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Can We Get Democracy on the Set? HUAC, Hollywood Ten, and First Amendment

Jeremiah Clabough

The University of Alabama at Birmingham

Abstract

In this article, a unit plan is provided to teach about the Hollywood Ten during the Second Red Scare for the high school civics classroom. Excerpts from *Blacklisted! Hollywood, The Cold War, and the First Amendment* (Brimner, 2018) are used in this article to explore the violation of Hollywood Ten's First Amendment rights. First, I discuss best teaching practices in civic education advocated for in the C3 Framework. Then, the focus of the article shifts to the role of free speech in a democracy. This discussion of free speech sets students up to examine the agency that democratic citizens possess by taking civic action to impact and shape public discourses on issues and events. Finally, an activity is given to examine how the Hollywood Ten's First Amendment rights were violated through HUAC's investigations into potential communist spies in the Hollywood film industry. The steps and resources needed to implement this unit plan are provided.

Keywords: Hollywood Ten; HUAC; civic education; C3 Framework; First Amendment

Americans have not always honored and respected their democratic values and traditions. For example, internment camps for Japanese Americans were created within the United States during World War II out of fear of their potential acts of sabotage (Brugar & Clabough, 2017). Examples like this are why the United States has been a democracy in theory as opposed to reality. Often, U.S. politicians let their fears and personal biases drive public policies. When this occurs, oft-marginalized groups' rights and civil liberties are violated (Hubbard, 2019). One example of this can clearly be seen with how the Hollywood Ten were treated during the Second Red Scare with the investigations by the House Un-American Activities Committee (HUAC).

The aftermath of World War II saw a Second Red Scare in the U.S. with the communist Soviet Union emerging as a global threat. The United States was in a state of hysteria with the potential threat of Soviet spies infiltrating American society, especially in the wake of the Soviet Union acquiring atomic weapons. These events led to witch hunts for communists in the United States (McCullough, 1992). One group targeted was Hollywood actors, producers, and directors (Blackerby, 2016). HUAC called members from Hollywood to testify. Ten screenwriters and directors refused to cooperate with HUAC and objected to the violations of their rights protected under the U.S. Constitution. These individuals included

Alvah Bessie, Herbert Biberman, Lester Cole, Edward Dmytryk, Ring Lardner, Jr., John Howard Lawson, Albert Maltz, Samuel Ornitz, Adrian Scott, and Dalton Trumbo. They were dubbed the Hollywood Ten that were blacklisted from working in the film industry and in some cases also served jail sentences for their actions before HUAC (Doherty, 2019).

In this article, a unit plan is provided to teach about the Hollywood Ten during the Second Red Scare for the high school civics classroom. I utilize excerpts from *Blacklisted! Hollywood, The Cold War, and the First Amendment* (Brimner, 2018) throughout the steps of the unit plan. First, a brief literature review is provided about best practices in civic education advocated for in the C3 Framework. Then, a discussion with the role of free speech in a democracy is given. This discussion of free speech sets students up to examine the agency that democratic citizens have through taking civic action to impact and shape public discourses on issues and events. Finally, a unit plan is provided to explore how the Hollywood Ten's rights were violated through HUAC's investigations. The steps and resources needed to implement this unit plan are given.

Civic Education Envisioned by the C3 Framework for the High School Classroom

The National Council for the Social Studies (NCSS) created its C3 Framework to propose a different vision for the high school civics classroom. The C3 Framework stresses that civic educators should utilize classroom activities and assessments that strengthen their high school students' civic thinking, literacy, and argumentation skills (NCSS, 2013a). This type of teaching is accomplished by students researching open-ended questions and applying their findings to take civic action (Grant, 2013; Levinson & Levine, 2013). Civic thinking skills are designed to help students apply the disciplinary thought processes of political scientists. This means that civic thinking skills are different from historical thinking skills because political scientists ask different questions than historians to examine issues and events (Clabough, 2018; Journell, 2017; Journell, Beeson, & Ayers, 2015). There are many components that go into developing high school students' civic thinking skills. Some of these components are provided in the list below.

1. Researching an issue impacting your local community and constructing and implementing service-learning projects in order to attempt to address that topic.
2. Designing and articulating persuasive arguments in local settings to address the needs of your community.
3. Analyzing examples where people's rights were violated and designing effective strategies to protest these social injustices.

The list above is not exhaustive but is reflective with the type of civic education teaching advocated for in the C3 Framework. One key component of the C3 Framework is addressing social injustices where individuals and groups' rights were violated.

Democratic citizenship is not a passive process (Parker, 2015). The active role of democratic citizens in their government is one component that differentiates the U.S. system of government. Democratic citizens have the agency through their actions to impact and shape public discourses that can change economic, social, cultural, and political institutions (Barton, 2012). This is one of the main reasons that U.S. history is replete with examples of those in power trying to deny oft-marginalized groups their political voices (Meacham, 2018). For this reason, high school civics teachers need to design classroom activities that allow their students to examine these social injustices connected to free speech (Cohen, 2015; Gerstmann, 2018). These classroom activities provide learning opportunities to examine how historical figures have challenged systems of oppression and equip students with the knowledge to take civic action to confront social injustices (Levine, 2012; Levinson, 2012).

Civic action is one of the most powerful tools available to democratic citizens to fight social injustices. Democratic citizens have the ability through their actions to shine light on oppressive systems that attempt to deny them their rights and civil liberties (LeCompte & Blevins, 2015; Levinson, 2014). Through democratic citizens' actions, they can raise awareness to an issue and inspire their fellow citizens to advocate for social change. It is this level of activism required to bring about change in society (Agarwal-Rangnath, 2013; Teitelbaum, 2011). When social injustices are not challenged, people's rights and civil liberties are violated and a system of repression is established that can negatively impact generations of citizens (Hubbard, 2019).

In the next sections, a unit plan is described for how the Hollywood Ten's rights were violated during the Second Red Scare. The activities in the unit plan discussed in the next sections reflect the type of civic education teaching advocated for in the C3 Framework.

Analyzing the Violations of the Hollywood Ten's Rights Protected by the First Amendment

My unit plan to explore the violation of the Hollywood Ten's rights during the Second Red Scare is driven by *Blacklisted* (Brimner, 2018). *Blacklisted* (Brimner, 2018) is a trade book that examines the Hollywood Ten's story as well as how the hysteria and fears about communism led to the violation of people's rights protected under the First Amendment. This trade book contains a lot of rich primary sources about the Hollywood Ten's case in a narrative that is engaging and easy for high school students to follow (Clabough & Wooten, 2016). The narrative of this trade book allows students to contextualize the fear, paranoia, and hysteria within the U.S. during the Second Red Scare about potential communist spies (Clabough & Wooten, 2016). Trade books are meaningful reading assignments that high school civic education teachers can utilize to examine a topic in depth. The teacher starts by

having students read the First Amendment of the U.S. Constitution, which is provided below.

Congress shall make no law respecting an establishment of religion or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

After students read the First Amendment, they work in pairs to answer the following analysis prompt. “What was the Founding Fathers’ goal in creating the First Amendment?”

After students answer this analysis prompt, the teacher brings the class back together for a class discussion. Pairs share their responses through a whole class discussion and add onto their answers based on peers’ comments. Whole class discussions like this allow students to learn from their peers and for the teacher to clarify any student misconceptions about the content material being examined. The teacher asks the following question to extend the class discussion. What activities for democratic citizens are covered under the First Amendment connected to freedom speech? This extension question helps students see the different rights that U.S. citizens have because of the First Amendment. The different amendments in the U.S. Constitution are designed to spell out the freedoms and liberties that democratic citizens can exercise in their daily lives.

After this discussion of the First Amendment, the teacher needs to provide students with background knowledge about why HUAC investigated the Hollywood Ten. To contextualize U.S. society in the Second Red Scare, students in the same pairs as earlier read pages 16 and 17 from *Blacklisted* (Brimner, 2018). These two pages of this trade book do a great job of contextualizing the fear and paranoia during the Second Red Scare. After pairs read these two pages of this trade book, they answer the following two analysis prompts.

1. What was it about communism in the Soviet Union that scared so many Americans? Use evidence from the trade book to support your arguments.

2. What was the mission of HUAC? Use evidence from the trade book to support your arguments.

These two analysis prompts help students grasp the reasons why HUAC was formed in the aftermath of World War II.

After students read these two pages from *Blacklisted* (Brimner, 2018) and answer the two analysis prompts, there is another whole class discussion. Again, whole class discussions foster critical and in-depth discussions of the content material. Students share their responses and add onto their answers based on peers’ comments. This class discussion helps students articulate why HUAC was considered an important government mechanism by some to deal

with potential communist spies. This step will end the first day of the unit focusing on the Hollywood Ten.

During the second day of this unit, the teacher focuses on why HUAC thought that it was important to investigate Hollywood for potential communist spies. Pairs read pages 22 and 23 of *Blacklisted* (Brimner, 2018) for the justification during the time period of investigating Hollywood for potential communist spies. After reading these two pages, they answer the following two analysis prompts.

1. Why does Chairman Thomas argue that Hollywood has a big impact on Americans' lives? Use evidence from the trade book to support your arguments.
2. What evidence is provided for why these figures in Hollywood were justified to be subpoenaed by HUAC? Use evidence from the trade book to support your arguments.

The first analysis prompt helps students grasp why HUAC targeted figures in Hollywood for investigation. The second analysis prompt shows that HUAC did not provide evidence for why people were called to testify before the committee.

After pairs read these two pages and answer the two analysis prompts, there is another class discussion as a whole group. The teacher poses the following extension question. What does the differentiating of witnesses on page 22 of those being “friendly” and “hostile” to HUAC mean? This extension question helps students grasp how HUAC was violating people's rights by accusing individuals of charges with limited to no evidence. The class discussion as a whole group lets students unpack the nuances and layers posed by controversies with the case of the Hollywood Ten.

Blacklisted (Brimner, 2018) does a great job of capturing statements from members of the Hollywood Ten about how the HUAC hearings violated their rights protected under the First Amendment. Pairs can examine some of their statements by first reading the left-hand column of the graphic organizer (see Figure 1. on next page) and then answering the two analysis prompts in the right-hand column. These excerpts allow students to grasp the arguments from members of the Hollywood Ten of how their rights were violated by HUAC. Students are able to use evidence from the excerpts of the trade book to support their arguments (Wineburg, Martin, & Monte-Sano, 2013).

There is a whole class debriefing once students read these excerpts and answer the two analysis prompts in the graphic organizer. Students add onto their responses based on peers' comments. The sharing of students' responses to these two analysis prompts helps them grasp how the mechanisms of the U.S. government can be employed to violate its citizens' rights and civil liberties. The teacher builds on this idea by asking the following extension question. Why are the Hollywood Ten so critical of U.S. politicians' behavior that served on HUAC? This extension question helps students to see how American politicians

serving on HUAC that were claiming to defend the U.S. Constitution were violating the various amendments in this seminal document in order to defend it (Blackerby, 2016). The class discussion as a whole group is important for the teacher to help students understand the abstract concept of how people's actions can lead to the violation of other individuals' rights. This step will end the second day of the unit.

Figure 1.

Excerpts from <i>Blacklisted</i> (Brimner, 2018)	Analysis Prompts
<p>“He (Lawson) then went on the attack, accusing the HUAC of attempting, through its questions, to gain control over the motion picture business and to invade the basic rights of American citizens” (p. 50).</p> <p>“ ‘Now at the age of 39, I am commanded to appear before the House Committee on Un-American Activities. For a full week this committee has encouraged an assortment of well-rehearsed witnesses to testify that I and others are subversive and un-American. It has refused us the opportunity that any pickpocket receives in a magistrate’s court--- the right to cross-examine these witnesses, to refute their testimony, to reveal their motives, their history, and who, exactly, they are’ ” (p. 67).</p> <p>“Maltz once remarked that ‘writers... must be judged by their work and not by the committees they join.’ He maintained that if the HUAC found his work subversive, it wouldn’t be long before they found other work they objected to in newspapers and magazines” (p. 67 and 68).</p>	<p>1. Select one of the excerpts in the column on the left. What is the author’s argument against HUAC’s actions? Use evidence from the excerpt to support your arguments.</p> <p>2. How do HUAC’s actions violate the democratic norms and principles of the United States articulated in the First Amendment? Use evidence to support your arguments.</p>

During the third day of this unit, the economic toll of the violation of the Hollywood Ten’s rights and civil liberties will be explored. Members of the Hollywood Ten were blacklisted within the Hollywood film industry, which made it hard for them to eke out a living. Hollywood companies were hesitant to hire members of the Hollywood Ten out of fear with the negative publicity that this would generate along with further investigations by HUAC. As is often the case, people protesting social injustices often face economic retribution

by those in power to curb their protest efforts (Monreal & Weiser, 2019). The high school civics teacher can use excerpts from *Blacklisted* (Brimner, 2018) for his or her students to explore the negative economic ripple effects of the Hollywood Ten's actions before HUAC.

Students in pairs read the first paragraph on page 134 from *Blacklisted* (Brimner, 2018) to see how the hearings by HUAC impacted Lester Cole, one of the Hollywood Ten. After reading this paragraph, pairs answer the following analysis prompt.

How did being blacklisted as one of the Hollywood Ten negatively impact Lester Cole's economic earnings? Use evidence from the trade book to support your arguments.

This analysis prompt helps students see the ripple effects of the Hollywood Ten's political statements on their abilities to earn a living. In other words, students can grasp how the social studies disciplines are interconnected (Lintner, 2013).

After pairs read this paragraph of the trade book and answer the analysis prompt, there is another class discussion as a whole group. Pairs share their responses to this analysis prompt. The teacher asks the following extension question. "How could the Hollywood Ten take civic action for being blacklisted?" Students may respond that members of the Hollywood Ten could sue Hollywood studios that did not honor their contracts. At this point, the teacher can point out the Hollywood Ten did bring their cases to trials, but almost universally lost their cases in court because judges were hesitant to stand against the testimony in front of HUAC (Brimner, 2018; Doherty, 2019). This step of the activity shows how far the hysteria of being associated with alleged communist spies from the Hollywood Ten reached in American society. This step will end the third day of this unit.

During the fourth day of this unit, students use evidence from primary and secondary sources explored about the Hollywood Ten to complete a writing prompt. Activities from the unit plan prepare students to individually complete one of the following writing activities.

1. There is a famous political cartoon about the ways in which HUAC violated people's rights on page 137 of *Blacklisted* (Brimner, 2018). Students create their own political cartoon about how HUAC violated the Hollywood Ten's rights under the First Amendment. They should also write a half page summary explaining how their political cartoon captures the ways in which the Hollywood Ten's rights under the First Amendment were violated.
2. Students assume the role of a lawyer for one of the Hollywood Ten. They deliver a statement to the press about how his client's First Amendment rights were violated through creating a video using iMovie. The students should draw on the statements from a member of the Hollywood Ten during the HUAC meetings to support their

arguments. The length of this statement to the press should be about a page in length.

3. Students assume the role of a member of the House of Representatives during 1947. They write a speech to be delivered in the House of Representatives to argue against the First Amendment violations that happened during testimony to HUAC. Their speech should be supported by statements during the HUAC testimony. The length of this speech should be about a page in length.

Regardless of the writing prompt selected, students apply knowledge from the steps of the three prior lesson plans in this unit to take civic action to address how the Hollywood Ten's rights protected under the First Amendment were violated. The ability to select from among the three writing prompts allows students to apply their learning strengths to this assignment (Dalton, 2015). Students can write, draw, or talk through these writing prompts, and each of these mediums allows students to demonstrate their content knowledge from this project (Bickford, 2011; Parker & Lo, 2019; VanSledright, 2013). These writing prompts give high school students experience combatting social injustices. The experience gained from this unit helps to prepare high school students to confront and address social injustices as future democratic citizens (NCSS, 2013b).

The days in this unit plan are designed for students to break down the complexities and layers of the Hollywood Ten's testimony before HUAC. On day one, students through whole group discussions articulate the rights that are protected by the First Amendment and examine the context of the Second Red Scare by reading excerpts from *Blacklisted* (Brimner, 2018). Day two explores the reasons why HUAC was fixated on the Hollywood film industry with communist spies and how members of the Hollywood Ten articulated how their rights were violated by reading excerpts from *Blacklisted* (Brimner, 2018) and whole group class discussions. On day three, the economic toll of Hollywood Ten members being blacklisted is explored from reading excerpts from *Blacklisted* (Brimner, 2018) and answering the provided analysis prompt; there is a whole group class discussion where students share their answers to this analysis prompt. Students use all of the evidence from their graphic organizer and analysis prompts from the first three days of this unit to answer the summative assessment on day four. Individually, each student selects one of the three writing prompts and communicates how HUAC violated the First Amendment rights of the Hollywood Ten.

Conclusion

The unit plan in this article allows students to see how the Hollywood Ten's rights protected under the First Amendment were violated by HUAC. It also sets the stage for a follow-up unit on the rise of Joe McCarthy and his accusations against government officials as being communists that led to people's loss of employment and their rights being violated. Students are able to grasp the ripple effects of the Hollywood Ten being blacklisted based on

their testimony. The teacher can draw parallels to a contemporary example of how Collin Kaepernick was blacklisted in a similar manner by NFL teams after his protest of kneeling during the national anthem (Monreal & Weiser, 2019). Students need opportunities to explore issues where people's rights are violated in the high school civics classroom. These learning experiences prepare students for their future responsibilities as democratic citizens, especially since our civics classrooms are one of the few safe spaces that kids have to discuss such issues (Kawashima- Ginsberg & Junco, 2018).

Issues connected to the violation of people's rights are not issues confined to the past. Contemporary Americans and future generations of U.S. citizens will have to face similar issues connected to violations of people's rights. For example, in the aftermath of September 11, 2001, Arab Americans faced an increase in hostility and prejudices from some U.S. citizens that blamed them for the terrorist attacks that claimed the lives of almost three thousand Americans. In a similar vein, Asian Americans are currently facing an increase of racism and prejudice for the coronavirus that Donald Trump labeled as the "Chinese virus." These two examples show how fear, paranoia, and hysteria can inflame some people's dormant prejudices and biases (Stevens, 2020).

However, for the United States to truly represent the democratic norms and traditions that it is supposed to embody, these negative emotions and prejudices have to stay dormant. These negative emotions and prejudices are counter to the democratic norms and traditions of the United States. The democratic norms and values of this country are preserved by how we treat each other and in honoring and respecting the individual rights of our fellow citizens on a daily basis. Therefore, high school civics teachers must equip each generation of future democratic citizens with the analysis skills to research violations of groups' rights protected under the U.S. Constitution. This helps students to recognize the checkered record of the United States in the past of violating people's rights in order to address similar social injustices in the present.

Dr. Jeremiah Clabough is an Associate Professor of Social Science Education at the University of Alabama at Birmingham. He is a former middle and high school social studies teacher. His research interest is focused on strengthening middle and high school students' civic thinking, literacy, and argumentation skills. Dr. Clabough can be reached at jclabou2@uab.edu.

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Escaping East Berlin: A Content Centered Cold War Activity

Jeffrey M. Byford^a and Alisha Milam^a

^aThe University of Memphis

Abstract

This content analysis presents an example of how Robert Stahl's negotiation activity approach can promote decision-making in the social studies classroom. The effects of the activity on students' ability to decide on various methods to escape East Berlin. The students' choices and class discussion on how to relate Cold War activities suggested that students postulated potential strengths and weaknesses for each escape method.

Key Words: Cold War, communism, religious negotiation, content-centered learning, East Berlin, Berlin Wall

November 2021 marks the 32nd anniversary of the opening of the Berlin Wall. From 1961 to 1989, the Wall served as a social, economic, and political lightning rod between East and West Germany. The Wall was officially designed as an 'anti-fascist' barrier to shield East Germans from Western ideology. In its many adaptations, the Wall was intended to constrain travel and communications with West Berlin and eliminate talented and skilled workers leaving East Germany. Considered an iconic landmark throughout the Cold War, the Berlin Wall is marginalized in the history curriculum and content standards. In an era of high-stakes testing and pacing instructional guides for teachers with few student-centered activities, the relegation of historic Cold War periods and events receive minimal coverage. Instead, such periods are reduced to little consideration or historical scrutiny, constituted to unremarkable readings, passive worksheets, often resulting in little to no student interaction or in-depth analysis (Rapoport, 2006; White, 1994). As a current and former social studies teacher, we often found that students often depreciated the contentious relationship between the world's two superpowers roles in a divided Berlin. The result suggested students could not associate and comprehend most events beyond the knowledge comprehension level. To increase students' understanding of the Berlin Wall and East and West Berlin's division, we implemented the content-centered learning approach. By investigating the Berlin Wall, students could research, analyze, and prioritize escape routes to West Berlin.

For this activity, the lesson 'Escaping East Berlin' was designed to investigate East Germans' various escape attempts and operations to escape the East German communist state. Students, incorporating the four phases of thinking and decision-making, analyzed, evaluated, and prioritized a negotiation content-centered activity that required students to

determine the most feasible methods to escape over, across, and under the Berlin Wall. Such an activity encouraged students to confront three fundamental questions. Should a government have the right to build a fortified wall to prevent its citizens from entering or leaving against their own free will? When does a government have the right to spy and collect information on its citizens? When do individual liberties and freedoms outweigh a government's power for national security and control?

Historical Background of the Berlin Wall

In the 1950s, East German Communist Party officials were growing concerned with East Berliners' permanent departure to West Berlin. Estimates suggest that between 100,000 to 150,000 East Berliners crossed the virtual border between East and West Berlin, never returning each year, effectively draining the East Berlin of talented and skilled workers and their income. West Berlin served as a severe economic threat to East Berlin and East Germany (Fritz, 2009). While an estimated 12,000 – 13,000 West Berliners worked in East Berlin, nearly 57,000 East Germans worked in and smuggled goods to West Berlin daily to serve West Germany's consumer needs. In the communist government's eyes, East Berliners leaving and even working in West Berlin was an economic nightmare. East Berliners working in West Berlin slowly drained East Germany's socialized healthcare system and education with critical tax dollars benefiting the West Berlin economy. In all, some 1.6 million skilled East Germans left East Germany via West Berlin, creating a vacuum of skilled labor before the first-generation Wall was erected in August 1961.

On Sunday, August 13, 1961, under the East German Communist Party's direction, 10,000-armed East German border guards began closing border crossings to include street, river crossings, selected train stations, and communications to the West. Four weeks after the barbed wire was erected, the East German government authorized the use of border troops to be permanently stationed to protect East Berlin. Such border troops fell under the Defense Ministry's authority and received battle tanks, machine guns, and war weapons to intimidate East Berliners. To combat low morale and maintain a proper defense readiness, border guards received "ideological encouragement" from the government in addition to specially placed Stasi or secret police agents acting as border guards (Flemming, 2009).

For those desperate enough to risk possible death or imprisonment, the idea of escaping East Berlin was both a dream and a reality. In 1961, the Berlin Wall consisted of barbed wire and concrete blocks. Fleeing by creeping under the barbed wire, climbing over the Wall, or even ramming fortifications with a vehicle quickly came to an end. Most, if not all, who tried to escape failed. According to Border Guard reports, of the 4596 known escape attempts, 3984 or 87%, could not reach the first barrier (Flemming, 2009). Because of this, tunnel operations were the most common method of escape. Since sewage and water systems were sealed with thorough welds of all maintenance hole covers, the tunnel method was dangerous. Professional 'helpers' had more reliable and more straightforward escape methods through vehicles or foreign passports. While fleeing by car would be the logical selection,

failed attempts provided both border guards and secret police agents detailed examples of hidden compartments used to intensify the border. The Ministry for State Security effectively infiltrated agents and unofficial informers into escape groups and their helpers. Captured helpers and alleged escapees faced years of imprisonment, with information gained through creative interrogation techniques providing detailed future escapes and tactics. The result led to the second and third-generation construction and fortification of the Berlin Wall, which added the various obstacles along the border zone.

The Four Phases of Values Decision-Making

The concept of asking students to analyze, evaluate, and derive a values-based conclusion is not a new concept in social studies education. Moral/value dilemmas originated as early as the 1960s with the Harvard Social Studies Project, which provided students with an eclectic arrangement of authentic and fictional case studies of historical events to teach students to analyze scenarios before making independent decisions that may lead to adverse long-term effects and desirable outcomes (Byford & Russell, 2006). The Harvard Social Studies Project intended to involve students as more than passive spectators, but more thinking, acting participants in history and modern life. The Harvard Project did not provide ready-made, right or wrong answers to social and historical problems. Instead, it challenged students to develop their positions and resolve conflicting views faced in society (Levin, Newmann, & Oliver, 1969). As with all New Social Studies era projects, they eventually were relegated to cabinets and storage closets to collect dust, with few teachers devoted to projects' pedagogical ideals. Like other projects, the Harvard Project eventually faded from prominence; elements of project materials sparingly remained in isolated classrooms.

Expanding on a values-based curriculum derived from various New Social Studies projects, progressive social studies scholar Shirley Engle called for the social studies curriculum to incorporate and embrace decision-making as a method to promote useful citizenship. According to Engle (1960), "decision-making requires more than mere knowledge of facts, and principles; it requires a weighing and balance, a synthesizing of all available information and values" (p.301). Engle maintained the purpose and quality of the social studies instruction is to educate for citizenship. Such education for citizenship involved students becoming active agents of change by studying significant problems, analyzing interpretations, difficulties, and modern implications of historical, social, and political issues facing society. Engle's rebuff of traditional rote-memorization and trivial facts were discouraged. Instead, the teacher's role is to lead the student through the decision-making process and provide support as they apply their understanding of the issue or problem while going beyond the textbook and analyze and debate multiple sources of data firsthand. However, as the 1970s ushered in a new outlook on traditional educational reforms, terms such as cooperative learning, values education, and decision-making remained famous buzz words, despite limited yet practical classroom resources.

As early as 1973, two social scientists, J. Doyle Casteel and Robert J. Stahl began an in-

depth analysis of values-decision-making activities and the decision-making phases students encounter as they develop a framework of understanding and reasoning. Coined content-centered learning activities focused on attaining values clarification and/or moral development goals. Stahl (1979) indicated students must engage in four phases of thinking during values/moral classroom instruction: conceptual, relational, valuation, and reflective. Such steps embedded into unique decision-making strategies provided social studies teachers with subject matter-centered materials that enhanced content comprehension while aiding students in inquiring decision-making, valuing, and moral reasoning skills.

Casteel and Stahl (1997) maintained that students who encounter values-based activities encounter four distinct phases of decision-making as they investigate and formulate which decisions are needed. Decision-making activities concerning content-specific materials are designed to cultivate student use of conceptual, relational, moral-reasoning, and reflective thinking. Students explore both individually and in small groups moral dilemmas associated with social science-based content and incorporate the four phases of thought before they are determined.

The first stage of thinking and decision-making occurs at the conceptual level. The conceptual stage emphasizes student comprehension as they address explanatory questions of who? where? when? what? how much? and how many apply. When moral issues or problems are examined, and decisions are considered, there is a focus on moralization. Students use descriptive language patterns during the conceptual phase to indicate their understanding of the situation, problem, or dilemma. In doing so, they identify the nature of the problem or dilemma to include specific moral issues and substances involved. According to Stahl (1979), students who engage with conceptual thinking answer such questions: What does this mean? What is your interpretation of the situation or events? What data is known? And what are some of the relevant attributes, characteristics, or features discussed? Such questions assist in the early steps toward deciding on potential objects, situations, and problems examined.

The second stage of thinking and decision-making occurs at the relational level. This phase focuses on methods and approaches the classroom teacher may help students engage in moral reasoning behaviors within the subject matter's context and content. The relational phase emphasizes applying and analyzing information from the activity and course material. In turn, the application and analysis of data and material encourage synthesis between the two elements, resulting in integrating previously learned material with new meanings and concepts (Casteel & Stahl, 1997; Stahl, 1995). Students attempt to connect their conceptualization of morality to the ideas, content, images, and understandings of the issue at hand during the relational phase.

The moral-reasoning stage, or third phase, occurs when students engage in moral reasoning. Students employ moral criteria to consider and select which consequences they desire to attain or protect. This includes students considering which measures are used and how the requirements are applied, which policy will and should be followed, which situations are considered moral, and which courses of actions are implemented. Students utilize ethical

criteria in potential decisions or judgments during the moral-reasoning phase. Students consider the consequences of moral judgment in addition to the legitimacy of such effects. During this phase of thinking, the students might enlighten their decision-making with questions as if placed in this dilemma, what course of action would one take? What results should be expected if the first or second alternatives are selected?

The final reflective phase occurs when the other stages are presumed complete. The reflective phase is designed to enable students to examine the consistency of how they used moral criteria and how they made moral judgments through a declaration or public statement of the final decision and the rationales for having arrived at the situation. According to Casteel and Stahl (1997), “under optimum conditions, this phase of thinking also embraces careful reconsideration and reprocessing of one’s ideas, information, and beliefs” (p. 18).

Content-Centered Learning

Postulating the four phases of values decision-making is the cornerstone of content-centered learning. According to Stahl (1979), the assertion of content-centered learning is the support and development of students to attain both values clarification and moral development in the social studies classroom. Indicatively, values clarification refers to desired patterns of students’ statements, which measures engagement in comprehending, conceptualizing, and clarifying values. To cultivate both values clarification and moral development, content-centered learning is brief to one of the following five categories of dilemmas. First, there is a neutral issue or context that people may react or consider in terms of some value or moral belief. Second, a value or moral issue is present, which could be viewed in its highest forms. Third, a value or moral issue conflicts with another value or moral issue in a problem-solving situation. Fourth, a value or moral issue is present that causes conflict that allows for two or more possible choices. Fifth, a problem is present where two or more values or moral dilemmas are suitable and may conflict (Casteel & Stahl, 1997).

Stahl, Corbett, and Gasche (1978), content-centered activities emanate from either a situation or event found in social studies content in conjunction with one or more of the five types of dilemmas. Once an event or controversial element is identified, the teacher may select from five distinct decision-making formats students can utilize with values-based or moral dilemmas. Such strategies enable students to solve conflict, problem-solving, and decision-making. In the end, the rank-order, force-choice, negotiation, invention, and exploration strategies impart higher-order thinking possibilities for students and unique opportunities to foster critical pedagogy provided the given context, conditions, and specific needs of the situation (Stahl, 1995).

Designing the Negotiation Activity

Considering the four phases of decision-making and notions of content-centered learning and the authoritarian control over East German citizens, the authors decided to

incorporate the negotiation decision-making strategy. The negotiation strategy, according to Casteel and Stahl (1997), is designed “to help students develop ways to make decisions where they must surrender one group of options to obtain a group of options they value more highly” (p.139). Furthermore, the negotiation strategy provides students with various situations where individuals must accept unwanted iniquity to avoid possible despair. The negotiation strategy consists of four essential elements. First, a story provides a context where either an individual or group confronts the need to select highly valued options. Second, a list of nine or more options from which a student or group must choose the third of available options most preferred and the third of opportunities surrendered. Third, a decision sheet in which a student or group records both preferred and undesired options ensures the first group of options is obtained. Fourth, a series of questions indicates the type of questions raised during the follow-up discussion.

Individual and group decision sheets provide students with a structure to complete the final decision tasks. Decision sheets aid students to engage in a conscious examination of the basis for their choices' actions, and consequences. Students often are instructed to list the positive effects of their preferred options and adverse effects that might result from the options rejected. When a student or group has completed the decision sheets provided, they have generalized that three options are best and three are less desirable. Students or group members list probable consequences from each of these decisions.

Procedure and Preparation for the Teacher

For the Teacher

Teaching about Cold War events is often difficult. When teaching events associated with the Cold War, episodes such as the Berlin Airlift, Cuban Missile Crisis, and the Berlin Wall fall are sparingly covered. This negotiation activity provides students with a decision-laden dilemma and various recorded escape options many East Germans utilized to flee to West Berlin. This lesson is to expand and broaden students' collaborative skills and increase their decision-making by using characteristics expected in the four phases of decision-making.

Step One: Introduction

Set the negotiation activity in the context of what is studied and establishing a purpose. To set the stage for the activity, the teacher should introduce students to Germany's post-war division and establish occupational zones by the United States, Soviet Union, England, and France to discuss the diametrically opposing economic and political systems for West and East Germany. In addition, a brief discussion of the East German government's rationale for the wall provides students with a conceptual framework before the implementation of the activity.

Step Two: Negotiation Activity Distributed

Students examine the negotiation activity individually or in small groups with critical questions of power and authority, human rights and escape operations posed, active participation with students explaining and analyzing possible action choices. Provide students

with a personal decision sheet (appendix A) or a group decision sheet (appendix B). Students evaluate a list of escape plans used by East Germans to escape to West Berlin, either individually or in groups. Each escape attempt dealt with unique escape operations and potential pitfalls from capture, death, secret police operations, or informants. Instruct the class on a designated time limit (determined by the teacher) to analyze, evaluate, and prioritize potential escape strategies.

Step Three: Comprehension Development

The student synthesizes and evaluates the information provided. Provide an opportunity for students to assess each escape plan and then have the individual student or groups assign and justify the three best escape plans with the highest probability of success and three methods with the lowest likelihood of success. Students must determine the relevance, practicality, and feasibility of each escape operation and the ability to defend their decisions.

Step Four: Reinforcement / Extension

Students transfer the learning of the topic with questions for review and reflection. Inform each student or group to identify and explain the top three options while defending their rationale for each choice. Moreover, students will answer individually or in groups while taking part in a class discussion or provide a written justification for review and reflection. The teacher may ask the following questions. Why should government organizations like the East Germans have the right and power to restrict their citizens from travel forcibly? When does a government have the right to gather information and spy on its citizens based on national security? How is it appropriate for a country to build barriers to restrict travel in the name of national security? What is greater importance: living in an oppressive government or risking one's life for freedom and prosperity? What criteria did you or your group use in evaluating the importance, value, and effectiveness of each option?

Teacher-led questions are viewed as both tools of creation using students' everyday knowledge and historical context of the past and how historical events potentially have implications in modern society. According to Wright-Maley (2015), teachers who incorporate simulation qualities were significantly more likely to include value and engage in critical inquiry with their students than content acquisition alone through role-playing. The activity role-plays, combined with a standard negotiation format and open-ended responses, provided students with historically accurate selections/actions. Such a dilemma encouraged students to become active participants whose actions or decisions directly influence the outcome.

For the Student

The date is May 15, 1980. The location: East Berlin. Situation: You, along with your friends, are citizens of the German Democratic Republic (East Germany) and live in East Berlin. However, there is nothing "democratic" about the oppressive, communist government. Since your country's birth in 1948 from Russian occupation, your government has become increasingly paranoid about its citizens leaving for the West. The Berlin Wall has significantly reduced your fellow East Germans from traveling to West Berlin. The East German secret police (Stasi) are ruthless in both spying on East Germany's citizens and how they "obtain"

information. Stasi infiltration into every aspect of East German life is guaranteed.

The communist city you live in is marginal compared to your fellow Germans living in West Berlin. Often, when you and your friends walk beside the wall separating the two cities, you can hear and occasionally see the fast-paced lifestyles of West Berlin. This sense of freedom, along with the recent arrests of several friends by the secret police, has only fueled your desire to escape to a better life. With this passion also comes fear. The secret police have infiltrated social and political groups to gather information on all citizens. Since the wall's initial construction in 1961, over one hundred East Germans have died trying to escape. Rumors suggest that some have survived, while others caught disappear. Successfully escaping comes with consequences. When and if you and your friends escape to West Berlin, the secret police and other government officials will act swiftly when you fail to report to your assigned jobs the following day and arrest your family and remaining friends. Later that evening, you sit down in your apartment to examine possible escape scenarios.

Student Options

Option A: Ultralight Escape. With the help of relatives living in West Berlin, you receive what you believe is a coded message to be picked up early on a weekend morning. To confuse East German border guards, your relatives glue the red star symbol of the Soviet Union on each wing. Your relative also wears an army coat with red stars on the helmet. The hope is to confuse East German border guards into not firing upon the ultralight. You are to position yourself in a large group of bushes near a long open stretch in an East German park in the early morning. The goal is for your relative to fly the small twin-engine ultralight at 300 ft. using the city glow and pre-dawn light to navigate. Once the plane lands, you dash from your hiding place and jump in the empty seat.

Option B: Homebuilt Hot Air Balloon. Buying all materials from various local stores, you purchase goods over months. If confronted by government officials, you indicate purchases of fabric are to make sails for the local boat club. Construction of the balloon takes two weeks to sew a balloon-shaped leg 15 meters (49 feet) wide by 20 meters (66 feet) long on a 40-year-old manually operated sewing machine. Basket assembly is made from an iron frame, wood floor with a clothesline around the sides' perimeter. The burner uses two bottles of liquid propane household gas. The balloon is estimated to carry up to three small adults. No testing has occurred.

Option C: Escape by Train. You know a person who has a friend that works for the city train system. You do not personally know the train conductor. The train conductor indicates he knows of a small portion of track running from an East Berlin suburb into West Berlin. This track is rarely used to deliver official government goods and purchases to West Berlin. The object of escape is to take the train and ram lightly fortified barriers until on West Berlin soil.

Option D: Stolen Armored Vehicle. Using a military armored car, you will attempt to ram through a lightly defended Wall section. After several weeks of observation, you observe the border guard schedules and shift changes. Before each shift change, specific armored

military cars are rotated from the Wall for refueling. The goal is to distract guards from the car while refueling and drive the vehicle into the concrete wall and climb the barbed wire fence before border guards can react.

Option E: Scaling the Wall. One of your close friends has a house close to the Wall. Each night he records the shift changes and behaviors of border guards. You wait for heavy rainfall in the hope border guards are less suspicious. Dressed in all white to better blend into the wall, you and your friends take a ladder and scale the wall. It would help if you avoided several trip wires and barbed wire fences without detection before reaching the smaller outer wall. You must then use the ladder and scale the lower partition to freedom.

Option F: By Zip Line. Recently, your cousin defected to West Berlin. He has indicated through a letter; he is willing to help you and your friends escape using a homemade zip line. You and your friends train up in archery and find the tallest building overlooking West Berlin. The plan is to sneak into the attic while shooting a cable over the Wall using a bow and arrow. Your cousin will wait on the other side and fasten the wire to his car. With a metal pulley, you ride to the Wall to freedom.

Option G: Digging a Tunnel. You are friends with a factory worker. He is employed at approximately 360 feet (one football field) from the border wall. While it might take time, you and your friends begin to dig a small tunnel towards the wall. It would be best if you avoided the secret police and sensitive listening devices designed to detect digging along the border. The secret police often cave in suspected escape tunnels with construction equipment. With luck, you tunnel to the other side.

Option H: Bulletproof Bulldozer. To maintain a clean area around the wall, border guards used bulldozers with protective armor to move grass, weeds, and unwanted trees. You steal the bulldozer in the middle of the night and drive it through a fenced area along the border. In doing so, you hope to avoid being shot by border patrol guards and avoiding vehicle mines.

Option I: The Trojan Cow. A relative in West Berlin can smuggle one person at a time out of East Berlin using a life-size model of a cow with a hollowed belly. The relative moves back and forth from West to East Berlin, crossing at different checkpoints. If stopped by border guards, the relative describes the cow as a decorative display item used in-store promotion. There is only room for one individual.

Conclusion

It is hoped that student responses demonstrate empathy through the decision-making and role-playing processes. According to Boddington (1980), most classroom activities and assessments are modeled upon the “imagine you were...” The question, which lends insight and recognition to one or more points of view to a historical event. According to Wineburg (2001), such empathy, in conjunction with historical reasoning, may contribute to students' decision-making. Students conceivably imagined themselves in the unlikely situation through central facts, events, and possible outcomes. Thus, while students establish possible escape

methods on their understanding of the now, the hope students are more likely to recognize such an event in perspective. Alternatively, student responses provide problem-solving strategies based on either a limited or expansive understanding of history. Rather than empathizing with those facing the dilemma, students contextualize the dilemma based on personalization or preferences.

While this activity may be considered a small glimpse of students' perceptions of a significant Cold War event, this activity was undertaken to develop a potential way to further student participation in implementing active learning while studying Cold War materials. Additionally, students may or may not evaluate all the positive or negative possibilities with each escape plan when given a sequential list of outcomes. However, students tried to connect with a prior reference frame to prioritize from most to least significant or internalize an escape to West Berlin solely from a personal standpoint. In high-stakes classrooms, student thinking is often minimized to the testable content, allowing little or no classroom time to be afforded to situations like those found in this negotiation activity. Methods of this nature require students to think and categorize, evaluating specific options.

Dr. Jeffrey M. Byford is a professor of social studies education at the University of Memphis. His research interest includes Cold War education and curriculum design.

Alisha Milam is a graduate student at the University of Memphis. Her research interests include critical inquiry and curriculum design within social studies education.

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Appendix A

Escaping East Berlin – Personal Decision Sheet

Directions: For purposes of this exercise, you are to assume the following conditions are real.

Your Dilemma: The date is May 15, 1980. You are citizens of the German Democratic Republic (East Germany) and your friends. However, there is nothing “democratic” about the oppressive, communist government. Since your country’s birth in 1948 from Russian occupation, your government has become increasingly paranoid about its citizens leaving for the West. The Berlin Wall has significantly reduced your fellow East Germans from traveling to West Berlin. The East German secret police (Stasi) are ruthless in both spying on East Germany’s citizens and how they “obtain” information. Stasi infiltration into every aspect of East German life is guaranteed.

The communist city you live in is marginal compared to your fellow Germans living in West Berlin. Often, when you and your friends walk beside the wall separating the two cities, you can hear and occasionally see the fast-paced lifestyles of West Berlin. This sense of freedom, along with the recent arrests of several friends by the secret police, has only fueled your desire to escape to a better life. With this passion also comes fear. The secret police have infiltrated social and political groups to gather information on all citizens. Since the wall’s initial construction in 1961, over one hundred East Germans have died trying to escape. Rumors suggest that some have survived, while others caught just disappear. Successfully escaping comes with consequences. When and if you and

your friends escape to West Berlin, the secret police and other government officials will act swiftly when you fail to report to your assigned jobs the following day and arrest your family and remaining friends.

Later that evening, you sit down in your apartment to examine possible escape scenarios.

Ultralight Escape. With the help of relatives living in West Berlin, you receive what you believe is a coded message to be picked up early on a weekend morning. To confuse East German borderguards, your relatives glue the red star symbol of the Soviet Union on each wing. Your relative also wears an army coat with red stars on the helmet. The hope is to confuse East German borderguards into not firing upon the ultralight. You are to position yourself in a large group of bushes near a long open stretch in an East German park in the early morning. The goal is for your relative to fly the small twin-engine ultralight at 300 ft. using the city glow and pre-dawn light to navigate. Once the plane lands, you dash from your hiding place and jump in the empty seat.

Homebuilt Hot Air Balloon. Buying all materials from various local stores, you purchase goods over months. If confronted by government officials, you indicate purchases of fabric are to make sails for the local boat club. Construction of the balloon takes two weeks to sew a balloon-shaped leg 15 meters (49 feet) wide by 20 meters (66 feet) long on a 40-year-old manually operated sewing machine. Basket assembly is made from an iron frame, wood floor with a clothesline around the sides' perimeter. The burner uses two bottles of liquid propane household gas. The balloon is estimated to carry up to three small adults. No testing has occurred.

Escape by Train. You know a person who has a friend that works for the city train system. You do not personally know the train conductor. The train conductor indicates he knows of a small portion of track running from an East Berlin suburb into West Berlin. This track is rarely used to deliver official government goods and purchases to West Berlin. The object of escape is to take the train and ram lightly fortified barriers until on West Berlin soil.

Stolen Armored Vehicle. Using a military armored car, you will attempt to ram through a lightly defended Wall section. After several weeks of observation, you observe the border guard schedules and shift changes. Before each shift change, specific armored military cars are rotated from the Wall for refueling. The goal is to distract guards from the car while refueling and drive the vehicle into the concrete wall and climb the barbed wire fence before border guards can react.

Scaling the Wall. One of your close friends has a house close to the Wall. Each night he records the shift changes and behaviors of border guards. You wait for heavy rainfall in the hope border guards are less suspicious. Dressed in all white to better blend into the wall, you and your friends take a ladder and scale the wall. It would help if you avoided several trip wires and barbed wire fences without detection before reaching the smaller outer wall. You must then use the ladder and scale the lower partition to freedom.

By Zip Line. Recently, your cousin defected to West Berlin. He has indicated through a letter; he is willing to help you and your friends escape using a homemade zip line. You and your friends train up in archery and find the tallest building overlooking West Berlin. The plan is to sneak into the attic while shooting a cable over the Wall using a bow and arrow. Your cousin will wait on the other side and fasten the wire to his car. With a metal pulley, you ride to the Wall to freedom.

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Bulletproof Bulldozer. To maintain a clean area around the wall, border guards used bulldozers

with protective armor to move grass, weeds, and unwanted trees. You steal the bulldozer in the middle of the night and drive it through a fenced area along the border. In doing so, you hope to avoid being shot by border patrol guards and avoiding vehicle mines.

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Directions: On the lines below, record your decision for each statement. Remember, you are considering each possible escape attempt to better your life in the West.

1. The three escape plans that should be assigned the *highest probability* of success are:
 - A)
 - B)
 - C)

2. The three most important reasons why these three escape plans were selected as being the *most effective* for immediate implementation are:
 - A)
 - B)
 - C)

3. The results of these escape plans that I would hope for are:

4. The three escape plans that should be assigned the *lowest probability* are:
 - A)
 - B)
 - C)

5. The three most important reasons why these three escape plans are considered *least effective* of all the methods are:
 - A)
 - B)
 - C)

(Appendix B)

Escaping East Berlin – Group Decision Sheet

Directions: For purposes of this exercise, you are to assume the following conditions are real.

Your Dilemma: The date is May 15, 1980. You are citizens of the German Democratic Republic (East Germany) and your friends. However, there is nothing “democratic” about the oppressive, communist government. Since your country’s birth in 1948 from Russian occupation, your government has become increasingly paranoid about its citizens leaving for the West. The Berlin Wall has significantly reduced your fellow East Germans from traveling to West Berlin. The East German secret police (Stasi) are ruthless in both spying on East Germany's citizens and how they “obtain” information. Stasi infiltration into every aspect of East German life is guaranteed.

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consequences. When and if you and your friends escape to West Berlin, the secret police and other government officials will act swiftly when you fail to report to your assigned jobs the following day and arrest your family and remaining friends.

Later that evening, your group sits down in your apartment to examine possible escape scenarios.

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Stolen Armored Vehicle. Using a military armored car, you will attempt to ram through a lightly defended Wall section. After several weeks of observation, you observe the border guard schedules and shift changes. Before each shift change, specific armored military cars are rotated from the Wall for refueling. The goal is to distract guards from the car while refueling and drive the vehicle into the concrete wall and climb the barbed wire fence before border guards can react.

Scaling the Wall. One of your close friends has a house close to the Wall. Each night he records the shift changes and behaviors of border guards. You wait for heavy rainfall in the hope border guards are less suspicious. Dressed in all white to better blend into the wall, you and your friend stake a ladder and scale the wall. It would help if you avoided several tripwires and barbed wire fences without detection before reaching the smaller outer wall. You must then use the ladder and scale the lower partition to freedom.

By Zip Line: Recently, your cousin defected to West Berlin. He has indicated through a letter; he is willing to help you and your friends escape using a homemade zip line. You and your friends train up in archery and find the tallest building overlooking West Berlin. The plan is to sneak into the attic while shooting a cable over the Wall using a bow and arrow. Your cousin will wait on the other side and fasten the wire to his car. With a metal pulley, you ride to the Wall to freedom.

Digging a Tunnel: You are friends with a factory worker. He is employed at approximately 360 feet (one football field) from the border wall. While it might take time, you and your friends begin to dig a small tunnel towards the wall. It would be best if you avoided the secret police and sensitive listening devices designed to detect digging along the border. The secret police often cave in suspected escape tunnels with construction equipment. With luck, you tunnel to the other side.

Bulletproof Bulldozer: To maintain a clean area around the wall, border guards used bulldozers with protective armor to move grass, weeds, and unwanted trees. You steal the bulldozer in the middle of the night and drive it through a fenced area along the border. In doing so, you hope to avoid being shot by border patrol guards and avoiding vehicle mines.

The Trojan Cow: A relative in West Berlin can smuggle one person at a time out of East Berlin using a life-size model of a cow with a hollowed belly. The relative moves back and forth from West to East Berlin, crossing at different checkpoints. If stopped by border guards, the relative describes the cow as a decorative display item used in-store promotion. There is only room for one individual.

Directions: On the lines below, record your decision for each statement. Remember, your group is considering each possible escape attempt to better your life in the West.

1. The three escape plans that should be assigned the *highest probability* of success are:
 - A)
 - B)
 - C)

2. The three most important reasons why these three escape plans were selected as being the *most effective* for immediate implementation are:
 - A)
 - B)
 - C)

3. The results of these escape plans that we would hope for are:

4. The three escape plans that should be assigned the *lowest probability* are:
 - A)
 - B)
 - C)

5. The three most important reasons why these three escape plans are considered *least effective* of all the methods are:
 - A)
 - B)
 - C)

Questions for Review and Reflection

Suggested follow-up questions to focus and guide inquiry, reflection, and learning.

1. What is the major problem(s) the group had to resolve or overcome in this situation?
2. What is the significant difference between your best plan escape plan and your worst escape plan?
3. Assuming the situation was real, how would you feel knowing friends and family left behind would be arrested?

Get in their Heads: Historical Perspective Taking Activities for American History Classes

William Gary Cole

Middle Georgia State University

Abstract

This pedagogical article advocates for the use of historical perspective taking activities as teaching methods to encourage student inquiry and engagement. The author describes two activities designed to help students see history through the eyes of the people who lived it. The Historical Craigslist Ads activity asks students to think deeply about historical figures and to create digital advertisements for items they might offer for sale on “Historical Craigslist.” The Historical Letters of Recommendation activity encourages students to imagine themselves as historical figures making recommendations for their friends, contemporaries, and enemies. These fun and engrossing activities provide unique methods for teaching historical concepts in a context that creates the perfect opportunity to examine issues such as social justice and democratic education.

Key words: historical perspective taking, creative social studies methods, history-teaching methods, activities for social studies classes

After several years in the classroom teaching American History, I found myself in a quandary. State standards were evolving, and I needed activities that allowed me to teach my students specific historical concepts while also developing thinking skills. I refused to abandon, however, my personal dedication to using my classes to advance the ideas of democracy, social justice, and tolerance.

As I sorted through the prevailing thought in social studies research, I came across the idea of historical perspective taking. Defined by Lee and Ashby (2001) as a teaching technique that encourages students to place themselves in historical situations, historical perspective taking seemed to offer an opportunity to combine all these ideas into fun, engaging, inquiry-based activities. Over the next few years, I worked to create classroom assignments and projects that asked students to step into the shoes of the people who lived history. These activities changed my teaching and helped my students learn in exciting new ways.

Context

Historical perspective taking is not a new concept in Social Studies education. For many years, researchers and practitioners have utilized and refined a diverse array of specific pedagogical methods and teaching activities that are designed to encourage students to better see history through the eyes of the people who lived it (DeLeur, van Boxtel, & Wilschut, 2015).

These endeavors have established the usefulness of this concept to modern practitioners and identified subtle nuances that may lead to more targeted outcomes.

Though the activities themselves are as varied as the teachers who employ them, the benefits of perspective taking have been well established by educational researchers and experts. Lemisko (2010) advocated perspective taking as a means to foster historical thinking, critical reconstruction of the past, and understanding of the complex historical contexts in which people lived. Pellegrino, Lee, and D’Erizans (2012) promoted perspective taking activities’ abilities to encourage students to debate, deliberate, and grapple with complex historical situations. Additionally, perspective taking activities have been shown to help students become more socially aware and to improve student attitudes toward marginalized groups (Rios, Trent, and Castaneda, 2003; Vescio, Sechrist, & Paolucci, 2003).

The use of historical perspective taking activities in class has been shown to result in students writing with more emotion, acknowledging both sides in a conflict, and including more elaborate narration in their writing (DeLeur, van Boxtel, & Wilschut, 2017). Sandahl (2020) reported on the ability of perspective taking activities to increase students’ understanding of viewpoints other than their own, and to improve student engagement. Additionally, Lemisko (2010) reported that historical perspective taking activities can spark conversations among students about beliefs and values, serve as entry points to debate complex and difficult topics, and provoke interesting questions.

An important study by DeLeur, van Boxtel, and Wilschut (2015) identified a subtle nuance of this concept that had yet to be brought to light. By studying the perspective-taking activities advocated by a variety of history textbooks, the researchers were able to identify two categories into which these types of activities may fall: “imagining in” and “supposing in”. Imagining in activities ask students to use their mind’s eye to put themselves in the places of historical characters and complete activities as if they are in the time period being studied. Supposing in activities do not require students to imagine themselves in history. Instead, these activities ask learners to describe the feelings, thoughts, and actions of people of the past. Since the activities below ask students to employ their imaginations in meaningful ways, both would fall squarely within the realm of “imagining in” tasks.

Relation to National and State Standards

The activities described in this article satisfy the requirements of a wide variety of state and national standards. The C3 Framework of the National Council of the Social Studies (2013) specifically refers to perspective taking as a point of emphasis, and calls for students to learn skills and mindsets that can be meaningfully developed utilizing the activities below. Some of the C3 Framework standards to which these activities relate are:

- D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
- D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

- D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives
- D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past

The Kentucky Academic Standards for Social Studies in high school US History (2019) hold enormous potential for the application of the perspective taking activities below. With very little modification, the Historical Craigslist Ads and Historical Letters of Recommendation activities can be meaningfully utilized with almost any of the specific content standards listed for US History. Likewise, these activities relate very well to the overarching concepts of using evidence and communicating conclusions emphasized throughout the standards. Specific standards with which these activities correlate include the following:

- Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in U.S. history (HS.UH.I.UE.3).
- Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling and/or supporting questions in U.S. history (HS.UH.I.CC.2).
- Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or supporting questions in U.S. history (HS.UH.I.CC.3).

The Activities

Over the years, I found perspective taking activities valuable for most of the reasons previously described. Below I detail two activities I used to teach my students historical concepts while developing their capacity to see history through the eyes of the people who lived it. I believe that, with a little practice, any social studies teacher can develop useful perspective taking activities like these.

Activity #1: Historical Craigslist ads

Centuries ago, when I was in high school, it seemed that most of my time was spent thinking about one thing: cars. Before I was old enough to drive, I spent hours talking with my dad about restoring a vintage Galaxie 500 to be ready for my junior year. I could hear the thump of the 390 cubic inch engine. I could feel the wind on my face as I raced down the country roads. I argued with myself about the perfect color: would it be flame red or forest green? The dream was delicious, and still continues today, though my father passed away years ago.

When I became a high school teacher, I found my students, male and female, rich and poor, were every bit as car obsessed as I was. Only now, instead of prowling the back roads

looking for old Fords like I did with my father, students spend hours on Craigslist searching for the perfect car and the best deal.

Eventually, I decided to use my students' inclination toward and familiarization with Craigslist to my advantage in the classroom. I developed the Historical Craigslist Activity (Figure 1) to connect learning with students' interests and culture in a meaningful way. Over time, I saw that students valued the creativity in the project and loved the ability to take the perspectives of historical figures.

The Importance of Emphasizing Craigslist Safety

It doesn't take much searching to find heart wrenching stories of innocent people who have been victimized in relation to Craigslist. At first, I was apprehensive about introducing my students to the activity out of fear for their safety. What I quickly learned, however, is that this activity not only provides a fun and engaging method for teaching historical concepts; it also provides a perfect pretext for a serious discussion about Internet safety and Craigslist horror stories. By engaging my students in these discussions, encouraging them to watch educational videos about the dangers of browsing the Web, and having them read accounts of the victims of Internet-related violence, I was able to educate my students about the topic we were studying, and to relate the experience to the context of my students' lives.

The Historical Craigslist Activity is perfect for the computer lab, as students can use word processing or presentation programs to create authentic-looking ads. But if technology is not readily available, the teacher can create a simple assignment sheet (Figure 2) that will accomplish the same task. Basically, a Craigslist advertisement consists of several parts. They are:

1. A short title for the item(s) for sale, including price and location. The title should be in bold and a larger font than the rest of the text in the ad. I limit my students to 20 words in the title, all inclusive.
2. An image of the item. In many cases, the image can be found with a simple Internet search and copied and pasted (bearing in mind copyright laws) into the ad. In cases where this is not possible, students can showcase their artistic talents by creating their own renditions of the item(s).
3. A map to the item right beside the image. In some cases, the item may be totally lost or even imaginary. In that situation, students should use their imaginations to come up with the best possible map to the item.
4. Three small boxes for the condition of the item, the manufacturer of the item, and a link to more ads from the seller. I took the liberty to changing the "other ads" box to a "price" box, and the students never seemed to notice.
5. A large section for a full, detailed description of the item. I always asked my students to incorporate some drama and humor into the description, and to write the description in the voice of the historical character selling the item. Was he or she a southern

country boy, like my Alvin York? Was he or she British or Medieval? I found that asking students to write using the dialects of the historical sellers helped them to take the perspectives of the people they wrote for, and to see situations through their eyes.

- A section for the posting identification number, posting date, and date of last update. These should be very small, and located at the very bottom of the ad. At first I waffled about whether to include these items, but I found that students often showed great creativity with the identification number and the date of last updating. Also, the posting date allowed students to set their ads in the period we were studying and added historical authenticity to the assignment.

Figure 1.

Example: What would Alvin York sell?

Historical Craigslist

**For Sale: 132 Authentic German World War I Uniforms- \$10 each
(Pall Mall, TN)**



Description:

For sale: 132 authentic German World War I uniforms. I know they are real because I took them off the old boys after I captured them. They are in pretty rough shape, but most of them are still wearable. Just don't wear them around me or my trigger finger might get to itchin'! Any turkey feathers found among the uniforms may be considered a bonus and need not be returned. Profits from sales will be split among the Alvin C. York Institute, the Pall Mall Roads and Utilities Department, and the seven guys who helped me get the uniforms. Serious inquiries only. Please contact Sergeant Alvin C. York, Pall Mall, Tennessee. If I ain't home, leave a message with Grace. Thanks y'all!

Condition: Used, some severely soiled

Manufacturer: Deutsches Heer Co.

Price: \$10 each

Posting ID #: 12131887

Posted: 10-8-1918

Updated: Today

Figure 2.

Template for the Historical Craigslist Assignment:

Historical Craigslist

For sale: (short description; maximum 20 words)

Insert a good image of the item here, or of a similar item

Insert a map to the location of the item here. If the item's location is unknown, use what you know historically and your imagination to come up with the best possible map to the item.

Description:

Write a good, detailed description here. Use some humor, write from the seller's viewpoint, and refer to the historical event pertaining to the item. Just remember to use sound historical reasoning.

Condition: Describe the item's condition

Manufacturer: If known

Price: Come up with a justifiable price

Posting ID #:

Posting date:

Date of last update:

Tips and Suggestions

Although my students tended to be highly familiar with Craigslist ads, they often struggled to create their own. To help them get started, I shared the Alvin York ad above and

modeled my thinking and actions in creating the example. I then worked one-on-one with those who still struggled to come up with a seller and item. It can also be very helpful to allow the students to work in pairs or small groups.

Activity #2: Historical Letters of Recommendation

In the fall of my students' senior year, the requests for letters of recommendation started. It seemed they needed a teacher's endorsement for every part-time job, college application, and scholarship on the planet. Though my right hand sometimes felt the pain of over-exertion, I never had the heart to turn anyone down.

One day, after spending a planning period writing letters, I began to think that I had used up with every possible way of saying that a student was a good student. As I sat there rubbing my hand, I began to wonder what George Washington would write in a letter of recommendation. This led me to consider what positions might require the recommendation of the first president, and who he might endorse. Thus was born one of my students' favorite activities, Historical Letters of Recommendation (Figure 3).

Tips and Advice

To maximize the impact of the historical letters of recommendation activity, encourage your students to get into the mind of the writer and to consider deeply the relationship between the recommender and the recommended. Students should research both persons in depth and possess a thorough understanding of how they viewed each other. Some relationships, as seen above, are negative and so the recommendation can be a negative one. In the example above, Theodore Roosevelt recommends Mother Jones for a teaching position to keep her from agitating the public for reforms that were uncomfortable to the President. Robert Johnson might recommend Blackbeard for any position (lucrative or punitive) that would keep him from raiding the city which he governed.

Encourage students to stay within the historical context when writing their letters. Students should think historically and refrain from referencing modern ideas, landmarks, and gadgets that weren't around during the period they are writing about. Also, remind students to use terminology that might be unique to the writer, such as "bully" above. What terms might Amelia Earhart have thrown out haphazardly? What about Richard Nixon?

Ideas for Topics

- For what position might George Washington recommend his longtime friend Henry Knox?
- For what position might Frederick Douglass recommend William Lloyd Garrison?
- For what position might Amelia Earhart recommend Anita "Neta" Snook, her flying instructor?

- For what position might Richard Nixon recommend Frank Willis, the Watergate security guard?
- Which member of the exploration party might Meriwether Lewis recommend for a job as head mapmaker for Lucas Brothers Maps?
- For what position might Robert Johnson, the Royal Governor of Charleston, South Carolina, recommend the pirate Blackbeard?
- Who might Ida B. Wells recommend for President of the NAACP?

Figure 3.

Example of Historical Letter of Recommendation

President Theodore Roosevelt
1600 Pennsylvania Avenue NW
Washington, D.C. 20500

July 29, 1903

School Board President
Monroe School District
Monroe, Michigan 48161

To Whom It May Concern:

I am writing to recommend Mary Harris "Mother" Jones for employment as a teacher in your school district. As I am sure you will remember, Mrs. Jones taught for you previously. I would consider it a great favor if you could find a position for her in one of your schools.

Mrs. Jones has many of the qualities that make a bully teacher. She loves children (maybe too much), she can walk long distances, and she speaks very loudly. It is true that she disagrees with children working, but I am sure that viewpoint only applies to factories and not classrooms. She is a prolific letter writer, and she has a talent for working crowds into frenzies. I bet that talent would do her well teaching students.

Mrs. Jones definitely needs something other than me to occupy her time. Although she is presently engaged in Oyster Bay, her recent history indicates that she is more than willing to march long distances for the right opportunity.

Could you (please) find a teaching position for Mrs. Jones in one of your schools? If you do, I'm not saying you might find a cabinet position in your future, but you never know.

And if you're worried about me calling Mrs. Jones "the most dangerous woman in America," don't. I meant to say "the most STUDIOUS."

Sincerely, (VERY sincerely)

Theodore "Don't Call Me Teddy" Roosevelt

Assessment

I like for my students to know how they will be graded before they begin an assignment. I consider it the same as handing out the rule book before a football game. For this reason, I always tried to use a concise but specific rubric for grading purposes. Good historical perspective is a complex combination of creativity, historical context, and historical accuracy. Figure 4 is an example of a rubric that can be used to assess either of the above activities using these ideas

Figure 4.

Rubric for assessing Historical Letters of Recommendation

	1	2	3	4
Creativity	The writing, images, and maps are very basic and not interesting to the reader.	The writing, images, and maps have some level of interest, but creativity and reader interest is low. Only one of the writing, images, or maps shows creativity.	Two of the writing, images, or maps show creativity. Interest and creativity are approaching.	The writing, images, and maps show a great deal of inventiveness and interest for the reader.
Historical context	The project strays from the historical context and incorporates language patterns, thoughts, or references that are not appropriate to the period multiple times.	The project strays from the historical context a minimal number of times.	The project stays within the historical context, or incorporates appropriate historical language, but not both.	The project stays within the historical context. Historical language appropriate to the period or historical character represented is accurate.
Historical accuracy	The project shows that the student has several misunderstandings concerning the historical period being studied.	The project shows that the student has a minimal number of historical misunderstandings.	The project is either historically accurate, or shows no misguided thinking, but not both.	The project is accurate historically. No misguided or misleading thinking is displayed.
Overall quality and appearance	The project looks hurried, as if it was put together at the last minute. There are multiple typos or errors.	The project looks hurried and unpolished. At least one typo or error is present.	The project either looks hurried and unpolished or contains at least one typo or error.	The project looks professional and interesting. It is obvious that the student took a great deal of time and care in constructing the project. There are no typos or errors.

Supporting Student Research

I found that most of my students were able to conduct basic Internet research in support of these activities on their own. Some students, however, require more support. Though the actual sources may vary depending on the specific content, some Internet-based collections contain such widely-varied resources that their applicability is almost universal. The websites below serve as resources that could be provided to students who need a gentle nudge in the right direction as they search for primary and secondary sources for use in completing the activities:

- Library of Congress: *Primary Documents in American History*: <https://www.loc.gov/rr/program/bib/ourdocs/>
- Fordham University Library: *American History Primary Sources*: <https://fordham.libguides.com/AmericanHistory/PrimarySources>
- National Archives: *Finding Primary Sources*: <https://www.archives.gov/education/research/primary-sources>
- ushistory.org: (secondary source): <https://www.ushistory.org/us/index.asp>
- National Museum of American History: <https://americanhistory.si.edu/>

Lessons Learned

I used the perspective taking activities above to teach a variety of historical concepts. Over the years, the positive effects of these activities became clear. Like Lemisko (2010), I found that taking the perspectives of the people they studied improved my students' abilities to think historically and to understand the complex contexts in which they lived. Similarly to Sandahl (2020), I saw my students more engaged with the material and willing to consider other viewpoints when dealing with perspective taking activities. In the earlier years of my teaching career, I found that my students tended to look at the past through a modern lens. They seemed instinctively to evaluate past people and situations using modern ideologies and points of view. By using these activities, I was able to highlight and strengthen this facet of my students' thinking.

Though empathy for the poor and underprivileged was rarely difficult to foster in my poverty-stricken district, my students sometimes struggled to see events through the eyes of groups sometimes marginalized due to ethnicity, geographic location, or gender. I learned to tailor these activities to encourage my students to see through the eyes of these groups, and I found that many of the students who struggled with this concept improved their abilities dramatically (Rios, Trent, and Castaneda, 2003; Vescio, Sechrist, & Paolucci, 2003).

For me, though, the greatest benefit was the dramatically increased engagement and participation I saw when I used these activities in class. Students often commented about how much fun they were and requested more perspective taking activities. After completing the activities, students tended to come to class the next day more excited and positive than normal,

asking “Can we do another activity like the one we did yesterday?” For an old History teacher like me, there was no greater compliment.

Dr. William Gary Cole is an assistant professor of secondary education at Middle Georgia State University in Macon, GA. He can be reached at william.cole@mga.edu

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Play-Doh: A Hands-on Formative Assessment Tool

Arren Swift Ph.D.

University of West Georgia

Abstract

The use of Play-Doh as a formative assessment tool is examined in its functionality to enhance understanding of student knowledge. This formative assessment task for secondary students uses a constructivist approach to education and promotes engagement through the development of sculptures to communicate understanding. This task worked well with a flipped classroom model of instruction. The use of arts-based research methods provides students with a different medium to communicate knowledge. The activity promoted student learning through the use of multiple intelligences often not utilized in many social studies classes.

Keywords: Arts-based methods, flipped classroom, assessment

My first experience with Play-Doh through the lens of an educator occurred when I attended an NEH Landmark workshop in 2017. As historians enhanced our content knowledge throughout the day a local curriculum specialist shared strategies we could enact to complement the material in our classrooms. One of the many creative ideas shared was the use of Play-Doh. Rollins (2016) described the use of the pliable substance as a way to help students become functioning members on an assembly line by sculpting stars. Through the exposure and encouragement to use new mediums to enhance student communication, I was determined to use Play-Doh in my classroom. I found modeling the substance to be enjoyable and the ability to use an intelligence rarely commissioned in social studies was a welcome change.

I adopted the use of Play-Doh as a formative assessment tool. Play-Doh served as the medium students would sculpt to present knowledge. According to Greg Lombardo, the Vice President of Hasbro's global brand strategy claims "Play-Doh is more of a medium than a toy, it allows people to have open-ended creativity" (Klara, 2016, p. 37).

Play-Doh

Play-Doh was created unconventionally when considering the development of many toys. In the 1930s Cleo McVicker ran a family business that developed cleaning supplies (Slater, 2016). At the time many homes were heated by burning coal, a necessity that resulted in soot-covered interior walls. People needed a wall cleaner that would remove soot, that demand led to the development of the Kutol Wall Cleaner (Slater, 2016). The product worked well and the

company received large orders from the Kroger company (Slater, 2016). As America's dependence on coal was reduced the need to repurpose the compound became apparent.

A short time after its development, the Kutol Wall Cleaner was used by Kay Kufall as modeling clay (Slater, 2016). Kay was a schoolteacher and she communicated the usefulness of the product to Joseph McVicker, the son of Cleo (Slater, 2016). The substance's main ingredients were water, salt, and flour, which produced a non-toxic compound, making it safe to touch (Slater, 2016). In 1955 Joseph introduced the product at a school convention and marketed the substance under the new name Play-Doh (Slater, 2016). By 1957, Joseph added the colors red, yellow, and blue (Slater, 2016). The product became more popular as a result of the addition of colors. Today more than 3 billion cans of Play-Doh have been sold, which helped make it onto Time magazine's list of the greatest toys of all time (Klara, 2016).

Formative Assessments

According to the Organization for the Economic Co-operation and Development (2005) formative assessment refers to frequent, interactive assessments of student progress and understanding to identify learning needs and adjust teaching appropriately. Formative assessment is a process that occurs during teaching and learning and involves both teachers and students gathering information in a process to meet educational goals (Heritage, 2010). The goal of formative assessment is to enhance learning (Ateh & Wyngowski, 2015).

To enhance learning using formative assessment it starts with teachers identifying learning goals for a lesson and determining what is critical for success. The teacher then develops tasks that serve as a system of checks developed as criteria to meet the learning goal (Heritage, 2010). An assessment can help enhance learning if it provides information to be used as feedback by teachers, and by their students in assessing themselves and each other, to modify the teaching and learning activities in the classroom (Black, Harrison, Lee, Marshall, & William, 2003). Heritage (2010) states, there is no single way to conduct formative assessments. This freedom and flexibility create opportunities for teachers to use engaging methods to gather knowledge, inform their teaching, and help them consider what elements to reteach.

Constructivist Approach

Constructivist theory suggests that knowledge is not something to be transmitted but a process of meaning-making in social and cultural communities of discourse (Fosnot, 2005). A constructivist approach to education provides learners with meaningful experiences that engage learners in discourse, interpretation, justification, and reflection (Fosnot, 2005). The approach encourages students to engage in developmentally appropriate authentic work to understand essential concepts and structures of a discipline (Scheurman, 2018). This form of education allows teachers to transition their roles from an informer to a facilitator who directs students through questioning.

Arts-Based Research

An inquiry-based classroom requires a variety of mediums for students to use to communicate learning. According to Kara (2015), “arts-based methods are increasingly positioned as effective ways to address complex questions in social science” (p. 3). Some popular forms of arts-based methods include photography, video recording, drawing, painting, and sculpting. Through the use of arts-based methods, participants can honor the process of meaning-making of their experiences (Roberts & Woods, 2018).

Grady (2004) states, “visual images cry out to us to imbue them with meaning” (p. 7). Images encode an enormous amount of information with multiple layers of complex information with the possibility of multiple interpretations. Mannay (2010) argues that to gain an understanding of the internal narrative of an image, one must acknowledge the image-maker and determine what they intended to show. Thus, we must question the student to find their meaning within the creation of their work. Rose (2007) claims, there are three ways in which images are developed: how an image is made; what it looks like, and how it is seen. When considering these questions as we review student work it becomes imperative to question the creator of the image. Grbich (2007) confirms this point by stating. intermingling the visual and verbal data is integral to the process of meaning-making.

Using Play-Doh

Many educational scholars contend that social studies suffers from legacy practices and persistent traditional instruction based on lectures, textbooks, and teacher direction (Cuban, 1982). Heafner (2020), the former president of the National Council for Social Studies Education recently stated, “social studies is made boring and robbed of its capacity to make sense of an uncomfortable past, a chaotic present, and inchoate future” (p. 4). To enhance social studies education, we must develop inquiry-based lessons. By providing students a chance to consider multiple perspectives, process information, and share their knowledge we can create more engaging experiences.

As students embrace the digital world of education and we must recognize that the use of hands-on activities is an essential part of the social studies curriculum. “One of the biggest complaints about online school is the zombie-like after-effects of spending too much time focused on a screen” (Swan, Danner, Hawkins, Grant, & Lee, 2020). Using manipulative objects as formative assessments, educators can break up the required screen time by encouraging students to display their knowledge through arts-based methods. One medium I prefer to use in my class is Play-Doh.

The use of Play-Doh to communicate understanding has been used in the field of science through the creation of models (Bobrowsky, 2020; Negrao, et al., 2020; Way, 1982). Like science teachers, I wanted my students to use Play-Doh as a way to communicate understanding. I often provided historical documents for students to analyze or a section of text for the students

to review. Social studies teachers are expected to incorporate reading in their instruction in ways that enhance students' skills in analysis, exploration, interpretation, and evaluation of authors' claims in primary and secondary sources (Ateh & Wyngowski, 2015). After reading and analyzing the students were tasked with using Play-Doh to develop something that encompassed meaning from the document or text.

I found this method valuable because I was enacting elements of a flipped classroom. In the flipped classroom model students are held accountable for preparation before attendance and class time is used to engage in discussions and application activities that focus on the integration of theory with experiential learning (Darnell & Means, 2017). To use the elements of a flipped classroom effectively I knew I needed a formative assessment that would determine student mastery of concepts covered outside of class. I wanted a strategy that was engaging and fun. I needed something less oppressive than a standard quiz but yet something that would help me determine what concepts I needed to clarify.

Ateh and Wyngowski (2015) claim research on how people learn suggests four interdependent factors that enhance learning: focus on the learner, well-organized knowledge, ongoing assessment for understanding, and community support and challenge. I worked to infuse these four ideas into my class. Darnell and Means (2017) state, one challenge of enacting a flipped-style classroom is accountability. I knew I would need to use frequent formative assessments. New ideas would need to be incorporated into the curriculum and processes that students found enjoyable would be needed. I designed my class time to be spent on application-based, hands-on learning activities where students received frequent and immediate instructor input and feedback (Michaelsen, Knight, & Fink, 2002).

I enacted the use of Play-Doh as a formative assessment tool in the Advanced Placement courses I taught. It was a great combination. I was able to assign readings to be completed outside of class than for the bell work activity, the next day students would be assigned a vocabulary word or concept to sculpt. I prepared a list of words that provided variety to what students would be directed to sculpted. This helped prevent the students from copying the work of their peers.

For example in the Advanced Placement American Government and Politics course, students were asked to read about the roles of the president. When my 12th-grade students arrived at class the next day they were assigned specific terms such as a chief diplomat (see Figure 1). The objective was for the students to identify the roles of the president. The previous day the students were assigned the section in the textbook that covered the material. The summarization and Play-Doh sculpture served as a formative assessment of the students' ability to read the text and comprehend it. This task examined unit two Roles and Powers of the President and specifically key concept 4.A.2., which states

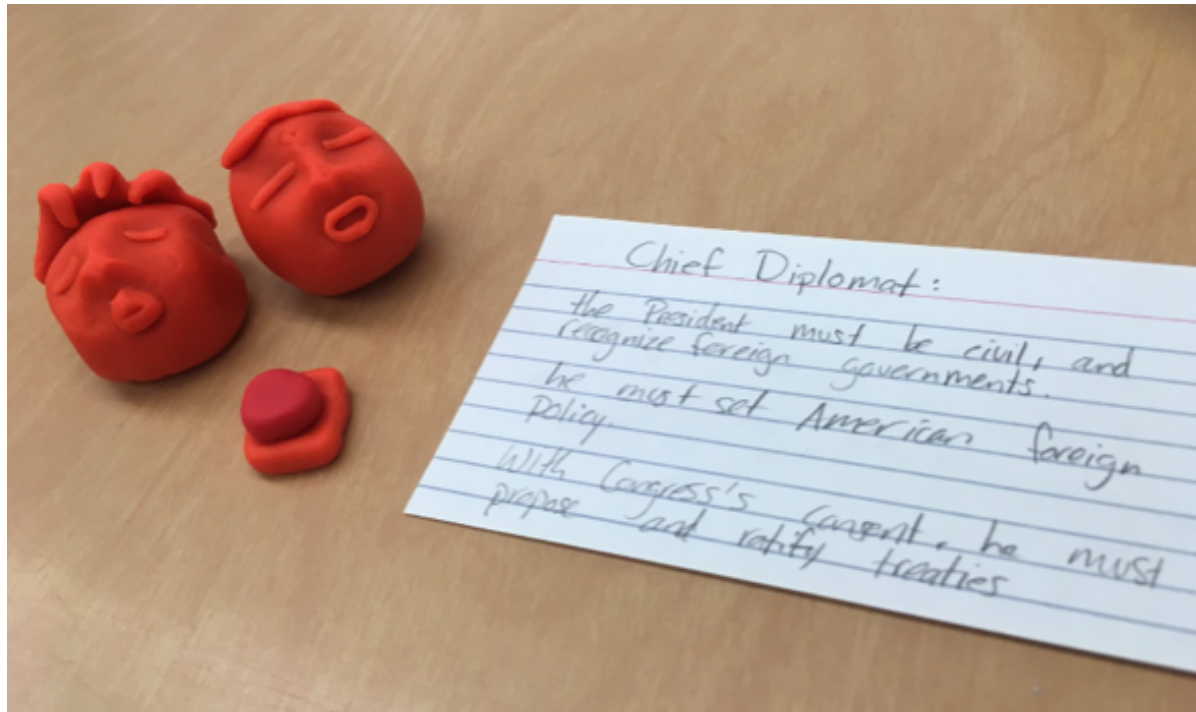
Formal and informal powers of the president include: § Vetoes and pocket vetoes—
formal powers that enable the president to check Congress § Foreign policy—both formal

(commander-in-chief and treaties) and informal (executive agreements) powers that influence relations with foreign nations § Bargaining and persuasion—informal power that enables the president to secure congressional action § Executive orders—implied from the president’s vested “executive power,” or from power delegated by Congress, executive orders allow the president to manage the federal government § Signing statements—informal power that informs Congress and the public of the president’s interpretation of laws passed by Congress and signed by the president (College Board, 2020).

As the students entered the class the bell ringer assignment was posted on the board asking the students to summarize one of the powers of the president in 25 words or less and sculpt the Play-Doh to enhance understanding of the concept.

Figure 1.

Sculpting the Roles of the President



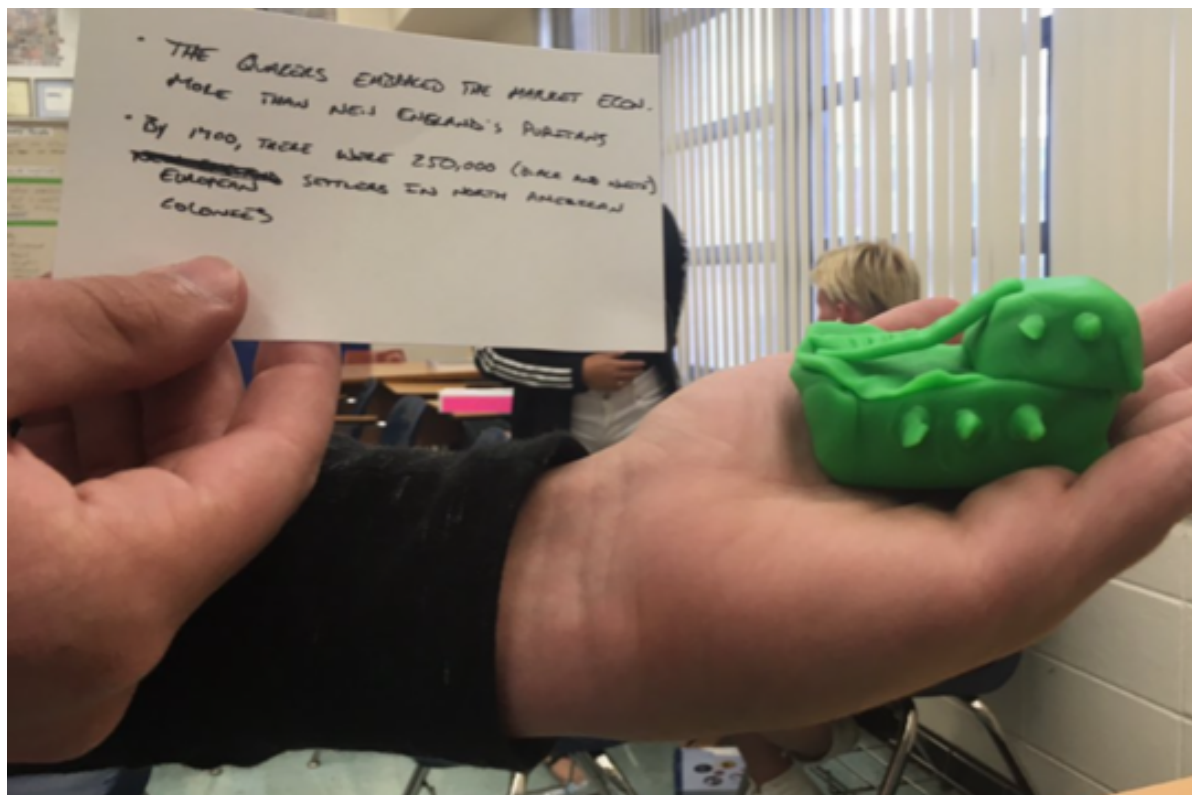
After five minutes I divided the class in half and conducted a gallery walk. The students took turns sharing their work with their peers and reviewing the roles of the president. I evaluated the students' work by looking at the Play-Doh sculpture, asking what they sculpted, how it related to what they read, and what they thought about that role the president performed. I did not assign points for this task but it provided the students with an opportunity to share their thoughts and creative talents with their peers. I was able to identify through questioning which

students needed to review the section in the textbook and encourage them to review the pages for homework.

In the Advanced Placement United States history course, I assigned the students a passage to read about the founding of the 13 colonies. When my 11th-grade students arrived at the class they were presented with a colony to sculpt and describe, (see Figure 2). The description had to include two facts about the colony and the Play-Doh sculpture had to relate to something they remembered from the text. This flipped classroom learning task helped my students engage with topic 2.1 contextualizing period two and specifically key concept 2.1.II, which states “In the 17th century, early British colonies developed along the Atlantic coast, with regional differences that reflected various environmental, economic, cultural, and demographic factors” (College Board, 2020).

Figure 2.

Sculpting the Thirteen Original Colonies



Similar to how I enacted the social learning experience in the AP American Government and Politics class I had the student share their work with peers. I asked my students to visit three colonies different from the one they examined and to look at the work of their peers and ask them one question they had about the colony. As I walked around the room I was able to listen to the students communicate and determine who had a grasp of the material by reviewing artwork,

looking at the facts written down, and listening to the answers students shared. I did not provide students with a grade but I jotted down the colonies the students did not examine and key facts I did not hear. I used this experience to enhance the short lecture I prepared for the next class period.

This learning process was enhanced through doing (Dewey, 1938). Every student was excited to open a fresh can of Play-Doh, breathe in the intoxicating smell, and create an object that showcased their artistic talents. These activities promoted the use of multiple intelligences and generated students' excitement because they want to see the work of their peers.

As the students shared their sculptures with the class they explained the significance of the person, event, or concept. This promoted social learning and the students felt empowered by their ability to share essential knowledge. The process allowed me to provide immediate feedback and solicit information from other members of the class. For example, I asked students in the AP US History class who founded the colony they examined and what colony was located nearby. The National Research Council (2002) stated, teachers are not the only ones to provide feedback, peers can also provide feedback that helps their classmates improve learning. If I was unable to determine the meaning of the sculpture I asked the artist follow-up questions. This process helped me determine the students' depth of knowledge and allowed the activity to not be dependent on artistic ability.

As the students shared their work occasionally I would add some additional information as it related to mastery of the key concepts. For example, I stated that the founder of Pennsylvania was William Penn and he believed it was important to establish positive relationships with Native Americans. Many of the students met the challenge and were able to provide evidence they mastered the material. For those who struggled with the concept, I was able to add a verbal explanation to communicate essential knowledge. I also took note of concepts students struggled with so I could follow up with notes or an additional activity that would add clarity to that concept. When a student presented a sculpture that I did not recognize or did not seem to correlate with the assignment I asked them what they made. I asked them what was the importance of that object and how did it relate to the objective we were learning. Sometimes students were able to explain my questions and their lack of artistic talent did not impede their ability to learn. Other students were not able to answer my questions and it became obvious they did not read the text.

The use of Play-Doh did have challenges to consider. Keeping track of time was essential. I had several artists who wanted to create a masterpiece and would have loved to allocate the entire class period to sculpting. I encourage you to devote five minutes to sculpting and display a timer on the board so the students know what is expected. Occasionally I had a student who did not want to use the Play-Doh so I made accommodations for the student to develop a written reflection and draw a picture. This was a rare occurrence as most of the students were so eager to start they often opened the cans of Play-Doh upon arrival to class.

Conclusion

I found using Play-Doh as a medium for students to explain concepts to be a fun and effective formative assessment tool. My students enjoyed an opportunity to create something and share their artistic skills and knowledge with their peers. Through this activity that promoted hands-on knowledge, my students were able to take a break from screen time and collaboratively share their knowledge through artistic skills.

Dr. Arren Swift is an assistant professor of social studies education at the University of West Georgia. He can be reached at aswift@westga.edu.

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Examining African American Experiences in the Early 1900s: Developing Historical Empathy Skills by Discussing Public Issues

Nefertari Yancie

Clay-Chalkville Middle School, Jefferson County Schools, AL

Abstract

A hallmark of democratic societies is the discussion of issues that impact the common good. Activities that foster historical empathy provide students with the skills to discuss such issues because they learn how to recognize and appreciate multiple perspectives. In this article, the author provides two activities that use historical empathy skills to discuss public issues in the high school social studies classroom. Public issues are social and political dilemmas that involve multiple points of view, and as such, require the analysis of evidence before drawing informed conclusions. The historical empathy activities in this article highlight the experiences of African Americans in the early 1900s as a vehicle to examine the impact of enduring public issues on historical figures. Each activity is designed to provide high schools students with the skills to recognize perspectives and understand that people's perspectives, actions, and decisions are influenced by their values, beliefs, and biases.

Key words: Historical empathy, public issues, perspective recognition

The National Council for the Social Studies (NCSS) has charged 21st century social studies teachers with preparing students to become productive citizens that make meaningful contributions in a democratic society. According to the C3 Framework (NCSS, 2013), this is accomplished by providing students with the skills to pose thoughtful questions, conduct thorough research using multiple sources, analyze evidence, and communicate their interpretations and conclusions through writing. The development of high school students' historical empathy skills is one key to actualizing the goals of the C3 Framework.

In this article, the author discusses two activities to explore African Americans' experiences in the early 1900s. These activities examine how historical empathy skills can be used to teach public issues. First, the author provides a brief literature review defining historical empathy. Then, she gives two activities that utilize primary sources in order to evoke an affective connection to understand the unique experiences of oft-marginalized groups in American history. Each activity aligns to the educational goals of the C3 Framework (NCSS, 2013). The steps and resources to implement the two activities are provided.

Brief Literature Review of Historical Empathy

Historical empathy is a cognitive and affective process that allows students to take a figurative walk in a historical figure's shoes (Colby, 2008; Endacott & Brooks, 2013; Yeager & Foster, 2001). Students come to understand and consider how the customs, values, and beliefs of an historical time period influence how historical figures behaved in certain situations and made decisions (Barton & Levstik, 2004; Endacott, 2010, 2014; Endacott & Brooks, 2013; Yeager & Doppen, 2001; Yeager & Foster, 2001). Activities that foster historical empathy with primary sources teach students to interpret the past through the political, social, and cultural lens of the time period (Barton & Levstik, 2004; Perotta & Bohan, 2017; Yilmaz, 2007). When students comprehend how emotions and factors such as religion, socioeconomics, race, and gender can affect how others see the world, they are less likely to think that historical figures' decisions and actions were irrational (Colby, 2008; Lee & Shemilt, 2011).

Primary sources help students grasp the nuances and complexities of historical peoples, events, and eras (Nokes, 2013; Yeager & Doppen, 2001). Analyzing primary sources provides an opportunity for them to develop historical empathy skills (Endacott & Brooks, 2013; Endacott & Pelekanos, 2015). Analyzing the first-person accounts of events by people from an historical era provide a glimpse into the author's world view (Austin & Thompson, 2015). Many times students are led to think inferentially as they have to interpret what is being said and sometimes, what is not being said. Historical empathy skills aid in this inferential and investigative process (VanSledright, 2004; Lee & Ashby, 2001; Yeager & Foster, 2001).

Historical empathy skills key to the analysis and interpretation of the past are perspective recognition, contextualization, and the use of evidence to support conclusions (Barton & Levstik, 2004; Endacott & Brooks, 2013; Endacott & Pelekanos, 2015). Perspective recognition is the ability to appreciate another person's beliefs, attitudes, and biases in order to grasp how the person may have felt about an event that is under study (Barton & Levstik, 2004; Endacott, 2010; Davis, 2001). Contextualization is the deep understanding that people are a product of their time period and should be examined by the social, political, and cultural norms of that era (Colby, 2008, Lee & Shemilt, 2011). Finally, students analyze a variety of sources with alternate perspectives to draw informed conclusions about historical peoples and events (Endacott & Brooks, 2013; Nokes, 2013).

Social studies content is more meaningful when the teacher incorporates the stories of people "from below," or counter-narratives (Nokes, 2013). Many times, students are not provided the opportunity to read about the experiences and perspectives of ordinary people, as many history books tend to highlight the larger-than-life figures (Nokes, 2013; Sánchez & Sáenz, 2017). For example, history textbooks tend to focus chapters about the 1960s Civil Rights Movement on prominent figures, such as Dr. Martin Luther King, Jr. and Rosa Parks. There are rarely stories from the foot soldiers of the movement, such as the people that conducted voter registrations, who were often in mortal danger but risked their lives in the name of

disenfranchisement. Social studies classrooms must include the stories told by the oft-marginalized groups whose stories are either minimized or left out of history books. These accountings serve the purpose of disrupting the master-narratives, which are the dominant stories of White western culture or that only focus on the leaders of a movement (Hawkman, 2017; Hawley, Hostetler, & Chandler, 2017). By including the words and lived experiences of people of color, students hear the voices of others who were oppressed or victimized by a society (Woodson, 2016).

The 21st century social studies classroom is an environment where students should be exposed to the experiences of all races, ethnicities, and cultures. Students may be able to relate to historical figures' lived experiences, such as oppression and injustice (Brooks, 2014). They recognize that although historical figures may have lived in another time period, issues such as racism and inequality tend to evoke similar emotions, actions, and decisions across time (Endacott & Pelekanos, 2015; Retz, 2015; Yancie, 2018). This may be especially true for students who are of the same gender or members of groups that have been marginalized or misrepresented in history. The experiences of oft-marginalized groups must be brought forth in the history curricula and not regulated to the background (Woodson, 2016). The following two activities may be used to explore racial discrimination African Americans faced during the early 1900s. These tasks aim to develop students' historical empathy skills by discussing public issues and how they have the power to impact oft-marginalized groups.

Using Historical Empathy to Teach Public Issues

The social studies high school classroom should be a place where students explore public issues that affect their communities. Oliver and Shaver (1966) define public issues as persisting social and political dilemmas and value conflicts that are related to historical and contemporary public policies. Using activities to develop students' historical empathy to teach public issues leads them to make meaningful connections between the past and the present. It is easier to see how questions and issues that concern humanity and the common good tend to persist over historical eras and even develop over time (Oliver & Shaver, 1966; Metro, 2017).

The text *What a Colored Man Should Do to Vote* (African American Pamphlet Collection, 1900) is ideal for an activity that allows high school students to explore how early 20th century racist policies affected African Americans. The South's Jim Crow laws dictated the steps African Americans had to take to vote. Many of the requirements were created to discourage African Americans from voting. The teacher begins the activity by providing students with excerpts from the text, which can be accessed from <https://www.loc.gov/resource/rbaapc.33200/?sp=1>. Students are separated into pairs to read and annotate the text. Annotating the text allows students to further understand the author's purpose, main points, and most importantly, provides an opportunity for them to put the text in their own words. The teacher provides the following instructions for annotating the text:

1. Highlight and define the words that are unfamiliar.

2. Underneath each law, summarize the text in your own words.
3. Underline the laws that you believe were meant to restrict African Americans from voting.
4. Circle the laws that you believe were fair and were probably applied to everyone.

After students have annotated the text, the teacher brings the class together for a discussion about the laws they underlined and circled. Students should share their reasoning about why they selected certain laws and explain how some were meant to disenfranchise African Americans. Annotating the excerpts of this text is beneficial for students because they become active readers by summarizing the text and thinking through the author's words and meanings (Monte-Sano, 2010).

Then, the teacher gives each student a document analysis sheet. The purpose of this activity is for students to deconstruct the primary source. Students continue to work in pairs to complete the document analysis sheet. The document contains three questions that require students to think about the purpose of the text. Students use the text to support their thinking. They also cite the page number from the document, showing where the textual evidence can be found. The teacher models how to answer the questions. This allows students to see how to use the annotated text to complete the document analysis sheet. The first question asks, "What do you think is the purpose of the text?" The teacher may want to ask the class guiding questions to help them understand her reasoning. Examples of guiding questions are below:

1. Who wrote the text?
2. What was happening in the South around the time the text may have been written that might have influenced why the text was written?

Students use the teacher's example to work together to complete the remaining questions on the document analysis sheet provided in Appendix A.

After students complete the document analysis sheet, the teacher brings the class together to discuss their responses. They share their thinking about why they selected specific textual evidence and how it illustrates the perspectives of the Southern states. To guide students to think more deeply about this text, the teacher may want to include several probing questions in the discussion. Examples of guiding questions are provided below.

1. How might African Americans in the South may have felt when they read the states' requirements for being allowed to vote?

2. How might the Southern culture have affected perspectives about African Americans having the right to vote?

Discussing their responses and ideas as a class allows students to listen to and learn from each other. They may also understand how culture, politics, traditions, and prejudices can influence people's perspectives.

Historical Monologues as a Learning Tool to Address Public Issues

High school students can write a historical monologue to articulate their knowledge about racial discrimination African Americans faced in the early 20th century. A monologue is a dramatic written or spoken speech where one person directly addresses an audience (Turner & Clabough, 2015). In this type of writing activity, students write from the perspective of a historical figure and expresses his or her ideas, thoughts, and feelings based on evidence. The teacher provides students with instructions on how to write a monologue. It is written in a script format with several basic instructions. These instructions are as follows:

1. Select a name for your character.
2. Choose a time and setting. When is this story taking place? Where is it taking place? Provide this information at the beginning of the monologue.
3. If the character makes any hand movements, facial expressions, or verbal noises (i.e., a sigh), write it in parentheses in the monologue.

It would be beneficial for students if the teacher provides an example of a monologue as a model of how the elements listed in the directions appear in written format. The annotated text and the document analysis sheet are used to write the historical monologue. The class is given the following prompt:

Pretend you are an African American who is living in the South during the early 1900s. You have read the laws that determine if you can vote. Explain the obstacles you face in attempting to vote. Provide at least two examples from the text. Describe how it makes you feel to have to go through so many challenges to be able to vote. Why do you think you are being disenfranchised? Finally, explain what you plan to do in the face of Southern disenfranchisement. Remember to write in first person and stay in character.

This writing activity provides high school students with the opportunity to write using historical empathy skills. This means students are recognizing multiple perspectives, contextualizing the past, and using evidence to support their writing. The drama that is inherent

in monologues allows for students to make affective connections with historical figures. They express the emotions that African Americans must have felt being denied a basic right that should have been afforded them in a democratic society (Colby, 2009; Monte-Sano, 2008; Turner & Clabough, 2015). A possible student example of an historical monologue using historical empathy skills is provided in Appendix B.

Historical monologues are learning tools that can be used to develop high school students' historical empathy skills. Using drama as a pedagogical strategy engages student with historical figures and leads to the idea that people from the past are *human*. They are more than just names in a social studies textbook (Clabough, Turner, & Carano, 2017).

Conclusion

Stepping into the proverbial shoes of people who lived hundreds and thousands of years ago is not always a comfortable task, and may be feel unnatural for students (Wineburg, 2001). There is a comfort in viewing the past through perspectives that are similar to one's own. When students are asked to consider multiple perspectives, some that may be in conflict with their own, students are entering into uncharted territory. Essentially, they are viewing the past in a way they have never done so before (Endacott, 2010; Retz, 2015; Wineburg, 2001; Yeager & Foster, 2001).

Perspective recognition is important when students examine public issues. Public issues are controversial by nature and tend to evoke emotions that are connected to people's values and belief systems (Ochoa-Becker, 1996; Oliver & Shaver, 1966). Therefore, there are bound to be conflicting perspectives about issues that concern the resolution of social and political problems. Some public issues are enduring, such as racism and inequality. They span historical eras and are rarely easily resolved. Units that examine the African American experience in the early 1900s may appeal to students for this reason. It tends to be easier to make affective connections to issues such as injustice and discrimination because these topics are still relevant today. When students use historical empathy to analyze a public issue, they not only recognize perspectives, but they examine what factors influence peoples' views (Endacott 2010; Endacott & Brooks, 2013; Endacott & Sturtz, 2014; Lee & Ashby, 2001). Therefore, even if the views conflict with students' own, they learn to be more tolerant and less judgmental. These are ultimately skills that help students to become productive and contributing members in a society; citizens that make informed decisions based on evidence and not biases (Brooks, 2011; Clabough, 2020).

Dr. Nefertari Yancie is a middle school social studies teacher at Clay-Chalkville Middle School in Birmingham, Alabama. She can be reached at mrsyancie@yahoo.com.

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Appendix A

Student Document Analysis Sheet

What do you think is the purpose of the text? (i.e., why was the text written?)	What evidence from the text supports your answer about the purpose of the text? Give at least two details to support your answer.	What were the Southern states' perspectives regarding allowing African Americans to vote? Cite at least two details from the text as evidence to support your answer.

Appendix B

Possible Example of a Student's Historical Monologue

TIME: May 31, 1910

SETTING: Downtown courthouse, outside the registrar's office in Birmingham, Alabama.

MATILDA BAKER: (*Sadly shakes head*) Why did I come down here, to this office? These laws tell us what we have to do to vote. But I can't help but feel like, they keep us from voting.

(*Walks down the hallway toward the outside doors.*)

MATILDA: I have never voted in my life. I thought this would be the first time I would be able to make my voice heard. But when I went in there, the lady at the desk looked down her nose at me. She asked me if I knew how to read or write.

(*Turns around and looks back at the registrar's office.*)

MATILDA: I had a little schoolin', but I had to leave to earn money for my family! (*Turns and continues to walk outside*) I know how to write my name, and I know who should be speaking for me to make my life here better. I want to vote! Hmph! And if I can't read or write, I have to own 40 acres of land? I'm a maid! How would I ever have the money to own that much land? (*Steps out into the sunshine, closes eyes, and lifts face to the sun.*)

MATILDA: There are times when I feel powerless in the face of such racism and injustice. I think some White people don't want us to have a voice because then we might get the power to change things to make life better for ourselves. (*Lowers face and starts to walk down the street.*)

MATILDA: Even though it would be easier to give up, I'm not going to do that. I'll be back next year. My spirit won't be broken. God willing, change is going to come.

Teacher In-service: Emotional Experience that Moved Teachers to Action

Ronald V. Morris^a and Denise Shockley^b

^aBall State University, ^bGallia-Vinton Educational Service Center

Abstract

During professional development in different regions of the country called field studies, Appalachian teachers learn about teaching, experience results, and consider teacher benefits as part of their reflections on their in-service program. Field studies offer teachers the opportunity to engage in inquiry activities that enrich their life experiences by showing them more of the world outside their homes. The teachers travel in a peer group that sets the context for their learning. The decision making that results as part of this reflective model documents their background and classroom experiences tied to culture and place. Elementary teachers in this situation are motivated to make decisions and take civic actions by emotional appeals or visiting sites that create empathetic bonds. Initiation of civic action and inquiry question generation may profit from empathetic in addition to purely knowledge-based sparks to spur investigation.

Keywords: field studies, Appalachia, civic action, inquiry, elementary teachers

Is there such a thing as Appalachian culture? Not everyone agrees that there is such a thing, but most observers would recognize some cultural traits are unique if not generalizable to all people living in the region (Billings, Norman, & Ledford, 2013; Denham, 2016; Jones, 1991). After years of attention the residents of the Appalachian highlands remain impoverished.

Residents seem unable to successfully transition from the industrial boom years of coal mining and railroad industries. Resident demographics include government benefit recipients, high rates of diabetes and obesity, low-income, and low collegiate obtainment rates. Multiple generations of descendants connected with a place is different from living in a region. A claim to a specific site heritage dependent on myths, legends, and stereotypes about people from a specific region such as environmental disaster, feuds, hopelessness, joblessness, mine wars, and stills may mask the truth about the region that makes it unique from individuals in the wider society. Disturbingly Andreescu et al., (2011) found counties in Appalachia where most community members belonged to a conservative Protestant denomination which had on average significantly higher homicide rates related to arguments.

Literature Review

Social studies professional development offered a way to gather new knowledge, skills,

values, and dispositions. Specifically, elementary social studies professional development tended to provide new knowledge and skills. Professional development provided an opportunity for participants to develop inquiry experiences in civic efficacy and decision making while also describing the social interaction inherent in the process. The emotional experiences of teachers determined how empathetic events might impact decision-making. The organization of the literature review follows this outline.

Previous researchers have described the nature of in-service and professional development. Collaborative support and interactive experiences helped teachers make improvement toward teaching history as inquiry. In-service may not completely work, but it may help teachers improve their skills (Callahan, Saye & Brush, 2016). Presenters for professional development needed to work to capture the imagination of the teachers just like the teachers worked to capture the imaginations of their students. Teachers conducted their own inquiries examining place, culture, and historic sites while learning the dispositions to spend extended time learning a site, and the skills of reading the landscape for clues to the past. All these experiences contributed to the teachers' historical understandings.

Morris (2017) described how elementary social studies teachers engaged in in-service to increase their abilities to meet social studies standards when they engaged with cultural and historic sites. Teachers encountered multiple perspectives, technology, and controversial issues through their travels. They determined that extended time was required to experience the place, to value it, and to harbor the disposition to teach about it. Teachers learned knowledge, skills, values, and dispositions; furthermore, they wished to consider this type of professional development to understand the sense of place and how it related to the curriculum they taught. Each teacher expanded their point of view because of new experiences they encountered through their field studies. The teachers transferred their individual experiences into knowledge they used to enrich their classroom environment.

Similarly, elementary teachers who taught social studies and history also engaged as learners with opportunities to gather information through an inquiry process. Through these vicarious experiences, they remained interested as they explored disciplinary content. Some of the experiences engaged teachers with virtual field trips as an imperfect substitute for the real event (Kenna & Potter, 2018). However, they could see replayed events that enhanced their sense of history. There remain multiple formats for vicarious experiences. Yet another vicarious experience for elementary social studies involved the use of film (Buchanan, 2015). Teachers who used film viewed personified stories that helped them to empathize with individual circumstances. The individual of film expands into social groups or mass movements. Other elementary social studies teachers used technology to enhance disciplinary content knowledge (Leaman & Corcoran, 2018). These teachers offered the results as an opportunity for professional development to improve social studies instruction and increase efficacy. In addition, teachers engaged in question examination that successfully involved social studies content.

Furthermore, teachers linked social studies content and collaboration skills that

helped them to be successful. Ideally when teachers engaged in professional development, they investigated something rather than listening to people expound on how to teach. Teachers constructed an inquiry to explore their understanding of social studies instruction as part of an in-service program. That inquiry included the social studies inquiry arc and the C3 curriculum (Thacker et al., 2018). Most teachers believed in the ideals of a liberal democracy that required students to receive an education that obligated them to analyze information and, in a citizenship tradition, make informed decisions. Teachers then constructed the question they wished to explore. Moreover, teachers identified the questions to pursue that were relevant to the classroom (Shear et al., 2015). Teachers learned skills, such as question formation and evaluation as part of their professional development experience. Teachers used their knowledge of history, culture, geography, civics, and economics to help frame their understandings of the content. As teachers conducted an inquiry, they wanted to set their investigation within a disciplinary context and explored content through that lens (Brugar, 2016; Dündar, 2019; Maguth & Yang, 2019). Teachers already had a foundation of understanding in those disciplinary areas. As part of that inquiry arc it required gathering information. Gathering information included oral history and field work or working with the internet to find primary sources (Dutt-Doner et al., 2016; Milson, 2002; Morris, 2004). Gathering information also included comparing sources, analyzing the strengths and weaknesses of the sources, and determining which sources to use. Furthermore, teachers wanted to interrogate sources and shared information while taking action in their classrooms. Teachers took content and transferred it into individual action through activism, agency, and resistance to learn citizenship skills (Aidinopoulou, & Sampson, 2017; Busey & Walker, 2017). Teachers learned important lessons about civic action through this experience. They engaged in democratic participation both within their school and classroom community. Transforming in-service from didactic oration to interactive investigation was a welcome change.

There is a social element where people create human connections through educational institutions and similarly teachers also create these bonds as they engage in professional development. People enjoy learning together and find human connection through shared inquiry tasks (Kucan et al., 2019; Morris, 2018). These tasks include experience with the past and present and interactions with community individuals or institutions. These interactions explore multiple local narratives about historical events, culture, justice, and policy. However, the common component in each of these experiences is the interaction between the individual and peers (Demoigny & Ferraras-Stone, 2018). Similarly, the role of peer interaction in the professional development should not be overlooked. Teachers engaged in professional development, learned, and explored together. Generally, they enjoyed their professional development experiences where they gathered to learn new ideas.

Teacher emotional experiences in decision-making settings were discussed in some literature. The role of emotions was little explored but had a potentially large impact in idea origination. While emotion and intellectual functions tended to be separated, social interaction

predicated teacher development. Teachers made independent decisions in emotionally supportive environments (Cassidy et. al., 2017). The role of others in the development of intellectual thought might be tied to their interactions with emotional content. Professional growth and development used emotional experience as a resource (Yang, 2019). Emotional support expressed from others created new conceptual understandings. The key element of emotional experience may result from a playful environment, and ideas may originate from emotional situations.

Background

Thirty-five elementary social studies teachers from the Appalachian region of southeastern Ohio gathered together for a week of teacher in-service. Teachers matured from youth in this region, attended school in the region, and obtained jobs in the region; to ameliorate this lack of perspective the field studies program helps provide significant experiences away from the region. They have a two-day teacher in-service to learn content and methods in February and the one-week professional development in the summer. The elementary school teachers visited museums, schools, a research hospital, historical sites, preservation sites, and cultural manifestations. The teachers travel in an area to learn social studies content, dispositions, skills, and values that related to the social studies standards they teach in their classrooms; in 2019 it was Tennessee. The teachers traveled by motor coach for one week to investigate the culture, history, and geography of Tennessee from Memphis to Bristol.

Significance

Coal mining stripped the land of Appalachia, cheated residents from access to economic prosperity, removed them from physical well-being, and prevented them from opportunities for advancement or mobility. The descents of the company-dependent residents of a generation ago cannot slip the bonds of the lingering effects of economic, health, and industrial environmental disasters. Robinson (2015) states that communication technologies may advance cross-cultural understanding, education, or employment, but they may undermine the foundation of Appalachian highlands culture. Appalachian highlands culture insulated the residence to survive successive waves of exploitation and isolation. Appalachian residents have created a rich culture based on community pride, fatalism, kinship, and religion. This is the legacy of the communities where this group of teachers work with the grandchildren of the mines. In the paper that resulted from this experience the research question under consideration examined in the fieldstudy: What role did emotion play in creating an environment to help teachers want to take civic action?

Method

Sample

The teachers were all white, all female except two males, and had taught from more than five years to one year before retirement. They worked in rural and small-town schools, in a postcoal economy, and in remote locations. They shared an evangelical religious tradition and were acquainted with Appalachian culture, rural poverty, and the problems of rural education. The thirty-five reflections were on average three to four paragraphs in length and from teachers representing seven school districts.

Data Collection

At the conclusion of the trip the teachers each wrote their reflections about their top three favorite events and an honorable mention of the in-service while they were riding home on the bus. By using a forced choice selection, the teachers had to reflect upon their criteria and arrive at a solution for what they valued the most from the events and sites they experienced during the field studies professional development. The quantitative data was all gathered at the same time and in the same place to standardize the experience rather than creating variations by some participants completing the reflections in retrospect.

Data Analysis

Using a constructivist and interpretivist philosophical framework, phenomenologically methodology was used to discern the essence of the experience for the teachers. The authors used open and axial coding on these reflections to create grounded theory. Teacher reflections were used as data for open coding. Open coding was used to analyze, discriminate, and categorize the data (Casey, 2016). After completing open coding, then axial coding was used to develop connections between the data. Axial coding was the process of joining, aligning, and creating new connections between categories (Fadzil, 2017).

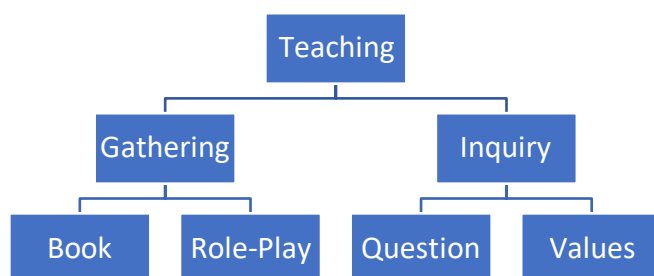
Findings

The initiation of civic action and inquiry question generation in elementary social studies teachers may profit from empathetic in addition to purely knowledge-based sparks to spur investigation. Themes of teaching, experiencing results, and teacher benefits provided motivation for educators questioning what they could do to initiate inquiry investigations. The themes were related to the focus of the study in three ways. First there was the emotion of excitement for teaching. Next the teachers felt the exhalation of refreshment. Finally, the teachers felt the benefits of the experience as reflected in the feeling of a calling to accomplish. The data connected with the research question by illustrating the emotional environment created by the professional development and causing teachers to raise questions as the first part

of an inquiry arc. Emotion played a role in developing an environment where teachers wanted to involve their students in taking civic action. Emotions played a role in creating an environment where teachers wanted to take civic action. Elementary teachers in this situation made decisions and took civic actions by emotional appeals or visiting sites that created empathetic bonds.

The elementary teachers identified the idea of teaching as being one of the most important trends that resulted from the in-service. This idea was represented by the teachers every time they commented on what they would take to their students. Candice said, “I can’t wait to share with my students my experiences.” Teachers wanted to share what they had learned with their students and were eagerly thinking of how to engage their future students. Even though they had not yet met their students, the teachers contemplated future educational adventures. The trend of Teaching was supported by the assertions of Gathering and Inquiry.

Figure 1.



The idea of Teaching was supported by the first assertion of Gathering. This idea characterized all the times that teachers mentioned acquiring items from the in-service that would aid them in instruction when they returned to their classroom. Jayme said, “I was able to find and purchase several hands-on activities for my classroom at this facility. I will use these materials this year and the coming years in my own classroom.” Teachers used their own resources to purchase items for their classroom as well as gathering free items like brochures and flyers. Moreover, they create their own media products by making their own photographic, audio, and video records with their phones. The assertion of Gathering was supported by the sub assertions of Book and Role-Playing.

The idea of Gathering was supported by the first sub assertion of the Book. The category of Book was indicated every time a teacher talked about reading a book, finding books, or using books in their classroom. Melinda said, “*The Girls of the Atomic City* . . . held my attention so tightly that I read the book in one setting. I even read it twice to paint a mental picture of the people and the area. I found the format of the book engaging.” This wide category included teachers reading books about the sites they visited ahead of time, gathering books for students, and thinking about how they will get students to read about

similar topics. Teachers reflected upon their experiences and automatically linked them to books they could use in the future with their students as they constructed lessons. As they thought about their future lessons some teachers gathered a role-playing idea from a museum they visited with the intention of taking that idea back to school.

The second sub assertion that supported Gathering was Role-Play. The teachers entered amuseum that required them to take an identity and learn the fate of their character at the end of the tour. Jenny said, “I love the idea of taking a person and give them a small biography that tells a little about who they are and the mystery behind if they survive a specific historical event we study.” Teachers thought that this type of activity would help students focus on the topic and help them wish to investigate to see how their person fared in the future. In this case the teachers were gathering a methodologically tool. Some teachers planned to use role-playing to start their students with inquiry investigations.

The second assertion that supports Teaching was Inquiry. This is where teachers said that they would engage their students in an inquiry process to conduct research as a result of information they encountered in the professional development. Denise said, “I would love for my students to research the history of different types of music we have experienced on this trip, and possibly the different people who made the music important.” Teachers saw ways for their students to investigate topics to learn about the subject matter with their own investigations. Learning was defined by student engagement with research rather than teacher talk as lecture or story. The sub assertions of Questioning and Values support the idea of Inquiry.

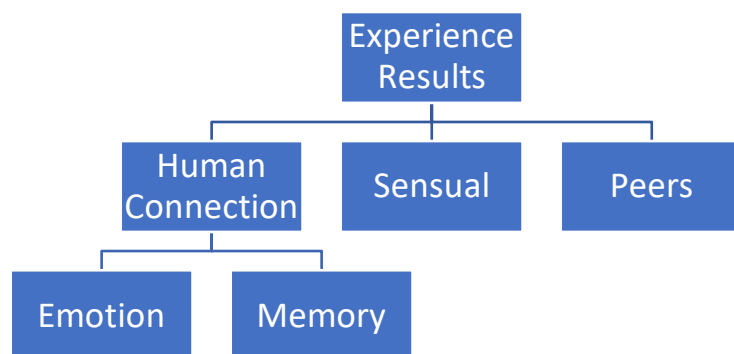
The first sub assertion that supports the assertion of Inquiry is Questioning. When the teachers said that they would raise questions or that the experience raised questions for them it indicated supporting investigation. Hannah said, “The students can look at them [photos of the trip] . . . I believe that it can spark curiosity, and they might ask questions that in turn can allow me to share about that historical site.” Discerning a question is the first step in a research project, and it allows the learner to determine what they wish to know. Helping elementary students to raise questions is an important first step in developing autodidactic learners. Moreover, teachers need to Value the process of letting students ask and explore Questions as a fundamental component of democratic education.

The second sub assertion that supports the assertion of Inquiry is Values. When the teachers discussed making choices and decision-making, they were indicating that they were thinking about democratic values. Tondra said, “I . . . will . . . use my experiences on these trips to help students better understand the importance of . . . the effects of the choices people have made.” Teachers acknowledged the civic values implicit in decision making required by Inquiry. When teachers display willingness for students to engage in decision making, they are exercising values found in democratic life. The teachers found that the Nature of the Experience comes in direct contact with the Benefit of the Experience.

The second trend explored the Nature of the Experience for the teachers. Teachers described the experience as being essential for their professional development. Andrea said,

“I am refreshed as a teacher, [and] reminded of my responsibilities to teach my students.” The professional development was refreshment, enrichment, and extension for elementary school teachers. The professional development experience allowed them new opportunities that extended their perspectives. Their reactions to the experience clustered in three assertions of Human Connection, the Sensual, and Peers.

Figure 2.



The first assertion of the Human Connection described how the teachers reacted to the Experience. By encountering new people, the elementary teachers developed new ideas from their reactions. Eileen said, “We, as humans, often don’t understand each other like we should...I, personally, need to take the time to get to know other people. We all need to do the same. Maybe then, we could all find the middle ground to peace.” By encountering new people and ideas teachers made connections with people they would not necessarily ever encounter in their Appalachian homes and schools. The introduction to new people allowed teachers to create new understandings about others and themselves. The assertion of Human Connection was supported by both the sub assertions of Emotion and Memory.

The sub assertion of Emotion described how the elementary teachers experienced Human Connection. The teachers had emotionally powerful experiences that resonated with them when they visited a childhood research and treatment hospital. Dian said, “I broke down and wept for these children . . .” The teachers saw children with their families between treatments and met survivors who had beaten childhood cancer and now worked in the hospital as development officers. Teachers had experiences on the trip that triggered emotional responses from the people they encountered, the events they witnessed, and the places they observed. Emotions come into play in both the construction and recall of Memory; they can shape the way we remember an event or how we feel when we recall a Memory may shape our perceptions of the event.

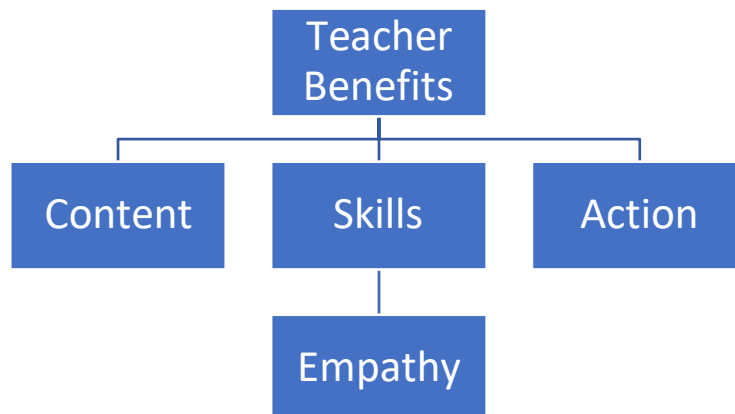
The next sub assertion of Memory also described how the teachers experienced Human connection. The teachers had an experience that helped them receive a memory from their past that connected the event with the memory of former events. Stephanie said, “As a child, music

provided an escape from the chaos of growing up in a dysfunctional family.” Teachers accessed both pleasant and unpleasant memories to connect with events. The teachers found themselves pulling memories from the past and interpreting their experiences through those reveries. Using Sensual details Teachers create Memories and conversely the Sensual stimulation of a smell or sight can trigger the Memory in the future.

The second assertion of the Sensual described how the teachers reacted to the Experience. The Sensual is not used here in the erotic form but in the understanding of the events through sensory stimulation including smell, sight, auditory, taste, and touch. Heather said, “I was able to stand where former presidents stood, walk through homes of music icons, and look down from the same balcony where the most notable civil rights leader was assassinated.” Teachers used their senses when they discussed the Experience as smelling the sulfur in the coal smoke of a steam powered locomotive and putting their fingers in the bullet holes of Civil War-scarred buildings. The teachers described their experience as mediated through their senses. Teachers Sensually encounter Peers through oral exchanges.

The third assertion of Peers also described how the teachers reacted to the Experience. Teachers talked with their peers to debrief from their classroom during portions of the in-service. Angela said, “The greatest way that this trip has helped is by creating the atmosphere (on the busride, at dinner . . .) for teachers to sit and talk with one another. One of the major items of discussion was the school year that just closed. We hashed through the changes we would like to make in the classroom for the upcoming year and even brainstormed ideas to that end. We offered advice and a listening ear to those that struggled in the classroom this year and provided reassurance about the next.” The teachers enjoyed the confidence, professional relationships, and sociability of their peers. The experience for the teachers helped them as they developed peers and worked with this cadre to explore classroom topics and methods. The assertions of Human Connection, Sensual, and Peers all support the trend of the Nature of the Experience.

Figure 3.



The teachers identified Teacher Benefits as those things derived from the professional development program as the third trend. Teacher Benefits are the concepts teachers indicated that were valuable from the in-service that enhanced their professional life. Marlene said, “This trip is always very enlightening. I always learn so much.” The different benefits of the trip vary in importance by the individual. However, the individuals identified benefits that propelled them forward in ways that clustered with the assertions. The assertions of Content, Skills, and Action all support the trend of Teacher Benefits.

The first assertion that supports Teacher Benefits is the idea of Content. Teachers mention that they learn content that enriches their professional life, and they will communicate this information with their future students. Ashley said, “Learning more about these topics will allow me to present more authentic information to my students.” Elementary teachers may not start with a rich content background, but as a result of the in-service they encounter new topics, events, and groups of people. The new content may originate from areas of study they did not have time to specialize in while taking the broad curriculum required by the state to prepare for elementary teacher licensure. Teachers use new content with skills to create new experiences for their students.

The second assertion that supported Teacher Benefits is the concept of Skills. When teachers identified processes or methods they wanted to use with future students, these ideas clustered around the idea of Skills. Kellie said, “Examining the difference and similarity . . . and understanding patterns . . . is essential in historical and social studies.” Teachers gather skills and methods from docents, interpreters, and museums that they can use with their students. These skills may come from disciplinary fields the teachers did not encounter in the elementary teacher preparation undergraduate experience. The sub assertion of Empathy supports the assertion of Skills.

The sub assertion of Empathy supported the idea of Skills. Teachers acknowledged Empathy when they visited a Civil War site and learned how the family found shelter from the war in the basement of their home though other examples also were present. Joyce said, “. . . the historical perspective of a family caught between two armies and how they survived and how they became involved when the war came to their home.” Teachers found nine empty chairs in the basement some adult sized and others child sized to represent the people who cowered in this space during the battle. Teachers found historical empathy as they learned about people and situation from the past. Teachers help students learn the skill of historical empathy as a sub assertion that supports the assertion of Skills.

The third assertion that supported Teacher Benefits included Action. Action was indicated by the teachers when they talked about wanting to take action or working with their students to take steps to raise funds after visiting a child research and treatment hospital. Nancy said, “This made me feel that I need to do more for my students and community.” Teacher responses ranged from very specific and pragmatic ways to help to general commitments to take action. Teachers felt called to action as part of a transformational

experience, and from this desired to make a personal commitment to that hospital. The assertions of Content, Skills, and Action all support the trend of Teacher Benefits resulting from the field study.

Discussion

The trend of teaching was supported by the literature review of professional development, elementary professional development, contents and skills, and inquiry/decision making. The trend of experiencing results aligned directly and solely with the literature review of the social aspects. Finally, the trend of teacher benefits linked with the ideas from the literature review of elementary professional development, content and skills, and the emotional. The presented study was limited to the teachers in this field study; however, it opened a variety of possibilities to examine teacher decision making in relation to emotionality and emotion-based experience through quantitative studies of past and present choices and how teachers feel about making those selections.

Conclusion

The religious experience of the evangelical protestant tradition as experienced in the Appalachian region begins with an emotional, personal, and transformation experience such as a response to an event, that is transformed into a personal commitment. In a cultural parallel this same dynamic metaphor manifested itself in an emotional, personal, and transformation experience such as visiting a research hospital where the teacher made personal commitments to engage in service with their students to help others in need. While it is not the typical way to think of decision making in civic life, it certainly seems to mirror how individual teachers made decisions in their environment to become socially involved and rally their community to civic action in this field study. Regardless of the methodology the results seem to look the same. The teachers became committed to creating a difference in their community and helping people in need.

The elementary social studies in-service provided a forum for this to occur. While this was hardly what the writers were expecting it does seem to reflect the reality of the situation. Teachers gathered content from the sites they visited on the field study; they enhanced and expanded their skills by examining human structures and the landscape. The professional development created the opportunity to expose the teachers to needs of the community by leading the teachers into the community through field trips where they encountered real needs. Teachers gathered information about the real needs in the world and how they could work with their students to meet those needs.

The inquiry the teachers engaged in was part of a group process and group profession of intent to make a difference. As part of a group they were in some ways like congregants responding to the travails of fellow parishioners as they connected to fellow humans. Furthermore, the sensual experience of stimulus from hearing, seeing, and watching patterned

the participation in an emotional based congregational singing, exhortation, and audience response only this time the stimulus was more subtle. Peers were close, supportive, and encouraging as teachers emotions welled up and they made personal pledges to help. They placed detailed plans in their reflections on how they intended to help and how the teachers went back to school resolved to make a difference through their actions.

Ronald Vaughan Morris, Ph.D., is a professor in the History Department at Ball State University where he researches creative elementary social studies education. He can be reached at RVMorris@BSU.edu .

Denise Shockley, Ph.D., is the Superintendent at the Gallia-Vinton Educational Service Center in Rio Grande, Ohio where she researches professional development. She can be reached at dshockley@galliavintonesc.org .

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