

Continuity and Change over Time

2017-2018 Colloquium: Thinking like a Social Scientist

September 14, 2017



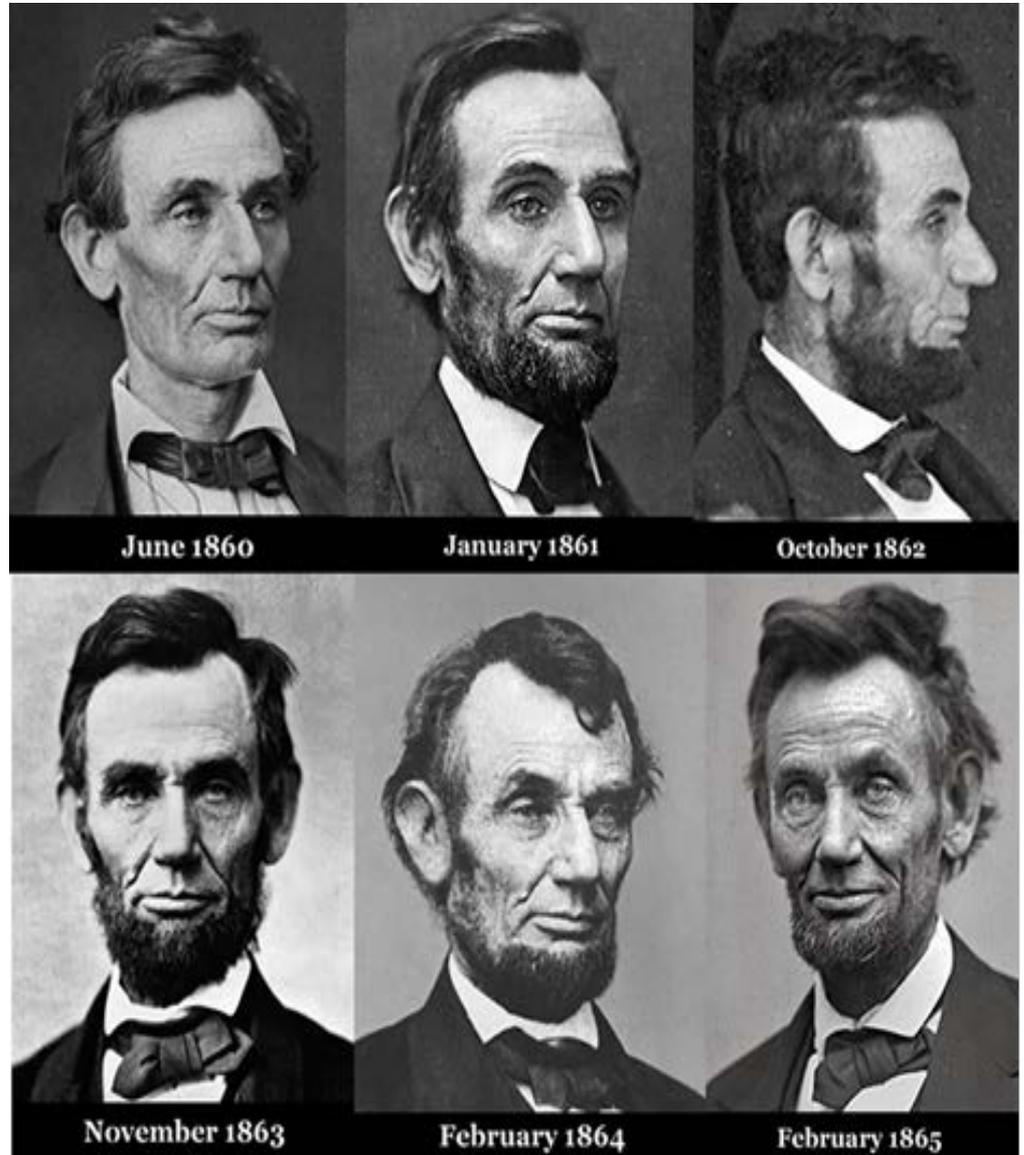
Agenda



- Welcome and plan for the day
- SSTS: “Teaching Continuity and Change (CCOT) through an Anchor Experience”
- **Using Artifacts and Visuals to teach CCOT:**
 - MU Art and Archaeology Curators and staff
- Lunch
- SNEAK PREVIEW: MU Anthropology Museum
- DESE Updates and day’s debriefing

Discuss these questions with your neighbor:

- ✓ What changes do you see in Lincoln's face?
- ✓ What elements of his face remain the same?
- ✓ What factors might account for those changes? What factors might account for those continuities?

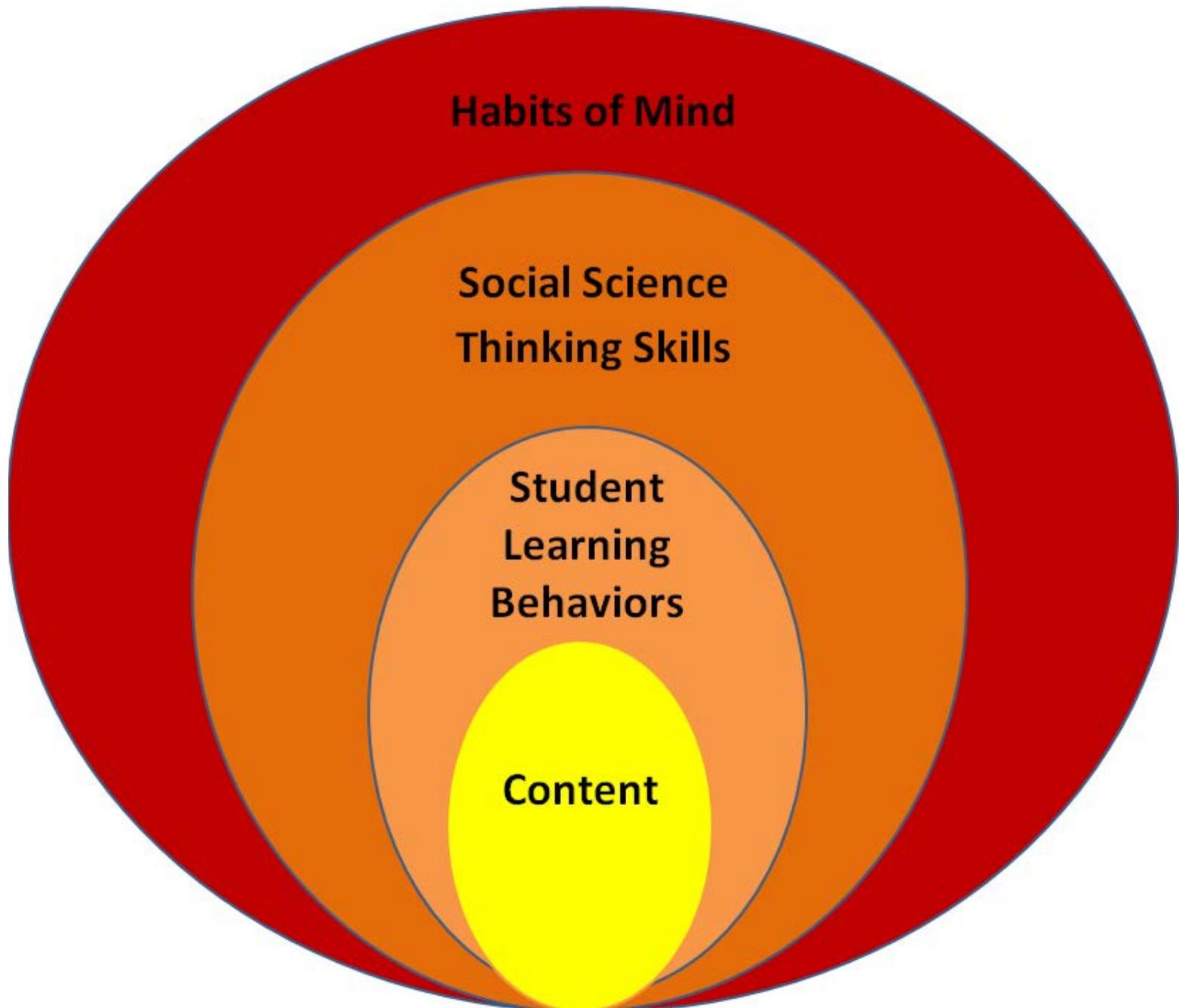


Consider this idea...

In any great lesson,
there are **SIX** essential
elements:

- ✓ Meaningful content
- ✓ Reading
- ✓ Writing
- ✓ Speaking
- ✓ Listening
- ✓ **Thinking skill**





Elementary and beginning Middle School Social Science Thinking Skills

WHAT QUESTIONS DO WE ASK OF THE PAST? THINKING LIKE A HISTORIAN



CAUSE AND EFFECT

What were the causes of past events?

What were the effects?

- Who or what made change happen?
- Who supported change?
- Who did not support change?
- Which effects were intended?
- Which effects were accidental?
- How did events affect people's lives, community, and the world?



CHANGE AND CONTINUITY

What has changed?

What has remained the same?

- Who has benefited from this change?
- Who has not benefited? And why?



TURNING POINTS

How did past decisions or actions affect future choices?

- How did decisions or actions narrow or eliminate choices for people?
- How did decisions or actions significantly transform people's lives?



USING THE PAST

How does the past help us make sense of the present?

- How is the past similar to the present?
- How is the past different from the present?
- What can we learn from the past?



THROUGH THEIR EYES

How did people in the past view their world?

- How did their worldview affect their choices and actions?
- What values, skills and forms of knowledge did people need to succeed?

High School Social Science Thinking Skills

<i>Skill Type</i>	<i>Historical Thinking Skill</i>
Chronological Reasoning	<ul style="list-style-type: none">▪ Historical Causation▪ Patterns of Continuity and Change over Time▪ Periodization
Comparison and Contextualization	<ul style="list-style-type: none">▪ Comparison▪ Contextualization
Crafting Historical Arguments from Historical Evidence	<ul style="list-style-type: none">▪ Historical Argumentation▪ Appropriate Use of Relevant Historical Evidence
Historical Interpretation and Synthesis	<ul style="list-style-type: none">▪ Interpretation▪ Synthesis

Social Science Thinking Skills

	<p><i>Historical Causation</i></p>	<p>The ability to identify, analyze, and evaluate the relationship among multiple historical causes and effects; this includes distinguishing between those that are long or short term; and distinguishing cause from mere coincidence or correlation.</p>
	<p><i>Change and Continuity Over Time</i></p>	<p>The ability to identify, analyze, and evaluate the dynamics of historical continuity and change over periods of time of varying lengths; as well as the ability to relate these patterns to larger historical processes or theme.</p>
	<p><i>Periodization</i></p>	<p>The ability to describe, analyze, evaluate and construct models of time which explain history; and the ability to explain how the choice of periods can change the historical narrative and reflects the historian's values/perceptions of history.</p>
	<p><i>Comparison</i></p>	<p>The ability to describe, compare, and evaluate multiple historical developments within one society, across and between different societies, in various chronological or geographic contexts. It also involves the ability to identify, compare, and evaluate multiple perspectives on a given historical experience.</p>
	<p><i>Contextualization</i></p>	<p>The ability to connect historical events and processes to specific circumstances of the time and place and to the broader regional, national and global processes.</p>
	<p><i>Historical Argumentation</i></p>	<p>The capacity to describe, analyze, and evaluate a historical argument. Moreover, the ability to define and frame a question about the past and to address that question through the construction of an argument. This construction includes a clear thesis, supported by relevant historical evidence.</p>
	<p><i>Appropriate Use of Relevant Historical Evidence:</i></p>	<p>The ability to describe and evaluate the past from diverse primary sources, considering the content, authorship, intended audience, purpose, and format of these documents. It also includes the ability to extract useful and relevant information in analyzing and making historical arguments.</p>
	<p><i>Interpretation</i></p>	<p>The ability to describe, analyze, evaluate and construct diverse interpretations of the past. This requires analyzing evidence, reasoning, determining the context, and evaluating points of view found in both primary and secondary sources. It also requires understanding the circumstances and contexts in which historian authors of secondary sources write in as they interpret the past.</p>
	<p><i>Synthesis</i></p>	<p>The ability to combine disparate evidence from primary and secondary sources to create a persuasive understanding of the past. This includes offering insight about the past to other historical contexts or circumstances including the present.</p>

Anchor Experiences

- What learning experience can I create to anchor the learning that is to come?
- How can I make the experience memorable, relevant, and applicable?
- How can I use the anchor experiences as shorthand touchstones?

How do I create an anchor experience?

- Introduce skill/concept using known, clear, understandable content.
- Take time to teach skill/concept deeply and richly.
- Tie new learning to course content ASAP
- Reinforce throughout the year
 - Lessons
 - Activities
 - Other content areas
 - Current events and teachable moments

<https://www.youtube.com/watch?v=m3a1DEoB59k>

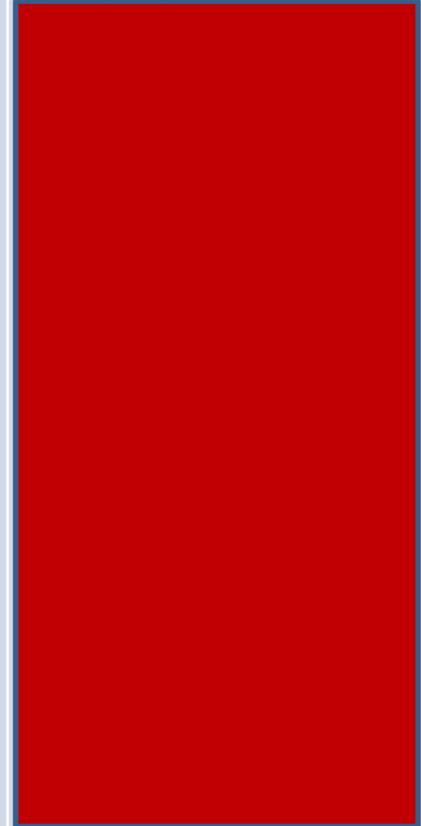
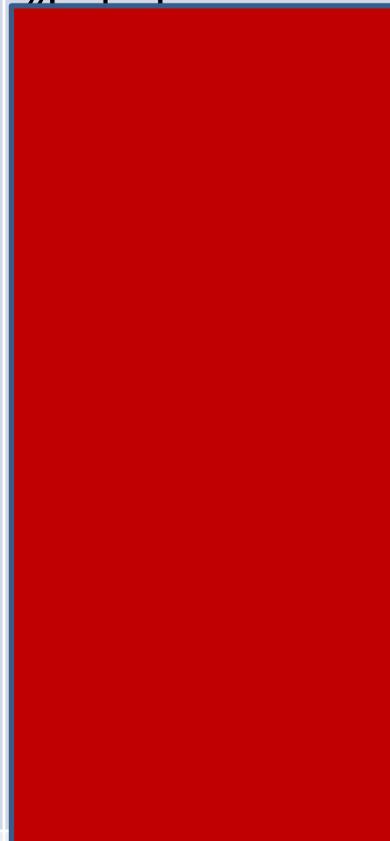
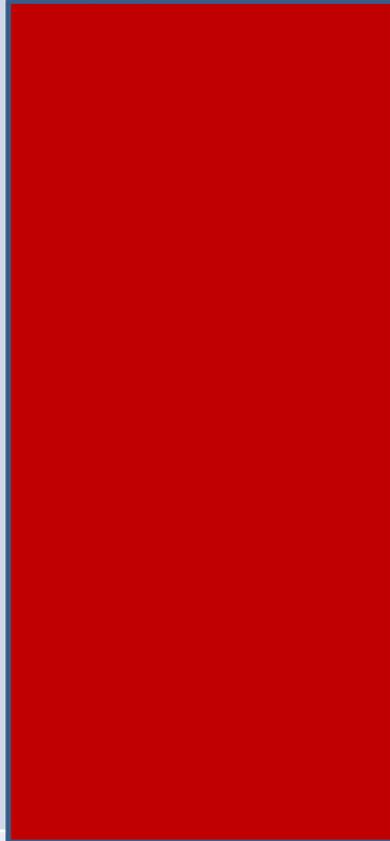




1892



“I pledge
allegiance to
my Flag and to
the Republic
for which it
stands, one
nation
indivisible,
with liberty
and justice for
all.”



Right hand over
heart, then
outstretch arm with
palm open to flag.



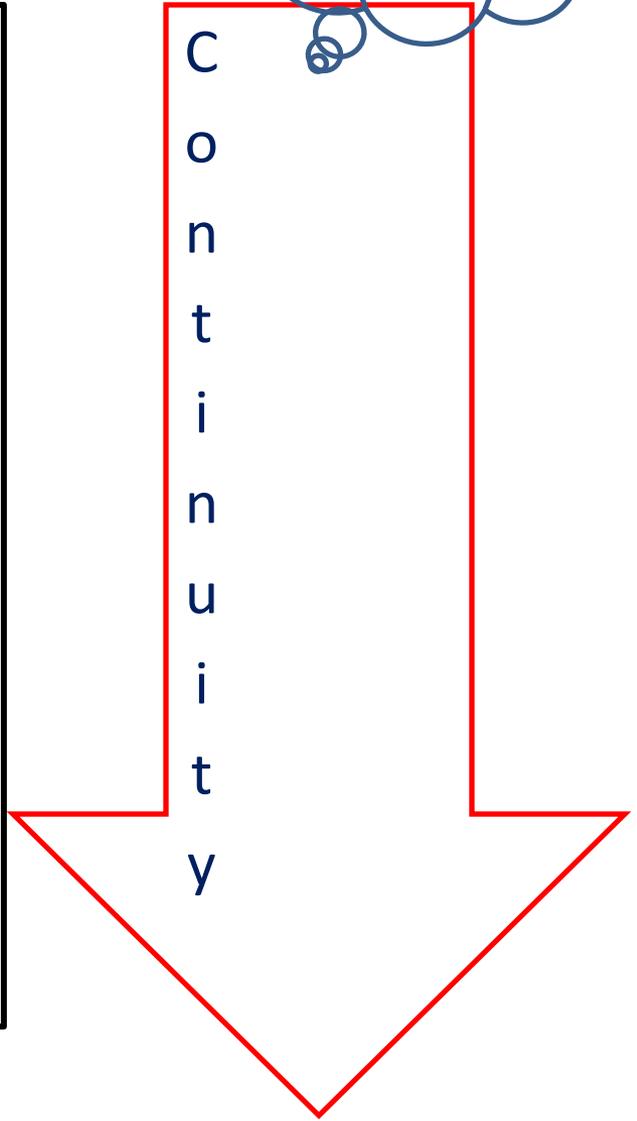
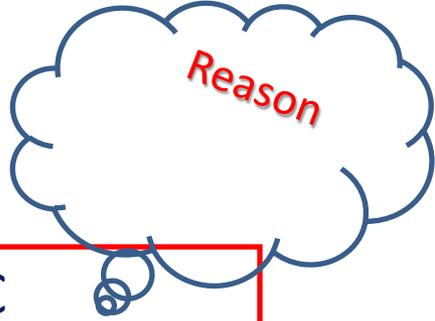
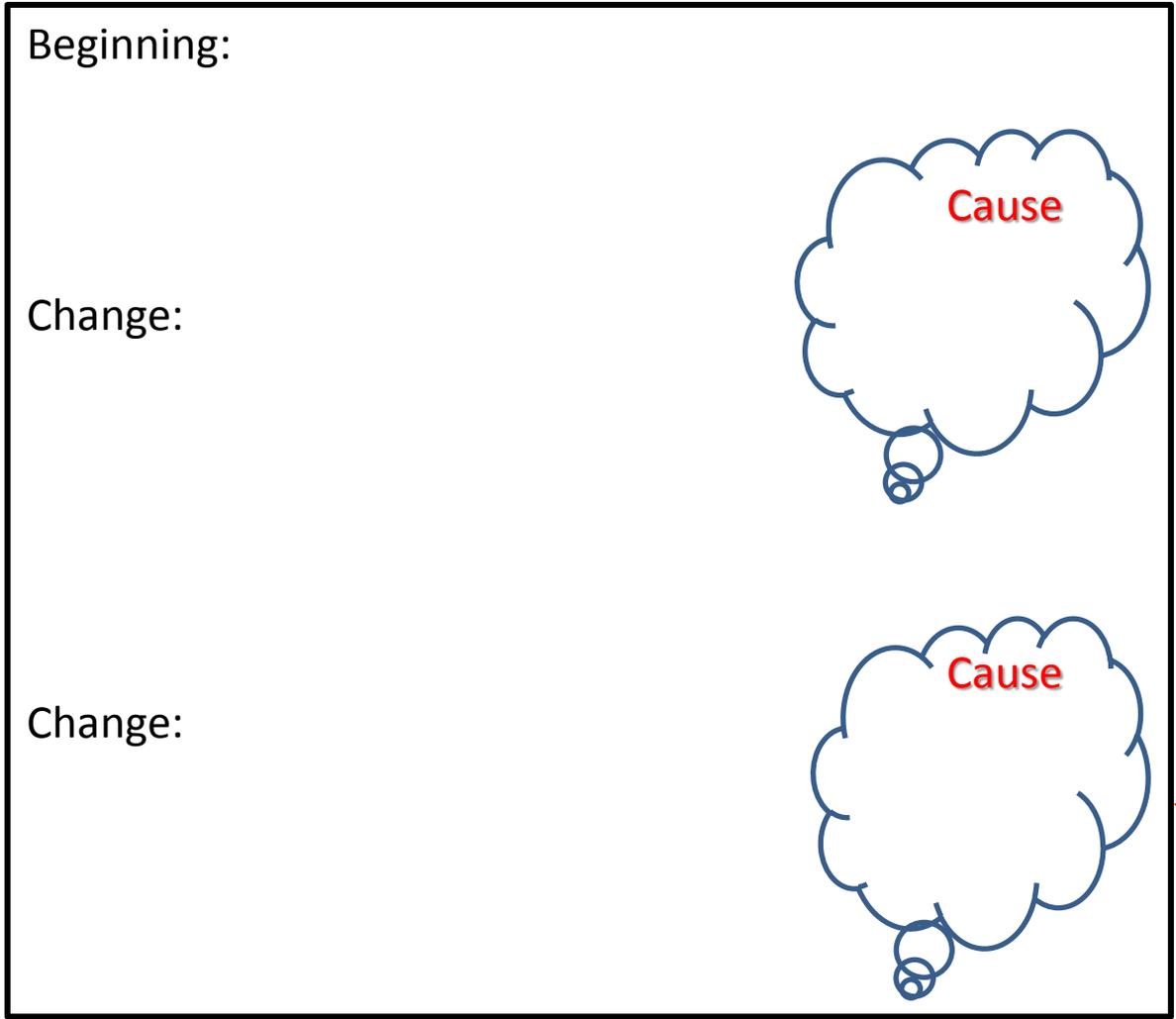
CCOT INFO CHART

<u>Initial Concept/Idea/Theme</u>	<u>Description</u>	<u>Global Context/ Circumstance/Force</u>
<u>Change #1</u>	<u>Description/Evidence</u>	<u>Reason for Change</u>
<u>Change #2</u>	<u>Description/Evidence</u>	<u>Reason For Change</u>
<u>Continuity</u>	<u>Description/Evidence</u>	<u>Reason for Continuity</u>

<p><u>Initial Concept/Idea/Theme</u></p> <p>Saying a pledge of allegiance will help people remember the ideals of this country.</p>	<p><u>Description</u></p> <p>"I pledge allegiance to my Flag and to the Republic for which it stands, one nation indivisible, with liberty and justice for all."</p> <p>Say Pledge with hand over heart and then with hand with palm up centered on forehead in salute to flag.</p>	<p><u>Global Context/ Circumstance/Force</u></p> <p>Perceived need for Patriotic actions:</p> <ul style="list-style-type: none"> • 400th anniversary of voyages of Columbus • 30 years since Civil War>>national identity wounds not healed • Many, new immigrants from many countries>>fear of loss of "American identify."
<p><u>Change #1 1923</u></p> <p>"my flag to the flag of the United States of America."</p> <p>Right hand over heart, then outstretch arm, toward center of forehead with palm open to flag.</p>	<p><u>Description/Evidence</u></p> <p>"I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one nation indivisible , with liberty and justice for all. "</p> <ul style="list-style-type: none"> • Specified that the flag was US flag and that it represented our country, not some other country or foreign power. • Heart, hand and brain: feeling, parallel actions and thinking 	<p><u>Reason for Change</u></p> <ul style="list-style-type: none"> • Xenophobia <<<<waves of post WWI and continuing immigrants • Concern about rise of anarchism and communist revolution in Russia • Isolationist tendencies
<p><u>Change #2 Dec. 22, 1942</u></p> <p>No change to wording Major change to gesture</p>	<p><u>Description/Evidence</u></p> <p>"I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one nation indivisible , with liberty and justice for all. "</p> <ul style="list-style-type: none"> • Bellamy salute out and replaced with single hand over heart for civilians. 	<p><u>Reason For Change</u></p> <ul style="list-style-type: none"> • Fascist national salutes similar to Bellamy flag salute. • Fear of misunderstanding or potential for propaganda
<p><u>Change #3 June 14, 1954</u></p> <p>"one Nation under God"</p>	<p><u>Description /Evidence</u></p> <p>"I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one Nation, under God, indivisible , with liberty and justice for all. "</p> <ul style="list-style-type: none"> • Capitalized nation to should pride in our nation as the most important and best in the world • Added under God to emphasize the belief that our nation is a place founded and supported by God>>.we are "godly people." 	<p><u>Reason for Change</u></p> <p>Cold War Pressures to be <u>the</u> best Anti-ungodly communists</p>
<p><u>Continuity</u></p> <p>"I pledge allegiance" "to the republic....indivisible with liberty and justice for all." Gesture always included</p>	<p><u>Description/Evidence</u></p> <ul style="list-style-type: none"> • Personal statement though often made with a group • Order of terms reflect American values • Hand always over heart 	<p><u>Reason for Continuity</u></p> <ul style="list-style-type: none"> • American belief in "individualism • Primary focus on liberty then justice.....? • Love of country>>. American romanticizes our heritage...?

1892	1923	Dec. 22, 1942	June 14, 1954
<p>“I pledge allegiance to my Flag and to the Republic for which it stands, one nation indivisible, with liberty and justice for all.”</p>	<p>“I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one nation indivisible, with liberty and justice for all. “</p>	<p>“I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one nation indivisible, with liberty and justice for all. “</p>	<p>“I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one Nation, under God, indivisible, with liberty and justice for all. “</p>
<p>Right hand over heart, then outstretch arm with palm open to flag.</p>	<p>Right hand over heart, then outstretch arm, toward center of forehead with palm open to flag.</p>	<p>Right hand over heart throughout pledge.</p>	<p>Right hand over heart throughout pledge.</p>

Idea/Concept:



What does the Pledge of Allegiance say to us about continuity and change in the study of history?



CCOT INFO CHART

<u>Initial Concept/Idea/Theme</u>	<u>Description</u>	<u>Source</u>
<u>Change #1</u>		
<u>Change #2</u>		
<u>Continuity</u>	<u>Continuity/Evidence</u>	<u>Reason for Continuity</u>

Identify an idea, concept, motif or theme which is important in your student's social studies learning. Describe its representation as an element which both persists and changes over time. Consider how and why that idea continues over time and how and why that idea changes.

CCOT INFO CHART:

Identify an idea, concept, motif or theme which is important in your students' social studies learning.

Describe its representation as an element which both persists and changes over time. Consider how and why that pattern persists and how and why that pattern changes. Topics could range from friendship, patriotism, beauty, work, power, authority, gender roles, concepts of God, agriculture.....

<u>Initial Concept/Idea/Theme</u>	<u>Description</u>	<u>Global Context/ Circumstance/Force</u>
<u>Change #1</u>	<u>Description/Evidence</u>	<u>Reason for Change</u>
<u>Change #2</u>	<u>Description/Evidence</u>	<u>Reason For Change</u>
<u>Continuity</u>	<u>Description/Evidence</u>	<u>Reason for Continuity</u>

- Identify an idea, motif, concept or activity which you are interested in and/or which you teach in your classroom.... *friendship, work, rivers, ruling power, nature of deity, relationships between men and women, justice, freedom, attitudes towards war, individual identity, power of nature, nature of government...*
- Using the CCOT chart, or graphic organizer or another tool you create for recording your thoughts, apply CCOT reasoning as you trace that idea over time through the museum collections.
- Be sure to sketch or describe the image/ artifacts you use to show CCOT.
- We will talk about your CCOT observations, evidence and reasoning when you return to this room after lunch.

1:15!

NOW:



As you examine the exhibits, ask yourself these types of questions:

- **Where and with what do you first identify that idea?**
- **What changes about that idea as you move through the museum?**
- **What remains the same about that idea as you move through the museum?**
- **What might account for those changes? (local, national global forces?)**
- **What might account for those continuities? (local, national global forces?)**

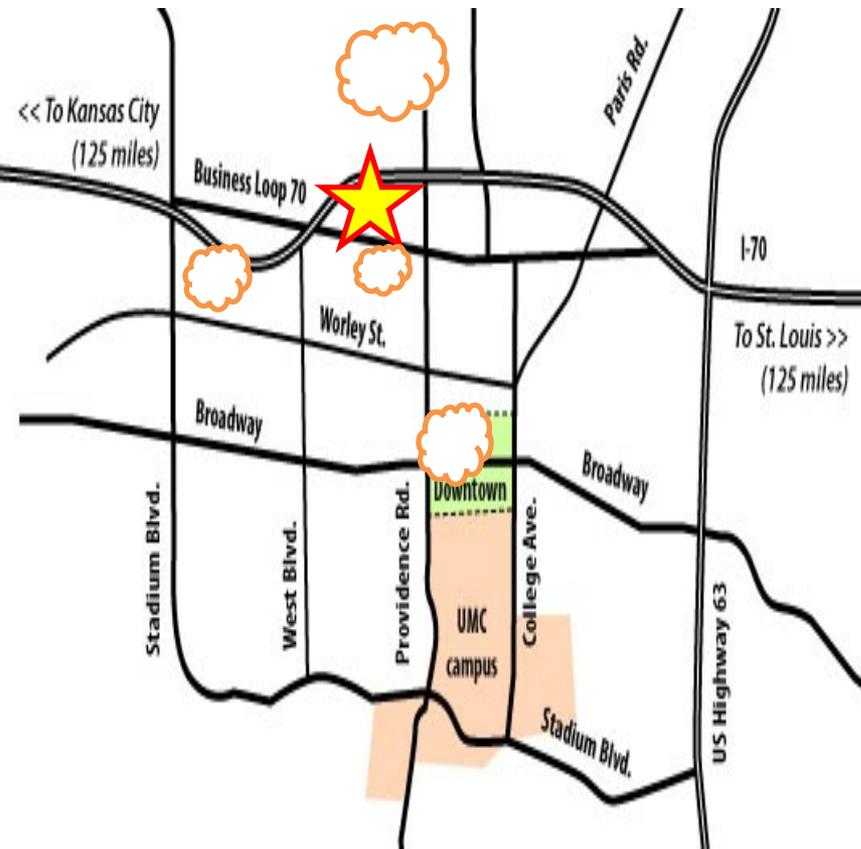
Dr. Cathy Callaway, Museum Educator
Dr. Alisa Carlson, Curator of European and American Art
Dr. Benton Kidd, Curator of Ancient Art

Carol Stevenson, docent, Non-Western Art
Lisa Jerry, docent, Modern Art
Julie Kalaitzandonakes, docent, Ancient Art

After Lunch:

Amanda Staley-Harrison, Assistant Museum Curator of
the MU Anthropology Museum

- Where and with what do you first identify that idea?
- What changes about that idea as you move through the museum?
- What remains the same about that idea as you move through the museum?
- What might account for those changes? (local, national global forces?)
- What might account for those continuities? (local, national global forces?)



What did you discover?



CCOT Fashion:

<https://vimeo.com/229802433>

<https://www.youtube.com/watch?v=prDS8EdsOUA>

CCOT Rock and Roll

<https://www.youtube.com/watch?v=pjTUKNhoQ58>

DESE UPDATES:

<https://dese.mo.gov/college-career-readiness/curriculum/social-studies>

Welcome to dese.mo.gov. We hope you enjoy the site, and we welcome your feedback.

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Social Studies

Home > College & Career Readiness > Curriculum

Welcome to summer.

Both the calendar and the thermometer make it official: summer has arrived in Missouri. Another sign of summer is a wealth of wonderful teaching and learning opportunities for Missouri educators interested in Social Studies.

- In early June, more than 100 social studies educators spent a day in Jefferson City working together exploring new curriculum and assessment resources, developing ideas for implementing the Missouri Learning Standards Social Studies Expectations, and creating strategies to integrate other content areas into powerful social studies lessons. See the details and materials under the Professional Development Series Resources box at the bottom of this page.
- In February 2017, 50 Missouri Social Studies teachers worked together to develop item specifications for each MLS Social Studies Expectation. Every teacher in Missouri now has access to an explanation of each individual standard, guidance regarding specific content to consider as he/she writes curriculum and information regarding quality assessment of that standard. If you are writing curriculum or developing assessments this summer, check out this valuable resource now available under the Professional Development Series Resources box at the bottom of this page.
- As you make plans for next school year, please consider inviting a judge into your classroom or school. The Civic Education Speakers Bureau is sponsored by the Supreme Court of Missouri. Its goal is to use judges to connect Missouri students with their courts. Speakers are local judges who provide presentations on topics of interest to students in kindergarten through 12th grade. Topics such as "The Case of the Missing Recess" and "Good Riddance, Mean King George" are targeted for elementary students, while presentations like Tinker v. Des Moines or Hazelwood v. Kuhlmeier are focused on high school students. For a complete listing of offerings or to contact the organization please email civic.education@courts.mo.gov. There is no cost for this great way to help our Missouri students learn about our courts and our civic life.

4. UPCOMING PROFESSIONAL DEVELOPMENT OPPORTUNITIES:

- Teaching about the Judicial Branch: Sponsored by the Judicial Learning Center.** This free summer PD will focus on Alexander Hamilton's lasting impact on our judiciary and on our country. Designed for high school and middle school government and American History teachers, participants will see the court in action and take home a wealth of ideas, resources and lessons. There is a one-day session in Cape Girardeau on July 17 and a two day session in St. Louis on July 19 and 20. For more information go to <http://judiciallearningcenter.org/summer-teacher-institute/>
- Build your own Professional Development: Sponsored by Missouri Council for History Education.** The Missouri Humanities Council has partnered with MOCHE to sponsor a Visiting Scholars Program. They will line up a team of experts (subject and curriculum development) to meet with your faculty and either talk about improving history education overall and/or how to improve teaching about specific topic areas your faculty suggests. They will bring in university researchers, authors, and seasoned teachers to help your faculty start the year with ideas to energize their classrooms! all at no cost to your district. Interested school districts' in-service coordinator should contact Flannery Burke, Visiting Scholars Coordinator to set a date. fburke@slu.edu

5. UPCOMING CONFERENCES

- Missouri Council for History Education (MOCHE) announces its fall 2017 conference: *Best Practices in*

Quick Links

- Assessment
- Associations
- Conferences
- Missouri Civics Education Initiative
- Missouri Learning Standards
- Senate Youth 2018

College & Career Readiness

- Assessment
- Curriculum
 - Missouri Learning Standards
 - English Language Arts
 - Fine Arts
 - Health/Physical Education
 - Mathematics
 - Science
 - Social Studies**
 - Dyslexia
 - English Language Development
 - Driver's Education
 - Conferences
 - Interface Conference
 - Library Media Centers
 - List-Serv
 - Model Curriculum
- Career Education
- School Counseling
- Student Health and Wellness
- LifeSmarts

Administrative Memos

Webinars

Web Applications

Contact Information

Curriculum

Phone: 573-522-4003
curriculum@dese.mo.gov
Curriculum

Missouri Learning Standards

Professional Development

Awards

Colloquia

Economics

Other Resources

Item Specifications

Social Studies Missouri Learning Standards

Assessed Standards

The End-of-Course assessments will continue to be based on these standards through the 2018-2019 school year.

Social Studies - Grades K-8: [PDF](#) | [Word](#) | [Excel](#)

Social Studies - High School: [PDF](#) | [Word](#) | [Excel](#)

Revised Standards

The Revised standards, approved on April 19, 2016 are for implementation beginning in the 2016-2017 academic year. They will be assessed beginning in the 2019-2020 school year.

Social Studies - K-5: [K-5 PDF](#) | [K-5 Word](#)

Social Studies - 6-12: [6-12 PDF](#) | [6-12 Word](#)

Social Studies - K-12: [K-12 Excel](#)

Crosswalks

[K-5](#) | [MS American History](#) | [MS World Geography](#) | [MS World History](#) | [MS American Government](#) | [HS American History](#) | [HS World History](#)

Teacher View

These are the new Missouri Learning Standards K-12 Expectations for Social Studies, but the alternative layout includes details and resources classroom teachers may find helpful.

- [Social Studies Standards K-5 Teacher View](#)
- [Middle School: American History](#) | [World History](#) | [Geography](#)
- [High School: American History](#) | [World History](#) | [Government](#)

Additional Resources

- [Social Studies Glossary](#)
- [MLS Expectations Coding System](#)
- [Curriculum Framework](#)

UNITED STATES SENATE YOUTH PROGRAM

FIFTY-SIXTH ANNUAL WASHINGTON WEEK ★ MARCH 3-10, 2018 ★

USSENATEYOUTH.ORG



2018

United States Senate Youth Scholarship Program

- ✓ 1 nominee (Jr. or Sr.) per High School
- ✓ 2 Missouri winners
- ✓ Amazing week in DC
- ✓ National connections with other student leaders
- ✓ \$10,000 Scholarship
- ✓ Electronic Nomination forms available 8/1: due 9/27

NEXT TIME: Nov. 2, 2017

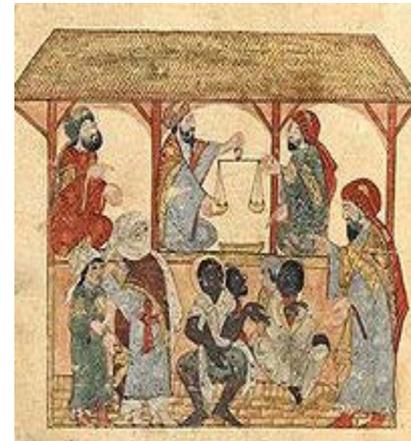
- Contextualization: “How could this happen?”

How do regional, national and global forces affect our understanding of historic and current events?

- Social Scientist speaker:

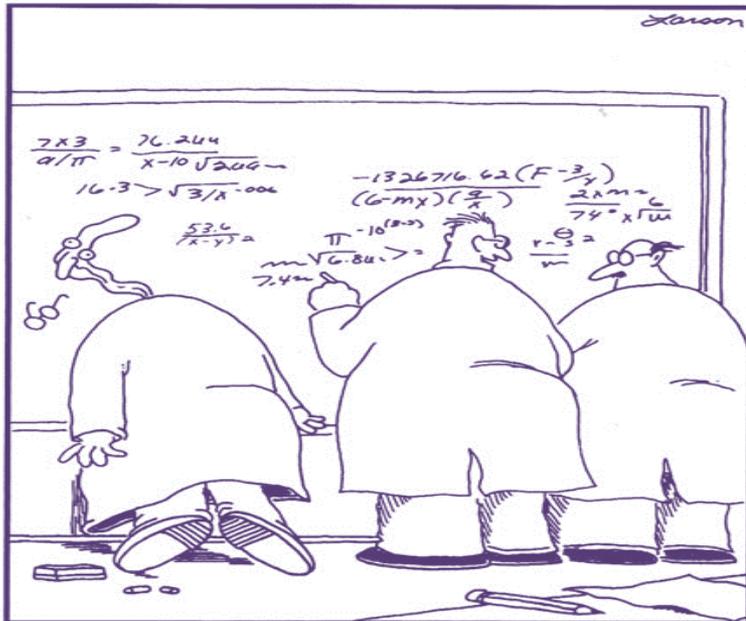
Christopher Paolella, MU Ph.D. candidate

“The Skin Trade: Human Trafficking in Medieval Europe and Today.”



<https://www.surveymonkey.com/r/OCCREvaluation>

- Thank you for your time
- Please feel free to call or contact me with questions or ideas.



"Ha! Webster's blown his cerebral cortex."

