



*Thinking Like a Social Scientist:
Crafting Historical Arguments from
Historical Evidence I*

Colloquia 2/14/2018

Colloquia Agenda

2/14/2018



- Welcome and overview
- Dr. LaGarrett King:** Assistant Professor of Learning, Teaching and Curriculum at the University of Missouri-Columbia.
- Dr. Amanda J. Staley Harrison:** Assistant Curator at the MU Museum of Anthropology and **Lindsey Troutman:** CPS 6-12 ELA and K-12 Social Studies Coordinator
- Thinking Like a Social Scientist: Crafting Historical Arguments from Historical Evidence I**
How might I teach this social science thinking skill to my students?
- Lunch: 11:45-12:45
- Dr. Billy Coleman:** Post Doctorate Fellow in American History at the Kinder Institute on Constitutional Democracy, University of Missouri-Columbia

Harnessing Harmony: Music and Politics in Early American History

- DESE updates and wrap-up

WHAT IS SOCIAL SCIENCE THINKING?



- It is what we know about our lives and our world, but also how we know it.
- It is communicating that knowledge accurately, and creating meaning from that knowledge.
- It is about taking informed action based on understanding.

Social Science Thinking Skills

Content examples	Historical Thinking Skill	Students should be able to
I. Chronological Reasoning		
	1. Historical Causation	<ul style="list-style-type: none"> Compare causes and/or effects, including between short- and long-term Analyze and evaluate the interaction of multiple causes and/or effects. Assess historical contingency by distinguishing among coincidence, causation, and correlation, as well as critiquing existing interpretations of cause and effect.
	2. Patterns of Continuity & Change Over Time	<ul style="list-style-type: none"> Analyze and evaluate historical patterns of continuity and change over time. Connect patterns of continuity and change over time to larger historical processes or themes.
	3. Periodization	<ul style="list-style-type: none"> Explain ways that historical events and processes can be organized within blocks of time. Analyze and evaluate competing models of history.
II. Comparison & Contextualization		
	4. Comparison	<ul style="list-style-type: none"> Compare related historical developments and processes across place, time, and different societies within one society. Evaluate multiple and differing perspectives on a given historical phenomenon.
	5. Contextualization	<ul style="list-style-type: none"> Analyze and evaluate ways in which specific historical phenomena, events, or processes connect to broader regional, national, or global processes occurring at the same time. Explain and evaluate ways in which a phenomenon, event, or process connects to other, similar historical phenomena across time.
III. Crafting Historical Arguments from Historical Evidence		
	6. Historical Argumentation	<ul style="list-style-type: none"> Analyze commonly accepted historical arguments and explain how an argument has been constructed from historical evidence. Construct convincing interpretations through analysis of disparate, relevant historical evidence. Evaluate and synthesize conflicting historical evidence to construct persuasive historical arguments.
	7. Appropriate Use of Historical Evidence	<ul style="list-style-type: none"> Analyze features of historical evidence such as audience, purpose, point of view, format, argument, limitations, and context germane to the evidence considered. Based on analysis and evaluation of historical evidence, make supportable inferences and draw appropriate conclusions.
IV. Historical Interpretations & Synthesis		
	8. Interpretation	<ul style="list-style-type: none"> Analyze diverse historical interpretations. Evaluate how historians' perspectives influence their interpretations and how models of historical interpretation change over time.
	9. Synthesis	<ul style="list-style-type: none"> Combine disparate, sometimes contradictory evidence from primary sources and secondary works in order to create a persuasive understanding of the past. Apply insights about the past to other historical contexts or circumstances, including the present.

Crafting Arguments from Evidence:

Argumentation

Appropriate use of evidence

A&E part I:

How can we teach our students to....

- ✓ Analyze commonly accepted historical arguments
- ✓ Explain how an argument is constructed from historical evidence.
- ✓ Construct convincing arguments through analysis of disparate, relevant historical evidence.
- ✓ Evaluate and synthesize conflicting historical evidence to construct persuasive historical arguments.



A&E part II:

How can we teach our students to....

- ✓ Analyze features of historical evidence such as audience, purpose, point of view, format, argument, limitations and context, all germane to the evidence considered.
- ✓ Make supportable inferences and draw appropriate conclusions.



Dr. LaGarrett King: MU Assistant Professor of Learning, Teaching and Curriculum

Professional Development Opportunity

Summer Conference on Teaching Black History

July 27 and July 28
Columbia, Missouri

Dr. King's research interests:

- How is K-12 Black History taught in schools and society?
- How have Black educators in Social Studies education have theorized how Social Studies should meet the needs of Black students?
- How do K-12 Black History and race intersect in the classroom, in society and in curriculum history?



Update on Colloquia Projects and Applications:

Dr. Amanda J. Staley Harrison: Assistant Curator at the MU Museum of Anthropology
Lindsey Troutman: CPS 6-12 ELA and K-12 Social Studies Coordinator

CPS
Source
*by*Sunday



World Anthropology Day
Saturday February 17, 2018

Celebrate. Engage. Inspire.

JOIN US SATURDAY FEB 17 from 12PM - 2PM at Mizzou North to celebrate human culture past, present, and future!!

There will be activities, South Indian dancers, and scavenger hunts in the museum! Don't forget to stop by the selfie station for your #anthroday selfies! The event is FREE to attend!

Anthropology is the study of humans and human society - not just in the past, but here, now, in the present.

When looking at humanity, greater cultural understanding, appreciation of cultural diversity, and celebration of the myriad ways of being human is crucial to creating "belonging" among all people. This idea requires us to recognize differences while exploring commonality.

Anthropology Day shares material objects, languages, traditions, and cultural experiences. The family-friendly event aims to create a space that cultivates belonging while increasing public awareness and celebrating the diversity of cultures—especially those represented in our campus community.

Consider this idea as you ponder the MLS Expectations for Social Studies and the shifting pedagogy it requires....

In planning for great thinking and learning in Social Studies, there are **SIX** essential elements:

- ✓ Meaningful content
- ✓ Reading
- ✓ Writing
- ✓ Speaking
- ✓ Listening



✓ **Social Science Thinking Skill**



Argument, Information, Commentary and Evidence: What?

“You cannot see things till you know
roughly what they are.”

---C.S. Lewis



Instructional Practices Social Studies, Science, Mathematics, and English Language Arts Share in Common

Science Practices

- Ask questions and define problems
- Develop and use models
- Plan and carry out investigations
- Analyze and interpret data
- Use mathematics and computational thinking
- Construct explanations and design solutions
- Gather, reason, and communicate findings
- Identify and explain patterns
- Engaging in argument from evidence
- Obtaining, evaluating and communicating evidence
- Determine and explain causal mechanisms and impacts
- Think in scale, proportion, and quantity

Math Practices

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Models with mathematics
- Attend to precision
- Look for and make use of structure
- Look for and make use of regularity in repeated reasoning

English Practices

- Demonstrate independence in reading, writing and speaking about complex texts
- Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
- Build and present knowledge through research by integrating, comparing, and synthesizing ideas from text
- Use English structures to communicate context-specific messages
- Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text
- Obtain, synthesize, and report findings clearly and effectively in response to task and purpose

COMMON INSTRUCTIONAL PRACTICES

Use a variety of content-rich informational texts to build foundational knowledge

Read, write, and speak grounded in evidence

Ask questions and define problems

Plan and carry out investigations

Analyze and interpret data

Develop claims and counterclaims and use evidence

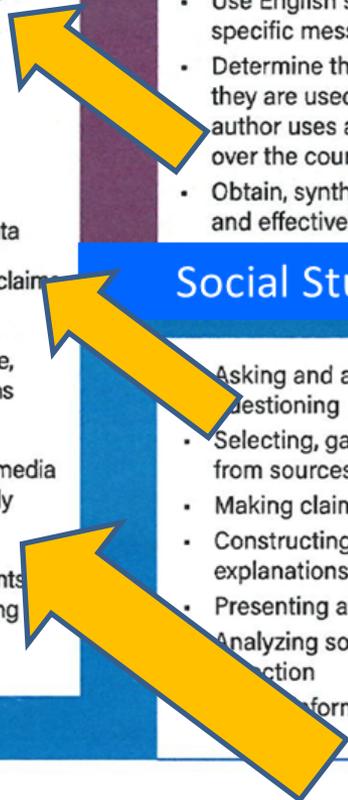
Construct, communicate, and critique explanations and arguments

Use technology and digital media strategically and capably

Construct and apply evidence-based arguments and critique the reasoning of others

Social Studies Practices

- Asking and answering compelling and supporting questions
- Selecting, gathering, and evaluating information from sources
- Making claims and using evidence
- Constructing and adapting arguments and explanations
- Presenting and critiquing arguments and explanations
- Analyzing social problems and assessing options for action
- Taking informed action



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

Effective Anchor Experiences are

- ✓ Engaging>>>>Memorable
- ✓ Engaging>>>>Relevant
- ✓ Engaging>>>>Applicable

<https://www.foodnetwork.com/shows/chopped>



Directions

- Need ten volunteers: 5 teams of two
- Each team draws statement from bag– read, but don't tell.
- Give each team their “materials”—exact same material in all ten bags
- You are to “build something that proves your statement.”
- You may use the yellow legos in any amount and in any way you choose.
- You have five minutes to complete this task

Debriefing

- Explain how what you have built proves your statement.
- How did you decide what to build?
- Explain your thinking process? Where did you start? With statement? With materials?
- How did you use the materials?
- How did you use the yellow legos?
- What would happen if you only had the materials to build with?
- What would happen to the stability of your structure if you removed the yellow legos? Would your creation become stronger or weaker?

Different approaches

Group #1

- Began with argument
- Then used materials and selected the commentary to create evidence to support that argument.
- Inductive thinking

Other groups

- Began with materials
- Then crafted argument based on evidence resulting from the interaction of materials and commentary.
- Deductive thinking



Statement = Argument

agree or disagree, prove or disprove



Bagged materials = Facts

Legos = Commentary

- Specific information related to the topic of your argument

- Details, statistics, summaries, etc.

- How you tie the facts together

- How you connect the facts to your argument

Evidence = Facts + Commentary



Record your thinking about today's lesson on the card provided.

How is this lesson really about writing in our social studies class?

- 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:



How would you alter this anchor experience for your classroom situation?



LUNCH: 12:00-12:45



"WOW! NOW I GOT IT, PROF!"

Harnessing Harmony: Music and Politics in Early American History

Dr. Billy Coleman



Kinder Institute on
Constitutional Democracy

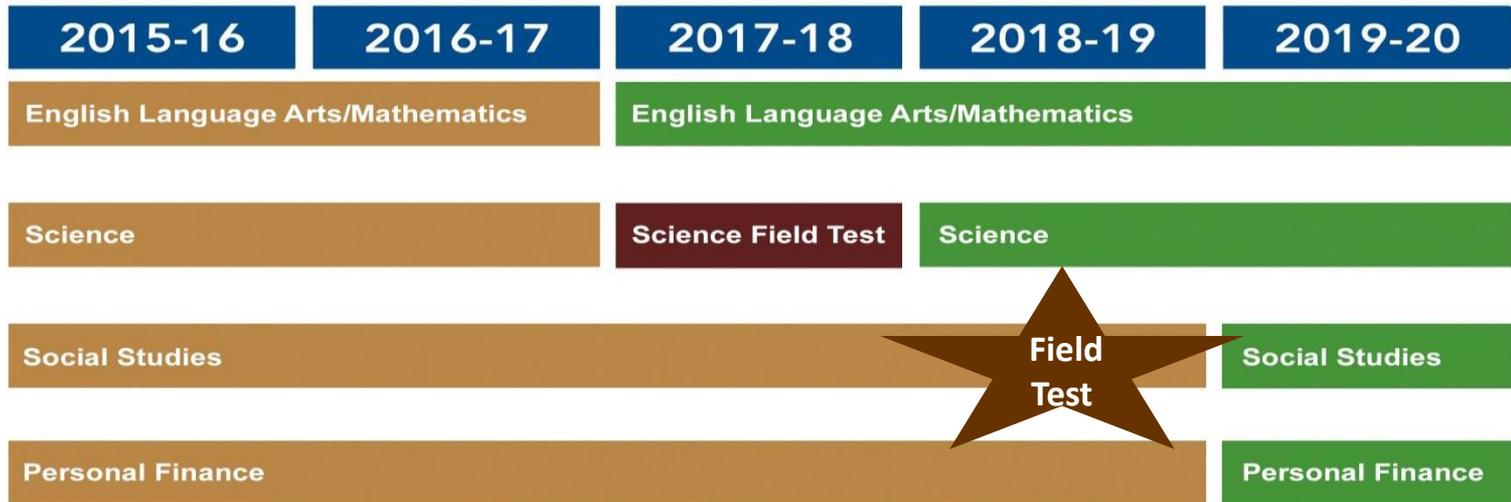
University of Missouri

DESE Updates



Assessment Schedule

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

DESE Updates



- Field Test info
- NEH:
https://www.neh.gov/files/schl.9.27.17.fnl_.pdf

- DESE Summer PD: End of July
- Next Time:

“Consider the Source”

How do we help our students learn to be discerning social science thinkers?

5/10/2018 Colloquia

Featured Social Science Thinker:

Dr. Adam Seagrave,
Associate Professor of Constitutional
Democracy

speaking on

Race
and the American Story

- Phyllis Wheatley
- Harriet Beecher Stowe
- Alice Walker
- Michelle Alexander
- Margaret Mitchell
- Edgar Rice Burroughs
- Thomas Jefferson