Teaching Self-Management Skills Through Social Studies Content Lessons

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Candidates learn to teach self-management skills of criteria setting and self-evaluation using the TIEL lesson plan to formulate questions that elicit thinking and social emotional learning. Plan guided practice that teaches students criteria-setting and self-evaluation skills. Learning to explicitly teach evaluation skills within lessons prepares candidates to expand the teaching of self-management skills to include planning and decision making within a project-based unit culminating project.

"...come awake to the colored, sounding, problematic world." - Maxine Greene

We wonder:

<table>
<thead>
<tr>
<th>Mastery</th>
<th>Ethical Reasoning</th>
<th>Empathy</th>
<th>Appreciation</th>
<th>Reflection</th>
<th>Qualities of Character</th>
<th>Thinking Operations</th>
</tr>
</thead>
<tbody>
<tr>
<td>- empathy</td>
<td>- fairness</td>
<td>- honesty</td>
<td>- caring for others</td>
<td>- self-awareness</td>
<td>- beauty</td>
<td>- meaning in life</td>
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<td>- critical thinking</td>
<td>- religious beliefs</td>
<td>- wise</td>
<td>- courage</td>
<td>- patience</td>
<td>- creativity</td>
<td>- creative thinking</td>
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<tr>
<td>- self-management</td>
<td>- wisdom</td>
<td>- resourcefulness</td>
<td>- gratitude</td>
<td>- spirituality</td>
<td>- natural</td>
<td>- divergent thinking</td>
</tr>
</tbody>
</table>

Planning lessons that address each of these pedagogical imperatives while teaching content can be especially problematic.

Lesson Objective:
After analyzing New York State's colonial historical events, students will show understanding of the chronological order of events by creating timeline cards that include an event in New York Colonial history, title, description of event, dates, and proper placement on the timeline from 1600 to 1800 and orally describing their work.

Guided Practice:
Students will use text and history books to formulate making a time line cards of events before and during the Revolutionary War between 1600's through 1700's.

Set Criteria:
Students will use text and history books to formulate making a time line cards of events before and during the Revolutionary War between 1600's through 1700's.

Teaching for Intellectual and Emotional Learning®

How can color help?

Color: Select a color for each time period.

- Revolutionary War: Red
- American Revolution: Blue
- New York State's Colonial History: Green

Procedure or Mini-Lesson:
Students will learn about the Revolutionary War. Students will follow along with notes from the Mini-Lesson.

- Students will complete a mini-lesson about the Revolutionary War.
- What do you know? What do you want to know? Ask the students what they want to know.
- Assessment: Teacher will write students' responses during discussion and make notes on their work. Students will self-evaluate their work.

Assessment Product:
Timeline cards, placing them in order, sharing.

Criteria for Evaluation:
Title, year, event, picture, accurate information from books, colorful, readable, placement in chronological order, time management.