

HISTORICAL ANALYSIS – Comparing *and* Contrasting Colonizers and Writing a Thesis Statement

Historical Thinking Skill 4: Comparison (comparing AND contrasting)

Historical thinking involves the ability to describe, compare, and evaluate multiple historical developments within one society, one or more developments across or between different societies, and in various chronological and geographical contexts. It also involves the ability to identify, compare, and evaluate multiple perspectives on a given historical experience. ...*it's not just about similarities and differences... its about the significance of those similarities and differences...*

Proficient students should be able to ...

- Compare related historical developments and processes across place, time, and/or different societies, or within one society.
- Explain and evaluate multiple and differing perspectives on a given historical phenomenon.

With this skill, it important to remember you are identifying and explaining similarities and differences (unless the prompt explicitly limits you)

Skill 6: Historical Argumentation

Historical thinking involves the ability to define and frame a question about the past and to address that question through the construction of an argument. A plausible and persuasive argument requires a **clear, comprehensive, and analytical thesis**, supported by **relevant historical evidence** — not simply evidence that supports a preferred or preconceived position. In addition, argumentation involves the capacity to describe, analyze, and **evaluate the arguments of others** in light of available evidence.

Proficient students should be able to ...

- Analyze commonly accepted historical arguments and explain how an argument has been constructed from historical evidence.
- Construct convincing interpretations through analysis of disparate, relevant historical evidence.
- Evaluate and synthesize conflicting historical evidence to construct persuasive historical arguments.

The Thesis Statement – What are you defending?

Your thesis is not only your answer or stand on a question, it is you entire introductory paragraph which includes your answer/stand, analysis of an opposing viewpoint, context, and organizational categories/themes. Your introduction will typically be between 2 and 5 sentences, and it should clearly communicate your answer/stand and what you will be expounding upon in your body paragraphs.

The Thesis Formula: X. However, A, B, and C. Therefore, Y. or Although X, Y because ABC.

'X' represents the strongest point against your argument. We call this the counter-argument.

'A, B, and C' represent the three strongest points for your argument. We call these your organization categories.

'Y' represents the position you will be taking – in other words, your stand on the prompt.

For a **Compare and Contrast Prompt**, consider:

What similarities and differences are there between the two things, are there more similarities or differences, and why, account for those similarities or differences?

X = more similar or different, your counter-argument

A, B, C = similarities or differences between the two things, broken up into organizational categories

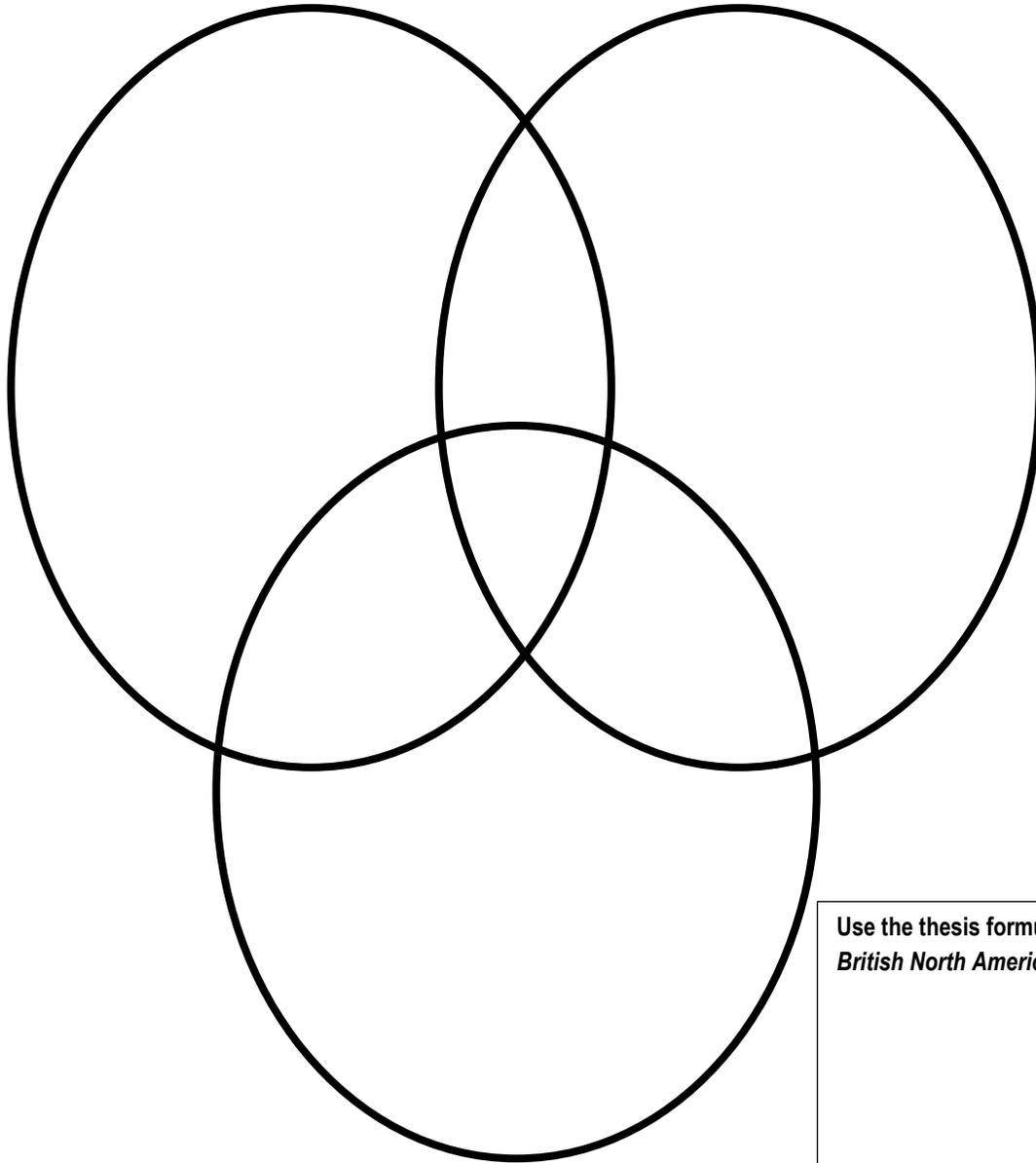
Y = your assertion statement

Name: _____

Class Period: _____

Unit 1, Periods 1 & 2

Comparing Colonizers in the 16th century



Directions:

Using your prior knowledge, new knowledge gained from the reading assignment, and the additional facts provided in the Colonization and Settlement chart, complete the Venn diagram by filling in as many characteristics and facts for each colonizer. Be mindful of your parameters: 16th century. When your Venn is complete, then proceed to the questions below.

Are there more similarities or differences?

Why? (list three reasons)

- 1.
- 2.
- 3.

Identify a reason (piece of evidence) that supports the opposing view.

Use the thesis formula to develop a thesis in response to the following prompt: *Compare and contrast British North American colonies with those of Spain and France during the 16th century.*