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Methods/Structures

A method is a way you organize something, a way you approach or organize students for learning.

Continuum Line

Basic Function:
Organize students in a certain order.
Create pairs and/or groups of students by folding the continuum line.
Check for students' understanding of or position on a certain topic.

Steps:
1. Have students organize themselves in a continuum line around the classroom in ascending/descending order based on a determined factor, such as birthday, height, alphabetical order, or any other factor.
2. Have students go through the line, stating their information, such as age, to check for proper order and share information with classmates.
3. The line can then be folded, by having the first person in line meet up with the last person in line, and so forth. These people can then become pairs, or form with another pair beside them and form a group.

Example of Class Activity:
Formed line based on grade level taught during internship, and then by number of students in class. The line was then folded and the newly formed pairs did a quick ice breaker activity. Pairs were then doubled up to form groups of four.

Ways you could use this in Social Studies:

- Group students in pairs or larger groups by folding the line
Students could each be given a historical event and have to form a continuum line based on the date of each event.

Students can show their position on a topic by having one end of the continuum line represent “strongly agree” and the other end represent “strongly disagree” with the middle representing “unsure/undecided” and everyone else fill in between. Students could then be grouped based on their position on the topic. This could also be used by the teacher to check for student understanding on the current topic.

References:
“Using Continuum Lines to Demonstrate Progress”

“Human Continuum”
http://www.ascd.org/publications/books/104014/chapters/Human-Continuum.aspx
Numbering

Basic Function:
Divide students into groups.
Create new random groups in an unbiased way.

Steps:
1. Walk around the classroom giving each student a number (1-5 if you want five groups). This can also be done by having one student start by calling out the number one, the next person calling out number two, and so on until the numbering has gone around the room. Ensure that the numbering returns to the number one after the number five is called out.
2. Assign a table or spot for all the number ones to meet, for all the number twos to meet, and for all other number groups to meet. These are the students’ new groups.

-OR-
1. Have numbers (1-5 if you want five groups) written on pieces of paper or popsicle sticks.
2. Randomly distribute the pieces of paper or popsicle sticks around the classroom, until each student has one.
3. Have students form groups based on the number on their piece of paper or popsicle stick.

Example of Class Activity:
There have been several times we have formed groups to discuss a reading or work on a project by being given a piece of paper with a number or calling out numbers in order around the classroom.

Ways you could use this in Social Studies:

_divide students into desired number of groups_
Students could be divided into groups to discuss a certain topic using a numbering strategy. Once groups are formed, students will then be given another number, within their own group. After discussing with their original groups, the teacher can call on a selected number, and the student with that number will be the spokesperson of the group for that question and answer.

References:
“Numbered Heads Together”
http://www.teachervision.fen.com/group-work/cooperative-learning/48538.html

“Ways to Group Students Quickly and Effectively”
http://superteacherstuff.blogspot.ca/2007/03/ways-to-group-students-quickly-and.html
One Stay, Two Stray

Basic Function:
Have students working in small groups, while still interacting and sharing their learning with the whole class.
Reinforce learning through teaching and repetition.
Learning how to summarize and determine the key points of a given topic.
Develops peer teaching skills.

Steps:
1. Divide students into groups of three.
2. Assign each group a topic and information on the given topic.
3. Give students a time limit to read and highlight important notes from their reading.
4. Have two students from each group “stray” to other groups to teach them about their given topic, while the remaining member stays at the table to be taught and record information for “straying” group members.
5. Have students rotate around the room, teaching the “staying” person of every other group about their topic during the time allotted by the teacher.
6. After teaching every other group, students return to their original group to learn about the other topics from the person that stayed.
7. Have original groups complete a short activity to demonstrate what they have learned.

Note: the numbers of groups can vary depending on activity or class size, so it could be “one stay, three stray,” or any other variant.

Example of Class Activity:
During our lesson on landmarks, we were divided into groups of three, and each assigned a famous global landmark. We read the given information about the landmark and examined the picture and highlighted the important information. People then travelled around the room to teach other groups about our landmark. When we
returned to our original group, we learned about the landmarks other groups had. We then located these landmarks on a map and then read a children’s story and pointed out each landmark we saw.

Ways you could use this in Social Studies:

- Assign each small group a different Canadian province or territory and provide them with general information, including map location and picture of the flag. Students would then teach other groups about their province and territory, while becoming experts about their assigned place. When students return to their original groups, they could label the provinces and territories on a map and/or identify each provincial and territorial flag. Groups could then go on to complete a mini assignment about the province or territory they were originally assigned.

- The above activity could be done on a more local scale, with each group being assigned a certain city or town in New Brunswick.

- There are endless possibilities for this activity in Social Studies, as it could be used to help students learn about anything or anyone, helping them become experts in a certain aspect of the overall topic, while also learning the basics of the other aspects of the topic.

References:

“Engaged Learning Strategies”
http://www.slideshare.net/MandieFunk/engaged-learning-strategies

“Stay or Stray”
http://www.udel.edu/dssep/teaching_strategies/stay%20or%20stray.htm
**Round Table**

**Basic Function:**
Express ideas and opinions.
Creating a cooperative project.
Facilitate equal participation.
Get acquainted with teammates.
Brainstorming.

**Steps:**
1. Put students in groups (usually around four).
2. Each student in turn writes something or adds ideas to a paper and pencil passed around the group. The sharing *circles* around the group one after the other. There usually is very little talking during this activity.
3. Take about 15-20 seconds per student.

**Example of Class Activity:**
Uncommon Commonalities – each group member took turns writing down a commonality thought to be shared by the group. If other group members agreed, they put a checkmark, if not they crossed the commonality out. This continued until 10 commonalities were agreed upon.

**Ways you could use this in Social Studies:**
- Find out what students know about the War of 1812 by passing around a sheet of paper and getting them to write down responses.
- Use to review material.

**References:**
“Keys to Teaching Success”
“Round Table/Round Robin”
Strategies/Techniques

Strategies require action by students. Teachers use strategies when they ask students to do something.

Brainstorming Activities

**Basic Function:**
Have students thinking about what they know or have learned about a particular topic
Compile thoughts and ideas on particular topic.
Develop thinking skills.
Have all students involved in and working together on the same work; everyone can contribute something.
Help students organize thoughts on a particular topic.

**Steps:**
1. Assign students a topic (specific person, event, or keyword) and write this topic on the board.
2. Have students give facts or examples related to the topic.
3. Write down student answers on the board in the form of a concept map, cluster web, or general list.

-OR-
1. Break students into small groups.
2. Give each group a piece of chart paper or marker.
3. Give a general topic to the class or specific topics to each group.
4. Have students write down facts or examples related to the topic in the form of a concept map, cluster web, or list.
5. Have groups share some of their brainstorming ideas with the class.

-OR-
1. Have each student compile their own concept map or cluster web on a topic.
2. Have students share some of their brainstorming ideas they compiled on their own.
3. Create a master brainstorming map, web, or list on the board with some student examples.

**Examples of Class Activity:**
Cluster web – group activity, brainstorming our thoughts about Social Studies.
Concept map
Brainstorming list – class list of examples of New Brunswick landmarks.

**Ways you could use this in Social Studies:**
- Have students create a concept map of everything they know about the Canadian government. For example:
Have students brainstorm and create a cluster web of what they think it means to be a good citizen. For example:

- Follow Laws
- Be good to the environment
- Respectful of Others
- Volunteer in Community
- Be good to the environment

The possibilities are endless in Social Studies; brainstorming activities could be used with virtually any topic in the Social Studies curriculum.

**References:**

“How to Brainstorm in the Classroom”
http://specialed.about.com/od/teacherstrategies/a/brainstorm.htm

“Teaching and Learning with Brainstorming Webs”
http://www.inspiration.com/visual-learning/brainstorming-webs
Chapter Tour

Basic Function
Guide students through the reading of a chapter in a textbook.
Provide students with step-by-step directions on how to successfully read each chapter of a textbook, drawing their attention to the important features of the text.

Steps
1. Preview a chapter of a textbook, making note of important points and features that students may overlook and what you feel is important for the students to take away from the reading.
2. Create a chapter tour for students that highlights the important features of the chapter for the students to use as they complete the reading.
3. Have students read the chapter, following the directions on the study guide. This can be done individually or with a partner; by working with a partner, students will be able to express their findings orally and on paper.
4. Adapt your chapter tour for following chapters depending on what is essential for student learning in each chapter.
5. Eventually, students will be able to successfully read chapters in textbooks and create their own chapter tours without the step-by-step directions.

Example of Classroom Activity
Chapter Tour: Japanese Traditions
Reading a textbook can be overwhelming for many readers, especially if you have no background information. Sometimes we can miss the main points of a text and get hung up on small details. Use this step-by-step guide when reading the chapter.
1. Write down the chapter title in your notebooks. Reflect on what you think the chapter will be about based on the title.
2. Write down one sentence describing the main topic of the reading (the title usually indicates the main topic).
3. Write down all headings found in bold, leaving space under each heading.
4. Write down at least 3 important points under each heading. This should be in point-form and in your own words.

5. Pay special attention to any words in the text that are italicized or in bold. Write these words down and provide a definition of explanation of each word. To find the proper definition for the words in bold refer to the glossary at the back of the book.

6. Look closely at the pictures and read the captions (bold and italicized) to find out more information about the picture.

7. Determine the heading each photo belongs under. Under the proper heading, write a short description of each photo (based on what you see and what you read in the caption).

Ways you could use this in Social Studies

- This could be used to study another society that students read about in a textbook.
- This could be used for students reading any history textbooks.

References

Discrepant Event

Basic Function:
Presents students with a puzzle, event, or story at the beginning of class.
Students ask functions, pose hypothesis, analyze, and synthesize information and draw conclusions.
Help students develop analytical thinking.
Introduce new topic of study.
Engage students with new material.
Help students develop hypothesis based on information to solve a puzzle.
Have students develop higher-order thinking.

Steps:
1. Teacher generates a story or puzzle.
2. Teacher omits certain parts of the story, creating a mystery.
3. Once created, the teacher presents the story to the class, usually ending with a guiding question.
4. Students question the teacher. Students make note of the facts and then they collect data by asking the teacher questions. The questions must be structured so they can be answered by a “yes” or “no.” Make clear that the questions should be structured so as to infer information and not as a guessing game. Getting to the “right” answer is not the specific goal.
5. Organize and review information. Pause and let students organize information they already know or have “discovered.” Process the ideas in a pair or small group.
6. Formulate a response. At some point students will arrive at their best answer. Have students state their response along with their rationale for how they arrived at this decision.

Example of Class Activity:
In 1837, a young boy named John lived on a farm in a beautiful mountainous, wooded area in eastern Tennessee. His family planted corn and raised animals for meat, milk and eggs. His father participated in the legislative branch of government. His mother taught English in a local school. He had four brothers and three sisters. The family appeared happy and prosperous.

In 1839, the family moved to a treeless, dry, flat prairie, where it was barely able to raise enough food to survive. Two of John’s brothers and one of his sisters died. Unable to make a living farming, his father became a member of the legislature. His mother helped publish the local newspaper; John and his family missed their beautiful home in the mountains.

Question: Why did John and his family leave their beautiful home in Tennessee and take such a hard journey to settle in a hot barren land?

In 1000 CE, the Netherlands, located in the northern Europe, had 8,389 square miles of land. The people of the Netherlands farmed 5,866 square miles. Today the Netherlands has 13,967 square miles of land, and they now farm 9,776 square miles. The national boundaries of the Netherlands are the same as in 1000.

Question: How is it possible that the people of the Netherlands expanded land base without changing their borders?

Ways you could use this in Social Studies:
Introduce the history of the fur trade to students through a story with missing information.
Introduce the history of the ship building industry through a story with missing information.

References:

“Using Discrepant Events in Elementary Classrooms”
Entrance Slips

Basic Function:
Check for student understanding of a particular subject or topic.
Students can demonstrate effort and analytical thinking.
Provide teachers with feedback, form of formative assessment.
Have students reflect on what they have learned.
Set the stage for the day’s class or lesson.

Steps:
1. At the very beginning of class, provide students with a piece of paper with one or more short questions for them to respond to. These questions can be drawn from the previous day’s lesson or homework or readings from the night before. The entrance slips could also be used at the end of the unit, to determine how students felt about what they learned, how they learned, and any questions they may still have. Another possible question could be asking students what they would like to learn during a unit study.
2. Students will be given a set amount of time to reflect on and respond to the questions.
3. The entrance slips are then collected by the teacher to be reviewed at the end of class.
4. The teacher can then structure his or her upcoming lessons based on the levels of understanding demonstrated by the students or questions they may have.

OR
1. The entrance slips could also be given out for homework and be expected to be passed in at the beginning of the following class. They could be related to the readings assigned for homework or from the previous day’s lesson.

Example of Class Activity:
In class entrance slip about previous night’s readings and previous day’s lesson on methods and strategies.
Ways you could use this in Social Studies:

- Have students respond to what was learned in previous day’s lesson or from a reading.
- In geography, could provide students with a map to label.
- Use entrance slips as a tool to find out what questions students may have, or what areas of a particular unit they are more interested in learning about.
- Could also be used as an exit slip for students to reflect on what they just learned during a class. The exit slip would be completed during the last 5-10 minutes and would be collected by the teacher at the end of the class.

References:
“Smart Ways to Enter and Exit a Classroom”

“A Favorite Formative Assessment: The Exit Slip”
http://www.edutopia.org/blog/formative-assessment-exit-slip-rebecca-alber
Hot Seat

Basic Function:
Introduce new topic, term, person, or area of study to students.
Have students develop critical thinking and questioning skills.
Help students learn key words associated with unit of study.
Review material.

Steps:
1. If the teacher is the person in the hot seat, he or she will choose a key word and tell the students.
2. Students will then begin asking questions one at a time that can have yes or no answers.
3. As the teacher responds to the questions, students should be writing down what they know to help them form hypothesis of what the word means.
4. If done in the form on 20 Questions, someone should record the number of questions asked, to make sure a guess is made by the 20th question. Also, each student should only be allowed to ask one question or make one guess, until everyone has had a turn.
5. If the right answer is not guessed, the teacher will reveal the answer.

OR

1. Have students come up by themselves or in pairs with a word they have selected.
2. In this case, the students in the hot seat would simply replace the role of the teacher, and answer the questions of their classmates.
3. The rest of the steps follow as above, until the word is correctly guessed.

OR

1. One student is in the hot seat at the front of the room, in front of the board.
2. A key word is written on the board for everyone in the class, except for the student in the hot seat to see.
3. The student in the hot seat will ask questions to try to guess the word, while his or her classmates answer the questions.
4. Once the student guesses the word, a new student goes up to the hot seat and a new term is written on the board.

OR

1. One student is in the hot seat at the front of the room.
2. Students in the class take turns giving the student in the hot seat a term to define or explain (or give the description of the term and have the student in the hot seat guess the word), trying to stump the student in the hot seat.
3. If the student in the hot seat is unable to define or guess the term, he or she returns to his or her desk.
4. The student that stumped the student in the hot seat, now takes the place at the front of the room in the hot seat.

Example of Class Activity:
20 Questions – teacher (or sometimes students) gives class a word or term and the class has to determine the meaning of the word in less than 20 questions, with each student only being able to ask one question.

Ways you could use this in Social Studies:

- Introduce students to upcoming unit of study, by presenting a word related to the topic and have them try to guess what the word means.
- Have students try to determine the meaning of an old New Brunswick term or term from another culture to introduce a unit on New Brunswick history or another country or culture.
- Review key words at the end of the unit before a class test.

References:
“Hot Seat”
http://www.educationworld.com/a_lesson/04/lp328-04.shtml
“Hot Seat”

http://missaugello.blogspot.ca/2012/09/hot-seat.html
Icebreakers

Basic Function:
Get students better acquainted with one another.
Help students working in small groups get to know one another and become comfortable with group members before working together on a project.
Develop a sense of community and positive attitude in the class or team spirit among groups.
Allows students and teachers to get to know one another better.

Steps:
1. Divide students into small groups if necessary.
2. Explain directions to students and then have students complete the activity.
3. Encourage students to be open and interact with as many people in the class/group as they can.
4. Once the class/groups are familiar and comfortable with one another, have them work together on an assigned project.

Examples of Class Activity:
Scavenger Hunt – give students a sheet of random facts or traits, have students circulate the room, matching students with the random facts or traits on the sheet, until each fact/trait has a name assigned to it.
Paired Questions – students stand in pairs, facing one another as the teacher calls out random questions, both students answer the question at the same time.
Top 10 Commonalities – done using the Round Table method; in small groups, one student writes something they believe to be a fact shared by all people in the group and passes the paper around. If students agree with the fact, they put a check mark next to the fact, if not they cross it out. This rotates around the table, until 10 commonalities have been agreed upon by the group. In class this was then used to develop a team name and poster/logo based on the 10 commonalities, to further create a sense of team spirit.
Ways you could use this in Social Studies:

- Do as a class activity at the beginning of the year to develop a sense of class community. This can also help students get to know one another and help choose who they may want to work with if ever given the choice to choose work groups.

- When breaking students off to work in groups or pairs, before giving them the assignment, give them an ice breaker activity, so that they will be familiar and comfortable with one another when it comes time to work together towards a common goal of completing the assignment.

References:

“Educational Development Brief: Using Icebreakers to Create Community”

“Classroom Icebreaker Activities for Students”
http://www.buzzle.com/articles/classroom-icebreaker-activities-for-students.html
KWL

Basic Function:
Gain insight into what students already know about a particular topic.
Gain insight into what students are interested in and want to know about a particular topic.
Have students reflect on what they know, what they want to know, and what they learned about a particular topic.
Helps students organize research assignments or study for an end of unit test.
Introduce or review a unit with the class.

Steps:
1. The teacher assigns a certain topic (key word, person, event, or place).
2. Under the first column of the KWL chart, “K”, students will demonstrate what they already know about the topic. This can be done as a class activity on the board, individually by students, or in small groups of students. The teacher will then be able to adjust his or her lessons based on what the students already seem to have a good understanding of.
3. Under the second column, “W”, students will write down what they want to know about that topic or any questions about the topic they want answered or want to explore and research. This will help the teacher adjust his or her lessons, knowing what questions the students may have and/or what they are interested in learning.
4. The third column, “L”, will be filled in throughout the unit of study or as students learn about the topic. As students learn things related to the topic, they will write down the important facts in the last column.
5. The chart can then be used as a final review of the topic, to demonstrate student progress, as it shows what they originally knew about the topic, and what they came to know about the topic.

-OR-
1. A media KWL is done in a very similar fashion, except instead of giving the class a key word or term, the teacher shows a picture or short video for students to respond to. By using a media KWL, all students will be able to contribute, as it does not privilege prior knowledge, and all students will be able to respond what they see or hear in the picture or video.

2. In the “K” column, students will write down the facts they have gathered from the picture of video, the things they can see and know for sure.

3. In the “W” column, students will write down any questions they have about what is going on in or the context of the picture or video, and any assumptions they may have made from looking at the picture or video.

4. Students will fill in the “L” column, as they learn more about what is going on in the picture, either from the teacher, from seeing more pictures, watching the rest of the video, or conducting their own research.

**Example of Class Activity:**

Media KWL – shown a picture of a Cuban couple that were just married, which would be used to introduce the topic of Cuban culture, and how traditions differ in Cuba.

**Ways you could use this in Social Studies:**

- At the beginning of an unit, have students complete one of these charts, review these charts to structure lessons based on students’ knowledge and interest, and have students continue to fill in the chart as they learn about the topic. This can be done on virtually any topic learned in social studies, such as the topic of Confederation.

- Show students a picture of a historical event or a historical culture and have them determine as much as they can about what is going on in the picture and ask any questions they may have. At the end of the unit, show students the same picture, or a similar one, of the same historical event or historical culture and see if they are able to better determine what is going on in the picture than in the first picture they saw.
As seen in Figure 1, this activity can be completed as a class, with the teacher writing down student answers on a particular topic. In the example in Figure 1, students demonstrated what they knew about “explorers,” as well as asked any questions they may have about explorers. As these questions are answered, they would be written in the “L” column of the KWL chart.

References:
“K-W-L Chart”
http://www.readwritethink.org/classroom-resources/printouts/chart-a-30226.html

“Explorers Unit – KWL Chart”
http://connect.issaquah.wednet.edu/elementary/discovery/staff/ms_mcintyres_site/m/snapshots_of_learning_social_studies/106562.aspx
Figure 1 Example of KWL Chart from Miss McIntyre’s 4th Grade Class Website
Lesson Boards/Wall Maps

Basic Function:
Engage students’ interest in topic of study in social studies.
Develop students’ researching skills and visual arts appreciation.
Have students use a discovery approach to learning.
Develop students’ group work skills.

Steps:
1. Prepare a sample lesson board or wall map to introduce the concept to students.
2. Divide students in groups and assign them a research topic.
3. Have students research their topics, identifying the key points or events.
4. Have students find or create images to accompany each key point or event.
5. Have students design a caption for each image based on their research (about 4-6 lines for each caption).
6. Have students display images and text in a creative, visually appealing way on a tri-fold display. –OR– Have students display captioned images on a wall map, in the approximate geographic location of the event or article pictured in the image.
7. Have students display their work for their classmates to see and learn from.
   (Optional: have students create worksheets about their lesson board or wall map for classmates to answer while learning from their display).

Example of Class Activity:
Found for class.

Ways you could use this in Social Studies (in New Brunswick):
- Could be used to study any historical culture in Canada or ancient society (grade 5 curriculum).
- Have different groups of students study different time periods in New Brunswick history to study, creating lesson boards.
Have groups of students study different Native American cultures throughout Canadian history, putting their findings together on a wall map.

Students could research the fur trade in Canada and then create a lesson board or wall map.

References:

“Make Geography Come Alive with Wall Maps!”
Object Speak

Basic Function:
Students learn about a certain event in history by looking at it through a different perspective.
Students develop their creative writing skills while learning about history.
Builds mental flexibility in students as they examine things from different perspectives.

Steps:
1. Read/tell students a story that involves a certain event or time period in history.
2. Have students chose an inanimate object from the story and then write from the perspective of that object. Students will describe the setting, characters, and events or situations, and how they change, as they would be seen from the perspective of the object they choose.

Example of Class Activity:
Found for class.

Ways you could use this in Social Studies (in New Brunswick):

Have students tell the story of children that were brought to Canada during WWII through the perspective of a doll or teddy bear (such as the children in Kit Pearson’s novels).

Have students write about a Native American tribe being forced off their land through the perspective of an object that was taken with one of the families in the tribe. This same story could also be told from the perspective of an object (physical or natural) that was left behind, describing the changes of the land after the Native American tribes were forced to leave.

References:

“Ten Steps to Object-Speak”

[http://www.powershow.com/view/4e667-MmJkZ/TEN_STEP(S_T_TO_OBJECTSPEAK_powerpoint_ppt_presentation](http://www.powershow.com/view/4e667-MmJkZ/TEN_STEP(S_T_TO_OBJECTSPEAK_powerpoint_ppt_presentation)
Pocketful of History

Basic Function:
Have students learn about and reflect on the lives of important historical figures. Have students take a hands-on approach to learning, actively constructing their own meaning to what they are learning. Motivate students to become engaged in the material, as they are physically involved in the learning.

Steps:
1. To set the stage for learning, the teacher will show the class at least 5 objects that could be found in the pockets of the person of study.
2. Engage students in a discussion as to why that person may have each object in his/her pocket.
3. Students will then be interested to discover the connections between the objects and that person’s life.
-OR-
1. To introduce creative activities, teachers can guide students in thinking about how a particular person is characteristic of their time period.
2. Students will brainstorm important events in that person’s life, thinking of objects to symbolize these events.
3. Students will share their sets of objects with the rest of the class.
-OR-
1. Teachers can also use this strategy to assess students’ understandings of the content by having them compile their own pocketful of history.
2. To assess their understanding, the teacher can ask students to arrange objects in chronological order or have students explain why they chose a particular object(s) to include in the set.

Ways you could use this in Social Studies:
Introduce a certain inventor or explorer to a class, by presenting artifacts that may have been found in that person's pocket. Students can then make guesses as to what that person may have invented or found.

Students can gather objects to represent an inventor or explorer of their own choosing, creating their own “pocketful of history” and show the objects to the class, explaining why they chose each object.

References:
RAFT

Basic Function
Helps students become better writers, gets them writing from different perspectives. Gives student a better understanding of the role of a writer, and how it is important to know your audience and focus when writing. Allows students to write from a variety of different perspectives and experiment with a variety of different writing formats and topics. Helps students become more creative writers.

Steps
1. Give students the following writing prompt by having them pick their options, or assign students different perspectives or formats given the current unit.
2. Role – What is the role of the author? For example: historian, reporter, father.
3. Audience – To whom is the author writing? For example: students, readers of the 1920s, self.
4. Format – What is the format of the writing? For example: newspaper article, letter, speech.
5. Topic – What is the focus of the writing? For example: inform students, women’s rights
6. Students can then share their writings with the class.

Example of Class Activity
As a group, we wrote a story from the perspective of a community member (in this case, a firefighter) writing to a second grade class in the form of a letter about a cat he had saved.
Sample Chart for students to use:

<table>
<thead>
<tr>
<th>Role</th>
<th>Audience</th>
<th>Format</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is the role of the author?</strong></td>
<td><strong>To whom is the author writing?</strong></td>
<td><strong>What is the format of the writing?</strong></td>
<td><strong>What is the focus of the writing?</strong></td>
</tr>
<tr>
<td>Examples:</td>
<td>Examples:</td>
<td>Examples:</td>
<td>Examples:</td>
</tr>
<tr>
<td>Historian</td>
<td>Students</td>
<td>Newspaper Article</td>
<td>Inform students</td>
</tr>
<tr>
<td>Reporter</td>
<td>Readers of 1920’s</td>
<td>Letter</td>
<td>Women’s rights</td>
</tr>
<tr>
<td>Father</td>
<td>Self</td>
<td>Speech</td>
<td></td>
</tr>
</tbody>
</table>

Ways you could use this in Social Studies

- Have students write from the perspective of a certain historical figure, giving them an audience to write to and using a specific format (students can also have some choice in this). Students could also write to that historical figure, telling them how things have changed since their life, or another writing prompt.
- If you are reading a novel related to your unit of study, have students writing from the perspective of one of the characters in the novel, once again using a specified format and writing to a specified audience.

References:

“Using the RAFT Writing Strategy”

“RAFT”
http://www.readingrockets.org/strategies/raft/
**Sponge Activities**

**Basic Function:**
An extra activity usually used for those students who finish the main task early.
An enrichment activity that is not essential but definitely enjoyable.
Sometimes they can be used as “time fillers.”

**Steps:**
1. Once a student or group has finished the main task, the teacher provides a related activity, that does not provide extra work or research, to keep students engaged in the topic as other students and groups work to complete the main task.

**Example of Class Activity:**
During a team building exercise, groups were required to complete a list of Top 10 Commonalities, create a team name, and design a team logo/poster. Once groups were finished these tasks, they had the option of creating team handshake.

**Ways you could use this in Social Studies:**
- Have an exit slip ready for the end of class with a question or get students to ask a question, such as
  - “What questions do you currently have about _______?”
  - “Write 3 sentences describing what you have learned about _ this week?”

**References:**
“Time Filler Ideas: Timesaving ‘Sponges’ for Substitute Teachers and Homeschoolers”

“Sponge and Transition Activities”
**T-Chart**

**Basic Function:**
- Helps students organize their thoughts on a particular topic.
- Develops students’ comparing and contrasting skills.
- Has students examine two sides of an argument, event, or person.
- Simple way of categorizing and sorting key features of a topic, event, or person (or to compare two topics, events, or people).
- Review topics of study in a simple organized fashion.

**Steps:**
1. Assign students a topic, event, or person to compare/contrast. This could be a simple sorting into two different categories, exploring the positives and negatives of a topic, comparing the similarities and differences of two people or objects, and other related possibilities.
2. Students will then construct a T-Chart on their own, in groups, or as a class on the board. The chart will have two headings, with a simple line dividing the two columns. Students will provide information to go in each column.

**Example of Class Activity:**
Compared and contrasted two different sides of “Encouragement Skills,” with one column’s heading “Looks like…” and the other column listing “Sounds like…” The final product showed how encouragement skills can be seen and heard.

**Ways you could use this in Social Studies:**
- Have students compare the advantages and disadvantages of the rise of industry in a certain place, using a similar setup as seen in Figure 2.
- Have students compare and contrast two different cultures studied.
- Have students create a chart sorting “needs” and “wants”.

Sarah Palmer | Personal Reflection Journal
References:
“T-Charts”
http://www.learninghaven.com/articles/t-charts.html

“T-Chart”
http://www.readwritethink.org/classroom-resources/printouts/chart-30225.html

“Graphic Organizers”
http://www.enchantedlearning.com/graphicorganizers/tchart/

Figure 2 One of many T-Chart samples available from the
Graphic Organizers section of www.enchantedlearning.com
Using the Newspaper as a Resource – Looking at Different Careers

Basic Function (Purpose / Rationale)
Have students become familiar with looking through and reading the newspaper to find information.
Have students think about different job options and the training they require.

Steps
Look through newspapers for images showing 5 different careers.
Read the caption and article related to the image.
Cut the image out and glue it onto a large poster board.
Write a short summary about what each job entails under the pictures.
Predict the training required for each job, include this in the summary under the pictures.
Title the poster and present to classmates.

Materials / Time Required
Newspapers
Poster board
Scissors
Glue
Markers

Example of Class Activities
Have students find 5 careers that interest them the most and write about the job and the training it would take to get such jobs. Students could also write about why they are interested in these jobs.

Ways you could use this in Social Studies
In social studies, this project could be narrowed down, by having students look for jobs related to specific fields such as politics.
By looking through old newspapers, or online newspaper archives, students could learn about jobs from the past and compare them to similar to jobs in the present.

This project could even be changed to finding different events and writing about these events and having students think about why these particular events are important.

References
“Newspaper Activities Support Children’s Learning in Many Ways”
http://kidbibs.com/learningtips/lt40.htm

“Newspaper in Education: A Guide for Weekly/Community Newspapers”
http://www.americanpressinstitute.org/docs/Foundation/Training/weeklyguide.pdf

End Result / Goal
Poster board with images of 5 different jobs, and descriptions of these jobs and the training required for them.
Week One Reading Reflection  


This article examines how the social and emotional well-being of a child impacts their academic success, especially if the child comes from a problematic environment, such as unstable guardianships and lack of love and affection for the child. The authors offered many practical, helpful suggestions for making an inclusive classroom, one in which students from all backgrounds feel a sense of security and belonging. After my experience from my first internship, I realize how there are many children that do not have stable home lives and that for these children that school is somewhere where they can feel a sense of belonging and importance, and it is important to nurture this, so that these students can grow academically and emotionally.

I liked how this article suggested ideas for both individual students and for the whole class and there are many ideas that I plan to adopt in my future classroom. For example, to make individual students feel special and encourage positive behaviour, I will celebrate birthdays, recognize random acts of kindness, compare students work with previous work rather than the work of the other students; all of this will help students feel that they are special and worthy and hopefully motivate them to always work hard and make good choices about their behaviour and how they interact with others.

I also like the idea of creating a sense of family among the class, so I will certainly use some of the suggestions for getting the class to work together to achieve class goals and do different team building activities so that the students will be encouraged to form relationships with all students in the class. The idea of pairing students up has great academic and social benefits, as I know as a former peer helper,
the special bond you develop with the students you work with, and I have seen how much the Kindergarten students in my first placement look up to their older reading buddies; these methods help foster a sense of community among the different grades of the school. I also feel it is important to have an open discussion policy and to take time to discuss important issues concerning the lives of the students; while it may not necessarily be academic, it is important for students socially and emotionally to have people to talk about what is happening with them, even if it is through an anonymous comment box.

A final suggestion from the article that I like is the idea of creating a “homey” classroom feel and having students gain a sense of ownership of the classroom by helping to decorate certain areas of the classroom. I also really enjoy the compliment box suggestion, as the school for my first placement had “Deserve Praise” slips that were read on the daily announcements and the students would just light up when they heard their name and good deed announced and it really encouraged students to work hard and do kind, helpful acts for teachers and other students. I believe that the role of teachers extends far beyond just teaching curriculum; teachers help shape the lives of students academically, socially, and emotionally, and it is important that we take that part of our job seriously, and this article is a great resource for that part of the job.

This article was helpful in understanding how I can use the NCSS standards as a teacher, and how they differ from regular curriculum documents. Although this is clearly an American article, I am sure that many of the ideas can be used with provincial curriculums in Canada as well; just substituting the American information with information relevant to Canada as needed. The NCSS standards seem to go beyond explaining what the unit is about, and the standards students are expected to know, and help teachers actually plan interesting and engaging lessons that go beyond a textbook. I like that they list the unit summaries, but then provide questions and processes, as well as “snapshots of practice,” or different prompts, you can use to have students become engaged with what they are learning in Social Studies. Many of the ideas from the NCSS standards also seem to make Social Studies lessons cross-curricular, which is good for having students continuing to work on other skills, such as reading and/or writing by applying them in their work for Social Studies.

While many of the samples outlined in the article seemed more geared for high school students, they are useful if I ever find myself teaching junior high or high school, and the basic ideas could also be transferred to elementary lessons. For example, the suggestion of students formulating their own research questions about different topics in history and then coming up with possible answers (while applying their literacy skills) is a great example of student-directed learning. By students having control of what they study and picking topics they are interested in, they will be more motivated and most likely learn more than they would if they were just assigned a topic to research. I also liked the suggestion of the position paper, looking at different perspectives, and while I likely would not have elementary students write such a paper, I think the basic idea, that students receive a well-rounded education about different topics is important, rather than just learning things from one perspective or view. Overall, I can see how using the NCSS standards would be more beneficial than just planning from the textbook or
provincial curriculum guides and how using these different activities will help students become better readers, critical thinkers, and collaborators, skills that are all important to start building at a young age.
Week Two Reading Reflection


In this article, Chick outlines the reality of many of the classrooms across North America today: in any given classroom, there are students with a wide range of abilities and skills. With students working below, at, and above grade level, classroom teachers must work to ensure that students at all levels are able to participate in classroom learning and be challenged academically. Chick outlines four great strategies for middle school teachers of Social Studies to use in an inclusive classroom to differentiate learning, while having all students in the classroom learning about the same book or topic. If I ever find myself teaching Social Studies at the junior high level, or even in an upper level elementary class, I would definitely implement these strategies, as I think they are a great way to challenge students at all levels, while keeping everyone working on the same topic. These differentiation strategies are also great because they provide a great selection of choice, helping students taking control of their own learning, and many of the suggested projects are fun learning experiences that are likely to get students interested about and engaged in the topic.

While I have already heard a lot about tiered learning and Gardner’s multiple intelligences, the flexible grouping and Bingo board activity were new ideas that really appealed to me. One of the things I liked most about the flexible grouping, is the emphasis on the fact that these groups are flexible, and students can move in and out of the groups throughout the year, based on their abilities or interests. Another thing I liked about the flexible grouping example, was that all groups had the same general topic, just completing activities of different levels, so that the differentiation is less obvious to the students. At the end of the project, all students will have completed different work on the same basic topic and will be able to share their final work with other students in the class. The Bingo board to choose assignments was also a new strategy that I thought would be really good for a long term project, or that the
assignments could be changed to make them simpler and take up less time. I believe offering choices to students is very important, and it helps students take control of their own learning and work harder; I believe that by being able to choose topics and projects that they are interested, students will be more motivated when doing their work. I can see how these differentiation strategies could be easily adapted for a variety of grade levels, and for any subject, and I will certainly be keeping these in mind when planning lessons in the future.
Week Three Reading Reflection


In this article, Mau introduces a creative, innovative way to teach students geography through the use of literature. Mau suggests that teachers can use the book *Robinson Crusoe* to structure group and individual activities that will guide students’ learning processes through geography. This cross-curricular activity would require a lot of work and planning on part of the teacher, but I believe that it would certainly have great benefits, as it is a hands-on, engaging way for students to learn about a topic that students may often be uninterested in. I think that by combining literacy and social studies, students are able to explore both subjects in new and exciting ways. Students that may not have a strong like for literacy, may be so caught up in doing their mapping and geography work, that they will not even realize they are also developing their literacy skills. There are many great aspects of this unit study that I believe are great for engaging student interest in learning, such as the fact that *Robinson Crusoe* is a story that most children are familiar with the basics of, there is a number of shorter activities on different topics, rather than one large collective project, and that students are able to learn concretely, about absolute and relative locations, as well encouraging students to express their understanding in creative ways, such as designing a map of the island based on passages from the book.

I would definitely like to implement this lesson, or other similar cross-curricular lessons, in a future social studies class that I teach. I think these types of lessons are great because students are developing a range of skills, from learning about geography, to developing teamwork skills, to improving reading and comprehension. There are many children’s books and novels that can be incorporated into social studies lessons at any grade, and I believe that they are great strategies for engaging student interest and allowing students to explore historical events or other topics of social studies in a new way. By exploring these topics in the form of literature, students will be able to gain more of a first-hand perspective in the topic and may be motivated to research more
about the topic or think about the issue in a different light. While I do not think preparing these group centres and individual social studies projects using literature are short or easy by any means, I believe that they would definitely be worth the effort if they help students learn, and it is definitely something I would be interested in doing with my future class.

After reading this article, I came to realize that learning centers are certainly different than the typical stations, that were sometimes called learning centers, that I remember from my elementary school experiences. Unlike stations, learning centers are not confined to one table that students rotate around, filling out worksheets and doing short activities in set time periods. Learning centers are much more student-focused, with the students actively taking control of the design and product of the learning; and the centers are not necessarily confined to one area or set amount of time, they can be ongoing projects within (or outside of) the classroom that contribute to the overall design of the classroom, showcasing students’ learning. This is not to say that learning centers are easier for teachers; if anything, learning centers require a great deal of planning by the teachers, in order to ensure that the selected tasks will maximize student learning and that the students feel purpose in the work they are doing.

Many great ideas are presented in this article that I think would be great to use in an elementary social studies class, such as the ongoing timeline that students help construct and can use to gain an understanding of timing of events in relation to one another, or the idea of having a learning center outside the confines of the classroom, such as having students going outside to learn about the weather or other aspect of nature. I also liked the idea of using the learning centers to promote the ideals of citizenship by building a classroom community in which the students are active citizens, contributing to the community. I think that by having students see the purpose of learning, contributing to their classroom community, it is a great way to teach students social studies curriculum, while also helping them become active citizens in their community.
The authors of this article introduce a strategy teachers can use to engage students’ interests in a unit of study by enhancing students’ curiosity. By designing a lesson in the form of a mystery question/scenario, students become curious about the answer and solving the mystery, motivating them to learn. This strategy also helps students learn to do research using a variety of sources, such as primary and secondary sources, maps, posters, reference books, websites, audio files, or any other artifact the teacher may have to help students solve the mystery. This strategy would require a lot of work on the teacher’s part to prepare the mystery scenario, the clues, the research sources for the students, and other classroom management details. However, I believe it would be worth the extra effort if it has students developing research skills and learning about history; it would certainly be worth the extra effort if the students were actually excited about developing these skills and learning about history. This article is great in outlining all the steps for the classroom teacher to take to prepare such a lesson, by outlining the strategy, instructional tips, and classroom management reminders; the authors certainly thought of everything when reading the article.

I think there are many ways this could be used in an elementary classroom when teaching social studies. I am sure that with the more enthusiasm that the teacher presents the mystery scenario, the more likely students are to respond to the activity with enthusiasm, and become excited about their learning, taking a hands-on approach to learning through collaborative discovery. For example, it could be a great strategy to use for structuring learning centres, by posing the mystery question, and then have students work together to decipher the clues at the centres to “solve the mystery,” or learn about the particular topic of study. I think that this strategy would also be a great way to help students learn about geography in a hands-on way, getting them used to
using a real map. Students can take what they have learned about maps and apply these skills to solving the “mystery,” while likely also becoming more familiar with using and reading a map. The same can be said for primary sources; the earlier students get used to reading and knowing the difference between primary and secondary sources, the better prepared they will be for future research projects.
Time, Continuity, and Change

January 31, 2013


This article offers great insight into the importance of teaching history to elementary school students. For any teacher that questions if history should be taught to students at such a young age, wondering if it is worth teaching since the students are so young, they are not likely to remember much, this article provides a great argument as to why students should begin to develop an understanding of history early in their school careers. Beginning at an early age, it is important for students to develop concepts of time, and how there are different measures of time – from minutes to days to years to decades, and so on; students should also become aware of the differences between past, present, and future. Once students start developing these concepts, they can then start thinking critically about how things change or remain constant over time. Students can also look at changes over time simply by looking at their own lives, seeing how they have grown and changed since they were born, or how their lives are different from the lives of their parents or grandparents at the same age. The idea of making history something students can relate to is another point that I particularly liked in this article; by bringing history down to a level of familiarity for students, students are more likely to become engaged in and excited about history.

Two key points that I took from this reading were the ideas of teaching history to students to help them see how past actions affect us today and how our actions today will affect others in the future and that care should be taken to avoid presenting Whig history to students. By having students analyze how actions, events, and people in the past have influenced the present, and having students understand that they are actors constructing history to be studied in the future, students will be lead on the track to become better citizens. The goal should not be for students to just memorize dates and key words from historical events; the goal should be for students to understand the impacts of historical events and understand that events occurring in the students’
present lives will have future impacts. I also strongly believe that students should not receive a Whig history, and should learn to look at both the positives and negatives of historical events, rather than just celebrating historical events as steps of progress leading us to the present, which has improved from the past. Students should be able to look at happenings in the past, without just disregarding them as inferior to present happenings. It is important that students learn these skills at an early age, therefore, it is important to teach history at the elementary level.

In this article, Zarnowski introduces a way to have students study historical events or people, while learning to look at things through multiple perspectives. One way to meet the goal of having elementary students consider other people and events (past and present) through a variety of perspectives is through the use of biographies. The teacher can introduce the theory to students by reading to the class a biography of a person or event that is told through multiple perspectives. This allows students to have a more well-rounded, complex view of a person’s life or a particular event, rather than a one-sided story; it also teaches students that there are many different ways of looking at the same person or event. Once students become accustomed to the idea of multiple perspectives, they can conduct their own research to write their own biography on a person or event through a variety of perspectives. This work would have many benefits, especially in developing their researching skills, as students would be made to do research from a variety of perspectives, rather than just taking whatever research they can find on that particular person or event. From this activity, students would also learn to sift through a collection of sources, deciphering which ones are actually reliable, as they will come to find that sources may often contradict one another, and they have to sort through what is accurate and what is not.

This activity is certainly something I could see being used in an upper elementary activity. Since there is often limited time for social studies in the elementary grades, this would be a great cross-curricular activity, as there is a lot of writing, as well as history, incorporated in this activity. The writing of biographies is an activity that has been used by teachers for years, and I can see how students would quickly become bored with this project. However, I think the biography through multiple perspectives is a new twist on an old assignment, a twist that makes that biography more interesting. I think the project becomes more a collection of mini biographies, as each perspective is going to be a different story in its own way, rather than one long biography. As students are
sorting though their research and telling different stories about the person’s life or happenings of the event, examining different perspectives, I think students are more likely to remember the key facts of that person of event, more so than if they were just writing a basic biography, listing the key facts once as they write the paper.
Class Strategies

Strategies gathered from classmates.

Seeking Multiple Perspectives

Basic Function:
Help students understand that the world is not universal and many people have different perspectives of the world.
Have students get in the habit of seeking out and examining other points of view.

Steps:
1. Have students think about differences of opinions of daily decisions within their families.
2. Ask students to examine differences of opinions on classroom rules. This can be done through a class discussion or in small groups.
3. When the discussion is finished, you can then introduce a more complex subject that you wish for the students to seek multiple perspectives on.

Ways you could use this in social studies:

When teaching about Aboriginals, this strategy could be used for students to gain a full understanding of this culture by seeing it from another point of view and accept that what Aboriginals practice is acceptable, much like our own cultural practices

Reference:
“To Understand the Concept, Write About it!” by Diana Leddy, Social Studies and the Young Learner 23 (1), pp. 4–11
Recording Our Thoughts

Basic Function:
For students to bring together their thoughts and discussions at the end of a lesson.
For students to be able to organize all they have learned on one chart.
Could be done at the end of every class or activity.

Steps:
1. Have students return to the focus question to discuss and record what they have learned and observed. This can be done on a large piece of chart paper.
2. Students will record anything from spoken reflections, recourses used, and so on. This chart will be deliberately messy, which is fine for the purpose of this activity.
3. The final product can be used to develop writing later on.

Ways you could use this in Social Studies:

- This is a tool that could be used to bring together any lesson; students are able to record and see what they have learned.
- This would work particularly well with historical concepts, as they are often easier to understand through discussion and recorded thought.

Reference:
“Four Strategies for Teaching Open-Mindedness.” By Merry M. Merryfield. Social Studies and the Young Learner 25 (2), pp. 18–22
Web Quest

Basic Function:
Give students the opportunity to use the internet for exploration and research using a safe and guided process.

Steps:
1. The teacher creates a website where students can link to other specific websites to accomplish a series of explorations (comparison charts, mapping, letter writing, etc.)
2. Introduce students to the standard format of a Web Quest that includes an introduction, task, process, evaluation, and concluding activity.
3. Introduction – provides key background information and should motivate students with an inquiring question or problem.
4. Task – describes the final product expected of the students. The final product may be as elaborate as an oral presentation using PowerPoint, or as basic as a poster depicting the students’ findings.
5. Process – gives step-by-step instructions for completing the task, as well as the list of resources needed to complete each step. Students are provided with links to internet resources selected by the teacher, as well as a list of additional off-line sources needed to complete the task. Web Quest resources might include government or education websites, online searchable databases, e-mail addresses of experts, and sources physically available in the classroom.
6. Evaluation – explains how learners will be assessed on their final product.
7. Conclusion – summarizes the main goals of the activity and encourages additional investigations on related topics.

Ways you could use this in Social Studies:

Students explore the ancient civilizations of Egypt and Greece by completing a comparison chart, mapping the historical sites of each civilization, completing a virtual field trip of the Pyramids and the Parthenon to answer questions, and write
a letter from pen pals in one civilization to the other, telling of challenges they are attempting to overcome and discoveries they are making.

**Resources:**
http://publications.socialstudies.org/se/6503...
Role Play

Basic Function:
For students to act and speak as if they are the characters they are portraying.
Allows students to take risk-free positions by acting out characters in hypothetical situations.
Helps students understand the range of concerns, values, and positions held by other people.
Enlightening and interesting way to help students see a problem from another perspective.
Gives students the opportunity to get a vicarious experience through putting themselves in a position that they have to act out.
Gives students alternative perspectives on things that they are learning about.

Steps:
1. Sort students into role-play groups.
2. Provide students with a historical event, historical figure, etc.
3. Provide students with a rubric containing the expected content for their role-play and what you want to see demonstrated. This will avoid role-plays that do not work towards curriculum outcomes.
4. Provide students with time to organize their ideas, and to create and practice their role plays.
5. Schedule a class time to present the role plays.
6. Ensure that students that are not currently presenting their role plays have an activity to do during the presentations so that they are paying attention. One example is to have the students each think of a question to ask at the end of the role play.

Ways you could use this in Social Studies:
- Have students read or create their own myth and act it out in front of their peers.
Teach students about history in New Brunswick (such as acting out what it could have been like to live at King’s Landing).

Role-play simulation of a historical event, such as the expulsion of the Acadians.

Resources:
“Instructional Strategies Online”
http://olc.spsd.sk.ca/DE/PD/instr/strats/role...

National Council for the Social Studies

Motivational Strategies of Middle School Social Studies Teachers Social Education 59 (1), 1995, pp. 23-26 National Council for the Social Studies
Timeline

Basic Function:
Chronologically organize events, pictures, ideas, etc, in a way that is visually appealing or even kinesthetic.
Timelines are great for incorporating many different learning styles into a lesson, as they can be text or interactive.
Way of organizing important events that shows chronological relationship.
Visually order historical events and explore their relationships with each other.

Steps:
1. Organize students into groups and give them an item, invention, or relic from history. Groups are given similar items, but perhaps from different time periods. For example, if the topic was transportation, there may be a covered wagon, a horse-drawn carriage, a primitive automobile, a modern sports car, etc.
2. In their groups, students would try and hypothesize the time period from which their mode of transportation is from.
3. There would be a large timeline drawn out on the whiteboard or laid down on the floor. Students physically stick their picture on the timeline, making an educated guess.
4. Groups will be given a sheet of information, in this example, based on their mode of transportation. They can read through to find out some information about when it was used. Students then share what they learned with the class (there are a variety of ways to structure this part, such as one stay, two stray, etc.).
5. Groups will compare what they learned and move the image to its correct spot on the timeline.
6. Students will use information they have learned to compare or discuss the relationships between events and to explore continuity and change.

Ways you could use this in Social Studies:
Students may choose to create a text (paper) or interactive (digital timeline) to visually display events in a novel, key battles in an important war, etc.

Give each student an important event from history. Create a large class timeline on the floor; see if students can correctly order the events and rationalize the order they have chosen.

Use a timeline to document family or community traditions.

Get students to explore an interactive, online timeline such as those on the Digital History Home website; students can use the timeline to choose a person of interest surrounding a particular topic (ie. Black History and Civil Rights). Many timelines include hyperlinks to biographies and related pages.

Students can create their own 2.0 timeline using Dipity or Time Toast.

Students are given a series of important technological advancements throughout history and they place them in order by date on a timeline (ie. writing, printing press, internet, steam engine, gunpowder, irrigation). They then use this information to debate what technologies may have influenced others.

References:

“Timelines: A Timeless Teaching Tool”
http://www.educationworld.com/a_lesson/lesson...
Scavenger Hunt

Basic Function:
Engages students in activity discovery; in order to be successful, students must search for meaning, answers, understanding, etc.
Get students excited and energized because they see the activity as fun since it is structured much like a game.
Fosters collaborative, problem-based learning in a hands-on and engaging way.

Steps
1. Teacher generates a story or puzzle. Once created, the teacher presents the story to the class. Usually the teacher asks a guiding question.
2. Students apply their knowledge to search for meaning and understanding (either through text, technology, their peers, etc.).
3. Students reorganize and report their findings, and share as a whole class.

Ways you could use this in social studies:
- Scavenger hunt using Google Maps (finding places on a map, landmarks, etc.) and taking screenshots for evidence.
- Virtual scavenger hunt – for example, pose a question: How were Jews treated in Germany in the 1930s? Find three online artifacts to support your answer.
- Animals of the world scavenger hunt. Ask: Where do you animals live?
- Myths and legends scavenger hunt: students pick out common characteristics of a myth (ie. Non-human characters, etc.) by searching the document and filling out a chart.
- An icebreaker scavenger hunt: “Find someone who...was born in February, likes dogs, listens to rap music, etc.” Students move around the room getting classmates to initial their sheet.

Reference:
Social Studies and the Young Learner 21 (4), pp. 20-23.

“Scavenger Hunts: Searching for Treasure on the Internet!”
http://www.educationworld.com/a_curr/curr113...
Lost on a Deserted Island

Basic Function:
Promotes creativity, questioning, and communication skills.
Encourages sharing information.
Builds a sense of community in the classroom.
Could be developed into a larger writing project that includes the picked items in the story, as the student has to describe in writing how the items could be used.

Steps:
1. Present students with the situation of being on a deserted island.
2. Have students choose 3 items that they would choose to have with them on this deserted island.
3. Allow students 15 minutes to decide on their items, write them down, and explain their use.
4. Students present their items to the class, explain their use, and answer student-led questions on their choices.

Ways you could use this in Social Studies:
- As an icebreaker
- As a sponge activity
- As a creative writing project
- As a research project

References:
“Ice Breaker Games for Middle School”
http://www.ehow.com/list_6696925_ice-breaker-...
Wonder Questions

Basic Function:
Works as a sponge activity
Promotes questioning skills and searching skills
Practice problem solving skills
Great independent work to give students, as you work with a smaller guided group

Steps:
1. Students pick or are given a non-fiction text.
2. For each picture, or a set number of pictures, students write an “I wonder” question about the picture.
3. Once completed, students then go back to the text to answer their questions – find out what the pictures mean.

Ways you could use this in Social Studies:
- As a sponge activity
- As a learning tool to search for information experience – prepares students for researching facts
- In a geography lesson, have students try to identify the locations of terrain pictures before researching/searching for the answer.

References:
http://www.teacher2teacherhelp.com/reading-st...
Interactive Slideshow

Basic Function:
Challenges students to experience some of the emotions and feelings that are tied to an event that happened in the past.
Encourages interactive learning.
Has students interact with classmates, as well as their own personal thoughts and feelings.

Steps:
1. Have an image on the SmartBoard for the students to explore.
2. The image should incorporate a lot of action or content, this will ensure that students constantly have something to contribute to the discussion.
3. Prompt students to share what they see in the image. Encourage students to reflect upon the image content in relation to emotions by asking questions such as “what might the people in the image be feeling?”
4. Have various questions prepared based on the image to ensure that discussion continues.
5. Have students act out what they see in the image. This is a simulation strategy employed within the interactive slide lecture strategy that encourages discussion while achieving vicarious involvement.

Ways you could use this in Social Studies:
- Take a significant historical event that happened in New Brunswick and teach it using this strategy. You could tailor the questions and slides to the age of the class that you are teaching.
- Display an image of the launching of Marco Polo from Saint John in 1851 for students to actively explore.

References:
History Alive! Six Powerful Constructivist Strategies. Social Education Volume 62
Number 1 January 1998
Discovery Boxes

Basic Functions
Enable students to experience and explore a subject area through the interactive use of artifacts.
Promote hands-on and open-ended exploration, encouraging students to create and pursue their own series of thoughtful and relevant questions pertaining to the subject matter.
Can serve as a point of reference for students by providing concrete and visual cues that remain in the classroom.
Engage students and spark curiosity at the beginning of a unit.
Can be used throughout a unit to reinforce learning, as well as at the end of a unit for assessment purposes.

Steps:
1. Supply a box (large enough to place a variety of objects) that includes physical artifacts related to a specific area of content.
2. Fill the box with items that engage students and reinforce the curriculum that is being taught.
3. The artifacts can be used to facilitate numerous activities, such as writing assignments, role play, etc.

Ways you could use this in Social Studies:

An Acadian Discovery Box could be used during a unit covering Acadian history. The box could include such artifacts as traditional dress, Longfellow’s poem about Evangeline and Gabrielle, an Acadian flag, journal entries written by Acadians before and after the Acadian expulsion (these could be fabricated and used for historical context), household tools used by Acadians, traditional Acadian recipes, etc. Items could be added to the box throughout the unit, and each student could be asked to contribute an item to the Discovery Box (and explain why they chose it) as a student project.
References:
“Bring Hands-On Discovery to Your Classroom”
http://www.worlddiscoverybox.com/edu
Living History Museum

Basic Function
Students research a historical figure and role play that person in a self-created museum.
Can be used to assess knowledge of students throughout and at the end of a unit.
Actively engages students in their learning and discovery.

Steps
1. Students are encouraged to choose a historical figure (a specific person or an imaginary one based on what society was like at the time) and do in-depth research of that person, including lifestyle, habits, interesting facts, etc.
2. Periodically, the teach may ask for mini role plays from students who are studying related people or cultures to illustrate a certain point. For example, the role play could be Abraham Lincoln talking to a concerned citizen.
3. At the end of the unit, students will create a museum using artifacts they have collected pertaining to the person and society, and the students will take on the personas of the people they have studied.
4. Other classes, students, and parents may be invited in to “tour” the museum, interacting with the student expert to learn more about the history of that subject.

Ways you could use this in Social Studies

Could create a museum of the fur trade, collecting artifacts and studying people involved in the fur trade.

Reference
http://publications.socialstudies.org/yl/1803...
**Gallery Walk**

**Basic Function:**
Allow students to create first impressions, inquire, and respond to a series of images, posters, quotations, or student work.
Engages students in the lesson, as it allows students to physically move around the room and reflect upon the selections in the gallery walk.

**Steps**
1. Select a series of photographs, images, posters, quotations, or students’ work.
2. Create a “gallery” around the classroom by placing these selections on the walls of the room.
3. Organize students into small groups, giving each group a pack of post-it notes or a graphic organizer. *If post-it notes are used, the students can leave their post-it notes at each station.
4. Individually, or as a group, the students write down their first impressions, questions, and observations about the pieces that are in the gallery.
5. The teacher directs the students when to go to the next station with their small group. The groupings allow the students to really have a close look at the selections in each station.
6. When all students have observed and recorded things about all things in the gallery, the teacher brings the class together as a whole.
7. Following this, allow the students to discuss their observations, ask questions, and share their impressions.

**Ways you could use this in Social Studies**
- Can be used at the beginning of a topic to engage and excite the students.
- Could also be used at the end of a unit and have the students respond to a series of questions within the graphic organizer
- Have a series of photographs and images of geographical terms that students must know/identify. Students would be given a graphic organizer where they are...
able to record things that they know about each image, or questions that they have about it.

References
“Gallery Walk”
http://www.facinghistory.org/resources/strat...

“Everyday Successes: Powerful Integration of Social Studies Content and English Language Arts”
http://publications.socialstudies.org/yl/2303...
Take a Stand

Basic Function
Allows students to express their personal beliefs, views, and opinions pertaining to a controversial topic or discussion. Students can form their own opinions and judgments within the safe space of the classroom.

Allows students to see and understand that there are many views and opinions and the classroom is a safe place to share their personal opinions on the topics being studied in the class.

Steps
1. Ask a question, give an emotionally charged statement, or introduce a controversial topic to students.
2. Ask students to take a stand in the “agree,” “disagree,” or “undecided” sections of the classroom.
3. Students will then take a stand in one of the three sections depending on how they feel about the particular issue.
4. Ask individuals in each section why they chose that section and to explain how they feel.
5. Students are allowed to change sections during this activity, and students in the undecided section are also encouraged to select “agree” or “disagree” if they hear something that resonates with them.

Ways you could use this in Social Studies
Could be used when studying rules and laws in elementary school. You could first ask students to take a stand about different school rules. This will engage the students in a discussion about the importance of the school rule, while allowing them to have their own thoughts and opinions about it. Following this, you could move into different laws, naming certain laws and asking students to take a stand.
References

“Can Controversial Topics Be Taught in the Early Grades? The Answer Is Yes!”
http://publications.socialstudies.org/se/6001...
Shift It

Basic Function
Encourages students to use their critical thinking skills, teach them to apply and analyze using their knowledge, and to improve collaboration within group work.

Steps
1. Choose a book or a situation in history that students can gather information about.
2. Students are divided into groups and each group is given a set of cards with the following categories: setting/person, time, and culture.
3. Students begin to take turns drawing cards from the pile.
4. If the setting/person card is drawn, students begin to discuss how the situation/story in the book would be different if it were told through a different narrator. By changing the perspective of the characters, an alternative account of the events is developed.
5. If the time card is drawn, the students brainstorm ways that the situation/story in the book would change if it were set in a different time period (for example, in the 1980s or present time).
6. If the culture card is drawn, the students discuss how it would be different if it was set in an alternative culture or place.

Ways you could this in Social Studies

This could be used in studying Canadian history. A book could be read to the students about the first explorers in Canada and then they could break into groups to use this strategy to analyze their new information. For example, with the setting/person card, they could discuss how the arrival of the explorers would have been viewed differently by the explorers themselves versus the native people already on the land.
Reference

"Living in the Global Village: Strategies for Teaching Mental Flexibility"

http://publications.socialstudies.org/yl/2302...
Small Group Hypothesis Activity

Basic Function:
Encourages students to analyze information and to think “outside the box.”
Encourages the use of imagination and the application of knowledge to determine significance of a particular event.

Steps
1. Students are divided into small groups of 2-3.
2. Each group is given a historical document, ideally one that they are familiar with. If they are not familiar with it, time should be allotted to allow them to read and interpret the document.
3. Once students have an understanding of the document, they are asked to imagine that the document never existed. As a group, they discuss this idea and the implications that it may have had on history and how we live today. What would be different? What would be positive changes and what would be negative changes?
4. To conclude the activity, the class joins back together and whole group collaboration begins.

Ways you could use this in Social Studies

This could be used in teaching Canadian history. The students could be given the British North America Act/Constitution Act of 1867 to analyze. They would then be asked to determine what Canada may be like today if this Act had never existed. To relay their ideas to their classmates, each group could design a role play depicting a scene from present day Canada without the existence of the British North America Act

Reference
"Suggested Methods for Integrating Primary Sources into Classroom Instruction"
http://publications.socialstudies.org/se/6707...
Word Walls

Basic Function
Creates a list of words that students are expected to know/learn during the year.

Steps
1. Introduce new sight/spelling word(s).
2. Sound the word out.
3. Talk about what the word means.
4. Spell the word with students.
5. Attach the word to the wall.

Ways you could use this in Social Studies
- If teaching grade 3 and looking at New Brunswick, you could use it for different cities in the province, counties, and rivers, or even to list New Brunswick terminology.

References
“Classroom Strategies”
http://www.readingrockets.org/strategies/word...

http://www.publications.socialstudies.org/yl/...
Collages

Basic Function
Creates a visual display that students can use to understand a topic better.

Steps
1. Give students a topic.
2. Provide students with magazines, scissors, glue, and paper.
3. Ask students to cut out things that they think relate to the given topic.
4. Ask students to do a write up justifying why they chose the pictures they did.

Ways you could this in Social Studies
- If you were teaching You and Your World to Kindergarten you could have make a collage of their five sense. You could assign different groups to different spots in the room and they could each have a different sense.

References
http://www.publications.socialstudies.org/yl/...

http://www.artfulparent.com/collage-art-ideas...
Jigsaw /Jigsaw II Method

Basic Function
Grouping method designed to have students become the experts on a certain topic and then peer teach that topic to other members of the class. (Jigsaw I)
Jigsaw II also demands group and individual accountability for teaching and learning.

Steps
Jigsaw I:
1. Students work in groups and each member of the group is provided with information that is different from all of the other members.
2. Students will then reorganize into “expert” groups with students that have the same information as they do. They discuss and learn about their subject area until they feel confident that they understand their part.
3. The “expert” groups then reform with their “home” groups in order to share and teach the other students about the information they have learned.

-OR-
Jigsaw II:
1. Follow steps 1-3 for the Jigsaw I method.
2. After peer teaching, the activity becomes focused on team success – in the form of an assessment or competition.
3. Team scores can be created based on knowledge of the subject matter of each member of the group. Each student will have to take part and be accountable.

Ways you could use this in Social Studies

Could be used during a unit on ancient civilizations studying the medieval time period. Each of the “expert” groups could study a different class of people (i.e. peasants, nobles, etc.). They would then come back to their home groups so that all students would learn about each part of the feudal system. You could even go one step further and have the group use the information they gather from each other to create a group diagram of the hierarchy and main points.
You could this activity with many different aspects of an ancient society. Perhaps you want students to learn about landscape, geography, legal systems, democracy, and trades of ancient Greece.

The Jigsaw strategy caters to any subject that can be divided into concrete categories like this.

References

http://olc.spsd.sk.ca/DE/PD/instr/strats/jigs...
Word Splash

**Basic Functions**

Familiarize students with important vocabulary words relating to unit
Create and explore comparisons and contrasts between meanings of words
After a unit you can use them for review of important concepts and a bridge into new material
Use as a final assignment for students to create and defend a word splash relating to a particular part of the unit/content

**Steps**

1. Student/teacher has an individual piece of paper or chart paper.
2. Put the main topic in larger print and you can categorize similar terms by color and show the importance by the size of print you use.
3. Students can be creative with their word splashes, but should be able to defend or explain why they organized/designed it the way they did.

**Ways you could this in Social Studies**

Could be used in all areas of social studies – in particular students could put Landforms of New Brunswick and design it so that the more common landforms found in New Brunswick are printed larger. Water and land landforms could be categorized by color

**References**

http://www.teachingforexcellence.com/strategy...

http://www.wordle.net/

http://georgetownisd.org/ccorner/socstudies/...
Chapter Tour

Basic Functions
Can be used as a pre-reading strategy that introduces students through visual representation and organization to the overall theme of the reading, such as progress, change, or crisis.
Can also be used as an end of chapter/unit project where the students review the material learned in the chapter and create an interactive tour of what was learned.

Steps
1. Have students browse through the chapter in the textbook (pre-reading).
2. Have students make notes of what the titles of sections are and the main ideas of each section.
3. Create a story board of what they think will be the main ideas of the chapter.
-OR-
1. At the end of a chapter or unit, have students create a story board on what the main themes and ideas were
2. Have students design them in a simplistic, but informative way.
3. Assess the material they present in their chapter tour story board.

Ways you could use this in Social Studies

This can be incorporated into any Social Studies chapter or unit.

References
http://georgetownisd.org/ccorner/socstudies/1...

http://www.usd416.org/pages/uploaded_files/7c...
Rap

Basic Function
For students to create a rap to help them remember information, tell a story, or put events in a particular order.
Students are able to learn the material in a fun and “cool” way
By placing information to music, students often remember it better, especially if they have composed the piece themselves.
Students have to learn summarize and have an understanding of the material in order to create the rap making this a great assessment tool.

Steps
1. Students create summarize and put the material that they are going to rap about together.
2. Students create the lyrics to the rap and come up with a beat to rap it to.
3. Students practice and then perform the rap for the class to show their understanding and memorization of the concept(s).

Ways you could use this in Social Studies

- Create a rap about when the Explorers came to New Brunswick and settled here
- Write a rap about different places or landmarks in New Brunswick.
- Students could create a rap about the symbols, rivers or counties of New Brunswick or its industries.
- Students could compose a rap about the different political parties in New Brunswick.

References
Literature Detectives: Comparing Sources

Basic Function
For students to learn how to compare sources and recognize biases when doing research.
Provides students with the tools they need to compare resources and understand the importance of looking for bias or misinformation in material.
Students have to think critically and analyze the material.

Steps
1. Give students three different reading sources on a particular subject.
2. Students have to read the material and answer the same three questions according to the material.
3. Students reflect on their finding and try to find the biases or contradictions between the materials and come to their own conclusions on the subject.

Ways you could use this in Social Studies
- Students are given different books with varying views about Christopher Columbus.
- Perform a study of the history of the Native Americans in New Brunswick and how they were treated.
- Conduct a study of the expulsion of the Acadians using this strategy.

References
Re-enactment

Basic Functions
Gets students invested in learning about the topic as they aspire to be historically correct
Makes students eager to learn about historic events
Builds a sense of community
Students learn about the customs and costumes of the period as well as the history
Allows students to showcase what they have learned for teachers and parents

Steps
1. Teacher decides what units of study could be conducive to a re-enactment and what exactly will be the focus of the lessons. Students need to learn the essential ideas, while still developing the knowledge necessary to pull off this event.
2. Class starts the unit on which the re-enactment will be based several weeks (2-4) before the re-enactment is to take place.
3. Define a plan of action to prepare for the re-enactment.
4. Students and teacher must do in-depth research of the historical event before they have enough information to recreate the event. The more all parties involved know, the better.
5. Students will learn the customs, etiquette, and behaviours that were common in that era and in the specified area. This will help the students act in a genuine manner when the enactment takes place.
6. The students then develop costumes for the re-enactment. The more realistic the better, but only within reason.
7. Present students with rubrics of what they are looking for in the re-enactment before it begins.
8. Once everything is prepared, the re-enactments will take place, and other classes or parents may be invited in to watch the performance.
Ways you could use this in Social Studies

Students in New Brunswick doing the grade 5 Social Studies curriculum look at First Nations people and the fur trade. Some students could play explorers like Champlain exploring the nation, and other could play different First Nations people. How would they greet the foreigners? What kind of food did they eat? What kind of trading did they do? Why do their dwellings appear as they do?

References:
Jones, Rebecca N. (2001) Victory in Europe: A Reenactment of VE Day 1945, Social Studies & the Young Learner Volume 14 Number 1 September/October 2001

Situational Learning

Basic Function
Often used to talk about difficult issues and moral dilemmas, but can be used for any issue which is likely to generate more than one point of view.
Has students explore academic knowledge, skills, and attitudes to make informed decisions.
Engages students in debates, discussions, and writing assignments.
Allows students to construct social encounters.
Students choose their own situation and structure personalized outcomes that may or may not be predictable.

Steps
There are three situational learning strategies that can be used to explore moral dilemmas applicable throughout social studies.

Y Strategy:
1. Students start with two large “Ys”
2. The “Y” becomes the thinking prompt and the writing structure.
3. The student first identifies the moral problem.
4. The first “Y” is used to list potential causes or choices of action.
5. The second “Y” looks at potential outcomes or consequences.
6. The students use each stem of the “Y” to write their three causes on the first “Y” and three consequences on the second “Y”.
7. Students then discuss in pairs, small groups, or with the entire class.
8. Helps students clarify what constitutes a problem and expands their view of the world around them.

-OR-

Points on a Continuum:
1. Choose a scenario in which students differ vastly in their positions.
2. During the reading of the scenario or story the students record different positions or points on individual post-it notes.
3. Students post their answers along a continuum with opposite positions at opposite ends of the continuum.
4. Students then discuss and debate the different positions and possibly advocate one course of action.
5. Good for classroom dilemmas. For example, if several of the teacher’s books have gone missing from the class library, the teacher can have the students think of possible consequences for what has happened. Students can then put the ideas on the continuum and discuss/debate the best course of action/future preventative actions. Students then can have a say in setting the classroom rules.

-OR-

Quote Without Commentary:

1. Promotes clear communication and provokes critical thinking. Students sit in a circle – this shows that all participants have a vote, a voice, and value.
2. Students listen to a brief description of the conflict and take some notes.
3. The students are exposed to the full scenario/story.
4. Each student is given 5-10 minutes to write a reflection.
5. One student reads their statement and no one is allowed to interrupt, comment, or respond to the quote.
6. One by one, around the circle, all students share their quote.
7. Everyone must participate up to this point.
8. The students then have the option to respond, comment, or add to their own reflections. Not all students have to participate.
9. Continue until no one has anything new to add.
10. The students may opt to create a list of comments for the group to consider.
11. For assessment, the students can be asked to write about what they have learned about themselves and others from participating in this process.

Ways you could use this in Social Studies:

In the grade 3 Social Studies curriculum, students are asked to look at citizenship. This is the perfect time to introduce these strategies. A book such
as “Hey, Little Ant” or “Amazing Grace” could be read and students could be asked to consider what the dilemma is and to generate possible causes and consequences. This can be used to teach students about the importance of rules, laws, and moral behaviour.

References

Mock Trial

Basic Function
Students embody a character to discover and learn the ins and outs of a court proceeding.
Students will learn new terminology and they are introduced to various aspects of legal and criminal trials.
Forces students to think critically and examine both sides of a debate and be introduced to the concept of conflict resolution.

Steps
1. Teacher gives students information about a particular topic that is controversial. At this time, review legal terminology to ensure all vocabulary is understood by the students. Ensure that all students understand the content of the information before taking the next step.
2. Assign students the character, person, or perspective in which they will represent during the trial. Possible characters may include: judge, jury, defendant, prosecutor, lawyer, witnesses, etc.
3. Students are given time to read more in-depth about the character/perspective that they are embodying for the trial. The teacher must provide necessary resources on the topic. Mock trials can also be done using a scripted trial in the primary years.
4. All students come together and act out the trial as a class.

Ways you could use this in Social Studies

In a grade 3 class you may divide students into defendants, prosecutors, and jury members. A good topic for a mock trial to meet the curriculum outcomes at this level would be whether Fundy Provincial Park should be a National Park or a Provincial Park. This topic would force both sides to discover more about how the decision is made and what the differences are between National and Provincial Parks. While the defendants (those who believe it should be a
National Park) and prosecutors (those who believe it should be a Provincial Park) develop their cases, the jury members would focus on gaining general knowledge about current National/Provincial Parks and develop questions to ask the defendants and prosecutors.

- Explore political (national, provincial, or school elections) campaigns to determine what each representatives strengths and weaknesses are.
- Learn about a commercial or criminal trial that has had a lasting impact on society.
- Study critically a controversial topic.

References

“Kids Court- Gold E. Locks Mock Trial Script”
http://kidscourt.law.utah.edu/wp-content/uplo...

“Teacher Resources- Mock Trial Information”
http://19thcircuitcourt.state.il.us/services/...
Multiple Perspectives

Basic Function
Helps students see different perspectives of events that have happened throughout history, to encourage critical thinking and help to foster a non-biased learning environment.

Steps
1. Provide students with materials collected and transferred from primary sources, secondary sources, and fiction literature on a certain topic.
2. No set formula, but can be done through simple questions about how every character in a piece of history may have felt during a certain event in time.

Ways you could use this in Social Studies
Could be used to critically learn about different perspectives in history, such as Christopher Columbus’s exploration. Have students look at the Tiano men, women, and children, and how they would have felt during this time, rather than just looking at the goals and motives of the explorers. It is important to always ask questions about how they would have felt and how certain events may have affected them.

References
http://publications.socialstudies.org/yl/2302... andhttp://publications.socialstudies.org/yl/1801...

http://www.goodreads.com/shelf/show/multiple-...
Six Hats Strategy

Basic Function
Helps with the thinking process of social studies by allowing different students to have different roles to enhance critical thinking.

Steps
1. Collect 6 hats for your students to wear and rotate.
2. The blue hat represents the process.
3. The white hate represents the facts.
4. The green hat represents creativity.
5. The yellow hat represents the benefits.
6. The black hat represents the cautions.
7. The red hat represents the feelings.

Ways you could use this in Social Studies

References
Real-World Problems: Engaging Young Learners in Critical Thinking
http://publications.socialstudies.org/yl/2404...

http://www.mindtools.com/pages/article/newTED...
**Awareness Poster**

**Basic Function**
Engages students to come up with strategies which will build cooperative problem-solving skills that challenge students.
Illustrates a problem or an issue that students can address and make others aware about.
Involves in-depth thinking and problem solving, while allowing students to express what concerns they might have of the topic.

**Steps**
1. Investigate: Teacher and students investigate the topic which has either been developed or assigned. Investigation typically involves some sort of research and mapping activity.
2. Planning and Preparation: Teacher and students plan the learning and service activities and address the administrative issues needed for a successful project. (This will depend on the subject or topic, but teacher and student should collaborate on how the poster will be set up.)
3. Action: Teacher and students start preparing the poster with the information and images found based on their topic. It should be at the hands of the student how they want to organize their poster. This will help students develop important knowledge and skills.
4. Celebration/Demonstration: In the final step, students share what they have learned and the issue they chose to discuss. Everyone in the class will celebrate each other’s hard work while learning about different problems and issues.

**Ways you could use this in Social Studies**

In a second grade class when teaching recycling, the students can investigate to what extent does the class/school recycle? Students will gather trash found in their class and on the playground and then sort their trash in a large, open area. With help from the teachers, students make a web, labeling the different types of
trash found the playground/class. After, the students construct a vertical bar graph showing the quantity of each type of trash that was collected they would then create an awareness poster demonstrating their findings. Furthermore, they could display their posters in the school to help educate and encourage cooperation from their peers.

Reference

http://www.revelstokecurrent.com/2013/01/25/k...

http://bighugelabs.com/motivator.php
DBQ (Document Based Question)

Basic Function:
Requires students to thoroughly examine and process ideas about a specific item, such as: a poster, a document, or a picture. Students will then be able to answer specific questions about the item.

Steps:
1. Students are given a document, such as a picture, a written document, or a poster.
2. After students familiarize themselves with the item, the teacher will hand out questions specific to the item. Questions could include: “Who do you think the intended audience for this article is?” “What are your feelings about this event?” “Does this event remind you of something that has happened in the past?”

Ways you could use this in Social Studies

- Could be used to compare two events in history to show differences and similarities between them.
- Could be used to compare two photos taken from two different points of view.

References
“Occupy Wall Street: Examining Current Events as They Happen”
http://publications.socialstudies.org/yl/2404...

“Using DBQ’s to Teach History:”
http://www.buzzle.com/articles/using-dbqs-to-...
Focus Activity

Basic Function
Students get the chance to know what is going to happen during the day’s topic.
Introduces document analysis.
Becomes a regular activity at the beginning of each class.
Students will understand the point and the purpose of the class.
Begins a discussion.
Develops students’ abilities to organize well.

Steps
1. As soon as students walk into the room, hand them a document. For example, at the door or leave it on their desk.
2. Students have to read it and begin a discussion with the teacher.

Ways you could use this in Social Studies
- In history (reading about a character from the past), asking students about a character or about an event and students would have to get ready in an amount of time students should be ready to answer questions
- In geography, it could be used to learn about a country
- In politics, it could be used to learn about the political parties in a country.

References
http://publications.socialstudies.org/se/6707...
Visualization Exercise

Basic Function
Gives to students the opportunity to visualize information about a subject
Viewing or analyzing materials such as graphics
Visualize: To form a mental image
Students will get better at reading if they can learn how to visualize
Students will develop creativity and imagination
Students will get the chance to imagine

Steps
1. Develop students’ abilities to visualize.
2. Show photographs, maps, or other visual materials to introduce students to a new subject.
3. Note what students know about the subject and what they need to know.

Ways you could use this in Social Studies
In history, students would get the class decorated from the timeline that we are studying, such as when Canada was discovered and ask students to visualize when people were forced off their land.

References
http://publications.socialstudies.org/yl/1801...http://publications.socialstudies.org/se/6607...
http://www.key-hypnosis.com/Self-Help/Visuali...