

Essential Questions

What is a history “laboratory”?

What is historical thinking?

What are defining themes that you can use to organize historical content for your students?

What are the habits of mind of Historians, history teachers, and of students of history?

Vocabulary

Primary Sources- A primary source is an original document, speech, or other sort of evidence written, created or otherwise produced during the time under study.

Primary sources offer an inside view of a particular event.

Secondary Source- Secondary sources provide interpretation and analysis of primary sources. Secondary sources are one step removed from the original event or "horse's mouth."

Historiography- the study of historical writing (each new generation writes a history of the past. Because new Questions are asked and because newly uncovered primary sources are examined, interpretations of the past can and do change. Historians give new meaning to the past.

Presentism-Present-mindedness

Summary Notes

What is history? (Draw a picture)

Vital Themes and Narratives of History

To comprehend the forces of change and continuity that have shaped-and will continue to shape-human life, teachers and students of history must have the opportunity to pursue many or most of the following matters:

Civilization, Cultural Diffusion, and Innovation

The evolution of human skills and the means of exerting power over nature and people. The rise, interaction, and decline of successive centers of such skills and power. The cultural flowering of major civilizations in the arts, literature, and thought. The roll of social, religious, and political patronage of the arts and learning. The importance of the city in different eras and places.

Human Interaction with the Environment

The relationships among geography, technology, and culture, and their effects on economic, social, and political developments. The choices made possible by climate, resources, and location, and the effect of culture and human values on such choices. The gains and losses of technological change. The central role of agriculture. The effect of disease, and disease-fighting, on plants, animals, and human beings.

Values, Beliefs, Political Ideas, Institutions

The origins and spread of influential religions and ideologies. The evolution of political and social institutions at various stages of industrial and commercial development. The interplay among ideas, material conditions, moral values, and leadership, especially I the evolution of democratic societies. The tensions between the aspirations for freedom and security, for liberty and equality, and for distinction and commonality in human affairs.

Conflict and Cooperation

The many various causes of war, and of approaches to peace-making and war prevention. Relations between domestic affairs and dealing with the outside world. Contrasts between international conflict and cooperation, between isolation and interdependence. The consequences of war and peace for societies and their cultures.

Comparative History of Major Developments

The characteristics of revolutionary, reactionary, and reform periods across time and place. Imperialism, ancient and modern. Comparative instances of slavery and emancipation, feudalism and centralization, human successes and failures, or wisdom and folly. Comparative elites and aristocracies; the role of family, wealth, and merit.

Patterns of Social and Political Interaction

The changing patterns of class, ethnic, racial, and gender structure and relations. Immigration, migration, social mobility. The effects of schoolings. The new prominence of women, minorities, and the common people in the study of history, and their relationship to political power and influential elites. The characteristics of multicultural societies; forces for unity and disunity.

Habits of the Mind

The perspectives and modes of thoughtful judgment derived from the study of history are many, and they ought to be its principal aim. Courses in history, geography, and government should be designed to take students well beyond formal skills of critical thinking, to help them through their own active learning to do the following:

1. Understand the Significance of the past
2. What's important, and What's Not
3. Historical Empathy
4. Shared Humanity
5. Changes and Consequence
6. Change and Continuity
7. History is Unfinished Business
8. Campaign against Monocausality
9. History's Tentative Nature
10. People Who Made a Difference
11. The Unintended and Unexpected
12. Time and Place are Inseparable
13. Evaluating Evidence

Teaching History

"Knowledge of History is the precondition of political intelligence."

"A common memory of where it has been, of what its core values are, or of what decisions of the past account for present circumstances."

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Clyattville Elementary School

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Dr. Teresa A. Jacobs

Wiregrass History Consortium

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Sources:

Drake, Frederick D. and Nelson, Lynn R. *Engagement in Teaching History*. Upper Saddle Rive, New Jersey: Pearson Education Inc., 2008.

National Council for History Education, *Building a History Curriculum: Guidelines for Teaching History in Schools* (Washington, D. C.: Educational Excellence Network, 1988).