



## Engaging All Learners in the Social Studies Classroom

**Presenter:** Julie Cremin

**Dates:** Wednesdays, October 5 – November 30 (except Nov. 23)

**Time:** 3:45 – 6 PM

**Audience:** Grades 4- 8 Classroom and Social Studies Teachers

**Location:** Lynnfield High School

**PDP's:** 20 Hours or 1 non-Degree Graduate Credit (\$100 Additional Fee)

**Fee:** \$95 for Member Districts                      \$250 for non-Member Districts

For Registration and Member List visit <http://www.salemcollaborative.org> Make Checks or Purchase Orders payable to CPMSIE and bring to the first session.

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### Description:

The purpose of this course is to learn strategies to engage all students in the social studies classroom. We will identify techniques for improving student engagement and retention of information. Then we will look at and participate in classroom lessons using these strategies. Teachers will leave with lesson plans and numerous ideas appropriate for any social studies class. While this course is geared for teachers of grades 4-8, these ideas are adaptable from grades 1–12. At the end of the session, teachers will create a classroom lesson that integrates the strategies learned in the course.

### Week 1: How Are Students Engaged in the Classroom?

- Students learn through a variety of intelligences.
- Engage students with relevant and interesting preview assignments.
- Follow up with a balanced combination of direct instruction and activity-based learning.

### Week 2: Learning With Powerful Visuals

- Use powerful images to heighten student interest and create context.
- Create spiral questions that lead students to discover content and increase the use of higher order thinking skills.
- Where to find and how to choose good images.

### Week 3: Learning By Doing...Again and Again

- Create a game-like atmosphere to have students apply content or practice skills.
- Collect interesting artifacts; primary source documents; drawings, images, or political cartoons; or charts, graphs, or maps.

- Check, and correct, student work as they are completing it.

#### **Week 4: Learning Through Experience**

- Create appropriate activities or experiences that either simulate or are analogous to the historical events or concepts you want students to learn about.
- Debrief the activity with students to identify similarities and differences between students' experience and the history students are learning about.

#### **Week 5: Learning Through Analysis and Discussion**

- Create a small-group activity where students discuss controversial issues or evaluate historical decisions, predict solutions to historical dilemmas, analyze the impact of a period or event in history, or take on different roles to debate a controversial issue.
- Gather artifacts – political cartoons, images, music, statistics, or primary sources – that students can use as evidence in their discussions.
- Have students present their groups' discussion ideas to the class.

#### **Week 6: Learning By Writing**

- Design rich pre-writing activities where students take on a historical role.
- Create writing assignments where students analyze and synthesize a topic they have been studying by stepping into the shoes of some individual or group.
- Create guidelines for the writing assignments that include support and guidance for students.

#### **Week 7: Demonstrating Learning Through Processing Assignments**

- Design processing assignments that allow students to actively apply what they learned about a topic in a creative, detail-oriented way.

#### **Week 8: Organizing It All**

- Using an interactive notebook system to keep kids organized.
- Designing lessons with student engagement in mind.
- The final project: design a lesson using the preview–activity–processing model.

**Note: If you have registration questions, please email [registration@salemcollaborative.org](mailto:registration@salemcollaborative.org) or call Jim Kearns, CPMSIE Executive Director at 781-771-4860.**

**[Click here to Register](#)**