

Social Studies Teacher Leadership Network



Our Democratic Republic will not sustain unless students are aware of their changing cultural and physical environments; know the past; read, write, and think deeply; and act in ways that promote the common good.

The College, Career and Civic Life (C3) Framework

Kentucky Leadership Networks Vision:

Every school district in the Commonwealth of Kentucky has a knowledgeable and cohesive leadership team that guides the professional learning and practice of all administrators, teachers, and staff so that every student experiences highly effective teaching, learning and assessment practices in every classroom every day.

Welcome to the OVEC Social Studies Leadership Network

The Leadership Network concept/design is based on the most current research-based data that we have on effective professional development (that is, professional development that actually leads to improved classroom practice). The focus of the networks is capacity building, not a “train the trainer” model. Capacity building means people will attend meetings and be presented the most current information and the opportunity to try out the most effective strategies, resources, and tools available. They will take this information and with their district leadership teams develop a customized plan for professional learning for teachers in their districts.

Meet Your OVEC Social Studies Leadership Network Facilitators...

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- Ph.D. in History from the University of Kentucky
- Prizewinning Author/coauthor/editor of eighteen books (including: *A New History of Kentucky*, *William Goebel: The Politics of Wrath*, *The Breckinridges of Kentucky*, *Kentucky: Portrait in Paradox, 1900-1950*, and *Kentucky Justice, Southern Honor, and American Manhood*).
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Leadership



Resources Included

- Social Studies Leadership Network Norms
- KY Leadership Networks What Participants Need to Know
- Update on SS Standards work in Kentucky January 2014
- Characteristics of the Right Network Participant
- District Leadership Team Members

Social Studies Leadership Network **NORMS**

- **Be an ambassador of “lifelong learning.”**
Show your enthusiasm for the work, support the learning of others, be willing to take risks, participate fully.
- **Come to meetings prepared.**
Be on time, any preparations/ readings completed, with necessary materials.
- **Be focused during meetings.**
Stick to network goals/ targets, use technology to enhance work at hand, limit sidebar conversations.
- **Work collaboratively.**
All members’ contributions are valued and honored, seek first to understand, then be understood



Kentucky Leadership Networks - What Participants Need to Know

The system of Leadership Networks in Kentucky has been designed to support the quality implementation of the requirements set forth in Senate Bill 1 (2009). Specifically, the networks are intended to **build the capacity of each district** in the Commonwealth as they implement Kentucky's Core Academic Standards, develop assessment literacy among all educators, and work toward ensuring that every classroom is a model of highly effective teaching and learning practices. To that end, the vision for these networks is:

Every school district in the Commonwealth of Kentucky has a knowledgeable and cohesive leadership team that guides the professional learning and practice of all administrators, teachers, and staff so that every student experiences highly effective teaching, learning, and assessment practices in every classroom, every day.

As a participant in one of the networks, your responsibility is to

1. collaborate with other leaders throughout your region to hone your own practice, knowledge, leadership skills, and
2. work collaboratively with your district leadership team to scale up highly effective practices in every classroom.

4 major components form the foundation of every Leadership Network in the state. Those components are:

- Kentucky's Core Academic Standards
- Assessment Literacy
- Kentucky Framework for Teaching /Characteristics of Highly Effective Teaching and Learning
- Leadership

As you participate in network meetings, you will be learning and practicing new processes and strategies with your colleagues. You will be asked to create and share models/examples of your work. You will also work with the other network participants to edit and refine those models/examples to share with the state at large.

Some of the specific processes/skills you will be expected to learn and products you will be asked to eventually produce (collectively) include:

- Reaching consensus with colleagues on the meaning of the standards/performance expectations in terms of expected depth and breadth, and the related progressions, by engaging in/modeling processes to deconstruct Kentucky's Core Academic Standards into clear learning targets;
- Planning and reflecting on your own/others' teaching using the Characteristics of Highly Effective Teaching and Learning/Kentucky Framework for Teaching as a guide;
- Utilizing data effectively to improve teaching and learning by designing/selecting/implementing high-quality classroom/local assessments;
- Planning/selecting rigorous and congruent (i.e., completely aligned) learning experiences for instruction;
- Working collaboratively within and across networks to populate our online repository for instructional resources- CIITS- (i.e., learning targets and suggested sequences of learning, sample aligned units and assessments, common formative and summative assessments based on Kentucky's Core Academic Standards) for all Kentucky teachers/leaders to access;
- Utilizing provided resources, tools, protocols and other network products in your own and your districts' schools to facilitate growth as part of your district's leadership team;
- Working with your district leadership team in supporting other educators as they move toward full implementation of these same processes/strategies in their own classrooms.
- Participating in/modeling/designing/implementing highly effective professional learning.

Update on Social Studies Standards Work in Kentucky, January 2014

Senate Bill 1 (2009) requires that Kentucky revise all required content standards to reflect the necessary knowledge and skills needed to ensure all students are college and career ready. SB 1 suggests that all standards should be rigorous, world class, and internationally benchmarked, while also allowing for deeper engagement around fewer concepts/topics. Adoption of the Common Core State Standards in English language arts and mathematics was the first step taken to address SB 1. Despite the fact that the ELA standards include a section for Literacy in History/Social Studies, there is still a need for a set of comprehensive social studies content standards that fully addresses the needs of Kentucky's 21st century learners.

What social studies standards work has occurred to date?

In February of 2013, a team of elementary, middle, high school, higher education, and key social studies advocacy group representatives was established to begin setting a vision for and drafting new social studies standards for the Commonwealth. These new standards will be guided by a document called the *College, Career, and Civic Life (C3) Framework for Inquiry in Social Studies State Standards*.

The C3 Framework, developed by the National Council on Social Studies (NCSS)—led by University of Kentucky's Kathy Swan, focuses on the disciplinary and multidisciplinary concepts and practices that make up the process of investigation, analysis, and explanation within the social sciences. It is designed with explicit connections to the Common Core ELA standards. Work on the C3 Framework began in 2010. Members of the Council of Chief State School Officers (CCSSO's) Social Studies Assessment, Curriculum, and Instruction (SSACI) collaborative (of which Kentucky is a member) provided feedback and guidance during this process. The C3 Framework was released nationally on Constitution Day last year—September 17, 2013.

The KY team has been working with a near-final draft of the C3 Framework since late last spring and has been able to begin some prioritization of desired characteristics/elements for a new set of standards—and has even begun to draft some models of what the new standards might be. Small writing teams will work to capture the thinking of the team and the intent of the Framework to draft a complete set of standards throughout 2014. During this period other key stakeholders and experts in various related fields will be asked for comments and feedback to ensure the quality of the work.

When will KY have new content standards for the social studies?

The goal is to have a solid, defensible, world-class draft of college/career- ready standards to present to the Kentucky Board of Education in 2014. Progress updates will continue on a regular basis during Network meetings and in KDE's ISN Newsletters and Webcasts.

When will KY have new statewide assessments for social studies?

Until the standards development and adoption processes are complete, it is not possible to define a specific date. However, it typically takes a minimum of 18 months to develop and implement new assessments.

As the networks build strong understanding of balanced assessment systems through the focus on assessment literacy, participants will be prepared to provide more informed guidance on both local and state assessment work.

What are the plans for Kentucky’s Social Studies Leadership Networks? Why should social studies teachers be involved before new standards are completed?

Participants in Kentucky’s Leadership Networks for Social Studies (set to launch in January 2014) will focus on developing their capacity to implement and support highly effective teaching, learning, and assessment practices in the social studies. The work will begin with the Literacy in History/Social Studies standards alongside the C3 Framework’s implications for teaching and learning.

It’s important to keep in mind that the Leadership Networks are designed to build and support a DISTRICT’s capacity to transform teaching and learning by engaging the district leadership team’s participants in ongoing learning and networking opportunities that focus on highly effective teaching, learning, assessment, and leadership skills and practices—skills essential to successful implementation of the PGES system and the KCAS. The addition of Social Studies Teacher Leaders to each district leadership team (i.e., the teacher leaders already identified in ELA, mathematics, science, the school leaders, and the district leaders) ensures that all core areas have a voice, develop deeper content-specific and pedagogical expertise, and can leverage the cross-/inter-disciplinary implications called for in KCAS as the district develops and implements rigorous and congruent curricula, including classroom, school, and district based assessments.

The participants will have multiple opportunities to provide input/feedback on the standards revision work, too, as they will have the most extensive knowledge of all the pieces—alongside their practical experience of supporting students’ understanding of the social studies. Collectively, the participants will be authors of the vision for 21st century social and civic education in the Commonwealth.

Characteristics of the “Right” Network Participants

Commits to the Work -

- volunteers – someone who finds this work engaging and exciting
- completes tasks, readings or homework assignments in order to engage fully in network
- focuses on the goals -- learning, implementing, reflecting and guiding others

Displays Leadership Skills -

- has the ability and the opportunity to lead a professional learning team
- is viewed as a leader in the school/department/district
- influences and inspires others
- knows how to do the “right thing,” not just how to do the thing right
- knows how to facilitate learning

Exhibits effective interpersonal skills -

- is trustworthy and dependable
- listens for understanding
- values the contributions and thinking of others
- is pleasant and comfortable interacting with others
- is not afraid of conflict and works toward resolution
- loves to read and learn
- adapts to situations -- even those that are challenging
- takes initiative to accomplish what must be done

Exemplifies Productive Team Membership -

- develops authentic relationships in order to facilitate real change
- works effectively with others and uses those strengths to accomplish group goals
- communicates with others without being intimidating or condescending
- shows professional respect for those with whom they work
- plans and organizes strategically based on group needs

Seeks to Enhance Pedagogical Skills -

- has a strong background in content knowledge and knowledge of the standards
- desires to improve their own practices
- has instructional competence (recognizes/implements highly effective teaching & learning)
- accesses current research in pedagogical content knowledge
- has been a special education collaborator/co-teacher

Advances Innovation and Creativity -

- is willing to try new approaches in the classroom
- has a vision for what education *can* be
- spends time thinking deeply about how to accomplish the vision
- is willing to take risks and to move forward beyond what is comfortable

- thinks critically and is able to solve problems
- is creative and thinks out of the box, refusing to be confined by tradition

So, who is **NOT** a good candidate?

- a person already overloaded with extra –curricular duties and responsibilities
- a person who is assigned to attend the meetings without consideration of the above characteristics
- a teacher lacking an understanding of content knowledge or teaching to standards
- a central office employee who is not involved in the routine of daily instruction and practice
- a person who typically resists change
- a teacher selected primarily because they happen to teach in an “assessment grade/course”
- *****be cautious of designating those specifically involved with the PGES Pilot work as doing that and the networks may be overwhelming.***

What must a network participant commit to do?

Each network participant (including teacher, school, and district reps) will be expected to attend all scheduled meetings (eight days per year — six during the academic year; two during the summer). Participants will be given readings and other ‘assignments’ (e.g., trying a new strategy, bringing examples of student/teacher work, collecting student data) that will need to be completed between face-to-face meetings. To support this work, network members will also be linked in electronic communities of practice. Finally, network members will be expected to participate on a district leadership team* that will figure out how to ‘scale up’ the practices that they are learning and honing and then actually bring them to scale in the district. Because it is systemic and intensive work, participants should be willing to commit to this process for at least three years.

It is important to keep in mind that each network is a community, but the power comes from the members also facilitating and participating in learning communities at the local level. As members learn in an authentic, social, action-oriented, ongoing team with their fellow network members, they will help other colleagues in their own schools and districts learn using those same strategies.

**The DISTRICT LEADERSHIP TEAM should be comprised of all teacher, school and district leader members—and it is recommended that the Mathematics and ELA Teacher Leaders who have worked in the previous 3 years CONTINUE to be included and involved as Science and Social Studies standards are implemented. After all, both Science and Social Studies are explicitly mentioned in the ELA Literacy standards, and ELA and Mathematics are explicitly linked in the new Science and Social Studies standards documents. Additionally, it is important to remember that the TEACHER LEADERS are only as effective as the SCHOOL and DISTRICT leaders that are supporting them. They need to be given prioritized and regular time to work with other teachers in their buildings and districts if capacity is to be built.*

WHO'S WHO



**District Leadership Team
Members**

ISLN

District Leaders

Social Studies

Science

ELA

Math

Assessment Literacy



Resources Included

- CHETL Classroom Assessment and Reflection
- Framework for Teaching Domain 3 Using Assessment
- Formative Assessment Strategies
- Formative Assessment Strategy Reflection
- "I Think, We Think"
- "Block It Out"

Characteristics of Highly Effective Teaching and Learning in Social Studies

Section Two: Classroom Assessment and Reflection

Classroom Assessment and Reflection: the teacher and student collaboratively gather information and reflect on learning through a systematic process that informs instruction

Teacher Characteristics:

A- Teacher uses multiple methods to systematically gather data about student understanding and ability.

The teacher:

1) uses multiple methods to systematically gather data about student understanding and ability including service learning, authentic and performance assessments (scored discussions and criteria scored debates).

B- Teacher uses student work/data, observations of instruction, assignments and interactions with colleagues to reflect on and improve teaching practice. The teacher:

1) uses student work/data, observations of instruction, assignments and interactions with colleagues to reflect on and improve social studies teaching practice.

2) monitors progress in knowledge, skills and civic dispositions (individual responsibility, self-discipline, self-governance, civility, respect for rights of others, honesty, respect for law, open-mindedness, critical mindedness, negotiation and compromise, persistence, civic mindedness, compassion and patriotism).

C- Teacher revises instructional strategies based upon student achievement data.

D- Teacher uncovers students' prior understanding of the concepts to be addressed and addresses students' misconceptions/incomplete conceptions. The teacher:

1) uncovers students' prior understanding of the knowledge, skills, concepts and civic dispositions to be addressed in social studies and addresses students' misconceptions/incomplete conceptions.

E- Teacher co-develops scoring guides/rubrics with students and provides adequate modeling to make clear the expectations for quality performance. The teacher:

1) co-develops scoring guides/rubrics with students and provides adequate modeling to make clear the expectations for performance such as the criteria in debates, discussions, writing assignments and responses, cooperative group work, inquiry based investigations, and presentations.

F- Teacher guides students to apply rubrics to assess their performance and identify improvement strategies.

G- Teacher provides regular and timely feedback to students and parents that moves learners forward.

H- Teacher allows students to use feedback to improve their work before a grade is assigned.

I- Teacher facilitates students in self- and peer-assessment.

J- Teacher reflects on instruction and makes adjustments as student learning occurs.

Student Characteristics:

A- Student recognizes what proficient work looks like and determines steps necessary for improving his/her work.

B- Student monitors progress toward reaching learning targets.

C- Student develops and/or uses scoring guides periodically to assess his/her own work or that of peers.

D- Student uses teacher and peer feedback to improve his/her work.

E- Student reflects on work and makes adjustments as learning occurs.

	<p>specific and not oriented towards future improvement of the work.</p> <ul style="list-style-type: none"> The teacher makes only minor attempts to engage students in self-assessment or peer assessment. 	<ul style="list-style-type: none"> The teacher attempts to engage students in self-assessment or peer assessment. 	<p>elicit information about individual student understanding.</p> <ul style="list-style-type: none"> Feedback to students is specific and timely, and is provided from many sources including other students. Students monitor their own understanding, either on their own initiative or as a result of tasks set by their teacher.
<p>Possible Examples</p> <ul style="list-style-type: none"> A student asks: "How is this assignment going to be graded?" A student asks, "Does this quiz count towards my grade?" The teacher forges ahead with a presentation without checking for understanding. The teacher says: "Good job, everyone." 	<ul style="list-style-type: none"> Teacher asks: "Does anyone have a question?" When a student completes a problem on the board, the teacher corrects the student's work without explaining why. The teacher, after receiving a correct response from one student, continues without ascertaining whether all students understand the concept. 	<ul style="list-style-type: none"> The teacher circulates during small group or independent work, offering suggestions to groups of students. The teacher uses a specifically formulated question to elicit evidence of student understanding. The teacher asks student to look over their papers to correct their errors 	<ul style="list-style-type: none"> The teacher reminds students of the characteristics of high-quality work (the assessment criteria), suggesting that the students themselves helped develop them. While students are working, the teacher circulates, providing substantive feedback to individual students. The teacher uses exit tickets to elicit evidence of individual student understanding. Students offer feedback to their classmates on their work. Students evaluate a piece of their writing rubric and confer with the teacher about how it could be improved.
<p>Possible Examples (cont.)</p>			

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<p><i>Possible Examples (cont.)</i></p>	<ul style="list-style-type: none"> • A student asks: "How is this assignment going to be graded?" • A student asks, "Does this quiz count towards my grade?" • The teacher forges ahead with a presentation without checking for understanding. • The teacher says: "Good job, everyone." 	<p>specific and not oriented towards future improvement of the work. The teacher makes only minor attempts to engage students in self-assessment or peer assessment.</p>	<ul style="list-style-type: none"> • The teacher circulates during small group or independent work, offering suggestions to groups of students. • The teacher uses a specifically formulated question to elicit evidence of student understanding. • The teacher asks student to look over their papers to correct their errors 	<ul style="list-style-type: none"> • elicit information about individual student understanding. • Feedback to students is specific and timely, and is provided from many sources including other students. • Students monitor their own understanding, either on their own initiative or as a result of tasks set by their teacher. • The teacher reminds students of the characteristics of high-quality work (the assessment criteria), suggesting that the students themselves helped develop them. • While students are working, the teacher circulates, providing substantive feedback to individual students. • The teacher uses exit tickets to elicit evidence of individual student understanding. • Students offer feedback to their classmates on their work. • Students evaluate a piece of their writing rubric and confer with the teacher about how it could be improved.

Formative Assessment Strategies – Quick Reference Guide

Note: Remember that a strategy is not considered formative unless the teacher takes the information gained from the assessment to "inform" instruction in order to better meet the needs of his/her students. Also, remember that the true purpose of any formative assessment is not to "assign a grade" but to assess student learning of your intended daily learning targets. Student learning is the purpose of formative assessment - not the grade.

Name of Strategy	Description of Strategy – How does it work?
Pre-testing	Pre-testing conducted prior to a unit allows the teacher to know which students have already mastered the standards to be taught as well as those students who may need more intensive instruction and interventions.
Hand Signals	The use of hand signals is a low prep method of formatively assessing. Students are taught to reflect their varying levels of understanding during instruction by using hand signals. Two examples of this are Fist of Five and Thumb It .
Exit Slips	Exit slips allow the teacher to formatively assess the daily learning targets by giving them an activity to complete before they leave the class. The teacher takes the information and uses it to modify or adjust instruction based on student misconceptions.
Traffic Lights	During group work, student groups are given sets of colored cups to place at their workstations. To signal levels of understanding or levels of support needed, students display certain colors of cups. As the teacher facilitates the activity, he/she is able to ascertain group confidence in the work and identify potential problems by glancing around the room and looking at the cups and the color they have displayed. For example, Green Cup = All's Well, Yellow Cup = We have a question for the teacher, Red Cup = We have reached an impasse and need help immediately.
Graphic Organizers	Graphic organizers are effective tools in helping students organize their thinking. Some examples include: Venn Diagrams and T-Charts. There are a number of sources for different free graphic organizers available on the web.
K-W-L	K-W-L is a specific type of graphic organizer that allows the teacher to determine three ideas: What do my students already KNOW about the subject? What do I WANT to know more about? What have I LEARNED from the instruction?
Surveys	Student surveys are valuable yet often overlooked tools for teachers to use to formatively assess. To use these effectively, teachers design questions that gauge student interest, determine student prior knowledge and potentially identify misconceptions and errant thinking post-instruction.
Choral Response	Choral response is a type of questioning strategy in which students call out answers to specific questions in unison (choral).
I Think – We Think	I Think - We Think is an interpersonal formative assessment strategy that puts a group of students together, poses them a question or task, and then has them craft individual responses first and afterwards a collective response taking into consideration the thoughts of all group members. When sharing, a selected student from the group shares both their individual response (I Think) along with the group response (We Think).

Formative Assessment Strategy Reflection

Formative Assessment Example(s) of Formative Assessments used in my classroom to measure student learning.	Reflection “How did this Formative Assessment assess student learning of the daily learning target?” “What impact did it have on my instruction?”

I Think...We Think...

In the "I Think" column, write your individual response to the questions below as you watch *Slavery in America: Building Background Knowledge*. After individual responses are completed, have a group discussion regarding assessment practices noted within the video. After the discussion, craft a collective response in the "We Think" column that takes into consideration the thoughts of all your group members.

Questions	I Think...	We Think...
What makes the word sort an effective warm-up?		
How does Ms. Wicketts plan her lesson around the needs of her students?		
How does Ms. Wicketts prepare her students for reading and writing about Harriet Tubman?		

What rating would your group assign this educator from the Danielson Framework for Teaching?

Ineffective	Developing	Accomplished	Exemplary
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Explain your thinking.

"Block" it out...
Categorize and Organize for Understanding

Setting

People

Time

Events

Big Idea

Key Vocabulary

CHETL



Resources Included

- "Say Something Protocol"
- *Thinking Like A Historian* by Sam Wineburg
- Brain Dump
- List-Group-Label
- Interrogation of Sources
- Documents
- History Detective Reflection

Say Something Protocol

This protocol tool is useful when participants are asked to read and make meaning from a text during a staff or learning team meeting.

1. Divide the article, text, or reading into meaningful segments.
2. Form Pairs.
3. Read silently until both partners reach the end of a segment.
4. Take turns in your pair answering one of the following prompts:
 - *Something I agree with...*
 - *A new idea...*
 - *Something that puzzles me...*
 - *Something I disagree with...*
 - *Something I am reminded of when I read...*
 - *Something I want the authors to explain more...*
 - *Something I want to talk about more with others...*
5. Continue to read and respond until you complete the text.
6. Discuss the selection as a whole group when everyone has finished the reading.

Thinking Like a Historian

By Sam Wineburg

Historical Thinking: Memorizing Facts and Stuff?

When I recently asked Kevin, a sixteen-year-old high school junior, what he needed to do well in history class, he had little doubt: “A good memory.”

“Anything else?”

“Nope. Just memorize facts and stuff, know 'em cold, and when you get the test, give it all back to the teacher.”

“What about thinking? Does that have anything to do with history?”

“Nope. It's all pretty simple. Stuff happened a long time ago. People wrote it down. Others copied it and put it in a book. History!”

I've spent nearly 20 years studying how high school students learn history. Over the years I've met many Kevins, for whom the life has been sucked out of history, leaving only a grim list of names and dates. When confronted with the term “historical thinking,” many students scratch their heads in confusion, stumped by an alleged connection.

Historians as Detectives: Searching for Evidence Among Primary Sources

The funny thing is that when you ask historians what they do, a different picture emerges. They see themselves as detectives searching for evidence among primary sources to a mystery that can never be completely solved. Wouldn't this image be more enticing to a bored high school student? It would, and that's one reason why thinking like a historian deserves a place in the American classroom, the sooner the better.

To historians, history is an argument about what facts should or shouldn't mean. Even when historians are able to piece together the basic story of what happened, they rarely agree about what an event means or what caused it. Historians argue about the past's meaning and what it has to tell us in the present.

But, you may ask, if history has already happened, what's there to argue about? Plenty. Was the American Revolution a fight against tyranny or an attempt by the well bred to maintain their social status? Was the Cold War really a conflict of democracy versus communism or a struggle between two superpowers for dominance?

Divergent opinions swirl around these questions and other matters of unsettled history – opinions that get students talking, and thinking, and learning. But while everyone is entitled to an opinion, not every opinion deserves to be believed. In history, a persuasive opinion is one backed up by evidence.

What is Historical Thinking?

It would be easy to conclude that historians simply know more about American history than high school students do. But this isn't necessarily the case. Beyond highly specialized areas of concentrations, even doctoral level historians don't possess factual knowledge about every topic. What historians do have is a "historical approach" to primary sources that is often taken for granted by those practiced in it. However, this approach unlocks a world closed to untutored readers.

For example, before approaching a document, historians come prepared with a list of questions—about author, context, time period—that form a mental framework for the details to follow. Most important of all, these questions transform the act of reading from passive reception to an engaged and passionate interrogation. If we want students to remember historical facts, this approach, not memorization, is the key.

Teaching Students to Think Historically

How can teachers help their students to begin thinking like historians? Teaching a way of thinking requires making thinking visible. We need to show students not only what historians think, but *how* they think, and then guide students as they learn to engage in this process.

Consider introducing students to several specific strategies for reading historical documents: sourcing, contextualizing, close reading, using background knowledge, reading the silences, and corroborating. Each strategy is defined below, followed by teaching ideas.

- **Sourcing:** Think about a document's author and its creation.

Select a historical document, such as a diary entry, letter or memo, and provide students with copies. Model for students how to scan the document for its attribution, often at the end, as a first step instead of reading the text from beginning to end. Demonstrate how to begin questioning the source by posing questions to the class: Who created this document? When? For what purpose? How trustworthy might this source be? Why?

- **Contextualizing:** Situate the document and its events in time and place.

Encourage students to brainstorm the document's historical context, piecing together major events, themes, and people that distinguish the era or period in which the document was created. List students' responses for the class to add to and refer to during close reading.

- **Close reading:** Carefully consider what the document says and the language used to say it.

Teachers can model this strategy with a brief (90 seconds) "think-aloud" while reading the document to students. Try to verbalize every thought that comes to mind, no matter how trivial, as you try to make meaning of the document's account. For example, you may notice interesting words or phrases ("I've never heard that expression before"), consider contextual clues about

time, place or people (“Hmm, that may be a reference to...”) or question facts, opinions and perspectives (“I wonder if that’s what really happened?”).

- **Using Background Knowledge:** Use historical information and knowledge to read and understand the document.

Encourage students to practice this strategy by pausing to ask as they read: What else do I know about this topic? What other knowledge do I possess that might apply?

- **Reading the Silences:** Identify what has been left out or is missing from the document by asking questions of its account.

After reading the document, ask students to think about what they did not hear. Prompt class discussion with questions: What is the document's author not mentioning? Whose voices are we *not* hearing in a particular document or historical account? Which perspectives are missing?

- **Corroborating:** Ask questions about important details across multiple sources to determine points of agreement and disagreement.

Ask students how they could proceed with this historical investigation: What questions arise, after careful reading and interpretation of the document? What other primary sources might corroborate or refute this interpretation? Have students discuss their responses in pairs and then share with the class.

You can also apply these strategies to reading textbooks. Textbooks offer an interpretation of history, but none gives us the final word. For example, textbook authors try to combine perspectives but they can never escape the fact that textbook is written by people living in a particular time and place. As such, textbooks record our contemporary (and unrecognized) assumptions, biases, and blind spots. One way to teach for historical thinking using a textbook is to have students compare its story of a historic event with evidence from primary sources. Another idea is to compare a current textbook’s account of, say, the Spanish-American war with a textbook version written fifty or hundred years ago. Get students thinking with this question: “If history already happened, why does it keep changing?”

Any teacher's goal (and his or her students' goals) in reading and thinking like a historian should be to treat with skepticism any account that claims to present a full story of the past. Achieving this goal requires students to:

- Question the source
- Evaluate the evidence it offers for its assertions
- Read and consider the source more carefully than any historical account read before.

Why Teach Students to “Think Like Historians?”

Students need to be taught to “think like historians” not because they will become professional historians but precisely because most won't. The goals of school history are not vocational but to prepare students to tolerate complexity, to adapt to new situations, and to resist the first answer that comes to mind.

When a video uploaded from a cell phone in Tehran can be transmitted to San Francisco in half a second, history reminds us to start with basic questions: Who sent it? Can it be trusted? What did the camera angle miss? There's no shortage of forces telling students what to think. In this daily avalanche of information, students have never been in greater need of ways to make sense of it all.

Kevin's right: Without thinking, history is meaningless. But when you add thinking, especially the specific skills of “thinking historically,” the past comes to life. In the end that is what reading, and thinking—and I would add, teaching—like a historian is all about.

Sam Wineburg, Stanford University, is the author of *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past*, winner of the 2002 Frederick W. Ness Award for the “most important contribution to understanding the liberal arts” by the American Association of Colleges and Universities. He also directs the Library of Congress Teaching with Primary Sources (TPS) program at Stanford University. Learn more at <http://sheg.stanford.edu>.

Brain Dump “What makes risks worth taking?”



Security is mostly a superstition. It does not exist in nature, nor do the children of men as a whole experience it. Avoiding danger is not safer in the long run than outright exposure. Life is either a daring adventure, or nothing. To keep our faces toward change and behave like free spirits in the presence of fate is strength undefeatable.

--Helen Keller

Boycott

NAACP

**Women's Political
Council**

Reverend M.L. King

Motivate

Patron

Arrest

Civil Rights

Jim Crow Era

Desegregation

Legal Codes

Resolutions

Social Movement

Grievances

Reform


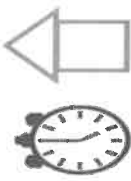



Plessy vs. Ferguson






Segregation

Discrimination

Advocate

Historical Detectives: Interrogation of Sources

<p>Source</p>	 <p>Questioning the Source Who? When? Purpose? Trustworthy?</p>	 <p>Contextualize Events, Themes, People of this Era</p>	 <p>Caution What voices are left out? What perspectives are missing?</p>	 <p>Critical Vocabulary What specific language/vocabulary is used in the source?</p>	 <p>Can I use this document to answer the bigger question?</p>
<p>A: Excerpt From Letter to the Mayor</p>					
<p>B: NAACP Minutes</p>					
<p>C: Announcement</p>					
<p>D: Letter to Ann</p>					

Source	 <p>Questioning the Source Who? When? Purpose? Trustworthy?</p>	 <p>Contextualize Events, Themes, People of this Era</p>	 <p>Caution What voices are left out? What perspectives are missing?</p>	 <p>Critical Vocabulary What specific language/vocabulary is used in the source?</p>	 <p>Can I use this document to answer the bigger question?</p>
E: Photograph of Bond					
F: Handbill					
G: MLK Speaks					
H: Interview					
I: Rustin's Diary					

Key Events Surrounding Montgomery Bus Boycott

Emancipation Proclamation

Jan. 1863

Fourteenth Amendment

July 1868

Plessy v. Ferguson; 'Separate but Equal' ruled constitutional

May 1896

Niagara Movement convenes (later becomes NAACP), pledging to promote racial equality

May 1909

U.S. involvement in WWII

Dec., 1941 - Sept., 1945

Women's Political Council in Montgomery, Alabama created

1949

U.S. involvement in the Korean War

June 1950 - July 1953

African-Americans in Baton-Rouge, Louisiana boycott segregated city buses

June 1953

Brown v. Board of Education of Topeka, Kansas

May 1954

Murder of Emmett Till

August 1955

Rosa Parks refuses to give up her seat and is arrested

Dec. 1, 1955

Montgomery Improvement Council formed, Martin Luther King, Jr. named President

Dec. 5, 1955

Supreme Court affirms decision in *Browder v. Gayle* which found bus segregation unconstitutional

Nov., 1956

Supreme Court rejects city and state appeals on its decision. Buses are desegregated in Montgomery

Dec., 1956

Excerpt from Letter to the Mayor

Founded in 1946, the Women's Political Council was an organization of African-American professional women, most of them educators. It was deeply involved in community issues.

May 21, 1954

Honorable Mayor W. A. Gayle
City Hall
Montgomery, Alabama

Dear Sir:

The Women's Political Council is very grateful to you and the City Commissioners for the hearing you allowed our representative during the month of March, 1954, when the "city-bus-fare-increase case" was being reviewed. There were several things the Council asked for:

1. A city law that would make it possible for Negroes to sit from back toward front, and whites from front toward back until all the seats are taken.
2. That Negroes not be asked or forced to pay fare at front and go to the rear of the bus to enter.
3. That busses stop at every corner in residential sections occupied by Negroes as they do in communities where whites reside.

...

Mayor Gayle, three-fourths of the riders of these public conveyances are Negroes. If Negroes did not patronize them, they could not possibly operate.

More and more of our people are already arranging with neighbors and friends to ride to keep from being insulted and humiliated by bus drivers.

There has been talk from twenty-five or more local organizations of planning a city-wide boycott of busses. We, sir, do not feel that forceful measures are necessary in bargaining for a convenience which is right for all bus passengers. We, the Council, believe that when this matter has been put before you and the Commissioners, that agreeable terms can be met in a quiet . . . manner to the satisfaction of all concerned.

...

Please consider this plea, and if possible, act favorably upon it, for even now plans are being made to ride less, or not at all, on our busses. We do not want this.

Respectfully yours,
The Women's Political Council
Jo Ann Robinson, President

Schomburg Center for Research in Black Culture
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Elks Club
 907 Cleveland Ave.
 Montgomery, Ala.
 Aug. 10, 1955

The meeting of the Montgomery Branch NAACP Executive Committee was opened at 8:00 P.M. with prayer led by Mr. E. D. Nixon, Chairman. The minutes of the previous meeting were read by the secretary, Rosa L. Parks. Mr. Matthews moved the minutes be recessed and adopted. The motion was seconded and carried.

Mr. Matthews listed the following itemized statement:

1. Mrs. Georgia Brown, pres. of the Women's Auxiliary, set the 3rd Sunday in August at the Holt Street Baptist Church. They have mailed more than 200 letters to ~~the people~~ people in Mont'y. Mrs. Polly Myers Hudson ^{will} be the speaker. She will be introduced by Miss Augustine Lucy.

2. A Chairman of the Men's Day Program is needed as Mr. A. B. Mose is not acting toward the program as Chairman.

3. He is trying to finish petitions to the school board. A Communication read by the secretary was accepted by common consent.

Mr. Matthews acknowledged his error in his first choice of the Men's Day Chairman.

Atty. Gray suggested Rev. M. L. King and Rev. R. D. Abernethy be requested to serve as Co-Chairmen of the Men's

Day program. He then moved that they be contacted by the president. Mr. Upshaw seconded the motion and was carried. Rev. Parker was also mentioned by Atty. Gray.

Atty. Gray also said putting out placards for the young ladies appearance on the Women's Day program will boost the publicity.

The State Conference will receive a percentage of the proceeds of the Men and Women Day program. The amount has not been decided.

Atty. Gray asked about the recreation. Some young men are asked ^{by my piece} to go to Oak Park the day after the meeting. Mr. Nixon said none should go who can have economic pressure put on them.

Mr. Pryor moved that the branch take the recreation case if the plan goes through and the boys are denied the use of Oak Park recreational facilities. Mr. Matthews seconded the motion. It was carried.

Atty. Gray said the Claudette Colvin case is ready for the appeal. Two signers are needed for appeal bond in the case she loses and have to pay the Court cost. Mr. Matthews said the branch will pay the Court cost if any is charged against her.

Mr. Pryor and Mr. Nixon consented to sign the appeal bond. Mr. Matthews said he will represent the NAACP at the Tuesday meeting with the Park and Recreation Board at Oak Park.

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Schomburg
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Pavilion.

At this point, the Chairman brought up Mr. Matthews error in appointing the Men's Day Program. Atty Gray moved Mr. Matthews apology be accepted by the Ex. Committee. Mr. Upshaw seconded the motion. It was carried.

The treasurer of the branch has not been active in the meetings this year. Atty Gray moved that the branch authorize the secretary to write Mr. Bell of his negligence and if he can not perform his duties, his resignation would be appreciated. The motion was seconded and carried. Mr. Matthews explained how the branch money is deposited either by him or the secretary.

Atty Gray said the membership drive should be a concentrated campaign. In the last meeting, several persons said they have not been asked to work in the membership campaign. Atty Gray said we should use plenty publicity.

Mr. Nixon said the ministers should be called together for a dinner. The Ex. Board could pay for the lunch. Mr. Matthews will see the ministers.

Mrs. Parks gave a report of her stay at the Highlander Folk School in Monteagle, Tenn attending a Workshop on Desegregation July 24 Aug 6.

Mr. Nixon expressed appreciation for the report.

The meeting adjourned. Those present:
 Mr. E. D. Nixon, Mr. M. Harris, W. Upshaw, Atty F. D. Gray,
 Mr. Pryor, Mrs. R. L. Parks, R. L. Barnes
 Mr. E. D. Nixon, Chairman Mrs. L. Parks, Secretary

AUTHOR: [Robinson, Jo Ann Gibson]. 1912- (Women's Political Council (WPC))

TITLE: Announcement, Another Negro Woman has been Arrested -- Don't Ride the Bus. [12/2/55]

LOC OF ORIGIN: [Montgomery, Ala.]

DESCRIPTION: 1 p. (Handwritten comments probably by J. H. Bagley) (Typed, Handwritten--other than author's hand, Document)

SUMMARY: Flier urges Montgomery blacks to "stay off the buses". For revised version, see ID 851202-000. Handwritten comments urge bus drivers to prevent riders from reading the flier.

NAMES: Parks, Rosa. 1913-

Bagley, J. H. (Montgomery City Lines)

ORGANIZATIONS: Montgomery Improvement Association

TOPICS: Montgomery Bus Boycott

LOCATION: Original in: Montgomery County District Attorney's Files, Montgomery County Court House, Montgomery, Ala. (MCDA, AMC)

Copy in: MLKPP

Copy in: David J. Garrow Collection, In Private Hands (DJG, INP)

Copy in: Dr. Martin Luther King, Jr., Papers, 1950-1968, Martin Luther King, Jr., Center for Nonviolent Social Change, Inc., Atlanta, Ga. (MLKJRP, GAWK)

ACCESSION NO.: 551202-001

Added: 12/01/89; Updated: 06/04/91

Verified: 06/04/91

Indexed dates: 12/2/55, 12/5/55

Type of document: Ephemera

RLIN ID: CSKV87-A0, CSKV88-A33, GAKV87-A0

Status: Cal. 3

This was found stuck to a sign in rear of W.P. Bus
Will driver should check this
This is for Monday, December 5, 1955

Another Negro woman has been arrested and thrown into jail because she refused to get up out of her seat on the bus for a white person to sit down.

It is the second time since the Claudette Colbert case that a Negro woman has been arrested for the same thing. This has to be stopped.

Negroes have rights, too, for if Negroes did not ride the buses, they could not operate. Three-fourths of the riders are Negroes, yet we are arrested, or have to stand over empty seats. If we do not do something to stop these arrests, they will continue. The next time it may be you, or your daughter, or mother.

This woman's case will come up on Monday. We are, therefore, asking every Negro to stay off the buses Monday in protest of the arrest and trial. Don't ride the buses to work, to town, to school, or anywhere on Monday.

You can afford to stay out of school for one day if you have no other way to go except by bus.

You can also afford to stay out of town for one day. If you work, take a cab, or walk. But please, children and grown-ups, don't ride the bus at all on Monday. Please stay off of all buses.

Keep kids of parents from heading of

Source D

634 Cleveland Court
Montgomery 8, Ala.

Dec. 23, 1955

Dear Anne:

Thanks for the kind letter from you about the news of my arrest of Dec. 1 in a city bus incident. I am sorry to have been this long answering. I do appreciate so much your concern of me at this time, for friends are needed now more than ever.

The colored people here are still not riding the buses. Private car pools and taxi cabs are co-operating to help under very trying conditions. The police are arresting drivers on the least provocation, in some cases for nothing. We have mass meetings twice each week to raise funds to use for gasoline and other expenses. It is costing more than \$350.00 daily to help people go to and from their jobs.

My best regards to Myles, Gilphia and other Highlander friends. I meant to write them and ask a contribution to the school. It

Perhaps this crisis will pave the way for some action later on.

I am still working very hard at the store and will not celebrate Christmas the usual way. My extra money is going in the transportation fund.

The bus company and City officials refused to meet our terms, which we think reasonable. They are: Courtesy from drivers, no reserved seats for anyone, Colored bus drivers on predominantly Colored routes.

I must close now. I also had a letter from Esau Jenkins. I was glad to hear that Jack Painter has been active in NAACP work.

A Merry Christmas and Happy New Year to all of you dear friends.

Sincerely yours,

Rosa L. Parks



(MR1) MONTGOMERY, Ala., Dec. 5—IN BUS SEGREGATION DISPUTE—Rosa Parks, who was fined \$10 and costs in Police Court today for violating Montgomery's segregation ordinance for city buses, makes bond for appeal to Circuit Court. Signing the bond were E.D. Nixon (center), former state president of the National Assn for the Advancement of Colored People, and Atty. Fred Gray. The lawyer hinted that the city ordinance requiring segregation on city buses will be attacked as unconstitutional. (AP Wirephoto) (V444444)

Source F

HANDBILL FROM CENTRAL ALABAMA CITIZENS COUNCIL RALLY

Head Note: This handbill was given out at a rally in Montgomery organized by the Central Alabama Citizens Council. 10,000 white citizens attended. Leaders of Montgomery's local government—including Mayor Gayle—spoke to the crowd about preventing integration.

When in the course of human events it becomes necessary to abolish the Negro race, proper methods should be used. Among these are guns, bows and arrows, sling shots and knives.

We hold these truths to be self evident that all whites are created equal with certain rights; among these are life, liberty and the pursuit of dead niggers. In every stage of the bus boycott we have been oppressed and degraded because of black slimy, juicy, unbearably stinking niggers. The conduct should not be dwelt upon because behind them they have an ancestral background of Pigmies, head hunters and snot suckers.

My friends it is time we wised up to these black devils. I tell you they are a group of two legged agitators who persist in walking up and down our streets protruding their black lips. If we don't stop helping these African flesh eaters, we will soon wake up and find Rev. King in the White House. LET'S GET ON THE BALL WHITE CITIZENS.

The Book "Declaration of Segregation" will appear April, 1956. If this appeals to you be sure to read the book.

Source: Handbill produced by the Central Alabama Citizens Council, February 10, 1956. Montgomery, Alabama.

Vocabulary These definitions should help with reading comprehension.

handbill: a small sheet of paper with a notice or advertisement printed on it, distributed by hand

MARTIN LUTHER KING, JR. SPEAKS TO THE CROWD

Head Note: At this Montgomery Improvement Association (MIA) weekly meeting, King speaks to the crowd.

Democracy gives us this right to protest and that is all we're doing.... We can say honestly that we have not advocated violence, have not practiced it and have gone courageously on with a Christian movement. Ours is a spiritual movement depending on moral and spiritual fortitude. The protest is still going on. (Great deal of applause here)....

Freedom doesn't come on a silver platter. With every great movement toward freedom there will inevitably be trials. Somebody will have to have the courage to sacrifice. You don't get to the Promised Land without going through the Wilderness. You don't get there without crossing over hills and mountains, but if you keep on keeping on, you can't help but reach it. We won't all see it, but it's coming and it's because God is for it....

We won't back down. We are going on with our movement.

Let us continue with the same spirit, with the same orderliness, with the same discipline, with the same Christian approach. I believe that God is using Montgomery as his proving ground.... God be praised for you, for your loyalty, for your determination. God bless you and keep you, and may God be with us as we go on.

Source: Excerpts from a speech by Martin Luther King, Jr., as reported by Anna Holden, a teacher at Fisk University. March 22, 1956. Montgomery, Alabama.

Vocabulary These definitions should help with reading comprehension.

advocate: to support or speak in favor of something

fortitude: strength and endurance in a difficult or painful situation

trials: instances of hardship, especially ones that test someone's ability to endure

proving ground: a place or a situation in which somebody or something new is tried out or tested

INTERVIEW ABOUT THE BOYCOTT

Head Note: Researchers from Fisk University visited Montgomery, Alabama, during the boycott to learn more and to document the movement. Researcher Willie Lee recorded this woman's ideas about the boycott during an interview at a car pool dispatch center.

Maid: This stuff has been going on for a long time. To tell you the truth, it's been happening ever since I came here before [World War II]. But here in the last few years they've been getting worse and worse. When you get on the bus they yell: "Get on back there"... and half of the time they wouldn't take your transfer, then they make you get up so white men could sit down where there were no seats in the back. And you know about a year ago they put one of the high school girls in jail 'cause she wouldn't move. They should have boycotted the buses then. But we are sure fixing 'em now and I hope we don't ever start back riding... We [are] people, we are not dogs or cats.... All we want 'em to do is treat us right. They shouldn't make me get up for some white person when I paid the same fare and I got on first. And they should stop being so nasty.... We pay just like the white folks.... [The bus companies] are the ones losing the money and our preachers say we will not ride unless they give us what we want.... You see the business men are losing money too, because people only go to town when they have to.... When you do something to my people you do it to me too....

Source: Excerpt from an interview conducted by Willie Lee, January 1956. Montgomery, Alabama.

Vocabulary These definitions should help with reading comprehension.
fixing 'em: punishing them or showing them who is right

BAYARD RUSTIN'S DIARY

Head Note: Bayard Rustin, an African American civil rights activist, traveled to Montgomery to advise Dr. King and support the bus boycott. Though he was eventually asked to leave Montgomery because leaders feared his reputation as a gay Communist would hurt the movement, he kept a diary of what he found.

February 24

42,000 Negroes have not ridden the busses since December 5. On December 6, the police began to harass, intimidate, and arrest Negro taxi drivers who were helping get these people to work. It thus became necessary for the Negro leaders to find an alternative—the car pool. They set up 23 dispatch centers where people gather to wait for free transportation.

This morning Rufus Lewis, director of the pool, invited me to attend the meeting of the drivers. On the way, he explained that there are three methods in addition to the car pool, for moving the Negro population:

- 1) Hitch-hiking.
- 2) The transportation of servants by white housewives.
- 3) Walking.

Later he introduced me to two men, one of whom has walked 7 miles and the other 14 miles, every day since December 5.

"The success of the car pool is at the heart of the movement," Lewis said at the meeting. "It must not be stopped."

I wondered what the response of the drivers would be, since 28 of them had just been arrested on charges of conspiring to destroy the bus company. One by one, they pledged that, if necessary, they would be arrested again and again.

Source: Excerpt from Bayard Rustin's *Montgomery Diary*, February 24, 1956. Montgomery, Alabama.

Vocabulary These definitions should help with reading comprehension.
dispatch station: a central place where cars came to pick up and drop off riders

History Detective Reflection

Is there a place where you could use a similar question in your classroom?

What kind of documents could you use to tell the story?

How could you translate this into a learning experience for your students?

Locate 1 or 2 partners who teach the same content/same grade level as you teach. (Helpful Hint: You may want to exchange e-mail addresses.)

Decide on ONE SS Content Standard that you will be teaching in March. This will be the focus of one of your learning experiences for the February Meeting.

Standard: _____

NEXT TIME: Bring a lesson idea that addresses the Content Standard selected.

Kentucky's Core Academic Standards



Resources Included

- C3 Framework Investigation
- C3 Framework Dr. Kathy Swan (Organizer)
- Reflection "Table Texting"

College, Career, and Civic Life (C3) Framework Investigation



Picture Prediction: Based on the symbols included in this graphic, predict what you think might be the critical components of the C3 framework.

Reading Guide

Contents	Page #s	Brief Description
Introduction	7-10	Identify the purpose of the C3 Framework, how it was created and partners involved in the process.
How to Read C3 Framework	12-14	Explains: Inquiry Arc, Connections with ELA/ Literacy, Dimensions and Subsections, Structure of Dimension 2, Indicators and K-12 Pathways
Inquiry Arc	16-20	Narrative, Overview of ELA / Literacy Connections
Dimension 1	23-26	Developing Questions and Planning Inquiries
Dimension 2	29-50	Civics 31-34, Economics 35-39, Geography 40-44, History 45-49
Dimension 3	53-56	Evaluating Sources and Using Evidence
Dimension 4	59-63	Communicating Conclusions and Taking Informed Action
Appendices	66-82	Disciplinary Inquiry Matrix 66-68, Psychology 69-72, Sociology 73-76, Anthropology 77-81, Scholarly Rationale (Why use the C3 Framework?) 82-91
Glossary	96-106	Glossary of Terms

Group Discussion Questions

1. What do you notice about the structure and/or content of the C3 document?
2. What is new or different about the content or skills in C3?
3. What impacts will the C3 Framework have on teaching and learning?

Impacts on Teaching	Impacts on Learning

C3 Framework – Dr. Kathy Swan – Friday, January 24, 2014

? Capture Your Questions Here

! Record Ideas That Resonate With You

+ Make Note of New Ideas

— Ideas You Wish To Challenge

Becoming Agents of Change...

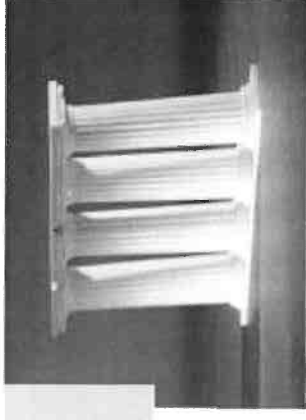
Building Capacity Around the 4 Pillars



Resources Included

- Pillars of Network Meetings (Guiding Questions)
- Plan, Do, Review
- Session Review and List of "To Do"

Pillars of Network Meetings



1. Kentucky's Core Academic Standards

- ❖ *How are you understanding & implementing the standards in your classroom, school & district?*

2. Highly Effective Teaching and Learning

- ❖ *How are you emphasizing highly effective teaching and learning characteristics in your classroom, school & district?*

3. Assessment Literacy

- ❖ *How are you using formative/summative assessment to improve instruction & learning in your classroom, school & district?*

4. Leadership

- ❖ *How are you using the leadership capacity you are building to share information in your school & district?*

Name: _____ Role: _____ Date: _____ District: _____

Level	Plan What will I do with what I have learned in this network meeting?	Do When, where, how, with whom will I do what I have planned?	Review How did it go? What barriers did I face? What successes did I have? What evidence do I have of my successes?
School			
District			



Session Review and List of “To Do”

Topic & Activities	Before Our Next Meeting...
Assessment -Formative Assessment Strategies	*Implement Formative Assessment Strategy *Reflect and Record Impacts
Historical Thinking Model Lesson -Thinking Like A Historian	*Look for ways to Incorporate Primary Sources...History Detectives *Be Ready to plan with grade level partners around a standard you will be teaching in March
C3 Framework -Investigate Structure and Impacts on Teaching and Learning	* Investigate * Think About Impacts on Teaching and Learning * Pose questions
Plan, Do, Review	*How Do I Become An Agent of Change? *Discuss Plans with District Leadership Team

KY Social Studies Leadership Network 2014

MEETING EVALUATION

Site: _____

Date: _____

Please rate the following statements using 5 as *strongly agree* and 1 as *strongly disagree*.

As a result of today's session.....	<i>Please circle one</i>				
1. I have learned new information, strategies, and/or have identified resources that will build my <u>capacity to lead</u> others in my school/district.	5	4	3	2	1
2. I have a clearer vision of <u>educator effectiveness</u> and how to improve my own practice and support other teachers in growing toward higher levels of effectiveness.	5	4	3	2	1
3. I have a deepened understanding of <u>effective assessment practices</u> and their application in the classroom/school/district.	5	4	3	2	1
4. I have deepened my understanding (both content and pedagogy) of the <u>KCAS</u> (KY Core Academic Standards).	5	4	3	2	1
5. I have clarified/enhanced my ability to implement/support <u>highly effective teaching and learning practices</u> (including how standards, assessment and instruction work together) to impact student learning.	5	4	3	2	1
6. Overall, the session met my needs as a learner and <u>challenged me to think and grow</u> as an educator.	5	4	3	2	1

What was the most valuable part of the day?	What will you take back and use?
What suggestions do you have for the next meeting's agenda?	
What questions/concerns do you still have?	

Please Select 3 of Following Topics For “Break Out” Sessions in February; the top three choices will guide our professional learning next month. Your input is greatly appreciated!

___ Instructional Technology: Tools that Support Highly Effective Teaching And Learning in the Social Studies Classroom

___ Developing Text Sets to Support Social Studies Instruction

___ Creating History Mysteries – Learn from a Master Historian

___ Assessment Literacy – Effective Formative Assessments that Impact Student Learning

___ Questioning – Developing Compelling and Supporting Questions

___ Literacy / History Standards – Enduring Skills that Support Critical Thinking In Social Studies