

# Historical Empathy in Women's History Virtual Educator Workshop Session 3- Activities and Assessment Using Historical Empathy



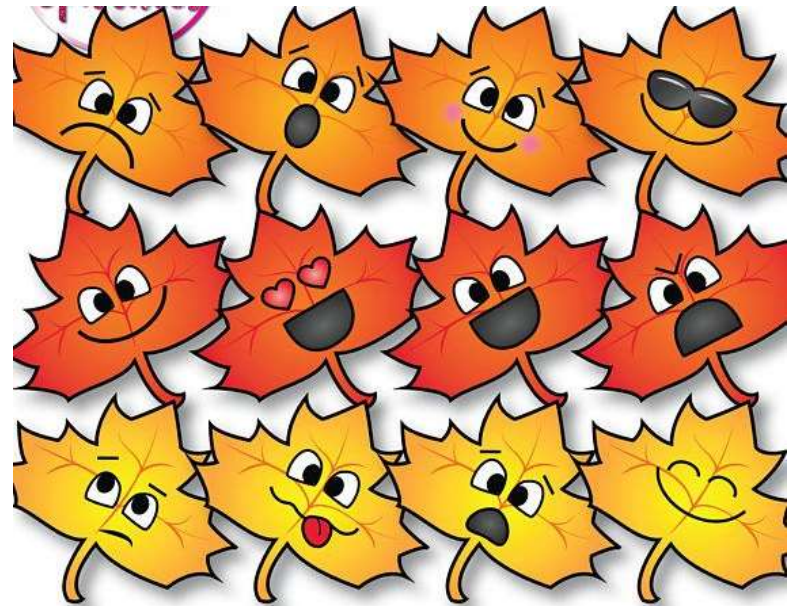
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# Welcome!

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.



# Brainstorm

- As a warmup, go to page 5 on the Jamboard and post a sticky note on the mind map bubble with examples of activities and primary sources that you can implement that supports students' demonstration of historical empathy.
- Be ready to share!



# Recap

- The NCSS C3 Framework supports promoting historical empathy through implementation of its Inquiry Arc
  - Dimension 1- compelling questions and big ideas
  - Dimension 2- connecting to content standards
  - Dimension 3- evaluating primary and secondary source evidence
- Tonight we will look at Dimension 4- communicating conclusions and taking informed action

## C3 Framework Alignment with Historical Empathy

### Staging Inquiries

Dimension 1:  
Asking  
Compelling  
Questions with  
Big Ideas

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

### Connections to C3 & State Standards

Dimension 2:  
Content Area  
Standards

- History
- Economics
- Civics and Government
- Geography

### Analyzing Primary & Secondary Sources

Dimension 3:  
Evaluating  
Source Evidence

- 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

### Demonstration of Cognitive Aspects

Dimension 4:  
Communicating  
Conclusions

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

### Demonstration of Affective Aspects

Dimension 4:  
Taking Informed  
Action

- 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

### Useful Links

Resources for  
the C3  
Framework and  
Historical  
Empathy

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

# Communicating Conclusions

- **Formative Assessments**- checks for learning in-progress
- Development of displays of historical empathy through variety of instructional strategies and learning activities
- Examples include (but not limited to):
  - Brainstorming techniques
  - Socratic Seminars
  - Jig-sawing
  - Document-based questions
  - Graphic organizers
  - Polling
  - Journal reflections
  - Exit tickets
- **Summative Assessments**- tasks that are evaluated with grades and feedback
- Application of skills and content learned to demonstrate historical empathy
- Connect back to answering compelling question
- Examples include (but not limited to):
  - Narrative writing
  - Persuasive Essays
  - Argumentative Essays
  - Debates
  - Informative Presentations

# Examples of Formative Assessment

## **Learning Activity #1: Activating Prior Knowledge and Setting the Stage**

Teachers will set the stage by asking students to brainstorm definitions of "civil rights" and "equality." Next, ask students: "Can ordinary citizens play a role in civil rights movements? If so, how? If not, why?" Invite students to deliberate why some people are famous historical figures while others are not. After this discussion, ask students whether or not they have heard of Elizabeth Jennings; if they have, students can discuss Jennings's role in the civil rights movement; if they have not, students can discuss who they think she was and what role she may have played in the struggles for equality. These questions can establish a foundation for students to examine how ordinary citizens like Elizabeth Jennings played important roles in resisting racial discrimination throughout U.S. history.

## **Learning Activity #2: Secondary Source Analysis**

Next, invite students to read secondary sources that will establish their understanding of the historical context in which Elizabeth Jennings lived. Laura Sassi's "Elizabeth Jennings Takes a Stand," in *Highlights Magazine* and Beth Anderson's book *Lizzie Demands a Seat* (Calkins Creek, 2004) help younger students get a sense of life in the United States, particularly New York City, during the 1850s. Amy Hill Hearth's *Streetcar to Justice* (Greenwillow Books, 2018) provides a more detailed biography of Jennings and includes socio-economic and political factors appropriate for upper elementary and middle school students. Jerry Mikorenda's book *America's First Freedom Rider* (Lyons Press, 2020) will help high school students analyze the biographies of Jennings and Chester A. Arthur, and the contexts in which they lived. Provide students with graphic organizers to read and record pertinent information from these secondary sources.

### **Sample Graphic Organizer for Learning Activity # 2**

Directions: List the author, title, and date of the secondary sources about Elizabeth Jennings. Read the text and complete the chart. Answer the reflection questions in at least one complete sentence.

Author(s), title, date	Where and When did the Events Take Place?	Who are the Main People and Events Highlighted?	What is the Point of View of the Author(s)?	What kind of Evidence did the Author(s) provide?

Reflection: Answer each question in at least one complete sentence.

1. What information from the text gave you insight into the historical context at the time of the Jennings ejection and lawsuit?
2. What information gave you insight into the perspectives of people involved at the time?
3. After reading the text, do you think it is ever O.K. to break a rule or a law? Explain.





# Examples of Formative Assessment

## Learning Activity #3: Primary Source Analysis

Have students analyze document-based questions about Elizabeth Jennings's trolley expulsion and subsequent court case to gain insights into the perspectives of those involved. *The New York Daily Tribune*, *The Brooklyn Daily Eagle*, *The Pacific Appeal*, and *Frederick Douglass' Paper* were among the prominent newspapers that reported on Jennings's case. Have students read the newspaper excerpts that focus specifically on the published accounts of Jennings's testimony, the court proceedings, and editorial responses to her verdict. After students read these documents, have them complete a graphic organizer to record information that explains the contexts and perspectives of those involved.

Directions: Using information from the following documents, and complete the chart.

**Document #1:** Excerpt, "Outrage Upon Colored Persons," *New York Daily Tribune*, July 19, 1854, 7:2. The Library of Congress Chronicling America Newspaper Archive: <http://chroniclingamerica.loc.gov/lccn/sn83030213/1854-07-19/ed-1/seq-7.pdf>

**Document #2:** "Court Record, Circuit Court Before Judge Rockwell," *The Brooklyn Daily Eagle*, February 23, 1855. The Brooklyn Public Library Digital Archive, <https://bklyn.newspapers.com/image/50244622/?terms=Elizabeth%2BJennings>

**Document #3:** "A Wholesome Verdict," *New York Daily Tribune*, February 23, 1855, 7:4. The Library of Congress Chronicling America Newspaper Archive, <http://chroniclingamerica.loc.gov/lccn/sn83030213/1855-02-23/ed-1/seq-7.pdf>

Document Author, Title, Date	What is the Document About?	Point of View of Author	Similarities between Perspectives of Authors	Differences between Perspectives of Authors

**Reflection:** Answer the following questions in at least one complete sentence.

1. What information gave you insight into the historical context at the time of Elizabeth Jennings's trolley ejection and lawsuit?
2. How did you feel after reading these documents? What connections can you make to the Jennings event and lawsuit?
3. After reading these documents, do you think it is ever O.K. to break a rule or a law? Explain.

# Examples of Summative Assessment

## **Learning Activity #4: Synthesizing Primary and Secondary Sources**

Have students synthesize evidence from primary and secondary sources to write either a first- or third-person narrative. The narrative should demonstrate how the perspectives of those involved in Jennings's fight contribute to understandings of the role ordinary citizens played in the Long Civil Rights Movement in the United States. The formative performance task can be completed either individually or collaboratively where students cite evidence from the documents to address how the perspectives of a person involved in Jennings's ordeal connect to broader issues of abolition and emancipation in the antebellum era.

### *Assignment Choice #1: Third Person Narrative, Reporting Breaking News!*

Directions: First, complete the chart below using the information from your secondary sources. Next, use the information from the primary and secondary sources to create your front-page newspaper article about Elizabeth Jennings's trolley expulsion and court case. Your front-page newspaper article will include the following:

- Title of your newspaper
- Title of your article
- Date of newspaper
- The article that is at least 1 paragraph in length
- Cite examples from at least 3 sources (two DBQs, one secondary source article)
- A picture with caption

### *Assignment Choice #2: First Person Narrative Writing an Eyewitness Account*

Directions: Use the information from the primary and secondary sources to write a first-person narrative from the perspective of Elizabeth Jennings or a person involved in her trolley ejection or case. Use this template to help you write this first-person account.

#### **Choose a Type of First-Person Narrative to Write:**

- Diary entry
- Journal entry
- Op-ed in a newspaper article
- A letter
- An internal monolog (a conversation with oneself)
- An interview
- Another idea you have for a first-person narrative

#### **Examples of a Perspective to Write from:**

- Elizabeth Jennings
- Thomas L. Jennings
- Chester A. Arthur
- Judge Rockwell
- Moss, The Streetcar Conductor
- The Witness to Elizabeth's Ordeal
- A Juror who agreed to give Elizabeth Jennings her full settlement
- A Juror who disagreed to give Elizabeth Jennings her full settlement
- Another person not included in this list



# Taking Informed Action

- Students discuss how to use what they learned to real-life situations
- Examples include, but are not limited to:
  - Writing letters to elected officials
  - Writing and signing petitions
  - Creating infographics on a school or community issue
  - Attending a community meeting
  - Engaging in service learning opportunities
  - Hosting or planning a community event
  - Conducting research on an issue and giving a presentation

## ***Learning Activity #5: Debrief, Inquire, Make Connections***

Students can share their first or third-person narratives and write a proposal to address how to commemorate a historical figure. This summative performance task not only outlines how students can apply what they learned about Elizabeth Jennings through engagement in historical empathy pedagogies, but also encourages inquiry for future lessons concerning civil rights and social justice in United States history.<sup>14</sup> Ideas for student-led projects include creating infographic flyers, recording documentary videos, constructing informative websites, hosting podcasts, painting murals, composing songs, and writing letters to elected officials.

# Historical Empathy Measurement Rubric\*

Level 1- Needs Improvement	Level 2- Approaching	Level 3- Developing	Level 4- Proficient	Level 5- Transformative
Students use stereotypes to view the past as inferior, lack of use of primary and secondary sources and does not make relevant affective connections to content	Students use some primary and secondary sources to make generalizations about historical context and perspectives and makes vague affective connections to content	Students use primary and secondary sources to identify historical perspectives and contexts with some explanation of how the past and present differ, and provides some relevant affective connections to content	Students use primary and secondary source evidence to explain how people in the past made decisions based upon the times they lived; describes how the past and present differ without a presentist lens; makes several affective connections to content	Students demonstrate all criteria in the previous level, plus explain how they can take informed action about an issue in the present.

*\*adapted from Lee and Shelmit's (2011) study*



# You Try!

- Use the links on the PDF to assist you with finding at least 1 teaching strategy that you can implement as either a formative or summative assessment to promote historical empathy with your students
- Share which strategies and assessments you chose and why on a sticky note on the Jamboard page 6.
- Be ready to share!
- [https://jamboard.google.com/d/10kZubDtb\\_e\\_-4UznH6mRxrMMmOcjI5yIFFF0nMpkaNZQ/edit?usp=sharing](https://jamboard.google.com/d/10kZubDtb_e_-4UznH6mRxrMMmOcjI5yIFFF0nMpkaNZQ/edit?usp=sharing)



# Closing-Exit Ticket & Participant Survey

- As we conclude, please pop into the chat your response to our concluding exit ticket:
- *What challenges might you face teaching your topic?*
- *What excites you about teaching w. the C3 Framework to promote historical empathy?*
- *Would you like to participate in a survey about your experiences? A link will be emailed to you.*



Thank you for coming!

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

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**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://lets12better.buzzsprout.com/1036873/9688670-historical-empathy-making-it-real-for-kids-with-dr-katie-perrotta>

