

Practices of “doing history”	What historians do when they “do history”	What students do when they “do history”	What teachers do to help their students “do history”
Choose a topic	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Pick a number of event(s), location(s), person(s) in local American history that they find interesting • Identify <i>for themselves</i> 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	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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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Examine primary sources	<ul style="list-style-type: none"> • Interrogate these sources with their research question in mind. • Look for examples of conflict and change over time • Look for stories that might contribute to new understandings of a historical period • Look for silences in the documents, and wonder about what is not there and why • Examine different types of sources, including: newspapers, magazines, legal documents, census papers, maps, photographs, drawings, cartoons, paintings, murals, advertisements, films • Travel to locations to do fieldwork, looking closely at manmade spaces (buildings, streets, bridges) and natural spaces (rivers, beaches, marshes, mountains, etc). 	<ul style="list-style-type: none"> • Interrogate these sources with their research question in mind. • Observe, wonder and infer • Examine different types of sources, including: newspapers, magazines, legal documents, census papers, maps, photographs, drawings, cartoons, paintings, murals, statues, advertisements, films. • Travel to locations to do fieldwork, looking closely at manmade spaces (buildings, streets, bridges) and natural spaces (rivers, beaches, marshes, mountains, etc). 	<ul style="list-style-type: none"> • Teach students skills to be applied in examining sources: reading skills and comprehension strategies, for example • Lead discussions with students on how to examine different types of primary sources. • Help students distinguish between fact and inference, observation vs. judgment. • Facilitate students doing independent examinations of different types of sources – print, three-dimensional, still image, moving image, sound. • Arrange and facilitate fieldwork (buses, scheduling, etc.) to enable firsthand experiences. • Prepare class for fieldwork: identify learning goals; prepare assignments to observe, collect data • Facilitate fieldwork on location • Debrief fieldwork upon return to the classroom.
Interpret sources from different perspectives (empathy)	<ul style="list-style-type: none"> • 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.) • Look to the specific historical context to understand the reasons different actors had for believing what they did 	<ul style="list-style-type: none"> • Identify all of the actors who were touched by these sources, directly or indirectly, and their individual perspectives on the history of that time. • Understand the reasons people had for believing what they did 	<ul style="list-style-type: none"> • Help students to identify subjectivity and objectivity; point of view, bias in authorship. • Help students empathize with different view points (role play, debate, etc.) • Help students to identify strategies for persuasive writing

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Understand historical context (contingency)	<ul style="list-style-type: none"> • 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.) 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

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<p><i>Present findings</i></p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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