PLANNING for HISTORICAL PERSPECTIVES

UC Berkeley History-Social Science Project
Based on The Big Six by Peter Seixas
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OUR PREMISE

Improving Student Achievement

Knowledge of the Discipline:
Content
Historical Thinking
Inquiry

Knowledge of Academic Literacy:
Common Core
EL Supports

WORKSHOP FOCUS

How do we help students distinguish their contemporary perspective from the perspective of historical actors in the past?
CYCLE OF INSTRUCTION

1. Frame Instruction with Focus Question
2. Map the Content
3. Plan For Literacy
4. Plan For Historical Thinking
5. Instruction, Learning, Practice
6. Administer Assessment
7. Analyze Data

THE BIG SIX – Peter Seixas

<table>
<thead>
<tr>
<th>Historical Thinking Concepts</th>
<th>Historical Significance</th>
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<tbody>
<tr>
<td></td>
<td>Evidence</td>
</tr>
<tr>
<td></td>
<td>Continuity and Change</td>
</tr>
<tr>
<td></td>
<td>Cause and Consequence</td>
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</tbody>
</table>

| Historical Perspectives | The Ethical Dimension |

More info: [http://historicalthinking.ca/](http://historicalthinking.ca/)

How would you define “Historical Perspectives”?
TEACHING for HISTORICAL PERSPECTIVE

<table>
<thead>
<tr>
<th>Unit Historical Investigation</th>
<th>How did conflicts over slavery lead to the Civil War?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Historical Investigation</td>
<td>How did the experience of individual people influence their perspective on slavery?</td>
</tr>
<tr>
<td>Content</td>
<td>Pro vs. Anti Slavery sentiments in pre Civil War America</td>
</tr>
<tr>
<td>Historical Thinking</td>
<td>Historical Perspectives</td>
</tr>
</tbody>
</table>
| Academic Literacy (CCSS) | Author’s point of view or purpose  
- Compare multiple perspectives |
| ELD Supports | Distinguish between personal context and societal context |

HOW PERSPECTIVES ARE CREATED

Perspectives are shaped by
– Personal Context  
  • Our experiences  
  • Our family and social network
– Societal Context  
  • The community and institutions where we live  
  • The time and location in which we live

How have experiences shaped your perspectives?

WHY PERSPECTIVES MATTER

Understanding the perspectives of various historical actors is an important skills for students to master.

<table>
<thead>
<tr>
<th>College Readiness</th>
<th>Study of History</th>
<th>Life</th>
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</table>
| • Common Core standards  
• State Framework  
• AP Coursework  
• College readiness | • Better understanding of the events of history through separation of the past from the present  
• Multi-faceted sense of the past  
• Historical interpretations change over time and from group to group | • The ability to span the gap between our past and our future.  
• Understanding diverse people in society and the world |
THE PROBLEM with PERSPECTIVES

Teachers are usually met with:
- Lack of context
- Presentism: Imposing the thoughts, beliefs, and values of today on historical actors

CONTEXT is KING

Context: the set of circumstances or facts that surround a particular event, situation, etc.
- Personal Context
  - The background, interests, experiences etc. of the particular actor
- Societal Context
  - The time period that shapes the actor’s views, thoughts, and beliefs

ACTIVITY: FACT SORT

- Read through the facts about your Historical Actor
- Highlight all the facts about Douglass’ or Calhoun’s Personal Context
  - Events that happened directly to the Historical Actor
- Highlight all the facts about Douglass’ or Calhoun’s Societal Context
  - Events that happened within the time period
  - Not directly related to the Historical Actor
• Born a slave in Maryland, he lived with his slave mother; father was white and may have been the plantation master.
• In 1820 Missouri Compromise is passed dividing the Louisiana Territory into slave and free sections.
• At age 7 he was sold to a Wye House Plantation also in Maryland and then sold again to Hugh Auld in Baltimore.
• Slaves in many plantations at that time were brutally treated and often beaten

• Born in 1782 on a small cotton farm in South Carolina.
• As plantations expanded in the South more and more slave-holding plantation owners became very wealthy.
• Calhoun received his early education at home, graduated from Yale, and earned a law degree.
• Many Southern Congressmen agreed to the War of 1812 earning them the name War Hawkers.

DOUGLASS/CALHOUN PERSPECTICALS
What is that person’s perspecticals made up of?
• Personal Context
  – The personal experiences and events of Calhoun’s or Douglass’ life.
• Societal Context (what is happening regardless of you)
  – What is happening in the United States during the Pre-Civil War time period.

PERSPECTICALS OF DOUGLASS and CALHOUN

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<tr>
<th>Fredrick Douglass</th>
<th>John Calhoun</th>
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DIVERSE PERSPECTIVES

• Different historical actors have diverse perspectives on the events in which they are involved. Exploring these are key to understanding historical events.

• In order for students to understand and determine various perspectives on an event, they must have sufficient understanding of the context surrounding the event.

DOUGLASS/CALHOUN PERSPECTICALS

• What do Douglass'/Calhoun’s perspecticals allow them to see about the Fugitive Slave Act?

DIVERSE PERSPECTIVES STUDENT ACTIVITIES

Douglass and Calhoun’s Perspective on Fugitive Slave Act

Main Idea

Write 3 sentences summarizing the main points of the Fugitive Slave Act.

Perspective

Douglass would not support the Fugitive Slave Act because

Calhoun would support the Fugitive Slave Act because