

Social Studies Office Hours

Teacher Moves with the Teacher Guide



March 4, 2026

Welcome!

Please introduce yourself by putting the following information in the chat:

- Your name
- Your school system



Louisiana's Education Priorities

- ✓ **Early childhood** leading to kindergarten readiness
- ✓ **Literacy** instruction aligned to the Science of Reading
- ✓ **Math** instruction from foundational to advanced skills
- ✓ Opportunities ensuring a **meaningful high school experience**
- ✓ An effective **teacher for every student**
- ✓ Expand **educational choice** for students and families

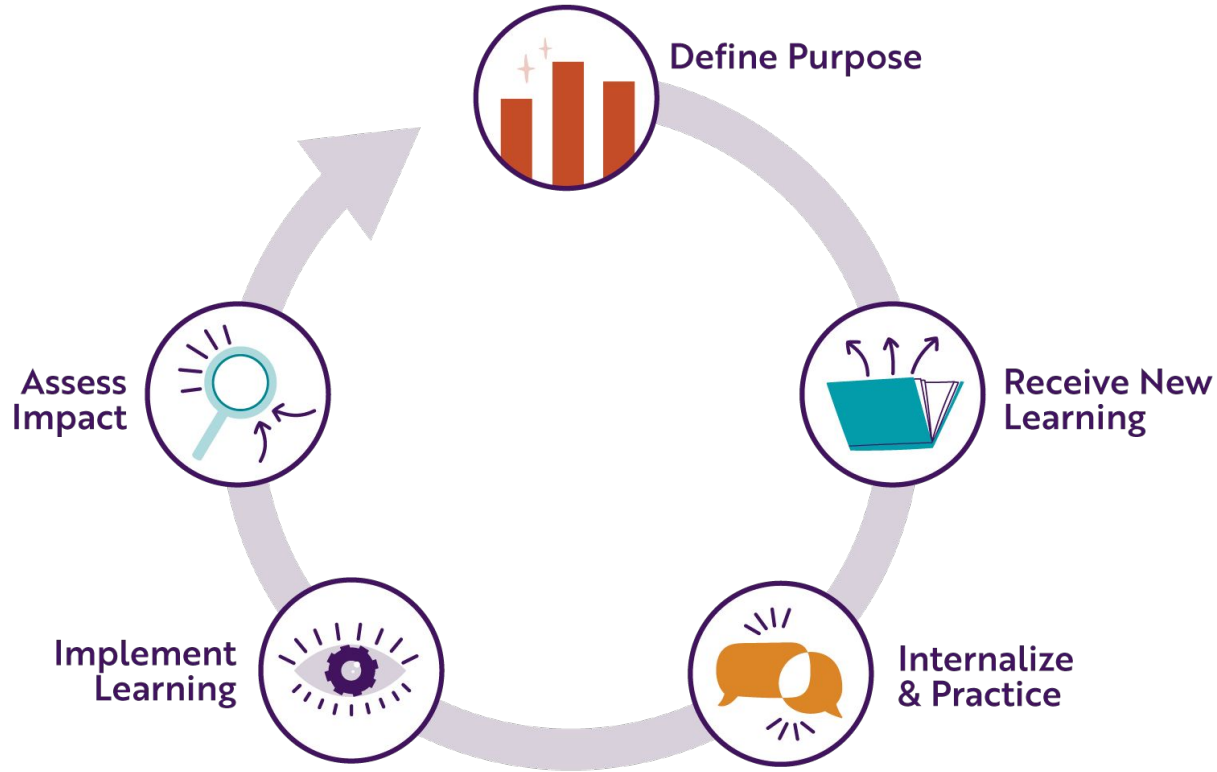
Objectives

Participants will

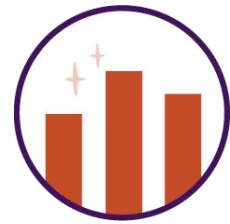
- use the Lesson Study Protocol to analyze how teacher moves in the teacher guide strengthen student thinking
- practice the internalization process by applying the Lesson Study Protocol to identify and refine teacher moves within high quality instructional materials (HQIM).



High-Quality Professional Learning Cycle

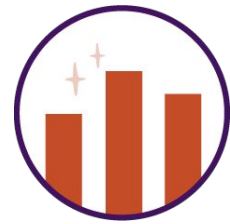


Today's Agenda



- **Define Purpose** - Identify the need for internalizing and annotating instructional moves that support student thinking and historical analysis.
- **Receive New Learning** - Build understanding of the Lesson Study Protocol and how intentional teacher moves in the curriculum are designed to support student thinking and historical analysis.
- **Internalize and Practice** - Use new learning to analyze teacher guide supports.
- **Implement Learning** - Identify, plan, and strengthen instructional moves that deepen student understanding with a sample lesson.
- **Assess Impact** - Reflect on how using the Lesson Study Protocol strengthens instructional decisions and improves students' understanding and independence.

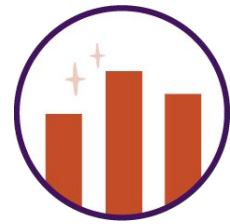
Define Purpose



Do any of these thoughts sound familiar when you are planning, or supporting planning?

- “I’m annotating, but I’m not sure what the annotations are meant to capture.”
- “I’m reading word for word from the Teacher Guide because my system tells me to. It doesn’t seem meaningful.”
- “I don’t really know what student questions might arise.”
- “I’m not sure what the main point of this lesson is.”
- “I’m reading it, but I’m not sure what I’m supposed to notice.”

Define Purpose

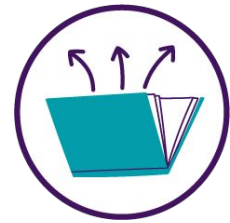


Please use the chat or use your mic to answer today's instructional question.

Why is it important for teachers to plan with a clear instructional purpose?

Receive New Learning

Questioning Structure



Performance Task prompt: How did American leaders justify their foreign policy decisions in the late nineteenth and early twentieth centuries, and how did opponents challenge those justifications?

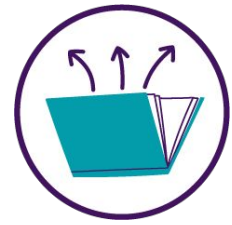


Framing Question: What were the effects of U.S. involvement in World War I?



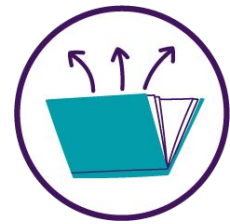
Supporting Question: How did the Zimmermann Telegram help lead the United States into World War I?

Lesson Study Protocol



- Understanding the backward design of the unit is essential for effective daily lesson planning.
- Checks for Understanding and Chapter Assessments guide teachers in determining student readiness for the Performance Task and inform how lessons should support learning along the way.
- Lesson Study Protocol Steps include
 - reviewing and completing the Unit Study Tool;
 - supporting students through lesson annotations; and
 - gathering materials.

Lesson Study Protocol - Step 1



Topic	Check for Understanding	What knowledge will students need?	What skills will students need?	What misconceptions do you anticipate that students will have?
1	What were the effects of U.S. involvement in WWI?	<p>The U.S. policy of neutrality at the start of World War I</p> <p>Germany's use of unrestricted submarine warfare</p> <p>The idea that foreign nations could pose a direct threat to U.S. territory and security</p> <p>How the Zimmermann Telegram helped shift American opinion toward entering the war</p>	<p>Supports key social studies skills such as:</p> <p>Cause-and-effect reasoning (How did this telegram influence U.S. entry into the war?)</p> <p>Primary source analysis (Who wrote this? What was the purpose? Who was the audience?)</p>	<p>The U.S. entered the war for only one reason (the telegram), rather than understanding it as one of several factors.</p> <p>The telegram was a public announcement rather than a secret diplomatic message.</p> <p>Mexico actually joined Germany in war against the U.S.</p>



✓
CHECK FOR UNDERSTANDING

Ask students to:

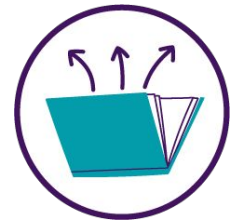
- Write a short answer to the Framing Question: "What ideas and events influenced the founding of the United States of America?"
 - › Key points students should cite include: punitive colonial laws and taxes (e.g., the Intolerable Acts); the breakdown in British–American relations during the Boston Massacre, the Boston Tea Party, and the early battles of the Revolutionary War; the Continental Congress and the discontents they expressed; the growing independence movement as seen in Thomas Paine's *Common Sense* and the Declaration of Independence; the codification of founding values and principles in the Articles of Confederation, the U.S. Constitution, and the Bill of Rights.
- Choose three Core Vocabulary words (*Parliament, salutary neglect, revenue, dissent, repeal, subsidize, autonomous, militia, inalienable, mercenary, separation of powers, checks and balances, sovereignty, diplomacy, confederation, mutiny, republic, federalism, apportionment, codify, popular sovereignty, treason, ratification, partisan, sedition*) and write a paragraph using the words.

To wrap up the lesson, invite several students to share their responses.

Skills and Practices to master:

- Causation (US.2)
- Using Sources (US.6)
- Point of View (US.6.b)
- Constructing Claims (US.7)

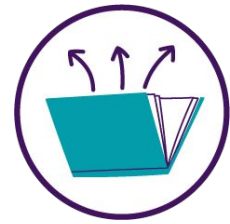
Lesson Study Protocol - Step 2



Support students through lesson annotations

- Determine the purpose of each activity and question.
- Create exemplar responses for written and spoken expressions of understanding to serve as student look-fors.
- Identify possible student misconceptions.
- Create additional questions to offer timely support based on student observations and anticipated misconceptions.

Importance of Lesson Annotation



It is important for teachers to annotate lesson plans before teaching in order to

- clarify instructional goals;
- plan for mastery;
- anticipate challenges;
- align assessments; and
- differentiate instruction.

This is best done during teacher collaboration.

Lesson Study Protocol - Step 3



Gather materials

- Identify which student activity pages are needed for the lesson, and be sure to provide access to those materials.
 - Determine a procedure and explicit directions for distributing student activity pages to minimize disruptions to instructional time.
- Secure technology for displaying Instructional Slide Decks.

Example Lesson

Unit 3, Topic 2: World War I

Core Lesson:

- Zimmermann Telegram

Key Source:

- Zimmermann Telegram



Topic 2
World War I


Framing Question
What were the effects of U.S. involvement in World War I?

Setting the Stage

The United States Enters a Global Conflict

On April 2, 1917, President Woodrow Wilson steps before an emergency session of Congress, his expression somber but resolute. For nearly three years, the Great War has devastated Europe. The United States has attempted to steer clear of the conflict, wary of being drawn into the violent affairs of distant empires. But now, Wilson believes, the war has reached America's doorstep.

German U-boats prowl the Atlantic, sinking vessels without warning. Both military and civilian ships have been targeted, including those from neutral nations. American civilians have died in these attacks. In early 1917, Germany escalated its campaign of unrestricted submarine warfare, sinking several American merchant ships in quick succession. For Wilson, this is not just a violation of international law; it is an affront to human decency. "Vessels of every kind . . . have been ruthlessly sent to the bottom," he tells Congress, "without warning and without thought of help or mercy for those on board." He confesses that he once doubted any government could abandon the principles of civilized nations so completely. But that doubt has now vanished. What he sees is not



The May 7, 1915, sinking of the *Lusitania* by a German U-boat helped turn U.S. public opinion against Germany during World War I.

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Determine the Purpose



As we review the Teacher Guide for this lesson, look for the following elements:

- Where does the guide help students understand context?
- Where does it anticipate confusion?
- Where does it push student thinking deeper?
- Where might students still struggle?

Determine the Purpose



Read the following support from the teacher guide and think about why this support is here.

How does it help students make sense of the information?

SUPPORT—Remind students that in the years leading up to 1917, the United States had a strained relationship with Mexico, making the message of the Zimmermann Telegram more troubling. Briefly review the conflicts between Presidents Wilson and Huerta, the occupation of Veracruz, and the hunt for Pancho Villa from Topic 1. The Villa expedition had ended in February 1917, the same month the Zimmermann Telegram was released. Ask how these events might have affected public perception of the telegram in the United States. (*Tensions between the United States and Mexico may have made Americans afraid that Mexico would turn against the United States and accept Zimmermann’s offer to join the war.*) **(US.2, US.3, US.12, US.12.a, US.12.b)**

Activates prior knowledge and strengthens understanding of why the telegram felt like a real threat, reinforcing geographic reasoning and historical context.

Determine Student Look-fors



Review the teacher guide question below and consider what a strong student response would include.

- What you would expect to hear in a strong spoken response?
- What you would expect to see in a strong written response?

LITERAL—Why did Germany resume unrestricted submarine warfare? (**US.12, US.12.a, US.12.b**)

- » Germany resumed unrestricted submarine warfare because it wanted to win the war quickly by starving Britain of food and supplies. German leaders knew this move risked the potential of bringing the United States into the war, but they believed they could defeat Britain before American troops arrived in Europe.

Determine Student Look-Fors



- Germany started using submarines again because they wanted to win the war.
- They were trying to stop Britain.
- Recognizes that Germany knew the U.S. might enter the war.
- Shows clear cause-and-effect reasoning.
- Explains Germany's calculation that Britain would collapse before U.S. troops arrived.



LITERAL—Why did Germany resume unrestricted submarine warfare? (US.12, US.12.a, US.12.b)

- » Germany resumed unrestricted submarine warfare because it wanted to win the war quickly by starving Britain of food and supplies. German leaders knew this move risked the potential of bringing the United States into the war, but they believed they could defeat Britain before American troops arrived in Europe.

Identify Misconceptions



Misconceptions:

- Students think Mexico accepted the offer.
- Students think this telegram alone caused the war.
- Students confuse this with actual fighting.



LITERAL—What did Zimmermann promise to do for Mexico if Mexico joined the war?
(US.12, US.12.a, US.12.b)

- » Zimmermann promised to help Mexico regain territories it had lost to the United States in the Mexican–American War (1846–1848), including Texas, New Mexico, and Arizona.

Create Additional Questions



How does this question help students connect a detail to a larger historical outcome?

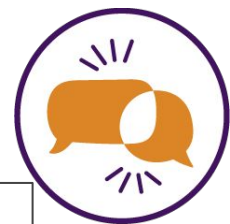
LITERAL—What did Zimmermann promise to do for Mexico if Mexico joined the war?
(US.12, US.12.a, US.12.b)

- » Zimmermann promised to give Mexico back territories it had lost to the United States in the Mexican-American War (1846–1848), including Texas, New Mexico, and Arizona.

How do you think Americans would react after learning about this promise? Why?

Supporting Question: How did the Zimmermann Telegram help lead the United States into World War I?

Connect to Unit Goals



Connects to Unit Goals:

- Supporting Question: How did the Zimmermann Telegram help lead the U.S. into WWI?
- Framing Question: What were the effects of U.S. involvement in WWI?
- Performance Task: Justifications for foreign policy vs opposition

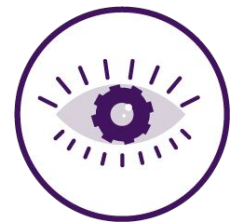
SUPPORT—Explain that breaking off diplomatic relations is an official action taken when one government ends formal communications with another because it strongly disapproves of that country's actions. This step is usually taken only in extreme circumstances.

SUPPORT—Explain that telegrams were sent using a method called telegraphy, which involved sending messages through wires, called cables, that carried electrical signals. When these messages were written down, they were called telegrams. Undersea transatlantic cables were used to transmit messages between continents. Earlier in the war, British forces had cut off Germany's own undersea cables, so Germany was forced to reroute its messages using the cables of neutral countries. To intercept the Zimmermann Telegram, the British tapped into these cables. The messages were encoded, so British cryptographers needed to figure out how to decode them.

SUPPORT—Connect the Zimmermann Telegram to modern instances of journalists revealing private communications between figures of public interest, such as a politician's private emails or text messages being leaked and published in the news. The secretive nature of the communication was part of its controversy and shock value.

SUPPORT—Remind students that in the years leading up to 1917, the United States had a strained relationship with Mexico, making the message of the Zimmermann Telegram more troubling. Briefly review the conflicts between Presidents Wilson and Huerta, the occupation of Veracruz, and the hunt for Pancho Villa from Topic 1. The Villa expedition had ended in February 1917, the same month the Zimmermann Telegram was released. Ask how these events might have affected public perception of the telegram in the United States. (*Tensions between the United States and Mexico may have made Americans afraid that Mexico would turn against the United States and accept Zimmermann's offer to join the war.*) (US.2, US.3, US.12, US.12.a, US.12.b)

Implement Learning: Apply the Protocol



Use this support in the teacher guide to identify its purpose and how it supports student thinking.

Put your answer in the chat or unmute to respond.

SUPPORT—Remind students that they read about the telegraph in Unit 1. Review how telegrams were sent using a method called telegraphy, which involved sending messages through wires, called cables, that carried electrical signals. When these messages were written down, they were called telegrams. Undersea transatlantic cables were used to transmit messages between continents. Earlier in the war, British forces had cut off Germany's undersea cables, so Germany was forced to reroute its messages using the cables of neutral countries. To intercept the Zimmermann Telegram, the British tapped into these cables. The messages were encoded, so British cryptographers needed to figure out how to decode them.

Provides technical and historical background needed to understand how the message was intercepted and why it became public. Supports primary source comprehension.

Implement Learning: Apply the Protocol



Read the question below. What is a follow up question you might ask to help students connect their learning to the supporting questions?

INFERENTIAL—Why did Wilson believe the Zimmermann Telegram was meant to “stir up enemies against us [the United States] at our very doors”? (**US.12, US.12.a, US.12.b**)

- » Wilson believed the telegram was meant to encourage Mexico, the United States’ geographic neighbor, to fight against the United States as an enemy.

Supporting Question: How did the Zimmermann Telegram help lead the United States into World War I?

Causation: Why did the Zimmermann Telegram create such a dramatic shift in U.S. public opinion?

Assess Impact



Reflect: How does Step 2 of the Lesson Study Protocol impact student learning?

Think about the planning moves we discussed today.

- How would this change improve student understanding of the **content**?
- How would it support students in developing **historical thinking skills**?
- What might students be able to do better or more independently because of this planning?

Questions

Please either turn on your mic or use the chat feature to ask questions about today's new information.

Future instructional questions can be directed to socialstudies@la.gov.

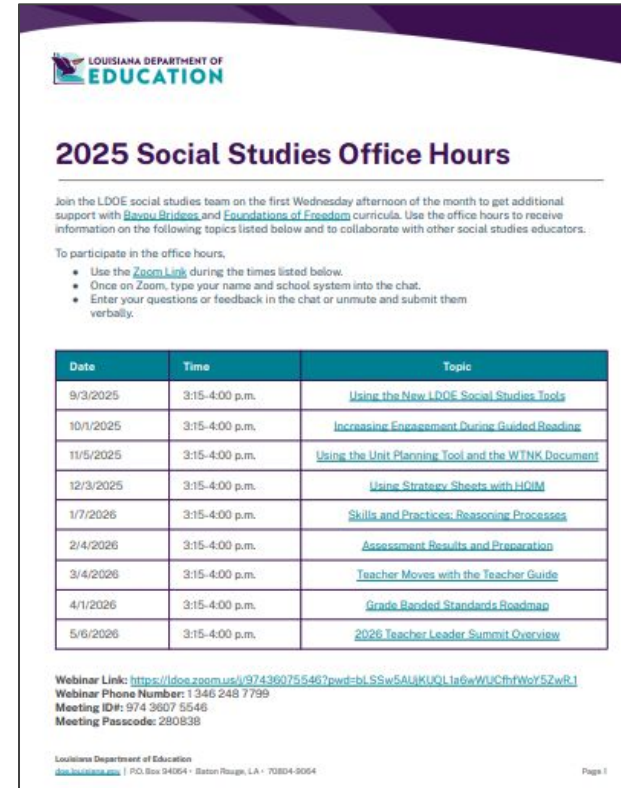
Please contact socialstudies@la.gov with questions.



Social Studies Office Hours Decks

The link to social studies office hours slide decks will be added to the [2025 Social Studies Office Hours Flyer](#).

The flyer is located on the [K-12 Social Studies Planning](#) web page under the 2022 Social Studies Implementation document list.



LOUISIANA DEPARTMENT OF EDUCATION

2025 Social Studies Office Hours

Join the LDOE social studies team on the first Wednesday afternoon of the month to get additional support with [Bayou Bridges](#) and [Foundations of Freedom](#) curricula. Use the office hours to receive information on the following topics listed below and to collaborate with other social studies educators.

To participate in the office hours,

- Use the [Zoom Link](#) during the times listed below.
- Once on Zoom, type your name and school system into the chat.
- Enter your questions or feedback in the chat or unmute and submit them verbally.

Date	Time	Topic
9/3/2025	3:15-4:00 p.m.	Using the New LDOE Social Studies Tools
10/1/2025	3:15-4:00 p.m.	Increasing Engagement During Guided Reading
11/5/2025	3:15-4:00 p.m.	Using the Unit Planning Tool and the WTKN Document
12/3/2025	3:15-4:00 p.m.	Using Strategy Sheets with HQIM
1/7/2026	3:15-4:00 p.m.	Skills and Practices: Reasoning Processes
2/4/2026	3:15-4:00 p.m.	Assessment Results and Preparation
3/4/2026	3:15-4:00 p.m.	Teacher Moves with the Teacher Guide
4/1/2026	3:15-4:00 p.m.	Grade Based Standards Roadmap
5/6/2026	3:15-4:00 p.m.	2026 Teacher Leader Summit Overview

Webinar Link: <https://ldoe.zoom.us/j/97436075546?pwd=blSSw5AkJkUQl1a6wWUChfW0Y5ZwR1>
Webinar Phone Number: 1 346 248 7799
Meeting ID#: 974 3607 5546
Meeting Passcode: 290838

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Please contact socialstudies@la.gov with questions.



K-12 Social Studies Resources

Resource	Location
3-8 Instructional Slide Decks	Bayou Bridges web page under each grade-level document list
Alternate Pacing Guides	Bayou Bridges and Foundations of Freedom web pages under each grade-level document list
Bayou Bridges Resource Hub	Bayou Bridges web page under Implementation Resources
Standards Alignment Documents	Bayou Bridges and Foundations of Freedom web pages under Implementation Resources
World Geography and World History Frameworks	K-12 Social Studies Planning web page under Social Studies Frameworks
3-8 Sample Scoring Notes and Performance Tasks	K-12 Social Studies Planning web page under Social Studies Frameworks

Please contact socialstudies@la.gov with questions.

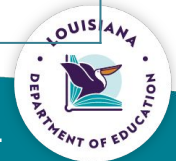


Assessment Resources



Resource	Description
<u>K-12 Louisiana Student Standards for Social Studies</u>	Outlines what students should know and be able to do in social studies in grades K-8, and high school world geography, civics, U.S. history, and world history.
<u>Assessment Guides</u>	Provides information about the 2025 LEAP Assessments including details on design and item types.
<u>LEAP Practice Questions</u>	Provides educators with high-quality materials that they may choose to incorporate into daily instruction and/or classroom assessments.
<u>Using LEAP Social Studies Rubrics</u>	Helps educators to understand, modify, and use the LEAP social studies constructed-response and extended-response rubrics.
<u>Assessment Content Educator Review Committees</u>	Descriptions and Applications for assessment educator review committees.

Please contact socialstudies@la.gov with questions.



Reminders

Join us on **April 1** for our eighth office hours session for this school year when we will discuss the **Grade Band Standards Roadmap**.

Access this slide deck on the [2025-26 Social Studies Office Hours Flyer](#) located on the [K-12 Social Studies Planning web page](#).