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**2023 Louisiana Social Studies  
Instructional Strategies Bank  
Overview Webinar  
March 21, 2023**

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# Welcome!

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# Social Studies Vision

Our goal is to graduate students who

- have broad and deep knowledge about the world;
- are able to express reasoned and nuanced arguments; and
- are prepared to participate in civic life.

# Social Studies Vision



## SET THE CONTEXT

Introduce key terms,  
make connections  
with previous  
learning, provide  
necessary context



## EXPLORE SOURCES

Read and examine  
sources to build  
content knowledge  
and skills



## DEVELOP CLAIMS

Evaluate evidence,  
make connections,  
compare and  
contrast sources



## EXPRESS CLAIMS

Through speaking  
and/or writing,  
express informed  
claims supported with  
evidence

# Session Objectives

By the end of this session you should be able to

- articulate the purpose of and how to use the new Social Studies Instructional Strategies Bank, and
- discern when and how to use strategies for contextualizing, sourcing, and claims testing.

# Agenda

## Overview of the Louisiana Social Studies Instructional Strategies Bank

Contextualization

Sourcing

Claims Testing

Support and Reflection

# Strategies Bank Overview

**What?** A bank of strategies or protocols for social studies classrooms.

**Why?** To assist teachers with implementing best practices in social studies education and to help them plan lessons to align with the [2022 Louisiana Social Studies Standards](#).

**When?** First three strategies available today, with the remainder published prior to the 2023 Teacher Leader Summit.

**Where?** [Louisiana Believes K-12 Social Studies Page](#)

## Social Studies Instructional Strategies Bank

Building Vocabulary	Historical Thinking and Sourcing	Reading and Writing	Deliberation and Debate	Misc.
<p>Direct and Explicit Vocabulary Instruction</p> <p>Word Walls (do's and don'ts)</p>	<p><b>Contextualization</b></p> <p>Causation</p> <p>Comparison and Corroboration</p> <p><b>HAPPY Sourcing</b></p>	<p>Three Close Reads</p> <p>Reading Aloud</p> <p>Annotating</p> <p><b>Claims Testing</b></p>	<p>Philosophical Chairs</p> <p>Socratic Seminars</p> <p>Gallery Walks</p> <p>Four Corners</p>	<p>Spiral Review Bell Ringers</p> <p>Lecture (do's and don'ts)</p>



# Formating

Strategy or protocol name

The Basics

- what
- when
- why

How to implement

Resources and additional information

- Handouts/posters
- Research summary
- Model videos
- Grade band examples

**What?** A protocol to help students consider historical events and developments within their own context (the situation within which something exists or happens).

**When?** At the start of a new unit or topic, prior to doing any in-depth primary source analysis.

**Why?** To ensure students understand the context within which events unfolded, rather than viewing events in isolation, and are able to assess the significance of specific events and developments.

**How to Implement**

1. Select an event, process, person, or source that students have been learning about, or are preparing to learn about.

*Either as a class, in groups, or individually have students:*

2. Answer the first two questions on the [organizer](#).
3. Locate the event, process, person, or source in its place in time, and then add it to the timeline. Make sure they include the date this occurred or when the source was created or the general starting and ending dates.
4. Locate the event or source in its place in space on a map. Then have students place an X on the map where the event or source happened (it may be one location or many).
  - If the location of the event changed over time, instruct students to draw arrows between their X's to show the movement.
5. Make a list of other historical events in the List of Events box. Include those that were happening
  - at the same time as the event being studied, no matter the location,
  - in the same place(s) and at the same time as the event being studied,
  - immediately before this time period, and
  - 50 to 100 years before the event.
6. Have students look at their list and put a star next to any of the events that might help explain what they are studying.
7. Add relevant details to their list and label any events that connect to the themes with P (political), I (innovation), E (environment), C (culture), S (economy), and S (social).
8. Add any relevant events to their timelines, including those that connect to the themes.
9. Have students use their timeline and map, to write a contextualization paragraph using the information they have gathered about the event in question. Have students consider:
  - a. The time frame: What else was happening during that time?
  - b. The location: Was your topic of study local, regional, national, or global? What type of location was it (for example, farm, city, on land, on water)?
  - c. How do modern-day attitudes, values, and concepts differ from those at the time of your topic of study?

**Resources and Additional Information**

- [Graphic Organizer](#)
- [Research](#) supporting contextualization
- [Video Model](#) of this strategy
- Examples activities: [Grades 3-5](#), [Grades 6-8](#), [Grades 9-12](#)

# Agenda

Overview of the Louisiana Social Studies Instructional Strategies Bank

## Contextualization

Sourcing

Claims Testing

Support and Reflection



## SET THE CONTEXT

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make connections  
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# Strategy 1: Contextualization

**What?** A protocol to help students consider historical events and developments within their own context (the situation within which something exists or happens).

**When?** At the start of a new unit or topic, prior to doing any in-depth primary source analysis.

**Why?** To ensure students understand the context within which events unfolded, rather than viewing events in isolation and be able to assess the significance of specific events and developments.

## Grade 6

### Unit 3 Topic 1 - French Colonial Louisiana



**Framing Question:** Why did France claim and colonize Louisiana?

**Supporting Question 1:** When and how did the first French settlements in Louisiana begin?

Contextualization Graphic Organizer

**Question 1:** What is the question you are trying to answer or the claim you are trying to make?

When and how did the first French settlements in Louisiana begin?

**Question 2:** What is the historical event, process, person, or source being studied?

LaSalle claiming Louisiana for France, as described in the Diary of Jacques de la Metairie, a notary on LaSalle's voyage.



### List of Events

- in 1534 Jacques Cartier became the first Frenchman to lead a major expedition in search of a western route across North America to the Pacific and to locate mineral resources
- Samuel de Champlain established a base for trading operations on the St. Lawrence River, after which the ambitious explorer founded Quebec City in 1608.
- In 1673 Marquette left the missions of the Great Lakes and joined the Canadian trader and explorer Louis Joliet on an expedition in search of the Mississippi River. With a small crew, Marquette and Joliet traveled more than 2,500 miles by canoe from the Mackinac Straits, up the Fox River, down the Wisconsin River, and finally down the Mississippi River until they reached the mouth of the Arkansas River.
- In 1682 La Salle led an expedition that would pass the mouth of the Arkansas River, reach the Gulf of Mexico, claim the Mississippi River (which he named Colbert after his chief sponsor) and its basin for the French empire, and name the region "Louisiane" after King Louis XIV.
- At the same time LaSalle was claiming Louisiana, the Virginia Colony, started in Jamestown was developing.

**Contextualization paragraph:** Write a contextualization paragraph that helps us better understand the event, process, person, or source of focus in this activity.

As you prepare to write this, be sure to think about:

- The timeframe: What else was happening during that time?
- The location: Was your topic of study local, regional, national, or global?
- How do modern day attitudes, values, and concepts differ from those at the time of your topic of study?

Lasalle Claimed Louisiana for France in 1682, almost 70 years after Jamestown at been founded in what would become Virginia. Before Lasalle claimed Louisiana, France had already been exploring and colonizing North America for over a hundred years! This event occurred in what would become Louisiana, but had a big global impact because Louisiana and lots of North American became colonies of France and other European powers. Today, people dont usually claim land for a king, in fact very few countries still have monarchys.

# Early Exploration and Colonization

In the sixteenth and seventeenth centuries, several expeditions explored the area that would later become known as Louisiana.

BY MICHAEL T. PASQUIER

THIS ENTRY IS 6TH GRADE LEVEL VIEW FULL ENTRY



THE HISTORIC NEW ORLEANS COLLECTION

"Taking possession of Louisiana and the River Mississippi, in the name of Louis XIVth," Jean-Adolphe Bocquin.

*Excerpt from the Diary of Jacques de la Metairie, notary on LaSalle's voyage (1682)<sup>1</sup>*

*The source below is an excerpt from the diary of a French notary who traveled with LaSalle. Though LaSalle claimed all the land surrounding the Mississippi River, the territory continued to be controlled by indigenous peoples for years.*

Text	Vocabulary and Notes
<p>When we discovered three channels by which the <b>River Colbert</b> discharges itself into the sea, we landed on the bank of the western channel about three leagues from its mouth. . . Here we prepared a column and a cross, and to the said column were affixed the arms of France with this inscription:</p>	<p><b>River Colbert:</b> original French name of Mississippi River</p>
<p>Louis the Great, King of France and Navarre, Reign; The Ninth April 1682. . . after a salute of fire-arms and cries of <b>Vive le Roi</b> the column was erected by De La Salle, who standing near it, said with a loud voice: "In the name of the most high, by the grace of God, King of France . . . this ninth day of April, one thousand six hundred and eighty-two, I, in virtue of the commission of his Majesty (Louis XIV) which I hold in my hand, and which may be seen by all whom it may concern, have taken and do now take in the name of his Majesty and of his successors to the crown, possession of this country of Louisiana . . . the River Colbert and rivers which <b>discharge themselves therein</b>. . . from the source of the great river . . . as far as the mouth at the . . . Gulf of Mexico. . . Upon the assurance which we have received from all these nations that we are the first Europeans who have descended or ascended the River Colbert, hereby protesting against all those who may in future undertake to invade any or all these countries, people, or lands."</p>	<p><b>Vive le Roi:</b> French for "long live the king"</p> <p><b>discharge themselves therein:</b> rivers which flow into the Mississippi</p>

# Agenda

Overview of the Louisiana Social Studies Instructional Strategies Bank

Contextualization

## Sourcing

Claims Testing

Support and Reflection



## Strategy 2: HAPPY Sourcing



### EXPLORE SOURCES

Read and examine sources to build content knowledge and skills



### DEVELOP CLAIMS

Evaluate evidence, make connections, compare and contrast sources

**What?** A protocol to help students analyze sources, by thinking carefully about their origins, audience, purpose, point-of-view, and significance.

**When?** When students are doing an in-depth examination or exploration of a primary or secondary source (or a set of sources).

**Why?** It requires students think about the ways in which the past has been interpreted and to consider the factors that influenced a source's creation.

Sourcing: HAPPY

**Directions:** Answer each of the questions below. If you are sourcing more than one document, provide responses for each

Name of document and or/source: \_\_\_\_\_

Author's Name: \_\_\_\_\_

Date source was written: \_\_\_\_\_

Historical Context	Audience	Purpose	POV (Point of View)	Why (Significance)
<p>Can you place the source into a historical narrative or timeline?</p> <p>Is there anything you already know that might help you understand this source?</p> <p>What was happening at the time that might have influenced the document's creation?</p>	<p>Who was this created for (that is, was this published for anyone to read or was it published privately, for one specific person or group)?</p>	<p>What was the reason for production of the source at the time?</p>	<p>Can you identify anything about the author that might explain why they wrote this?</p>	<p>What main idea is the source trying to convey?</p> <p>Why is this source important in history (that is, how does this document impact, shape/or reflect arguments about this particular subject)</p>

# Context

Gaius Julius Caesar Octavianus (63 BCE–14 CE) is better known today by the title Augustus. The Roman Senate gave him this religious title, meaning “honored one” in 27 BCE.

Augustus was the nephew of Julius Caesar and was adopted by him before Caesar’s assassination. Augustus helped hunt down the assassins of Caesar and then ruled the Roman world along with two of Caesar’s allies—Marc Antony and Lepidus. Eventually, Augustus forced Lepidus into retirement and waged war with Marc Antony and the **pharaoh** Cleopatra over control of Egypt.

He became emperor of the Roman Empire; a position he would hold for 40 years. Augustus had many accomplishments, including expanding the empire’s territory, establishing the **Pax Romana**, strengthening networks of trade and exchange, and uniting the empire after years of wars and civil unrest. Augustus wrote “

The Deeds of the Divine Augustus” toward the end of his life around 3 BCE. The text was included in his will, along with instructions to inscribe his words on monuments across the empire.



# Adapted from The Deeds of the Divine Augustus

1. When I was 19 years old, on my own initiative and at my own expense, I raised an army with which I set free the state, which was under the control of a small faction.
2. I often waged war, civil and foreign, on the earth and sea, in the whole wide world, and as victor I spared all the citizens who sought pardon (forgiveness). As for foreign nations, those which I was able to safely forgive, I preferred to preserve rather than to destroy.
3. The senate declared that prayers be undertaken for my health by the consuls and priests every five years. All the citizens unanimously (with the agreement of all people involved) and continuously prayed at all the shrines for my health.

# (H)istorical Context

Can you place the source into a historical narrative or timeline?

This document was written **during the very beginning of the Roman empire.**

Is there anything you already know that might help you understand this source?

**Augustus was the first emperor of Rome** after the republic fell apart.

What was happening at the time that might have influenced the document's creation?

Rome **was recovering from all its civil wars**, and doing pretty good under Augustus.



# (A)udience

Who was this created for (that is, was this published for anyone to read or was it published privately, for one specific person or group)?

Augustus wanted people **all over the Roman Empire to read this document**. He created it to be displayed outside his tomb, but it was also designed for buildings across the empire.



## (P)urpose

What was the reason for production of the source at the time?

Augustus wrote this document by 3 BCE. By this time he had been in **power for at least 25 years and was getting old**. He clearly wanted to **record his accomplishments for future generations**.



## (P)oint of View

Can you identify anything about the author that might explain why they wrote this?

**Augustus was a military leader**, and he had to fight many enemies to get and keep his power. He does **not talk about the Republic ending**, or about he really is a **dictator**. Instead, he talks about the battles he won and how he made Rome better.





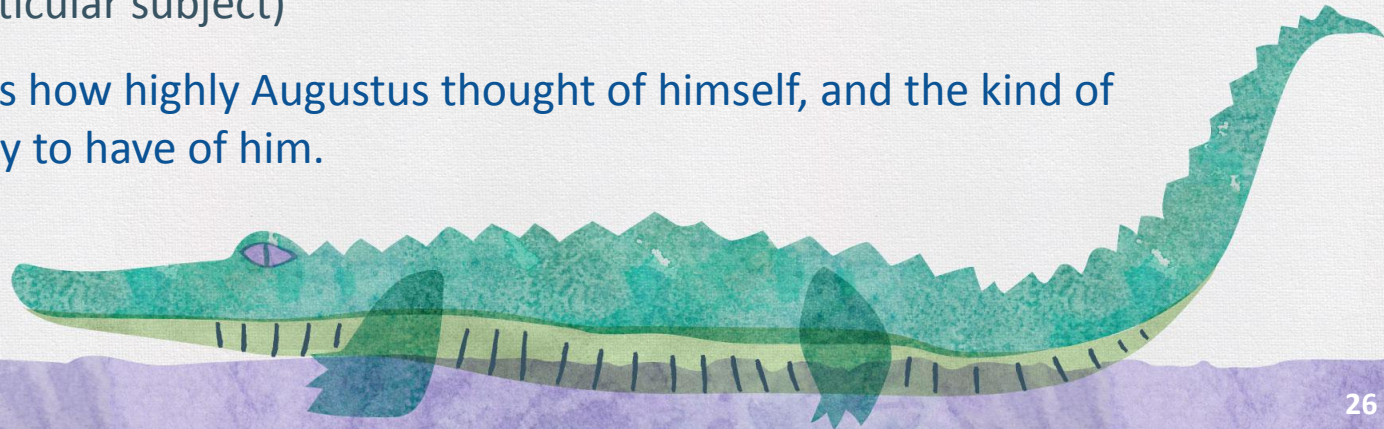
# Wh(y)

What main idea is the source trying to convey?

Augustus is trying to convey, by describing his **honors, accomplishments, and military victories**, just how important he was to the recent history of Rome and how much he had done for the people of Rome.

Why is this source important in history (that is, how does this document impact, shape/or reflect arguments about this particular subject)

This document shows us how highly Augustus thought of himself, and the kind of image he wanted history to have of him.



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Support and Reflection



## **EXPRESS CLAIMS**

Through speaking  
and/or writing,  
express informed  
claims supported with  
evidence

# Strategy 3: Claims Testing

**What?** This protocol to help students evaluate, and test claims.

**When?** When students are preparing to write or speak.

**Why?** To help them categorize, rank and critically review their claims and supporting statements.

## Claims Testers

### **Intuition**

Makes sense? What's your gut feeling?

### **Logic**

Is the reasoning logical?

### **Authority**

Is the source credible?

### **Evidence**

Is the evidence verifiable?



# Intuition

Makes sense? What's your gut feeling?

**Claim:** Beignets are the most popular dessert in my state.





# Logic

Is the reasoning systematic?

**Claim:** Beignets, being super delicious, are the most popular dessert in my state.





# Authority

Is the source credible?

**Claim:** According to Sharon Necaie, beignets are the most popular dessert in my state.





# Evidence

Is the evidence verifiable?

**Claim:** Beignets are the most popular dessert in my state.

*Louisiana is so proud of this sweet pastry that in 1986 the legislature voted the beignet the official state donut. - Louisianatravel.com*





# Claims Testing Introduction

Now, let's practice testing a claim. The claim you will test was once hotly debated, then eventually came to be known as fact. However, in some circles—such as the group called “Flat Earthers”—the claim has become (hilariously) controversial again.

The claim: **The Earth is round.**

# Activity - Polling Claims Testers

Everyone says the Earth is round	My science teacher said the Earth is round.	Earth's shadow on the Moon during a lunar eclipse is round.	This feels right because a lot of things I see in nature are round.
Ships that sail off into the sea "sink" off the horizon instead of "falling" off the edge.	Aristotle showed that when you look at a lunar eclipse, the shadow on the Moon is curved and not flat.	I've never heard of anyone falling off the edge of the Earth, so it might be round.	I've seen so many pictures from spacecrafts that show the Earth is round.
If you look up at the stars from the same location on different nights, the stars aren't always in the same spot!	As you go higher in elevation, you can see more. So, if you climb a tree, you can see more than if you were on the ground. If the Earth were flat, you would see the same thing at all heights.	The Moon and other planets all look round when observed through a telescope, so the Earth is probably round, too.	If the Earth were flat, the Sun would rise and set at the same time everywhere and we wouldn't need time zones.

slido



**What claims tester best matches the statement: "If the Earth were flat, the Sun would rise and set at the same time everywhere and we wouldn't need time zones." ?**

① Start presenting to display the poll results on this slide.

slido



**What claims tester matches the statement: "Everyone says the Earth is round." ?**

① Start presenting to display the poll results on this slide.

slido



**What claims tester matches the statement: "I've seen so many pictures from spacecrafts that show the Earth is round" ?**

① Start presenting to display the poll results on this slide.

# Agenda

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**Support and Reflection**

# Reflection



Determine how prepared you are to communicate the following:

- How should social studies teachers use the instructional strategies bank? Where can teachers find it?
- Why is it important to have students contextualize major events, ideas and sources?
- How does each step in the HAPPY strategy support students in analyzing sources?
- When in the instructional process should students engage in a claims-testing activity?

# Timelines and Support

- Remaining strategies will be available prior to the 2023 Teacher Leader Summit.
- Teacher Leader Summit sessions will include sessions on both our new Course Frameworks as well as additional instructional strategies and protocols.



# Contact Us

Questions? Concerns? Ideas?

Contact [Classroomsupporttoolbox@la.gov](mailto:Classroomsupporttoolbox@la.gov)

