

Upcoming Events

- ⇒ **May:** Jewish American Heritage Month observed
- ⇒ **May:** Asian/Pacific American Heritage Month observed
- ⇒ **May 27:** Memorial Day observed
- ⇒ **July 4:** Independence Day

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# Kentucky Department of Education Social Studies Newsletter

## Social Studies Standards Update

The Social Studies Assessment, Curriculum, and Instruction (SSACI) collaborative, a consortium of 22 states/organizations (including Kentucky) convened by the Council of Chief State School Officers, is working to publish a new **framework** for social studies. Collaborating with SSACI on this project are the National Council for Social Studies and 14 other content organizations representing civics, economics, geography, and history.

SSACI is working to ensure that the framework for Social Studies explicitly will support the Common Core English Language Arts standards and is working to identify resources/criteria for resources that will support teachers in meet-

ing both sets of standards. The anticipated completion date of the framework for social studies is spring 2013.

The Kentucky Department of Education (KDE) has been convening a standards revision/development team to identify standards that will align to/address the framework for social studies. This team is conducting both face-to-face and virtual meetings this spring and will conclude with two writing retreats in June 2013.

The team consists of elementary, middle and high school teachers; higher education specialists in the respective social studies fields (civics, economics, geography, and history); and Kentucky social

studies organization partners of KDE. Our goal is to develop new social studies standards for Kentucky that will include connections to the C3 Framework, the Common Core Literacy Standards for History/Social Studies, and 21st century skills in social studies.

Following our standards development work in the summer of 2013, we will hold a public review of the draft standards document in August 2013 to allow feedback, and revisions/edits will be made based on the feedback received from the public review.

The expected release of the final social studies standards document will be late fall 2013.

## Remembering the Holocaust

The Holocaust was a tragic historical event that is taught in our world history and U.S. history classrooms each year. There are several initiatives to promote the remembrance of the Holocaust so people will not forget and so we may learn the lessons of our past to prevent another human tragedy in the future.

The international day of remem-

brance for the Holocaust is Jan. 27, and the Holocaust Remembrance Week designated by the U.S. Congress is April 15-22. The U.S. Congress also created the United States Holocaust Memorial Museum as a permanent memorial site to the Holocaust victims.

During the Holocaust, Nazis implemented a systematic method of killing more than 6 million Jews

and more than 5 million non-Jews. By the end of World War II, Allied forces were able to liberate concentration camps and save thousands of lives. Nearly 700,000 Jews left Europe from the late 1940s to the early 1950s to settle in the newly created country of Israel.

You may find more information on the Holocaust at [www.ushmm.org](http://www.ushmm.org).



*KDE Social Studies Consultant Charles Hall with Holocaust survivor Gerda Klein in Seattle, Wash. Klein has spent her life as an author, historian, speaker and humanitarian focused on educating others about her experiences as well as promoting civic education. Klein was awarded the Presidential Medal of Freedom by President Barack Obama on Feb. 15, 2011.*

## Kentucky Literacy Networks for History/Social Studies

The Kentucky Literacy Networks for History/Social Studies is completing year two of working with history and social studies teachers with the Literacy Design Collaborative (LDC) Modules and the Common Core Literacy Standards for History/Social Studies. The Kentucky Department of Education has been operating two network sites at Morehead State University and Western Kentucky University with assistance from our network partners at both universities and several educational cooperatives in Kentucky.

The network teacher leaders have been trained in the LDC Modules, Module Creator, the Common Core Literacy Standards for History/Social Studies, scaffolding instructional strategies, and thinking like a historian strategies. Teacher leaders developed, taught and conducted



data analysis on one LDC Module last year. Teacher leaders are teaching their second LDC Module and will be conducting data analysis this spring.

To conclude our year two work, we will focus on developing a capacity-building plan and leadership strategies that teacher leaders may use to

continue implementing, building capacity and supporting LDC Module work beyond the networks.

We have teacher leaders representing all eight educational cooperative regions of Kentucky and from grades 6-12. Teacher leaders will focus on building capacity for our literacy work within their school, district and educational cooperative region.

The LDC Modules created as part of these pilot networks will be shared with teachers through CIITS.

For more information, please contact the networks director Charles Hall at (502) 564-2106 or [charles.hall2@education.ky.gov](mailto:charles.hall2@education.ky.gov).

## Conferences & PD Opportunities

### July

July 11: **Annual Kentucky History Education Conference for K-12 Teachers** (Frankfort) – [tim.talbott@ky.gov](mailto:tim.talbott@ky.gov)

July 15-16: **Program Review: An Integrated Approach** (how to integrate the arts across the curriculum, especially in social studies) at the Annual Berea Festival of Learnshops (Berea). Go to <http://www.berea.com/fol-2013> or e-mail [circuit@prtcnet.org](mailto:circuit@prtcnet.org).

July 16-18: **Mobile Devices in Implementing Next Generation Standards for High Schools in Kentucky** (Morehead). For more information and to apply, please visit <http://cs.uky.edu/~jurek/UKHSSummer2013.sphp> or e-mail [chanley@uky.edu](mailto:chanley@uky.edu).



## Assessment Reminders for Social Studies

Social studies teachers are constantly developing lesson plans to address assessment whether it be formative or summative. The following information is assessment reminders for social studies teachers.

### Formative Assessment Training Modules

The Kentucky Department of Education (KDE) partnered with KET to develop a series of training modules on formative assessment. These modules include an explanation of

what formative assessment looks like according to KDE, an administrator training module and a module that addresses formative assessment in K-12 social studies.

The modules include video footage of interviews, classrooms and formative assessment activities in social studies as well as all other content



areas. To access these modules, please go to the [KET Encyclomedia website](#).

### U.S. History EOC Exam

High school U.S. history teachers need to remember the following important points with the U.S. history end-of-course (EOC) exam:

1. Only 10 percent of the multiple-choice questions will come from

the time period of Colonization to 1865. Ninety percent of the multiple-choice questions will cover Reconstruction to the present.

2. Constructed response questions will no longer be a part of the state EOC assessment. Schools and districts still are encouraged to use constructed response questions in their instruction as well as with the EOC assessment, however they will not be required.

## Best Practice: Reading Like a Historian

In teaching kids to read like a historian, Sam Wineburg says history class becomes a series of questions rather than just a series of answers. This creates an inquiry approach in history classes that increases student engagement in the learning process. **Inquiry questions** spark student curiosity, interest and ownership in the learning process while individualizing the learning experience for the student. Primary source documents are selected to allow the inquiry questions to go in multiple directions.

As students are introduced to an inquiry question and provided with primary source documents, they first begin with **sourcing**. Sourcing requires the student to ask a series of elementary questions pertaining to the literacy piece to determine if its source of information is valid and can be trusted.

### Sourcing

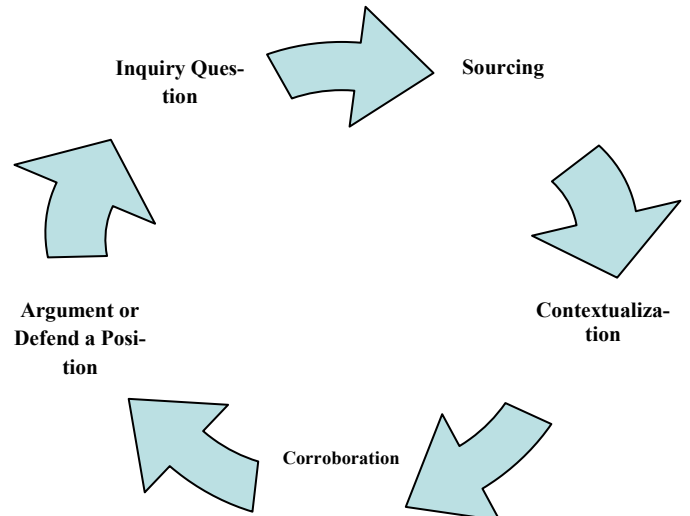
Before reading the document, ask yourself these questions:

1. Who wrote this document?
2. What is the author's point of view?
3. Why was this document written?
4. When was this document written (a short time or long time after the event)?
5. Is this source believable? Why or why not?

The next step in reading like a historian is to teach students **contextualization**. Contextualization is the process of looking at what is going on in a particular time period through the perspective of that era and knowing about what is going on in that time period. Contextualization helps prevent students from viewing historical events or persons through a modern day lens or from passing judgment on particular events or persons using a 21st century mindset. This is the point in the learning process where students need to study specific historical content to understand what is going on in a particular time period.

The next step in reading like a historian is to teach students **corroboration**. Corroboration is the process of investigation of other primary source documents that may corroborate the document/source in question. Examples may include investigating diaries,

## Reading Like a Historian Process



journals, audio tapes, video clips, speeches, etc., to corroborate what is being said in the document/source. This is the process where students take their questions and the content they have learned and put it to use to find answers for their questions.

The next step in reading like a historian is to teach students to form an **argument/defend a position** for debate or discussion. Students finalize the process by forming either a written or verbal argument to defend their position on particular answers to their inquiry questions derived from their extensive investigation of history content and primary sources.

Wineburg argues that reading like a historian approach treats middle and high school students with respect. Rather than teaching students with worksheets and textbooks focused on predetermined answers to memorize, the reading like a historian approach allows students to train their minds more rigorously by allowing them to come to their own conclusions by examining original primary source documents and engaging in their best intellectual abilities.

### Did you know?

The inventor of the gas mask and the three-light traffic signal was a Kentuckian named Garrett Morgan. Morgan was born in 1877 in Paris, Ky., and his parents were former slaves. Morgan spent his childhood and early teen years farming with his family in Kentucky.



As a teenager, Morgan moved to Cincinnati to find work and later became a sewing machine repairman in Cleveland. Morgan gained a reputation as an inventor with sewing machine equipment and eventually went on to own and operate various businesses.

Morgan invented a gas mask that was adapted and used by the U.S. Army during World War I. He also invented a three-light traffic signal that included a light for go, stop and all traffic stop for pedestrian crossing. Morgan's traffic light was used until it was replaced by the modern traffic signal.

## KACO Offers Free County Government Resource Book

The Kentucky Association of Counties (KACO) has worked with the Kentucky Department of Education and several elementary school teachers in developing a county government resource book free to all elementary schools.

To request student copies for your classroom, please go to <http://www.kaco.org/continuing-education/educating-youth/booklet-request.aspx> and complete the request form.

## KCSS Update

### Mark the Dates

Please join us Oct. 3-4 for the Kentucky Council for the Social Studies Annual Conference. The conference will once again be held at the Sloan Convention Center/Holiday Inn University Plaza in Bowling Green. Please check our [website](#) for updates about room reservations, sessions and other professional development opportunities.

### Call for manuscripts

Got a great one-page lesson plan you would like to share with others? Why not publish it in the *Southern Social Studies Journal* the official publication of the Kentucky Council for the Social Studies. We are looking for lessons, action-research findings and extended units of study that engage students, enhance the use of technology and/or bring social studies alive for all students. Got questions or want to submit an article? Contact Carrie Block Orthober at [corthober@bellarmine.edu](mailto:corthober@bellarmine.edu) or Kimberlee Sharp at [k.sharp@moreheadstate.edu](mailto:k.sharp@moreheadstate.edu).

### The KCSS needs your support

If you are not a member of the KCSS, please join today! Membership includes a one-year subscription to the journal and newsletters. The membership fee is \$15. Make check or money order payable to Kentucky Council for the Social Studies. Mail it with the form below to:

Kentucky Council for the Social Studies  
P. O. Box 7279  
Louisville, KY 40257

Name \_\_\_\_\_  
School \_\_\_\_\_  
Address \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

## Annual Kentucky History Education Conference

The annual Kentucky History Education Conference for K-12 teachers will be held at the Thomas D. Clark Center for Kentucky History in Frankfort on Thursday, July 11, 2013, from 8:30 am to 4:30 pm. Join Kentucky's premier historians as they lead historical content sessions focused on this year's topic, "**Rights and Responsibilities in History.**" Among others, presenters will include Thomas Mackey from the University of Louisville and Edward Smith from Georgetown College as "The Great Dissenter," Justice John Marshall Harlan.

Gerald Smith, associate professor of African American and civil rights history at the University of Kentucky, will offer this year's keynote speech, "Revisiting My Old Kentucky Home: The Civil Rights Movement in Kentucky." Concurrent sessions on primary source activities, classroom applications, and instructional strategies also will be offered by teacher peers.

The cost of the conference, which includes lunch, refreshments and teacher materials, is only \$50 or \$45 for KHS, Kentucky Association of Teachers of History and Kentucky Council for Social Studies members. A special rate of \$35 is available for pre-service teachers.

There will be another field study bus tour the following day, Friday, July 12, to historic sites associated with frontier Kentucky. This unique professional development day will include educational and entertaining stops at Fort Boonesborough and Old Fort Harrod. Cost for the field study bus tour is \$80 if registered before May 15 or \$100 after May 15. Lunch is included. Space is limited, so register now for this exciting learning opportunity.

If you have any questions, please contact Tim Talbott at [tim.talbott@ky.gov](mailto:tim.talbott@ky.gov) or (502) 564-1792, ext. 4428.

The Kentucky Department of Education's social studies consultant is part of the Academic Core Branch of the Division of Program Standards in the Office of Next-Generation Learners.

The social studies consultant will provide support services to school districts and schools on educational topics and issues relative to Kentucky social studies education.

Social studies teachers will be notified of social studies events, trainings, news, initiatives and more via our quarterly publication of the *Social Studies Newsletter* and update postings on the Social Studies Listserv.

Questions or comments? Contact Social Studies Consultant Charles Hall today.

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**College/Career Readiness for All**

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We're on the Web!

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If you are part of a social studies organization and you have an upcoming event, workshop or conference, please provide us with the dates so we can publish it in our next newsletter.