

TEACHING SOCIAL STUDIES PRESCHOOL - 8
Dr. Ava L. McCall
EVALUATION OF ELEMENTARY AND MIDDLE LEVEL SOCIAL STUDIES TEXTS

Your evaluation will be based on complete responses to each question.

1. Name of text, publisher, publishing date, grade level, and authors
2. Main topics of text (from the table of contents)
3. Review both the teacher's edition and students' text for recommended resources. What resources are suggested which students might use independently to learn more about the topic, such as trade books, videos, or web sites? What resources are suggested for teachers to use to gain additional background knowledge on the topic or to use with students in the classroom, such as texts, guest speakers, field trips, audiovisuals (pictures, videos, and maps.), and computer and internet resources? What resources are suggested which would especially be effective with English learners or students with special learning needs? What is your overall evaluation of these resources?
4. Review both the teacher's edition and students' text for suggestions of activities. Give examples of the variety of activities suggested in both texts and your evaluation of their ability to appeal to diverse students' learning styles, including English learners and students with special learning needs. Explain your evaluation of the usefulness of the activities to accomplish worthwhile social studies goals. Describe your evaluation of their appropriateness for the developmental level and learning needs of the students. Explain ways the text and suggested activities will help students relate the content to their own lives yet go beyond to new knowledge. Describe your analysis of the text and its ability to go beyond the obvious knowledge children have and go into enough depth to be meaningful. Articulate your evaluation of the educational benefits for students to justify the amount of time and trouble the activities will take. Explain your overall evaluation of the activities and examples to support your conclusion.
5. Review both the teacher's edition and students' text for the types of questions asked of students. Give examples of simple comprehension or recall questions and estimate the percentage of this type out of all the questions asked. Give examples of questions which ask students to use analysis, synthesis, application, and evaluation or higher level questions. Estimate the percentage of higher level questions of all the questions asked. Explain your evaluation of the balance of higher level questions with simple comprehension questions.
6. Who seems to be doing the talking in the text? Whose perspective or point of view seems emphasized overall in the text? Give examples of ways women's and men's perspectives from various races, cultures, physical and mental abilities, and socioeconomic levels are represented. Give examples of elite, White, male, Eurocentric perspectives. Quote the text to illustrate your points.
7. What people are included in the text and how are they portrayed? Give examples of ordinary people, those with different physical and mental abilities, as well as famous. Give examples of ways women and men of color and from low socioeconomic levels are given only token representation or integrated well into the text. Give examples of any protestors who have fought for equality and describe how they are portrayed. Explain your overall evaluation of how appropriately diverse people are included.
8. What are the underlying assumptions of the text? This question requires you to look at the text very broadly for messages not always stated explicitly. Do the authors imply that one type of family, one type of community, one cultural group, one ability group, or one social class is the "right" one? If various countries are described, are both positive and negative aspects included? If the text focuses on the U.S., does it include both problems the country has faced and continues to face as well as how it has met some challenges? Clearly state the underlying assumptions and give supporting evidence from the text.
9. Summarize the strengths and weaknesses of the text. Explain the overall value of the text as a teaching tool. Weigh the text's strengths and weaknesses. Are there enough strengths to overcome any weaknesses? Would you use the text as is? Make minor modifications? Use it sparingly? Not use at all? Explain how you would address each weakness you identified.

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TEXT ANALYSIS RUBRIC
Dr. Ava L. McCall**

Completing Assignment Thoroughly	Providing Defensible Conclusions	Writing Clearly and Accurately
<p>Developed complete and clear responses to all components of each question and explained overall conclusions for each question (5 points)</p> <p>Student: Teacher:</p>	<p>Used examples to support all conclusions for each question (4 points)</p> <p>Student: Teacher:</p>	<p>Wrote in complete sentences with accurate spelling, grammar, and punctuation throughout the paper (1 point)</p> <p>Student: Teacher:</p>
<p>Developed complete and clear responses to most questions and explained overall conclusions for most questions, but neglected to provide complete responses and conclusions for at least two questions (4 points)</p> <p>Student: Teacher:</p>	<p>Used examples to support conclusions for most questions, but neglected to provide examples for at least two questions (3 points)</p> <p>Student: Teacher:</p>	<p>Wrote in complete sentences with accurate spelling, grammar, and punctuation for most of the paper, but also wrote a few incomplete and/or run-on sentences with a few spelling, grammar, and/or punctuation errors (½ point)</p> <p>Student: Teacher:</p>
<p>Developed complete and clear responses to most of the questions and explained overall conclusions for most questions, but neglected to provide complete responses and conclusions for at least four questions (3 points)</p> <p>Student: Teacher:</p>	<p>Used examples to support conclusions for most of the questions, but neglected to provide examples for at least four questions (2 points)</p> <p>Student: Teacher:</p>	<p>Wrote a number of incomplete and/or run-on sentences with numerous spelling, grammar, and/or punctuation errors (0 points)</p> <p>Student: Teacher:</p>

Student Comments:

Teacher Comments: