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

Why study history?

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

— Martin Luther King, Jr.

https://www.youtube.com/watch?v=gQ3pagHPxMY
Thematic Lessons

Integrating Concepts

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

Focusing Themes – Narrowing the Focus

<table>
<thead>
<tr>
<th>Social Studies Example Topics</th>
<th>Civics &amp; Gov’t (50%)</th>
<th>US History (20%)</th>
<th>Economics (20%)</th>
<th>Geography &amp; World (15%)</th>
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<tbody>
<tr>
<td><strong>Focusing Themes</strong></td>
<td>Development of Modern Liberties and Democracy</td>
<td>• Types of modern and historical governments</td>
<td>• Key historical documents</td>
<td>• Key economic events that shape American government and policies</td>
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<td>Dynamic Responses in Societal Systems</td>
<td>• Political parties, campaigns, and elections</td>
<td>• Civil War and Reconstruction</td>
<td>• Fundamental economic concepts</td>
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<td>• Contemporary public policy</td>
<td>• World War II &amp; Cold War</td>
<td>• Economic causes and impacts of war</td>
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Primary Sources

Engage, Connect, Develop, Construct

Primary Sources

Engage, Connect, Develop, Construct
What is a primary source?

Primary Sources

Why use Primary Sources?

Primary sources

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

Sample Tool for Close Reading

Observe

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

In Order to Form a More Perfect Union

- Branches of Government
- Rights and Responsibilities
- Economics
- U.S. History
- Founding Fathers
- Civil War
- Western Expansion
- Foreign Relations
- Geography and the World
Do you know the A, B, Cs of the “Founding Fathers?”


Which Founding Father are You?

Did you know?

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

Engage with the Source

Three Purposes

• Introduce
• Explain
• Describe

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**

- 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

**Voting – Your Voice**

Timeline:
- 1787 Bill of Rights
- 1868 Black voting rights
- 1920 Women's suffrage
- 1961 Freedom of information
- 1964 Voting rights law
- 1971 Representatives equal rights

**History Repeats**

- 1929: Great Depression
- 2008: Financial crisis

**Don’t Forget Maps!**
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?)
Teach Inferences from Simple to Complex

Inference = Finding the Clues

From Simple to Complex

| Pictures/Advertisements | Comics | Sentences | Short paragraphs | Longer, more intricate passages - fiction/mysteries | Longer, more intricate passages - nonfiction |

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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Improving Graphic/Visual Literacy

Editorial Cartoons
What is the Cartoonist Doing?

Symbolism
Exaggeration/Distortion
Stereotypes
Caricature
Humor and Irony

Teaching Inference through Editorial Cartoons

“What about spin, blame, buckshish...”

Resources for Social Studies

Review the Workbook

Resources for the Classroom

http://www.gedtestingservice.com/
Thank you!

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