

Table of Contents

Preface	5
<hr/>	
Graphic Organisers	7
Guidelines for Using Graphic Organisers	8
Descriptions of Graphic Organisers	9–19
Graphic Organisers for Classroom Use	20–41
Bloom’s Lesson Plan Outline	20
Calendar Organiser	21
Build A Case	22
Concept Map	23
Cultural Heroes	24
Data Graph	25
Decision-Making Chart	26
Event Tracking Map	27
Famous Person Chart	28
Interdisciplinary Tree	29
Interview Organiser	30
KWL Chart	31
Maps	32
Matrix	33
Observation Log	34
Picture Puzzle	35
Points to Ponder	36
Read-to-Know Chart	37
Scope and Sequence Map	38
Story Board	39
What, So What, Now What?	40
Venn Diagram	41
Questions to Consider about Using Graphic Organisers for Social Studies.....	42
<hr/>	
Writing Prompts	43
Guidelines for Using Writing Prompts	44
Writing Prompts for Classroom Use	45–77
Writing Prompts for Culture	45–48
Writing Prompts for Time, Continuity and Change	49–51
Writing Prompts for Power, Authority and Government	52–54
Writing Prompts for Production, Distribution and Consumption	55–57
Writing Prompts for People, Places and Environment	58–60
Writing Prompts for Civics and Citizenship	61–64
Writing Prompts for Individual Development and Identity	65–66
Writing Prompts for Individuals, Communities and Institutions	67–70
Writing Prompts for Global Connections	71–74
Writing Prompts for Science, Technology and Society	75–77
Questions to Consider about Using Writing Prompts for Social Studies	78

Rubrics	79
Guidelines for Using Rubrics	80
Rubrics for Classroom Use	82–107
Artefact Show and Tell	82
Diorama Report Assessment Rubric	83
Game Report Assessment Rubric	84
Student Checklist for Creating a Group Project	85
Portfolio Assessment Rubric	86
Journal Assessment Rubric	87
Matrix Assessment Rubric	88
Mural Report Assessment Rubric	89
Newspaper Format Assessment Rubric	90
Research Project Assessment Rubric	91
Report Assessment Rubric	92
Social Studies Independent Project Checklist	93
Student Project or Assignment Reflection	94
Student Checklist for Technology Project	96
Student/Teacher Evaluation	97
Text Comprehension Rubric	98
Time Line Assessment Rubric	99
Topic Collage Assessment Rubric	100
Unit Performance Rubric	101
Unit Vocabulary Check-Up	102
Visual Aid Assessment Rubric	103
Student Assessment of Rubrics	104–105
Assessment Rubric for Using Bloom’s Taxonomy	106
Cooperative Learning Group Performance Rubric	107
Questions to Consider about Using Rubrics for Social Studies	108
Appendix	109
Standards and Curriculum Definitions and Performance Expectations	110–129
Culture	110–111
Time, Continuity and Change	112–113
People, Places and Environments	114–115
Individual Development and Identity	116–117
Individuals, Communities and Institutions	118–119
Power, Authority and Government	120–121
Production, Distribution and Consumption	122–123
Science, Technology and Society	124–125
Global Connections	126–127
Civics and Citizenship	128–129
Planning Matrix	130
Suggestions for Using Graphic Organisers to Integrate Social Studies into the Total Curriculum ...	133
A Calendar of Journal Prompts to Spark Critical Thinking and Writing	134
Criteria for Creating Your Own Rubric	135
Teacher’s Social Studies Curriculum Assessment Rubric	136
Bibliography	139
Index	140

PREFACE

Recent research studies have confirmed a belief that intuitive teachers have long held germane to classroom success: when students are meaningfully involved in active learning tasks and in the planning and evaluation of their work, they are more enthusiastic about instructional activities, they learn and retain more, and their overall rate of achievement is greater. With the emphasis placed on measurable achievement as an overriding goal driving school-system mandates, curriculum, classroom organisation and management, and even instructional practices and procedures, teachers are faced with great challenges. While striving to fulfil societal demands, at the same time they must be creating and using new instructional strategies, procedures and teaching methods to meet the diverse needs of students with widely varying interests and abilities. With the complexity of daily life in the rapidly changing world in which we live, middle years social studies teachers are turning to student-centred instruction, active learning strategies and authentic instruction to capture and hold students' interests and attention, resulting in increased achievement levels.

Graphic Organisers

As the body of material to be covered in a given time frame grows larger and increasingly multifaceted, and content demands on students and teachers multiply, graphic organisers are becoming an important component of middle years social studies programs.

In the information-saturated classroom of today, sorting and making meaningful use of specific facts and concepts is becoming an increasingly important skill. Knowing where to go to find information, and how to organise it once it is located is the key to making meaningful use of the information gathered. Graphic organisers can be used to: provide visual organisation; develop scope and sequence; furnish a plan of action or to aid in assessment; clarify points of interest; and document a process or a series of events.

The construction and use of graphic organisers encourages visual discrimination and organisation, use of critical thinking skills and meta-cognitive reflection. They can be particularly useful in helping middle years students grasp concepts and skills related to the standards established by the Curriculum and Standards Framework.

In other instances, a graphic organiser may be developed as a reporting or review exercise or sometimes as a means of self-assessment after knowledge has been acquired. The degree of their effectiveness for both students and teachers is determined by visual clarification of purpose, careful planning, visual organisation and attention to detail.

Rubrics

Authentic assessment, as opposed to more traditional forms of assessment, gives both the student and teacher a more realistic picture of gains made and information processed for retention. Emphasis is placed more on the processing of concepts and information than on the recall of facts. Collecting evidence from authentic assessment exercises, which take place in realistic settings over a period of time, provides students and teachers with the most effective documentation of both skills and content mastery. Traditional measurements of student achievements such as written tests and quizzes, objective end-of-chapter tests and standardised tests play a major role in the assessment picture as well.

The use of standards-based rubrics in middle year social studies classes has proven to be an extremely useful means of authentic assessment for helping students maintain interest and evaluate their own progress.

Rubrics are checklists that contain sets of criteria for measuring the elements of a product, performance or portfolio. They can be designed as a qualitative measure (holistic rubric) to gauge overall performance of a prompt, or they can be designed as a quantitative measure (analytic rubric) to award points for each of several elements in response to a prompt.

Additional benefits from rubrics are that they: require collaboration among students and teachers; are flexible and allow for individual creativity; make room for individual strengths and weaknesses; minimise competition; are meaningful to parents; allow for flexible time frames; provide multifaceted scoring systems with a variety of formats; can be sources for lively peer discussions and interaction; can include meta-cognitive reflection provisions which encourage self-awareness and critical thinking; and can help teachers determine final marks that are understood by and hold meaning for students.

Writing Prompts

Over the past several years, the significance of journals and writing prompts has been well-documented by student and teacher observations. When students write about experiences, knowledge, hopes, fears, memories and dreams, they broaden and clarify skills and concepts while acquiring new insights into themselves and the world around them.

While random journal entries hold their own place of importance in the social studies classroom, writing prompts designed to elicit specific responses play a vital role in the instructional program.

Journal entries may be presented in many different formats, and may be shared and assessed in a variety of ways. Their flexibility and the possibilities they provide for integrating instruction establish them as an important component of the personalised social studies program. They may take the form of a file card project, a multimedia presentation, a special notebook or a diary. They may be private, discussed with the teacher only, shared with a small group of peers or open to the total class. Word prompts can be used in parent-student-teacher conferences, or as take home projects to be shared with parents, saved, or used as a portfolio entry to give an account of a unit of study, field trip or independent project.

Writing prompts provide the opportunity for students to: create a dialogue with teachers in a meaningful sense; write about self-selected topics of high interest; process and internalise material being learned; communicate with peers; express private opinions, thoughts and insights without judgment or censor; write personal reactions or responses to textbook, research assignments, group discussion and cooperative learning experiences; make records of what and how they are learning and what it means to them; develop a source book of ideas and thoughts related to a specific topic; question material being studied and record answers as they are uncovered; assess their academic or social progress; and engage in meta-cognitive reflection on new skills and concepts being acquired and record plans for further exploration.

These standards-based graphic organisers, writing prompts and rubrics have been designed to provide busy teachers with a bank of resources to draw from as the need arises. For ease in planning, the matrix on page 132 provides a correlation of activities to the standards established by the CSF II.

Bloom's Lesson Plan Outline

DIRECTIONS: Each of the six levels of Bloom's Taxonomy can be best understood through the use of several types of action verbs or behaviours. From the list below choose one verb or behaviour for each level of the taxonomy and develop a task or activity based on the Bloom Lesson Plan Outline.

Knowledge level:

define, list, identify, recall, draw or recite

Comprehension level:

explain, summarise, find, measure or show

Application level:

discuss, interview, perform, prove or use

Analysis level:

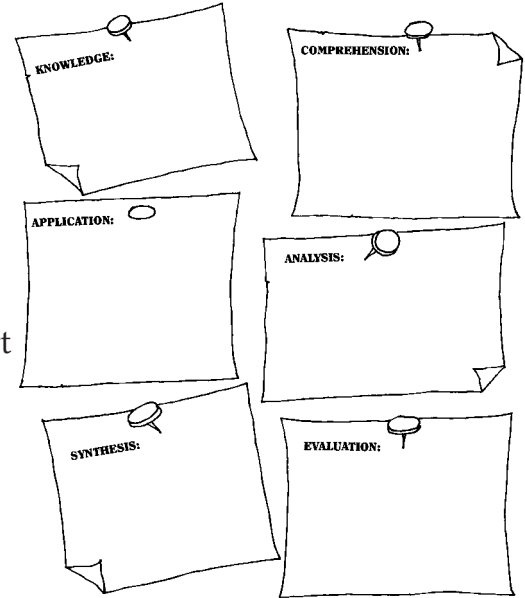
Criticise, debate, diagram, examine, search or sort

Synthesis level:

create, imagine, produce, propose or present

Evaluation level:

assess, defend, judge, recommend or verify



See page 20 for reproducible copy.

Calendar Organiser

DIRECTIONS: The simple calendar organiser is a valuable organisational tool for use on all content areas. The blank calendar may be used to create a portfolio artifact, to serve as the basis of an outline or a time line for a project or course of study, as a record-keeping device for homework or classroom assignments, as a peer tutoring or cooperative learning aid or as an instructional tool.

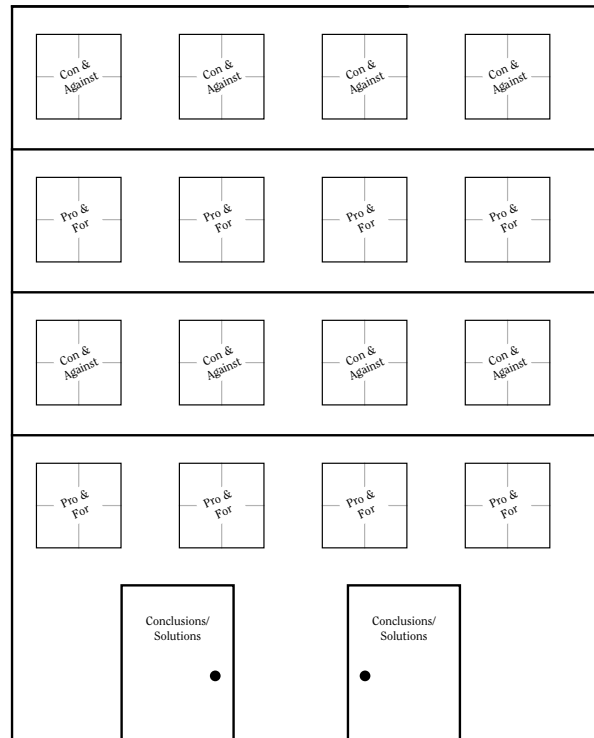
See page 21 for reproducible copy.

Build A Case

Build A Case is a tool for recording the pros and cons, or arguments for and against, a given position when studying a controversial problem, issue or decision.

In each window of the building, the student writes down a series of 'pro' or 'for' statements and a series of 'con' or 'against' statements. The doors in and out of the building are used to write down conclusions or solutions to the conflicting statements.

See page 22 for reproducible copy.



Concept Map

A Concept Map is built around a main idea (or central concept) important to the study of a given topic. Other thoughts related to the main idea in some meaningful way are recorded as extensions or associations of the main concept through a series of adjacent lines and circles.

See page 23 for reproducible copy.

