

TABLE: TRANSFORMATIONAL GOALS WITH **HISTORY** PERFORMANCE ARTIFACTS [June 1, 2006, Carolyn Malone]

Transformational Goals	Sample Performance Outcomes
<p>Experience into information <i>(isolate discrete, recognizable and usable facts)</i></p> <p>Given a novel context (e.g., unfamiliar source materials), students can:</p> <ul style="list-style-type: none"> - recognize the difference between primary and secondary sources - recognize and describe or explain the different types of evidence (quantitative and qualitative) used in the study of history; different historical methods and approaches (i.e., economic, social, cultural) of the study of history. -distinguish strategies for evaluating historical sources 	<p>Student demonstrates skills of observation, measurement, reasoning, and evaluation, through exams, projects, presentations and/or writing assignments.</p> <p>For Example, a student may be given a primary source (e.g., a diary of a civil war soldier) and will be asked a series of questions that will reveal historical information and prompt them to reflect on the process of reading documents. Questions could address the issues of bias and reliability or the ways in which factors such as class or regional orientation shaped the author’s perspective.</p>

<p>Information into knowledge <i>(analyze facts within an intellectual framework, discover meaning in experience)</i></p> <p>Given a novel context, students (working independently as well as collaboratively) can:</p> <ul style="list-style-type: none"> - analyze historical information to reveal patterns - synthesize information from multiple historical documents - identify or describe how primary sources are incorporated into historical knowledge - compare new information to existing historical knowledge to identify consonance and dissonance - assemble historical knowledge numerically, symbolically, orally, and in writing 	<p>Student analyze quantitative and qualitative information to identify historical patterns (differences, similarities, associations).</p> <p>Example: student writes an account of an event or time period from the perspective of a particular person or group (e.g., a worker's perspective of the Triangle Shirtwaist Fire), taking the facts known about the situation (working conditions, exploitation, personal background of workers, etc.) and either recounts the event from their perspective or discusses where their perspective has not already been well-articulated by historians. This account could be in the form of, among others, a fictionalized deposition or journal entry, or a formal paper discussing the experience of the person(s) and the reception of their experience by historians.</p>
---	--

<p>Knowledge into judgment (<i>reflect on knowledge gained to make choices and direct what they think, say and do</i>)*</p> <p>Given a novel context, students (working independently as well as collaboratively) can:</p> <ul style="list-style-type: none"> - use multiple sources of information and knowledge to test competing historical interpretations - evaluate strengths and weaknesses of different historical perspectives - become critical thinkers who take an inquiring stance toward the world while appreciating the contributions of tradition 	<p>Student demonstrates the ability to transform knowledge into judgment through papers, discussions, and field research projects, independent study, and/or open-ended exam questions.</p> <p>Example: study 2 or more contrasting historical arguments about an event or phenomenon; identify and discuss their relative strengths and weaknesses in light of our present understanding of the event or phenomenon.</p>
--	---

*History Foundation courses are not required to meet the transformational goals beyond E -> I and I -> K. Other transformational goals have been provided for illustrative purposes only.