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Volume 4 - Issue 1 - Spring 2024



# Destination: Democracy

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# The Great Lakes Social Studies Journal



Volume 4 Issue 1 - Spring 2024

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# From the Editors...

As the new co-editors of the Great Lakes Social Studies Journal, Michele and I are thrilled to present the Spring Issue 2024! The entries for this issue focus on the MCSS 2024 Conference Theme: Destination Democracy. As an excellent opening piece, "It's a Mission and Society Depend on Us," Scott Koeing calls us to be brave, bold, and dedicated to promoting the knowledge, skills, intellectual processes, and dispositions required to be informed, active participants in a culturally diverse democratic society. The following three articles provide concrete, diverse ways to do this vital work. Karen Wilder Caldwell and her colleague give an example of a high school inquiry project using Billy Joel's song, "We Didn't Start the Fire," as a mentor text to explore modern American History. "A More Perfect Alphabet," by Joslyn and colleagues, explores the ways innovators sought to make language more accessible to the public by democratizing the writing of English. Then, Seth A. McCall and colleagues in "But the Memory Remains: Teacher Education and Local Archives" present a powerful example of how local archives integrated the school community into the curriculum through an example of preservice teachers resurrecting the memory of how urbanization led to the destruction of Black Bottom in Detroit, MI. As a perfect bookend to Scott's opening call to our mission, Tim N. Constant's article, "Collective Responsibility to Media Literacy Practices," reminds us of the importance of media literacy skills in developing informed, active participants in our culturally diverse democracy. Together, let's continue to be brave, bold, and confident as we, the people, seek to create a more perfect union. Enjoy!



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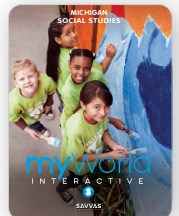
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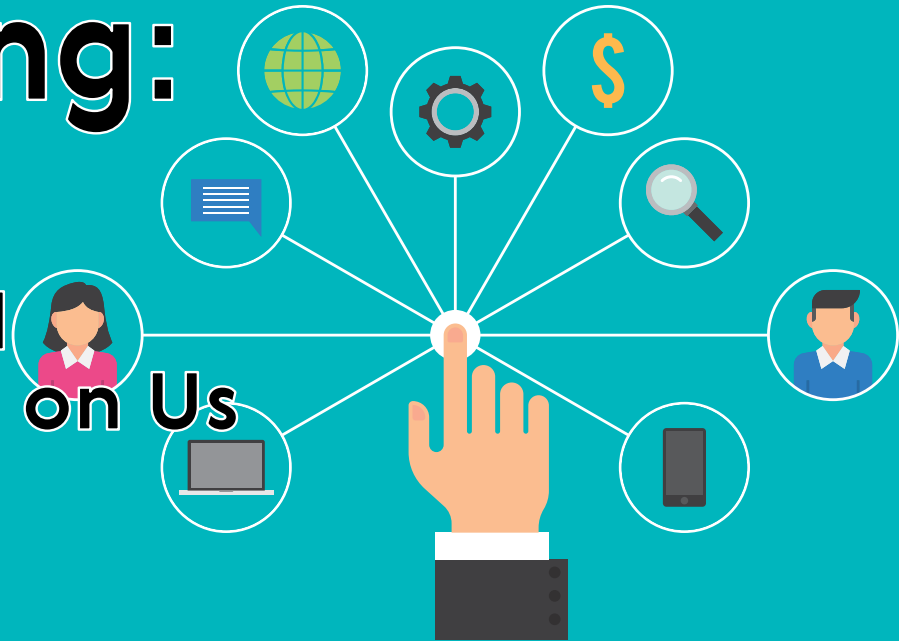


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# Social Studies Teaching and Learning:

## It's a Mission and Society Depends on Us



Scott Koenig

Michigan Department of Education

I have the honor of traveling our state and nation to observe and discuss social studies practice and learning. While many topics are discussed in these discussions, two themes occur regularly in my conversations with social studies educators. First, they hold the foundations of this nation on their shoulders. Second, they have some level of fear regarding teaching social studies content. Specifically, the content of what some label to be "controversial." This is undoubtedly oxymoronic within a society that promotes constitutional understandings for our student learners, but some geographic regions limit these rights through social studies content. The very content is meant to promote these ideal understandings for our future leaders.

First, what I share should be exciting for our social studies community! It demonstrates that social studies educators understand that to be leaders in social studies learning spaces, we must have a clear passion for the content and, even more so, are mission-driven to create foundational understandings for our future leaders. Yet, what do I mean by this mission-driven idea? When we look at Michigan's K-12 Social Studies Standards, page three highlights the goals of social studies education. As social studies teachers, we often skip over these first pages and jump to the content expectations to plan for content implementation. I frequently

hear from my social studies peers regarding their need to check the content expectation boxes because the test(s) tell me I must.

This is a legitimate concern linked to performance evaluations and other requirements. The problem with this approach is that it is narrow in scope, will lead to breadth and not depth, and ultimately, many students will not likely successfully perform. In addition, this approach sheds the opportunity for full creativity to occur in the classroom. Joy may not be had, and inquiry will likely be limited or nonexistent. Districts often ask me questions regarding breakdowns of large-scale assessments and questions around which content expectations equal "power standards?" While I understand why these questions are asked in our current climate, it signifies a less effective approach to student learning. This approach does not center the student but does center the system. How can we help our students truly dig into their learning when we are focusing on checking boxes based on a "system" approach?



I digress back to the of Michigan's K-12 Social Studies Standards document to highlight the purpose of social studies:

The purpose of social studies is to promote the knowledge, skills, intellectual processes, and dispositions required of people to be actively engaged in fulfilling their responsibility of civic participation. As members of a culturally diverse, democratic society in an interdependent world, young people need to learn how to make informed and reasoned decisions for the public good. Social studies fosters a renewed and reinvigorated commitment to the ideal, "government of the people, by the people, and for the people," as expressed by President Lincoln in his Gettysburg Address. [These] expectations outlined . . . are designed to fulfill that purpose. (p.3)

This text is one of my favorites. It outlines precisely why social studies educators hold the world on their shoulders. These words share the central mission that social studies educators practice. When I ask social studies educators to give me one word they want their students to be when they walk out the school doors with their diploma, I receive answers such as "confident, caring, kind, empathetic, fair, civically engaged, leaders, empowered, bold, understanding, providers, earners, voters, etc." What is interesting is that in every instance, educators never mention that they want their students to "know their content expectations." This is why the purpose of the social studies content expectations deserves highlighting. Social studies educators do wear the world on our shoulders because we centralize our professional practice around:

- Promoting what is needed for people to be actively engaged in fulfilling their responsibility of civic participation.
- Accepting all members of our culturally diverse, democratic society in an interdependent world.

- Supporting young people's need to learn how to make informed and reasoned decisions for the public good.
- Fostering commitment to the ideal, "government of the people, by the people, and for the people."

By shaping our practice to meet the purpose of social studies, we are acknowledging our mission and promoting environments that better support students for their future successes. It is not about us; our mission is about them.

Second, educators are concerned about teaching social studies content. In today's educational climate, it is understandable that this feeling is present. This concern occurs for many reasons, including policy being passed and implemented at local and state levels. In addition, educators are receiving specific guidance from school leadership and even students' parents to steer away from certain social studies content. In some cases, educators have either lost their position or have fought to maintain their role in their classroom. Mix this all together, and we have a very challenging environment where the law requires us to be social studies leaders. Yes, I said, "The law requires us to be." The law challenges us to be bold and brave in our efforts to teach social studies content. It literally is the law! And this is your argument as to why we must teach the "hard history or controversial topics." Or, as I like to say, why we must teach social studies through multiple lenses, using many stories and inquiry.

Another way of highlighting just how important it is to practice student-centeredness is that when we do not present social studies learning from an inquiry-based perspective, one might argue that we are providing an actual form of educational malpractice. Refusing to make space for students to be able to grapple with their curiosity in profound, thoughtful ways creates an argument that one might be gatekeeping

students' educations and is most certainly not meeting what a social studies educator needs to practice to promote social studies student learning outcomes (Rodríguez, 2022)

Considering today's educational climate, what approach might we take to empower ourselves and best engage our students in social studies learning? I recommend leveraging Michigan's K-12 Social Studies Standards document. Consider aligning your planning to the initial pages in your first weeks of school. Take time to build community and allow for self-exploration within your classroom. Take time to allow personal understanding and student voices to be heard. Allow your students to get to know you and everyone to get to know each other. Let students tell their stories and be a partner in their learning. Community building centers our students and builds the foundation for safe accepting classrooms that promote student engagement. To support some foundational thinking around student-centered work, I recommend using the following texts:

- The Civically Engaged Classroom (Ehrenworth et al., 2020)
- Social Studies for a Better World (Rodríguez & Katy Swalwell, 2023)
- These Kids are Out of Control (Richard Milner, et. al., 2018)
- Cultivating Genius (Muhammad, 2020)

Third, leverage the C3 Framework as the lens through which you might implement social studies content expectations. Make inquiry the center of your students' learning. Inquiry inspires your students to do the teaching. Consider the following shifts in your practice:

1. Inquiry should be a primary form of instruction in all social studies classes.
2. Students (and teachers) should craft investigative questions that matter.
3. Teachers should establish a

collaborative context to support student inquiry.

4. Teachers should integrate content and skills meaningfully and in a rigorous manner.
5. Teachers should help students articulate disciplinary literacy practices and outcomes (thinking, reading, writing, speaking like a historian, like a geographer, like an economist).
6. Teachers should provide, and help students develop, tangible opportunities to take informed action.

Inquiry can be a powerful tool for teaching the content outlined in Michigan's Grade Level Content Expectations. Using C3 as a lens allows Michigan's social studies content expectations to come alive in classrooms. Take time to work with your students to build compelling questions. Ask them what they want to learn. Guide them to write and explore their compelling questions. Make "meaty" questions such as: What makes a movement successful? Should the government provide all we need and want? Or, who's rules should we use? Create learning spaces that allow students to explore using primary and secondary resources from multiple perspectives and create their conclusions to their compelling question(s). Finally, allow for C3's Dimension 4 to occur. Students have the right to agency. Allow them to share their conclusions or even act. If you have guided your students well, they may use their agency to organize a march that challenges elected officials' policy-making, as I once had the privilege of marching with former students in support of their agency. For further ideas about C3 teaching, review [c3teachers.org](http://c3teachers.org) to locate inquiry-based lessons, the Inquiry Design Model (IDM), and more.

Finally, find joy in your work! Remind yourself of the mission you are on. Hattie (2023), a professor at the University of Melbourne Graduate School of Education, found that boredom is a significant factor that disengages students and that the teacher can be the primary reason for this. This means the teacher matters! As social studies teachers, we compete against modern society's plethora of entertainment factors. Yet, we are experts in our

craft and are creative beings who can eliminate "boredom" to boost student engagement. We do this through intentional planning while holding high expectations and sharing our joy of learning social studies content with our young future leaders.

Therefore, the law is on your side and outlines our mission as social studies leaders. Please be brave, bold, and confident in leading your students, knowing that you are supported in your mission in Michigan because our future leaders depend on you.

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For more resources connected to this reading, please access this [informal resource guide](#) gathered from Michigan and national social studies leaders and supporters. Note that this resource is a work in progress.



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# Teaching Modern American History: We (Still) Didn't Start the Fire

*The history of a people are found in its songs.* George Jellinek (n.d.)

Karen Widger Caldwell and Jennifer Michelle Quick

Songs are a fundamental expression of human creativity. We use songs to remember the past, protest injustices, offer praise, express joy, level social criticism, celebrate life milestones, learn and remember information, and oftentimes, simply for enjoyment. Songs evoke memories, change moods, and capture moments in time. It has been estimated that 100,000 new songs are uploaded to Spotify and other digital service providers every day (Willman, 2022), a powerful testament to the value that music has in our lives.

According to the American Academy of Child & Adolescent Psychiatry (2017), teenagers spend an average of 2.5 hours a day listening to music - the equivalent of a third of a typical school day. Songs drive fashion and current slang (Bet, anyone?). Our classrooms are likely one of the few places our students are not listening to popular music. In this article, we argue that songs have a place in the history classroom as a medium for using historical thinking skills.

Importantly, songs can be considered primary source documents. The Library of Congress's work on Teaching with Primary Sources states that primary sources are "original documents and objects that were created at the time under study" (Library of Congress, n.d.). Because songs reflect the time and place of composition, analyzing songs allows us to analyze the concerns, understandings, and mood of the time. Song topic, word choice, and emotion weave together to tell the story of a moment in time - think of the relief Francis Scott Key shared in *The Star Spangled Banner*, the pain of Billie Holiday's

*Strange Fruit*, or the upbeat patriotism of the Andrew Sisters' *Boogie Woogie Bugle Boy of Company B*.

This article, co-authored by a university professor (Karen) and a high school history teacher (Jen), describes a culminating inquiry project during which high school students used Billy Joel's *We Didn't Start the Fire* as a mentor text for exploring modern American history. This lesson was designed to meet the Michigan content expectations for USHG Era 9 – America in a New Global Age, which states "Individually and collaboratively, students will engage in planned inquiries to understand recent developments in foreign and domestic politics, and the economic, social and cultural developments in the contemporary United States" (Michigan Social Studies Standards, 2017, p. 117). This lesson also addresses the C3 Framework Dimension 2: History indicators related to change, continuity and context; perspectives; and causation and argument (NCSS, 2013).

## Project Overview and Procedure

We invite the reader to adapt these activities, as described below, for their classroom as they deem appropriate. This project is the culminating activity for Jen's American history course. The project begins with a class session devoted to reviewing historical thinking, introduced at the beginning of the school year. Throughout the year, Jen explicitly teaches the historical thinking skills of sourcing, contextualization, corroboration, and close reading, and she consistently refers to her students as historians. Referring to students as historians creates agency - students can and should "do" history, not just learn a predetermined interpretation of history from a textbook. Over the school year, historical thinking skills are consistently

used to work through the story of our nation's past. In an introductory session to the culminating project, students review by having a rich discussion on the following questions: What does it mean to be a historian? What does a historian do? How do historians do their work? Jen's modeling and teaching support the students in adopting the skills and mindset of being historians, as shown by Maggie's comment:

When we did our National History Day project we had to avoid anything from the past 25 years to study. Mrs. Quick said that it had to do with recent history not being really understood, or too recent. Now we were being told that we had to be the ones to look at this time and choose what was important to us, which made our group feel like we were the historians choosing what was important to know.

Once the students have discussed and agreed on the knowledge, skills, and tools of a historian, Jen reviews how historians sift and sort through events to create a historical record.

Next, Billy Joel's popular song *We didn't start the fire* is used to introduce the Cold War era. Over the next three weeks, with Jen's guidance, students chronologically explore the political, economic, cultural, and scientific significance of the events listed in *We didn't start the fire*. Students are challenged to determine why each event merited inclusion in the song, with Jen modeling research and historical thinking to create a rationale for inclusion in the list. Determining why Billy Joel included each event sharpens the students' content knowledge and historical thinking skills for the next step of their project.

Due to copyright restrictions, we cannot reproduce the song's lyrics, *We Didn't Start the Fire* (Billy Joel, 1989), but readers will find them readily available online. We hope a content summary for our article will suffice to convey the song's focus. In *We Didn't Start the Fire*, singer and songwriter Billy Joel lists 118 significant events between 1948 and 1989. His list encapsulated his perception of the most important political, economic, socio-cultural, scientific, and athletic events of 1946-1989, closely overlapping the Cold War era.

The guiding questions for the culminating project are: *What 60 significant events or people from 1990-2023 do you believe had the most significant impact on United States history and your future? Why?* In crafting the guiding questions, Jen's goals are threefold:

1. Can students recognize the impact of the historical events they studied throughout the school year and identify connections to more recent historical events?
2. Are students able to make strong choices supported by well-reasoned justifications?
3. Are students synthesizing the historical materials using historical thinking skills used throughout the school year?

Students engage in the historical thinking process of "chronological reasoning, which means wrestling with causality, connections, significance, and context" as they research and determine what post-1989 events should be added to *We Didn't Start the Fire* (NCSS, 2023, p. 45). In deciding what to include in the historical record, students must determine what events affected many people deeply, fundamentally altered how we live, work, and play together, changed how we perceive the world, altered our concepts of equality or justice, and resonated in our collective memory. This process invites students to complicate their oversimplified understanding of events they may be familiar with solely from social media or conversations with family and friends. As Brendan, another student, noted, "Using historical thinking skills made writing this song harder. I had to consider what my friends were saying, and we would argue about what I thought were important events."

*Note: you may wish to limit the number of cultural events or items students can include, as their lists often skew towards cultural items.*

Halfway through the project, students are randomized into small groups of four to share their choices. This check-in allows students to support each other, compare lists, challenge each other, and make changes if they wish to do so. This process reflects the real work of historians, as the students' competing interpretations of what is important force them to realize what the National Archives (n.d.) notes are two essential facts in studying history: the

historical record "reflects the personal, social, political, and economic points of view of the participants" and "students bring their own biases" created by their lived experiences to the sources they are examining. To protect the project's function as a summative assessment, students are not allowed to share more than their first 30 choices, nor are they allowed to share their research or rationales supporting their choices.

Once students have completed their research and compiled their list of significant political, economic, cultural, and scientific events from 1990-2023, they create a Google Slides presentation to present, explain, and defend their choices. This process allows students to critically analyze the recent historical record and make a reasoned argument about what should be "history." The project is assessed on how well the students addressed the guiding questions and project goals and the professionalism of their presentation.

Students shared that this project was memorable due to the application of historical thinking skills and the agency they had to discuss and decide what "history" should be. When asked about this project after the summer break, McKenzie shared,

This project is something that I still think about. I was very excited when this summer I heard a singer (Fall Out Boy) came out with new verses to the song. I instantly wanted to let Mrs. Quick know about it and listen to the words over and over to hear what they chose.

### Timing

Students conduct their research for four non-consecutive days during Jen's three-week culminating unit, working on Mondays and Fridays of the first two weeks. In the final week, students use one class period to present their projects. While most students opted to show just their presentations, a few groups opted to perform their lyrics. Teachers

should customize the project's timing to fit their classroom needs.

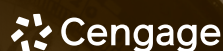
### Adaptations and Extensions

Teachers can—and should—modify this lesson to fit their grade level and student population. For example, students could inquire about the Black Lives Matter movement and add to Gordon Lightfoot's *Black Day in July* (addresses the 1967 Detroit Rebellion). Students can inquire into the modern women's rights movement and add to Lesley Gore's *You Don't Own Me* (which addresses women's rights in 1963). Consider having students modify Dolly Parton's *9 to 5* (white-collar worker's rights in 1980) or Hazel Dicken's *Fire in the Hole* (1920s labor organizing at a West Virginia mine) to connect to modern workers' rights. To connect to the contemporary Native American rights movement, students can add to the Dave Matthews Band's *Don't Drink the Water*.

Students can also listen to Fall Out Boy's (2023) update to Billy Joel's *We didn't start the fire*. The song provides a non-chronological list of Fall Out Boy's perceptions of the most important historical events from 1990-2023. Students can analyze the new lyrics and use research and historical thinking skills to evaluate the merits of including each event. In doing so, students can consider how the lived experience and perspectives of the members of Fall Out Boys may have affected their choices and interpretations. Alternatively, students can write song lyrics about a current event they have witnessed or experienced, creating a primary source and adding to our collective historical record.

### Conclusion

In researching, selecting, and defending their post-1989 additions to *We didn't start the fire*, students act as historians. They recognize that the historical record is created through interpretation and is subject to debate and change.



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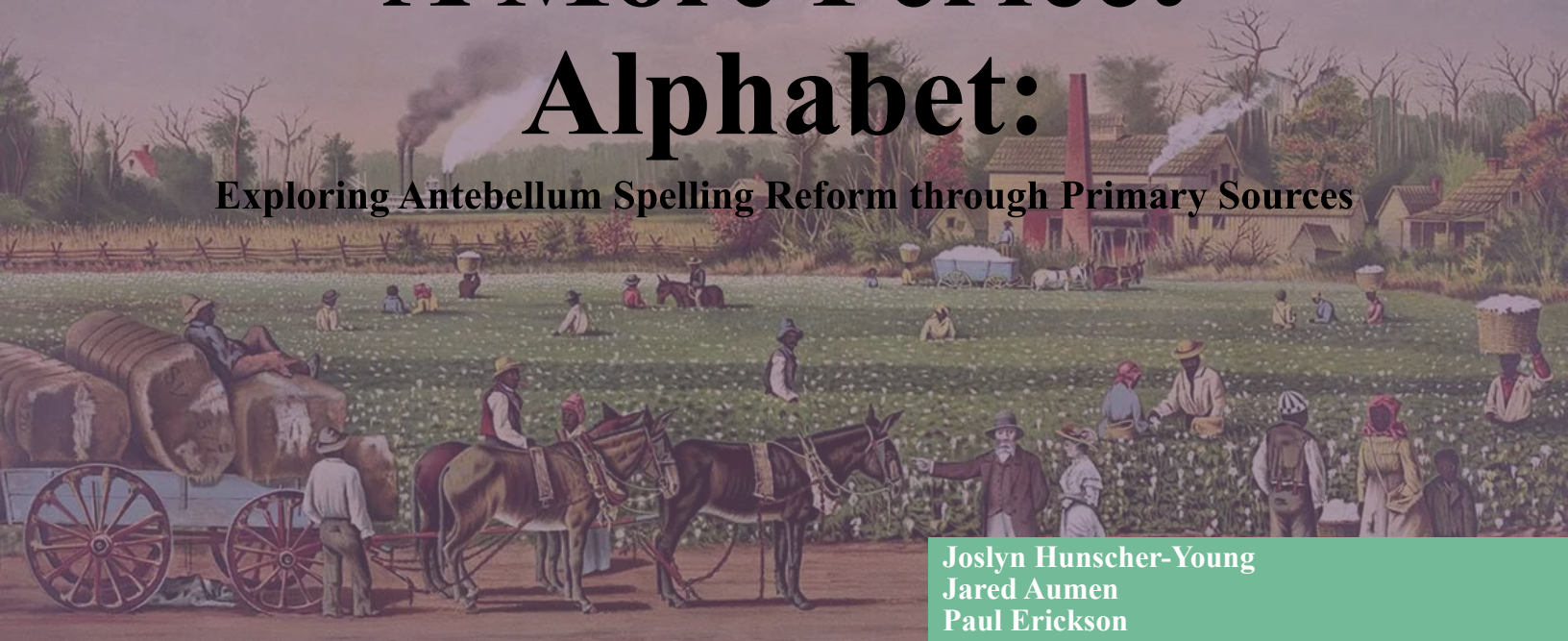
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# A More Perfect Alphabet:

Exploring Antebellum Spelling Reform through Primary Sources



Joslyn Hunscher-Young  
Jared Aumen  
Paul Erickson

Of all the formative educational experiences we encounter, learning to “write the alphabet” of Modern English surely ranks as one of the most foundational and common. Yet, there is history in the United States of groups adopting alphabets different from the 26-letter one we know, including those of spelling reformers in the 1800s. In a time when literacy was emerging across the populace, spelling reformers sought an ideal alphabet—a phonetic alphabet—that could better match the sounds of the language. Insofar as they could make the language more accessible to the public, these innovators worked to democratize the writing of English.

To support teachers and students to inquire about antebellum spelling reform, we have compiled primary sources from two 19th-century books (see Appendix A). Using primary sources in classrooms presents opportunities for teachers to motivate or hook student engagement, develop student content knowledge about historical events, and facilitate student thinking skills aligned with the work of historians. With sources that utilize phonetic alphabets created in a time different from ours, we hope teachers and students are spurred through novelty and intrigue to situate spelling reform among other antebellum reform movements. Below, we outline curricular connections to, the historical context of, and considerations about our selected sources, particularly as they pertain to teachers

covering reform movements as part of Michigan’s 8th grade Integrated U.S. History standards.

## Historical Context: Age of Reform

The antebellum decades are known in U.S. history as the “age of reform” for good reason. Movements for the abolition of slavery, women’s rights, and temperance were all topics of national debate in the antebellum era. But another reform movement that was supported by many of the same progressive Americans who supported these more prominent reform efforts may be less familiar: spelling reform. As any teacher knows, English is an extremely difficult language to learn how to spell. It is made up of words borrowed from a wide range of linguistic traditions, and the same letters represent many different sounds. Numerous previous attempts had been to simplify the alphabet and alter how many of the words in American English were spelled, including efforts by Benjamin Franklin and Noah Webster. But the antebellum decades saw a huge surge in the number of people learning how to write, as the number of public schools multiplied across the country. Andrew Comstock, a physician specializing in speech (including stammering), developed a new alphabet of 40 letters in the 1840s that he claimed could perfectly reproduce the hundreds of sounds made in spoken English.

Spelling reformers embraced this and other

new alphabets, publishing newspapers, almanacs, song books, and text books. They claimed that students would learn to spell much more quickly, which would result in fewer children becoming discouraged with school. But more importantly, they saw spelling reform as part of the broader spirit of the age. “While all the other institutions of man are being remodeled, or supplanted by others more in accordance with the principles of science,” wrote one reformer, “is there any good reason why the orthography of past ages--possessing as it does all the imperfections of those dark times--should be exempted from the revolutionizing hand of improvement?” (American Phonetic Society, 1852, p. 21). All of the reform movements that gained popularity in antebellum America were driven by the belief in human perfectibility. Reforming how people wrote was driven by the same impulse.

### **Curricular Connections: Reform Movements**

The primary sources we highlight connect to the Michigan Grade 8 Integrated U.S. History standards under section 8 – U4.3 Reform Movements. These standards guide educators and students to analyze the growth of antebellum American reform movements, including public education, abolitionism, women’s rights and suffrage, and temperance. Within a broader unit of inquiry, teachers could position the spelling reform movement as a way to introduce these other reform movements. This would allow teachers to start a unit on antebellum reforms by briefly exploring a movement that might be less well known than

other reform movements but connected to the others through key people and foundational ideas. Teachers who are thinking about this instructional route might consider framing inquiry around questions such as:

- **Compelling Question:** Were the antebellum reform movements effective at creating change in the U.S.?
- **Supporting Question:** How did each of these movements originate, gain support, and effect change?
  - Spelling reform
  - Abolitionism
  - Women’s rights and suffrage
  - Public education
  - Temperance

By evaluating what made these reform movements more or less successful, teachers and students can learn about collective organizing, developing goals, communicating with constituencies, and demanding change from people with power. This, in turn, can create quality opportunities to build connections to the present.

The primary sources about spelling reform could also be used creatively across K-12 social studies. Elementary educators could use this “older” alphabet to engage student curiosity about the past. Portions of the primary sources could be juxtaposed with the Modern English alphabet to fascinate young learners with emerging literacy

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skills. Students studying Michigan history or U.S. studies could use these sources to develop ideas and questions about how people in the past worked toward their visions of societal change. For high school classrooms, the spelling reform sources can be an engaging platform for educators and students when they review “Political and Intellectual Transformations of American to 1877” as outlined in the Michigan U.S. History and Geography standards USHG – F1.2 and USHG – F1.3. Regardless of the setting, using these primary sources can support the development of student historical thinking and inquiry skills, which can be transferable across content topics.

### Primary Sources: Books Using Phonetic Alphabets

Our primary source set spans five sources selected from two 19th-century books held in the collections of the William L. Clements Library at the University of Michigan. Sources will be added to the library’s website later in the year, but are accessible for download now [here](#). The first three sources are the front cover and two pages from *My Little Geography*, a geography text printed in Comstock’s perfect alphabet by publishers in Philadelphia in 1848. Table 1 notes the details of these sources.

The latter two sources are the front cover and an excerpt from *Phonetic Almanac*, a book

**Table 1**  
*Primary Sources from My Little Geography*

Source	Description	Purpose for Selection
1A	Front Cover of <i>My Little Geography, In Comstock’s Perfect Alphabet</i> , 1848	Provide students with a cover of an old book to prompt inquiry and consider if/how they can read this writing
1B	<i>A Perfect Alphabet of the English Language</i> , from <i>My Little Geography</i> , 1848.	Reference to guide interpretation of the writing in Sources 1A and 1C
1C	<i>Vegitablz ov Hot Klimets</i> , from <i>My Little Geography</i> , 1848	Display an excerpt of the text to see how hot climates were described in 1848

Note: A full digital copy of the 1847 edition can be accessed on the Library of Congress website at: <https://www.loc.gov/item/05028523>.

printed by phonetic publishers in Cincinnati in 1853 that listed phonetic societies’ ongoings, detailed in Table 2.

Taken together, we find these sources to have rich potential for classroom investigation.

**Table 2**  
*Primary Sources from Phonetic Almanac*

Source	Description	Purpose for Selection
2A	Front Cover of <i>Phonetic Almanac, and Register of the Spelling and Writing Reform</i> , 1853	Provide students with another example of a cover using a slightly different phonetic alphabet
2B	List of State Phonetic Societies, from <i>Phonetic Almanac</i> , 1853	Allow students to see how this was written and how the spelling reform movement was playing out in Michigan

Note: The alphabet of the American Phonetic Society printed in Sources 2A and 2B is different from Comstock’s alphabet printed in Sources 1A, 1B, and 1C.

There are words in the texts that will be familiar in name and meaning to the reader yet unfamiliar in spelling (e.g., Michigan), in which there are opportunities for students to connect and apply their knowledge. While both books employ phonetic spelling, the two books have slightly different purposes, one about an academic subject like geography and the other focused on the action of societies affecting social change. And while this source can stand alone, we think there is potential for critical student thinking when juxtaposed with source sets from other antebellum reform movements.

### Analysis: Observe, Reflect, Question

While many tools and heuristics exist for analyzing primary sources, we utilize the framing of the Primary Source Analysis Tool from the Teaching with Primary Sources (TPS) program at the Library of Congress (LOC). In Table 3, we suggest questions to help guide classroom inquiries and include possible concepts and details that teachers can highlight in student discussions.

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**Table 3***Teacher Guidance for Using the Primary Source Analysis Tool*

<b>Analysis Element</b>	<b>Possible Discussion Questions</b>	<b>Concepts &amp; Details to Highlight for Source 1A</b>
Observe	<ul style="list-style-type: none"> <li>• What kinds of documents or artifacts are these?</li> <li>• Who created them?</li> <li>• What do you notice about the letters and words in these sources?</li> <li>• What do you see in any pictures or drawings?</li> </ul>	<ul style="list-style-type: none"> <li>• School books/textbooks</li> <li>• Source 2A indicates it is published by “FONETIC PUBLIEURZ” (Phonetic Publishers)</li> <li>• Both sources were published in the US (Philadelphia &amp; Cincinnati) in the 1800s (1848 and 1852 - for the upcoming year of 1853)</li> <li>• Some letters we use in Modern English, some we do not use, some are from Greek</li> <li>• Source 1A has a drawing of kids with books, a board, a globe, etc. in the background</li> <li>• Source 1C has a drawing of tropical-looking trees like palm trees</li> </ul>
Reflect	<ul style="list-style-type: none"> <li>• What do you think the sources mean? What are they about?</li> <li>• What else was happening in the U.S. in the early-mid 1800s? How do these sources connect to the broader historical context?</li> <li>• What information about the authors could help us understand or interpret these sources?</li> <li>• What connections can you make across these sources? What is similar or different?</li> </ul>	<ul style="list-style-type: none"> <li>• Sources seem to both be using a phonetic way of writing - using “F” instead of “PH” - for example, in Philadelphia and Phonetic</li> <li>• Time period involved growth and change for the country; the antebellum decades (1815-1861) are known in U.S. history as the “age of reform” due to movements like abolition, women’s rights, and temperance. All of these reform movements were driven by the belief in human perfectibility - including this spelling reform effort</li> <li>• As seen in Source 1B, Andrew Comstock, a physician who specialized in speech, developed a new alphabet of 40 letters in the 1840s that he claimed could perfectly reproduce the many hundreds of sounds made in spoken English</li> <li>• There had been previous attempts to simplify the alphabet and alter how many of the words in American English were spelled, including efforts by Benjamin Franklin and Noah Webster (see Webster’s dictionary).</li> <li>• Note that the books use different phonetic alphabets</li> </ul>
Question	<ul style="list-style-type: none"> <li>• What questions do you have about the sources?</li> <li>• What do you want to know more about?</li> </ul>	<p>Here are some suggested questions to help guide student inquiry and discussion:</p> <ul style="list-style-type: none"> <li>• Do both books use the same alphabet?</li> <li>• Where do these letters come from? Who created their shapes?</li> <li>• How were new alphabets physically printed? What was printing technology like at the time?</li> <li>• Why might people want to change English spelling in the 1800s?</li> <li>• Did this gain a lot of support? Was it actually widespread?</li> <li>• Were there schools or other places that used this kind of alphabet?</li> <li>• Are there still phonetic spelling movements in our present era?</li> </ul>

*Note.* The LOC TPS *Primary Source Analysis Tool* can be accessed at: [https://www.loc.gov/static/programs/teachers/getting-started-with-primary-sources/documents/Primary\\_Source\\_Analysis\\_Tool.pdf](https://www.loc.gov/static/programs/teachers/getting-started-with-primary-sources/documents/Primary_Source_Analysis_Tool.pdf)

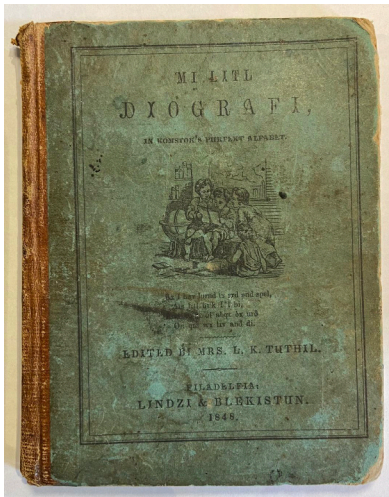


## Onward toward Student Communication and Action

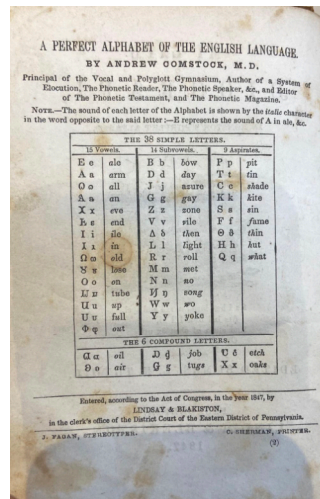
Although the spelling reform efforts of the 1800s may not have been as instrumental in creating the lasting change that other movements achieved, the movement's leaders reflected the broader efforts for change and access throughout the antebellum period. The spelling reformers advocated for a method to democratize access to literacy and the skills and benefits that went along with it. In looking at these sources and deeply investigating why and how the antebellum

reform movements were or were not successful, we think teachers can support students in learning about this period while also building their understanding of the elements of successful democratic change. From this, learning opportunities abound for critically examining modern social movements and enduring themes of social change. This could prompt students to suggest changes within their learning environments or broader communities, design media to support their suggested changes, and craft and communicate ideas for change.

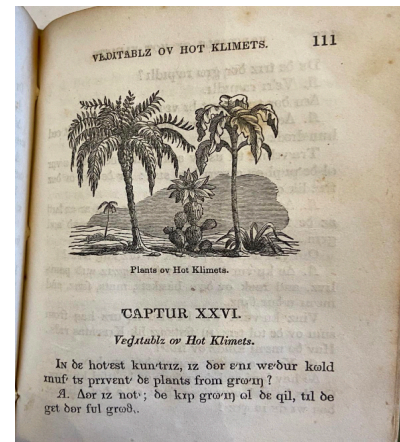
## Primary Sources for Exploring Antebellum Spelling Reform



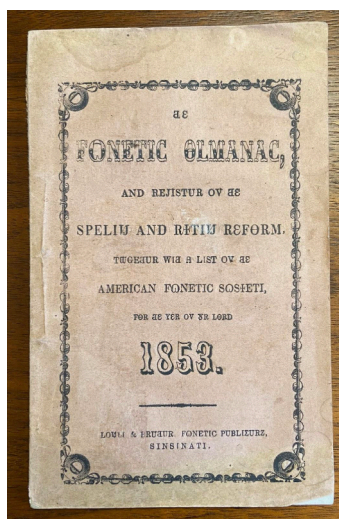
Source 1a:  
Front Cover of *My Little Geography, In Comstock's Perfect Alphabet*, 1848



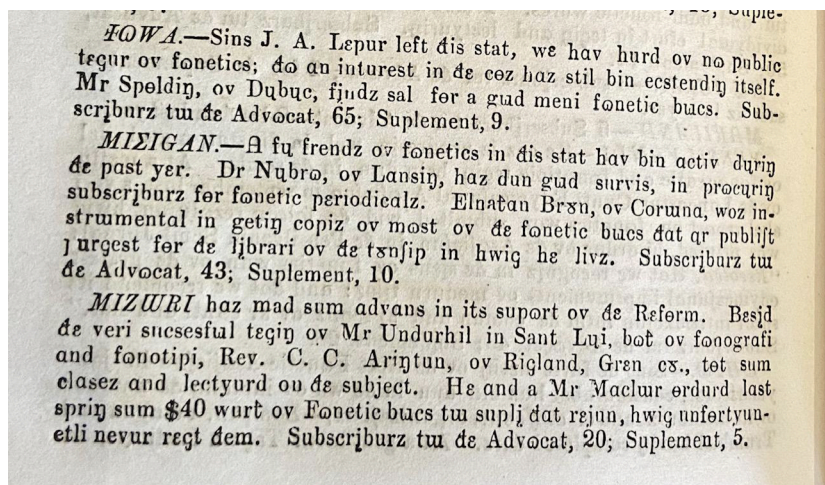
Source 1b:  
A Perfect Alphabet of the English Language, from *My Little Geography*, 1848



Source 1c:  
Vegetablz ov Hot Klimets, from *My Little Geography*, 1848



Source 2a:  
Front Cover of *Phonetic Almanac, and Register of the Spelling and Writing Reform*, 1853



Source 2b:  
List of Phonetic Societies, from *Phonetic Almanac*, 1853

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# But the Memory Remains

## Teacher Education with Local Archives

Seth A. McCall  
Cedyiesha Pope  
Gloria Shaw

In the 1950s, urban renewal meant the destruction of Black Bottom in Detroit. A highway connecting Detroit to the suburbs replaced the predominantly Black neighborhood. Unfortunately, projects like this unfolded in many different cities, marginalized communities seemingly destined to be forgotten. However, local archives, like the Black Bottom Archives, attempt to resurrect the memory of Black Bottom. Drawing on Nora's (1989) differentiation between memory and history, this paper suggests that these archives offer essential resources for teachers. With examples from preservice teachers engaged with the Black Bottom Archives, this paper provides an example how local archives were used by preservice teachers as a resource to integrate local memory into the curriculum as a way to recognize students as heirs to a significant tradition.

### Freeways and Reparations

In the 1950s, the Eisenhower administration provided federal funding to support the development of a national highway system. Not only would it provide infrastructure for the exchange of goods and services, it would provide easy access for the military to disperse forces through the territory. In Detroit, elected officials used the highway funding to address another concern. They drove the highway through two predominantly Black neighborhoods: Black Bottom and Paradise Valley. The newly constructed I-375 erased these neighborhoods from maps, dispersed communities of support, and provided a literal off-ramp for White Detroiters to head for the suburbs.

Recently, the federal government provided a new round of funding for the city of Detroit to transform I-375 into a broad avenue. While many describe this as a remedy for past injustices, it fails to repair the harm as it does not remunerate the survivors of the destruction of Black Bottom and Paradise Valley. Instead, the transformation of I-375 provides investment opportunities for the wealthy and a complex avenue to cross for locals. Although some claim it is difficult to find the survivors, the Black Bottom Archives appear to do that work.

Over the years, many locals endeavored to keep the memory of Black Bottom alive, even after a highway was paved over it. The Black Bottom Archives, funded by Allied Media Projects, engages with the memory of Black Bottom, foregrounding the perspective of Black Detroiters.

Recently, the project received additional funding to expand its work to Paradise Valley (Green, 2023). According to their website, the Black Bottom Archives "is a community-driven media platform dedicated to centering and amplifying the voices, experiences, and perspectives of Black Detroiters through digital storytelling, journalism, art, and community organizing with a focus on preserving local Black history [and] archiving our present" (Black Bottom Archives, 2024a, para. 1.). The Black Bottom Archives include a digital archive comprised of a historical map, historical figures, historical sites, and oral histories based on interviews conducted with people who lived in Black Bottom in the 1940s and 1950s. Beyond the digital archive, the Black Bottom Archives also include short videos focused on memories of Detroit, featured writing

from guests, the Black Bottom Street View exhibit, a youth archival fellowship, and the Sankofa Community Research project.

The Sankofa Community Research project engages with Black perspectives on reparations for the harms caused by building I-375. This topic is particularly salient because of the federally-funded “I-375 Reconnecting Communities Project.” With this project, the Michigan Department of Transportation (MDOT) “plans to convert the depressed I-375 freeway in Detroit to a street-level boulevard” (Michigan Department of Transportation, 2024, para. 1). As MDOT explains it, the redesign will lead to “a smaller footprint and enhanced connectivity” (Michigan Department of Transportation, 2024, para. 3). Some even used the idea of reparations to sell the project. For example, Transportation Secretary Buttigieg claimed, “it’s important because it addresses the damage done to a mainly Black community through the gash that was created in it that was I-375. That didn’t have to be built that way” (Burke & Beggin, 2022, para. 8). In the context of this type of argument, the Black Bottom Archives and their Sankofa Community Research Project serve an invaluable role in “explor[ing] Black Detroiters collective vision for reparations as part of the ‘I-375 Reconnecting Communities Project’” (Black Bottom Archives, 2024b, para. 1).

### **Black Bottom: The Memory Remains**

As citizens of cities like Detroit continue to deal with development projects that do not necessarily feel like progress, they raise questions about issues related to memory and history. Nora (1989) differentiated between these two terms. He describes memory as “life, borne by living societies founded in its name” (1989, p. 8). However, Nora describes history as “the reconstruction, always problematic and incomplete, of what is no longer” (1989, p. 8). He argues that “[h]istory is perpetually suspicious of memory” (p. 9). For Nora, the two exist in an adversarial relationship. As the production of history accelerates, the existence of memory disappears. Modern memory’s “new vocation is to record; delegating to the archive

the responsibility of remembering, it sheds its signs upon despoiling them there, as a snake sheds its skin” (1989, p. 13).

One might read this as a critique of archives, even the Black Bottom Archives. However, “if what [archives] defended were not threatened, there would be no need to build them” (1989, p. 12). The Black Bottom Archives are not merely dedicated to history. Their mission and programming endeavor to rebuild the social networks that make collective memory possible. This is also the task that teachers take on when they teach about Black Bottom to children growing up in the remnants of the neighborhood, integrating the school community and its collective memory into the curriculum and recognizing their students as heirs to a significant tradition, a challenging task for teachers unfamiliar with the local past.

While the Black Bottom Archives provide an example of collective memory work that informs community activism and might inform public policy, it also raises a question. What is the role of community archives in teacher education? How might we prepare future teachers to utilize the resources offered in local archives to integrate local history into the curriculum and recognize students as heirs to a significant tradition? In seeking answers to our questions, we share the work we did with preservice teachers to provide them with a wealth of resources from local archives so that they could begin to experience how to integrate the school community into the curriculum and recognize students as heirs to a significant tradition.

### **Collaborative Curriculum Design Local Archives Project**

In the Fall of 2023, 30 students enrolled in a social studies methods course within a larger elementary education program. Primarily undergraduates, the preservice teachers’ demographics reflected those of the larger teaching profession—predominantly white and female. Most of these students will graduate and teach in the Detroit metro area.

### **Working with the Archives**

Teachers, especially social studies teachers, have long found ways to engage their students with primary sources—such as conventional, digital, or ephemeral collections of archives. Experiences with primary documents can motivate students to learn about a topic, provide evidence of historical narratives, demonstrate details of the past, and share insights into experiences in the past (Barton, 2005). Building off the rich tradition of primary sources in the classroom, this project engages preservice teachers with local community archives to collaboratively design curriculum in preservice teacher education.

We first set aside time in class for the students to become familiar with the archive. Students worked in small groups to explore digital archives and then shared ways they considered using local archives in future curricula. After presenting to the class, the students received feedback from peers and the instructor. Next, individual students, guided by instructor feedback, designed lessons that integrated the archive in some manner. Finally, the students collaborated on designing unit plans that integrated the archival materials—again, with multiple opportunities to receive support from the instructors as they engaged with the archives.

### ***Examples of Integrating Archives into Lessons on Black Bottom***

One student planned to address standards related to engaging students in constructing a historical narrative to describe changes in the local community over time. After reading *Black Bottom Saints* by Alice Randall, the students would listen to the oral histories available on Black Bottom Archives. Students would then engage in oral history interviews within their communities. Another student focused on the positive and negative consequences of changing the physical environment of the local community. They designed a lesson to engage students in analyzing the characteristics of Black Bottom by using the Sanborn Map to follow a busy street in the neighborhood, noting

houses, blocks, schools, churches, and community centers. The culminating activity involved students creating a Venn diagram to compare differences and similarities between the past and present in the area, hoping to acknowledge the memories that remain.

### ***Reflecting on the Process***

After engaging with the Black Bottom Archives, the students reflected on their experience. They recognized Black Bottom as a topic that most people do not get to study, some even describing it as an almost forgotten history. One student admitted that they did not expect to hear the voices of people who lived in Black Bottom, explaining that the tone of their voices helped them better feel their experiences. Another student compared the Sanborn Fire Insurance Map of 1951 with a contemporary map. The older map included a sea of dwellings, rows upon rows of houses. They were struck by the vastness of the unfamiliar terrain, recognizing the blocks that once stood in an area that they knew stirred up much emotion.

### **Working with Archives**

Using archives is challenging. First, the size of archives can overwhelm students, leaving them needing clarification about where to begin. Second., depending on the archive, some offer more curation than others. Additionally, perhaps most concerning are the unconscious biases preservice teachers will bring to the work. They might bring their dysconscious racism with them into local archives. Local archives do not necessarily fix the problem of racism. Lastly, preservice teachers do not come to this work naturally and need help getting started. To assist with these challenges, we offer the following recommendations:

- Front-load the experience by examining biases and assumptions.
- Design a project that requires students to use local archives.
- Introduce the archive to students.

- Visit the archive.
- Design projects that require students to use the archive.
- Scaffolding students' experiences by providing specific objectives may require curating specific documents, especially in designing lessons for young learners.
- Build partnerships with the community to share projects.

### Conclusion

All across the country, cities grapple with the complex legacy of urban planning. While these projects fundamentally changed how people moved through cities, they often involved disparate impacts for historically marginalized groups. In Detroit, the city razed whole neighborhoods to make way for freeways that eased commutes out to suburbs and left the remaining neighborhoods with more pollution. In Detroit, organizations like the Black Bottom Archives try to keep the memory of the past alive. This memory is crucial as the city engages with federal grant funding for more large-scale city planning that some claim will repair decades of harm. Although the Black Bottom Archives keep the memory alive, schools must continue to play an essential role in supporting the work of generating a curriculum that largely overlooked, if not obscure, the local past.

Engaging preservice teachers with local archives allows them to get to know the local past. Although a few students were familiar with Black Bottom, most grew up in the Metro Detroit area without learning about the neighborhood. Working with local archives also allows students to engage with local memory. One student explained that they did not expect to hear oral histories from people who lived in the Black Bottom, but they found these voices helped them feel the experiences better. The lesson plans designed by these preservice teachers did not add a whole new unit to an already busy curriculum. Instead, they addressed state standards *through* the local past. Whereas pre-packaged, formal curricula market their materials to a broad audience, the lessons designed by these preservice teachers foreground local concerns, like the positive and negative consequences of constructing I-375. A curriculum that integrates local archives can allow students to engage in local memory work and recognize their role as stewards of a larger tradition.

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# A Collective Responsibility and Inquiry Approach to Teaching Media Literacy

Timothy N. Constant, Ed.D.

With students able to gather information anytime and anywhere using various forms of technology and media sources, traditional literacy instruction is inadequate for preparing students to be confident consumers of information. Therefore, it is critical that media literacy skills be taught to students at the elementary and secondary levels. However, whose responsibility is it to teach students media literacy skills?

When one hears the term “literacy,” they often associate it with English Language Arts instruction. However, literacy is the collective responsibility of all educators. This includes traditional literacy in the forms of reading and writing within the context of specific subject areas (a term now commonly referred to as disciplinary literacy), as well as media literacy, which builds upon the traditional foundations of literacy by exploring new forms of reading and writing influenced by multiple forms and sources of information communication.

Media literacy is not defined and is taught in teacher preparation programs, where traditional pedagogical literacy practices and theory are the focus. In addition, media literacy is often not the focus of school and district professional learning. Therefore, teachers lack confidence in what McNelly and Harvey (2021) refer to as the three media literacy scales: knowledge of media literacy, the skills to integrate media literacy

instruction in the classroom, and the actual integration of media literacy into the overall curriculum (p. 122).

According to the California Department of Education, “Understanding and teaching media literacy is the responsibility of all educators” (California Department of Education, 2022). This statement is further supported by the *U.S. Media Literacy Policy Report 2022* from Media Literacy Now, which states that media literacy should be a goal for all grades and subjects in all school districts (McNeill, 2023, p. 3). This requires a combined and multi-tiered approach that provides teachers with the necessary resources and training (McNeill, 2023). The purpose of this article is to address McNeill’s (2023) call for resources and training for teachers in media literacy.

## Media Literacy

The National Association for Media Literacy Education (NAMLE) defines media literacy as “The ability to access, analyze, evaluate, create, and act using all forms of communication” (NAMLE, 2024a). These forms of communication include static media (newspapers, magazines, and advertisements where content does not change) and dynamic media (sources such as websites, blogs, and social media where content can modify and change frequently).

### **Traditional vs. Media Literacy**

When people hear “literacy,” they often think of traditional components such as reading fluency, comprehension, and vocabulary. “Media literacy builds upon the foundation of traditional literacy and offers new forms of reading and writing” (American Library Association, 2020, pg 3).

The hallmarks of traditional literacy instruction, especially in early elementary school, are decoding and encoding. Decoding examines the sounds within a word and maps those sounds into a spoken word. Encoding involves breaking words into their individual sounds and using those sounds to map the written word. Decoding is primarily focused on reading skills, while encoding focuses on spelling.

Media literacy decodes and encodes communication, not individual words and sounds. For a media literacy practitioner, encoding means examining the sender and delivery of information. Who or what is the source of information? How are they delivering the information? Who is the intended audience? Decoding, from the lens of media literacy, focuses on identifying the purpose of the message. What is the message saying to the intended audience? What is it not saying? What impact, change, or shift in thinking does the sender want to see with the intended audience? To provide a short and simple summary of media literacy instruction, it is an inquiry into the message and delivery of information.

### **Who Should Teach Media Literacy?**

Media literacy is disciplinary literacy – an approach to teaching the literacy foundations of reading, writing, speaking, and listening within the context of a specific discipline or subject. However, according to the National Council for the Social Studies (NCSS), the purpose of social studies instruction is to prepare “students for local, national, and global civic life” and does so by taking an interdisciplinary and cross-disciplinary inquiry approach to learning .

Social studies educators have a greater collective disciplinary responsibility for teaching media literacy skills and embedding the practice of these skills in their instruction.

Social Studies content topics such as “yellow journalism” and war-time propaganda are several examples of media literacy lessons. Therefore, social studies teachers are responsible for teaching media literacy due to the content standards.

### **Why Teach Media Literacy?**

Due to the rapid flow of information from various sources and means of delivery, the term “literacy” has expanded. “New technologies and new media applications induce new types of linguistic activities and therefore new forms of literacy” (Simons et al., 2017, p. 115). Advancements in news communication have provided quicker and greater access to information; however, it has also led to the rapid spread of misinformation (information that is intentionally or unintentionally false) and disinformation (deliberately misleading information). Therefore, teaching media literacy allows students to identify the source, purpose, and intent of information communicated through various methods. To use a traditional literacy term, media literacy instruction teaches students to decode and encode messages and sources. It teaches students to be informed and critical consumers of information.

### **Teacher Confidence with Teaching Media Literacy**

At the start of a recent online course regarding propaganda and media literacy from a leading Holocaust education organization, 306 educators worldwide responded to the following introductory prompt – explain how media literacy is incorporated into your teaching practices. A higher-than-expected number of teachers stated concerns and difficulties with including media literacy instruction in their classrooms. The root cause of their challenges was the lack of confidence in their ability to teach media literacy. The greatest area of concern was about teaching news literacy.

The concerns identified by the Holocaust educators align with the results of a survey sent to Michigan social studies teachers before the start of the 2022-2023 school year. The survey asked:

1. What social studies topic are you



- the most concerned about teaching for the upcoming school year?
2. Why are you concerned about teaching this topic?
  3. If you were not concerned about teaching this topic in the past, what changed?
  4. What could increase your confidence in teaching this topic of concern?

One hundred seven social studies teachers responded to the survey with various topics. The concerns centered on the current political climate and how information is communicated through multiple media sources and formats, especially social media. The second significant finding was their response to what can improve their confidence in teaching these topics of concern. Teachers identified more professional development, instructional resources/materials, and lesson plans.

### Media Literacy Resources

Plenty of open-source instructional materials, textbook resources, and lesson/unit plans regarding media literacy exist. The complexity is vetting these sources. A great starting point is to read the position statement issued by the National Council for the Social Studies (NCSS) from June 2022.

In addition to the position statement, NCSS provides a list of critical media literacy questions adapted from the National Association for Media Literacy Education *Key Questions for Media Analysis*. NCSS organized these questions into three categories: (a) authorship and audience, (b) messages and meanings, and (c) representations and reality. In addition to these questions that help teachers navigate students through media literacy exploration and analysis, NCSS also provides hyperlinks to vetted resources for media literacy instruction, including sample thematic lesson plans for early elementary, upper elementary, middle school, and high school. The position statement, questions, resources list, and lesson plans are accessible at <https://www.socialstudies.org/cs4/media-literacy>.

In addition to the resources recommended by the National Council for the Social Studies (NCSS), the media literacy materials and lesson plans from Facing History & Ourselves, Echoes and Reflections, Read Write Think, and the primary sources from the Library of Congress are highly recommended. I provide a short overview of each resource. *Facing History & Ourselves*

This global organization provides high-quality and open-source online curriculum and resources that help students connect history to current events. They provide:

- Lesson plans.
- Mini-lesson plans.
- Curriculum connections.
- Student resources on current events.

Information on various instructional strategies that increase student engagement with content and help students engage in meaningful ways by listening to and respecting different views while studying complex and challenging content.

The organization provides professional development for teachers in various formats, including in-person and online workshops, seminars, and extended courses. It is highly recommended that you begin with their *Introducing Media Literacy Lesson* at <https://www.facinghistory.org/en-gb/resource-library/introducing-media-literacy> and explore their *Media Literacy and Digital Citizenship Lesson Plan Ideas* at <https://www.facinghistory.org/ideas-week/media-literacy-digital-citizenship-lesson-plan-ideas>.

### *Echoes and Reflections*

*Echoes and Reflections* (<https://echoesandreflections.org/>) is a multimedia open-source Holocaust and genocide curriculum created by the partnership of the Anti-Defamation League, the USC Shoah Foundation, and Yad Vashem. *Echoes and Reflections* provides teachers with unit and lesson plans that address propaganda and media literacy within the context of the Holocaust and genocide. This includes

resources for teaching rhetorical devices of propaganda and simplified approaches for teaching media literacy skills to younger students through an examination of the branding of products.

The Echoes and Reflections multi-media approach includes the examination of photographs, drawings, newspapers, films, music, and posters to teach educators how to be practitioners of media literacy instruction. They provide professional development in the form of live webinars, webinar recordings, live workshops, and online courses. Their free online course *Decoding Propaganda: Empowering Critical Thinking through Media Literacy* and their in-person professional development program *Analyzing Propaganda and Teaching Media Literacy: The Holocaust as a Case Study* are highly recommended and will assist teachers with building confidence in teaching media literacy skills.

#### *Read Write Think*

Read Write Think (<https://www.readwritethink.org/>) is an open-source website sponsored by the National Council of Teachers of English (NCTE) and provides teachers with a strong resource library for lesson plans, classroom resources, calendar activities, and instructional resources connected to media literacy. A significant contribution by Read Write Think is their strategy guides which builds teacher confidence in media literacy. These strategy guides include inquiry-based learning, evidence-based instruction, differentiated instructional techniques, and teaching using various technologies and platforms. The Read Write Think media lessons and resources are located at <https://www.readwritethink.org/collections/media-literacy>.

#### *Library of Congress*

The Library of Congress (<https://www.loc.gov>) has thousands of primary resources for students to access when conducting inquiries and research on media literacy topics such as propaganda and yellow journalism. Resources include photos, prints, drawings, and books. In addition to these primary sources, there are blogs available from educators regarding specific media literacy topics. All of these resources are easy to find through their

resources search engine that provides various options to filter and refine a search for primary and secondary sources.

#### **An Inquiry Approach to Media Literacy**

The big question is where, to begin with the various resources available for teaching media literacy in the social studies classroom. Students need foundational media literacy and historical context knowledge to analyze current news and media confidently. This foundational knowledge should begin at the elementary level. Two excellent lessons from Read Write Think assist with introducing media literacy to elementary students – *Introducing Basic Media Literacy Education Skills with Greeting Cards* (Grades 5-6) and *Get the Reel Scoop: Comparing Books to Movies* (Grades 3-5).

At the secondary level, lessons regarding "yellow journalism" of the 1890s and the large-scale rise of propaganda beginning with World War I are great starting points for providing a historical context of media literacy. A unique, meaningful, and engaging approach to teaching students these topics is to embed the critical media literacy questions into an inquiry exploration. Appendix A provides an example of a redesigned Inquiry Design Model (IDM) from C3 Teachers (<https://c3teachers.org/>).

The revised Inquiry Design Model (IDM) includes the critical media literacy questions in the framework Featured Sources section. There are multiple IDM blueprint templates on the C3 Teachers website; however, to take a streamlined and straightforward approach to introducing students to media literacy inquiry, a Focused Inquiry template focuses the investigation on one supporting question, one formative performance task, and one featured resources section.

All inquiries begin with a compelling question, the overarching question driving the inquiry. It is a question that does not have a simple and singular answer. It is complex and can be answered in multiple ways. The inquiry in Appendix A asks, "Is propaganda more dangerous today?" To explore answers to this compelling question, the supporting question guides students to examine propaganda tools of

the past compared to tools used today. This is done by researching and analyzing wartime and Cold War propaganda to compare and contrast with present-day propaganda. This examination and analysis is done using the critical media literacy questions.

After analyzing the featured sources through a media literacy lens, students are tasked with developing a supported argument about their credibility. The focused IDM asks students to conduct a more complex media analysis using vertical and lateral reading techniques explained in a mini-lesson from Facing History & Ourselves to extend student thinking.

### Conclusion

The collective responsibility of teaching and learning media literacy has additional layers than initially perceived. Teachers are responsible for teaching media literacy to some extent, regardless of grade level or subject. Elementary teachers are responsible for providing students with a basic introduction to media literacy skills. Secondary teachers will build upon this work with more complex questioning techniques and more sophisticated analysis of sources. Social studies teachers are more responsible for teaching media literacy due to the components that define social studies and the subject area's overall mission.

A second layer to this topic is how to teach media literacy, and it was identified that questioning techniques are the key to media literacy. Among all the research-based high-impact teaching strategies (HITS), *questioning* has been identified as having a significant "effect size" on students. From an analysis of 132,000 studies, including 300 million students globally, the researcher John Hattie discovered that *questioning* significantly impacted student learning. Therefore, teaching key media literacy questions and taking students through a focused inquiry will substantially impact student learning.

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APPENDIX A

Focused Inquiry Template – Media Literacy Example

Compelling Question	
<b>Is propaganda more dangerous today?</b>	
Great Lakes State Standards	<p><b>Michigan:</b> USG – Era 6, WHG – Era 6, WHG – Era 7</p> <p><b>Ohio:</b> AH – Content #14, #15, #21. WH – Content #10, #13, #17</p> <p><b>Illinois:</b> K-12 Inquiry Skills SS.9-12.IS.3</p> <p><b>Indiana:</b> USH.3.1, USH.6.2 / WH.6.2, WH.6.4, WH.6.6, WH.6.11</p> <p><b>Minnesota:</b> USH Era 6 &amp; 7 / WH Era 5 &amp; 6</p> <p><b>Wisconsin:</b> SS.Hist1.a.h, SS.Hist1.b.h, SS.His2.a.h, SS.Hist2.b.h, SS.Hist2.c.h</p> <p><b>Pennsylvania:</b> USH and WH 8.3.9.B, 8.3.9.C</p>
Disciplinary Practice	U.S. History and World History
Staging the Question	Define reliability/credibility, yellow journalism, and propaganda.

Supporting Question
What types of propaganda tools and approaches were used in the past compared to the present day?
Formative Performance Task
Conduct an analysis of one wartime or Cold War era piece of propaganda then conduct another analysis of a present-day example of propaganda. Use the key questions of media literacy to determine credibility.
Featured Sources

<p>Analyze the featured sources using the following key media literacy questions.</p> <p><b>Who is the author?</b></p> <p><b>When was this created?</b></p> <p><b>What is the main purpose of the source?</b></p> <p><b>Who is the target audience? How do you know?</b></p> <p><b>Message/Content:</b></p> <ul style="list-style-type: none"> <li>● What is the message?</li> <li>● Who benefits from the message?</li> <li>● Is anyone harmed by the message?</li> <li>● How is the message communicated?</li> </ul> <p><b>What techniques were used to convey the message of the source?</b></p> <p><b>What values, ideas, and biases are represented in the source?</b></p> <ul style="list-style-type: none"> <li>● Overtly/openly stated?</li> <li>● Implied/not openly stated?</li> </ul> <p><b>What information is omitted?</b></p> <p><b>What was happening in society at the time this was written?</b></p> <p><b>What effect(s) could this source have?</b></p>
--

Summative Performance Task	ARGUMENT	<ul style="list-style-type: none"> <li>● Reputable and credible sources? (yes or no)</li> <li>● How do you know?</li> </ul>
	EXTENSION	<ul style="list-style-type: none"> <li>● Conduct a vertical reading and lateral reading analysis of two source websites on the topic of yellow journalism or propaganda. Use the “How to Read the News Like a Fact Checker” mini lesson from Facing History &amp; Ourselves. <a href="https://www.facinghistory.org/resource-library/how-read-news-fact-checker">https://www.facinghistory.org/resource-library/how-read-news-fact-checker</a></li> </ul>



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