How Do Historians Create Accounts of Past Events?

Unit 1 - Lesson 4

Content Expectations:

6 and 7 – H1.2.1: Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).

H1.2.2: Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.

H1.2.3: Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.

H1.2.4: Compare and evaluate competing historical perspectives about the past based on proof.
How Do Historians Create Accounts of Past Events?

Common Core State Standards:

RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

WHST.6-8.9 Draw evidence from informational texts to support analysis reflection, and research.

WHST.6-8.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
How Do Historians Create Accounts of Past Events?

Examining A Source

What type of source?
- Primary Source
- Secondary Source

Is the source accurate?
- Internal Consistency
- External Consistency
How Do Historians Create Accounts of Past Events?

Big Ideas of the Lesson 4, Unit 1

- “Historical events happen once and then “disappear.” Since we cannot study historical events directly, historians rely on whatever evidence the event has left behind.

- Historians analyze this evidence (primary and secondary sources) for accuracy.

- Two ways to evaluate the accuracy of a source are by exploring internal consistency and external consistency.

- Internal consistency means that the facts within the source do not contradict each other.

- External consistency means that the facts within the source can be corroborated “against” other sources.
How Do Historians Create Accounts of Past Events?

LEARNING TARGETS:

1. I can predict that historical events happen once and then “disappear.” Since we cannot study historical events directly, historians rely on whatever evidence the event has left behind.

2. I can explain that historians analyze this evidence (primary and secondary sources) for accuracy.

3. I can describe two ways to evaluate the accuracy of a source by exploring internal consistency and external consistency.

4. I can defend that internal consistency means that the facts within the source do not contradict each other.

5. I can conclude external consistency means that the facts within the source can be corroborated “against” other sources.
How Do Historians Create Accounts of Past Events?

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<tbody>
<tr>
<td><strong>16</strong></td>
<td><strong>17</strong></td>
</tr>
<tr>
<td><strong>corroborate</strong></td>
<td><strong>evidence</strong></td>
</tr>
<tr>
<td>to confirm or give support to a statement, theory, or finding</td>
<td>facts or information that can be used to test whether a belief or proposition is true or valid</td>
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**Example:** Historians corroborate their sources by looking for internal and external consistencies.

**Example:** Historians must have evidence to support their accounts.

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<tbody>
<tr>
<td><strong>18</strong></td>
<td><strong>19</strong></td>
</tr>
<tr>
<td><strong>primary source</strong></td>
<td><strong>secondary source</strong></td>
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<tr>
<td>first-hand account of the event that was created at about the time the event occurred</td>
<td>an account of an event that was created later by people who did not experience first-hand the event you are researching</td>
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**Example:** Diaries, letters, reports, photographs, and birth certificates are a few types of primary sources.

**Example:** Encyclopedia articles, books written by historians, and textbooks are three types of secondary sources.
# How Do Historians Create Accounts of Past Events?

<table>
<thead>
<tr>
<th>20</th>
<th>fact</th>
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<tbody>
<tr>
<td>something that is true about a subject and can be tested</td>
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<tr>
<td>$10 + 9 = 19$</td>
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<td>$2 + 3 = 5$</td>
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<td>$8 + 8 = 16$</td>
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<td>$4 + 7 = 11$</td>
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<td>$1 + 5 = 6$</td>
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**Example:** It is a fact that Michigan requires kids to go to school until they are at least 16.

(SS070104)

<table>
<thead>
<tr>
<th>21</th>
<th>opinion</th>
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<td>what someone thinks about a subject</td>
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<td><strong>Example:</strong> The opinion article in the newspaper argued that Michigan should raise the minimum drop-out age from 16 to 18.</td>
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(SS070104)

<table>
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<th>internal consistency</th>
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<td>when the facts presented within a single source do not clash with each other</td>
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<td><strong>Example:</strong> There was internal consistency in the document because it first stated that the car accident happened at 10 AM and then later stated that it happened between breakfast and lunch.</td>
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<td><strong>Example:</strong> There was external consistency among the documents because one witness report stated that the blue truck ran the red light while another witness report stated that the light had been red for a while when the blue truck entered the intersection.</td>
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How Do Historians Create Accounts of Past Events? #1

Introduction/Reminder

1. Historians construct or create historical accounts

2. Historical accounts are not exactly the same as historical events.

3. We cannot “see” historical events because they happened once and then ‘disappear” into the past.

4. Maps like historical accounts, are created by people and that no map is synonymous with the place.

5. Maps are “representations” and that people’s purposes, knowledge, and point-of-view shape the representation that people make.
How Do Historians Create Accounts of Past Events? #1

*People who create the historical accounts must select and organize the features of past events to include in their accounts.

*Their purposes, knowledge, and perspective shape their maps and accounts of past events.
How Do Historians Create Accounts of Past Events? # 1

REFLECTIONS ON THE PAST

1. How might someone “represent “ an event in which they participated or witnessed?

2. How might you create an account of an event that happened before you were born?

3. How might you create an account of an event that happened hundreds of years before you were born?

*Reflect, Respond in your SS Notebook, share, and discuss with the class.
How Do Historians Create Accounts of Past Events? # 2

*Remember that an event, once it occurs, can no longer be seen— it disappears into the past.*

1. What do people rely on to understand the past?
2. What remains that will allow us to “re-present” the event, or to study it?

**LIST IDEAS?**

3. Could someone else’s memory be used as evidence? Why, or why not?

4. What other pieces of evidence could be used to build an account of a past event?

**THINK:**

How would you create a history of an eighth grader’s first day of seventh grade (last year)?
How Do Historians Create Accounts of Past Events? #2

*Remember that an event, once it occurs, can no longer be seen— it disappears into the past.

We will need SOURCES or EVIDENCE OF WHAT HAPPENED in order to understand past events once they have disappeared.

*WITHOUT SOME “RESIDUE” THAT SURVIVES, THE PAST IS UNKNOWABLE.

Historians must always work with evidence.
Thought Experiment:

How would you create a history of your parents’ experiences in 7th grade?

What evidence could you use?

BRAINSTORM ideas in your SS Notebook. Share. Discuss.
How Do Historians Create Accounts of Past Events? # 3

Thought Experiment:

SOME POSSIBLE ANSWERS INCLUDE:

• Interview parents
• Interview grandparents
• Interview classmates or teachers of parents
• Pictures
• Records, such as yearbooks and report cards.
• Anything else?
How Do Historians Create Accounts of Past Events? # 3

Thought Experiment:

Consider the reliability of the evidence...

- Would you **trust all the information** you received? Why or why not?
  - People may not have good memories...
  - People may want to “embellish” the truth...
  - People’s memories might be different because they had different experiences...
  - Different knowledge or points-of-view...
How Do Historians Create Accounts of Past Events? # 3

Thought Experiment:

Imagine the following scenario:

Your grandmother tells you that your mom was a perfect daughter and always got straight A’s in everything.

However, your mom says that she remembers being a great math student but just a “so-so” student in history.

How would a historian “check” to see which story – if either - is more accurate? DISCUSS.
Guided Notes: Distinguishing Between Primary and Secondary Sources

Primary Sources
 Defined
 Examples

Secondary Sources
 Defined
 Examples

It is about the USAGE of the Source
 Examples

Ways to check on the accuracy of a source:
How Do Historians Create Accounts of Past Events? #4

PowerPoint for:

What Types of Sources do Historians Use?:

*Use “Guided Notes” Handout to take notes.

USE SLIDES 1 - 7

Primary and Secondary Source Activity

**Directions:** Imagine you were asked to create a detailed account of a very important day in history, the day you were born. What sources could you use to create the account?

1. I was born ________________________ (your birthday)
   (month)  (day)  (year)

B. List 10 *primary* sources of that day and that event.

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10.
Hand out:

Primary and Secondary Source Activity:

• Do assignment independently

• When given directions:
  – SHARE YOUR ANSWERS
  – Assess your evaluation of each source as a PRIMARY or SECONDARY source with your partner
DEBRIEF ACTIVITY:

1. What primary sources did you use?

2. What secondary sources did you use?

3. Was there a source that you had difficulty deciding whether it was a primary or secondary source?

   —Was there a classification of a source that you and your partner disagreed about? What was it?
VOCABULARY CHOICE

You may choose to use the Vocabulary Sheet that is already made up OR to CREATE YOUR OWN WAY using the same vocabulary.

1. If you choose the VOCABULARY SHEET:
   1. Follow the instructions.

2. If you choose to CREATE YOUR OWN WAY:
   1. You must use all of the terms
   2. Have a symbol/picture to represent the terms
   3. The definition of each term
   4. Show how each terms applies to your life.
   5. You will have to supply the items you need.
   6. Examples of ideas: Collage, vocabulary on cards, etc.
Vocabulary
Lesson 1 -4

Unit 1 Lesson 4
Vocabulary

Name/ Hour __________________________
Date __________________________

FOR EACH TERM DO THE FOLLOWING:
• Example: word = definition (IN YOUR OWN WORDS) - picture next to the definition
• Define from the vocabulary list (DO NOT USE THE SAME PICTURE)
• Draw a picture / symbol that represents the term (use color)

1. Primary source—

2. Secondary source—

3. fact-

4. opinion —

5. internal consistency—

6. external consistency—

7. corroborate—
Vocabulary
Lesson 1 - 4

8. evidence—

9. account—

10. cartographer —

11. historian—

12. historical account —

13. historical event —

14. perspective / point-of-view—

15. interpretation—
Vocabulary

Lesson 1 - 4

account
a report or description of an event or experience
Example: A map is an "account" of how the person who created the map "sees" the place they are representing. This is influenced by the person's knowledge, purpose, and point of view.

perspective/point of view
a particular attitude or way of regarding or seeing something
Example: A student's perspective about the classroom would be different from the custodian's and would impact the way in which each would draw a map of it.

cartographer
a geographer who makes maps
Example: Cartographers use today's technology to help them make maps.

interpretation
an explanation of the meaning of something
Example: Historical accounts offer an interpretation of historical events.

historical event
something that happened in the past
Example: The American Revolution and the Constitutional Convention are both historical events.

historical account
a representation of an event from the past
Example: The description of the American Revolution in our history book is an historical account.

history
events or accounts of events from the past
Example: When people study history, they study about people and events of the past.

historian
an expert in or student of history
Example: The job of an historian is to interpret past events and interpret their causes.
Vocabulary
Lesson 1 -4

corroborate

to confirm or give support to a statement, theory, or finding

Example: Historians corroborate their sources by looking for internal and external consistencies.

(evidence

facts or information that can be used to test whether a belief or proposition is true or valid

Example: Historians must have evidence to support their accounts.

(primary source

first-hand account of the event that was created at about the time the event occurred

Example: Diaries, letters, reports, photographs, and birth certificates are a few types of primary sources.

(secondary source

an account of an event that was created later by people who did not experience first-hand the event you are researching

Example: Encyclopedia articles, books written by historians, and textbooks are three types of secondary sources.

(fact

something that is true about a subject and can be tested

Example: It is a fact that Michigan requires kids to go to school until they are at least 16.

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what someone thinks about a subject

Example: The opinion article in the newspaper argued that Michigan should raise the minimum drop-out age from 16 to 18.

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when the facts presented within a single source do not clash with each other

Example: There was internal consistency in the document because it first stated that the car accident happened at 10 AM and then later stated that it happened between.

(external consistency

when factual details are presented similarly among multiple documents or sources

Example: There was external consistency among the documents because one witness report stated that the blue truck ran the red light while another witness report stated that the light had been red for a while when the
How Do Historians Create Accounts of Past Events? # 6

Using SLIDE # 8 of PowerPoint

Compare two types of sources:

These two sources talk about people working in the factories of England in the 1830’s: the Sadler Committee Report and a description of life in the factories by Edward Cheyney.

HANDOUT:

Copies of “Comparing Sources” & “Questions about the Sources”

Using SLIDE 8, display “Questions about the Sources.”

Discuss questions & answers with a partner.
Debrief Activity # 6:

• Distinguish between primary and secondary sources.

• What evidence supports the classification of a primary or secondary source?
How Do Historians Create Accounts of Past Events? # 7

**MISCONCEPTION ALERT:**

- Just because it’s **OLD** does **not** make it **Primary**.
- Just because it’s **NEW** does **not** make it **Secondary**.
- **Secondary sources are written by historians.**

This might be **TRUE** in some cases, but not the **defining traits** of primary or secondary sources.
How Do Historians Create Accounts of Past Events? # 7

**Discuss the two sources:**

- How do we know if we can **trust a source**?
- How do we know if a primary or secondary source is **accurate, authentic, or credible**?
  - Accurate = free from error
  - Authentic = real / actual
  - Credible = believable
  - Reliable = dependable
- How can they **check a source** to see if the source is “**correct**?”
How Do Historians Create Accounts of Past Events? # 7

- A **primary source** was part of the event or topic under study.
- In many ways, it is the historian’s **question** that makes a source **primary** or **secondary**.
- For example, in most studies, the **textbook is a secondary source**.
- However, if I were studying how textbooks changed over time, then the textbooks would be the primary source.
There are three ways to check on the accuracy of a source:

- Distinguishing Fact from Opinion
- Internal Consistency or Contradictions
- External Consistency or Contradictions – Corroboration

USE THINK ALOUD from supplemental materials

Also use: [http://historicalthinkingmatters.org/why/](http://historicalthinkingmatters.org/why/)

Click on the “View Why Historical Thinking Matters” button.
How Do Historians Create Accounts of Past Events? # 9

Distribute the handout “A Letter from Paris”

Imagine a person found the following letter in their attic.

Do you think the letter and its information are accurate? How would you know?

Read the letter out loud with the students twice.
Work with a partner to complete the following tasks:

1. Identify each sentence as a statement of fact or an opinion.

1. Conduct an internal check:
   – Are there any contradictions within the letter? If so, where?
   – Identify the specific line(s) that contradict.
How Do Historians Create Accounts of Past Events? # 9

“A Letter from Paris”

Conduct an External check:

1. Find five facts that you could check or corroborate using other sources to determine the truthfulness of this letter.

2. Do you trust this source? Why or why not? Would you use this as evidence or a source?

Explain your thinking.
Work with a partner to complete the following tasks:

1. Identify each sentence as a statement of fact or an opinion.

2. Conduct an internal check:
   - Are there any contradictions within the letter? If so, where?
   - Identify the specific line(s) that contradict.

3. Conduct an External check:
   - Find five facts that you could check or corroborate using other sources to determine the truthfulness of this letter.
   - Do you trust this source? Why or why not? Would you use this as evidence or a source?

   Explain your thinking.
Whole class discussion -

Scaffold students using the following steps:

**Identify fact and opinion:**

- Identify each sentence as either fact or opinion using the numbers on the left hand side of the page as a guide.
How Do Historians Create Accounts of Past Events? # 10

**Internal Check:**

1. Are there any contradictions within this letter? If so, where?
2. Does the document contradict itself?
3. Do any of the facts in this document (internal) contradict other facts in the document?
4. When was the letter dated?
5. Where was Albert when he wrote the letter?
6. Where was he on May 2, 1787?
7. Could he have been where he claims on May 2 AND May 3, 1787?
How Do Historians Create Accounts of Past Events? # 10

External Check:

1. Identify the facts in the letter you could check against other outside or external sources.

2. Which five facts could you check or corroborate using other sources to determine the truthfulness of this letter?

2. What other sources could you use to corroborate this document?

4. The author of the letter claims that Americans held the Constitutional Convention in Philadelphia during the spring of 1787. Is that true?
How Do Historians Create Accounts of Past Events? # 10

**External Check:**

1. Can you check this with an “outside” or external source?

2. What outside or external source could you use?

3. Or, the author claims that Madison was 36 years old in 1787. Is that true?

4. Can you check this with an “outside” or external source?

5. What outside or external source could you use?
1. Explain why you trust this letter or why you don’t.

2. Would you use this as evidence or a source? Explain your thinking.

3. Construct an exit slip in which you answer the questions in a complete sentences.

No talking – these will be collected before you leave.
Vocabulary Quiz

You have the vocabulary sheet.

YOU NEED TO STUDY!
1. Account
2. Cartographer
3. Historical event
4. History
5. Perspective /point-of-view
6. Interpretation
7. Historical account
8. Historian
9. Corroborate
10. Primary source
11. Fact
12. Internal consistency
13. Evidence
14. Secondary source
15. Opinion
16. External consistency

A. what someone thinks about a subject.
B. when factual details are presented similarly among multiple documents or sources
C. an account of an event that was created later by people who did not experience first-hand the event you are researching
D. when the facts presented within a single source do not clash with each other.
E. something that is true about a subject and can be tested.
F. facts or information that can be used to test whether a belief or proposition is true or valid.
G. to confirm or give support to a statement, theory, or finding.
H. an expert in or student of history.
I. first-hand account of the event that was created at about the time the event occurred.
J. a particular attitude or way of regarding or seeing something.
K. something that happened in the past.
L. a representation of an event from the past.
M. a geographer who makes maps
N. an explanation of the meaning of something
O. events or accounts of events from the past
P. a report or description of an event or experience.
Self Assessment

Reflect on Lesson 4 (that we just completed).

Consider the various learning lessons about primary sources and secondary sources.

How well do you now understand the sources, vocabulary, and concepts from Lesson 4?

Explain any questions that you may have.
WARM-UPS

Instructions:

1. Open your SS Notebook, locate your last entry.  
   (No Notebook = USE PAPER)

2. SKIP A LINE

3. Write today’s date in the margin on the line where you’ll begin writing.

4. QUIETLY - Read the prompt, Think, ANSWER in complete quality sentences.

http://www.teachersdiscovery.com/current-event
WARM-UP ON PAPER

1. Get your paper off of the rolling cart (in front of eno board)

2. **PRINT NAME, HOUR, & DATE** *(10/6 /14)*

3. LOOK AT “5 Bar Graph: The Need for Speed”

4. Read, ANSWER QUESTIONS

5. **AFTER DISCUSSION** – turn papers in by rows and sections
WARM-UP ON PAPER

1. If ABSENT on (10/6 /14):
   – Get your paper off of the rolling cart (in front of eno board)
   – Complete BOTH sides

2. GET YOUR OWN PAPER BACK
   – On cart (paper clipped by the hour)

3. PRINT NAME, HOUR, & DATE (10/ 7 /14)

4. DO: “6 Line Graph: A Gassy Subject”

5. Read, ANSWER QUESTIONS

6. AFTER DISCUSSION – collect papers alphabetically
WARM-UP ON PAPER

1. Get your paper off of the rolling cart (in front of eno board)

2. **PRINT NAME, HOUR, & DATE** (10/8/14)

3. LOOK AT “7 Line Plot: Who Needs the Elevator?”

4. Read, ANSWER QUESTIONS

5. **AFTER DISCUSSION** – turn papers in by rows & sections
1. If ABSENT on (10/8/14):
   - Get your paper off of the rolling cart (in front of eno board)
   - Complete BOTH sides

2. GET YOUR OWN PAPER BACK
   - On cart (paper clipped by the hour)

3. PRINT NAME, HOUR, & DATE (10/9/14)

4. DO: “8 Time Line: Oldies but Goodies?”

5. Read, ANSWER QUESTIONS

6. AFTER DISCUSSION – collect papers alphabetically
WARM-UP ON PAPER

1. Get your paper off of the rolling cart (in front of eno board)

2. **PRINT NAME, HOUR, & DATE** (10/10/14)

3. LOOK AT “9 Stem-and-Leaf Diagram: Football Follies”

4. Read, ANSWER QUESTIONS

5. **AFTER DISCUSSION** – turn papers in by rows & sections
WARM-UP ON PAPER

1. If ABSENT on (10/10/14):
   – Get your paper off of the rolling cart (in front of eno board)
   – Complete BOTH sides

2. GET YOUR OWN PAPER BACK
   – On cart (paper clipped by the hour)

3. PRINT NAME, HOUR, & DATE (10/13/14)

4. DO: “10 Scatterplot: Giant Pumpkins”

5. Read, ANSWER QUESTIONS

6. AFTER DISCUSSION – collect papers alphabetically
EXIT TICKET

Describe how to read a STEM and LEAF Diagram.

NAME/HOUR
WARM-UP ON PAPER

1. Get your paper off of the rolling cart (in front of eno board)

2. PRINT NAME, HOUR, & DATE (10/14/14)

3. LOOK AT “11 Constructing Graphs”

4. Read, ANSWER QUESTIONS

5. AFTER DISCUSSION – collect papers alphabetically
EXIT TICKET:

• Evaluate your work effort for today’s lesson on a scale of 1 - 5 (5 being the best)

• Explain your reasoning.

SHARE WITH NEIGHBOR NAME/HOUR
EXIT TICKET:
Choose two items from the FQRCVW (paper taped to desk).
Use them to evaluate your learning for today’s lesson.

SHARE WITH NEIGHBOR

NAME/HOUR
EXIT TICKET:
Consider the previous lesson of understanding maps. Discuss one way that ancient maps could be used in the real world.

NAME/HOUR
EXIT TICKET:
Discuss one way today’s lesson could be used in the real world.

NAME/HOUR
WARM UP:

1. Describe how you should behave in class.

2. What could happen if you do not behave respectfully?
EXIT TICKETS:

1. Write one thing you learned today.
2. Rate your understanding of today’s topic on a scale of 1 - 10. What can you do to improve your understanding?
3. Discuss one way today’s lesson could be used in the real world.
4. Describe one topic we learned today that you would like to learn more about.
5. One thing I didn’t understand.
6. Of the two strategies we learned today, which one did you find most useful? Why?