GLENN WIEBE

glennwiebe.org

grnnw@essdack.org

@grnnw98

ESSDACK
Our learners. Their future.
the LIST

names we can use

names we can’t
DO BETTER

Study Guide for Readings on the Santa Fe Trail

"Hard Work, and Long Hours"
"On the March"
"Conflicts Along the Trail"

Name ________________________ Hour __________________

1. An average sized caravan was composed of ______ wagons. A train kit sized about a total of ______ to ______ men.

2. Their dress was a frontier grab bag: ________________________, ________________________, and ________________________.

3. In private trains, one ________________________ or trail boss was in charge of the whole wagon train.

4. He rode ahead of the caravan to choose the next ________________________, and he also watched for ________________________, picked spots to ________________________, and scouted for ________________________.

5. His assistant had the responsibility to keep ________________________ moving and help new ________________________ learn their jobs. He rode near the ________________________ of the train.

6. Each wagon had a driver: ________________________ drove oxen and drove mules.

7. Wagonmasters usually organized their men at ________________________.

8. All men in the train were divided into groups of eight called ________________________. What did they do?

9. What were the cooking groups called?

10. What was sowbelly?
where would YOU GO?
standards number
agree with article
questions with article
FIRST PERSON

Getting Students to Think Like Historians

By Jeffery D. Nokes

If you were to follow a historian around for a day, what would you expect to see him or her doing? Digging for dinosaur bones or sailing on 17th century ships searching for new lands? Watching the history channel, surfing Wikipedia, or listening to lectures all day? When I interviewed 75 5th graders, these are precisely the types of activities that their imaginative minds concocted for historians. More commonly, the students gave me puzzled looks and admitted they had no idea how historians spend their time.
“If we’re going to be successful moving forward, our schools can’t look tomorrow like they did when we were in school. Because if they do, we’re destined to fail our students.”

John Allison
Olathe School District
“A focus on the reading, analysis, and writing skills needed to develop an understanding of the past
instead of a focus on memorizing content.”
Choices have consequences

**Individuals have rights and responsibilities**

Societies are shaped by beliefs, ideas, and diversity

**Societies experience continuity and change over time**

Relationships between people, place, ideas, and environments are dynamic
recognize and evaluate
analyze context and draw conclusions
investigate and connect
construct / create and justify / defend
March to War: 1850s—1861

During this unit, students will explore the different points of view that developed during the continued rise of sectionalism and analyze how the failure of compromise eventually led to the Civil War. The institution of slavery and the abolitionist movement should be evaluated in their historical contexts.

The issue of slavery, and its economic impact, became too divisive and led to secession by the Confederate States of America. Students should investigate the challenge to the Constitution and the Union caused by the secession of the Confederate states and their doctrine of nullification.

Idea

expansion of slavery, abolitionism, enslaved person resistance, secessionism, economic policies, popular sovereignty

People/Roles

Stephen Douglas, Harriet Tubman, Harriet Beecher Stowe, Abraham Lincoln, James Buchanan, John Brown, Charles Sumner, Know Nothings, political parties

Places/Institutions

Lawrence, Kansas; Lecompton, Kansas; Harper’s Ferry; Washington, DC; South Carolina

Events

Wilmot Proviso, election of 1848, Compromise of 1850, Kansas-Nebraska Act, Dred Scott v. Sanford, Lincoln - Douglas Debates, Gadsden Purchase, Fugitive Slave Act, Bleeding Kansas, Civil War, rise of Republican party, establishment of Confederate States of America
Sample Compelling Questions

- Could the Civil War have been prevented? (Standard 1)
- Why would Southerners feel threatened by Lincoln and other Republicans? (Standard 2)
- How did the idea of popular sovereignty impact the lives of those living in Kansas and Missouri? (Standard 3)
- How did the concept of abolitionism change over time? (Standard 4)
- What impact did American geography have on the decision by Confederate states to secede? (Standard 5)
state assessments

1. vignettes
2. document with MC
3. writing prompt
10 vignettes
Nat Turner was born October 2, 1800 on a plantation in Southampton County, Virginia. Turner was deeply committed to his Christian faith and believed he received messages from God through visions and signs in nature. When he was in his early 20s, these signs led him to return to his master after an escape attempt. Similarly, a solar eclipse and an unusual atmospheric event are believed to have inspired his insurrection, which began on August 21, 1831.

Nat Turner's rebellion was one of the bloodiest and most effective in American history. It ignited a culture of fear in Virginia that eventually spread to the rest of the South, and is said to have expedited the coming of the Civil War. In the immediate aftermath of the rebellion, however, many Southern states, including North Carolina, tightened restrictions on African Americans. Over the course of two days, dozens of whites were killed as Turner’s band of insurrectionists, which eventually numbered over fifty, moved systematically from plantation to plantation in Southampton County. Most of the rebels were executed along with countless other African Americans who were suspected, often without cause, of participating in the conspiracy. Nat Turner, though, eluded capture for over two months. He hid in the Dismal Swamp area and was discovered accidentally by a hunter on October 30. He surrendered peacefully. On November 5, Nat Turner was tried in the Southampton County Court and sentenced to death. He was hanged on November 11.

In total, the state executed 55 people, banished many more, and acquitted a few. The state reimbursed the slaveholders for their slaves. But in the hysterical climate that followed the rebellion, close to 200 black people, many of whom had nothing to do with the rebellion, were murdered by white mobs. In addition, slaves as far away as North Carolina were accused of having a connection with the insurrection, and were subsequently tried and executed.

How was the “slave owner/slave” relationship in Virginia and neighboring slave holding states changed by Nat Turner’s revolt?

A. It increased the master’s respect for slave rights  
B. It increased the slave’s respect for their master’s  
C. It led to increased suspicion of slave social activity  
D. It led to state legislation protecting the rights of slaves
source / context / content
George Mason's Objections to the Constitution

October 1787

. . . There is no declaration of rights; and, the laws of the general government being paramount to the laws and constitutions of the several states, the declarations of rights in the separate states are no security. Nor are the people secured even in the enjoyment of the benefit of the common law, which stands here upon no other foundation than its having been adopted by the respective acts forming the constitutions of the several states. . . . This government will commence in a moderate aristocracy: it is at present impossible to foresee whether it will, in its operation, produce a monarchy or a corrupt oppressive aristocracy; it will most probably vibrate some years between the two, and then terminate in the one or the other.

Who was the intended audience to Mr. Mason’s “Objections to the Constitution?”

A. The delegates to the Constitutional Convention
B. The authors of the Federalist Papers
C. The members of the state legislature
D. The people of the United States

What was going on at the time of the publication of Mr. Mason’s “Objections to the Constitution?”

A. The founding fathers were writing the Constitution
B. The states had been asked to ratify the new Constitution
C. The new country faced war with France
D. The Washington DC was being attacked

What phrase from the text best sums up Mr. Mason’s main objection?

A. “the laws of the general government being paramount”
B. “Nor are the people secured even in the enjoyment of the benefit of the common law”
C. “This government will commence in a moderate aristocracy”
D. “it will, in its operation, produce a monarchy or a corrupt oppressive aristocracy”
writing prompt
During the first half of the nineteenth century, the United States more than tripled in size. The nation gained land, as shown in the map "Territory of Louisiana," by purchasing Louisiana, annexing Texas, negotiating for the Northwest, and winning the Mexican-American War for the Southwest. The addition of new lands prompted some individuals to promote moving American Indians from valuable eastern lands to the less-prized western territories. In 1830, President Andrew Jackson delivered a message to Congress "On Indian Removal."
Benchmark 1
Which decision regarding the expansion of the United States between 1800 and 1840 was the most important? What evidence and arguments support your claim.

Benchmark 2
What were the consequences of the United States' Indian removal policy? What evidence and arguments support your answer.

Benchmark 3
Compare and contrast the power of the US federal government in the early 1800s and the power of the US federal government today. What evidence and arguments support your answer?
state assessment topics

• Grade 6 from the Ancient Greece Unit

• Grade 8 from the Establishing America Unit

• Grade 11 from the Civil Rights and Social Change Unit
what should the 2020 ASSESSMENT look like?
so what’s our job
“Our job is not to give kids the answers. OUR JOB IS TO GIVE THEM PROBLEMS TO SOLVE.”

Sam Wineburg
Stanford University
what really HAPPENED
We NATHANIEL MULLIKEN, PHILIP RUSSELL, (followed by the names of thirty-two other men present on Lexington Green on April 19, 1775)...all of lawful age, and inhabitants of Lexington, in the County of Middlesex, ... do testify and declare, that on the nineteenth of April instant, about one or two o’clock in the morning, being informed that...a body of regulars were marching from Boston towards Concord, ...we were alarmed and having met at the place of our company’s parade (Lexington Green), were dismissed by our Captain, John Parker, for the present, with orders to be ready to attend at the beat of the drum, we further testify and declare, that about five o’clock in the morning, hearing our drum beat, we proceeded towards the parade, and soon found that a large body of troops were marching towards us, some of our company were coming up to the parade, and others had reached it, at which time the company began to disperse, whilst our backs were turned on the troops, we were fired on by them, and a number of our men were instantly killed and wounded, not a gun was fired by any person in our company on the regulars to our knowledge before they fired on us, and they continued firing until we had made all our escape.

Lexington, April 25th, 1775. Nathaniel Mulliken, Philip Russell, (and the other 32 men), duly sworn to by 34 minutemen on April 25th before three justices of the peace
19th. At 2 o’clock we began our march by wading through a very long ford up to our middles; after going a few miles we took three or four people who were going off to give intelligence; about five miles on this side of a town called Lexington, which lay in our road, we heard there were some hundreds of people collected together intending to oppose us and stop our going on; at 5 o’clock we arrived there, and saw a number of people, I believe between 200 and 300, formed in a common in the middle of the town; we still continued advancing, keeping prepared against an attack though without intending to attack them; but on our coming near them they fired one or two shots, upon which our men without any orders, rushed in upon them, fired and put them to flight; several of them were killed, we could not tell how many, because they were got behind walls and into the woods; We had a man of the 10th light Infantry wounded, nobody else hurt. We then formed on the Common, but with some difficulty, the men were so wild they could hear no orders; we waited a considerable time there, and at length proceeded on our way to Concord.

Entry for April 19th, 1775, from the diary of Lieutenant John Barker, an officer in the British army
Before reading the document ask yourself:

- Who wrote this?
- What is the author’s perspective?
- Why was it written?
- When was it written?
- Where was it written?
- Is it reliable? Why? Why not?
• When and where was the document created?

• What was different then? What was the same?

• How might the circumstances in which the document was created affect its content?
• What do other documents say?

• Do the documents agree? If not, why?

• What are other possible documents?

• What documents are most reliable?
CLOSE READING

• What claims does the author make?

• What evidence does the author use?

• What language (words, phrases, images, symbols) does the author use to persuade the document’s audience?

• How does the document’s language indicate the author’s perspective?
<table>
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<tr>
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  • When was it written?  
  • Where was it written?  
  • Why was it written?  
  • Is it reliable? Why? Why not? | • Identify the author’s position on the historical event  
  • Identify and evaluate the author’s purpose in producing the document  
  • Hypothesize what the author will say before reading the document  
  • Evaluate the source’s trustworthiness by considering genre, audience, and purpose | • The author probably believes . . .  
  • I think the audience is . . .  
  • Based on the source information, I think the author might . . .  
  • I do/don’t trust this document because . . . |
| Contextualization         | • When and where was the document created?  
  • What was different then? What was the same?  
  • How might the circumstances in which the document was created affect its content? | • Understand how context/background information influences the content of the document  
  • Recognize that documents are products of particular points in time | • Based on the background information, I understand this document differently because . . .  
  • The author might have been influenced by . . . (historical context) . . .  
  • This document might not give me the whole picture because . . . |
| Corroborations            | • What do other documents say?  
  • Do the documents agree? If not, why?  
  • What are other possible documents?  
  • What documents are most reliable? | • Establish what is probable by comparing documents to each other  
  • Recognize disparities between accounts  
  • Based on the source information, I think the author agrees/disagrees with . . .  
  • These documents all agree/disagree about . . . but not completely consistently | • The author agrees/disagrees with . . .  
  • These documents all agree/disagree about . . . but not completely consistently |
| Close Reading             | • What claims does the author make?  
  • What evidence does the author use?  
  • What language (words, phrases, images, symbols) does the author use to persuade the document’s audience?  
  • How does the document’s language indicate the author’s perspective? | • Identify the author’s claims about an event  
  • Evaluate the author’s reasoning to support claims  
  • Evaluate the author’s word choice; I think the author intentionally used these words phrases, images, symbols to . . .  
  • The author claims . . .  
  • The author claims . . . to support the claim that . . .  
  • The author’s word choice indicate that language is used deliberately | • The author might have written this text for . . .  
  • This document might be a . . . of a . . . because . . .  
  • I think the author is trying to convince me . . .  
  • Based on the source information, I think the author is trying to convince me . . . |

Historical Thinking Chart

Questions Students should be able to . . .

• Identify the author’s position on the historical event
• Identify and evaluate the author’s purpose in producing the document
• Hypothesize what the author will say before reading the document
• Evaluate the source’s trustworthiness by considering genre, audience, and purpose

Prompts

• The author probably believes . . .
• I think the audience is . . .
• Based on the source information, I think the author might . . .
• I do/don’t trust this document because . . .

Based on the background information, I understand this document differently because . . .

The author might have been influenced by . . . (historical context) . . .

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The author claims . . .

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Stanford History Education Group

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 • The author claims . . .  
 • The evidence used to support the author’s claims is . . . |
Declaration of Independence

Like *The First Thanksgiving*, this assessment measures students’ ability to source a document. When historians interpret a document, they first look to find out who wrote it and when. This information provides important clues about whether the source provides reliable evidence about the past. This assessment gauges whether students understand an important aspect of sourcing: the time elapsed between when a document was produced and the event that it depicts.
evidence analysis
WINDOW FRAME
Primary Sources: Columbus' Letter Announcing his Discovery, 1493
training kids to ask

ASK QUESTIONS
VISUAL DISCREPANT EVENT INQUIRY

where
when
what
where, when, what?
TEXTUAL DISCREPANT EVENT INQUIRY
Riddle / problem / question
Yes or no questions only
We never would have found this person if the person hadn’t been so hard to find.
Google STREETVIEW
Google Expeditions

Porcupinefish
The Spotfin Porcupinefish is a medium-sized fish with a spherical head and big protruding eyes. They can often be found sheltering in holes in the reef. In case of danger, porcupinefish can swallow water to expand its body and deter predators by appearing larger and more intimidating. The inflation also causes its many threatening spines to stick up, which is how it got the name porcupinefish.

Black Coral
It is very unlikely that this Green Turtle is eating what looks like a plant, because it is in fact a living soft coral! Black Coral like this gets its name from the black stalk underneath, the yellow colour you can see is contained in the coral polyps covering this stalk.

Green Turtle
Green Turtles, like this one, are a common feature among Galapagos reefs. Adult Green Turtles are herbivores, they have a serrated jaw to help them easily chew their primary food source - seagrasses and algae. However, when they are juveniles, Green Turtles are omnivores. Meaning they eat a wide variety of plant and animal life, including insects, crustaceans and worms.
training kids to USE EVIDENCE
PIE CHART
activity
Welcome to the new My Maps

Create a new map

Open a map
Civil War Battlefields
215 views
All changes saved in Drive

- Civil War Battles
  - Uniform style
    - All items (2)
      - Battle of Fort Sumter
      - Battle of Appomattox Court ...

- Base map

goo.gl/9QLQhG
Civil War

Instructions | More on the Hexagons Approach

Abraham Lincoln | Slavery | Racism | Cotton | Gettysburg | England | Copperheads

goo.gl/wQl1v1B
ACES
is the key

Answer
Answer the Question!
use key words from the question in our response
answer ALL parts of the question

cite your evidence
tell where you found your evidence
identify or introduce information

Explain...
Explain... Expand... Evaluate...
explain inferences made from the text
expand your ideas to a larger context
evaluate the impact of the answer

So What?
how does your answer contribute to the big picture?
show your understanding on a large scale
restate your answer in a way that draws a conclusion
structured

ACADEMIC

CONTROVERSY
should movies be part of the instructional practice in a social studies classroom?
form groups
assign pro & con research question
yes group shares
no group summarizies
switch roles
attempt consensus
okay to change position
no consensus? clarify
differences
share results with all
Pros and Cons of Using Movies in Class
Looking at the Use of Movies in Lesson Plans

by Melissa Kelly
Updated February 21, 2017

Using movies in class can be engaging and helpful for students. However, teachers who show movies that are not connected to learning have given movies a bad name. This article looks at the pros and cons of including movies in lesson plans and gives advice to help ensure that movies are used in an effective manner. You can also check out Movie Lesson Plan Ideas for further information. Note: Some of the movies mentioned below would not be appropriate for certain age groups while others can really only be shown in part because of the inclusion of inappropriate scenes.
evidence-based TERMS
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• The author is trying to convince me . . .  
• The author claims . . .  
• The evidence used to support the author’s claims is . . . |
WANNA MAKE A CLAIM? prove it!

According to ... From the text, I know that ... For instance ... From what I read in ...
For example ... On page five, it says ...
The author said ... I know ... because ...
All of the evidence suggests that ...
In the photograph we can see ...

THINK LIKE a historian!
<table>
<thead>
<tr>
<th>Situation for Using Evidence</th>
<th>Phrases to Promote the Use of Evidence in this Situation</th>
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</thead>
<tbody>
<tr>
<td>Introducing and Using Evidence</td>
<td>• For example...</td>
</tr>
<tr>
<td></td>
<td>• In fact...</td>
</tr>
<tr>
<td></td>
<td>• For instance...</td>
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<td></td>
<td>• As evidence...</td>
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<td></td>
<td>• In support of this...</td>
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<td>• This is supported by...</td>
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<td>• First...Second...</td>
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<td></td>
<td>• As evidence by...</td>
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<tr>
<td>Adding New Evidence to Support Other Evidence</td>
<td>• In addition...</td>
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<td>• Also...</td>
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<td>• And...</td>
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<td>• Moreover...</td>
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<td>• In fact...</td>
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<td>• Besides...</td>
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<td></td>
<td>• Equally important...</td>
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<tr>
<td></td>
<td>• Furthermore...</td>
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<tr>
<td>Justifying and Explaining your position along a common line of reasoning</td>
<td>• Furthermore...</td>
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<tr>
<td></td>
<td>• Obviously...</td>
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<td></td>
<td>• It is clear that...</td>
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<tr>
<td></td>
<td>• [Source/author] suggests/promoted/argues...</td>
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<tr>
<td></td>
<td>• For this reason...</td>
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<td></td>
<td>• In addition...</td>
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<td>• Also...</td>
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<td>• Last...</td>
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<td>• Again...</td>
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<td>• Additionally...</td>
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<td>• Moreover...</td>
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<td>• In the same way...</td>
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<tr>
<td></td>
<td>• Pursuing this further</td>
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<td>• In light of the...</td>
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<td>• Besides...</td>
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<td>• Next...</td>
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<td>• Further...</td>
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<td></td>
<td>• Similarly...</td>
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<tr>
<td>Showing Cause and Effect</td>
<td>• Consequently</td>
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<tr>
<td></td>
<td>• Clearly, then...</td>
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<td></td>
<td>• As a result of...</td>
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<td></td>
<td>• Because of...</td>
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<tr>
<td></td>
<td>• [Term/name/idea, etc.] was responsible for...</td>
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<tr>
<td></td>
<td>• [Term/name/idea, etc.] made possible...</td>
</tr>
<tr>
<td></td>
<td>• [evidence] leads to...</td>
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<tr>
<td></td>
<td>• For this reason...</td>
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<tr>
<td></td>
<td>• Therefore...</td>
</tr>
<tr>
<td></td>
<td>• Due to...</td>
</tr>
<tr>
<td></td>
<td>• Since...</td>
</tr>
<tr>
<td></td>
<td>• ... was caused by...</td>
</tr>
<tr>
<td></td>
<td>• In effect...</td>
</tr>
<tr>
<td></td>
<td>• [event] was brought about by...</td>
</tr>
<tr>
<td></td>
<td>• As might be expected...</td>
</tr>
<tr>
<td></td>
<td>• [event/idea/person] gave rise to...</td>
</tr>
<tr>
<td></td>
<td>• Accordingly...</td>
</tr>
<tr>
<td></td>
<td>• As a result of...</td>
</tr>
</tbody>
</table>
Pick one and answer in five to seven sentences. Be specific and use examples from our discussion and the evidence we used.

• The context of the _____ piece of evidence impacted the information gained from that source because . . .

• The subtext of _____ piece of evidence impacted the information gained from that source because . . .

• The two most important pieces of evidence were _____ because . . .

• The two least important pieces of evidence were _____ because . . .

• The two pieces of evidence that contradicted the most were _____ because . . .

• The two pieces of evidence that most complimented one another were _____ because . . .
Jill’s sample ASSESSMENTS
Sabotage Ideas:

- Swap out all writing utensils for water paints and paint brushes
- Can force one member on each team to remain silent through the entire process
  - Tape the mouth shut to make sure there’s no cheating.
- Must answer the question using pictures only, no words
- Must pause all work during time and sort out vocabulary words. Can’t continue till words are sorted correctly.
- Swap all notes and materials for a textbook
- No iPads allowed
- Must sing your entire response
- Must incorporate weird words/objects into your presentation
  - Bubblegum, Kangaroo, Bugle, etc..
  - Expo Marker, Tape Dispenser, etc..
- Wear mittens through the whole preparation
An example of Robert's story created by 7th grader, Mason S.
prepare students to be informed, thoughtful, engaged citizens

Kansas Standards for History, Government, and Social Studies
Social-Emotional growth measured locally

Kindergarten readiness

Kansans Can

#KansansCan | KSDE | www.ksde.org

Postsecondary completion/attendance
Social-Emotional growth measured locally

Kindergarten readiness

Individual Plan of Study focused on career interest

High school graduation rates

Postsecondary completion/attendance
Kansas leads the world in the success of each student.

A successful Kansas High School graduate has the academic preparation, cognitive preparation, technical skills, employability skills and civic engagement to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.
should the learning look different ... in a totalitarian nation vs. a democratic nation?
could you tell the difference?
should we be concerned?
66% students below proficient on NAEP Civics

50% Americans able to name the three branches of government

45% voting age citizens... didn’t in 2016

democratic voting: the civic mission of schools

voters of color vote less

wealthy vote more than poor
so how's Kansas doing?
41st in voter turnout for local elections
38th in doing favors for neighbors
33rd in talking with neighbors
27th in expressing opinions online
24th in discussing politics with others
23rd in voting

2016 Kansas Civic Health Index
Always or Sometimes Vote in Local Elections by Race/Ethnicity in Kansas

2016 Kansas Civic Health Index
a “competent & responsible citizen” in a democracy looks like ...
Is informed & thoughtful
Participates in local community
Acts politically
Demonstrates moral & civic virtues
“Individuals sharing their skills and knowledge through actions intended to improve communities, states, nations, the world, and themselves.”
Par$cipatory	Ci$zen

Personally	Responsible	Ci$zen

Has "good character." Honest, responsible, and law-abiding members of the community.

Actively participates and takes leadership positions within established systems and community structures.

Questions and changes established systems and structures when they reproduce patterns of injustice over time.
Participatory Citizen

Personally Responsible Citizen

Have “good character.” They’re honest, responsible, and law-abiding members of the community.

Actively participate and take leadership positions within established systems and community structures.

Question and change established systems and structures when they reproduce patterns of injustice over time.

we’re barely to here
so what can it look like?
I just love volunteering!

Volunteering is my favorite!
I JUST LOVE VOLUNTEERING

it’s more than this

VOLUNTEERING IS MY FAVORITE!
it’s learning and doing
CAN is intended to:

• recognize schools that **actively involve students in civic engagement opportunities.**
• recognize schools that have **made civic engagement an integral part** of the school culture.
• **collect exemplary practices** to share with schools across the state.
• **promote civic engagement** as part of the each preK-12 students’ experiences.
GUIDEBOOK:
Six Proven Practices for Effective Civic Learning
1. **classroom instruction**
   in government, history, economics, geography, law, and democracy

2. **discussion of current events & controversial issues**
   particularly those that young people view as important to their lives

3. **service learning**
   provide students with the opportunity to apply what they learn
extracurricular activities
opportunities to get involved in their schools or communities outside of the classroom

school governance
meaningful student participation in school governance

sims of democratic processes
simulations of voting, trials, legislative deliberation and democracy
Civic Engagement

Steps Cheney Middle School has taken to connect our students and school to our community
Classroom Instruction

- Bill becomes law
- We The People
- Election year
We the People
Simulated Congressional Hearings

Location
Teams
Judges
Photo credit: Melodie Harris

Election Year

- Political Spectrum
- Election Process
- School Wide Election
Outside the Social Studies Classroom

• STUCO Amabassadors
• The Cardinal Branch Seminar
• Student Generated / Chosen Electives
• Community Service Day
The Cardinal Branch
Connecting Our Schools and Community By Sharing Stories!

WEDNESDAY, SEPTEMBER 20, 2017

Mr. Schultz's Class Jumps Through Time

Mr. Schultz is a social studies teacher at Cheney High School. He teaches Sophomores and Juniors. One of his favorite activities to do with his Juniors involves inventions and infomercials.

For this activity, Mr. Schultz has his Juniors at CHS read about inventions around the turn of the century. They had 30 minutes to then plan and perform an infomercial in front of the class.

Google says and infomercial is...

A television program that promotes a certain product in an informative and supposedly objective way.

District blog run by CMS students
Seminar

Focus on Relationships & Community Service

Home Sweet Box - Homeless
Silent Acts of Kindness
Visits to the Golden Age Home
Hurricane Relief Fundraiser
Student Led Seminar Classes
Student selected community service
Home Sweet Box
Future Goals

Student Led Seminar Class
- Schedule
- Leaders
- Runs as Gov’t

Community Service Requirement
- Done on own time
- Outside of School & Family

Student Voice & Choice in STUCO
- Curriculum input
- More than “dress-up days”
1. **classroom instruction** in government, history, economics, geography, law, and democracy

2. **discussion of current events & controversial issues** particularly those that young people view as important to their lives

3. **service learning** provide students with the opportunity to apply what they learn
• Yes, Race and Politics Belong in the Classroom
• How Should I Talk about Race in My Mostly White Classroom?
• Ten Tips for Facilitating Classroom Discussions on Sensitive Topics
4. extracurricular activities
opportunities to get involved in their schools or communities outside of the classroom

5. school governance
meaningful student participation in school governance

6. sims of democratic processes
simulations of voting, trials, legislative deliberation and democracy
Don’t just learn civics - play civics! Run for president. Pass new laws. Argue real cases.

PLAY

Be a local official! Manage county resources and keep citizens happy. Play Counties Work.

WORK

Find free resources, tools, and support for informed and engaging civic learning!

TEACH

icivics.org
Welcome to the Civic Mirror’s Website

For progressive social studies educators who want to actively engage their students in learning about government, law, economics, or citizenship, the Civic Mirror brings these subjects to life both in class and online. Unlike traditional textbook and lecture learning, this simulation-based education program challenges students to become citizens of their own nation, making learning exciting and meaningful and providing an experience they will never forget.

SIGN UP FOR A FREE TRIAL  REGISTER
"It is not easy to make the redistricting process understandable -- and near-miraculous to be able to do so in a highly entertaining way. But that is just what The Redistricting Game does, to the gratitude of all who want Americans to understand how this process is working, and why it needs real reform."

- Norm Ornstein, American Enterprise Institute

"The polarization and poisonous atmosphere that have infected the House of Representatives for the past two decades or more can be traced -- in large part -- to the manner in which district lines are drawn in most states."

redistrictinggame.org
Prohibition – Episode 1: A Nation of Drunkards

"PROHIBITION is a three-part, five-and-a-half-hour documentary film series directed by Ken Burns and Lynn Novick that tells the story of the rise, rule, and fall Read More

Free Speech on Campus: Trigger Warnings, Safe Spaces, and Controversial Speech at U.S. Colleges

Constitutional Rights Foundation "Public colleges and universities are government institutions and must abide by the First Amendment in protecting free speech. But what if college Read More
I Am Engaged:
Action Civics in Four Steps

Brooke Blevins and Karon LeCompte

An understanding of our political system, including the role of citizens, is a central component in any social studies curriculum. Preparing students to become citizens in a democracy is a complex endeavor. In addition to learning civics content knowledge, it is equally important that students have opportunities to apply this knowledge to authentic civic tasks, including identifying and seeking solutions to important social issues in their local community and in other parts of the world. To prepare students for their roles as active and informed citizens, social studies curriculum should engage students in a comprehensive process of confronting multiple dilemmas, and encourage students to speculate, think critically, and make personal and civic decisions based on information from multiple perspectives. Active citizens not only understand how the Constitution and our government works, but also their role as informed and active participants. Action Civics is a promising new citizenship model for that puts students at the heart of civic action and has them do and behave as citizens by engaging in a cycle of research, action, and reflection about problems they care about personally, while learning about deeper principles of effective civic and especially political action. Action Civics “is a broad term used when describing curricula and programs that go beyond traditional civics programs by combining learning and practice.” This model of civic education deviates from traditional rote memorization of dates, names, and processes and encourages teachers and students to engage in democratic action via technology and social networking. Educator Shira Epstein calls this process “phases of civic literacy.” She names the first phase “problem
students

1. identify an issue they are personally interested in

2. explore the issue

3. develop an action plan & carry it out

4. present findings & reflect
Knowledge will forever govern ignorance: And a people who mean to be their own Governors, must arm themselves with the power which knowledge gives.

Learned Institutions . . . throw that light over the public mind which is the best security against crafty & dangerous encroachments on the public liberty.

James Madison
Letter to William Taylor Barry
June 1822
GLENN WIEBE

glennwiebe.org

glennw@essdack.org

@glennw98

ESSDACK

Our learners. Their future.