

High Impact Indicators: A Thematic Approach – Part 1 (Reasoning through Language Arts and Social Studies)

Resources for the Adult Education Practitioner



Webinar Handbook, November 14, 2018

Institute for the Professional Development of Adult Educators

RESOURCES FOR THE ADULT EDUCATION PRACTITIONER

High Impact Indicators: A Thematic Approach – Part 1 (Reasoning through Language Arts and Social Studies)

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Guiding Questions

Think about the following guiding questions as you participate in today's session. Write down your thoughts and be prepared to share your ideas.

Slide(s)	Guiding Questions	My Thoughts
4	Think about what you want to take-away from this session.	
5-6	What are some characteristics of thematic teaching?	
9-15	Where do the standards, objectives, and indicators drive form and why are they important?	
16	What are the High Impact Indicators and how will it improve your student's learning outcomes?	
17-19	Why is it important to understand the relationship between High Impact Indicators and other related indicators?	
20-22	How can we maximize the impact of our lessons using Thematic teaching?	
31	List some types of evidence.	
32-34	What are two ways to assess evidence?	
35-38	How can students tell the difference between facts and opinions?	
43-47	What is one graphic organizer you can use to help students organize evidence?	
50	Share one thing that you found most useful from this session.	

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	Samples Supporting an Author's Claim
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	

Fact and Opinion Activity

A fact is a statement that can be tested by experimentation, observation, or research and shown to be true or untrue.

An opinion is a person's belief, feeling, or judgment about something. It is a subjective or value judgment, and it cannot be proven.

A writer may use factual statements to support his or her opinions. Opinion statements may occur even in what seems to be strictly factual material. A reader should look for words that are clues to statements of opinion.

Words such as **perhaps**
sometimes
probably
often indicate the possibility of opinions.

Words such as **I feel**
I think
I believe clearly point out that an opinion is being expressed.

EXERCISE 1: Write **F** on the line in front of each factual statement.

- _____ 1. Harry S. Truman was a president of the United States.
- _____ 2. Truman was one of the best presidents the United States has had.
- _____ 3. Movies are generally more interesting than books.
- _____ 4. Non-poisonous snakes make delightful pets.
- _____ 5. *Time* is a better magazine than *Newsweek*.
- _____ 6. In Arizona, smoking in public places is against the law.
- _____ 7. Nicotine in cigarette smoke makes the heart beat faster.
- _____ 8. Gold was discovered in California in 1848.
- _____ 9. Charles Dickens' fascinating novel *A Tale of Two Cities* was published in 1840.
- _____ 10. Israel and Egypt will never have a permanent peace settlement.
- _____ 11. There is currently a shortage of science teachers in the state of Florida.
- _____ 12. In 1970, over 30,000 children were enrolled in day-care programs in Miami-Dade County.

Adapted From Miami Dade College –

<http://www.mdc.edu/kendall/collegeprep/documents2/FACT%20AND%20OPINIO Nrevised819.pdf>

EXERCISE II:

Mark statements of fact with an F and statements of opinion with an O.

- ___ 1. In 1924, the Model T Ford could be purchased for \$290.
- ___ 2. The Model T was the most important invention of the first half of the century.
- ___ 3. By the end of this century, electric cars will be in common use.
- ___ 4. Couples should be acquainted for at least a year before getting married.
- ___ 5. Joining the Army is the best way to learn job skill.
- ___ 6. No symbol elicits fear as does the swastika.
- ___ 7. The core of a pencil is made of graphite and clay, not lead.
- ___ 8. It's better to plant masses of flowers all in one color than in two or three colors.
- ___ 9. The equator is 24,901.55 miles long.
- ___ 10. It's never too early to teach children how to behave.

EXERCISE III:

Mark statements of fact with an F and statements of opinion with an O.

- ___ 1. Hawaii is in the Pacific Ocean.
- ___ 2. The Krakatoa volcanic eruption was heard 1900 miles away.
- ___ 3. Only law enforcement officers should carry guns.
- ___ 4. Many private schools today provide a superior education to boys and girls.
- ___ 5. A family physician can provide most of the medical services which a family requires.
- ___ 6. Medsker discovered that 4-year colleges draw about $\frac{3}{4}$ of their freshmen from the upper 40% of the high school graduating classes.
- ___ 7. On the average, U.S. males can expect to live 7 years less than U.S. females.

- _____ 8. *Reader's Digest* is America's most popular magazine.
- _____ 9. Yosemite National Park is the oldest national park in the nation.
- _____ 10. Most TV commercials today are misleading and silly.

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FACT AND OPINION ACTIVITY ANSWERS

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Historical Thinking Chart

Historical Reading Skills	Questions	Students should be able to	Prompts
Sourcing	<ul style="list-style-type: none"> Who wrote this? What was the author's perspective? When 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 the 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 . . .

Evaluating Sources

1. **Historical Question:** Who was present at the signing of the Declaration of Independence?

Source 1: Hollywood movie about the American Revolution made 2001.

Source 2: Book written by a famous historian who is an expert on the American Revolution, published in 1999.

Which do you trust more? Why?

2. **Historical Question:** What was slavery like in South Carolina?

Source 1: Interview with former slave in 1936. The interviewer is a black man collecting oral histories for the Federal Writers' Project.

Source 2: Interview with former slave in 1936. The interviewer is a white woman collecting oral histories for the Federal Writers' Project.

Which do you trust more? Why?

3. **Historical Question:** What was the layout of the Nazi concentration camp

Auschwitz?

Source 1: Interview with 80 year-old Holocaust survivor in 1985.

Source 2: Map of concentration camp found in Nazi files.

Which do you trust more? Why?

4. Historical Question: Why were Japanese Americans put in internment camps during WWII?

Source 1: Government film explaining internment from 1942.

Source 2: Government report on Japanese Internment from 1983 based on declassified government documents.

Which do you trust more? Why?

5. Historical Question: Did American soldiers commit atrocities during the Vietnam War in 1969?

Source 1: Sworn testimony by American Sergeant in Congressional hearings in 1969.

Source 2: Speech by American General touring the United States in 1969.

Which do you trust more? Why?

6. Historical Question: What happened at the Battle of Little Bighorn?

Source 1: High school history textbook from 1985.

Source 2: Newspaper account from the day after the battle in June 1876.

Which do you trust more? Why?

Evaluating Sources: Answers

Materials:

7. Evaluating Sources Worksheet, Historical Thinking Chart

Plan of Instruction:

1. Discuss the questions from the *Historical Thinking Chart*, then hand out *Evaluating Sources Worksheet* and divide students into groups of three. Have them complete worksheet.
2. Discussion: Review student answers. Use the following answer key to guide discussion:

NOTE: The key takeaway from this activity is that historical understanding is intertextual. Though students are asked to choose one source over the other in this lesson, they would ultimately need to corroborate their sources with additional evidence in order to adequately answer these historical questions.

Answer Key:

1. Source 2: Historians base their accounts on multiple primary and secondary documents and extensive research. Hollywood films have no standards for historical accuracy.
2. Source 1: Audience shapes the stories we tell. We can imagine that even in 1936, a former slave would be wary of criticizing slavery to a white government official. That is not to say that Source 1 is necessarily accurate; we can imagine a former slave might exaggerate accounts or possibly not remember details so well. Of the two sources, however, Source 1 will probably be more trustworthy.

3. Source 2: Human memory is notoriously unreliable. A map of a concentration is technically an “objective” source. On the other hand, there is no guarantee that the map perfectly mirrored the layout of the camp.
4. Source 2: Any government film created in 1942 to explain internment would be propaganda. The declassified evidence in the Congressional report makes Source 2 more reliable.
5. Source 1: Sworn testimony is the gold standard of evidence. Although testimony can be corrupted by lying, coercion, and the shakiness of human memory, in this instance Source 1 is more reliable than a public speech by a General whose reputation is on the line.
6. Neither: Textbooks from the 1980s tended to overlook and/or neglect the experiences and accounts of Native Americans. On the other hand, a newspaper account from 1876 would likely have lacked credible evidence about the battle and/or have been biased towards Custer and his men.

Adapted from Stanford History Education Group <https://sheg.stanford.edu/>

I Can Classify Facts and Opinions

CCSSR 1 – read carefully to identify important information and terms and then summarize what you have learned (CCSSR 2)

Put statements of facts in column 1 and statements of opinion in column 2. If a text does not include opinions then the opinion column is blank.

These are facts I found in the text.	These are opinions I found in the text.

This is what bias means: _____

This is an example of bias in this reading.

Polk Brothers Foundation Center for Urban Education teacher.depaul.edu.
2014

Both Sides Now

When reading argumentative non-fiction text, materials often present one side or viewpoint on a particular issue. Sometimes, the text may provide evidence to support both sides. Then, it is up to the reader to determine which is best supported. Analyzing and evaluating the evidence for both sides is one way to identify a claim and the reasons for making a specific decision/claim.

Both Sides Now		
Evidence that Supports		Evidence that Opposes
	<p>Question or statement</p> <p>Which author provides the better supported argument?</p>	
Decision (Claim)		
Reasons (Analysis/Evaluation)		

Argumentative Writing Organizers: Pros and Cons

Question or Statement	
Pros <i>(Evidence that Supports)</i>	Cons <i>(Evidence that Opposes)</i>

Decision for a claim:

Defend your decision:

Improve an Argument

CCSSR8—analyze the strength of an argument.

What's the issue?

What's the writer's claim?

What evidence did the writer include to support that position?

Which evidence makes the strongest support?

How could the writer have made the writing more effective?

Nonfiction Analyzers (Expand Learning with Clear Thinking) Polk Bros. Foundation Center for Urban Education teacher.depaul.edu 2015

Improve an Argument: What – Why – How

What do you think? This is your opinion	Why do you think it? This is your reason	How do you know? This your evidence or examples

Adapted from Peha, Steve. Teaching That Makes Sense. <http://ttms.org/>

Think Clearly: Analyze Support a Position

Expand Learning with Clear Thinking



Think Clearly: Analyze Support a Position

CCSSR8—analyze arguments; CCSSR1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Issue: _____

<i>One Position</i>	<i>Another Position</i>
<i>Supporting Reasons and Facts:</i>	<i>Supporting Reasons and Facts:</i>

Which position is stronger? Explain your decision.

Extended Response Stimulus Materials

Passage #2 – Game-Based Learning

Source Material #1

Game-based Learning Is Merely a Fad

Solomon Robles, Ed.D., Professor of Education at Winborne College

Workplace Training Journal

Electronic learning, or “eLearning,” was sold to many CEOs as the wave of the corporate future. There’s no need to hire human beings to train staff, managers were told. All the information you require can be accessed online — at a reduced cost for the company, and more flexible scheduling for employees. It sounded too good to be true — and it was. As one writer noted, “most eLearning is nothing more than online lectures or course notes.” To teach skills beyond basic facts, the person-to-person method is still more effective than any form of electronic learning.

And yet, along comes the next eLearning fad: “gamification,” which means using video games to teach. Video-game-based learning is already widely used in schools, and has spread to corporations as a tool for training workers and motivating customers. This approach is even used in the military. But does it work?

Most research on game-based learning has looked at schools. Results have been inconsistent but not especially encouraging. One 2013 study found that “students who completed the gamified experience got better scores in practical assignments and in overall score, but ... performed poorly on written assignments and participated less during class activities.” This makes sense: If you’re playing video games, you are not developing the so-called “soft skills” —also known as “people skills” – that are necessary for success in any job. In a traditional classroom, on the other hand, students can ask questions and engage with the teacher and with other learners.

In the workplace, game-based learning is yet another wedge driven between younger employees, who might applaud gamification, and older workers, who may now feel obsolete. What’s more, the prestigious magazine *The Economist* points out that “many of the aspects of gamification that do work are merely old ideas in trendy new clothes.” For example, the points and other rewards that are selling features of video games are just online versions of sales contests or “employee of the month” perks. Like other trends, game-based learning is likely to fade away as the next new teaching fad appears on the horizon.

Source Material #2

Game-based Learning: An Effective Training Strategy

Janette Morgan, Ph.D., Professor of Business, Saratoga State University

Innovative Trends in the Workplace

Already a multi-billion-dollar business, game-based learning in the corporate world continues to grow at a steady pace, and is here to stay. Executives are smart — they are not going to waste resources on training methods that don't work. Let's look at some of the advantages of "gamifying" workplace training.

First, many people are "gamers" in their non-work lives, so playing video games is something they are already comfortable with and enjoy. This makes game-based learning in the workplace more attractive and motivating than traditional instruction. And according to the Entertainment Software Association, despite the image of video-game players as teenaged boys, "the average gamer is now 37 years old." Further challenging the stereotype, nearly half of gamers are girls or women. Even 29 percent of those over age 50 are getting into the video-game habit. Teenagers and young men, in fact, make up only 15 percent of the over 190 million video-game users in the United States.

Evidence supporting the effectiveness of game-based learning is starting to emerge. Researchers point out that video games have "compelling storylines, attainable challenges, rewards, recognition and control," all of which stimulate learners. A 2012 report on game-based learning notes that "there is research evidence demonstrating positive impact on higher order skills such as decision making and problem solving." The report adds that using video games can also reduce training time, an advantage for both managers and employees.

Finally, unlike one-time training in a classroom, game-based learning is infinitely repeatable. If employees miss something or need more practice, they can always start the game again, using the feedback provided by the game to gauge their progress. This leads to a sense of accomplishment and creates a supportive learning environment, which is what we all want in an education strategy.

Extended Response Prompt:

Analyze the arguments presented in the two journal articles. In your response, develop an argument in which you explain how one position is better supported than the other. Incorporate relevant and specific evidence from both sources to support your argument.

Remember, the better-argued position is not necessarily the position with which you agree. This task should take approximately 45 minutes to complete.

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Both Sides Now

Both Sides Now			
Evidence that Supports Game-Based Learning		Evidence that Opposes Game-Based Learning	
Multi-billion dollar business	Which author provides the better supported argument regarding game-based learning?	No evidence that it works	
Continues to grow in corporate world		eLearning is just online lectures or notes	
Doesn't waste resources on training methods that don't work		Teaches only facts	
Many people are already gamers, so they're comfortable with it		Person-to-person teaching more effective	
Game-based learning is attractive and motivating		A fad that will fade away when something new comes along	
Average gamer is 37 years old		Results inconsistent when used in schools	
Half of gamers are women		Results not encouraging	
29% of people over 50 play video games		Most research focused on school, not work place	
190 million gamers in U. S.		2013 study shows students performed poorly on writing assignments	
Research says games stimulate learners		2013 study shows students participated less in class	
2012 report –research demonstrates positive impact on higher order skills		Poor at developing people/soft skills	
2012 report - games reduce training time		Drives wedge between younger and older workers	
Repeatable		Video games are online versions of sales contests or “employee of the month”	
Leads to accomplishment		“merely old ideas in trendy new clothes” – Economist	
Provides supportive learning environment		“doesn't work” – Economist	
Decision (Claim) When comparing the two positions, Dr. Morgan provides a better supported argument.			
Reasons (Analysis/Evaluation) Because she uses more accurate and relevant evidence that is representative of the workplace. The writer is also more credible regarding workplace training because her background is business.			

Websites

RLA Resources from the World Wide Web

National Council for Teachers of English. This site provides lessons and strategies for teaching nonfiction text. <http://www.ncte.org/>

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/>

PBS Teacher Source. Lesson plans and lots of activities are included in the teacher section of PBS. <http://www.pbslearningmedia.org/>

Polk Bros. Foundation Center for Urban Education A site that features graphic organizers for all content areas, activities to develop reading/thinking/Writing competence, and learning guides in Spanish and English. <http://teacher.depaul.edu/>

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

Purdue University's OWL. One of the most extensive collections of advice about writing found on the web. <https://owl.english.purdue.edu/>

ReadWorks.org. Written for the K-12 program, many of these nonfiction texts and lessons are usable in the adult basic education program. <http://www.readworks.org/>

ReadWriteThink. From the International Reading Association and the National Council of Teachers of English, this site has great resources. <http://www.readwritethink.org/>

Teach 4 Results. A list of resources for teaching the writing process. http://iteach4results.wikispaces.com/*Writing

Teaching That Makes Sense. A K-12 site with lots of free resources and graphic organizers from Steve Peha. <http://tms.org/>

The Writing Studio – Colorado State University. A step-by-step guide for argumentative writing. <http://writing.colostate.edu/guides/guide.cfm?guideid=58>

Tools for Teachers: Engaging in Academic Writing. Resources from the Aspen Institute.

<http://www.aspendri.org/portal/browse/CategoryList?categoryId=281>

Writing Fix. Lessons and strategies on how to teach different types of writing skills, including constructed responses and RAFTS.

http://writingfix.com/rca/constructed_response.htm

Writer's Web. Materials from the University of Richmond's Writing Center.

<http://writing2.richmond.edu/writing/wweb.html>

Social Studies Resources from the World Wide Web

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.

<https://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. <https://www.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

Stanford History Education Group Reading Like a Historian features lessons targeting a central historical question and includes primary documents.
<http://sheg.stanford.edu/>

Teaching History National History Education Clearinghouse includes lessons at all levels with detailed lesson plans and teaching strategies.
<http://teachinghistory.org>

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