

Sample Lesson Template for *History, Civics, Empathy and EdTech*

Lesson Title	Analyzing the Past to Chart the Future: Historiography Spurs Civic-Minded Discourse							
Content Area/Grade Level/Approximate length	Content Area: Social Studies Grade Level: 10 Approximate Length: 1-4 Class Periods of 50 minutes each **Please Note: This structure could be used as a summative assessment for any unit. We are providing a sample within which this structure could be applied, but this format is highly scalable (up or down) and transferable.**							
Objectives with grade level adjustment	<p>Overarching Objective: Applying the principles of historiography, students will engage in civic and historical deliberation on an undecided historical dilemma. Student-driven discourse and application of historical literacy and inquiry will challenge students to find their voice and connect social issues to their historical roots.</p> <p>Socratic Seminar Objective: Students will participate in a Socratic Seminar in which they will address a historical dilemma, using evidence from sources to formulate authentic voice and engage in civic discourse.</p> <p>Content Objective (flexible): Where does the history of the United States ultimately begin? How? When? Where? And perhaps, above all, why do historians now approach the early American historical landscape differently? **Please Note: Teachers can apply this structure and apply it to their content area. For example, a world history teacher might gather documents to help students answer the following question: “What motivated the voyages of exploration/ conquest & how did they change the world? What language do historians use when writing about this time period? How does an analysis of language help us understand the ethical dilemma of this period in history?”</p> <p>Grade Level Adjustment: To assist students with the requisite skills for this lesson, teachers can add an optional claim, evidence, and reasoning lesson to help students build their skills of crafting evidentiary claims and going beyond the surface with the analysis. To engage in this lesson, students should be able to select strong evidence and use that evidence to create an argumentative claim. Furthermore, students should be able to analyze the meaning and significance of their evidence.</p>							
Standards Addressed	<table border="1"> <thead> <tr> <th data-bbox="430 1451 971 1541">ISTE Student Standards:</th> <th data-bbox="971 1451 1529 1541">Content Area Standards:</th> </tr> </thead> <tbody> <tr> <td data-bbox="430 1541 971 1759">DIGITAL CITIZEN 2a 2b 2c</td> <td data-bbox="971 1541 1529 1759">CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.6 CCSS.ELA-LITERACY.RH.9-10.9</td> </tr> <tr> <td data-bbox="430 1759 971 1898">KNOWLEDGE CONSTRUCTOR 3a 3b</td> <td data-bbox="971 1759 1529 1898">CCSS.ELA-LITERACY.WHST.9-10.1.A CCSS.ELA-LITERACY.SL.9-10.1.A</td> </tr> </tbody> </table>		ISTE Student Standards:	Content Area Standards:	DIGITAL CITIZEN 2a 2b 2c	CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.6 CCSS.ELA-LITERACY.RH.9-10.9	KNOWLEDGE CONSTRUCTOR 3a 3b	CCSS.ELA-LITERACY.WHST.9-10.1.A CCSS.ELA-LITERACY.SL.9-10.1.A
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	3c 3d GLOBAL COLLABORATOR 7C	CCSS.ELA-LITERACY.SL.9-10.1.D CCSS.ELA-LITERACY.WHST.9-10.8
Suggested EdTech Tools for Implementation/Materials/Preparation	<ul style="list-style-type: none"> ● Suggested EdTech Tools Materials: <ul style="list-style-type: none"> ○ Word Processing Software ● Other Materials required: <ul style="list-style-type: none"> ○ Computer & Projector ○ Printer/Copier for student handouts ○ Students will need: <ul style="list-style-type: none"> ■ Device with internet access ■ Device with word processing capabilities ● Advanced Teacher Preparation: <ul style="list-style-type: none"> ○ Review and customize slides <ul style="list-style-type: none"> ■ Elements of historiography ○ Prepare Socratic seminar <ul style="list-style-type: none"> ■ Review goals and procedures ■ Create student groups ○ Share materials with students <ul style="list-style-type: none"> ■ Digitally or Hardcopy ○ Prepare class PearDeck or Google Slides/Powerpoint ○ Prepare class Padlet 	
Lesson Plan Steps (highlighting opportunities for more equitable access)	<ul style="list-style-type: none"> ● Day 1: Introduction to Historiography <ul style="list-style-type: none"> ○ Ask students to answer: How can history help us live in the present? <ul style="list-style-type: none"> ■ Students answer by putting their response on the Pear Deck slide or writing their response on a note-taking guide or in a notebook. ○ Ask students to consider how the foundation of history might be represented in bricks. What is the purpose of a foundation? Discuss how some foundations are deep, not all have the same shape. <ul style="list-style-type: none"> ■ Students share their sketch of bricks as a foundation shape representing the building blocks of history ○ Brainstorm: How do we know what we know about the past? Where does the history study come from? ○ Discuss how historiography is the history of history. Studying the history of the way historical events and actors have been analyzed by historians in the past is called historiography. By analyzing the POV of the historian, students of history today gain understanding of why certain conclusions were made and how they have influenced understanding of the significance of historical events. Discuss with students how the following impacts the history of history: <ul style="list-style-type: none"> ■ The way history is written ■ Potential conflicting objectives ■ The way our understanding is shaped by cultural factors and the nature of history itself 	

- Use the provided Carl Becker quote to discuss historical facts: “[facts] can be proved down to the ground. No one doubts it. But taken by itself the fact is nothing, means nothing.” Carl Becker (1879 - 1945) was an American historian. He studied history with a specific understanding of how historians should interpret facts. Students should understand that facts alone do not make up the historical record. Facts are interconnected, and historical understanding is incomplete when they stand alone.
 - Students respond to the questions:
 - Q1: What does this quote mean to you?
 - Q2: Based on what you’ve learned so far, what are some examples of how facts taken by themselves mean nothing?
- Dive deeper into the explanation of historical facts by Carl Becker.
 - Facts are only a symbol,
 - Facts cannot be studied independently
 - Historians who study facts are products of the present, molded by society
 - Interpretations of the facts may reveal more about the present and the historian’s contest than about the historical event
- Discuss with students the function of the historian in society. Students should understand why a historian is the product of the present society as well as the job of a historian.
 - Historian is a product of society
 - Historian must help society understand the past and how it is interrelated to the present - the dual function of a historian
 - Historians have a duty to present all of the relevant facts while doing their job.
- Dive deeper into the dual function of the historian. Discuss how historians influence the present with their work and enlighten the present when they provide interpretations of the past. Good historians are aware that they are the product of their society and that their interpretations may have great influence on society.
- Ask students to respond to a quote from E.H. Carr. E.H. Carr was an American historian who wrote *What is History?* a book that questioned the traditional historical methods and provided new historiographical principles for historians to follow. Carr believed when a historian interacts with the past, they are engaged in a dialog between the past and the present. Carr’s quote: “a continuous process of interaction between the historian and his facts, an unending dialogue between the present and the past.”
 - Students reflect:
 - What does this quote mean to you?
 - Based on what you’ve learned so far, what are some examples of how history is an unending dialogue between the past and the present?
- Introduce the Essential Questions:
 - Where does the history of the United States ultimately begin? How? When? Where? And perhaps, above all, why do historians now approach the early American historical

	<p>landscape differently? Brainstorm with students their initial reactions to the EQ.</p> <ul style="list-style-type: none"> ● Equity and Access: <ul style="list-style-type: none"> ○ PearDeck/Notes = equity of student voice and feedback ○ Padlet = equity of student voice in driving the Socratic ○ Socratic = roles to establish equity ● Civic Action: <ul style="list-style-type: none"> ○ Engaging in civil discourse through the Socratic Seminar is a key step to civic action.
Learning Assessments (Formative/Summative)	<ul style="list-style-type: none"> ● Formative Assessments: <ul style="list-style-type: none"> ○ PearDeck/ notes ○ Padlet Questions ● Summative Assessments: <ul style="list-style-type: none"> ○ Socratic Seminar ○ Written Response to EQ
Extensions for further learning	For further learning, engage students in independent research and sourcing.
Samples from Spotlight Teachers/Lesson Authors/Designers	

EXPANSION TO BE HOUSED ON WEBSITE:

Historiography Objective: Students will learn the foundational historiographical concepts of historical interpretation, historical facts, and the function of the historian in society. If the teacher has more time, they can assess these historical thinking skills through an analysis of sources, construction of questions, and discussion in a Socratic seminar. The application of historiography, including the identification of historical interpretative bias, will bridge the gap between the historical past and current civic debate.

- Distance Learning/Hybrid Learning Adaptations and Considerations:
 - This entire lesson sequence can be easily adapted to be taught over Zoom (in fact, it was first taught over Zoom).
 - For the Socratic Seminar, students can “coach” their partner using the Zoom chat and the teacher can utilize the Zoom function that allows only for participants with their camera on to be displayed. Students can also contribute through the chat box.
- [EXTENSION] Day 2: [Introduction of Sources](#); [Brief Overview of sourcing](#)
- [EXTENSION] [Day 3: Socratic Prep Day Slides](#) and [Document](#)
 - Quote Response Opening Reflection: “I don’t care that much whether students come into my classroom being able to recall a date or an individual that they were taught in the 11th grade. [...] What is important is their ability to ask questions about why something is going on or why something ... why things got better, why things got worse for a particular kind of community, what even ‘getting better or worse’ meant.”
 - Ask students to respond to the quote on their PearDeck or in their notes, teacher provided

- notetaking guide, or in a notebook.
 - After reviewing student responses, engage students in a discussion about the WHY of studying history.
- Depth of Knowledge (DOK) Introduction/Review for Students:
 - Some students might already know about DOK or might have heard the acronym before. Regardless, please introduce students to the theory and application of DOK and why it is important for students to use when constructing their learning experiences.
 - For each of the specific DOK level slides, you can engage students by asking them to think of a time they completed a task at that specific DOK level.
- DOK Reflection:
 - Ask students to respond to the following questions in the PearDeck or in their notes:
 - Which level of DOK questions do you prefer? Why?
 - What level of DOK questions are best for a Socratic Seminar? Why?
 - After students share in the PearDeck or in their notes, use their responses to spur a discussion on the different DOK levels and why this is important to know and remember.
- Generating Socratic Seminar Questions
 - Invite students to take an active role in constructing their learning experiences by drafting questions that can be used during the Socratic seminar to help the class come to a consensus on the overarching historical dilemma:
 - Where does the history of the United States ultimately begin? How? When? Where? And perhaps, above all, why do historians now approach the early American historical landscape differently?
 - Students should ask at least 2 questions per DOK level.
 - You can project the Padlet in the classroom so students can see their collaboration live.
 - After students have had time to draft their questions, please ask students to review all of the questions on the Padlet and rate the questions based on which questions they think will be best for the Socratic Discussion.
- Overview of the Socratic Seminar Format
 - Review the Socratic Seminar objective and the historical dilemma
 - Participating in a Socratic Seminar is more than just adding thoughts to a discussion. A successful Socratic Seminar includes collaboration, coaching, collecting qualitative data, and observing patterns of participation.
 - Review the Socratic Seminar Norms:
 - Observe patterns of participation
 - Step up, step back
 - Speak your truth with care
 - Own your intentions AND your impacts
 - Let go of perfection
 - We are here to get it right, not to be right
 - The Socratic Seminar Process:
 - Throughout the Socratic seminar, students are expected to fulfill their roles and support each other's learning. In order for the seminar to be successful, students need to fulfill each of their roles to support the learning of their peers.
 - Each group has a specific task in order to keep all students engaged in the discussion and to hold each other accountable. Each task is supported with graphic organizers, note-taking guides, or academic language frames when necessary.
 - During each of the three rounds of the Socratic seminar, there will be a break in the middle of the seminar during which students meet with their peer-coach for constructive criticism and to debrief their progress to their learning goal for the day. Coaches will have an opportunity to remind students in the discussion of the

requirements on the rubric and students who are recording meta-observation data will share what the class is doing well and what could be improved.

- It takes a lot of courage and humility to make yourself vulnerable to feedback and suggestions, especially while participating in a Socratic seminar. Students will take the feedback from their coaches to help them achieve their learning goals and positively contribute to a generative Socratic seminar.
- Review Socratic Seminar Rubric with Students
 - Ask students to annotate the rubric
 - Ask students - what are the keys to success in this Socratic seminar?
- Student Learning Goal
 - Please ask students to use their PearDeck or their notes to respond to the following prompt:
What are you hoping to accomplish during this Socratic Seminar? What will you do to achieve your goal?
- Student Prep Expectations
 - Share with students what it means to come prepared to the Socratic seminar.
 - How can students use their historical reasoning skills to prepare for the discourse?
 - Students finish class preparing for the Socratic seminar
- [EXTENSION] [Day 4: Socratic Day](#)
 - Structure of Each Round (three rounds):
 - 2 minutes: settle into roles, review resources
 - 10 minutes: discussion
 - 3 minutes: coaching break/share meta-data
 - 7 minutes: discussion
 - 2 minutes: final comments/reach consensus
 - 2 minutes: debrief

