

The P.I.E.S. Approach to Studying History

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Grade Level: Middle School

Description: To teach students to be able to analyze historical periods based on **P**olitical, **I**ntellectual, **E**conomic, and **S**ocial influences of the time using events of the present to teach the categorization process.

Sunshine State Standards:

SS.A.1.3.1 The student understands how patterns, chronology, sequencing, and the identification of historical periods are influenced by frames and reference.

SS.A.5.3.2 The student understands ways that significant people and events influenced economic, social, and political systems in the United States after 1880.

Technology Foundation Standards for Students:

- Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
- Students use technology tools to enhance learning, increase productivity, and promote creativity.
- Students use technology to locate, evaluate, and collect information from a variety of sources.

Tools and Equipment: Internet access for students to at least work in small groups, presentation software such as Powerpoint, an Eiki projector Inspiration software.

Day One:

1. Ask students to list 10 people/innovations/events that might be of interest to future historians studying today's American society on a piece of paper.
2. In pairs, have students share their list with a partner choosing 3 significant items to share with the class.
3. As pairs begin to share their items with the class, the teacher begins to record and group like items together using Inspiration software to record and an Eiki projector to share with students.
4. After items have been recorded, students in think-pair-share to try to determine what the items have in common to categorize them. Possibilities are discussed with the class.
5. The teacher identifies the categories as **P**olitical, **I**ntellectual, **E**conomic, and **S**ocial influences of the time and identifies them as such on Inspiration. The categories are defined as
 - a. **P**olitical: Concerned with government and its leaders; documents, laws, political parties, places where government takes places
 - b. **I**ntellectual: Great mental ability; new ideas, concepts, beliefs, inventions; great thinkers
 - c. **E**conomic: Concerned with the production, distribution, and consumption of wealth; having to do with money
 - d. **S**ocial: How groups of people get along; popular culture including clothing styles, music, entertainment, slang, sports, etc.

6. The teacher presents documents defining the categories; students take notes from the Eiki projector in their interactive notebooks. The analysis of time periods by these categories is called the P.I.E.S. Approach to History.
7. Look at the class compiled items from today's American society. Are there any items that could fit more than one category? For example: stem-cell research. Could this be I for intellectual as a medical innovation or should it be P for political due to proposed legislation to regulate it? Could it be S for social if it is related to one's religious affiliation or E for economic because of all the money this research might generate? Students should come to realize that many items may fit more than one category depending on how they justify their category and more than one label may be correct.

Day Two

1. Review P.I.E.S. Approach to History.
2. Students work in small groups to search for and choose two images for each category of the P.I.E.S model from 2007. They may choose political, intellectual, economic, or social events from the list generated on Day One, if appropriate, or other events related to the time period. Images will be arranged into presentation as Microsoft Powerpoint or Windows Movie Maker.

NOTE: Some possible student resources would be websites related to news magazines, major newspapers or television news.

Day Three

1. Students share their Powerpoint presentation with the class using the projector. For each photo they should identify the event and tell why they chose it for each category.
2. The P.I.E.S. Approach to History can be applied to the various units of study throughout the year and can also be related to current events.