

1. Teachers (and Students) Create the Curriculum

Artifact

World History

Chapters 9, 16, 20

Assignment Sheet

Part I: Outlines

1. Chapter 9 Outline due **Friday, March 4.**
2. Chapter 16 Outline due **Wednesday, March 9.**
3. Chapter 20 Outline due **Thursday, March 17.**

Part II: Vocabulary

Directions: Complete all the vocabulary words in this list by creating your own definition.

- | | |
|-------------------------------|--------------------------|
| 1. Beringia | 16. conquistador |
| 2. Mesoamerica | 17. <i>encomienda</i> |
| 3. Olmec | 18. New France |
| 4. Zapotec | 19. Jamestown |
| 5. Three Andean Civilizations | 20. Atlantic slave trade |
| 6. pueblos | 21. triangular trade |
| 7. Mayan Civilization | 22. middle passage |
| 8. Aztec Civilization | 23. Columbian Exchange |
| 9. Triple Alliance | 24. joint-stock company |
| 10. Tenochtitlán | 25. mercantilism |
| 11. Incan Civilization | |
| 12. Pachacuti | |
| 13. quipu | |
| 14. Christopher Columbus | |
| 15. Hernando Cortés | |

Part III: Short Answer

Directions: Use complete sentences to answer the following questions. Answer each one with at least two sentences.

1. How did human beings come to the Americas? (Chapter 9 Section 1)
2. What were some similarities between the Olmec and Zapotec cultures? (Chapter 9 Section 2)
3. Explain three examples that show how societies in North America interacted with each other. (Chapter 16 Section 1)
4. Why was trade important to the Maya civilization? (Chapter 16 Section 2)
5. How were the Aztecs able to overcome the problems associated with Tenochtitlán's island location? (Chapter 16 Section 3)
6. How were Incan and Aztec religious practices similar? How were they different? (Chapter 16 Section 4)
7. What were some advantages and disadvantages of Spain's colonization of the Americas for Native Americans? (Chapter 20 Section 1)
8. What need drove the English farther west into the North American continent? (Chapter 20 Section 2)
9. How was slavery in the Americas different from slavery in Africa? (Chapter 20 Section 3)
10. What were some positive and negative consequences of the Columbian Exchange? (Chapter 20 Section 4)

Part IV: Essay

Directions: Choose two of the three essays below and write a complete response based on the questions. Each response should be at least one loose-leaf page long and answer all parts of the question.

1. Take two of the Native American Societies discussed in Chapter 16 (Maya, Inca, Aztec) and compare and contrast how they are similar and how they are different. Discuss aspects such as government, religion, and society.
2. Explain the Atlantic slave trade and how European Empires brought it about in North America.

3. Describe the Columbian Exchange and how it helped connect North American Colonies to European Empires. What types of things were exchanged? Would you consider the Columbian Exchange helpful, hurtful, or both to the Native American societies? Explain.

Test Date: Thursday, March 17.

Abstract

The assignment sheet was created as a compromise between the students and myself. Students had often complained that the homework was too much and some of it seemed repetitive. By having a discussion with my students about what was important to succeed in the class I was able to create this artifact as a unit assignment. As a class we identified that reading and comprehending the material, understanding key terms, specific topics, and main themes were the best way to succeed in class.

After identifying these areas in class I was able to construct an assignment that focused on all of these areas without having the overall assignment feel repetitive. This included having the students create detailed outlines for each chapter, provide a section that focused on the key terms of the unit, wrote several short answer questions that had students evaluate specific topics in the class, and wrote practice essay questions to contemplate the main ideas of the unit.

Overall this form for each unit has been productive because the students themselves identified the areas they need to study to succeed and guides the students to the important aspects that the unit is trying to address.

2. *Teachers Value the Cultural, Social and Intellectual Funds that Students Bring to School.*

Artifact

World History I Chapter 3

Early Religions Project

Objective: To have students develop an understanding of the early religions of Hinduism, Buddhism, and Judaism. They should understand their origins, beliefs, practices, developments, and difference from other early religions.

Assignment: Write a two (2) page paper describing the origins, beliefs, practices, and developments of one of the early religions. Also, create a collage that focuses on the origins, beliefs, practices, and developments of all three early religions.

Part 1 Directions:

1. Choose an early religion:
Pick either Hinduism, Buddhism, and Judaism to focus on.
2. Use ONLY the following websites to research your topic.
Hinduism
 - <http://www.patheos.com/Library/Hinduism.html>
 - <http://uwacadweb.uwyo.edu/religionet/er/hinduism/index.htm>Buddhism

- <http://www.patheos.com/Library/Buddhism>
- <http://webspace.ship.edu/cgboer/buddhaintro.html>

Judaism

- <http://www.bbc.co.uk/religion/religions/judaism/>
- <http://www.patheos.com/Library/Judaism.html>

DO NOT USE ANY OTHER SITES. INCLUDING WIKIPEDIA.ORG OR ASK.COM!

3. Write a two (2) page paper focusing on one of the three early religions.
This paper must include a discussion of the origins, beliefs, and practices of one of the three early religions. All information used from the above websites **must be cited using the MLA format.**

PLAGERISM WILL NOT BE TOLERATED. THE STUDENT HANDBOOK SHOULD BE CONSULTED IF ANY QUESTIONS ARISE. ALL PAPERS THAT PLAGERIZE WILL RECEIVE 0%.

4. Format: The paper should be written in Times New Roman and in a font size of 12. The margins of your paper should be no greater than 1.25 inches on the left and the right and 1 inch on the top and the bottom. The student should have a heading listing his name, the class name, the class hour, and the date in the top left corner single-spaced on four separate lines. The paper should have a title that is two spaces below the heading and centered and underlined. The paper itself should be double-spaced and information should be cited using MLA format. **Each paper should have a header that has their last name and page number on every page except the first.**

Part 2 Directions

1. Research information on the three early religions using the following cites:
Hinduism
 - <http://www.patheos.com/Library/Hinduism.html>
 - <http://uwacadweb.uwyo.edu/religionet/er/hinduism/index.htm>
 Buddhism
 - <http://www.patheos.com/Library/Buddhism>
 - <http://webspace.ship.edu/cgboer/buddhaintro.html>
 Judaism
 - <http://www.bbc.co.uk/religion/religions/judaism/>
 - <http://www.patheos.com/Library/Judaism.html>
2. Create a collage that focuses on the origins, beliefs, practices, and developments of all three early religions.
3. Locate pictures in magazines, newspapers, online, or draw pictures yourself that have to do with the three early religions.
Find pictures and decide whether they are relevant to the origins, beliefs, practices, and developments of the three major religions.
4. Obtain a poster board no smaller than 18" x 24" and no larger than 22" by 28" and divide it into four sections of equal length.
The poster board is to be divided into four sections because three of the sections will focus on an early religion and the fourth will focus on how the religions are all connected together in the world today.

Example:

Hinduism	Buddhism
Judaism	All Three Religions Connected

Grade Breakdown: This project will count as a test grade and should be treated as such in your preparation. The grading will be as follows:

Early Religions Paper: 80%

Early Religions Collage: 20%

Early Religions Project Total: 100%

Due Date: Wednesday, October 27, 2010.

Abstract

This assignment is an example of students being able to do research about a topic being discussed in class and an opportunity for students to use their prior knowledge, prior life experiences, and display their talents and value system. First students must take a religion discussed in earlier class sessions and do research on them and produce an academic paper describing the religions origins, beliefs, and practices.

Also, as a part of this assignment they are asked to show how all of these religions and other religions in the world interact with each other by creating a collage showing people practicing their faith and living in communities where more than one religion is practiced. First, this allows students to display aspects of their own faith interacting with the faiths from the project and shows their value system, prior knowledge and life experiences. Secondly, it allows students to have a discussion about the interaction of people with different faiths in an artistic way showing their talents.

3. *Teaching is a Learning Profession*

Artifact

A. Description of Teaching Context

The lesson that I chose for my Teaching Time Analysis assignment went very smoothly. The lesson I planned was executed in the fashion that I expected it to. The class in which this lesson was taught was an 11th grade World History class that consists of 25 students.

Attendance at the beginning of class can always be a pressure filled situation as you attempt to make sure every one is in class, students attempt to turn in late or absent work, and absent students from the day before bring up notes from their parents to excuse their absence. However, I have been able to limit this time spent in the classroom as the internship has progressed and often do not spend more than five minutes on this. Usually, I have a discussion question on the board that they have to work on while I handle these administrative things that helps. I chose to forgo doing one today because they were assigned a reading the night before that I wanted to discuss with them.

The discussion about the primary and secondary source reading about the Atlantic Slave Trade that I gave them led to a very good discussion. It allowed me to make sure they understood the difference between a primary and secondary source for review purposes and also led to a good discussion about the depiction of the Middle Passage described in the primary source. The students were able to recall several examples from the reading and display their understanding and feelings about the Atlantic Slave Trade.

The last 25 or 30 minutes of class were spent doing direct instruction based on a PowerPoint lecture I had created that displayed maps and pictures so we could discuss the content aspect of the Atlantic Slave Trade. Students were able to take notes and ask any questions about the material presented to them.

B. Lesson Plan

Name of Lesson: The Atlantic Slave Trade

Date of Lesson: 3/15/11

Subject: World History II

Length of Lesson: 50 minutes

Essential Question: *The essential question(s) should give rise to the content knowledge of the lesson and focus your instruction. The essential question(s) should connect the different activities of your lesson, avoiding superficial or purposeless coverage of content.*

What is the Atlantic Slave Trade and how did it affect the relationship between Europe, Africa, and the Americas?

Objectives: *Write at least two concrete learning objectives for your students. One objective should be knowledge-focused (what should students know) and one should be process-focused (what should students be able to do).*

Students will understand the aspects of the Atlantic Slave Trade and how it affected the lives of Africans and relations between the European, African, and American continents.

Students will be able to understand the differences between primary and secondary sources and how to use each in study and research.

Standards: *Ground each objective in state grade level content expectations (GLCEs or HSCEs) and cite them appropriately – numeric citation and one-line “title”. Each standard should correlate to one (if not both) of your lesson objectives.*

- 5.2.2 Trans-African and Trans-Atlantic Slave Systems- Analyze the emerging trans-Atlantic slave system and compare it to the other systems of labor existing during this era by
 - using historical and modern maps and other data to analyze the causes and development of the Atlantic trade system, including economic exchanges, the diffusion of Africans in the Americas.
 - comparing and contrasting the trans-Atlantic slave system with the African slave system and another system of labor existing during this era.

Resources: *Include a list of resources you will use to plan and teach your lesson. For example, textbooks, other texts, internet websites, videos, photographs, artifacts, etc.*

30 copies of primary/secondary source reading on Atlantic Slave Trade.

Projection machine

laptop

Procedure: *Outline the following components of your lesson. You do not need four activities, but you should have more than one.*

Activity Element & Time (in minutes)	Procedures and management <i>Step-by step procedures including questions and main points.</i>	Students <i>Describe what the students will be doing as a result of your instructions.</i>
Attendance/Administrative (5 minutes)	• Take attendance and collect late/absent work and check in absent excuses.	• Students will respond during attendance and pass up any work that needs to be turned in.

<p>Introduction Discussion of primary/secondary sources about the Atlantic Slave Trade. (10-15 minutes)</p>	<ul style="list-style-type: none"> • Review reading with students to make sure they read it and understood it. • Ask students leading questions to help bring about a discussion. • Allow students to ask questions and discuss the reading as a group with the class. 	<ul style="list-style-type: none"> • Students will respond to questions to show that they have read the material. • Students will answer leading questions to add to the discussion. • Students will eventually lead the discussion by themselves and discuss their understandings of the conditions slaves went through during the middle passage.
<p>PowerPoint lecture Direct instruction on the causes for the Atlantic Slave Trade, the Middle Passage, and the concept of Triangular Trade. (30-35 minutes)</p>	<ul style="list-style-type: none"> • Instruct students on the aspects of the concepts they have read in the text. • Discuss maps and photos that help portray to the students what the Atlantic Slave Trade was and its results. 	<ul style="list-style-type: none"> • Students will take notes and ask questions to increase their understanding of the material.

C. Teaching Time Analysis Chart

ACTION	TIME ENGAGED IN ACTIVITY	LEVEL OF STUDENT ENGAGEMENT	GENERAL NOTES/COMMENTS
<i>Logistics</i>	A couple of minutes	Students know to look at the board for the lesson for the day and prepare by checking the in-class schedule.	Students seem to have accepted this as the structure for the class.
Administration	5 minutes	Students respond for attendance then pass up late/absent work and absent excuses.	A little student talking during attendance
“Down Time”	1 minute at the end of class	Students pack up and get ready to leave.	He does give reminders over the students packing up and they are written on the board.
Management	A couple of minutes	Listen to the class schedule.	Just a reminder about what is written on the board
(Identify) Other:			
<i>Aspects of the Lesson</i>			
Introduction/Hook	Discuss primary and secondary	Students respond to leading	Students offer a good level of response. Seemed to have

Introduction/Hook	Discuss primary and secondary sources about the Atlantic slave trade (10 minutes)	Students respond to leading questions and offer responses about how they felt about the reading and what they learned	Students offer a good level of response. Seemed to have been engaged in the reading.
Directions	Very little	-	-
Use of Resources	About 30 minutes PowerPoint lecture	Students are suppose to take notes	Students seem to be following a long and engaged in the lecture
Closing			
<i>Teaching Strategies</i>			
Cooperative Learning			
Direct Instruction	30 minutes PowerPoint lecture	Students are suppose to take notes	Students seem to be following a long and engaged in the lecture.
Discussion	Introduction discussion of primary and secondary sources about the Atlantic slave trade. (10 minutes)	Students respond to leading questions and offer responses about how they felt about the reading and what	Students offer a good level of response. Seemed to have been engaged in the reading.

D. Comparison/Reflection

I think based on my teaching students are positioned to receive both the opportunity to give their opinion and listen to contextual facts. By starting with the primary/secondary source discussion it allowed to students to have a voice in the discussion. They were able to tell their classmates and myself how they felt about the material being presented to them. Students tend to like to bring up what they heard and by giving them this time to discuss the material they can also introduce things they have heard. By then going through direct instruction I can address most of their questions and comments by going over the topic at hand and looking at it from a historical and educational perspective instead of a personal one.

Sometimes I worry that I tend to do too much direct instruction. This gives the students the impression that social studies, history specifically, cannot be hands on. Yes, I admit I feel that direct instruction is the best way to present the students with the most information, but sometimes in that process we lose students and therefore the material does not get presented to them properly. In response to my use of direct instruction, I try to mix it up by offering the students an opportunity to take over the instruction. I have randomly assigned them topics and had them present briefly to the class, I have had them act out certain events in history, and I have paired them in groups and had them do research and have them present it back to the class. Basically, anything that has me shut up and them speak up. Hopefully, by giving them the opportunity they realized that Social Studies is a cooperative learning class that consists of both the teacher and students having a voice.

I would hope that this lesson acts as an example of empowering students. They were able to voice their opinion through our discussion of the reading and even were given the ability to control where the discussion was heading. Students in my class know that their questions will always be heard and taken into consideration and because of this I think it has made times when I need to use direct instruction better for them, because they know that asking a question is not an interruption to my lecture, but an opportunity to maybe enrich it. However, some resistance is usually evident when it comes to taking notes. Students

often complain about taking notes and unless I am diligent and check to make sure they are doing it they will slack a little in this area. However, this minor resistance is the only form I tend to see in my classes.

I do not think this assignment has caused me to think I need to change my teaching style. My students have been receptive to the style of my classroom. However, assignments like this always make me think about tweaking my teaching practices. There will always be something I think I could have changed, done better, or spent more time on, but that is part of teaching. I think you become ineffective as an educator when you no longer look at your practices and look for a way to become better.

Abstract

A teacher's time is extremely valuable, especially classroom time. In some cases teachers only get fifty minutes and they must manage their time appropriately. A time analysis is a good way to make sure that your time is being used appropriately.

Often we do not realize the precious minutes we might waste in class and having someone document this is a simple way to fix the issue. By breaking down the class into portions a teaching time analysis chart allows you to itemize the minutes spent in class, your actions in class, and what the students are doing during this time. If any problems arise the chart will show the information and allow you to adjust.

Also, because it is necessary to have another individual fill out the chart, you can get feedback about your performance. As long as the person is a colleague or another teaching professional you will be getting sound advice and information that can help inform and improve your teaching techniques.

A period of reflection, whether written or contemplative is beneficial to figuring out what was efficient and what needs to be changed.

4. *Social Studies Teaching is Interdisciplinary and Connects Students to the World Around Them*

Artifact

World History
Chapter 6- Rome

Name: _____

Aspects of Government	Sparta	Rome	United States of America
Executive			
Legislative			
Judicial			
Legal Code			
Citizenship			

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Abstract

Students are often more connected to a lesson if you can bring in an aspect of their society to compare the situation to. Using this graphic organizer students will be able to understand the history of Rome’s governmental system by comparing it to the modern day government of the United States. Also, by including the U.S. government it will help lead to a discussion of core democratic values that are often discussed in other social studies classes.

The most important focus of this organizer is to make students understand that United States government shares similar aspects to that of the Greek and Roman government. By comparing the systems of government they will be able to reach a higher understanding of the material than they would by simply being taught the tenants of Rome’s government.

The last thing about this lesson that is beneficial to students is that it returns to early material learned and asks them to recall that information and then interpret what aspects of Sparta’s government is similar and what aspects are different. This allows a teacher to make connections to what they have already learned while presenting new material.

5. *Teachers and Students are Citizens*

Artifact

Junior Class Executive Board Ballot

Directions: Choose only one candidate for each position by circling their name.

President

Stephanie Wendall

Catherine Davis

Vice President

Kelly Madison

Jalen Wilfred

Treasurer

Tiffany Williams

Joy Stephenson

Lauren Eastwood

Secretary

Oliver Jaymes

Janet Jones

Communications Officer

Asher Battier

Troy Beech

Vivica Levin

Abstract

Both teachers and students show they are citizens of the classroom, school, community, nation, and earth through involvement in clubs, sports, and activities. The artifact displayed above is a ballot for student council class officer. Both the teachers and students involved in activities like student elections show not only that they are citizens of the school, but active students.

All the teachers and students involved in this process have taken a great deal of time to show the rest of the school that they care about its advancement. The ballot itself is just the finishing touch. Planning goes into the process for weeks to accept applications from potential candidates, hold interviews to see if the student is eligible to participate, and finally hold primaries to limit the number of candidates so the entire class can eventually make an informed decision and pick candidates that will represent them best.

The ballot itself asks students, who are citizens of the school and community, to make a single decision about each office. Yet, it represents much more because it is the final product of a long process that asks both teachers and students to be exceptional citizens of their school and community.