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<th>Practices of “doing history”</th>
<th>What historians do when they “do history”</th>
<th>What students do when they “do history”</th>
<th>What teachers do to help their students “do history”</th>
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| Choose a topic             | • In response to current events, their own previous research, or new publications or findings by colleagues, historians decide to investigate a historical topic.  
• Select a topic in history about which they can contribute knowledge to the public discourse in a way that informs their community’s understanding of the meaning of this person, place, or event.  
• Start with a question and then revise that question in light of the documents they find so that their final research question emerges out of a dialogue between their interests and the documents available. | • In response to experiences provided by their teacher, students choose from a selection of historical events, locations, persons that provided them by their teacher.  
• Write a list of anything they know about this event already (not every little detail, but the large ideas)  
• Build background knowledge  
• Discern issues in the event(s), location(s), person(s)  
• Decide upon the focus of their inquiry | • Pick a number of event(s), location(s), person(s) in local American history that they find interesting  
• Identify for themselves why they find these events, locations, people meaningful.  
• Provide students with experiences to provoke interest, deeper questions.  
• Make topic(s) compelling by relating it to students’ lives.  
• Identify the larger themes that are found within – identity, justice, idealism vs. realism, etc  
• Do background research on the theme or period in American history and its local connections.  
• Help their students to choose a topic in American history.  
• Help them to find out enough about a series of events, locations, people with local connections to make an informed decision to find out more about one in particular.  
• Align their choices with the state history standards. |
| Locate primary sources     | • Find primary sources – either from that era itself or from another era, representing it—by following the footnotes of other historians  
• Travel to locations, archives, libraries, museums.  
• Search online digital collections  
• Browse these collections to get a sense of what documents are available  
• Conduct oral histories.  
• Read about what others have said about these sources. | • Review a collection of sources provided by the teacher.  
• Learn from the teacher how to find more information about their subject.  
• Travel to locations, archives, libraries, museums.  
• Search online digital collections  
• Conduct oral histories.  
• Read about what others have said about these sources. | • Gather an intentional sampling of sources for students as a starting point.  
• Instruct students on how to find more sources – how to travel to locations, archives, libraries, museums.  
• Instruct students on how to search online digital collections  
• Instruct students on how to conduct oral histories.  
• Instruct students on how to read about what others have said about these sources. |
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<td>Examine primary sources</td>
<td>• Interrogate these sources with their research question in mind.</td>
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<td>• Teach students skills to be applied in examining sources: reading skills and comprehension strategies, for example</td>
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<td>• Look for examples of conflict and change over time</td>
<td>• Observe, wonder and infer</td>
<td>• Lead discussions with students on how to examine different types of primary sources.</td>
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<td>• Look for stories that might contribute to new understandings of a historical period</td>
<td>• Examine different types of sources, including: newspapers, magazines, legal documents, census papers, maps, photographs, drawings, cartoons, paintings, murals, statues, advertisements, films.</td>
<td>• Help students distinguish between fact and inference, observation vs. judgment.</td>
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<td>• Look for silences in the documents, and wonder about what is not there and why</td>
<td>• Travel to locations to do fieldwork, looking closely at manmade spaces (buildings, streets, bridges) and natural spaces (rivers, beaches, marshes, mountains, etc).</td>
<td>• Facilitate students doing independent examinations of different types of sources – print, three-dimensional, still image, moving image, sound.</td>
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<td>• Examine different types of sources, including: newspapers, magazines, legal documents, census papers, maps, photographs, drawings, cartoons, paintings, murals, memorials, advertisements, films</td>
<td>• • Travel to locations to do fieldwork, looking closely at manmade spaces (buildings, streets, bridges) and natural spaces (rivers, beaches, marshes, mountains, etc).</td>
<td>• Arrange and facilitate fieldwork (buses, scheduling, etc.) to enable firsthand experiences.</td>
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<td>• Travel to locations to do fieldwork, looking closely at manmade spaces (buildings, streets, bridges) and natural spaces (rivers, beaches, marshes, mountains, etc).</td>
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<td>• Prepare class for fieldwork: identify learning goals; prepare assignments to observe, collect data</td>
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<td>Interpret sources from different perspectives (empathy)</td>
<td>• Identify all of the actors who were touched by these sources, directly or indirectly, and their individual perspectives (e.g., women, blacks, workers, northerners, Catholics, etc.)</td>
<td>• Identify all of the actors who were touched by these sources, directly or indirectly, and their individual perspectives on the history of that time.</td>
<td>• Facilitate fieldwork on location</td>
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<td>• Look to the specific historical context to understand the reasons different actors had for believing what they did</td>
<td>• Understand the reasons people had for believing what they did</td>
<td>• Debrief fieldwork upon return to the classroom.</td>
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<td>• Help students to identify subjectivity and objectivity; point of view, bias in authorship.</td>
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<td>• Help students empathize with different view points (role play, debate, etc.)</td>
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<td>• Help students to identify strategies for persuasive writing</td>
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| Understand historical context (contingency) | • Make connections between the document and its times.  
• Characterize the historical period (e.g., The early twentieth century was characterized by the rise of professional expertise)  
• Use words like “reflect” and “suggest” to connect the document to its times (e.g., This document reflects the early twentieth-century rise of professional expertise.) | • Study the historical period within which the document was created in order to characterize the historical period with a few words (e.g., The 1920s was a time of...)  
• Connect the document to its times (This document reflects...)  
• Learn about the technology that created the source and the strategies for authoring and reading such sources. | • Help students to consider historical trends and movements that contextualize political and social interests evidenced in the sources.  
• Help students consider the technology used to create the source (students could do this by creating their own work in the same medium, for example: writing, painting, sculpture, photography, film). |
| Draw conclusions (connection to today) | • Draw (some) conclusions about the significance of their investigation, why it might be important to our (local, regional, national, international) community today.  
• In doing this, historians explain finally why this topic was worthy of the time they spent on it.  
• Suggest additional questions and areas of further study. | • Draw (some) conclusions about the significance of their investigation, why it might be important to our (local, regional, national, international) community today.  
• In doing this, students explain finally why this topic was worthy of the time they spent on it.  
• Suggest additional questions and areas of further study. | • Help students make sense of their research in the context of today.  
• Help students work on their writing and presentation skills as they synthesize new information (ex. organizing by order of importance, compare/contrast)  
• Help students to make logical connections without overextending the significance or oversimplifying their conclusions. |
### Practices of “doing history”

#### Present findings
- Present at conferences their findings to peers in their university, their town, their state, region, country, peers in other countries.
- Offer public exhibitions of their knowledge, such as free lectures, appearances on television and radio.
- Produce a physical artifact that contributes to public understanding, such as a website, museum installation or documentary film.
- Publish papers and books documenting their investigations and conclusions.
- Collaborate with colleagues to compare their research findings.
- Draw on their research to revise history textbooks and curriculum standards.

#### What historians do when they “do history”
- Present their findings to peers in their school, their town, their state, region, country, peers in other countries.
- Offer public exhibitions of their knowledge, such as free tours for visitors, appearances on television and radio.
- Produce a physical artifact that contributes to public understanding, such as a website, museum installation or documentary film.
- Publish papers and posters documenting their investigations and conclusions.

#### What students do when they “do history”
- Help students identify the appropriate media for presenting their projects.
- Prepare students to present by articulating project criteria, providing a rubric.
- Facilitate peer critiques, drafting.
- Provide models.
- Help students prepare to present by reviewing and practicing presentation skills.
- Arrange for students to present, reserving facilities, transportation.
- Help students to publicize presentations and exhibitions.
- Contact local media and spread the word to publicize the student work.
- Draw on their students’ work to shape the local history curriculum.
- Organize a forum for students’ to compare their research findings with others.

#### What teachers do when their students “do history”
- Help students identify the appropriate media for presenting their projects.
- Prepare students to present by articulating project criteria, providing a rubric.
- Facilitate peer critiques, drafting.
- Provide models.
- Help students prepare to present by reviewing and practicing presentation skills.
- Arrange for students to present, reserving facilities, transportation.
- Help students to publicize presentations and exhibitions.
- Contact local media and spread the word to publicize the student work.
- Draw on their students’ work to shape the local history curriculum.
- Organize a forum for students’ to compare their research findings with others.