

**JOURNAL #36**  
**PART 1 - EXPLORING "SIGNIFICANCE"**

**IDENTIFY THE FIVE MOST SIGNIFICANT EVENTS OF EACH OF THE FOLLOWING:**

- 1) YOUR PERSONAL LIFE**
- 2) YOUR COMMUNITY**
- 3) U.S. HISTORY**
- 4) THE 20TH & EARLY 21ST CENTURY**
- 5) HUMAN HISTORY**

**JOURNAL #36**  
**PART 2 - EXPLORING "SIGNIFICANCE"**

**IDENTIFY ONE ASPIRATION/HOPE FOR EACH OF THE FOLLOWING:**

- 1) YOUR PERSONAL LIFE**
- 2) YOUR COMMUNITY**
- 3) THE UNITED STATES**
- 4) PEOPLE IN THIS CENTURY**
- 5) HUMANKIND**

**JOURNAL #36 CR PROMPT**

**WHAT CRITERIA FOR "SIGNIFICANCE" DID YOU USE TO FILL IN YOUR LIST OF TOP EVENTS? HOW IS THIS KIND OF CRITERIA IMPORTANT IN DETERMINING WHAT MAKES IT INTO HISTORY IN THE FIRST PLACE?**

**JOURNAL #37**  
**SCOPE & APPLICATIONS**

**CAN ONE TALK MEANINGFULLY OF A HISTORICAL FACT? HOW FAR CAN WE SPEAK WITH CERTAINTY ABOUT ANYTHING IN THE PAST?**

**JOURNAL #37 CR PROMPT**

**IF TRUTH IS DIFFICULT TO PROVE IN HISTORY, DOES IT FOLLOW THAT ALL VERSIONS ARE EQUALLY ACCEPTABLE?**

**JOURNAL #38**  
**CONCEPTS & LANGUAGE**

**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?**

**THANKSGIVING IN HISTORY  
PILGRIM HALL MUSEUM**

On Thanksgiving Day, many Native Americans and their supporters gather at the top of Coles Hill, overlooking Plymouth Rock, for the "National Day of Mourning."

The first National Day of Mourning was held in 1970. The Commonwealth of Massachusetts invited Wampanoag leader Frank James to deliver a speech. When the text of Mr. James' speech, a powerful statement of anger at the history of oppression of the Native people of America, became known before the event, the Commonwealth "disinvited" him. That silencing of a strong and honest Native voice led to the convening of the National Day of Mourning.

**THANKSGIVING IN HISTORY  
PILGRIM HALL MUSEUM**

The historical event we know today as the "First Thanksgiving" was a harvest festival held in 1621 by the Pilgrims and their Native American neighbors and allies. It has acquired significance beyond the bare historical facts. Thanksgiving has become a much broader symbol of the entirety of the American experience. Many find this a cause for rejoicing. The dissenting view of Native Americans, who have suffered the theft of their lands and the destruction of their traditional way of life at the hands of the American nation, is equally valid.

To some, the "First Thanksgiving" presents a distorted picture of the history of relations between the European colonists and their descendants and the Native People. The total emphasis is placed on the respect that existed between the Wampanoags led by the sachem Massasoit and the first generation of Pilgrims in Plymouth, while the long history of subsequent violence and discrimination suffered by Native People across America is nowhere represented.

**THANKSGIVING IN HISTORY  
PILGRIM HALL MUSEUM**

To others, the event shines forth as an example of the respect that was possible once, if only for the brief span of a single generation in a single place, between two different cultures and as a vision of what may again be possible someday among people of goodwill.

History is not a set of "truths" to be memorized, history is an ongoing process of interpretation and learning. The true richness and depth of history come from multiplicity and complexity, from debate and disagreement and dialogue. There is room for more than one history; there is room for many voices.

**JOURNAL #38 CR PROMPT**

**WHAT DISTINGUISHES A GOOD HISTORICAL ACCOUNT FROM A BAD ONE? HOW DOES THE USE OF LANGUAGE (INCLUDING IN ORAL & LITERARY TRADITIONS) SERVE TO DEFINE AND REPRESENT A CERTAIN PERSPECTIVE?**

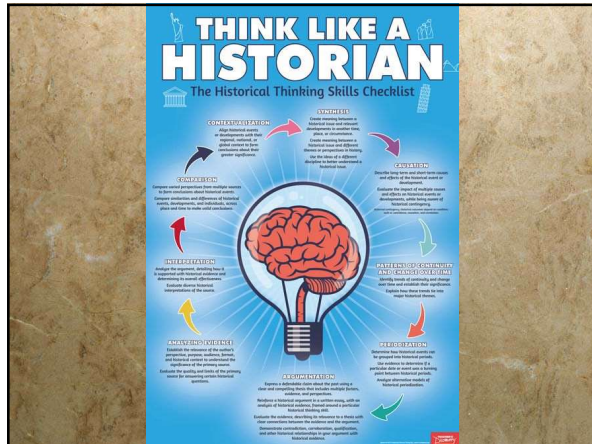
**JOURNAL #39  
METHODOLOGY**

**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?**

**FOR DISCUSSION  
"THINK LIKE A HISTORIAN"**

**WHICH IS THE MORE IMPORTANT ATTRIBUTE OF THE HISTORIAN, THE ABILITY TO ANALYZE EVIDENCE SCIENTIFICALLY (AND SO SECURE THE FOUNDATIONS OF AN ARGUMENT), OR THE ABILITY TO EXPAND IT WITH CREATIVE IMAGINATION (AND CREATE A LIVING ACCOUNT)?**





**ARTICULATING A 'HISTORICAL METHOD'**

**STAGE 1: RECORDING**  
**STAGE 2: ASSESSMENT & EVALUATION**  
**STAGE 3: RECONSTRUCTING THE PAST**  
**STAGE 4: INTERPRETATION & ANALYSIS**

**JOURNAL #39 CR PROMPT**

**HOW WOULD YOU DESCRIBE A "HISTORICAL METHOD"?**  
*REVIEW WHAT WE DISCUSSED AND CONSIDER HOW HISTORY IS COMPILED, CHRONICLED, AND EVALUATED.*

**JOURNAL #40**  
**HISTORICAL DEVELOPMENT**

**HOW WOULD YOU DEFINE 'HISTORY'? WHAT PURPOSE DOES HISTORY SERVE? FROM WHAT PERSPECTIVES SHOULD HISTORY BE WRITTEN?**

**FOR FURTHER DISCUSSION**

**WHICH OF THE FOLLOWING IS THE MOST PERSUASIVE DESCRIPTION OF HISTORY?**

- (1) AN ACCOUNT OF GREAT INDIVIDUALS,
- (2) AN ACCOUNT OF GREAT HISTORICAL FORCES,
- (3) AN ACCOUNT OF A DECLINE FROM THE GREATNESS OF THE PAST,
- (4) AN ACCOUNT OF PROGRESS TOWARDS THE FUTURE, OR
- (5) A CYCLE OF RECURRING EVENTS

**WHAT OTHER DESCRIPTIONS MIGHT BE APPROPRIATE?**

**JOURNAL #41**  
**HISTORICAL DEVELOPMENT & LINKS TO PERSONAL KNOWLEDGE**

**CONSIDER 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 THIS CLAIM AND ITS IMPLICATIONS?**

**JOURNAL #41 CR PROMPT**  
**HISTORICAL DEVELOPMENT & LINKS TO**  
**PERSONAL KNOWLEDGE**

**WHAT IS THE RELATIONSHIP**  
**BETWEEN MEMORY AND**  
**IDENTITY? HOW DO BOTH**  
**INFLUENCE OUR DECISION-**  
**MAKING AND PREDICTIONS?**

**KNOWLEDGE FRAMEWORK**

Scope/applications	<ul style="list-style-type: none"> <li>the study of the recorded past</li> <li>helps make sense of the present</li> <li>knowledge shared by group to help produce a sense of common heritage</li> <li>perhaps allows us in a limited way to envisage possible futures</li> </ul>
Concepts/language	<ul style="list-style-type: none"> <li>narrative style appropriate for the purpose of understanding the past</li> <li>designed for understanding possibly at an emotional level rather than strict objective disinterest</li> </ul>

**KNOWLEDGE FRAMEWORK**

Methodology	<ul style="list-style-type: none"> <li>use of contemporary documents as fixed points of historical theory</li> <li>historical theory being constructed out of the available evidence by reason and imagination</li> <li>issues of selection and interpretation of source material</li> <li>issues of reliability of first-hand accounts—memory and observation are affected by interests and expectation</li> <li>history seems to presuppose a theory of human action. For example, the view of history as being shaped by the action of individuals as opposed to the idea of history as the playing out of class struggles or of a zeitgeist</li> <li>an explanation in history is a plausible theory that explains the relevant source material and fits other accepted theories</li> </ul>
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**KNOWLEDGE FRAMEWORK**

Historical development	<ul style="list-style-type: none"> <li>present preoccupations tend to affect the study of past events</li> <li>history itself looked different in the past</li> </ul>
Links to personal knowledge	<ul style="list-style-type: none"> <li>understanding one's history gives a clear sense of personal identity</li> <li>history tends to be constructed through the interaction of individual historians—there is less emphasis on collaborative work than in the natural sciences</li> </ul>