

Teaching History Through Inquiry: A Coach's role in supporting teachers to use Inquiry in their Social Studies Classrooms

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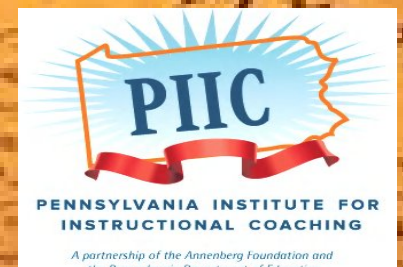
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Please Do Now



Working independently, please list 5 things that you notice about this photograph.

Framing the Session

What can coaches do to support social studies teachers to use historical inquiry as part of the literacy process in their content area?

What are the qualities of expert readers of history?

Expert readers:

- Seek to discover context and know content
- see texts as made by people with a view of events
- Consider textbooks less trustworthy than other kinds of documents.

Novice readers:

- Seek only to know content
- see text as accounts of what really happened
- Consider textbooks very trustworthy sources

Expert readers:

- Compare texts to judge different accounts of the same event or topic
- Assume bias in texts
- Check sources of documents
- Acknowledge uncertainty and complexity

Novice readers:

- Learn the right answer
- Assume neutrality, objectivity in texts
- Read the documents only
- Communicate “the truth”, sounding as certain as possible

Why Inquiry?

History is not a stagnant or closed-end subject

As new documents are analyzed and evaluated,
the interpretation of an event evolves

This interpretation is influenced by the historian's purpose,
intentions and goals, as well as his/her assumptions,
beliefs, and world view

The role of the textbook in Historical Understanding

- Textbooks are:
 - Age appropriate in vocabulary and complexity
 - Screened for moral and ethical appropriateness
 - An attempt to create a single, coherent, big picture of history

On the other hand, textbooks often:

- present history as an end-product
- are written to appeal to a wide audience
- encourage memorization of dates, places, facts and events
- do not reflect all the voices

Vehicles for examining historical evidence

- Role playing
- Journal writing
- Letter writing
- Debate

Sources of historical evidence

documents

non-fiction literature

interviews

artifacts

videos

periodicals

poetry

music

art

Inquiry supports students in:

- Comparing different interpretations of the same event
- Distinguishing fact from opinion
- Constructing historical arguments
- Integrating and evaluating multiple sources of information
- Strategically using tools for engaging with primary sources

Factors to consider when selecting sources

- Content introduced
- Grade level
- Differentiation based on student strengths, weaknesses, and interests

Do Now Redux.....Done Again?

- Please complete the worksheet based on the photograph in your group.
- Consider how this assignment was changed by adding the literacy activities.

Next steps

Coaches can lead their teachers to have kids:

- Debate a viewpoint or interpretation
- Write a position paper in which they construct a historical argument
- Research other perspectives and add to graphic organizer
- Select a point of view and role play, write a journal entry, or letter
- Research the author, composer, or photographer, of the source

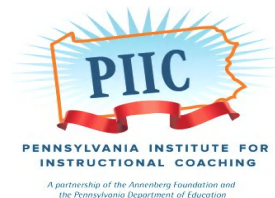
Implications for the Common Core

Please read Common Core State Reading Standards for Literacy in History/Social Studies 6-12 on page 61, Appendix A.

How did this historical inquiry activity relate to these standards? Discuss in your groups and be prepared to share your findings.

Sources

- Reading like a Historian <http://sheg.stanford.edu/>
- World History for Us All <http://worldhistoryforusall.sdsu.edu/>
- National Archives <http://docsteach.org/>
- Waynesburg University Teaching with Primary Sources <http://www.waynesburg.edu/web/tps/resources>
- Library of Congress: Teachers <http://www.loc.gov/teachers/tps/>
- National Endowment for the Humanities: Picturing America <http://picturingamerica.neh.gov/>





Ticket out the door:

What have you learned that will help you support coaches who support social studies teachers to use historical inquiry as part of the literacy process in their content area?