**Source 1: History teaches us a complex range of skills.**

**History builds reading, communication, and writing skills.**

“Studying history involves reading different sources - be they documents, letters, or even novels - and pulling out themes and patterns, motifs and details, and making sense of what these features tell us about the past. This is similar to the task of the English student, but even more, history adds layers of politics and social change that inform the modern world. Writing is the vessel to communicate the exciting discoveries and keen observations of the history student, and as such history teaches us to read thoroughly and write well. History students must be strong communicators, to express their findings clearly and effectively” (*frogtutoring.com).*

**History builds research, interpretation, and analysis skills.**

“History is based on the records left behind in past decades and centuries, so the study of history is inherently an act of analysis and interpretation. Similar to how one reads classic literature in order to understand something about the author and society from which it originates, one looks at historical documents and letters, and indeed novels and art, to understand the time period that created them. This gives the history student several skills that carry over into every walk of life and are among the most useful tools to carry into the world. We learn how to compare conflicting interpretations and identify biases. We learn how to see an issue from multiple perspectives. We learn how to assess evidence and determine its value. A good understanding of history will leave any student with this indispensable inventory of skills that can carry anybody far in life” (*frogtutoring.com)*.

“To be a successful history student or historian, you must first become a good researcher. Research is the skill of locating and gathering information and historical evidence, from many different places. Historians apply their knowledge and skills to locate sources and to extract information, evidence and meaning from them. They think critically about every piece of evidence, testing and evaluating its reliability, credibility, usefulness and significance. Skills like these are not just valued in history, they are in demand in other academic disciplines and a range of professions” (Alpha History).

**Source 2: History helps us learn from mistakes of the past.**

“History is, in short, the study of change, and this makes it one of the most useful of disciplines. The world is driven by change, which is continuously shaping our lives in ways that we don’t even realize. Change affects us from the highest levels of governments and countries down to the most trivial details. Studying history is the key to understanding how these forces shape our lives today - the past is the key to the present. History provides context for everything that we see around us today, and the key to understanding the world we find ourselves in now is to look at how it came to be” (*frogtutoring.com).*

“Those who don’t know history are doomed to repeat it.” This oft-quoted saying tells a great truth: history has patterns. One of the continuities in history is the mistakes that are made century after century as people live in pursuit of the same self-interested motives. Wars are fought for the same reasons. Regimes topple through the same shortcomings. Riots and revolts accompany the same abuses. Men and women take stands against the same oppression time and time again. This is why history is essential to the repertoire of the politician and the ruler, because understanding the failures of the past puts us one step closer to addressing the shortcomings of the present” (*frogtutoring.com)*.

“The past causes the present, and so the future. Any time we try to know why something happened—whether a shift in political party dominance in the American Congress, a major change in the teenage suicide rate, or a war in the Balkans or the Middle East—we have to look for factors that took shape earlier. Sometimes fairly recent history will suffice to explain a major development, but often we need to look further back to identify the causes of change. Only through studying history can we grasp how things change; only through history can we begin to comprehend the factors that cause change; and only through history can we understand what elements of an institution or a society persist despite change” (Stearns).

**Source 3: History helps build resilience.**

“In the aftermath of September 11, 2001, history can be a source of strength and of renewed commitment to the ideals upon which the nation was founded. As unsettling as events may be, others before us have known worse. Think of what our predecessors endured and accomplished. Think of the dangerous times they knew! Churchill, in the darkest hours of World War II, reminded us that "we have not journeyed all this way because we are made of sugar candy" (McCullough).

“Marshall Duke and an Emory colleague, Robyn Fivush, developed a measure called the Do You Know? scale that asked children to answer 20 questions, such as *Do you know where your grandparents grew up? Do you know where your mom and dad went to high school? Do you know about an illness or something really terrible that happened in your family?* Why does knowing where her grandmother went to school help a child overcome something as minor as skinned knee or as major as a terrorist attack? Duke said that children who have the most self-confidence have what he and Fivush call a strong intergenerational self. They know they belong to something bigger than themselves” (*New York Times).*

“Duke and Fivush asked those questions to members of four dozen families in summer 2001. They then compared the children’s results with a battery of psychological tests the children had taken and reached an overwhelming conclusion that bolstered Sara’s theory: The more children knew about their families’ histories, the stronger their sense of control over their lives, the higher their self-esteem, and the more successfully they believed their families functioned. “We were blown away,” Duke said. The researchers reassessed the children after the traumatic events of September 11, 2001. “Once again,” Duke said, “the ones who knew more about their families proved to be more resilient” (*New York Times).*

**Source 4: History gives insight to present-day problems, and teaches us to think and find solutions to these problems**

“Without understanding the root of a problem, there is no hope of solving it. This is what history does: it identifies the driving forces of society, of government, of individuals, of change, and it traces these features of the past to contemporary features of the world. We can’t confront international crises without one of the most basic tools in our belt, namely understanding how the crisis arose and what forces shape them. Conflict cannot be resolved without comprehending the historical roots of a situation. If we want to stand any chance of confronting the pressing issues of our world, we need to start at the root of the problem: we need to know history” (*frogtutoring.com)*.

 “The past causes the present, and so the future. Any time we try to know why something happened—whether a shift in political party dominance in the American Congress, a major change in the teenage suicide rate, or a war in the Balkans or the Middle East—we have to look for factors that took shape earlier. Sometimes fairly recent history will suffice to explain a major development, but often we need to look further back to identify the causes of change. Only through studying history can we grasp how things change; only through history can we begin to comprehend the factors that cause change; and only through history can we understand what elements of an institution or a society persist despite change” (Peter N. Stearns).

“History can be extraordinarily complex. It requires a great deal of detective work, careful thought and problem solving. As historians locate information and evidence, they begin to build up an understanding and a ‘picture’ of the people, event or society being studied. As they delve deeper into the past, historians almost always find unanswered questions, unclear information or missing pieces of evidence. At some point the historian must stop researching and start looking for answers. At this point history becomes akin to assembling a gigantic jigsaw puzzle – except there is no box or picture to serve as a guide, and some of the pieces are missing. The historian must weigh up their evidence, think logically and laterally, then develop credible and justifiable arguments or theories” (Alpha History).

**Source 5: History helps us understand other cultures and our own society.**

“Why are other cultures different from ours? Why is it that some cultures are antagonistic with each other, while others coexist in harmony? Why are there different customs, different traditions, and different religions from culture to culture? The answer to all of these questions lies in history. Without history, it is impossible to understand how cultures come to be. As the study of change, history identifies the driving forces behind cultures.”

“History helps us understand our own society. Similar to how we can understand others through the study of history, we can also come to understand ourselves. Why do we do things the way we do? How did these social structures and traditions come to be? Looking at history in this light illuminates the forces acting on our own society through history and into the present. The student of history draws on politics, sociology, economics, and anthropology, all of which feed into the history of individuals and societies. In order to successfully navigate our society in the present day, it is essential to know what came before, the driving forces of change that shape our lives, and the individuals of the past who shaped our society” (*frogtutoring.com).*

“History does indeed require study of the past; however, this often enhances your understanding of the modern world. Most history courses focus on timeless themes and issues – for example, the ways in which people, communities and nations interact; the nature of power and leadership; the difficulties of government and economic management; the impact of war and conflict on societies; and the relationships between different classes, wealth, capital and labor. Themes and issues like these never die; only the people, places and details change. History also provides an essential context for the modern world. It is impossible to understand modern Russia and China, for example, without understanding how these societies have been shaped by imperialism, war, revolution, communism and the Cold War” (Alpha History).

**Source 6: History prepares us for many professions.**

“Students of history find their experience directly relevant to jobs in a variety of careers as well as to further study in fields like law and public administration. Employers often deliberately seek students with the kinds of capacities historical study promotes. The reasons are not hard to identify: students of history acquire, by studying different phases of the past and different societies in the past, a broad perspective that gives them the range and flexibility required in many work situations. They develop research skills, the ability to find and evaluate sources of information, and the means to identify and evaluate diverse interpretations. Work in history also improves basic writing and speaking skills… it applies directly to many careers and can clearly help us in our working lives” (Stearns).

“One criticism often made of history is a perceived lack of value in the career market. While commerce students go on to work in business and science students have a range of career options, a history qualification seems to offer few direct paths to employment (other than history teaching, academia or museum work). This is an unfair representation of how useful and well-regarded history qualifications can be. The skills and knowledge acquired studying history are valued by many professions. As effective writers and communicators, many history graduates become successful journalists, copywriters, authors, editors, content managers and marketing professionals. Being able to locate, organize and manage information has enabled many history graduates to become outstanding researchers, librarians, information managers and administrators. Other history graduates complete additional study to become lawyers, diplomats and public officials. Politics is another career path for history graduates, some of whom have risen to high office. History is also a useful platform for a career in the military or police forces – or for further studies in economics, business management, records management, social work or psychology” (Alpha History).

**Source 7: History creates good people.**

“Studying the stories of individuals and situations in the past allows a student of history to test his or her own moral sense, to hone it against some of the real complexities individuals have faced in difficult settings. People who have weathered adversity not just in some work of fiction, but in real, historical circumstances can provide inspiration” (Stearns).

“Why history? Because it shows us how to behave. History teaches and reinforces what we believe in, what we stand for, stand up for. History is about life - human nature and the human condition and all its trails and fallings and noblest achievements. History is about cause and effect, about the simplest of everyday things - and the mysteries of chance and genius. History shows us what choices there are. History teaches with specific examples the evils of injustice, ignorance or demagoguery, just as it shows how potent is plain courage, or one simple illuminating idea” (McCullough).

 “History helps create thoughtful people and good citizens. Unlike those in fields like mathematics or the physical sciences, history students spend most of their time studying people and societies. They learn what it means to be human; they learn the value of things like ethics, empathy, diversity and social justice; they learn the risks and dangers of certain ideas; and they learn about the timeless issues and problems that affect human societies, both past and present. This equips them to understand and work with the people in their own world. Studying history also creates thoughtful and active citizens who are willing to participate in the political process or in their own communities. Most history students are also endowed with a healthy skepticism and a capacity to question their own world – and perhaps find ways to make it better” (Alpha History).

**Source 8: History helps us understand our own identities.**

“History also helps provide identity, and this is unquestionably one of the reasons all modern nations encourage its teaching in some form. Historical data include evidence about how families, groups, institutions and whole countries were formed and about how they have evolved while retaining cohesion. For many Americans, studying the history of one's own family is the most obvious use of history, for it provides facts about genealogy and (at a slightly more complex level) a basis for understanding how the family has interacted with larger historical change. Family identity is established and confirmed” (Stearns).

“History shows that times of tumult are the times when we are most likely to learn. This nation was founded on change. We should embrace the possibilities inherent in such times and hold to a steady course, because we have a sense of what we've been through and who we are” (McCullough).

“Why does knowing where her grandmother went to school help a child overcome something as minor as skinned knee or as major as a terrorist attack? Duke said that children who have the most self-confidence have what he and Fivush call a strong intergenerational self. They know they belong to something bigger than themselves” (*New York Times)*.

“History isn’t just a collection of famous names and events woven into a story that takes place in the past. History is the story of the past, and of everybody in it. Every individual had a place in shaping the historical narrative we know today, and every individual today has a place in molding the history that unfolds today. In order to understand our place within society, within our culture, and even within our own family, it is essential to realize that our present is the product of what came before, and the past provides a context for everything we do as an individual. Knowing where you fit into history gives you a context for yourself, your culture, and your world today. History gives you an understanding of your own identity” (*frogtutoring.com)*.

**Source 9: History builds citizenship.**

“Studying history helps us understand how recent, current, and prospective changes that affect the lives of citizens are emerging or may emerge and what causes are involved. More important, studying history encourages habits of mind that are vital for responsible public behavior, whether as a national or community leader, an informed voter, a petitioner, or a simple observer” (Stearns).

“Who are we, we Americans? How did we get where we are? What is our story and what can it teach us? Our story is our history, and if ever we should be taking steps to see that we have the best prepared, most aware citizens ever, that time is now… History is - or should be - the bedrock of patriotism, not the chest-pounding kind of patriotism but the real thing, love of country. At their core, the lessons of history are lessons of appreciation. Everything we have, all our great institutions, our laws, our music, art and poetry, our freedoms, everything is because somebody went before us and did the hard work, provided the creative energy, faced the storms, made the sacrifices, kept the faith” (McCullough)**.**

“Why are we good citizens? Because we have an understanding of a shared past and a communal identity, and we get this shared experience through our common knowledge of our history. Learning about how we came to be as a community informs how we see ourselves as a group in the present day, and we do this through knowing our history. Knowing how our shared experience came to be and what has defined us in the past gives us a reason to work towards a better society today. This is why American history is taught in school: it tells us why we are American, how we got to be American, and what it means to be an American today” (*frogtutoring.com)*.

**Source 10: History is the greatest of stories.**

“History has so many practical uses that it’s easy to forget that history is also a story, a thrilling adventure that takes place across the world and through the ages. This story encompasses the great empires of China, Rome, and Britain, the conquests of Alexander the Great and Napoleon, the explorations of Marco Polo, and the defeat of the Spanish Armada. It’s a story of romance in the royal courts of Europe, of honor in the Japanese samurai, and of spy craft in the American Revolution. There is the devastation and tragedy of two World Wars, the rise and fall of dictators and oppressors, and the fight for rights and liberties in a world of abuses. History is a tale that spans the entire human experience, and it is a tale in which we all have a part to play” (*frogtutoring.com)*.

“History is so much more than just an event and a date, and maybe a war here and there. History shows us why things happen and how things happen; how we go from knights and castles to tanks and bunkers; how empires are built and how they are torn down; how states are founded and how they fall. History is a story: history is the story of conquest and of conquerors, of empires and emperors, of exploration and adventure, of love and betrayal, of trust and deception. History fills our human need for tales about ourselves and about the things that we have done. History is every bit as fantastic and as exciting as a novel. You need look no further than the Russian Tsars, the Egyptian Pharaohs, or the French Revolutionaries to see that history is a thrilling tale” (*frogtutoring.com).*

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