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# WORKING LIKE A SOCIAL SCIENTIST: *HISTORY IS AN ARGUMENT?*

January 17, 2019





# CONTINUOUS IMPROVEMENT SYSTEM

**THEORY OF ACTION:**  
Improved student learning for every student in every school.

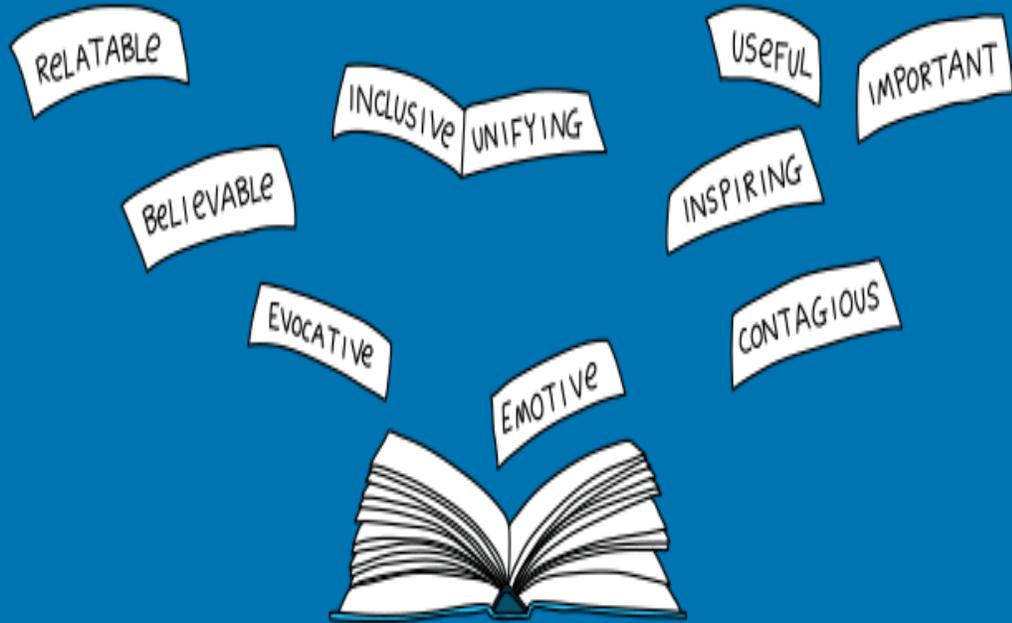


# EVOCATIVE



I took this picture a couple of months ago at a gas station in a town about an hour from here. I was thought about it all the way home; What makes someone view the world this way? It evoked a memory of a teacher once saying to me, "I respect your right to have an opinion, I just don't have to respect the opinion that you have." I've been thinking about that phrase and this picture a lot in recent days.

Great stories are:



Tell yours.

FIND SOMEONE IN THE ROOM WHO IS WEARING THE SAME COLOR TOP AS YOU, INTRODUCE YOURSELF AND SHARE YOUR STORIES

Using your phone, find one image in your “pictures” and tell a brief story where you interact with the image as part of a story.

HISTORY IS STORIES THAT WE TELL OURSELVES ABOUT:

WHO WE WERE,  
WHERE WE CAME FROM

and the most meaningful stories show us

HOW TO RELATE TO WHERE WE ARE GOING



The questions we teachers as ourselves are: what stories do we tell, how do we share them most meaningfully and how do we help our students build meaning from those stories?



THE BEST STORIES  
CONTAIN A  
MEANING, OR  
TRUTH OR PURPOSE.  
OFTEN THE TELLER IS  
DIRECT, BUT IN A  
GREAT STORY, THE  
LISTENER FINDS IT  
WITHIN.

# Today's Agenda:

1/17/2019

- ❑ Greetings and introductions
- ❑ Today's Overview
  
- ❑ Guest Social Scientist: Dr. Jeffrey Smith,  
Lindenwood University, St. Louis, Mo.

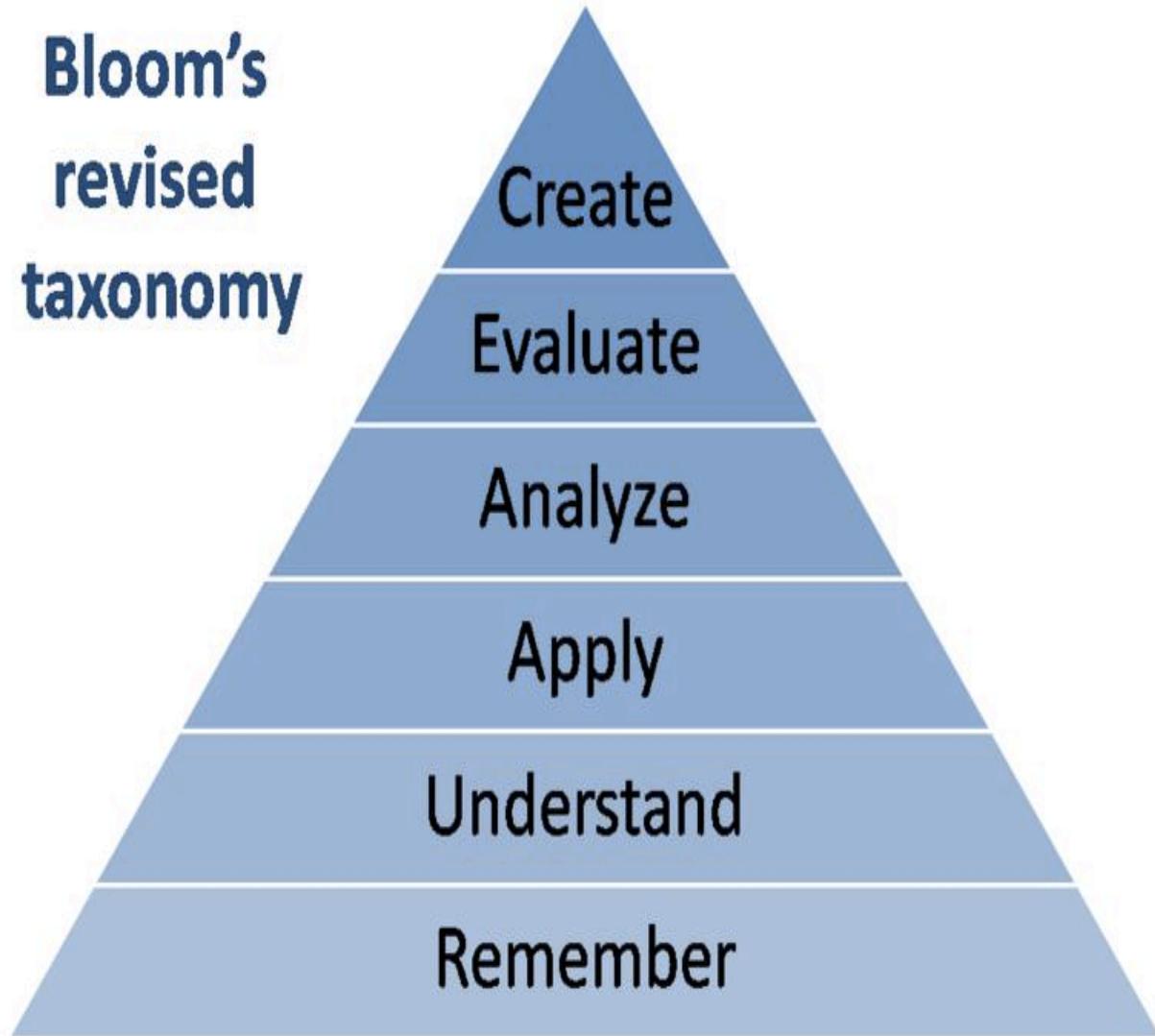
## *Dead Confederates and Living History: A Case Study for Teaching Tough Topics*

- ❑ Lunch
- ❑ Missouri Learning Standards and Anchor Experience for teaching  
“History as Argumentation”
  
- ❑ DESE Info and updates



**“Those who don't study history are doomed to repeat it.  
Yet those who *do* study history are doomed to stand by  
helplessly while everyone else repeats it.”**

**Bloom's  
revised  
taxonomy**



TEXTBOOKS AND GOOGLE  
ARE GOOD WITH  
REMEMBER, NOT SO  
USEFUL AS WE MOVE UP  
BLOOMS

**MLS Standards  
not much at  
“remember” level**

## Remember

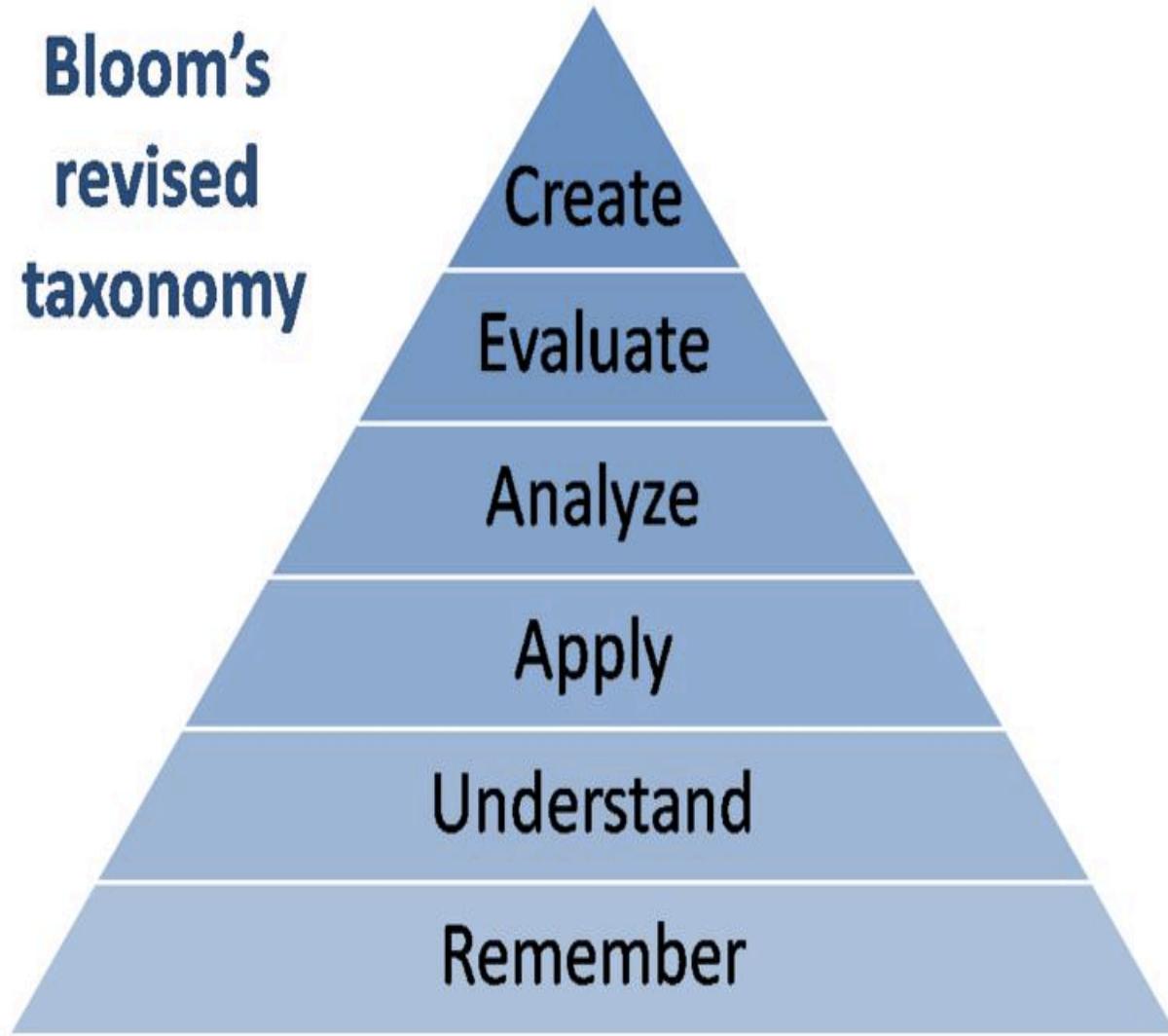
- ▶ “Recite the Pledge of Allegiance” (Kindergarten)
- ▶ “Name and locate major cities, rivers, regions and border states of Missouri”(Grade 3 )
- ▶ “Locate major nations of the world” (6-8 Geography)
- ▶ ??? 9-12 Government

## Understand, Apply, Analyze, Evaluate, Create

- ▶ “Describe how you and your family remember and commemorate your cultural heritage.” (Kindergarten)
- ▶ “Explain how geography affected important events in Missouri history.” (Grade 3)
- ▶ “Analyze how the physical and human characteristics of current world regions are connected to changing identity and culture.” (6-8 Geography)
- ▶ “Evaluate the extent to which decisions made in the Constitutional Convention were influenced by previous models of government and experiences under British Rule.” (9-12 Government)

MLS EXPECTATIONS FOR K-12 SOCIAL STUDIES HAVE ONLY A VERY FEW “REMEMBER “LEVEL STANDARDS. MANY REQUIRE STUDENTS TO MOVE TOWARD ARGUMENTATION.

**Bloom's  
revised  
taxonomy**



ANYTIME WE ASK OUR STUDENTS TO MOVE PAST REMEMBER, THEY ARE MOVING THROUGH OPINION AND INTO ARGUMENT.

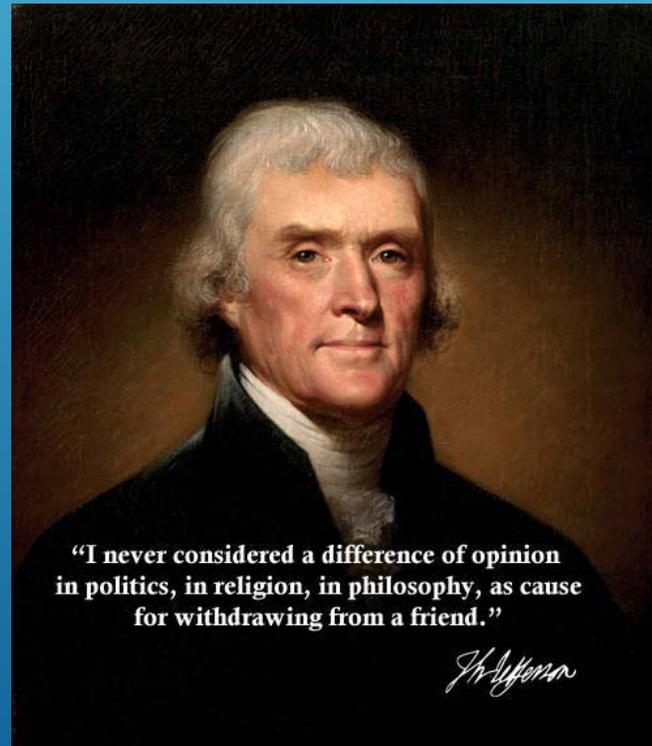
You may ask them to find specific and relevant evidence to support a claim, idea, opinion, viewpoint.

You may ask them to make a defensible claim, premise, opinion.

You may ask them to make an claim and support it with defensible evidence, then you are asking them to make an argument.

# OPINION IS NOT HISTORY ARGUMENTATION IS HISTORY

1. We should respect people's right to have opinions.
2. It is trivial, pointless, and can be dangerous to treat opinion as history or to consider history merely a matter of opinion.
3. We should respect people's right to argue i.e. to support an opinion with accurate information.
4. But there is no reason why we should or must respect an argument until we examine and evaluate it in an ethical, focused and reasonable way.



□ DESE SS Page

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

□ Colloquia tab

<https://dese.mo.gov/college-career-readiness/curriculum/social-studies#mini-panel-social-studies4>

ELECTRONIC ACCESS TO DR. SMITH'S RESOURCES

# *DEAD CONFEDERATES AND LIVING HISTORY: A CASE STUDY FOR TEACHING TOUGH TOPICS*



Dr. Jeffrey Smith, Ph.D.  
Professor of History  
Lindenwood University, St. Charles, Mo

[jsmith@Lindenwood.edu](mailto:jsmith@Lindenwood.edu)



▶ Lunch:

We start promptly in  
one hour.....

# The Happy Lunch



# ► Kinds of arguments:

## 1. Fact: Refute the conjecture

“I could not have stolen the cupcake because I was out of town all weekend...I could not have stolen the cupcake as I am allergic to chocolate and would be sick now, if I had eaten it.....Brother, you are a known “sleep eater,’ maybe you ate the cupcake.”

## 2. Definition: the name given to your action

“I thought it was my cupcake, because brother had already eaten the one” —mistake, not stealing “Grandma gets confused and she said she made two for me.” —acting on misinformation from another source means you had a miscommunication, not stealing.

## 3. Quality: admit it, but your action was good

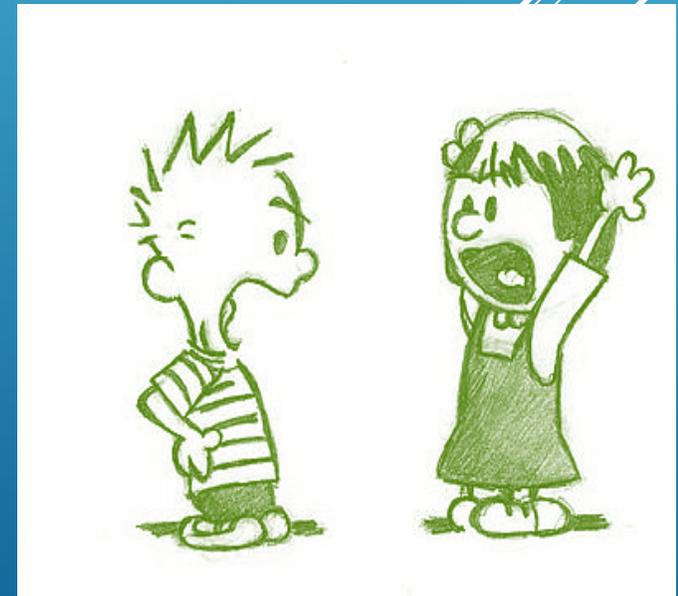
“Did not want you to be tempted to break you New Year’s resolution to give up sugar.” “Realized the cream cheese frosting was beginning to go bad and did not disrespect Grandma’s hard work.” “I took the cupcake as a charitable act and gave it to the someone who was really hungry.

## 4. Place: Should we really talk about this in this circumstance?

“I don’t think we should argue about this as Grandma is in the other room and we don’t want to upset her.” “Lots of family are here. They are in and out of our refrigerator during the holiday season, so we can never really know who ate the last cupcake.” “ We are together so infrequently is it really worth it to argue over cupcakes?”

YOU AND YOUR BROTHER ARE  
FIGHTING ABOUT WHAT  
HAPPENED TO THE LAST  
CHOCOLATE CUPCAKE:

Brother accuses you of stealing the last of the cupcakes grandma baked for his birthday: A fight begins...when does it shift to an argument?



To identify and then create a social science argument, teach your students to ask these three questions:

1. What is the argument is trying to prove or establish? ( claim/point)
2. What valid reasons are offered to establish that the claim is true? (information/facts/support)
3. How effectively do the claim and the reasons fit together? (convincing, powerful, persuasive)



# MONTY PYTHON : ARGUMENT

<https://www.youtube.com/watch?v=A1gf957Qw7A>

## Historical Arguments:

*“History is above all else an argument....An argument between what actually happened, and what is going to happen next. Arguments are important; they create the possibility of changing things.”*

-----**John H. Arnold, Professor of Medieval History at Cambridge University**



Well, that's one worldview. But right now I'm looking for someone to make the case that  $A^2 + B^2$  might not equal  $C^2$ .

You can use two key words to help decide if something is an only a fight/ opinion or if it rises to an argument: **Because** and **Therefore**

EX: *I did not steal the cupcakes, because I was at work and not home to steal them.*

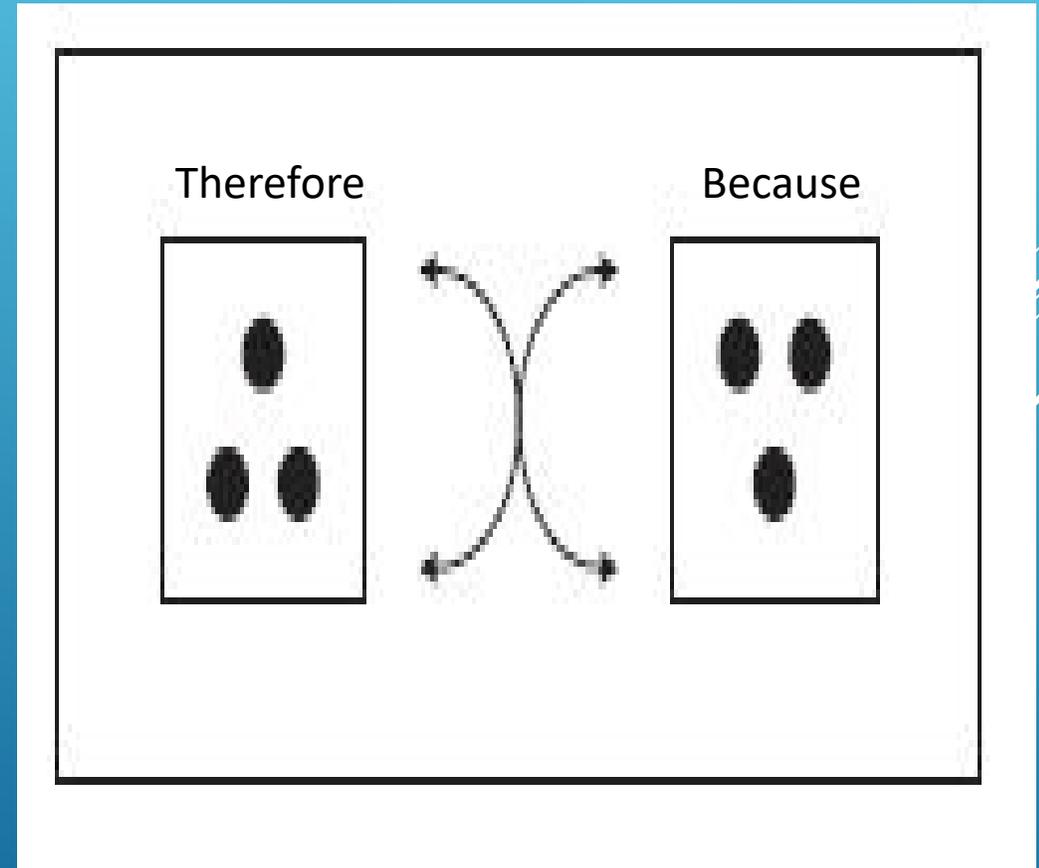
*I was at work and not at home, therefore I did not steal the cupcake.*

EX: *I did not “steal” your cupcake because I just mistakenly thought it was mine. I mistakenly thought it was mine, therefore I did not “steal” your cupcake.*

EX: *I did not steal the cupcake because you are always accuse me of stealing your stuff. You always accuse me of stealing your stuff therefore I did not steal the cupcakes.*

EX: *I did not steal your cupcake because Grandma makes great cupcakes. Grandma make great cupcakes, therefore I did not steal yours.*

## THE ARGUMENT MEASURE: BECAUSE AND THEREFORE



# WHAT LEARNING EXPERIENCES CAN I CREATE TO ANCHOR THE LEARNING THAT IS TO COME?

**ANCHOR EXPERIENCES SHOULD BE:**

- ✓ **MEMORABLE**
- ✓ **RELEVANT**
- ✓ **APPLICABLE**
- ✓ **MANAGEABLE**

- ▶ Begin to read the story together.
- ▶ Guiding Question: What is important for us to know about the attributes of the Emperor? What do you observe about the relationship between the Emperor and his subjects?
- ▶ Read the rest of the story with your table. Marking important information about attributes of the Emperor. I will give you about 5 minutes to read and notate the story.
- ▶ Teacher does example
- ▶ Open the envelope and remove the cards.
- ▶ Make as many arguments as you can using the ‘because ‘and ‘therefore’ cards to check that it is a valid argument, not just an opinion or not just illogical. If you run out of cards I created you can make your own cards using the notecards at your table.
- ▶ Take-away question, “ Is this a Naked Emperor?” (has opinion, but no accurate, valid, germane support, or has accurate, valid, germane information, but no opinion to support)

Many years ago there lived an all-powerful emperor who loved beautiful new clothes so much that he spent all his money on being finely dressed. He did not consider the health and welfare of his people his responsibility. He was not interested in improving life for his subjects and his subjects did not trust him as he often bullied them to suit his selfish wishes. While he had many, many opinions about everyone and everything, his only personal interest was in going to the theater or in riding about in his carriage where he could show off his new clothes. He had a different costume for every hour of the day. Indeed, where it was said of other kings that they were at court, it could only be said of him that he was in his dressing room spouting off his opinions on everyone else's life!

# THE EMPEROR'S NEW CLOTHES



**What observations can you make about the relationship between the Emperor and his subjects?**

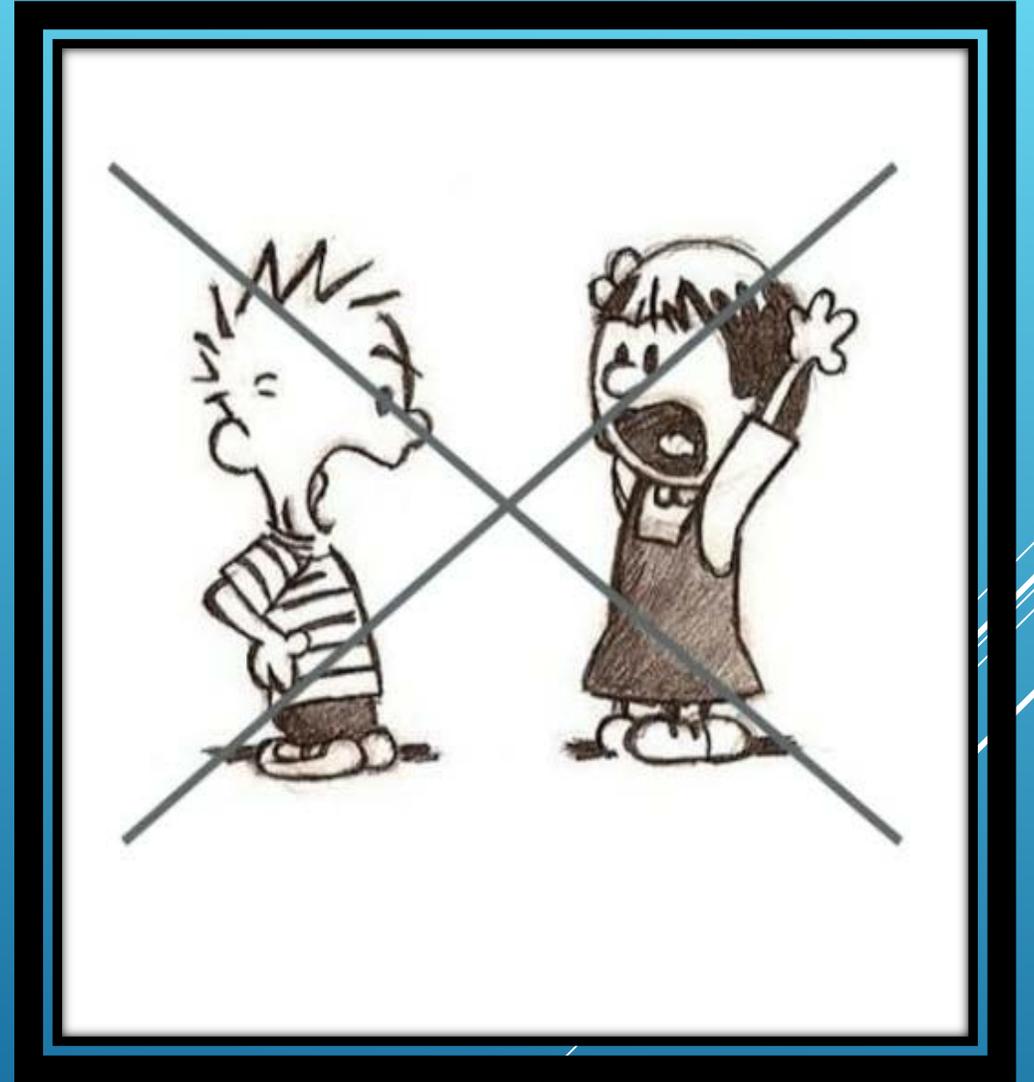
# A historical argument has two parts:

1. **An attempt to establish something: a claim or an opinion.**

Opinion/claim is something you should do, or should believe or should like or should use to explain something in a particular way.

2. **Reasons proposed to establish or support the opinion.**

Arguments without accurate, logical, coherent and valid reasons to support a conclusion are just opinions.



The people did not trust the emperor

because

the emperor did not care about the well-being of his people.



The Emperor did not care about the well-being of his people

therefore

the people did not trust the emperor.

The Emperor did not care about the well-being of his people

The people did not trust the emperor

because

therefore

the people did not trust the emperor.

the Emperor did not care about the well-being of his people.



People did not want to seem stupid

The people did not trust the Emperor

because

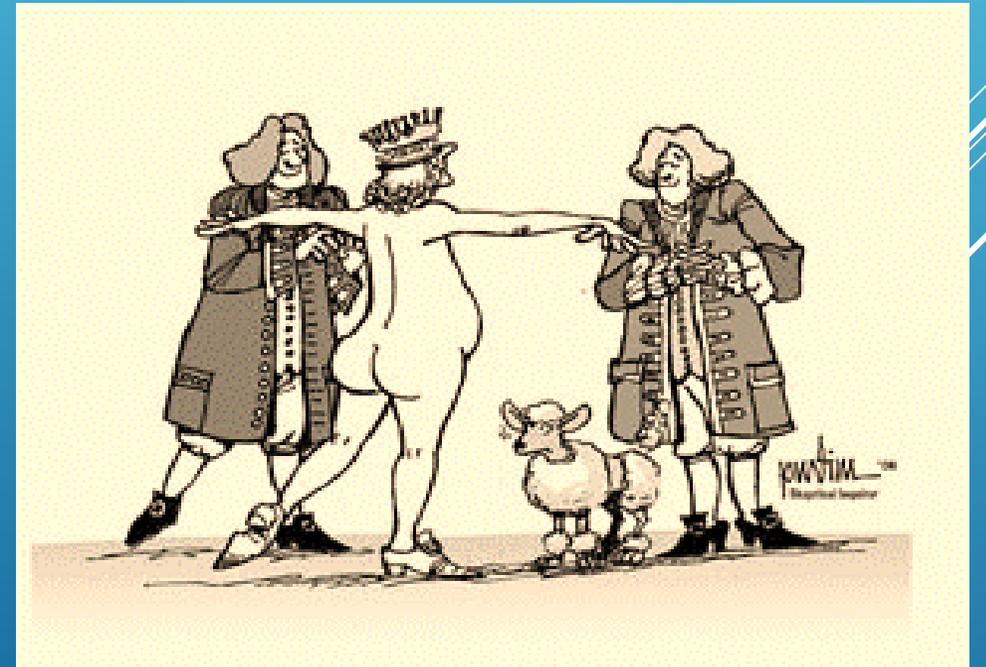
therefore

the people did not trust the emperor.

people did not want to seem stupid.



WHAT KIND OF AN EMPEROR WAS HE?  
WHAT IS TRUE ABOUT THE RELATIONSHIP  
BETWEEN THE EMPEROR AND HIS  
SUBJECTS?



- ▶ Finish reading the story on your own. I will give you about 5 minutes to do so. Make a note whenever you read something that tells you something about what the Emperor's attributes: **What kind of an emperor was he? What is true about the relationship between the Emperor and his subjects. Remember,** we always read with a writing utensil in our hands to capture our thinking.
- ▶ Open the envelope and remove the cards.
- ▶ Make as many arguments as you can using the 'because 'and 'therefore' cards to check that it is a valid argument, not just an opinion. Write down your successful arguments.
- ▶ If you run out of cards I created you can make your own cards using the notecards at your table.
- ▶ **Debrief activity: BEWARE THE NAKED EMPEROR!** Go around to all the group tables to share one argument which successfully uses the because and therefore test and you could identify as a solid argument.
- ▶ What impact did these events have on the Emperor? His ministers? The swindlers? The child? –individual writing..... Collect and read aloud to start day II when we move into new historical subject
- ▶ Do you have a “Naked Emperor?” –OPINION BUT NOW VALID EVIDENCE, VALID EVIDENCE BUT NO OPINION.

What does it mean to have a “naked emperor” when you are making an argument? Why is it important in our social studies class for the ‘emperor to have clothes’? Why is it important in life for the emperor to be “well-dressed”?

Turn and talk to a neighbor about your thinking and be ready to share in 3 minutes.



- ▶ Create an opportunity for students to discuss the skill and their understanding of it: **Metacognition**
- ▶ Teach a real content-based lesson which requires student to apply skill: **ASAP**
- ▶ Allow for **metacognition** again.
- ▶ Use the skill in other lessons in the coming weeks: practice skill: **Application.**
- ▶ Use the terminology of the skill throughout the year : **Consistency**

Once you have taught the Social Science Thinking Skill through an anchor experience, it is essential to:



What content do you teach where you ask the kids to consider or make an argument?



# WHAT IS THE ESSENTIAL FUNCTION OF GOVERNMENTS?

<https://www.youtube.com/watch?v=t2c-X8HiBng>

- ▶ **Citizenship Awards: DESE Social Studies page: Quick Links Box**
- ▶ **EOC Item writing: January 28,29, 20 and 31**
- ▶ **Elementary SS project: February 5,6,7,8**
- ▶ **Two Content and Bias workshops in spring and early summer: Interested?**
- ▶ **Field Test for GOV and take American History**

## DESE updates



▶ **Missouri Council for the Social Studies Annual Conference: Jefferson City Feb 22 and 23**

▶ **Free Missouri Humanities Teaching American History seminars open to you:**

**March 6: Dred Scott and the Coming of the Civil War: St. Louis**

**March 23: American Democracy and American Exceptionalism: Springfield, MO**

▶ **Holocaust Education and Awareness Commission plans**

## DESE updates



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FINAL 2018-2019 COLLOQUIA:  
WEDNESDAY, MARCH 20, 2019

## *EVIDENCE: WHAT'S THE POINT?*



*Tell us what you think!*



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

CLOSING:  
SMOTHERS BROTHERS

<https://www.youtube.com/watch?v=hEiU-8gx0hc>