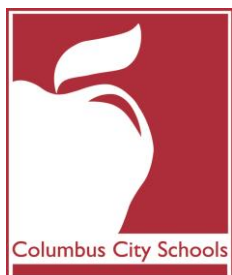


# HANDBOOK FOR TEACHING ELEMENTARY SOCIAL STUDIES 2015-2016



**COLUMBUS CITY SCHOOLS  
SOCIAL STUDIES OFFICE**

[www.ccsosoh.us/socialstudies.aspx](http://www.ccsosoh.us/socialstudies.aspx)

## The Importance of Elementary Social Studies

“The purpose of elementary school social studies is to enable students to understand, participate in, and make informed decisions about their world. Social studies content allows young learners to explain relationships with other people, to institutions, and to the environment, and equips them with knowledge and understanding of the past. It provides them with skills for productive problem solving and decision making as well as for assessing issues and making thoughtful value judgments. Above all, it integrates these skills and understandings into a framework for responsible citizen participation locally, nationally, and globally. The teaching and learning processes within social studies are uniquely organized to develop these capacities, beginning with the youngest learners in our schools.”

— National Council for the Social Studies: [www.socialstudies.org/positions/powerfulandpurposeful](http://www.socialstudies.org/positions/powerfulandpurposeful)



Join NCSS and subscribe to *Social Studies and the Young Learner*

<http://www.socialstudies.org/publications/ssyl>

SSYL features teaching ideas, lesson plans, and handouts written by and for K-6 elementary educators. This colorful, peer-reviewed, 32-page, journal is published four times a year.



## Teaching Strategies

### Multiple Intelligence Teaching Strategies

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

- Visual Discovery — Project an interesting and engaging image on the wall or screen. 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 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.
- 3-2-1 – Students fill out a 3-2-1 chart with something like this: 3 Things You Found Out; 2 Interesting Things; 1 Question You Still Have
- 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))

- History as Mystery – Choose a topic that contains a mystery such as “Was the Boston Massacre really a massacre?” and have students investigate the evidence using primary and secondary sources such as letters, diary entries, maps, statistical tables, political cartoons, images, and artifacts.
- Teaching with Timelines – Throughout a school year, students collectively construct an illustrated timeline of historic events and people they have studied.
- Historical Agency in History Book Sets – Choose a piece historical fiction that focuses on an experience of separation or segregation, two pieces of related non-fiction that provide context, and photographs that visually locate the events in the literature. Students work in pairs to write captions for the pictures, and write a biographical poem representing how their character’s ideas and attitudes change over the course of the story. Have students complete a chart that identifies: the courses of action taken, the decision-makers, the sources of power, the limits of power, and the impact of the actions.
- KWL Chart with Primary Sources – Have students construct a KWL chart. The acronym stands for: K – students identify what they already KNOW about a subject; W – students generate questions about what they WANT to learn about the subject; L – students identify what they LEARNED as they investigated. In primary grades, the entire class looks at projected images or documents and together fills out a KWL chart. In intermediate grades teachers may model the process.

**Additional instructional strategies are available on the Social Studies Instructional Resource Portal: <http://www.ccssoh.us/ssresources.aspx>**

## Site-Based Experiences (Field Trips)

American Whistle Corporation  
6549 Huntley Road  
Columbus, OH 43229  
800-876-2918  
[www.americanwhistle.com](http://www.americanwhistle.com)  
Topic: Economics

Central Ohio Fire Museum  
260 N. Fourth Street  
Columbus, Ohio 43215-2511  
614-464-4099  
cofmuseum@aol.com  
[www.centralohiofiremuseum.com](http://www.centralohiofiremuseum.com)

Columbus Museum of Art  
480 E Broad Street  
Columbus, OH 43215  
614-221-6801  
info@cmaohio.org  
[www.columbusmuseum.org](http://www.columbusmuseum.org)

Hanby House  
160 W. Main St.  
Westerville, OH 43081  
614-891-6289  
hanbyhouse@yahoo.com  
[www.hanbyhouse.org/](http://www.hanbyhouse.org/)  
Topic: Underground Railroad

Kelton House  
586 E. Town Street  
Columbus, OH 43215  
614-464-2022  
[www.keltonhouse.com](http://www.keltonhouse.com)  
Topic: Underground Railroad

Newark Earthworks  
c/o Ohio History Connection  
800 E. 17th Avenue  
Columbus, OH 43211  
[www.ohiohistory.org/museums-and-historic-sites/museum--historic-sites-by-name/newark-earthworks](http://www.ohiohistory.org/museums-and-historic-sites/museum--historic-sites-by-name/newark-earthworks)

Ohio History Center  
800 E. 17<sup>th</sup> Ave.  
Columbus, OH 43211  
614-297-2300  
[www.ohiohistory.org](http://www.ohiohistory.org)

Ohio Statehouse  
Broad and High Streets  
Columbus, OH 43215  
614-752-9777  
visitors@csrab.state.oh.us  
[www.ohiostatehouse.org/visit](http://www.ohiostatehouse.org/visit)

Ohio Railway Museum  
990 Proprietors Road  
Worthington, Ohio 43017  
614-885-7345  
info@ohiorailwaymuseum.net  
[www.ohiorailwaymuseum.org](http://www.ohiorailwaymuseum.org)

Slate Run Historical Farm  
1375 State Route 674 N.  
Canal Winchester, OH 43110614-508-8111  
[www.metroparks.net/ParksSlateRunFarm.aspx](http://www.metroparks.net/ParksSlateRunFarm.aspx)

Supreme Court of Ohio Visitor Education Center  
65 S. Front Street  
Columbus, OH 43215  
614-387-9223  
courttours@sc.ohio.gov  
[www.supremecourt.ohio.gov/MJC/VEC](http://www.supremecourt.ohio.gov/MJC/VEC)

## Textbooks and Ancillary Resources

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

### Kindergarten

104 RES      *Social Studies Alive! Me and My World* Teacher Resources

### Grade 1

146            *Social Studies Alive! My School and My Family* Student Text

146 RES      *Social Studies Alive! My School and My Family* Teacher Resources

146 RES BB   *Social Studies Alive! My School and My Family* Teacher Big Book

146 RES MD   *Social Studies Alive! My School and My Family* Music Dramatizations

### Grade 2

207            *Social Studies Alive! My Family* Student Text

207 RES      *Social Studies Alive! My Family* Teacher Resources

### Grade 3

260            *Social Studies: Communities* Student Text

260 AT        *Social Studies: Communities* Audio Texts CD Package

260 LR        *Social Studies: Communities* Leveled Readers Support Kit

260 ML MLL   *Social Studies: Communities* Multi-Leveled Library

260 MM LL   *Social Studies: Communities* Literature Library

260 RES      *Social Studies: Communities* Teacher Resources

260 RES BX2   *Social Studies: Communities* Teachers Resources Box 2

260 TE        *Social Studies Communities* Teacher Edition with Card Package

260 TS        *Social Studies: Communities* Ancient Communities Teacher Guide

260 WCSE     *Social Studies: Communities* World Passport to Communities

**Grade 4**

- 306 *Social Studies: Ohio Student Text*
- 306 LR *Social Studies: Ohio Leveled Readers Bookshelf Super Kit*
- 306 ML LL *Social Studies: Ohio Literature Library*
- 306 ML MLL *Social Studies: Ohio Multi Leveled Library*
- 306 RES BX2 *Social Studies: Ohio Resource Box 2*
- 306 SR *Social Studies: Ohio Student Resources Online Access Pack*
- 306 SSP *Social Studies: Ohio Social Studies Plus: A Hands on Approach*
- 306 TE *Social Studies: Ohio Teacher Edition*
- 306 TRO *Social Studies: Ohio Teacher Resource Online Access Package*
- 306 TTAK *Social Studies: Ohio Test Talk Practice Book Answer Key*
- 306 WKB *Social Studies: Ohio Workbook*
- 306 WKB AK *Social Studies: Ohio Workbook Answer Key*

- 356 *Building a Nation Student Text*
- 356 LR *Building a Nation Leveled Readers Super Kit*
- 356 ML LL *Building a Nation Literature Library*
- 356 ML MLL *Building a Nation Multi Leveled Library*
- 356 RES *Building a Nation Teacher Resources*
- 356 RES BX2 *Building a Nation Additional Teacher Resources Box 2*
- 356 TE *Building a Nation Teacher Edition*

**Grade 5**

- 444 *World Studies: Western Hemisphere Student Text*
- 444 AIO FG *World Studies: Western Hemisphere All in One: Foundations of Geography*
- 444 AIO LA *World Studies: Western Hemisphere All in One: Latin America*
- 444 AIO UC *World Studies: Western Hemisphere All in One: The United States*
- 444 PE *World Studies: Western Hemisphere Presentation Express CD*
- 444 RES2 *World Studies: Western Hemisphere Teacher Resource Box 2*
- 444 TE *World Studies: Western Hemisphere Teacher Edition*



## Web-Based Resources

### CCS Social Studies Instructional Resource Portal

- <http://www.ccssoh.us/ssresources.aspx>  
Web links to lesson plans, teaching strategies, and content resources aligned to Ohio's New Learning Standards. The resources are organized by grade level and curriculum unit.

### Online Access for District Adopted Textbooks

#### **Grades K-2**

- Teach TCI: [www.teachtci.com](http://www.teachtci.com) – editable classroom presentations, assessment tools, differentiated instructional strategies, common core activities and state correlations.
- Note: CCS subscriptions have expired as of June 30, 2015. You may request a free 30-day trial version from the website.

#### **Grades 3-5**

- Pearson Success Net: <https://www.pearsonsuccessnet.com/>
- Request the school code during registration process.

### Interactive Student Websites

- PBS Kids: [www.pbskids.org](http://www.pbskids.org) – interactive games and problem-solving activities
- Brain Pop, Jr: [www.brainpopjr.com/socialstudies](http://www.brainpopjr.com/socialstudies) – a few free activities are available; subscription required for full access
- Time Toast: [www.timetoast.com](http://www.timetoast.com) – create interactive timelines
- Social Studies Skills Tutor:  
[www.phschool.com/curriculum\\_support/ss\\_skills\\_tutor/content/pop.html](http://www.phschool.com/curriculum_support/ss_skills_tutor/content/pop.html) – interactive tutorials and practice for social studies and critical thinking skills
- National Constitution Center: [www.constitutioncenter.org/learn/educational-resources/games](http://www.constitutioncenter.org/learn/educational-resources/games) - games on the Constitution, Bill of Rights, elections, and Lincoln

### Teacher Resource Websites

- Teaching Columbus: [www.teachingcolumbus.org](http://www.teachingcolumbus.org) – Resources on local history and sites
- Ohio History Central: [www.ohiohistorycentral.org/](http://www.ohiohistorycentral.org/) – Online encyclopedia of Ohio history
- Econ Ed Link: [www.econedlink.org/lessons/economic-lesson-search.php](http://www.econedlink.org/lessons/economic-lesson-search.php) – browse or search for a list of economics lessons by concept
- Discovery Education: [www.discoveryeducation.com](http://www.discoveryeducation.com) – digital videos, images, and lessons
- National Geographic Education: [www.education.nationalgeographic.com](http://www.education.nationalgeographic.com) – maps and geography lessons
- Library of Congress: [www.loc.gov/teachers](http://www.loc.gov/teachers) – using primary sources in the classroom

## Recommended Children's Literature

### Grades K-2

(For a complete list with descriptions, see the Primary Grades Bookshelf:  
<http://www.ccssoh.us/sslit-primary.aspx>)

*Being a Good Citizen: A Book about Citizenship* by Mary Small

*Big Rigs* by Candice Ransom

*CJ and the Mysterious Map* by Kimberly Weinberger

*Don't Need Friends* by Carolyn Crimi

*Earning Money* by Patricia J. Murphy

*Garrett Morgan: Inventor of the Traffic Light and Gas Mask* by Patricia J. Murphy

*Good Citizen Sarah* by Virginia L. Kroll

*The Great Kapok Tree: A Tale of the Amazon Rain Forest* by Lynne Cherry

*How to Be a Friend: A Guide to Making Friends and Keeping Them* by Laurene Krasny Brown

*I am America* by Charles R. Smith Jr.

*In My Neighborhood* by Mari C. Schuh

*It's Hard to Be Five: Learning How to Work My Control Panel* by Jamie Lee Curtis

*Jane Addams: Pioneer Social Worker* by Charnan Simon

*Kindness Is Cooler, Mrs. Ruler* by Margery Cuyler

*Lincoln: A Photobiography* by Russell Freedman

*Make Way for Ducklings* by Robert McCloskey

*Mapping Penny's World* by Loreen Leedy

*Margaret and Margarita/Margarita y Margaret* by Lynn Reiser

*Mi Barrio = My Neighborhood* by George Ancona

*On the Town: A Community Adventure* by Judith Caseley

*Our Leaders* by Ann-Marie Kishel

*A Picture Book of Martin Luther King, Jr.* by David A. Adler

*Plymouth: Surviving the First Winter* by Susan Whitehurst

*Raising Yoder's Barn* by Jane Yolen

*Red, White, and Blue* by John Herman

*The Selfish Crocodile* by Faustin Charles

*Supermarket* by Kathleen Krull

*There's a Map on My Lap!: All about Maps* by Tish Rabe

*This Is Me and Where I Am* by Joanne Fitzgerald

*Town Mouse, Country Mouse* by Jan Brett

*We Are All Alike – We Are All Different* by Cheltenham Elementary School Kindergarten

*What is a Community from A to Z?* by Bobbie Kalman

*What Is Government?* by Ann-Marie Kishel

*X Marks the Spot!* by Lucille Recht Penner

### **Grades 3-5**

(For a complete list with descriptions, see the Intermediate Grades Bookshelf:

<http://www.ccsqh.us/sslit-intermediate.aspx>)

*1607: A New Look at Jamestown* by Karen E. Lange

*A is for America* by Devin Scillian

*African Americans in the Thirteen Colonies* by Deborah Kent

*The Amazing Impossible Erie Canal* by Cheryl Harness

*The Amazing Pop-Up Geography Book* by Kate Petty

*Anno's U.S.A.* by Mitsumasa Anno

*Aunt Harriet's Underground Railroad in the Sky* by Faith Reinggold

*The Bill of Rights* by Patricia Ryon Quiri

*Brady* by Jean Fritz

*A Braid of Lives: Native American Childhood* by Neil Philip

*Buffalo Bird Girl: A Hidatsa Story* by S.D. Nelson

*The Camping Trip That Changed America* by Barb Rosenstock

*The Constitution* by Patricia Ryon Quiri

*Cloud Tea Monkeys* by Mal Peet

*Colonial Life* by Brendan January

*The Constitution* by Patrick Ryon Quiri

*Daniel at the Siege of Boston 1776* by Laurie Calkhoven

*Dear Benjamin Banneker* by Andrea Davis Banneker

*The Declaration of Independence* by Patricia Ryon Quiri

*The Discovery of the Americas: From Prehistory through the Age of Columbus* by Betsy Maestro

*Followers of the North Star* by Susan Altman

*Four Feet, Two Sandals* by Karen Lynn Williams

*Freedom Songs: A Tale of the Underground Railroad* by Trina Robbins

*From Slave Ship to Freedom Road* by Julius Lester

*Geography from A to Z: A Picture Glossary* by Jack Knowlton

*Guns for General Washington: A Story of the American Revolution* by Seymour Reit

*Hannah's Winter of Hope* by Jean Van Leeuwen

*If You Grew Up With George Washington* by Ruth Belov Gross

*If You Lived At The Time Of The American Revolution* by Kay Moore

*If You Sailed on the Mayflower in 1620* by Ann McGovern

*If You Were There When They Signed The Constitution* by Elizabeth Levy

*Independent Dames: What You Never Knew About the Women and Girls of the American Revolution* by Laurie  
Halse Anderson

*The Jamestown Colony* by Gail Sakurai

*Johnny Tremain* by Esther Forbes

*Katie's Trunk* by Ann Turner

*Let It Shine: Stories of Black Women Freedom Fighters* by Andrea Davis Pinkney

*The Liberty Tree: The Beginning of the American Revolution* by Lucille Recht Penner

*Life of the Powhatan* by Rebecca Sjonger

*Nurse, Soldier, Spy: The Story of Sarah Edmonds a Civil War Hero* by Marissa Moss

*People* by Peter Spier

*Pink and Say* by Patricia Polacco

*Pioneer Life from A to Z* by Bobbie Kalman

*Rachel's Journal: The Story of a Pioneer Girl* by Marissa Moss

*Shades of Gray* by Carolyn Reeder

*Shh! We're Writing the Constitution* by Jean Fritz

*The Story of The Declaration of Independence* by R. Conrad Stein

*Those Rebels, John and Tom* by Barbara Kerley

*Timeless Thomas: How Thomas Edison Changed Our Lives* by Gene Barretta

*Uncle Sam And Old Glory: Symbols Of America* by Delno C. West

*Unspoken: A Story from the Underground Railroad* by Henry Cole

*The West* by Giovanni Carrada

*What If You'd Been at Jamestown?* by Ellen Keller

*Where Was Patrick Henry on the 29th of May?* by Jean Fritz

*Who's That Stepping on Plymouth Rock?* by Jean Fritz

*Why Don't You Get a Horse, Sam Adams?* by Jean Fritz

*Will You Sign Here, John Hancock?* by Jean Fritz

*Words That Built a Nation* by Marilyn Miller

## Recommended Instructional Resources

*Big Book of Social Studies For Elementary K-6* (Dinah Zike)

<http://dinah.mybigcommerce.com/dinah-zikes-big-book-of-social-studies-elementary-k-6/>

*Differentiation Strategies for Social Studies* (Shell Education)

<http://estore.seppub.com/estore/product/50015>

*Doing History: Investigating With Children in Elementary and Middle Schools* (Levstick & Barton, Routledge)

<http://www.routledge.com/books/details/9780415873017/>

*Focus: Grades 3-5 Economics* (National Council for Economic Education)

<http://www.councilforeconed.org/resource/focus-economics-grades-3-5/>

*Mastering Ohio's Grade 4 Social Studies Test* (Jarrett Publishing) (Available in sets of 10)

<http://stores.jarrettpub.com/mastering-ohios-grade-4-social-studies-test/>

*Reading Strategies for Social Studies* (Shell Education)

<http://estore.seppub.com/estore/product/50054E>

*Skills Coach: Social Studies Elementary* (Triumph Learning)

<http://www.triumphlearning.com/what-we-offer/social-studies/social-studies-skills-coach.html>

*Social Studies Alive! Methods to Transform Elementary Instruction* (Teachers' Curriculum Institute)

<http://intrastore.teachci.com/Shopping/ProgramOrder.aspx?ID=49&EditionMode=Latest>

*Strategies for Building Academic Vocabulary in Social Studies* (Shell Education)

<http://estore.seppub.com/estore/product/50130>

*Unscripted Learning: Using Improv Activities Across the K-8 Curriculum* (Teachers College Press)

<http://store.tpress.com/0807747971.shtml>

*Writing Strategies for Social Studies* (Shell Education)

<http://estore.seppub.com/estore/product/51161>

## **Social Studies and Civic Education 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**

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. Sample election lessons are available on the Kids Voting website.

### **Penny Harvest**

<http://www.seekkidsdream.org/what-we-do/penny-harvest/>

The Penny Harvest service-learning program empowers students to achieve their own potential, while creating positive outcomes for both themselves and our community at large. The Penny Harvest has three phases. Phase 1, Gather Pennies: In the fall, as students begin gathering pennies, they connect with their family, their neighborhood and the community at large; engaging in discussions about community needs. Phase 2, Philanthropy Roundtable: During the winter, students research community needs, debate causes and learn more about organizations in their community. They review proposals and award service and community grants from the funds they have collected. Phase 3, Take Action / Community Service: In the Spring, students take action to address the community needs they have become so passionate about.

### **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 4-5. 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.