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High Impact Indicators for the GED® Social Studies Test

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Session Objectives



- Explore the High Impact Indicators for social studies
- Strategies and resources for the classroom
- Enduring issues in social studies

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Social Studies Impact Indicators

SSP.2.a Determine the central ideas or information of a primary or secondary source document, corroborating or challenging conclusions with evidence.

SSP.2.b Describe people, places, environments, processes, and events, and the connections between and among them.

SSP.3.c Analyze cause-and-effect relationships and multiple causation, including action by individuals, natural and societal processes, and the influence of ideas.

SSP.5.c Analyze how a historical context shapes an 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.

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Social Studies Samples

The data in the table is from the U.S. House of Representatives.

Party Division of the U.S. House of Representatives, 1997–2011

Congressional Session	Years	Number of Democrats	Number of Republicans
105	1997–1999	206	228
106	1999–2001	211	223
107	2001–2003	212	221
108	2003–2005	205	229
109	2005–2007	202	232
110	2007–2009	233	202
111	2009–2011	257	178

What was the range of Democratic Party membership during the years shown in the table? You may use the calculator.

A. 55

B. 56

C. 205

D. 211

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Social Studies Samples

This passage describes the 19th Amendment, ratified in 1920.

Since the nineteenth century, many people have worked to achieve equal rights for women. Much of this effort focused on suffrage, or the right to vote. One of the greatest victories for advocates of women's rights was ratification of the 19th Amendment to the U.S. Constitution in 1920. The 19th Amendment stated that "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 sex." However, the struggle for equality in other areas of society continued even after the 19th Amendment granted suffrage for women.

The graph contains data from the U.S. House of Representatives.

Year	Number of Women Members
1917	0
1927	1
1937	2
1947	3
1957	4
1967	5
1977	6
1987	10
1997	15
2007	88

Which conclusion is best supported by the information in the passage and the graph?

A. U.S. voters were reluctant to elect women to federal positions for many years after the 19th Amendment was ratified.

B. U.S. women were united as a single voting bloc in federal elections after the 19th Amendment was ratified.

C. Ratification of the 19th Amendment meant that women had achieved social and economic equality.

D. Ratification of the 19th Amendment resulted in equal political representation for women.

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Integrating Reading and Writing

BUILDING SKILLS IN SOCIAL STUDIES CONSTRUCTED RESPONSES

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It's All About Close Reading

Close Reading Requires Students to . . .

- Engage with complex text
- Examine meaning
- Read and reread
- Understand central ideas and supporting details
- Reflect on meaning
- Recognize the way text unfolds
- Understand text as a whole

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"A careful and purposeful rereading of a text."

— Dr. Douglas Fisher
San Diego State University

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It's All About Close Reading



- Step 1 – Find the Right Text
- Step 2 – Do Your Pre-Work
- Step 3 – Teach Students to Read with a Pencil
- Step 4 – Discuss Students' Responses to TDQs
- Step 5 – Have Students Write About What They Read

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The question everyone asks . . .

“WHAT ARE ENDURING ISSUES?”



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Enduring Issues

What Are Enduring Issues?

The 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.

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Enduring Issues

What's My Enduring Issue?

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.”



First Amendment to the U.S. Constitution

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What's My Enduring Issue?

"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



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What's My Enduring Issue?

"Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly."

Dr. Martin Luther King, Jr.
Letter from Birmingham Jail



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What's My Enduring Issue?

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



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What's My Enduring Issue?

Our Constitution is color-blind, and neither knows nor tolerates classes among citizens. In respect of civil rights, all citizens are equal before the law. The humblest is the peer of the most powerful.

John Marshall Harlan, Supreme Court Justice, 1896



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What's My Enduring Issue?

[O]ur liberty depends on the freedom of the press, and that cannot be limited without being lost.

Thomas Jefferson, 1786



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What's My Enduring Issue?

...I say, that Power must never be trusted without a check.

*John Adams
Adams-Jefferson Letters*



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What's My Enduring Issue?

The obligations and the claims of the Federal government were simple and easily definable because the Union had been formed with the express purpose of meeting certain great general wants; but the claims and obligations of the individual states, on the other hand, were complicated and various because their government had penetrated into all the details of social life. The attributes of the Federal government were therefore carefully defined, and all that was not included among them was declared to remain to the governments of the several states. Thus the government of the states remained the rule, and that of the confederation was the exception.

*Alexis de Tocqueville
1835/1840*



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What's My Enduring Issue?

No person shall be ... deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Fifth Amendment to the U.S. Constitution, 1791



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So What is Different About the Social Studies Extended Response?

- Requires students to identify “enduring issue” from an excerpt
- Requires students to identify evidence from two passages (a quote and text or two short texts)
- Requires students to share their own knowledge about the enduring issue



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In your response, develop an argument about how the author’s position in her/his letter reflects the enduring issue expressed in the excerpt. Incorporate relevant and specific evidence from the excerpt and your own knowledge to support your analysis.

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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

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.

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What is evidence?

Facts, documentation, or testimony used to strengthen a claim, support an argument, or reach a conclusion. Evidence can be presented as:

- Quotations
- Paraphrasing
- Summaries
- Hard facts or visual representations (statistics, data, charts, graphs, photographs, illustrations)



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It's still a constructed response!

- Creation of Arguments and Use of Evidence
 - Claim (text-based argument)
 - Evidence
 - Connected
- Development of Ideas and Organizational Structure
- Clarity and Command of Standard English Conventions

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ipdae BY EDUCATORS FOR EDUCATORS Looking at the Rubric

What are we looking for in Trait 1?

- text-based argument that demonstrates understanding of relationships in source texts **and** the historical contexts from which they are drawn
- relevant and specific evidence from sources
- well-connected to the prompt and source text(s)



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Resources from the Field

- Graphic Organizer
- Writing Frames
- Sample Prompts and Stimulus Materials
- Teaching Models



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How to Help Students

- Review the sample responses from GEDTS and closely examine the annotations
- Help students understand the prompts
- Build students' close reading skills
- Have students determine central ideas and supporting evidence



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How to Help Students

- Teach students to analyze and evaluate
- Provide practice writing about reading
- Use the rubrics and scoring tools
- Discuss enduring issues and provide opportunities for students to connect



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Resources

Professional Development

Writing the GED 2014 Social Studies Extended Response

http://ket.pbslearningmedia.org/resource/ketspl_gedss/ssstest/

<http://abspd.appstate.edu/teaching-resources>

<http://floridaipdae.org/>

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Resources

Extended Response Answer Guidelines - Social Studies Test

Sample Extended Response Paragraphs and Prompts for Classroom Practice - Social Studies

The 2014 GED® Social Studies Test Extended Response Resource Guide for Adult Educators

www.GEDtestingervice.com

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Final Thoughts

To increase social studies reading and writing skills...

“Each student needs to read like a detective... And write like an investigative reporter.”

David Coleman
Co-author of ELA Common Core State Standards



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