WARM UP

- Take a moment and please reflect on these two questions before we start:
  - What type of texts do you use in your classroom?
  - Where do you get your texts from?
OBJECTIVES

- Locate a source of engaging texts for your social studies curriculum;
- Tie in Common Core and Social Studies Standards, as well as geography;
- Abbreviating your text selection and selecting text to maximize instruction;
- Identify how to use two reading strategies with a pre-selected text;
- Integrate text and graphs to support the CCSS and DCPS Social Studies Standards.
11.13.5: Describe the major issues in the immigration debate, such as the rising numbers of Asians and Hispanics; the impact of legal and illegal immigrants on the U.S. economy; and the delivery of social services, including bilingual education and ESL programs, to non-English speaking groups.
CHOOSING A TEXT

- National Geographic Magazine online
  http://ngm.nationalgeographic.com/archives
- Search engine within the website
- Rich informational texts
- Geography connections with every article
- Scroll to the bottom for even more--blog central!
Googled “National Geographic immigration to the United States article”
Went to the ngm.com website
Searched for topic--did not find the chosen article, but did find photographs, short texts, blogs, and a myriad of other informational texts to supplement my chosen text.
WHY THIS TEXT?

- Connection to standards
- Alignment with CCSS
- Historical standards and geography standards are embedded
- I can use only part of the text
- A great engagement factor for teenagers
FINDING THE LEXILE LEVEL

- lexile.com
- register for a free account
- choose up to 1000 words from your text and cut and paste into a word document
- Save as a .txt file
- upload to the lexile.com site
THE COMMON CORE STANDARDS

- RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

- RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

- RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

- RH.11-12.8 Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
CHOOSING A READING SKILL

- The Final Word
- Marking the Text
- 25 Word Summary
- Double Column Note Taking
- Journal Entry
READING STRATEGIES

- Choose strategies that compliment the text;
- Choose strategies that have been taught already or that are clearly outlined and described if you are introducing them;
- The strategies augment the delivery of your content and provide a powerful 1-2 punch to students!
- Encourage the use of reading strategies with grade level teams and vertical teams to maximize their impact!
HOW TO USE THE TEXT IN CLASS

‣ Do not feel compelled to use the entire text (all at once).

‣ Individual, Small Group, Whole Group

‣ Feel free to revisit it multiple times--within the unit, later in the school year

‣ MODEL, MODEL, MODEL!
ACTIVITY

- Take four minutes and read the first two and half pages, stopping where the line is drawn.

- Underline each statement you STRONGLY AGREE with. Make a squiggle (or wavy line) under each statement you STRONGLY DISAGREE with. If the statement is of interest to you but you maybe don’t strongly agree or disagree, put a star on the text in question.
The purpose of this discussion format is to give each person in the group an opportunity to have his or her ideas, understandings, and perspective enhanced by hearing from others. With this format, the group can explore an article, clarify their thinking, and have their assumptions and beliefs questions in order to gain a deeper understanding of the issue.
ARE THERE ANY QUESTIONS AT THIS TIME?
USING GRAPHS

- Supplementing the text with graphs not only reaches our visual students, but it also meets social studies skills and Common Core State Standards.
SELECTING CCSS STANDARDS

- RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

- RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
Population Growth and Transformation

The People in Washington, D.C.:
599,657 people reside within D.C.
52.7% are female
47.3% are male
18.9% are under 18 years old
11.7% are over 65 years old
6.2% are under 5 years old
16.8% speak a foreign language at home
12.9% are foreign-born
16.9% live below the poverty line
$58,553 is the median household income

White and Black Population Growth
1810-2009

Notice the dramatic increase in population during the mid-1900s. Can you explain why more people made DC their home at this time?

U.S. Census Bureau 2009

Official Definition of “Race”
The concept of race as used by the Census Bureau reflects self-identification by people according to the race or races with which they most closely identify. These categories are sociopolitical constructs and should not be interpreted as being scientific or anthropological in nature. Furthermore, the race categories include both racial and national-origin groups.

White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa. It includes people who indicate their race as “White” or write entries such as Irish, German, Italian, Lebanese, Near Easterner, Arab, or Polish.

Black or African American: A person having origins in any of the Black racial groups of Africa. It includes people who indicate their race as “Black,” “African American,” or “Negro,” or provide written entries such as African-American, Afro-American, Kenyan, Nigerian, or Haitian.

The Census Bureau does not define Hispanic. Persons of Hispanic origin are determined on the basis of a question that asked for self-identification of the person’s origin or descent. Respondents are asked to select their origin from a “flash card” listing ethnic origins. Persons of Hispanic origin, in particular, are those who indicated that their origin was Mexican-American, Chicano, Mexican, Mexicano, Puerto Rican, Cuban, Central or South American, or other Hispanic.
ACTIVITY

- Double column note taking journal entry sheet on the reading (both textual and graphical).

- “I Saw in the Text…” / “I Thought…”
3-2-1

- Turn to a partner and share:
  - Three facts you can learn from the graphs on this page,
  - Two connections between the information on page 24 of the Atlas and the National Geographic article you have read,
  - Write one question you have.
ARE THERE ANY QUESTIONS?
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WWW.DCGA.ORG

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› Opportunities within the city for both you and your students!
Washington, D.C.
AN ATLAS

A COMPREHENSIVE GEOGRAPHIC GUIDE FOR STUDENTS IN THE DISTRICT OF COLUMBIA

DC ATLAS PROJECT
UPCOMING PD OPPORTUNITIES

- Common Core and Geography Connections
- DC Atlas PD series
- TAGS DC: Teachers and Geography Students of DC
THANK YOU FOR ATTENDING OUR SESSION

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