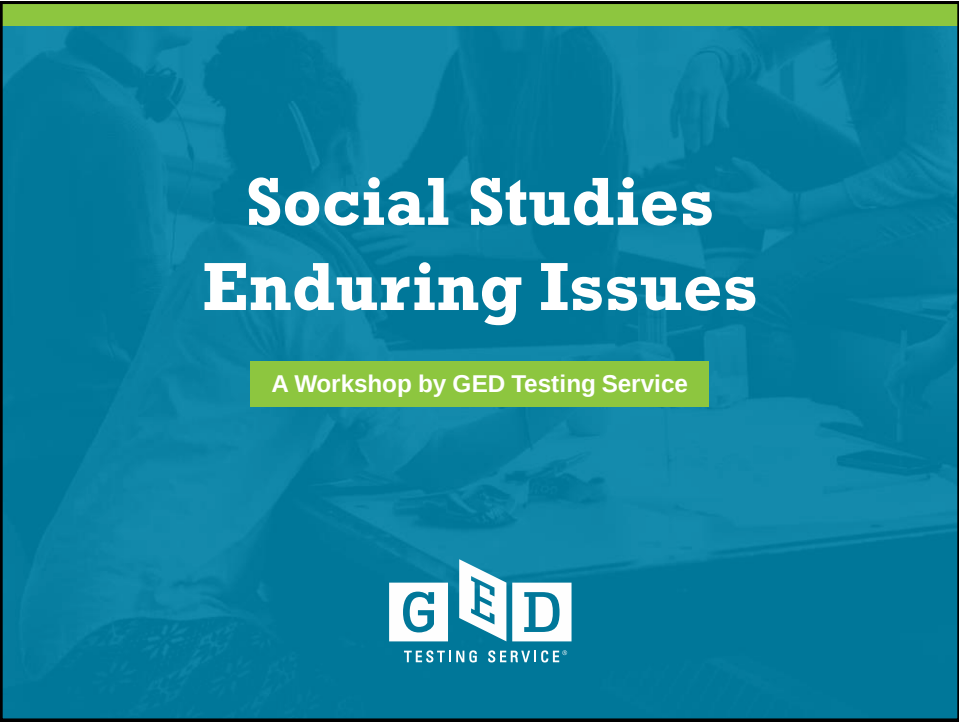




Session Objectives



- 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



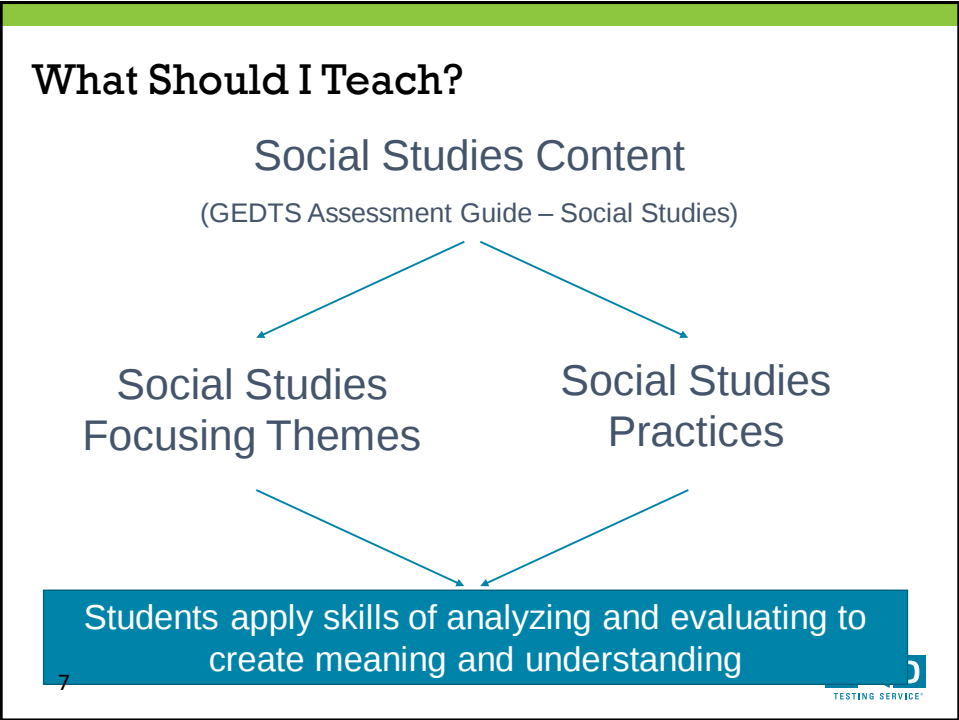
Quick Overview

- Social Studies Practices
- Focusing Themes
- High Impact Indicators



6





- # 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	<i>Development of Modern Liberties and Democracy</i>	- Types of modern and historical governments - Structure and design of U.S. government	- Key historical documents - Civil War and Reconstruction	Key economic events that shape American government and policies	Development of classical civilizations
	<i>Dynamic Responses in Societal Systems</i>	- Political parties, campaigns, and elections - Contemporary public policy	- World War I & II - Cold War	- Fundamental economic concepts - Economic causes and impacts of war	- 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?

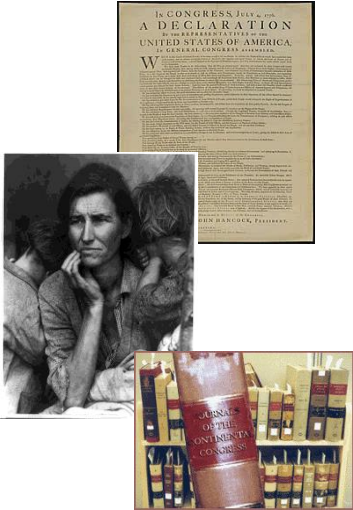


15



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

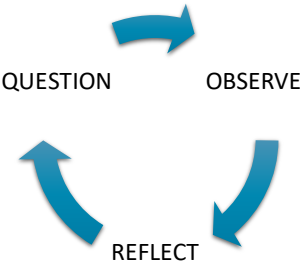
Further Investigation

17



Observe

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

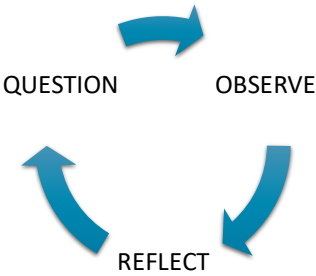


18



Reflect

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

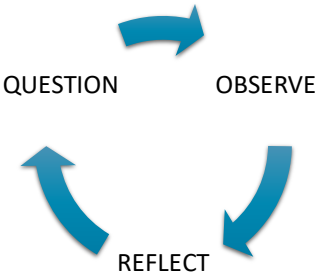


19



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?

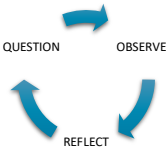


20



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.



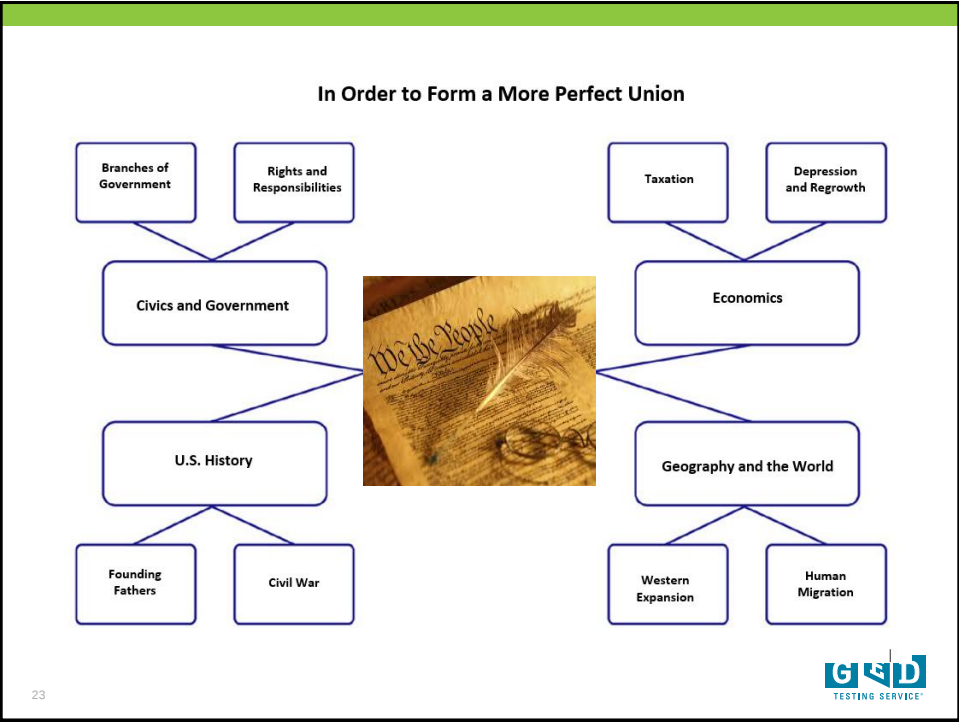
21

Take a Thematic Approach

Build activities around a central idea.



22



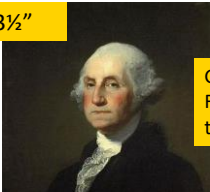
Do you know the A, B, Cs of the “Founding Fathers?”

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.

24

Did you know?

6' 3½"



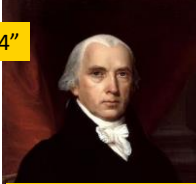
George Washington was the only Founding Father who did not go to college.

5' 7"



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

5' 4"



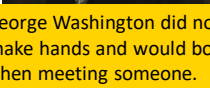
James Madison was responsible for writing 12 amendments to the Constitution. Ten of them became the Bill of Rights.

6' 2½"



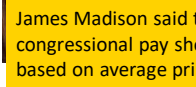
John Adams and Thomas Jefferson both died on July 4, 1826 – the 50th anniversary of the Declaration of Independence.

25



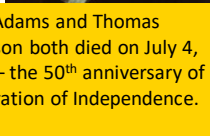
George Washington did not like to shake hands and would bow when meeting someone.

25



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

25



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

Which Founding Father are You?




Benjamin Franklin


Thomas Jefferson


James Madison


Alexander Hamilton


John Adams


George Washington


United States

GET STARTED >

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

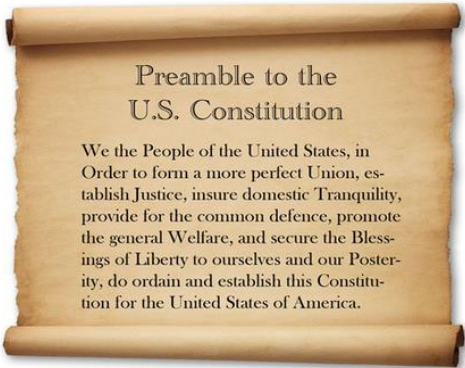


26

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”

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RIGHTS

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

RESPONSIBILITIES

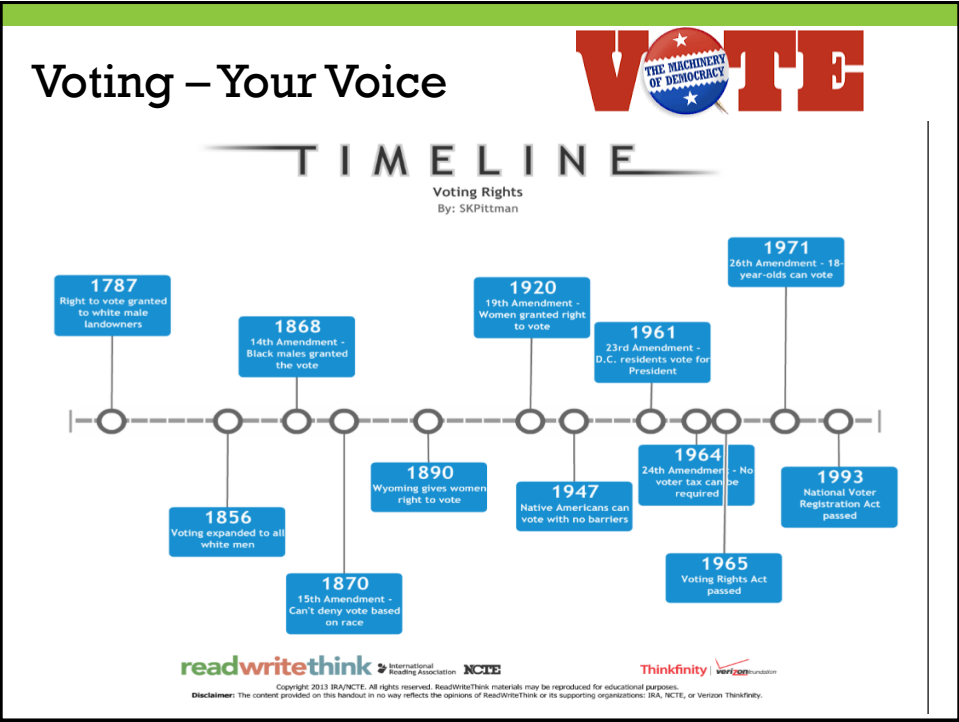
Vote

Pay Taxes

Obey Laws

Serve on Jury

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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

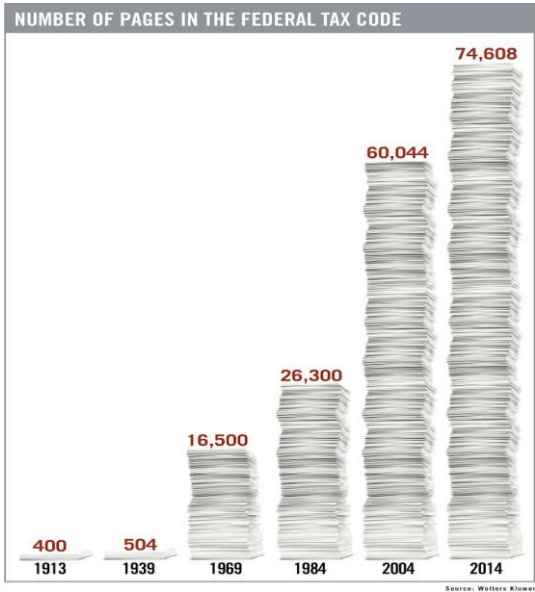
☐ C. Imperialism

☐ D. Majority rule

32 TESTING SERVICE

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.



Build Economics Vocabulary

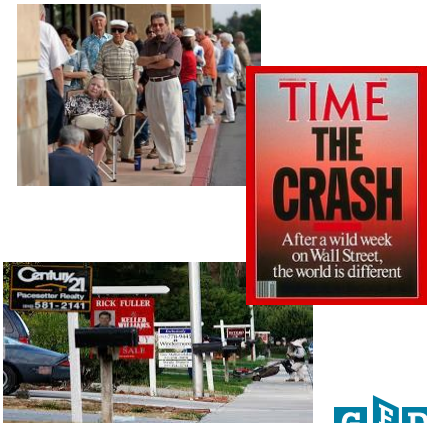
Appreciation	Boycott	Capitalism
Credit	Deflation	Depression
Downturn	Federal Reserve	Graduated Tax
Inflation	Investment	Monopoly
New Deal	Per Capita	Profit
Progressive Tax	Recession	Regulation
Stock Market	Tariff	Withholding

History Repeats

1929



2008

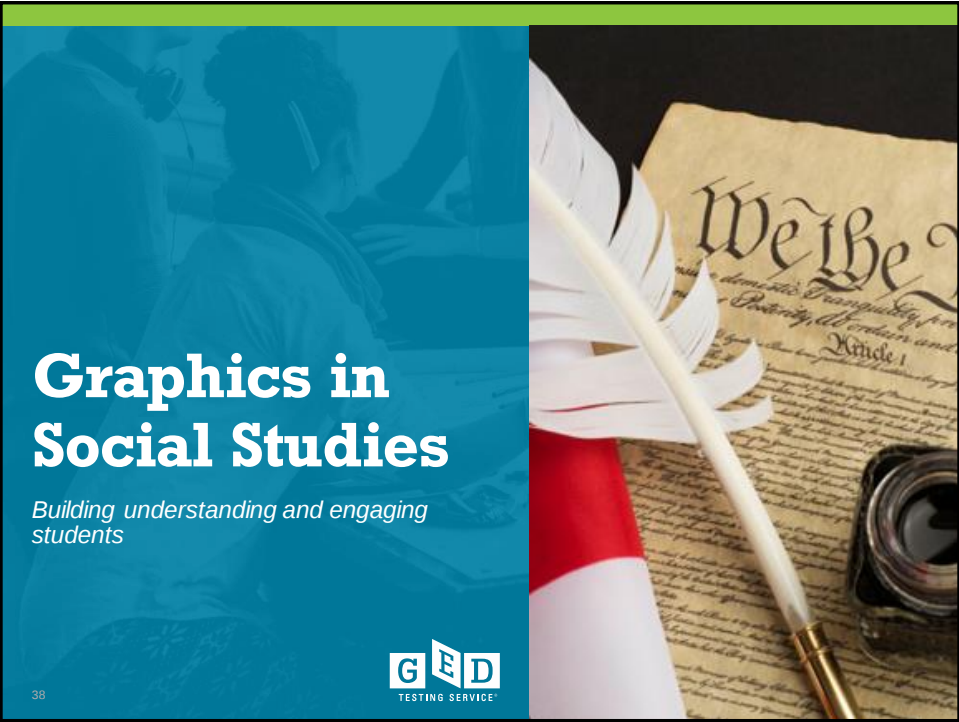
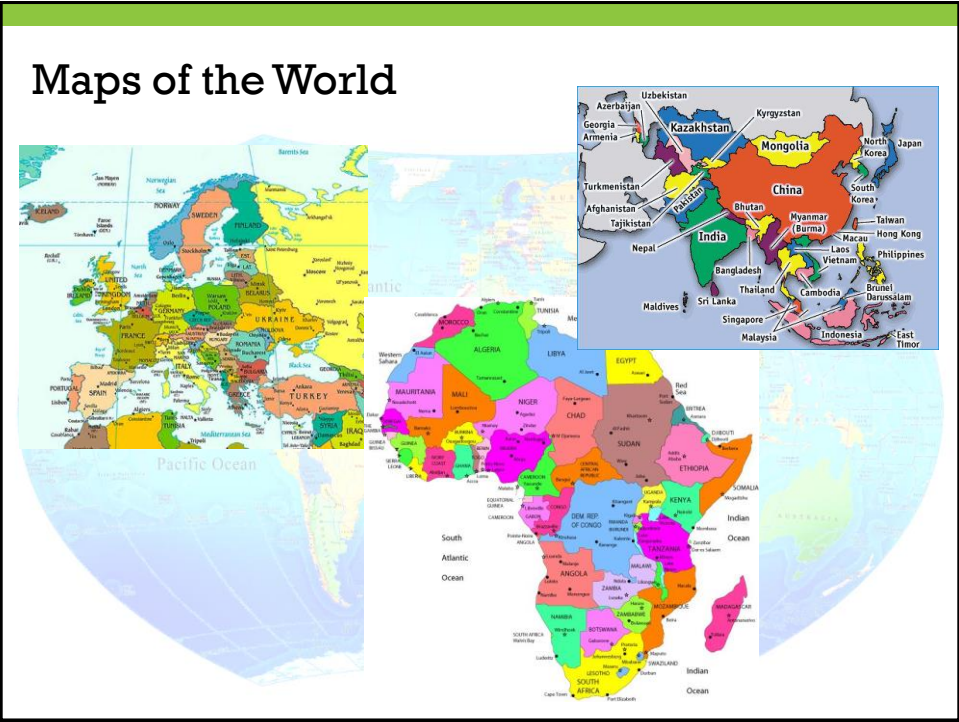


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Don't Forget Maps!





GED® Sample Social Studies Questions – Look Familiar?

This map is based on data from the U.S. Census Bureau.

Changes in U.S. Population, 2000–2009

KEY
Percent increase

Based on this map, which state had the highest percent increase in population?

☐ A. California
☐ B. Texas
☐ C. New York
☐ D. Florida

This excerpt is from the "Declaration of Sentiments" presented to the Seneca Falls Convention by Elizabeth Cady Stanton in 1848.

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This excerpt is taken from the public domain.

Which concept shaped Stanton's point of view?

☐ A. Nationalism
☐ B. Natural rights

The excerpt below is from the U.S. Supreme Court decision in *Youngstown Sheet & Tube Company et al. v. Sawyer* (1952).

MR. JUSTICE BLACK delivered the opinion of the Court.

We are asked to decide whether the President was acting within his constitutional power when he issued an order directing the Secretary of Commerce to take possession of and operate most of the Nation's steel mills. . . .

The President's power, if any, to issue the order must stem either from an act of Congress or from the Constitution itself. . . .

[W]e cannot with faithfulness to our constitutional system hold that the Commander in Chief of the Armed Forces has the ultimate power as such to take possession of private property in order to keep labor disputes from stopping production. This is a job for the Nation's lawmakers, not for its military authorities.

This excerpt is taken from the public domain.

Based on this excerpt, what did the court want to prevent?

☐ A. judicial interference with legislative powers
☐ B. executive interference with legislative powers
☐ C. congressional interference with judicial powers
☐ D. congressional interference with executive powers

Congressional Research Service to complete the graph.

Amounts of money since the turn of the twentieth century to support military operations in World War I was around \$1.7 billion. The total cost of military involvement in World War I was around \$13.7 billion. The total cost of military operations between 1941 and 1945. The total cost of military operations between 1941 and 1945 was around \$111 billion. The total cost of military operations between 1941 and 1945 was around \$111 billion. The total cost of military operations between 1941 and 1945 was around \$111 billion.

Use the graph to show the amount of spending on each of the four wars.

Major Twentieth-Century Wars

War

World War I World War II Korean War Vietnam War

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/ Advertis-ments	Comics	Sentences	Short paragraphs	Longer, more intricate passages – fiction/ mysteries	Longer, more intricate passages - nonfiction

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?

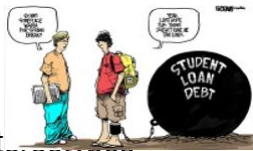
Symbolism



Caricature



Exaggeration/Distortion



St...

Humor and Irony



45



Teaching Inference through Editorial Cartoons



46



https://ged.com

47





Thank you!

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