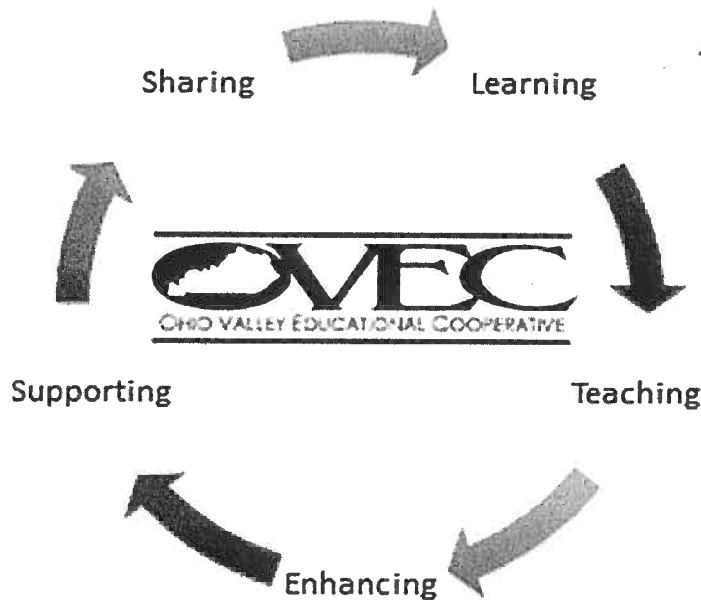


Social Studies Teacher Leadership Network



March 24, 2014

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

Agenda for March 24, 2014

<p>Welcome</p> <ul style="list-style-type: none"> • Review Norms for Session • Review Agenda • Address Concerns from Last Month
<p>Assessment Literacy—Reflecting on Formative Assessment Practices</p> <ul style="list-style-type: none"> ◎ <i>I can analyze formative assessment practices to determine impact on learning.</i> • Reflect / Discuss formative assessment strategies implemented and their impact on learning.
<p>C3 Framework Connections to KCAS English Language Arts & Literacy in History / Social Studies</p> <ul style="list-style-type: none"> ◎ <i>I can describe how KCAS (ELA & Literacy in History/Social Studies) supports highly effective teaching and learning in Social Studies.</i> • Analyze C3 Framework Indicators /Self-Assess. • Examine how documents that guide our instruction fit together. • What are the “Look Fors” in a C3 Classroom?
<p>Deep Dive into C3 Framework</p> <ul style="list-style-type: none"> ◎ <i>I can describe the impact of the C3 Framework on Social Studies Education.</i> • Dr. Swan addresses participants’ questions from February SSTLN
<p>LUNCH 12:00-12:45</p>
<p>Why Study History?—Dr. Jim Klotter</p> <ul style="list-style-type: none"> ◎ <i>I can identify characteristics of inquiry based instruction and explain the importance of historical thinking.</i> • Learner Mode: Engage in Learning Experience Based on Inquiry • Teacher Mode: Record examples of C3 Framework evident in learning experience
<p>Crafting An Inquiry Based Learning Experience</p> <ul style="list-style-type: none"> ◎ <i>I can create an inquiry based learning experience that incorporates the Four Dimensions of the Inquiry Arc—C3 Framework.</i> • Make connections between C3 and Framework for Teaching. • Using Planning Considerations, your notes from earlier sessions today, and your own background knowledge and experience with high quality social studies instruction, begin to align/reshape/craft your lesson to intentionally focus on the Four Dimensions. • Product: Lesson Plan/Learning Experience to implement before April 18th, return to next meeting with student work to analyze.
<p>Looking Ahead</p> <ul style="list-style-type: none"> ◎ <i>I can describe next steps that need to occur as a member of my District Leadership Team.</i> • Examine District Innovation Configuration Maps, and discuss current status DLT. • Plan, Do, Review—review plans made in previous session, what do you plan to do with what you have learned today?
<p>Planning Ahead for Next Time—Friday April 18, 2014</p> <ul style="list-style-type: none"> • Socratic Discussion...Prepare for <u>ONE</u> of the following Socratic Circle Discussions <ol style="list-style-type: none"> 1. Assessment—Read Article “Can Assessment Improve Learning? Thoughts on Inventive Approaches Aligned to C3 Framework” 2. Developing Inquiry Based Instruction—Read Article “From Inquiry Arc to Instructional Practice”

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Formative Assessment Reflection

© *I can analyze formative assessment practices to determine their effectiveness with students.*

1. Think back to the formative assessment strategies that you have implemented in your classroom since our last meeting.
2. Select ONE that you would like to discuss with your group.
3. Briefly describe how it went and what you liked about using it with students.
4. Do you have any “take-aways” from this discussion?

Assessment of student learning plays an important role in instruction; no longer does it signal the end of instruction; it is now recognized to be an integral part of instruction. While assessment for learning has always been and will continue to be an important aspect of teaching (It's important for teachers to know whether students have learned what was intended), assessment for learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, teachers must have their “fingers on the pulse” of a lesson, monitoring student understanding and, where appropriate, offering feedback to students.

–Framework for Teaching

<i>Accomplished</i>	<i>Exemplary</i>
<ul style="list-style-type: none">• Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning.• Students appear to be aware of the assessment criteria; some of them engage in self-assessment• Questions, prompts, assessments are used to diagnose evidence of learning.	<ul style="list-style-type: none">• Assessment is fully integrated into instruction through extensive use of formative assessment.• Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria• Students self-assess and monitor their progress.• A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning.• Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.

C3 Framework Connections to KCAS

ELA & Literacy in History / Social Studies

© *I can describe how KCAS (ELA & Literacy in History/Social Studies) supports highly effective teaching and learning in Social Studies.*

1. Reflect on the Four Dimensions of the C3 Framework. Which ones do you feel most comfortable with? Where are your personal growth areas going to be?
2. What words or phrases come to mind when you think of KCAS? What are the big ideas?
3. “Our Vision for a C3 Classroom” ...what are the “look fors” when I walk into a classroom practicing inquiry based instruction?

Deep Dive Into the C3 Framework

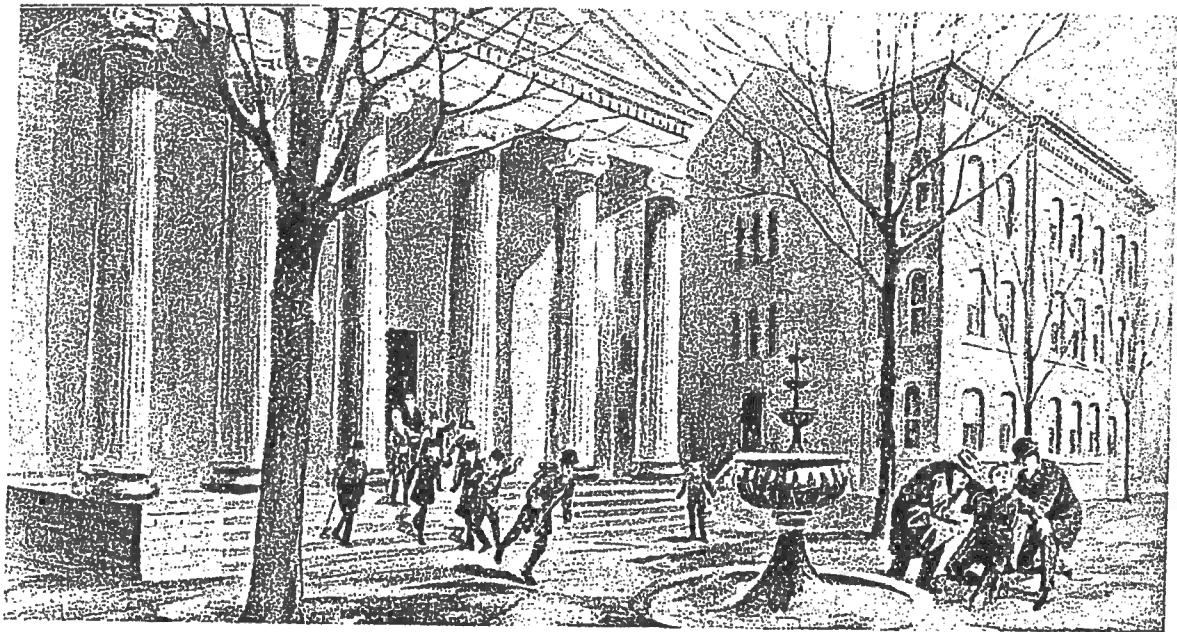
© *I can describe the impact of the C3 Framework on Social Studies Education.*

<p>? Capture Your Questions Here</p>	<p>! Record Ideas That Resonate With You</p>
<p>+ Make Note of New Ideas</p>	<p>- Ideas You Wish To Challenge</p>

The Historian as Detective:
The Goebel Murder Mystery



William Goebel



THE HISTORIAN AS DETECTIVE

Who, What, When, Where, Why, and How

1. Who was involved?
2. What happened?
3. When and where did it happen?
4. How did it happen?
5. How many shots were there?
6. Where did they come from?
7. Where was Chinn?
8. What did Goebel say after he was shot?
9. Who shot Goebel?

From a newspaper the day after the shooting

newspaper the day after the shooting

REPUBLIC SPECIAL
 Frankfort, Ky., Jan. 30. Senator William Goebel was shot and mortally wounded by would-be assassins in this city today. To-night he lies at the brink of death, shot through and through by a Winchester rifle bullet, fired by one of the mountaineers brought here at the instance of Republican leaders.

The would-be assassins were ambushed on the second and third floors of the executive building, and the volley of five shots was fired from the windows. The bullet which passed through the Senator's body came from a front second-story window which looks out from a vacant room.

Mr. Goebel was on his way to the Senate Chamber in company with Colonel Jack Chinn and Warden Eph Lillard of the Frankfort Penitentiary. Mr. Lillard was a few feet in advance of Goebel and Chinn, who were walking side by side. Goebel was on the right and Chinn upon the left, from the outer edge of the Capitol grounds to the step of the Capitol building the distance is about 300 feet. Two-thirds of this had been passed and the men were walking slowly when suddenly a shot rang out from a large three-story building which stands fifty feet east of the Capitol building. This building is used for offices by nearly all the leading officials of the State, Governor Taylor and the Secretary of State having rooms on the first floor.

As the shot was heard, Goebel gave a quick involuntary exclamation of pain and made an effort to draw his revolver. His strength was unable to the task, however, and he fell. Several more shots were fired, the bullets all striking the brick sidewalk close to where Goebel lay. None of them touched him, however. Lillard hastily turned around to aid Goebel, who was supported by Chinn, who had his arms about him almost as soon as he touched the pavement.

"Get help," said Chinn to Lillard and turning to Goebel, he asked: "Are you hurt, Goebel? Did they get you?"

"They have got me this time," replied Goebel. "I guess they have killed me."

Goebel's Stoicism.

From a book that appeared the same year as the shooting

In at one of the gates of the almost deserted square hurried three men, one somewhat in advance of the other two. That was Warden Eph Lillard of the penitentiary. The others were Senator Goebel and his close champion, Jack Chinn. As they proceeded up the walk Lillard forged ahead and Chinn dropped behind slightly, being something of a heavyweight and winded by his walk from the hotel. He was the most immediate witness of the wounding of his leader, and told it in these words:

"As I could not walk rapidly, Goebel fell back with me, while Lillard walked about 30 yards ahead of us through the yard toward the state building. No conversation occurred between us, so far as I can remember. I was on Goebel's right, and he was about two feet ahead of me when the first shot was fired. The fountain is in the center of the pavement, about 60 feet in front of the broad steps of the state building. When we were about half way between the fountain and the steps I heard the report of a rifle.

"At almost the same instant Goebel bent double, groaned harshly, clutched at his right side, fell to his knees. I said:

"My God! Goebel, they have killed you," but was a little too far away to catch him.

"I guess they have," he said as he was falling.

"He fell to his right and then forward, rolling over on his back. I think his right knee struck the pavement first. He raised in a moment as if to get up on his elbow, when I said:

"Lie still, Goebel, or they might shoot you again."

"The first shot struck Goebel and it was fired from one of the upper floors of the executive building, just east of the general assembly building, to which we were going.

"The first shot was followed in quick succession by four others, and I heard the bullets hum by me and over the body of Goebel. I am of the opinion that the second shot was fired from a side window, while the first was fired from a front window. It is my impression that they were rifle shots.

New York Times
January 31, 1900

GOEBEL IS SHOT BY AN ASSASSIN

Mortally Wounded While Going
to the Capitol.

DEATH IS VERY NEAR

Bullet Came from Building in Which
Is Taylor's Office.

IT IN AN UPROAR.

Republicans Denounce the Shooting—
All Kentucky Troops Called Out—
Perpetrator of Deed Is Unknown—One Arrest Made.

FRANKFORT, Ky., Jan. 30.—William Goebel, the Democratic contestant for Governor of Kentucky, was shot by an assassin this morning while on his way to the Capitol. One ball struck Mr. Goebel, and latest reports are to the effect that he has very little, if any, chance of recovery. At midnight Mr. Goebel was resting easily and was very weak. All of the physicians agreed that, if he lives through the night, the chances are in his favor, but, with one exception, all of them say he is most certain to die before morning. Senator Goebel was wounded by a rifle ball of small calibre, not over .38, which struck him in the right side, just below the armpit. The ball passed through the back part of the right lung, across the body in diagonal line, passing out below the left shoulder blade. He was on his way to the State Prison in company with Col. Jack Chinn, Warden Eph Lillard of the Frankfort Penitentiary. Mr. Lillard was a few feet in advance of Goebel and Chinn, and they were walking side by side, Goebel being on the right and Chinn upon the left.

FIRST SHOT TAKES EFFECT.
From the outer edge of the Capitol Building, the distance is about 300 feet. Two-thirds of this had been passed, and the men were walking slowly, when suddenly a shot rang out from a large three-story building which stands fifty feet east of the Capitol Building. This building is used for offices by nearly all the leading officials of the State, Gov. Taylor and the Secretary of State having rooms on the first floor. As the shot was heard, Goebel gave a quick involuntary exclamation of pain and made an effort to draw his own revolver. His strength was unequal to the task, however, and he sank upon the pavement. With great rapidity several more shots were fired, the bullets striking the brick sidewalk close to where Goebel lay. None of them touched him, however.

Lillard hastily turned around to aid Goebel, who was supported by Chinn, who had his arms about him almost as soon as he touched the pavement. "Get help," said Chinn to Lillard, and, turning to Goebel, he asked:

"Are you hurt, Goebel? Did they get you?"

"They have got me this time," said Goebel. "I guess they have killed me."

In less than a minute a crowd of men was around Goebel. He was losing much blood and was becoming very weak. He was hastily carried to the office of Dr. E. E. Hume, in the basement of the Capitol Hotel, about a thousand feet from the spot where the shooting occurred. Here he was laid on a sofa, while Dr. Hume made a hasty examination, pronouncing the wound to be of a nature that must cause death in a short time. Goebel, who showed great fortitude and courage throughout, smiled weakly as he heard the verdict and feebly rolled his head from side to side in token of dissent from the opinion expressed by the physician.

DEATH IS CERTAIN.

The wounded man was then carried to his room on the second floor of the Capitol Hotel, and in addition to Dr. Hume, Drs. McCormick and Ely were summoned to attend him. After a careful examination of the wound, the doctors announced that while exceedingly dangerous, it was not necessarily fatal unless complications or blood poisoning should set in. Goebel kept up his courage, insisting again and again that he was not going to die. It was decided by his friends to call in also the services of Dr. McMurty, a prominent surgeon of Louisville, and urgent messages were at once sent for him. After the wound was dressed Mr. Goebel showed great exhaustion, and it was announced by the physician that in all probability he would die within a short time. He rallied, and under the influence of an opiate sank into a gentle slumber which lasted for several hours.

WHERE SHOT CAME FROM.

The window in the centre of the third story of the building, from which the shot was fired, was raised about eight inches from the sill to permit an unobstructed passage for the bullet when Mr. Goebel should come within range. Both Chinn and Lillard assert that while the first shot came from the direction of the window in the third story, there were other shots fired from different portions of the same building. Some of those who heard the shots say that at least one shot was fired from the office of the Secretary of State. This, however, is not true, as there were men in the office of the Secretary of State who rushed to the window as soon as the shots were heard, and all of them declare that there was no shot fired from that part of the building.

The window in the third story was left open, no effort having been made to close it by the would-be assassin, while not another window in the building was opened, nor were there any places where bullets had

Louisville Courier-Journal
January 31, 1900

Frankfort, Ky., Jan. 30.—(Special.)—The victim of the foulest crime that ever stained Kentucky's history, Senator William Goebel lies at the brink of death, shot through and through with a Winchester rifle fired by one of the mountain assassins brought here at the instance of the desperate leaders of the Republican party.

The would-be assassins—for there were several of them—were a bush of the second and third floors of the executive building, and a volley of five shots was fired from the windows, one ball passing through the Senator's body, coming from a front second-story window which looked out from a vacant room.

Senator Goebel, accompanied by Mr. Jack Chinn, was walking to the Statehouse at 11 o'clock, to attend the Senate session, and was within fifty feet of the broad steps of the building when the volley was poured out of the windows, the first shot coming from the front and the other four from a third-story side window directly over the entrance to the executive building. The right breast was penetrated between the nipple and the armpit, ranging two inches downward and making an exit two inches to the left of the spinal column.

"As I could not walk rapidly, Goebel fell back with me, while Lillard walked about thirty yards ahead of us through the yard toward the General Assembly Building. No conversation occurred between us, so far as I can remember. I was on Goebel's right, and he was about two feet ahead of me when the first shot was fired. The fountain is in the center of the pavement, about sixty feet in front of the broad steps of the State building. When we were about halfway between the fountain and the steps I heard the report of a rifle.

HOW MR. GOEBEL FELL.

"At almost the same instant Goebel bent double, groaning, and I clutched at his right side, all of his knees I said: 'My God! Goebel! They have killed you,' but was a little distance away to catch him. 'I guess they have,' he said as he was falling.

Assassination of Goebel

Examining Trial of Caleb Powers, March 1900

Kentucky Historical Society
Goebel Papers, Microfilm Reel 1

Eph Lillard, warden of prison, testifies that he was with Goebel, that yard was clear. He told Goebel that more men might be coming from the mountains to help Taylor. (p. 4)

Went directly from Capitol Hotel to capitol building; Chinn with them. (p. 8)

Bullet went in chest, came out back (lower) (p. 10)

Shot came from Sec. of State's office (pp. 5-6)

Was a dry, bright day (pp 20-21).

Goebel fell to his knees, then to his side (p. 22). Had on a dark overcoat (p. 24)

Commonwealth of Ky. vs. Caleb Powers, July 1900

Kentucky Historical Society
Goebel Papers, Microfilm, Reel 1

. P. Chinn testimony: Met Goebel at 10:30, he and Eph Lillard and Goebel left together. At capitol Eph in front, he was at Goebel's side. (pp. 247-58)

He said: "Goebel They have killed you." Heard more shots. Chinn then said, "Lie down, they will shoot you again" Goebel answered: "that's right" (p. 260)

1st shot was by rifle, rest different (p. 262). Goebel had on overcoat, never drew his pistol.

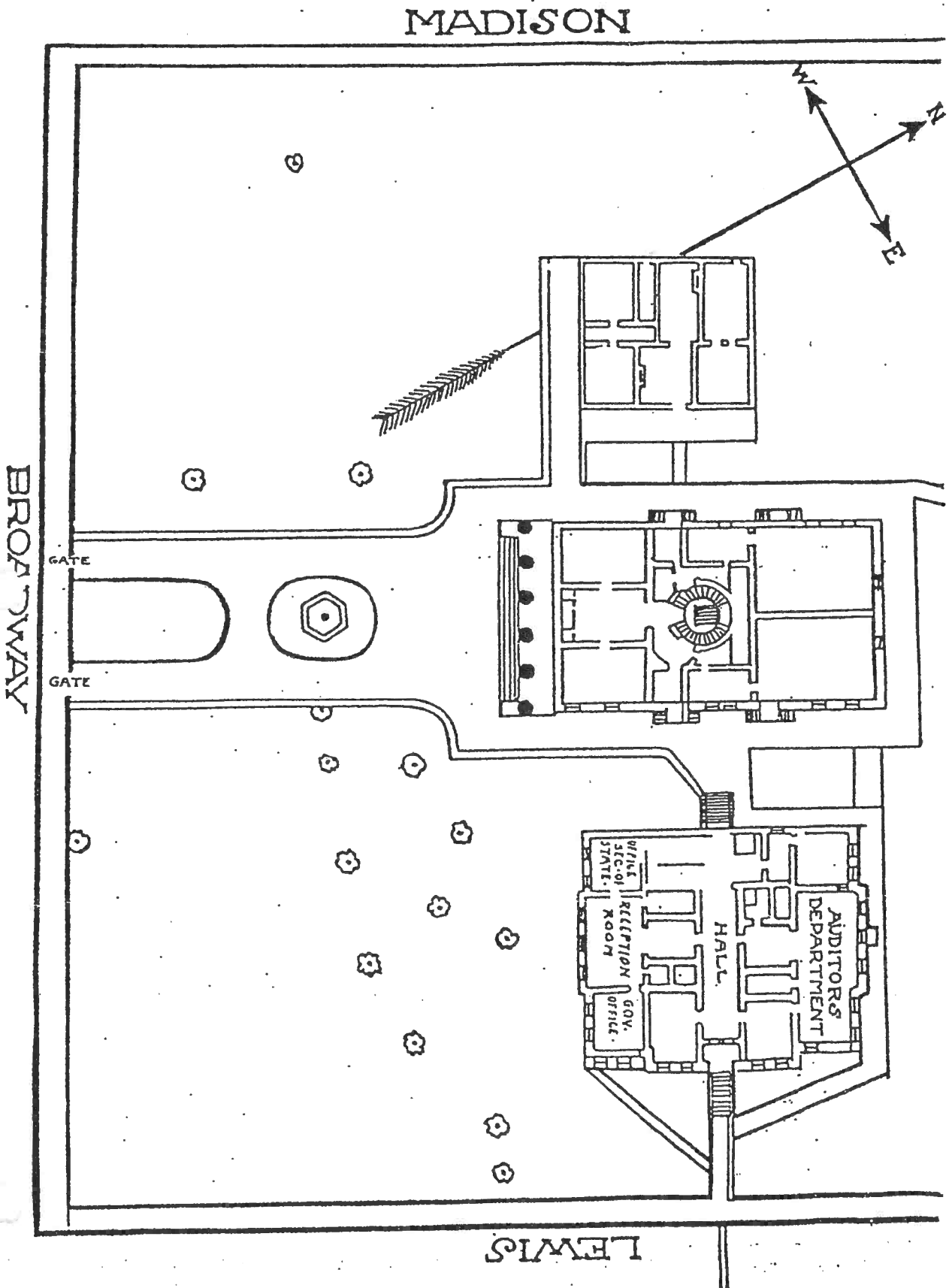
THE HEART OF THE HILLS

beating time, for the autocrat was late that morning, but he was on his way. Cool, wary, steeled to act relentlessly at the crucial moment, his hand was within reach of the prize, and the play of that master-hand was on the eve of a master-stroke. Two men hurried into the almost deserted square, the autocrat and his body-guard, a man known in the annals of the State for his ready use of knife or pistol. The rifle spoke and the autocrat bent double, groaned harshly, clutched his right side, and fell to his knees. Men picked him up, the building emptied, and all hurried after the throng gathering around the wounded man. There was the jostling of bodies, rushing of feet, the crowding of cursing men to the common centre of excitement. A negro pushed against a white man. The white man pulled his pistol, shot him dead, and hardly a look was turned that way. The doors of the old hotel closed on the wounded man, his friends went wild, and chaos followed. It was a mountain trick, they cried, and a mountaineer had turned it. The lawless hillsmen had come down and brought their cowardly custom of ambush with them. The mountain secretary of state was speeding away from the capitol at the moment the shot was fired, and that was a favorite trick of alibi in the hills. That shot had come from his window. Within ten minutes the terrified governor had ringed every State building with bayonets and had telegraphed for more

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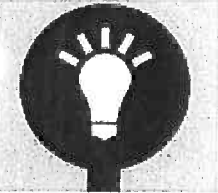
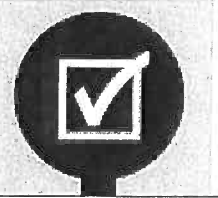
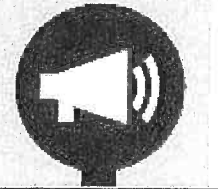
From John Fox Jr.,
The Heart of the Hills (1912)

The Grounds of the Old State Capitol, Site of the Assassination



Why Study History?

© *I can identify characteristics of inquiry based instruction and explain the importance of historical thinking.*

C3 Framework	This was evident in the Learning Experience when...
Dimension 1 Developing Questions and Planning Inquiries 	
Dimension 2 Applying Disciplinary Concepts and Tools (Civics, Economics, Geography, History) 	
Dimension 3 Evaluating Sources and Using Evidence 	
Dimension 4 Communicating Conclusions and Taking Informed Action 	
Formative Assessment	

Crafting an Inquiry Based Learning Experience

- © *I can create an inquiry based learning experience that incorporates the Four Dimensions of the Inquiry Arc—C3 Framework.*

The BIG IDEA: The C3 Framework emphasizes the acquisition and application of knowledge through an inquiry based approach for learning. The Four Dimensions center on the use of questions to spark curiosity, guide instruction, deepen investigations, acquire rigorous content, and apply knowledge and ideas in real world setting for students to become active and engaged citizens in the 21st century.

Discuss: How does this “BIG IDEA” support highly effective teaching and learning in Social Studies? Examine Performance Levels/Indicators for the FfT Components (3B, 1A, 3C).

C3 Framework Dimension	Framework for Teaching Component / Elements	Performance Levels
Dimension 1	3B Using Questioning and Discussion Techniques <ul style="list-style-type: none"> • Quality of Questions • Discussion Techniques • Student Participation 	Ineffective Developing Accomplished Exemplary
Dimension 2	1A Demonstrating Knowledge of Content and Pedagogy <ul style="list-style-type: none"> • Knowledge of Content and the Structure of the Discipline • Knowledge of Prerequisite Relationships • Knowledge of Content-Related Pedagogy 	Ineffective Developing Accomplished Exemplary
Dimensions 3 and 4	3C Engaging Students in Learning <ul style="list-style-type: none"> • Activities and Assignments • Grouping of Students • Instructional Materials and Resources • Structure and Pacing 	Ineffective Developing Accomplished Exemplary

Domain 3: Instruction

<p>3B - Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> Quality of Questions/Prompts Discussion Techniques Student Participation 	<p>Questioning and discussion are the only instructional strategies specifically referred to in the framework for teaching; this fact reflects their central importance to teachers' practices. But in the framework, it is important that questioning and discussion are used as techniques to deepen student understanding are being used rather than serving as recitation or a verbal quiz. Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students' responses to questions are valued; effective teachers are especially adept at responding to and building upon student responses and making use of their ideas. High-quality questions encourage students to make connections among concepts or events previously believed to be unrelated, and arrive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, the question, being non-formulaic, is likely to promote thinking by students. Class discussions are animated, engaging all students in important issues and in using their own language to deepen and extend their understanding. These discussions may be based on questions formulated by the students themselves.</p> <p>Not all questions must be at high cognitive level in order for a teacher's performance to be rated at a high level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is "on board." Furthermore, if the questions are at a high level, but only a few students participate in the discussion, the teacher's performance on the component cannot be judged to be at a high level. In addition, in lessons involving student in small-group work, the quality of the student's questions and discussion in their small groups may be considered part of this component.</p> <p>In order for students to formulate high-level questions, they must have learned how to do so. Therefore, high-level questions from students, either in the full class, or in small group discussions, provide evidence that these skills have been taught.</p>			<p>Critical Attributes</p> <ul style="list-style-type: none"> Questions are rapid-fire, and convergent with a single correct answer. Questions do not invite student thinking. All discussion is between teacher and students; students are not invited to speak directly to one another. A few Students dominate the discussion.
<p>Ineffective</p> <ul style="list-style-type: none"> Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion. 	<p>Developing</p> <ul style="list-style-type: none"> Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results. 	<p>Accomplished</p> <ul style="list-style-type: none"> Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard. 	<p>Exemplary</p> <ul style="list-style-type: none"> Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion. 	
<p>Critical Attributes</p> <ul style="list-style-type: none"> Questions are rapid-fire, and convergent with a single correct answer. Questions do not invite student thinking. All discussion is between teacher and students; students are not invited to speak directly to one another. A few Students dominate the discussion. 	<p>Developing</p> <ul style="list-style-type: none"> Teacher frames some questions designed to promote student thinking, but only a small number of students are involved. The teacher invites students to respond directly to one another's ideas, but few students respond. Teacher calls on many students, but only a few actually participate in the discussion. 	<p>Accomplished</p> <ul style="list-style-type: none"> Teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. The teacher makes effective use of wait time. The teacher effectively builds on student responses to questions. Discussions enable students to talk to one another without ongoing mediation by the 	<p>Exemplary</p> <p>In addition to the characteristics of "accomplished":</p> <ul style="list-style-type: none"> Students initiate higher-order questions. Students extend the discussion, enriching it. Students invite comments from their classmates during a discussion. 	

<p>Critical Attributes (cont.)</p>	<ul style="list-style-type: none"> would better serve the instructional purpose. Instructional materials used are unsuitable to the lesson and/or students. The lesson drags or is rushed. 	<ul style="list-style-type: none"> complete tasks. The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives. The materials and resources are partially aligned to the lesson objectives and only in some cases demand student thinking. The pacing of the lesson is uneven- suitable in parts, but rushed or dragging in others. Students are asked to fill in a worksheet, following an established procedure. There is a recognizable beginning, middle and end to the lesson. Parts of the lesson have a suitable pace: other parts drag or feel rushed. 	<ul style="list-style-type: none"> groupings, suitable to the lesson objectives. Materials and resources support the learning goals and require intellectual engagement, as appropriate. The pacing of the lesson provides students the time needed to be intellectually engaged. 	<ul style="list-style-type: none"> grouping patterns used. Students have extensive choice in how they complete tasks. Students suggest modifications or additions to materials being used. Students have the opportunity for both reflection and closure after the lesson to consolidate their understanding.
<p>Possible Examples</p>	<ul style="list-style-type: none"> Students are able to fill out the worksheet without fully understanding what it's asking them to do. The lesson drags or feels rushed. Students complete "busy work" activities. 	<ul style="list-style-type: none"> Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents. Students are given a task to do independently, then to discuss with a table group, and then to report out from each table. There is a clear beginning, middle and end to the lesson. The lesson neither rushes or drags. 	<ul style="list-style-type: none"> Students are asked to write an essay "in the spirit of Hemmingway." A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently. Students identify or create their own learning materials. Students summarize their learning from the lesson. 	<ul style="list-style-type: none"> Students are asked to write an essay "in the spirit of Hemmingway." A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently. Students identify or create their own learning materials. Students summarize their learning from the lesson.

1A - Knowledge of Content and Pedagogy	In order to guide student learning, accomplished teachers have command of the subjects they teach. They must know how the discipline has evolved into the 21 st century, incorporating such issues as global awareness and cultural diversity, as appropriate. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with the particular pedagogical approaches best suited to each discipline.			
<i>Ineffective:</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>	
<ul style="list-style-type: none"> In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content. 	<ul style="list-style-type: none"> Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students. 	<ul style="list-style-type: none"> Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches to the discipline. 	<ul style="list-style-type: none"> Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions. 	
Critical Attributes <ul style="list-style-type: none"> Teacher makes content errors. Teacher does not consider prerequisite relationships when planning. Teacher's plans use inappropriate strategies for the discipline. 	<ul style="list-style-type: none"> Teacher is familiar with the discipline but does not see conceptual relationships. Teacher's knowledge of prerequisite relationships is inaccurate or incomplete. Lesson and unit plans use limited instructional strategies, and some may not be suitable to the content. 	<ul style="list-style-type: none"> The teacher can identify important concepts of the discipline and their relationships to one another. The teacher consistently provides clear explanations of the content. The teacher answers student questions accurately and provides feedback that furthers their learning. The teacher seeks out content-related professional development. 	<ul style="list-style-type: none"> In addition to the characteristics of "accomplished": Teacher cites intra- and interdisciplinary content relationships. Teacher is proactive in uncovering student misconceptions and addressing them before proceeding. 	
Possible Examples <ul style="list-style-type: none"> The teacher says, "The official language of Brazil is Spanish, just like other South American countries." The teacher says, "I don't understand why the math book has decimals in the same unit as fractions." The teacher has students copy dictionary definitions each week to help his students learn to spell difficult words. 	<ul style="list-style-type: none"> The teacher plans lessons on area and perimeter independently of one another, without linking the concepts together. The teacher plans to forge ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value. The teacher always plans the same routine to study spelling: pretest on Monday, copy the words 5 times each on Tuesday and Wednesday, and test on Friday. 	<ul style="list-style-type: none"> The teacher's plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter. The teacher realizes her students are not sure how to use a compass, so she plans to practice that before introducing the activity on angle measurement. The teacher plans to expand a unit on civics by having students simulate a court trial. 	<ul style="list-style-type: none"> In a unit on 19th century literature, the teacher incorporates information about the history of the same period. Before beginning a unit on the solar system, the teacher surveys the class on their beliefs about why it is hotter in the summer than in the winter. 	

Domain 3: Instruction

<p>3C - Engaging Students in Learning</p> <ul style="list-style-type: none"> • Activities and Assignments • Grouping of Students • Instructional Materials and Resources • Structure and Pacing 	<p>Student engagement in learning is the centerpiece of the framework for teaching; all other components contribute to it. When students are engaged in learning, they are not merely "busy," nor are they "on task." The critical distinction between a classroom in which students are compliant and busy and one in which they are engaged is that in the latter students may be selecting their understanding through what they do. That is, they are engaged in discussing, debating, answering "what if?" questions, discovering patterns, and the like. They the entire lesson, but they are essential components of engagement.</p> <p>A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. The teacher organizes student tasks to provide cognitive challenge and then encourages students to reflect on what they have done and what they have learned. This is, the lesson has closure, in which students derive the important learning from their own actions. A critical question for an observer in determining the degree of student engagement is, "What are the students being asked to do?" If the answer to that question is that they are filling in blanks on a worksheet or performing a rote procedure, they are unlikely to be cognitively engaged. In observing a lesson, it is essential not only to watch the teacher but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned.</p>	<p>Ineffective</p> <ul style="list-style-type: none"> • The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses. • The pace of the lesson is too slow or too rushed. • Few students are intellectually engaged or interested. 	<p>Developing</p> <ul style="list-style-type: none"> • The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant. • The pacing of the lesson may not provide students the time needed to be intellectually engaged. 	<p>Accomplished</p> <ul style="list-style-type: none"> • The learning tasks and activities are aligned with instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding. • The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged. 	<p>Exemplary</p> <ul style="list-style-type: none"> • Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes. • In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content. • The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding. • Students may have some choice in how they complete tasks and may serve as resources for one another.
<p>Critical Attributes</p>	<ul style="list-style-type: none"> • Few students are intellectually engaged in the lesson. • Learning tasks require only recall or have a single correct response or method. • The materials used ask students to perform only rote tasks. • Only one type of instructional group is used (whole group, small groups) when variety 	<ul style="list-style-type: none"> • Some students are intellectually engaged in the lesson. • Learning tasks are a mix of those requiring thinking and recall. • Students are, in large part, passively engaged with the content, learning primarily facts or procedures. • Students have no choice in how they 	<ul style="list-style-type: none"> • Most students are intellectually engaged in the lesson. • Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking. • Students have some choice in how they complete learning tasks. • There is a mix of different types of 	<p>In addition to the characteristics of "accomplished":</p> <ul style="list-style-type: none"> • Virtually all students are highly engaged in the lesson. • Students take initiative to modify a learning task to make it more meaningful or relevant to their needs. • Students suggest modifications to the 	

<p>Possible Examples</p> <ul style="list-style-type: none"> • All questions are of the "recitation" type such as "What is 3 x 4?" • The teacher asks a question for which the answer is on the board; students respond by reading it. • The teacher calls only upon students who have their hands up. 		<ul style="list-style-type: none"> • Many questions are of the "recitation" type, such as "How many members of the House of Representatives are there?" • The teacher asks: "Who has an idea about this?" but only the usual three students offer comments. • The teacher asks: "Michael can you comment on Mary's idea?" but Michael does not respond or makes a comment directly to the teacher. 	<p>teacher.</p> <ul style="list-style-type: none"> • The teacher calls on most students, even those who don't initially volunteer. • Many students actively engage in the discussion. • The teacher asks, "What might have happened if the colonists had not prevailed in the American war for independence?" • The teacher uses the plural form in asking questions, such as, "What are some things you think might contribute to . . .?" • The teacher asks, "Michael, can you comment on Mary's idea?" and Michael responds directly to Mary. • After posing a question and asking each of the students to write a brief response and then share it with a partner, the teacher invites a few to offer their ideas to the entire class. 	<ul style="list-style-type: none"> • A student asks, "How many ways are there to get this answer?" • A student says to a classmate, "I don't think I agree with you on this, because . . ." • A student asks of other students, "Does anyone have another idea how we might figure this out?" • A student asks, "What if . . .?"
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Planning Considerations

Task: Create a learning task that incorporates the Four Dimensions of the Inquiry Arc.
Please keep in mind the following considerations:

Topic for Instruction:	
What do you want students to understand?	
What do you want students to know or be able to do?	
Dimension 1 Developing Questions and Planning Inquiries	<p>Compelling Question: <i>(Questions about how things work, interpretations and applications of disciplinary concepts, and unresolved issues that require students to construct arguments in response.)</i></p> <p>Supporting Questions: <i>(Questions that focus on descriptions, definitions, and processes to help students construct conclusions and take informed civic action.)</i></p> <p>Determining Helpful Sources: <i>(Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the multiple points of view represented in an argument, the structure of an explanation, the types of sources available, and the potential uses of sources.)</i></p>

The Four Core Disciplines: *(Dimension 2 provides the intellectual context for studying how humans have interacted with each other and with the environment over time. Each of these disciplines—civics, economics, geography, and history—offers a unique way of thinking and organizing knowledge. These disciplinary ideas are the lenses students use in their inquiries.)*

Civics

Economics

Geography

History

Dimension 2
Applying Disciplinary Concepts and Tools

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Dimension 3 Evaluating Sources and Using Evidence</p>	<p>Gathering and Evaluating Sources (<i>Dimension 3 includes the skills students need to analyze information and come to conclusions in an inquiry. These skills focus on gathering and evaluating sources, and then developing claims and using evidence to support those claims.</i>)</p> <p style="text-align: center;">Connections to KCAS ELA & Literacy in History/Social Studies</p> <p>Example:</p> <ul style="list-style-type: none"> • Gather relevant information from multiple sources representing a variety of views (sourcing, contextualizing, and corroborating sources). (W. CCR. 8) • Evaluate the credibility of a source to determine if it will be acceptable evidence to support a claim. (W.CCR.8) • Write an argument to support claims in an analysis of substantive topic or texts, using valid reasoning and relevant and sufficient evidence. (W.CCR.1) <p>Sources of Evidence (<i>List relevant information from multiple sources representing a wide range of views and personal experiences.</i>)</p> <p>Evaluate Sources (<i>Describe how students will evaluate the credibility of sources by examining how experts value the sources.</i>)</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Dimension 4 Taking Informed Action</p>	<p>Take Informed Action (<i>Dimension 4 gives students the opportunity to collaborate with others as they communicate and critique their conclusions in public venues. Describe how students will take informed action to respond to the issues raised in inquiry and investigation.</i>)</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Formative Assessments</p>	<p>Formative Assessment Practices (<i>Assessment of student learning plays an important role in instruction; no longer does it signal the end of instruction; it is now recognized to be an integral part of instruction. In order to assess student learning for the purposes of instruction, teachers must have their "fingers on the pulse" of a lesson, monitoring student understanding and, where appropriate, offering feedback to students.</i>)</p>

Helpful Resources

In “What Does it Mean to Think Historically?” Andrews and Burke (2007) outline what they call the Five C’s of Historical Thinking: Change over Time, Context, Causality, Contingency, and Complexity. The goal of the Five C’s is to give students and teachers a glimpse into how historians think. Furthermore, Andrews and Burke (2007) provide examples of how these Five C’s might be implemented in authentic and meaningful ways in modern classrooms.

Library of Congress: Provides teacher and student tools both for general analysis and the analysis of specific types of sources (e.g. photographs and prints, maps, sound recordings). Also provides guidance for teachers on how to use primary sources in the classroom.

National Archives: Similar to the Library of Congress, provides suggestions for integrating primary sources into the classroom along with tools to help students analyze specific types of sources.

SCIM-C: Provides a structure for interpreting historical sources that asks students to Summarize, Contextualize, Infer, Monitor, and Corroborate and demonstrates the SCIM-C process with three example sources.

DBQ-Project: Provides a process for students to read and analyze sources as they prepare to write an essay answering a document-based question. The DBQ Project has curriculum for both middle school and high school students but could be adapted for other levels as well.

APPARTS: The College Board and the Advanced Placement Program provides the acronym strategy “APPARTS” as a process for students to use while they read and analyze primary sources .

Historical Thinking Project: The historical thinking project provides tools for analyzing primary sources and discusses six historical thinking concepts: historical significance, cause & consequence, historical perspective-taking, continuity and change, the use of primary source evidence, and the ethical dimension of history.

In addition, there is a wealth of books written with the idea of using historical inquiry with students, using primary sources to teach history. These are definitely worth a look:

Brophy, J., & VanSledright, B.A. (1997). Teaching and learning history in elementary schools. New York, NY: Teachers College.

Levstik, L. S. & Barton, K. C. (2011). Doing history: Investigating with children in elementary and middle schools. New York, NY: Routledge.

Seixas, P. & Morton, T. (2013). The big six historical thinking concepts. Scarborough, ON: Nelson Education.

Wineburg, S., Martin, D., & Monte-Sano, C. (2011). Reading like a historian: Teaching literacy in middle and high school history classrooms. New York, NY: Teachers College.

Looking Ahead

☉ *I can describe next steps that need to occur as a member of my District Leadership Team.*

1. Review the ***District Innovation Configuration Map Component 1: Develops a District Leadership Team to Guide Long Term and Short Term KCAS Implementation Plans*** to gain clarity on the vision of DLT.

2. Revisit the ***Know, Plan, Do*** Organizer from last month's meeting. What worked? What work still needs to be done?

3. Reflect on today's meeting...

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?
School		
District		



Component 1: Develops, in collaboration with district and building leadership teams, a plan for standards implementation and communicates the plan to all stakeholders.

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR	LEVEL FIVE
<ul style="list-style-type: none"> • Develops, in collaboration with district leadership team, a standards implementation process for all schools. • Communicates the standards implementation process to all stakeholders and establishes timelines. • Requires and engages all schools to implement professional learning and collaboration to <ol style="list-style-type: none"> a. interpret standards, deconstruction, unit development and assessment development; b. conduct gap analysis; c. revise curriculum guides; d. develop pacing guides; and e. reflect on and refine new practices. • Supports all schools by providing resources (i.e., funding for teacher release time, materials, protocols, assistance). 	<ul style="list-style-type: none"> • Develops, with limited involvement of schools, an implementation process for all schools. • Communicates the standards implementation process to all stakeholders. • Requires and engages all schools in implementing the plan by developing timelines for professional learning and collaboration to <ol style="list-style-type: none"> a. interpret standards, deconstruction, unit development and assessment development; b. conduct gap analysis; c. revise curriculum guides; d. develop pacing guides; and e. reflect on and refine new practices. • Supplies some resources but fails to provide release time for collaborative work. 	<ul style="list-style-type: none"> • Develops and disseminates a standards implementation plan to all schools. • Expects schools to implement the plan independently without district assistance. • Supplies curriculum materials only. 	<ul style="list-style-type: none"> • Fails to develop a plan for standards implementation. 	

Socratic Circle Discussion Topics

Many of your questions from last session centered around two topics: Assessment and Developing Inquiry Based Instruction. Please select ONE of the following articles to read and prepare for a Socratic Circle Discussion to be held at our next meeting, April 18th. (Please Note: These are your questions...INQUIRY BASED INSTRUCTION. 😊)

Choice #1: "Can Assessment Improve Learning? Thoughts on Inventive Approaches Aligned to the C3 Framework" – Bruce VanSledright

(article located on page xxxi of C3 Framework text)

1. What are the characteristics of assessments that align to C3?
2. What shifts must occur in how we think about assessing and learning in Social Studies?
3. What resonating sentence, phrase or word captures the big idea of this passage? How does this impact your thinking regarding the use of assessment?

Choice #2: "From Inquiry Arc to Instructional Practice" –S.G. Grant
(article located on page xvii of C3 Framework text)

1. "Key to the Inquiry Arc is the use of questions." What are the characteristics of compelling and supporting questions?
2. How will compelling and supporting questions support highly effective teaching and learning practices in social studies education?
3. What resonating sentence, phrase or word captures the big idea of this passage? How does this impact your thinking regarding the use of questioning?

Session Review and List of “To Do”

Topic & Activities	Before Our Next Meeting...
Assessment -Formative Assessment Strategies	Continue with implementation of Formative Assessment Strategies
KCAS	Incorporate Disciplinary Literacy Practices
Why Study History?	Historical Thinking Skills and Strategies
C3 Framework	Implement C3 Learning Experience—bring student work samples next meeting.
Leadership	Discuss meeting reflections with District Leadership Team.
Socratic Circle	Socratic Discussion ... Prepare ONE of the articles for a Socratic Discussion on Assessment OR Questioning