Today’s Outcomes

• Frame our thinking around 21st Social Studies Teaching and Learning
• Introduce tools to support disciplinary thinking
• Collaborate around implementing a plan for teaching about Chinese railroad workers.
Introductions

In your grade level/content area groups, discuss:

• Name

• What and where you teach

• Favorite holiday and why
What’s great about teaching social studies?

We get to help students understand different:

• People
• Places
• Events
• Experiences/Perspectives
• Interactions
• Interconnections
• Ourselves/Our Communities
The Role Social Studies Plays in Education

Students who experience high quality civic learning are:

• more tolerant of others
• more willing to listen to differing points of view
• take greater responsibility for their actions and to improve their communities
• hone their communication and teamwork skills.

In a multicultural, globalized society, these are the attitudes and skills employers report seeking in their employees.

Study conducted by Dr. Judith Torney-Purta for the Campaign for the Civic Mission of Schools released October 2009)
Social Studies Provides Context

• If students don’t understand context they will have a difficult time comprehending texts.

• If students don’t understand texts, they are unlikely to learn content.

The social studies can help to serve both purposes. Social Studies provides CONTEXT.
Think about it this way...

<table>
<thead>
<tr>
<th>Reading in Social Studies:</th>
<th>ELA Reading Anchor Standards</th>
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<tbody>
<tr>
<td>• Requires interpretation</td>
<td>• Requires sourcing, exploring diverse perspectives, corroboration, and context</td>
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<tr>
<td>• Accessing a variety of complex texts</td>
<td>• Range of reading and level of text complexity</td>
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<tr>
<td>• Is an argument searching for evidence</td>
<td>• Is an argument searching for evidence</td>
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<tr>
<td>• Requires sourcing, exploring diverse perspectives, corroboration, and context</td>
<td>• Integration of knowledge and ideas</td>
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<tr>
<th>Speaking &amp; Listening in Social Studies</th>
<th>Anchor Standards</th>
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<tbody>
<tr>
<td>• Academic language</td>
<td>• Collaboration</td>
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<td>• Academic conversations/Civic Dialogue</td>
<td>• Knowledge and Ideas</td>
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<tr>
<td>• Research and Presentations</td>
<td>• Evidence based</td>
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<tr>
<td>• Evidence based</td>
<td>• To demonstrate knowledge and skills</td>
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Social Studies in the 21\textsuperscript{st} Century
“At home I have The History Channel, Discovery Channel, Smithsonian Channel, Science Channel, Biography Channel, Animal Planet, and PBS. School is interfering with my education!”
Social Studies Learning in the 21st Century

FROM....
• Lecture based
• Fill students with knowledge
• Retelling information
• Memorizing & fill in the blank
• Opinion
• Propaganda and political cartoons provided by teachers
• Reading/learning about social studies

TO...
• Inquiry based
• Constructivist
• Critically thinking about information
• Close reading & evaluation of sources
• Evidence based analysis
• Primary/secondary sources & unlimited access to digital information
• Thinking about social studies (reading/writing/thinking/listening)

DOlson Transcontinental RR December 2018
Primary Source Document

• **Hard evidence from the time period.**
  • Written or *produced during the time* period being studied

• **First hand** information by people who were:
  • **Involved** in the event
  • **Witnessed** the event, OR
  • Knew the persons involved in the event

**Why use them?**
• Allow students to **get as close as possible** to the historical event or time period
• **Provide perspective**
Secondary Source

• **Written or developed after the time period**
  - Second hand information - written about a primary source or how a primary source was interpreted

**Why use them?**

• May include more than one point of view or more fair account of event
Finding Primary & Secondary Sources

[Utah National History Day]

https://history.utah.gov/utah-history-day/
What does it mean to learn social studies today?

It means:

• Seeing social studies as a discipline driven by questions

• Analyzing and applying a variety of primary and secondary sources to the questions guiding inquiry

• Develop and defend evidence-based arguments and/or rationales for interpretation of history and geography
Task:
1. Read the article.

2. Identify the “golden line” of the article for you.

3. Discuss:
   a. Why is that the golden line for you?
   b. What implications does it have for your teaching practice?
So, what is the Purpose of Social Studies?

“The objective of historical literacy instruction is not necessarily to produce mini-historians, but young people and adults who are able to negotiate and create the complex texts of the Information Age”

-- Dr. Jeffery Nokes
The information landscape has changed because the media landscape has changed…

...So the pedagogy must shift...

...from fact oriented teaching to thinking oriented teaching

Students must now be able to:

Ask *key* questions
Compare competing claims
Assess credibility
"Education is not the learning of facts, but the training of the mind to think."

- Albert Einstein

How do we do this?
Social Studies Tools & Resources
### Historical Reading Skills

#### Sourcing (Before reading document)
- **Questions**
  - What is the author’s point of view?
  - Why was it written?
  - When was it written?
  - Is this source believable? Why? Why not?
- **Students should be able to…**
  - Identify author’s position on historical event
  - Identify and evaluate author’s purpose in producing document
  - Predict what author will say BEFORE reading document
  - Evaluate source’s believability/trustworthiness by considering genre, audience, and author's purpose.
- **Prompts**
  - This author probably believes...
  - I think the audience is...
  - Based on the sourcing information, I predict this author will...
  - I don’t trust this document because...

#### Contextualization
- **Questions**
  - What else was going on at the time this was written?
  - What was it like to be alive at this time?
  - What things were different back then? What things were the same?
- **Students should be able to…**
  - Use context/background information to draw more meaning from document
  - Infer historical context from document(s)
  - Recognize that document reflects one moment in changing past
  - Understand that words must be understood in a larger context
- **Prompts**
  - I already know that... is happening at this time...
  - From this document I would guess that people at this time were feeling...
  - This document might not give me the whole picture because...

#### Close Reading
- **Questions**
  - What claims does the author make?
  - What evidence does the author use to support those claims?
  - How is this document making me feel?
  - What words or phrases does the author use to convince me that he/she is right?
  - What information does the author leave out?
- **Students should be able to…**
  - Identify author’s claims about event
  - Evaluate evidence/reasoning author uses to support claims
  - Evaluate author’s word choice; understand that language is used deliberately
- **Prompts**
  - I think the author chose these words because they make me feel...
  - The author is trying to convince me...
    - (by using/saying...)

#### Corroboration
- **Questions**
  - What do other pieces of evidence say?
  - Am I finding different versions of the story? Why or why not?
  - What pieces of evidence are most believable?
- **Students should be able to…**
  - Establish what is true by comparing documents to each other
  - Recognize disparities between two accounts
- **Prompts**
  - This author agrees/disagrees with...
  - This document was written earlier/later than the other, so...
Tools for Sourcing & Close Reading

National Archives
https://www.archives.gov/education
Tools for Contextualizing

Utah, 1850-1870
China, 1850-1870

https://history.utah.gov/utah-history-day/
### MAKING A HISTORICAL ARGUMENT

**Evidence Matters**

An argument is different from an opinion, and more than a simple restatement of facts. It is a reasoned conclusion that is supported by the evidence (information from primary sources) you discovered during your research. Remember, as a historian you must consider all sides of the situations. If you found evidence that contradicts your argument, discuss it! If there is controversy or debate, explore it!

#### CLAIMS

<table>
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<tr>
<th>Claims that support your argument:</th>
<th>Claim 1</th>
<th>Claim 2</th>
<th>Claim 3</th>
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<tbody>
<tr>
<td>Keep each claim clear and concise.</td>
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#### EVIDENCE

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<th>Evidence</th>
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<td>a.</td>
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<td>b.</td>
<td>2.</td>
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<tr>
<td>c.</td>
<td>3.</td>
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<td>d.</td>
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#### ANALYSIS

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#### CONCLUSIONS

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<th>Conclusion</th>
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**Keywords**

- PRIMARY SOURCES: Book's narrative?
- SOURCES: Textbook, articles, quotes.
- Synthesize: Synthesis, synthesis, synthesis.
- SOURCES: Book, internet, experts.
- Word choice: Synthesis, synthesis, synthesis.
Resources
https://www.uen.org/transcontinentalrailroad/
**History as a Mystery Planning Template**

**Content Area:**  
**Grade:**

**Overarching Learning Goal:**  
What is the overarching learning goal for students as they learn about Chinese railroad workers? In other words, what do you want students to come away knowing and understanding about the Chinese railroad workers' experience?

**Associated Standards:**

**Mystery Question (essential question):** What mystery question about history would you like students to explore?

**Mystery Question:**

- Is your mystery question broad enough to invite multiple perspectives? jot down your ideas.
- Can the mystery question have more than one right answer? jot down your ideas.

**Investigate the Mystery:** What sequence of learning activities will help students investigate the mystery question? include how you will both introduce and close the topic.

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<tr>
<th>Learning Activity</th>
<th>Necessary Materials/Resources</th>
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**Your Turn**
Thoughts or concerns?
Remember...Ask, don’t tell
How will you be different from Google?

I copied everything straight off the internet!!

Whaddya mean all my facts are wrong?!?
Did we meet today’s outcomes?

• Frame our thinking around 21st Social Studies Teaching and Learning
• Introduce tools to support disciplinary thinking
• Collaborate around implementing a plan for teaching about Chinese railroad workers.
Feedback

1. One or two takeaways that provoked your thinking

2. Additional comments