

Name: _____ Date: _____ Class Period: _____

Warm-Up: WHAT IS HISTORY

Directions:

1. *Read these statements on history by famous historians, writers, and philosophers.*
2. *Below each statement, explain what you think the author meant.*
3. *Circle the number of the statement that you agree with MOST. Be prepared to explain WHY to the class!*

1. "History is a myth that men agree to believe." -- Napoleon Bonaparte (French ruler)

2. "The past does not repeat itself, but it rhymes." -- Mark Twain (American writer and humorist)

3. "Until lions have their historians, tales of the hunt shall always glorify the hunter." -- African proverb

4. "We see things not as they are but as we are." – Anais Nin

Class Notes: How do we do history?

Directions:

1. Complete the fill-in class notes in the right-hand column as we go through the PowerPoint slides
2. Use the left-hand column to make the notes **YOURS!** You might do this by: writing down extra things the teacher says; questions you may have about the information; drawing pictures, charts, or diagrams to illustrate/explain the notes; writing down vocab terms to quiz yourself on later. Just do NOT leave it blank.
3. Use the box at the bottom to summarize the notes or write your thoughts / questions in response.

Make the notes YOUR OWN!	Class Notes
	<p><u>What is History?</u> History is a(n) _____. Accounts differ depending on a person's _____ (point of view).</p> <p><u>What Do Historians Do?</u> Historians play multiple roles. As historians in this class, we will be:</p> <p>1. <u>Detectives:</u> _____ of historical events. Evidence includes:</p> <p style="padding-left: 40px;">a. Primary Source Documents and Artifacts: _____ OR _____ having to do with an event or subject in history; _____ accounts of an event.</p> <p>EXAMPLES:</p> <p style="padding-left: 40px;">b. Secondary Source Documents: sources that have been written by _____ who have already analyzed primary sources and interpreted them.</p> <p>EXAMPLES:</p> <p>2. <u>Judges / Interpreters:</u> We will look at evidence from many different peoples' perspectives (any one piece of evidence is not enough) and _____.</p> <p>We also have to question the _____ of each piece of evidence.</p> <p>Important Steps for effective Historians:</p> <ul style="list-style-type: none"> • Contextualization (context) = _____ _____

- Corroboration =

3. **Philosophers:** Once we've judged and interpreted evidence, we will try to _____ historically and what it means for us today.

Video Questions (Each person in the group pick one question to answer)

- What is the "source" in the clip?

- What is the historian's perspective?

- What evidence does the historian base his statements on?

- Are the historian's statements reliable? Why or why not?

- What do this scene and our class have in common?

Summary / Thoughts / Questions:

Taken and adapted From:

1. Spivey, J.R. Spivey. "Unit 1 Roles of a Historian." Wikispaces. n.p., n.d. Web. 15 August 2012.

2. "Reading Like a Historian." *Stanford History Education Group*. Stanford U, n.d. Web. 15 August 2012. [Reading Like a Historian](#), Stanford University

August 25, 26, 2015

CLASS NOTES (copy of notes from PowerPoint slides)

What is History?

History is an account of the past. Accounts differ depending on a person's perspective.

What Do Historians Do?

Historians play multiple roles. As historians in this class, we will be:

1. Detectives: We will have to gather evidence of historical events. Evidence includes:

a. Primary Source Documents and Artifacts: original documents OR physical objects having to do with an event or subject in history; firsthand or eyewitness accounts of an event.

EXAMPLES:

c. Secondary Source Documents: sources that have been written by professionals who have already analyzed primary sources and interpreted them.

EXAMPLES:

2. Judges / Interpreters: We will look at evidence from many different peoples' perspectives (any one piece of evidence is not enough) and decide which point of view or idea is the most accurate. We also have to question the reliability of each piece of evidence.

3. Philosophers: Once we've judged and interpreted evidence, we will try to decide what it means historically and what it means for us today.

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1. Spivey, J.R. Spivey. "Unit 1 Roles of a Historian." Wikispaces. n.p., n.d. Web. 15 August 2012.

2. "Reading Like a Historian." *Stanford History Education Group*. Stanford U, n.d. Web. 15 August 2012. Reading Like a Historian, Stanford University, University