

Humanities



Directions

- In the slides that follow key terms are listed with their accompanying definitions. These are the terms that committee members submitted from completing Task 1.
- Bullet points beneath a term represent the number of times a different member submitted this concept and its accompanying definition.
- Terms highlighted in color identify reoccurring patterns of thought.
- Please review the terms, create questions for clarification, and rank order your top 5 choices for Thursday's committee meeting.

Acceptance

- We cannot learn to appreciate what makes us unique until we can first accept all of our unique differences.

Advice for life...

Citizenship

- “The foundation for educating all students...is to prepare them to become fully educated and responsible citizens.” *CT State Board of Education Social Studies Position Statement*
- “Invites us-forces us-to confront and respond to challenging and complicated questions about being human.” *Yale Humanities Professor of Citizens, Thinkers, Writers Reflecting on Civic Life*

Creativity

- Students need the freedom to embrace their creativity in their application of core skills.
- Students who learn about the arts have the opportunity to discover how to apply that knowledge in order to **create** new art, be inventive, and be innovative. These are important skills for students to take into their careers whether those careers deal directly with the humanities or not. For example, in a 2015 article in the business magazine *Forbes*, Jacob Morgan wrote, "As the world of work continues to evolve at a rapid pace innovation continues to become both a top priority and a top challenge."
- As we are exposed to new ways of seeing, doing, and thinking, we begin to expand our own creativity in our thinking and actions.
- We encourage students to ask questions about the world. The humanities encourage us to reflect on the human experience we all have. We provide multiple outlets for students to express these ideas in a creative way.

Critical Thinking

- For example, widespread Internet access means 21st century students can easily take in information - and opinions - from a variety of sources directly from their smartphones. Students need to learn critical thinking in order to evaluate and assess sources of news and react as responsible world **citizens**.
- Develop critical thinking and presentation skills.

Diversity...

- Breeds **empathy** and increased knowledge of the world around us.

Duality

- As a successful eusocial species, humans exhibit altruistic traits, however we also battle a dual self. A clash rages between not only the fittest individuals, but the fittest groups and creates a multilevel evolution. Natural selection binds together with individual striving and group success. As humans; we welcome group success, but strive to satisfy individual needs first. Teaching strategies using cooperative interaction within groups, competition among groups, group incentives that motivate students to urge fellow students to perform well, individual accountability, task specialization and an equal opportunity for earning high scores and contributing to group effort may help address this duality. (CIRC, Circles of Learning, Coop Coop, Cooperative Review, PBL, STAD)

Empathy

- The humanities teach us to identify with other individuals and cultures.

Eusociality

- Within groups, selfish individuals win; however groups of altruistic individuals always beat groups of selfish individuals. As humans, we are genetically predisposed to cooperation, group belonging, communication, and sharing. Selfishness bottlenecks progress. Encourage an integrated curriculum that strongly addresses selfishness in diverse ways throughout the education of each subject, especially at the elementary level.

Inclusion

- With “IDEA” in mind, I would strongly suggest conveying the concept of inclusion to the student curriculum. Significant increases in learning quality were found when students moved into general education classes from special education settings for small periods of time. Students were also observed to be less engaged and often more alone in self contained classrooms, where distractions are multiplied. An individual student schedule in which each student attends a larger ratio of general education classes and specials, then come together for short, routine, intervals for individualization; can help address these time issues.

Integration

Intersectionality

There is an overlap in everything we study. A study of race is a study of class is a study of gender. All of these create an identity. No one falls into one category, yet too often we place people and ideas into one box. Humanities help to dispel the myth that we can fit everything in academia into, neat, orderly space. It creates a need for **critical thinking** when things aren't so simple. And it provides overlap for our students to be able to see that they don't necessarily fit into one box either.

Interdisciplinary

- Social Studies is the ultimate discipline. I have access to historical texts, letters, poetry, cartoons, artwork, music, and literature, all of which enriches my students' study of people, places, and things. But this works both ways – a study of poetry, art, or literature can also be a study of history. All of these disciplines work together to create an enriching and exciting tapestry for students. While there is a push to minimize the humanities, I feel that studying the humanities makes the works around our students more alive than anything.

Interest-Driven

- Students will buy in more as a result of being personally interested.

Morals...

- And being accountable for your actions.

Open Minded

- Ability to listen, validate others' ideas and opinions, and have the courage to state your own ideas/opinions even if they are not popular or accepted.
- In order to fully embrace the humanities, we should be open-minded to them. We don't necessarily need to agree or like them all, rather remain open to them.

Outdoor Learning

- Students should be learning about environments by actually experiencing them for example, gardening by planning, planting and harvesting one. Learning to write a setting by experiencing it first and drawing upon their senses to write it. Learning to collaborate by working on a long-term project that heeds tangible results.

Project-Based Learning

- Using a project to drive home a concept or idea really takes an idea and makes it real-life. For example, after reading a book, maybe creating a scrapbook or journal that the main character may have kept, creating a rap video to describe the plot of a story, comparing and contrasting characters through puppetry, and many more...

Security

- We must feel secure in ourselves and our learning environments, so that we are free to showcase our humanities.

Social Education

- We need to explicitly teach **empathy**, how to be a good **citizen**, character, avoiding mean behaviors and much more... I am currently doing this by having a “Social Word of the Week” in my classroom to add to the district vocabulary. We re-enact correct behaviors, draw scenarios and discuss our feelings and experiences about the word.

Social Justice

- As we develop **empathy** for others, we are concerned with issues of social justice for all.
- Teaching our students to explore issues related to social justice promotes the teaching and learning of identity. We begin to help shape our students identity and **empathy** for others in a positive way and help them find their place in the world.

Traditions

- “Tradition is a strength to draw upon, a source of historically defined identity, and a source of...specialness.” *Museum Anthropology* 24(2/3):6-11.
Copyright 2001 American Anthropological Association.
- Opportunity to feel a sense of connection to those who have come before us, as well as to our contemporaries. *(Stanford University)*

Understanding

- The humanities help us understand others through languages, history, and culture. This learning improves human interaction globally.

Voice

- Part of what makes it easy to engage students in the humanities is because much of these subjects, history and literature especially, are often about who is speaking and why. Who owns the history? Who owns the literature? It is important for students to be able to recognize the “voices” of what they read in primary and secondary sources. From poetry to prose, in art and music, to letters and speeches, students need to be able to access the voice in the text. Understanding why whoever is writing, speaking, or singing, is doing so in the way that they are. What is driving the ideas behind the text, piece of music, artwork, etc. This is why using all kinds of texts is important.