**DOCUMENT BASED INQUIRY**

**HISTORICAL PROCESS CONSTRUCTS FORMAT**

***Artifact****:* *Trace representation or evidence of an event, a person, a pattern, a movement, or a change…relic (accidental) or record (created)…in or as part of a written or oral story, a* ***document****…*

***Account:*** *An attempt to tell the story of and around the artifact, to explain the artifact, either as a primary account (near the time of the artifact), or as a secondary account (what a historian does…after the event).*

**DBI-HPC Process**

1. There are 7 HPC Sets
2. For the purposes of this cognitive process, we will use the term “document-based inquiry (DBI) to describe how we analyze an artifact or account.
3. For any given DBI, select one HPC Set.
4. For the analysis construct, refer to the attached CT Matrix and Q-Matrix, selecting at least one cognitive skill and one value inquiry to guide your analysis.
5. In this DBI process, you will be essentially tasked with forming questions, attempting to explain, and then questioning your explanation.

**Introductory HPC Definitions**

1. **Significance:** This critical thinking process evaluates what was significant about selected events, people, and developments in the past that had an impact towards changing the future. (1)
2. **Evidence:** Accounts of the past are based on historical evidence. Historical evidence can take a variety of forms. Among the most important types of historical evidence are primary sources. Primary sources consist of original documents, artifacts, or other pieces of information created at the time under study. (1)
3. **Continuity & Discontinuity:** “Discontinuity and continuity reflect the flow of history and the fact that some "things are no longer perceived, described, expressed, characterised, classified, and known in the same way" from one era to the next.” (2)
4. **Cause & Consequence:** Sorting out causes and consequences is one of the most common sources of difficulty—and perhaps errors—in constructing histories. Causal relationships can be hard to establish properly, especially when they are rooted in an unfamiliar and complex past. Every historical event has a flow-on effect upon things that occur after it. Such consequences can include impacts upon people, societies, beliefs or any other facet of history. (1)
5. **Perspective:** Taking historical perspective means understanding the social, cultural, intellectual, and emotional settings that shaped people's lives and actions in the past. (1)
6. **Ethical Dimensions**: What responsibilities do historical events impose upon us today? Historians tend to avoid making ethical judgments of people in the past. If the past, however, has meaning or constructed meaning, then there is an ethical judgment involved. We should expect to learn something from the past that helps us to face the ethical issues of today. (1)
7. **Reality-directed Imagination** “…aims at depicting a scenario that reflects reality, whether as it is known at present or as it is known to have existed in he past…”

*“Without imagination as a study-device, the learning of history becomes well-nigh impossible, for the information furnished to us is rendered unintelligible. We are unable to relate to it in any meaningful manner. We assess it in a mechanical way, devoid of image, sound and feel. Our attempt to understand it leads to a dead-end for we cannot leap forward from the stale fact before us and relate it to other facts beyond it.* ***Without imagination we cannot compare, distinguish and separate; we cannot know the difference between the particular and the general. In order to study history, we need to avoid the mechanical, on the one hand, and the fantastic, on the other.*** *In other words, we ought to eschew both lack of imagination and fantasy-directed imagination; the first does not allow us to proceed forward while the latter leads us to the realm of the unreal…History is the province both of art and science, of the contemplative and the concrete. To know it, to understand it, to relate to it, we need imagination; an imagination that does not create a new world, but rather re-creates an old one.” (3)*

***References:***

1. *Historical Thinking Project. historicalthinking.ca*
2. *Foucault, M. The Order of Things: An Archaeology of the Human Sciences. Vintage; Reissue edition (1994)*
3. *Tenembaum. Yoav. “Why Historians Need Imagination” History News Network.* [*https://historynewsnetwork.org/article/163280*](https://historynewsnetwork.org/article/163280)
4. **Significance Set**: *Can history help us understand contemporary ethical challenges and issues? Can history help us change our world?*
5. ***Pre-view***
* What are your first thoughts/ideas about the importance of the event/topic **before** looking at the artifact(s)?
* What are your initial question(s) about the topic (use the CT Matrix and select several different questions)?
* Select your artifact(s) you think would best answer your question(s).
1. ***First Glance***
* Scan the artifact(s).
* What is your initial response to the artifact(s)?
* Does it answer your questions?
* What answers does it propose?
* Do you want to change your questions or ask new ones?
1. ***Interpretation***
* Closely examine the provided artifact(s).
* Using the *Q-Matrix,* formulate as many questions as you can on your topic.
* Of those questions you devised, which ones relate to significance?
* Using that question, what is your interpretation of the historical consequences/implications over time, distance, and groups of people that the artifact(s) seems to support?
1. ***Explanation***
* Explain the significance of the topic?
* Was there any change from your initial understanding of the topic?
* Critique your proposed explanation; is it a sufficient account?
1. ***Ownership***
* How does your understanding of the significance of your topic help you to understand current events?
* Does your understanding create or influence any desire for change?
1. **Evidence Set:** *How do we “know” what we know?*
2. ***Pre-view:***
* Given your topic and prior to any research, do you know of any evidence for the event/topic?
* What are your initial question(s) about the topic (use the CT Matrix and select several different questions)?
* Select your artifact(s) you think would best answer your question(s).
1. ***First Glance:***
* Scan the provided artifact(s).
* What are your first impressions of the artifact(s) that you are researching?
* Does it answer your questions?
* What answers does it propose?
* Do you want to change your questions or ask new ones?
1. ***Interpretation:***
* Closely examine the provided artifact(s).
* Using the *Q-Matrix,* formulate as many questions as you can on your topic.
* Of those questions you devised, which ones relate to evidence?
* What is your analysis/interpretation of artifact(s) based on what you see the value of the evidence within the historical context, focusing on accuracy, usefulness, completeness, and/or bias (purposes, values, and worldview)?
1. ***Explanation:***
* How does your analysis affect your understanding of the artifact(s) in terms of the evidentiary value?
* Was there any change from your initial understanding of the topic?
* Critique your proposed explanation; is it a sufficient account?
1. ***Ownership****:*
* To what extent does the evidence represented by the artifact(s) inform your understanding of the contemporary world?
* Does your understanding create or influence any desire for change?

**3. Continuity & Discontinuity:***How do we evaluate the extent to which events of any sort change things in any given social structure over time?*

1. ***Pre-view:***
* Prior to any research, do you think the topic represents any sort of significant change over time and within a given place?
* What are your initial question(s) about the topic (use the CT Matrix and select several different questions)?
* Select your artifact(s) you think would best answer your question(s).
1. ***First Glance:***
* Scan the provided artifact(s).
* What are your first impressions of the artifact(s)?
* Does it answer your questions?
* What answers does it propose?
* Do you want to change your questions or ask new ones?
1. ***Interpretation:***
* Closely examine the provided artifact(s).
* Using the *Q-Matrix,* formulate as many questions as you can on your topic.
* Of those questions you devised, which ones relate to evidence?
* What is your analysis/interpretation of artifact(s) based on what you see the value of the evidence within the historical context, focusing on accuracy, usefulness, completeness, and/or bias (purposes, values, and worldview)?
* What is your analysis/interpretation of how some things continue and others change; include any turning points, discontinuities, and/or patterns.
1. ***Explanation:***
* How does your analysis influence any part of your understanding of progress and decline to the extent that there might be positive and negative change or even any change at all?
* Was there any change from your initial understanding of the topic?
* Critique your proposed explanation; is it a sufficient account?
1. ***Ownership:***
* Are there sufficient conditions to categorize events or developments over historical periods (periodization)?
* How does your understanding relate to your contemporary world?
* Does your understanding create or influence any desire for change?

 **4. Cause & Consequence:** *Why do events happen, what are their impacts, and are there multiple accounts?*

1. ***Pre-view:***
* What are your initial views of the cause(s) and consequence(s) of your topic?
* What are your initial question(s) about the topic (use the CT Matrix and select several different questions)?
* Select your artifact(s) you think would best answer your question(s).
1. ***First Glance:***
* Scan the provided artifact(s).
* What are your first impressions of the artifact(s)?
* Does it answer your questions?
* What answers does it propose?
* Do you want to change your questions or ask new ones?
1. ***Interpretation:***
* Closely examine the provided artifact(s).
* Using the *Q-Matrix,* formulate as many questions as you can on your topic.
* Of those questions you devised, which ones relate to evidence?
* What is your analysis/interpretation of artifact(s) based on cause and consequence?
* What is your analysis/interpretation of how some things continue and others change; include any turning points, discontinuities, and/or patterns.
* Provide an analysis of the complexities and layers of causes and consequences of historical events and issues both in the long and short terms. Consider arguments why some causes might be more important than other causes.
1. ***Explanation:***
* Analyze to the degree events may result from the interplay of individuals or groups with the social, economic, political, intellectual, and cultural conditions. Explain, if any, the unintended consequences of events
* Was there any change from your initial understanding of the topic?
* Critique your proposed explanation; is it a sufficient account?
1. ***Ownership:***
* Show how there may be multiple explanations of cause and consequences and the events were either necessary or inevitable or not and how this relates to your contemporary world.

**5. Perspective:** *How do we understand the beliefs, values, actions, and ideas of people in the past?*

***i. Pre-view:***

* What are your initial views of the social, cultural, intellectual, and/or emotional settings that shaped people’s lives and actions in the time you are looking at?
* What are your initial question(s) about the topic (use the CT Matrix and select several different questions)?
* Select your artifact(s) you think would best answer your question(s).

***ii. First Glance:***

* Scan the provided artifact(s).
* What are your first impressions of the social, cultural, intellectual, and/or emotional settings after your first encounter with the artifact(s) of your topic?
* What are your first impressions of the artifact(s)?
* Does it answer your questions?
* What answers does it propose?
* Do you want to change your questions or ask new ones?

***iii. Interpretation:***

* Closely examine the provided artifact(s).
* Using the Q-Matrix, formulate as many questions as you can on your topic.
* Of those questions you devised, which ones relate to evidence?
* What is your analysis/interpretation of artifact(s) based on cause and consequence?
* Provide an analysis of the differences and similarities between the present and those in the past in the historical context without ***presentism*** (*imposing contemporary ideas, beliefs, or values).*

***iv. Explanation:***

* Analyze to the degree the perspectives of the interplay of individuals or groups with the social, economic, political, intellectual, and cultural conditions.
* Provide sufficient evidence for inferring the perspectives of people in the past.
* Was there any change from your initial understanding of the topic?
* Analyze your proposed explanation; is it a sufficient account?

***v. Ownership:***

* Examine the diversity in situational perspectives across time and specifically with respect of what it means to you.

**6. Ethical Dimensions Set**: *To what extent can we understand the ethical frameworks of past worlds? Can history help us understand contemporary ethical challenges and issues? Can history help us change our world?*

1. ***Pre-view****:*
* Given your topic, explain any value or ethical pre-judgements you may have prior to proceeding with your investigation.
* What are your initial question(s) about the topic (use the CT Matrix and select several different questions)?
* Select your artifact(s) you think would best answer your question(s).
1. ***First Glance*:**
* Scan the provided artifact(s).
* What is your first emotional or ethical reaction(s) to the topic after your first look at the artifacts?
* Does it answer your questions?
* What answers does it propose?
* Do you want to change your questions or ask new ones?
1. ***Interpretation:***
* Closely examine the artifact(s).
* Using the *Q-Matrix,* formulate as many questions as you can on your topic.
* Of those questions you devised, which ones relate to ethical dimensions?
* Do you find any evidence of value/ethical judgments or views different or similar from your own?
1. ***Explanation:***
* Explain or account for the different and/or similar value judgements you uncovered.
* Was there any change from your initial understanding of the topic?
* Critique your proposed explanation; is it a sufficient account?
1. ***Ownership*:**
* To what degree does your understanding of the ethical dimensions of your topic help you to understand current events***?***
* Does your understanding create or influence any desire for change?

**7. Imaginative Set:** *How can we use our imagination to depict the past?*

1. ***Pre-view:***
* Do you have any knowledge or understanding of any story of the event/topic?
* Does any part of the topic spark your imagination?
* What are your initial question(s) about the topic (use the CT Matrix and select several different questions)?
* Select your artifact(s) you think would best answer your question(s).
1. ***First Glance:***
* Scan the provided artifact(s).
* What do you first imagine after your first look at the artifacts?
* Does it answer your questions? What answers does it propose?
* Do you want to change your questions or ask new ones?
* What story seems to emerge from the artifact(s)?
1. ***Interpretation:***
* Closely examine the provided artifact(s).
* Using the *Q-Matrix,* formulate as many imaginative questions as you can on your topic.
* Of those questions you devised, which ones are the most intriguing?
* How do you imagine the story of the artifact(s) and re-construct history, to describe it and to understand it.
1. ***Explanation:***
* How can you use reality-directed imagination to depict the characters of individuals or the nature of events evoked by the artifacts?
* Can you fill the gaps using your imagination ever vigilant not to lose sight of reality as it was? In other words, can you attempt to imagine the unknown by resorting to the known?
1. ***Ownership: (Select one)***
* Using your imagination, can you recreate what happened and to infer what may have happened?
* Can your imagination help you link pieces of information and create a coherent picture and to understand its significance in a wider context?
* Can you use your imagination to intellectually to disconnect yourself from the present; to visualize, like a landscape gradually making its appearance as you move backwards in time, the setting in which an event occurred or the personal features of an individual we follow?
* Using imagination, are you able to emotionally to connect yourself to the prevailing conditions or to a person's thoughts? In other words, are you able to be “there” without “being there”?