**Experiences and Collaborative Discussion**

Author(s)

Affiliation

Institution

Instructor

Date

**Evaluation of the Effect of the Teaching on Students Outcomes**

The social studies lesson titled "Understanding and Using Maps" is one that I found myself teaching often in the classroom as demonstrated by my mentor. During this lesson, students learn how to identify and use various types of maps, including old-fashioned topographical maps and conventional road maps (Ahwash & Bracewell, 2021). As a result, this means that the students are able to better understand their surroundings; as well as increasing their visual literacy skills and knowledge of map reading techniques.The course contains a list of steps to gather and organize information that can be used in class to help students understand how to study geography.

Also, the lesson provides an outline with suggested questions that provide students practice responding to different types of questions, including ones pertaining to coordinates, maps, legends and symbols (Ahwash & Bracewell, 2021). The instructor has included some tips on using technology for creating maps as well as using Google Earth in order to learn more about various topics such as climate change due to littering motion or if certain buildings are old enough to be considered historical landmarks or historical sites. There is a question about how much time is allowed for each activity before the next activity begins so this should be checked before any ideas are generated for additional activities for that lesson.

**Teaching Philosophy and Methods Used for Social Studies Lesson**

My mentor teacher's teaching philosophy is to have us truly understand our role as a part of society. All of my fellow classmates are different and some have differences, so I feel like we should all be able to become educated and enriched together (Capin et.al, 2021). My teacher abides by this because she believes that if we work together, then we will be able to reach one another’s goals. To differentiate for students at different levels, my mentor teacher has the option to use her own textbook or they can select a higher level book that is more challenging than what they already know and understand (Capin et.al, 2021). This is done through assignments such as taking part in community projects that require teamwork along with having face-to-face interactions with other groups of peers outside of class such as science fairs or team building activities which allow them to interact with each other while also benefiting their academic growth.

**Reviewing of clinical Field Experience Learnt in the Lesson**

The clinical field experience was a great opportunity for me to learn about teaching social studies through meaningful and engaging lessons. I have continued to make plans for a variety of lessons, including maps and natural resources, throughout the school year in order to gain further insight into effective methods (Ahwash & Bracewell, 2021). Feedback provided by the mentor teacher was helpful as they had experience in social studies that I did not have. This has left me with an understanding of where I need to focus my work in the coming months. This journey has been a unique and rewarding experience.

The clinical field experience has really allowed me to get a perspective on how teaching varies across districts, as well as how different students learn and respond to different teaching techniques. In particular, I have taken time to consider my own strengths and weaknesses, which has helped me know how to adjust my teaching style for different types of learners (Capin et.al, 2021). The opportunity to use maps with students was very beneficial. They were able to review and practice using the maps in different ways. The learning outcomes became clearer and they had a better understanding of where they were at, their location on the map, and their future movement. This created opportunities for us to rework our teaching of using maps.

**Reference Lists**

Ahwash, J., & Bracewell, J. (2021). Benefits and Methods of Integrating Social Studies into Early Childhood Education.

Capin, P., Stevens, E. A., Stewart, A. A., Swanson, E., & Vaughn, S. (2021). Examining vocabulary, reading comprehension, and content knowledge instruction during fourth grade social studies teaching. *Reading and Writing*, *34*(5), 1143-1170.