



Using Supplemental Materials to Teach Complex History Content

What is the evidence base?

- This is a research-based practice for **students with disabilities** based on one methodologically sound group experimental study with random assignment across 36 students with disabilities.
- This is a research-based practice for **students with learning disabilities** based on one methodologically sound group experimental study with random assignment across 33 students with learning disabilities.

Where is the best place to find out how to do this practice?

The best place to find out how to implement using supplemental materials to teach complex history content is through the following research to practice lesson plan starter:

- [Using Supplemental Materials to Teach Social Studies Content – Lesson 1](#)

With whom was it implemented?

- Disability Category
 - **Learning Disabilities (1 study, n=33)**
 - Other Health Impairment (1 study, n=3)
- Seventh and Eighth grade students
- Gender not specified (n=36)
- Ethnicity not reported (n=36)

What is the practice?

Using supplemental materials has been defined as “including comprehensible and accessible materials (rather than sole reliance on traditional textbooks) and incorporate instructional delivery strategies that provide numerous opportunities for students to interact with peers and teacher during the lesson (rather than heavy reliance on lectures and whole class discussion)” (Gersten, Baker, Smith-Johnson, Dimino & Peterson, 2006, p. 286).

- In the studies, this practice was implemented using supplemental video incorporated into curriculum in conjunction with supplemental reading material which was broken up and adapted to students’ reading level to teach the Civil Rights Movement (Gersten et al., 2006)

Where has it been implemented?

- General education classroom (1 study)

How does this practice relate to Common Core Standards?

- ELA-History/Social Studies (Key Ideas and Details: Grades 6-8)
 - CCSS.ELA-LITERACY.RH.6-8.1
Cite specific textual evidence to support analysis of primary and secondary sources.
 - CCSS.ELA-LITERACY.RH.6-8.2
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
 - CCSS.ELA-LITERACY.RH.6-8.3
Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered)
- ELA-History/Social Studies (Integration of Knowledge and Ideas: Grades 6-8)
 - CCSS.ELA-LITERACY.RH.6-8.9
Analyze the relationship between a primary and secondary source on the same topic.

References used to establish this evidence base:

Gersten, R., Baker, S. K., Smith-Johnson, J., Dimino, J., & Peterson, A. (2006). Eyes on the prize: Teaching complex historical content to middle school students with learning disabilities. *Exceptional Children*, 72, 264-280.

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