

Historians 4 Social Change



Historians 4 Social Change gives teachers a tool to integrate argumentative writing and critical thinking into social studies and history classes.

Historical Op-Eds

Historians 4SC is a historical op-eds activity, where student-written articles on historical events that are published on our website.

Students who participate in our activity write an editorial (op-ed) article on an event in history as if they are currently living in that period. Through the activity, students are better able to understand history by imagining what potential perspectives may have been at that time.

We provide lesson plans, resources, and a platform for teachers who want to integrate our argumentative writing course material into their classrooms.

WIN A PIZZA PARTY

To encourage teachers and students to participate in our program, we offer the incentive of a pizza party to the classroom that has the highest participation rate (students who submit articles/total students in the class).

Historians 4 Social Change will provide top classrooms each month with pizza for all students in the class.

Universal Use

This activity can be implemented regardless of the current period or region being studied. For example, if the current unit is on the Revolutionary War, teachers can have students write about the Boston Tea Party as if they were writing on it for the next day's New York Times.

Visit us at <https://historians4sc.org>

ASSIGNMENT

Goal

The project aims at getting students to think about historical events in the context of the appropriate time period. By using their imaginations to immerse themselves in history, students will explore and address the societal and cultural differences of a previous time and write an article from the perspective of that period. Through this exercise, students will learn how to find and analyze primary sources, develop strong thesis statements and persuasive arguments, and write with a broader audience in mind. Overall, this project will foster not only strong analytical skills but also critical empathetic skills necessary for becoming an effective civic leader.

Why?

There are two learning goals:

1) To think with a different perspective by imagining oneself in a historical setting and writing from that perspective. If students can empathize with and understand the nuances of an argument, particularly one they may disagree with, they will be better skilled to debate and defend their position on the topic.

2) To encourage students to be "public intellectuals" who are capable of sharing their work with the broader public.

Contact us



@educators4sc



historians4sc.org

Steps for Students

- 1 Choose an event or period in time that is of particular interest to you, or about which you'd like to learn more.
- 2 Research that topic by compiling several primary sources (firsthand accounts of the event). In this exercise, primary sources may be cited in your writing, while secondary sources could help inform your position.
- 3 Outline the argument in your own words. Start with a strong thesis sentence that ties together the rest of your article. Find supporting evidence for your case using your compilation of sources.
- 4 Think about who your audience will be. Will you try to explain it to policymakers, parents, or voters? Keep in mind that whoever you address, your writing should convey the context of the historical period you chose.
- 5 Create a draft of your article. Make sure to focus on the accuracy and persuasiveness of the argument at this point. Have someone read it. What questions did they have? Did they find unclear? Is your piece convincing?
- 6 Fix the errors you encounter in Step 5 and focus on final touches (grammar, syntax, clarity).

Deliverables

- Students will submit an article of about 750 words, written from the perspective of someone living in a historical period.
- Article topics are chosen by the writer, but must be submitted to the instructor for approval.