



Integrating Books and other Text into Social Studies

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Overview

Connections between social studies and reading

Review a few strategies

Online resources

Bookshare

Discussion

Comprehension

Monitoring comprehension

Metacognition

Graphic and semantic organizers

Answering questions

Generating questions

Recognizing story structure

Summarizing

Instructional Aid 1.1: Seven Strategies of Highly Effective Readers

Strategy	Definition
Activating	"Priming the cognitive pump" in order to recall relevant prior knowledge and experiences from long-term memory in order to extract and construct meaning from text
Inferring	Bringing together what is spoken (written) in the text, what is unspoken (unwritten) in the text, and what is already known by the reader in order to extract and construct meaning from the text
Monitoring-Clarifying	Thinking about how and what one is reading, both during and after the act of reading, for purposes of determining if one is comprehending the text combined with the ability to clarify and fix up any mix-ups
Questioning	Engaging in learning dialogues with text (authors), peers, and teachers through self-questioning, question generation, and question answering
Searching-Selecting	Searching a variety of sources in order to select appropriate information to answer questions, define words and terms, clarify misunderstandings, solve problems, or gather information
Summarizing	Restating the meaning of text in one's own words — different words from those used in the original text
Visualizing-Organizing	Constructing a mental image or graphic organizer for the purpose of extracting and constructing meaning from the text

THINK LIKE A HISTORIAN

Disciplinary Practices and Reasoning Skills Checklist



ARGUMENT DEVELOPMENT

Make a historically defensible claim in the form of an evaluative thesis.

Support an argument using specific and relevant evidence. Use historical reasoning to explain relationships among pieces of evidence.

Consider ways that diverse evidence could be used to qualify or modify an argument.



ANALYZING HISTORICAL EVIDENCE

PRIMARY SOURCES

Describe significant information and arguments within a source.

Explain how a source provides information about a broader historical setting.

Explain how a source's point of view, purpose, historical situation, and audience might affect meaning.

Evaluate a source's credibility and limitations.

SECONDARY SOURCES

Describe the claim or argument of a source, as well as the evidence used.

Explain how a historian's claim or argument is supported by evidence.

Explain how a historian's context influences the claim or argument.

Analyze patterns and trends in quantitative data in non-text-based sources.

Evaluate the effectiveness of a claim or argument.



CONTEXTUALIZATION

Describe an accurate historical context for a specific historical development or process.

Explain how a relevant context influenced a specific historical development or process.

Use context to explain the relative historical significance of a historical development or process.



COMPARISON

Describe similarities and differences between historical developments or processes.

Explain relevant similarities and differences between historical developments and processes.

Explain the relative historical significance of similarities and differences between historical developments or processes.



CAUSATION

Describe causes or effects of a specific historical development or process.

Explain the relationship between causes and effects of a historical development or process.

Explain the difference between primary and secondary causes, as well as short- and long-term effects.

Explain the relative historical significance of different causes and effects.



CONTINUITY AND CHANGE OVER TIME

Describe patterns of continuity and change over time.

Explain patterns of continuity and change over time.

Explain the relative historical significance of historical developments in relation to a larger pattern of continuity and change.



LESTER L. LAMINACK KATIE KELLY



Reading to Make a Difference

Using Literature to
Help Students Speak Freely,
Think Deeply, and Take Action





GHOLDY MUHAMMAD

*Cultivating
Genius*

AN EQUITY FRAMEWORK FOR CULTURALLY AND
HISTORICALLY RESPONSIVE LITERACY

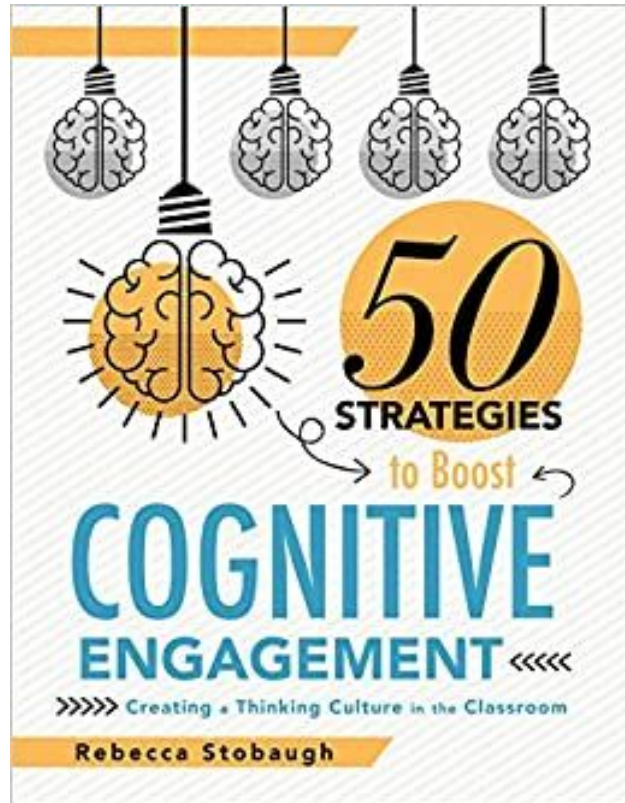
FOREWORD BY BETTINA L. LOVE

 SCHOLASTIC

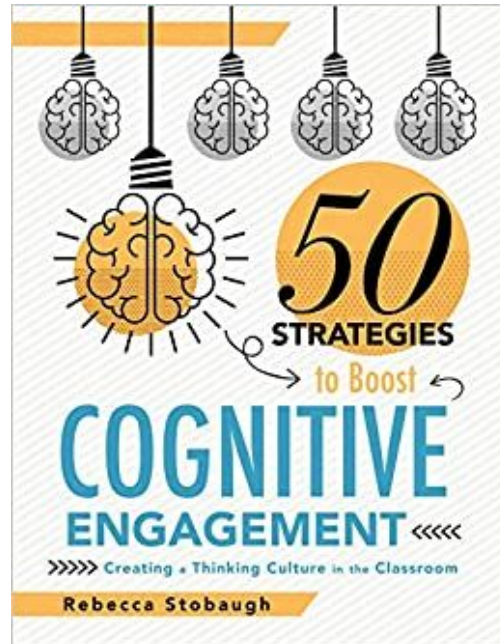
Literary Societies of the 1800's

“That was the beauty of these spaces. They were intellectual spaces where - reading, writing, debating, listening, meaning making, questioning- all these literacy practices happened across disciplinary areas.” Gholdy Muhammad

Strategies



REVIEW: Cooperative Learning Strategies
with a basis in Bloom's / Depth of Knowledge
What does this look like in different educational settings?



“Four Corners”

1 Question- 4 options *“How should Brady have reacted when he saw the kayak out in troubled water?”*

Pre Reading “When should cloning be legally used?”

Use a large space like the gym with more choices- *“Which of the the 10 amendments in the Bill of Rights could be removed with the least amount of impact?”*

Rank Order

Have the students select and submit to you a song that they feel best represents a concept, a time period or the personality of a character.

Select a few songs that best fit, provide the lyrics, play the songs for the students, and have them rank order the best fits, using class discussions

“Tax Man”, “Take the Money and Run”, and “She Works Hard for the Money” for sales tax discussion

Questioning Protocols

Focus the students on:

Detail, Inference, Global Connection Student Written Questions

After reading a section of a book, have the students write 7-10 questions for the author that would help an illustrator create a detailed picture to represent the text.

Students individually generate 10 questions for a historical figure or for a character and then have to work together in small groups to select the “best” question.

Inferencing and Reviewing

Using a Graphic Organizer

Literature Circles

Bio Poem

Book Review

Creative Shares

Jigsaw

Two groupings- Home group and the Expert groups

Types of Partisans- Russian, German, Jewish, Lithuanian, etc

Different readings, historical maps, economic data connected to the topics /content

Think Pair Share ...Continuum

Students develop their opinion about something connected to the book or to the historical content in the book , discuss with a partner, and then literally stand in a line on a continuum when they share their opinion

I would have been a partisan in World War 2.

Cloning is essential in the modern world of science.

All students should go to college.

Head to the Hall!

Examples:

“To Build a Fire” - positive / negative connotations, etc

Life Expectancy- CIA World Factbook

Decision Making

In small groups students create the criteria from which their decision will be made, and then answer the question provided by either their classmates or the teacher.

Which character had to overcome the most obstacles?

Which character was the most patriotic?

Which World War 1 leader had the greatest impact on the War?

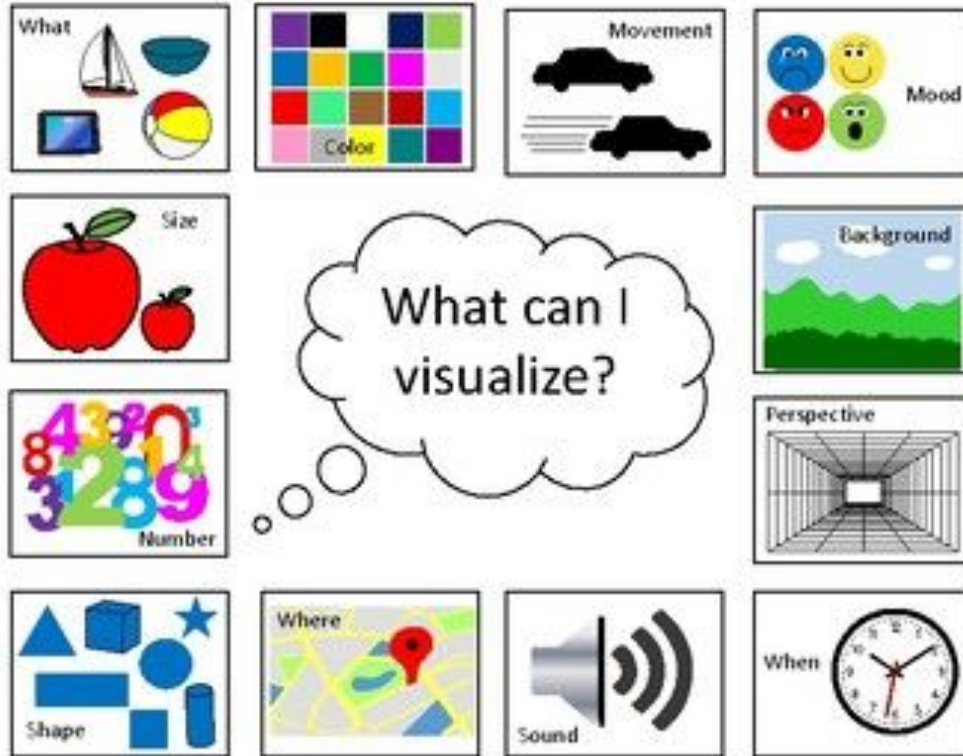
Evaluate an Author's Reasoning

Use a graphic organizer

Debate

Linda Mood Bell

Visualization and Verbalization



<https://sketch.io/sketchpad/>

Other Engaging Ideas

Novel in a Day

Retell the story using Muppets characters in a slide show

Wanted posters and obituaries

A lot of art- murals, clay, home movies, painting, building models, exhibit boxes, Poe mustaches, etc



In the time of Covid
Online Resources

Stanford History Education Group

Common Lit

Epic



Owl Eyes

Teen Tribune

Maine Digital Library

Novelist , US History Collection, World History Collection





NEWSELA

You Tube

Audio Books and Read Aloud



What's New/ Good Reads?

<https://www.socialstudies.org/notable-tradebooks/2019>

<https://www.readbrightly.com/young-adult-books-2020/>

<https://bookriot.com/historical-fiction-books-for-middle-school-readers/>

<https://bookriot.com/must-read-ya-nonfiction-books/>

<https://www.granitemedia.org/category/best-new-books/best-ya-nonfiction/>

<https://www.theyoungfolks.com/books/146403/ya-nonfiction-books-2020/>

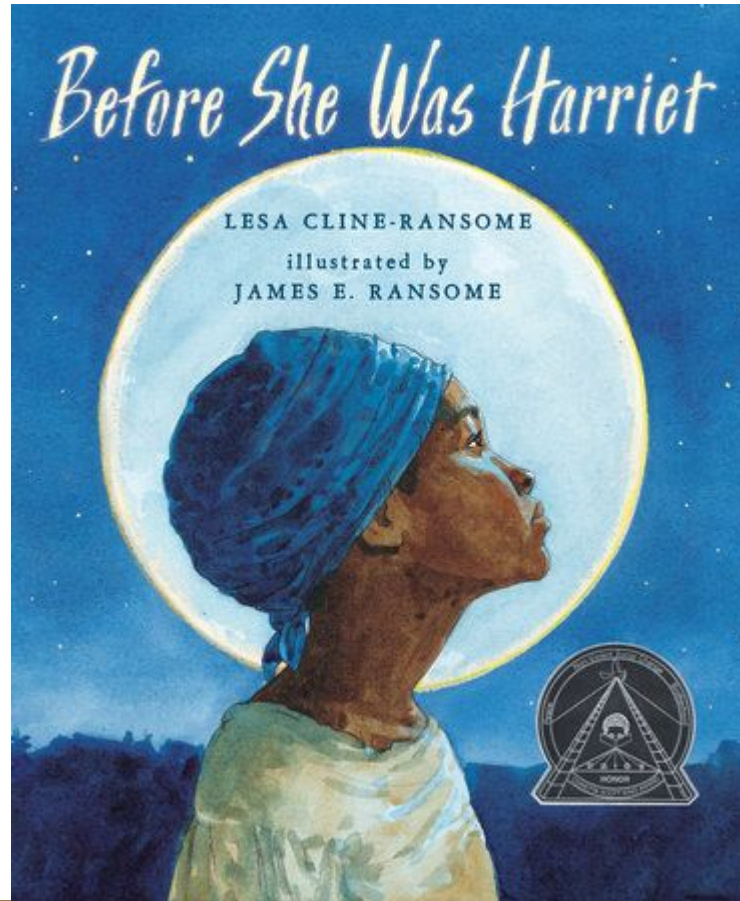
<https://www.penguinrandomhouse.com/books/new-releases-nonfiction-teen-young-adult?page=1>

<https://www.goodreads.com/shelf/show/young-adult-nonfiction>

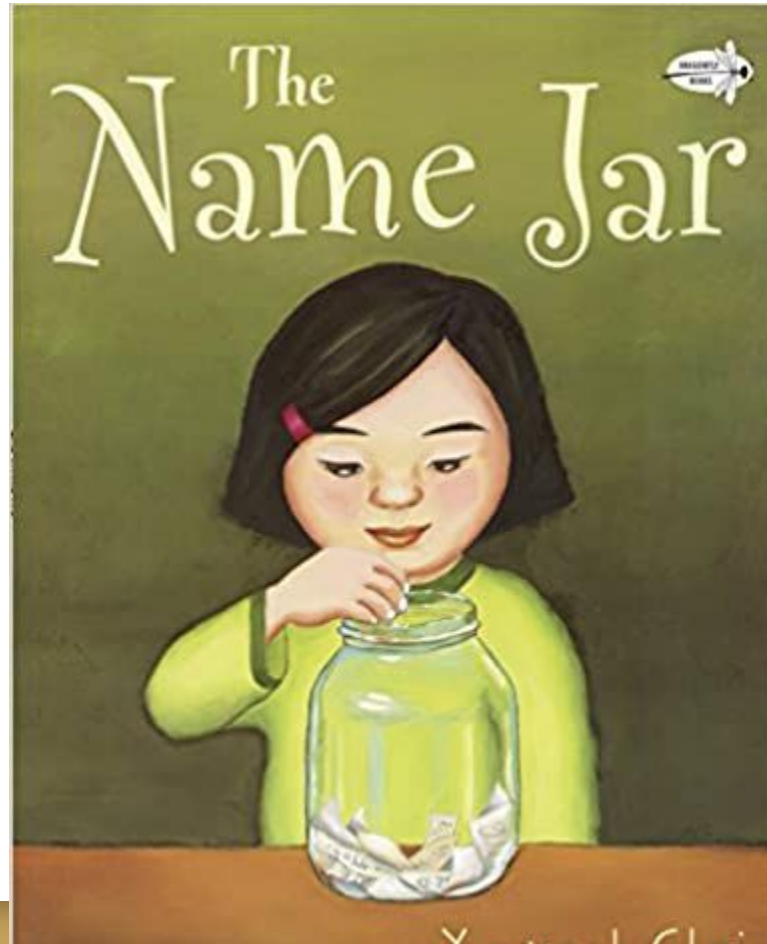
<https://www.nytimes.com/2020/02/28/books/7-great-historical-ya-novels.html>

<https://www.buzzfeed.com/dahliaadler/historical-fiction-ya-books-20th-century>

Read Alouds



Read Alouds



The book cover features a central illustration of a young girl with dark hair, wearing a white jacket, sitting cross-legged in a lush green field. She is holding a long green stalk of sweetgrass and appears to be weaving it into a basket. Two grey herons stand on either side of her, looking towards her. In the background, there is a body of water and distant mountains under a blue sky. The overall style is soft and painterly.

The First Blade of
SWEETGRASS

A Wabanaki Story

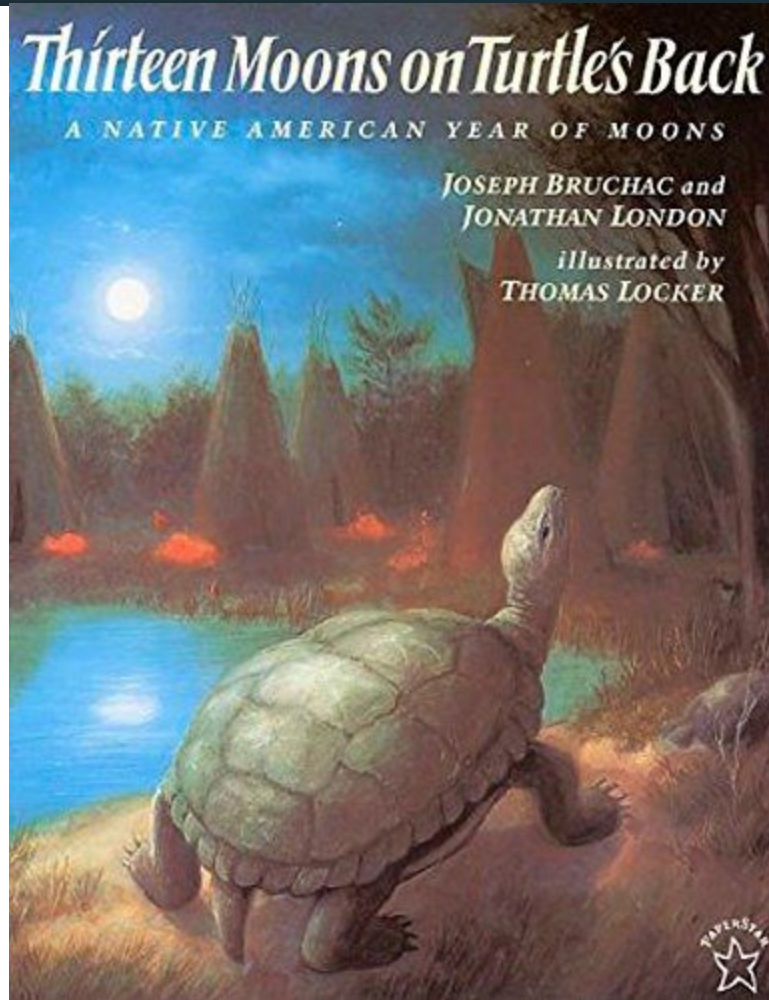
Story by Suzanne Greenlaw and Gabriel Frey
Illustrations by Nancy Baker

Thirteen Moons on Turtle's Back

A NATIVE AMERICAN YEAR OF MOONS

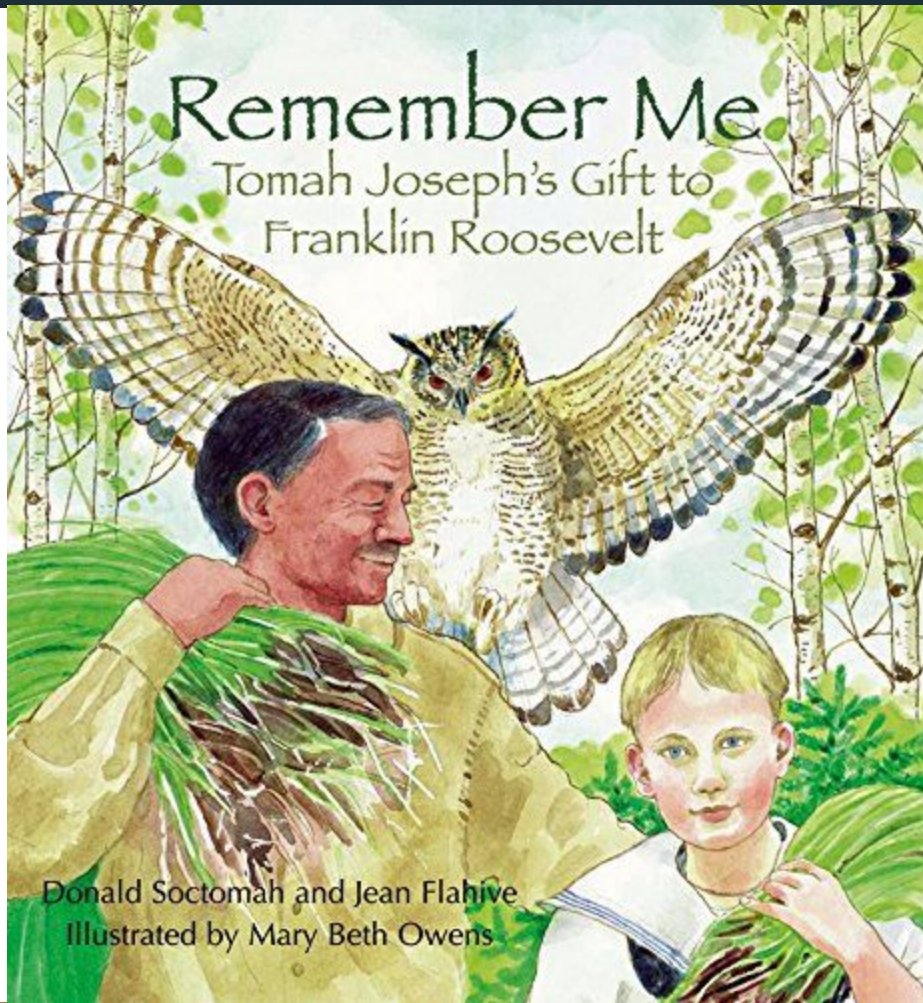
JOSEPH BRUCHAC and
JONATHAN LONDON

illustrated by
THOMAS LOCKER

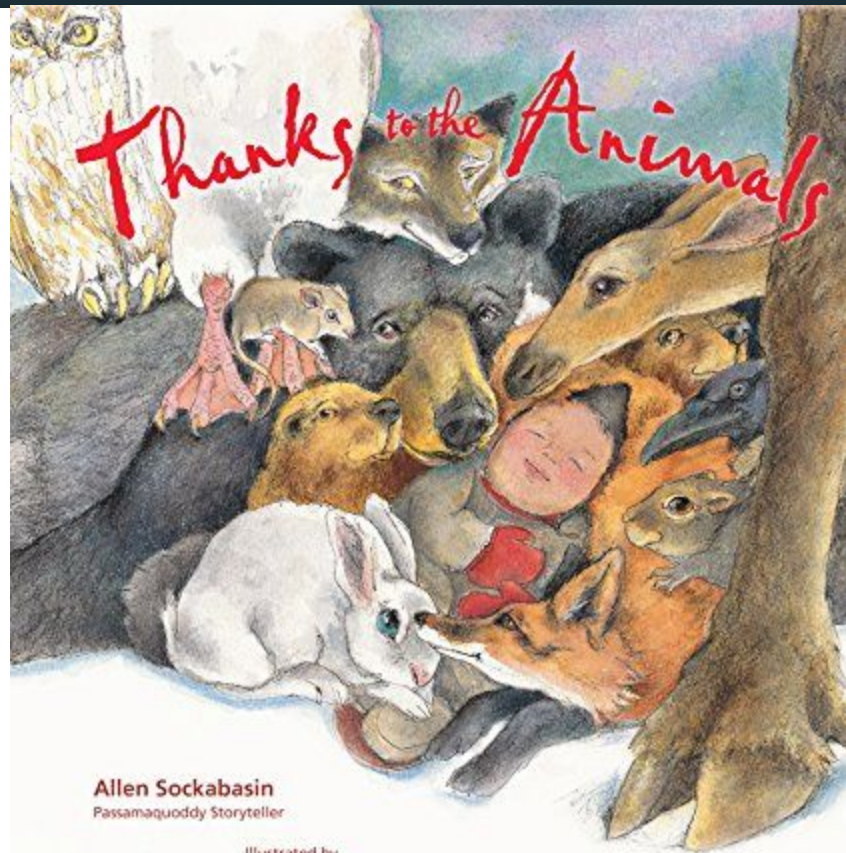


Remember Me

Tomah Joseph's Gift to
Franklin Roosevelt



Donald Soctomah and Jean Flahive
Illustrated by Mary Beth Owens



Allen Sockabasin
Passamaquoddy Storyteller

Illustrated by
Rebekah Raye

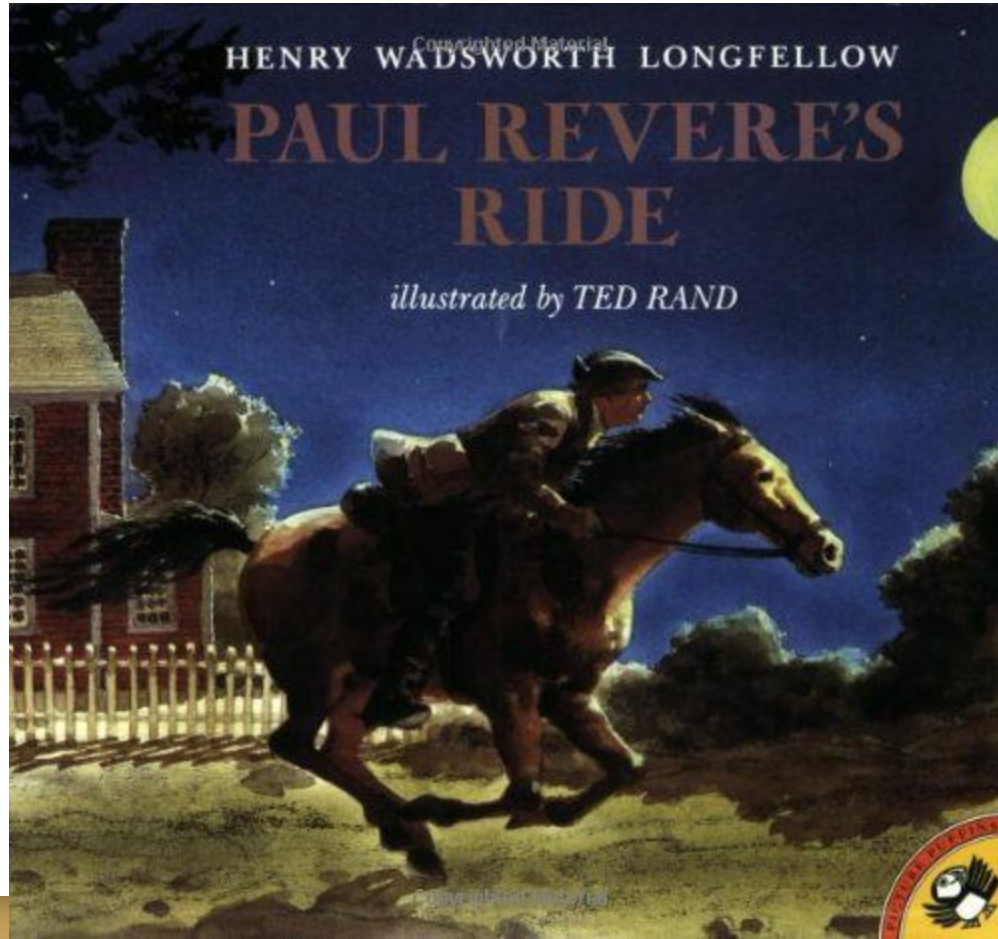
Ethel Pochocki

*A Penny
for a Hundred*

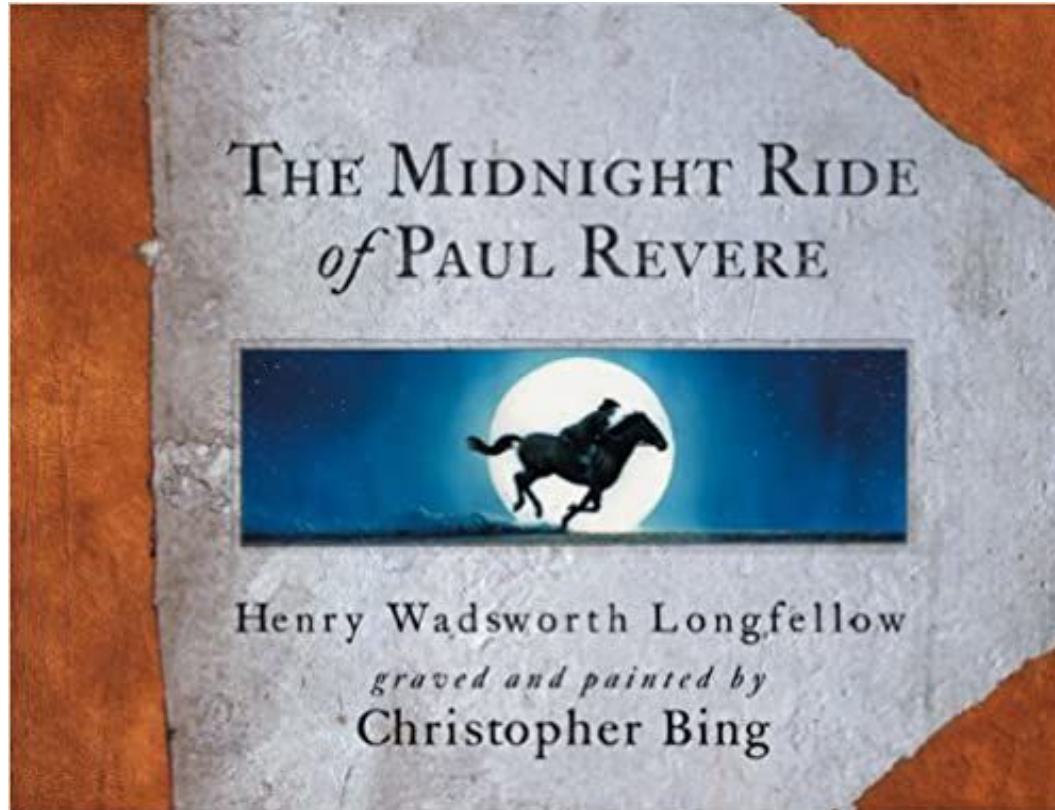
pictures by Mary Beth Owens



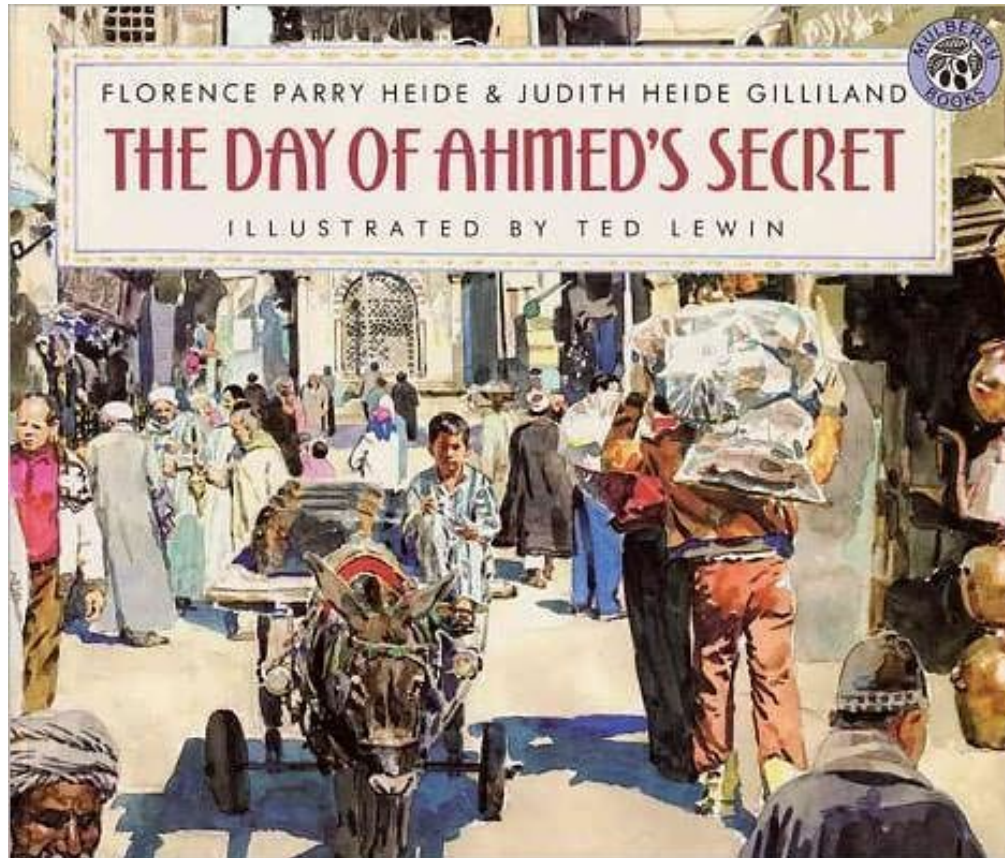
Read Alouds

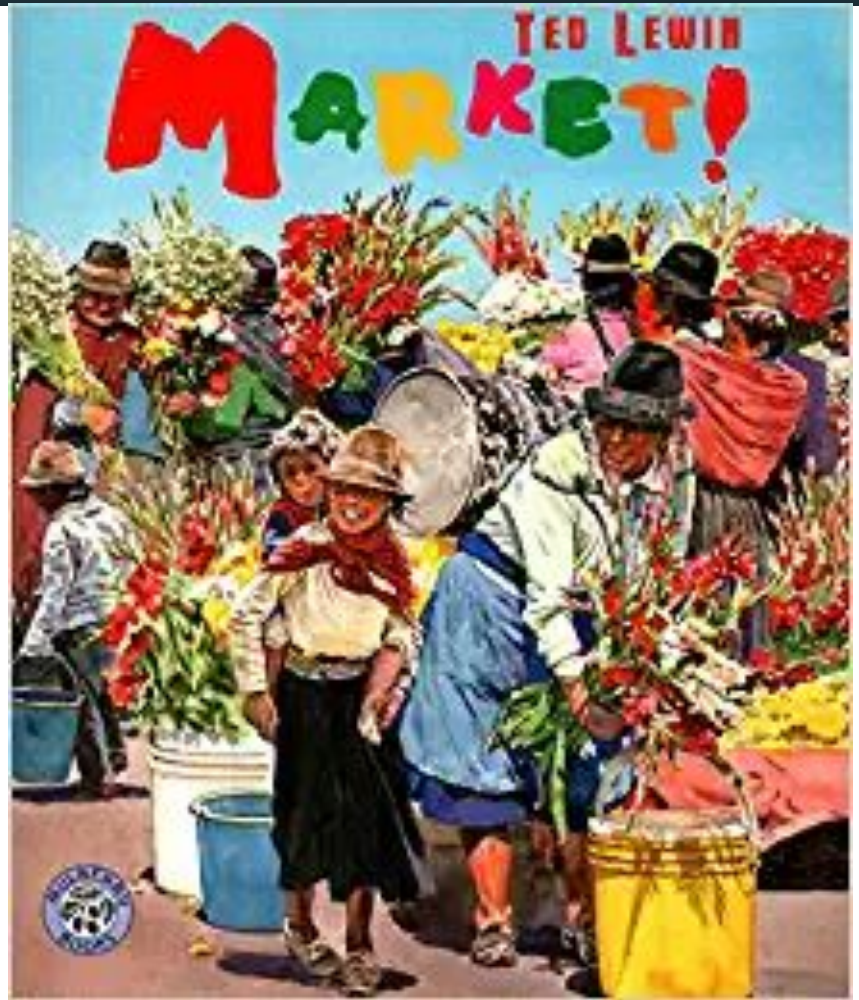
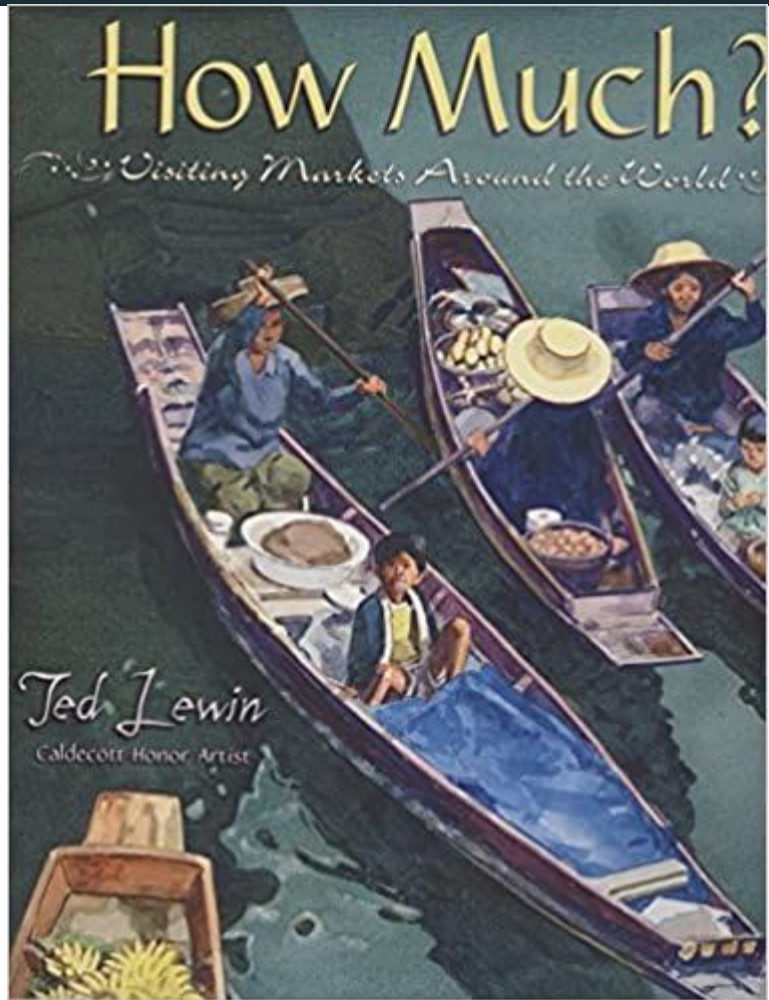


Read Alouds



Read Alouds

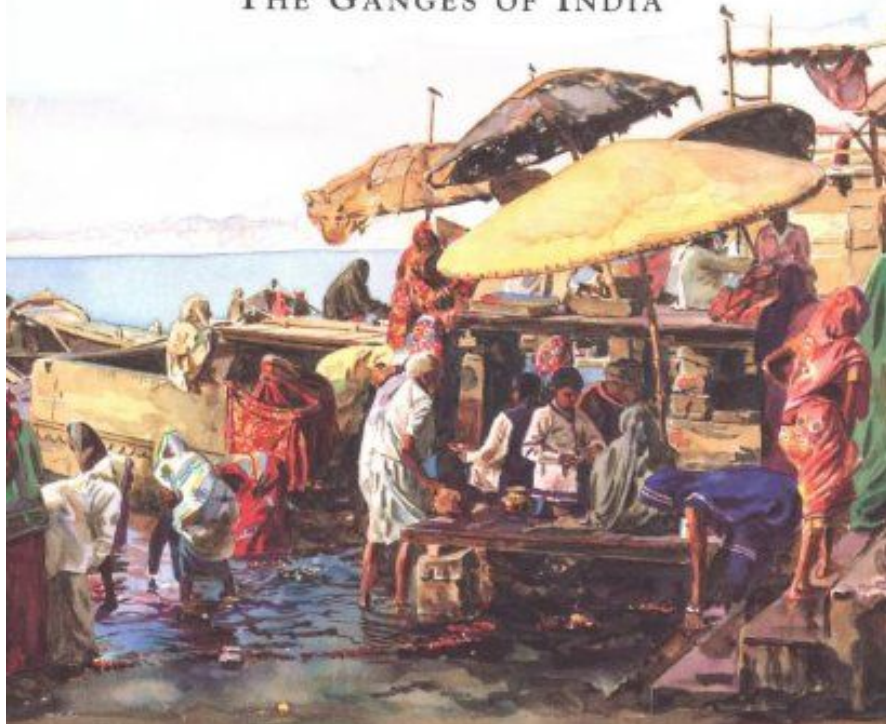




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Sacred River

THE GANGES OF INDIA



WRITTEN AND ILLUSTRATED BY **TED LEWIN**

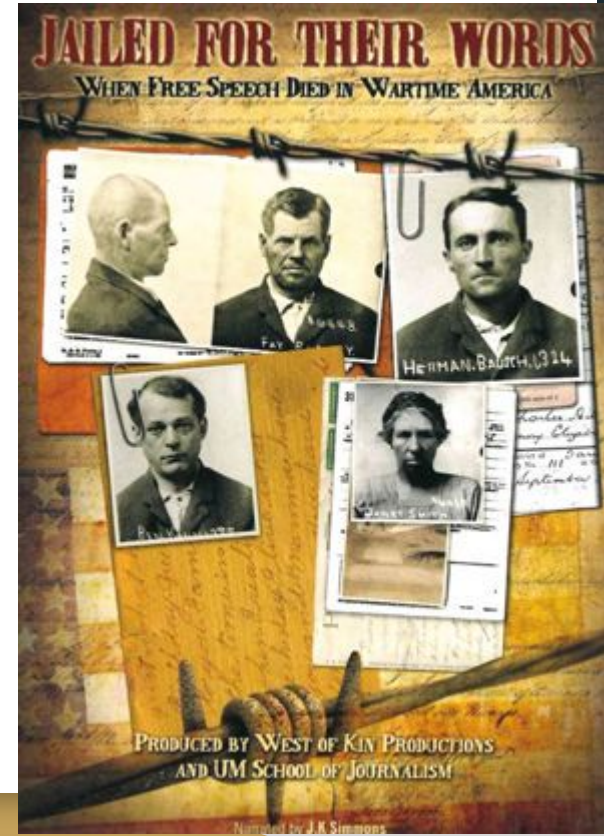
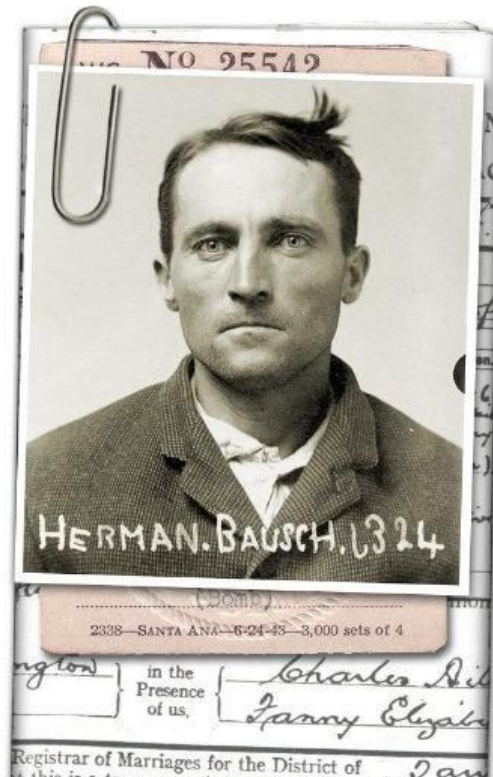
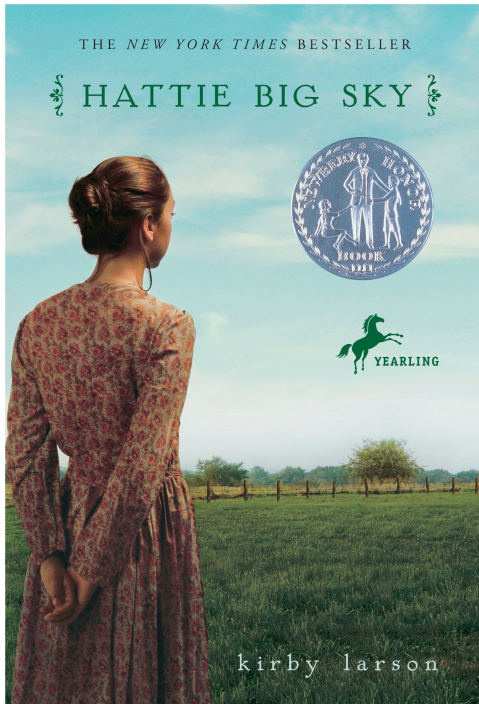
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ROSE
BLANCHE

ROBERTO INNOCENTI • IAN McEWAN

Montana Seditious Project/ Censorship Jailed for Our Words



GARY PAULSEN

LAWN BOY



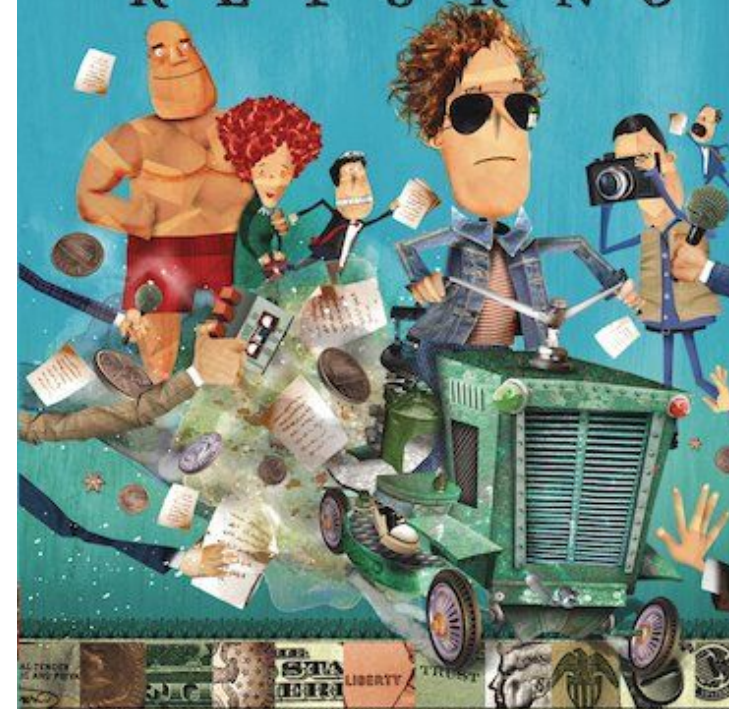
Economics

"Paulsen is one of the best-loved writers alive." —The New York Times

GARY PAULSEN

LAWN BOY

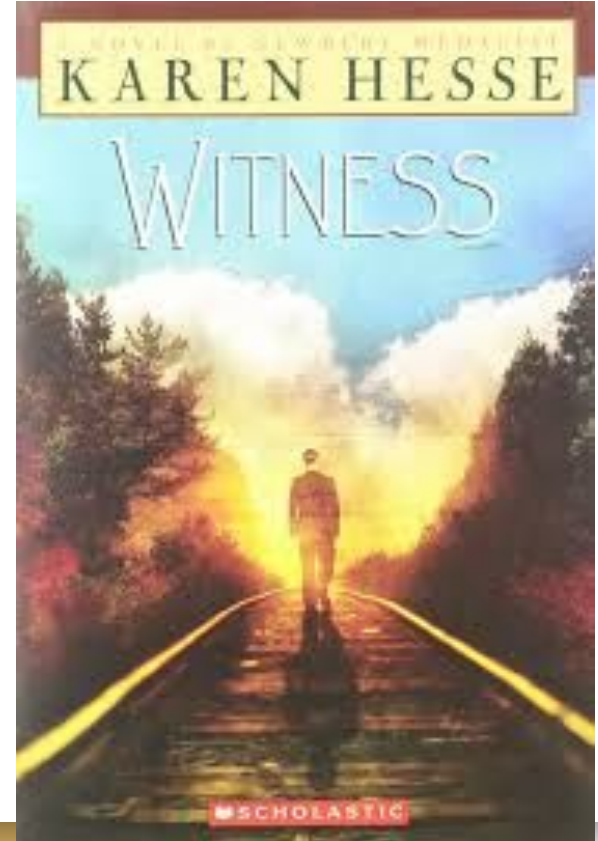
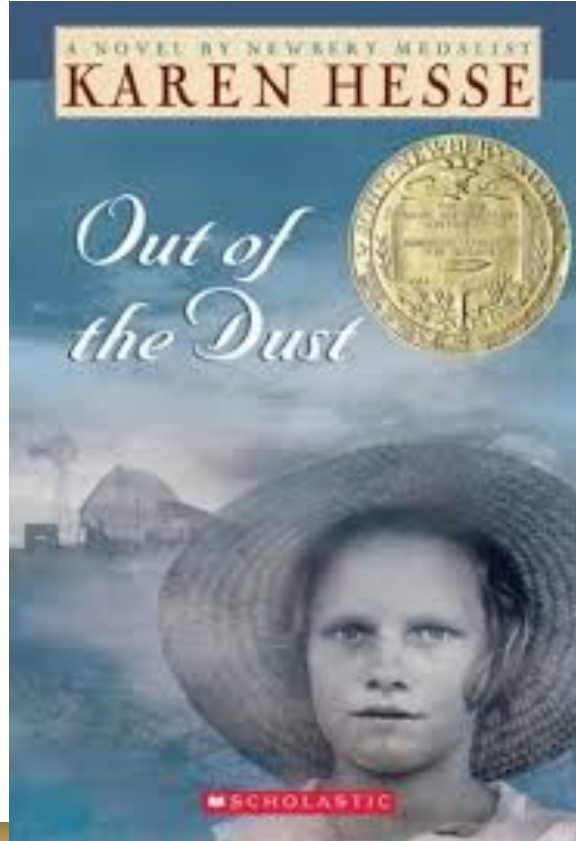
RETURNS



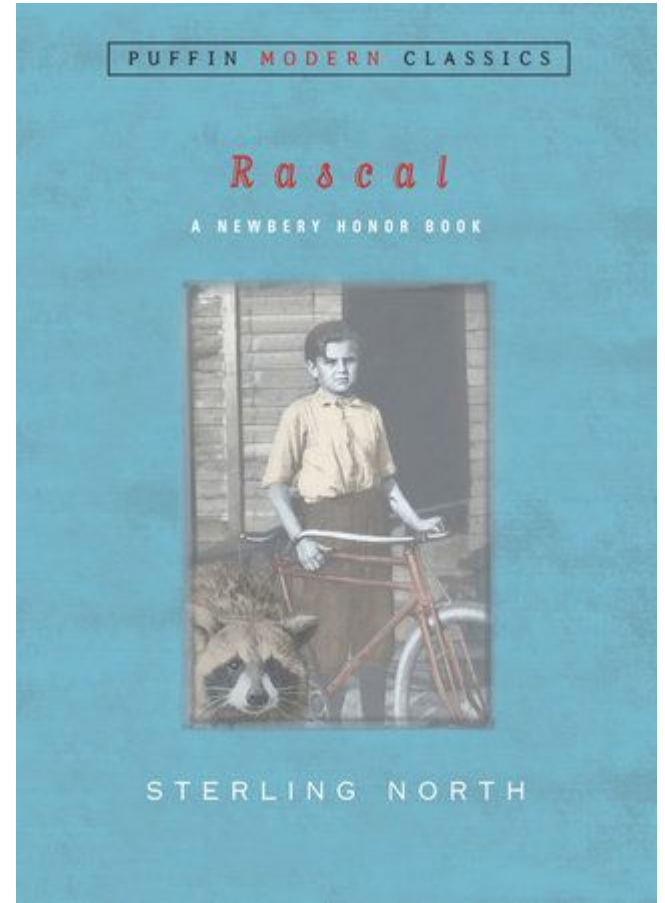
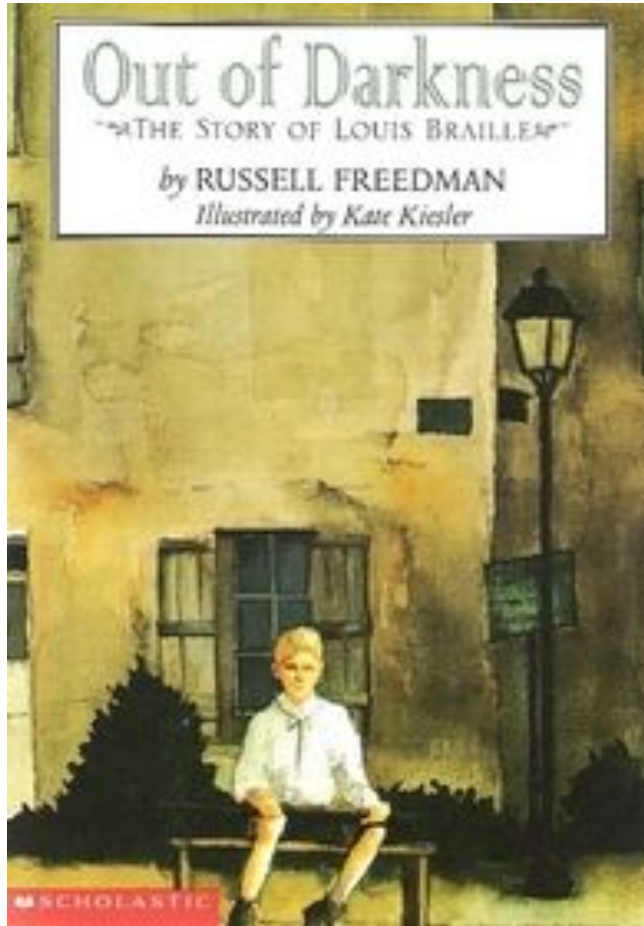
Moral Dilemma



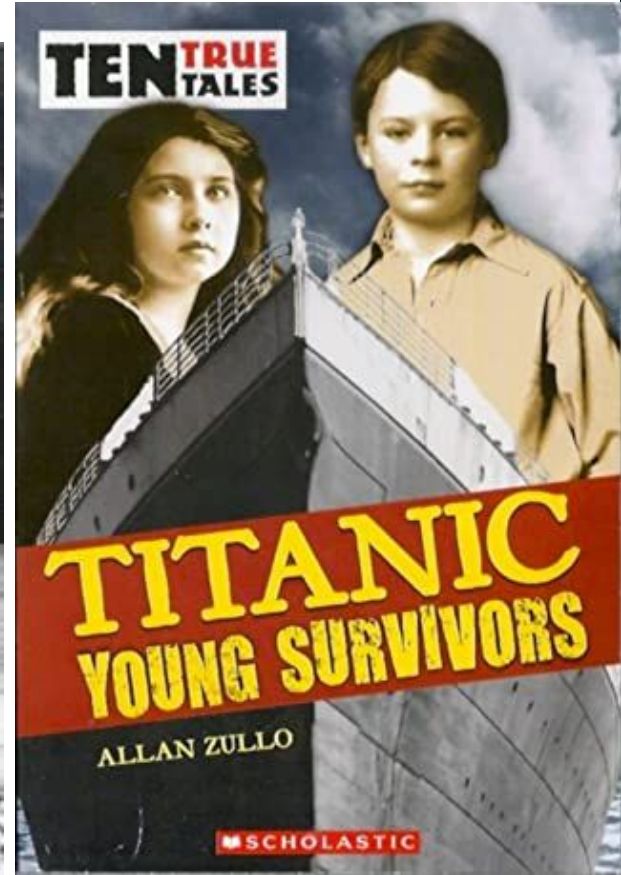
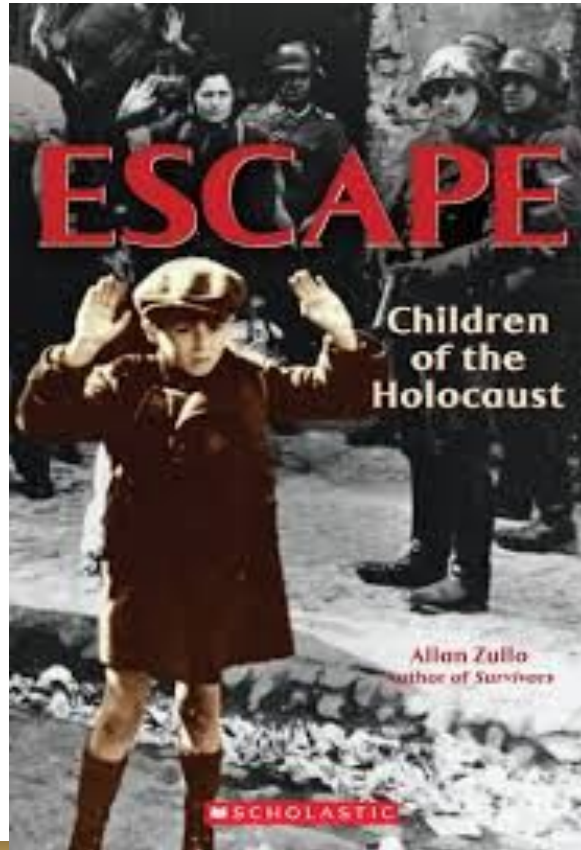
Free Verse Poetry/ Pass Around Poetry

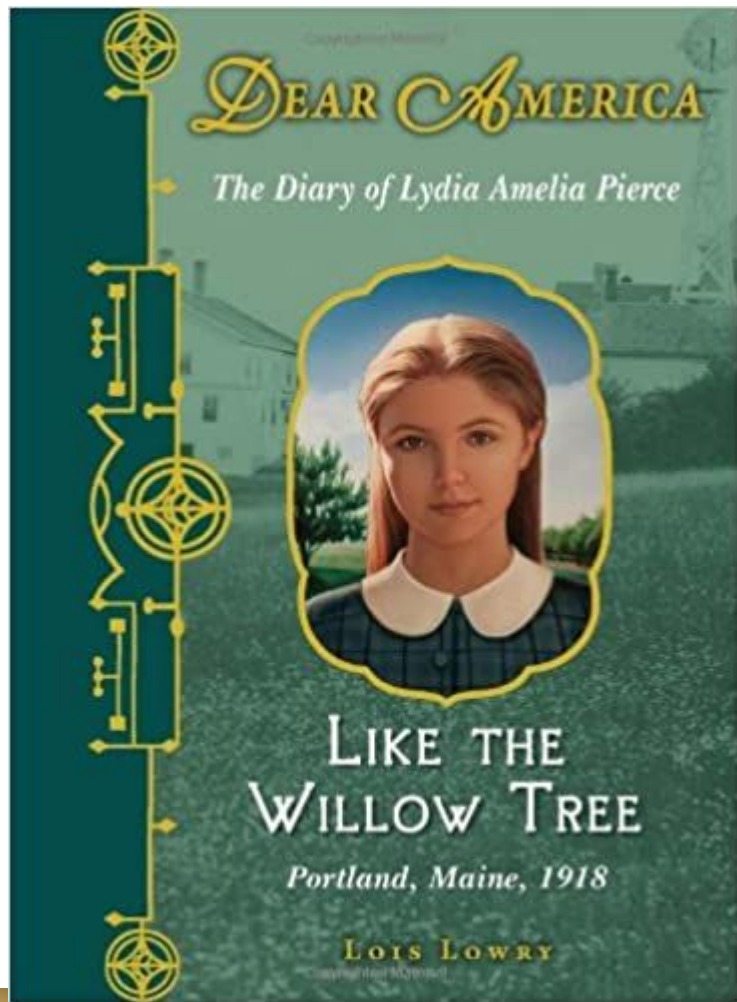


Memoir

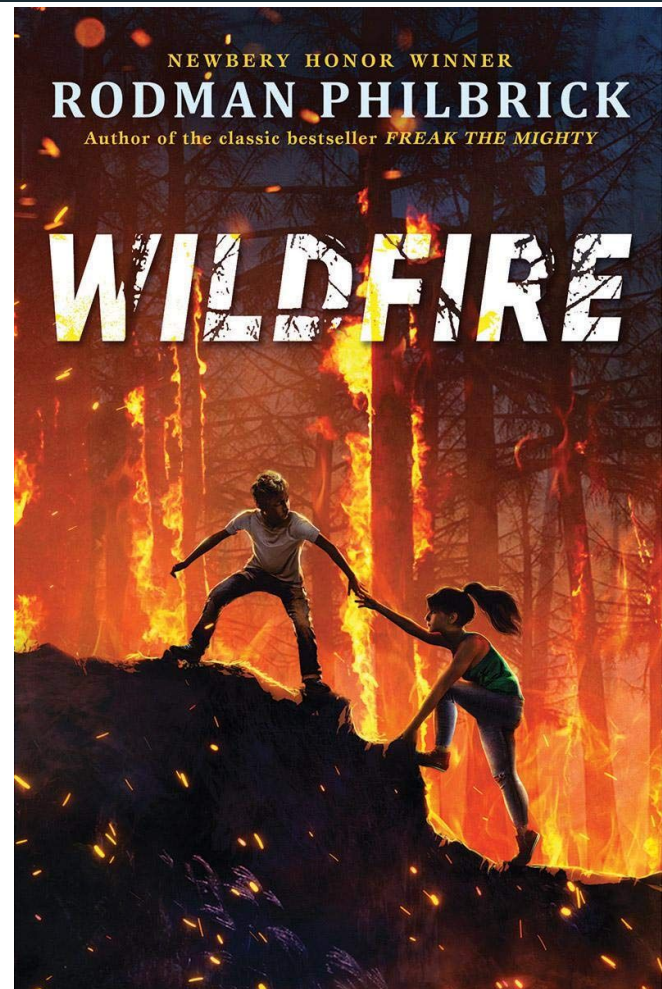


Novel in a Day





Maine



Journey to Nowhere



BY THE AUTHOR OF *Journey to Nowhere*

Frozen Summer

MARY JANE AUCH



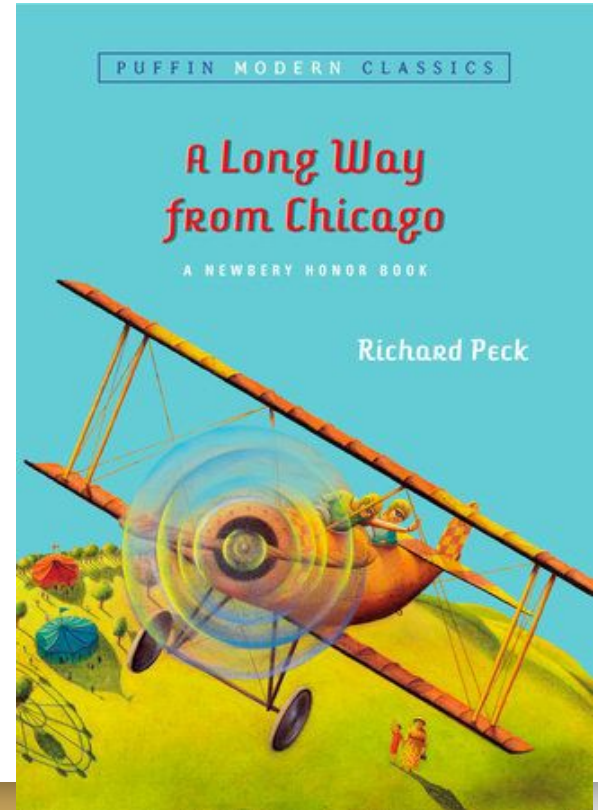
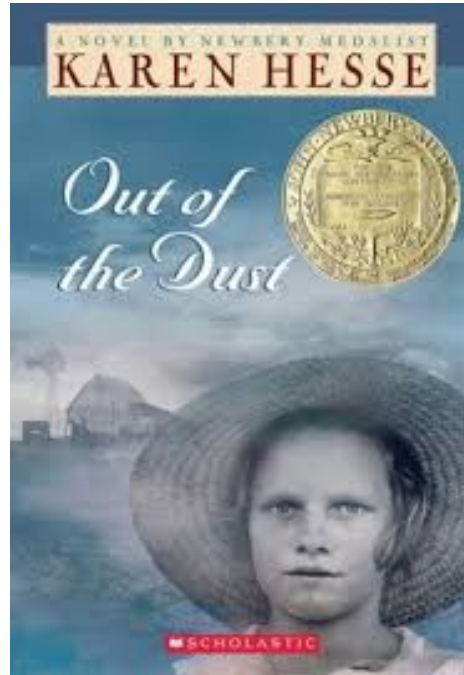
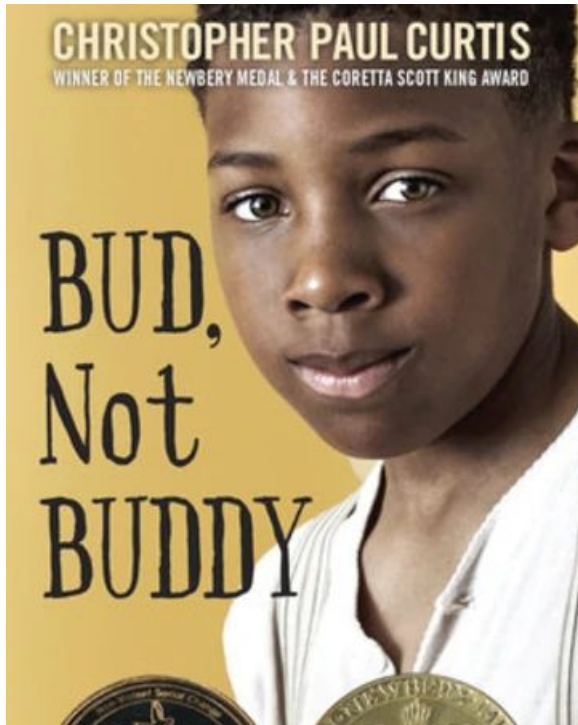
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The Road to Home

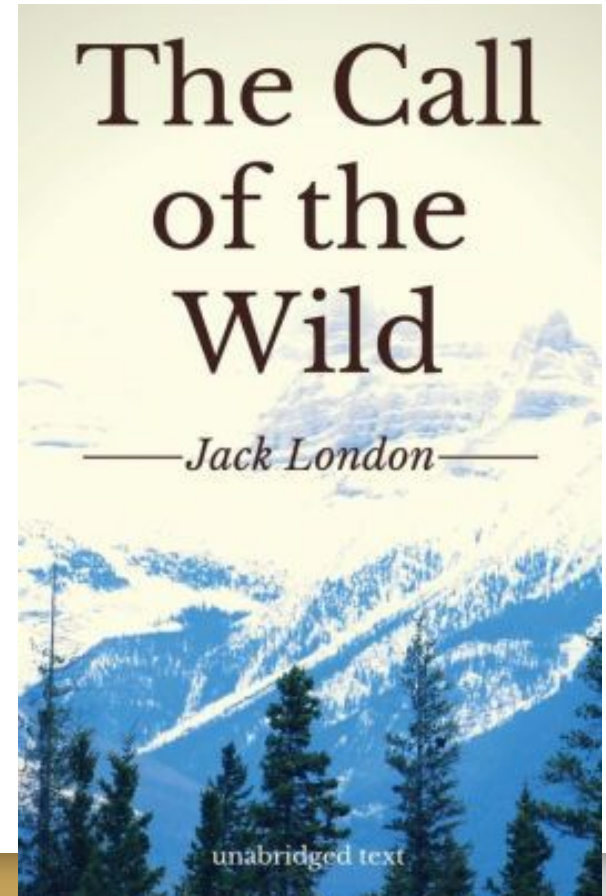
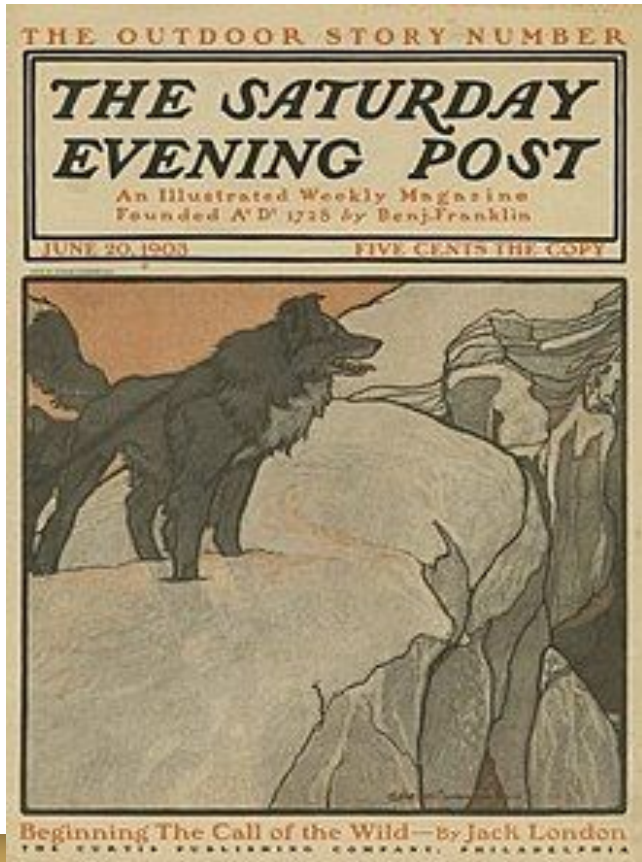
MARY JANE AUCH



The Great Depression Urban vs Rural

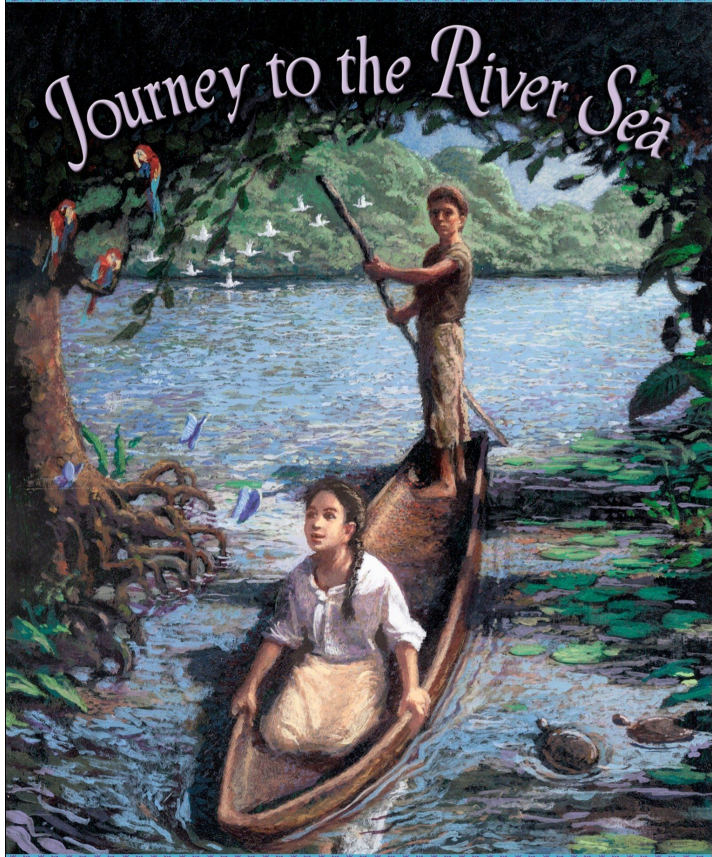


Call of the Wild and To Build a Fire



New York Times Best-selling Author of *Which Witch?*

EVA IBBOTSON



★ "Ibbotson dishes up her best work yet."

Kirkus Reviews, starred review

South America



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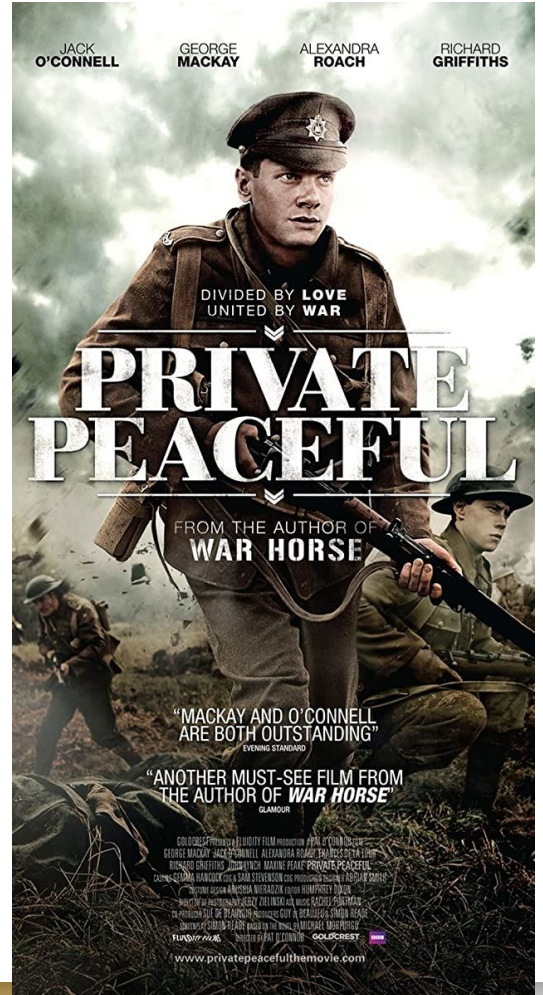
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MICHAEL MORPURGO

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Private Peaceful



"Few books are beautifully written, fewer still are important; this novel is both."
—THE WASHINGTON POST

between shades of gray

One girl's voice breaks the silence of history.



A NEW YORK TIMES BESTSELLER

RUTA SEPETYS

https://www.youtube.com/watch?v=GPiQ_LuKtDE

Monuments Men

#1 *New York Times* bestselling author of *The Monuments Men*

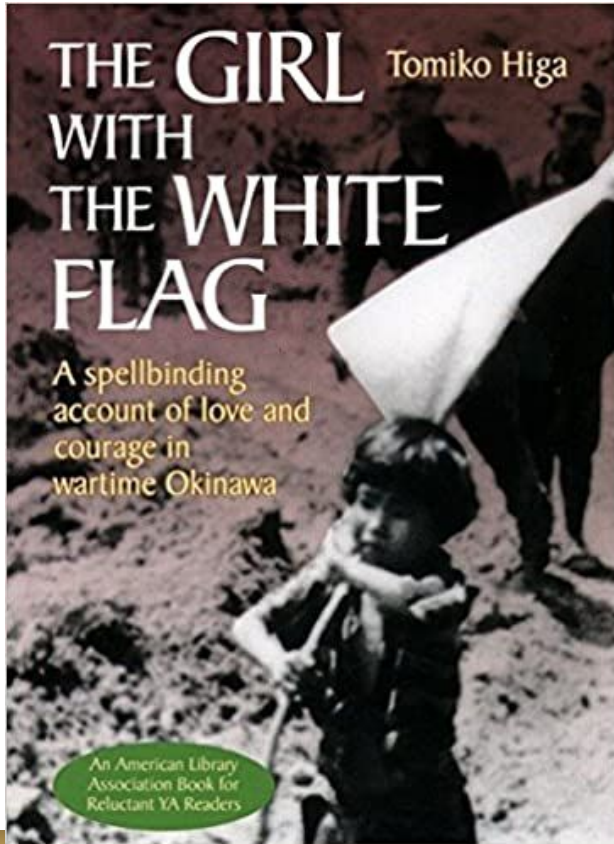
ROBERT M. EDSEL



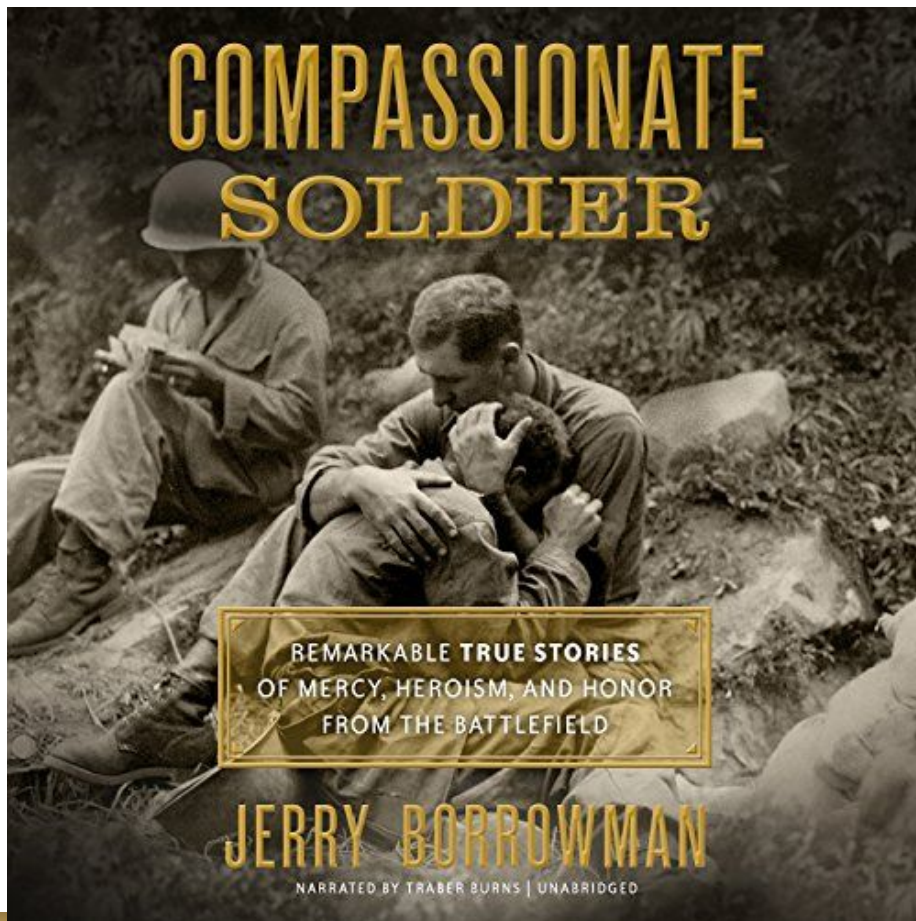
**THE GREATEST
TREASURE HUNT
IN HISTORY**

THE STORY OF THE MONUMENTS MEN

Girl with the White Flag



Going Deeper



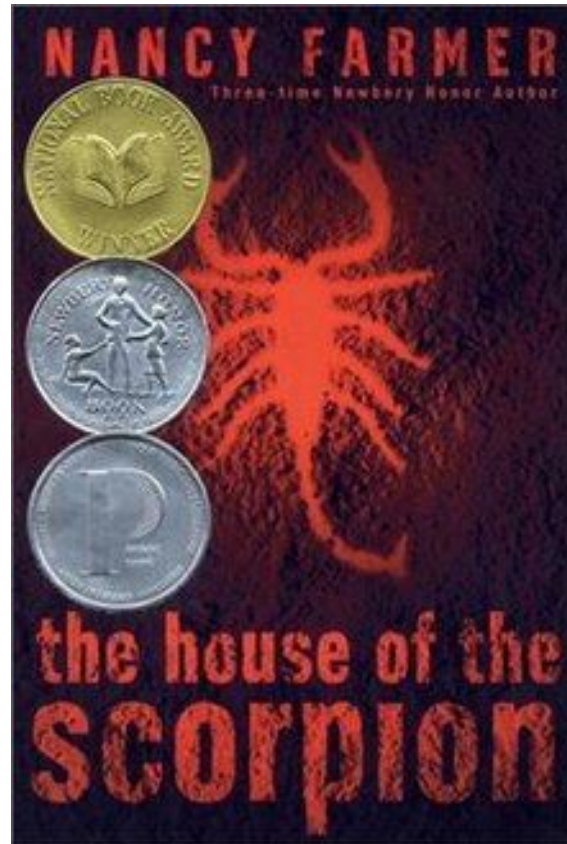
COMPASSIONATE SOLDIER

REMARKABLE TRUE STORIES
OF MERCY, HEROISM, AND HONOR
FROM THE BATTLEFIELD

JERRY BORROWMAN

NARRATED BY TRABER BURNS | UNABRIDGED

House of the Scorpion



"Some novels are engaging and some novels are important. *Refugee* is both."

—Ben Sipeky, #1 *New York Times* bestselling author of *Sail to the Sea*

ALAN GRATZ

Author of *PRISONER 8-0007*



A NEW YORK TIMES BESTSELLER

REFUGEE

Group Discussion

Share your favorite books and strategies

