6th grade Social Studies: A Primer

Welcome Back!

Monday, November 18, 2014

Agenda

Time Frame	Learning Activity
4:15-4:30	PERSIA Current Events Analysis
4:30-4:45	Give One Get One PERSIA reflection
4:45-4:55	Why and How to Annotate
4:55-5:05	Classroom Practice with Annotation: Video
5:05-5:10	Introduction to the Annotation Matrix
5:10-5:45	Small Group Annotation of Egypt and Aztec Readings
5:45-6:00	Introduction and Modeling of Academic Vocabulary Identification & Strategies
6:00-6:10	Practice with Academic Vocabulary
6:10-6:15	Reflection

Why Current Events?

"If we are to guard against ignorance and remain free, it is the responsibility of every American to be informed."

—Thomas Jefferson

Keeping Current Events Relevant to Content: The PERSIA Idea

1. Discuss with a neighbor: What CCSS and social studies skills does this current event analysis activity support?

2. Read through your assigned current events.

3. Work with a partner to decide which PERSIA categories you would relate this story to?

PERSIA Current Event Analysis

Source: _____   Date: _____

Author/Byline: _____   Headline: _____

Synopsis (summary with main idea and key details):

_____
_____
_____
_____
_____
_____

P	E	R	S	I	A
Leaders & Leadership Style Government System Military/War Constitution/Documents Individual Participation Laws/Court Sources of Gov't Treaties	Currency/Money Resources Trade Industry Technology Agriculture/Farming Infrastructure Labor & Production	Day to Day Life Belief/Teachings Religious Leader(s) Worship Practices Holy Book and Sites Values Who & What is Worshiped Relationship to Government	Family Roles of different genders Class Structure Language Education Lifestyles Entertainment	Art & Music Writing & Literature Philosophy Math & Science Inventions & Innovations Education Technology Fashion Discoveries & Exploration Architecture	Geography Physical Characteristics of Location Movement of people, goods & services Human & Environment Interaction Regional Characteristics

PERSIA Category	Evidence from Text (short quote from the article or paraphrase of a short section)	Reasoning (How does this quote relate specifically to this category?)

How does this current event relate to something we have learned about this year? Write a descriptive power sentence (concise, clear, and specific) to show the relationship.

Give One, Get One: PERSIA Reflection

Give one, Get one

Instructions:

- In the first box, reflect on the implementation of a PERSIA strategy in your class by completing the statement below. Share with a partner.
- In the second box, jot down any notes from your partner's experience. Switch to a new partner.
- In the third box, record notes from your new partner's experience.

"One PERSIA strategy I used in my classroom was…"

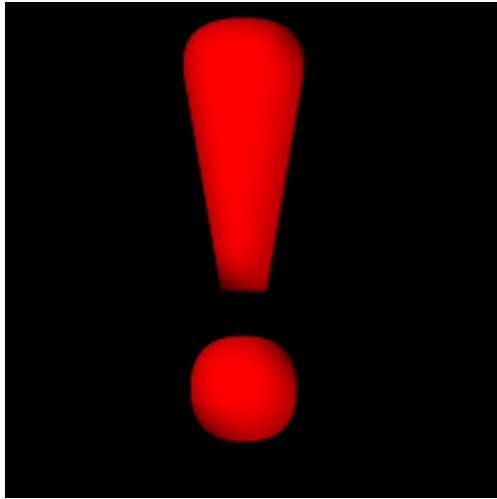|	
1. Give	
2. Get	
3. Get	

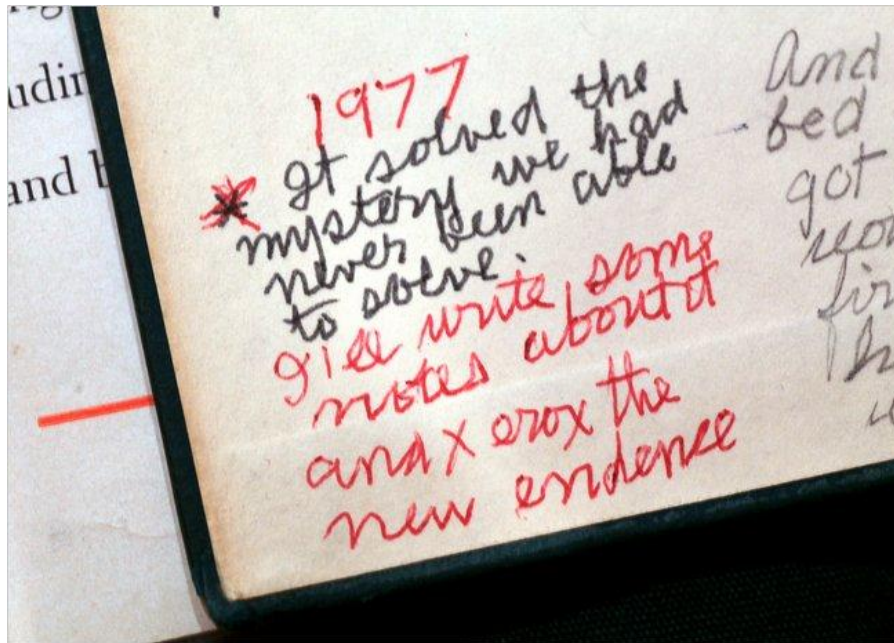**Something shared whole group I want to remember -**

_____

_____

#1 TYPE OF ANNOTATION

Underline

#2 TYPE OF ANNOTATION

#3 TYPE OF ANNOTATION

SHIFTING INSTRUCTION...	...WITH THE STANDARDS
Shift 1: PreK-5 Balancing Informational and Literary Text	Students read a true balance of informational and literary texts. Elementary school classrooms are, therefore, places where students access the world – science, social studies, the arts and literature – through text. At least 50% of what students read is informational. (CCSS, p. 5)
Shift 2: 6-12 Knowledge in the Disciplines	Content area teachers outside of the ELA classroom emphasize literacy experiences in their planning and instruction. Students learn through domain specific texts in science and social studies classrooms – in referring to the text, they are expected to learn from what they read.
Shift 3: Staircase of Complexity	In order to prepare students for the complexity of college and career ready texts, each grade level requires a "step" of growth on the "staircase". Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space in the curriculum for this close and careful reading, and provide appropriate and necessary scaffolding and supports so that it is possible for students reading below grade level. (Anchor Standard 10 and Appendix A)
Shift 4: Text-Based Questions and Answers	Students have rich and rigorous conversations common text. Teachers insist that classroom e to the text on the page and that students devel arguments both in conversation, as well as in w a text. (Anchor Standards 1 in Reading)
Shift 5: Writing from Sources	Writing needs to emphasize the use of evidenc The narrative still has an important role. Studer arguments that respond to the ideas, events, fa the texts they read. (Anchor Standard 1, 2 and
Shift 6: Academic Vocabulary	Students constantly build the vocabulary they r texts. By focusing strategically on comprehensi words (such as "discourse," "generation," "the esoteric literary terms (such as "onomatopoeia constantly build students' ability to access more areas. (Anchor Standard 6 in Language)
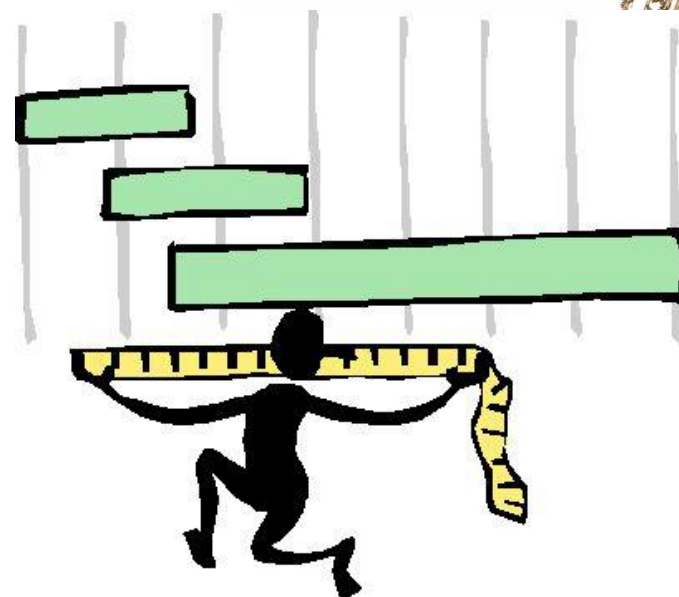
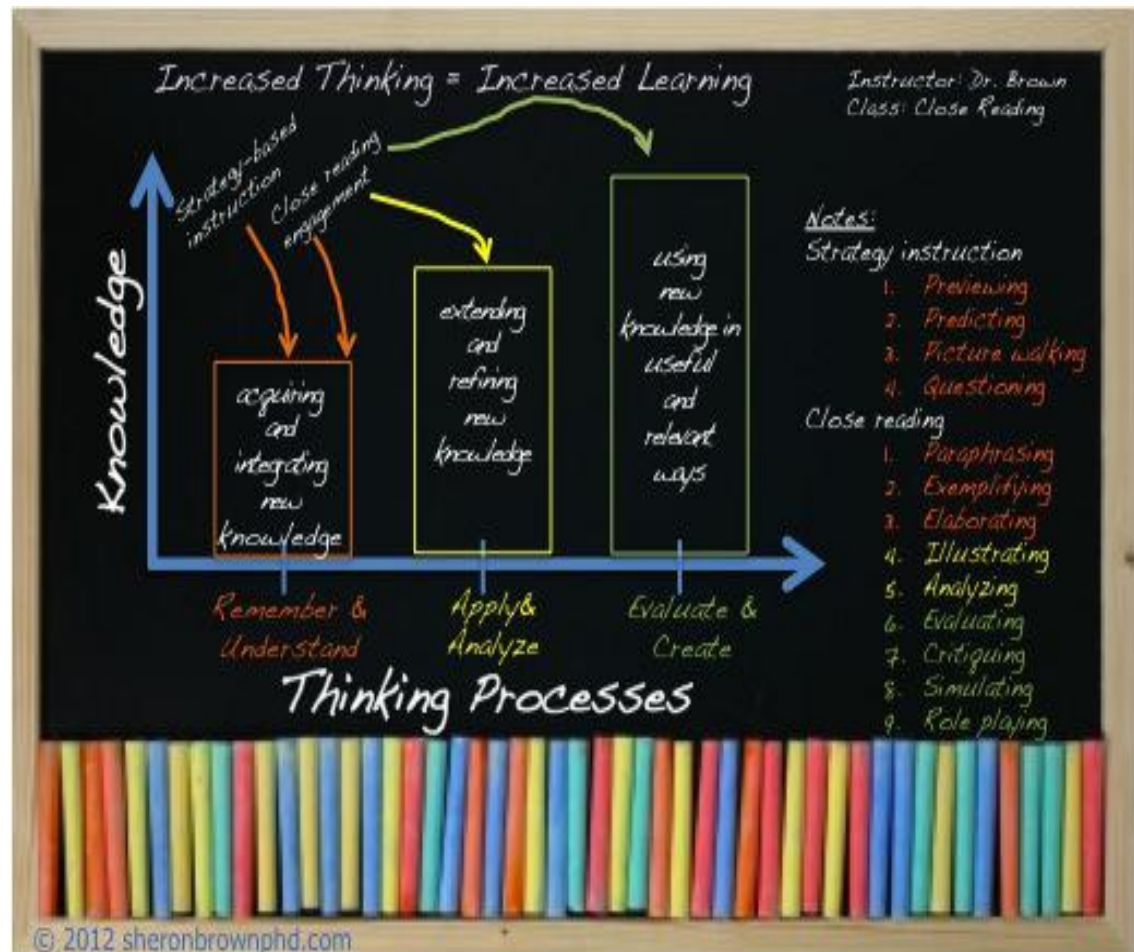**Smarter Balanced**
Assessment Consortium

Discuss with your partner...

Is it important for students to learn and practice multiple ways to annotate while closely examining a text? Why or why not?

How does the act of physically marking up text affect student reading? How do you know?

How do you know if students are meeting the reading standards?

© 2012 sheronbrownphd.com

ANNOTATION MATRIX

- What is the purpose of this matrix?
  - How could it be used?
  - How might it be used INEFFECTIVELY?

1. Scan the matrix.
2. Find two annotation strategies that align with readings you already use in class.
3. Find two strategies that you think would be a good addition to your repertoire.

Annotation Video

- https://www.dropbox.com/s/kpmowckt19qhbgy/Intermediate%20Vid%20Fisher%20CAR.m4v

Preparing for Group Annotation

- Read your assigned article silently.
    1. Ancient Egypt and the Modern World
    2. Aztecs: Blood and Glory

- Go to your assigned poster printout of ½ of your article.

- Go through the annotation steps that follow. Each time you make a new annotation, a new group member should have the marker and be in charge of marking up the text. Everyone should help this person.

Annotation Steps: Complete these 4 plus one your group chooses.

At the top of the text, write one sentence beginning with "The main idea is…" Choose the three most important supporting details and number each of those sentences at the beginning with a "1," "2," or "3."

If you were writing about this reading, what words/phrases would be the most important to use (vocabulary, technical language, phrases to quote). Underline your top three choices and mark them with "imp" or with a *. Briefly explain your choices in the margins/on the back.

What words and phrases does the author use to structure the text (e.g. as an example, contrary to, differing, evidence of, etc.)? Double circle these words/phrases. Identify the structure in your own words (e.g. linear argument, compare/contrast, narrative to inform information, etc.)

Use a squiggly line to underline the primary argument. Then, highlight the claims and the evidence and reasoning throughout the reading with different colors. Place a "C," "E," or "R" next to each. Or create a three column chart to identify and record the claims, reasoning and evidence.
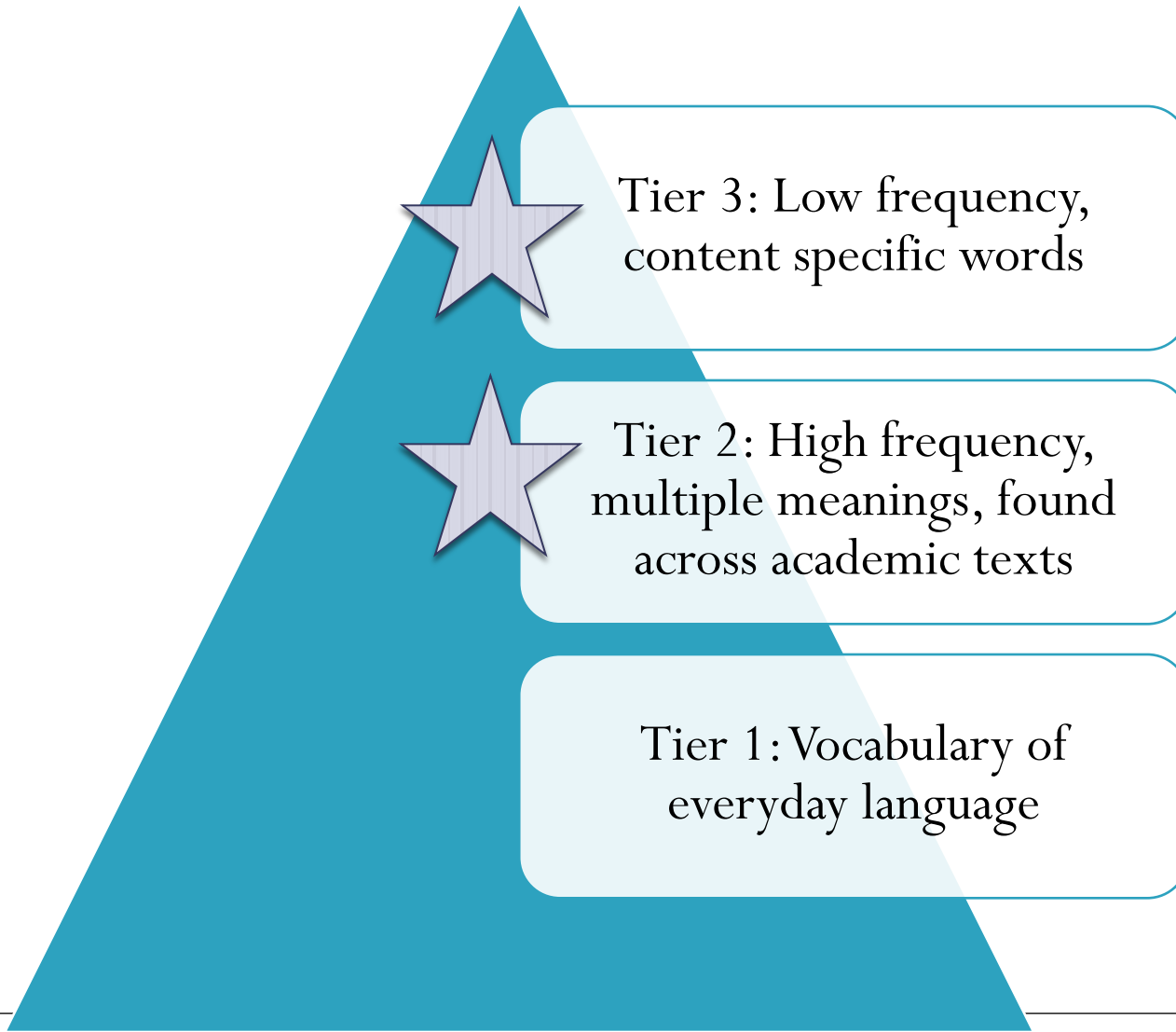
Reflect

- How did working in a group help you?

- How might chart paper or butcher paper help you to mimic this in class?
  - You can also use your smart board or project onto a white board (if this was a single station, for instance).

Why focus on vocabulary?

- Vocabulary is the best single indicator of intellectual ability and an accurate predictor of success at school. -- W.B. Elley

- Because each new word has to be studied and learned on its own, the larger your vocabulary becomes, the easier it will be to connect a new word with words you already know, and thus remember its meaning. So your learning speed, or pace, should increase as your vocabulary grows. -- Johnson O'Connor

- We think with words, therefore to improve thinking, teach vocabulary. -- A. Draper and G. Moeller

Three Tiers of Academic Vocabulary

Tier 3: Low frequency, content specific words

Tier 2: High frequency, multiple meanings, found across academic texts

Tier 1: Vocabulary of everyday language

Tier 2 Vocabulary

- represent the more sophisticated vocabulary of written, academic texts (used frequently in these types of texts)
- the words used by students who have a mature vocabulary
- students encounter them less frequently as listeners
- The lack of redundancy of Tier 2 in oral language as well as the different meanings of these words depending on context, present challenges to students.

Tier 2 & 3 Words

- When choosing what Tier Two or Tier Three words to explicitly teach and reinforce with students, consider the following questions you might ask yourself:

  - Which words are most important to understanding the text we are going to read and/or the concept we are about to study?
  - Which words do students already have prior knowledge of?
  - Which words can be figured out using context clues?
  - Which words will students likely see again in other content areas?

Strategies for engaging with Academic Vocabulary

- Contextualizing the word
  - How does this word relate to the story? To our prior learning?
- Providing student-friendly explanation
  - Creating COBUILD dictionaries for students shows them how definitions can change, but still have the same meaning. Definitions that are student friendly are more accessible for all students
- Presenting alternative contexts for the word
  - Providing opportunities for students to see the word being used in a different context.
- Inviting students to interact with the work in a meaningful way
  - Use meaning-making activities to engage students with word- *Talk with your tables, share a vocab strategy you use in your class to help student make-meaning around new Academic Vocabulary*

A couple of take-away's

- College Talk
  - Create high level synonyms for common vocabulary you use in your classroom (using a word wall for support is a great idea!)
    - "I have something important to say" = "I have an imperative announcement"
    - "Please stop talking" = "Please stop being so garrulous"
- Paint Chips
  - Using paint sample tags from the hardware store write the vocab term on the top color, variation of the word on subsequent colors, and synonyms on the bottom row
- Kick Me
  - Using stickers/clip tags have student complete vocabulary activity that requires analysis of an antonym, analogy, or synonym

Stand & Deliver Wrap-Up

When you have an ah-ha, stand-up. If someone shares something you were going to say, you may sit down.

Next Meeting: December 9, 2013