What Do I Do Now? Addressing Challenges in Social Studies

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Trainers

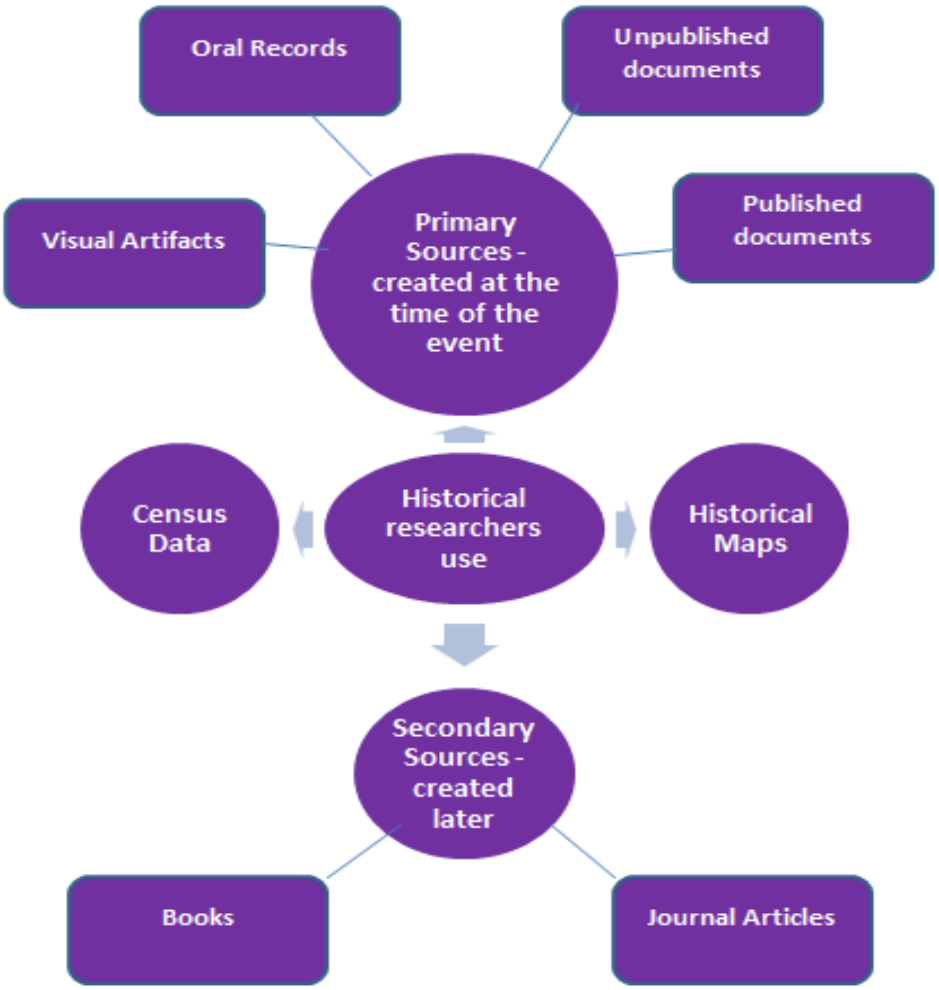
Bonnie Goonen - bv73008@aol.com
Susan Pittman - skptvs@aol.com

Webinar Guide
Institute for the Professional Development of Adult Educators

GEDTS Analysis – Most Missed Items related to Social Studies

- ✓ Understand specific details and main ideas in a written source.
- ✓ Determine which details support main idea
- ✓ Determine clearly stated details in primary and secondary sources and use details to make logical inferences and valid claims
- ✓ Analyze relationships with written sources
    - o Examine form, content and organization
    - o Examine the author's purpose and perspective
    - o Identify the author's claim and the reasons
    - o Determine if evidence is sufficient and accurate
    - o Determine logical fallacies (errors in reasoning)
- ✓ Describe people, places, environments, processes, events, and the connections between and among them
- ✓ Analyze cause and effect relationships including those with multiple factors

Recognizing the Differences between Primary and Secondary Sources



Assess Your Reading Rate and that of Your Students

The Pledge of Allegiance

http://www.marshalladulteducation.org

The original Pledge of Allegiance was written over 100 years ago. It was published in Boston, Massachusetts as "The Pledge to my Flag" on September 8, 1892. It appeared in a youth magazine called the "Youth's Companion". Who wrote it? No one knows for sure. Some believe Frances Bellamy, editor of the "Youth's Companion" wrote it>

The 22 word recitation was written for school children to use during the national Columbus Day celebration. October 11, 1892 marked the 400th anniversary of Christopher Columbus' discovery of America. East coast leaders had planned many activities throughout the nation's 44 states to celebrate the big day!

On October 11, 1892 more than 12 million school children across the United States recited the pledge for the first time. The Pledge to my Flag read:

I Pledge allegiance to my Flag, And to the Republic for which it stands; one Nation, indivisible, with Liberty and Justice for all.

Reciting the Pledge to the Flag quickly became a daily routine in America's public schools.

This original version of the pledge was used for 25 years before some changes were made. On Flag Day, June 14, 1923 the word "my" in the my Flag was changed to "the". The following year, the words "of the United States of America" were added after the word Flag.

On June 22, 1942 the pledge became official. United States Congress included the Pledge to the Flag in the United States Flag Code. This was a first official approval given to words that had been recited by school children for 50 years. One year after receiving this official approval, the U.S. Supreme Court ruled that school children could not be forced to recite the Pledge as part of their daily routine.

In 1945 the Pledge to the Flag received its official title as "The Pledge of Allegiance." The last change in the Pledge of Allegiance happened on Flag

Day, June 14, 1954 when President Dwight D. Eisenhower added the words “under God”.

The pledge was first written as a 22 word recitation for a Columbus Day celebration. It is now a 31 word profession of devotion to a flag and a way of life. When you say the Pledge of Allegiance to the United States of America, you

- Promise your loyalty to the Flag itself.
- Promise your loyalty to your own and the other 49 states.
- Promise your loyalty to the Government that unites us all;
    - Recognizing that we are one Nation,
    - That we should not be divided or alone.
    - And understanding that the right to liberty and justice belongs to all of us.

Level 8.0 - 417 words

Text Dependent Questions

1. What was the original title of the Pledge of Allegiance?

2. In what year were the words “of the United States of America” added to the pledge?

3. How many states made up the Union when the original pledge was written?

4. What does the word professional mean in this reading?

5. How many years has the current Pledge of Allegiance existed?

Text Independent Questions

1. When you say the Pledge of Allegiance, you are promising loyalty to what?

2. Why are not all people required to say the pledge as part of their daily routine?

3. What does the Pledge of Allegiance mean to you?

Four Reads for Primary Sources

#1 – Read for Origins and Context • Read top of document (title, author, place, date) • Read bottom of document (bibliographic info, notes, etc.) • Do not read the main body of the document	**#2 – Reading for Meaning** • Read through the main body • Identify the central idea • Skip any difficult or confusing sections • Underline the sentence or phrase that captures the author's central idea

#3 – Read for Argument
• Read the main body again
• Underline any support for argument (assertions, evidence)
• Make notes and answer questions
  ○ Is support strong?
  ○ Is it logical and believable?
  ○ Does it contradict other evidence?
	#4 – Read Like a Historian
	• Connect #1 with main body
	• Answer key questions
	  ○ What is the author's perspective or bias?
	  ○ How does that impact the argument?
	  ○ How is argument shaped to audience and place?
	  ○ What is the larger argument of the document? Is it convincing?
	  ○ What questions are unanswered?

Making Text Connections

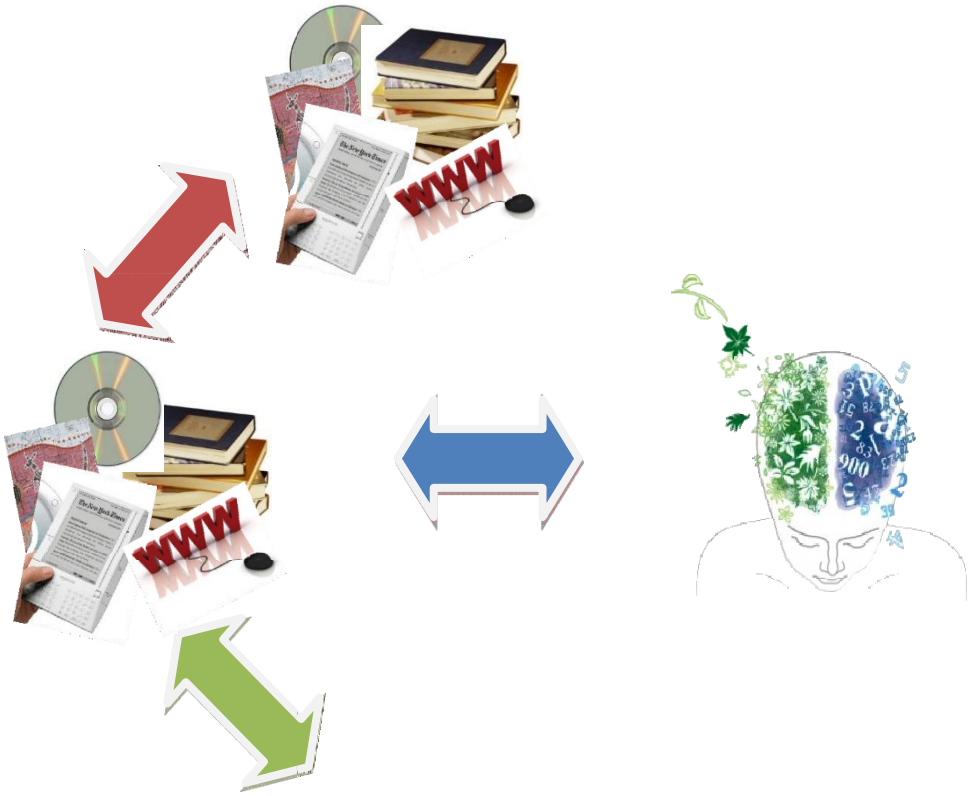
Comprehension is “making meaning” of texts. Texts may include printed, visual, auditory, digital and multi-media texts.

Students find it difficult to comprehend or make meaning when they lack:

- A repertoire of comprehension strategies
- Background knowledge of the content – including the specific vocabulary
- Knowledge of the structures and features of the text
- A purpose for engaging with the text

One strategy to assist students in making meaning of text is to help them make connections with the text. These connections generally fall into three groups:

- Text to self
- Text to text
- Text to the world



Connecting Text to Personal Experiences

Questions to Ask

- What does this remind me of in my life?
- What is this similar to in my life?
- Has something like this ever happened to me or someone I know before?
- How does this relate to my life?
- What were my feelings when I read?

Connecting Text to Other Texts

Questions to Ask

- What does this remind me of in another book I've read?
- How is this text similar to other things I've read?
- How is this different from other books I've read?
- Have I read about something like this before?
- Are there similarities/differences in
    - Text structure
    - Topic
    - Theme or message
    - Plot or characters
    - Fact or opinion

Connecting Text to Real World Happenings

Questions to Ask

- What does this remind me of in the real world?

- How is this text similar to things that happen in the real world?
- How is this different from things that happen in the real world?
- How did that part relate to the world around me?
- Are there similarities/differences in…
    - Something I have seen on TV or heard on the news
    - A newspaper or magazine article that I have read
    - Historical events
    - Real world happening – local and global
    - A conversation I heard

Making Text Connections

Franklin D. Roosevelt: First Inaugural Address

President Roosevelt delivered his first inaugural address on March 4, 1933. The following passage is an excerpt from that speech.

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. 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.

In such a spirit on my part and on yours we face our common difficulties. They concern, thank God, only material things. Values have shrunken 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.

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 dark realities of the moment.

Yet our distress comes from no failure of substance. 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. 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

Making Connections with a Double Entry Journal

The Double-Entry Journal provides students with a structure for reading, to make decisions about important parts of the text, and to identify different types of connections they can make to the text.

Have students read or listen to part of a text. Ask students to select a key event, idea, word, quote, or concepts from the text and include it on the left side of the journal. Have students write connections and explain their responses to that item in the left column. Students may use the following codes in the journal. (T-S – text to self, T-T – text to text – T-W – text to world). Use students' journal for small and large group discussions.

Double Entry Journal

Text _____

Key event, idea, word, quote, or concept	Connections and Explanations

Guide to Creating Text-Dependent Questions

Text-Dependent Questions: What Are They?

The reading standards of the College and Career Readiness Standards (CCRS) for Adult Education strongly focus on students gathering evidence, knowledge, and insight from what they read. Indeed, nearly all of the Reading Standards in each grade *require* text-dependent analysis; accordingly, aligned curriculum materials should have a similar percentage of text-dependent questions.

As the name suggests, a text-dependent question specifically asks a question that can only be answered by referring explicitly back to the text being read. It does not rely on any particular background information extraneous to the text nor depend on students having other experiences or knowledge; instead it privileges the text itself and what students can extract from what is before them.

For example, in a close analytic reading of Lincoln's "Gettysburg Address," the following would not be text-dependent questions:

- *Why did the North fight the Civil War?*
- *Have you ever been to a funeral or grave site?*
- *Lincoln says that the nation is dedicated to the proposition that "all men are created equal." Why is equality an important value to promote?*

The overarching problem with these questions is that they require no familiarity at all with Lincoln's speech in order to answer them. Responding to these sorts of questions instead requires students to go outside the text. Such questions can be tempting to ask because they are likely to get students talking, but they take students away from considering the actual point Lincoln is making. They seek to elicit a personal or general response that relies on individual experience and opinion, and answering them will not move students closer to understanding the text of the "Gettysburg Address."

Good text-specific questions will often linger over specific phrases and sentences to ensure careful comprehension of the text—they help students see something worthwhile that they would not have seen on a more cursory reading. Typical text-dependent questions ask students to perform one or more of the following tasks:

- Analyze paragraphs on a sentence-by-sentence basis and sentences on a word-by-word basis to determine the role played by individual paragraphs, sentences, phrases, or words
- Investigate how meaning can be altered by changing key words and why an author may have chosen one word over another
- Probe each argument in persuasive text, each idea in informational text, each key detail in literary text, and observe how these build to a whole
- Examine how shifts in the direction of an argument or explanation are achieved and the impact of those shifts
- Question why authors choose to begin and end when they do
- Note and assess patterns of writing and what they achieve
- Consider what the text leaves uncertain or unstated

Creating Text-Dependent Questions for Close Analytic Reading of Texts

An effective set of text-dependent questions delves systematically into a text to guide students toward extracting the key meanings or ideas found there. Text-dependent questions typically begin by exploring specific words, details, and arguments, and then move on to examine the impact of those specifics on the text as a whole. Along the way, they target academic vocabulary and specific sentence structures as critical focus points for gaining comprehension.

While there is no set process for generating a complete and coherent body of text-dependent questions for a text, the following process is a good guide that can serve to generate a core series of questions for close reading of any given text.

Step One: Identify the Core Understandings and Key Ideas of the Text
As in any good reverse engineering or "backwards design" process, teachers should start by reading and annotating the text, identifying the key insights they want students to understand from the text. Keeping one eye on the major points being made is crucial for fashioning an overarching set of successful questions and critical for creating an appropriate culminating assignment.

Step Two: Start Small to Build Confidence
The opening questions should be ones that help orient students to the text. They should also be specific enough so that students gain confidence to tackle more difficult questions later on.

Step Three: Target Vocabulary and Text Structure

Locate key text structures and the most powerful words in the text that are connected to the key ideas and understandings, and craft questions that draw students' attention to these specifics so they can become aware of these connections. Vocabulary selected for focus should be academic words ("Tier Two") that are abstract and likely to be encountered in future reading and studies.

Step Four: Tackle Tough Sections Head-on

Find the sections of the text that will present the greatest difficulty and craft questions that support students in mastering these sections (these could be sections with difficult syntax, particularly dense information, and tricky transitions or places that offer a variety of possible inferences).

Step Five: Create Coherent Sequences of Text-dependent Questions

Text-dependent questions should follow a coherent sequence to ensure that students stay focused on the text, so that they come to a gradual understanding of its meaning.

Step Six: Identify the Standards That Are Being Addressed
Take stock of what standards are being addressed in the series of questions and decide if any other standards are suited to being a focus for this text (forming additional questions that exercise those standards).

Step Seven: Create the Culminating Assessment

Develop a culminating activity around the key ideas or understandings identified earlier that (a) reflects mastery of one or more of the standards (b) involves writing, and (c) is structured to be completed by students independently.

Checklist for Evaluating Question Quality

Text Under Review (include page #s):_____

✓if yes	Criteria:	Comments/Questions/Fixes (refer to specific questions!):
A. Text Dependent: These things must be true of every question in the set. When evaluating questions, discard all questions that get a "no" in Section A.		
	Does the student have to read the text to answer each question?	
	Is it always clear to students that answering each question requires that they must use evidence from the text to support their claims?	
B. Important Considerations: These are design factors to keep in mind for the entire question and task set.		
	Do students have an opportunity to practice speaking and listening while they work with these questions and tasks?	
	Do questions include appropriate scaffolding so all students can understand what is being asked? (Are the questions worded in such a way that all students can access them?)	
	At tricky or key points in the text are there check-in questions for students to answer so that teachers can check on students' understanding and use these sections to enhance reading proficiency?	
	Do questions provide an opportunity for students to determine the meaning of academic vocabulary in context? When possible, do some of these questions explore some aspect of the text as well as important vocabulary?	
	Does the mix of questions addressing syntax, vocabulary, structure and other inferences match the complexity of the text?	
C. Text Specific:		
	Are the questions specific enough so they can only be answered by reference to this text?	

	Are the inferences students are asked to make grounded logically in the text? (Can they be answered with careful reading rather than background knowledge?)	
D. Organization of the Questions:		
	Do the early questions in the sequence focus on specific phrases and sentences to support basic comprehension of the text and develop student confidence before moving on to more challenging tasks?	
	Are the questions coherently sequenced? Do they build toward gradual understanding of the text's meaning?	
	Do the questions stay focused on the text and only go beyond it to make other connections in extension activities *after* the text has been explored?	
	If multiple texts/different media are under consideration, are students asked to examine each text closely before making connections among texts?	
E. Culminating Activity or Writing Prompt:		
	Does the culminating task call on the knowledge and understanding acquired through the questions?	
	Does the writing prompt in the culminating task demand that students write to the text and use evidence?	
	Are the instructions to teacher and student clear about what must be performed to achieve proficiency?	
	Is this a task worthy of the student and classroom time it will consume?	

Online Resources for Social Studies

Reasoning through Language Arts

Aspen Institute. Materials for teaching close reading skills that are tied to standards. This site also provides leadership materials. http://www.aspendrl.org/portal/Home

Free Resources for Educational Excellence. Teaching and learning resources from a variety of federal agencies. This portal provides access to free resources. http://free.ed.gov/index.cfm

ProCon.org. A website that provides both sides of the argument. Useful for use in teaching argumentative writing. http://www.procon.org/

ReadWriteThink. From the International Reading Association and the National Council of Teachers of English, this site has classroom resources and professional development activities in the area of integrated reading, writing, and thinking skills. http://www.readwritethink.org/

Social Studies

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

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.congresslink.org/print_lp_simulatecongaction.htm

The Dirksen Center's Editorial Cartoon Collection (with lesson plans) http://www.congresslink.org/cartoons/about.htm

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