

Instructional strategy	Related theorists	Comments
DBQs	College Board	Strategy developed to help students learn to analyze primary source documents
APPARTS		
Content area reading strategies	Doty, Cameron, and Barton	Provides an algorithmic approach for structuring the reading process to assure students are reading to learn. Approach centered on helping students develop a positive climate as it relates to approaching a reading passage by using textual features to analyze a text using word clues and graphic organizers.
Graphic organizers	Anderson et al – schema theory	Provides outlet for organizing and examining relationships through use of three primary organizational structures – sequential, single main concept, and multiple concepts.
Thinking maps	Anderson et al – schema theory  Revision of Bloom and concept map research	More specific than graphic organizers, but based on graphic organizer research. Focuses on use of a set group of concept maps to help students with text comprehension and higher level thinking structures.
Problem-based learning	Vygotsky – zone of proximal development  Piaget – experiential learning  Bruner – structured inquiry process	Use of ill structured problems, investigated through a structured learning process, to provide an outlet for experiential learning. Provides opportunity to have students act as social scientists and historians to not only learn content, but to also immerse themselves in the tools of the various social science disciplines.
10:2 lecture	Ernst and Colthorpe	Lecture model, rooted in research of the two noted theorists that has teachers lecturing for 10 minutes and then engaging students in partner/small group discussions about the just learned material for two minutes. Research showed that poorest scoring students scored the best when this model was used.
Interactive lectures	Stacy	Three types of lectures can be used by social studies teachers to engage students as a “guide on the stage.” Problem-centered lectures require students to use lecture material to answer some central problem question. Comparative lectures require students to “assimilate and accommodate new material by placing it in constant opposition to other material” (Stacy, 2009). Thesis-driven lectures have teacher presenting an argument at the very beginning and students seek to support or refute the argument.

Declarative lesson plan	Guidry	A lesson model that responds to the need for history teachers to differentiate instructional strategies between declarative and procedural lessons. The declarative lesson model focuses on students being able to apply knowledge learned in teacher input through reflection and extend that knowledge to new instances through projection of content in synthesis activities.
Political cartoon analysis	National Archives	Strategy and worksheet developed to help students learn to analyze political cartoons.
Cooperative learning	Vygotsky – social learning theory  Dewey – students as active recipients  Johnson and Johnson – five elements	Teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. The five elements of cooperative learning are: positive interdependence, face-to-face interaction, individual and group accountability, interpersonal and small group skills, group processing.
Paideia (seminar)	Adler	Usage of three complementary instructional techniques to deepen student understanding of information and to enhance engagement with seminal subject texts.
Historiographical comparison	Guidry	Allows students to look at two time periods simultaneously and in turn examine both historical content and context.
HOTS - questioning	Bloom	Provides a tool for developing questions and assignments at increasingly complex levels of understanding.
Concept attainment	Bruner	Based in Bruner’s structured inquiry approach. Students are required to determine the attributes of a group or category already formed by the teacher.
Film in the classroom	Kolb’s learning cycle	Allows teachers to stretch the learning experience of film in the classroom by having students go through various stages leading to higher levels of understanding (i.e. ending with creation of own film).

Compiled by A. Guidry (2011)