Thinking and Writing like a Historian

Implementing Common Core Standards in Middle Level and High School Social Studies
Students as Historians

- We want students to apply critical thinking skills, so we as teachers need to give them opportunities to do so.
- History education has can bee see as purely memorization.
- An “educator must also incorporate historical thinking with her young charges if they are to ever master such thinking later” (Bickford, 2013)
How the Standards look?

- Social sciences broken down into Reading and Writing for History.
- Standards begin in 6th grade up to 12th grade.
- Grouped into 6-8, 9 and 10, and 11 and 12.
- Key ideas and details: 1-3
- Craft and structure: 4-6
- Integration of knowledge and ideas: 7-9

R.H. 9-10.7
What Common Core Means for Social Sciences

- Student centered approach v. Teacher centered approach.
- Student centered takes the emphasis off the teacher.
- Students are responsible for “discovering” the information themselves.
- Experiencing more “Ah-ha” moments
- Less lecture time for the teacher.
- The teacher’s role is that of a facilitator.
What Common Core Means for Social Sciences

• All teachers are responsible for ELA standards.
• Connecting to English Language Arts (ELA) standards at all grade levels.
• Social studies will have major connections to English Language Arts.

R.I 8.9 Analyze a case where in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact and interpretation.

R.H 6-8.9 Analyze the relationship between a primary and a secondary source on the same topic.
What Common Core Means for Social Sciences

• ELA also emphasizes students producing evidenced-based work.

R.I 9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

R.H 9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

• PARCC tests contain questions about proving statements and providing evidence.

• Are the students getting the information from diverse, rich sources?
Common Core in the Classroom

- Know, Wonder, Learn (KWL) Charts
- Venn Diagrams
KWL Charts

- Completed throughout the close reading or information presentation
- Variation: before, during, after
Before
Black, glasses, has to do with civil rights, red tent to his hair, beard,

During
violent protester joined the Nation of Islam
Original last name little but changed it to X
Criminal record assassinated during a speech
Lived in foster homes

After
Who killed Malcolm X?
Why else is he mad?
Venn Diagrams

- Used to compare sources or texts
  - Traditionally 2 circles
  - These are expandable for multi-source comparison
Venn Diagram
Traditional

MLK
- Peaceful
- Christian
- Good Children
- No glasses
- Not Criminal
- Kept Last Name
- "I Have a Dream"
- Speeches
- "Any Means Necessary"

MX
- Violent
- Bad Childhood
- Muslim
- Black Glasses
- Criminal
- Change Last Name
- "I Would Believe In Martin Luther King, Because Violence Doesn’t Do Anything"

I Would Believe In Martin Luther King, Because Violence Doesn’t Do Anything.
Common Core Based Projects

• Political Cartoon
• Narrative Revision
• Newspaper Article
Political Cartoon

• Students make an original political cartoon based on a current or historical event.
• Students can use technology to research information and to produce product.

Reading Standards
• Standards 1-3 for comprehension and citation
• Standard 6 for evaluating different points of view

Writing Standards
• Standard 1 write an argument
• Standard 6 using technology to produce a product
Political Cartoon
Narrative Revision
(Bickford, 2014)

• Students produce a new (and improved!) version of an anchor text or their own prior knowledge.
• Purposeful writing.
• Integrates primary and secondary sources.
• Writing intensive project that easily connects to ELA standards.

Reading Standards
• Standards 1-3 for comprehension and citation
• Standard 9 analyze relationship between primary and secondary source.

Writing Standards
• Standard 2 write information or explanatory text with narration of historical events
• Standard 5 revision with focus on purpose
Rosa Parks

Rosa Parks was born in the 1900s. When she grew up, her job was to make clothes. One day after work, she was very tired. "I was treated unfairly for working so hard," she decided to go home by bus. She sat in the middle.

On the stop, a white man got on the bus and told her to move. He could sit there. She moved because the laws said that black people aren't equal.

Rosa was tired, so she didn't move. She wanted all people to be treated the same. When Rosa didn't give up her seat, the white man called the police, and Rosa was arrested. This helped start the civil rights movement.
Narrative Revision

- **Standard 6-8.4** Determine the meaning of words and phrases as they are used in the text, including vocabulary specific to domains related to history/social studies.

Rosa Parks

Rosa Parks was an African-American woman during the time of segregation. Segregation is when white and Black people weren't allowed to go to the same places and use the same things but the whites always got better things. One day during a bus boycott (when African Americans turn against the bus system) on that day a white man asked for Rosa's seat (blacks had to move for whites and go to the back). Because she was stubborn she didn't give up her seat. She refused to give her seat to a white man. Because of that she was put in jail. Martin Luther King Jr. was the one who started the bus boycott. Rosa Parks
Newspaper Article
(Bickford, 2014)

- Students research an event.
- They create a news piece based on an event or time period in history.
- Structured expository writing.
- Gives students topic choice and flexibility.

**Reading Standards**
- Standards 1-3 for comprehension and citation
- Standard 7 integrate and evaluate information presented in different formats

**Writing Standards**
- Standard 2 write information or explanatory text with narration of historical events
- Standard 4 produce writing with development, organization, and style.
Newspaper Article Requirements

• Create a detailed article.
• Provide date, headline, byline and use newspaper structure.
• List interview sources.
• Cite sources on a bibliography page.
• Provide photograph (if applicable) for your article with a caption.
Common Core Project Grading

- All projects could be graded using a rubric.
- Time intensive grading.
- Students put in work time and teachers put in the grading time.
Goal of Common Core

- We need students to be engaged and act as historians do.
- Connect literacy skills to history.
- Active learners that can apply knowledge to real world tasks.
- Allow students to have more “Ah ha” moments.
Bibliography

