

WHAT DO YOU KNOW? WHAT DO YOU ASK?

Preparation

- Download the BHP Disciplines Chart

Purpose

Historians study very different kinds of evidence from that studied by geologists or chemists, and their questions about evidence can be very different as well. Historical evidence poses some new but very interesting interdisciplinary challenges. In this activity, students will decide what kinds of questions scholars from different disciplines might ask about a piece of evidence that is clearly chosen from the discipline of history.

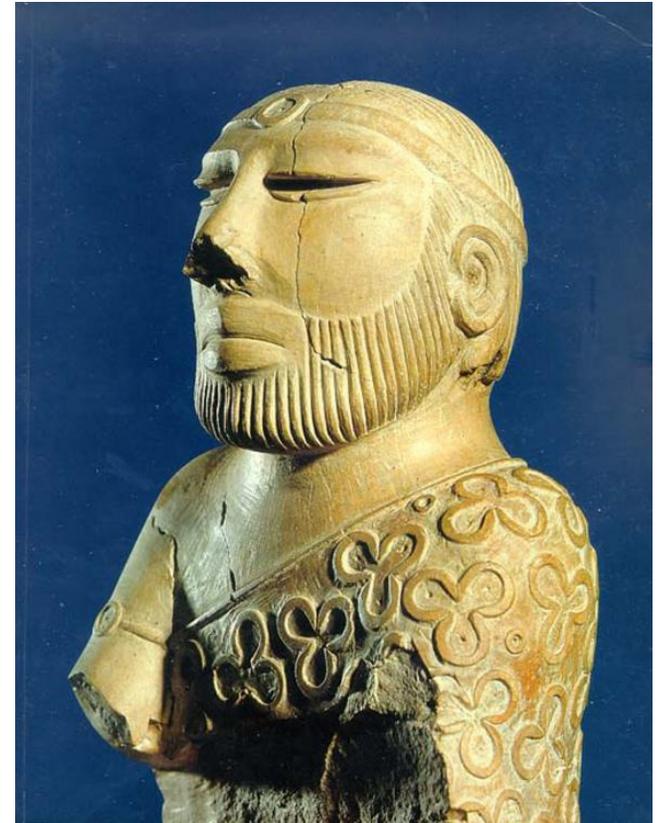
Process

Select an event or object for your students to think about. In this lesson, a famous building, document, or artifact would be appropriate. You could also have students use their Little Big History Project topics if they are working on one. Some specific ideas that other teachers have used for Unit 7 are:

- Mohenjo Daro
- Pompeii / Vesuvius
- Disappearance of the Hohokam
- Bog Man of Silkeborg
- Mayan calendar
- Aqueducts
- Lost settlements of the Amazon

We recommend that you have students work individually through this activity. It's up to you if you want them to add more disciplines to the chart.

Once they've completed the worksheet, ask them what teams they came up with, why their teams are the best, and what their teams would know and ask. End by asking them if they think that the interdisciplinary study of historical objects is different from the interdisciplinary study of scientific objects.



A sample artifact: "[The Priest-King](#)", a seated stone sculpture Mohenjo Daro, by Mamoon Mengal, CC BY-SA 1.0.

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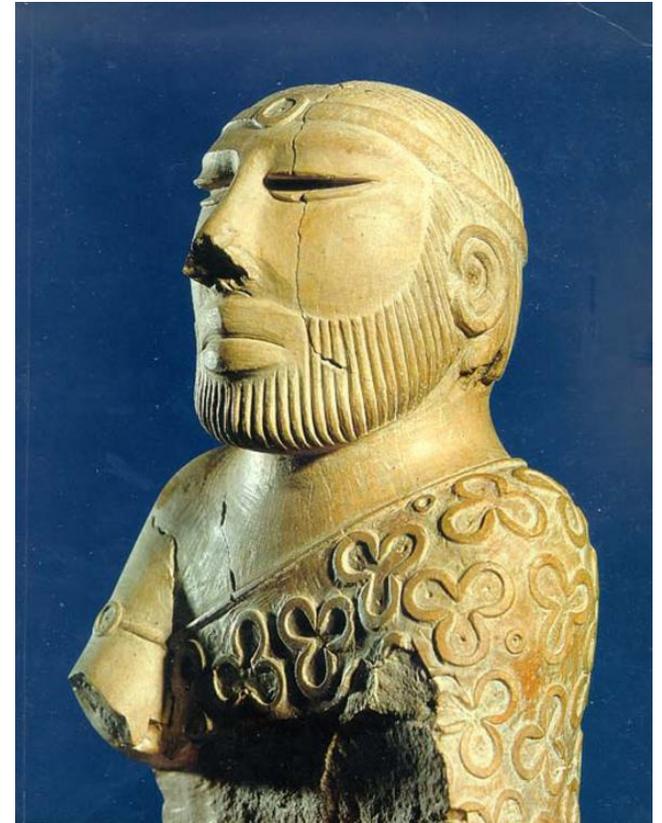
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Historians study very different kinds of evidence from that studied by geologists or chemists, and their questions about evidence can be very different as well. Historical evidence poses some new but very interesting interdisciplinary challenges. In this activity, you'll decide what kinds of questions scholars from different disciplines might ask about a piece of evidence that is clearly chosen from the discipline of history.

Process

Your teacher will decide whether you're going to work alone or in groups, and then will assign the event or object that you'll think about when filling out the worksheet. Your job is to think about how you would assemble a research team to most deeply understand the event. This worksheet will help walk you through that process. You'll also have to explain why your team is the best team for this job.

Once you've completed the worksheet, you'll be asked to share what you came up with, why your team is the best one for the job, and what your team would know and ask. You will end by discussing whether or not you think that the interdisciplinary study of historical objects is different from the interdisciplinary study of scientific objects.



A sample artifact: [*"The Priest-King", a seated stone sculpture Mohenjo Daro, by Mamoon Mengal, CC BY-SA 1.0.*](#)

WHAT DO YOU KNOW? WHAT DO YOU ASK?

Name:

Date:

Directions: Your job is to assemble the best research team possible to most deeply understand an object or event (you must include at least three disciplines). Fill out this worksheet to construct your research team and plan their approach to better understanding the object or event.

Object or Event: _____

Discipline: _____

What would someone from this discipline know or want to know about this object or event?

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Discipline: _____

What would someone from this discipline know or want to know about this object or event?

What are the two most important scientific and historical questions your team would ask about the event or object? Make sure the questions include the interests of each discipline.

Why is this team the best for the job?
