



Less Time and Not Tested:

Keeping Social Studies Alive in My Elementary Classroom

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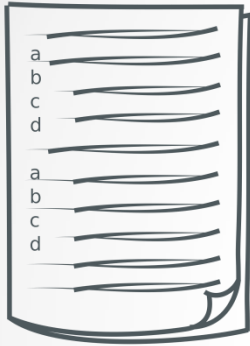
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<http://www.havefunwithhistory.com/movies/plymouthRock.html>

*A romantic and rose colored
view of history...*

The Traditional Way



Vocabulary Word Cluster	
Word	Illustration
Part of Speech	
Synonyms	
Sentence	
Word	Illustration
Part of Speech	
Synonyms	
Sentence	
Word	Illustration
Part of Speech	
Synonyms	
Sentence	

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Timeline	
Topic	

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Notes

Vocabulary lists

Dates

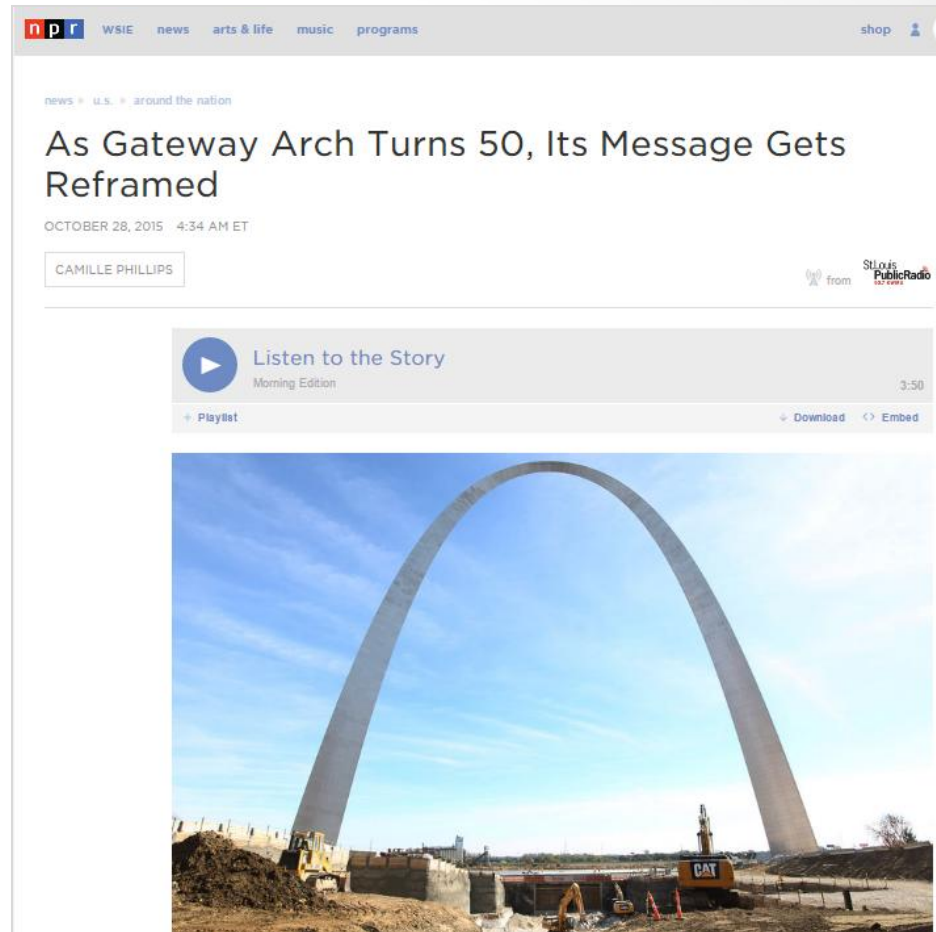
Historical figures

Holiday focus

**The way we view
the teaching of
history is
changing.**

**“When the museum
reopens in 2017,
it may be known
simply as the Arch
Museum instead of
the Museum of
Westward
Expansion.”**

Phillips, Camille. “As Gateway Arch Turns 50, Its Message Gets Reframed.”
NPR. October 28, 2015.
<http://www.npr.org/2015/10/28/452299164/as-gateway-arch-turns-50-its-message-gets-reframed>



National Council for the Social Studies

One of the most important conclusions one can draw from the available research on **early learning in social studies is the critical importance of the elementary years** in laying the foundation for later and increasingly mature understanding. There is reason to believe that teachers who miss these crucial opportunities to build interest, to introduce concepts from history and the social sciences, and **to develop social perspectives and civic understanding** may make it more difficult for citizens of the 21st century to cope with their future.

If the young people of this nation are to become effective participants in a democratic society, then social studies must be an essential part of the curriculum in the early childhood/elementary years. **In a world that demands independent and cooperative problem solving to address complex social, economic, ethical, and personal concerns**, the social studies are as basic for survival as reading, writing, and computing. **Knowledge, skills, and attitudes necessary for informed and thoughtful participation in society** require a systematically developed program focused on concepts from history and the social sciences.

**So, how do I teach
Social Studies during two
30-minute time periods
each week?**

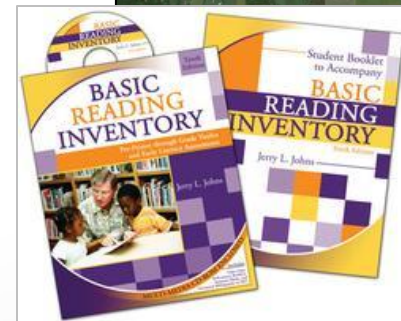
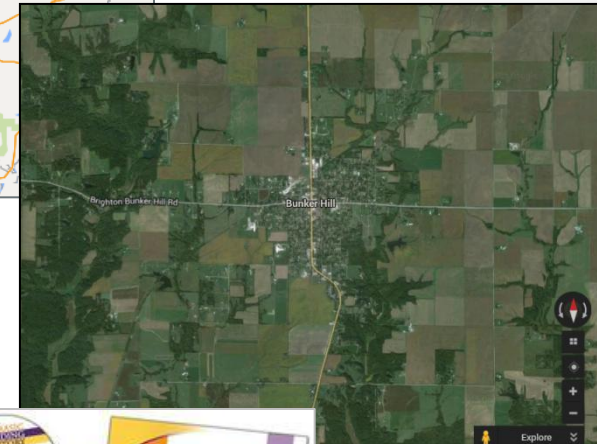
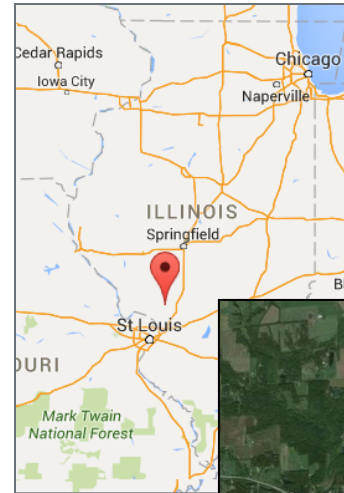


Wolf Ridge

Elementary and Junior High

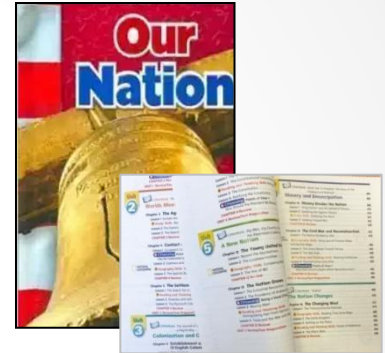


- ✧ Population: 1,774 (2014)
94% Caucasian, 3% African-American,
.4% Hispanic
- ✧ Poor, rural,
farming community
- ✧ Lack technology in school
- ✧ 65 % of students reading
below grade level
-struggling to think deeply

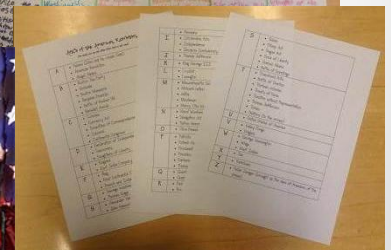
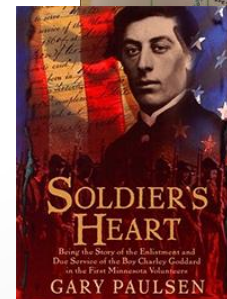
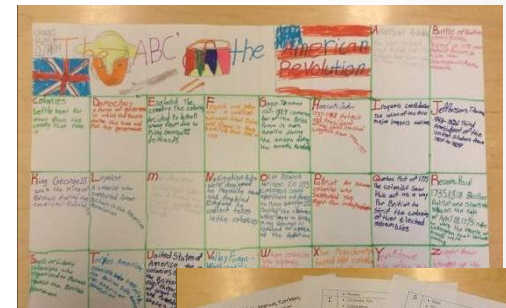


How do I teach Social Studies?

Be selective



Create connections beyond the Social Studies class



Community Building

One of the most sincere forms of respect is actually listening to what another has to say.

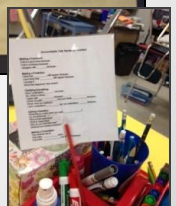
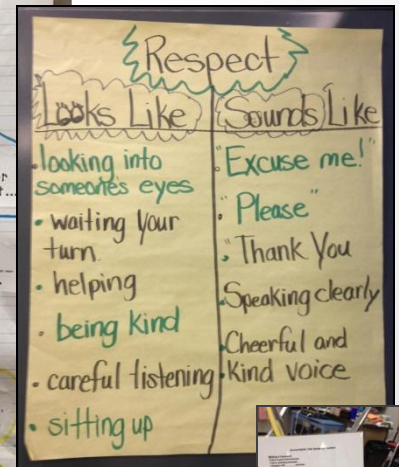
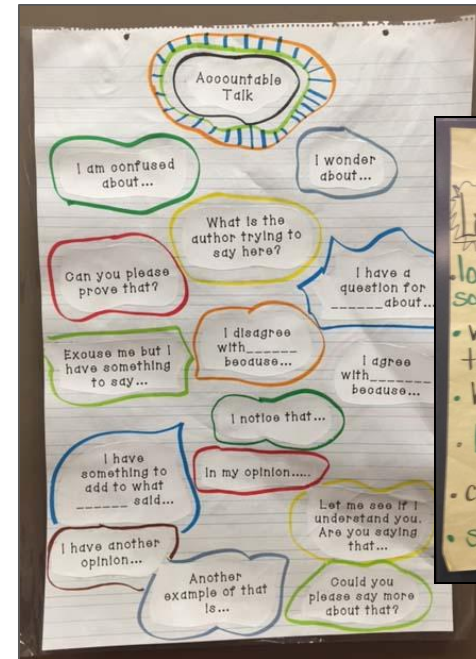
- Bryant McGill, Poet & Writer

Voice of Reason (2012)

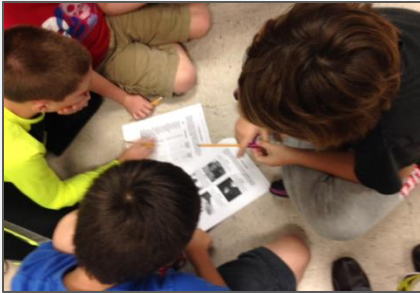


Respectful talk

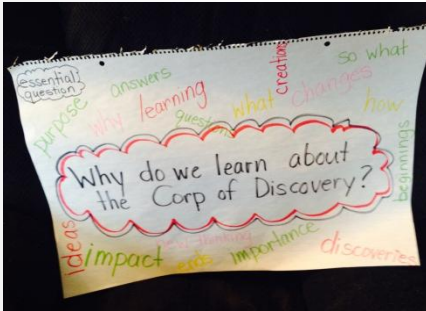
Rules for collaboration



Create a Culture of Thinking



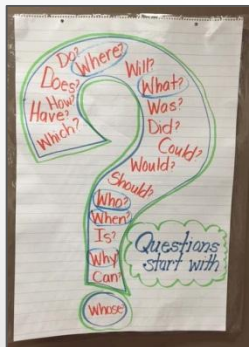
Use specific strategies/protocols to promote more group work and collaboration



Use of a timer

Create an essential question and revisit the question

❖ QFT- Question Focus Technique



Primary Sources

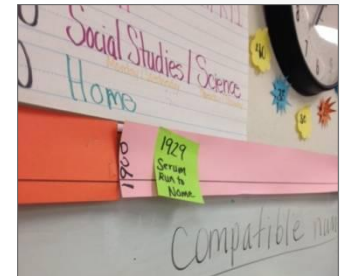


Encourages my students to:

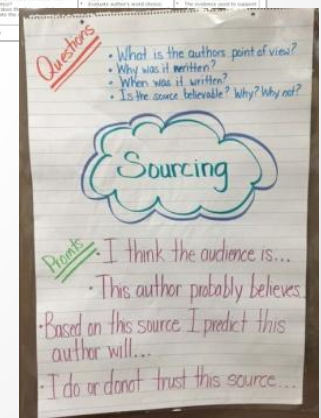
- ❖ Respect others' ideas
- ❖ Collaborate
- ❖ Grapple with a question or thought
- ❖ Ask their own questions
- ❖ Make meaning
- ❖ Think historically

Connect the past to the present
Source, contextualize and corroborate

- ❖ Write
- ❖ *Think deeply*



HISTORICAL THINKING CHART			
Historical Reasoning Skills	Questions	Students should be able to...	Prompts
Sourcing	<ul style="list-style-type: none"> Who wrote this? What is the author's perspective? When was it written? Why did the author write it? Is it relevant? Why? Why not? 	<ul style="list-style-type: none"> Identify the author's position on the issue. Identify the author's perspective on producing the document. Identify the author's perspective on the issue. Identify the author's perspective on the issue. Identify the author's perspective on the issue. 	<ul style="list-style-type: none"> The author probably... The author probably... The author probably... The author probably... The author probably...
Contextualization	<ul style="list-style-type: none"> When and where was the document created? What was the author's perspective? What was the author's perspective? What was the author's perspective? What was the author's perspective? 	<ul style="list-style-type: none"> Understand how context influenced the document. Understand how context influenced the document. Understand how context influenced the document. Understand how context influenced the document. Understand how context influenced the document. 	<ul style="list-style-type: none"> Based on the background information, I predict this document is... Based on the background information, I predict this document is... Based on the background information, I predict this document is... Based on the background information, I predict this document is... Based on the background information, I predict this document is...
Corroboration	<ul style="list-style-type: none"> What do other documents say? Do the documents agree? If not, what are other possible explanations? What do other documents say? Do the documents agree? If not, what are other possible explanations? What do other documents say? Do the documents agree? If not, what are other possible explanations? 	<ul style="list-style-type: none"> Establish what is probable by comparing documents to each other. Establish what is probable by comparing documents to each other. Establish what is probable by comparing documents to each other. Establish what is probable by comparing documents to each other. Establish what is probable by comparing documents to each other. 	<ul style="list-style-type: none"> The author agrees/disagrees with... The author agrees/disagrees with... The author agrees/disagrees with... The author agrees/disagrees with... The author agrees/disagrees with...
Close Reading	<ul style="list-style-type: none"> What does the author's claim about the document mean? What does the author's claim about the document mean? What does the author's claim about the document mean? What does the author's claim about the document mean? What does the author's claim about the document mean? 	<ul style="list-style-type: none"> Identify the author's claim about the document. Identify the author's claim about the document. Identify the author's claim about the document. Identify the author's claim about the document. Identify the author's claim about the document. 	<ul style="list-style-type: none"> I think the author's claim about the document is... I think the author's claim about the document is... I think the author's claim about the document is... I think the author's claim about the document is... I think the author's claim about the document is...



Question

Primary sources

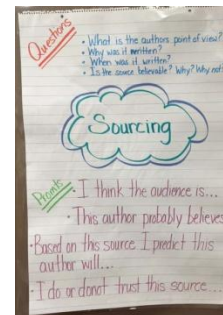
Strategy(s) and Tools

Assessment

Should we celebrate Christopher Columbus [Day]?

Journal entries and a painting

Historical Thinking Charts (sourcing)
Jigsaw
Stop and Write



Name _____ Date _____

STOP AND WRITE

One thing I already know about _____

is _____

When I read _____, I understand _____

I also understand _____

as I read _____

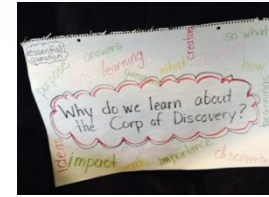
I would like to know more about _____

One question I have is _____?

Reflective writing- Quick Write Response
Answering the essential question above & discussion

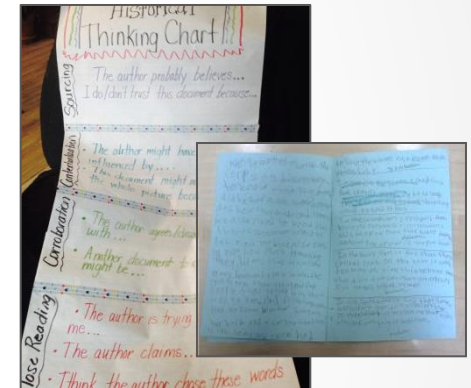
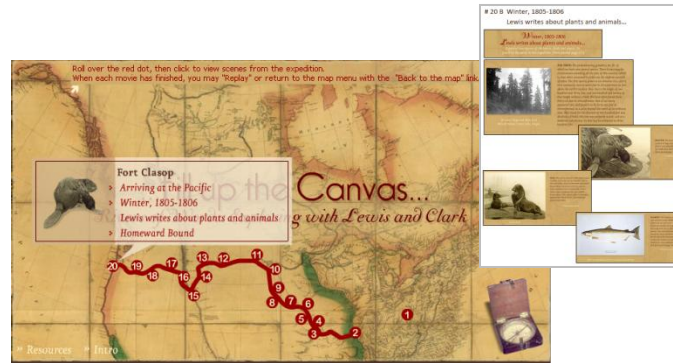
Question

Why do we learn about the Corps of Discovery?



Primary sources

Excerpts of letters, journals, paintings, and drawings from “Fill Up the Canvas” presentation (sourcing and corroboration)



Strategy(s) and Tools

Quick Write- Support your Thinking with Facts & Quotes
Student journal to record their thinking

"I enjoyed learning this way because you can figure out more thing[sic] if you don't know them that well."

Assessment

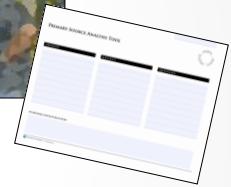
Summary (Write your new understandings using evidence from all three types of sources-books, movie and primary sources) & discussion

Question

How do (voting rights) challenge our democracy?

Primary sources

Poem by Sojourner Truth, 6 primary sources surrounding voting rights and the 19th Amendment



Strategy(s) and Tools

Gallery Walk

Analysis Tool- I see, I think, I wonder

Focus Question: What do these sources tell us about the voting rights in America, in its time.

Assessment

Quick Write & discussion

Student Voices

“ I used to like Social Studies and now I don't. Social Studies is so boring now because all we do is watch PowerPoint presentations, take notes and do vocabulary words.”

“History is so easy this year. I want to come back to 5th grade where it was more challenging.”

(*He was not an A student in my class.)

Primary Sources at LOC.gov

Teachers Page

Primary Source Sets
Teaching with the
Library of Congress Blog

Historic Newspapers Chronicling America

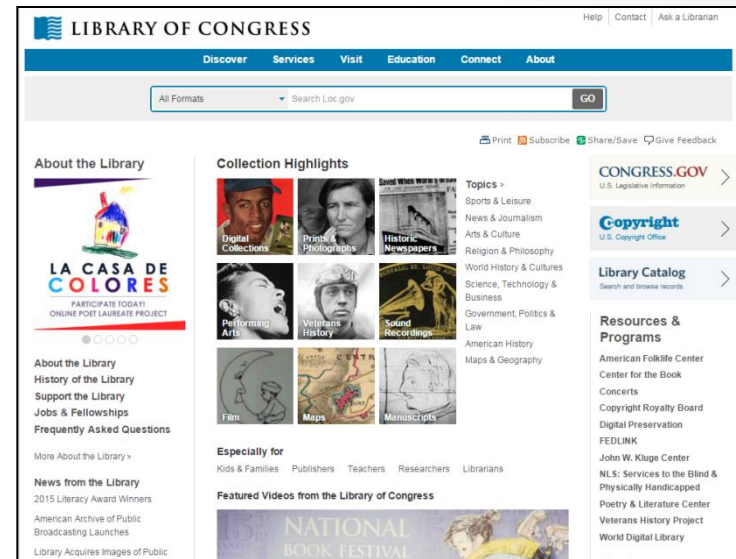
America's Library

Read stories by era, place, or person

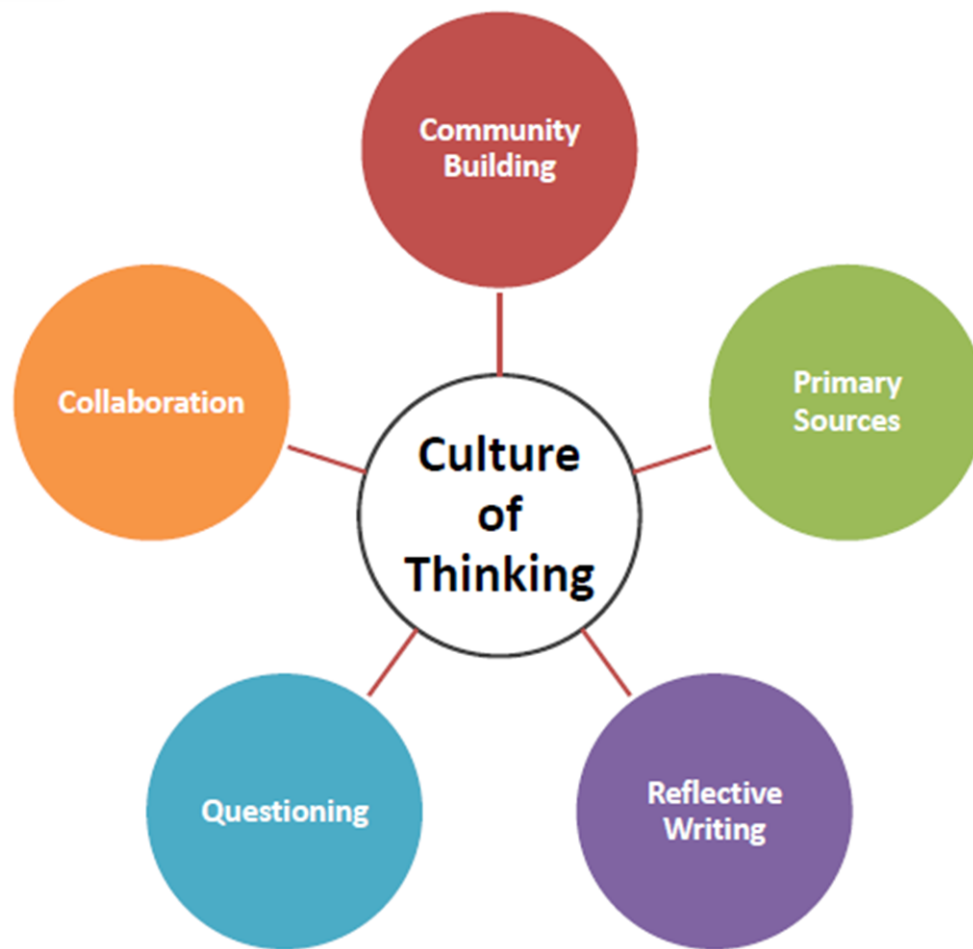
Main Search Box

Refine using their search options

Teaching with Primary Sources & TPS Teachers Network
SUPPORT from tpsteachersnetwork.org



Share your thinking...
ideas, connections or a question.



Thank you!

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*Organized by slide

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Slide- Community Building

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Example anchor chart created by Cheryl Best

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Example anchor charts created by Cheryl Best

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