**Intro to Historiography : “Quest for Truth”**

Setting the scene: What a chaotic summer!! While purging the Social Science offices to make space for new teachers, ALL of the important resources to explain what is actually true in history somehow got scrambled, lost or thrown away. Ms Howie has been so stressed and over-whelmed by the whole situation she has collapsed in a fit of despair. It is up to you fledgling historians and dabblers in TOK to save the universe (well, at least the KC History program ☺) by restoring order and determining --- What is, who is and where is the TRUTH???

When you enter room 225 you will have 45 minutes to piece together the evidence, restore Ms H’s faith and save your IB diploma 😐!!! Each time you complete a “mission” Ms H will stop the clock so you can share your learning with the entire group. You may occasionally need a device to help deepen your understanding. Make sure you work as a team, unlock the clues and SAVE HISTORY!! Good luck.

**Materials and set-up:**

* Simple cipher wheel
* Padlock with key
* 4 digit combination lock
* 5 letter combination/multi-lock
* Multi-lock with directional arrows
* USB with downloaded YouTube video - <https://www.youtube.com/watch?v=pB3xb1_gp4Y>
* QR code reader (on most student phones)
* Invisible ink pen and black light flashlight
* 4 locking boxes or dual-zipper pencil cases
* IB texts and other TOK and historical thinking resources
* Lenin historiography reading and quotes activity sheet and each quote printed around the classroom. Accessed August 9, 2017 <http://ibworld.edublogs.org/historiography/>
* Bob Bain “Into the Breach” image
* Gaston/Voltaire quote in pieces
* Printed QR code
* Konning quote written using cipher
* “Keep Calm and Start a Revolution” t-shirt
* Historiography equation printed “Sources/evidence + Historians = Histories” \*\* credit to Russell Tarr and ActiveHistory.co.uk
* Framed portraits of Kerensky, Stalin, Trotsky, Zinoviev, Lenin and Tsar Nicky

On board have written cues like Origin, Purpose, Content, Value, Limitations, or Purpose / Author / Context / Tone (PACT), A=0, 6 is the KEY, It’s all in the direction you look

Use 45:00 countdown clock on Smartboard from Breakout EDU on Youtube - <https://www.youtube.com/watch?v=XqULAuVx2Os>

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| **Clue number** | **HINT CARDS** | **Where is it hidden? ­** | **Mission Instruction** | **Mission Answer** |
|  | History teaches us that the great revolutions aren't started by people who are utterly down and out, without hope and vision. They take place when people begin to live a little better -- and when they see how much yet remains to be achieved” Hubert Humphrey  It takes calm to make things happen, seeing red will get you nowhere. | Connect to red “Keep Calm and Start A Revolution” t-shirt which I will be wearing  Key is taped to bottom of coffee mug I’m holding | In order to “save history” you must first find the key to unlock the padlock | Key to open box with first mission/clue |
| 1  ***Inside padlocked box or double-zipper pencil case*** | You can find the mission of historians behind the mission of the IB | Behind IB Learner Profile and mission poster. | Examine Bain’s image – what is the role of evidence? | Evidence acts as traces/ puzzle pieces from the past which historians select, analyse and organize in order to interpret events |
| 2 | You can find this mission in 1917 when TIMES were BLUE | Inside 1917 KCVI yearbook, “The Times”. Cipher randomly placed elsewhere in the room and written on the board with other “cues”  A=0  6 is the **KEY** | Use cipher wheel to decode Kooning. What does this quote suggest?  “ZNK VGYZ JUKY TUZ OTLRAKTIK SK; O OTLRAKTIK OZ” | "The past does not influence me; I influence it." – William De Kooning |
| 3 | You can access this mission by finding the silver USB. Remember, historians ask good questions. | Hidden somewhere on Cdn History “Big Questions” bulletin board. | Watch the video on the USB – “What is historiography?”  <https://www.youtube.com/watch?v=pB3xb1_gp4Y> | Get def’n  Then tell them that within the video they will find the key to unlocking a future clue (5 letter word, STUDY, at 1:07. Use it for clue #5) |
| 4 | Historical Thinking skills are important - remind yourself of what they are by exploring “The Big Six” | Have them find QR code hidden inside “The Big Six” Seixas book about historical thinking  C:\Users\howies.LDSB\Desktop\static_qr_code_without_logo.jpg  QR code goes to <http://pth.izitru.com/> | Discover the historical inaccuracies of the photos from 1937, 1942, 1945  What reasons are given for the photographic tampering?  Why do historians need to be cognizant of such possibilities? | ’37 - Hitler had Goebbels removed  ’42 – Mussolini had horse handler removed  ’45 – Russians removed “watch” (compass) from wrist |
| 5  ***Small lock-box with 5-letter multilock preset to “STUDY”*** | There was a 5 letter word that was the key to historiography. You’ll need it now to “unlock” your next mission. | Two primary sources presenting same event of Russian Revolution from differing perspectives. | Which primary source seems more useful and valid? | Both, for different reasons. General OPCVL – these are new concepts for some students. All sources used in this “breakout” activity will be revisited with more depth in the following days when we deepen the learning. |
| 6 | Building awareness of secondary perspectives is key. Use the index in ­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to find the pages on \_\_\_\_\_\_\_\_\_\_\_\_. Read the indicated paragraphs. | Inside one of their IB texts…  **Use book and page reference about Russian Revolution** | What is the author’s perspective on the event being presented? Assess the usefulness of this source. | General OPCVL – these are new concepts for some students. All sources used in this “breakout” activity will be revisited with more depth in the following days when we deepen the learning. |
| 7  ***Final puzzle piece is locked in a box with 4-digit combo lock*** | Find puzzle pieces for quote  "Judge a man not by his answers, but his questions". Be aware not everything is visible to the naked eye, sometimes we need to use our tools and look for hidden details to find the truth | Pieces will be hidden around the room.  Use Invisible ink to mark 4 digits of combo lock on 4 of the pieces | Assemble and assess the quote. What is the message of the quote? What does misattributed mean? What does this teach us about historical understanding? | Assemble and submit –  Original quote: Il est encore plus facile de juger de l'esprit d'un homme par ses questions que par ses réponses.  Which was actually written by Pierre-Marc-Gaston, duc de Lévis (1764-1830), Maximes et réflexions sur différents sujets de morale et de politique (Paris, 1808): Maxim xvii. |
| 8 | The key to your next mission can be found with the framed portrait of the man who was smuggled into Russia by the Germans. | Inside frame of Lenin | Historical thinking – have sheet about Lenin schools of thought hidden in frame and instructions to grab worksheet  Quotes by historians in various locations | Sheet below |
| 9 | But wait! Were we Bolshevik free in Canada? I wonder what the government and labour thought of the revolution? I’m guessing we have a couple books in class that would show us what was happening in Canada in 1918-19 | In Cdn history scrapbook on Labour and Social reform | Find a Canadian connection – how did the events of 1917-18 have an immediate impact on Canadian events and policy? | 1919 Winnipeg General Strike- Bloody Saturday |
| 10 | Final Mission – put the final equation together, Sources + Historians = Histories  Each part will be printed on a separate sheet. Students will use directional cues marked in corner/ on back to unlock final locked box which, when opened, will contain candy for the class and their homework ;) | | | |

Using the quotes in the room, provide the names of the following historians, explain the message of the quote and identify the school of historical thinking.

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| **Quote** | **Meaning** | **Historian** | **School of thought** |
| “Marxism and Bolshevism … were products of an era in European intellectual life that was obsessed with violence. No-one embraced this philosophy more enthusiastically than the Bolsheviks: “merciless” violence, violence that strove for the destruction of every actual and potential opponent, was … the only way of dealing with problems.” |  | R. Pipes | Liberal |
| “[Lenin] always insisted that the new economic policy…was really the old policy of 1918, but he never attempted to disguise the fact that it was a large-scale retreat, another breathing space, a Brest-Litovsk on the economic front.” |  | C. Hill | Marxist |
| “And yet, while Lenin was cunning and untrustworthy, he was also dedicated to the ultimate goal of communism. He enjoyed power; he lusted after it. He yearned to keep his party in power. But he wanted power for a purpose. He was determined that the Bolsheviks should initiate the achievement of a world without exploitation and oppression.” |  | R. Service | Revisionist |
| “Men want to be more than well-fed servants. The desire to be free is not a pious liberal phrase, but the most noble of man's desires. The pre-condition of this freedom is, of course, freedom in the field of production -- workers' management. There can be no real freedom and no real future for humanity in an exploiting society. The path to freedom lies through the socialist revolution." |  | M. Brinton | Libertarian |
| “…it is the Bolsheviks’ incapacity to realise their ends, their blindness rather than their vision, that is striking. After they came to power, they faced a huge range of problems for which Marxism-Leninism left them ill-equipped…Policy, therefore, was frequently the outcome of improvisation and pragmatism as much as of the hallowed tenets of ideology. In other words, the relationship between belief and action was complex, influenced by a far larger range of factors”. |  | S.A. Smith | Revisionist |
| “1917 did not mark a complete break with the past. Rather it was the replacement of one form of state-authoritarianism with another”. |  | M. Lynch | Liberal |
| “…despite the fact that millions of honest people, led by the ‘vanguard of the revolution’, laboured for it, the utopia remained a fairy-tale”. |  | D. Volkoganov | Liberal |
| “In everything he did, Lenin’s ultimate purpose was the pursuit of power. Power for him was not a means; it was an end in itself…he did not establish a dictatorship to safeguard the revolution; he made a revolution to establish the dictatorship.” |  | O. Figes | Revisionist |