



COLLOQUIA III:
WORKING LIKE A SOCIAL SCIENTIST

***USE OF HISTORICAL EVIDENCE:
WHAT DOES IT MEAN TO CONSIDER THE SOURCE?***

SEPTEMBER 20, 2018

JAMES KIRKPATRICK INFORMATION CENTER

JEFFERSON CITY, MO

AGENDA

SEPTEMBER 20, 2018

- Welcome and introductions
- Teaching with Anchor Experiences: *Consider the Source*
- *Guest/Hosts: Special Focus and Speakers:*

“All Things Archives”

Shelly J. Croteau, Ph.D., C.A., D.A.S., Assistant
State Archivist

Christina Miller, C.A., Senior Reference Archivist

Tracey Wegman, Historical Educator

Lunch

- Assessment updates
- DESE info and updates



WELCOME

1. Name a food you throw away on the outside and cook the inside, then eat the outside and throw away the inside. What is it?
2. What has to be broken before you can use it?
3. What letter of the alphabet holds the most water?
4. It lives in the winter, dies in the summer and grows with its roots on top. What is it?
5. What word is spelled wrong in every dictionary?
6. A cowboy rides into town on Friday, stays for three days, then leaves on Friday. How did he do it?
7. Poor people have it, Rich people need it, if you eat it you die. What is it?
8. What belongs to you, but other people use it more than you?
9. What occurs once in a minute, twice in a moment, and never once in a thousand years?
10. What gets wetter as it dries?



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WHAT IS A COLLOQUIA?



Etymology of the word

- Plural of the Latin word *colloquium*
- *Com* = together
- *Loqui*= to talk or speak
- “*A speaking together*”
- A conversation or dialog
- *A conference or meeting where scholars share ideas as questions and answers to add to the collective understanding.*

Our Missouri Social Studies Colloquia

- Started in 2016 as a mechanism for discussion regarding the Missouri Learning Standards Expectations.
- Expanded over the following two years to include academic scholarship in the social studies disciplines.
- Has become a site for conversation and networking among Missouri educators interested in anything and everything social studies.

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**



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

ANCHOR EXPERIENCES SHOULD BE:

- ✓ **MEMORABLE**
- ✓ **RELEVANT**
- ✓ **APPLICABLE**

FAMED INTERNATIONAL PALEONTOLOGIST EXCAVATES WORLD'S LARGEST DINOSAUR

BY TOLDA LI

MARCH 31, 2018

REPRINTED: ASSOCIATED PRESS, BUREAU CHIEF IN PYONGYANG, NORTH KOREA

Tomorrow, International Paleontologist, Yashuda Kansida will announce the recent discovery of a new species of dinosaur, she describes as having, "the size of a brontosaurus, the ferocity of a tyrannosaurus and the speed of a velociraptor." It is the first discovery of a new dinosaur variant in more than 100 years.

Kansida, working alone in the mountains of northern Korea, says she first uncovered a small faceplate from this leviathan earlier this year. "At first, I thought it was an arrow head used to take down a mastodon, as it appeared larger than my hand, and it was chipped and broken on the end. However, after I ran a carbon dating analysis on the fossil, I realized it predated the mastodon over 10 million years."

She says it took more than a month to excavate the rest of the fossils, which comprise nearly the complete skeleton of the beast. Kansida credits a pre-historic tar pit with serving as a protective tomb for the massive bones.

"Apparently, the creature got stuck in the tar and simply died of exposure. No predators or scavengers could reach the body as the tar impeded anything or anybody from reaching the remains."

Kansida's initial findings were leaked last week when she texted this image to a colleague:



Apparently, while at an international paleontology conference in Munchon, North Korea, Yashida, using her I-Phone, displayed a computer-generated image of the massive beast. A North Korean patriot sitting next to them in the hotel cocktail lounge, used advanced North Korean eavesdropping technology to intercept the image. The image then was reported to the government before it went viral on the paleontology web.

Kansida's findings, while exciting for many dinosaur buffs, are viewed skeptically by others. One critic commented on Kansida's claim that this leviathan was able to run at cheetah-like speed, "How can she conclude that? A beast of this proportion would be lucky to stand upright, much less run."

Kansida herself is a controversial figure in the paleontological world. In 1999, she claimed to have fossil proof of Noah's Ark, excavated on Mt. Sinai. Her finding caused both a scientific and a religious controversy, yet to be resolved.

Tomorrow's announcement is anticipated to be equally controversial, as Kansida has named the discovery after herself. She calls the beast *Yashuda Kansidasdaaurus*.

HOW DOES WHAT YOU'VE LEARNED ABOUT THE *YASHUDA KANSIDASDAAURUS* APPLY TO

- your own life?
- learning about something new?
- learning together in our social studies class?



USE OF HISTORICAL EVIDENCE:

WHAT DOES IT MEAN TO CONSIDER THE SOURCE?

I want my students to say something like:

- ✓ Knowing “who” said something affects how I understand what is said.
- ✓ Knowing “where the author is coming from” affects how I understand what she or he has to say.
- ✓ Knowing the author helps me think about how much I believe him or her
- ✓ Sourcing often begins before you read the source.

TEACHER NOTES ON SOURCING: WHY DO WE NEED TO “SOURCE” IN SOCIAL STUDIES?

MLS Expectations in SS are FILLED with sourcing skills:

K.RI.6.C Share stories related to your family cultural traditions and family life.

K.TS.7.A.a Label and analyze different sources with guidance and support

6-8.AH.1.CC.B Explain connections between historical context and people’s perspectives at the time in American history.

9-12.G.4.GS.A Evaluate the role and influence of contemporary political parties on government.

To teach and reinforce use of social science thinking skills in the daily lives of educated citizens.

- To make predictions about what a “document” might say: often makes reading and understanding the document much easier.
- To recognize the presence of bias in every document: educated citizens need to know that every document has a point of view.
- To decide whether or not we can trust the “reliability” of the information in the document and therefore whether or not we can use it in our decision-making.

SOURCING:

WHAT DO YOU WANT YOUR STUDENTS TO BE ABLE TO DO WHEN THEY “SOURCE” A DOCUMENT?

- Can my students identify the author’s position on the historical event, geographic concept, economic ideal or other social science idea?
- Can my students identify and evaluate the author’s purpose in producing the document?
- Can my student hypothesize what the author will say before reading the document?
- Can the student evaluate the source’s trustworthiness by considering factors such as genre, audience, and purpose?

SOURCING BEGINS WITH QUESTIONS:



Students' learn to ask:

- Who wrote this?
- What is the author's perspective?
- When was it written?
- Where was it written?
- Why was it written?
- Is it reliable? Why or Why not?

Teachers ask their students questions like:

- What does the author believe about?
The author probably believes.....because
- Who do you think the audience is for this source?
I think the audience isbecause....
- What might the author think about.....?
Based on the source information, I think the author might..... because
- To what degree do you trust the author's _____? Why?
I do/do not trust... I question the author's the _____ element of this document because.....

Once you have taught the Social Science Thinking Skill through an anchor experience, it is essential to:

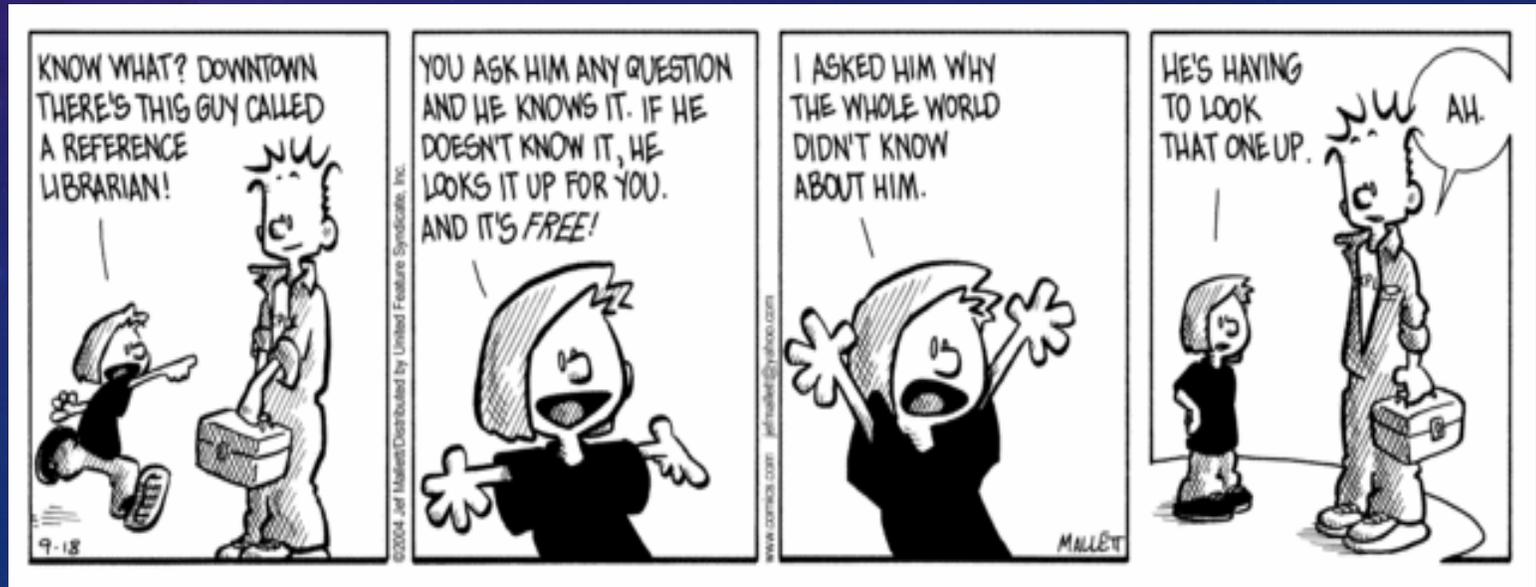
- Create an opportunity for students to discuss the skill and their understanding of it: **Metacognition**
- Teach a real content-based lesson which requires student to apply skill: **ASAP**
- Allow for **metacognition** again.
- Use the skill in other lessons in the coming weeks: practice skill: **Application.**
- Use the terminology of the skill throughout the year : **Consistency**

“ALL THINGS ARCHIVES”

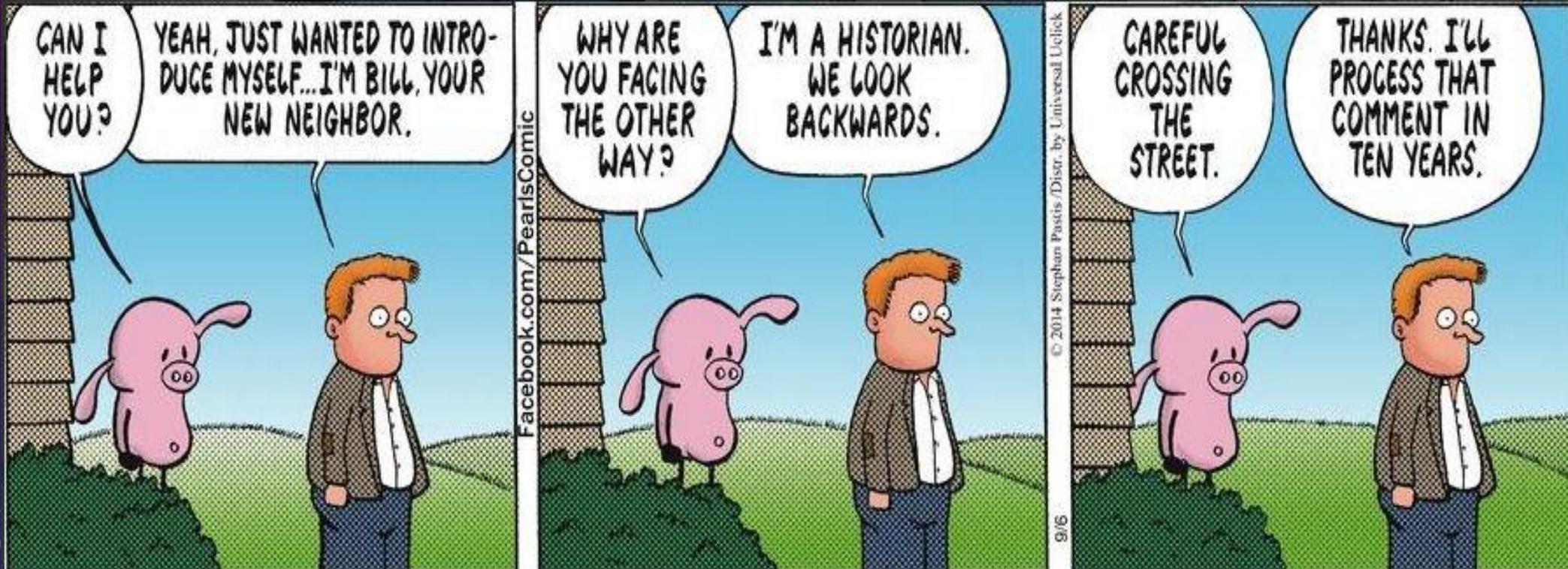
Shelly J. Croteau, Ph.D., C.A., D.A.S., Assistant State Archivist

Christina Miller, C.A., Senior Reference Archivist

Tracy Wegman, Historical Educator



LUNCH: 1 HOUR WE ARE STARTING AGAIN AT ???



CONSIDER THE SOURCE

[HTTPS://WWW.YOUTUBE.COM/WATCH?V=17Z3G9HYM5Q](https://www.youtube.com/watch?v=17Z3G9HYM5Q)

Consider the source: who wrote?

Consider the source: who's the audience?

We're looking to find a date

It's clear we need to investigate

Consider the source: from where?

Consider the source: what's the origin?

If we're going to trust its voice

If clear, we oughta include word choice.

If it should chance to be

We should find

A question posed

Major questions posed

Why cringe?

Always a chance there'll be

Some body who'll find the truth

Then the source is off the hinge.

Consider the source first thing,

We're ready to make a fuss

For after some consideration we can say,

Consider the source, but of course.

ASSESSMENT UPDATE

Yes, it is really
happening.....



"I am sorry Jeannie, your answer was correct, but Kevin shouted his incorrect answer over yours, so he gets the points."

MISSOURI ASSESSMENT DEVELOPMENT PROCESS



HOW CAN WE USE ASSESSMENT OF MLS SOCIAL STUDIES EXPECTATIONS TO SUPPORT RICH ELEMENTARY SOCIAL STUDIES TEACHING AND LEARNING?

NOT!

Support

- Not SS Grade level assessments ala ELA, Math, Science
- Not data collected by the state
- Not another

- Teaching
- Grade-
- diverse, high quality assessment resources and opportunities

- Rooting social studies assessment in reading, writing, speaking and listening
- Making assessment materials accessible and useful for classroom teachers and PLT

Would you or someone you know be interested in some initial conversations?
Email me!

SOCIAL STUDIES 2018-2019

REPORTING CATEGORIES - REPRESENT A GROUP / GROUPS OF SIMILAR CONTENT STANDARDS / EXPECTATIONS WITHIN EACH GRADE AND

CONTENT AREA

STRAND: ORGANIZES STANDARDS BY DISCIPLINES THROUGHOUT REPORTING CATEGORIES

RANGE OF EMPHASIS - IDENTIFIES THE PERCENTAGE OF THE ASSESSMENT TO THE REPORTING CATEGORY

Blueprint for American History		
Reporting Categories	Strands	Range of Emphasis
Tools of Social Science Inquiry	History: Continuity and Change	16-20%
	Government Systems and Principles	
	Geographic Study	
	Economic Concepts	
Re-Emerging America	People, Groups, and Cultures	16-20%
	History: Continuity and Change	
	Government Systems and Principles	
	Geographic Study	
Emerging Globally	Economic Concepts	16-20%
	People, Groups, and Cultures	
	History: Continuity and Change	
	Government Systems and Principles	
The Great Depression and WWII	Geographic Study	16-20%
	Economic Concepts	
	People, Groups, and Cultures	
	History: Continuity and Change	
The American Stage	Government Systems and Principles	16-20%
	Geographic Study	
	Economic Concepts	
	People, Groups, and Cultures	
Contemporary America	History: Continuity and Change	16-20%
	Government Systems and Principles	
	Geographic Study	
	Economic Concepts	
		100%

Blueprint for GOVERNMENT		
Reporting Categories	Strands	Range Of Emphasis
Tools of Social Science Inquiry	History: Continuity and Change	20-24%
	Government Systems and Principles	
	Geographic Study	
	Economic Concepts	
Historical Foundations	People, Groups, and Cultures	20-24%
	History: Continuity and Change	
	Government Systems and Principles	
	Geographic Study	
Structure of Government	Economic Concepts	26-34%
	People, Groups, and Cultures	
	History: Continuity and Change	
	Government Systems and Principles	
Government in Action	Geographic Study	26-34%
	Economic Concepts	
	People, Groups, and Cultures	
	History: Continuity and Change	
Total		100%

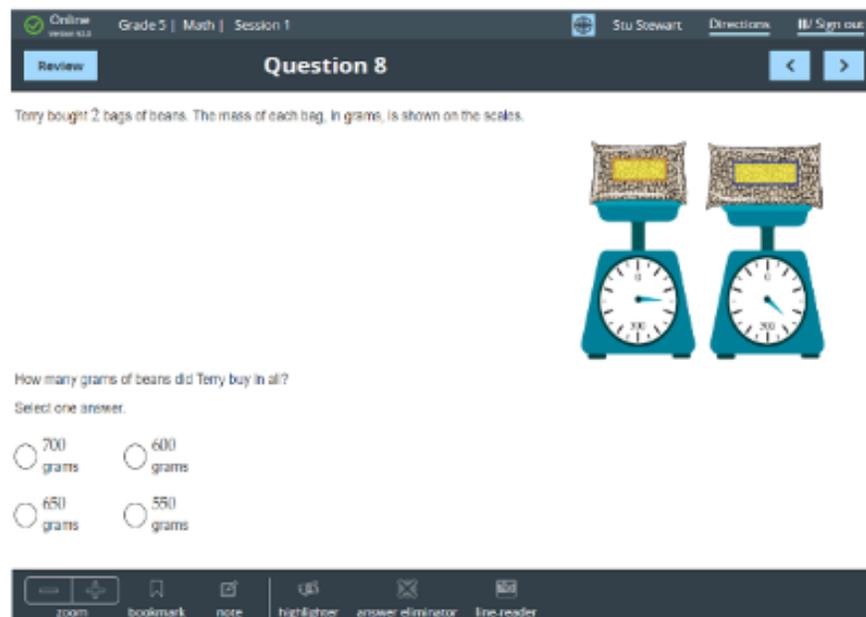
Missouri End of Course Assessment

Question Sampler

Questar is committed to supporting students, families, teachers, and administrators through every step of the testing process. The question sampler offers an opportunity for students to become familiar with the test format, the question types, and the tools they will experience during testing.

[Learn More](#) or try the question samplers below.

Important: Check your device to ensure it meets [minimum system requirements](#) for the Public Demo



The screenshot shows a digital assessment interface. At the top, it displays 'Online', 'Grade 5 | Math | Session 1', the user name 'Stu Stewart', and options for 'Directions' and 'Sign out'. Below this is a 'Review' button and the title 'Question 8'. The question text reads: 'Terry bought 2 bags of beans. The mass of each bag, in grams, is shown on the scales.' To the right of the text are two identical kitchen scales, each with a blue base and a yellow weighing pan. The left scale's dial shows a reading of 350 grams, and the right scale's dial shows a reading of 300 grams. Below the scales, the question asks: 'How many grams of beans did Terry buy in all?' and provides four multiple-choice options: '700 grams', '600 grams', '650 grams', and '550 grams'. At the bottom of the interface is a toolbar with icons for 'zoom', 'bookmark', 'note', 'highlighter', 'answer eliminator', and 'eye reader'.

Select Question Sampler

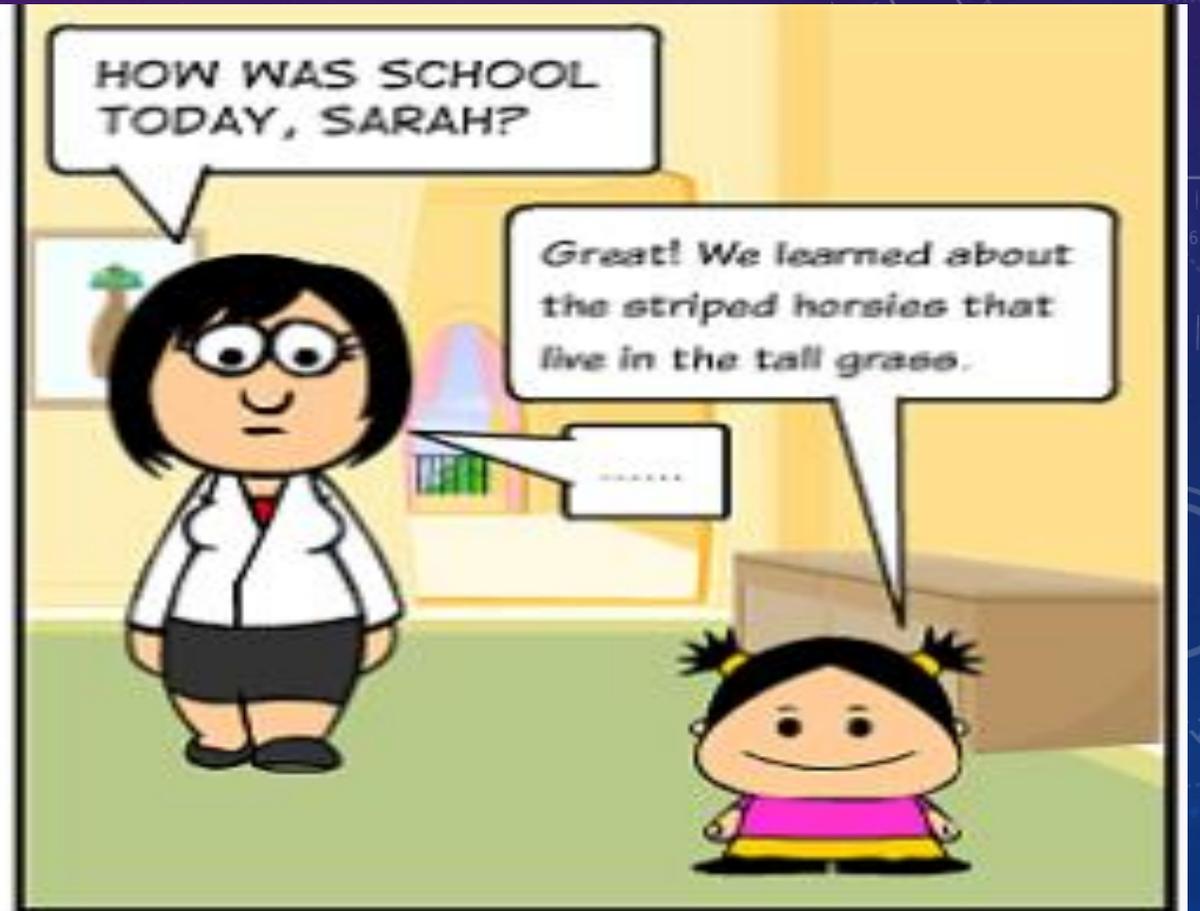
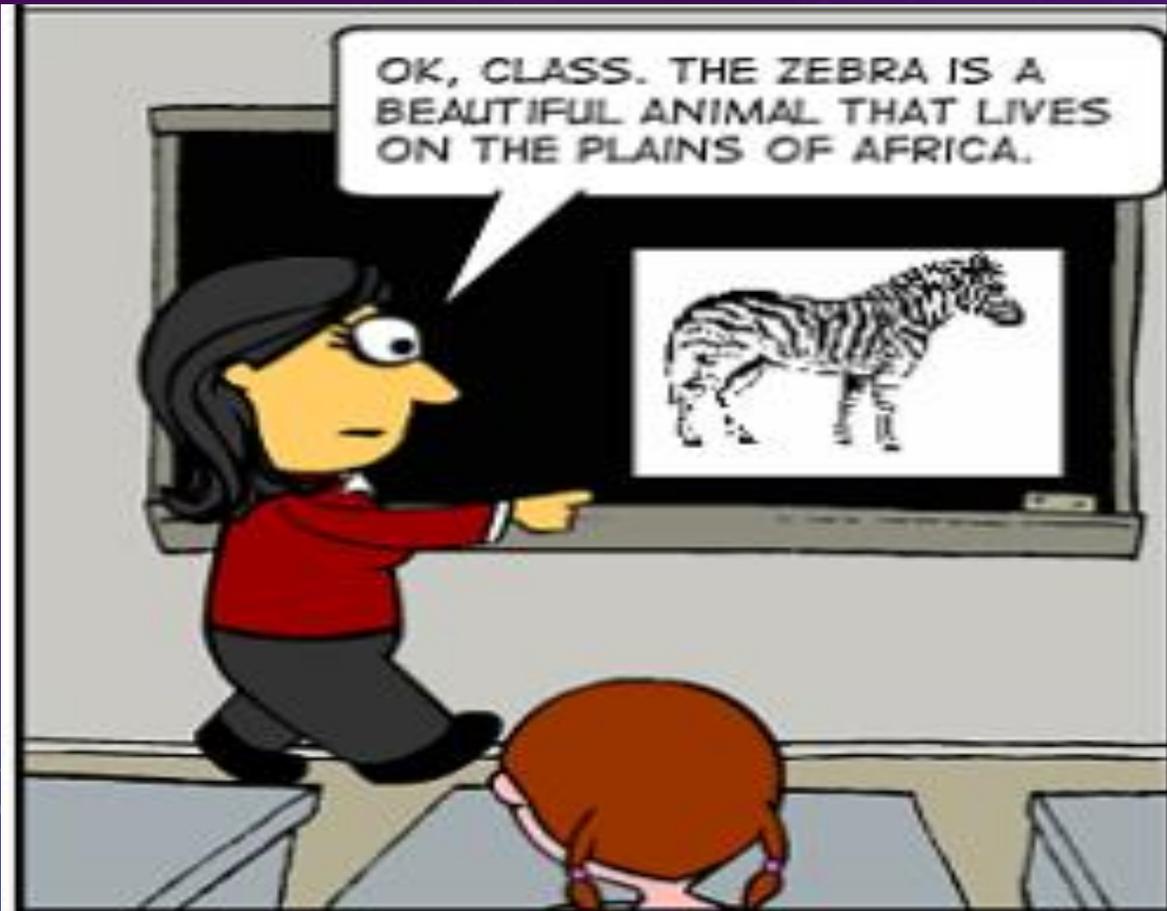
Select Subject

HOW MIGHT YOU USE THIS RESOURCE:

- Review/Preview practice
- “Yes/No/and Why....”
- Template for teacher-created questions
- Bellringers
- ?????



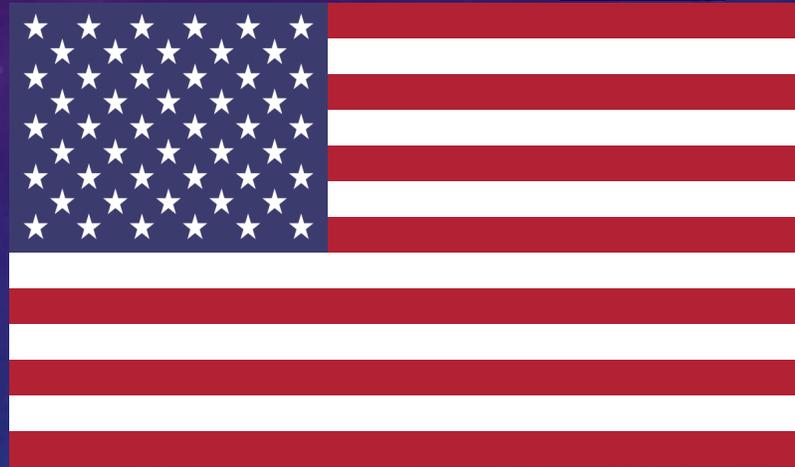
I AM LOOKING FOR FOLKS TO TRY AN APPROACH AND SEND ME WHAT THEIR KIDS WRITE...PROMISE, NO JUDGING....



USE THE IMAGES BELOW TO COMPLETE THESE TASKS.

1. Examine the following images:
2. Define the term symbol
3. identify ONE symbol for the United States from the images.
4. Explain why your choice is a national symbol for the United States.

A



B



C



D



READ AND THEN USE THE THREE STIMULI BELOW TO COMPLETE THE TASK AT THE END OF THE SET:

Document 1

14th Amendment to the United States Constitution.

No state shall make or enforce any law which shall abridge the privileges or **immunities** of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without **due process of law**; nor deny to any person within its **jurisdiction** the **equal protection** of the laws.

Document 2

Gideon v. Wainwright (1963)

Gideon, a Florida resident, was charged in Florida state court for breaking and entering into a poolroom with the intent to commit a crime. Due to his poverty, Gideon asked the Florida court to appoint an attorney for him. The court declined to do this and pointed to state law which said that the only time indigent defendants could be appointed an attorney was when charged with a capital offense. Left with no other choice, Gideon represented himself in trial and lost. He filed a petition to the Florida Supreme Court, arguing that he had a constitutional right to be represented with an attorney, but the Florida Supreme Court did not grant him any relief. The Supreme court reviewed the case and ruled in Gideon's favor

USE THE STIMULI BELOW TO COMPLETE THIS TASK.

Document 3:

Miranda vs. Arizona 1966

Ernesto Miranda was identified in a police lineup by a woman, who accused him of attacking her. Miranda was arrested and questioned by the police for two hours until he confessed to the crimes. During the interrogation, police did not tell Miranda about his Fifth Amendment protection against self-incrimination or his Sixth Amendment right to an attorney. The case went to trial in an Arizona state court and the prosecutor used the confession as evidence against Miranda, who was convicted and sentenced to 20 to 30 years in prison. Miranda's attorney appealed to the Arizona Supreme Court, which upheld the conviction. Then he appealed to the United States Supreme Court which eventually ruled in favor of Miranda.

- Using your own words, define the term “due process of law. Then Identify ONE example from the documents where “due process of law” is challenged by police behavior. Finally, explain how “due process of law” as the issue in your selected example is resolved by a Supreme Court decision.

...OR CREATE YOUR OWN
ITEM WHICH CALLS FOR
THIS TYPE OF RESPONSE.

Essentials:

- Uses 2-3 stimuli
- Requires a student-generated definition of an important term or concept in the Item Specs.
- Requires student identification of an accurate example from the stimuli.
- Requires an student-generated explanation of the example.
- Is brief: NOT an essay task, but a clear communication task
- You send me the stimuli, the task and the unfiltered responses.



Why am I interested in these at this point in the school year?

- What do our collective students do with this type of item now?
- What do our collective students do well now?
- What do they commonly misunderstand in the task?
- What elements of the task are most misunderstood?
- What elements of the task are most commonly not attempted?

4. What is up at DESE?

▣ Social Studies workshops:

Oran 9/28

Montgomery City 10/8

KC RPDC (Elementary) 10/10

Warrensburg 10/22

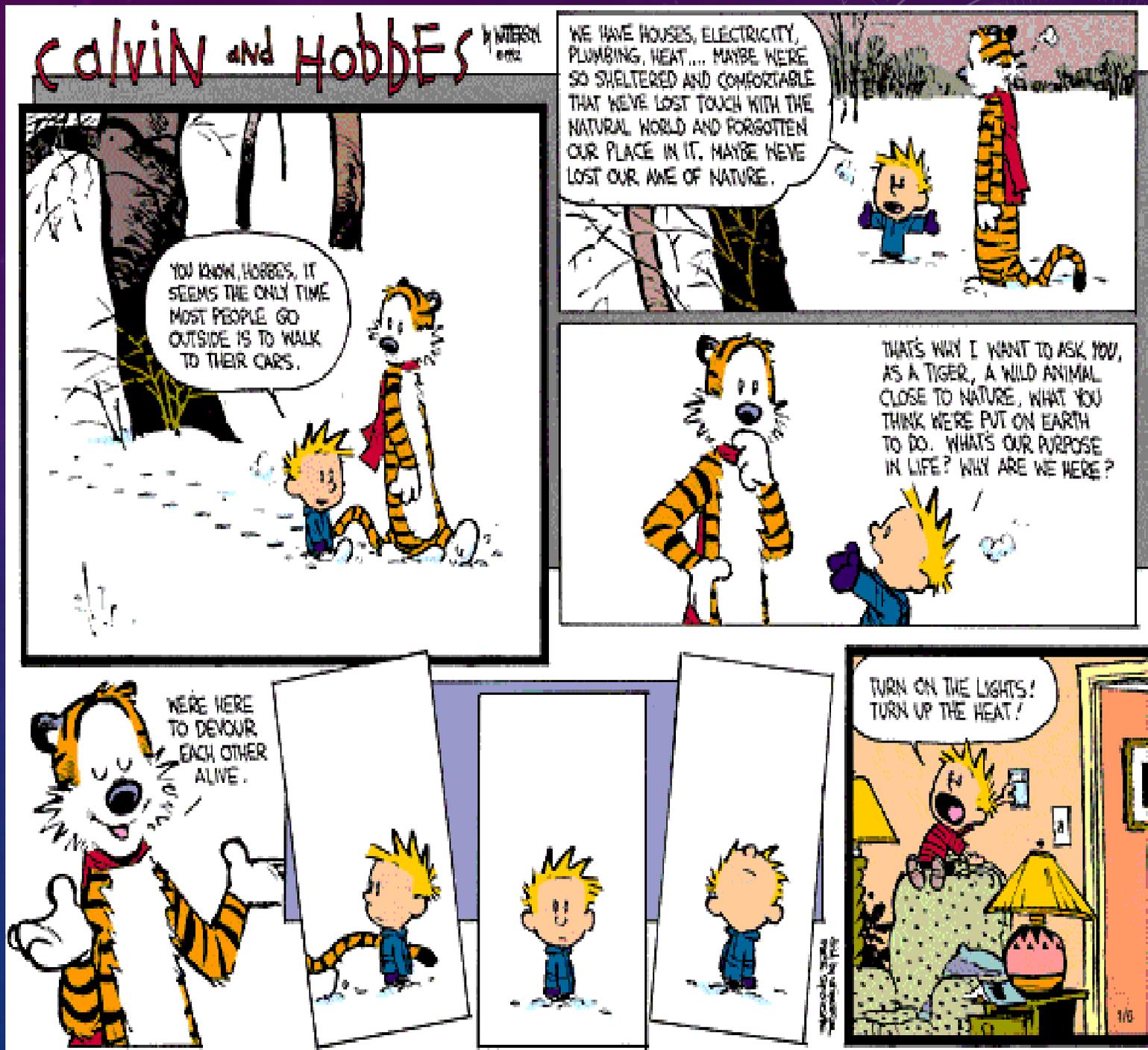
KC RPDC (Secondary) 11/5

▣ Content and Bias Review

for Personal Finance Oct 2,3,4

▣ Engagement and Achievement through Arts Integration/STEAM for the Elementary Classroom.

<https://www.eventbrite.com/e/arts-integrationsteam-for-the-elementary-classroom-tickets-48447727457>



UNITED STATES SENATE YOUTH PROGRAM

FIFTY-SIXTH ANNUAL WASHINGTON WEEK ★ MARCH 3-10, 2018 ★

USSENATEYOUTH.ORG

2018-19

United States Senate Youth Scholarship Program

- ✓ 1 nominee (Jr. or Sr.) per High School
- ✓ 2 Missouri winners
- ✓ Amazing week in DC
- ✓ National connections with other student leaders
- ✓ \$10,000 Scholarship
- ✓ Electronic Nomination forms available 8/1: due 9/26/2018

<https://ussenateyouth.org/>

WE NEED YOUR FEEDBACK ABOUT TODAY.

[HTTPS://WWW.SURVEYMONKEY.COM/R/OCCREVALUATION](https://www.surveymonkey.com/r/OCCREVALUATION)

