

Why Study History?





Terms of Use

thank you!

Thank you for your purchase and support. Your satisfaction and positive feedback is the greatest compliment you can offer me! I appreciate your business and I hope you and your students enjoy using my resources. Please take a moment to review my terms of use.

© 2019, Social Studies Success, LLC. All rights reserved. Social Studies Success is a trademark of Social Studies Success, LLC. This product is to be used by one teacher only. Copying for more than one teacher, classroom, department, school, or school system is prohibited. This product may not be distributed or displayed digitally for public view. If you would like to copy this product for more than one teacher, please return to your 'My Purchases' page and purchase additional licenses.

Please do not upload to a shared computer space! Failure to comply is a copyright infringement and a violation of the Digital Millennium Copyright Act (DMCA). Clipart and elements found in this PDF are copyrighted and cannot be extracted and used outside of this file without permission or license.

All images are taken from public domain, licensed and purchased from Adobe Stock Images or these talented artists on TeachersPayTeachers. This includes images taken by employees of various US Government agencies; images published prior to 1923; or images that have otherwise been released to public domain.



Clip Art and Fonts



Why Study History?

The purpose of this lesson is for your students to learn about the importance of history as a course. Using this resource, students will work with a partner to read and take notes on the importance of history. The lesson will conclude with a discussion activity to share the students' thoughts and opinions.

Prior to the lesson:

1. Print the resources before class:

- 1 copy of the Predict This vocabulary activity for each student.
- 1 copy of the Why Study History? reading - I recommend one copy for each student to annotate, but if you are limited in copies, you can create a class set.
- A Why Study History? Doodle Notes - one copy for each student with the Why Study History? Spectrum or Why Study History Dialogue copied onto the back of the notes.
- 1 set of the numbers to post to create a human bar graph during the preview 4 Corners activity.
- 1 set of the Abraham Lincoln artifacts for each group of four students (if you have 20 students, you will need 5 sets, etc.). -or- use your own personal artifacts for the artifact study portion of the lesson.
- 1 set of the Word Wall Terms to post in the front of your room. If you can copy them onto card stock, you can keep them up all year long.
- 1 sheet of chart paper for your anchor chart (recommended but not required.)

2. Prepare the resources:

- Place the set of Abraham Lincoln artifacts in a large brown envelope. You will need one set for each group of 4. However, I recommend using your own artifacts instead of the ones provided. Put items in an envelope that tell your story: copies of report cards, movie tickets, family pictures, etc. You can engage your students while building a relationship with them from the beginning of school.
- Post the Human Bar Graph Numbers on a wall with plenty of space in front of it. If you cannot post all the numbers in a line, you can place them in different spots around your room.
- Post the Word Wall Terms in the front of the room or a focal point for the students.

Why Study History?

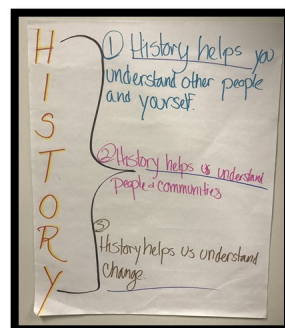
Day of the lesson:

1. Begin the lesson with the Preview questions in the PowerPoint presentations. (Two different versions are available for you to choose from.) You can have your students start by writing a response in their Interactive Notebook. Once your students have completed writing (usually about 4-5 minutes), ask them to stand in front of the number that best represents their response. They should create a line by standing in front of each other. Once you see where everyone is standing, encourage them to talk to other students standing in the same location and explain why they choose their answer. Have a few students share their responses after a few minutes.
2. Create groups of four students. Ask them to look at the terms on the Word Wall and discuss what they already know about these terms. Briefly discuss the meaning of each term using the Predict This vocabulary activity. It is not necessary for the students to write these definitions down, they are included later in the reading and Doodle Notes activity.
3. Hand each group an envelope of artifacts. Give the students time to examine the artifacts with their group. Ask the debrief questions in the PowerPoint presentation.
4. Share the quote on the study of history - ask how it applies to their own lives.
5. Give students the Why Study History? reading and Doodle Notes. Depending on the grade level you teach, you can have your students work with a partner from their group or guide them through the reading and notetaking process.
6. Complete the Why Study History? Spectrum activity. Give students time to rank the statements independently, then as a group, discuss their answers. Or, you can use the Why Study History? Dialogue activity - choose the one that suits your classes best.



Allow groups to share their answers from the Why Study History? spectrum. Use the most common responses to create an anchor chart.

Running short on time? Modify this resource by eliminating the human bar graph, artifact study or Spectrum discussion.



Word Wall
Terms

And

Predict This

evidence



artifact



point of view



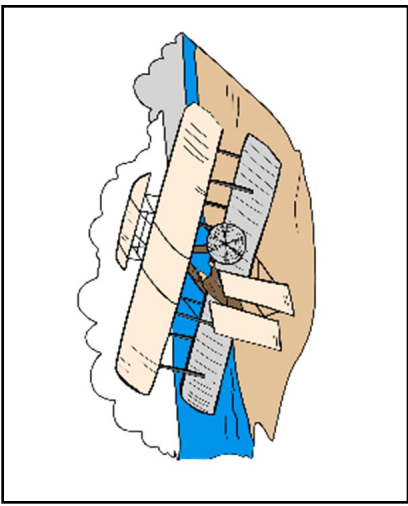
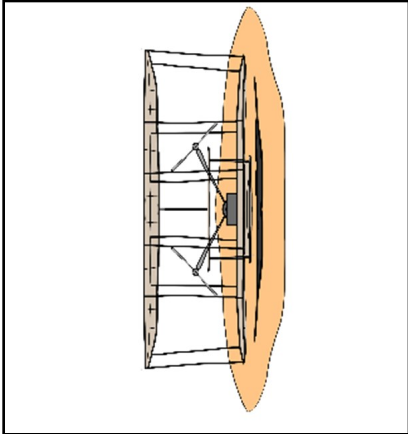
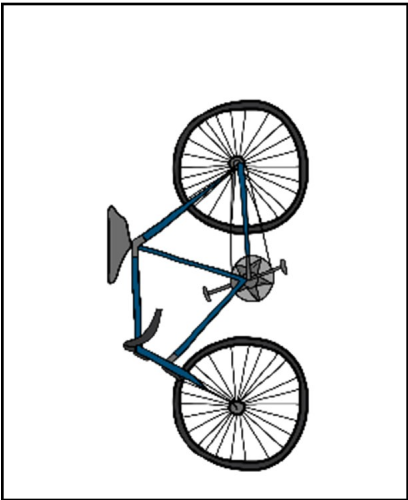
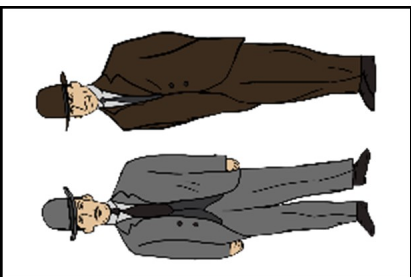
primary source



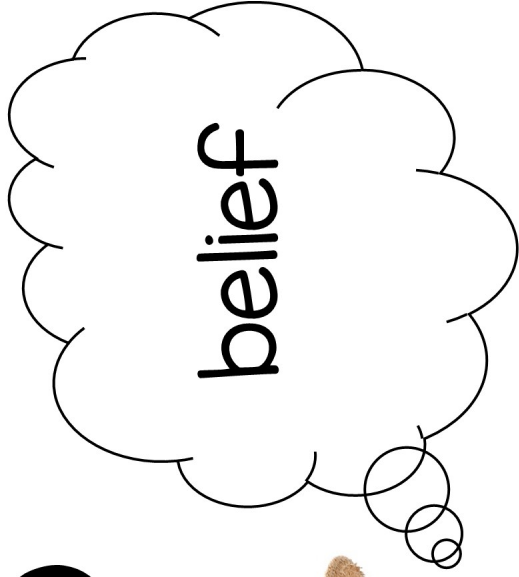
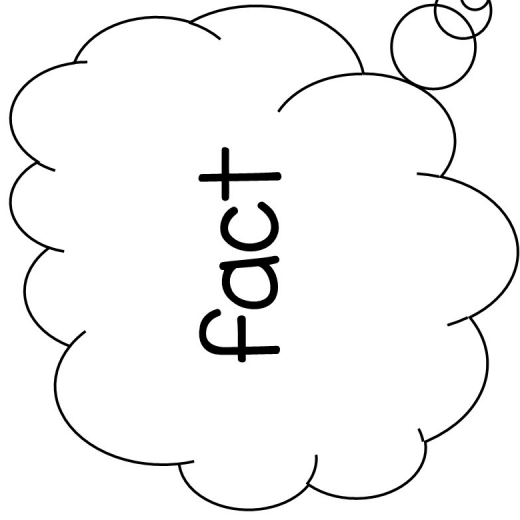
secondary source



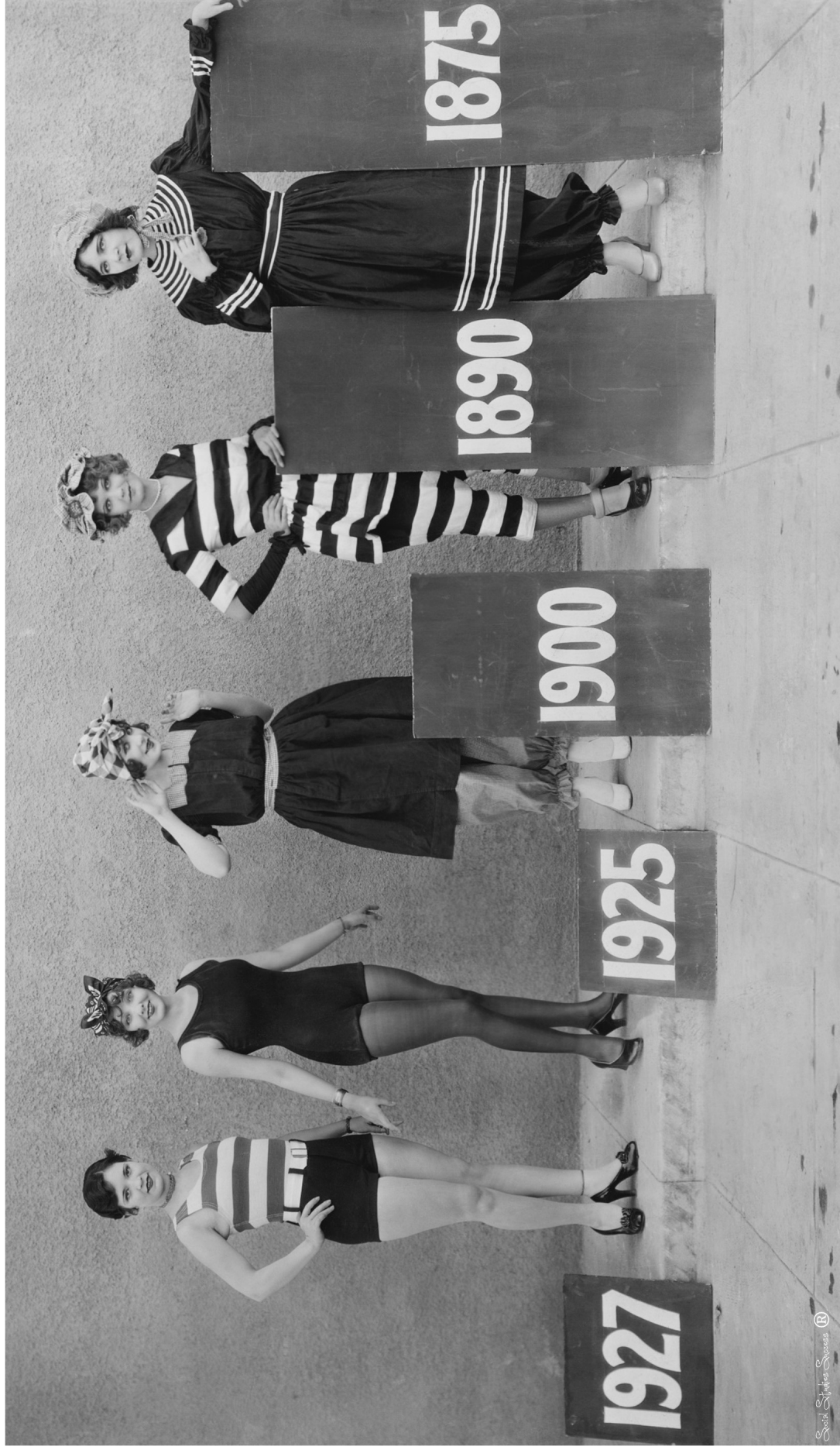
chronology



bias



era





Why Study History? Predict This

Use the vocabulary word wall as your word bank. Choose the word that you think matches that definition.

Which word means...	Word Guessed	Clues You Used
A human made object.		
A way of looking at something, may be shaped by many things, such as the person's age, religion, job, or political views.		
The sequence of events in time.		
Information that can be used to prove a statement or support a conclusion.		
A document or other record of past events created by people who were present at that time.		
Anything that might change a person's observations. It can make a source less than trustworthy.		
Information written after the time period by an expert or historian.		
A long and distinct period of history with a particular feature of characteristic.		

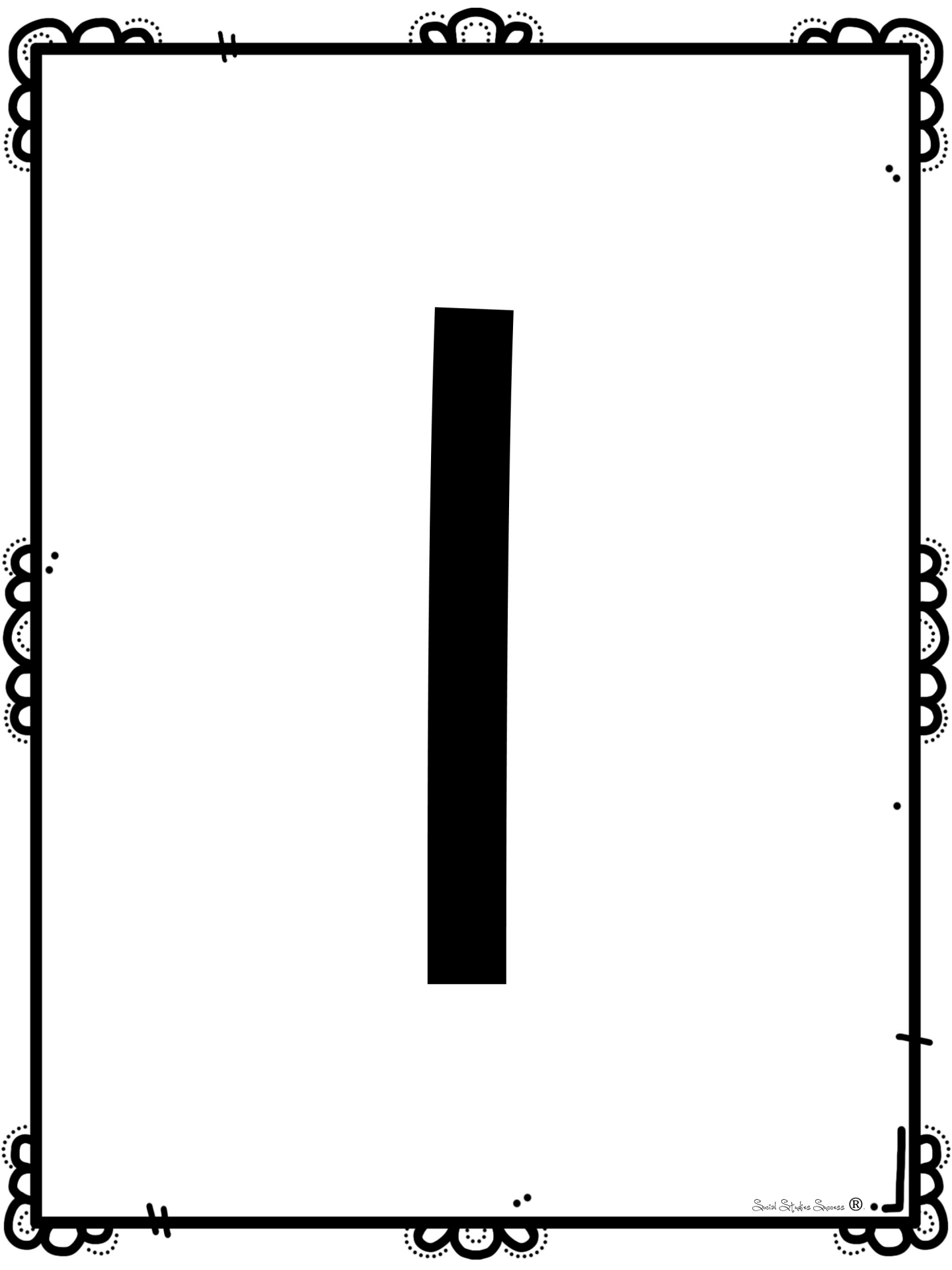


Why Study History? Predict This

Use the vocabulary word wall as your word bank. Choose the word that you think matches that definition.

Which word means...	Word Guessed	Clues You Used
A human made object.		
A way of looking at something, may be shaped by many things, such as the person's age, religion, job, or political views.		
The sequence of events in time.		
Information that can be used to prove a statement or support a conclusion.		
A document or other record of past events created by people who were present at that time.		
Anything that might change a person's observations. It can make a source less than trustworthy.		
Information written after the time period by an expert or historian.		
A long and distinct period of history with a particular feature of characteristic.		

Human Bar
Graph
Numbers



2

3

4

5

Abraham

Lincoln

Artifacts

ORGANIZED
1854

JUNE 1, 1860.

HONORARY



MEMBERSHIP CERTIFICATE

This certifies, that *Mrs. Annam Lincoln* has
been duly elected an HONORARY MEMBER of the
REPUBLICAN WIDE-AWAKE CLUB

OF CHICAGO.

Club Rooms, No. 34 Lake Street.



Wm. G. Johnson, Jr., Commandant.

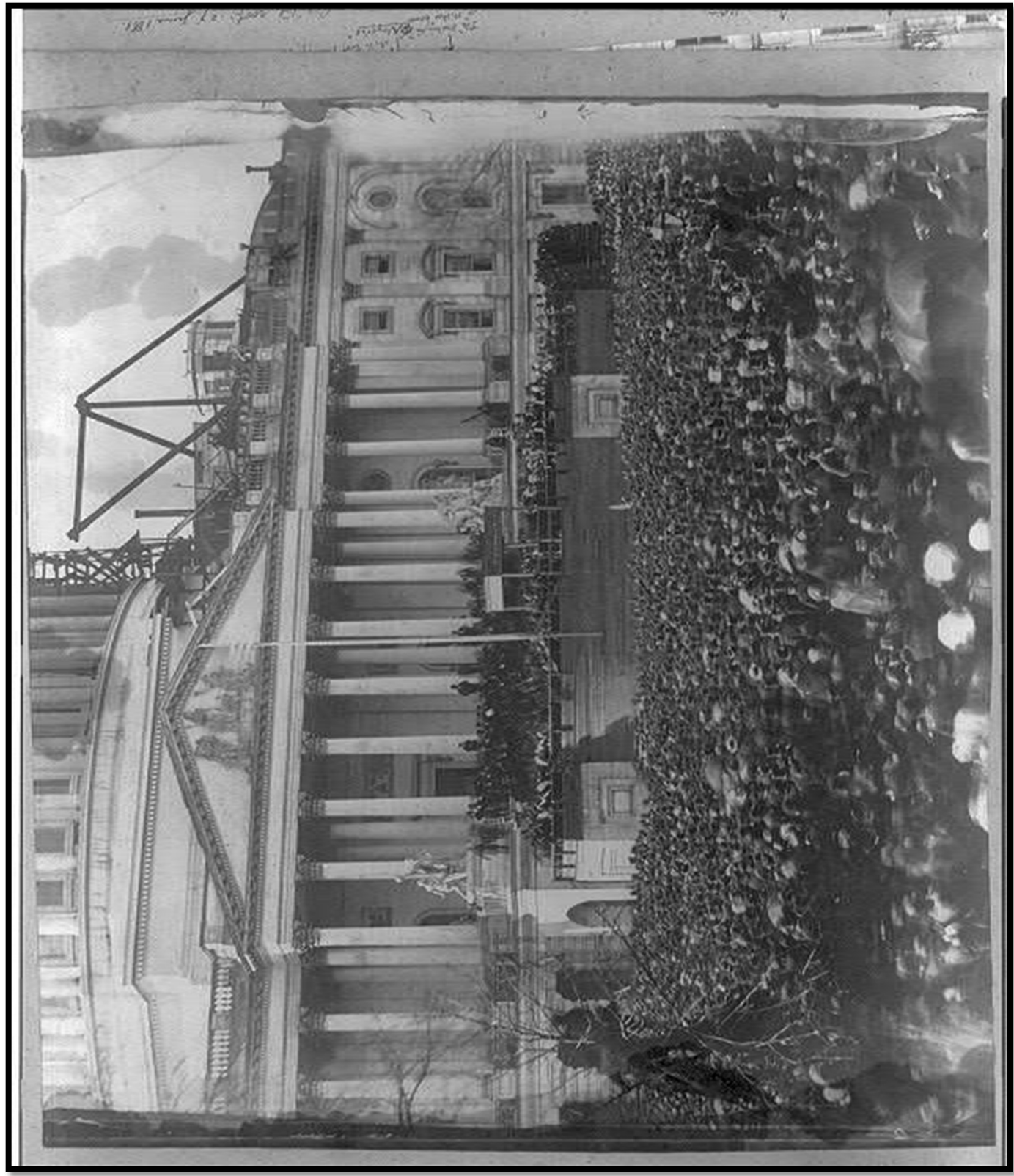
Geo. D. Johnson, Secretary

John J. Richard, President

W. P. BENTON, PRINTER

2975

1860 Chicago, Ill. Republican Wide-Awake Club



Inauguration of Mr. Lincoln, 4 March 1861

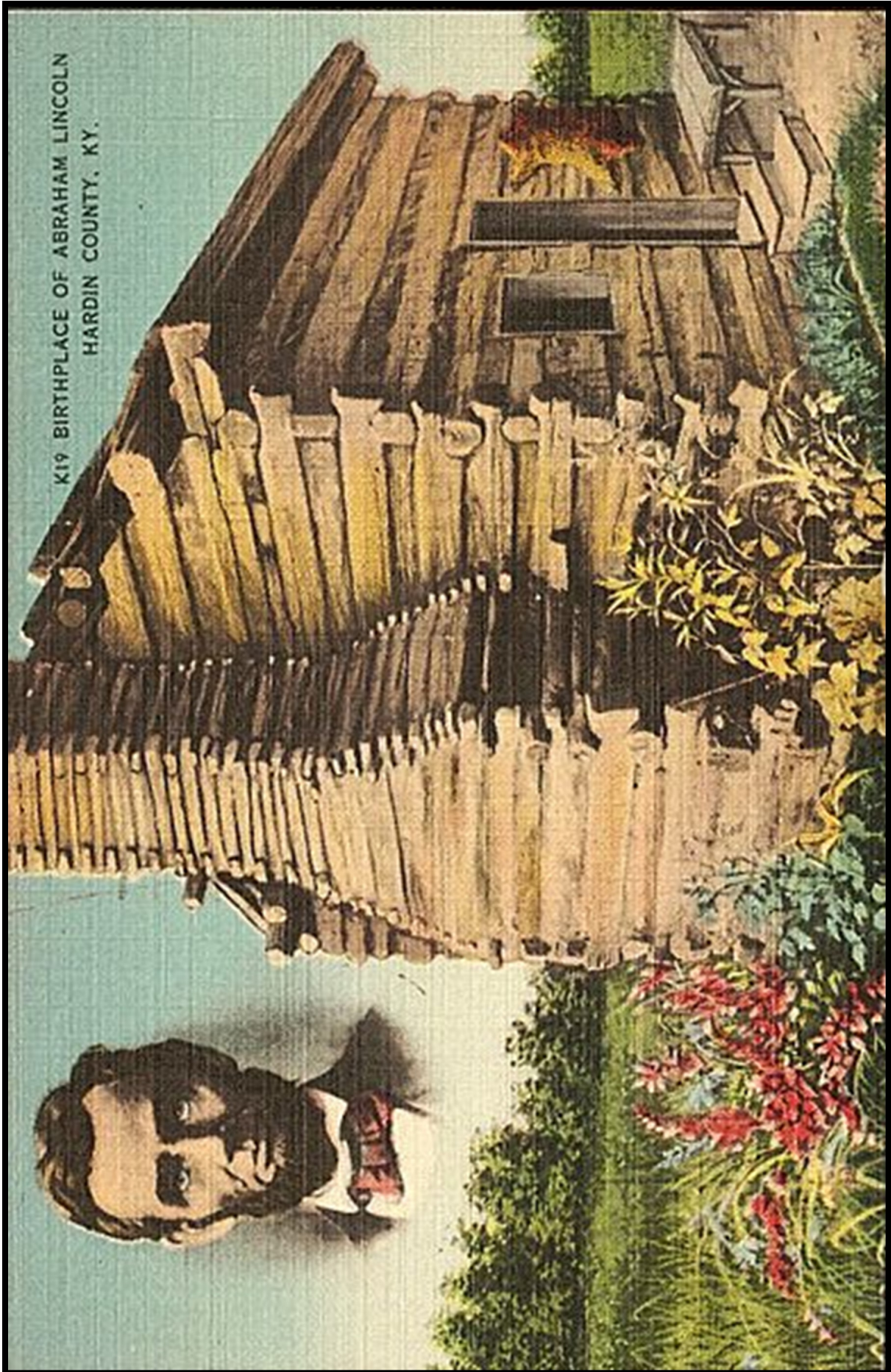


Abraham Lincoln and his Emancipation Proclamation Copyrighted and designed by Mrs. M. M. Pabor in 1888



President Abraham Lincoln with General George McClellan (third from left) at his headquarters in Antietam, Maryland in 1862.

K19 BIRTHPLACE OF ABRAHAM LINCOLN
HARDIN COUNTY, KY.



Abraham Lincoln letter to his son's teacher

"My son starts school today. It is all going to be strange and new to him for a while and I wish you would treat him gently. It is an adventure that might take him across continents. All adventures that probably include wars, tragedy and sorrow. To live this life will require faith, love and courage.

So dear Teacher, will you please take him by his hand and teach him things he will have to know, teaching him - but gently, if you can. Teach him that for every enemy, there is a friend. He will have to know that all men are not just, that all men are not true. But teach him also that for every scoundrel there is a hero, that for every crooked politician, there is a dedicated leader.

Teach him if you can that 10 cents earned is of far more value than a dollar found. In school, teacher, it is far more honorable to fail than to cheat. Teach him to learn how to gracefully lose, and enjoy winning when he does win.

Teach him to be gentle with people, tough with tough people. Steer him away from envy if you can and teach him the secret of quiet laughter. Teach him if you can - how to laugh when he is sad, teach him there is no shame in tears. Teach him there can be glory in failure and despair in success. Teach him to scoff at cynics.

Teach him if you can the wonders of books, but also give time to ponder the extreme mystery of birds in the sky, bees in the sun and flowers on a green hill. Teach him to have faith in his own ideas, even if every one tell him they are wrong.

Try to give my son the strength not to follow the crowd when everyone else is doing it. Teach him to listen to every one, but teach him also to filter all that he hears on a screen of truth and take only the good that comes through.

Teach him to sell his talents and brains to the highest bidder but never to put a price tag on his heart and soul. Let him have the courage to be impatient, let him have the patient to be brave. Teach him to have sublime faith in himself, because then he will always have sublime faith in mankind, in God.

This is the order, teacher but see what best you can do. He is such a nice little boy and he is my son."



The National News

VOL. XIV - NO. 4220

WASHINGTON, SATURDAY, APRIL 14, 1866

PRICE TEN CENTS

LINCOLN SHOT

CONDITION CONSIDERED HOPELESS

Will Not Live Through Night Doctors Declare



TO OUR READERS:

The staff of *The National News* is proud to present a SPECIAL MEMORIAL EDITION, A PRESIDENT REMEMBERED. Published on the occasion of the first anniversary of Abraham Lincoln's assassination, it is devoted entirely to the story of his tragically brief life.

As you can see, we begin with that dreadful day and its aftermath. To accurately recreate the atmosphere of disbelief, shock, fear, and anger that engulfed our country, we reproduce the headlines and articles we ran at the time.

Faithfully recalling Lincoln's life presented a different challenge. Our staff writers traveled thousands of miles and spent countless hours interviewing those who knew him best. They have crafted a compelling story of his boyhood, youth, family life, emergence onto

the national political scene, and years as leader of our nation.

A group of equally dedicated artists contributed visually in styles that range from simple but evocative pencil sketches to the results of the marvelous modern invention, photography.

You have in your hands the fruits of this labor of love. Throughout the year-long process we have tried to heed Abraham Lincoln's wise words of warning:

"Biographies, as generally written, are not only misleading, but false. The author makes a wonderful hero of his subject, he magnifies his perceptions, if he has any, and suppresses his imperfections. History is not history unless it is the truth."

Our president's life was taken at a time of new beginnings for him and for us. It was a time of renewed promise for the nation he had held together with steadfast determination, transcendent vision, and infinite compassion. After four horrific years of civil war it was time for all Americans to rejoice; but the celebration was cut short by an assassin's bullet.

As so often is the case in life and letters, the poets have the last word. And so we include Walt Whitman's "O Captain! My Captain!" as a fitting, final tribute.

Working on this SPECIAL MEMORIAL EDITION allowed us to temper our grief with appreciation. We hope it helps you to do the same.

THE PUBLISHER



Image showing Abraham Lincoln with his wife and sons.

Why Study
History?

Reading and
Doodle Notes

Why Study History?

Why do we study history? For thousands of years we have learned about the people who came before us - their actions, triumphs, and anguish. *Why do we do this?* Put simply we study history to learn about ourselves - how would we react and act in instances like those in the past. The past is made of human interactions between each other and the environment. When you study history, you start to see patterns in human behavior. An understanding of the past is key to an understanding of the present.

To study history, you must start with a question. You are looking to find the answer to this question by studying the past. A question you could ask is "What makes a great president?" A question like that could lead you to a study of American presidents. This could lead to another question - *How does a great leader react in time of crises?* or "What characteristics makes a person great?" Who decides?"



Next you would need to gather facts and information related to your questions. This becomes the **evidence** you need to analyze to reconstruct the past. Evidence is the information that can be used to prove your statement or to support a conclusion. When you study history, evidence can be found in many different forms. It might be an old letter or photograph. Or it might be an **artifact** - a human made object - such as a tool, button or old vase. Evidence can also be found in pictures, music and even old movies. You draw your conclusion based on the patterns of evidence you find in your research.

As you study the past looking for evidence, you are actually looking at **primary sources** - a document or other record of past events created by people who were present at that time. A letter, such as the one Abraham Lincoln wrote to his son's teacher, is an example of a primary source. You are looking to find patterns and establish meaning through these documents and artifacts left by people from other times and places. While these primary sources can sometimes be difficult to read, they provide the best information on a certain topic or question.

You can also gather information from **secondary sources**. A secondary source is written after the time period by an expert or historian. They were not present at the event or maybe not even alive during the same time. Many secondary sources are created long after an event occurs. Secondary sources can include books, magazines, and short articles. Secondary sources can be useful for summarizing a large amount of information.

All historical evidence, whether primary or secondary, must be looked at carefully. You should examine each source for the **point of view** of the person who created the source. A point of view, or way of looking at something, may be shaped by many things, such as the person's age, religion, job, or political views. For example, a historian would expect that a Northern soldier in 1864 would have had a point of view different from that of a soldier fighting for the South.

Why Study History?

Sometimes a source contains information or conclusions that reflect a certain point of view. This is not necessarily a bad thing, but you must be careful to look for signs of bias when analyzing evidence. In general, bias is anything that might change a person's observations. Bias takes many forms, ranging from a simple friendship to an unfair dislike of a person or group. Whatever its form, bias can make a source less than trustworthy.

Sometimes a source you examine isn't even true! In today's world, spreading false information is extremely easy! People may write inaccurate stories in order to persuade someone to support a certain point of view. When studying history, it is essential to ensure you are reading accurate information. As a famous president once said,



Everything you read on the internet isn't true! – Abraham Lincoln

You can check for accurate information on the internet by asking critical questions: Who is the author? Is the article free from bias? What is the source of the information? Is the information found in several different sources? Are the sources cited and verifiable? If you check your information, you will find if it is accurate or not (like the quote from Lincoln - not true!)

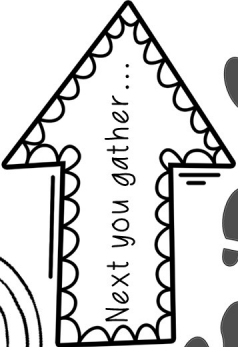
Once the evidence is selected and evaluated, you can begin to reconstruct what happened. You can start by establishing a **chronology**, or sequence of events in time. Once you are certain of the correct order of events, you are better able to make connections among those events. You can look for patterns among eras or across time. You can identify cause and effect. You can also begin to look for long-range changes and trends that may have developed over many years or even decades. For example, when deciding what makes a great president, you could examine the events during different presidencies and evaluate how different presidents reacted to these events. You could then compare these reactions to those of other leaders when faced with a similar situation.

History is not like other subjects you study in school; sometimes there can be more than one correct answer. History is still open to interpretation. In fact, some people describe history as an ongoing argument about the past. The way we view certain events can change over time. Differences of opinion about how to look at the past makes history interesting and important. With each new generation of people come new arguments. As historian Frederick Jackson Turner once wrote,

"Each age tries to form its own conception of the past. Each age writes the history of the past anew with reference to the conditions uppermost in its own time."

In other words, our understanding of the past is always being shaped by the point of view of those in the present. In that sense, history is never finished. The lessons of the past shape our understanding of the present, and must light our way to the future.

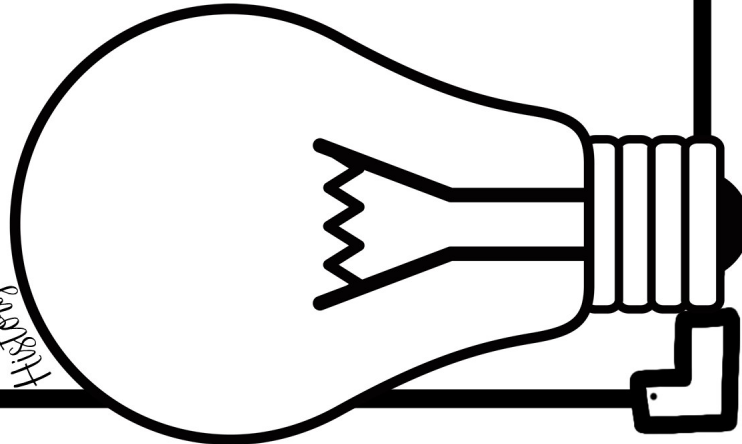
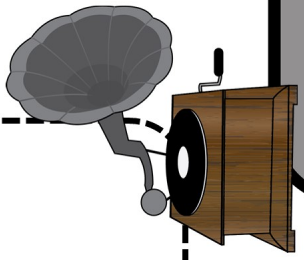
Why Study History?



EVIDENCE:

Including artifacts -

and sources

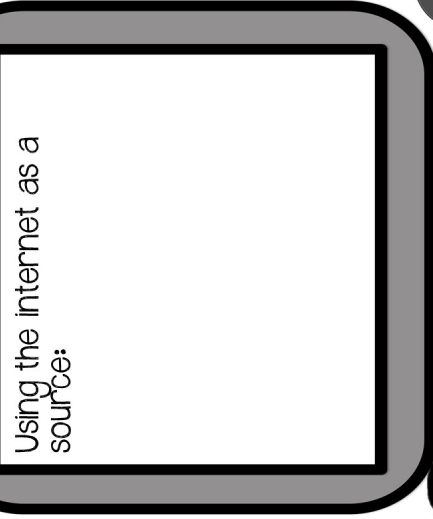


History is ...

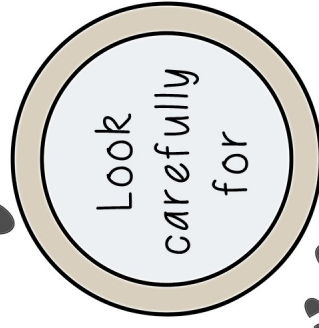
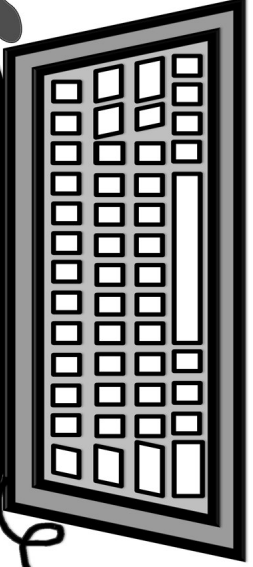
A chronology is ...

A chronology can be used to ...

An era is...



Using the internet as a source:



Look carefully for

point of view: bias:



Secondary Sources:



Primary Sources -

Processing Assignments

Why Study History? Spectrum

Directions: listed below are different reasons why you should study history. Read the statements and choose the five that you think are the most important reason to study history. Once you have chosen your top five reasons, rank them from most important (1) to least important (5).

- History gives you an opportunity to develop analytical thinking skills.
- History helps you better understand yourself and your actions.
- History helps you understand people who are different.
- History allows you to gain perspective and learn to see a bigger picture.
- History inspires you.
- History can help you connect to those who have lived before you.
- History is entertaining and fun.
- History helps us understand people and societies.
- History helps us understand change.
- History helps us develop our own morals.
- History provides identity to a group of people or culture.
- Studying history is essential for good citizenship.
- Understanding history is essential in our global society.
- History shapes who and what we are.

Why Study History Dialogue

Directions: Write a dialogue between two students discussing the importance of history. Your dialogue needs to contain at least three of these terms: *evidence, artifact, primary source, secondary source, bias, era* or *chronological*.

A large, empty speech bubble with a tail pointing towards the male student on the left.A large, empty speech bubble with a tail pointing towards the female student on the right.

Social Studies Success®

Why Study History Dialogue

Directions: Write a dialogue between two students discussing the importance of history. Your dialogue needs to contain at least three of these terms: *evidence, artifact, primary source, secondary source, bias, era* or *chronological*.

A large, empty speech bubble with a tail pointing towards the female student on the left.A large, empty speech bubble with a tail pointing towards the female student on the right.

Social Studies Success®

Why Study History?

You start with a **QUESTION**

Next you gather...

EVIDENCE:
information used to prove a statement or support a conclusion

Including artifacts -
human made objects and sources

Primary Sources - Record of past events created by people who were there at the time

Secondary Sources: written after the time period by an expert

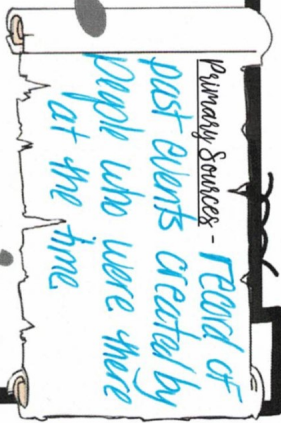
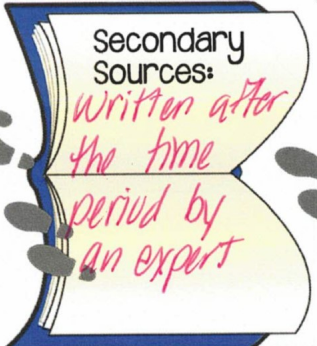
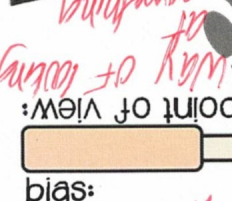
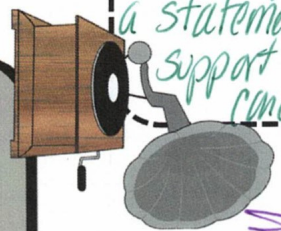
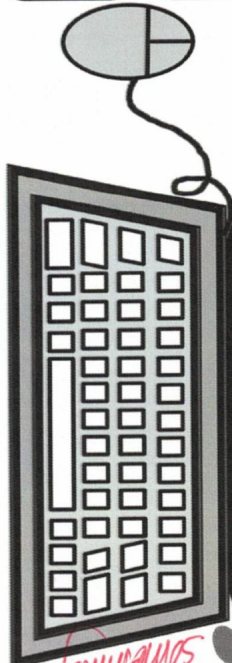
Using the internet as a source:
• Who is the author?
• Is there bias?
• Can you confirm the information?
• Are the sources verified?

A chronology is...
A chronology can be used to...
Look for patterns
Identify cause and effect
An era is...
Period of time with common

Characteristics

History is...
• Open to interpretation
• never finished
• a light to shine
*Answers vary

Look carefully for
point of view:
bias:
anything that may change a person's observations





Want more???

Did you  the lesson and want others like it?

Click on a link below to explore more exciting lessons for





Connect with me!

I love *connecting* and *sharing ideas* with teachers!

You can find me on social media and through my website.



www.pinterest.com/SSSuccess/



<https://twitter.com/@SSSuccess1>



<https://www.facebook.com/SocialStudiesSuccess/>



https://www.instagram.com/social_studies_success/



www.SocialStudiesSuccess.com

Social Studies Success





About the Author

For more than 25 years, I have brought my love of Social Studies to teachers and students. My journey includes a variety of roles - classroom teacher, instructional coach, curriculum coordinator, university professor, and professional development trainer. Working with middle school students has been one of the highlights of my career.

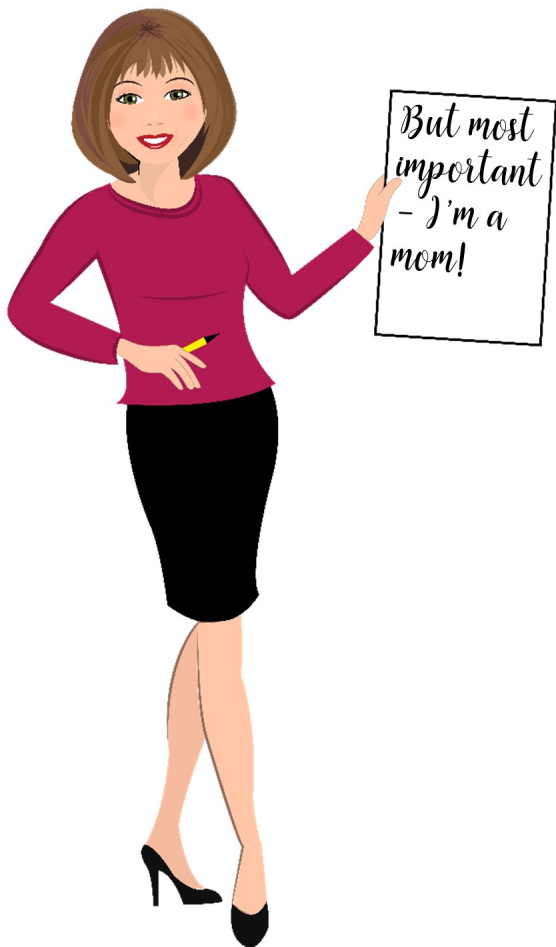
After thirteen years in the classroom teaching 7th and 8th grade history, I transitioned into the role of an instructional coach at a high school campus. This window into other teachers' classrooms motivated my inner calling to improve social studies instruction. I realized how important quality teachers are in changing the way students learn history.

My next step was to central office. I served a district of over 55,000 students as a Social Studies Coordinator. My goal of improving Social Studies instruction continued as I worked with over 600 K-12 Social Studies teachers to implement transformative Social Studies education.

In my current role, I provide professional development, consulting services and resources to Social Studies teachers. Research into best practices is embedded into all of my resources. I want every child to understand the importance of Social Studies in their life - and every teacher to have the tools to reach them.

You can reach me at

www.SocialStudiesSuccess1@gmail.com



Dawn