

High Impact Indicators for the GED[®] Social Studies Test

Tools for the Classroom



Bonnie Goonen – bv73008@aol.com

Workshop 12/9/2015

Institute for the Professional Development of Adult Educators

TOOLS FOR THE CLASSROOM

High Impact Indicators for the GED[®] Social Studies Test

Rod Duckworth, Chancellor
Career and Adult Education, Department of Education

Zelda Rogers, Senior Educational Program Director
Adult Education, Career and Adult Education

Ila Waite-Burns, Program Specialist
Adult Education, Career and Adult Education

June Rall, Director of IPDAE
Tamara Serrano, Project Support Specialist for IPDAE

Resources Developed and Designed By

Bonnie Goonen
Susan Pittman



The IPDAE project is supported with funds provided through the Florida Department of Education and Division of Career Adult Education.

Institute for the Professional Development of Adult Educators
3209 Virginia Avenue - Fort Pierce, FL 34981
Phone 772-462-7409 • E-mail info@floridaipdae.org

Table of Contents

Social Studies High Impact Indicators	3
Five Simple Strategies on How to Read Complex Texts	4
Chunking the Text.....	6
Franklin D. Roosevelt: First Inaugural Address, March 4, 1933.....	6
Annotating the Text.....	7
Franklin D. Roosevelt: First Inaugural Address, March 4, 1933.....	7
Enduring Constitutional Issues	8
Types of Evidence to Support an Argument	12
Social Studies Stimulus Materials and Sample Responses	13
Tonkin Gulf Resolution – 30180.....	13
Social Studies Response 1:.....	15
Social Studies Response 2:.....	16
Social Studies Response 1: Trait 1: Score Point 2	17
Social Studies Response 2: Trait 1: Score Point 1	17
Social Studies Graphic Organizer.....	18
Sample Writing Frames for Social Studies.....	19
Teaching Using Models: Social Studies.....	22
Sample Prompt and Stimulus Material for Social Studies.....	23
Suggested Answer for 15 th Amendment/Johnson Prompt	25
Social Studies Resources from the World Wide Web	26
Social Studies Themes	28

Social Studies High Impact Indicators

Indicator	What to look for in student work: Students' work shows they have . . .
SSP.2.a Determine the central ideas or information of a primary or secondary source document, corroborating or challenging conclusions with evidence.	<ul style="list-style-type: none"> • differentiated between the concepts of topic and main idea. • identified the topic and/or main idea of a piece of text. • identified supporting details for a given main idea. • summarized a piece of text. • fully explained relevant details in the text that support the main idea. • located a single piece of evidence in the text. • located multiple pieces of evidence in a text. • differentiated between relevant and irrelevant evidence. • used evidenced to support or challenge an author's conclusion.
SSP.2.b Describe people, places, environments, processes, and events, and the connections between and among them.	<ul style="list-style-type: none"> • described pertinent elements in the text, including: people, places, environments, processes, and events. • identified relationships among multiple elements (listed above) in the text. • fully explained relationships among the elements.
SSP.3.c Analyze cause-and-effect relationships and multiple causation, including action by individuals, natural and societal processes, and the influence of ideas.	<ul style="list-style-type: none"> • identified (potential or actual) causes for given effects. • identified (potential or actual) effects for a given cause. • identified examples of cause-effect relationships in texts. • fully explained how or why one event or set of circumstances in a cause-effect relationship caused another. • fully explained a sequence of causes leading to a given effect. • identified multiple causes of a given event or set of circumstances.
SSP.5.c Analyze how a historical context shapes an author's point of view.	<ul style="list-style-type: none"> • identified the author's point of view in a primary source text. • identified the major eras in U.S. history relevant to a specific text and identify influential events, figures, and ideas therein. • identified context (events, figures, ideas) relevant to the given text. • fully explained how the historical context directly relates to the author's point of view.
SSP.8.a Compare treatments of the same social studies topic in various primary and secondary sources, noting discrepancies between and among the sources.	<ul style="list-style-type: none"> • identified a common topic in multiple sources. • described commonalities in treatment of a topic across multiple sources. • identified differences in the way the sources treat the topic. • fully explained how a given difference in treatment is meaningful to the understanding of the topic itself.

Five Simple Strategies on How to Read Complex Texts

1. Number the paragraphs

High Impact Indicators require that students be able to cite and refer to the text. One simple way to do this is by numbering each paragraph, section or stanza in the left hand margin. When students refer to the text, require them to state which paragraph they are referring to. The rest of the class will be able to quickly find the line being referred to.

2. Chunk the text.

When faced with a full page of text, reading it can quickly become overwhelming for students. Breaking up the text into smaller sections (or chunks) makes the page much more manageable for students. Students do this by drawing a horizontal line between paragraphs to divide the page into smaller sections.

At the beginning of the year, group the paragraphs into chunks before handing out the assignment. Look at the paragraphs to see where natural chunks occur. Paragraphs 1-3 may be the hook and thesis statement, while 6-8 may be the paragraphs where the author addresses the opposition. It is important to understand that there is no right or wrong way to chunk the text, as long as you can justify why you grouped certain paragraphs together.

By the end of the year, let go of that responsibility and ask students to chunk the text on their own. They number the paragraphs then must make decisions about what paragraphs will be grouped together. Usually, most of the class is very similar in the way they chunked the text.

3. Underline and circle... with a purpose.

Telling students to simply underline “the important stuff” is too vague. “Stuff” is not a concrete thing that students can identify. Instead, direct students to underline and circle very specific things. Think about what information you want students to take from the text, and ask them to look for those elements. What you have students circle and underline may change depending on the text type.

For example, when studying an argument, ask students to underline “claims” - belief statements that the author is making. Students will quickly discover that the author makes multiple claims throughout the argument.

Circling specific items is also an effective close reading strategy. Have students circle “Key terms” in the text. Define key terms as words that: 1. Are defined. 2. Are repeated throughout the text. 3. If you only circled five key terms in the entire text, you would have a pretty good idea about what the entire text is about.

Have students circle the names of sources, power verbs, or figurative language.

Providing students with a specific thing you want them to underline or circle will focus their attention on that area much better than “underlining important information”.

4. Left margin: What is the author SAYING?

It isn't enough to ask students to “write in the margins”. Be very specific and give students a game plan for what they will write. This is where the chunking comes into play.

Ask students to summarize each chunk. Demonstrate how to write summaries in 10-words or less. The chunking allows the students to look at the text in smaller segments, and summarize what the author is saying in just that small, specific chunk.

5. Right margin: Dig deeper into the text

In the right-hand margin, direct students to complete a specific task for each chunk. This may include:

- Use a power verb to describe what the author is DOING. (For example: Describing, illustrating, arguing, etc.) Note: It isn't enough for students to write “Comparing” and be done. What is the author comparing? A better answer might be: “Comparing the character of Montag to Captain Beatty”.
- Represent the information with a picture. This is a good way for students to be creative to visually represent the chunk with a drawing.
- Ask questions. When modeled, students can begin to learn how to ask questions that dig deeper into the text. Use these questions as the conversation driver.
- There are many other things students can write in the margins. Model and teach these strategies so that students will have an idea of what to write when they are on their own.

Adapted from *Five close reading strategies to support the Common Core*. Allam, C (2012, June 11). <http://iteachicoachiblog.blogspot.com/2012/06/five-simple-close-reading-strategies.html>

Chunking the Text

Franklin D. Roosevelt: First Inaugural Address, March 4, 1933

Divided paragraph 1 into two chunks

The following passage is an excerpt from the speech and has been chunked for instructional purposes.

1

I am certain that my fellow Americans expect that on my induction into the Presidency I will address them with a candor and a decision which the present situation of our Nation impels. This is preeminently the time to speak the truth, the whole truth, frankly and boldly. Nor need we shrink from honestly facing conditions in our country today. This great Nation will endure as it has endured, will revive and will prosper.

2

So, first of all, let me assert my firm belief that the only thing we have to fear is fear itself – nameless, unreasoning, unjustified terror which paralyzes needed efforts to convert retreat into advance. In every dark hour of our national life a leadership of frankness and vigor has met with that understanding and support of the people themselves which is essential to victory. I am convinced that you will again give that support to leadership in these critical days.

3

In such a spirit on my part and on yours we face our common difficulties. They concern, thank God, only material things. Values have shrunk to fantastic levels; taxes have risen; our ability to pay has fallen; government of all kinds is faced by serious curtailment of income; the means of exchange are frozen in the currents of trade; the withered leaves of industrial enterprise lie on every side; farmers find no markets for their produce; the savings of many years in thousands of families are gone.

4

More important, a host of unemployed citizens face the grim problem of existence and an equally great number toil with little return. Only a foolish man could believe that the dark realities of the moment.

Divided paragraph 4 into two chunks

5

Yet our distress comes from no failure of substance. We are struck by the force of locusts. Compared with perils which our forefathers conquered because they believed and were not afraid, we have still much to be thankful for.

6

Nature still offers her bounty and human efforts have multiplied it. Plenty is at our doorstep, but generous use of it languishes in the very sight of the supply. Primarily this is because rulers of the exchange of mankind's goods have failed through their own stubbornness and their own incompetence, have admitted their failure, and have abdicated. Practices of the unscrupulous money changers stand indicted in the court of public opinion, rejected by the hearts and minds of men.

The excerpt from Franklin D. Roosevelt's First Inaugural Address is available in an online collection of public government works through the American Presidency Project. Source: <http://www.presidency.ucsb.edu/ws/?pid=14473>

Purpose – show understanding of the problem and hope for the future

Annotating the Text

Franklin D. Roosevelt: First Inaugural Address, March 4, 1933

E – Evidence or Examples

Sample annotations

Major Points

Words or phrases not understood

? – Questions

! - Surprise

1

I am certain that my fellow Americans expect that on my induction into the Presidency I will address them with a **candor** and a decision which the present situation of our Nation impels. This is preeminently the time to speak the truth, the whole truth, frankly and boldly. Nor need we shrink from honestly facing conditions in our country today. This great Nation will endure as it has endured, will revive and will prosper.

E – This is evidence of hope for future.

2

So, first of all, let me assert my firm belief that we have to fear is fear itself – nameless, unreasoning, unjustified terror which seizes the soul and paralyzes needed efforts to convert retreat into advance. In every dark hour of our national life a leadership of frankness and vigor has met with that understanding and support of the people themselves which is essential to victory. I am convinced that you will again give that support to leadership in these critical days.

E – This is evidence of the problem.

? – Had people stopped believing in leaders?

? – Are these personal values – like honesty or something

3

part a difficulties. They concern, thank God, only material things. values have shrunk to fantastic levels; taxes have risen; our ability to pay has fallen; government of all kinds is faced by serious curtailment of income; the means of exchange are frozen in the currents of trade; the withered leaves of industrial enterprise lie on every side; farmers find no markets for their produce; the savings of many years in thousands of families are gone.

4

More important, a host of unemployed citizens face the grim problem of existence and an equally great number toil with little return. Only a foolish optimist can deny the black despair of the countless unemployed.

! Wow, this is like workers today with low wages.

5

Yet our distress is not unique. We are stricken by no plague of locusts. Compared with perils which our forefathers conquered because they believed and were not afraid, we have still much to be thankful for.

? – What does this mean?

? – What perils did they face?

6

Nature still offers her bounty and human efforts have multiplied it. Plenty is at our doorstep, but generous use of it languishes in the very sight of the supply. Primarily this is because rulers of the exchange of mankind's goods have failed through their own stubbornness and their own incompetence, have admitted their failure, and have abdicated. Practices of the unscrupulous money changers stand indicted in the court of public opinion, rejected by the hearts and minds of the people.

? – Who is he talking about?

E – This is evidence of the problem.

<http://www.presidency.ucsb.edu/ws/?pid=14473>

Enduring Constitutional Issues

The four major themes of Civics and Government are:

- An individual's rights versus the good of the community
- Separation of powers
- Checks and Balances
- States' rights versus federal power.

Although there are many four major themes of enduring issues, the following may assist you in teaching some of the big ideas of these themes.

#1 - National Power – Limits and Potential

The Constitution created a "limited government" with clearly delegated powers, however over time federal power has grown to include a greater amount of implied as well as "necessary and proper" powers.

- Has the national government become too powerful?
- Do the limits placed on the national government make it incapable of dealing with the problems of the modern age?
- What are examples of this principle as a recurring theme in U. S. history?

#2 – Federalism – Balance Between Nation and State

The Constitution attempts a balance of power between the federal government and those of the states. Over time the federal government has grown to meet the demands of a more complex society, how do we preserve the balance of federalism while meeting these demands?

- Is the power still balanced, or has it tilted to the federal government?
- Has the shift to the federal government become greater since the New Deal, or did Reagan's New Federalism reverse this trend?
- What are examples of this principle as a recurring theme in U. S. history

#3 – The Judiciary – Interpreter of Constitution or Shaper of Public Policy

As interpreter of the Constitution and its changing meaning over time, the Judicial Branch has a unique power to shape the Constitution and its protections in order to adapt to the changing needs and challenges of society.

- By acting when Congress has not acted, or by reversing congressional actions to favor the states, have the courts become lawmakers instead of law interpreters?
- If the courts did not have the power to shape public policy, would the Bill of Rights and democracy itself be endangered?
- What are examples of this principle as a recurring theme in U. S. history?

#4 – Civil Liberties – Government Power and Individual Rights

An on-going discussion in American history has been the delicate balance between the civil rights of the individual with the security, welfare and needs of American society as a whole.

- What are the rights of the individual?
- Should government protect and/or extend the rights of the individual?
- Should government decide where the balance should be between individual and societal rights?
- What are examples of this principle as a recurring theme in U. S. history?

#5 – Crime and Rights of the Accused

The Constitution (in the Bill of Rights) very specifically details the rights of the accused and the limits on the government in prosecuting accusations. At the same time we have struggled to balance the rights of the accused with the general welfare of the nation and the rights of the victim.

- Are those rights easily defined?
- What are the rights of a victim of a crime?
- When do the rights of the accused interfere with society's ability to maintain law and order?
- What are examples of this principle as a recurring theme in U. S. history?

#6 – Equality as a Constitutional Issue

The Constitution does not outline the specific ways in which equality is to be defined, be it social, economic or political. As the nation has progressed, reinterpretations of the Constitution have helped to better define the meanings of "equality".

- According to the Constitution, who is equal: men and women? All races? Rich and Poor? Young and Old?
- Has the Constitution expanded equality?
- Has equality been achieved?
- How are people equal: equal in opportunity? Before the law? In entitlements?
- What are examples of this principle as a recurring theme in U. S. history?

#7 – Rights of Women

The Constitution does not specifically address the rights and status of women, save for the 19th amendment. However, in the recent past Constitutional protections assumed for men have been extended to fully include women as well.

- What is the historic and present meaning of equality for women as a constitutional issue?
- How were these rights changes achieved?
- Are federal laws and court rulings sufficiently protective of the rights of women?
- Was there a need for the defeated Equal Rights Amendment?
- What are examples of this principle as a recurring theme in U. S. history?

#8 – Rights of Minorities

The Constitution has in many ways failed to protect the rights of ethnic and racial minorities; however, in recent history there has been a greater push to extend Constitutional protections to a greater number of groups.

- Has the Constitution protected the rights of ethnic and racial minority groups?
- Has the Constitution protected the rights of economically powerful groups better than those of minority groups?
- Are the gains that minorities have made secure, or do such groups need more protection of their rights?
- How do we balance minority rights and rule by a majority?
- What are examples of this principle as a recurring theme in U. S. history?

#9 – Presidential Wartime and Foreign Affairs

Presidential power has increased as the nation has grown and expanded, reaching their peak during times of war and national emergency.

- Does the President have too much power, particularly since the Civil War?
- Are broad presidential powers necessary to conduct war and foreign affairs?
- What are examples of this principle as a recurring theme in U. S. history?

#10 – Separation of Powers

The Constitution set up three branches of government, each with specific and unique powers, as well as system of checks and balances designed to limit those powers.

- Has the system of separation of powers and of checks and balances been effective in preventing dominance by one branch?
- Is this system necessary, or has it resulted in a badly run government that is slow to respond to the needs of the people and the nation?
- What are examples of this principle as a recurring theme in U. S. history?

#11 – Representation

The Constitution provides for voting rights, which have been expanded over time to include a greater amount of the population. The growth of political parties also has aided in the growth of representation in government.

- Has the federal government become more or less representative of “we the people?”
- What are examples of this principle as a recurring theme in U. S. history?

#12 – Property Rights and Economic Policy

The government provides for the general welfare and protects the rights of the people to own property and exercise economic freedom.

- Has government balanced its two roles as the promoter of capitalism and free enterprise and as the protector of the public from the abuses of business?
- What are examples of this principle as a recurring theme in U. S. history?

#13 – Constitutional Change and Flexibility

The Constitution is considered a "living document" with the ability to amend and be reinterpreted to meet changing times due to certain provisions built into it such as the necessary and proper clause and the interstate commerce clause.

- Has the Constitution proven adaptable to changing times?
- Should the Constitution be easier to change?
- Has the amendment process, combined with judicial interpretation and the implied powers of the executive and legislative branches, kept the Constitution able to meet the challenges of the modern world?
- What are examples of this principle as a recurring theme in U. S. history?

Types of Evidence to Support an Argument

Evidence isn't the same as proof. "Whereas evidence allows for professional judgment, proof is absolute and incontestable."
(Denis Hayes, Learning and Teaching in Primary Schools, 2009)

Definition of Evidence

Facts, documentation, or testimony used to strengthen a claim, support an argument, or reach a conclusion.

Type of Evidence	Definition
Factual	Truthful statements that cannot be denied. Statements that the average person may know or which can be proven.
Statistics or Data	Numerical facts; can be presented in raw numbers, percentages, or fractions.
Examples or Anecdotes	Real-life situations, events, or experiences that illustrate a position; anecdotal stories that help explain an author's claim.
Expert Testimony	The observations or conclusions of someone who is considered highly knowledgeable because he/she is an expert in a particular field of study or occupation; someone who has first-hand knowledge and experience.
Logical Reasoning	An explanation which draws conclusions that the reader can understand; a discussion which helps the reader understand or make sense out of facts or examples offered.
Emotional Appeal	Use of sympathy, fear, loyalty, etc. to persuade; manipulates the reader's emotions – ethos, pathos, logos

Social Studies Stimulus Materials and Sample Responses

Tonkin Gulf Resolution – 30180

Excerpt

“In order to lay a due foundation for that separate and distinct exercise of the different powers of government, which to a certain extent, is admitted on all hands to be essential to the preservation of liberty, it is evident that each department should have a will of its own...”

-- James Madison, *Federalist 51*, 1789

Letter

The Honorable Wayne Morse
313 Hart Senate Office Building
Washington, D.C. 20510

August 12, 1964

Dear Senator Morse:

As a citizen of Oregon I am proud that you are one of the only two U.S senators who voted against the Tonkin Gulf Resolution last week. As a citizen of the United States, I am deeply concerned about the passage of this resolution.

As were many Americans, I was outraged when President Johnson announced earlier this month that two U.S. ships in the Gulf of Tonkin had been attacked by the North Vietnamese. When he said that he had dispatched U.S. planes against the attackers and asked Congress to pass a resolution to support his actions, it seemed to me to be a reasonable response.

However, after listening to your reasons for voting against the resolution, I am convinced that Congress has made a grievous error. The following words from the resolution will actually permit the president to wage war: “Congress approves and supports the determination of the President, as Commander in Chief, to take all necessary measures to repel any armed attack against the forces of the United States and to prevent further aggression.”

The Founders gave the fearsome power to declare war directly to the representatives of the American people and separated it from the powers of the president as Commander in Chief for good reason. And yet, without declaring war, Congress has given the president the authority to take “all necessary measures” in Vietnam, including sending our young men into battle.

I know, Senator Morse, that you take your oath to support and defend the Constitution very seriously. For the good of our nation, I urge you to lead the move to repeal this resolution with all possible haste.

Sincerely yours,

Ralph H. Roberts

Prompt

In your response, develop an argument about how the author's position in his letter reflects the enduring issue expressed in the excerpt from *Federalist 51*. Incorporate relevant and specific evidence from the excerpt, the letter, and your own knowledge of the enduring issue and the circumstances surrounding the Tonkin Gulf Resolution to support your analysis.

Social Studies Response 1:

This letter written to Senator Wayne Morse by Ralph H. Roberts in regards to his vote with the minority of the Congress against the Tonkin Gulf Resolution reflects the issue of the separation of federal powers outlined in the excerpt from James Madison's "Federalist 51." In the excerpt, Madison states that each department of the government should have a "will of its own," because it is necessary for the "preservation of liberty." The letter was written during the time just before the outbreak of what is now known as the Vietnam War. The Tonkin Gulf Resolution was passed by Congress in August of 1964 when President Johnson asked for it to justify his unconstitutional act of war against the offenders. The power to declare war lies not solely with the President, but with the Congress.

Roberts, in writing his letter to one of the Senators who voted against the passing of the resolution, perhaps unknowingly sided with James Madison's view on the separation of powers in the government. When the U.S. Constitution was written, America was in the process of completely relinquishing the hold on the country by who they viewed as a dictator. The American people did not want to go from one absolute ruler to another, so the Continental Congress wrote a system of checks and balances into the Constitution, in order to ensure that no one man or woman would control the nation. This relates to the Tonkin Gulf Resolution in that President Johnson had no right to take military action before an approval of a declaration of war against North Vietnam. The only reason this was able to be overlooked was that America was deep in the Red Scare, and anything at the time that was used to prevent the spread of Communism would be supported by the people.

With Senator Wayne Morse's disapproval of the Tonkin Gulf Resolution, he showed that he would support the Constitution as it was written. Roberts admires his ability to "take [his] oath to support and defend the Constitution very seriously." It can be shown through his admiration of Senator Morse's decision that Roberts is also one who believes that no single person should be in charge of the nation, and that the Constitution applies to every U.S. Citizen, no matter what position of power he or she is in.

The separation of powers in the United States Government is very important to the nation's central values. President Johnson's actions in 1964 were unconstitutional, but the attitude of many people during that time allowed it to be justified to them. There were few people who would stand up and say that the Constitution should be upheld no matter the situation, and Senator Wayne Morse was one of them. Ralph H. Roberts was one citizen who admired this, and, if he were alive at the time, James Madison would undoubtedly admire it as well.

Social Studies Response 2:

In Federalist 51, it is stated that each branch of the government needs to have its own will and be free from the influence of the other branches. The author states that Congress has given some of its power to the president. As a result, the president now has a level of authority that was once held only by the legislative branch of the government. This can be taken to mean that the president now has more power than the other two branches when it comes to executing laws and orders to govern the people in response to the Vietnam crisis. The division of power between three branches of government was meant to hold a system of checks and balances in order to prevent one person or group of people from holding too much power over the country, its laws, and its people. By giving supplementary power to the president, there is a chance that the intended balance has been disrupted, and one branch now holds more power than the others. This could be seen as having the possibility to jeopardize the freedom of the American people, as one person may now take any action they choose and have little force able to oppose them. This is especially troubling when it comes to war, as it can mean that the one with power can now force citizens to fight, and possibly die, for a cause they may or may not support. If the president can force citizens to fight for his own cause, how is this any different from being under the rule of a dictator or monarch? The system of power separated into three independent branches was intentionally designed to prevent one person or group of people from having complete and absolute power over the country and its citizens. By shifting the balance of power, Congress has jeopardized the nation and its people. As a result, we may well be on our way to returning to the days of kings.

Social Studies Response 1: Trait 1: Score Point 2

From its opening sentence, the response generates an argument that demonstrates a clear understanding of the ideas, events, and figures presented in the source texts ("This letter written to Senator Wayne Morse by Ralph H. Roberts in regards to his vote with the minority of the Congress against the Tonkin Gulf Resolution reflects the issue of the separation of federal powers outlined in the excerpt from James Madison's 'Federalist 51'"). The writer builds upon this throughout the remainder of the response ("Roberts, in writing his letter, perhaps unknowingly sided with James Madison's view on the separation of powers in the government." "The separation of powers in the United States Government is very important to the nation's central values"). The response contains many citations of relevant and specific evidence from the source texts that support the writer's argument ("In the excerpt, Madison states that... ""The Tonkin Gulf Resolution was passed by Congress in 1964 when President Johnson asked for it to justify his unconstitutional act of war...."). The response includes historical information not provided in the source texts that is relevant to the enduring issue of separation of powers ("When the U.S. Constitution was written ... [t]he American people did not want to go from one absolute ruler to another, so the Continental Congress wrote a system of checks and balances into the Constitution... ""The only reason this was able to be overlooked was that America was deep in the Red Scare... "). These references demonstrate an understanding of the historical context. Although the writer mistakenly refers to the Red Scare instead of the Cold War in referring to America's struggle with communism, the misstep is a minor one given the amount of time test-takers have to generate their responses. Because the response generates an argument, supports it with relevant and specific evidence, establishes a strong connection to the prompt and the source texts, and integrates the writer's own knowledge of historical context, the response receives a score of 2 for Trait 1.

Social Studies Response 2: Trait 1: Score Point 1

The response generates an argument that demonstrates an understanding of the relationships among the ideas presented in the source texts ("In Federalist 51, it is stated that each branch of the government needs to have its own will and be free from the influence of the other branches. The author states that Congress has given some of its power to the president...in response to Vietnam"). The writer builds upon this argument throughout the remainder of the response. The writer cites some evidence from the source texts, although is somewhat vague in attribution, referring to "the author" without making clear that he or she means the letter-writer. By focusing on the enduring issue of separation of powers, the response is connected to the prompt and the source texts. The response includes no historical information other than that given in the source texts, however, and is, therefore, ineligible for a score of 2. Because the response generates an argument that demonstrates understanding, cites some evidence in support of that argument, and establishes a connection to the prompt and source texts, it earns a score of 1 for Trait 1.

Social Studies Graphic Organizer

Passage 2 Relates to the Enduring Issue In Passage 1 by

First Way Passage 2 Relates to Passage 1

Evidence from Text

My Historical Knowledge of the Issue

Second Way Passage 2 Relates to Passage 1

Evidence from Text

My Historical Knowledge of the Issue

Conclusion – Summarize Your Main Points

Sample Writing Frames for Social Studies

_____ states the
enduring principle of _____

_____ (explains, supports, criticizes, gives an
example of) the enduring principle by _____

The first way (one way) _____ (explains, supports, criticizes,
gives an example of) the enduring principle is by _____

The evidence for this is _____

During this time in history, _____

The second way (another way) _____ (explains, supports, criticizes, gives an example of) the enduring principle is by _____

The evidence for this is _____

During this time in history, _____

In conclusion, _____

Sample Prompt and Stimulus Material for Social Studies

Quotation

“This Constitution, and the Laws of the United States which shall be made in Pursuance thereof; and all Treaties made, or which shall be made, under the Authority of the United States, shall be the supreme Law of the Land.”

- United States Constitution, Article Six,
1788

Speech

In this excerpt from his August 9, 1974 speech on becoming President, former Vice President Gerald R. Ford addresses the country after becoming the first unelected President of the United States when he took office after Richard Nixon resigned during the Watergate scandal.

The oath that I have taken is the same oath that was taken by George Washington and by every President under the Constitution. But I assume the Presidency under extraordinary circumstances never before experienced by Americans. This is an hour of history that troubles our minds and hurts our hearts.

I am acutely aware that you have not elected me as your President by your ballots, and so I ask you to confirm me as your President with your prayers If you have not chosen me by secret ballot, neither have I gained office by any secret promises. I have not campaigned either for the Presidency or the Vice Presidency. I have not subscribed to any partisan platform. I am indebted to no man, and only to one woman—my dear wife—as I begin this very difficult job.

I have not sought this enormous responsibility, but I will not shirk it. Those who nominated and confirmed me as Vice President were my friends and are my friends. They were of both parties, elected by all the people and acting under the Constitution in their name. It is only fitting then that I should pledge to them and to you that I will be the President of all the people.

Our Constitution works; our great Republic is a government of laws and not of men. Here the people rule.

. . . .I now solemnly reaffirm my promise I made to you last December 6: to uphold the Constitution, to do what is right as God gives me to see the right, and to do the very best I can for America.

Prompt

In your response, develop an argument about how President Ford’s position in his speech reflects the enduring issue expressed in the quotation from the United States Constitution. Incorporate the relevant and specific evidence from the quotation, the speech and your own knowledge of the enduring issue and the circumstances surrounding Gerald Ford’s becoming President to support your analysis.

Type your response in the box. This task may require 25 minutes to complete.

Teaching Using Models: Social Studies

<p>The excerpt from Article 6 of the United States Constitution says the Constitution is “the supreme law of the land.” This shows the enduring principle that the United States government is founded based on laws as spelled out in the Constitution. <u>In his 1974 speech, President Ford supports this enduring principle that the United States is a country founded on laws.</u></p> <p>Ford’s speech was given just after President Nixon resigned because of Watergate. President Ford makes it clear that <i>“our great Republic is a government of laws and not of men”</i> and that even the President of the United States is not above the law. The Constitution is our country’s law and political power rests in it, not any one person.</p> <p>Also, President Ford further supports this enduring principle when he says <i>“our Constitution works.”</i> This means that the United States government has continued for 200 years in spite of all the challenges we have had as a country. Even a President resigning and a new one taking office does not change does not change how the Constitution works.</p> <p>Finally, President Ford goes on to say that <i>he was appointed based on laws made by people “acting under the Constitution.”</i> People were not acting on their own authority but were directed by the laws in the Constitution. So, President Ford supports the enduring principle that the Constitution is the law of the land in the United States in his 1974 speech when he became President.</p>	<p><i>The enduring principle is explained in bold</i></p> <p><i>The underlined shows the connection between the enduring principle and the later speech.</i></p> <p><i>Personal information on the historical context is in the first sentence of the second paragraph.</i></p> <p><i>Specific evidence from the text is shown in italics</i></p> <p><i>Transition words like also and finally connect paragraphs together</i></p> <p><i>The paragraphs bring in evidence from both passages and explain how they support the enduring principle</i></p>
--	--

Materials developed by Steve Schmidt. Appalachian State University, Professional Development. <http://abspd.appstate.edu/teaching-resources>

Sample Prompt and Stimulus Material for Social Studies

Excerpt

“Section 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

Section 2. The Congress shall have power to enforce this article by appropriate legislation.”

- Fifteenth Amendment, US Constitution, 1870

Speech

In this excerpt from his March 15, 1965 speech to Congress, President Lyndon B. Johnson outlines the need for a national voting rights act.

Our fathers believed that if this noble view of the rights of man was to flourish, it must be rooted in democracy. The most basic right of all was the right to choose your own leaders. The history of this country, in large measure, is the history of the expansion of that right to all of our people.

Many of the issues of civil rights are very complex and most difficult. But about this there can and should be no argument. Every American citizen must have an equal right to vote

Yet the harsh fact is that in many places in this country men and women are kept from voting simply because they are Negroes.

Every device of which human ingenuity is capable has been used to deny this right. The Negro citizen may go to register only to be told that the day is wrong, or the hour is late, or the official in charge is absent. And if he persists, and if he manages to present himself to the registrar, he may be disqualified because he did not spell out his middle name or because he abbreviated a word on the application.

For the fact is that the only way to pass these barriers is to show a white skin

In such a case our duty must be clear to all of us. The Constitution says that no person shall be kept from voting because of his race or his color. We have all sworn an oath before God to support and to defend that Constitution. We must now act in obedience to that oath.

Wednesday I will send to Congress a law designed to eliminate illegal barriers to the right to vote.

Prompt

In your response, develop an argument about how President Johnson’s position in his speech reflects the enduring issue expressed in the excerpt from the United States Constitution. Incorporate the relevant and specific evidence from the excerpt, the speech and your own knowledge of the enduring issue and the circumstances surrounding voting rights to support your analysis.

Type your response in the box. This task may require 25 minutes to complete.

Suggested Answer for 15th Amendment/Johnson Prompt

The US Constitution makes clear in the 15th Amendment the enduring principle that Americans should have the right to vote regardless of race or color. In his March 1965 speech to Congress, President Johnson supports this enduring principle as he believes that no one should be denied the right to vote. He also asks Congress for a law to uphold this right for African Americans.

In areas of the country, Negroes (African Americans) were denied the right to vote because of their skin color. Election officials worked to stop African Americans from voting by charging poll taxes or making them pass literacy tests. President Johnson's speech shows the election workers' true goal was to keep African Americans from voting when he said that the only way to pass these tests was to show a white skin.

Next, President Johnson shows his support of the enduring issue of voting rights for all races by describing what history and the Constitution says. He said that *people's basic rights in a democracy were the right to choose their leaders*. The President quotes the Fifteenth Amendment to the Constitution which says that *no one should be prevented from voting because of their race or color*. He also said that in order for all of America's races to be treated the same that every citizen should have the right to vote.

Finally, the President called for a national voting rights act to help African Americans. *The 15th Amendment to the Constitution allows Congress to enforce voting rights for African Americans by passing legislation that would outlaw discrimination*. At the end of his speech, President Johnson tells Congress that he will *send them a bill to end the illegal acts* that were stopping African Americans from voting that he wants Congress to pass. This would make sure that everyone could vote and choose their country's leaders.

The enduring principle is explained in bold

The underlined shows the connection between the enduring principle and the later speech.

Personal information on the historical context is in the first two sentences of the second paragraph.

Specific evidence from the text is shown in italics

Transition words like next and finally connect paragraphs together

The paragraphs bring in evidence from both passages and explain how they support the enduring principle

The response is four paragraphs and over 300 words

Materials developed by Steve Schmidt. Appalachian State University, Professional Development. <http://abspd.appstate.edu/teaching-resources>

Social Studies Resources from the World Wide Web

Annenberg Interactives. Access lessons and activities for all areas of learning. <http://www.learner.org/interactives>

An Outline of American History. An overview of history and government developed as part of *The American Revolution—an HTML Project*.
<http://www.let.rug.nl/usa/>

Consumer Index Calculator - The Federal Reserve Bank of Minneapolis
Find out the cost of items from different points in time.
<http://www.minneapolisfed.org/index.cfm>

Daryl Cagle's Professional Cartoonists Index! This site includes cartoons from over sixty cartoonists on a variety of topics, plus a teacher's guide, games, and activities. The site stays current. <http://www.cagle.com>

Digital History. An interactive, multimedia history of the United States from the Revolution to the present. <http://www.digitalhistory.uh.edu/>

DocsTeach – This site includes links to primary sources, lesson plans, activity ideas, and template to build your own lessons. <http://docsteach.org/>

Four Reads: Learning to Read Primary Documents. Take a step-by-step process for learning how to read primary documents.
<http://teachinghistory.org/teaching-materials/teaching-guides/25690>

History World This is a massive site with histories, timelines, quizzes, and more, an excellent resource. <http://www.historyworld.net/>

- Brain Teasers - <http://www.historyworld.net/chronology/teaser1.asp>
- Places in History -
<http://www.historyworld.net/about/googlemaps.asp?gtrack=more>

Lessons for Economics. Developed through the National Foundation for Teachers of Economics, this site provides a variety of lessons for use in the classroom. <http://www.fte.org/>

National Archives and Records Administration. The website of the National Archives. All types of educational units and copies of national documents are available from this governmental site. <http://www.archives.gov>

National Geographic. This section of the National Geographic website has political, physical, cultural, and weather maps to download for use in the classroom. <http://maps.nationalgeographic.com/maps>

National Public Radio (NPR) Podcast Directory. All types of podcasts from National Public Radio to assist students in staying informed.

http://www.npr.org/rss/podcast/podcast_directory.php

Newsela. A site with nonfiction articles available in 4-5 different Lexile Levels with many of them providing a quiz that is aligned to a specific anchor standard. It is necessary to sign up for the free account to see the different level of articles. <https://newsela.com/>

Teaching History – National History Clearinghouse. This site has a lot of materials to assist in the teaching of history. <http://teachinghistory.org>

The Dirksen Center – CongressLink – Lesson plans and resources to help students understand Congress and government. <http://www.dirksencenter.org/>

The History Channel. The History Channel provides both historic and current topics, readings, audio and video recordings, and lessons for the classroom.

<http://www.history.com/>

The Library of Congress. The Library of Congress has historic documents, as well as timelines and articles that can be downloaded for classroom use.

<http://www.loc.gov/teachers/>

- Teaching with the Library of Congress - Blog
<http://blogs.loc.gov/teachers/>
- Classroom Materials – Primary Source Sets from the Library of Congress
<http://www.loc.gov/teachers/classroommaterials/>

The Road to Citizenship Quiz Game. The History Channel website. 2013. Available at: <http://www.history.com/interactives/the-road-to-citizenship-quiz-game>

U. S. Department of State. Basic Readings in U.S. Democracy. From the Mayflower Compact to excerpts from presidential debates, this site from the U. S. Department of State has a variety of resources for use in the classroom.

<http://usinfo.org/enus/government/overview/demo.html>

Don't Forget!

- Florida IPDAE – <http://floridaipdae.org/ipdae.org>
- GED Testing Service® – www.GEDtesting.com

Social Studies Themes

GED Testing Service®

		Social Studies Example Topics			
		Civics & Gov't (50%)	US History (20%)	Economics (20%)	Geography & World (15%)
Focusing Themes	<i>Development of Modern Liberties and Democracy</i>	<ul style="list-style-type: none"> Types of modern and historical governments Structure and design of U.S. government 	<ul style="list-style-type: none"> Key historical documents Civil War and Reconstruction 	<ul style="list-style-type: none"> Key economic events that shape American government and policies 	<ul style="list-style-type: none"> Development of classical civilizations
	<i>Dynamic Responses in Societal Systems</i>	<ul style="list-style-type: none"> Political parties, campaigns, and elections Contemporary public policy 	<ul style="list-style-type: none"> World War I & II Cold War 	<ul style="list-style-type: none"> Fundamental economic concepts Economic causes and impacts of war 	<ul style="list-style-type: none"> Borders between peoples and nations Human migration