

Social Studies Enduring Issues

A Workshop by GED Testing Service



welcome



2

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

3



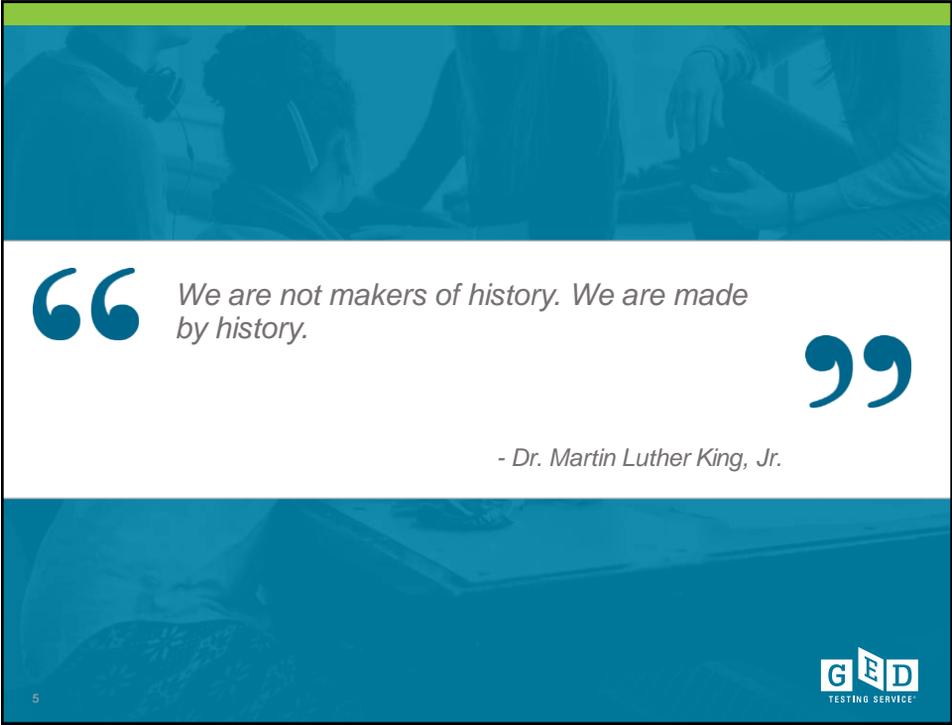
Why study history?



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

4

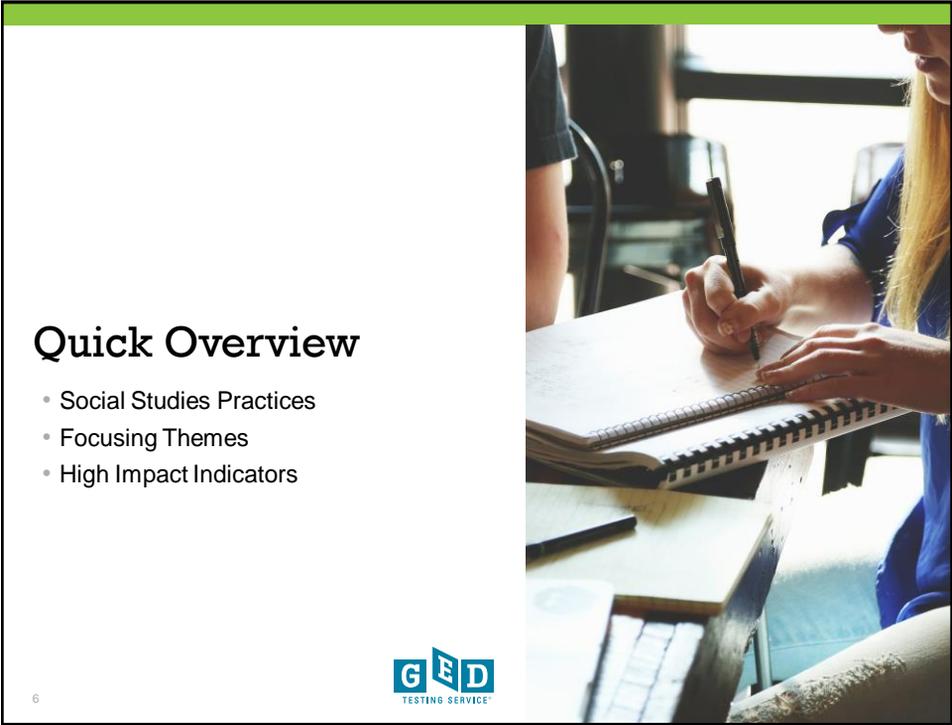




“ *We are not makers of history. We are made by history.* ”

- Dr. Martin Luther King, Jr.

5

Quick Overview

- Social Studies Practices
- Focusing Themes
- High Impact Indicators

6



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

7

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Go for the Big Ideas of Social Studies

- Understand the importance of focusing themes to
 - Cover big concepts
 - Focus on distinct subsets of ideas with topics
- Understand the need for students to build social studies practices
- Use close reading skills to enhance understanding of primary sources
- Have students read like a historian
- Incorporate visual literacy as a regular part of instruction

8

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Social Studies Themes

		Social Studies Example Topics			
		Civics & Gov't (50%)	US History (20%)	Economics (20%)	Geography & World (15%)
Focusing Themes	Development of Modern Liberties and Democracy	<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 Key historical documents Civil War and Reconstruction 	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
	Dynamic Responses in Societal Systems	<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



High Impact Indicators

- Important skills that are widely applicable
- May currently receive light coverage during GED® test preparation
- Lend themselves to straightforward instruction



Social Studies High Impact Indicators

- **SSP.2.a** Determine the central ideas or information of a primary or secondary source document, corroborating or challenging conclusions with evidence.
- **SSP.2.b** Describe people, places, environments, processes, and events, and the connections between and among them.
- **SSP.3.c** Analyze cause-and-effect relationships and multiple causation, including action by individuals, natural and societal processes, and the influence of ideas.
- **SSP.5.c** Analyze how a historical context shapes an author's point of view.
- **SSP.8.a** Compare treatments of the same social studies topic in various primary and secondary sources, noting discrepancies between and among the sources.

11



Enduring Issues and Primary Sources

Building understanding and engaging students



12

What Are Enduring Issues?

An enduring issue is a challenge or problem that a society has faced and debated or discussed across time. An enduring issue is one that many societies have attempted to address with varying degrees of success



The enduring issues found in the Social Studies test include:

- An individual's rights versus the good of the community
- Separation of powers
- Checks and Balances
- States' rights versus federal power

13



Why Are Enduring Issues Important?

Provides basic framework to assist students in

- acquiring skills of connecting and assessing cause and effect
- Identifying and discussing important issues throughout American history

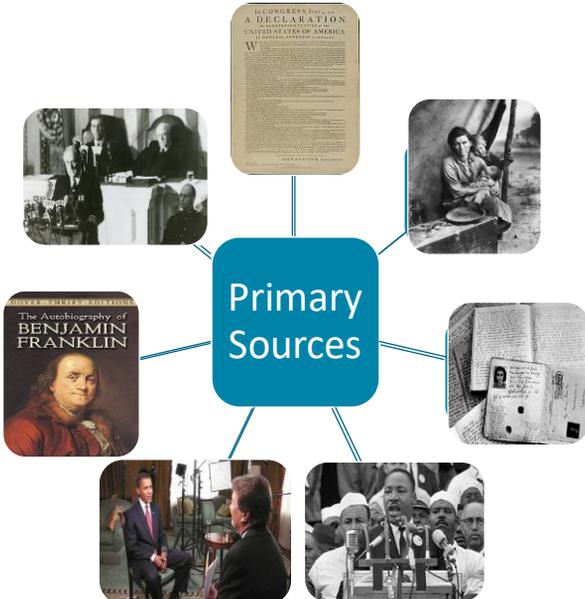
Reinforces ideas and beliefs on which our government and political system is based



14



What is a primary source?

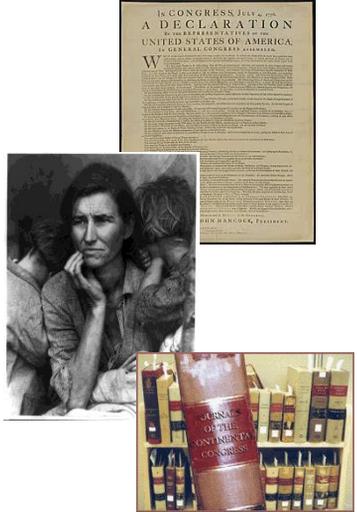


15



Why use Primary Sources?

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



16



Sample Tool for Close Reading

Primary Source Analysis Tool from the Library of Congress

Name of Document _____

Observe	Reflect	Question

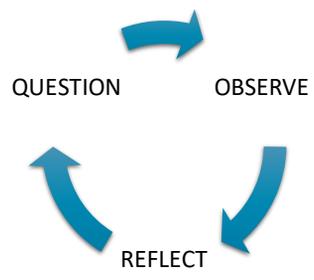
Further Investigation

17



Observe

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

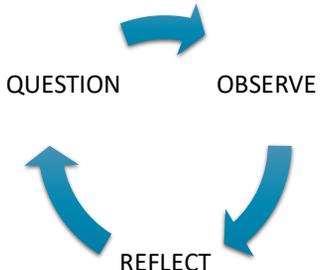


18



Reflect

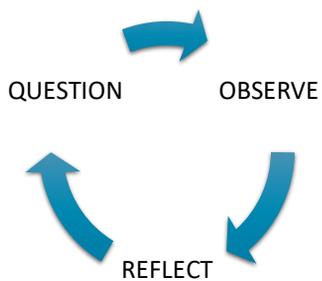
- What was the purpose of the document?
- Who was the audience?
- What events were happening around the creation of this document?



19

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?



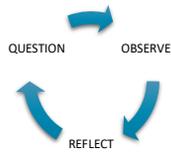
20

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.



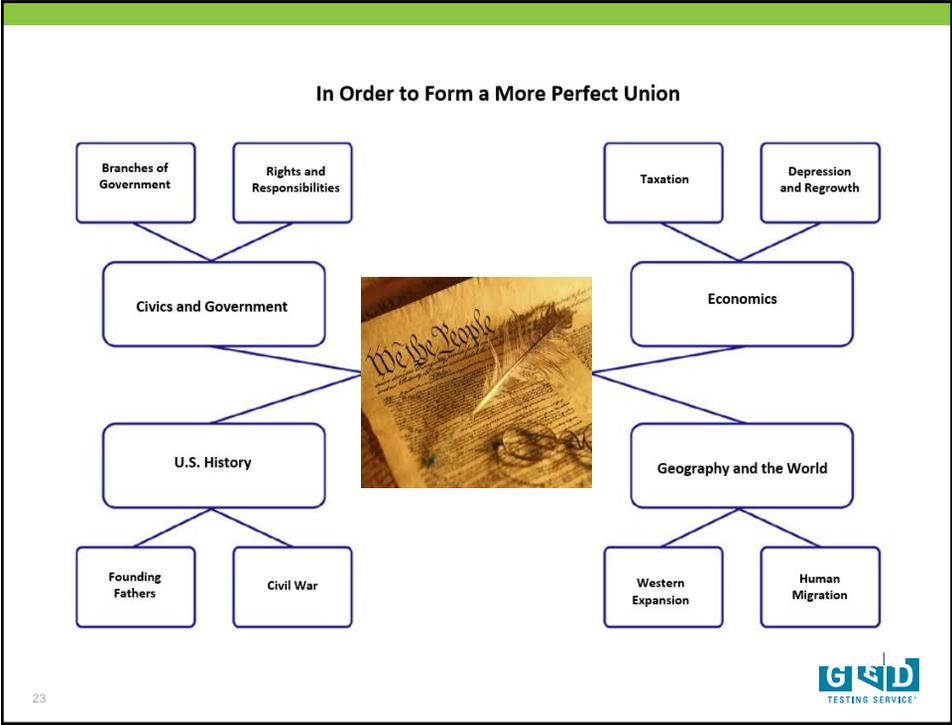
Stone Engraving of the Declaration of Independence



Take a Thematic Approach

Build activities around a central idea.





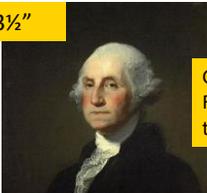
Do you know the A, B, Cs of the “Founding Fathers?”

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.

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24

Did you know?

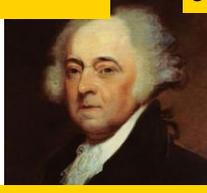


6' 3½"

George Washington was the only Founding Father who did not go to college.

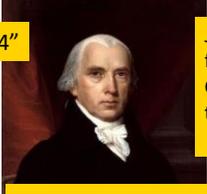
George Washington did not like to shake hands and would bow when meeting someone.

John Adams became a grammar school teacher after graduating from Harvard.



5' 7"

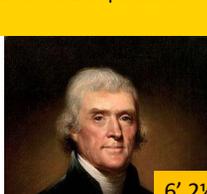
John Adams and Thomas Jefferson both died on July 4, 1826 – the 50th anniversary of the Declaration of Independence.



5' 4"

James Madison was responsible for writing 12 amendments to the Constitution. Ten of them became the Bill of Rights.

James Madison said that congressional pay should be based on average price of wheat during past six years.



6' 2½"

In his 8 years in office, Thomas Jefferson spent \$11,00 (\$219,000 today) on wine.

25

Which Founding Father are You?





Benjamin Franklin



Thomas Jefferson



James Madison



Alexander Hamilton

GET STARTED >



John Adams



George Washington



United States

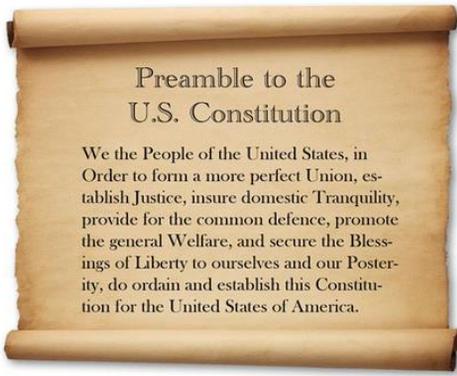
<https://www.constitutionfacts.com/?page=foundingFatherShort.cfm>

26



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.



27



28

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.



Explore the Basics



Article I

Coin Money
Establish the Budget
Regulate Commerce
Declare war and support an army and navy
Make other laws to carry out powers

Article II

Act as Commander-in-Chief
Maintain cabinet of advisers
Negotiate treaties
Appoint Supreme Court Justices
Execute laws

Article III

Interpret the meaning of laws
Decide whether a law is relevant to a particular set of facts
Rule on how a law should be applied
Determine whether a law is constitutional

Article IV

Create and enforce their own laws
Respect laws of other states
Extradite criminals
Have a representative government
Follow "supreme law of the land"

29



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

30

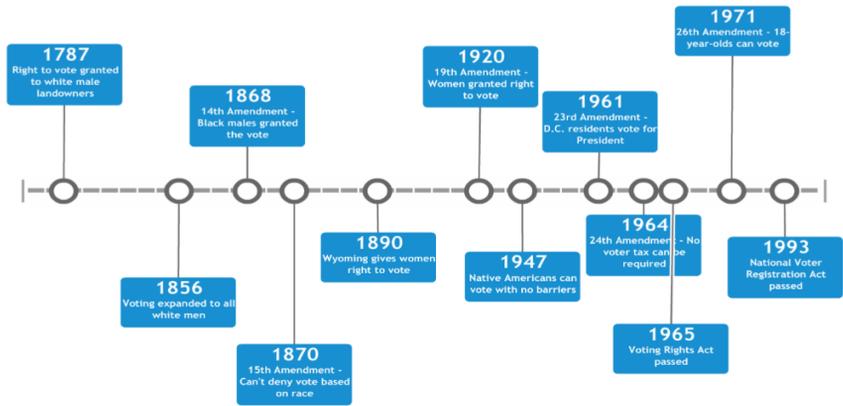


Voting – Your Voice



TIMELINE

Voting Rights
By: SKPittman



The timeline shows the following milestones:

- 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 gives 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 voter tax can be required
- 1965**: Voting Rights Act passed
- 1971**: 26th Amendment - 18-year-olds can vote
- 1993**: National Voter Registration Act passed







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Let's Take a Look

Social Studies - Candidate Name Question 4 of 15

Answer Explanation Flag for Review

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 institution 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. . . .

Such has been the patient sufferance of the women under this government, and such is now the necessity which constrains them to demand the equal station to which they are entitled. . . . [B]ecause women do feel themselves aggrieved, oppressed, and fraudulently deprived of their most sacred rights, we insist that they have immediate admission to all the rights and privileges which belong to them as citizens of the United States.

This excerpt is taken from the public domain.

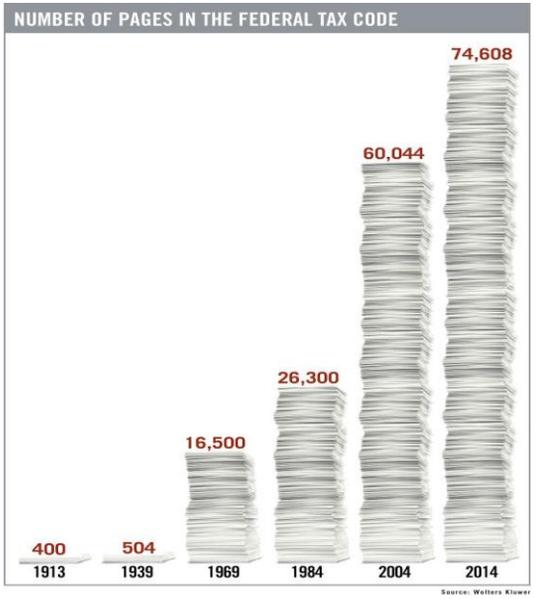
Which concept shaped Stanton's point of view?

- A. Nationalism
- B. Natural rights
- C. Imperialism
- D. Majority rule

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Why, Oh Why?

16TH Amendment
The Congress shall have power to lay and collect taxes on incomes, from whatever source derived, without apportionment among the several States, and without regard to any census or enumeration.



33

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

History Repeats

1929



2008

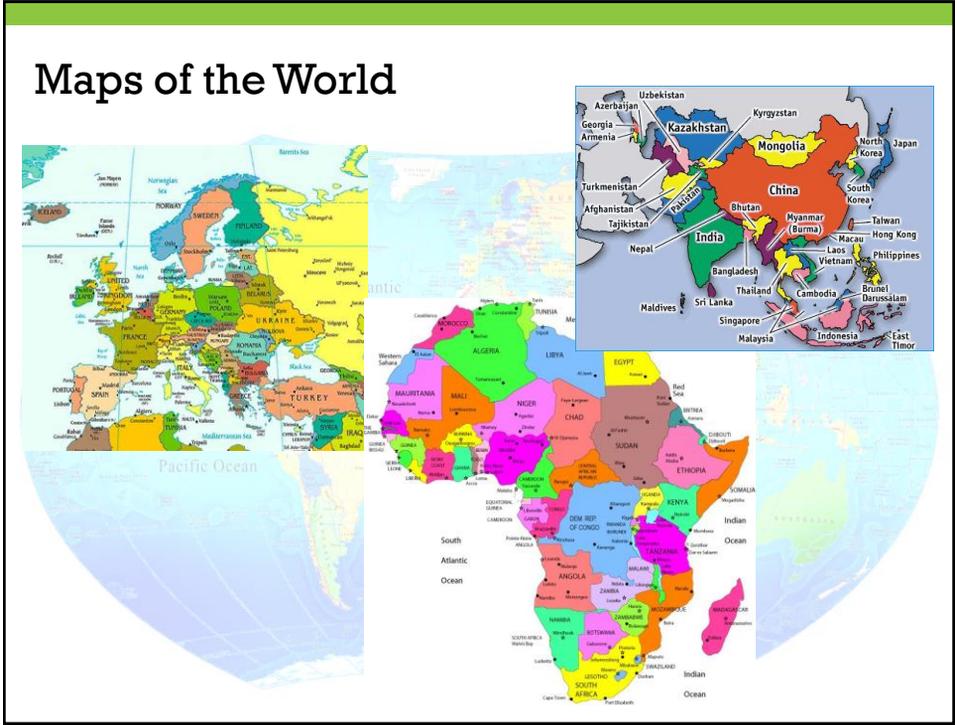


35



Don't Forget Maps!





Graphics in Social Studies

Building understanding and engaging students

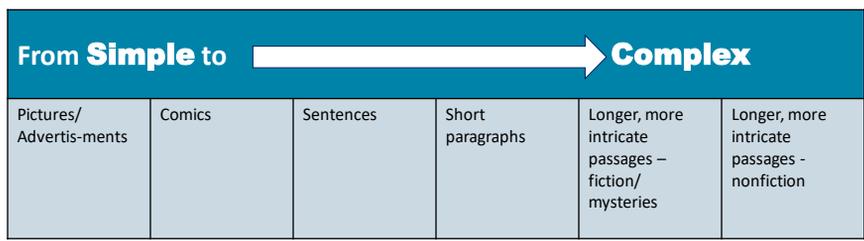
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38

Teach Inferences from Simple to Complex



Inference = Finding the Clues



41



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?



42



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?



43



Improving Graphic/Visual Literacy

**Editorial
Cartoons**

44



What is the Cartoonist Doing?

Symbolism



Caricature



Exaggeration/Distortion



Humor and Irony



45



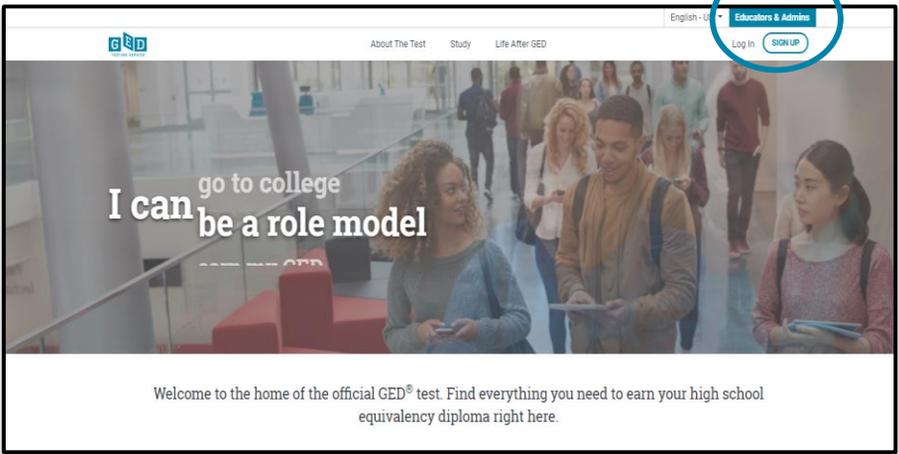
Teaching Inference through Editorial Cartoons



46



<https://ged.com>



47



48



Thank you!

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49