Searching for and Analyzing Primary Sources that Encourage Student Activism (Taking Informed Action)

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Just Do It - Quick Inventory, a question, and a puzzle

**Inventory:** Who has participated in:

- Library of Congress Teaching with Primary Sources Program? If yes, how?
- An exploration to the C3 hub? If yes, how?
- The design or use of an Inquiry Design Model lesson based on the C3 Framework? If yes, how?

**Question:** What do you consider to be some of the challenges when teaching and learning with historical sources?

**Puzzle:** How can I make a secondary source into a primary source?
How Can I Make a Secondary Source into Primary Source??

It is the **questions** we decide to ask that **determine** whether something is a primary or a secondary source. Thus Gibbon’s book *The History of the Decline and Fall of the Roman Empire* may be either a primary or a secondary source, depending on whether we are asking questions about Rome or about eighteenth-century ideas.
WORKSHOP AGENDA

1. Rationale - Understanding the relationship between primary sources and disciplinary literacy in history and social studies
2. Searching for compelling sources from the Library of Congress to draw students into inquiry
3. Nurturing and scaffolding inquiry with source analysis
4. Exploring student activism in IDM’s from the Library of Congress C3 Hub
1. Rationale - Understanding the relationship between primary sources and disciplinary literacy

Disciplinary Literacy

Student Activism??? Really?

History as an inquiry based inferential discipline

Ambitious, Noble, and Bloody Hard Work for All!

David
A characterization of history domain knowledge

Substantive Knowledge Types

(1) First-Order Conceptual and Narrative Ideas and Knowledge

- Knowledge of the substance of the past that come from who, what, where, when and how questions
  - Examples: Stories of nation building, change over time capitalism, socialism, economic production, military exploits, democracy, chronology, political parties, names and dates, etc.

(2) Second-Order Conceptual Ideas and Knowledge

- Knowledge of concepts and ideas that investigators impose on the past in the practice of interpreting and making sense of the it.
  - Examples: Causation, progress, decline, evidence, perspective, author perspective, significance, account status, significance, etc.

Procedural Knowledge Type

Strategic Knowledge

- Knowledge of how to research and interpret the past
  - This knowledge is rule bound and criteria laden. It is subject to decisions about its proper practice from within the community of historical inquirers, but also remain open to debate.
  - Examples of procedures:
    - Assessing status of sources.
    - Identifying and attributing sources, assessing perspective and judging reliability.
    - Building cognitive maps or models.
    - Interpreting within historical context.
    - Constructing evidence-based arguments.
    - Writing accounts.

Teaching history/social studies as an inquiry-based discipline to support the development of informed, concerned, and participative citizens in a multicultural society is a noble and idealistic endeavor.

**Inquiry Arc**

- **Dimension 1**: Developing Questions and Planning Inquiries
- **Dimension 2**: Applying Disciplinary Tools and Concepts (Civics, Economics, Geography, and History)
- **Dimension 3**: Evaluating Sources and Using Evidence
- **Dimension 4**: Communicating Conclusions and Taking Informed Action
Informed Action: How can teachers encourage?

- Recognize the complexity
- Provide inquiries that foster care and concern
- Recognize value of evidence
- Demonstrate source analysis
- Provide opportunities for listening, questioning and respectful dialogue
As history/social studies teachers our goal is to create powerful, engaging and meaningful learning opportunities in our social studies (history) classrooms.

ἱστορία

ίστορ-ία
As social studies teachers our goal is to create powerful, engaging and meaningful learning opportunities in our social studies classrooms.

ἰστορ-ία = e(i)nquiry
What should our students’ response be to the systematic and sophisticated literacy embedded in the doing of history?

- **Curiosity** – Engage students preconceptions and confusion
- **Questions** – Let them ask the questions
- **Enquiry** – How can we find out? Develop a research plan
- **Investigation** – The hard graft of research
- **Evaluation** – How will this “stuff” help answer my question?
- **Interpretation** – What do I think this “stuff” means?
- **Judgement** – The final *evidence based claim/response* to the question

A simple mnemonic!

**C.Q.E.I.E.I.J**
Active inquiry based-source based authentic history and social studies is often represented as an ideal or ambitious approach, however the shift from theory to practice is challenging…
In my opinion I don’t see how sources are testing students on their knowledge on the history they have been studying as, if you don’t get the message of the source then you aren't going to be able to answer the question correctly.

So in future i think personally it would be better to be examined in a different way.

Even if I did know all there was to know on the subject then I still wouldn’t get a good grade as I didn’t get the source.

It would be simpler to just ask questions and answer them in full, just being tested like that. As history is hard enough without having sources as well, as you have a lot to learn in such short time. Please take what I have wrote in consideration. Many thanks

Yours …
Melanie’s mindset

- History / Social Studies = stuff
- Sources just unhelpful versions of the textbook
- Contains information i.e. the message of the source is exactly what it says
  OR
- Contains lies OR The ‘wrong’ information
What Melanie doesn’t want to hear

• Sources are NOT just unhelpful versions of the textbook
• If you see them as just ‘information’ to be retrieved, accepted, or rejected you are not doing social studies
• We use sources to look for the things which are not found in textbooks
  – Attitudes, values, concerns, anger ....
  – Purpose and what this reveals about the author / society
  – Methods used by groups / individuals to influence others
• We can sometimes learn from the creation / existence of the source (cultural artifact)
• They transport us back to before people knew the outcome of an event - They challenge the concept of inevitability
Why do students find it hard to do inquiry and engage with sources?

• Because it’s difficult on so many levels!
  – Text complexity of the sources to start with
• Also threatening – requires the student to open up and say what he/she thinks
• Against the grain of the signature pedagogy of the classroom?
• Binary thinking and/or confirmation bias
• Limited prior knowledge
• Diverse student body in terms of needs, abilities, language development
Inquiry Based Social Studies is Systematic and Sophisticated Disciplinary Literacy Work

- Questioning
- Planning
- Making claims
- Using evidence
- Inferring
- Contextualizing
- Summarizing
- Monitoring

- Constructing, Adapting, Presenting, Critiquing arguments and explanations
- Analyzing social problems
- Assessing options for action
- Taking Action
- Making meaning
- Critical thinking
- Knowledge construction
Content v Skills- A distracting dichotomy

the acquisition of … knowledge is “both the servant and the result of enquiry

(Counsell, 2000, p.70)
Teaching the content and skill of social studies (how to work with sources and engage in inquiry) to children is something educators can / must nurture, not something we wait for or whose absence we must lament.

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Teachers need to ensure that students:

*(Jones, 2009)*

- **eMpowerment**: believe that they have some control over some aspect of their learning
- **Usefulness**: understand why the content is useful
- **Success**: believe that they can succeed if they put forth the effort
- **Interest**: are interested in what they are supposed to be learning
- **Caring**: believe that the instructor cares about whether they meet the course objectives
Learning to linger and move through the layers of inference.

Explain, Demonstrate, Participate

Building Resonance

What gets processed gets learned.
We need to be explicit about what sources do… and then how to work with them with our students.

Sources yield evidence but only when they are used as such, to support a claim, back up a theory, establish a fact or to generate a hypothesis (Ashby, 2011, p. 140)
It is only when students understand that historians can ask questions about historical sources that those sources were not designed to answer, and that much of the evidence used by historians was not intended to report anything, that they are freed from dependence on truthful testimony. Much of what holds interest for historians... could not have been “eyewitnessed” by anyone, not even by us if we could return by time machine. Once students begin to operate with a concept of evidence as something inferential and see eyewitnesses not as handing down history but as providing evidence, history can resume once again; it becomes intelligible, even a powerful, way of thinking about the past (Lee, 2005 p. 36-37).
2. Searching for Compelling Sources at the Library of Congress to draw students into inquiry and lead to taking informed action.

Introducing pre-service teachers to the power of Library of Congress primary sources (TPS BASICS)

Locating and identifying compelling sources at the Library of Congress
To Register: http://bit.ly/TPSBasics_Register
#3 Copyright and Citations

#4 Exhibitions
#6-12 Teaching Strategies Using Primary Sources
I really was intrigued by the comic depicting the aftermath of 9/11. I think this is a great picture to use to help teach students about that event. In most cases, students do not know what happened because they are a part of the first generation of students to not remember the event. It can be very devastating to students to show some pictures of the event, so this cartoon is a great example of how to depict the event without showing grim photographs.
I selected this resource because I was looking for primary sources related to Harper Lee's *To Kill a Mockingbird*. Eleanor Roosevelt's letter connects to the broader historical context of the novel, as well as to the content/plot of the novel itself in that black people were often accused and lynched for the alleged raping of white women. Another interesting fact that this letter reveals is that federal action in the "lynching situation" was considered unconstitutional.
I like this Lewis Hine picture because it has children in it, which would allow my students to connect with it on a personal level. I could imagine using this image as a great opening activity to talk about industrialization and child labor. Imaginatively stepping into this photo allowed me to contemplate the sensory experience of working in a glass factory in a way that I probably wouldn't have without using this primary source to play hide and seek on Mulberry Street.

Jenni Gallagher, Tutorial 8: Hide and Seek on Mulberry Street
Searching for primary sources at loc.gov

1. Open [http://loc.gov](http://loc.gov)
2. Type keyword or phrase
3. Narrow search by
   - Format
   - Access Condition
   - Date
   - Location
   - Part of...
   - Subject
   - Cite this item
Searching for primary sources at loc.gov
Inside Collections

Keywords - Topics - Dates - States - Newspaper
Searching for primary sources at
http://loc.gov/teachers
Now’s the time to search for yourself to find primary sources that could be used to teach a difficult and controversial topics in your classroom.

Group Google Worksheet
3. Nurturing and scaffolding inquiry with primary source analysis

- Tools for Analysis
  - Library of Congress Analysis Tool
  - SCIM-C
- Explaining, Demonstrating and Practicing
TEACHER'S GUIDE
Analyzing Primary Sources

OBSERVE
Have students identify and note details.
Sample Questions:
What do you notice first? · Find something small but interesting. · What do you notice that you didn’t expect? · What do you notice that you can’t explain? · What do you notice now that you didn’t earlier?

REFLECT
Encourage students to generate and test hypotheses about the source.
Where do you think this came from? · Why do you think somebody made this? · What do you think was happening when this was made? · Who do you think was the audience for this item? · What tool was used to create this? · Why do you think this item is important? · If someone made this today, what would be different? · What can you learn from examining this?

QUESTION
Have students ask questions to lead to more observations and reflections.
What do you wonder about... who? · what? · when? · where? · why? · how?

FURTHER INVESTIGATION
Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.
Sample Question: What more do you want to know, and how can you find out?
OBSERVE: What do you see? (Dates, objects, text, people, animals)

REFLECT: What do your observations mean?

LET’S DO IT!  POLL EVERYWHERE

Laptop or Tablet
http://PollEv.com/tpseastern

Cell Phone
  ● Text TPSEASTERN to 22333 to Join
  ● Then text your observations reflections and questions
Scaffolding Inquiry and Supporting Learning in the Social Studies
Explicit Hard Scaffolding
From source to evidence to interpretation
Strategy Development

1. The Teacher Should:
   a) teach the strategy explicitly;
   b) model and explain the use of the strategy;
   c) teach when, where, and why to use the strategy;
   d) provide examples of the strategy in use;
   e) provide students with feedback on strategy use; and
   f) provide opportunities to use the strategy beyond the classroom.

2. The Student Should:
   a) practice the strategy in realistic situations;
   b) monitor the effectiveness of the strategy in use;
   c) self-regulate the use of the strategy;
   d) practice using the strategy in a realistic context;
   e) practice using the strategy over a long period of time; and
   f) adapt the use of the strategy to varying situations.
5 phases- 4 questions per phase (maybe)
5 Phases – 4 Questions Per Phase

Examining single source. Squeezing it / wringing it out.

Phase 1: Summarizing
Facts/ Details/ Observation. Go obvious- What do you see, read and hear?
1. What type of document is the source? (goes to primary/secondary/ record or relic)
2. What specific information, details, and/or perspectives does the source provide?
3. What are the subject and purpose of the source? (goes to intention)
4. What are the author and audience of the source?
5 Phases – 4 Questions Per Phase

Examining single source. Squeezing it / ringing it out.

Phase 2: Contextualizing

Placing the source in time and space

1. When and where was the source produced?
2. Why was the source produced? (goes to intention)
3. What was happening within the immediate and broader context at the time the source was produced? (goes to context)
4. What summarizing information can place the source in time and space?
Examine the single source. Squeezing it / ringing it out.

Phase 3: Inferring

What is suggested? Making educated guesses and ideas.
1. What is suggested by the source?
2. What interpretations may be drawn from the source?
3. What perspectives are indicated in the source?
4. What inferences may be drawn from absences or omissions in the source?
Examining single source. Squeezing it / ringing it out.
Phase 4: Monitoring
What is the question again? have I lingered with the source-squeezed it?
1. What additional evidence beyond the source is necessary?
2. What ideas, images, or terms need further defining from the source?
3. How useful or significant is the source for its intended purpose in answering the historical question?
4. What questions from the previous stages need to be revisited in order to analyze the source satisfactorily?
5 Phases – 4 Questions Per Phase

Across the sources in order to answer the question and create an account

Phase 5: Corroborating
What can I write- what do the charts tell me? What do I know now.
1. What similarities and differences exist between the sources?
2. What factors could account for the similarities and differences?
3. What conclusions can be drawn from the accumulated interpretations?
4. What additional information or sources are necessary to fully answer this question?
5 phases- 4 questions per phase (maybe)

• To what extent do these questions mirror the implicit questions you ask of a source? Who taught you? “Just got it…” (but not all kids do)

• The power of checklists-- - helps with memory recall and creates explicit basic steps for complex routines. (See A. Gawande’s *The Checklist Manifesto* or his article “The Checklist” in the New Yorker)

• EXPLAIN, DEMONSTRATE, PARTICIPATE
Challenging tasks and the importance of complexity reduction

• Avoiding mistakes because we don’t make proper use of what we know
  – Checklists for everyone
  – Shopping lists
  – Protocols
SCIM-C Graphics
Question:
Monitoring/Questioning: What else would I like to find out? What questions do I now need to ask?

Inferencing: What does the source suggest?

Contextualizing: When, why and how was the source produced?

Summarizing: What does the source tell us?

Source description
SCIM Process for Analyzing Sources. Question: CORROBORATION

SIMILARITIES BETWEEN SOURCES: (WHY)

DIFFERENCES BETWEEN SOURCES: (WHY)

ACCUMULATED CONCLUSIONS

ADDITIONAL INFORMATION NEEDED (FILLING GAPS IN YOUR ACCOUNT)
Historical question to be explored

Source ID.

S———Summarizing
What does the source tell us? Just the details… facts…

C———Contextualizing
When, why, how, where was the source produced?

I—Inferring / Inferencing
What does the source suggest? Insights, thoughts…

M———Monitoring
What else would I like to find out? What questions do I now have?
**Our mystery (historical question):** Good detectives clearly state the important question. They ask lots of questions and take good notes about the evidence and their thinking.

**Evidence Title:**

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**When I summarize a piece of evidence, I look closely at the words and pictures.**

**I try to answer these questions:**
- What is the source?
- Who created the source AND why?
- What do I see?
- What do I “hear” by reading the source?

**It sounds like...**
- This source is...
- I noticed a creator’s name...
- I found a title...
- I see...
- When I look VERY closely, I can see...
- The text says...

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**When I contextualize a piece of evidence, I think about what I already know about the time the source was created.**

**I try to answer these questions:**
- When and where was the source made?
- What else do I know about this time?
- What else do I know about this place?
- What do I already know about this person?

**It sounds like...**
- I found a date...
- That was about the time...
- I found a location...
- I recognize this person or name...

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**When I infer, I use what I already know to make educated guesses about what the evidence says “between the lines.”**

**I try to answer these questions:**
- What do I think is happening?
- What does the source suggest?
- What extra clues can I squeeze out of the source?
- What do I think the source tells me about the mystery/historical question?

**It sounds like...**
- I think this means... because...
- This clue tells me...
- I suspect...because...
- When I add these clues together, I think...

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**When I monitor, I tell what I learned from the source and ask more questions about what else I want to know.**

**I try to answer these questions:**
- How does this source help me solve the mystery (answer the question)?
- What am I still not sure about?
- What else would I like to know?
- What extra evidence might be available?

**It sounds like...**
- When I look at all of the clues together, I think...
- One way to answer to the question is...
- I wish I knew...
- I wonder if...
Our mystery (historical question):

| Evidence Title: |

- **When I summarize a piece of evidence**, I look closely at the words and pictures.
- **When I contextualize a piece of evidence**, I think about what I already know about the time the source was created.
- **When I infer**, I use what I already know to make educated guesses about what the evidence says “between the lines.”
- **When I monitor**, I tell what I learned from the source and ask more questions about what else I want to know.
**Case Files**

Great detectives search out multiple pieces of evidence before drawing conclusions about a mystery. When I corroborate, I study the clues for similarities and differences across multiple pieces of evidence.

I try to answer these questions:
- What similarities do I see?
- What differences do I see?
- How do the sources connect together?
- Did any evidence provide a unique perspective?
- What details are important for answering the historical question?

It sounds like...

<table>
<thead>
<tr>
<th>I noticed this in <strong>ALL</strong> of the evidence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I noticed this in <strong>SOME</strong> of the evidence.</td>
</tr>
<tr>
<td>I found these unique clues in one piece of evidence.</td>
</tr>
</tbody>
</table>

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**From the desk of...**

When it's time to answer the important question, detectives write reports to share their answers and solutions. They double check their work to make sure the key details are included and their writing is accurate.

Check your report before you submit it. Mark the box when the answer to each question is yes.

- [ ] Do I include the most important details?
- [ ] Do I say “the evidence suggests” to introduce clues and details?
- [ ] Do I include details that match the important question?
- [ ] Do I say what clues I found in **ALL** or **SOME** of the evidence?
- [ ] Do I include more than one perspective (point of view)?
- [ ] Do I list any additional or new questions that don’t have answers yet?
- [ ] If questioned about my report, can I explain where my solutions came from and why they are important?

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**Thinking About Thinking**

Now we are ready to discuss the Big Idea questions...

- What step in the Inquiry process was easiest? Why?
- What step in the Inquiry process was most challenging? Why?
- Describe a time when you got stuck. What did you do to get moving?
- Do important historical questions have one right answer?
- Why is evidence so important for answering questions about the past?
- How is this work similar and different to the history I read in textbooks?
- How is the work of historians like the work of detectives? Different?
"The Dining of Washington": Using the Chronicling America Historic Newspaper Collection to facilitate the doing of history in a standards-based environment

http://chroniclingamerica.loc.gov/lccn/sn85034438/1901-10-20/ed-1/seq-1/
Old Sam Jones runs and owns
A cafe on Easy Street,
But a coon hangs 'round that he calls down
That will never ever treat.
He likes his gin and will "butt in"
To every argument,
But when Sam's there, he doesn't dare;
He acts much different.
He ain't got nothin', won't do nothing'.
There's nothing he will try,
But humiliates and aggravates

The customers that buy.
'Twas left to Sam, the proprietor man,
To find this darkey out,
And when he did, there was nothing hid.
Everybody heard Sam shout:

CHORUS: "Go way back, and sit down.
Coons in your class are easy found.
You seldom have money. You never treat.
Get in your place and take a back seat.
Go way back and sit down."

http://www.loc.gov/item/ihas.100010731
Words, Elmer Bowman. Music, Al Johns.
Performer: Grace Tysou
Historical question to be explored

Source ID.

S———-Summarizing
What does the source tell us?
Just the details. facts..

C———-Contextualizing
When, why, how, where was the source produced?

I———-Inferring / Inferencing
What does the source suggest?
Insights, thoughts..

M———-Monitoring
What else would I like to find out? What questions do I now have?

Find a partner and SCIM one of the sources that the two of you found.
4. Exploring student activism found in C3 IDMs on the Library of Congress Resources Hub

- How do the sources encourage taking informed action?
- Progression and Growth in ideas
- Brainstorming Possibilities
Inquiry with the Library of Congress Resources Hub: A C3 organizational hub

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<tr>
<th>Title</th>
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<td>Performing Artists Champions of Change by Joyce Mason</td>
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<tr>
<td>The Cherokee Removal by Greg Giardina</td>
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<td>Citizen efforts to change environmental policy in 1918 by Gay Thistle</td>
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<td>Founders and Government by the c3 Development Team</td>
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<td>Freedom and Emancipation by the c3 Development Team</td>
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<td>Jane Addams: Pacifist by Ann Canning</td>
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<td>Abraham Lincoln and Slavery by the c3 Development Team</td>
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<tr>
<td>The Long Civil Rights Movement by John Lee, Ann Canning, and David Hicks</td>
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<td>Pointing their pens: The Middle East Conflict by John Lee</td>
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<td>The National Parks and Olmstead by the c3 Development Team</td>
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<td>Pearl Harbor by the c3 Development Team</td>
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<tr>
<td>Charles Sumner and Preston Brooks by the c3 Development Team</td>
<td>p. 25</td>
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<tr>
<td>The Whiskey Rebellion and the Bill of Rights by Ann Canning and Greg Giardina</td>
<td>p. 27</td>
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</table>
**Taking Informed Action: C3 IDMs**

### IDM BLUEPRINT: Booker T. Washington in the White House

| Taking Informed Action | **UNDERSTAND**<br>Identify events in popular culture and politics today that share characteristics with the President Roosevelt and Booker T. Washington's dinner. **ASSESS**<br>Determine how conditions related to these events have changed or remains the same. **ACTION**<br>Engage in an informed discussion with others about issues of race and race relations today. |

### IDM BLUEPRINT: Performing Artists: Can Music and dance change political opinion?

| Taking Informed Action | **UNDERSTAND**<br>Use the Question Formulation Technique (QFT) uploaded in the Appendices to brainstorm key social justice issues that face the world today. **ASSESS**<br>Determine which of the issues is the most significant. **ACTION**<br>Write a second letter to the rap artist you wrote earlier and outline why you think he or she should write a new rap song about the contemporary social justice issue you selected. |
Taking Informed Action: C3 IDMs

IDM BLUEPRINT: The Cherokee Removal

<table>
<thead>
<tr>
<th>Taking Informed Action</th>
<th>UNDERSTAND ASSESS ACTION</th>
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<tbody>
<tr>
<td></td>
<td>Create a document that identifies, explains, and defends the rights of a minority group whose rights are being denied in order to serve the needs of the majority today. (You can write a letter to a government official, a letter to the editor, create a poster, or write a poem or song or use any medium which will convey your message.)</td>
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</table>

IDM BLUEPRINT: Citizen efforts to change environmental policies in the late 1800s

<table>
<thead>
<tr>
<th>Taking Informed Action</th>
<th>UNDERSTAND</th>
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<tbody>
<tr>
<td></td>
<td>Interview people about their consumer choices not to purchase something because it may cause harm to someone or something.</td>
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<tr>
<td></td>
<td>ASSESS</td>
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<tr>
<td></td>
<td>Consider how you could inform others of the harmful effects of buying certain consumer products.</td>
</tr>
<tr>
<td></td>
<td>ACTION</td>
</tr>
<tr>
<td></td>
<td>Create a poster, flyer, or written announcement to convince others to stop buying a particular product that has harmed someone or something.</td>
</tr>
</tbody>
</table>
Comparing IDMs - Development in Ideas Around Taking Action Over Time -

Cherokee Removal

Create a document that identifies, explains, and defends the rights of a minority group whose rights are being denied in order to serve the needs of the majority today. (You can write a letter to a government official, a letter to the editor, create a poster, or write a poem or song or use any medium which will convey your message.)

Migratory Birds

UNDERSTAND Interview people about their consumer choices not to purchase something because it may cause harm to someone or something. ASSESS Consider how you could inform others of the harmful effects of buying certain consumer products. ACTION Create a poster, flyer, or written announcement to convince others to stop buying a particular product that has harmed someone or something.

David
Let’s Unpack some IDMS

● Review IDMs
● Group Discussion
  ○ Which ones are hard or hidden histories---more challenging -- social justice issues---
  ○ What are the challenges in these IDMs (structure, design, implementation)? How would you change them?
  ○ Which one of these would move your students toward activism or agency?
  ○ How do or would you motivate students to take informed action?
  ○ What do you want Taking Action to really look like for your students?
Questions and Comments