

DIGGING DEEPER

Activities for Enriching and
Expanding Social Studies Instruction K-12

M. Gail Hickey &
Jeremiah C. Clabough, Editors

A VOLUME IN TEACHING AND LEARNING SOCIAL STUDIES



Digging Deeper

Activities for Enriching and Expanding Social Studies Instruction K–12

A Volume in
Teaching and Learning Social Studies

Series Editor
William B. Russell III
University of Central Florida

Teaching and Learning Social Studies

William B. Russell III, Series Editor

Digging Deeper:

Activities for Enriching and Expanding Social Studies Instruction K–12 (2017)

edited by M. Gail Hickey and Jeremiah C. Clabough

Cinematic Social Studies:

A Resource for Teaching and Learning Social Studies With Film (2017)

edited by William B. Russell III and Stewart Waters

Unpuzzling History with Primary Sources (2015)

edited by Jeremiah Clabough,

Thomas N. Turner, and William B. Russell III

Digital Social Studies (2014)

edited by William B. Russell III

Contemporary Social Studies: An Essential Reader (2012)

edited by William B. Russell III

Reel Character Education:

A Cinematic Approach to Character Development (2010)

by William B. Russell III and Stewart Waters

Teaching Social Issues with Film (2009)

by William B. Russell III

Digging Deeper

Activities for Enriching and Expanding Social Studies Instruction K–12

edited by

M. Gail Hickey
*Indiana University–
Purdue University Fort Wayne*

and

Jeremiah C. Clabough
University of Alabama at Birmingham



INFORMATION AGE PUBLISHING, INC.
Charlotte, NC • www.infoagepub.com

Library of Congress Cataloging-in-Publication Data

CIP record for this book is available from the Library of Congress
<http://www.loc.gov>

ISBNs: 978-1-68123-861-6 (Paperback)

978-1-68123-862-3 (Hardcover)

978-1-68123-863-0 (ebook)

Copyright © 2017 Information Age Publishing Inc.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, microfilming, recording or otherwise, without written permission from the publisher.

Printed in the United States of America

CONTENTS

1. Introduction <i>M. Gail Hickey</i>	1
2. 3-D Timelines and Family Trees: Graphic Organizers for Teaching Family and Local History in Elementary Grades <i>M. Gail Hickey</i>	7
3. Unwrapping <i>Then</i> to Understand <i>Now</i> : Social Studies Differentiation for Gifted Students Grades 3–5 <i>Deborah A. Wooten, Bruce Alan Ewing, and Kimberly F. McCuiston</i>	25
4. What Is the Role of Visual Literacy in Increasing Social Studies Learning With Gifted Youth? <i>Mary E. Haas</i>	45
5. Inquiry Into Egypt and Jordan as Representative Countries in the Middle East: Social Studies Students as Gifted Learners <i>Janie Hubbard and Lois McFadden Christensen</i>	59
6. Place-Based Learning for Elementary Civic Action <i>Ronald V. Morris</i>	73
7. Problem-Based Learning for Gifted Students in the Social Studies Classroom <i>Timothy Lintner and Arlene Puryear</i>	87

vi CONTENTS

8. The Indiana Junior Historical Society: A Model for Civic Engagement <i>Ronald V. Morris</i>	101
9. How Can Geography Help the Gifted Student Deepen Their Understanding of the Physical and Cultural Environment of America and the World? <i>Mary E. Haas</i>	121
10. Sounds Around the World: Music as Social Studies Pedagogy <i>Kenneth T. Carano and Jason Armstrong Baker</i>	133
11. “Chewing” the Scenery: Active Acting for Active, Agile Minds <i>Thomas N. Turner</i>	151
12. Reaching Higher for Civic Efficacy <i>Robert A. Waterson and Carla Brigandi</i>	165
13. Global, Gifted, and Geography Education: Thinking Critically and Creatively in the Social Studies <i>Jason Harshman, Abagael Shrader, and Benjamin VanVleet</i>	181
14. Engaging Gifted Students in Historiographical Analysis: Perspectives on Prohibition <i>Michael Lovorn</i>	199
15. Enabling Gifted Students to Actualize Their Potential Through Social Studies Writing Activities <i>Nefertari Yancie and Jeremiah Clabough</i>	215
About the Authors.....	233

CHAPTER 1

INTRODUCTION

M. Gail Hickey

Like most classroom teachers, I struggled early in my career with how to provide instruction to meet the needs of all my students. Teachers' editions offered a plethora of suggestions for teaching the so-called average student. Many textbook publishers also included methods and ideas to facilitate learning for less able students. What was missing in my arsenal of teaching resources was how I might enrich and extend instruction for those students who had already mastered much of the content – the gifted learners.

The one discipline where my gifted learners most often seemed motivated to move beyond the textbook coverage was social studies. Able students were drawn to social studies lessons and activities involving critical thinking, critical reading, cause and effect, analysis and evaluation, decision making, and maps and globes. My graduate studies taught me that others had noticed a natural connection between social studies as a discipline and the instructional needs of gifted learners. For example, Sandra Kaplan (2002a) writes about the “natural alignment” between social studies content and skills and “the concept of differentiating curriculum and instruction for gifted students” (p. 1). Soon I was developing interdisciplinary units based on social studies topics or themes for my own classroom and incorporating lessons or activities intended to differentiate instruction for all levels of ability.

Digging Deeper:

Activities for Enriching and Expanding Social Studies Instruction K–12, pp. 1–6

Copyright © 2017 by Information Age Publishing

All rights of reproduction in any form reserved.

Eventually my career led me to train teachers. However, I never forgot my young gifted learners' fascination with social studies topics or their motivation for extending study of favorite themes. Differentiation of instruction now takes many forms including, but not limited to, problems-based learning (PBL), inquiry learning, Socratic questioning, parallel curriculum, and enrichment triad. Experts agree that, as a discipline, the social studies encourages the development of skills and habits of mind believed to be advantageous for gifted learners (Clark, 2002; Delisle, 1991; Kaplan, 2006, 2002; Robinson, Reis, Neihart, & Moon 2002). Getting information about the connections between social studies and gifted education, and instructional resources demonstrating these connections, into the hands of practicing educators remained a continuing interest. I sought out the assistance of colleagues in higher education who also are well-known social studies educators. When my colleague Jeremiah Clabough revealed he shares my interest in designing social studies instruction for gifted students, we decided to collaborate on a project that led to the publication of this book.

An Overview of the Book

This book is intended for use by classroom teachers, social studies educators, gifted education specialists, curriculum specialists, and teacher educators who want to promote challenging social studies instruction and enrich learning for gifted or interested learners. Chapter authors are experienced teachers who are actively involved in the National Council for the Social Studies (NCSS) and/or the National Association for Gifted Children (NAGC) and are familiar with relevant national curricular standards and frameworks. Instructional activities within the chapters are connected to NAGC and NCSS curriculum guidelines. Chapter authors were asked to include teacher-tested lessons or activities. The book is divided into three sections representing social studies-based instructional activities for elementary, middle, and secondary grades. However, activities in each section are easily adapted to upper and lower grade levels. Educators and curriculum experts who use activities in this book can be assured each lesson or activity is grounded in standards and curriculum guidelines advocated by national professional organizations.

The Social Studies

As a discipline, social studies is a term used to encompass many and varied *social sciences*. History, geography, anthropology, sociology, political

science, and economics all are social sciences included under the umbrella term “the social studies.” Social studies is “the integrated study of the social sciences and humanities to promote civic competence” (National Council for the Social Studies Curriculum Standards, 2010, p. 9). Within the K–12 schooling experience, social studies provides for coordinated, systematic study of the social sciences while also drawing upon relevant content from mathematics, the natural sciences, and the humanities. According to the National Council for the Social Studies (2010), the primary goal of social studies instruction is “to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world” (p. 9).

Most adults may recall social studies instruction as involving names, dates, memorization, quizzes, and dull thick textbooks. For many years most social studies specialists have supported the claim that, when taught in a lively, dynamic fashion, social studies becomes a most exciting subject (see, e.g., Chapin, 2013; Skeel, 1995; Sunal & Haas 2011; Turner, Russell, & Waters 2013). Incorporating creative teaching strategies and social studies curriculum standards can help ensure that modern educators build learning experiences young students perceive both exciting and meaningful. More recently, social studies educators have been called upon to focus on College, Career, and Civic Life Standards (C3) to assure social studies instruction demonstrates connections to the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (NCSS, 2013, p. viii). While Common Core strategies have an important place in learning, there is little evidence these strategies are living up to the claims of politicians and other supporters, many of whom are not educators.

Adapting social studies instruction to expand, enrich, or extend learning for gifted learners is referred to as *differentiation*. As discussed in the next section, gifted students or able learners need to approach learning with different tasks and activities that go beyond what is expected of less able learners. The chapters in this book provide teacher-tested examples of how to differentiate social studies instruction in ways appropriate for gifted learners.

Gifted Learners

Students classified as *gifted* perform at a higher level or have the ability to perform at a higher level in certain areas than their age/grade peers. Definitions of giftedness abound in the professional literature. The federal government defines giftedness as:

The term “gifted and talented,” when used with respect to students, children, or youth, means students, children, or youth who give evidence of high achievement capability in such areas as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services or activities not ordinarily provided by the school in order to fully develop those capabilities. (No Child Left Behind Act, P.L. 107-110, 2002)

Experts in gifted education agree on the need for changes in regular classroom instruction. Gifted learners have instructional needs that are not being met in the regular classroom (Clark, 2013 ; Kaplan, 2002a; Renzulli, 1976; Sisk, 2008; VanTassel-Baska, 2006). State and local school budgets rarely provide sufficient funds to support special classes for gifted learners at all levels. This means the regular classroom teacher is expected to plan and implement differentiated instruction for gifted learners in his or her class or subject area. As Matthew Lynch explains, classroom teachers’ “understanding [of] how gifted students learn in comparison to their peers is necessary for the success of their learning experience (Lynch, 2016, p. 1). Lynch adds successful learning experiences for gifted learners depends in large part on the teacher’s ability to connect with gifted learners through differentiated teaching (Lynch, 2016).

A brief look at how gifted students learn differently from their non-gifted peers is helpful here. Gifted learners:

- learn new information more quickly than their peers
- remember what they have learned, reducing or eliminating the need for review
- comprehend abstract and/or complex concepts and are able to build connections between and among concepts
- develop an intense focus on topics that interest them, sometimes to the extent they are reluctant to move on or move to other topics of study
- deal with diverse stimuli simultaneously while continuing to display goal-oriented behavior

Clearly, the federal definition of giftedness as well as opinions of experts in gifted education underscore the need for regular classroom teachers to both understand how instructional needs of gifted learners differ from those of their peers and for regular classroom teachers to differentiate instruction within the classroom to provide for gifted learners’ needs. In the absence of such developmental awareness and instructional differentiation, according to Sylvia B. Rimm (as cited in Winebrenner, 2001), “yearning for learning is stifled” when gifted learners “sit in classrooms surrounded by lessons they could easily teach the rest of the class” (p. xi).

The nature of the social studies discipline and gifted learners' specialized needs demand, in fact, that teachers learn to differentiate social studies instruction.

Differentiation of instruction begins with the core curriculum or disciplinary curriculum as defined by state and/or national standards. When teachers plan differentiated instruction able learners need, Susan Winebrenner (2001) notes that resulting experiences can benefit other learners in the class as well. Sandra Kaplan (2002b) agrees with Winebrenner when she explains differentiated curriculum "has the core curriculum as its foundations and provides those learning experiences that extend the core curriculum so it is responsive to the traits that distinguish gifted students" (p. 14).

Each chapter author in this edited volume shares strategies and resources for differentiating the social studies curriculum in ways that benefit gifted learners by using activities or experiences to extend or enrich social studies learning for all students. We urge you to take these lessons and activities into your classroom, try them out with your students, adapt and adjust according to the special needs and dynamics within your community, and make them your own.

REFERENCES

- Chapin, J. (2013). *Elementary social studies: A practical guide* (8th ed.). Needham, MA: Pearson.
- Clark, B. (2002). The importance of social studies and the education of gifted students. *Social Studies Review*, 41(2), 8–11.
- Clark, B. (2013) *Growing up gifted: Developing the potential of children at school and at home* (8th ed.). Needham, MA: Pearson.
- Delisle, J. R. (1991). Gifted students and social studies. In J. P. Shaver (Ed.), *Handbook of research on social studies teaching and learning* (pp. 175–182). New York, NY: National Council for the Social Studies.
- Kaplan, S. N. (2002a). Awakening and elaborating differentiation in social studies content and instruction. *Gifted Child Today*, 25(3), 18–23.
- Kaplan, S. N. (2002b). Differentiated curriculum: Multiple means and fixed ends. *Social Studies Review*, 41(2), 14–22.
- Kaplan, S. N. (2006). Advocating for the social studies. *Gifted Education Communicator*, 37(3), 11–13.
- Lynch, M. (2016, June 13). 5 ways gifted students learn differently. *Education Week*, 1-4.
- National Council for the Social Studies (2010). *National Curriculum Standards for Social Studies* (revised). Silver Spring, MD: National Council for the Social Studies Bulletin 111.
- National Council for the Social Studies (2013). *Social studies for the next generation: Purposes, practices, and implications of the College, Career, and Civic Life*

- (C3) *Framework for Social Studies State Standards*. Silver Spring, MD: National Council for the Social Studies Bulletin 113.
- No Child Left Behind Act. (2002). Title IX, Part A, Definition 22. Washington, DC: U.S. Department of Education.
- Renzulli, J. S. (1976). The enrichment triad model: A guide for developing defensible programs for the gifted and talented. *Gifted Child Quarterly*, 20, 303–326.
- Robinson, N. M., Reis, S. M., Neihart, M., & Moon, S. M. (2002). Social and emotional issues facing gifted and talented students: What have we learned and what should we do now? In M. Neihart, S. M. Reis, N. M. Robinson, & S. M. Moon (Eds.), *The social and emotional development of gifted children: What do we know?* (pp. 267–288). Waco, TX: Prufrock Press.
- Sisk, D. (2008). Vision with action: Developing sensitivity to societal concerns in gifted youth. *Roeper Review*, 30, 61–67.
- Skeel, D. J. (1995). *Elementary social studies: Challenges for tomorrow's world*. Belmont, CA: Wadsworth.
- Sunal, C. S., & Haas, M. E. (2011). *Social studies for the elementary and middle grades: A constructivist approach* (3rd ed.). Needham, MA: Pearson.
- Turner, T. N., Russell, W., & Waters, S. (2013). *Essentials of elementary social studies* (4th ed.). New York, NY: Routledge.
- VanTassel-Baska, J. (2006). *Comprehensive curriculum for gifted learners* (3rd ed.). Needham, MA: Pearson.
- Winebrenner, S. (2001). *Teaching gifted kids in the regular classroom* (Revised ed.). Minneapolis, MN: Free Spirit.