REIMAGINING EDUCATION DURING COVID-19 and BEYOND

All Aboard the Social Studies Leader-Ship: Staying Afloat Even in a Pandemic

2020 Fall Virtual Instructional Leadership Conference
October 7, 2020

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Session Logistics

- **Handouts**: Session handouts are available for download in the handouts section on your screen and at [www.gadoe.org/sdeevents](http://www.gadoe.org/sdeevents).

- **Questions**: Use the question box to type questions or comments throughout the presentation.

- **Feedback**: We ask that all participants complete the pop-up feedback survey after the close of the session.

- **Recording**: A link to the session recording and certificate of attendance will be emailed in 24 hours.

- **On Demand**: All sessions will be available on-demand following the conference on the [SDE Events and Conference webpage](http://SDEEventsConferenceWebsite).
Meet the Social Studies Team

JoAnn Wood

Joy Hatcher

Jennifer Zoumeris
Social Studies
SWIRLS!

Building Fluency in All Learning

Sample Instructional Activities/Assessments

Getting Aggressive

1. See the European Map in the PowerPoint that displays areas occupied by Germany. Have students use the attached image analysis worksheets to make some observations and inferences. The analysis sheet follows this activity.
2. Next display the chart that shows the countries that Germany occupied during WWII. Have the students answer the chart analysis questions to make some observations and inferences. The chart is located below.
3. Ask students to make predictions about why Germany may have wanted to take over and occupy European countries.
4. Chart the answers and discuss pair/share in small or whole group.
5. If no student has given an answer about anger from the Treaty of Versailles, review part of the terms of the Treaty of Versailles (Germany had to take the blame for WWI, had to repay countries for the war, had restrictions of their military) and how that made Germans feel and how that may make them feel towards other countries.
6. Tell them that a government party in Germany led by a man made the following promises. Display the promises PowerPoint slide.
7. Ask students why the German people might support a party and man who made these promises.
8. Ask students if any of them know the name of the German government party or the man who led them during WWII. Get answers and then display the next slide with the answer. PowerPoint slide of Hitler.
9. Tell students that they are going to look at another map and make some observations and inferences. Show the map of Japan and the countries it began to occupy on the PowerPoint slide.
10. Have students write their observations and inferences using the analysis sheet.
11. Ask the following question to wrap up the lesson: With Germany and Japan starting to occupy other countries, what should the U.S. do? Give reasons for your answer.
12. Have students share their answers with one another.

Idea for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. Note: Be careful using these lessons for all students. If students are able to answer the questions on their own, it would be best to let them do so independently.

Look For in a Social Studies Inquiry Lesson

- Essential Question
  - Open-ended
  - Reuse over time
  - Transferable ideas
  - Requires justification
  - Higher order thinking

- SWIRL
  - Speaking
  - Writing
  - Illustrating
  - Reading
  - Listening

- Source Analysis
  - Primary and secondary
  - Documents
  - Images
  - Visual and audio media
  - Artifacts

- Cite and show discourse
  - Debate
  - Discussion
  - Engagement
  - Taking informed action

- Historical Thinking
  - Multiple perspectives
  - Sourcing (why, when, how)
  - Context
  - Claims/evidence & guided argumentation

* Historical thinking encompasses economic decision making, geospatial reasoning, and civic mindedness as well as thinking like an historian.

https://www.georgiastandards.org/Georgia- Standards/Pages/Social-Studies.aspx
Resources to Support Content Knowledge

- Teacher Notes
- Teacher Content Tutorial Videos

The Southern Colonies included Virginia, Maryland, Carolina (which eventually split into North Carolina and South Carolina), and Georgia. The location of the Southern Colonies, with the region’s rich soil and long growing season, fostered the development of strong agricultural producing colonies. Deep rivers and the distance of the fall line from the coast meant that inland farmers were able to ship tobacco, indigo, corn, and rice directly from their farms to European markets. The economic development of the Southern Colonies reflected this geographical line. Subsistence family farms tended to develop north of the fall line. Those farms grew primarily what the family needed along with a small cash crop used to purchase or barter for goods such as salt, gunpowder, lead, and iron tools. Commercial farms tended to develop south of the fall line and grew primarily high yield, labor intensive cash crops such as rice, tobacco, and indigo. As a result, slave labor was more common south of the fall line while less common north of the same line.

Relations with American Indians in the Southern Colonies began somewhat as peaceful coexistence. As more English colonists began to arrive and encroach further into native lands, the relationship became more violent. The complexity of the interactions with American Indians in the Southern Colonies grew as the region’s economic development grew. Once large scale cash crops of tobacco, rice, and indigo proved highly profitable in the mercantilist system, more colonists arrived seeking economic opportunity. The growing English population in the Southern Colonies required more of the American Indians’ land for crop cultivation, which fueled increased tension between the groups.

Teachers may choose to use the following content concerning the development of specific Southern Colonies as examples to frame the components of this element for students. However, students are not responsible for the specific information that follows.

United States History Teacher Notes for the Georgia Standards of Excellence in Social Studies

Virginia: The first permanent English colony in North America was founded in 1607 at Jamestown, Virginia. The establishment of Jamestown was a business venture of the London Company.
Resources to Support Inquiry Based Instruction
**Unplugged Variation** — Have students illustrate a one page visual journal entry answering the essential question: There's Water, Water, Everywhere — What's the problem? The journal entry must:

- Tell a story of the causes of global water insecurity
- Describe the MOST important problem (and explanation of why it is more important that other issues)
- Organize the information in a way that is easy to follow
- Include supporting visuals
- Contain information for taking informed action: what can I/we do?

**Opportunities for Extension: Mapping Informed Action:** Using geographic information system software students can create maps of water issues in their communities, districts, state, and/or nation.

- CDC Water-related Environmental Tracking [https://www.cdc.gov/healthywater/statistics/environmental/index.html](https://www.cdc.gov/healthywater/statistics/environmental/index.html)
- EPA Water Data Tools [https://www.epa.gov/watertools](https://www.epa.gov/watertools)

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**Ideas for Differentiation:**

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- Consider allowing students to record their thoughts in a variety of ways: using the talk to text/dicate feature, making an audio recording of their responses, creating illustrations, annotating maps, etc.
- Consider reading research materials to students or copying materials into a Word document to allow that students may use the "read aloud" feature.
- All of the videos on TED and YouTube have a CC feature for students that may need the text and two of the TED videos have printable transcripts in over 30 languages.
Resources to Support Asynchronous Professional Learning

https://www.georgiastandards.org/Georgia-Standards/Pages/Social-Studies-Professional-Development.aspx
Synchronous Virtual Workshops

Virtual Workshops Tailored to District/RESA Request

Email jwood@doe.k12.ga.us

Partnering with GCSS to support Literacy Integration

Virtual Events for Members

https://gcss.net/

For More Information Visit:
https://www.gcss.net/site/page/view/virtual-events-schedule
Shore Leave

• Watch this introductory video
• Jimmy Carter National Historic Site - https://www.jimmycartereducation.org/
Be Part of Our Community

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Session Feedback

The Georgia Department of Education believes in continuous improvement and would appreciate your feedback to ensure the presentations we provide are of the highest quality and meet the needs of the specific audience.

Please take a moment after the session ends to complete the pop-up feedback survey.

Share your conference highlights now!

@GaDOESDE
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