Social Studies Colloquia Agenda
March 2, 2017

• Welcome and DESE Updates
• Periodization: *What is it and why does it matter?*
• Thinking Like a Social Scientist:
  Dr. Kevin Fernlund, University of Missouri-St. Louis
  “Teaching a New History: The History of North America”
• Lunch
• Teaching with alternative periodizations:
  James Greenlee, Gateway STEM High School, St. Louis
  “Thresholds of Increasing Complexity: The Big History Approach to Periodization”
DESE Updates

- Personal Finance Workgroup progressing
- Fine Arts workgroup created
- Assessment work continues
# Assessment Work

**Social Studies**

<table>
<thead>
<tr>
<th>Grade 2</th>
<th>2.PC.1.B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Theme Strand</strong></td>
<td><strong>Knowledge of the principles expressed in documents shaping constitutional democracy in the United States</strong></td>
</tr>
<tr>
<td><strong>MLS</strong></td>
<td>Explain and give examples of how laws and rules are made and changed within a community.</td>
</tr>
</tbody>
</table>

**Expectation Unwrapped**

- The student will explain how a community makes and changes rules and laws.
- The student will give examples of how a community makes and changes rules and laws.

**Content Limits/Assessment Boundaries**

Content may include, but is not limited to:
- Identifying communities in which students support living.
- Identifying leaders of their community.
- Discussing processes that citizens go through to make changes to rules and laws in their communities.
- Discussing how citizens impact change, promoting the common good.
- Identifying a problem within their community.
- Giving examples of a new rule or law as a solution.

**Stimulus Materials**

- Cause/effect diagrams, before/after photographs, sequence maps, digital media, guest speakers, mock voting, mentor texts, discussion/debate, photographs, graphic organizers, drawings.

**Item Format**

- Short Text Input
- Multiple Choice
- Informal Assessments
- Order Interaction
- Oral

**Sample Stems**

[Sample Stems]
# Assessment Work

## American History

<table>
<thead>
<tr>
<th>Theme</th>
<th>Key concepts and Understandings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand</td>
<td>History: Continuity and Change</td>
</tr>
<tr>
<td>MLS</td>
<td>Evaluate the strengths and weaknesses of the American colonies and Great Britain to explain the American victory in the Revolution.</td>
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</tbody>
</table>

**Expectation Unwrapped**
The student will compare and contrast the American colonies with Great Britain to explain results of the Revolutionary War. Students will also address advantages and disadvantages of each side throughout the war. Students will evaluate the strategies and support that led to an American victory.

**DOK Ceiling**
- 3

**Item Format**
- Selected Response
- Constructed Response
- Technology Enhanced

**Content Limits/Assessment Boundaries**
Content may include, but is not limited to, compare/contrast and evaluation of the following:
- Military strategy (guerilla warfare)
- Military strength and training
- Continental Army
- Geography
- Funding
- Alliances with foreign countries
- Leverage (Native American, slaves, Patriots, and Loyalist.)

**Sample Stems**

**Stimulus Materials**
Print and/or electronic format materials such as newspaper editorials, articles, blogs, cartoons, etc., as well as maps, timelines, primary sources, population charts, census visuals, charts, graphs, diagrams, databases, policy statements, government documents, reader’s theater, presenter, speeches, and/or oral history. The Constitution Center and Bill of Rights Institute offer free teaching materials. Graphic organizers such as Venn Diagram.
• All content areas
• K-5, 6-12
• Includes Arts Integration
• June 12-16
• Jeff City
• Sessions repeat
• Registration almost open
Does anyone really know what time it is? Does anybody really care?

PERIODIZATION:

Does anyone really know what time it is? Does anybody really care?

Colloquia
March 2, 2017
What is periodization?

Process of investigation, analysis, categorization and evaluation of the past to create descriptive abstractions which facilitate understanding of history.
How does someone demonstrate mastery of the concept of periodization as a social science thinking skill?

The student can:

• Explain how historical events/processes can be organized into periods.
• Evaluate how/why an event or date should/should not be considered a turning point.
• Analyze different and/or competing models of periodization.
Periodization Concepts

• Calendar
• Prominent individuals
• Historical/Political events
• Cultural movements
• Illusory/mythological
• Geological
• Cosmological
• Others......?
PERIODIZATION OF WORLD HISTORY
The Traditional Western Scheme of history

- Ancient
- Medieval
- Modern

- Judaic
- Greco-Roman

- Western European Christian
- Europeanized World
## Periodizations of Chinese History

<table>
<thead>
<tr>
<th>Models</th>
<th>Timeline</th>
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</thead>
<tbody>
<tr>
<td><strong>Traditional Dynastic Model</strong></td>
<td><strong>2000 BCE</strong></td>
</tr>
<tr>
<td>Xia (ca. 2100–1600)</td>
<td><strong>500</strong></td>
</tr>
<tr>
<td>Snang (ca. 1400–1050)</td>
<td><strong>0 CE</strong></td>
</tr>
<tr>
<td>Zhou (ca. 1046–256)</td>
<td><strong>500</strong></td>
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<tr>
<td>Qin (221–206)</td>
<td><strong>1000</strong></td>
</tr>
<tr>
<td>Hai (206 BCE–220 CE)</td>
<td><strong>1500</strong></td>
</tr>
<tr>
<td>Six Dynasties (220–589)</td>
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<tr>
<td>Sui (581–618)</td>
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<td>Tang (618–907)</td>
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<td>Five Dynasties (907–966)</td>
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<td>Song (960–1279)</td>
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<td>Qing (1644–1912)</td>
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<td>ROC (1912–1949)</td>
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<tr>
<td>PRC (1949–Present)</td>
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### Models of Chinese History

- **Jacques Gernet:** Transformations in Chinese Political Forms
  - Palace Civilization (ca. 1600–900)
  - System of Aristocratic Cities (900–500)
  - Development of Monarchical Institutions (500–220)
  - Conquest of Former Kingdoms (220 BCE–190 CE)
  - Military Warlords (190–316)
  - Military Aristocracy (316–589)
  - Simbarbarian Autocracy (589–1353)
  - Military Adventurers' Division (1353–1644)
  - Reunification (970–1280)
  - Non-Chinese Empire (1280–1368)
  - Autocracy (1368–1520)
  - Political Crisis, Prosperity, and Peace (1520–1800)
  - Military Dictatorship and Peasant Militias, est. of PRC (1900–1950)

- **Mark Elvin:** Social and Economic Developments
  - Early Origins in the Yellow River Valley (8000–5000)
  - Permanence of Agriculture (6000–1500)
  - Reunification (970–1280)
  - Non-Chinese Empire (1280–1368)
  - Autocracy (1368–1520)
  - Political Crisis/Prosperity and Peace (1520–1800)
  - Military Dictatorship and Peasant Militias, est. of PRC (1900–1950)

- **Marxist Interpretation of Chinese History**
  - Slave Society (Yi–Shang)
  - Decentralized Feudal Society (Zhiya Spi)
  - Bureaucratic Feudalism (Gong to Opium War)
  - Capitalist Society (1800)
  - Socialist Society (1949–7)

- **Naito Torajiro-Kyoto Hypothesis**
  - Ancient (Prehistoric times to middle of Eastern Han)
  - Medieval Period (Dahua)
  - Early Modern/Modern (Koan)
### Chinese Dynasties Song

<table>
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Why is periodization a significant historical thinking skill?

Great minds discuss ideas; average minds discuss events; small minds discuss people.

(Eleanor Roosevelt)
Periodization Anchor Assignment

• What makes this an anchor activity?

• Why was this our first class assignment?

• What would you, as the teacher, learn from reading your students’ work?

• How could you alter this assessment to suit your specific needs?
Other periodization anchors and applications

Periodization Socratic Seminar

• To what degree was Funes a “perpetual prisoner?”
• In what ways are remembering and forgetting equally important to memory?
• To the narrator, what does it mean to think? To you?

• HW: What connections exist between the ideas in this short story and the concept of periodization in historical thinking?

Periodization Argumentation Brief

• What elements of periodization as a historical thinking skill does this assignment evaluate?
• How might you change, alter/adjust this assignment to fit your students’ needs?
Big History: An innovative approach to Periodization

- https://school.bighistoryproject.com/bhplive
- https://www.youtube.com/watch?v=yqc9zX04DXs

David Christian, Ted Talk
Brief break: When you return..

Dr. Kevin Fernlund, Professor of History, University of Missouri---St. Louis

"Teaching a New History: The History of North America"
Lunch

• Be quick today, we are starting promptly at 1:15.

Marie Antoinette’s Kid
Periodization: Classroom Application

James Greenlee,
Gateway STEM High School, St. Louis, Missouri

“Thresholds of Increasing Complexity: The Big History Approach to Periodization”
“It’s always ‘Sit,’ ‘Stay,’ ‘Heel’—never ‘Think,’ ‘Innovate,’ ‘Be yourself.’}