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Using FIG TESPN to Examine Problems in History

OBJECTIVE ■ To help students use FIG TESPN to examine issues and problems related to history

MATERIALS Copies of "Events in History" (Worksheet 5.22.1)

INSTRUCTIONAL ACTIVITIES

1. Conduct a brief review.

In a Sharing Circle, review the previous lesson by having students share their science-related current events article with the class.

2. Introduce the lesson.

Distribute the "Events in History" worksheet to students. Present a topic that the class has studied in the past—picking one that could benefit from review as students practice completing this new worksheet.

3. Conduct a practice activity.

Using the worksheet, help the students put the events into words as a problem and define the people or groups that were involved in the historical topic that they studied.

Help students take the perspective of each person or group and identify the goals of each group.

Have students generate solutions that follow from each point of view and then have students envision consequences for each solution.

Continue eliciting ideas about the rest of the questions on the worksheet.

4. Introduce a Reflective Summary.

As outlined in the Introduction, ask students to reflect on the question "What did you learn from today's lesson?" Reinforce key themes, then go over any follow-up work.

5. Follow up.

The following steps will help make sure that the students have a chance to continue working with the new concepts.

Assignment

Distribute another copy of the "Events in History" worksheet and have students complete the worksheet for a topic that the class is currently studying in history. Have students follow the same procedure they used with the class activity. It is often valuable to have students work in groups of four, all groups dealing with the same starting point. At the conclusion, the class can compare and contrast the groups' plans and analyses of obstacles.

Take-Home

Be on the lookout for opportunities for students to interview parents, grandparents, or other family members about historical events that they might have experienced. It is probably best to work with students to create an interview guide tailored to the particular situation being explored.

Plans to Promote Transfer and Generalization of Skill

1. The worksheet can be used in a relatively brief group discussion format, as the basis for a more extended lesson or as the basis for class activities that cover a longer period of time, including the entire school year. Once introduced as part of SDM/SPS, it can be applied during social studies class time.
2. Students could be asked to do some additional reading on given topics. The worksheet can be helpful to the students in processing this additional information.
3. The worksheet can also be used by the students when writing book reports about historical events or famous persons.

TIPS FOR TEACHERS

1. On the worksheet, Question 5 acquaints students with ideas about political decision making. Question 6 allows students to learn and think about the historical facts in as much detail as the teacher feels is appropriate. Question 7 attempts to have the students think through their own views about the events and integrate the other points.
2. Another useful way to use the worksheet is to have several groups of students read different assignments that reflect different points

of view on the same topic. The lesson based on the readings can follow the worksheet.

3. Other adaptations of the worksheet to the study of historical events can be made with the focus remaining on understanding the alternative perspectives, goals, and solutions surrounding what is most often portrayed as fact.

Student _____ Date _____

1. What is the event that you are thinking about? When and where did it happen? Put the event into words as a problem.

2. What people or groups were involved in the problem? What were their different feelings and points of view about the problem? Try to put their goals into words.

3. For each group, name some different decisions or solutions to the problem that they thought might help them reach their goals.

4. For each solution, envision all the things that might have happened next. Envision both short-term and long-term consequences.

5. What were the final decisions? How were they made? Who made them? Why? Do you agree or disagree? Why?

6. How was the solution carried out? What was the plan? What obstacles were met? How well was the problem solved? Why?

7. Rethink the event. What would you have chosen to do? Why?