

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

Grade 2		2.PC.1.B
Theme	Purposes and principles of the Constitution	
Strand	Knowledge of the principles expressed in documents shaping constitutional democracy in the United States	
MLS	Explain and give examples of how laws and rules are made and changed within a community.	
<p style="text-align: center;"><u>Expectation Unwrapped</u></p> <p>The student will explain how a community makes and changes rules and laws.</p> <p>The student will give examples of how a community makes and changes rules and laws.</p>		<p style="text-align: center;"><u>DOK Ceiling</u></p> <p style="text-align: center;">3</p> <p style="text-align: center;"><u>Item Format</u> (Suggested Teacher Assessments)</p> <p style="text-align: center;">Short Text Input Multiple Choice Informal Assessments Order Interaction Oral</p>
<p style="text-align: center;"><u>Content Limits/Assessment Boundaries</u></p> <p>Content may include, but is not limited to,</p> <ul style="list-style-type: none"> • Identifying communities in which students live • Identify leaders of their community • Discuss processes that citizens go through to make changes to rules and laws in their communities • Discuss how citizens impact change, promoting the common good • Identify a problem within their community • Give examples of a new rule or law as a solution 		<p style="text-align: center;"><u>Sample Stems</u></p>
<p style="text-align: center;"><u>Stimulus Materials</u></p> <p>Cause/effect diagrams, before/after photographs, sequence maps, digital media, guest speakers, mock voting, mentor texts, discussion/debate, photographs, graphic organizers, drawings</p>		

Assessment Work

American History

		6-8.AH.3.CC.C
Theme	Key concepts and Understandings	
Strand	History: Continuity and Change	
MLS	Evaluate the strengths and weaknesses of the American colonies and Great Britain to explain the American victory in the Revolution.	
<p align="center"><u>Expectation Unwrapped</u></p> <p>The student will compare and contrast the American colonies with Great Britain to explain the 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 the American victory.</p>		<p align="center"><u>DOK Ceiling</u></p> <p align="center">3</p>
		<p align="center"><u>Item Format</u></p> <p><u>Selected Response</u> <u>Constructed Response</u> <u>Technology Enhanced</u></p>
<p align="center"><u>Content Limits/Assessment Boundaries</u></p> <p><i>Content may include, but is not limited to, comparison/contrast/evaluation of the following:</i></p> <ul style="list-style-type: none"> • <i>Military strategy (guerilla warfare)</i> • <i>Military strength and training</i> • <i>Continental Army</i> • <i>Geography</i> • <i>Funding</i> • <i>Alliances with foreign countries</i> • <i>Leverage (Native American, slaves, Patriots, and Loyalist.)</i> 		<p align="center"><u>Sample Stems</u></p>
<p align="center"><u>Stimulus Materials</u></p> <p><i>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.</i></p>		

PROFESSIONAL LEARNING SERIES 2017

- All content areas
- K-5, 6-12
- Includes Arts Integration
- June 12-16
- Jeff City
- Sessions repeat
- Registration almost open

K-12 Professional Learning Series Summer 2017					
Participants may only apply for one session per day but may attend as many days as desired. Space is limited. Participants will receive notification when registration is received. If a session reaches capacity, additional registrants will be placed on a waiting list. Lunch will be provided.					
DATE	CONTENT	TOPICS	LOCATION	TIMES	
Monday, June 12, 2017	<input type="checkbox"/> K-5 Math	New K-5 Math Expectations – Now What? Next steps for integrating the expectations into your curriculum, instruction and assessments.	Jefferson City, MO Details in follow-up email.	9-3	
	<input type="checkbox"/> K-5 Social Studies	Using an interdisciplinary lens, this session will focus on implementation of the 2016 Social Studies Expectations for grades K-5 and the integration of other content areas into Social Studies instruction. Participants will develop a SS/ELA crosswalk based on their classroom curriculum, discuss key access points to both content areas and explore ideas and resources built on understanding meaningful content as expressed through reading, writing, speaking and listening.	Jefferson City, MO Details in follow-up email.	9-3	
	<input type="checkbox"/> 6-12 ELA	6-12 students need to be able to read, write, speak, and listen in all content areas—not to mention beyond the school walls. Join us in exploring ideas on how to integrate ELA concepts in multiple content areas for better student learning.	Jefferson City, MO Details in follow-up email.	9-3	
	<input type="checkbox"/> 6-12 Science	Science will investigate different approaches to implementing the new 6-12 science expectations. Group discussion and analysis of tools, resources and different approaches will allow educators time to collaborate with others from across the state.	Jefferson City, MO Details in follow-up email.	9-3	
Tuesday, June 13, 2017	<input type="checkbox"/> K-5 ELA	K-5 students need to be able to read, write, speak, and listen in all content areas—not to mention beyond the school walls. Join us in exploring ideas on how to integrate ELA concepts in multiple content areas for better student learning.	Jefferson City, MO Details in follow-up email.	9-3	
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	<input type="checkbox"/> 6-12 Math	New 6-12 Math Expectations – Now What? Next steps for integrating the expectations into your curriculum, instruction and assessments.	Jefferson City, MO Details in follow-up email.	9-3	
	<input type="checkbox"/> 6-12 Social Studies	This session will focus on three main challenges: how do we best implement the new Social Studies Expectations for grades 6-12, what new resources can we access to help in that process and how can interdisciplinary work enrich learning for all our students? Participants will explore questions and materials for teaching rich social studies content through reading, writing, speaking and listening.	Jefferson City, MO Details in follow-up email.	9-3	
Wednesday, June 14, 2017	<input type="checkbox"/> K-12 Fine Arts	An opportunity for any K-12 educator to learn practical solutions for integrating music, visual art, dance and theatre standards with those in ELA, social studies, math and science. Educators will work collaboratively on making connections between subject areas as they work together to use the arts to construct awareness of ways to dissolve the traditional lines of demarcation	Jefferson City, MO Details in follow-up email.	9-3	



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.

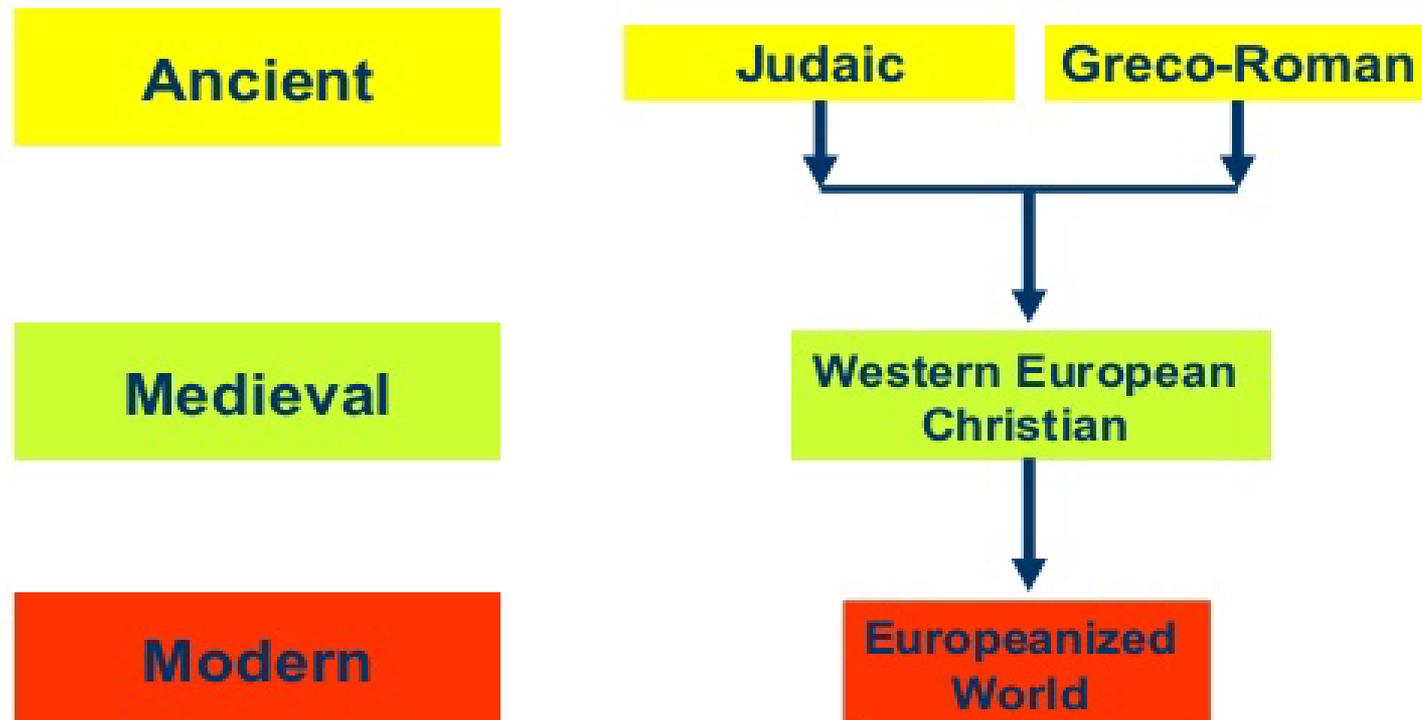
Periodization Concepts



- Calendar
- Prominent individuals
- Historical/Political events
- Cultural movements
- Illusory/mythological
- Geological
- Cosmological
- Others.....?

PERIODIZATION OF WORLD HISTORY

The Traditional Western Scheme of history



Periodizations of Chinese History

MODELS	Timeline														
	2000 BCE		500		0 CE		500		1000		1500				
Traditional Dynastic Model	Xia (ca. 2100–1600)	Shang (ca. 1600–1050)	Zhou (ca. 1046–256)	Qin (221–206)	Han (206 BCE–220 CE)	Six Dynasties (220–589)	Sui (581–618)	Tang (618–907)	Five Dynasties (907–960)	Song (960–1279)	Yuan (1279–1368)	Ming (1368–1644)	Qing (1644–1912)	ROC (1912–1949) PRC (1949–Present)	
Jacques Gernet: Transformations in Chinese Political Forms		Palace Civilization (ca. 1800–900)	System of Aristocratic Cities (900–500)	Development of Monarchical Institutions (500–220)	Conquest of Former Kingdoms (220 BCE–190 CE)	Military Warlords (190–310)	Military Aristocracy (310–590)	Sino-Barbarian Autocracy (590–155)	Military Adventures/Division (155–960)	Reunification (970–1280)	Non-Chinese Empire (1280–1370)	Autocracy (1370–1912)	Political Crisis/Prosperity and Peace (1912–1949)	Collapse, and Loss of National Independence (1949–1990)	Military Dictatorship and Peasant Militias, est. of PRC (1990–1950)
Mark Elvin: Social and Economic Developments	Early Origins in the Yellow River Valley		Permanent Agriculture (900s–onward)			State Administration of Land Holdings (200)		Expansion of Yangtze River Valley (600)	Revolution in Farming, Water Transport, and Money Economy (700s–1300)		Failure to Maintain Economic Advantage (1350s–onward)		Economic Subjugation by the West (1800s–onward)		
Marxist Interpretation of Chinese History	Slave Society (Xi-Shang)		Decentralized Feudal Society (Zhou to Sui)					Bureaucratic Feudalism (Tang to Opium War)				Capitalist Society (1800s)	Socialist Society (1949–7)		
Naitō Torajirō-Kyoto Hypothesis	Ancient (Prehistoric times to middle of eastern Han)				Medieval Period (618–1279)				Early Modern/Modern (1279–)						



Chinese Dynasties Song

Shang

Sui

Yuan

Mao

Zhou

Tang

Ming

and

Qin

Song

Qing

Deng

Han

Republic

Xi Jinping

Shang

Sui

Yuan

Mao

Zhou

Tang

Ming

and

Qin

Song

Qing

Deng

Han

Republic

Xi Jinping

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?

The Times of My Life
Applying the Concept of Periodization

Learning Target: apply the concept of periodization to your own life.

Assessment: For this assignment, you will compose a document of no more than three typed pages (double spaced) which categorizes and discusses your life in terms of distinct periods. This paper may be **informal** in tone, but it should include a **formal structure**; it needs a thesis sentence and clear organization. Consider carefully how you will define each period and give it an appropriate moniker.

NOT GOOD Moniker: Ages 4-5

GOOD Moniker: Era of Challenge

Remember, this paper is not a chronological retelling of your life. Instead, your life will be defined and distinguished by experiences which are similar to one another (i.e. similar events, a similar outlook, similar lifestyle etc.). The periods of your life provide a schema or framework which will organize the telling of your life story. Think carefully about those events which were turning points for you, which made you who you are today. A shift from period to period will involve a life changing realization, event or experience.

|

This paper is due in final draft form on Monday, August 29, 2015

To earn an "A"	To earn a "B"	To earn a "C"
<ul style="list-style-type: none"> • Clear thesis that identifies the three eras • Body of the paper follows the thesis order • Paper reflects understanding of periodization • Paper includes appropriate names for selected periods • Events discussed are appropriately periodized • Polished work, with few errors that distract the reader 	<ul style="list-style-type: none"> • Has thesis but does not define eras • Body of the paper follows the thesis order • Reflects understanding of periodization, but may contain some irrelevant information in an era • Appropriate names for selected periods are inconsistent or not tied to events selected. • Polished work, with some errors that distract the reader 	<ul style="list-style-type: none"> • Reader is not clear of thesis or where the paper is going • Body of the paper does not follow the thesis order • Does not reflect a clear understanding of periodization; too broad or too specific in info • Paper does not include appropriate names for identified periods • Not a polished work, with many errors that distract the reader

Mastery Level: A B C 0/GP NHI

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”



Closing Reminders



*"It's always 'Sit,' 'Stay,' 'Heel'—never
'Think,' 'Innovate,' 'Be yourself.'"*