

Supplemental Information: Lesson Plan

Roles & Responsibilities

Cusick instructor: Responsible for class structure, schedule, and evaluative framework.

Historical mentor: Coach students with grounded theory approach to narrative.

Readings in Microhistories

Ginzburg, Carlo. 1980. *The Cheese and The Worms: The Cosmos of a Sixteenth-Century Miller*. The John Hopkins University Press, Baltimore.

Darnton, Robert. 1984. *The Great Cat Massacre and other episodes in French Cultural History*. Basic Books Inc, Pennsylvania.

Woodward, C. Vann. 1966. *The Strange Career of Jim Crow*. Oxford University Press, New York.

Thinking Like a Historian

Living and making history is a contuses act. We are taught (erroneously) that time is linear, event following event. Some would argue there is design or progress inherent in these chains of events. Yet, contingencies like errors lay false such claims. They frame experiences as interrelated stories lived and shared, viewed or hidden, celebrated or denied. Once we die, the living continue to tell our stories. For the living, the past becomes their present and part of their future.

History is without shape. Yet, it is filled with passion more than reason. Because it is comprised of stories about us, about those we love, and those we fear. A scientific approach to history compels us to seek more reason with less passion by including additional “frames” and lines of evidence.

Reading Like a Historian

Historical reading is not random; it is purposeful and intended to find answers with efficiency and sound support. Far more important than quantity of information is relevance. For instance, why explore archives in Quebec, Canada, if you’re a Kalispel? You would if you’re interested in the Hudson Bay Company’s history with the Tribe.

Start with an interesting question. What is locally available that lends light? Are these fables, rumors, propaganda? Both truths and lies exist in history; scientific history needs to be critical rather than cynical. Is there more than one source? Are these public records? Are these accounts disputed?

Primary vs Secondary

Sources are broken up into two different categories: Primary and Secondary

Primary: Primary sources are the “original” materials that provide you with firsthand experiences. Primary sources are evidence used to help you develop, test, and justify your hypothesis. A few examples are artifacts, documents, letters, diaries, objects, and maps in their original form.

Secondary: Secondary sources are books, articles, papers, reports, that are based on the primary source. For example, a story was written down in a journal by a soldier. Then a person wrote an article explaining what the story means.

Weight of evidence: Secondary information does imbue the story with other perspectives that you may not agree with.