Synectics

Use synectics to help students make figurative connections using evidence to support their reasoning.

Students will use the information they've learned.

Students should write down their explanation and be prepared to share.

- http://opi.mt.gov/pdf/MBI/14Summer/Dotter/VisualSynectics.pdf

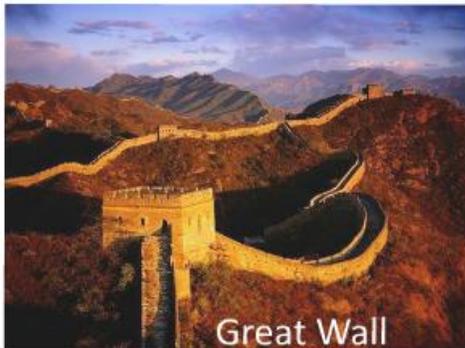- https://iseewhatyoumean.wikispaces.com/Visual+Synectics

Choose one of the pictures provided and explain in a FEW COMPLETE SENTENCES why you think that image best represents your thoughts.

Chopsticks

Dragon

Great Wall

Lantern

Storyboard/Comic Strip/Graffiti Board

This option offers artistic and creative students the opportunity to express their comprehension.

Students use visual images to represent their learning.

Comic Strip – John Locke and Natural Rights. Lesson from iCivics.org

Political Cartoon- Commentary on NSA Surveillance.

Story board Group Response to Thomas Friedman's article about Globalization.
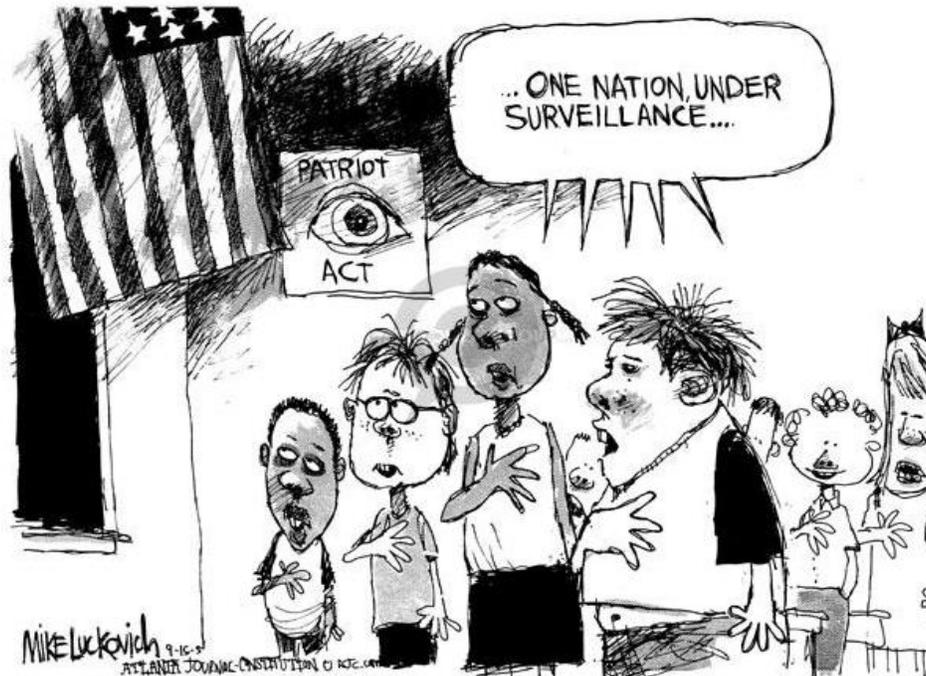
Political Cartoon Analysis

Using political cartoons in class enhances the discussion and helps students recognize point of view, literary devices used to influence, etc.

Why not allow students to show their learning of an objective through analyzation of a political cartoon?

- http://www.loc.gov/teachers/*clas*sroommaterials/primarysourcesets/political-cartoons/pdf/teacher_guide.pdf
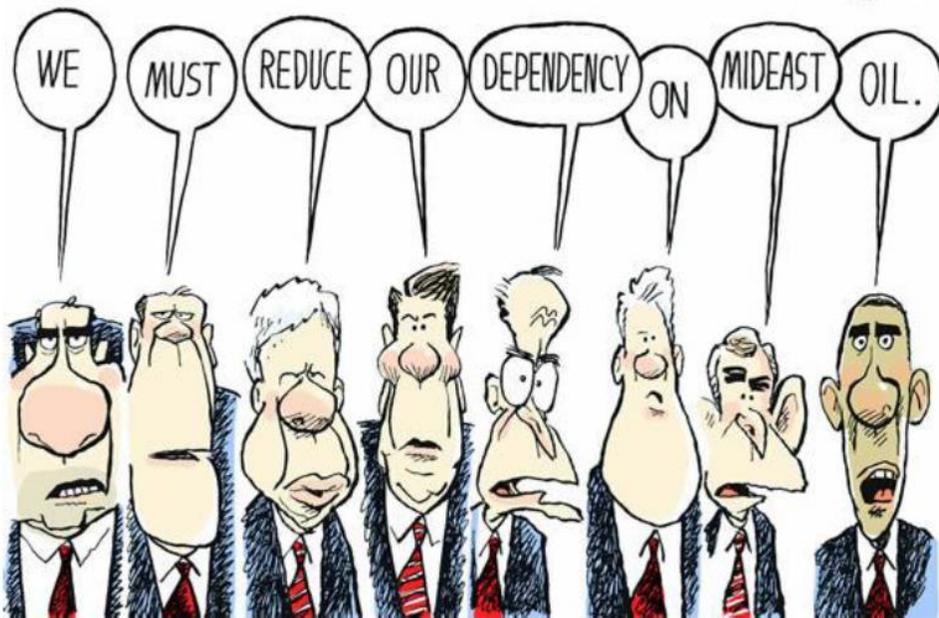
Name: _____ Period: _____ TOTAL POINTS: _____ /100

Middle East Assessment: Interpreting Political Cartoons:
Choose three political cartoons and complete a graphic organizer for each.
You may not choose three cartoons on the same topic.

Name of political cartoon		POINTS
What is the message of this cartoon AND identify/ explain at least one of the techniques used to express this message. Answer in Complete Sentences!		/10
Make three in-depth connections about how this cartoon is related to your notes and/or class discussions DO NOT REPEAT! Answer in Complete Sentences!		/5
		/5
		/5
		/5
	Points	/25

Socratic Circle

Socratic Circles require students to:

- Read and annotate a text
- Create discussion points and questions to involve themselves in the dialogue

I divide this assessment into 4 grades

- Annotation of text
- Inner Circle Participation
- Outer Circle Feedback (Listening and taking notes)
- Reflection- Final thought on topic

Laura Hinds presented this yesterday- her handouts are online

Prep Work:

- Read, analyze, and annotate the text. Prepare discussion questions.

- Good discussion questions can't be answered with a YES or NO and there is no "right answer."

- A good discussion question sparks a good conversation and allows everyone to share out their own opinion or interpretation of the text. Students can use Q chart to help develop questions.

Question Creation Chart (Q Chart)
Directions: Create questions by using one word from the left hand column and one word from the top row.
The farther down and to the right you go, the more complex and high-level the questions.

	Is	Did	Can	Would	Will	Might
Who						
What						
Where						
When						
How						
Why						

Adapted from www.educationoasis.com

During class there will be two different groups. **By the end of class, you will participate in both groups.**

Inner Circle: The inner circle is where the conversation takes place. The teacher will start the group with a question. It is then the job of the students in the inner circle to keep the conversation flowing. After giving the first question, the teacher shouldn't have to speak again.

- Use your Annotated text and the discussion questions you've keep the discussion flowing.

- Listen respectfully to what all the students are saying

- Encourage all other students to participate (When asking a question, you can direct it towards someone who hasn't spoken yet. This may help them join the conversation).

- Try not to dominate the conversation

- Disagree respectfully. This is not a debate and the goal is not to be right or prove others wrong.

- Explain why you think what you think! Don't just say you agree or disagree, explain WHY you feel that way.

Outer Circle: The outer circle observes the conversation taking place in the inner circle and completes feedback form.

- Do not talk while in the outer circle.

- Listen carefully to the ideas being presented.

- Focus on who is asking good questions; who speaks the most, who leads the group, etc

- Fill out the Outer Circle Feedback form while listening.

Simulations

A simulation allows students to demonstrate knowledge of a concept by applying it a class structured activity.

- Mock Trial (Laura Hinds presented yesterday- Handouts are online)
- Survivor/Shipwrecked/Lost – an experiment in creating your own country
- Black Friday Shopping
- Mock Peace Summit
- Family Budget

Be sure to have:

- Clear objectives/learning targets
- Specific rubric as guideline
- Teacher keeps anecdotal notes through simulation.
- Participation points
- Group Evaluation

Public Deliberations

"Deliberation is an approach to politics in which citizens, not just experts or politicians, are deeply involved in community problem solving and public decision making. Working with trained facilitators who utilize a variety of deliberative techniques, citizens come together and consider relevant facts and values from multiple points of view; listen to one another in order to think critically about the various options before them and consider the underlying tensions and tough choices inherent to most public issues; and ultimately seek to come to some conclusion for action in the form of a reasoned public judgment." http://cpd.colostate.edu/about-us/what-is-public-deliberation/

My colleagues and I were trained in public deliberation at the Mathews Center in Montevallo, AL. http://mathewscenter.org/resources/

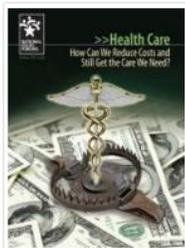## How do Citizens Talk about Public Issues?
Some Key Characteristics of Debate, Dialogue, and Deliberation

Debate (Taking a side)	Dialogue/Discussion (Socratic Circle)	Deliberation (Finds a solution)
Contest	Explore	Choose
Compete	Exchange	Weigh
Argue	Discuss	Decide
Promote opinion	Build relationships	Make decisions
Persuade	Understand	Understand
Seek majority	Seek understanding	Seek integrative decision
Dig in	Reach across	Find common ground
Choose solution	Develop understanding	Framed to make choices

Finding an Issue to Resolve- https://www.nifi.org/
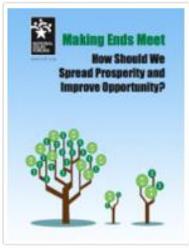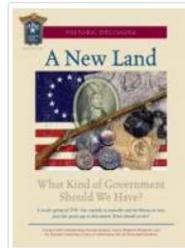
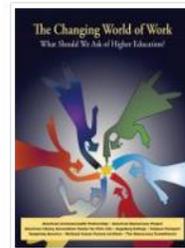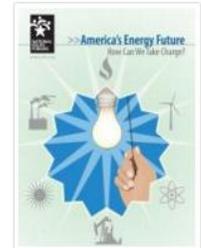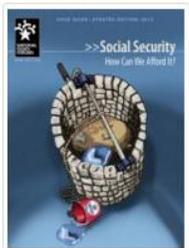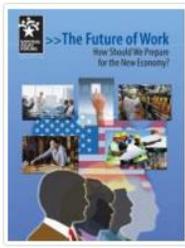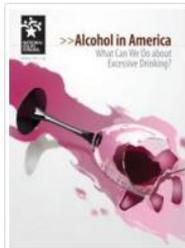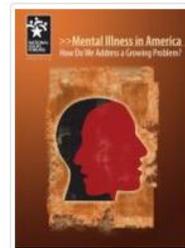|		
Making Ends Meet: How Should We Spread Prosperity and Improve Opportunity?	Health Care	Over the Edge
HISTORIC DECISIONS: A New Land	The Changing World of Work	America's Energy Future
Social Security: How Can We Afford It? Updated Edition 2014	The Future of Work	Alcohol in America
America's Future	Mental Illness in America	A Nation in Debt (2014)

Keys to success

- Planning, planning, planning

- Making a clear goal of mastery

- Making a rubric for student expectations

- Structuring the overarching question they answer

- Creating diverse groups for them to discuss with other

- Making sure there is enough time to do it all.

Ink Think - Writing

Opportunities to Assign Reading

- Persuasive Writing

- Expository Writing

- Collaboration with English Department

Types of Activities

- Essay questions/ short answer

- Alternatives to Book Reports: http://www.ncte.org/library/NCTEFiles/Resources/Journals/EJ/0871-jan98/EJ0871Ideas.PDF

- Summary Strategies

- Graphic Organizers

    - https://makessensestrategies.com/free-graphic-organizers

    - https://www.eduplace.com/graphicorganizer/

    - http://www.teach-nology.com/worksheets/graphic/

    - http://www.thinkport.org/graphic-organizers.html

- "Writing frames are structures or overviews that provide learners with the amount of scaffolding they need to complete effective pieces of writing. The goal of writing frames is for the flow of writing to become internalized by the writer so that a physical frame is no longer necessary."

A Chronological Order Frame:

At the end of _____, what happened was that _____. Prior to this, _____. Before that, however, _____. This whole sequence of events began when _____. The most important event to occur was _____ because _____.

http://iss.schoolwires.com/cms/lib4/NC01000579/Centricity/Domain/3015/Frames%20Article%20with%20Content%20Examples.pdf

You can use/create writing frames to help poor writers to use evidence to support a claim

Name: _____   Period: _____   **POINTS:** _____/30

Global Issues Analysis: Writing Frame If you could solve one global issue... Look over each of the issues we've discussed. If you could completely solve or fix one problem, which one would it be? THINK before writing your answers! When you are ready, complete the chart below in _COMPLETE SENTENCES!!!_ Remember, complete sentences begin with a capital letter and will end with some sort of punctuation!

What issue would you solve?		POINTS
Describe this global issue (look at your notes) _COMPLETE SENTENCES_	Detail 1:	/3
	Detail 2:	/3
	Detail 3:	/3
Why do you think this issue is the most important issue to solve? _COMPLETE SENTENCES_	3-4 Sentences	/12
What would happen if this issue got better? List at least TWO ways life would improve _COMPLETE SENTENCES_	Improvement 1:	/3
	Improvement 2:	/3
How can we help? _COMPLETE SENTENCES_	What a 7th grader can do to help:	/3
	How the action above will help the issue:	/3

Leigh Stovall - Social Studies Session @NUTS AND BOLTS

Ink Think - Reading

Opportunities to Assign Reading in Social Studies

- ■ Topical articles to support class content

- ■ Novels

- ■ Summer Reading

- ■ DQB

Types of Activities

- ■ Use Reading strategies – chunk/ reciprocal teaching / Guided questioning

- ■ The Learning Network- New York Times Education Blog

RESOURCES

- ■ Jr. Scholastic/ Upfront

- ■ Primary sources and Secondary sources

- ■ National Archives

- ■ Current events articles

- ■ Newsela - Let's you pick the Lexile score for articles

- ■ Library of Congress

- ■ Read Works

- ■ Tween Tribune

- ■ DBQ Project

Primary and Secondary Resource Sites

- ■ www.archives.gov

- ■ http://www.loc.gov/teachers/usingprimarysources/finding.html

- ■ http://www.smithsoniansource.org/tea/viewdetails.aspx

- ■ http://www.concordia.edu/resources/ctx-library/research-help/recommended-websites/

- ■ http://legacy.fordham.edu/halsall/index.asp

- ■ https://www.gilderlehrman.org/

Ink Think ~ Websites and Resources

Resources

- iCivics www.iCivics.org

- Newspaper Map of the World http://newspapermap.com

- Flocabulary www.flocabulary.com

- Teaching Tolerance http://www.tolerance.org/classroom-resources

- Teaching History http://www.teachinghistory.org/teaching-materials