

Louisiana Believes

Using the Social Studies Distance Learning Packets
in the Classroom

[Webinar Recording](#)

Webinar, Fall 2020

Agenda

- I. Introduction to the Distance Learning Packets
- II. Adapting: Student Engagement with Sources
- III. Adapting: Student Discussion
- IV. Practice
- V. Next Steps and Closing

Session Goals

By the end of this webinar, teachers will be able to make informed decisions on how to adapt the social studies distance learning packets for in-person use by

- making strategic decisions about how students engage with sources in class; and
- strategically implementing student deliberation and discussion.

Social Studies Goals and Shifts

The purpose of social studies is to prepare students for civic life. Our goal is to graduate students who are

- knowledgeable about the world;
- able to express reasoned arguments; and
- equipped to take informed action.

To reach this goal, teachers must plan effectively so students

- learn content through the exploration of high-quality, complex sources;
- do the majority of thinking and speaking; and
- practice using evidence to support claims in a logical and critical way.

What Are the Distance Learning Packets?

In an effort to provide standards-aligned content experiences and enable continuous learning in the event of school facility closures for the 2020-2021 school year, distance learning packets are being developed for each course in grades 3-8 and US History.

- The packets do not cover the entire content of the unit but instead focus on a key topic. Teachers can use the packets as a cornerstone to build materials for additional content coverage.
- The materials are designed to be low tech but can be adapted for schools using an online learning platform.
- Packets are currently available for topics from units 1, 2, and 3, and unit 4 packets will be released by January. The Department will evaluate the need for more distance learning support throughout the 2020-2021 school year.

Social Studies Goals and Shifts

How do the distance learning packets already support the social studies instructional shifts?

- The packets engage students in compelling inquiries through the use of framing and supporting questions.
- The packets include high-quality, complex sources in every lesson.
- The packets provide opportunities for students to develop and express claims through formative and summative assessments.

Social Studies Goals and Shifts

Meaningful adaptations to the social studies distance learning packets should be made to best support student learning through all the instructional shifts.

In order for the shifts to drive instruction in the classroom, packet adaptations should focus on

- student engagement with sources; and
- student deliberation and discussion.

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Adapting: Student Engagement with Sources

Importance of Exploring Sources

Why is it important for students to engage with sources in more ways than just independently?

- To support learners' needs in building knowledge from the source.
- To emphasize collaborative learning between students.

Student Engagement with Sources

Type of Source	Suggested Adaptation
Visual sources <ul style="list-style-type: none">● paintings● maps● photographs● charts● other images	Project and study together: the teacher can lead students in a group study of the source, using guiding questions from the distance learning packets, or other visual analysis tool utilized in the scope and sequences. <i>*This strategy can be used for single visual sources, or image banks.*</i>
	Gallery Walk: a way to explore sources where groups of students rotate around the room to study images, read captions, and answer accompanying guiding questions from the distance learning packets. This allows students to move around, and to discuss sources with their peers helping them to refine their understanding. <i>*This strategy can be used for sources that are image banks.*</i>

Student Engagement with Sources

Type of Source	Suggested Adaptation
<p data-bbox="92 372 343 410">Text sources</p> <ul data-bbox="112 437 678 814" style="list-style-type: none"><li data-bbox="112 437 678 541">● longer, more complex sources<li data-bbox="112 568 678 672">● OR shorter, less complex sources<li data-bbox="112 699 678 814">● OR short, yet complex, primary sources	<p data-bbox="774 372 1812 880">Partner reading: a cooperative learning strategy in which two students work together to read a source. Partners should have a purpose for reading (for example, to discuss text-based guiding questions) Partners can be chosen based on formative assessment data from previous packet lessons, or general reading ability. <i>*Partner reading can be used with any text source.*</i></p>

Student Engagement with Sources

Type of Source	Suggested Adaptation
<p>Text sources</p> <ul style="list-style-type: none">● longer, more complex sources● OR short yet complex primary sources	<p>Shared reading: an interactive reading strategy where the teacher and students each complete part of the reading. <i>*Shared reading can be used with longer, more complex sources.*</i></p>

Student Engagement with Sources

Type of Source	Suggested Adaptation
<p data-bbox="92 354 343 390">Text sources</p> <ul data-bbox="117 420 937 529" style="list-style-type: none"><li data-bbox="117 420 937 529">● The most complex sources, regardless of length	<p data-bbox="981 354 1818 529">Read Aloud: Teachers may chose to read aloud complex text as a part of supporting students in overall source analysis. Students may then re-read the text individually or with a partner with the specific purpose of analyzing the information (through guiding questions, or a specific analysis strategy, such as OPVL).</p> <p data-bbox="981 884 1818 993"><i>*Read Aloud should be used sparingly with the most complex sources.*</i></p>

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Adapting: Student Discussion

Importance of Student Discussion

Deliberation and discussion are critical elements of the social studies classroom, because they allow students to solidify their understanding of the content, learn from each other's responses, and develop claims and arguments.

- **Guiding questions** are included with most sources in the distance learning packets, and their purpose is to highlight important understandings from the source to support in building knowledge. Discussing the guiding questions can help students refine their understanding of the sources.
- **“After you read”** questions occur at the end of the lesson, and require students to synthesize understandings from multiple sources. Discussing the “after you read” questions can help students develop their claim on the framing question of the packet.

Student Discussion

Type of Question	Suggested Adaptation
Guiding Questions	<p>After a source is explored, use the guiding questions to lead a quick classroom discussion to check understanding and reinforce knowledge to be built.</p> <p>Think-Pair-Share, or similar strategies, can be used to ensure more students do more of the thinking and speaking.</p>

Student Discussion

Type of Question	Suggested Adaptation
After You Read Questions	Use the “ after you read ” questions to support students in synthesizing all the knowledge built through that lesson’s sources through a full classroom discussion . Students can prepare for discussion by drafting answers beforehand.

Student Discussion

Type of Question	Suggested Adaptation
Summative Performance Task	<p>Student Debate (socratic seminar, philosophical chairs) can be done in place of the summative assessment essay. Students should write and prepare to express their claim through a class debate on the framing question from the distance learning packet.</p>



Practice Making Adaptations

Practice Making Adaptations

How have Indigenous cultures in Louisiana changed over time?

Please pause this webinar, and access the [Grade 3 Social Studies Distance Learning Packet - Student Materials](#), Unit 2

Students will be expected to demonstrate their understanding by writing an extended response using evidence from multiple sources to answer the following question: How have Indigenous cultures in Louisiana changed over time? The packet should take students approximately two weeks to complete, assuming they work 20–30 minutes per day.

Practice Adapting: Student Engagement with Sources

Source H: Adapted from “Poverty Point Culture” by Rebecca Saunders ¹⁵	
Text	Vocabulary
<p>Poverty Point culture can be described as a mound-building culture that developed a remarkable trade in high-quality stone. Archaeologists believe they likely traded stone for natural materials like feathers, hides, and wooden objects, but, if so, the evidence has disappeared with the passage of time. The center of the Poverty Point culture was an area in northeast Louisiana which consisted of a mound site and a community of smaller sites.</p>	
<p>What we know about Poverty Point culture is based on a collection of artifacts found at the site itself. Some of the most famous artifacts are called Poverty Point Objects (PPOs). PPOs are about the size of modern charcoal bricks, and they may have been used as bricks. When hot PPOs are used in earth ovens, they stay warm for a long time and allow for slow, dry cooking of fish, meat, and other foods.</p>	
<p>Poverty Point is also well known for its ornaments. Stone, notably red jasper, was made into tube-shaped beads and into the shapes of animals. Analysis of food remains from the sites surrounding Poverty Point show a mixed diet. Fish were the major source of protein. Nuts provided flour and oil, and local land and water plants added starchy seeds and nutritious leaves to the diet.</p>	<p>nutritious: contains things necessary for growth and health</p>

Source H: Adapted from “Poverty Point Culture” by Rebecca Saunders (from 64Parishes.org).

This is a *more complex* text source due to the length and vocabulary.

Please pause this webinar
to read [Source H](#)

Practice Adapting: Student Engagement with Sources

What are the characteristics of the prehistoric cultures of Louisiana?

Please pause this webinar, and discuss what information students should learn from [Source](#)

H

- Poverty Point was a mound-building culture in northeast Louisiana. The mounds built there were the largest of their time period.
- Trade was an important characteristic of Poverty Point. Stone materials were traded for other natural goods, such as feathers, hides, and wooden objects.
- What we know about the characteristic of Poverty Point comes from artifacts.
- Artifacts found at Poverty Point include bricks, stone ornaments and beads, and food remains.

Practice Adapting: Student Engagement with Sources

Think back to what was learned previously in this webinar about making adaptations to the distance learning packets for how texts can be read. **How could students engage with this source?**

Please pause this webinar, and discuss how students should engage with [Source H](#)

Since Source H is a more complex source, it would be appropriate for the teacher to assign **partner reading** for this text. Partners can be chosen based on formative assessment data from previous packet lessons, or general reading ability. Partners should read with the goal of answering the guiding question that accompanies Source H: “What kind of artifacts have archaeologists recovered from Poverty Point, and what do they tell us about their community?”

Practice Adapting: Including Student Discussion

After students have engaged with Source H, what adaptations could be made to the distance learning packet to include **student discussion**?

Please pause this webinar, and discuss how student discussion could be implemented after reading [Source H](#)

After reading Source H, students can complete a Think-Pair-Share, or similar strategy, on the **guiding question** “What kind of artifacts have archaeologists recovered from Poverty Point, and what do they tell us about their community?” The teacher can then call on a few pairs to share their answers with the class.

Practice Adapting: Including Student Discussion

Implement a **full class discussion** using the “after you read” questions at the end of Lesson 3. Students can **prepare for the discussion** by writing their answers beforehand, and the teacher can track student participation using a classroom discussion tracker.

After you read:

Using [Source H](#) and the images in [Source I](#), how were the mounds at Poverty Point likely built?

What do the variety of stones found at Poverty Point show about the people who lived there?

What purposes do archaeologists believe the mounds at Poverty Point served?



Multimedia Sources

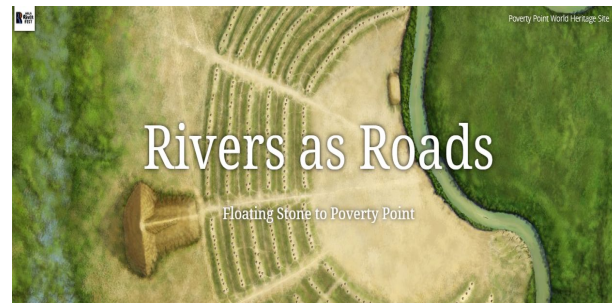
Adding Multimedia Sources

Multimedia sources can support students in building knowledge on the topic, making the longer, more complex sources more accessible.



Lesson 1: The video “All About Archaeology” (included in Digital Extensions) from National Geographic Kids can support students in building knowledge about archaeology, prior to reading a complex source on the same topic.

Lesson 3: The online interactive “Rivers as Roads” can be used to build basic knowledge through images and captions on the Poverty Point culture prior to students reading a complex source on the same topic.



Next Steps: What to Do

To make thoughtful and meaningful adaptations to the distance learning packets to add strategic and informed supports

- strategically plan for the ways students explore each source, both visual and text;
- include class discussion and deliberation; and
- include multimedia sources where appropriate.

Continue to use the distance learning packets to ensure students are

- engaging in compelling inquiries;
- learning content through the exploration of high-quality, complex sources; and
- developing and expressing claims.

Next Steps: How to Do It

Determine when and how adaptations to the distance learning packets will be made before instruction on the topic starts:

- Make adaptations for the entire topic before starting to teach it.
- Use any available co-planning time to make adaptations together, and share plans.
- Use classroom observations and student data to make informed instructional decisions.

Helpful Links

- [Louisiana Believes Homepage](#)
- [School Improvement Library](#)
- Support Toolboxes
 - [Teacher](#)
 - [System](#)
 - [Principal](#)
 - [Counselor](#)

Thank you for viewing this webinar.

Schedules, access links and information for the Department's webinars can be found in the [LDOE Weekly Newsletter](#) and [2020-2021 School System Support Calendar](#).

Please reach out to the following contacts with questions:

For Questions About	Contact
ELA Guidebooks	elaguidebooks@la.gov
Math, science, and STEM pathways	STEM@la.gov
Environmental education	environmentaleducation@la.gov

Closing

Thank you for all you do for the students of Louisiana, especially in these challenging times. The work of educators is valuable beyond measure.

Questions?

Please contact ClassroomSupportToolbox@la.gov