

Newsletter May, 2011

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The New ELA Common Core and the Social Studies Classroom

As you undoubtedly know, there is a new Common Core for English Language Arts (ELA) developed by and for most states across the nation. The Common Core has been approved for adoption in Utah. The exciting news for social studies is that, while there is no new common core for social studies, there is an emphasis in the new ELA core on the specific literacy skills necessary to navigate the specific demands of social studies texts. This is a golden opportunity, a **Sputnik moment** if you will, for all of us in social studies education to engage in the conversation about the knowledge and skills all of our students need in order to be ready for college and careers. I will be sharing more ideas in the coming months about the implications this new ELA common core has for social studies teachers. At the end of this newsletter is a brilliant articulation of historical literacy that our colleague Jeff Nokes recently penned, and which will help guide our work. I look forward to hearing your ideas and comments and how you are working with your ELA colleagues regarding the new common core.

Robert Austin, USOE

Summer Professional Development Courses

Summer courses for teachers working on their endorsements or wishing to earn relicensure or lane change credits are now on the OnTrack system. Ancient World History, Utah Geography, Physical Geography, Utah Specialized History (Topaz) are USOE offerings, while UCSS is offering a Social Studies Methods course. Just log onto OnTrack, search for courses using a keyword like "social," and the offerings will appear. Tuition varies, but most of them are bargains. To register, go to the OnTrack link: https://usoe.truenorthlogic.com/

We hope to offer more courses that teachers need later in the fall, especially focusing on creating more online courses so you can get what you need from the comfort of your home or school. Other resources:

University of Utah Tanner Humanities Center Gateway to Learning Educator Workshops http://www.thc.utah.edu/

University of Utah will hold a methods class June 20 – 24 http://www.ed.utah.edu/UITE/Summer2011brochure.pdf

Community Mapping Workshops

These can be used for Utah studies and geography electives as long as they tie to the core:

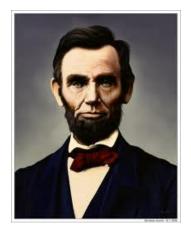
http://www.uen.org/cmap/index.html

Save the date! A Morning at the Movies!

YOU ARE INVITED TO ATTEND A PRIVATE SCREENING OF

The Conspirator

The story of the assassination of Abraham Lincoln. Starring James McAvoy, Robin Wright and Kevin Kline. Directed by Robert Redford



SPONSORED BY THE UTAH COUNCIL FOR THE SOCIAL STUDIES All history teachers, history students, and history buffs invited!

Date: Saturday, April 30 Time: 10:30 a.m.

Location: Jordan Commons Megaplex 17

Cost: Free to UCSS members, all others \$5.25

The Conspirator website:

http://www.conspiratorthemovie.com/

Teacher Resource Page, including study guide:

http://www.conspiratorthemovie.com/the conspirator resource center.php

THIS SPECIAL EVENT INCLUDES:

- Commentary from an historian on the event and accuracy of the movie!
 - Trivia games with prizes worth up to dollars!
- Bring your own camera and have your photo taken with President Lincoln!
 - Networking with history teachers from across the state!

To reserve tickets: Email Dawn Hauser, President, UCSS

dlhauser@graniteschools.org

If you are a UCSS member, you can reserve 2 tickets free of charge via email. Reserve quickly to make sure you get a seat!

If you are not a member, please send a check to cover the cost of the number of tickets you want to

Dawn Hauser, President, UCSS

7683 S. 5320 W.

West Jordan, UT 84081

Questions and information: Pam Su'a, UCSS Treasurer, at pamela.sua@jordan.k12.ut.us or 801-567-8320

Freedom Riders' 50th Anniversary

There are many ways that the 50th anniversary of the 1961 Freedom Rides will be commemorated this year. May 16 is the date for the highly anticipated PBS documentary. Utah's own Civil Rights pioneers will be featured in a locally produced documentary. I know that when I taught Utah Studies, students always wanted to know what was going on in Utah during this time, so this documentary will explore some of these questions. The Salt Lake City Main Library will host the national touring exhibit tied to the American Experience documentary. Explore the KUED links for more information about all of these events and teaching resources available for you: http://www.kued.org/productions/freedom-riders/

Exploring Humanitarian Law

The American Red Cross Exploring Humanitarian Kaw (EHL) program is designed to teach young people about International humanitarian Law, which aims to protect life and human dignity during armed conflict and to prevent or reduce the suffering and destructions caused by war.

The EHL program features-

- A curriculum that is easy to use and interactive, and that teaches students to respect each other's opinions
- A flexible structure, with lessons that can be adapted to multiple subjects
- Materials that can be incorporated into coursework or used alone

- Compelling images, photos and eyewitness accounts
- Discussion of the dilemmas of real-life conflict situations
- Materials that can be used in traditional and non-traditional settings

Further information available at www.redcross.org/ehl

Milestones of Freedom at the Sandy Healing Field and at the Capitol

Scott Swain of Roots of Freedom writes:

This year is the 10 year anniversary for 9/11 and America's first Healing Field is going to have a massive event! September 9-12 at the Sandy City grounds will be the site of thousands of flags and continuous BIG events. One of these BIG events is our full Milestones of Freedom simulation at the north end by the City Center building! Bring your students, your family, your co-workers and most importantly, YOU! to this VERY SPECIAL event. You need to pre-register for this event at www.milestonesatsandyhf.org. This site will also provide all the information you need for this event. See you there!

Roots of Freedom is also hosting a free event at the Capitol May 24-26 (Tuesday, Wednesday and Thursday), 2011. You can sign up now by going to www.milestonesatthecapitol.org and following the instructions.

Hunstman Seminar: Registration Extended!

The Huntsman Seminar in Constitutional Government for Teachers, June 20 – 24, 2011, is a five-day, summer seminar intended to improve the quality of civic education in Utah schools. The Huntsman Seminar is a unique opportunity for teachers to gain an in-depth understanding of local, state, and national political issues. Twenty-five to thirty teachers and administrators from Utah are selected as participants and receive a fellowship worth over \$1,000.

Applications:

http://www.hinckley.utah.edu/events/seminar/application 2011 hunts seminar.pdf

Historical Literacy

Dr. Jeff Nokes of BYU shared this paper with me, and I am glad to share it with you.

Historical Literacy

Jeffery D Nokes

April 18, 2011

With the inclusion of "historical literacy" in the Common Core State Standards initiative, it is essential that there is a generally accepted understanding of the term. This paper briefly reviews landmark studies and current research on the concept of "historical literacy" in order to provide a comprehensive definition.

- 1. Historical literacy for secondary and elementary students suggests the ability to negotiate and create the types of texts that historians use and produce. Students' historical literacy allows them to construct interpretations of the past with increasing sophistication. (Draper, Broomhead, Jensen, Nokes, & Siebert, 2010; Moje, 2008; Shanahan & Shanahan, 2008).
- 2. Historical "texts" include all resources and evidence historians and archeologists use to research the past, such as primary sources, government documents, oral histories, artifacts, photographs, movies, numerical data, artwork, music, fashions, secondary sources produced by other historians, etc. Additionally, historical texts include the resources that historians produce such as charts, maps, diagrams, monographs, documentary videos, journal articles, web sites, textbooks, etc. Further, historical texts include texts produced by amateur historians, such as historical fiction, movies set in historical time periods, popular books and magazine articles, etc. (Nokes, 2010b). Historical literacy is the ability to work effectively with historical texts.
- 3. Historical literacy does not require an encyclopedic knowledge of historical facts from every era or global location (Wineburg, 2004). Such breadth of knowledge is not possessed by historians and should not be the ultimate aim of history instruction. Instead historical literacy implies the possession of the skill set necessary to read, reason, write, and learn with historical evidence. Factual and conceptual knowledge facilitates historical literacy and factual and conceptual knowledge grows when students practice historical literacy.
- 4. Historical literacy requires an appropriate epistemic stance, or way of understanding how knowledge is constructed within the discipline of history (Reddy & Van Sledright, 2010). Teachers must begin the building of historical literacies by helping students develop a more mature understanding of the nature of historical inquiry. They should work to move students from an *objectivist stance*—the belief that history is "the past" with a single historical narrative. They must avoid promoting a *subjectivist stance*—the belief that since history is subject to interpretation any narrative is equally valid. Instead history teachers must help students develop a "*criterialist stance*"—recognizing that using appropriate tools allows historians to construct defensible interpretations of the past (Reddy & Van Sledright, 2010); that students can learn about the past by "working it out from sources" (Ashby, Lee, & Shemilt, 2005, 94).
- 5. Historical literacy requires the use of historians' heuristics or strategies for working with historical evidence. Such heuristics include *sourcing*—using a document's source to interpret its content; *corroboration*—comparing and contrasting the contents of multiple sources; and *contextualization*—attempting to place oneself in the time and place of the document's creation and comprehending it with that context in mind (Wineburg, 1991). Additionally, historians engage in close reading, fill in gaps in the evidence with logical inferences, remain skeptical about interpretations, and allow room for new evidence that is constantly being uncovered. They are adept at using evidence in persuasive writing and speaking.

- 6. Historical literacy requires an understanding of "second-order" concepts or metaconcepts—ways of thinking about history that transcend any specific time or place (Lee, 2005). For example, students should understand metaconcepts such as *change*, *time*, *cause*, *effect*, *evidence*, and *account*.
- 7. Historical literacy requires *historical empathy*, the understanding that the ideas, beliefs, and values of people in the past influenced their decision making (Lee, 2005, 46). Historical empathy allows history students to understand that historical people's actions made sense to them, given their understanding and values.
- 8. Historical literacy requires teachers and students to avoid reductionist thinking that oversimplifies the complexity of the past (Barton, 1996). Reductionist pitfalls include *dualistic thinking*—labeling a policy as good or bad and missing the subtleties of both its advantages and disadvantages; *categorization and labeling*, which can lead to stereotyping or missing historical exceptions; *personification of groups*, incorrectly giving nations, for instance, the traits of individuals; and *ignoring minority perspectives*.
- 9. Historical literacy allows students to independently construct interpretations of the past based on historical evidence. Teachers facilitate historical literacy by designing activities and assessments that allow students to construct their own interpretations rather than simply requiring students to remember the interpretations constructed by others (Nokes 2010a). Additionally, historical literacy allows students to use evidence to persuasively defend in writing or speech their independently constructed interpretation.
- 10. The objective of historical literacy instruction is not necessarily to produce mini-historians, but young people and adults who are able to negotiate and create the complex texts of the Information Age. Young people respond to historical literacy instruction by demonstrating improved critical literacy skills (Van Sledright, 2002) and improved historical content knowledge (Nokes, Dole, & Hacker, 2007).

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Archaeology Week

Kari Nelson, Curator of Education Outreach at BYU"S Museum of Peoples and Cultures writes:

This spring, the BYU Archaeology Field School will be excavating a Fremont site near Goshen, in southern Utah County. The land owners and director have invited school groups to visit the site during Utah Archaeology week, May 7-14, 2011 (You can find out more about Archaeology Week and related events at http://history.utah.gov/archaeology/i love archaeology/prehistory week/index.html). This is a unique chance to see first-hand the work performed by archaeologists as they uncover new knowledge about the ancient residents of our

Here are some details:

own neighborhoods!

 Classes can be hosted at the site on: Monday, 9 May

Wednesday, 11 May

Thursday, 12 May

Friday, 13 May

- Visits can be scheduled for either a morning or afternoon slot (generally 10 a.m. or 1 p.m., but there is some flexibility in times.)
- Visits will last 45-60 minutes.
- Approximately 40 students and chaperones can be accommodated at each time slot.

If you have question or would like to schedule a visit to the site, contact the Education Office of the Museum of Peoples and Cultures at mpc programs@byu.edu or (801)422-0022. I look forward to hearing from you!

If you have ideas or comments on the newsletter, or resources you wish to share with your fellow educators, please drop me a line at robert.austin@schools.utah.gov

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