Teacher Created Materials



STEM Foundation 5

Historical Thinking and Document Analysis

Meeting the Rigor of Common Core



Teacher Created Materials

Agenda

- Introduction to Historical Thinking & STEM
- Common Core State Standards and literacy in the social studies
- Reading, writing, and document analysis to enhance historical thinking
- Classroom demonstrations



Professional Learning Objectives

- Learn how to use various teaching practices that require students to further develop historical thinking.
- Learn how to model document analysis in ways that develop students' historical thinking.



STEM Foundation 5:

Historical Thinking and Document Analysis

"STEM (science, technology, engineering and mathematics) education is an interdisciplinary approach to learning where rigorous academic concepts are coupled with real-world lessons."

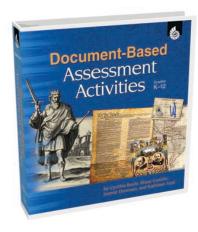
(Arkansas Department of Education)



STEM Foundation 5:

Historical Thinking and Document Analysis

- What is historical thinking?
- How does historical thinking relate to STEM?









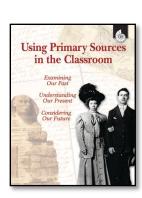
- Historical thinking skills are important because they enable individuals to:
 - grasp the significance of the past in shaping the present
 - understand the significance of the past to their own lives and society
 - distinguish between the important and the inconsequential
 - read critically to discern differences between evidence and assertion
 - recognize that history is an evolving narrative constructed from available sources
 - appreciate diversity of cultures; understand how things happen and how things change, and that there are consequences http://www.nchs.ucla.edu/

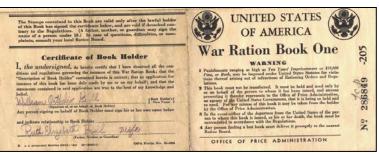


STEM Foundation 5: What Is Historical Thinking?

Students...

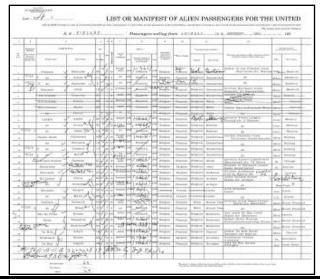
- Raise QUESTIONS
- Support their answers with historical EVIDENCE
- DO NOT just recall the facts
- EXAMINE the evidence themselves in a variety of primary and secondary sources



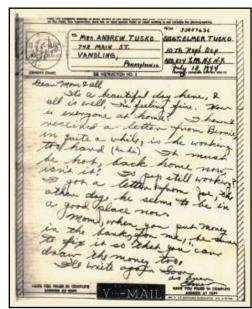


Letters

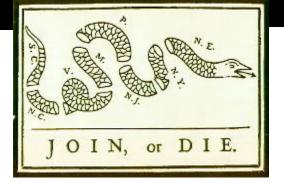
Documents



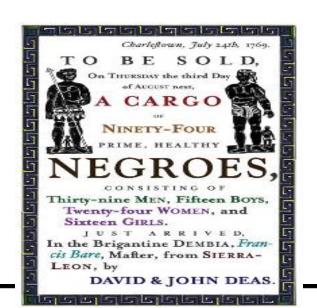


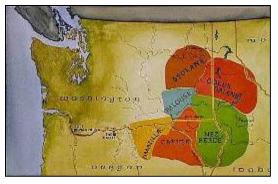


Political Cartoons



Posters & Handbills

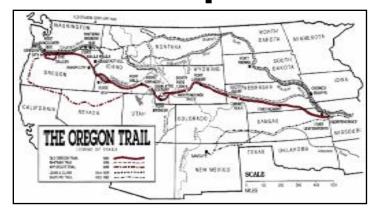




Artifacts



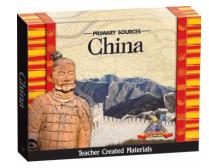
Maps





STEM Foundation 5: How does historical thinking relate to STEM?

- Primary sources tell us the stories of the past, taking into account various factors:
 - historical context
 - multiple perspectivesStudents must BECOME a detective...Inquiry around the 5 W's





STEM Foundation 5:

Historical Thinking and Document Analysis

"The detective, however, is essentially interested in discovering what happened, who did it, and why, whereas the historian goes one step beyond and asks what it all means."



The Human Record: to 1700, (Andrea 2001)



Why Literacy in History/Social Studies?



Goal of literacy in social studies is to develop students' curiosity about the people and the world around them to promote effective citizenry in a culturally diverse world.

Students must learn how to investigate and reflect on various social, economic, cultural, religious, political, and geographic topics.



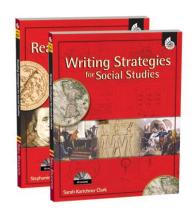
Why Literacy in History/Social Studies?



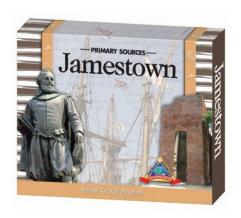
- Textbooks are NOT the only resource
- Jumps in achievement occur when student activities go beyond the textbook
- The Common Core State Standards dictate going way beyond the textbook to include a rich variety of texts



3rd Grade Lesson: Jamestown



Historical Thinking and Document Analysis



Strategies Utilized in this Lesson

- List-Group-Label
- Read-Retell-Record
- Probable Passages



Jamestown

Essential Question:

 Why do people colonize areas? What are the struggles they encounter? What is the role of leadership in helping them become self sufficient?

Key Question:

 Why did the settlers establish the Jamestown Colony and what struggles did they experience?



Student Reading Strategy

List-Group-Label



Historical Thinking At Work!

- Students will develop historical comprehension and analysis skills
 - Brainstorm/identify
 - Analyze
 - Categorize
 - Synthesize
 - Use historical discourse

Homestead Act Meriwether Lewis Economic prospects
Religious opportunities Treaty of Guadalupe Hidalgo James K. Polk
Zebulon Pike Manifest Destiny The Indian Removal Act
Mexican American War Sacagawea The Trail of Tears



Student Reading Strategy Read-Retell-Record

Read-Retell-Record

An Active Reading Strategy for Small Leveled Groups

Preparation:

Group students into groups of three based on reading level and determine the appropriate leveled text for each group.

Create a "reading card" for each group (this can colored index card or bookmark).

Procedures:

Explain the strategy and roles to the class. Model the strategy using two students and yourself to demonstrate the three roles.

•Be sure to mention that the group needs to discuss the "big idea" and reach consensus before it can be recorded.

Role 1: Read one sentence or paragraph aloud to your group.

Role 2: Retell the "big idea" in your own words.

Role 3: Record the "big idea" on a sticky note.

 Students then rotate the jobs and repeat the process until they've completed the portion of leveled text you've assigned.

•When finished, students should read all of their sticky notes in order to summarize what they have read. Role 1: Read one sentence or paragraph aloud to your group.

Role 2: Retell the "big idea" in your own words.

Role 3: Record the "big idea" on a sticky note.





Read-Retell-Record

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- ♦Students then rotate the jobs and repeat the process until they've completed the portion of leveled text you've assigned.
- ♦When finished, students should read all of their sticky notes in order to summarize what they have read.

Historical Thinking At Work!

Students will use this strategy to:

- Interpret and Summarize key ideas in the text building their metacognition
- Synthesize key historical ideas
- Use historical discourse
- Analyze the text



Jamestown

Essential Question:

 Why do people colonize areas? What are the struggles they encounter? What is the role of leadership in helping them become self sufficient?

Key Question:

 How did John Smith help to make Jamestown the first successful settlement?



Student Writing Strategy Probable Passages

Historical Thinking At Work!

Students will use this strategy to:

- Analyze relationships among key concepts
- Infer how those key concepts may relate to the text
- Write a probable passage using similar language as the text
- Compare probable passage to text

Key Concepts:

Jamestown, ships, Chesapeake Bay, ocean, settlers

Prewrite:

Jamestown settlers

ships, ocean

Chesapeake Bay

Probable Passage:

<u>The settlers moved to Jamestown. They came by ships across the ocean. They came to Chesapeake Bay.</u>

How does your passage compare to the text?

My facts are correct, but I have very few details. That is probably because I didn't know much about the subject at first. Now, if I were to rewrite the passage, I would include many more details and more description about the colony.



Jamestown

Essential Question:

 Why do people colonize areas? What are the struggles they encounter? What is the role of leadership in helping them become self sufficient?

Key Question:

 What is the sequence of events in the settling of Jamestown that resulted in its success?



Document Analysis

Digital Story



- Creating a digital story based on the visual documents from the past helps students tap into their creativity
- The technology component provides students a way to design, create, and produce thoughtful expressions with technology skills



Document Analysis Digital Story



Historical Thinking At Work!

Chronological Thinking

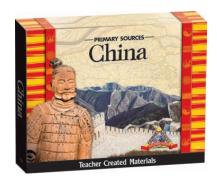
 Using causation - Students will identify, analyze, and evaluate multiple cause and effect relationships in an historical context



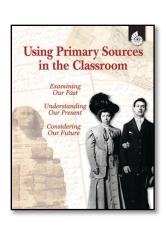
Grade 3 Jamestown



7th Grade Lesson: China



Historical Thinking and Document Analysis



Strategies Utilized in this Lesson

- Scaffolding Reader Question
 - Argumentation
 - Comparison



China

Essential Question:

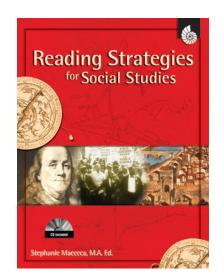
 Using textual evidence for support, describe how the transitions from one Chinese dynasty to the next more symbolic or more revolutionary?

Key Question:

 What key characteristics define the Tang dynasty and make it one of the most glorious periods in Chinese history?



Student Reading Strategy Scaffolding Reader Question



Historical Thinking At Work!

Students will use this strategy to:

- Define and frame questions
- Verbalize and record their questions as they preview, read, and review a text
- Extract useful information to make supportable inferences and draw appropriate conclusions from textual evidence



Before-Reading Questions	
Based on my preview of	My questions are:
bold words	How is a governor different from a mayor?
headings	What is the difference between state and local governments? Who goes to town meetings?
During-Reading Questions	
While I was reading, I noticed	My questions are:
The state government is different from the country's government.	Why does every state have its own government?
Some cities have city councils.	Does my city have a mayor or a city council?
Some people go to town meetings.	I live in a big city. Do we have town meetings?
After-Reading Questions	
I still wonder about	My questions are:
the differences between state and local government	How are they the same and different?
I think we need a pool in our town.	How can I get my city to build a pool at the park?



China

Essential Question:

 Using textual evidence for support, describe how the transitions from one Chinese dynasty to the next more symbolic or more revolutionary?

Key Question:

 How has China's past affected its people, places, and the environment in the present?

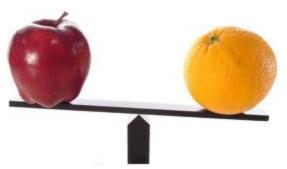


Document Analysis Compare and Contrast

Historical Thinking At Work!



- Articulate what they are learning in a manner that illustrates similarities and differences
- Use textual evidence and understand the limitations of a variety of sources
- Create a clear, comprehensive, and analytical argumentative thesis which will be supported by relevant textual evidence



Comparisons



Present

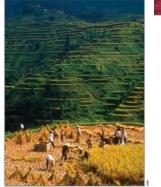




Past











China

Essential Question:

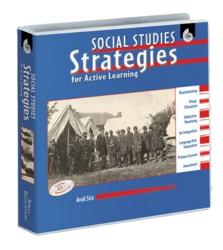
 Using textual evidence for support, describe how the transitions from one Chinese dynasty to the next more symbolic or more revolutionary?

Key Question:

- Utilize the evidence to take a stand on the following two questions:
 - O Did Marco Polo actually go to China?
 - O Does the validity of his journey matter as much as the reaction to his book?



Writing Strategy Argumentation



Historical Thinking At Work!

Students will...

- construct an argument based on conflicting sources
- use the available evidence and understand the limitations of primary sources
- create a clear, comprehensive and analytical thesis which will be supported by relevant textual evidence



Writing Strategy Argumentation



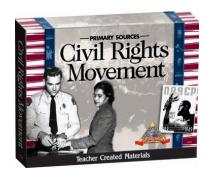
Did Marco Polo go to China?

Analyze the sources and then take a stand

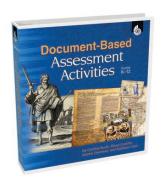


Grade 7 China

U.S. History Grade 11 Lesson: Civil Rights and the Little Rock Nine



Historical Thinking and Document Analysis



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Strategies Utilized in this Lesson

- Key Words
- Changes Over Time
- Written Document Analysis



Civil Rights and the Little Rock Nine

Essential Question:

 How did the desegregation of schools impact the civil rights of African Americans over time?

Key Question:

- Who are the Little Rock Nine?
- How did the events surrounding the Little Rock Central High crisis impact school segregation over time?



Reading Strategy Key Words



Historical Thinking At Work!

Students will use this strategy to:

- Identify key words to summarize the selection
- Evaluate the relationships between the words and the historic event
- Identify the central question(s) the historical narrative addresses

Arkansas Little Rock integration Segregated



Little Rock Integration Segregated





Civil Rights and the Little Rock Nine

Essential Question:

 How did the desegregation of schools impact the civil rights of African Americans over time?

Key Questions:

 What events seen in this photo were the impetus for the NAACP were the impetus for the NAACP's lawsuit in 1956?



Document Analysis

Divided Image



Historical Thinking At Work!

Students will...

- Analyze historic images
- Use their observations to focus on details and evidence before coming to premature conclusions and generalizations



Document Analysis Divided Image



- Observe
- Reflect
- Analyze











Civil Rights and the Little Rock Nine

Essential Question:

 How did the desegregation of schools impact the civil rights of African Americans over time?

Key Question:

 How has school segregation changed over time and what has been the impact on education?



Writing Strategy Change Over Time





Historical Thinking At Work!

Students will...

- recognize, analyze, and evaluate the dynamics of continuity and change over periods of time
- relate these patterns to larger historical processes or themes



Change Over Time

Α					
	В		С		D
E					



Civil Rights and the Little Rock Nine

Essential Question:

 How does the desegregation of schools impact the civil rights of African Americans over time?

Key Question:

 What was Melba Beals' role in the Little Rock Crisis and the events that occurred on October 1, 1957?



Document Analysis Written Document Analysis



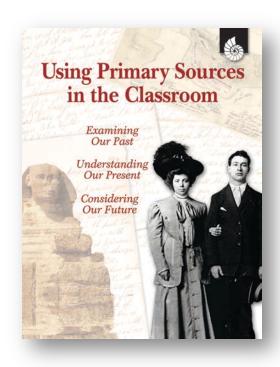
Historical Thinking At Work!

Students will...

- Focus on all aspects of a document such as the author's point of view, the period in history when it was created, and the intent
- Make supportable inferences and draw appropriate conclusions



Written Document Analysis



Written Document Analysis					
Questions to Use with Any Document					
TITLE OF THE DOCUMENT					
What type of document is this?					
2. Who wrote it?					
Why did the person write the document?					
What is the author's point of view?					
When was the document written?					
6. Who is the audience for this document?					
7. What are the most important things about this document?					
Are there any clues about life was different when this document was written from life today?					
What question would you like to ask this author?					
10. If this document had not been written, would the world be different today?					



Written Document Analysis

- Subject & Source—What and Who?
- Occasion—Context: What caused this?
- Audience—Who is this directed toward?
- Purpose—What was the intent?
- Significance—What effect did this have?





High School **U.S.** History Civil Rights

Teacher Created Materials

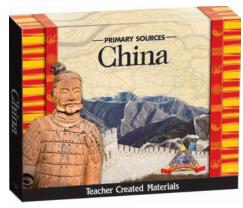


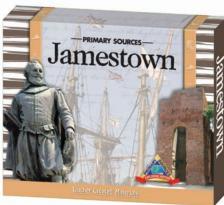
- A family-owned company
- Founded 36 years ago
- Trusted name among PreK–12 educators
- Develops curriculum solutions and professional resources
- Materials have been used in the U.S. and 89 countries

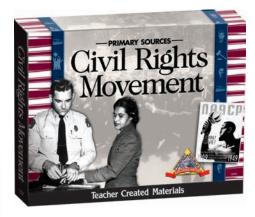
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Classroom Resources

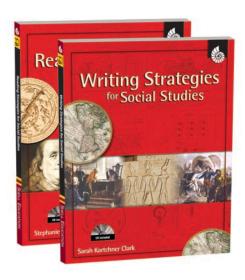


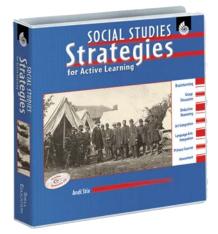


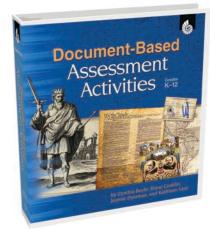


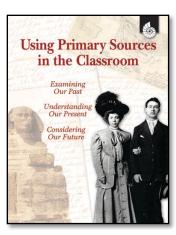
Teacher Created Materials

Shell Education Professional Resources











STEM Foundation 5:

Historical Thinking and Document Analysis

In Closing...

- Teach to the standards
- Pose and debrief essential and key questions
- Put historical thinking skills to work
- Model and scaffold
- Integrate literacy
- Engage our students!