

HABITS OF MIND		GRADE _____ How can I integrate each Habit of Mind into my classroom at my grade level?
1.	...understand the significance of the past to their own lives, both private and public, and to their society.	SIGNIFICANCE OF THE PAST
2.	...distinguish between the important and the inconsequential, to develop the “discriminating memory” needed for discerning judgment in public and personal life.	WHAT’S IMPORTANT, AND WHAT’S NOT
3.	...perceive past events and issues as they were experienced by people at the time, to develop historical empathy as opposed to present-mindedness.	HISTORICAL EMPATHY
4.	...acquire at one and the same time a comprehension of diverse cultures and of shared humanity.	SHARED HUMANITY
5.	...understand not only how things happen and how things change, how human interactions matter, but also how their consequences are shaped by the means of carrying them out, in a tangle between purpose and process.	CHANGE AND CONSEQUENCES
6.	...comprehend the interplay of change and continuity, and avoid assuming that either is somehow more natural, or more to be expected, than the other.	CHANGE AND CONTINUITY
7.	...prepare to live with uncertainties and exasperating – even perilous – unfinished business, realizing that not all “problems” have solutions.	HISTORY IS UNFINISHED BUSINESS
8.	...grasp the complexity of historical causation, respect particularity, and avoid excessively abstract generalizations.	CAMPAIGN AGAINST MONOCAUSALITY
9.	...appreciate the often tentative nature of judgments about the past, and thereby avoid the temptation to seize upon particular “lessons” of history as cures for present ills.	HISTORY’S TENTATIVE NATURE
10.	...recognize the importance of individuals who have made a difference in history, and the significance of personal character for both good and ill.	PEOPLE WHO MADE A DIFFERENCE
11.	...appreciate the force of the non-rational, the irrational, the accidental, in history and human affairs.	THE UNINTENDED AND UNEXPECTED
12.	...understand the relationship between geography and history as a matrix of time and place, and as context for events.	TIME AND PLACE ARE INSEPARABLE
13.	...read widely and critically in order to recognize the difference between fact and conjecture, between evidence and assertion, and thereby to frame useful questions.	EVALUTATING EVIDENCE
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