

Welcome fellows of the Elizabeth Van Cleaf Institute

A collaboration between
Monmouth County Historical Association,
Monmouth-Ocean Educational Services Commission and
Monmouth University's
Schools of Education and Humanities & Social Sciences



Wifi: Taylor Butler
Password: T-B1853!

EVCJ Planning Team

Richard Veit, Ph.D., RPA

Interim Dean

Professor of Anthropology

School of Humanities & Social Sciences

Monmouth University

Twitter: @rveit1776

rveit@monmouth.edu

Dana Howell

Digital Education Archivist

Monmouth County Historical Association

dhowell@monmouthhistory.org

Jason C. Fitzgerald, Ph.D.

Assistant Professor

Curriculum & Instruction

School of Education

Monmouth University

Twitter: @DrJCFitzgerald1

jfitzger@monmouth.edu

Joe Zemla

Associate Curator of Collections

Monmouth County Historical Association

jzemla@monmouthhistory.org

Wendy Gray Morales, Ed.D.

Asst. Superintendent, MOESC

Adjunct Professor

School of Education

Monmouth University

Twitter: @DrGrayMorales

wmorales@moesc.org

Bernadette M. Rogoff

Director of Collections

Monmouth County Historical Association

brogoff@monmouthhistory.org

Cohort 1 Introductions

- Name
- Role
- District/Organization
- Why you applied for EVC Institute
- One “fun fact” about you!



Why Are We Here?

- Explore exhibit focused on local (and little known) history
- Examine changes to the 2020 NJ Student Learning Standards (in effect September 2022!)
- Understand the shift in social studies “best practices” - Greater emphasis on civic engagement, document analysis, inquiry, and considering diverse perspectives
- Learn content and frameworks to encourage higher level thinking during your social studies instruction
- Create a new network of colleagues to continue the collaboration into the school year!

N) Department of Education: Social Studies Mission (2020)

Mission

Social studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become **active, informed, and contributing members** of local, state, national, and global communities.

Vision

An education in social studies fosters a population that:

- Is civic-minded, globally aware, and socially responsible;
- Exemplifies fundamental values of democracy and human rights through active participation in local, state, national and global communities;
- Makes informed decisions about local, state, national, and global events based on **inquiry and analysis**;
- Considers **multiple perspectives, values diversity, and promotes cultural understanding**;
- Recognizes the **relationships between people, places, and resources** as well as the implications of an interconnected global economy;
- Applies an understanding of **critical media literacy skills** when utilizing technology to learn, communicate, and collaborate with diverse people around the world; and
- Discerns fact from falsehood and **critically analyzes information for validity and relevance**.

[Link to NISLS in Social Studies](#)

The Shift From Content to Skills - NJ Department of Education

NJDOE states that curriculum writers/teachers should design social studies learning activities to **foster these skills:**

- Developing Questions and Planning Inquiry
- Gathering and Evaluating Sources
- Seeking Diverse Perspectives
- Developing Claims and Using Evidence
- Presenting Arguments and Explanations
- Engaging in Civil Discourse and Critiquing Conclusions
- Taking Informed Action



Comparison of 2014 and 2020 NJSLS-Social Studies (SS)

2014 Version

- Grade bands: by the end of
 - grade 4
 - grade 8
 - grade 12
- Study of explorers and Early America in grades 5-8 (Standard 6.1)

2020 Version

- Grade bands: by the end of
 - grade 2
 - grade 5
 - grade 8
 - grade 12
- Study of explorers and Early America in grades 3-5 (Standard 6.1)
- 6.3 Active Citizenship in the 21st Century
 - New civic standards in grades 6-8

Standard 6.1 U.S. History: America in the World by the End of Grade 5

- Era 1 Three Worlds Meet (Beginnings to 1620)
- Era 2 Colonization and Settlement (1585–1763)

~~Standard 6.1 U.S. History: America in the World by the End of Grade 8~~

- Era 3 Revolution and the New Nation (1754–1820s)
- Era 4 Expansion and Reform (1801–1861)
- Era 5 Civil War and Reconstruction (1850–1877)

[Amistad Law: N.J.S.A. 18A 52:16A-88](#) Every board of education shall incorporate the information regarding the history and contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students. [Amistad Website](#)

The EVC Institute Will Help You Address:

6.1.5.CivicsPD3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national and local challenges.

6.1.5.CivicsDP1: Using evidence, explain how the core civic virtues and democratic

6.1.5.CivicsDP2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g. fairness, civil rights, human rights)

6.1.5.CivicsHR4: identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions

6.1.5.CivicsCM1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contributed to the wellbeing of their community and country.

6.1.5.CivicsCM3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time

6.1.5.HistoryCC.4 use evidence to document how the interactions between African, European, and Native American groups impacted their respective cultures

6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives

6.1.5.HistoryCC.14: Compare the practice of slavery and indentured servitude in Colonial labor systems

6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.

6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.1.5.HistoryCA.1: Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.

6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas

CLKS

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance

9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions

3-Day Overview

August 8, 2022

8:00: Arrival & Breakfast
8:15: Welcomes and Introductions: Purpose & Objectives of EVC Institute
9:00: Guest Lecturers from Monmouth University: Dr. Hettie Williams Dr. Richard Veit
10:00: Break
10:15: Personalized Tour of Marlpit Hall Exhibit
11:15: Guided Exploration of the Online Exhibit Resources
12:00: Departure

August 9, 2022

8:00: Arrival & Breakfast
8:15: Intro to Primary Sources (Dr. Rich Veit)
9:00: Virtual Speaker: Dr. Graham Russell Hodges
9:30: How to Analyze Primary Sources (Hands-on activity)
10:30: Break
10:45: Guest Lecturer from Monmouth University: Dr. Jason Fitzgerald
"Teaching Through Inquiry & Developing IDMs"
11:45: Q&A

August 10, 2022

8:00 Arrival & Breakfast
8:15: IDM Creation & Collaboration
9:45: IDM "Share Out"
10:30: Break
10:45-12:00: Closing Lunch with Gilda Rogers



Elizabeth Van Cleef Institute

Please join our EVCI Google Classroom

<https://classroom.google.com/>

Click + and type:

gln4cpg

We encourage you to share your experiences in the EVCI on social media using #EVCInstitute. Please tag the planning team!

Day Two

Inquiry Design Model

Share Out

What have been some of the most interesting takeaways for you so far in the Institute?

What questions do you have about the history you have learned so far?

A really short history of how we got here

- 1892: The Committee of Ten
- 1916: John Dewey
- 1929: Harold Rugg
- 1970s: Cognitive Revolution
- 1983: Nation At Risk
- 1991: [Sam Wineburg](#)
- 1992: [National History Standards](#)
- 2001: [TAH Grants](#)
- 2022: [Santiago & Dozono](#)



5-lesson Learning Segment: Emancipation Proclamation Example

Review of Emancipation Proclamation

Learning what the students know

Putting the document in historical context

Reading and Summarizing the document

Comprehend Jasper Barney Letter

Source the Letter

Have students read the letter in groups

In groups, summarize the letter

Develop class understanding

Comprehend John White Letter

Source the Letter

Have students read the letter in groups

In groups, summarize the letter

Develop class understanding

Compare and Contrast Two Authors

Compare and Contrast letters

Compare our analysis with other historical texts (e.g., the document & the textbook)

Comparison Essay

Using the documents and analysis from previous lessons, have students write a comparison essay:

- Author 1 says
- Author 2 says
- Same
- Different
- Conclusion

INQUIRIES HELP US ANSWER QUESTIONS ABOUT THE WORLD

We learn by asking questions about sources

COMPELLING QUESTIONS



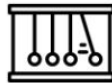
A Compelling Question asks about things we really want to know about the world

DISCIPLINARY CONCEPTS

We use the disciplines of History, Civics, Geography, and Economics to help us answer our Compelling Question

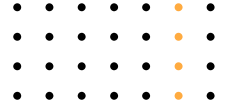


TAKING ACTION



Based on what we learned, we can take informed action about similar issues we see in our world today

CURATING SOURCES

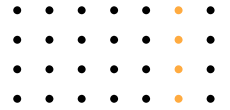


Perspective Taking

- **Disciplinary Lenses** | History, Geography, Economics, Political Science
- To better make sense of a source, students should consider **perspectives** of a source's:
 - Creator
 - Selector
 - Learner



Finding the story: An Inductive Approach



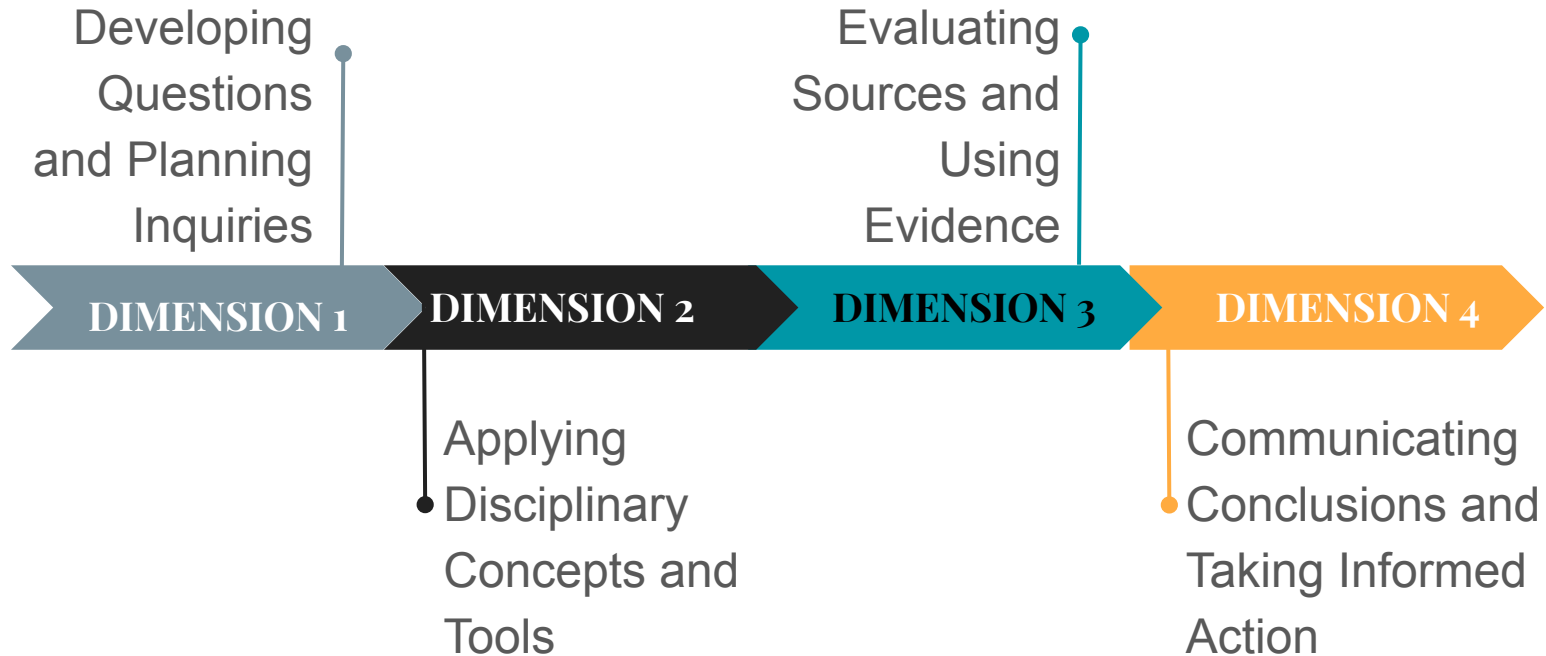
- I approached the topic as a teacher-researcher and aimed to learn as much as I could about the topic while also cataloguing the sources I found.
- Once I reached 25 sources, a story began to materialize, which then led to a 2nd round of locating sources.



It was the collection of sources and the learning of content that drove the planning of my inquiry through an inductive approach that required me to embrace uncertainty



College, Career & Civic Life Framework for Social Studies State Standards



INQUIRY TEMPLATE

Blank IDM: bit.ly/IDM_Blank

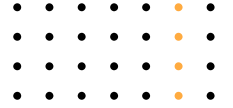


<https://www.pbslearningmedia.org/asset/aedf99d3-458b-4db3-862c-c0a2193e0d03/>

Inquiry Design Model (IDM) Blueprint™		
Compelling Question		
Standards and Practices		
Staging the Question		
Supporting Question 1	Supporting Question 2	Supporting Question 3
Formative Performance Task	Formative Performance Task	Formative Performance Task
Featured Sources	Featured Sources	Featured Sources
Summative Performance Task	Argument	
	Extension	
Taking Informed Action		



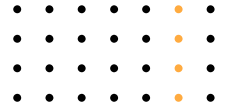
What do you need to get started?



- Standard
- Compelling Question
- Supporting Questions



Beginning with Questions



Take some time to ask your own compelling question connected to the standard. What supporting questions relate to your compelling question?



Day 3

Let's Review the IDM



Inquiry Design Model (IDM) Blueprint™		
Compelling Question		
Standards and Practices		
Staging the Question		
Supporting Question 1	Supporting Question 2	Supporting Question 3
Formative Performance Task	Formative Performance Task	Formative Performance Task
Featured Sources	Featured Sources	Featured Sources
Summative Performance Task	Argument	
	Extension	
Taking Informed Action		

Considerations for your IDM Questions and Sources

- Does this compelling question address a standard?
- Do my sources demonstrate the agency of enslaved and minoritized peoples? (Avoid Holmberg's Mistake and the Inverse)
- Do my questions and sources lead students to think about things happening today?



In the fall of 1768, 1,000 British soldiers (known as redcoats for their bright red jackets) arrived in Boston under the command of General Thomas Gage. With their arrival, tension filled the streets of Boston.

Since the soldiers were poorly paid, they hired themselves out as workers, usually at rates lower than those of American workers. Resentment against the redcoats grew. Soldiers and street youths often yelled insults at each other. “Lobsters for sale!” the youths would yell, referring to the soldiers’ red coats. “Yankees!” the soldiers jeered. Yankee was supposed to be an insult, but the colonists soon took pride in the name.

On March 5, 1770, tensions finally exploded into violence. A group of youths and dockworkers – among them Crispus Attucks – started trading insults in front of the Custom House. A fight broke out, and the soldiers began firing. Attucks and four laborers were killed.

The Sons of Liberty called the shooting the Boston Massacre. They said that Attucks and the four others had given their lives for freedom. The incident became a tool for anti-British propaganda in newspaper articles, pamphlets, and posters. The people of Boston were outraged.

Meanwhile, the redcoats who had fired the shots were arrested for murder. John Adams, a lawyer and cousin of Samuel Adams, defended them in court. Adams was criticized for taking the case. He replied that the law should be “deaf...to the clamors of the populace.” He supported the colonial cause but wanted to show that the colonists followed the rule of law. Adams argued that the soldiers had acted in self-defense. The jury agreed. To many colonists, however, the Boston Massacre would stand as a symbol of British tyranny.

From Garcia, J., Ogle, D.M., Risinger, C.F., & Stavos, J. (Eds.). (2005). *Creating America: A history of the United States*. Evanston: McDougal Littell Inc.

Identifying Actors and Actions

Agent	Action	Receiver of Action
soldiers	hire...out	themselves
soldiers	fire	[youths?]
[soldiers]	kill	Attucks and four laborers
Attucks and four others	gave	their lives
[people]	arrested	redcoats
John Adams	defends	redcoats

Your Task

For the next hour, create your own sources from the exhibits, the structures, and the people here at the Institute.

Some suggestions might be:

- Take photos of exhibits that relate to your compelling question
- Take videos of some of the structures/rooms in the house (e.g., the attic quarters)
- Take a video (or screencast) of Dana or Joe talking about one of the sources they shared during their presentations
- Interview Wendy about sites in and around Middletown (or Colonel Tye -- her favorite historical figure :))