



Social Studies for All Principles of Universal Design

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Desired Outcomes

By the end of this webinar, participants will be able to:

- ✓ **Graphically display** and/or **explain** to a peer key information about the faux-flipped classroom model and the three UDL principles.
- ✓ **Design** a lesson that incorporates the three main UDL principles, given a LAFS and Social Studies Next Generation Sunshine State Standard.

Overview

- Three Principles of Universal Design and connections to Social Studies Standards.
- Faux-Flipped Classroom
- Padlet Reflection



Universal Design for Learning Guidelines

I. Provide Multiple Means of Representation

1: Provide options for perception

- 1.1 Offer ways of customizing the display of information
- 1.2 Offer alternatives for auditory information
- 1.3 Offer alternatives for visual information

2: Provide options for language, mathematical expressions, and symbols

- 2.1 Clarify vocabulary and symbols
- 2.2 Clarify syntax and structure
- 2.3 Support decoding of text, mathematical notation, and symbols
- 2.4 Promote understanding across languages
- 2.5 Illustrate through multiple media

3: Provide options for comprehension

- 3.1 Activate or supply background knowledge
- 3.2 Highlight patterns, critical features, big ideas, and relationships
- 3.3 Guide information processing, visualization, and manipulation
- 3.4 Maximize transfer and generalization

Resourceful, knowledgeable learners

II. Provide Multiple Means of Action and Expression

4: Provide options for physical action

- 4.1 Vary the methods for response and navigation
- 4.2 Optimize access to tools and assistive technologies

5: Provide options for expression and communication

- 5.1 Use multiple media for communication
- 5.2 Use multiple tools for construction and composition
- 5.3 Build fluencies with graduated levels of support for practice and performance

6: Provide options for executive functions

- 6.1 Guide appropriate goal-setting
- 6.2 Support planning and strategy development
- 6.3 Facilitate managing information and resources
- 6.4 Enhance capacity for monitoring progress

Strategic, goal-directed learners

III. Provide Multiple Means of Engagement

7: Provide options for recruiting interest

- 7.1 Optimize individual choice and autonomy
- 7.2 Optimize relevance, value, and authenticity
- 7.3 Minimize threats and distractions

8: Provide options for sustaining effort and persistence

- 8.1 Heighten salience of goals and objectives
- 8.2 Vary demands and resources to optimize challenge
- 8.3 Foster collaboration and community
- 8.4 Increase mastery-oriented feedback

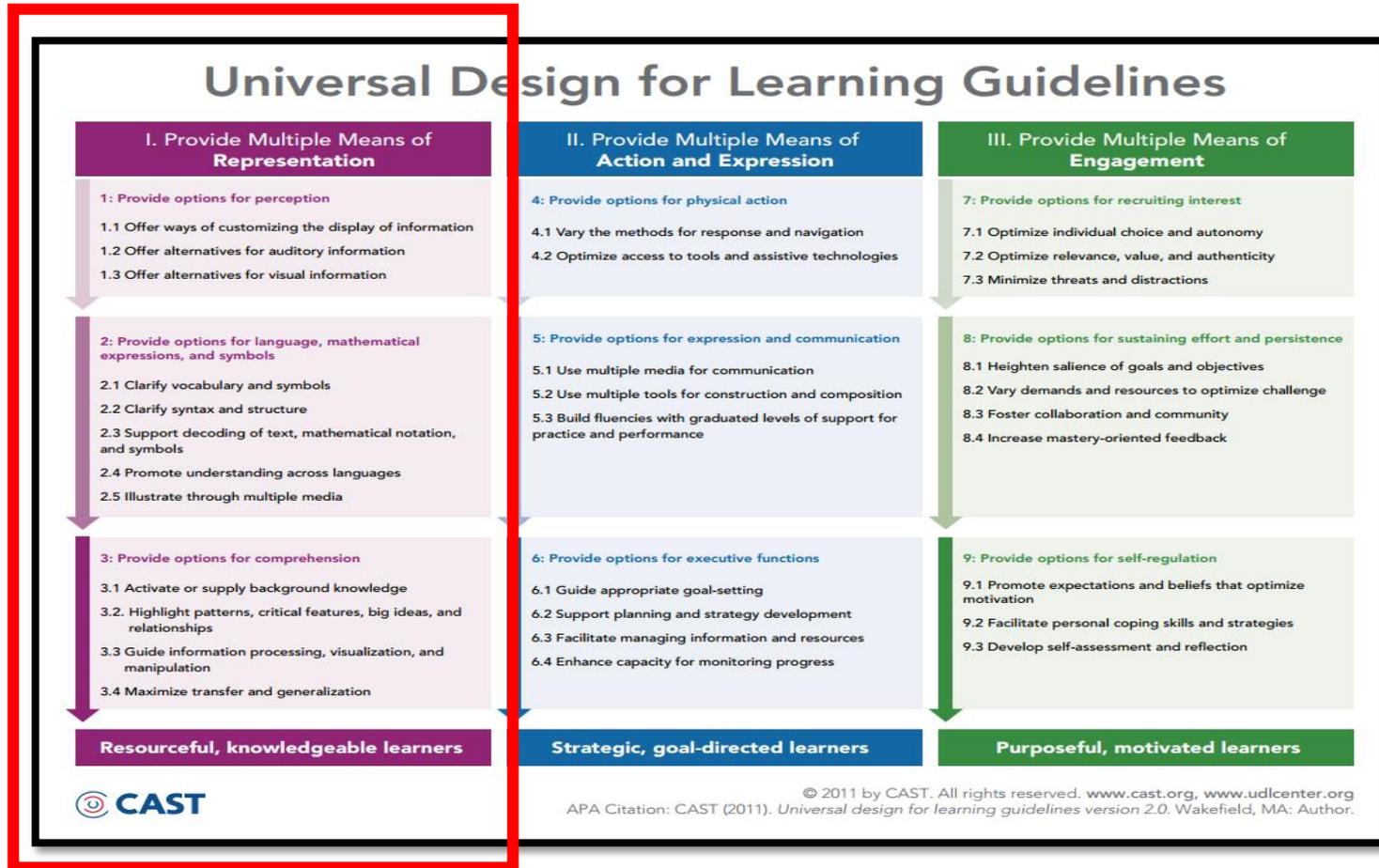
9: Provide options for self-regulation

- 9.1 Promote expectations and beliefs that optimize motivation
- 9.2 Facilitate personal coping skills and strategies
- 9.3 Develop self-assessment and reflection

Purposeful, motivated learners

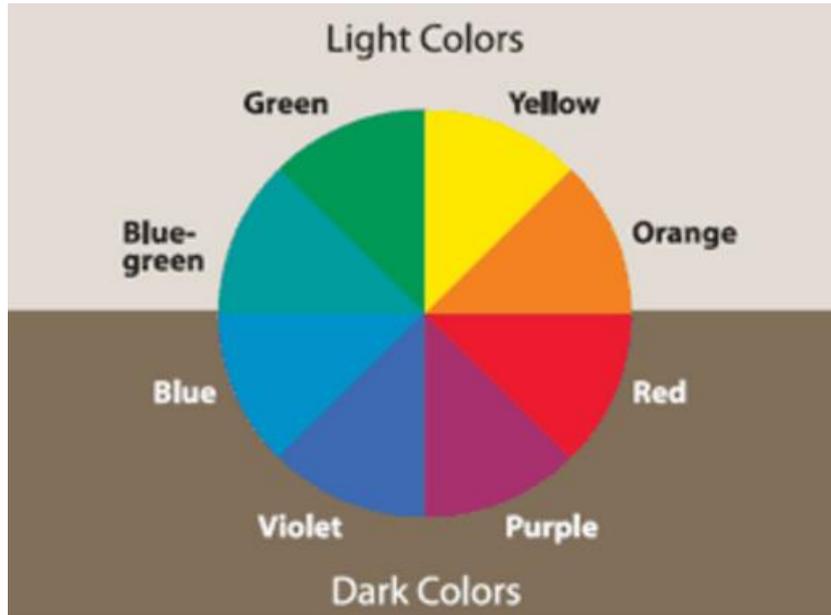


Representation



Representation

1.1 Offer ways of customizing the display of information



Focusing: Use of ellipses to focus students' attention on the source's most relevant aspects.

Simplification: Selective modification to render the document more accessible to struggling readers.

Presentation: Use large font (at least 16-point type) and maintain ample white space on the page.

From original material written by Aries Arditi, PhD; courtesy of Lighthouse International
<http://www.nzao.co.nz/sites/default/files/EffectiveColorContrastBooklet.pdf>

Tampering with History: Adapting Primary Sources for Struggling Readers
Sam Wineburg and Daisy Martin
Social Education 73(5), pp 212–216
©2009 National Council for the Social Studies

Representation

2.1 Clarify vocabulary and symbols

Symbol	Meaning	Connections
		
		
		

Representation

3.1 Activate or supply background knowledge

World War II Cause, Course, and Consequence: Advanced Organizer

Causes of World War I	True of WWII?	Evidence
Course of World War I	True of WWII?	Evidence
Consequences of World War I	True of WWII?	Evidence

- The Zimmerman telegram is to WWI as _____ is to WWII, because ...
- Trench warfare is to the Western Front during WWI as _____ is to _____ during WWII, because ...
- The League of Nations is to WWI as _____ is to WWII, because ...

Representation

3.4 Maximize transfer and generalization

PERSIA

Political

Economic

Religious

Social

Intellectual

Artistic

WAVES

Words

Actions

Visuals

Emotions

Significance

Source: Sandra Davis
Broward County Public Schools

C - C - C

Cause

Course

Consequence

APPARTS

Author

Place and Time

Prior knowledge

Audience

Reason

The main idea

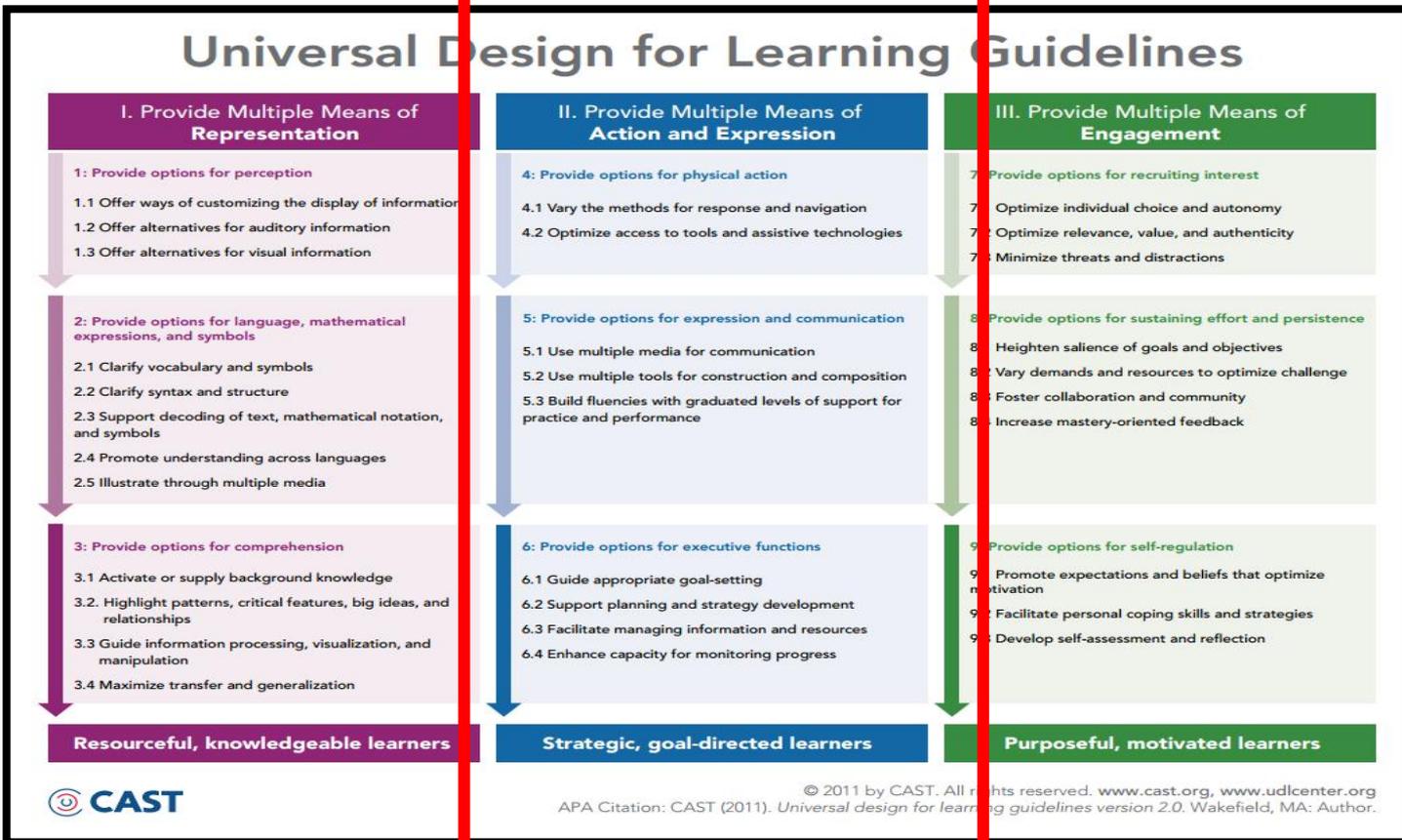
Significance

Source: The College Board

Tech Tools to Check Out When Getting Started:

- **The Faux-Flipped Classroom Tech Tools:**
 - EdPuzzle Intro Video <https://www.smore.com/uh3xj-getting-started-with-edpuzzle>
 - EdPuzzle Main Site <https://edpuzzle.com/>
- **Free Audio Books for Students with Print and Learning Disabilities** (includes novels and textbooks):
 - Learning Ally <http://www.learningally.org/Educators/school-grants/Florida>
 - Bookshare <https://www.bookshare.org/cms/bookshare-me>
- **Free Text-to-Speech Tools**
 - NaturalReader <http://www.naturalreaders.com/index.html>
 - Reading & Study Digital Tools (for Microsoft Word & Adobe) http://www.tlc-mtss.com/assets/digital_tools.pdf

Action & Expression





Action & Expression

5.1 Use multiple media for communication

George Washington Edit Profile

DOWNLOAD

3 Easy Steps:
1) Click "Download"
2) Download on our website
3) Get Free File Converter

fromDOCtoPDF™

I was born on February 22, 1732 in Westmoreland County, Virginia. Contrary to popular belief, I never cut down a cherry tree. My ancestors are from England, and my great-grandfather emigrated to Virginia in 1657. My father was a slave-owning tobacco farmer. He died when I was eleven; that's when my half-brother Lawrence—the cousin of Virginia's largest landowner, Lord Fairfax—took me under his wing. I traveled with him to Barbados in 1751 in the hopes that he would recover from TB. He died in 1752 upon return to Mount Vernon. I was then appointed by the Governor of Virginia as a district adjunct with the rank of major in the Virginia militia. I also joined the Freemasons fraternal society at this time. Thus began my military and political career.

[Add Post]

George Washington ✍️

Copy and paste this link to watch a documentary about how I became the Commander of the Continental Army. <https://www.youtube.com/watch?v=YHxkPPkqXSM>
June 15, 1775 | comment

George Washington ✍️

It's official. The Continental Army has been created, and I have been appointed Commander-in-Chief. Let us forge ahead and create a new nation independent of these British oppressors!
June 14, 1775 | comment

George Washington ✍️

Friends [add]

- Robert Dinwiddie
- Lord Amherst
- Martha Washington

Source: Screen capture from a <https://www.weebly.com/> webpage.

Source: Screen capture from a <http://www.classtools.net/> Fakebook page.

George Washington

HOME WASHINGTON'S CHILDHOOD WASHINGTON PRESIDENTIAL ACCOMPLISHMENTS
WASHINGTON LIFE AFTER PRESIDENCY NEW PAGE

George Washington

1.
George Washington 1789-1797

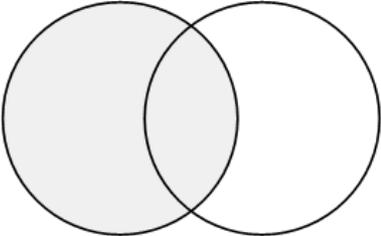
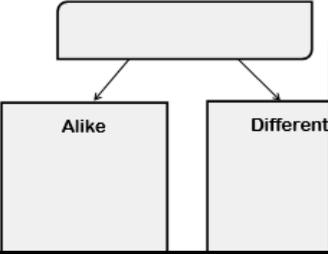
www.FLDOE.org

Action & Expression

5.2 Use multiple tools for construction and composition

Signal Words and Phrases			
alike	but	in comparison	same as
also	compared to	in contrast	similar to
although	despite	instead of	similarity
as	different from	just	too
as opposed to	either-or	on the contrary	unlike
as well as	however	on the other hand	yet
both	in common	opposite	

Comprehension Question Frames
1. What subjects are being compared?
2. What is it about them that is being compared?
3. What characteristics of the subjects form the basis of the comparison?
4. What characteristics do they have in common? How are they alike?
5. In what ways are they different?

Graphic Organizers
 

Learners link or expand their talk to what others say	Teacher uses appropriate Focus Questions and/or Response Stems to link or expand on student's statements OR asks whole group, small groups, partners or individuals to expand on a student's statement.	<i>From modeling, students use Focus Questions and/or Response Stems to link or expand on student's statements - showing they can apply cards in an appropriate place.</i>	Students select Focus Questions and/or Response Stems to link or expand on another student's statement - showing they listened, understood, and can build on knowledge.
	Possible Prompts: <i>Focus Questions and Response Stems</i>	I want to add to what __ said __. An example of __ is ____ . The relationship between __ and __ is __ . Your evidence is the same/different because __ . How can you apply what you know about ____ to this new situation? The evidence is supported by __ .	

Source: Informational Text Structure Templates
Center on Instruction at RMC Research Corporation

Source: Accountable Talk Toolkit
K-12 Alliance/WestEd

Action & Expression

6.2 Support planning and strategy development

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.--That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, --That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.

“Stop and Think”

- What Enlightenment concepts are evident in the above paragraph?
- What Political, Social, and Intellectual ideas are evident in the above paragraph?

For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:
For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.

Source: The United States Declaration of Independence

[http://memory.loc.gov/cgi-bin/query/r?ammem/bdsdcc:@field\(DOCID+@lit\(bdsdcc02101\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/bdsdcc:@field(DOCID+@lit(bdsdcc02101)))

Action & Expression

6.4 Enhance capacity for monitoring progress

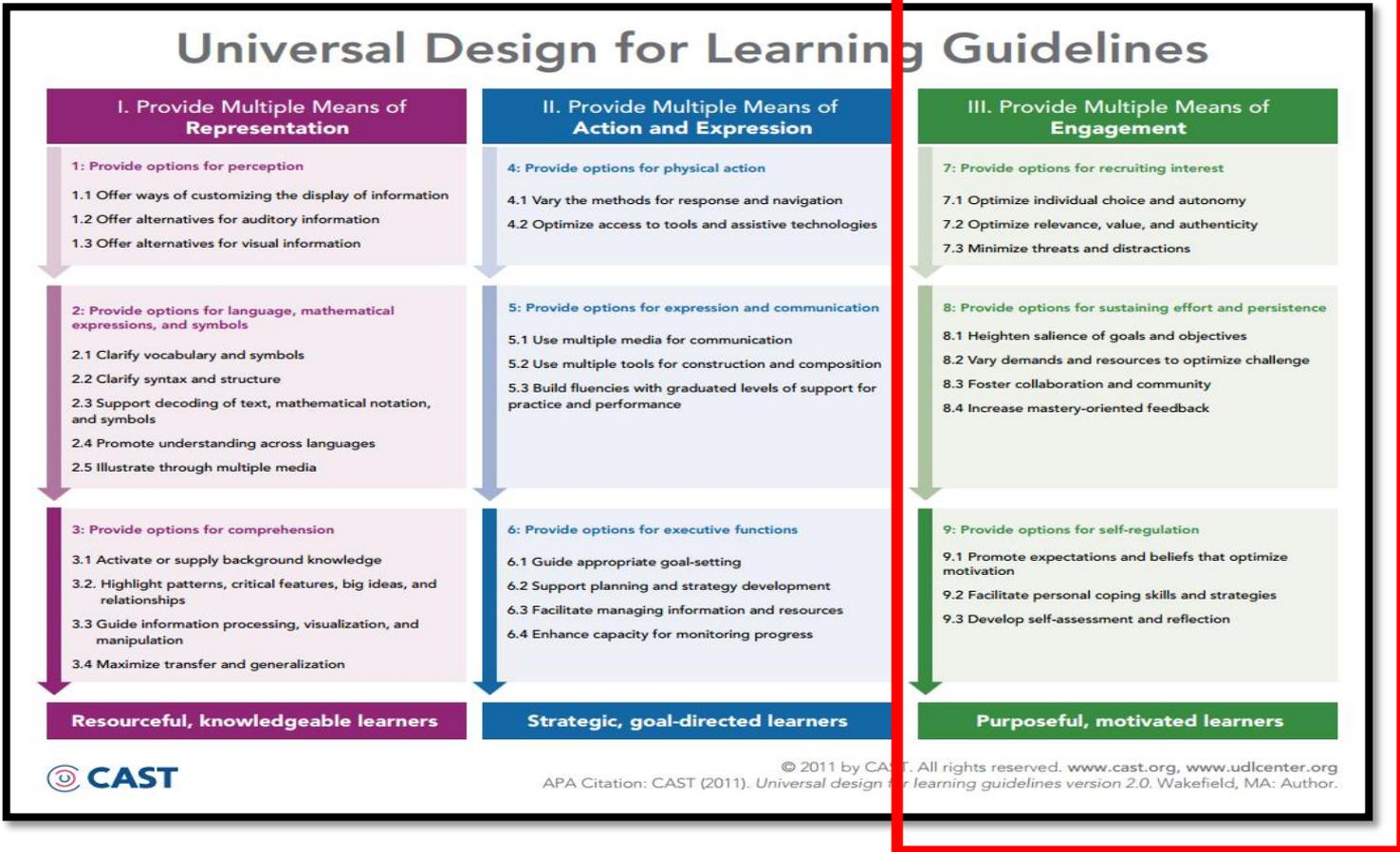
- Ask students questions to guide their self-monitoring and reflection.
- Show representations of progress, such as graphs and charts showing progress over time and process portfolios.
- Use of assessment checklists, scoring rubrics, and multiple examples of annotated student work/performance examples.

Source: UDL Guidelines, <http://www.udlcenter.org/aboutudl/udlguidelines/downloads>

Tech Tools to Check Out When Getting Started:

- 4 Tools to Try with Your Students:
 - **Canva** (create free infographics): <https://www.canva.com/>
 - **Creately** (create free chats, graphic organizers, and storyboards): <http://creately.com/Free-K12-Education-Templates>
 - **Vocaroo** (free voice recorder app—great for formative checks for understanding, editing and providing peer feedback) <http://edtechteacher.org/vocaroo-avra-robinson/>
 - **PurposeGames** (students can build interactive learning games and share with their classmates) <http://www.purposegames.com/create/quiz>

Engagement



Engagement

7.2 Optimize relevance, value, and authenticity

Late 1800s Industrialization Scenario:

- You work in a factory
- You live in tenement housing close to the factory
- You work 14 hour days in dangerous conditions
- You get paid very little with no paid time off
- What would you change about your situation and explain the methods you would use to bring about the change.

Role-Audience-Format-Topic (RAFT) Activity

Role	Audience	Format	Topic
Factory Worker	Supporter	PowerPoint	Impact of late 1800s Industrialization
Politician	Opponent	Oral presentation	
Factory Owner	Your idea	Your idea	

Engagement

7.3 Minimize threats and distractions

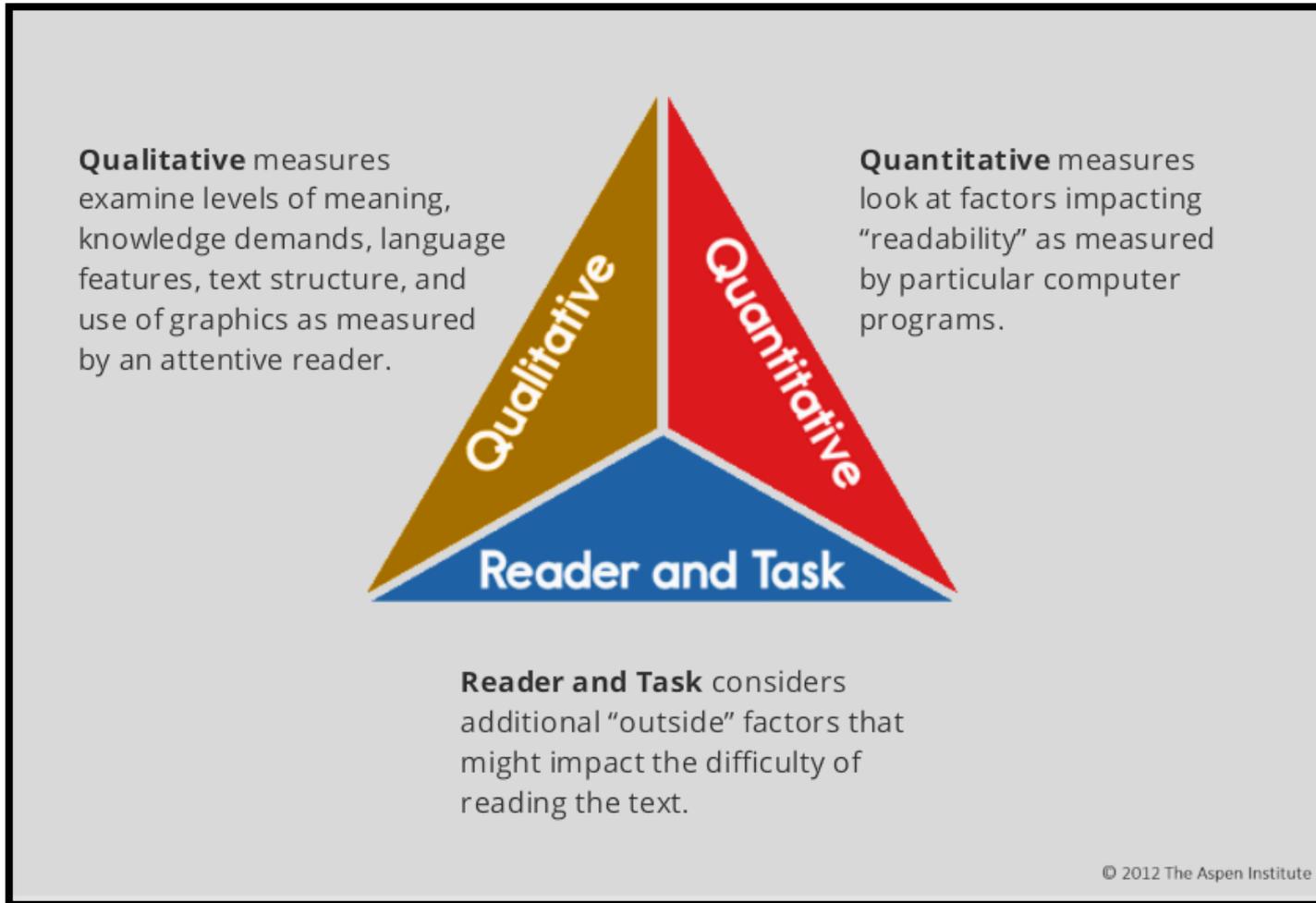
Fishbowl Discussion: Social Studies Example

- Topic: forms of government.
- Set up a scenario where students portray a senior official of the government who is responsible for press conferences. The goal is to create a favorable impression of their governmental system.
- Divide students into two groups each representing the form of government from their assigned nation. Students in these groups will conduct a press conference.
- During the Fishbowl Discussion, have the rest of the class serve as reporters who call out questions. After each pair of students have responded to 1–2 questions, rotate other students into the fishbowl.

Council of Chief State School Officers (2007), Content Area Literacy Guide
<http://www.franklin.kyschools.us/Downloads/CCSSO-Content%20Area%20Literacy%20Guide.pdf>

Engagement

8.2 Vary demands and resources to optimize challenge



Engagement

8.4 Increase mastery-oriented feedback

Provide feedback that emphasizes effort, improvement, and achieving a standard rather than on relative performance.

- Process example: “The fact that each member of the group contributed equally to the PowerPoint shows great collaboration; I wonder how your group was able to accomplish this?”
- Product example: “You accurately listed the causes of WWI, however, the descriptions of nationalism and militarism need to be supported by an example from the war.”

Tech Tools to Check Out When Getting Started:

- Goal Setting/Organizational Apps:
 - Evernote <https://evernote.com/>
 - Additional Ideas for Use:
<https://blog.evernote.com/blog/2011/01/13/10-tips-for-teachers-using-evernote-education-series/>
 - Wunderlist <https://www.wunderlist.com/>
 - Additional Ideas for Use: <https://www.wunderlist.com/blog/back-to-school-with-wunderlist-4-tech-tips-for-teachers/>
 - ANY.DO <http://www.any.do/>

Faux-Flipped Classroom

Check out this article:

<http://hacklearning.org/how-to-unflip-the-flipped-classroom/>

Check out these video examples:

- FL Elementary Classroom Example:

https://www.youtube.com/watch?v=m_55kgyRjqQ

- Content Area Ideas:

<https://www.youtube.com/watch?v=FAWidtL7pKE>



Faux-Flipped Classroom – Station 1

STATION 1 - THE PRESIDENTS

STATION 2 - THE KOREAN WAR

STATION 3 - THE VIETNAM WAR

MORE...

CLICK HERE FOR TEXT-TO-SPEECH

Objective: Students will analyze foreign policy events to explain why they were significant to the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.

Administration	Foreign Policy Event	Key Details/Evidence	Explain why the event was significant to the administration
Truman	List at least 2 foreign policy events that took place during the time this person was president.	Use details and evidence from the resources to describe each foreign policy event that you listed. Think about who, what, where, when, why, and how.	Analyze each event and how it impacted the presidential administration. Consider: why the event was important, the causes and consequences of the event, and how the event impacted the United States.
Eisenhower			

Listen to and read speeches from American Presidents.

Presidential campaign commercials since 1952 including video clips, information about the candidates, and election results.

Faux-Flipped Classroom – Station 2

STATION 1 – THE PRESIDENTS

STATION 2 – THE KOREAN WAR

STATION 3 – THE VIETNAM WAR

MORE...

CLICK HERE FOR TEXT-TO-SPEECH

Station 2 – The Korean War

SS.912.A.6.12 Analyze causes, course, and consequences of the Korean War.

Objective: Students will be able to explain the causes, course, and consequences of the Korean War.

Station 2 Task

1. Select and complete one task from the options provided below. This task will be kept in your notebook.

Task Objective: Students will be able to explain the causes, course, and consequences of the Korean War.

Option 1: Create and complete a cause, course, and consequence graphic organizer related to the Korean War.

Option 2: Create analogies comparing the Korea War to any other war that we have studied in this class. Two analogies for the cause, course, and consequence (six analogies total).

Option 3: Write a 250-300 word newspaper article explaining the cause, course, and consequence of the Korea War.

Resources

History.com Korean War

The Harry S. Truman Library and Museum

TIME: How the Korean War Started

Faux-Flipped Classroom – Station 3

STATION 1 – THE PRESIDENTS

STATION 2 – THE KOREAN WAR

STATION 3 – THE VIETNAM WAR

MORE...

CLICK HERE FOR TEXT-TO-SPEECH

Station 3 – The Vietnam War

SS.912.A.6.14 Analyze causes, course, and consequences of the Vietnam War.

Objective: Students will be able to explain the causes, course, and consequences of the Vietnam War.

Station 3 Task

1. Select from the resources provided to learn about and take notes on the causes, course, and consequences of the Vietnam War.
2. In your notebook answer each of the following multiple select questions.
3. Provide a 4-5 sentence explanation for each of your answers or an audio recording of your answers using an application such as Vocaroo. Cite evidence to support your explanation.

Resources

[America and the Vietnam War Tutorial](#)

[History.com Vietnam War](#)

[The Vietnam War Presentation/Slideshow](#)



Faux-Flipped Classroom – Resources

SOCIAL STUDIES FOR ALL: PRINCIPLES OF UNIVERSAL DESIGN

STATION 1 - THE PRESIDENTS

STATION 2 - THE KOREAN WAR

STATION 3 - THE VIETNAM WAR

MORE...

This page is intended to support the November 9, 2016 Social Studies For All webinar. The content provided is informational.

Links to UDL Webinar Resources

About UDL

UDL Guidelines—Version 2.0

The Faux-Flipped

Article:How to Unflip the Flipped Classroom

EdPuzzle Intro Video

EdPuzzle Main Site

The Flipped Class: Is Flipping for Everyone?

FL Elementary Classroom Example

Free Audio Books for Students with Print and Learning Disabilities

Learning Ally

Bookshare

Free Text-to-Speech Tools

NaturalReader

Reading & Study Digital Tools (for Microsoft Word & Adobe)

<http://socialstudiesforalludl.weebly.com/>

Padlet Reflection

- List the three UDL principles and share an idea/resource for incorporating each principle into your practice.

OR

- Post an idea you have for incorporating the faux-flipped model into your practice.

<https://padlet.com/JRF/SSUDL>

For more information, contact

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