

WEBVTT

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00:00:03.240 --> 00:00:09.929

Scott Warren: Good afternoon, everyone, thank you for joining us today for the third in a series of webinars.

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00:00:10.980 --> 00:00:22.710

Scott Warren: Co sponsored by Sri ED and the National Geographic Society this particular one is redefining social studies instruction with the National Geographic resource library.

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00:00:23.370 --> 00:00:34.380

Scott Warren: And it will be led today by Faith Gore from National Geographic Society and in Quentin Granville from Sri so I will turn it over to them to get going thanks for joining us.

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00:00:35.970 --> 00:00:38.820

Quinton Granville: hi and welcome to today's session.

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00:00:38.820 --> 00:00:40.890

Quinton Granville: Once again it's redefining social.

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00:00:40.890 --> 00:00:59.970

Quinton Granville: Studies instruction, but the National Geographic resource library before we jump into getting started um you know I face is there anything that you would like to say, as far as introducing yourself, so the audience can get a sense of who you are before we jump into the webinar.

7

00:01:00.390 --> 00:01:09.930

Fay Gore: Sure, thank you quit and I am super excited to be a part of this webinar in this partnership with Sri be having been a.

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00:01:10.860 --> 00:01:29.550

Fay Gore: High School social studies teacher in the social studies educator for close to 25 years i'm really partial to social studies so i'm really excited about what we have for you here, and I look forward to getting any questions that you have about our materials at the end of the session

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00:01:30.810 --> 00:01:31.500

Quinton Granville: Thank you face.

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00:01:31.830 --> 00:01:33.270

Quinton Granville: And i'm.

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00:01:33.390 --> 00:01:40.530

Quinton Granville: i'm Quentin Granville i've taught social studies and reading for 10 years in Atlanta public schools.

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00:01:40.800 --> 00:01:52.380

Quinton Granville: And like fame mentioned, I have a lot of empathy when it comes to the challenge of teaching social studies content with some type of quality and fidelity.

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00:01:52.800 --> 00:02:00.480

Quinton Granville: And it's those things that fan I used to design today's webinar and these things will be our motivating.

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00:02:00.930 --> 00:02:10.050

Quinton Granville: force as we go through today's webinar hopefully you'll find it beneficial and see some things in the National Geographic resource library and so.

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00:02:10.500 --> 00:02:22.830

Quinton Granville: Sorry bees powerful social studies instructional practices that can support you with planning and delivering instruction when you go back to your school all right so here's the way we would like to start.

16

00:02:24.360 --> 00:02:36.870

Quinton Granville: We would like for you all to use the chat box to respond or fill in the blank to the following statement social studies instruction becomes meaningful to students when.

17

00:02:37.560 --> 00:02:45.300

Quinton Granville: And you can think about this from a number of ways, you can think about it from what it's like when you're teaching your students.

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00:02:45.570 --> 00:02:55.410

Quinton Granville: And just reflect on the things that have inspired Aha moments with your students or you can think back to when you are a student in a social studies class.

19

00:02:55.710 --> 00:03:04.860

Quinton Granville: And you experience times when your teacher was able to make what was going on in social studies meaningful for you alright so we'll spend.

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00:03:05.340 --> 00:03:19.290

Quinton Granville: Like 30 seconds here and we'll look at the chat box to get a sense of some of the responses and we'll use this to transition to the next slide okay so social studies instruction becomes meaningful to students when.

21

00:03:31.020 --> 00:03:35.430

Quinton Granville: When they can relate the content to their lives definitely.

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00:03:40.530 --> 00:03:50.730

Quinton Granville: They can make connections between the content and their lives when they can make connections, so we see a one of the things that's coming up is being able to make connections.

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00:03:52.290 --> 00:03:59.790

Quinton Granville: And I think that's important to consider when we think about young people who life experiences are.

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00:04:00.420 --> 00:04:10.740

Quinton Granville: happening as they're coming of age and a lot of times they're trying to make sense of the things that are going on in their lives, so seeing how things played out in history.

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00:04:11.400 --> 00:04:24.960

Quinton Granville: How certain events, even in present time unfolding and give them a sense of how things are playing out in their personal life all right when they can understand it yeah understanding does lead to engagement.

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00:04:25.620 --> 00:04:31.740

Quinton Granville: A lot of times and even more importantly, being able to apply what you know to do tasks.

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00:04:32.520 --> 00:04:44.130

Quinton Granville: All right, so we appreciate that we're going to use your responses to support us with framing and communicating key things as we move throughout the webinar one thing that I would like to point out.

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00:04:44.760 --> 00:04:49.770

Quinton Granville: Is the qr code that's in the right on the corner of the slide.

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00:04:50.250 --> 00:05:07.770

Quinton Granville: You can use that qr code to access our agenda that's going to be used to drive the webinar today throughout the webinar i'll be using the agenda just to make sure you all see certain resources that i'm clicking on that can.

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00:05:08.280 --> 00:05:21.690

Quinton Granville: Help us paint a picture of how to use the National Geographic resource library or the social studies powerful instructional practices that Sri be provides alright so let's move to the next slide.

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00:05:25.980 --> 00:05:27.780

Quinton Granville: importance of social studies.

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00:05:28.890 --> 00:05:39.780

Quinton Granville: Social studies as key as the content is sometimes can be overlooked when we talk about priorities in a school all right.

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00:05:40.830 --> 00:05:54.000

Quinton Granville: Nevertheless, social studies serves a purpose if taught correctly and with a sense of understanding of how it can impact students perspectives on their lives in the world around them.

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00:05:54.480 --> 00:06:05.250

Quinton Granville: Social studies can support one with analyzing history to understand the present and prepare for the future, expand the mind and spirit to recognize human connections as a pathway to change.

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00:06:06.330 --> 00:06:18.600

Quinton Granville: In raise awareness and reveal opportunities to serve an act now, these things are good ideas and philosophies to have in mind when planning and leading instruction.

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00:06:18.990 --> 00:06:32.820

Quinton Granville: But we all know, it has to be bigger than education if it's going to hit kids, to the point where they internalize it with the idea of moving to create change and that's when National Geographic comes in.

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00:06:34.350 --> 00:06:40.620

Quinton Granville: hey do you mind sharing information about national geographics explore mindset and.

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00:06:41.610 --> 00:06:50.340

Fay Gore: Not at all thank you quit and I think that was a really great segue into our learning framework we like to think that we bring.

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00:06:50.820 --> 00:06:56.250

Fay Gore: learning to life through taking action in the ways that Clinton just talked about make social studies real.

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00:06:56.790 --> 00:07:09.720

Fay Gore: So it's a perfect complement to the work that you're already doing with that sorry be because we believe it empower students to cultivate their own natural curiosity on how the world works and minute inspires them to want to.

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00:07:10.320 --> 00:07:17.490

Fay Gore: develop the necessary skills in the background knowledge and the understanding as you guys have already articulated.

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00:07:17.820 --> 00:07:22.350

Fay Gore: That helps them take action around issues that are important to them in their communities.

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00:07:22.710 --> 00:07:38.610

Fay Gore: We call this the explorer mindset, because it is the real work our National Geographic explores do our scientists are anthropologists our journalists are photographers and, yes, our educators, we have educators who are also explores.

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00:07:39.660 --> 00:07:44.940

Fay Gore: It just a few seconds, we will share with you the National Geographic resource library.

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00:07:45.300 --> 00:07:54.300

Fay Gore: And that's a tool that we've developed that helps foster the explorer mindset, so all the resources that will be shared and the experiences that we create.

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00:07:54.690 --> 00:08:05.280

Fay Gore: Are centered around the attitudes, as you see, on the screen the skills and the knowledge that we believe students should acquire in order to engage.

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00:08:05.550 --> 00:08:16.920

Fay Gore: In the real world so moving from just fact based to actually empowering kids to take action is what we are promoting and i'll pass it back to you Clinton.

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00:08:17.520 --> 00:08:18.420

Quinton Granville: Alright, thanks, a lot.

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00:08:19.260 --> 00:08:21.690

Quinton Granville: And so, one of the things that I would like.

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00:08:21.810 --> 00:08:34.320

Quinton Granville: To make sure to emphasize, as we get ready to dive deep into the National Geographic resource library and srt these powerful instructional practices for social studies is.

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00:08:35.250 --> 00:08:43.710

Quinton Granville: We acknowledge the challenge that teachers face when it comes to bringing instruction to life in the classroom.

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00:08:44.370 --> 00:08:51.030

Quinton Granville: We try to be very mindful, to show the resources in a way that gives you.

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00:08:51.480 --> 00:09:02.520

Quinton Granville: A sense of excitement as far as how they can be used to make your life easier when it comes to doing things like providing standards based instruction.

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00:09:03.000 --> 00:09:08.880

Quinton Granville: When it comes to doing things like engaging students in reading, writing speaking and listening.

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00:09:09.810 --> 00:09:23.370

Quinton Granville: I want to be clear that this is meant to support you all with taking action, not just providing knowledge so With that in mind, we jump into the National Geographic resource library.

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00:09:23.790 --> 00:09:35.250

Quinton Granville: Okay, so in social studies, there are things that drive the standards in the key learning that should be taking place in the classroom.

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00:09:35.970 --> 00:09:44.400

Quinton Granville: oftentimes we hear those things mentioned but rarely our teachers, provided the resources that can give them the insight.

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00:09:44.670 --> 00:09:54.600

Quinton Granville: on how to plan to teach these things, to make sure the students understand and are able to make connections, just like you, are mentioned in the.

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00:09:55.200 --> 00:10:02.760

Quinton Granville: chat box early alright, so at this point what i'm going to do is just if you all don't mind.

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00:10:03.300 --> 00:10:24.120

Quinton Granville: Go back in a moment in time, for me, when I was teaching alright so to do that i'm going to go to a different screen and on that screen first name pops up is the agenda so hopefully you've used the qr code to be able to access it, and right now we are here.

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00:10:26.730 --> 00:10:43.980

Quinton Granville: What I would like to show is the standards, I was responsible for teaching around 2012 2013 recently they've been updated when you see, but one thing I see that remains the same, is there are a ton of standards.

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00:10:46.830 --> 00:10:54.930

Quinton Granville: a ton of standards that this person or this eighth grade teacher would have to cover in a school year.

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00:10:55.620 --> 00:11:06.420

Quinton Granville: And one thing I would have to keep in mind is most of the kids by the time they reach a grade haven't necessarily received the type of social studies instruction.

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00:11:06.660 --> 00:11:30.240

Quinton Granville: That brings them to you with the level of understanding and skill performance that they need to really dive deep and get the key takeaways from a lot of this information alright so as i'm looking at it um wow there are a lot of things that come to mind, but it is around this point.

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00:11:31.290 --> 00:11:39.630

Quinton Granville: Well, I remember teaching eighth grade social studies, where it began to get real heavy for them okay.

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00:11:40.020 --> 00:11:52.620

Quinton Granville: Because up to this point, I was doing a lot of finding resources on my own seeking information from veteran teachers and those things were helpful, but I always felt like it was just at the surface level.

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00:11:52.980 --> 00:12:15.630

Quinton Granville: Or it was just so much being provided that it was hard for me to determine what should I use and what could I do away with making sure that i'm paying attention to what i'm trying to accomplish all right so from there let's see if we go into the National Geographic library.

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00:12:19.170 --> 00:12:26.970

Quinton Granville: Now, if you all noticed when I was looking at those standards, I was looking at the standards that address the address the civil war.

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00:12:27.780 --> 00:12:43.230

Quinton Granville: And in Georgia, there are a lot of key things that have to be taught for students to get the full understanding of how the outcomes, the different laws that were created during the civil war, plays a role in.

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00:12:43.620 --> 00:12:52.140

Quinton Granville: Policy laws that will follow later Okay, one of the things was the dred Scott court decision.

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00:12:53.490 --> 00:13:04.410

Quinton Granville: Now I have to admit, this is something that I wasn't taught or I really don't ever remember being exposed to when I was in high school or middle school.

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00:13:04.770 --> 00:13:16.770

Quinton Granville: As a teacher almost had to do a lit review or research to prepare myself to teach it and I found myself being up at like three o'clock in the morning four o'clock in the morning to prepare a lesson for the next day.

73

00:13:17.130 --> 00:13:28.260

Quinton Granville: had something like the National Geographic resource library been available, I would have been able to search like I did previously and go to information that is precise.

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00:13:29.040 --> 00:13:40.410

Quinton Granville: hits the nail right on the head addresses what needs to be done, as far as the standards, I can tell that by reading here and, in addition to that.

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00:13:41.040 --> 00:13:49.560

Quinton Granville: It supports me as a Social studies teacher with engaging my students in reading the way reading should be done in social studies.

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00:13:49.980 --> 00:13:57.330

Quinton Granville: and learning vocabulary in context rather than just looking in the back of the book and defining terms.

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00:13:57.840 --> 00:14:06.540

Quinton Granville: As they read as we read the opportunity to learn how the author is using certain vocabulary in context is there.

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00:14:06.930 --> 00:14:14.100

Quinton Granville: Okay, just wanted to highlight that, as far as how the standard is definitely being addressed.

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00:14:14.550 --> 00:14:21.660

Quinton Granville: More importantly, the stress level of a teacher who's responsible for teaching certain things can be decreased.

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00:14:21.960 --> 00:14:38.520

Quinton Granville: When he or she uses the National Geographic resource library alright, so what I did was show how one can use it to find a standard space topic in i'm just going to put something else in the compromise of.

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00:14:40.710 --> 00:14:53.310

Quinton Granville: 1850 if they're open okay there we go yeah, and this is something that I struggle with when I was a teacher because it wasn't taught at a certain level when I was in high school.

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00:14:54.000 --> 00:15:02.910

Quinton Granville: So, if this resource was available, it would definitely put me in a place where I can take information from it, to be able to engage my students in learning.

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00:15:03.540 --> 00:15:17.970

Quinton Granville: here's what I would like, for you all to do, using the agenda if you click on this link right here it'll take him to the National Geographic resource library.

84

00:15:20.400 --> 00:15:22.380

Quinton Granville: Alright, so i'm going to go ahead and click there.

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00:15:25.260 --> 00:15:36.150

Quinton Granville: Once you get to the National Geographic library, we would like, for you all to think about a concept that you taught this year a standard that you address this year.

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00:15:36.600 --> 00:15:44.970

Quinton Granville: typing in the search engine and seal the yields see what it provides, just so you can get a sense of how.

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00:15:45.240 --> 00:15:57.000

Quinton Granville: i'm the National Geographic resource library support you with getting to credible information alright so we'll give you all like one minute or so to play around in the national.

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00:15:57.300 --> 00:16:00.600

Quinton Granville: Geographic resource library just to get a feel for how it works.

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00:16:00.990 --> 00:16:15.450

Quinton Granville: And if you need support you can use the chat box or unmute yourself to ask a question and we're here for them, but we want you all to take one minute to just dive deep, so you can kind of get a feel of the landscape of the National Geographic Libre.

90

00:16:16.410 --> 00:16:21.600

Quinton Granville: Right, so that Time starts now it's let's say for 19.

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00:16:22.920 --> 00:16:24.930

Quinton Granville: Eastern time we'll come back together.

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00:18:05.130 --> 00:18:11.940

Quinton Granville: Alright So hopefully you all have had the opportunity to play around in the National Geographic resource library.

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00:18:12.810 --> 00:18:25.170

Quinton Granville: enough to get a sense of the landscape of it i'm just using the chat box what are some of the things that you all noticed or anything that popped out to you when you were just in the National Geographic library.

94

00:18:47.880 --> 00:18:59.580

Quinton Granville: And if anyone would like to unmute themselves to share what is some of the things you recognize within when in the National Geographic resource library feel free to do that as well.

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00:19:17.760 --> 00:19:25.860

Quinton Granville: Alright, so here's a question that I would like you know what, not even a question this statement.

96

00:19:26.310 --> 00:19:39.540

Quinton Granville: What comes to mind i'm more of a statement than a question what comes to mind when you all think of multiple forms of representation in social studies.

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00:19:40.080 --> 00:19:51.390

Quinton Granville: In other words, we know students can just be in front of a computer screen or always use a traditional.

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00:19:52.230 --> 00:20:10.350

Quinton Granville: copy of a text as a way of learning social studies um so the phrase multiple forms of representation is often use on what comes to mind, for you all, when you think multiple forms of representation in a social studies classroom.

99

00:20:13.440 --> 00:20:17.310

Quinton Granville: Student choice visuals definitely mm hmm.

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00:20:18.630 --> 00:20:32.730

Quinton Granville: And as far as visuals when we take multiple forms of representation, are there any specific visuals that you are thinking breathe life into the learning that takes place in a social studies classroom.

101

00:20:37.920 --> 00:20:41.100

Quinton Granville: interactive yes mm hmm.

102
00:20:46.590 --> 00:20:48.270
Quinton Granville: Good well.

103
00:20:49.800 --> 00:20:58.140
Quinton Granville: here is how the National Geographic resource library opens the door to multiple forms of representation.

104
00:20:58.650 --> 00:21:04.980
Quinton Granville: And once again being in the classroom and fe if you would like to speak to this or anyone else.

105
00:21:05.610 --> 00:21:11.970
Quinton Granville: Whether you're an attendee or supporting with presenting, if you would like to speak to this feel free to do so.

106
00:21:12.600 --> 00:21:24.630
Quinton Granville: um when I think multiple forms of representation, I think about how do you use primary and secondary sources that show the lives of the people who.

107
00:21:25.170 --> 00:21:38.760
Quinton Granville: Did the work to create the change, how do you use things like maps so that students can understand geographic locations role in the accessibility of resources.

108
00:21:39.270 --> 00:21:46.410
Quinton Granville: um, how can we see the way that things like zoning plays a role in policy and government.

109
00:21:47.280 --> 00:21:56.220
Quinton Granville: tendencies is things like this that comes to mind when I think multiple forms representation and quite honestly I can remember.

110
00:21:56.640 --> 00:22:09.780
Quinton Granville: There were times when I was instructed or, it was suggested that I use multiple forms of representation, but the person or the group that was making a suggestion.

111
00:22:10.200 --> 00:22:14.820
Quinton Granville: didn't do anything to provide me with the resource alright so it's difficult to do it.

112
00:22:15.240 --> 00:22:23.580
Quinton Granville: Well that's where National Geographic comes in, as far as the resource library what we're looking at here is one example of many.

113
00:22:24.000 --> 00:22:34.140

Quinton Granville: where one can use the language of his or her standard to go to the library and access things like photos.

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00:22:34.710 --> 00:22:48.450

Quinton Granville: And this stands out to me because I remember teaching about the march on Washington and it appeared to me that a lot of my students takeaways were more emotional.

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00:22:48.990 --> 00:23:03.870

Quinton Granville: Then understanding the strategic movement that was taking place, but before I get into sharing of faith is anything that you would like to say, as far as the multiple forms of representation that's provided in the resource library.

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00:23:04.200 --> 00:23:13.620

Fay Gore: yeah, thank you for that question I think outside of the various modalities that you'll see there from videos to photographs to infographics.

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00:23:14.790 --> 00:23:24.240

Fay Gore: For us, one of the things that we're really trying to build in the resource library we're not 100% there yet, but we're moving in that direction is really around perspective.

118

00:23:24.630 --> 00:23:38.520

Fay Gore: As you know, when you're looking at any type of historical event is easy to take just a small snapshot in time from a textbook right and we know we think about what's left out of that right so part of multiple.

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00:23:39.180 --> 00:23:45.900

Fay Gore: forms of representation for us is bringing in multiple voices in into the conversation, so we have a.

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00:23:46.740 --> 00:23:51.090

Fay Gore: I think that's happening now, where we're really trying to uplift different voices.

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00:23:51.360 --> 00:23:59.940

Fay Gore: and different perspectives so even looking at the March on Washington and looking at this image, you can think about like what perspective might be represented here.

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00:24:00.090 --> 00:24:10.770

Fay Gore: But using the resource library to also dig deeper to say what other voices, do we need to bring into the conversation to give students a fuller picture of that particular historical event.

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00:24:12.240 --> 00:24:15.270

Quinton Granville: Absolutely, and once again.

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00:24:15.330 --> 00:24:24.840

Quinton Granville: The photos that are provided do a lot to tell the story beyond just the academics beyond the idea of

learning the effects, take a test.

125

00:24:25.110 --> 00:24:32.100

Quinton Granville: Is shows the human plight that's involved in a lot of the movements in March on Washington is just one example.

126

00:24:32.610 --> 00:24:41.100

Quinton Granville: Another example as far as multiple forms of representation is the video collection that's in the resource library as well.

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00:24:41.490 --> 00:24:57.540

Quinton Granville: i'm often we hear teachers when they're being coached or when someone is trying to support a teacher with getting the highest amount of student growth possible we hear suggestion, such as.

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00:24:58.170 --> 00:25:08.220

Quinton Granville: Make sure they practice more than you talk put them in a position where they analyze more than they listen to what you're saying.

129

00:25:08.730 --> 00:25:18.120

Quinton Granville: The video library opens the door to that type of instruction here's how global human journey is one example.

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00:25:18.780 --> 00:25:28.560

Quinton Granville: Anyone who teaches social studies if you're teaching geography on anything related to the origins of religion or.

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00:25:29.040 --> 00:25:41.640

Quinton Granville: Certain time periods chances are you're going to come across having to explain how certain journeys that human beings went on to plays are unfolding.

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00:25:42.390 --> 00:25:55.260

Quinton Granville: As far as the way they've been researched trying to explain that to a child or given a channel worksheet that attempts to explain it a lot of times will cause more confusion than understanding.

133

00:25:55.740 --> 00:26:08.070

Quinton Granville: Having a video to support and giving students an exercise where they may be analyzed of follow the instruction where they're doing key tasks to take away information from the video.

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00:26:08.460 --> 00:26:18.930

Quinton Granville: open doors to understanding and as i'm saying this, it just goes back to one person in the chat box mentioned earlier understanding.

135

00:26:19.740 --> 00:26:28.890

Quinton Granville: The videos in the resource library can support the teacher with creating a platform where students engage in practice.

136

00:26:29.340 --> 00:26:43.680

Quinton Granville: That raises understanding and to me, this is just one example of that so as far as multiple forms of representation, you have on the photograph that's in the resource library of videos that's in the resource library.

137

00:26:45.060 --> 00:26:49.380

Quinton Granville: All those things are wonderful in good.

138

00:26:50.670 --> 00:27:04.770

Quinton Granville: We all have to keep going back to the main thing now as far as what are we trying to represent when we show photos we show videos when we engage students in any type of practice.

139

00:27:05.250 --> 00:27:16.350

Quinton Granville: Are we engaging them as as trying to have on or are we engaging them in deepening knowledge and building skills, so we always go back to the standard that's why.

140

00:27:17.070 --> 00:27:31.470

Quinton Granville: We use this as a way to kind of bring it back to the reality of what teachers face when we talk about teaching social studies here's an example of a standard that addresses.

141

00:27:32.490 --> 00:27:43.980

Quinton Granville: The Truman doctrine and the Marshall Plan right and so many ways this standard is looking at um the domino effect in the United States involvement.

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00:27:44.400 --> 00:27:56.550

Quinton Granville: In certain things that took place after World War Two for this one, the Korean War stood out to me because, as small as it may seem, as far as the.

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00:27:57.330 --> 00:28:12.330

Quinton Granville: Number of standards that one has to cover during a social studies i'm semester or school year, it has to be addressed if students understand that things that follow it, like the Cold War so on and so forth, so.

144

00:28:13.980 --> 00:28:14.790

Quinton Granville: Here is.

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00:28:15.900 --> 00:28:35.520

Quinton Granville: An example of how one can even go beyond the idea of photos and videos that tell the story deeper, but using photos videos in other things that students, need to be exposed to.

146

00:28:36.300 --> 00:28:45.060

Quinton Granville: to deepen their understanding alright, so as far as multiple forms representation once again i'm as I

look at this screen.

147

00:28:45.510 --> 00:28:59.220

Quinton Granville: There are certain things that come to mind, and some people call them social studies horror stories to me I call them things that reveal the importance of teaching social studies, so I remember.

148

00:29:00.240 --> 00:29:10.950

Quinton Granville: When I was teaching some students thought Africa is a country and our go as far as to say someone don't steal think Africa is a country.

149

00:29:11.400 --> 00:29:22.650

Quinton Granville: I remember teaching geography and students having the misconception that there are eight hemispheres when actuality there are four hemispheres.

150

00:29:23.070 --> 00:29:34.470

Quinton Granville: I wonder how many college age in just traditional adult know that there are only four hemispheres in that there's no such hemisphere as a North East agreements beer.

151

00:29:35.010 --> 00:29:43.800

Quinton Granville: um have you all come across any misconceptions that you know it's not that kids fall is more of how that student was exposed.

152

00:29:44.340 --> 00:29:57.750

Quinton Granville: To valuing and learning social studies throughout his or her academic career, have you all come across anything like that, before If so, you can share the chat box or feel free to unmute yourself and share.

153

00:30:15.000 --> 00:30:26.490

Quinton Granville: Okay needs to differentiate a lot, and that is a good point Emily as far as differentiating um it even if you look at the PowerPoint slide this up now.

154

00:30:26.850 --> 00:30:34.890

Quinton Granville: You see, on the left side underneath where it says sign in or sign up, it shows the different grade levels.

155

00:30:35.850 --> 00:30:42.210

Quinton Granville: You can use resources from other great level that still covers.

156

00:30:42.600 --> 00:30:54.690

Quinton Granville: The standards, the way they're intended to be, to be covered, for the grade level you're assigned for teaching so, for example, if I was teaching eighth grade, and it was in October.

157

00:30:55.110 --> 00:30:59.700

Quinton Granville: there's a strong chance that some of my students are going to be reading below grade level.

158

00:31:00.330 --> 00:31:16.530

Quinton Granville: The National Geographic resource library allows for me to look and find information from seventh grade sixth grade that covers the information that i'm out, I will be more than likely teaching all right.

159

00:31:16.980 --> 00:31:30.480

Quinton Granville: um I was very interested in seeing whether or not you all have students who may not or have certain misconceptions about social studies concepts, because a lot of times.

160

00:31:31.170 --> 00:31:39.030

Quinton Granville: it's not their fault it's just a matter of what they were taught and whether we're supposed to in elementary school in the early parts of middle school.

161

00:31:40.200 --> 00:31:59.700

Quinton Granville: What I would like to do is show an example of how one can use the resource library to address misconceptions not by lecturing or trying to talk steals into students but exposing them to certain practices certain sources.

162

00:32:00.090 --> 00:32:14.430

Quinton Granville: and certain ways of thinking that prepares to take their learning to the next level i'm in the National Geographic resource library once again if I was to type the Korean War.

163

00:32:16.680 --> 00:32:28.800

Quinton Granville: it'll take me to these two resources i'm having a chance to spend time with them in open my mind, because I remember the struggle of trying to support students with understanding these concepts.

164

00:32:32.850 --> 00:32:44.160

Quinton Granville: When we talk about scaffolding, it gives the opportunity for the teacher to engage students in reading, but the author is using the academic language.

165

00:32:46.200 --> 00:33:00.420

Quinton Granville: And the reading is efficient enough to engage students in standard space thinking and practice and, once again, you can see how the vocabulary or key vocabulary.

166

00:33:00.780 --> 00:33:14.010

Quinton Granville: has been emphasized or highlighted so that one can see how the author is using it in context, something that stood out to me is if I just took this text in read it.

167

00:33:14.970 --> 00:33:22.050

Quinton Granville: In front of the students who I was teaching or let's say I strategically made it away so we can all read it.

168

00:33:22.470 --> 00:33:39.090

Quinton Granville: or independent reading, whatever else the word repelling here, I wonder how many of my students would have the insight or understanding to see how the author is using the word rappelling here.

169

00:33:40.110 --> 00:33:49.290

Quinton Granville: To advanced the central idea of this short paragraph alright this paragraph is packed with a lot of information.

170

00:33:49.770 --> 00:34:02.340

Quinton Granville: And it reminds me of the way a lot of standardized tests are written most students haven't been exposed to this type of reading this give them the opportunity to do so, something else that stood out to me is.

171

00:34:03.360 --> 00:34:06.630

Quinton Granville: The infographic that's provided in.

172

00:34:08.190 --> 00:34:14.940

Quinton Granville: The library, as far as addressing the Korean War so.

173

00:34:16.140 --> 00:34:26.970

Quinton Granville: I know that a key skill, the students have to take when it's time for them to perform independently, without the teacher around whether they're taking the AC T.

174

00:34:27.210 --> 00:34:38.040

Quinton Granville: That are taking a State standardized assessment, they have to be able to analyze a math they have to be able to analyze charts graphs and things like this infographic.

175

00:34:39.030 --> 00:34:53.130

Quinton Granville: That doesn't happen overnight exposure has to take place most teachers don't have the time to sit and create infographics like this um i've used a lot of social studies curriculum.

176

00:34:54.150 --> 00:35:12.930

Quinton Granville: Most of them don't have the in del arm information, the way that this info graphic and a lot of other resources in the net yield library brings to the table What stands tomorrow what stands out to me the most is when I come down and look at.

177

00:35:14.670 --> 00:35:17.520

Quinton Granville: The economic cost to print.

178

00:35:18.870 --> 00:35:27.090

Quinton Granville: And, knowing that a key thing that students have to be able to understand is collateral damage the idea of.

179

00:35:27.810 --> 00:35:37.020

Quinton Granville: With all good intentions, some things suffered negative consequences those things, took place in the

world, kept moving.

180

00:35:37.350 --> 00:35:53.100

Quinton Granville: Those things took place policies change some things didn't change at all we have to make sure to analyze those things so that we can get a good sense of how historical events played a role in influencing things to come.

181

00:35:54.150 --> 00:36:02.160

Quinton Granville: Resources like this infographic go away the is supporting teachers with engagement students in there alright so.

182

00:36:24.840 --> 00:36:25.290

Quinton Granville: So.

183

00:36:27.480 --> 00:36:33.420

Quinton Granville: As far as having a chance to look at and go in the National Geographic resource library.

184

00:36:34.260 --> 00:36:39.720

Quinton Granville: here's something that we would like, for you all to reflect on and you can use the chat box to respond to the questions.

185

00:36:40.500 --> 00:36:51.810

Quinton Granville: How am I, the teachers use of materials from the National Geographic resource library to teach social studies impact engagement and standard space learning and practice.

186

00:36:52.350 --> 00:37:12.600

Quinton Granville: And how might it impacts student's ability to interact with primary and secondary sources, do you all see potential here Okay, so please use the chat box to share your thoughts and once again don't be shy if you feel like you want to share instead of type that's an option as well.

187

00:37:24.390 --> 00:37:33.720

Quinton Granville: And Faye while they're reflecting in developing their responses to go into the chat box i'm.

188

00:37:34.680 --> 00:37:48.930

Quinton Granville: feel free to share your thoughts, because I know you've been very close to this experience feel free to share your thoughts about the potential for engaging students and standards based learning in practice in primary and secondary sources.

189

00:37:50.190 --> 00:37:54.210

Fay Gore: Absolutely, thank you Quinn, as you know, that's our secret sauce right.

190

00:37:54.990 --> 00:38:01.650

Fay Gore: Like bringing stories and high quality content that is vetted to the table.

191

00:38:02.430 --> 00:38:02.850

Fay Gore: And when you.

192

00:38:03.030 --> 00:38:11.370

Fay Gore: go into the resource library, although you might not see it labeled necessarily as the Georgia standards or the north Carolina standards.

193

00:38:12.150 --> 00:38:20.190

Fay Gore: We tried to align them to standards at the national level, so that they can have broad appeal, but I really like the way quit and started out with.

194

00:38:20.430 --> 00:38:31.860

Fay Gore: Go to your standards first identify the topics and themes that work for you and then search it in the library that's The easiest way to start to see some of that alignment.

195

00:38:32.310 --> 00:38:38.190

Fay Gore: And I also wanted to speak to someone who put I think it was Emily who talked about.

196

00:38:38.670 --> 00:38:50.250

Fay Gore: Working with span students and having to really differentiate so one of the things about the resource libraries, we have a partnership with news Allah for some people call it news vla right news Allah.

197

00:38:50.610 --> 00:38:56.730

Fay Gore: Where we have some level text so if you see a resource that says it's grades three through 12.

198

00:38:57.600 --> 00:39:06.330

Fay Gore: There is a lovely mechanism on that page that you can differentiate you can give this to a 12th grader and a fifth grader and the sixth grader.

199

00:39:06.900 --> 00:39:21.780

Fay Gore: So I think that helps to build those found foundational skills and also, I would add, going back to our learning framework, a lot of things we are really focused on, and I know quentin you're going to share in just a few moments.

200

00:39:22.890 --> 00:39:28.650

Fay Gore: collaboration is key so everything that we're building where you may find a resource that focuses just on.

201

00:39:30.120 --> 00:39:33.480

Fay Gore: Obtaining knowledge, we always try to drive.

202

00:39:33.840 --> 00:39:42.960

Fay Gore: To whatever you do with that knowledge right when kids acquire it are they applying it to to a problem that

they're solving they're collaborating around it.

203

00:39:43.170 --> 00:39:51.540

Fay Gore: or they really make an observation, so I think there's lots of things in our resource library, as we move forward that you'll see that connects to broad.

204

00:39:52.620 --> 00:40:06.120

Fay Gore: skills development 21st century skills, specifically social studies skills of analyzing primary and secondary sources but also, and I think you're going to share this in just a moment to Quentin really getting kids to understand.

205

00:40:07.260 --> 00:40:18.360

Fay Gore: The value in the use of a map whether it's on an infographic or whether it's a map that actually has information maps help us do more than just locate.

206

00:40:19.050 --> 00:40:30.690

Fay Gore: places right maps help us understand in context you know if we're looking at the civil war, the anaconda plan was all about location location location right, so it helps kids understand.

207

00:40:31.080 --> 00:40:49.050

Fay Gore: The movement of resources, the movement of goods, the movement idea, so instead of even necessarily spending a lot of time, having kids create a map have kids analyze them a map that's already curated by our team that helps them understand a particular event or a particular location.

208

00:40:49.860 --> 00:40:53.610

Quinton Granville: yeah yeah and I really appreciate.

209

00:40:53.970 --> 00:40:55.500

Quinton Granville: um the entire.

210

00:40:56.190 --> 00:41:11.430

Quinton Granville: Continuing to use the word understand because it's a difference between knowing something and understanding to me understanding opens the doors to application, and when I see like what.

211

00:41:12.570 --> 00:41:23.430

Quinton Granville: Francine Mari shared um as far as the reflection that will bring the standards to live by all of the materials that are available to engage students.

212

00:41:23.880 --> 00:41:48.990

Quinton Granville: um the materials, a lot of times would paint, the picture of this is what happened to people, this is what people had to go through and i'll use myself, for example, prior to teaching social studies, I knew our I thought I knew what women's suffrage.

213

00:41:50.010 --> 00:42:10.560

Quinton Granville: is having a chance to plan to teach that moment in time in diving deep with the videos looking at the photos Listening to some of the audio from when women and men were advocating for women's right to vote.

214

00:42:11.190 --> 00:42:25.590

Quinton Granville: and knowing a lot of those women were putting their lives on the line, literally that helped me to understand the sacrifice that was playing out in the women's suffrage movement.

215

00:42:26.280 --> 00:42:33.900

Quinton Granville: That same sacrifice one will see in the civil rights movement and other movements alive.

216

00:42:34.380 --> 00:42:46.050

Quinton Granville: Okay, so hearing phase where understand seeing understand in the opening reflection, even as we move in is popped up a few times in the chat box.

217

00:42:46.590 --> 00:42:58.560

Quinton Granville: that's key because when we talk about bringing things to life is not to spark a feeling is to spark action so that's why it's important that from.

218

00:42:59.340 --> 00:43:14.400

Quinton Granville: The National Geographic resource library, with all the resources provided videos photos maps, a lot of things are there to support the teacher as resources.

219

00:43:15.000 --> 00:43:29.220

Quinton Granville: The main resource in the classroom is still the teacher you all you all have to be supported you all have to be um advocated for, and given the things that will help you to hone your craft.

220

00:43:29.640 --> 00:43:43.500

Quinton Granville: And really maximize what you're in the classroom to do that's where the powerful social studies instructional practices come into play if you're looking at the agenda for this webinar.

221

00:43:44.640 --> 00:43:54.990

Quinton Granville: You can access the powerful social studies instructional practices by clicking the as a matter of fact, instead of saying our show.

222

00:44:00.360 --> 00:44:06.510

Quinton Granville: So if you go to this part of the Agenda like here.

223

00:44:07.620 --> 00:44:19.530

Quinton Granville: You will be able to go to Sri b's website where the social studies powerful instructional practices are located, and you can download.

224

00:44:21.480 --> 00:44:34.170

Quinton Granville: The powerful social studies instructional practices from that page alright so feel free to do that and

use this to follow along as we show how one can blend.

225

00:44:34.710 --> 00:44:52.020

Quinton Granville: The National Geographic resource library, with the powerful social studies instructional practices to create a learning experience for students and, more importantly, support teachers with planning in delivering instruction right so.

226

00:45:05.550 --> 00:45:15.090

Quinton Granville: The first powerful social studies instructional practice is an increased focus summative test.

227

00:45:16.500 --> 00:45:28.290

Quinton Granville: And just to give some background on the social studies powerful instructional practices they were created as a framework to support social studies teachers.

228

00:45:29.040 --> 00:45:40.320

Quinton Granville: With planning quality standards based instruction that engages students in reading, writing speaking and listening.

229

00:45:41.220 --> 00:45:55.920

Quinton Granville: In terms of how these things look like in the discipline of social studies OK, so the inquiry focused summative task this serves as a an assignment.

230

00:45:56.700 --> 00:46:09.120

Quinton Granville: accommodating time assignment where students will complete it to demonstrate understanding of standard space concepts and skills so here's the challenge.

231

00:46:10.140 --> 00:46:27.450

Quinton Granville: Often teachers run into a brick wall when it comes to engaging students in completing these types of assignments, and even if that opportunity to complete these types of assignments exist is usually on the surface level and very academic.

232

00:46:28.650 --> 00:46:43.140

Quinton Granville: Not a lot of inspiration is taking place right, so the powerful social studies instructional practice inquiry focus summative test is one where the teacher uses the standard.

233

00:46:44.220 --> 00:46:47.940

Quinton Granville: Credible sources like text video.

234

00:46:48.960 --> 00:46:58.530

Quinton Granville: photographs maps and a content specific way for students to demonstrate understanding to engage students in learn.

235

00:46:59.880 --> 00:47:09.540

Quinton Granville: That falls so perfectly with the National Geographic resource library, because the information this House in.

236

00:47:10.560 --> 00:47:28.770

Quinton Granville: his house with standards related to science social studies geography technology and the 21st century skills in mind and they've been vetted by people who are credible as far as the field of research in education.

237

00:47:29.850 --> 00:47:37.650

Quinton Granville: What I provided is an example of how one can create an inquiry focused summative task.

238

00:47:38.400 --> 00:47:54.930

Quinton Granville: That will engage students in reading, writing in demonstrating understanding the way it should look social studies so think back to when I showed you all, or I can just here go back to when I showed you all.

239

00:47:58.920 --> 00:48:01.320

Quinton Granville: The resources.

240

00:48:02.520 --> 00:48:16.260

Quinton Granville: For the Korean War right so you've got the infographic or the infographic here which engages students in analyzing information.

241

00:48:18.090 --> 00:48:19.860

Quinton Granville: And you have.

242

00:48:21.600 --> 00:48:22.410

Quinton Granville: The text.

243

00:48:26.490 --> 00:48:34.380

Quinton Granville: which engages students been reading great level tips that's meant to support the development of a skill.

244

00:48:35.610 --> 00:48:40.830

Quinton Granville: of thinking all right, so these things can be used.

245

00:48:41.940 --> 00:48:42.720

Quinton Granville: To create.

246

00:48:44.340 --> 00:48:45.630

Quinton Granville: This type of text.

247

00:48:46.860 --> 00:48:53.940

Quinton Granville: Right an analytical analytical essay in which you describe the historical circumstances leading up to

the Korean War.

248

00:48:54.570 --> 00:49:05.250

Quinton Granville: explain the United States purpose for entering the war and discuss the collateral damage that resulted from the war site evidence from the source provided to support your analysis.

249

00:49:05.580 --> 00:49:08.760

Quinton Granville: Now, most people will look at this and become intimidated.

250

00:49:09.330 --> 00:49:19.080

Quinton Granville: If a teacher is using the National Geographic resources, along with other resources to build students understanding this becomes very possible.

251

00:49:19.440 --> 00:49:27.960

Quinton Granville: For a large amount of students, especially the part the collateral damage that resulted from the civil war.

252

00:49:28.320 --> 00:49:42.870

Quinton Granville: This is when things like that infographic support students when that's not only taking their knowledge of an event to the next level but being able to express it in a way that shows their understanding.

253

00:49:44.490 --> 00:50:00.480

Quinton Granville: lesson see lesson plans sequence if you're looking at the powerful is shocking practices, you see, were following the inquiry focus i'm going to task lesson planning comes into play, because you can't magically or.

254

00:50:01.500 --> 00:50:09.060

Quinton Granville: Let me rephrase it you can't throw students to the sharks and respect for them to be ready to respond to a test like this.

255

00:50:09.780 --> 00:50:21.780

Quinton Granville: So lesson plan, it has to take place, but here's the challenge supporting students will internalize the information and being able to apply knowledge and skills to complete standards along test.

256

00:50:22.170 --> 00:50:29.280

Quinton Granville: Right, so the powerful social studies instructional practices, the lesson plan sequence supports scaffold.

257

00:50:30.480 --> 00:50:40.470

Quinton Granville: scaffolding that enable students to deepen their understanding and applied social studies, knowledge and skills to be able to complete a test.

258

00:50:41.040 --> 00:50:50.640

Quinton Granville: here's an example of what that would look like So if you look to the right you see the test that was

that serves as the inquiry focus on to staff.

259

00:50:51.990 --> 00:51:04.710

Quinton Granville: The National Geographic resource library, along with the powerful instructional practices can be combined for a teacher to use as a guide to thinking.

260

00:51:05.400 --> 00:51:18.300

Quinton Granville: Using and strategizing resources to create a sequence of lessons that prepare students to respond to a problem, like this.

261

00:51:19.080 --> 00:51:43.080

Quinton Granville: Right, making learning a lot more meaningful than just randomly gathering facts or randomly taking notes during a lecture opening the door for the teacher to give it to the kids and the kids learn discovered, as they prepare to complete a standards align task.

262

00:51:44.940 --> 00:51:51.360

Quinton Granville: Learning targets in formative assessment appears third on the powerful instructional practices.

263

00:51:52.440 --> 00:52:04.800

Quinton Granville: The challenge once again for teachers supporting students with understanding the why and how related to a lesson and seeing the connections between this.

264

00:52:05.400 --> 00:52:21.300

Quinton Granville: connections, is something that was brought up in the beginning, when we did the opening reflection right, how does lesson that took place on Monday connect to lesson that took place on Tuesday, and so on and so forth, as far as the sequence.

265

00:52:22.680 --> 00:52:32.130

Quinton Granville: The powerful social studies instructional practices supports a teacher with creating clear measurable learning targets.

266

00:52:33.120 --> 00:52:46.920

Quinton Granville: And having a formative assessment something like an exit ticket or a way for students to show what they learned or listen, so that a teacher can gather information to support him with her with.

267

00:52:47.400 --> 00:52:54.090

Quinton Granville: Further instruction with students needs in mind here's what it looks like So for me.

268

00:52:54.840 --> 00:53:04.200

Quinton Granville: I had no idea who William T Sherman was in the role he played in the civil war, prior to me becoming a teacher.

269

00:53:04.590 --> 00:53:23.340

Quinton Granville: Because when I was taught about the civil war, it was almost as simple as the north one at one thing, the South one at one thing they fought the north one the landscape of the United States change, no one went real deep into showing both sides of the coin.

270

00:53:24.390 --> 00:53:32.280

Quinton Granville: Learning targets and formative assessments are very important, when you talk about the day to day because it helps.

271

00:53:32.700 --> 00:53:43.260

Quinton Granville: teachers to condense and break things down to give it to students in bite sized pieces so that they're able to understand.

272

00:53:43.770 --> 00:53:57.330

Quinton Granville: How what I learned today connects to the next day if one isn't careful when teaching about William fees Sherman in the civil war he or she can get way over the top of sharing way too much information.

273

00:53:57.840 --> 00:54:03.330

Quinton Granville: The National Geographic resource library, similar to what I showed with the dred Scott.

274

00:54:03.780 --> 00:54:20.760

Quinton Granville: Court decision, the Missouri compromise Korean War its precise captures the key focus of the standards and can be used as a way to inform students and check for students understanding before they leave.

275

00:54:21.180 --> 00:54:38.220

Quinton Granville: here's an example of a learning target that can be created from the information in the resource library about William T sherman's role in the civil war students will be able to write a summary that explains why general William T Sherman targeted Atlanta during the civil war.

276

00:54:39.240 --> 00:54:46.470

Quinton Granville: As simple as it sounds, for a teacher who hasn't been trained or provided the proper resources this.

277

00:54:47.370 --> 00:55:00.240

Quinton Granville: That should be only one day or Max two days can end up in a whole week if the proper resources aren't providing nat GEO and the powerful practices.

278

00:55:00.690 --> 00:55:20.820

Quinton Granville: Are the correct resources today right learning strategies The challenge here is that a lot of times we teach students to perform independently, but we don't give the tools to support them with doing things like interacting with complex text being able to analyze a map.

279

00:55:22.050 --> 00:55:28.140

Quinton Granville: The powerful social studies instructional practices hone in on the importance of teaching those strategies.

280

00:55:29.010 --> 00:55:43.470

Quinton Granville: We mentioned multiple forms of representation that goes two ways it's not always meant to inform students sometimes is meant to inform teachers on the most effective practices here's an example.

281

00:55:44.040 --> 00:55:58.380

Quinton Granville: learning strategies, if you go to the National Geographic resource library it goes right along with the social studies powerful instructional practices as far as teaching students, a way to perform using a strategy.

282

00:55:58.920 --> 00:56:10.950

Quinton Granville: When the teacher is not around so his Room one on one revolutions give a guy from analyzing revolutions in depth, a full video.

283

00:56:11.850 --> 00:56:33.810

Quinton Granville: After watching this video the goal should be for students to apply these takeaways to analyze and break down any revolution put in front of them once again the video is complemented by opportunities for practice that exists in that resource library okay.

284

00:56:36.030 --> 00:56:37.470

Quinton Granville: Civil discourse.

285

00:56:38.880 --> 00:56:41.220

Quinton Granville: giving students, the opportunity to talk.

286

00:56:42.360 --> 00:56:54.600

Quinton Granville: Assisting students with critical analysis in using academic language and collaborating to problem solve powerful social studies instructional practices hone in on that.

287

00:56:55.680 --> 00:57:05.520

Quinton Granville: Civil discourse becomes a possibility, when we apply the learning framework in the National Geographic resource library two.

288

00:57:06.510 --> 00:57:17.310

Quinton Granville: Things related to social studies observe communicate collaborate problem solve this isn't a formula that I came up with on my own.

289

00:57:17.700 --> 00:57:29.610

Quinton Granville: This is a formula that's highlighted in breaking down boundaries, one of the lessons or activities in the National Geographic library that only is perfectly.

290

00:57:29.940 --> 00:57:42.510

Quinton Granville: To the powerful instructional practices for social studies, because it gives a prototype for how to engage students in civil discourse in a way that is standards based.

291

00:57:42.990 --> 00:57:58.410

Quinton Granville: More importantly, a way that raises their awareness and ability to apply what they're learning to create change in their communities and almost want to save the world at large.

292

00:58:00.120 --> 00:58:01.800

Quinton Granville: interdisciplinary connections.

293

00:58:03.360 --> 00:58:11.640

Quinton Granville: The challenge here is making learning relevant to students, once again, this is something that was address are brought up in our opening reflection.

294

00:58:12.270 --> 00:58:24.330

Quinton Granville: Powerful social studies instructional practices made this a key point in supporting teachers inspires doing effort by making learning relevant across places cultures history and systems.

295

00:58:25.830 --> 00:58:35.490

Quinton Granville: here's the opportunity for it to take place as it exists in the resource library, the p I P or powerful instructional practices.

296

00:58:36.000 --> 00:58:46.380

Quinton Granville: It gives the frame for thinking it gives the frame for what one should be doing as far as engaging students in things like authentic assignments.

297

00:58:46.800 --> 00:58:56.010

Quinton Granville: opening doors for collaboration across different content areas, the National Geographic resource library actually gives a roadmap.

298

00:58:56.520 --> 00:59:08.730

Quinton Granville: and other opportunities for the teacher to give students a platform for practicing that goes way beyond and a practicing to where the finished product.

299

00:59:09.330 --> 00:59:26.940

Quinton Granville: The audience is going to be more than just a teacher grading but other people looking through the lens of how the child communicates certain things relating to social studies concept and their desire or their vision for change as it's related.

300

00:59:28.020 --> 00:59:37.830

Quinton Granville: Alright, so that is the National Geographic resource library and the social studies power and instructional practices coming together.

301

00:59:38.340 --> 00:59:57.540

Quinton Granville: i'm fame is anything that you would like to share as far as the blending of the two in what you had a chance to see or know about, as far as the National Geographic library and when teachers are supported with using the

changing creating the classroom.

302

00:59:58.530 --> 00:59:59.400

Absolutely.

303

01:00:00.510 --> 01:00:12.600

Fay Gore: I really do feel like it's a perfect blend of two ideas, the powerful instructional practices and the National Geographic explorer mindset or our.

304

01:00:13.680 --> 01:00:18.030

Fay Gore: Learning framework because it's cultivating the same things at the same time.

305

01:00:18.750 --> 01:00:23.700

Fay Gore: I would reiterate what you've already said quentin is that you have to start with your standards.

306

01:00:24.120 --> 01:00:32.610

Fay Gore: You have to start with what it is that you're trying to accomplish and achieve in the classroom and then our resources will be a compliment to that.

307

01:00:32.850 --> 01:00:39.660

Fay Gore: Right like it's not a curriculum right that you can just teach about the civil war by going to the National Geographic research library.

308

01:00:39.930 --> 01:00:46.050

Fay Gore: But we should be able to enhance some of those things that you're trying to do, and ultimately what we're trying to do is.

309

01:00:46.920 --> 01:00:58.080

Fay Gore: Provide knowledge and skills so kids can have understanding and with understanding becomes taken informed action, and I think that's what our explorers do out in the field in the real world and.

310

01:00:58.470 --> 01:01:10.620

Fay Gore: I think that's what you guys articulated in the very beginning of this webinar is that what good social studies instruction is about is having kids see the relevancy and what they're learning making connections.

311

01:01:11.430 --> 01:01:23.580

Fay Gore: Across disciplines and then ultimately to be able to apply what they've learned in a real world context, and we hope that that that's what you'll find in our resource library that also complements the powerful instructional practice.

312

01:01:27.000 --> 01:01:27.600

Quinton Granville: So.

313

01:01:27.660 --> 01:01:29.400
Quinton Granville: Kirsten um.

314
01:01:29.760 --> 01:01:30.540
Quinton Granville: I know you're.

315
01:01:31.140 --> 01:01:32.580
Quinton Granville: wrapping things up.

316
01:01:32.790 --> 01:01:41.610
Quinton Granville: um so Jay and I are going to turn it over to you, so you can go ahead and bring things to a close.

317
01:01:41.910 --> 01:01:53.100
SREB - Kirsten Sundell: So lately, and I just wanted to thank you, you and Faye both for a great presentation I just popped into the chat a link to a blog I believe you have this in the agenda Clinton.

318
01:01:53.520 --> 01:02:10.110
SREB - Kirsten Sundell: A link to a blog he wrote recently about how you can match your state, you can find the resources that you need to teach your standards and then use that National Geographic resource library, to make those standards in that in that instruction really come alive.

319
01:02:11.850 --> 01:02:23.400
SREB - Kirsten Sundell: So we will open it up, if there are questions I see Francine has said, many social studies teachers will love exploring these resources during the summer to find materials that fit their standards absolutely.

320
01:02:23.760 --> 01:02:31.740
SREB - Kirsten Sundell: And I would encourage you, all of you that are listening here today or watching this on the video, to make sure that you learn more about.

321
01:02:32.400 --> 01:02:41.010
SREB - Kirsten Sundell: Summer conference National Geographic i'm very thrilled to say is going to be presenting with us during our Wednesday general session.

322
01:02:41.310 --> 01:02:46.260
SREB - Kirsten Sundell: about the explorers mindset and how you can incorporate these wonderful resources into your instruction.

323
01:02:47.010 --> 01:02:58.950
SREB - Kirsten Sundell: fe and her young explorers will be there in person, we will also have a wonderful booth from National Geographic at the conference, as well as many sessions about engaging instruction and you know connecting to your standards.

324
01:02:59.880 --> 01:03:07.020

SREB - Kirsten Sundell: But if anyone in the audience has questions I encourage you to turn on your cameras, if you like, and.

325

01:03:08.040 --> 01:03:19.080

SREB - Kirsten Sundell: turn on your microphones if you'd like to ask a question of our panel or feel free to pop it into the chat if you have questions leave that open.

326

01:03:26.130 --> 01:03:33.270

SREB - Kirsten Sundell: And I think what I will do right now, if you all are shy, I will turn off the recording but, if any of you would like to.

327

01:03:34.440 --> 01:03:35.610

SREB - Kirsten Sundell: jump in and ask a.