



SOCIAL STUDIES AND THE TASC

CST RAEN Professional Development

Presenters:

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TASC ITEM SPECS

For Tests G, H, I

These specs have been rated with a weighted emphasis as follows:

- ✓ High Emphasis = At least one question
- Medium emphasis = One question
- ❖ Low Emphasis = May be one question



**TEST ASSESSING
SECONDARY COMPLETION™**

BLUEPRINT OVERVIEW

For Tests G, H, I

- The first two pages break down the five categories of the Social Studies section of the TASC.
- Within each category, core ideas are identified.
- The following pages outline standard descriptions of what students should know, their “pre-existing knowledge”.



CIVIL WAR & RECONSTRUCTION

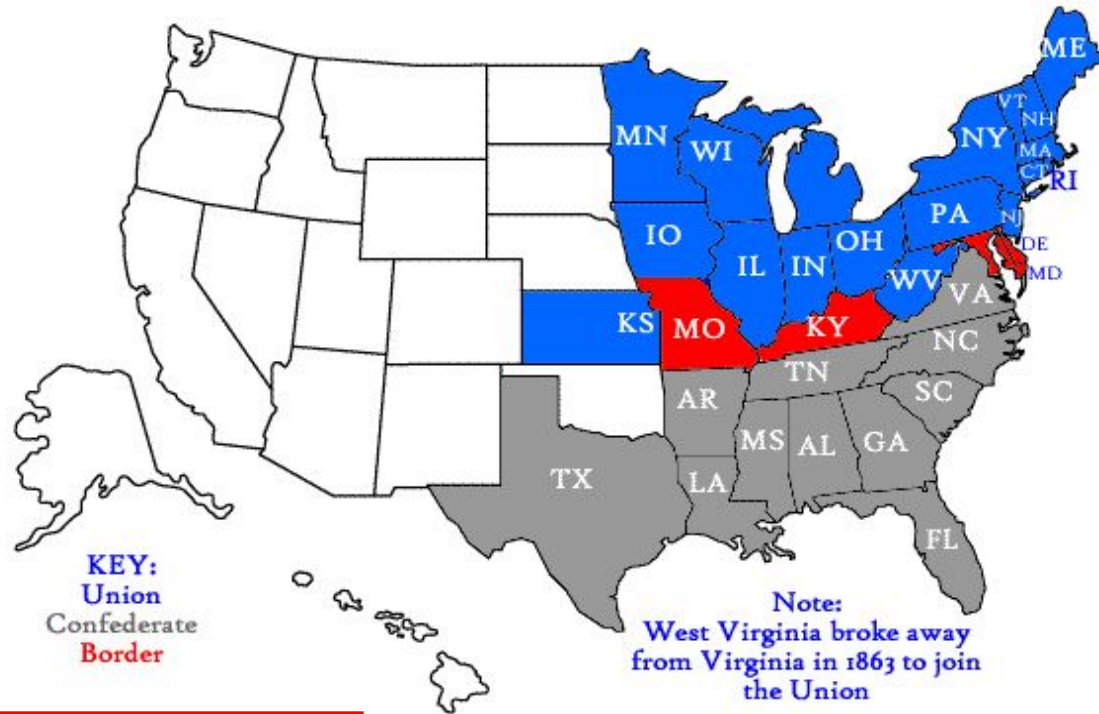


TOP FIVE CAUSES OF THE CIVIL WAR

- Handout, "Top Five Causes of the Civil War"
- Group Activity:
 - Design a student activity for one of the causes of the civil war. Each group will be assigned a cause.
 - Report out.
- First, review our example.



United States Map - Civil War Era



The Border States:
Missouri, Kentucky, Maryland, Delaware, and West Virginia. They remained in the Union, but they still had slaves.

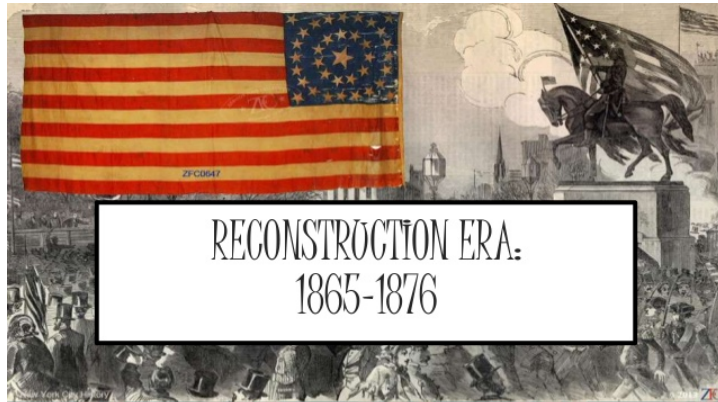


ECONOMIC AND SOCIAL DIFFERENCES OF THE NORTH AND THE SOUTH

- Student Activity
 - Using the map provided, draw pictures (or write) of the differences between the North and the South at the time of the Civil War.
 - For example, the South was more agricultural based, the North was more industrial.
 - Label the Union and the Confederacy areas.
 - What types of people lived in the North? The South?

RECONSTRUCTION

- Handout, "Reconstruction Period: Goals, Success and Failures"
- What are some of the ways you could use this with students?
- Handout, "Thaddeus Stevens on Reconstruction/Diary Entry of Kate Stone"
- What are some examples of activities that you could do with your students using these opinion pieces?



CIVICS AND GOVERNMENT



U.S. CONSTITUTION

- Ask students:
 - What was the purpose of the Constitution?
 - What was the purpose of the Bill of Rights?
 - The First 10 Amendments
- Handout, "Key Principles of the Constitution"
- Handout, "The Bill of Rights"
- How can amendments be added to the Constitution?
- Handout, "Landmark Supreme Court Cases"
 - Focus on Plessy v. Ferguson and Brown v. Board of Education
 - FANBOYS activity.
 - Handout, "FANBOYS"

THREE BRANCHES OF GOVERNMENT

- Write the president's name on the board. Ask:
 - What branch of government he is head of?
 - Is he the only one in government?
 - Does he run the whole country singlehandedly?
 - If he does not, who/what else is involved?
- Somehow, get the three branches of government on the board! Write in three columns.
 - Ask students what powers each branch has.

(continued)



3 BRANCHES of GOVERNMENT



Legislative
(makes laws)



Congress



Senate

100 elected senators total;
2 senators per state



House of Representatives

435 elected representatives total; representatives based on each state's population



Executive
(carries out laws)



President



Vice President



Cabinet

Nominated by the president and must be approved by the Senate (with at least 51 votes)



Judicial
(evaluates laws)




Supreme Court

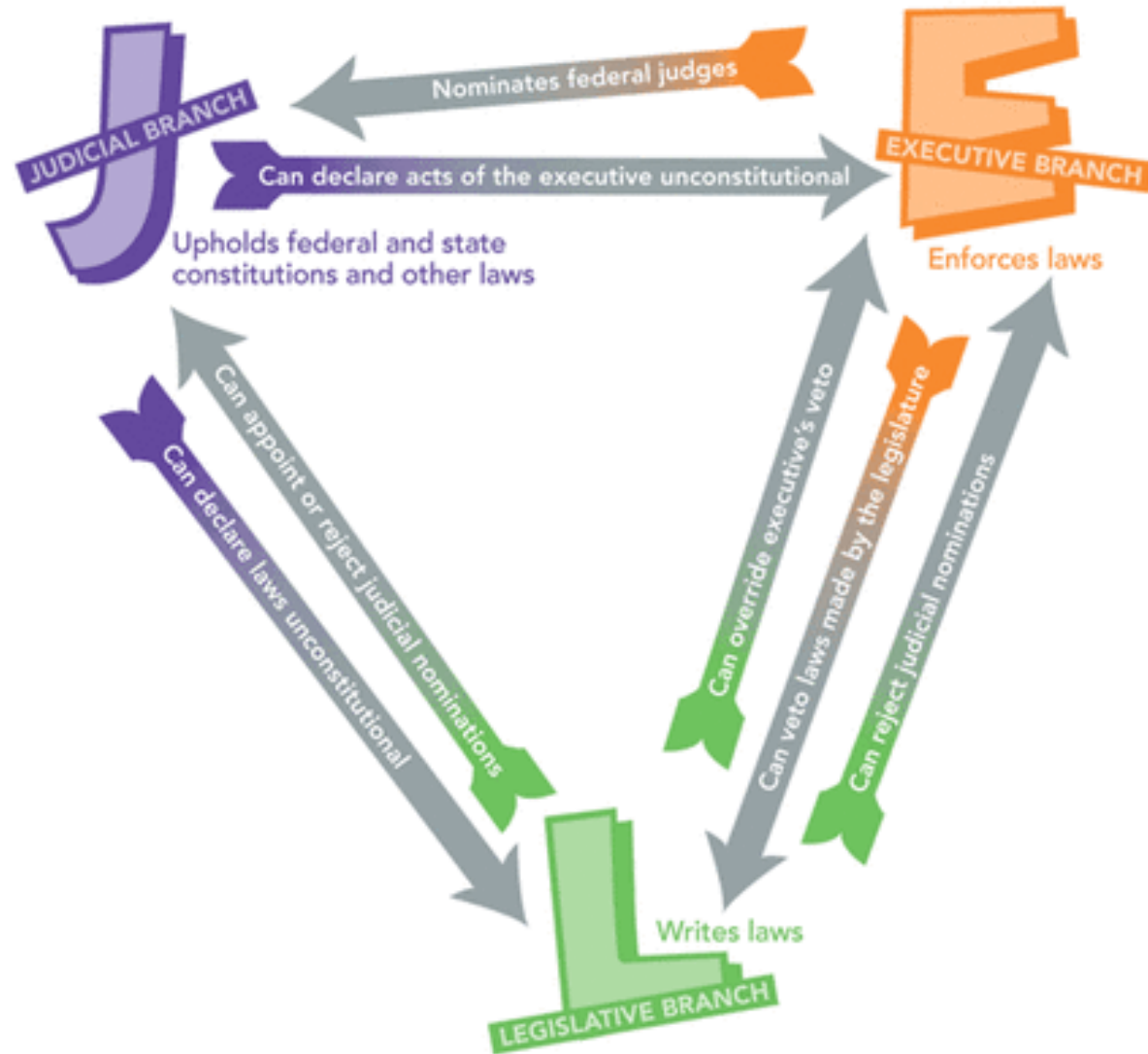
9 justices nominated by the president and must be approved by the Senate (with at least 51 votes)



Other Federal Courts

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- Give students the handout, "Three Branches of Government."
 - On a blank piece of paper, have them draw a triangle showing the relationship of "Checks and Balances"; you also draw on board to guide them.
 - Read the following headlines and ask students which branch is checking the power of another branch. How?
 - Congress Votes to Override Obama Veto on 9/11 Victims Bills
 - A bigger Army, military pay raise: White House says no, House votes yes.
 - Obama Pick for Court is 3rd in a Row blocked by Republicans.
 - Supreme Court Upholds Health Care Law, 5 – 4, In victory for Obama.

Checks & Balances





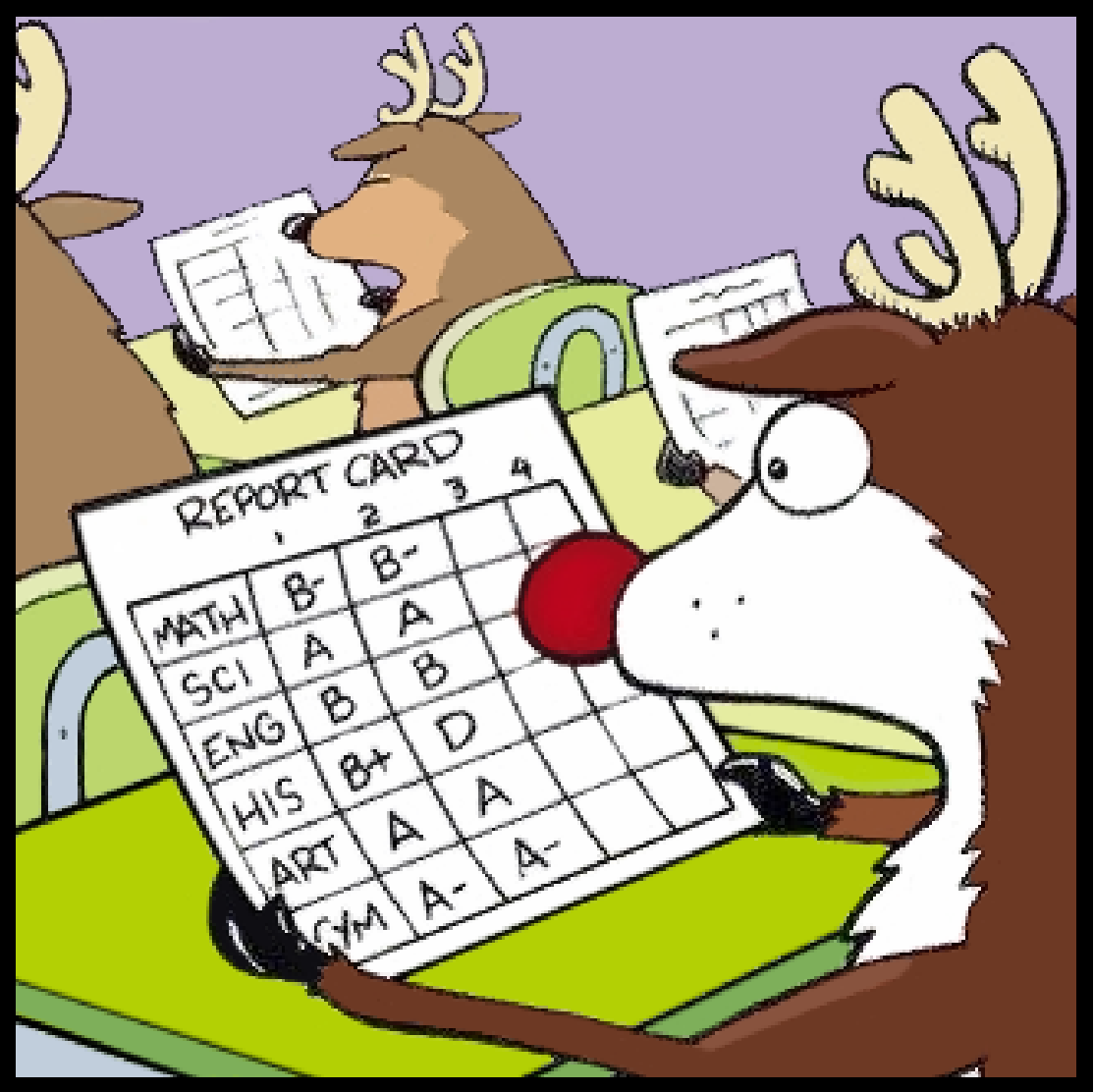
Activity with handout, "Cartoon Analysis Worksheet"



ADDITIONAL ACTIVITIES

- Have your students brainstorm the ways that the government is involved in their everyday lives.
- Write on board or chart paper.
- Give them the handout, "A Day in Your Life".
- Ask them to add to the list now that they have read the article.
- Handout, "Constitutional Principles Quiz"

WELCOME BACK!



CIVIL RIGHTS MOVEMENT




CIVIL RIGHTS MOVEMENT

- The failure of the U.S. government to protect newly freed slaves in the South had profound consequences for later generations.
- Ask students what “Segregation” is.
- Hand out pictures from Jim Crow and the Civil Rights movement.
 - What do they know about what happened in these pictures?
- Tell students it took a war to end slavery, but African Americans, 20 years after the Civil War, were still far from getting their rights. It wasn’t until 100 years later that they began to get the rights that had been guaranteed to them in the Constitution. And this time, it didn’t come about through war – it came about through peaceful protest.
- Listen to one of the greatest speeches ever made in America:

<https://www.youtube.com/watch?v=3vDWWy4CMhE>



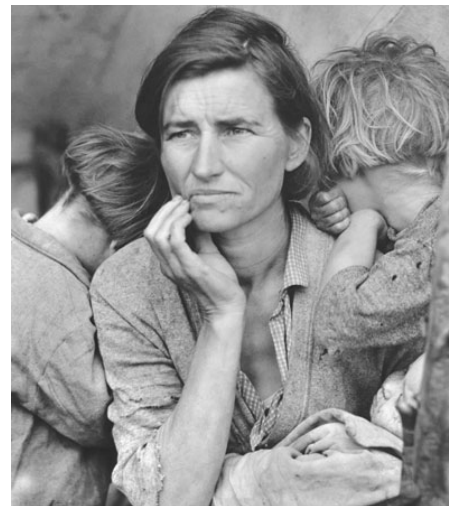
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- Hand out the excerpt from King's "I Have A Dream" speech.
 - Have students read silently.
 - Class discussion:
 - What are the messages Dr. King is trying to convey in this speech?
 - Review some of the words students may not know.
 - Languish, withering, injustice, promissory note, etc.
 - Review with students what figurative language, metaphors and similes are.
 - Have students write meanings of the highlighted words using common vocabulary.
 - Bonus points – what part of the Declaration of Independence is Dr. King referring to?

GREAT DEPRESSION AND FDR



PROBLEMS OF THE DEPRESSION

- Handout, "More About Alphabet Soup"
- Give students the handout, "Problems of the Great Depression" and have them write the letter of the problem under the acronym that helped to solve it.
 - A. Unemployment in rural areas
 - B. Lack of roads, bridges and highways
 - C. People having lost bank savings
 - D. Mass unemployment
 - E. Need for electricity in southern states
 - F. Unsafe factory conditions
 - G. Sharecroppers losing homes and farms
 - H. Inability to join unions
 - I. Six day workweek
 - J. Low pay



FDR AND THE NEW DEAL

- Handout, "Summary of the New Deal"
- Lead a discussion with your students.
- Handout, FDR: How he Changed America – and Still Affects Your Life Today"
- Complete a "GIST" activity sheet on the above article.



ECONOMICS



SUPPLY AND DEMAND

- Handout, “Laws of Supply and Demand” .
- Give students a chance to read, or read together.
- Discussion.
- Handout, “Supply and Demand, Let’s Graph it!”
- Have them do individually, or in groups.
- Handout – a typical TASC graphing question.
- Impact unemployment has on supply and demand.
 - Handout, “Unemployment” , from Common Core Achieve Social Studies book.

GET THE GIST!

- Handout, "The Falling Price of Oil is Both Good and Bad"
- Read, Discussion
- Complete the student activity, "Get the Gist"





BONUS IMPORTANT INFORMATION!

- Handout, “Interpreting Nonfiction and Fiction Tips”
 - Discussion
- Handout, “Context Clues”
 - Discussion



THANK YOU!

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