WELCOME TO OUR SESSION!
Please settle in promptly, and...

Finish this sentence:

“When I was a middle school student, Social Studies was…”
Historical thinking matters:
Increasing the complexity of historical thinking across the middle-level years

(Strand: Curriculum development and support)

East High School Lower School Social Studies Team
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Evolution of Practice in Context

Purposes of “Doing History”

To explain how events in the past led to our place in the present

To ask better questions and demand better evidentiary explanations

To make up their minds when stories conflict

To honor the misrepresented by creating and telling new accounts of their lives

East 6-12 Social Studies Department

Long Term Transfer Goals

Think purposefully and critically about domestic and global issues.

Understand and respect the role of identity and culture in shaping how people think and act.

Decide what evidence is credible and useful in developing a position, addressing an issue, and taking an action.

Advocate for self and others by acting as an informed democratic participant and promoting social justice.
Evolution of Practice in Context

Transfer Goals
Learning Outcomes

Evaluate, reconsider, adapt...

Transfer Goals
Learning Outcomes

Instructional Supports

Assessment Practices

Interpretation of CFAs inform:
1) instructional priorities;
2) historical thinking scaffolding

Creation and use of common formative assessments (CFAs) that:
1) are research based (SHEG);
2) scaffold writing; and
3) integrate three forms of knowledge
Demonstration of Practice

Assuming evidence = foreground (photo of figure); and context = background (photo of setting)...

Decide: does the combination of figure and setting:
(1) Make sense (i.e., seems in context);
(2) Not make sense (i.e., seems out of context); or
(3) Don’t know (i.e., can’t tell if it seems in context)?

CONTEXTUALIZATION IS...
Understanding how historical evidence is situated in a particular time and place.

CONTEXTUALIZATION IS LIKE...
Looking for connections between the BACKGROUND and FOREGROUND of a picture.

BACKGROUND:
The “surroundings” (time, place, other related events) in which the person, object, or event exists.

FOREGROUND:
The person, object, or event we’re focused on.

Big question:
How does knowing what’s going on in the BACKGROUND (HISTORICAL CONTEXT) help me make sense of what’s going on in the FOREGROUND (ACTION, DECISION, IDEA, OR EVENT)?
Theory of Practice

“Doing history” involves...

Using...
- **Content knowledge**: the “stuff” of history; who, what, where, when, and how
- **Conceptual knowledge**: the substantive ideas (e.g., justice, freedom) and procedural ideas (e.g., causality, historical significance) used to organize content into meaningful accounts
- **Procedural knowledge**: the detective work associated with “doing history” (e.g., corroborating evidence, assessing source credibility, perspective recognition and interpreting historical context)

...for a purpose:
- To explain how events in the past led to our place in the present
- To ask better questions and demand better evidentiary explanations
- To make up their minds when stories conflict
- To honor the misrepresented by creating and telling new accounts of their lives

(Barton & Levstik, 2004; Fogo, 2014; Lee, 2005; Nokes, 2014; VanBoxtel & VanDrie, 2013; VanSledright, 2010; Wineburg, 2001)
“Doing history” involves...

**Corroboration**...: comparing and contrasting multiple sources of evidence to seek the most accurate explanation

**+ Perspective recognition**...: finding and identifying historical actors’ different experiences, ideas, and intents

**+ Contextualization**...: interpreting how people, events, and ideas are situated in particular places and times

Theory of Practice

Assessing how scholars “do history” involves...

Modes of observation

...the basis for selecting...

Social and cognitive activity

...the results of which are evaluated via...

Interpretations and assertions

...which reinforce and/or challenge conceptions of...

(Pellegrino, Chudowsky, & Glaser, 2001; Meuwissen, 2013; Smith & Breakstone, 2015; VanSledright, 2013)
Carousel

• First, visit the poster associated with your grade-level token
• Write at least one thing you noticed and one thing you wondered about
• Be prepared to share with the group
Thanks for coming to our session!

Please complete your ticket out the door.

How does the experience that you had today with Lower School Social Studies compare/contrast with what social studies was like when you were a middle school student?