



Building Knowledge and Understanding for the GED® Social Studies and Science Tests

**Professional Development for
International Programs**

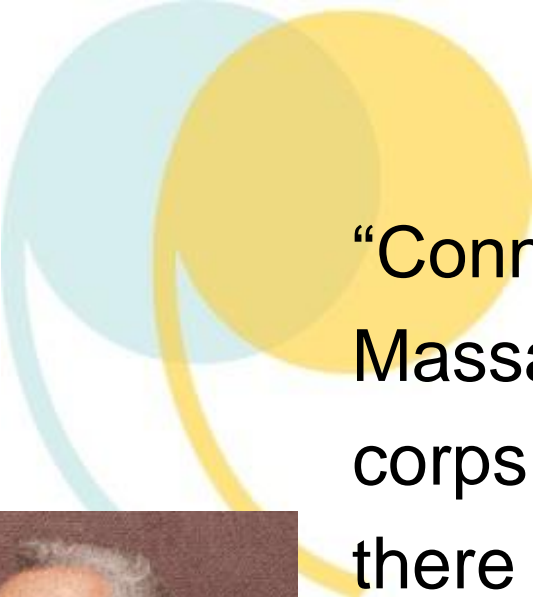
Session 3

Wednesday 19 September 2018

Session Objectives



- Explore thinking and reading skills in social studies and science
- Explore the High Impact Indicators for social studies and science
- Identify strategies and activities to build social studies content knowledge
- Integrate graphic literacy into social studies content
- Identify strategies and activities for teaching the scientific method
- Share resources



“Connecticut wants no
Massachusetts man in her
corps. Massachusetts thinks
there is no necessity for a
Rhode Islander...”

— Gen. George Washington, 08.11.1775

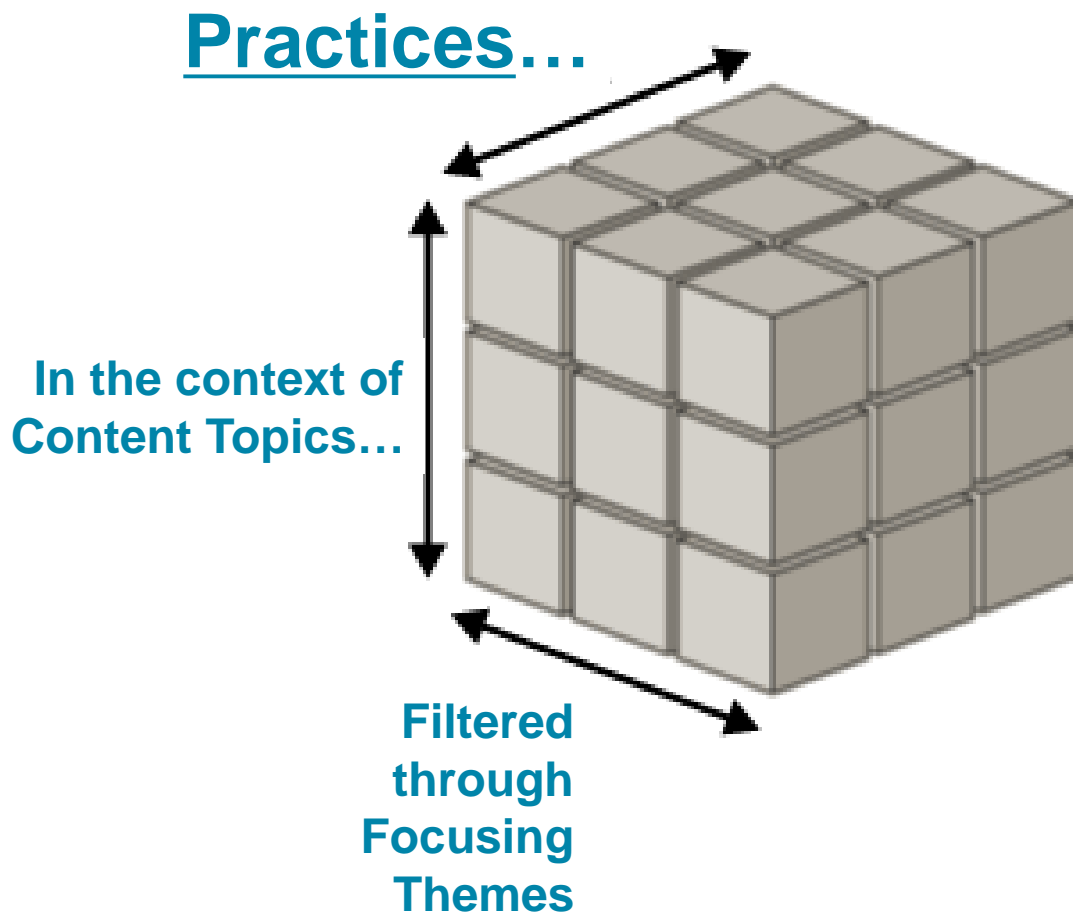
<http://www.history.com/this-day-in-history/washington-seeks-to-make-militias-into-a-military>



Focusing Social Studies and Science Instruction

Integrating High Impact Indicators

Structure of Science and Social Studies tests



What Should I Teach?

Social Studies Skills

Reading and Writing in Social Studies

Applying Social Studies Concepts

Applying Mathematical Reasoning in Social Studies



In the context of

Social Studies Content

organized by

and

filtered through

↓
Topic Areas

↓
Focusing Themes

What Should I Teach?

Science Skills

Reading and Writing in Science

Applying Science Concepts

Applying Mathematical Reasoning in Science



In the context of

Science Content

organized by

and


filtered through

↓
Topic Areas

↓
Focusing Themes

Social Studies Practices


Workbook – p. 6



Reading and Writing in Social Studies	<ul style="list-style-type: none">• Main ideas and details• Vocabulary• How authors use language• Fact vs. Opinion• Claims and evidence
Applying Social Studies Concepts	<ul style="list-style-type: none">• Making Inferences• The effect of different social studies concepts on an argument or point of view• Connections between different elements (people, events, places, processes)• Identifying bias and propaganda
Applying Mathematical Reasoning in Social Studies	<ul style="list-style-type: none">• Using visually presented data (maps, charts, graphs, tables)• Dependent and Independent variables• Correlation vs. causation• Using statistics

Science Practices

Workbook – p. 54



Reading and Writing in Science	<ul style="list-style-type: none">• Claims and evidence in Science• Science vocabulary, terms, and phrases
Applying Science Concepts	<ul style="list-style-type: none">• Science Investigations• Using evidence to draw conclusions or make predictions• Science theories and processes
Applying Mathematical Reasoning in Science	<ul style="list-style-type: none">• Science formulas and statistics• Probability and sampling in Science• Presenting Science information using numbers, symbols, and graphics

Focusing Themes – Social Studies

		Social Studies Example Topics			
		Civics & Gov't (50%)	US History (20%)	Economics (15%)	Geography & World (15%)
Focusing Themes	<i>Development of Modern Liberties and Democracy</i>	<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
	<i>Dynamic Responses in Societal Systems</i>	<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

Workbook – p. 5

Focusing Themes – Science

		Science Content Topics		
		Life Science (40%)	Physical Science (40%)	Earth & Space Science (20%)
Focusing Themes	Human Health and Living Systems	<ul style="list-style-type: none"> Human body and health Organization of life Molecular basis for heredity Evolution 	<ul style="list-style-type: none"> Chemical properties and reactions related to human systems 	<ul style="list-style-type: none"> Interactions between Earth's systems and living things
	Energy and Related Systems	<ul style="list-style-type: none"> Relationships between life functions and energy intake Energy flows in ecologic networks (ecosystems) 	<ul style="list-style-type: none"> Conservation, transformation, and flow of energy Work, motion, and forces 	<ul style="list-style-type: none"> Earth and its system components Structure and organization of the cosmos

Workbook – p. 53

Social Studies High Impact Indicators (HIIs)

- **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.

Workbook – p. 7

What do the Practices and HIs have in common?



“Reading is a complex process of problem solving in which the reader works to make sense of a text not just from the words and sentences on the page but also from the ideas, memories, and knowledge evoked by those words and sentences.”

Cziko, C., Greenleaf, C., Hurwitz, L.,
Shoenbach, R. What is Reading? An Excerpt
from *Reading for Understanding*. The
Quarterly, Vol. 22, No 3.

Emphasize the practices

- Let's look at an example activity –
 - Supporting Claims with Evidence from a News Article
 - Newsela article: “Federal government sues North Carolina over new voting law”
 - Federalism warm-up Kahoot: [Federalism Kahoot Link](#)
 - Full lesson plan

Workbook – p. 40- 49

Supporting claims in Social Studies

- Warm-up activity Use a smartphone, tablet, or computer connected online
 - Go to [Federalism Kahoot Link](#) to review the concept of “Federalism” (5 minutes)
- Next, read Newsela article: “Federal government sues North Carolina over new voting law” (20 min)
 - [Newsela Fed-State-Local article link](#)
 - log-in: kehe.martin@gmail.com, password: Hammer77
 - Take the 4-question quiz
 - Complete the worksheet “Finding Evidence to Support a Claim”

Supporting claims in Social Studies

- Large group discussion (10 min)
 - What is federalism?
 - How is this case an example of federalism?
 - What is the issue?
 - Who needs to act to solve the issue?
 - What are some possible solutions to the issue?
- Complete the “Keeping an Eye on Public Policy” worksheet (10 min)

Primary Sources

Engage, Connect, Develop, Construct

What is a primary source?

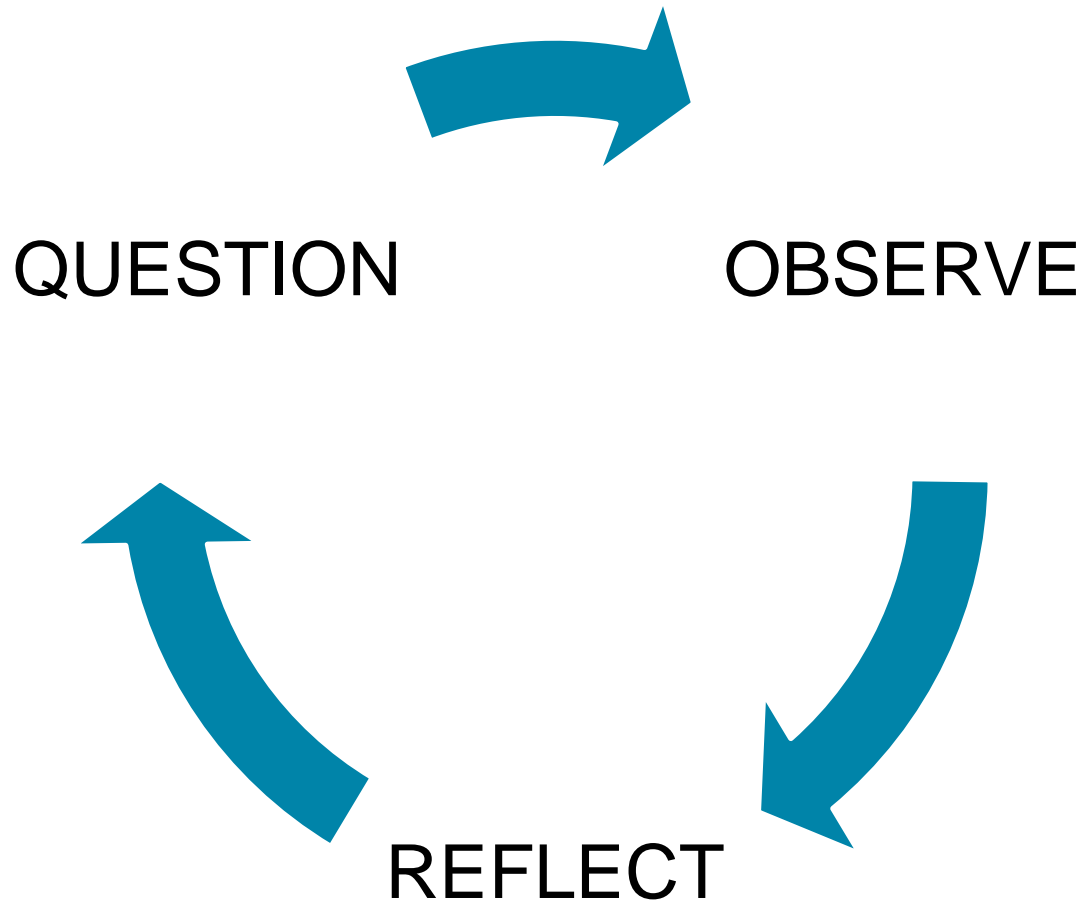


Why use Primary Sources?

Primary sources

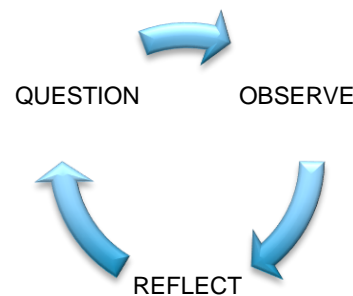
- Engage students
- Connect past to present
- Help develop critical thinking skills
- Enable students to construct knowledge

Primary Source Analysis Tool



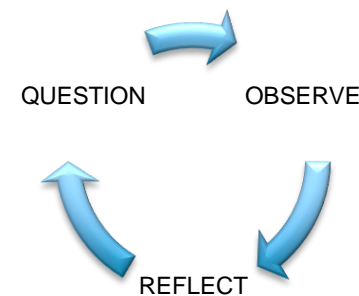
The Library of Congress

Observe



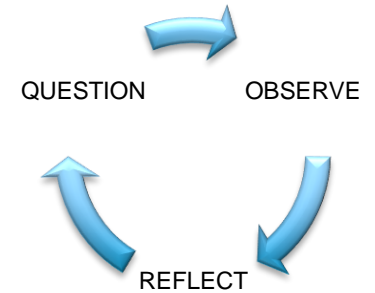
- What did you notice first?
- Describe anything about the text that looks unfamiliar.
- How is the information arranged?

Reflect



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

Question



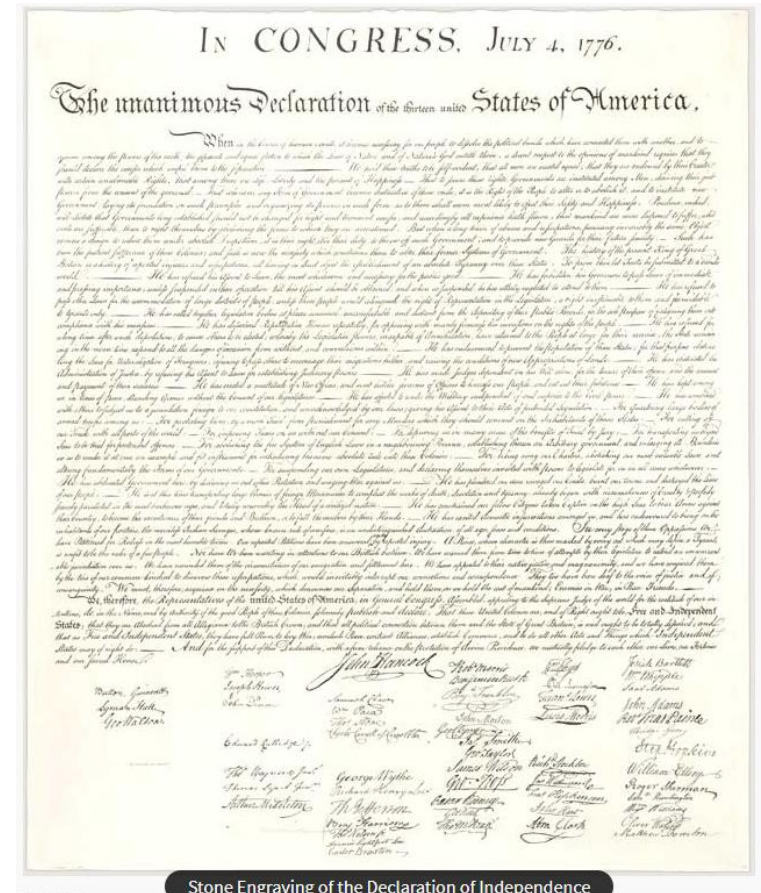
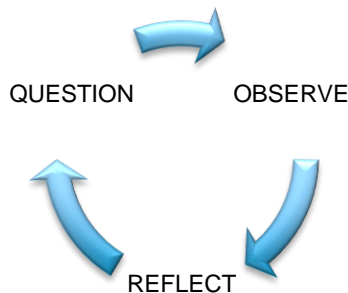
- What claims does the author make?
- What evidence does the author use to support those claims?
- What else do you wonder about it?
- Who? What? Where? When? Why? How?

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

Workbook – p. 20-21

Sample Tool for Close Reading

Primary Source Analysis Tool from the Library of Congress

Name of Document _____

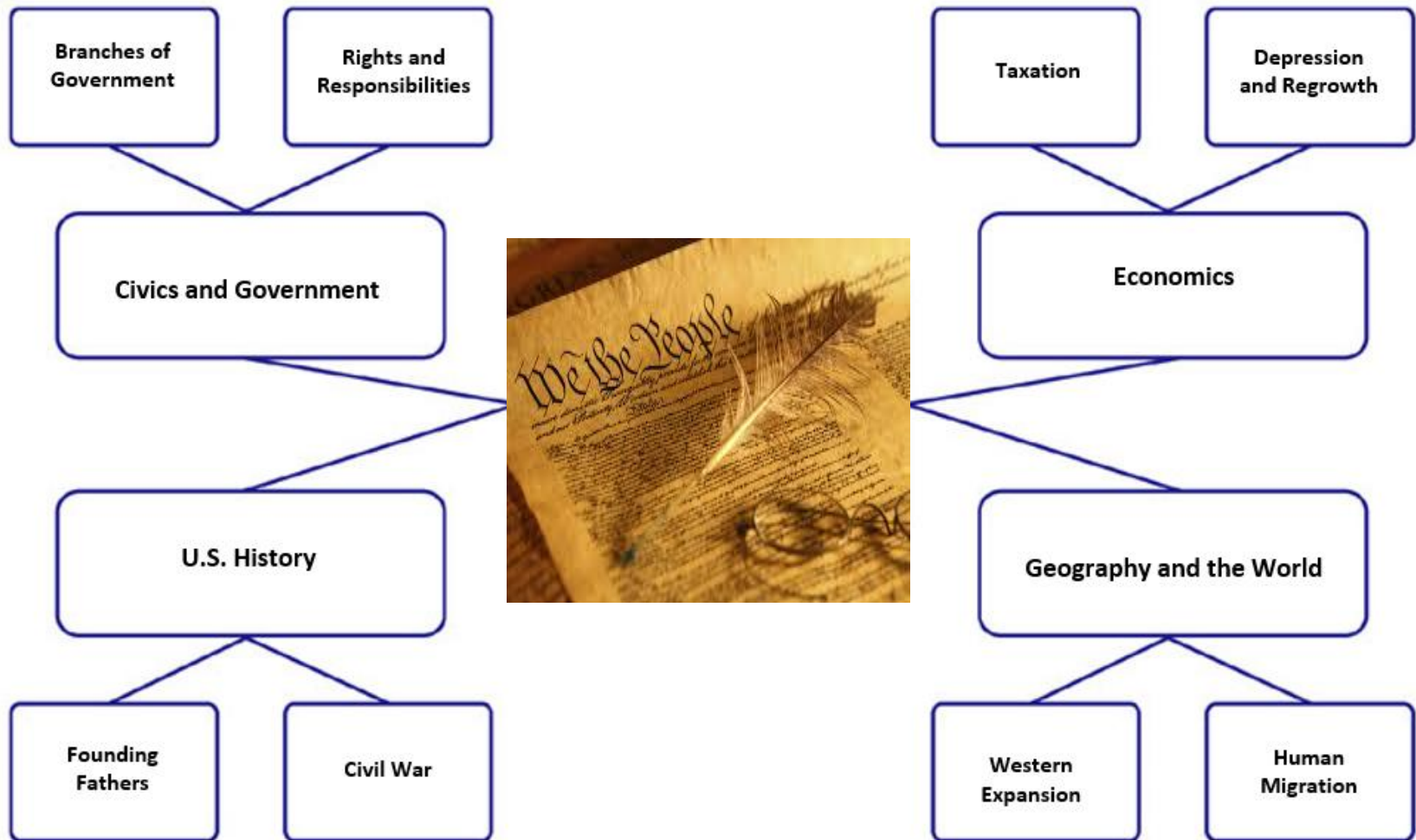
Observe	Reflect	Question

Further Investigation

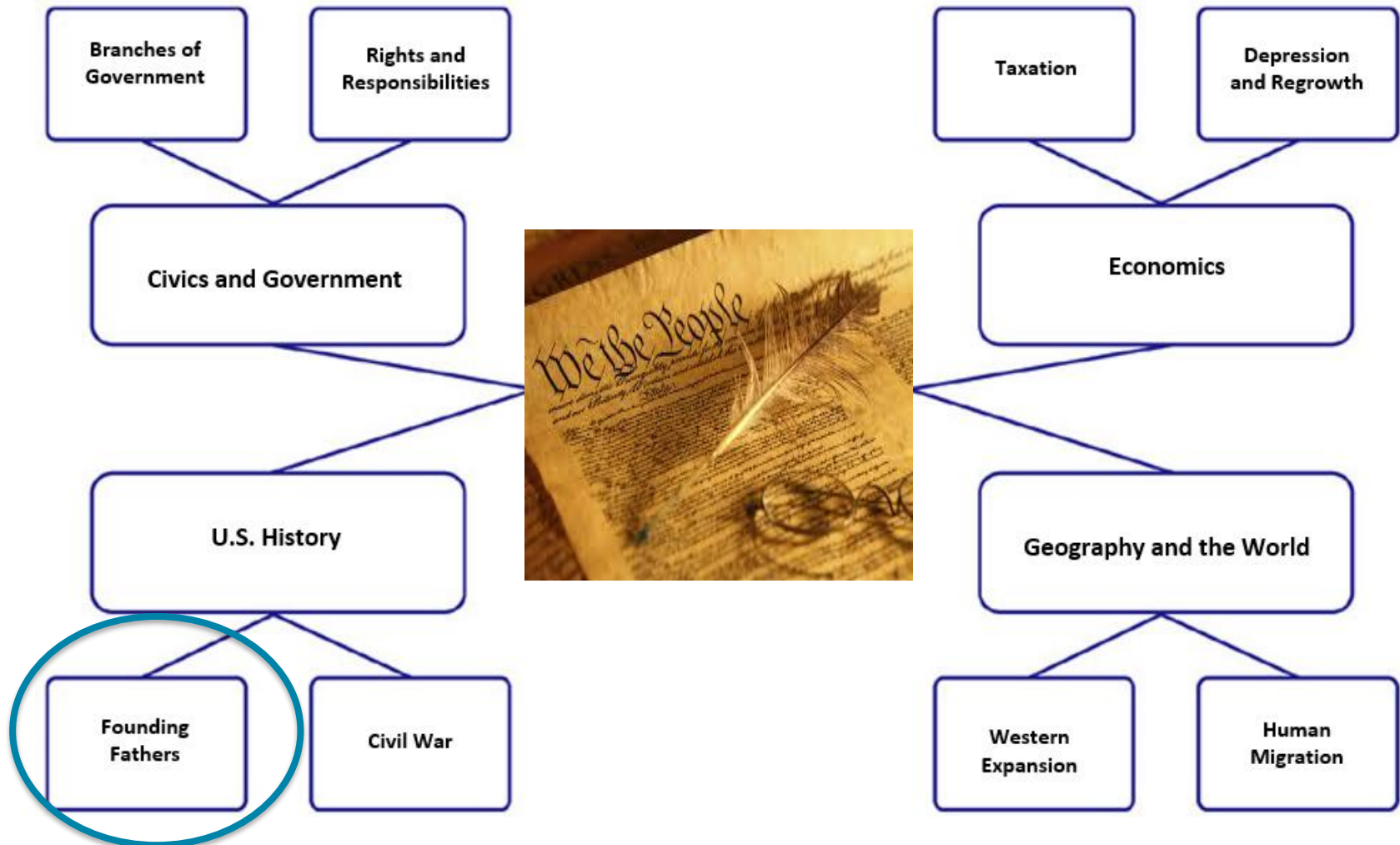
Integrating practices with content



In Order to Form a More Perfect Union



In Order to Form a More Perfect Union



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

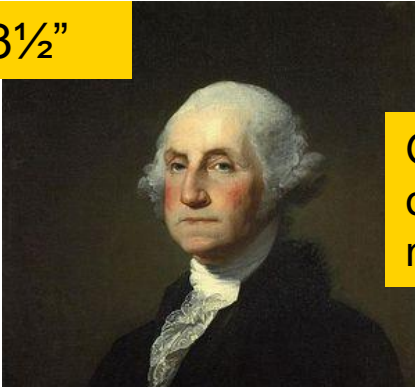
Historian Richard B. Morris in 1973 identified the following seven figures as the key Founding Fathers: John Adams, Benjamin Franklin, Alexander Hamilton, John Jay, Thomas Jefferson, James Madison, and George Washington.



Workbook – p. 23

Did you know?

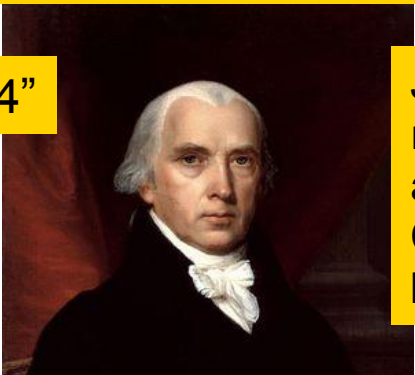
6' 3½"



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.

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.

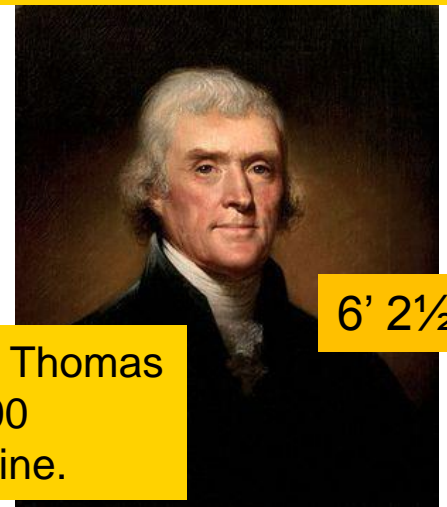
John Adams became a grammar school teacher after graduating from Harvard.

5' 7"



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

6' 2½"

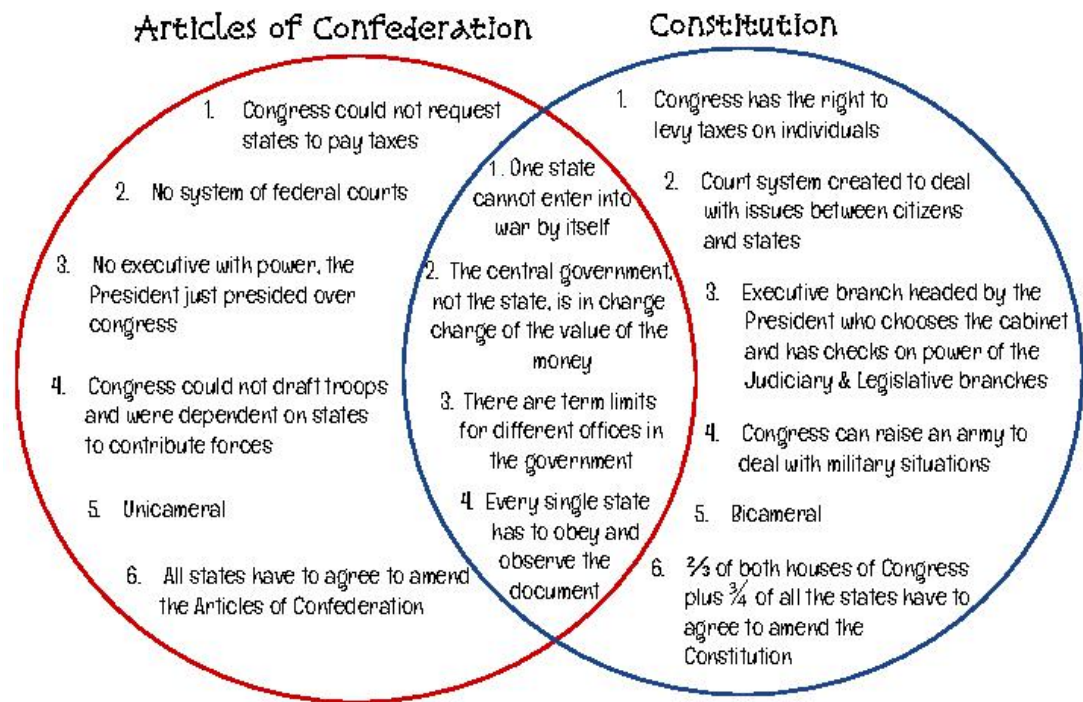


In his 8 years in office, Thomas Jefferson spent \$11,000 (\$219,000 today) on wine.

If at first you don't succeed...

In your groups, read the article entitled, “Difference between Articles of Confederation vs Constitution.”

Use the Venn Diagram to identify the similarities and differences between the two documents.



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>

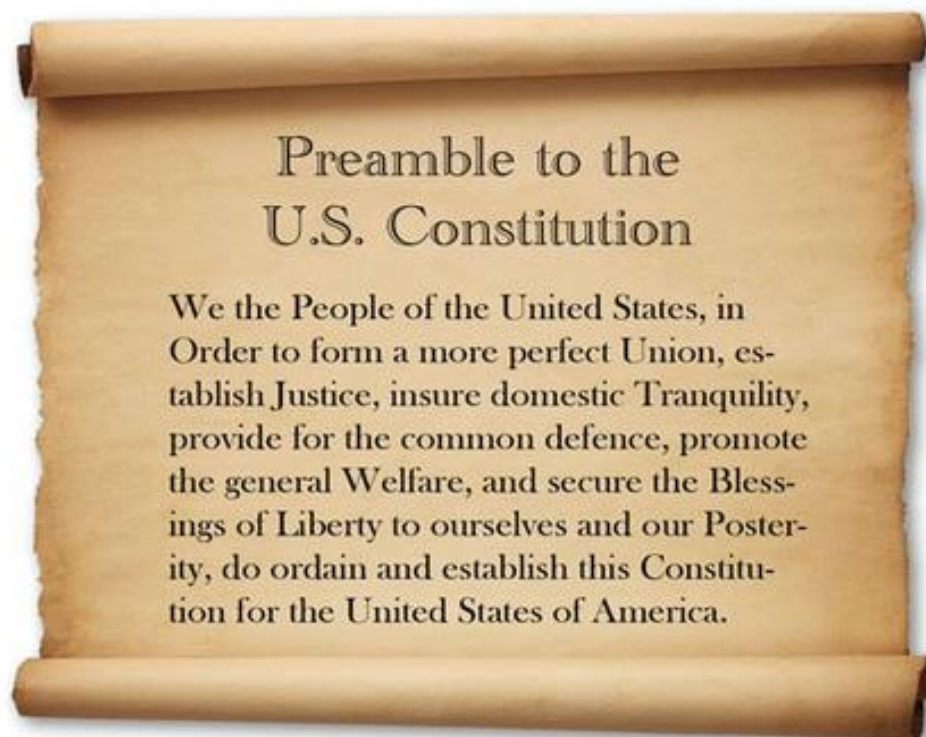
Preamble to the U.S. Constitution

We the People of the United States, in
Order to form a more perfect Union, es-
tablish Justice, insure domestic Tranquility,
provide for the common defence, promote
the general Welfare, and secure the Bless-
ings of Liberty to ourselves and our Poster-
ity, do ordain and establish this Constitu-
tion for the United States of America.

Engage with the Source

Did you know?

- The constitution includes a little over 4,500 words.
- It was written on four sheets of paper.
- Written in 1787, it is the oldest written constitution in the world that is still in use.



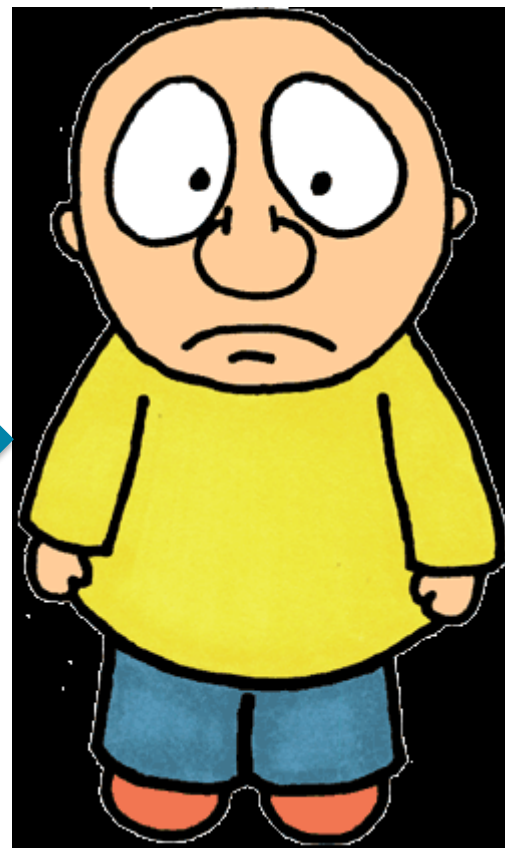
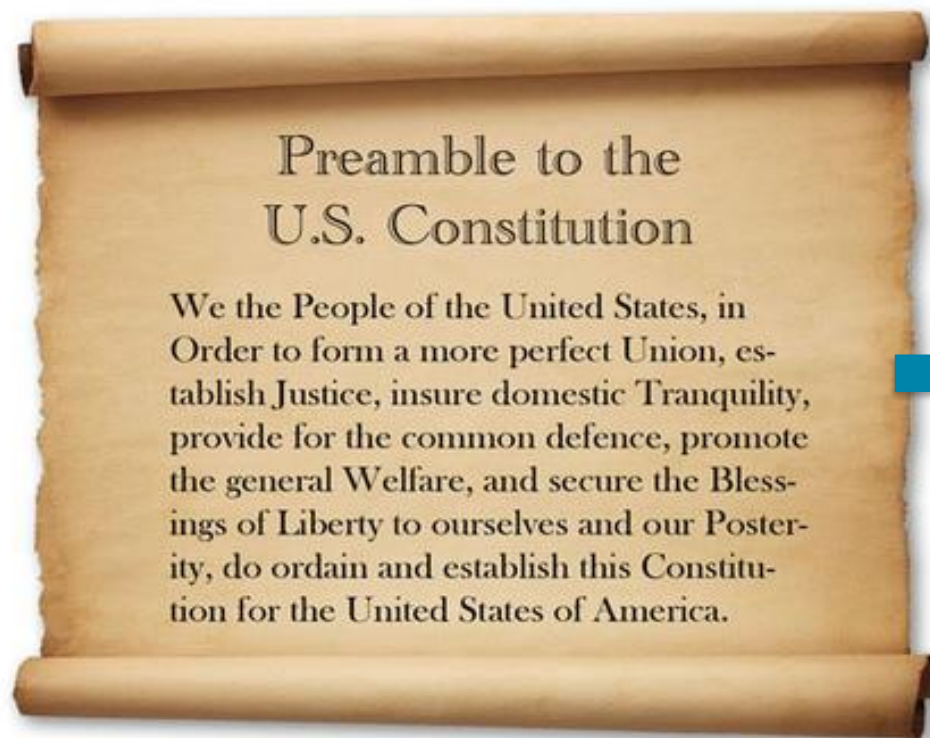
Student Activity - Break it Down

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.

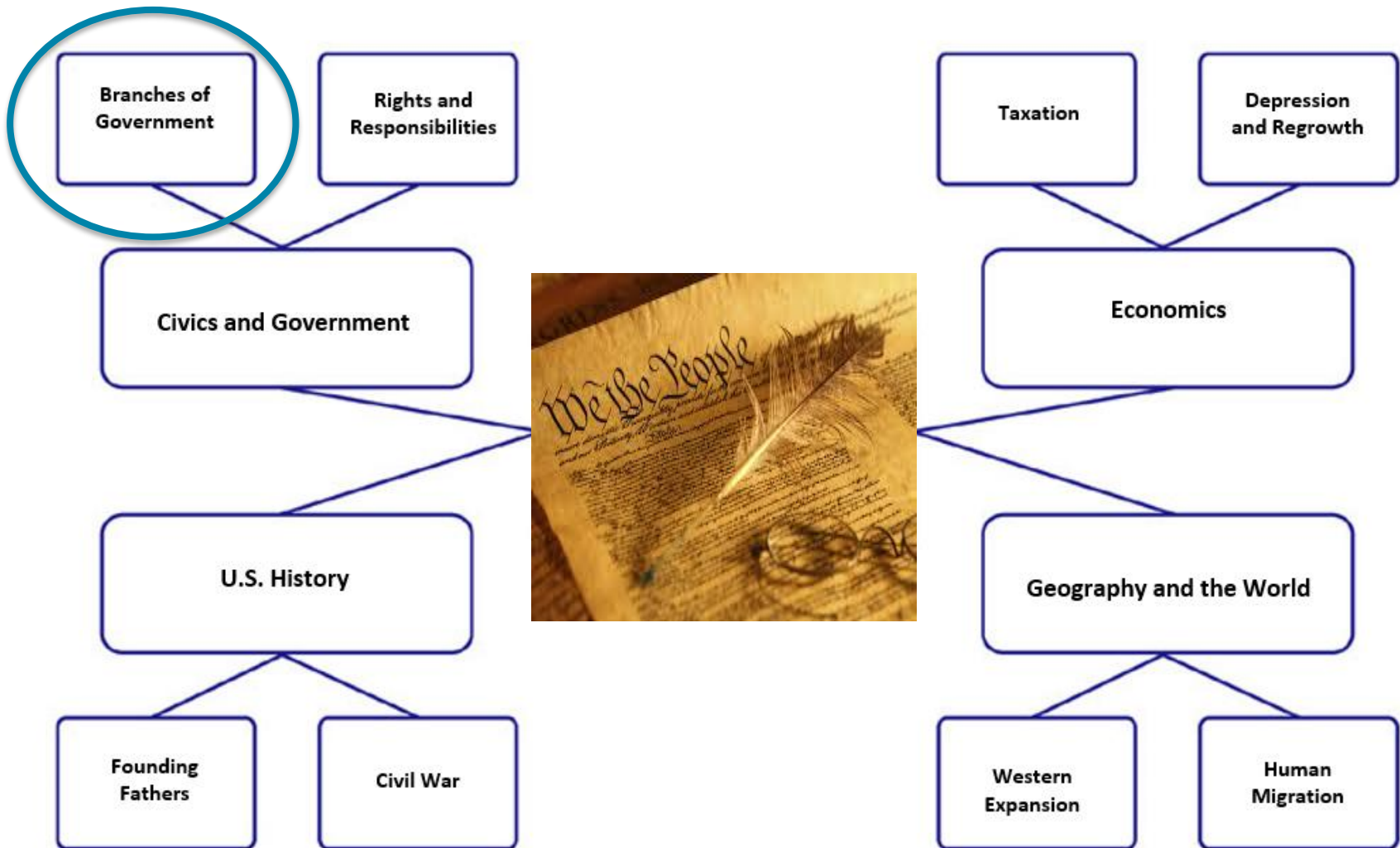
Workbook – p. 27

Make the Connection

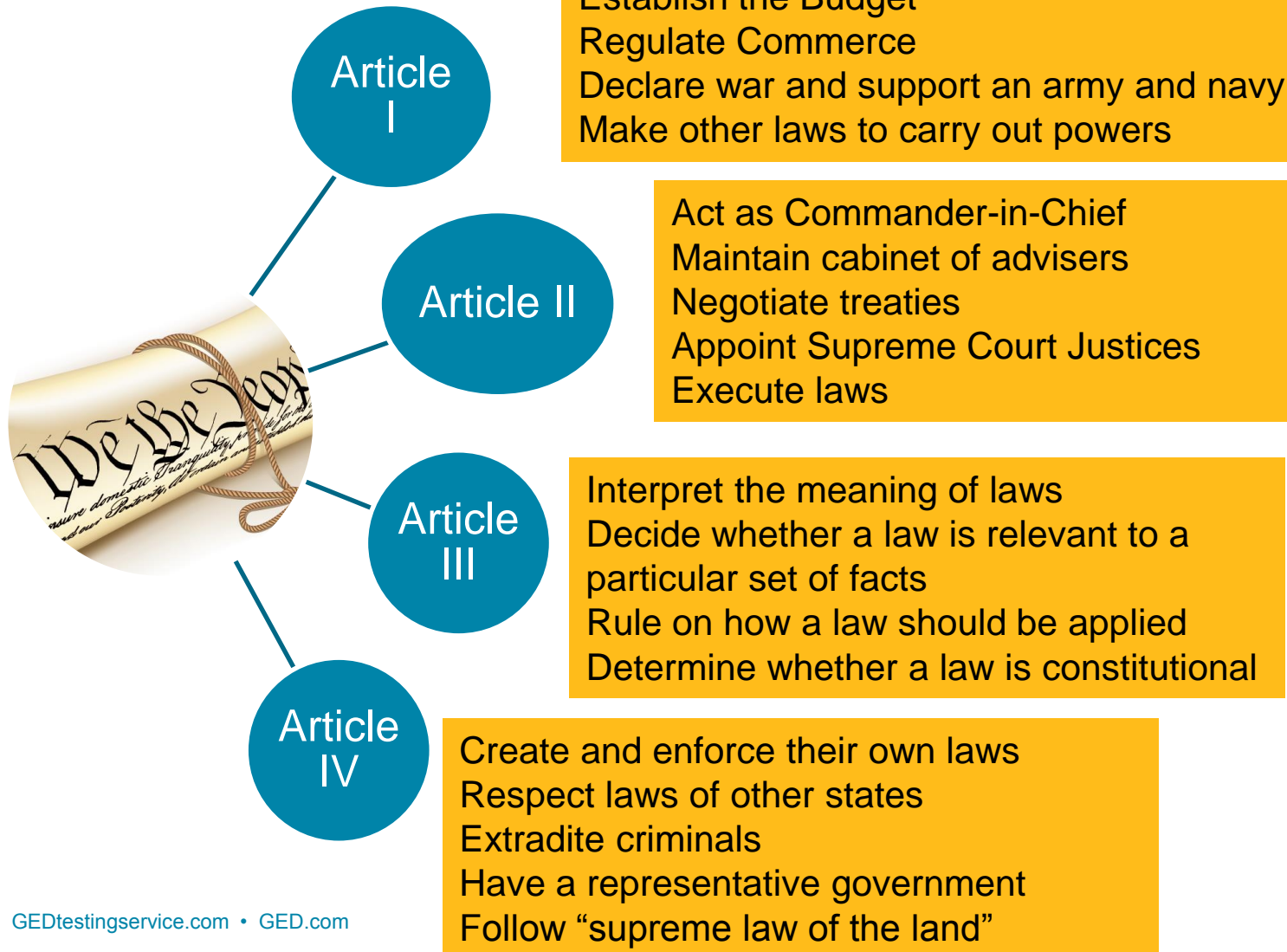


What does the Preamble have to do with protecting your rights and the common good?

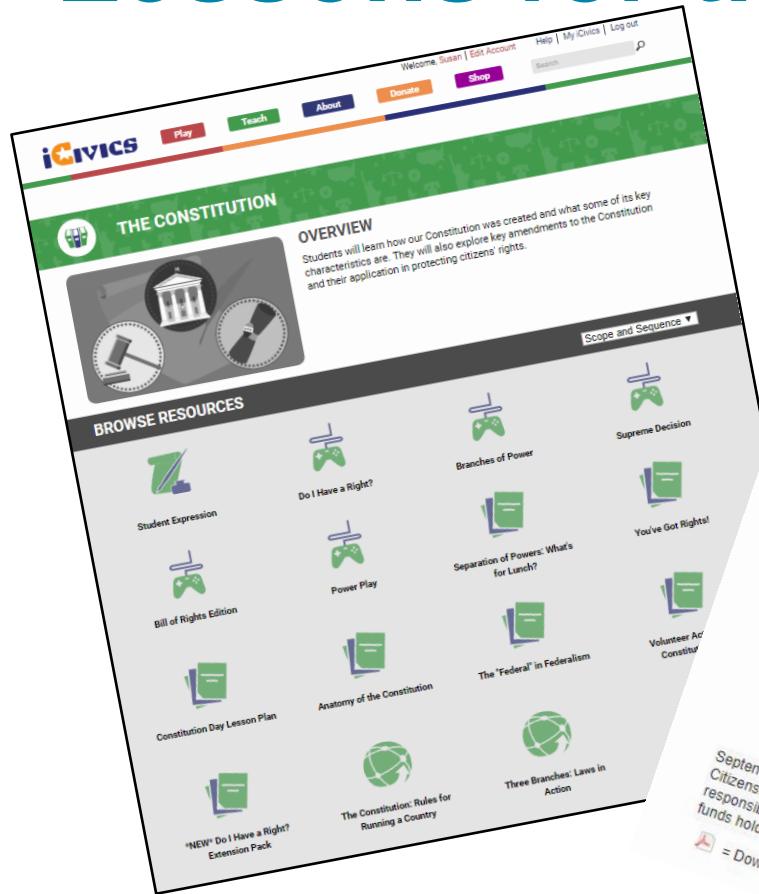
In Order to Form a More Perfect Union



Explore the Basics



Lessons for the Classroom

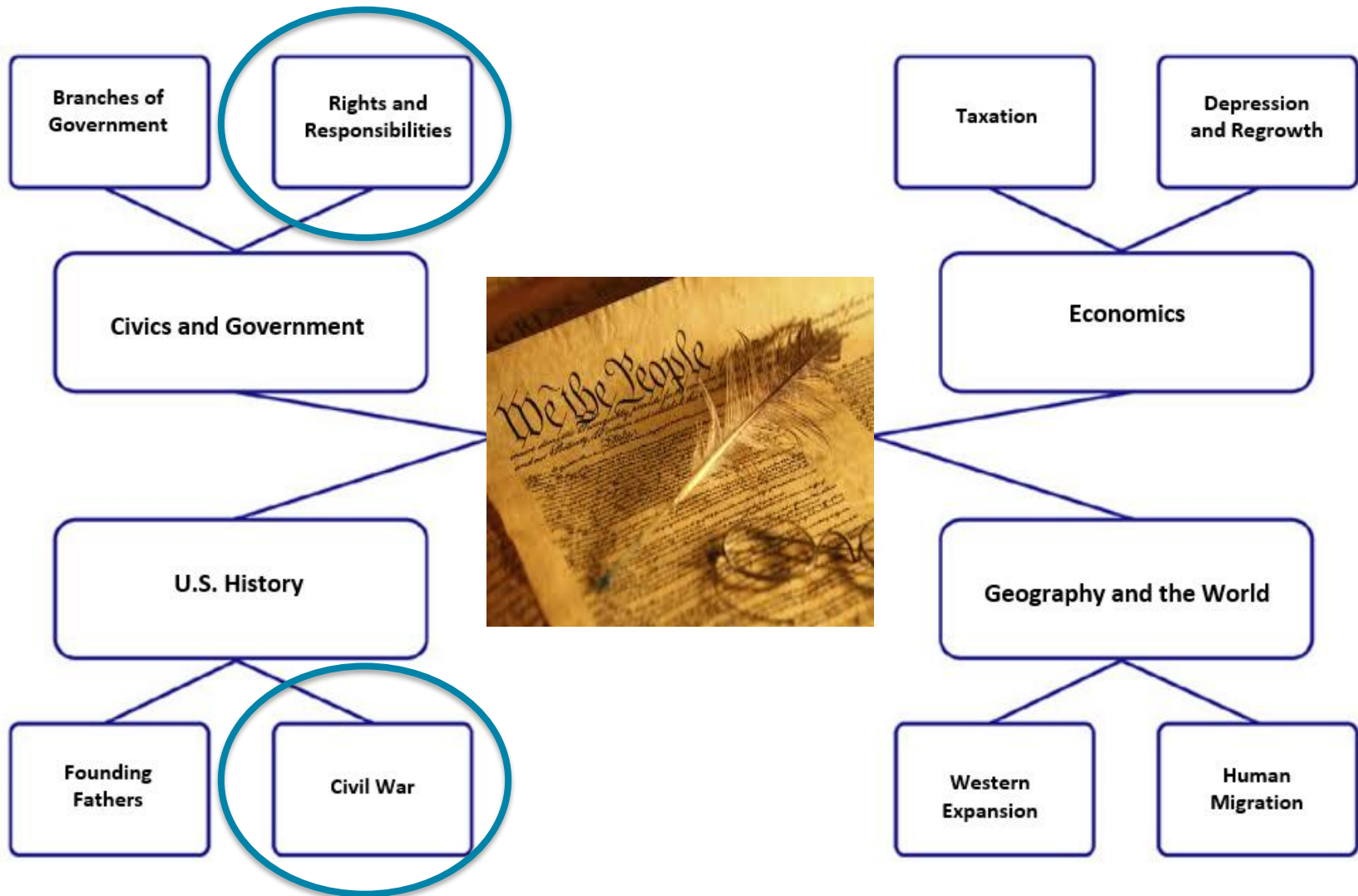


<https://www.icivics.org/curriculum/constitution>



<http://www.civiced.org/resources/curriculum/constitution-day-and-citizenship-day>

In Order to Form a More Perfect Union



The Bill of Rights

Workbook – pp. 28

THE BILL OF RIGHTS

AMENDMENT I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

AMENDMENT II

A well-regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms, shall not be infringed.

AMENDMENT III

No soldier shall, in time of peace be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.

AMENDMENT IV

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

AMENDMENT V

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

AMENDMENT VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

AMENDMENT VII

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise reexamined in any court of the United States, than according to the rules of the common law.

AMENDMENT VIII

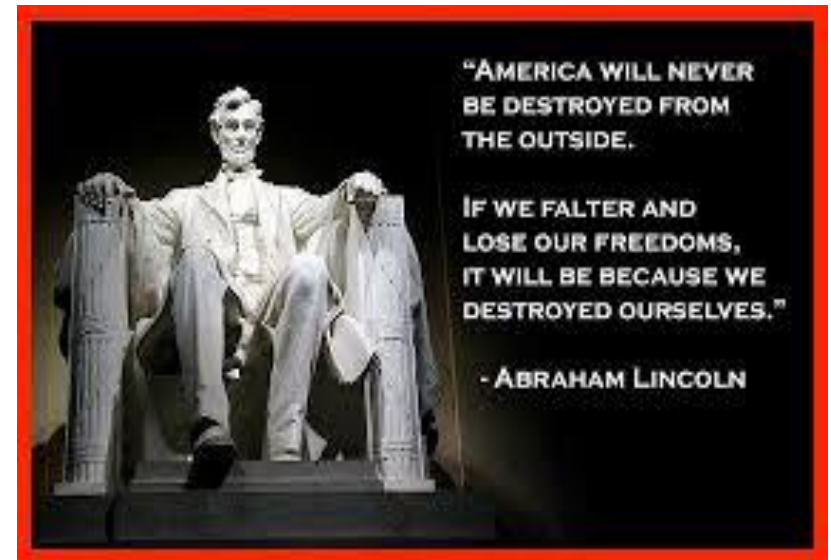
Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

AMENDMENT IX

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

AMENDMENT X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.



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

South's Control over U.S.

Political Power

- South controlled politics from 1788-1850
- Pro-slavery laws were passed
- Nation was always forced to protect slavery

Elections

- Three-fifths clause gave South control of House of Representatives and Electoral College.
- Thomas Jefferson won election in 1800 because he was from a slave-holding state.

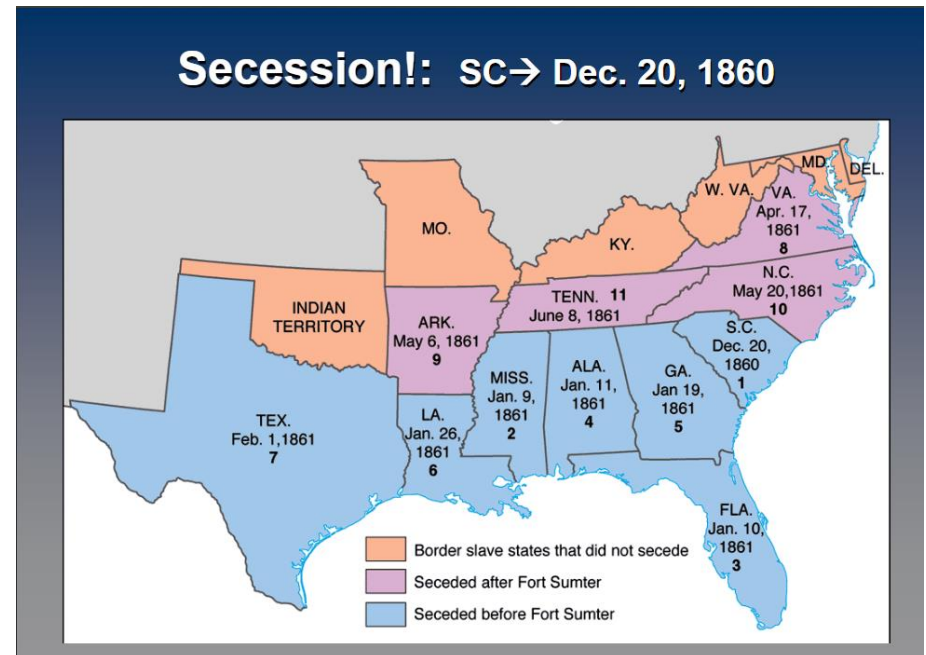
Money

- No national currency before Civil War
- Economy was stalled by lack of stable, national currency

A Nation Torn Apart – A Constitution Amended



Workbook – p. 29-30



Reconstruction Amendments

The **13th Amendment**, passed by Congress January 31, 1865, and ratified December 6, 1865, states: 1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

14th Amendment, Section 1 guarantees citizenship to any and all persons born or naturalized in U.S. It also guarantees all Americans their constitutional rights and denies states the right to limit those rights through legislation. It also ensures a citizen's "life, liberty, or property" will not be denied without due legal process.

The **15th Amendment**, which was ratified in 1870, contained two sections. Section One stated that "The right of citizens...to vote shall not be denied or abridged...on account of race, color, or previous condition of servitude." Section Two granted the U.S. Congress the power to enforcement through legislation.

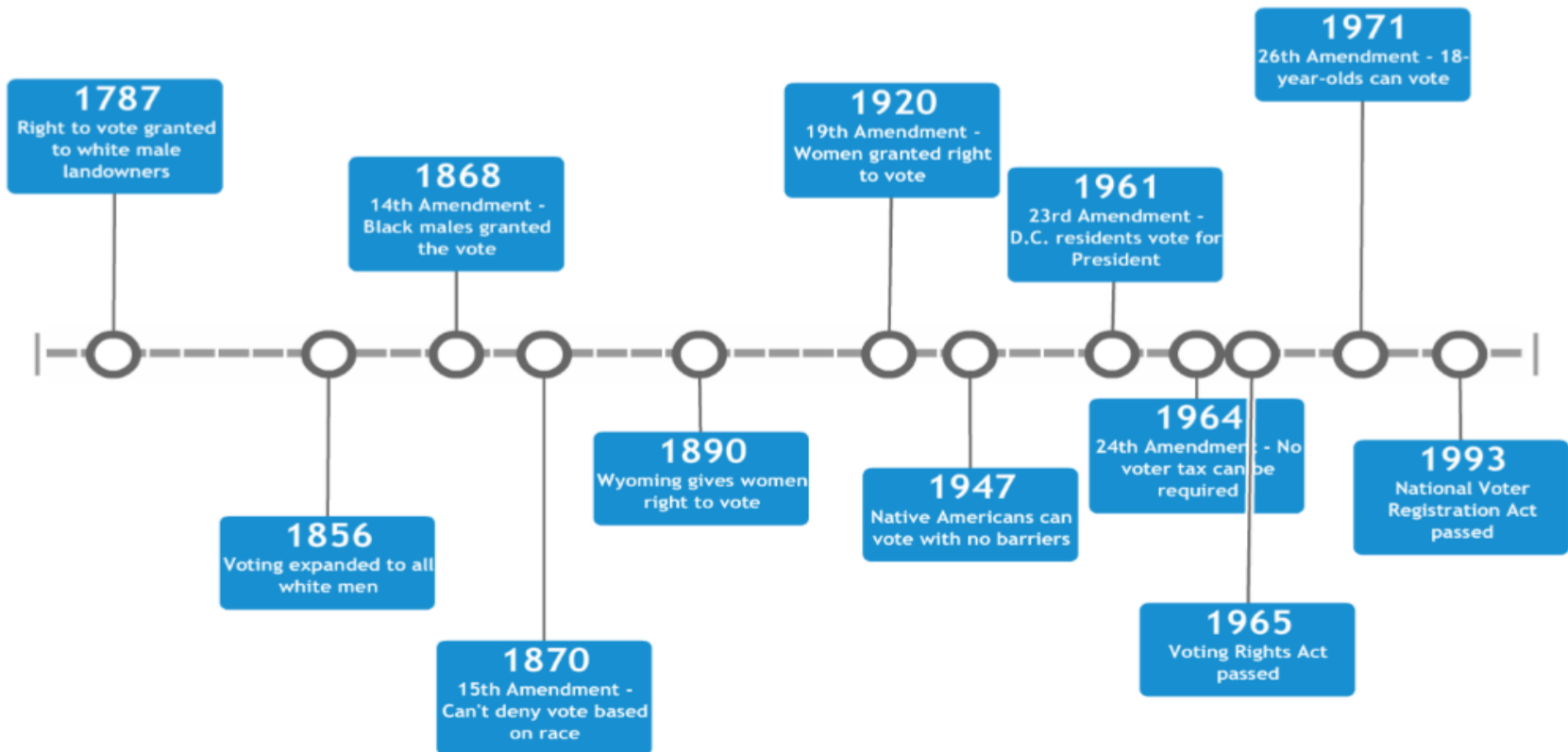
Voting – Your Voice



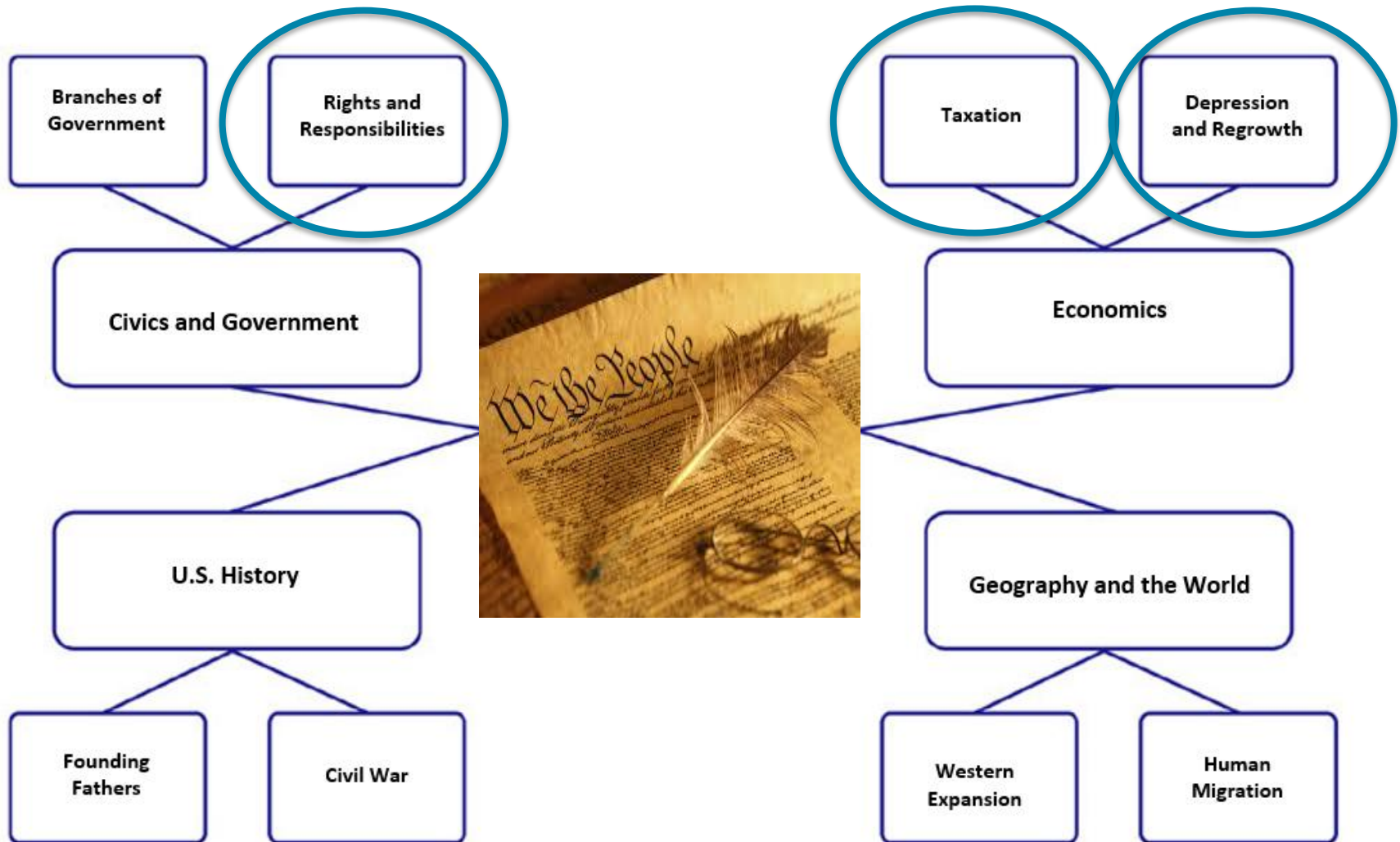
TIMELINE

Voting Rights

By: SKPittman



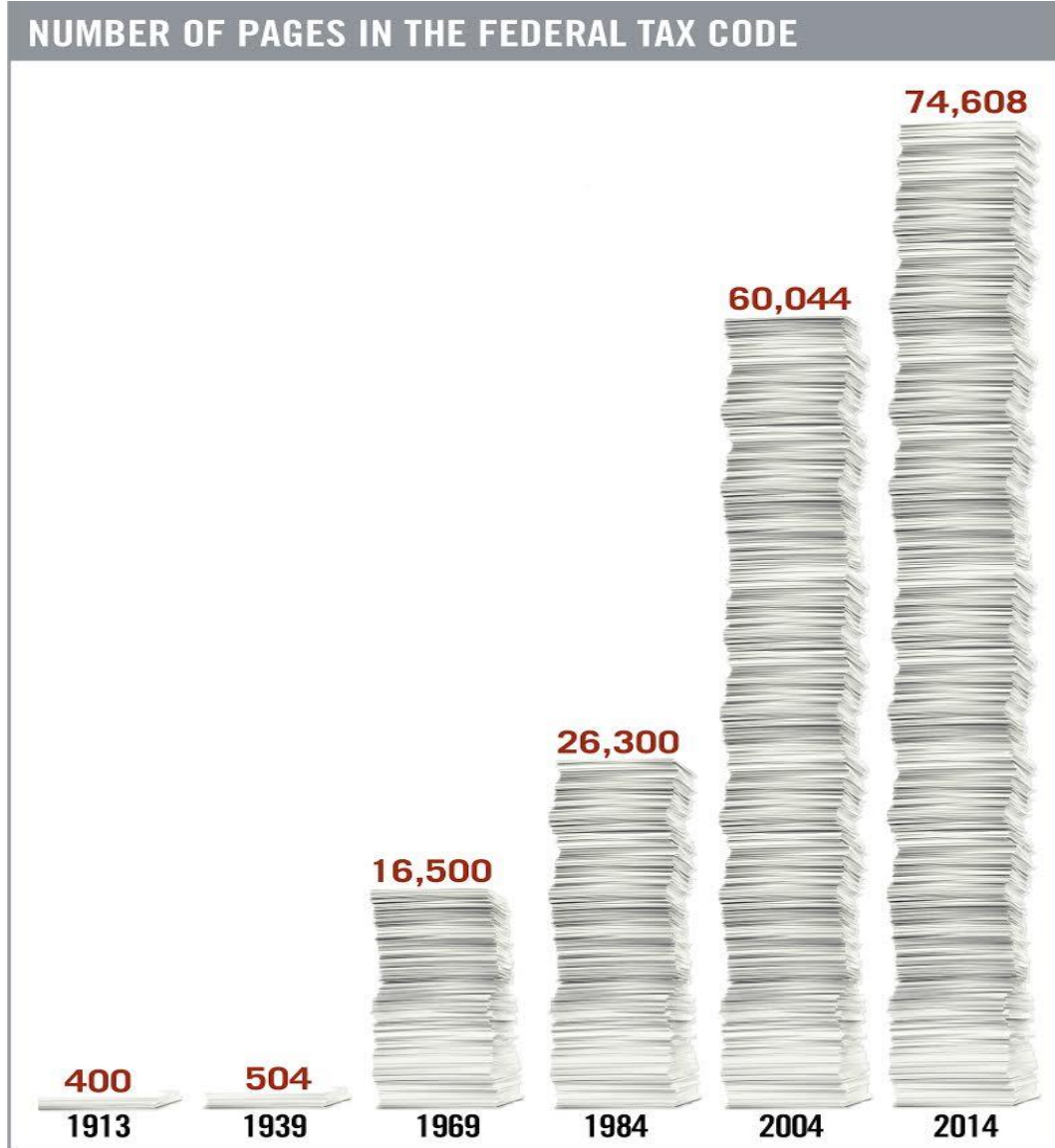
In Order to Form a More Perfect Union



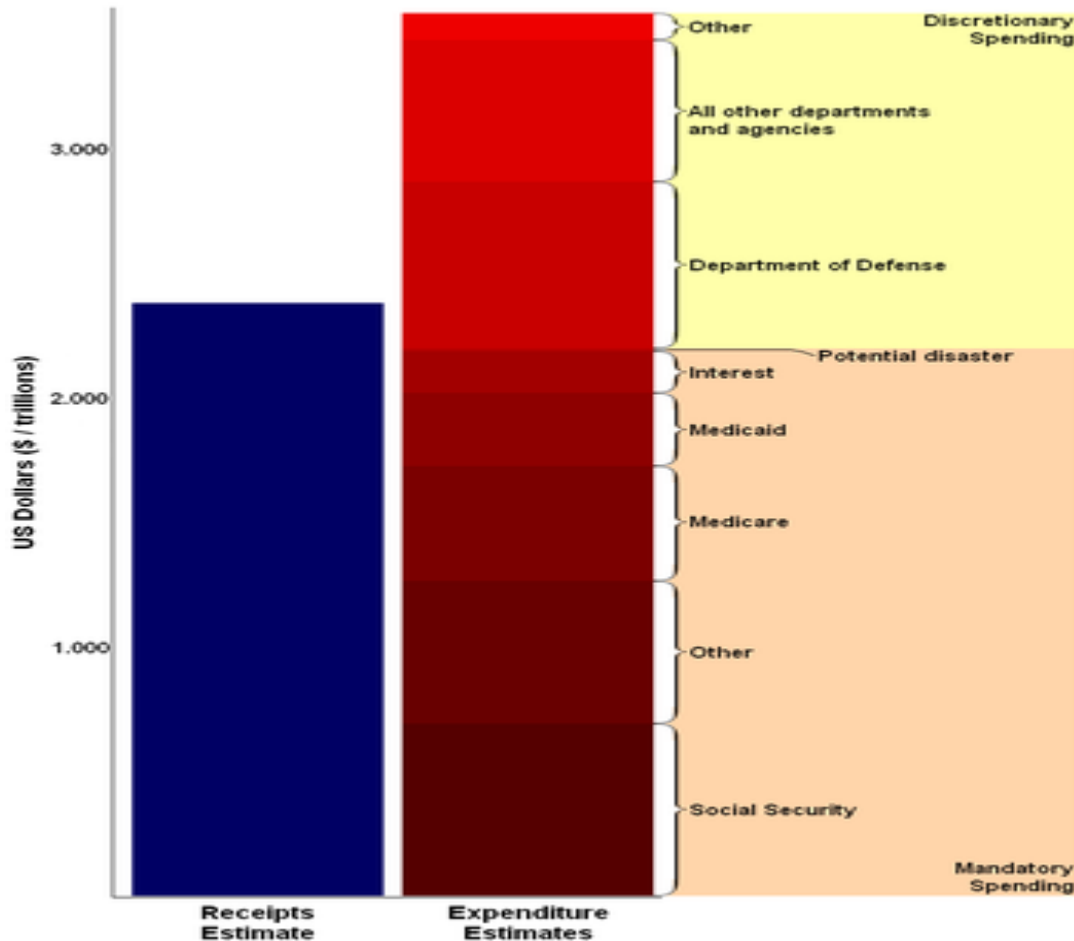
Why, Oh Why?

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.



What does this graph from 2010 tell you?



The total deficit for fiscal year 2010 was \$1.293 trillion.

Created by Kelvin Case at English Wikipedia

Workbook – p. 32

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



History Repeats

Depression – 1929

- Stock Market Crash
- Bank Failures
- Reduction in Purchasing
- Economic Policy with Europe
- Drought Conditions

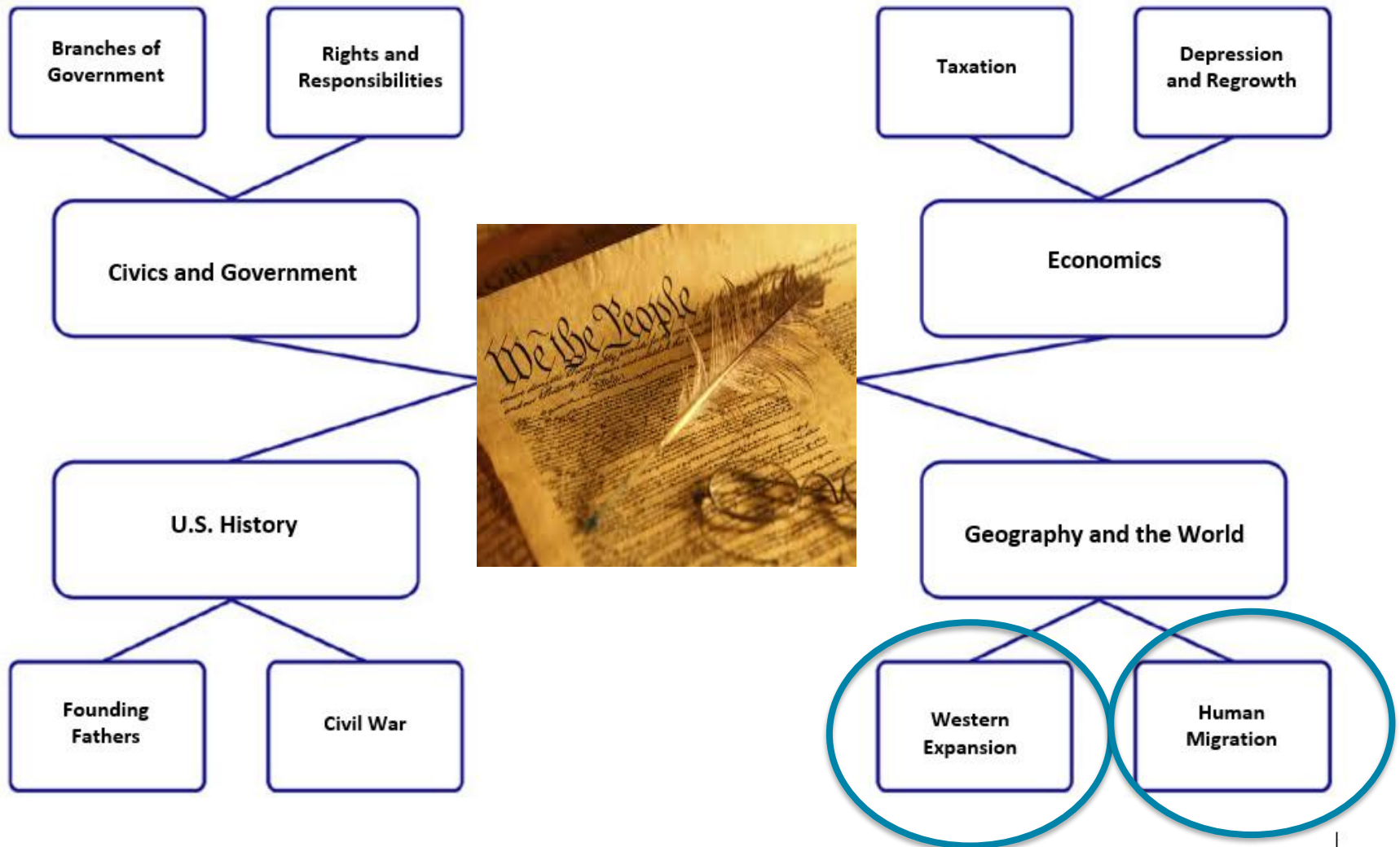


Recession – 2008

- Steep decline in Stock Market
- Housing Bubble
- Subprime Mortgage Fiasco
- High Prices of Oil and Gas
- Dollar Devaluation

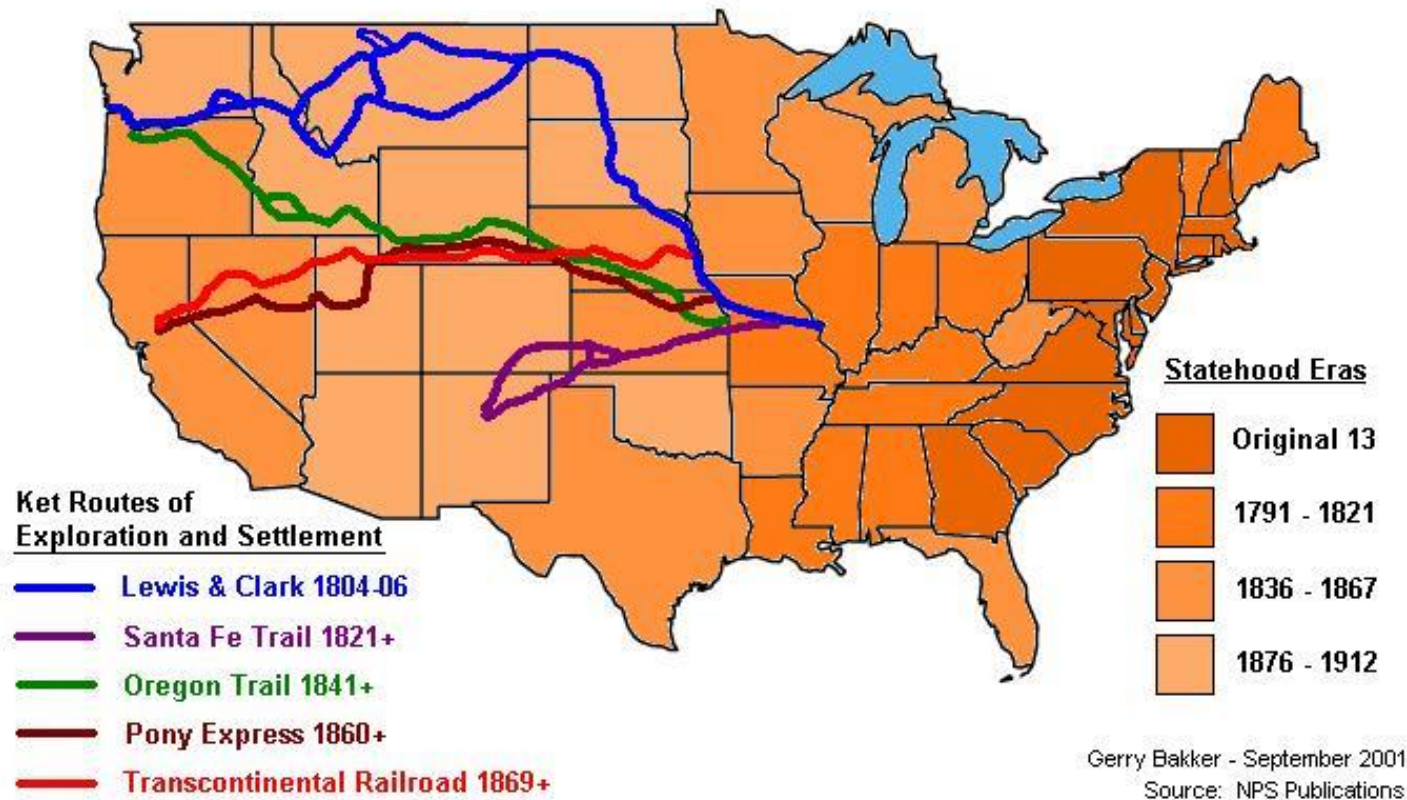


In Order to Form a More Perfect Union



From Sea to Shining Sea

Westward Expansion of the United States

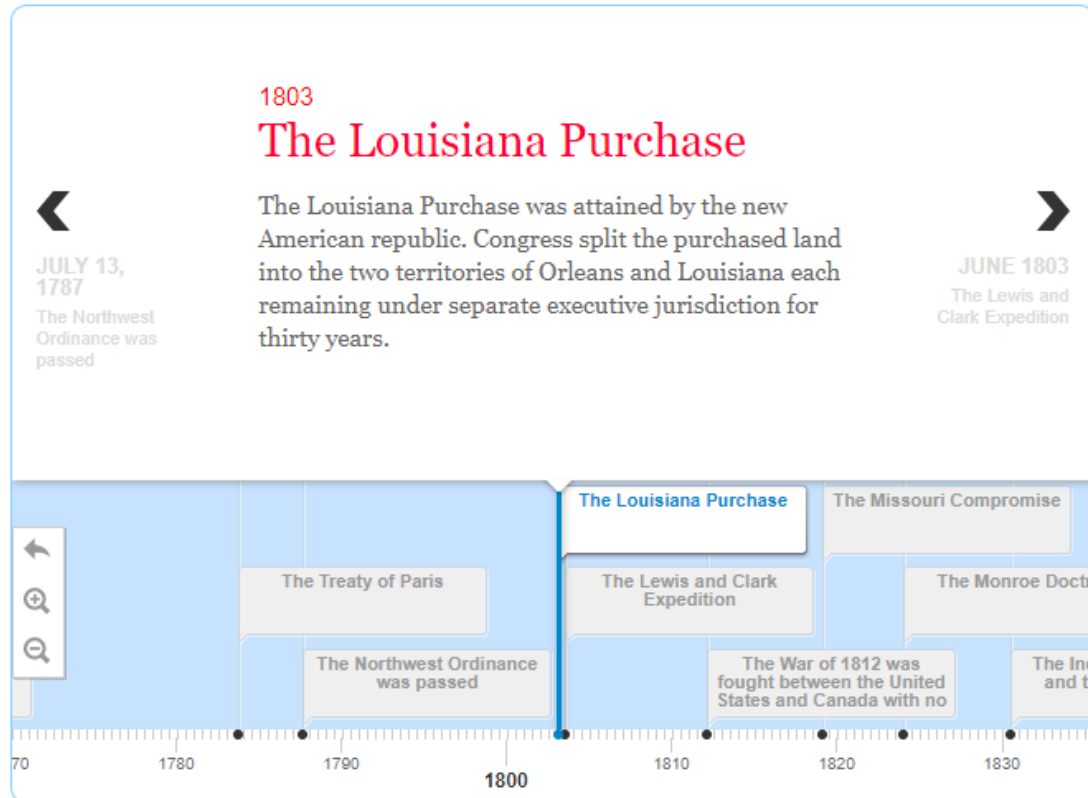


Interactive Timeline

[Home](#) > [Timelines](#) > [Westward Expansion Timeline](#)

Westward Expansion Timeline

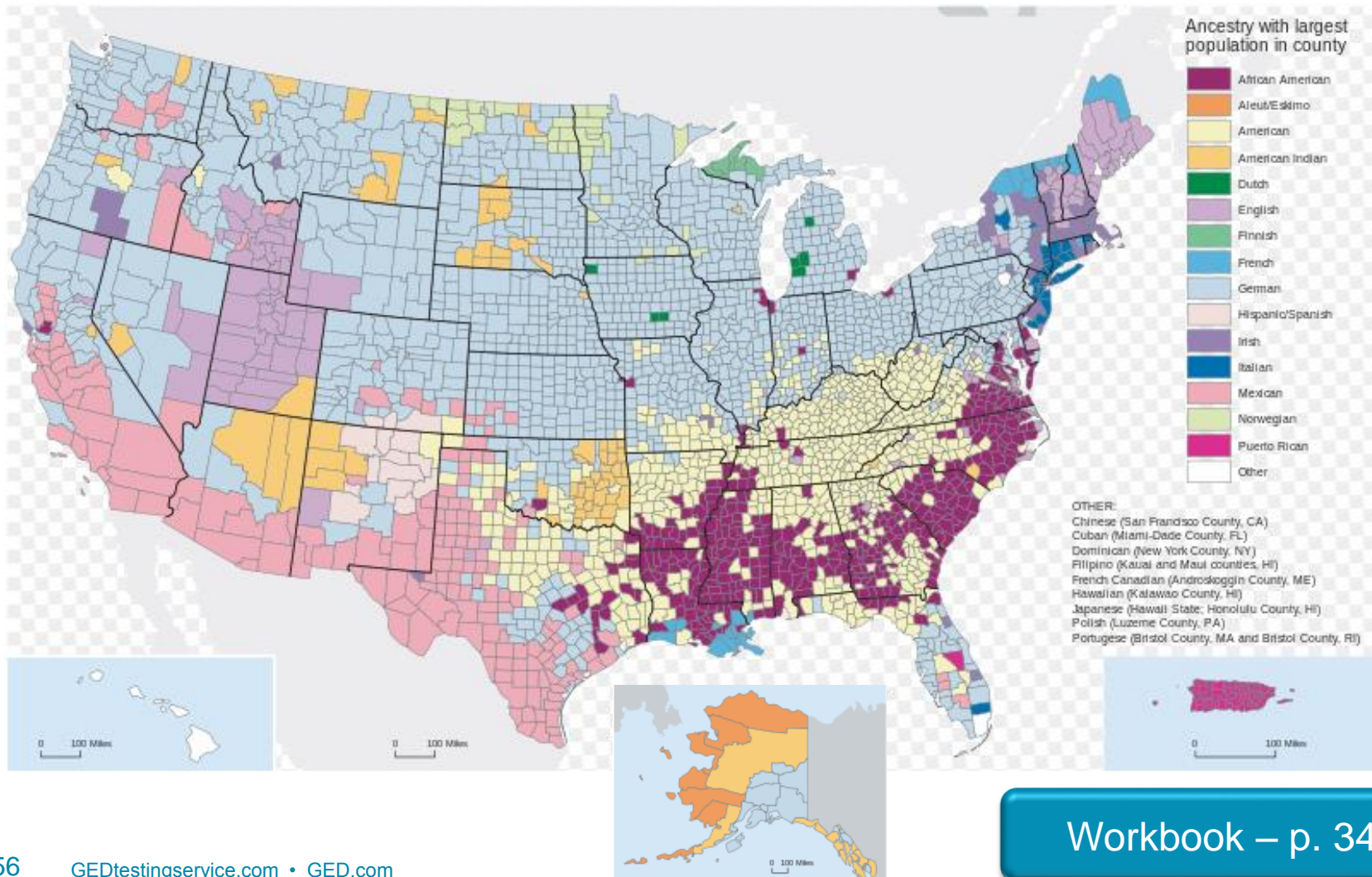
Timeline Description: In search of commercial opportunities, exploitable natural resources, transplantation zones, and an agricultural paradise, the thirteen original colonies of the United States stretched to the west. Westward expansion, however, was not exclusively about resources. The topography of our continent with its rocks and minerals and flora and fauna required detailed scientific investigation. As people progressed west for better lives, scientific conquests, and additional resources, the thirteen colonies grew into the United States of America.



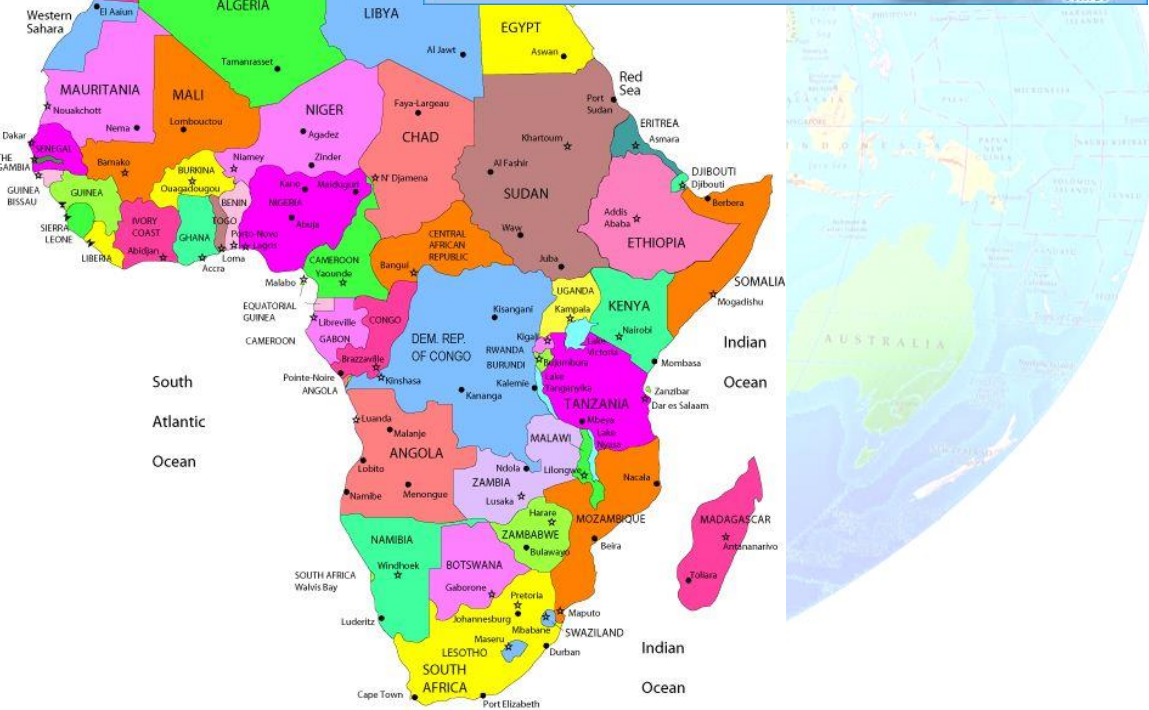
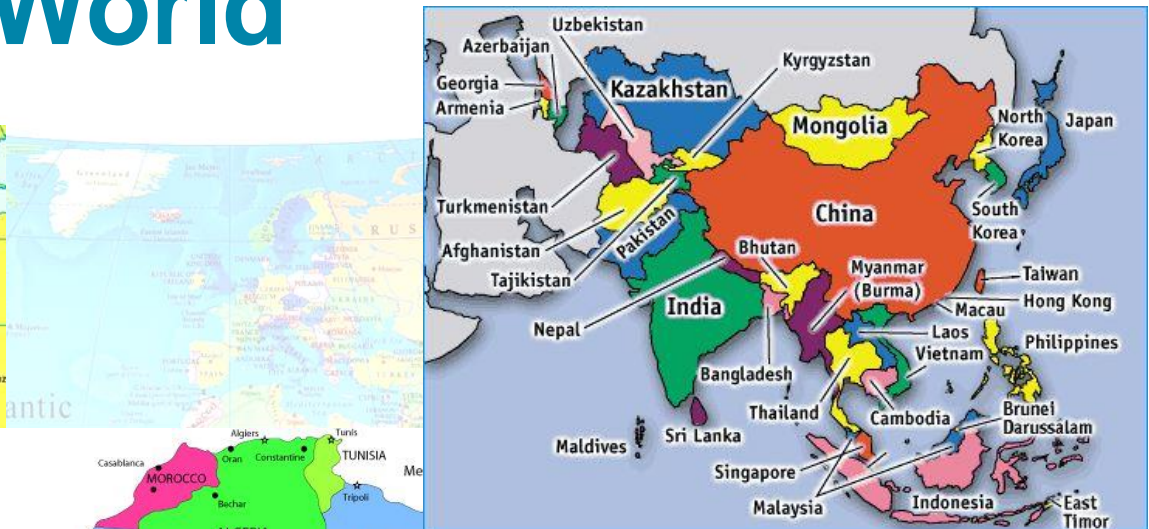
http://www.softschools.com/timelines/westward_expansion_timeline/238/

A Land of Immigrants

<https://upload.wikimedia.org/wikipedia/commons/a/a7/Census-2000-Data-Top-US-Ancestries-by-County.svg>



Maps of the World



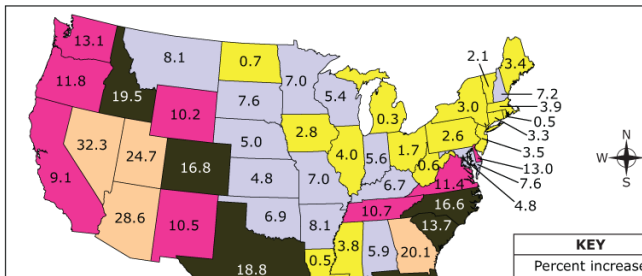
Connect to the GED® Social Studies Test

Sample Questions

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



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

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?

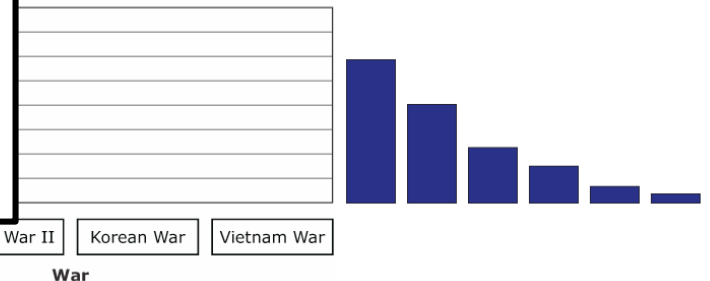
- ☐ A. judicial interference with legislative powers
- ☐ B. executive interference with legislative powers
- ☐ C. congressional interference with judicial powers
- ☐ D. congressional interference with executive powers

Congressional Research Service to complete the graph.

amounts of money since the turn of the twentieth century to support military operations. From 1917 to 1921, the total cost of military involvement in World War I was around \$11.1 billion. From 1941 to 1945, the total cost of World War II military operations was around \$111 billion. From 1950 to 1953, the total cost of the Korean War was around \$11.1 billion. From 1965 to 1975, the years of the Vietnam War, the government spent about \$111 billion on military efforts.

Drag the tiles onto the graph to show the amount of spending on each of the four wars.

Major Twentieth-Century Wars



Graphics in Social Studies

Visual literacy

- Visual literacy is the skill of
 - decoding, interpreting, creating, questioning, challenging, and evaluating texts that communicate with visuals alone or in addition to words
- Visually literate people can
 - read,
 - interpret the purpose and intended meaning
 - evaluate the form, structure, and features of the text
 - use images in a creative and appropriate way to express meaning

Making Inferences Defined

Making inferences

- Making a logical guess or ‘reading between the lines.’
- Analogous to the chemical process of forming a chemical compound
 - when two elements combine and form a new substance.
- Readers take their own experiences and combine them with information they gather from what they read.
 - Result: they create new meaning or draw a conclusion that isn't explicitly stated in the reading. (Zweirs, 2005)

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

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?



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?



Asking Questions of Photographs

Prompts	Answers
What do I see? (What do I observe? What else?)	
What does it remind me of? (Another image? A personal experience?)	
What is the artist's purpose? (To Analyze? Persuade? Express? Document? Entertain?)	
So what? (Why does it matter? What is the significance?)	

Improving Graphic/Visual Literacy

**Editorial
Cartoons**

What is the Cartoonist Doing?

Symbolism



Caricature



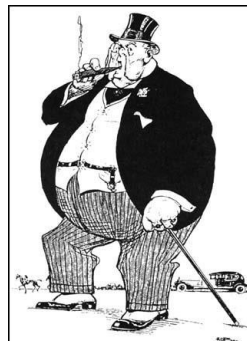
Exaggeration/Distortion



Humor and Irony



Stereotypes



What Does it Mean?

1. What is the event or issue that inspired the cartoon?
2. Are there any real people in the cartoon? Who is portrayed in the cartoon?
3. Are there symbols in the cartoon? What are they and what do they represent?
4. What is the cartoonist's opinion about the topic portrayed in the cartoon?
5. Do you agree or disagree with the cartoonist's opinion? Why?



"That reminds me, did you file our tax return?"

Workbook – p. 35

Wife's comment while watching television show showing man in jail.

from the Caroline and Erwin Swann Collection of
Caricature & Cartoon (Library of Congress)

Reproduction number: LC-USZ62-84088

What Does It Mean?



1. What is the event or issue that inspired the cartoon?
2. Are there any real people in the cartoon? Who is portrayed in the cartoon?
3. Are there symbols in the cartoon? What are they and what do they represent?
4. What is the cartoonist's opinion about the topic portrayed in the cartoon?
5. Do you agree or disagree with the cartoonist's opinion? Why?

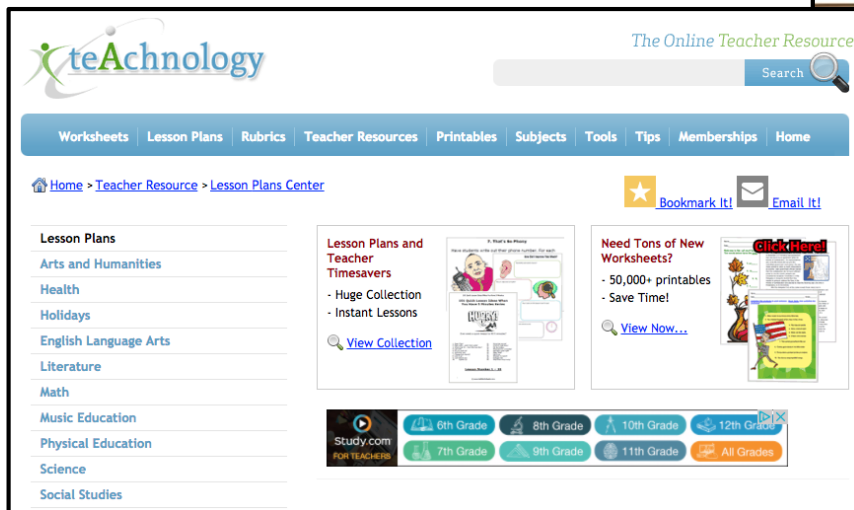
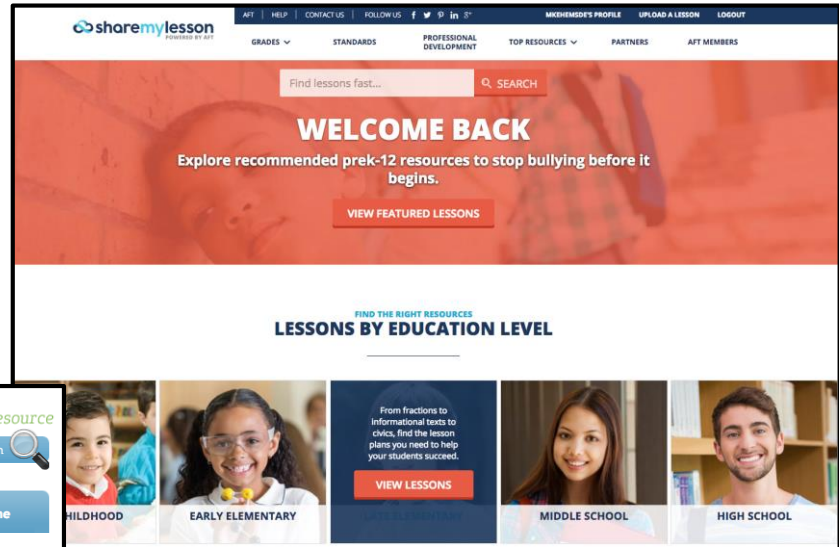
Workbook – p. 36

Resources for Social Studies

Getting Started

Lesson plans for Social Studies

<https://sharemylesson.com/>



http://www.teach-nology.com/teachers/lesson_plans/

More Sample Lesson Plans and Organizers

Reading Like a Historian

<http://sheg.stanford.edu/rh>

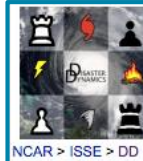


Reading Like a Historian (Stanford History Education Group) <http://sheg.stanford.edu/rh>

Historical Reading Skills	Questions	Students should be able to . . .	Prompts
Sourcing (before reading document)	<ul style="list-style-type: none"> Who authored the document? What is the author's point of view? Why was it written? When was it written? Where was it written? Is this source believable? Why? Why not? 	<ul style="list-style-type: none"> Identify author's position Identify and evaluate author's purpose in producing document Predict what author will say BEFORE reading document Evaluate source's believability/trustworthiness by considering genre, audience, and author's purpose 	<p>This author probably believes...</p> <p>I think the audience is...</p> <p>Based on the sourcing information, I predict this author will...</p> <p>I do/don't trust this document because...</p>
Contextualization	<ul style="list-style-type: none"> What else was going on at the time this was written? What was it like to be alive at this time? What things were different back then? What things were the same? 	<ul style="list-style-type: none"> Use context/background information to draw more meaning from document Infer historical context from document(s) Recognize that document reflects one moment in changing past Understand that words must be understood in a larger context 	<p>I already know that _____ is happening at this time...</p> <p>From this document I would guess that people at this time were feeling...</p> <p>This document might not give me the whole picture because...</p>
Close Reading	<ul style="list-style-type: none"> What claims does the author make? What evidence does the author use to support those claims? What words or phrases does the author use to convince me that he/she is right? What information does the author leave out? How does this document make me feel? 	<ul style="list-style-type: none"> Identify author's claims about event Evaluate evidence/reasoning author uses to support claims Evaluate author's word choice; understand that language is used deliberately 	<p>I think the author chose these words because they make me feel...</p> <p>The author is trying to convince me... (by using/saying...)</p>
Corroboration	<ul style="list-style-type: none"> What do other pieces of evidence say? Am I finding different versions of the story? Why or why not? What pieces of evidence are most believable? 	<ul style="list-style-type: none"> Establish what is true by comparing documents to each other Recognize disparities between two accounts 	<p>This author agrees/ disagrees with...</p> <p>This document was written earlier/later than the other, so...</p>

Computer simulations

<http://www.dd.ucar.edu/home.html>



Disaster Dynamics: Hurricane Landfall

an experiential learning game

- Home
- Overview
- Download
- Students
- Instructors
- Contact
- Site Map

The Hurricane Landfall game teaches players about interactions between natural hazards and human decisions in a Gulf Coast barrier island community. It is a strategy and negotiation computer game intended for use in undergraduate classes, and is designed for four players who are connected to one another via the Internet. It's also absolutely **FREE!**

If you have any problems or questions, please don't hesitate to contact us. We want lots of people to play the game, so if we can help you overcome whatever difficulties you may encounter, we're happy to do so.



MORE GAMES

[VIEW ALL GAMES](#)



ACTIVATE

Play Time: 30+ min

Do you have a great idea about how to make positive change in your community?



ARGUMENT WARS

Play Time: 0-15 min

Ever tried to win a disagreement? In Argument Wars, you will try out your persuasive abilities by...



BILL OF RIGHTS EDITION

Play Time: 30+ min

In Do I Have A Right?: Bill of Rights, you run your own firm of lawyers specializing in the Bill of...



BRANCHES OF POWER

Play Time: 30+ min

Do you like running things? Branches of Power allows you to do something that no one else can...



CAST YOUR VOTE

Play Time: 0-15 min

What issues do you want to ask candidates about?



COUNTIES WORK

Play Time: 15-30 min

Updated for 2017! In Counties Work, students learn about local government by playing a county official

<https://www.icivics.org/games>

Teaching History

Primary Source Set

<http://teachinghistory.org/best-practices/using-primary-sources/24490>

50 Core Documents

<http://teachingamericanhistory.org/50docs/>



DocsTeach – The National Archive


NATIONAL ARCHIVES

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[Teachers' Resources](#)

Teachers

Home > Teachers' Resources > Teaching With Documents > Revolution and the New Nation (1754-1820s)

Lessons by Era

- 1754-1820s
- 1801-1861
- 1850-1877
- 1870-1900
- 1890-1930
- 1929-1945
- 1945 to 1970s
- 1968 to Present

[Worksheets](#)

Teaching With Documents: U.S. Constitution Workshop

Introduction

What does the light bulb have to do with the U. S. Constitution the board game "Monopoly"? How about the letter you wrote 1 president when you were in elementary school? The answer t three questions is: plenty—if you know your Constitution. The education team of the National Archives and Records Administration is pleased to present, for the first time, a self-s online version of our popular U. S. Constitution Workshop! Th

DocsTeach

Lesson Plans from the Center for Legislative Archives

Primary Source Research & Classroom Resources

[Getting Started](#)

[Finding Primary Sources](#)

- Fully self-contained, requiring little advance prep time
- Correlated to the National History Standards and the National Standards for Civics and Government.

We hope that you and your students will enjoy this unique opportunity to learn, through analysis of primary source documents, about the content, impact, and perpetual relevance of the U. S. Constitution to the daily lives of American citizens.

Reset Form

Written Document Analysis Worksheet

Print Form

- TYPE OF DOCUMENT (Check one):

<input type="checkbox"/> Newspaper	<input type="checkbox"/> Map	<input type="checkbox"/> Advertisement
<input type="checkbox"/> Letter	<input type="checkbox"/> Telegram	<input type="checkbox"/> Congressional Record
<input type="checkbox"/> Patent	<input type="checkbox"/> Press Release	<input type="checkbox"/> Census Report
<input type="checkbox"/> Memorandum	<input type="checkbox"/> Report	<input type="checkbox"/> Other
- UNIQUE PHYSICAL CHARACTERISTICS OF THE DOCUMENT (Check one or more):

<input type="checkbox"/> Interesting Letterhead	<input type="checkbox"/> Notations
<input type="checkbox"/> Handwritten	<input type="checkbox"/> "RECEIVED" stamp
<input type="checkbox"/> Typed	<input type="checkbox"/> Other
<input type="checkbox"/> Seals	
- DATE(S) OF DOCUMENT:
- AUTHOR (OR CREATOR) OF THE DOCUMENT:

POSITION (TITLE):
- FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?
- DOCUMENT INFORMATION (There are many possible ways to answer A-E) Limit response for each question to 3 lines of text
 - List three things the author said that you think are important:
 - Why do you think this document was written?
 - What evidence in the document helps you know why it was written? Quote from the document.
 - List two things the document tells you about life in the United States at the time it was written.
 - Write a question to the author that is left unanswered by the document:

<http://docsteach.org/>

Annenberg Classroom – Resources for Excellent Civics Education

<http://www.annenbergclassroom.org/>

The screenshot shows the Annenberg Classroom website. At the top, it says "The Leanne Annenberg Institute for Civics presents" followed by the "Annenberg Classroom" logo and the tagline "Resources for Excellent Civics Education". A search bar is located in the top right corner. The main content area features a large video player with the title "A Conversation on the Origin, Nature and Importance of the Supreme Court" and a video of Chief Justice John G. Roberts Jr. To the right of the video, there is a section titled "Understanding the Court" with a brief description and a "Watch the video" button. Below the video player, there are six numbered tabs (1-6), with tab 4 being the active one. The bottom of the page is divided into three columns: "NEWS", "KNOWLEDGE", and "SPEAK OUT!". The "NEWS" column contains two news items from the Washington Post. The "KNOWLEDGE" column has a navigation bar with tabs for "The Constitution", "The Congress", "The Presidency", and "The Courts", and displays three related images. The "SPEAK OUT!" column contains two discussion prompts with "Read and discuss!" buttons.

The Leanne Annenberg Institute for Civics presents
Annenberg Classroom
Resources for Excellent Civics Education

Search

A Conversation
on the
Origin, Nature and
Importance
of the
Supreme Court

Understanding the Court

Learn about the history, procedures and inner workings of the nation's highest court when high school students meet with Chief Justice John G. Roberts Jr. for a conversation about the Supreme Court.

Watch the video

1 2 3 4 5 6

NEWS

12/18/2015
President Obama commutes sentences of about 100 drug offenders
Washington Post
RELATED CONTENT - Speak Out: Should mandatory minimum sentences for drug offenses be reconsidered?

12/18/2015
Congress passes budget deal and heads home for the year
Washington Post
RELATED CONTENT - Article I, Section 7 of the U.S. Constitution: What It Says, What It Means

KNOWLEDGE

The Constitution The Congress The Presidency The Courts

SPEAK OUT!

The Path to the Presidency: Does our primary election system work?

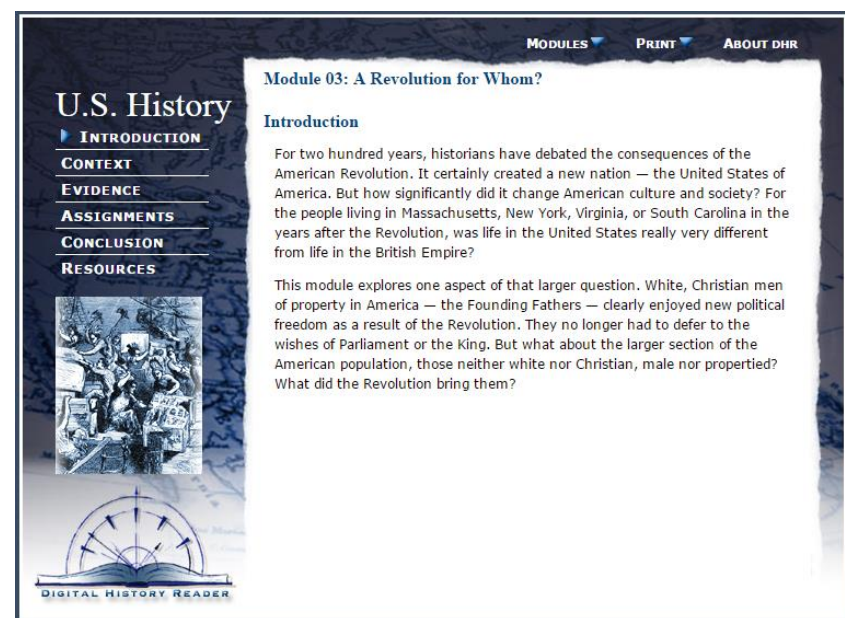
Read and discuss!

Who should decide where Syrian refugees settle?

Read and discuss!

Digital History Reader

<http://www.dhr.history.vt.edu/modules/us/index.html>



One More Great Site!

Roy Rosenzweig Center for History and New Media

<http://chnm.gmu.edu/teaching-and-learning/>

Live Binders

<http://www.livebinders.com/play/play/573792>



Resources for the Classroom



**Building Knowledge and
Understanding for the GED®
Social Studies Test**

**Information, Resources, and
Strategies for the Classroom**

Bonnie Goonen – bgoonen@gmail.com
Susan Pittman – skptvs@aol.com

GED Testing Service® | www.GEDtesting-service.com
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1

A banner for the GED Testing Service website. It features the GED Testing Service logo in the top left. In the top right, there are social media icons for Facebook, Twitter, and YouTube. The main content area is divided into two columns. The left column has a black and white photo of a woman looking down, with four horizontal bars overlaid on the right side of the photo, labeled "EDUCATORS", "POLICYMAKERS", "MEDIA", and "PUBLIC". The right column has three horizontal bars: a yellow one at the top with a computer icon and the text "SCHEDULE NOW ON MyGED™", a blue one in the middle with the text "GET YOUR TRANSCRIPT", and a teal one at the bottom with the text "CANADIAN & INTERNATIONAL". At the bottom of the banner, there are two links: "ABOUT GED TESTING SERVICE" and "ABOUT THE GED® TEST".

<http://www.gedtesting-service.com/>

Summing It Up

What takeaways
from this workshop
will be important to
know now? Three
years from now?

Why?



Questions