

Historical Empathy in Women's History

Virtual Educator Workshop

Session 1- The C3 Framework for Social Studies and Historical Empathy



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Introductions

Welcome!

Checking in- how is everyone doing tonight?

Please share in the Zoom chat where and what you teach, and any thoughts or connections you may have with the emoji's posted on this Slide.

How do I feel?



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Brainstorm

- Please follow this link to the Google Jamboard and attach a sticky note to the first two columns in the provided K-W-L chart.
- <https://jamboard.google.com/d/10kZubDtbe-4UznH6mRxrMMmOcjI5yIFFF0nMpkaNZQ/edit?usp=sharing>
- Leave the “L” column and reflection blank!
- We will share responses!

The screenshot shows a Google Jamboard interface with a title bar that reads "NWHM Session 1 9.23.22". Below the title bar is a toolbar with icons for erasing, moving, and adding elements. The main area contains a K-W-L chart with three columns and one row. The first two columns are labeled "What do we KNOW about historical empathy?" and "What do we WANT to know about historical empathy?". The third column is labeled "What did we LEARN about historical empathy?". Below the chart is a reflection prompt: "Reflect: How do you think you can implement historical empathy strategies using the C3 Framework when you teach social studies?".

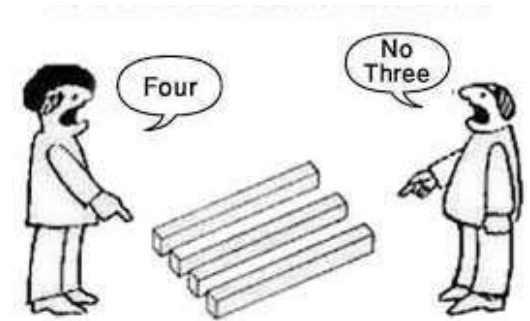
What do we KNOW about historical empathy?	What do we WANT to know about historical empathy?	What did we LEARN about historical empathy?

Reflect: How do you think you can implement historical empathy strategies using the C3 Framework when you teach social studies?



What is Historical Empathy?

- Historical Empathy: the cognitive and emotive process of:
 - Identifying historical contexts,
 - Perspective recognition and taking of people from the past
 - Explaining the difference between past and present
 - Analyzing historical significance
 - Making reasoned affective connections to content
 - Taking informed action in the present



What Historical Empathy is NOT

- Walking in someone else's shoes
- Purely imaginative activity
- Feeling sorry for someone
- Sympathizing with the "wrong" people
- Condoning past injustices
- Judging the past on today's terms (presentism)



Historical Empathy to Break Barriers

- Center on the “unofficial” narratives of curriculum: counterstories of historically marginalized people and groups
- Can shape students’ cognitive and affective responses to content
- Challenge lack of awareness of the achievements and struggles of ordinary citizens and minorities in US history
- Promote agency among students



NCSSS College, Career, & Civic Life Framework



DIMENSION # and DESCRIPTION	CIVICS	ECONOMICS	GEOGRAPHY	HISTORY
1 Developing questions & planning inquiries: through the use of a. compelling questions b. supporting questions	Compelling question may be interdisciplinary and address significant problems or issues with complex answers. Experts may disagree on the answers. Supporting questions are content-specific, have generally agreed upon answers, and assist addressing compelling Qs. Compelling Q example: What is the line between liberty & responsibility?			
2 The 4 disciplines: described in the four columns to the right. (Note that appendices B, D and E of the framework cover psychology, sociology & anthropology respectively)	<ul style="list-style-type: none"> • Civic & Political Institutions (Table 9, p. 32) • Participation & Deliberation (Table 10, p. 33) • Processes, Rules, and Laws (Table 11, p. 34) 	<ul style="list-style-type: none"> • Economic Decision Making (Table 12, p. 36) • Exchange & Markets (Table 13, p. 37) • The National Economy (Table 14, p. 38) • The Global Economy (Table 15, p. 39) 	<ul style="list-style-type: none"> • Geographic Representations: Spatial Views of the World (Table 16, p. 41) • Human-Environment Interactions: Place, Region, Culture (Table 17, p. 42) • Human Population: Spatial Patterns and Movements (Table 18, p. 43) • Global Interconnections (Table 19, p. 44) 	<ul style="list-style-type: none"> • Change, Continuity & Context (Table 20, p. 46) • Perspectives (Table 21, p. 47) • Historical Sources & Evidence (Table 22, p. 48) • Causation & Argumentation (Table 23, p. 49)
For each of the disciplines explained in dimension 2 above, students are to work with the above concepts individually and with others.				
3 Evaluating sources & using evidence: this dimension is most aligned with the History/Social Studies reading standards of the Common Core.	1. Gather relevant information from multiple sources representing a wide range of views. 2. Evaluate a source's credibility. 3. Identify evidence that takes info from multiple sources to support claims. Note limitations of the evidence. 4. Develop claims and counterclaims, while pointing out strengths and limitations.			
	Evidence useful in Civics poll results, news stories, legislation, court rulings, U.S. Constitution, election results (see 270towin.com)	Evidence useful in Econ financial data/statistics, charts see EconEdlink.org for resources	Evidence useful in Geog maps of all kinds, spatial and environmental data, Geographic Information Systems (GIS), education.nationalgeographic.com	Evidence useful in History primary & secondary sources, a decreased dependency on textbooks
4 Communicating conclusions & taking informed action: Students apply what they learn to the outside world. This dimension is most aligned with the writing and speaking/listening standards of the Common Core.	1. Construct arguments using claims from multiple sources, while acknowledging strengths and limitations. 2. Construct explanations using <i>sound reasoning</i> , correct sequence, examples, details & data. 3. Present arguments and explanations to outside audiences using print, speech and digital technology. 4. Critique arguments. 5. Critique the structure or reasoning behind an argument.			
	Examples in Civics Producing debates, position papers, letters to editor, mock elections and/or campaigns, polls, op-ed pieces.	Examples in Econ Op-ed pieces, articles, policy statements, blogs, public action, simulations.	Examples in Geog Students can create their own maps, environmental-impact studies or recommendations, position papers, debates.	Examples in History Producing debates, position papers, create their own research questions, blogs, online discussions. Reduce reliance on multiple-choice tests.



C3 Framework Alignment with Historical Empathy

Dimension 1: Asking Compelling Questions with Big Ideas

Staging Inquiries

- Brainstorm responses to the big idea and compelling question
- Reflections and connections to experiential knowledge
- Asking pre-assessment questions

Dimension 2: Content Area Standards

Connections to C3 & State Standards

- History
- Economics
- Civics and Government
- Geography

Dimension 3: Evaluating Source Evidence

Analyzing Primary & Secondary Sources

- Examining multiple secondary sources to explain and identify historical contexts
- Analyze multiple primary sources to determine perspectives based on historical contexts
- Reflecting on affective responses to sources

Dimension 4: Communicating Conclusions

Demonstration of Cognitive Aspects

- Formative/summative assessment
- Discuss differences between past and present
- Cite evidence from sources to support arguments

Dimension 4: Taking Informed Action

Demonstration of Affective Aspects

- Reflect on experiential knowledge
- Identify connections to community
- Problem solve using content and skills learned
- Analyze alternatives for solving problem
- Discuss ways to put plan into action

Resources for the C3 Framework and Historical Empathy

Useful Links

- [NCSS C3 Framework PDF](#)
- [C3 Teachers Network](#)
- [Dr. Perrotta's "Elizabeth Jennings Project"](#)

Dimension 1: Planning Inquires with Compelling Questions, Big Ideas & Essential Understandings

- **Compelling Questions:** addresses problems and issues found in the content areas of social studies
 - Provocative, engaging, interesting, student-friendly
 - No one answer
 - Broad
- **Essential Understandings:** rationale for the inquiry
- **Big Ideas:** Broad themes, concepts that spark prior knowledge, engage interest

Big Idea: Equality

Compelling Question: Is it ever O.K. to break a rule or law?

Essential Understandings: Ordinary citizens played integral roles in challenging laws and rules in order to gain civil rights and equality throughout United States history.



You Try!

- In your breakout room, access the article Perrotta, K. (2022). “A wholesome verdict:” Using historical strategies to analyze *Elizabeth Jennings v. Third Avenue Railway Company*. *Social Education* 86(1), 47-56.
- Review pages 47-50.
- Answer the questions on sticky notes on the second page of the Jamboard using the link we used at the start of the session:
- Choose a representative from your group to share.

The screenshot shows a digital Jamboard interface. At the top, the title 'NWHM Session 1 9.23.22' is visible. Below the title, there are navigation icons and two buttons: 'Set background' and 'Clear frame'. The main area of the Jamboard contains a table with four columns. The first column is labeled 'Historical person or a historical event you would like to teach with your students'. The second column is labeled 'Knowledge of students, the community, and your own experiences'. The third column is labeled 'Compelling question'. The fourth column is labeled 'Big idea and essential understandings'. The table has two rows, with the first row containing the headers and the second row being empty for student input. On the left side of the Jamboard, there is a vertical toolbar with various icons for editing, such as a pencil, eraser, and selection tools.

Historical person or a historical event you would like to teach with your students	Knowledge of students, the community, and your own experiences	Compelling question	Big idea and essential understandings

Closing

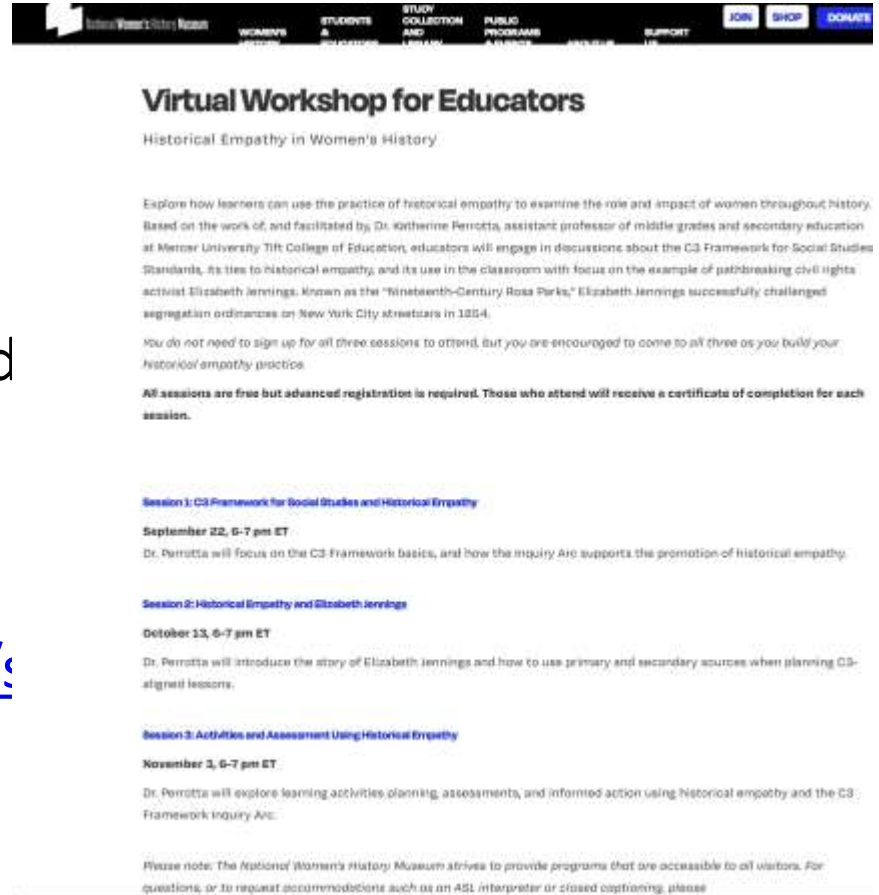
- Please follow this link to the Google Jamboard and attach a sticky note to the “L” column on the K-W-L chart.
- https://jamboard.google.com/d/10kZubDtbe_-4UznH6mRxrMMmOcjl5ylFFF0nMpkaNZQ/edit?usp=sharing
- What did you learn? What else do you want to learn? What enduring questions do you have?

What do we KNOW about historical empathy?	What do we WANT to know about historical empathy?	What did we LEARN about historical empathy?

Reflect: How do you think you can implement historical empathy strategies using the C3 framework when you teach social studies?

Coming up next!

- Session #2 October 13, 2022
- Introducing the story of Elizabeth Jennings
- Exploring primary and secondary sources when planning C3-aligned historical empathy inquiries
- Please register on the NWHM website:
<https://www.womenshistory.org/students-educators/virtual-workshop-educators>
- I hope to see you there!



The screenshot shows the top navigation bar of the National Women's History Museum website. The main heading is "Virtual Workshop for Educators" with the subtitle "Historical Empathy in Women's History". The text describes the workshop's focus on historical empathy and its use in the classroom, specifically mentioning the example of pathbreaking civil rights activist Elizabeth Jennings. It lists three sessions: Session 1 (September 22, 6-7 pm ET), Session 2 (October 13, 6-7 pm ET), and Session 3 (November 3, 6-7 pm ET). A note at the bottom states that the museum strives to provide programs accessible to all visitors and requests accommodations such as ASL interpreters or closed captioning.

Virtual Workshop for Educators
Historical Empathy in Women's History

Explore how learners can use the practice of historical empathy to examine the role and impact of women throughout history. Based on the work of, and facilitated by, Dr. Katherine Perrotta, assistant professor of middle grades and secondary education at Mercer University Tift College of Education, educators will engage in discussions about the C3 Framework for Social Studies Standards, its ties to historical empathy, and its use in the classroom with focus on the example of pathbreaking civil rights activist Elizabeth Jennings. Known as the "Nineteenth-Century Rosa Parks," Elizabeth Jennings successfully challenged segregation ordinances on New York City streetscars in 1954.

You do not need to sign up for all three sessions to attend, but you are encouraged to come to all three as you build your historical empathy practice.

All sessions are free but advanced registration is required. Those who attend will receive a certificate of completion for each session.

Session 1: C3 Framework for Social Studies and Historical Empathy
September 22, 6-7 pm ET
Dr. Perrotta will focus on the C3 Framework basics, and how the Inquiry Arc supports the promotion of historical empathy.

Session 2: Historical Empathy and Elizabeth Jennings
October 13, 6-7 pm ET
Dr. Perrotta will introduce the story of Elizabeth Jennings and how to use primary and secondary sources when planning C3-aligned lessons.

Session 3: Activities and Assessment Using Historical Empathy
November 3, 6-7 pm ET
Dr. Perrotta will explore learning activities planning, assessments, and informed action using historical empathy and the C3 Framework Inquiry Arc.

Please note: The National Women's History Museum strives to provide programs that are accessible to all visitors. For questions, or to request accommodations such as an ASL interpreter or closed captioning, please

Thank you for coming!

Please feel free to reach out if you have any questions:

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Twitter: @DrKAPerrotta

LinkedIn: <https://www.linkedin.com/in/katherine-perrotta-ph-d-6ba78515/>

Visions of Education Podcast Episode 156: <https://visionsofed.com/2021/02/26/episode-156-busing-and-historical-empathy-with-katherine-perrotta/>

Let's K-12 Better Episode Season 2, Episode 23:

<https://letsk12better.buzzsprout.com/1036873/9688670-historical-empathy-making-it-real-for-kids-with-dr-katie-perrotta>

