

In Context

Florida Council for History Education

August 2018
Volume 1, Issue 4



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Dr. J. Michael Francis received his PhD in History in 1998 from the University of Cambridge. Between 1997-2012, Dr. Francis taught at the University of North Florida, where he also served briefly as Chair of the Department of History. His teaching fields include colonial Latin America, Early Florida, Spanish Borderlands, the Pre-Columbian Americas, and Spanish Paleography.

Dr. Francis has published numerous articles on the history of early-colonial New Granada (modern day Colombia). Additionally, Dr. Francis has published several books: *Murder and Martyrdom in Spanish Florida: Don Juan and the Guale Uprising of 1597*, *The Martyrs of Florida*, and his most recent book *St. Augustine: America's Oldest City*, which will be available for purchase.

Dr. Francis has received more than two dozen national and international awards. In 2007, Dr. Francis was granted a four-year appointment as Research Fellow at the American Museum of Natural History in New York, and in 2010-2011, Dr. Francis was named the Jay I. Kislak Fellow at the Library of Congress in Washington DC.



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FLCHE'S MISSION

Professionals dedicated to the advocacy of history in education by promoting history as a way to appreciate the progress and awareness of past and present events. We are a community where collaboration fosters historical mindedness maintaining intellectual rigor for history education.

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The Birth of Egyptology

In 1789, Napoleon, who was fascinated with science, organized the first expedition in modern history to explore the wonders of ancient Egypt. His intention was to study the history and culture of Egypt using the science available. Instead, his formation of the Institute of Egypt led to the world's introduction of the wealth of ancient Egyptian history.

Between Rome's conquest of Egypt, which ended pharaonic rule, and the Napoleonic wars, ancient Egyptian history was largely unknown. Even though Egypt was a birthplace of Western Civilization, the West became so occupied with its own development and affairs that surviving the Middle Ages allowed it little time to think about or study the past. The Age of Enlightenment finally allowed the societies of the time room to explore and advance intellectually. The Enlightenment also gave rise to Napoleon's power.

During this time, the majesty and meaning of the 3000 years of ancient Egypt were lost, and only a vague understanding of monuments and pyramids along the Nile existed in the European psyche. A few visiting scholars had written about them during the 16th and 17th centuries.

Napoleon assembled a team of 150 artisans, engineers, and scientists selected from the French Commission of Sciences and Arts. He included this science team as part of his siege of Egypt. His team began their surveys and mapping and quickly discovered the Valley of the Kings, the temple of

The demand for more information resulted in the birth of Egyptology.

Luxor, and the temple complex at Philae, which includes the Temple of Isis. The team also measured and documented the Great Pyramid. With this achievement, they had in effect rediscovered the wonder of ancient Egypt. The record they made was the most detailed and in depth ever gathered on the subject. During their brief two year expedition, they realized the need to publish their findings. The publication of *Description de L'Egypte* was a monumental task that involved thousands of artists, technicians, and engravers.

The result was twenty-three volumes, ten of which included 894 plates with beautiful scenes from ancient Egypt. The books are truly a work of art. Because of its complexity, the complete publication took 20 years, and the enormous price limited the publication to about 1000 copies. These were purchased by major libraries, museums, monarchies, and aristocrats of the day, and ignited the imaginations of leaders who became inspired to explore this newly discovered ancient land. Suddenly, the world realized a past existed that was greater than their own kingdoms, greater even than ancient Rome. The demand for more information resulted in the birth of Egyptology.

Napoleon's siege of Egypt involved 400 ships with 54,000 men. One of those soldiers found the world famous Rosetta Stone. This event is one of the greatest discoveries involving antiquity, because it allowed for the decipherment of Egyptian hieroglyphics.



Everyone immediately realized that the trilingual stele that spelled out a decree issued in 196 BC might allow scholars to decipher the writings on the stone by using the ancient Greek and Demotic scripts as the means to translate the hieroglyphics. Copies of the stone's inscriptions were quickly made and circulated among European museums and scholars.

Ironically, the British defeated the French in 1801, and under the terms of the Capitulation of Alexandria peace accord, took possession of the Rosetta Stone. They moved it to the British Museum, where it has been on display since 1802. It remains the most popular item in their collection. The Rosetta Stone is so important that controversy continues over its ownership, as with so many antiquities, with England, France, and Egypt each asserting its claim.

Before the discovery of the Rosetta Stone, most believed that hieroglyphics were esoteric concepts of mysticism and religion that would remain undecipherable to the modern world. The inability to understand them left man unable to unlock the history of ancient Egypt. The appearance was simply beautiful and bewildering to observers of the time.

As a young man, Jean-Francois Champollion was able to speak French, Latin, and Greek, as well as five East Asian languages. He was recognized by many to be a child prodigy after he published a paper advancing the translation of Demotic writing (cursive hieroglyphic script) at the age of sixteen. Soon, he also learned to speak Coptic and Arabic, and studied ancient alphabets. His genius in philology, was recognized by his peers in the sciences.

His knowledge made it possible for Champollion to decipher the Rosetta Stone and translate the hieroglyphics, beating competing scholars in the task. Champollion was the first to recognize that the glyphs combined both phonetic sounds and ideographic semantic concepts (symbols with meanings).

It took Champollion four years of intense study and in 1824, he published his *Precis*, a scripted translation of both phonetic and ideographic hieroglyphics based on his translation of the Rosetta Stone. Later, to demonstrate his ability to decipher their meaning, he traveled to Egypt in 1829 for the first time and proceeded to translate several texts. He collected a large volume of other texts for further work upon his return to France.

Although he was given a professorship in Egyptology, he seldom lectured, having developed health problems resulting from his travels to Egypt. He died in 1832 at the young age of forty-one and his greatest work, a book on Egyptian grammar, was published posthumously. Because of the magnitude of his contributions, Champollion was later recognized as the father of Egyptology.

Napoleon must be given credit as the man who, in these two ways, through his science team and the discovery of the Rosetta Stone, brought 3000 years of ancient history back to life. An entire 3000 year civilization, came roaring back to life. Since Napoleon's introduction to ancient Egyptian history, humanity has become more fascinated by it with each passing year and is still searching for greater understanding.

Jonathan P. Wilkie,

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Talking Through Primary Sources

Accountable talk, discourse, collegiate conversations...really all we want to do is have students talk about what they are learning. But how? Focus on literacy, reading on level; social studies and history teachers can do this...

Really? Yes, we can! However, we must do it in a way that honors content, what we are teaching, and what is tested. Social studies and history teachers specifically have worked hard at incorporating primary sources, political cartoons, charts, graphs and maps into our lessons. Many educators have focused on the literacy strategies from *Reading Like A Historian* (Wineburg, 2001; Wineburg, Martin, Monte-Sano, 2011) and other techniques. Based upon the work of John Hattie, classroom discussion has an effect size of .82 and questioning has an effect size of .49, however, self-verbalization and self-questioning has an effect size of .64 (Hattie, 2012). Hattie's meta-analysis of over 100 teaching strategies identified a hinge point of .40, the strategies that reach .40 or above as reaching more than one year's worth of growth for students. Incorporating these strategies can enhance growth by over one year (Hattie, 2012). What if, as part of our practice, we incorporated both? What if we used these questioning techniques as part of our discourse?

Sourcing and contextualizing are pre-reading strategies that many teachers use to help students read primary source documents. Sourcing helps stu-

dents identify, evaluate and hypothesize the relationship between the author of a document and possible reasons it was written. Contextualizing provides the student time to figure out what was going on at the time the document was written. This strategy helps students identify background information as well as influences on the author (Wineburg, Martin, Monte-Sano, 2011). Often the discussion starters that are shared with teachers focus on manners during a conversation; the disciplinary literacy questioning provides an academic focus for the conversations. (Chart 1)

These strategies have questions already created to lead discussions with students prior to close reading a document. These questions provide opportunities for pairs or small groups of students to discuss who the author of a document is and share information regarding the time period the document was created. Through conversational opportunities, students activate prior knowledge, identify knowledge gaps, and find the answers prior to close reading initiating.

The teacher can listen to the conversations and identify misconceptions regarding the author or the events surrounding the document. They can provide missing information, point students to prior information shared with the class or reliable sites to determine the background they are missing. They may also pair other documents to provide the missing information. This short, five to ten-minute introduction to the documents helps students close read the documents more efficiently, identifying the authors claims, bias, and evidence used to support the claims.

After reading the document, it is important to corroborate the story: do the claims the author has made have other sources that agree? Through paired documents, teachers and students may find disagreements regarding the claims. When examining other documents, it is important to first source and contextualize to again identify another author's position, but then to compare the claims. This is another opportunity for discussion. Students can discuss the claims and evidence from both documents and discuss which is the most

HISTORICAL THINKING CHART

Historical Reading Skills	Questions	Students should be able to . . .	Prompts
Sourcing	<ul style="list-style-type: none"> Who wrote this? What is the author's perspective? When was it written? Where was it written? Why was it written? Is it reliable? Why? Why not? 	<ul style="list-style-type: none"> Identify the author's position on the historical event Identify and evaluate the author's purpose in producing the document Hypothesize what the author will say before reading the document Evaluate the source's trustworthiness by considering genre, audience, and purpose 	<ul style="list-style-type: none"> The author probably believes . . . I think the audience is . . . Based on the source information, I think the author might . . . I do/don't trust this document because . . .
Contextualization	<ul style="list-style-type: none"> When and where was the document created? What was different then? What was the same? How might the circumstances in which the document was created affect its content? 	<ul style="list-style-type: none"> Understand how context/background information influences the content of the document Recognize that documents are products of particular points in time 	<ul style="list-style-type: none"> Based on the background information, I understand this document differently because . . . The author might have been influenced by _____ (historical context) . . . This document might not give me the whole picture because . . .
Corroboration	<ul style="list-style-type: none"> What do other documents say? Do the documents agree? If not, why? What are other possible documents? What documents are most reliable? 	<ul style="list-style-type: none"> Establish what is probable by comparing documents to each other Recognize disparities between accounts 	<ul style="list-style-type: none"> The author agrees/disagrees with . . . These documents all agree/disagree about . . . Another document to consider might be . . .
Close Reading	<ul style="list-style-type: none"> What claims does the author make? What evidence does the author use? What language (words, phrases, images, symbols) does the author use to persuade the document's audience? How does the document's language indicate the author's perspective? 	<ul style="list-style-type: none"> Identify the author's claims about an event Evaluate the evidence and reasoning the author uses to support claims Evaluate author's word choice; understand that language is used deliberately 	<ul style="list-style-type: none"> I think the author chose these words in order to . . . The author is trying to convince me . . . The author claims . . . The evidence used to support the author's claims is . . .

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Chart 1 (SHEG, 2018)

reliable, possible other views, and where they could look for more information.

Using sourcing, contextualizing and corroboration over time provides students with specific strategies that they can use independently, in other subjects, leading the student to self-question when they are not in a classroom situation. By talking through these pieces, students can gain more information, verify what they think they know and find other sources to ensure they are getting the whole story.

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In an age of convenience, educators should look to insert more “stop signs” in curriculum

On July 9, 2018, President Donald Trump formally presented federal circuit judge, Brett Kavanaugh, as his nominee to replace retiring Associate Justice Anthony Kennedy on the United States Supreme Court. Among his qualifications, President Trump encouraged members of the Senate, as well as, American citizens to embrace Judge Kavanaugh because of his long dedication to the idea of the original intentions of the Framers to the contemporary interpretations of the Constitution.

Long a judicial mainstay of conservative nominees for federal court consideration, the concept of application of original intent was most notably a key resource for former Associate Justice Antonin Scalia. But really *what* do these judges and hopeful candidates to the Supreme Court mean when they invoke this verbal commitment to an ideological set of principles? Veteran classroom educators will easily be able to point out for their students that this obviously links to concepts like strict vs loose construction, judicial activism vs restraint, and conservatism vs liberalism; but are many civics instructors going *far enough* with this discussion opportunity?

Consider the growing number of amateur historians that appear to be gaining notoriety and momentum through social media engagements via Twitter, Facebook, Instagram, etc. Through sensationalism, revisionism and convenient application of historical moments, these personalities have transformed their individual platforms into accessible engagement vehicles to interact with private citizens and mold contextual understandings of public policy and American history. A tangible example of this back-and-forth narrative has been the recent series of combative exchanges between conservative political commentator Dinesh D’Souza and Princeton University history professor Kevin Kruse about the history and legacy of modern political parties since their conception; i.e. “Is the modern Democratic party beholden to the burden of segregationist policies of the late 19th-mid 20th centuries?”

As Americans, we cherish our opportunities for convenience, and our thirst for knowledge and understanding can often be quickly satisfied in 140 character responses from ideologically-favorable locations. We have readily understood these patterns and have observed a similar tendency with how citizens consume new coverage from their self-selected brands, networks and figures. The danger, in my opinion, is the tendency to conveniently adhere those tendencies to our Founding legacy. It would seem, by the vast amount of summative historical biographies by non-traditional historians available to consumers, that Americans are indeed interested in concepts related to the “original intent” of the American Founding, but we may not be patient enough to find the real sources of these principles and values.

So where is a proper re-adjustment for this crisis of convenience? With regard to the application of “original intent”, wouldn’t our students be best served by the presentation of multiple viewpoints in order to determine if such a philosophy is prudent, or even fundamentally possible today? It can be argued that original intent is tremendously difficult to discover among the dozens of prominent political leaders that helped transition the Articles of Confederation into our working Constitution. If we have difficulty illustrating the differences among the personalities of the 1787 Constitutional Convention to our students, how can we possibly guarantee them of an universal set of intentions following the Ratification Crisis of 1787-1790? Additionally, the vehicle of discussion, discourse and debate needs to be utilized more often to demonstrate the difficulty of establishing original intent among former Constitutional allies like Alexander Hamilton and James Madison. What serves us a great purpose for our students’ understanding: recalling the authors of *The Federalist*, or inserting a dynamic moment to show how difficult it was for the voices of *Publius* to actually agree to the application of the fundamental charter during the two terms of the Washington administration?

A great opportunity for student reflection is buried in the post-presidential correspondence of John Adams and Thomas Jefferson. While these two former political rivals were able to heal the wounds of the first American party struggle in their final years, they often struggled to truly define and agree upon a consensus for the very meaning of the American Revolution. By the mid-19th century, our Republic would be facing its own Constitutional crises, sprung forth from the expansionist policies of a nation that had yet to truly reconcile the basic meaning and understanding of its own Founding. It's no wonder our contemporary political leaders have a hard time explaining, with a degree of finality and certainty, what the concept of original intent would precisely be upon practical implementation.

Our students raise their hands in class with questions that they expect to be answered with clarity, certainty and convenience. They *do want* answers, but are we prepared to let them struggle with questions that could lead to profound meaning and relevance? Much could be gained if we constructed convenient “pauses” in our content delivery, and followed up that practice with guiding questions and alternative resources to promote more consideration and cognition rather than mere consumption of information. In an era that is increasingly focused on ease and accessibility, we should work harder to make immediate satisfaction less productive and less desirable for civics education core tenets and philosophies.

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The Interactive Digital Archive of the Americas

home exhibits people Florida stories mapping La Florida junior scholars

Welcome
to the Interactive Digital Archive of the Americas

LUISA DE ABREGO

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Age Diversity: Archiniega
215 Identified Ages Median Age: 23 Average Age: 21

Breakdown of Origins: Archiniega

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Women in History

Being a historical thinker is indispensable for survival in today's society. Making sense during contradictory situations, recognition of patterns in circumstances, and making reasonable interpretations of career or personal life details are only a few of the ways being a historical thinker can help students make sense now and in their future.

One method of training students to be a historical thinker is S.O.U.R.C.E.S. (Waring, 2013, 2014, 2015a, 2015b, 2017a, 2017b.) This method will assist students to read documents critically, and help them determine how to analyze and critique what they read. As teachers prepare students for a very competitive environment, with a strong accountability in place, students are expected to interpret text, analyze author's perspective, make inferences, and determine author's purpose. What better way to do that than through using primary sources.

The purpose of the following lesson is to convey awareness of females to our students. Women have engaged in fundamental roles throughout the progression of our history. However, their accomplishments and contributions have been lost, or are very limited in student history books and lessons. As teachers, it is our role to include these deserving females in our lessons. It is necessary to initiate the lesson with the intended focus and the end in mind. The teacher must share the essential questions: "Expressing your opinion is a useful way to be an active citizen in society. Why was it important for females to express their opinions? Did they make a difference in our history? Why or why not?" Throughout the lesson, the teacher needs to continuously revisit these questions and remind the students of this deliberate focus. The teacher will introduce the essential questions and guide the students through breaking down the meaning; specifically, the teacher will discuss the definitions of: opinion, active citizen, and society. This is not a lesson of using a dictionary. Therefore, teacher guidance will transpire through using context clues and leading the students to the actual definition of the above mentioned words; and subsequently the meaning of the essential questions.

To prepare for this lesson, copies of primary sources are needed. The teacher must decide if every student should have a copy of each primary source or if each team (3-5 students) should have one copy of each primary source. Keep in mind the importance of providing students with a copy of the real primary source and a transcribed primary source. There is something very powerful about the real copy.



As a means of connecting literature with primary sources, the teacher will read and guide student comprehension of *Thank You, Sarah Hale*, by Laurie Halse Anderson. Then share the letter from Sarah Hale to President Lincoln (<http://memory.loc.gov/cgi-bin/ampage?collId=mal&fileName=mal1/266/2669900/malpage.db&recNum=0>Library of Congress). Together, these resources allow students to begin to understand the role Sarah Hale played in our annual Thanksgiving traditions in America. Using the next source, President Lincoln's response (a proclamation: <http://memory.loc.gov/cgi-bin/ampage?collId=llsl&fileName=013/llsl013.db&recNum=764>), the teacher will model Dr. Scott Waring's S.O.U.R.C.E.S. methodology: Scrutinize the fundamental source, Organize thoughts, Understand the context, Read between the lines, Corroborate and refute, Establish a plausible narrative, and Summarize final thoughts. Following the modeling, the students will collaborate with a partner to use S.O.U.R.C.E.S. to analyze President Lincoln's reply to Sarah, but not the last two parts (E.S.). These two parts are based on the essential questions and both primary sources; and integrates writing into the process. The teacher will pose one of the essential questions: Did Sarah make a difference in our history? Why or why not? The students will split into two groups in the classroom (yes group and no group) and discuss their answers. The teacher will reemphasize the essential question and check for understanding through facilitating and listening to the student discussions. When students are first learning this process, they often overthink things and are reluctant to offer their opinions; especially in our standardized testing society with only one correct response. The teacher must facilitate and guide students to supporting their opinioned responses with text evidence. Then the teacher will guide the students through the last two parts:

Establish a plausible narrative and Summarize final thoughts. Students will share their individual responses with a small group (or team) consisting of 4-5 students. The teacher should facilitate again and encourage other team members to respond to the student presenting; thus engaging the students in collaboration and relevant discussion. The final component of this lesson will involve the students writing a response to the essential questions, and including specific text evidence to support their answers. Including the verbal components of the lesson, writing should be easier for most students. The teacher should encourage borrowing other students' ideas to take as their own, as long as they use text evidence to support these ideas.

Part two of this lesson involves the teacher reading *What To Do About Alice?: How Alice Roosevelt Broke the Rules, Charmed the World, and Drove Her Father Teddy Crazy!*, by Barbara Kerley and/or *Mind Your Manners, Alice Roosevelt!*, by Leslie Kimmelman. The teacher will share primary sources: letter from Joseph Wheeler to President Theodore Roosevelt (<http://www.theodorerooseveltcenter.org/Research/Digital-Library/Record.aspx?libID=o40583>), regarding Alice; and secondary sources: excerpt from *Colonel Roosevelt and the White House Gang*, by Earle Looker and Arthur Hayne Mitchell and excerpt from *Imperial Cruise*, by James Bradley (<http://www.nytimes.com/2009/11/19/books/excerpt-imperial-cruise.html?ref=books>). The students will analyze the documents using the S.O.U.R.C.E.S. graphic organizers and collaborating with their partners. The teacher will pose one of the essential questions: Did Alice make a difference in our history? Why or why not? The students will split into two groups in the classroom (yes group and no group), bringing their primary sources, secondary sources and/or graphic organizer and discuss their answers. The students will be required to use text evidence to support their response.



Finally, the students will answer the essential questions in paragraph form, using details from all of the primary sources and both texts. You may want to place a specific number of sources the students must use. For example, with second graders, the teacher may want to have the students use evidence from two primary sources, one from the Grace lesson and one from the Alice lesson. However, with fourth graders, the teacher may want to have the students use four primary sources.

Using the SOURCES method will give students a voice and encourage corroboration with different sources before making a claim. Ultimately, this will also encourage children to be their own advocate in their world and become active members in our society.

Joseph Wheeler's closing signature on his letter to President Roosevelt

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President Lincoln's proclamation

Sarah Josephine Hale's closing signature on her letter to President Lincoln