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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=gQ3pagHPrMY>


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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

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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%)
Focusing Themes <i>Development of Modern Liberties and Democracy</i>	<ul style="list-style-type: none"> Types of modern and historical governments Structure and design of U.S. government 	<ul style="list-style-type: none"> Key historical documents Civil War and Reconstruction 	<ul style="list-style-type: none"> Key economic events that shape American government and policies 	<ul style="list-style-type: none"> Development of classical civilizations
<i>Dynamic Responses in Societal Systems</i>	<ul style="list-style-type: none"> Political parties, campaigns, and elections Contemporary public policy 	<ul style="list-style-type: none"> World War I & II Cold War 	<ul style="list-style-type: none"> Fundamental economic concepts Economic causes and impacts of war 	<ul style="list-style-type: none"> Borders between peoples and nations Human migration

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Primary Sources

Engage, Connect, Develop, Construct

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What is a primary source?

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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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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?

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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



- 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?



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Using the Process

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

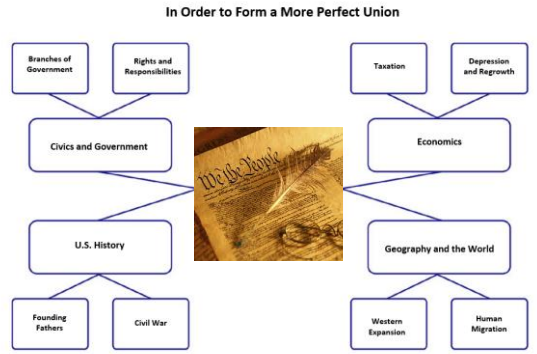
Use the Observe – Reflect – Question process to analyze the source.

Be prepared to share.

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In Order to Form a More Perfect Union



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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.



Which Founding Father are You?

Benjamin Franklin Thomas Jefferson James Madison Alexander Hamilton

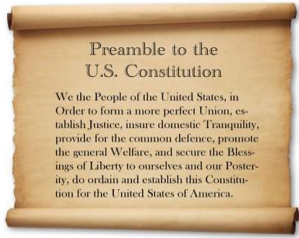
John Adams George Washington United States

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



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.



Preamble to the U.S. Constitution

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, 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.



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.



RIGHTS

RESPONSIBILITIES

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

Vote

Pay Taxes

Obey Laws

Serve on Jury

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Voting – Your Voice

TIMELINE

Voting Rights
By: SKPittman

The timeline shows key milestones in voting rights: 1787 (Right to vote granted to white male landowners), 1856 (Voting expanded to all white men), 1868 (14th Amendment grants rights to all), 1870 (15th Amendment grants rights to all), 1890 (Wisconsin grants women right to vote), 1920 (19th Amendment grants rights to women), 1947 (Native Americans can vote with land), 1961 (23rd Amendment grants rights to DC residents), 1965 (Voting Rights Act passed), 1966 (24th Amendment grants rights to all), 1993 (National Voter Registration Act passed).

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History Repeats

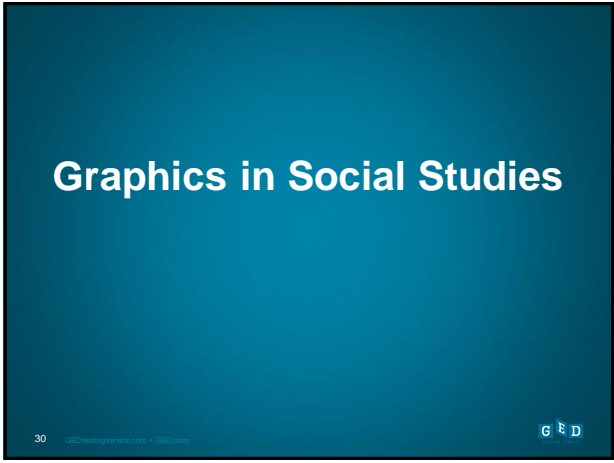
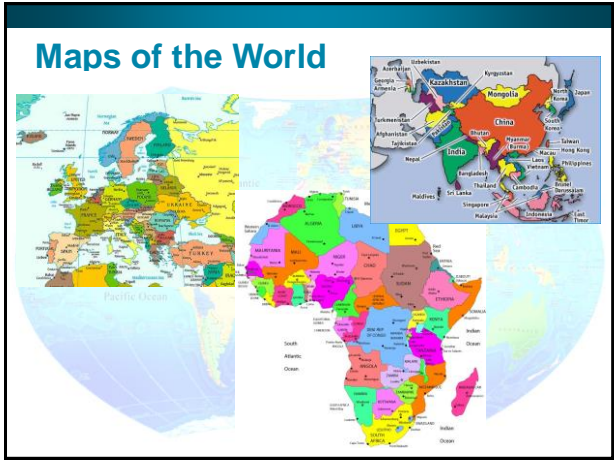
1929

2008

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Don't Forget Maps!

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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, 2000–2008

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 becomes destructive of these ends, it is the right of those who suffer from it to refuse allegiance to it, and to insist upon the establishment of a new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness.

Each has been the patient sufferer of the excesses under the government, and such is now the necessity which constrains them to demand the equal station to which they are entitled.

(Excerpt written by Jane Schacter, and reprinted with permission by the National Archives and Records Administration. We thank the staff of the National Archives and Records Administration for their most helpful assistance in the preparation of this document.)

Which concept shaped Stanton's view of women?

A. Nationalism

B. Natural rights

The excerpt below is from the U.S. Supreme Court decision in *Hongarenv Sheer & Tuber Company of A. v. Geary* (1925).

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 wells.

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

Early cases with respect to the war powers of the Commander in Chief of the Armed Forces has the ultimate power as such to take possession of private property in order to keep clear channels for shipping products. This is a job for the Nation's lawmakers, not for the military authorities.

Congressional Research Service to complete the graph.

Percent of revenue from the sale of the World War I Liberty Bonds

From 1917 to 1921, the total cost of military involvement in World War I was around \$20 billion. The total cost of military involvement in World War II was around \$300 billion. The total cost of military involvement in the Korean War was around \$100 billion. The total cost of military involvement in the Vietnam War was around \$150 billion.

Based on this concept, what did the court want to prevent?

A. judicial interference with legislative powers

B. executive interference with legislative powers

C. congressional interference with judicial powers

D. congressional interference with executive powers

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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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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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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?



Using Photographs

- What do you observe in this picture?
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Improving Graphic/Visual Literacy


Editorial Cartoons





What is the Cartoonist Doing?

Symbolism 

Exaggeration/Distortion 

Stereotypes 

Caricature 

Humor and Irony 

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Teaching Inference through Editorial Cartoons

CAUSE EFFECT

"What about spin, blame, backlash..."

"LET'S GET A LEEK FOR REE THIRTY"

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Resources for Social Studies

Review the Workbook

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Resources for the Classroom



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