

## **McRAH Strategies**

1. Use of Primary Documents and Document Based Questions
2. Historical artifact analysis
3. Use of “doing history” classroom activities (contextual analysis to question historical interpretations; present more than one possible cause for historical events and have students evaluate; use historical fact as evidence for arguments; student presentations of interpretations)
4. Use of “doing history” research assignments (where historical interpretations are questioned, students research for facts and counterfactuals to build an argument for why historical events took place as they did)
5. Thematic instruction including variety of textual resources
6. Use of conceptual questions to organize lecture material
7. Use of graphic organizers, interactive note-taking and maps to develop main concepts
8. Use of Images/Media/Multimedia/Technology as sources for historical interpretation
9. Use of counterfactual approach (What would have happened if)
10. Use of narrative approaches including guided imagery for response
11. Perspective-taking exercises: role-plays, scenarios, inclusive subjects and conditions, present-minded responses put in historical context, impact of individuals on history
12. Use of familiar, familial, and community connections to propose historical links