

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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Jennifer Zoumeris - Social Studies Content Integration Specialist, Teaching and Learning

Session Logistics

- **Handouts:** Session handouts are available for download in the handouts section on your screen and at 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](#)

Meet the Social Studies Team

JoAnn
Wood

Joy
Hatcher

Jennifer
Zoumberis



Social Studies SWIRLS!

Building Fluency in All Learning

Sample Instructional Activities/Assessments

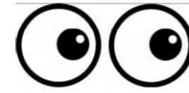
Getting Aggressive

Description –

1. See the **European Map in the PowerPoint** that displays areas occupied by Germany. Have students use the attached image analysis sheets 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.

Ideas 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 this independently.*



Look Fors for Social Studies: What to See in a Good Social Studies Inquiry Lesson

	<p>Essential Question</p> <ul style="list-style-type: none"> • Open-ended • Recurs over time • Transferable ideas • Requires justification • Higher order thinking 	
<p>SWIRL</p>	<p>Speaking Writing Illustrating Reading Listening</p>	
	<p>Source Analysis</p> <ul style="list-style-type: none"> • primary and secondary • documents • images • visual & audio media • artifacts 	
	<p>Civic & civil discourse</p> <ul style="list-style-type: none"> • debate • discussion • engagement • taking informed action 	
	<p>Historical Thinking*</p> <ul style="list-style-type: none"> • 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

SSUSH1 – Compare and Contrast the development of English settlement and colonization during the 17th century.

b. Explain the development of the Southern Colonies, including but not limited to reasons established, impact of location and place, relations with American Indians, and economic development.

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



Fall Line Map

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 geological line. Subsistence family farms tended to develop north of the fall line. These 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 a 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.

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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

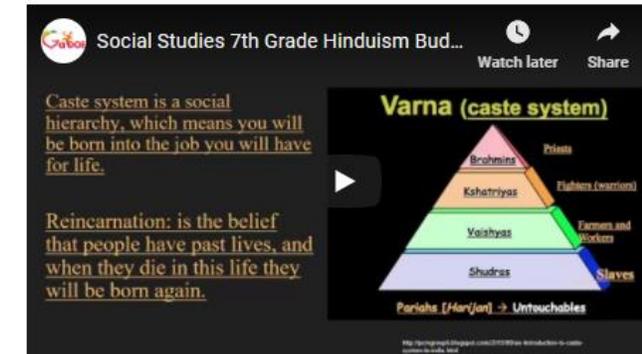


Teacher Content Videos

Government Understandings



Hinduism and Buddhism – 7G12



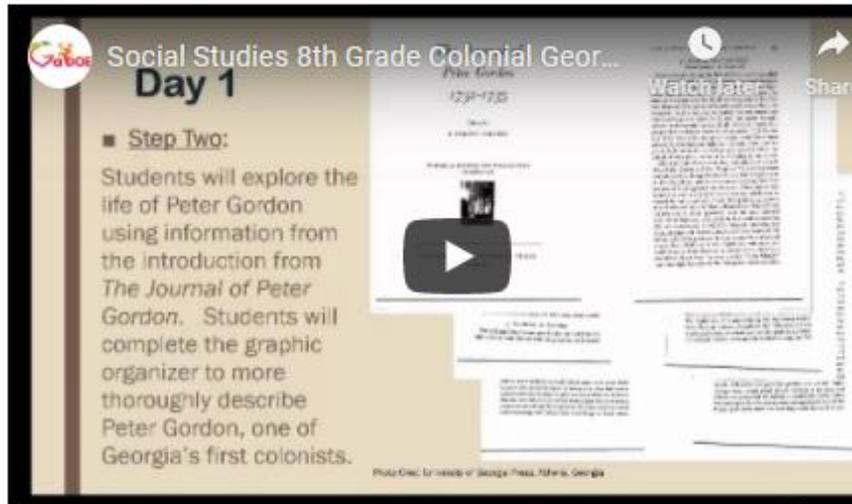
Judaism, Christianity, and Islam 7G8c



Korea and Vietnam – 7H3e

Instructional Activity Videos

Colonial Georgia - 8H2



Social Studies 8th Grade Colonial Geor...
Day 1

- **Step Two:**
Students will explore the life of Peter Gordon using information from the introduction from *The Journal of Peter Gordon*. Students will complete the graphic organizer to more thoroughly describe Peter Gordon, one of Georgia's first colonists.

Photo Credit: Friends of Georgia Press, 17th/18th, Georgia

Westward Expansion in Georgia from 1789-1840 - 8H4



Social Studies 8th Grade Westward Exp...
Concluding Thoughts

- Always begin with the content standard.
- Look for opportunities to integrate supporting literacy standards, matrices, and information processing skills.
- Provide opportunities for inquiry and engagement.

Photo Credit: iStock.com/1500000000

Social Studies Labs

Unit 3: The Malcontents PDF PPT

 [Second Grade Curriculum Map](#)

Sample Units

-  [Unit 1: Connecting Themes](#)  [Source Set](#)
-  [Unit 2: Our Georgia NEW](#)  [Source Set](#)
-  [Unit 3: Georgia's First People NEW](#)  [Source Set](#)
-  [Unit 4: Georgia Becomes a Colony](#)  [Source Set](#)
-  [Unit 5: Georgians and Civil Rights](#)  [Source Set](#)
-  [Unit 6: Georgia Leaders](#)  [Source Set](#)

Distance Learning Resources

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 than 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.

- USGS Water Quality in the Nation's Streams and Rivers – Current Conditions and Long-Term Trends https://www.usgs.gov/mission-areas/water-resources/science/water-quality-nation-s-streams-and-rivers-current-conditions?qt-science_center_objects=0#qt-science_center_objects
- CDC Water-related Environmental Tracking <https://www.cdc.gov/healthywater/statistics/environmental/index.html>
- CDC Drinking Water Week <https://www.cdc.gov/healthywater/observances/dww.html>
- EPA Water Data Tools <https://www.epa.gov/waterdata>

Student Learning Supports

Ideas 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 complete the activities on their own, it would be best to let them do this independently.

- Consider allowing students to record their thoughts in a variety of ways: using the talk to text/dictate 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.

Distance Learning Plans

GRADE LEVEL STANDARDS



Browse Standards

- English Language Arts
- Fine Arts
- Mathematics
- Science
- Social Studies
 - K-5
 - 6-8
 - 9-12



- Professional Learning
- Physical Education
- World Languages

Social Studies Georgia Standards of Excellence (GSE) Professional Learning

Virtual Learning Communities



Grade Level/Course Specific Professional Learning with Virtual Specialists — Introducing a new FREE online professional learning community exclusively for Georgia educators. The Georgia DOE has created course and grade level specific Professional Learning Communities, led by Virtual Specialists, where educators from across the State can connect with each other to share experiences, resources, lesson plans, and instructional activities.

- Join GaDOE Social Studies PLC's on edWeb
- View the schedule for monthly webinars by grade level and course

Professional Learning Video Series

Everyday Inquiry in Elementary Social Studies **NEW!**

In the [Everyday Inquiry in Elementary Social Studies video series](#), you will gain inspiration and direction for how elementary teachers infuse their social studies instruction with the elements of inquiry. Think it can't be done? Check out examples from 1st, 3rd, 4th, and 5th grades that show engaged students doing the work of historians, geographers, economists, and political scientists. Watch how the teacher's role has evolved with the shift to inquiry and hear from leaders why they support this shift.

Social Studies Labs with Bruce Lesh

In the [Social Studies Labs with Bruce Lesh video series](#), Bruce Lesh, author of the book *Why Won't You Just Tell Us the Answer?* shares research on historical inquiry, breaks down the process of thinking like a historian, and then models an inquiry lesson

Marrying Social Studies and ELA: The Inquiry Method

In the [Marry Social Studies and ELA: The Inquiry Method video series](#), educators explore the benefits of inquiry and the skills in the inquiry process. In addition to the overview video, teachers will explore a variety of inquiry based strategies that dynamically blend content

Resources to Support Asynchronous Professional Learning

<https://www.georgiastandards.org/Georgia-Standards/Pages/Social-Studies-Professional-Development.aspx>

Synchronous Virtual Workshops



Richard Woods, Georgia's School Superintendent

Search this site



Social Studies Virtual Learning Catalog

Offices & Divisions - Programs & Initiatives - Data & Reporting - Learning & Curriculum - State Board & Policy - Finance & Operations - Contact

Teaching and Learning - Curriculum and Instruction - Social Studies

Social Studies

Click here to view registration information for Fall 2020 Virtual Professional Learning Opportunities from GaDOE Social Studies

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Please wait while we process your request.



Virtual Workshops Tailored to District/RESA Request

Email jwood@doe.k12.ga.us



All Are Welcome:
Incorporating the history of ALL of us into your classroom

Thursday, September 3 at 3:30pm
For more information and to register visit

<https://forms.gle/g956Zouy8Mm1m1c4>



Disciplinary Thinking: Tip Your Hat to 4-Hat Thinking

Tuesday, September 8 at 3:30pm
For more information and to register visit

<https://forms.gle/1uK70NDxv5G02B6>



May the Force Be With You: Different Approaches to Teaching Social Studies

Thursday, October 1 at 3:30pm
For more information and to register visit

<https://forms.gle/9Wz9F15K20vWw47>



They Aren't Getting It: Methods to Engage, Excite, & Empower Struggling Learners

Thursday, October 29 at 3:30pm
For more information and to register visit

<https://forms.gle/9Wz9F15K20vWw47>

You will receive an email confirmation of your registration. Information on how to join the session will be sent to your preferred email address by 9am on the day of the presentation. If you are unable to attend, recordings will be posted in our virtual communities on edweb.net and on the GaDOE Social Studies Statewide Training Playlist.

To view past sessions visit our Virtual Workshop Playlist https://www.youtube.com/playlist?list=PLbliuR1ArRWs-a_vBtwww1rZozGNCOp2_



Partnering with GCSS to support Literacy Integration



Date	Virtual Events for members are at 7:30pm EST
August 11	<i>Blowing Up the Narrative: Making the Story of Women's Suffrage More Inclusive</i> (JoAnn Wood-GaDOE)
August 25	<i>STORYtime with Dr. Yohuru Williams - Black Lives Matter in Historical Context</i>
September 1	Controversial Topics in the Classroom (Virmilisa Printup)
September 15	<i>Economics of a Pandemic</i> The Federal Reserve Bank of Atlanta (Princeton Williams and Amy Hennessey)
September 22	<i>STORYtime with Kenneth C. Davis, More Deadly Than War, the Hidden History of the Spanish Flu and the First World War</i>
October 5	<i>STORYtime with Kate Messner Smashing History: Challenging Myths and Sharing New Stories in the 21st Century Classroom</i>
October 13	Virtually Yours - Georgia Center for Civic Engagement (Dr. Randall Trammell)
October 20	Virtual Mini-Conference Using Read Alouds to Promote Social Justice and Foster Inquiry (Lisa Rogers and Jennifer Zoumeris K-5) Georgia Humanities: Using Inquiry Tools to Promote PBL (Jess Burke and Dr. Kevin Shirley) Responding to Hate with healing and Reconciliation (Sikh Coalition K-12, Dr. Pritpal Kaur) Georgia History (2nd and 8th- David Kendrick and Dr. Scott Roberts) GCEE Session-Economics and the Civil Rights Movement in Georgia for Grade 8 (Angie Battle) The State Bar of Georgia (Deborah Craytor) The Anniversary of... (John Cunningham- Douglas County Schools) The PBL/IBL "Booster"- National History Day in the Classroom (Jess Burke-Georgia Humanities and Dr. Kevin Shirley-LaGrange College)
November 4	U.S. History and Economics GCEE Session (Dr. Chris Cannon)
November 10	<i>STORYtime with Matt de la Peña</i>
November 17	<i>STORYtime with Lester Laminack - Reading to Make a Difference: Your mirror may be my window in an exploration of identity</i>
December 1	Witness to War (Emily Carley)
January 12	Holocaust Survivor- Georgia Commission on the Holocaust
February 2	<i>STORYtime with Camen Deedy</i>
February 9	<i>STORYtime with Kwame Alexander</i>

Virtual Events for Members

<https://gcss.net/>



RE-STORYING HISTORY: CHILDREN'S/YOUNG ADULT LITERATURE, SOCIAL STUDIES, & INQUIRY

Are picture books just for elementary? How can the history they write about speak to us in 2020? How do authors and illustrators use historical thinking in their work? How can children's books be the key to building good citizens who act thoughtfully? Explore these questions and more with excellent authors and illustrators of children's books in our mini-series of STORYtimes.

Sponsored By



Kenneth C. Davis



Dr. Yohuru Williams



For More Information Visit:

<https://www.gcss.net/site/page/view/virtual-events-schedule>

Matt de la Peña



Kate Messner



Kwame Alexander



Camen Deedy



Lester Laminack



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Footsteps of a President



Dreamer *Statesman* *Humanitarian*

The image shows a presentation slide titled "Footsteps of a President" with three portraits of Jimmy Carter at different stages of his life. The first portrait is a black and white photo of a young boy, labeled "Dreamer". The second is a color photo of a man in a dark suit and striped tie, labeled "Statesman". The third is a color photo of an older man in a dark suit and red tie, labeled "Humanitarian". The slide is displayed in a web browser window with a video call interface visible on the right side.

Shore Leave

- Watch this introductory video
- Jimmy Carter National Historic Site - <https://www.jimmycartereducation.org/>

Be Part of Our Community

Twitter: GaDOE_SS

Facebook: GADOE Social Studies

Instagram: gadoesocialstudies

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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!

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@Gaimprovement



youtube.com/c/GeorgiaDepartmentofEducation

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**EDUCATING
GEORGIA'S FUTURE**