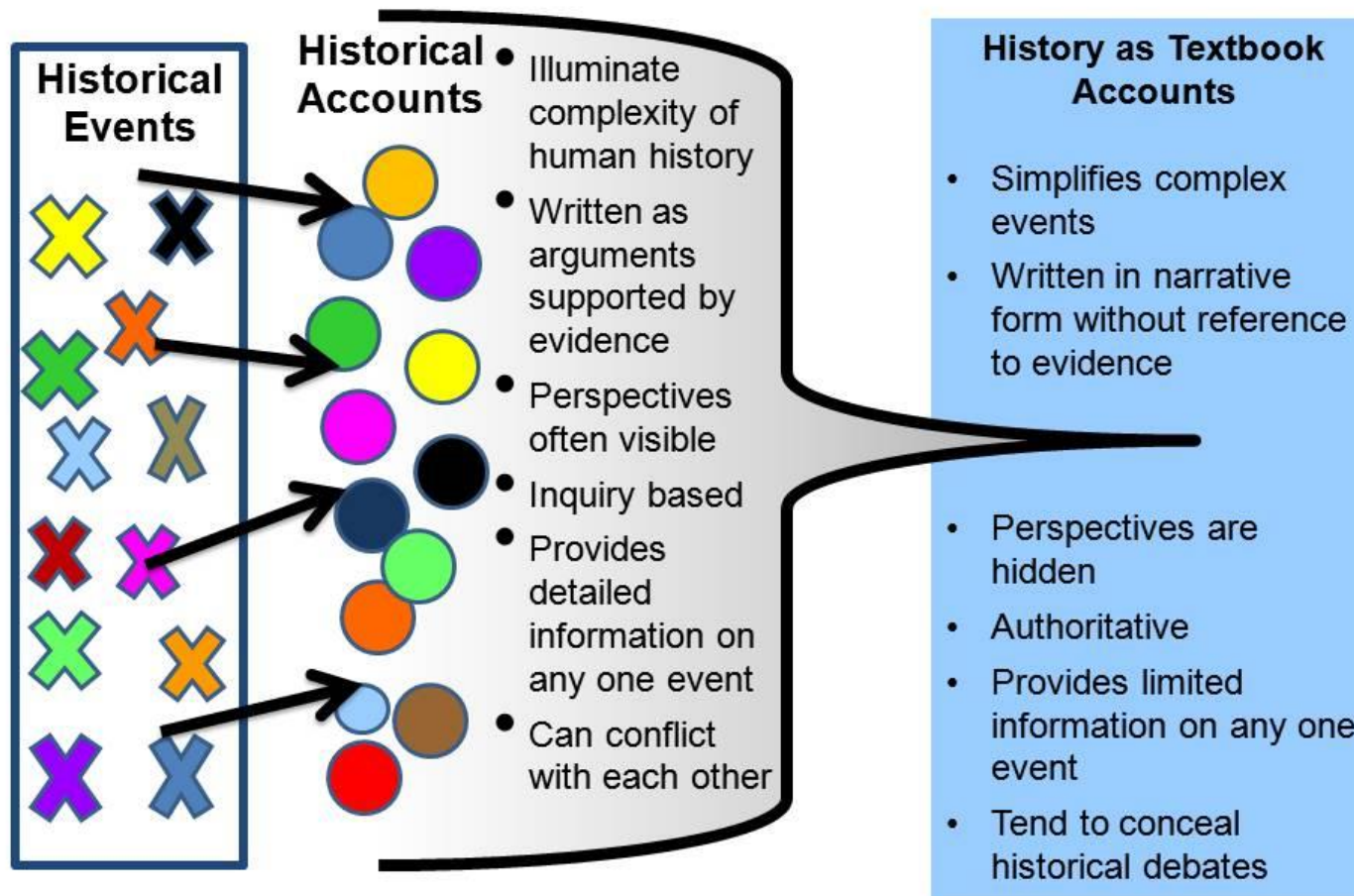


Graphic Organizer

Comparing Historical Accounts and Textbook Accounts



Big Idea Card

Big Ideas of Lesson 11, Unit 1

- Historians investigate problems about the past, make claims about what happened, and support their claims with evidence.
- The textbooks provide a narrative of the past, allowing students to read about a broad range of historical events, but have several limitations.
- Some of the limitations of history textbooks include that they: oversimplify complex events; offer limited evidence, historical arguments, and perspectives; and tend to ignore motives.
- History textbooks often fail to show the investigative nature of history and tend to make historical outcomes seem 'inevitable'.
- When examining sources, it is important to source, contextualize, closely read, and corroborate accounts of the same event in order to get a more accurate picture of the past.

Word Cards

Word Cards from previous lessons needed for this lesson:

- Representation – Word Card #1 from Lesson 1
- Account - Word Card #7 from Lesson 1
- Perspective/Point of View – Word Card #9 from Lesson 2
- Historical Event - Word Card #11 from Lesson 3
- Historical Account – Word Card #12 from Lesson 3
- History – Word Card #13 from Lesson 3
- Historian – Word Card #14 from Lesson 3
- Interpretation - Word Card #15 from Lesson 3
- Corroborate -- Word Card #16 from Lesson 4
- Evidence -- Word Card #17 from Lesson 4
- Primary Sources – Word Card #18 from Lesson 4
- Secondary Sources – Word Card #19 from Lesson 4
- Internal Consistency – Word Card #22 from Lesson 4
- External Consistency - Word Card #23 from Lesson 4
- Sourcing - Word Card #25 from Lesson 5
- Argument - Word Card #52 from Lesson 10
- Narrative – Word Card #53 from Lesson 10

54 motive

a person's reason for doing something, especially one that is hidden or not obvious



Example: Sam's motive in helping his mom with the yard work was so that she would be more willing to let him stay out past his curfew that night.

(SS070111)

Challenging the Power and Authority of the History Textbook

Read the following quote and then thoughtfully answer the questions that follow.

History's complexity requires us to encounter multiple voices. A single voice can spellbind us with gripping narrative. But "history" has at its root the Greek [word *historein*]: to inquire. True inquiry admits no easy answers. The textbook achieves its synthetic harmony only by squelching discordant notes.¹

1. What do you think is the main idea of this quote?
2. What does it mean that history is *complex*? What does it mean to encounter 'multiple voices' when studying history?
3. The author warns we can be spellbound with a gripping narrative. What does it mean to be spellbound? Why is it undesirable to be spellbound when studying history?
4. The word history is based on the Greek word which means 'to inquire.' What does it mean to inquire? What does it mean that there are no easy answers in true inquiry?
5. What do you think the author means by the last sentence?
6. Judging from this quote, is it more likely that the author agrees or disagrees with the following statement? Support your answer with evidence.
"Textbooks are the best way for students to learn about history."

¹ Wineburg, Sam. "Opening up the Textbook: And Offering Students a 'Second Voice.'" *Education Week*. (2007). Vol. 26, Issue 39, Pages 28-29.

A Textbook Account of the Battle of Lexington

By the morning of April 19, 1775, the king's troops reached Lexington. As they neared the town, they saw 70 minutemen drawn up in lines on the village green. The British commander ordered the minutemen to leave, and the colonists began to move out without laying down their muskets. Then someone fired, and the British soldiers sent a volley of shots into the departing militia. Eight minutemen were killed and ten more wounded, but only one British soldier was injured. The Battle of Lexington lasted only 15 minutes.

----Textbook Account of the Battle of Lexington, p. 101 (Danzer, et al., 2003, *The Americans*. Evanston, IL: McDougal Littell).

1. What **evidence** does the author provide to prove that the British commander ordered the minutemen to leave? How could we find out if this is true?
2. What **evidence** does the author provide that the colonists began to move out without laying down their muskets? How could we find out if this is true?
3. The author is writing about a period many years ago. How do we know the dates are accurate? How do you think the author determined the date of the Battle of Lexington?
4. The author claims that the Battle of Lexington lasted only 15 minutes. What **proof** does the author provide? How do we know this is true?
5. What questions does this passage raise for you about the Battle of Lexington? For example, what do you think is the *significance* of the Battle of Lexington? What do you think it means that the colonists began to move out without laying down their muskets? Who do you think fired the first shot?

Document A: Barker (Modified)

19th. At 2 o'clock we began our march by wading through a very long stream up to our middles. About 5 miles away from a town called Lexington, we heard there were some hundreds of people collected together intending to oppose us. At 5 o'clock we arrived there and saw a number of people, I believe between 200 and 300, formed in a common in the middle of the town. We still continued advancing, prepared for an attack though without intending to attack them. As we came near them, they fired one or two shots, upon which our men without any orders, fired and put them to flight. We then formed on the Common, but with some difficulty, the men were so wild they could hear no orders; we waited a considerable time there, and at length proceeded on our way to Concord.

Source: Entry for April 19th, 1775, from the diary of Lieutenant John Barker, an officer in the British army.

Document B: Mulliken (Modified)

We Nathaniel Mulliken, Philip Russell, (Followed by the names of 32 other men present on Lexington Green on April 19, 1775)...All of lawful age, and inhabitants of Lexington...do testify and declare, that on the nineteenth of April, about five o'clock in the morning, we proceeded towards the Green, and saw a large body of troops marching towards us. Some of our men were coming to the Green, and others had reached it, at which time, they began to disperse. While our backs were turned on the British troops, they fired on us, and a number of our men were instantly killed and wounded, not a gun was fired by any person in our company on the British soldiers to our knowledge before they fired on us, and continued firing until we had all made our escape.
Lexington, April 25, 1775.

Source: Sworn by 34 minutemen on April 25 before three Justices of the Peace.

Examining a Primary Source

Use the following historical habits of mind and guiding questions to examine the primary document *Mulliken*.

Sourcing: *Before reading the body of the document, consider a document's attribution-- both its author and how the document came into being.*

What kind of document is this? Why was it written? Do you trust it more or less than a diary entry? When was this written (a long or short time after the event)? Who wrote this? Whose side does this document represent (what is the author's point of view)? What do you predict they will say?

Context/ Imagine the Setting: *After reading through the document, situate the document and events it reports into time and place.*

What story do the minutemen tell? What about this particular setting would have influenced their behavior and perspective?

Close reading: *While you are reading, pay close attention to the types of claims, language and evidence the author uses/doesn't use.*

What claims does the author make? What evidence does the author use to support the claims? What information does the author leave out? What words or phrases does the author use to convince me that he/she is right? What is the significance of the phrase "to our knowledge?"

Corroboration: *After you are done reading the documents, cross-check them.*

How does the *Mulliken* document differ from Barker's account? How can we account for any differences between the accounts? Which pieces of evidence are most believable? Which are questionable? Overall, which account do you find more reliable? Why? Are there any facts that both accounts agree on? How do both of these accounts compare with the textbook's account of the Battle of Lexington?

Fishbowl Discussion: Challenging Our History Textbook

During the fishbowl take notes on specific points made by your classmates:

Using the example of the Battle of Lexington from class today, explain in detail how using ONLY a textbook limits our understanding of the past. Provide evidence.

By interrogating sources rather than accepting their conclusions as fact, what more did we learn about the events at Lexington? How is our understanding STILL limited?

In what other areas of your life should you avoid accepting what is said as fact and employ similar questioning strategies that we did today?

In what ways do history textbooks actually DISCOURAGE students from being critical and ENCOURAGE memorization?

<p>Do you think that there might be other instances in which textbooks are inaccurate or incomplete? Explain.</p>	<p>How should we approach the use of our textbook in this World History class?</p>
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The Points: Participation in today's fishbowl is worth up to 10 points. When the fishbowl is over, please fill out the rubric below to assess your participation:

___/2 Contributes quality, detailed, well-informed information/points to the discussion and is clearly well-prepared

___/2 Offers appropriate and effective responses to other points made during the discussion

___/2 Listens actively, reflects, and analyzes comments from other students while in the fishbowl

___/2 Conducts self in a respectful manner and **does not interrupt** others (and is silent when not in the fishbowl).

___/2 Takes quality notes (above) during the discussion

SUBTRACT one point for each time you talked while not "a fish" in the fishbowl.

Total: _____/10