

GROUP DYNAMICS

Performance Standard 18C.D

In addition to defining the purpose of various groups, students will use pictures to further identify group affiliation and describe group characteristics (e.g., size, rules, leadership, etc.) accordingly:

- *Knowledge*: identify group characteristics and define the purpose of groups;
- *Reasoning*: explain the similarities and differences among the groups; and
- *Communication*: create a poster and write explanations that are well-organized and well-detailed; express all ideas in a way that provides evidence of knowledge and reasoning processes.

Procedures

1. *In order to understand how social systems form and develop over time (18C)*, students should experience sufficient learning opportunities to develop the following:
 - Use images to describe behavior.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Discuss with the class the definition of what a group is and give examples of groups students belong to (family, church, team, friends, etc.). Students should start by talking about a group to which they belong. Explain the purpose of these examples.
4. Have students draw (or cut out from a magazine) pictures of groups in various settings, and place them on poster-board.
5. Next to these pictures, write characteristics about such group aspects as the following: purpose, activities, size, rules, leadership, membership, identification, etc.
6. Have students write an explanation that shows the similarities and differences among the different groups on the poster board.
7. Evaluate each student's work using the Social Science Rubric as follows and add the scores to determine the performance level:
 - *Knowledge*: the identification of the group characteristics is complete and accurate.
 - *Reasoning*: the explanation comparing the similarities and differences among groups is well-reasoned and logical.
 - *Communication*: the poster and explanations are well-organized and well-detailed; the knowledge and reasoning were completely and effectively communicated.

Examples of Student Work not available

Time Requirements

- Two class periods

Resources

- Poster-board
- Colored pencils and fine tip markers
- Magazines (teen, news, entertainment)
- Glue
- Video tape
- Social Science Rubric