THINKING LIKE A SOCIAL SCIENTIST:
USE OF HISTORICAL EVIDENCE IN ARGUMENTATION

SOCIAL STUDIES COLLOQUIA
MAY 20, 2018
AGENDA

Welcome
Formulating an Argument: Anchor Experience
Featured Social Scientist:

Caitlin Lawrence, University of Missouri Instructor and Ph.D. candidate in history

“A New Nation Votes: Diversity, Participation and Research Resources in the Early Republic.”

Lunch
Featured Application: Brian Schultz: “Our Assessment Journey”
Reflection and planning for next year

May 10, 2018
The ability to describe and evaluate the past from diverse primary sources, considering the content, authorship, intended audience, purpose and format of the documents. It also includes the ability to extract useful and relevant information in analyzing and making historical arguments.

...the ability to extract useful and relevant information in analyzing and making historical arguments.

APPROPRIATE USE OF RELEVANT HISTORICAL EVIDENCE
WHAT LEARNING EXPERIENCES CAN I CREATE TO ANCHOR THE LEARNING THAT IS TO COME?

ANCHOR EXPERIENCES SHOULD BE:

- MEMORABLE
- RELEVANT
- APPLICABLE
THE THREE LITTLE PIGS

Retell the story
Share out key pieces
What commonalities?
What differences?
Why might these commonalities and differences exist?

Why is the wolf responsible for what happens in the story?
The wolf is responsible for the violence in the story, The Three Little Pigs, because he stalked them, he destroyed two homes and he even devoured two innocent creatures.

Because the wolf harassed the pigs, demolished two of their homes and ultimately killed two of them, he is responsible for the sad events of this story, The Three Little Pigs.
Making an Argument: Pig Test

P = The wolf is responsible for the violence in the story, The Three Little Pigs,

I = because he stalked them, he destroyed two homes and even he devoured two innocent creatures.

G = stalked, destroyed, devoured
DOES IT PASS THE PIG TEST?

Because he harassed the pigs, demolished two of their homes and ultimately ate two of them, (I) harassed, demolished, ate (G) the wolf is responsible for the sad events of this story, the Three Little Pigs. (P)

Because the wolf harassed the pigs, demolished two of their homes and ultimately ate two of them, he is responsible for the sad events of this story, the Three Little Pigs.
As you listen to the story, make a list of all the details the wolf gives to describe his actions:

- Making cake for Granny
- Had allergies, lots of sneezing
- Acted not to be wasteful
- Pigs were mean, rude and dismissive to him when he just had a simple request.
- Pigs overreacted and called police
- Newspapers twisted the details…….
HOW MIGHT YOU GROUP OR ORGANIZE THOSE DETAILS?

(WHAT INFERENCES ARE SUPPORTED BY THOSE DETAILS?)

- Kindness was misinterpreted
- Illness
- Pigs were un-neighborly
- Loved his granny so much
- Acted ecologically
- Behaved like nature intended
MAKE AN ARGUMENT THAT THE WOLF IS NOT RESPONSIBLE FOR THE SAD EVENTS OF THE STORY

- It must pass the PIG test
- It must be supportable with details from the story.
VERDICT IN ON THE BIG BAD WOLF: NOT GUILTY
Why is the PIG test important?

- History is argumentation, not the retelling of facts.
- An argument is not a statement of fact.
- An argument is developed based on information.
- An augment has to be supportable with evidence from a source or text.
- An argument has to be explainable in a way people can follow.

**Without PIG, it isn't an argument.**
Why did you learn about creating an argument today?

- Has to have a point or premise or something that can be proven.
- Based on information from a text(s) >>> inference
- Has to work as a grid or guideline for structure

"In my opinion, the flimsy construction of their homes indicates the pigs' desire to be eaten."
• 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**
FEATURED SOCIAL SCIENTIST:

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“A New Nation Votes: Diversity, Participation and Research Resources in the Early Republic.”
Lunch:

Please be back in 45 minutes 😊

“Working late, my foot! You’re huffing and puffing and have bacon on your breath.”
Brian Schultz
INSTRUCTIONAL SPECIALIST,
INDEPENDENCE SCHOOL DISTRICT

Our Assessment Journey
REFLECTIONS AND PLANNING FOR NEXT YEAR:

“Disgusting! ... It’s just a sort of heavy huffing and puffing.”
PLEASE PROVIDE FEEDBACK ABOUT TODAY.

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