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World History Lesson Module Design: Promoting Civic Responsibility Through Engagement, Relevancy, And Global Understanding

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WORLD HISTORY LESSON MODULE DESIGN:

PROMOTING CIVIC RESPONSIBILITY THROUGH ENGAGEMENT,

RELEVANCY, AND GLOBAL UNDERSTANDING

by

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A capstone submitted in partial fulfillment of the requirements
for the degree of Master of Arts in Education

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To my husband for his encouragement and tough love as I attempted to balance work, school, and home while completing this capstone. Thanks to my capstone advisors for being honest and keeping me focused throughout this process. This has been a memorable experience and I needed all of your guidance to get me through it.

"It is our choices, Harry, that show what we truly are, far more than our abilities."
-J.K. Rowling as said by Albus Dumbledore in *Harry Potter and the Chamber of Secrets*

"Since my release, I have become more convinced than ever that the real makers of history are the ordinary men and women of our country; their participation in every decision about the future is the only guarantee of true democracy and freedom."
-Nelson Mandela, *The Struggle is My Life*

TABLE OF CONTENTS

CHAPTER ONE

Introduction

In our technologically advanced society, humans too often expect to receive information instantly without taking the time to understand what the answer is, why that answer may be correct, who convinced us it was true, or how certain scenarios could change the outcome. When my students join the workforce I want them to be able to think for themselves, question society, and improve our world instead of waiting for their boss to instruct them on what to do next. Education is more than just content; we need to teach skills, work with emotions, and inspire, all while fueling student ambitions for the future. World history has not only been my area of focus for the past thirteen years, it has become my passion. I see the benefit of consciously absorbing history and hope students can be inspired by my passion as well as historical content. Students do not always see the importance of history and the connections to their lives today even when they are surrounded by accomplishments, beliefs, and conflicts that began in the past. The world have become numb to atrocities such as warfare, genocide, and discrimination; it is my job to galvanize students by preventing history from repeating itself. In order to achieve this lofty goal my lessons need to offer a more engaging and personal connection to the content. When students feel a connection to the content and see the significance to our world it just may stimulate inspiration, compassion, and a socially just civic

responsibility within students. This capstone will construct lesson modules to investigate

the question: How can strategies to increase engagement, relevancy, and awareness of

current global issues be integrated into a world history class to foster socially just civic

responsibility?

In our global age it has become obvious that world interactions are inevitable; a

better understanding of our world and how we got here is necessary if we wish to grow.

Learning about social justice by understanding the inequities of our world will not

improve it. Taking that understanding one step further and feeling the pull of civic

responsibility to improve our community and world, that action will bring about growth.

Social justice is wanting equity in your community and civic responsibility is knowing

that you as an individual have the power to do something about it. Acting upon a sense of

social justice can lead to civic mindedness. However, social justice and civic

responsibility cannot simply be taught. Lessons and pedagogical strategies must

encourage thought and reflection to allow for freedom of thought which may lead to civic

responsibility.

Emergence of My Passion

As a teenager I remember valuing myself above others and valuing grades above

learning. I sat in classrooms oblivious to the world around me, never questioning how

history could have a major impact on the future. I never concerned myself with

understanding current events since that was in the distant future in history classes; why

not wait to learn about today when it becomes history in the future? The modern world

could have passed me by as I did nothing to attempt being a part of it, only studied the

world as it became history. Any person can make an impact on the world for better or

worse but I remained ignorant of it all. Philosopher John Stuart Mill believed "Bad men

need nothing more to compass their ends, than that good men should look on and do

nothing" (1867, p. 24), and there I was...doing nothing. I was so self-absorbed with

grades, friends, and material items; never bothering to realize there was an entire world

around me with real problems, real heroes, and real solutions. While in high school the

Rwandan and Bosnian genocides took place yet I learned nothing of these horrendous

events and remained apathetic and ignorant to the struggles of others. Nelson Mandela

became the first freely elected leader of South Africa while I remained unaware that a

blatantly racist government even existed in our world and was untouched by Mandela's

struggle for equality until much later in life. College exposed to me a transparent world

as well as identifying me as a negligent and sheltered child who desperately wanted to be

a part of the world without knowing where to even begin. Our history is filled with

events that have changed the world, for better or worse, and these events occurred or

escalated due to the actions of people, just like me.   As a teacher I want to not only

educate people about the world, I want to foster civic responsibility and social justice to

nurture strong members of society who will one day improve our world. School is not

solely about getting the grade; intelligent people with good morals can choose ignorance

over activism because it is comfortable and easy. I want my students to avoid the same

comfortable cycle I experienced. I want them to learn from our mistakes of the past by

questioning, wondering, experiencing the world, and taking responsibility to improve it.

I never want my students to accept injustice and hatred in our world just because they

have become commonplace. We cannot rely on others down the road to fix our problems or expect them to enjoy living in the world we have created for them.

My Pedagogical Philosophy

All educators believe and practice certain philosophies whether they attempt to or not. While designing new lesson modules in hopes of implementation the following year, I need to embrace my teaching philosophy thus pushing myself to boost my strengths and improve my weaknesses. There is no one educational philosophy I wholly represent on any given day. Certain lessons promote certain aspects of a number of philosophies. However, as my goal is to achieve civic responsibility and empathy through engagement of the content, ideally I may identify and intertwine lessons through a social justice lens while instilling cognitive processing practices.

As a social studies teacher, I have always attempted to practice social justice, even when I was unaware my beliefs could be placed into a category. Social justice is the belief that we as humans need to recognize and end injustice (Baily & Katridis, 2016; Grant, 2012). We must value all human beings and see the benefits of improving life and having compassion for each other. We can push ourselves to better the future. While I may believe in social justice it does not mean I have been successful in creating lessons that promote an understanding and applicability of social justice to become civically minded adults. The philosophical ideas behind social justice align with the basic social studies beliefs of civic responsibility and empathy for others. Therefore, the strategies and methods to create world history lesson modules will heavily follow attributes from this philosophy.

However, promoting a functioning and socially equitable democracy cannot and will not happen without judicious and level-headed thinking. For this lesson design, social justice education will be developed alongside cognitive processing practices. From an educator's perspective, cognitive processing goals for students revolve around problem solving, analyzing, and recalling prior learning to build off old information (Mergel, 1998). These skills are necessary to succeed in our world today and cannot be neglected. To foster growth in our students they must develop critical thinking skills as well as compassion. Cognitive processing activities includes strategies such as mnemonic devices, analogies, graphic organizers, and using prior knowledge to inquire and problem solve for other situations (Mergel, 1998). Throughout my lesson design I will attempt to create lessons that require problem solving, analysis, historical empathy, and a sense of how they can apply this knowledge to their lives and in the future.

Capstone Intentions

The intent of this capstone is to create lesson modules that will promote active and compassionate citizens of the world. This lofty goal will be achieved through relevant and engaging curriculum constructed into lesson modules in a World History class. This undertaking will attempt to connect the content with student lives while exposing them to the power of compassion and responsibility, social justice and civic responsibility. If content weaves critical thinking, engagement, and creativity into a world history class that also incorporates empathy and relevancy to their lives, students may begin to think about civic responsibility and social justice not only throughout history but also in their world today (Grant, 2012). High school history classes should

have a balance of hard skills that focus on analysis and content plus soft skills to foster empathy and collaboration. I hope for students to not only think for themselves but have a strong moral compass to be a voice for change in their community.

There are numerous strategies and tools educators can implement into lessons to achieve targeted skills. Primary source analysis is one tool which could give students a glimpse into the personal lives of others. By witnessing the point of view and personal narrative of those in the past it may make history become real to students instead of words on a page. With the increase in technology and screen time, many students need to brush up on social skills through the implementation of cooperative lessons. Higher-level discussions need to occur whether online or in person. Students could learn compassion for others as well as the value of their opinion while honing their comprehension and response skills. Reflection is another valuable tool that can lead to stronger analytical skills in the future. There are numerous pedagogical strategies applicable to world history that may intrigue students. Primary sources, current events, strategies utilizing technology, and literacy integration bring engagement and relevancy to world history curriculum. This capstone designed lesson modules for a high school students by delving into strategies to increase engagement and relevancy within required world history curriculum. This will allow students to create and act on their own informed decisions about the world they live in. Through researched strategies students can not only increase global awareness and the history behind our world but contemplate what comes next. Do we just go back to our comfortable lives or can we improve our community

and our world? Cognitive higher level thinking skills combined with a global awareness can offer real change in our world.

Significance to My Community

Instant worldwide communication has allowed us to be more aware of our surroundings, leaving little room for ignorance. Social media and technology give us the capability to learn about our world at the push of a button, but do we always process that information or even believe we have the power to do something about it? Our digital age may be seen as a blessing and a curse. With information so readily available students may not always see the wisdom behind truly understanding where the information is coming from and what effect it may have. I could have an entire classroom full of students who have the power and access to change the world and they can only see as far as their own social media account. In lieu of fighting technology, it needs to be embraced and turned in the right direction. We need empathy more than apathy and questions more than answers. Curriculum strategies and lessons cannot look the same as they did when I began teaching; in the last thirteen years our world has changed, students have changed, and educators need to change if we wish to remain relevant.

Lessons designed for our world can benefit communities by fostering and enlightening students who may one day change our world. I truly believe the right lessons based on district assigned curriculum can bring about better citizens by making us more aware of our surroundings. By promoting engaging strategies with a global purpose, it will allow students to think for themselves, analyze situations from all perspectives,

question, offer thought-provoking solutions, and best of all, improve our community both locally and globally.

A generation of self-motivated, analytical, and empathetic people could change the world for the better, but how do we get there? First and foremost, students need to have an engaging classroom setting, that allows them to make connections among historical causes and effects and to understand the relevance of studying modern world history.

My Professional Experience

World History is a required class for all juniors in our district where the content spans from Ancient Mesopotamia to current global issues. This class is divided into two trimesters allowing for an entire trimester to focus on the last century of our world. Gone are the days when teachers ran out of time to cover content after World War Two, leaving students confused and disconnected from the real world. The goal of teaching with a modern history focus is for students to pick up a newspaper and comprehend the stories with relative ease while pushing teachers to stay up-to-date on current events. Students also need to understand the history behind our world today or else they are missing the entire picture. There is a delicate balance between the content and the clock. As teachers we have our favorite areas of interest that we love to illustrate for others, causing us to run out of time to offer engaging lessons for other vital areas around the world. I struggle finding that delicate balance between student engagement and content acquisition. The implementation of engaging and relevant lessons that promote active citizenship has been a focus, however tangential, of my World History team for years. We have slowly

created lasting lesson modules for parts of the first trimester of World History that we are proud to utilize. However, the second trimester in World History, with curriculum spanning from World War One to today, is where we have been unable to accomplish consistent, meaningful, and succinct lessons throughout the trimester.

The World History collaborative team has gone through textbook adoptions, new curriculum implementation, new Minnesota state standards, common summative assessments, as well as numerous educational strategies. As a result of the frequent educational changes over the past several years, our collaborative team has been left fractured and confused. World History content, curriculum, and standards in my school have been taken on a rollercoaster ride of data, activities, and learning targets. In the thirteen years I have been teaching, there has been massive growth in technology, Understanding by Design, and collaboration which have been instrumental in making me a better teacher. For me, the disconnect is with higher-level thinking and relevance. Our curriculum and textbook tend to boil down complicated events and concepts into terms, simple text readings, and worksheets . We drop the relevance, reflection, and world historical context while covering content only an inch deep and a mile wide. I have fallen into this cycle which keeps pushing me further and further away from what I believe my purpose is as a teacher. This capstone will use the already created district curriculum for World History and create lesson modules that target these concerns while instilling engaging and relevant strategies to achieve active and globally aware students.

Conclusion

As a high school world history teacher I must balance an ever-expanding amount of content with relevance to the lives of teenagers in order to help shape productive members of society. As a teacher in her thirteenth year, I have experienced numerous curriculum designs, understanding-by-design documents, updated standards, textbook adoptions, and technology installations. I have come to realize that getting swept up in the newest trends will not always create a balance of content and relevance, cognitive skills and social justice, that I strive for. I must block out the static that overwhelms me and realize how to achieve my priorities as a teacher. The subsequent chapters will offer a literature review and lesson module design of a high school World History class with a focus on strategies that promote engagement, relevance, and compassion for the world. My goal was to weave strategies and content together into cohesive lessons that would remain memorable and thought provoking, drawing students toward active civic engagement as they become adults.

CHAPTER TWO

Literature Review

Introduction

It is understood and often assumed that an ideal social studies education prepares

youth to actively participate in our global world. However, preparing kids to be

productive and caring adults is not always a focal point when writing curriculum and

creating lessons. Educators may develop tunnel vision as they become overwhelmed by

standards, textbooks, district assessments, and every trendy new teaching method that

pass through our schools. The central question of this research was: How can strategies to

increase engagement, relevancy, and awareness of current global issues be integrated into

a world history class to foster socially just civic responsibility? Key focal areas to help

guide the research were the history of social studies, high school social studies standards,

and the implementation of engaging instructional strategies to achieve active citizenship.

First, what is the history and meaning behind social studies? This question was

beneficial to help remind me why I became a social studies teacher in the first place. To

achieve this, the history of social studies was analyzed to see when and why it was

created as well as changes throughout its history. Second, why are standards important to

educators? I am as guilty as the next educator when it comes to being overwhelmed with

standards; however, national and state standards needed to be researched and explained to

see the significance and purpose behind them. The literature review ended with expert

opinions in the field of education on what socially just civic responsibility is, how it can

be fostered through global awareness, and which instructional strategies' implementation

will lead to active engagement in school and awareness of our world. This literature

review will address instructional strategies that weave in global awareness and active

engagement to push students to become active participants of our world.

Social Studies, a History

The social studies have been a collection of disciplines imbedded into our

education system for almost 100 years (Beddow, 2011a). World War One became the

spark that ignited a movement toward social studies in schools around the United States

(Shermis, 2009). Unhappiness with the lack of patriotism and civic duty prior to World

War One helped push the concept into existence after a brutal war which enlightened

people to their patriotic duties as Americans. The Inter-war years were filled with

anxiety, the Great Depression, and sociopolitical change. This mood lent itself to seeing

these nationalistic inadequacies as problems that could be fixed through the education

system (Shermis, 2009). 1920- University of Pennsylvania professor Yocum, who

pushed for social studies in schools, believed social studies would prevent the next

generation from becoming "the War Lord or the Soviet" (Shermis, 2009, p. 196) since

communism and totalitarianism were vital threats during the interwar period. Since its

adoption into schools almost one hundred years ago, social studies has survived

numerous battles. There have been identity problems and questions of usefulness due to

changes over time where civic responsibility and active engagement often take a

subordinate role to other content areas and test scores. However, social studies still remains an influential and required core area around the United States.

Purpose of Social Studies

Social studies was created specifically to promote citizenship and American patriotism; that concept has transformed into something more global and active as social studies attempts to change along with our interconnected world. The goal of a social studies education is to cultivate perceptive, innovative, and active citizens of the world (Adler & National Council for the Social Studies, 2010). Yes, basic learning of facts throughout history is important, however, preparing educated, empathetic, and active citizens is far more vital if we wish to encourage a better future for our students (Kagan, Kagan, Kagan, & Hanson, 2010). Students not only need to realize who we are, where we came from, and see the patterns for where we are headed, but they also need critical thinking skills, empathy, an understanding of social justice, and the civic responsibility to become active citizens who advocate for growth in humanity (Adler & National Council for the Social Studies, 2010; Beddow, 2011a; Black, 2010; Garcia & Michaelis, 2002). Being globally aware allows students to realize there is more to the world than their city, state, or even country. Being a responsible and active citizen is having global awareness while actively participating in our society to bring about a better future. The goal within this research and lesson module design is to discover and implement relevant and engaging strategies in a world history class which will then carry over into their adult lives.

For the past century, experts have been arguing over how to teach World History classes. Should they focus more on historical content or aspects of civic responsibility? Should history promote patriotism, historical analysis, critical thinking, memorization of facts and dates, cultures of the world, empathy, and/or internal motivation (Barton & Levstik, 2004)? The answer often depends on the time period. The National Council for the Social Studies, whose creation after World War One coincides with social studies itself, guides educators through this stressful balancing act no matter which ideological swing occurs. History is a social studies discipline and because of this it pushes educators to see the greater purpose of history as it relates to our world today, thus making it globally relevant. The National Council for the Social Studies imbeds and promotes civic responsibility into their social studies themes (National Council for the Social Studies, 2013). As a World History teacher I am not only teaching history, I am educating students on the social studies. We must be reminded that a global, active, and relevant social studies education has value and must be our focus in a World History class.

Social studies includes a plethora of disciplines to help teachers create a well-rounded and informed citizen of the world. These disciplines began with history and thus expanded to cover areas such as anthropology, economics, psychology, sociology, geography, religion, archaeology, philosophy, and law (Garcia & Michaelis, 2002). Embracing these numerous disciplines can create an all-encompassing depth of knowledge that lends itself to global connections and civic responsibility, the constant and stable themes of social studies. First, I am a social studies teacher, then a history

teacher. This means ideas, concepts, relevance, and civic engagement should be the

focus, not solely the content of history. According to research this is not always the case;

however, the education pendulum is swinging in that positive direction (Barton &

Levstik, 2004). Social studies is intended to push students to analyze and make

knowledgeable decisions in our globally connected world (Adler & National Council for

the Social Studies, 2010; Beddow, 2011a; Levstik & Tyson, 2008). By extracting

relevant, real world situations from historical content, a World History teacher enables

students to cultivate skills for achievements in the real world.

Social Studies: Change Over Time

Social studies has already undergone numerous changes over the last hundred

years.   Educators have seen changes in areas such as content, technology, political

movements, textbook beliefs, curriculum, education laws, and pedagogy (Beddow,

2011b; Lowe, 2011). As time progresses and history continues to expand, so does

society. Since our society is ever changing, social studies needs to change with it.

The content taught in social studies, and more specifically, World History, has

changed dramatically over the years. During World War Two there was a push in the

United States for a worldly understanding of history and government to prevent despotic

ideas such as Fascism, Nazism, and Communism from spreading (Levstik & Tyson,

2008). However, this push for global awareness changed during the Cold War as the

United States wished for a harsher stance against communism.   Many feared social

studies was too benign on the global worldview, especially after the Soviets launched

Sputnik and seemed to be pushing ahead in the Space Race and Arms Race (Levstik &

Tyson, 2008). Research by Zhao (2015) shows another paradigm shift needs to occur in education to support global understanding and it seems many states and districts agree. Slowly, schools have been moving away from the national and Eurocentric curriculum to focus more on a balanced worldview (Zhao, 2015). This movement will reflect the histories of more of our students and make history more relevant to our students (Beddow, 2011b; Minnesota Department of Education, 2016). While civic responsibility was always the original intent of social studies we are now moving back toward this goal while including a social justice lens. Global content in World History classes and all social studies allows students to see greater connections to their lives and realize why social studies is important to their future and how they can have a hand in changing their world.

How curriculum is covered by educators has also been changing over time. Gone are the days of the stereotypical "sage on the stage" (Lowe, 2011, p.7) as a more interactive, tech-savvy, engaging classroom environment begins to trickle in. Again and again literature reviews expose the overuse of lecture based education and how it often does not lend itself to the goals of a social studies education. Lectures can be amazing tools if they are given by engaging and knowledgeable teachers who can bring in relevancy, content, analogies, with a bit of humor and interaction (Larson & Keiper, 2011). However, education is moving away from the "ineffective information dump" (Lowe, 2011, p. 7) that comes with educating only through lecture as they are not strong at motivating students nor at presenting real situations, higher-level analysis, or hands- on applicability (Beddow, 2011b; Wiersma, 2008). While lectures are an efficient way to

clarify confusing content, it cannot be the only method of educating. Lectures continue

to be used as a method of teaching likely because educators feel comfortable since it has

remained the common delivery system for content since the United States' existence

(Lowe, 2011). It was how most of us learned in school. One dramatic change over time

within schools is the use of engaging and hands-on activities in class to supplement and

enhance lectures. Some educators are even experimenting with flipped classrooms,

allowing for lectures to be viewed at home reserving class for these hands-on activities to

apply knowledge (Lowe, 2011; Sebald, 2013). For this generation, Wiersma (2008)

believes educators need to give students the power and motivation to learn on their own

and apply that knowledge to real-life situations thus helping to create civic-minded

citizens. Times have changed, our students are changing, and our classrooms need to as

well.

A common theme among education journals is the concept of promoting students

to think for themselves. Kagan et al. (2010), leading designers of cooperative learning

techniques, believe that educators cannot promote the principles of democracy if our

classrooms remain structurally autocratic. Offering choice and voice in the classroom

promotes a more democratic and thought-provoking setting to allow learning to occur

through a social-justice and civic-responsibility lens. Lectures are often still necessary

and beneficial in a classroom while targeted activities and strategies help to encourage

thought provoking and engaging learning. These activities can be seen in our technology

around us as well as in the textbooks we teach from. Interactive quizzes, document

sharing, online student news programs and learning management systems can promote

learning as well as interaction, motivation, and accountability. Even textbooks, such as *History Alive* (Fasulo, Goff, & Holford, 2013), are attempting to make history relevant with interactive lessons that weave together *Understanding by Design* (Wiggins & McTighe, 2006), physical activities, and cooperative learning with a heavy presence of primary sources and applied learning. Numerous education journals believe that curriculum writing and lesson designing must focus on interaction, collaboration, application, and relevancy to bring about a more engaged generation.

Standards

Before designing any type of lesson module for social studies one must understand the standards as well as the meaning and implementation of these standards. Education standards, whether national, state, or local are implemented to prepare and strengthen educators in their field of expertise while insisting that students around the country learn similar content. There are some concerns among educators that standards may confine rather than guide by requiring content rather than higher-level skills such as discussion and application (Rapoport, 2009; Starr, 2012). However, there is a consensus among conservatives and liberals that standards in education help promote a stronger education system. They just may not agree on what those standards should be (Vinson, 1999). The National Council for the Social Studies (NCSS), No Child Left Behind (NCLB) and now Common Core all offer guidelines for what and how educators should be teaching (Adler & National Council for the Social Studies, 2010; Gilles, Wang, Smith, & Johnson, 2013; National Council for Social Studies, 2013; Phillips, 2015). For this literature review section the focus will be on recognizing the need for standards and

creating a link between standards and engagement for World History. Acknowledgement and implementation of state and national standards are essential for successful day-to-day classroom lessons.

National Council for the Social Studies

In 1994, after many years of promoting the core values of social studies, the National Council for the Social Studies (NCSS) created standards. These were meant to guide educators through the curriculum while staying true to the purpose of social studies (Adler & National Council for the Social Studies, 2010). The goal of the NCSS is to remain involved in promoting stronger and consistent social studies curriculum while not being too overbearing (Adler & National Council for the Social Studies, 2010). Research shows the NCSS continuously updates standards while pushing for engagement and civic responsibility thus preparing students to succeed in the world (Adler & National Council for the Social Studies, 2010). While NCSS standards are not mandatory for educators, they are often used as guidelines in creating state standards (Minnesota Department of Education, 2016). The NCSS has created ten themes to weave standards around which are as follows 1. Culture, 2. Time, Continuity, and Change, 3. People, Places, and Environments, 4. Individual Development and Identity, 5. Individuals, Groups, and Institutions, 6. Power, Authority, and Governance, 7. Production, Distribution, and Consumption, 8. Science, Technology, and Society, 9. Global Connections, 10. Civic Ideals and Practices (Adler & National Council for the Social Studies, 2010, pp. 3-4). While these themes may be covered on any given day in a social studies class, this capstone will target three themes: Theme 4: Individual development and identity; Theme

9: Global connections, and Theme 10: Civic ideas and practices (Adler & National

Council for the Social Studies, 2010).

The NCSS has created these standards and themes to help teachers achieve their

goal of civic responsibility in the real world. However, according to research, when No

Child Left Behind (NCLB) was created in 2001, it generated an environment where

social studies was less essential in elementary schools due to state mandated reading and

mathematics (Beddow, 2011b; Gewertz, 2011; United States Department of Education,

2002; Winstead, 2011). A result from No Child Left Behind is now literacy and

mathematics tend to be placed above civic responsibility. However, the very idea of

possessing civic responsibility would allow those skills in literacy and mathematics to be

applied wisely and responsibly (Beddow, 2011b). NCLB then led to state standards for

social studies as well as state and district assessments (Minnesota Department of

Education, 2016). Common literature among social studies educators states the dismay

as social studies was pushed out of elementary schools and by the time students enter

high school the idea of civic responsibility, relevant content, or even engagement is not as

important as standardized testing (Beddow, 2011b; Starr, 2012; Winstead, 2011). In

2016, as No Child Left Behind (NCLB) began to fade, the Every Student Succeeds Act

(ESSA) replaced it, which could bring a more insightful awareness of the big picture,

making social studies a priority (Barlowe & Cook, 2016). Educators and the NCSS see

the value in promoting engagement and global awareness before adulthood. A common

theme among researchers was how standards should not be used to stifle education and

causes undue stress on educators (Beddow, 2011b; Cardenuto, 2015; Rapoport, 2009;

Winstead, 2011). Social studies teachers should never sacrifice social justice, global awareness, and civic responsibility but weave these concepts into curriculum and day-to-day lessons (Cardenuto, 2015). After NCLB created a push for individual state standards, many states, such as Minnesota, attempted to include concepts such as globalization and citizenship into their state standards (Rapoport, 2009, Minnesota Department of Education, 2016). Implementing standards and benchmarks from something as broad as social studies can become overwhelming. Educators note how inexperienced or overworked teachers may sacrifice global awareness and relevancy for required standards if they see no other option (Rapoport, 2009; Winstead, 2011). Standards must be understood and woven into classrooms to create engaging, relevant, and consistent education where teachers feel they are not losing their individuality (Tomlinson & McTighe, 2006). The literature on the controversy of standards is overwhelming and to be successful at creating lesson modules the standards must be understood but not so absolute that civic responsibility and engagement are sacrificed.

The culmination of this research will be the creation of lesson modules for a World History class. My district has created required curriculum while Minnesota has created general strands and individualized substrands for social studies. Within this capstone I will achieve my goal by creating lesson modules based off district curriculum. As for Minnesota standards I will be guided by the history strand and target the historical thinking skills and world history substrands. As I attempt to promote civic responsibility I will by guided by the citizenship and government strand and will target civic skills, civic values and principles in democracy, and rights and responsibilities (Minnesota

Department of Education, 2016). See Appendix A for a full list of Minnesota state standards for history.

Common Core State Standards

On top of NCLB and state standards, now Common Core State Standards are being adopted by states such as Minnesota. For those states that choose to adopt the college and career ready Common Core State Standards, the focus will yet again be on mathematics and reading (Phillips, 2015). However, it will increase the push for literacy skills in social studies classes. Standards revolving around literacy and primary source reading may cross disciplines as they connect directly to social studies. Some experts believe this may add more to the proverbial social studies plate while others see it as a way to prove how social studies is relevant. Common Core State Standards give teachers the chance to focus on primary source reading while bringing in empathy and perspective to history (Cardenuto, 2015; Gilles et al., 2013). The goal of Common Core State Standards (CCSS) is to prepare students for the real world outside of school while focusing on career and college readiness. This aligns directly with the NCSS and their push for civic understanding in the real world (Adler & National Council for the Social Studies, 2010). NCSS has even updated its standards to align with Common Core through their C3 program. This new social studies framework revolves around College, Career, and Civic Life (C3) with the intent to promote democracy as well as awareness of the world around us to allow our students to thrive in our global world (National Council for the Social Studies, 2013). C3 is used as a guide in many states since they do not offer specific standards or require certain content to be covered, states have always been given

that power. Therefore, CCSS and C3 may be helpful guides to writing curriculum for a

World History class.

Understanding by Design Framework

A prevalent framework model when designing curriculum is the backward-design

concept called Understanding by Design (UbD). Understanding by Design has a

template to guide teachers through the curriculum design process and design standards

(See Appendix B) for educators to use as a type of rubric to self-assess curriculum

(Wiggins & McTighe, 2006). It has become prevalent due to its purpose and directness.

Wiggins and McTighe (2006) remind educators that learning needs to be the focus

instead of teaching. Standards are critical, but the content within those standards must be

implemented into classrooms to be achieved and learning must be the purpose. According

to UbD experts, when creating curriculum, goals for students need to be clear from the

start (Wiggins & McTighe, 2006). Before creating fun activities and using strategies to

promote engagement you must have clear instructional goals. As educators design

curriculum, they must be reminded of the goals they want students to meet, as well as

standards they are required to meet. This progression in education allows for civic

responsibility to become a goal instead of an afterthought as curriculum and individual

lessons are designed. While I did not create curriculum for this capstone, the UbD

document design and purpose lends itself to creating meaningful daily lessons as well as

broad class curriculum. These individualized UbD documents can be found in

Appendices C-G.

World History curriculum can benefit from a focused, consistent goal that aligns with NCSS, Common Core, and Understanding by Design. Standards need to be understood and content needs to be covered while still balancing social studies goals of civic responsibility and relevance with soft skills such as communication and empathy. By understanding the progression from NCSS standards to NCLB then to Common Core and back to NCSS' C3 program I can begin to comprehend the numerous layers of lesson planning for a World History class.

Civic Responsibility

As stated by the National Council for the Social Studies, educators should foster global awareness and civic responsibility to achieve the long-term goal of encouraging active citizens who advocate for growth in humanity (Adler & National Council for the Social Studies, 2010). A common theme in the literature was how powerful and long term a great social studies education can be. It is not solely about testing and content, it needs to be about thriving in our world and improving upon it; a perfect fusion of hard skills and soft skills. In order to discuss and impart civic responsibility one must first be engaged in the discussion. Fostering active citizens cannot be directly taught through lecture; it must be felt and experienced firsthand by students (Larson & Keiper, 2011).

Global awareness and active involvement in society positively impact the world. Promoting civic engagement could allow students to see the value in bettering their local community as well as our global community (Endacott, 2014). If civic consciousness were woven into lessons in engaging and relevant ways it could have a positive effect on generations to come. Research from Youniss (2011) concludes that democracy and

history need to be understood and experienced to achieve a basic level of citizenship; however, those who fight against injustice and influence decisions are the ones who will change history. To achieve growth, we need change. To achieve positive change, experts believe we need community members to have a voice with their own educated opinions as well as empathy for the global community (Endacott, 2014). By engaging in activities and promoting skills to achieve a global understanding of our world and actively participating in it, our students will not only graduate from high school, they will thrive in society (Crawford, 2003; Florian & Zimmerman, 2015). Not only classroom curriculum but individual lessons must promote democracy, push for higher level thinking, and familiarize students with current events around the globe to allow for civic engagement to become familiar (Endacott, 2014). The more familiar students become with successful democratic concepts implemented at school, the more likely they are to transfer those concepts to the real world and become active members of society. Banks (2008) found four types of citizens with a wide range of civic participation. There are legal citizens, minimal citizens, active citizens, and transformative citizens. The legal and minimal citizen barely participates and may vote whereas the active and transformative citizen takes action to support and promote social justice (Banks, 2008). A quintessential student, successful in social studies, can become an active and transformative citizen. Engaging lessons made relevant to students and pertinent to our world may help more of our students evolve from legal citizens to transformative citizens.

Another critical educational element to becoming an active and responsible citizen is the ability to empathize with others. Learning to have compassion and

appreciation for others allows students to see differing viewpoints as well as the value in those viewpoints. This is the beauty behind a democracy (Barton & Levstik, 2004). This emotional soft skill can be learned and practiced in schools where students are encouraged to share their opinions. Compassion can promote a functional democracy. Social studies classes can develop historical empathy and allow students to have a greater appreciation for history and their own world (Barton & Levstik, 2004; Foster, 1999). Historical empathy is the attempt to appreciate and grasp how people from the past felt and why people would respond to situations in certain ways. Barton and Levstik (2004) believe that history without empathy is pointless; students need to feel emotions towards people in the past to help us become better citizens of our world. Historical empathy not only gives students that connection to people from others times and places, it also forces students to understand how time can change our values and morals which offers insight into the future as well as the past (Endacott, 2014). The recurring research on engaged learning and civic responsibility all promote the same goals as historical empathy, a future filled with compassionate and successful people (Barton & Levstik, 2004; Endacott, 2014; Foster, 1999). Globally aware students prepared to actively participate in our world is the ideal dream for any social studies teacher. The next question is what types of instructional strategies will promote engaged and compassionate civic responsibility? Civic responsibility cannot simply be taught. However, by exposing children to other places, people, and views through researched strategies that target engagement, empathy, and relevancy, it can help our students lives flourish and cultivate

learning on a global perspective to promote active and transformative citizens (Grant, 2012).

Pedagogical Strategies to Achieve Engagement

Considering the way NCLB and Common Core address social studies, one might believe it is neglected. However, one common thread that ties these programs together is how they foster student growth in hopes that students will become productive adults. My students will live and participate in our world, and I believe that without civic responsibility or empathy to create well-rounded people, they may not be aware, appreciated, or active members of our global society. As engagement and relevancy become common pedagogical tools, the natural progression of a social studies classroom may lead to students being motivated and inspired to become global thinkers. This literature review section will analyze why experts believe engagement needs to be a central focus during instruction, why civic responsibility and empathy help to make better global citizens, and how these traits can be taught through engaging lessons.

Pedagogical changes dictate that lectures should not make up the entirety of the learning process thus avoiding history from becoming "sterile, passive, and seemingly unrelated to their lives" (Foster, 1999, p.18). Lectures can offer engagement through the use of analogies, humor, video clips, and relevancy. However, research shows the lecture method should not be overused or used solely as the only method of delivering content. Relevant and engaging lessons allow students to see value in social studies and appreciate how our world is globally and historically connected (Connor & Pope, 2013). Concerns among experts about lack of engagement range from boredom and no retention of content

all the way to student freedoms and opinions being limited (Barlowe & Cook, 2016; Connor & Pope, 2013; Lenzi et al. 2014). Connor and Pope (2013) worry that students will act like the robots we treat them as rather than reflective and opinionated humans if teachers never push students academically, avoid reflection, lecture without engagement, assign busy work, and avoid connecting content to their lives. Goals and outcomes need to be considered when designing curriculum and instruction for any course. Barlowe and Cook (2016), Connor and Pope (2013), and Wiersma (2008) agree that engagement is necessary for student growth. It allows students to form their own opinions, grants more independence, may guide them to "find their own voice" (Barlowe & Cook, 2016), and allows them to see education as worthwhile (Connor & Pope, 2013; Wiersma, 2008). Engagement leads to comprehension and promotes appreciation and civic responsibility as adults.

Literature on pedagogy generally reveres engagement in classrooms as it offers a wide array of benefits to students (Barlowe & Cook, 2016; Connor & Pope, 2013; Wiersma, 2008). However, engaged classrooms require preparation, dedication, patience, as well as experimentation with different instructional strategies (Larson & Keiper, 2011). Plus, students need a certain degree of independence to take responsibility for their own education and engaging lessons can offer that where lectures may not (Wiersma, 2008). Successfully proven instructional strategies related to engagement come in a diverse assortment of choices all with their opportunities and obstacles. The focus of this research is to implement relevant and engaging lesson modules which fosters civic responsibility. The remainder of this literature review will focus on the

benefits of engagement and rewarding instructional strategies to implement in the classroom.

Promoting engagement and relevancy together is a complicated balancing act; if successful, skills learned may help guide students throughout their lives. Yes, we want our students engaged and to enjoy learning; however, as Bauerlein (2013) reminds us, students are less and less prepared for college and the workforce when their ideals from high school do not matchup with the reality of being an adult. Bauerlein (2013), a college professor, sees a large percent of students dropping out of college because they find classes boring and irrelevant to their lives. As educators we need to find a balance between engagement and relevance with our content, work ethics, and other "soft skills" (Bauerlein, 2013, p. 32) if we wish students to succeed after high school. There are numerous facets that come with careers and not all of them are glamorous, relevant, or even engaging to us, but still necessary. As these instructional strategies are researched, one must keep in mind the balance between engagement and content. Learning skills to carry them through college and the workforce can allow students to see what is necessary whether it is engaging or not. These instructional strategies, once implemented into lessons, should weave curriculum, standards, and soft skills such as adaptability, communication, and leadership to allow for success in high school and beyond.

Primary Sources

One of the most common instructional strategies seen among experts, that ties engagement, historical empathy, and content together, is the use of primary sources in social studies classrooms. Examples of historical primary sources are journal entries,

merchant records, law codes, paintings, charts, and maps, written during the period of focus. Research concludes that the use of primary sources allows students to feel historical empathy by allowing themselves to see historical characters as human beings instead of words on a page (Wiersma, 2008). As students glimpse into the lives of those in our past it allows them to connect and relate while analyzing change over time to see where we came from and how we got where we are today.

Although the amount of primary sources available is overwhelming, there are certain programs that specialize in the use of and analysis of primary sources. Stanford History Education Group (Stanford History Education Group, 2017) and World History for Us All (National Center for History in the Schools, 2017) are websites that offer free access to primary sources as well as corresponding activities for middle school and high school students of all reading abilities. The strength of these programs is seen in their preparation of sources and activities as well as meaningful learning goals for students. As a teacher, successfully using primary sources takes preparation. Should they be modified? Do sources exist from differing perspectives? Do they offer insight into another time period? Are they engaging? These questions need to be considered prior to implementation in a classroom. Plus, Beddow (2011b) reminds educators that students need to be aware of bias that comes with any document, however old, to avoid stereotypes and generalizations. Just because a reading is historical does not mean it represents everyone from that time period. Primary sources give students exposure to questioning bias and point of view by looking for patterns through analysis and higher level thinking skills (Black, 2010; Wiersma, 2008). These techniques to recognize bias

can truly become relevant for students today in a world of political campaigns and media advertisements. Educators like Beddow (2011a) and Endacott (2014) believe these skills can transfer to our world as students become adults and participate in our democracy. Empathizing with people throughout history and tying analytical skills to our world today will help our students become active and compassionate adults.

While there are programs to guide educators and students through specific primary sources, there are numerous ways to weave this instructional strategy into a world history classroom. Wiersma has found success in "teaching history as a mystery" (2008, p. 116) where certain primary sources can be used to boost curiosity and anticipation if the outcome is not immediately revealed. Who killed whom? Who will the next leader be? Who won the war? What happened after the invasion? Questions could be endless if the right primary sources are chosen. By having students draw their own conclusions it promotes engagement as well as creativity calculated predictions and a civic understanding of cause and effect.

Other engaging uses for primary sources can involve creative writing as a response. Students may choose to write a response back to a letter or news article, build on a journal entry using historical empathy, or create news headlines that relates to a visual (Foster, 1999; Gilles et al., 2013; Wiersma, 2008). Some examples may be more detailed than others, but oftentimes teachers purely want students to jump in and become captivated thinkers. Primary sources are a way to surround students with history that seems more real and relevant to them as they see historical characters as humans instead of names in a textbook. This instructional strategy was frequently examined and

endorsed among education experts due to its success at encapsulating social studies

themes of engagement, content, literacy, empathy, and an awareness of bias.

Simulations and Role-Play

Another pedagogically endorsed approach which weaves engagement with

analytical thinking skills is the use of role-play and simulations. Transform a classroom

into a courtroom while placing an historical person on trial. Mock trials that put

historical people such as Christopher Columbus, Genghis Khan, or Emperor Justinian on

trial push students to hone their quick wit, clever arguments, historical empathy, and

processing skills (Gilles et al., 2013; Larson & Keiper, 2011). Role-playing pushes

students to set aside their modern bias and see the world from differing viewpoints while

targeting their higher level thinking and social skills.

Simulations, another common strategy among educators, promote a hand-on and

intrinsic approach to personalize history (Larson & Keiper, 2011). Students can engage

in trench warfare or an assembly line to experience the lives of those in our past. This

personal setting can encourage historical empathy as the students are transformed to

another time and place. Simulations also offer engaging and memorable content which

can allow students to build civic minded skills as they see the world from a different

perspective. The amount of preparation time inside and outside the classroom to create a

mock trial or a simulation may be extensive for educators and students. Engagement

without clear content or standards may be confusing and counterproductive, therefore

ineffective. The purpose behind this instructional strategy must be clear and

continuously discussed to avoid an impractical trial or simulation (Larson & Keiper, 2011; Tomlinson & McTighe, 2006).

Discussions

An instructional strategy similar to mock trials and simulations seen above are student led discussions. Research concludes that discussions and student led Socratic seminars are strong tools which advocate comprehension, accountability, reflection, ethics, and engagement (Larson & Keiper, 2011; Wiersma, 2008; Wiggins, 2011). Like many other engaging instructional strategies, successful discussions take time to plan. Specific goals and learning targets need to be kept in mind so students learn the intended objectives (Larson & Keiper, 2011). Discussions should promote interaction between students while the teacher steps back, allowing for more of a Socratic seminar instead of an interactive teacher led lecture (Wiggins, 2011). Successful discussions will need practice and preparation. Some classes will function better in smaller break-off groups while others thrive off an entire class discussion. Often the topic or individual class may dictate the structure of a discussion. A common goal for all educators would be to have students learn how to listen, think, and then respond to others (Wiggins, 2011). After students know the rules and have practiced, they will understand that discussions are not a time to chat with friends but to interact and develop their own voice and their own beliefs. Discussions can be a way to promote engagement as well as empathy while giving them excellent democratic communication skills to carry with them into adulthood.

Technology

Educators and parents may argue that technology seems to encourage seclusion rather than engagement; however, there are numerous strategies that weave technology into a lesson while promoting engagement and content. Technology may not be the quintessential solution for education today. While it may have its drawbacks, educators do agree that it offers engaging strategies that students may find relevant to their tech-savvy lives. Lowe (2011) states the use of technology with social media and instant internet access allows students and teachers the ability to learn, create, share, and interact online. The ability to absorb content instantly gives students an additional method to apply what they are learning in a meaningful way. Questions can be answered and feedback given immediately to then move on to deeper and more meaningful questions. Current events and other news stories can be witnessed using educational programs such as CNN 10, a ten minute online program geared toward students that offers a basic exposure of current events around the globe (Journell, 2014). Online quizzes are another online tool that offer interactive and engaging learning. One prominent online quiz that has taken classrooms by storm by offering an engaging and tech savvy formative assessment is Kahoot (Singer, 2016). Quizlet.live is an even newer interactive online quiz that centers around content while focusing on collaboration, team-building and requires 100% engagement unlike Kahoot (Quizlet brings learning, 2016). These user-friendly quiz templates are free, simple to create, and simple to use as long as a student has access to a laptop, tablet, or smartphone.

Google is another company that has pushed education technology to new frontiers. Google Earth can take us to places around the world and bring life into content as students can see and visually move about the places being discussed in class (Williams & Davinroy, 2015). Google Drive can offer a more interactive and accessible education by instantly obtaining and editing shared Docs and Slides (Rowe, Bozalek & Frantz, 2013*).* Google Calendar and Google Classroom can be used by educators to inform students of an agenda as well as share lessons each day (Phan, 2015). These Google tools offer a more interactive and hands on learning style which promotes engagement and relevancy through the use of technology (Wiersma, 2008; Williams & Davinroy, 2015).

Technology can also be applied to the classroom through the use of flipped classrooms, online discussion boards, and learning management systems such as Moodle and Google Classroom. In a society where textbooks are expensive and students see online learning as innate, the shift to a technologically based classroom has already begun, leaving many schools woefully behind (Noguchi, 2015; Phan, 2015). The use of technology, just like any instructional strategy, needs to have a focus with clear goals and outcomes in mind. Flipped classrooms, where students watch lectures at home or participate in online discussion on their own time, allow teachers more time in class for hand-on and memorable activities; thus promoting collaboration, differentiation, and engagement (Sebald, 2013). If viewer turnout is low then students participate in engaging activities without understanding the purpose and content behind it. If successful, however, it may lead to engaged learning thus giving teachers time for detailed and intricate activities.

Another use of technology that promotes engagement and global citizenship is the use of electronic threaded discussions such as Moodle and Google Classroom (Larson & Keiper, 2011). In our technological world, discussions are no longer restricted to inside the classroom. This new style of discussion can give students time to form cohesive thoughts while giving teachers time to include more instructional strategies and content into the classroom. It also gives all students the chance to participate and respond to the conversation. Larson and Keiper (2011) promote the use of electronic discussion forums as a way to consider differing viewpoints on controversial topics, make primary sources more engaging, and get kids talking with one another in a more professional forum. Taking part in an online discussion on a controversial topic allows students to process complex information, research, and respond in their own time. By giving students more time to process it may also give them more time to empathize with others after analyzing their peers' posts. These online discussions promote engagement and empathy as all discussions do, while giving students time to interpret posts, inquire using other resources, and construct their response.

Yet another engaging way to weave technology into the classroom is through learning management systems or student management systems such as Google Classroom and Blackboard. These platforms offer basic education needs such as storage for assignments plus the ability to give quick feedback, allow students to ask questions, or even take virtual field-trips to places around the globe (Phan, 2015). Using these platforms allow students to interact with their classroom wherever and whenever, eliminating many logistical justifications for not completing assignments. The freedom

to of time and location promoted by management systems benefits only those with consistent access to the internet and technology required. The use of technology, like any instructional strategy, must be incorporated into classrooms with clear goals and outcomes in mind but once established, technology can be an engaging way to promote learning.

Cooperative Learning

The use of cooperative learning is another common instructional strategy seen in educational literature. Throughout all of the above strategies research has promoted, cooperative learning is something that can be used in conjunction with many to create engagement, relevance, and civic responsibility. Cooperative learning is the concept that students of all learning abilities and backgrounds must work together and bounce ideas off each other to complete tasks (Kagan et al., 2010; Larson & Keiper, 2011). This tool is known to improve social skills, create a stronger community for learning, and cut down on competition (Larson & Keiper, 2011). Kagan et al. (2010), a leading expert on cooperative learning believes that social studies cannot be experienced or applied in any relevant way without using cooperative learning techniques. The research behind instilling cooperative lessons states that it will boost understanding and social skills as students learn from each other and discuss topics far more in depth than a lecture or worksheet would (Larson & Keiper, 2011; Kagan et al., 2010). Weaving cooperative learning into lessons could create a healthy classroom atmosphere while also pushing skills like teamwork, humor, and decorum. Collaboration and cooperative learning are often required job skills that carry on into adulthood to help mold well rounded humans.

Kagan strongly points out that cooperative learning should not be treated as group work. It must be structured, often times assigning roles to each member. Plus, it tends to work better when groups are picked for them, instead of giving students a choice to not only simulate the real world but also avoid comfortable and repetitive roles, discussions, and productivity (Kagan et al., 2010). This will help students think and act in situation they are not always comfortable in thus promoting active and transformative citizens (Banks, 2008). After these techniques are ingrained in students, Kagan truly believes they will help stimulate "virtues of honesty, caring, and good citizenship" (Kagan et al., 2010, p. 15) that are difficult to endorse in a lecture style classroom.

Children's Books

A final instructional strategy with the intended outcome of increasing engagement is the use of children's books in a high school social studies classroom. Children's books can offer analogies and examples to help relate history to our lives (Polette & Ebbesmeyer, 2002). They can build empathy as students are able to connect with people rather than summaries in a textbook. Hursh (2014) believes that books such as Dr. Seuss's *Butter Battle Book* help to grasp complicated topics such as the nuclear arms race while helping promote global citizenship and empathy. Graphic novels, which tend to be more complex and lengthier than children's books, can also bring relevance with empathy in an engaging way for students (Crawford, 2003). This type of instructional strategy can promote creativity as well as critical thinking skills while pushing students to understand complex ideas such as analogies and political satire (Polette & Ebbesmeyer, 2002). Plus, children's books and graphic novels may correlate directly with social

studies and Common Core standards as they promote literacy as well as content. These types of children's books are continuously being created and can hopefully find a place in classroom lessons.

Conclusion

Evoking civic responsibility through targeted instructional strategies was the goal of this lesson module design. This review of expert literature illustrated the benefits of using engaging and relevant strategies as well as how to create a classroom to achieve active citizens of the world. Before diving right into instructional strategies, as a social studies educator, it is beneficial to be cognizant of what the social studies are and why they were created. As a social studies educator our job is to help foster active and thoughtful citizens who will be successful in our ever changing world. World History curriculum design is shifting away from memorization of facts to a class setting that embraces analysis, discovery, and cooperation. As I designed lessons, these social studies traits needed to become ingrained within the lessons for civic responsibility to be achieved. Prior to designing any curriculum or individual lessons, educators must be aware of what to teach before they focus on how to teach. National and state standards are implemented to help guide educators while allowing for consistency with content. They also give educators a place to begin when planning lessons. The Understanding by Design framework helps guide educators to keep focused on goals while teaching. This literature review researched standards, instructional strategies, and purpose of a social studies education to create well rounded lessons for educators and students. These

different elements must be taken into account to achieve lesson modules that focuses on engagement, content, relevancy, as well as active citizenship.

Looking ahead to chapter three, this literature review will be taken into account as I consider the methods behind designing lessons, the setting and students affected, and how my pedagogical philosophy plays a part in designing it. Stimulating civic responsibility in a World History class can be possible through well designed UbD documents in conjunction with well supported education theories and methods of implementing lessons.

CHAPTER THREE

Methods

Introduction

As the literature review honed in on research behind completing a lesson-module redesign for a social studies class, chapter three switches gears to focus on what my research entailed and why certain curriculum design methods and strategies may be more successful when applied to lessons. In chapter two it was made clear why social studies is vital for our world today. Social studies teachers help meld the leaders of tomorrow to better understand our world and become active members of it. As a social studies teacher, my goal is to meet standards, follow district curriculum guidelines, and promote active and engaged learners who are prepared to successfully and eagerly participate in our society. As I wrap up my thirteenth year of teaching I am aware of my strengths and weaknesses. I recognize how covering content is a priority while I may need guidance and opportunities to improve on civic responsibility through relevancy and engagement. I hope to find a balance between developing hard skills associated with content and analysis and soft skills such as empathy and communication skills. My central research question is: How can strategies to increase engagement, relevancy, and awareness of current global issues be integrated into a world history class to foster socially just civic responsibility? I truly believe this type of lesson redesign is necessary to see how history

can be applicable to our world today and how the decisions we make today can cause a tremendous impact on our future. Plus, I hope my students can become compassionate and perceptive adults who participate in our world and recognize how our decisions can change the future. This chapter will describe the audience this capstone is intended for, the purpose of this capstone, which strategies will be used to achieve my goals, and the Understanding by Design framework that will be implemented to guide me through these lessons.

Setting for Implementation

This capstone is designed for an 11th-grade World History class. Approval to complete and implement these lesson modules and curriculum documents was received at a district and school level in hopes that it will fill a content gap while promoting active engagement and a backward-design curriculum approach to education. The intended school which it was designed for is located in a second-tier suburb of a mid-sized city in the Midwest. Students in this district will have already taken Human Geography and Civics as freshmen and United States History as sophomores. World History is a required class where the makeup would represent the entire school. My school is at approximately 45% free and reduced lunch and around 12% special education (Minnesota Department of Education, 2015). Class sizes may range from 25 up to 40 students depending on scheduling. These demographics are relevant to this capstone as I constantly need to be aware of my audience and how to best serve all students within my school. After the completion of these lesson modules, my hope, which has been approved by my principal and the district director of secondary curriculum, will be to

present these redesigns to my collaborative team members and implement these modules

by January of 2018.   Therefore, this specific setting and age level will be taken into

consideration as lessons are being created.

Lesson Design

The district curriculum focuses on modern history since World War One. One

common goal for world history educators centers around a basic understanding of what

causes major modern events and how are their effects still seen today.   After recently

adopting a new textbook, *History Alive! World Connections* (Fasulo, Goff, & Holford,

2013), our district created a new district assessment and attempted to align both with state

standards. It became obvious that certain units were not achieving intended goals within

my collaborative team and needed to be redesigned or eliminated altogether to make

room for diverse and relevant content. My district already has state and district standards

to meet, general curriculum guidelines and documents, and district summative

assessments. In this capstone I chose to use these as guidelines to create lesson modules

with individualized curriculum documents for specific world history topics that would

benefit from strategies geared towards relevancy and engagement. The second trimester

of World History, beginning at the turn of the twentieth century, gives educators a chance

to build on history while showing how it culminates into our modern world. By offering

more engaging and relevant lessons it will hopefully increase the level of cultural

competency in my classroom and push towards global awareness.

Instructional Strategies

Based on research presented in the literature review, successful instructional strategies woven around engagement and relevancy will need to be implemented to achieve civic responsibility. To achieve these goals, research agrees that use of cooperative learning techniques mixed with technology, primary sources, literacy strategies, and hands-on activities will be beneficial strategies to use in lessons. Authors such as Kagan et al. (2010), Larson and Keiper (2011), Wiersma (2008), and Wiggins (2011) provided beneficial information to create the lesson modules. I planned to design lessons that offer a broad array of techniques to achieve relevant and engaged learning.

Cooperative Learning

Cooperative learning techniques will be incorporated throughout this World History trimester where they will be implemented daily. These techniques may range from the basic setup of the physical classroom environment where the students could easily turn to discuss a topic with others or a complex simulation of historical speed dating. Cooperative learning strategies are incorporated in other instructional strategies that will be seen throughout these lesson modules such as simulations of major events, predicting history, and discussion. These engaging strategies encapsulate cooperative learning as well as higher-level thinking skills that focus on content.

Primary Sources

Another notable approach to achieve high-quality instructional and literacy strategies is the use of primary sources. Primary sources lend themselves well to social studies classes as students will have the chance to see and hear how other people felt and

reacted to situations by looking at pictures, paintings, videos, and readings from a first-person perspective. Creating journal entries, analyzing and comparing art throughout history, and analogies are all strategies being implemented with the help of primary sources and cooperative learning in order to foster student understanding of history. Research has found that successfully implementing primary sources are beneficial in promoting soft skills (Beddow, 2011b, Wiersma, 2008). Students are pushed to empathize with people from other times and places while increasing analytical skills, and seeing the relevance in history.

Technology

Besides cooperative learning and primary sources, other instructional strategies evident throughout this lesson redesign will be dependent on technology. Bringing technology into the classroom will be possible through numerous activities such as Kahoot and Quizlet.live, the materials available on *History Alive! World Connections* (Fasulo, Goff, & Holford, 2013) , Google Classroom, online discussion boards, and current global news clips. While the use of technology is dependant on access, if accessible technology can be useful for an array of teaching methods such as reflection, visual creativity, Youtube clips, and discussion (Larson & Keiper, 2011; Phan, 2015). Additionally, students find technology relevant to their lives and are easily engaged when using it. Successfully implement relevant and engaging strategies will be feasible through the this wide array of instructional strategies.

Understanding by Design Framework for Lesson Modules

Understanding by Design (UbD) has become the go-to framework guide when designing curriculum and creating lessons due to the simple practicality and ingenuity of it (See Appendix B for chart). While first focusing on goals and understandings educators want students to meet, it allows relevancy and meaning to thrive in the classroom.   Wiggins and McTighe (2006), experts in the UbD field, remind educators to focus on learning instead of teaching. Plus, learning needs to be effective and relevant, not just interesting. Without clear goals, teaching without a focus may force students to become confused and frustrated (Wiggins & McTighe, 2006). This movement in education is intended to make learning more effective and more meaningful for students and teachers alike. These 11th-grade World History lesson modules will be constructed using the Understanding by Design (UbD) platform as I work backward from my goals, standards, and learning targets to create relevant and engaging lessons.   In our district, UbD documents are often created for entire units or classes and have already been created for World History. However, World History teachers within our district already know what we need to teach, the question is how. This capstone centers around creating specific lesson modules within the required curriculum.   Each module will have its own UbD curriculum documents to help guide educators through the day to day demands of teaching.

Wiggins and McTighe explain how educators may become trapped by the "twin sins" of teaching and how UbD can remedy these sins (2006, p.16). When following UbD curriculum design, educators will avoid implementing activities and strategies until the

understandings and goals are determined. We cannot just teach to entertain, we need to promote learning. Creating lessons that are "hands-on" and not "minds-on" is the first sin (Wiggins & McTighe, 2006, p. 16). Learning should come from finding meaning in the activities. Yes, activities can be fun and goofy, but they should also have substance. Goals need to become transparent to students for effective learning to occur. The second of the twin sins is coverage instead of purpose, which is a common sin with world history content (Wiggins & McTighe, 2006). High school teachers have a plethora of standards and benchmarks to cover plus an entire textbook full of content. Prior to our district adopting UbD, my mentality was to cover as much as possible with the outcome being content a mile wide and an inch deep. This method of teaching does not promote understanding and may not achieve effective learning. Students need to understand the content, instead of just recognizing it (Wiggins & McTighe, 2006). Goals within UbD documents can be as simple as content understanding and as complex as achieving a high level of understanding, transferring their knowledge into other forms, and empathizing with other humans. As I created lessons I continuously reiterated my goals and how those goals were being achieved.

Conclusion

By using targeted strategies, knowing my audience, and knowing my purpose behind these lessons in conjunction with the Understanding by Design framework it allows for a more purposeful and meaningful education. Understanding by Design concentrates on what objectives should be achieved prior to even looking at instructional strategies. As a social studies educator, I value learning hard skills for analysis and soft

skills for communication and empathy to be able to better our world through civic

responsibility. This lesson module design incorporated my social studies beliefs and

suitable instructional strategies into a UbD framework that is fitting for my school

setting.

CHAPTER 4

Results

Introduction

Developing solid lessons comes with uncertainties and frustrations that can be

rewarding in the end. Based on thirteen years of experience, I developed lesson modules

following the required guidelines of standards and curriculum for my district and state for

a high school World History class. Throughout my life I have become more passionate

about current global issues and would like to spark democratic and active citizenship in

students for them to see the world globally and compassionately. Being able to develop

lessons with a deeper and more substantial layer intended for students to look ahead to

life after high school is a strong reminder of the value of civic responsibility in social

studies. This added layer of relevance motivated me through those uncertainties and

frustrations. My capstone focused on the question: How can strategies to increase

engagement, relevancy, and awareness of current global issues be integrated into a

world-history class to foster socially just civic responsibility? Research on strategies and

Understanding by Design (Wiggins & McTighe, 2006) made me realize there is no need

to reinvent the wheel to achieve my goals successfully. With targeted goals in mind, due

to the use of Understanding by Design, certain strategies applied to already existing

curriculum can improve engagement, relevancy, and possibly the entire purpose of the

lesson. Choosing to focus on certain curriculum and goals was the easy part of this process; designing day-to-day lessons to achieve civic-minded teenages was a challenge. As an educator I often know what I want my students learn, It is just not always clear how to achieve those goals. The more students are engaged, see democracy in action, understand global issues, and are pushed to achieve higher-level thinking, the more likely they are to channel those concepts in the real world as they become active members of society (Endacott, 2014). With this capstone I gave myself the freedom and time to focus on lessons that can push students to become more aware and empathetic towards global issues and functioning democracies. The effectiveness of these lesson modules could carry on into adulthood, making for active and thoughtful citizens. These strategies were applied to history topics of Communist China under Mao Zedong, the Syrian refugee crisis, the between-war era prior to World War Two, current global issues, and a World History course review. Particular relevant, academic, and engaging lessons are explained in this chapter while the complete curriculum documents can be found in Appendices C-G. The next steps after the completion of this capstone are the implementation and creation of assessments and rubrics geared toward the lessons. While these were not focal points of this capstone, they are relevant and vital to classroom success and need mentioning. The state standards for world history, UbD format, and curriculum documents can all be found in the above order in Appendices A-G.

Using Understanding by Design

As Understanding by Design (UbD) is the model for all curriculum documents in my district, it was the clear choice to use for this redesign. However, forcing myself to

use UbD gave me insight into how I should think and plan as I ease into creating lesson modules. Understanding by Design centers around the objectives first, then looks at instructional strategies to achieve those objectives (Wiggins & McTighe, 2006). Through Understanding by Design, teachers are reminded that learning is the goal, not teaching (Wiggins & McTighe, 2006). With clear goals such as relevancy, engagement, and global awareness, these redesigned lessons become more rewarding for students and educators. Instead of picking the next chronological event or area of the world, UbD reminds educators to always look at our endgame.   According to Wiggins and McTighe (2006), educators will identify what the desired results are, what educators hope their students learn from this, and how educators will know if they have learned it. UbD charts include performance tasks detailing how to achieve these results, which is the main part of my lesson modules, as well as essential questions, terms, and concepts for students to grasp along the way. While my overarching result, civic responsibility, is a long term goal that cannot be easily assessed, I decided to focus on certain units that were lacking performance tasks to promote active citizens. A unit on World War Two, which is engaging for some, was filled with content and little interaction. By readjusting my desired results, I was able to bring in relevancy and engagement through art and music which I then tied to modern-day aesthetics. The Chinese Cultural Revolution is a fascinating time in history for me; however our unit on China needed relevancy as well as academic rigor. By using primary sources to promote empathy while analyzing propaganda from China and the United States it will help lead to the desired UbD results. By taking a step back and analyzing our World History units, I was able to adjust or

create five new lesson modules with curriculum documents with a focus on performance

tasks to be implemented in the classroom.

Lesson Module Development

While creating new lesson modules for a World History class, there were goals

and requirements that needed to be at the forefront during planning, and struggles to be

faced. As I redesigned a specific lesson these were the questions I focused on. What was

my final goal for students? What researched and proven strategies could be used to reach

these goals? How do these strategies make the content relevant to their lives? Can I, as

the teacher, see how these goals and strategies could make for a more aware and civically

responsible adult? As I researched and created lessons, these questions were always at the

forefront of my mind, forcing me to revise and transform lessons to make them

applicable to my district, classroom and students.

A fundamental part of this lesson design is being able to achieve relevancy and

engagement. If daily lessons are not relevant there can be a disconnect that will not lead

to a better understanding of civic responsibility as content is covered (Youniss, 2011).

Wiersma (2008) reminds teachers that as students change, we need to change with them.

What a student in 2017 finds engaging and relevant is not the same as in high-school

students in earlier times. Teachers attempt to create memorable, interactive, and

educational lessons, but they may not always have that natural flow for students to

connect to today and see how these events truly do influence their lives. Modern

strategies that target student engagement while making content relevant to their lives can

erase that disconnect (Connor & Pope, 2013). Making a lesson relevant to a teenager can

come in numerous forms, some more subtle than others. As detailed in my UbD

documents and summarized below, I have created five world history lesson modules

within certain units. These modules focus on China under Mao Zedong, Syria today, the

between war era prior to World War Two, current global issues as seen on CNN 10, and a

course overview and reflection through speed dating.

Communist China under Mao Zedong

One lesson that achieves numerous World History standards and promotes

concepts such as engagement, relevancy, empathy, and higher-level reading pertains to

Communist China and what Chinese teenagers went through under Mao Zedong. The

goal of this lesson is for students to see how governments often manipulate children and

use propaganda to gain power, which directly relate to civic responsibility and active

citizenship. Students will experience and recognize propaganda as well as analyze

current news for propaganda and "fake news." Successful strategies to achieve these

goals will include the use of primary sources, cooperative learning, discussions, free

writing, and technology. What makes this lesson so relevant to students lives, thus

bringing engagement and awareness of social justice, is the use of empathy and modern

propaganda to tie history to today. Barton and Levstik (2004) state that teaching empathy

in a history class allows students to see differing viewpoints and to see the value in

others' views. Students will have the opportunity to connect to teenagers from over 50

years ago. They can see how our world still uses propaganda and manipulation of

children to achieve their goals as well as what teenagers thought about and how they

were influenced in other times and places. One overarching goal as a world history

teacher is to remind students that people throughout history struggled with obstacles just like we do today. Being aware of these obstacles can lead to questioning and dissent which can lead to change. By reading primary sources from Chinese teenagers working for Mao Zedong and comparing their experiences to our own puts our lives in perspective. This can lead to a better understanding of social justice and civic responsibility.

Syrian Refugee Crisis

Lessons centered on current global issues is accessible and certainly relevant, and it can also bring awareness and involvement of critical events throughout our world. The Syrian refugee lesson focuses on why civilians revolt against their own government and why citizens decide to leave their own country. This lesson focuses on empathy and social justice by reading stories about Syrian refugee experiences. Students play an online simulation to see if their character would survive fleeing a war-torn country, write poetry on whether someone should stay or flee, and watch numerous first-hand accounts of the struggles Syrians are facing. By the end of this unit, students will have a better understanding of this complicated global event and be able to comprehend differing viewpoints pertaining to Syria and common experienced that face immigrants today.

Age of Anxiety Aesthetics Prior to World War Two

The lesson on pre-World War Two exposes how art and politics often influence each other regardless of time and geography. This lesson allows students to juxtapose art from the 1930s, a time called the Age of Anxiety, to today. Students are able to realize how much power and influence artists can have on politics and culture.   In a democracy,

during times of uncertainty, artists embrace their freedom and use their talents to critically examine those in authority. There are also artists who do not live in systems that embrace freedoms. When they examine authority, they do so at the expense of their livelihood. This lesson looks at artists and musicians prior to World War Two, their struggles with rising dictatorships, and their influence on the world. Then students will analyze artists and musicians today to identify and compare their influence on our world. Artists such as Salvador Dali, Igor Stravinsky, and Pablo Picasso may be compared to Jay-Z, Chance the Rapper, and Ai Weiwei. This lesson module allows students to grasp the power and influence of art and how all of us have the power to bring change.

Current Global Issues

A lesson that promotes higher-level thinking and student interaction begins with the viewing of CNN 10. This daily online news show briefly explains global news in 10 minutes and is geared toward students. Students will not only hear the news, they will need to comprehend and apply their learning through a student discussion board throughout the trimester. This continuous learning pushes students to not only be aware of their global surroundings but also to create informed discussions on current events with their peers.

Final Review-Speed Dating Simulation

Another lesson, used as a review tool, will culminate in speed dating throughout history. This activity will take place at the end of the trimester as students are reviewing and reflecting on the entire course. For this speed dating simulation, students choose characters throughout history to embody. To be successful, they must use empathy,

discussion techniques, problem-solving skills, role playing, and cooperative learning to get a date with another historical character. The overarching goal of this strategy is empathy, which Barton (2004) asserts gives meaning to history and promotes global understanding. By representing a historical character throughout history, speed dating reminds students that people in history were real human beings that made decisions based on their society and culture. By putting themselves in other people's shoes, this strategy helps students become less apathetic towards people today while cooperative problem solving and role playing. It is a great activity that incorporates content, reflection, empathy, and social skills, making the life lessons learned applicable in our world today. Speed dating can be a memorable tool to heighten students sense of compassion, which helps lead to civic responsibility.

These brief summaries of world history lesson modules were designed with the intent to increase civic responsibility through engagement and relevancy. A struggle with writing and designing lessons about engagement and relevancy is that I will not know if the lessons are successfully engaging or relevant to seventeen-year-olds until the lessons are implemented. Even after implementation, it is difficult to predict if these strategies will promote active and thoughtful citizens of the world. These new lessons seem likely to promote engagement successfully and are relevant to their lives. Implementation will offer appropriate and applicable feedback.

Lesson Module Implementation

While the goal of this capstone was to develop lesson modules to embrace civic responsibility, the goal after completing the capstone is to implement these lessons and to

continue creating lessons that promote active citizens The first step would be to have an open discussion on relevancy and engagement with my collaborative team, something we already attempt to achieve in our daily meetings. My collaborative team has been supportive, constructive, and optimistic in my attempt to build on engagement and civic-mindedness within the classroom. In order to successfully implement these new strategies and lessons there are numerous discussions my collaborative team must have. The most consistent struggle experienced by our collaborative team is the limits of time. How can we implement new lessons when we already run out of time? As a collaborative team we need to discuss the value of each lesson, the strategies we already implement, and the value of curriculum and lessons that are engaging and relevant. If my collaborative team agrees, then we will slowly begin to implement and replace already existing lessons. While time is always our enemy, standards and common summative assessments are our guidelines. Is relevancy and social justice more important than success on a common summative district assessment? Our hope is that we can implement lessons that achieve both; something I attempted to achieve while creating UbD documents. However, these lessons will need to be analyzed and reflected on after implementation. No matter how much research, planning, writing, and stressing go into each lesson, there will always be aspects that need small adjustments or an entire overhaul after it has been taught. Implementation will be a long process but if even a handful of students become more socially just and civically minded, it will be worth it.

Future Assessment

Assessments, while not a focus in this capstone, will come in numerous formative and summative forms. Whether they are poems, songs, large class discussions, one-on-one speed dating discussions, or analysis of modern art, students will be assessed on their learning to see if goals were met. There will be traditional quizzes and tests for units that include a wide array of question styles but these individual lesson modules will have some type of tangible project or activity students will be assessed on. This capstone focused on performance tasks and strategies to achieve goals pertaining to civic responsibility. Assessments and rubrics are a large part of achieving that goal and will need to be taken into account prior to implementation with my collaborative team. Numerous assessments have been succinctly mentioned within the curriculum documents found in appendices C-G. Assessing student learning is something my collaborative team consistently reflects on and works to improve. What a student learns is not always the same as what they produced or how much they participated in a discussion. By creating engaging lessons with a variety of strategies and learning techniques it will allow for more students to have more exposure to relevant content, creating more classes to practice civic mindfulness.

Conclusion

In hindsight, while creating the Understanding by Design curriculum documents and lesson modules may have been challenging and tedious, they are, without a doubt, the most practical and authentic part of this capstone for me. I can visualize these lessons being implemented and adapted to fit my classroom as they meet curriculum

requirements and promote active citizens. Another result of this capstone is that my mindset has grown. I have begun to question how my lessons are engaging and relevant both globally and to individual students, determine what my goals are, and how they may eventually lead to molding students to understand the importance of civic responsibility. Overall, this capstone has been a success for me My goal of creating lessons that promote civic mindedness has, in my mind, been achieved and implementation of these lessons is anticipated. Moreover, my educational mindset is growing as I push to make all lessons relevant and engaging.

CHAPTER FIVE

Conclusion

Introduction

As I look back, this capstone reminded me that teaching is never solely about content. Without tools to use that content for good, it becomes wasted knowledge. Preparing students for their adult lives can also include skills, emotions, ambitions, and responsibilities students take with them into the future. This preparation can help students understand and relate to history as they connect it to their lives, and these tools can push students to think for themselves as adults thus taking on a sense of civic responsibility. This capstone asked, How can strategies to increase engagement, relevancy, and awareness of current global issues be integrated into a world history class to foster socially just civic responsibility? To achieve this goal I need to implement these lessons into a classroom. However, molding civic-minded students cannot end there, and as I revisit the literature review, I am reminded of the numerous strategies that exist to promote engaged and civically minded students. While these World History lessons were specifically created with a civic-minded lens, as I look to the future I realize these lessons will eventually become obsolete. However, the strategies to achieve engagement and civic-minded students can always be adapted to new content and new technology. As I conclude this capstone, I realize I have improved the way I teach and, more importantly,

understand the way students acquire and process information. This concluding chapter will briefly review the future use of this capstone, my reflections on and future use of the literature review, and my reflections on the work that went into creating lesson modules and this entire capstone.

Future Use

Research and planning all lead to the next and most exciting step, implementation. Before these lessons are implemented, our World History collaborative team must discuss logistics surrounding time, assessments, practicality, and removal of old lessons. While content and curriculum has not changed, strategies and methods of implementation will be augmented to achieve an increase in civically responsible students. Applying strategies such as these to my classroom will hopefully be manageable since designing lessons geared toward civic responsibility is something my collaborative team values. These new lessons will be slowly implemented in 2018, and then reassessed and retaught as we take time, transitions, clarity, and overall effectiveness of student learning into consideration. Strategies researched in the literature review will also be beneficial as our collaborative team continuously reflects on all lessons to make improvements throughout all classes. Tools in the literature review can be adapted to all types of lessons allowing for our team to consistently push for civic responsibility through engagement and relevancy. This will be an ongoing process that may lead to constant changes, allowing for more relevant and engaging lessons throughout the entire World History course.

Reflection on the Literature Review

Looking back at the literature review I see how it set the stage for my entire

lesson development plan. While researching and writing the literature review there were

repeated benefits and obstacles. *Excessive* does not scratch the surface of the amount of

literature on educational strategies, pushing me to repeatedly lose sight of my goal.

Research on standards and changes in social studies, while interesting, was not

particularly relevant to my topic allowing me to lose focus and become bogged down in

pedagogical lingo. As I take time to reflect I realize the amount of strategies that promote

engagement is overwhelming. Using several of these strategies for a twelve-week course

is unrealistic. However, the amount of strategies that I now have in my back pocket for

any and all classes gives me more confidence as a teacher.

The most applicable part of my literature review process were the strategies and

tools beneficial to my courses. While a plethora of articles explains why engagement and

relevancy are important to teachers and learners, articles that specifically explained

certain teaching tools and specific strategies to apply those tools in the classroom were by

far the most beneficial for my capstone and my confidence in the classroom. Being able

to connect the dots from strategy to engagement to relevancy to civic responsibility is a

beautiful thing to successfully implement into a classroom. Researching strategies, such

as how to use primary sources, cooperative learning, discussions, and technology, helped

me reflect on my teaching style and how to comfortably meld my teaching style with

these strategies all while incorporating a sense of civic responsibility into a lesson. It was

refreshing to find documents from teachers who understood how tools and strategies to

engage students can often be quite time consuming and occasionally need modification.

It is not realistic to create engaging and relevant lessons that take weeks at the high

school level where a modern World History class has twelve weeks to cover the entire

globe. However, concepts such as relevancy and social justice are difficult to grasp if

lessons are not engaging and this fine balance was discussed and targeted in numerous

articles. I believe educators need to find a balance between engagement and relevance

with our content, work ethics and other "soft skills" (Bauerlein, 2013, p. 32) Authors

such as Wiersma (2008), Beddow (2011b), Black (2010), and Wiggins (2011) were able

to balance engagement and relevancy in a realistic way for me.

 While there seemed to be an infinite amount of research available on engagement

and relevancy, technology was no different. As for my literature review, I tended to be

wary of research on technology and often subliminally avoided reading certain articles

that were heavy on technological strategies. Yes, technology can make lessons engaging

and relevant; it can also be distracting and quickly obsolete. Any pedagogical reviews

pertaining to specific technology become antiquated after a few years. As I began this

capstone I occasionally used Kahoot as a review tool prior to assessments and referenced

the benefits of Kahoot in my literature review. Kahoot can ask targeted questions while

students give anonymous responses which makes it a great tool for reteaching and

reflecting. However, Quizlet.live has slowly begun to replace Kahoot in my classroom as

it requires all students to be actively involved and invested. It has only been a year and

already my literature review is dated due to new technology. After developing lessons

that I plan to implement, realistically I know these lessons will transform over time.

Technology changes as do current events and standards. The hope of this capstone is that these strategies and tools can be adapted to all classes and lessons my team creates in the future. While technology and pedagogical trends progress over time, civic responsibility will always be a central theme to social studies.

Looking back at the literature review, it reminds me of the purpose of social studies and why it was created. Adler and the National Council for the Social Studies (2010) believe the goal of a social studies education is to cultivate perceptive, innovative, and active citizens of the world. Social studies is about citizenship. Prior to this capstone I focused much of my pedagogy around technology, engagement, and cooperative learning, while I abandoned the sole purpose of social studies. This literature review and capstone reminded me of the purpose to teaching social studies and the power of civic responsibility.

Reflection on the Capstone

As I reflect on the process of creating this capstone I could never have predicted the benefits, struggles, and limitations that awaited me. Looking back, I believe I was stressed about the idea of focusing on one topic so intensely that I had tunnel vision. I never thought about finishing a capstone and what that would mean to me as an educator. Now, I not only have well researched methods to promote civic responsibility, I have a better understanding of how I teach and who I am. Due to this capstone I believe I am becoming a better teacher while coming to terms with certain weaknesses and embracing certain strengths.

A fundamental part of my career as an educator is creating lessons. Even after the overwhelming amount of research on strategies and tools, I still enjoy and appreciate creating relevant and engaging lessons. Sifting through strategies, often researched and used by experienced teachers, opened my eyes to to endless possibilities as I grow as a teacher. My passion for teaching was sparked again as I researched all sorts of strategies to increase engagement, relevancy, empathy, and awareness of current global issues. Even as lessons change and our world changes, I will have these strategies to help guide me as my classes evolve. I enjoy using backward design to look at my goals and see which strategies will help me achieve those goals. As I completed this capstone while teaching, I became hypersensitive to how I taught and how students learned. Which strategies was I using and did they promote engagement or make the content relevant? Were my goals clear to the students or even to myself as I created and taught each lesson? How can I improve each lesson by modifying the strategies while constantly reminding myself what I want my students to learn? While creating and developing lessons for this capstone, I pushed myself to deviate from my norm to see what I could do when not under a time constraint and I am proud of the outcome. I appreciated creating these tangible lessons and will enjoy adjusting and modifying them in the future.

I have come to realize that while I love creating lessons using varied strategies, my captivation declined during the laborious task of writing UbD documents following protocols given by my school district. Curriculum and lessons need to be documented to identify goals as well as guiding others for future use; however, I may not volunteer to be on a writing committee in the near future. I prefer to create performance tasks and

implement lessons rather than analyzing unit understandings, writing established goals, and evaluating acquisition thorough knowledge, reasoning, or skill. I love strategies, but I hate having to explain in detail why the lessons are sound when I already know the answer. I enjoy teaching history and creating lessons to teach history. I do not enjoy writing documents on why the lessons achieve what I want them to. While I see how the detail will benefit others, the excessive detail removed me from the joy of student learning. As I created lessons, I used backwards design and will continue to use UbD in the future. However, while I appreciate discussing what we want students to learn and what our goals are, I do not want to be the one to document the purpose of each lesson. I see the benefit of UbD documents, but I do not enjoy creating them for other teachers. It turns out my strength is teaching world history, not teaching teachers how to teach world history. When I finally completed the UbD documents (Appendices C-G), which included all the lesson modules, I had a strong urge to implement the lessons right away and had to remind myself to finish writing the capstone first. I did not want to write general summaries of my lessons and recap the tedious literature review. In hindsight I see the benefit to the difficult and enjoyable aspects of this capstone and realize we all have strengths and weaknesses, just like our students, and I am able to learn and grow from all of it, especially when I know the purpose behind it.

Another valuable understanding and limitation for educators is time. Most humans are controlled by time, and as I created this capstone, time was a habitual concern. A perpetual concern is if I have enough time in a course to cover all required topics while still being able to captivate students and connect these topics to their lives.

Teaching a class where daily world news is continually added to our content, my collaborative team struggles with balancing time, content, standards, and relevant global issues. As I created lessons with socially just civic responsibility in mind, it was easy to get carried away with strategies and activities only to realize there will never be enough time to implement all of them in my own classroom while still covering content. However, Connor and Pope (2013) fear if educators do not push students academically and avoid reflection, engagement, and relevancy, our students will grow up to be robotic, the product of uninventive teaching methods. This capstone has forced me to see the value in balancing state and district requirements with my own moral and social requirements to make this experience not only relevant for my students but significant and realistic for me as well.

Something I never focused on while creating my capstone, which will become a reality in time, is the relevancy of the content to the world. In a world history class our current world is ever changing and growing. Relevant global issues pertaining to Syria today may become Yemen or Russia tomorrow. As I reflect on this capstone, I recognize it is not the specific lessons that I will take with me as a teacher, but the act of creating lessons that students find meaningful and may help mold them into contemplative and compassionate adults. The lessons found in this capstone will eventually become obsolete as my World History class evolves; however, my mindset and tools guiding my teaching will remain.

Social justice and civic responsibility cannot be easily assessed in a classroom setting. Another challenge with the process of developing lessons around a conceptual

goal is the teacher never truly knows if the lesson was effective in the long term. If educators can offer engaging and relevant lessons that incorporate current events, democracy, and higher-level thinking, Endacott (2014) believes civic engagement is obtainable. If students are engaged in relevant content that promotes higher-level thinking, Larson and Keiper (2011) believe students are more likely to become active and transformative citizens rather than passive and disengaged. These types of skills are not easily assessed by a simple multiple-choice test, discussion, project, or essay. This capstone focused on assessments that required students to transform information into a creative product. Whether their creation was a poem, a comparative reflection on artwork over time, or a simulation where they attempt to speed date with another historical character, students will be assessed on their learning while being required to use skills that promote a socially just sense of civic responsibility. Assessing these skills can often be difficult which is why, as an educator, I often only assessed content. Civic responsibility and social justice tend to be vital qualities we need for a successful society and they cannot be overlooked due to the difficulty of an assessment.

Conclusion

A goal with this capstone was to create a classroom that advocates civic responsibility through the use of understanding, engagement, application, compassion, and skills to succeed in the future. If lessons are geared around critical thinking, engagement, and creativity while in a world history class that also reminds students of empathy and relevancy to their lives, then students may begin to think about civic responsibility and social justice not only throughout history but also in their lives (Grant,

2012). This capstone has propelled me to use strategies researched in the literature review that will not only offer a global understanding of current issues, it may stimulate active citizenship in the future.

Educators are responsible for teaching certain curriculum, however we do have the flexibility within day-to-day lessons to allow students to think and question and have passion for their beliefs.   Classrooms cannot solely be teacher-centered lecture halls or student-centered activities; there must be a balance to achieve a moral sense of social justice, quality leadership, and learning (Romanish, 2012). Civic responsibility cannot be assessed within one lesson or checked off on a rubric as proficient. I hope the lessons created for this capstone will be the beginning of a relationship I will have with strategies that offer skills necessary to achieve socially just civic responsibility. Yes, there will be more struggles along the way and with those struggles come choices. Balancing time and content will always be a struggle as will convincing teenagers that world history is relevant to their lives. Realizing the amount of research dedicated to active citizenship and engagement gives me hope that I am not alone in my goals for my students. As current issues become outdated, technology updated, and pedagogical trends turn to fads, the concepts and tools researched in this capstone will still be applicable and relevant.

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Appendix A: Minnesota State Standards

(Minnesota Department of Education, 2016)

Grade	Strand	Substrand	Standard Understand that...	Code	Benchmark
9 10 11 12	1. Citizenship and Government	3. Rights and Responsibilities	4. Individuals in a republic have rights, duties and responsibilities.	9.1.3.4.5	Explain the responsibilities and duties for all individuals (citizens and non-citizens) in a republic. For example: Paying taxes, obeying the law, responding to government requests such as subpoenas, informed participation in voting and public decision-making, developing and defending positions on public policy issues, monitoring, influencing decision-making.

Grade	Strand	Substrand	Standard Understand that...	Code	Benchmark
9 10 11 12	1. Citizenship and Government	1. Civic Skills	1. Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy.	9.1.1.1.3	Evaluate sources of information and various forms of political persuasion for validity, accuracy, ideology, emotional appeals, bias and prejudice.

Grade	Strand	Substrand	Standard Understand that...	Code	Benchmark
9 10 11 12	1. Citizenship and Government	2. Civic Values and Principles of Democracy	3. The United States is based on democratic values and principles that include liberty, individual rights, justice, equality, the rule of law, limited government, common good, popular sovereignty, majority rule and minority rights.	9.1.2.3.1	Analyze how constitutionalism preserves fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government.

Grade	Strand	Substrand	Standard Understand that...	Code	Benchmark
9 10 11 12	4. History	1. Historical Thinking Skills	2. Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.	9.4.1.2.1	Pose questions about topics in history; suggest possible answers and write a thesis; locate and organize primary and secondary sources; analyze them for credibility and bias; corroborate information across the sources; use sources to support or refute the thesis; and present supported findings.

Grade	Strand	Substrand	Standard Understand that...	Code	Benchmark
9 10 11 12	4. History	1. Historical Thinking Skills	2. Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.	9.4.1.2.2	Evaluate alternative interpretations of historical events; use historical evidence to support or refute those interpretations.

Grade	Strand	Substrand	Standard Understand that...	Code	Benchmark
9 10 11 12	4. History	3. World History	11. Industrialization ushered in wide-spread population growth and migration, new colonial empires and revolutionary ideas about government and political power. (The Age of Revolutions: 1750—1922)	9.4.3.11.8	Compare and contrast the approaches of China and Japan to Western influence. (The Age of Revolutions: 1750—1922) *For example:* Opium War, Boxer Rebellion, Meiji Restoration.

Grade	Strand	Substrand	Standard Understand that...	Code	Benchmark
9 10 11 12	4. History	3. World History	12. A rapidly evolving world dominated by industrialized powers, scientific and technological progress, profound political, economic, and cultural change, world wars, and widespread violence and unrest produced a half century of crisis and achievement. (A Half Century of Crisis and Achievement: 1900—1950)	9.4.3.12.1	Describe the social, political and economic causes and consequences of World War I. (A Half Century of Crisis and Achievement: 1900—1950) *For example:* Treaty of Versailles, Turkey, expanding opportunities for women, Age of Anxiety, economic insecurity.

Grade	Strand	Substrand	Standard Understand that...	Code	Benchmark
9 10 11 12	4. History	3. World History	12. A rapidly evolving world dominated by industrialized powers, scientific and technological progress, profound political, economic, and cultural change, world wars, and widespread violence and unrest produced a half century of crisis and achievement. (A Half Century of Crisis and Achievement: 1900—1950)	9.4.3.12.2	Describe the rise and effects of communism and socialism in Europe and Asia, including the Bolshevik Revolution (1917) in Russia and the Chinese Revolution (1949). (A Half Century of Crisis and Achievement: 1900—1950)

Grade	Strand	Substrand	Standard Understand that...	Code	Benchmark
9 10 11 12	4.History	3. World History	13. Post-World War II geopolitical reorganization produced the Cold War balance of power and new alliances that were based on competing economic and political doctrines. (The World After World War II: 1950—1989)	9.4.3.13.1	Trace the political and economic changes in China from the Communist Revolution until recent times. (The World After World War II: 1950—1989) *For example:* Great Leap Forward, Cultural Revolution, Tiananmen Square.

Grade	Strand	Substrand	Standard Understand that...	Code	Benchmark
9 10 11 12	4.History	3. World History	14. Globalization, the spread of capitalism and the end of the Cold War have shaped a contemporary world still characterized by rapid technological change, dramatic increases in global population and economic growth coupled with persistent economic and social disparities and cultural conflict. (The New Global Era: 1989- Present)	9.4.3.14.2	Analyze the social, political and economic impact of globalization and technological advancement, including the effects on the economies of developing countries and the impact on political power and political boundaries. (The New Global Era: 1989 to Present)

Grade	Strand	Substrand	Standard Understand that...	Code	Benchmark
9 10 11 12	4. History	3. World History	13. Post-World War II geopolitical reorganization produced the Cold War balance of power and new alliances that were based on competing economic and political doctrines. (The World After World War II: 1950—1989)	9.4.3.13.2	Evaluate the degree to which individuals and groups have shaped the development of various post-colonial governments. (The World After World War II: 1950—1989) For example: Individuals—Fidel Castro, Vaclav Havel, Nelson Mandela, Indira Gandhi. Groups—Khmer Rouge, Sandinistas, Palestine Liberation Organization.
9 10 11 12	4. History	3. World History	13. Post-World War II geopolitical reorganization produced the Cold War balance of power and new alliances that were based on competing economic and political doctrines. (The World After World War II: 1950—1989)	9.4.3.13.3	Explain how the Cold War shaped the global geopolitical climate, including proxy wars and the Non-Aligned Movement. (The World After World War II: 1950—1989) For example: The Congo, Nicaragua, Afghanistan.
9 10 11 12	4. History	3. World History	13. Post-World War II geopolitical reorganization produced the Cold War balance of power and new alliances that were based on competing economic and political doctrines. (The World After World War II: 1950—1989)	9.4.3.13.4	Describe the response of the world community to human rights violations, including the response to apartheid in South Africa. (The World After World War II: 1950—1989) For example: Cambodia, Rwanda, Darfur.
9 10 11 12	4. History	3. World History	14. Globalization, the spread of capitalism and the end of the Cold War have shaped a contemporary world still characterized by rapid technological change, dramatic increases in global population and economic growth coupled with persistent economic and social disparities and cultural conflict. (The New Global Era: 1989- Present)	9.4.3.14.1	Analyze the causes and consequences of the long-term unrest in the Middle East. (The New Global Era: 1989 to Present) For example: Israeli-Palestinian territorial dispute, Shia-Sunni tensions, competing power structures (secular versus religious, dictatorship versus democracy, Western versus traditional).

Appendix B: Understanding by Design Chart

STAGE 1 – DESIRED RESULTS	
Unit Title: World History: Modern revolutions **Established Goals:** What relevant goals (e.g., content standard, course or program objectives, learning outcome) will this design address?	
Understandings: *Students will understand that…* ● What are the big ideas? ● What specific understanding about them are desired? ● What misunderstanding are predictable?	**Essential Questions:** ● What provocative questions will foster inquiry, understanding, and transfer of learning?
Students will know: ● What key knowledge and skills will students acquire as a result of this unit? ● WHat should they eventually be able to do as a result of such knowledge and skills?	Students will be able to: ●

STAGE 2 – ASSESSMENT EVIDENCE	
Performance Tasks: ● Through what authentic performance tasks will students demonstrate the desired understandings? ● By what criteria will performance of understanding be judged?	**Other Evidence:** ● Through what other evidence (e.g., quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results? How will students reflect upon and sell assess their learning?
Key Criteria:	

STAGE 3 – LEARNING PLAN
Summary of Learning Activities: What learning experiences and instruction will enable students to achieve the desired results? How will the design: W = Help the students know where the unit is going and what is expect? Help the teacher know where the students are coming from (prior knowledge, interests)? H = Hook all students and hold their interest? E = Equip students, help them experience the key ideas and explore the issues? R= Provide opportunities to rethink and revise their understanding and work? E = Allow students to evaluate their work and its implications? T = Be tailored (Personalized) to the different needs, interests, and abilities of learners? O = Be organized to maximize initial and sustained engagement as well as effective learning?

Appendix C: Communist China under Mao Zedong Lesson Module

Communist China under Mao Zedong							
Dept	Social Studies	Course	World History B	Unit Title:	China	Date created	08/04/2016
Trimester assessed	2 & 3	Pacing:	3 days	Grade level:	11th	Date revised	3/11/2017
Google docs link to access all links for Appendix C: https://docs.google.com/document/d/1PgAlA5GaETXnww7LF8FxAHQ_JwofcmVBg bY5bQXKEz4/edit?usp=sharing							

Course Understandings
Students will understand that: ● Human actions have caused dramatic changes to ideas, daily life, and public institutions   ● Development of identity concepts (i.e. nationalism, gender, race, etc.) have impacted historical events   ● Interactions amongst individuals, groups, and organizations have been both constructive and destructive.   ● Structures of government gain and exert authority through political revolutions and sources of legitimacy; different types of government have different effects on people.   ● Changing systems of production, distribution and consumption of resources played a significant role in history.   ● Trade, imperialism, and migration created global connections and tensions

Desired results (stage 1) What do we want students to <u>know</u> and be able to <u>do</u>?

Established Goals

What relevant goals (eg content standards, course or program objectives, learning outcomes etc) will this design adress?

Post-World War II geopolitical reorganization produced the Cold War balance of power and new alliances that were based on competing economic and political doctrines.

- 9.4.3.13.1 Trace the political and economic changes in China from the Communist Revolution until recent times.
- 9.4.3.13.2 Evaluate the degree to which individuals and groups have shaped the development of various post-colonial governments.
- 9.4.3.13.3 Explain how the Cold War shaped the global geopolitical climate, including proxy wars and the Non-Aligned Movement.
- 9.4.3.13.4 Describe the response of the world community to human rights violations, including the response to apartheid in South Africa.

Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.

- 9.4.1.2.1 Pose questions about topics in history; suggest possible answers and write a thesis; locate and organize primary and secondary sources; analyze them for credibility and bias; corroborate information across the sources; use sources to support or refute the thesis; and present supported findings.
- 9.4.1.2.2 Evaluate alternative interpretations of historical events; use historical evidence to support or refute those interpretations.

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- 1.14.1.1 b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and credible evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- 11.14.2.2 b. Develop the topic thoroughly by selecting the most significant, credible, sufficient, and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- 11.14.5.5 Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach,

focusing on addressing what is most significant for a specific purpose and audience, and appropriate to the discipline.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- 11.14.4.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to discipline, task, purpose, and audience.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- 11.14.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- 11.12.3.3Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

- 11.12.7.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, spatially, aurally, physically as well as in words) in order to address a question or solve a problem.

Read and comprehend complex literary and informational texts independently and proficiently.

- 11.12.10.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11-12 text complexity band independently and proficiently.

Transfer

Students will be able to independently use their learning to: (produce, high order reasoning)

- Journal entry from a certain perspective to allow students to see how teenagers from other times and places (China for example) made the choices they did and why they may have had to make those choices.
- Connect historical events to modern propaganda. Find an example of fake

news in the United States or the world and an accompanying article that refutes it. Analyze the documents and answer the following questions:

- Why it is propaganda?
- How could this fake news influence others? To what end?
- What is the benefit of writing fake news?
- Is there a way to eliminate propaganda and fake news?
- NEA overview article on fake news
- Possible lesson Plan

Meaning

Unit Understandings:
Students will understand that:
What are the big ideas? What specific understandings about them are desired?

- China went through a Civil War and a communist takeover in the 20th century.
- Communist policies in China changed following WWII and led to student uprisings.
- What was it like to live in a society like Mao's communist government?
- Numerous governments use the manipulation of children and families to gain and keep power.
- Numerous governments use propaganda to control their own people.
- Modern propaganda exists today and one of many forms is fake news.

Essential Questions:
Students will keep considering:
- What provocative questions will foster inquiry, understanding, and transfer of learning?
- How are governments able to manipulate children to gain and keep power?
- What makes me vulnerable to propaganda?
- When is propaganda most dangerous?
- How can I guard against propaganda?
- How do I identify current examples of propaganda/fake news? How can I respond to it?
- What can we do to prevent these atrocities from happening?

Acquisition

Knowledge- Students	Reasoning- Students	Skill- Students will:

will:	will:	What should they eventually be able to do as a result of such knowledge and skill?
- Describe the purpose of the Cultural Revolution - Describe the effects of the Cultural Revolution - Identify the purpose of Mao Zedong's Red Guard - Explain how governments have manipulated children to gain and keep power - Recognize why governments find children useful - Recognize that fake news is a modern form of propaganda.	- Compare and contrast the vulture activity to China's communist government under Mao - Compare and contrast how children have been manipulated throughout history using certain examples (China, Japan, Germany, USSR, Somalia, Sierra Leone, Iraq, Myanmar, Peru, Ethiopia etc) - Evaluate primary source material - Separate and compare how a communist economy is different than a communist government - Analyze the emergence, development, and impact of Mao's communist government in China.	See the effects that certain types of governments have on their future and the future of the world Relate and compare China's communist government under Mao Zedong to other governments throughout history and today Identify and possibly predict when modern governments may use these techniques to control their own people. Evaluate primary source material and analyze attribution. Who wrote the documents? What was their purpose in writing them? Analyze their point of view. - Recognize what fake news is and how it can affect a society - Be able to use context clues to distinguish fake

		news as opposed to real news ● Evaluate the degree to which individuals and groups have shaped the development of various post-colonial governments

Common Misunderstandings

- History does not repeat itself.
- Our refined society and governments today would never abuse and manipulate children and get away with it (due to technology, social media, the United Nations etc.)
- Everything on social media is true.

Essential New Vocabulary

- Cultural Revolution
- Red Guard
- Little Red Book
- Four Olds
- Mao Zedong
- Fake news
- Propaganda

EVIDENCE OF LEARNING (Stage 2) - HOW WILL WE KNOW THEY HAVE LEARNED IT?

Evaluative Criteria (Keys)

Performance Tasks:
Through what authentic performance tasks will students demonstrate the desired understandings?

1. Vulture introduction activity

a. Students will participate in the vulture activity where each group will receive a letter from the principal explaining that there are vultures among the cardinals (our mascot) and these vultures need to be identified throughout each class. This activity and letter needs to be approved by the principal just so they are aware of this letter. This activity will pit groups against each other where they point out (made up or real) reasons why other individuals in other groups are considered "vultures." At the end of this activity it will prove how easy it is to manipulate children- to turn in other students for humor or sometimes simply because another group put their name on a list.

b. Have a discussion with students to connect the dots between what they did in class and how governments would be able to manipulate their own children and the steps governments may attempt to take as well as how to identify it happening in a country

c. Give students a copy of the *Gang of One* chapter detailing the experiences of a boy during the Cultural Revolution. Students will identify 5 similarities between the vulture activity and the experiences had by the main character in the story.

2. Primary source reading

a. SHEG activity. Students will read primary sources from the Cultural Revolution to gain insight into how teenagers participated in the Red Guard and why.

b. Students will free-write from a certain perspective to allow them to attempt empathy while seeing how a powerful country can manipulate their own children for power.

3. Social justice piece

Have students list examples of where they see propaganda today, how and why it is propaganda and if they (as students) are influenced by it. Some examples will be North Korea, China, Russia, advertisements etc. Then discuss the fake news epidemic and give modern examples of fake news. Discuss if fake news is propaganda and how fake news can influence societies. Discuss how to research what is fake and what is real. Then students will use social media outlets and find a fake news article using the criteria on this article and find a real article that explains the truth. Students will then answer these questions about their articles:

a. Why it is propaganda?
b. How could this fake news influence others? To what end?
c. What is the benefit of writing fake news?
d. Who does this benefit?

   e. Who does this harm?
   f. <u>NEA overview article</u> on fake news
   g. <u>Possible lesson Plan</u>

For the vulture activity:

Connect the experiences of the simulation to how governments could use this technique to influence children. Have a quick class discussion as to what this Vulture Activity would look like in reality. Then read a Gang of One excerpt and compare Fan Shen's experience to their own. How were they similar and different? If students are able to identify at least five connections between the two, they have achieved proficiency.

SHEG reading:

Students will be answering questions by first interpreting a variety of primary sources, then analyzing their reliability while understanding the power of propaganda. By using an historical thinking skills rubric students will write a journal from the perspective of a Chinese youth that either agreed or disagreed with the Chinese government.

Fake News:

Students will research what is and what is not real news. They will find an example of fake news on social media (hopefully using their own Facebook or Twitter feed or <u>this link</u>) using this criteria (list which numbers on <u>this list</u> they found to fit their article) provided and then find a real news article that compares to the fake article. Then answer the following questions:

   a. Why it is propaganda?
   b. How could this fake news influence others? To what end?
   c. What is the benefit of writing fake news?
   d. Who does this benefit?
   e. Who does this harm?
   f. List which numbers on the criteria list that your news story violates.
In class then students will share their article and information with a small group. If possible students will respectfully post their researched real news article on their personal social media account where they may have found the fake news story. As a class we will then discuss questions a-e above.
Students will be assessed on the ability to find a fake news article and answer the questions listed above.

Other Evidence:
  ● Through what other evidence (quizzes, tests, academic prompts, observations, hmwk, journals etc) will students demonstrate achievement of the desired results?

○ Vulture discussion
○ Fake news findings discussion
■ For those students who posted real news articles refuting fake news found on their social media feed- how did others respond?

INSTRUCTIONAL PLANNING (Stage 3) – WHAT WILL WE DO IF THEY HAVEN'T LEARNED... OR THEY KNOW IT ALREADY?

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

WHERETO is an acronym for considering and self-assessing the key elements and logic of a learning plan:

• Where: ensuring that the student sees the big picture, has answers to the "Why?" questions, knows the final performance expectations as soon as possible

On our daily slides calendar placed on the board each day will be the learning targets and overview questions for students to think about. Questions would be picked from this list:

● What provocative questions will foster inquiry, understanding, and transfer of learning?
● How are governments able to manipulate children to gain and keep power?
● What makes me vulnerable to propaganda?
● When is propaganda most dangerous?
● How can I guard against propaganda?
● How do I identify current examples of propaganda/fake news? How can I respond to it?
● What can we do to prevent these atrocities from happening?

This entire unit on China tends to be new content form most students which means content needs to be covered and built upon. Then students will need to be informed that a final assessment will come in the form of a journal from a Chinese student's

perspective from the 1960s plus they will be analyzing propaganda from China under Mao Zedong as well as propaganda today and why it is still used. They will be looking for fake news in our world today so keep a look-out over the next week.

• Hook:

Vulture activity- this will not be the hook for the unit but will be the hook for this lesson module. The vulture activity angers some while exciting others and some see right through the plot from the beginning and can instantly see the connection. This activity allows students to form groups while they turn in other groups from bad behavior. This will take a bit of setting up to make sure students do not hurt student's feelings as they turn them in. This directly relates to the Chinese Cultural Revolution as well as Hitler Youth and Stalin's purges and the latter two they have already learned about by the time we teach China.

• Equip & Experience: providing the student with the tools, resources, skill, and information needed to achieve the desired understandings; and successfully accomplish the performance tasks

Since the unit on China tends to be new content for students, they will need a textbook and content gone over in class. Key concepts and terms (listed above) will all be covered throughout this unit and specific lesson module. As they get to the engaging and relevant strategies they need to have a basic understanding of China under Mao Zedong.

Students will also need an example of what a journal entry looks like and how it can be written. Students will be reading a few examples from Stanford Historical Education Group (SHEG) to gain an idea of expectations. However, students need to know expectations- how many facts to include etc. which needs to be explained in class through a <u>Historical Thinking Rubric</u> or direction sheet.

For the journal students need to be reminded of the skills to be used to complete the assessment. Students need to focus on empathy, reality, creativity, writing, and the research added to make it accurate for the Chinese Cultural Revolution.

• Rethink: enhance understanding by shifting perspective, considering different theories, challenging prior assumptions, introducing new evidence and ideas, etc. Also: providing the impetus for and opportunity to revise prior work, to polish it

A goal behind this lesson module is to get students thinking about bias, propaganda, and how it looks so obvious from the outside but it isn't that black and white while you are living through it. By having students create a journal as well as compare China in the 1960s to our world today they can connect the dots to see that history does repeat itself and we still have propaganda we see every day.

As for differentiation, the fake news project can be flexible in its final product. Students need to research and find fake news examples but can present their findings in whichever way feels more comfortable to them.

As for revisions, if they are necessary due to a lack of understanding or effort, it would be at teacher discretion to have students recreate a journal or fake news project after they have proven understanding of China under Mao Zedong.

• Evaluate: & Tailor: Personalize the learning through differentiated instruction, assignments and assessments without sacrificing validity or rigor

Assessments in this lesson module will be questions on their SHEG reading which culminates into a journal entry from a Chinese teenager living under Mao Zedong. Educators should use a Historical Thinking Rubric to evaluate. Then students will compare propaganda in 1960s China to propaganda today. They will find fake news outlets and understand why it is fake, what the purpose behind fake news is, and why it still exists. This can be presented in whichever way makes the most sense for each student.

Appendix D: Syrian Refugee Crisis Lesson Module

Syrian Refugee Crisis							
Dept	Social Studies	Course	World History B	Unit Title:	Middle East	Date created	08/04/2016
Trimester assessed	2 & 3	Module Pacing:	3 days	Grade level:	11th	Date revised	4/2017
Google docs link to access all links for Appendix D: https://docs.google.com/document/d/15coU1ShR4GqJ-cJkxxU4E-9nZ9X83iCCSWt2D3CfqLE/edit?usp=sharing							

Course Understandings
Students will understand that: ● Interactions amongst individuals, groups, and organizations have been both constructive and destructive.   ● Structures of government gain and exert authority through political revolutions and sources of legitimacy; different types of government have different effects on people   ● Trade, imperialism, and migration created global connections and tensions   ● Many groups in the Middle East have fought to establish and strengthen independent nationstates   ● Ethnic and religious differences have troubled the modern Middle East

Desired results (stage 1) What do we want students to <u>know</u> and be able to <u>do</u>?

Established Goals
What relevant goals (eg content standards, course or program objectives, learning outcomes etc) will this address?   ● What causes revolution?

- What is a refugee?
- Why are Syrians fleeing their home?
- What forms can a refugee come in?
- How can a country go from strength and wealth to Civil War and disaster so quickly?
- If I were put in this situation would I know what is "right" and how fast to act?
- Do I value wealth and stability more than freedom and humanitarian causes if my family is safe?
- Why do people, such as the White Helmets, sacrifice their lives to help others (potential strangers) in their country?
- What are the impacts of Syria across the world?
- How are other countries dealing with the influx of refugees?
- Why has the United Nations chosen to not take any drastic measures to prevent more atrocities in Syria?
- What should the United Nations be doing and what should the world be doing to prevent atrocities such as Syria?

Transfer

Students will be able to independently use their learning to: (produce, high order reasoning)
- Realize the complexity of the competing interests in Syria.
- Why are some Syrians are fleeing while others stay?
- How do other countries deal with the difficulties from the influx of refugees into their countries.

Meaning

Unit Understandings:
Students will understand that:
What are the big ideas?

- After the Arab Spring, Syrian civilians demanded reform and the leadership pushed back.
- ISIS has formed and gained power in Syria and Iraq.
- There are many powerful "players" involved in the Syrian conflict including the Syrian government, civilians, the United States, Russia, ISIS, and numerous European countries.

- Normal human beings can become refugees overnight and are not always prepared for what lays ahead.
- The United Nations was created to promote peace and prevent atrocities after WWII. The United Nations is made up of almost all countries in our world.
- There are five permanent Security Council member states which includes the United States and Russia. Each permanent member country has veto power over any resolution.
- Current conflicts in the Middle East have occurred and students should know the causes and results of these conflicts.
- I can explain how and why new, independent governments emerged around the world after World War II.
- Individuals and groups shaped these new post-war governments in the Middle East
- The world has responded to human rights violations around the world in numerous ways
- I can give examples of human rights violations after WWII.

Essential Questions:

Students will keep considering:
- When does a family choose to leave their house and flee?
- Do I leave my past life behind to flee my war-torn country or do I stay in Syria?
    - If I were put in this situation would I know what is "right" and how fast to act?
- Why has the United Nations chosen to not take any drastic measures to prevent more atrocities in Syria?
- Do I value wealth and stability more than freedom and humanitarian causes if my family is safe?
- How does human interaction make an impact within groups, amongst groups, and their surrounding populace?
- What impact do types of governments have on the outcomes of civilizations?
- How have human interactions affected the ways people live?
- How do people express who we are? Why do people see themselves as members of specific groups?

Acquisition		

Knowledge	Reasoning	Skill
Terms to know ● Revolution ● Bashar al-Assad ● ISIS	What should they eventually be able to do as	● Students will be able to see that while Syria is the center of news today something else

● Aleppo ● Arab Spring ● Refugee ● Asslyum ● European Union ● United Nations ● Security Council ● Veto ● White Helmets Recognize how volatile governments can be.	a result of such knowledge and skill? ● Understand the causes and effect of the Syrian Civil War. How it began with the Arab Spring and led to a massive refugee crisis and the growth of ISIS. ● Compare and relate Syrian refugee stories to their own family story ● Analyze the causes and consequences of the long term unrest in the Middle East. ● Summarize the impacts of globalization and technology advancement on new economies, new political power and new political boundaries. ● Make educated observations about foreign policy when pertaining to Syria. ● Be able to see patterns in our current events for how these types of situations begin and how there are numerous ways to resolve them.	will arise as students become adults who need to make decisions about the world they live in. By understanding different perspectives on Syria it may promote a civic minded, empathetic, socially just future. ● Students will question the effects of situations such as Syria to see the impact it may have on our society in the future. ● Students will attempt to empathize with refugee children which could have a lasting effect throughout their lives.

	● Distinguish between Syrian refugees and terrorists by being able to see refugees as human beings.	

Common Misunderstandings

- Refugees are poor and uneducated people who cannot contribute to society (Many people fleeing need money and connections in order to leave Syria)
- War-torn countries today are poor and different than the United States
- People asking for refugee status are often terrorists who will harm our country.

Essential New Vocabulary

- Refugee
- Bashar al Assad
- ISIS
- European Union
- United Nations
- Aleppo
- Arab Spring

EVIDENCE OF LEARNING (Stage 2) - HOW WILL WE KNOW THEY HAVE LEARNED IT?

Evaluative Criteria (Keys)

Performance Tasks:
Through what authentic performance tasks will students demonstrate the desired understandings?

- Introduction of Syria before and after 2011 to allow students to gain a better understanding of what Syria used to look like and how people once had "normal" lives before the Civil War and conflict with ISIS. Students need to realize that

these war torn places seen on television were not always war-torn and were not always poverty-stricken places. This will give students to opportunity to empathize with Syrians and any future humanitarian crisis in our world.
- ○ 360Syria VR goggles- if available
- ○ The Atlantic pictures
- ○ The Independent video
- Read stories of Syrians
  - ○ Washington Post - 18 different stories and many include short video clips. Plus at the bottom of each page it tells the reader approximately how many Syrians have fled their country since opening the page.
  - ○ Humans of New York- project that exposes all types of primary source stories. One in particular focuses on Syrian refugees that have come to New York in the past few years.
  - ○ Clouds over Sidra - virtual reality video story of a girl living in a refugee camp which was made by the United Nations.
  - ○ Global Nomad lesson plan
- What would make you revolt against your country?
- BBC simulation of being a refugee
- Watch The White Helmets (Netflix original and Oscar winner for documentary (short subject).
- Comparison dialogue poem- do I stay or do I go? Use examples such as Batman and Joker for how to write a comparison poem.

INSTRUCTIONAL PLANNING (Stage 3) – WHAT WILL WE DO IF THEY HAVEN'T LEARNED... OR THEY KNOW IT ALREADY?

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

WHERETO is an acronym for considering and self-assessing the key elements and logic of a learning plan:

• Where: ensuring that the student sees the big picture, has answers to the "Why?" questions, knows the final performance expectations as soon as possible

On our daily slides calendar placed on the board each day will be the learning targets and overview questions for students to think about. Questions would be picked from this list:

- What causes revolution?
- What is a refugee?
- Why are Syrians fleeing their home?
- What forms can a refugee come in?
- How can a country go from strength and wealth to Civil War and disaster so quickly?
- If I were put in this situation would I know what is "right" and how fast to act?
- Do I value wealth and stability more than freedom and humanitarian causes if my family is safe?
- Why do people, such as the White Helmets, sacrifice their lives to help others (potential strangers) in their country?
- What are the impacts of Syria across the world?
- How are other countries dealing with the influx of refugees?
- Why has the United Nations chosen to not take any drastic measures to prevent more atrocities in Syria?
- What should the United Nations be doing and what should the world be doing to prevent atrocities such as Syria?
- When does a family choose to leave their house and flee?
- Do I leave my past life behind to flee my war-torn country or do I stay in Syria?
- How does human interaction make an impact within groups, amongst groups, and their surrounding populace?
- What impact do types of governments have on the outcomes of civilizations?
- How have human interactions affected the ways people live?
- How do people express who we are? Why do people see themselves as members of specific groups?

Then students will watch two short videos (this could also be Hook) on Palestinians smuggling KFC and cars into the Gaza Strip from Egypt. Students will likely ask questions such as 1. Why would you smuggle in KFC or 2. Why don't they just leave if life is that bad? Or 3. Why is Israel so mean to them? These questions will directly relate to what is happening in Syria today and will give students perspective.   Students can also discuss when their families came to the United States and if it was difficult to leave their homes.

• Hook:

Begin with a picture of our high school, a picture of the local hospital, a picture of a student's house etc. then show before and after pictures (some available in 360

degree) of certain places in Syria that have been destroyed such as schools, hospitals, and homes. Ask students to imagine what their lives would be like without "having" to go to school. What would they do every day? What would the future hold for them? What is the benefit of education? What happens to children who cannot attend school? Bring up China's Cultural Revolution and Hitler Youth as examples.

• Equip & Experience: providing the student with the tools, resources, skill, and information needed to achieve the desired understandings; and successfully accomplish the performance tasks

This lesson module will need internet access for the teacher as well as students- to read personal articles from Syrians. If access is not available these articles can be printed out ahead of time.

This lesson may also benefit from virtual reality goggles for certain VR tours of Syria to see the destruction as if it is firsthand.

Students will also need an example of what a dialogue poem looks like and how it can be written. There are numerous examples online however students need to know expectations- how many facts to include etc. which needs to be explained in class through a Historical Thinking Rubric or direction sheet.

For the poem students need to be reminded of the skills to be used to complete the assessment. Students need to focus on empathy, reality, creativity, writing, and the research added to make it accurate for a Syrian.

• Rethink: enhance understanding by shifting perspective, considering different theories, challenging prior assumptions, introducing new evidence and ideas, etc. Also: providing the impetus for and opportunity to revise prior work, to polish it

The final assessment, a dialogue poem of whether to flee or stay in Syria, will be written with the understanding of bias and reality of the situation for Syrians. This assessment gives students the opportunity to see the situation through the eyes of someone else while considering the difficulty of the situation.

As for revisions, if they are necessary due to a lack of understanding or effort, it would be at teacher discretion to have students recreate a dialogue poem or even two poems (from both perspectives) after they have proven understanding of the Syrian conflict.

• Evaluate: & Tailor: Personalize the learning through differentiated instruction, assignments and assessments without sacrificing validity or rigor

<u>Historical Thinking Rubric</u> to evaluate dialogue poem. This poem can be written from either perspective of a Syrian staying or fleeing as long as it explains why and what has happened to their country and their lives. These poems should be loosely based on the lives of stories read in class and follow the historical thinking rubric to prove understanding. These poems will be subjective and possibly difficult to assess which is why a rubric with content and historical thinking requirements need to be included.

Appendix E: Age of Anxiety Aesthetics Prior to World War Two Lesson Module

Age of Anxiety Prior to World War Two							
Dept	Social Studies	Course	World History B	Unit Title:	WWII and the Cold War	Date created	08/4/2016
Trimester assessed	2 & 3	Pacing	3 days	Grade level:	11th	Date revised	4/18/2017
Google docs link to access all links for Appendix E: https://docs.google.com/document/d/1sOgaeDS1ls6uGWV_vKwaZEncvDMdIZwhoiQaujQRr4k/edit?usp=sharing							

Unit Understandings
Students will understand that: ● Human actions have caused dramatic changes to ideas, daily life, and public institutions. ● Development of identity concepts (i.e. nationalism, gender, race, etc.) have impacted historical events ● Interactions amongst individuals, groups, and organizations have been both constructive and destructive. ● Structures of government gain and exert authority through political revolutions and sources of legitimacy; different types of government have different effects on people. ● Changing systems of production, distribution and consumption of resources played a significant role in history. ● Technological achievements shaped societies throughout history. ● I can explain how the World War I peace settlements, the rise of dictatorships, and the Great Depression led to World War II ● I can trace the main events leading up to and during World War II in Asia, Europe, and Africa

Desired results (stage 1) What do we want students to <u>know</u> and be able to <u>do</u>?

Established Goals
What relevant goals (eg content standards, course or program objectives, learning outcomes etc) will this design adress? A rapidly evolving world dominated by industrialized powers, scientific and technological progress, profound political, economic, and cultural change, world wars and widespread violence and unrest produced a half-century of crisis and achievement. ● 9.4.3.12.1 Describe the social, political and economic causes and consequences of World War I. ● 9.4.3.12.3 Describe the social, political and economic causes and main turning points of World War II. Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past. ● H 9.4.1.2.1 Pose questions about topics in history; suggest possible answers and write a thesis; locate and organize primary and secondary sources; analyze them for credibility and bias; corroborate information across the sources; use sources to support or refute the thesis; and present supported findings. ● H 9.4.1.2.2 Evaluate alternative interpretations of historical events; use historical evidence to support or refute those interpretations. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ● 1.14.1.1 b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and credible evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. ● 11.14.2.2 b. Develop the topic thoroughly by selecting the most significant, credible, sufficient, and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. ● 11.14.4.4 Produce clear and coherent writing in which the development,

organization, and style are appropriate to discipline, task, purpose, and audience.
- 11.14.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Analyze how and why in which occurs
- 11.12.3.3 Evaluate various explanations for actions or events and data of a presented in diverse formats and media (e.g., visually, quantitatively, spatially, aurally, physically as well as in words) in order to address a question or solve a problem.

Transfer

Students will be able to independently use their learning to: (produce, high order reasoning)

Realize how art and aesthetics are influenced by and can influence events in the world.

Analyze primary source pieces of art to realize how art is influenced by society and vice versa.

Analyze primary source pieces of art to compare and contrast art today to art during the Age of Anxiety.

Connect our political world to our social world through art.

Meaning

Unit Understandings:
Students will understand that:
- Due to the effects of WWI, an Age of Anxiety appeared which heavily influenced art and culture in Europe.
- The between war era attitudes in Europe and the United States was heavily influenced by art.
- Attitudes and actions after WWI led to WWII.
- Art and culture in our world today is often influenced by world events.
- Art has power and influence over us to cause change.
- Art matters.

Essential Questions:

Students will keep considering:

- How does our world today influence our culture (music, movies, art)?
- How did the effects of WWI influence the attitudes of the time?
- How does art influence people (even through propaganda)?
- How can we look at art throughout all of history to see what was happening to their world?
- Why does art matter?
- What aspects of civilization have endured through time?
- How do people express who we are? Why do people see themselves as members of specific groups?
- How does human interaction make an impact within groups, amongst groups, and their surrounding populace?
- What impact do types of governments have on the outcomes of civilizations?
- How have human ideals and outcomes caused changes in directions for human development?

Acquisition		
Knowledge - What key knowledge and skills will students acquire as a result of this unit? - Students will be able to explain how WWI led to WWII. - Students will be able to connect the attitudes of civilians and the causes of WWII - Define the <u>Age of Anxiety</u> - Students will be able to identify artists today and	**Reasoning** - Compare and contrast how art influences our world today vs how it influenced people just prior to WWII. Example: Students can look at Stravinsky's Rite of Spring to see how music was changing even before WWI. Students will be able to analyze who the audience is for certain types of music and how music may influence society and vice versa.	**Skill** - What should they eventually be able to do as a result of such knowledge and skill? - Students should be able to understand that all people living in a democracy (republic) have the power to promote change. By understanding that societal growth does not need to solely be put in the hands of

100 yrs ago that were influenced by the world and how it is seen through art (Arab Spring/Tunisia, Ai Weiwei, Lupe Fiasco, Bob Marley, John Lennon, Bono, Nicki Minaj, Jay-Z, Chance the Rapper, Ted Nugent, Foo Fighters, Eminem, Macklemore, Bob Dylan, Neil Young, Salvador Dali, Pablo Picasso, Sigmund Freud, Charlie Chaplin, Stravinsky, Kandinsky etc.)	● Research and Interpret art today to see how it has been influenced by our world around us. ● Realize that all of us are influenced by our world and all of us have some sort of voice in a democratic country. ● cause/effect- explain how WWI caused the Age of Anxiety which then led to WWII. ● Describe the social, political and economic causes of WWII ● Compare WWI culture to the culture of today by looking at modern artists and artists 100 years ago to see that time has passed but humans are often the same. ● Summarize, through a discussion, the	politicians it may allow these students to grow into active members of society that push for positive growth instead of waiting for others to step up. ● Students will not only interpret modern art but they will participate in an online discussion where they will be able to form opinions and connect the dots about our world today and how art plays a major role in influencing our world. This discussion will allow students to practice discussion skills through an adult format. This online discussion will help students understand empathy from others by seeing how others may view things

	Age of Anxiety, how it happened, and how specific pieces of art represent that time period. ● Make observations about our modern culture and how art can be reflected in it. ● Realize how art is relevant.	differently and why.

Common Misunderstandings
Art doesn't matter Chicken-egg scenario   ● Yes our world influences art but art can also influence our world One did not come before the other. Yes, WWI caused the Age of Anxiety, which influenced culture. However, the culture and anxiety of the time also caused fear and both helped lead to WWII.

Essential New Vocabulary
● Age of Anxiety ● Appeasement ● Nazism ● Fascism ● Totalitarianism ● Abstract ● Cubism ● Surrealism ● Russian Constructivism ● Salvador Dali

- Pablo Picasso
- Sigmund Freud
- Charlie Chaplin
- Stravinsky
- Kandinsky

EVIDENCE OF LEARNING (Stage 2) - HOW WILL WE KNOW THEY HAVE LEARNED IT?

Evaluative Criteria (Keys)

Performance Tasks:

Through what authentic performance tasks will students demonstrate the desired understandings?

- After understanding the Between War Era, students will research art created between the World Wars and have an online discussion with peers about how our world prior to WWII and today influences art and how art influences our world. They will analyze art from the 1920s-1940s as well as find art from today to juxtapose art over the last 100 years and how it may still influence our lives.
- Students will need to understand certain pieces of art created prior to WWII and understand how they relate to the Age of Anxiety. Artists include Picasso, Dali, Freud, Chaplin, Kandinsky, Stravinsky.
- Students will research one piece of art (music/painting/street art/books/propaganda/movie etc) from today that has influenced or was influenced by our society and explain how art is closely tied to our world today.
- Students will then take that information and either create a presentation or paper or musical project to either present or turn in (depending on time available in class).

Intro notes to Age of Anxiety

Other Evidence:

Through what other evidence (quizzes, tests, academic prompts, observations, hmwk, journals etc) will students demonstrate achievement of the desired results?

- On the online discussion (Moodle or Blackboard) students will be assessed through the historical thinking rubric- pieces of art, explanation of, comparison of, how each relate to their time period, how each influence their time period. Students will be given the rubric as well as certain questions to focus on for the research and discussion. Students will be assessed through a rubric based on their

original post, discussion skills with other students, analysis of art, and understanding of the connection between art and society today and in the past.

- Students will be required to have an initial post as well as responses to other students in their group. This will promote conversation as well as teach students how to maintain a professional discussion and instantly allow students to see how others respond and what is expected of them in this type of discussion. They will see how peers respond to their initial posts to learn what promotes a better discussion and what types of comments do not.

- This unit (WWII) will be assessed through multiple choice, short answer, and essay questions later in the unit.

INSTRUCTIONAL PLANNING (Stage 3) – WHAT WILL WE DO IF THEY HAVEN'T LEARNED... OR THEY KNOW IT ALREADY?

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Hook: Day one- what is art? Where do we see art today? (answers will eventually become music and movies) how are we influenced by art (clothing, actions, food/drink/drugs, speech, values/morals). This will then lead to how art played a major role during WWI and WWII and it still plays a major role today

• Where: ensuring that the student sees the big picture, has answers to the "Why?" questions, knows the final performance expectations as soon as possible - show an example of Banksy from today and how his art has become political because it focuses on events in our world today. Explain how art influences us and art is also influenced by us. We all have attachments to some type of art and we all have opinions on the world we are living in. Then explain how one influential period in time for artists was called the Age of Anxiety.

• Equip & Experience: providing the student with the tools, resources, skill, and information needed to achieve the desired understandings; and successfully accomplish the performance tasks. Laptops should be provided for this activity not only for the research on a specific piece of art but also to learn how to properly have an online discussion. Give ample class time for students to create some of their posts.

• Rethink: enhance understanding by shifting perspective, considering different theories, challenging prior assumptions, introducing new evidence and ideas, etc. Also: providing the impetus for and opportunity to revise prior work, to polish it. Students

have already learned about WWII numerous times in their education. Now is the chance to look at the world through a different lens and see how real humans may have been influenced by the world around them. Plus, by finding certain pieces of art and making connections between art and our world it allows for all types of different ideas while students will be discussing how they believe art and our world are strongly connected.

• Evaluate: ensuring that students get diagnostic and formative feedback, and opportunities to self-assess and self-adjust. Through the online discussion students will not only be evaluated by the teacher but also by other students and their comments. As students choose to comment or not it instantly gives students feedback on their posts and skill at quasi-professional discussions. Are students able to ask thought-provoking questions in their discussion? Are they able to keep their posts concise while intriguing? Are they able to explain how they believe their pieces of art are influenced by our world or vice versa? These learned skills will be valuable for the rest of their lives.

historical thinking rubric

• Tailor: Personalize the learning through differentiated instruction, assignments and assessments without sacrificing validity or rigor. While students will be required to compare art during the Age of Anxiety to art today, they are given flexibility in the type/medium of art. Students may be interested in paintings, sculpture, music, movies, street art, propaganda etc. and can choose whatever interests them as long as they can explain the connection to our world today.

Appendix F: Current Global Issues Lesson Module

Current Global Issues: CNN 10 News							
Dept	Social Studies	Course	World History B	Unit Title:	Entire course	Date created	08/04/2016
Trimester assessed	2 & 3	Pacing	Entire trimester	Grade level:	11th	Date revised:	3/11/2017
Google Docs link: https://docs.google.com/document/d/15xdKlYt-fi0YBEj_K-qiQtDixR1dsPBYGExJEFaUL-w/edit?usp=sharing							

Course Understandings
Students will understand that: ● Cultural characteristics affect people's lifestyles, customs, and traditions throughout the world. ● Significant people, events, and ideas have impacted the historical development and cultural expressions of world regions over time. ● Location, place, human-environment interactions, movement, and regions are interrelated and influence history. ● A country's social makeup is changed by events throughout history. ● Interactions among individuals, governments, and societies have changed over time or been preserved through the exchange of information and resources. ● Government structures and economic systems differ throughout the world. ● Distribution and allocation of wealth and resources affect people's lives on a daily basis. ● Globalization has increased over time and has affected cultural and political interdependence. ● There are rights and responsibilities to being an active citizen in the world. ● Events throughout the world affect all of us and need to be understood by all of us.

- Analyzing the news from different perspectives will allow a better understanding of each situation.
- Interactions amongst individuals, groups, and organizations have been both constructive and destructive.
- Structures of government gain and exert authority through political revolutions and sources of legitimacy; different types of government have different effects on people
- Development of identity concepts (i.e. nationalism, gender, race, etc.) have impacted historical events
- Trade, imperialism, and migration created global connections and tensions

Desired results (stage 1) What do we want students to <u>know</u> and be able to <u>do</u>?

Established Goals

What relevant goals (eg content standards, course or program objectives, learning outcomes etc) will this design adress?
 	
- Increase civic responsibility in students by having them understand:
  ○ current events around the world
  ○ how they occur
  ○ how they influence the entire world
  ○ how learning about current events can help improve the world by having a better understanding of the world
  ○ and see examples of how others are willing to promote social justice
- Allow for students to see how news across the world is relevant to their lives.
- Promote social justice in students as they begin to empathize with others.
 	
Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.
- 9.4.1.2.1 Pose questions about topics in history; suggest possible answers and write a thesis; locate and organize primary and secondary sources; analyze them for credibility and bias; corroborate information across the sources; use sources to support or refute the thesis; and present supported findings.
9.4.1.2.2 Evaluate alternative interpretations of historical events; use historical evidence to support or refute those interpretations.
Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 11.14.9.9 Draw evidence from literary or informational texts to support

analysis, reflection, and research.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- 11.12.3.3Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Transfer

Students will be able to independently use their learning to:

- Produce a journal where students practice empathy towards others by putting themselves in someone else's shoes. How would their life be different? How would students react if confronted with certain situations?
- Research professional articles online to find additional information on their journal topic and will make an educated comment about the topic while replying to others on a closed discussion board such as Moodle. By creating conversations students will need to practice higher level thinking skills to create educated replies to their peers.

Meaning

Unit Understandings:

- Students will not only realize what is happening in the rest of the world, they will be able to understand the history behind the situation and what is occurring today and hopefully empathize with others from around the globe.

- Students will be able to connect the dots throughout history to better understand cause and effect of major historical events.

- Students will understand that their lives and their "world" is only a small part of the big picture and just because they never learned about it or avoid reading the news does not mean it is not happening.

- Students will see that current events happen to real human beings just like us all over the world.

- Students will see how events that happen halfway across the world have an impact on our lives locally as well as globally.

What specific understandings are desired?

- The desired goal is that students will feel more connected to the rest of the world, see the relevancy in learning about the world, and thus more connected to the outcomes of events throughout the world which will promote and inspire social justice within students.

Essential Questions:
Students will keep considering:
- How people overcome obstacles.
- How history is able to repeat itself.
- How events in other places can affect the entire world.

What provocative questions will foster inquiry, understanding, and transfer of learning?

- How did this occur?
- How could this have been prevented?
- What might the effects be of this event?
- What type of person would I be if placed in this situation?
- Which is more important: economic wealth or humanitarian aid?
- How does human interaction make an impact within groups, amongst groups, and their surrounding populace?
- What impact do types of governments have on the outcomes of civilizations?
- How have human interactions affected the ways people live?
- How do people express who we are? Why do people see themselves as members of specific groups?

Acquisition

Knowledge- Students will:
What key knowledge and skills will students acquire as a result of this unit?

Define basic terms related to certain news stories as they arise (examples: Kurds, typhoon, theocracy, Boko Haram, apartheid etc.)

Recall current events that have taken place recently through a journal, online discussion, and regular current events quizzes.

Recognize that events occur all over the world and human beings just like them survive and thrive.

Recognize that events happening in other parts of the world can have an impact on other people and other places

Reasoning/skill- Students will:
What should they eventually be able to do as a result of such knowledge and skill?

Cause/effect:

- Understand how events that occur today may be tied to history.
- Realize that history can repeat itself

Relate to the lives of others through journal writing with the focus on empathy and social justice in the future.

- How would your life be different if you were born somewhere else or grew up in a certain country? What daily things would be different? How would your long-term goals be different? How would you react to certain situations if you were placed in them?

Summarize certain events in order to create educated comments and replies to comments on a closed discussion board such as Moodle. This could be modified where students comment on reputable news sites but there is a higher risk of inappropriate comments and language that may not promote a higher level of learning.

- These discussion boards will allow students to create conversations that practice higher level thinking and speaking skills for initial posts as well as researched responses to create in-depth conversations.

Common Misunderstandings

- Current events that happen in other parts of the world are irrelevant to our lives.
- All news is fake.
- The world is either good or evil.

EVIDENCE OF LEARNING (Stage 2) - HOW WILL WE KNOW THEY HAVE LEARNED IT?

Evaluative Criteria (Keys)
Performance Tasks:

Through what authentic performance tasks will students demonstrate the desired understandings?

- Takeaway journal which they can use on their bi-weekly quiz
  - Social justice questions-put yourself in their shoes. How could this influence your life? Write from their perspective- practice empathy- pick one of the stories to write about.
- Pick a specific news topic, read more news articles on this topic besides what was on CNN 10, then make an educated comment on your class discussion board and reply to other comments using specific sources, visuals, and open-ended questions.

By what criteria will performances of understanding be judged?

The knowledge of their current events understanding will be assessed in three different ways:

1. Bi-weekly current events quiz where they can use their notebook that contains their journals and any notes they took while watching CNN 10.
2. Their journals will be assessed based on completion and understanding of the current event as well as the ability to write from a different perspective. The amount of and length of these journals will be determined through trial and error, plus modifications will be made for IEP's.
3. Their online discussions will be graded based on the amount of times and quality of the posts. Do they understand the news story? Did they bring in other sources to backup their claims? Did they make a claim or just summarize a news story? Did they ask or answer thought-provoking questions to their peers.

Other Evidence:
- Through what other evidence (quizzes, tests, academic prompts, observations, hmwk, journals etc) will students demonstrate achievement of the desired results?

  - Bi-weekly news quiz that will just be an overview of events happening around the world.

  - Assessment of journal to see how students are able to empathize with others, see different perspectives, and put themselves in different situations to see how they might react.

○ Assessment of comments on news stories based on how well they are able to understand the situation and reply to other comments proving a basic understanding of the topic.

● How will students reflect upon and self assess their learning?

○ Students will be able to look at their growth by analyzing past journal entries to see the different perspectives they covered.

○ Students will be able to self-assess their learning every time someone responds to their comments on a news source as well as every time they hear about the news and are able to have a basic understanding of it.

INSTRUCTIONAL PLANNING (Stage 3) – WHAT WILL WE DO IF THEY HAVEN'T LEARNED... OR THEY KNOW IT ALREADY?

Stage 3 – Learning Plan
Summary of Key Learning Events and Instruction

WHERETO is an acronym for considering and self-assessing the key elements and logic of a learning plan:

• Where: ensuring that the student sees the big picture, has answers to the "Why?" questions, knows the final performance expectations as soon as possible

● Since this activity will carry on throughout the entire trimester there will be a learning curve at the beginning. Students will slowly learn to ask questions about how certain events happened, have they occurred before, and what can be done in the future. Students will practice writing a journal with a focus on empathy and the class will hear examples (either created by the teacher or student examples) that epitomize what is expected in this type of journal. Then students will research specific news topics that interest them to be able to read and add comments. The entire class will need to have a tutorial on what is appropriate language for educated comments and how to respond to others to have an educated conversation.

• Hook: immersing the student immediately in the ideas and issues of the unit, engaging the student in thought-provoking experiences/ challenges/questions at the heart of the unit

● CNN student news is specifically focused on hooking students through visuals, understandable language, brief background history, and a quirky host (Carl

Azuz). This news source is only about ten minutes (hence CNN 10) long which allows students to stay focused.

• Equip & Experience: providing the student with the tools, resources, skill, and information needed to achieve the desired understandings; and successfully accomplish the performance tasks

- Students will be exposed to numerous examples of journals showing empathy as well as news sources. This activity works best if the class has laptops available for every student. News sources should be initially provided to help guide students to credible sources.

• Rethink: enhance understanding by shifting perspective, considering different theories, challenging prior assumptions, introducing new evidence and ideas, etc. Also: providing the impetus for and opportunity to revise prior work, to polish it

- Students will rethink their world by thinking about events throughout the world and how they may be impacted by these events. Students will also be writing a journal with the specific intent on putting themselves in the shoes of someone else. These activities will directly allow students to rethink their perspective and challenge their stereotypes by introducing a different way to see the news.

• Evaluate: ensuring that students get diagnostic and formative feedback, and opportunities to self-assess and self-adjust

- Students will receive feedback on their initial journal in a timely manner to allow them to see how to incorporate the news event as well as the social justice questions surrounding how these events happen and what can we do to make the world a better place. They will also have a chance to self-assess through their news comments based on the feedback they get from others. They will then have the chance to self-adjust repeatedly throughout the entire trimester.
- Historical Thinking Rubric

• Tailor: Personalize the learning through differentiated instruction, assignments and assessments without sacrificing validity or rigor

- The news on CNN 10 cannot be altered or differentiated from the feed, however, what students choose to find interesting and how they interpret the news is totally up to them. The teacher will allows students the freedom to choose what interests them which will give students more attachment to the news story they find and the comments they make on the discussion board. The journal entries will not be differentiated from the writing standpoint (writing is a critical aspect that needs to be emphasized in a high school setting) however, the perspective, narrative, and style of writing could be infinite which will still require rigor while also allowing individual personality. There are possible

modifications such as the creation of political cartoons to accompany their online discussion or even their personal journal.

• Organize: Sequence the work to suit the understanding goals (e.g., questioning the flow provided by the textbook, which is typically organized around discrete topics)

- The news will be viewed almost daily while the journals, research, and comments made will likely be weekly. Overview quizzes will occur bi-weekly just to check for understanding and make sure students are understanding all the news instead of only certain aspects they choose to see.

APPENDIX G: Final Review-Speed Dating Lesson Module

Final Review: Speed Dating and Quizlet							
Dept	Social Studies	Course	World History B	Unit Title:	Final	Date created	08/04/2016
Trimester assessed	2 & 3	Pacing	2 days	Grade level:	11th	Date revised:	4/18/2017 7/29/2017
Google docs link to access all links for Appendix G: https://docs.google.com/document/d/1c6H2VtQBI-59ZSIW1ItvimKr8r2rrSiehic_EdCz1DA/edit?usp=sharing							

Course Understandings/Learning Targets
Students will understand that: ● Cultural characteristics affect people's lifestyles, customs, and traditions throughout the world.   ● Significant people, events, and ideas have impacted the historical development and cultural expressions of world regions over time.   ● Location, place, human-environment interactions, movement, and regions are interrelated and influence history.   ● A country's social makeup is changed by events throughout history.   ● Interactions among individuals, governments, and societies have changed over time or been preserved through the exchange of information and resources.   ● Government structures and economic systems differ throughout the world.   ● Distribution and allocation of wealth and resources affect people's lives on a daily basis.   ● Globalization has increased over time and has affected cultural and political interdependence.   ● There are rights and responsibilities to being an active citizen in the world.   Unit course understandings: Imperialism and World War One: ● Development of identity concepts (i.e. nationalism, gender, race, etc.) have

impacted historical events
- Technological achievements shaped societies throughout history.
- Interactions amongst individuals, groups, and organizations have been both constructive and destructive
- Changing systems of production, distribution and consumption of resources played a significant role in history.
- Trade, imperialism, and migration created global connections and tensions

Global Crisis and Achievement/World War Two:
- Human actions have caused dramatic changes to ideas, daily life, and public institutions.
- Development of identity concepts (i.e. nationalism, gender, race, etc.) have impacted historical events
- Interactions amongst individuals, groups, and organizations have been both constructive and destructive.
- Structures of government gain and exert authority through political revolutions and sources of legitimacy; different types of government have different effects on people.
- Changing systems of production, distribution and consumption of resources played a significant role in history.
- Technological achievements shaped societies throughout history.

Post War World:
- Human actions have caused dramatic changes to ideas, daily life, and public institutions
- Development of identity concepts (i.e. nationalism, gender, race, etc.) have impacted historical events
- Interactions amongst individuals, groups, and organizations have been both constructive and destructive.
- Structures of government gain and exert authority through political revolutions and sources of legitimacy; different types of government have different effects on people.
- Changing systems of production, distribution and consumption of resources played a significant role in history.
- Trade, imperialism, and migration created global connections and tensions

Desired results (stage 1) What do we want students to <u>know</u> and be able to <u>do</u>?

Established Goals

What relevant goals (eg content standards, course or program objectives, learning outcomes etc) will this design adress?

This overview activity will allow students to review and reflect on the entire trimester by having the numerous historical characters come alive in class through speed dating. This gives the students a chance to be more hands on with history and to imagine how certain people would have behaved and what they would be interested in out of context of time.

The main goal is to review the last 100 years of history and remind them of all the many events, changes, and continuities we have covered in class. This simulation will offer a creative way for students to view history. So often students do not see history or historical characters as real human beings, this way they are able to become a certain historical character and interact with other historical characters to see how compatible they are based on their beliefs and actions.

Allow students to have fun with history and relate to these famous people. They also need to discuss who they are and why they would or would not be interested in dating the other famous person. This forces students to empathize with these historical characters and understand who they are and how they would act. This can make history more relevant to their lives and can also humanize famous politicians for them.

Allow students to apply their speed dating learning to a competition where they play a quizlet.live game geared toward the famous people, terms, and learning targets for the entire trimester of World History B.

There will be other requirements in the last week of World History- all of which pertain to reviewing for the final exam through a study guide, looking at past assignments and projects, and reviewing confusing topics throughout the course that students struggle with. None of these strategies are new to our collaborative team and while they promote learning and reflection, none of them tend to be engaging strategies to help promote civic responsibility.

Read and comprehend complex literary and informational texts independently and proficiently.
  ● 11.12.10.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11-12 text complexity band independently and proficiently.
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
  ● 11.12.3.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the

text leaves matters uncertain.

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

- 11.12.7.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, spatially, aurally, physically as well as in words) in order to address a question or solve a problem.

Individual units:

Imperialism and World War One:

Industrialization ushered in widespread population growth and migration, new colonial empires and revolutionary ideas about government and political power. (The Age of Revolutions: 1750-1922)

- 9.4.3.11.6 Compare and contrast the development and results of state building and nationalism in the nineteenth century.
- 9.4.3.11.7 Describe European imperialism; explain its effects on interactions with colonized peoples in Africa and Asia.
- 9.4.3.11.8 Compare and contrast the approaches of China and Japan to Western influence.

A rapidly evolving world dominated by industrialized powers, scientific and technological progress, profound political, economic, and cultural change, world wars and widespread violence and unrest produced a half century of crisis and achievement. (A Half Century of Crisis and Achievement: 1900-1950)

- 9.4.3.12.1 Describe the social, political and economic causes and consequences of World War I.

Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.

- H 9.4.1.2.1 Pose questions about topics in history; suggest possible answers and write a thesis; locate and organize primary and secondary sources; analyze them for credibility and bias; corroborate information across the sources; use sources to support or refute the thesis; and present supported findings.
- H 9.4.1.2.2 Evaluate alternative interpretations of historical events; use historical evidence to support or refute those interpretations.

Unit II: Global Crisis and Achievement/WWII:

A rapidly evolving world dominated by industrialized powers, scientific and technological progress, profound political, economic, and cultural change, world wars and widespread violence and unrest produced a half-century of crisis and achievement.

- 9.4.3.12.1 Describe the social, political and economic causes and consequences of World War I.
- 9.4.3.12.2 Describe the rise and effects of communism and socialism in Europe and Asia, including the Bolshevik Revolution (1917) in Russia and the Chinese Revolution (1949).
- 9.4.3.12.3 Describe the social, political and economic causes and main turning points of World War II.
- 9.4.3.12.4 Describe the causes and consequences of the Nazi Holocaust, including the effects of the Nazi regime's "war against the Jews" and other groups, and its influence on the 1948 United Nations Declaration of Human Rights and other human rights movements of the post-WWII era.

Post War World:

Post-World War II geopolitical reorganization produced the Cold War balance of power and new alliances that were based on competing economic and political doctrines.

- 9.4.3.13.1 Trace the political and economic changes in China from the Communist Revolution until recent times.
- 9.4.3.13.2 Evaluate the degree to which individuals and groups have shaped the development of various post-colonial governments.
- 9.4.3.13.3 Explain how the Cold War shaped the global geopolitical climate, including proxy wars and the Non-Aligned Movement.
- 9.4.3.13.4 Describe the response of the world community to human rights violations, including the response to apartheid in South Africa.

Globalization, the spread of capitalism and the end of the Cold War have shaped a contemporary world still characterized by rapid technological change, dramatic increases in global population and economic growth coupled with persistent economic and social disparities and cultural conflict.

- 9.4.3.14.1 Analyze the causes and consequences of the long term unrest in the Middle East.
- 9.4.3.14.2 Analyze the social, political and economic impact of globalization and technological advancement, including the effects on the economies of developing countries and the impact on political power and political boundaries.

Transfer

Students will be able to independently use their learning to: (produce, high order

reasoning)
- Become a famous historical character and have a speed dating conversation with another historical character while discussing their behaviors and actions and explaining compatibility. Students need to be able to empathize with their character which requires them to first see them as a real human being with flaws and quirks. This may allow some students to see how famous people are also humans.

- Work together with a group of their peers to compete in quizlet.live where they need to communicate and collaborate to succeed.

Meaning

Unit Understandings:
Students will understand that:
Imperialism and WWI:
- Japan and China and England had different approaches to imperialism.
- Imperialism transformed lives and politics of colonized people.
- Long term ideological causes combined with conflict in the Balkans to spark World War I
- Industrialism and imperialism made World War I deadly and global.
- Allied victory in World War I destroyed some empires and reshaped nations around the world.

WWII:
- The Treaty of Versailles laid the groundwork for Germany feeling motivated to start another world war.
- World War II became the first war that made citizens a target.
- There were a number of examples of resistance to the Holocaust
- Russia was the world's first nation to incorporate socialism/communism as its form of government
- The Soviet Union competed with the United States to gain influence with countries around the world during the Cold War.

Post War World:
- The Cold War was global and had a global impact.
- Human Right emerged as a concept following WWII and the world had a difficult time responding to Human Rights abuses and violations.
- Independence movements created new countries following WWII
- Communist policies in China changed following WWII and led to student uprisings.
- Many groups in the Middle East have fought to establish and strengthen independent nationstates
- Ethnic and religious differences have troubled the modern Middle East

- Governments have become more democratic over time
- Capitalism has become the dominant economic system in the modern world
- Contemporary issues facing Europe

What are the big ideas?

This is a final overview therefore students will be reviewing basic historical concepts and events through famous people over the last 100 years to prepare for their district final.

Speed Dating list to choose from

Essential Questions:
Students will keep considering:
What provocative questions will foster inquiry, understanding, and transfer of learning?

How would my historical character react to other famous people from different times and places?

If my historical character only received two minutes to talk about themselves, what are the important things they would choose to cover?

- What aspects of civilization have endured through time?
- How do people express who we are? Why do people see themselves as members of specific groups?
- How does human interaction make an impact within groups, amongst groups, and their surrounding populace?
- How have human ideals and outcomes caused changes in directions for human development?
- What impact do types of governments have on the outcomes of civilizations?

Acquisition

Knowledge- Students will:
What key knowledge and skills will students acquire as a result of this unit?

- Identify the impact Imperialism had on native cultures.
- Describe the impact colonialism had on creating a world war.
- Examine the consequences of WWI.
- Identify key figures and events in the Bolshevik and the Chinese Revolutions.
- Explain the causes and main event of World War ll.
- Define the Communist Revolution and Identify examples of political unrest in recent years.

- define collectivization, the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square massacre.
- Identify countries and people that led drastic changes in government after WWll.
- define: Cold War, Non-Aligned Movement.
- give examples of human rights violations after WWII.
- Identify cases of unrest in the Middle East.

Reasoning Students will:
What should they eventually be able to do as a result of such knowledge and skill?

- Evaluate the motives behind European, Japanese, and American imperialism
- Compare the responses of Japan and China to European and American imperialism
- I can analyze the events and policies that resulted from the Russian and Chinese communist revolutions.
- I can trace the beginning of World War II in Asia and Europe.
- I can explain how and why the Allies won World War II.
- Describe the causes and consequences of the Nazi Holocaust
- Describe the social, political and economic causes and main turning points of World War II.
- Trace the political and economic changes in China from the Communist Revolution until recent times.
- Explain the new states that emerged after WWll and identify patterns in areas around the world.
- Explain how the Cold War shaped the global geopolitical climate
- describe the world's response to human rights violations in Africa and Asia, including the response to Apartheid in South Africa
- Analyze the causes and consequences of the long term unrest in the Middle East.
- Summarize the impacts of globalization and technology advancement on new economies, new political power and new political boundaries.

Skill:
- Be able to portray how an historical character would have thought based on numerous forms of information.
- Apply their understanding and learning of another character from a different time and place to see how compatible they would have been based on beliefs etc.
- Use historical evidence to create, support, and possibly empathize with historical characters
- Evaluate the degree to which individuals and groups have shaped the

development of various colonial and post-colonial governments
Essential New Vocabulary (for the entire trimester since this is a review lesson)
- Imperialism   - Sphere of influence   - Total war   - Nationalism   - Militarism   - Treaty of Versailles   - Reparations   - Communism   - Fascism   - Mao Zedong   - Collectivization   - Age of Anxiety   - Pablo Picasso   - Genocide   - Totalitarianism   - Appeasement   - Cold War   - United Nations   - NATO   - Warsaw Pact   - Truman Doctrine (Containment)   - Cultural Revolution   - Great Leap Forward   - Collectivization   - Human Rights   - Arab Spring   - Theocracy   - Globalization   - Ethnic Cleansing   - European Union (EU)   - NAFTA   - Add any current global issues from CNN 10
Common Misunderstandings
- World War I had a clear winner and loser   - Nazi Germany fought in WWI   - The Treaty of Versailles only impacted Germany.   - No one fought back in the Holocaust   - Socialism/Communism has no good qualities   - The Cold War did not involve any actual fighting.

- The Cold War only involved the United States and Russia
- An "Arab" and a "Muslim" refer to the same people

EVIDENCE OF LEARNING (Stage 2) - HOW WILL WE KNOW THEY HAVE LEARNED IT?

Evaluative Criteria (Keys)

Performance Tasks:
Through what authentic performance tasks will students demonstrate the desired understandings?

Each student will research and become a specific historical character we have student this trimester (last 100 years). They will then go on numerous speed dates and introduce themselves to as many historical characters as time allows in one class period. Students will need to become familiar enough with their character that they will attempt to predict who they would be compatible with or least compatible with and why.

If a teacher wishes to assess this assignment, students could turn in their compatibility form and speed dating Profile Form with notes on who they communicated with and how compatible they were and why.

Then students will use laptops or their phones to play a quizlet.live review game. Quizlet.live requires students to work in teams of 3-4 and they must talk because each group member has different answers on their screen to the same question. Communication is key. If students get the question wrong it will explain what the real answer is (relearning) and also puts that team back to the beginning. The first group to get 12 questions correct in a row wins. This is a fast paced and fun way to review the entire course and the speed dating review from the prior day. Questions can either be created by the teacher or students can create questions that are fed into quizlet.live through the teacher. These questions should range from high level to low level questions to allow students to build off the basics and reflect on their learning throughout the entire course. Visuals can also be inserted into quizlet.live games which allows certain students to visually connect content to their memory.

Other Evidence:
- Through what other evidence (quizzes, tests, academic prompts, observations, hmwk, journals etc) will students demonstrate achievement of the desired results?

  - Completion of Speed Dating Profile Form

- ○ Speed dating will not be assessed in a gradebook (teacher discretion)

- ○ Quuizlet.live review will allow the teacher to see which questions were difficult and will also give students a quick overview of the course and which areas are their weakest. This will allow individual students as well as the teacher to target certain areas while reviewing.

- ● How will students reflect upon and self assess their learning?

Students have numerous ways to reflect upon their learning.

- ○ Students will need to pick a historical character and review what they know and what they forgot about this person. This promotes self-assessment as students realize what they learned and what they actually know and then they need to problem solve to make sure they match. As they complete their Profile Form it will give them time to self-assess and reflect on what they have learned based on that one person and the events that person lived through and influenced.

- ○ While participating in speed dating it gives students the chance to discuss history with other historical characters and reflect on what they have or have not learned throughout the course. This could allow students to build on their understanding or possibly begin to understand certain events and people throughout history. This may help students who have been absent throughout the course as they begin to connect the dots based on what they missed.

- ○ As students speed date they should also be completing their compatibility form to see who they may be most compatible with and why.

- ○ At the end of speed dating there will be an impromptu discussion on what met their "soulmate" and why they were compatible. This will likely take place the next day due to time.

- ○ Students will be able to reflect on their learning while self-assessing through the use of quizlet.live. This is an online game that requires work (usually by the teacher) prior to playing the review game. This game randomly puts students in groups, forcing them to move and work with other students, where all student need to work together to complete the game. Students will find on each of their screens, only 4 terms or answers while everyone in their group has the same question to answer. This means that the entire group must talk to each other to see who has the

correct answer on their screen. Each group is competing against the rest of the class for speed. As a group gets one question wrong they go back to the beginning. This has a way of leveling the playing field and also promotes self-assessment as the teacher is only involved by pressing the start button. Students learn from each other and reflect on their course learning as they are reminded of course outcomes through this game.

INSTRUCTIONAL PLANNING (Stage 3) – WHAT WILL WE DO IF THEY HAVEN'T LEARNED... OR THEY KNOW IT ALREADY?

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

WHERETO is an acronym for considering and self-assessing the key elements and logic of a learning plan:

• Where: ensuring that the student sees the big picture, has answers to the "Why?" questions, knows the final performance expectations as soon as possible

On our daily calendar, placed on the board every day will be broad questions such as these:

- What aspects of civilization have endured through time?
- How do people express who we are? Why do people see themselves as members of specific groups?
- How does human interaction make an impact within groups, amongst groups, and their surrounding populace?
- How have human ideals and outcomes caused changes in directions for human development?
- What impact do types of governments have on the outcomes of civilizations?

Then as we discuss the final exam, the teacher will give them study guides that have the learning targets on top of the study guide. Then the teacher will have an overview of the next few days until the end of the trimester to explain what will happen, the expectations, and when these activities will happen. The speed dating profile will be given to students as they pick their historical character to represent. Students will begin their speed dating reflection of the course by asking themselves the questions above and seeing how they relate to their historical character. Students need to understand that speed dating is a way to reflect on the course, feel empathy for other historical characters, work on skills such as socialization, quick thinking, applicability of their historical influence to someone else's, and comparison skills to name a few.

These skills need to be mentioned so students realize what is expected from their historical character.

• Hook: immersing the student immediately in the ideas and issues of the unit, engaging the student in thought-provoking experiences/ challenges/questions at the heart of the unit

Historical speed dating will be introduced using mental images where students picture Hitler going on a date with Gandhi and what they would talk about- or Stalin and Malala having coffee and what they would discuss. This is a great hook because it seems so ridiculous but it allows students to not only know content but to process information at an applicable level.

• Equip & Experience: providing the student with the tools, resources, skill, and information needed to achieve the desired understandings; and successfully accomplish the performance tasks

Since this is a final review, there will be no new content required, however, students will need to use their books and all prevalent handouts throughout the entire course to prepare themselves for speed dating. This assignment should be given a few days prior to speed dating in class to allow students preparation time (and maybe even costume purchasing time if they are willing).

As for skills, students need to be reminded of their hard and soft skills that need to be used for this simulation. Students will work on research skills, reading skills, basic understanding of content organization, communication, flexibility, time management, problem solving, patience, and teamwork.

• Rethink: enhance understanding by shifting perspective, considering different theories, challenging prior assumptions, introducing new evidence and ideas, etc. Also: providing the impetus for and opportunity to revise prior work, to polish it

This simulation/role play gives students the opportunity to see bias and work around it. Everyone has a bias and as historical characters they must see their own bias and how that works with other people's bias. They will also be able to realize these historical characters were (or still are) human beings that thought and felt emotions- how would they react in certain situations and why?

Providing a way to revise their prior work will be given again and again in this activity as students will likely go on at least 10 dates depending on the length of class time. This means they will have numerous chances to perfect what they are saying and what they should say on their date.

Quizlet.live also offers a chance to revise prior work as they will eventually get questions repeated if the game is played long enough. This gives students the opportunity to learn from mistakes.

• Evaluate: ensuring that students get diagnostic and formative feedback, and opportunities to self-assess and self-adjust

Students will need to pick a historical character and review what they know and what they forgot about this person. This promotes self-assessment as students realize what they learned and what they actually know and then they need to problem solve to make sure they match. As they complete their Profile Form it will give them time to self-assess and reflect on what they have learned based on that one person and the events that person lived through and influenced.

While participating in speed dating it gives students the chance to discuss history with other historical characters and reflect on what they have or have not learned throughout the course. This could allow students to build on their understanding or possibly begin to understand certain events and people throughout history. This may help students who have been absent throughout the course as they begin to connect the dots based on what they missed.

As students speed date they should also be completing their compatibility form to see who they may be most compatible with and why.

At the end of speed dating there will be an impromptu discussion on what met their "soulmate" and why they were compatible. This will likely take place the next day due to time.

Students will be able to reflect on their learning while self-assessing through the use of quizlet.live. This is an online game that requires work (usually by the teacher) prior to playing the review game. This game randomly puts students in groups, forcing them to move and work with other students, where all student need to work together to complete the game. Students will find on each of their screens, only 4 terms or answers while everyone in their group has the same question to answer. This means that the entire group must talk to each other to see who has the correct answer on their screen. Each group is competing against the rest of the class for speed. As a group gets one question wrong they go back to the beginning. This has a way of leveling the playing field and also promotes self-assessment as the teacher is only involved by pressing the start button. Students learn from each other and reflect on their course learning as they are reminded of course outcomes through this game.

• Tailor: Personalize the learning through differentiated instruction, assignments and assessments without sacrificing validity or rigor

These lessons offer different ways to learn and reflect on their learning. Speed dating and quizlet.live do not offer differentiated instruction within the activity since all students need to participate to gain the full experience of both and these activities hone in on certain skills that all students need to work on to be successful in the future. However, these skills offer a different type of content coverage that may allow certain

students who do not like being put on the spot or who struggle with standardized testing to thrive since the requirements are different and it will only be in small groups.