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.
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_4UznH6mRxrMMmOcjI5ylFFFF0nMpkaNZQ/edit?usp=sharing
• Leave the “L” column and reflection blank!
• We will share responses!
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 to act
NCSS College, Career, & Civic Life Framework

### Dimension # and Description

<table>
<thead>
<tr>
<th>Dimension</th>
<th>CIVICS</th>
<th>ECONOMICS</th>
<th>GEOGRAPHY</th>
<th>HISTORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Developing questions &amp; planning inquiries: through the use of a. compelling questions b. supporting questions</td>
<td>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.</td>
<td>Compelling Q example: Does more liberty lead to more prosperity?</td>
<td>Compelling Q example: What does freedom look like around the world?</td>
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<td>2.</td>
<td>The 4 disciplines: described in the four columns to the right. (Note that appendices B, D and E of the framework cover psychology, sociology &amp; anthropology respectively)</td>
<td>Civic &amp; Political Institutions (Table 9, p. 32)</td>
<td>Economic Decision Making (Table 12, p. 36)</td>
<td>Geographic Representations: Spatial Views of the World (Table 16, p. 41)</td>
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<td></td>
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<td>Participation &amp; Deliberation (Table 10, p. 33)</td>
<td>Exchange &amp; Markets (Table 13, p. 37)</td>
<td>Perspectives (Table 21, p. 47)</td>
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<td>Processes, Rules, and Laws (Table 11, p. 34)</td>
<td>The National Economy (Table 14, p. 38)</td>
<td>Historical Sources &amp; Evidence (Table 22, p. 48)</td>
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<td></td>
<td>The Global Economy (Table 15, p. 39)</td>
<td>Causes &amp; Arguments (Table 23, p. 49)</td>
</tr>
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For each of the disciplines explained in dimension 2 above, students are to work with the above concepts individually and with others.

### Evaluating sources & using evidence:
- This dimension is most aligned with the History/Social Studies reading standards of the Common Core.
- Gather relevant information from multiple sources representing a wide range of views.
- Evaluate a source’s credibility.
- Identify evidence that takes info from multiple sources to support claims. Note limitations of the evidence.
- Develop claims and counterclaims, while pointing out strengths and limitations.

### 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.
- Construct arguments using claims from multiple sources, while acknowledging strengths and limitations.
- Construct explanations using sound reasoning, correct sequence, examples, details & data.
- Present arguments and explanations to outside audiences using print, speech and digital technology.
- Critique arguments.
- 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 GEOGRAPHY
- 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.
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
You Try!

• 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.
• 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_-4UznH6mRxrMMmOcjI5ylFFF0nMpkaNZQ/edit?usp=sharing
• What did you learn? What else do you want to learn? What enduring questions do you have?
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](https://www.womenshistory.org/students-educators/virtual-workshop-educators)
- I hope to see you there!
Thank you for coming!

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

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