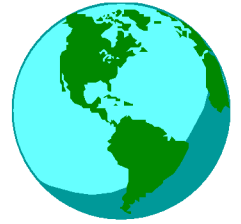




# Social Studies VISION



October 2016

Volume 19, Issue 1

—GEOGRAPHY—

—CIVICS—

—HISTORY—

—ECONOMICS—



On their field trip to the local grocery store, GVS students learn about the food that meets our community's needs



As a preview of future artifact analysis and a way to build community, **Wakefield** students share personal artifacts.



GVS student shares Bolivian flag with School Board Member, Dr. Emma Violand-Sanchez, during Open House

## *Consider This...* Why Study Local History

By Cathy Bonneville Hix

As a student who loved history, dinner conversations in my family often involved me telling my parents what I learned in history class. One day while describing the story of Little Rock, my dad, a retired Arlington policeman mentioned that he was on duty at Stratford Junior High, the day they integrated Arlington schools. That conversation became a revelation for me that history didn't just occur in the world or nation. It occurred right in my community. That is the power of helping students understand their local history.

Due to the countywide event last year honoring desegregation in APS, many became aware that Arlington was the first school district in the Commonwealth to desegregate. However did you know the following?

- ◇ Jamestown settler John Smith once explored in the area now known as Arlington and encountered an American Indian tribe living here.
- ◇ During the Civil War, over twenty **Union** forts were found in fortress Arlington to prevent Confederates from advancing into Washington.
- ◇ In the late 1800s Rosslyn was a place of gambling halls, brothels and illegal saloons until Commonwealth Attorney Crandall Mackey and other Arlington reformers cleaned up the area.
- ◇ In the 1900s in Arlington, many homes were built from mail order kits from Sears and Roebucks. These houses arrived in about 30,000 pieces that then were put together on a home site.



These events and many others help students make connections to the history they are studying. Oxford lecturer Dr. Jonathan Healey (2012) identifies local history as a "microscope way of seeing" and understanding history instead of the sweeping macro view of history that we normally use. By looking at history through the lens of the people and local community it becomes more personal. As we continue to develop more culturally responsive classrooms, we want to make sure our students "see themselves in the curriculum". One certain way is to connect that history to the very community they live in.

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## Consider This... Why Study Local History cont.

As teachers of social studies, here are some ways you can incorporate local history into the curriculum you teach:



- First, know the local history of Arlington. School libraries include multiple books about Arlington County. The Arlington Magazine also often contains historical articles. By becoming informed, teachers can begin to see connections with social studies content.
- Take advantage of local history resources such as the Center for Local History at Central Library or the Hume Museum of Arlington History. Both have resources you can use in the classroom.
- Seek out local people for classroom visits and for your students to interview for local history projects. For example, invite a local resident to share their story of the civil rights struggle in Arlington.
- Get out and about in Arlington. World Geography students at Jefferson take a walking tour of the Nauck neighborhood for a mapping project. Find ways to use Arlington neighborhoods to enhance the curriculum. Visit [walkarlington.com](http://walkarlington.com) to find great walking tours of Arlington neighborhoods
- Use some of the APS developed local history lessons. They can be found at <https://drive.google.com/drive/folders/OBztZgU-frskedGkxYjZaczBVN2s?usp=sharing> Add any you create to the collection.

By incorporating the history that occurred right here in Arlington, you are allowing your students a new lens to understand the history they are learning.



GVS students design a modern version of the Arlington flag as a culmination of their studies.

## We Are All Arlington

One of the unique aspects of Arlington is its diversity. In APS schools, our students hail from over 116 countries and speak over 104 languages. On Friday, September 23<sup>rd</sup>, over 300 Arlington students and community members came together at Wakefield High School to celebrate our community's diversity. The event, titled *We Are All Arlington: Understanding and Celebrating Our 40 Year Legacy of Immigrants*, included a day event for students and evening program of interactive stations and presentations of visual and performing arts, history and dialogue.



All really big discoveries  
are the results of thought.  
--Alexander Graham Bell

# Teaching the Election

This year's presidential election promises to provide many teachable moments about the issues, bias, and perspective. Here are some resources to help navigate the election.



**PBS Election Central**  
PBS' Election Central is an online destination of election-related resources and content with age-appropriate, thoughtfully curated information to teach K-12 students

about the political process. This free media-on-demand service offers more than 100,000 digital resources for classroom use, and PBS NEWSHOUR, the ELECTION CENTRAL hub is available at <http://pbseduelectioncentral.com/> This includes an "Electoral Decoder": <http://www.pbseduelectioncentral.com/electoral-decoder>. You use the Year Icon on the timeline to scroll between electoral maps for each and every election in US history.

## NY Times Free Resources for Teaching Election 2016

This [list](#) includes over a dozen instructional strategies and free websites that can help teach students about our nation's most pressing issues and the way our democracy works, as well encourage them to voice their opinions about the issues they care about most.

**Teaching Tolerance** – lessons and resources to determining bias and analyzing perspectives.

<http://www.tolerance.org/election2016>



## NEWSELA

Sign up for Newsela to use leveled Election Text Sets with students, who can vote in mock elections with other students in the state and across the country. (all grades)

<https://newsela.com/students-vote-2016/>

## iCivics Politics and Public Policy Unit:

This site provides interactive games to engaging lessons to help students (elementary and middle) to start learning about elections. Check out the [Election 2016 Resources](#) collection.

## The Candidates and Their Values: Election 2016

This [Choices Program](#) lesson guides students in assessing their values, candidates' platforms and where they converge. (high school)



## CNN Student News

Check out CNN Student News to access student-focused articles that will keep youth up to date on election coverage. (middle and high school)

## C-Span Classroom

Find primary source materials, supplementary resources and a page devoted entirely to information about the 2016 campaign. (middle and high school)



Welcome to the following  
new lead teachers:

Sara Mehrmama, ATS  
Veronica Perez Perea, ATS  
Mary Kell, Gunston  
Ricky House, Gunston  
Deitra Pulliam, Hoffman-Boston  
Dan Paris, H-B Woodlawn  
Jimmy Scarano, Jamestown  
Rachel Payne, Jefferson  
Meg Shaw, Key  
Barbara Watkins, Randolph  
Carolyn Sharpe, Swanson

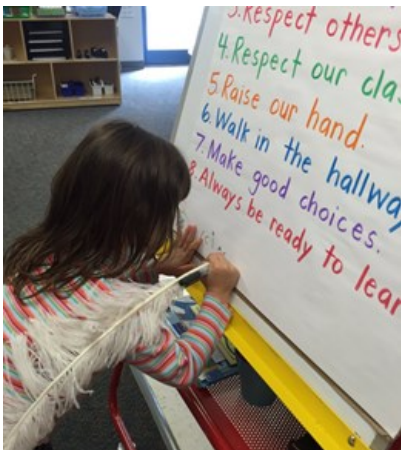
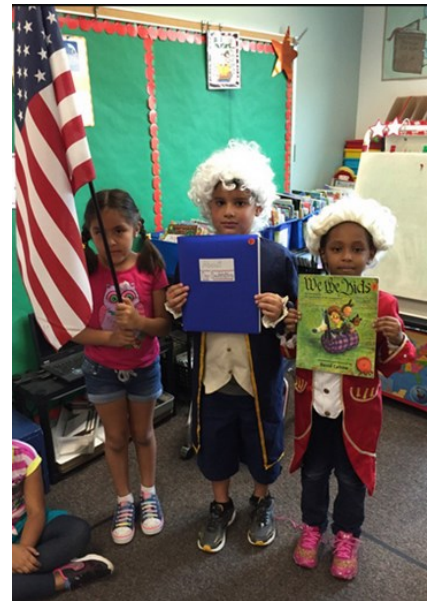
# APS Students Celebrate Constitution Day

September 17 marked Constitution Day commemorating the September 17, 1787, signing of the U.S. Constitution. Here's a sampling of how students across Arlington celebrated the event.



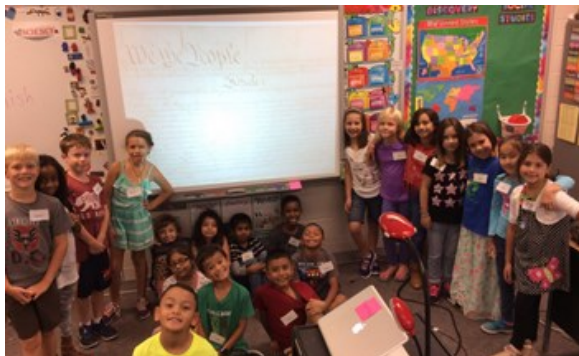
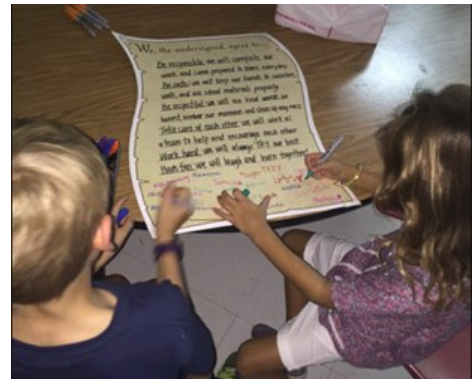
Sidewalk art honoring Constitution Day at **H-B Woodlawn**.

**Carlin Spring** students read about and re-enact the signing of the Constitution.

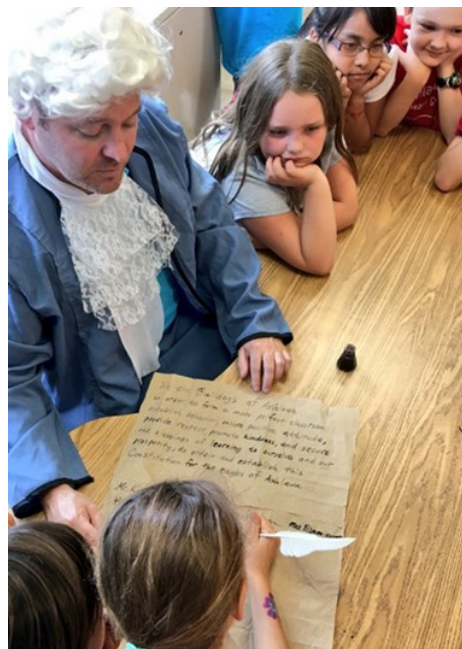


Kindergartners at **Henry** create and sign their own classroom Constitution.

**McKinley** students design their set of classroom rules and sign them, much like the Constitution.



**Oakridge** students learn that laws are amended over time as our country changes.



James Madison rings in the signing of the Constitution at **Ashlawn**.

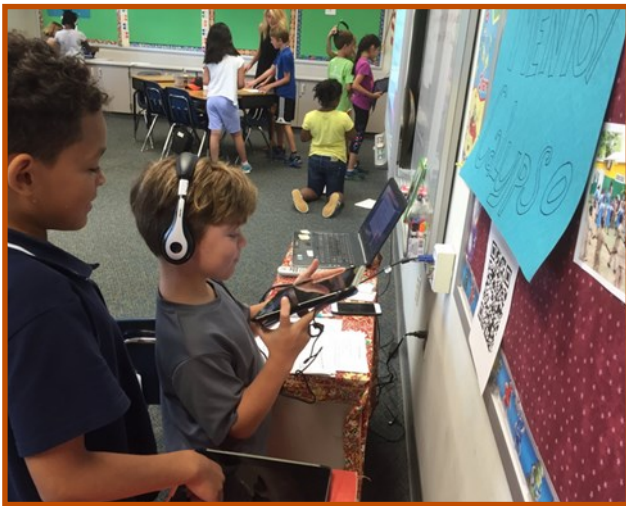
# History Comes Alive!



GVS students prepare to perform their Vietnamese inspired water puppet shows.



Kenmore students practice finding coordinates as they challenge each other in a game of Battleship.



GVS students participate in the Jamaican music audio tour.



H-B Woodlawn students work together to identify key lines of latitude.



Drew students investigate their local history by interviewing Nauck neighbors and community



In Economics and Personal Finance, W-L students debate what money is and its characteristics.

# Strategy Spotlight

## Local History

This year Arlington history continues to be a focus in our teaching and in our social studies curriculum. From its beginnings as a rural part of Alexandria to its current recognition as a diverse urban county, Arlington has been a place where history happens.



To provide an opportunity for APS students to be aware of this rich Arlington history, this summer, APS teachers developed a variety of lessons for both elementary and secondary teachers to allow them to incorporate Arlington history into the social studies curriculum. In addition, the Social Studies Office

staff has provided some history resources to guide teachers in learning about the rich history of the county. These resources can be accessed through

<https://drive.google.com/drive/u/1/folders/0BztZgU-frskcdGkxYjZaczBVN2s>

## History Alive! Level I Summer Institute

Twenty nine teachers spent a week of their summer vacation bringing History Alive! as they participated in a Level I training by Wakefield teacher, **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!



## The New 2015 History and Social Science Curriculum

In the fall of 2016 Arlington Public Schools implemented the new 2015 History and Social Science Standards. These standards were adopted by the Virginia Board of Education and have been developed over the past three years with input from a variety of stakeholders. This new curriculum includes a progression of skills and experiences supported in Kindergarten - Grade 12 (GOVT). These skills allow for more effective integration across content areas and focus instruction on requiring students to “apply social science skills” to the content. Teacher have access to the new curriculum via Blackboard and APS Google Drive; the new curriculum is also accessible on the [APS website](#).

## Middle School Summer Enrichment



The **2015 Leadership Academy**, done in partnership with the **World Affairs Council**, brought together 18 Arlington 7th-9th graders for a two week program aimed at building leadership skills and providing students with resources to be change agents in our world. Led by Arlington teacher, Ricky House, and World Affairs Council staff, the program focused on globalization and how countries throughout the world are connected in various ways. Students participated in simulations and heard presentations from former Ambassadors and noted journalists. Students traveled to Washington D.C. on two occasions. The first field trip, to the World Institute of Peace, gave students an inside look at the goals of the organization and their involvement in countries across the globe. On the second field trip, students spent the morning at one of D.C's only urban farms that aims to bring fresh produce to an undeserved area. Students were able to participate in various activities to help bring the farm to life.



## Middle School Summer Enrichment

This summer, 22 Arlington students had the opportunity to participate in a 2-week citizenship-focused civic education experience. **The Close Up foundation**, a non-profit civic education organization, partnered with APS to teach “**Democracy in Action**” to APS middle schoolers. APS teacher Jen Kelly and Close-Up staff led the program. Through the Close Up workshop model, students learned about the roles and responsibilities of citizens, analyzed and debated laws, examined the characteristics of a good law, discussed federalism,

role-played a model Congress and the Supreme Court, explored current issues, and researched problems impacting them from a national, state and local level. Throughout the program, students delved into issue-based discussion and worked together in groups to develop solutions. Students were even able to take those proposed solutions to Capitol Hill, where they met with representatives from the offices of both Senator Mark Warner and Representative Don Beyer. Additionally, students explored the “Three faces of Democracy” with a 4-hour walking workshop of the Jefferson, Roosevelt and Martin Luther King, Jr. memorials. The program culminated with student presentations on their chosen issues, where students spoke in the auditorium to an audience of parents, APS staff, and representatives from the Close Up Foundation. The program was seen as a huge success by all people involved.



This past summer, the Social Studies Office offered **Global Village Summit**, for 184 students completing grades K-4. This was the 20<sup>th</sup> year Global Village program has been offered and this year GVS examined Arlington as a Global Village. Teachers Jennifer Burgin, Natani Vaughn, Sarah Tyson, Melinda Phillips,

Michelle Jaeckel, Allison Nowak, Kimberlee Pooler, Nita Wade, Melissa Hauke, Marijoy Cordero, Lauren Elkins and Jon Stewart developed a thematic approach to learning about the geography and culture of various countries and how those countries influence our local communities in Arlington. Studying the countries of Bolivia, South Korea, Morocco, Portugal, Jamaica, Vietnam, and El Salvador, students participated in hands-on activities, utilized technology integration, and heard from guest speakers who were native to and/or had lived in the featured countries.



## GET TO KNOW

### APS SOCIAL STUDIES LEAD TEACHERS

**Jimmy Scarano** has been teaching 4th grade at **Jamestown** for four years. This is his first year as the Social Studies Lead Teacher. If you walk into his classroom during Virginia Studies time you might see him dressed up as an investor for the Virginia Colony or performing a skit about sharecropping with his co-teacher. He’s always looking for new ways to engage his students with silly song parodies, skits, videos, and projects. When he’s not teaching, Jimmy enjoys cooking foods from around the world and playing soccer and basketball.

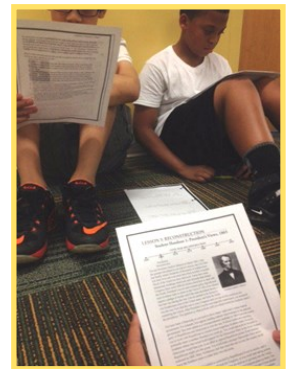


**Rachel Payne** has been teaching at **Thomas Jefferson Middle School** for four years. This is her first year serving as Social Studies Lead Teacher and is backed by a great team at TJ. Rachel was motivated to become a social studies teacher based on the belief that all students can benefit and grow from a deep understanding of history. Rachel graduated from the University of Delaware and is hoping to earn her Master’s Degree in either Curriculum Instruction or Leadership.

**Carolyn Sharpe** has been teaching at **Swanson Middle School** for 12 years. This will be her first year as Social Studies lead teacher and she is excited to help lead the dynamic Social Studies team at Swanson. She has a passion for teaching Social Studies and particularly enjoys working with middle school age students. As she spent her formative years living in Minnesota and North Dakota, her favorite topic to teach is Westward Expansion. When not teaching Carolyn loves to travel and has recently developed an interest in baking.



GVS students practice yoga on Activities Day



Using Active Classroom resources, **Jefferson** students take on the roles of the Executive and Legislative branches during Reconstruction.

### SOCIAL STUDIES OFFICE

Cathy Hix, Supervisor  
 Diana Jordan, Teacher Specialist  
 Barbara Ann Lavelle, Administrative Assistant



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