

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



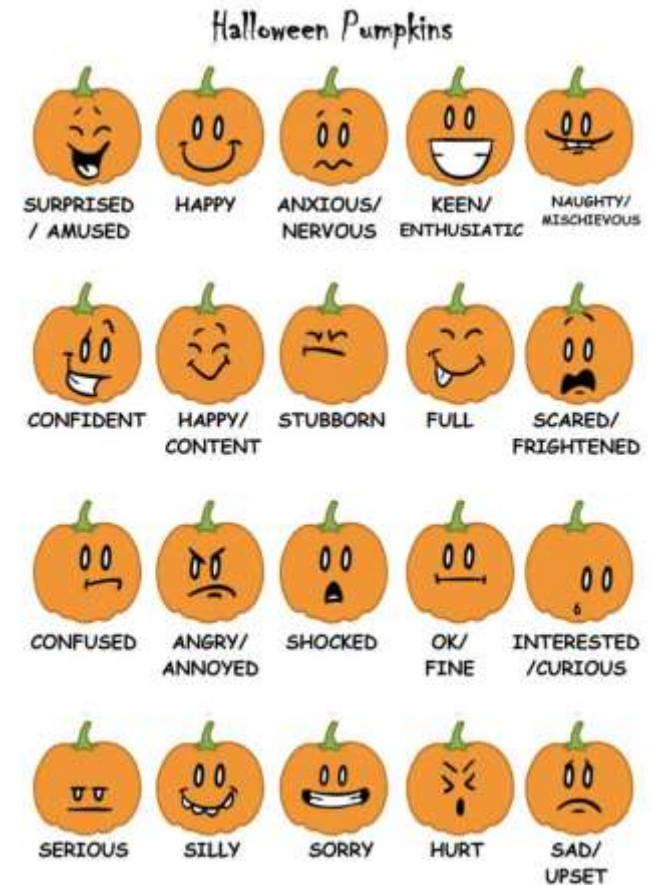
Katherine Perrotta, Ph.D., Assistant Professor of Middle & Secondary Education

Welcome!

Checking in- how is everyone doing tonight?

Please share in the Zoom chat:

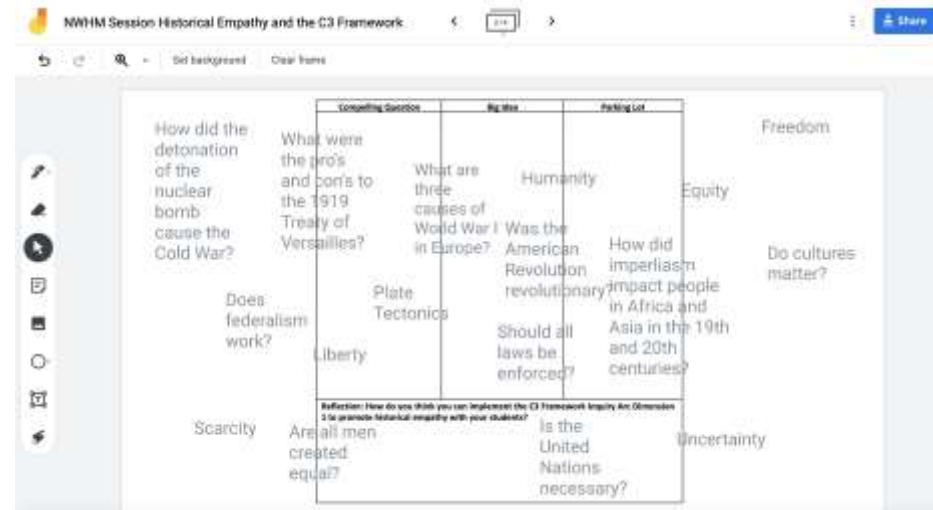
- where and what you teach, and any thoughts or connections you may have with the emoji's posted on this Slide.



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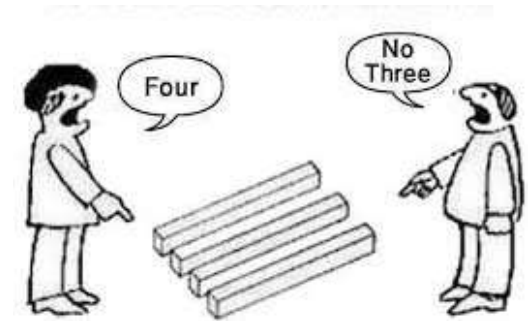
Brainstorm

- 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 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"](#)



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



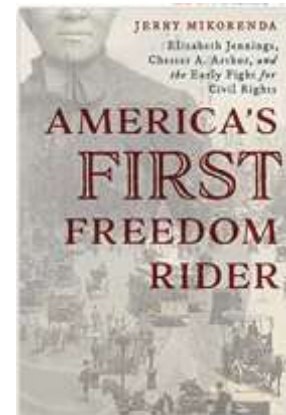
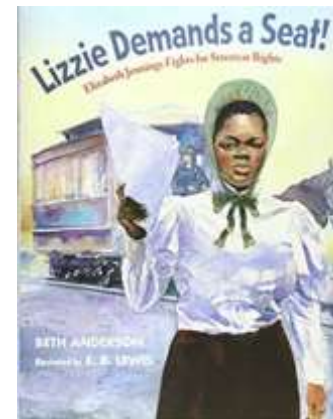
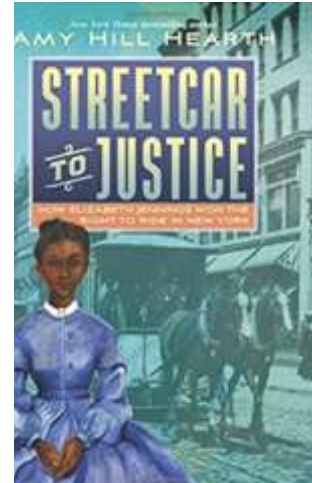
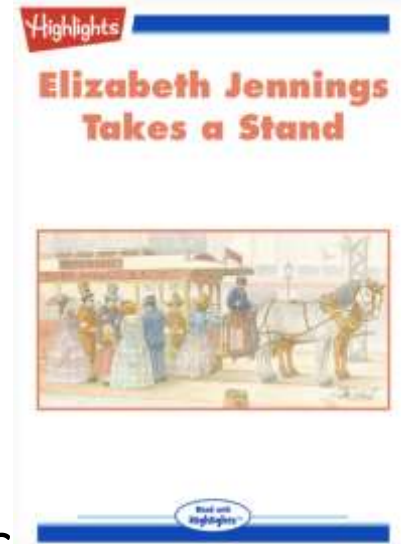
C3 Framework Dimension 3- Evaluating Source Evidence

- 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 Justice* (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 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

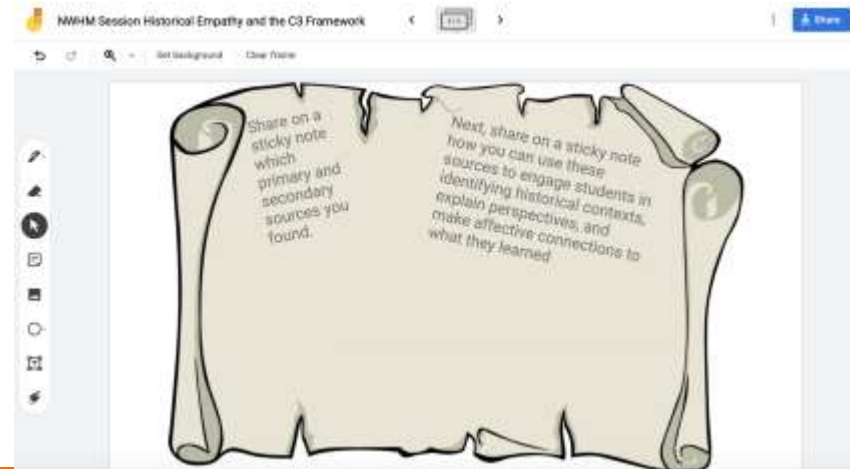
Reflection: Answer the following questions in at least one complete sentence.

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/10kZubDtbe - 4UznH6mRxrMMmOcjI5yIFFF0nMpkaNZQ/edit?usp=sharing](https://jamboard.google.com/d/10kZubDtbe-4UznH6mRxrMMmOcjI5yIFFF0nMpkaNZQ/edit?usp=sharing)



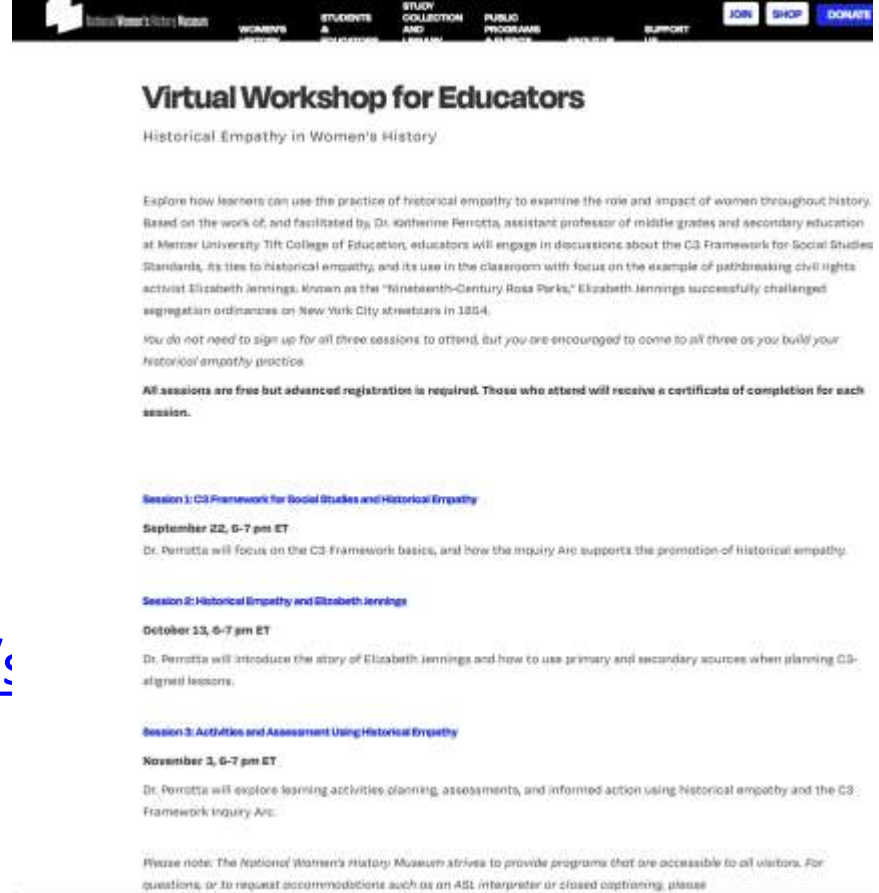
Closing-Exit Ticket

- 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/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 with links for Home, Women's History, Students & Educators, Study Collection and Learning, Public Programs & Events, and Support. There are also buttons for Join, Shop, and Donate.

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 1854.

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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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>

