

Social Studies Leadership Network

October 22, 2015



INSTRUCTIONAL SUPPORT

Welcome to the Social Studies Leadership Network!

- Please sign in.
- Pick up the agenda and the handouts on the sign-in table and materials from the back table..

Welcome

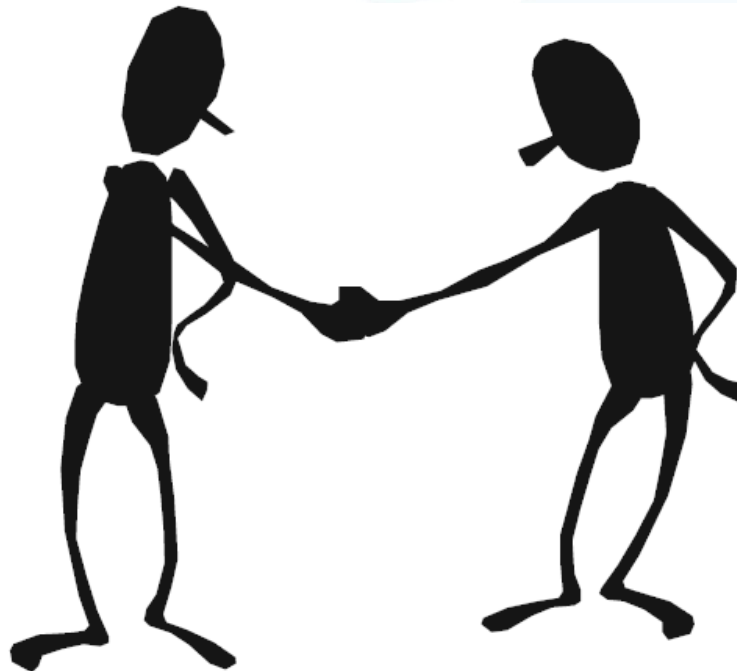
Agenda

- Introductions
- Updates and Information
- Using Sources
- Tampering with History
- Upcoming Events



Welcome!

- Who is here?
- Please share your district, school and role.



Updates and Information



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- **IDM and Inquiries**
 - All are available!!
 - Linked through EngageNY
 - Reside at C3teachers.org
- **List of Compelling Questions**
 - Thoughts?

Assessment Updates

- Nothing really new...
- Continued emphasis on content AND skills (practices)
- Review information from March Field Memo about implementation and assessment
- John Langdon will be joining us, probably in February

What's Going On?

- Please share what is going in in your schools/districts?
- What is going well?
- What are the challenges?

Our Hot Topics!

Anything to add to the list?



Using Sources

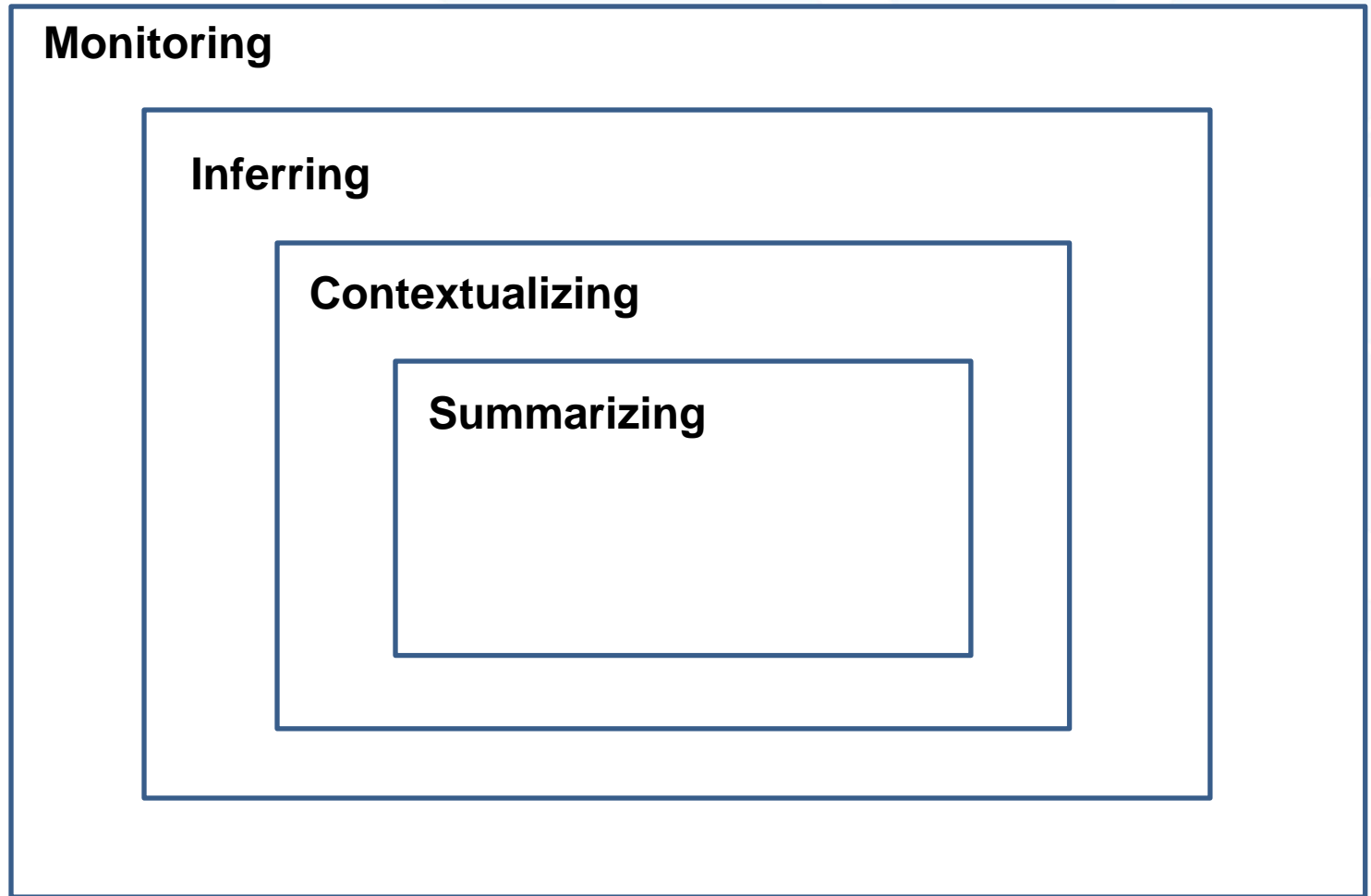
Integrating the Practices



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Historical Question:

**S
C
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M
-
C**



Next Step: Corroborate!

Overview of SCIM-C Strategy

Summarizing	What type of historical document is it? What specific information or details does the document provide? What is the subject, audience or purpose of the document? What does it directly tell us?
Contextualizing	Who produced the document? When, why, and where was it produced? Do we need to find out more about its origins to answer this question? What was happening locally, nationally, and globally at the time the document was produced?
Inferring	What is suggested by the document? What conclusions can be drawn from the document? What biases are indicated in the document? What contextualizing information, while not directly evident, may be suggested from the document?
Monitoring	What is missing from the document in terms of evidence that is needed to answer a question about life for westward pioneers? What ideas, images, or terms need further defining in order to understand the context or period in which the source was created? How reliable is the source? What questions from previous stages need to be revisited in order to analyze the source satisfactorily?
Corroborating	What other resources could be found that relate to this document? How might these resources confirm or conflict with this document?

Our Sources

Our historical question:

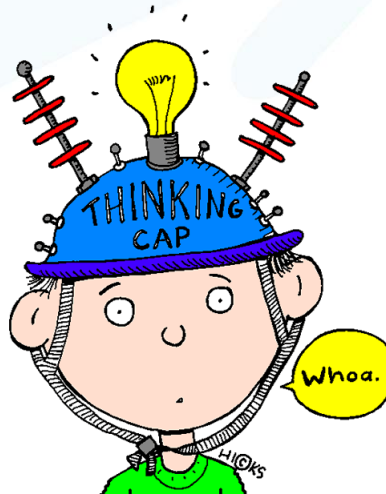
What are the obstacles that groups face in their struggle to achieve social change?

Two sources from the Library of Congress Primary Source set on Women's Suffrage



Time to SCIM-C!

- Use the SCIM-C process to investigate one of the primary sources on women's suffrage.
- Use the organizer take notes and record your thinking



Connection to Social Studies Practices

- With a partner, look through the Social Studies Practices:
 - Gathering, Using, and Interpreting Evidence
 - Chronological Reasoning and Causation
 - Comparison and Contextualization
 - Geographic Reasoning
 - Economics and Economics Systems
 - Civic Participation
- What practices were evident in your investigation of the primary source?



Tampering with History

Stanford History Education Group

OCMBOCES

Committed to Your Success



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Challenges of Primary Sources

- Inconsiderate Text
 - Unconventional spelling and punctuation
 - Archaic phrasing
 - Obscure terminology
 - Dense and difficult concepts
 - Unfamiliar context



Making Texts Accessible

Focusing

- Select **excerpts** to focus student's attention
- Limit total length to **200-300** words



(Adapted from Wineburg and Martin, 2009)

Making Texts Accessible

Simplification

- **Modify** complex sentence and syntax
- **Conventionalize** spelling, punctuation, and capitalization
- Provide a **word bank**



(Adapted from Wineburg and Martin, 2009)

Making Texts Accessible

Presentation

- Use a **large font** (at least 14 point)
- Use **wide margins** to create ample white space
- Use a header or source notes to provide necessary **background information**



(Adapted from Wineburg and Martin, 2009)

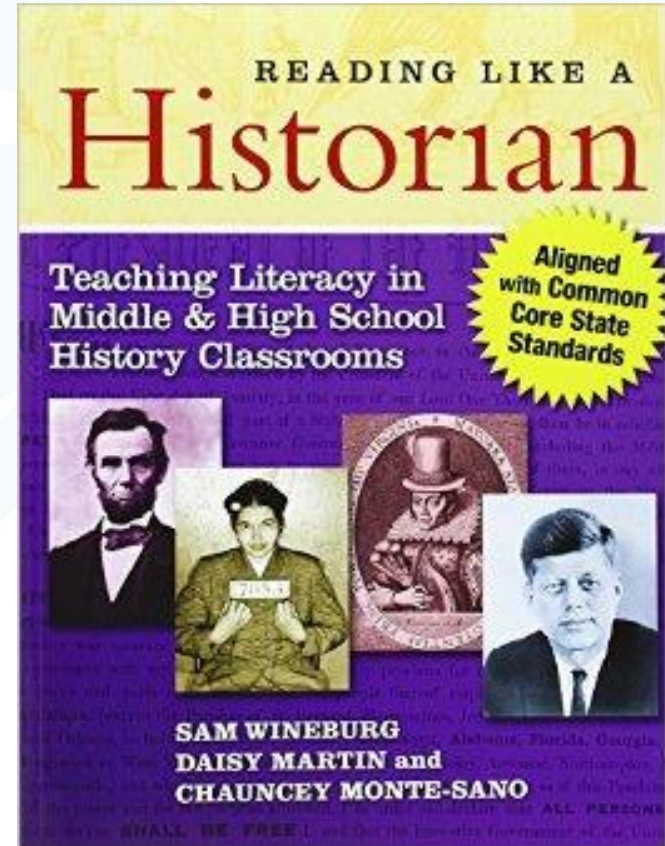
Arriving at Weramocomoco, their Emperour proudly lying upon a Bedstead a foote high, upon tenne or twelve Mattes, richly hung with Manie Chaynes of great Pearles about his necke, and covered with a great Covering of Rahaughcums. At heade sat a woman, at his feete another; on each side sitting upon a Matte upon the ground, were raunged his chiefe men on each side of the fire, tenne in a ranke, and behinde them as many yong women, each a great Chaine of white Beaddes over their shoulders, their heades painted in redde: and with such a grave and Majesticall countenance, as draue me into admiration to see such state in a naked Salvage.

Arriving at Werowocomoco, their **emperor** proudly lying upon a bedstead a foot high upon ten or twelve mats...with such grave and majesticall **countenance**, as drove me into admiration to see such state...

emperor – ruler, king
countenance – face

Reading Like a Historian

- Sets of sources around historical (might we say compelling?) questions
- More on the [SHEG website](#)



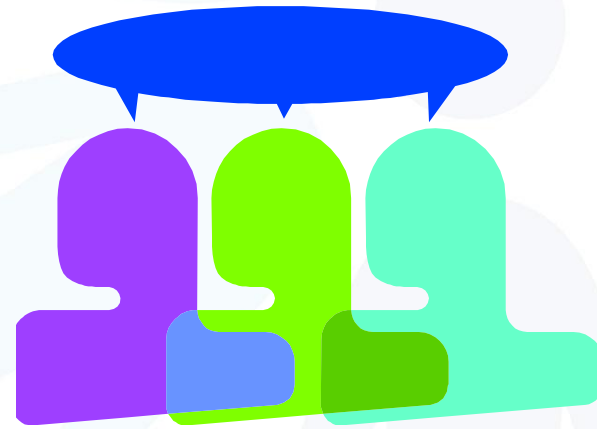
Upcoming Events!!



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SS Leadership Network

- This year:
 - November 19
 - December 17
 - January 21
 - February 25
 - March 24
 - May 19
- Posted on My Learning Plan (except in West Genny?)



Social Studies Curriculum Work Follow-Up Sessions

- Teachers and administrators who participated in the summer 2015 social studies curriculum work
- Continue the process of curriculum mapping and curriculum development
- Opportunities to share information, ideas and instructional practices
- Resources and support for continuing development of instructional units and lessons
- Sign up for a single session or for multiple sessions

Social Studies Curriculum Work Follow-Up Sessions

- November 17
- December 15
- February 23
- March 22
- April 19
- May 17
- Posted on My Learning Plan

CNYCSS and NYSCSS

- **NYSCSS Convention**

- March 31-April 1 in Albany
- Social Studies: Creating Pathways to Success
- Call for Proposals – Deadline is October 31

NCHE

- April 21-23, 2016 at Niagara Falls, NY
- Crossing Borders

NCHE

National Council for History Education

Thank you!!

Please fill out your evaluation
before you leave.

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