

Fall 12-7-2016

WORLD HISTORY UNIT PLAN THAT NURTURES HABITS OF MIND AND INTEGRATES STRATEGIES PROMOTED BY THE NATIONAL URBAN ALLIANCE

Katherine A. Martin
Hamline University

Follow this and additional works at: http://digitalcommons.hamline.edu/hse_all



Part of the [Education Commons](#)

Recommended Citation

Martin, Katherine A., "WORLD HISTORY UNIT PLAN THAT NURTURES HABITS OF MIND AND INTEGRATES STRATEGIES PROMOTED BY THE NATIONAL URBAN ALLIANCE" (2016). *School of Education Student Capstones and Dissertations*. 4256.

http://digitalcommons.hamline.edu/hse_all/4256

This Thesis is brought to you for free and open access by the School of Education at DigitalCommons@Hamline. It has been accepted for inclusion in School of Education Student Capstones and Dissertations by an authorized administrator of DigitalCommons@Hamline. For more information, please contact digitalcommons@hamline.edu.

WORLD HISTORY UNIT PLAN THAT NURTURES HABITS OF MIND AND
INTEGRATES STRATEGIES PROMOTED BY THE NATIONAL URBAN
ALLIANCE

by

Katherine A. Martin

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

Hamline University

Saint Paul, Minnesota

December 2016

Primary Advisor: Dr. William D. Keilty

Secondary Advisor: Leah Sedler

Peer Reviewer: Kristin Moore

TABLE OF CONTENTS

CHAPTER ONE: Introduction.....	1
The Story Behind the Question.....	4
Becoming an alternative teacher.....	4
Growth as an alternative teacher.....	6
Student needs.....	7
National Urban Alliance Training.....	9
Overview.....	9
Connection to my students.....	9
Staff development.....	11
Research Purpose.....	11
Chapter One Summary.....	12
Introduction to Chapter Two.....	13
CHAPTER TWO: Literature Review.....	14
Overview.....	14
Habits of Mind.....	15
Inclusion in the curriculum.....	17
Student Engagement.....	19
Defining engagement.....	20

National Urban Alliance.....	23
Core beliefs.....	24
School-dependent students.....	27
High operational practices.....	29
Professional development.....	32
NUA Instructional Strategies.....	33
Thinking maps.....	36
Chapter Two Summary.....	38
Introduction to Chapter Three.....	39
CHAPTER THREE: Methods.....	41
Introduction.....	41
Participants and Setting.....	42
Demographics.....	44
Procedures.....	44
Curriculum model.....	45
Curriculum design.....	46
Unit considerations.....	46
Desired results.....	46
Assessment evidence.....	48
Learning experiences and instruction.....	49
Evidence of effectiveness.....	50
Chapter Three Summary.....	50
Introduction to Chapter Four.....	50

CHAPTER FOUR: Research.....	52
Overview.....	52
Participants and Setting.....	52
Curriculum Framework.....	53
Unit Plan.....	56
Lesson one.....	56
Lesson two.....	59
Lesson three.....	60
Chapter Four Summary.....	62
Introduction to Chapter Five.....	63
CHAPTER FIVE: Conclusion.....	64
Overview.....	64
Capstone Process Reflection.....	65
Limitations and Recommendations.....	67
Review of Literature Review.....	69
Future Research.....	70
Chapter Five Summary.....	71
REFERENCES.....	72
APPENDIX.....	77
Appendix A: Understanding by Design Curriculum Framework.....	77
Appendix B: Instructional Strategies.....	86
Appendix C: Assessments.....	89
Appendix D: Research Organizer.....	90

CHAPTER ONE

INTRODUCTION

People who work in the field of education frequently talk about student engagement. They talk about what it looks like, what it does not look like, how to achieve it, how to measure it and the reasons why engagement is crucial to academic success. Educators want students to be engaged. I have yet to meet a teacher that hopes his or her students are disengaged during class. Engagement looks different in every classroom and is often evaluated through brief classroom observations by other teachers, administrators or students. The student with his or her head down is clearly not engaged, but what about the student who said nothing during the discussion? The student who talked the whole time during the lecture was obviously not engaged, but what about the student who was drawing? Teachers frequently complain about the lack of engagement amongst students. However, how one defines engagement will certainly influence how one evaluates if students are engaged or not. Does engagement for one student look and feel different than engagement for another student? If a lesson was planned with rigor, aligns to the standards and assesses student learning, why are so many students disengaged? The absence of engagement is sometimes perceived as the absence of learning. It begs the question; can students truly learn when they are not engaged?

Educators often dispute the causes of student disengagement. Often the blame is placed on the student for reasons such as: the student does not care, the student did not get enough sleep, the student comes from a home that does not value education, the student is not able to comprehend the material, or the student is just lazy. I am constantly reminding myself as an educator that I can control only what I can control in my classroom and school. This thought has empowered me to stop blaming students, stop blaming standardized tests, stop blaming limited resources and start questioning my own teaching practices. How can I, as an educator, positively impact student learning in my classroom? What are the elements I can control that could impact student engagement? My professional growth stems from becoming a reflective practitioner who believes in focusing my energy on factors I can control within the learning environment.

I started my teaching journey as a long-term substitute in a large suburban high school. I remember how it felt walking in on the first day and feeling empowered by all the responsibilities and opportunities of being a classroom teacher. All the discussion on different theories in education and the creation of mock lesson plans from my undergraduate could not have prepared me for the reality of teaching. It was overwhelming, challenging, and rewarding all at the same time. After my long-term substitute position ended I was hired for a social studies position in a different suburban school district. I have spent the past seven school years in the same school district teaching at the high school level. My first position within the district was in a mainstream classroom teaching three different courses in social studies. Due to budget cuts, the position was eliminated after my first year and I moved into a new position in our

district's alternative program teaching junior and senior social studies courses, as well as language arts courses.

As a teacher in an alternative program I have a unique opportunity to spend my time in a classroom with students who may have previously struggled in school, but are seeking change. The change that they seek will hopefully lead them to a high school diploma and a better educational path. The students I work with are often struggling to feel connected to school and achieve success. For each student this success may look a little different. For some students success is defined by attending school every day. Some students are trying to pass all or some of their classes. Others strive to participate in group activities or create and sustain social relationships. Many students are hoping to graduate and continue on with their education at a post-secondary institution. The time spent with these young people in the classroom is crucial to help them work towards their individual goals and push them to high levels of academic success. It is important that I reflect as an educator on the factors that I can control that may impact student learning. Instructional strategies emerge as an integral component of potential student success and as a factor that I can control within the classroom. I want to develop activities that increase student activity and are designed with the student in mind. I want to design a curriculum that engages students, supports the development of lifelong learners, fosters critical thinking and empowers students to develop a skill set that will transfer to life outside the classroom.

Through professional development offered in my district, I have had the opportunity to work with an organization, the National Urban Alliance (NUA), to learn new instructional strategies based on research in cognitive neuroscience. This opportunity

for professional development reinforced my desire to design a curriculum that engages and challenges students. The National Urban Alliance for Effective Education is a nonprofit advocacy organization that provides educators with professional development, advocacy and organizational guidance. As I have progressed in my training through NUA, I have started to become reflective of the work I am doing in the classroom and how I am presenting material to students. The consideration of student needs combined with professional development opportunities has led me to my research question, *In what ways can I develop a social studies unit plan that fosters Habits of Mind as learning outcomes and integrates strategies that will positively impact student engagement?* In this chapter I will describe the path that led me to teach in an alternative learning program and my desire to develop a curriculum that instills in students the skills necessary to effectively respond to real world situations while engaging students with the content.

The Story Behind the Question

Becoming an alternative teacher. One of the reasons I decided to go into teaching was my desire to make the classroom a place where every student felt empowered as a learner. I wanted to be a facilitator of learning that challenged students to grow as an individual. I noticed that throughout my own education, I had been more of a compliant learner rather than an engaged learner. I was afraid to take risks and was driven solely by grades. I focused more on the grade than the actually learning. My education had been defined by striving to get the best GPA. It was difficult for me to truly immerse myself in learning because of the internal and external pressure I felt to reach high levels of academic success. In my own classroom I hoped that I would become a teacher who

inspired students to seek for a deeper understanding of material and not be afraid to take risks.

When I first began my career as an educator, I had no idea that my career path would lead me to teaching within an alternative learning program. I went into my first teaching position believing that I would spend my teaching career in a traditional classroom setting. I naively thought that once I had my own classroom I would be in that same classroom teaching the same classes for many years. My first year of teaching was full of its own challenges. The challenges that helped me grow as professional included managing the classroom, keeping up with lesson planning, building professional relationships and balancing my personal and professional life. When the first year was complete I felt as though I could breathe a sigh of relief. I had made it and the second year of teaching could only get easier. Right as I was starting to feel comfortable my position as a social studies teacher was cut due to our district's budget. The panic and sense of loss I felt was personal and deep. I had imagined myself teaching in the same school and classroom for years. I finally felt comfortable in my position as a teacher and I had developed curriculum for courses that I was not sure I would even teach again. It was shortly after I discovered my position was going to be cut that I was made aware of an opportunity in our building for the following school year to teach in our school's alternative learning program.

The conversation I had with administration regarding this position was short, but the message was clear. I should consider applying for the new position. It would be a challenging new position, but administration had faith in my abilities as a teacher so I decided to move forward with the application process. Although I was hesitant at first, I

decided it was time to take some risks as an educator. As a new teacher I was drawn to the fact that the position was in the same building I had been teaching in. I did not have to go through the process of trying to create new professional relationships or learn a new school system. As I inquired more about the program, I learned that the program was going to be completely revamped and the new teachers would have input into the restructuring of the program. When I was hired for the position I immediately felt overwhelmed by all of the choices my co-teacher and I had to make. We started with the physical layout of the classroom. We wanted to create a collaborative workspace for students with tables and a designated presentation and lecture area. We also wanted individual study areas for students working independently. After the classroom layout was designed we moved to on the schedule of the school day, which has continued to evolve over time based on the needs of our students. Curriculum writing quickly became the most challenging part of my new teaching endeavor. The new position included teaching language arts classes, as well as social studies classes. We had no textbooks, pacing guides or lesson plans. My co-teacher and I were set with the task of creating a curriculum that aligned with standards, incorporated project based learning, and engaged students who were typically apathetic towards school.

Growth as an alternative teacher. Since I began my journey as a teacher in the alternative program I have learned the importance of taking risks, being flexible and making changes to better meet the needs of my students. Learning to take risks has been challenging. Allowing for student choice, incorporating more classroom discussion, listening to and acting on student feedback, employing new teaching strategies and breaking down some traditional classroom structures to enhance student learning are

some of the risks I have grown more willing to take. Flexibility has also become an integral part of my teaching practice. Allowing the time and space for students to engage with material means not always following a lesson plan exactly the way I had intended. Flexibility also includes incorporating student questions into our learning and addressing topics of student interest. I have learned the importance of hearing the voices of my students and considering their emotional, academic and social needs. I have discovered the importance of making changes to the classroom environment and curriculum based on these needs. An effective curriculum is one that not only engages students with the material, but also provides for learning that supports the development of skills that students can apply to their lives outside the classroom. One area of growth that I am continuously seeking to improve in is identifying and implementing new teaching strategies that will positively enhance this type of learning. As I grow and change as an educator I realize the power of my teaching practices and the impact these practices can have on student engagement, learning and future growth.

Student needs. Students elect to join the alternative program and leave the mainstream setting for many reasons. These reasons range from a counselor recommendation to a credit situation to disengagement in the mainstream classroom. The program is designed specifically for a limited number of juniors and seniors who need additional support, a smaller classroom environment and/or more project based learning opportunities. When students enter the program there is often a very evident disconnect from school. In conversation with students I learn that many of them have previously felt that teachers did not like them or they felt marginalized in the classroom for other reasons. Many have failed course after course in the mainstream setting, many have

struggled with attendance, many have a history of behavioral referrals and many feel like school is just not the place for them. Understanding each student's story has been important to designing a program to meet his or her needs.

I have quickly realized that the content and activities of the classroom have to be relevant and meaningful for students to be truly engaged. Students need to feel that school is a place they want to be. School needs to be a place where students will be supported and encouraged. School needs to be a place where their voices are heard and valued and a place where their interests and strengths are not only acknowledged, but incorporated into their learning experiences. School should help prepare students for challenges and situations they will face beyond the classroom. There is a clear desire amongst my students to experience learning that is meaningful and will help them develop a set of skills that they can use in their lives beyond high school. This search for meaning and relevancy is present everyday in the classroom. Students ask questions about when they are going to use something they have learned in the future. They challenge not only the curriculum, but also the learning activities. They want to know the desired results of a lesson and how it will make them better a problem-solvers, thinker or learner.

As I focus on improving my teaching practices to better meet the needs of my students who feel disconnected from the school environment, I am challenged to take more risks by implementing new teaching strategies and designing a curriculum that is intentional, thoughtful, and well designed. The professional development I have received through the National Urban Alliance has provided a unique opportunity for me to learn new teaching strategies that will help support all learners in the classroom and encourage

student engagement. These strategies will allow for the integration of practices that will help students develop skills, such as creative problem solving, that students can use in their daily lives.

National Urban Alliance Training

Overview. At the beginning of the 2013-2014 school year I became a member of our school's NUA (National Urban Alliance) leadership team. The National Urban Alliance is an organization that seeks to provide "professional development, advocacy, and organizational guidance that transform urban and suburban schools" (National Urban Alliance, 2015). The approach of NUA is to instill in teachers the irrefutable belief that all students should be held to high expectations and that all students can reach high levels of intellectual performance. The core beliefs of NUA form the foundation of its practices and professional development.

Connection to my students. The organization is primarily focused on meeting the needs of students who are considered to be "school-dependent." This describes students who depend on the school community for the skills and support needed to attain academic success (National Urban Alliance, 2015). I see a clear connection between the mission of the National Urban Alliance and the students I work with on a daily basis. Many of my students are dependent on school for the skills and support they need in order to reach high levels of academic achievement. Students in my program often feel disconnected to the academic and social life of the school environment and need additional support. The time students spend in school is the time when we have the greatest potential to impact their learning. The students in my program are typically not involved in before or after school programs and are limited by the timeframe of the

school day to receive academic support. Many students work after school jobs and have other responsibilities at home that take precedent over studying or homework. Effective instruction and curriculum is crucial to the success of the students in my classroom. They are truly dependent on the program for the skills and support needed to reach high levels of academic achievement and develop skill sets to promote lifelong learning and success. My work with school-dependent students has further enhanced my desire to implement effective instructional strategies through an effective curriculum that could positively impact student engagement.

The professional development offered by the National Urban Alliance is centered on teaching teachers how to effectively implement instructional strategies that will help support school-dependent children and will benefit all learners in the classroom. The strategies are chosen by the National Urban Alliance based on current research in the area of cognitive neuroscience. The goal is to elicit high intellectual performance through high operational practices. Some of the high operational practices that I have discovered most align with my pedagogy and needs of my students are: beginning with student strengths; building relationships; situating learning in the lives of students; eliciting high intellectual performance and amplifying student voice (Jackson, 2011). These high operational practices are evident in the instructional strategies taught and endorsed by the National Urban Alliance. All students, especially school-dependent students, need to be supported in the development of complex thinking skills. “High intellectual performance, driven by Habits of Minds, leads students to create their own intellectual and creative products or social interactions” (Jackson, 2011, p. 94). I believe that all students should be presented with opportunities to create unique products as a result of their own thinking.

Staff development. The NUA leadership team within our building is comprised of ten staff members who commit to participating in staff development over the course of the school year. Currently, we are in our fourth year of the training. The meetings take place monthly within our building and are facilitated by an educational expert who works for NUA. Each meeting provides an opportunity for staff members to learn, implement, and discuss new instructional strategies that are promoted by NUA. There are opportunities to observe other teachers, to discuss student work and to teach model lessons using the instructional strategies we have learned. Not only does our leadership team focus on instructional strategies, but there is also discussion about surrounding how these strategies will impact or have impacted student learning in our classroom. These discussions are central to the group's understanding of the purpose and goal of each strategy. As I progress in the professional development provided by NUA, I have felt challenged to continue to implement instructional strategies that positively impact student engagement. Effective use of class time is critical for student learning. This means that the curriculum needs to be designed in a way that all learners will be supported. As I implement new strategies learned in NUA training, I also need to consider how to more effectively align the learning activities for the curriculum with the desired results of any given unit.

Research Purpose

Students are central to my purpose of designing a unit plan that is engaging for students and fosters Habits of Mind through implementing effective instructional strategies. Students are the ones who need a classroom environment that holds all students to high expectations and encourages all learners to engage with the material,

each other and their own academic growth. Student engagement does not look one certain way in the classroom and is not experienced in the same way by all students. In order to develop a unit plan in which students are truly engaged and develop dispositions that will make them better thinkers, I have to consider the many dimensions of engagement and how I can best support each individual learner in reaching deep and meaningful learning. I have to consider how I can facilitate learning that supports the development of Habits of Mind. Students are the ones who experience the learning and it is their understanding and involvement in the learning process that can provide insight into the effectiveness of the curriculum and learning activities. NUA strategies are intended to support the engagement of learners that are school-dependent. This describes many of the students I work with in the alternative program. The creation of the this unit plan for high school students will further guide my teaching and help in my understanding of how I can create learning experiences that positively impact student learning.

Students are the main stakeholders in my research question, but colleagues may also benefit from the unit plan because they can use similar instructional strategies, learning activities, and curriculum design model. As a member of the NUA Leadership Team, I am also expected to teach my colleagues how to effectively implement the strategies. Addressing my research question will lead to a better understanding of specific strategies and allow me to share more critical information with my colleagues.

Chapter One Summary

This chapter introduced the purpose of my research, which is to design a unit plan that integrates strategies to positively impact student engagement and fosters the student development of the Habits of Mind. My interest in this research question has been driven

by my teaching journey, professional development opportunities and the needs of my students. Student engagement is at the forefront of my instructional planning and I am continuously seeking ways to better support and engage students in the classroom. Students need to see the connection between their academic work in the classroom and their lives outside the classroom. Finding ways to more effectively engage students can positively impact student learning. Instructional strategies promoted by the National Urban Alliance are based on current research in cognitive neuroscience and are intended to elicit the high intellectual performance of all students.

Introduction to Chapter Two

Chapter Two will present a review of the literature. The literature review will identify the Habits of Mind and discuss the inclusion of Habits of Mind as desired student outcomes within a curriculum. The literature review will define student engagement. The review will also outline the core beliefs of the National Urban Alliance and establish the connection between school-dependent students, as defined by NUA, and student engagement. The purpose and background of NUA's instructional strategies will be discussed and an overview of NUA's staff development model will be provided. Finally, the literature review will explain the importance of Thinking Maps to the instructional strategies of the National Urban Alliance.

CHAPTER TWO

LITERATURE REVIEW

Overview

Student engagement is critical to the success of students and the benefits of engagement are evident in the connection to increased student achievement. Curriculum and instruction implemented in the classroom has the potential to positively impact student engagement. This potential cannot be overlooked by educators and should be the focus of curriculum development. In order to improve teaching practices one should consider which learning goals and instructional strategies are most effective in addressing issues such as disengagement. The purpose of this literature review is to explore the following question: *In what ways can I develop a social studies unit plan that fosters Habits of Mind as learning outcomes and integrates strategies that will positively impact student engagement?*

This chapter synthesizes research on Habits of Mind and student engagement, the work of the National Urban Alliance, its instructional strategies and connection to student engagement. Habits of Mind will be defined and examined in this chapter. The inclusion of Habits of Mind within a curriculum will also be explored in this chapter. Student engagement will be defined. The core beliefs of the National Urban Alliance and key concepts related to the structure of NUA's professional development model will be

discussed. The professional development model of NUA will be explored in this chapter in order to evaluate the effectiveness of incorporating the promoted strategies. In order to understand the work of NUA and the purpose behind the strategies chosen as part of the organization's professional development, one must understand who "school-dependent students" are and recognize how NUA attempts to address the achievement gap through engagement. After providing an overview of NUA and its work with partner schools, an explanation of NUA's instructional strategies will be provided. The purpose of the strategies will also be addressed and the successes seen by school districts who have implemented the strategies.

Habits of Mind

Habits of Mind are a set of skills that can be cultivated, observed and assessed within the classroom (Costa & Kallick, 2008). Habits of Mind, as defined by Arthur L. Costa and Bena Kallick (2008), are a set of "16 attributes that human beings display when they behave intelligently" (p. 15). These are attributes that can be strengthened and practiced over time. Habits of Mind are further described by Costa and Kallick (2008) as "characteristics of what intelligent people do when they are confronted with problems, the resolutions to which are not immediately apparent" (p. 15). Students need to know and understand how to deal with a variety of problems, especially those problems in which an answer is not immediately known. The Habits of Mind are the dispositions that can help students strengthen their problem-solving skills. This means that as Habits of Mind are fostered, students can become better problem-solvers and thinkers. The more opportunity each student has to foster these habits, the more likely a student is to use these skills when faced with a problem. As pointed out by Costa and Kallick (2008), the

Habits of Mind are rarely used in isolation. This means that as one habit is being strengthened and used, there is opportunity for other habits to be strengthened and used as well.

The Habits of Mind are a set of behaviors that efficient and effective thinkers utilize and have been identified based on research of “effective thinking, successful people, and intelligent behavior” (Costa & Kallick, 2008, p. 16). The sixteen Habits of Mind include: persisting, managing impulsivity, listening with understanding and empathy, thinking flexibly, thinking about thinking, striving for accuracy, questioning and posing problems, applying past knowledge to new situations, thinking and communicating with clarity and precision, gathering data through all senses; responding with wonderment and awe, taking responsible risks, finding humor, thinking interdependently, remaining open to continuous learning and creating, imagining and innovating (Costa & Kallick, 2008). Each disposition, when developed and fostered, can help students become effective problem-solvers. “A Habit of Mind is a pattern of intellectual behaviors that leads to productive actions” (Costa & Kallick, 2008, p. 16).

In order to establish a Habit of Mind as a pattern, it must be practiced and used in effective ways. As intellectual behaviors, Habits of Mind can help support students in engaging with content and reaching high levels of academic performance. When the brain is engaged and challenged to think creatively during a task, “new neural patterns are established,” and this can allow for the high intellectual performance (Jackson, 2011, p. 94). When students are challenged to reach high levels of performance this can “engage attention, motivate inquiry, and cultivate creation of new ways of thinking about information, and nurture competence and confidence” (Jackson, 2011, p. 94). This can

lead to the strengthening of Habits of Mind. When students feel competent they become more motivated and engaged in their own learning. Educators strive to find ways to support the lifelong learning of students and including Habits of Mind as educational outcomes can help support this goal.

Inclusion in the curriculum. The inclusion of Habits of Mind in curriculum design provides a unique opportunity for educators to develop learning experiences that support the strengthening of intellectual behaviors that can be applied not only in school, but also in challenges outside of school as well. The dispositions should be included in the curriculum so that students can become more successful at working at high levels. The habits should not be thought of as an additional layer to the curriculum, but rather as part of a curriculum that engages students to think beyond the current academic task to “find application in other subjects, in their future careers and in their lives” (Costa & Kallick, 2008, p. 45). Educators can design a curriculum that includes the Habits of Mind as educational outcomes in order to improve the way that students “*produce* knowledge rather than how they merely *reproduce* it” (Costa & Kallick, 2008, p. 16). Teachers must therefore design tasks within a curriculum that are “authentic, engaging and challenging” in order to ensure that students are producing knowledge (p. 16). When students are challenged, they will use Habits of Mind to generate meaning from their work and create new knowledge (Costa & Kallick, 2008). The inclusion of Habits of Mind as outcomes impacts the learning activities, content and assessments used within a curriculum.

This change in the way educators think about educational outcomes can help students build skills that are transferable to their lives outside the classroom. This can make learning more relevant and meaningful to students as the value in what they are

doing in the classroom becomes more evident. As Costa and Kallick (2008) describe, “We want students to learn how to develop a critical stance with their work: inquiring, editing, thinking flexibly, and learning from another’s perspective” (p.16). This learning of a critical stance with their work can lead to enhanced engagement as students feel more confident to draw on these “intellectual resources” (p. 17). Building this type of connection between the lesson of a class and the real world can encourage student engagement. This connection also provides an opportunity for students to see how the development of skills can lead to more individual success. This in turn could motivate students to place more value on classroom learning.

Competence is an important aspect of student motivation and when students become confident that they can handle a variety of problems, it can lead to further success. Integrating Habits of Mind into the curriculum can build student competence in facing academic tasks. This skill building can carry over into other areas of a student’s life. In order to effectively foster the cultivation of Habits of Mind, teachers must “cultivate, observe, and assess” Habits of Mind within the classroom (Costa & Kallick, 2008, p. 16). Teachers can achieve this through intentionally planning Habits of Mind as learning outcomes in a curriculum (Costa & Kallick, 2008). When teachers incorporate Habits of Mind as learning outcomes, they are interested in “how students behave when they *don’t know* an answer” (Costa & Kallick, 2008, p. 16). This means that the learning activities of a lesson must allow for students to be challenged. Students cannot always easily come to know an answer if Habits of Mind are to be strengthened. The teacher must consider how students will be able to practice the Habit of Mind within the learning. If a Habit of Mind is identified as a desired outcome for a lesson, the design of the lesson

must support the desired outcome. After using the Habit of Mind, Costa and Kallick (2008) further suggest that “the effects of their use are reflected upon, evaluated, modified, and carried forth to future applications” (p. 17). This reflective process can allow for the strengthening of the habits and help students apply the habits to other subject areas or others areas of their lives. The sixteen Habits of Mind, as described by Costa and Kallick, if included as the desired results of learning, can help students develop attributes that will enhance their success in and out of the classroom.

Student Engagement

Student engagement has long been a highly researched and discussed topic among educators. Educators identify student engagement as an integral component of student success and learning. “Student engagement is the cornerstone of effective instruction” (Beasley, Gist & Imbeau, 2014, p. 176). Engagement is connected to positive outcomes in learning both in and outside of school and can positively impact the achievement and motivation of students (Sinatra, Heddy & Lombardi, 2015). Increasing student engagement is seen as a way to help address issues of low achievement, boredom and high school dropouts (Fredericks et. al., 2011, p. i). Engagement is also linked to achievement on standardized tests, “favorable lifelong outcomes, as well as social and psychological well-being” (Goldspink & Foster, 2013, p. 291). Fostering student engagement can also result in more active involvement in group work and individual work and an increase in student autonomy (Beasley, Gist & Imbeau, 2014, p. 177).

Teachers strive to find strategies, activities, or resources that will engage students in the classroom. The objective of finding ways to engage students is to foster academic and social growth and prevent issues such students dropping out or student boredom. As

students progress through school, engagement often declines (Conner & Pope, 2013). Unfortunately, many students are struggling with this disengagement and “demonstrate this lack of engagement by withholding effort and by ‘by voting with their feet’ through rising chronic absenteeism as they get older” (Ferlazzo, 2015). Chronic absenteeism can lead to high school dropouts. The issue of students not being engaged in their own learning is a serious one and calls for a change in the way educators structure and implement curriculum. Conner and Pope (2013) cited research from the National Research Council that suggested that “40 to 60 percent of high school students are chronically disengaged; they are inattentive, exert little effort, do not complete tasks, and claim to be bored” (p. 1427). Recognizing this issue of disengagement is imperative and needs to be done with a sense of urgency. Changing the way curriculum is designed and implemented can be a way to address disengagement in the classroom.

Defining engagement. In order to understand and address issues of disengagement in the classroom, engagement must be clearly defined. The phrase “student engagement” is used so frequently in the world of education that it is difficult to decipher exactly what one means when referring to the topic. For some, student engagement can be defined as “how *involved* or *interested* students appear to be in their learning and how *connected* they are to their classes, their institutions, and each other” (Axelson & Flick, 2011, p. 38). This engagement, how involved students are in their learning experiences, leads to learning that is a direct consequence of that involvement (Axelson & Flick, 2011). Jackson and Zmuda (2014) emphasized the importance of differentiating between compliant and engaged learners. Compliant learners are those who follow directions easily and typically do what is asked of them when there is little

risk involved. Engaged learners are more willing to take risks, ask questions, and may follow their own curiosities. The distinction between compliant and engaged is important to defining student engagement.

“Early studies define student engagement primarily by observable behaviors such as participation and time on task” (Fredericks et. al., 2011, p. 1). By only considering observable behaviors, early studies ignored emotional and affective aspects of engagement, as well as cognitive engagement (Fredericks et. al., 2011). Student engagement needs to be understood beyond observable behavior. Engagement needs to be defined as a “multidimensional construct with behavioral, emotional and cognitive dimensions” (Sinatra, Heddy & Lombardi, 2015, p. 2). Considering the different dimensions of engagement will provide educators with a more comprehensive understanding of how to impact student engagement. Behavioral engagement describes a student’s involvement in his or her learning and is reflected in participation in both academic and social activities (Sinatra, Heddy & Lombardi, 2014). Emotional engagement focuses on the reactions, both positive and negative, to school. When students have positive emotional engagement they may be more willing to work (Fredericks et. al., 2011, p 2). Cognitive engagement “is defined as the student’s level of investment in learning; it includes being thoughtful and purposeful in the approach to school tasks and being willing to exert the effort necessary to comprehend complex ideas or master difficult skills” (Fredericks et. al., 2011). Sinatra, Hoddy and Lombardi (2015) argued that cognitive engagement is more difficult to define because it is easy to confuse cognitive engagement with motivation and self-regulation. Despite disagreement among

researchers on how to define cognitive engagement, it is found to be connected to positive outcomes for student learning.

The understanding that engagement is multidimensional provides that educators need to consider ways to intrinsically motivate students in the classroom. The different components of engagement are interconnected and can be seen exhibited by students in a variety of ways. Students who are engaged can demonstrate the following characteristics: “a) an attraction to their work, (b) persistence in their work despite challenges and obstacles and (c) visible delight in accomplishing their work” (Beasley, Gist & Imbeau, 2014, p. 176). These patterns of intellectual behaviors are also identified as part of the sixteen Habits of Mind. In order to cultivate these characteristics and intrinsically motivate students, many researchers suggest combining these four elements: autonomy, competence, relatedness, and relevance (Ferlazzo, 2015). Providing students with choices, specifically cognitive choices, can foster student autonomy and lead to high intellectual performance while supporting the transfer of such skills to the real world. In Daniel Pink’s, *Drive*, he argues that students “after their basic needs are met, are motivated by autonomy, purpose and mastery. Humans want some control over our tasks, we want real tasks that connect to our world, and we want the opportunity to improve” (Conley, 2014). Curriculum design and implementation allows for educators to consider ways to provide for autonomy, purpose and mastery that will motivate students to become engaged with the content and the processes. In order for students to feel competent, Carol Dweck suggests that it is important for educators not to praise intelligence, but rather effort (Ferlazzo, 2015). This specific type of praise can lead to more competent learners and can help foster dispositions, such as Habits of Mind.

Students also need to feel connected to each other and to the instructor. This relatedness can be cultivated through building relationships with students. Students who feel connected to teachers can have better attitudes toward school; are more motivated to achieve; and develop a more positive attitude (Jackson, 2011). Finally, to help motivate and engage students, learning needs to be relevant to their lives. When designing a curriculum, educators have opportunities to make and build these connections. Daniel Pink describes this as purpose and the NUA describes this practice as situating learning in the lives of students. A curriculum that wants to engage students through relevancy needs to “consider the experience and the issues and problems students are concerned with” (Jackson, 2011, p. 98). When educators can create opportunities that are motivating for students, they can address issues of disengagement and foster skill sets that will impact students’ lives beyond the classroom.

National Urban Alliance

As schools are increasingly challenged to meet higher expectations in areas such as reading, writing and math, the National Urban Alliance offers a unique support system that can help teachers better meet the needs of all learners in the classroom. The National Urban Alliance for Effective Education is a nonprofit advocacy organization that provides educators with professional development, advocacy and organizational guidance. The National Urban Alliance (NUA) model is designed to reverse institutional racism through reducing the achievement gap and focusing on increasing student achievement (Doubek & Cooper, 2007). The professional leadership provided through NUA is intended to create a systematic change in schools that will lead to greater achievement for all learners. The organization works to advance the belief that “all

students can be taught to perform the higher order processes and advanced learning tasks demanded by a changing global community” (Levine, Cooper & Hilliard, 2000, p. 306).

This foundational belief of NUA guides the partnerships that NUA has developed with schools across the United States. Partnerships between schools and the organization are created to support the implementation of a professional development model that is focused on teaching research-based instructional strategies to educators. NUA currently has partnerships with 26 different school systems across the United States (Doubek & Cooper, 2007). This includes partnerships with schools in Minnesota, New York, Georgia, Indiana and other schools across the country. The professional development model used in these partnerships builds on the strengths of existing systems and therefore eliminates the adverse feelings many educators have towards implementing a new initiative or program (Doubek & Cooper, 2007).

Core beliefs. The approach of the National Urban Alliance is based on core beliefs about student learning that guide the practices and partnerships of the organization. The model is based on the expectation that all students can reach high levels of intellectual performance. NUA focuses its work on students who are “dependent on the school and community for the skills and support needed to attain high achievement” (NUATC, n.d.). According to Doubek and Cooper (2007), the partnerships developed between schools and NUA has resulted in an increase in student achievement. This is true especially for students of color in inner-city schools that have developed a relationship with the National Urban Alliance. The impact of NUA on student achievement may stem from its foundational core beliefs.

There are three core beliefs of the National Urban Alliance that drive the organization's work with its partner schools. The first belief is that "intelligence is modifiable" (Jackson, 2011, p. 72). Based on this belief, teachers have a unique opportunity to correct "cognitive dysfunctions and strengthen the brain so that high intellectual performance can be elicited" (Jackson, 2011, p. 72). For school-dependent students, challenging circumstances faced outside and inside of school may impact cognitive development. According to Jackson (2011), the belief that intelligence is modifiable provides that as students engage in a learning experience, the brain is able to strengthen its neural connections. The more frequently a student engages in the process of constructing meaning out of an experience, the stronger the connection. This process can take place through "mediated opportunities" offered in the classroom that enable a transformation of the learning process "into the development of high intellectual performance...requiring the application of thinking or cognition at high levels, such as theorizing or hypothesizing" (Jackson, 2011, p. 73). This cognition at high levels is also evident in the Habits of Mind described by Costa and Kallick (2000). The belief that intelligence is modifiable enables educators to support all learners in reaching high intellectual performance.

The second core belief of the National Urban Alliance is that "all students benefit from a focus on high intellectual performance" (Jackson, 2011, p. 72). Doubek and Cooper (2007) argued that schools must undergo significant change in their beliefs while working with NUA. Educators must believe that even students who previously were underperforming can have academic success. Building this type of confidence in students can create a level of competence among learners that will nurture intrinsic motivation

(Ferlazzo, 2015). Intrinsic motivation can lead to better academic performance. Students may be unmotivated because they lack the confidence and competence to engage in the learning experiences. According to the model of NUA, a shift needs to take place in school communities to focus on high intellectual performance for all students through communicating high expectations for all learners. According to Levine and Cooper (2000), effective schools are able to maintain high expectations for all students. High expectations include pushing all students to reach high intellectual performance and engaging all learners in “high-level tasks” (Jackson, 2011, p. 72). These tasks elicit higher-level thinking and are supported through the High Operational Practices that form the foundation of the research based instructional strategies that NUA advocates teachers utilize in their classroom. Higher-level thinking can lead to students becoming more self-directed in their learning. High intellectual performance involves applying a set of thinking processes and dispositions or Habits of Mind (Jackson, 2011). In order to better understand how students can become engaged in high-level thinking, educators need to consider the factors that influence student learning.

The third core belief of the National Urban Alliance is that “learning is influenced by the interaction of culture, language, and cognition” (Jackson, 2011, p. 76). Cognition is at the center of learning and includes such mental processes as: memory, concept formation, critical thinking, and language processing (Jackson, 2011). Jackson (2011) suggested that because cognition is what allows us to understand the world, it is impacted by other important parts of our life, such as culture and language. Jackson argues that school-dependent students, especially those who are students of color, need to experience learning that is relevant and meaningful to their lives. This type of learning provides

students with a deeper connection to the material and reinforces student engagement. As cited in Levine and Cooper (2000), Delpit described the importance of culture to learning. Teachers need to be more culturally aware, especially when working with students of color, in order to positively impact student achievement. According to Jackson (2011), “cultural experiences create references that affect how one sees relationships and makes connections, which is why culture profoundly influences the development of formal operations” (Jackson, 2011, p. 80). When students process information and engage in formal operations their ways of thinking and approaches to learning are impacted by their cultural experiences. This includes the way that language is used within their culture and means that “the language of students is highly dependent on both their cultural frame of reference and their cognitive style” (Jackson, 2011, p. 83). Understanding the interaction between language, culture and cognition will help educators create meaningful learning experiences that foster high intellectual performance for all learners.

School-dependent students. The professional development model offered by the National Urban Alliance (Doubek & Cooper, 2007) is specifically designed to help support schools in reaching all learners in the classroom. As schools across the nation face an achievement gap between children of color and white children, schools have to recognize the need for systematic changes to reach those students who are struggling. This includes those students who can be described as “school-dependent.” The National Urban Alliance defined school-dependent as applying to those learners who are “dependent on the school and community for the skills and support needed to attain high achievement” (NUATC, n.d.). Professional development provided by NUA includes

instructional strategies that are intended to positively impact the academic achievement of this group of students. As suggested by Sparks (2010), “Prior research shows that teachers, particularly those who are white middle-class, tend to overemphasize academic and social challenges for poor and ethnic-minority students, sometimes overlooking students’ potential to succeed” (p. 2). The National Urban Alliance focuses on the potential that school-dependent students have to succeed instead of overemphasizing the academic and social barriers these students face. When the potential of a group of students is overlooked it can lead to a problem described by Levine, Cooper and Hilliard (2000), “We do not want African American and children of color to be left behind because of the lack of higher order thinking skills now required for success in higher education and the workplace” (p. 306). Holding all students to high expectations reduces the achievement gap.

The core beliefs of the National Urban Alliance, as outlined in the previous section, reflect a shift in how intelligence is viewed for school-dependent students. Levine, Cooper and Hilliard (2000) reasoned that one cause of the achievement gap is a lack of belief in the ability of all children to learn. They also suggested that the achievement gap is caused by a belief that “intelligence is innate and fixed” (Levine, Cooper & Hilliard, 2000, p. 305). NUA believes strongly in the capacity of all children to learn, holding all children to high expectations, and the belief that intelligence is not fixed, but rather modifiable. In order to reach those students who are school-dependent, beliefs about intelligence and learning need to shift to become more reflective of a fundamental belief in the capacity of all children to learn.

High operational practices. The instructional strategies that the National Urban Alliance promotes for use in the classroom are intended to elicit high intellectual performance and are centered on High Operational Practices (Jackson, 2011). These practices are designed to impact school-dependent students and help students become self-directed in their learning (Jackson, 2011). The National Urban Alliance operates on seven High Operational Practices. Four of the High Operational Practices have been identified based on successful practices in the area of gifted education (Jackson, 2011). The other three practices are designed to reach “underachieving school-dependent students of color” (Jackson, 2011, p. 88). According to Jackson (2011), the High Operational Practices are also culturally responsive. Each of the seven practices includes characteristics of culturally responsive teaching. The cultural responsiveness of the seven practices provides students the opportunity to build strong connections to concepts. This is especially impactful for the learning of school-dependent students. Each of the seven High Operational Practices can be used by teachers to elicit high intellectual performance.

The High Operational Practices align with the core beliefs of the National Urban Alliance. The four practices based on successes in gifted education include: “identifying and activating student strengths, eliciting high intellectual performance, providing enrichment, and integrating prerequisites for academic learning” (Jackson, 2011, p. 88). Teachers can identify and activate student strengths in order to enhance student confidence. Building student confidence not only can help a student realize his or her potential, but can also reinforce connections between neurons. According to Jackson (2011), “Experience and practice result in fortifying connections between neurons, which

makes learning using strengths more efficient” (p. 92). High intellectual performance involves complex thinking processes, such as the Habits of Mind as identified by Costa and Kallick (2000). Habits of Mind are behaviors exhibited by students when they are challenged to solve a problem they cannot easily answer (Costa & Kallick, 2000).

Providing enrichment for students creates opportunities for high intellectual performance and allows students to exhibit the Habits of Mind outlined by Costa and Kallick. In order to activate student strengths, elicit high intellectual performance, and provide enrichment, teachers need to consider how to integrate prerequisites for academic learning.

“Prerequisites arm school-dependent students with the foundation they need *before* they are assigned independent tasks, and as a result stress is reduced and new learning is optimized” (Jackson, 2011, p. 97). Creating the optimal learning situation for students provides that student comprehension will increase and critical thinking processes will be strengthened.

Three of the High Operational Practices are specifically chosen for the impact of the practice on underachieving school-dependent students of color. These practices are: building relationships, situating learning in the lives of students, and amplifying student voice (Jackson, 2011). Relationships are especially important for school-dependent students and serve as “a magnet for drawing them to and investing them in their school” (Jackson, 2011, p. 93). According to a study conducted by the National Longitudinal Study of Adolescent Health, students who have developed strong relationships at school are more likely to be motivated, have better attitudes towards learning and behavior (Jackson, 2011). Engagement in learning can be impacted not only by positive relationships, but also by how learning is situated in the lives of students. Often times, for

school-dependent students, the examples provided in the classroom are from a “cultural context” that is different from their own (Jackson, 2011, p. 98). This is problematic for school-dependent students who “have a powerful driving impulse for validation of their cultural frames of references and intellectual interests” (Jackson, 2011, p. 98). When students are unable to connect new concepts with their current understanding of the world, learning can be blocked. Situating learning in the lives of students allows students to build connections and fosters comprehension of the material. Closely linked to the previous two practices described is the practice of amplifying student voice. When student voice becomes a valuable part of the culture of a school, students are more likely to participate in their learning experiences. Jackson suggested that incorporating student voice can positively impact cognitive and social development. Amplifying student voice can be achieved by, “Creating opportunities for authentically engaging students in interactions with teachers where they can voice their own perspectives and respond to the perspectives of the teachers” (Jackson, 2011, p. 100). As a High Operational Practice, amplifying student voice can help build relationships and further situate learning in the lives of students.

The High Operational Practices of the National Urban Alliance have been developed based on research in cognitive neuroscience and successful elements of gifted and talented programs. All seven of these practices have the potential to positively impact student engagement. Each practice considers the needs of school-dependent students and how best to support learners in reaching high levels of intellectual performance. Incorporating these practices into the classroom encourages students to become active participants in their learning. Students can become more confident in their ability to

become self-directed learners. Employing the seven High Operational Practices shifts the focus of learning to what students need to be successful. When students feel connected to the material and valued in the learning environment they are more likely to be motivated to participate and take control of their learning. The practices outlined in this section provide a foundation for fostering student engagement in the classroom.

Professional development. The professional development model used by the National Urban Alliance is based on implementing instructional strategies that will challenge all learners to reach high intellectual performance. Many districts that have engaged with NUA have experienced achievement differences between students of color and white students (Doubek & Cooper, 2007). NUA views professional development as a powerful way to impact teaching practices, which in turn can impact student achievement and foster student engagement. According to the National Urban Alliance (n.d.), the models used with schools are based on six different building blocks. The building blocks include: listening to the needs of teachers; guiding teachers in understanding what impacts the learning process; providing teachers with strategies that build on student strengths and interests; supporting teachers in helping connect learning to the lives of students; including students in professional development; and involving school leaders (National Urban Alliance, n.d.). The long-term goal of the professional development is that the beliefs and practices of NUA become embedded in the curriculum of the school.

Partner schools work with NUA consultants and go through an assessment process, which allows NUA to create “a specific course of study or school action plan drawing on ideologies of social advocacy and including best practices in curriculum development, instructional practice, assessment and engagements with community

stakeholders and parents” (Doubek & Cooper, 2007, p. 412). Once a school or district has developed a relationship with the organization, the action plan is put into place and is continuously evaluated. NUA consultants go into the partner schools and demonstrate lessons in a variety of subject areas and then coach staff on how to implement the strategies within their own subject areas (Levine, Cooper & Hilliard, 2000). Beyond the direct coaching, consultants work with districts to develop plans for assessment and for larger implementation (Levine, Cooper & Hilliard, 2000). Within each professional development model, NUA consultants work with the school district to build on strengths of the school system and to support teaching staff in the implementation of instructional strategies to elicit high intellectual performance.

NUA Instructional Strategies

The instructional strategies promoted for use by the National Urban Alliance are based on recent research in the area of cognitive neuroscience and are intended to positively impact the academic achievement of all learners, including those students who are school-dependent. Not only are the strategies based on recent cognitive research, but strategies are selected because of the consideration that students have different skills and strengths (Levine, Cooper & Hilliard, 2000). Levine, Cooper and Hilliard (2000) stated that the, “Underachievement among urban students is most evident and alarming with respect to comprehension and literacy skills” (p. 309). Many of the instructional strategies taught by NUA are intended to help students develop their skills in the area of comprehension and literacy as it has been identified as an area of need by many schools. Levine, Cooper and Hilliard also noted that “there is no single strategy or approach that is universally effective...and that a given strategy may be more suitable for one teacher or

student than another” (p. 310). Based on this premise, teachers need to be equipped with a wide range of instructional strategies to better reach learners in their subject areas, grade levels and classrooms.

Instructional strategies can positively impact student achievement when chosen carefully, implemented effectively and evaluated continuously. In Eden Prairie, MN, a shift in demographics within the district and the realization of the growing achievement gap led to a partnership with NUA. Since 2003, NUA and Eden Prairie schools have worked together to “break down barriers to high expectations;” acknowledge how culture impacts learning; implement strategies based on cognitive research; and “build support for new instructional strategies” (National Urban Alliance, n.d., p. 25). The former superintendent, Melissa Krull commented that, “To eliminate achievement gaps, you have to use strategies that teach to the kids, that reach the kids in your classroom in diverse ways” (National Urban Alliance, n.d., p. 26). The results from state testing for Eden Prairie schools in 2008 and 2011 showed an increase in performance by multiple subgroups (National Urban Alliance, n.d.). Eden Prairie High School implemented a plan in 2009-2010 to improve the academic performance of students, specifically students of color. This plan included the implementation of NUA strategies, as well as other instructional strategies and technology integration. As described by McCartan (2011), teachers selected instructional practices and then met periodically in their professional learning communities to identify the strategies that positively impacted the grades of students. These “high-yield strategies” were then shared with fellow staff (McCartan, 2011, p. 45). Data was collected every three weeks by teachers and included information on names, races, and grades, and also the type of instructional strategy. The results

showed a “9.5% average grade improvement” for Black students and also that “students were earning 2.5% more As and Bs than the previous year and that Black students were earning 8.5% more As and Bs than the previous year” (McCartan, 2011, p. 46). Although McCartan does not describe which NUA instructional strategies were included in the practices of teachers, NUA strategies were included as part of the plan to impact student achievement.

Other schools that have implemented NUA instructional strategies have also seen positive results in the area of student achievement. In Apopka Senior High School, located in Orange County, Florida, gains in the area of student comprehension were evident, “from the end of the eighth grade to the end of the 10th grade averaged about three years of growth” and “ninth graders who started with very low reading scores gained about four years in comprehension during the next three years” (Levine, Cooper & Hilliard, 2000, p. 311). At Elizabeth Barret Browning, a school in the Bronx Borough of New York City, staff development focused on using instructional strategies to improve comprehension and literacy, as well as other structural changes to impact student learning (Levine, Cooper & Hilliard, 2000). The results showed an 18% gain in the number of seventh graders who were at or above the 50th percentile for comprehension and literacy. In districts, such as Prince George’s County Title 1 Schools in Maryland, the professional development model of NUA led to “particularly strong gains in students’ reading performances” (Levine, Cooper & Hilliard, 2000, p. 314). In Kansas City, Missouri, school programs designed for at-risk ninth graders saw, on average, a gain in reading comprehension for students (Levine, Cooper & Hilliard, 2000). Schools that have

implemented the instructional strategies promoted by the National Urban Alliance have shown a positive impact on student achievement.

The National Urban Alliance also published a synthesis of the impact of NUA instructional strategies on student learning at schools implementing the organization's professional development model. The first outlined by NUA is a school district in Albany, New York that partnered with NUA and "for the first time in its history, saw the majority of its students - 61 percent of students in grades 3 through 8 - score at proficient or above proficient on the New York State English Language standardized test" (National Urban Alliance, n.d.). In Bridgeport, Connecticut, the assessment process of NUA led the organization to select specific instructional practices to implement in a school in order to address some of the challenges that were identified. The result was improvements in the scores of students for state testing in math and reading (National Urban Alliance, n.d.). At George Washington High School in San Francisco, California, NUA strategies were implemented to foster engagement and help reduce the achievement gap. From 2010 to 2011, African American, Latino, and EL students all showed growth in the area of English Language Arts (National Urban Alliance, n.d.). For each of these case studies, the emphasis of the partnership between NUA and the school/district was not on raising test scores, but rather to provide strategies and support that would help engage students and in turn could positively impact academic achievement.

Thinking maps. Thinking Maps are at the core of the instructional strategies that the National Urban Alliance promotes for teachers to use in the classroom. "Thinking Maps are visual-verbal organizers that support the brain's natural learning processes" (Jackson, 2011, p. 77). Thinking Maps support the natural learning processes of the brain.

This means that the maps can help build connections between what one is learning and what one already knows. Jackson (2011) noted the eight cognitive processes that are at the center of learning: “defining a concept, describing qualities or attributes, comparing and contrasting, sequencing, classifying, part-whole relationships, cause and effect, and seeing analogies” (p. 77). Thinking Maps, developed by David Hyerle, support these cognitive processes. Hyerle (2009) described Thinking Maps in the following way, “a unique synthesis *language* of visual tools that has been used extensively across schools” (p. xix). Hyerle also described Thinking Maps as a, “visual language of visual tools integrates the creative dynamism of webs, the analytical structures of content-specific learning, and the continuous cognitive development and reflections fostered through conceptual mapping” (p. xix). These visual tools can be powerful strategies for students when implemented effectively and used to support the brain’s natural learning processes. As schools face the challenge of addressing the achievement gap, Thinking Maps emerge as a tool that can be used to help students build meaning from information. Hyerle (2009) suggested that some schools are focusing too much on developing the basic skills of students of color and children in poverty instead of focusing on the capacity that all students have for higher-order thinking. Hyerle proposed that his work in low-achieving schools and his work with the National Urban Alliance proves that “educators can deliver a standards-based curriculum that integrates ‘the basics’ with higher-order processes while engaging students’ diverse cultures and languages” (p. 5). At the core of the instructional strategies of NUA are Hyerle’s Thinking Maps that provide students the opportunity to engage in higher-order thinking and are intended to foster student engagement.

Each of the eight Thinking Maps are based on the eight cognitive processes that are central to student learning. These eight cognitive processes are interdependent and Hyerle (2009) argued that understanding this interdependence is critical to understanding thinking skills. The skills need to be taught explicitly in order for to students to understand their interdependence. Just as NUA recognizes that learning is influenced by the interaction of language, culture and cognition, Hyerle also noted the importance of recognizing that “each of the cognitive processes is influenced, animated, and transformed by cultural frames that surround these behaviors” (p.121). Hyerle (2009) suggested that in order to understand how culture impacts a cognitive process, students should be encouraged to draw a frame around any of the maps and use metacognition to identify and discuss “the culture, belief systems, and perspective of the maps’ maker” (p. 122). In this way the maps can used to support all learners and foster the High Operational Practices of the National Urban Alliance in order to effectively engage school-dependent students and all students in the classroom.

Chapter Two Summary

This chapter has explored literature related to Habits of Mind, student engagement, and the National Urban Alliance and its professional development model. Habits of Mind are dispositions that people use when behaving intelligently in order to confront a problem in which the answer is not already known. Habits of Mind, when included in the desired outcomes of a curriculum, can enhance the ways students produce knowledge. The inclusion of Habits of Mind in the curriculum can foster engagement through building a connection between learning inside and outside of the classroom. Since engagement is not easily defined, it needs to be recognized as multidimensional.

When recognized as multidimensional, teachers can more effectively meet the engagement needs of learners in the classroom. The National Urban Alliance is an advocacy organization that works with schools and districts to provide educators with professional development and guidance. This professional development is driven by core beliefs about student learning that help guide the partnership between NUA and schools. The mission of NUA is to help school implement systemic changes based on these core beliefs to better reach school-dependent students. There are seven High Operational Practices that are critical to the work of NUA. The practices form the foundation of the instructional strategies that NUA advocates for school to implement. Each practice is based on cognitive research and has the potential to foster student engagement through addressing the needs of the student learning. Districts that have partnered with the National Urban Alliance and implemented these practices have seen an increase in student achievement. Thinking Maps are at the core of instructional strategies used by districts and schools that partner with NUA. Thinking Maps support the natural learning processes of the brain and therefore can help engage students in high intellectual performance.

Introduction to Chapter Three

Chapter Three will explain the rationale and outline the methods used to create a curriculum that addresses the question, *In what ways can I develop a social studies unit plan that fosters Habits of Mind as learning outcomes and integrates strategies that will positively impact student engagement?* The chapter will describe the participants and setting for the curriculum. The chapter will describe the procedures of creating the

curriculum and will outline the curriculum model, Understanding by Design, and describe the structure of the unit plan.

CHAPTER THREE

METHODS

Introduction

In Chapter Three, I will provide the rationale for developing a curriculum that addresses the question: *In what ways can I develop a social studies unit plan that fosters Habits of Mind as learning outcomes and integrates strategies that will positively impact student engagement?* The goal of developing such a curriculum is to effectively integrate instructional strategies that foster the Habits of Mind and promote student engagement. The National Urban Alliance offers a variety of instructional strategies based on research, which acknowledge the importance of student engagement, and its potential impact on academic performance. As reviewed in Chapter Two, the National Urban Alliance promotes high intellectual performance through the use of high operational practices. These practices are intended to encourage the engagement of all learners, including those who would be considered school-dependent (Jackson, 2011). The High Operational Practices, as defined by the National Urban Alliance, include eliciting high intellectual performance, which is driven by Habits of Minds (Jackson, 2011). The goal of eliciting high intellectual performance is to cultivate instruction for students that “transforms instruction into pedagogy that provides mediated enrichment to engage attention, motivate inquiry, cultivate creation of new ways of thinking about information and

nurture competence and confidence” (Jackson, 2011, p. 94). The curriculum is intended to foster self-directed learning through offering opportunities for student inquiry and nurturing student confidence through engaging lesson plans. The literature reviewed in Chapter Two reveals that engagement is not easily defined, but should be understood as multidimensional. The complexity of engagement provides that the unit plan will include an integration of strategies that support different forms of student engagement.

In this chapter I will outline the methods for which I will design and create a social studies unit plan for a high school World History class that will positively impact student engagement and foster Habits of Mind as learning outcomes. When creating the curriculum guide, I will use research based instructional strategies, many of which are promoted by the National Urban Alliance, and stem from the seven High Operational Practices as defined by the NUA. I will include the ways in which Habits of Mind will be developed throughout the curriculum and used as learning outcomes in an effort to motivate high intellectual performance and self-directed learners. I will describe the participants and setting for the curriculum, the model I will use for the curriculum, how the curriculum will be designed and a summary of my methods.

Participants and Setting

The Social Studies curriculum will be designed for high school students in an alternative learning program within a high school located just miles outside of a large urban area in Minnesota. The high school is the only secondary school within the district. In addition to the high school, the district is comprised of three elementary schools and one middle school. The high school and the middle school are located in two buildings that are attached. The student population of the high school is approximately 1,100

students in grades 9-12. There are more than 75 staff members who work in the high school to support students. The school offers a wide variety of coursework for students and divides the school year into three trimesters. The coursework offered to students includes advanced and honors classes, such as Advanced Placement, as well as remedial courses and special education services.

Located within the high school is the alternative program for which this curriculum will be created. Students who enter the program may be considered to be at-risk of not graduating on time or not earning their high school diploma at all. The program is an elective program for students. Students are only eligible for the program if they are in grade eleven or grade twelve. A teacher, counselor or parent/guardian may recommend students for the program. If a student is interested in the program they participate in an intake meeting with a school counselor, an administrator, a parent/guardian and the two teachers in the program. There are a variety of reasons why a student would be recommended for enrollment in the program. Some students are seeking a smaller learning environment, some are beyond their graduation date, some need additional academic support, and some are not on track for graduation. The reason for enrollment varies and students may enter the program at any point throughout the school year. The program is intended to provide students with an alternative setting to the mainstream structure. The alternative program offers students more one-on-one support, smaller class size, project based learning experiences, one-to-one laptops, and a more tight knit learning community.

The program is located in a large classroom that is separate from most of the mainstream classrooms. There are two teachers in the program who are responsible for

teaching and facilitating learning in all required credit areas for students. The student population of the program is approximately 25 students, which represents a small percentage of the high school. The students remain in the classroom of the program for the entire school day and are not allowed to be dual-enrolled in any classes outside of the program.

Demographics. The demographics of the alternative program differ from that of the high school. According to state data, approximately 54% of the students in the program are Hispanic, compared to 18% of students in the high school (“Minnesota department,” 2014). In the program, 25% of students identify as white and in the high school approximately 65% of students identify as white (“Minnesota department,” 2014). Approximately 16% of students identify as black and 4% identify as Asian/Pacific Islander. Among the 1,100 students in the high school, approximately 32% qualify for free or reduced lunch (“Minnesota department,” 2014). In the program, approximately 50% of students qualify for free or reduced lunch (“Minnesota department,” 2014).

Procedures

In the area of curriculum models and methods for a high school social studies unit plan, there is a lot of flexibility and opportunity for a teacher to develop lesson plans that align with his or her pedagogy. In the alternative program for which this unit plan is being created, there is only one teacher working with one group of students. The only framework or guide provided by the school is the state standards for the course. This unit plan will specifically address the high school World History standards as outlined by the Minnesota Department of Education. These standards include benchmarks that specifically identify what the students will know and be able to do by the end of the

course in relation to the content of World History. In this curriculum, instructional strategies, activities, and learning outcomes are focused on fostering student engagement and Habits of Mind and supporting high intellectual performance by all learners.

Curriculum model. The creation of this curriculum will follow the Understanding by Design Model (UbD). It is important for educators to find a model for curriculum design that “acknowledges the centrality of standards but that also demonstrates how meaning and understanding can both emanate from and frame content standards so that young people develop powers of mind as well as accumulate an information base” (Tomlinson & McTighe, 2006, p.1). Understanding by Design allows for this type of curriculum development. The standards outlined by the MN Department of Education are central to the unit plan. Beyond the content goals of the unit, the Understanding by Design Model allows for the opportunity to create lesson plans that not only address specific content knowledge, but also foster dispositions, such as the Habits of Mind, through implementing effective instructional strategies that support student engagement.

The model of Understanding by Design allows educators to identify not only required content standards, but also enduring understandings that are long-term and go beyond the content. The incorporation of Habits of Mind within the enduring understanding of the unit will help strengthen skills that can impact the lives of students outside of the classroom as well. These enduring understandings are critical to this unit plan and help foster the high intellectual performance that is desired for this unit plan and for the engagement of all students. Wiggins (2009), points out the importance of reaching beyond the short-term goals of a lesson and reflecting on the habits and attitudes that

students will need in order to be better problem-solvers. The UbD model was chosen for this unit plan for the purpose of helping school-dependent students develop dispositions that they can use in new settings while encouraging student engagement in the classroom.

Curriculum design. This high school social studies unit will include three lesson plans for one instructional unit for a World History course to be taught to juniors and seniors within the alternative program. The lesson plans will be approximately 50-60 minutes in length daily. The unit will follow the Understanding by Design Model, as defined by Wiggins and McTighe (2005), and will incorporate the high operational practices of the National Urban Alliance, including recommended instructional strategies and Habits of Mind as desired learning outcomes.

Unit considerations. The Understanding by Design model provides that educators begin lesson planning by identifying the desired results of the unit. This backward planning model allows educators to design a curriculum that is “framed around provocative ‘essential questions,’ to focus teaching and learning” (Tomlinson & McTighe, 2006, p. 26). This focused teaching and learning will help educators address not only the required content standards, but also big ideas that are engaging and relevant for students. The three stages of curriculum design using UbD are identify results, determine evidence, and plan learning experiences and instruction (Wiggins & McTighe, 2005). The relationship between instructional strategies and activities, evidence of student learning and desired results is critical to an effective curriculum design.

Desired results. When designing the unit, the first element to consider is the desired results. This stage of the curriculum design process is about prioritizing what students should know, understand and be able to do at the end of the unit (Tomlinson &

McTighe, 2006). It includes identifying enduring understandings that focus on the “transfer of learning,” which will help students make connections and build skill sets that will extend beyond the classroom (McTighe & Wiggins, 2012, p. 3). Enduring understandings are connected to more than just the specific topic or content being taught. Each understanding should have a deeper connection to a student’s life. These enduring understandings are accompanied by essential “questions [that] are used to engage learners in thoughtful ‘meaning making’ to help them develop and deepen their understanding of important ideas and processes that support such transfer” (McTighe & Wiggins, 2012, p. 3). The essential questions of the unit or lesson should be linked to students’ interest and help a student connect to the topic in a way that further sparks engagement. Tomlinson and McTighe (2006) suggest considering the nouns and verbs used in specific standards in order to identify big ideas, essential questions and assessments. Finally, within the stage of desired results, content standards are considered when identifying the big ideas that teachers want students to know. In order to clearly communicate these desired results with students, learning targets are written that clearly identify the goals of the lesson and express what a students should know or be able to do at the end of the lesson.

Within the desired results, Habits of Mind will be incorporated as a means to “enhancing the way students *produce* knowledge rather than how they merely *reproduce* it” (Costa & Kallick, 2008). The Habits of Mind, included in the enduring understandings will emphasize the importance of fostering creative, efficient thinking amongst learners. Incorporating the Habits of Mind as learning outcomes will further encourage learner autonomy. Many of the dispositions support the integration of “cognitive choice” in the classroom, which is an effective way to encourage student autonomy (Ferlazzo, 2015).

This autonomy can lead to deeper learning and student engagement. The inclusion of Habits of Mind will also lead to the transfer of learning that helps students make connections to skills that they will use beyond the classroom.

Assessment evidence. The second element to consider is the assessment evidence that will be used to evaluate if the learning targets have been achieved (Tomlinson & McTighe, 2006). The assessments will show what students know or are able to do as a result of the activities of the lesson. Teachers should first determine the assessments before planning the learning experiences and instructions. Planning the assessment evidence first “sharpen and focuses teaching” that will take place during the unit (Tomlinson & McTighe, 2006, p. 28). The assessments need to reflect the desired results that are identified in the first stage.

In this unit, I will employ both summative and formative assessments to determine if students have achieved the desired results. McTighe and Wiggins (2012) distinguish between performance tasks and other evidence. “Performance tasks ask student to apply their learning to a new and authentic situation as means of assessing their understanding and ability to transfer their learning” (p. 5). These type of performance tasks do not need to be included in every lesson, but rather can serve as a form of summative assessment for the end of a unit. This unit will include performance tasks that include some cognitive choice by students. Beyond performance tasks or summative assessments, the unit will include various forms of formative assessments that are given throughout the unit. Formative assessments can provide some feedback, often informal, related to student progress on the desired results. Changes to future lessons can also be made as a result of formative assessments. Types of formative assessments that will be

included are pre- and post-tests, quizzes, daily work, and discussions. When designing the assessments, it is necessary to consider how the evidence aligns with the desired results identified in the first stage of planning, which leads to a “more coherent and focused unit plan” (McTighe & Wiggins, 2012, p. 6).

Learning experiences and instruction. The final stage of planning in Understanding by Design is designing the activities and instruction that will support the goals identified in the first stage. The learning activities should be carefully selected as a way to “make our teaching engaging *and* effective for learners, while always keeping the end in mind” (Tomlinson & McTighe, 2006, p. 28). This part of the lesson plan will include a description of the learning activities, procedures, instructional strategies, questions posed for student engagement, and resources used.

The learning experiences planned for a unit should allow for ample opportunity for students to “actively construct meaning” (McTighe & Wiggins, 2012, p. 6). The activities of this unit will incorporate the High Operational Practices as defined by the National Urban Alliance. These practices are at the core of instructional strategies promoted by the NUA and provide for opportunities to enhance student learning through fostering high intellectual performance. The High Operational Practices of the NUA engages learners “by providing them with the discourse, strategies, and engagement to fulfill the innate quest to develop what Art Costa identifies as the inherent human qualities that profoundly surface during the stage of formal operations” (Jackson, 2011, p. 90). The learning experiences and instruction of the unit will provide students with “opportunities to apply their learning to new situations and receive timely feedback on their performance to help them improve” (McTighe & Wiggins, 2012, p. 6). Integrating

the High Operational Practices of the National Urban Alliance into the learning activities will provide ample opportunity for this type of learning.

Evidence of effectiveness. Reflective teaching is integral to being an effective educator. Teachers should be continuously evaluating the effectiveness of specific learning activities, procedures, resources and assessments. Daily reflection and formative assessments will allow an educator to better gauge the direction of future lessons. When evaluating the effectiveness of a unit, it is important to first consider if the learning goals of the unit have been met. If all students have met the learning goals, one should consider ways the lesson can be enhanced. If the goals have not been met, it is necessary to reflect on changes and improvements that can be made to the unit for future implementation. The evidence of effectiveness may also lead to re-teaching of key concepts or big ideas and may impact future unit design.

Chapter Three Summary

In this chapter, I have discussed the rationale and model for the curriculum I will create to answer the research question, *In what ways can I develop a social studies unit plan that fosters Habits of Mind as learning outcomes and integrates strategies that will positively impact student engagement?* The unit will be written for a high school social studies classroom and will address Minnesota State Standards for World History. The unit will incorporate the High Operational Practices of the National Urban Alliance through the inclusions of effective instructional strategies. Habits of Mind will be integrated into the enduring understandings of the unit to support the development of efficient and effective thinkers.

Introduction to Chapter Four

In Chapter Four, I will outline the results for my project in the form of the unit plan I have designed for high school World History students. The unit plan focuses on specific Minnesota State Standards related to human rights and human rights violations. The unit plan uses the Understanding by Design Model. In the next chapter, I will address the intended participants and setting of the curriculum, the curriculum framework and the individual lesson plans created for the unit.

CHAPTER FOUR

RESULTS

Overview

In this chapter, I will outline the results for my project, which was the creation of a social studies unit plan for a high school World History class. The curriculum design used for this unit plan is the Understanding by Design model (UbD) from Wiggins and McTighe (2005). The UbD model, as outlined in Chapter Three, allows educators to design unit plans that foster dispositions, such as the Habits of Mind, while also acknowledging the centrality of standards. This unit plan will incorporate recommended instructional strategies of the National Urban Alliance. These instructional strategies are designed to elicit high intellectual performance while engaging students in meaningful learning.

In the following sections, I will describe the participants and setting for which the unit plan was created, the curriculum framework and describe each lesson plan created for the unit. The individual lesson plans can be found in the appendix. This unit plan is the result of my project which investigated the question, *In what ways can I develop a social studies unit plan that fosters Habits of Mind as learning outcomes and integrates strategies that will positively impact student engagement?*

Participants and Setting

As outlined in Chapter Three, this unit plan is to be implemented in a World History course in a Minnesota high school classroom within an alternative learning program. This unit plan is designed to engage students who may have previously shown apathy towards learning activities and considers specifically the needs of school-dependent students. School-dependent students are those who rely on the school community for skills and support necessary to achieve academic success (Jackson, 2011). As a teacher within an alternative program, it is my responsibility to recognize and serve the needs of my students. School-dependent students, in addition to other learners in the classroom, need to be engaged in lessons that develop complex thinking processes through eliciting high intellectual performance. Students in the alternative program crave a deeper connection between classroom learning and their life outside the classroom. This unit plan is designed to make this deeper connection clear and meaningful for students to empower students in their learning and foster life-long skills. The curriculum framework used in this unit plan, as outlined in Chapter Three, is based on the Understanding by Design Model, which provides a framework to help foster dispositions that will encourage student engagement in the classroom.

Curriculum Framework

The curriculum for this unit is based on the need for enhanced student engagement within a high school social studies course. The framework from which this unit plan was designed takes into consideration the need to build connections between the learning in the classroom and the lives of students outside the classroom. This transfer of learning can enhance student engagement with the content of a lesson and build problem-solving skills. Integral to the implementation of this unit is the inclusion of activities that

support the fostering of Habits of Mind, which support the ways students produce knowledge (Costa & Kallick, 2008).

The framework for this unit plan is based on the Understanding by Design Curriculum model (UbD). Each lesson is designed using the UbD model. An essential component of designing an effective unit plan to engage high school students was to identify a curriculum framework that allowed for the incorporation of Habits of Mind, as well as effective strategies and assessments. I have developed a unit plan that identifies dispositions to help students become better problem-solvers. These dispositions are identified in each lesson as enduring understandings. Enduring understandings are critical to the lesson and reach beyond the short-term goals of the lesson. Habits of Mind are fostered throughout the unit to support not only the development complex thinking processes in students, but also cultivate behaviors that will help students when they are faced with challenges and problems. The UbD model outlines not only the enduring understandings and standards of a lesson, but also the essential questions, learning targets, assessment evidence, learning activities and instructional strategies of a lesson.

The unit is comprised of three lesson plans developed for fifty to sixty minute class periods to be taught to juniors and seniors within the alternative program. Each lesson plan of the unit is structured using the UbD model. The lesson plans are based on Minnesota state standards for World History for grades nine through twelve. The UbD model acknowledges the centrality of standards, but also the importance of helping students develop “powers of mind” (Tomlinson & McTighe, 2006, p.1). The standards for this unit plan address the response of the world community to human rights violations and include the response to apartheid in South Africa. Within the unit, students will study

multiple human rights violations in different areas of the world. The goal of the unit plan is to engage students in a critical analysis of human rights.

The structure of the UbD model includes identifying desired results, outlining assessment evidence and designing the activities and instruction. The unit plan I developed on human rights identifies results that include both Habits of Mind and enduring understandings to reflect a meaningful processing of the content. The assessment evidence includes both formative and summative assessments. There is a performance task at the end of the unit that involves student choice and allows students to apply their learning to new situations. As McTighe and Wiggins (2006) suggest, the performance task should allow the teacher to assess the transfer of student learning.

The activities and instruction of this unit were chosen to support the strengthening of Habits of Mind and support students in developing a meaningful understanding of the essential questions, enduring understandings and learning targets. The instructional strategies of this unit include strategies that the National Urban Alliance recommends to support the high intellectual performance of all students. The instructional strategies are research based and are intended to engage students in higher level thinking while also giving student opportunities to develop the “inherent human qualities” that Art Costa identifies in the Habits of Mind (Jackson, 2011, p. 90). There are also activities throughout the unit in which students are offered different choices. These choices are geared towards four different learning styles: self-expressive, mastery, interpersonal and understanding learners (Silver, Strong & Perini, 2007). The purpose of allowing students to choose questions or assignments throughout the lesson is to encourage cognitive choice and student autonomy (Ferlazzo, 2015). The UbD model is used in each of the

lessons I have developed to provide a process and structure that effectively guides the curriculum.

Unit Plan

The unit plan I have developed is three lessons focused on human rights, the violation of these rights and the responses of the world community to these violations. Each lesson is structured using the Understanding by Design model. The unit considerations begin with the enduring understandings and essential questions for the unit. The unit plan is focused on Standard 13 from the Minnesota State Standards for World History. The standard includes two benchmarks that are addressed in each lesson plan. The individual lessons continue in format with the learning targets and assessments for the lesson. The learning description, procedures and instructional strategies are described next in each lesson. In each lesson I have described in detail the types of questions that will be posed to students, the activities students will engage in and the choices that will be posed to students. Finally, each lesson lists the resources used. This includes suggested websites for student research. The lessons for this unit can be found in Appendix A.

Lesson one. The first lesson of the unit introduces students to the topic of human rights and apartheid in South Africa. This lesson is designed to engage students with the topic of human rights by building connections between their life experiences and the content. The enduring understandings of this lesson include content specific understandings that help students evaluate and analyze the human rights listed in the Declaration of Human Rights and apartheid in South Africa. The enduring understandings of this lesson also include Habits of Mind. The Habits of Mind included

in this lesson are: thinking flexibly; listening with understanding and empathy; questioning and posing problems (Costa & Kallick, 2000). Each enduring understanding is designed to impact student thinking outside of the classroom and foster problem-solving skills. The essential questions of this lesson focus on defining human rights and evaluating government responses to apartheid and human rights violations. The learning targets clearly identify the goals of this lesson by communicating that students should be able to identify human rights; describe the creation of the Universal Declaration of Human Rights; define apartheid; and list human rights violations under apartheid in South Africa.

The assessments for this lesson are formative and assess whether or not students have achieved the learning targets. The first assessment is an exit slip, which asks students to identify human rights and explain the context of the document discussed in class. The second formative assessment uses a sentence frame format, which is a strategy promoted by the National Urban Alliance to encourage a common language among students (Nessel & Graham, 2007).

The lesson description, procedures and instructional strategies of this lesson outline the learning activities that will take place in the classroom. The students are presented first with four different choices of questions. Each student can decide which question he or she would like to answer. Each question relates to the content that will be discussed. Then each student completes a Circle Map on the topic of human rights. The Circle Map “supports seeking and deepening associations and reflective, metacognitive habits of mind” (Hyerle, 2009, 68). After completing the Circle Map, the students view a short video clip and use the Key Word Notes strategy to process information from the

video clips. The Key Word Notes strategy encourages students to actively process information from a source, gives students an opportunity to rephrase information and helps student identify details (Nessel & Graham, 2007). Students will identify three key words from each section of the video. The video clip is shown in four equal segments and students will be given time to write down three key words from each segment. The strategy is transferable to other content areas and students can use this as a strategy to help process information. The Key Word Notes primitive can be found in Appendix B.

After viewing the video on human rights, students now have a foundational understanding of the rights listed in the Declaration of Human Rights. The next activity asks students to choose from four activities to analyze the Declaration of Human Rights. After completing the activity, the class comes back together as a group and a question is posed to the large group. Students engage in a Think-Pair-Share. The Think-Pair-Share strategy has many instructional benefits. It allows students to think and practice responses. The strategy also encourages listening and gives students a chance to learn from each other (Nessel & Graham, 2007). The connection is built between the question and the topic of apartheid in South Africa.

In order to prime students for the next topic, each student will complete an ABC Taxonomy on the topic of apartheid. The taxonomy, if used effectively, can be an “advance organizer that provides a window for glimpsing what students individually and collectively already know about what you want them to know” (Rothstein, Rothstein, & Lauber, 2007, p. 27). The primitive form of the ABC Taxonomy can be found in Appendix B. After completing the taxonomy, students will view images and a short video clip on the topic of apartheid. Students will be able to choose from four tasks to complete

to reflect on the images and content of the video. Finally, students will generate a list of human rights violations that took place under apartheid. A class list will be created and posted for use in the next lesson. Students will be given an exit slip that includes a sentence frame at the end of the class period to serve as a formative assessment. The sentence frame provides students with the language for a writing task and can help students with expressing ideas (Nessel & Graham, 2007). The exit slip can be found in Appendix C. Lesson one also includes a list of resources that are used in the lesson.

Lesson two. The second lesson of the unit focuses on the response of the world community to apartheid through an analysis of key concepts. This lesson is designed to foster critical thinking skills through student research. The enduring understandings of this lesson highlight the oppressiveness of the government in South Africa under apartheid and also the response and role of the world community in ending apartheid. Students will consider the factors that impact the world response to human rights violations. The enduring understandings of this lesson also include the Habits of Mind. The Habits of Mind fostered in this lesson are: thinking and communicating with clarity and precision; striving for accuracy and precision; and interdependent thinking (Costa & Kallick, 2000). The essential questions for this lesson challenge students to evaluate responses to human rights violations and consider the timeframe in which the world community responded to apartheid. Students will also consider the ways in which media impacts responses. At the end of the lesson, students should be able to describe practices put in place under apartheid, significant events and responses to apartheid. These are listed in the learning targets for the lesson.

The assessment for this lesson gives students the task of deciding if they agree or disagree with a series of statements related to the material. The goal of the assessment is to evaluate whether or not students have understood the learning targets. Students are asked to explain their reasoning within the small groups they have been assigned to work with. The agree/disagree statements can be found in Appendix C.

The learning descriptions, procedures and instructional strategies for this lesson outline the learning activities for this lesson that will help support students in achieving the desired results. In this lesson, students will hypothesize and make predictions about the world response to human rights violations. The activity that is central to this lesson is the jigsaw activity in which students will research subtopics related to apartheid and the world response. Each group will be assigned a subtopic and given a research organizer. The group will research the assigned topic and individually write down responses. Then each person will be assigned to a new group where all students have a different subtopic. Students will complete the research organizer once they are in the new group. The research organizer can be found in Appendix D. The jigsaw activity is designed to help students with their decision-making skills, build comprehension, encourage cooperation and working interdependently and foster discussion (Nessel & Graham, 2007). The lesson will end with the formative assessment, which is the agree/disagree statement activity. Each group will be given a whiteboard and asked to draw the sample diagram (see Appendix D). The groups will discuss their evaluation of each statement. Lesson two includes a list of resources that are suggested for student research.

Lesson three. The third lesson of the unit exposes students to numerous human rights violations happening around the world. The lesson highlights the human rights

violations that took place in Rwanda, Bosnia and Cambodia, as well as other countries during various time periods. The enduring understandings for this lesson emphasize the importance of students understanding that human rights violations and responses are impacted by a number of factors. The Habits of Mind included in the enduring understandings for this lesson are: listening to others and understanding with empathy; thinking flexibly; creating, imagining and innovating; and managing impulsivity (Costa & Kallick, 2000). The essential questions focus on the types of human rights violations happening around the world, the factors that impact a world response and the ways in which violations are addressed. The learning targets for this lesson address the essential questions. Students will have to recall the human rights discussed in the first lesson. This recall of information will help students describe the human rights violations in Rwanda, Bosnia and Cambodia and evaluate responses to human rights violations.

The assessments for this lesson include a written response and a performance task that will serve as the final assessment for the unit. Students will respond to a discussion prompt that asks them to evaluate the response of the world community to apartheid in South Africa. Students are presented with four choices for the performance task for the unit. Each choice includes a task that helps students build their skill sets and make connections to learning outside of the classroom.

The learning description, procedures and instructional strategies for lesson three are designed to incorporate activities that engage students with the material and support the cultivating of the enduring understandings. The first activity of the lesson has students traveling around the room viewing maps of the world that highlight places where human rights violations have taken place or are taking place. Each map will have a brief

description of the events related to human rights issues within the country. Once students have viewed the maps, they will individually reflect on the descriptions they read. Following the individual reflection, students will be assigned an area of study (Cambodia, Bosnia or Rwanda). Each student will be expected to create a Bubble Map that describes the human rights violations that took place in these countries during the assigned time period. The Bubble Map is a Thinking Map used for descriptive writing and will help students organize and process the information (Hyerle, 2009). The primitive form of the Bubble Map can be found in Appendix B. After completing the Bubble Map, students will listen to individual stories of people impacted by human rights violations in Rwanda, Bosnia and Cambodia. A reflection question will follow the reading of the accounts. The final learning activity for the lesson is a Circle of Knowledge classroom discussion in which students are asked a series of questions that reflect the learning of the unit. The discussion questions are designed to allow for higher-level thinking and to challenge students to draw conclusions about human rights and responses to human rights violations. The Circle of Knowledge strategy builds on the ability of students to work interdependently, summarize and take notes, and monitor impulsivity (Silver, Strong & Perini, 2007). After completing the Circle of Knowledge, students are given time in class to complete the writing prompt that serves as a summative assessment and begin the final performance task. Lesson three includes a list of resources used for the lesson.

Chapter Four Summary

The unit plan I have developed is intended for a high school World History class in the state of Minnesota and includes three lesson plans designed for a fifty to sixty minute class period. Each lesson of the unit is structured using the Understanding by

Design model. Each lesson incorporates the fostering of Habits of Mind, as well as the use of effective instructional strategies promoted by the National Urban Alliance to enhance student engagement and promote high intellectual performance. The three lesson plans of the unit focus on human rights, human right violations and the response of the world community to these violations. The unit specifically addresses apartheid in South Africa and the violations of human rights that took place in Rwanda, Bosnia and Cambodia. The Minnesota State Standard addressed throughout the unit is Standard 13, which says that students should be able to evaluate how post-colonial governments have been shaped and how the world community responds to human right violations. The unit plan takes into account the need to allow for student choice and encourage active participation throughout each lesson.

Introduction to Chapter Five

In the next chapter, I will reflect on the capstone process. I will address the limitations of the curriculum designed for a high school social studies class. I will provide recommendations when using this curriculum with high school students. Additionally, I will revisit the literature review from Chapter Two and discuss what proved to be most important for developing the curriculum and consider future research projects in this area.

CHAPTER FIVE

CONCLUSION

Overview

Chapter Four of this paper outlined the results of my curriculum project that answered my research question, *In what ways can I develop a social studies unit plan that fosters Habits of Mind as learning outcomes and integrates strategies that will positively impact student engagement?* The research question stemmed from a professional desire to create a curriculum that would engage high school students with social studies content while also cultivating skills that would transfer to life outside the classroom. When developing the curriculum I considered the participants, for whom the unit plan was created, and the research on effective instructional strategies, engagement, and Habits of Mind. As a result, I created a social studies unit plan for a high school World History course comprised of three lesson plans that focus on concepts surrounding human rights. Each lesson is to be implemented in a fifty to sixty minute class period and is designed to foster Habits of Mind and engage students with the content.

In this chapter, I will reflect on the capstone process. I will address the limitations of the curriculum and I will offer recommendations for someone implementing this curriculum with high school students. I will also revisit the literature review from Chapter Two. Finally, I will also describe future considerations for research.

Capstone Process Reflection

As a teacher in an alternative program, I am continuously seeking ways to actively engage students with content in the classroom. I see great need for students to build connections to the material and attempt to design lesson plans that are relevant and meaningful for students. The capstone process allowed me to focus on instructional strategies that foster engagement and support high intellectual performance. The research challenged me to think about how to create lessons that not only engage students, but also build on skills that will transfer to outside of the classroom. The integration of the Habits of Mind in the enduring understandings of each lesson forced me to design learning activities that were not only engaging, but also supported the strengthening of problem-solving skills.

Through completing the capstone process as a researcher and writer I have learned many things that will improve my ability to be successful in future research and have helped me grow as a professional. When I first began the process of writing the capstone I considered evaluating how specific instructional strategies impacted student engagement. My original focus was analyzing the implementation of the individual lessons and therefore completing an action research project. As my research evolved and I began to study the topics of engagement, instructional strategies and Habits of Mind more in depth I realized I wanted to shift my focus to developing a curriculum that would not only address the needs of students within my program, but also have the potential of being implemented in other social studies classrooms. When considering implementation and completing an action research, the task of assessing student engagement within the classroom became my biggest challenge. I considered ways to measure student

engagement and how I could successfully keep data on engagement while also implementing the unit with fidelity. As I worked through different resources and researched more about how to accurately measurement engagement, I decided I wanted to focus more on creating lessons that fostered skills that could transfer to outside of the classroom. I wanted to create a unit plan that would not only engage students, but also create opportunities to improve the way students create knowledge. This desire let to my current project of designing a curriculum for a social studies unit.

I chose, through the capstone process, to focus the curriculum for this project on a World History course. As a social studies teacher I have the opportunity to teach a variety of subject areas within social studies. I chose World History as the course for this capstone project because as I began the process of writing the capstone, I considered the subject areas that students seem the least engaged. In my teaching experience, students appear to be somewhat disconnected with the material discussed in World History. Within the course of World History students will study many topics over the course of a school year. I chose to focus on the Minnesota State Standard that allows students to explore human rights and human right violations. I felt I could build meaningful connections between the content and the lives of students.

While writing the first three chapters of the capstone, I felt empowered by my interest in my research question and the support of others who provided feedback and guidance. The first chapter forced me to consider why I was interested in my research question and to reflect on my professional experiences in the classroom and professional development opportunities. Chapter Two allowed me to investigate the topics that are at the heart of my research question: engagement, instructional strategies and Habits of

Mind. The literature review felt overwhelming at times because of the quantity of research available on the topics I investigated. Chapter Three was originally written to describe the methods used for an action research project, but I revisited and rewrote the chapter once I decided to write a curriculum guide. While drafting Chapter Four of the capstone, I felt challenged by the difficulty of selecting specific instructional strategies and learning activities that would truly foster Habits of Mind. I also found myself continuously reflecting on how I was going to engage students with the content. Using my professional experience in the classroom combined with the research I completed during the capstone process, I developed activities that I felt would help students reach the desired results of the each lesson. I had to consider each component of the Understanding by Design model very carefully when developing the unit. There is much to consider when designing an effective lesson plan. Throughout the capstone process I was reminded of the challenge this presents to educators, as well as the importance of utilizing an effective curriculum model.

I intended to use the capstone process to create a curriculum that fosters Habits of Mind and integrates strategies that positively engage students. I feel as though I was successful in achieving the desired results for my research question. I wanted to develop a curriculum that could be used within the alternative program that I teach in and also within other social studies classrooms. Each lesson clearly identifies the desired results, assessments and learning experiences and instruction for the unit and can be used in a high school World History course.

Limitations and Recommendations

Designing a curriculum that will actively engage students is challenging. When considering the activities for this unit, I had a specific group of students within a specific program in mind. This group of students, just as any group of students, is unique and therefore there are a specific set of needs that are attempted to be addressed within the unit. The demographics and structure of classes differ from district to district and school to school. Keeping this in mind, it is important to note the challenges that one might encounter when using this curriculum. This curriculum assumes that the teacher and students have access to technology. The teacher needs to be able to show images and video clips within the unit. The students need to be able to research topics related to apartheid in South Africa. The unit was developed with a program in mind in which students have a one-to-one ratio for technology and frequently use computers for research. A limitation of this unit could be that if certain skills have not been previously been taught, such as determining credibility of sources and effective Internet searching, the students may not be able to effectively gather information for the jigsaw activity.

The curriculum I have developed uses instructional strategies that are promoted by the National Urban Alliance. If a teacher was implementing this curriculum, he or she could reference the original sources for a detailed explanation of the strategies, but they will most likely not have been through the extensive professional development that I participated in. For example, the Key Word Notes strategy (Nessel & Graham, 2007) helps students identify important details and encourages students to reword these key details in their notes. In the professional development I participated in through the NUA, I had extensive training in implementing this strategy with fidelity. I participated in numerous lessons in which Key Word Notes were used, explained and analyzed. The

curriculum I have developed is based on the assumption that students and the teacher have had previous experiences with many of the instructional strategies chosen for implementation. If a teacher is using Key Word Notes, for example, for the first time, the NUA suggests that the strategy be modeled with a topic that is not central to the content. The same suggestion would therefore be made for a strategy such as the Circle Map or Bubble Map (Hyerle, 2009). I would recommend that if a teacher is implementing this unit that he or she consider how to introduce the strategies to the students for this first time. Just as any curriculum should be, this curriculum would need to be adjusted to better meet the needs of the students within the classroom at the time of implementation.

Review of Literature Review

The focus of my literature review, discussed in Chapter Two, originated with information related to the National Urban Alliance and its High Operational Practices (Jackson, 2011). I began with reviewing how schools had implemented the practices of NUA. The literature was telling me how implementing the practices of NUA was positively impacting student achievement in various districts. The focus of NUA on the potential of school-dependent students reinforced the connection I saw between the needs of my students and the goals of this organization. I originally intended to evaluate how effective the strategies were in positively impacting student engagement, which led me to research on defining and evaluating student engagement. Once I started researching how to measure student engagement I realized the challenges I would face in completing an action research in which my goal was to measure engagement while implementing a curriculum.

While researching the practices of the National Urban Alliance, I saw the connection that Jackson (2011) built between high intellectual performance and the complex thinking processes that are identified by Costa and Kallick as Habits of Mind (2000). When students are challenged to solve a problem that they cannot easily answer there are behaviors they may exhibit that will help them problem solve. These are the behaviors that should be fostered and built upon in the classroom. This connection in the research between NUA and Habits of Mind proved to be the most important part of my literature review and led to the integration of Habits of Mind within each lesson. Costa and Kallick (2008) recommend that the Habits of Mind are intentionally cultivated and assessed through integration as learning outcomes in curriculum design. The writings of Costa and Kallick guided me in designing the desired results of each lesson and proved to be integral in understanding the importance of fostering these dispositions.

Future Research

The capstone process has reinforced my desire to seek ways to enhance student engagement within my teaching program. The research and writing I have completed during this process forced me to become more reflective and consider how I design, implement and evaluate individual lessons. I would like to revisit the action research plan I originally considered for this capstone project and evaluate student engagement while implementing specific instructional strategies. The lens with which I view all my teaching practices has shifted to consider more thoroughly how I structure curriculum and how I incorporate Habits of Mind into student learning. The connection between classroom learning and life outside the classroom is invaluable and my future research should focus on how to better create learning experiences that help students transfer

skills. Through implementing this unit, along with restructuring more of my curriculum, I will be able to effectively evaluate the impact of incorporating Habits of Mind and utilizing strategies to foster engagement. I plan to continue researching effective instructional strategies that support high intellectual performance and seek out literature that evaluates student engagement.

Chapter Five Summary

In this chapter, I reflected upon the capstone project in which I answered the research question, *In what ways can I develop a social studies unit plan that fosters Habits of Mind as learning outcomes and integrates strategies that will positively impact student engagement?* I reflected on the capstone process as a whole and shared my successes and challenges in completing the research and writing. I then discussed the limitations one might face when attempting to implement this unit plan. I also made recommendations for how to successfully implement the instructional strategies I used in the lessons. I revisited the literature review and explained the connections I built between sources. Finally, I discussed future research that I have considered as beneficial to my professional development and enhancing student engagement.

REFERENCES

- Arnold, K. (2006). Alternative school students' perceptions of factors that result in the students' active engagement in the classroom. ProQuest, UMI Dissertations Publishing.
- Axelson, R. D., & Flick, A. (2011). Defining student engagement. *Change: The Magazine of Higher Learning*, 43(1), 38-43.
- Beasley, J. G. 1. Gist, C. D. 1. & Imbeau, M. B. 1. (2014). (De)constructing student engagement for pre-service teacher learning. *Issues in Teacher Education*, 23(2), 175-188.
- Cooper, K. S. (2013). Safe, affirming, and productive spaces: Classroom engagement among latina high school students. *Urban Education*, 48(4), 490-528.
- Cooper, K. S. (2014). Eliciting engagement in the high school classroom: A mixed-methods examination of teaching practices. *American Educational Research Journal*, 51(2), 363-402.
- Conner, J., & Pope, D. (2013). Not just robo-students: Why full engagement matters and how schools can promote it. *Journal of Youth & Adolescence*, 42(9), 1426-1442. doi:10.1007/s10964-013-9948-y
- Costa, A. L., & Kallick, B. (2000). *Discovering and exploring habits of mind*. Alexandria, Va: Association for Supervision and Curriculum Development.

- Costa, A.L., & Kallick, B. (2008). *Learning and leading with habits of mind: 16 essential characteristics*. Alexandria, Va: Association for Supervision and Curriculum Development.
- Creswell, J. (2013). *Research design: Qualitative, quantitative and mixed method approaches* (4th edition). Thousand Oaks, CA: SAGE Publications. ISBN: 978-1452226101
- Doubek, M. B., & Cooper, E. J. (2007). Closing the gap through professional development: Implications for reading research. *Reading Research Quarterly*, 42(3), 411-415. doi:10.1598/RRQ.42.3.5
- Ferlazzo, L. (2015). Strategies for helping students motivate themselves. *Edutopia*. Retrieved from: <https://www.edutopia.org/blog/strategies-helping-students-motivate-themselves-larry-ferlazzo>
- Fredricks, J., McColskey, W., Meli, J., Mordica, J., Montrosse, B., Mooney, K., & Regional Educational, L. S. (2011). *Measuring student engagement in upper elementary through high school: A description of 21 instruments. issues & answers. REL 2011-no. 098*. Regional Educational Laboratory Southeast.
- Goldspink, C., & Foster, M. (2013). A conceptual model and set of instruments for measuring student engagement in learning. *Cambridge Journal of Education*, 43(3), 291-311. doi:10.1080/0305764X.2013.776513
- Harbour, K. E. 1., Evanovich, L. L. 1., Sweigart, C. A. 1., & Hughes, L. E. 1. (2015). A brief review of effective teaching practices that maximize student engagement. *Preventing School Failure*, 59(1), 5-13. doi:10.1080/1045988X.2014.919136

- Hyerle, D. (2009). *Visual tools for transforming information into knowledge*. Thousand Oaks, CA: Corwin Press.
- Jackson, R., & Zmuda, A. (2014). 4(secret) keys to student engagement. *Educational Leadership*, 72(1), 19-24.
- Jackson, Y. (2011). *The pedagogy of confidence: Inspiring high intellectual performance in urban schools*. New York & London: Teacher College Press.
- Learning theories and student engagement. (2014). *ASHE Higher Education Report*, 40(6), 15-36. doi:10.1002/aehe.20018
- Levine, D. U., Cooper, E. J., & Hilliard, Asa, I.,II. (2000). National urban alliance professional development model for improving achievement in the context of effective schools research. *Journal of Negro Education*, 69(4), 305-22.
- McCartan, C. (2011). Focus on 15%. *Principal Leadership*, 11(5), 44-46.
- McTighe, J., & Wiggins, G. (2012). Understanding by design framework. *ASCD*.
- Mills, G.E. (2014). *Action research. A guide for the teacher researcher* (5th edition). Upper Saddle River, NJ: Pearson Education Inc. ISBN-13: 978-0132887762
- Minnesota Department of Education. (2014). Minnesota report card. Retrieved from <http://rc.education.state.mn.us/>
- National Urban Alliance. (n.d). National urban alliance: professional learning model.
- Nessel, D.D., & Graham, J. M. (2007). *Thinking strategies for student achievement* (2nd ed.). Thousand Oaks, CA:Corwin Press.
- NUATC. (n.d). National urban alliance. Retrieved from: <http://www.nuatc.org/>

- Parsons, J. & Taylor, L. (2011). Student engagement: what do we know and what should we do? University of Alberta.
- Rothstein, A., Rothstein, E. & Lauber, G. (2007). *Writing as learning: A content-based approach*. Thousand Oaks, CA: Corwin Press.
- Scott, T. M. 1., Hirn, R. G. 1., & Alter, P. J. 2. (2014). Teacher instruction as a predictor for student engagement and disruptive behaviors. *Preventing School Failure*, 58(4), 193-200. doi:10.1080/1045988X.2013.787588
- Shernoff, D. J., 1967. (2013). *Optimal learning environments to promote student engagement*. New York, NY: Springer.
- Silver, H.F., Strong, R.W., & Perini, M.J. (2007). *The strategic teacher: Selecting the right research-based strategy for every lesson*. Alexandria, Virginia: ASCD
- Sinatra, G. M. 1., Heddy, B. C. 2., & Lombardi, D. (2015). The challenges of defining and measuring student engagement in science. *Educational Psychologist*, 50(1), 1-13. doi:10.1080/00461520.2014.1002924
- Sparks, S. P. (2010). Raising expectations is aim of new effort. *Education Week*, 30(7), 1-17.
- Tomlinson, C. A., & McTighe, J. (2006). *Integrating differentiated instruction understanding by design*. Alexandria, Va: Association for Supervision and Curriculum Development.
- Trygstad, P. (2010). Student engagement and student voices. ProQuest, UMI Dissertations Publishing.

Yoder, E. D. (2008). Teacher and student perceptions of instructional strategies associated with engagement and achievement. ProQuest, UMI Dissertations Publishing.

Appendix A

Understanding by Design Curriculum Framework

World History Unit Plan: Human Rights

Lesson 1

<p>Enduring Understandings: <i>Students will understand that . . .</i></p> <p>The Declaration of Human Rights was created in response to the experiences of the Second World War.</p> <p>The Declaration of Human Rights is not a legally binding document, but rather a set of principles and rights.</p> <p>Apartheid was an oppressive government system in South Africa that resulted in human rights violations.</p> <p>Thinking flexibly will allow them to change perspectives.</p> <p>Listening with understanding and empathy will allow them to paraphrase the experience of an individual living under apartheid.</p> <p>Questioning and posing problems from alternative viewpoints can lead to a better understanding of human rights issues.</p>	<p>Essential Questions:</p> <p>What are human rights?</p> <p>Why do human rights have to be listed in a document?</p> <p>Why was the Universal Declaration of Human Rights written after World War II?</p> <p>Does a government have the right to take away an individual's human rights?</p> <p>What is a human rights violation?</p> <p>What happens when human rights are violated?</p> <p>How was the apartheid system able to develop in South Africa?</p>
<p>Standards Addressed: Standards for World History; Grades 9-12</p>	

Standard 13: Students will understand that 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 Benchmark: Evaluate the degree to which individuals and groups have shaped the development of various post-colonial governments.

9.4.3.13.4 Benchmark: Describe the response of the world community to human right violations, including the response to apartheid in South Africa.

Learning Targets:

- Identify rights listed in the Universal Declaration of Human Rights.
- Describe how the events of the Second World War led to the creation of the Universal Declaration of Human Rights.
- Define apartheid.
- List human rights violations that took place under apartheid in South Africa.

Assessments:

Formative

- Exit slip-two rights from the Universal Declaration of Human Rights and reasons why the document was originally written.
- Sentence frame-In one word I would describe apartheid as _____.

Learning Description/Procedures/Instructional Strategies:

- Introduce questions to hook students and allow for student choice. Each question is geared towards a specific learning style.
 - a. Self-Expressive: You have been put in charge of an intergovernmental organization. This organization has been faced with the task of proposing 5 human rights that will be included in a document to be voted on by participating countries. What 5 human rights do you believe should be included in your proposal?
 - b. Mastery: Think about what you know about the creation or content of the Bill of Rights (the first 10 amendments to the U.S. Constitution). What do you know about the Bill of Rights?
 - c. Interpersonal: Think about a time when you felt that you were being mistreated or that your rights were being violated. Why did you feel this way and how did you handle the situation?
 - d. Understanding: The Universal Declaration of Human Rights was adopted by the United Nations General Assembly in 1948 after World War II had ended. Why do you think the international community thought it was important to document the rights of individuals everywhere?
- Circle map on the concept of “human rights.”

- View 4-minute video clip from the Human Rights Action Center titled “The Universal Declaration of Human Rights” and use key word notes to process one-minute clips of the video.
- Read the Universal Declaration of Human Rights and allow students to choose one of the following activities:
 - a. Mastery: Students will be given the rights from the Universal Declaration of Human Rights that have been cut out on strips of paper. Students will have to organize the rights into categories and name the categories.
 - b. Interpersonal: Look over the list of rights and respond to the following questions: What rights listed were you surprised to see included? What rights do you feel should be added that are currently missing?
 - c. Understanding: Look over the list of rights and choose the 10 rights that you think are most important then rank these 10 rights from most valued to least. Include one sentence with each right explaining your ranking.
 - d. Self-Expressive: Choose 10 rights to represent visually. You can create an original drawing for each right or search images using the Internet that you think best represent each right.
- Pose the following questions to students and allow time for Think-Pair-Share.
 - Should there ever be a time when a government can take away an individual’s human rights? If so, under what circumstances?
 - What do you think should happen to a government, group or individual that denies others their human rights?
- ABC Taxonomy on the topic of “Apartheid.”
- Show images of apartheid.
- After viewing the images, students can choose one of the following tasks to complete:
 - a. Mastery: Describe at least one of the images in as much detail as possible.
 - b. Interpersonal: Choose five words to describe your feelings after viewing the images
 - c. Understanding: How do the images of Apartheid compare and/or contrast with images you have seen of the Civil Rights movement in the United States?
 - d. Self-Expressive: List 5 things you know about segregation.
- Show “Living Under Apartheid” video clip.
- Students will reflect on the following two questions with a partner:
 - a. How do you think it would have felt to live under the conditions that Percy described?
 - b. Can you think of a time when you have seen or heard about people living in similar conditions?
- Have students take out their copy of the Universal Declaration of Human Rights. Students will individually generate a list of human rights violations based on the video and images of apartheid. A class list will then be created and posted on the classroom wall to be referenced in a later lesson.
 - Exit slip and sentence frame.

Resources Used:

- Copy of Universal Declaration of Human Rights taken the Human Rights

Education Associates

http://www.hrea.org/index.php?base_id=104&language_id=1&erc_doc_id=5211&category_id=24&category_type=3&group

- “The Universal Declaration of Human Rights” video clip from The Human Rights Action Center <https://www.youtube.com/watch?v=hTlrSYbCbHE>

- Images of apartheid from the Denver Post

<http://photos.denverpost.com/2013/12/05/photos-apartheid-in-south-africa/#1>

- “Living Under Apartheid” video clip from PBS

http://www.pbs.org/pov/twelvedisciples/video_classroom1.php#.U_V92LxdW19

World History Unit Plan: Human Rights

Lesson 2

<p>Enduring Understandings: <i>Students will understand that . . .</i></p> <p>Apartheid was an oppressive government system in South Africa that resulted in human rights violations.</p> <p>The world community did not immediately respond to the human rights violations in South Africa.</p> <p>The media played a role in prompting action from the world community in South Africa.</p> <p>A number of factors impact responses to human rights violations by the world community.</p> <p>Thinking and communicating with clarity and precision are integral when working with a group to accomplish a research task.</p> <p>Striving for accuracy and precision allows for deeper processing and more meaningful learning.</p> <p>Problem solving within a group allows for interdependent thinking.</p>	<p>Essential Questions:</p> <p>Why do human rights violations happen?</p> <p>How did the world response to the violence and oppression of apartheid in South Africa?</p> <p>How should the world community respond to human rights violations?</p> <p>Why did it take so long for the world community to respond to the human rights violations taking place in South Africa under apartheid?</p> <p>What role does the media play in how the world community responds to human rights violations?</p>
--	---

Standards Addressed:

Standards for World History; Grades 9-12

Standard 13: Students will understand that 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 Benchmark: Evaluate the degree to which individuals and groups have shaped the development of various post-colonial governments.

9.4.3.13.4 Benchmark: Describe the response of the world community to human right violations, including the response to apartheid in South Africa.

Learning Targets:

- Describe practices put in place by the government of South Africa under apartheid.
- Explain the significance of highly publicized events in South Africa under apartheid (Sharpeville Massacre of 1960, Soweto Student Uprising) that gained the world’s attention and prompted responses.
- The different responses of the world community to human rights violations in South Africa, such as economic sanctions, demonstrations and protests, and isolation.

Assessments:

Formative

- Agree/disagree statements with explanations

Learning Description/Procedures/Instructional Strategies:

- Students hypothesize and predict what they think the world and local response was to human rights violation under apartheid in South Africa.
- Jigsaw activity to research subtopics related to Apartheid and the world response.
- Assign groups subtopics for research and handout research organizer:
 - Economic sanctions
 - Demonstrations and protests
 - Isolation
 - Sharpeville Massacre of 1960
 - Isolationism
 - Soweto Student Uprising
 - Nelson Mandela
- Jigsaw group agree/disagree statements.

Resources Used:

Websites suggested for student research:

<http://www.sahistory.org.za/people/hector-pieterse>

http://www.pbs.org/pov/twelvedisciples/lesson_plan.php
<http://2001-2009.state.gov/r/pa/ho/time/pcw/98678.htm>
http://socialjustice.ccnmtl.columbia.edu/index.php/Overview_of_Apartheid
<http://www.nelsonmandela.org/content/page/biography>

World History Unit Plan: Human Rights

Lesson 3

<p>Enduring Understandings: <i>Students will understand that . . .</i></p> <p>Human rights violations occur in many countries around the world.</p> <p>Responses to human rights violations by the world community are impacted by a number factors.</p> <p>Listening to others and understanding with empathy can provide insight into human rights violations across time and space.</p> <p>Thinking flexibly allows for the consideration of alternative views.</p> <p>Creating, imagining and innovating can lead to a deeper and more meaningful understanding of content.</p> <p>Managing impulsivity is an integral component of a participating in an effective discussion.</p>	<p>Essential Questions:</p> <p>What are examples of current human rights violations around the world?</p> <p>What factors might impact how the world community responds to a human rights violation?</p> <p>What happens when human rights are violated?</p>
--	---

Standards Addressed:

Standards for World History; Grades 9-12

Standard 13: Students will understand that 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 Benchmark: Evaluate the degree to which individuals and groups have shaped the development of various post-colonial governments.

9.4.3.13.4 Benchmark: Describe the response of the world community to human right violations, including the response to apartheid in South Africa.

Learning Targets:

- Identify human rights defined in the Universal Declaration of Human Rights.
- Identify human rights violations.
- Describe human rights violations in Rwanda, Bosnia and Cambodia.
- Evaluate responses to human rights violations.
- Research human rights violations and responses.

Assessments:

Summative Assessment

Written response to this prompt: Evaluate the response of the world community to apartheid in South Africa

Performance Assessment (students chose one of the options below)

- Examine a local issue that you feel is unjust and investigate and implement an attainable solution(s). Present your findings.
- Create an electronic presentation that highlights the successes and failures of the world community's response to a current human rights violation (s).
- Compare and contrast the US Bills of Rights and the Universal Declaration of Human Rights. Evaluate the effectiveness of both documents in protecting the rights of individuals. Present your findings.
- Write a letter to a politician or leader of your choice regarding a specific issue involving human rights. Read your letter aloud to the class.
- Find a community organization that works closely with an international organization concerned with protecting human rights. Conduct an interview with an individual in

	the organization and present your findings.
--	---

Learning Description/Procedures/Instructional Strategies:

- Images of maps of the world posted on the walls of the classroom marking (with a red X) different areas of the world where human rights violations have taken place or are currently taking place. Beneath each map will be a brief explanation that includes: located; date; brief explanation of the human right(s) violations. Students will travel around the room and view each of the maps and read each description.
- Individual reflection: What are your initial reactions to the information you just read?
- Introduction of Rwanda, Bosnia and Cambodia as areas of study.
- Review bubble map (purpose, structure, use, etc.).
- Bubble map on assigned topic (Rwanda, Bosnia or Cambodia) to describe human rights violations.
- Students read individual accounts of individuals impacted by human rights violations in Rwanda, Bosnia and Cambodia.
- Individual reflection: What commonalities did you hear between the different stories?
- Circle of Knowledge classroom discussion. Questions include:
 - a. Based on your knowledge of human rights violations that have taken place or are currently taking place, whose responsibility do you think it is to respond?
 - b. Do you think international community has reacted effectively to its knowledge of human rights violations?
 - c. What factors might impact the way a country, individual or group responds to a violation?
 - d. What happens when human rights are allowed to be violated?
 - e. Can you think of any examples happening in our local community in which you feel an individual's or groups human rights are being violated?
 - f. What can you do to impact the treatment of individuals around the world?
- Summative assessment completed in class
- Performance assessment assigned to students

Resources Used:

Websites used for description of human rights violations:

- Egypt
<http://www.hrw.org/news/2014/03/07/un-human-rights-council-egypt-rights-abuses-spotlight>
- Nigeria
http://www.washingtonpost.com/2013/12/03/human-rights-risk-atlas-2014-violations-maplecroft_n_4374133.htm)
- Poland
<http://www.history.com/topics/world-war-ii/auschwitz>)
- North Korea
<http://www.hrw.org/nkorea>
- United States

<http://www.hrw.org/united-states>

- Syria

<http://www.hrw.org/middle-eastn-africa/syria>)

Websites used for individual accounts of human rights violations:

<http://www.theguardian.com/world/2011/jan/26/holocaust-rwanda-cambodia-survivors>

<http://overcomingapartheid.msu.edu/video.php?id=65-24F-A5>

<http://www.sahistory.org.za/eyewitness-accounts-sharpeville-massacre-1960>

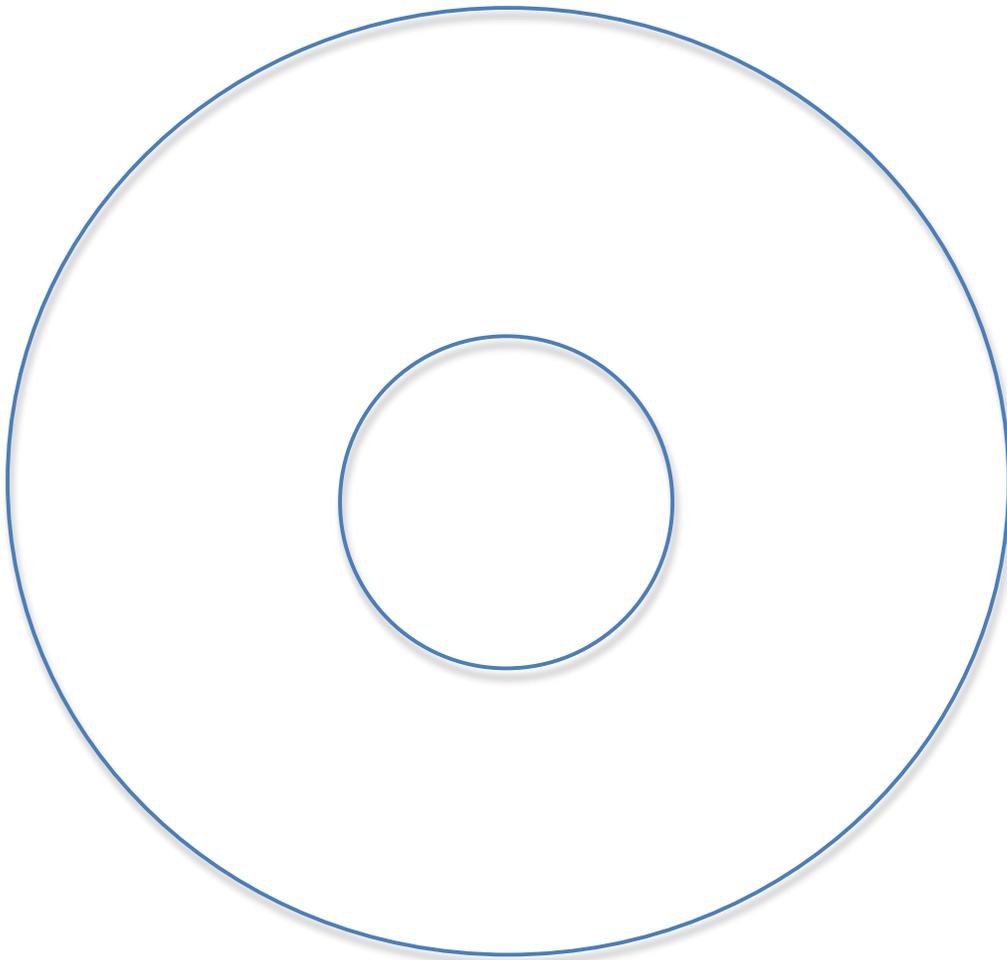
http://www.cnn.com/2008/WORLD/asiapcf/04/07/amanpour.pol.pot/index.html?eref=rss_latest

<http://blogs.independent.co.uk/2013/04/08/the-scars-of-genocide-in-bosnia-i-didn%E2%80%99t-know-that-human-hearts-and-souls-could-be-so-evil/>

Appendix B
Instructional Strategies

Circle Map: Primitive

Topic: _____



Key Word Notes: Primitive

Topic: _____

1)	2)
3)	4)
5)	

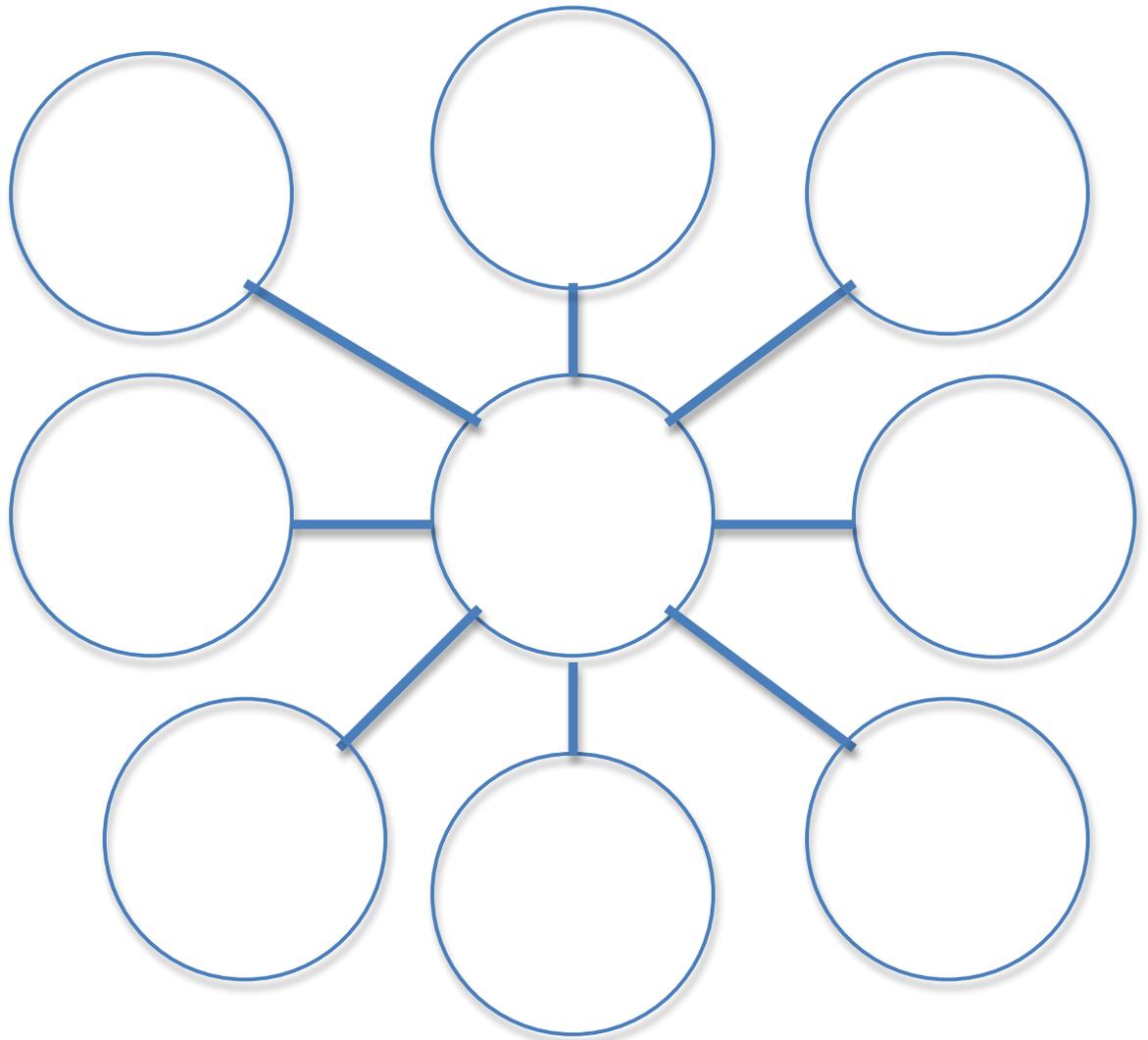
ABC Taxonomy: Primitive

Topic: _____

A	P
B	Q
C	R
D	S
E	T
F	U
G	V
H	W
I	X
J	Y
K	Z
L	
M	
N	
O	

Bubble Map: Primitive

Topic: _____



Appendix C

Assessments

Name: _____

Exit Slip Lesson #1

1. List two human rights identified in the Universal Declaration of Human Rights.
2. Explain why the Universal Declaration of Human Rights was written.
3. Complete the sentence frame below:
 - a. In one word I would describe apartheid as _____.

Agree/Disagree Statements

Sample diagram:



Examples statements:

1. Economic sanctions were an effective way for countries to help end apartheid.
2. The media played an important role in ending apartheid.
3. South Africa was isolated by many countries during apartheid.
4. The Sharpeville Massacre was a turning point for how many in the world viewed apartheid.

Appendix D
Research Organizer

Name: _____

Essential Question: How did the world community respond to the human rights violations that took place in South Africa under apartheid?	
Responses to human rights violations	Events and Individuals that impacted the world's response
Economic Sanctions	Sharpeville Massacre of 1960
Demonstrations and Protests	Soweto Student Uprising
Isolation	Nelson Mandela