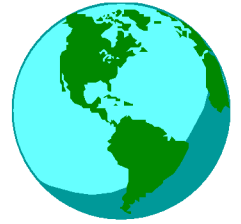




# Social Studies VISION



October 2017

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GEOGRAPHY

CIVICS

HISTORY

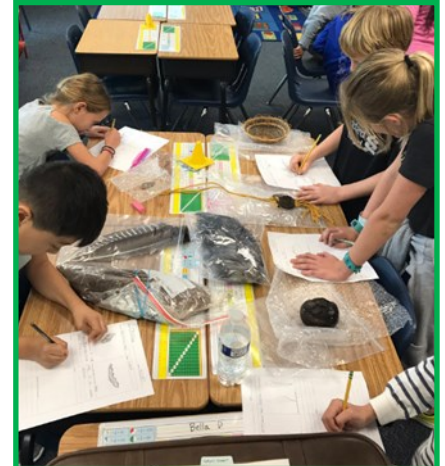
ECONOMICS



**Carlin Springs** 4<sup>th</sup> graders take a fieldtrip to Gunston Hall to experience life during Colonial America.



**Science Focus** students proudly display their projects showing Virginia's five regions.



**Long Branch** fourth graders examine artifacts to understand the daily life of Native Indians of Virginia.

## *Consider This...*

### Teaching Beyond the Textbook

The social studies textbook used to be a standard fixture and the root of instruction in the social studies classroom. Often these textbooks were text heavy and lacked the additional charts, graphs, and photos that help to scaffold information for students. Teachers still were creative in their delivery of social studies education but many spent hours searching for primary sources and other realia that helped bring the content alive.

While classrooms utilize textbook resources now, they are now often viewed as just one set of resources that teachers can use with their students. While textbooks today have greatly improved, they still create challenges if used as a single source of information. Geoff Ruth in Edutopia (February 2005) noted that textbooks are marketed to a national audience requiring them to cover content for all states. Thus, the coverage can be superficial. Additionally, Molly Smith for Edsite-ment (September 2013) noted that “textbooks provide a narrative which students assume to be **the** narrative”. These challenges create a disconnect with a curriculum that is tied to in-depth study and critical thinking skills.

In social studies classrooms, the hope is the textbook resource is the **STARTING** point for instruction and that teachers become the curators of their class content. There are numerous reasons why teachers should be doing this curating content for student use. These include:

- The study of social studies becomes more relevant to students’ lives when it is connected to something they can relate to. Recently, some World Geography teachers incorporated resources about the recent hurricanes occurring in the USA to frame a unit on physical geography. Another teacher had students research and present an opinion on the tearing down of Confederate statues. By using “beyond the textbook resources”, these teachers provided immediate relevance for the students and made the content more accessible, and meaningful.

## Consider This... Teaching Beyond the Textbook

Cont.

- “Beyond textbook resources” allow teachers to develop those critical skills that are aligned with the new curriculum. For example, a recent classroom activity focused on whether Columbus should be honored by a national holiday. Online primary sources representing multiple perspectives were shared with students as they took sides on the issue. Teaching this content through the skill of identifying perspectives allowed students to internalize their understanding.
- “Beyond the textbook resources” are available with the click of a link. Because we are living in a highly digital world, using digital resources and having students analyze these sources teaches students lifelong skills of how to critically analyze what they read and see on social media and other digital sources.

As our students matriculate from our schools, we anticipate that they will be purveyors of information in the digital world. By helping them make sense of the content as students, we are preparing them to be media literate citizens of the future. This issue is dedicated to sharing some of the best places to access this information for students.



## Accessing Digital Resources- Taking Action Against Fake News

A recent study from Stanford University revealed that many teenagers have difficulty determining the credibility of what they read online. The critical



thinking skills focus of the new Virginia Standards of Learning should help address this issue. However, teachers are encouraged to incorporate analysis of the credibility

of sources into classroom instruction. As we start using resources beyond the textbook it is important to make sure that students understand where they are accessing. Resources available to help students learn to recognize fake news include: [Newsela](#), [PBS News-Hour](#), [The News Literacy Project](#), [Media Education Lab](#) and the [Center for Media Literacy](#).

## Remembering WWI-Teacher Resources

On April 6, 1917, the United States entered the “war to end all wars” or WWI as it was later called. The United States entry into the war came several years after the start of the war, bringing much needed resources to the Western Front. The United States entry into the war would have an impact on the USA, Virginia and even the community of Arlington. Currently, throughout the nation and in Arlington, there are events honoring WWI’s 100<sup>th</sup> anniversary. In Arlington, these events will conclude next year on November 11, 2018 with a remembrance ceremony honoring the 100th anniversary of the end of the war.

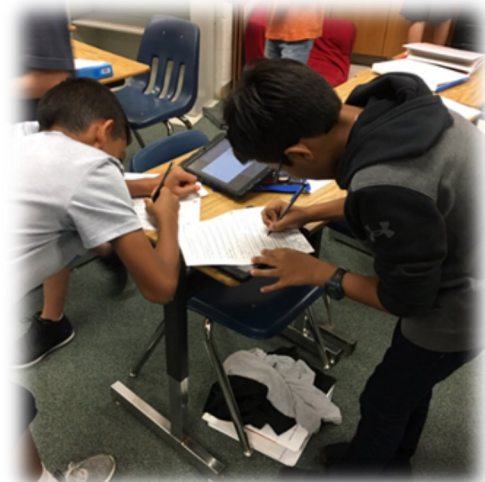


The following link (<https://drive.google.com/open?id=0BztZgU-frskcOF9iMFZGY2xiN1U>) will provide some great resources for teaching about WWI in the classroom.

They include:

- A timeline of events including events that occurred in Arlington
- A list of websites that link to literature, art, music, sports, and history sites related to WWI.

Additionally, there will be two historical videos created in Arlington to honor local sacrifices. These can be accessed on the APS historical marker site. As students study WWI, we are hopeful that teachers will include some of these resources in teaching this event.



**Gunston** 7<sup>th</sup> graders participate in a Constitution scavenger hunt.

## APS Library Databases and Online Resources

As teachers become curators of content, they need reliable resources. Did you know there is a wealth of online reference materials and resources through the APS libraries? Here is a complete list of Social Studies related databases and online resources. These resource sync with Google and, as noted, many of the resources can be leveled.

Take some time to check out these resources. You may be surprised by what you find.

- To access these databases **within** the APS network, simply click on the icons below, or go to the database links page for APS: <http://apsva.us/library-services/databases/>
- To access these databases **outside** of the APS network, go to <http://arlington.mackinvia.com> Your school librarian can provide a password by this access.



[Britannica School](#) – Provides encyclopedia articles on a variety of subjects

with film clips, interactive learning games, photo galleries, journal articles, web sites, and maps. **Resources can be leveled.**



[Britannica Escolar](#) – Part of Spanish Reference Center from Encyclopedia Britannica, an online learning

platform in Spanish for ages 6-12. Students enrich their learning through interactive games, searches, videos, multimedia, maps, and more. **Resources can be leveled.**



[CQ Researcher](#) provides in-depth articles on topics of interest in international affairs,

health issues, social trends, technology, the environment, the economy, education, and criminal justice. These articles are aimed for grades 11 & 12.



[CultureGrams](#) introduces the daily customs and lifestyle of cultures all over the world, as well as to their political, geographic, and economic structure, perfect resource for World Geography.



[eBookCentral](#) from Proquest offers Scholarly eBooks for the High School user, excellent for AP and IB courses.



[eLibrary](#) provides access to full-text and multimedia reference essentials for doing research, topics span subjects areas. **Resources can be leveled.**

## APS Library Databases and Online Resources cont.



Provides access to a collection of databases from Gale Publishing. **Resources from Gale databases can be leveled.**

### *Specific Gale Databases:*



[Biography In Context](#) provides access to biographical profiles on influential people throughout history.



[Kids Info Bits](#) is a content-rich, authoritative, easy-to-use resource featuring age-appropriate, reliable, curriculum-related content covering a broad range of educational topics.



[National Geographic Kids](#) is a resource for videos and images, as well as interesting facts, on places and animals.



[Opposing Viewpoints In Context](#) features continuously updated viewpoint articles, topic overviews, full-text magazines, academic journals, news articles, primary source documents, statistics, images, videos, audio files and links to vetted websites.



[U.S. History In Context](#) provides access to documents from over ninety-five Gale reference sources, viewpoint essays, image galleries, and video and audio from NBC, NPR, and other sources exploring historical events in the United States.



[Virtual Reference Library](#) is a database of encyclopedias and specialized reference sources for multidisciplinary research in an eBook format. We have holdings for elementary and secondary grouped here.



[World History In Context](#) provides access to full-text periodicals, reference works, and primary documents covering all aspects of world history from antiquity to the present day.



[PebbleGo](#) – (Elementary only) Each database features expertly-leveled text and navigation specifically designed for beginning researchers. Enriched with spoken-word audio, text highlighting and audio/video media.



[PebbleGoNext](#) (Elementary only) expands to include Native Americans and U.S. States.

### **SIRS**



[SIRSDiscoverer](#) provides full-text articles and images from over 1,000 newspapers, magazines, and government documents to be used by students in grades one through nine for research. **Resources can be leveled.**



[SIRSKnowledgeSource](#) provides access to full-text articles and Internet resources from SIRS\* reference databases. **Resources can be leveled.**

*\*Includes SIRS Issues Researcher, SIRS Government Reporter, SIRS Renaissance and SIRS Websselect*

Continued on page 5

## APS Library Databases and Online Resources cont.



[World Almanac for Kids Online](#) is a popular quick reference source moves

to digital only, with a large number of facts on a wide variety of topics. **Resources can be leveled.**

### World Book Encyclopedia

Use different levels of the world's most familiar encyclopedia, each designed for the unique needs of each user.



[World Book Advanced](#)



[World Book Student](#)



[World Book Discover](#)



[World Book Kids](#)



[World Book Hallazgos](#)

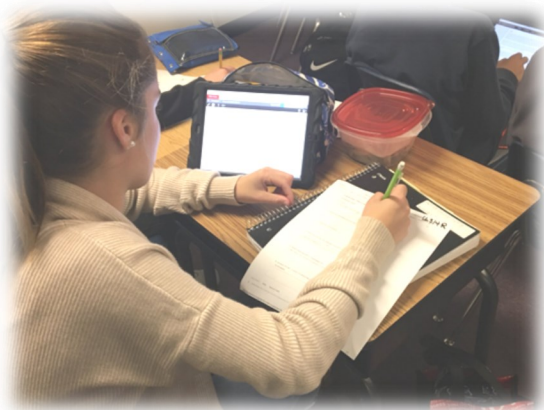
# Global Village Summit

This past summer, the Social Studies Office offered Global Village Summit, for 169 students completing grades K-4. This was the 21st year Global Village program has been offered. Teachers: Jennifer Burgin, Meco Smith, Sarah Tyson, Kristen Wolla, Jennifer Manley, Allison Nowak, Kimberlee Pooler, Nita Wade, Melissa Hauke, Marijoy Cordero; Instructional Assistants: Nick Fernandez, Audrey Tsai; Administrative Assistant: Genevy Herera; Coordinator: Jon Stewart and Interns: Traci Selden, Kathleen Claassen 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 Afghanistan, Ecuador, Eritrea, Germany, Italy, Kyrgyzstan, and Mexico, students participated in hands-on activities, utilized technology integration, and heard from guest speakers who were native to the featured countries. The Red Team visited area playgrounds to gather ideas for accessible playgrounds they designed. The Blue Team visited businesses in the Clarendon neighborhood to determine the global impact on trade in our own community.



GVS students enjoy a day at the park to determine playground accessibility so they can design their own.



Williamsburg 8<sup>th</sup> graders prepare for their Climate Change DBQ.



On their fieldtrip to businesses in Clarendon, GVS students identify the movement and exchange of goods into our grocery stores.

# Global Village Summit



3<sup>rd</sup> and 4<sup>th</sup> grader GVS students take a hand at looming after learning about its importance to the Afghan culture and economy.



GVS students enjoy a game of BINGO to reinforce their various countries and cultures they discovered.

## Open Educational Resources: The Wave of the Future

As teachers we are often inundated with resources. It can be daunting and overwhelming to go through websites or old emails to find something for a particular lesson or when you just want to brush up on a topic. As teachers, we appreciate resources that are free, easy to access and allow us to quickly find something useful.

**Open Educational Resources (OER)** consist of different websites where teachers can find and share free materials, lesson and unit plans and research. There are many benefits to adopting OER or utilizing them from time to time. They can be useful in collaborative learning groups since many schools are now doing them by grade level within instructional teams or by department. Instead of just saying “I’ll email that to you” how easy and quick would it be to just upload a lesson plan or resource in an OER? The College Board used to have a list-serve by subject where AP teachers could share stuff but that was eliminated a few years ago and now you have to log-in to your account to see or post anything. Who thinks about doing that? Google Classroom can be a great place to share stuff but usually can only be accessed by teachers within your school system. OER creates a national learning community.



As we continue to move away from traditional textbooks and printed materials, OERs may be the wave of the future. Two OER “textbooks” are coming soon in 4<sup>th</sup> grade Virginia Studies and 9<sup>th</sup> grade World History. Like anything new, teachers need to be open to using and sharing materials through OERs. The benefits include: being able to branch out beyond your department, school or school district; saving time and effort; moving beyond the traditional textbook; learning more about different resources, ways to teach a topic and professional learning programs and opportunities. In this issue, the APS Social Studies Department is providing some examples of good OERs to check out:



- ◆ [Amazon Inspires](#) (for Social Studies, includes AP course flashcards, Kahoots, digital breakout games, lesson plans, etc.)

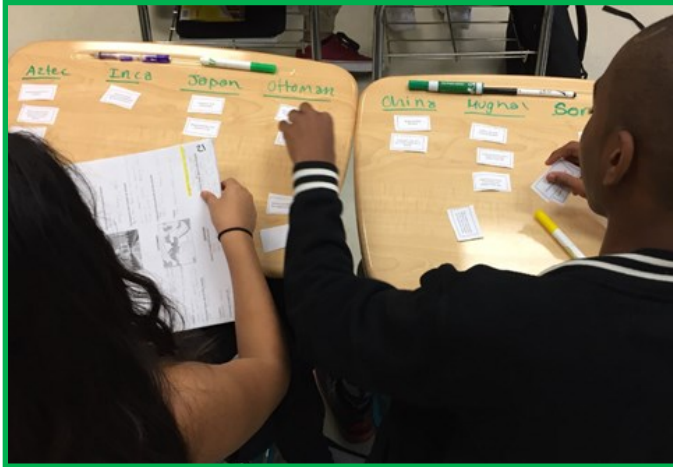


- ◆ [OER Commons](#) (dynamic digital library and network where teachers can build and share resources; browse by subject area and grade level)



- ◆ [Curriki](#) (global community for teaching or studying and sharing content; you can join a specific group ex. [High School Social Studies](#))

# History Comes Alive!



**Wakefield** 9<sup>th</sup> graders pair up to review the contributions of various world empires.



**Discovery** students experience how the Virginia Indians traded with the English settlers during Colonial times.



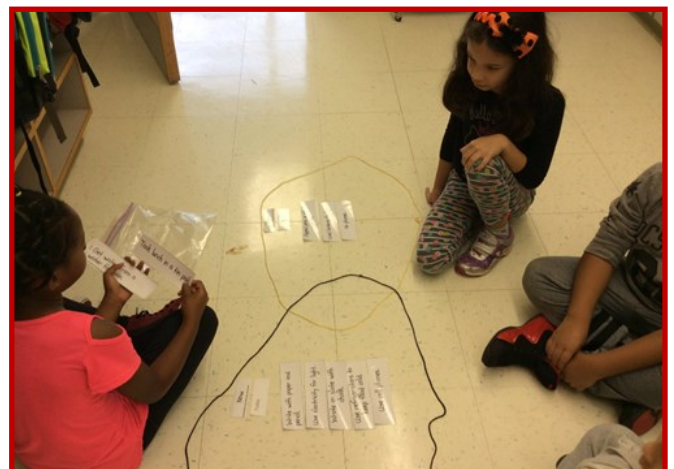
**Glebe** students pose with the Flat Stanley they sent on a Virtual Field Trip to the US Senate to celebrate Constitution Day.



**Williamsburg** 6<sup>th</sup> graders dig for artifacts to catch of a glimpse into the lives for Virginia Indians.



**HB Woodlawn** Geography students demonstrate how maps become distorted by creating globes from oranges and then peeling them to make a flat map.



Using a Venn Diagram, 2<sup>nd</sup> graders at **Glebe** compare school life from long ago to today.

## HISTORY COMES ALIVE cont.



**Jefferson** 7<sup>th</sup> graders design immigration scrapbooks documenting the immigrant experience to the United States in the late 1800s.



**Kenmore** World Geography students experience population density through this simulation comparing Japan, Australia, and the United States.



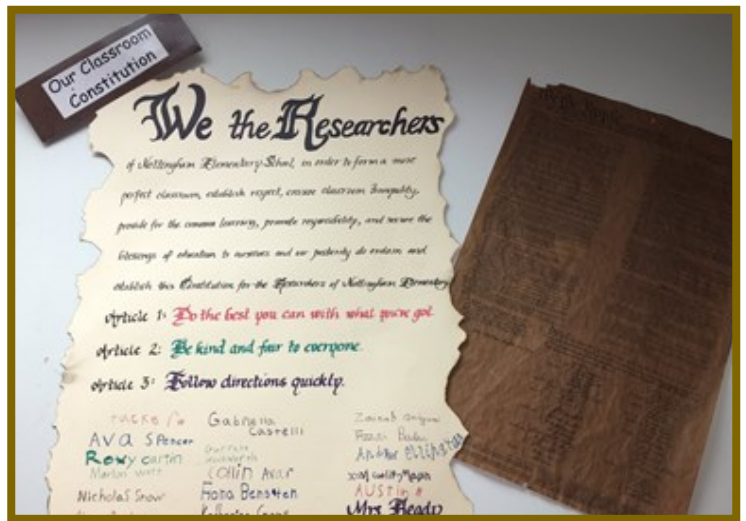
**Taylor** 5<sup>th</sup> graders demonstrate their understanding of landforms and bodies of water in designing their own continent.

## Teachers' Favorites: Resources Beyond the Textbook

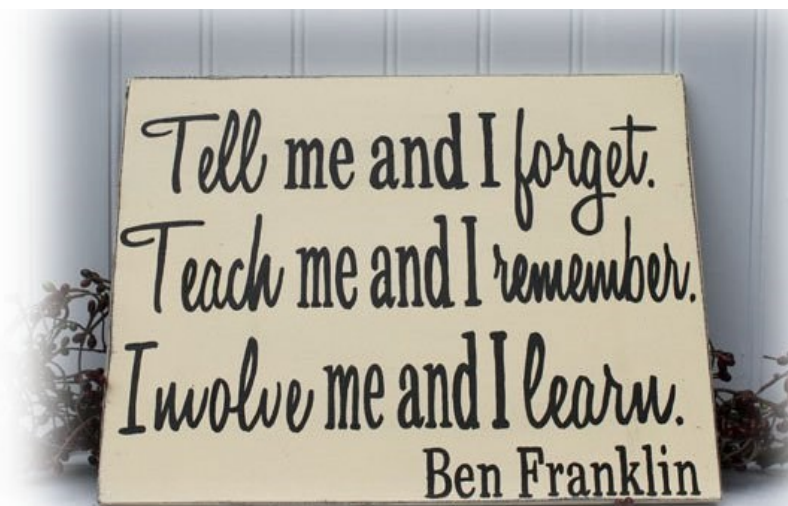
We asked our Secondary Social Studies Teachers what their favorite content resources were. Here's a list of those resources used for teaching beyond the textbook. These resources include primary sources, graphics, surveys, and videos and are organized by content. If you have a great find that you don't see on this list, please feel free to add it.



[https://docs.google.com/a/apsva.us/document/d/1DNSL-2P97QEit\\_r9nTpyrOB2ic\\_NhhZ52PP1Ci3-w0/edit?usp=sharing](https://docs.google.com/a/apsva.us/document/d/1DNSL-2P97QEit_r9nTpyrOB2ic_NhhZ52PP1Ci3-w0/edit?usp=sharing)



**Nottingham** students designed their own classroom constitution.





**GET TO KNOW  
APS SOCIAL STUDIES LEAD TEACHERS**

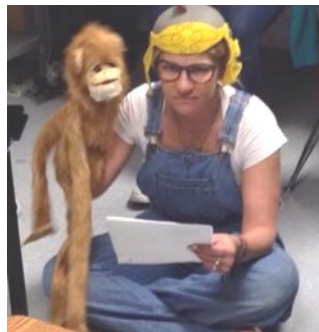
Dana Probasco has been teaching at **Arlington Traditional School** for three years. This is her first year serving as Social Studies Lead Teacher. Dana's love of social studies developed when she was in 7th grade at Swanson Middle School with Ms. Cathy Hix as her teacher. Dana graduated from James Madison University and her favorite subject to learn and teach about is Virginia history. When not teaching, Dana enjoys going to the beach and taking her dog for walks.



Allison Bell has been a teacher at **Gunston** for three years, and this is her first year as Social Studies Lead Teacher. A former English/Reading teacher, she loves teaching social studies because of the opportunities for hands on learning and debate. She is passionate about finding ways to diversify the curriculum and connect history to current events. When not teaching, Allison loves traveling, hiking, and her new hobby, rock climbing.



This is Annie Miller's fifth year at **Drew** as an ESOL teacher and first year as the Social Studies Lead Teacher. She's super excited to take on the duty this year. Teaching and getting students excited about history is one of her favorite parts of being a teacher. With the help of her time-traveling monkey friend, Professor McMonkey, Annie gets students engaged and thinking critically about events from the past. When not teaching, Annie is an avid pumpkin carver, Jeopardy enthusiast and is working on finishing her second novel. Follow her (and Professor McMonkey's) adventures: @APSDrewMsMiller



Sarah Jacoby has been teaching fourth grade at **Nottingham ES** for two years. This is her first year as Social Studies Lead Teacher. She grew up in Indiana but enjoys learning and teaching Virginia history to students. Sarah especially enjoys teaching about the Revolutionary War and the early years of our country. She graduated from Macalester College in St. Paul, MN and is currently working towards a Master's degree in School Counseling at The George Washington University.



**HISTORY ALIVE!**

At the History Alive! Level I Summer Institute, 23 teachers spent a week of their summer vacation bringing History Alive! as they participated in a Level I training led 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! Contact the Social Studies Office.



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