

Annenberg/CPB  
Professional Development Workshop Guide

# **Social Studies in Action:**

## **A Methodology Workshop, K–5**

An eight-part professional development workshop  
for K–5 teachers

**Produced by WGBH in collaboration with the National Council for the Social Studies**

***Social Studies in Action: A Methodology Workshop, K-5***

is produced by  
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the National Council for the Social Studies.

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# About the Workshop

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## Overview

*Social Studies in Action: A Methodology Workshop, K–5* captures innovative teaching practices, learning theories, and classroom activities designed to stimulate your teaching and enhance your curriculum.

This eight-part workshop provides a methodology framework for teaching social studies, with a focus on creating effective citizens. Individual workshop sessions explore social studies themes, strategies for planning and teaching, and ways to connect social studies to the world beyond the classroom.

Led by social studies educator Mary A. McFarland, participants reflect on fundamental issues in teaching and learning social studies through discussions, debates, and lessons that can be adapted to a K–5 curriculum. With the companion Web site and guide, this video workshop provides a stimulating learning experience for individual teachers or professional development groups.

## Using the Videos, Web Site, and Print Guide

*Social Studies in Action: A Methodology Workshop, K–5* can be used for individual or group professional development. The workshop and companion Web site ([www.learner.org/channel/workshops/socialstudies](http://www.learner.org/channel/workshops/socialstudies)) and print materials provide a vigorous professional development opportunity for teachers, with online activities to help you reflect on your practice, and other resources to enhance your learning.

You can watch the video programs on the Annenberg/CPB Channel, tape the programs to watch at a more convenient time, or, if you have access to a high-speed connection, view the video programs online. Go to [www.learner.org](http://www.learner.org) for the Channel broadcast schedule and Web viewing.

Each one-hour video is divided into segments throughout the workshop session with suggestions for viewing. You can watch the video in its entirety before you begin, or watch it in segments as you take the workshop.

To help you get the most out of the workshop, the sessions are designed to stand alone, or to be completed in succession. Take one, several, or all eight, depending on your professional development needs and goals. Participation in this workshop is free, but you must register with the Annenberg/CPB Channel to receive certificates of completion that may be used for inservice or recertification credit. (Note: if you are taking this workshop with a group, only one person needs to register the entire site.) Graduate credit is available at a reasonable cost. Go to [www.learner.org](http://www.learner.org) for more information.

Each workshop session consists of the following sections:

### Summary and Learning Goals

This section provides an overview of the session and outlines what you will do and what you can expect to learn by the end of the session. It also lists the materials that workshop facilitators will need to have available for participants.

### Explore

Key concepts and readings give you background information and follow-up questions to extend your learning. Reading assignments are available on the companion Web site, and should be completed before each workshop session.

### Engage

This section introduces you to the video, participants, and instructor, then begins with a warm-up activity to stimulate your thinking about the session topic.

# About the Workshop, cont'd.

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## **Explain**

Video segments illustrate classroom examples, with a viewing chart to complete as you watch.

## **Apply**

This section asks you to apply what you've learned by analyzing methodology examples and completing an activity that relates to your practice. Interactive activities are available on the companion Web site.

## **Evaluate**

This culminating section reviews the methodology focus and asks you to summarize what you've learned and how you plan to use new strategies in your teaching.

## **Assignments**

If you are taking the workshop for credit or professional development, refer to the Assignments list for each workshop session.

## **Resources**

Web and print references are listed, with a short description for each.

## **Session Forms**

This guide provides all of the forms that you need to complete the assignments. We recommend that you copy the forms, so that you always have a clean original.

## **Channel-Talk**

Share Ideas on Channel-TalkSSinaction@learner.org. You can subscribe to an email discussion list and communicate with other workshop participants online. To subscribe to Channel-TalkSSinaction, visit:

<http://www.learner.org/mailman/listinfo/channel-talkSSinaction>

## **Workshop Session Summaries**

### **Workshop 1. Teaching Social Studies**

Why do we teach social studies? This session focuses on the relevance of teaching social studies and discusses strategies for helping students gain a deeper understanding of social studies content. Along with the onscreen teachers, you will review standards and themes developed by the National Council for the Social Studies (NCSS) and view video clips from the *Social Studies in Action* video library to identify examples of powerful teaching and learning.

### **Workshop 2. Teaching for Understanding**

How do we plan for learning? In this session, you will examine the Teaching for Understanding model, a framework for unit planning developed at the Harvard Graduate School of Education. You will use the framework to analyze unit planning in classroom videos, plan for your own social studies units, and see how a pictorial timeline of U.S. history can shape an entire year of learning.

# About the Workshop, cont'd.

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## **Workshop 3. Exploring Unity and Diversity**

Who do we teach? Because themes of unity and diversity surface within both academic content and classroom climate, this session focuses on strategies for teaching provocative issues in social studies as well as methods of addressing a diversity of learners. You will examine national documents for themes of unity and diversity, and explore Howard Gardner's theory of multiple intelligences. Finally, you will develop a mini-lesson on immigration and citizenship.

## **Workshop 4. Applying Themes and Disciplines**

What do we teach? Working from the NCSS themes and standards, you will identify approaches to integrating disciplines while teaching social studies content. Classroom video segments illustrate effective strategies for teaching across the curriculum and provide an opportunity for you to reflect on teaching practices. Finally, you will develop a lesson plan that incorporates a variety of themes and disciplines.

## **Workshop 5. Using Resources**

How can students use a variety of resources well? In this session, you will focus on how to make the most of the resources that can be used in teaching social studies, from artifacts and primary sources to children's literature and the Internet. You will see how children's literature can be used to examine what constitutes a good citizen, analyze artifacts, and develop a lesson of your own.

## **Workshop 6. Engaging Students in Active Learning**

How do we engage students in active learning? In this session, you will examine the elements of authentic instruction and cooperative learning to identify ways of engaging students in social studies content. You will review the importance of questioning in relationship to higher-order thinking, and explore classroom strategies to stimulate thinking and bring social studies concepts to life for your students.

## **Workshop 7. Assessing Students' Learning**

How do we know students are learning? Because assessment often provides only small snapshots of learning, this session provides you with a variety of tools and strategies to assess students' learning in formal, informal, ongoing, and culminating ways. You will analyze classroom video segments, develop criteria for assessment, and learn how to incorporate assessment strategies in your practice.

## **Workshop 8. Making Connections**

How do we connect social studies to life beyond the classroom? In this culminating session, you will explore the connections between social studies content and real-world applications. You will see classroom video segments that illustrate effective ways of bridging social studies concepts and the world beyond the classroom, match teaching goals with strategies for making connections, and develop a unit of your own.

# Facilitator Tips

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## Leading This Workshop

You can use this workshop to provide professional development activities for teachers in a variety of settings:

- In social studies methods courses
- With new teachers who are trying to broaden their range of teaching methods
- In a district or school workshop
- For individual teacher study of a specific topic, method, or grade level
- In professional development mentoring programs

The following facilitator tips can enhance the professional development experience:

### Designate Responsibilities

Each week, someone should be responsible for facilitating the workshop sessions. This may be a professional facilitator or a volunteer from among the participants, or you may choose to divide and rotate duties among several participants.

### Prepare for the Session and Bring the Necessary Materials

The facilitator should review the entire session in this guide prior to arriving for the session, as well as reviewing the materials needed for each session. Become familiar with the questions, readings, activities, and forms in each session. Reading assignments should be completed before participants arrive for each session.

The facilitator will be responsible for bringing enough materials for the participants. If you are viewing the video programs on videocassette, the facilitator may want to preview the programs.

### Before the First Session

You may want to photocopy this guide for all participants so they may follow along, refer back to ideas covered in the session, or have their homework assignments handy. Or, you may direct them to the workshop Web site at [www.learner.org/channel/workshops/socialstudies](http://www.learner.org/channel/workshops/socialstudies) to print the guide themselves (direct them to "Support Materials"). Either way, you will want participants to have the guide prior to the first session, so they will come prepared. Be sure participants know:

- reading assignments need to be completed prior to each session,
- how to access the readings on the workshop Web site, and
- they should bring their answers to the Reading Questions to each session.

### Record Your Discussions

We recommend that someone take notes during each discussion, or even better, that you tape-record the discussions. The notes or audiotapes can serve as make-up materials in case anyone misses a workshop.

### Share Your Discussions on the Web

The workshop sessions serve as a starting point to share and think about the workshop ideas. Encourage participants to continue their discussions with participants from other sites on Channel-Talk at the workshop Web site at [www.learner.org/channel/workshops/socialstudies](http://www.learner.org/channel/workshops/socialstudies).

# Facilitator Tips, cont'd.

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## Other Tips

- Register your group with the Annenberg/CPB Channel to receive certificates of completion. Let participants know that graduate credit is available—find out more at [www.learner.org](http://www.learner.org).
- Review the Web or print guide prior to organizing a study group or workshop.
- Print and duplicate the summary and learning goals; have all participants review prior to attending each workshop session.
- Review the questions, activities, and readings found in the following sections of each workshop session: Explore, Engage, Explain, Apply, and Evaluate.
- Use the suggested questions and continue with other questions that interest you and your colleagues.
- Allow enough time to wait for participants' responses.
- Encourage reflection as a means to improving teaching.
- Conclude by reviewing strategies and action items teachers can use in their practice.

## Who's Who

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**The National Council for the Social Studies** (NCSS), the nation's largest professional organization for social studies educators, collaborated with WGBH Educational Foundation and Annenberg/CPB to create a resource that would enhance excellent social studies teaching. *Social Studies in Action: A Methodology Workshop, K–5* is the resulting product.

Each video workshop is keyed to the NCSS curriculum standards, *Expectations of Excellence: Curriculum Standards for Social Studies*, by giving teachers a standards-based framework for teaching social studies. NCSS recognizes the workshop as a vital tool for social studies educators—teachers entering the field, those new in teaching, as well as experienced educators—to stimulate learning and discussion about excellence in professional practice.

**Mary A. McFarland**, Curriculum Developer and Facilitator: Dr. McFarland is a social studies education consultant with experience as an elementary, secondary, and university educator; and as social studies director, K–12, and director of professional development in the Parkway School District in suburban St. Louis, Missouri. In 1989–90, she served as president of the National Council for the Social Studies. She has consulted or presented in 27 states, Canada, Japan, Germany, South Korea, and Latvia on topics such as planning, instruction, and assessment in social studies; civic education; scope and sequence; critical thinking, reading, and writing in social studies; and trends and issues in education. She has written professional articles, Web-based curriculum, and is the current co-author of an elementary social studies series for grades K–8.

# Who's Who, cont'd.

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## Workshop Participants

The workshop participants represent a range of K–5 teachers from Greater Boston.

- Deede Bergeron, Loker Elementary School, Wayland, Massachusetts
- Ana Maria Caballero, Pierce School, Brookline, Massachusetts
- Deborah Freeman, Bates Elementary School, Wellesley, Massachusetts
- Irene Gruenfeld, Bates Elementary School, Wellesley, Massachusetts
- Uri Harel, Community Day Charter School, Lawrence, Massachusetts
- Sandra Johnston, Mather Elementary School, Dorchester, Massachusetts
- Carmen Mendes, Fletcher/Maynard Academy, Cambridge, Massachusetts
- Betsy Navarro, Patrick Lyndon School, West Roxbury, Massachusetts
- Khanh Phuong, Mather Elementary School, Dorchester, Massachusetts
- Teresa Reaves, Dennis C. Haley Elementary School, Boston, Massachusetts
- Jay Sugarman, Runkle School, Brookline, Massachusetts
- Mehrnoosh Vejdani Watson, Thoreau Elementary School, Concord, Massachusetts