

The Active Social Studies Classroom

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Carousel Brainstorm

- Find a partner
- You'll begin at your assigned piece of chart paper.
- During the 30 seconds provided, brainstorm as many words as you can think of that relate to the word on the top of the page.
- After 30 seconds pass the paper and start your next assignment.



Let's discuss...

Did you know?

Prior knowledge is activated during brainstorming because one person's idea causes others to search their neuronal networks for additional, related ideas.

(Gregory & Chapman, 2002)



The use of active strategies such as graphic organizers, metaphors, movement, music, and storytelling are simply more effective than long lectures and inactive participation.

(Buzan, 1993; Gardner, 1999; Sternberg, 1997; Sternberg & Grigorenko, 2000)



Theory: The brain grows more dendrites (memory cells) from real-world, experiences than from artificial learning environments.



(Diamond & Hopson, 1998; Wolfe, 2001)

What needs do you have?

- What areas do YOU find most difficult to teach actively?
- What things motivate your students the most?
- If you had three wishes for your classroom this year what would they be?



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Make a list on the left side of the page.

Combination Template

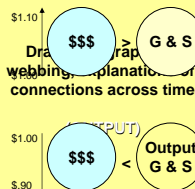
Topic:

Increases...

When the money supply is greater than the value of nation's output of goods and services (G&S) (INPUT)

Decreases...

When money supply is smaller than value of nation's output of G&S



Marzano's Example

MARZANO, PICKERING, & POLLOCK, *Classroom Instruction That Works*, p. 48

Summary or Generalization

Inflation results from the relationship between the money supply and the value of the nation's output of goods and services.



Let's put the **SOCIAL** back in Social Studies!

Laurel Schmidt, author of *Social Studies that Sticks: How to Bring Content & Concepts to Life* (2007, Heinemann), argues that there are 3 areas of instruction that need attention:

- **Content** – human beings as central to the story
- **Learning** – strategies that support the natural learning cycle
- **Outcomes** – challenging problems, authentic experiences, and real life tasks that have consequences



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Put the **SOCIAL** back in **CONTENT**
 Present the faces of real people,
 not just a list of celebrities!

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Put the **SOCIAL** back in **LEARNING**
 If nothing else, focus on the natural cycle
 of how humans learn:

AWARENESS > EXPLORATION > INQUIRY > ACTION

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Awareness

Make a list of some words that come to mind...

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Awareness

- 1st Question – How is this like other things I've already seen and experienced?
- 2nd Question – How is this thing unique? What is it all about?
- The brain must have this before moving on.
- What can you do to support this natural occurrence?
- Awareness = Engagement

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Who do you know in history?

- Think of someone who influenced you to choose education as a career.
- Write his/her name on the post it provided.
- On the back describe how this person influenced you.
- Let's discuss and categorize...



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Active Learning Essentials

- Talking enables us to organize our thoughts because it increases our neural networks by releasing the neurotransmitter acetylcholine (Hannaford, 1995).
- Personal learning should involve the sharing and interpretation of human experiences through dialogue with one another (Kolb, 1984).
- Learners retain 90% of what they discuss with others during the completion of an activity (Dale, 1969).



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Exploration

Make a list of some words that come to mind...



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Exploration

- The inevitable next step.
- Put as many senses, intelligences, and learning styles to use as possible!
- Allow students to formulate new ideas, pursue hunches, make discoveries and compare learning with others.
- You **MUST** offer multiple avenues as often as possible.



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Placemat Discussion

- Read the question in the middle of the placemat.
- You will have 1 minute to answer the question in your section of the paper.
- After one minute, turn the placemat and respond to the previous writer's answer and add your insight.
- Continue until you've added your info to each area of the placemat.



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Our Question

Social studies educators teach students the content knowledge, intellectual skills, and civic values necessary for fulfilling the duties of citizenship in a participatory democracy. What challenge does this pose for educators in the 21st century?

National Council for Social Studies www.socialstudies.org



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What role do controversial issues play in student learning?

Jeong and VanSickle report that developing a balanced and healthy personality requires an understanding of the complexities of a global world (2003, p. 234).



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The brain's thought processes are best challenged when quality questions are asked.

(Berliner, 1984)



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Dialogue enables learners to achieve deeper meaning and understanding because they can utilize the skills of inquiry, reflection, and exploration.

(Gregory, 2003)

Continue to discuss....



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Establish ground rules for disagreement by requiring a student who wishes to make an opposing opinion to restate the position of the other student in a way which is satisfactory to that person before the student can voice a new opinion (2004).



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Constructive Feedback



Warm Feedback

- This is what I understand...
- This is important to me because...
- Connections I am making are...
- "Ah Has" I had were...
- New learnings/connections for me were...
- I like...; I agree that...

Cool Feedback

- A question I have...
- I am puzzled about...
- A gap in the process is...
- I need clarification about...
- I am wondering...
- How do you suggest...?
- Why isn't the idea working?
- I see ... as a challenge.

Inquiry


Make a list of some words that come to mind...



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Inquiry

- Dig in to the content.
- Use skills to delve deeper.
- Allow students to focus on areas of personal interest within the larger context.
- Foster the use of curiosity as a motivator.



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Inquire & Evaluate

- Find a partner or threesome.
- Review the cards provided and discuss with your partner/group.
- Make three piles on your desk:


Developing	Proficient	Interested in Learning More
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As a group, decide where you would place each of the strategies, instructional models, and approaches. Share!

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Action!


Make a list of some words that come to mind...



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Action!

- We often ask students to gather tons of information, definitions, data, etc.
- We must make them do something with it EVERY TIME!
- Use new (and old) knowledge to solve problems and impact the classroom and community.



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Put the **SOCIAL** back into **OUTCOMES**

- Move students from passivity to activity!
- Help them understand the stuff of history is what humans do in any society.
- Identify real problems that relate to ones encountered throughout history.
- Take them outside into the real world either literally or metaphorically.



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Focus on Four Basic Problems

1. How do people survive?
2. How do people thrive?
3. How do people evolve?
4. What causes people to devolve?

Change from:

SS as events → → →

SS as problem-solving behaviors



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Planning: Think **SOCIAL!**

- What can I do to create an ACTIVE and SOCIAL learning environment?
- What do I need to make this happen efficiently and effectively?
- How will I model human interaction in my classroom?
- Go back to your notes page.
- PROCESS and SUMMARIZE!



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Downloads



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