

Curie Social Studies Teaching Resources

Learning Goal 5A--

Locate, collect, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.

- ✓ Chunk the content.
- ✓ Use graphic organizers to organize their learning.
- ✓ Ask students to write to explain what their graphics show
- ✓ Assess for clarity, completion, and accuracy

These resources and more high school curriculum and assessment tools are available at <http://teacher.depaul.edu>.

**Curie Metropolitan High School
Social Studies Curriculum Institute, July 2004
Sponsored by the Lloyd A. Fry Foundation**

Priorities for students provided by teachers at the workshop:

- Civic education = active participants
- To understand how things are or need to find the story
- Know the facts to support a position
- Inculcate values
- Explains source of modern problems and progress – explains where we are going
- Culture of different people to the students
- Understand who we are as a people – study culture of individuals
- Helps you discover who you are and make contributions to others
- Achieve greater social justice

EXAMPLE OF A CALENDAR OF LEARNING PROGRESS

Content and Strategies Emphasized each Quarter. Strategies are examples—can be applied to any content area.

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Content Focus				
Expand Vocabulary Goal 1 and Content Goals	Use glossary and dictionary Start “word bank” for content terms Write with key words	Classify vocabulary Continue to use glossary and dictionary Make glossary Expand “word bank” and writing with key words	Classify and analyze new words Continue glossary, dictionary, word bank, writing with key words	Continue to expand with new words, glossary, dictionary, word bank, writing with key words.
Organize Goal 5 Work Keys	outline chart map table index table of contents	<ul style="list-style-type: none"> • time-line • graph • diagram 	Apply organizers to more complex information.	Apply organizers to more complex information.
Communicate Illustrate, and speak to Communicate (Goals 3, 4)	Write to explain Take notes Paraphrase text	Write to clarify Write summaries	Support a Position Write text with focus and support Prepare a debate	Write to synthesize Write synthesis of topic.

World History Framework Developed by teachers at Curie Metropolitan High School through the Curie Social Studies Institute, Summer 2004, sponsored by the Lloyd A. Fry Foundation. May be used as a model for planning with credit to Curie Metropolitan High School.

The following teachers contributed to this framework: DeShonda Daniels, Scott Engstrom, Bob Kos, Jose Manuel Mayorga, and Saraju Patel.

	1 st Quarter (part 1)	1 st Quarter (part 2)	2 nd Quarter	3 rd Quarter	4 th Quarter
Theme	Part 1: Why is history important? <i>Survival</i> <i>Emergence of pastoral people</i> <i>Fight or flight</i>	Part 2: Classical Traditions & Beliefs, Empires	Expansion & Encounter <ul style="list-style-type: none"> Cultural Exchange Cultural Racism Social Darwinism Tolerance 	Enlightenment & Revolution	Crisis & Achievement
Content	Historical Definitions & Quotes (16A, B) Known & Unknown (Recorded History) Archeological evidence of early man (18A) Geography location/place Community Nation, City & State (17A, D) Agriculture (18A–C) Astronomy Economic systems Women’s Rights Hammurabic Code	<u>Define</u> : Examples of different societies 18 A <u>Identify</u> : Contribution of classical society → ex. Gov., etc. Indian & Chinese civilization(18 A-C) <u>Identify/Define</u> -- Major religions & Spread 1) Islam; 2) Christianity ; 3) Judaism; 4) Buddhism; 5) Hinduism -- Mayan & Aztec(18 A- C) -- Government Types (14A) -- Labor division(15A,18A-C) --Geographic factors & Society (17C) --Feudalism- political & economic --Failure of Central Authority --Separation of Church and State	Crusaders (17D) Black Death AIDS, Ebola --Spread of Islam (18A-C) Religious Secular World Age of Exploration -- Trade (15 D) Imperialism (17D, 18 A-C) Society & Necessities of goods(15B & C) --Rise of Monarchy --Minority vs. Majority Rule	Renaissance (18A-C) Enlightenment Status of Women Scientific Revolution Political Revolution (14 B & D, 14F) Catholic Reformation (18 A- C) Protestant Technological Industrial Agricultural (15-) Aspects of War Laws & Rights Secular Thoughts Napoleonic Code	World Wars (17D) Globalization (17D) Goods & Services Ideological struggles -- ISM”s (14D, 18A –C)
Strategies	--Cornell notes --Interpret Symbols --Interpret Political Cartoons --Use library --Locate, organize & use information --Be able to identify important info. in text. --Read & interpret map --Identify structure of text --Take notes from lecture & book (Cornell Style)	-- How to use glossary -- Use context clues to identify unfamiliar words --Identify main ideas --Process to write paragraph; essay --uniform writing terms	-- Compare & Contrast -- Outline -- Diagram -- Cause & Effect chart -- Use & understand primary sources -- Identify fact v. opinion --Identify bias -- Identify thesis, statements & write their own	-- Write an essay -- Prepare an exhibit -- Evaluate own work -- Search Internet	-- Evaluate history -- Conduct successful collection of data, analyze data, make & support conclusions, report findings & pose questions
Assessment	--Demonstrate understanding of proper note taking via rubric --Demonstrate understanding of geography with map skills --Trace development of civilization with student constructed timeline	--Compare/contrast major religions --Compare/contrast major government types --Identify and relate classical ideas in modern society with real life examples—government, advertisements, etc.	--Role play a physician treating black death --Write about what they would do if there was a plague in Chicago	--Decipher aspects of Renaissance Art (& artists) --Role play (debate)	--State and defend a position on war --Write essay

U.S. History Framework

Developed by teachers at Curie Metropolitan High School through the Curie Social Studies Institute, Summer 2004, sponsored by the Lloyd A. Fry Foundation. May be used as a model for planning with credit to Curie Metropolitan High School.

The following teachers contributed to this framework: Beth Behrens, Jessica Larsen, Jan Podgorni, Mike Smith.

	1 st Quarter, Part 1	1 st Quarter, Part 2	2 nd Quarter	3 rd Quarter	4 th Quarter
Theme	Cultural Collision	Power/Reform	War/Conflict	Expansion/immigration	Cultural/Social Reform
Content	Manifest destiny Colonial America Western Expansion Religious Movements Manifest Destiny 14F, 14C, 17C 18A, 15D, 17A, 17D, 17B	Separation of Church & State Religious Movement Const. Government State vs. Federal Government New Deal 14A, 14B, 14C, 14D, 16B, 18C, 15A	Revolutionary War Civil War WW I & II Vietnam 14E, 14F, 15E	Nativism Stratification Black Migration Industrialization Social Darwinism 14E, 16E, 17C, 18B	Civil Rights Movements Law: Progressivism Women's Rights' Movement Change of American family 14F, 14D, 15B, 16A, 18A, 15C, 16D, 18B
Strategies	--Use library --Locate, organize & use information -- Be able to identify important info. in text. -- Read & interpret map -- Identify structure of text -- Take notes from lecture & book (Cornell Style)	-- How to use glossary -- Use context clues to identify unfamiliar words -- Identify main ideas --Process to write paragraph; essay --uniform writing terms	-- Compare & Contrast -- Outline -- Diagram -- Cause & Effect chart -- Use & understand primary sources -- Identify fact v. opinion -- Identify bias -- Identify thesis, statements & write their own	-- Write an essay -- Prepare an exhibit -- Evaluate own work -- Search Internet	-- Evaluate history -- Conduct successful collection of data, analyze data, make & support conclusions, report findings & pose questions
Assessment	Compare South, Middle & N. England Colonies --Formal discussion	Summarize Hamilton's & Jefferson's view of US & foreign policy --speech --illustration --debate	Identify causes & effects of the major wars Semester Exam	Role-play	-- Write an essay -- History projects Product becomes part of grade Semester Exam

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Writing Integration: Social Studies

Students will develop the elements of effective written communication, including:

- Focus
- Support
- Organization
- Integration

Each quarter, students will develop competencies relating to those elements.

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
World	<p>Sentences that explain.</p> <p>Emphasis on focus (making a point)</p>	<p>Paragraphs that develop a topic or idea. Includes extended response.</p> <p>Emphasis on focus and support</p>	<p>Short essay—persuasive—support a point or position with historical evidence</p> <p>Emphasis on organization and support</p>	<p>Various formats: poems, letters, dialogue....</p> <p>Emphasis on integration.</p>
US	<p>Paragraph: support a claim</p> <p>Emphasis on focus and support</p>	<p>Essay: analysis of a position (critical thinking)</p> <p>Emphasis on focus, support, organization</p>	<p>Research and organize.</p> <p>Emphasis on focus, support, organization</p>	<p>Term Paper</p> <p>Emphasis on organization and integration</p>

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ACTIVITIES AND ASSESSMENTS

Most of the activities can be used to assess student progress as well as develop competencies.

ACT/Prairie State

Take notes, identify relevant questions they answer—or lead to
Make a vocabulary “tree” showing connections one word to others
Illustrate vocabulary terms
Make/complete/write about graphic organizers:
 Chart, table, graph, diagram, flow chart
Construct test questions: literal, analytic, inferential, evaluative
Interpret a map

Reading Activities

Interpret an editorial cartoon
Interpret a primary source
Outline a text
Write/present a summary
Identify and support the main idea through a “web”

Visual Activities

Make a pictorial timeline to show _____
Create a comic strip that explains _____
Draw an editorial cartoon that illustrates _____
Make a mind-map showing _____
Make a poster—pictures that show _____
Make a map of _____
Design a symbol to show _____

Synthesis Activities

Write the front page of the newspaper
Write a diary
Write a poem
Dramatize the event
Create a recording
Interview a historical person
Debate an issue
Write a transcript

Assessments

In addition to the semester exam, students will complete projects that may include some of the activities listed above that produce a product that can be assessed to determine student knowledge and abilities.

Outcomes and Assessments for Unit

Course: _____ Unit: _____

GOAL	Standards	Performance Descriptors	Assessments
<p>Illinois Learning Goal 1: Read with understanding and fluency.</p> <p>Goal 5: Read to learn.</p> <p>Outcome: Increased ability to read independently to learn content.</p>	<p>WORD KNOWLEDGE 1A: Expand vocabulary by using strategies when reading</p> <p>COMPREHENSION 1B: Use reading strategies to analyze content of a text.</p> <p>5A: Locate and organize information to clarify a topic.</p> <p>WRITING 3B: Write to communicate content</p>	<p>Use context clues and word structure to figure out meaning of unfamiliar words when reading.</p> <p>Identify main idea in section of text and support it with evidence from text.</p> <p>Classify important information from reading.</p> <p>Organize information from different sources to support an idea.</p>	<p>✓ Paraphrase text.</p> <p>✓ Use graphic organizers to _____</p> <p>✓ Answer text-based questions</p> <p>✓ Write about topic based on reading.</p>
<p>Insert here goal(s) from your content area.</p>	<p>Insert here standards from your content area.</p>	<p>Restate those standards as actions students will take.</p>	<p>✓ Make glossary</p> <p>✓ Make guide or booklet</p> <p>✓ Use graphic organizers to _____</p> <p>✓ Complete project applying content.</p> <p>✓ Unit/Quarter test</p>

Example of a structure to plan a unit.

<p>Concepts/ Theme</p> <p>Vocabulary</p> <p>Kinds of information/ examples</p>	<p>TOPIC: _____</p> <p>-----</p> <p>-----</p>
<p>Skills/ Strategies</p>	<ul style="list-style-type: none"> • Identify important information • Locate and classify information • Compare and contrast • Summarize • Synthesize
<p>Kinds of Activities and Projects</p>	<ul style="list-style-type: none"> • List information relating to a question or topic • Make chart • Make Venn Diagram • Write a summary • Make a glossary • Make up multiple-choice questions. • Simulation • Debate
<p>How to Assess</p>	<p>Projects</p> <p>___ graphic organizer with explanation</p> <p>___ write guide</p> <p>-----</p> <p>Write with the unit's vocabulary.</p> <p>Test—including open-ended and multiple choice questions</p>

Weekly Lesson Plan

TOPIC: _____

Main Idea: state in your own words, list ILS number and letter

Vocabulary *ILS1A—use strategies to learn vocabulary*

Resources:

Activities	Homework
M	
T	
W	
Th	
F	

R: 1B—analyze text; 5A: Locate, organize information W: 3B: write to communicate content

Lesson Planner—Single Day

Topic:

Standard(s):

Vocabulary:

Introduction/Bell Ringer:

Activities:

Conclusion:

Applied Principles of Special Education to Clarify All Learning:

__written and oral directions __graphic organizer __peer coach __model procedures
__frequent eye contact __circulate to check on-task __step-by-step guide
__chunk the content __concrete examples __visual aides __ _____

Co-Teaching Planner

Topic:
Standard(s):
Vocabulary:
Introduction/Bell Ringer:
Activities: T1: T2:
Assessment:
Applied Principles of Special Education to Clarify All Learning: __written and oral directions __graphic organizer __peer coach __model procedures __frequent eye contact __circulate to check on-task __step-by-step guide __chunk the content __concrete examples __visual aides __ _____

Course: _____ **Teacher** _____ **Week** _____

Topic/Theme: _____

ILSXXN.

Vocabulary: _____

Resources: _____

Monday Activities	Tuesday Activities	Wed Activities	Thurs Activities	Friday Activities
<p>Focus __ KWL __ Teacher Models __ Student Demonstrates _____</p>	<p>Focus __ KWL __ Teacher Models __ Student Demonstrates _____</p>	<p>Focus __ KWL __ Teacher Models __ Student Demonstrates _____</p>	<p>Focus __ KWL __ Teacher Models __ Student Demonstrates _____</p>	<p>Focus __ KWL __ Teacher Models __ Student Demonstrates _____</p>
Activities	Activities	Activities	Activities	Activities
<p>Report __ kwL __ Learning Log __ Think, Pair, Share __ Student demonstrates _____</p>	<p>Report __ kwL __ Learning Log __ Think, Pair, Share __ Student demonstrates _____</p>	<p>Report __ kwL __ Learning Log __ Think, Pair, Share __ Student demonstrates _____</p>	<p>Report __ kwL __ Learning Log __ Think, Pair, Share __ Student demonstrates _____</p>	<p>Report __ kwL __ Learning Log __ Think, Pair, Share __ Student demonstrates _____</p>
Homework	Homework	Homework	Homework	Homework

Teacher: _____ Course: _____ Week of: _____

Focus: What's Important this week?	This week's reading ILS5A	Writing ILS3B
Reading Comprehension Strategies ILS 1B __ write questions about text __ Graphic Organizer __ _____	This Week's Words	This Week's Assessment __ write to explain topic with this week's words __ _____ __ _____

	FOCUS	ACT	REPORT AND EXTEND
M	__ KWL __ Teacher Models __ Student Demonstrates __		__ kWL __ Learning Log __ Think, Pair, Share __ _____ Homework
T	__ KWL __ Teacher Models __ Student Demonstrates __		__ kWL __ Learning Log __ Think, Pair, Share __ _____ Homework
W	__ KWL __ Teacher Models __ Student Demonstrates __		__ kWL __ Learning Log __ Think, Pair, Share __ _____ Homework
Th	__ KWL __ Teacher Models __ Student Demonstrates __		__ kWL __ Learning Log __ Think, Pair, Share __ _____ Homework
F	__ KWL __ Teacher Models __ Student Demonstrates __		__ kWL __ Learning Log __ Think, Pair, Share __ _____ Homework

Lesson Planner Option

Focus: (correlated with ILS/Performance Descriptor and benchmark)	Performance-Based Assessment
<hr/> Materials:	<hr/> Vocabulary:

	FOCUS (before)	ACT (during)	REPORT(after) AND EXTEND
M	___KWL ___Teacher Models ___Student Demonstrates ___	___C ___F ___W ___WK	___kwL ___Learning Log ___Think, Pair, Share ___ Homework
T	___KWL ___Teacher Models ___Student Demonstrates ___	___C ___F ___W ___WK	___kwL ___Learning Log ___Think, Pair, Share ___ Homework
W	___KWL ___Teacher Models ___Student Demonstrates ___	___C ___F ___W ___WK	___kwL ___Learning Log ___Think, Pair, Share ___ Homework
Th	___KWL ___Teacher Models ___Student Demonstrates ___	___C ___F ___W ___WK	___kwL ___Learning Log ___Think, Pair, Share ___ Homework
F	___KWL ___Teacher Models ___Student Demonstrates ___	___C ___F ___W ___WK	___kwL ___Learning Log ___Think, Pair, Share ___ Homework

ACTIVITY BANK

Lesson Starters

Use this week's words in sentence	Three question quiz—choose one, answer it	Idea of the day—draw it
Vocabulary Match—words to synonyms (or antonyms)	Today's problem—solve it.	Describe _____
Answer multiple choice questions, pair to compare	Read silently a selection, answer a question about it.	Answer "what if" question.
Student "digest" of yesterday's learning.	List reasons why _____	Draw a picture of _____

Activities and/or Assessments (Assessments if done independently)

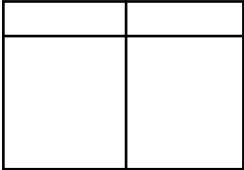

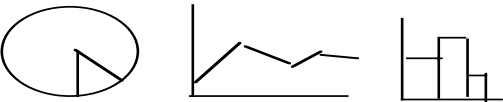
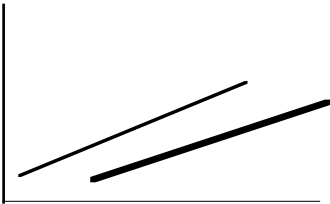
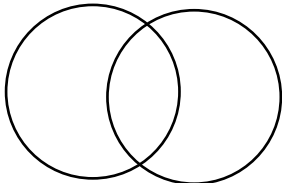
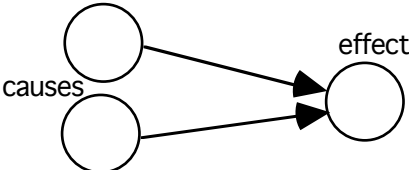
Make a chart of _____	Write a letter from _____ to _____
Take notes about topic, exchange.	Make a glossary of important words
Scan text to locate information	Use today's words in sentence
Outline the topic	Write an explanation of _____
Re-read to find _____	Locate and classify information about _____ in these categories: _____
Summarize the _page _topic _chapter	Make up challenging open-ended question—give to other student.
Write an explanation/guide to _____	Make your own version of our textbook chapter for younger students.
Make up multiple-choice questions	Make a flow chart of _____
List _____	Correct/edit _____ for accuracy.
Prepare a lesson YOU teach about _____	Write what people might have said about this event when it happened.
Write the next part of the story.	List the steps to _____
Compare ___ and ___ in a Venn Diagram	Role play _____
Make a map of _____	Make a model of _____
Make a causes-effect diagram of _____	Draw the characters.
Illustrate _____	Make a web to show _____
Graph the _____	Write an explanation of this graph.
Make a time-line of _____	Add adjectives to a paragraph.
Correct/edit _____.	Write a news report about _____

MAKE IT CLEAR WITH GRAPHIC ORGANIZERS

Graphic Organizers are tools to **locate, organize, interpret, analyze** and **evaluate** information and ideas. When students complete a graphic organizer, they are working on ILS5A: Locate, collect, organize, analyze, and communicate information in response to a topic, question, or issue.

The organizers are useful in every subject

- to organize learning
- to clarify learning
- to assess learning

<p>LISTS</p> <ul style="list-style-type: none"> • • • • • 	<p>OUTLINES</p> <hr/> <ul style="list-style-type: none"> ❖ _____ ❖ _____ <hr/> <ul style="list-style-type: none"> ❖ _____ ❖ _____
<p>CHARTS</p> 	<p>TIME LINES</p> 
<p>GRAPHS</p>  	<p>DIAGRAMS</p> <p>Venn Diagram</p>  

Important Words Learning Log

Vocabulary + Vocabulary = Ideas

ILS Content Competence: Can identify important terms and ideas.

Each day, write important words from your class.

M	
T	
W	
T	
F	

At the end of the week, use words from your log to write about this week's topic.

Meet the standard:
Check your work—is it
✓ complete?
✓ correct?
✓ clear?

Exceed the Standard:
*Write about the topic with
these words.*

Get It Clear

ILS 5A Competence: Can locate and collect information to respond to a question

Question of the Day

Collect information to answer it.

Assignment

Write about today's topic.

You can write:

- a letter
- a poem
- a quiz (you have to give answers as well as questions)
- a page in a textbook
- directions
- a news feature

_____ (another format)

Meet the standard:
Check your work—is it
✓ complete?
✓ correct?
✓ clear?
Exceed the Standard:
Illustrate what you write.

WORD BANK

ILS 1A Competence: explain and use vocabulary about a topic.

TOPIC: _____

WORD	Show what it means. Draw a picture.	Write another word that restates or translates this word.

Use these words to write about this topic.

Words Make Meaning

ILS 1B Competence: Can identify important words and use them to infer the main idea.

Place this page next to a book. After you read each paragraph, note words that are most important in that paragraph.

Paragraph 1
Paragraph 2
Paragraph 3

What's the main idea of this page?

Read the words in your chart. Then write the main idea.



Summarize What You Read

ILS1B Competence: Can summarize information.

Topic: _____

List the “top ten” words that are part of what you read about it.

What are the two or three most important points you find in your reading?

Write a one-paragraph summary. Include the main points.

Meet the standard:
Check your work—is it
✓ complete?
✓ correct?
✓ clear?

Exceed the Standard:
Write what you learned by
doing this project.

Chart Inferences

ILS 1B competence: Can make an inference.

Category	LITERAL Information stated in text.	INFERENTIAL Based on that information
Where: <i>characteristics of the place</i>		
What: <i>action</i>		
Who takes that action Characteristics of a person		

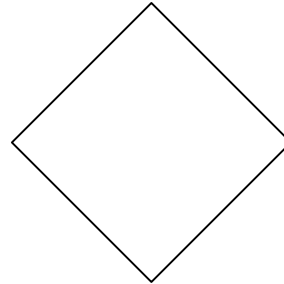
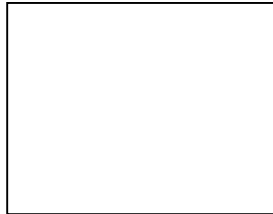
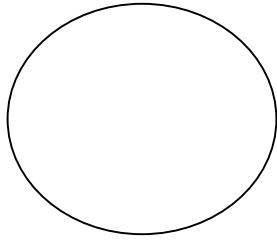
What's next?

Support your prediction. Give two reasons for your inference.

Story/History Reader

ILS 1B competence: Can analyze a story or history.

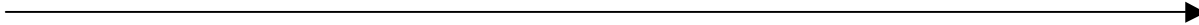
Draw three persons who are in it.



Map the place.



Sequence the Events.



Math Path

ILS Math Competence: can solve and explain solutions to problems.

Solve your problem on the left side of the arrow.

Then write an explanation of the steps on the right side.

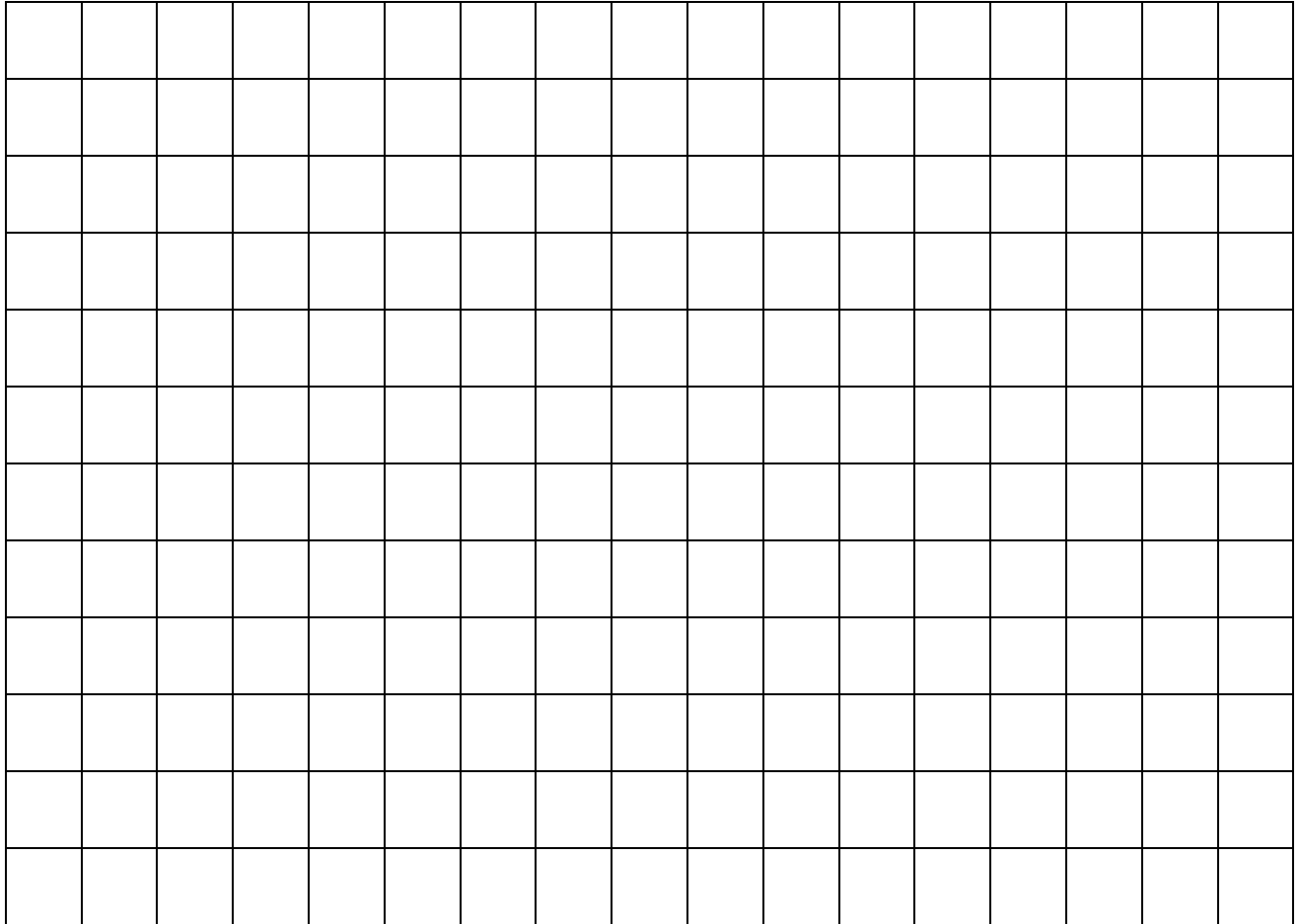


What's important to know about solving this kind of problem?

Graph Maker

ILS Math Competence: can construct, and explain patterns with graphs.

Title: _____

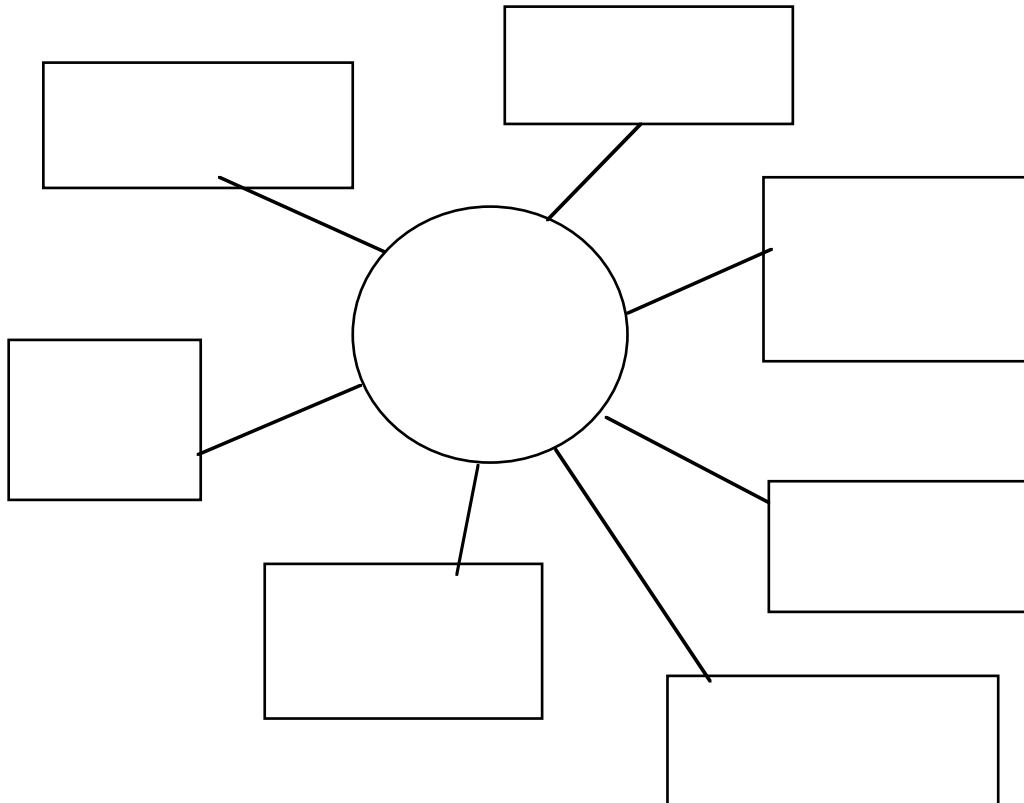


Explain what the graph shows.

What's Important?

ILS 1B Competence: Can identify the main idea and supporting information.

Find facts that explain a topic or main idea on the page.



You can use this diagram as an outline to write about this topic in your own words. Just number the rectangles in the sequence in which you will explain the topic.

List What's Important

ILS 5A Competence: Can identify important information.

Topic: _____

List your Top Ten facts.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

*Which is the most important fact? Circle that number.
Then explain why it is most important.*

k plus

The letter k is a symbol for the weight of gold, and gold is something people value. It also is the symbol for valuable knowledge.

List your “top ten” k for this quarter.

This is not a ranking. It’s an inventory of important learning, so each line is important.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Choose one of your top ten to explain.

Write about it so clearly that another student could learn it from your explanation.

Follow these steps

1. State the topic clearly.
2. List important vocabulary and explain what those words mean in your own words.
3. Think of an example or information that will make the topic clear.
4. Write to explain the topic.

Chart to Classify

ILS 1B/5A Competence: Can classify information.

Title: _____

Explain what your chart shows.

What Happened?

ILS 1B/5A Competence: Can sequence and interpret events.

When

What Happened



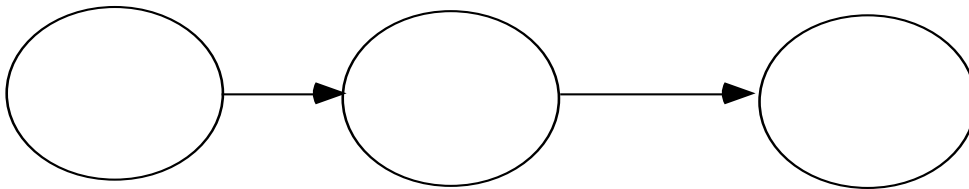
Evaluate: which event is most important?

Why?

Diagram Maker

ILS 1B/5A Competence: Can diagram relationships.

Title: _____

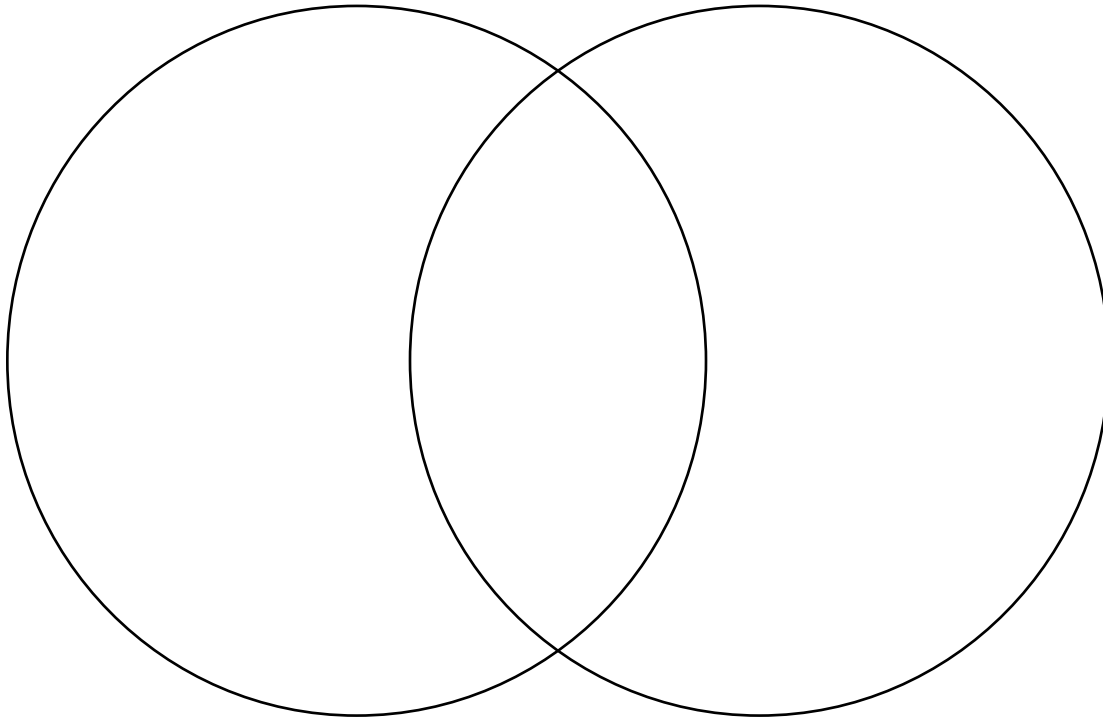


 *Explain what your diagram shows.*

Show Differences and Similarities

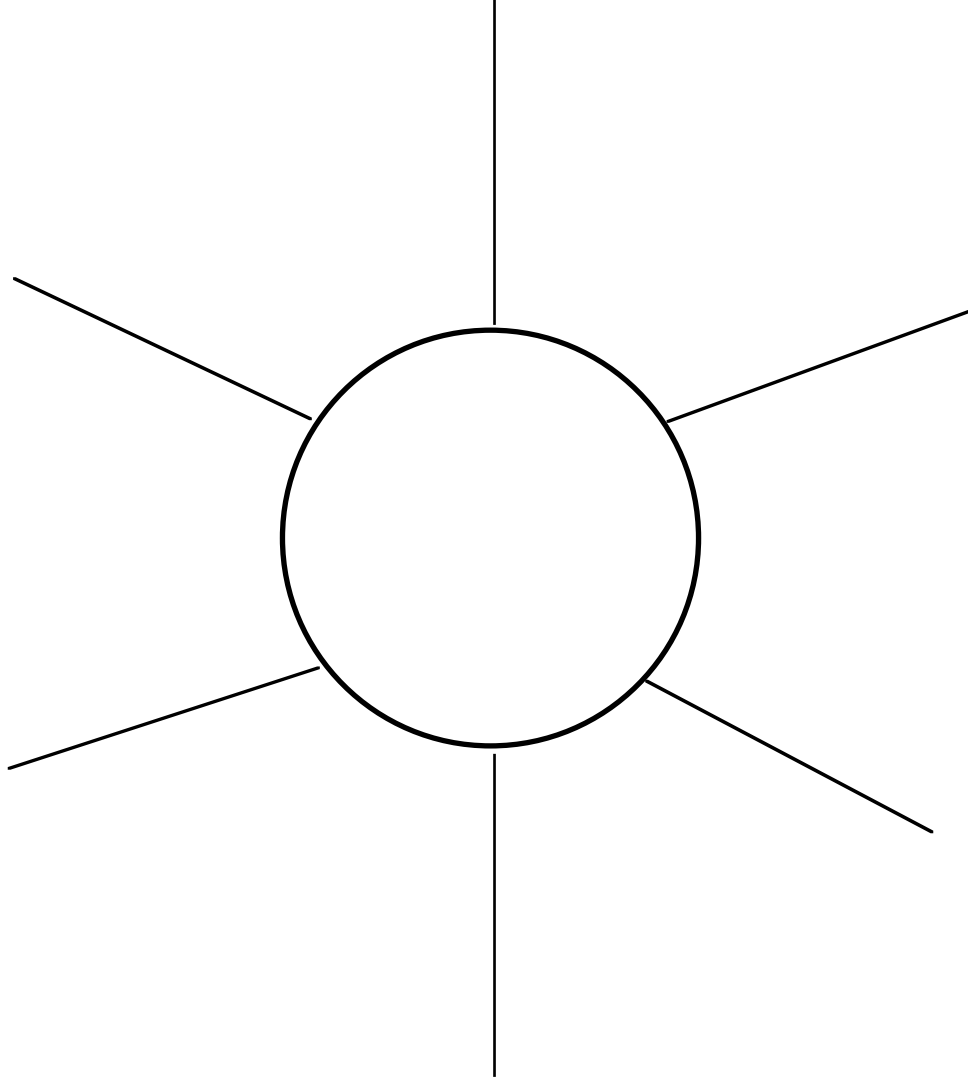
ILS 1B/5A Competence: Can compare and contrast.

Title: _____



 *Explain what your Venn diagram shows.*

What's Important?



Think it through.

Your Turn: Construct a Graphic Organizer for Your Course