

ACE

Planning Guide:

Practices that Support Student Learning

Written for ACE Teachers by M.Ed. Faculty
Alliance for Catholic Education
University of Notre Dame





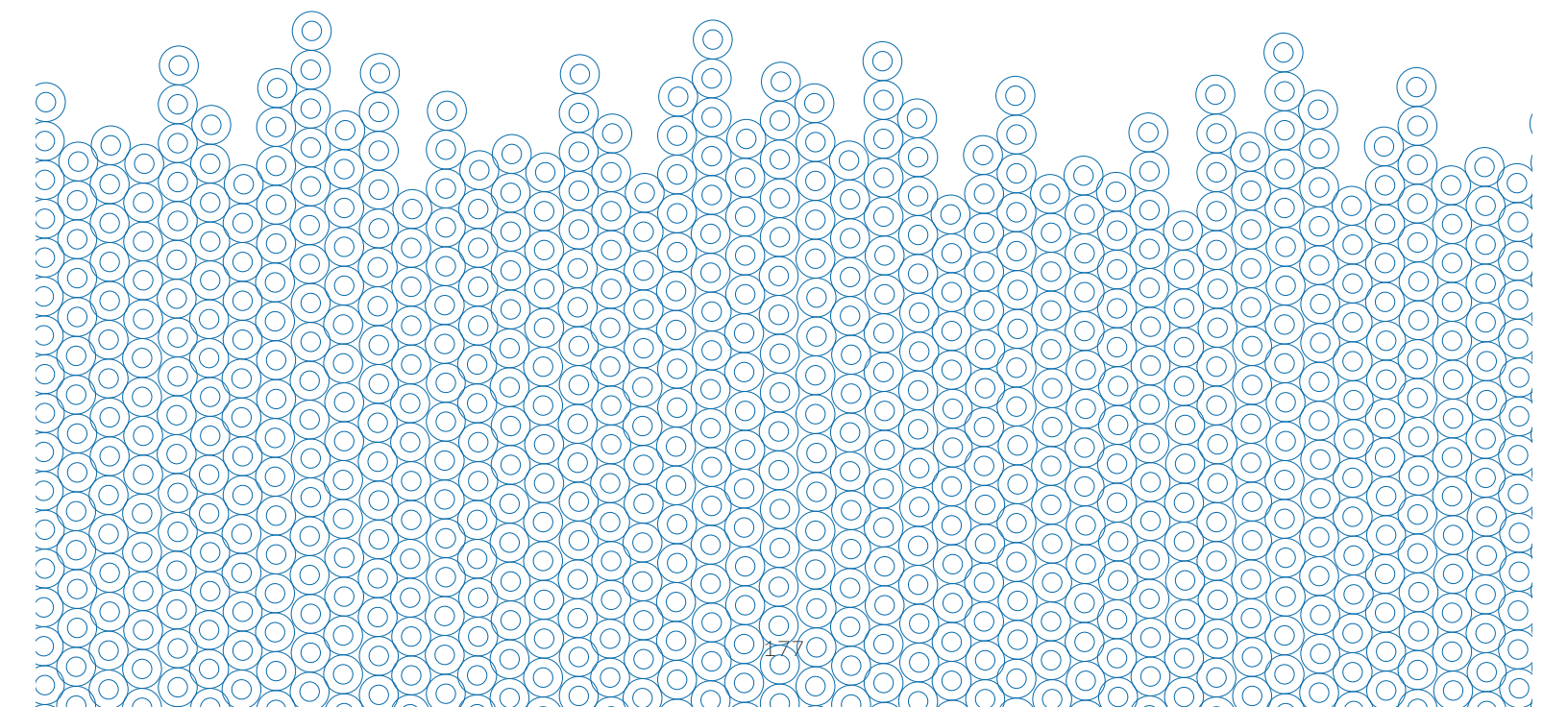
PART 4

Appendices



Chapter 9

Teaching Social Studies
Written by Mark Johnson



Introduction

Social Studies is an umbrella term that encompasses such subjects as History, Geography, Economics, Civics, and more. The content and concepts covered by Social Studies are exciting to teach because they give entry into every other subject matter. For instance, the historical study of cultures of the past can focus on artistic, literary, poetic, and musical expression, allowing students to explore subfields that are of greatest interest. Examination of ancient societies can emphasize scientific discoveries, technological innovations, and engineering feats of the past. Additionally, Social Studies enables students to understand and participate in their world. Whether this is through elementary students learning how goods are produced, distributed, and consumed to appreciate the connection between local and global networks, or seniors in high school preparing to vote, Social Studies equips students with the tools needed to understand and contribute to their communities.

In fact, from early elementary school through middle and high school, the concepts and skills of Social Studies are largely the same, though adjusted to account for developmental level. For instance, a 2nd Grade teacher can introduce the concept of Democracy and an individual's responsibilities within a group through an activity in which students help construct class rules. This concept builds upward with upper elementary or middle school students examining the process in early America to break free from England and to craft a government that represented the voice of the people. Finally, this concept extends to high school civics in which students discuss the branches of government and the strengths and weaknesses of the Electoral College. Similar scaffolding of Social Studies concepts can

be done through examinations of why people move from one place to another, how/why societies differ, what are the connections between local and global networks, and how humans impact their environment. Adjusted for developmental level, building these conceptual understandings is cumulative and helps students from elementary through high school make informed decisions about their world and their role in it.

Social Studies presents teachers with powerful opportunities to diversify their curriculum, helping to show students examples of impactful people of the past who have shaped history and who are similar to them. By tailoring the content to connect with the community they serve, teachers can celebrate the cultural heritage of their students and connect with community resources to enhance the learning environment. For instance, a teacher serving in a predominantly African-American community can emphasize certain elements of American history that celebrate the cultural heritage of the students' experience, highlighting such things as the Harlem Renaissance, political contributions by African American leaders, and generally working to find an African-American emphasis to each unit. Through this approach, a teacher can use Social Studies to empower, inspire, and uplift students.

While Social Studies content often emphasizes wars, battles, and the darkest elements of human nature, a teacher attuned to social justice can find individuals or groups who took positive action to address concerns facing their community, thus providing students with examples of righteous action from the past to inspire such action in the present and future.

With regard to the key skills of the subject matter, when done well, Social Studies instruction assists students with critical thinking, problem solving, evaluating cause-and-effect, recognizing bias, and helping students understand and exercise their civic responsibilities. Additionally, through an emphasis on the skills of analysis, interpretation, synthesis, and the clear presentation of evidence-based assertions, Social Studies skills are transferable across disciplines.

Considering the positive elements of teaching Social Studies content and skills, the subject matter does present unique challenges, especially for teachers who are not well versed in the field. With regard to the content, when done poorly, Social Studies instruction becomes having students memorize and repeat discrete facts that students fail to see the relevance of and often forget shortly after the assessment. In this type of Social Studies classroom, teaching and learning often stops at the lowest levels of Bloom's Taxonomy, failing to challenge students to apply, analyze, evaluate, synthesize, or create.

Another common challenge, especially for teachers at the elementary and middle school levels, is the fact that most state assessments focus on Math and ELA and, therefore, these subjects receive more emphasis in planning, instruction, and assessment. Since Social Studies is not often a subject of such state assessments, teachers frequently make a choice to de-emphasize the subject in order to ensure that the content areas to be assessed have been adequately covered. At times this is not even by conscious choice, but merely the reality of prioritizing Math and ELA lessons earlier in the day and often running out of time, forcing difficult choices that shorten time spent on other subject matters.¹

Through the procedural knowledge of the discipline, a Social Studies teacher can see that the skills are the key habits of mind that equip students with the ability to acquire, critically assess, and use the declarative knowledge of the Social Studies.

For teachers facing this reality, work to seize opportunities in other content areas to present Social Studies concepts. For instance, when studying the American Revolution, it is often stated that 1/3 of colonists wanted to remain loyal to the king, 1/3 supported the revolution, and 1/3 were undecided. Consider a math problem stated as: If the population of Massachusetts was 235,808 in 1776, how many were likely to have supported the revolution? Additionally, use Social Studies-related texts to work on ELA content areas of reading and writing. These readings can be short non-fiction passages or full-length historical fiction that both connect to the Social Studies unit and advances the skills of the ELA curriculum.



By staying focused on the skills being attained, practiced, and applied, a teacher is freed from feeling as if she must have an encyclopedic understanding of the factual knowledge of Social Studies and that the students also must emphasize factual knowledge as the key goal and outcome of the subject matter.

To move beyond the memorization and repetition of factual information, teachers new to Social Studies can find support in the latest developments by leaders in the field. Key developments that have pushed forward instruction in Social Studies center around enhancing students' analytical and interpretive skills. The most current trends in Social Studies education emphasize primary source analysis, putting students in the role of the historian to analyze documents, artifacts, paintings, and remnants from the past. Leading institutions advancing this approach and providing lesson plan ideas and frameworks for analysis include:

- The Stanford History Education Group (<http://sheg.stanford.edu>)
- The Gilder Lehrman Institute of American History (<https://www.gilderlehrman.org>)
- The Library of Congress, Education Resources from the Library of Congress (<https://www.loc.gov/education/>)

Students often feel that Social Studies is a static, dry subject matter because the events of the past seem settled and unchanging. By empowering students to see that our knowledge of the past continues to grow and change as new evidence is uncovered and as new voices are brought into the telling of the past, students can realize that Social Studies is a dynamic, exciting discipline. Finally, by understanding the complex set of historic, economic, cultural, and geographic circumstances that formed (and continue to form) our present, students can be brought to see that Social Studies is the key content area to help comprehend and actively participate in our world today.

● Key Strategies for Social Studies

In Social Studies teaching and learning, as in any good instruction, teachers should aim to craft student-centered approaches that engage students with the material and put the onus of the thinking onto the students. This is especially true to help teachers resist the common trend of Social Studies instruction, which regrettably often features a lecture-heavy format with the students passively soaking in concepts and doing very little of the thinking and application of discipline-specific skills. Whether asking 2nd Grade students to work in groups to create classroom rules based around the concepts of community and responsibility or facilitating a high school discussion about civic responsibilities in the 21st century, Social Studies instruction is most memorable and relevant when the students do the thinking. Several methods are particularly useful to accomplish a student-centered approach in a Social Studies classroom. Detailed below are several student-centered methods, including Using ELA to supplement Social Studies, Jigsaw, Foldables, Image Analysis, Gallery Walk, and Human Continuum.

Using ELA to Advance SS Content & Skills

One of the most powerful ways to incorporate Social Studies content and skills is through integration with other disciplines. While this can be accomplished through art, music, and other subject areas, it is most often done through combining English Language Arts and Social Studies. This is especially true at the elementary and middle school levels. As noted previously, when time to teach Social Studies is compromised because of an emphasis on ELA and Math due to external assessments, teachers can seize the opportunity to craft a unit that develops key ELA skills as applied to well-chosen historical fiction or non-fiction texts that advance Social Studies content and skills as well. In fact, through combination of more than one discipline, both are strengthened through the cross-curricular application of skills and the demonstration of relevance.

Below are examples of the type of books to consider. Note that only three thematic content areas are detailed: The Revolutionary War and Early America, Slavery and the Fight for Civil Rights, and the 1930s, World War II, and the Holocaust. Similar lists can be constructed for any thematic/content area as needed.

A partial list of possible titles, with suggested ages indicated in parentheses* is on the next page:

Consider the resources provided at Common Sense Media (www.common sense media.org) and Good Reads (www.goodreads.com) to help in determining which works are appropriate for which level.

The Revolutionary War & Early American History	Slavery & the Fight for Civil Rights	The 1930s, World War II & The Holocaust
<ul style="list-style-type: none"> ▪ The Boy Who Fell Off the Mayflower, P.J. Lynch (+8) 	<ul style="list-style-type: none"> ▪ Dave the Potter: Artist, Poet, Slave, Laban Carrick Hill, ill. Bryan Collier, (+6) 	<ul style="list-style-type: none"> ▪ I Will Come Back for You: A Family in Hiding During World War II, Marisabina Russon (+6)
<ul style="list-style-type: none"> ▪ Sophia's War: A Tale of the Revolution, Avi (+9) 	<ul style="list-style-type: none"> ▪ Poet: The Remarkable Story of George Moses Horton, Don Tate (+6) 	<ul style="list-style-type: none"> ▪ Irena Sendler & the Children of the Warsaw Ghetto, Susan Goldman Rubin, ill. Bill Farnsworth (+8)
<ul style="list-style-type: none"> ▪ Chains: The Seeds of America Trilogy, Book 1, Laurie Halse Anderson (+10) 	<ul style="list-style-type: none"> ▪ Sit In: How Four Friends Stood Up By Sitting Down, Andrea Davis Pinkney, ill. Brian Pinkney (+6) 	<ul style="list-style-type: none"> ▪ Journey of Natty Gann, Ann Matthews (+9)
<ul style="list-style-type: none"> ▪ Forge: The Seeds of America Trilogy, Book 2, Laurie Halse Anderson (+10) 	<ul style="list-style-type: none"> ▪ Seeds of Freedom: The Peaceful Integration of Huntsville, Hester Bass, ill. E.B. Lewis (+6) 	<ul style="list-style-type: none"> ▪ The Mighty Miss Malone, Christopher Paul Curtis (+9) ▪ Moon Over Manifest, Clare Vanderpool (+9)
<ul style="list-style-type: none"> ▪ Ashes: The Seeds of America Trilogy, Book 3, Laurie Halse Anderson (+10) 	<ul style="list-style-type: none"> ▪ Harlem's Little Blackbird: The Story of Florence Mills, Renée Watson, ill. Christian Robinson (+7) 	<ul style="list-style-type: none"> ▪ The War That Saved My Life, Kimberly Brubaker Bradley (+9)
<ul style="list-style-type: none"> ▪ Fever, 1793, Laurie Halse Anderson (+11) 	<ul style="list-style-type: none"> ▪ My Name is Truth: The Life of Sojourner Truth, Ann Turner (+8) 	<ul style="list-style-type: none"> ▪ The Enemy Above: A Novel of World War II, Michael P. Spradlin (+10)
<ul style="list-style-type: none"> ▪ My Brother Sam is Dead, James Lincoln Collier (+11) 	<ul style="list-style-type: none"> ▪ Separate Is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation, Duncan Tonatiuh (+8) 	<ul style="list-style-type: none"> ▪ Esperanza Rising, Pam Munoz Ryan (+10)
<ul style="list-style-type: none"> ▪ Woods Runner, Gary Paulsen (+12) 	<ul style="list-style-type: none"> ▪ Passenger on the Pearl: The True Story of Emily Edmonson's Flight from Slavery, Winifred Conkling (+9) 	<ul style="list-style-type: none"> ▪ Life in a Jar: The Irena Sendler Project, Jack Mayer (+10)
	<ul style="list-style-type: none"> ▪ A Thousand Never Evers, Shana Burg (+9) 	<ul style="list-style-type: none"> ▪ Number the Stars, Lois Lowry (+10) ▪ Friedrich, Hans Peter Richter (+11)
	<ul style="list-style-type: none"> ▪ Freedom Stone, Jeffrey Kluger (+10) 	<ul style="list-style-type: none"> ▪ Projekt 1065, Alan Gatz (+11)
	<ul style="list-style-type: none"> ▪ The Port Chicago 50: Disaster, Mutiny, & the Fight for Civil Rights, Steve Sheinkin (+11) 	<ul style="list-style-type: none"> ▪ Out of the Dust, Karen Hesse (+11)
	<ul style="list-style-type: none"> ▪ Roll of Thunder, Hear My Cry, Mildred D. Taylor (+11) 	<ul style="list-style-type: none"> ▪ Prisoner B-3087, Alan Gatz (+12) ▪ Prisoner of Night and Fog, Anne Blankman (+13)

A teacher can choose any of the following options to incorporate these texts into the learning activities:

- **Teacher read-aloud** (most useful for lower elementary students and when a teacher has only one copy of the book).
- **Class Set:** The entire class reads the same title (applicable for upper elementary and middle school when a teacher has a class-set of the same book).
- **Literature Circles:** students are allowed choice based on interest and reading level. They process the text in small groups of peers who are also reading the same book, discussing key elements as they go in a structure determined by the teacher. This is most often used with upper elementary and middle school students. A key benefit of this approach is that the teacher can differentiate by reading level, helping to provide appropriate challenges for the various reading levels within the group.

An added benefit of integrating historical fiction and non-fiction texts (including biographies) into Social Studies instruction is that it allows students to see people similar to themselves in the course of their studies. By personalizing the readings to fit the context of the school community, teachers can advance an appreciation for and deepened understanding of the community in which they serve.

Jigsaw

Jigsaw is one of the most common student-centered approaches used by Social Studies teachers to help students acquire content-area knowledge. It is a cooperative learning activity in which students are placed into small groups. Each student in the group is tasked with a certain component piece of the larger concept under consideration. Each student works to become an “expert” on this piece of the “puzzle.” In the process of becoming an expert and acquiring the necessary mastery of their component piece, these students meet in small “expert” groups to build the knowledge of their specific element. It is at this stage that teacher assistance is key in clarifying content, correcting misunderstandings, and assisting students in emphasizing the main ideas. Finally, each member of the original group reports on his/her specific area of expertise as the group members take in this information. In the end, after each group member has presented, the entire “puzzle” is complete, leading to the entire group having enough required information to attain basic mastery of the content/concepts.

The jigsaw approach succeeds by putting the responsibility of grappling with the concepts onto the students, while also providing guidance through the process. As student-experts gain a basic understanding of their concept, they realize that this is not enough to teach others about this concept. The student-expert must know more than the mere basics, must put the key ideas into their own words, must clearly organize the presentation of information, and must field questions from peers as they seek to understand what is being taught. These steps of working past the first encounter with the content/concepts are the key power of the jigsaw approach and

help enhance long-term retention of each student-expert's understanding of their assigned component.

The jigsaw method can be used with any age group. For instance, at the elementary school level, a teacher could select a reading on Jackie Robinson that, taken as a whole, would be too much for the students to read and process. By dividing the reading into four roughly equal parts and having students process these parts in a jigsaw, the students are challenged, but at an age-appropriate level, and work in collaboration with peers to share information and build a more full understanding as a group.

When using the jigsaw method, some teachers are made anxious by the fact that students are in charge of transmitting key ideas to peers and that errors may be introduced and furthered due to underdeveloped mastery of the concepts. This is a realistic concern. One safeguard against this is active monitoring and guiding of the student-expert groups during the jigsaw process. Additionally, a whole group processing of key concepts after the jigsaw and/or through a homework assignment tailored to solidify key understandings for all students can correct misunderstandings or misapplications. By gaining additional exposure to the concepts in these ways, learning is reinforced and solidified.

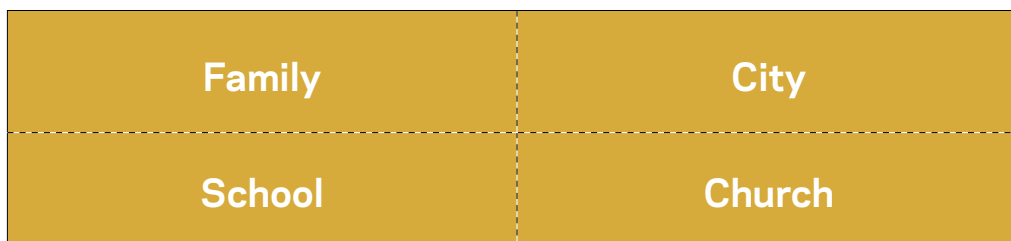
On the surface, the jigsaw method seems to stay at the level of acquiring declarative knowledge with little attention given to discipline-specific skills (procedural knowledge). However, if summarizing, paraphrasing, and citing sources of information are intentionally emphasized and practiced, these key Social Studies skills form an important element of procedural knowledge reinforced through the jigsaw method.

Foldables

A foldable is a three-dimensional graphic organizer that requires students to organize, categorize, manipulate, and arrange declarative knowledge in ways that show interconnectedness. Like graphic organizers, foldables are useful for making visible such concepts as cause-and-effect, compare/contrast, and hierarchical connections between concepts.

There are dozens of types and templates of foldables that a teacher can use. For example, working with 1st Grade class on an individual's roles within a community, a foldable can demonstrate these relationships.

Directions for Students: On each panel, list one community you are part of; underneath the flap, tell what responsibilities you have in that community.

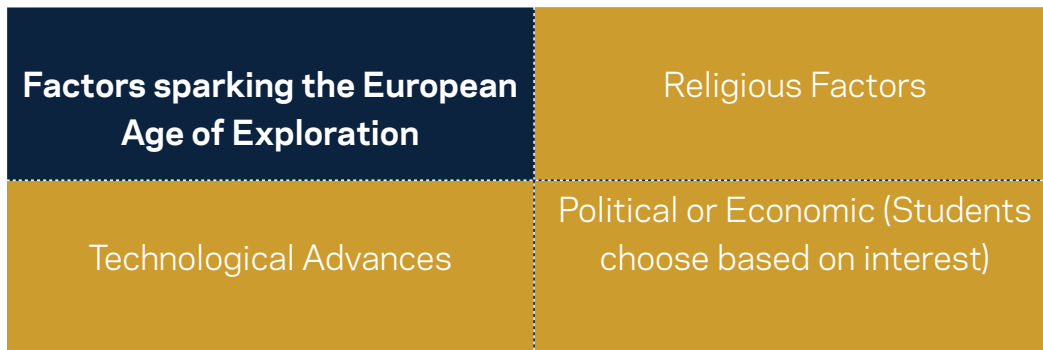


A simple two-tab foldable can clearly show cause-and-effect or compare/contrast.



Specific to Social Studies, foldables are particularly useful for helping students understand and use categories such as social, political, economic, and technological elements of a time period under consideration and to break large time periods into more defined segments (a Social Studies skill called Periodization).

A four-panel foldable allows more categories of organization of declarative knowledge:



Example: High School World History: Periodization: The Cold War

Directions for Students: Fold an 8 ½ x 11 piece of paper into thirds, thus creating six surfaces. On the cover, define the Cold War and draw/compose an image that captures the feeling of this time period. On this inside front page, describe the competing sides in the Cold War, their allies, and their goals. On the next three pages, construct a timeline in which you create periods/segments of Cold War history (you must have at least five distinct periods). Consider the following questions: What defines the end of one phase and the beginning of the next? Do any phases overlap? Explain. Finally, on the last page, assert what you think was the key turning point in the Cold War. Include at least two quotations from primary sources from this turning point and, in your own words, assert why you feel this event was the turning point in the time period.

The Amazon Rainforest and The Five Themes of Geography

Movement
Region
Human Environment Interaction
Location
Place

Multiple tabs allow for clear organization and labeling, with students then developing and applying the key concepts more fully under each tab.

From the initial acquisition of the content and concepts to the manipulation of that information into the format dictated by the foldable, students rework the ideas, summarizing, paraphrasing, and differentiating between factors to organize the material into the final product. As with any interaction with key ideas, it is the process of students grappling with and applying the concepts under consideration that further integrates those concepts into the students' long-term memory.

An added benefit of foldables is that students can express their creativity and artistic flourishes on the end product, creating a visually attractive and content-rich product that teachers can display to enhance the aesthetic appeal of the learning environment while advancing content-specific goals.

The foldable method can be a means of processing the concepts under consideration or could be an assessment of a student's mastery of a lesson objective.

Image Analysis: Political Cartoons, Painting, & Photographs

One of the most widely used and most effective methods to engage students in higher-level skills in a Social Studies classroom is analysis of historic images. Political cartoons from the past to the present, intriguing historic photographs, artwork with various levels of symbolic meaning, and even images of (or visits to) historic monuments and memorials provide excellent fodder for deep analysis by students of all ages. The key to using this method in the most powerful way is to ensure that students move past mere description and advance to inference, interpretation, examination, decoding of symbols, and overall analysis of what the image says about the course concepts, the people/societies depicted, and the individual/group who created the image.

The benefits of this approach are numerous. In keeping with current trends in the field, it allows students direct engagement with primary sources. The approach is flexible with regard to time needed to implement the learning activity, taking as few as five minutes to analyze one image or using a set of images that form the heart of an extended lesson. Analyzing images builds upon students' pre-existing facility with consuming visual culture. Additionally, when considering the needs of English Language Learners, analysis of visuals helps to give entry into concepts and skills that may otherwise prove difficult to access from text-based sources.

While students are accustomed to taking in visual culture, teachers must recognize that learners need to be instructed on how to be discerning consumers of images. In this way, image analysis is best done initially through a Model-Coach-Fade approach with a teacher demonstrating the depth of examination required, then gradually

releasing responsibility onto the students to conduct their own interpretations of additional images.

Various online tools help teachers give students a framework for how to analyze historic images. The Library of Congress website leads in this regard, featuring effective analytical tools for any variety of primary source and, for the purpose of analyzing political cartoons, historic photographs, and other images, should be the first place teachers visit in planning to use this method (<http://www.loc.gov/teachers/usingprimarysources/guides.html>). (Note that the Library of Congress website is also a great place to find historic images).

As students gain experience analyzing images, the method can be easily incorporated into other approaches, used in Gallery Walks, Think-Pair-Shares, Bellwork, incorporated into interactive-lectures, and assigned for a homework task building upon the lesson's objective.

An added benefit of this method is that it



is not only a productive activity to do during the course of a lesson/unit, it can also be used as a lesson assessment and as a component of the traditional test. Whether using image analysis at the end of a lesson for a graded formative assessment or on a traditional test, the method allows students opportunities to prove mastery over both the content/conceptual knowledge of the lesson/unit and to show proficiency with the skills of inference, interpretation and analysis. When using image analysis for a graded assessment opportunity, teachers must be sure to task students with analyzing a previously unseen image.

Gallery Walk

A Gallery Walk is a method that features numerous stations of learning spread around the room (in many ways, Gallery Walks are similar to what are often called Learning Centers, commonly used in Elementary teaching). In small groups, pre-determined by the teacher, students rotate to each station completing tasks related to the lesson objective. The teacher determines what questions groups will consider at each station and how long groups will have (a good guideline is to remember that any learning activity should be between 8-15 minutes). The benefit of the method of a Gallery Walk is that students are moving and are in small groups, able to discuss the questions/activities included at each station. While there can be various levels of questions, some that emphasize acquisition of factual information, ideally, teachers should structure some questions at each station that require students to collaborate and discuss complex concepts. A strength of this method is that students are in small groups and that there is some level of productive noise in the room, caused by each group discussing their assigned tasks. This helps students feel more comfortable positing ideas, discussing concepts, and building upon the thoughts and contributions of others with their small group of peers rather than being asked to contribute their ideas in front of the entire class. To aid in creating an atmosphere that encourages productive and safe discussion of ideas, teachers can play music, loud enough so that other groups can not overhear what the groups around them are discussing, but soft enough so that the members of each small group can be heard.

In structuring the stations of a Gallery Walk, a teacher should work to incorporate various types of materials and learning activities (paintings, historic photographs, intriguing quotations, maps, charts/graphs, political cartoons, text-based primary sources, etc.). Additionally, a Gallery Walk presents an opportunity to incorporate multi-media elements; teachers can include a short video clip, a song that students analyze, and/or audio testimony from a participant involved in the movement being examined.

Example: Middle School World History Gallery Walk stations on “The Origins of the Holocaust during the 1930s:”	
Station 1	Analysis of Nazi propaganda posters from the party’s rise to power and targeting of “enemies of the state;”
Station 2	Analysis of witness accounts and photographs of 1933 German boycott of Jewish-owned businesses;
Station 3	Primary Sources: Nuremberg Laws: excerpts from the 1935 laws highlighting the legislative efforts of the Nazi state to identify Jews, and ultimately exclude them from participation in civic activities;
Station 4	Oral History of Hanne Hirsch Liebmann, who was 14 years old at the time of Kristallnacht (The Night of Broken Glass, Nov. 9-10, 1938) and Oral History of Johanna Gerechter Neumann, who was eight years old;
Station 5	Three short video clips (“US Condemnation of Kristallnacht,” “American anti-Nazi Protests,” and “20,000 Flay the Nazis”) showing that, in America, there was knowledge of and reaction to the violence against Jews in Europe;
Station 6	Maps of sites of anti-Semitic violence across Germany and Austria in November 1938
Station 7	Reading of short secondary source on the 1938 Evian Conference, the international gathering of representatives from 32 countries, who determined that the nations they represented would not relax immigration restrictions to aid Jews seeking to flee increasing violence in Europe.

(all materials are available through the United States Holocaust Memorial Museum website www.ushmm.org)

Obviously, with 12-15 minutes spent at each station, this Gallery Walk would extend beyond one class period. For homework during the span of this lesson, a teacher could assign textbook readings to deepen student understanding of the time period. Alternatively, referencing the idea expressed earlier in this chapter of using the actions taken by righteous individuals who chose to do good even in the midst of imposing, evil forces, a teacher could ask students to read one of several short biographical sketches of an individual who took action to aid Jews during the time period around Kristallnacht. For instance, students could read of the actions of Dr. Feng Shan Ho, a Chinese diplomat in Vienna, Austria who chose to aid Jews after seeing the violence they suffered on Kristallnacht. Another example is the case of Dr. Ella Lingens, a physician who hid ten Jews in her house during the violence of Kristallnacht and continued to work to aid those in need throughout the war. Several other examples are available. Seizing these opportunities to use Social Studies curriculum to inspire, model, and urge students to do good further reinforces the powerful nature of the subject matter.

On the next page is an example of a Gallery Walk that could be done in one class period with an Elementary Geography lesson:

Example: Elementary Geography

Station 1	Use our classroom globe to find the seven continents and five oceans. Label these on the map on page 1 of your packet.
Station 2	Use the map at Station 2. Use the coordinates Latitude: N 41° 41' Longitude: W 86° 15'. What is at this location?
Station 3	Use the map of a neighborhood at Station 3. On page 3 of your packet write detailed directions to tell someone how to get from the School to the Church.
Station 4	<p>The main ingredients to make a Snickers bar are:</p> <ul style="list-style-type: none"> ▪ Corn Syrup from Iowa ▪ Chocolate/Cocoa from Guyana ▪ Milk from Wisconsin ▪ Paper from Canada ▪ Peanut from Argentina ▪ Sugar from Brazil ▪ Vanilla from Mexico <p>These locations are shown on your map on page 4 of your packet. The Snickers bars are made in New Jersey. Draw arrows indicating how each ingredient gets to where Snickers bars are made. Finally, draw an arrow indicating how the Snickers gets from New Jersey to you.*</p>
Station 5	Look closely at the three photos at Station 5 (one of the Sonoran Desert, one of the Amazon Rainforest, one of the Great Plains). Choose two of the photos; use the Venn diagram on page 5 of your packet to describe the similarities and differences between each region.
Station 6	Use the computer at Station 6 to watch the two-minute video ("Transforming Discarded Nets into Energy," available at https://www.youtube.com/watch?v=y3l77r2X3Rk). What problem faced the community? What was the solution to the problem? Describe two ways this solution helped fix the problem.

An additional element to consider adding to a Gallery Walk is one station at which the students meet with the teacher. By pre-arranging the small groups with attention to differentiation, composing groups with students who are at similar levels, this teacher-centered station presents an opportunity for the instructor to differentiate for the needs of each specific group. For instance, for a small group comprised of students who have mastered the key concepts, the teacher can challenge them by posing more sophisticated questions and learning tasks that require them to extend and refine the knowledge of the lesson. For students who are struggling to achieve basic mastery, the teacher-based station provides the instructor an opportunity to remediate and reteach to correct misunderstandings and advance learners to a fundamental understanding of the key concepts of the lesson.

Human Continuum

In the Human Continuum method (sometimes called Four Corners), the teacher poses a statement that could generate any number of responses from students. After students have had time to consider their opinion on the statement, they then physically move to take a place on the continuum indicating the level to which they agree with the statement (the extreme end of one side being Strongly Agree and the extreme opposite end being Strongly Disagree). At this point in the process, the teacher can have student turn-and-talk with someone who is close to them on the continuum, taking turns explaining what piece of evidence each found most useful for supporting the position they took. Next, the teacher can probe the students' thinking more deeply with directed questions. A key to successful implementation of this method is to choose a statement that is debatable with no obvious right answer. For instance, consider the following:

- American History: A Union victory in the American Civil War was inevitable.
- Geography: Physical factors, including landforms and climate, are the key determining factors that shape the patterns of human culture and the development of societies.
- Economics: Increased automation will lead to fewer jobs for workers.
- Civics: The United States should maintain the Electoral College as the means of determining who is president rather than adopting the results of the popular vote.

A further step in using this method is to fold the ends of the line, bringing together students from each extreme and giving them time to discuss their differences and work to convince the other.

This method succeeds through the incorporation of movement, students debating and justifying their opinions, and the reconsideration or refining of their opinions when presented with counter arguments.

● Activating Prior Knowledge in Social Studies

As in every content area, activating prior knowledge is vital to Social Studies instruction. In determining prior knowledge, a teacher gauges student interest in trends that the upcoming unit holds and identifies common misconceptions to be corrected. Connecting concepts, trends, and themes from one unit to the next assists students in understanding the relevance of what they are learning and helps learners retain and use new information more powerfully.

In some Social Studies courses, particularly History classes that deal with a condensed and discrete subject matter (American history and/or the coverage of state history; i.e., Texas History), the content provides natural linkages from lesson to lesson and unit to unit. In this way, activating prior knowledge can be as simple as asking students to predict, from what they have just learned, what trends and patterns will persist into the next area of study. An example is:

Recall both the intended and unintended consequences of a technology we have studied earlier in the year (some examples include the cotton gin, barbed wire, railroads, steam travel, etc.) what do you think the intended and unintended consequences will be as the automobile grows in usage during the 1920s in America?

However, with the broad nature of the subjects under the umbrella term Social Studies, oftentimes there may not be a continuous progression of content from one unit to the next. For instance, when teaching Geography in the Elementary classroom, a teacher may jump from region to region rather than remaining focused on the geography of one area. A Middle School World History course may jump from coverage of the ancient cultures of Central and South

America to ancient Egypt then to feudal Japan, with the required content failing to provide natural transitions and opportunities to activate prior knowledge through the lens of declarative knowledge. By appropriately emphasizing the higher-level skills detailed throughout this chapter, Social Studies teachers can use procedural knowledge to provide continuity from lesson to lesson and activate prior knowledge through the skills being developed.

Teachers familiar with common techniques used to activate prior knowledge will find these methods effective in a Social Studies classroom as well. These include the K-W-L method, posing intriguing questions during Bellwork, Chalk Talk to gauge what students know about a concept, and using advanced organizers to make predictions.

As detailed earlier, consider using a historic photograph or painting to pique student interest. By using the K-W-L method, ask students to write as much as they can about what they see and what they know is depicted. Next, have students consider “What more do I want to know?” Additionally, by having students consider “How will I come to know the answers to these questions?” learners are reminded of key research and acquisition of conceptual knowledge specific to the discipline. To complete the K-W-L process, return to the image after several lessons have equipped students with the knowledge needed to fully understand and evaluate the source, completing the interaction with the image by adjusting previous interpretations based on new information. While the students may not initially know much about the image being analyzed, the activation of prior knowledge comes through the application of a key content-specific skill—primary source analysis.

ELEM Geography	MS World History	HS American History
<p>Show students several different map projections. Ask them to consider the differences they observe, why these differences exist, and if these differences matter. Explain</p>	<p>Prediction: The context is Nazi Germany in 1938. What factors would enter into a Jewish family's discussion of whether or not to seek to leave Germany? Recall past immigrations that we have studied in World History, including the push-pull nature of migration and the choices that individuals make when considering such crucial decisions.</p>	<p>An ancient proverb states: "The enemy of my enemy is my friend." Think back throughout the year. When have we seen this idea employed in our study of American History? How do you think this may play out as we study the Second World War?</p>

Questioning and Discussions in Social Studies

When considering questioning in Social Studies instruction, teachers must intentionally strive to get past questioning that emphasize factual recall (who, what, when, where) and, instead, advance to more sophisticated questions that require higher levels of Bloom's Taxonomy (it may be helpful to think of these as Why?, How?, and So What? questions). If a discussion in Social Studies stops at the first questions, it becomes a repetition of the facts, with students raising their hands to answer questions such as "When did the U.S. enter World War I?" "What is a rain shadow?" and "Who invented the cotton gin?" Obviously, these questions remain confined to the lowest levels of Bloom's Taxonomy. Instead, consider building upon the same concepts with more sophisticated questions, such as:

- "Why did the United States delay its entry into World War I?"
- "How would living in a rain shadow impact a society's development?"
- "What were the intended and unintended consequences of the invention of the cotton gin?"

Questions such as these build upon factual knowledge and require students to extend their thinking, engaging in ever-greater depth of thought. For instance, posing the question "In Ancient Greece, what would have been the benefits of living in Athens or living in Sparta?" requires students to recall the facts associated with each society and to go further to evaluate, consider, defend, explain, justify, and elaborate.

As students become more proficient at answering higher order questions, the same type of questions can be used to form the basis for class discussions in which students respond to, evaluate, and build upon the contributions of their peers. One way to enhance this type of discussion in any subject matter is to provide students with discussion stems to increase the use of academic language and to guide students in respectful verbal interactions.

ELEM Geography	MS World History	HS Civics/ Government
<p>The teacher asks students to predict which method of transportation is most common for their community. Then students ask adults in their home and school community how they get to work each day, recording the results in a bar graph. Finally, the results for the entire class are plotted on one bar graph and compared against the students' initial prediction.</p>	<p>A progression of leveled questions: When was the Battle of the Somme? What do you think happened to military recruitment efforts in the UK after the massive casualty totals from the first battles of World War I? Why? The death tolls of the First World War are radically different than wars of today . . . Why?</p>	<p>Which of the first ten amendments to the Constitution are best understood in the context of America in the late-18th century? Explain. Which of the first ten amendments to the Constitution are the most "timeless?" Explain.</p>

Group Work in Social Studies

Group work in Social Studies courses includes everything from pairs working to complete a Venn diagram up to larger group projects with the final product being a group presentation. As with any content area, teachers must work to ensure that group work allows for individual accountability and positive interdependence. By helping students clearly define roles for individuals and structuring assessment opportunities that are independent and individual, a teacher can work to avoid the common pitfalls of group work while accurately measuring each student's mastery of the lesson/unit objectives.

When incorporating group work during a lesson, pose questions that are complex enough that an easy answer is not possible. Establish the expectation that group work is done when the task at hand is to wrestle with a complex, sophisticated, intellectually challenging idea. Communicate to students that the goal of group work is that, through the combination of the intellectual talents of the group, students can construct a complex, sophisticated, beautiful answer to the question that was posed. Examples of these tasks, which could be processed through a Think-Pair-Share, Turn-and-Talk, or small groups creating a graphic organizer include:

- Elementary Geography: Consider the advantages and disadvantages of living in a geographically isolated society.
- Middle School World History: What similarities and differences can be seen between Rome during the decline of the empire and America's recent experiences?

- High School Civics/Government: The Constitution established minimum ages for individuals to serve in the House of Representatives, Senate, and to be President. Why do you think the authors of the Constitution chose these minimums? Should these minimums still apply? Should there be a maximum age limit beyond which individuals are not able to serve? Explain:

The above examples are instances when small group methods help advance an objective during the course of a lesson. Through the combination of the intellectual resources of the small group, students work to explain, convince, justify, defend, consider, and hypothesize, grappling with complex concepts and building upon the ideas of others.

More substantial group projects that teachers design to span longer periods of time can be effective at presenting students with powerful opportunities to master course content and skills. By giving time in class for students to work on group projects, a teacher indicates to students how valued the group process is and is able to monitor division of tasks, holding individual students accountable for contributing to the group process. When constructing group projects, it is advisable to have the end product clearly defined in terms of who is responsible for which segment, thus allowing for assessment of each student's mastery over unit concepts and skills.

Depending on the developmental level of the students, teachers may define for the groups what each member's task will be or release responsibility to the students to determine responsibilities, communicating these roles to the teacher.

ELEM Geography	MS World History	HS American History
<p>Working in groups of two, students construct a map of their neighborhood (or the neighborhood around the school). They label items on the map that relate to the following Social Studies concepts:</p> <ul style="list-style-type: none"> • Transportation • Nature • Business • Communication <p>Note: This could be done as a field trip into the neighborhood around the school as well.</p>	<p>As a pair, create a visual in which you compare/contrast society in Europe in the Medieval period with feudal Japanese society.</p>	<p>As a group of three, create a website exploring a topic from the Progressive Era through the lens of the theme Rights and Responsibilities in History (list of topics provided). Divide the coverage of content so that one student leads on each section:</p> <ul style="list-style-type: none"> • Describing the Historical Context; • Describing/analyzing the Actual Event; • Assessing the Short and Long Term Significance of the subject.

Assessing Instruction in Social Studies

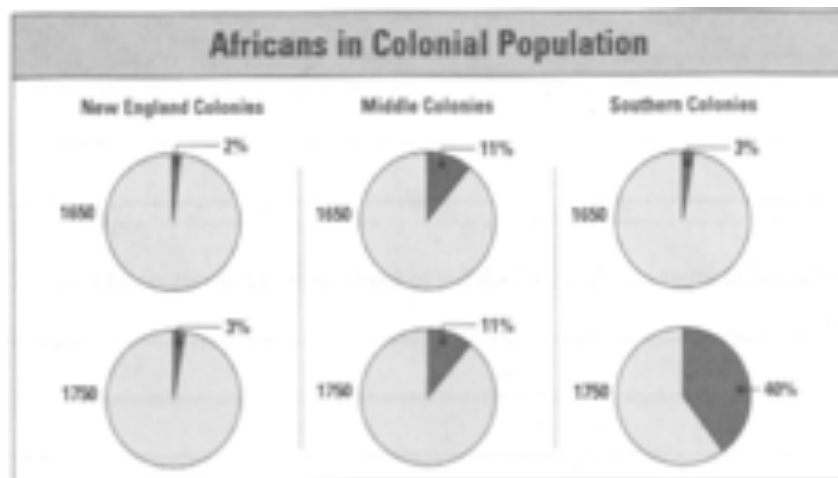
When working to assess student mastery in Social Studies, it is important to keep in mind both halves of the question, common as any teacher plans: “What do I want my students to know and be able to do?” Social Studies teachers who preference factual content over skills assess student understanding primarily through the lens of the first half of the question. An assessment of this nature will be comprised almost solely of matching, fill-in-the-blank, true/false, and multiple choice. Some written responses may be included, but these often simply ask students to recite facts in full sentence or paragraph form. To be sure, these types of objective questions are effective at gauging students’ factual recall and should be used when constructing Social Studies assessments. However, if the assessment is too heavily reliant on this type of question, the second half of the question “What do I want my students to be able to do?” is almost totally ignored and not assessed. A quality Social Studies assessment must be intentionally constructed to balance between demonstration of declarative and procedural knowledge. This is true from elementary through high school Social Studies assessment with the key difference being to adjust the developmental level of the tasks to be appropriate for the students. By requiring students to use the skills of the discipline to work with the content/concepts of the lesson/unit in meaningful ways, both domains of knowledge can be rigorously assessed.

One benefit of objective questions (matching, multiple choice, etc.) is that a teacher can assess more breadth of information covered by the unit in a relatively short amount of time. For instance, when assessing a unit on the development of the Declaration of

Independence, the U.S. Constitution, and the Bill of Rights, 15 multiple-choice questions can span these documents, their context, and significance relatively equally. In the same time it would take students to answer these 15 questions, they could analyze only one concept in depth and write an essay utilizing higher-order thinking skills. While it is advisable to emphasize these skills, the time spent on the single essay question devoted to a more narrow aspect of the unit's concept does not gauge mastery of as much of the course's declarative knowledge. Therefore, on any Social Studies assessment, it is advisable to have a mix of objective and subjective elements, balancing measurement of student mastery of both course content/concepts and application of discipline-specific skills.

Well-designed objective questions can do both, but they take time to create and intentionally infuse with higher level thinking in their design. For instance, consider giving students a previously unseen source (a historic image, political cartoon, chart, graph, map, or brief excerpt from a primary source). Design several questions that range from basic levels of Bloom's Taxonomy up to higher levels of skill application. If students have been tasked with source analysis and interpretation throughout the unit, demonstrating mastery of this skill on the assessment is in keeping with the procedural goals of the teacher's planning.

Example: High School American History



1. In 1750, what percentage of the population of Pennsylvania was likely from Africa?

A. 3 %

B. 11 %

C. 40 %

D. It is impossible to estimate given the information in the graph.

(This question assesses basic factual **recall** of whether or not the students can identify that Pennsylvania is a Middle Colony).

2. Of the thirteen British colonies in North America, which allowed slavery in their early history?

A. At some point in time, each of the thirteen colonies allowed slavery.

B. The Middle and Southern colonies all allowed slavery, but the Northern colonies did not.

C. Due to the abolitionist nature of the Quakers, Pennsylvania was the first to ban slavery.

D. Slavery was only allowed in the Southern colonies.

(This question assesses recall of information presented in the textbook and in in-class activities).

3. Which of the following events from colonial history accounts for the changes reflected in the graphs above?

A. The First Great Awakening.

B. Bacon's Rebellion.

C. Columbus's settlement of the Caribbean.

D. The Pueblo Revolt.

4. The pattern depicted on the graph best serves as evidence of which of the following:

A. The growing moral objection to slavery in the New England and Middle Colonies.

B. The results of the religious differences across the three colonial regions.

C. The movement from free labor to enslaved labor in the Southern colonies.

D. The susceptibility of enslaved populations to New World diseases.

(To answer questions 3 & 4 correctly, students must **recall** that Bacon's Rebellion (1676) caused a fear amongst Southerners that white, former indentured servants served as economic competition and a rebellious force on the fringes of society. The student then must **deduce** the growth in slavery in the Southern colonies as a reaction to Bacon's Rebellion, with Southerners turning to a labor force they would not need to free and compete against).

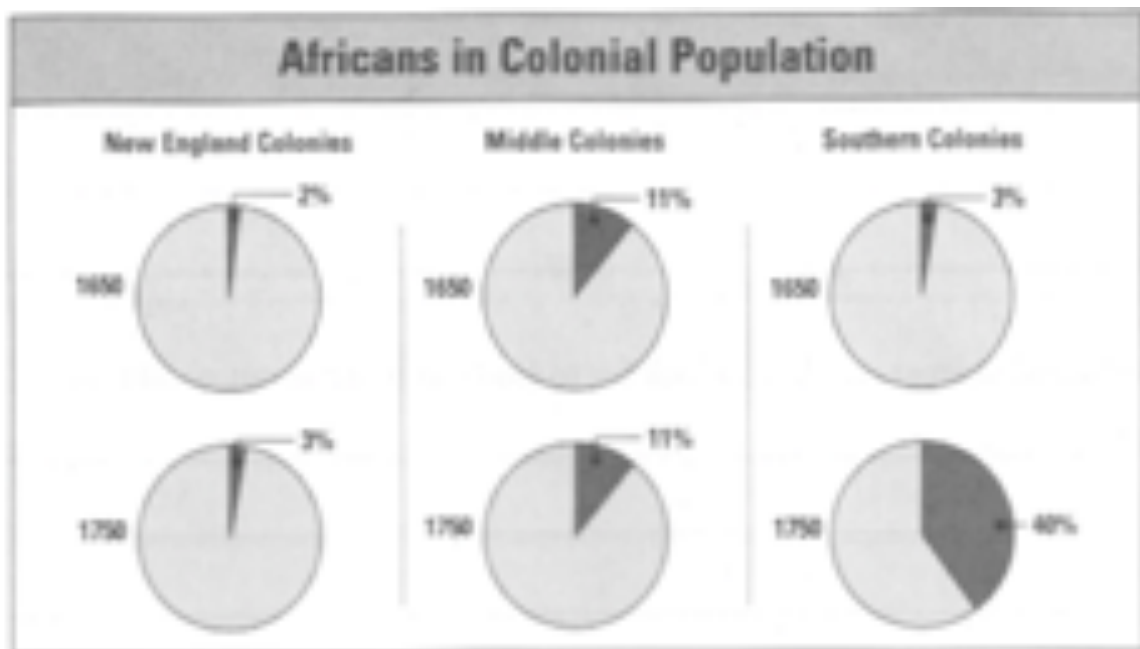
When constructing essay questions on assessments, strive to keep in mind that a rigorous writing activity does not merely stress recitation of facts. Instead, task students with analysis, interpretation, synthesis, and making evidence-based assertions. Similar to the above reminder that sources to be analyzed on an assessment must be previously unseen, work to pose writing prompts that have not been covered directly during the course of the unit. For instance, if a key activity during the unit was to assess to what extent Andrew Jackson either did or did not uphold the Constitution with regard to Indian Removal, asking this on the traditional test does not actually assess higher order thinking. Rather it assesses the students' ability to recall and reproduce the teacher or group's findings from previous discussion of the topic. Instead, on the traditional test, consider a similar application of this concept to a different example. Give students short excerpts of primary sources that speak to Jackson's struggle over the Bank of the United States. Through the analysis of these documents and their recollection of Jackson's previous actions with regard to Constitutional issues, students can advance a new assertion on a topic that had not been analyzed in great depth by the teacher or the class, thus giving the teacher a more clear sense of what each student is able to do through subject-specific skills.

Teachers often note that textbook resources are inadequate, outdated, and lacking in inclusion of various perspectives that inform our current understanding of Social Studies. A creative Social Studies teacher can turn this difficult situation into an interesting teachable moment and an opportunity for assessment. For instance, after having taught a lesson/unit by adapting materials from the sources indicated earlier in the chapter, students should have a more current, well-rounded understanding than the outdated textbook could have provided. For an assessment, consider giving middle or high school students a short passage from a textbook; task the students to identify what information is out of date or lacking in any way; challenge the students to add to (modernize) the textbook passage by contributing a voice that has been historically marginalized. Students will

be assessed on the degree to which they understand and appreciate multiple perspectives by expressing, from this previously silenced voice, the thoughts on the issue at hand from that perspective.

In the ways expressed above, a teacher can avoid the common pitfall of Social Studies assessments that are overly based on factual recall. Instead, work to incorporate a balance of questions that assess content/concept mastery and skill application.

Examples provided on the next page. The HS question references the graph below.



ELEM	MS	HS
<p>Which country did Thomas Jefferson and his government purchase Louisiana from?</p> <p>A. Spain. B. Germany. C. England. D. France.</p> <p>A physical map includes what type of features?</p> <p>A. Landforms & bodies of water. B. Population density. C. Natural resources. D. Location of major cities.</p>	<p>Put the following events in chronological order:</p> <ul style="list-style-type: none"> • Battle at Lexington & Concord • Boston Tea Party • Declaration of Independence • French & Indian War • Intolerable Acts <p>While this may seem like mere recall of dates, students can “unlock” the correct answers by remembering the events through cause-and-effect. Two further extensions to consider:</p> <ul style="list-style-type: none"> • Choose one of the events and argue for it as the key moment at which the Revolutionary War became inevitable; <p>Or</p> <ul style="list-style-type: none"> • What is one event that is left out of the list that would help explain the cause-and-effect relationship leading to the Revolutionary War? Explain 	<p>As an alternative to the objective questions on the graphs as given above, consider an essay question on the same graphs.</p> <p><u>In one paragraph, analyze how geography can help explain the trend illustrated in the graph:</u></p> <p>When dealing with student absences caused by sports trips, etc. consider using the same sources but different styles of questions (objective questions for one version of the test and written for another version).</p>

Conclusion

When planning Social Studies instruction and implementing the ideas expressed throughout this chapter, build upon what resources are available. For teachers new to the field, it is acceptable to be largely based on the textbook and on publisher-created worksheets, quizzes, and tests. Work to supplement these resources with activities that require students to analyze primary sources, interpret graphs/charts, and to make evidence-based assertions. Gradually incorporate more and more opportunities for students to apply the higher-level thinking skills, rather than remaining constrained to the memorization and recall of discrete facts. By striving to seek a balance between the coverage of content and the students' attainment, practice, and application of Social Studies skills, a teacher works to show students the power of the habits of mind that Social Studies imparts. The skills of critical thinking, problems solving, understanding cause-and-effect, and appreciating multiple perspectives are the long-term outcomes that must be emphasized. Through the acquisition, practice, and application of skills including analysis, interpretation, synthesis, and the clear presentation of evidence-based assertions, students realize the usefulness of Social Studies skills across all academic disciplines and into their non-academic lives.

To make Social Studies relevant, look for openings to tailor the learning activities to the students' experiences and context. Reflect on opportunities that the curriculum presents to show your students people from the past who were similar to them and who worked to impact their community. Highlighting examples of individuals and groups who took righteous action to address issues facing their

community can be inspiring and empowering. Seize opportunities to give students choice to follow their interests, recognizing the beauty in the study the societies of the past and the intricacies of human culture is that so many avenues of inquiry are open to exploration including artistic, technological, literary, economic, athletic themes and many more. Consider partnering with local museums, planning outings to explore the geography, economy, and culture of the community through the lens of Social Studies skills. Remind students and model for them the idea that Social Studies habits of mind help us to understand our world today, how it came to be the way it is, and how we can act responsibly to shape the present and the future.

Questions

1. How could the incorporation of a primary source analysis learning activity enhance the textbook or publisher-based resources you have available for planning?
2. If time is limited in the teaching period, what opportunities to incorporate Social Studies themes, skills, and content in other subject areas exist? How can a cross-disciplinary approach help students acquire, extend, and refine Social Studies content, concepts, and skills?
3. What opportunities does each Social Studies unit provide for helping students to more fully understand their environment, context, and the world today?

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Chapter 9

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Chapter 10:

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