

NEW FRONTIERS IN THE COMMON CORE ELA HISTORY/SOCIAL STUDIES STANDARDS

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“OUT WITH THE OLD, IN WITH THE NEW” THE ROLE OF A SOCIAL STUDIES TEACHER

The old...

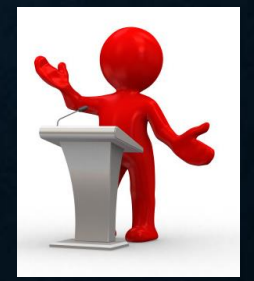
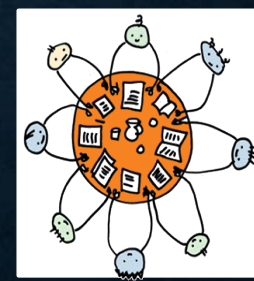
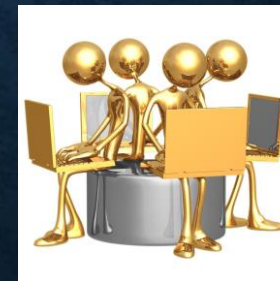


The new...

- CCSS ELA-History/Social Science Standards
- NEW IL Learning Standards for Social Science




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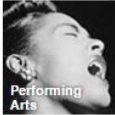
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THE SYLLABUS

HIST 554: Problems in 19th Century America

- Introduction to ELA History Standards through the writing of an essay.
- Engage in analysis and historical questioning with primary and secondary sources through 3 broad themes.
- Design a standard-based lesson for each broad theme addressing an overall historical question.

HIST 554: PROBLEMS IN 19TH CENTURY AMERICA

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PROBLEMS IN 19TH CENTURY AMERICA (HIST 554) takes a thematic and hands-on approach to analyzing significant issues in nineteenth-century US history. Students in this section of Problems in 19th Century America will explore the past through the reading of primary and secondary sources, online discussions with peers and content experts, and by creating lessons that utilizes online primary sources to teach this material to US history students at the high school or undergraduate level.

This online section of Problems in 19th Century America is sponsored by the Department of Historical Studies and supported by the Teaching with Primary Sources Program at Southern Illinois University Edwardsville.

The Teaching with Primary Sources Program at Southern Illinois University Edwardsville is funded by a grant from the Library of Congress and is a member of the TPS Educational Consortium.

The mission of the Teaching with Primary Sources program is to: build awareness of the Library's educational initiatives; provide content that promotes the effective educational use of the Library's resources; and offer access to and promote sustained use of the Library's educational resources.

This section of Problems in 19th Century America:

1. **is** entirely online and offers **maximum flexibility** for students. The course focuses on specific themes in US history in conjunction with content collections on the Library of Congress website.
2. **offers** a **content-specific curriculum** that situates lesson planning within historical content. Students undertake online, weekly discussions of major themes of nineteenth-century history and create primary-source history lessons using the **Library of Congress** digital collections with the help of a Teaching with Primary Sources liaison and a professional historian.
3. **prepares** students to create primary source lessons in nineteenth-century US history. Secondary school teachers will create history-specific units aligned to the **Common Core ELA 9-10th** and **11-12th** grade History/Social Studies Common Core Standards.¹ Graduate students who are not secondary school teachers will create **primary-source based lab assignments** appropriate for a US history survey at the undergraduate level.

As a result of taking this class, students will:

1. Analyze major trends in 19th century US history through the following themes: Politics and War, Race and Gender, Society and Culture.
2. Learn the major historiographical trends in 19th century US history through reading secondary sources by professional historians.
3. Strengthen skills and gain strategies for evaluating and analyzing secondary sources.
4. Strengthen skills and gain strategies for locating, evaluating, and analyzing primary sources.

¹ <http://www.corestandards.org/ELA-Literacy/RH/9-10>;
<http://www.corestandards.org/ELA-Literacy/RH/11-12>

ENGLISH LANGUAGE ARTS STANDARDS » HISTORY/SOCIAL STUDIES » GRADE 9-10

- Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

ENGLISH LANGUAGE ARTS STANDARDS » HISTORY/SOCIAL STUDIES » GRADE 9-10

- Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- Assess the extent to which the reasoning and evidence in a text support the author's claims.
- Compare and contrast treatments of the same topic in several primary and secondary sources.

ENGLISH LANGUAGE ARTS STANDARDS » HISTORY/SOCIAL STUDIES » GRADE 11-12

- Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

ENGLISH LANGUAGE ARTS STANDARDS » HISTORY/SOCIAL STUDIES » GRADE 11-12

- Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

CONNECTIONS BETWEEN DISCUSSIONS, PRIMARY SOURCES, AND LESSONS

Students begin the course thinking like a
history student,
to thinking like a **Historian,**
to thinking like a **history teacher.**

QUESTIONS?

Thank you for joining us today!

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