IGNITEMYFUTURE

LESSON TITLE

Rewriting History

Guiding Question: How does perspective change our understanding?

SUBJECTS

Social Studies
English/Language Arts

COMPUTATIONAL THINKING PRACTICE

Collaborating Around Computing

COMPUTATIONAL THINKING STRATEGIES

Collect Data
Find Patterns

MATERIALS

Graph paper and colored pencils (you may choose to use the Create a Graph website)

Types of Graphs student handout

Chalkboard or whiteboard

Computers with access to the Internet (optional)

Ignite Curiosity

- How will future generations remember you? Will they understand the society in which you grew up?
- How much do we change history when we tell stories about it?
- How realistic are the historical movies we see and books we read?
- How closely does history reflect what life was actually like in the past?

In this lesson, students will collect data and find patterns to develop an accurate understanding of the Civil Rights Movement in the 1960s (or any other historical era of the educator's choice). In **THINK**, students act as filmmakers that have been asked to identify the characteristics of the era they are studying. In **SOLVE** students collect data from readings of the era and rate each text on the extent to which it embodies each characteristic. In **CREATE** students construct a graph that compiles their data and identifies discrepancies between historical and contemporary representations of the time period. In **CONNECT**, students identify how accurate historical representations connect to careers and to problems of tomorrow.

Students will be able to:

- **Evaluate** the characteristics of primary and secondary sources,
- **Analyze** data to make valid inferences, and
- **Create** a visual representation of qualitative data.

Students act as filmmakers researching the Civil Rights Movement (or other historical era) in order to accurately depict it onscreen.

1 **Read** the following scenario to students:

Imagine that you are a filmmaker creating a movie about the Civil Rights Movement [or other historical movement/era]. You want your film to depict society during this time as accurately as possible. However, you suspect that not all representations of the era that we see today are true to history. Your reputation as an artist is at stake and depends on how well you can recreate life during this time. Let's see how well you do!

Ask students to examine this photograph of Abraham Lincoln at work and compare it to this photograph. Show the images and ask students to identify which one shows the real Lincoln and which is a contemporary recreation from Steven Spielberg's 2012 film *Lincoln*. Ask students how they can tell. Next, ask students how they would have distinguished between the two photographs if they were of the same quality and both in black and white. Share this as an example of accurate historical representation.

2 **Lead** students to consider the importance of accurate historical representation using the following guiding questions:

- What could happen if you show the past being more comfortable or more pleasant than it actually was?
- What could happen if you show the past being more uncomfortable or less pleasant than it actually was?
- What are some of the aspects of current events that would be important to represent correctly in the future?
- What resources are available to help researchers find out what an era was actually like?
- How can we determine what beliefs were common at a particular historical moment?
- What is the difference between a primary source and a secondary source?
- Why is it important to be able to tell a primary source from a secondary source?

Students will read primary source texts from the Civil Rights Movement or other historical era. They will then identify the characteristics of the major events from that era as the sources depict them, creating graphs in which they rate each text on the extent to which it embodies each characteristic.

1 **Have students consider** how informational and fictional texts from an era inform our understanding of particular events taking place at that time. Read the first primary source aloud to them, stopping after each sentence or at appropriate points.

Ask students: *What does this part of the text tell us about the event? How?*

2 **Ask** students to identify categories of important details from the text you have read. Examples include causes, effects, important places, important people, turning points, common beliefs, etc.

3 **Create** a list that describes how students were able to make inferences about each category from a particular text. For example, for the category "important places" students might identify sourcing, lots of descriptive detail or other indicators of significance.

4 **Distribute** a list or collection of primary source excerpts from the chosen era. Guide students to review each text individually and brainstorm words that describe social conditions as depicted in the text. Provide students with notecards and instruct them to write three words or phrases on three different cards to describe each text. Have students share their responses with a partner. Then, review responses as a larger group.

5 **Review** the categories relating to historical description that students identified earlier in the session. In groups of four or five, instruct students to pool their descriptive words and groups them according to the categories they identified earlier or additional categories they create based on their descriptions. For example, one category might be "Common Beliefs". Then, have students rate each text on a scale they create for each characteristic or description they have identified.

6 **Distribute** the Types of Graphs student handout. Guide students to create graphs of the characteristics present in primary source texts from the historical era, either on graph paper using colored pencils or using a computer program such as Create a Graph. Student graphs should include the scale and the descriptive words they have chosen to use.

Students will read and view contemporary representations of the Civil Rights Movement or other historical era, rating the texts according to the same criteria they used for primary sources. After graphing the characteristics of these sources, students will combine their two graphs and describe the significance of the differences in characteristics.

1 **Distribute** a list or collection of contemporary representations of the historical era to students. In their groups, instruct students to read these texts. Then, show the class as a whole contemporary video clips that represent the era, providing three to five minutes between clips for students to jot down notes.

2 **Using the same scale and criteria** they used for primary sources, have students characterize contemporary representations of the era. Students should rate each text according to the extent to which it embodies the characteristics. Then, students should create a graph of this information.

3 **Incorporating data from both sets**, students should create a master graph that clearly shows the differences between the characteristics of the primary sources and those of the contemporary accounts and recreations of the era. Their final graph should include a set of bullet points explaining what the differences in characterization tell us about a retrospective view of history.

4 **Summarize** by inviting students to share out how gathering data and identifying patterns to describe historical events can help our understanding of the world around us.

- How did you think like a computer to solve this problem?
- How did identifying and recognizing patterns help you develop a deeper understanding of this era in history and how we look at history overall?

Select one of the strategies listed below to help students answer these questions:

- **How do this problem and solution connect to me?**
- **How do this problem and solution connect to real-world careers?**
- **How do this problem and solution connect to our world?**

1 **Write** the three questions on PPT or flip chart slides and invite students to share out responses. Display chart paper around the room, each with one question written on it. Ask students to write down their ideas on each sheet.

2 **Assign** one of the questions to three different student groups to brainstorm or research, and then share out responses.

3 **Direct** students to write down responses to each question on a sticky note, and collect them to create an affinity diagram of ideas.

How does this connect to students?

Many popular television shows, films, and books that students enjoy use the recent past as a setting. Students will learn to challenge contemporary assumptions and values that have made their way into these historical depictions while evaluating texts.

How does this connect to careers?

Social Scientists need a clear understanding of past attitudes and beliefs in order to understand the present.

Artists representing the past in everything from set design to novels benefit from a realistic understanding of history.

Researchers of all kinds need to avoid bias and be able to identify bias when they encounter it in sources. By understanding historical events and analyzing context, researchers are better able to distinguish fact from opinion.

How does this connect to our world?

References to history and historical scenarios are present throughout contemporary society. Often, contemporary representations of the past romanticize social conditions surrounding events or even the events themselves, providing an inaccurate view of history that can prevent a full understanding of cause and effect.

Find more easy-to-implement resources to integrate computational thinking practices into your classroom by visiting **ignitemyfutureinschool.org**

National Standards

CCSS.ELA-LITERACY.RH.6-8.2
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RH.6-8.6
Identify aspects of a text that reveal an author's point of view or purpose
(e.g., loaded language, inclusion or avoidance of particular facts).

CCSS.ELA-LITERACY.RH.6-8.9
Analyze the relationship between a primary and secondary source on the same topic.

CCSS.ELA-LITERACY.RI.8.7
Evaluate the advantages and disadvantages of using different mediums
(e.g., print or digital text, video, multimedia) to present a particular topic or idea.

CCSS.ELA-LITERACY.RI.8.8
Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when
irrelevant evidence is introduced.

CCSS.ELA-LITERACY.RI.8.9
Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

THE COLLEGE, CAREER, AND CIVIC LIFE (C3) FRAMEWORK FOR SOCIAL STUDIES STATE STANDARDS: GUIDANCE FOR ENHANCING THE RIGOR OF K-12 CIVICS, ECONOMICS, GEOGRAPHY, AND HISTORY

Dimension 2, Perspectives
By the end of grade 8:
D2.His.6.6-8.
Analyze how people's perspectives influenced what information is available in the historical sources they created.

Dimension 2, Causation and Argumentation
D2.His.17.6-8.
Compare the central arguments in secondary works of history on related topics in multiple media.
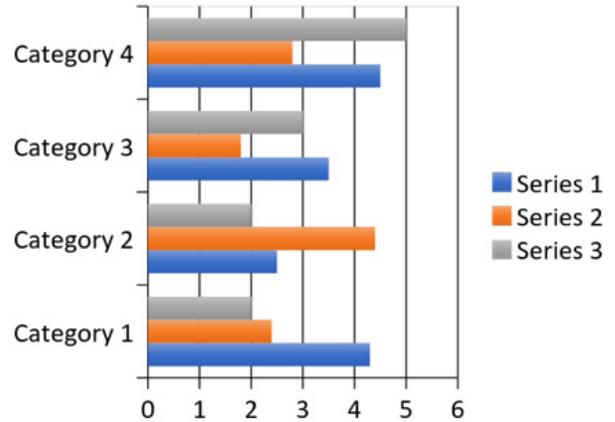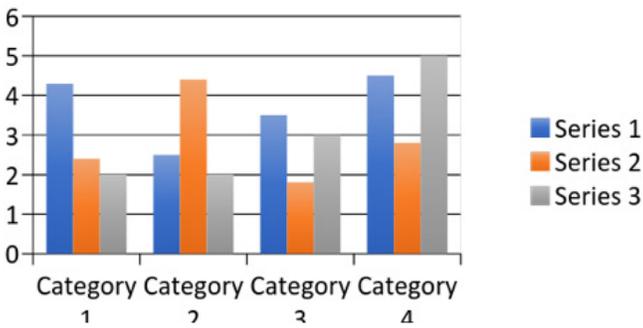
K-12 COMPUTER SCIENCE FRAMEWORK

Practice 2. Collaborating Around Computing
Collaborative computing is the process of performing a computational task by working in pairs and on teams. Because it involves asking for the contributions and feedback of others, effective collaboration can lead to better outcomes than working independently. Collaboration requires individuals to navigate and incorporate diverse perspectives, conflicting ideas, disparate skills, and distinct personalities. Students should use collaborative tools to effectively work together and to create complex artifacts.
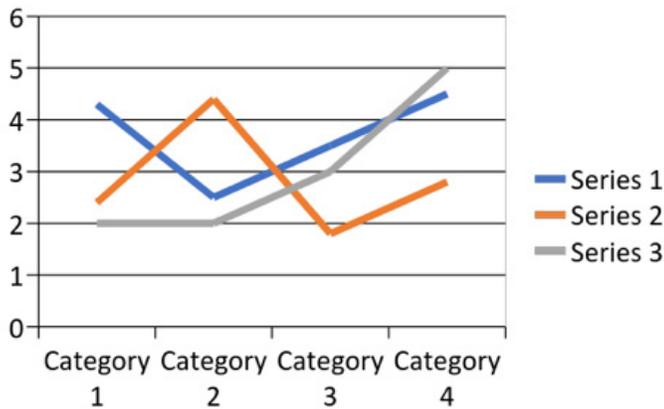
Types of Graphs

Before you create your graphs, evaluate what type of graph will present your information in the clearest and most effective way. Here are some common types of graphs that you might choose to work with.
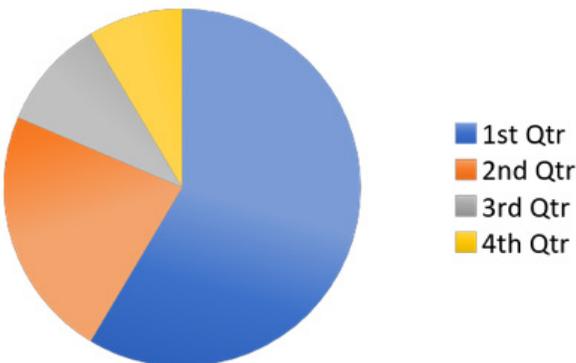
Bar Graphs

Line Graphs

Pie Charts

Scatter Plots