

TPS-NCSS SUMMER INSTITUTE

June 7: Elementary Education Session

TODAY'S PRESENTERS



**NOREEN NASEEM
RODRIGUEZ**

University of
Colorado Boulder



COREY R. SELL

Metropolitan State
University of Denver



**AMANDA E.
VICKERY**

University of
North Texas



AMANDA

Black Farmers
The 19th Amendment
Black women as Critical Citizens



COREY

Primary Sources & the Library of
Congress
Inquiry Planning
Bayard Rustin
Farming & Farmworkers (w/ Noreen)



NOREEN

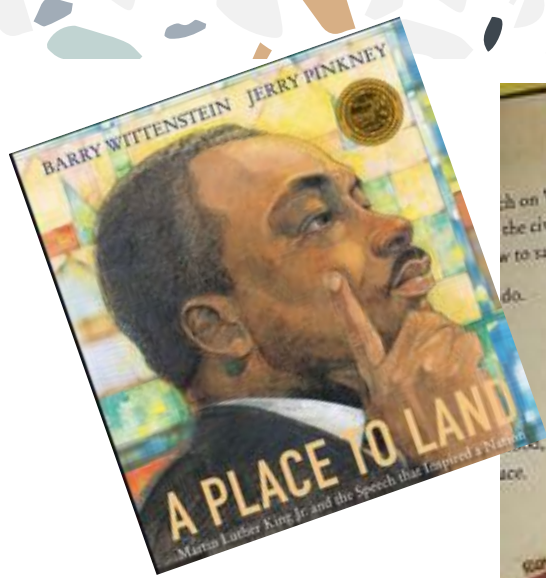
Farming & Farmworkers (w/Corey)
Chinese in the 1800s
Japanese American Incarceration

OUR TPS-NCSS CHAPTERS



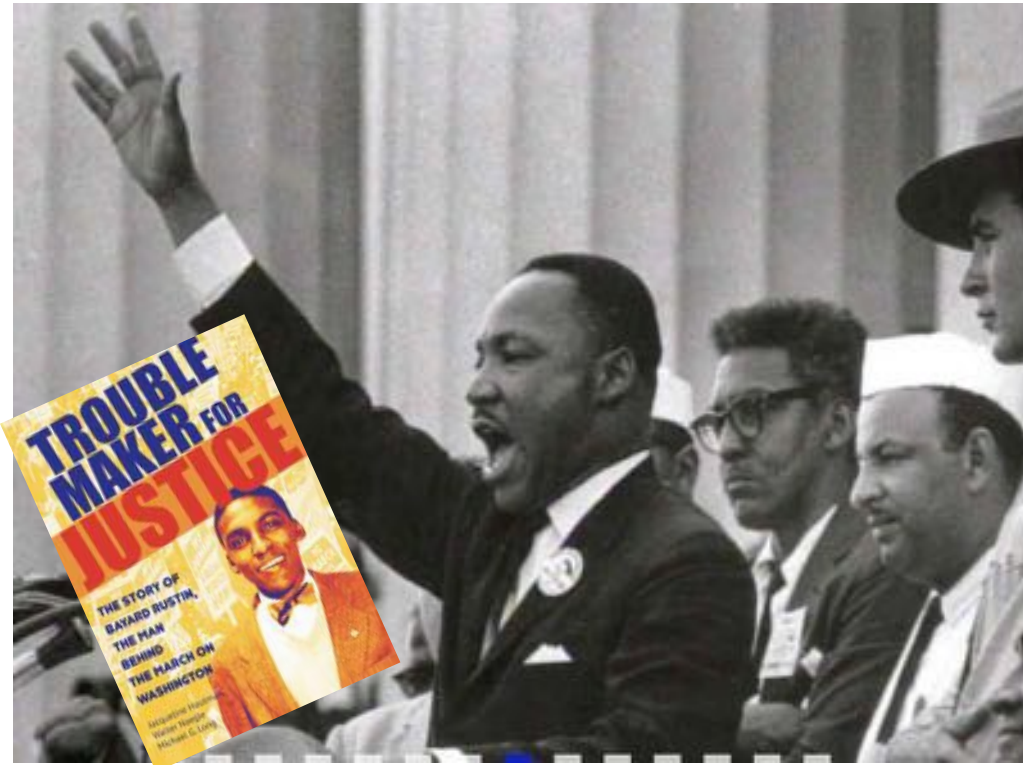
HOW WE CAME TO THIS WORK





I noticed...grappled...
questioned...and
imagined a "pedagogy of
possibility" (Crocco, 2002)





I engaged in *queering my understanding* of MLK and the Long Civil Rights Movement that involved “challenging, deconstructing, and questioning norms, particularly norms surrounding heteronormativity” (Pennell, 2020, p. 2203). This also involved “a perspective on normalcy, and on the process by which normalcy...[is] constructed” (Shlasko, 2005, p. 124).

This led me to *queering my pedagogy*, which...


1. is concerned with what is excluded (Britzman, 1995; Luhmann, 1998) and interrogates societal norms.
2. queries students to examine what knowledge does to themselves and the subject. (Pedagogic Curiosity) (Luhmann, 1998).
3. Disrupts and calls for open discussion of previously silenced issues (Meyer, 2019)).






THEORETICAL UNDERPINNINGS

COMMONALITIES ACROSS OUR WORK:
Counternarratives, Critical Perspectives,
Queer Theory, Intersectionality,
Interrogating what is perceived as normal



● or ?

A way to go beyond is to begin to place question marks where you thought there were periods.






JAMBOARD REFLECTION (#1)

How do you “go beyond” in your current teaching context?

What are some topics that you would like to “go beyond” with in the future?



“Curricula that purports to be inclusive may actually work to produce new forms of exclusivity *if* the only subject positions offered are the tolerant normal and the tolerated subaltern...The problem is that the lived effects of inclusion are...a more polite version of otherness” (Britzman, 1998, p. 221).

—**Deborah Britzman**

“Educators need to uncover the ‘unmarked criteria’ (Britzman, 1998) that exclude some knowledge and some forms of thought as irrelevant or inappropriate to a particular educational context” (Shlasko, 2005, p. 128).

—**G. D. Shlasko**





**Going beyond the
dominant narrative
of U.S. history**

Hess: Four Approaches to Controversial Topics



DENIAL

Teachers deny that an issue is controversial; their views are not “taking a side” but “truth”

PRIVILEGE

Topic viewed as controversial and a particular perspective is privileged in instruction



AVOIDANCE

Topic is viewed as controversial and therefore is avoided in the curriculum

BALANCE

Topic is viewed as controversial and multiple perspectives are offered without favor



Gross & Terra: Difficult Histories

1. Central to a nation's history
2. Tend to refute widely accepted versions of the past or national values
3. Connect with current questions or problems
4. Often involve collective or state-sanctioned violence
5. Partly due to the previous four conditions, they create disequilibria that may require people to change their assumptions or beliefs.



Difficult for whom?

- Controversial issues
- Difficult histories
- Sensitive/tender topics




A decorative border surrounds the central text, composed of irregular, overlapping shapes in shades of light blue, teal, orange, and dark grey, set against a white background.

**Disrupting and
decentering whiteness,
patriarchy, and
heteronormativity**

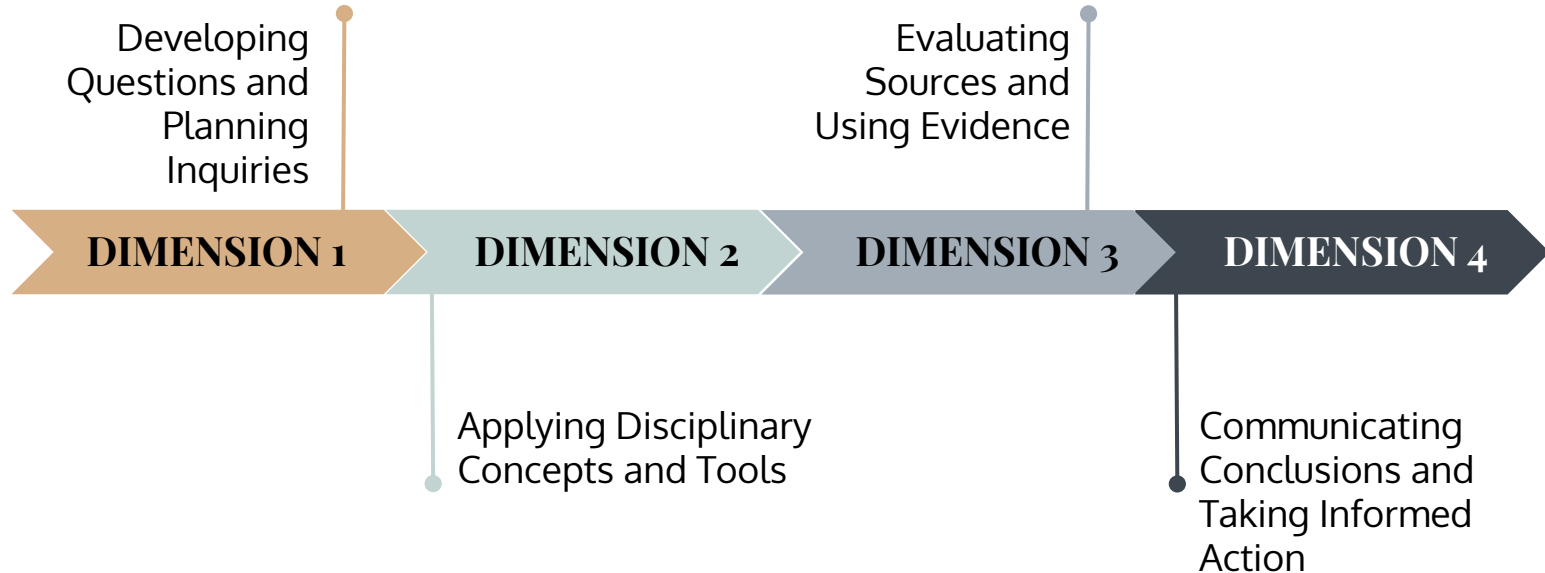


JAMBOARD REFLECTION (#2)

What are some areas of disruption that you have pursued or that you would like to pursue in your future teaching?



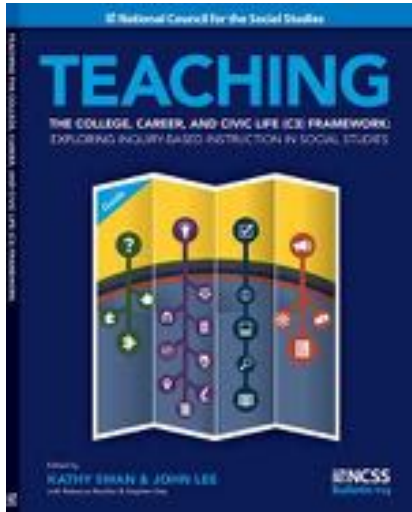
College, Career & Civic Life Framework for Social Studies State Standards



The Inquiry Design Model (At-a-Glance)

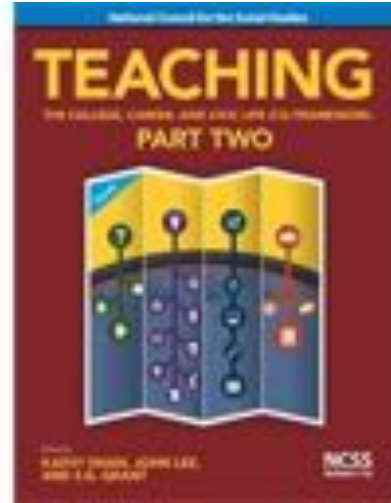
Swan, Lee, and Grant (2018) wanted to develop a means to animate the ss content and the C3 Framework using dynamic and engaging instruction. The IDM is one approach to creating curricular materials that scaffolds the planning process for teachers without trying to be uber prescriptive. The blueprint is a one-page snapshot of the entire inquiry.

Inquiry Design Model (IDM)—At a Glance™		
Compelling Question	Compelling questions address issues found in and across the academic disciplines that make up social studies. Compelling questions reflect the interests of students <i>and</i> the curriculum and content with which students might have little experience. <i>Example: Was the American Revolution revolutionary?</i>	
Standards and Practices	The key standard (1-2) that is the foundation for the inquiry. <i>Example: Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past (D2.His.16.9-12).</i>	
Staging the Question	Staging the question activities introduce students to the ideas behind the compelling question in order to generate curiosity in the topic. <i>Example: Discuss the question of how much change must occur for something to be considered revolutionary.</i>	
Supporting Question 1	Supporting Question 2	Supporting Question 3
Supporting questions are intended to contribute knowledge and insights to the inquiry behind a compelling question. Supporting questions focus on descriptions, definitions, and processes about which there is general agreement within the social studies disciplines, which will assist students to construct explanations that advance the inquiry. Typically, there are 3-4 supporting questions that help to scaffold the compelling question. <i>Example: What were the political changes that resulted from the American Revolution?</i>		
Formative Performance Task	Formative Performance Task	Formative Performance Task
Formative Performance Tasks are activities designed to help students practice the skills and acquire the content needed to perform well on the summative task. These tasks are built around the supporting questions and are intended to grow in sophistication across the tasks. The performance tasks threaded throughout the inquiry provide teachers multiple opportunities to evaluate what students know and are able to do so that teachers have a steady loop of data to inform his/her instructional decision-making. <i>Example: Write a paragraph that compares the political rights of white, black, and Native American men and women before and after the American Revolution.</i>		
Featured Sources	Featured Sources	Featured Sources
Each Formative Performance Task should have 1-3 disciplinary sources to help students build their understandings of the compelling and supporting questions and to practice the work of historians and social scientists. To that end, sources can be used toward three distinct, but mutually reinforcing purposes: a) to generate students' curiosity and interest in the topic, b) to build students' content knowledge, and c) to help students construct and support their arguments related to a compelling question. <i>Example: Abigail Adams letter to John Adams (1776).</i>		
Summative Performance Task	Argument	Each inquiry ends with students constructing an argument (e.g., detailed outline, drawing, essay) that addresses the compelling question using specific claims and relevant evidence from sources while acknowledging competing views. <i>Example: Construct a written argument that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views.</i>
	Extension	An extension activity offers an optional task that might be used in place of the Summative Performance Task. <i>Example: Create a three-part chart detailing the social, economic, and political changes that may or may not have occurred as a result of the American Revolution.</i>
Taking Informed Action	The three activities described in this space represent a logic that asks students to a) <i>understand</i> the issues evident from the inquiry in a larger and/or current context, b) <i>assess</i> the relevance and impact of the issues, and c) <i>act</i> in ways that allow students to demonstrate agency in a real-world context. <i>Example: Understand—Research a proposed tax in the United States. Assess—Examine the benefits and disadvantages to the proposed tax. Act—Write a letter to the newspaper editor that outlines support or opposition to the proposed tax.</i>	



Organized
around the 4
Dimensions

Teaching the College, Career, and Civic Life (C3)
Framework: Exploring Inquiry-based Instruction in
Social Studies (2014)



Organized
around the IDM
Blueprint

Teaching the College, Career, and Civic Life (C3)
Framework: Part Two (2018)

What is Critical Inquiry?

(Crowley & King, 2018)

“Critical inquiries should be designed to identify and to challenge master narratives that legitimate systems of oppression and power” (p. 15).

Crafting a Critical Inquiry with the Inquiry Design Model

To help teachers construct a critical inquiry using the Inquiry Design Model (IDM) template,³⁴ we offer three important guidelines:

1. Ask compelling and supporting **questions** that explicitly critique systems of oppression and power;
2. Expose students to **sources** that include the perspectives of marginalized and oppressed groups;
3. Develop **tasks** and a Taking Informed Action activity that push students to take tangible steps toward alleviating the injustice explored in the inquiry.



Stretch Break

5 minutes



Library of Congress

Our Faves!



LIBRARY OF CONGRESS

Everything Search Last year

Library of Congress » Free to Use and Reuse Sets

Free to Use and Reuse: Images of African American Women Changemakers

This set of images features African American women educators, activists, artists, and more. [Browse more content that is free to use and reuse.](#)

LIBRARY OF CONGRESS

Everything Search Last year

Library of Congress » Free to Use and Reuse Sets

Free to Use and Reuse: Tennis

This set of images features African American women educators, activists, artists, and more. [Browse more content that is free to use and reuse.](#)

LIBRARY OF CONGRESS

Everything Search Last year

Library of Congress » Free to Use and Reuse Sets

Free to Use and Reuse Sets

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- Free to Use and Reuse: Art of the Book
- Free to Use and Reuse: Presidential Papers, 1789-1836
- Free to Use and Reuse: Games for Fun and Education
- Free to Use and Reuse: Work in America
- Free to Use and Reuse: Weddings
- Free to Use and Reuse: Cherry Blossoms
- Free to Use and Reuse: Maps
- Free to Use and Reuse: Librarians
- Free to Use and Reuse: Tennis
- Free to Use and Reuse: Horses
- Free to Use and Reuse: Music: Picture Theaters
- Free to Use and Reuse: Ships of China
- Free to Use and Reuse: Recovery and Exploration
- Free to Use and Reuse: Chickadees
- Free to Use and Reuse: Women's Lives
- Free to Use and Reuse: Movies
- Free to Use and Reuse: Hobbies
- Free to Use and Reuse: Music: Independence Day
- Free to Use and Reuse: Horses
- Free to Use and Reuse: Maps
- Free to Use and Reuse: Cherry Blossoms
- Free to Use and Reuse: Chickadees
- Free to Use and Reuse: Chickadees
- Free to Use and Reuse: Chickadees
- Free to Use and Reuse: Chickadees



Discover historic programs of publicly funded radio and television across America. Watch and listen.

[Organizations](#) [Special Collections](#) [Exhibits](#) [Help Us!](#) [Browse](#) [Our Story](#)

Search...



[Advanced Search...](#)



African Writers of Today:
Chinua Achebe
National Educational Television



Commentary of a Black
Southern Bus Rider / Rosa
Parks
Pacifica Radio Archives



A Word on Words: Julia Child
Nashville Public Television





Notice: As the Library of Congress gradually begins to reopen its Reading Rooms for research, we are putting safety first with new procedures and practices that protect everyone's health. Online resources and reference services, such as [Ask a Librarian](#), will continue to be available during this time. Starting June 1 confirmed appointments are required for entry into Library facilities, and everyone must follow the health and safety protocols established by the Library, in consultation with public health professionals. Most of these protocols are mandatory, regardless of vaccination status. For details on Reading Room openings, appointments and "Know Before you Go" checklist, see: loc.gov/about/academic-information-for-researchers

About the Center

- About Us
- APC Illustrated Guide
- Folklife in Your State
- Internships and Awards
- Support the Center

Educational Resources

- Getting Started
- Cultural Documentation Methods & Techniques
- Folklife and Fieldwork
- More...

Special Projects

- Civil Rights History Project
- Occupational Folklife Project ([project info](#))
- StoryCorps
- Veterans History Project
- Lomax Family Collections

Collections and Research Services

- Archive Collections and Services
- Finding Aids to Collections
- Catalog of Early Field Recordings
- Audio, Digital, and Print Publications
- Event Presentations with Webcasts
- Need help? Ask a Librarian

Online Collections [View more](#)

This collection captures the culture and music of the men, women, and children who worked and lived along the Ohio and Erie Canal. Included are 75 songs, many by Nye, along with transcribed lyrics, photographs, and personal letters Nye sent to the Library from 1837 to 1844.

**HOMEGROWN at HOME**

June 18: Judy Stecher and Kate Brisler: Old Time Music from California on APC Facebook!

**NEW ARCHIVE CHALLENGE**

Take the Archive Challenge from several institutions for participating at the link.

**NEW COLLECTION ONLINE**

Occupational Folklife Project: New Collection: Women Archivists

**NEW COLLECTION ONLINE**

The World War II Home Front Project collection

**NEW COLLECTION ONLINE**

The Radio Research Project Manuscript Collection

**SUPPORT THE CENTER**

Make a difference and make a donation as part of your year-end giving.

ALL EVENTS/ANNOUNCEMENTS**VETERANS HISTORY PROJECT**

Home > Full Description

[Print](#) [Subscribe](#) [Share/Save](#)**Hermando F. Manaois Collection****Biographical Information**

Name:
Hermando F. Manaois



Home State:
CA

Note:
This interview was conducted by Veterans History Project volunteers on the National Mall in Washington, DC during the National World War II Reunion: Tribute to a Generation, May 27-30, 2004. Interviews in this group range from one minute to 25 minutes in length. Veteran's biographical form lists race/ethnicity as Filipino. Veteran was born in the Philippines.

Gender:
Male

Race:
Other

War or Conflict:
World War, 1939-1945

Military Status:
Veteran

Dates of Service:
1939-1940

Entrance into Service:
Drafted

Branch of Service:
Army

Unit of Service:
Signal Corps

Location of Service:
Pacific Theater, Sulu (Philippines)

Highest Rank:
Major

Prisoner of War:
Yes

Collection Information [View Detailed Collection](#)

Type of Resource:
Audio Cassette [Item] --Oral history interview

Interviewer:
Melissa Polite

Contributor Affiliation/Organization:
Library of Congress

Collection #:
AFC2005/001/13760

Subject:
Manaois, Hermando F.
World War, 1939-1945--Personal Narratives
United States, Army.
Prisoner of War--United States

Cite as:
Hermando F. Manaois Collection
(AFC2005/001/13760), Veterans History Project,
American Folklife Center, Library of Congress

Library of Congress blog posts provide stories and information along with accompanying resources. A great place to jumpstart your research.



The Signal

Recent Posts

Now Hiring! Program Director,
Connecting Communities Digital
Initiative

Every collection and project is its
own unique journey: An Interview
with Marcus Nappier

Developing a New Digital
Collections Strategy at the Nation's
Library



Teaching with the Library of Congress

Recent Posts

LGBTQ Activism and Contributions:
A New Primary Source Set

Ten Years of Teaching with the
Library of Congress

Tulsa's Greenwood District:
Exploring the Impact of the Tulsa
Race Massacre



Picture This: Library of Congress Prints & Photos

Recent Posts

Ready for Research: Newsmaker
Photos by Bernard Gotfryd

Discoveries through Pictures:
African Americans in the Civil War
Era

Exploring Buildings by Louis I.
Kahn in the Historic American
Buildings Survey



From the Catbird Seat: Poetry & Literature at the Library of Congress

Recent Posts

Pride Month: Walt Whitman's "No
Doubt the Efflux"

Join Us Tonight, May 27: National
Book Festival Presents "The Art of
the Memoir"

Wordsmithing Whitman: Diaries
and Notebooks from the Feinberg-
Whitman Papers

Chronicling America allows you to search historic newspapers from 1777 to 1963.

The screenshot shows the Chronicling America website interface. At the top, there is a navigation bar with the Library of Congress logo and links for "ASK A LIBRARIAN", "DIGITAL COLLECTIONS", and "LIBRARY CATALOGS". A search bar is located on the right with the text "Search Search Loc.gov" and a "GO" button. Below this is a dark banner with the text "The Library of Congress > Chronicling America".

The main content area features the "Humanities" logo and the title "CHRONICLING AMERICA Historic American Newspapers". A descriptive paragraph states: "Search America's historic newspaper pages from 1777-1963 or use the U.S. Newspaper Directory to find information about American newspapers published between 1690-present. Chronicling America is sponsored jointly by the National Endowment for the Humanities and the Library of Congress. [Learn more >](#)".

Below the description are three tabs: "Search Pages", "Advanced Search", and "All Digitized Newspapers 1777-1963". To the right of these tabs is a button for "US Newspaper Directory, 1690-Present".

A search bar is located below the tabs, with a dropdown menu for "All states", a "from" field set to "1777", an "to" field set to "1963", and a text input field for "Enter one or more search words". A "GO" button is on the right of the search bar.

Below the search bar, it says "Pages Available: 18,197,695". To the right of this are icons for "Print", "Subscribe", "Share/Save", and "Give Feedback".

The main content area displays a "100 Years Ago Today: 4/4/1921 (132 hours)" section. It features three newspaper page thumbnails. The first thumbnail shows a newspaper page with a large illustration of a man in a hat. The second thumbnail shows a newspaper page with the headline "THE LABOR WORLD RESULTS TO SLANDER IN WAR AGAINST WORKERS". The third thumbnail shows a newspaper page with the headline "The Garden Vidette".

On the left side of the page, there is a sidebar with a list of links: "About Chronicling America", "About the Site and API", "Recommended Topics", "Chronicling America Data Visualizations", and "Help". Below this is a "More Resources" section with links to "National Digital Newspaper Program", "NDNP Award Recipients", "Newspaper and Current Periodicals Reading Room", and "Ask LC Newspaper & Current Periodicals Librarian".

The Library of Congress presents

America's Story

from America's Library

Discover the stories of America's past...



Meet Amazing Americans



Jump Back in Time



Explore the States



Join America at Play





See, Hear and **Sing**



★ About this site ★ Help ★ Search

America's Story has curated resources into 5 themes. Each story is presented in a kid-friendly and interactive manner.

SUPPORTING QUESTION 1 SOURCES

Primary Source	Location/Link	Description
	https://www.loc.gov/item/2017769731/	Lettuce cutting in the Imperial Valley, California. A Filipino crew of fifty-five boys, migrants SOURCE A
	https://www.loc.gov/item/2017771822/	Gang of Filipino boys thinning lettuce. Salinas, California SOURCE B

Curating Sources





Break

15 minutes





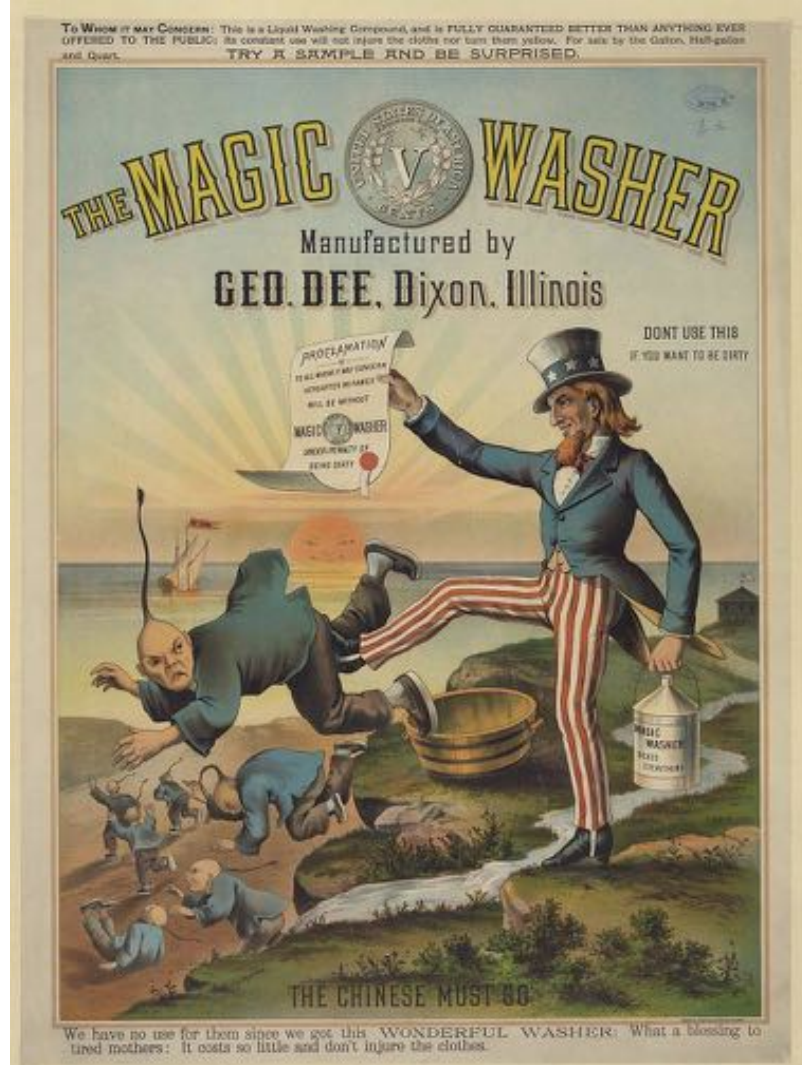
Overview of Our Chapters



For whom should America's gates be open? An Immigration Inquiry about Chinese in the 1800s & Angel Island

The Magic Washer, Manufactured by Geo. Dee, Dixon, Illinois. The Chinese must go.

Library of Congress Prints and
Photographs Division, Washington, D.C.





For whom should America's gates be open?

C3 Disciplinary Focus

U.S. History

C3 Inquiry Focus

Evaluating Sources &
Taking Informed Action

Content Topic

Understanding early immigration
to the U.S. beyond Ellis Island and
European immigration

Pedagogical Focus

Counternarratives & Critical
Race Media Literacy

For whom should America's gates be open?

SUPPORTING QUESTIONS:

1. Why did the Chinese come to the Western United States?
2. What was life in the United States like for Chinese immigrants?
3. What factors led to Chinese exclusion?
4. How did Chinese exclusion lead to stricter immigration enforcement?



What does a U.S. citizen "look" like? What does it mean to be loyal to your country? Civics Inquiries about Japanese American Incarceration

It's "Present arms!" for members of the 442nd Combat Team, Japanese-American fighting unit, as they salute their country's flag in a brief review held the day of their arrival at Camp Shelby, Miss., 1943

Library of Congress Prints and Photographs Division, Washington, D.C.





What does a U.S. citizen "look" like?

C3 Disciplinary Focus

Civics

C3 Inquiry Focus

Evaluating Sources &
Taking Informed Action

Content Topic

Japanese American incarceration
during World War II

Pedagogical Focus

Teaching Difficult Histories
to Young Learners



What does a U.S. citizen “look” like?

SUPPORTING QUESTION 1

Why were Japanese Americans imprisoned during World War II?

SUPPORTING QUESTION 3


How did baseball become a popular sport in Japanese American prison camps?


SUPPORTING QUESTION 2

What was life like in Japanese American prison camps during World War II?

SUPPORTING QUESTION 4


Did serving in the military change perceptions of Japanese Americans?





**What does it
mean to be
loyal to your
country?**

Form Approved
Official Business Pen. 10-5200-02



(Leave blank space here for photo)
STATEMENT OF UNITED STATES CITIZEN OF JAPANESE ANCESTRY

1. (a) Name: _____ (b) Date given name: _____ (c) Japanese given name: _____
(d) Alias: _____

2. Last selective service board: _____ (a) Number: _____

3. Date of birth: _____ (a) City: _____ (b) County: _____ (c) State: _____
Place of birth: _____

4. Present address: _____ (a) Street: _____ (b) City: _____ (c) State: _____

5. Last two addresses at which you lived 3 months or more (exclude addresses at relative's home and at assembly center):
From: _____ To: _____
From: _____ To: _____

6. Sex: _____ (a) Height: _____ (b) Weight: _____

7. Are you a registered voter? _____ Year first registered: _____
Whom? _____ Party: _____

8. Marital status: _____ (a) Citizenship of wife: _____ (b) Race of wife: _____

9. (a) Father's Name: _____ (b) Date of birth: _____ (c) Occupation: _____ (d) State or Country: _____ (e) Citizenship: _____
10. (a) Mother's Name: _____ (b) Date of birth: _____ (c) Occupation: _____ (d) State or Country: _____ (e) Citizenship: _____

In Items 11 and 12, you need not list relatives other than your parents, your children, your brothers and sisters.
For each person give name; relationship to you (such as father); citizenship; complete address; occupation.

11. Relatives in the United States (if in military service, indicate whether a volunteer or volunteer):

(a) Name: _____ (b) Relationship to you: _____ (c) Citizenship: _____
(d) Complete address: _____ (e) Occupation: _____ (f) Volunteer or enlisted: _____

(b) Name: _____ (b) Relationship to you: _____ (c) Citizenship: _____
(d) Complete address: _____ (e) Occupation: _____ (f) Volunteer or enlisted: _____

(c) Name: _____ (b) Relationship to you: _____ (c) Citizenship: _____
(d) Complete address: _____ (e) Occupation: _____ (f) Volunteer or enlisted: _____

DD FORM 304A
1-10-52 (If additional space is necessary, attach sheets) 10-5200-02

What does it mean to be loyal to your country?

SUPPORTING QUESTIONS:

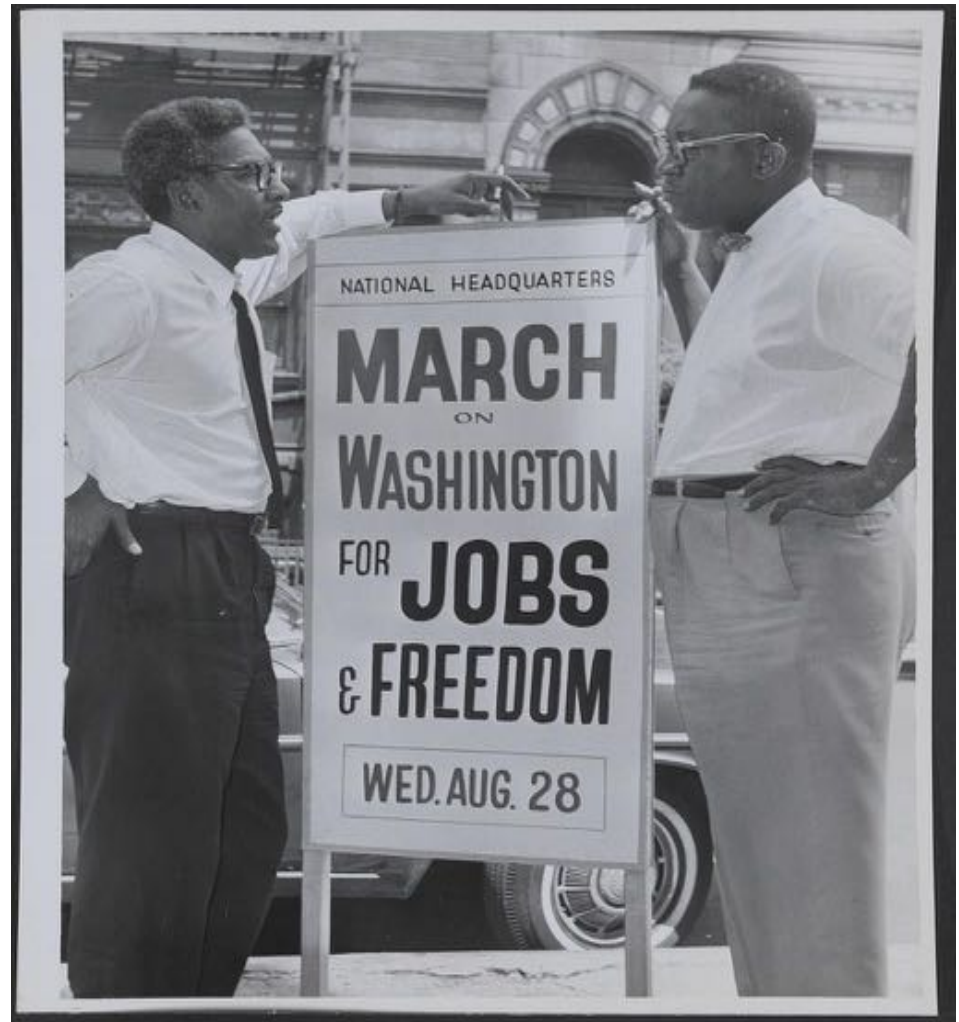
1. Who was Fred Korematsu and would he be considered a loyal American?
2. Why was the Loyalty Questionnaire difficult for Japanese and Japanese Americans to respond to?
3. Was Japanese American incarceration constitutional?
4. What are contemporary examples in which U.S. citizens have had their loyalty questioned?



Does Your *Labor* or *Label* Matter More?

Bayard Rustin (left) and Cleveland Robinson (right) advertising for the March on Washington for Jobs & Freedom in early August 1963.

Library of Congress Prints and Photographs
Division, Washington, D.C.





Does Your *Labor* or *Label* Matter More?

C3 Disciplinary Focus

U.S. History & Civics

C3 Inquiry Focus

Evaluating Sources &
Taking Informed Action

Content Topic

Bayard Rustin & Civil Rights
Movement

Pedagogical Focus

Queer Pedagogy &
Disciplinary Literacy

Does Your *Labor* or *Label* Matter More?

I discovered a set of sources that would help students learn the following content:

1. 4 sources that would describe his role in the March on Washington for Jobs & Freedom...*What was Bayard's role in the March?*
2. 5 sources that would describe some of his achievements in the Civil Rights Movement...*How was Bayard's role and work described by civil rights activist of the time?*
3. 3 sources that would explore the intersection between Bayard's work and his sexual orientation...*How did Bayard's identity as a gay man affect his role and legacy as a civil rights activist?*



Who's Responsible for the Food on My Plate?

*Filipino lettuce farmworker in Imperial Valley,
California, in February 1939.*

Library of Congress Prints and Photographs
Division, Washington, D.C.





Who's Responsible for the Food on My Plate?

C3 Disciplinary Focus

U.S. History & Geography

C3 Inquiry Focus

Evaluating Sources &
Taking Informed Action

Content Topic

Farming & Labor Unions

Pedagogical Focus

Counternarratives &
Heroification

Who's Responsible for the Food on My Plate?

SUPPORTING QUESTIONS:

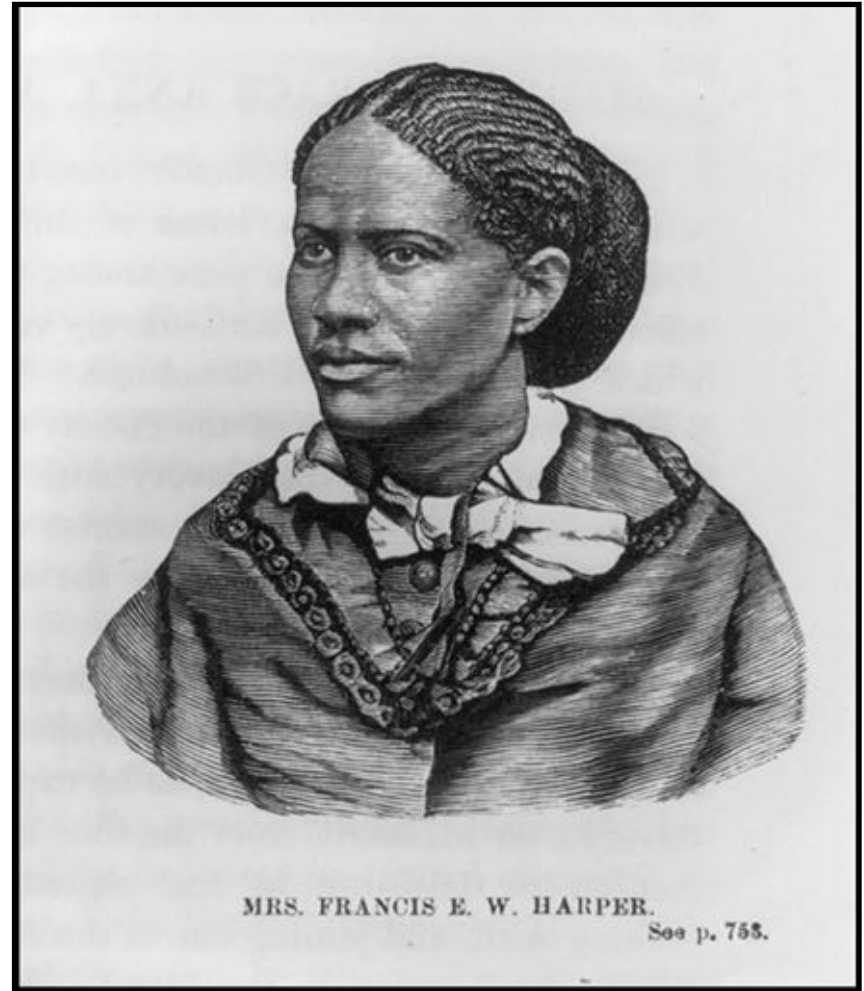
1. Who farmed during the 1900s and under what conditions?
2. What were the living conditions like for the ethnoracially diverse farmworkers in California?
3. How did farmworkers resist unfair labor practices?




Why do we Celebrate the 19th Amendment as the Definitive Moment when Women were Granted the Right to Vote?

Frances Ellen Watkins Harper (1825–1911). Reproduction from The Underground Railroad by William Still. Philadelphia: Porter & Coates, 1872. Prints and Photographs Division, Library of Congress (046.02.00). Frances Ellen Watkins Harper was a writer, speaker, activist, and founding member of the American Woman Suffrage Association and famously exposed the racism within the organization. In her writing and speeches, she spoke about the experiences of Black women within social justice movements battling both racism and sexism.

Library of Congress Prints and Photographs
Division, Washington, D.C.





Why do we Celebrate the 19th Amendment as the Definitive Moment when Women were Granted the Right to Vote?

C3 Disciplinary Focus

U.S. History

C3 Inquiry Focus

Evaluating Sources &
Taking Informed Action

Content Topic

Moving Beyond the traditional master narrative of the women's suffrage movement by centering the experiences of Black women suffragists.

Pedagogical Focus

Counternarratives, historical empathy/social perspective taking
Intersectionality

Why do we Celebrate the 19th Amendment as the Definitive Moment when Women were Granted the Right to Vote?

SUPPORTING QUESTIONS:

1. What were Black women's experiences in the women's suffrage movement?
2. In what ways did Black women advocate for themselves and their communities as citizens?





Is Food a Political Weapon?

[Black farmers at soil conservation meeting at Vernon, Oklahoma in February 1940.](#) African Americans have a long, complicated, rich, and very important history with the land and farming in the United States.

Library of Congress Prints and Photographs
Division, Washington, D.C.

C3 Disciplinary Focus

Geography and Economics

C3 Inquiry Focus

Evaluating Sources &
Taking Informed Action

Content Topic

Moving Beyond the traditional
master narrative of Black farmers
and highlighting their agency and
resilience.

Pedagogical Focus

Counternarratives
Critical Race Theory

Is Food a Political Weapon?



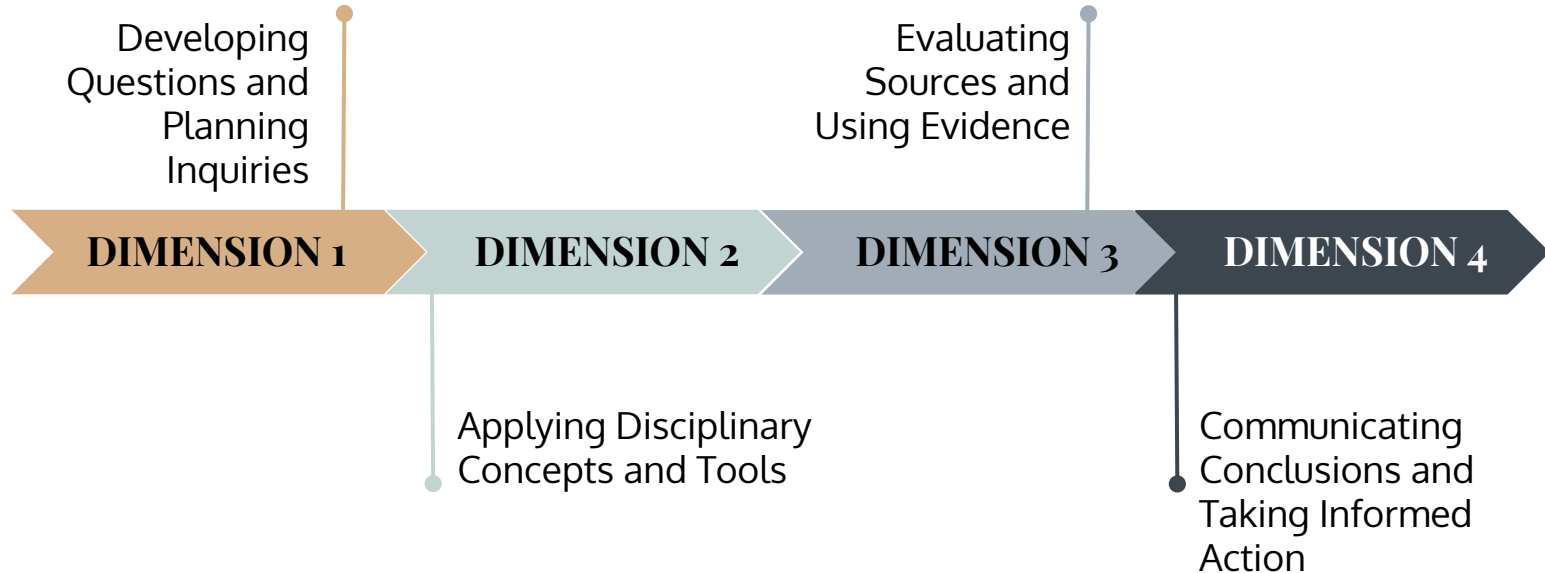
Is Food a Political Weapon?

SUPPORTING QUESTIONS:

1. What is the history of African Americans and the land?
2. What is a farm cooperative? What impact did cooperatives have on Black farmers?
3. Who was Fannie Lou Hamer? How did she create change in her community?



College, Career & Civic Life Framework for Social Studies State Standards



Dimension 1: Developing Questions & Planning Inquiries

IMMIGRATION

What do students already know about immigration? Which groups have they learned about? During which time periods? What do students understand about the immigration process?

Prepare for the inquiry by asking questions like:

- Who should be allowed to enter a country and why?
- Are there certain groups that should *not* be allowed to enter? Why or why not?
- How might you enforce these rules? What resources would be needed to enforce them?
- What does it mean to be a citizen of a place? Are there certain requirements that citizens should meet or things that citizens should be expected to do?



Dimension 1: Developing Questions & Planning Inquiries

JAPANESE AMERICAN INCARCERATION
DURING WWII

Picture flood for student-guided inquiry
(2nd grade)



Part of

Primary Source Sets
Lesson Plans
Presentations

PRIMARY SOURCE SET

Japanese American Internment

Jump to: [Teacher's Guide](#)

Student Discovery Set - free ebook on iBooks

TEACHERS HOME

The Library of Congress offers classroom materials and professional development to help teachers effectively use primary sources from the Library's vast digital collections in their teaching.

ANALYSIS TOOL & GUIDE

To help your students analyze these primary sources, get a graphic organizer and guides.



Naval dispatch announcing the Japanese attack on Pearl Harbor, 7 December 1941

[Download as PDF](#)



Oakland, Calif., Feb. 1942

[Download as PDF](#)



Civilian exclusion order #5

[Download as PDF](#)



Tojo Mistake (i.e., Toyō Miyatake) Family

[Download as PDF](#)



Mess line, noon, Manzanar Relocation Center

[Download as PDF](#)



Japanese American camp, war emergency relocation..

[Download as PDF](#)



School children, Manzanar

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Roy Takemura reading paper in front of office

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Sumiko Shigematsu, foreman of power sewing machine girls, Manzanar

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A large sign reading "I am an American"

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Santa Anita reception center

[Download as PDF](#)



Japanese-American child

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Japanese-American camp, war emergency evacuation, Tule Lake

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"And this," says a lieutenant of the Japanese-American 442nd Combat Team anti-tank company

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Detail of work-order board

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Dimension 2: Applying Disciplinary Tools & Concepts

- C3 Framework details a set of indicators within each dimension across 4 grade-level bands.
 - Reference Guides I created for use w/ Pre-Service Teachers: History, Civics, Geography, and Economics
- C3 defines disciplinary tools and concepts (that may or may not align with other conceptualizations of the disciplines).



APPLY DISCIPLINARY CONCEPTS & TOOLS

Change, Continuity, and Context

By end of 2 nd grade	By end of 5 th grade
Students create a chronological sequence of multiple events.	Students create and use a chronological sequence of related events to compare developments that happened at the same time.
Students compare life in the past to life today.	Students compare life in specific historical time periods to life today.
Students generate questions about individuals and groups who have shaped a significant historical change.	Students generate questions about individuals and groups who have shaped a significant historical changes and continuities.

Perspectives

By end of 2 nd grade	By end of 5 th grade
Students compare perspectives of people in the past to those of people in the present.	Students explain why individuals and groups during the same historical period differed in their perspectives.
Begins in 3 rd grade.	Students explain connections among historical contexts and people's perspectives at the time.
Students compare different accounts of the same historical event.	Students describe how people's perspectives shaped the historical sources they created.
Begins in 3 rd grade.	Begins in 6 th grade.
Begins in 3 rd grade.	Begins in 6 th grade.

Historical Sources and Evidence

By end of 2 nd grade	By end of 5 th grade
Students identify different kinds of historical sources.	Students summarize how different kinds of historical sources are used to explain events in the past.
Students explain how historical sources can be used to study the past.	Students compare information provided by different historical sources about the past.

Dimension 2: Applying Disciplinary Tools & Concepts

Farming & Farmworkers Task Cards

- Using task cards, students can apply the following disciplinary tools and concepts:
 - Create a chronological sequence using multiple events
 - Students summarize a central claim in a secondary source
 - Comprehension strategies (predicting, questioning, inferring)

Healthy Integration



Dimension 3: Evaluating Sources & Using Evidence

Bayard Rustin

Interview Close Read Protocol asks students to evaluate an interview as a possible source as well as to locate evidence in the interview that could answer the posed supporting question.

SOURCING		How was Bayard's role and work in the movement described by civil rights activists of the time?
Interview 1	Who is being interviewed?	Textual Evidence from 1 st passage:
	When are they being interviewed?	Textual Evidence from 2 nd passage:
		Textual Evidence from 3 rd passage:
Interview 2	Who is being interviewed?	Textual Evidence from 1 st passage:
	When are they being interviewed?	Textual Evidence from 2 nd passage:
		Textual Evidence from 3 rd passage:



Observe-Reflect-Question Protocol

Round 1: Photograph Analysis (Source C and D)

https://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photos_and_Prints.pdf

Observe	<ul style="list-style-type: none">● What do you see?● What details do you see that relate to Bayard Rustin?
Reflect	<ul style="list-style-type: none">● When was this image made?● What do you think is happening in this image?
Question	<ul style="list-style-type: none">● What are you still wondering about with regards to Bayard and his role in the march?

Round 2: Document Analysis (Source E)

https://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Manuscripts.pdf

Observe	<ul style="list-style-type: none">● What do you notice first?● What details do you see that relate to Bayard?
Reflect	<ul style="list-style-type: none">● Who do you think created this document?● Why <u>as this</u> document made?● What do the details that relate to Bayard make you think about his role in the march?
Question	<ul style="list-style-type: none">● What are you still wondering about with regards to Bayard and his role in the march?

Bringing the dimensions to “life” through curricular planning

The IDM Blueprint (Swan, Lee, & Grant, 2018) can be a tool to organizing and scaffolding pre- or in-service teachers inquiry planning.

- Book Chapter Example
- Template for use with pre- or in-service teachers that illustrates tenets of *Inquiry Design Model: Building Inquirers in Social Studies* by Swan, Lee, and Grant (2018)





BREAKOUT ROOMS

How do you conceptualize these dimensions in your work?

Be prepared to share with the group when we come back :)

Dimension 4: Communicating Conclusions and Taking Informed Action



GirlTrek's Black Girl Justice League Mobilizes To Get 50,000 Black Women Walking To The Polls

THE BLACK GIRL JUSTICE LEAGUE

POWER AND PROGRESS

This month, GirlTrek launched #TheBlackGirlJusticeLeague with the hope to mobilize 50,000 Black women to invade the polls together on Election Day.

A screenshot of a news article. The headline reads "GirlTrek's Black Girl Justice League Mobilizes To Get 50,000 Black Women Walking To The Polls". Below the headline is a social media sharing bar with icons for Facebook, Twitter, LinkedIn, and Print. The main image shows a group of people, including a woman in a red jacket and another in a blue jacket, walking together. Overlaid on the image is the text "THE BLACK GIRL JUSTICE LEAGUE" in large white letters, with a star above the word "GIRL". Below that, in smaller white letters, is "POWER AND PROGRESS". At the bottom of the image, there is a caption: "This month, GirlTrek launched #TheBlackGirlJusticeLeague with the hope to mobilize 50,000 Black women to invade the polls together on Election Day."

BRENNAN CENTER FOR JUSTICE

Voting Laws Roundup: May 2021

States have already enacted more than 20 laws this year that will make it harder for Americans to vote — and many legislatures are still in session.

Ensure Every American Can Vote

A screenshot of the Brennan Center for Justice website. The header includes the organization's name "BRENNAN CENTER FOR JUSTICE" and a search bar. Below the header is a navigation menu with links for "Issues", "Our Work", "Experts", "Get Involved", "About", "Library", and "Press". The main content area features a red "POLICY" tag above the article title "Voting Laws Roundup: May 2021". Below the title are social media sharing icons. The article text states: "States have already enacted more than 20 laws this year that will make it harder for Americans to vote — and many legislatures are still in session." To the right of the text is a photograph of people at a public event, with one person standing next to a sign that says "Ensure Every American Can Vote". At the bottom right of the page, there is a logo for "Ensure Every American Can Vote" with the text "With Support from".



BREAKOUT ROOMS

How do you conceptualize this dimension in your work?

We will share with the group when we come back



Stretch Break





GRAPPLING WITH THIS WORK



SCAN ME

Wanna join us?



THANKS!

Corey R. Sell
Metropolitan State University of Denver

Amanda Vickery
University of North Texas

Noreen Naseem Rodríguez
University of Colorado Boulder

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