

Unit 1, Lesson 12: Different Accounts - Is this the same place?

Lesson Overview

In this lesson students will draw your classroom (inside option) or classroom (outside option) from different points of view to create evidence that shows there can be different accounts of a thing or event with all of them being accurate.

NOTE: if you do the outside version of this lesson you will want to have 3 adults escort the students outside of school to draw.

Delaware Standard(s)

- History Standard 2a, 4-5 [Analysis]: Students will draw historical conclusions and construct historical accounts from primary and secondary source materials
- History Standard 3a, 4-5 [Interpretation]: Students will explain why historical accounts of the same event sometimes differ and relate this explanation to the evidence presented or the point-of-view of the author.

Big Ideas

- different accounts, point of view

Essential Questions

- How is it possible for there to be different accounts of the same event or things and all of them are credible?

Enduring Understandings

Students will understand that there can be different accounts of things and past events because those creating the accounts had different points of view and evidence.

Resources

- [Lesson 12 Google Slides](#)
- Blank paper for each student

Procedures

Day 1:

1. Warm-Up: Present students with the following scenario and question:

A teacher found Pat and Sam in the hallway having a bitter disagreement. The teacher asked Pat what happened. Pat replied, "Sam started it." The teacher then turned to Sam and asked Sam what happened. Sam replied, "Pat started it."

Think-Pair-Share: How can you explain why there are two different versions of the same event?

- a. Invite volunteers to share their explanations but don't weigh in with your thoughts. Tuck their responses away for the lesson's debrief.
 - b. Tell students that you are going to do a few activities that will dig further into the kind of scenario that they just discussed.
2. **Form Groups:** Divide students evenly into three groups. It will be best if the three groups are clustered together in 3 sections of the room. Label the groups 1, 2, and 3 and make sure students know their group numbers. Each student should also have a letter e.g., 1a, 1b, 1c...2a, 2b, 2c...3a, 3b, 3c...
- a. Each student must also have a blank piece of paper and something to draw with, ideally a pencil.
 - b. Tell students that you are going to give them instructions that they are to read silently to themselves and that they are not to share their instructions with other students

Lesson Option 1: Students ARE able to go outside.

Distribute the Group 1 instructions below to students in Group 1, the Group 2 instructions to students in Group 2, and the Group 3 instructions to students in Group 3.

Group 1: when your teacher gives you the "go" signal, walk in silence out the front door, turn right, and go to the side of your school's building. Draw your school as it appears from the right side.

Group 2: when your teacher gives you the "go" signal, walk in silence out the front door, turn left, and go to the side of your school's building. Draw your school as it appears from the left side.

Group 3: when your teacher gives you the "go" signal, walk in silence out the front door, and walk to the front of the building. Draw your school as it appears from the front of the building.

Escort the three groups outside the school building and to their assigned locations. Have them draw the school building from their different vantage points.

OR

Lesson Option 2: Students are NOT able to go outside.

Distribute the Group 1 instructions below to students in Group 1, the Group 2 instructions to students in Group 2, and the Group 3 instructions to students in Group 3.

Group 1: when your teacher gives you the "go" signal, face the front of the room, and draw your classroom as it appears in the front of the room.

Group 2: when your teacher gives you the "go" signal, face the back of the room, and draw your classroom as it appears in the back of the room.

Group 3: when your teacher gives you the “go” signal, face the left side of the room, and draw your classroom as it appears on the left side of the room.

3. Collect Drawings (or “sources): Collect all of the drawings and compile (paper clip together) them by letters. In other words, you will want to have piles like the following so that there are three different drawings of the building or classroom from the 3 different points of view:
 - a. All A Group Drawings Together = Drawings 1a, 2a, and 3a
 - b. All B Group Drawings Together = Drawings 1b, 2b, and 3b
 - c. All C Group Drawings Together = Drawings 1c, 2c, and 3c etc.
4. Tell students that you will complete the lesson during your next social studies class.

Day 2:

1. **NOTE: If you had students draw their classroom, simply replace “school” or “building” in the instructions below with “classroom.”**
2. **Analyzing Evidence:** Form mixed groups based on the letters that the students were assigned in the previous class i.e., all the A’s together; all the Bs together; all the Cs together etc. The mixed groups will look like the following:
 - a. A Group = Students 1a, 2a, and 3a
 - b. B Group = Students 1b, 2b, and 3b
 - c. C Group = Students 1c, 2c, and 3c
3. Tell students that it is time to use their imaginations. Ask them to pretend that it is the year 2062 (ask them how old they will be) and that they are now historians. They never saw the actual school building and it no longer exists. It was torn down long ago and replaced by a new one. As historians, you want to preserve the history of the community in which the school existed. Your first task is to be able to illustrate/explain what the school looked like.
4. Explain that no photos of the school have been found but that there are drawings of the school that were kept by a teacher who did a lesson with their students in which they were asked to draw what their school looked like. They donated the drawings to the local historical society. The class will be able to use the drawings to reconstruct what the school looked like.
5. Distribute one paper clipped set of drawings to each group. They need not be given to the same group that drew them. The only important thing is that each group gets three drawings from three different points of view.
6. Ask each student to have one drawing in their hands and present it to the other two members of their group one at a time. Then, ask the students to discuss the following questions in their groups:
 - a. Are the drawings of the school the same or are they different?
 - b. If you have never seen the school before, would you be somewhat confused trying to figure out what the building or classroom actually looked like based on the three drawings?

- c. From what you know about the lesson, are the drawings accurate representations of what the school looked or looks like?
 - d. Why might there be different “accounts” or representations (drawings) of what your school looked like?
- 7. **Debrief:** Go over the four questions with the students in the whole group. Then, revisit the essential question for the lesson i.e., *How is it possible for there to be different accounts of the same event or thing and all of them are credible?*
- 8. Explain the following to students (“refutational text”):
 - a. Many students believe that, if there are different accounts of something in the past that one of them must be wrong or the person who created the account was lying. You may be one of them. But it is important to understand that, while this may be true at times, there are also times when there are different and competing accounts, yet no one lied and none of them are wrong.
- 9. **Conclude:** Do you see how this lesson can help you understand this?