

# Turnkey Training the two ELA/Social Studies Curricula

## **Group One: Introduction to Civil War/Reconstruction**

- Use MLK's I Have a Dream speech as the main text
- Mission: How can you use the speech as the basis for social studies, reading and writing activities?
- Possibilities:
- Create a timeline around the speech
- What events are referenced in the speech?
- The power of language: Why did he choose figurative language? Does it work? Why?
- Compare and Contrast Malcolm and Martin. Use this for essay purposes.
- Where and when was the speech about? How does protest work? What are some current protest movements?

## **Group Two: Introduction to Civil War/Reconstruction**

- How to introduce to teachers? Motivate?
- Combines skills: Reading, Writing and Social Studies
- Handout of map. Use two different colors to differentiate north and south
- Activity 2 on page 2 of the curriculum
- Introduce U.S. wars and put Civil War on timeline.
- This is a work in progress as weeks go on....
- Introduce charts:
- Approximate U.S. war deaths
- Resources of Union and Confederacy
- Write an essay after reading "Are we still fighting the Civil War?" Answer this question; cite examples)
- Vocabulary review

## **Group Three: Introducing teachers to the curricula**

- Show teacher the item specs
- Ask: How do you plan?
- Model one lesson. Ask teachers to identify which item specs were covered
- Show teachers that they have electronic access to the curricula

## **Group Four: Introducing teachers to the curricula**

Choose a neutral and new lesson to foster a sense of discovery

Review this lesson three times in the following ways:

- A. Pick 10 items from the lesson (just observations) and share
- B. Generate 3 questions about the lesson
- C. Determine the purpose of the lesson (what is the lesson leading to? What would come after?)

- D. Answer the two questions
- E. Write a summary of the lesson and share.

### **Group Five: Introducing teachers to the curricula**

- Walk teachers through the websites – the CUNY dropbox and CollectEd
- Demo-teach a teaser lesson
- Discuss lower level introductions/scaffolding
- Show how the lessons expand for high level students and low level
- Show connection to the specs
- Finish with a hands on timeline activity which will foster class ownership

### **Group Six: Introducing teachers to the Civil War curriculum**

- Step One: Teachers look through the curriculum and see how it is tied to the TASC specs
- Step Two: Building background knowledge: create a set of anticipatory T/F questions including content, TASC and skills
- Step Three: Create a timeline
- Step Four: View “Anatomy of a Reading” Lesson video

### **Group Seven: What to Bring Back to Teachers at Home and How**

- Connect skills and content across reading, writing and Social Studies TASC specs
  - Informational text
  - Summary writing
  - Tone
  - Figurative language
  - U.S. history-build content knowledge
- Prior knowledge: Students are given pictures showing different moments in US history. Place them in time order
- Active reading: set purpose, questions, seek evidence
- GIST-summarize
- Key vocabulary, terms, names, places
- Summaries and photos-place on the timeline
- Biographies: read and then write summary “tweets” (A tweet from the past) and add to timeline.