

Guidebook for Teaching Middle School Social Studies



**COLUMBUS
CITY SCHOOLS**

**Office of Teaching and Learning
Secondary Curriculum Division**

Matthew I. Doran, Social Studies Specialist

www.ccsdh.us/socialstudies

Social Studies Mission

Preparing students for success in college, career, and civic life

Social Studies Teaching and Learning Strategies

For additional strategies, see the following webpage: <https://www.ccssoh.us/Page/6087>

History Alive! Strategies

(For complete descriptions and examples, see *Bring Learning Alive! Methods to Transform Middle and High School Social Studies Instruction*. Teacher's Curriculum Institute.)

- Visual Discovery — Project an engaging image. Ask a set of questions that spiral from basic to critical-thinking. Level 1 questions ask for details in the image (What do you see?). Level 2 questions ask students to make inferences based on their answers to Level 1 questions. Level 3 questions ask students to hypothesize about what is happening and why.
- Social Studies Skill Builder — Have students work in pairs to solve skill-oriented problems. Skill building exercises include reading maps, categorizing information, analyzing artifacts, interpreting primary sources, making comparisons, etc. Provide students with a series of short tasks, and give immediate feedback as students complete each task.
- Experiential Exercise — Engage students in short, memorable, authentic activities that make abstract ideas concrete and meaningful. Immediately following the experience, allow students to express their feelings, then discuss a series of questions to help students make connections between their experience and the social studies concepts.
- Writing for Understanding — Provide students with memorable, interactive experiences such as viewing powerful images, role-playing, or discussing compelling issues. Have students complete pre-writing activities immediately following the experience to record their reactions and feelings. Then provide students with authentic writing tasks such as journals, poems, stories, letters, historical plaques, movies reviews, etc.

Reading and Writing Strategies for Teaching Historical Concepts

(For complete descriptions and templates, see ReadingQuest.org.)

- ABC Brainstorm – ABC Brainstorm helps students activate their background knowledge. Students try to think of a word or phrase associated with the topic, matched to each letter of the alphabet. Have students list all the letters of the alphabet down a sheet of paper, leaving room beside each letter to write out the rest of a word or phrase. Let them work individually at first, thinking of as many words as they can that could be associated with the topic you identify.

- Concept of Definition Maps – Students consider words in light of three properties or attributes: category - what is it? properties - what is it like? and illustrations - what are some examples?
- Column Notes – There are many variations of column notes. The main ideas or headings could be listed in the left column, and details or explanations for each would be written in the right column. If reading for cause and effect, causes can be listed in the left column and the effects in the right column. Students might list key vocabulary in the left column and definitions, examples, or sentences in the right.
- History Frame – Similar to story maps in literature, the history frame asks students to identify the essential elements of the historical narrative: where and when did the event take place? Who was involved? What was the problem or goal that set events in motion? What were the key events? How was it resolved? So what? What's the universal truth, the reason this matters?
- Problem-Solution Chart – This chart focuses on the four areas critical to problem-solving. Students (or the teacher) will first identify a problem; the effects or consequences of that problem are then listed. Students then brainstorm all the possible causes of that problem and also come up with solutions to the problem.
- Summarizing – After students have used selective underlining on a selection, have them turn the sheet over or close the handout packet and attempt to create a summary paragraph of what they can remember of the key ideas in the piece. They should only look back at their underlining when they reach a point of being stumped. They can go back and forth between writing the summary and checking their underlining several times until they have captured the important ideas in the article in the single paragraph.
- RAFT Papers – Students consider the four main things that all writers have to consider: Role of the Writer (Who are you as the writer? Are you Abraham Lincoln? A warrior? A homeless person?); Audience (To whom are you writing? Is your audience the American people? A friend? Your teacher? Readers of a newspaper?); Format (What form will the writing take? Is it a letter? A classified ad? A speech? A poem?)
- Thesis-Proof – A Thesis-Proof chart is used to help identify and record the supporting ideas that are found in the process of research. Across the top of the paper, students write the guiding question, converted into a thesis statement. Underneath this, students make two columns, and label one SUPPORT and the other OPPOSITION. Then, as students conduct research they record the key ideas from the various sources, making certain they fall either under supporting or opposing the thesis.

Historical Thinking Strategies

(For complete descriptions and examples, see TeachingHistory.org: teachinghistory.org/teaching-materials/teaching-guides.)

- Inquiry Lesson - As students encounter new and in some cases contradictory evidence, they are asked to reconsider their initial views, learning that interpretations of the past can change based on the available historical evidence. Students review historical documents in order to answer a central inquiry question posed by the teacher. After each round of evidence students revisit hypotheses that answer the central question. At the end of the lesson students are asked to settle on a hypothesis and answer the question using evidence.
- Writing to Learn History: Annotations and Mini-Writes - In annotating a text, students become active readers, asking and answering historical questions, making connections both to prior knowledge and other texts, and summarizing. Annotating involves highlighting, underlining, and making marginal notes while reading a document. Mini-writes give students the chance to think through a topic. Mini-writes can be assigned at the beginning of class or as homework, and are used throughout the unit to develop student thinking.
- Four Reads: Learning to Read Primary Documents
 - First Reading: Reading for Origins and Context - Read the top of the document (where usually title, author, place, and date are provided) and the bottom of the document (where there may be additional information, in bibliographic notes, about the title, author, place, and date)
 - Second Reading: Reading for Meaning - Read through the text to understand the author's main idea and to get a sense of the document as whole.
 - Third Reading: Reading for Argument - Read to examine how the argument is constructed. What assertions, evidence, or examples are used to support or give credibility to the author's argument?
 - Fourth Reading: Reading like a Historian - This time students are bringing the earlier three readings together into a more complex final reading.
- Structured Academic Controversy - Choose a historical question that lends itself to contrasting viewpoints and select two or three documents that embody each side. Organize students into four-person teams comprised of two dyads. Each dyad reviews materials that represent different positions on a charged issue. Dyads then come together as a four-person team and present their views to one other, one dyad acting as the presenters, the others as the listeners. Rather than refuting the other position, the listening dyad repeats back to the presenters what they understood. Listeners do not become presenters until the original presenters are fully satisfied that they have been heard and understood. After the sides switch, the dyads abandon their original assignments and work toward reaching consensus. If consensus proves unattainable, the team clarifies where their differences lie.

Social Studies Curriculum and Supplemental Resources

Curriculum

Curriculum resources are available online: <https://www.ccssoh.us/Page/2284>. Curriculum resources for each grade level include:

- Curriculum Maps – an outline of units and lessons with recommended pacing
- Clear Learning Targets – deconstructed standards with essential understandings, vocabulary, underpinning learning targets, instructional strategies, and assessment stems.
- “I Can” Checklists – learning targets for students

Instructional resources by grade level and unit are available on the Social Studies Course Sites: <https://www.ccssoh.us/Page/2711>. Direct links to the course sites (CCS Google sign-in required):

- Grade 6 - <https://sites.google.com/columbus.k12.oh.us/socialstudies6/>
- Grade 7 - <https://sites.google.com/columbus.k12.oh.us/socialstudies7/>
- Grade 8 - <https://sites.google.com/columbus.k12.oh.us/socialstudies8/>

Resource Lending Library

The Social Studies office maintains a lending library of instructional materials. To view and request materials, use the form located here: <https://www.ccssoh.us/Page/6935>

CCS Adopted Textbooks and Ancillary Resources

Textbooks and ancillary resources may be ordered from the Hudson Warehouse by building principals using the codes specified below.

Grade 6: Eastern Hemisphere

445	<i>World Studies: Eastern Hemisphere</i> , Student Textbook
445 AIO A	<i>World Studies: Eastern Hemisphere</i> , All in One: Africa
445 AIO AP	<i>World Studies: Eastern Hemisphere</i> , All in One: Asia and the Pacific
445 AIO ER	<i>World Studies: Eastern Hemisphere</i> , All in One: Europe and Russia
445 RES2	<i>World Studies: Eastern Hemisphere</i> , Teacher Resource Box 2
445 TE	<i>World Studies: Eastern Hemisphere</i> , Teacher Edition

Grade 7: History of Our World

447	<i>History of Our World: The Early Ages</i> , Student Textbook
447 RES	<i>History of Our World: The Early Ages</i> , Teacher Resource Box
447 RES 2	<i>History of Our World: The Early Ages</i> , Teacher Resource Box 2
447 TE	<i>History of Our World: The Early Ages</i> , Teacher Edition

Grade 8: The American Journey

450	<i>The American Journey: The Early Years</i> , Student Textbook
450 GN	<i>The American Journey: The Early Years in Graphic Novel</i>
450 RES	<i>The American Journey: The Early Years</i> , Teacher Resource Box
450 RES 2	<i>The American Journey: The Early Years</i> , Teacher Resource Box 2
450 TE	<i>The American Journey: The Early Years</i> , Teacher Edition

Social Studies Web-Based Resources

Online Access for District Adopted Textbooks

- *World Studies: Eastern Hemisphere* (Pearson)
 - <http://www.pearsonsuccessnet.com/>
 - Request the school code during registration (school code will be emailed)
- *History of Our World: The Early Ages* (Pearson)
 - <http://www.pearsonsuccessnet.com/>
 - Request the school code during registration (school code will be emailed)
- *American Journey: The Early Years* (Glencoe)
 - Student edition is not available online.
 - Teacher edition may be accessed through the Social Studies 8 course site:
<https://sites.google.com/columbus.k12.oh.us/socialstudies8/>

Interactive Student Websites

- World Book Timelines: <https://www.worldbookonline.com/wbtimelines/home>
- Social Studies Skills Tutor:
www.phschool.com/curriculum_support/ss_skills_tutor/content/pop.html – interactive tutorials and practice for social studies and critical thinking skills
- DocsTeach: www.docsteach.org – primary source activities from the National Archives
- iCivics: www.icivics.org – Games place students in different civic roles and give them agency to address real-world problems and issues
- Historical Thinking Interactives: www.learner.org/courses/amerhistory/interactives – Interactives each model a specific skill or set of skills, such as analyzing historical artifacts or using primary sources to develop a thesis

Teacher Resource Websites

- Common Lit: www.commonlit.org - free reading passages and assessments for social studies
- Reading Like a Historian: <http://sheg.stanford.edu> – Lessons and assessments emphasizing historical thinking skills
- World History for Us All: <http://worldhistoryforusall.ss.ucla.edu> – Units, lesson plans, and resources presenting the human past as a single story rather than unconnected stories of many civilizations.
- Econ Ed Link: www.econedlink.org/lessons/economic-lesson-search.php – browse or search for a list of economics lessons by concepts

CCS Social Studies and Civic Education Student Programs

Constitution Day

September 17 is Constitution Day. The purpose of Constitution Day is to commemorate the signing of the supreme law of the land in Philadelphia on September 17, 1787. Federal law requires that all schools receiving federal funds hold an educational program for their students on September 17 of each year.

Veterans' Day – November 11

All schools are required by Ohio Revised Code to devote at least one hour on or about Veterans' day to an observance that conveys the meaning and significance of that day. The tenth day of November is designated as "Veterans Educate Today's Students Day" or "V.E.T.S. Day." Each school is encouraged to commemorate and observe this day by inviting veterans, on or about this day, to visit the school and discuss their military experiences with the students of the school.

Kids Voting Central Ohio

www.kidsvotingoh.org

Kids Voting Central Ohio is the local affiliate of Kids Voting USA, a nonpartisan, nonprofit civics education organization. Kids Voting provides civic skill-building opportunities for students. The Kids Voting DoubleClick Democracy online ballot for the November general election will be available to participating schools beginning in mid-late October and running through Election Day. Sample election lessons are available on the Kids Voting website.

History Day

<https://www.ohiohistory.org/learn/education-and-outreach/ohio-history-day>

National History Day in Ohio is an exciting co-curricular program for students in grades 6-12. Each year, students conduct research based on the annual theme and create historical papers, original performances, documentaries, creative exhibits and imaginative websites as a result of their research.

Law and Leadership Institute

www.lawandleadership.org/

The Law and Leadership Institute inspires and prepares students from underserved communities for post-secondary and professional success through a comprehensive four-year academic program in law, leadership, analytical thinking, problem solving, writing skills and professionalism. The 9th grade summer is the new LLI student's first exposure to the LLI program. Rising ninth grade students enter the five-week summer program and learn about the court system, criminal procedure, constitutional rights, and the appeals process. Daily speakers, from local attorneys and judges to entrepreneurs and professors provide insight into the scope of the legal field, and the importance of higher education. Students then learn about jury selection, opening and closing arguments, the presentation of evidence, questioning witnesses, and courtroom objections.