

Welcome  
Aboard!!!



# Bringing Literacy Alive in the Social Studies Classroom

JUAN J. MENDOZA

BISD SOCIAL STUDIES SPECIALIST

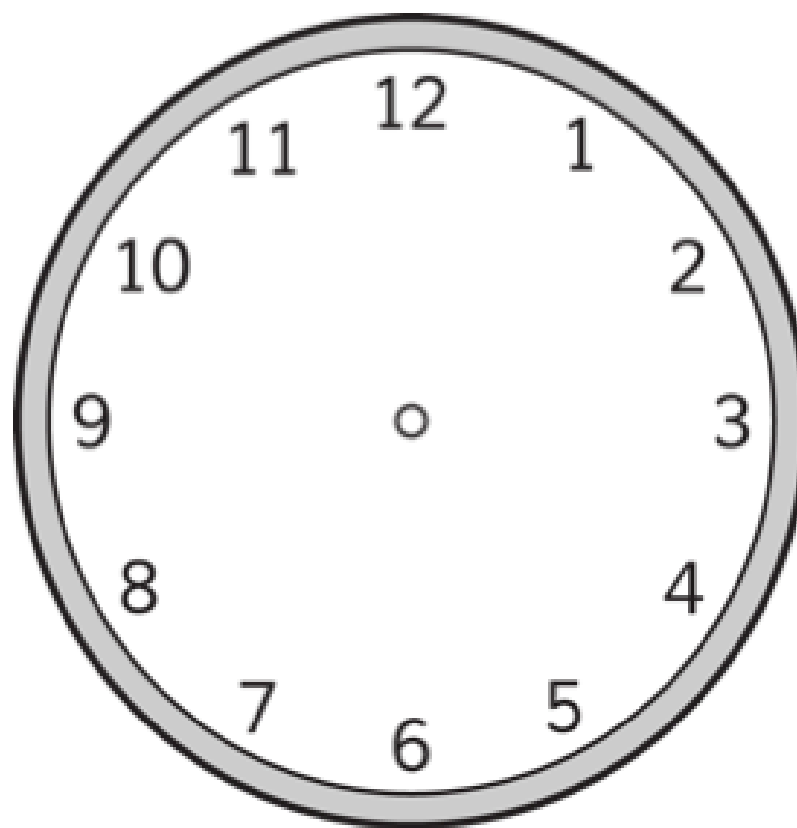


# Active Engagement with Random Name / Word Picker



# \_\_\_\_\_ 's Clock Partners

Make an appointment with 4 different people on the clock. Be sure that both you and your partner record the appointments on your clocks in the same place. You can only make the appointment if there is an open slot at that hour on both of your clocks.



# Our Story in Two Minutes

WITH ADVANCED GRAPHIC ORGANIZER



# True Detective

- ▶ True Detective is a strategy of a combination of visual/textual analysis that allows students to infer and make predictions.
- ▶ Transform your students to be true detectives and have them hypothesize on what really happened!





# True Detective

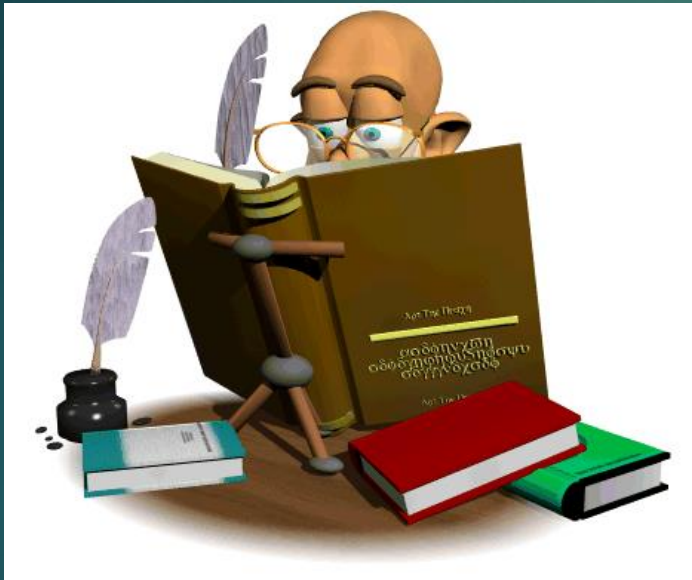


- 1) Select a topic that is well documented with visuals/literate sources.
- 2) Divide your students into groups and explain that you found some photographs/written text and you are wondering if they could tell you the real story behind them.





# True Detective



- ▶ 3) Use PowerPoint or Word printouts as a medium to share sources to your students.
- ▶ 4) Allocate time for students to use their visual/literate strategies and also provide them with additional guiding questions.
- ▶ 5) Have groups explain and present to class their findings and then present to students the true story behind the sources.



# True Detective

## Sample Guiding Questions

- ▶ Describe what is happening/what you see in each of the visuals/text?
- ▶ When do you think this took place? Cite your evidence.
- ▶ What is the connection between the sources?
- ▶ Are there differences between the sources?
- ▶ Do the sources remind you of something? What?
- ▶ Are there symbolic representations in what you are examining?
- ▶ What are they and what do they represent?





# *Child Labor*

COMPILED BY J. MENDOZA

FROM JAMES MARTEN'S *CHILDHOOD AND CHILD WELFARE IN THE PROGRESSIVE ERA: A BRIEF HISTORY WITH DOCUMENTS*.



Little girl working as a spinner in Mollahan Cotton Mills,  
Newberry, South Carolina





Newsboy in St. Louis





John Tidwell, a young worker in a cotton mill, smoking a cigarette, Birmingham, Alabama





Home workers making artificial flowers in tenement at 302 Mott Street, New York





Title: Laura Petty, a 6 year old berry picker on Jenkins Farm. "I'm just beginnin'. Licked two boxes yesterday."  
Gets 2 [cents] a box. Rock Creek, Md.  
Date: 06/07/1909  
Lewis Hine

# Questioning the Author?

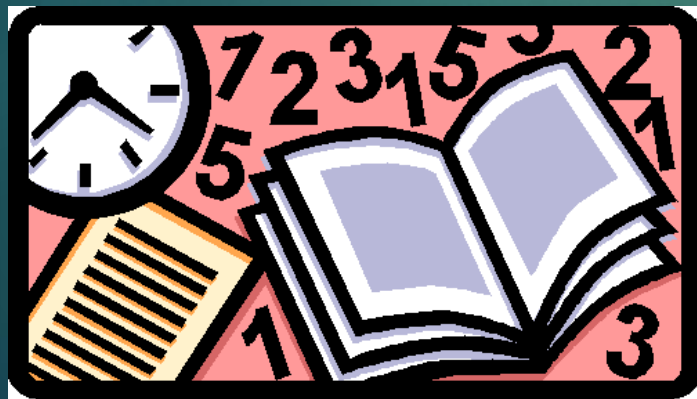


- ▶ Questioning the Author is a strategy of inquiries that students can make about the content they are reading.
- ▶ It is designed to encourage students to think beyond the words on the page.
- ▶ The standard format can be modified with up to five questions based on grade level





# Questioning the Author?



- ▶ Students reads a selection of text and then answer these questions:
  - ▶ 1) What is the author trying to tell you?
  - ▶ 2) Why is the author telling you that?
  - ▶ 3) Does the author say it clearly?
  - ▶ 4) How could the author have said things more clearly
  - ▶ 5) What would you say instead?

**Each employee must wash his hands carefully with water and soap after each trip to the restroom and before beginning to work.**

What is the author trying to tell you?

The author is telling me that I must be clean before I can work at my job and I have to wash my hands every time I go to the bathroom.

Why is the author telling you that?

I think it has to do with who the author is. I think the author works for the health department that makes sure we don't get sick from eating food at restaurants.

Is it said clearly?

It seems pretty clear and straightforward.

How might the author have written it more clearly?

Well, the author needs to identify that he or she works for the health department. It also seems to be a bit wordy. Do you really have to state to wash hands with soap and water?

What would you have wanted to say instead?

"Please don't make me eat your germs. Wash your hands before touching my food!"



The fight is never about  
grapes or lettuce. It is  
always about people.

—Cesar Chavez

**The fight is never about grapes or lettuce.  
It is always about people.**

**-Cesar Chavez**

What is the author trying to tell you?

Why is the author telling you that?

Is it said clearly?

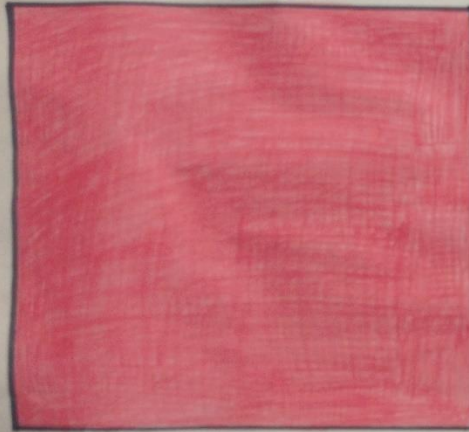
How might the author have written it more clearly?

What would you have wanted to say instead?

# CSI: Color, Symbol & Image

- ▶ Think of the big ideas and important themes in what you have just read, seen, or heard.
- ▶ Choose a Color that you think best represents the essence of that idea.
- ▶ Create a Symbol that you think best represents the essence of that idea.
- ▶ Sketch an image that you think best captures the essence of that idea.

# Color Symbol Image




I chose red because it is <sup>an</sup> angry color and Katniss is angry at the Capitol. I felt angry when I read about the Hunger Games. They are unfair!

My symbol represents the main idea of power because a fist is strong and used to fight. The tributes fight in the arena. Also, Katniss fights against the Capitol.

This scene sticks out to me because it is the first time I see how brave Katniss is. This scene shows me how much she loves Prim and also how dangerous the Games are.



# HOW DO NATIVE AMERICANS FEEL AFTER THE REVOLUTIONARY WAR?

 →  
COLOR

We chose brown because  
it represents the dirt that the natives  
have had for 1000 years and it's about to be gone!



IMAGE/SYMBOL

→  
We chose an american  
sitting on a whooppy  
cushion because america is about  
to colonize all their land!

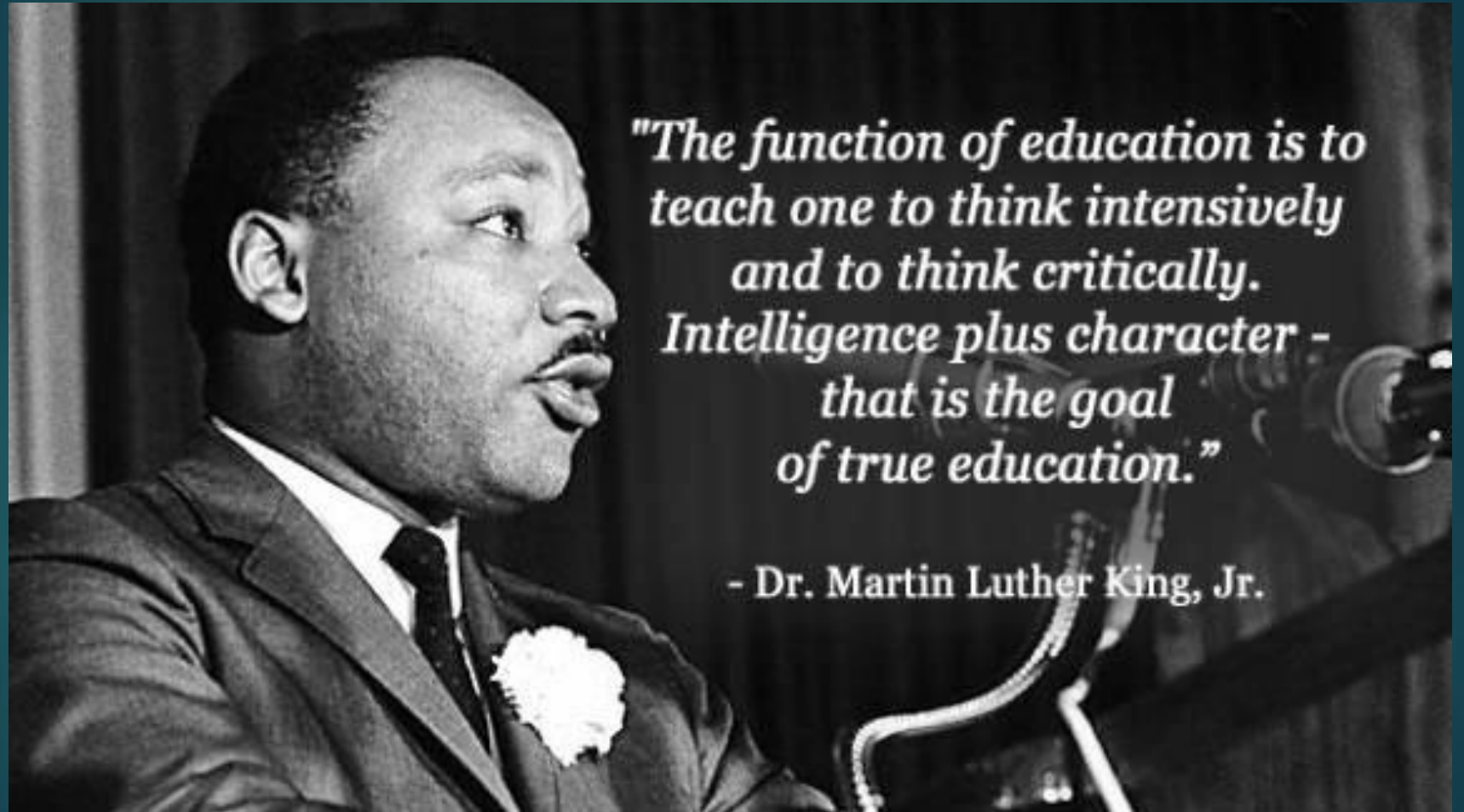


# Wallpapering the Social Studies Strands!

- ▶ Divide into six –eight sections
- ▶ Get with your group of five. Each group will be assigned a term based on your number.
- ▶ Talk about the meaning of your group's word.
- ▶ Prepare a short slogan/illustration & a creative way to remember the meaning of this term. Define and Explain.

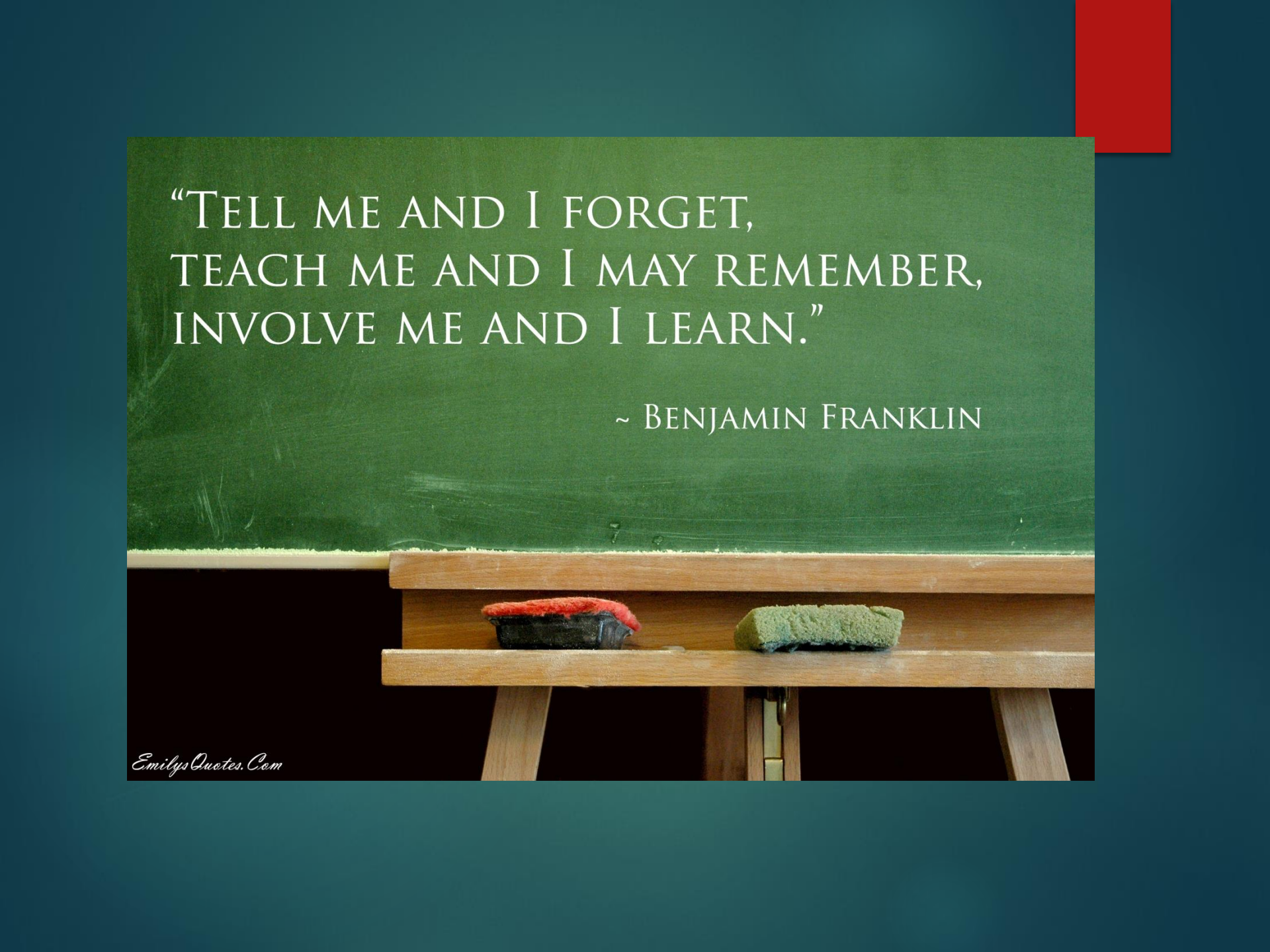
1. **History**
2. **Geography**
3. **Government**
4. **Citizenship**
5. **Culture**
6. **Science, Technology, and Society**





*"The function of education is to  
teach one to think intensively  
and to think critically.  
Intelligence plus character -  
that is the goal  
of true education."*

*- Dr. Martin Luther King, Jr.*



“TELL ME AND I FORGET,  
TEACH ME AND I MAY REMEMBER,  
INVOLVE ME AND I LEARN.”

~ BENJAMIN FRANKLIN