

# Guidebook for Teaching High School Social Studies



**COLUMBUS  
CITY SCHOOLS**

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

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[www.ccsdh.us/socialstudies](http://www.ccsdh.us/socialstudies)

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## **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](http://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.

## Preparing for Ohio's State Tests

The Ohio Department of Education requires state tests in **American History** and **American Government**. These tests are aligned with the topics, content statements, and content elaborations in Ohio's standards. Tests administered through 2019 are aligned with Ohio's Learning Standards for Social Studies, adopted 2010. Beginning in the 2019-2020 school-year, state tests will align with Ohio's Learning Standards, revised 2018.

For a comprehensive collection of teacher and student resources to prepare for the state test, see the following webpage: <https://www.ccssoh.us/Page/2718>.

CCS Social Studies recommends these seven best practices to teach for mastery of state standards and assessments:

1. Implement a **laser-like focus on the learning targets**. Unpacking learning targets is not the same thing as covering topics. Learning targets have a specific outcome that students need to master at a defined level. Focus on the key concepts needed to master these targets (underpinning targets) and eliminate extraneous information that is not necessary. Use the district's Clear Learning Targets and "I Can Checklists" to guide instruction.
2. Design **learning activities that go beyond the cognitive rigor required for state tests**. Cognitive rigor includes both the type of thinking required (Bloom's Taxonomy) and depth of understanding (Webb's DOK).
3. Utilize **strategies that maximize student engagement**: review games, learning stations, technology interactives, simulations, and artistic/creative representations. Incorporate a variety of activities in a given class period. Limit the amount of lecturing, textbook reading, and note taking to short intervals.
4. Incorporate **primary and secondary source analysis**. Use short excerpts from sources to create evidence-based text sets (similar to DBQs). Have students respond to text-dependent questions, identify or create thesis statements from the texts, and cite supporting evidence.
5. Use **formative assessments to determine areas of focus**. Formative assessments could include quizzes (in Google Forms or Edulastic), review games with clickers or plickers, and exit tickets. These tools allow for quick collection of data that can be used to determine areas for whole group and individual instruction.
6. **Differentiate based on student needs**. It is important for all students to demonstrate growth. Some students will need remediation on particular topics; others will need acceleration. Use data from formative assessments to individualize instruction. Differentiation may also include use of graphic organizers, leveled texts, tiered assignments, and choice boards.
7. Practice **technology-enhanced questions**. In addition to multiple-choice and written response questions, state tests include technology-enhanced items. These items may require students to indicate multiple correct answers in a table, chart or map, or move boxes to the correct blanks on a graphic organizer. Assessment items in Edulastic.com use similar technology to the state tests.

## **CCS Social Studies Curriculum and Supplemental Resources**

Curriculum materials and course descriptions are available online: <https://www.ccssoh.us/Page/2284>

Check with your building Department Chair first for supplemental materials. Limited quantities of supplemental materials may be available upon request from the Social Studies Office.

### **Modern World History 9** - <https://sites.google.com/columbus.k12.oh.us/worldhistory/>

- Curriculum: Curriculum Maps, Clear Learning Targets, “I Can” Checklists, Model Lessons
- Supplemental Resources:
  - *Mini-Qs in World History*, Volume 3 (DBQ Project)
  - *Global History and Geography: Readings and Documents* (Amsco/Perfection Learning)

### **American History 10** - <https://sites.google.com/columbus.k12.oh.us/americanhistory>

- Curriculum: Curriculum Maps, Clear Learning Targets, “I Can” Checklists, Model Lessons
- Supplemental Resources:
  - *Mini-Qs in American History*, Volume 2 (DBQ Project)
  - *U.S. History and Government: Readings and Documents* (Amsco/Perfection Learning)

### **American Government 11** - <https://sites.google.com/columbus.k12.oh.us/americangovernment>

- Curriculum: Curriculum Maps, Clear Learning Targets, “I Can” Checklists, Model Lessons
- Civic Action Project (CAP): <http://www.crfcap.org/mod/resource/view.php?id=3>
- Supplemental Resources
  - *Mini-Qs in Civics* (DBQ Project)
  - *Government Alive! Power, Politics, and You* Teacher Kit (TCI)
  - *Focus: High School Economics* (National Council for Economic Education)

### **African-American Studies** - <https://sites.google.com/columbus.k12.oh.us/africanamericanstudies>

- Curriculum: Curriculum Maps, Clear Learning Targets, “I Can” Checklists

### **Global Issues** - <https://sites.google.com/columbus.k12.oh.us/globalissues>

- Curriculum: Curriculum Maps, Clear Learning Targets, “I Can” Checklists
- Supplemental Resources
  - *Current Issues* Flash Drive (Choices Program)
  - *Mini-Qs in Geography* (DBQ Project)
  - *Engaging Students through Global Issues* book (Facing the Future)

### **Law** - <https://sites.google.com/columbus.k12.oh.us/law>

- Curriculum: Curriculum Maps, Clear Learning Targets, “I Can” Checklists
- Supplemental Resource: *We the Students: Supreme Court Cases for and about Students* (Raskin)

### **Sociology/Psychology** - <https://sites.google.com/columbus.k12.oh.us/socpsych>

- Curriculum: Curriculum Maps, Clear Learning Targets, “I Can” Checklists

## **CCS Adopted Textbooks and Ancillary Resources**

Adopted textbooks and ancillary resources may be ordered from the Hudson Warehouse by building principals or designated book person using the codes specified below.

### **Modern World History**

652	<i>World History: Human Legacy, Modern Era</i> , Student Textbook
652 DBAK	<i>World History: Human Legacy, Modern Era</i> , Document-Based Activities
652 DT	<i>World History: Human Legacy, Modern Era</i> , Daily Test Practice Transparencies
652 LH	<i>World History: Human Legacy, Modern Era</i> , Listen to History Audio
652 RES2	<i>World History: Human Legacy, Modern Era</i> , Teacher Resource Kit Box 2
652RES3SP	<i>World History: Human Legacy, Modern Era</i> , Teacher Resource Kit Box 3
652 TE	<i>World History: Human Legacy, Modern Era</i> , Teacher Edition

### **American History**

653	<i>America: Pathways to the Present</i> , Student Textbook
653 BOX B	<i>America: Pathways to the Present</i> , Teacher Resource Bundle Box B
653 BOX C	<i>America: Pathways to the Present</i> , Teacher Resources for Spec. Ed.
653 DBA	<i>America: Pathways to the Present</i> , Document Based Assessment
653 RVSG	<i>America: Pathways to the Present</i> , Reading and Vocabulary Study Guide
653 SCD	<i>America: Pathways to the Present</i> , Student Express CD Rom
653 TE	<i>America: Pathways to the Present</i> , Teacher Edition
653 TTT	<i>America: Pathways to the Present</i> , Test Taking Strategies with Transparencies

### **American Government 11**

656	<i>United States Government: Democracy in Action</i> , Student Textbook
656 NG	<i>United States Government: Democracy in Action</i> , Reading Essentials A
656 RES	<i>United States Government: Democracy in Action</i> , Teacher Resource Box
656 RES2	<i>United States Government: Democracy in Action</i> , Teacher Resource Box 2
656 RES3 SP	<i>United States Government: Democracy in Action</i> , Teacher Resource Box 3
656 STWK	<i>United States Government: Democracy in Action</i> , StudentWorks Plus
656 TE	<i>United States Government: Democracy in Action</i> , Teacher Edition

## **Academic Electives and AP**

### **African-American Studies**

- 657 *African American History: A Journey of Liberation*, Student Text  
657 TG *African American History: A Journey of Liberation*, Teacher Guide

### **AP European History**

- 931 A *History of Western Society AP*, Student Text  
931 BOX *History of Western Society*, Teacher Resource Box

### **AP U.S. History**

- 918 *America: Past and Present*, AP Ed., Student Text  
918 BOX *America: Past and Present*, AP Ed., Resource Box  
918 CD *America: Past and Present*, AP Ed., Instructors CD Rom  
918 EWB *America: Past and Present*, AP Ed., Exam Workbook  
918 IR *America: Past and Present*, AP Ed., Instructor's Resource  
918 MT *America: Past and Present*, AP Ed., Map Transparencies

### **AP Government**

- 947 *Government in America: People, Politics, and Policy*  
947 BOX *Government in America: People, Politics, and Policy* Resource Box  
947 EWB *Government in America: People, Politics, and Policy*, AP Exam Workbook  
947 TRAN *Government in America: People, Politics, and Policy*, Transparencies

### **Global Issues**

No adopted text. See Global Issues supplemental resources below.

### **Law**

- 662 *Street Law: A Course in Practical Law*, Student Text  
662 TK *Street Law: A Course in Practical Law*, Teacher Kit  
662 TRM *Street Law: A Course in Practical Law*, Teacher Manual



**Psychology**

- 661            *Understanding Psychology*, Student Text
- 661ASS       *Understanding Psychology*, ExamView Assessment Suite CD Rom
- 661 CD       *Understanding Psychology*, TeacherWorks Plus CD Rom
- 661 MJDVD   *Understanding Psychology*, Mind Jogger DVD
- 661 PDVD    *Understanding Psychology*, Presentation Plus CD Rom
- 661 SWDVD   *Understanding Psychology*, Student Works CD Rom
- 661 TCR      *Understanding Psychology*, Teacher Resource
- 661 TE       *Understanding Psychology*, Teacher Edition

**Sociology**

- 659            *Sociology and You*, Student Text
- 659 ASS       *Sociology and You*, ExamView Assessment Suite CD Rom
- 659 CD       *Sociology and You*, TeacherWorks Plus CD Rom
- 659 TCR      *Sociology and You*, Teacher Classroom Resource
- 659 TE       *Sociology and You*, Teacher Edition

## **Social Studies Web-Based Resources**

### **Online Access for District Adopted Textbooks**

- *World History: Human Legacy* (Holt)
  - Online access is available through the World History Course Site - <https://sites.google.com/columbus.k12.oh.us/worldhistory>
  
- *America: Pathways to the Present* (Pearson)
  - <http://www.pearsonsuccessnet.com/>
  - Request the school code during registration (an email will be sent with the code)
  
- *United States Government: Democracy in Action* (Glencoe/McGraw-Hill)
  - Online access is available through the American Government Course Site - <https://sites.google.com/columbus.k12.oh.us/americangovernment>
  
- *Street Law* (Glencoe/McGraw-Hill)
  - Online access is available through the Law Course Site - <https://sites.google.com/columbus.k12.oh.us/law>
  
- *Sociology and You* (Glencoe/McGraw-Hill)
  - Online access is available through the Sociology/Psychology Course Site - <https://sites.google.com/columbus.k12.oh.us/socpsych>
  
- *Understanding Psychology* (Glencoe/McGraw-Hill)
  - Online access is available through the Sociology/Psychology Course Site - <https://sites.google.com/columbus.k12.oh.us/socpsych>

### **Interactive Student Websites**

- DocsTeach: [www.docsteach.org](http://www.docsteach.org) – activities using primary sources from the National Archives collections
- iCivics: [www.icivics.org](http://www.icivics.org) – Games place students in different civic roles and give them agency to address real-world problems and issues

### **Teacher Resource Websites**

- Common Lit: [www.commonlit.org](http://www.commonlit.org) - free reading passages and assessments for social studies
- Teaching Columbus: [www.teachingcolumbus.org](http://www.teachingcolumbus.org) – Resources on local history and sites
- Reading Like a Historian: [www.sheg.stanford.edu](http://www.sheg.stanford.edu) – Lessons and assessments emphasizing historical thinking skills

## **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](http://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.

### **Mock Trial**

Ohio High School Mock Trial offers an innovative approach to learning about law and how our legal system functions. High school students argue both sides of a case in real courtrooms across the state. Each school is responsible program costs including case materials, transportation, and entrance fees. A CCS supplemental contract is available for High School Mock Trial Advisors.

Contact OCLRE 614.485.3510 for Mock Trial information.

[http://ocltre.org/aws/OCltre/pt/sp/programs\\_mocktrial](http://ocltre.org/aws/OCltre/pt/sp/programs_mocktrial)

### **YMCA Youth & Government Program**

The Ohio YMCA's Youth & Government Program enhances development of the American democratic process for young people through participatory training in the theory and practice of the Ohio state government. Teens in the program learn about the legislative process, how to write and research bills, and how to participate in elections. Their work culminates in teens serving as delegates at their state conference, debating bills on the floor of the legislature. Some teens have actually made bills into laws! <http://www.ohioymcayg.org/>

### **History Day**

[www.ohiohistory.org/education/national-history-day-in-ohio](http://www.ohiohistory.org/education/national-history-day-in-ohio)

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.