

TEMPLATE – DESIGN OF LEARNING ACTIVITIES – HISTORICAL THINKING AND REASONING WITH DIGITAL SOURCES

<b>Topic</b>	<b>Vagrants in European history: exclusion, imprisonment or relief</b>			
<b>Class / Period</b>				
<b>Required time / number of lessons</b>	3 lessons			
<b>Focus question(s)</b>	How did the authorities deal with vagrants and what do you think of the measures taken? (Early modern time, 19 <sup>th</sup> century, 20/21 <sup>th</sup> century)			
<b>Key (historical) concepts</b>	Vagrants – homeless persons – criminalization / decriminalization – punishment (banishment, branding, workhouses/houses of correction, penal colonies)			
<b>Prior knowledge and experience</b>	Students have been taught about Europe in the middle ages / early modern time / 19 <sup>th</sup> century Students have some experience in selecting relevant information from historical sources			
<b>Learning objectives</b> <i>Including objectives that focus on historical thinking and reasoning</i>	<p><i>Historical knowledge/understandings</i></p> <ul style="list-style-type: none"> <li>- Students can explain that vagrants / homeless people were and are a diverse group and give examples of how vagrants were treated and punished in early modern and modern Europe.</li> </ul> <p><i>Historical thinking and reasoning</i></p> <ul style="list-style-type: none"> <li>- Identify aspects of change and continuity in how vagrants were treated/punished since the middle ages</li> <li>- Formulate historical arguments about vagrancy and changes in the treatment of vagrants / homeless using evidence from historical sources</li> <li>- Formulate an ethical judgment about changes in the treatment of vagrants / homeless using historical arguments and moral values</li> </ul> <p><i>Citizenship competences</i></p> <ul style="list-style-type: none"> <li>- give a reasoned opinion about the enduring issue of how to deal with vagrants/homeless people using values related to the common good, what's fair/humane towards individual people (e.g. care, health, humanity, liveability, safety, self-determination)</li> </ul>			
<b>(digital) historical sources</b>	<ul style="list-style-type: none"> <li>- Online sources: A set of 26 historical sources provided in a separate document including the links to the website where the images, video's or articles can be found (HistoryLab website)</li> </ul>			
<b>Background information</b>				
<b>Other materials</b>	<ul style="list-style-type: none"> <li>- Assignment 1 to 3</li> <li>- Mentimeter (mentimeter.com) for the selection of values to make a word cloud – students can use their smartphone or a computer</li> </ul>			
<b>Grouping</b>	Working in pairs – Individual work – Whole-class discussions			
<b>Sequence of activities</b>				
Time	Phase	What the teacher does	What the students do	Scaffolding: how historical thinking and reasoning is supported

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Lesson 1	Starter	<ul style="list-style-type: none"> <li>- Introduces the topic using Rembrandt’s ‘Beggar with a Wooden Leg’ (1630) and a current example related to how authorities deal with homeless people</li> <li>- Introduce the key question</li> <li>- Communicate learning objectives</li> </ul>	<p>Participate in whole-class discussion</p> <p>Activate prior knoweldge</p>	<p>Communication of learning goals related to historical thinking and reasoning</p>
	1 Find out who was a vagrant and why	<ul style="list-style-type: none"> <li>- Sets up pairs</li> <li>- Provides instruction about assignment 1 (dyads)</li> <li>- Explains the top row of the pre-writing organizer</li> <li>- Provides explicit instruction (models) assignment 1b: gives an example of what a good historical argument looks like (claim, arguments for this claim, evidence (facts, examples from sources)</li> <li>- Debriefs the assignment in a whole-class discussion: discuss stereotyping, evidence for a negative image of vagrants</li> </ul>	<p>Make assignment 1:</p> <ul style="list-style-type: none"> <li>- Select information from the sources about who was considered a vagrant and why people became a vagrant or homeless</li> <li>- Individually write a historical argument about the claim that there is no such thing as ‘the’ vagrant &gt; engage in historical argumentation</li> </ul>	<p>Supporting the writing of a historical argument with a pre-writing organizer in which students gather examples and facts</p> <p>Explicit instruction about how a historical argument can be formulated</p>
Lesson 2	2 Find out what has been changed in treatment and interventions	<ul style="list-style-type: none"> <li>- Sets up pairs</li> <li>- Provides instruction about assignment 2</li> <li>- Debriefs the assignment in a whole-class discussion: evidence for criminalization and decriminalization</li> <li>- Explains that prisons are a relatively recent phenomenon, discusses changes and aspects of continuity in punishments (e.g. the introduction of work houses)</li> <li>- Organizes peer feedback on the written historical argument</li> </ul>	<p>Make assignment 2:</p> <ul style="list-style-type: none"> <li>- Select information from the sources about the ways how vagrants / homeless people were treated or punished</li> <li>- Individually write a historical argument about changes in how vagrants were treated (criminalization) &gt; engage in historical argumentation about aspects of change and continuity</li> <li>- Individually write a historical argument about changes in how homeless people are treated (decriminalization?) &gt; engage in historical argumentation about aspects of change and continuity</li> <li>- Give peer feedback on the written answer of another student</li> </ul>	<p>Supporting the writing of a historical argument with a pre-writing organizer in which students gather facts and examples.</p> <p>Providing criteria for a written historical argument.</p>

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Lesson 3	3 Discuss the treatment of vagrants / homeless people	<ul style="list-style-type: none"> <li>- Provides instruction about assignment 3a and b and discusses criteria that can be used to assess whether a punishment or intervention from authorities is justified or good or bad</li> <li>- Debriefs the assignment in a whole-class discussion</li> <li>- Provides instruction about what is meant with values</li> <li>- Organizes a Mentimeter in which students can select values they consider important and creates a Word cloud</li> <li>- Discusses common and less common values, asks students to explain their choice</li> <li>- Informs students about the criteria used to evaluate the quality of the essay.</li> </ul>	<p>Make assignment 3:</p> <ul style="list-style-type: none"> <li>- Contextualize the introduction of penal colonies</li> <li>- Formulate a personal opinion about the overseas and domestic penal colonies &gt; engage in historical argumentation</li> <li>- Select values they consider important when dealing with homeless people and share this with a peer &gt; reflection on values</li> <li>- Individually write an essay about the thesis that the treatment of vagrants or homeless improved over time &gt; engage in historical argumentation and ethical judgment</li> </ul>	<p>Providing explicit instruction about values</p> <p>Providing criteria for a written historical argument in which students use both historical evidence and values.</p>
(formative) Assessment	<p>Writing assignments 1 and 2 are used for formative assessment</p> <p>Writing assignment 3 is used for summative assessment</p> <p>Students write a response to the following thesis: The treatment of people who lack a fixed, regular, and adequate nighttime residence (vagrants or homeless) improved over time.</p>			<p>Providing students with criteria to assess historical argumentation and ethical judgment (the use of evidence from the sources to support the ethical judgment; the accuracy of the details included; inclusion of significant changes in how vagrants/homeless were treated; the depiction of values used to make the ethical judgment)</p>