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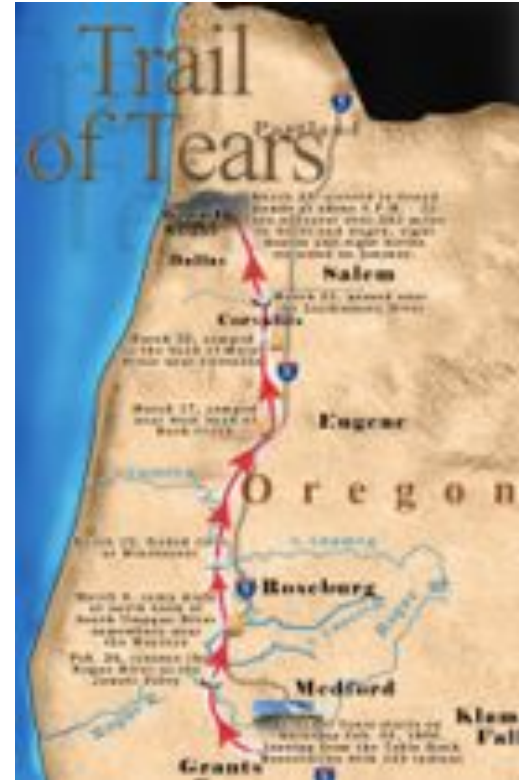
Ken Carano
Western Oregon University
caranok@wou.edu

Tina M. Ellsworth
Northwest Missouri State University
tellsworth@nwmissouri.edu

Land Acknowledgement

Tina is joining from Lee's Summit, MO, which is located on the traditional homeland and unceded territories of the Sioux, Kaw, and Osage peoples.

Ken is joining from Salem, OR, which is located within the traditional homelands of the Luckiamute Band of Kalapuya. Following the Willamette Valley Treaty of 1855 (Kalapuya etc. Treaty), Kalapuya people were forcibly removed to reservations in Western Oregon. Today, living descendants of these people are a part of the Confederated Tribes of Grand Ronde Community of Oregon (<https://www.grandronde.org>) and the Confederated Tribes of the Siletz Indians (<https://ctsi.nsn.us>).





NATIVE LAND

Whose Land Are You On?

CHECK THE MAP AND FIND OUT
WWW.NATIVE-LAND.CA



LIBRARY OF CONGRESS
TEACHING WITH **PRIMARY SOURCES**
Consortium Member

Agenda for today

- **12:15-12:30pm** | Overview of the session
- **12:30-2:00pm** | How can we use a geographic lens to analyze primary sources?
- **2:00-2:15pm** | Break
- **2:15-3:45pm** | How are we connected to those in the past?
- **3:45-4:00pm** | Discussion, Q+A

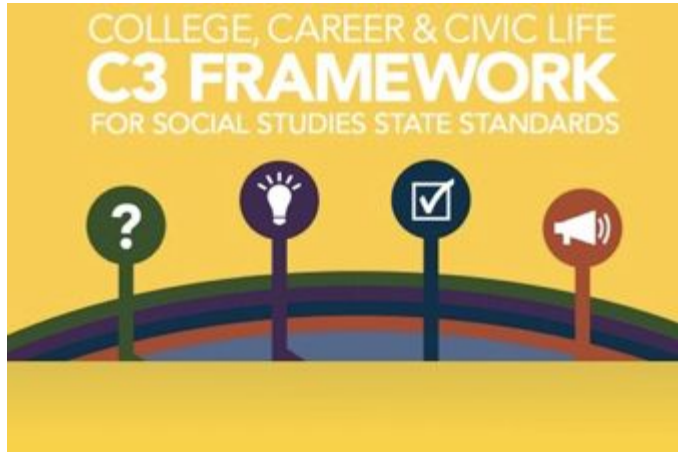


Outcomes

- Receive a high-level overview and explore the use of each text under development
- Learn how to teach social studies inquiry using primary sources from the Library of Congress
- Create model curriculum inquiries using sections of the draft texts
- Provide critical insights towards enhancing each text prior to their final online publication in 2022



C3 Framework



http://bit.ly/NCSS_C3

(1) Developing Questions and Planning Inquiries

(2) Applying Disciplinary Concepts and Tools

(3) Evaluating Sources and Using Evidence

(4) Communicating Conclusions and Taking Informed Action



Dimension 1: Developing Questions and Planning Inquiries

- Formulate strong questions that pique curiosity and encourage more questions.
- Questions that have students engaging in inquiry.
- Compelling Questions: the overall “Big Idea”.
- Supporting Questions: Assist in addressing the Compelling Question.

Dimension 2: Applying Disciplinary Concepts and Tools

- History
- Geography
- Civics
- Economics



Dimension 3: Evaluating Sources and Using Evidence



- Evaluating through primary and secondary sources.
- Gather and evaluate sources.
- Develop claims using evidence.



Dimension 4: Communicating Conclusions and Taking Informed Action

- “Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.”
- First step: Be informed
- Take Action
- Types of Action
 - Be engaged
 - Be a leader
 - Be the change

Parameters for the Project

- 75% of sources from The Library of Congress
- Must be sources that are publicly available
- Inquiry based; C3 Framework
- Use The Library of Congress Analysis Tool



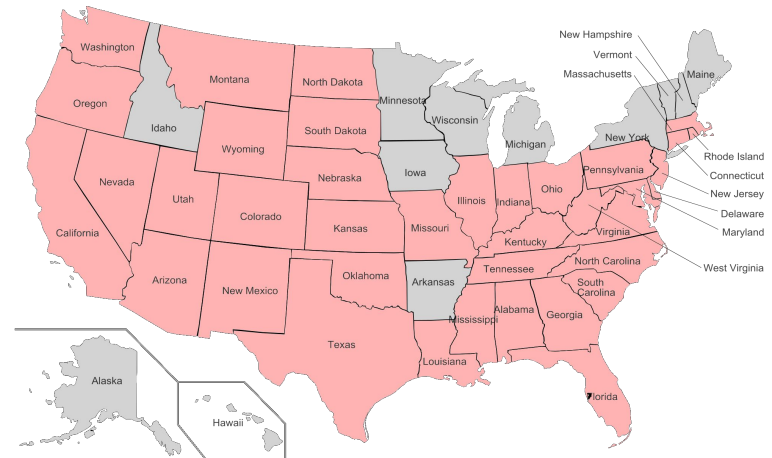
Library Reopened to Researchers

Four reading rooms now open by appointment, more to follow

1/5

Chapter Overview

- Demonstrate analyzing primary sources through a geographic lens (using Library of Congress resources)
- Demonstrate how geographic thinking can be intersected with history to provide a richer understanding of people and eras
- Connect the C3 Framework to geography categories to do this
- Use an Inquiry Design Model lesson to share examples of how primary sources can be analyzed through a geographic lens



Breakout Groups

Choose a Geography topic – brainstorm a compelling question or topic you'd teach through geography and go to The Library of Congress site to find sources that you can use

Focus on the following areas:

What was your search process (i.e. where did you go? What search phrases did you find helpful or not? What made the process easy or difficult?)

How would you have your students analyze the sources?

Parameters

- 75% of sources from The Library of Congress
- Must be sources that are publicly available
- Inquiry based; C3 Framework
- [Use The Library of Congress Analysis Tool](#)

First Round of Revisions

Geography Lens Chapter Review Comments and Responses

Note: The reviewer comments were combined to reflect the most common critiques and were relevant to the new template and incorporation of Library of Congress sources.

Reviewer Comments	Author Comments
Consider changing “segregation” to “racial segregation”	The suggested change has been made.
Greater attention to race/ism is necessary to further contextualize the use of the Green Book, demographics, racial segregation, and why all of this was necessary for Black motorists.	Some background information on the necessity of <i>The Negro Motorist Green Book</i> is provided when that book is introduced in the Dimension 2 sub-section.
Questions could more directly investigate the role that race/ism played in this historical era.	The compelling question focuses on racial segregation and questions have been added in the various source analysis figures to reflect more investigation of the role of race/ism in this era.
Consider adding some links and resources related to current segregation topics (schools, housing, occupations, etc.). This could go with Appendix S.	Resources added about current segregation in Appendix S.
Some concern of using <i>Ruth and the Green Book</i> with high school level	I’ll note that while I have used the book with high school students with success and interest, I changed it to a middle school level lesson, which could be adapted at the high school level.
Some grammar and lucidity issues.	Have gone through on multiple occasions and attempted to address.
As someone who is really steeped in historical thinking but less so in geographical thinking, there were a lot of really rich ideas here. I would have liked for them to be more spelled out. E.g., what it means to focus on the difference between “the spatial arrangement of phenomena” vs. the phenomena themselves –top. P. 2.	Examples of “the spatial arrangement of phenomena” added.
Cite even more Black, Indigenous and people of color doing this scholarship. Cite critical geography.	This has been included.
Include some questions/prompt related to racism in some of the Figures.	Specific questions/prompts related to racism added throughout the figures.
Re: rationale section. The following source could enhance this section: Shin, E. E., & Bednarz, S. W. (2019). <i>Spatial citizenship education</i> . Routledge. It further establishes	The source has been added to this section.

the emphasis in geography on spatial reasoning and citizenship.	
Re: the “enduring understandings.” This is a Wiggins & McTighe term that may need some unpacking. A sentence might help to provide more context. Is the intent for preservice teachers to share/emphasize these understandings during future inquiries?	Wording was added that this is something that teachers should emphasize during inquiry learning.
In regards to the “local spatial segregation” comment, How might teachers bridge the gap between studying historic segregation patterns (and perhaps topics mentioned in the video) and addressing segregation issues today so that learners can take informed action? Any recommended resources on contemporary spatial segregation issues students might explore?	Items have been added to Appendix S for contemporary spatial segregation.
Define “spatial arrangement of phenomena”	Wording added to provide context.
Bring in more Black American voices.	The majority of sources analyzed (i.e. Green book pages, some of the photos, and audio-visual are from Black American voices.
In compelling and supporting questions, change “correlation” to “association.”	Suggested change made.
While the activity briefly described at the start of the chapter sounds compelling, it has two main problems in setting the table for the chapter. First, aside from a vague notion of “maps” there aren’t any clear geographic terms or concepts displayed in the student response. Second, it portrays the activity as an end in and of itself, putting the source above any question the students were bringing to it, which is the hallmark of any discipline: what questions does it ask?	The introduction has been changed to address these issues and provide a stronger tie to the depth of geography, ways to use it to address racial segregation (brought up by a couple of other reviewers), and to show that geography is more than just about maps.
The ‘be a leader, be the change’ section needs a lot more work. Students can’t just speak about segregation and create a social media page without hearing the narratives of Black people. Also, they will need to do extensive work and research around the root causes of segregation and gentrification in their community and interview people who are experiencing it. This needs to be much more explicit as opposed to the sprinkling of ‘be a leader, be the change’ within the chapter. It is very superficial and students and teachers	Examples and some resources were added, based on the recommendations, in the “Taking Informed Action” section.

C3 Framework Dimensions and Corresponding Geography Categories

C3F Dimensions	Geography Area
Dimension 1: Developing Questions and Planning Inquiries	Formulating Geographic Questions
Dimension 3: Evaluating Sources and Using Evidence	Acquiring, Organizing, and Analyzing Geographic Information
Dimension 4: Communicating Conclusions and Taking Informed Action	Explaining and Communicating Geographic Patterns and Processes

Geographic Question Types

- Questions about Space
- Questions about Attributes
- Questions about Time
- Questions Concerning Multiple Geographic Entities
- Questions about Attribute Relationships
- Questions about Temporal Relationships

Geographic Question Types

- Questions about Space
 - Where is Suriname located?
- Questions about Attributes
- Questions about Time
- Questions Concerning Multiple Geographic Entities
- Questions about Attribute Relationships
- Questions about Temporal Relationships

Geographic Question Types

- Questions about Space
 - Where is Suriname located?
- Questions about Attributes
 - What are the physical and human characteristics of Suriname?
- Questions about Time
- Questions Concerning Multiple Geographic Entities
- Questions about Attribute Relationships
- Questions about Temporal Relationships

Geographic Question Types

- Questions about Space
 - Where is Suriname located?
- Questions about Attributes
 - What are the physical and human characteristics of Suriname?
- Questions about Time
 - How have the physical and human characteristics of Suriname changed over time?
- Questions Concerning Multiple Geographic Entities
- Questions about Attribute Relationships
- Questions about Temporal Relationships

Geographic Question Types

- Questions about Space
 - Where is Suriname located?
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 - What are the physical and human characteristics of Suriname?
- Questions about Time
 - How have the physical and human characteristics of Suriname changed over time?
- Questions Concerning Multiple Geographic Entities
 - What is the correlation between waterways, rainforest, population density, and transportation systems?
- Questions about Attribute Relationships
- Questions about Temporal Relationships

Geographic Question Types

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- Questions about Attribute Relationships
 - How has the rainforest changed in areas that Maroons live versus areas that Indigenous peoples live?
- Questions about Temporal Relationships
 - How has life in rainforest villages changed since having tourism, and/or having Peace Corps volunteers?

Four key categories from the C3 Framework's Dimension 2

1. Geographic Representations: Spatial Views of the World
2. Human-Environment Interaction: Place, Regions, and Culture
3. Human Population: Spatial Patterns and Movements
4. Global Interconnections: Changing Spatial Patterns

Connections to the C3 Inquiry Arc

- Analyze Primary Sources through a Geographic Lens
- The geographic lens incorporates three enduring understandings, which teachers should emphasize during inquiry learning:
 - Geographic representations, analyses, and technologies support problem solving and decision making by enabling students to interpret the past, understand the present, and plan for the future.
 - Human cultures and identities are deeply connected to the physical and human features that define places and regions.
 - Spatial patterns on Earth are ever changing, and human actions contribute to the changes as people constantly modify and adapt to the realities of their cultural and physical environments (Jennings & Ekiss, 2016, p. 304).

Your Turn!

Using the parameters that 75% of your sources must be from *The Library of Congress*, the geographic question types, and C3 Framework categories we just reviewed, revisit your initial activity ideas.

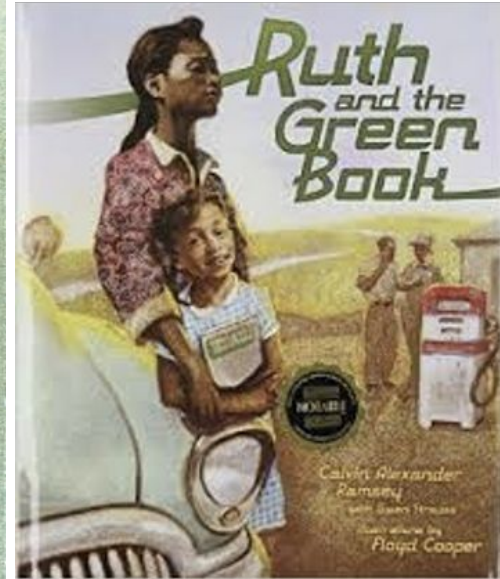
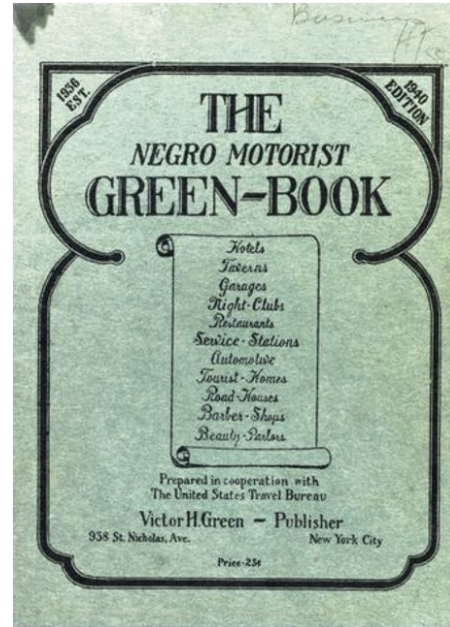
How comfortable do you feel working within these parameters?

What do you need to learn?

My Inquiry Lesson to Demonstrate Analyzing from a Geographic Lens

Compelling Question:

What is the association between the spatial distribution of services in the *Negro Motorist Green Book*, racial segregation, and Black American migration patterns during the Great Migration?



IDM Follows C3 Inquiry Arc



If students are asked a **COMPELLING QUESTION**...

In the middle are the **SUPPORTING QUESTIONS, FORMATIVE PERFORMANCE TASKS, and SOURCES**

Students answer in the form of a **SUMMATIVE ARGUMENT**

Inquiry Design Model (IDM) Blueprint™				
Compelling Question				
Standards and Practices				
Staging the Question				
Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4	
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task	
Featured Sources	Featured Sources	Featured Sources	Featured Sources	
Summative Performance Task	Argument			
	Extension			
Taking Informed	UNDERSTAND			
	ASSESS			

Supporting Question 1

What human and environmental associations can be made between the types of racial segregation and discrimination occurring in the images?

In Breakout groups, participants work on supporting question 1

Come back and discuss how that helped with compelling question and whether it fit into earlier parameters and geographic question types.



Image Analysis Tool

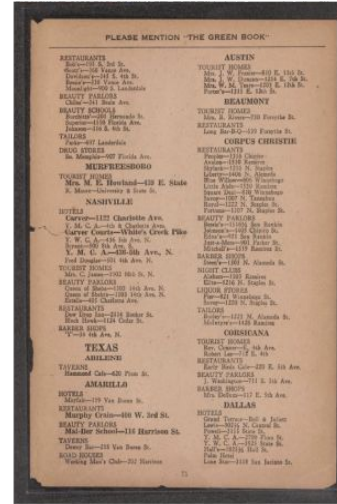
Observe	Reflect	Questions
What words are on the image? Describe the buildings on the image. Describe the landscape and physical features in the image.	What can you infer about the location of this place? What can you infer about racism in this place? What is the most likely purpose (audience) for this image? What inferences or connections can you make about geography and racial segregation from the image? How do the clothing, <u>buildings</u> , transportation and/or landscape reflect the economic, political, or societal conditions for the time when the image was created?	What do you wonder about this image? What question would you ask the author of this image that is unanswered?

Supporting Question 2

What are the spatial patterns of safe places for Black American travelers along the driving route Ruth and her family took?

In Breakout groups, participants work on supporting question 2

Come back and discuss how that helped build off SQ 1 and whether it fit into earlier parameters and geographic question types.



Document Analysis Tool

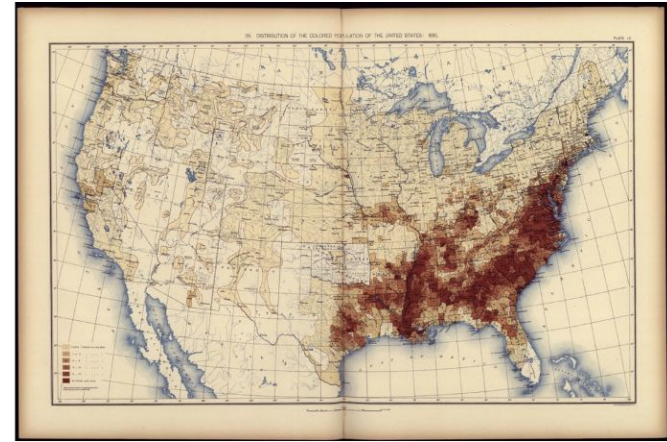
Observe	Reflect	Questions
<p>What states are referenced in this document?</p> <p>Where do you see safe places to travel in states that Ruth and her family traveled through?</p>	<p>What is the purpose of this document?</p> <p>What is the significance of the locations mentioned in the document?</p> <p>What is the intended audience of this document?</p> <p>What inferences or connections can you make about geography and racial segregation from the document?</p> <p>How are the racial segregation patterns similar or different across the different geographic areas?</p>	<p>What do you wonder about for this document?</p> <p>What question would you ask the author of this document that is unanswered?</p>

Supporting Question 3

How did the population density of where Black Americans live change?

In Breakout groups, participants work on supporting question 3

Come back and discuss how that helped build off other SQs and helps answer the compelling question and whether it fit into earlier parameters and geographic question types.



Map Analysis Tool

Observation	Reflection	Questions
What is the title of this map?	Describe the spatial patterns illustrated on this map (movement, connections, ecosystems, etc).	About what does this map leave you curious?
What is the date of this map?		
When was this map published?	How does this map connect to other time periods and the time period under study?	
Who is the author or cartographer of this map?	How does this map illustrate human, physical, economic, societal, cultural, and political conditions for the time when the map was made?	
Who produced this map?		
What kinds of symbols are on this map?		
What is the purpose for this map?	How does this map connect to other primary, secondary, or tertiary resources?	
	What is the cartographer's bias or point of view of this map?	

Summative Performance Task and Extension

Summative Performance Task

In order to demonstrate their understandings and abilities to use evidence from multiple sources while supporting their claims, students construct a visual representation (i.e. poster, prezi, or video) that cites information gathered through analyzing the sources in this lesson.

Extension

In order to extend the arguments, and hear from a voice who experienced this spatial correlation specific to discriminatory actions imposed on Black Americans, students can watch and listen to the video, *Bill Russell: Violations of Civil Rights & Discrimination*

(<https://www.youtube.com/watch?v=wn1KuXVOEq8>) and analyze the video clip by using the audio analysis tool

Taking Informed Action...

Students could make an argument and provide evidence while raising awareness on local spatial racial segregation through various methods,

- Researching the root causes of segregation and gentrification in their community and interviewing people experiencing it, and using racial segregation and inequality maps and resources
- Inform others (i.e. family and friends) by creating a flyer that maps out spatial racial segregation in their community.
- Attend a neighborhood meeting or city commission meeting issues and join the discussion on issues such as local racial segregation and gentrification.
- Become leaders by creating a social media page, or youth-led community organization about these issues in the local community.
- Be a change agent, by also speaking about what they have learned, through their research, about the issue while at the meeting.

BREAK (2:00-2:15pm)

**IT'S TIME TO
BREAK!**





How are we connected to those in the past?

Tina M. Ellsworth, Ph.D.

tellsworth@nwmissouri.edu

@DrTinaEllsworth

What do you
see-think-wonder?



What do you see-think-wonder?

Precautions taken in Seattle, Washington during the Spanish Influenza Epidemic would not permit anyone to ride on the street cars without wearing a mask. 260,000 of these were made by the Seattle Chapter of the Red Cross which consisted of 120 workers in three days.

<https://www.loc.gov/item/2017668638/>



COLLEGE, CAREER & CIVIC LIFE
C3 FRAMEWORK
FOR SOCIAL STUDIES STATE STANDARDS



INQUIRY ARC

- **Dimension 1** | Developing questions + planning inquiries
- **Dimension 2** | Applying disciplinary tools + concepts (Civics, Economics, Geography, and **History**)
- **Dimension 3** | Evaluating sources + using evidence
- **Dimension 4** | Communicating conclusions + Taking informed action





Inquiry Design Model

Kathy Swann, Jon Lee, and S.G. Grant

Dimension 1: Finding the content angle

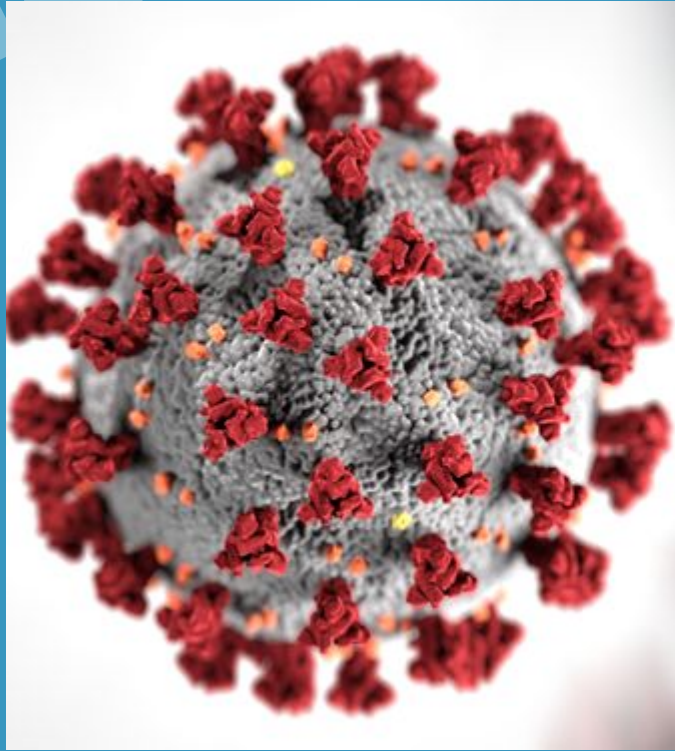
- **Study, Study, Study— Big ideas + sources + interpretations + standards (Iterative process)**
- **Sharpen your focus on specific standards + content**
- **Be flexible in your thinking about the content angle—start with big ideas then funnel down**
- **Contemporary issues**

Rigorous + Relevant

“Content matters because it helps us understand social life—who we are, why we are, and how we might be different”

(Swan, Lee & Grant, 2018, p.).

Content is worth knowing when it matches the lives students lead.



COVID-19

CORONAVIRUS DISEASE 2019

“Global Pandemic”

“Unprecedented”

What did you wonder?



What did you wonder?

Did people wear masks?

Did businesses close?

Did schools close?

Were hospitals overrun?

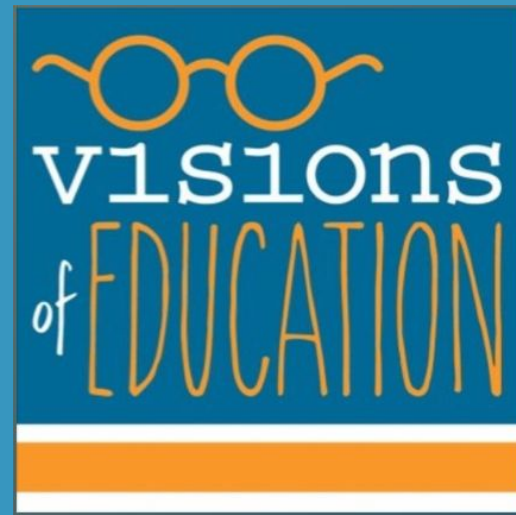
Did people protest?

How did the government respond?

Dimension 1: Finding the content angle

- **Historical significance** (Levesque, 2008; Seixas, 2017)
- **Historical empathy** (Endacott & Brooks, 2013)

“Historical empathy is the process of students’ cognitive and affective engagement with historical figures to better understand and contextualize their lived experiences, decisions, or actions. Historical empathy involves understanding how people from the past thought, felt, made decisions, acted, and faced consequences within a specific historical and social context” (p. 41).



Episode 156 with Dr. Katherine Perrotta

Promoting Historical Empathy with
the C3 Framework: Analyzing the
Busing Controversy in United States
History

Dimension 1: Compelling Question

1 Crafting a compelling question that is actually compelling!

- Rigorous + Relevant
- Find common ground between students + content
- Contemporary Issues

*How are we connected to those in the past? A case study of the 1918 Influenza.**

Dimension 2: Sources

2

Using disciplinary sources to build arguments

“In a world without evidence, we get chaos—a place where those who yell the loudest or have the most power, win the day. **Evidence is the great equalizer**...It’s the answer to the question” (Swan, Lee, & Grant, 2018, p. 77).

Dimension 2: Sources

2

Using disciplinary sources to build arguments

Good sources bring inquiry to life!

**They should spark inquiry and build knowledge,
and help students build an argument.**

Sources are the content and evidence.

Dimension 2: Sources

2

Using disciplinary sources to build arguments

- A powerful way to humanize the past is through the inclusion of primary sources (Endacott & Brooks, 2013; Kohlmeier, 2006).
- Wineburg and Martin (2009) argue that “sources...are to history what the laboratory is to science” (p. 212).

Dimension 2: Sources

2

Using disciplinary sources to build arguments

Find sources to answer your supporting questions.

- Primary or secondary
- Use varied types (photos, maps, data sets, illustrations, documents, etc)
- “Tamper” in order to make sources more accessible (Wineburg & Martin, 2009)

Everything

Search Loc.gov



Library Reopened to Researchers

Four reading rooms now open by appointment, more to follow

1/5

Dimension 2: Sources

2

Finding sources to answer the question

Your turn! (20 minutes)

In breakout rooms, work together to find sources on the Library's website to help answer the question. Keep track of what terms you searched, where you looked, what you found. Do you see a theme emerging? Do you have favorites?

How are we connected to those in the past? A case study of the 1918 Influenza.

Dimension 2: Sources

2

Using disciplinary sources to build arguments

How did you search?

Were you successful?

**How did the sources “speak” to you?
(Themes?)**

Dimension 2: Sources

2

Using disciplinary sources to build arguments

My process

- *“LOC” in Google Search*
- *Found Library of Congress blog*
- *Changed search terms over time*
- *Chronicling America*
- *When I find a source, I scroll to recommended sources*

Dimension 2: Sources

2

Using disciplinary sources to build arguments

My process

- <https://blogs.loc.gov/folklife/2020/04/stories-influenza-pandemic/>
- <https://blogs.loc.gov/loc/2020/04/the-great-influenza-library-resources-on-the-1918-to-1919-pandemic/>
- *LOC spanish influenza*
- *Problem: Too many sources!*

Dimension 2: Sources

2

Using disciplinary sources to build arguments

Tips

- *Consider the complexity of the source*
- *Consider the perspective of the source*
- *Let the sources make the inquiry special*
- *Differentiate source complexity*
- *Collaborate with friends (LMS)*

Setting the Stage

Preparing students to engage in their learning

Setting the Stage

- To activate early workings of empathy, in a **whole class discussion**, ask students questions that have them consider potential similarities and differences between themselves and people who lived during the 1918 Influenza
- Segue into a discussion fo the 1918 influenza by tying students' answers to the reality of 1918

Establish Historical Context

- WWI and the United States' involvement in it
- Women's Suffrage
- Economic impact of the war on the workforce
- Might be dependent on the sources you choose to have students investigate

Significance + Empathy

- Why do you think we are going to take time to learn about the United States citizens' experiences and responses to the 1918 influenza?
- How would you describe the situation these people faced?
- Have you ever been in a similar situation?
- Why is it important to think about what you had in common with people in the United States in 1918?

Why?

The purpose of these introduction activities is to “ready students to grapple with historical perspectives that will likely differ from their own” (Endacott & Brooks, 2013, p. 48).

Tell students that your goal is to help them understand “the thoughts and feelings of a historical person or persons and that this undertaking will hopefully help them better understand the world they live in today” (Endacott & Brooks, 2013, p. 48).

Dimension 3: Analyze + Argue

3

Analyzing the sources to build an argument

*“Developing the skill of argumentation is the most important contribution of a strong social studies education. Argumentation is what we do as citizens. We listen to experts, we study the facts surrounding an issue, we deliberate with colleagues, friends, and family, and we ultimately make up our own minds”
...students can't take action if they do not know where they stand on an issue(Swan et al., 2018, p. 47).*

Dimension 3: Analyze + Argue

3

Analyzing the sources to build an argument

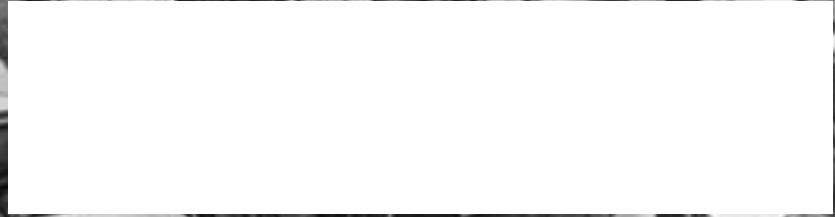


Observe the picture: determine where it was taken, when it was taken, and what (event) is it.

Cite your evidence!









American National
Red Cross (1917 or
1918). Fifth grade in
a Plainfield N.J.
School, knitting on
Junior Red Cross
work. Library of
Congress,
Washington, D.C.
United States.
[LOC.gov/item/2017
671857.](https://www.loc.gov/item/2017671857)

What new
questions do
you have?





Photo of Alice Mikel Duffield in Nurse's Uniform with a Long Sweater [1924]



Photo of Alice Mikel Duffield front row, second from right, 1923

VETERANS HISTORY PROJECT

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Alice L. Mikel Duffield



Alice Duffield

War: World War, 1914-1918
Branch: Army Nurse Corps
Service Location: Camp Pike,
Arkansas
Rank: Captain

[VIEW FULL DESCRIPTION](#)

Print Subscribe Share/Save

Interview (Audio)

» [Part 1](#) | [Part 2](#) | [Part 3](#) | [Part 4](#)

Download: [audio\(1\)](#) |

Download: [audio\(2\)](#) |

Download: [audio\(3\)](#) |

Download: [audio\(4\)](#) (125 min.)

» [Transcript](#)

Photos

» [Photo Album](#) (4 photos)

Personal Correspondence

» [Obituary](#) [April 22, 2002]

Start with Part 3 at 27:47.

**Note: Language

Display XML: [MODS Bibliographic Data](#) | [METS Object Description](#) | [MARC](#)

[Home](#) » [Alice L. Mikel Duffield](#)

Artifact	<u>Oral interview with Alice</u> Start tape 3 at 27:47 seconds. Transcript provided in Appendix A.
Who made this source and when? Why was the source created? Is it reliable? How do you know?	
What does this source tell you about what Alice may have thought about her situation?	
What does this source tell you about how Alice felt about her situation?	
How can you relate this feeling to something similar you have faced in your own life?	
Do you think we can really understand how Alice felt in this situation? Why or why not?	
What was Alice's experience like during the 1918 Influenza?	



BREAKOUT SESSION



What were your thoughts on these sources?



Dimension 3: “Jump into the picture!”⁸⁰



- Describe the artifact
- Where are you jumping into?
- What do you see, smell, and hear from there?
- What are you thinking?
- What are you feeling?
- What do you not see because of where you jumped in?
- Evidence?

Dimension 4: Taking Informed Action

4

Ways students can act on what they learn

*“Developing the skill of argumentation is the most important contribution of a strong social studies education. Argumentation is what we do as citizens. We listen to experts, we study the facts surrounding an issue, we deliberate with colleagues, friends, and family, and we ultimately make up our own minds”
...students can't take action if they do not know where they stand on an issue(p. 47).*



BREAKOUT SESSION



Ideas for taking informed action?



Dimension 4: Taking Informed Action

Taking informed action type	Taking informed action activity
Be informed	Create a PSA about a public policy issues facing your school
Be engaged	Invite admin and Ss into the classroom to learn more about issues in your school, and how perspectives vary
Be a leader	Organize students to learn more about how to address an issue
Be the change	Schedule a meeting with admin to share concerns and provide solutions to solve the issue

Muetterties, C., & Swan, K. (2019). Be the change: Guiding students to take informed action. *Social Education*, 83(4), 232-237.

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Discussion

Questions + Answers

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