

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

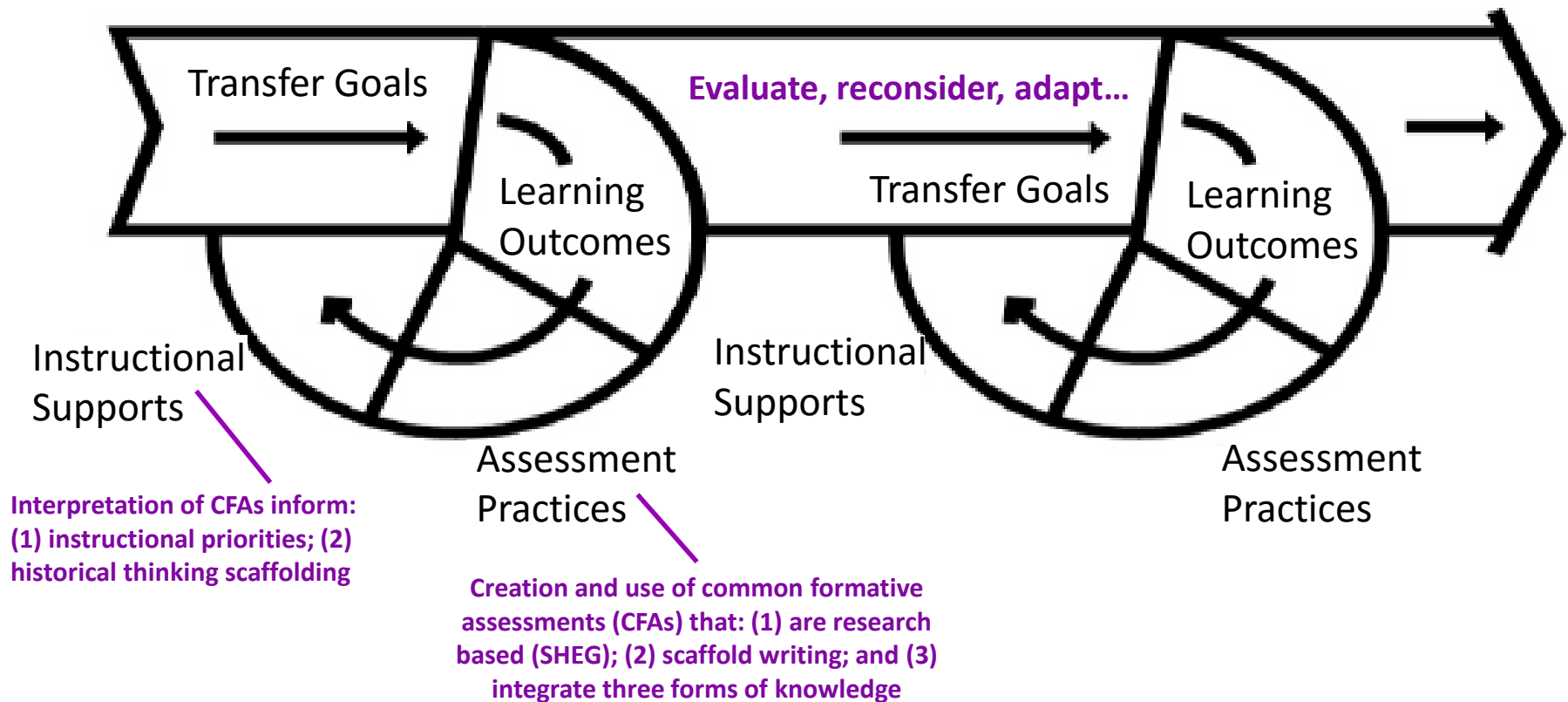
Think purposefully and critically about domestic and global issues.

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.

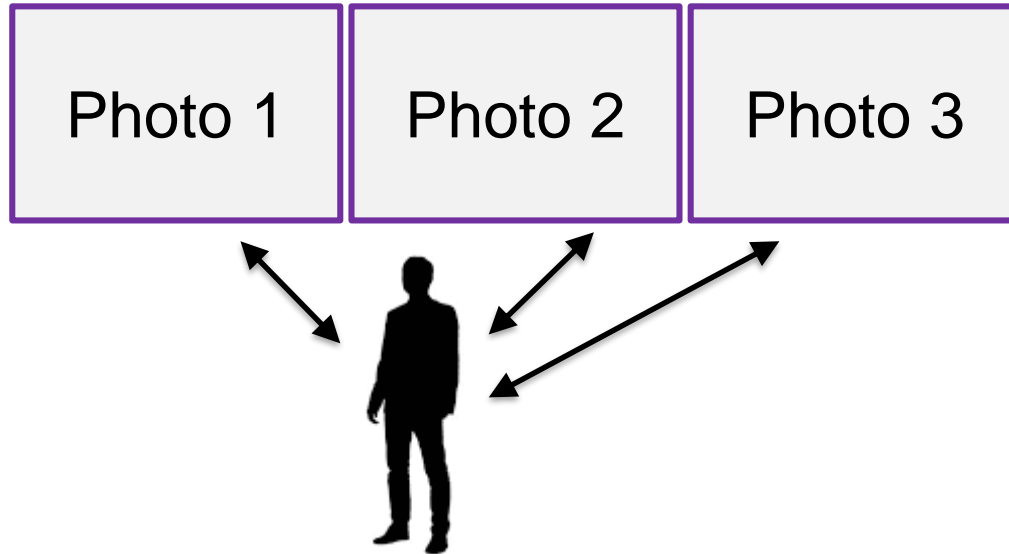
Advocate for self and others by acting as an informed democratic participant and promoting social justice.

Evolution of Practice in Context



All In: When Theory Meets Practice in School Reform
CUES Spring Symposium – April 28, 2018

Demonstration of Practice

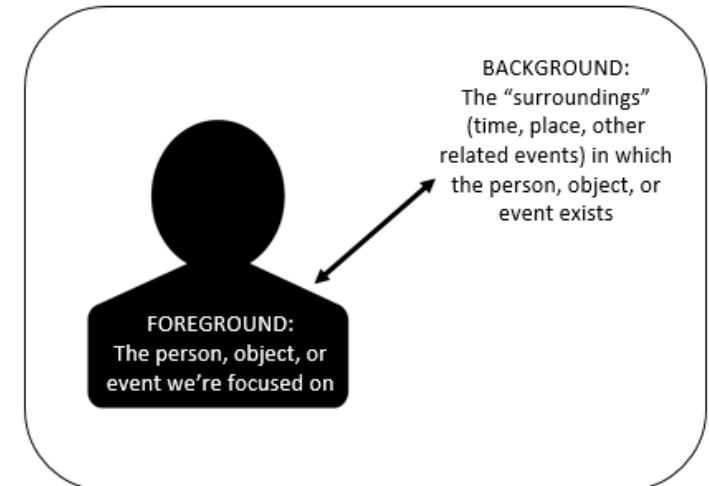


Contextualization is...

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.



**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)?

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:

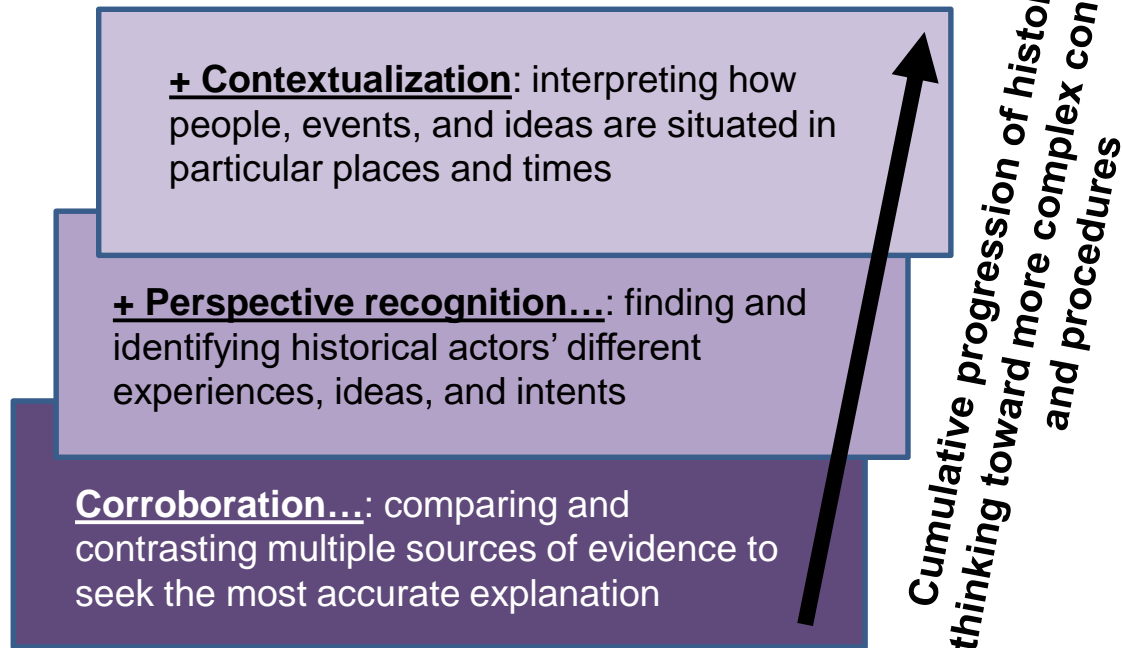
- To explain how events in the past led to our place in the present
- To ask better questions and demand better evidentiary explanations
- To make up their minds when stories conflict
- To honor the misrepresented by creating and telling new accounts of their lives

(Barton & Levstik, 2004; Fogo, 2014; Lee, 2005; Nokes, 2014; VanBoxtel & VanDrie, 2013; VanSledright, 2010; Wineburg, 2001)

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Theory of Practice

“Doing history” involves...

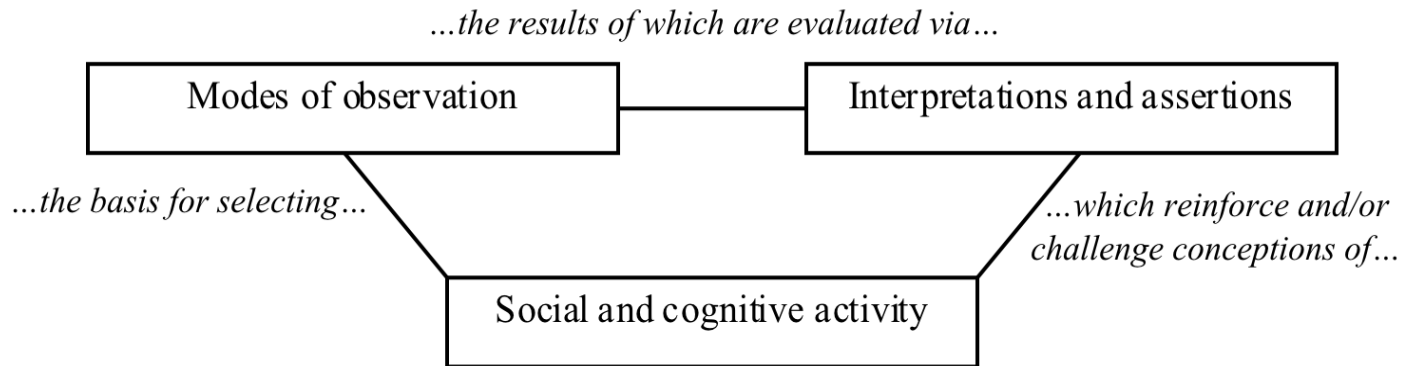


(Barton & Levstik, 2004; Fogo, 2014; Lee, 2005; Monte-Sano, 2010; Nokes, 2014; Seixas, 2015; VanBoxtel & VanDrie, 2013; VanSledright, 2010, 2013; Wineburg & Reisman, 2015)

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Theory of Practice

Assessing how scholars “do history” involves...



(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?