EDCI 4125 - ELEMENTARY SOCIAL STUDIES METHODS FALL 2010 [OCTOBER BLOCK]

INSTRUCTOR: Thomas Levine
Gentry 242A
thomas.levine@uconn.edu

OFFICE HOURS: I am available most Tuesday, Wednesday, or Thursday afternoons by appointment; if you want to meet, please contact me, and I’ll find a time that works for you.

COURSE SCHEDULE: Tuesday/Thursday, 9:30a-12:00p for five weeks starting 10/5

ESSENTIAL QUESTIONS:

This course will help you answer the following questions:

1. RATIONALE. Why should students learn about history, geography, and the social studies?

2. CONTENT. How can you help elementary students learn about people, places, and situations far away from them in time and space?

3. SKILLS. How can you develop students’ ability to think and read critically, appreciate cultural diversity, and engage in civil discussion and disagreement?

4. ENGLISH LEARNERS. What methods of teaching help English learners grasp content and skills while also acquiring academic English?

COURSE OBJECTIVES & ALIGNMENT WITH University of Connecticut Educator Preparation Program’s Conceptual Framework

GOALS:

* You will develop your own rationale for why students should study social studies

* You will experience—and begin being able to use—methods for teaching social studies content and skills in your own teaching.
* You will develop skill in conceptualizing and designing effective lessons, including specifying objectives and designing assessment, for K-6 students, for all kinds of students, including English language learners.

This course is aligned with the University of Connecticut Educator Preparation Program’s Conceptual Framework. Specifically, content and objectives address:
- Learning by clear focus on how students learn social studies—a component of the knowledge base for elementary teaching—and how teachers can develop and implement effective lessons based on evidence-based practices.
- Leading by preparing teachers to develop a larger rationale for the importance of infusing social studies into K-5 teaching, thus preparing them to advocate for social studies teaching in grade level teams and schools.
- Lighting the way by explicitly addressing issues of diversity, with a highlight on the needs of English Language Learners and the importance of teaching social studies content from multiple perspectives.

**COURSE OVERVIEW**

This course is one component of a three-part methods sequence that includes social studies, science, and math. The courses are an introduction to the teaching and learning of social studies. The social studies include many disciplines that help us understand human societies and people, past and present. We will focus on the disciplines of history and geography in this course, as these are the most commonly taught in elementary schools.

There are two main purposes to this course. First, it aims to help you to develop your own understanding regarding why it is important for elementary students to acquire Social Studies skills and knowledge. Secondly, it provides you with approaches to teaching Social Studies content and skills and practice writing a lesson plan so that you’ll gain methods of teaching Social Studies for use in your own teaching. A sub-theme of this and your other courses is effective teaching for English learners.

The culminating project for this class comprises your construction of a Social Studies lesson. You will design this lesson based on the principle of backward design. Along the way, you will have the chance to do a number of things which should help prepare you for this assignment and give you a foundation for proceeding to teach Social Studies in the coming years.

**READINGS**

**Daily Readings:**
Core readings will be available electronically or handed out in class. One reading due before class starts comes from the one required text: Roxanne Krite’s *The Morning Meeting Book*, is available in the co-op.

As needed, you will refer to Grant Wiggins and Jay McTighe, *Understanding by Design and Echevarria, Vogt, and Short’s book on the Sheltered Instructional Observational Protocol* [which you will purchase and read as part of your EGEN seminar class] for guidance on the underlying principles of lesson design and of teaching English learners.

Readings are an integral part of the course and are essential to your learning and participation in class. You should arrive in class prepared to discuss readings or, when instructed, contribute to discussion on our taskstream discussion boards.

**PROJECTS/ASSIGNMENTS**

In order to receive credit for assignments you must turn in a hard copy in class (and on time). Please do not send assignments electronically unless I explicitly ask for that. Late work will be penalized one-half of a letter grade for each day late, unless prior arrangements have been made.

All work should be original, or should credit ideas or wording of others through footnotes. All written work must be completed in twelve-point type using standard one-inch margins and double spacing. Please spell check all work.

The products expected from each student during the Fall semester relate to a 1-3 day social studies lesson plan, consistent with the larger project across our methods courses: helping you learn how to plan and deliver effective curriculum in content areas. Several smaller assignments support this larger product.

At the end of the class, you will also write a rationale, pulling together your ideas for why and how you should teach social studies to your future students.

The rationale and social studies lesson are pieces you may include in your portfolio. Requirements for these assignments are explained in more detail below, and may be further elaborated and clarified in class.

**1-3 day Social Studies Lesson**

Practice lesson design under some of the conditions you will face in your teaching life. These include thinking about a specific school and set of students the lesson is for, finding resources, learning new content and distilling what, how, and why you might teach this topic to a particular group of students. Ideally, you would develop a lesson that you could
teach. Please ask your cooperating teacher in your placement about curricular topics or requirements for the spring. You should each explore the specific requirements or opportunities for teaching any social studies content or interdisciplinary lessons in your specific placement.

*I strongly encourage you to work with ONE partner to develop common objectives and assessments, while each designing a different one or two day lesson plan that would be part of a larger unit, ideally on consecutive days. The lesson format, attached, specifies what you should include in the final lesson assignment you, as an individual, will submit; your final individual project may have parts that were co-written. If you accept this option, please be sure to note which lesson(s) were written exclusively by one student, and also be sure that you, individually, have reviewed and take full responsibility for all of the text in the assignment except for the lesson(s) you, individually author.

This assignment receives a letter grade. As described in the course schedule, you will do smaller assignments preparing you for the full lesson. Please see the rubric for evaluating minimal requirements by NCATE standards, which appears below; units meeting these standards at the target level will earn a minimum of an A-. For an A, I may request you address additional issues specific to the content and/or skills you are teaching.
**LESSON PLAN (available as a template electronically)**

<table>
<thead>
<tr>
<th>Title/topic:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade level &amp; Subject:</td>
</tr>
<tr>
<td>Background of School &amp; Students:</td>
</tr>
<tr>
<td>Curricular context (unit, relevant content preceding, concurrent with, or following):</td>
</tr>
<tr>
<td>Standards/Frameworks:</td>
</tr>
<tr>
<td>Content Objective(s):</td>
</tr>
<tr>
<td>1. x</td>
</tr>
<tr>
<td>Language Objective(s):</td>
</tr>
<tr>
<td>1. x</td>
</tr>
<tr>
<td>Key Vocabulary with Definition(s):</td>
</tr>
</tbody>
</table>

**Materials:**

### Learning Activities

**Initiation:**

**Lesson Development:**

**Closure:**

Opportunity to engage in Higher-order thinking (H.O.T.):

Differentiation:

Assessment (Please identify the objectives being assessed by each assessment, e.g., CO1, LO1&2):

a. x

### Selected SIOP Features Checklist

<table>
<thead>
<tr>
<th>Preparation:</th>
<th>Strategies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>_ Content objectives</td>
<td>_ Questions &amp; tasks to promote H.O.T.</td>
</tr>
<tr>
<td>_ Language objectives</td>
<td></td>
</tr>
<tr>
<td>_ Adaptation of content</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Building Background:</th>
<th>Comprehensible Input:</th>
</tr>
</thead>
<tbody>
<tr>
<td>_ Links to Background Experience [covered in Math mthds]</td>
<td>_ Clear explanation of academic tasks</td>
</tr>
<tr>
<td>_ Links to Past Learning [Math methods]</td>
<td>_ Variety of techniques</td>
</tr>
<tr>
<td>_ Key vocabulary [Math methods]</td>
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</tbody>
</table>
ACEI standard for what you should be able to do, as an elementary teacher, with Social studies: Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

Fall 2010 Lesson Plan Rubric assessment for  

<table>
<thead>
<tr>
<th>Standard</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. School, student, and curricular context</strong></td>
<td>Lesson includes very limited or no information about the school and students</td>
<td>Lesson includes description of the local school and class context</td>
<td>Lesson’s clear description of the local school and class context (students, larger curriculum or goals) make clear how these factors affected your thinking about the lesson</td>
</tr>
<tr>
<td></td>
<td>Lesson includes very limited or no information about what else students are studying before, after, or simultaneous with this lesson</td>
<td>Lesson includes some information about the broader unit, but more would help contextualize the unit</td>
<td>Lesson clear sketch of the larger unit and other concurrent or prior learning help a reader grasp the curricular context of this lesson</td>
</tr>
<tr>
<td><strong>2. Content objectives</strong></td>
<td>Content objectives do not clearly describe what kinds of knowledge, skills, or dispositions will result from the lesson</td>
<td>Most or all objectives are reasonably clear regarding the knowledge, skills, or dispositions will result from the lesson</td>
<td>Another teacher teaching this lesson can understand what students should learn or be able to do in terms of knowledge, skill, and/or dispositions that should last beyond the lesson</td>
</tr>
<tr>
<td><strong>3. Language objectives</strong></td>
<td>Language objectives do not clearly describe outcomes, in terms of skills in reading, writing, speaking, or listening, that are relevant to the content of the lesson</td>
<td>Language objectives are somewhat clear and/or somewhat related to the content of the lesson</td>
<td>Language objectives describe outcomes, in terms of skills in reading, writing, speaking, or listening, that will nicely support learning of worthwhile content and/or of skills valued in the social studies</td>
</tr>
<tr>
<td></td>
<td>Language objectives describe worthwhile learning relevant to developing students academic English abilities, and thus preparing them to succeed with more difficult</td>
<td></td>
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</tbody>
</table>
### 4. Understanding ideas and/or skills valued in the Social Studies

| Lesson’s objectives and activities do not address a major theme, “big idea”, cultural universal, or valued mode of inquiry such as critical reading of a source or map literacy | Lesson’s objectives demonstrate knowledge and understanding of one or more key themes, concepts, and modes of inquiry drawn from the social studies | Lesson demonstrates in-depth knowledge and understanding of major concepts, themes, and/or modes of inquiry from the social studies |

### 5. Formative and summative assessment related to objectives.

| Candidate has included an element of assessment addressing at least one objective. | Candidates has planned for at least one example of formative and summative assessment in ways that address for most of the objectives. (may occur after the specific lesson, as part of larger unit) | Candidates has planned for effective formative and summative assessments in planning and implementing instruction to determine student progress in reaching each objective. (may occur after the specific lesson, as part of larger unit) |

### 6. Activities likely to realize objectives for all learners

| Activities do not seem clearly aligned with objectives, or seem insufficient to help students achieve objectives | Some activities and/or objectives are aligned |

| Lesson provides experiences likely to help at least some elementary students achieve the objectives listed. |

| Activities seem likely to help students make progress towards all objectives |

| Activities reflect strategies that are likely to help many students make progress, and include appropriate strategies giving access to culturally and linguistically diverse students |

### 7. Objectives and/or activities that promote informed decisionmaking or civic participation in a culturally diverse democratic society and interdependent world

| Lesson’s objectives and/or activities show emerging understanding of how to support informed decisionmaking and civic participation in a culturally diverse, democratic society |

| Lesson includes an objective and/or activities which seem likely to develop skills needed for informed decisionmaking and civic participation |

| Lesson includes an objective and/or activities that seem likely to help students achieve measurable progress in one or more skills supporting informed decision-making and civic participation such as: |

| • taking and supporting positions in writing or speech; |

| • engaging in civil disagreement and debate; |

| • reading maps, historical maps, and charts |

| • understanding and applying democratic decision-making strategies |

| Lesson includes an objective and/or activities that seem likely to help students achieve measurable progress in one or more skills supporting informed decision-making and civic participation such as: |

| • taking and supporting positions in writing or speech; |

| • engaging in civil disagreement and debate; |

| • reading maps, historical maps, and charts |

| • understanding and applying democratic decision-making strategies |
documents, secondary sources, newspapers, or other texts and identifying their audience, perspective, and trustworthiness;  
• looking across multiple sources from differing perspectives to make claims.

8. Mastery of social studies content.  
Lesson would clearly be strengthened by additional teacher learning of relevant social studies content.  
Lesson demonstrates some grasp of the relevant social studies content.  
Lesson reflects a sufficiently deep grasp of the relevant social studies content to teach the content well, possibly reflecting new learning on the teachers’ part.

9. Completeness  
Lesson is missing some components  
Lesson includes most components, including supporting materials  
Lesson includes all components and supporting materials

Other elements of assessment not related to the lesson plan:

Participation: You’ll receive a participation grade for the frequency and quality of your contributions to whole class and small group discussion, particularly as these reflect your grasp of key ideas in reading.

Rationale: You will receive a grade for your writing of a 1 page memo, 1.5-spaced, regarding why and how you intend to teach social studies to the specific grade range you intend to teach. Imagine, as an audience for this memo, the hiring committee that might look at your portfolio in your first job interviews. You must be brief for this assignment and for this audience: What are the most important ideas you have on this? How can you convey them powerfully? You may choose to actually include the memo in the portfolio you’ll share at interviews two springs from now. Please cite at least two readings from class; you may use either APA or Chicago footnote style, but be consistent and make the whole document look as professional as it must for a hiring committee. Only if relevant, you may cite more readings and/or an experience you have had in clinic, in class, or elsewhere. Graded for meeting the criteria above, for supporting key arguments, and for your grasp of key ideas from reading and the class. Critique of ideas, reading, or in-class experience is a very acceptable way to demonstrate your grasp of key ideas and readings. Graded for: Grasp of key ideas cited in reading [quality, not quantity more important]; persuasiveness of argument; clarity; presentation & meeting requirements of assignment spelled out above (length, footnotes, professional look, etc.)

Posts to discussion board: Each Monday night, by 5 p.m., you will make a contribution to the discussion board on taskstream, akin to what you have already done for your math methods course. Contributions should reflect your own thinking, questions, and insights in response to readings. I will sometimes offer more guidance regarding what you should do. Each is marked ‘satisfactory’, ‘partially satisfactory’, or ‘not satisfactory’, and earns one point, half a point, or no points. If you do not get some response directly from me,
your contribution was ‘satisfactory’ and earned full credit; I will be in touch if there is more I want you to do. Building on or responding to others’ ideas is very welcome.

**EVALUATION**

The elements that go into determining the grade will be:

- Memo: New learning and revised objectives ........................................... 10%
- Social studies lesson, first draft ................................................................. 10%
- Social Studies lesson, final draft, including any components ....................... 40%
- Rationale: Why and how teacher social studies .......................................... 15%
- Posts to discussion board .............................................................................. 5%
- Participation .................................................................................................. 20%

My suggested norms for class (ask to discuss these in class if you have concerns):

1) please turn off cell phones before class.
2) please be in class on time, and email me if you know in advance that you will be late or absence.

**READINGS**


<table>
<thead>
<tr>
<th>Week 1</th>
<th>10/5 Intro to Social Studies; doing history (#1)</th>
<th>10/7 How do children learn S.S., 1: What are big ideas worth learning?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guiding questions</td>
<td>Why should K-6 students study history and geography? What do I need to do in the coming weeks for this course?</td>
<td>What broad questions, themes, or “cultural universals” can organize social studies teaching and learning in my class?</td>
</tr>
</tbody>
</table>
| HW | Readings due today: --Kriete, except from Morning Meeting book | Readings due today:  
• Grant & VanSledright, chapter 4  
• Brophy & Alleman, 8-10 & 13-17  
• *Connecticut Social Studies Standards, K-4 only. see http://www.ctsocialstudies.org/standards.htm |
| Assignments | by Sunday 8 p.m., 10/10: Email to the instructor at thomas.levine@uconn.edu  
• A topic, “big idea”, or essential question you will write a social studies lesson about  
• two resources that you could use to learn more about your topic, and how you evaluated their trustworthiness | |
| Week 2 | 10/12 How children learn S.S. 2: Prior knowledge; teaching ELL’s | 10/14 History 2: Historical thinking |
| Guiding questions | What do we know about children’s learning of social studies? How can I give English language learners access to social studies content? | Why—and how—should I teach history? What does it mean to do history and think historically? |
| HW | Reading:  
• Grant & VanSledright, pp. 29-45  
• Zwiers, pp. 318-319 on “brick” and “mortar” terms  
• Read or re-read Echevarria, J., Vogt, M. E., & Short, D. (2004), SIOP Chapter 3 on “Building Background” | Readings  
• Levstik & Barton, 1-8 and 19-30  
Assignment:  
By Sunday 8 p.m., 10/17, email me a 1-2 page memo (Thomas.levine@uconn.edu). Specify:  
• your lesson topic & draft objectives;  
• a general description of two ways you might assess student progress;  
• what you have learned about your topic, and how this has influenced your objectives. |
### Week 3

<table>
<thead>
<tr>
<th>10/19 History 3: Linking literacy to critical literacy; children’s books</th>
<th>10/21 History 4 Limits of textbooks &amp; advantages of other kinds of sources to teach history</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guiding Questions</td>
<td></td>
</tr>
<tr>
<td>Why—and how—should I teach history? How might I integrate history and historical thinking into my lessons on language arts?</td>
<td>Should I help students learn about past and the present from multiple perspectives, including some that may be left out of textbooks? How might art or music supplement text?</td>
</tr>
<tr>
<td>HW</td>
<td></td>
</tr>
<tr>
<td>Reading:</td>
<td></td>
</tr>
<tr>
<td>• Zwiers &amp; Crawford, pp. 70-73, “How to start academic conversations”</td>
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</tr>
<tr>
<td>• Jigsaw, i.e., you’ll do only one of these: group K-1, Levstik and Barton, Chapter 6; Group 2-3, Levstik and Barton, Chapter 5; Group 4-5: Lindquist, Chapt. 4</td>
<td></td>
</tr>
<tr>
<td>• Echevarria, J., Vogt, M. E., &amp; Short, D. (2004), SIOP Chapter 4 on “Comprehensible Input”</td>
<td></td>
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<tr>
<td>Assignment:</td>
<td></td>
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<tr>
<td>• Get a textbook from your placement tomorrow to use in class next Tuesday</td>
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### Week 4

<table>
<thead>
<tr>
<th>10/26 Textbooks; Multiple perspectives</th>
<th>10/28 Tentative: Geography; Big Maps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guiding Questions</td>
<td></td>
</tr>
<tr>
<td>How can Social Studies textbooks help and hurt my teaching?</td>
<td></td>
</tr>
</tbody>
</table>
| Why teach geography?  
What are key geographic concepts?  
How can I teach basic and critical geographic literacy? |
| HW                                                                                     |
| Readings                                                                             |
| • Echevarria, Vogt, & Short, SIOP book, pp. 37-41 on adapting content                |
| • Brown, Strategies for Making Social studies Texts More Comprehensible for English Language Learners, 185-188 |
| Assignment:                                           |
| • Grant & VanSledright, pp. 33-34                                                   |
| Assignment:                                           |
| One page rationale: why should students learn social |
**Assignment:**
Bring a textbook used in your school. Work on rationale.

<table>
<thead>
<tr>
<th>Week 5</th>
<th>11/2 Teaching controversial issues; lesson plan workshops</th>
<th>11/4 Topic TBA, or time for what we didn’t get to earlier</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Guiding Questions</strong></td>
<td>When, why, and how does one handle controversial social issues in the classroom?</td>
<td>While teaching social studies, how can we teach about—and through—art and music? How can we create vibrant, caring, participative communities in our classrooms? How can that community be used to improve learning of social studies skills and content?</td>
</tr>
<tr>
<td><strong>HW</strong></td>
<td><strong>Readings</strong></td>
<td></td>
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</tbody>
</table>

- none

**Assignment:**
Draft lesson plan due for peer feedback & discussion

Assignment:
Draft lesson due in Tom Levine’s office or mailbox this coming Monday, 11/5, by 5 p.m.; please email an electronic copy also. Revised lesson plan will be due by the end of the day 7 days after you receive emailed feedback from me.

**Academic Integrity:**

A reminder regarding the University of Connecticut academic integrity policy: “A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgement of the research and ideas of others. Misrepresenting someone else’s work as one’s own is a serious offense in any academic setting and it will not be condoned.

*Academic misconduct includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation (e.g. papers, projects, and examinations); any attempt to influence improperly (e.g. bribery, threats) any member of the faculty, staff, or administration of the University in any matter pertaining to academics or research; presenting, as one’s own, the ideas or words of another for academic evaluation; doing unauthorized academic work for which another person will receive credit or be evaluated; and presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors involved.*
A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation, and shall be subject to the sanctions and other remedies described in The Student Code.” For additional information see: http://www.dosa.uconn.edu/code2.html#partvi
ADDITIONAL RESOURCES

Books to consider reading/buying (in no particular order)

*Knowing, Teaching, and Learning History* (2000) N. Stearns, P. Seixas, & S. Wineburg editors

*Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past* (2001) Sam Wineburg

*Thinking Historically* (1990) Tom Holt

*Social Education* – publication of NCSS

Recent Carter G. Woodson Book Award and Honor* Book Recipients (i.e., 2000-05)

"National Council for the Social Studies established the Carter G. Woodson Book Awards for the most distinguished social science books appropriate for young readers that depict ethnicity in the United States." Quoted from http://www.socialstudies.org/awards/woodson/

*Jim Thorpe's Bright Path* by Joseph Bruchac, illustrated by S.D. Nelson (Lee and Low Books)

*Alec's Primer* by Mildred Pitts Walter, illustrated by Larry Johnson (The Vermont Folklife Center)

*Sacagawea* by Lise Erdrich, illustrated by Julie Buffalohead (Carolrhoda Books, Inc.)

*Harvesting Hope: The Story of Cesar Chavez* by Kathleen Krull, illustrated by Yuyi Morales (Harcourt, Inc.)


*The Daring Escape of Ellen Craft*, by Cathy Moore, illustrations by Mary O'Keefe Young (Carolrhoda Books, Inc., Lerner Publishing)

*Coming Home: A Story of Josh Gibson, Baseball's Greatest Home Run Hitter* by Nanette Mellage, illustrated by Cornelius Van Wright and Ying-Hwa Hu (Troll BridgeWater Books)
Children of the Civil Rights Era by Catherine A. Welch (Carolrhoda Books, Inc.)

The Sound that Jazz Makes by Carole Boston Weatherford, illustrated by Eric Velasquez (Walker & Co.)

Children of the Relocation Camps by Catherine A. Welch (Carolrhoda Books, Inc.)

Through My Eyes by Ruby Bridges (Scholastic Press)

Magic Windows/Ventanas Magicas written and illustrated by Carmen Lomas Garza (Children's Book Press)
Children of the Tlingit written and photographed by Frank Staub ( Carolrhoda Books, Inc.)

**WEBSITES**

General
History Matters: http://historymatters.gmu.edu/
ERIC Clearinghouse (social studies resources): www.indiana.edu/~ssdc/eric_chess.htm

Organizations/Publications
National Council for the Social Studies: www.ncss.org
The History Cooperative: www.historycooperative.org/

Connecticut/local History
Connecticut History Online: www.cthistoryonline.org/
Connecticut Historical Society: www.chs.org/
Mansfield Historical Society: www.mansfield-history.org/

Curriculum Standards
CT State Social Studies Standards: www.state.ct.us/sde/dtl/curriculum/frsocst.pdf
Social Studies Standards (NCSS): www.socialstudies.org/standards/teachers/
Civics Standards (Center for Civic Education): www.civiced.org/standards.html

Popular Culture/Technology/Media
The History Channel: www.historychannel.com/
Lesson Plans for films: www.teachwithmovies.com
Movie database: www.imdb.com
U.S. History
Old Sturbridge Village: www.osv.org/
American Memory, Library of Congress Primary Sources: http://lcweb2.loc.gov/amhome.html
Colonial Williamsburg: www.history.org/
Plimouth Plantation: www.plimoth.org/

Civics/Government/Citizenship
Election guide to candidates and issues: www.vote-smart.org/

World History
U.S. Holocaust Memorial Museum: www.ushmm.org
Modern World History: www.fordham.edu/halsall/mod/modsbook.html

Geography
National Geographic Society: www.nationalgeographic.com/

Economics
The Federal Reserve teaching resources: www.federalreserveeducation.org/
First three CT Standards, K-4, for Social Studies

Content Standard 1: Historical Thinking

Students will develop historical thinking skills, including chronological thinking and recognizing change over time; contextualizing, comprehending and analyzing historical literature; researching historical sources; understanding the concept of historical causation; understanding competing narratives and interpretation; and constructing narratives and interpretation.

- gather historical data from multiple sources
- engage in reading challenging primary and secondary historical source materials, some of which is contradictory and requires questioning of validity
- describe sources of historical information
- identify the main idea in a source of historical information
- identify ways different cultures record their histories, compare past and present situations and events, and present findings in appropriate oral, written and visual ways
- create timelines which sequence events and peoples, using days, weeks, months, years, decades and centuries
- write short narratives and statements of historical ideas and create other appropriate presentations from investigations of source materials

Content Standard 2: Local, United States, and World History

Students will use historical thinking skills to develop an understanding of the major historical periods, issues and trends in United States history, world history, and Connecticut and local history.

- demonstrate a familiarity with peoples, events and places from a broad spectrum of human experience through selected study from historical periods and from the various regions (e.g., East Asia, Europe, the Americas, Africa, South Asia, West Asia)
- locate the events, peoples and places they have studied in time and place (e.g., on a time line and map) relative to their own location
- demonstrate knowledge of major trends in state and local history, including history of original peoples, early settlements and selected changes over the past two centuries
- place the history of their own families in the context of local, state, national and world history.

Content Standard 3: Historical Themes

Students will apply their understanding of historical periods, issues and trends to examine such historical themes as ideals, beliefs and institutions; conflict and conflict resolution; human movement and interaction; and science and technology in order to understand how the world came to be the way it is.

- recognize that people develop traditions that transmit their beliefs and ideals
- examine family life and cultures of different peoples at different times in history
- explain different types of conflict, different ways in which conflicts have been resolved, and different ways that conflicts and their resolutions have affected people
- describe and explain some of the reasons people have moved and relate these reasons to some historic movements of large groups of people
- describe some goods, products and ideas which were exchanged as the result of movement
- describe the impact of various technological developments on the local community and on the nation
- identify individual achievements of scientists and inventors from many cultures and different historical periods and describe their achievements

[standards continue. See http://www.ctsocialstudies.org/standards.htm]