

# Spotlight on the Standards

## *Eighth Grade - Citizenship and Civic Engagement*



# Happy to Be Here!



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# Who is in the room?



Introduce yourself by putting your name, what school you are from, and something you are looking forward to learning about on the collaborative board

## *I can . . . .*

develop a greater understanding of the New Arizona Social Science Standards and learn some new strategies for teaching these standards

### **Success Criteria**

- Demonstrate a better understanding of the standards & strategies to teach these standards
- Collaborate with other educators
- Feel confident to implement these standards with my students



# Agenda for today...

Standards Inquiry

Shifts of the New Standards

Personal Reflection on the Standards

Inquiry: What and Why

Image Inquiry: Notice Wonder & SEE THINK WONDER

Artifact Inquiry

C3 Inquiry - Inquiry Design Model Overview

DBQ Quick Write



# New Social Science Standards

What do you...

**NOTICE?**

**WONDER?**



**Time:** 8 minutes

**Task:** Review the [standards](#) and complete the Notice Wonder Chart for what you Notice & Wonder about the standards

**Product:** Open the [Google Doc](#) for the number of your break out room and complete the Notice & Wonder Chart

# Notice & Wonder Strategy



1. Start with an visual - picture, chart, map, infographic, etc.
2. Then have students examine the visual and use the prompt **“I notice that...”** Give students two minutes to write down their notices.
3. Select one student at a time to share their observation. Each new student gives a new observations each time.
4. Then use the prompt: **“I wonder why....”** or **“I wonder if...”** Give students two minutes to write down wonders(inferences & questions).
5. Next, each participant reads aloud one new thought that has not yet been shared, each time beginning with the phrase, **“I wonder ....”**





What did your group  
notice and wonder  
about the shifts in the  
new standards?



Sam Wineberg

Stanford History Education  
Group

*Why Learn History  
When It's Already on  
Your Phone*

“Our job is to not give  
kids the answers.  
Our job is to give them  
problems to solve  
and the tools they need  
to solve them.”



8th

# Citizenship and Civic Engagement Today

## Disciplinary Skills and Processes

- Chronological Reasoning
- Multiple Perspectives
- Inquiry - evidence based claims
- Cause and effect

## Course Considerations

- Foundations of U.S. government
- Constitution
- Historic and current legislation
- Supreme Court cases
- Civil rights movements
- Immigration
- Amendments
- Social movements
- Human rights and genocides
- Environmental issues
- Information and media literacy
- Terrorism

## Geography

- Geographical representations
- Human-environment interactions
- Human population and migration
- Global interconnections

## Civics

- Civic virtues and democratic principles
- Individual rights, roles, and responsibilities
- Civic and political institutions
- Process, rules, and laws

## Economics

- Financial literacy
- Economic reasoning
- Market systems
- Domestic economy
- Global economy

## History

- Cycles of conflict
- Institutions – economic, political, and religious



# Shifts and Changes



Focus progresses from individual students to world-wide view with each grade



Grade level standards written to support Anchor Standards



Skill complexity increases from grade to grade



Each grade-band focuses on embedded Inquiry-based learning and critical thinking

# *Thinking like a Historian, Geographer, Economist, Financial Advisor, Political Scientist....*

## Disciplinary **Literacy**

### **READING**

*Read/Analyze/Interrupt*

primary



secondary



### **WRITING**

*Evidence Based*



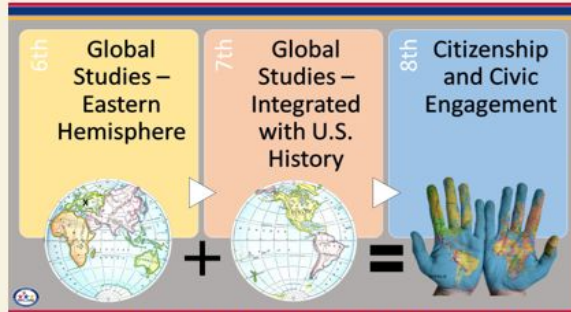
*Research & Present Findings*

### **SPEAKING**

*Discuss & Defend  
Ideas & Beliefs*



# Social Studies Blend of Content and Skill



**Content**

What they need to know  
DOK 1/2

**Student Learning**

**SKILLS & PROCESSES**

SP1: Change, continuity, and context

SP2: Multiple perspectives

SP3: Gathering, using, and interpreting evidence

SP4: Causation and argumentation

**Skill**

What they need to do  
DOK 3/4

# *The Core ISN'T Taught in Isolation!*





Share one thing you are excited about in regards to the shifts in the standards?  
Share one thing that you are nervous about, or need more information to feel more comfortable?



*Engagement is at the core of Learning!*



# Inquiry is the heart of Social Studies.



# Research of Inquiry

## What does the research say?

Academic  
Achievement

Lower Anxiety

Increased  
Positive Emotions

Increased  
Motivation

Increased Daily  
Attendance

Supercharges  
Memory



# Sparking Curiosity: Research



**Priming the  
Brain for Activation  
(Lowenstein, 1994)**

Create a gap between known and unknown

Curiosity is the drive to close the gap

Most Important Factor: Small amount of information serves as an activator

# Inquiry Elements in the 2018 History and Social Science Standards



Developing  
Compelling Questions



Constructing  
Supporting Questions



Gathering and  
Evaluating Sources



Developing  
Claims



Communicating  
Conclusions



Taking Informed  
Action








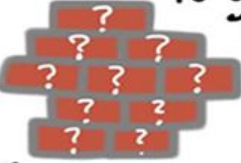







How do the Inquiry  
Elements connect to  
core ELA skills and  
practices?

# 10 Reasons to use Inquiry-based Learning

@Trev\_Mackenzie

@sylvia duckworth

- 1 Nurture student passions & talents 
  - 2 Empower student voice & honour student choice 
  - 3 Increase motivation and engagement 
  - 4 Foster curiosity and a love for learning 
  - 5 Teach grit, perseverance, growth mindset & self-regulation 
  - 6 Make research meaningful & develop strong research skills 
  - 7 Deepen understanding to go beyond memorizing facts and content 
  - 8 Fortify the importance of asking good questions 
  - 9 Enable students to take ownership over their own learning and to reach their goals 
  - 10 Solve the problems of tomorrow in the classrooms of today 
- Genius Hour  
Passion Projects  
20% Time   




Based on what has been discussed on the previous slides why would you use inquiry in your class?



# How do I embed Inquiry into my regular teaching practices?

- Image Inquiry
- Artifact Inquiry
- C3 Inquiry Design Model
- DBQ Quickwrites



# Notice and Wonder Strategy

1. Start with an visual - picture, chart, map, infographic, etc.
2. Then have students examine the visual and use the prompt **“I notice that...”**  
**Give students two minutes to write down their notices.**
3. Select one student at a time to share their observation. Each new student gives a new observations each time.
4. Then use the prompt: **“I wonder why....”** or **“I wonder if...”** **Give students two minutes to write down wonders(inferences & questions).**
5. Next, each participant reads aloud one new thought that has not yet been shared, each time beginning with the phrase, **“I wonder ....”**





THE CLEANSING OF NEW YORK.  
WHY NOT MAKE A CLEAN JOB OF IT WHILE WE'RE AT IT?

Notice	Wonder



1. What do you **See**? What details stand out?
2. What do you **Think** is going on?
3. What does this make you **Wonder**? What questions does this image raise for you?

# See Think Wonder



SEE

What do you see?



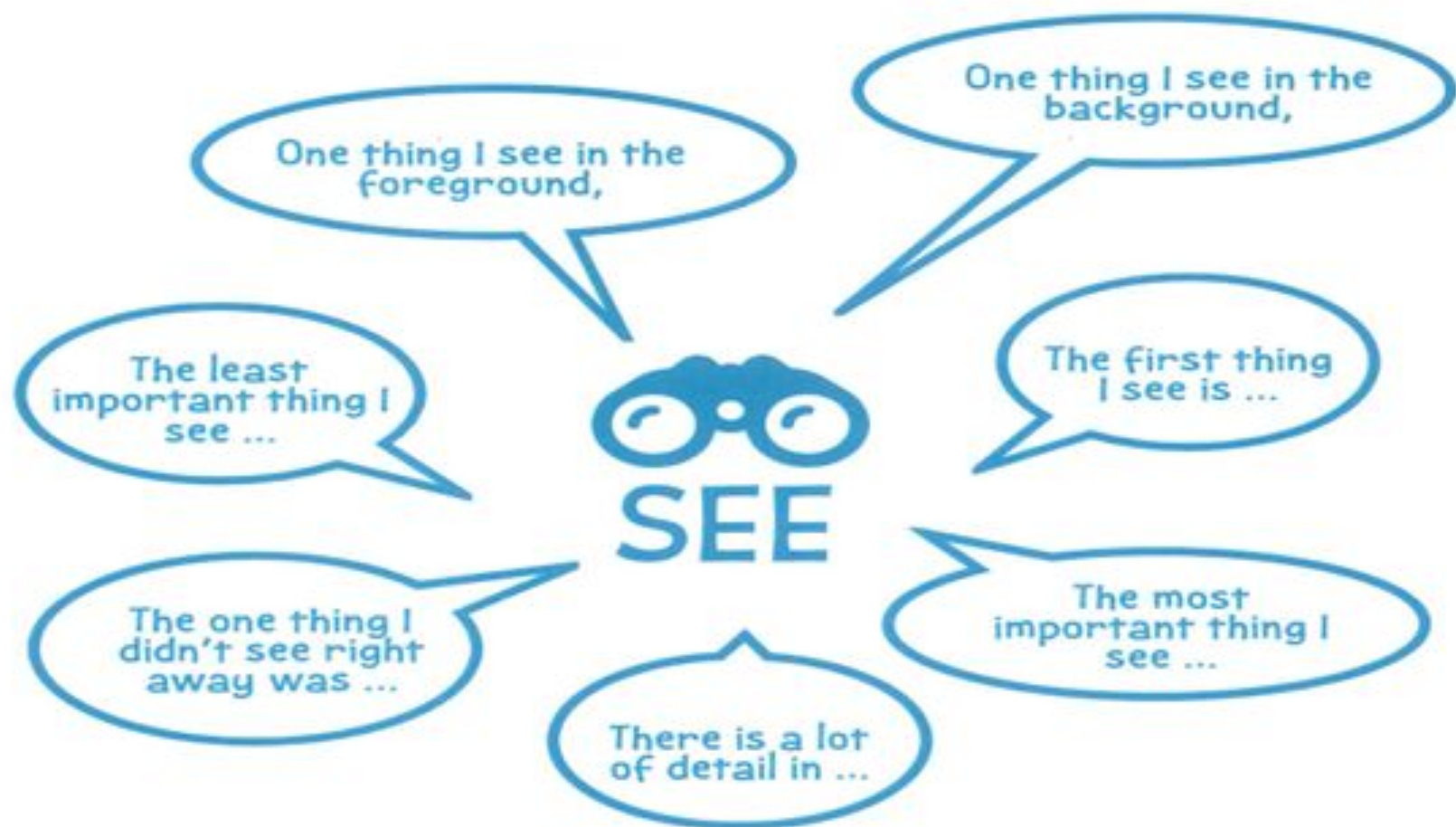
THINK

What do you think is going on?



WONDER

What does it make you wonder?



At first I thought  
... but now I'm  
thinking ...

I'm starting to  
think ...

I think it  
shows ...

I think the most  
important part of  
this is ...



**THINK**

I know from the  
picture that ...

Maybe ...

This was probably  
made because ...



I would like to find out more about ...

One question I have is ...

I'm wondering about ...

I'm confused about ...

**WONDER?**

One thing it doesn't tell us is ...

Where / when  
who / why?

Where can I go to find out more?



- a lot of people
- signs
- a banner
- Martin Luther King Jr.
- trees
- someone raising his hand
- water



- there is an event
- it's a party
- MLK Jr's Birthday
- it's a race
- a movie
- MLK Jr is giving a speech



- If MLK Jr is making it a beach
- Why are they having a celebration?
- Is MLK Jr waving to someone?
- Is it MLK Jr's birthday?
- Are they having a party?
- Are they having a parade?
- Are they going somewhere else?

# How else could you use pictures?

- **QFT** (Question Formulation Technique) - Students formulate questions about the source and revise questions
- **Zoom In-Zoom Out** - Show a portion of the picture and have students predict information, then show them the whole picture



Think about....

Where could you see  
utilizing pictures to support  
inquiry in your classroom?

# Artifact Inquiry

1. Prior to starting a unit, find 4-7 visual artifacts about the period you will be studying.
2. Put students into groups(3-5 per group); then assign or let students assign jobs – **Leader, Time Keeper, Presenter, & Note taker** - Template.
3. Give students 12 minutes to work in groups to review and take notes on the artifacts and come up with a hypothesis and evidence of how these artifacts are related([see template](#)).

Give them directions – See Next Slide

The presenter from each group shares their hypothesis and evidence with the class.

**Wait until the next day to share the answer with the class.**

**Have students complete the Reflection(optional) See Page 3 time permitting**



# Artifact Inquiry

*Groups will be randomly selected*

*Group jobs: Leader, Time Keeper, Presenter, & Note taker*

## **Directions:**

1. When you get into your group, divide up the jobs above
2. I'm going to give each group 6 artifacts, a note taking template, and your group will have 12 minutes to work together.
3. **Please view each artifact one at a time. Thinking about: What information does this source provide?**
4. Form a hypothesis of how these items are related. Your hypothesis should be based on evidence from the images. The note taker completes the template with the help of the rest of the group.

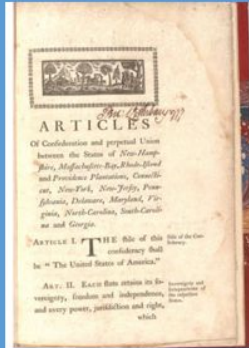




**Time:** 12 minutes

**Task:** Review each artifact as a group, the note taker complete the observations on the organizer, and discuss the final hypothesis with evidence

**Product:** Complete the organizer and be prepared present your finding to the group.

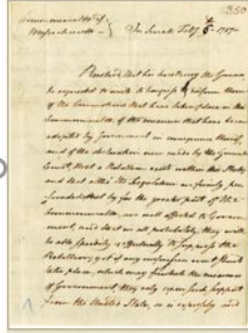


ARTICLES

Of Confederation and perpetual Union between the States of New-Hampshire, Massachusetts-Bay, Rhode Island and Providence Plantations, Connecticut, New-York, New-Jersey, Pennsylvania, Delaware, Maryland, Virginia, North-Carolina, South-Carolina and Georgia.

ARTICLE I.  
The Style of this confederacy shall be "The United States of America".

ART. II.  
Each state retains its sovereignty, freedom, and independence, and every power, jurisdiction, and right, which is not by this confederation expressly delegated to the United States, in Congress assembled.



Commonwealth of Massachusetts  
In Senate Feb 6<sup>th</sup> 1850

Resolved, that his Excellency the Governor, be requested to write to Congress, to inform them of the Comencement that have taken place in this Commonwealth, of the measures that have been adopted by Government in consequence thereof, and of the declaration now made by the General Court, that a Rebellion exists within this State, and that after the Legislature are finally persuaded, that by far the greater part of the Commonwealth, are well affected to the Government and that in all probability, they will be able speedily & effectually to suppress the Rebellion, yet if any unforeseen event should take place, which may frustrate the measures of Government, they rely upon such support from the United States, as is expressly and



Mr. BUTLER—Please to publish the following—  
THERE is a word much used at this day, which is not explained by Johnson or Bayley; perhaps some idea of its signification may be found in the following:  
A CROSTICK  
I honest debaters, aiming not to pay;  
N otorious gamblers rifling all at play;  
N editions whigs, who think a man should die;  
U ncle's his sentiments with their comply;  
R evengeful Tories, democracy disdain;  
G reat Britain, they think ought to rule & reign;  
E nslav'd jail-birds, men with five years pay—  
N ewsmen, Court members, servants run aw—  
T he vicious ign'rs use hard y, for knaves fit rock;  
S ome may be honest, yet deluded folk.

Courtesy Pocumtuck Valley Memorial Association, Deerfield, MA  
June 6, 1787, Hampshire Gazette

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# Things to Consider...

- **Did any of these items surprise you?**  
Why?
- **What story** do these items tell?
- **What makes these items** significant today?



Tips and Tricks for planning an activity like this...



Think about....

Where could you see  
utilizing artifacts to support  
inquiry in your classroom?

**Shift to Inquiry:  
Curiosity is the CORE of the Curriculum!**



# IDM™ Follows C3 Inquiry Arc



# IDM Follows C3 Inquiry Arc



# IDM Follows C3 Inquiry Arc

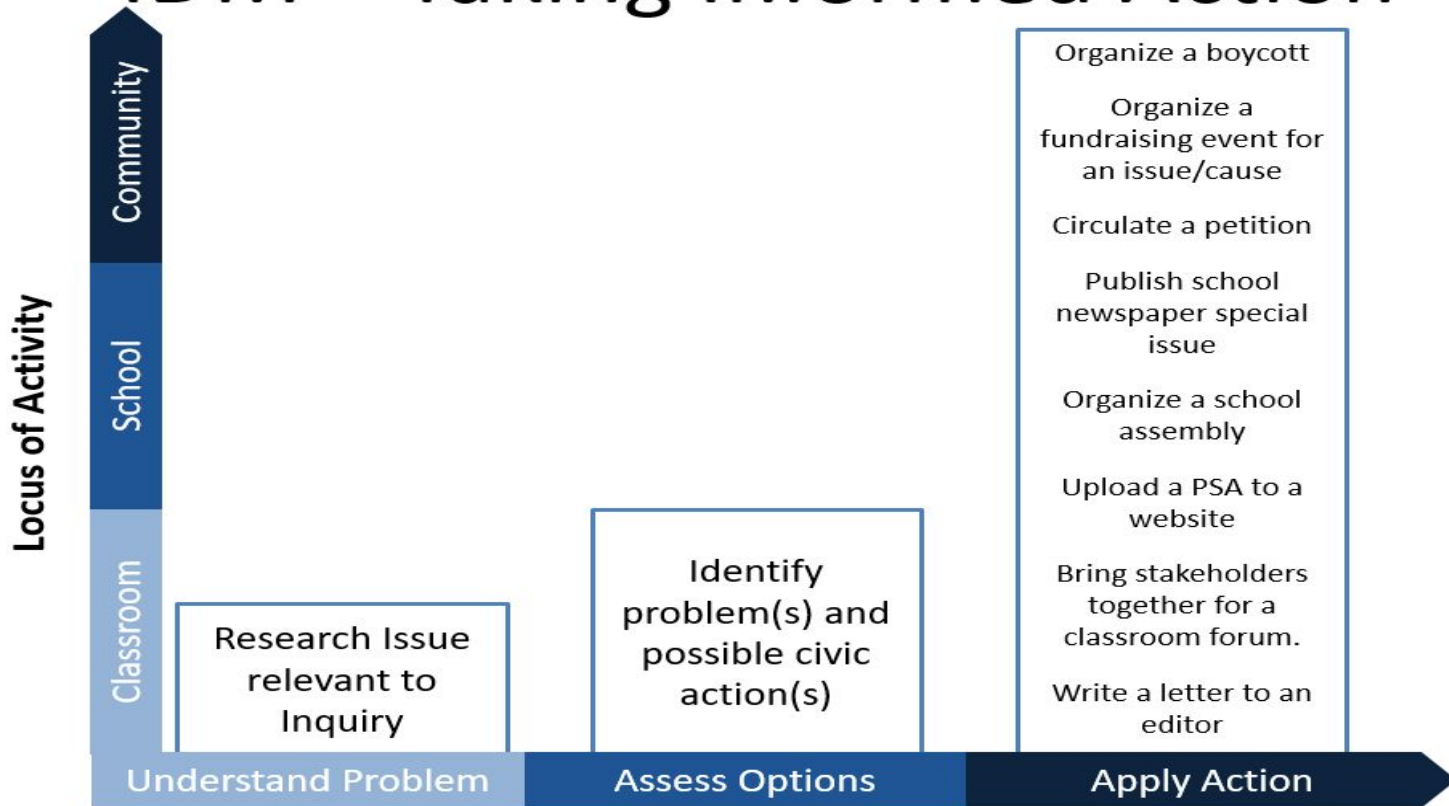


If students are asked a **COMPELLING QUESTION...**

In the middle are the **SUPPORTING QUESTIONS, FORMATIVE PERFORMANCE TASKS, and SOURCES**

Students answer in the form of a **SUMMATIVE ARGUMENT**

# IDM™ Taking Informed Action



Complexity of the Effort





# Inquiry Design Model

Questions

Tasks

Sources

Is Compromise Always Fair?			
New York State Social Studies Framework Key Idea & Practices	7.4 HISTORICAL DEVELOPMENT OF THE CONSTITUTION The newly independent states faced political and economic struggles under the Articles of Confederation. These challenges resulted in a Constitutional Convention, a debate over ratification, and the eventual adoption of the Bill of Rights. ☑ Gathering, Using, and Interpreting Evidence ☑ Comparison and Contextualization		
Staging the Question	Describe daily life instances where compromises were made.		
<b>Supporting Question 1</b>	<b>Supporting Question 2</b>	<b>Supporting Question 3</b>	<b>Supporting Question 4</b>
How was representation determined under the Articles of Confederation?	What was the Virginia Plan?	What was the New Jersey Plan?	How did the Connecticut Plan break the impasse?
<b>Formative Performance Task</b>	<b>Formative Performance Task</b>	<b>Formative Performance Task</b>	<b>Formative Performance Task</b>
Write a description of how states were represented in the Congress under the Articles of Confederation.	Write a summary of the Virginia Plan highlighting the impact on large and small states.	Write a summary of the New Jersey Plan highlighting the impact on large and small states.	Write a claim with evidence about how the Connecticut Plan broke the gridlock at the Constitutional Convention.
<b>Featured Sources</b>	<b>Featured Sources</b>	<b>Featured Sources</b>	<b>Featured Sources</b>
<b>Source A:</b> Excerpt from Articles of Confederation	<b>Source A:</b> Excerpt from <i>Notes of Debates in the Federal Convention of 1787</i> (Virginia Plan) <b>Source B:</b> Diagram of the Virginia Plan <b>Source C:</b> Chart of the US population in 1790	<b>Source A:</b> Excerpt from <i>Notes of Debates in the Federal Convention of 1787</i> (New Jersey Plan) <b>Source B:</b> Diagram of the New Jersey Plan	<b>Source A:</b> Excerpt from <i>Notes of Debates in the Federal Convention of 1787</i> (Connecticut Plan) <b>Source B:</b> Excerpt from <i>Notes of Debates in the Federal Convention of 1787</i> (Virginia and New Jersey Plans) <b>Source C:</b> Excerpt from <i>Notes of Debates in the Federal Convention of 1787</i> (Connecticut Plan)
<b>Summative Performance Task</b>	<b>ARGUMENT</b> Is compromise always fair? Construct an argument (e.g., detailed outline, poster, essay) that discusses whether or not the Great Compromise was fair to both less populated and more populated states using specific claims and relevant evidence from historical sources while acknowledging competing views. <b>EXTENSION</b> Hold a mock Constitutional Convention debate about the Great Compromise.		
<b>Taking Informed Action</b>	<b>UNDERSTAND</b> Investigate an issue that requires compromise over representation in a school or community setting (e.g., representation on a student council for the school). <b>ASSESS</b> Determine the benefits and drawbacks for various approaches to representation. <b>ACT</b> Create a plan that balances the needs of both sides and share it with students and leaders in the school.		





Think about....

Where could you see  
utilizing aspects of the  
Inquiry Design Model  
support inquiry in your  
classroom?

# DBQ Quick Writes

Creating Opportunities for students to  
**Think**, **Collaborate**, **Analyze**, **Dialogue**,  
**Listen**, and **Synthesize**.



# Quick Write Strategy

- A quick write is a ***“brief written response to a questions or probe”*** that requires students to rapidly explain or comment on an assigned topic (Green, Smith & Brown, 2007; Nunan, 2003).
- Quick Writes can be used at the **beginning, middle** or **end** of the class (Mason, Benedek-Wood & Valasa, 2009).
- Research has long supported writing as an **instrument to facilitate learning** (Deshler, Palincsar, Biancarosa & Nair, 2007) as it **enhances conceptual understanding** (Abell, 1992) by asking students to ***“pay closer attention to details, organize data more logically, and structure the arguments in a more coherent way”*** (Kober, 1993, p.45).





Writing is thinking. To write well is to think clearly. That's why it's so hard.

— *David McCullough* —

AZ QUOTES

# Is Compromise Always Fair?

Note: The featured [Source](#) is a transcript from Madison that discusses the proceedings in the constitutional convention, mainly the connecticut compromise

## Task - 12 minutes

- With a partner source the document using ACAPS(see next slide) - 6 minutes
- *Be ready to share with the whole group*
- *Partner paragraph to answer the question: Is Compromise always fair? 6 minutes*
- *Be ready to share with the whole group*

# ACAPS Document Analysis

**Author:** Who created the source? What do you know about this person or their point of view?

**Context:** When and where was the source created? How might this affect its meaning?

**Audience:** For what audience was this source created? How might this affect its meaning?

**Purpose:** For what reason was this source created? How might this affect its meaning?

**Significance:** What can be learned or inferred from this source? Why is it important?

[Electronic Template](#)



# DBQ Quick Write

With your partner or on your own, complete the following paragraph

**CLAIM (Topic Sentence):** Compromise is or isn't fair because . . . .

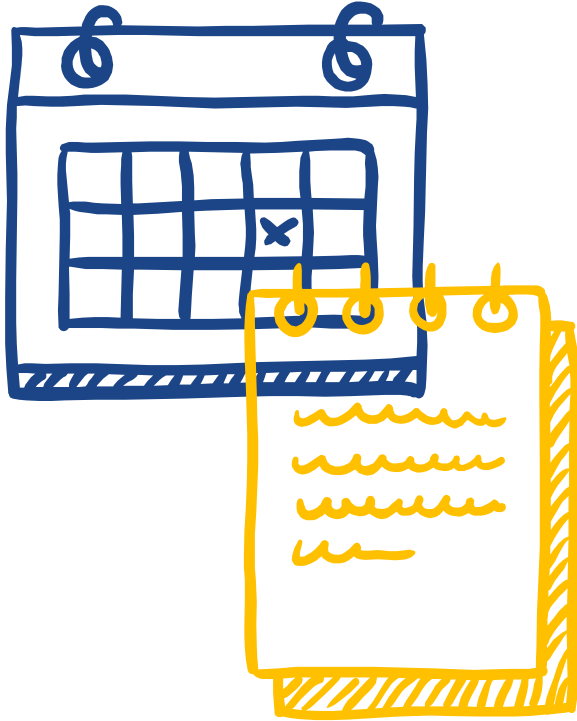
**EVIDENCE 1:** The document shows . . .

**EVIDENCE 2:** The document shows . . .

**ARGUMENT/REASONING(Evidence Supports Claim):** This shows . . .







Tips and Tricks for planning an activity like this...



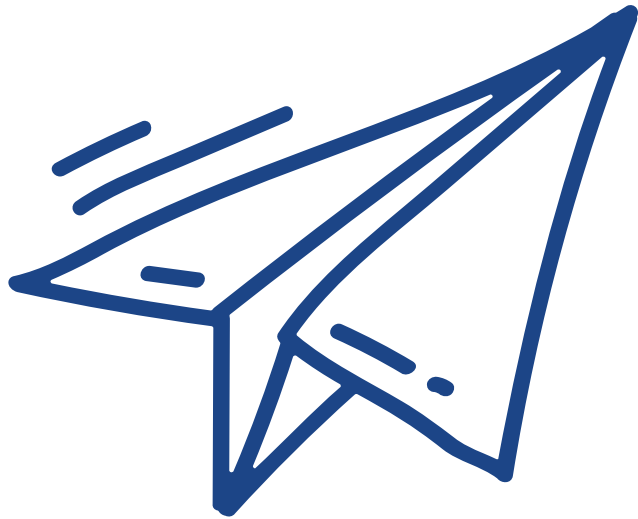
What connections to the standards do we see in an activities like the ones we just participated in?

- Image Inquiries
- Artifact Inquiry
- C3 Inquiry
- DBQ Quick Write

On the on the  
collaborative board  
reflect on your learning  
for today:

One thing I can commit to  
trying in my classroom next  
year is... because...





Thank You!!

Please take a moment to provide us some feedback on this [Google Form](#)

# Some Additional Resources

- [Stanford History Education](#) – Upper Elementary to High School
- [Thinkport Education: Inquiry Kits for Social Studies](#)
- [Bill of Rights Institute](#) - Civics based resources
- [C3\(College, Career & Civil Life\) State Hubs](#) – K-12th
- [Street Law](#) - Resources for law related debate and discussion
- [iCivics](#) - Classroom simulations for civic situations
- [LOC Document Analysis Protocols](#) - Library of Congress
- [8th Grade Instructional Resources](#) - ADE
- **Citizen U** - [Image Analysis Choice Board](#)
- [MTSU - Teaching with Primary Sources: Graphic Organizers](#)
- [Inquiry Strategies Resources](#) - Various Inquiry Strategies



# Contacts

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