

Social Studies Resources

History

- [1619 Curricular Resources](#)
- [Beyond 30 Days: Teaching and Celebrating Latinx Heritage](#)
- [Big History Project](#)
- [C3 Inquiries](#)
- [Docs Teach](#)
- [Disciplinary Literacies in the Social Studies](#) (5 short modules on the C3 Framework- graphic organizers laying out the disciplines concepts and tools)
- [Digital Public Library of America](#) great source for primary documents
- [The Do's and Don'ts of Teaching Black History Month](#)
 - [Resources for Teaching about Black Lives Matter](#) (including ideas and resources at different grade levels)
 - 2020 Curriculum Guide for Black Lives Matter Week (February 2-
- [Education for Democracy](#)
- [Eyes on the Prize Free Streaming of Video Clips](#) and Lessons to Learn about and teach the Civil Rights Movement
- [Facing History and Ourselves](#)
- [Footnoting History](#) (short podcasts of moments/events/people)
- [Gilderman Lehrman Institute of American History](#)
- [Historical Thinking Concepts](#) (promoting critical literacy in the 21st century - great description of concepts and resources)
- [Historical Thinking Matters](#) (Four investigations of central topics from post-civil war U.S. history, with activities that foster historical thinking and encourage students to form reasoned conclusions about the past-sets of primary sources)
- [John Green Crash Courses](#)-these can be super overwhelming for students with too much information at once, but is a great way to build teacher content knowledge
- [ICS Institute for Curriculum Services](#) (great for World History)
- [Library of Congress](#) (primary sources and multiple primary source guides)
- [LGBTQ History Project Primary Source](#)
- [National Archives](#) Documents and Analysis Worksheets
- Natural Museum of African American History and Culture
- [New American History](#)
- [M|LAS International Institute K-12 & Postsecondary Outreach](#)
- [5 Ways to Avoid Whitewashing the Civil Rights Movement](#)
- [One History](#) great resources and sites to help study the diversity in America...great links for finding primary sources
- [PBS Learning Media](#)
- [Smithsonian Institute](#) (open access to almost 3 million 2-D and 3-D images)
- [Stanford History Education Group](#) (great resources)
- [Teaching with Primary Sources](#)
- [Time Shift America](#)
- [World History for us All](#)
- [World History Project: OER](#)
- [Walter Ruether Library](#)
- [YURI Educational Project](#) (Great projects on AAPI history and civic engagement)
- [Zinn Education Project](#) - great lessons for middle and high school, but could be adapted for elementary and great for building your own content knowledge (sponsored by Rethinking Education and Teaching For Change)

Indigenous Peoples' History

- [American Indians in Children's Literature](#)
- [Carlisle Indian School Digital Archive Site](#)
- [Indigenous Peoples' -Providing Deeper Context in Lessons on Indigenous Peoples Eutopia](#)
- [Interactive Time-Lapse Map Taking Lands of Native Americans](#)
- [National Congress of American Indians](#)
- National Museum of the American Indian: Native Knowledge 360
- [Native Land Disclaimer](#)
- <https://www.facebook.com/ThinkIndigenousOnlineEd/> (Canada)
- [Providing Deeper Context in Lesson on Indigenous Peoples](#)
- [Teaching Native American and Culture](#)
- [Tribal Nations and the United States](#) (updated in 2019-very useful history, great graphics, good info)
- [Tribal Nation Maps](#) (and more to purchase)
- [Issues with Celebrating Columbus Day](#)
 - [Columbus Day-Indigenous Peoples' Day Fast Facts](#)
 - [Rethinking how we celebrate Columbus Day](#)
 - [Turtle Island Social Studies Collective](#) (Facebook page)
 - [When Teaching About Columbus and Indigenous people, context is key, teacher says \(cjonline.com\)](#)

Indigenous Peoples of Michigan

- [Anishinaabe](#) (Kids' Kiddle)
- [Habor Springs and Indian Boarding Schools](#) (5 parts, powerful primary source images)
- [Great Lakes History \(Tribes\)](#)
- [Indigenous Tribes of Michigan](#)
- [Maawndoongan](#): Anishinaabe Resource Manual to accompany the State of Michigan Social Studies Standards
- [Native Americans: The 12 Tribes of Michigan](#)
- [Debunking Misconceptions about Michigan's Native Americans](#)
- [Pollution, Poverty, and People of Color: A Michigan Tribe Battles a Global Corporation](#)
- [Information about the Federally Recognized Tribes and Why Map was Created](#) (M | Library)
- [12 Federally Recognized Tribes in Michigan](#) (Native American Institute)
- [Logos of Tribes in Michigan](#) (Michigan.gov)
- Native American Heritage Fund

Thanksgiving

- [Decolonizing Thanksgiving is an Oxymoron](#) (great resource and books for littles)
- Article: [First Graders: First Graders' Inquiry Into the Myths and History of Colonists and Wampanoags at Plymouth](#)
- [Learning for Justice: Lessons and Resources for Thanksgiving](#)
- [Thanksgiving Gets a Deeper Look this Year](#)
- [Thanksgiving: 5 Things to Change how we teach Thanksgiving at school and at home](#)
- [Thanksgiving Myths](#)
- [Thanksgiving from Wampanoag Youth](#)
- [Thanksgiving: What you Learned about Thanksgiving isn't true, Here's the real story](#)
- The Historical Representation of Thanksgiving Within Primary and Intermediate-Level Children's Literature
- [A Racial Justice Guide to Thanksgiving for Educators and Family \(many resources to teach and learn about Thanksgiving...\)](#)

Michigan History (K-12 Standards)

- [Digital Primary Sources of America](#)
- [Ojibwe's People's Dictionary](#) (great resource on people and language)
- Listen to an audio version of the [children's book](#) in the Ojibwe language: *Bizhiaw Miinawaa and Miinan*, in English, *Lynx and the Blueberries* by Cecelia Rose LaPointe
- Listen to an audio version of the children's book in the Ojibwe language: [Ajiiaak](#), in English *Crane* by Cecelia Rose LaPointe
- [Historical Society of Michigan Educational Resources](#)
- [Land Acknowledgment Map](#) (interactive tool and also has links to teacher resources and lessons)
- [Michigan History](#) (how we became a state)
- [Michigan History Center](#)
- [Michigan Memories: Oakland County Historical Resources](#)
- [Michiganology: The Story Archive Override](#)
- [Michigan Women's Historical Center and Hall of Fame](#) (lots of good resources. Click on resources and then go to Inductee Database.
You can sort the women of MI by era, location, etc.-historical figures and modern-day women!!!)
- [Michigan Humanities](#)
- [Michigan Memories](#)
- [Michigan Tribal Education Directory](#)
- [Oakland University's Land Acknowledgement](#)
- [Politico: History of Oakland](#),
- [Pontiac, bussing, growth of suburbs and white flight](#)
- [Tribal Areas in MI](#) (and map)

Asian American History

- [Asian American Children's Literature](#)
- [Asian American, Native Hawaiian, & Pacific Islander Heritage Resources](#) (NCHE)
- [AAPI Heritage Month: May 2023](#) (Oakland Intermediate School District)
- [Asian Pacific American Heritage Month](#) (Learning Resources)
- [What it Means to be Asian in America](#): The lived experiences of Asian Americans in their own words (Pew Research Center)

Geography

- [Arizona Geographic Alliance](#) (excellent source for lesson plans and use the SIOP model for full inclusion of ELL)
- [Asking Geographic Questions](#)
- [5 Themes of Geography in Action](#)
- [Clickable Maps](#)
- [Google Earth](#)
- Geography [resources for teachers and students](#)
- [Indigenous Geography Overlap](#): Interactive map of native land highlights territories, treaties, and languages across the U.S. Canada and beyond. You can type in an address to discover traditional territory
- [Mr. Donn's 5 Themes of Geography](#)
- [GeoCivics](#)
- [Geoliteracy](#)
- [Geolnquires](#) (ERSI)
- [Google Earth](#)
- [Google Maps](#)
- [Mapping Inequality](#) (interactive map-redlining)
- [National Geographic Map Stories](#)
- [Population Education](#) resources for teachers
- [C3 Inquiries](#)
- [Mr. Sinn Geography Youtube Playlist](#)
- [PBS Learning Media](#)
- [Royal Geographic Society](#)
- [Why Geography is Important](#) (this is a bit outdated but still excellent to geography as more than just map reading)
- [G.I.A.N.T.S](#)
- [GeoMath](#) (charts, maps, graphs, etc.)

Economics

- [Basic questions of economics](#) (blog)
- [C3 Economic Inquiries](#)
- [Classroom Trade Game](#) simulation to teach about market economy and free trade - adaptable to all ages and can be modified in multiple ways
- [Council for Economics](#) great site for ideas at every grade level (includes connecting to current events)
- [Economic Read Alouds](#)
- [Economic Resources](#) for all grades
- [Econedlink](#) resources for all grade levels
- [Federal Reserve Education](#) click on *resources for audiences* to look for specific grade level idea
- [PBS Learning Media](#)
- [St. Louis Federal Reserve Bank](#) Lessons for all grade levels
- [Social Studies Basic Economic Concepts](#)
- [Mr. Sinn Economics Youtube Video Playlist](#) these are great for students, but also for building your own content knowledge!
- [Wise Pockets](#) teaching about personal finance using children's literature

Civics and Government

- [Above the Noise Videos](#) ABOVE THE NOISE is a show that cuts through the hype and takes a deeper look at the research behind controversial and trending topics in the news. Includes a graphic organizer you could modify to fit the level you are working with....to see the issues, the different ways to interpret the issue, and how to take a stance on the issue! Written for high school level but could be adapted and a great source for how to think through real life issues that matter to students.
- [Being a Responsible Citizen](#) (C3 inquiry lesson with good questions to ask regarding what it means to be a participatory citizen in a democracy)
- [Be a Citizen](#)
- [Civic Action Project](#)
- [Educating for American Democracy](#)
- [Education for Democracy](#)
- [National Constitution Center](#)
- [Center for Civics Organization](#)
- [C3 Inquiries](#)
- [Civics in the Classroom](#) (Edutopia)
- [Civicate](#) (short videos made by students to teach about the U.S. Government and Civic Participation)
- [Civic Engagement Research](#)
- [Civic Online Reasoning](#)
- Constitution Day Resources
 - <https://www.loc.gov/law/help/commemorative-observations/constitution-day.php>
 - http://www.c3teachers.org/wp-content/uploads/2015/08/NewYork_11_Constitution.pdf
 - <https://www.smore.com/f4yhd-constitution-day-resources>
 - [President Trump's Columbus Day Declaration 2020](#)
- [Icivics.org](#) excellent site with multiple lesson plans, interactive games, and links to current events
- [Indy Kids](#) A Newspaper written by kids, for kids
- [Kid Citizen](#) Part of Congress, Civic Participation, and Primary Source Project (grant0 Library of Congress)
- [Kids Voting](#) Center for Civic Education
- [Media Bias Chart](#)
- [Michigan Center for Civic Engagement](#)
- [Michigan Council of Civic Education](#)
- [PBS Learning Media](#)
- [We the Civic Kids](#)
- [The Constitution for Kids](#)
- [Annenberg Videos](#) (excellent videos of social studies lessons)

Global Citizenship

- [17 Global Goals for Sustainable Development](#) (United Nations)
- [New Global Goals Lesson Plans](#)
- [Global Read Aloud Project](#) - classrooms around the world read the same books (dates are in the fall-you can be as involved as you want...see the FAQ questions on the following site)
- [Planet Money Make a T-Shirt](#)
- [Reimagining Migration: Moving Stories in the Classroom](#)
- [C3 Inquiries](#)

C3 Framework

- [C3 Inquiries](#)
- [QFT](#) getting better at asking questions QFT is a protocol to work with students on asking better questions
- [Inquiry in the Social Studies](#) Webinar (with John Lee-one of the authors of the C3)

Current Events

- [All Sides Media Bias Ratings](#) (know more, understand others, think for yourself)
- [Common Sense Media](#) sign up for a free account and there are numerous resources and lessons (i.e. Reverse image search, fact vs. opinion, sorting out fake news and much, much more)
- [Critical Media Project](#)
- [Media Bias Chart](#)
- [Newseumed](#) Media Literacy/Civic Engagement/Global Education
- [Newsela](#) (great for adjusting reading levels)
- [Learning Network](#) (great ideas and resources for creating a research project stemming from world currents- set up for high school but could be adapted for elementary)
- [25 ideas for teaching current events](#)
- Fact checker
 - [Politifact](#)
 - [Snopes](#)
 - [Truthorfiction](#)
- Reference Desk great site for access to newspapers from around the world, word of the day, this day in history, and so much more <https://refdesk.com>
- [Spot the Troll](#) A short quiz that helps you figure out how to spot fake news
- [Tween Tribune](#) - The Smithsonian offers daily AP news articles in English and Spanish, indexed by grade range, that may be made more or less complex by adjusting readability levels.
- [Your kids aren't too young to talk about race](#)
- Multi-modalities to teach counter stories

USA Online News Sites for Children

- [CNN Student News](#)
- [Dogo News](#)
- [Library of Congress for Families](#)
- [National Geographic for Kids](#)
- [Newsela](#)
- [Newseum](#)
- PBS NewsHour for Kids
www.pbs.org/newshour/extra
- Scholastic News for Your Classroom -
www.magazines.scholastic.com
- Student News Net -
www.studentnewsnet.com
- [Online newspapers around the world](#)
- Teaching Kids News- Toronto-based educators offer an impressive variety of global current events articles, appropriate for grades 3-8 that provide helpful background
<http://teachingkidsnews.com/>
- Teen Kids' News - www.teenkidsnews.tv
- [TweenTribune.com](#)
- The Connected Classroom -
www.theconnectedclassroom.wikispaces.com/News
- Time for Kids - www.timeforkids.com/news
- Washington Post Kids Post -
www.washingtonpost.com/lifestyle/kidspost/
- We the Civics Kids -
www.constitutioncenter.org/learn/educational-resources/we-the-civics-kids
- Weekly Reader - www.weeklyreader.com
- World Newspapers - www.world-newspapers.com
- World Press - www.worldpress.org

International News Sites for Children:

- [Australia – Behind the News](#)
- [Canada – Teaching Kids News](#)
- [Great Britain – BBC Newsround](#)
- [United Kingdom – First News](#)
- [Hong Kong – Young Post](#)
- [India – Kids Free Souls](#)
- [Ireland – The Primary Planet](#)
- [New Zealand – Kiwi Kids News](#)

Children's Literature for Social Studies Content

- [Autumn Stories](#)
- [Asian American Children's Literature](#)
- [American Indians in Children's Literature](#)
- [Goodreads.com](#)
- [75 Books about Extraordinary Black Mighty Girls and Women](#)
- [Anti-racism for kids 101 Starting to Talk about Race with Kids](#)
- [15 Titles for Young Readers Celebrating Asian Pacific American Heritage](#)
- [Best 45 Diverse Children's Books of 2019](#)
- [10 Children's Books about Juneteenth](#) 11 books to teach children about the refugee experience
- <https://www.weareteachers.com/kids-books-about-refugees/>
- [21 LGBTQ-Themed Children's Books](#)
- [Cooperative Children's Book Center \(CCBC\)](#) Diversity Statistics Book Search Tool
- [Center for Study of Multicultural Children's Literature Best Books](#) List 2012-2019
- [We Need Diverse Books](#)
- [Don't Yuck my Yum](#): Books that Dismantle Orientalism and Food Shaming
- [Educational Resource Lab](#) (go to the website and click on the databases that have book reviews....search by topic)
- [Jane Addams Peace Association](#)
- [Indigenous Texts](#)
- [American Indians in Children's Literature](#)
- [Native American Children's and Young Adult Books](#)-Teacher and Librarian Choices
- [Lee and Low Indigenous People's Day](#)
- [Kid Lit Collective](#) (diversity, inclusiveness, intersecting identities)
- [KidLit at Home](#)
- [Latinx and Latin American books](#)
- [Lee and Low](#) Diverse books for classrooms
- [LGBTQIA Books for Children and Teens](#) (available in the Educational Resource Lab in Pawley Hall, OU)
- [Pride Picture Books](#) Read Aloud
- [NCSS Notable Trade Books](#) deepening understanding of peace and justice through reflection, dialogue, action
- [Non-Fiction Social Studies Picture Book](#) (list compiled by Dr. Lisa Buchanan)
- [Police Brutality](#) (9 children's books about police brutality)
- [Social Justice Books](#)
- [Social Activism: Diverse Reading List](#)
- [10 Quick Ways to Analyze a Book for Racism and Sexism](#)
- [Thanksgiving Stories](#)
- [Tips for Choosing Culturally Appropriate Books and Resources About Native Americans](#)
- [Trade Wind Series of books from Eerdmans](#)
- [Veterans' Day Stories](#)

Social Studies Lessons

- [PBS Learning Media](#) (sort by subject, grade level, standards, topics)

Teaching Practices

- [Building Community](#)
- [C3 Teachers](#)
- [C3 Articles \(including examples of a few inquiry lessons\)](#)
- [Chart to Promote Higher Order Thinking](#)
- [Colorin Colorado](#): a bilingual site for educators and families of English language learners (great resource for culturally responsive pedagogy)
- [creating a social justice curriculum for early childhood](#) (Paula Rogavin podcast)
- [Cult of Pedagogy](#)
 - [Hexagonal Thinking: A colorful discussion tool](#)
 - [Big List of Discussion Strategies](#)
- [Essential Instructional Practices for secondary disciplinary literacy](#)
- [Facing History and Ourselves Teaching Strategies](#)
- [Harvard Project Zero](#): Great source for teaching strategies!
- [Henry Ford: Collections and Research](#)

- [Library of Congress: Teaching with Primary Sources](#) and [Library of Congress: Getting Started with Primary Sources](#)
- [Responsive Classroom](#) Ideas for how to create strong social and academic skills in the classroom - free registration
- [Restorative Discipline and Practices](#) (video)
- [The Learning Network](#) excellent ideas!!! From the New York Times
- [Media Literacy and Digital Citizenship](#)
- [Media Literacy Toolkit](#)
- Morningside Center for Teaching Social Responsibility
- [Primary Source Nexus](#) (curated sets, but also great teaching tips)
- [ReadWorks.org](#)
- [Reflective Practices](#) Cambridge Assessment International Education
- [Teaching & Learning Lab Discussion Protocols](#)
- [Teaching Students about Microaggressions](#) (building a safe learning environment) [8 personalized learning strategies](#)
- [Teaching While White](#): A letter to White teachers of my Black Children
- [Teaching With Primary Source](#) (primary source nexus-resource blog)
- [Single Point Rubrics](#)
- [Vanderbilt](#) (IRIS Center) Teaching English Language Learners modules for teacher learning!
- [Visions of Education podcasts](#) these wonderful podcasts are done by mover and shakers in the field of social studies education- they cover multiple topics and grade levels
- [Visual Thinking Strategies](#)

Teaching Videos

- [ELLISA Project](#): UCSC: Education Department-Videos of classroom teachers (Math, Literacy, Social Studies, Science)

Technology Tools/Ideas

- [8 ways to be more inclusive in Zoom meetings](#)
 - [Students' Guide to Zoom](#)
- [Digital Tools for Social Studies](#)
- [Media Literacy](#) teacher and student resources
- [Moving Stories in the Classroom](#)
- [Nearpod](#) Student engagement system
- [Padlet](#)
- [PearDeck](#)
- [Plinkers](#)
- [Project Zero](#) (toolkit- Harvard education)
- [Sutori Free Interactive Timeline](#)...
- [ArcGIS Story Maps](#)
 - see this [example on the Titanic](#)
- [Thinglink](#) make an image interactive
- [TikiToki Timeline](#) free online timeline maker
- [Venngage](#) (free tool for making infographics)

Organizations for Transforming Education to be more Just and Equitable

- [Building Equitable Learning Environments](#)
- [Picower's 6 Elements of Social Justice Education](#)
- [Center for Social Justice in Education](#)
- [edchange.org](#) many resources for building more just and equitable schools
- [Edjustice](#)
- [Equity Literacy Institute](#) Paul Gorski
- [Morningside Side Center for Teaching Social Responsibility](#) (excellent site for teaching about restorative circles, handling difficult issues, lesson ideas for social responsibility)
- [Rethinking Education](#) Great site for many resources and lesson plans
 - Each year they put out a "*Planning to Change the World*:" a plan book for social justice teachers. It is a wonderful source for ways to bring social studies to life and connect it to the real world. You can order them from the Rethinking School website and the cost is under \$20.00.
- [Learning for Justice](#) amazing site for teaching for equity, diversity, and justice, multiple lesson plans, texts, and instructional strategies
- [Social Justice Standards](#) (use alongside the state standards to ensure going beyond head knowledge to head/heart knowledge)
- [Visions of Education](#) podcasts these wonderful podcasts are done by movers and shakers in the field of social studies education- they cover multiple topics and grade levels

- [21 Free Resources for Teaching Social Justice](#) in the Classroom Amazing list of resources

Teaching on Days After: Tragedy and Trauma Resources

- [Teaching on the Day After a Crisis](#)
- [Navigating Discussions Following a School Shooting](#)
- [Trauma Informed Teaching](#)
- [Trauma Informed Distance Learning](#)
- [Slowing Down For Ourselves and Our Students](#)
- [Centering Student Autonomy After a Crisis](#)
- [Helping Your Children Manage Distress in the Aftermath of a Shooting](#)
- [On Days Like These, Write. Just Write.](#)
- [Coping with Community Crisis](#)
- [Responding to Tragedy](#)
- [Mass Shootings: How To Talk to Students](#)
- [Resources for Talking and Teaching About School Shootings](#)
- [Resiliency After Violence](#)
- [Managing Fear After Mass Violence](#)
- [When Bad Things Happen](#)
- [Support Students Who Experience Trauma](#)
- [Restorative Justice Resources for Schools](#)
- [Restorative Justice: What it is and What it is Not](#)
- [Transformative Justice, Explained](#)
- [Transformative Justice: A Brief Description](#)
- [Secondary Traumatic Stress Resources](#)
- [Childhood Traumatic Grief: Youth Information](#)
- [Coping in the Aftermath of a Shooting](#)
- [#EnoughisEnough Syllabus](#)
- [Perspective: I Teach Through Trauma](#)
- [Teaching on Days After: Educating for Equity in the Wake of Injustice](#)

RACISM

- [AAPF \(African American Policy Forum: Intersectionality Matters Podcast](#)
- [Abolitionist Teaching Network](#)
- [Anti-bias Framework from Learning for Justice](#)
- [Antiracist & Abolitionist Teaching Resources](#)
- <https://appstatemsec.mykajabi.com/products/esses-2021?page=2>
- [Becoming Anti-Racists](#)
- [Black Lives Matter 13 Guiding Principles](#)
- [Books to Increase our Awareness and Disruption of Racism](#)
- [Center for Anti-Racist Education CARE](#)
- [Education for Democracy](#)
- [Education Week: What is CRT and Why is it under attack?](#)
- [Freedom Reads: Anti-bias Book Talk Series](#)
- [Gloria Ladson-Billings explains CRT](#)
- [KQED Understand Learn Act](#)
- [Lift Every Voice and Sing - Black National Anthem](#)
- [NiceWhiteParentsPodcasts](#)
- [Redlighting Map](#)
- [Racelighting](#)
- [Race in the Classroom: Seeing Color](#) (spoken word poem)
- Reflection on Anti-bias Education in Action: The Early Years (A film and viewer guidebook online)
- [Responding to Anti-Asian Racism](#)
- [Resources on the History of Policing and Today's Call for Reform](#)
- [SikhCoalition](#) (Elementary School Resources)
- [Strategies for Embracing Anti-Racist work in our Classrooms](#)
- [Talking about Race from the National Museum of American History and Culture \(Smithsonian\)](#)
- [Top 5 Reasons Well Meaning White Parents Don't Talk to their Children about Racism](#)
- [Woke Kindergarten](#)
- [Netflix Bookmarks: Celebrating Black Voices.](#) Each episode features a children's book about the Black experience written by a Black author and read aloud by a Black celebrity.
- [The 1619 Project](#), inaugurated with a special issue of *The New York Times Magazine*, challenges us to reframe U.S. history by marking the year when the first enslaved Africans arrived on Virginia soil as our nation's foundational date. Here you will find reading guides, activities, and other resources to bring *The 1619 Project* into your classroom. Wondering where to start? Dive into our [Reading Guide](#).

The Day After (capitol storming)

- [Beyondthetoplight](#)
- [PBS: Classroom resources](#)
- [Facing History and Ourselves](#) (high school oriented, but valuable resource for all)
- [Morningside: Teaching about the Insurrection](#)
- [Resources for Teaching during Historic Times \(2021\)](#)

2020 Elections

- [A Starting Point](#) (great place to go to understand how different elected officials stand on issues?)
- [Election Collection](#) (PBS Learning Media)
- [iCivics: New Tools for Teaching the Election](#)
- [Sharemylesson](#) (by educators, for educators)
- [Teach and Learn with the 2020 Election](#) (New York Times)
- [Teaching Tolerance Election Lessons](#)
- [Zinn Education Project Voting Rights Act](#)

Digital Resources

- [Wakelet Distance Learning Resources](#)
- [social studies distance learning ideas](#)
- [NCSS Resource Kit: Amazing Lists of Online Tools, Tips, and Teaching Strategies](#)
- [Teaching Idea for Collaborative Learning...](#)
- [Nevada: teaching online resources](#)

Professional Organizations

- [National Council for Social Studies NCSS](#)
- National Council for History Education
- [National Educators Association NEA](#)
- [Michigan Council of Civic Education](#) (free)
- [Michigan Council of Economics](#) (free)
- [Michigan Council for History Education](#) (free)
- [Michigan Social Studies Hub](#) (free)
- [Michigan Council of Social Studies](#)

Disciplinary Literacies

Disciplinary Literacies Include:

- more than just reading and writing
- all the skills that are needed to understand, create, and communicate academic knowledge
- the distinctions within the disciplines that make disciplinary literacies unique (how to think like an economist, a historian, a geographer, or a political scientist)

Geographic Literacies

- ways of thinking about the world using spatial reasoning skills
- ways of thinking about the world through human interaction

Historical Literacies

- ways of thinking in history using questioning, analyzing and evaluating sources and evidence, and communicating conclusions

Economic Literacies

- everyday ways of thinking and solving problems
- the use of economic data and economic analyses necessary to problem solve

Civic Literacies

- ways of thinking to promote an active civic life
- application of civic virtues, deliberation, and perspective taking
- demonstrating civic engagement by addressing public problems individually and collaboratively
- how people participate in governing society

Disciplinary Literacy: Questions Social Scientists Ask

- How do we live and act in the world to make it a better place for all people?
- How does studying about ourselves, others and our world lead us to better understand how to interact with each other (especially those not like us) and with the environment?

Geography	History	Government	Citizenship	Economics
<ul style="list-style-type: none"> • Where is it? • What's it like there? • How is it connected to other places? • How does where we live influence how we live? • Why do people move? • What is the impact of humans interacting with the environment? • Why do we use maps and globes? • How do maps and globes change? 	<ul style="list-style-type: none"> • What happened? • Why did it happen? • Who was involved? • How does what happen relate to other events or past issues? • What is its significance? • Why study history? • How do we study history? • What challenges do we face? • What questions should we ask of primary and secondary sources as we use them to study the past? • What can we learn from the past? • What causes change? • How is history interpreted differently? • How do present-day concerns link to the past? 	<ul style="list-style-type: none"> • What does the government do? • What are the basic values and principles of American democracy? • Who should govern or rule? • Why do we have laws? • How do some laws benefit some more than others? • How should governments be involved in matters of justice and equity? • Do we have a right to break unjust laws? • How is power used well? • How does power lead to corruption? 	<ul style="list-style-type: none"> • What is our role as citizens in American democracy? • What makes a good citizen? • Why must citizens follow laws? • How does the government support the citizens? • Are all citizens supported? 	<ul style="list-style-type: none"> • What goods and services will be produced? • How will these good and services be produced? • Who will consume the goods and services? • For whom is it produced? • How should the economy be regulated? • Should the government regulate the economy? • Who benefits the most from the goods and services in an area? The least? Why? • How do the choices we make daily about how to live affect those around us?

Social Studies Concepts

Following is a sample list of social studies concepts; some concepts are categorized in multiple strands. *This is by no means an exhaustive list.*

Government	Economics	History	Geography	Global Connections
<ul style="list-style-type: none"> • Citizenship • Principles – Justice • Rule of Law • Law & Regulation • Power • Authority • Democracy • Republic • Sovereignty • Nation-States • Institutions • Rights & Responsibilities • Individual/Group • Civic Engagement • Politics • Compromise • Federalism • Constitutionalism • Checks and Balances • Domestic/Foreign Policy • Conflict • Diversity • Privacy 	<ul style="list-style-type: none"> • Scarcity • Allocation • Resources • Needs/Wants • Choice • Tradeoff • Incentives • Opportunity Cost • Standard of Living • Markets • Trade • Gains from Trade • Exchange • Supply and Demand • Competition • Producer/Consumer • Productivity • Efficiency • Distribution • Regulation • Taxation • Budget, Surplus, Deficit • Inflation, Depression, Recession • Unemployment • Investment 	<ul style="list-style-type: none"> • Time • Change • Continuity • Era • Culture • Origins • Civilization • Exploration • Migration • Conquest • Conflict • Consequences • Colonialism • Revolution • Independence • Nationalism • Sectionalism • Isolationism • Progressivism • Industrialization • Invention • Innovation 	<ul style="list-style-type: none"> • Space • Place • Location • Region • Human-Environment Interaction • Connections • Culture • Adaptation • Diffusion • Resources • Globalization • Climate • Patterns • Population • Distribution • Population Density • Scale • Boundary/Gradient • Urban/Rural • City/Country/State 	<ul style="list-style-type: none"> • System • Interdependence • Human Rights • International Law • Global Economy • Alliance • Cooperation • Complexity • Crisis • Invasion • Genocide • Terrorism • Peace • Climate Change

Kinds of Citizens

	Personally Responsible Citizen	Participatory Citizen	Justice-Oriented Citizen
Description	<ul style="list-style-type: none"> Acts responsibly in his/her community Works and pays taxes Obeys laws Recycles, gives blood Volunteers to lend a hand in times of crisis 	<ul style="list-style-type: none"> Active member of community organizations and/or improvement efforts Organizes community efforts to care for those in need, promote economic development, or clean up environment Knows how government agencies work Knows strategies for accomplishing collective tasks 	<ul style="list-style-type: none"> Critically assesses social, political, and economic structures to see beyond surface causes Seeks out and addresses areas of injustice Knows about social movements and how to effect systemic change
Sample Action	Contributes food to a food drive	Helps to organize a food drive	Explores why people are hungry and acts to solve root causes
Core Assumptions	To solve social problems and improve society, citizens must have good character; they must be honest, responsible, and law-abiding members of the community	To solve social problems and improve society, citizens must actively participate and take leadership positions within established systems and community structures	To solve social problems and improve society, citizens must question and change established systems and structures when they reproduce patterns of injustice over time

Disciplinary Charts

Use when reading children's literature to highlight how to think historically, geographically, economically, and politically.

Thinking Historically

- Main Character(s) (include character traits to describe each)
- Other Characters in Story (not main)
- Organized Groups/Institutions (such as political groups, musical groups, religious)
- Events
- Time Period (include defining characteristics of this time period)
- Historical Thinking Skills: How does this story help us think historically?
- Knowing/Doing: What do we know (or need to know) about the historical context of this story?
- Critical Vocabulary Words: List vocabulary words that you feel would be absolutely crucial for understanding this book historically.

Thinking Geographically

- Location
 - Where is it located?
 - Relative:
 - Absolute:
- Place
 - What is it like there?
 - Physical Characteristics:
 - Human Characteristics:
- Human Environment Interaction
 - What have humans done to the place?

- Depend:
- Adapt:
- Modify:
- Movement
 - In what ways do people, goods, and ideas move from place to place?
 - People:
 - Goods:
 - Ideas:
- Region
 - What characteristics do places share?
 - Formal (official boundaries):
 - Functional (connections such as religion, ethnicity, language):

Thinking Economically

Wants and Needs

Wants: Simply the desires of citizens. Wants are different from needs as we will see below. Wants are a means of expressing a perceived need. Wants are broader than needs.

Needs: These are basic requirements for survival like food and water and shelter. In recent years we have seen a perceived shift of certain items from wants to needs. Needs vary with changes in culture and advances in technology.

- How do different people within the context of the story define their wants and needs differently?

Scarcity

Essentially it is how to satisfy unlimited wants with limited resources.

- Scarcity of resources is directly linked to the location. What resources are abundant? What resources are limited?

Goods and Services

Goods: tangible commodity. These are bought, sold, traded, and produced.

Services: Work that is performed for someone. Services cannot be touched or felt.

- What goods and services exist in the story to meet the wants and needs of the people living at this particular time?

Thinking about Civic Engagement in a Democracy

- How do you see (implicitly or explicitly) the government's role in this story (local, state, or federal)?
- How are the characters of the story displaying (ir)responsible participation in the community? How are the actions furthering or hindering the common good?
- What are the values (implicitly or explicitly) of the different characters portrayed by their actions? (e.g., respect, service, responsibility, achievement, persistence)

Children's Picture Books to Prompt Discussion about Current Events, Black History &

Other Controversies, by Genevieve Caffrey

Seven Blind Mice by Ed Young

Current Event Topic: Multiple perspectives and building counter-narratives.

Description: A book to guide a conversation about creating multiple perspectives and counter-narratives. *Seven Blind Mice* can help students to think critically, look behind assertions and appearances, ask for the 'whole story,' and judge & interpret meaning and value for themselves.

Ideas for Discussion Prompts:

- How are we like the mice in the book?
- Why do the mice see different things, even though they are looking at the same information?
- How do we come up with solutions to problems if everyone sees information through different lenses?
- Do you think the author consciously intended for the mouse who "sees the whole" to be female and white? Why?
- How can this book inform our classroom community and the ways in which we learn about controversial current events?

Something Happened in Our Town: A Child's Story about Racial Injustice..., by Marianne Celano

Current Event Topic: Police brutality / racial justice.

Description: This book describes a traumatic event—a police shooting—from the perspective of a White family and an African American family. This story models productive conversations around racial-ethnic socialization and social-emotional learning and provides an excellent platform for discussing social justice and race relations with children. Includes a "Note to Parents and Caregivers" with conversation guides, child-friendly vocabulary, and lists of related resources.

Ideas for Discussion Prompts: See list of questions, vocabulary, and tips in the back of the book.

Daddy, There's a Noise Outside by Kenneth Braswell

Current Event Topic: Protest & Black Lives Matter.

Description: This engaging story begins when two children are awakened by noises in the middle of the night outside the window of their inner-city neighborhood. Both their Dad and Mom spend the next morning explaining to them what was taking place in their community.

Ideas for Discussion Prompts:

- What is a protest?
- Was there ever a time when you took a risk to stand up for what you thought was right or fair? If so, what was going on at that time? What made you decide to say or do something about the unfair situation?
- What do the children do to understand what is going on?
- What do the parents do to help the children understand what is going on?
- Why do you think the people in this story were marching in the street? What do they want? Why do they keep marching?
- Online parent/teacher guide: www.fathersincorporated.com

Momma, Did You Hear the News? by Sanya Gragg

Current Event Topic: Police brutality.

Description: Little Avery becomes concerned after seeing another police shooting of an unarmed man. His parents decide it is time to have "The Talk". They teach him and his brother a catchy chant to help remember what to do if approached by an officer, while also emphasizing that all policemen are not bad. A to the L to the I-V-E...come home ALIVE.... THAT is the key!

Ideas for Discussion Prompts: See questions in the back of the book.

***A Storm Called Katrina* by Myron Uhlberg**

Current Event Topic: Natural disasters.

Description: A moving story of the effects of Hurricane Katrina on the people of New Orleans, as seen through the eyes of a ten-year-old boy. Louis Daniel hates it when Mama treats him like a baby. But when Hurricane Katrina blows through the Gulf Coast on a fateful August night, Louis feels like a little kid again. With no time to gather their belongings except Louis's beloved horn Daddy leads the family from their home and into an unfamiliar, watery world of floating debris, lurking critters, and desperate neighbors heading for dry ground. Taking shelter in the already-crowded Superdome, Louis and his parents wait...and wait. Conditions continue to worsen, and their water supply is running out. When Daddy fails to return from a scouting mission within the Dome, Louis knows he's no longer a baby. It's up to him to find his father with the help of his prized cornet.

Ideas for Discussion Prompts:

- Louis was able to keep his horn, but what do you think he and his family lost?
- How would you feel if you were Louis or his parents?
- What do you think Louis's home was like when his family went back to it?
- What should the world do when a natural disaster happens like this?
- Where have other natural disasters happened?
- Are any places still being affected by natural disasters? Do you think there are kids like Louis there who need help?
- Whose job is it to help these people?
- How can we help to prevent these kinds of disasters?

***Come With Me* by Holly M. McGhee**

Current Event Topic: When the news is scary; Children's important role in the big, scary world.

Description: When the news reports are flooded with tales of hatred and fear, a girl asks her papa what she can do to make the world a better place. "Come with me," he says. Hand-in-hand, they walk to the subway, tipping their hats to those they meet. The next day, the girl asks her mama what she can do—her mama says, "Come with me," and together they set out for the grocery, because one person doesn't represent an entire race or the people of a land. After dinner that night, the little girl asks if she can walk the dog . . . and her parents let her go. "Come with me," the girl tells the boy across the hall. Walking together, one step at a time, the girl and the boy begin to see that as small & insignificant as their part may seem, it matters to the world.

Ideas for Discussion Prompts:

- *Do you ever see or hear scary things in the news? How does it make you feel?
- *What do Papa and Mama try to teach the girl? How?
- *What does the girl do to feel better?
- *After the girl asks to walk the dogs, "Her parents looked at each other, and looked at their child. They let her go, and sent a message to the world. They would not live in fear." What does it mean to live in fear? Does this mean we can do anything we want? How do we not live in fear, but also be careful?
- *What do the boy and girl do together to make the world a better place?
- *When the news gets scary, what can you do?

***Sami and the Time of Troubles*, by Florence Parry Heide & Judith Heide Gilliland**

Current Event Topic: War.

Description: With a child's frankness, Sami tells of life in war-torn Beirut—an existence spent between the relative safety of Grandfather's cellar hearing gunshots and falling bombs, and brief sojourns into the city's rubble to experience life above ground. Sami's poignant and appealing narrative is imbued with a wisdom far beyond his years. Left fatherless by a bomb blast, he has boyish yearnings to play at soldiers and build a sandcastle, but these are tempered by ever-present reality. He understands that the future depends on his generation, and the text picks up moments of relaxation—the discovery of a luscious peach on sale, memories of a day at the beach. Lewin's brooding watercolors dramatically depict the contrast between cellar-bound days and rare

moments of eye-squinting sunshine. And while his studies do not portray the worst horrors of living in a war zone, they exude a brave optimism.

Ideas for Discussion Prompts:

- Why is Sami hiding in his basement?
- How do you think it feels to be hiding in your basement like this?
- Are there children hiding in their basements today?
- What would you say to Sami if you could tell him something?
- Did it surprise you that people went back to life as usual after the violence? Why?
- What would you do if there was violent fighting happening outside of your home?

Tango Makes Three, by Justin Richardson

Current Event Topic: LGBTQ+ issues.

Description: The heartwarming true story of two penguins who create a nontraditional family is now available in a sturdy board book edition. At the penguin house at the Central Park Zoo two penguins named Roy and Silo were a little bit different from the others. But their desire for a family was the same. And with the help of a kindly zookeeper Roy and Silo got the chance to welcome a baby penguin of their very own. In time for the tenth anniversary of *And Tango Makes Three* this Classic Board Book edition is the perfect size for small hands.

Ideas for Discussion Prompts:

- Tell me about your family. Who makes up your family?
- Are Roy, Silo, and Tango a family? How do you know if they are or are not?
- Can you tell me what kinds of things make up a family?
- How do you know when a group of people is a family?
- Why did Mr. Gramzay give Roy and Silo an egg?
- Was it a good idea for Mr. Gramzay to give the egg to Roy and Silo? Why or why not?
- Was Tango happy with Roy and Silo? How can you tell?
- Sometimes human couples adopt children. Are these children part of the family even though they came from a different set of parents? Why or why not?
- What kinds of things do parents do to show that they consider that child part of their family?
- What makes Roy and Silo different from the other penguin couples?
- Like Roy and Silo some human couples are both boys or both girls. Does it matter if both parents are boys or girls? Why or why not?

Red: A Crayon's Story, by Michael Hall

Current Event Topic: Transgender issues.

Description: Red has a bright red label, but he is, in fact, blue. His teacher tries to help him be red (let's draw strawberries!), his mother tries to help him be red by sending him out on a playdate with a yellow classmate (go draw a nice orange!), and the scissors try to help him be red by snipping his label so that he has room to breathe. But Red is miserable. He just can't be red, no matter how hard he tries! Finally, a brand-new friend offers a brand-new perspective, and Red discovers what readers have known all along. He's blue! This funny, heartwarming, colorful picture book about finding the courage to be true to your inner self can be read on multiple levels, and it offers something for everyone.

Ideas for Discussion Prompts:

- Why is it so difficult for the red crayon to write with red coloring?
- Why do the other crayons have such a hard time accepting that red is really blue?
- Should crayons who draw unexpected colors have the same rights as crayons who color the color they are "supposed to color"?
- How is Red like some real people?

The Breaking News, by Sarah Lynne Reul

Current Event Topic: Bad things happen in the news.

Description: When devastating news rattles a young girl's community, her normally attentive parents and neighbors are suddenly exhausted and distracted. At school, her teacher tells the class to look for the helpers—the good people working to make things better in big and small ways. She wants more than anything to help in a BIG way, but maybe she can start with one small act of kindness instead . . . and then another, and another. Small things can compound, after all, to make a world of difference.

Ideas for Discussion Prompts: See questions in the back of the book.

Daddy, Did You Hear the News?, by Sanya Whittaker Gragg

Current Event Topic: Bullying.

Description: Twins Kaleb & Kennedi are frustrated about all the recent bullying at their school. They take their concerns to their Dad who teaches them a chant reminding them of the power they already have within. B to the U to the L-L-Y, when they go low then we go high!

Ideas for Discussion Prompts: See questions in the back of the book.