

Social Studies

Lincoln Public Schools

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The Lincoln Public Schools

Social Studies Blueprint

provides a frontpage for important resources for social studies teachers while also representing a design for the integration of social studies content and skills across a student's career as a social studies learner. The "Student as Citizen" reminds us that student learning is at the center and emphasizes a broad definition of "citizen" that includes all students as participants in their communities, nations, and world. Students learn to become informed, active, and engaged citizens.



K-12 Sequence

Kindergarten - rules, symbols, celebrations, transportation

First - exploring our school, neighborhood, and people and places in our country

Second - we the community, workers, history makers, people

Third - Communities - focus on Lincoln

Fourth - Nebraska Studies

Fifth - early American History

Sixth: 6th Grade Humanities (ancient history - 8,000 BCE - 300 CE)

Seventh: World Studies - medieval history (300 BCE - 1450)

Eighth: American History (early contact - industrialization)

Ninth: Civics (one semester) & Geography (one semester)

Tenth: World History (600 CE - present)

Eleventh: U.S. History (1900 - present)

Twelfth: Government & Politics

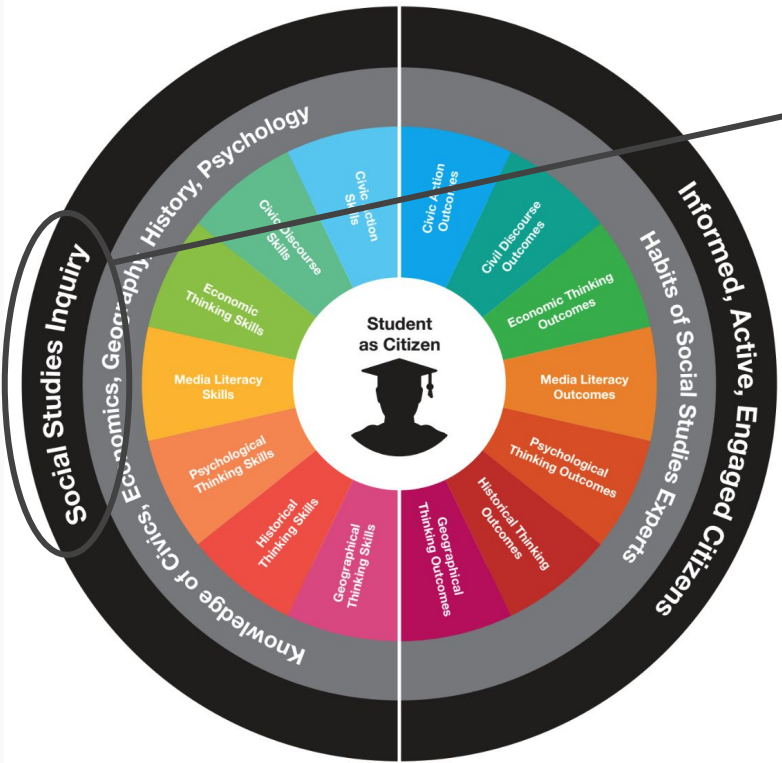
Other HS: Psychology, Economics, Electives

Organization of American Historians & American Historical Association

“The Organization of American Historians remains dedicated...to encouraging informed public discussion of and engagement with historical questions that are critical to understanding both the triumphs and tragedies of our nation’s past. It is only through purposeful interrogations of our national story that we can appreciate the history of the United States in its full complexity and utilize our knowledge of it to inform our present and build a better future.”

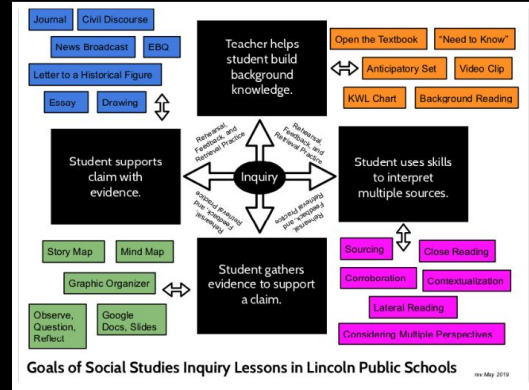
“As scholars, we locate and evaluate evidence, which we use to craft stories about the past that are inclusive and able to withstand critical scrutiny. In the process, we engage in lively and at times heated conversations with each other about the meaning of evidence and ways to interpret it. As teachers, we encourage our students to question conventional wisdom as well as their own assumptions, but always with an emphasis on evidence.”

Social Studies Inquiry



Learning through Social Studies Inquiry

Learning through Social Studies Inquiry is a lesson design structure that includes explicit instruction to help students encode, recall, and think about the background knowledge relevant to social studies inquiry questions. Students use this background knowledge and social studies thinking skills to develop their evidence based answers to important social studies questions.

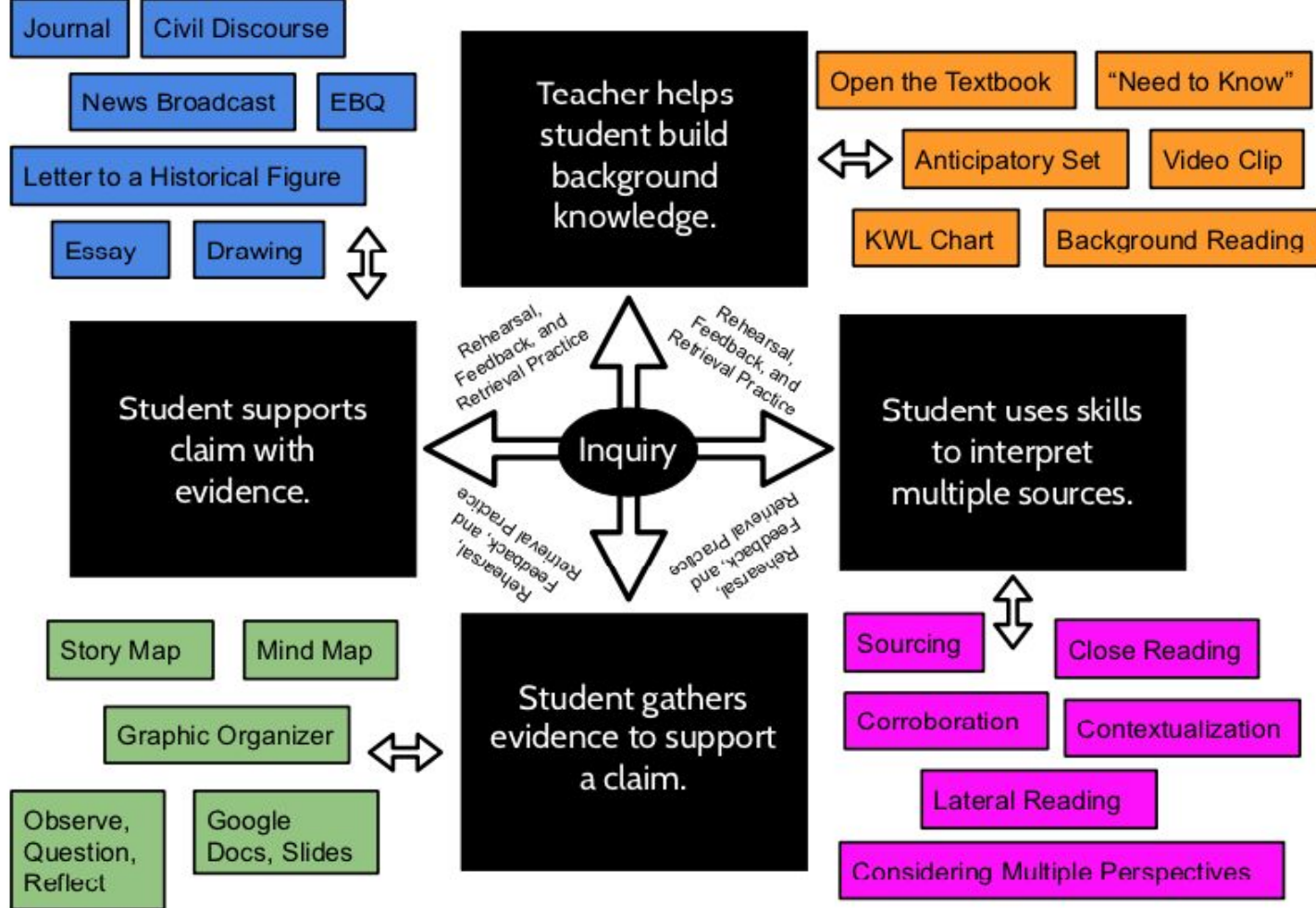


Core Principles:

- [Knowledge Matters](#)
- [Into, Through, Beyond](#)
- [Using Feedback to Close the Loop](#)

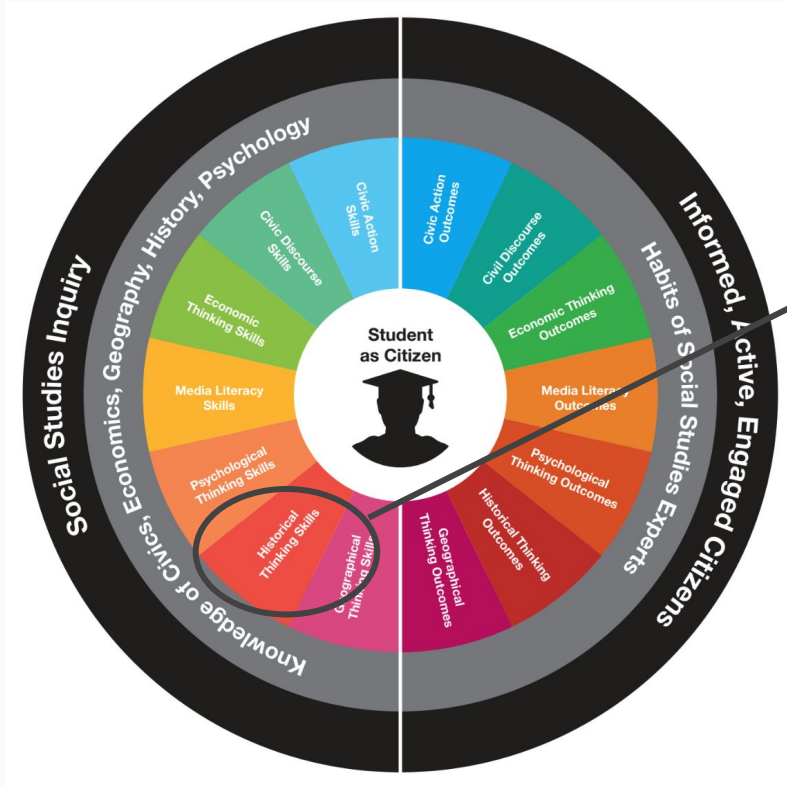
Core Principle: Knowledge Matters

Knowledge Matters in social studies instruction because social studies disciplines are driven by both process skills and content knowledge. Students use content knowledge to interpret information and answer important questions. Without knowledge, we risk stripping documents



Goals of Social Studies Inquiry Lessons in Lincoln Public Schools

Historical Thinking Skills & Outcomes



Historical Thinking	
Purpose of Historical Thinking	
<p>Historical Thinking involves the skills, habits, and aptitudes necessary to "do" history similar to professional historians. The expectation is for students to be able to read and think like historians. Students gather information, analyze sources, and make meaning from facts as opposed to simply being asked to memorize them devoid of context. Historical Thinking skills engage students in understanding how we discover new knowledge and make sense of the past, including how historians make and support claims about past events.</p>	
The Skills of Historical Thinking	
Close Reading	This skill involves noticing the choices an author made when creating a text, including a primary document, textbook, article from historical research, documentary, or museum exhibit. This skill allows us to access the other skills used in critical thinking. Teachers should apply strategies that help students engage more deeply in making meaning from a text. Generally, we want to help students get into, through, and beyond a text.
Sourcing	This skill involves making inferences about how the identity of an author may influence what is in a text and testing those inferences as we read. It relates closely to author's purpose and author's perspective. Ultimately, sourcing is about determining the reliability and limits of a text.
Contextualization	The skill of being able to connect evidence from a text to factors related to the time and place of its creation. We place a source in context when we are able to connect extratextual knowledge to the choices the author made in the text. For instance, students might connect chronology to the source ("The author is saying x because y had just occurred").
Corroboration	The skill of comparing multiple sources, noticing the similarities and differences, and making judgments about reliability and trustworthiness.
Considering Multiple Perspectives	The skill of considering how the documents and resources we have access to may not allow us to see the "whole story." Consider how the sources we have might ignore or silence some voices.
<small>Adapted from the Stanford History Education Group with some key revisions.</small>	
Outcomes of Historical Thinking	
Historical Context	Historians use multiple sources of evidence to explain historical developments both specific to their time and place or by comparing different places. For example, consider how a political speech was written to appeal to specific groups of voters.
Chronological Reasoning	Historians weigh evidence to make claims about how and why historical change or historical continuity occurs and understand causation as it relates to historical events. For example, understand the causes of a war or whether a particular event did or did not cause a subsequent event.

Considering Multiple Perspectives

“Considering multiple perspectives” is the frame used for LPS social studies courses in order to dispel the notion of a single story of American History.

The skill of considering how the documents and resources we have access to may not allow us to see the “whole story.” Consider how the sources we have might ignore or silence some voices.



C3 Framework (adopted by the National Council for Social Studies)

TABLE 1: C3 Framework Organization

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRIES	DIMENSION 2: APPLYING DISCIPLINARY TOOLS AND CONCEPTS	DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE	DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION
Developing Questions and Planning Inquiries	Civics	Gathering and Evaluating Sources	Communicating and Critiquing Conclusions
	Economics		
	Geography	Developing Claims and Using Evidence	Taking Informed Action
	History		

C3 Framework (adopted by the National Council for Social Studies)

TABLE 2: Dimension 2—Applying Disciplinary Tools and Concepts

CIVICS	ECONOMICS	GEOGRAPHY	HISTORY
Civic and Political Institutions	Economic Decision Making	Geographic Representations: Spatial Views of the World	Change, Continuity, and Context
Participation and Deliberation: Applying Civic Virtues and Democratic Principles	Exchange and Markets	Human-Environment Interaction: Place, Regions, and Culture	Perspectives
Processes, Rules, and Laws	The National Economy	Human Population: Spatial Patterns and Movements	Historical Sources and Evidence
	The Global Economy	Global Interconnections: Changing Spatial Patterns	Causation and Argumentation

2019 State Standards for Social Studies

Multiple Perspectives

SS HS.4.2 (US) Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history.

SS HS.4.2.a (US) Identify and evaluate how considering multiple perspectives facilitates an understanding of history.

For example: Nineteenth Amendment, 1924 National Origins Act, Indian Reorganization Act of 1934, Bracero program, Civil Rights Movement

SS HS.4.2.b (US) Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.

For example: Theodore Roosevelt's New Nationalism and Woodrow Wilson's New Freedom, Indian Reorganization Act and responses from tribal leaders, differing strategies in the struggle to gain black equality

2019 State Standards for Social Studies

SS HS.4.3 (US) Examine historical events from the perspectives of marginalized and underrepresented groups.

SS HS.4.3.a (US) Identify how differing experiences can lead to the development of perspectives.

For example: religious, racial or ethnic groups, immigrants, women, LGBTQ persons, and Native American nations

SS HS.4.3.b (US) Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.

For example: Immigration and Naturalization Act of 1965, Stonewall Riots, American Indian Movement, Equal Rights Amendment, Civil Rights Act of 1964, *West Virginia v. Barnette*, United Farm Workers

LPS Board Policy

**Policy
2135**

ADMINISTRATION

Multicultural Education

Multicultural education is the identification, selection and infusion of specific knowledge, skills and attitudes for the purpose of:

- affirming the culture, history and contributions that shall include but not be limited to African Americans, Asian Americans, Hispanic Americans and Native Americans; and
- challenging and eliminating racism, prejudice, bigotry, discrimination and stereotyping based on race; and
- valuing multiple cultural perspectives; and
- providing all students with opportunities to “see themselves” in the educational environment in positive ways and on a continuing basis.

To promote and support multicultural education within Lincoln Public Schools, it shall also be the policy and practice of this District to create opportunities for all students to achieve academically and socially in an educational environment in which all students and staff understand and respect the racial and cultural diversity and interdependence of members of our society.

LPS Board Policy

**Policy
6450**

INSTRUCTIONAL PROGRAM

Curriculum Decisions

Controversial Issues

A controversial issue involves a problem about which different individuals and groups urge conflicting courses of action. It is an issue for which society has not found consensus, and it is of sufficient significance that each proposed way of dealing with it is objectionable to some sector of the citizenry and arouses protest.

Public schools have a responsibility to develop critical-thinking skills in students. This includes objectives and resources related to controversial issues in appropriate curriculum areas and grade levels and in classrooms and library media centers. Controversial issues are included in the curriculum to help students develop the knowledge and skills necessary to become an informed citizen in preparation for adulthood.

Through the discussion of controversial issues, teachers can help students analyze issues, investigate and consider various positions, keep an open mind and weigh alternatives, organize and present arguments and draw intelligent conclusions.

Examples from K-12 Social Studies

4th Grade:

How did the Oregon Trail change the lives of Native Americans?

How did the Oregon Trail change the lives of Native Americans?

OVERVIEW

Students have the opportunity to view history from multiple perspectives by exploring how the “settlement” of Nebraska mentioned in the previous lesson had long impacted and disrupted the lives of American Indian peoples.

Length of Time: 5 days

Objectives:

- Students will know the purpose of the Oregon Trail.
- Students will understand the experiences of groups impacted by the Oregon Trail.
- Students will be able to explain why the Oregon Trail caused conflict.

Formative Practice:

- Oregon Trail Google Slides (Documents A & B)
- Student Postcards
- Discussion Questions

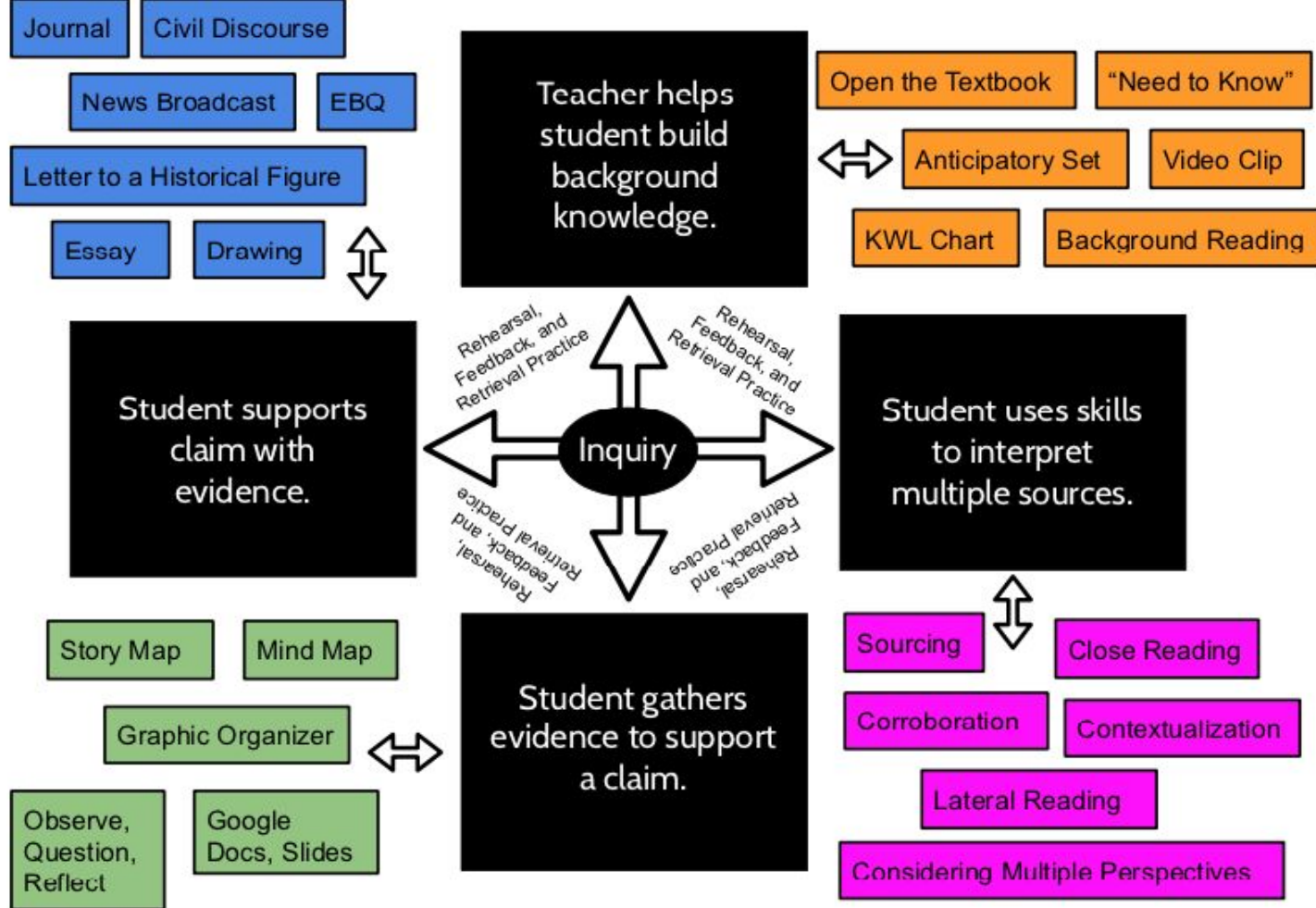
Summative Opportunity:

- Oregon Trail Summative Opportunity
 - Story Strip **OR** Newspaper Article

Teacher Dossier: This lesson provides an excellent opportunity for students to consider multiple perspectives in understanding Nebraska.

Overview of Lesson Procedures

- 1) Students look at a timeline of events.
- 2) Students watch a 2-minute video clip for background information.
- 3) Students read 4 pages in their textbook for background information.
- 4) Students read an excerpt from a travel journal of Benjamin Ross Cauthorn.
- 5) Students read an excerpt from a speech by Chief Lone Horn.
- 6) Students track their thinking using Google Slides.
- 7) Students write a newspaper article addressing the essential question.



Goals of Social Studies Inquiry Lessons in Lincoln Public Schools

8th Grade:

Were African Americans really free after the Civil War?

Standard 9: Reconstruction (2 weeks)

Essential Question: How did the period of Reconstruction shape the future of the United States?

Content Threads	Suggested Suggested Key Terms	Historical Inquiries	Notes
Thread 1: What differences existed over how to begin Reconstruction and rebuild the nation?	<ul style="list-style-type: none">• Amendments 13, 14, 15• Lincoln's Plan for Reconstruction• Radical Republicans• Freedmen's Bureau	<ul style="list-style-type: none">• How did Northern Attitudes Towards Freed African Americans Change During Reconstruction? (Docushare only)	
Thread 2: Why did Reconstruction policies fail to bring equality?	<ul style="list-style-type: none">• Segregation• Black Codes• Jim Crow Laws• Sharecropper• Ku Klux Klan• Plessy v. Ferguson	<ul style="list-style-type: none">• Required - Were African Americans really free after the Civil War?• DCA #4- Scoring Guide & Student Copy	
Thread 3: What were the physical, emotional, and social impacts of Reconstruction?	<ul style="list-style-type: none">• Costs of War (Physical, Emotional, Social)• Migration of Freed Women and Men• Civil Rights		

8th Grade: Were African Americans really free after the Civil War?

Were African Americans really free after the Civil War?

OVERVIEW

Grade Level/Subject: 8th Grade American History

Overview of Lesson: The goal for the inquiry is to have students analyze three segregation laws and, ultimately, decisions from the Supreme Court to determine what aspects of the Reconstruction Amendments were violated according to today's standards.

Essential Background: The Era of Reconstruction represents a crossroads in American history. The rebuilding of the South had to contend not only with the physical destruction experienced in the area but also with the larger issue of the social revolution created by emancipation and how freed blacks would be treated. All of which was complicated by the tug of war over who should control these processes: the president, Congress, or the Southern states. Reconstruction should be remembered for its failures, a lack of success with reverberations in today's society. However, it was a step forward in the sense that it established the legal processes that ushered in great change during the civil rights revolution. As long as a fluid interpretation exists for what constitutes civil rights and what it means to be a citizen, an understanding of one step in that process, Reconstruction, is vital.

Reconstruction should be examined not only through the proposed plans but also through the interpretations of how the rights of freed blacks were defined. It is important for students to have received some basic instruction on the various plans introduced during this era, including Lincoln's Plan for Reconstruction, Johnson's Reconstruction Plan, and the Radical Republicans. Students should also be aware of the 13th, 14th, and 15th Amendments. They also need to know that in the case Plessy v. Ferguson the Supreme Court ruled that segregation was legal. Also, there are specific vocabulary terms that are valuable for students to know.

Length of Lesson: 5 Days (including the DCA)

Alignment with LPS Curriculum Guide: Standard 9 - Thread 2 (Why did Reconstruction policies fail to bring equality?)

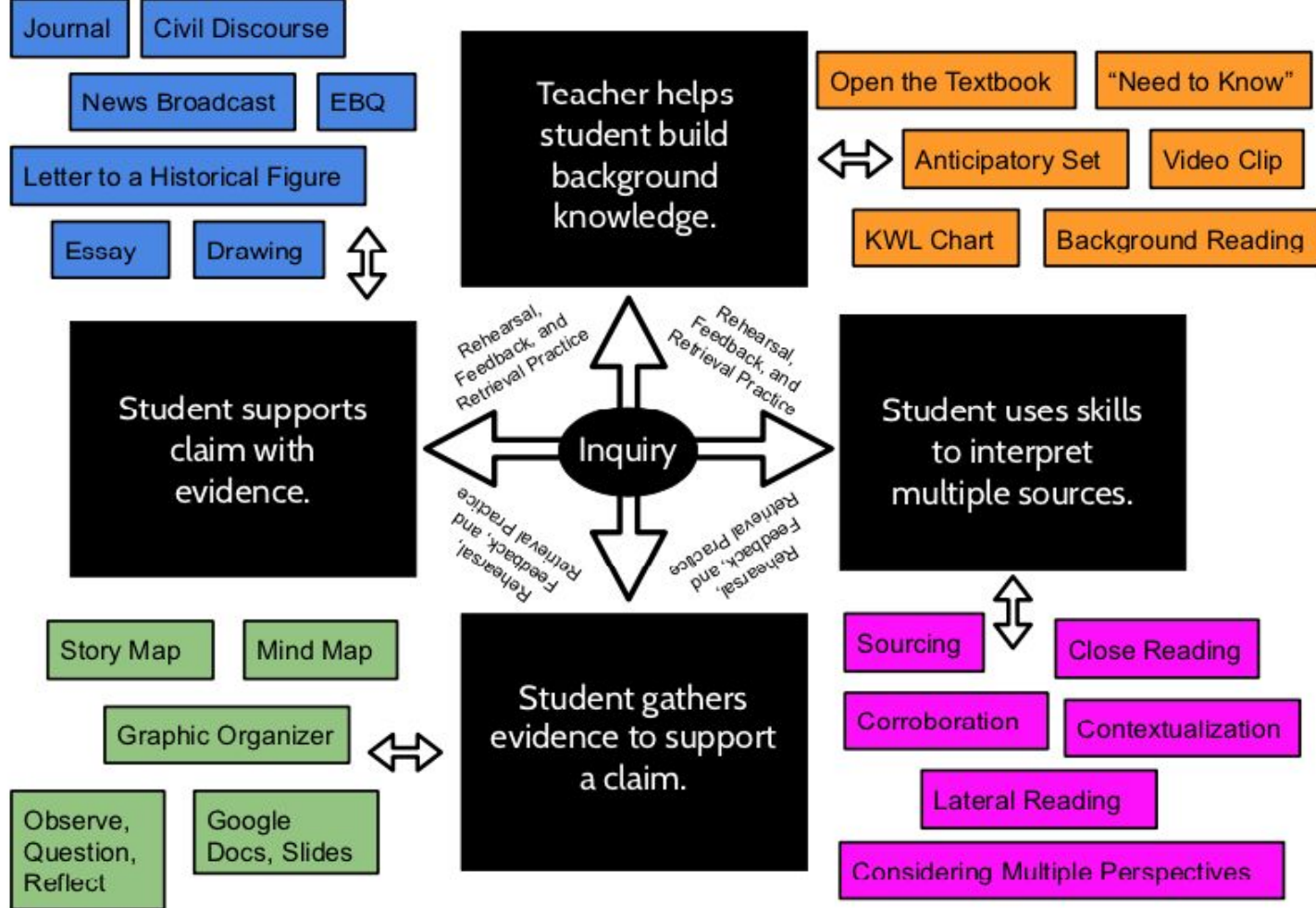
Objectives:

Students will:

- Know a definition of Reconstruction and what plans were proposed as the Civil War drew to a close.
- Understand the attempts made by Southern governments to limit the rights of freed blacks.
- Be able to determine what amendment rights were violated by state laws and Supreme Court opinions.

Overview of Lesson Procedures

- 1) Students receive background information about Reconstruction, specifically different plans for Reconstruction and the 13th, 14th, and 15th Amendments.
- 2) Students read excerpts from the Mississippi Black Codes, Louisiana Grandfather Clause, and a sharecropper's testimony.
- 3) Students complete a graphic organizer gathering evidence to support the violation of the goals of the Reconstruction Amendments present in all three documents.
- 4) Students engage in optional enrichment activities.
- 5) Students complete a district common assessment analyzing two opinions written by Supreme Court Justices in the Plessy v. Ferguson case.



Goals of Social Studies Inquiry Lessons in Lincoln Public Schools

11th Grade:

Why were Japanese Americans incarcerated without trials during WWII?

Standard 5: The United States and the Second World War (3 weeks)

Essential Question: How did World War II alter the lives of Americans?

Content Threads	Suggested Key Terms	Textbook Resources	Historical Inquiries
Thread 1: Why did the United States wait so long to enter World War II?	Isolationism, Neutrality Acts, "Lend-Lease"	Pages 390-407	ACT Practice Writing Prompt: Treaty of Versailles
Thread 2: Why did the United States government incarcerate Japanese Americans during World War II?	Executive Order 9066, <i>Korematsu v United States</i> (1944)	Pages 430-433	Required Inquiry: Why were Japanese Americans incarcerated without trials during WWII? *Practice DCA associated with this lesson - Teacher Copy & Student Copy .*
Thread 3: How did the United States and its allies win World War II?	Grand Alliance, Atlantic Charter	Pages 434-449	ACT Practice Writing Prompt: Truman Decision (Student Exemplars) <i>Note: SHEG's lesson on The Atomic Bomb is excellent preparation for this writing prompt.</i>
Thread 4: How did the war create opportunities for African Americans, women and minorities on the homefront?	Fair Employment Practices Commission, "Double V" Campaign, <i>Bracero</i> program	Pages 422-429	What did Rosie the Riveter really mean for American women? How did African Americans envision World War II as a fight for democracy at home and abroad?
Thread 5: How did American soldiers experience World War II?	Selective Training and Service Act	Pages 422-423	Did all Americans have full and equal participation in the military during WWII?

11th Grade:

Why were Japanese Americans incarcerated without trials during WWII?

Why were Japanese Americans incarcerated without trials during World War II?

OVERVIEW

Grade Level/Subject: 11th Grade US History

Overview of Lesson: Students will view and read primary documents to help understand why Japanese Americans were incarcerated without due process during World War II. Students will learn about the justifications and uncover evidence to determine underlying reasons. Students will craft a hypothesis to the framing question during the lesson and will complete a DCA (in the form of an "EBQ"). The DCA will introduce two new, but related, documents to the inquiry.

Essential Background: Before engaging the documents, students should understand the following:

- During World War II, more than 110,000 Japanese Americans (both American citizens and other legal residents) were placed in concentration camps without having been accused of a crime or receiving a trial
- Some government officials said this was a "necessary" action because of fear of espionage and sabotage, although similar actions were not taken against Italian-Americans or German-Americans.
- There was a long-standing pattern of anti-Japanese discrimination in many western states, where Japanese immigrants and Japanese-Americans were considered competitors for jobs and land by other Americans.

Length of Lesson: Two to Three 50-minute periods

Alignment with LPS Curriculum Guide: Standard 5: The United States and the Second World War; Thread 2: Why were Japanese Americans incarcerated without trials during World War II?

Objectives:

- Students will know why Japanese Americans were incarcerated during WWII.
- Students will understand motivations for the incarceration of Japanese Americans.
- Students will be able to use evidence to determine the underlying motivations for internment.

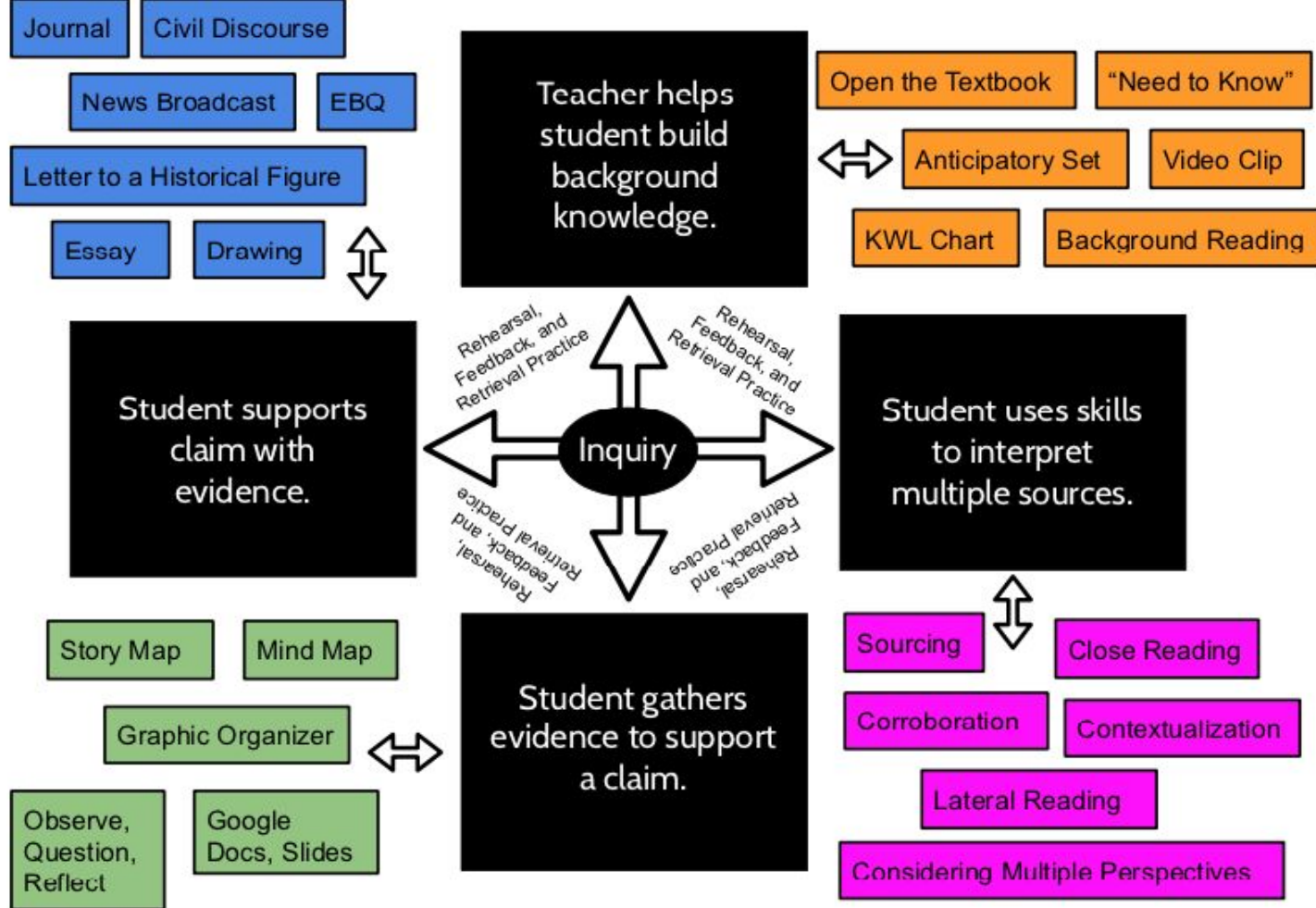
Key Vocabulary: Incarceration, *Korematsu v United States* (1944).

Materials

- [Japanese Incarceration Timeline](#)
- [Graphic Organizer](#)
- [Document A: Government newsreel](#)

Overview of Lesson Procedures

- 1) Students receive background information about World War II.
- 2) Students watch a government newsreel from 1943 by the U.S. Office of War Information.
- 3) Students read excerpts from “The Munson Report” and “The Crisis”.
- 4) Students track their thinking on a graphic organizer and revise their hypothesis to the essential question after each source.
- 5) Students read four pages in their textbook and compare it to the primary source accounts.
- 6) Students complete a practice assessment by reading an excerpt from the Korematsu Supreme Court ruling and a 1983 report from the Commission on Wartime Relocation and Internment of Civilians.



Goals of Social Studies Inquiry Lessons in Lincoln Public Schools

Questions?

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