SCHEMA FOR LDC WORK IN HISTORY/SOCIAL STUDIES | DRAFT OF JUNE 1, 2015

A NOTE ON C3 THINKING

The *College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History* has made what follows both stronger and more complex. Knowing that states are in widely varied stages of deciding whether and how to put C3 to work, the aim here is to use ideas that can deepen LDC work across the country no matter where individual states come down.

A STATEMENT OF THE CHALLENGE

How can members of the Literacy Design Collaborative build out tasks and modules that:
- Call for rigorous study in keeping with C3 expectations and work distinctive to history/social studies?
- Prompt robust development of the literacy skills specified for history/social studies in the Common Core State Standards (CCSS)?
- Engage the range of texts and sources specified by C3 and CCSS?

A POSSIBLE APPROACH

Fully developed social studies work can combine many dimension, including disciplines (civics, economics, geography, history, and perhaps others), regions (societies, civilizations, cultures), time-frames, competing interests and perspectives, diverse sources to interpret and integrate, and responsibility for students of many ages. One schema cannot show all of that simultaneously. Instead, what follows reflects strategic compromises, hoping to provide usability without losing the most important nuances. Nevertheless, LDC can:
1. Make a not-very-long list of regions and time periods to address,.
2. Note that history tasks often get their importance from implications for civic practice, economic development, or geographical change. Likewise, social studies tasks that center in any one of the other disciplines almost always engage at least one broad historical development. Create space to identify modules that use those combinations.
3. Create space to note modules that use varied text types as sources,
4. Plug existing good-to-go and exemplary tasks into that three-part framework, taking note of the elementary, middle, and high school versions.
5. Identify the sections that least populated and look for opportunities to build modules that fill in those gaps.
6. Also seek feedback from varied LDC users to clarify and improve the schema over multiple iterations.

A NOTE ON TEXT TYPES FOR HISTORY/SOCIAL STUDIES

The schema that follows identifies five types of specialized texts. Primary sources and maps are classic to this field.

Data displays are texts that fit CCSS Reading Standard 6's call for students to Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words."

Iconic texts and images are partly about visual content, but also allow attention to evocative images and texts that can symbolize an entire period or process. Students who are well prepared for civic participation will that December 7, 1941 was "a day that will live in infamy" and the photos of marchers crossing the Edmund Pettus bridge.

Research sources include other texts students must engage as they "conduct short as well as more sustained research projects based on focused questions" and "gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism." That is, they are the additional readings student select when they are actively applying CCSS Writing Standards 6 and 7.

Special Note: This overnight draft, shared to promote discussion, runs higher than usual risks of errors in classifying modules and omission of some that need further review.

ELEMENTARY SCHOOL SCHEMA FOR LDC WORK IN HISTORY/SOCIAL STUDIES

Possible goals:

	Module Title	TIME, PLACE, AND DISCIPLINE							TEXT TYPE				
		US to 1877	US since 1877	Outside the US	State and Local	Civics	Eco-nomics	Geo-graphy	Primary Texts	Maps	Data Displays	Iconic Texts & Images	Research Sources
ANALYZING EXPERIENCE													
Explain perspectives or arguments	Danger, Opportunity, and Hope							X	X				
Explain effects	Spanish Exploration/Native Populations	X							X				
Explain process													
Explain solutions													
EVALUATING OPTIONS													
Evaluate argument(s)													
Evaluate accuracy	Historical Fiction: Mostly True	x											x
Evaluate solution(s)													
Evaluate individual(s) or event(s)	Heroes vs. Villains	X		X				X		X			
DESIGNING AND CONDUCTING RESEARCH													
Define a question, gather evidence, and provide an answer it													
Define a problem, gather evidence, and argue for a solution													

MIDDLE SCHOOL SCHEMA FOR LDC WORK IN HISTORY/SOCIAL STUDIES

Possible goals:

	Module Title	TIME, PLACE, AND DISCIPLINE							TEXT TYPE				
		US to 1877	US since 1877	Outside the US	State and Local	Civics	Eco-nomics	Geo-graphy	Primary Texts	Maps	Data Displays	Iconic Texts & Images	Research Sources
ANALYZING EXPERIENCE													
Explain perspectives or arguments	Three Religions			X				X	X			X	
Explain effects	Did Lincoln Free the Slaves?	X						X	X	X		X	
Explain process	Rich Enough to Give Us All A Farm		X				X		X				
Explain solutions													
EVALUATING OPTIONS													
Evaluate argument(s)													
Evaluate accuracy													
Evaluate solution(s)	European Union Killing Europe?			X			X				X		
Evaluate individual(s) or event(s)	Alexander the Great			X		X		X					
DESIGNING AND CONDUCTING RESEARCH													
Define a question, gather evidence, and provide an answer it													
Define a problem, gather evidence, and argue for a solution													

ELEMENTARY SCHOOL SCHEMA FOR LDC WORK IN HISTORY/SOCIAL STUDIES

Possible goals:

	Module Title	TIME, PLACE, AND DISCIPLINE							TEXT TYPE				
		US to 1877	US since 1877	Outside the US	State and Local	Civics	Eco-nomics	Geo-graphy	Primary Texts	Maps	Data Displays	Iconic Texts & Images	Research Sources
ANALYZING EXPERIENCE													
Explain perspectives or arguments	Individualism & Women's Rights		x			x			x			x	
	FDR's Case for War with Japan		x					x	x	x		x	x
	Winston Churchill's Iron Curtain		X					x	x	x		x	
	Reagan in Moscow		X			x			x			x	
Explain effects	FDR and the Banking Holiday*		x				x		x			X	
	Consequences of Civil Rights Acts		x			X	X				x		
	Television 50s & 60s		x						x				
Explain process													
Explain solutions													
EVALUATING OPTIONS													
Evaluate argument(s)	Government of the People	x		x		x						x	
Evaluate accuracy													
Evaluate solution(s)	Line Item Veto		x			x							
	Economic Systems		x	x			x						
Evaluate individual(s) or event(s)	Defining Andrew Jackson	x					x						
	British Industrial Revolution			x			x		x				
DESIGNING AND CONDUCTING RESEARCH													

Define a question, gather evidence, and provide an answer it												
Define a problem, gather evidence, and argue for a solution												

* Exemplary module not yet published in CoreTools