Teaching History, Learning Citizenship: Tools for Civic Engagement

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A Place for All 2019
Dear Staff-ty,

This Wednesday is the "Walk Out" students are promoting across the country protesting Anti-Violence in schools. We visited with student leaders from the House of Representatives and the Student Government. We inquired if they were participating in this "Walk Out"?

The leaders shared with us that many students were going to participate. We have provided a place for them out on the football field. This is optional for students. They are not required to participate. Please be supportive for those who are wanting to participate and don't penalize them for doing so.

They will be walking out at 10 am on Wednesday with constitutional rights of a peaceful assembly and free expression. The students are going to take 17 minutes with a moment of silence. Every minute they are going to share the students name and age who's life was taken.

They will be returning as Flex begins. Throughout the day students will have posters to sign and cards to write on with their supportive thoughts to send to the high school.

The students want to share solidarity and commitment to building a better non-violent community.

Please assess and provide if there are teachable moments that could be relevant to class instruction or lessons.

Respectfully,
FECR HAS NO PLACE IN SCHOOL

THOUGHTS & PRAYERS DON'T SAVE LIVES
GUN REFORM WILL
Emma Gonzalez

- Removed video of Gonzalez at rally

“We know that they are claiming that there are mental health issues and I am not a psychologist, but we need to pay attention to the fact that this isn’t just a mental health issue. He wouldn’t have harmed that many students with a knife!”
Cameron Kasky

• Removed video of Kasky debating Rubio

“This isn’t about red and blue. We can’t boo people ‘cause they are democrats and boo people ‘cause they are Republicans. Anyone who is willing to show change no matter where they are from, anybody who is willing to start to make a difference is somebody we need on our side here, and this is about people who are for making a difference to save us, and people who are against it and prefer money. So, Senator Rubio, can you tell me right now that you will not accept a single donation from the NRA in the future?”
“Knowing that we can keep this from happening to even one more person is the only thing that makes me feel even a little bit better about living through this senseless tragedy...We are no longer just high school students, that much is true. We are now the future, we are a movement, we are the change.”
Presentation Agenda

• Informed civic engagement
• Knowledge, skills, and dispositions for informed civic engagement
• Six tools for informed civic engagement
  (and why they should be taught in social studies lessons)
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    (and why they should be taught in social studies lessons)
Civic Engagement
Identifying a need, problem, or opportunity in our school, community, state, nation, or the world, and taking action.
Removed video Saturday Night Live “The Undecided Voter”
INFORMED Civic Engagement
Possessing the knowledge and skills needed to take WISE action in a manner that GETS POSITIVE RESULTS
Presentation Agenda

• Informed civic engagement

• Knowledge, skills, and dispositions for informed civic engagement

• Six tools for informed civic engagement
  (and why they should be taught in social studies lessons)
- **Knowledge**
  - facts and conceptual understandings

- **Skills**
  - abilities and proficiencies

- **Values/dispositions**
  - traits and characteristics
Knowledge
Skills

• Sourcing
• Argumentation
• Corroboration
• Historical empathy
• Perspective taking
• Use of social media
• Listening
• Vetting evidence
• Making ethical judgments
• Contextualization
Dispositions

- Curious
- Engaged
- Ambitious
- Empathetic
- Resilient
- Cooperative
- Open-minded
- Courageous

- Unselfish
- Humble
- Optimistic
- Confident
- Observant
- Tolerant
- Creative
- Patriotic???
Presentation Agenda

• Informed civic engagement
• Knowledge, skills, and dispositions for informed civic engagement

**Six tools for informed civic engagement**
  (and why they should be taught in social studies lessons)
1. Disposition to defend the rights of others
Unhappy BOSTON! see thy Sons deplore,
Thy hallowe’d Walks besmear’d with guiltless Gore:
While faithless P--n and his savage Bands,
With murd’rous Rancour stretch their bloody Hands;
Like fierce Barbarians grinning o’er their Prey,
Approve the Carnage, and enjoy the Day.
If scalding drops from Rage from Anguish Wrung
If speechless Sorrows lab’ring for a Tongue,
Or if a weeping World can ought appease
The plaintive Ghosts of Victims such as these;
The Patriot’s copious Tears for each are shed,
A glorious Tribute which embalms the Dead.
But know, FATE summons to that awful Goal,
Where JUSTICE strips the Murd’rer of his Soul:
Should venal C-ts the scandal of the Land,
Snatch the relentless Villain from her Hand,
Keen Execrations on this Plate inscrib’d,
Shall reach a JUDGE who never can be brib’d.
22 March, 1770

My Dear Son,

I am under great affliction at hearing the bitterest reproaches uttered against you, for having become an advocate for those criminals who are charged with the murder of their fellow-citizens. Good God! Is it possible? I will not believe it....

I must own to you, it has filled the bosom of your aged and infirm parent with anxiety and distress, lest it should not only prove true, but destructive of your reputation and interest; and I repeat, I will not believe it, unless it be confirmed by your own mouth, or under your own hand.

Your anxious and distressed parent,

Josiah Quincy.
I have little leisure, and less inclination, either to know or to take notice of those ignorant slanderers who have dared to utter their 'bitter reproaches' in your hearing against me, for having become an advocate for criminals charged with murder. . . . Before pouring their reproaches into the ear of the aged and infirm, if they had been friends, they would have surely spared a little reflection on the nature of an attorney's oath and duty; some trifling scrutiny into the business and discharge of his office, and some small portion of patience in viewing my past and future conduct.

Let such be told, Sir that these criminals, charged with murder, are not yet legally proved guilty, and therefore, however criminal, are entitled, by the laws of God and man, to all legal counsel and aid; that my duty as a man obliged me to undertake; that my duty as a lawyer strengthened the obligation.

This and much more might be told with great truth; and I dare affirm that you and this whole people will one day REJOICE that I became an advocate for the aforesaid 'criminals' charged with the murder of our fellow-citizens.
Is there a safe and quiet place in our school where Muslim students could go to pray?
1. Disposition to defend the rights of others
‘Students’ inability to navigate the web threatens the future of our democracy…. For every social, cultural, and political issue, there are scores of groups seeking to persuade us. If students are unable to identify the interests behind the information they consume, they are easy marks for dubious causes of all kinds.”
Gasping for air under an information overload, we face a different question [than learners in the past]. What information should be *believed*? We are woefully unprepared to answer. Instead of teaching the skills needed to navigate this digital free-for-all, our education system trudges along doing the same thing...

The old ways of reading won’t do...
Attention Students... Try our MLK Pop Quiz

Martin Luther King, Jr.
A True Historical Examination

That night King retired to his room at the Willard Hotel. There FBI bugs reportedly picked up 14 hours of party chatter, the clinking of glasses and

Rap lyrics - Novel

Why the King
Holiday Should be Repeated!

Black Invention Myths

Learn more about

Bring the Dream to life in your town!
Download flyers to pass out at your school.

MLK Discussion Forum
Hosted by Stormfront
About the Minimum Wage

The minimum wage is the minimum hourly wage an employer can pay an employee for work. Currently, the federal minimum wage is $7.25 an hour (part of the Fair Labor Standards Act) and some states and cities have raised their minimum wage even higher than that. Washington currently has the highest state minimum wages in the country at $11.50 per hour, and Emeryville, CA, currently has the highest city minimum wage at $15.69 an hour.

Employees that earn the minimum wage tend to be young, and work in businesses that keep a few cents of each sales dollar after expenses. When the minimum wage goes up, these employers are forced to either pass costs on to consumers in the form of higher prices, or cut costs elsewhere—leading to less full-service and more customer self-service. As a result, fewer hours and jobs are available for less-skilled and less-experienced employees.

Minimum wage increases do not help reduce poverty. Award winning research looked at states that raised their minimum wage between 2003 and 2007 and found no evidence to suggest these higher minimum wages reduced poverty rates.
Has this Media Source failed a fact check? LET US KNOW HERE.

QUESTIONABLE SOURCE

A questionable source exhibits one or more of the following: extreme bias, consistent promotion of propaganda/conspiracies, poor or no sourcing to credible information, a complete lack of transparency and/or is fake news. Fake News is the deliberate attempt to publish hoaxes and/or disinformation for the purpose of profit or influence (Learn More). Sources listed in the Questionable Category may be very untrustworthy and should be fact checked on a per article basis. Please note sources on this list are not considered fake news unless specifically written in the reasoning section for that source. See all Questionable sources.
Sourcing in History

• Who created the account? What do you know about him/her?
• When did he/she create the account compared to the event it describes?
• Why did he/she create the account?
• What is the genre of the account?
• Did the creator of the account keep it private or share it publicly?
• Who published the account and how and why was it published?
• How did the author or creator know about the event?
• How did the author or creator feel about the event?
• How did people react to this account?
• What does the content of the account show about the source?
Then the soldiers, a hundred or more, came over the hill. The soldiers descended the hill toward the camp, saying to themselves as they came that they could kill the Indians right in their camp. The soldiers forded a stream near the camp but did not begin to kill the Indians until they were right up to them. Then they began to battle with the Indians. When the battle began, the chiefs said to the women and young people, “You must stay with us because if you leave the rest will leave.” Then those Indians who lived there in that place began to battle with the soldiers. My maternal grandmother said that the place where they lived was a place of many willows and when the soldiers began to shoot, the willows began to fall as if they were being moved by a scythe. The Indians were fighting back and they were killing some of the soldiers. The Indians fought back but there wasn’t much they could do because the white men had guns and the Indians had only bows and arrows.
SOURCE: Excerpts from report written February 6, 1863 by Colonel Patrick Conner, sent to Lieutenant Colonel R. C. Drum and the United States War Department, and published by the U.S. War Department in 1902. This report resulted in Colonel Conner’s military promotion to Brigadier-General
I immediately ordered a detachment of cavalry with led horses to cross the infantry which was done accordingly, and upon their arrival upon the field I ordered them to the support of Major McGarry’s flanking party, who shortly afterward succeeded in turning the enemy’s flank. Up to this time, in consequence of being exposed on a level and open plan while the Indians were under cover, they had every advantage of us, fighting with the ferocity of demons. My men fell fast and thick around me, but after flanking them we had the advantage and made good use of it. I ordered the flanking party to advance down the ravine on either side, which gave us the advantage of an enfilading fire and caused some of the Indians to give way and run toward the north of the ravine. At this point I had a company stationed, who shot them as they ran out. I also ordered a detachment of cavalry across the ravine to cut off the retreat of any fugitives who might escape the company at the mouth of the ravine. But few tried to escape, however, but continued fighting with unyielding obstinacy, frequently engaging in hand to hand with the troops until killed in their hiding places. The most of those who did escape from the ravine were afterward shot in attempting to swim the river, or killed while desperately fighting under cover of the dense willow thicket which lined the river banks.
CIVIC ONLINE REASONING

When you come across information online, ask yourself:

🔍 WHO’S BEHIND THIS INFORMATION?
🔍 WHAT’S THE EVIDENCE?
🔍 WHAT DO OTHER SOURCES SAY?

Stanford History Education Group
2. Sourcing
3. Disposition to Compromise
Source: Part of a resolution passed by the General Assembly of Delaware appointing and outlining the purpose of Delaware’s delegates to the Constitutional Convention, passed February 3, 1787.
Whereas the General Assembly of this State are fully convinced of the Necessity of revising the Federal Constitution, and adding thereto such further Provisions, as may render the same more adequate to the Exigencies of the Union; And Whereas the Legislature of Virginia have already passed an Act of that Commonwealth, appointing and authorizing certain Commissioners to meet, at the city of Philadelphia, in May next, a Convention of Commissioners or Deputies from the different States: And this State being willing and desirous of co-operating with the Commonwealth of Virginia, and the other States in the Confederation, in so useful a design.

Be it therefore enacted by the General Assembly of Delaware, that George Read, Gunning Bedford, John Dickinson, Richard Bassett and Jacob Broom, Esquires, are hereby appointed Deputies from this State to meet in the Convention of the Deputies of other States, to be held at the City of Philadelphia on the Second day of May next:
and to join with them in devising, deliberating on, and discussing, such Alterations and further Provisions as may be necessary to render the Federal Constitution adequate to the Exigencies of the Union; and in reporting such Act or Acts for that purpose to the United States in Congress Assembled, as when agreed to by them, and duly confirmed by the several States, may effectually provide for the same: So always and Provided, that such Alterations or further Provisions, or any of them, do not extend to that part of the Fifth Article of the Confederation of the said States, finally ratified on the first day of March, in the Year One thousand seven hundred and eighty one, which declares that "In determining Questions in the United States in Congress Assembled each State shall have one Vote."
He [James Wilson of Pennsylvania] entered elaborately into the defense of a proportional representation, stating for his first position that as all authority was derived from the people, equal numbers of people ought to have an equal no. of representatives, and different numbers of people different numbers of representatives. This principle had been improperly violated in the Confederation, owing to the urgent circumstances of the time.... Are not the Citizens of Penn. equal to those of N. Jersey? Does it require 150 of the former to balance 50 of the latter? Representatives of different districts ought clearly to hold the same proportion to each other, as their respective Constituents hold to each other. If the small States will not confederate on this plan, Pennsylvania & he presumed some other States, would not confederate on any other.
It has given me great pleasure to observe that till this point, the proportion of representation, came before us, our debates were carried on with great coolness & temper. If any thing of a contrary kind, has on this occasion appeared, I hope it will not be repeated; for we are sent here to consult, not to contend, with each other; and declarations of a fixed opinion, and of determined resolution, never to change it, neither enlighten nor convince us. Positiveness and warmth on one side, naturally beget their like on the other; and tend to create and augment discord & division in a great concern, wherein harmony & Union are extremely necessary to give weight to our Councils, and render them effectual in promoting & securing the common good.
The diversity of opinions turns on two points. If a proportional representation takes place, the small States contend that their liberties will be in danger. If an equality of votes is to be put in its place, the large States say their money will be in danger. When a broad table is to be made, and the edges of planks do not fit, the artist takes a little from both, and makes a good joint. In like manner here both sides must part with some of their demands, in order that they may join in some accommodating proposition.
3. Disposition to Compromise
4. Perspective-Taking

Removed image of NFL protest

Removed image of 1968 Olympic protest
We see in these images 4 Black men and 4 White men and 3 general perspectives...
My raised right hand stood for the power in black America. Carlos’ raised left hand stood for the unity of black America. Together they formed an arch of unity and power. The black scarf around my neck stood for black pride. The black socks with no shoes stood for black poverty in racist America. The totality of our effort was the regaining of black dignity.
I’m going to continue to stand with the people that are being oppressed. To me, this is something that has to change. When there’s significant change, and I feel that flag represents what it’s supposed to represent, and this country is representing people the way that it’s supposed to, I’ll stand.

There’s a lot of things that need to change. One specifically? Police brutality. There’s people being murdered unjustly and not being held accountable. People [police officers] are being given paid leave for killing people. That’s not right. That’s not right by anyone’s standards.

This stand wasn’t for me. This is because I’m seeing things happen to people that don’t have a voice, people that don’t have a platform to talk and have their voices heard, and effect change. So I’m in the position where I can do that and I’m going to do that for people that can’t.
1968 Newspaper:
One gets a little tired of having the United States run down by athletes who are having fun at the expense of their country. Protesting and working hard against racism in the United States is one thing. But airing one’s dirty clothing before the entire world during a fun-and-games tournament was just a childish act. It was done by two athletes who should have known better.

Sources: Part of an article written by American sportscaster Brent Musburger from Mexico City for the Chicago American newspaper on October 19, 1968. [Changed to make it easier to read]. Found in Douglas Hartmann’s book Race Culture and the Revolt of the Black Athlete (2003, p. 11).
2017 Tweet:

Yo #49ers. Since you instigated protest, 2 wins and 19 losses. How about taking your next knee in the other team’s end zone?

• Removed image of NFL protest
• Removed image of 1968 Olympic protest
4. Perspective-Taking

- Removed image of NFL protest
- Removed image of 1968 Olympic protest
5. Argumentation

The Revolutionary War was mostly a war of communication. The Revolutionary War started not at Lexington but when Boston organized the first Committee of Correspondence November 2, 1772.
Argumentation IS and IS NOT

• IS NOT imposing one’s will on another
• IS NOT persuasive writing/speaking
• IS NOT convincing another you’re right
• IS NOT an angry or emotional exchange

• IS exploring possibilities before concluding
• IS honestly considering what others say
• IS humbly weighing evidence
• IS sharing evidence and reasons for a stance
• IS changing one’s mind in the face of a better argument
• IS working together toward a rational, evidence-based conclusion

“The unforced force of a better argument”
Emma Gonzalez

“We know that they are claiming that there are mental health issues and I am not a psychologist, but we need to pay attention to the fact that this isn’t just a mental health issue. He wouldn’t have harmed that many students with a knife!”
School security

Support for the mentally ill

Gun ownership and access

Other good ideas

Other good ideas

Support for the mentally ill

Gun ownership and access
Florida’s new gun control laws— March 2018

• Raised minimum age for purchasing firearms
• Barred individuals with mental health issues from possessing guns
• Barred individuals with certain criminal convictions from possessing guns
5. Argumentation
6. Humility

**Historians**

- **Tyce**: I’m gonna advocate that the memorial’s description be on a computer screen so it can be edited. [laughter]
- **Dom**: By anyone who comes?
- **Tyce**: As new information comes out.
- **Dom**: That’s an interesting...
- **Tyce**: Cause if you do one of these bronze things, man, it’ll be another, you know, another 50 years before somebody wants to pay for a new one.
Mr. President: I confess that I do not entirely approve of this Constitution at present, but Sir, I am not sure I shall never approve it: for having lived long, I have experienced many Instances of being obliged, by better Information or fuller consideration, to change opinions even on important subjects, which I once thought right, but found to be otherwise. It is therefore that the older I grow the more apt I am to doubt my own judgment, and to pay more respect to the judgment of others.
Exploring before Concluding

• Exploring
  • Use evidence to construct interpretations
  • Acknowledge the plausibility of others’ ideas
  • Tentatively entertain multiple conflicting ideas
  • Test and adapt ideas as new evidence is encountered

• Concluding
  • Respectfully question more complicated ideas
  • Use evidence to rule out some ideas
  • Narrow conclusions to most rational given understanding of evidence
  • Admit that conclusions are tentative
• Looking out for the rights of others (Adams, Tubman)
• Uniting with like-minded peers (Committees of Correspondence, AFL)
• Compromise (Great Compromise, Civil Rights Act of 1964)
• Diplomacy (Lincoln’s Reconstruction, Reagan/Gorbachev summits)
• Demonstrating disapproval (Alice Paul and the Silent Sentinels; Tommie Smith, John Carlos and the 1968 Olympics)
• Civil disobedience (Susan B. Anthony, Freedom Riders)
• Corroboration
• Historiography
• Contextualization (with Analogies)
• Historical Empathy
• Historical Perspective Taking
• Change and Continuity
• Ethical Judgment
• Argumentative Writing
• Analyzing Historical Photographs
• Identifying Historical Significance
• Sourcing
Teaching History, Learning Citizenship: Tools for Civic Engagement

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