.						★	★		
Appreciate the often tentative nature of judgments about the past, and thereby avoid the temptation to seize upon particular "lessons" of history as a cure for present ills.									★
Recognize the importance of individuals who have made a difference in history, and the significance of personal character for both good and ill.	★				★			★	
Appreciate the force of the non-rational, the irrational, and the accidental, in history and human affairs.	★						★		
Understand the relationship between geography and history as a matrix of time and place, and as a context for events.							★	★	
Read widely and critically in order to recognize the difference between fact and conjecture, between evidence and assertion, and thereby frame useful questions				★		★	★		★