

**Massachusetts Adult Basic Education**

**Curriculum Framework**

**For**

**History and the Social Sciences**

Massachusetts Department of Education  
Adult and Community Learning Services

October, 2001 Draft

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## History and Social Sciences Curriculum Development Team

From October 1999 to February 2000, the contractors facilitated regular meetings and discussions of nine Adult Basic Education (ABE) practitioners from across the state as they explored and drafted the parameters and content of this document.

### Practitioners

**Andree Duval** has been an ABE literacy instructor at the Hampden County Correctional Center for the past seven years. She has used the Framework for History and the Social Sciences in her theme-based approach to learning and recently co-authored a project entitled “Teaching U.S. History through Feature Films.” She has a BA and Master of Arts in Teaching from Mount Holyoke College and has recently completed a Master of Public Administration from the University of Massachusetts, Amherst.

**Judy Hikes** has taught ESOL, ABE, and GED in community-based organizations and in the workplace for more than thirty years. She also has taught employability skills and trained re-employment counselors to work with non-native English speakers. In 1999, she was the recipient of the “Teacher of the Year” award by the Massachusetts Council of Adult Education. Currently, Judy is on the staff at the Lawrence Adult Learning Center.

**Walter Hopkins**, M.Ed., has an academic background in political science as well as secondary education. In addition to his work in ABE, his professional experience includes financial planning and addressing the needs of adolescents and young adults in residential settings. Currently Walter teaches and counsels learners for the ABE program at Community Action, Incorporated, a community-based organization in Haverhill.

**Daniel O’Neill**, MAT, is an Adult Diploma consultant and the curriculum specialist in history for the Continuing Education Institute, a non-profit organization in Watertown. He has worked with adult learners in various workplace settings, but has recently shifted his focus to the prison population.

**Wendy Quiñones** has taught in adult education for ten years, following twenty years as a journalist. In both these endeavors, her foremost goal has been to help people take more control of both their lives and the society in which they live. Wendy is currently on the staff at the adult education program of the North Shore Community College and at the Community Learning Center in Cambridge.

**Lorna Rivera** is a Ph.D. candidate in the Department of Sociology at Northeastern University where she is completing her doctoral dissertation entitled, “Learning Community: A Critical Ethnography of Popular Education with Homeless Women.” Since 1997, she has been the Director of Adult Education at Project Hope, a homeless shelter and community development organization located in Boston. Lorna has been teaching social studies for eight years. She also writes about race, class, and gender oppression in schools.

**Andrea Rocha** is a Mexican-American who has lived in both Mexico and the United States. She received a BA in Latin American Studies from the University of California, Berkeley, and a Master’s in Adult and Community Education from the University of Massachusetts, Amherst. She has spent most of her life working with immigrant and refugee communities

in the United States, pursuing economic and community development initiatives that value their cross-cultural and native language experiences. She recently traveled outside the U.S., looking at adult education models that integrate issues of ecology and environment into their curricula.

**Jeff Singleton, Ph.D.**, teaches U.S. history at Boston College. He also has taught at community colleges, in the Massachusetts prison system, and in the Clemente Course in the Humanities. His study on unemployment and welfare policy in the Great Depression will be published this year by Greenwood Press.

**Lynne Weintraub** is an experienced teacher of ESOL, having worked in several Asian countries as well as in the United States. She is an expert in the field of citizenship preparation, having authored the books *Citizenship: Passing the Test* (New Readers Press) and *Citizenship Navigator* (Office for Refugees and Immigrants). She currently prepares immigrants for citizenship through a program at the Jones Library in Amherst. Lynne also contributed to the development of the ESOL Curriculum Framework.

### **Contractors**

**Northeast SABES** (System for Adult Basic Education Support) is a team of staff and program developers whose office is located at the Northern Essex Community College in Lawrence, Massachusetts. It serves over seventy-five ABE programs and practitioners in Northeastern Massachusetts. Members of the Northeast SABES staff include the following:

**Marcia Hohn, Ed.D.**, SABES director, holds a doctorate in human and organizational systems and a masters in adult learning. Her expertise in action research with teachers and learners is evident in the numerous studies she has conducted employing both quantitative and qualitative methodologies. The current focus of Marcia's work, within SABES and nationally, is ABE organizational management and the connections between health and literacy.

**Jeri Bayer** is the curriculum coordinator for Northeast SABES, facilitating the understanding and use of all of the frameworks in ABE programs. Her teaching experience includes workplace ESOL, basic literacy skills development and GED preparation. Jeri has developed curricula for employability, technology integration, and social studies.

**Alisa Povenmire** is an experienced group facilitator and associate coordinator for Northeast SABES. She guides the citizenship education team and has supported the development and promotion of the curriculum frameworks since the initiative began. Alisa's leadership in the field of health and literacy has resulted in health issues becoming an integral piece of ABE curricula throughout Massachusetts.

**Kenny Tamarkin** has worked in ABE for more than twenty-five years. His roles have included teacher, program administrator, curriculum developer, and author (*Breakthroughs in Social Studies Skills* and *Pre-GED Social Studies Skills*, as well as *Number Power 6: Word Problems*, all published by Contemporary Books). Kenny currently serves as the technology coordinator for Northeast SABES.

## **Field Test**

From the beginning of March until the end of June 2000, a number of Adult Basic Education practitioners across Massachusetts carefully examined the first draft of this document and experimented with applying it to their own planning and teaching. They then offered feedback as to what they found helpful or illuminating in the Framework, and what they found confusing or irrelevant. Their insights have been invaluable to the revision process.

### **Field Testers**

- Caroleann Borges, Wellspring House/ Hull Adult Learning Program
- Marion Cotty, Bernadette Holland, Raymonde Knowles, Project New Life, Essex County House of Corrections, Middleton
- Paul DiMuzio, Hampden County House of Corrections, Ludlow
- Elia Dreyfuss, Community Education Project, Holyoke
- Jethro Gaston, Immigrant Learning Center, Malden
- Richard Goldberg, Janet Fischer, Emily Damiano, Asian American Civic Association, Boston
- Nicole Graves, The Center for New Americans, Northampton
- Lynda Justice, Bernadette Comeau, Lorraine Gardocki, Jack McLaughlin, Judy Krochure, June Bowser, Middlesex County House of Corrections, Billerica
- Melanie Konstandakis, Project Place, Boston
- Dawn LaLama, Quincy Community Action
- William Matheson, Barnstable County House of Corrections
- Joe Panzica, The Literacy Project, Greenfield
- Susan Peltier, Webster Adult Education
- Margaret Perkins, Phyllis Koppel, Kathryn Carpenter, Nancy Pendleton, ACCESS, Cape Cod
- Wendy Quiñones, North Shore Community College, Beverly
- Dianna Zarrilli, Maynard Adult Learning Center

Other individuals who cast a critical eye and extended their well-honed wisdom include:

- Silja Kallenbach, Director, New England Literacy Resource Center
- Andy Nash, Training Coordinator, Equipped for the Future, National Institute for Literacy
- David Rosen, Director, Adult Literacy Resource Institute

## **Acknowledgements**

Efforts to design and describe an Adult Basic Education Framework for History and the Social Sciences began in 1994 with the formation of focus groups sponsored by SABES. Those groups articulated their understanding of these disciplines in a document that served as the basis for the current draft. With respect and appreciation, therefore, we acknowledge the invaluable contributions of Clare Shepherd, Jonathan Burt, Dilip Dutt, Amy Gluckman, Felicia Hayes, Bob Amos, Evelyn Baum, Frances Cohen, Annemarie Espindola, Lisa Jochim, and Lisa Martin.

Also instrumental to the development of this document have been the teams for the ABE English Language Arts Framework, under the supervision of Marie Hassett, and the ESOL Framework, facilitated by staff from the Center for Teacher Education, Training, and Research at the School for International Training. Both these groups set new standards for framework organization.

To Laura Davis and Sharon Clark, support staff at Northeast SABES, we thank you for being that and doing so superbly. And to the SABES Curriculum Coordinators in the other SABES regions--Cathy Coleman, Annemarie Espindola, Pat Mew and Katy Hartnett--your insights into facilitating curriculum development with the frameworks have informed much of what is here.

## **Introduction**

This document couples the vast content of history and the social sciences with the unique field of adult basic education. To offer a framework for combining these two entities requires thorough consideration of the nature of both. The following pages are the result of just such a combined endeavor, drawing heavily from well-documented scholarship as well as the considerable experience of all those involved.

### **The Adult Learner**

Learners in adult basic education (ABE) programs are a highly variable group. While classes within the traditional K-12 system cluster children of similar ages and similar stages of development, ABE classes include individuals who differ widely in age, cultural background, language, educational level, family responsibility, life experience, and goals. The time available for study is often severely limited by other commitments, compared to the relatively unfettered thirty hours a week a child spends in school. ABE centers must design their programs to accommodate that variety, in terms of both schedule and structure, and the ABE teacher must prepare herself to facilitate learning that addresses the needs of all her students.

Children do not, at least initially, attend school because they recognize the need. Adults do. They know they need to get a job, get a GED, get off welfare, become a U.S. citizen. They know they need to be able to read, write, speak English, and solve problems so that they can survive and thrive, in this society. They are parents or accountable family members, they are workers or will be, they are participants in a community in which they may access rights and exercise responsibilities. For all these reasons learning has vital and immediate meaning.

The research on adult learning (notably Lindeman (1961), Knowles (1989), Mezirow (1990) and Brookfield (1986)) supports the significance of immediacy and purpose. An extensive, nationwide inquiry, conducted over the past seven years by the *Equipped for the Future* initiative (Stein, 2000), also substantiates the above appraisal. In fact, one of the most significant judgements to have been reached in this active decade of focus on literacy is that the theorists' recommendations for a separate system for educating adults and supporting lifelong learning is, indeed, logical and wise (from an economic, as well as a pedagogic point of view.) The Commonwealth of Massachusetts embraces this conclusion and has committed its resources to the development of a set of curriculum frameworks that reflects the unique needs and characteristics of the adult learner.

### **History and the Social Sciences**

Because of the nature of ABE and the learners that comprise the ABE community, an approach to studying history and the social sciences that focuses on a comprehensive coverage of a vast array of facts is inappropriate. While facts in themselves can be useful, what is more important is what one does with those facts. If one can analyze, synthesize, and generalize information, reaching beyond the facts to essential understandings about human experience, then one is developing knowledge of the most meaningful kind.

There is no doubt that history and the social sciences are rich with topics of great interest to adult learners. Determining what is valuable about those topics and why, has been an invigorating and soul-searching task. The work of H. Lynn Erickson (1998) on the importance of large concepts as the key organizers for curriculum proved extremely helpful. Support in the literature for her ideas range from the National Research Council (*How People Learn*, 1999) to the National Council for the Social Studies (*Expectations of Excellence*, 1994). It is concepts, Erickson posits, which provide the requisite frame for developing high-level, integrative thinking. Such thinking, in turn, leads to deep understanding of content, transferability of knowledge, and an increased capacity for synthesizing new information, all vital for adult learners as they seek to actively and effectively engage in our complex world.



## How to Use This Document

**Frame** (frām) n. A skeletal structure designed to give shape or support.

*The American Heritage Dictionary, Second College Edition*

*Frame* is a term that can be used in numerous contexts to refer to a variety of things, from buildings to bodies to bowling. The definition quoted above is most appropriate for our purposes, although any of the others citing a rim, border, or outline would suffice.

A curriculum framework offers a basic structure for how and what we teach in adult basic education programs. It does *not* contain lesson plans or scope and sequence charts, but it does describe the components with which each program and teacher can design a curriculum that is relevant to the needs of his/her particular group of learners.

Some of the terms that are used throughout this document and the other frameworks may be unfamiliar to you, or you may associate them with other meanings than those intended here. Below is a list of essential vocabulary.

**Core Concept:** an articulation of the importance of the subject of a given framework to the lives of adult learners.

**Guiding Principle:** an underlying tenet or assumption that describes effective learning, teaching, or assessment in a subject area.

**Habit of Mind:** a tendency towards a generalized, transferable understanding or approach to learning.

**Content Strand:** a category of knowledge within the study of a given discipline. In this framework, the content strands are concepts.

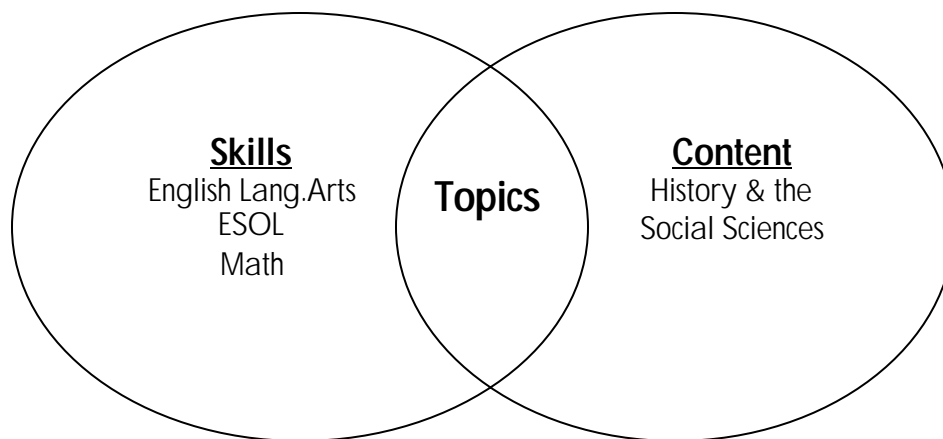
**Learning Standard:** a description of an understanding or skill within a strand that a learner needs to be able to demonstrate.

**Concept:** an idea that is timeless, universal, broad and abstract.

**Topic:** a subject of study that refers to a specific phenomenon, time, or place.

The ABE History and Social Sciences Framework is based on key concepts that are derived from a long list of related topics. It is our conviction that studying topics through a conceptual lens results in integrated thinking and deep understanding; whereas memorization results in a mere surface understanding facts. The learners served by ABE programs vary widely, from candidates for citizenship or the GED, to individuals seeking employment or improved work opportunities, to parents of young children. The concepts emphasized within the content strands are broad enough to be relevant to any of them.

The companions to this document are the skills-based English Language Arts (ELA), English for Speakers of Other Languages (ESOL) and the Mathematics and Numeracy Curriculum Frameworks. Our assumption is that while you are facilitating the understanding of history and social science concepts you are also helping your learners to improve skills in the essential areas of reading, writing, speaking, listening, numeracy, and thinking critically. The connection between these frameworks is illustrated below.



#### Frameworks Integration for Skill Development and Content Understanding

To experience greater ease in using this document we suggest the following:

- ◆ Become familiar with the contents of each of the key sections (Guiding Principles, Habits of Mind, Content Strands, and Learning Standards). Discuss them with your colleagues.
- ◆ Use the terminology. Seek clarity from others if you are unsure about a word's meaning or use. Vocabulary is important, and we all need to be speaking the same language.
- ◆ Consider a history or social science activity that you have already done with students that has worked well, or try out an activity from one of the resources listed within the section on standards (pp. 25-41). With that sample experience firmly in mind, ask yourself "what understanding did I want my students to have as a result of having done this activity?" Check the Habits of Mind and the list of strands and standards. Use the charts to identify the connections between your activity and the lists (chances are there will be a number). Share your findings with colleagues at a staff meeting and ask them to do the same. Record what you have done, citing the frameworks connections. A sample template for documentation is provided on page 13.

### Further steps in curriculum development:

- ◆ Identify a content strand that is compelling to you and your students. Read the learning standards carefully, then brainstorm a list of language, math, or literacy activities that you could do to develop the understanding described in one or two of those standards. Keep thinking and adding to your list. Maybe, on closer examination, you will notice that some of the activities you are considering also connect to some of the other strands and standards.
- ◆ Look beyond single activities. Explore some topics that could help your students develop understanding of a content strand. Plan lessons around those topics, always keeping the strands and standards in mind. Remember that much of what you plan will also address language, literacy, and math skill acquisition and should be considered within the context of the English Language Arts, ESOL and Math frameworks as well.
- ◆ Review the section on “Sample Applications”, which starts on page 47 and offers examples of what two teachers have done to integrate this framework with others.
- ◆ Contact the Curriculum Coordinator at your regional SABES office for guidance and suggestions. S/he is experienced in facilitating an understanding of the frameworks and the ways in which teachers can use them effectively. The list of the five SABES Regional Support Centers is listed on the website <http://www.sabes.org>

## Template for Frameworks Integration

<b>Teacher/Class</b>	<b>Date(s)</b>
<b>Frameworks (Knowledge and Skills)</b>	
<b>Knowledge (Strands and Standards)</b>	<b>Skills (Strands and Standards)</b>
<b>Integrative Activities</b>	
<b>Evidence of Learning (Knowledge)</b>	<b>Evidence of Learning (Skills)</b>

## Core Concept

### The importance of history and the social sciences for the adult learner

**In an adult basic education curriculum, the concepts of history and the social sciences can serve as a foundation through which the key skills for communication, decision-making, interpersonal relationships, and lifelong learning are developed, and the groundwork for civic participation in a democratic society is laid.**

History and the social sciences are multidisciplinary fields of study that draws upon anthropology, archeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, and the natural sciences as well. It is a widely varied arena that includes the key aspects of knowledge as articulated by ABE teachers and learners across the nation in the 1995 *Equipped for the Future* Report (Stein):

- ◆ How we grow and develop, psychologically and socially;
- ◆ How groups and teams work;
- ◆ How systems work;
- ◆ How we exercise rights and responsibilities;
- ◆ How we draw from culture and derive values and ethics; and
- ◆ How the past shapes the world in which we live..

Engaging with the ideas of history and the social sciences as an adult learner contributes to one's ability to make informed and reasoned decisions on behalf of one's self and with one's family, one's colleagues at work, and members of one's community. In short, it enhances one's evolution as an active participant in a culturally diverse, democratic society in an interdependent world.

## Guiding Principles

### Underlying assumptions about learning, teaching, and assessment in ABE history and the social sciences

**1. In addition to their own questions and knowledge, adult learners bring significant life experiences to the study of history and the social sciences which teachers can connect to relevant concepts to facilitate deeper understanding.**

One of the ways to illuminate the content of history and the social sciences is to encourage learners to recognize and examine their own experiences. Often those experiences can serve as departure points for consideration of a given concept or as examples that clarify and add relevance to that concept. The learners' lives, therefore, are interwoven with the other elements of the curriculum. In the instances when a concept is completely new, the experiential approach can still be effectively employed by asking learners to imagine themselves in a given situation or by providing a shared class experience through simulations or field trips. By setting the scene and placing learners in it, the teacher, in essence, creates experiences from which the learners can draw.

**The Principle in Action:** The learners in a GED class are employed in low-paying, tedious jobs. The history of menial labor proves intriguing to them and the teacher constantly encourages them to identify the similarities and differences between themselves and workers at other times. Together, the class plans a trip to one of the textile mills in Lowell. Based on their observations during the trip, the learners write imagined first-person narratives of 19<sup>th</sup> century mill workers.

**2. Concepts within history and the social sciences lend themselves to an integrated approach to learning that both expands the learners' capacity to gain and use knowledge effectively and facilitates the development of essential literacy skills.**

When learners focus on content through a conceptual lens, they engage in thinking above the "fact base" (i.e., information for its sake alone) by analyzing the patterns and connections within and among topics. This process involves articulating questions, using research tools and interpreting information, which, in turn, offers valuable opportunities to practice and refine skills in English oral and written communication, reading, math, and critical thinking.

**The Principle in Action:** The learners in an intermediate level ESOL class express interest in deepening their understanding of both their ethnic and immediate geographic communities. Through a variety of skill-focused activities that engage them in speaking, listening, reading and writing, these learners work on describing what a community is, who the members of their particular communities are, and the issues those members face. The unit culminates in a student-written guide (in English) to community services, that is used for reading skills development in other of the program's classes.

**3. A study of the concepts and content of history and the social sciences encourages reflection on social dynamics and may encourage increased civic participation.**

Embedded within history and the social sciences are keys for understanding and describing one's self and one's relationship to others and the world. When learners engage in this process they are better equipped to analyze current events, public policy and civic/democratic institutions in terms of both their individual rights and their responsibilities.

**The Principle in Action:** The lack of sufficient public transportation in a rural area makes it difficult for learners to regularly attend classes at an ABE program. The teacher facilitates a study of the various aspects of the transportation issue, including its history in the area and the political and social systems impacting it. The learners use their deepening understanding to organize a countywide effort to educate others, communicate with elected officials, and organize new transportation opportunities.

**4. Engagement with the concepts of history and the social sciences can be meaningful and relevant at any level of a learner's literacy or language development.**

The depth and rigor of study using a conceptual lens does not preclude any adult learner, even one with minimal skills. High level thinking can be developed and demonstrated in a variety of ways (i.e. art, discussion) by tapping strengths and predispositions that may not have been traditionally valued or measured in an academic context.

**The Principle in Action:** A group of incarcerated men who read at about a fourth grade level attend weekly showings of the video series, *The Century* (narrated by Peter Jennings). In class meetings between segments the teacher leads her students in discussions about the events that were interesting to them and what the causes and effects of those events were. She also facilitates a wall-sized timeline project that offers the students an opportunity to both strengthen their weaknesses (e.g., writing brief descriptions of events) and tap some of their strengths (e.g. drawing illustrations) while focusing on the phenomenon of continuity and change in the 1900s.

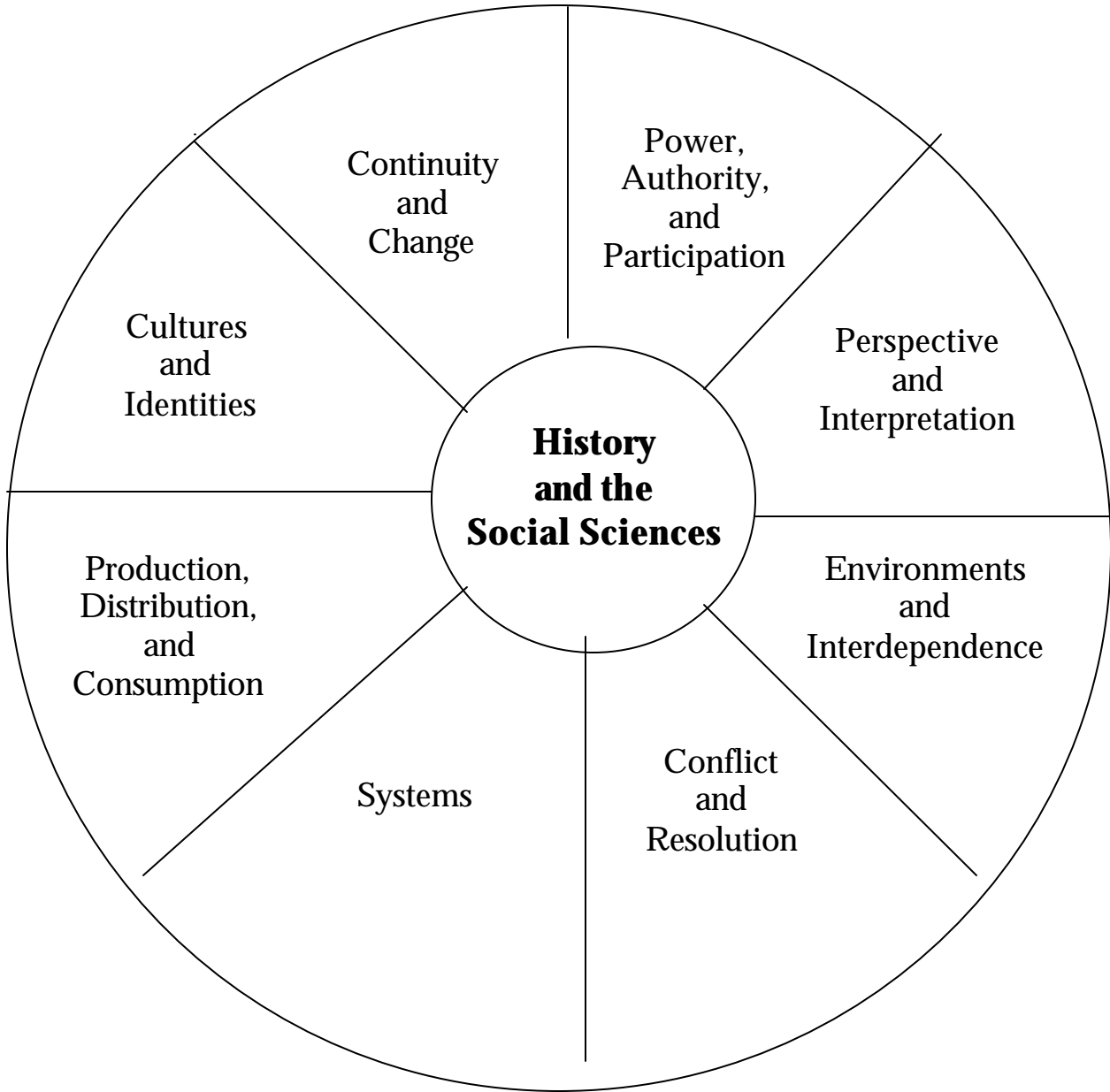
## **Habits of Mind**

### **A tendency towards a generalized, transferable understanding or approach to learning**

1. Look to the past to understand the present and envision the future.
2. View people and events with consideration of the geographical, political, economic and cultural context of their time and place.
3. Recognize individual and cultural diversity and common humanity.
4. Examine one's personal and cultural history as a source of understanding, perspective, bias, and stereotypes.
5. Recognize the importance of multiple viewpoints and sources for understanding people, events, and issues.
6. Question simple solutions to complex problems. Appreciate that social issues are complicated and require comprehensive critical analyses if they are to be effectively understood and addressed.
7. Consider the source when evaluating the quality or authority of information.



**Content Strands**  
**Illustration and Brief Descriptions**  
**Categories of knowledge within history and the social sciences**



## **Cultures and Identities**

Culture is the way of life a group of people have created, learned, and continued to adapt over time. It is reflected in the group's:

- ◆ patterns and structures for human relationships;
- ◆ forms of communication, especially language;
- ◆ ideas and values and the effects of those on peoples' lives;
- ◆ artifacts, such as art and tools.

Membership in a culture plays a large role in shaping an individual's identity. Cultures and identities are formally the focus of the behavioral sciences (sociology, psychology and anthropology). However, they are also inextricably linked to geography, economics, political science, and history. The value for learners in engaging with any or all of these disciplines is to understand:

- ◆ how their own cultures have influenced their individual beliefs, behaviors, and perspectives on others;
- ◆ how people of other cultures have been similarly affected;
- ◆ and how our democratic society within the United States derives from and continues to be shaped by the multitude of cultures that comprise it.

Such understanding has the potential to lead to improved problem solving and relationships between people of differing perspectives and experiences.

## **Power, Authority, and Participation**

The concept of power pervades life at many levels, from interpersonal relationships to national governance. To understand and recognize it in its various forms is a first step toward civic participation. Further steps include exploration of the following:

- ◆ how power of different kinds can be achieved, accessed, or shared;
- ◆ how power can be allocated, employed, and maintained;
- ◆ how power and authority relates to government and to the individual;
- ◆ how and why a government, particularly that of the United States, exercises, limits, and advocates powers for itself and for its citizens.

The study of power invites consideration of the dynamic tension among individual rights and responsibilities, the needs of social groups, the availability and control over resources, and the idea of a just society. Learners will develop an understanding of that tension and will explore the ways and means of both gaining greater access to power structures and for participating in the democratic process.

## **Production, Distribution, and Consumption**

In order to produce food and the other goods which human beings need to sustain them, all societies address three important economic questions.

- ◆ What and how many goods and services can/will we produce?

- ◆ How will we produce those goods and services?
- ◆ Who will get what is produced and how will they get it?

The drive to survive, linked with human inventiveness and developing technology, has resulted over time in increasingly sophisticated means for answering these questions. Needs, wants, and often-limited resources are the driving forces across the globe for economic systems that effect every person, every day. The answers to the questions about who gets what, how much, and why form the basis of our economic lives, personal and global.

While the issues of production, distribution, and consumption are officially the province of economics, they can also be explored through a variety of the other social sciences, including sociology, anthropology, political science, geography, and history. This interdisciplinary approach provides further evidence to learners that economic principles and systems impact the lives of both individuals and societies in many ways.

## **Systems**

A system is a perceived “whole” whose elements are organized so as to continually affect each other and operate toward a common purpose. The elements may be a set of ideas, principles or social practices which, taken together, explain the function of groups or institutions as wide-ranging as families, religions, governments, communities, and industries. Systems interact with one another and operate within nearly every aspect of political, economic and cultural life. All members of complex societies participate in numerous systems. By gaining an understanding of those systems’ rules and rationales, the adult becomes a more effective navigator between and from within systems, advocating for one’s self and family, one’s colleagues at work, and the members of one’s community.

## **Environments and Interdependence**

Humans at all times and in all places are in complex relationship with the natural world and with each other. The study of the elements of these relationships and the ways in which they vary and interconnect across places, cultures, and times can assist learners in appreciating the complexity of cause and effect. What begins as the relatively simple endeavor of establishing a spatial and geographic view of the world evolves into a fundamental understanding of what and where “home” is, both for the individual and in the global sense. Proceeding from this to an exploration of the ramifications of both human and natural events on place, the learner may then develop the ability to view consequences from a variety of perspectives. This capacity, in turn, makes it possible to articulate and act upon a wide array of issues that includes peace, human rights, diversity, trade, and ecological preservation.

## **Continuity and Change**

To study history is to study the patterns and particularities affecting the forces of continuity and change in the human experience. By developing the skills to reconstruct and identify the forces that have historically influenced these dynamics, the learner is better able to make informed decisions and predictions about the present and future. Ultimately, the

learner comes to view him/herself as a participant in history, engaged in enhancing and continuing the human story, and capable of anticipating or catalyzing change.

## **Conflict and Resolution**

Conflict has always been an ingredient of human relationships. Whether within oneself, or among individuals, groups, cultures or nations, conflict exists as a tension between differing and seemingly incompatible needs, desires, or principles. Conflict, together with its management and the varieties of its resolution, challenges people to accept and work with others' differences to support and promote a common good.

Methods of managing conflict include violence or threatened violence, cooperation, negotiation, consensus building and compromise. While violence is destructive, many perceive it as a highly efficient and effective means of attaining a win-lose outcome. Resolution that comes through peaceful action and arbitration, on the other hand, can be painstaking and time-consuming. Reconciliation, rather than defeat, is the goal of such efforts. The principle ingredients of a win-win situation are mutual tolerance and respect.

Interpretations of the very history of the United States may be posited within the conflict/resolution frame. One predominant theory insists that this nation has been shaped, since the founding of the European settlements, by accordance over key values. In effect, therefore, consensus has been an American cornerstone. The opposite view argues instead that social, regional and class antagonisms have served as the predominant, determining forces and that it is this continued, unresolved friction that has most strongly informed our culture.

## **Perspective and Interpretation**

History and the social sciences represent attempts to understand and interpret patterns of human behavior, interactions, and history. The web of factors to consider when doing so is complex. It includes chronology, culture, language, and geography, both in terms of how these elements have directly impacted the above-mentioned patterns and in terms of how they currently influence the person engaged in studying the patterns. While it is possible to establish some "facts" with certainty (e.g., dates, participants, immediate results of action), history and the social sciences cannot be analyzed without consideration of the perspectives from which they are viewed and the interpretations that ensue from those perspectives. The challenge to the learner, then, is to recognize and distinguish between "fact" and "interpretation" and to identify the complexity inherent to all events and ideas.

## **Learning Standards, Suggested Topics and Recommended Resources**

In this Framework, each content strand contains three **standards** that reference an arena of understanding related to the strand. The learning standards express what learners should understand as a result of study within the content strand. Following the standards are examples of basic "truths," or generalizations, that might be deduced through extensive study of topics related to the strand. The value of these "truths" lies both in their depth and in their transferability across time and cultures.

The learning standards are guides for developing history and social sciences curricula. They are not absolute or restrictive. They are the distillation of the research and teaching practice of a highly conscientious and experienced group of ABE practitioners. The criteria for selection of these standards include fundamental connection to the given history and social science concepts, and a high degree of relevance for adult education. These standards and insights are indicative of the kind of understanding necessary for the application of the study of history and social sciences to "real" life. Teachers and learners are encouraged to develop further standards and generalizations through active engagement with and reflection on any topic. Exploration of history and the social sciences for broad insights is an exciting learning adventure that takes us "beyond the facts!" The process of scrutinizing insight for accuracy is a valuable exercise in critical thinking and high level reasoning-- skills which adult learners can use in all aspects of their lives.

The topics suggested at the end of each set of standards represent only a sampling of possibilities that invite exploration of a particular strand. They are listed because teachers have found them to be effective in engaging learner interest and developing the kind of far-reaching understanding that can be applied to other topics. Teachers should feel free to utilize any topic that inspires teaching and learning.

Finally, this section offers a list of resources that have proven helpful to teachers in both curriculum development and specific lesson planning. Although, like the list of topics, it is far from definitive, it does include high quality materials, some of which were developed by ABE practitioners or learners in Massachusetts. Several materials are mentioned under more than one strand because they can be used in multiple contexts. For suggestions on more generalized resources, including background information on the content of history and the social sciences, please consult Appendix A (pp. 59-64).

## Summarizing Chart

### Strands and Standards for History and the Social Sciences

<b>Strands</b>	<b>Standards</b> <i>Learners will develop an understanding of . . .</i>
<b>Cultures and Identities</b>	<ul style="list-style-type: none"> <li>◆ What culture is.</li> <li>◆ How cultures vary and change.</li> <li>◆ How cultures affect identity and perspective.</li> </ul>
<b>Power, Authority, and Participation</b>	<ul style="list-style-type: none"> <li>◆ The dynamics among power, authority, and participation.</li> <li>◆ The allocation of power and authority.</li> <li>◆ The means and varieties of civic participation.</li> </ul>
<b>Production, Distribution, and Consumption</b>	<ul style="list-style-type: none"> <li>◆ The factors affecting production, distribution and consumption.</li> <li>◆ The relationship between patterns of production, distribution and consumption and a society's political and cultural systems.</li> <li>◆ The influence of production, distribution, and consumption on individual decision making.</li> </ul>
<b>Systems</b>	<ul style="list-style-type: none"> <li>◆ The operation and function of systems (i.e. political, economic, cultural).</li> <li>◆ The dynamics between various systems.</li> <li>◆ How individuals and groups interact with and impact systems.</li> </ul>
<b>Environments and Interdependence</b>	<ul style="list-style-type: none"> <li>◆ Their "place" in relationship to the rest of the world.</li> <li>◆ Patterns of interdependence in our world.</li> <li>◆ How an interdependent relationship functions.</li> </ul>
<b>Continuity and Change</b>	<ul style="list-style-type: none"> <li>◆ The nature of continuity and change</li> <li>◆ The forces affecting continuity and change.</li> <li>◆ The effect of continuity and change on societies and individuals.</li> </ul>
<b>Conflict and Resolution</b>	<ul style="list-style-type: none"> <li>◆ Where and why there is conflict.</li> <li>◆ The complexity of managing and resolving conflict.</li> <li>◆ The effects of different approaches to conflict resolution.</li> </ul>
<b>Perspective and Interpretation</b>	<ul style="list-style-type: none"> <li>◆ The difference between fact, opinion, and interpretation.</li> <li>◆ What influences perspective and interpretation.</li> <li>◆ How different perspectives on human behavior, interactions, and history affect people's understanding of the world.</li> </ul>

# Cultures and Identities

## Standards

***Learners will develop an understanding of . . .***

- ◆ What culture is.
- ◆ How cultures vary and change.
- ◆ How cultures affect identity and perspective.

***In doing so they will recognize that . . .***

- ◆ Cultures vary greatly throughout the world
- ◆ A multitude of variables influence culture, including power structures, economics, and environment.
- ◆ Cultures and identities change over time.
- ◆ In any given society a number of cultures may coexist.
- ◆ The rejection of cultural identities can result in social upheaval.
- ◆ All people perceive and evaluate the world through the lens of their own culture.

## Suggested Topics

- ◆ Cultural backgrounds of students
- ◆ Immigration
- ◆ Religious pluralism
- ◆ Prejudice and discrimination
- ◆ “Popular culture”

## Resources for Learning Activities

Baez, Luis, Evonne Carter, and Eva Mack. (1994). *Lesson Plans for History and Cultural Studies*. From the series, *Culturally Inclusive and Relevant Teaching for Teachers of Adult Basic Education*. Madison, WI: Wisconsin Technical College System Literacy Resource Center.

Canadian Congress for Learning Opportunities for Women. (1996). *Making Connections: Literacy and EAL Curriculum from a Feminist Perspective*. Toronto, Ontario: author, 416-699-1909.

Corbett, Helen. (1991). *The Massachusetts Labor Movement: Collective Voices* (curriculum guide and video). Boston, MA: Massachusetts AFL-CIO.

Duval, Andree, Paul DiMuzio, and Gene Gramarossa. (1998). *United States History Through Feature Films*. Ludlow, MA: Hampden County House of Corrections, (413) 547-8000 x2459.

Also available online at:

<http://www.easternlincs.worlded.org/teachers/webpub/hampden/yourpage.html>

Globe Fearon. (1997). *Historical Case Studies (The Holocaust, The Civil Rights Movement, The Vietnam War. Somos Mexicanos)*. Upper Saddle River, NJ: Globe Fearon Educational Publisher.

Hahn, Emma. (1997). *Sixteen Extraordinary American Women*. Portland, ME: J. Weston Walch, Publisher.

Learner, Edward. (1994). *Cultural Conflicts: Case Studies in a World of Change*. Portland, ME: J. Weston Walch Publisher.

Lobb, Nancy. (1996). *Extraordinary American Series* (includes African Americans, Asian Americans, Native Americans, Hispanic Americans, American Entrepreneurs, Young Americans). Portland, ME: J. Weston Walch Publisher.

New England Literacy Resource Center. (Two issues/year). *The Change Agent: Adult Education for Social Justice*. Boston: World Education. Also available online at: <http://www.easternlincs.worlded.org>.

Purves, Alan C. (1993). *Tapestry: A Multicultural Anthology*. Englewood Cliffs, NJ: Globe Book Company.

Schniedewind, Nancy and Ellen Davidson. (1997). *Open Minds to Equality: A Sourcebook of Learning Activities to Affirm Diversity and Promote Equity, 2<sup>nd</sup> edition*. Needham Heights, MA: Allyn and Bacon.

Strauss, Suzanne. (1993). *Finding Ourselves in History: Some Ideas for Getting Students to Make Connections*. Boston, MA: Job for Youth Alternative High School.

Teaching Tolerance. (1998). *America's Civil Rights Movement*, Montgomery, AL: Southern Poverty Law Center. Video and text.

\_\_\_\_\_. (1996). *The Shadow of Hate: A History of Intolerance in America*. Montgomery, AL: Southern Poverty Law Center. Video and text.



# Power, Authority, and Participation

## Standards

### *Learners will develop an understanding of . . .*

- ◆ The dynamics among power, authority, and participation.
- ◆ The allocation of power and authority.
- ◆ The means and varieties of civic participation.

### *In doing so they will recognize that . . .*

- ◆ Power is achieved and maintained through access to and control of resources.
- ◆ Power is distributed and maintained through complex negotiations of cultural, political, and economic systems.
- ◆ Authority is exercised in various forms and contexts (e.g., home, workplace, community, nation)
- ◆ The relationship between power and participation changes according to the authority assigned to, claimed by or denied constituents.

## Suggested Topics

- ◆ Interpersonal relationships
- ◆ Workplace hierarchies
- ◆ Systems of governance (e.g., fascism, communism, socialism, democracy)
- ◆ Civic Participation
- ◆ U.S. Citizenship
- ◆ Race
- ◆ Class
- ◆ Gender
- ◆ Slavery

## Resources for Learning Activities

Cavanaugh, Maureen, Tina Ferguson and Bonnie Hart. (1998). *Economic and Political Literacy*. Gorham, NH: No. Country Education Foundation, Phone: (603) 466-5437.

Corbett, Helen. (1991). *The Massachusetts Labor Movement: Collective Voices* (Curriculum guide and video). Boston, MA: Massachusetts AFL-CIO.

Duval, Andree, Paul DiMuzio, and Gene Gramarossa. (1998). *United States History Through Feature Films*. Ludlow, MA: Hampden County House of Corrections. Phone: (413) 547-8000, ext. 2459. Also available online at:  
<http://www.easternlincs.worlded.org/teachers/webpub/hampden/yourpage.html>

Facing History and Ourselves National Foundation, Inc. (1998). *Participating in a Democracy: Choosing to Make a Difference*. Brookline, MA: author. A video and study guide that considers

the challenges and possibilities of citizenship by highlighting the work of four American recipients of the Reebok Human Rights Award.

Globe Fearon. (1997). *Historical Case Studies (The Holocaust, The Civil Rights Movement, The Vietnam War. Somos Mexicanos)*. Upper Saddle River, NJ: Globe Fearon Educational Publisher.

Hahn, Emma. (1997). *16 Extraordinary American Women*. Portland, ME: J. Weston Walch, Publisher.

The Highlander Research and Education Center Staff. (1997). *A Very Popular Economic Education Sampler*. New Market, Tennessee: The Highlander Research and Education Center.

INTELECOM Intelligent Telecommunications. (1999). *On Common Ground*. Pasadena, CA: author. A video and worktext series addressing key civic and government concepts for U.S. studies, Citizenship Education and Advanced ESOL.

Nash, Andy, ed. (1999). *Civic Participation and Community Action Sourcebook: A Resource for Adult Educators*. Boston, MA: New England Literacy Resource Institute.

New England Literacy Resource Center. (two issues/year). *The Change Agent: Adult Education for Social Justice*. Boston: World Education. Also available online at <http://www.easternlincs.worlded.org>.

Oakland's Second Start Student Team. (1995). *How to Be Heard and Make a Difference: A Workbook by Students for Students*. Santa Clara, CA: Santa Clara County Public Library. Phone: (408) 262-1349.

\_\_\_\_\_. (1995). *How to Vote: A Workbook by Students for Students*. Santa Clara, CA: Santa Clara County Public Library. Phone: (408) 262-1349.

Smith, George Bundy and Alene L. Smith. (1992). *You Decide: Applying the Bill of Rights to Real Cases*. Pacific Grove, CA: Critical Thinking Books and Software.

Teaching Tolerance. (1998). *America's Civil Rights Movement*, Montgomery, AL: Southern Poverty Law Center. Video and text.

\_\_\_\_\_. (1996). *The Shadow of Hate: A History of Intolerance in America*. Montgomery, AL: Southern Poverty Law Center.

Weintraub, Lynne. (1999). *Citizenship Navigator: A Guide for Teaching Citizenship*. Boston: Massachusetts Office for Refugees and Immigrants.

# Production, Distribution, and Consumption

## Standards

### *Learners will develop an understanding of . . .*

- ◆ The factors affecting production, distribution and consumption.
- ◆ The relationship between patterns of production, distribution and consumption and a society's political and cultural systems.
- ◆ The influence of production, distribution, and consumption on individual decision-making.

### *In doing so they will recognize that . . .*

- ◆ Definitions of scarcity and plenty, wealth and poverty vary across societies.
- ◆ Availability, control, and use of resources vary across societies.
- ◆ Societies make decisions concerning how to allocate resources.
- ◆ Needs, wants, and resources affect decision-making.
- ◆ People often have different access to resources because of their gender, race, age, education level, physical abilities, or country of origin.
- ◆ Standards of living depend on a society's investment in health, education and work opportunities.

## Suggested Topics

- ◆ Standards of living
- ◆ Work (e.g., labor markets, labor unions, unemployment, class, race and gender in the workplace)
- ◆ Resources
- ◆ Scarcity, need, and surplus
- ◆ Types of economic systems (e.g., feudalism, capitalism, socialism, mixed economies)
- ◆ Cooperation and competition
- ◆ Factors of production (land, labor, capital)
- ◆ Supply and demand
- ◆ Exchange, barter and trade
- ◆ Money (e.g., currency, taxes, inflation, interest rates, fiscal policies, wages and benefits, personal budgeting, profit and loss)
- ◆ Credit and banking systems
- ◆ Industry and technological development
- ◆ Entrepreneurship
- ◆ Corporations and world markets
- ◆ Distribution of wealth

## Resources for Learning Activities

Baez, Luis, Evonne Carter, and Eva Mack. (1994). *Lesson Plans for Economics*. From the series *Culturally Inclusive and Relevant Teaching for Teachers of Adult Basic Education*. Madison, WI: Wisconsin Technical College System Literacy Resource Center.

Cavanaugh, Maureen, Tina Ferguson and Bonnie Hart. (1998). *Economic and Political Literacy*. Gorham, NH: No. Country Education Foundation. Phone: (603) 466-5437.

Cohen-Mitchell, Joanie. (1996). *Making Cents: An Economic Literacy Sourcebook*. Holyoke, MA: Western SABES, Holyoke Community College. Phone: (413) 552-2442 or email: jcohen@k12s.phast.umass.edu.

*Dollars and Sense* Editorial Board. *Real World Classroom Readers*. Somerville, MA: Available free of charge from *Dollars and Sense*, Phone: (617) 628-8411.

Fannie Mae Foundation. (1998). *How to Buy a Home in the United States*. Washington, D.C.: author.

Grossman, Maura. (1996). *A Banking Curriculum for ESOL Students*. Worcester, MA: SABES Central Regional Support Center, at Quinsigamond Community College, 670 West Boylston Street, Worcester, MA 01606. Phone: (508) 854-4286.

The Highlander Research and Education Center Staff. (1997). *A Very Popular Economic Education Sampler*. New Market, TN: The Highlander Research and Education Center.

New England Literacy Resource Center. (Two issues/year). *The Change Agent: Adult Education for Social Justice*. Boston: World Education. World education is located at 44 Farnsworth Street, Boston, MA 02210. Phone: (617) 482-9485. Also available online at <http://www.easternlincs.worlded.org>.

# Systems

## Standards

### *Learners will develop an understanding of . . .*

- ◆ The operation and function of systems (i.e. political, economic, cultural).
- ◆ The dynamics between various systems.
- ◆ How individuals and groups interact within and have impact upon systems.

### *In doing so they will recognize that . . .*

- ◆ In a complex, modern society, one interacts with numerous and diverse cultural, political, and economic systems.
- ◆ Systems work within and in conjunction to other systems.
- ◆ The existence, operation, and viability of a system depend upon the consent and participation of a society's members.
- ◆ The capacity of an individual to participate effectively in a system increases with an understanding of how that system operates and functions.
- ◆ A society's cultural, political, and economic systems may often come into conflict.
- ◆ Individuals, groups, ideas, or natural events might initiate a change to a system, but real change in systems occurs over time through complex interactions among system components.

## Suggested Topics

- ◆ Health care
- ◆ Justice
- ◆ Public education
- ◆ World trade
- ◆ Geographical units (e.g., city, state, country)
- ◆ The U.S. Constitution and the three branches of government

## Resources for Learning Activities

Action for Boston Community Development (ABCD) Adult Education Students. (1998). *Everyday People, Everyday Law: A Legal Literacy Curriculum*. Boston, MA: ABA Fund for Justice and Education.

Fannie Mae Foundation. (1998). *How to Buy a Home in the United States*. Washington, D.C.: author.

Grossman, Maura. (1996). *A Banking Curriculum for ESOL Students*. Worcester, MA: SABES Central Regional Support Center, at Quinsigamond Community College, 670 West Boylston Street, Worcester, MA 01606. Phone: (508) 854-4286.

The Highlander Research and Education Center Staff. (1997). *A Very Popular Economic Education Sampler*. New Market, TN: The Highlander Research and Education Center.

INTELECOM Intelligent Telecommunications. (1999). *On Common Ground*. Pasadena, CA: author. A video and worktext series addressing key civic and government concepts for U.S. studies, Citizenship Education and Advanced ESOL.

Nash, Andy, ed. (1999). *Civic Participation and Community Action Sourcebook: A Resource for Adult Educators*. Boston, MA: New England Literacy Resource Institute.

New England Literacy Resource Center. (Two issues/year). *The Change Agent: Adult Education for Social Justice*

Weintraub, Lynne. (1999). *Citizenship Navigator: A Guide for Teaching Citizenship*. Boston: Massachusetts Office for Refugees and Immigrants.

# Environments and Interdependence

## Standards

### *Learners will develop an understanding of . . .*

- ◆ Their “place” in relationship to the rest of the world.
- ◆ Patterns of interdependence in the world.
- ◆ How an interdependent relationship functions.

### *In doing so they will recognize that . . .*

- ◆ Humans live at all times in a state of complex interdependence with the natural world and with each other.
- ◆ Human patterns of existence and location on the earth depend fundamentally on geographic features.
- ◆ Geographical features can determine an area’s economic health, political stability, and historical significance.
- ◆ Humans’ relationships with their environments shape their culture, social institutions, and history.
- ◆ The interaction between societies and environments results in change for both.
- ◆ Geographical barriers and obstacles encourage human ingenuity.

## Suggested Topics

- ◆ The effect of home/work/community environments on personal health
- ◆ Evolution
- ◆ Ecology
  - ◆ Local
  - ◆ Global (e.g., global warming/the ozone hole, loss of the rain forest, animal vs. human habitats)
  - ◆ Impact of disasters (e.g., Love Canal, “A Civil Action,” acid rain, Chernobyl)
- ◆ Environmental influences on economic development
- ◆ Immigration/migration patterns
- ◆ Population growth
- ◆ Technology and resulting changes in lifestyle
- ◆ Agriculture

## Resources for Learning Activities

Billings, Henry. (2000). *Maps, Globes, Graphs*. Austin, TX: Steck-Vaughn.

Duval, Andree, Paul DiMuzio, and Gene Gramarossa. (1998). *United States History Through Feature Films*. Ludlow, MA: Hampden County House of Corrections. Phone: (413) 547-8000, ext. 2459. Also available online at:  
<http://www.easternlincs.worlded.org/teachers/webpub/hampden/yourpage.html>

Fountain, Susan. (1995). *Education for Development: A Teacher's Resource for Global Learning*. Portsmouth, NH: Heinemann.

Hocking, Colin, Cary Sneider, John Erickson and Richard Golden. *Global Warming and the Greenhouse Effect*. Berkeley, CA: University of California, Great Explorations in Math and Science (GEMS) series.

LaRue, Charles. *Reduce, Reuse, Recycle: An ESL Textbook/Workbook*. Coon Rapids, MN: Multi-Cultural Educational Services. Phone: (612) 767-7786.

New England Literacy Resource Center. (Two issues/year). *The Change Agent: Adult Education for Social Justice*. Boston: World Education. Also available online at: <http://www.easternlincs.worlded.org>.

Strauss, Suzanne. (1993). *Finding Ourselves in History: Some Ideas for Getting Students to Make Connections*. Boston, MA: Jobs for Youth Alternative High School.



# Continuity and Change

## Standards

### *Learners will develop an understanding of . . .*

- ◆ The nature of continuity and change.
- ◆ The forces affecting continuity and change.
- ◆ The effect of continuity and change on societies and individuals.

### *In doing so they will recognize that . . .*

- ◆ The tension between some people's desire for change and others' longing for continuity is a vigorous dynamic in history.
- ◆ The value of change or continuity depends upon the perspective of an individual or group.
- ◆ There are some patterns of human behavior that persist throughout time, although historical contexts change.
- ◆ Social change rarely occurs as the result of a single event or individual.
- ◆ A complex web of circumstances, decisions, developments, and ways of thinking comprise the forces that effect change or maintain continuity.
- ◆ History repeats itself.

## Suggested Topics

- ◆ Child development
- ◆ History of housework, families, childhood
- ◆ Immigration and migration
- ◆ Class systems
- ◆ Revolution
- ◆ Technology and inventions
- ◆ Scientific and medical advances

## Resources for Learning Activities

Baez, Luis, Evonne Carter, and Eva Mack. (1994). *Lesson Plans for History and Cultural Studies*. From the series *Culturally Inclusive and Relevant Teaching for Teachers of Adult Basic Education*. Madison, WI: Wisconsin Technical College System Literacy Resource Center.

Corbett, Helen. (1991). *The Massachusetts Labor Movement: Collective Voices* (curriculum guide and video). Boston, MA: Massachusetts AFL-CIO.

Cuban, Larry and Philip Roden. (1971). *Promise of America, Volumes 1-5*. Glenview, IL: Scott Foresman.

Duval, Andree, Paul DiMuzio, and Gene Gramarossa. (1998). *United States History Through Feature Films*. Ludlow, MA: Hampden County House of Corrections. Phone: (413) 547-

8000, ext. 2459. Also available online at:  
<http://www.easternlincs.worlded.org/teachers/webpub/hampden/yourpage.html>

Globe Fearon. (1997). *Historical Case Studies (The Holocaust, The Civil Rights Movement, The Vietnam War. Somos Mexicanos)*. Upper Saddle River, NJ: Globe Fearon Educational Publisher.

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Merson, Martha and Amy Gluckman, editors. (1998). *The Fabric of History*. Boston, MA: Adult Literacy Resource Institute.

New England Literacy Resource Center. (Two issues/year). *The Change Agent: Adult Education for Social Justice*. Boston: World Education. Also available online at <http://www.easternlincs.worlded.org>.

Teaching Tolerance. (1998). *America's Civil Rights Movement*, Montgomery, AL: Southern Poverty Law Center. Video and text.

\_\_\_\_\_. (1996). *The Shadow of Hate: A History of Intolerance in America*. Montgomery, AL: Southern Poverty Law Center.

Weintraub, Lynne. (1999). *Citizenship Navigator: A Guide for Teaching Citizenship*. Boston: Massachusetts Office for Refugees and Immigrants.

# Conflict and Resolution

## Standards

### *Learners will develop an understanding of . . .*

- ◆ Where and why there is conflict.
- ◆ The complexity of managing and resolving conflict.
- ◆ The effects of different approaches to conflict resolution.

### *In doing so they will recognize that . . .*

- ◆ Conflict is a natural intra-personal, interpersonal, and international phenomenon.
- ◆ Conflict often occurs when individuals and groups interact.
- ◆ Conflict can result in both growth and destruction.
- ◆ There are numerous strategies for resolving conflict.
- ◆ A critical analysis of conflict may move emphasis away from criticism of specific groups or individuals to an understanding of the conflict's roots and the options for resolution.

## Suggested Topics

- ◆ Family relationships
- ◆ Workplace dynamics
- ◆ Gangs
- ◆ Community challenges
- ◆ Crime and punishment
- ◆ Civil disobedience
- ◆ Consensus building
- ◆ Labor strikes
- ◆ Boycotts
- ◆ War

## Resources for Learning Activities

Corbett, Helen. (1991). *The Massachusetts Labor Movement: Collective Voices* (curriculum guide and video). Boston, MA: Massachusetts AFL-CIO.

Duval, Andree, Paul DiMuzio, and Gene Gramarossa. (1998). *United States History Through Feature Films*. Ludlow, MA: Hampden County House of Corrections. Phone: (413) 547-8000, ext. 2459. Also available online at:  
<http://www.easternlincs.worlded.org/teachers/webpub/hampden/yourpage.html>

Lerner, Edward. (1994). *Cultural Conflicts: Case Studies in a World of Change*. Portland, ME: J. Weston Walch Publisher.

New England Literacy Resource Center. (Two issues/year). *The Change Agent: Adult Education for Social Justice*. Boston: World Education. Also available online at <http://www.easternlincs.worlded.org>.

Strauss, Suzanne. (1993). *Finding Ourselves in History: Some Ideas for Getting Students to Make Connections*. Boston, MA: Jobs for Youth Alternative High School.

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\_\_\_\_\_. (1996). *The Shadow of Hate: A History of Intolerance in America*. Montgomery, AL: Southern Poverty Law Center.

Walch, J. Weston and Kate O'Halloran. (1993). *Cases and Controversies in U.S. History*. Portland, ME: J. Weston Walch, Publisher.

Weintraub, Lynne. (1999). *Citizenship Navigator: A Guide for Teaching Citizenship*. Boston: Massachusetts Office for Refugees and Immigrants.

## Perspective and Interpretation

### Standards

#### *Learners will develop an understanding of . . .*

- ◆ The difference between fact, opinion, and interpretation.
- ◆ What influences perspective and interpretation.
- ◆ How different perspectives on human behavior, interactions, and history affect people's understanding of the world.

#### *In doing so they will recognize that . . .*

- ◆ Critical examination of a diversity of sources and viewpoints is essential to the study of history and the social sciences.
- ◆ The political and cultural environments of a historical period influence how human events and interactions are perceived and documented at that time.
- ◆ Similarly, the historian's political and cultural context influences his/her selection and interpretation of sources, reflection on their meaning, and his/her subsequent description of a given period or event in history.

### Suggested Topics

- ◆ Intergenerational communication
- ◆ Immigrants in a new community
- ◆ Business and social responsibility
- ◆ The true price of Nike sneakers
- ◆ The Supreme Court's interpretation of the U.S. Constitution
- ◆ Columbus's "discovery" of the New World
- ◆ The feminist movement
- ◆ Slavery
- ◆ Salem witch trials
- ◆ Medical "truths" of the 19th century
- ◆ The space race
- ◆ The Vietnam War
- ◆ Political assassinations
- ◆ Thanksgiving

### Resources for Learning Activities

Bourman, Ann. (1996). *Meeting of Minds*. Portland, ME: J. Weston Walch, Publisher.

Baez, Luis, Evonne Carter, and Eva Mack. (1994). *Lesson Plans for History and Cultural Studies*. From the series *Culturally Inclusive and Relevant Teaching for Teachers of Adult Basic Education*. Madison, WI: Wisconsin Technical College System Literacy Resource Center.

Cuban, Larry and Philip Roden. (1971). *Promise of America, Volumes 1-5*. Glenview, IL: Scott Foresman.

Duval, Andree, Paul DiMuzio, and Gene Gramarossa. (1998). *United States History Through Feature Films*. Ludlow, MA: Hampden County House of Corrections. Phone: (413) 547-8000, ext. 2459. Also available online at:  
<http://www.easternlincs.worlded.org/teachers/webpub/hampden/yourpage.html>

Fountain, Susan. (1995). *Education for Development: A Teacher's Resource for Global Learning*. Portsmouth, NH: Heinemann.

New England Literacy Resource Center. (Two issues/year). *The Change Agent: Adult Education for Social Justice*. Boston: World Education. Also available online at  
<http://www.easternlincs.worlded.org>.

Purves, Alan C. (1993). *Tapestry: A Multicultural Anthology*. Englewood Cliffs, NJ: Globe Book Company.

Smith, George Bundy and Alene L. Smith. (1992). *You Decide: Applying the Bill of Rights to Real Cases*. Pacific Grove, CA: Critical Thinking Books and Software.

Walch, J. Weston and Kate O'Halloran. (1993). *Cases and Controversies in U.S. History*. Portland, ME: J. Weston Walch, Publisher.

## Learning Levels and Assessment

The ABE History and the Social Sciences Framework does not identify specific learning levels because of the envisioned integration of its content with the skills development described in other frameworks. Those frameworks – for English Language Arts, ESOL, and Math – already do or eventually will differentiate levels of learning as evidenced by the learner’s performance in reading, writing, speaking English, navigating systems, using numbers, and problem solving. As illustrated in the “Sample Applications of Framework Integration” (section begins on p. 44), the engagement with the concepts of history and the social sciences offers a meaningful focus and means for improving skills.

The absence of levels in this framework signifies only that the basis for class placement and learner movement within ABE programs be skill performance. It does *not* mean that attention to the development of conceptual understanding is unimportant and should not be assessed. Assessment, in fact, is inseparable from any learning process and, therefore, intrinsic to the meaning of the learning experience for learner, teacher, program and funder alike. In *The Equipped for the Future Content Standards*, Sondra Stein outlines the four most critical performance dimensions that offer evidence of learning:

- ◆ Structure of knowledge base;
- ◆ Fluency of performance;
- ◆ Independence of performance; and
- ◆ Range of conditions for performance.

History and the social sciences, as they are presented in this document, clearly contribute to “the structure of the knowledge base” and need to be evaluated in terms related to it. Those terms, in turn, need to include consideration not only of what a person knows but how efficiently the person can retrieve and apply that knowledge in everyday life. Teachers, therefore, need to figure out how their students can demonstrate to others and recognize for themselves that they can both access their knowledge and draw upon it “for effective action in the world.” (Stein, 2000, page 59.)

### ***Portfolios***

Assessment is an activity that can be accomplished through careful, ongoing observation of learner participation and performance in class activities. Samples of work or anecdotal reports of activity, made by either teacher or student, can become meaningful records when organized chronologically within a portfolio. Written indication of goals attained outside of the classroom also provides a vital measure of success.

### ***Rubrics***

It is important to remember that sometimes learners cannot clearly articulate their increased understanding of a concept or content area. When attempting to evaluate the degree to which learners’ conceptual understandings are deepening, teachers may find it helpful to reflect on the following questions.

- ◆ Can the learner (by writing, speaking, or through some other form of expression) indicate that s/he recognizes a concept operating within a familiar topic?

- ◆ Can the learner indicate that s/he recognizes a concept operating within a new topic?
- ◆ Can the learner compare and contrast the operation of a concept within two different situations?
- ◆ Can the learner interpret his/her own observations and experiences within the context of a concept?

### **Tests**

Aside from the type of ongoing, qualitative assessment described above, there are some nationally administered instruments, success on which is a principal goal for some students. The three that specifically encompass history and the social sciences are the tests for General Educational Development (GED), the External Diploma Program (EDP) and the test for Citizenship, administered by the Immigration and Naturalization Service (INS).

### **The GED**

Currently, one fifth of the GED battery is devoted to social studies. Examinees read a series of passages, charts, graphs, and political cartoons and answer multiple choice questions designed to measure comprehension, application, analysis and evaluation. The subject matter is drawn from U.S. history, geography, civics, government, economics, and the behavioral sciences.

In 2002, the administration of the new battery of the GED will begin. The social studies component, like the other sections, will have been altered from its current form. Behavioral sciences will no longer be tested as a separate subject area, though some concepts will be tested within the context of other areas. In addition, in some instances a variety of content areas will be tested within the same item set. Analysis of at least one “practical” document (e.g., voters’ guide, tax form) and at least one excerpt from the *U.S. Constitution, Declaration of Independence, Federalist Papers*, or landmark Supreme Court cases will be required.

Because the GED requires an understanding of provided materials rather than recall of facts, using an integrated, concept-based approach, such as that promoted in this document, is well suited to test preparation. Of particular relevance is the addition to the new version of a holistic emphasis: a single given passage or graphic will need to be considered from the viewpoint of numerous, interwoven disciplines.

### **The EDP**

An alternative means of achieving a high school credential, apart from the GED, is an External Diploma Program. While fewer people enroll in EDPs than pursue the GED, the option is appealing for adults whose significant life experience is a stronger asset than their test-taking aptitude. A candidate for the external diploma must demonstrate high school competency in arenas such as communication, computation, and occupational preparedness. S/he has options regarding when assessments of those competencies take place. The program is both affirming of such skills as those gained from years of homemaking or working outside the home and supportive in the process of a candidate’s



development of weaker skills. The EDP arena in which the Framework for History and the Social Sciences could be helpful is that of Social Awareness, which requires a demonstrated understanding of economic, geographic, political, historical, and community concepts. For further information about the EDP and its competencies contact: The Center for Adult Learning and Education Credentials, American Council on Education, One Dupont Circle, Suite 250, Washington, DC 20036-1193.

### **The Citizenship Test**

The United States INS administers the citizenship test as part of its mandatory oral interview with candidates for citizenship. There is currently no written version of the test. The ten questions asked by INS officials focus on such basic topics as the U.S. government's three branches, the Civil War, and the Declaration of Independence. There is no fixed level of difficulty and the examiners are given broad discretion in their decision to pass someone, taking into account the applicant's age, level of education, and disabilities.

The INS distributes a free study guide for the test with 96 sample questions and answers. This guide, together with an interactive practice test, is also available on the INS web page at <http://www.ins.usdoj.gov>. It should be noted, however, that the guide is a densely printed, non-sequential list of facts that is of limited use on its own to the applicant who is not fluent in English. The process of the teacher, then, becomes one of taking the list's contents, organizing them in a coherent fashion, and helping learners find meaningful connections between the required information and their own lives. All of the strands in the History and the Social Sciences Curriculum Framework can serve as useful tools for this process.

## Technology

Technology has much to contribute to the study by adults of history and the social sciences. Most ABE programs in Massachusetts have access to a wide range of learning tools, including those mentioned below, and a technology coordinator on staff to help learners to effectively use them. Additional support can be accessed through the technology coordinators at each of the five Regional SABES Centers. To find out the SABES Regional Support Center nearest you, explore the website at <http://www.sabes.org>.

### Computers

**The Internet:** a limitless resource for information and communication.

Both *The Change Agent* (periodical) and *Civic Participation and Community Action Sourcebook: A Resource for Adult Educators* (Nash, ed., New England Literacy Resource Institute, 1999) include lists of Internet sites of relevance to the content of this Framework.

Other print material that discusses Internet use and resources include:

- ◆ Braun, Joseph A., Jr. and C. Frederick Risinger. (1999). *Surfing Social Studies: The Internet Book (Bulletin 96)*. Washington, DC: National Council for the Social Studies.
- ◆ Cohen, Barbara. (1998). *Social Studies Resources on the Internet: A Guide for Teachers*. Portsmouth, NH: Heinemann.
- ◆ Gorski, Paul. (1999). *Multicultural Education and the Internet: Tools, Resources, and Commentary*. [www.curry.edschool.virginia.edu/go/multicultural/net/guide.html](http://www.curry.edschool.virginia.edu/go/multicultural/net/guide.html).

In addition to using the Internet for information, a class can also develop its own website, based on a project or research topic. In locations where access to the Internet is not permitted (e.g., prisons), teachers can create virtual CDs that are tailored to the learners' specific interests and needs.

**Basic office applications:** for example, word processing and spreadsheets, to organize information and facilitate writing about history and the social sciences and to design tables, charts, and graphs.

**Educational Software:** numerous programs, large and small, expensive and cheap, including encyclopedias and atlases, which provide a wealth of factual information; simulations, which can help develop a rich understanding of concepts as well a sense of time and place; and tutorials, which usually focus on skill development and fact acquisition.

### TV and VCR

Films or film clips which feature events, characters, or issues of relevance to the Framework strands. Lists of recommended resources have been compiled by and are available from:

- ◆ Adult Literacy Resource Institute, Boston, MA, (617) 782-8956.

- ◆ Facing History and Ourselves National Foundation, Inc. Brookline, MA, (617) 232-1595.
- ◆ Video-based distance learning programs which combine engaging stories with text-based skill development.

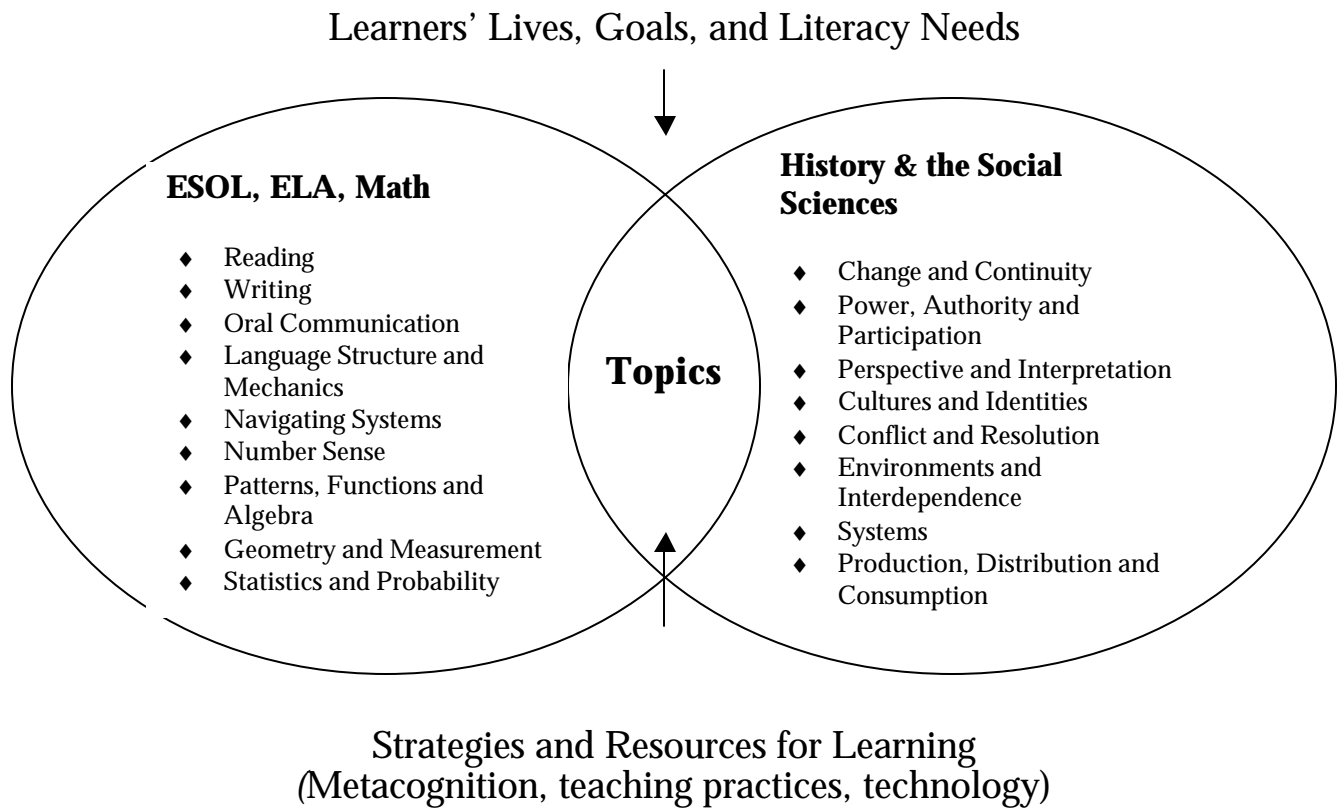
### **Tape Recorder and Video Camera**

- ◆ Oral histories
- ◆ Historical reenactments
- ◆ Documentation of classroom activity

## Sample Applications of Framework Integration

Because of the limited time that students are often enrolled in adult education, how you approach history and the social sciences becomes as important as the content. The following diagram represents a model for holistic student-centered framework integration. It assumes a teacher's understanding of effective teaching practices, metacognition (thinking about thinking), and learning tools, as well as his/her unique set of learners. With this understanding s/he can begin the selection and exploration of history and social science topics through pertinent frameworks strands.

The next few pages propose a process for attaining framework integration as reflected by the diagram. This process is illustrated by the curriculum development of Massachusetts ABE teachers, Judy Hikes (ESOL), Lorna Rivera (pre-GED), and Wendy Quiñones (GED).



## Judy's Unit

### Preparation:

Judy's class is at a community adult learning center. To begin planning her unit, Judy follows these advised practices:

### Know Your Students

Level: Intermediate ESOL

Learners: A diverse group of 15 men and women from the Northeast and Southeast US, the West Indies, Haiti, China, Central and South America, and the Philippines.

Varied educational and class backgrounds, ranging in age from 19 to 62.

#### ◆ *Identify Common Goals*

Judy's class wants to "learn more English" and "earn more money."

#### ◆ *Identify Common Life Experiences*

Judy's students, while diverse in some respects, do share common life circumstances: they earn a modest income, most are immigrants to the US, and they and their families are challenged on a daily basis by American values and expectations.

#### ◆ *Validate Complexity*

Judy wants her students to understand that immigration, low education levels, culture, family, and gender all interact in complex ways to affect a person's economic standing and sense of power. She decides to focus upon an historic event which her students will identify with, draw inspiration from, and hopefully use to gain insight into their own situation and goals.

#### ◆ *Choose a Topic*

On the basis of student interest expressed in discussion, Judy decides to explore the history of the United Farm Workers' Union by using a story written by Jessie Lopez de la Cruz, an immigrant and migrant worker. Jessie struggles with poverty and desires more understanding of and control over the circumstances in her life. As a result, she eventually becomes involved in the establishment of the Union.

Judy believes that her students can relate to Jessie Lopez de la Cruz because they, too, are immigrants. Judy intends to give them numerous opportunities to discuss, in English, the following subjects: their reasons for immigrating, their experiences as immigrants, how immigration has affected their families and relationships, and their current jobs.

#### ◆ *Review Habits of Mind*

Given her students' needs and the focus of her unit, Judy decides to encourage two particular *Habits of Mind* from the Framework for History and the Social Sciences:

- ◆ Look to the past to understand the present and envision the future.
- ◆ View people and events with consideration of the geographical, political, economic and cultural context of their time and place.

### **First Steps:**

In order to address her learners' needs as fully as possible with the chosen topic, Judy decides to use her first activities as initial assessments to direct her teaching to the students' skill areas that need the most improvement. Judy keeps these early samples of students' work in a portfolio to refer to at the end of the unit when she will administer similar assessments. By comparing the two performances, Judy will be able to evaluate increases in vocabulary comprehension, gains in writing skills, and enhancement of conceptual understanding and application.

<b>Initial Assessment</b>	<b>Informed Planning</b>
Learners underline the words and passages they do not understand in Jessie's story.	Judy compiles the learner-identified challenge words and develops vocabulary lessons with them.
Learners write a summary of the story based on their initial understanding.	Judy reads the summaries with an eye toward grammar reinforcement, paragraph development, and conceptual understanding.
Learners discuss why they think the story is important and what the initial reading of the story teaches them.	Judy listens for themes and interests that are articulated by the students. She incorporates these into her lesson planning in order to draw correlations among students' lives, interests and experiences, Jessie's experiences, and the history of the United Farm Workers.

### **Utilizing the Frameworks:**

In order to maximize the range, intensity, and outcome of the learning experience, Judy uses the Curriculum Frameworks to expand and organize her ideas and approaches to exploring Jessie's Story and the history of the United Farm Workers' Union. She consults the ESOL Curriculum Framework (see Appendix B, p. 67) to help her address the English language skills needs of her students.

**The United Farm Workers' Union:  
ESOL Curriculum Framework**

<b>Strands and Standards</b>	<b>Supportive Activities</b>
<p><b>Oral and Written Communication</b></p> <ul style="list-style-type: none"> <li>◆ Students get meaning from a wide variety of texts.</li> </ul>	Students read Jessie's story silently
<p><b>Language Structure and Mechanics</b></p> <ul style="list-style-type: none"> <li>◆ Students understand and use conventional English pronunciation, intonation, and stress</li> </ul>	Students read Jessie's story out loud. Teacher focuses on trouble words and sounds.
<p><b>Oral and Written Communication</b></p> <ul style="list-style-type: none"> <li>◆ Students identify what they do and don't understand from written material.</li> </ul>	Students underline words and phrases in the story that they do not understand. Class discusses story to gain common understanding of events and ideas in story.
<p><b>Language Structure and Mechanics</b></p> <ul style="list-style-type: none"> <li>◆ Students develop their vocabulary</li> </ul>	Teacher introduces, defines and works on student-identified vocabulary from the story.
<p><b>Intercultural Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>◆ Students recognize significance of cultural images and symbols.</li> <li>◆ Students explore culturally determined patterns of behavior.</li> <li>◆ Students examine their own cultural adjustment process and the personal balance that must be struck between acculturation and preserving their own culture.</li> </ul>	Students identify aspects of culture in the story. They discuss those aspects that relate to their own lives and experience. They compare their cultural adjustment process with that of Jessie's.

In addition to developing her students' English language skills, Judy wants her students to think deeply and critically. She consults the Framework for History and the Social Sciences to inform her exploration of the concepts embedded in Jessie's Story.

<b>The United Farm Workers Union History and the Social Sciences Curriculum Framework</b>	
<b>Strands and Standards</b>	<b>Supportive Activities</b>
<p><b>Perspective and Interpretation</b></p> <ul style="list-style-type: none"> <li>◆ What influences perspective and interpretation</li> <li>◆ How perspective and interpretation affect people's understanding</li> </ul> <p><b>Cultures and Identities:</b></p> <ul style="list-style-type: none"> <li>◆ How cultures affect identity and perspective</li> </ul>	<p>Students read <i>Jessie's Story</i> Teacher facilitates discussion around the following questions and writes emerging ideas on newsprint:</p> <ul style="list-style-type: none"> <li>◆ Who is Jessie?</li> <li>◆ What is she thinking about?</li> <li>◆ How is what Jessie thinks different from what her husband thinks? Why?</li> <li>◆ What affects the way Jessie thinks?</li> <li>◆ If Jessie were a farm owner instead of a farm worker, how might she think?</li> </ul>
<p><b>Change and Continuity</b></p> <ul style="list-style-type: none"> <li>◆ The nature of change and continuity</li> <li>◆ The forces affecting change and continuity</li> </ul>	<p>Students identify similarities between their lives and Jessie's life and document these in a chart.</p> <p>Class discusses/writes: Jessie makes some big changes in her life. What are these changes? How were they sparked? How did they affect her behavior, her family, her relationships, and her work?</p> <p>Students identify and discuss/write about changes they have made in their lives (using same questions as above).</p> <p>Class explores persistent themes in history of immigration, poverty, and how both are catalysts for change.</p>

**Assessment:**

Judy monitors her students' progress on a continual and individual basis. In addition to anecdotal evidence of learning and student writing samples, she collects in portfolios the results of several in-class quizzes and GED social studies practice tests. She and her students examine and reflect upon the portfolio contents periodically. At the end of the unit, Judy asks herself the following questions:

- ◆ Did the selected activities turn out to be appropriate matches for the students' interests and needs?
- ◆ At what points did students experience unanticipated difficulties or revelations?
- ◆ How could this unit have been improved, and in what ways was this unit a success?
- ◆ What should I do next?



## Lorna's Unit

### Preparation:

Lorna's classes take place at an organization that functions as a social service agency, homeless shelter, job skills training program and education center. Like Judy, Lorna plans according to the following guidelines:

- ◆ **Know Your Students**

Level: ABE, English reading levels 4-6

Learners: Formerly and currently homeless women who range in age from 19 to 47.

- ◆ **Identify Common Goals**

Lorna's students want to obtain their GED's, good jobs, and homes.

- ◆ **Identify Common Life Experiences**

Homelessness is the most dramatic and pointed common experience the women have. Many of the women have a sense that there are forces and people that are acting against them. For example, they will say things like, "the system is out to get me." Often this "system" is described in racial terms, where the "system" that oppresses is controlled by "whites." They feel hopeless or cynical about their ability to act upon the systems that control them.

- ◆ **Validate Complexity**

Lorna wants her learners to explore their condition beyond their cynicism and despair. She works with the women to analyze their common struggles and to see how they as individuals form a "whole," or a community. She feels that as they develop this group perspective, they will not blindly blame themselves or the "system" for their life circumstances, but begin to think more critically, share resources, and learn how to advocate for themselves and their community.

Lorna respects the women's desire to understand the "system," and she plans to introduce concepts of economics in order for the women to begin to understand homelessness from a socioeconomic point of view. She wants them to be able to see the condition of homelessness more objectively and from a "systems" perspective.

- ◆ **Choose a Topic**

Lorna anticipates that her economics unit will span three to four weeks. What she wants the women to understand about homelessness and living conditions in general is that societies, or ways of living, often evolve according to the available economic choices.

Lorna begins her students' journey toward this conclusion with a lesson on the "factors of production." She decides to explore with the learners the complex interplay among natural resources (land), human-made resources (products), human resources (labor), and money (capital). Lorna believes that through analyzing and discussing the world around them (from the pencil on the table to the neighborhood in which they live) in

economic terms, the women will be able to assess their own situations and strategically plan productive steps toward their goals.

◆ ***Review the Habits of Mind***

Lorna encourages the following Habits of Mind in her learners as they explore the systems which affect their economic status and their own power to understand, engage with, manipulate, and change their status and the “system.”

- ◆ Examine one’s personal and cultural history as sources of perspective, bias, understanding, and stereotypes.
- ◆ Recognize the importance of multiple viewpoints and sources for understanding people, events, and issues.
- ◆ Question simple solutions to complex problems. Appreciate that social issues are complicated and require comprehensive critical analyses if they are to be effectively understood and addressed.
- ◆ Consider the source when evaluating the quality or authority of information.

## First Steps:

Lorna's class is part of a holistic life skills and life planning program. As stated within the program's mission, assessment is an ongoing process that takes into account learner progress in relationship to learner goals and background. The program sees assessment as a complex collaborative process between learners and teachers, which involves critical thinking, problem solving, and reflection on learners' life situations. Still, in order to address her learners' needs as fully as possible with her chosen topic, Lorna does facilitate some activities early on to help direct her teaching to the skill areas that need the most work. Lorna keeps these early samples of students' work in a portfolio to refer to at the end of the unit when she will administer similar assessments. By comparing the two performances, Lorna will be able to evaluate increases in vocabulary comprehension, improvement in math and writing skills, and enhancement of conceptual understanding and application.

<b>Initial Assessment</b>	<b>Informed Planning</b>
Learners identify the words and passages they do not understand in Steck-Vaughn's <i>Economics: Concepts and Applications</i> .  Learners analyze a graph relating education level to income and compute the differences among levels.	Lorna compiles the learner-identified challenge words and concepts, helps the learners to formulate questions about the concepts, and then targets lessons for answering those questions.  Lorna corrects analysis for computational accuracy and gathers graphs of similar relevant data for further practice.
Learners write about the conditions that they feel have influenced their current situations.	Lorna reads the accounts with an eye toward grammar reinforcement and paragraph development, but also toward the learners' understanding of external or systemic factors that have driven their lives' events.
Learners try sample GED economics and math questions.	Lorna assesses learners' comprehension of economic concepts, as well as their ability to achieve on different components of the GED.

## Utilizing the Frameworks:

Like Judy, Lorna uses the Curriculum Frameworks to expand and organize her ideas and approaches to exploring factors of production and people's roles in those factors. She consults the English Language Arts and Math and Numeracy Frameworks (Appendix B, pp. 67-68) to help her address the English Language Skills and Math needs of her students.

<b>Factors of Production: Math Curriculum Framework</b>	
<b>Strands and Standards</b>	<b>Supportive Activity</b>
<p><b>Number Sense</b></p> <ul style="list-style-type: none"> <li>◆ Compute with whole numbers, fractions, decimals, and integers . . .</li> <li>◆ Analyze and explain procedures for computation and how operations are related to one another.</li> <li>◆ Apply estimation techniques.</li> </ul> <p><b>Statistics and Probability</b></p> <ul style="list-style-type: none"> <li>◆ Read and interpret graphs</li> <li>◆ Make inferences and convincing arguments that are based on data analysis.</li> <li>◆ Evaluate arguments that are based on data analysis.</li> <li>◆ Develop and explain an appreciation for statistical methods as a powerful means for decision making.</li> </ul>	<p>Students interpret a variety of graphs and charts about:</p> <ul style="list-style-type: none"> <li>◆ Current employment and salaries relative to education, race, gender</li> <li>◆ Historical trends on standards of living, globally and in the U.S.</li> <li>◆ Resources and population</li> <li>◆ World trade</li> </ul>
<p><b>Number Sense</b></p> <ul style="list-style-type: none"> <li>◆ Standards as above</li> </ul> <p><b>Statistics and Probability</b></p> <ul style="list-style-type: none"> <li>◆ Collect, organize and describe data.</li> <li>◆ Standards as above.</li> </ul>	<p>Students decide on a topic on which to develop a survey for clients of the agency. They gather information, create charts and graphs to report data, and as a group analyze the data's significance.</p>

**Factors of Production: English Language Arts Curriculum Framework**

<b>Strands and Standards</b>	<b>Supportive Activity</b>
<p><b>Oral Communication</b></p> <ul style="list-style-type: none"> <li>◆ Participate effectively in structured types of conversation.</li> </ul> <p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>◆ Use appropriate tools to express ideas and opinions.</li> </ul>	<p>Lorna leads class thinking and discussion exercise to bring concepts of “factors of production” to a real life level. She asks them to consider the pencils they are holding and the following questions: Where do you think these pencils come from? How were they made? By whom? How did we obtain them?</p>
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>◆ Develop vocabulary.</li> <li>◆ Develop comprehension strategies.</li> <li>◆ Strategic reading.</li> </ul>	<p>Students read chapter about “needs and wants.”</p>
<p><b>Oral Communication</b></p> <ul style="list-style-type: none"> <li>◆ Communicate complex ideas clearly.</li> <li>◆ Participate effectively in structured types of conversation.</li> </ul>	<p>Students discuss “limited resources.”</p>
<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>◆ Respond to questions in complete sentences.</li> <li>◆ Write at greater length in response to a topic or question.</li> </ul>	<p>Students write about their “dream job.”</p>

In addition to developing her students' English language skills, Lorna wants her students to think deeply and critically. She consults the History and the Social Sciences Framework to inform her exploration of the concepts within the topic of production.

<b>Factors of Production: History and the Social Sciences Curriculum Framework</b>	
<b>Strands and Standards</b>	<b>Supportive Activity</b>
<b>Change and Continuity:</b> <ul style="list-style-type: none"> <li>◆ The forces affecting continuity and change.</li> </ul>	Discussion: The impact of tools and their development over time on the structures of societies and the resources available to people.
<b>Production, Distribution, and Consumption:</b> <ul style="list-style-type: none"> <li>◆ The factors affecting production, distribution and consumption.</li> <li>◆ The affects of different levels and methods of production, distribution and consumption.</li> </ul>	Discussion: The factors of production (land, labor, capital). Critical analysis of sources of common objects. Discussion: What are resources? How are they limited? Read: Chapter about wants and needs. Discussion and group brainstorm recorded on newsprint: What is work? "Good" work vs. "bad" work. Write: What kind of work would you love? What is your dream job? Study bar graphs (race and unemployment rates, salaries of women compared to salaries of men.)

### **Assessment:**

Lorna uses a variety of tools as part of her commitment to ongoing, varied, and collaborative assessment:

- ***Learner Self-Assessment***  
 In weekly journal writing, learners are encouraged to reflect on their learning, write any questions they have, and examine what they want to learn. Lorna provides lists of vocabulary words and important concepts so learners can review the material and check their understanding. In addition, every fourteen weeks, learners re-examine their learning goals, revising them or adding new ones.
- ***Teacher and Learner Assessment***  
 Lorna saves her learners' work in portfolios. She also uses a journal, as well as individual conferences to communicate feedback to students.
- ***Assessment of Applied Learning***  
 Through observation and discussion, Lorna assesses her learners' abilities to manage their time efficiently, submit homework assignments promptly, participate in program design, cooperate in groups, navigate welfare and housing systems, and advocate for themselves and their families.

## Wendy's Unit

### Preparation:

Wendy's class is at an adult learning center located at a community college with a well-equipped computer lab.

#### ◆ *Know Your Students*

Level: GED, but with a range of preparedness. Some learners are ready to test in most subjects, others need significant skill development.

Learners: Approximately ten (attendance is irregular) men and women mostly within the age range of 18 to 35. The younger students are recent dropouts whose negative experiences of school strongly affect their attitude and self-confidence.

#### ◆ *Identify Common Goals*

Everyone wants to pass the GED.

#### ◆ *Identify Common Life Experiences*

Wendy's students were all born in this country and have always lived in the same region. In most cases, their families have been situated in this region for at least several generations.

#### ◆ *Validate Complexity*

Because her students are focused on the GED, they are concerned that their work in class relate directly to the test. However, skills practice in test preparation books do little to either improve their scores or increase their motivation. Wendy understands the test well and firmly believes that engagement in alternative, multidisciplinary activities, particularly those resulting in fun and interesting projects, can more than adequately help learners to pass. Finding the "hook" to engage her learners, particularly those younger, more disenchanted ones, is the challenge she faces.

#### ◆ *Choose a Topic*

Wendy has observed that learners come to her class with little or no sense of time (one student announced that the 1692 Salem witch trials had taken place "way long ago, like in 1912"). They know with accuracy few, if any, historical events (another student wanted to do research on "the first Thanksgiving," so she looked up Columbus). Wendy's goal is to give students a way of locating themselves in time and in historical context by starting from personal stories that are then integrated into a timeline with historical events that occurred at roughly the same time. A second option is for them to work in the opposite direction, finding out about historical events of interest (within the last 50 years) and then investigating what was happening within their own families at the time.

#### ◆ *Review Habits of Mind*

With her focus of time in mind, Wendy identifies the following Habits of Mind as the broadest goals for her learners.

- ◆ Look to the past to understand the present and envision the future.

- ◆ View people and events with consideration of the geographical, political, economic, and cultural context of their time and place.
- ◆ Examine one’s personal and cultural history as sources of understanding, perspective, bias, and stereotypes.
- ◆ Recognize the importance of multiple viewpoints and sources for understanding people, events, and issues.

### **First Steps:**

Since the focus of learner activity for most of the unit will be on individual projects, Wendy does not do an initial assessment. Rather, she engages the whole group in an orientation to the purpose of the project and the relationship of family stories and memories to historical narrative. Together they read and compare two short essays, one by a white writer (“The Little Store” by Eudora Welty) and one by an African American (“Momma’s Store” by Maya Angelou). The reading difficulty of these pieces is consistent with that of the GED as is the type of analysis Wendy encourages.

To get “situated” in history Wendy guides her students to the History Channel’s website ([www.historychannel.com](http://www.historychannel.com)) where they are able to select decades of choice and access a list of significant events. Using their findings and making selections based on their interests, they begin their research.

### **Utilizing the Frameworks:**

As in Lorna’s unit, the project which Wendy’s students undertake offers ample opportunity for development and practice of English Language Arts skills.



<b>Connecting Histories: ELA Curriculum Framework</b>	
<b>Strands and Standards</b>	<b>Supportive Activity</b>
<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>◆ Express thoughts in complete sentences</li> <li>◆ Select writing topics independently</li> <li>◆ Revise to include more details and information</li> <li>◆ Awareness and control of tone and style</li> <li>◆ Evaluate own written work</li> </ul>	<p>Students write a personal or family story.</p>
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>◆ Strategic reading</li> <li>◆ Interpret charts and graphs</li> </ul> <p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>◆ Use computers as learning and research tools</li> <li>◆ Distinguish between fact and opinion</li> <li>◆ Distinguish between fact and fiction</li> <li>◆ Use appropriate tools for gathering information</li> <li>◆ Recognize that there is not always a “right” answer</li> </ul>	<p>Students select historical event that corresponds in time to family or personal event and conduct thorough research using the Internet or any other appropriate media.</p>
<p><b>Oral Communication</b></p> <ul style="list-style-type: none"> <li>◆ Summarize events orally</li> <li>◆ Communicate complex ideas clearly</li> <li>◆ Restate ideas in order to clarify meaning</li> <li>◆ Participate effectively in structured types of conversation</li> </ul> <p><b>Reading</b> (as above)</p>	<p>Students choose a way to present what they have learned (e.g., poster, skit, drawing, music, GED-type essay) and “teach” their pieces of history to the rest of the class. Other class members may help in presentation and are expected to ask questions and make constructive comments.</p>

Wendy guides her students individually as they work on their projects. While encouraging them to work on the language arts skills listed above she also is fostering an understanding of critical concepts within history and the social sciences.

<b>Connecting Histories: History and the Social Sciences Curriculum Framework</b>	
<b>Strands and Standards</b>	<b>Supportive Activities</b>
<p><b>All standards within the following strands:</b></p> <ul style="list-style-type: none"> <li>◆ Power, Authority and Participation</li> <li>◆ Production, Distribution and Consumption</li> <li>◆ Systems</li> <li>◆ Environments and Interdependence</li> <li>◆ Continuity and Change</li> <li>◆ Conflict and Resolution</li> <li>◆ Perspective and Interpretation</li> </ul>	<p>Students select an historical event that corresponds in time to a family or personal event and conduct thorough research using the Internet or any other appropriate media. They then present what they have learned and “teach” their pieces of history to the rest of the class. Other class members may help with the presentations and are expected to ask questions and make constructive comments.</p>

**Assessment:**

For the most part, Wendy bases her assessment of her learners’ work on the quality of their final projects and how completely they fulfill the terms of the assignment. The learners themselves are encouraged to write reflections on both their process and products. Keeping a portfolio of drafts of the personal stories and research also provides a measure for improvement.

Students become more sophisticated thinkers as they ask questions in their research and examine multiple causes for and influences on what happens in the world around them. As themes arise during this project, Wendy evaluates and reinforces many Habits of Mind and test-taking skills with GED practice tests, both official and teacher-designed, to suit the topics at hand. She also asks students to write their own GED-type questions about their research with the expectation that the rest of the class will be able to answer them correctly after the project presentation.

## Appendix A: Resources

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*World Eagle Monthly Educational Resource*. Littleton, MA: World Eagle. Phone: (978) 486-9180. Web address: <http://www.worldeagle.com>. A monthly magazine that is rich with skill building opportunities (analyzing information from charts and graphs, formulating arguments, drawing conclusions, making decisions). Past issues available.

## **Newspapers and Periodicals**

Local and regional newspapers and widely distributed, mainstream newsmagazines such as *Time* and *Newsweek* can provide a wealth of material. Other valuable publications include:

*The Boston Globe*. In hard copy or online. The Newspaper in Education Program offers special supplements and has designed a web-site designed to help educators connect classroom use of the daily newspaper to teaching the essential skills outlined in the Massachusetts K-12 Curriculum Frameworks. Most activities and framework references are easily adaptable to the adult learner and the ABE frameworks. Web address: <http://www.boston.com/extranet.nie>

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## Appendix B: Strands and Standards for the Mathematics and Numeracy, English Language Arts, ESOL Frameworks

### Mathematics and Numeracy Strands and Standards

Strands	Standards Learners will develop an understanding of how to...
<b>Number Sense</b>	<ul style="list-style-type: none"> <li>◆ Represent and use numbers in a variety of equivalent forms in contextual situations</li> <li>◆ Understand meanings of operations and how they relate to one another</li> <li>◆ Compute fluently and make reasonable estimates</li> </ul>
<b>Patterns, Functions and Algebra</b>	<ul style="list-style-type: none"> <li>◆ Explore, identify, analyze and extend patterns in mathematical and adult contextual situations</li> <li>◆ Articulate and represent number and data relationships using words, tables, graphs, rules and equations</li> <li>◆ Recognize and use algebraic symbols to model mathematical and contextual situations</li> <li>◆ Analyze change in various contexts</li> </ul>
<b>Statistics and Probability</b>	<ul style="list-style-type: none"> <li>◆ Collect, organize and represent data</li> <li>◆ Read and interpret data representations</li> <li>◆ Describe data using numerical descriptions, statistics and trend terminology</li> <li>◆ Make and evaluate arguments and statements by applying knowledge of data analysis, bias factors, graph distortions and context</li> <li>◆ Know and apply basic probability concepts</li> </ul>
<b>Geometry and Measurement</b>	<ul style="list-style-type: none"> <li>◆ Use and apply geometric properties and relationships to describe the physical world</li> <li>◆ Identify and analyze the characteristics of geometric figures</li> <li>◆ Relate geometric ideas to number and measurement ideas, including the concepts of perimeter, area, volume, angle measure, and capacity</li> <li>◆ Use transformations and symmetry to analyze mathematical situations</li> <li>◆ Specify locations and describe spatial relationships using coordinate geometry and other representational systems</li> <li>◆ Understand measurable attributes of objects and the units, systems, and processes of measurement</li> <li>◆ Apply appropriate techniques, tools, and formulas to determine measurements</li> </ul>

## English Language Arts: Strands and Standards

LEVEL	READING	WRITING	ORAL COMMUNICATION	CRITICAL THINKING
<b>1: 0-9</b>	Recognize visual-cue words	Write letters and numbers legibly and consistently	Speak using a basic command of English	Use computers as learning and research tools
	Recognize letters	Copy examples	Speak so that others can understand	
	Recognize letter/sound correspondence	Write words without visual prompts or examples		
	Develop vocabulary and recognize new words	Develop and use new vocabulary	Use new vocabulary with appropriate pronunciation	
		Learn and use strategies for organization		
<b>2: 1-1.9</b> Continue work from previous level and add...	Recognize and sound out simple letter combinations	Write words without visual prompts or examples	Listen with basic comprehension	
	Use the sounds associated with each letter to learn new words	Respond in writing to written and oral questions	Follow simple oral directions	
	Recognize phonetic-cue words	Express thoughts in writing		
	Recognize controlled words	Use invented spellings		
<b>3: 2-3.9</b> Continue work from previous levels and add...	Recognize controlled words	Express thoughts in complete sentences	Recognize the role of tone and body language and use appropriately	Recognize a speaker's point of view
	Recognize and sound out more complicated letter combinations	Respond to questions in complete sentences	Follow common conversational patterns	Recognize the difference between formal and informal systems
	Use increased decoding skills to learn more complex new words	Write responses to short text passages	Respond appropriately to others' questions and statements	Use appropriate tools to express ideas and opinions
		Acquire and use more organizational strategies		
<b>4: 4-4.9</b> Continue work from previous levels and add...	Build comprehension strategies	Recognize and use the rules for grammar and mechanics	Participate effectively in class discussions	Distinguish between fact and opinion
	Read strategically	Write at greater length in response to a topic or question		Distinguish between fact and fiction
	Recognize words automatically	Begin to recognize errors independently		Use appropriate tools for gathering information
				Recognize situations when there is not a "right" answer
<b>5: 5-5.9</b> Continue work from previous levels and add...	Use advanced decoding skills to learn a variety of new words	Recognize more errors independently	Ask for clarification of oral comments and directions	
		Revise work with assistance	Follow complex oral directions	
			Give directions orally	
			Summarize events orally	
<b>6: 6-7.4</b> Continue as above and add...	Interpret charts and graphs	Revise work to include more details and information	Communicate complex ideas clearly	Describe when/how medium affects message
		Write at greater length in response to a topic or question	Restate ideas to clarify meaning	
<b>7: 7.5-8.9</b> Continue as above...	Recognize and identify a variety of genres and styles	Recognize and use appropriate formats and genres		
		Select writing topics independently		
<b>8: 9-10.9</b> Continue as above...		Write for a specific, identified audience	Participate effectively in structured types of conversation (interviews, etc.)	Separate response to message from response to speaker/medium
<b>9: 11-12</b> Continue as above...		Recognize and use appropriate tone and style	Address intellectual, moral and emotional topics appropriately	
		Use figurative language		
		Evaluate own written work		

## English for Speakers of Other Languages: Strands and Standards

ORAL AND WRITTEN COMMUNICATION	LANGUAGE STRUCTURE AND MECHANICS	INTERCULTURAL KNOWLEDGE AND SKILLS	NAVIGATING SYSTEMS	DEVELOPING STRATEGIES AND RESOURCES FOR LEARNING
<i>Second language Learners will demonstrate the ability to . . .</i>				
Express themselves orally in English for social, functional and self-expressive purposes.	Use basic English literacy skills.	Recognize and understand the significance of cultural images and symbols- U.S. cultures and their own.	Describe their problems and needs.	Develop strategies to set and achieve personal goals.
Express themselves in written English for social, functional and self-expressive purposes.	Understand and use conventional English pronunciation and intonation, stress	Examine everyday behaviors in U.S. cultures and contrast these with their own.	Demonstrate knowledge about particular systems connected to the specific needs they have identified.	Develop memory strategies.
Understand a variety of English speakers in diverse settings.	Understand and use standard conventions of English writing.	Explore culturally determined patterns of behavior.	Develop skills to act in these systems to meet their needs.	Develop study skills for formal education.
Get meaning from a wide variety of written texts.	Understand and use standard English grammar.	Understand and analyze diversity in U.S. cultures.	Develop skills to assess whether these systems have responded to their needs, determine revised steps, and to challenge these systems if necessary.	Develop skills in making use of independent language learning opportunities inside and outside of classroom.
Be aware of communication as a process of negotiating meaning between listener and speaker, for which both parties have a shared responsibility.	Develop their vocabulary.	Explore the differences and similarities in the values and beliefs in their own culture and in U.S. cultures.		Recognize their learning strengths and weaknesses and develop effective personal language learning strategies.
Be willing to take risks in using English in real-life situations right now, whatever their level.	To choose the most appropriate vocabulary and grammatical forms to express shades of meaning in speech and writing.	Recognize cultural stereotypes –favorable and discriminatory – and examine how they impact their own and others' behavior.		Develop affective strategies to manage feelings about language learning.
Identify what they do understand	Use native language literacy skills and awareness (NLL) to understand and use language structure.	Examine their own cultural adjustment process and the personal balance that must be struck between acculturation and preserving their own cultures.		Develop social strategies for language learning.
Identify what they don't understand from a conversation, a news report, written material, etc.	Monitor their own speech and writing for accuracy.			
Employ a repertoire of strategies for getting their ideas across orally.				
Employ a repertoire of strategies for getting their ideas across in writing				