



*curate (verb) ~ to select, organize, and present content, typically using professional or expert knowledge*

## Curating History



1. Select the artifacts
2. Think like a historian
3. Guide as needed



## I. Select the artifacts

*The Census at Bethlehem* (detail) by Pieter Bruegel the Elder (1566)



*Skaters playing kolf* by Hendrick Avercamp (c. 1625)



## 2. Think like a historian



## Historical thinking is critical thinking



1. Examine and analyze primary sources
2. Understand historical context
3. Compare multiple accounts and perspectives
4. Take a position and defend it with evidence

edTPA: describe how segment helps students master & make connections:

- facts and concepts
- inquiry, interpretation, or analysis skills
- building and supporting argument or conclusions

**edTPA language functions**

Analyze	Compare/contrast	Construct	Describe	Evaluate
Examine	Identify	Interpret	Justify	Locate

**Higher order thinking**

- Creating - generating new combinations
- Evaluating - justifying a decision or choice
- Analyzing - discovering patterns

Analyze	Compare/contrast	Construct	Describe	Evaluate
Examine	Identify	Interpret	Justify	Locate

**Lower order thinking**

- Applying - using info in a new setting
- Understanding - explaining idea or concept
- Remembering - recalling information

**Compare to edTPA language function**

**3. Guide as needed**



Use the standards to craft an essential question that's worth answering

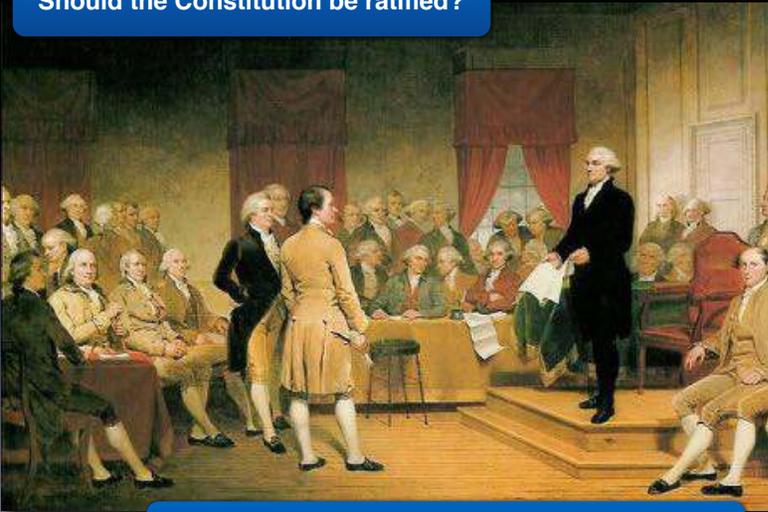
## What types of thinking are generated by these questions?

1. How does where you live influence how you live?
2. How do the arts both shape and reflect a how we live?
3. How should governments balance the rights of individuals with the common good for everyone?

## Essential questions

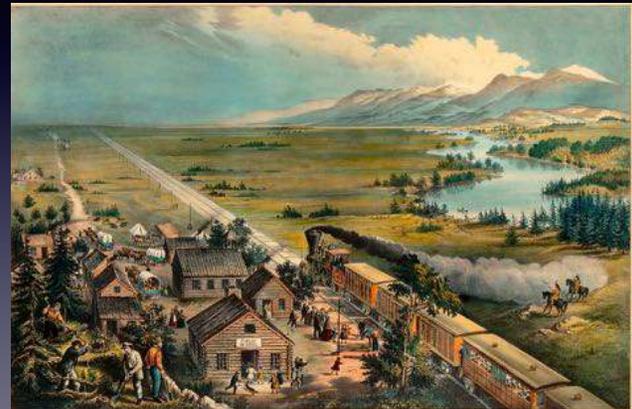
1. Timeless, thought-provoking, open-ended.
2. Calls for higher-order thinking, rather than a “correct” answer.
3. Sparks discussion and debate. Requires support and justification.

“Should the Constitution be ratified?”



“How strong should the central government be?”

Provide historical context, comparative artifacts and explanation as needed

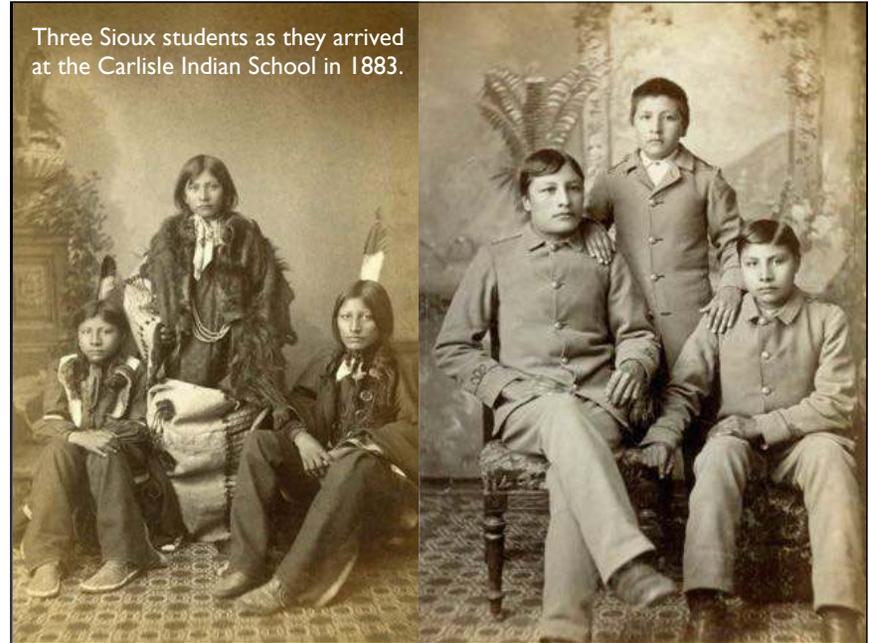


*The tribes were warlike and bloodthirsty, jealous of each other ...they claimed land for their hunting grounds, but their claims all conflicted with one another... they are always willing to sell land to which they have the vaguest title.*

*[Can we] consider the dozen squalid savages who hunted at long intervals over a territory of 1000 square miles as owning it out-right?*



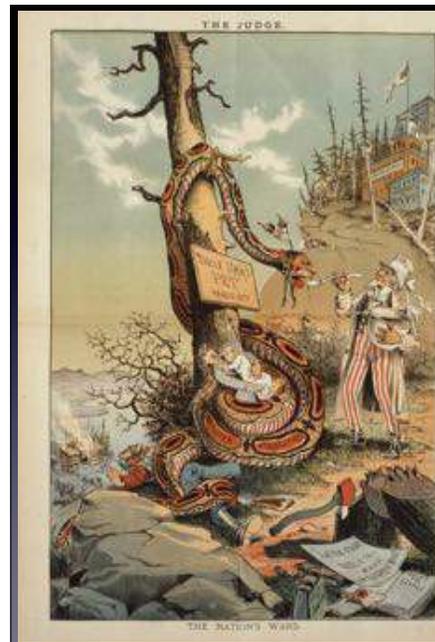
Three Sioux students as they arrived at the Carlisle Indian School in 1883.



Four Pueblo children from Zuni, N.M., c. 1880



Carlisle Indian School

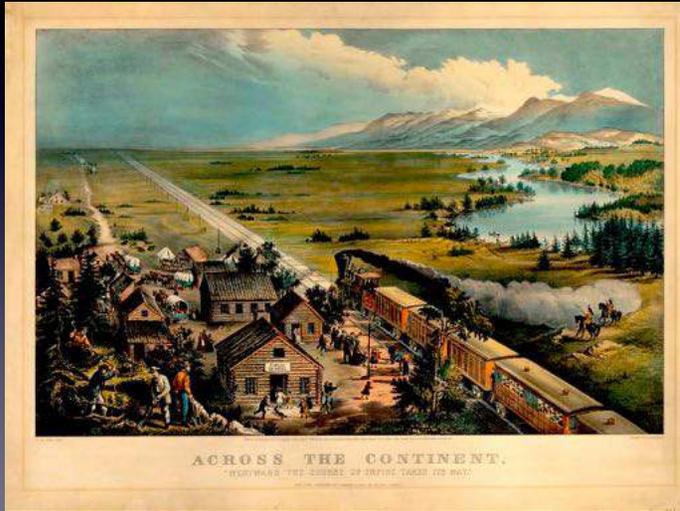


The Nation's Ward  
Uncle Sam's Pet  
Hands Off  
1885

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## ACROSS THE CONTINENT

"Westward the Course of Empire Takes It's Way"



"Kill the Indian,  
save the man."



[bit.ly/2eNwOul](https://bit.ly/2eNwOul)