



# Reading in HISTORY

Disciplinary literacy is defined as the confluence of content knowledge, experiences, and skills merged with the ability to read, write, listen, speak, think critically and perform in a way that is meaningful within the context of a given field.

Reading historical texts is central to gaining an understanding of the past and its implications for the future. Readers must approach some history texts in markedly different ways to those in other disciplines:

- Primary and secondary sources
- News articles
- Textbooks
- Timelines



## DISTINCTIVE FEATURES

- Texts contain historical events, which vary in concept and idea density
- Authorship central to interpretation of texts
- Contextual factors are key (who, what, where, and when), along with the author's purpose/perspective
- Specialised terms such as 'oligarchy' signal classification systems (e.g. forms of government)
- Culturally specific words have specialised meaning
- Information related to timelines and datelines

## DEMANDS AND STRATEGIES

- Interpret primary and secondary sources critically, with an eye toward bias
- Read closely, often across multiple documents/sources and in reference to one another (i.e. corroboration)
- Analyse specialised words for meaning
- Analysis of documents (who, what, where, and when) is a primary method used to study texts
- Make inferences and determine what is important from what is merely interesting
- Use knowledge of the present to make sense of the past

<b>CLOSE READING</b> 	<b>SYNTHESISING</b> 	<b>QUESTIONING</b> 
<b>INFERRING</b> 	<b>MAKING CONNECTIONS</b> 	

## READING STRATEGIES

## DISCIPLINARY LITERACY



### SOURCING

**Sourcing** asks students to consider who wrote a document as well as the circumstances of its creation.

Who wrote this? What is the author's perspective? Why was it written? When was it written? Where was it written? Is this source reliable? Why? Why not?



### CONTEXTUALISATION

**Contextualisation** asks students to locate a document and to understand how these factors shape its content.

When and where was the document created? What was different then? What was the same? How might the circumstances in which the document was created affect its content?



### CORROBORATION

**Corroboration** asks students to consider details across multiple sources to determine points of agreement and disagreement.

What do other documents say? Do the documents agree? If not, why? What are other possible documents? What documents are most reliable?



### CLOSE READING

**Close reading** helps students evaluate sources and analyse rhetoric by asking them.

What claims does the author make? What evidence does the author use? What language does the author use? How does this indicate the author's perspective?