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
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?
“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

“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
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”

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

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

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
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

- **DIMENSION 1**: Developing Questions and Planning Inquiries
- **DIMENSION 2**: Applying Disciplinary Concepts and Tools
- **DIMENSION 3**: Evaluating Sources and Using Evidence
- **DIMENSION 4**: Communicating Conclusions and Taking Informed Action
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.

- **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 and the curriculum and content with which students might have little experience. Example: Was the American Revolution revolutionary?

- **Standards and Practices**
  - The key standard (1-2) that is the foundation for the inquiry. Example: Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past. (D2.His.16.9-12).

- **Staging the Question**
  - Staging the question activities introduce students to the ideas behind the compelling question in order to generate curiosity in the topic. Example: Discuss the question of how much change must occur for something to be considered revolutionary.

- **Supporting Question 1**
  - 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. Example: What were the political changes that resulted from the American Revolution?

- **Formative Performance Task**
  - Formative Performance Tasks are 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 provides 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. Example: Write a paragraph that compares the political rights of white, black, and Native American men and women before and after the American Revolution.

- **Summative Performance Task**
  - Each Summative 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. Example: Abigail Adams letter to John Adams (1776).

- **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. Example: Construct a written argument that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views.

- **Extension**
  - An extension activity offers an optional task that might be used in place of the Summative Performance Task. 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.

- **Taking Informed Action**
  - The three activities described in this space represent a logic that asks students to a) understand the issues evident from the inquiry in a larger and/or current context, b) assess the relevance and impact of the issues, and c) act in ways that allow students to demonstrate agency in a real-world context. Example: Understand—Research a proposed tax in the United States. Assess—Examine the benefits and drawbacks of the proposed tax. Act—Write a letter to the newspaper editor that outlines support or opposition to the proposed tax.
Teaching the College, Career, and Civic Life (C3) Framework: Exploring Inquiry-based Instruction in Social Studies (2014)

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

Organized around the 4 Dimensions

Organized around the IDM Blueprint
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).
Stretch Break

5 minutes
Library of Congress

Our Faves!
Free to Use and Reuse Sets

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

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
Library of Congress blog posts provide stories and information along with accompanying resources. A great place to jumpstart your research.
Chronicling America allows you to search historic newspapers from 1777 to 1963.
America’s Story has curated resources into 5 themes. Each story is presented in a kid-friendly and interactive manner.
<table>
<thead>
<tr>
<th>Primary Source</th>
<th>Location/Link</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="https://www.loc.gov/item/2017769731/" alt="Image" /></td>
<td><a href="https://www.loc.gov/item/2017769731/">https://www.loc.gov/item/2017769731/</a></td>
<td>Lettuce cutting in the Imperial Valley, California. A Filipino crew of fifty-five boys, migrants</td>
</tr>
<tr>
<td><img src="https://www.loc.gov/item/2017771822/" alt="Image" /></td>
<td><a href="https://www.loc.gov/item/2017771822/">https://www.loc.gov/item/2017771822/</a></td>
<td>Gang of Filipino boys thinning lettuce. Salinas, California</td>
</tr>
</tbody>
</table>

**SOURCE A**

**SOURCE B**
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


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 2**
What was life like in Japanese American prison camps during World War II?

**SUPPORTING QUESTION 3**
How did baseball become a popular sport in Japanese American prison camps?

**SUPPORTING QUESTION 4**
Did serving in the military change perceptions of Japanese Americans?
What does it mean to be loyal to your country?
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 & Freedomein 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?
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.
Is Food a Political Weapon?

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

"Down where we are, food is used as a political weapon. But if you have a pig in your backyard, if you have some vegetables in your garden, you can feed yourself and your family, and nobody can push you around. If we have something like some pigs and some gardens and a few things like that, even if we have no jobs, we can eat and we can look after our families". 

-Fannie Lou Hamer
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 and Planning Inquiries

**DIMENSION 2**
Applying Disciplinary Concepts and Tools

**DIMENSION 3**
Evaluating Sources and Using Evidence

**DIMENSION 4**
Communicating Conclusions and Taking Informed Action
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)
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

<table>
<thead>
<tr>
<th>By end of 2\textsuperscript{nd} grade</th>
<th>By end of 5\textsuperscript{th} grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students create a chronological sequence of multiple events.</td>
<td>Students create and use a chronological sequence of related events to compare developments that happened at the same time.</td>
</tr>
<tr>
<td>Students compare life in the past to life today.</td>
<td>Students compare life in specific historical time periods to life today.</td>
</tr>
<tr>
<td>Students generate questions about individuals and groups who have shaped a significant historical change.</td>
<td>Students generate questions about individuals and groups who have shaped significant historical changes and continuities.</td>
</tr>
</tbody>
</table>

### Perspectives

<table>
<thead>
<tr>
<th>By end of 2\textsuperscript{nd} grade</th>
<th>By end of 5\textsuperscript{th} grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students compare perspectives of people in the past to those of people in the present.</td>
<td>Students explain why individuals and groups during the same historical period differed in their perspectives.</td>
</tr>
<tr>
<td>Begins in 3\textsuperscript{rd} grade.</td>
<td>Students explain connections among historical contexts and people’s perspectives at the time.</td>
</tr>
<tr>
<td>Students compare different accounts of the same historical event.</td>
<td>Students describe how people’s perspectives shaped the historical sources they created.</td>
</tr>
<tr>
<td>Begins in 3\textsuperscript{rd} grade.</td>
<td>Begins in 6\textsuperscript{th} grade.</td>
</tr>
<tr>
<td>Begins in 3\textsuperscript{rd} grade.</td>
<td>Begins in 6\textsuperscript{th} grade.</td>
</tr>
</tbody>
</table>

### Historical Sources and Evidence

<table>
<thead>
<tr>
<th>By end of 2\textsuperscript{nd} grade</th>
<th>By end of 5\textsuperscript{th} grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students identify different kinds of historical sources.</td>
<td>Students summarize how different kinds of historical sources are used to explain events in the past.</td>
</tr>
<tr>
<td>Students explain how historical sources can be used to study the past.</td>
<td>Students compare information provided by different historical sources about the past.</td>
</tr>
</tbody>
</table>
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)
## 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 posited supporting question.

<table>
<thead>
<tr>
<th>SOURCING</th>
<th>How was Bayard’s role and work in the movement described by civil rights activists of the time?</th>
</tr>
</thead>
</table>
| **Interview 1** | **Who is being interviewed?**  
Textual Evidence from 1st passage:  
Textual Evidence from 2nd passage:  
Textual Evidence from 3rd passage:  
**When are they being interviewed?** |
| **Interview 2** | **Who is being interviewed?**  
Textual Evidence from 1st passage:  
Textual Evidence from 2nd passage:  
Textual Evidence from 3rd passage:  
**When are they being interviewed?** |
### Observe-Reflect-Question Protocol

#### Round 1: Photograph Analysis (Source C and D)

<table>
<thead>
<tr>
<th>Observe</th>
<th>Reflect</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you see?</td>
<td>When was this image made?</td>
<td>What are you still wondering about with regards to Baynard and his role in the march?</td>
</tr>
<tr>
<td>What details do you see that relate to Bayard Rustin?</td>
<td>What do you think is happening in this image?</td>
<td></td>
</tr>
</tbody>
</table>

[https://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photographs_and_Prints.pdf](https://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photographs_and_Prints.pdf)

#### Round 2: Document Analysis (Source E)

<table>
<thead>
<tr>
<th>Observe</th>
<th>Reflect</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you notice first?</td>
<td>Who do you think created this document?</td>
<td>What are you still wondering about with regards to Bayard and his role in the march?</td>
</tr>
<tr>
<td>What details do you see that relate to Bayard?</td>
<td>Why as this document made?</td>
<td></td>
</tr>
</tbody>
</table>

[https://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Manuscripts.pdf](https://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Manuscripts.pdf)
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

Stacey Abrams has reportedly registered 800,000 new voters in Georgia.

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

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

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.
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
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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