

Unit 1, Lesson 3: How does doing history differ from getting history?

Lesson Overview

In this lesson, students develop an understanding of the difference between “getting history” and “doing history” and that both approaches are used and valued by historians.

Delaware Standard(s)

- **History Standard 2a, 4-5 [Analysis]:** Students will draw historical conclusions and construct historical accounts from primary and secondary source materials

Common Core State Standards

- **CCSS.ELA-LITERACY.RI.4.1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **CCSS.ELA-LITERACY.RI.4.2:** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- **CCSS.ELA-LITERACY.RI.4.4:** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

Essential Questions

- How can we learn about the past?

Enduring Understandings

Students will understand that “getting history” and “doing history” are approaches used and considered valuable by historians.

Resources

- [Lesson 3 Google slides](#)
- [Resource 1: How do we learn about the past?](#)
- [Resource 2: Check for Understanding](#)

Procedures

1. **Warm-Up:** Present the following prompt to students and discuss possible responses.
 - a. If someone asked you to find out what Africa was like in the year 1491, how could you find out?
 - b. Have students turn and discuss their answers with a partner or small group then invite volunteers to share their responses.
2. Introduce the Lesson: Tell students that they are going to learn about the ways historians and others who are interested in the past learn what happened long ago.
3. **Reading 1:** Distribute copies of [Resource 1: How We Learn About the Past](#). Tell students that they should focus on a few questions including:
 - a. How is getting history different from doing history?

- b. Is one approach better than another? Explain why.
 - c. What do historians do regardless of which approach they use? [corroborate or check to see if their conclusions are credible]
 - d. Read it aloud or have students read independently.
4. **Debrief:** Review questions A, B, and C in Procedure 3 above.
5. **Check for Understanding:** Distribute copies of [Resource 2: Check for Understanding](#) and have students complete the checks for understanding.

Answer Key

1. D
2. B
3. History is not a bunch of facts. Example - George Washington was the greatest president is not necessarily a fact.