

## *C3 Framework–Historical Empathy Connection*

<i>C3 Framework</i>	<i>Historical Empathy</i>
<i>Dimension 1- Staging Inquiries with Big Ideas and Compelling Questions</i>	<i>Activate prior knowledge of what students know or want to know about historical contexts, perspectives on issues, relevant experiences</i>
<i>Dimension 2- Content Connections</i>	<i>Align the inquiry of historical contexts and perspectives with state content standards, curricular standards in the C3 for history, economics, geography, civics</i>
<i>Dimension 3- Evaluating Evidence from Secondary Sources</i>	<i>Students analyze evidence from secondary sources to explain the socio-economic, political, cultural contexts of historical time periods</i>
<i>Dimension 3- Evaluating Evidence from Primary Sources</i>	<i>Students analyze evidence from primary sources of first-hand perspectives of people who experienced, witnessed, lived through the socio-economic, political, cultural contexts of historical time periods</i>
<i>Dimension 4- Communicating Conclusions</i>	<i>Cite evidence from primary and secondary sources to answer compelling questions and discuss/debate/deliberate the big idea to explain how past and present differ, and historical significance to contemporary times</i>
<i>Dimension 4- Taking Informed Action</i>	<i>Students discuss how to apply what they learned from primary and secondary source analysis to real-life situations, personal experiences, affective reactions to content</i>

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<https://elizabethjenningsproject.wordpress.com>

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