

# Content Matters – Focus on Social Studies

COABE 2018

A Workshop by GED Testing Service®

## 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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## Why study history?



<https://www.youtube.com/watch?v=gQ3pagHPPrMY>

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*“We are not makers of history. We are made by history.”*

— Martin Luther King, Jr.

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# Thematic Lessons

Integrating Concepts

5

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# What Should I Teach?

Social Studies Content  
(GEDTS Assessment Guide – Social Studies)

Social Studies Focusing Themes

Social Studies Practices

Students apply skills of analyzing and evaluating to create meaning and understanding

6

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# Focusing Themes – Narrowing the Focus

	Social Studies Example Topics			
	Civics & Gov't (50%)	US History (20%)	Economics (20%)	Geography & World (15%)
<div>Focusing Themes</div> <div>Development of Modern Liberties and Democracy</div>	<ul style="list-style-type: none"><li>Types of modern and historical governments</li><li>Structure and design of U.S. government</li></ul>	<ul style="list-style-type: none"><li>Key historical documents</li><li>Civil War and Reconstruction</li></ul>	<ul style="list-style-type: none"><li>Key economic events that shape American government and policies</li></ul>	<ul style="list-style-type: none"><li>Development of classical civilizations</li></ul>
<div>Focusing Themes</div> <div>Dynamic Responses in Societal Systems</div>	<ul style="list-style-type: none"><li>Political parties, campaigns, and elections</li><li>Contemporary public policy</li></ul>	<ul style="list-style-type: none"><li>World War I &amp; II</li><li>Cold War</li></ul>	<ul style="list-style-type: none"><li>Fundamental economic concepts</li><li>Economic causes and impacts of war</li></ul>	<ul style="list-style-type: none"><li>Borders between peoples and nations</li><li>Human migration</li></ul>

7

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# Primary Sources

Engage, Connect, Develop, Construct

8

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### What is a primary source?

Primary Sources

9

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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

10

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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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### Observe

- What did you notice first?
- Describe anything about the text that looks unfamiliar.
- How is the information arranged?

12

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### Reflect

QUESTION


OBSERVE

REFLECT

- What was the purpose of the document?
- Who was the audience?
- What events were happening around the creation of this document?

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### Question

QUESTION


OBSERVE

REFLECT

- What claims does the author make?
- What evidence does the author use to support those claims?
- What else do you wonder about it?
- Who? What? Where? When? Why? How?

14

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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.

QUESTION

OBSERVE

REFLECT




IN CONGRESS, July 4, 1776.  
The unanimous Declaration of the thirteen united States of America.

*Great Opening of the Declaration of Independence*

15

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### In Order to Form a More Perfect Union

Branches of Government


Rights and Responsibilities

Civics and Government

U.S. History

Founding Fathers

Civil War



Taxation

Depression and Regrowth

Economics


Geography and the World

Western Expansion

Human Migration


16

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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.



17

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### Which Founding Father are You?



<https://www.constitutionfacts.com/?page=foundingFatherShort.cfm>

19

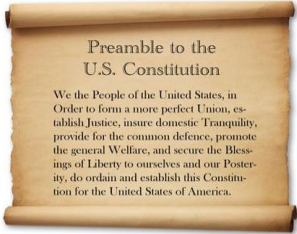
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### Engage with the Source


#### Did you know?

- The constitution includes a little over 4,500 words.
- It was written on four sheets of papers.
- Written in 1787, it is the oldest written constitution in the world that is still in use.



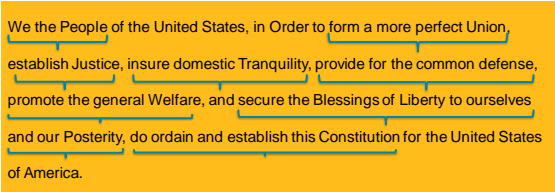
20

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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.

21

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RIGHTS

Bill of Rights

- Life, Liberty, and Property
- Freedom of Religion
- Freedom of Speech and Press
- Right to Bear Arms
- Right to Assemble and Petition
- Right to Trial by Jury
- Protection from Unreasonable Searches and Seizures

RESPONSIBILITIES

Vote

Pay Taxes

Obey Laws

Serve on Jury

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Voting – Your Voice

VOTING

THE ROADBLOCKS TO DEMOCRACY

TIMELINE

Voting Rights

By: SKPittman

1787

Right to vote granted to white male landowners

1856

Voting expanded to all white men

1868

14th Amendment: Black males granted the vote

1870

15th Amendment: Can't deny vote based on race

1890

Wyoming grants women right to vote

1920

19th Amendment: Women granted right to vote

1947

Native Americans can vote with no barriers

1961

23rd Amendment: D.C. residents vote for President

1964

24th Amendment: No poll tax can be imposed

1965

Voting Rights Act passed

1971

26th Amendment: 18-year-olds can vote

1993

National Voter Registration Act passed

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Thinkfinity

Verizon

History Repeats

1929

WILBURY SAVINGS BANK

IMMEDIATELY BUY! EARLY! WILL BE IN FIVE TO TEN DAYS! CRASH!

SALE

TIME

THE CRASH

After a wild week on Wall Street, the world is different

2008

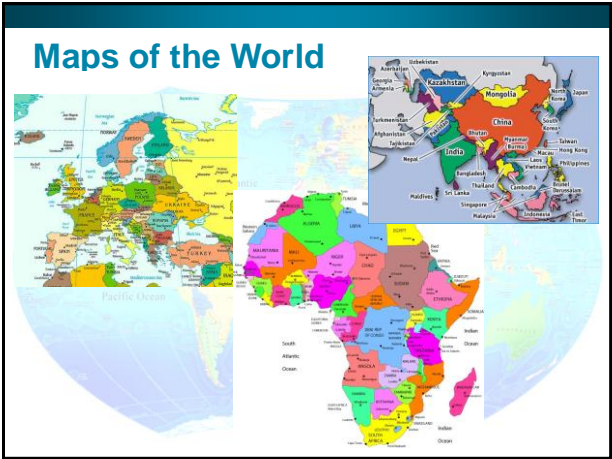
CarMax

SALE

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Don't Forget Maps!



## Graphics in Social Studies

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### GED® Sample Social Studies Questions – Look Familiar?

This map is based on data from the U.S. Census Bureau.

Changes in U.S. Population, 1980–2000

Based on this map, which of the following is the best description of the population changes in the United States from 1980 to 2000?

☐ A. The population in the United States decreased.

☐ B. The population in the United States increased.

☐ C. The population in the United States stayed the same.

☐ D. The population in the United States moved from the East to the West.

This excerpt is from the “Declaration of Sentiments” presented to the Seneca Falls Convention by Elizabeth Cady Stanton in 1848.

We hold these truths to be self-evident, that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness. That to secure these rights, governments are instituted, deriving their just powers from the consent of the governed. Whenever any form of government fails to protect these rights, it is the right of the people to alter or to abolish it, and to institute new government, laying its basis on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness.

Such has been the patient sufferance of these colonies, and such has been the necessity which constrains them to alter their former constitution, that the present United States, in the eyes of justice, must be regarded as a nation of freemen, no longer to be held by the bonds of an unjust constitution, but to stand as a new and free people, entitled to all the rights and privileges which are accorded to other nations of the world.

Which concept shaped Stanton’s point of view?

☐ A. Nationalism

☐ B. Natural rights

The excerpt below is from the U.S. Supreme Court decision in *Hongbin v. United States of America*, 1980.

MR. JUSTICE BLACK delivered the opinion of the Court.

We are asked to decide whether the President was acting within his constitutional power when he issued an order directing the Secretary of Commerce to take possession of and operate most of the nation’s oil refineries.

The President’s power, if any, to issue the order must stem either from an act of Congress or from the Constitution itself.

Only Congress with its bicameral system has the authority to take possession of private property in order to keep it out of the hands of those who are engaged in illegal activities. This is a job for the National Government, not for the military authorities.

Based on this excerpt, what did the court want to present?

☐ A. judicial interference with legislative powers

☐ B. executive interference with legislative powers

☐ C. congressional interference with judicial powers

☐ D. congressional interference with executive powers

Congressional Research Service to complete the graph.

Results of voting along the lines of the twentieth century to support

7 to 1921, the total cost of military involvement in World War I was around \$10 billion. In World War II, military involvement cost about \$100 billion. The

to wage the Korean War from 1950 to 1953. From 1965 to 1975, the years

government spent about \$1.1 billion on military efforts.

With the graph to show the amount of spending on each of the four wars.

Four Twentieth-Century Wars

War	Spending (in billions of dollars)
World War I	10
World War II	100
Korean War	1.1
Vietnam War	1.1


### 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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A small illustration of a person standing with their hand on their chin, appearing to be in deep thought or making an inference.

### 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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33

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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?




34

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### Using Photographs

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35

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### Improving Graphic/Visual Literacy

Editorial  
Cartoons

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8




### What is the Cartoonist Doing?


Symbolism




Caricature




Exaggeration/Distortion




Stereotypes





Humor and Irony




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### Teaching Inference through Editorial Cartoons




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## Resources for Social Studies

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## Resources for the Classroom



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