



BAY OF PIGS SOCIAL STUDIES TEACHING STRATEGIES

SOCIAL STUDIES STRATEGY ONE

SOCIAL STUDIES SKILLS BUILDER

Objective:

The Social Studies Skills Builder is the concept of teaching social studies skills such as **reading maps and timelines, interpreting graphs, and analyzing primary sources through engaging tasks, guided practice, and group work.** This must be done to allow students to connect with social studies topics/concepts.

Steps:

1. Use engaging tasks to teach social studies skills.
2. Teach the skill through modeling and guided practice
3. Prepare students to work in pairs.
4. Set clear expectations, allow students to practice the skill repeatedly, and immediately debrief the lesson to help students connect to key social studies concepts.

How the steps are utilized in this lesson:

This lesson will discuss with students the cause and effect of the Bay of Pigs Invasion leading to the Cuban Missile Crisis of 1962. The instructors will provide students with worksheets that contain primary sources, maps of Postwar Europe/Cuba and the U.S., and political cartoons that will allow them to identify and analyze the causes and effects of the Cold War and how it led to the Bay of Pigs Invasion and ultimately, the Cuban Missile Crisis. Through this activity, students will learn and practice using social studies skills such as map reading, analyzing primary sources, interpreting graphs and timelines, and categorizing (i.e., Eastern Bloc versus Western democracies, why was it alarming to have Cuba be the first Communist country in the Western Hemisphere?). **(Step 1)**

The instructors will model this by first reading through the PowerPoint with information about the lesson and or include an interactive Nearpod showing images of the Bay of Pigs Invasion and missile simulator to keep students engaged. The Nearpod will have questions for students to answer as the lesson continues. The instructors will ask students oral questions to spark class discussion of causes, effects, and differences between the Communist countries in the east and the Capitalist countries in the west. The instructors will also walk around the room during group breakout to monitor and help students complete the task. **(Step 2)**

The class will be split into three groups, breaking out once worksheets are distributed and all the content has been presented. **(Step 3)**

Students will be instructed clearly on what to do when working in groups. They will know precisely what the instructors are looking for: Three causes or effects, a list of communist and capitalist nations, and at least one difference between the two types of government. As students work on this together (for 6-8 minutes), they will reference several primary sources and documents (maps, graphs, political cartoons) included in a worksheet created by the instructor. When time is up, students will present the causes, effects, and categorization they have come up with to share with the class, and the instructors will provide feedback. **(Step 4)**

When all the groups have presented what they discussed, all students will be asked to aid the instructors in creating a timeline of the events from WWII and the Cold War that led to the Bay of Pigs Invasion and Cuban Missile Crisis. **(Step 5)**

How the steps are utilized in this lesson

Depending on class size, it may be easier to pre-set the classroom with your preferred group seating arrangement so as not to waste time and so it is easier to access different groups when they are working together.

Depending on the class level, teaching one skill at a time may be more effective than incorporating them all at once.

Knowing each student's strengths and challenges can help the instructor create more mixed-ability pairs/groups.

Have students be a part of the summarizing portion of the lesson and possibly have volunteers come up to the board to participate.

SOCIAL STUDIES STRATEGY TWO

TCI TEACHING STRATEGY: RESPONSE GROUP

Objective: The Response Group is a teaching method **focused on promoting critical thinking**. It is utilized to teach complex/controversial topics by incentivizing class discussions.

Steps:

1. Challenge students to discuss controversial and complex issues in small groups
2. Create heterogeneous groups and a suitable classroom arrangement.
3. Prepare students to answer provocative critical thinking questions.
4. Allow groups time to prepare their responses
5. Facilitate a lively class discussion.

How the steps are utilized in the lesson:

Begin and end the lesson by facilitating a class discussion on the topic of the Bay of Pigs Invasion which is a controversial topic due to Cold War ideology and U.S. intervention.

Split the class into three groups for the discussion. **(Step 1)**

These groups are random, mainly based on where they are sitting, due to the small amount of students and the lack of knowledge of the students beliefs making it a challenge to properly create heterogeneous groups **(Step 2)**

Provide students with modern day articles (one per group) on the class topic which can give them an initial understanding and allow them to answer the initial questions, that asks for the students understanding of Cold War Ideology and the Bay of Pigs Invasion. **(Step 3)**

They will be given 5-7 mins to read the article and discuss amongst themselves before answering. **(Step 4)**

Work as a mediator, asking follow up questions to the groups after their answers and facilitating discussions between the groups. **(Step 5)**

Other Tips for Utilizing Response Group:

- Analyze primary source readings to make discoveries
- Use musical-rhythmic intelligence to better understand a historical period
- Understand multiple perspectives on an issue or event
- Use visual literacy skills to make discoveries

SOCIAL STUDIES STRATEGY THREE

VISUAL DISCOVERY

Objective: Visual Discovery is a teaching strategy that **focuses on lessening a teacher-centered environment, instead turning it into engaging activities for the students.** This approach enhances student's **visual literacy skills**, allowing them to **use images to help uncover key social studies concepts.**

Steps:

1. Use powerful images to teach social studies concepts.
2. Arrange your classroom so projected images will be large and clear.
3. Ask carefully sequenced questions that lead to discovery.
4. Challenge students to read about the image and apply what they learn.
5. Have students interact with the images to demonstrate what they have learned.

Application:

Throughout the lesson, students are presented with strong images from the Bay of Pigs Invasion, allowing them to learn about this topic. This is most evident during the “**Gallery Walk**” activity, where students are familiarized with famous Cold War/Bay of Pigs Invasion images that enhance what they have already learned. **(Step 1)**

The classroom is arranged in a way that allows for students to observe the board. The projector emits clear, big images on the whiteboard, which is located in the center of the classroom. This allows students to look at the images they will have to interpret. **(Step 2)**

During the presentation and especially during the “Gallery Walk” activity, students will be asked higher-order thinking questions that will allow them to understand the images being presented to them. **(Step 3)**

Using the information learned during the presentation, students will be able to make connections between the academic content and the images from the Bay of Pigs Invasion they are being exposed to. **(Step 4)**

Students will interact with the images of Bay of Pigs Invasion during the “Gallery Walk” activity where they will be able to walk around the classroom (going to different stations) and cooperate with their group mates in order to analyze the images. Students can write sticky notes and leave comments that other students read, as they go along. **(Step 5)**

Tips for Visual Discovery:

- Use virtual whiteboards and other digital tools to encourage collaboration.
- Have students visually demonstrate what they have learned (e.g., diagrams, graphic organizers, etc.)
- Incorporate digital media into the lesson (e.g., video/music)
- Utilize concept maps to encourage critical thinking

Source

Bower, B., Lobdell, J., & Owens, S. (2005). *Bring Learning Alive!: The TCI Approach for Middle and High School Social Studies*. Teachers Curriculum Institute.