

Using Different Lenses to Build Diverse Backgrounds and Contexts



Thursday, June 10th

A Collaborative Guide for ELA and Social Studies Teachers





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- Taught social studies grades 7-12, English grades 7-12, co-taught ELA/Social Studies block classes for sophomores and juniors



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- 6-12 Secondary English Language Arts Specialist
- Taught middle school Reading and Reading Interventions, 9-12 English and Creative Writing

Outcomes

- Participants will examine how to use diverse texts in a classroom and how social studies coupled with ELA can build background and context.
- Participants will be provided a guidance document and resources for building diverse texts into their classrooms.
- Participants will have resources to find primary sources from multiple perspectives.
- Participants will understand how to collaborate ELA and social studies curriculum, using diverse texts and resources to supplement and enhance ELA texts and relate to social studies.



In the Chat...

Please take a moment to introduce yourself and write where you are from.



Standards Comparison



Crosswalks



COVID-19 Students & Families Educators Administrators Programs



Home / K-12 Academic Standards / Standards: History and Social Science

Arizona History and Social Science Standards (Approved 10.22.2018)



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[RESOURCES](#) | [PROFESSIONAL DEVELOPMENT](#) | [PD VIDEOS](#)

There will be a two-year implementation timeline for the newly adopted standards. 2018-2019 and 2019-2020 are transitional implementation years, while full implementation will occur in 2020-2021. Download the complete Standards document ([Word Version](#)) [Anchor Standards](#) ([Accessible version](#)).

▶ Standards by Grade Band

▶ Grade Levels at a Glance

HISTORY AND SOCIAL SCIENCE STANDARDS SUPPORT MATERIALS

▶ Administrator Tool Kit

▶ Implementation Guide Resources

▶ **ELA-SS-ELP Crosswalk**

▶ Progression of Anchor Standards

[Archived Newsletters](#) | [Social Studies Revision Information](#)



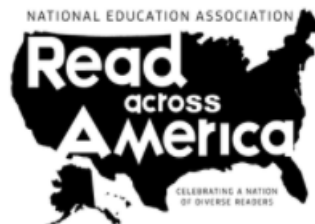
Arizona English Language Arts Standards

[ELA Office Hours!](#)

Join us for office hours to keep updated on current information presented by the ELA team. Register at: <https://ems.azed.gov/home/SearchResults?SearchString=literacy>. Missed an opportunity? Catch up via the QR code:



[Read Across America Day is March 2nd!](#)



Create and Celebrate a nation of diverse readers - Let's read and grow together with 12 months of recommended books, authors, and teaching resources that promote diversity and inclusion. Get started with resources here: <https://www.nea.org/professional-excellence/student-engagement/read-across-america>

Celebrate our nation of diverse readers all year long! On this page, there are new books for each month. For March, the theme is "Cultivate Compassion": <https://www.nea.org/professional-excellence/student-engagement/read-across-america/2020-2021-calendar/march-2021>

[RESOURCES](#) | [PROFESSIONAL DEVELOPMENT](#)

▶ Anchor Standards, Introduction, Glossary

▶ Grades K-5

▶ Grades 6-12

▶ Vertical Articulation of the K-12 ELA Standards

▶ **English Language Arts and Social Studies Crosswalk**

▶ Summary of Changes for the Arizona English Language Arts Standards

[Academic Standards Overview](#)

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[Standard Resources](#) ▼

[Post-Secondary](#)

Contact

Academic Standards Front Desk
(602) 364-2333

High School Social Studies Standards

SS Standard	ELA Standard	ELP Standard	Rationale
HS.SP3.1, HS.SP3.2, HS.SP3.5,	9-10.RL.1, 11-12.RL.1	Standard 1	When choosing literature to read, look to social studies content for examples. Students can cite textual evidence, determine themes and meanings of words. Using social studies stories, students can compare and contrast texts, analyze different points of view, and analyze how modern works draw on the past.
	9-10.RL.2, 11-12.RL.2	Standard 1	
	9-10.RL.3, 11-12.RL.3	Standard 1	
HS.SP3.5, HS.SP1.3,	9-10.RL.4, 11-12.RL.4	Standards 1, 2	Content Standards to pull literature from include the following: HS.C1.1, HS.C1.1, HS.C1.2, HS.C1.3, HS.C1.4, HS.C2.1, HS.C2.2, HS.C2.3, HS.C2.4, HS.C2.6, HS.C3.1, HS.C3.2, HS.C3.3, HS.C3.4, HS.C4.1, HS.C4.2, HS.C4.3, HS.C4.4, HS.C4.5, HS.C4.6, HS.C4.7, HS.E1.1, HS.E1.2, HS.E1.3, HS.E1.4, HS.E1.5, HS.E2.1, HS.E2.2, HS.E2.3, HS.E3.1, HS.E3.2, HS.E3.3, HS.E3.4, HS.E4.1, HS.E4.2, HS.E4.3, HS.E4.4, HS.E5.1, HS.E5.2, HS.E5.3, HS.E5.4, HS.G1.1, HS.G1.2, HS.G2.1, HS.G2.2, HS.G2.3, HS.G2.4, HS.G3.1, HS.G3.2, HS.G3.3, HS.G3.4, HS.G3.5, HS.G4.1, HS.G4.2, HS.G4.3, HS.H1.1, HS.H1.2, HS.H1.3, HS.H1.4, HS.H1.5, HS.H1.6, HS.H1.7, HS.H2.1, HS.H2.2, HS.H2.3, HS.H2.4, HS.H3.1, HS.H3.2, HS.H3.3, HS.H3.4, HS.H3.5, HS.H4.1, HS.H4.2, HS.H4.3, HS.H4.4
	9-10.RL.5, 11-12.RL.5	Standard 1	
	9-10.RL.6, 11-12.RL.6	Standard 1	
HS.SP1.1, HS.SP1.2, HS.SP1.3, HS.SP1.4, HS.SP3.1, HS.SP3.2, HS.SP3.3, HS.SP3.4, HS.SP3.5	9-10.RL.7, 11-12.RL.7	Standard 1	
	9-10.RL.9, 11-12.RL.9		
HS.SP1.1, HS.SP1.2, HS.SP1.3, HS.SP1.4, HS.SP2.1, HS.SP2.2, HS.SP2.3, HS.SP4.1, HS.SP4.2, HS.SP4.3, HS.C1.1, HS.C1.1, HS.C1.2, HS.C1.3, HS.C1.4, HS.C2.1, HS.C2.2, HS.C2.3, HS.C2.4, HS.C2.6, HS.C3.1, HS.C3.2, HS.C3.3, HS.C3.4, HS.C4.1, HS.C4.2, HS.C4.3, HS.C4.4, HS.C4.5, HS.C4.6, HS.C4.7, HS.E1.1, HS.E1.2, HS.E1.3,	9-10.RL.10, 11- 12.RL.10		Use social studies content in civics, economics, geography, and history to have students independently read grade-level appropriate literature.



Reading Standards

Social Studies

- Evaluate an argument or claim
- Determine main idea/identify and analyze evidence
- Comprehend complex and difficult text
- Identify/evaluate information in multiple forms of media

ELA

- Evaluate an argument along with reasoning or relevance
- Determine the main idea of text, make logical references with analysis
- Interpret phrases and structure of text along with point of views
- Identify and evaluate text from diverse media



Writing Standards

Social Studies

- Make an argument using evidence
- Tell a story
- Apply appropriate technologies
- Gather multiple sources of information into projects

ELA

- Write an argument using reasoning and evidence
- Write a narratives and informative texts
- Use technology to produce and publish
- Use multiple sources to write research projects

Communicating Standards

Social Studies

- Collaborate with diverse partners
- Design and deliver a presentation
- Present information that is not totally written in text
- Use multiple modes of communication

ELA

- Collaborate with diverse partners
- Evaluate information presented in diverse media
- Evaluate point of view
- Design and deliver a presentation
- Use multiple forms of media to express information

In the Chat...

What overarching themes do you see consistent between ELA and social studies standards?



Research



“It is very important that you learn about traxoline. Traxoline is a new form of zionter. It is montilled in Ceristanna. The Ceristannians gristerlate large amounts of fevon and then brachter it to quasel traxoline. Traxoline may well be one of our most lukized snezlaus in the future because of our zionter lesceledge.”



Question 1

1. What is traxoline?

From Judith Lanier –
Michigan State University

“It is very important that you learn about traxoline. Traxoline is a new form of zionter. It is montilled in Ceristanna. The Ceristannians gristerlate large amounts of fevon and then brachter it to quasel traxoline. Traxoline may well be one of our most lukized snezlaus in the future because of our zionter lesceledge.”



Question 2

2. Where is traxoline montilled?

“It is very important that you learn about traxoline. Traxoline is a new form of zionter. It is montilled in Ceristanna. The Ceristannians gristerlate large amounts of fevon and then brachter it to quasel traxoline. Traxoline may well be one of our most lukized snezlaus in the future because of our zionter lesceledge.”

From Judith Lanier –
Michigan State University



Question 3

3. How is traxoline quaselled?

From Judith Lanier – Michigan State University

“It is very important that you learn about traxoline. Traxoline is a new form of zionter. It is montilled in Ceristanna. The Ceristannians gristerlate large amounts of fevon and then brachter it to quasel traxoline. Traxoline may well be one of our most lukized snezlaus in the future because of our zionter lesceledge.”



Question 4

4. Why is it important to know about traxoline?

From Judith Lanier – Michigan State University

“It is very important that you learn about traxoline. Traxoline is a new form of zionter. It is montilled in Ceristanna. The Ceristannians gristerlate large amounts of fevon and then brachter it to quasel traxoline. Traxoline may well be one of our most lukized snezlaus in the future because of our zionter lesceledge.”



Why do we need literacy-rich social studies lessons?

"The batsmen were merciless against the bowlers. The bowlers placed their men in slips and covers. But to no avail. The batsmen hit one four after another with an occasional six. Not once did a ball look like it would hit their stumps or be caught." Tierney and Pearson (1981)



Teaching Content Is Teaching Reading

Teaching civics is
teaching reading

Teaching
economics is
teaching reading

Teaching history
is teaching
reading

Teaching
geography is
teaching reading

Involves interdisciplinary applications

Composed of enduring understandings and skills

Inquiry is the base

Emphasizes skills and practices

Welcomes integration

Direct and explicit connections to ELA

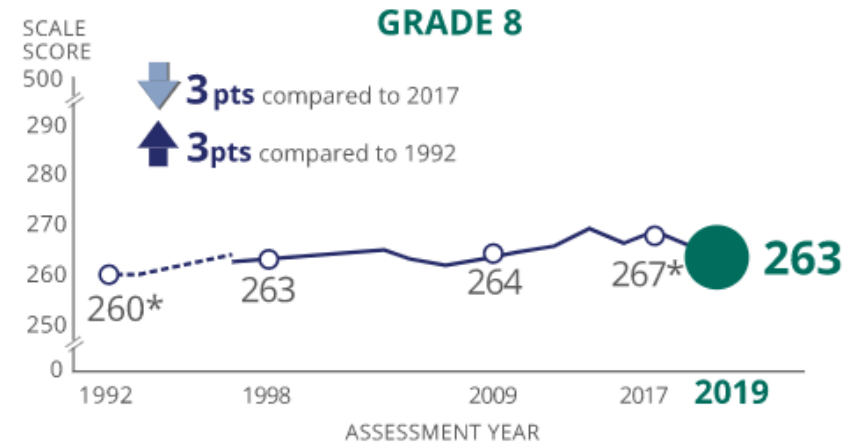
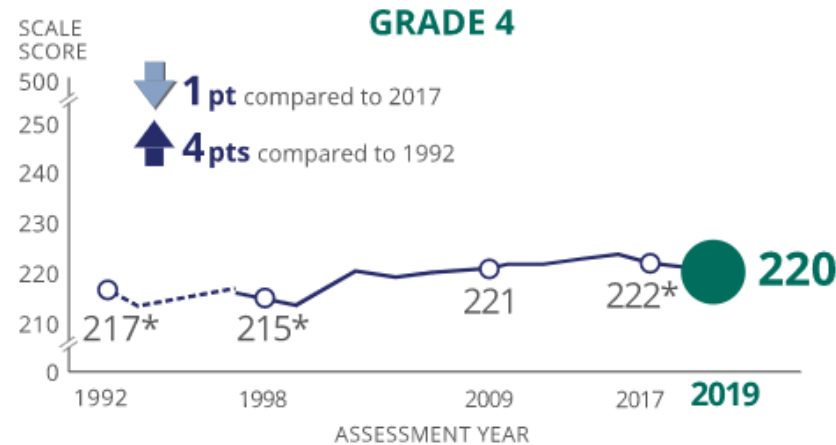
NAEP

NATIONAL AND STATE AVERAGE SCORES

Lower reading scores at both grades in 2019 than in 2017

Score decreases differ by gender nationally and across states

Trend in NAEP reading average scores, by grade



* Significantly different ($p < .05$) from 2019.

--- Accommodations not permitted

— Accommodations permitted

Research

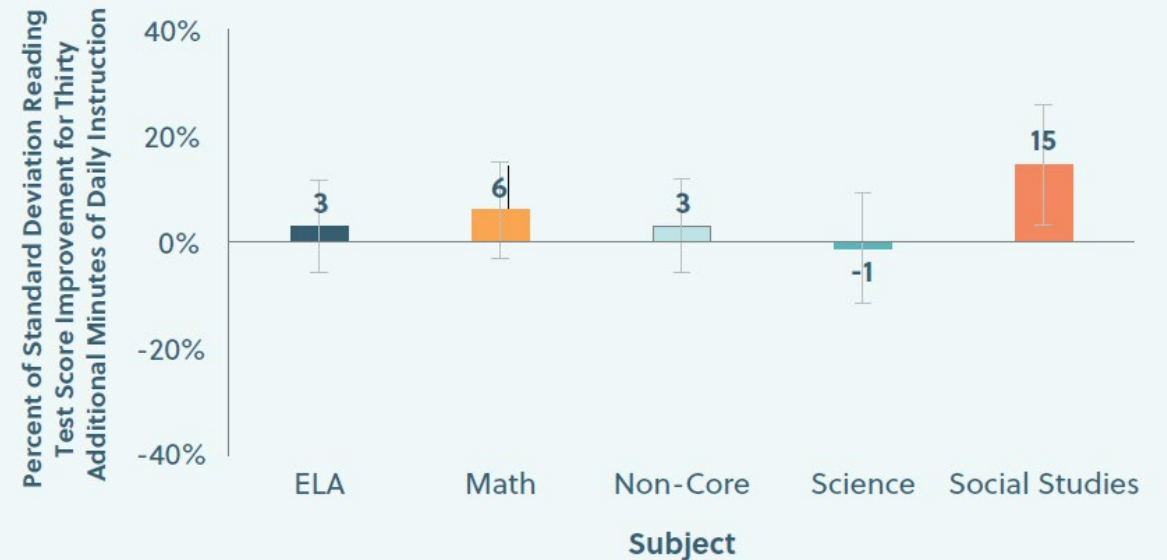
- Social studies is critical to literacy success
- Studies - Willingham, Leslie and Recht, Wexler
- Fordham Study
- Nell Duke



1. Elementary school students in the U.S. spend much more time on ELA than on any other subject.
2. Students from less-affluent backgrounds, Hispanic students, and those attending public schools (traditional and charter) spend more classroom time on ELA than do other students.
3. Increased instructional time in social studies – but not in ELA – is associated with improved reading ability.
4. The students who benefit the most from additional social studies time are girls and those from lower-income and/or non-English-speaking homes.

Fordham Study

Figure ES-2. More instructional time devoted to social studies is correlated with greater reading growth from first through fifth grade.



Nell Duke – Project PLACE



“Kids are getting to 4th grade with the ability to read words, but they don't have the world knowledge necessary to comprehend. They don't have the background knowledge that the authors assume that they would have.” (Nell Duke 2018)

[Nell Duke Video](#)

In the Chat...

How does this correlate to what you are seeing in the classroom?



Planning



Parallel Curriculum Integration

1 - Scope and Sequence

- 6th Grade - world literature to 1500's
- 7th Grade - world and American literature from 1500's to present
- 8th Grade - current events, American government
- World history – world literature
- American history – American literature
- Senior English course – Government and Economics

2 - Add Primary Sources and Nonfiction

- Start small with supplemental texts.
- Bring in non-fiction primary sources – social studies teachers can be a guide
- Diversify novels and update to reflect population

3-Create Joint Projects

- Projects should apply in both ELA and social studies
- Grades can be awarded in both classes
- Share grading burden



Scope and Sequence

- Selecting standards to be integrated
- Identify common themes
- Identify cross-curricular questions (inquiry)
- Identify an assessment that incorporates both standards

Jamboard

Each grade has a page - post it note of an idea/lesson that strikes you as we are going through the grade levels.



6th Grade

Social Studies

- Beginnings of human society/Neolithic Revolution
- World religions
- Classic civilizations -Persia, Greece, Rome, China
- Rise and fall of empires
- Growth of trade networks
- Development of feudal systems - civilizations of the 1300-1500's
- Renaissance and Reformation

English

- Teaching with Primary Sources
- Artifacts - images
- Origin myths
- Diverse texts guidance
- Vary texts to include: short stories, poems, historical narratives, novels, other nonfiction texts



7th Grade

Social Studies

- Scientific Revolution and Enlightenment
- Revolutions
- Global imperialism
- Industrialization
- Global depressions
- World War I, interim, World War II
- Cold War
- Global conflicts and consequences
- Government and economic systems

English

- Teaching with Primary Sources
 - Search using /loc.gov
 - Use primary sources to supplement novels and teach non-fiction
- Diverse texts guidance
- Holocaust literature
- Vary texts to include: short stories, poems, historical narratives, novels, other nonfiction texts



8th Grade

Social Studies

- Foundations of U.S. government
- Founding documents, amendments and institutions
- Landmark Supreme Court cases and current legislation
- Civil Right movements
- Immigration
- Human rights and genocides
- Environmental issues
- Media-literacy
- Terrorism

English

- Teaching with Primary Sources
 - Search using /loc.gov
 - Use primary sources to supplement novels and teach non-fiction
- Diverse texts guidance
- Genocide literature
- Vary texts to include: short stories, poems, historical narratives, novels, other nonfiction texts



Freshman English

English

- Teaching with Primary Sources
 - Search using /loc.gov
 - Use primary sources to supplement novels and teach non-fiction
- Diverse texts guidance
- Vary texts to include: short stories, poems, historical narratives, novels, other nonfiction texts

Social Studies

- Background context from social studies
- Geography - place and location of texts
- Inquiry and further investigation of non-fiction
- Include government and economics of texts



World History and Sophomore English – Semester 1

World History

1. Ancient Religions – 1 week
2. Interactions Europe, Asia, America – 3 weeks
3. Creating Science – 2 weeks
4. Absolutism/Enlightenment – 2 weeks
5. Revolutions – 4 weeks
6. Industrial Revolution – 2 weeks
7. Imperialism – 2 weeks

English

1. Origin myths - Epic of Gilgamesh; Bhagavad Gita; Popul Vuh,
2. Things Fall Apart; Equiano, "The Interesting Narrative of the Life of Olaudah Equiano"; Bernal Diaz Conquest of New Spain; The Broken Spears
3. Galileo Galilei "Two Sciences", Copernicus,
4. Any Enlightenment texts; Wollstonecraft
5. Simon Bolivar, Jamaican Letter (1815), Magical Realism -Bless Me Ultima, Like Water for Chocolate
6. Frederick Engels, "The Condition of the Working Class in England"
7. Heart of Darkness; Sayyid Jamal ad Din "al-Afghani", "A Commentary on the Commentator"; George Orwell, "Shooting an Elephant"



World History and Sophomore English – Semester 2

World History

1. WWI – 4 weeks
2. Interim – 1.5 weeks
3. WW2 – 3.5 weeks
4. Modern Genocides – 1.5 weeks
5. Cold War – 4 weeks
6. Emerging Nations – 1.5 weeks
7. Modern Issues – 1.5 weeks

English

1. Animal Farm; Lin Tse-Hsü, "Advice to Queen Victoria"; Woodrow Wilson, "The Fourteen Points"
2. Rape of Nanjing; Sun Yat-Sen, "Fundamentals of National Reconstruction", Guernica
3. Winston Churchill Speeches, Farewell to Manzanar, They Called Us Enemy
4. [ADE website](#)
5. Pablo Neruda poetry; Mikhail Gorbachev, Perestroika and Glasnost
6. Borges; Nectar in a Sieve
7. A Good Earth; Red Scarf Girl; I am Malala; The Story of My Life: An Afghan Girl on the Other Side of the Sky



U.S. History and Junior English – Semester 1

U.S. History

1. Causes of Revolution – 1 week
2. Revolutionary War – 1.5 weeks
3. New nation – 1.5 weeks
4. Western Expansion – 2 weeks
5. Industrial Revolution – 1 week
6. Civil War – 2 weeks (causes)
2 weeks (events)
7. Reconstruction – 2 weeks

English

1. Diverse lens to teach history
2. Howard Zinn Young People's History
3. Emerson, Thoreau, Whitman, Margaret Fuller, Native voices, art
4. Uncle Tom's Cabin, Find narratives from Native voices
5. Underground Railroad by Colson Whitehead
6. Gettysburg Address, Frederick Douglass, "What to the Slave is the Fourth of July?"
7. Reconstruction amendments, Lincoln's speeches, realism vs. romanticism, Native voices



U.S. History and Junior English – Semester 2

U.S. History

1. Early Civil Rights – 2 weeks
2. Gilded Age – 2 weeks
3. WWI, Red Scare – 2 weeks
4. Social Movements – 1 week
5. Depression – 2 weeks
6. WW2 – 3 weeks
7. 1946-1969 – 2 weeks
8. 1970-Present – 2 weeks

English

1. Raisin in the Sun, Langston Hughes, Toni Morrison
Jazz with Gatsby - Harlem Renaissance - Hughes, DuBois, Washington, Hurston,
2. Gatsby, but paired with excerpts from the Jungle and lead into King's "I Have a Dream Speech" and Narrative of the Life of Frederick Douglass
3. Crucible,
4. Social movements – read excerpts from different movements - women's suffrage
5. Of Mice and Men, New Deal documents, [LatinX poetry](#)
6. WW2 – more than just Jews, Farewell to Manzanar, Ruda Septies, Enemies (graphic novels to help struggling readers), [Holocaust/Genocide literature](#)
7. Malcolm X, Martin Luther King, Jr., AIM, The House on Mango Street by Sandra Cisneros
8. Ruth Bader Ginsburg, "The Need for the Equal Rights Amendment", An American Marriage by Tahari Jones



Senior English and Government

English

- Focus on text, images, poetry, novels that represent the world in which they will be involved in after they graduate.
- [Diverse texts guidance](#)
- Vary texts to include: short stories, poems, historical narratives, novels, other nonfiction texts

Social Studies

- Founding Documents/Gov. – 1 week
- Judicial Branch – 2 weeks
- Rights and Responsibilities – 2 weeks
- Legislative Branch – 2 weeks
- Executive Branch – 2 weeks
- Citizenship – 1 week
- Political Parties – 2 weeks
- Arizona - .5 week
- Local Gov. - .5 week
- World Systems – 1 week
- Foreign Policy – 2 weeks
- UN and Orgs. – 1 week



Senior English and Economics

- Focus on text, images, poetry, novels that represent the world in which they will be involved in after they graduate.
- [Diverse texts guidance](#)
- Vary texts to include: short stories, poems, historical narratives, novels, other nonfiction texts
- Scarcity and PPP – 1 week
- US Economy – 1.5 week
- Circular Flow – 1.5 week
- Supply – 2 weeks
- Market Functions – 1 week
- Benefits of Education – 1 week
- Influences of Advertising – 2 weeks
- Financial Goals – 1.5 weeks
- Investments – 1.5 weeks
- Federal Reserve – 1 week
- Unemployment – 1 week



In the Chat...

What parts of pairing curriculums will be easy?

What challenges do you foresee with the pairing of curriculums?



Resources



Primary Sources and Nonfiction

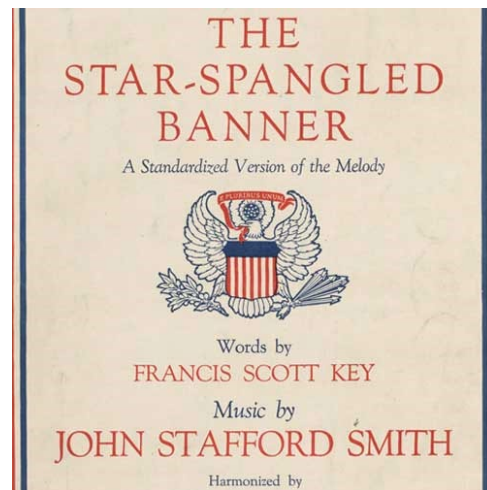
Social Studies

- Add more primary sources
- Increase inquiry assignments

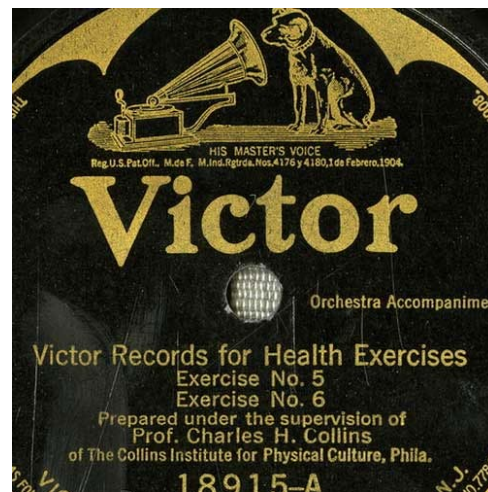
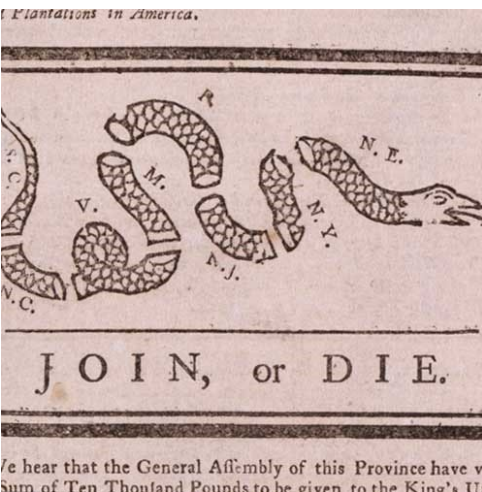
English

- Start small with supplemental texts.
- Bring in non-fiction primary sources – social studies teachers can be a guide
- Diversify novels and update to reflect population

Dear Wife,
 Boston, N.H. March 4, 1860
 When I wrote you before I was just starting on a little special making tin, taking the boys with me. On Thursday they went with me to Louisiana where I spent a day. Friday we came down to Louisiana the place of the better better better better better. When we remained for hours awaiting the train back to Boston. When it came, we were after it to Boston where the boys got off, and I went on to New Orleans and spent the twenty seven Saturday I came back to Boston, reaching here about noon, and finding the boys all right, having caught up with the leaves. Bob has a letter for you saying Miller and Davis, was very sick the Saturday night after I left. Having no object for you, and having no friends, friends of Williams for Mr. Hylight, saying nothing about our family, I have the dear little fellows, and were again. This is Sunday morning, and according to Bob's own, I have to go to church on Monday. Tomorrow I have foreman to the boys, go to New Orleans, come and speak there on the evening. Sunday at New Orleans, Monday at New Orleans and Thursday at New Orleans. Bob. Then I shall have come and

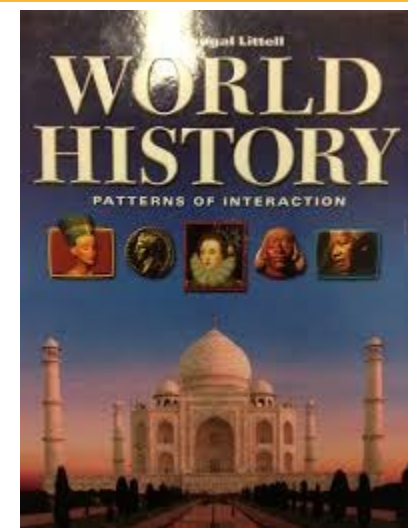
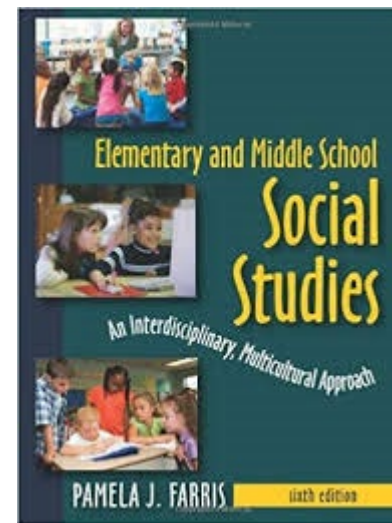
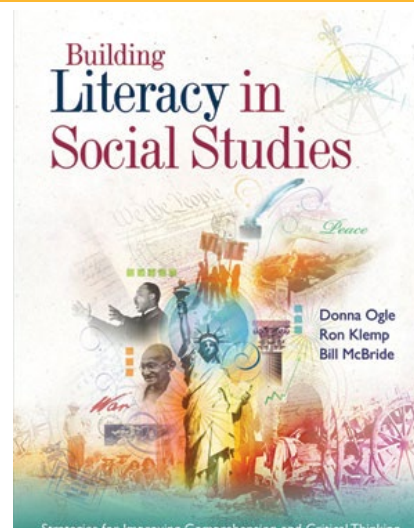
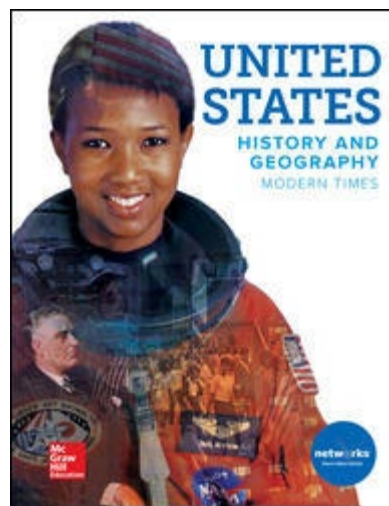
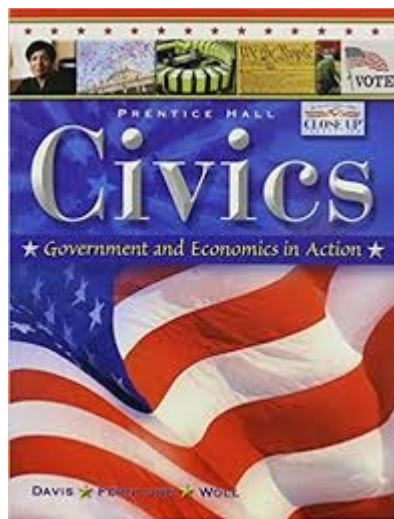
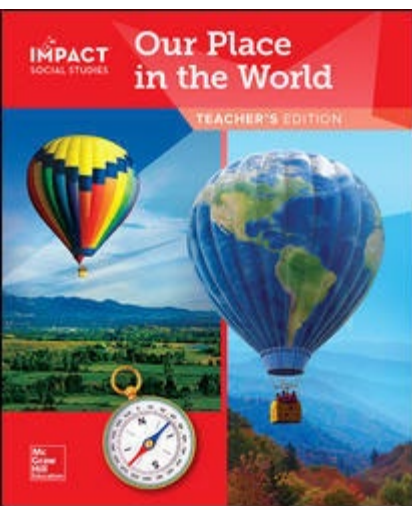


Primary Sources

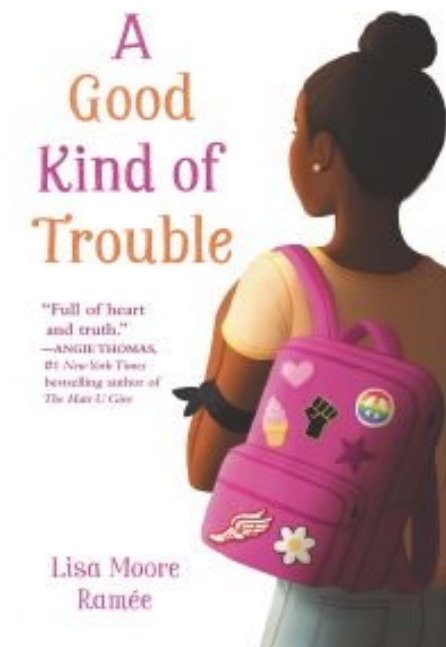
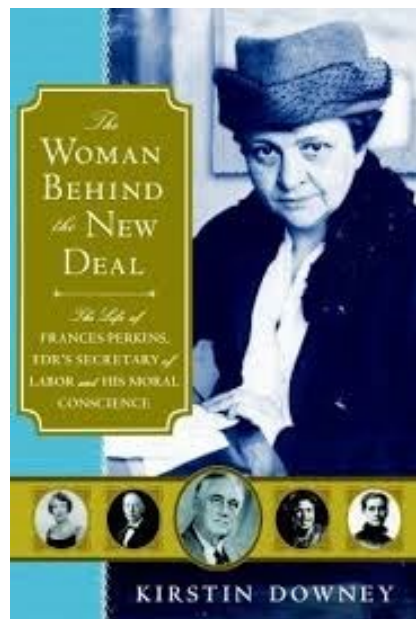
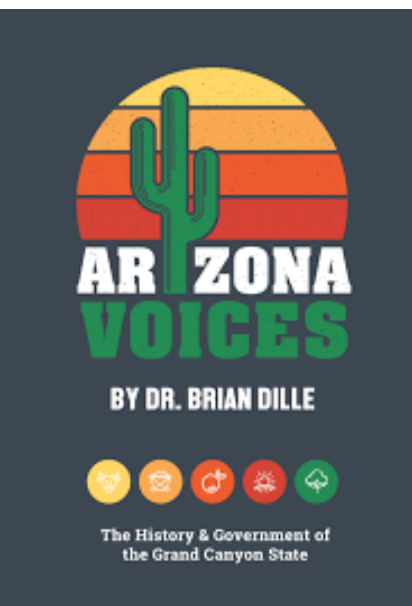


Recd this 27th July 1873 of Edward George W. hands of Mr. Lewis Ross. Nine pounds eleven shillings seven pence half penny, it being in full for hire of Negro Man Cook. the property of Gray in Year 1871.
 Wm Noel
 for Ross & Gray





Secondary Sources



Replace and/or
supplement
traditional texts
with texts that
represent our
modern and
diverse world.

Diverse Texts Guidance

Diverse Texts in the Secondary ELA Classroom Guidance



The Why:

Educators have a responsibility to diversify the representation in the texts that students read in their classrooms. There is a world of diverse texts available that will give a broader viewpoint of the world as well as allow for and celebrate greater representation. Each of the books in the chart below feature protagonists and characters that are a part of underrepresented groups. There are also non-fiction texts that represent diverse voices and diverse perspectives of history.

These texts invite the work that needs to be done to promote anti-bias and anti-racism (ABAR) in the classroom. It is not enough to just teach a diverse curriculum - this work should also include opportunities for deep discussions, self-realizations, research, attitude shifting, bias recognition, and identity discovery. Educators should move beyond this chart, and explore the other resources provided, to help them develop a more diverse curriculum.

The How:

The chart has been designed to help an educator explore diverse texts that can supplement or replace traditional texts. On the chart, there are common themes and texts taught in the secondary English Language Arts classroom. For each common theme or traditional text, there are diverse texts with similar themes. The diverse population represented in the book is also listed. In the Book Info column, the link provided leads to a summary of the book (in the case of the two short stories and one essay, the link leads to a copy of the text). The abbreviations for Genre and Grade Level are as follows:

Genre		Grade Level
Fiction (F)	Drama (D)	Middle School (MS)
Non-Fiction (NF)	Poetry (P)	High School (HS)

It is important to remember that this list is by no means exhaustive. This list of diverse texts is a good place to start, as well as exploring the resources that have been provided after the chart. Start slow – for example, pick one text to replace or supplement in one unit of the current curriculum. This is important work that will take time, and the best part is that there are resources to assist with expanding the current curriculum and move it toward inclusivity and intersectionality.

****The information and texts described in this guidance document do not imply an endorsement by the Arizona Department of Education (ADE). The views and opinions expressed in any referenced resource do not necessarily reflect those of ADE.**



Create Joint Projects

- Ultimate goal to integrate ELA and social studies to a level that you can accomplish this.
- A major benefit is that marrying these two subjects will not only increase literacy across content areas, but also will increase background knowledge and schema.

For Further Consideration and Support

- [ADE Social Studies Webpage](#)
- [ADE Secondary English Language Arts Webpage](#)





For questions or concerns please contact either Linda Burrows at linda.burrows@azed.gov or Lauren Spenceley at lauren.spenceley@azed.gov or visit the Arizona Department of Education Social Studies Standards web site at <http://www.azed.gov/standards-practices/k-12standards/standards-social-studies/> or Arizona Department of Education English Language Arts Standards web site at <https://www.azed.gov/standards-practices/k-12standards/english-language-arts-standards>



Optimism and Opportunity for All!

Leading Change, Teachers' Institute, &
School Counselors' Institute



Thank you!

- Recorded sessions will be loaded to the Teachers' Institute & Leading Change webpage on the ADE website ~ one week after the live conference closes.
- <https://www.azed.gov/leading-change>
- Recordings will not be archived through the CE21 platform.
- Survey – link at the top

