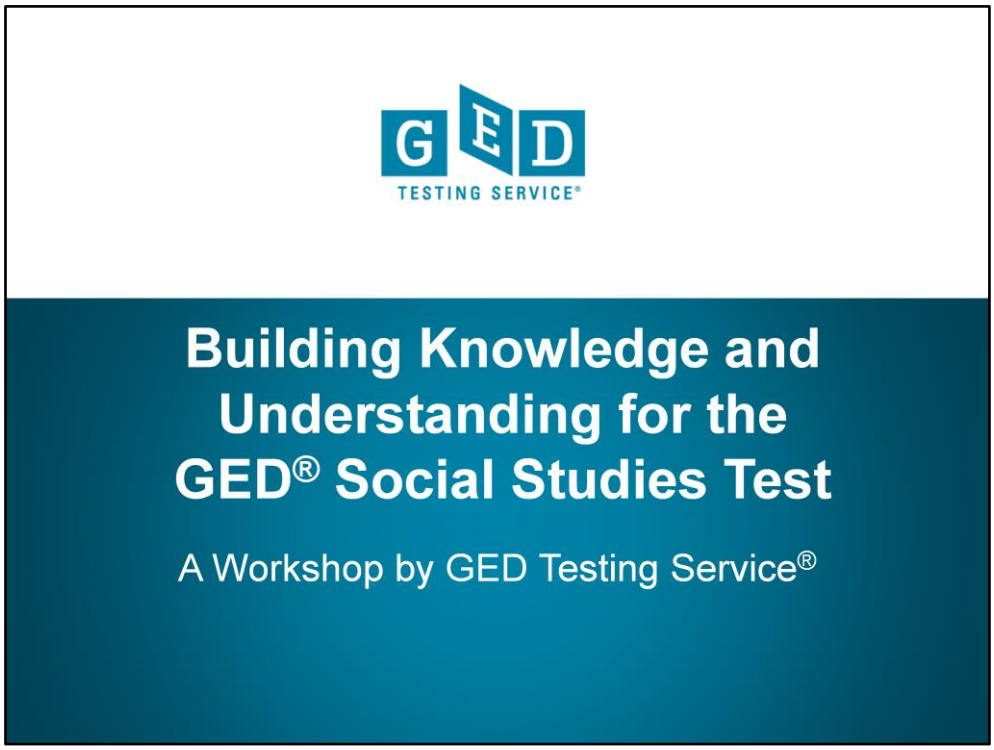

Key Points

Insert your name and date into the PowerPoint.

Note: This session is developed as a 3 hour session, but can be expanded if all activities are completed or additional practice if provided.

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Session Objectives

- Explore thinking and reading skills in social studies
- Identify strategies and activities to build social studies content knowledge
- Integrate graphic literacy into social studies content
- Share resources

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Key Notes

Review the objectives of the session. Emphasize the importance of exploring strategies and using those strategies during activities included in the session. Explain that during the session, participants will have an opportunity to review a number of resources that they can use in the classroom.

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Why study history?

https://www.youtube.com/watch?v=gQ3pagHPrMY

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Key Points

Have participants introduce themselves in small groups and answer the question, “Why study history?” Have each table share what they believe to be the best reason given by members of their group. You may want to capture that information on chart paper or a white board. Play the video and see if the participants mentioned all of the reasons included in the video.

You may watch the video on the web using the url listed or link the video included with the files to the photo on the slide.

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Ever think about . . .

- Who created the Pledge of Allegiance?
- Why coins have ridges?
- Why Benjamin Franklin thought the turkey should be the symbol of the U.S.?
- Why Inauguration Day is January 20?
- Where the terms "left wing" and "right wing" originate?
- Why countries are classified as First, Second, or Third World?

http://www.history.com/news/ask-history/

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Key Points

Use questions and others like these from the History Channel's Ask History website as a way to start a group discussion on specific areas of history. Access the site at http://www.history.com/news/ask-history/. The following are brief summaries of the answer provided by Ask History.

Answers to Questions

The Pledge of Allegiance was created by Francis Bellamy, a Baptist minister to celebrate the 400th anniversary of Christopher Columbus's arrival in the New World. It read, "I pledge allegiance to my flag and the republic for which it stands, one nation, indivisible, with liberty and justice for all. In 1924 the National Flag Conference changed the wording to read, "I pledge allegiance to the flag of the United State of America…" In 1942, Congress adopted the pledge and decreed it should be recited while holding the right hand over the heart. In 1954, President Dwight D. Eisenhower added the words "under God."

When the Coinage Act was passed in 1792, the U.S. Mint specified that coins were to made of their face value in gold or silver (depending on the coin). Would-be criminals saw that they could make a good profit by filing shavings from the sides of gold and silver coins and selling the shavings. The U.S. Mint began adding ridges to the coins' edges (called "reeding") in order to make them impossible to shave without it being really obvious. It also made the coin design more intricate and counterfeiting more difficult.

Benjamin Franklin thought the turkey was a more respectable bird and "a true original native of America." Despite the ongoing myth, he never officially proposed that the turkey be adopted as a symbol of the country, but merely wrote about it in a private letter to his daughter, Sarah.

The original Inauguration data was March 4 because of the long time it took to tabulate and report votes and to travel to the nation's capital. However, the long lame-duck period caused problems, especially after the election of 1860 when 7 states left the Union during the "Secession Winter." President-elect Lincoln had no power to act and President Buchanan took no action – leaving the problem to his successor. As technology advanced, the long lame-duck session was no longer needed. On January 23, 1933, the 20th Amendment was ratified and officially moved the Inauguration Day to January 20 and the first meeting of the new Congress to January 3.

Although, we think of left-wing representing Democrats and right-wing representing Republicans, the actual terms were developed in France during 1789. The delegates were deeply divided over the issue of how much authority King Louis XVI would have so they staked out territory in the assembly. The anti-royalists revolutionaries sat to the presiding officer's left and the conservative supporter of the monarchy sat to the right.

The "three worlds" model of geopolitics started in the mid-20th century to keep track of the players in the Cold War. The First World consisted of the U.S. and its capitalist allies in places such as Western Europe, Japan, and Australia. The Second World consisted of communist Soviet Union and its Easter European satellites. The Third World encompassed all the other countries that were not actively aligned with either side in the Cold War. Today, the term Third World is considered to be outdated and the words "developing countries" are more likely to be used.

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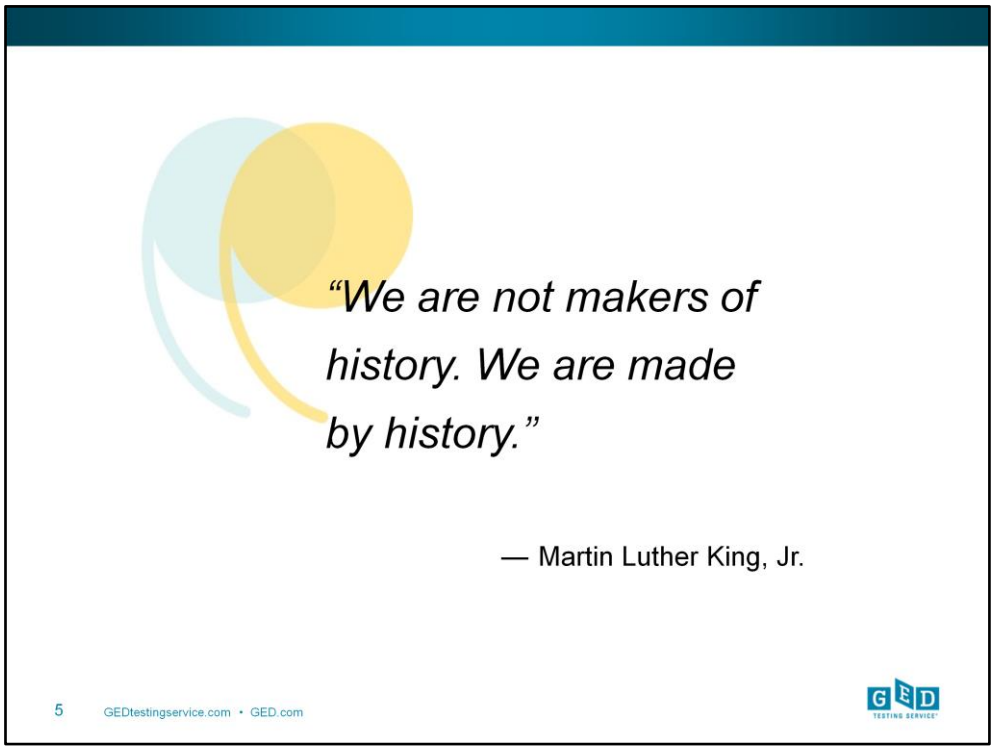

Key Points

Briefly review the quote from Dr. King. If time permits, you may want participants to discuss what the quote means to them.

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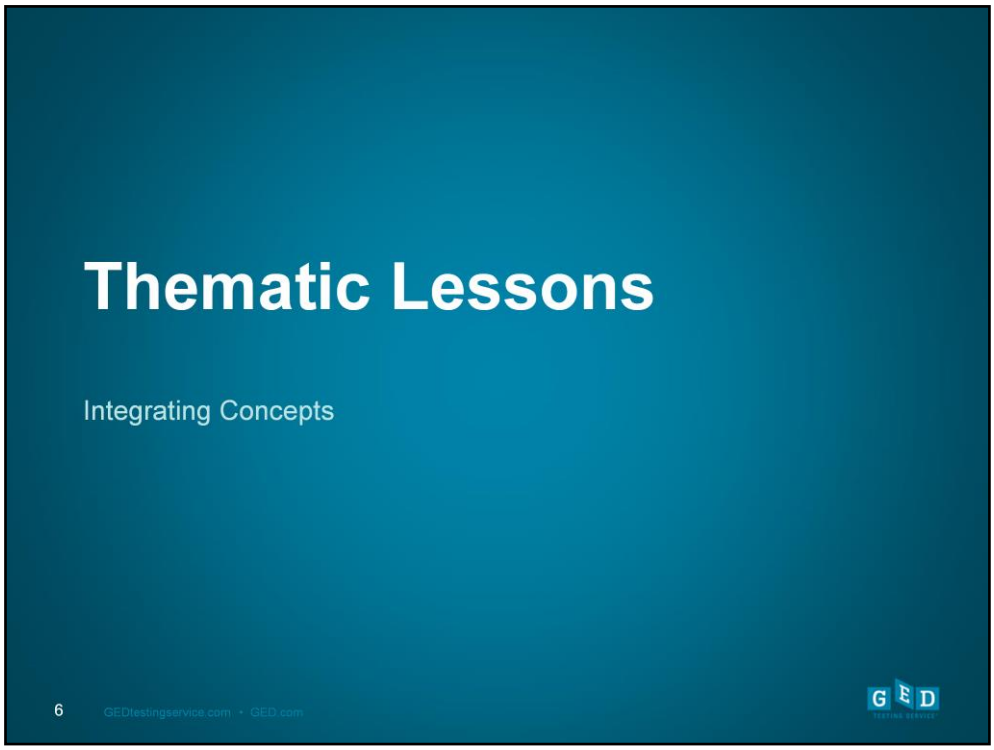

Key Points

There are so many things that we could teach and may want to teach when it comes to social studies. However, the reality is that there is only a limited amount of time that you can spend in this area. Thematic lessons can help teachers bring different components together to get the biggest bang for their limited teaching time.

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Focusing Themes – Narrowing the Focus

		Social Studies Example Topics			
		Civics & Gov't (50%)	US History (20%)	Economics (15%)	Geography & World (15%)
Focusing Themes	*Development of Modern Liberties and Democracy*	• Types of modern and historical governments • Structure and design of U.S. government	• Key historical documents • Civil War and Reconstruction	• Key economic events that shape American government and policies	• Development of classical civilizations
	Dynamic Responses in Societal Systems	• Political parties, campaigns, and elections • Contemporary public policy	• World War I & II • Cold War	• Fundamental economic concepts • Economic causes and impacts of war	• Borders between peoples and nations • Human migration

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Workbook – p. 4

Key Points

Focusing themes apply across all domains in the social studies arena. Focusing themes ensure that the assessment covers a wide range of important concepts and ideas, but also narrows the focus so that it remains within specific parameters. Briefly explore the themes and the example topics.

Development of Modern Liberties and Democracy

- Explores the development of democracy and human and civil rights
- Examines contemporary thinking, policies and structures
- Looks at major events that shape democratic values
- Examines major thinkers who contributed to American ideas of democratic government

Dynamic Responses in Societal Systems.

Explores how systems, structure, and policies respond to each other, conditions, and events.

- How society and civilization responds to geographic features
- How economies respond to policies
- How countries respond to internal and external changes and challenges

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Key Points

Primary sources are excellent for helping students engage in activities, connect the past to the present, help them develop critical thinking skills, and also construct meaning from what they read.

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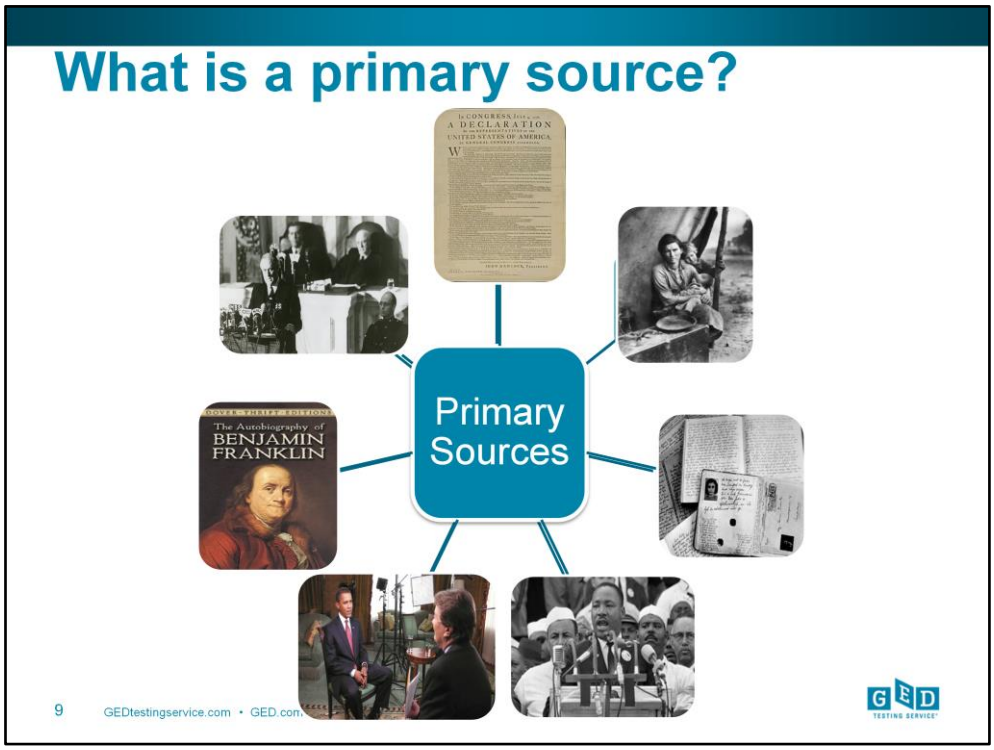

Key Points

There are two high impact indicators that deal directly with primary and secondary sources. Do your students know what primary sources are? If not, then it is time to help them understand all of the different types of sources they may encounter in real-life as well as on the GED® Social Studies test.

Primary sources include:

- Official documents, such as the Declaration of Independence and Bill of Rights
- Letters, diaries, journals, and autobiographies
- Photographs from the time period
- Newspapers, magazines, and other news sources of the time period
- Speeches or interviews

Discuss that secondary sources are created about an event, period, or issue in history after that event, period or issue has passed.

Note: Graphic will transition in when you click on the icon.

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Why use Primary Sources?

Primary sources

- Engage students
- Connect past to present
- Help develop critical thinking skills
- Enable students to construct knowledge

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Key Points

Why is it important to teach using primary sources? When we ask students to work with and learn from primary sources, we transform them into historians. Rather than passively receiving information from a teacher or textbook, students engage in the activities of historians — making sense of the stories, events, and ideas of the past through document analysis.

Primary sources motivate students and pique their curiosity about history. Documents involve students in the process of historical inquiry when they ask questions, discover evidence, and participate in debates over interpretation. Teaching with documents can engage students. They begin to see connections between past and present. Documents with signatures or notations personalize history.

Primary sources often inspire students because they provide new avenues for learning about the past. Through students' analysis of a variety of documents, they learn to find multiple perspectives in history. Primary sources encourage higher order thinking. As historians, students can link documents to see cause and effect relationships, fit historical pieces together to understand a whole story, understand historical events in context by relating primary sources to mathematical data or geographic locations, and assess primary sources as evidence to formulate interpretations about the past.

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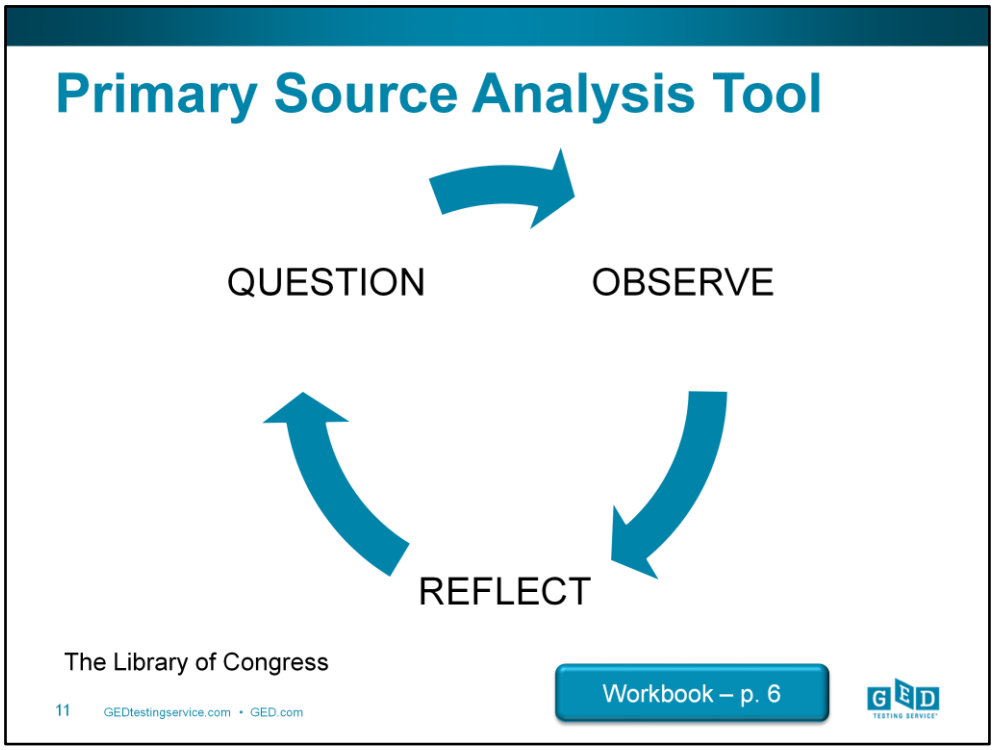

Key Points

One great reading strategy for analyzing primary sources comes from The Library of Congress. As students read, they ask questions in order to observe-reflect-question.

Note: The next slides will provide additional information.

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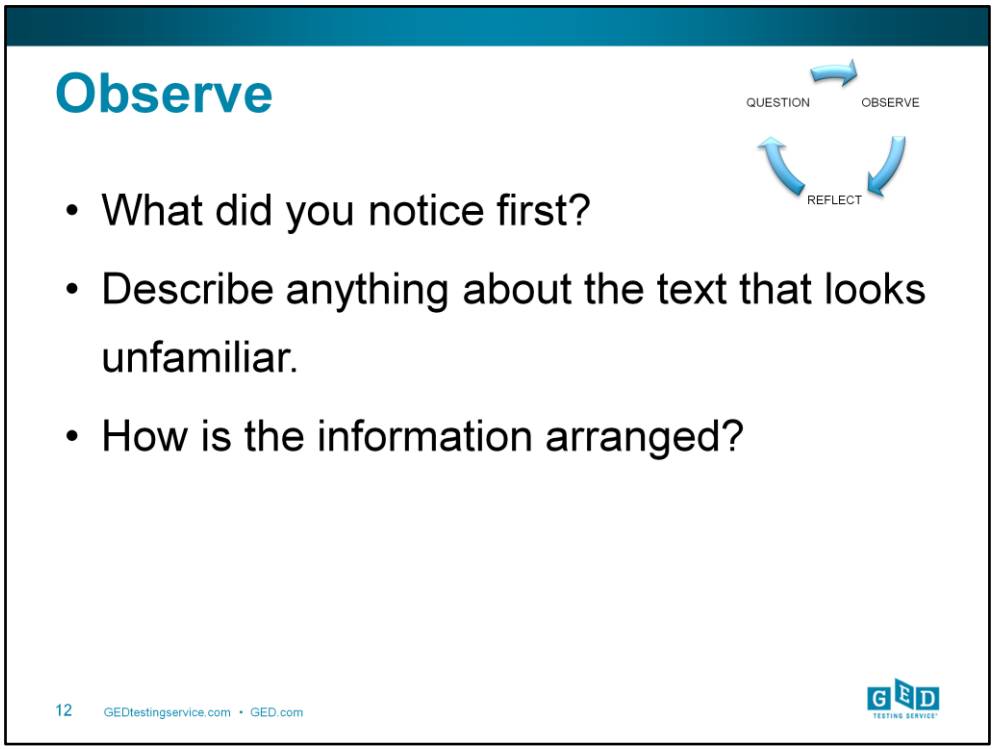

Key Points

When students observe a document, have them answer these questions. This is the pre-reading step.

Discuss how these questions assist students in analyzing the structure of the text that they will be reading. Share with participants that observing is an important skill in all types of reading.

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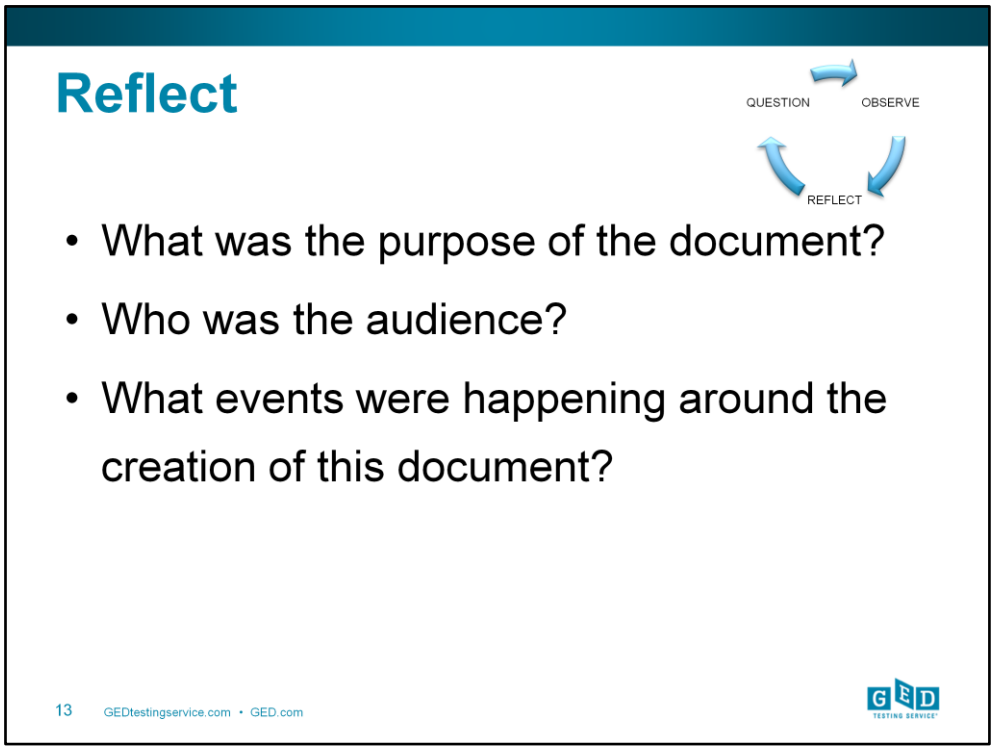

Key Points

When students reflect on a document, have them answer these questions. This sets the stage for reading.

Discuss how these questions assist students in determining the purpose of the document and providing background knowledge to assist in better understanding.

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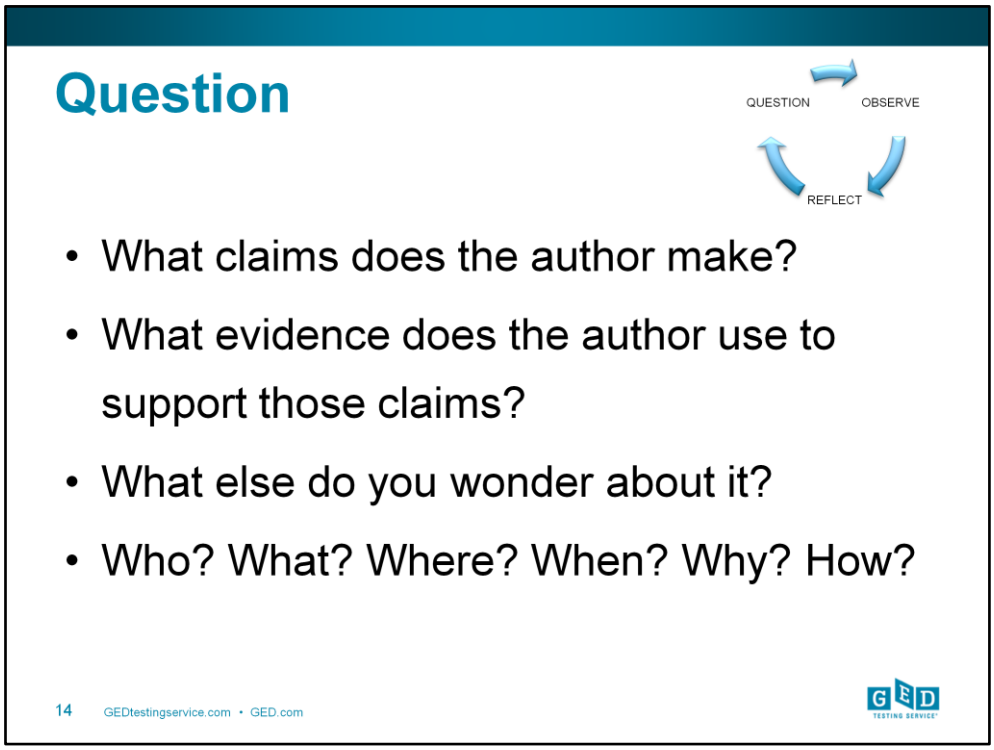

Key Points

When students question a document, they are closely reading. They want to critically think as they are reading to dig deeper into what the author meant.

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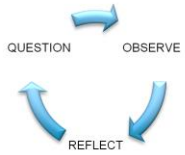
Using the Process

Review the excerpt of the primary source assigned to your group.

Use the Observe – Reflect – Question process to analyze the source.

Be prepared to share.



Stone Engraving of the Declaration of Independence

Workbook – p. 8

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Key Points

Practice the Question – Observe – Reflect process by completing the activity. Assign either the excerpt from the Declaration of Independence or Federalist Paper #51 to each group. Review the directions provided on the slide and provide approximately 8-10 minutes for participants to complete. After teachers complete the activity, discuss any issues or concerns with the process. Explain that in the classroom, they will need to allot more time than provided in this workshop.

Note on the Graphic: The most frequently reproduced version of the Declaration is that of a print made from a copperplate engraving. William J. Stone made the engraving in 1823 because the parchment Declaration was already fading.

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Sample Tool for Close Reading

Primary Source Analysis Tool from the Library of Congress

Name of Document _____

Observe	Reflect	Question

Further Investigation

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Workbook – p. 7

Key Points

Discuss using a graphic organizer for the reading of the primary source. Show participants where it is located in the guide.

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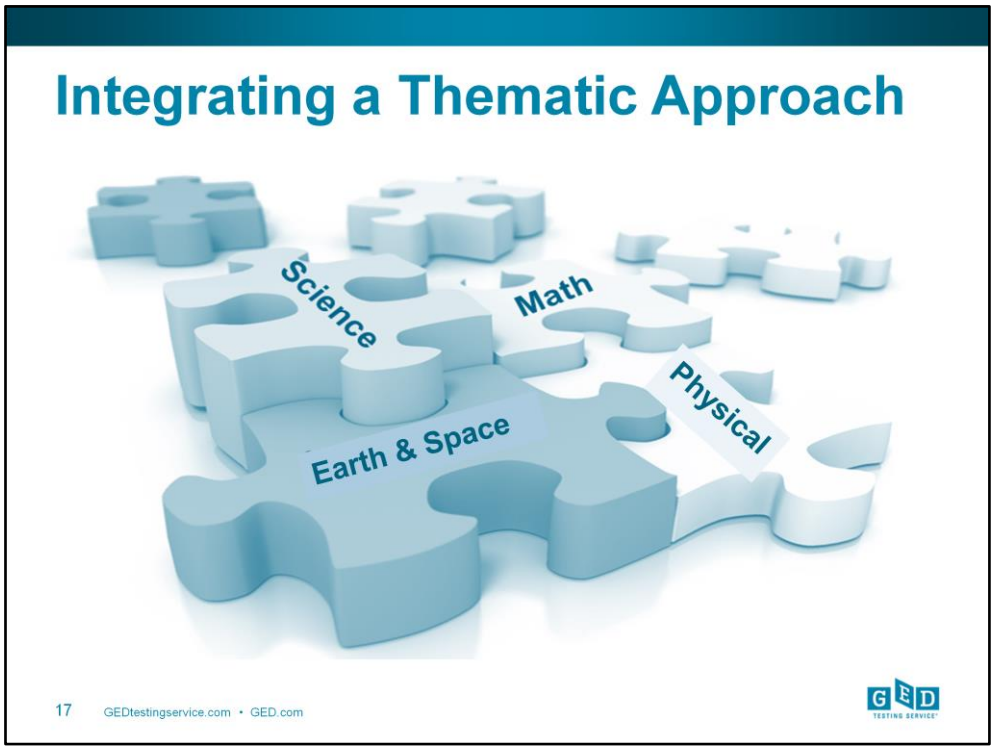

Key Points

Ok, now that we have the basic themes, how do we teach all of the content on the social studies test? Thematic lessons provide a great way to:

- Increase understanding, retention, and application of general concepts
- Increase ability to make decisions, think critically and creatively, and synthesize knowledge beyond the specific disciplines
- Enhance ability to identify, assess, and transfer significant information needed for solving problems
- Promote cooperative learning
- Increase motivation

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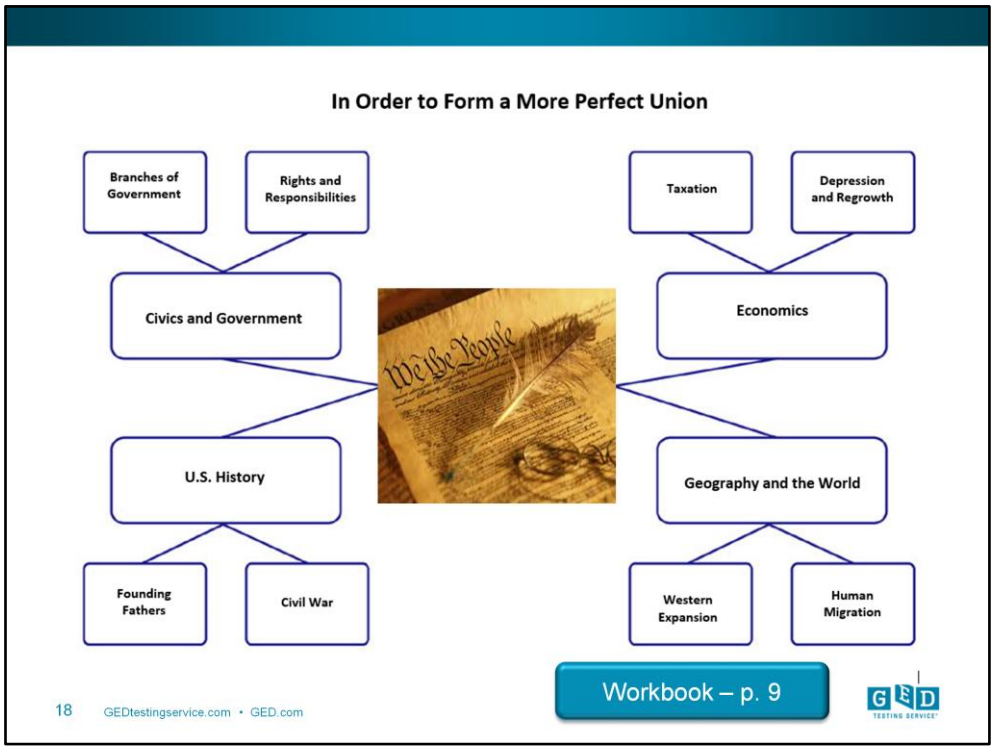

Key Points

Fifty percent of the items on the GED® Social Studies test focus on civics and government. With that in mind, the thematic lesson selected for this workshop focuses on the U.S. Constitution.

Civics and Government activities focus on the branches of the government by using Articles I-IV of the Constitution. U.S. History takes students back to the Founding Fathers and their creation of the Constitution. In addition, the Civil War is addressed through the Reconstruction Amendment XIII-XV. In Economics, the activities focus on taxation (16th Amendment) and a look back at the Great Depression and also the Recession of 2008. Geography and the World activities center on westward expansion and the migration of people from all over the world into the United States.

The activities included within the thematic lesson are designed to provide students with a greater understanding of the foundation upon the country has been built, the way in which the government is structured, and how the Constitution has been amended to address specific issues encountered over the course of time. This lesson is designed to be completed over multiple sessions, rather than at one time, thus allowing for the scaffolding of students knowledge and skills.

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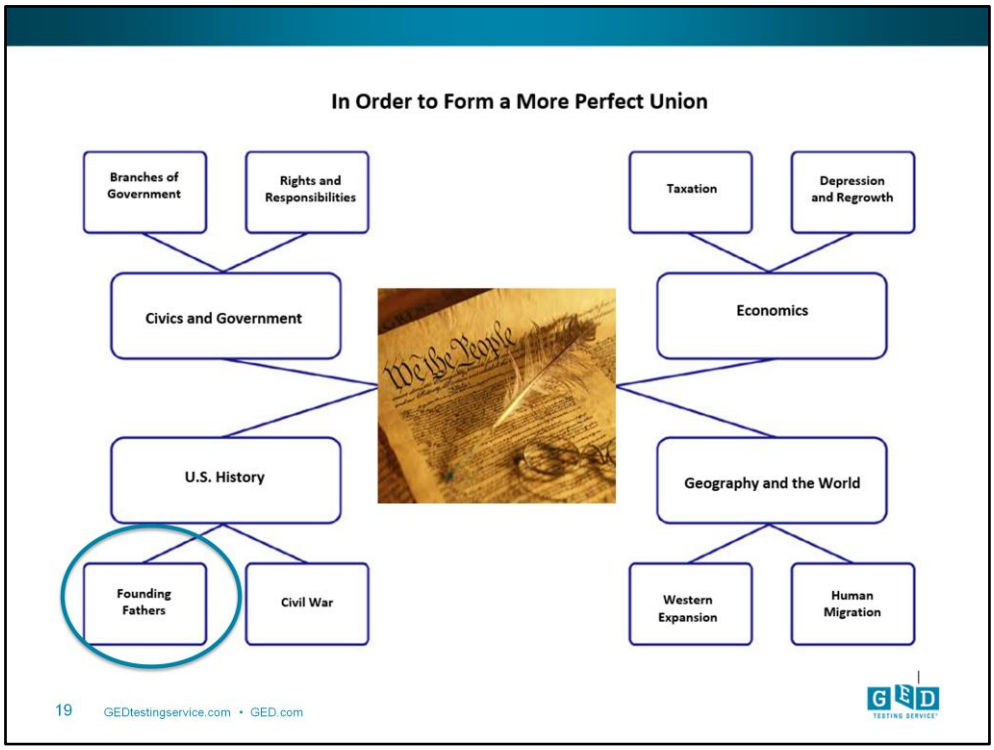

Key Points

The first activity focuses on the Founding Fathers. It is designed to give students a chance to be able to share what they already know about the founding of the United States of America as well as the move toward establishing the Constitution.

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Do you know the A, B, Cs of the "Founding Fathers?"

Historian Richard B. Morris in 1973 identified the following seven figures as the key Founding Fathers: John Adams, Benjamin Franklin, Alexander Hamilton, John Jay, Thomas Jefferson, James Madison, and George Washington.

Workbook – p. 10

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Key Points

The Alphabet Brainstorm strategy helps to structure students' brainstorming by asking them to generate ideas that begin with each letter of the alphabet. This can be done individually, in small groups, or as a whole-class activity. It is a quick way to generate thoughts, measure prior knowledge, and evaluate learning.

Note: *If you use this slide as part of the activity, start by showing only the graphic of the Founding Fathers. After students have completed the activity, click and bring in the text regarding the names of the key Founding Fathers.*

In this activity, students use the A, B, C Brainstorm to share what they know about the founding of the country. They are to identify a word that begins with each letter of the alphabet related to the founding of the country, the Founding Fathers, and the establishment of the Constitution. Examples: A – Adams (John), B – Bill of Rights, etc.

Use the activity to discuss general concepts about the founding of the U.S. Remember, students need to have a general idea and understanding, not in-depth knowledge.

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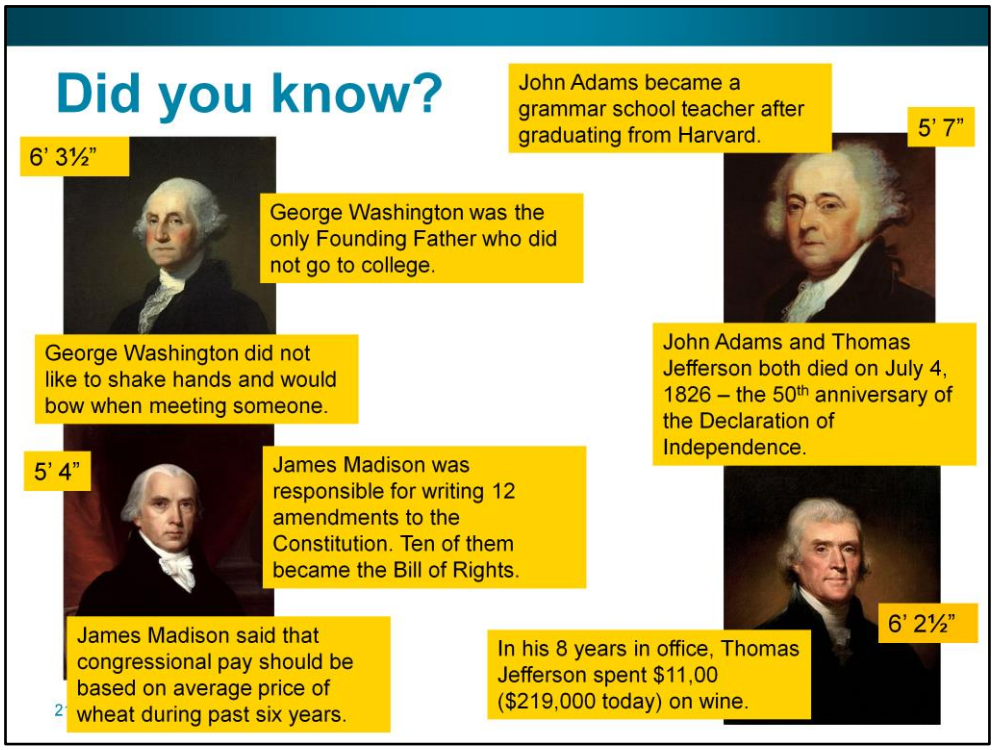

Key Points

This slide includes animations which will appear as you click. There are a total of 11 animations. As students look at the slides of each of these four Founding Fathers, ask them what they think when they hear the term Founding Father. Students may say things such as important men, older men, etc. Ask students if they think these men were tall or short, big or small. Many times students think of these men as "larger than life" characters because of their founding of the government under which all of us live. As you go through the first four clicks, they will see that not all of these Founding Fathers were big men, but they all had big ideas.

The last seven clicks display interesting facts about each of the Founders. The key here is to allow students to see that they were just men – not super men – but men who worked tirelessly to form the Constitution under which we live.

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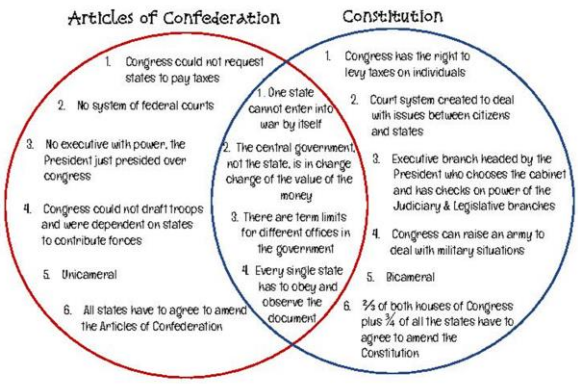
If at first you don't succeed…

In your groups, read the article entitled, "Difference between Articles of Confederation vs Constitution."

Use the Venn Diagram to identify the similarities and differences between the two documents.



Workbook – pp. 11-13

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Key Points

Note: This slide includes a completed Venn Diagram showing the differences and similarities between the Articles of Confederation and the U.S. Constitution. Do not display the graphic until students have completed the reading activity.

While most students are aware of and have a general understanding of the U.S. Constitution, this is not necessarily true of the document which came before it, the Articles of Confederation. Students may encounter an excerpt of a primary source on the test related to the Articles of Confederation. This activity is designed to give students a basic understanding of the Articles of Confederation and why it was not adequate to allow the U.S. to grow and become the power that it is today.

Provide participants with a copy of the article entitled, "Difference between Articles of Confederation vs Constitution. Have participants read through the article and complete the Venn Diagram. Have participants share their results with the rest of the group. Discuss the ways in which the ratification of the Constitution improve the government.

Allot approximately 10 minutes to complete the activity. Let teachers know that they will need to provide more time for students to read the article and complete the activity.

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Key Points

This is a fun activity for students to complete on their own. Provide students with the url and have them complete the questions included in the activity. There are five questions which are very easy to answer. When the questions have been completed, the program will tell them which Founding Father's characteristics matches closely with their own personal characteristics. Have students read the information provided about the Founding Father.

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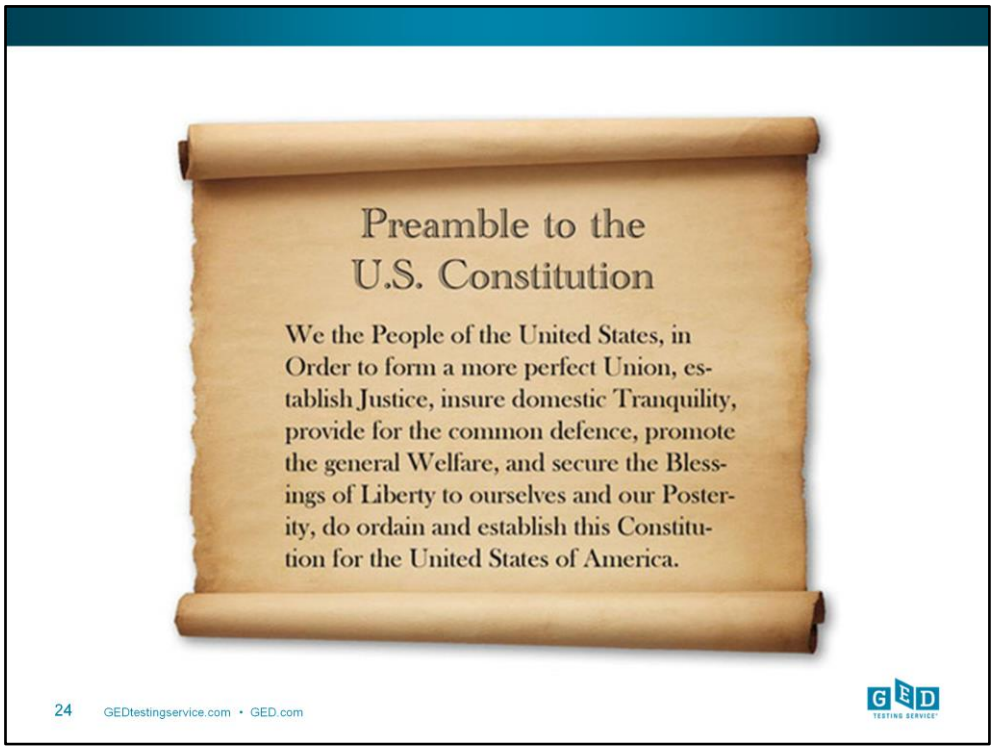

Key Points

This portion of the lesson focuses on the Preamble to the Constitution. Have participants briefly read through the Preamble.

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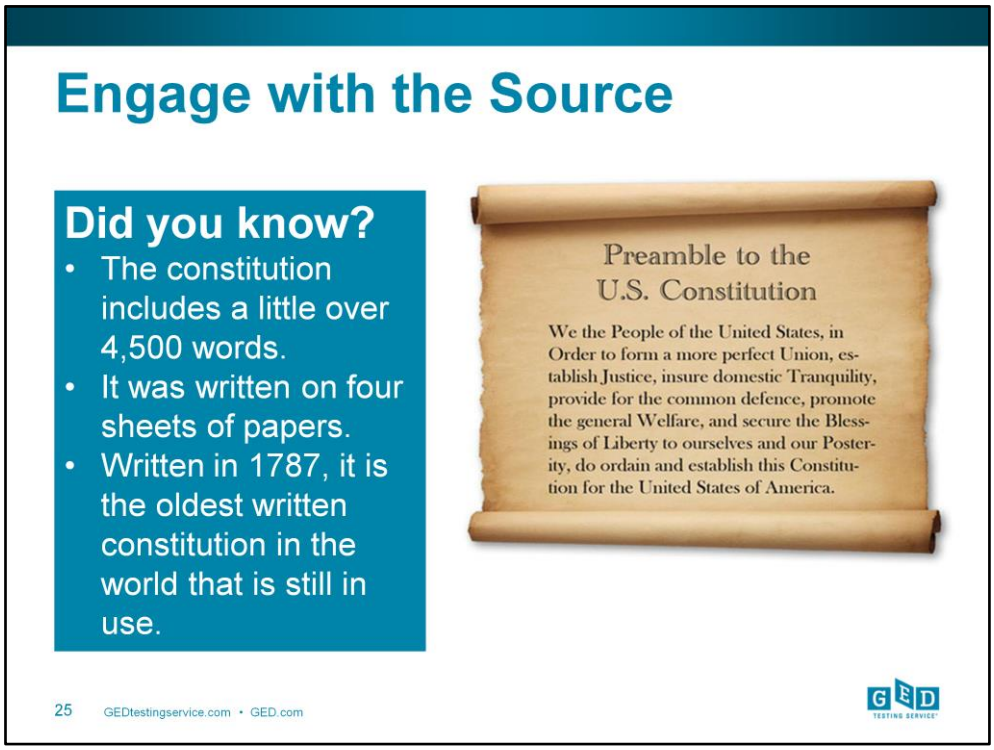

Key Points

Note: *This slide includes animations.*

Explain that the Preamble to the Constitution was developed with three purposes in mind.

- Introduce the Constitution
- Explain what it is meant to do
- Describe the purpose of the new government

Review the "Did you Know?" bullets. Ask students the importance of the third bullet.

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Student Activity - Break it Down

What does each phrase in the Preamble really mean?

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Workbook – p. 14

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Key Points

Note: *This slide includes animations.*

Have participants turn to their copy of the Preamble. Have them underline each phrase in the Preamble and determine what it means. There is ample space on the handout for participants to write their thoughts underneath each phrase. Have participants share their thoughts.

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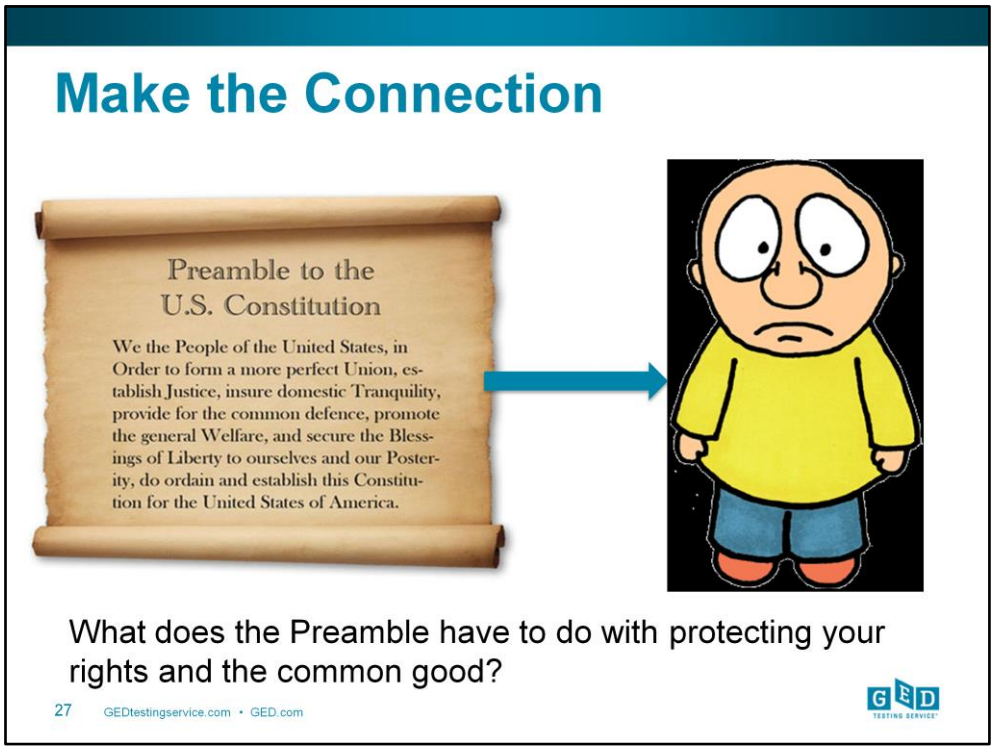

Key Points

It is important that students understand that the Constitution is not just "some old document," but rather that it is a living document that pertains to them and impacts their daily lives.

As a final part of the activity, have participants answer the question under "Make the Connection" section of the slide. Participants need to share their own thoughts about what the Preamble means for them today!

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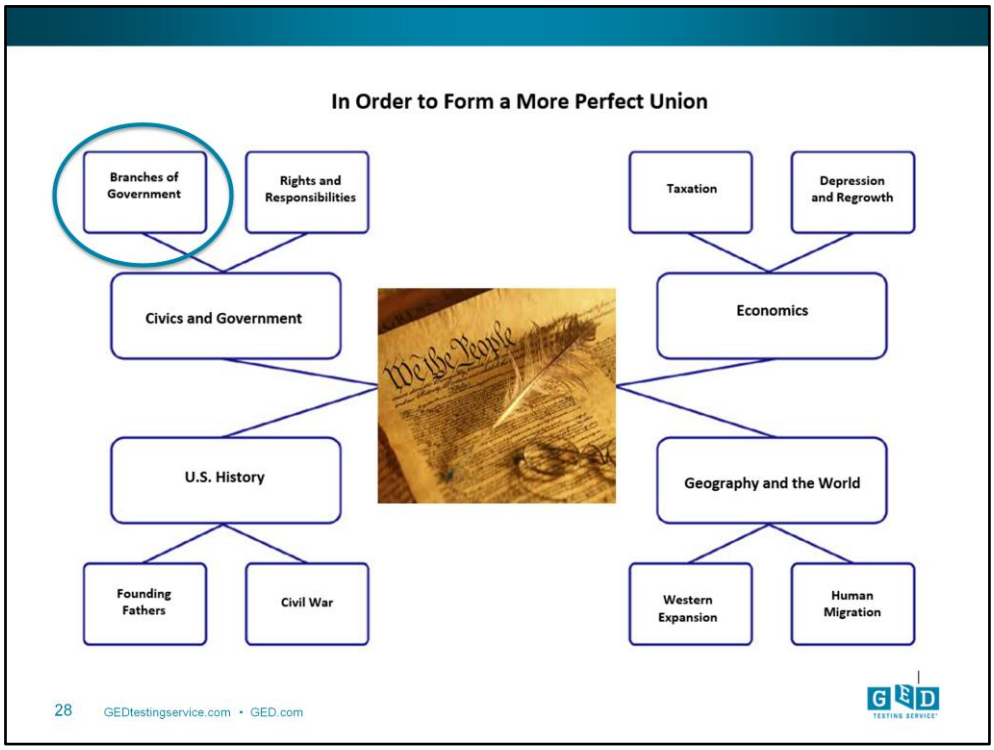

Key Points

Note: *This slide will continue to appear throughout the presentation with the topic of the activities circled.*

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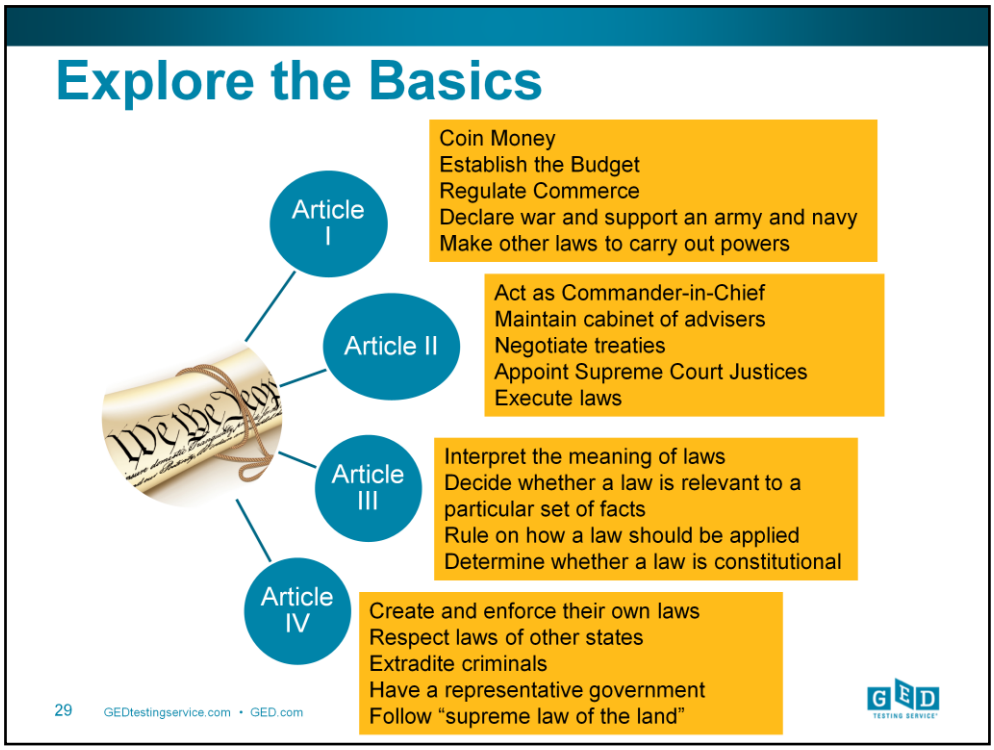

Key Points

Briefly discuss with participants Articles I-IV of the Constitution.

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Key Points

If time permits, explore each of the websites listed on the slide. You will need to register for the iCivics website. It is free, but requires registration which should be done before your training sessions.

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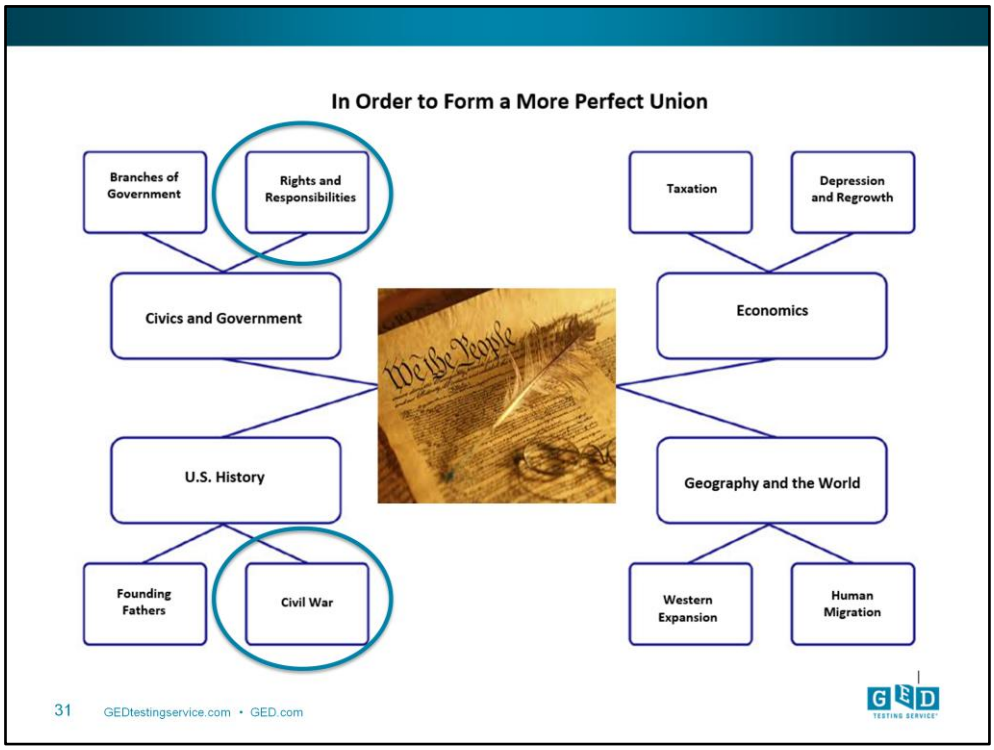

Key Points

This part of the lesson focuses on two areas: rights and responsibilities and the Civil War. This component allows participants to see how changing times and challenges have led to amendments to the Constitution and the rights it provides.

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The Bill of Rights

Workbook – pp. 15-16

A Bill of Rights

as provided in the Ten Original Amendments to

The Constitution of the United States

in force December 15, 1791.

Article I

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.

Article II

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

Article III

No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

Article IV

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Article V

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any Criminal Case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Article VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining Witnesses in his favor, and to have the Assistance of Counsel for his defence.

Article VII

In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.

Article VIII

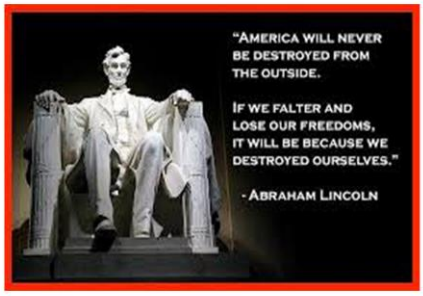
Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Article IX

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Article X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.



Library of Congress
https://www.loc.gov/resource/rbpe.24404400/

Key Points

Discuss the importance of the Bill of Rights. Explain that after the ratification of the U.S. Constitution, many people felt that something was missing. Several states felt that they needed greater protection for individual liberties and limits on the power of the government. James Madison wrote a series of amendments and submitted them to the House and Senate for approval. The House approved 17; the Senate approved 12. Those 12 were sent to the states for approval in August of 1789. Of those 12, 10 were quickly approved (or, ratified). Virginia's legislature became the last to ratify the amendments on December 15, 1791 as the Bill of Rights.

The Bill of Rights is a list of limits on government power. For example, what the Founders saw as the natural right of individuals to speak and worship freely was protected by the First Amendment's prohibitions on Congress from making laws establishing a religion or abridging freedom of speech. For another example, the natural right to be free from unreasonable government intrusion in one's home was safeguarded by the Fourth Amendment's warrant requirements.

Have participants review each of the Amendments and identify what they consider to be the most important protections provided for individuals. Before moving to the next slide, have participants brainstorm a list of responsibilities that they have as citizens to the country that has provided them with the rights they have. List the responsibilities on chart paper.

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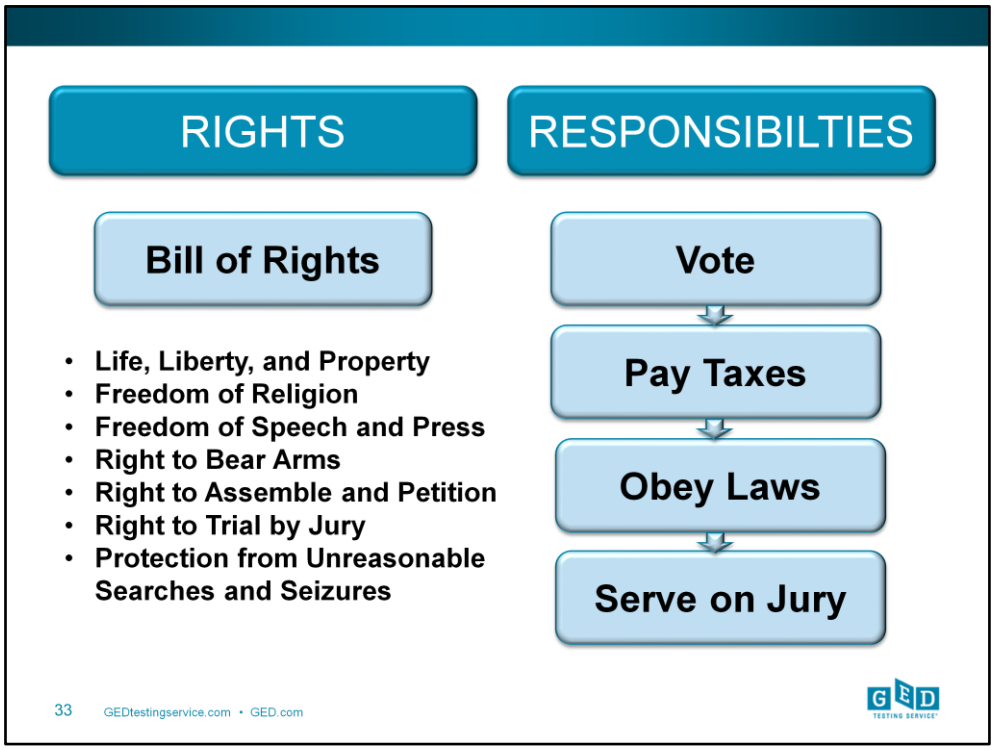

Key Points

Check to see if all of the responsibilities included on the slide were listed by the participants. If one or more is missing, discuss why that responsibility is important.

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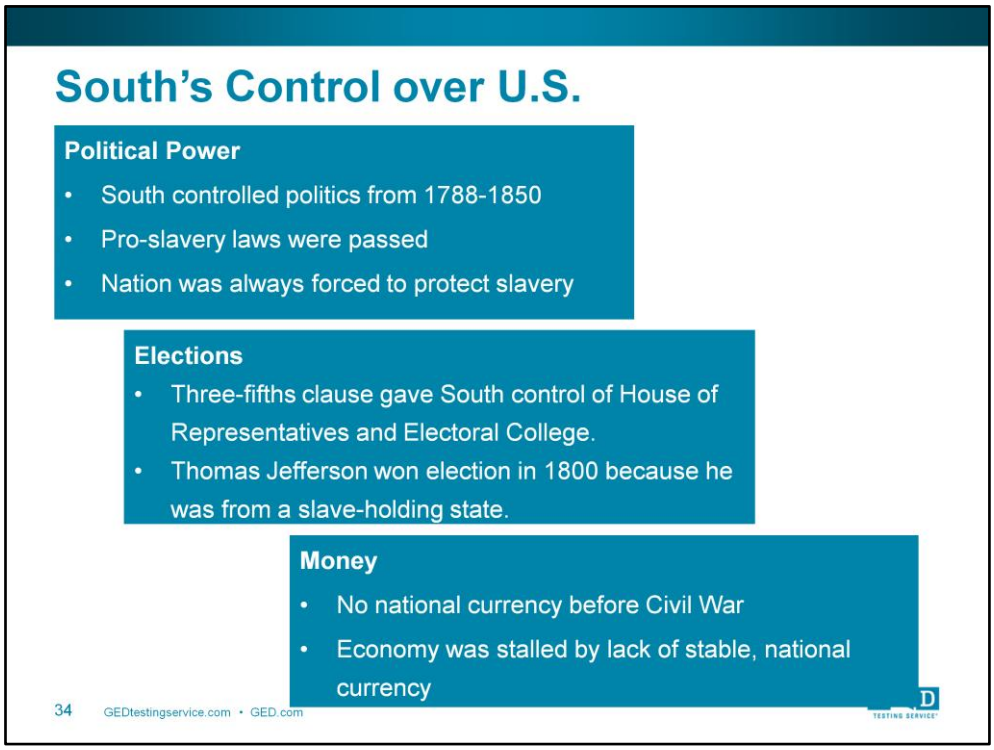

Key Points

Explain that in the years following the ratification of the Constitution, slavery became more and more of an issue. First, there was the belief among many that slavery was immoral and inhumane and had no place in the country. However, it went even further than that. Many people did not realize just how much control the South and slavery had control over the U.S.

First was the South's political power. The South controlled politics from 1788-1850. During that time, the nation was forced to protect slavery because the South held control. Despite the fact that many opposed slavery – pro-slavery laws continued to be passed.

Second, because of the Three-Fifths clause the South held control of the House of Representatives and the Electoral College. In fact, Thomas Jefferson won election in 1800 because he was from a slave-holding state which had more electoral votes than the non-slaving holding state of his opponent, John Adams.

Finally, at that point in history, the U.S. did not have a national currency, so the economy was stalled.

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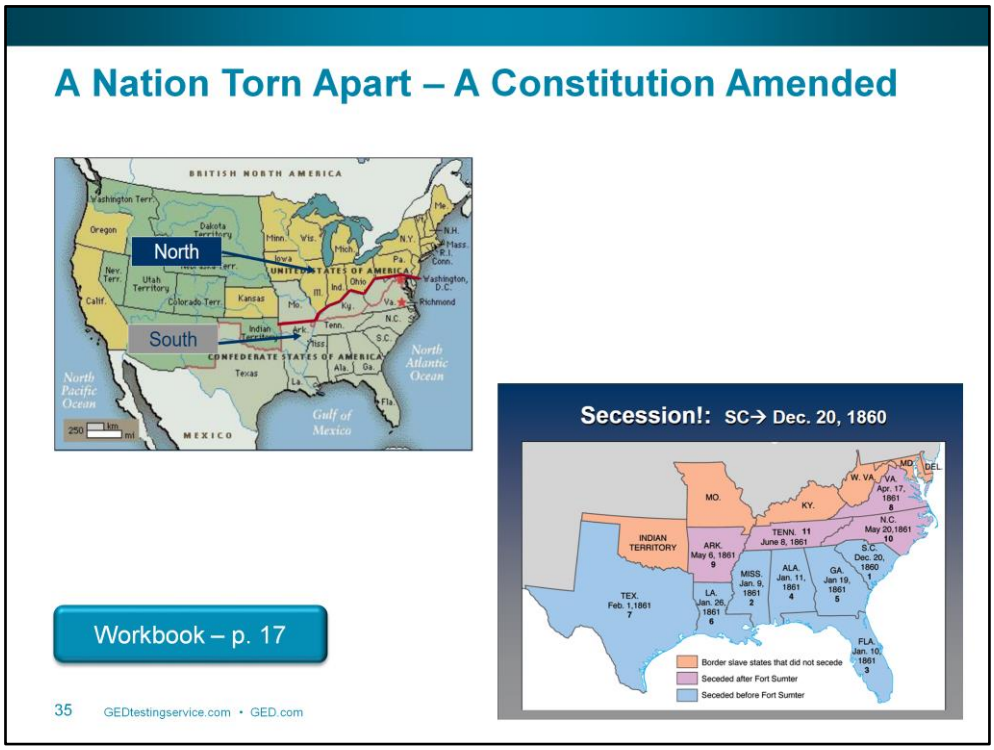

Key Points

Take a look at the map in the upper-left corner. Briefly review those that were slave states versus those that were not. Have participants talk about why they think the South was so intent on remaining slave states. Participants should be able to point out the agricultural basis of the economy in the south and how it depended on slave labor to maintain crops grown in that area of the country. This would also be a good time to discuss the manufacturing base of the North, which did not depend on slavery.

Teachers may want to make note that this is a good time to discuss some basic map skills including the mileage scale in the top map and legend in the lower map.

Have participants take a look at the map in the lower-right corner. Emphasize the importance of students understanding the term “secession” and what that meant to the future of the United States.

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Reconstruction Amendments

The **13th Amendment**, passed by Congress January 31, 1865, and ratified December 6, 1865, states: 1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

14th Amendment, Section 1 guarantees citizenship to any and all persons born or naturalized in U.S. It also guarantees all Americans their constitutional rights and denies states the right to limit those rights through legislation. It also ensures a citizen's "life, liberty, or property" will not be denied without due legal process.

The **15th Amendment**, which was ratified in 1870, contained two sections. Section One stated that "The right of citizens...to vote shall not be denied or abridged...on account of race, color, or previous condition of servitude." Section Two granted the U.S. Congress the power to enforcement through legislation.

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Key Points

You may wish to share the following background information.

Acting under presidential war powers, Lincoln issued the Emancipation Proclamation on January 1, 1863, which proclaimed the freedom of slaves in the ten states that were still in rebellion. However, it did not affect the status of slaves in the border states that had remained loyal to the Union. That December, Lincoln again used his war powers and issued a "Proclamation for Amnesty and Reconstruction," which offered Southern states a chance to peacefully rejoin the Union if they abolished slavery and collected loyalty oaths from 10% of their voting population. Southern states did not readily accept the deal, and the status of slavery remained uncertain. It was up to Congress at that point to move toward amending the Constitution to prohibit slavery. That was finally accomplished in December 1865.

Two more amendments were brought forth as part of Reconstruction. Review the 14th and 15th Amendments with the participants. Explain that with the passage of ratification of these amendments guaranteed citizenship to all persons born or naturalized in the U.S. and guaranteed their ability to vote and become an active participant in democracy was expanded. However, the right to vote was not given at this point to Native Americans or to women.

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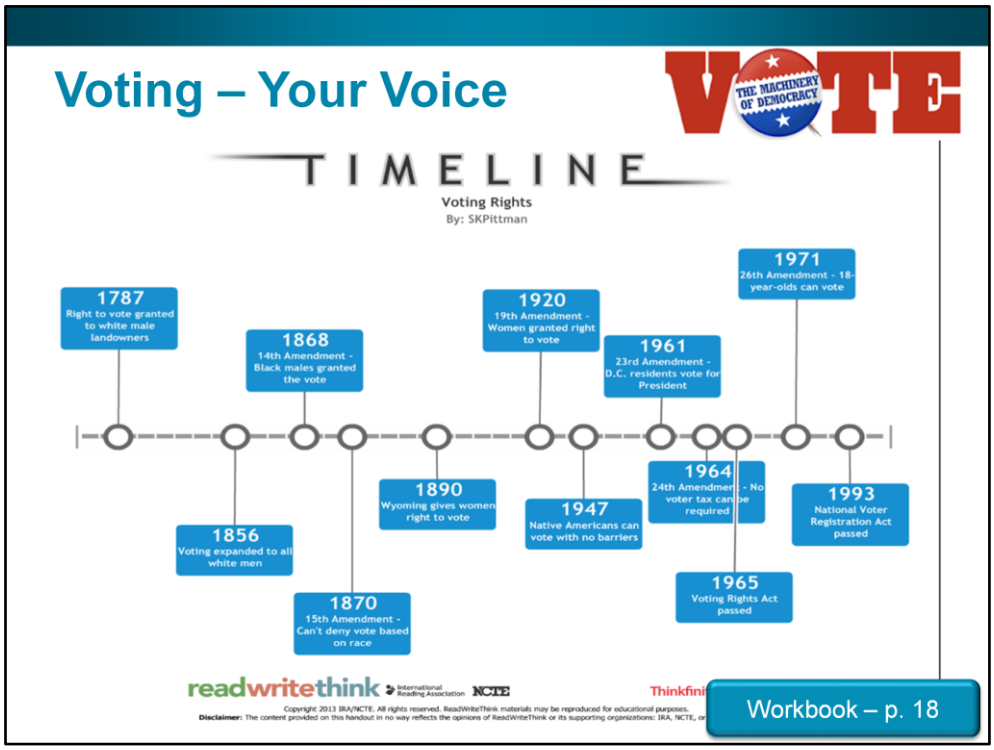

Key Points

Review the changes that happened over the two-hundred period from the establishment of the Constitution to the inclusion of the 26th Amendment. Discuss how voting rights were expanded sometimes through amendments, state legislation, and federal legislation. Discuss how it took six Constitutional Amendments to ensure all citizens were eligible to vote.

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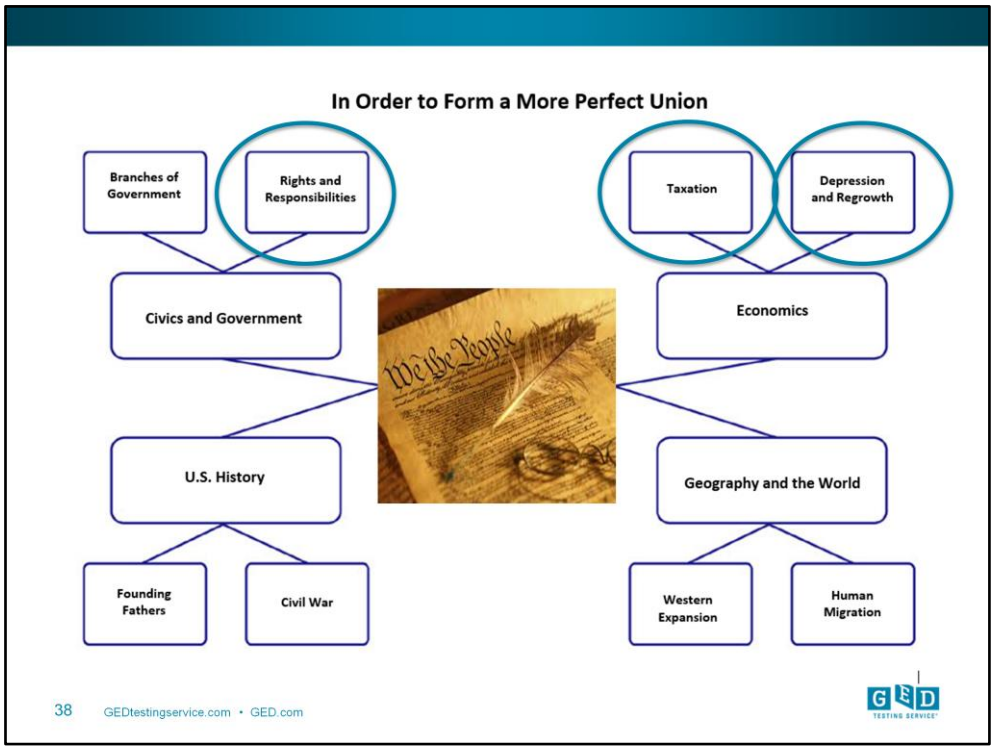

Key Points

This part of the lesson combines three different components: rights and responsibilities, taxation, and the Great Depression. Keep in mind that as participants have worked through the lesson, they have deepened their knowledge of the U.S. Constitution and the civics and government.

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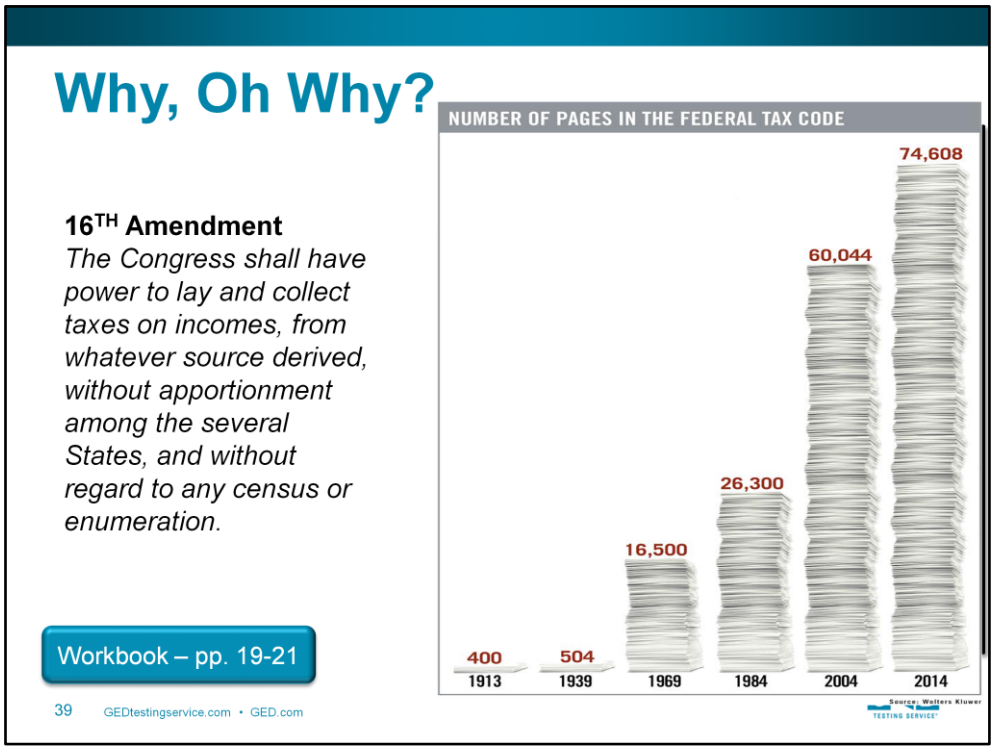

Key Points

Note: *This slide includes animations.*

Every year on April 15, people across the country think, "why, oh why, do I have to give all my money to the government?" Most people know that it is something they have to do, but they don't know that it is the result of the 16th Amendment to the Constitution. The 16th Amendment wasn't the first time that people were expected to pay taxes to the federal government. That actually started with the Revenue Act of 1861 which included taxes on personal income to help pay war expenses. That tax was repealed in 1871. Congress enacted a flat rate Federal income tax in 1894, but he U.S. Supreme Court ruled that it was unconstitutional because it took into account the population of each state. Ratification of the 16th Amendment in 1913 removed the objections of the Supreme Court by allowing the Federal government to tax the income of individuals with regard to the population of each State.

Have participants compare and contrast the 2016 tax form with that of the first tax form from 1913. Discuss the similarities and differences. Reveal the last graphic depicting the pages in the Federal Tax Code. Discuss how the number of pages has grown to its current rate and what may be behind this tremendous growth in the tax code.

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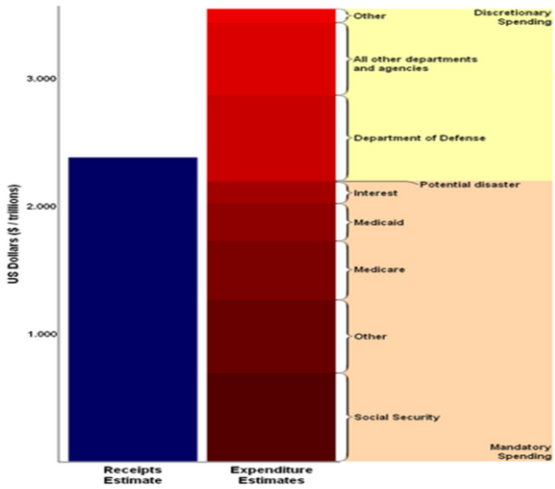
What does this graph from 2010 tell you?



Created by Kelvin Case at English Wikipedia

The total deficit for fiscal year 2010 was $1.293 trillion.

Workbook – p. 23

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Key Points

Provide time for the participants to review the graph and think about its implications. Have participants identify the vocabulary that might be problematic for students, such as receipts, expenditures, and discretionary spending. Have participants estimate the deficit for 2010. Reveal the actual amount.

Have participants discuss what they would recommend be cut if they were in charge of the House Budget Committee.

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Build Economics Vocabulary

Appreciation	Boycott	Capitalism
Credit	Deflation	Depression
Downturn	Federal Reserve	Graduated Tax
Inflation	Investment	Monopoly
New Deal	Per Capita	Profit
Progressive Tax	Recession	Regulation
Stock Market	Tariff	Withholding

41

Key Points

Note: *This slide has two animations. Click to reveal the Tier 2 and Tier 3 vocabulary words.*

Discuss the vocabulary needs of students. Explain that when looking at vocabulary, there are basically three tiers of words that students need as they grow as learners.

Tier 1 – Everyday words, familiar to most students primarily learned through conversation. These are the words that students learned early in their homes and in school. You may be familiar with words from the Fry or Dolch list.

Tier 2 – High-utility academic vocabulary found in many content texts, cross-curricular terms. If you are interested in identifying even more of these words, you may want to download the Academic Word List handout included in the resources for this course. The Academic Word List was developed at the University of New Zealand and represents 500 words that are most commonly found in postsecondary text.

Tier 3 – Domain-specific academic vocabulary. Now, look at this list of words – notice how they are domain-specific, i.e., tied directly to mathematics. Would your students recognize and understand these words? Most adult learners need significant work in building their vocabulary in social studies. The vocabulary words provided are just a few examples of terms that students might encounter in economics.

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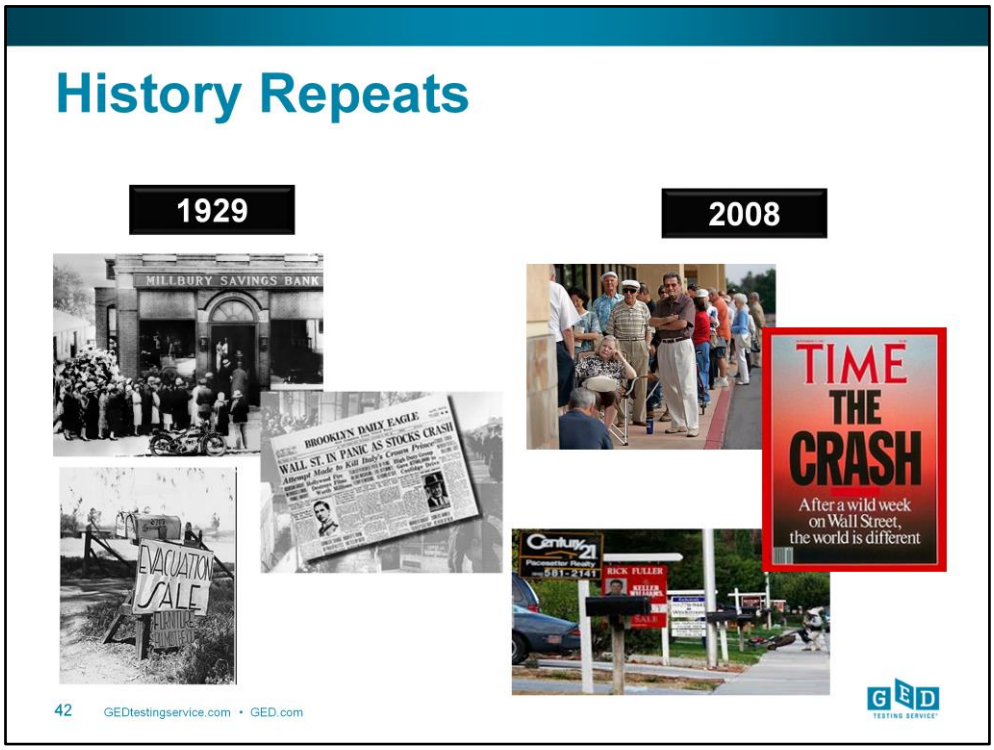

Key Points

Discuss that history does often repeat itself.

Note: *The next slide will provide additional information for you to share with participants about these two events.*

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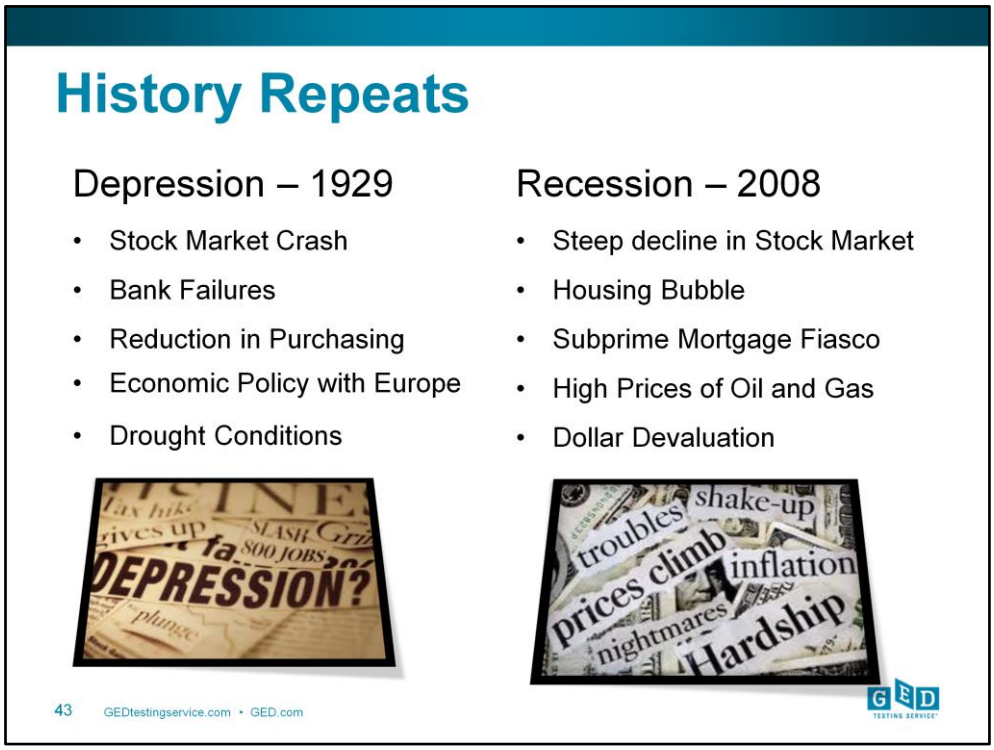

Key Points

Explain that it is often much easier to help students understand certain concepts in Economics if they are able to connect the past with the present. Many students in adult education programs have been impacted by the Recession of 2008. They may have lost a job, seen their wages cut, or maybe watched as family members lost their homes. Have students discuss the impact of the recession in their own towns and communities. Take a few minutes to discuss some of the reasons for the recession as listed in the bullets on the slide. Link back to what happened in the late 1920s and 1930s. Have students compare the causes of the Recession of 2008 and the Depression of 1929. Students should note that both involved problems within the Stock Market and banks failed because of the housing bubble and subprime mortgages.

Depression - a sustained, long-term downturn in economic activity in one or more economies.

- Considered, by some economists, a rare and extreme form of recession
- Characterized by abnormally large increases in unemployment, falls in the availability of credit and large number of bankruptcies
- Price deflation, financial crises and bank failures are also common elements

Recession - a business cycle contraction, a general slowdown in economic activity.

- During recessions, many macroeconomic indicators vary in a similar way.
- Production, employment, investment spending, capacity utilization, household incomes and business profits all fall.
- Bankruptcies and the unemployment rate rise.

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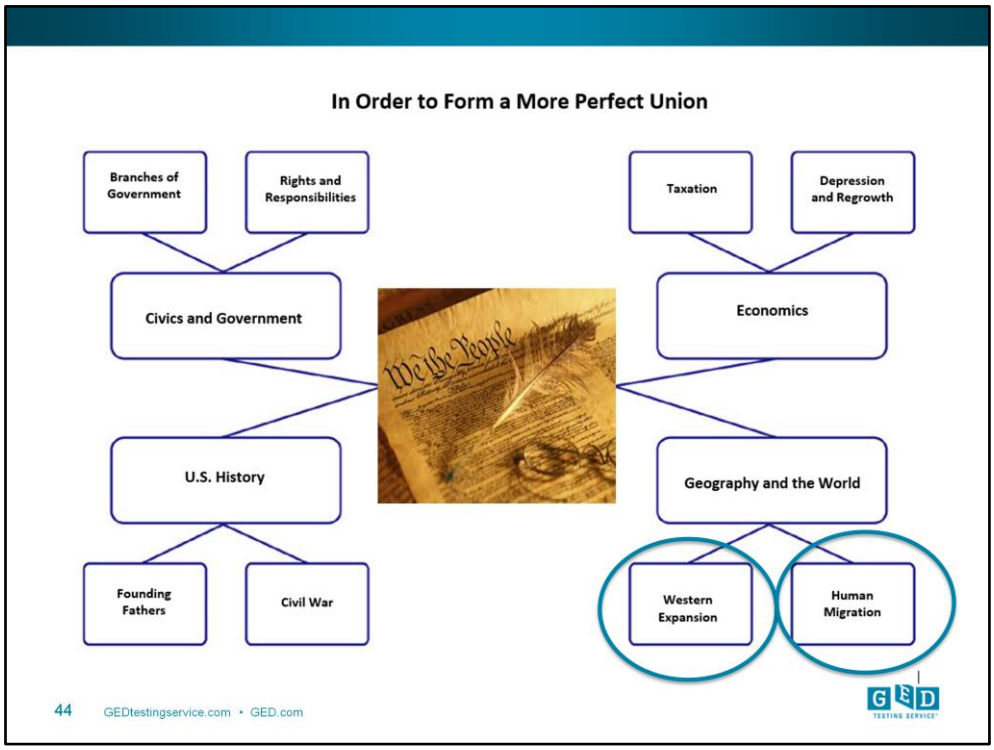

Key Points

This part of the lesson looks at the expansion of the U.S. from the 13 colonies on the east coast across the continent to the Pacific coast. In addition, these activities look at who migrated and their origins. The emphasis here is on the vastness of the U.S. and diversity of those who settled across the land.

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Key Points

Have participants take note of the different features included in this map, including the two legends.

1) Statehood Ears – when different states were added to the Union
2) Key routes of exploration and settlement

Have participant discuss the challenges each of the different routes took across the continent. Explain that participants can use this as an opportunity to see what their students may know about the physical features of the United States, such as the Mississippi River, the Appalachian Mountains, the Great Plains, and Rocky Mountains, etc. Have participants determine which of the routes they would have taken to cross the continent. Also, have participants discuss the types of hardships they may have encountered based on the route selected as well as the time period.

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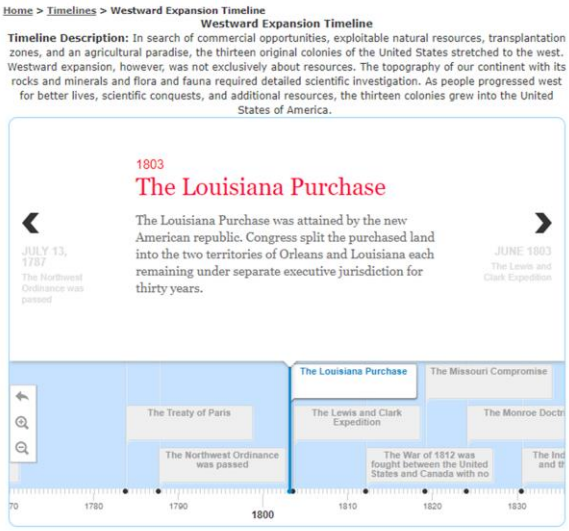
Interactive Timeline



http://www.softschools.com/timelines/westward_expansion_timeline/238/

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Key Points

Explain that participants can access the SoftSchool.com interactive timeline to explore different aspects of westward expansion. This timeline can provide students with an opportunity to learn more about specific things that occurred throughout the history of the country and why certain decision, such as the Louisiana Purchase or the Lewis and Clark Expedition, were made.

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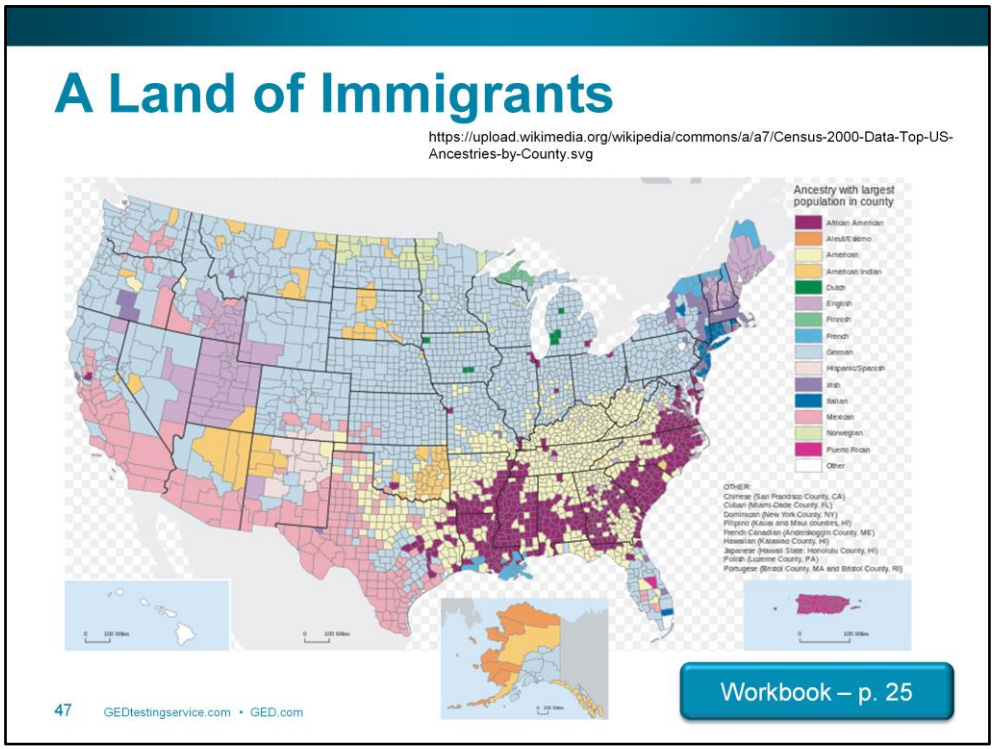

Key Points

Explain that maps can be used a great teaching tool to help students better understand human migration. This map based on information from the 2010 Census Data shows the ancestry of people across the U.S. Many students today think of immigrants as those who come from Mexico, Cuba, or Middle-East countries such as Syria or Iraq. However, this map reveals the numerous groups of immigrants who have settled across the country.

If time permits, have students use the maps on the following slides to identify different countries from which these people migrated. The maps are included in the resource guide. This will provide students with a look at different parts of the world and give them a perspective on the where the U.S. is located in relation to other parts of the world.

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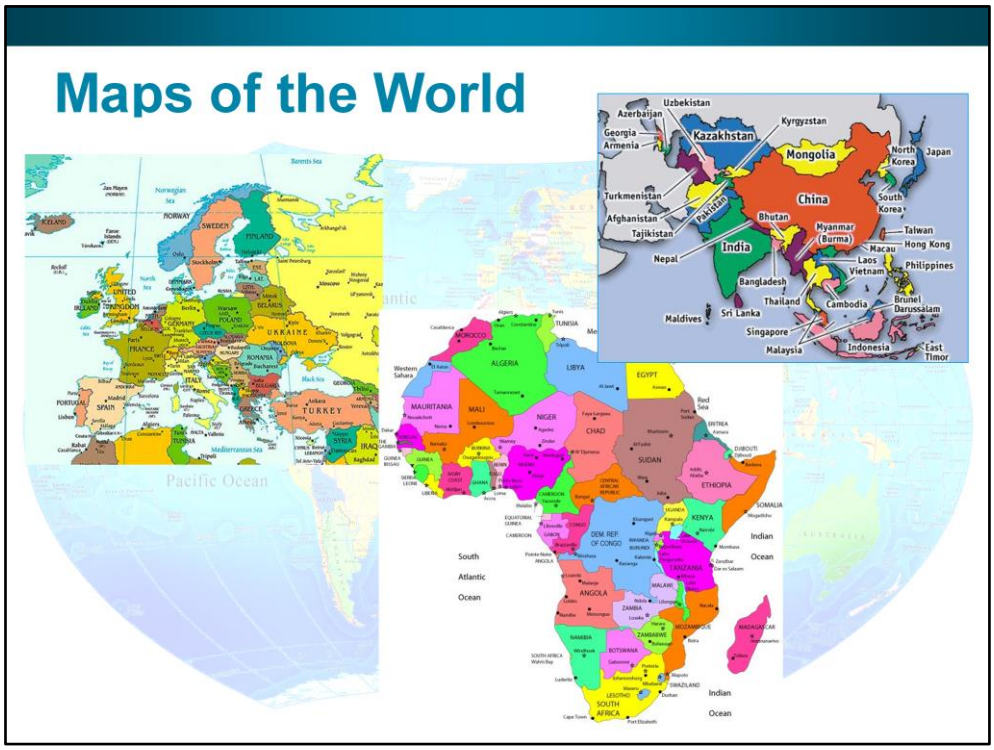

Key Points

Note: *This slide includes animations.*

This slide includes multiple maps from around the world and can be used in conjunction with the previous slide. This slide can provide students with a view of the world and the U.S. place geographically within that world.

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Connect to the GED® Social Studies Test

Sample Questions

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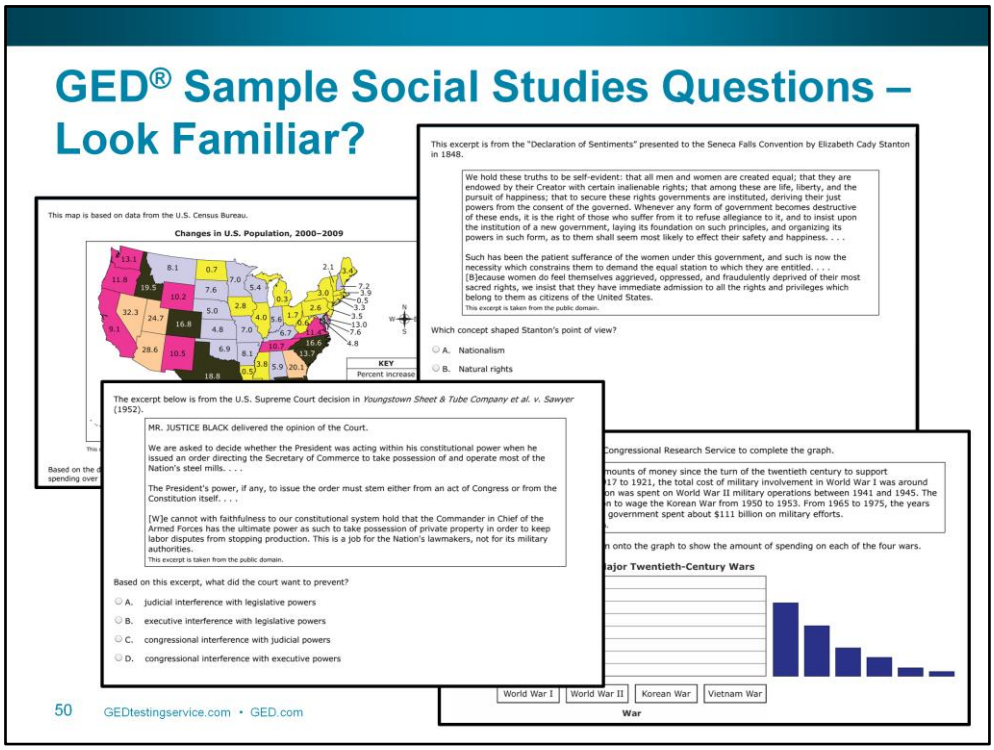

Key Points

Note: *This slide includes animations.*

Take a few minutes and review with participants the different types of questions pulled from the Item Sampler. Emphasize the need for students to be able to work with graphs and maps, as well as primary sources. Explain that within this workshop, they have explored issues that relate directly to these types of questions.

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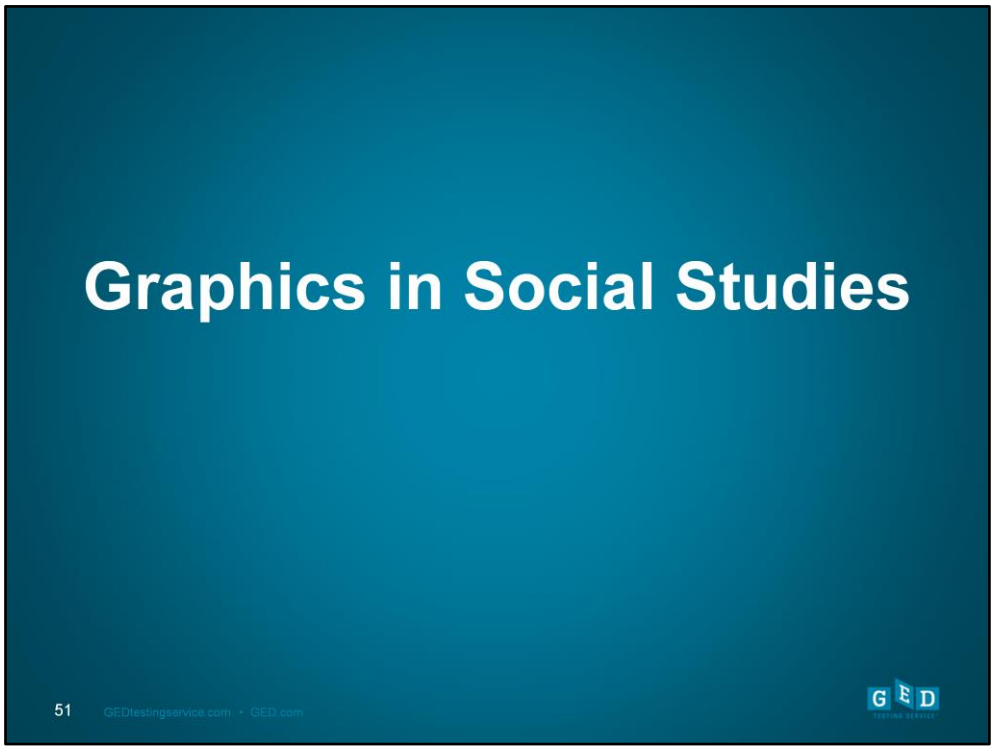

Key Points

Discuss the importance of including a variety of graphics when working not only with social studies, but other content areas as well.

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Visual literacy: The ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words. Visually literate people can read, interpret the purpose and intended meaning, and evaluate the form, structure and features of the text. They can also use picture and word images in a creative and appropriate way to express meaning…

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Key Points

Review the definition of visual literacy. Have participants think about the many times that they are provided information through visual images, rather than words. Emphasize the importance of having students work on these skills in a social studies content.

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Making Inferences Defined

"Inferring—making inferences—is often described as making a logical guess or 'reading between the lines.' Making an inference is a lot like the chemical process of forming a chemical compound—when two elements combine and form a new substance. Readers make inferences when they are able to take their own experiences and combine them with information they gather from what they read. The result is that they create new meaning or draw a conclusion that isn't explicitly stated in the reading." (Zweirs, 2005).

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Key Points

When working with visual images, students are often called on to make inferences. Making inferences is one of the most challenging of skills for students whether they are reading text or interpreting visual images. So, what exactly is an inference? Review definition on the slide.

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Strategy for Making Inferences

- **Step 1:** Gather clues and read "between the lines."
- **Step 2:** Reach conclusions based on **evidence** and **reasoning** (Ask: Does it make sense?)

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Key Points

Making inferences requires that students gather clues and read between the lines and then reach conclusions based on evidence and reasoning.

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Teach Inferences from Simple to Complex

Inference = Finding the Clues

From **Simple** to →					**Complex**
Pictures/ Advertis-ments	Comics	Sentences	Short paragraphs	Longer, more intricate passages – fiction/ mysteries	Longer, more intricate passages - nonfiction

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Key Points

When teaching inference skills, start with simple documents before you move on the longer, more intricate sources texts found on the GED® test. Let's look at some strategies.

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Asking Questions of Photographs

Prompts	Answers
What do I see? (What do I observe? What else?)	
What does it remind me of? (Another image? A personal experience?)	
What is the artist's purpose? (To Analyze? Persuade? Express? Document? Entertain?)	
So what? (Why does it matter? What is the significance?)	

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Workbook – p. 26

Key Points

Photographs are everywhere. When looking at a photograph, you naturally make inferences. One graphic organizer which is easy to use in the classroom provides students with prompts to answer. Let's see how it works.

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Using Photographs

- What do you observe in this picture?
- What does it remind you of?
- What is the photographer's purpose?
- What inferences can you make based on what you see in this picture?

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Key Points

Start with photos from everyday life and ask inference questions.

- What do I see? (What do you observe? What else?)
- What does it remind me of? (Another image? A personal experience?)
- What is the artist's purpose? (To Analyze? Persuade? Express? Document? Entertain?)
- So what? (why does it matter? What is the significance?)

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Using Photographs

- What do you observe in this picture?
- What does it remind you of?
- What is the photographer's purpose?
- What inferences can you make based on what you see in this picture?

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Key Points

Include a historical photograph from which to make inferences and ask similar questions plus include historic perspective.

- What do I see? (What do you observe? What else?)
- What does it remind me of? (Another image? A personal experience?)
- What is the artist's purpose? (To Analyze? Persuade? Express? Document? Entertain?)
- So what? (why does it matter? What is the significance?)

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Key Points

Have participants answer the following questions:

- What do you see?
- What does the advertisement want the consumer to believe?
- How do you know?

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Teaching Inference with Comics

1. What do you see?
2. What does the Jeremy mean about "human suffering" in the world?
3. What is the irony presented in this comic?

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Key Points

Have participants look at the cartoon and answer the questions.

1. What do you see?
2. What does Jeremy mean when he says "human suffering" in the world?
3. What is the irony presented in the comic?

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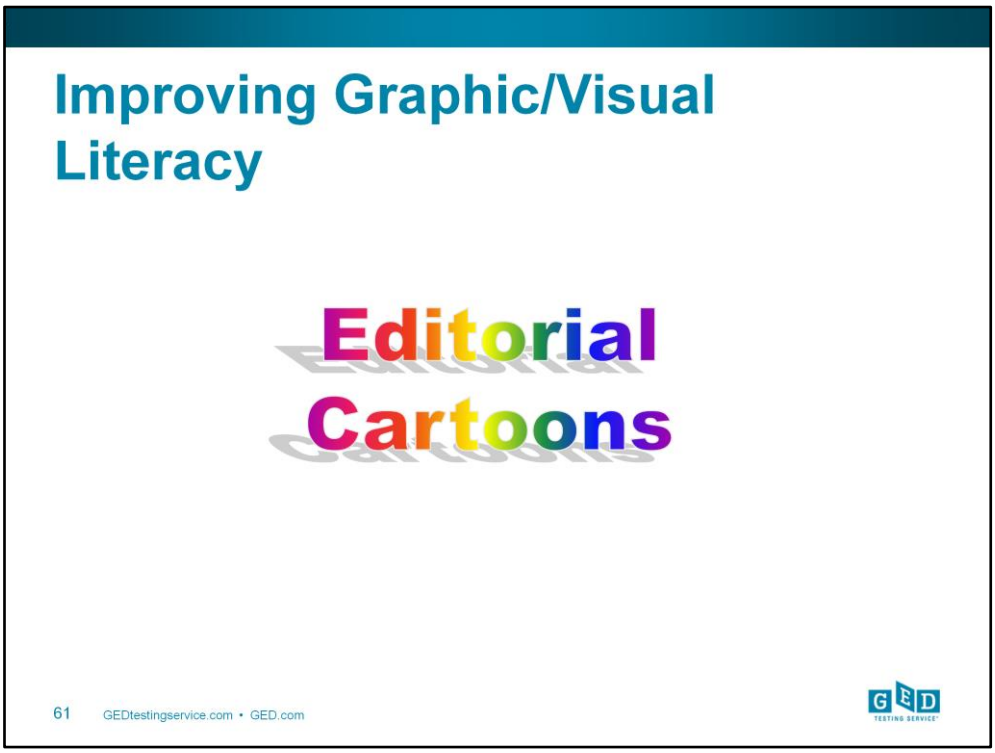

Key Points

One of the most challenging visual images for students to interpret is an editorial cartoon. Students lack the context of the times, often have little knowledge about events that happened in years past, and may even lack an understanding of the basic symbols included in cartoons. Explain that the following slides provide information that can help students improve their skills working with political cartoons.

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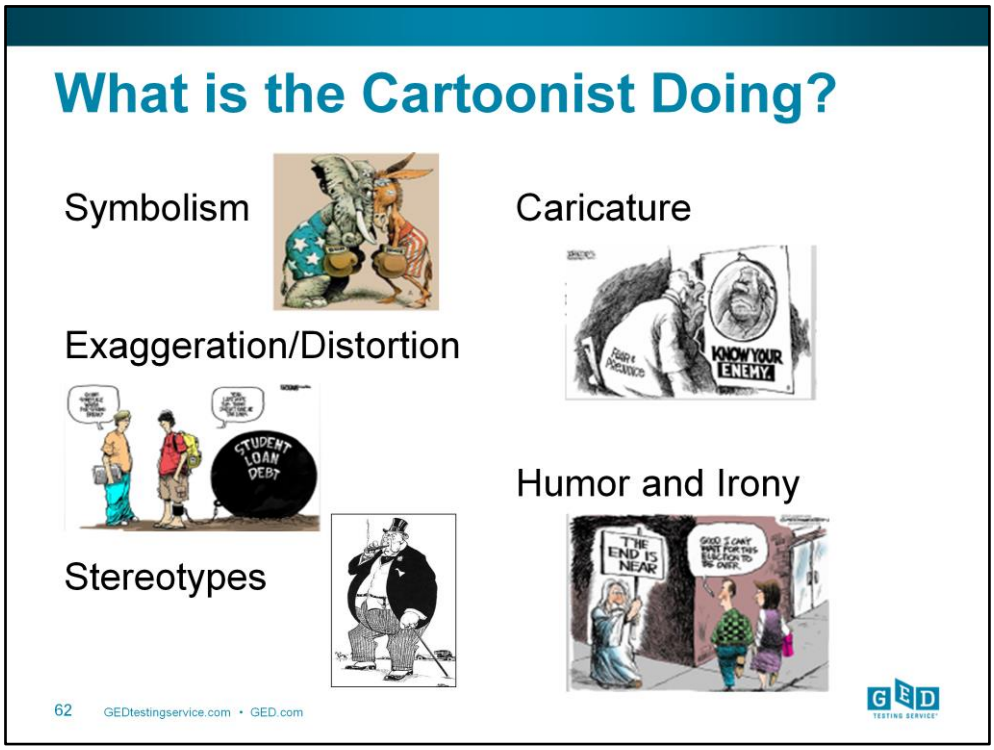

Key Points

Review each of the elements that cartoonist use to convey meaning.

Symbolism - Cartoonists use simple objects, or **symbols**, to stand for larger concepts or ideas. After you identify the symbols in a cartoon, think about what the cartoonist intends each symbol to stand for.

Exaggeration - Sometimes cartoonists overdo, or **exaggerate**, the physical characteristics of people or things in order to make a point. When you study a cartoon, look for any characteristics that seem overdone or overblown. (Facial characteristics and clothing are some of the most commonly exaggerated characteristics.) Then, try to decide what point the cartoonist was trying to make through exaggeration.

Labeling - Cartoonists often **label** objects or people to make it clear exactly what they stand for. Watch out for the different labels that appear in a cartoon, and ask yourself why the cartoonist chose to label that particular person or object.

Analogy - An **analogy** is a comparison between two unlike things that share some characteristics. By comparing a complex issue or situation with a more familiar one, cartoonists can help their readers see it in a different light. After you've studied a cartoon for a while, try to decide what the cartoon's main analogy is. What two situations does the cartoon compare? **Irony** is the difference between the ways things

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are and the way things should be, or the way things are expected to be. Cartoonists often use irony to express their opinion on an issue. When you look at a cartoon, see if you can find any irony in the situation the cartoon depicts. If you can, think about what point the irony might be intended to emphasize.

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Teaching Inference through Editorial Cartoons

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Key Points

Editorial cartoons require higher-order thinking skills and definitely the skills of inference. You may wish to use the editorial cartoon of the day to help students interpret the different symbols in cartoons, as well as learn more about the historic times in which the cartoons were created.

Share with participants the editorial cartoon analysis graphic organizer in the workbook. Have participants infer the meaning of both cartoons.

- What is the event or issue that inspired the cartoon?
- Are there any real people in the cartoon? Who is portrayed in the cartoon?
- Are there symbols in the cartoon? What are they and what do they represent?
- What is the cartoonist's opinion about the topic portrayed in the cartoon?
- Do I agree or disagree with the cartoonist's opinion? Why?

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What Does it Mean?

1. What is the event or issue that inspired the cartoon?
2. Are there any real people in the cartoon? Who is portrayed in the cartoon?
3. Are there symbols in the cartoon? What are they and what do they represent?
4. What is the cartoonist's opinion about the topic portrayed in the cartoon?
5. Do you agree or disagree with the cartoonist's opinion? Why?

"That reminds me, did you file our tax return?"

Wife's comment while watching television show showing man in jail.
from the Caroline and Erwin Swann Collection of Caricature & Cartoon (Library of Congress)
Reproduction number: LC-USZ62-84088

Workbook – p. 27

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Key Points

Explore the cartoon with participants. Have participants answer the questions and determine what they believe the cartoonist was trying to tell them based on this political cartoon. Ask participants if they can relate this cartoon back to one of the amendments to the Constitution that they have previously reviewed.

This connects to the 16th Amendment which established the Federal Income Tax.

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What Does It Mean?

1. What is the event or issue that inspired the cartoon?
2. Are there any real people in the cartoon? Who is portrayed in the cartoon?
3. Are there symbols in the cartoon? What are they and what do they represent?
4. What is the cartoonist's opinion about the topic portrayed in the cartoon?
5. Do you agree or disagree with the cartoonist's opinion? Why?

Workbook – p. 28

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Key Points

This cartoon reveals the enormous issues facing the country as President Hoover left office. Have students determine what the cartoonist is inferring in this political cartoon.

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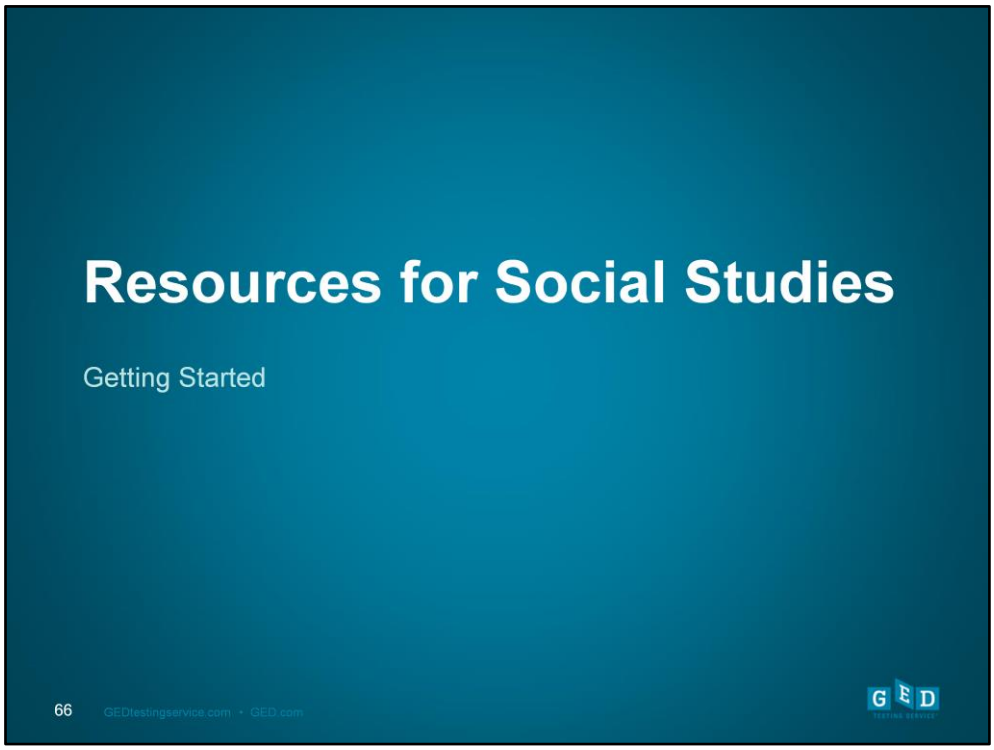

Key Points

Let's look at a couple more great resources for you to use in your classroom for teaching some of the big ideas of social studies.

Note: *Time and internet access permitting, demo for participants some of the features/highlights of the following websites. Being able to "see" the website live is a great motivator for participants to later visit and explore these sites.*

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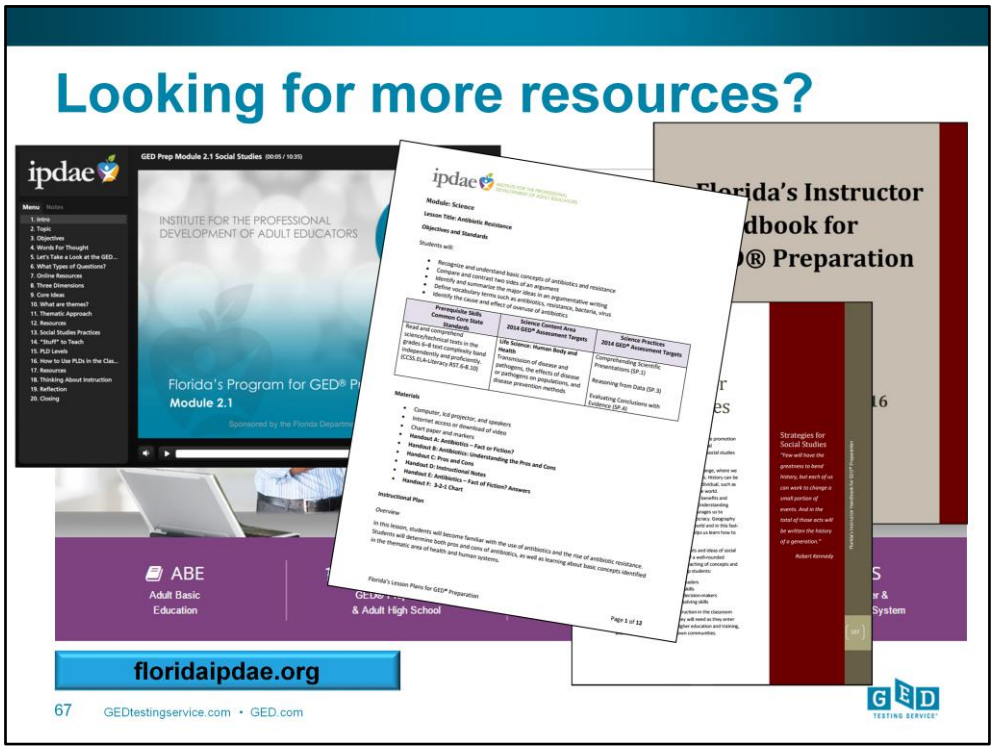

Key Points

Access Florida IPDAE site for the different types of materials.

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Teaching History

Primary Source Set

http://teachinghistory.org/best-practices/using-primary-sources/24490

50 Core Documents

http://teachingamericanhistory.org/50docs/

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Key Points

This site from the National History Education Clearinghouse provides primary sources, as well as sets of primary documents. The lesson plans are great resources for the classroom.

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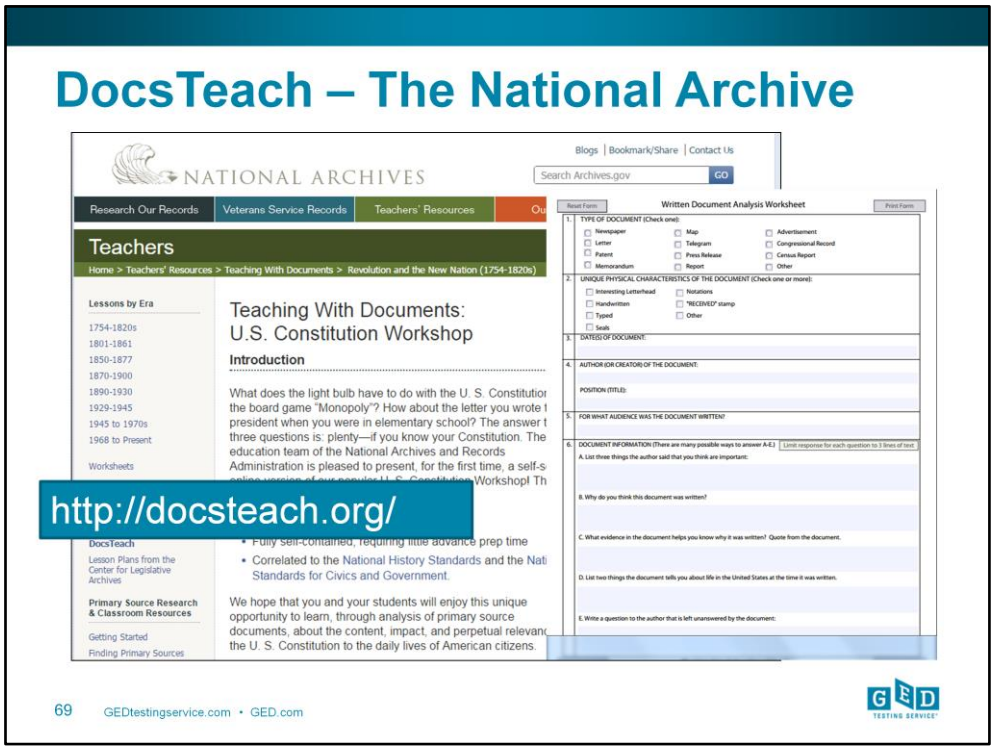

Key Points

From the National Archives come numerous resources for teaching with documents. DocsTeach is a great site to explore and provides another document analysis process.

Note: *You may wish to provide a few highlights of this document analysis process as it has many similarities to those discussed in this workshop.*

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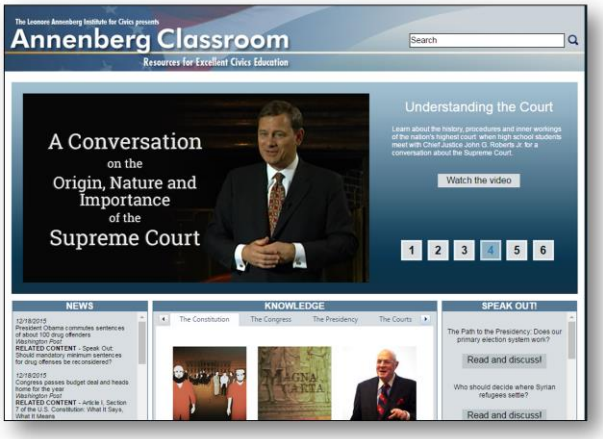
Annenberg Classroom – Resources for Excellent Civics Education

http://www.annenbergclassroom.org/



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Key Points

Discuss the Annenberg Classroom resources. The Annenberg Foundation provides professional, high-quality resources for all levels.

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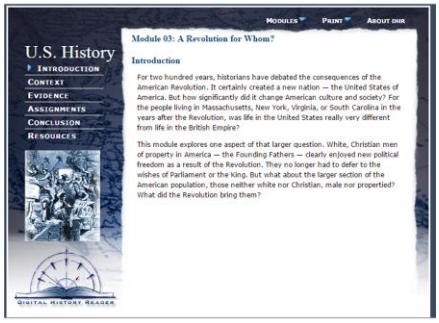
Digital History Reader

http://www.dhr.history.vt.edu/modules/us/index.html



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Key Points

Digital History Reader provides modules regarding U.S. history, as well as source texts, assignments, activities, and more.

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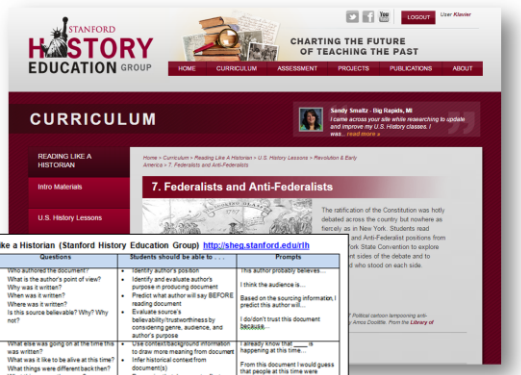
Sample Lesson Plans and Organizers

Reading Like a Historian

http://sheg.stanford.edu/rlh



Reading Like a Historian (Stanford History Education Group) http://sheg.stanford.edu/rlh

Historical Reading Skills	Questions	Students should be able to : . . .	Prompts
Sourcing (before reading document)	• Who authored the document? • What is the author's point of view? • Why was it written? • When was it written? • Where was it written? • Is this source believable? Why? Why not?	• Identify author's position • Identify and evaluate author's purpose in producing document • Predict what author will say BEFORE reading document • Evaluate source's believability/trustworthiness by considering genre, audience, and author's purpose	This author probably believes… I think the audience is… Based on the sourcing information, I predict this author will… I do/don't trust this document because…
Contextualization	• What else was going on at the time this was written? • What was it like to be alive at this time? • What things were different back then? What things were the same?	• Use context/background information to draw more meaning from document • Infer historical context from document(s) • Recognize that document reflects one moment in changing past • Understand that words must be understood in a larger context	I already know that _____ is happening at this time… From this document I would guess that people at this time were feeling… This document might not give me the whole picture because …
Close Reading	• What claims does the author make? • What evidence does the author use to support those claims? • What words or phrases does the author use to convince me that he/she is right? • What information does the author leave out? • How does this document make me feel?	• Identify author's claims about event • Evaluate evidence/reasoning author uses to support claims • Evaluate author's word choice; understand that language is used deliberately	I think the author chose these words because they make me feel… The author is trying to convince me… (by using/saying…)
Corroboration	• What do other pieces of evidence say? • Am I finding different versions of the story? Why or why not? • What pieces of evidence are most believable?	• Establish what is true by comparing documents to each other • Recognize disparities between two accounts	This author agrees/ disagrees with… This document was written earlier/later than the other, so…

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Key Points

Share with participants that the *Reading Like a Historian* graphic organizer developed by the Stanford History Education Group is an excellent resource for the classroom. Also on the website are lesson plans that integrate this great reading strategy.

Note: *You may wish to access this website and show participants the resources. An actual demo of web resources provides a great incentive for participants to "check them out" after the training.*

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One More Great Site!

Roy Rosenzweig Center for History and News Media

http://chnm.gmu.edu/teaching-and-learning/

Live Binders

http://www.livebinders.com/play/play/573792

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Key Points

These sites provide a compilation of software and websites on teaching history.

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Key Points

Provide a short summary of what the workshop has accomplished.

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