



Social Studies VISION



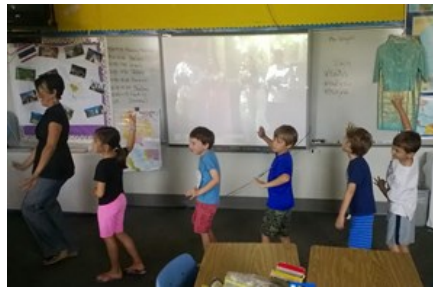
October, 2014

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GEOGRAPHY ————— **CIVICS** ————— **HISTORY** ————— **ECONOMICS**



Nigerian cultural informant, Olukemi Are, shares the purpose and occasions for traditional Nigerian clothing with GVS 2nd and 3rd graders.



Diana Jordan leads GVS Kindergartners and 1st graders in a Thai traditional dance, Loy Krathong.



GVS 2nd and 3rd graders barter in a market simulation.

Consider this... Achievement Gap v. Attitudinal Gap: Seeing Our Students as Individuals

Last March the Social Studies Office, in collaboration with the Virginia Foundation for the Humanities hosted a content academy on segregation, desegregation, and civil rights in Virginia. A team of historians and scholars came together to speak to 4th and 7th grade social studies teachers on the content that they teach and to help them see the subject in a new light. While each of the speakers spoke eloquently, Dr. Taylor's presentation spoke to the heart of teachers and teaching. Dr. Alfred Taylor is community historian of Arlington's African American community and author of the forthcoming book *Bridge Builders of Nauck/Green Valley*.

After sharing his own personal experience of growing up in the segregated schools of Arlington and Washington DC, Dr. Taylor spoke to the power of teachers in life and their influence on his success. He reminded teachers of their power as change agents. After the content academy, Diana Jordan sat down with Dr. Taylor to gain in more insight on his thoughts on education..

Jordan: Can you speak to your experience growing up in the segregated schools in this area?

Taylor: I only went to Arlington Schools until 3rd grade, then I was transferred to the DC Public Schools because at that time they were closer to separate but equal. Not equal, but closer to it because the DC Public Schools at the time were supported by Congress. There were five black high schools, I attended Armstrong Technical High School. Black students at that time from the DC Public schools graduated with more choices than students from surrounding districts.

Jordan: What do you attribute your school success while you were growing up?

Taylor: Community. Community played a big part of it. There was an expectation in my family that you would complete high school. And our community in Nauck/Green Valley was very education focused. So anyone who saw you off the beaten path had the right to put you on the straight and narrow. Another big advantage was that the teachers lived within the community. So there were always interactions between teachers and parents.

Jordan: Today, most teachers don't live the communities they teach in. What advice would you give to teacher to build community within their classrooms?

Consider this...cont.

Taylor: Students need to know that you have an interest in them. Try to attend or acknowledge other activities your students do outside of school, whether it's sports, music, or being part of the play. Show interest in their interests. Know your students as individuals. This relates to my idea about the achievement gap actually being an attitudinal gap. Students do not learn as a group, they learn as individuals. And you make the relationship with the individual.

Jordan: What do you think teachers should keep in mind today?

Taylor: Each student is an individual. Concentrate on educating that individual to the best of their ability. While testing and benchmarks are important, it's just a tool to evaluate. It should not drive how we engage with our students. We must see students, interact, and teach students for the individuals they are. You've got to know your students to reach them. When you know your students you can help them look at education and see its relevance to their lives.

Global Village Summit 2014

This past summer, the Social Studies Office was once again able to offer **Global Village Summit**, for 147 students completing grades K-3. Arlington teachers Jennifer Burgin, Jill Congelio, Casey Dolan, Vicky Flynt, Lauren Gautier, Melissa Hauke, Michelle Jaeckel, Allison Nowak, Lynn Robinson, Nita Wade, and Evie Wright worked to create a thematic approach to learning about the geography and culture of countries around the world. This summer the countries of Brazil, India, Nigeria, Russia, Sweden, and Thailand were featured.



During the program, students participated in hands-on activities, utilized technology integration, and heard from guest speakers who were native to and/or had lived in the countries being studied.

Differentiation Corner

Closing a Lesson

Have you ever had the bell end the lesson you are teaching? Closing a lesson can be a challenge for the even the most seasoned teacher. However, research indicates that it is important to help students remember the big ideas of the lesson. Here are some quick and simple ideas of bring meaningful closure to any given lesson.

Thumbs Up /Thumbs down



Pose some questions that can be answered thumbs up/down/sideways, ask for explanation of the decisions.

3-2-1

Have students list: **3** things they learned, **2** things they have a question about, **1** thing they want the instructor to know. This can be written on a sheet of paper, post-its, or index cards.

Whip Around

Students quickly and verbally share one thing they learned in the class today. You can have them toss a ball from one to another or just have volunteers. (Caveat – It's important to establish a safe trusting environment, before you have students pass the ball to each other.)

Where are we going?

Students predict the topic of tomorrow's lesson. Be sure to refer to the predictions the next day as either an opener or in closure.

Shout Outs

I've observed this strategy used in a sixth grade American Studies class. In the last few minutes as students were asked to line up at the door, the teacher asked students to give a Shout Out to another classmate about something they said or did in class that was praiseworthy.



For more information on Closing a Lesson, look on Blackboard Social Studies Online in the Differentiation Tab.



Strategy Spotlight



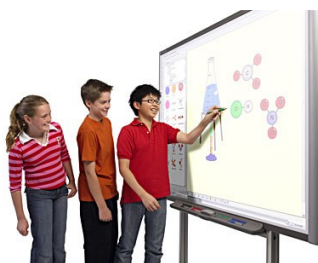
Making movement a part of everyday learning

Strong evidence shows a positive relationship between movement and learning. As Eric Jensen in his book on *Teaching with the Brain in Mind* contends, "...movement can be an effective cognitive strategy to strengthen learning, improve memory and retrieval, and enhance learner motivation and morale." While there is authentic movement that comes with such strategies like simulations, performance tasks, or flexible group work, here are four strategies to consider when you feel your lesson may be a bit too "sedentary."

Gallery Walks/Chalk Talks – Sometimes when we have multiple texts or documents we want students to analyze, why not post them on the wall and have students rotate to each of them? This technique can also be used when having students analyze primary source documents. Chalk talks are gallery walks where students are asked to interact with the posted item. This could involve posting a question or quote that you want students to respond to.



White Board Meetings – I have seen this technique used in an Economics and Personal Finance class. Students investigate a problem using text and data to make sense of the problem in a group. Then they share their findings by drawing a diagram or chart on newsprint to present out to the rest of the class. Groups are asked to present their findings to the class after which teacher and classmates can ask questions and provide feedback.



Response Continuum - This technique is a great way to gauge student background knowledge or use as formative assessment. One end of the room represents one idea while the other side of the room represents the other idea. For instance at the beginning of a grade 7 unit on reconstruction, you can ask students, "Was Reconstruction a success?" and have students stand along the continuum based on their response. Before examining where students are standing as a class, you can have students turn to other people standing near them and explain their answer.

Musical Mingle – This strategy is like musical chairs, minus the chairs. Have students write out their answer to a question before a lesson begins (to assess background knowledge) or after a lesson

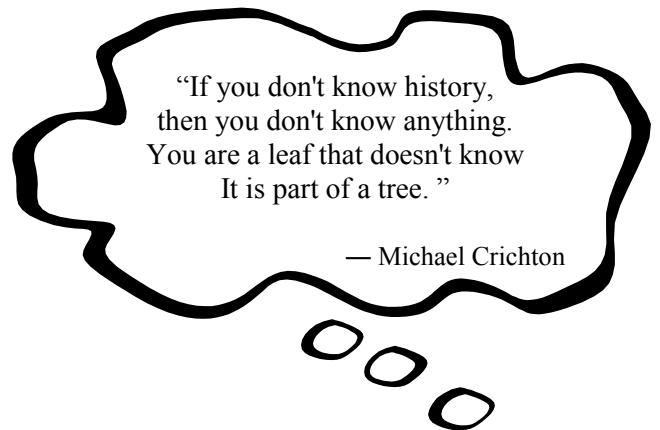


(to assess learning). Once ready, play music and have students mingle with their written answers in hand. When the music stops, students find a partner near them to share their answer. Repeat the process. Once done, this activity lends itself to a better whole class discussion, as it bolsters the confidence of individual students who've had an opportunity to test and clarify their thinking with a partner.

Thought of the Month:

"If you don't know history,
then you don't know anything.
You are a leaf that doesn't know
It is part of a tree."

— Michael Crichton





The World Affairs Council offers all-day workshops that are free to teachers with lunch and resources provided. Contact: education@worldaffairsdc.org or (202) 293-1051

www.worldaffairsdc.org

Upcoming topics-

The Changing Faces of Terrorism and Global Security Impacts- Nov.1

Understanding Human Rights: Migration, Conflict, and Globalization- Dec. 6

The **National Portrait Gallery** offers student and teacher programs about the men and women who have made significant contributions to the history, development, and culture of the United States. Student programs include: *Movers and Shapers: Early America to the Civil War, and The Struggle for Justice*. For a complete list of student programs offered for 2014-2015, go to <http://npg.si.edu/education/schprog.html>. To view the teacher workshops offered by the Portrait Gallery go to <http://npg.si.edu/education/teachprog.html>



The **Virginia War Memorial** offers High School Student Seminars (by online registration only, two students and one teacher per school) – a day-long instructional activity for students and teachers to gain accurate knowledge, discuss events and engage in conversations with people who were present at history changing events in America. Upcoming free events include:

February 4 - Vietnam - Lessons Learned

Guest Speaker: BG John “Jack” W. Nicholson, USA (Ret.) – former Secretary of the American Battle Monuments Commission and Vietnam Silver Star Recipient

March 18 - World War II Roundtable

Guest Speaker: Peter Bacque - Army veteran and Staff Writer for the *Richmond Times Dispatch* along with WW II veterans



Library of Congress: Teaching with Primary Sources is offering fall courses. Teachers can earn 30 recertification points and register at TSPNVA.ORG or by calling 703-294-6270. These courses include:

Library of Congress Resources in the Revised AP US History Course Teaching US History in a Global Context. October 30, November 6, 13, 20, December 4, 2014. Fairfax Ridge (room C07) – 3877 Fairfax Ridge Road, Fairfax, VA 22030

Historic Newspapers, Congress.gov and other Library of Congress Resources for Your Classroom. December 11, 18, 2014, January 8, 15, 29, 2015. Leis Center – 7423 Camp Alger Road, Falls Church, VA 22042

The Library of Congress: Teaching with Primary Sources is also offering a series of free, one-hour webinars for K-12 educators for the 2014-15 school year. The webinar series will focus on using the Library’s digitized collections to meet state content and skills standards across the curriculum. The webinars will take place every other Tuesday, at 7:00 ET, and will be available on a first come basis to the first 99 participants except where noted. Topics through the remainder of the year include:

NHD
NATIONAL
HISTORY DAY

- *National History Day and Women's Suffrage* (11/4)
- *The Inquiry Process and Primary Sources* (11/18), and
- *Searching LOC.gov* (12/9, at 5:00 ET)

Teachers can join these [webinars](#), find [more information](#), or follow the *Teaching with the Library of Congress* [blog](#).

Blackboard Tutorials

Quick, short tutorials to help you with the new features of the latest version of Blackboard!

<http://www.atomiclearning.com/k12/blackboard-service-pack-14-instructor-training#.VBEWs9oBbHI.email>

NEWS YOU CAN USE, cont.

The Library of Congress introduces *Student Discovery Sets* which are available now for the iPad, and can be downloaded for free on iBooks. These sets cover the U.S. Constitution, Symbols of the United States, Immigration, the Dust Bowl, and the Harlem Renaissance. The objects in the Student Discovery Sets are primary sources that students can engage in to develop their critical thinking skills and build new knowledge



Constitution Lesson Plan Contest offered by James Madison University. By creating a lesson plan on the Constitution, you can win a free trip to Montpelier for a weekend-long seminar on American constitutionalism. Your lesson plan(s) will be evaluated by James Madison University's (JMU) College of Education faculty. Two winners will be invited to attend one of the many Montpelier Seminars offered in 2015. You can see the criteria and enter through the Share My Lesson site: www.sharemylesson.com/ConstitutionLPContest

The National Museum of the Marine Corps Award

This award would go to best entry about the history of the Marine Corps based on this year's theme of "Leadership and Legacy in History." The award will consist of a check for \$1000 to an individual winner, or divided equally between students of a winning group entry. Students are encouraged to research a topic that involved the many actions of the United States Marine Corps in American history. For more information, please contact Jim Bish at teacher@marineheritage.org.



MARINE CORPS HERITAGE
FOUNDATION



NATIONAL MUSEUM
OF THE
MARINE CORPS

Surfing the Web

newsela.com

Newsela is website of current event articles that allows you to level an article with a push of a button. It offers five reading levels for any article on their site, thereby making it easier for you to differentiate the same material.

www.amnh.org/explore/ology/archaeology

The American Museum of Natural History has a fun website on archaeology that 5th grade teachers may find useful with their students. Activities include: "Investigating the Inca" and "Creating Your Own Field Journal"



[Keepers of the Flame](#) video is a 25-minute visually interactive film that features stories of individuals who have made an impact on Virginia history from well-known figures like Thomas Jefferson and George Washington to high school student Barbara Johns, who led her fellow Moton High School students to a walkout protesting school segregation, which became part of the landmark legislation of *Brown v. Board of Education*. An [online activity book](#) is also available.



classroom.monticello.org

Developed by the Thomas Jefferson Foundation, this site offers hundreds of photos, lesson plans, articles and activities designed for teachers and students.

Library of Congress announces its newest exhibit commemorating the fiftieth anniversary of the landmark Civil Rights Act of 1964. The exhibit includes fascinating primary sources from the [The Segregation Era \(1900–1939\)](#) | [World War II and Post War \(1940–1949\)](#) | [Civil Rights Era \(1950–1963\)](#) | [The Civil Rights Act of 1964](#).



History Comes Alive



W-L students complete a portion of the online Economics and Personal Finance class. This blended class allow students to experience economics virtually.



APS Social Studies teachers Natalie Root (not shown), Chris McDermott, Tom Lenihan and Mike Palermo spent their first week of summer vacation at The World Affairs Council's 2014 Summer Institute on International Affairs in Washington, DC.



This fall Mr. Lenihan's AP European History class took a field trip to the National Gallery of Art in Washington, DC. Students got a docent led tour of the Renaissance collections, found their assigned paintings to write an essay on and then had lunch in the cafeteria before heading back to **Yorktown**.



Elementary lead teachers, Jaclyn Scott, Maura Fuller, & Anne Godfrey, analyze alternative assessments.



8th graders at **Kenmore** create a wall size global grid to place the various cultural landmarks they will visit throughout the year. This project was a joint effort between World Geography teacher Eric Underhill and Gifted Resource teacher Allie Weber.



Implementing a lesson she developed from this summer's History Alive! training, **Kenmore's** Sharon Solorzano facilitates response groups for the timely and controversial issue of renaming the Redskins Football team.



Yorktown's AP US/VA Government teacher Michael Palermo was featured this summer in NEA Today on his use of social media in the classroom to increase student engagement. With APS's move toward personal devices, more teachers may consider capitalizing on the power of social media to reach students and create dialogue. Click here for the [NEA article](#). Also, please tweet your use of social media or any other effective strategy you find to us in Social Studies (@APSsocstudies).

History Comes Alive

...Selected Examples of the celebration of Constitution Day in APS

Hoffman-Boston
4th Graders celebrated Constitution Day by participating in the Liberty Day Kids Program. Students studied the US Constitution and then visited the US Capital. At the Capital the students “quizzed” Senators, Congressmen and visiting families about what they had learned. This program is an effort to help educate all Americans about the Declaration of Independence and the U.S. Constitution. This year our students visited with Congressman Moran and Congressman Wittman

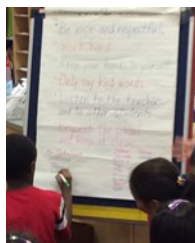


Hoffman Boston students with Congressman Jim Moran.



Hoffman Boston students with Congressman Rob Wittman

Carlin Springs students in Eric Sokolove’s class wrote a class constitution on Constitution Day. First they learned about the U.S. Constitution and the difference between a king-led government and a people-led government. Then they read the Preamble to the Constitution and the book **We the Kids**. After that, each student recommended a rule for the classroom. They then combined and summarized the suggested rules, created their own class Constitution, and had a special signing ceremony.



History Alive! Level I

Seventeen teachers spent a week of their summer vacation bringing History Alive! as they participated in a Level I training by Greg Cabana. This instructional approach includes strategies that incorporate Howard Gardner’s work on multiple intelligences, Elizabeth Cohen’s research on cooperative interaction, Jerome Bruner’s theories related to spiraling curriculum, Marzano’s work with nonlinguistic representation, and the importance of big ideas, supported by Wiggins & McTighe. History Alive! is usually offered each summer to new teachers as well as other interested teachers. If you haven’t taken it yet, consider signing up for a week of learning.



Welcome to the following new lead teachers:



Maura Fuller & Audrey Benson—ATS
Lauralee Green—Ashlawn
Gina Samara—Barcroft
Zach Porter—Barrett
Ethan Schoenherr—Campbell
Eric Sokolove—Carlin Springs
Jacklyn Scott—Jamestown
Anna Valle—Key
Lauren Gautier—McKinley
Anne Godfrey—Nottingham
Jeff D’Onofrio—Jefferson
Patricia Carlson—Williamsburg
Carolyn Crumpler—H-B Woodlawn
Greg Keish—Wakefield
Anne Stewart—Yorktown

Teachers are you looking for a good book?

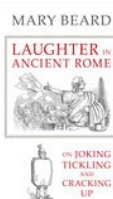


Check out these Social Studies reads

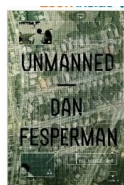
Neverhome, by Laird Hunt is a story of Constance Ash, a farmer's faithful wife who leaves her husband to don the uniform of a Union soldier. Disguised as a man, Ash becomes a hero, a folk legend, a madwoman and a traitor to the American cause. The novel's heroine is based on true stories of women who fought in the Civil War.



Laughter in Ancient Rome: On Joking, Tickling, and Cracking Up, by



Mary Beard, is a book about what made the Romans LOL. While the humor of the Romans no longer proves funny today, Beard shows how Roman humor formed the infrastructure of modern humor. This book is based on lectures Beard gave at the University of California, Berkeley, in 2008.



Unmanned, by Dan Fesperman, is timely tale about the human cost of using drones in war - and the damage they can do—both to its targets and to those who command them. The book focuses on a former F-16 pilot whose life spirals out of control after an ambiguous—but traumatizing—incident in Afghanistan.

Maphead: Charting the Wide, Weird World of Geography Wonks,

by Jeopardy star Ken Jennings, is about his own lifelong obsession with cartography as he charts "the wide, weird world of geography." In this book Jennings profiles Google Maps engineers, geocachers, imaginary mapmakers, rare map collectors, National Geographic Bee contestants, roadtrippers and other "mapheads" who love latitude, longitude and everything in between.



(Thanks to Jennifer Burgin for the recommendation)

If you have a social studies related book that you'd like to recommend, please email your read to
diana.jordan@apsva.us

Getting to know SOCIAL STUDIES LEAD TEACHERS

Audrey Benson has been teaching 5th grade at ATS for seven years and loves teaching about the ancient world! She is a career switcher, having previously worked as a policy analyst at the U.S. Department of Justice. She attended the College of William and Mary, and pursued her coursework for teacher certification at the University of Virginia. Audrey always has been lover of history, and makes sure to visit the local museums and historical sites wherever she travels. She has raised two children in Arlington. Her son is now living and working in DC, and her daughter is at the veterinary school at Virginia Tech.



Audrey Benson and
Maura Fuller,
co-lead teachers from
ATS.

Maura Fuller has been teaching 2nd grade at **Arlington Traditional School** since 2002. She was the Social Studies lead teacher for 6 years before taking a two year break. During that break, she had two kids. Her son, Emmet is two and a half years old and her daughter, Maeve, was born last December. She loves to travel but hasn't been doing as much of it since she is busy with two little ones. She is happy to be back as Social Studies lead teacher and looks forward to the Geography Bee. Maura, her husband Dan, and their kids live in Alexandria, VA.

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