DAY 1

Presentation Links

Item	tinyURL	Full URL
Institute Central Webpage		https://sheg.stanford.edu/summer-2020-session-2
Presentation slides	tinyurl.com/day-1-sheg	https://drive.google.com/file/d/1Vl7BUFoAWDl4KY2a6W2JrbxYaj0ci0FF/view?usp=sharing Also available at https://sheg.stanford.edu/summer-2020-session-2
Civic Online Reasoning website		https://cor.stanford.edu/
Lateral Reading source and questions	tinyurl.com/sheg-LR	https://docs.google.com/document/d/1OS4S96h7Lb7d9Q5hqAFZhB-6PXKWfIZ-klM7-6ZhxeA/edit?usp=sharing
Lateral Reading source		https://www.theodysseyonline.com/why-we-should-raise-the-minimum-wage
2009 Tweet	tinyurl.com/2009trumptweet	https://twitter.com/chelseahandler/status/1251273589036158978
SF Mask League	tinyurl.com/sfmaskleague	https://www.instagram.com/p/B_YZrs7hLIG/
Baltimore Masks	tinyurl.com/baltimore-masks	https://twitter.com/mayorbcyoung/status/1263587142577451009
Full lesson link	tinyurl.com/LR-intro	https://cor.stanford.edu/curriculum/lessons/intro-to-lateral-reading/
International Fact Checking	tinyurl.com/covid-misinformati	https://www.poynter.org/ifcn-c

Network's Coronavirus Facts Alliance	on	ovid-19-misinformation/
COR Curriculum Evaluation Report		https://cor.stanford.edu/research/cor-curriculum-evaluation
Evaluating Videos task		https://cor.stanford.edu/curriculum/assessments/evaluating-videos
COR curriculum		https://cor.stanford.edu/curriculum/
COR videos		https://cor.stanford.edu/videos/
COR MOOC	tinyurl.com/cor-course	https://www.edx.org/course/sorting-truth-from-fiction-civic-online-reasoning
Day 1 Homework	tinyurl.com/HW-82420	https://docs.google.com/forms/d/e/1FAIpQLSc5WD3igUVTDeW4s8wRqwUty69vnsBCQereqWQj-1f56OSwpA/viewform Also available at https://sheg.stanford.edu/summer-2020-session-2
Day 2 (Tuesday) meeting registration link		https://stanford.zoom.us/meeting/register/tJAqd-GspzsuG9cQ4R7Z87HjaHCb9MOu7Kpb Will also be available at https://sheg.stanford.edu/summer-2020-session-2
SHEG Twitter		https://twitter.com/SHEG_Stanford

SHEG Resources Mentioned in the Chat

Civic Online Reasoning website	https://cor.stanford.edu/

Civic Online Reasoning curriculum (be sure to check out the "Collections" tab!)	https://cor.stanford.edu/curriculum/
Civic Online Reasoning MOOC	https://www.edx.org/course/sorting-truth-from-fiction-civic-online-reasoning
All COR research	https://cor.stanford.edu/research/
All history education and COR research	https://sheg.stanford.edu/publications/research-articles
Mutated Daisies/Evaluating Evidence assessment	https://cor.stanford.edu/curriculum/assessments/evaluating-evidence
Expert study article	https://cor.stanford.edu/research/lateral-reading-and-the-nature-of-expertise
Lateral Reading video	https://cor.stanford.edu/videos/lateral-reading-video
Click Restraint video	https://cor.stanford.edu/videos/better-info-click-restraint
Who Can You Trust? video	https://cor.stanford.edu/videos/who-can-you-trust
How to Use Wikipedia Wisely video	https://cor.stanford.edu/videos/how-to-use-wikipedia-wisely
Another video we made about using Wikipedia	https://cor.stanford.edu/videos/using-wikipedia
Civic Online Reasoning "3 Questions" Classroom Poster	https://cor.stanford.edu/blog/classroom-poster
Minimum Wage/Article Evaluation assessment	https://cor.stanford.edu/curriculum/assessments/article-evaluation
Odyssey Online/Intro to Lateral Reading lesson plan	https://cor.stanford.edu/curriculum/lessons/intro-to-lateral-reading
The Facts About Fact Checking video	https://cor.stanford.edu/videos/the-facts-about-fact-checking
Lateral Reading with Fact-Checking Organizations lesson plan	https://cor.stanford.edu/curriculum/lessons/lateral-reading-with-fact-checking-organizations

History-related COR materials (more coming later this year!)	https://cor.stanford.edu/curriculum/#lessons_lateral-reading-with-fact-checking-organizations
COR Curriculum Evaluation Report	https://cor.stanford.edu/research/cor-curriculum-evaluation
Voter Fraud/Evaluating Videos assessment	https://cor.stanford.edu/curriculum/assessments/evaluating-videos

Non-SHEG Resources and Ideas Mentioned in the Chat

- Requesting authors and professors visit class
- NewsELA
- Candidates for local elections visit class
- CommonLit
- Constitution Center's Scholar Exchanges—class talked to a judge from Scranton, PA, about the first amendment
- Contacted authors of class readings to meet with class
- Challenges of Distance Learning: student participation, screen fatigue, student engagement, student attendance, missing student face-to-face interaction, student access to wifi, students distracted, providing timely feedback, access to tech, teaching equitably, keeping EL's and SPED students from falling behind, no grades, burn out, student accountability, boundaries, assessing student participation
- Successes of Distance Learning: student advisory teams—facilitate the chat, summarize the chat, throw out questions, help with tech, found new materials
- Mike Caulfield, "Media Literacy Is About Where To Spend Your Trust. But You Have To Spend It Somewhere"—https://hapgood.us/2018/02/23/media-literacy-is-about-where-to-spend-your-trust-but-you-have-to-spend-it-somewhere/
- AllSides.org
- "With TikTok a lot of videos of protests were being shared that the "old news" wasn't covering. How would you respond to students bringing these events to your attention?"
    - *SHEG Comment: You could direct students to the many reputable sources that have covered recent protests. You might also explain that while social media can democratize sharing information and offers the ability for more people to have a platform, we should always ask (1) Who's behind the information? (2) What's the evidence? (3) What do other sources say? There are credible social media accounts, such as those of journalists and credible news sources. Laypeople also share credible information online. But we run the risk of believing misinformation when we don't verify claims with trustworthy sources. Consider this example: https://www.snopes.com/fact-check/atlanta-child-militia/*
- "Online, when you don't have a physical paper in front of you, the op-ed type content bleeds into the news sometimes. That's something I think about for my students, too."

- ○ *SHEG Comment: Great point. We encourage you to check out our News Search assessment (https://cor.stanford.edu/curriculum/assessments/news-search) as well as our News vs. Opinion lesson plan (https://cor.stanford.edu/curriculum/lessons/news-vs-opinion)*
- PolitiFact for lateral reading
- Takeaway—have students practice judging credibility of social media posts
- Connect life skills (evaluating what you read on social media) to academic research skills by starting with one-off activities and transitioning to a longer research project
- Connect lateral reading to the historical thinking skill of sources by having students evaluate online sources and also examples from the "Revolutionary era press where propaganda and position are present in primary sources"
- "Working on how to use lateral reading with primary sources in general not just Revolutionary Era"
- Schematic for scheduling scaffolding tasks: https://onlinelibrary.wiley.com/doi/full/10.1111/ejed.12363
- NYT documentary on an example of purposeful disinformation: https://youtu.be/tR_6dibpDfo

Day 2

Presentation Links

Item	tinyURL	Full URL
Institute Central Webpage		https://sheg.stanford.edu/summer-2020-session-2
Presentation slides		https://drive.google.com/file/d/1lwKnji2d5lU2fP2qSEEFhPT6aJ5ud2lh/view?usp=sharing Also available at https://sheg.stanford.edu/summer-2020-session-2 (Under Day 2, click "Presentation Slides")
Activity Materials for Today/Pocahontas fillable PDF	tinyurl.com/sheg-modeling	https://drive.google.com/file/d/1tgSFb2lH1g8xFByAhgF_WXjl9P_1fXbb/view?usp=sharing Also available at https://sheg.stanford.edu/summer-2020-session-2 (under Day 2, click "Pocahontas/Modeling Activity Doc")
Historical Thinking Skills Chart		https://sheg.stanford.edu/history-lessons/historical-thinking-chart
Pocahontas lesson plan		https://sheg.stanford.edu/history-lessons/pocahontas
Document A modeling video	tinyurl.com/pocahontas-doc-a	https://youtu.be/61GRDpN8ZdE
Montgomery Bus Boycott lesson plan		https://sheg.stanford.edu/history-lessons/montgomery-bus-boycott

Moctezuma and Cortés lesson plan		https://sheg.stanford.edu/history-lessons/moctezuma-and-cortes
Battle of Lexington lesson plan		https://sheg.stanford.edu/history-lessons/battle-lexington
Stanford History Education Group website		https://sheg.stanford.edu/
All Reading Like a Historian lesson plans		https://sheg.stanford.edu/history-lessons
Sourcing classroom poster		https://sheg.stanford.edu/history-lessons/sourcing-classroom-poster
List of all the Reading Like a Historian materials that are available in Spanish		https://sheg.stanford.edu/sheg-materials-spanish
All Beyond the Bubble history assessments		https://sheg.stanford.edu/history-assessments
Materials to Prepare for Wednesday's Meeting	tinyurl.com/athens-pdf	https://drive.google.com/file/d/1xnXl_PXSgBwCu6eKfZKCgAvPiRSQPy7E/view?usp=sharing Also available at https://sheg.stanford.edu/summer-2020-session-2 (Under Day 3, click "Materials to Review Before Meeting)
Day 2 Homework		https://docs.google.com/forms/d/e/1FAIpQLSeq8gElMU37cc2v3R_ydWADYtWC9gKVX0yR_iEo7Vx1qXSbfA/viewform?usp=sf_link Also available at https://sheg.stanford.edu/summer-2020-session-2 (Under Day 2, click "Homework Assignment")

Day 3 (Wednesday) meeting registration link		https://stanford.zoom.us/meeting/register/tJYrfuqurjMpHd1iZk1HMKO1-GCzSv5It6BY Will also be available at https://sheg.stanford.edu/summer-2020-session-2 (Under Day 3 - Zoom Registration Link)
SHEG Twitter		https://twitter.com/SHEG_Stanford
Upper Elementary Lesson—Pocahontas		https://sheg.stanford.edu/history-lessons/pocahontas
Upper Elementary Lesson—Boston Massacre		https://sheg.stanford.edu/history-lessons/boston-massacre
Upper Elementary Lesson—Battle of Lexington		https://sheg.stanford.edu/history-lessons/battle-lexington
Upper Elementary Lesson—Portola Expedition		https://sheg.stanford.edu/history-lessons/portola-expedition
Upper Elementary Lesson—California Missions		https://sheg.stanford.edu/history-lessons/california-missions
Upper Elementary Lesson—The Gold Rush and San Francisco		https://sheg.stanford.edu/history-lessons/gold-rush-and-san-francisco

Fillable PDFs

All of our Reading Like a Historian introductory lessons are now available with fillable PDFs: https://sheg.stanford.edu/history-lessons?f%5B0%5D=topic%3A7#main-content#main-content . The Pocahontas and Athenian Democracy SAC lessons are also available with fillable PDFs.

We are actively working to make fillable PDFs for the rest of our Reading Like a Historian lessons. We will announce on our Twitter account once more are available (@SHEG_Stanford). Schedule permitting, we will then work to make fillable PDFs for our Beyond the Bubble assessments.

To use the fillable PDFs, simply download them from the site and share the files with students. The PDFs can be filled out and saved with the following applications: Preview (Mac), Adobe Acrobat Reader (available for free download for Mac or PC), and Microsoft Edge (PC).

For those using Chromebooks, you should be able to use a Google Drive add-on called DocHub, which allows you to fill in PDFs, but we haven't tested this thoroughly.

Resources and Ideas Mentioned in the Chat

For SHEG resources mentioned, please review [the presentation links](#)**

- Tech Resources and Ideas
  - Are there Google Docs for RLH materials?
    - *SHEG comment: Our [La Malinche](#), [Equal Rights Amendment](#), and [Hurricane Katrina](#) lessons are all available as Google Docs. Additionally, we are working to make all of our Reading Like a Historian student materials available as fillable PDFs, which students be uploaded to Google Drive, downloaded by students and completed, and then re-uploaded.*
    - *SHEG Comment: For those using Chromebooks, you should be able to use a Google Drive add-on called DocHub, which allows you to fill in PDFs, but we haven't tested this thoroughly.*
    - "When you convert PDFs to Google Docs it messes up the formatting unfortunately. At least in my experience."
    - "You can upload any PDF to Google Drive and then 'open with Google Docs' and it will convert to editable document (some formatting will change but not bad)"
    - "Automagical Forms is a google drive app that can convert pdfs to a google form"
  - "I appreciate that instead of annotating on the physical document, students can comment directly on the document (as Joel did in the video). Also, when it's time for students to share their written responses on which Doc was more reliable, you can use Zoom polls to task students which doc they chose and they can use the results as a jumping off point for discussion."
  - "I'm trying to flip the classroom and put most content-learning as homework for students to move at their own pace; also, I'm interested in empowering students with experience with social media/video to use safe platforms like FlipGrid to supplement discussion when writing skills are limited or students don't have reliable access to a computer."
  - "I'm also specifically hoping to design most curriculum to work on a phone, in case students are displaced by basic needs requirements, evacuations, etc."
  - "Flipgrid is awesome!"
  - PearDeck
  - NearPod
  - "Screencast-o-matic is good too"
  - "Keep it simple tech-wise"
  - "Zoom is clutch"

- - "Small breakout groups work well"
  - "Would love to hear your recommendations for LMS systems."
    - *SHEG comment: We don't have a recommendation for any particular LMS.*
  - "Canvas discussion boards"
  - "These SHEG lessons are fab for a flipped classroom like mine."
  - "Small groups might not work for the first day—scaffold into it over the semester"
  - "Having 2 facilitators (one presenting, one monitoring the chat) is helpful"
  - "Padlet is a good resource for reading classmates' comments"
  - "Canvas is a good platform. Did not like its synchronous platform of Big Blue Button."
- Resources and Ideas Related to the Pocahontas Lesson Plan
  - In addition to Disney movie, should the movie *The New World*
  - "Great poem to use in concert with this (shifting perspective from johns >> Pocahontas)...https://waltonhigh.typepad.com/files/pocahontas_to_her_english_husband-.pdf
  - "Are these docs editable yet for kids to answer online in the PDFs?"
    - *SHEG comment: [The Pocahontas lesson plan PDFs](#) are fillable, yes. We're working to make our other PDFs also fillable.*
  - "Can turn [the Reading Like a Historian Pocahontas lesson] into a geography lesson with maps, state and city names, even weather patterns. Lots of visual aids to use then."
  - "I am breaking up [the Pocahontas lesson] into two lessons."
  - "The QFT method (https://rightquestion.org/what-is-the-qft/) would be very helpful to generate questions yet to explore"
  - "If you have ELLs in class, think about the assumptions we make as teachers … let students locate Virginia and Jamestown on map … indicate how far by car from your city."
  - "If you are following a talk, read, talk write format, the writing portion could be done asynchronous. That way students get to their thoughts during the talk 2 prior to writing."
  - "I'd also recommend adding in Indigenous perspectives into your teaching of Native history. One book I've used before is a graphic novel, '500 Years of Resistance' by Gord Hill https://arsenalpulp.com/Books/T/The-500-Years-of-Resistance-Comic-Book"
  - "More about rituals: https://www.encyclopediavirginia.org/religion_in_early_virginia_indian_society"
  - "Could do a Socratic seminar"
  - "I also always explain what terms like excerpt, abridged, modified all mean to my students."
  - "I give one copy of the original documents to each group."
  - "Also recommend Native Knowledge 360 curriculum from the National Museum of the American Indian"
  - https://www.teachhistoricalthinking.com/all-blog-posts/socratic-seminar
- Cognitive Modeling Ideas and Questions

- - "Having students create a video where they break down a document would be an awesome assessment--formative or summative."
  - Is there scholarship related to this modeling framework?
    - *SHEG Comment: See Collins, A., Brown, J.S, & Holum, A. (1991) Cognitive apprenticeship: Making thinking visible.* American Educator, *15(3), 6-11.*
  - Is there scholarship related to the Into-Through-Beyond framework?
    - *SHEG comment: See McGrew, S., Alston, C., & Fogo, B. (2018). Modeling as an example of representation. In P. Grossman (Ed.),* Teaching core practices in teacher education *(pp. 35-55). Cambridge, MA: Harvard Education Press.*
- Miscellaneous Questions
  - "How long does it take for SHEG to develop a whole lesson set?"
    - *SHEG comment: It really depends on the topic and the archival record but a pretty long time! That said, getting something ready to post online for others to use requires more time than if making something to use yourself with your students.*
  - "Are all lessons designed for the upper elementary related to US history or are there World History examples as well?"
    - *SHEG comment: None of the world history materials were written specifically with upper elementary in mind, but we've heard from upper elementary teachers that they've had success using our world history lessons with modifications.*
  - "What about documentation for professional development hours?"
    - *SHEG comment: If you are not completing the homework to 1 CEU but would like documentation of attendance, please email us at sheg@gse.stanford.edu*

Day 3

Presentation Links

Item	tinyURL	Full URL
Institute Central Webpage		https://sheg.stanford.edu/summer-2020-session-2
Presentation slides		https://drive.google.com/file/d/11EKhnKBxMtOISaUJW8S-T1Yv5YE1C0py/view?usp=sharing Also available at https://sheg.stanford.edu/summer-2020-session-2 (Under Day 3, click "Presentation Slides")
Athenian Democracy SAC	tinyurl.com/athens-pdf	https://drive.google.com/file/d/1xnXl_PXSgBwCu6eKfZKCgAvPiRSQPy7E/view?usp=sharing Also available at https://sheg.stanford.edu/summer-2020-session-2 (under Day 3, click "Materials to Review Before Wednesday's Meeting")
Institute of Education Sciences Practice Guide for Improving Adolescent Literacy: Effective Classroom and Intervention Practices		https://ies.ed.gov/ncee/wwc/PracticeGuide/8
Athenian Democracy video		https://youtu.be/baFerVC1Q4M
First Thanksgiving History Assessment of Thinking		https://sheg.stanford.edu/history-assessments/first-thanksgiving
Signing of the Mayflower Compact assessment		https://sheg.stanford.edu/history-assessments/signing-mayflo

		[wer-compact](#)
Beyond the Bubble history assessments		https://sheg.stanford.edu/history-assessments
Chronological list of HATs		https://sheg.stanford.edu/list-history-assessments-thinking
Beyond the Bubble videos		https://sheg.stanford.edu/going-deeper-videos
First Thanksgiving mini lessons	tinyurl.com/t-day-lessons	https://sheg.stanford.edu/history-lessons/first-thanksgiving-mini-lessons
Washington Crosses the Delaware	tinyurl.com/washington-delaware	https://docs.google.com/forms/d/e/1FAIpQLSfaC15134-aaRg3YhsHEqjEWrT8fjJ2sw5ZOtyaFJvo_-OOsg/viewform
Civil Rights Movement Photos student materials	tinyurl.com/crm-photos	https://drive.google.com/file/d/1RhmUpXDcYXsfhDhX4kYsU2rtOgoy8zPK/view?usp=sharing
Civil Rights Movement photos lesson		https://sheg.stanford.edu/history-lessons/civil-rights-movement-photos
Day 3 Homework		https://docs.google.com/forms/d/e/1FAIpQLScKOyVlv0OsVys2q2Fq7ozC3c3VXfDVJV6rR6iSnWl4tALJtQ/viewform?usp=sf_link Also available at https://sheg.stanford.edu/summer-2020-session-2 (Under Day 3, click "Homework Assignment")
Feedback survey	forthcoming	forthcoming
SHEG Twitter		https://twitter.com/SHEG_Stanford

Resources and Ideas Mentioned in the Chat

For SHEG resources mentioned, please review [the presentation links](#)**
Tech Resources and Ideas
- Recommendations for software to record lectures
    - *SHEG comment: Brad used Loom to record his mini lecture*
    - *SHEG comment: Joel used Screencastify to record his modeling screencast*
    - Screencast-o-matic
    - To narrate over a PowerPoint, record directly in Powerpoint; can be saved as a .mov and uploaded to YouTube
- Zoom tips
    - *SHEG Comment: "Merge" Zoom breakout rooms by manually moving participants from one room to another (e.g. everyone in Room 16 added to Room 1; those in Room 17 added to Room 2)*
    - "Pre-assign breakout rooms so that you're not setting up the rooms during class"
    - "Practice breakout rooms with family members, friends, or colleagues! It really helps"

Resources and Ideas Related to the Athenian Democracy Lesson Plan & Structured Academic Controversies
- "This is a great activity to delve into the cultural aspects of Athens around gender and race, if you are looking at world history and ancient civilizations with an Ethnic Studies lens."
- "ORID technique could be used after the SAC process: https://www.spps.org/cms/lib010/MN01910242/Centricity/Domain/10740/ORID-discussion-method.pdf"
- "Modifying for ELs: More background building, visuals, pre-teaching vocabulary, modeling, sentence stems"
- "You can set it up as a Socratic seminar which allows for listening and responding."
- "Philosophical chairs in [brick-and-mortar] classroom. If not enough physical space, there are ways to display student responses on front board w/o students huddling near each other."
- "We can start with even shorter and fewer texts"
- "Reporting back in a spoken arena helps with literacy and ability to report what an author said on a written piece"
- "SACs might also be a great way to introduce a research paper/identify historical debates through curating primary + secondary sources"

Miscellaneous Resources
- "iCivics has some great activities."
- "If people are looking for electronic resources for documents while libraries are closed, many vendors are offering free access: tinyurl.com/vendorsupportedaccess"
- Project Look Sharp
- Philosophy Chair activities
- "Library of Congress (https://loc.gov/) has lots of online primary and secondary sources—all for free download. Check out the Teachers page also for ready made lessons"
- World Digital Library: https://www.wdl.org/en/