

HGLN 341 Learning Environments K-6
Teaching and Learning Social Studies

**Class Cooperative Learning (JIGSAW) Activity: Develop a class notebook of resources
(will need a notebook with sections for each area of social studies)**

Week 2: Bring a primary level picture book with a social studies theme to class

Partner Activity (Differentiated Assignments):

(Materials—display board)

Information including selected concepts for each area of social studies is presented in the text:

Anthropology (p. 85)

Economics (p. 87)

Geography (p. 89)

History (p. 92) (no concepts listed in text)

Sociology (p. 93)

Political Science (p. 95)

Also, some commonly taught social studies concepts are presented in Figure 6.2 (p. 128).

With a partner, complete the following for ONE area of social studies. These resources will be shared with your classmates via handouts or Sakai so include in notebooks.

- If you selected any area except history, develop a concept map (Figure 6.3, p. 129) for EACH of the concepts listed in the book for your selected area. (after CHAPTER 4 discussion)
- If your area is history, develop a timeline, a list of key people in World and American History, and a list of key events in World and American History. (after CHAPTER 4 discussion)
- Design a “**National History Day**” type project for your area (KEEP THE PRAXIS OBJECTIVES, Tennessee Social Studies Standards, and NCSS OBJECTIVES, pp. 98-99, IN MIND). (after Chapter 4 discussion)
 - Include a display board that presents important concepts, ideas, or events for your area.
 - Optional: May set up a computer with your display board for video, “timed” ppt., or audio clips.
 - Optional: May record a “documentary” film for the area (save on DVD to play in class).
- Include information sheets for your area (FOR PRAXIS STUDY). (after CHAPTER 4 discussion)
- Develop a game such as Jeopardy or Password that covers the concepts or ideas for your area (WILL BE USED IN CLASS). (after CHAPTER 4 discussion)
- For one of the concepts in your area, describe how you could use each of the Praxis II 0011 “Teaching Methods” in lessons to teach Tennessee Standards related to the concept (also see pp. 159-182 in text and Praxis 0522 strategies). (after CHAPTER 7 discussion)
- For one of the concepts in your area (may be same concept as in previous activity), describe a learning activity you could use for each of Gardner’s multiple intelligences. (after CHAPTER 7 discussion)

- Write a readers' theatre script or song lyrics for one concept, idea, or event (PRAXIS related). (after CHAPTER 7 discussion of Creative Expression)

Praxis II 0014 Elementary Education: Content Knowledge

III. Social Studies

A. Geography, Anthropology, Sociology (30%)

1. Knows world and regional geography (e.g., spatial terms, places, and regions)
2. Understands the interaction of physical and human systems (e.g., how humans change the environment, how the environment changes humans, importance of natural and human resources)
3. Knows the uses of geography (e.g., apply geography to interpret past, to interpret present, to plan for future)
4. Knows how people of different cultural backgrounds interact with their environment, self, family, neighborhoods, and communities

B. World History (10%)

1. Knows the major contributions of classical civilizations (e.g., Egypt, Greece, Rome)
2. Understands twentieth-century developments and transformations in World history
3. Understands the role of cross-cultural comparisons in World history instruction

C. United States History (30%)

1. Knows European exploration and colonization in United States history and growth and expansion of the United States
2. Knows about the American Revolution and the founding of the nation in United States History
3. Knows the major events and developments in United States history from founding to present (e.g., westward expansion, industrialization, Great Depression)
4. Knows about twentieth-century developments and transformations in the United States (e.g., assembly line, space age)
5. Understands connections between causes and effects of events

D. Government, Citizenship, and Democracy (10%)

1. Understands the nature, purpose and forms (e.g., federal, state, local) of government
2. Knows key documents and speeches in the history of the United States (e.g., United States Constitution, Declaration of Independence, Gettysburg Address)
3. Knows the rights and responsibilities of citizenship in a democracy

E. Economics (10%)

1. Knows key terms and basic concepts of economics (e.g., supply and demand, scarcity and choice, money and resources)
2. Understands how economics affects population, resources, and technology
3. Understands the government's role in economics and impact of economics on government

F. Social Studies as Inquiry and Social Studies Processes (10%)

1. Understands social studies as inquiry (e.g., questioning, gathering data, drawing reasonable conclusions)
2. Understands how to use resource and research material in social studies
3. Understands process skills in social studies (e.g., interpreting different types of information; evaluating relationships; drawing conclusions using tools of the field)

Praxis II 0011 Elementary: Curriculum, Instruction, and Assessment

IV. Social Studies (10%, 11 questions)

CURRICULUM

Geography

History

Government, Civics, and Economics

Anthropology and Sociology

Historical analysis and interpretation: causes of events; compare and contrast events; hypothesize how past influenced present

INSTRUCTION

Instructional methods, strategies, modifications, and adjustments: various methods to adjust social studies instruction to meet students' needs; what is appropriate and why; effective implementation, organization, and planning; reteaching, enrichment, and extensions; multidisciplinary and interdisciplinary; separate subjects; integration strategies such as reading and writing across the curriculum

Teaching methods: activating learning, projects, guided discovery, problem solving, exposition and direct instruction, games, situations and recreations, investigations

Diverse student needs: working with diverse students such as se students, second-language-acquisition learners, bilingual learners, and gifted students; tailoring of instruction to meet students' instructional needs in social studies

Materials, equipment, texts, and technology

ASSESSMENT

Analysis of student work to guide social studies instruction

Evaluation of instructional effectiveness and student progress

informal and/or authentic social studies assessment: teacher observation and questioning, interviews and conferences; group and peer assessment; self-assessment; performance-based samples such as portfolios, project learning, oral reports, and student work; comparing and contrasting; organizing data; problem solving; critical thinking; model building; planning, forecasting, and decision making

formal social studies assessments: unit or chapter tests & teacher made tests

PRAXIS 0522 Principles of Learning and Teaching

II. Instruction and Assessment

A. Instructional Strategies

1. Major cognitive processes associated with student learning

Critical thinking

Creative thinking

Higher-order thinking

Inductive and deductive thinking

Problem structuring and problem solving

Invention

Memorization and recall

Social reasoning

Representation of ideas

2. Major categories, advantages, and appropriate uses of instructional strategies

Cooperative learning

Direct instruction

Discovery learning

Whole-group discussion

Independent study

Interdisciplinary instruction

Concept mapping

Inquiry method

Questioning

Play

Learning centers

Small-group work

Revisiting

Reflection

Project approach

3. Principles, techniques, and methods associated with major instructional strategies

Direct instruction

Student-centered models