“Let’s Get to the Source!”

“Bringing Social Studies Lessons to Life”

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Calcasieu Parish Schools

Targets for the Session

- *Discuss the overall goal of Social Studies*
- *Determine what are authentic sources*
- *Distinguish what information can students gather from various authentic sources*
- *Determine how to choose and use sources to drive instruction*

ACTIVITY

What is the goal of Social Studies Instruction?

- Read the Social Studies goal.
- Write five words/short phrases that you feel provides clarification of the goal.
- When the music begins move around the room.
- When the music stops, find a partner.

  (Low needs to find Rider)
- Share your five words/short phrases. If you have the same word circle it. If your partner has one you want to add, put the word on your list.

Social Studies Goal:

To be productive members of society, students must be critical consumers of information they read, hear, and observe and communicate effectively about their ideas. They need to gain knowledge from a wide array of sources and examine and evaluate that information to develop and express an informed opinion, using information gained from the sources and their background knowledge. Students must also make connections between what they learn about the past and the present to understand how and why events happen and people act in certain ways.

Thus, students must:

- ***Build an understanding of social studies content in the grade-level expectations (GLEs)***
    - Examine authentic sources to build knowledge of social studies content
    - Explore meaningful questions about sources and content to build understanding
- ***Develop and express claims that demonstrate their understanding of content***
    - Make connections among ideas, people, and events across time and place
    - Express understanding of content using evidence from authentic sources and outside knowledge

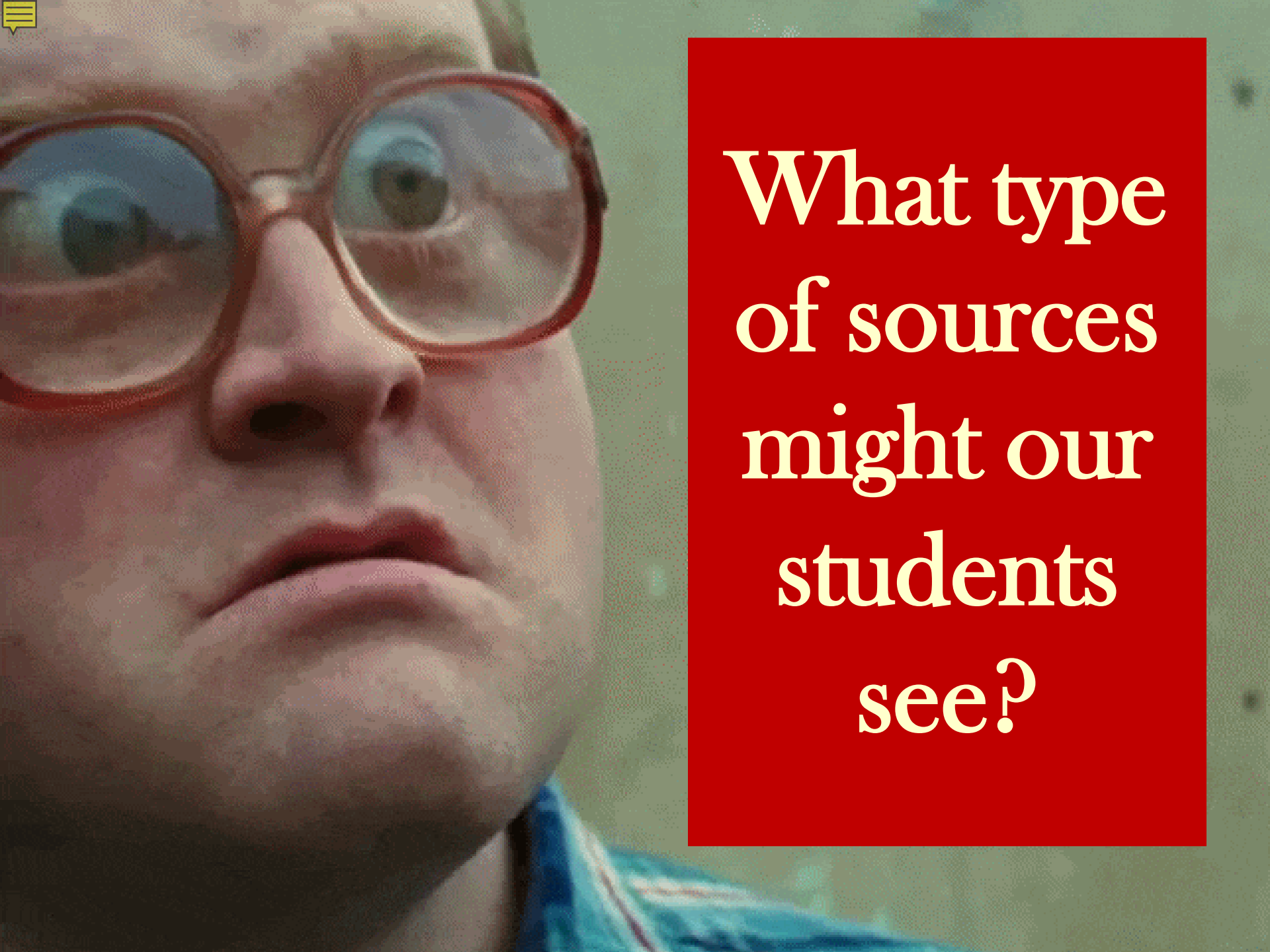
- Critical consumers of information
- Communicate effectively
- Gain knowledge wide array of sources
- Express ideas
- Make connections
- Examine authentic sources
- Explore questions about sources
- Express understanding of content using sources

So what can we do to prepare students….

We must incorporate sources!

Authentic Sources:

- Provide challenging content in which students are required to think deeply and develop well-reasoned arguments rather than opinions voiced without adequate thought or evidence.
- Offer students the information that supports the development of new understandings of events in history.
- Call for real-life application of skills and content knowledge.
- Gives teachers the support to help students reach understandings, make decisions, discuss issues and solve problems.



What type of sources might our students see?

What type of sources might our students see?

Source Documents

Sets include a variety of source documents, such as:

- an excerpt from a text-based primary or secondary source
- an authentic or historical map
- a chart, table, or graph
- a timeline or series of events
- graphic organizer or diagram
- an illustration, painting, or photograph
- a historical poster or political cartoon

This can also include:
Oral history account such as speeches or quotes, diary entry, and government based documents.

Source Gallery Walk

ACTIVITY

Authentic Source

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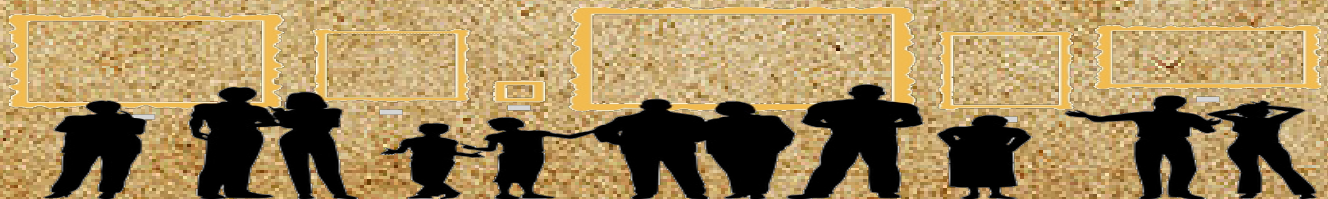
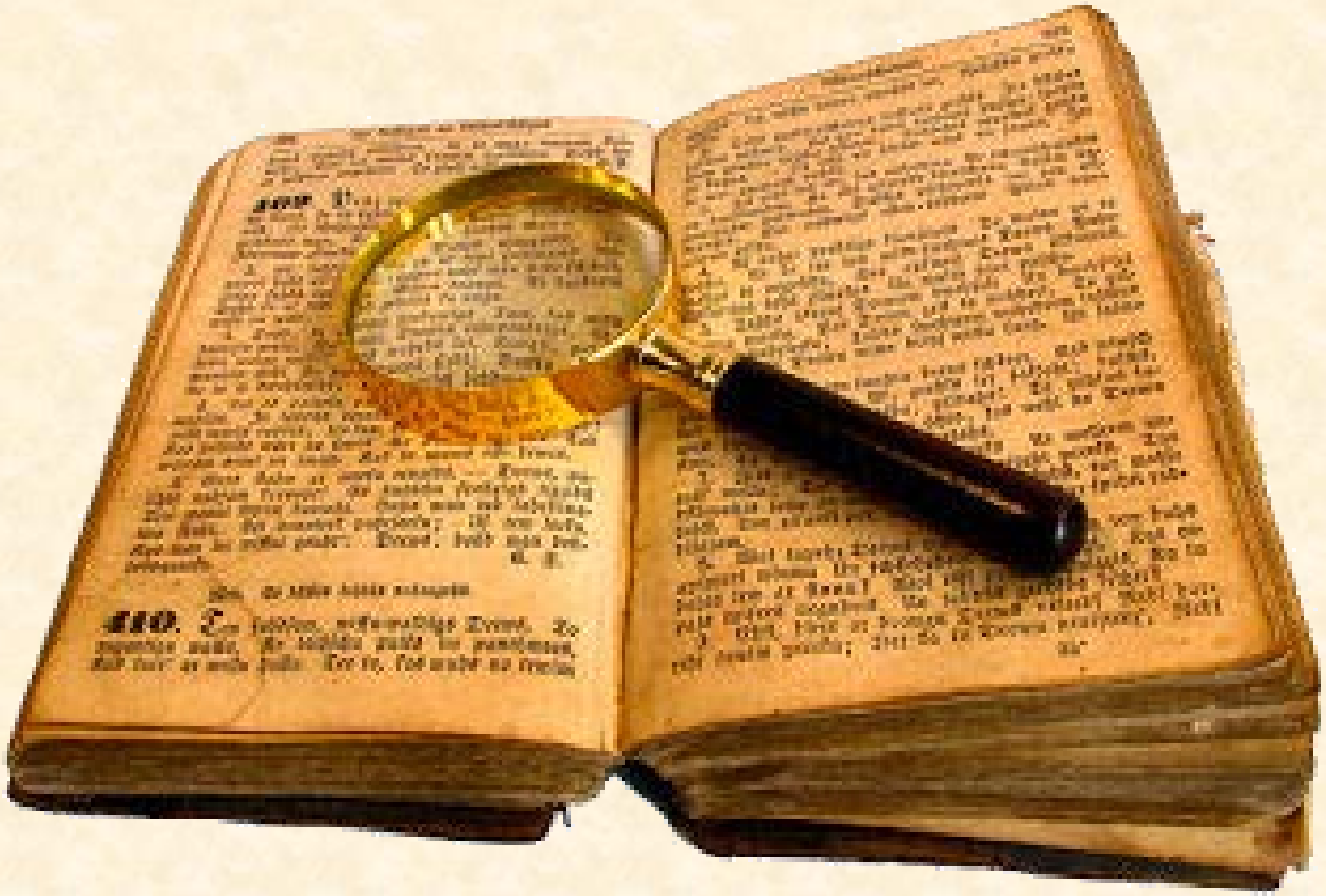
What type of information could students gather?



Let’s Begin Using Sources



Social Studies Claims and Standards (4th Grade)

- How have our leaders impacted the United States? (4.2.2)
  - 4.2.2 Cite evidence to support the key contributions and influence of people in the history of the United States
- How did civil rights leaders work to solve a current issue? (4.8.4)
  - 4.8.4 Explain how good citizenship can solve a current issue
  - 4.7.1 Identify and summarize significant changes that have been made to the United States Constitution through the amendment process

Express Understanding

An individual has the power to impact society. How did the contributions and actions of the American people during the Civil Rights Movement support this statement? Draw on specific evidence from the given sources and your knowledge of social studies.

Anthropologist Margaret Mead said, “Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.” Support this statement based on specific evidence from the history of the civil rights movement. Draw on specific evidence from the given sources and your knowledge of social studies.

Authentic Sources

Begin with a Quote

Using Quotes as a Source

- Quotes can be used to both introduce key individuals or events in history.
- It helps students learn about someone by analyzing their words.
- It provides contextual evidence of the mood and tone of that historical event.
- Quotes also provide evidence of how that individual contributed to a certain historical event.

Quote Key:

- Feel
- Think
- Saying
- Message Conveying

Authentic Sources

Using Photos

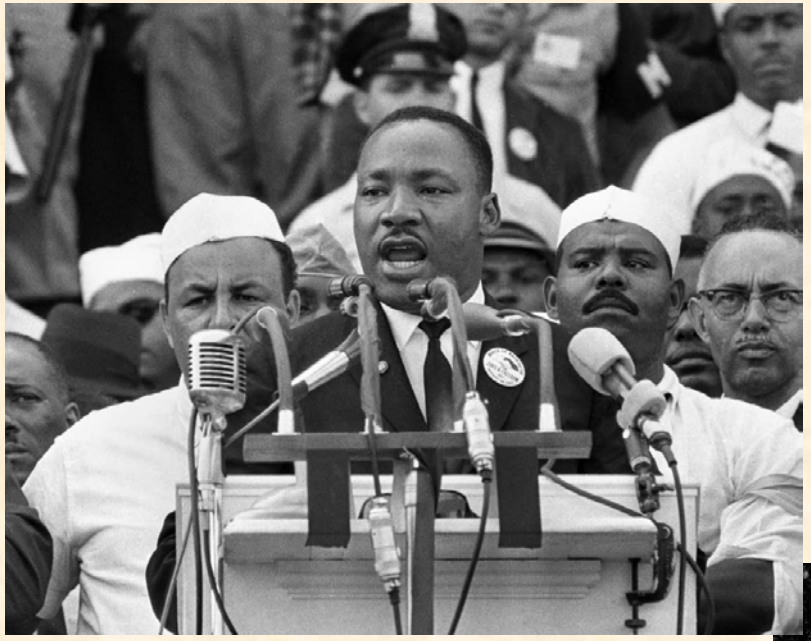
Using Historical Photos/Posters as a Source

- When using historical photos/posters, teachers should understand that students might need the most help drawing their observations together to reach conclusions about what information the photo is conveying.
  - Probing questions and graphic organizers—can help students develop an understanding of the photo.
  - Have student to circle things they notice drawing on specific details that can provide knowledge to help students make a historical judgment.

What information does this photo provide?

What question do you want answered after looking at this picture?

Which photo would you choose and why?



Which photo provides more information that supports the claim?

How can both of these images be used in instruction?

An Appeal to You from

JAMES FARMER
Congress of Racial Equality

JOHN LEWIS
Student Non-violent Coordinating Committee

ROY WILKINS
National Association for the Advancement of Colored People

MARTIN LUTHER KING, JR.
Southern Christian Leadership Conference

A. PHILIP RANDOLPH
Negro American Labor Council

WHITNEY YOUNG
National Urban League

to MARCH on WASHINGTON

WEDNESDAY AUGUST 28, 1963

America faces a crisis . . .
Millions of Negroes are denied freedom . . .
Millions of citizens, black and white, are unemployed . . .

We demand:
- Meaningful Civil Rights Laws
- Massive Federal Works Program
- Full and Fair Employment
- Decent Housing
- The Right to Vote
- Adequate Integrated Education

In our community, groups and individuals are mobilizing for the August 28th demonstration. For information regarding your participation, call the local Coordinating Committee for the

MARCH ON WASHINGTON FOR JOBS AND FREEDOM

1417 You Street, N.W. ADams 2-2320

CO-CHAIRMEN

Rev. Walter E. Fauntroy, Coordinator
Joseph A. Beavers
E. Charles Brown
Edward A. Hailes
Julius W. Hobson
Sterling Tucker

Historical Poster/Flyer

How does this document support the social studies claims for this lesson?

CONTENT

Videos

Nonfiction Trade Books

Social Studies Text

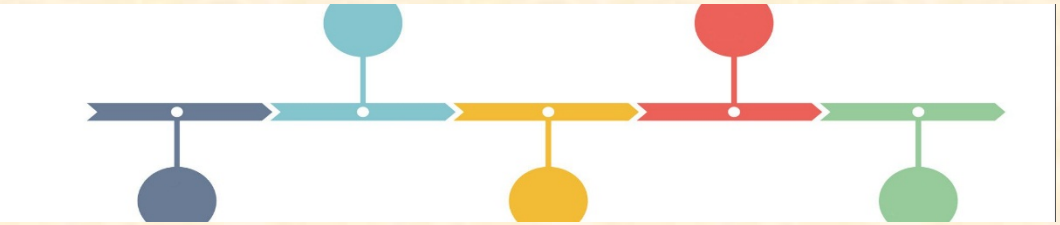
Authentic Sources

Using Timelines

Using Timeline as Sources

Understanding the sequence of events in social studies is critical to an understanding of cause and effect. Timelines help to:

- Establish the sequence of events in history
- Highlight the most important events in history
- Tell the story of people in a logical sequence



Authentic Sources

Using Videos

Using Videos as Sources

- Provides instructional methods in which students can learn from voices of the past.
- Increased student motivation through past experiences
- Enhanced learning through personal accounts
- Provides a look into the lives and events of the past.

Voices of those who experienced March on Washington

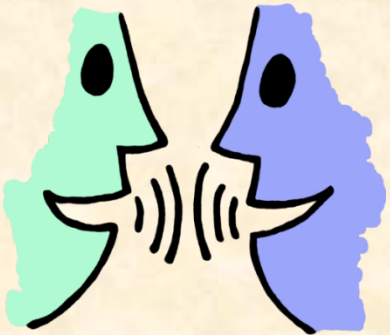
- Video 1
- Video 2

Group Discussion Activity

- Discuss the point of view and perspective of each person from the video.
  - What information did you gain from these personal accounts?
  - Are their point of views of this event the same? (Why or why not?)
  - How does each person's perspective provide insight of this historical event?

Let's Share Out (Debriefing)

- How does the use of quotes help to enhance social studies content and instruction?
- How did the picture study build student interest and social studies knowledge?
- Why is it important to use various encounters to gather information?
- How does hearing personal testimonies help build a deeper understanding of history for students?



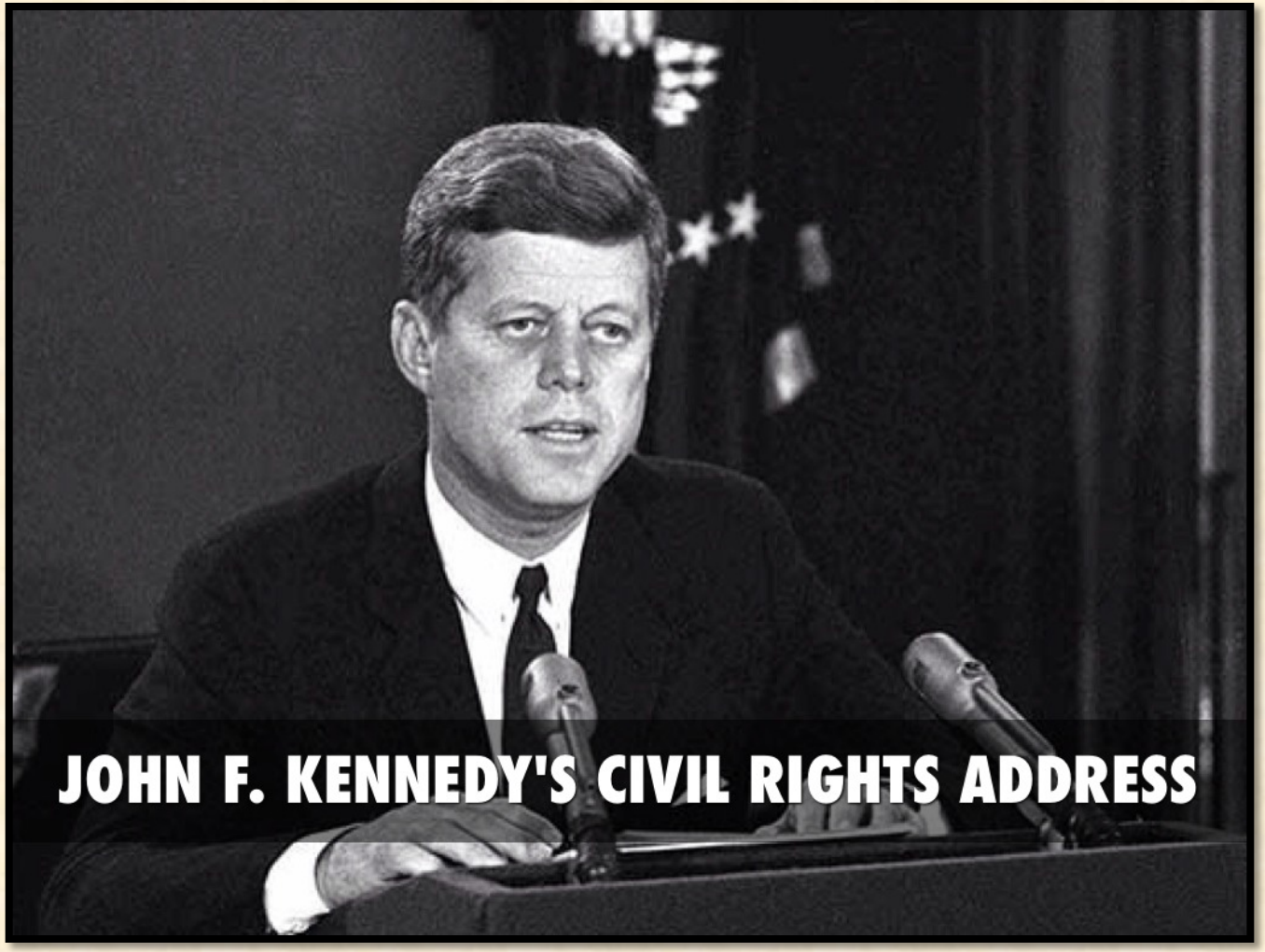
Authentic Sources

Using Speeches

Using Speeches

- Helps to provide insight about a historical event.
- Provides students with first-hand encounter of the emotions during this time period.
- Provides facts and situational aspects from different perspectives.
- Helps to determine the reasons for changes in history.

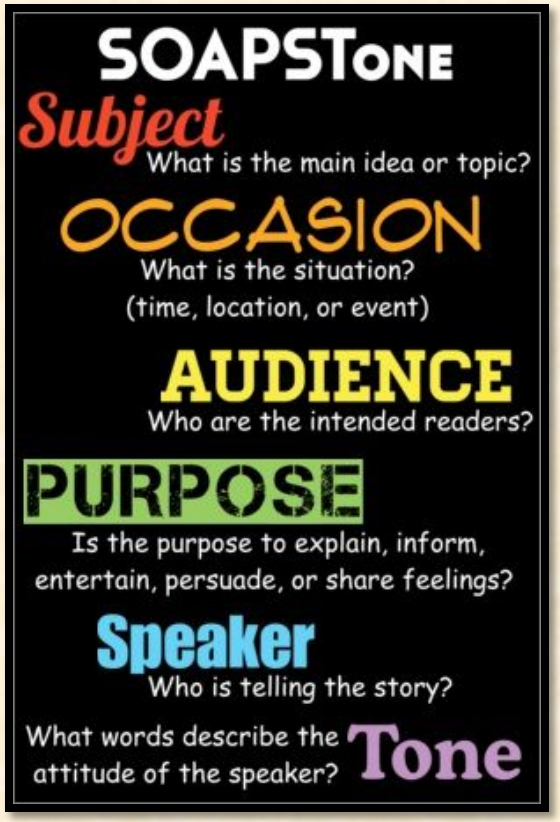
President Kennedy's Speech



http://www.americanrhetoric.com/speeches/jfkcivilrights.htm

SOAP ST(one) Activity

- SOAP STONE is a structure/strategy to encourage and strengthen readers' interaction with and comprehension and analysis of text.
  - S-Subject
  - O-Occasion
  - A-Audience
  - P-Purpose
  - S-Speaker
  - T(one)-Tone



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