



Contextualization:

How is our story shaped
by forces
larger than ourselves?

Social Studies Colloquia
November 2, 2017

Look at the image:



1. What do you see in the painting? Be literal in your responses.
2. Where and when do you think the painting was created?
3. What was going on in the nation, region, continent and world at that time? Consider politics, economics, religion, society, science, conflict, innovation.....

Use your answers to #1,2, 3 help you answer this question:

In what ways is this painting a product of its time?

Agenda

November 2, 2017 , 9:00-3:00

- Welcome and introductions
- What is Contextualization and how is it a historical thinking skill?
- Anchor Experience
- *Thinking Like a Social Scientist:*

Guest Speaker: Christopher Paoella, MU Ph.D. candidate

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

- Lunch
- Contextualization classroom applications
- DESE Updates

What makes this cartoon funny to most of us?



Why wouldn't it have been funny in the 17th and 18th centuries?

Who would it not be funny to today?

What does our analysis of this humor say about our understanding of meaning and message?

“Historical Thinking involves the ability to connect historical events and processes to specific circumstances of time and place as well as broader regional, national or global processes.”

Contextualization

1) Can your students....?

Situate historical events, developments or processes within the broader regional, national or global context in which they occurred.

2) Based on that understanding, can your students?

Draw accurate, supportable conclusions about the relative significance of those broader forces.

Two parts of that definition: distinct, but related parts

- ❑ Understand the bigger, broader, more global forces

AND

- ❑ Articulate valid, supportable conclusions from that understanding

- ❑ **TRAIN**

Music Metaphor



- ✎ [msn.com/en-us/video/other/youtuber-creates-musical-metaphor-to-explain-fact-interpretation/vp-AAmhfAs](https://www.msn.com/en-us/video/other/youtuber-creates-musical-metaphor-to-explain-fact-interpretation/vp-AAmhfAs)
- ✎ <https://www.youtube.com/watch?v=UFdZvbqvNGw>

Think about this question as we watch this clip?

How is this clip about contextualization?

Anchor Experiences

- ☞ What learning experiences can I create to anchor the learning that is to come?
- ☞ Experiences should be memorable, relevant, and applicable.
- ☞ Anchor experiences become your shorthand touchstones.

Dilbert's Doughnuts





Dilbert and the Doughnuts

Dilbert was an outstanding baker and a brilliant businessman. In fact, his business, Dilbert's Doughnuts, was world renown. Made from a secret family recipe, Dilbert's Doughnuts were served to kings and queens, presidents and dictators, Olympic athletes and movie stars; everyone loved Dilbert's fresh, hot doughnuts, including Dilbert. The world was a happier place because of Dilbert and his doughnuts.

However, Dilbert had an evil twin, Gilbert, who was jealous of Dilbert: jealous of his wealth, jealous of his reputation, jealous of his talents and jealous of his doughnuts. Over the years, Gilbert became so consumed with jealousy that he finally decided to steal the doughnut recipe, make his own doughnuts and put Dilbert out of business. According to his plan, Gilbert would undercut Dilbert's price, even take a loss, until Dilbert was forced out of business. Then, once Gilbert was the only delicious doughnut manufacturer, he would raise and raise the price of doughnuts until he became a doughnut despot. The world's doughnut lovers would be at his mercy and Dilbert would be unable to do anything about it.

What a plan.

What is this story about?

What bigger ideas, problems, situations, forces outside the story affect what happens in the story?

So, in the middle of a dark and stormy night, climbing through an unlatched window, Gilbert snuck into the Dilbert Doughnut kitchen and stole the secret recipe. Gilbert stayed up all night making doughnuts, following the secret recipe to the letter. By morning, he was covered head to toe in flour, but he had mastered the recipe and he was ready to challenge his talented twin to a doughnut duel.

Gilbert knew people would like his doughnuts just as much as they liked Dilbert's, because he had the secret recipe. And, Gilbert knew people would choose his doughnuts because they were cheaper than Dilbert's. That would be an end to Dilbert's reign as doughnut master and the beginning of Gilbert's reign as doughnut despot, he was sure. He hoisted himself over the window ledge, dropped down into the garden and disappeared into the darkness.

As the sun rose on the village square, Gilbert called out his twin: "Brother, come to the square with your best doughnuts every morning for the next three days and we will see who makes the better doughnut. Let the people choose the best doughnut maker." Dilbert, who loved democracy even more than he loved doughnuts, agreed to the doughnut duel. Dilbert was confident in his own abilities, but of course, he did not know about Gilbert's treachery in stealing the secret recipe.

The two brothers set up their tents at opposite ends of the town square. Gilbert laid out his fresh, hot doughnuts on a wide table, with a sign that said, "Gilbert's Delicious Doughnuts: 25 cents each."

Dilbert also laid out his doughnuts on a wide table, with a tent sign that said, "Dilbert's Delicious Doughnuts: 50 cents each." Then as the city gates opened, people began to stream into the town square, following the amazing smell of fresh, hot doughnuts. As loyal customers, they went first to Dilbert's table, bought a 50 cent doughnut and enjoyed it very much as they always did. "Dilbert makes such great doughnuts; surely no other doughnut could be as good." Then, the townspeople went to Gilberts' tent, each bought a 25 cent doughnut, ate it and were surprised by their reaction. "Well, it was not quite as good as Dilbert's but it was pretty good for the price."

At the end of the first day, both brothers had sold the same number of doughnuts and the vote for best doughnut was a tie. Both men were perplexed by the result. Dilbert was puzzled; how had Gilbert made such a tasty doughnut? And, Gilbert was furious; he knew his doughnuts tasted just as good as Dilbert's and they cost $\frac{1}{2}$ as much. Why had the townspeople not liked his doughnuts better? He grumbled and growled and racked his brain, until suddenly he came to an answer. He knew what to do.



The next day, day two of the doughnut duel, the two men laid out their doughnuts and put up their tents and signs just like the day before. However on this day, Gilbert met the townspeople at the gate and he steered them towards his table first. People bought Gilbert's delicious doughnuts for 25 cents each and enjoyed them very much. Then, the townspeople went to Dilbert's tables to buy his doughnuts for 50 cents each. After enjoying that doughnut, the people voted. "Both doughnuts tasted good", most of the townspeople said, "But somehow Gilbert's doughnuts seemed much more tasty today than yesterday."

At the end of the competition on the second day, Gilbert's doughnuts earned nearly every vote for the day. Only a handful of Dilbert's most loyal customers voted for him, insisting they could "taste the love" in Dilbert's more expensive doughnuts.

"How is it possible for people to choose Gilbert's doughnuts? He could not make a better doughnut than I do. I have the ancient family recipe," Dilbert explained to his wife, Delilah, that night. Delilah was a wise woman who loved her husband and his doughnuts very much. She comforted Dilbert, told him not to worry, just to make the best batch of doughnuts he had ever made for the final day of competition and she would figure out her brother-in-law's treachery.

So, before dawn the next morning, Dilbert went into the kitchen and carefully began to create his delicious doughnuts. Meanwhile, Delilah began to look for clues to explain Gilbert's overnight doughnut success. And, before long sure enough, outside an unlatched kitchen window, she found a footprint in the flower bed and then, on the window ledge, she found a full handprint captured in the doughnut flour. Someone beside neat freak Dilbert had been inside the kitchen. And suddenly, Delilah knew who: Gilbert. He must have stolen the secret recipe and now was going to undersell them out of business. What a fiend!



Yet, even with this insight, how was Delilah going to prevent tomorrow's doughnut debacle? As Dilbert's wife, who would believe her if she tried to explain it was Gilbert's foot print in the soil or his flour encrusted handprint on the ledge? People would say she could not know for sure and she might just be trying to sway the vote. Besides, the lure of a delicious doughnut at 1/2 the cost was compelling to many people: gluttony and greed are powerful motivators after all. No, she would need another approach, a secret weapon to fight her brother-in-law's diabolical plot to destroy her beloved's doughnut domain. Delilah thought and thought all night long about what she might do, how she might save her dear Dilbert and his delicious doughnuts. She hatched plans and discarded them one after another until morning grew close, she began to tire, to feel drowsy. And then, just as she was about to nod off, the smell of morning coffee coming from the bakery kitchen reached her nostrils and then, as if struck by a lightning bolt, Delilah suddenly knew how to beat Gilbert at his own game.

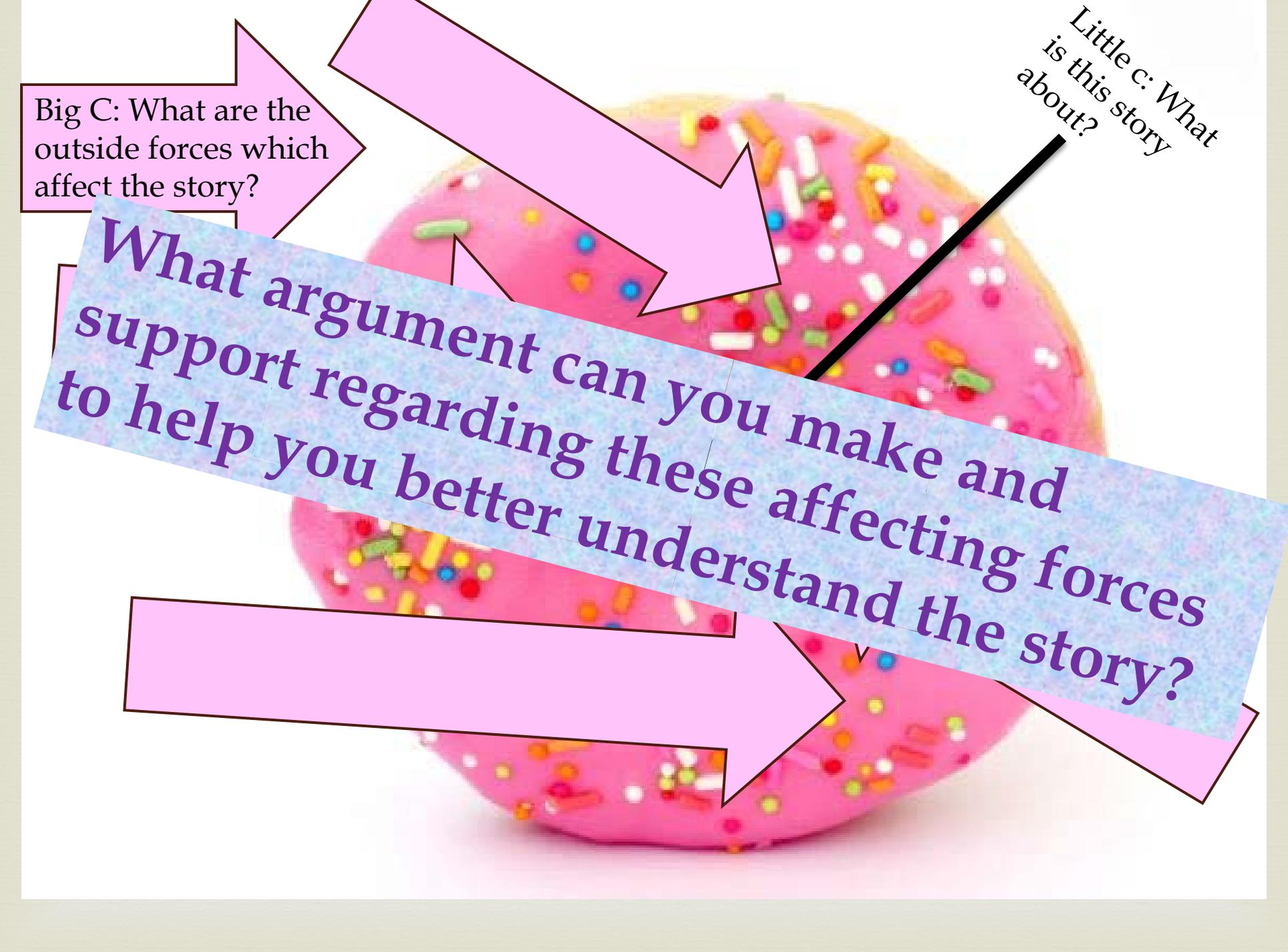
As the sun rose over the town square, the two dueling doughnut brothers set up their wares as they had the two previous mornings. At 8:00 a.m. precisely, the town gates opened and people streamed in. And despite Gilbert's best efforts to steer the crowds to his table first as he had successfully done the day before, the extra large crowd surged towards Dilbert's table, buying two or three or even a half dozen doughnuts from him. This morning Dilbert's doughnuts were especially delicious and, sure enough, when the three day totals for the great doughnut debate were tallied, Dilbert had won by a landslide.



Gilbert was furious; what trick had he used? He demanded to know. Had he bought their votes, had he stuffed the ballot boxes, had he somehow cheated? Gilbert raised his voice louder and louder until he finally stepped forward and said, "Dilbert is not a cheater, what is your how?"

And with that, she opened the flap of the van to reveal her assorted "secret weapons": tall vats of dark, fragrant, smooth Colombian espresso, gallons of ice cold milk, both white and chocolate, an empty bus from a local health food store where shoppers had not seen sugar or carbs since the last centennial, an abandoned escape raft from the local prison where inmates were fed only stale bread and rank water, and a huge now-vacant van with the words "Lose weight with the PALEO diet."

Delilah smiled and hugged Dilbert, "Sugar is not the only way to sweeten the pot."

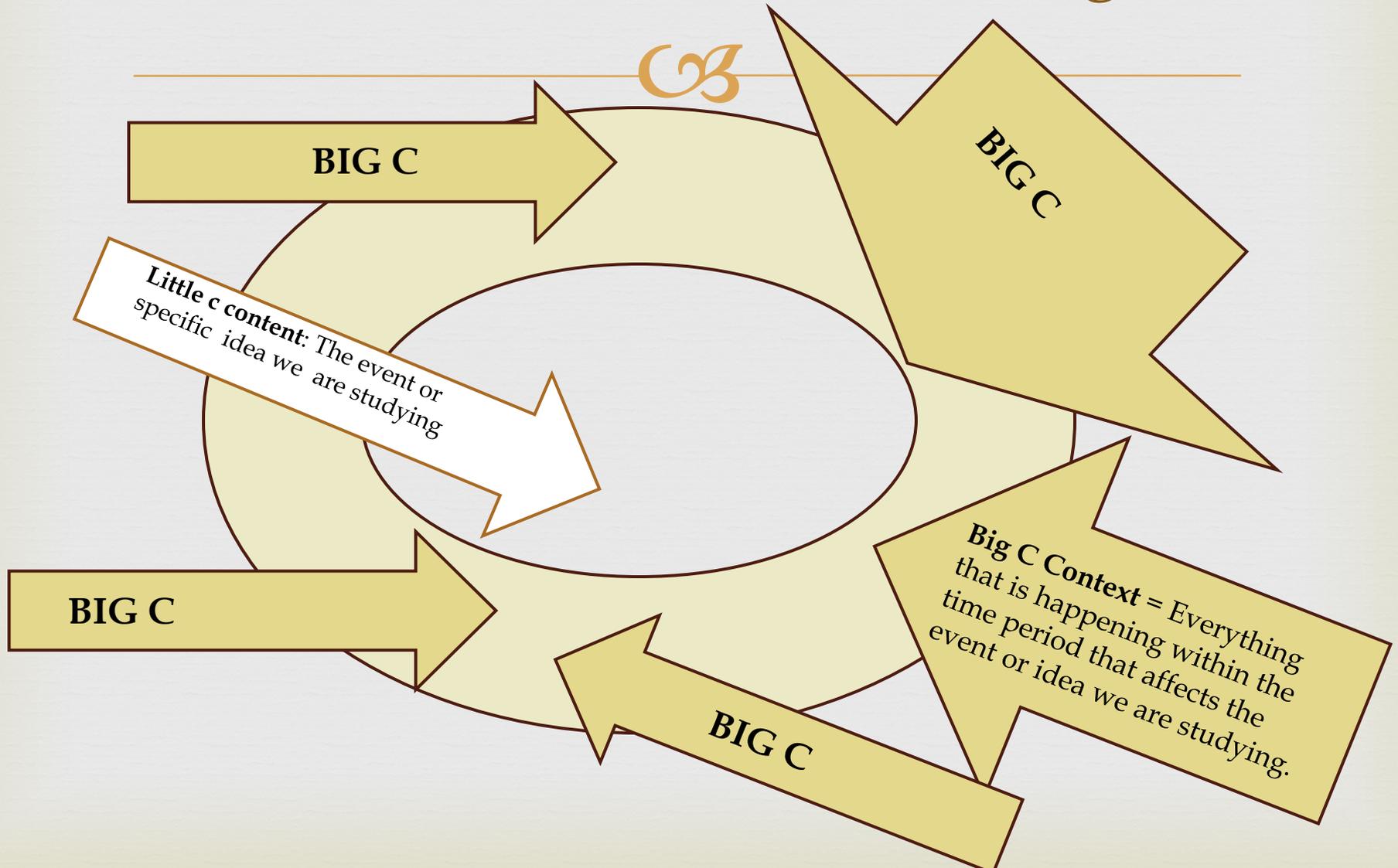


Big C: What are the outside forces which affect the story?

Little c: What is this story about?

What argument can you make and support regarding these affecting forces to help you better understand the story?

What is going on in the world that affects the content we are learning?



Two essential contextualizing questions:

1. What outside factors shaped or influenced the event we are talking about? Factors can be social, economic, political, cultural, artistic, religious, physical, psychological.....

2. What supportable conclusions can we draw from/about those factors? Causation, comparison, correlation, ranking, interactions, degrees of impact.....

Thinking Like a Social Scientist

Christopher Paoella, MU Doctoral Candidate,



“The Skin Trade:

Human Trafficking in Medieval Europe”



Lunch



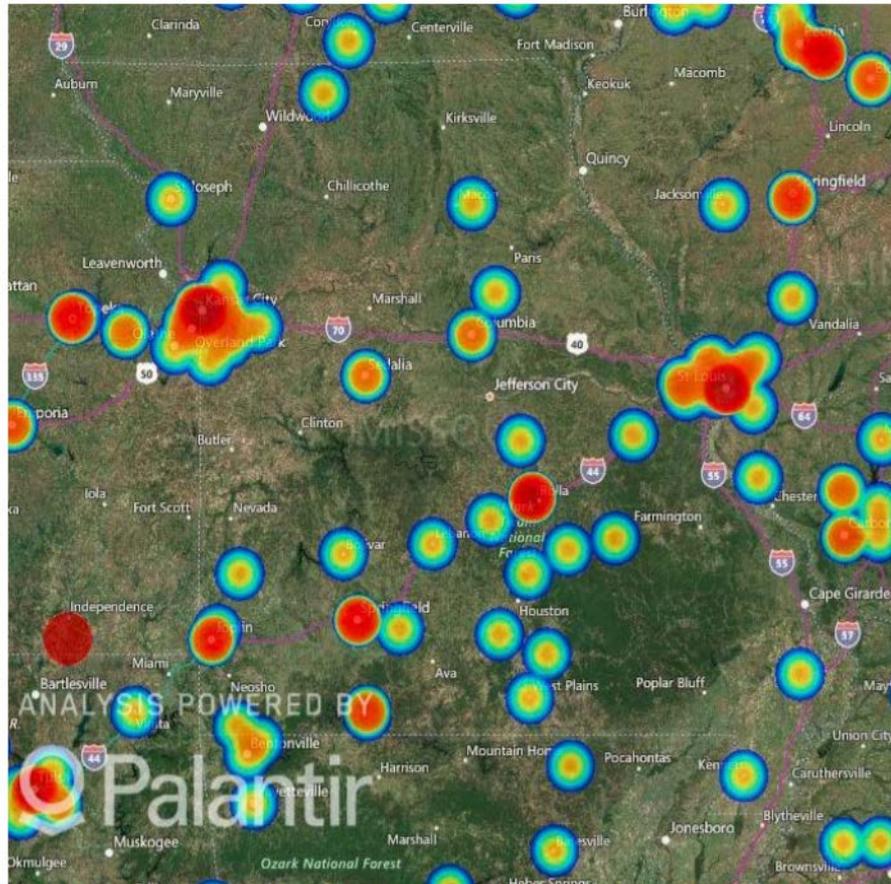
Please be back and ready to work by 1:15.

Enjoy yourselves 😊!

Human Trafficking in Missouri

<https://humantraffickinghotline.org/state/missouri>

LOCATION OF POTENTIAL TRAFFICKING CASES (WHERE KNOWN)¹¹



Year-Calls/Cases

2012-214/48

2013-320/78

2014-290/58

2015-365/69

2016-421/135

6.30.17- 240/74

Hotline:

1-888-373-7888

¹¹The image above is a heat map which reflects the cases reported to the National Human Trafficking Hotline. Areas in which greater numbers of cases were reported contain more red shading. This map only reflects cases in which the location of the potential trafficking was known. Some cases may involve more than one location.

Contextualization is important in elementary school too!



☞ <https://www.youtube.com/watch?v=2cxe4166148>

☞ Working with your grade-level or course-level peers, identify a concept, idea, or piece of content you teach for which contextual thinking is essential to student understanding?

1. What is the content?
2. What essential pieces of context do students need?
3. What would be a grade-level appropriate anchor experience?

DESE Updates

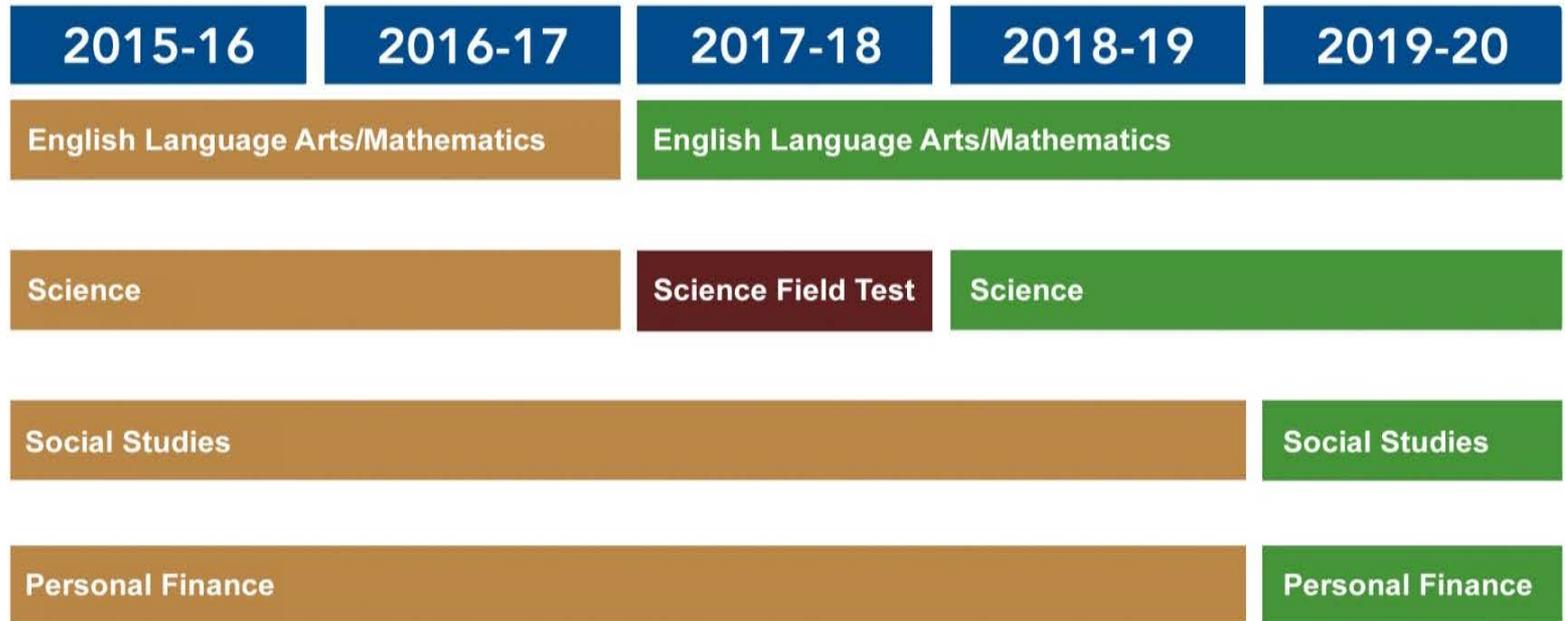


- ❑ ELA/ Social Studies CW

<https://dese.mo.gov/sites/default/files/curr-mls-ela-ss-crosswalk-example.pdf>

- ❑ Secondary SS/ELA Crosswalks: in development
Layout? Columns? Coding? Ideas?
- ❑ Assessment updates

Implementation Schedule



Tests aligned to previous Missouri Learning Standards

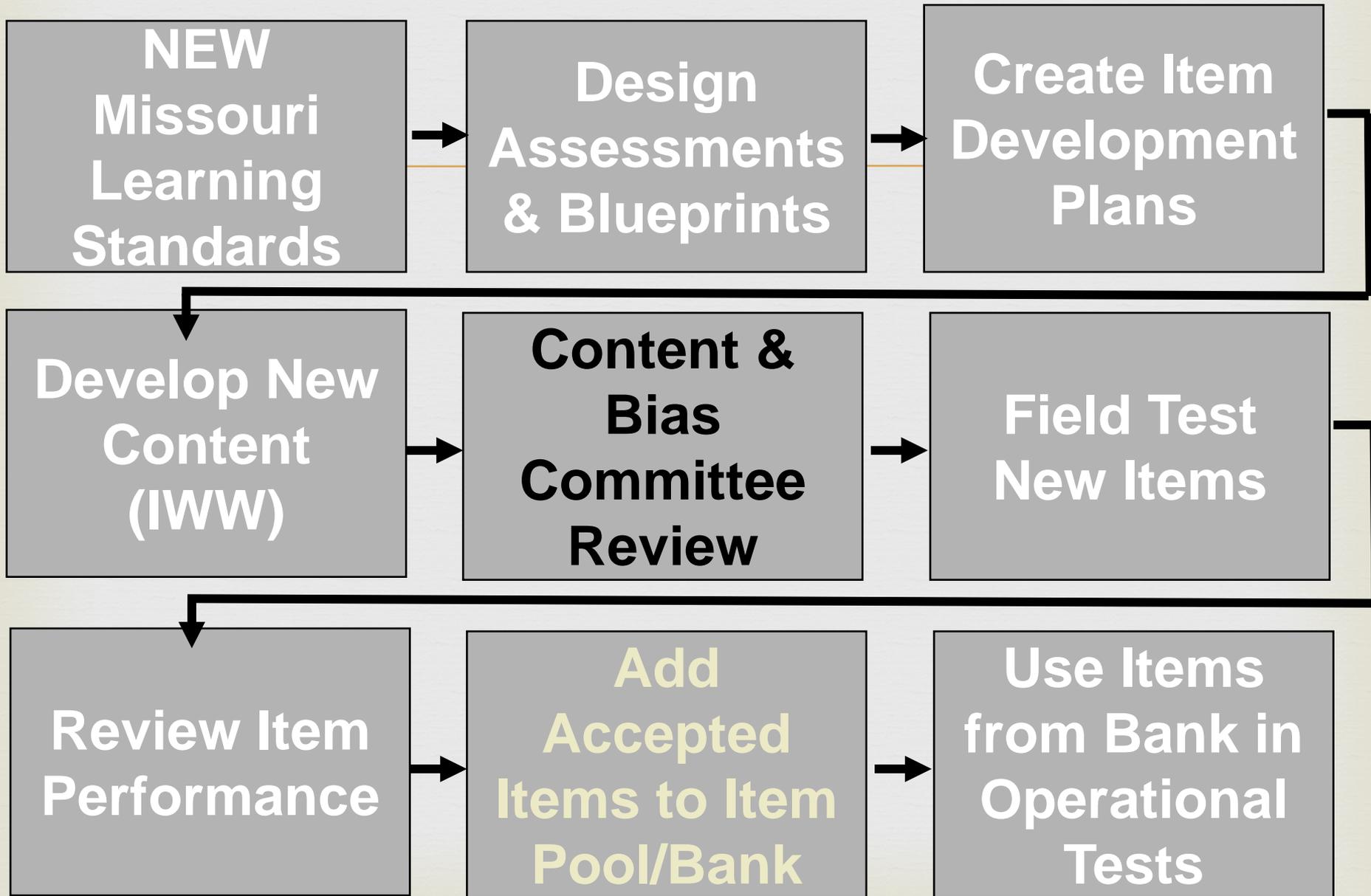


Field tests aligned to revised Missouri Learning Standards



Tests aligned to revised Missouri Learning Standards Grade Level Expectations

Assessment Development Process



Previous Standards: Previous Item Format



1. What term or phrase describes US foreign policy during the 1920s and the 1930s?
 - A. Containment
 - B. Isolationism
 - C. Big Stick Diplomacy
 - D. Good Neighbor Policy

New Standards/New Item Format: *Contextualization*

2. What 20th century US foreign policy is criticized in this cartoon?

- A. Containment
- B. Isolationism
- C. Big Stick Diplomacy
- D. Good Neighbor



Periodization

3. This cartoon was most likely produced during what decade?

- A. 1900-1910
- B. 1910-1920
- C. 1940-1950
- D. 1950-1960



Use of Relevant Historical Information

4. Based on this cartoon, the cartoonist's perspective on the US entering WWII would have been

- A. The US should not enter the war because there are only foreign casualties.
- B. The US should not enter the war because Adolf Hitler was only interested in foreign conquest.
- C. The US should enter the war because the US has a moral obligation to protect the innocents, regardless of nationality.
- D. The US should enter the war because American women and children had to be protected.



Previous Standards: Previous Item Format



5. Who elects the President of the United States?
- A. The US Senate
 - B. The US House of Representatives
 - C. A popular majority of the US Voters
 - D. The Electoral College

6. What is being described in this excerpt from the Federalist papers?

- A. The Direct Election of Senators
- B. The Due Process of Law
- C. The Electoral College
- D. The 3/5 Compromise

“... The immediate election should be made by men most capable of analyzing the qualities adapted to the station, and acting under circumstances favorable to deliberation, and to a judicious combination of all the reasons and inducements which were proper to govern their choice. A small number of persons, selected by their fellow-citizens from the general mass, will be most likely to possess the information and discernment requisite to such complicated investigations.

(Federalist papers #68)

New Standards/New Item
Format

Previous Standards: Previous Item Format



7. How many electors does the state of Missouri have?

A. 3

B. 11

C. 14

D. 20

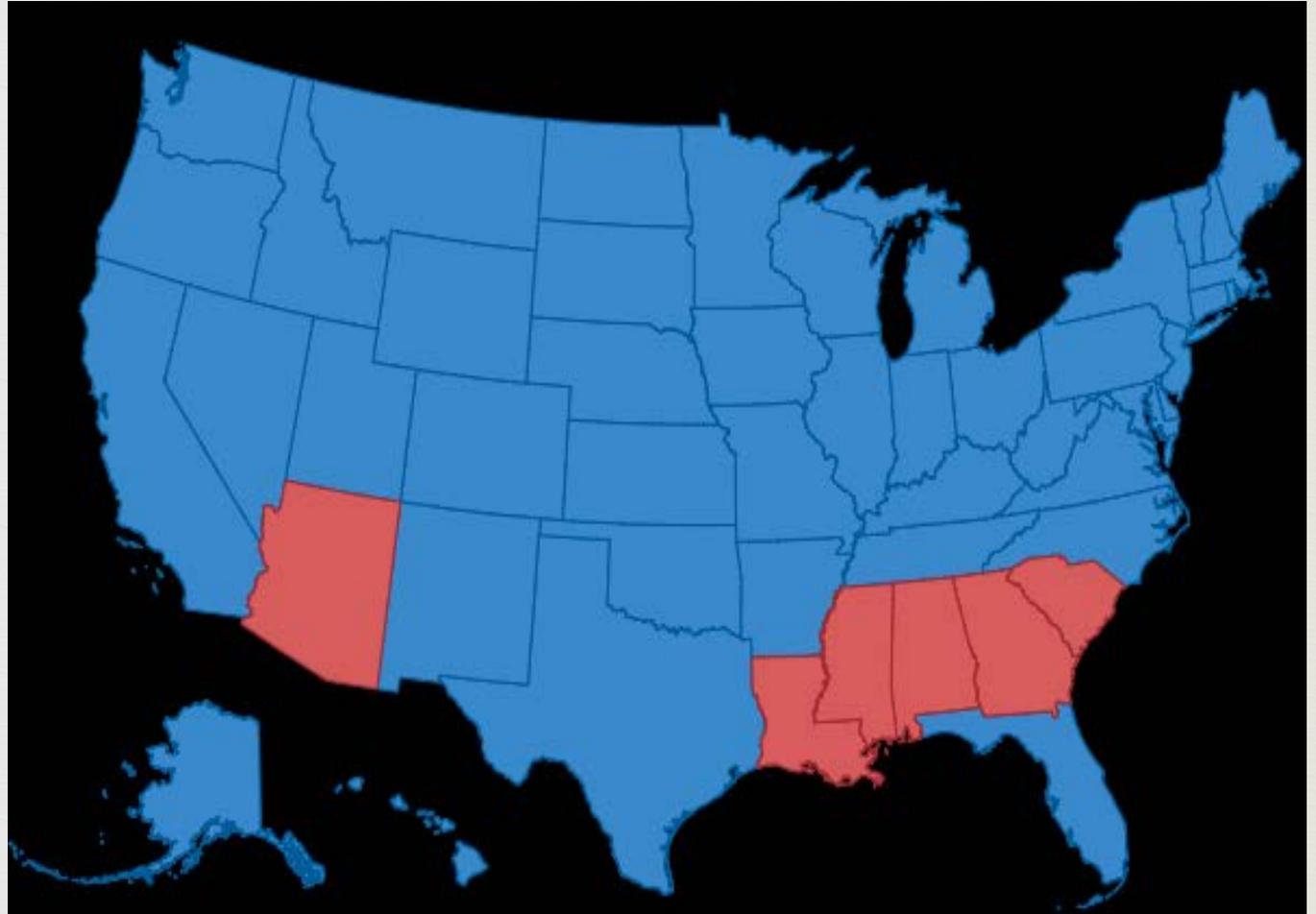
8. What would be the best title for this map?



- A. Number of Senators per US State**
- B. Number of Seats in the US House of Representatives**
- C. Number of Electoral College Votes per State**
- D. Number of National Parks and Historic Sites per State**

9. What year is illustrated in this map of presidential elections?

- A. 1864
- B. 1916
- C. 1964
- D. 2016



Closing

☞ Spoon story:

☞ Next meeting:

Using Historical Evidence Part I

Wednesday, February 14, 2018

HST Building Room 400



“What did you take away from the meeting?”