This webinar series includes five modules, each consisting of videos, assessments, and extension activities designed to support social studies teachers in Hawaii as they learn about using disciplinary literacies strategies in their classrooms. The content in this series is organized around the *College, Career, and Civic Live (C3) Framework for State Standards in Social Studies*, specifically Dimension 2 and supports inquiry-based teaching and learning as envisioned in the C3 Inquiry Arc. The core disciplines in social studies—Civics, Economics, Geography, and History—provide the overall structure for this webinar series. Each module highlights background information about literacy in each discipline and provides activities for enhancing the teaching of disciplinary literacies.

**Module 1 - What are Disciplinary Literacies?**

Disciplinary literacies include the skills that are needed to understand, create, and communicate academic knowledge. This module is an introduction to disciplinary literacies.

**Module 2 – Civic Literacies**

Civic literacies include the ways of thinking that support students as they act in their civic life. Central to these ways of thinking are the application of civic virtues, deliberation, and perspective taking. This module examines these specific civic literacies and the general role of civics in inquiry to engage and extend students’ active civic life.

**Module 3 – Economic Literacies**

Economics is deeply integrated into the social studies curriculum and our everyday ways of thinking and solving problems. This module features ways of thinking in economics focused on the use of economic data and economic analyses in compliment to instructional strategies for supporting teaching economic inquiry.

**Module 4 – Geographic Literacies**

Geographic literacies are closely informed by the spatial demands of the field. This module focuses on those spatial reasoning skills. Drawing on *Geography for Life* and the C3 Framework, geographic ways of thinking are featured in this module along with inquiry-based activities that help students develop those skills.

**Module 5 – Historical Literacies**

The nature and ways of thinking in history closely follow the Inquiry Arc—questioning, using sources and evidence, and communicating conclusions. This module examines the Inquiry Arc with a special focus on the unique literacies in the discipline of history that ought to a regular part of teaching and learning in social studies.
Module 1 - What are Disciplinary Literacies?

This first webinar module is an introduction to disciplinary literacies and includes a 10 minute Video, an Assessment consisting of a series of questions related to the content of the video, and a follow up Pause, Reflect, and Apply activity along with background readings.

Background readings


Video link - https://youtu.be/LDFDUwkFtJw

Video script

Slide #1
Hi I'm John Lee, professor of social studies education at North Carolina State University. Welcome to Module 1 of our Disciplinary Literacy in Social Studies series on the question – What are Disciplinary Literacies?
This is the first in a series of five modules focused on disciplinary literacies in social studies. Each module contains related background materials, videos, assessments, and Pause, Reflect and Apply activities, all designed to support social studies teachers in Hawaii as you use disciplinary literacy strategies in your classrooms. The content in this series is organized around the College, Career, and Civic Live (C3) Framework for State Standards in Social Studies, specifically Dimension 2 and supports inquiry-based teaching and learning as envisioned in the C3 Inquiry Arc. The core disciplines in social studies—Civics, Economics, Geography, and History—provide the overall structure for this webinar series. The five videos in this series include this first video, which highlights background information about disciplinary literacy and provides activities for enhancing the teaching of disciplinary literacies. The other four videos focus on disciplinary literacies in each of the four core content areas of civics, economic, geography and history. So, let's get started!

Slide #2 – say something about the overall structure of the series

Slide #3 – something about the four questions framing this introductory video

Slide #4
Disciplinary literacies is an advanced form of literacy that builds upon what Shanahan and Shanahan call basic and intermediate literacies. We'll talk more about those in just a minute, but let me also note that disciplinary literacies are different than Content Area literacies or content area reading where reading teachers use sources from the disciplines to reinforce more general literacy skills. As we will see, disciplinary literacies are unique to the content or disciplinary areas and thus require different strategies when being introduced and used in the classroom.

Slide #5
But, let's return to Shanahan and Shanahan's hierarchy of literacies. As you can see on this slide, the figure illustrates the relationship among the different levels of literacy in school. Basic literacies include those general skills that children need to read including the ability to decode and knowledge of high frequency words. These skills are needed for virtually all reading tasks. Intermediate literacies are those common
skills that students use to make meaning while they read. These intermediate skills include generic comprehension, understanding common word meanings, and basic fluency. Shanahan and Shanahan (2012) describe disciplinary literacy as an approach that “emphasizes the specialized knowledge and abilities possessed by those who create, communicate, and use knowledge within each of the disciplines.

Slide #6
Our focus in this webinar series are these disciplinary literacies. With the publication of the C3 Framework, these disciplinary skills are increasingly important. The C3 describes disciplinary literacies as the concepts and tools that are unique in the four core disciplines of social studies – civics, economics, geography, and history.

Slide #7
These concepts and tools are described in Dimension 2 of the C3 Framework in 58 indicator pathways articulated at four grade bands about what students should know and be able to do by the end of four different grade bands (K-2; 3-5; 6-8; 9-12). For each of the 58 indicator pathways, there are four grade-band statements about relevant concepts or tools. All told there are 217 individual statements (several indicator pathways do not begin until grades 3-5 or some even 6-8).

Slide #8
These 58 indicator pathways are distributed evenly across the four core disciplines of social studies – Civics has 14, Economics has 15, Geography has 12, and History has 17. There’s a lot going on in Dimension 2, but we’ll simply and focus on the big categories of concepts and tools. To do this, we have classified each indicator pathway as being primarily focused on either concepts or tools. As you can see, civics, economics, and even geography are primarily conceptual in their focus, while history is more tools based. This may come as a surprise to some, given the sometimes stereotypes of the disciplines—civics as politics, economics as statistics, geography as mapping, history as written and spoke stories about the past.

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Concepts</th>
<th>Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civics</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>Economics</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>Geography</td>
<td>9</td>
<td>3</td>
</tr>
</tbody>
</table>
Slide #9
For example, this first indicator in Civics describes what students should understand about the roles, responsibilities and powers of people in authority and institutions in government. We’ll look carefully at indicators in all four content areas to examine the specific literacies the C3 emphasizes. And just a heads up, not all 58 indicators focus on skills or specific literacies – what the C3 calls tools! In fact, as you can see this indicator is not skills-based. Instead puts forward something essential that students should within and about the discipline.

Slide #10
Disciplinary literacies are about more than just reading and writing. Disciplinary literacies include all the skills that are needed to understand, create, and communicate academic knowledge. It’s within the regular ways of doing business within the disciplines where we can find disciplinary literacies. Experts from the disciplines actually wrote the indicators in Dimension 2 and in their work have provide us with insight about their regular practices and ways of thinking. We’ll examine those ideas as the are represented in Dimension 2 of the C3 Framework and think about how we can support students, who are mostly novice at these skills and ways of thinking, to become more expert in those practices.

Slide #11
It is the distinctions within the disciplines that make disciplinary literacies unique. For example, literacy in history has distinctive characteristics that differentiate it from literacy in other social studies disciplines, such as geography and economics. We sometimes talk about disciplinary literacies as Thinking like an economist or a geographer or a historian or a political scientist.

Slide #12
The C3 Framework ”emphasizes the disciplinary concepts and practices that support students as they develop the capacity to know, analyze, explain, and argue about interdisciplinary challenges in our social world.” These concepts and practices or tools as we call them in the C3 Framework provide teachers with important information about the literacies students ought to practice regularly in social studies.

Slide #13
So, let’s get started by looking at an example of disciplinary “thinking” (air quotes) in the disciplines from the C3 Framework. This example is in an appendix to the C3 – what we call the Disciplinary Inquiry Matrix, and it describes how experts in the disciplines would think about each of the four dimensions in the Inquiry Arc. Here, we’ll focus on Dimension 2: Concepts and Tools from the disciplines.

In our Disciplinary Matrix, the Great Recession serves as a content example. We ask about three “ways of knowing” unique to the disciplines –
- Date sources needed to address questions
- Key concepts and conceptual understandings to address questions
- Key strategies and skills needed to address questions.

We are going to pay special attention to the last item focused on “key strategies and skills” – these examples point to the literacies that will anchor our webinar series.
This slide shows possible questions that could emerge from the disciplines on the topic of the Great Recession, and below those questions some of the “key strategies and skills” or tools that might be used in the disciplines to address those questions.

*Note: Read from slides with information from the Matrix*

**Slide #15**

In summary, disciplinary literacies are the unique ways of thinking and doing with the disciplines. Our job as teachers is to support students as they develop skills and use these tools when working with disciplinary sources. Please complete the assessment accompanying this video and make sure to check out the background readings. I've also included a brief activity to get you thinking about ways that you are already using disciplinary literacies in your teaching. You’ll find those on the webinar homepage at [c3teachers.org/hawaii-disciplinary-literacies](http://c3teachers.org/hawaii-disciplinary-literacies)

Next up, we examine the disciplines of civics, examining the unique strategies and skills that are used in this field and how we might support students to learn how to use the strategies and skills.

**Assessment**

This assessment includes seven questions checking your understanding of the content presented in the video for Module 1. If you are administering this assessment, you can use the print version of the assessment available on the Webinar series website at [c3teachers.org/hawaii-disciplinary-literacies](http://c3teachers.org/hawaii-disciplinary-literacies)

1. **What is disciplinary literacy?**
2. **How does disciplinary literacy differ from content area reading?**
3. **What are the distinctions among basic literacies, intermediate literacies, and disciplinary literacies?**
4. **How are disciplinary literacies reflected in the C3 Framework?**
5. **What is meant by concepts and tools as these terms are used in the C3 Framework?**
6. **How does Dimension 2 of the C3 Framework and the social studies disciplines of civics, economics, geography, and history represent concepts and tools from the disciplines?**
7. **How do disciplinary literacies increase in sophistication across the grades? Use an indicator from the Dimension 2 of the C3 Framework as an example. The C3 Framework is available at [http://socialstudies.org/C3](http://socialstudies.org/C3)**

**Pause, Reflect, and Apply**

*Include directions for how to set up the Pause, Reflect and Apply activity for a special section of the webinar*

What are skills that you emphasize in your classroom that are derived from the disciplines that make up social studies? How are these skills represented in the current state standards in Hawaii?
Module 2 – Civic Literacies

Civic literacies include the ways of thinking that support students as they act in their civic life. Central to these ways of thinking are the application of civic virtues, deliberation, and perspective taking. This module examines these specific civic literacies and the general role of civics in inquiry to engage and extend students' active civic life.

Background Readings


Video link - https://youtu.be/Pk0YNFsjWKI

Video script

Slide #1 – Hi I'm John Lee, professor of social studies education at North Carolina State University. Welcome to Module 2 of our Disciplinary Literacies series on Civic literacies.

Slide #2 – This module on Civic Literacies is the second of a five part series. We've already examined the general concept of disciplinary literacies, now we will begin to dig in depth on the specific disciplines in social studies beginning with civics.

Slide #3
The video provides an overview of disciplinary thinking in civics. I'll begin with an overview of disciplinary literacies in civics and then focus specifically on how the C3 Framework describes concepts and tools from the field of civics and ways that we might support students as they develop knowledge in these areas.

While we are working through the social studies disciplines in alphabetical order (civics, economics, geography, and history) to keep our friends in the disciplines happy 😊, but it's probably good that we start with civics.

Slide #4
There is something particularly important about civics in social studies. After all, we agree that social studies should be, first and foremost, about preparing young people for life in a democracy, our American democracy. We make this special responsibility clear in the C3 Framework.

**IN A CONSTITUTIONAL DEMOCRACY**, productive civic engagement requires knowledge of the history, principles, and foundations of our American democracy, and the ability to participate in civic and democratic processes. People demonstrate civic engagement when they address public problems individually and collaboratively and when they maintain, strengthen, and improve communities and societies. Thus, civics is, in part, the study of how people participate in governing society.

Slide #5
All of this requires knowledge and action and the C3 Framework lays out series of things that students should learn and do in order to be good citizens. Civic literacies are actually addressed across the entirety of the C3 Framework and the Inquiry Arc. The notion of inquiry—specifically inquiry that culminates in taking informed action—is ultimately a civic endeavor. We want students to

- ask and answer questions,
- using knowledge from the disciplines,
- while examining sources to gathering evidence in support of claims
- so they can make arguments.
• in order to ultimately Take Informed Action.

That’s civics in a nutshell!

Slide #6
So, taking informed action is a civic literacy, again perhaps the most important single literacy that we teach in social studies, but of course there is more. The civics strand in Dimension 2 of the C3 Framework includes 14 indicators or statements of what students should know (i.e. the concepts) and be able to do (i.e. the tools) at various points in the school life. These concepts and tools in civics are organized in the three areas Civic and Political Institutions; Participations and Deliberation; and Processes, Rules, and Laws. This chart lists specific Civic literacies as described in the C3 Framework.
<table>
<thead>
<tr>
<th>C3 Indicator</th>
<th>Literacy</th>
<th>Literacy type</th>
<th>Literacy description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Civic and Political Institutions</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D2.Civ.1</td>
<td>Powers in government</td>
<td>Concepts</td>
<td>Distinguish among government powers at all levels</td>
</tr>
<tr>
<td>D2.Civ.2</td>
<td>Role of citizens</td>
<td>Concepts</td>
<td>Determine the responsibilities of citizens</td>
</tr>
<tr>
<td>D2.Civ.3</td>
<td>Purpose of constitutions</td>
<td>Concepts</td>
<td>Understand the purposes of constitutions, building in complexity across grades.</td>
</tr>
<tr>
<td>D2.Civ.4</td>
<td>U.S. Constitution</td>
<td>Concepts</td>
<td>Understand the purposes and function of the U.S. Constitution</td>
</tr>
<tr>
<td>D2.Civ.5</td>
<td>Structure of government</td>
<td>Concepts</td>
<td>Understand the structure of government focusing on social problems</td>
</tr>
<tr>
<td>D2.Civ.6</td>
<td>Civic organizations</td>
<td>Concepts</td>
<td>Understand how civic organizations rely on collaboration</td>
</tr>
<tr>
<td><strong>Participation and Deliberation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D2.Civ.7</td>
<td>Applying civic virtues</td>
<td>Tool</td>
<td>Apply civic virtues in increasingly complex ways across the grade-bands</td>
</tr>
<tr>
<td>D2.Civ.8</td>
<td>Social and political systems</td>
<td>Concept</td>
<td>Recognize how social and political systems are structured</td>
</tr>
<tr>
<td>D2.Civ.9</td>
<td>Deliberating</td>
<td>Tools</td>
<td>Engage in deliberation while following rules and norms in increasingly sophisticated settings</td>
</tr>
<tr>
<td>D2.Civ.10</td>
<td>Perspective-taking</td>
<td>Tools</td>
<td>Apply different perspective to issues and problems while considering a variety of interests</td>
</tr>
<tr>
<td><strong>Processes, Rules, and Laws</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D2.Civ.11</td>
<td>Governmental decisions</td>
<td>Concepts</td>
<td>Know the process for how governments make decisions</td>
</tr>
<tr>
<td>D2.Civ.12</td>
<td>Rules and laws</td>
<td>Concepts</td>
<td>Understand how rules and laws shape our civic life</td>
</tr>
<tr>
<td>D2.Civ.13</td>
<td>Public policy</td>
<td>Concepts</td>
<td>Recognize the nature and purposes of public policy</td>
</tr>
<tr>
<td>D2.Civ.14</td>
<td>Change and common good</td>
<td>Concepts</td>
<td>Understand the notion of change in civil society toward a common good</td>
</tr>
</tbody>
</table>
Here you see summaries of the 14 literacies in civics. But, it's important to note that literacies in civics are a bit tricky because civics is not really like the other core social studies disciplines - economics, geography, and history. In fact, you could say that civics is not really a discipline. It's more like a field of study. I used that term - field - earlier. The academic discipline behind civics is political science. It's the discipline of political science where new knowledge is constructed and verified using unique tools and ways of thinking to the discipline. And, that's really what we mean when we say disciplinary literacies - the unique ways of thinking in an academic area that results in new knowledge. Civics is an approach to learning. It's dispositional, interactional, and relies on consistent vocabulary and conceptual understandings. It's these dispositions, interactions, and concepts that are represented in the civics strand of Dimension 2. Are all of these literacies? In other words, do all 14 indicators on display here that are in the C3 Framework put forward a specific literacy - well... Yes and No – I'll explain, promise.

So what do I mean when I say Yes and No. In broad terms - the dispositions, interactions, vocabulary and concepts of the discipline are clearly addressed in all 14 indicators. Collectively, these are “civic literacies.” You now see all 14 civics indicators, this time arrange by the type of literacy emphasized. As you can see, most of the indicators focus on what students should know - the important foundational understandings and concepts from the field. There are actually just THREE indicators that describe things students should DO or as we say in the C3, the tools of the discipline. We're going to look at the concepts and the tools, but we'll pay special attention to the tools described in the three related indicators.

These three civics literacy tools are in the subsection on Participation and Deliberation, specifically indicator pathways, D2.Civ. 7, D2.Civ. 9, and D2.Civ. 10. These three indicators focus on Applying Civic Virtues and Democratic Principles, Deliberating, and Perspective-Taking.

- **D2.Civ.7.9-12.** Apply civic virtues and democratic principles when working with others.
- **D2.Civ.9.9-12.** Use appropriate deliberative processes in multiple settings.
- **D2.Civ.10.9-12.** Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

D2.Civ. 7 – at the culminating 9-12 level suggests that students should apply civic virtues and democratic principles when working with others. *(read other grade-bands in the pathway from the slide)*. The implication of this literacy is that students ought be learning how to live and act in a civically virtuous and democratic way. Providing students with opportunities to learn about these virtues and principles and practice them in school is vital to a well-rounded social studies program. Aristotle and many who have followed argued that is purpose education, and importantly that schools have this special role of instilling civic virtue for the good of the government and NOT a more inclusive personal virtue that would guide everyday life. In other words, the nature and type of virtues and principles we ought to focus on are limited in a sense to those that enable better democratic government. But, what are those civic virtues and democratic principles?


- Contribution
- Courage
- Humility
- Integrity
- Justice
- Perseverance
• Respect
• Responsibility / Prudence
• Self-Governance / Moderation

Slide #12
D2.Civ. 9 suggests that students should become skilled at Deliberation. Activities that give our students an opportunity to learn more about these civic virtues and even practice them should be pared with opportunities apply democratic principles—ways of thinking that encourage openness, collaboration, empathy, as well as personal freedom, equality, and interdependence. Peter Levine talks about this civic literacy as involving deliberation as well as cooperation and civic relationships. This requires talking and listening, both literacies that are central to English language arts and the Common Core. And, again Dimension 4 comes into play here when students communicate the conclusions of their argument.

Slide #13
The third civic literacy featured in the C3 Framework, D2.Civ. 10 and perspective-taking, wraps around our first two literacies. The idea is that students learn how to compare, identify, explain and analyze perspectives, that's the gist of indicator number 10 in civics, but then students put that into practice throughout an inquiry as they work with sources, communicate conclusions, and taking informed action.

Slide #14
In summary, civic literacies include all the dispositions, interactions, vocabulary and concepts. We focused on three specific civic literacies that describe things that students should DO in their civic life – including Applying Civic Virtues and Democratic Principles, Deliberating, and Perspective-Taking. Please complete the assessment accompanying this video and make sure to check out the background readings. I've also included a brief activity to get you thinking about ways that you are already using disciplinary literacies in your teaching. You'll find those on the webinar homepage at c3teachers.org/hawaii-disciplinary-literacies.

Next up, we will look at the discipline of economics, examining the unique strategies and skills that are used in this field and how we might support students to learn how to use the strategies and skills.

Assessment
This assessment includes eight questions checking your understanding of the content presented in the video for Module 2. If you are administering this assessment, you can use the print version of the assessment available on the Webinar series website at c3teachers.org/hawaii-disciplinary-literacies.

1. How is civics different than other core disciplines in social studies? What makes it special with regard to the purposes of social studies?
2. What is the relationship between civics and Dimension 2 and the rest of the C3 Inquiry Arc?
3. What are the three subsections of the Civics strand in Dimension 2 of the C3 Framework and, in general, how do these subsection represent disciplinary concepts and tools in civics?
4. Describe the unique disciplinary characteristics of civics and provide an example for how this plays out in the classroom.
5. What are the three disciplinary tools of civics as described in Dimension 2 of the C3 Framework?
6. What are civic virtues and democratic principles and can we provide students with opportunities to practice using these virtues and principles?
7. How can we support students in their civic deliberations?
8. What is perspective taking and how is that a civic skill?

Pause, Reflect, and Apply
Include directions for how to set up the Pause, Reflect and Apply activity for a special section of the webinar
After watching the video for this module and completing the related assessment, teachers plan a task for students focusing on one of the three civic tools described in the C3 Framework.

Inquiry-based activities are also provided for teachers as a model for how to develop learning tasks focused on civic literacies. Featured is an elementary level inquiry that asks the question, “Why should I be a global citizen?” - [http://www.c3teachers.org/inquiries/globalcitizen/](http://www.c3teachers.org/inquiries/globalcitizen/)

As teachers examine this inquiry, they are asked to adapt the structure and tasks, given their teaching context and their understanding of the civic literacies.
Module 3 – Economic Literacies

Economics is deeply integrated into the social studies curriculum and our everyday ways of thinking and solving problems. This module features ways of thinking in economics focused on the use of economic data and economic analyses in compliment to instructional strategies for supporting teaching economic inquiry.

Background Readings


Video link - https://youtu.be/01gVwOTIWEo

Video script

Slide #1 – Hello I’m John Lee, professor of social studies education at North Carolina State University. Welcome to Module 3 of our Disciplinary Literacies series on Economic literacies

Slide #2 – This module on Economic Literacies is the third of a five part series. We have looked at the general concept of disciplinary literacies and literacies in civics, now we will examine the discipline of economics toward learning more about how literacy in this field. Economics is a well-established discipline in social studies that plays a particularly important role in high school where most students take a course focused on both micro and macro-economics as well as personal finance. The discipline of economics is grounded in the notion that humans must make decisions about how to use and allocate resources that are almost always in scarce supply. In this video, we’ll review some of the key literacies or ways of thinking in economics that are featured in the C3 Framework.

Slide #3

We’ll also focus on inquiry and the C3 Inquiry Arc and the discipline of economics has some advantage over, for example, history. While inquiry in history deals largely with documents (and old documents at that), it can lay a heavy intermediate literacy burden on students in addition to the requirements of specialized historical thinking. Economics, on the other hand, makes more regular use of data-based sources such as graphs, in-class experiments, or surveys conducted by students. Economics requires its own unique form literacy that students must learn before they can use it to interrogate the sources.

Slide #4

These economic literacies include the tools that economist use when thinking in the discipline as well as the concepts and understandings that establish a foundation for the discipline. These tools, concepts and foundational understandings can be found in the economics strand of Dimension 2. It is important to note that the C3 Framework presents economics from the perspective of economic-decision making. As you can see in this extended quote from the first page of the Economics strand in Dimension 2 of the C3 Framework. I’ll read this passage because it really does get to the heart and soul of economic literacies

**EFFECTIVE ECONOMIC DECISION making requires that students have a keen understanding of the ways in which individuals, businesses, governments, and societies make decisions to allocate human capital, physical capital, and natural resources among alternative uses. This economic reasoning process involves the consideration of costs and benefits with the ultimate goal of making decisions that will enable individuals and societies to be as well off as possible. The study of economics provides students with the concepts and tools necessary for an economic way of thinking and helps students understand the interaction of buyers and sellers in markets, workings of the national economy, and interactions within the global marketplace.**

Slide #5
There are 15 indicators in the civics strand of the C3 Framework. Most of these indicators focus on concepts and foundational understandings that support the field. Here you see summaries of the 15 indicator pathways. Note how many of these indicators focus on conceptual knowledge.

- Understand how **scarcity** and **cost/benefits analysis** impact economic decision-making
- Use economic information including **marginal benefits and costs** to make decisions
- Understanding how systems of **production and distribution** work in an economy
- Understand how goods and services are produced and sold and the role of competition in that process
- Understand how prices and money work in an economy given the role of competition in the system
- Understand the function of supply, demand and market inefficiencies
- Understand the costs of production, impact of those costs, and how costs affect innovation and entrepreneurship
- Understand external benefits and costs on markets including government intervention
- Understand how financial and market institutions affect the economy
- Use economic data about spending, production, and the money supply to address economic problems
- Use economic indicators about employment, inflation, production, and growth to address economic problems
- Understand how government produces goods & services and impacts the economy through policy actions
- Understand the role of human capital productivity in the economy
- Understand how international trade affects the global economy
- Understand how economic interdependence affects the global economy

Slide #6
For example, the first indicator in the economic strand of Dimension 2 deals with scarcity. At the K-2 level, students would be expected to “explain how scarcity necessitates decision making” (D2.Eco.1.K-2). In higher grades that concept of scarcity is expanded to include a consideration of benefits and costs, the well being of individuals, business, and society, and ultimately in 9-12 how policies impact economic decision-making.

Slide #7
Economics offers us a good opportunity to examine what we mean when we say “disciplinary literacy.” Returning to Shanahan’s definition, disciplinary literacy is “an emphasis on the knowledge and abilities possessed by those who create, communicate, and use knowledge within the disciplines.” Again from Shanahan, “disciplinary literacy emphasizes the unique tools that the experts in a discipline use to participate in the work of that discipline.” But, the disciplines also include specific concepts that unique within the field. This approach to literacy—based on concepts and tools—differs from the generalizable approaches we often call “content area literacies.” Shanahan helps use in making the distinctions. For example, an emphasis on vocabulary from a content area reading perspective suggests that students read sources from the content areas and then use general strategies to build up their knowledge of those words – strategies such as word maps, making connections among words, and semantic analysis of words. Shanahan argues that these are useful, but they do not help students understand the patterns and unique ways in which disciplines use words. For example, science makes heavy use of Geek and Latin terms, where social studies and areas such as economics draw on what Shanahan calls “openly metaphorical terms.” For example, in economics the terms “scarcity” or “benefits and costs”

Slide #8
Economics is unique among the disciplines in social studies for the number of these terms or concepts that are central to an understanding of the field. All of the 15 indicators mention concepts that students need to learn about. This list of 43 concepts appear in the 15 economic indicators.
Slide #9 (show the chart)

Slide #10
While concepts are the main focus of the economic strand in the C3, there are also three indicators in the C3 Framework describe “tools” in the discipline, specifically focusing on making choices and decisions about economic actions. On the slide are the indicators at the 9-12 grade level. Another distinctive feature of the indicators in economics is that each pathway carefully builds, sometimes even introducing new concepts. For all three of these Tool-based indicators, the “tool” or thing that students would do does not really appear until high school.

- **D2.Eco.2.9-12. Use marginal benefits and marginal costs to** construct an argument for or against an approach or solution to an economic issue.
- **D2.Eco.10.9-12. Use current data to** explain the influence of changes in spending, production, and the money supply on various economic conditions.
- **D2.Eco.11.9-12. Use economic indicators to** analyze the current and future state of the economy.
<table>
<thead>
<tr>
<th>C3 Indicator</th>
<th>Literacy</th>
<th>Literacy type</th>
<th>Literacy description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Economic Decision Making</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D2.Eco.1</td>
<td>Economic choices</td>
<td>Concept</td>
<td>Understand how scarcity and cost/benefits analysis impact economic decision-making</td>
</tr>
<tr>
<td>D2.Eco.2</td>
<td>Determining benefits and costs</td>
<td>Tool</td>
<td>Use economic information include marginal benefits and costs to make decisions</td>
</tr>
<tr>
<td><strong>Exchange and Markets</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D2.Eco.3</td>
<td>Production and distribution</td>
<td></td>
<td>Understanding how systems of production and distribution work in an economy</td>
</tr>
<tr>
<td>D2.Eco.4</td>
<td>Competition</td>
<td></td>
<td>Understand how goods and services are produced and sold and the role of competition in that process</td>
</tr>
<tr>
<td>D2.Eco.5</td>
<td>Prices and money</td>
<td>Concepts</td>
<td>Understand how prices and money work in an economy given the role of competition in the system</td>
</tr>
<tr>
<td>D2.Eco.6</td>
<td>Income</td>
<td></td>
<td>Understand the function of supply, demand and market inefficacies</td>
</tr>
<tr>
<td>D2.Eco.7</td>
<td>Costs of production</td>
<td></td>
<td>Understand the costs of production, impact of those costs, and how costs affect innovation and entrepreneurship</td>
</tr>
<tr>
<td>D2.Eco.8</td>
<td>External benefits and cost</td>
<td></td>
<td>Understand external benefits and costs on markets including government intervention</td>
</tr>
<tr>
<td>D2.Eco.9</td>
<td>Financial and market institutions</td>
<td></td>
<td>Understand how financial and market institutions affect the economy</td>
</tr>
<tr>
<td><strong>The National Economy</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D2.Eco.10</td>
<td>Using economic data</td>
<td>Tools</td>
<td>Use economic data about spending, production, and the money supply to address economic problems</td>
</tr>
<tr>
<td>D2.Eco.11</td>
<td>Using economic indicators</td>
<td></td>
<td>Use economic indicators about employment, inflation, production, and growth to address economic problems</td>
</tr>
<tr>
<td>D2.Eco.12</td>
<td>Monetary and fiscal policy</td>
<td>Concepts</td>
<td>Understand how government produces goods &amp; services and impacts the economy through policy actions</td>
</tr>
<tr>
<td>D2.Eco.13</td>
<td>Human capital</td>
<td></td>
<td>Understand the role of human capital productivity in the economy</td>
</tr>
<tr>
<td><strong>The Global Economy</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D2.Eco.14</td>
<td>International trade</td>
<td>Concepts</td>
<td>Understand how international trade and economic interdependence affect the global economy</td>
</tr>
<tr>
<td>D2.Eco.15</td>
<td>Economic interdependence</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Slide #11
The first of the tools that economists use can be found in D2.Eco.2.9-12. This indicator calls on students to use information about benefits and costs when thinking about economic problems.

This indicator introduces the concept of benefits and cost in the early grades when students should at least be able to identify benefits and costs when making personal decisions. This skill increases in sophistication in upper elementary grades when students should begin to identify the influence of positive and negative incentives when making those decisions. In middle school, students should begin to identify alternative approaches to solutions. Finally, by high school another concept is introduced as students use marginal benefits and costs when working to solve economic problems.

Slide #12
The second tool in the economics strand of Dimension 2 is D2.Eco.10.9-12.

This indicator builds across the grade bands toward student being able to use data to explain the influence of changes in spending, production, and the money supply on various economic conditions. While the previous indicator focused on personal finance, this indicator focuses on how economists’ work with information. In the earliest grades, the indicator simply expects that students understand why people save. Of course, that’s not a simple thing to understand. Saving can enable future spending, helps protect against financial emergencies, and can be an investment. In upper elementary, the concept of interest rates is introduced and then borrowing and investing in middle grades. With these foundation pieces in place, student in high school are eventually expected to use data to explain the influence of “changes in spending, production, and money supply.”

Slide #13
The third tool or way of thinking in the economics strand of Dimension 2 is D2.Eco.11.9-12. This indicator is similar to the previous in that it focuses on how economists use information to solve problems.

Here, students are expected to use economic indicators to analyze the economy. The indicator begins in the 3-5 grade band where work with the concepts of inflation, deflation, and unemployment. In middle school, students begin to use data to evaluate a number of things related to employment, inflation, production, income and economic growth. In high school, students use economic date to analyze the state of the economy.
In summary, economic literacies focus primarily on concepts. There are over 40 specific concepts mentioned in the 15 indicators. Three economic ways of thinking describe how students can use economic data in their personal financial life and when analyzing economic issues and trends. Please complete the assessment accompanying this video and make sure to check out the background readings. I’ve also included a brief activity to get you thinking about ways that you are already using disciplinary literacies in your teaching.

Next up, we examine the discipline of geography, looking at the unique strategies and skills that are used in this field and how we might support students to learn how to use the strategies and skills.

You’ll find those on the webinar homepage at c3teachers.org/hawaii-disciplinary-literacies

Assessment
This assessment includes ten questions checking your understanding of the content presented in the video for Module 3. If you are administering this assessment, you can use the print version of the assessment available on the Webinar series website at c3teachers.org/hawaii-disciplinary-literacies

1. In general terms, how is economics typically represented in the social studies curriculum?
2. What are the unique characteristics of economics in social studies with regard to the demands of inquiry and literacy for students, specifically with regard to sources?
3. Why is decision-making important in economics?
4. In what ways do concepts play a particularly important role in the Civics strand of the C3 Framework?
5. Why is the concept of scarcity so important in social studies?
6. Why is economics a good example of wide range of disciplinary literacy according to Shanahan?
7. What are the three unique ways of thinking or tools in economics that are featured in the C3 Framework?
8. For what purposed would students need to use knowledge of benefits and costs when thinking about economic issues?
9. How does the C3 Framework suggest that students use economic data in increasing sophisticated ways?
10. What are economic indicators and how does the C3 Framework suggest student use their knowledge of these indicators when thinking about economics?

Pause, Reflect, and Apply

Include directions for how to set up the Pause, Reflect and Apply activity for a special section of the webinar

The indicators in the Economics strand are quite complex with a heavy focus on concepts. Develop a short activity you could use in class that would help students use one of the concepts featured in the economist indicator of the C3 Framework.
Module 4 – Geographic Literacies

Geographic literacies are closely informed by the spatial demands of the field. This module will focus on those spatial reasoning skills. Drawing on Geography for Life and the C3 Framework, these geographic ways of thinking will be featured in this module along with inquiry-based activities that help students develop those skills.

Background Readings


Video link - https://youtu.be/XYw1Tu7JHCw

Video script

Slide #1 – Hi there, I’m John Lee, professor of social studies education at North Carolina State University. Welcome to Module 4 of our Disciplinary Literacies series on geographic literacies.

Slide #2 – This module on Geographic Literacies is the fourth of a five part series. We’ve examined literacies in civics and economics as well as the general concept of disciplinary literacies, now our focus shifts to geography. The discipline of geography and geographic literacies are deeply engrained in social studies and for that matter in our everyday lives. From the seemingly mundane ability to get from one place to another without getting lost to more complex ideas about human interaction and the local and global implications of those interactions, geography is everywhere. In this module, we will examine distinctive concepts geography and the special tools that geographers use to understand the spatial world.

Slide #3

Like the other core social studies disciplines, geography has concepts and tools that are unique to the field. Given the nature of the field, an understanding of geography requires a particularly close attention to the tools of the geography. Geography is unique in that it is the most “hands-on” of the core disciplines in social studies. Geographers work with information and data to create things such as maps, a representative form that is so unique and closely tied to the field that it almost becomes synonymous with geographic literacy – map skills as geography skills. But, of course geography is much more than that. Geographic literacies includes ways of think about how to solve problems and understand the world as well as concepts unique within the field – all of which is represented in the geography strand of Dimension 2 of the C3 Framework. Ultimately, geography is thinking and doing! The Waldseemüller map shown here is a perfect example of that combination. It’s the map that named America, a product of tremendous skill, and in its influence on Europeans when published in 1507 reflects the power of geography to shape how we think about the world

Slide #4

An important thing to keep in mind about geographic literacies is the similarities in how geography approaches solving problems or inquiry in their field and how the C3 Framework describes that process. The process of Geographic Inquiry and the geo-literacies needed to engage in geographic inquiry map onto the C3 Framework very well (see the graphic on the slide). Geographers ask questions, acquire geographic resources and act on what they’ve learned. In between, they explore and analyze geographic information and data. It’s these processes of exploring and analyzing where the literacies that are unique to geography come into sharpest relief.
Slide #5
There are 12 indicators in the geography strand of the C3 Framework. You see those on the screen now. The 12 indicators point to concepts and ways of thinking are unique to geography. These indicators are arranged in four sections
  • Geographic Representations
  • Human-Environment Interaction
  • Human Population
  • Global Interconnections
Collectively the indicators in these four sections describe the concepts and tools that students should learn. The first of these four sections, Geographic Representations is more focused on the tools of geography, specifically mapping skills, while the other three sections focus more on concepts and foundation understandings. These four sections include

*Show the indicators*
<table>
<thead>
<tr>
<th>C3 Indicator</th>
<th>Literacy</th>
<th>Literacy type</th>
<th>Literacy description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Geographic Representations</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D4.Geo.1</td>
<td>Construct maps</td>
<td>Tool</td>
<td>Construct maps involving increasingly sophisticated techniques and technologies</td>
</tr>
<tr>
<td>D4.Geo.2</td>
<td>Use physical maps</td>
<td>Tool</td>
<td>Use maps to understand places in increasingly sophisticated ways</td>
</tr>
<tr>
<td>D4.Geo.3</td>
<td>Use cultural maps</td>
<td>Tool</td>
<td>Use maps to understand culture and environment in increasingly sophisticated ways</td>
</tr>
<tr>
<td><strong>Human-Environment Interaction</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D4.Geo.4</td>
<td>Humans and geography</td>
<td>Concepts</td>
<td>Understand how human activities are affected by factors such as weather and the environment</td>
</tr>
<tr>
<td>D4.Geo.5</td>
<td>Humans in geography</td>
<td>Concepts</td>
<td>Understand how human activities and interaction shape our geography</td>
</tr>
<tr>
<td>D4.Geo.6</td>
<td>The environment</td>
<td>Concepts</td>
<td>Understand how humans interact with and affect the environments in which they live</td>
</tr>
<tr>
<td><strong>Human Population</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D4.Geo.7</td>
<td>Movement</td>
<td>Concepts</td>
<td>Understand how and why people and things move in the world</td>
</tr>
<tr>
<td>D4.Geo.8</td>
<td>Human settlement</td>
<td>Concepts</td>
<td>Understand patterns in human movement and settlement</td>
</tr>
<tr>
<td>D4.Geo.9</td>
<td>Environmental change and movement</td>
<td>Concepts</td>
<td>Understand how the environment and changes in the environment affect human settlement</td>
</tr>
<tr>
<td><strong>Global Interconnections</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D4.Geo.10</td>
<td>Environmental characteristics and change</td>
<td>Concepts</td>
<td>Understand how human physical and cultural environments change</td>
</tr>
<tr>
<td>D4.Geo.11</td>
<td>Economics and geography</td>
<td>Concepts</td>
<td>Understand how economic factors affect geographic patterns</td>
</tr>
<tr>
<td>D4.Geo.12</td>
<td>Global catastrophic change</td>
<td>Concepts</td>
<td>Understand how human made catastrophes affect geography</td>
</tr>
</tbody>
</table>
Slide #6
Let’s take a look at each of these three sections, first focusing on section one, Geographic Representations. This section includes three indicators, each describing related tools or skills that are central to geography. You might think of these three indicators as the mapping skills. The first of these skills is simply the ability to construct maps, but to do so using increasingly sophisticated techniques and technologies. As you can see, in the earliest grades students are just making maps of places they know, but then in grade 3-5 they begin to work with unfamiliar places. By middle school, students are representing specific cultural and environmental patterns and then in high school they are using geospatial technologies.

<table>
<thead>
<tr>
<th>D2.Geo.1.K-2</th>
<th>D2.Geo.1.6-8</th>
<th>D2.Geo.1.9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construct maps, graphs, and other representations of familiar places.</td>
<td>Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.</td>
<td>Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.</td>
</tr>
</tbody>
</table>

The other two of the three indicators in this strand work in tandem with D2.Geo.2 focused on students using maps to understand places and D2.Geo.3 focused on using maps to understand culture and environment. These are the “tools” of the geographer as represented in the C3 Framework. The other three sections focus on foundational understandings in the field.

Slide #7
The second strand in the Geography strand is focused on Human-Environment Interaction. Two of the indicators here set up an interesting dichotomy stressing humans and geography as opposed to humans in geography. Let me explain.

<table>
<thead>
<tr>
<th>D2.Geo.4.K-2</th>
<th>D2.Geo.4.3-5</th>
<th>D2.Geo.4.6-8</th>
<th>D2.Geo.4.9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain how weather, climate, and other environmental characteristics affect people’s lives in a place or region.</td>
<td>Explain how culture influences the way people modify and adapt to their environments.</td>
<td>Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.</td>
<td>Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D2.Geo.5.K-2</th>
<th>D2.Geo.5.3-5</th>
<th>D2.Geo.5.6-8</th>
<th>D2.Geo.5.9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe how human activities affect the cultural and environmental characteristics of places or regions.</td>
<td>Explain how the cultural and environmental characteristics of places change over time.</td>
<td>Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.</td>
<td>Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</td>
</tr>
</tbody>
</table>

The first of these two indicators D2.Geo.4 is about humans and geography. It’s basically the idea that geographic factors such as weather, cultural patterns, and economic decisions affect humans in the places they live and in the ways they live. Of course, that does not mean that humans are passive and geography acts upon humans without human manipulations, but instead this indicators seeks to emphasize that students should understand how things that humans may or may not set in motion have a major impact on how and where we live. The other indicator flips this relationship and seeks to emphasize the roles that humans play in shaping and affecting the places we live. Understanding the environment and its role in human life is the third indicator in this section.

Slide #8
The third section in the Geography strand of the C3 is focused on Human Population. Again, the three indicators in this section are focused on concepts and students‘ understanding of patterns and ideas in geography this time as related to human population. Movement, human settlement, and related patterns are major themes in this section as is, again, the idea of environment, but this time with a focus on changes in environments and how they can affect human movement and settlement.

Slide #9
As with the previous two sections, the fourth and last section of Geography strand is also focused on concepts and the foundational understandings of the field. This time the focus is global emphasizing environmental change, economics and the potential for and impacts of human and natural catastrophes.

Slide #10
In summary, geographic literacies include tools and concepts central to the discipline that form a foundation for geographic understanding. The C3 suggests that students should be able to construct and use physical and cultural maps. Students also should understand how we use geographic data and information to think about human interaction, human populations, and global interactions. Please complete the assessment accompanying this video and make sure to check out the background readings. I've also included a brief activity to get you thinking about ways that you are already using disciplinary literacies in your teaching. You'll find those on the webinar homepage at c3teachers.org/hawaii-disciplinary-literacies

Next, we will examine the discipline of history and learn about the concepts and tools in this field that are fundamental in social studies.

Assessment
This assessment includes ten questions checking your understanding of the content presented in the video for Module 4. If you are administering this assessment, you can use the print version of the assessment available on the Webinar series website at c3teachers.org/hawaii-disciplinary-literacies

1. How is geography unique in social studies in terms of how geographers approach literacy?
2. In what ways are the approaches to inquiry used in geography similar to the C3 Framework’s Inquiry Arc?
3. What are the four subsections in the Geography strand of Dimension 2 of the C3 Framework?
4. How are the tools of geography represented in Dimension 2 of the C3 Framework?
5. What are the three mapping skills described in the C3?
6. What are the differences between the concepts of humans and geography as opposed to humans in geography?
7. What is the importance of the distinctions between humans and geography as opposed to humans in geography?
8. What are some of the concepts emphasized in Dimension 2 subsections on Human Population and Global Interactions?

Pause, Reflect, and Apply
Include directions for how to set up the Pause, Reflect and Apply activity for a special section of the webinar

Together, the four sections of the geography strand of the C3 Framework (Geographic representations; Human-environment interactions; Human population; Global interdependence) provide a powerful insight into the ways that geographers think. The 12 indicators in these sections are not discreet skills that students should learn how to apply in the abstract. They are practical ways of thinking about places and people aimed at solving problems and understanding how human live and interact in physical and cultural spaces. The geographic literacies needed to function productively in college, career, and civic life are thus intertwined in the compelling questions we ask about the world around us. Consider this geography-based compelling question, “How does the place where we live affect the way we live?” Assuming high quality sources are in place for an inquiry, what are some tasks students might complete that would feature one or more of the geographic literacies mentioned in the Geography strand of the C3 Framework.
**Module 5 – Historical Literacies**

The nature and ways of thinking in history closely follow the Inquiry Arc—from questioning, to using sources and evidence to communicating conclusions. This module will situate examine the Inquiry Arc with a special focus on the unique literacies in the discipline of history that ought to a regular part of teaching and learning in social studies.

**Background Readings**


**Video link** - [https://youtu.be/uo-7dxKJNnw](https://youtu.be/uo-7dxKJNnw)

**Video script**

Slide #1 – Hello, I’m John Lee, professor of social studies education at North Carolina State University. Welcome to Module 5 of our Disciplinary Literacies series focused on historical literacies.

Slide #2 – This module on literacy in history is the last of a five part series. We’ve examined civic, economic, and geographic literacies; now we are turning to history. Of course we have proceeded in alphabetical order, but it’s actually good that we are concluding with history. Students spend more time studying history in K-12 social studies than any of the other disciplines, so with a firm grasp of literacies in civics, economics, and geography we can now take on a field that is not only well represented in the curriculum, but also in research and curriculum materials.

Slide #3
We know lots about how the discipline of history works and about the literacies that are distinct in the field. Five decades of research on historical thinking along with related professional development and curriculum materials give us an amazing base from work. We used that base to develop the 17 indicators in the history strand in Dimension 2 of the C3 Framework.

Slide #4
These 17 history indicators are organized in four sections – Change, Continuity and Context; Perspectives; Historical Sources and Evidence; Causation and Argumentation.

Slide #5
As with the core social studies disciplines, the history indicators cluster into two categories, those focused on concepts that lay a foundation for understanding the discipline and indicators describing tools or skills common in history. As you can see, most of the history indicators are focused on tools. Let’s take a closer look at these indicators.
<table>
<thead>
<tr>
<th>C3 Indicator</th>
<th>Literacy</th>
<th>Literacy type</th>
<th>Literacy description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Change, Continuity, and Context</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D4.His.1</td>
<td>Chronology</td>
<td>Tool</td>
<td>Create and analyze chronological sequences</td>
</tr>
<tr>
<td>D4.His.2</td>
<td>Change and continuity</td>
<td></td>
<td>Classify and evaluate history as change and/or continuity</td>
</tr>
<tr>
<td>D4.His.3</td>
<td>Historical questions</td>
<td></td>
<td>Generate and use historical questions to understand the past</td>
</tr>
<tr>
<td><strong>Perspectives</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>D4.His.4</td>
<td>Differing perspectives</td>
<td>Concepts</td>
<td>Understand different perspectives in history</td>
</tr>
<tr>
<td>D4.His.5</td>
<td>Changing perspectives</td>
<td></td>
<td>Understand how historical perspectives change</td>
</tr>
<tr>
<td>D4.His.6</td>
<td>Effect of perspective</td>
<td></td>
<td>Understand how perspective affects those writing history</td>
</tr>
<tr>
<td>D4.His.7</td>
<td>Perspective &amp; interpretation</td>
<td></td>
<td>Understand how current perspectives affect history understanding (9-12 only)</td>
</tr>
<tr>
<td>D4.His.8</td>
<td>Sources and perspective</td>
<td></td>
<td>Understand how the availability of sources limits perspectives and interpretations (9-12 only)</td>
</tr>
<tr>
<td><strong>Historical Sources and Evidence</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D4.His.9</td>
<td>Classify sources</td>
<td>Tools</td>
<td>Classify and analyze historical sources</td>
</tr>
<tr>
<td>D4.His.10</td>
<td>Limitation of sources</td>
<td></td>
<td>Detect limitations in historical sources</td>
</tr>
<tr>
<td>D4.His.11</td>
<td>Summarize sources</td>
<td></td>
<td>Summarize maker, date, and place of origin for a historical source</td>
</tr>
<tr>
<td>D4.His.12</td>
<td>Questions from sources</td>
<td></td>
<td>Use historical sources to generate and use historical questions</td>
</tr>
<tr>
<td>D4.His.13</td>
<td>Usefulness of sources</td>
<td></td>
<td>Determine the usefulness of sources</td>
</tr>
<tr>
<td><strong>Causation and Argumentation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D4.His.14</td>
<td>Historical cause and effect</td>
<td>Tools</td>
<td>Generate reasons and causes of an historical event</td>
</tr>
<tr>
<td>D4.His.15</td>
<td>Long-term cause and effect</td>
<td></td>
<td>Distinguish among relative causes</td>
</tr>
<tr>
<td>D4.His.16</td>
<td>Historical evidence</td>
<td></td>
<td>Use historical evidence to support arguments</td>
</tr>
<tr>
<td>D4.His.17</td>
<td>Historical arguments</td>
<td></td>
<td>Critique historical arguments</td>
</tr>
</tbody>
</table>
First we’ll focus on the Perspective subsection where we’ll find all of the conceptually focused indicators. This section includes five conceptual ideas about perspective in history (show the table)

- Differing perspectives or the idea that there are differing perspectives in history;
- Changing perspective which is a recognition that perspectives change over time;
- The effect of perspective or the idea that perspective can affect those writing history;
- Perspective & interpretation focusing on an awareness of how our current perspective can impact our interpretations of the past (something we often call presentism); and
- Sources and perspective which is an understanding of how what we know about the past is affect by the sources we have access to (the idiom, winners write the history, reflects this conceptual reality)

<table>
<thead>
<tr>
<th>Concept</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Differing perspectives</td>
<td>Understand different perspectives in history</td>
</tr>
<tr>
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<tr>
<td>Perspective &amp; interpretation</td>
<td>Understand how current perspectives affect history understanding (9-12 only)</td>
</tr>
<tr>
<td>Sources and perspective</td>
<td>Understand how the availability of sources limits perspectives and interpretations (9-12 only)</td>
</tr>
</tbody>
</table>

The other three sections in the history strand (Change, Continuity and Context; Historical Sources and Evidence; Causation and Argumentation) are focused on history skills. There are three skills emphasized in the subsection on Change, Continuity, and Context – 1) being able to place events in chronology sequence, 2) determining where events in history are representative of either change or continuity, 3) asking historical questions.

<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronology</td>
<td>Create and analyze chronological sequences</td>
</tr>
<tr>
<td>Change and continuity</td>
<td>Classify and evaluate history as change and/or continuity</td>
</tr>
<tr>
<td>Historical questions</td>
<td>Generate and use historical questions to understand the past</td>
</tr>
</tbody>
</table>

We can provide students with lots of opportunities to practice these three skills through inquiry. An inquiry might include a task students read about two related events in history and make judgment about whether and how these events represent change and/or continuity. For example, in an inquiry about ancient Greece and Rome students could work with descriptions of Greek direct democracy and Roman representative democracy and make judgments about how the Roman system represented change or continuity relative to the Greek system. Students would have to tease out the characteristics of each system align these characteristics as more or less similar then make judgments about whether the evidence points toward
similarities or difference. And, this work would require more than just an examination of historical change and continuity. All along, student would need to keep in mind the chronology of events being studied.

Slide #9

The next subsection in the history strand is focused on Historical Sources and Evidence. In some ways, this is the heart and soul of literacy in history and given the role of history in the curriculum by extension in social studies. The C3 Framework lists five disciplinary literacy skills related to using historical sources and evidence.

- Classifying and analyzing historical sources
- Detecting the limitations of historical sources
- Summarizing the maker, date, and place of origin of a historical source
- Using historical sources to generate historical questions, and
- Determining the usefulness of sources

These literacies are interconnected and certainly iterative. As students work with historical sources they will need scaffolds to support their work with sources.

<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classify sources</td>
<td>Classify and analyze historical sources</td>
</tr>
<tr>
<td>Limitation of sources</td>
<td>Detect limitations in historical sources</td>
</tr>
<tr>
<td>Summarize sources</td>
<td>Summarize maker, date, and place of origin for a historical source</td>
</tr>
<tr>
<td>Questions from sources</td>
<td>Use historical sources to generate and use historical questions</td>
</tr>
<tr>
<td>Usefulness of sources</td>
<td>Determine the usefulness of sources</td>
</tr>
</tbody>
</table>

Slide #10

The last subsection in the history strand is about Causation and Argumentation. This final group of literacy skills focuses on the process and products of argumentation. The four literacy skills listed describe how students generate reasons and causes of an historical event and distinguish among relative causes. Then, students would use historical evidence to support arguments and critique historical arguments. This set of historical literacy skills is closely connected to Dimensions 3 and 4 of the C3 Framework’s Inquiry Arc where students are expected use evidence to support arguments (D3) and then critique those arguments (D4).

<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Historical cause and effect</td>
<td>Generate reasons and causes of an historical event</td>
</tr>
<tr>
<td>Long-term cause and effect</td>
<td>Distinguish among relative causes</td>
</tr>
<tr>
<td>Historical evidence</td>
<td>Use historical evidence to support arguments</td>
</tr>
</tbody>
</table>
In summary, the historical literacies in Dimension 2 includes concepts central to the field, but are mostly focused on the tools used in the process of developing historical knowledge. The concepts in the historical strand are focused on perspectives. Skills are focused on Change, Continuity, and Context, Historical Sources and Evidence, as well as Historical Causation and Argumentation. Please complete the assessment accompanying this video and make sure to check out the background readings. I’ve also included a brief activity to get you thinking about ways that you are already using disciplinary literacies in your teaching. You’ll find those on the webinar homepage at c3teachers.org/hawaii-disciplinary-literacies

Next, we will examine the discipline of history and learn about the concepts and tools in this field that are fundamental in social studies.

Assessment
This assessment includes ten questions checking your understanding of the content presented in the video for Module 5. If you are administering this assessment, you can use the print version of the assessment available on the Webinar series website at c3teachers.org/hawaii-disciplinary-literacies

1. Why is history particularly important in social studies?
2. What are the four subsections in the History strand of Dimension 2 of the C3 Framework?
3. How is social studies different from the other disciplines in how the indicators focus on tools and concepts?
4. Why are concepts related to perspective so important in the discipline of history?
5. What are the three groups of literacy skills (or tools) in history and how do these tools complement or connect to one another?
6. How are the literacy skills described in the C3 similar to the general inquiry skills described in Dimensions 3 and 4?
7. What are the specific tools described in the subsection on Change, Continuity, and Context and how can students practice these skills?
8. What are disciplinary literacies described in the subsection on Historical Sources and Evidence?
9. How do the skills in subsection on Causation and Argumentation connect to Dimension 4 of the Inquiry Arc?

Pause, Reflect, and Apply
*Include directions for how to set up the Pause, Reflect and Apply activity for a special section of the webinar*

The discipline of history has a central place in social studies. Many of the tools used by historians and described as historical literacies in the C3 Framework are also central to inquiry in social studies. For example, students of history must be able to analyze sources and then use information from those historical sources as evidence when making arguments. In this Pause, Reflect, and Apply activity read through this tasks from an inquiry published on C3 Teachers and describe how the activity can provide students with an opportunity to practice historical literacy skills.