



DESIGN THINKING FOR SOCIAL STUDIES TEACHERS



CATHEDRAL THINKING

- ▶ Community (network) approach with strong role for experts
- ▶ Planning for long-term uses that are different than the immediate needs and challenges
- ▶ Project may never really be completed, but at some point it needs to be used

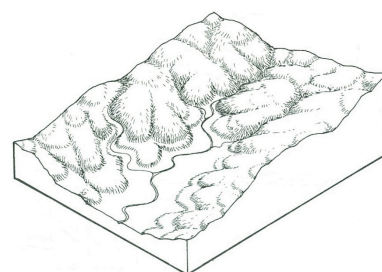


OLD GROWTH MINDSET

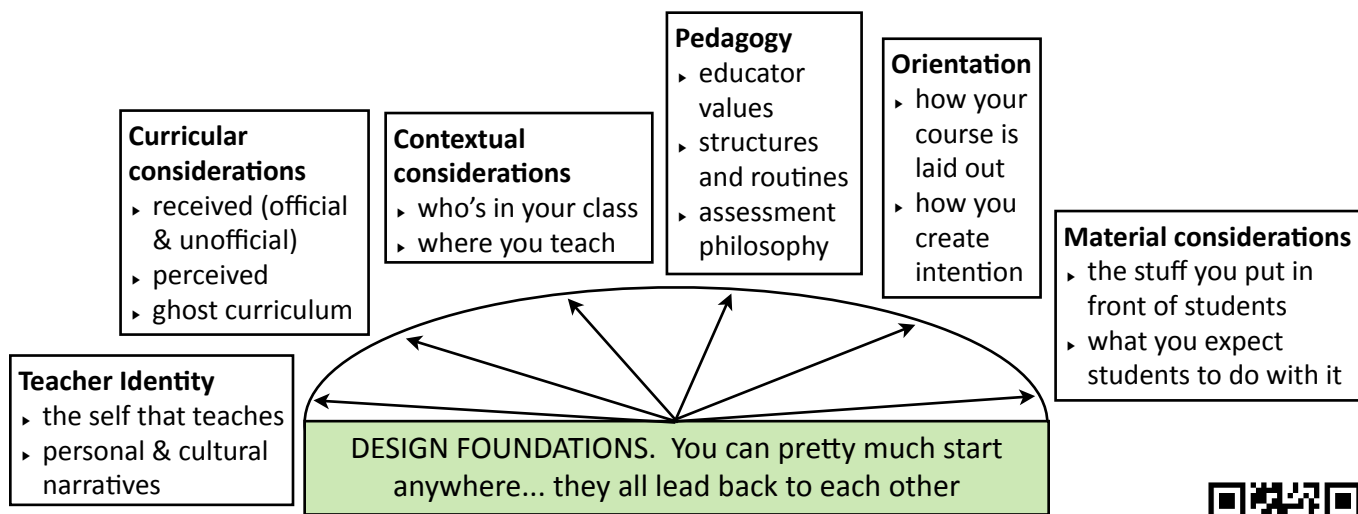
- ▶ Class as an ecosystem with necessarily different functions but focused on long-term health and diversity of the community
- ▶ Continuous decay and renewal within set patterns
- ▶ Old growth specimens: denizens of the forest and nurse logs



THE FLUVIAL MODEL



- ▶ Lessons from the river: stream competence vs stream capacity
- ▶ Different roles for young and old, trust and community necessary for system success







Workshop links / resources:
thielmann.ca/presentation-notes



- **Tinker:** All students can think critically and creatively; using hands-on primary and secondary sources and artifacts provides multiple access points for students to do so, and suggest the way for broader community connections and applications of learning.
- **Thinker:** All students are capable of using the six historical and geographic thinking concepts to make sense of their worlds and express their understanding; when done together this forms the basis of learning communities rooted in thinking.
- **Storyteller:** All students have powerful stories to tell, developed through techniques such as heritage inquiry and narrative writing; the roots of personal and cultural identity are intertwined with all aspects of curriculum
- **PIE:** Place in Education -- all learning is influenced strongly by context and deep connections to place, and is made more authentic when teachers and students work intentionally with notions of place.

INTRODUCING "THE CAPACITIES"

	"I can" STATEMENTS	KNOW / DO / UNDERSTAND	EXAMPLES
Foundations ability to comprehend and organize subject/course related knowledge and understandings	<i>I know about themes and examples from history, geography, and society.</i> <i>I have a sense of the world in which I live and my story within it.</i>	 ++++ + ++ more about curricular content, acquiring knowledge, and breaking down the big ideas	categorization, annotated map, simulation game, lecture notes, lesson guides, group poster, response guide, question/answer (aka bookwork), test/quiz, graphic organizer, identifying arguments, read for understanding, pose questions of the curriculum
Skills ability to apply hard & soft skills and successful habits or mindsets in Social Studies	<i>I apply what I have learned to theoretical and real-world problems.</i> <i>I have picked up skills and found the relevance in Social Studies.</i>	 ++ ++++ + more about applying the skills aspect of the curricular competencies to content-related problems	annotated timeline, thematic map, research outline, decoding activity, graphing exercise, GIS computer tutorial, bibliography, letter to the editor, socratic circle, debate, locating appropriate primary sources, deconstructing an argument or claim
Thinking ability to use critical thinking concepts with source evidence in order to draw conclusions	<i>I interpret, form opinions, and gain understanding from data and evidence.</i> <i>I have a sense of how human nature has played out on the world.</i>	 + +++ +++ more about using the critical thinking aspects of the competencies to understand the big ideas	current events response template; categorization of data by theme; analysis and comparison of primary sources such as statements, maps, records, paintings, letters, and photographs, evaluation of a claim; predicting geographic change; building an historical account
Connection ability to express findings, respond to inquiry, synthesize and apply learning in real time	<i>I follow different kinds of inquiry steps and express my learning effectively.</i> <i>I make authentic connections to the stories of others.</i>	 ++ ++ +++ more about putting both competencies and content to work to show learning about the big ideas	research essay, portfolio presentation, creative writing or artwork, embodied performance, class demonstration, use of driving questions and inquiry cycle, poster display and lecturette, response to an essential question, community action