



Thinking,



Reading,





As a Historian

7<sup>th</sup> Grade History with Ms. Landry

name

period

Thinking/Reading/Writing/Speaking as a Historian

Chaing the next blank left-facing

Historians ...

imelines

ambiguity.



- Identify relationships between cause
- · Distinguish main events from secondary events.

- like witnesses to living, evolving way of displaying a
- The events in chronological order. It
- ang bar labeled with

divergent, accounts of the same event or topic

Get interested in contradictions and

- Scholarly debates.

  The default of the property of the point of the points (dates)

  Giving commentary on museum exhibits

  Giving commentary on museum exhibits

  - o Scripts for documentaries. o Descriptions for museum exhibits
- Write in varying styles
- School vents happened.





Thinking,





Writing,

& Speaking



As a Historian

7<sup>th</sup> Grade History with Ms. Landry

Thinking/Reading/V

- explain the past. Write with purpose, targe:

Mhat are the parts of a

- Title

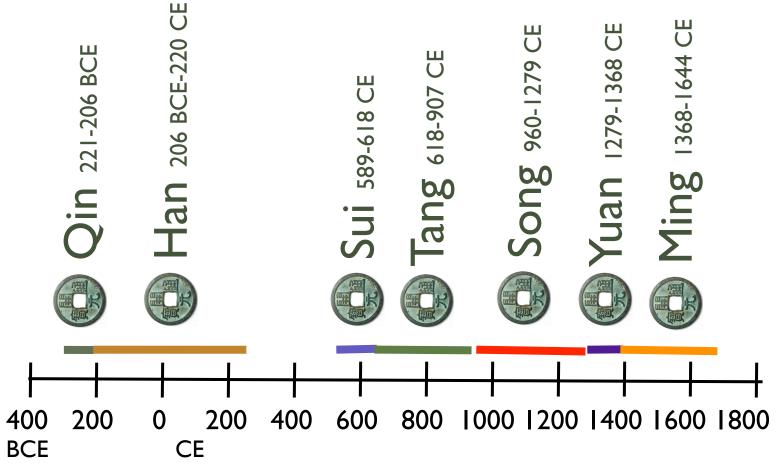




Events placed along the dates

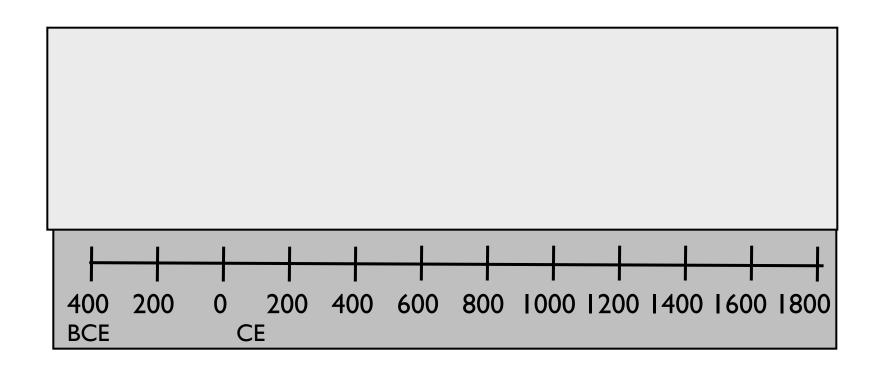
they happened







fold your paper 'hotdog' style so there is about I' left on the bottom draw a timeline on the bottom...use pencil first but go over with black pen





- now add the Dynasty Timeline
- color the color bars along the bottom edge of the paper
- write in the dynasties above
- make sure to include a title

