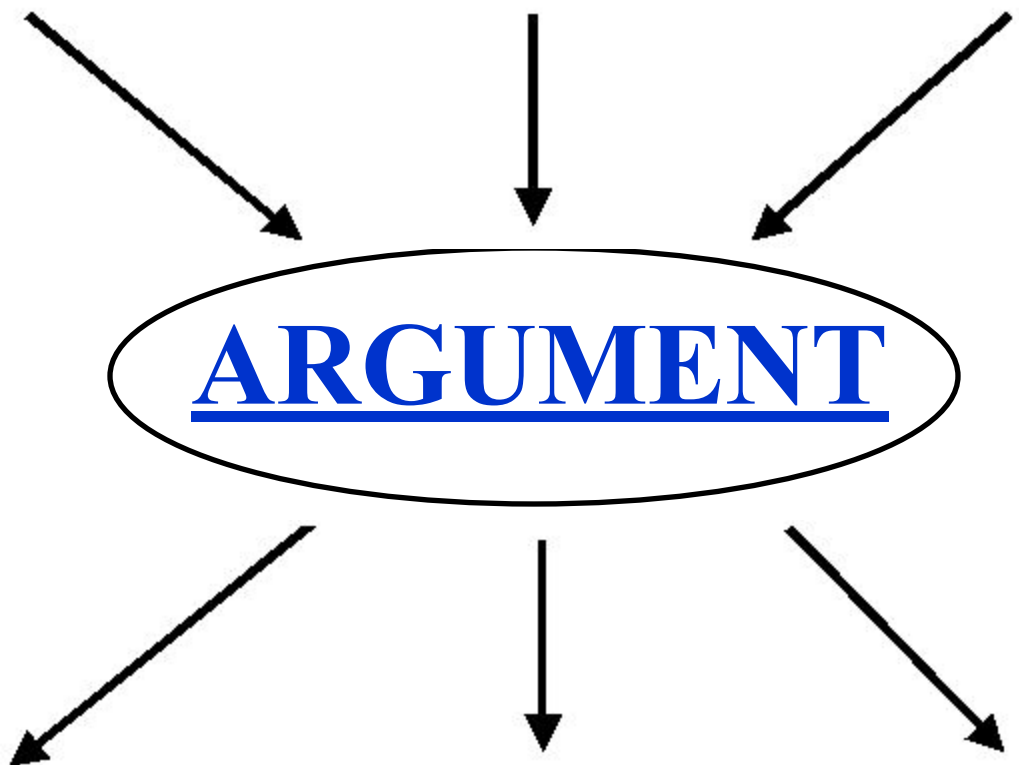


THINKING

VALUES + EVIDENCE + REASONING



THESIS + EVIDENCE + COMMENTARY

EXPRESSING

ARGUMENT

The center of the study of history

- History is:
 - NOT what happened in the past
 - how we understand & give meaning
 - necessarily interpretive
 - forming & critiquing arguments about interpretations
 - 4QM: Only 4 historical questions

[Diagram](#)

ARGUMENT

The center of the study of history

FOUR historical questions

1. What happened?
2. What were they thinking?
3. Why then and there?
4. What do WE think about that?

VALUES

Author's perspective towards subject of argument

- Refers to larger idea
 - Ex. Liberty, Equality, Democracy, Capitalism, Individualism, Order, Collectivism etc.
- Sometimes referred to as “bias”, “agenda”, “point of view”, “paradigm”, “frame of reference” etc.
- Sometimes stated but often assumed or subtle (must be inferred)
 - Author may not be aware of it

Diagram

EVALUATING EVIDENCE

- **Evidence**—any specific information used as support
 - Facts; Authorities; Statistics; Etc.
- **Evaluating**
 - Selecting—choosing evidence
 - Analyzing
 - Relevance
 - Reliability--PROPP, Fact \longleftrightarrow Opinion
 - Strength

REASONING

Category of thinking that links values to evidence

Three Categories

1. **Generalization**—Reasoning used to draw conclusions about a whole based on part(s) of the whole.
2. **Cause-Effect**—Reasoning used to analyze why events happened.
3. **Comparison**—Drawing a conclusion based on how one idea or event is like another.
 - a. Includes alike and difference comparisons.
 - b. AKA historical analogies.

Diagram

THESIS

Summary statement of the whole argument

- States **main claim** you are trying to prove or support
- Establishes structure of argument
- Includes parts (major arguments)
 - “Because”, “Therefore”, “For these reasons:” “So”
- Should be: Unified, Clear, Restricted, Analytical & Lionesque (URCAL)
- Does not include EVIDENCE or COMMENTARY

[Diagram](#)

ORGANIZING EVIDENCE

Grouping, applying and sequencing specific information in support of thesis

- Align evidence to match reasoning (diagram?)
- Paraphrasing, Summarizing & Quoting
- Statistics
- Citation

COMMENTARY

Author's interpretation, explanation &
analysis

- Expresses analysis from **THINKING** level
 - PROPPing Evidence
 - Applying REASONING Evaluation Questions
 - Identifying & analyzing VALUES
- Interprets EVIDENCE
- Connects to THESIS