

# Historical Empathy in Women's History Virtual Educator Workshop Session 2- Historical Empathy and Elizabeth Jennings

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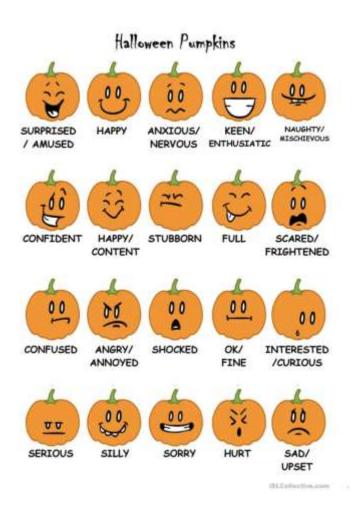


## Welcome!

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.

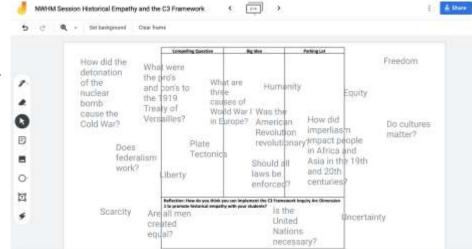






### **Brainstorm**

- In your breakout room, access Page 3 of the Google Jamboard sorting activity.
- With your group, drag the examples of compelling questions and big ideas to their correct column. Anything left over can go in the Parking Lot column
- Next, answer the reflection question with a sticky note at the bottom of the chart:
  - How do you think you can implement the C3 Framework Inquiry Arc Dimension 1 to promote historical empathy with your students?

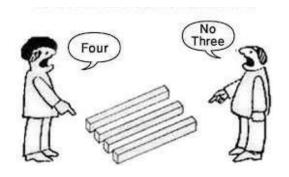






## Recap

- Historical Empathy: the cognitive and emotive process of
  - Identifying historical contexts
  - Perspective recognition of peoples' views 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





## C3 Framework Alignment with Historical Empathy



Dimension 1: Asking Compelling Questions with Big Ideas

#### Staging Inquries

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

Dimension 2: Content Area

#### Connections to C3 & State Standards

- History
- Economics
- . Civics and Government
- Geography

Dimension 3: Evaluating Source Evidence

Standards

#### 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

#### Demonstration of Affective Aspects

Dimension 4: Taking Informed Action

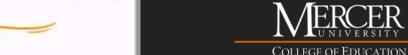
- Reflect on experiential knowledge
- Identify connections to community
- Problem solve using content and skills learned
- Analyze alternatives for solving problem
- · Discuss ways to put plan into action

#### Useful Links

Resources for the C3 Framework and Historical Empathy

- NCSS C3 Framework PDF
- C3 Teachers Network
- . Dr.Perrotta's "Elizabeth Jennings Project"





## Who Was Elizabeth Jennings

- Born 1827- the year slavery abolished in New York State
- Daughter of prominent abolitionists and advocates of Black education
- 1840s- Jennings taught in the "colored" schools of the NYC BOE
- Elizabeth Jennings v. Third Avenue Railway Company, 1855
- Civil War, 1861-1865: Jennings continued to teach, got married, had one child who died in infancy, survived NYC Draft Riots
- Co-founded the first black kindergarten in her home in 1895
- Passed away in 1901 and buried in Cypress Hills
   Cemetery in the family plot









## C3 Framework Dimension 3- Evaluating Source Evidence

- Secondary sources- provide students with background information about the historical context of past time period
- Primary sources- provide students
  with first-hand perspectives of
  people who experienced, witnessed,
  live through historical time periods
- Students use evidence from sources to answer compelling questions and discuss how big ideas relate to the topic of the historical empathy inquiry





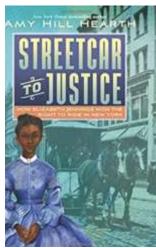


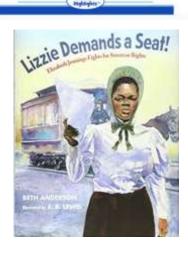
## Secondary Sources- Beyond the Textbook

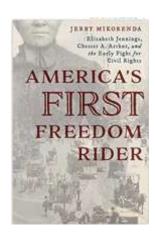
- Laura Sassi's "Elizabeth Jennings Takes a Stand," in Highlights Magazine- young readers
- Beth Anderson's book Lizzie Demands a Seat (Calkins Creek, 2020)- upper elementary
- Amy Hill Hearth's book Streetcar to Justical (Greenwillow Books, 2018)- upper elementary/middle
- Jerry Mikorenda's book America's First
   Freedom Rider (Lyons Press, 2020)- high
   school















## Sample Supports for Secondary Source Analysis

#### 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.





## Sample Primary Sources

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

#### NEW-YORK DAILY TRIBUNE WEDNESDAY, JULY 19, 1854

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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%2Biennings

#### TRANSCRIPT

COURT RECORD Circuit Court BEFORE JUDGE ROCKWELL

February 22:

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Elizabeth Jennings vs. The Third avenue Railmed Company - The plaintiff is a colored lady, a teacher in one of the public schools, and the organist in one of the churches in New York. She got upon one of the Company's cars last nummer; on the Subboth, to ride to church. The conductor finally undertook to get her off, first alleging the car was full, and when that was shown to be unious, he pretended the other passengers were displeased at her presence; but as she saw nothing of that, and insisted on her rights, he took hold of her by force to expel her. She resisted, they got her down on the platform, jammed her boroset soiled her dress, and injured her person. Quite a crowd gathered around, but she effectsally resisted, and they were rest able to get her off. Finally, after the car had gone on further, they got the aid of a policeman, and succeeded in getting her from the car. She instructed her attorneys, Mesors. Culves. Parker and Arthus, to prosecute the Company, together with the driver and conductor. The two latter interposed no defense, the Company took issue. and the cause was yestenday brought to trial, Judge Rockwell

charged, instructing the jury that the Company were liable for the acts of their agents, whether committed cardenly and negligently, or willfully and muliciously. That they were common corriers, and as such bound to carry all respectable persons; that colored persons. If sober, well-behaved, and free from disease, had the some rights as others; and could neither be excluded by any rules of the Company, nor by force or violence; and in case of such expulsion or exclusion, the Company was liable.

The plaintif claimed \$500 in her complaint; and the Jury agreed on \$225, on which the Court added ten percent besides the costs.

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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-t/seq-7.pdf

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## Sample Supports for Primary Source Analysis

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.

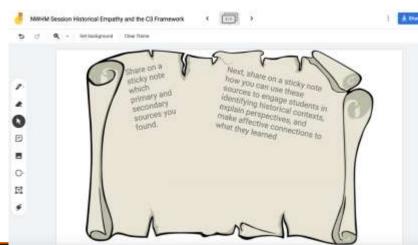


## You Try!

- Use the links on the PDF to assist you
  with finding at least 1 primary source
  and 1 secondary source that you can use
  to promote historical empathy with your
  students.
- Post a sticky note to answer to share your sources and how you could use them to promote historical empathy in the Jamboard on page 4.
- Be ready to share!
- https://jamboard.google.com/d/10kZub
   Dtbe -

<u>4UznH6mRxrMMmOcjI5ylFFF0nMpkaNZ</u> Q/edit?usp=sharing









## Closing-Exit Ticket

- 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 with the C3 Framework to promote historical empathy?
- What questions do you have for next session?

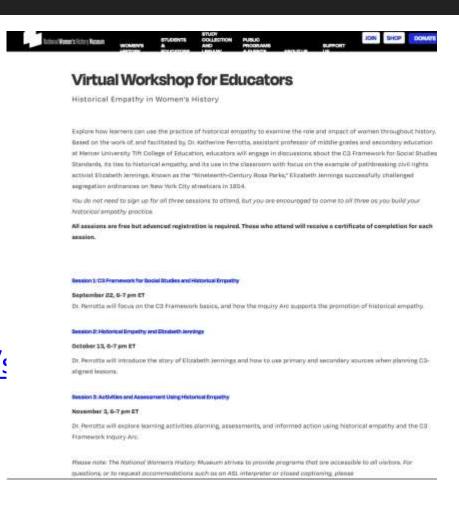






## Coming up next!

- Session #3 November, 2022
- Exploring some examples of assignments, learning activities, and assessment strategies when using the C3 Framework to promote historical empathy
- Please register on the NWHM website:
  - https://www.womenshistory.org/sudents-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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Twitter: @DrKAPerrotta

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

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

#### 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



