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Improving Engagement Of High School Students In United States History Through Collaborative Learning

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IMPROVING ENGAGEMENT OF HIGH SCHOOL STUDENTS IN UNITED STATES
HISTORY THROUGH COLLABORATIVE LEARNING

by

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To Natalie: thank you for always pushing me, and bringing out my best.

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CHAPTER ONE

Introduction

With advancements in technology and increased focus on building students who can think critically to find answers to problems that have not been asked yet, employers and businesses around the world are looking to this generation to meet specific needs in jobs that might not even exist yet. Today, people are constantly connected to one another through various devices, and can communicate with someone on the other side of the world in a matter of seconds. Because of the growing push for workers to interact efficiently and effectively solve problems in group settings, it is crucial for us as educators to prepare students to meet the needs and qualifications of their future bosses.

Group work throughout a student's educational career allows her numerous opportunities to collaborate and problem-solve in order to answer a question while instilling confidence and creating opportunities to learn from other students with various cultural and socio-economical backgrounds. Collaborative learning allows students these unique opportunities daily. This research explains why collaboration is critical, explores how to best use collaboration in the classroom, and analyzes curriculum that focuses on collaboration and inquiry, leading to better student achievement. The goal of this capstone is to determine how group work can be implemented as the central piece of curriculum design, *improving engagement of high school students in United States History through collaborative learning.*

Within this chapter, the reasoning behind my thesis, rooted in my experiences as both a learner and an educator, is introduced, as well as an outline of the initial stages of creating an environment that focuses on collaboration.

My Journey as Student and Teacher

When teachers say "time to partner up" or "we're going to work in groups," many students respond with a groan or an eye-roll, especially when the teacher assigns the groups. I was no different. I was not comfortable working with a partner I did not know well. In elementary school, I was extremely shy and not a confident student, so I was uncomfortable working with peers that were stronger students. As I matured and entered high school, I worried about my own grades and so preferred groups that simply split up the work, then shared everything with me so that I could put together the presentation to ensure it was done to my expectations. Even in college I despised group projects if I was paired with unknown peers. Reflecting back, I was more concerned about receiving a good grade than about the process of collaboration and learning from a peer's unique perspective. I always thought of group work easy way for a teacher to have less work to grade.

Once I started teaching, I realized that, when effectively used, group work could be a valuable tool that enhances student understanding and allows for meaningful collaboration to take place within a classroom.

Over six years of teaching high school Social Studies, my knowledge and experiences have transformed my approach. I have learned new methods and strategies, from motivating students to different online grade book systems. One of the greatest realizations I have experienced occurred when I witnessed how effective group work can

be in the classroom. My first room was set up traditionally, with rows of evenly spaced desks facing the front of the room. I was a new teacher, and I shared the room with an older colleague who was not fond of mixing up the room's arrangement. The most common problem I faced when trying to facilitate a group activity was how to best organize groups. I would spend a significant amount of time creating groups of three or four, perfecting the combination of trusted students and shy ones to ensure that work would be accomplished. Some days I lacked time to properly prepare and so allowed students to choose groups on their own - leading to brand new problems.

During my second year I was moved into a room that had tables instead of desks. Each table had four chairs (two on each side) that faced in towards the pair across from them. This set-up was such a simple solution to the grouping problem I had faced the year before! This new set-up enabled me to utilize group work on a daily basis. I also experimented with activities and assessments, using the group setting as a springboard to allow all students an opportunity to share in a more comfortable environment, within the smaller pod. After seeing the immediate positive impact that group work had on all students, I became a stronger believer and supporter of collaborative learning. Witnessing struggling students learning from peers and quiet students finding a voice within a smaller group has been inspiring, and the reason I am focusing on the impacts of collaborative learning.

The biggest takeaway from those first couple of years was that group work cannot be forced, and it cannot be a time-filling activity. Rather, to effectively build skills, it has to be a methodically planned experience that students develop in each classroom they enter. By scaffolding group discussions and activities, students learned how to effectively

communicate with one another, realizing each member has not only individual skills to bring to the group, but also a personal narrative that drives him or her to solve complex problems or achieve tasks.

In my current position, I work on a team with seven other teachers that share the entire freshman class. Our structure is unique: the freshmen are split into two groups, Maroon and Gold, and spend three class periods with the same peers for three weeks. After three weeks students are put with a new combination of peers within their color groups for the same core classes (US History, English, Science, and Religion) to ensure sure they are meeting everyone in their grade and building community. This structure is beneficial for both students and teachers. As a team, we meet three times per week to share our experiences with these student groups, and plan how to create cross discipline projects. We also discuss concerns we may have with individual students, or issues amongst students. Students get to know all of their classmates, work with peers they might not interact with socially, and build relationships that carry on through the rest of their high school career.

The experiences I have had throughout my career, especially within the past year at my current job, have continued to affirm my belief that collaborative learning is an impactful way to enhance overall student success. Working in teams with other passionate educators who model positive collaboration has made me a better teacher and has given me valuable insight into how I can use collaboration as a focal point in my curriculum.

Rationale

   While facilitating group activities within my classroom, I noticed that that students walked out with smiles on their faces, carrying on conversations with peers that they typically would not interact with on a daily basis. I have students come back the next day and ask if we are continuing the previous day's lesson, or ask if we were going to be doing another activity similar to the one before. I found that, through group work, students seem to genuinely have a better overall experience at school. This concept intrigued me: would group work translate into better grades for all students involved?

   In 2013, my current school was awarded a federal grant for a STEM (Science, Technology, Engineering, and Math) program. A major theme of STEM programs is collaboration. I became involved with this program for two reasons: it seemed like an opportunity to work with passionate kids, and it focused on collaboration. Our group visited various businesses and colleges throughout Minnesota, from Thomson Reuters to the University of Minnesota in Rochester. One important theme every industry and college emphasized was that future employees should able to work effectively in a group. Thomson Reuters employees explained that their teams have a stand-up meeting every morning to discuss what each member is working on for that day. This models how employees, working on different aspects of a larger project, come together and efficiently execute an objective through group work, while also holding one another accountable.

   Discovering that large companies often operate in smaller teams, in conjunction with realizing the importance of group work in my own classroom, I recognized that if we, as teachers, were not teaching our kids effective collaboration we would be creating negative implications for the students in their future careers. Job descriptions today -- and I read many of them while helping my students apply to jobs, as a STEM Support

Teacher -- often contain a qualification that focuses on working within a group, effectively communicating with others, or collaborating with colleagues to achieve a particular task.

This project studies the effect of collaborative learning within my 9th grade United States History classes. Throughout the course of the year, I have emphasized group work. From get-to-know-you activities at the beginning of the year, to warm up questions at the beginning of each class, to group tests and projects, I have consciously implemented as much collaboration as possible within each class period. Rather than having students analyze primary sources as individuals, I have turned those assignments into group and class discussions to allow students to take control of their learning.

Intentionally using collaboration as the primary element of learning in a classroom is a process that starts during the first day of school. Creating a culture of collaboration is the first step towards effectively learning within a group setting. "Practice makes perfect," and this mantra can be applied to not only practicing a musical piece over and over, or shooting a basketball repeatedly, but also practicing collaboration in order to create meaningful outcomes.

To study the effect of collaboration on student work, I created a unit outline for teaching World War II in a US History class. I have taught this topic each year for the past 6 years, and each year I have taught it differently. Through each method of teaching the topic, I found that this period in history allows many opportunities for students to work in groups.

Summary

Rooted directly in a deep understanding of the dynamics and qualifications that students will need in order to compete in the technologically advanced workforce of today, effective collaboration and the ability to work with others is a skill that all graduates must possess. Pairing this knowledge with my personal experiences using group work planned around the physical setup of the classroom, I realize that collaboration is absolutely critical to student success. This success relates not only to overall grades, but also provide students with individual milestones and accomplishments that lead to confident and competent students. Numerous terms will be used to describe collaborative learning and specific classroom activities; issues with collaboration will be explained in later chapters.

To prepare our students for the 21st century workforce, it is crucial that they know how to solve a problem in group settings and learn how to work with others who have a different opinion or view than them. The STEM fields are desperately searching for job candidates, and students, who possess these skills and qualifications, as explained by businesses such as Uponor and Thomson Reuters - companies that not only promote the idea of collaboration but also model the tool each day.

Collaboration is not a new theory, but recent studies and research explain how critical group work is for students. In the following chapter, examines the sources and literature that provide greater depth and specific examples from by leading researchers, experienced educators, and members of the business world. The chapter also investigates how collaborative learning impacts overall student achievement.

In Chapter 2, we will appraise the research and literature that explains how to make collaborative learning work within a classroom, as well as discuss the importance

of working with others in order to achieve a desired outcome. It will also discuss the

important elements that teachers must consider when implementing a larger plan focusing

collaboration, from how to group students to how to accurately assess individuals within

a group.

CHAPTER TWO

Literature Review

Introduction

The previous chapter explained the reasoning behind my topic and provided examples from my own experiences supporting the idea that group work and collaborative learning are not only vital for learning, but can connect people from different backgrounds. In order for students to be best prepared to professionally enter 21st century society, collaboration should be practiced daily so that they understand the world they will be joining. This chapter will give the theory, reasoning, and best practices concerning the implementation of a collaborative learning plan in a US History class, and give valuable reasoning for using this model of teaching by circling back to this project's overall focus: *improving engagement of high school students in United States History through collaborative learning.*

Different strategies exist for how to group students, create activities that enhance student engagement, and evaluate outcomes intended to promote skill improvements (such as critical thinking and inquiry) and improve assessments.

Group work is used at every level of education, from preschoolers working together to put away toys to high school seniors analyzing the Declaration of Independence. Much of the research available does not cite the age of the students studied, but I reference the subjects' age when applicable. Some skills clearly correspond

to age-appropriate cognitive abilities. For example, when discussing students collaborating to analyze the Declaration of Independence, the reader will know that the students are not in a preschool classroom. In some of the literature reviewed, the researchers work with students ranging in age from as young as five to college. The materials that I read support collaborative learning yet vary in opinion about how it should be used in different fields. There are also opposing views on how group work should be assessed in the classroom. However, these varying opinions offer insight into the tangible and intangible benefits that collaboration can bring to any field and at any age.

Definitions

The most basic definition for collaborative learning is "an instructional method in which students work together to solve a problem, complete a task, or create a product," (Gokhale, 1995). In a 1995 journal article, Gokhale theorizes that students are responsible for one another's learning as well as their own. This is a crucial element to group work because it implies a sense of ownership for an individuals' actions and results as it relates to the larger group.

McClellan provides us with the following description of how to best define collaboration: "the terms teamwork, collaboration, and cooperation can be and are used interchangeably" (2016, p. 5) When I use terms such as cooperation and teamwork I describe a group of two or more people working together towards a common goal, although I may not specify the number of students working a group. The sources explored used a variety of terms and metaphors used to describe collaborative learning. I will use these terms interchangeably throughout this paper.

Pre-lesson checklist

In her 1999 article, Davis provides a checklist in which she encourages all teachers to consider the following:

- Where the group experience fits into the overall curriculum?

- What the overall purpose is and what the learning goals are?

- Whether the learning goals are sufficiently specified, clear, worthy, realistic, and achievable?

- The group activities and the schedule – are the activities meaningful and is there sufficient time to accomplish the goals?

- The planned group's size and mix of characteristics?

- What resources are needed for the session?

- The learners' roles and responsibilities?

- How decisions will be made in the group?

- How the learners will be evaluated? (p. 2)

This list sums up many of the points I make throughout this chapter. It is vital for teachers to consider these questions, and more, when deciding to implement a group activity or project. When employing group work, the goal is to have students engage in open dialogue in order to complete the learning task. We are asking them to think critically, work through complex questions or tasks, and follow rules or directions. Simultaneously, teachers must model this same logic, and the checklist by Davis provides important questions that teachers must answer.

Learning to Work in a Group

Can high school teachers make the assumption that students enter the classroom with the knowledge and skills necessary to effectively collaborate with peers? As McClellan states, "it is ingenuous to assume that they already know what effective teamwork entails" (2016, p. 6). In order for group work to be truly rewarding and meaningful, teachers must first scaffold the skills necessary to work in a group. There are many skills that are required for successful group work: listening actively, receiving and giving constructive criticism, mastering content, and managing disagreement (Davis, 1993, p. 148). It is necessary to take the time to practice these skills moving forward. If teachers implement warm up activities, such as group discussions regarding the previous day's lessons, students can practice group work before starting more complex activities. McClellan suggests "instructors purposefully design team projects in order to encourage the type of teamwork desired" (2016, p. 6). When teachers implement these kinds of projects early in a school year or a semester, students gain valuable experience and practice effective collaboration.

As Davis points out, "students have most often been rewarded for individual effort, [so] collaboration may not come naturally or easily for everyone" (1999, p. 2). The idea of individual success is a staple of traditional education. In the history classes I teach, we talk about the American Dream and how individuals rose to great wealth, power, and prominence with little or no help, instead relying on self-determination to lead them down the path of success. These notions, while motivating for some students, deter the underlying goals of collaboration such as community building and empathetically conscious thinking. McClellan (2016) made comparisons between collaborative learning groups and sports teams, in which everyone plays a role and no

individual is greater than the entire team. Other authorities have compared group work to musical bands. Sports and band metaphors, while irrelevant in some ways, consistently provide concrete examples of how individuals can achieve greater success when working together. These metaphors can help individually-driven students look at the broader picture.

It is also important for teachers to explain desired outcomes to students prior to starting an activity. Teaching is not a magic show, nor a thriller movie where the big reveal does not happen until the conclusion. Gokhal (1995) suggests that the first step is to clearly specify the academic task. Providing students with a clear, concise objective allows for all members of the group to understand the "why" while also holding them each accountable.

Teachers must model collaboration

Throughout the country, districts have implemented policies with the hope of creating more unification within buildings and encouraging teachers to align with peers that are teaching similar classes. While these initiatives are designed to increase accountability and to strengthen educators working in the field, there are additional benefits for teachers who collaborate with one another. Professional Learning Communities (PLCs) are one factor that contributes to retaining newer teachers. Teachers benefit from working with their peers; reviewing assessment data; engaging in professional learning; and planning curriculum (Hoagland, Birkenfeld, and Box, 2014). By providing a framework for collaboration within a building, teachers witness the impact that working together has on their practice while also witnessing the effect of collaborative efforts on their classroom. The more teachers collaborate, the more they are

able to converse knowledgeably about theories, methods, and processes of teaching and learning, and thus improve their instruction (Goddard & Goddard, 2007). Continuous learning is necessary in teach; whether through new stories to share during a history lesson or new labs to try in a science classroom, teachers can always make improvements to their craft. As numerous authors have indicated, it is imperative for teachers to collaborate with peers in order to improve their own instruction, which will then benefit students within a classroom.

Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching* is a guide for reflective evaluations of teacher performance. Many schools and district use this framework as a means of mentoring young teachers and for professional development throughout a school. Domain 4D, "Relationships with Colleagues," within the Danielson Framework stresses the importance of building relationships with other teachers (2007, p. 99).

Student Groups and Roles

I have spent hours trying to figure out the best way to group certain classes that reflect different cultures, academic strengths, leadership, and empathy. I have let students choose their own groups; I have written names on popsicle sticks and drawn randomly from a cup; I have had students shut their eyes and hold up one, two, or three figures to indicate their comprehension of the previous day's lesson, then placed stronger students with peers that are struggling. Regardless of how teachers choose groups, there must be a methodical approach in order to ensure academic goals are met at the end of a lesson.

For students to achieve the desired learning targets, assigning roles in group work should be planned. The planning must include assigning specific roles or tasks to students

prior to the start of the activity. Vicens and Bourne (2007) suggest that "carefully establishing the purpose of the collaboration and delegating responsibilities is priceless" (335). This process is also crucial because it allows for all members of the group to be involved. In Gokhale's 1995 study, group members were required to listen to everyone's opinion and not dominate the conversation; "every group member was given an opportunity to contribute his or her ideas." Davis stresses the importance of ensuring all members of the group have fair divisions of labor (1993, p. 148). By clearly outlining the tasks and expectations for the group, all members can feel like a valuable, contributing piece to the larger community. Each student has a unique voice and perspective and it is important that everyone is heard in the group. If we want our students to leave our classrooms understanding multiple perspectives, we must allow for all of the voices in our class to have the appropriate time for expression

Assigning roles is also important because it ensures that certain students will not dominate the group while others withdraw (Davis, 1999, p. 3). Many times, students are far more concerned with individual grades rather than appreciating the overarching benefits of group work. Some students dominate group discussions in an effort to be heard by the teacher and receive the best marks. On the other hand, some students may withdraw from speaking to peers because of feeling shy or unconfident with the material. By assigning roles, teachers give all students an opportunity to participate while reaching the desired learning outcome.

Examples of roles (BCIT, 2010, p. 5)

Facilitator: Keeps the rest of the group members focused on completing the academic task.

Recorder: Depending on the activity, takes the groups notes or completes written responses for the rest of the group.

Timekeeper: In a 50-minute class period time can be a major concern. Timekeepers are in charge of keeping track of the clock and informing the facilitator or the rest of the group that they are spending too much time on a particular task or question.

Question asker/Clarifier: With all the noise group work can create, teachers may be overwhelmed by questions. By designating one member of the group as the "question asker/clarifier," a teacher can manage questions more efficiently.

While these roles provide a general guideline for students to follow, and allows for individual accountability, it can, at times, create an unfair balance of power or load of work with in a group. A student asked to be "timekeeper" will not be contributing at the same rate as a "recorder/writer" would for certain activities. In an ideal situation, these roles are a small part of a larger task that is required of every member throughout a class period.

Teachers also play a crucial role in how groups work together. "It is not wise for a teacher to wait until a final product is presented to offer direction or feedback" (Davis, 1999, p. 4). Teachers should make a concerted effort to engage with groups as they work through difficult tasks, and provide feedback as groups are going through the process. A teacher that withdraws after providing directions and materials will miss tremendous opportunities to work with students and learn from their discussions. Teachers should visit with each group throughout a lesson ensure each group has an equal opportunity for help (Davis, 1999, p. 4). When I have asked students to work in groups in the past, I carry

a clipboard and take notes about conversations that students have, not only to ensure students are working but also to remind myself to revisit discussions and interesting points students make throughout the class period. Davis (1999) identifies the importance of letting students arrive at conclusions on their own - to give feedback but not to direct conversations towards a desired goal.

Classroom Setup

While there is little research available referring to the best physical layout of a classroom for collaborative learning, many researchers have learned different tactics to promote better classroom interactions by changing the physical space. Some teachers cite behavioral issues as a reason for not using more group activities in the classroom. In that case, the physical layout of a class could prove vital. Guardino and Fullerton (2010) studied how reflective teachers could modify classroom environment by changing the physical layout. Their focus was on limiting distractions, providing easily accessible materials, and utilizing areas with designated purposes (such as learning spaces). While there is not one specific way to utilize the physical space of a class for group work, the traditional setup (rows of desks facing the teacher) does not encourage active collaboration between peers. Danielson emphasizes the importance of physical layout within her framework for teaching as well, stressing that the "physical surroundings can have a material effect on interactions or the structure of activities" (2007, p. 73).

How to group students

Grouping students can be challenging and, as previously stated, I have attempted to find the perfect formula to ensure success for all students. But before determining who is in which group, it is just as important to determine the correct number of students for

each group. Most researchers and authors suggest that group size should stay between four and ten students (Davis, 1999; Rau and Heyl, 1990). Rau and Heyl (1990) suggest that "smaller groups of three contain less diversity and may lack divergent thinking styles and varied expertise that help to animate collective decision-making." At the same time, the authors warn against creating groups that are too large because it could become difficult for all members to participate (Rau and Heyl, 1990). Davis (1999) suggests that groups of eight to ten students, depending on the task, can work successfully. However, as she puts it, "most faculty… [would] agree that groups of between 4 and 6 students seem to work best" (1999, p. 3). If the goal is inclusion, it is important to ensure the number of group members stays large enough to represent diverse ideas, backgrounds, and talents but small enough to allow every group member a chance to be heard and feel valued.

When it comes to actually creating the groups, teachers have to rely on judgment to determine how effectively students will be able to work with one another. Letting students pick their own groups is one of the easiest methods; however, as Davis warns, "this method always runs the risk of further isolating some students or creating cliques within the class as a whole" (1999, p. 3). Again, if one goal of group work is making every student feel valued and respected, one cannot feel like the "last kid picked at recess." Davis (1999) states that many aspects have to be considered when making a group, including intellectual abilities, academic interests, and cognitive styles. When referencing sports or music metaphors, McClellan (2016) likens group dynamics to a playwright, composer, and lyricist intertwining talents and skills. "A cooperative team works like an athletic team; there are specialists whose talents contribute to the overall

effort in a specific way," (McClellan, 2016, p. 5). Allowing students to work in groups that both encourage interactions with unfamiliar peers and provide an opportunity to share individual talents will not only help students achieve the academic goal, but will also instill positivity towards learning and collaboration.

The British Columbia Institute of Technology (BCIT) highlights the importance of methodically placing students into groups, stating that "learning groups work best when they are balanced in terms of their abilities and have members with varied characteristics" (2010, p. 4). Many teachers opt to randomly assign groups, by drawing names or based on student proximity in the classroom. For quick tasks, random selection or student-selected groups may be advantageous, but if the goal of collaboration is to understand the value of teamwork while gaining knowledge, these methods may fall short. Even if teachers choose groups, there can still be disadvantages, as identified in the following chart provided by the BCIT (2010, p. 4).

	Balance and Diversity	Student Perception	Best Suited For
Student Selected	Poor	Seems fair, but some feel left out	Short, informal tasks
Randomly Selected	Fairly good, but not guaranteed	Seems fair	Short to medium tasks
Teacher Selected	Very good	Can be prone to perceived teacher bias	Long term tasks

As shown on through the chart, there are advantages and disadvantages to each method of selection.

Activities/Procedures

Stepanek poses an important question that many educators, administrators, parents, and students must consider when thinking about how a classroom should function:

Is the ideal classroom one in which students are quiet and remain in their seats, following directions or listening to the teacher talk? Or does it look more like a gathering of children who are actively engaged in learning, talking together, doing mathematics or science, and perhaps having fun? (2000, p. 7)

What does learning look like? When I first started teaching, I truly believed that if I were not in front of my students lecturing, someone walking by my classroom would think I was not a competent educator. While many teachers may shy away from group work, it can be used effectively in any subject.

Think-pair-share*:* This starting activity asks students to first respond to a question or prompt individually, then share with one other peer, and finally share in a larger group.

Analyzing texts/primary sources*:* Students often struggle with understanding difficult texts (*Romeo and Juliet*) or analyzing primary sources, due to difficult vocabulary or different vernacular. By working with peers, students can draw on multiple perspectives to work through difficult sources.

Group presentations*:* Students divide work and research equally in order to create an informative presentation together. This provides individual accountability while promoting the importance of collaboration, and learning from peers.

Socratic Seminars*:* This activity requires students to ask open-ended questions in order to generate long, in-depth discussions on various topics (current events, texts, etc).

Students are asked to actively listen to ideas of peers, comment, ask further questions, and come up with their own opinions.

There is also an emphasis on the importance of movement within activities to retain student engagement, and to manage classroom behavior. Ginot (1972) cites Jacob S. Kounin's *Discipline and Classroom Management* to reveal that the research shows "ineffective teachers overtalk and fail to maintain momentum in movements" (pp. 175-176). By having students physically move throughout a class period, teachers can keep students focused on particular tasks while allowing them to exert energy through instructed movements, rather than inappropriate behaviors.

Grading

One of the most interesting aspects of researching collaborative learning is studying the different methods that educators, at all levels, have used in order to adequately evaluate both individuals within a group and the collective group itself. Many students initially worry about how group work will impact an overall grade and tend to miss the benefits of collaboration because of the fear of one member bringing the rest of the group down.

O'Connor (2007) lists group grades as a major issue for grading practices. Giving the same grade to an entire group potentially "sends the wrong message about the purpose and value of teamwork" (O'Connor, 2007, p. 53). O'Connor (2007) believes that all grading should be based on the individual's ability to present evidence of learning, mastery of a skill, and contribution to the final product. When the same grade is given to each student, the next time cooperative learning is implemented students will feel that their effort is valued less (O'Connor, 2007, p. 52-53). There are seven main reasons for

this, discussed in Spencer Kagan's 1995 article *Group Grades Miss the Mark in Educational Leadership* (as cited in O'Connor, 2007): group grades are not fair; they debase report cards; they undermine motivation; they convey the wrong message; they violate individual accountability; they are responsible for resistance to cooperative learning; and they may be challenged in court. The charges that group grades increase resistance to cooperative learning and may be challenged in court bring up issues surrounding parent feedback about scores received for group work. These are important elements for teachers to consider while assigning a group project, along with the final grading procedure for assessing group work as a whole. O'Connor (2007) suggests that collaborative learning is a great tool for teachers to use but stresses the importance of also assessing students individually to pinpoint what they know (pp. 56-57). McClellan, on the other hand, believes that grading individually could "devalue the notion of teamwork" (2016, p. 6). McClellan (2016) suggests as well that giving an entire group the same grade could result in one or two members completing the majority of the work, which also devalues teamwork. These viewpoints, presented in 2007 by O'Connor and in 2016 by McClellan, highlight the importance of structuring the directions and tasks the teacher describes at the beginning of group work. If a teacher is focused on the content and assessing the final product, individual grades may be more valuable. However, if the goal is that students learn relevant, life-lasting skills such as teamwork and communication, grading the group rather than the individual might be more useful in the long run. As Ginot points out, "results show that children working in pairs do better work than either child has done before," (1972, p. 267).

The assessment can include, however, teacher monitoring of the individual's work within the cooperative activity. Davis also suggests this, as it allows for "members of the group to feel their contribution has been evaluated" (1999, p. 3). The following rubric, created by Dr. Nada Dabbagh of George Mason University, is a great example of how teachers can monitor collaboration on an individual basis while focusing on how students work within their group:

Criteria	Excellent	Good	Fair	Poor
Team collaboration	Team member coordinated with other members very often and provided significant contributions to the group	Team member coordinated with other members somewhat often and provided moderate contributions to the group	Team member coordinated with other members occasionally and provided limited contributions to the group	Team member coordinated with other members minimally and provided very little contributions to the group

Importantly, this table clearly outlines the individual's role in contributing to the cooperative effort of the rest of the team. If we want to teach students the importance of group work and collaboration then accountability is a key aspect in that process.

One point that I found most interesting was asking group members to score their fellow collaborators. Davis (1999) suggests that this is another way to assess not only the final product (for example, a paper or presentation), but also to allow teachers valuable insight into how each member of the group contributed throughout the entire process. As stated earlier, it is crucial that an instructor clearly outlines the expectations and the procedure in which students will be graded - if students will evaluate their peers, that will need to be clearly stated from the beginning.

By explaining these grading procedures early in the course, before the group work begins, students will probably express less discomfort with the idea of a group grade, and peer pressure will encourage them to contribute and work toward the common goal. Most students, indeed, are concerned that they not appear foolish or irresponsible to their classmates (Davis, 1999, p. 4).

Desired Outcomes and Achievement

I always ask myself what I want my students to learn before teaching any lesson. Essential facts guide lessons (for example, the facts and general knowledge students should learn about history and the state standards that have to be reached), but in order for students to become effective members of society, there are many more skills that need to be obtained. How will we know group work has been effective? How will we assess each group and each individual within the group? How will we know, as elementary, middle, or high school teachers, that utilizing collaborative learning was impactful on overall student achievement? Numerous studies, research projects, and surveys support the idea that collaboration has an incredible, and positive, impact on student development and achievement. While many are focused on the main prize of achieving a high grade or graduation, there are numerous additional benefits that collaboration provides students, from social and interpersonal skills to a sense of belonging to important experiences that will help students be successful in the workforce.

Ginot (1972) points out that "in a partnership, [the students] take risks and experience success," and "they give up the defense of deliberate failure, which they have used to protect self esteem" (p. 267). In a group setting, there is less stress on the individual, less blame to take on singularly. If we want our students to take pride in their

work, and leave with a higher self-esteem, allowing them to work in pairs or a group can accomplish this goal.

Participation/Inclusion

Abraham Maslow's Hierarchy of Needs, published in 1943, is a framework that all teachers study while learning about educational psychology. The third level of this hierarchy is love and belonging; this drive for belonging and acceptance encourages student involvement within a classroom. With this concept in mind, group work can provide a foundation for promoting social interaction with peers and allow students to feel that they are part of the larger community.

Collaborative learning also increases the sense of community amongst students. In a system that generally rewards individual efforts and achievement, each member of the group relies on one another for learning and attaining a common goal through collaboration (Johnson, Johnson, & Smith, 1983). While working with one another and building a sense of community, students are exposed to unique cultures and backgrounds that allow them valuable insight into other perspectives that were previously unknown within this new community.

Learning

As previously mentioned, collaboration has been shown to improve students' ability to think critically, problem solve, analyze, and interact with peers. Students also learn how to take personal accountability for their role within the group when given a particular task to contribute to the larger group (Davis, 1999, p. 2).

When understanding the factors that lead to higher student achievement in terms of grades, there has been persuasive evidence to support the idea that collaborative

learning increases student retention and leads to higher levels of thought and comprehension of the material (Davis, 1993, p. 147; Johnson, Johnson, & Smith, 1986, p. 24). If a goal is to have our students leave the classroom with the ability to retain information and learn new skills, collaboration is an important practice that teachers can use to best guide students towards these goals.

Employers seeking collaborators

As part of our STEM (Science, Technology, Engineering and Match) program at Apple Valley High School, students visited multiple businesses within the STEM fields to learn about different industries. I chaperoned a few of these field trips and listened to both employees and administrators talk about their experiences working for that particular company. A common theme was preferring that new hires have the ability to communicate, take initiative, and work collaboratively with colleagues.

According to a survey by the Association of American Colleges and Universities, 74% of employers cite collaboration or team-working skills as a qualification necessary for attaining employment with their companies (McClellan, 2016). "Employers are looking for individuals who know how to function cooperatively," according to McClellan (2016, p. 6). Looking through employment websites, the majority of listings cite "teamwork" or "effective listening and communication" under the desired skills category. If students do not receive this kind of task-driven collaborative practice during their careers in school, how can we expect them to fill the job requirements regarding working with colleagues efficiently?

Summary

There are numerous strategies that teachers implement in an effort to help educate students not just about content, but about important social and communicative skills as well. Teachers often struggle with giving up lecture time and students struggle with a team-first mentality because, traditionally, education has focused on individual goals (Davis, 1993). However, there are many meaningful, powerful outcomes that occur when teachers implement collaborative learning in their classrooms. This chapter has focused on the procedures teachers must follow in order to effectively utilize group work, as well as the benefits that occur from using this practice.

In the next chapter I will discuss the methods and approaches I will use in order to study how students benefit from collaboration within my classroom. I will outline the procedures I used to ensure the desired outcomes from collaboration as well as the observations I made while students were working in various group activities.

CHAPTER THREE

Curriculum Description

Introduction

The previous chapter referenced the literature and research related to implementation of collaborative learning in the classroom. Meaningful preparation and considering important details such as group size, roles, and physical layout of the room influence how well students learn from peers. There were also examples of how teachers can continue to grow professionally by working with their colleagues in order to learn new strategies and pedagogy, and learn how modeling successful collaboration can improve students' success as well. This chapter will begin to look at how implementing collaborative learning can *improve engagement of high school students in United States History through collaborative learning.*

This chapter will look at how collaboration can be used in one unit, by implementing these strategies in a United States History classroom studying World War II. There are a number of reasons for why I chose this particular subject and this particular topic. Over six years of teaching at three different high schools, the World War II unit has always fallen at the start of a new semester or trimester, and therefore a new roster of students in each class. This leads to a new class dynamic and culture, and allows great opportunity to implement collaborative learning. Students typically have a wide range of previous knowledge, misconceptions, and personal connections relating to

WWII, leading to great dialogue between students and the starting point of a collaborative process.

WWII is also very difficult to teach. Rarely has the structure, daily lessons, activities, and assessments been the same year to year, and I am always finding a new perspective, story, or source to implement. By taking the instruction out of my hands and placing it in the hands of the students, they are not only meeting the objectives and learning targets of the daily lessons and overall unit, but also exploring new content that they might find interesting as well.

The beginning of a new semester, much like the beginning of a new school year, brings familiar and new faces into our classrooms, and dramatically shifts the personality of the class based on the group dynamic. This is a tremendous opportunity for teachers to either start using collaboration as a focal point moving forward or continue building on collaboration skills that students learned during the previous semester. Even if this topic does not fall in line with the start of the year or start of a new quarter, it is a new unit that teachers can use to focus the attention away from the front of the room and towards a student's peers.

This chapter will use a variety of resources, from state and national standards to lesson plans and primary sources, including the framework of Understanding by Design (Wiggins & McTighe, 2011). Some of the lesson plans I have developed myself or by collaborating with colleagues, while others have been passed down to me by experienced educators, or developed through various institutes such as Stanford University and the United States Holocaust Memorial Museum.

Curriculum Framework

Before the daily lessons are developed or groups are assigned, the overarching themes of the unit and the guiding questions must be considered. As previously discussed in Chapter 2, starting with the end goal in mind can help us create a logical sequence of curriculum (Wiggins & McTighe, 2011). To develop the goals, we can look towards both state and national Social Studies standards to help guide our question-writing process. Understanding by Design encourages teachers to set up curriculum that is centered on guiding questions that, when the unit is completed, students should be able to answer based on the content knowledge gained during daily lessons. While the overarching questions help guide the lessons, content, and activities, students also build valuable skills necessary to effectively answer these questions. Students learn how to critically think, analyze, interpret, explain, defend, create projects, and complete tasks throughout the process.

An important element to the UbD framework is mindfully evaluating each piece of the daily instruction plan. Wiggins and McTighe (2011) provide useful tools that allow teachers to methodically plan out lessons. Utilizing the UbD framework template (Appendix A and B) gives teachers a guide for teaching. Combining the UbD framework with the state and national standards is an important step towards creating guiding questions that enhance learning for all students.

Standards

Standards for Social Studies differ from state to state, but all focus on the same outcomes. Wisconsin standards and benchmarks (Appendix C and D) provide a general overview of what students are expected to understand, as well as the skills they should

have developed by the completion of 12th grade. Minnesota standards (Appendix E), on the other hand, list out specific learning targets within the benchmarks, including various vocabulary, names, and dates. For the purpose of our unit on WWII in a high school US History course, I focus on "World War II, the Korean War, the Cold War, and the Vietnam Conflict, 1941-1971" from Wisconsin's Department of Public Instruction's Historical Eras and Themes standards. This covers Codes 9.4.42.1.3 through 9.4.4.21.6 (pages 147 and 148) in Minnesota's standards.

Along with the content-focused standards that each state provides, the National Council for Social Studies (NCSS) provides thematic standards that serve as a framework to guide teachers while developing curriculum. These themes, such as 2). Time Continuity and Change, and 8). Science, Technology, and Society, are relevant to any topic taught under the banner of Social Studies. Within the unit of World War II, all ten of these national standards are focused on throughout the duration of the topic.

Setting/Participants

Schools and school districts are typically free to structure social studies classes however the educators determine is best. In one school, students study US History as freshmen, while at another school it is studied during a student's junior year. Currently, I teach US History to ninth graders, but have used similar resources and activities in various grades. While the sources that students study stay the same, teachers have the opportunity to adapt instructions or activities to meet the needs of the age he or she is teaching, while also building critical thinking skills at that particular age.

Guiding/Essential Questions

The first stage in developing this unit is to create guiding questions based on the standards. The following questions have been developed by myself, or through collaboration with fellow colleagues.

What were the political, social, & economic issues that allowed for Hitler's (and other dictators') rise to power post-WWI?

How did the rest of the "industrialized" world respond to the rise of Nazi Germany?

What role did advancements in science and technology play in WWII?

What were the major events, key people, and important geographical locations throughout the war?

How did the conditions in Nazi Europe (and public opinion around the world) lead to the persecution of various minority and religious groups through the course of the war?

What is the lasting impact (socially, economically, politically, and morally) that WWII had on the modern United States?

Each of these questions dictates the content that will be covered through daily lessons and assessments, while touching on the important overall themes within Social Studies listed by the NCSS. There is also a rationale behind the order of these questions: they follow the course of the war, from the rise of dictators around the world to the war's conclusion, while also opening the door for units to follow. Students can use these questions as a guide to process information, and create a narrative of the war based on their own answers.

Specific Grouping Techniques

The UbD framework allows us to group students by reflectively reviewing their performances during previous units and assessing strengths and weaknesses, to determine

how students will work best. We can also use UbD, paired with information shared through the KWL chart (what I Know, what I Want to know, what I Learned), to help group students based on shared interests and prior knowledge to the subject. UbD is at the core of the entire unit, and is used in every aspect, especially within the intentional grouping of the students, in order to meet the desired outcomes. As previously stated, many students enter with a wide range of previous knowledge about WWII. Some students can list the different beaches attacked during the Normandy Invasion, while others know a few countries that were involved. This gap is a prime opportunity for teachers to use background knowledge to create groups for the course of the unit. Having students create the KWL chart allows students to share information that they already have, while also informing the teacher about topics of interest and misconceptions that students have from the start. The KWL chart can be created in the students' notebooks and the information can be shared with the rest of the class. If teachers have access to technology, this information can be shared electronically so it can be used to place students into groups based on their current level of knowledge.

This discussion on the first day of class can also be used by the teacher to share the guiding questions for the unit. By writing these questions on the same page as the KWL charts, the students can refer back to the "What I Learned" box while the unit progresses. Part of group work is reflecting throughout the unit; referencing the first day will be an important reminder for each student. Since this unit typically falls in the middle of the school year, teachers will already have experience with some of the students in each class. If students do not change teachers during the course of an entire

school year, then teachers already have valuable insight to students' strengths, and can use that knowledge to group students in a way that will benefit each member.

Content

When deciding the content of this unit, it is important to refer to the state and national standards to ensure that all benchmarks are being met. While some of the standards provide a very broad overview of a particularly extensive topic, the framework provided by the standards guides teachers while developing the curriculum. The unit asks students to draw from previous subjects in order to understand how the world was set up for this major clash. Students will look at the effects the Treaty of Versailles, Great Depression, and rise of dictators had throughout the world during the 1920s and 30s. From this point, students will spend quite a bit of time looking directly at how those major events supported Nazi Germany and allowed Hitler to come to power, while connecting those examples to other countries such as Italy and the Soviet Union. The rest of the topics within the unit closely follow the chronology of the events. An important approach that I took for this unit is to split the theatres of war into mini-units, rather than teaching these events in chronological order.

An important element to the curriculum and specific content is that all the resources and materials that were traditionally used for individual work can be modified to incorporate collaborative learning. A reading on Hitler's Rise to Power is altered in a way that allows students to use the resource as a discussion guide. As stated numerous times throughout the literature review, collaborative learning is most impactful when it is methodical, and well planned out.

Assessments

As discussed in chapter 2, there are many contradicting theories surrounding effectively assessing group work. The content within this unit allows students to create projects while assigning personal accountability to the larger group. There are also be two forms of a summative test: one that the group takes together, that is discussion-based, and one that is objective, that students take individually. The discussion-based test is taken the day before the individual test and is used as a review day, in a sense, to allow students to share information that they learned throughout the unit.

Conclusion

This chapter reviewed the framework, standards, process, and goals of using collaborative learning to teach WWII in a US History class. By using UbD and connecting the key concepts from the standards, we create meaningful lessons that build to a deeper understanding of this major historical event. With the WWII unit typically falling in the middle of the school year, this approach allows teachers to use their knowledge of student strengths to create cooperative learning teams that benefit each student. In the next chapter, I will reflect on the experiences of creating and implementing this project.

CHAPTER FOUR

Conclusion

Introduction

Researching and writing this capstone has been a long process, and one that gave me new perspectives, caused me great frustration, and provided me with a sense of accomplishment. I started by looking solely at collaborative learning, researching across disciplines and grade levels, in an effort to affirm my belief that students learn best when they are learning from their peers. By instead focusing the project on creating curriculum for social studies, I have gained valuable insight into how effective this concept is when on a daily basis. Although the process has been long and my focus has shifted, I have discovered new methods of implementing collaborative learning in my classroom that tie back to my focus: *improving engagement of high school students in United States History through collaborative learning.*

This chapter will further explain the knowledge that I gained throughout the creation of this project. I will reflect on the research and writing process, editing stages, and creation of the curriculum itself. I will also touch on connections between the different stages of this process, the different elements of the project itself, and how I see this project potentially benefiting colleagues - or not.

What I learned

When I reflect on the knowledge I gained through the several months I dedicated to this project, I keep returning to when I decided to pursue my master's in the first place.

I waited until I had been in the teaching profession for a few years, rather than immediately after undergrad. I was not sure if I would make teaching my career. After those initial years, it became clear that I wanted to make this my life's work. One of the goals that we, teachers, strive to achieve is encouraging our students to be lifelong learners. What better way to encourage this than to model it?

My first few classes were challenging. I had never taken an online course before, and had to learn how to be a student again, while working full time, coaching lacrosse, and planning a wedding. I have always kept my plate full and pursuing my master's is a shining example of this. I also have never been a confident student. It seems like students often assume that teachers were all valedictorians and received scholarships in college. I struggled in high school and studied hard in college: I met with professors, studied at midnight in hotel lobbies while on lacrosse trips, and repeated classes in economics. I struggled the most with research and writing through my collegiate years.

Researching for this project was partially enjoyable and partially overwhelming. The best advice that I received was to focus on a topic that I am truly passionate about, to make the research less daunting. I chose collaborative learning because I firmly believe in its importance. My research affirmed my beliefs, and provided me with new strategies and ideas that I immediately implemented in my teaching. While I learned valuable concepts about collaborative learning, I also learned from the research process itself. Researching taught me how to navigate online databases to find topic-specific articles that guided my journey. I had searched these databases while an undergrad, but had not attempted a project of this scale before. My wife, who has a masters in library and information science, introduced me to different databases that collected articles from

around the world. I realized how much information is available, often for free, if we know the right places to look. I also learned how to organize my ideas, and employ concepts to support my writing rather than finding a quote and shaping my writing around it

The writing process was equally as challenging. I have always enjoyed writing, but I often struggle with the editing stages. I typically have a promising idea, and try to get the idea down on paper as quickly as possible. I often lack the patience required to revisit the ideas and make them more concrete, and ensure my writing flows smoothly - especially in an academic paper. This project has taught me to be organized, pointed, and focused, while creating clarity with my words.

The most enjoyable aspect of this project was being a learner in an academic setting again. My wife and I often joke about redoing college, and focusing more learning and less on the social elements. This project was a terrific reminder that I love learning about topics that I am passionate about. I often found myself on tangents throughout the research process, reading about new teaching strategies or activities that I could use in my classroom. While these periodic unfocused moments added more late nights and headaches for my capstone, I gained new perspective and strategies. Another important takeaway from this project was learning how I learn best. I could not rely on what has worked in the past. Historically, I procrastinate and usually work best when under a little bit of stress. While I still procrastinated, I had to change my approach to this project and allow myself time each day to chip away at the capstone.

Literature Review

      While researching and organizing the facts I discovered, I realized that many professionals shared my belief in the importance of successful collaborative learning. Valuable information exists about every aspect of group work, from the layout of a classroom to the number of students in each group, and I was encouraged by many articles sharing the idea that collaborative learning is impactful at any age, across all disciplines.

      In my literature review, I quote Davis immediately: "students learn best when they are directly involved in the process" (1993). This quote summarizes the central concept of collaborative learning. It is not referencing a traditional model of teaching, with a teacher lecturing in front of a room of yawning students. It is actively engaging an entire class, and asking students to commit to their learning. The ideas of inclusion and involvement are crucial to making collaboration work, and Davis (1993) exemplifies that perfectly. In a separate article, Davis (1999) provides a checklist of pre-lesson questions that teachers should answer before committing to group work. Since first reading this list, I have implemented it within my planning process, and even scrapped lessons when I find myself unable to answer the questions myself.

      McClellan (2016) makes the important point that teachers should not assume that students already know how to work within a group. This was important for me to understand and remember as the school year began. I currently teach in a private college preparatory school, and students are extremely competitive about grades. The idea of working with, learning with, and teaching peers is foreign to many of them, even though they are in high school. Understanding that students need to learn how to work in a group is as important as the content they are learning in class. Davis (1999) reminds us that

students have typically been rewarded for individual efforts, not for the work they have done as a group. This also underscores how crucial it is for teachers to model collaboration in professional learning communities (PLCs), as pointed out by Hoagland, Birkenfeld, and Box (2014). Danielson (2007) also contributes to this idea by providing rubrics for teachers to assess themselves regarding their ability to work with colleagues.

Wiggins and McTighe's research (2011) helped me set the foundation of what the unit should look like. I have studied Understanding by Design (UbD) before, but I have not focused on implementation of collaborative learning until now. Many of the articles I read stress the importance of being methodical when planning collaborative learning, and the UbD template provides a means of putting those plans into practice.

Implications and Limitations

My colleague and I are planning on using this model next year when we teach WWII to a new group of freshmen. While we may not stick directly to the script, we will certainly use many of the activities, as we have already done so. Collaborative learning is another support tool that teachers can use to create meaningful learning; all teachers can implement pieces of this curriculum guide within their units. Some of these activities can be altered, and used for other topics, or even other disciplines.

Limitations to this project stem from the application of the theories to only one unit within a specific discipline. While the literature review provides background about why collaborative learning is relevant and important, the project gives little information about how it can be used over an entire year, and how the benefits of collaborative learning are realized. However, the general concepts and activities provided can be implemented in any subject area, and at any grade level.

Related Projects

This single unit provides a starting point to continue the use of collaborative learning within a United States History class. Other units can be developed based off this model and framework, while teachers from other disciplines can utilize collaborative learning within their field. This capstone is an affirmation for teachers that believe in the value of group work - like me. I plan on using the curriculum from this project when I teach World War II next year, and I have already used many of the activities and elements over the previous four years.

Summary

This chapter reflected on what I mastered as a writer, researcher, and learner. I am grateful for my growth from this project, and the valuable insight into what we mean, as teachers, when we talking about our students being lifelong learners. Writing this chapter helped me realize what this project has meant to me in terms of my personal growth, my ultimate vision for the project, and my goals for expanding the curriculum down the road. I realized how rewarding the entire process has been, even though at times it has been daunting and difficult. It also underscored how thankful I am for the help that I have received along the way, from individuals that have edited my paper to conversations I have had with colleagues about their own collaborative learning experiences.

Appendices

Appendix A

STAGE 1 – DESIRED RESULTS	
Unit Title: **Established Goals:**	
Understandings: *Students will understand that…* •	**Essential Questions:** •
Students will know:	Students will be able to:

STAGE 2 – ASSESSMENT EVIDENCE	
Performance Tasks:	**Other Evidence:**

STAGE 3 – LEARNING PLAN
Summary of Learning Activities:

Appendix B

Lesson Topic: _____   Grade level:_____
Length of lesson: _____

Stage 1 – Desired Results
Content Standard(s):

Understanding (s)/goals Students will understand:	Essential Question(s): ●

Student objectives (outcomes): Students will be able to:

Stage 2 – Assessment Evidence

Performance Task(s):	Other Evidence: ●

Stage 3 – Learning Plan
Learning Activities:

Appendix C

History - Wisconsin's Model Academic Standards for Social Studies

Standard B History: Time, Continuity, and Change

Content Standard:

Students in Wisconsin will learn about the history of Wisconsin, the United States, and the world, examining change and continuity over time in order to develop historical perspective, explain historical relationships, and analyze issues that affect the present and the future.

Historical Eras and Themes

Fourth – Twelfth grade students studying Wisconsin history will learn about:

- The prehistory and the early history of Wisconsin's native people

- Early explorers, traders, and settlers to 1812

- The transition from territory to statehood, 1787 – 1848

- Immigration and settlement

- Wisconsin's role in the Civil War, 1860 – 1865

- Mining, lumber, and agriculture

- La Follette and the Progressive Era, 1874 – 1914

- The world wars and conflict

- Prosperity, depression, industrialization, and urbanization

- Wisconsin's response to 20th century change

Appendix D

By the end of *grade twelve*, students will:

B.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches

B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion

B.12.3 Recall, select, and analyze significant historical periods and the relationships among them

B.12.4 Assess the validity of different interpretations of significant historical events

B.12.5 Gather various types of historical evidence, including visual and quantitative data, to analyze issues of freedom and equality, liberty and order, region and nation, individual and community, law and conscience, diversity and civic duty; form a reasoned conclusion in the light of other possible conclusions; and develop a coherent argument in the light of other possible arguments

B.12.6 Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States

B.12.7 Identify major works of art and literature produced in the United States and elsewhere in the world and explain how they reflect the era in which they were created

B.12.8 Recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of Wisconsin, United States, and world history

B.12.9 Select significant changes caused by technology, industrialization, urbanization, and population growth, and analyze the effects of these changes in the United States and the world

B.12.10 Select instances of scientific, intellectual, and religious change in various regions of the world at different times in history and discuss the impact those changes had on beliefs and values

B.12.11 Compare examples and analyze why governments of various countries have sometimes sought peaceful resolution to conflicts and sometimes gone to war

B.12.12 Analyze the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin

B.12.13 Analyze examples of ongoing change within and across cultures, such as the development of ancient civilizations; the rise of nation-states; and social, economic, and political revolutions

B.12.14 Explain the origins, central ideas, and global influence of religions, such as Buddhism, Islam, Hinduism, Judaism, and Christianity

B.12.15 Identify a historical or contemporary event in which a person was forced to take an ethical position, such as a decision to go to war, the impeachment of a president, or a presidential pardon, and explain the issues involved

B.12.16 Describe the purpose and effects of treaties, alliances, and international organizations that characterize today's interconnected world

B.12.17 Identify historical and current instances when national interests and global interests have seemed to be opposed and analyze the issues involved

B.12.18 Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination in the United States and elsewhere in the world

Appendix E

Grade	Strand	Substrand	Standard Understand that...	Code	Benchmark
9 10 11 12	4. History	4. United States History	21. The economic growth, cultural innovation and political apathy of the 1920s ended in the Great Depression which spurred new forms of government intervention and renewed labor activism, followed by World War II and an economic resurgence. (Great Depression and World War II: 1920—1945)	9.4.4.21.1	Describe the contributions of individuals and communities in relation to the art, literature and music of the period. (Great Depression and World War II: 1920—1945)
9 10 11 12	4. History	4. United States History	21. The economic growth, cultural innovation and political apathy of the 1920s ended in the Great Depression which spurred new forms of government intervention and renewed labor activism, followed by World War II and an economic resurgence. (Great Depression and World War II: 1920—1945)	9.4.4.21.2	Analyze the economic causes of the Great Depression and the impact on individuals, communities and institutions. (Great Depression and World War II: 1920—1945)
9 10 11 12	4. History	4. United States History	21. The economic growth, cultural innovation and political apathy of the 1920s ended in the Great Depression which spurred new forms of government intervention and renewed labor activism, followed by World War II and an economic resurgence. (Great Depression and World War II: 1920—1945)	9.4.4.21.3	Analyze how the New Deal addressed the struggles of the Great Depression and transformed the role of government. (Great Depression and World War II: 1920—1945)
9 10 11 12	4. History	4. United States History	21. The economic growth, cultural innovation and political apathy of the 1920s ended in the Great Depression which spurred new forms of government intervention and renewed labor activism, followed by World War II and an economic resurgence. (Great Depression and World War II: 1920—1945)	9.4.4.21.4	Describe the role of the United States as an emerging world leader and its attempts to secure peace and remain neutral; explain the factors that led the United States to choose a side for war. (Great Depression and World War II: 1920—1945)

Grade	Strand	Substrand	Standard Understand that...	Code	Benchmark
9 10 11 12	4. History	4. United States History	21. The economic growth, cultural innovation and political apathy of the 1920s ended in the Great Depression which spurred new forms of government intervention and renewed labor activism, followed by World War II and an economic resurgence. (Great Depression and World War II: 1920—1945)	9.4.4.21.5	Identify major conflicts of World War II; compare and contrast military campaigns in the European and Pacific theaters. (Great Depression and World War II: 1920—1945)
9 10 11 12	4. History	4. United States History	21. The economic growth, cultural innovation and political apathy of the 1920s ended in the Great Depression which spurred new forms of government intervention and renewed labor activism, followed by World War II and an economic resurgence. (Great Depression and World War II: 1920—1945)	9.4.4.21.6	Evaluate the economic impact of the war, including its impact on the role of women and disenfranchised communities in the United States. (Great Depression and World War II: 1920—1945) *For example:* Treatment of Japanese-Americans, Rosie the Riveter, the Bracero Program.
9 10 11 12	4. History	4. United States History	22. Post-World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America's indigenous peoples. (Post-World War II United States: 1945—1989)	9.4.4.22.1	Analyze the technological and societal changes that affected popular culture in the Post World War II era. (Post-World War II United States: 1945—1989) *For example:* Art, literature, rock n' roll, the Beat poets.
9 10 11 12	4. History	4. United States History	22. Post-World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America's indigenous peoples. (Post-World War II United States: 1945—1989)	9.4.4.22.2	Compare and contrast market and command economic systems and their associated political ideologies; explain how these differences contributed to the development of the Cold War. (Post-World War II United States: 1945—1989) *For example:* Marshall Plan, Truman Doctrine, Korean War, Cuban Missile Crisis.

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