**Chapter 12 History Lesson Plans**


I. Part 1: the contested past
   A. *Handout*: TOK Subject Guide, pp. 40-41
         a. *Written Homework*: Questions to Abel Chapter 15
   B. Living history: the Japanese textbook controversy
         2. *Reading*: Orwell, Changing the Past, pp. 322-324, Website
         3. *Class Jigsaw Activity*: The class will be divided into three groups—A, B, and C—by counting off at your seats. Each group A, B, and C will be assigned one of the three Discussion Questions below. Students in each group A, B, and C will now count off 1, 2, and 3 for the next stage of the activity. Each group A, B, and C will discuss the meaning of the assigned quote [fifteen minutes]. Students should apply what they have learned so far in any of their classes, in this class, or in personal experience / research. Their explication of the quote should eventually find concrete examples to illustrate their point. Each student should make notes of the group’s conclusions. Then four new groups 1, 2, and 3 will be formed. Their task will be to synthesize (if possible) the meaning of the three quotes [twenty minutes]
         a. What is history? Is it the study of the past, or the study of records of the past?
         b. To what extent is the very nature of this area of knowledge affected by being about the past? In what ways do other areas of knowledge also concern themselves with the past? Is all knowledge, in a sense, historical knowledge?
         c. What do you understand by George Orwell’s comment that “Who controls the past controls the future. Who controls the present controls the past”? To what extent do you agree with it, and its implications?

II. History and the nature of knowledge

III. Creating the knower’s perspective

IV. History and the IBO

V. Multiple perspectives in history

B. The Balkans conflict, 1914
Class Exercise: “Causation in History,” Website

Exercise: Responsibility p. 215

VI. History and the Ways of Knowing
A. Sense perception and the role of fact in history
1. Exercise: Let the Trumpets Call p. 216
2. Emotion and the nature of historical interpretation
4. Class Jigsaw Activity: The class will be divided into three groups–A, B, and C–by counting off at your seats. Each group A, B, and C will be assigned one of the three Discussion Questions below. Students in each group A, B, and C will now count off 1, 2, and 3 for the next stage of the activity. Each group A, B, and C will discuss the meaning of the assigned quote [fifteen minutes]. Students should apply what they have learned so far in any of their classes, in this class, or in personal experience / research. Their explication of the quote should eventually find concrete examples to illustrate their point. Each student should make notes of the group’s conclusions. Then four new groups 1, 2, and 3 will be formed. Their task will be to synthesize (if possible) the meaning of the three quotes [twenty minutes]
   a. About whom is history written? Are the lives of some groups of people more historically significant than the lives of others? Why do selected past events appear in books as historically important while others are ignored? To what extent is history dependent on who kept or preserved a written record? To what extent is history about those who held power, and to what extent is it about ordinary people?
   b. Are value judgments a fault in the writing of history? Should value-laden terms, such as atrocity, regime, hero or freedom, always be avoided, or does exclusion of value judgments deprive history of meaning?
   c. To what extent can distinctions be made between factual report, biased interpretation and calculated distortion? Can history be used for propaganda? If so, how?
B. Reason and the tools of historical representation
   1. Secondary sources
C. Language and representation in history
   1. Exercise: Language and Objectivity p. 219
   2. Reading: Marwick “The Fundamentals of History,” Website

VII. Knowledge issues in History
A. The nature of history–conflicting views
   1. Exercise: Elton and Carr p. 220
   2. Reading: “Historical Objectivity,” Website
B. History and method
1. **Exercise:** Why is History re-written? P. 221

2. **Reading:** Crisp “Looking for Davy,” Website

3. **Class Jigsaw Activity:** The class will be divided into three groups–A, B, and C–by counting off at your seats. Each group A, B, and C will be assigned one of the three Discussion Questions below. Students in each group A, B, and C will now count off 1, 2, and 3 for the next stage of the activity. Each group A, B, and C will discuss the meaning of the assigned quote [fifteen minutes]. Students should apply what they have learned so far in any of their classes, in this class, or in personal experience / research. Their explication of the quote should eventually find concrete examples to illustrate their point. Each student should make notes of the group’s conclusions. Then four new groups 1, 2, and 3 will be formed. Their task will be to synthesize (if possible) the meaning of the three quotes [twenty minutes]

   a. Can one talk meaningfully of a historical fact? How far can we speak with certainty about anything in the past?

   b. In what ways has technology affected the study of history? How have the methods of gaining evidence and the means of communicating historical interpretation, for example, been affected by technological development? Can we now observe the past more directly?

   c. What are the implications for historical knowledge of the following claim? “It is impossible to write ancient history because we lack source materials, and impossible to write modern history because we have far too many.” Charles Péguy

   d. What is a historical explanation? How are causal connections between events established in history? According to what criteria can such explanations be critically evaluated?

C. Historical process

1. **Reading:** “The David Abraham Case,” Website

2. **Reading:** “Uproar in Clio’s Library,” Website

D. The role of the individual versus groups in history

1. **Class Jigsaw Activity:** The class will be divided into two groups–A, and B–by counting off at your seats. Each group A, and B will be assigned one of the two Discussion Questions below. Students in each group A and B will now count off 1, and 2 for the next stage of the activity. Each group A, and B will discuss the meaning of the assigned quote [fifteen minutes]. Students should apply what they have learned so far in any of their classes, in this class, or in personal experience / research. Their explication of the quote should eventually find concrete examples to illustrate their point. Each student should make notes of the group’s conclusions. Then two new groups 1, and 2 will be formed. Their task will be to synthesize (if possible) the meaning of the two quotes [twenty

Page 3 of 5
minutes]
a. What is the role of the historian? Does the historian record history, or create it? Can the historian be free of bias in the selection and interpretation of material? Could it be reasonably argued that the personal understanding of historians, despite or even because of their possible bias, is necessary or even desirable in the interpretation and recording of history? Is the power of persuasion a characteristic of a good historian?
b. How does the context within which historians live affect historical knowledge? To what extent might the position of historians within their own epoch and culture undermine the value of their interpretation, and to what extent might it increase its value in making it relevant to a contemporary audience?


E. The idea of historical dualities
   1. Reading: “Why Did the Chicken Cross the Road?” Website

VIII. Is all history the history of human thought?
   1. Exercise: Polybius and Collingwood p. 223

IX. Patterns in history
   1. Exercise: Fisher and Fernandez-Armesto p. 224
   2. Exercise: Truth in History p. 224

X. An online visit to a working historian
   1. Exercise: Carlisle p. 229

XI. Part 2 Knowledge as history—the knower’s common inheritance
   1. Reading: Kennan, “History as Some Kind of Novel,” Website

B. Confucianism: the cultivation of the ‘gentleman’ or the superior learner
   1. Exercise: Confucianism p. 230

C. Buddhism: India, South / East Asias—the cultivation of wisdom and compassion
   1. Exercise: Buddhism p. 231

D. The Israelites: Jewish teachings— monotheism and the cultivation of justice
   1. Exercise: Judaism 232

E. Greece: the cultivation of rationalism and ‘eudaimonia’
   1. Exercise: Greece p. 233
   2. Reading: Cultural Paradigm Shifts and History p. 234

Page 4 of 5
3. **Research Assignment:** Each student will be assigned to research and be able to discuss each historian / philosopher. The student must prepare a brief written summary of the ideas and their significance for the rest of the class. The class will then be split into two groups, so that students can share and then synthesize their findings.

   a. Giambattista Vico: *The New Science*
   b. Arnold Toynbee: “A Study of History”
      Charles Beard: “Economic Interpretation of the Principle of Population,”
   d. Frederick Jackson Turner: Frontier Thesis,
   e. Max Weber: *Protestant Ethic and the Spirit of Capitalism*
   f. Eric Williams: “Capitalism and Slavery,”
   g. Crane Brinton: “Anatomy of Revolution,”
   h. Frank Tannenbaum: “Slave and Citizen,”
   j. Jared Diamond: “Guns, Germs and Steel”
   k. Oswald Spengle: “The Decline of the West”
   m. Fernand Braudel: “The Mediterranean and the Mediterranean World in the Age of Philip II”

   (1) In what ways do these historians present a new historical paradigm and how do these paradigms function to expand historical knowledge?

4. **Class Discussion:** As a single group, the class will now discuss the following question:

   a. Which of the following is the most persuasive description of history: an account of great individuals, an account of great historical forces, an account of a decline from the greatness of the past, an account of progress towards the future, or a cycle of recurring events? What other descriptions might be appropriate?

   (1) In particular, the class should attempt to identify the historians with one or more of the “descriptions of history”

5. **Reading:** Xuan Zang p. 235

6. 

Page 5 of 5