

EdAdvance

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21st century Social Studies

Lesson resources and short-cuts to deliver instruction aligned with the
College and Career Readiness Standards (CCRS)

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The Challenge

- ▶ Deliver essentially four years worth (or at least a full course) of Social Studies content in 48 hours or less of instructional time
- ▶ Let go of the attempt to “cover everything” and focus deeply on a fewer number of highly transferable skills that will allow students to access and manage content
- ▶ Implement the CCRS which expects students to be able to:
 - ▶ Demonstrate high level thinking skills such as making inferences, analyzing, evaluating, comparing and reasoning
 - ▶ Interacting with complex text, including primary source documents, and responding to text-dependent questions with evidence to build knowledge

Current practice

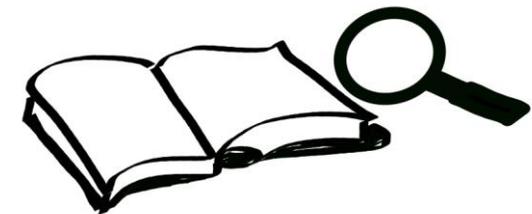
- ▶ Do a brief write about your current practices and philosophy for teaching Social Studies topics
- ▶ Some possible prompts to include:
 - ▶ What resources do you use?
 - ▶ How do you make decisions about choice of content and skills to include in limited time available?
 - ▶ What student characteristics do you need to take into consideration when planning?



College and Career Readiness Standards (CCRS)

- ▶ Consider the relationship between the rigorous standards, changes to external assessments and instructional practice
- ▶ Do a **gap analysis** between where you *are now* in your philosophy and practice and where you *want to be* to respond to changes in adult education requirements
- ▶ In which of these Social Studies skills do you feel you need the most support, modeling and resources?
 - ▶ Close reading
 - ▶ Text dependent questions
 - ▶ Inquiry-based activities
 - ▶ Sourcing, contextualizing, corroborating
 - ▶ Questioning
 - ▶ Evaluating reasoning and evidence

Close Read



What is the role of the big blue book (or other prep materials)?

- ▶ Compact overview of content and practices
- ▶ Sample question formats and test tips
- ▶ Practice questions (assessment targets)



The rest of the story...

- ▶ Prep books alone will not do an adequate job of preparing students to be college or career ready-students need skills beyond memorizing
- ▶ Motivated students are capable of working through the prep books on their own
- ▶ As the teacher, you are uniquely positioned to equip students with the skills and habits that are associated with deeper learning
- ▶ Use valuable class time to de-mystify the learning process so that students can be more independent and self-directed learners (see the indicators in the Adult Ed Evaluation Rubric:
 - ▶ Learning Environment: high expectations, risk-taking
 - ▶ Instruction: student responsibility and independence

Impact of change

- ▶ Does this mean I need to throw out all my old lesson plans and materials?
- ▶ Probably not, but it is a good time to investigate how these resources align with the new demands of the college and career readiness standards and how effective they are in equipping students with the skills they will be expected to use after the course is over



So...what do I teach?

- ▶ Start with GED® Assessment Targets found in the GED® Testing Service *Assessment Guide for Educators*
<http://www.gedtestingservice.com/educators/the-new-assessment-downloads> (this will still be too much)
- ▶ This is the Social Studies only section:
<http://www.gedtestingservice.com/uploads/files/1a828790caff1bfdff04a72699da0fc4.pdf>
- ▶ Narrow down to the **High Impact Indicators (HII)** for Social Studies
<https://www.gedtestingservice.com/uploads/files/38c313c646bfdb3afbbffb6330ddf209.pdf>

Still too much?

- ▶ Visit the crosswalk between the **High Impact Indicators and Other Indicators**
<https://www.gedtestingservice.com/uploads/files/10e886ff3d5a3931ef5581367f4cfd15.pdf>
- ▶ Pick out those indicators that overlap/cover the most other skills (kill more than one bird with one stone!)
- ▶ Corroborate your choices by looking at the **CCRS-GED® Test Crosswalk**
<https://www.gedtestingservice.com/uploads/files/652b969a13a0126c909facc5aa166363.pdf>
- ▶ Read through the **Performance Level Descriptors for Social Studies: Level 2** (Pass/High School Equivalency: 145-164) to get a precise list of what students must know and be able to do to pass
<http://www.gedtestingservice.com/uploads/files/8a911f1ebff0a47f77988368cb5d6580.pdf>

So, is there a pacing guide?

- ▶ While all these resources help to focus the content and skills to be delivered, instructors still need to make professional decisions based on the needs of their students
- ▶ Intensity and duration of instruction will be influenced by
 - ▶ Students' background knowledge
 - ▶ Motivation
 - ▶ Learning needs and styles
 - ▶ Attendance
 - ▶ Available time



Sample

- ▶ GED® Testing Service provides a great example of **Using the HII to drive instruction** in this archived webinar:
<http://www.gedtestingservice.com/uploads/files/09cb51b2824eab9485094f15326677df.pdf>
- ▶ Key focus is on searching, citing and connecting evidence as this has broad applications for most courses
- ▶ Suggests graphic organizers (which are more manageable for students) to:
 - ▶ Collect and sort evidence
 - ▶ Modeling (using a chart and sentence stems) to cite evidence
 - ▶ Scaffolding questions for making an inference
 - ▶ Resources for helping students unpack graphics

Another sample

- ▶ GED® Testing Service provides a great example of how to use the **Performance Level Indicators** to drive instruction:
http://gedtestingservice.com/in-session/martys-corner-make-the-most-out-of-this-helpful-tool_052016/ and http://gedtestingservice.com/in-session/the-most-useful-educator-tool-that-youre-not-using_112015/#more-301
- ▶ These resources include student-friendly versions of the official assessment target language so that everyone has a clear understanding of what students need to know and do to pass

Managing content

- ▶ GED® always pairs up skills (practices) with content
- ▶ Content from each of the assessment targets forms a **context** for questions
- ▶ Yes, students do need to know some facts to respond appropriately to questions but there is too much to cover in class time
- ▶ There are many great sources for lessons on key Social Studies topics: periods of American History, Civics and Government, Geography and Economics-don't reinvent the wheel
- ▶ Many have pre-selected complex text (including primary sources) and suggest inquiry-based activities

A few “can’t miss” resources

- ▶ Stanford History Education Group (SHEG) https://sheg.stanford.edu/home_page
- ▶ Historical Thinking Matters <http://historicalthinkingmatters.org/>
- ▶ Library of Congress <https://www.loc.gov/>
- ▶ C3 Teachers <http://www.c3teachers.org/>
- ▶ Council for Economic Education <http://councilforeconed.org/>
- ▶ National Geographic <http://nationalgeographic.org/education/teaching-resources/>
- ▶ CT Social Studies www.ctsocialstudies.blogspot.com



Be selective!



- ▶ Don't be overwhelmed
- ▶ There are a lot of materials, so pick and choose a few key topics to give students opportunities to work with both content and practices
- ▶ Look for a representative sampling of topics from each of the assessment targets
- ▶ The CCRS is geared towards doing a smaller number of topics in greater depth and doing it well rather than trying to get through a lot of content and having nothing stick (quality not quantity)

Stanford History Education Group (SHEG)

- ▶ All materials are free but you have to register
- ▶ Collection of document-based lessons
 - ▶ 73 lessons related to US History topics
 - ▶ 37 in World History topics
 - ▶ 5 introductory/skill-based lessons
- ▶ Great set of intro lessons on historical thinking and inquiry skills that is content agnostic
 - ▶ Close reading
 - ▶ Sourcing
 - ▶ Contextualization
 - ▶ Corroboration

SHEG model

HISTORICAL THINKING CHART

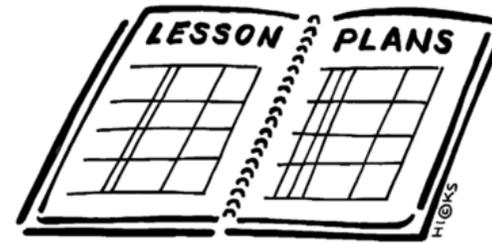
Historical Reading Skills	Questions	Students should be able to . . .	Prompts
Sourcing	<ul style="list-style-type: none"> Who wrote this? What is the author's perspective? When was it written? Where was it written? Why was it written? Is it reliable? Why? Why not? 	<ul style="list-style-type: none"> Identify 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 . . .

What's in the lessons?

- ▶ Establish relevant background knowledge and pose the central historical question
 - ▶ May include Powerpoints, video clips, text passages, mini-lectures, timelines
- ▶ Read documents, answer guiding questions or complete a graphic organizer
 - ▶ May include paired documents, sets of documents for an inquiry, models for having students construct knowledge
- ▶ Whole class discussion about a central historical question
 - ▶ Ability to articulate claims and support with evidence

Sample lesson plan

- ▶ <http://sheg.stanford.edu/upload/V3LessonPlans/Louisiana%20Purchase%20Lesson%20Plan.pdf>
- ▶ Central Historical Question
- ▶ Materials list
- ▶ Plan of Instruction
 - ▶ Includes procedure, questions, transitions, possible student answers
- ▶ Documents to support lesson
- ▶ Graphic organizer



SHEG Assessments: Beyond the Bubble

- ▶ Includes numerous assessments covering periods of US History called HATS: Historical Assessments of Thinking Skills
- ▶ Each assessment is set in an historical context and measures one or more of these skills: sourcing, contextualization, using evidence, corroborating
- ▶ Each typically includes a pair of documents and a student task, along with an interactive rubric and an extension/follow-up called Going Deeper
- ▶ Everything needed is in one spot, including embedded documents and videos, rubrics and anchors
- ▶ Sample: Civil Rights Movement
<https://beyondthebubble.stanford.edu/assessments/civil-rights-movement-context>

Historical Thinking Matters

- ▶ Historical Thinking Matters is an off-shoot of the SHEG site-if you set up an account under Reading Like a Historian you can also access these materials
- ▶ Has four investigations from post-Civil War US History
 - ▶ Spanish-American War
 - ▶ Scopes Trial
 - ▶ Social Security
 - ▶ Rosa Parks
- ▶ Includes all classroom materials and strategies, examples of student and teacher work, and supplemental sources

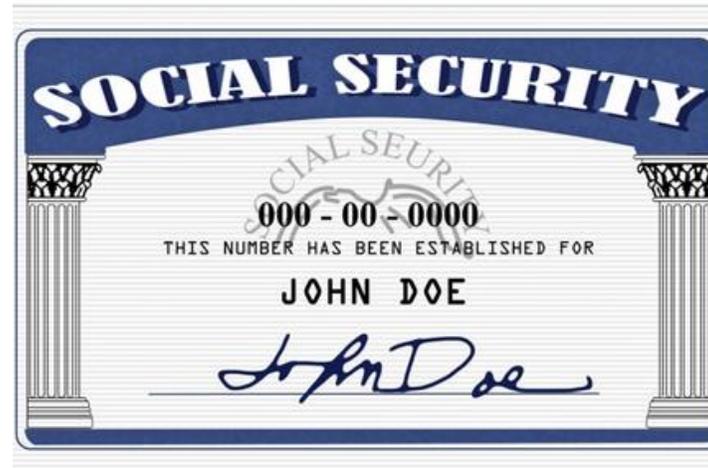
HTM materials

- ▶ Introductory page
 - ▶ Video stimulus, timeline, suggested textbook passages, warm-up activity
- ▶ Inquiry page
 - ▶ Inquiry question and directions, documents, notebook
 - ▶ Awesome think-alouds, question hints, vocab & definitions, extra videos, images and documents for context
- ▶ Assignment page
 - ▶ Ability to view sources and resources when responding and submitting answers
- ▶ Webquest
 - ▶ Two activities related to the module
- ▶ Source index
- ▶ Teacher materials and strategies
 - ▶ Lessons, worksheets, think-alouds, additional resources, standards



HTM sample

- ▶ Social Security <http://historicalthinkingmatters.org/socialsecurity/>
- ▶ Intro (optional review text and warm-up activity)
- ▶ Inquiry
- ▶ Assignment
- ▶ Webquest
- ▶ sources



Library of Congress

- ▶ Free, does not require registration
- ▶ Topics include US History, Civic/Government, World History as well as Arts, Religion and Science
- ▶ Special teacher section: <http://www.loc.gov/teachers/>
- ▶ Two main resources:
 - ▶ Student Discovery Sets
 - ▶ Teaching with Primary Sources (TPS)



LOC Student Discovery Sets

- ▶ Free on iBooks
- ▶ Pre-selects artifacts and documents around topics ranging from history to science to literature
- ▶ Interactive tools allow students to zoom-in, draw to highlight details and conduct open-ended primary source analysis
- ▶ Each module has a Teacher's guide with background information, teaching ideas and the resources necessary to conduct the lesson

LOC Teaching with Primary Sources

- ▶ A mind-boggling collection of lessons and suggestions on using primary source collections <http://www.loc.gov/teachers/usingprimarysources/>
- ▶ Listing of specific guiding questions to walk students through three phases of using primary source document
 - ▶ Engaging the students with a primary source
 - ▶ Prior knowledge, observation, key details, personal response
 - ▶ Promoting student inquiry
 - ▶ Speculate about source, creator, content, compare/contrast
 - ▶ Assessing how students apply critical thinking and analysis skills
 - ▶ Ask for reasons, evidence, further questions

LOC Teacher Guides and Analysis Tools

- ▶ <http://www.loc.gov/teachers/usingprimarysources/guides.html> Primary sources
- ▶ Motion pictures
- ▶ Political cartoons
- ▶ Books and other printed texts
- ▶ Newspapers
- ▶ Manuscripts
- ▶ Oral histories
- ▶ Maps
- ▶ Sound recordings
- ▶ Pictures, photographs



LOC Classroom materials

- ▶ <http://www.loc.gov/teachers/classroommaterials/>
- ▶ Primary source sets
- ▶ Lesson plans (by topic, by era, alphabetic index)
- ▶ Presentations and activities
 - ▶ American Memory Timeline is a “Rosetta Stone” to preview the vast online collection of LOC
<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/>
- ▶ Themed resources (history, government, culture topics)
- ▶ Collection connections
 - ▶ Alphabetical listing of all the LOC collections

LOC Professional Development

- ▶ <http://www.loc.gov/teachers/professionaldevelopment/tpsdirect/>
- ▶ 15 modular activities to deliver standards-based teaching with primary sources professional development
- ▶ Takes the worry out of “how do I do this?”
- ▶ Everything from
 - ▶ Navigating the LOC site
 - ▶ How to work with primary sources
 - ▶ Analyzing various types of sources (maps, photos, music, etc.)

C3 Teachers

- ▶ Introduces an Inquiry Design Model (IDM)
 - ▶ Compelling question
 - ▶ Standards & practices
 - ▶ Staging the question
 - ▶ Supporting questions
 - ▶ Formative performance task
 - ▶ Featured sources
 - ▶ Summative performance task
 - ▶ Argument and extension
 - ▶ Taking informed action



C3 sample inquiries

- ▶ Repository of Inquiry Lessons <http://www.c3teachers.org/inquiries/>
- ▶ Searchable by grade level and topic
 - ▶ 30 US History topics
 - ▶ 19 World History topics
 - ▶ 17 Economics
 - ▶ 16 Government & 15 Civics
 - ▶ 10 Geography
 - ▶ Other: Ancient History, local government, culture, human rights

Council for Economic Education: Lessons

- ▶ <http://www.econedlink.org/>
- ▶ Requires free one-time registration to set up account to access materials
- ▶ Contains resources for Social Studies, Math, Financial Literacy & Economics
- ▶ Lessons are searchable by standard, grade, subject and concept
 - ▶ Essential dilemma
 - ▶ Key concepts
 - ▶ Objectives/learning targets
 - ▶ Introduction/background/context
 - ▶ Resources (with links)
 - ▶ Process
 - ▶ Conclusion
 - ▶ Standards, bibliography, extension, related lessons



CEC: EconEd

- ▶ Interactive Tools <http://www.econedlink.org/tools/1>
 - ▶ Animations
 - ▶ Calculators
 - ▶ Games
 - ▶ Drag-and-drop, fill-in-the-blank
 - ▶ Video series: Making SenŞe with Paul Solman



CEC: EconEd Current Events

- ▶ <http://www.econedlink.org/economic-current-events.php>
- ▶ Current events in the headlines with related lessons and interactive tools
- ▶ Great way to develop interest around relevance



National Geographic (Education)

- ▶ No login or registration needed
- ▶ Organized by grade bands, including post-secondary 18+
- ▶ Each grade band includes
 - ▶ Ideas (filter by age, subject)-about taking action
 - ▶ Activities (cool things to do, but hard to search)
 - ▶ Lessons (Directions, objectives, preparation, background. vocabulary. key concepts)
 - ▶ Units (these were broken links)



CT Council for the Social Studies

- ▶ www.ctsocialstudies.blogspot.com
- ▶ Too much to process! Great set of resources but hard to navigate and search
- ▶ Collections include:
 - ▶ TeachIT: TeachItct.org -focus on Connecticut history resources
 - ▶ ConnecticutHistory.org- CT Humanities program
 - ▶ World Affairs Council
 - ▶ iLearn.org
 - ▶ Live Binder: Global & Geographic Educational Resources

Your assignment

- ▶ Pick **ONE** of the resources and download an activity that you will commit to use in the classroom
- ▶ ALL of these resources are
 - ▶ Consistent with CCRS goals
 - ▶ Consistent with the level of rigor expected to prep students to be college and career ready
 - ▶ Consistent with evaluation plan indicators that encourage
 - ▶ High expectations
 - ▶ Problem-solving, critical thinking, inquiry
 - ▶ Students taking the lead in learning, student independence

Questions

- ▶ Please take a few minutes to provide feedback on this session:
<https://www.surveymonkey.com/r/ECAdultEd1516>
- ▶ Sign up for other technology, GED Science, GED Social Studies and teacher evaluation workshops at www.edadvance.org/atdn
- ▶ For additional questions, contact
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