

NAME: _____

BLOCK: _____

- CENTRAL HISTORICAL QUESTION -

WHAT HAPPENED DURING THE HISTORY OF THE MODERN WORLD &
HOW SHOULD HISTORIANS DOCUMENT HISTORY?

**LESSON OBJECTIVE**

- 1.) **DEFINE** "modern world history"
- 2.) **SUGGEST** how historians should write about modern history

PART I: DO NOW & DEBRIEF

DIRECTIONS: Respond to the prompt on the screen. As the mini-discussion / debrief continues, mark down any notes that may add to your growing understanding of the subject of today's lesson in the space below.

PART II: MODERN WORLD HISTORY TIMELINE

MODERN WORLD HISTORY TIMELINE

- AUGUST 2014 -

ACTIVITY RATIONALE: The history of the “Modern” era begins in the 16th century. In many ways, the world is the way it is today because of the landmark events that occurred during the early modern period and the late modern period. In order to gauge where the class stands in terms of prior knowledge of the Modern era of history, your job in this activity is to simply make the best timeline that you can using what you know thus far about the history of the modern world. If you are familiar with very little, that is O.K.! (*do your best and take a guess!*) If you are familiar with *everything*, congratulations (there will still be more to learn)!

I will hold on to this sheet for the remainder of the year and we will have a chance to revisit your timeline at the end of the course in June of 2015 and compare your growth in historical knowledge.

DIRECTIONS: Simply bullet point any landmark events in the right hand column that you believed occurred in the corresponding time period. *Guesses are fine! Do your best to avoid leaving the each column blank!*

TIME PERIOD	LANDMARK EVENTS OF THE TIME PERIOD
16th Century (1500 - 1600)	
17th Century (1600 - 1700)	
18th Century (1700 - 1800)	
19th Century (1800 - 1900)	
20th Century (1900 - 2000)	

****SPACE BELOW RESERVED FOR JUNE 2015****

MODERN WORLD HISTORY TIMELINE

- JUNE 2015 -

TIME PERIOD	LANDMARK EVENTS OF THE TIME PERIOD
16th Century (1500 - 1600)	
17th Century (1600 - 1700)	
18th Century (1700 - 1800)	
19th Century (1800 - 1900)	
20th Century (1900 - 2000)	

What century of the modern world do you think is *most significant* and why?

PART III: WHAT IS HISTORICAL THINKING & HOW SHOULD HISTORY BE RECORDED?

ACTIVITY RATIONALE: We're about to embark on 500 years of history that many historians claim shapes the way the world is now. Events that occurred in the 1500's have close connections to the social, political and economic order of contemporary U.S. society. Yet, to what extent are these landmark events recorded and told with truth? Is the order of modern society based on falsities? As we move throughout this course, it is crucial to *think historically*. But, what does it mean for someone to think *historically*? In order to further our understanding of "historical thinking," we're going to read about an historical event and suggest two ideas/concepts that historians should keep in mind when attempting to write an historical account of an event.

DIRECTIONS: Read and annotate the excerpt below. Then, working in pairs, respond to the questions.

ELIZABETH ECKFORD & SEPTEMBER 4TH, 1957

On September 4, 1957, Elizabeth Eckford and eight other African American students (known as the Little Rock Nine) made an unsuccessful attempt to enter Little Rock Central High School, which had been segregated. An angry mob of about 400 surrounded the school that day, with the complicity of the National Guard.

Fifteen-year-old Eckford tried to enter the school, while soldiers of the National Guard, under orders from Arkansas Governor Faubus, stepped in her way to prevent her from entering. Eventually, she gave up and tried to flee to a bus stop through the mob of segregationists (*ie people against the integrating of races in public schools*) who surrounded and threatened her. Once Eckford got to the bus stop, she couldn't stop crying. Benjamin Fine, a journalist, having in mind his own 15-year-old daughter, sat down next to Eckford. He tried to comfort her and told her, "don't let them see you cry." Soon, a white woman named Grace Lorch who escorted her onto a city bus also protected her.



Elizabeth Eckford, age 15, pursued by a mob at Little Rock Central High School on the first day of the school year, September 4, 1957

The plan was to have the nine children arrive together, but when the meeting place was changed the night before, the Eckford family's lack of a telephone left Elizabeth uninformed of the change. Instructions were given by Daisy Bates, a strong activist for desegregation, for the nine students to wait for her so that they could all walk together to the rear entrance of the school. This last minute change caused Elizabeth to be the first to take a different route to school, walking up to the front entrance completely alone. At this point in the school day, she was all alone, making her the first African-American student to integrate a white southern high school.

READING RESPONSE QUESTIONS

1.) Based on this brief excerpt, how do you think Elizabeth Eckford would want to be remembered? Explain.

2.) Should the historian's job be to create a history that Elizabeth Eckford would appreciate, or an objective (*ie unemotional*) account, regardless if it is appreciated?

3.) Suppose an historian came to you asking for advice on how to write a historical account of what happened at Central High School in Little Rock Arkansas on September 4th, 1957. What kind of history would you tell them to create and what are two things they could do in order to write that kind of history? Explain your response.

DUE WEDNESDAY: SEPTEMBER 3RD 2014

TO HEROIZE OR NOT TO HEROIZE?

ASSIGNMENT RATIONALE: It is no secret to anyone who knows me that Elizabeth Eckford is a personal hero of mine. I found her courage under extreme duress to be immensely inspiring and worth of high accolades. Yet, in the field of history, it is often controversial to “heroize,” or treat an historical figure as a hero.

Why? Is there more to an historical figure than just the historical event that defines them? Does “heroizing” disrupt the process of historical thinking?

To further develop our understanding of historical thinking, you will be seeking out an individual(s) in modern history that you believe could or should be remembered as a hero, explaining *why*, and then estimating how the “heroizing” of your historical figure may pose a problem to your growing understanding of “historical thinking.”

DIRECTIONS: Respond to the following questions below in brief paragraphs (2-3 sentences) or bullet-point format.

1.) What is an historical figure(s) that you believe could or should be remembered in history as a hero? Why?

2.) What is the historical circumstance surrounding this historical figure(s)?

3.) How might the process of “heroizing” an historical figure(s) complicate the process of historical thinking?