
CROSSING BORDERS: INTERNATIONALIZATION & THE “BORDERLANDS” IN AMERICAN HISTORY

THE VANGUARD

OCTOBER 24, 2014



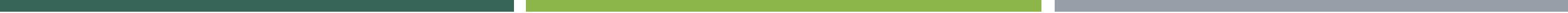
SATURDAY SEMINAR I

- Seating
(small groups)
- Agenda
- Norms

8:00-8:15	Angela	Business and Welcome
8:15-9:00	John	Flat Mouth, Haiwatha, and the Middle Ground
9:00-10:15	John	Facing East & the Middle Ground
10:15-10:30		Break
10:30-11:45	Angela	Concept Claim Cards
11:45-12:45		Lunch
12:45-1:30	John	How the Indians Became Red
1:30-1:40		Break
1:40-2:50	Angela/Katie	Writing Interesting Text-Dependent Questions for not so Interesting Sources
2:50-3:15	Mario	Smithsonian Website

BUSINESS

- OUT Strategy sources (due to Katie by 4:45 today)
- OUT Strategy work session 3:15-4:45 today
- Trip to San Francisco
- Western Immigration History class in January (code: SFStudy)



CONCEPT CLAIM CARDS

PRACTICING REASONING AND SPEAKING & LISTENING



WHAT IS A CONCEPT?

- mental abstractions rather than concrete or of physical world
- a product of the analysis and synthesis of facts and experiences;
- consistently subject to expansion of meaning and delineation of detail, as different settings, relationships and contexts complicate the meaning.
- Students construct concepts using examples. This process of concept formation is ongoing, stimulated by active, meaningful involvement, and is developmental in nature.

EXAMPLES OF CONCEPTS IN SOCIAL STUDIES

war	imperialism	nationalism	colonialism
justice	nation	civilization	democracy
racism	capitalism	socialism	revolution
terrorism	genocide	totalitarianism	freedom

Which do you deliberately and explicitly teach?

What other concepts can you think of?

WHY CLAIM CARDS?

1. provide a formative practice that allows students to make an argument (claim with evidence and reasoning) about a concept using an example/non-example;
2. allow students to explore their growing and shifting understanding of complex concepts using more concrete examples;
3. provide teachers an opportunity to listen to student ideas about an often confusing or nuanced concept so they can better understand student misconceptions and help clarify and deepen understanding;
4. allow students to practice argumentation in a low-risk environment that supports discussion, analysis, and synthesis of many ideas and perspectives;
5. promote the necessary skills in the Speaking & Listening standards.

INITIAL STEPS IN IMPLEMENTING CLAIM CARDS

- Determine the concept that is important to your unit/year. Create a definition for the concept that is not confined to a single setting, relationship, or context but that is narrow enough that different examples can be argued to fit the concept.
 - For example: Terrorism - the use of violence for political purposes and the attempt to influence politics through violence and intimidation, usually the resort of groups who are outside the political process.
 - Provide for a whole class discussion on the critical characteristics of the concept.
 - Create a graphic organizer that includes the definition and space for groups to take notes during the process of using the claim cards.
- Provide the concept definition to the class. Then, provide each student in the class with an example/non-example (or maybe one that defies categorization) of the concept printed on index cards. You can write these as single words, phrases, or lengthier (but still fairly short) case studies.
 - Examples for terrorism might include: Reign of Terror, Tar and Feathering of Tax Collectors during American Revolution

Concept Claim Information Organizer

Name:

IMPERIALISM

(underlined words and phrases represent critical characteristics)

- a) a policy of extending a country's power and influence through colonization, use of military force, or other means; b) a process by which one state, with superior military strength and more advanced technology, imposes its control over the land, resources, and/or population of a less developed region
- Type 1 - Regressive Imperialism: identified with pure conquest, unequivocal exploitation, extermination or reductions of undesired peoples, and settlement of desired peoples into those territories.
 - Type 2 - Progressive Imperialism: promotes the spread of civilization to allegedly backward societies to elevate living standards and culture in conquered territories, and allowance of a conquered people to assimilate into the imperial society

Name:	Example 1 with Claim	Example 1 Reasoning & Evidence	Questions to Ask/Ideas to Share to Clarify Group Thinking about this Concept
	Example 2 with Claim	Example 2 Reasoning & Evidence	Questions to Ask/Ideas to Share to Clarify Group Thinking about this Concept

SMALL GROUP EXAMPLE ANALYSIS

1. Arrange yourselves in groups of six with three partner pairs. (1 minute)
2. Spread out your envelope of claim card examples. (30 seconds)
3. Each person should choose one that they know something about. (30 seconds)
4. Individuals will silently brainstorm about the topic (looking at your textbook or Google is fine) and write their notes about the example on the back of the card. (2 minutes of silence)
5. Pairs will then talk with one another about their examples and help one another come up with a claim (imperialism or not; what type of imperialism) based on linking the evidence (what we know about the topic) to the characteristics listed in the definition. (6 minutes)

SPEAKING & LISTENING STEPS

- One student shares by:
 - Explaining the example they were provided;
 - Discussing their claim (does/does not fit with concept)
 - Supporting the claim with their reasoning (usually based on evidence they have learned in class compared with the critical characteristics of the concept.
 - **(NOTE: The students will not comment on the sharing student's claim or reasoning at this point. They will instead take notes on the graphic organizer.)**
- The other group members will follow suit in clockwise fashion, sharing their examples with reasoning while the group members take notes on the graphic organizer.
- When all members of the group are done, they discuss each example and reasoning together. Students should **probe one another's thinking**, **ask questions for clarification**, **respectfully disagree with their group member's thinking based on evidence and reasoning**, and **come to consensus when possible**. All students are responsible for asking at least two questions during this period. (See question stems for help with this.)

Concept Claim Information Organizer

Concept & Definition (underlined words and phrases represent critical characteristics)			
Name:	Example 1 with Claim 	Example 1 Reasoning & Evidence 	Questions to Ask/Ideas to Share to Clarify Group Thinking about this Concept
Name:	Example 2 with Claim 	Example 2 Reasoning & Evidence 	Questions to Ask/Ideas to Share to Clarify Group Thinking about this Concept
Name:	Example 3 with Claim 	Example 3 Reasoning & Evidence 	Questions to Ask/Ideas to Share to Clarify Group Thinking about this Concept

Claim Card Discussion Stems

Can you please clarify why...?

Is this a good non-example? Why?

Could you think of that example in a different way if...?

What critical characteristics specifically does your example meet?

How are you defining...?

Does the time period or culture of the time matter to this example at all? Should that be taken into consideration?

What made you think of that?

I'm a little lost in your reasoning. Could you please say it in a different way?

How is your example similar to this other example? How are they different?

If you added the idea of _____ to your reasoning, how might your claim change?

Where on a spectrum between fully meeting the critical characteristics and not meeting the concept characteristics would we place this example? Why?

What if the example were flipped and this _____ was _____?

Are you making the claim that your example meets all of the critical characteristics or just some?

What is the most difficult aspect of this example?

REPORT OUT / VISUALLY REPRESENT

Rampant
Regressive
Imperialism

Rampant
Progressive
Imperialism

Not
imperialism

INDIVIDUAL REFLECTION AND ASSESSMENT

Claim Card Reflection and Self-Assessment

Name: _____ Concept: _____ Example: _____

Criteria	4 - 3 - 2 - 1 Why?
I clearly stated a claim about my example and concept.	
I provided reasoning and examples for my claim.	
I listened intently to my group members as they spoke.	
I took notes on the examples, claims, and reasoning provided by other group members.	
I asked two or more questions and clarified ideas that helped the whole group better understand the concept and examples.	
I was respectful in my interactions with my group.	

What was the most interesting idea that came up in your group discussion?

How has your understanding of this concept shifted or changed?

What was the most difficult part of this process for you?

IDEAS FOR USING THIS WITH YOUR OWN STUDENTS

- When and how might this type of concept claim card exercise work with students?
- Would you provide vignettes rather than phrases for the examples?
- How might you modify the strategy?
 - Smaller groups?
 - Less examples?

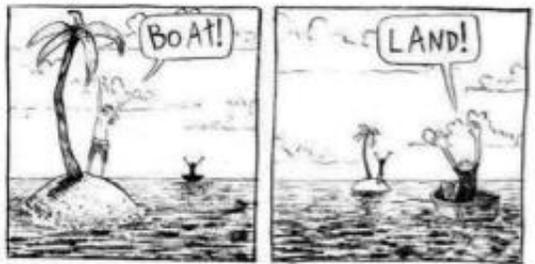
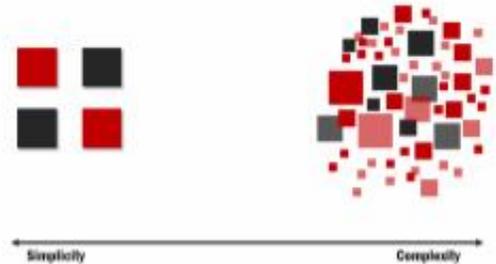
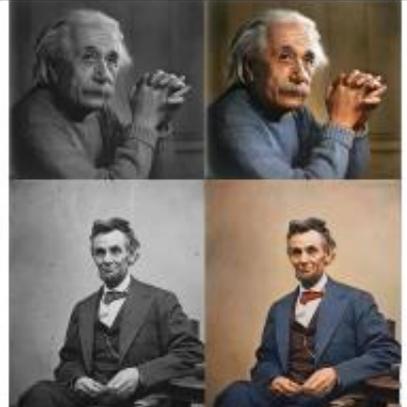


DEVELOPING INTERESTING TEXT-DEPENDENT AND SPECIFIC QUESTIONS FOR AN OUT

STARTING WITH THE TEXTBOOK SOURCE



OUT

<p>ENLARGE: include unrepresented groups; hear voices of silenced people and groups</p>	 <p>Perspective...</p>
<p>COMPLICATE: offer a different point of view that makes a piece of the text seem more complex</p>	 <p>Simplicity → Complexity</p>
<p>CONTEST: build knowledge from primary sources that challenge the facts of the textbook</p>	<p>... something. Without ever ... people ... and discover ... what you're ... of ... the ...</p>
<p>VIVIFY: breathe life into the textbook version with rich details; make the history come alive</p>	

Mountain Men

Mountain men were trappers who often spent long periods of time hunting in the mountains. They lived off the land, finding their food and shelter in the mountains and deserts of the West.

Mountain men often hunted where Indian tribes lived. Many of them became friendly with native people. Sometimes they traded food and supplies with each other. Some mountain men even joined native tribes and married Indian women. But many native people didn't like trappers. They saw them as invaders of the land. This caused many problems between the mountain men and Indian tribes. Some of these problems turn into battles that later became legends of the West.

The Rendezvous

Each year mountain men, friendly Indians, and trappers came together for a rendezvous. Rendezvous is a French word that means "a place and time of meeting." A rendezvous was like a long, wild party. The men played games and competed in contests. They raced to see who could eat cooked buffalo intestine the fastest. They even shot cups of whiskey off of one another's heads to prove their bravery.

Gambling games were popular with both trappers and Indians. Trappers loved to bet on all kinds of things, from foot races to horse races. They especially liked playing the Indian hand game.

Sometimes a rendezvous lasted an entire week. After most their money was spent, trappers went back to their work in the mountains for another year. The mountain men of the West and their yearly rendezvous soon became legends in American history.

QUESTIONS FROM NEVADA BOOK

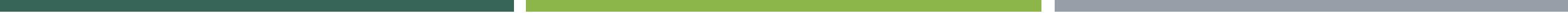
- What do you think trappers wrote in their journals about the yearly rendezvous?
- What was the yearly mountain man meeting called?

TEXTBOOK AS ONE SOURCE – SOURCE A

What do you learn about the lifestyle of mountain men from paragraphs 1-2?

Which word would you use to describe the relationship between native people and mountain men: friendly, violent, complicated? (Circle one. In the space below, provide three pieces of evidence from the text for your answer.)

Which modern activity best resembles a mountain man rendezvous: birthday party, family reunion, state fair, other? Why? What evidence from the text supports your answer?



NOTE THE VARIOUS SOURCES AND TYPES OF QUESTIONS

HOW CAN WE PROMOTE VISUAL, GRAPHIC, AND TEXTUAL LITERACY WITH OUR **OUTS**?



ANOTHER EXAMPLE TEXTBOOK VERSION

UNITED STATES HISTORY (HOLT)

Powhatan Confederacy

Jamestown fared better under John Smith, who took control of the colony and built a fort in 1608. He forced the settlers to work harder and to build better housing by creating rules that rewarded harder workers with food. The colonists received help from the powerful Powhatan Confederacy of Native Americans after Smith made an agreement with them. The Powhatan brought food to help the colonists and taught them how to grow corn.

In 1609 some 400 more settlers arrived in Jamestown. That winter, disease and famine once again hit the colony. The colonists called this period the starving time. By the spring of 1610, only 60 colonists were still alive. Jamestown failed to make a profit until colonist John Rolfe introduced a new type of tobacco that sold well in England.

War in Virginia

John Rolfe married Pocahontas, daughter of the Powhatan leader, in 1614. Their marriage helped the colonists form more peaceful relations with the Powhatan. However, Pocahontas died three years later in England, which she was visiting with Rolfe.

In 1622, colonists killed a Powhatan leader. The Powhatan responded by attacking the Virginia settlers later that year. Fighting between colonists and the Powhatan continued for the next 20 years.

BASED ON WHAT YOU'VE LEARNED TODAY AND KNOW ABOUT THIS TIME PERIOD...

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- Discuss at your table: What about this textbook version would you like to OUT?
- Underline the most important information for students to understand from this textbook passage.
- Challenge yourself: In only two or three questions that are text dependent, help students understand these main points using textual evidence.
 - Write at least one question that is modeled on the questions I shared in the 4th grade Mountain Men OUT.

EXAMPLE QUESTION TYPES

- Which word would you use to describe the relationship between native people and mountain men: friendly, violent, complicated? (Circle one. In the space below, provide three pieces of evidence from the text for your answer.)
- Describe the lifestyle of mountain men in the different seasons. What information about this does the author leave out?
- Which modern activity best resembles a mountain man rendezvous: birthday party, family reunion, state fair, other? Why? What evidence from the text supports your answer?

SOME EXAMPLE QUESTIONS

Powhatan Confederacy

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- The heading for the first two paragraphs is “Powhatan Confederacy,” but only two of the nine sentences mention the Powhatan. Based on the text evidence, write a better heading for this section.
- According to the text, the marriage of Pocahontas and John Rolfe helped the colonists have more peaceful relations with the Powhatan. Based on the section “War in Virginia” (paragraphs 3-4), write two questions about this claim.

THINKING ABOUT YOUR OWN OUT

- Discuss at your table: What about this textbook version would you like to OUT?
- Underline the most important information for students to understand from this textbook passage.
- How might you write an interesting text-dependent question for a not so interesting source?



Smithsonian's 
HISTORY EXPLORER



GUEST MASTER TEACHER

MARIO FITZPATRICK

