THEMES IN A 7TH GRADE WORLD HISTORY CURRICULUM:

SAMPLE LESSONS

A Project
Presented
to the Faculty of
California State University, Chico

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education:
Curriculum and Instruction Option

by

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Spring 2009
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Claire Cook Hansen

Spring 2009

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DEDICATION

Being dyslexic is like climbing a mountain. You begin with one step followed by another until you reach the summit. Dyslexia has not stopped me from attaining my goals nor has it been insurmountable.

I want to thank God for the abilities and hope he placed in me to move the obstacles that have stood in my path to success.

First, this project is dedicated to my mother Louise Thurber. She always says “there is no such word as can’t in the dictionary”. I want to thank her for instilling this belief in me at an early age and for supporting me in my quest for my Masters Degree.

Second, this project is dedicated to my late grandparents, Claude & Lottie Browning and my late aunt, Ruth Behn, who showed me my example that learning is a lifelong endeavor. My mother and grandparents never gave up on me when educators did. Instead they had patience with me when I read the jumbled mixed up words out loud.

This project is dedicated third to my father Clarence F. Cook. He taught me by example to work hard, take pride in all jobs undertaken and to preserver against all obstacles.
ACKNOWLEDGEMENTS

I would like foremost to thank my daughter, Sarah, for helping me see beyond my disability and for encouraging me to go for my Masters Degree.

I would like to thank my sister, Linda, who lifted me up on days I was discouraged and when I was ready to quit.

I would like to thank Richard Stout, my mentor and friend who saw leadership qualities in me and whose guidance never failed in my quest for a master’s degree.

I would like to thank posthumously my 11th grade U.S. History teacher Mr. Shipman who recognized my disability and gave me tools to succeed in school and in life.

I would like to thank my friends who have encouraged and supported me to finish this project, Laurette Simon, Tracey Nelson, Barbara Sheppard, Denise Pierce and Yoko

My gratitude and thanks also go to Dr. Melisa Miller, Dr. Ann Schulte, Richard Stout and Dr. Cris Guenter, all people whom have made my experience in this endeavor a possibility.
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ABSTRACT

THEMES IN A 7TH GRADE WORLD HISTORY CURRICULUM:
SAMPLE LESSONS

by

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Master of Arts in Education:
Curriculum and Instruction Option
California State University, Chico

Spring 2009

Themes In a 7th Grade World History curriculum began with the curriculum model presented in 1998 by Grant Wiggins and Jay McTighe which “begins with the end in mind,” from their book Understanding by Design. Unlike the traditional model for creating curriculum that begins with the textbook,

This project creates a sampling of ready-to-use lessons for novice and veteran teachers in the area of seventh grade social studies. Designing the lessons started with the national standards and California standards followed by what assessments would be used to measure achievement. For this project a decision was made to use both performance-based and written assessments. Next, a theme was chosen from the nine themes for social studies found in the national standards. Teachers need to zero-in on a focal point the “why” for each lesson connected to the theme. Supporting questions the “what” of the
lesson were chosen that address the focal point of each lesson. Activities are the “how” of the lesson created to assist students with answering the supporting questions that connect to the focal point and theme. Assessments are project-based activities given during throughout the lessons which are placed in student portfolios and written summative tests and essays given at the end of the lessons or unit. All of the thematic lessons provide the teacher with ideas which will aid them in addressing individual learning abilities or differentiated instruction (DI) along with Howard Gardner’s theory of multiple intelligences (MI) connects to student passions and learning styles. The activities in this project incorporate the four elements research suggests enhances teaching the whole child while infusing energy into the learning environment. The four elements that best teach the whole child are see it, hear it, say it, and do it.
CHAPTER I

INTRODUCTION

The idea of “backward-design,” a model for creating curriculum, came from a concept developed by Stephen R. Covey. In the book “Seven Habits of Highly Effective People”, Covey suggests highly effective people start with the end in mind (Covey, 1990).

Why do so many new teachers start out as shining stars only to “burn out,” like firecrackers on the fourth of July, within the first five years of their teaching? Linda Darling-Hammond’s (2003) research states that “attrition rates among new teachers rise to one-third within the first five years of teaching” (p.8). Research suggests that there are several reasons for this erosion of teaching passion.

Often, individual teachers work independently of other teachers in the same subject matter to develop lessons to impart the content or standards. They do this at the same time they are required to differentiate instruction to educate the whole child regardless of their culture or learning style. Teachers must also establish a safe climate conducive to learning. Harry Wong’s book, The First Days of School: How to be an Effective Teacher (2004), describes what teachers must do to be effective. Teachers are responsible for classroom management, along with organizing the physical classroom space, dividing up the time spent on each activity, and creating seating arrangements (Certo, J., & Fox, J., 2002, Darling-Hammond, 2003). When individual teachers do all
of the above while creating curriculum to meet the content standards they are essentially all reinventing the same wheel.

I believe one of the reasons beginning teachers leave the field within the first five years of teaching is the lack of high-quality standards-based curriculum that reaches various student learning modalities. This project attempts to solve this problem by presenting seventh grade social studies ready-made curriculum lesson based on best teaching practices. The project is based on the concept of backward design, which is defined as “starting with the end in mind” (Wiggins and McTighe, 1998, p. 7).

In this project uses a backward design model which starts with the standards, followed by how to assess the standard. The next step is to consider what theme from the national standards should be covered and a graphic organizer is created to guide the learning. Then it is necessary to find the focal point of the lesson which becomes what students should know. Supporting questions are then created relating to the focal point. Developing activities is the next piece used to guide children through the supporting questions towards the intended outcomes. Differentiated Instruction and Multiple Intelligences are weaved throughout the activities. The final piece is the assessment of student learning. Assessment can be the traditional written test or performance-based projects. In this project both types of assessment will be utilized.

Backward design addresses the federal mandate of the “No Child Left Behind Act (NCLB) enacted by President Bush and Congress in 2001(Bush 2001). NCLB was an attempt to close the gaps in achievement between the various subgroups within education. Subgroups include major racial/ethnic subgroups, students with disabilities, limited-English proficient students, and economically disadvantaged students. The
purpose of NCLB was to give all students a fair and equal opportunity to receive a quality education. NCLB requires all schools to use academic standards and follow strict guidelines for implementing state tests. The law enacted benchmarks that all schools must meet by the year 2014. Unfortunately, this act has limited what schools can accomplish under the mandates and sanctions imposed on schools that are below or far below basic achievement annual yearly progress results (AYP). These low achieving schools are given a period of three years to lift their scores to passing. Teachers, administration and students must follow scripted lessons rather than innovative engaging lessons that address critical thinking skills and different learning modalities. If the low scoring schools fail to lift scores, the school staff can be replaced, the administration can be replaced or the school can be closed (NCLB, 2001).

Purpose of the Project

The purpose of this project is to create a seventh grade social studies curriculum using the process of backward design. In the appendices the finished project includes the national standards being covered, multiple intelligences, differentiated instruction and a sampling of lessons that can be used for seventh grade World History in backward design format.

This unique curriculum draws on an understanding of “backward-design” (Wiggins, G. & McTighe, J., 1998). I present this idea from the past with a fresh research based design that can be used to teach students in classrooms today. The goal for this curriculum is to work in conjunction with or in place of the scripted lessons currently being implemented in schools that need improvement under NCLB (Bush, 2001).
Scope of the Project

This project will examine the best practices for standard-based curriculum design as it applies to social studies. (These best practices will take into account: the impact of No Child Left Behind Act of 2001 (NCLB), national and California standards, multiple intelligences, cooperative learning strategies, differentiated instruction under Public Law 94-142, and backward design.)

The intended audience for this project is social science teachers, school administrators, and educational leaders who are looking for innovative ways to increase student learning. The outcome of this project will be to produce a standards’ based, “hands on” curriculum for new and veteran seventh grade World History teachers.

This project is not intended to replace textbooks but to supplement them. Therefore, only a short segment of background material is provided for the teacher and students; they will still get their basic information from their textbooks.

Significance of the Project

In the 21st century classroom teachers must balance the federal mandates, state mandates, district mandates, school-wide mandates, while maintaining individual teaching styles. It remains a challenge for teachers to differentiate learning, implement the mandates required by the Individuals with Disabilities Act (IDEA), and The No Child Left Behind Act (NCLB) while maintaining a safe learning environment. The No Child Left Behind Act (NCLB) enacted in 2001, has created an atmosphere in classrooms around the country which resembles a factory with robots, rather than people, operating the machinery. Sanctioned schools and districts often resort to following “drill and kill”
strategies to increase student’s achievement. This is in direct contrast to the IDEA which state schools must accommodate students with disabilities in their classroom activities and assessments through differentiated instruction. To overcome this government created dichotomy, this project connects effective research-based school-wide practices required by NCLB and differentiated instruction to meet the IDEA requirements.

Limitations of the Project

This project will provide an overview of how to create curriculum using the “backward design” format. I will include as part of the project a curriculum guide for Social Studies teachers to use in their classrooms. Most of the curriculum developed has been piloted in previous urban and rural public and private school classroom settings. One of the existing limitations is that this curriculum has not been field tested in Social Studies classrooms other than my own.

Definition of the Terms

Alignment

A method used to ensure that teachers are teaching to identified standards and that students are assessed using standardized tests (Association for Supervision and Curriculum Development [ASCD], 2009)

Assessment

The act of determining the extent to which the curricular goals are being and have been achieved. Assessment is an umbrella term used to mean the deliberate use of many methods to gather evidence to indicate the students are meeting standards through a variety of formal and informal assessment during a unit of study or a course (Wiggins & Mc Tighe, 1998, p, 4).
Assessment is a way to evaluate student understanding using either a formative or summative measurement tool. Formative assessments help to evaluate whether students are understanding and progressing through the material being presented. Formative assessments can serve as a “dip stick” to help improve learning through immediate feedback. Summative assessment is usually in the form of a culminating standardized or teacher generated test used to check for understanding and accountability. Summative assessments are used to generate grade (ASCD).

“Backward Design”

Curriculum that is designed with the end in mind beginning with Standards-based questions and assessment. Essential learning is then analyzed and implemented. Questions support the learning and activities support the essential learning followed by a summative assessment (ASCD).

Benchmark

A standard used for measurement purposes. N.C.L.B. has benchmarks that are to be met at different times in the year or at the end of the year. These measurements are analyzed to see how each student did on a particular standardized test. The measurements are also used for analyzing the schools performance and then compared with other schools in the district, county, state and national levels (ASCD).

Cooperative Learning

A teaching strategy that combines several students working on particular assignments together. Each student has responsibilities for ensuring that the project or assignment is completed. Cooperative grouping assists students in learning social skills while using critical thinking skills (ASCD).
Curriculum

“A blueprint for learning that is derived from content and performance standards. Curriculum is a specific plan with identified lessons in an appropriate form and sequence for directing teaching” (Wiggins & Mc Tighe, 1998, p. 4).

Written plans that teachers follow for implementing what students are to learn. Some plans are more detailed than others and often includes the benchmarks to be met, standards to be covered, and assessment that will be used to measure progress (ASCD).

Differentiated Instruction

Provides students with different strategies for acquiring information, taking into account the learning styles, special needs, or academic skills of each student (ASCD).

Multiple Intelligences

Theory by Howard Gardner explaining schema people use to access knowledge in their mind. According to Mr. Gardner there are eight intelligences people can use to possess information. Gardner’s book, “Frames of Mind,” separates the intelligences into eight categories: interpersonal, body or kinetic, spatial, intrapersonal, musical, linguistic, logical or mathematical and naturalistic (ASCD; Gardner & Hatch, 1989).

National Standards

descriptions of knowledge and skills that every student would be able to achieve in particular subject areas. These standards would contain benchmarks to certify that students met or exceeded the standards and included multiple measures for assessment. (Congress of the U.S., 1995).

No Child Left Behind (N.C.L.B.) Act of 2001

This law set in motion a performance based testing of all schools in the United States to ensure that no child is denied an education regardless of their circumstances. This act was proposed by President Bush and enacted by the Congress of the United States. Accountability was the key aspect of the law along with yearly progress benchmarks. All students by the year 2014 would qualify for the highest standard (NCLB, 2001)

Standard-based Instruction

Using national or state mandated standards for creating curriculum for instruction. Teachers monitor student progress using formative or summative assessments as well as benchmarks to be met (ASCD Website).
CHAPTER II

INTRODUCTION

Like a scientist looking through a microscope to find new viruses or a cure for disease, educators should periodically reflect on their practice to discovered problems, and then look for solutions to create a better educational system. In the past 40 years education has moved away from a “tracking system” which rewarded students who were gifted with higher education and restricted students at the lower end who struggled in English, Math and Science by giving them training for a job (Carbonaro, 2005).

Research shows that the use of backward-design improves students’ test scores (Keating-Gibson, 2005, p.32). This improvement allows more students the opportunity to consider a four year college track in high school. This by no means eliminates the need for technical training programs as this still fits some students’ abilities and interests.

I have utilized the concept of backward-design in the review of related research for this project. The idea of backward-design was used to produce the lessons found in the appendices. The backward-design model involves first looking at what is important to know or the “big idea to be learned (Wiggins & Mr. McTighe, 1998). The next step establishes fundamental questions that support the big idea (Wiggins & McTighe, 1998).
In approaching this review the backward-design model was used. The fundamental questions needed for the big idea of standard based instructional lessons are:

1. What is “backward design?”
2. Why do schools use standards-based curriculum?
3. Why do schools use standards-based assessment?
4. How does differentiated instruction support learning?
5. How does multiple intelligences support learning?

What is “Backward-Design?”

Since the mid 19th century curriculum development has been a part of education. Mr. William Harvey Wells from Chicago was the first to break up subjects being taught and broke them down by grade levels (Kelting -Gibson, 2005, p. 27). Mr. Wells was followed by the National Education Association’s Committee of Ten. This organization helped to “standardize high school curriculum” (Kelting-Gibson, 2005, p. 27). The traditional design model for creating curriculum has it roots in Mr. Wells and the Committee of Ten. This model has four elements to follow in creating curriculum. “Define the goals, purposes, or objectives, define the experiences or activities related to the goals, organize the experiences and activities, and evaluate the goals” (Kelting-Gibson, 2005, p. 28). Teachers usually begin with what is in the textbook and activities that are included (Kelting-Gibson, 2005, p. 28).

In 1998 Grant Wiggins & Jay McTighe wrote a book *Understanding By Design* and suggested an alternative model for curriculum design known as “backward-design” (Wiggins & McTighe, 1998). This model has three elements to follow in creating
“Identify the desired results, determine the acceptable evidence, and plan learning experiences and instruction (Kelting -Gibson, 2005, p.28). The backward-design model begins with the “end in mind” rather than developing curriculum plans based on textbook activities (Covey, cited in Wiggins & McTighe, 1998, p. 8).

What are the Steps to Backward-Design?

The backward-design method has three stages that are used for implementing the curriculum. The first stage identifies “what students should know, understand and be able to do”. This stage focuses on outcomes and centers on the key concept of “what is the enduring ideas desired or necessary for students to learn” Wiggins & McTighe, 1998, p.9). The second stage involves finding fundamental questions which complement, or coincide with the “big idea” (Wiggins & McTighe, 1998). This step focuses on determining acceptable evidence which will be used as evidence to support the fundamental questions (Wiggins & McTighe, p.9). The third stage involves “uncoverage” or digging deeper to find the solutions to the questions being asked in stage two and ends with planning the learning experiences and instruction that accompany “uncoverage”(Wiggins & McTighe, 1998, p.9).

Jay McTighe, Elliott Seif, & Grant Wiggins (2004) argued “teaching is more than covering the content and learning must relate to prior knowledge” (p.26). “Students can only find and make meaning when they are asked to inquire, think at high levels, and solve problems” (p.27). McTighe, Seif & Wiggins (2004), contend that “students improved their performance in mathematics and social studies when teachers framed instruction around challenging and relevant questions” (p.28). There is a correlation between higher level thinking and achievement. McTighe, Seif, & Wiggins concur
“uncoverage” leads to “increased achievement” (p.29). The authors present two suggestions for “uncovering the standards” (p.30). First, group like standards together under “big ideas” (p.30). Second, assessments need to guide students in applying “facts, concepts, and skills in a meaningful way” (p.30).

How is backward-design used effectively?

Lynn M. Kelting-Gibson’s (2005) research looked specifically at the backward-design model created by Wiggins & McTighe (1998) to see how effective the strategies were compared to the traditional curricular design model. Wiggins & Mc Tighe wanted to “move teachers from coverage-based instruction and checking off that topics were covered then moving on” (p.28). Kelting-Gibson used “Charlotte Danielson’s Framework for Professional Practice” components to analyze 153 lessons and unit plans created by 59 different teachers (Kelting-Gibson, 2005, p.29). The six components used to evaluate the lessons developed using the backward design model were: (p.26).

1. Demonstrate knowledge of content and pedagogy
2. Demonstrate knowledge of students
3. Select suitable instructional goals
4. Demonstrate knowledge of resources
5. Design coherent instruction
6. Assess student learning

The results showed that teachers who used the backward-design method surpassed the teachers who used the traditional method of curriculum design. Students using the backward-design lessons “attained a higher levels of performance when displaying content knowledge and making connections between the content and other
disciplines” (p.32). The backward-design students were “able to set more clear and suitable goals in class” and “demonstrated more awareness of resources available through and outside the school district” (p.32). When teachers used the backward-design method they “attained a higher level of performance when developing plans that linked learning activities, teaching materials, and resources and instructional grouping to the instructional goals” (p.33).

In a study by Sandra L. Love (2008), “critical thinking as a skill” was examined to see how essential it was for future problem solvers (p.12). Historically students have fared poorly when it comes to critical thinking skills like making assumptions or when evaluating and making inferences. Research suggests critical thinking must be developed and taught and it is not something students just pick up along the way. “Thought continues when one answer generates another question” (p.12). Critical thinking is not memorizing facts but rather analyzing how facts fit or do not fit into a problem or help with trying to find a solution to a problem. Sandra Love (2008) believes that “questions at higher levels must be asked to drive students’ thinking to a deeper level and lead them to deal with complexity, rather than just searching through the textbook to find an answer” (p.13)

Wiggins and McTighe (2008) revisited their original ideas presented in their book Understanding by Design. In an article “Putting Understanding First” they presented an instructional sequence that has twelve elements for building in meaning and help students transfer understanding (p.39).

1. Begin with a hook problem.

2. Introduce essential questions.
3. Preview the culminating performance task (pretest for students).


5. Provide practice of the basics.

6. Provide opportunities for further discussion.

7. Provide an application task.

8. Lead a whole-class discussion.

9. Provide a small-group application.

10. Revisit the original unit hook problem.

11. Assign the final performance task.

12. Give students opportunities to reflect on the unit’s essential question.

Why is Backward-Design Important?

Grant Wiggins & Jay McTighe (2008) argued the ultimate purpose of schools is to “prepare students for the world beyond school, to enable them to apply what they have learned to issues and problems they will face in the future” (p.36). Understanding should connect to the learning goals, guide students in learning skills, and then transfer to “new situations both within school and beyond” (p.37). Wiggins & McTighe pointed out that “direct instruction and memorization of facts along with skill and drill worksheets” stifles student achievement and motivation (p.38).

Jay McTighe & Ronald S. Thomas (2003) identified the three stages of backward-design which can “enhance school improvement planning and ensure that decisions are driven by data” (p.52). McTighe & Thomas said “student understanding of key ideas embedded in the content standards should be the focus of any school improvement initiative” (p.52).
First, teachers need to uncover key concepts found in the content then create “essential question that explore these ideas” (p. 53). Second, students need to apply, reflect or interpret what they have learned for teachers to assess their understanding (p.53). McTighe & Thomas point out that “teachers should avoid the tendency to jump to planning activities before indentifying desired results” (p.54). The authors presented idea that lesson should be created after the essential questions and desired results have been established.

Conclusion

The dilemma is do we as educators continue to follow the pack that says “just focus on the facts nothing else” or do we break away to do what is right for our students? Grant Wiggins and Jay McTighe (1998) have presented an alternative, the backward-design model, for consideration which has shown to enhanced critical thinking skills. Do we as educators continue to follow the traditional methods of curriculum development using only the prescribed textbook methodology or do we break away to try an alternative design that has proved to boost high stakes test scores? In chapter three the methodology for the backward-design curriculum model is described in detail.

Why do Schools Use Standards-based Curriculum?

Background

Towards the end of the 20th century in the mid 1980’s President Reagan commissioned the Department of Education to examine the educational system. What came out of this commission was the document known as “A Nation at Risk”. Five recommendations made relating to content, standards and expectations, time, teaching,
and leadership (A Nation at Risk, 1983). The standards and expectations recommendation called for “adopting more rigorous and measurable standards, and higher expectations, for academic performance and student conduct. So students do their best educationally with challenging materials in an environment that supports learning and authentic accomplishment” (A Nation At Risk, 1983).

In 1994 President Clinton signed into law P.L. 103-227 also known as Goals 2000 the Educate America Act (Goals 2000). One purpose of this act was to establish national standards stating what students should be able to do in all the core curricula. States that had standards in place could voluntarily implement the national standards dovetailing the national standards and the state standards (Goals 2000). The enactment in 1965 of the Elementary and Secondary Education Act (ESEA) which was reauthorized in 1994 under the name of Improving American Schools Act and in 2001 was changed to the No Child Left Behind Act (NCLB). These acts required all schools to adopt formal standards in reading and mathematics along with assessment tools to qualify for Title I money (cited in Lauer, P., Snow, et al., 2005).

In 1996 “Breaking Ranks II,” a document published by the Federal Government called for changing the educational system dramatically to meet the challenges of the 21st Century (Breaking Ranks II, 1996). A document was created that helped to solidify what schools should focus on to improve student achievement. This document contained seven key strategies to improve student learning (p.3). The central point was to use core knowledge to “establish the essential learning a student is required to learn in order to graduate, and adjust the curriculum and teaching strategies to realize the goal” (Breaking Ranks II, 1996, p.3)).
What are Standards?

Defining what standards are can be difficult as there are a variety of definitions put forth by leading educational authorities. For instance Nel Noddings (1997) wrote that standards are “norms for quality control” (p.184). Noddings went on to describe three categories into which standards fall: content or curriculum standards, performance standards and opportunity-to-learn standards (p. 184). Content standards are what teachers cover and students are responsible for knowing (p.184). Performance standards refer to specific areas such as sports where students must master elements to show proficiency (p.184). Opportunity-to-learn standards relate to the programs developed and staffed by districts and states for students to meet the standards. (p.184)

Thomas Guskey (2001) describes standards as specific learning goals used by educators to teach the curriculum and to develop lesson plans (p.23). These learning goals are then used to measure student achievement (p.21). Lauren Resnick and Chris Zurawsky (2005) identified standards as outcomes that provide guidance for learning (p.8). Standards must be “clear, specific, and comprehensive enough to serve as the basis for building both good examinations and strong instructional programs” (p. 16). Standards can be most effective when they are grade specific (p.16).

For the purpose of this project and the use of backward-design I will be using a combination of the National Association for Social Studies standards along with the California teaching standards for social studies which most closely follows Thomas Guskey’s definition.

What should standards-based instruction look like? Steve Shumway and Jared Berrett (2005) point out that standards-based curriculum development usually starts with
standards and benchmarks then identifies assessments that will aid in delivery of identified concepts and principles, followed by developing lessons and activities to deliver “Big Ideas” (p.27). Shumway & Berrett suggest implementing standards using the “backward-design” model developed by Grant Wiggins & Jay McTighe (1998, p.27).

Wiggins and McTighe (2006) suggest that standards-based instruction needs to be connected to the curriculum. The success of a curriculum is directly related to the standards being taught, to understanding the big ideas, and having clearly stated goals and outcomes tied to standards of excellence (p.27). Students need to be engaged and see the value in what they are learning (p. 27). Wiggins & McTighe (2006) urge teachers to personalize the standards into a curriculum to meet the interests of students by making students feel a part of the learning experience instead of being spectators (p.28).

How is standards-based instruction used effectively? In 1996, a reform movement began that revolutionized teaching. This movement became known as standards-based education. The standards-based movement set the benchmark for skills or knowledge goals that students should achieve to a specific level of competence. These benchmarks would be assessed at predetermined grade levels to ensure that students were meeting the goals set by the benchmarks (Schmoker & Marzano, 1999, p.19). Like lines on a measuring stick standards determine what students should be taught and either a summative or formative assessment tells whether students measure up after being taught the standard. Teachers are responsible for following the standards that each state creates. Individual states follow their set of standards for each core curriculum but states are not required to follow the National Standards at this present time although many do
(Schmoker & Marzano, 1999, p.20). This standards-based movement has continued into the 21st Century as a driving force in education.

**Why is standards-based instruction important?** Thomas Guskey (2001) explained the importance of identifying standards to help teachers clarify what students should learn and be able to do at a specific time (p.23). Research by Lauren Resnick & Chris Zurawsky (2005) restated the same findings along with defining strong standards versus weak standards (p.9). Strong standards clearly state the objectives to be learned with specific examples as opposed to vague descriptions and examples (Resnick & Zurawsky, 2005, p.9). National standards are broad in scope while California standards are more specific. Within the appendices lessons for this project have incorporated both to the national and California standards to ensure clear objectives.

**Why do Schools Use Standards-based Assessment?**

**Background**

In 2001, President George W. Bush signed into law the education act known as “No Child Left Behind”. This act required the school districts in within our nation to set standards and accountability for student learning. The act put in place a system that analyzed yearly progress and asked schools to continue to make adequate yearly progress or AYP in math and reading. Schools are mandated to make sure that students are learning. Yearly tests are given to ensure that progress and learning is taking place and every public school is given a report card which is published each year for parents, teachers, administrators, states and the Federal government to see. Those that met or exceed the yearly progress continue with the business of teaching with no Federal
interference. Those schools that fall below the minimum requirements are given three years to bring up their scores or have Federal sanction imposed. When sanctions are imposed teachers are told how and what to teach and flexibility in the classroom goes out the window.

In the NCLB Act of 2001 it states that assessment plays a pivotal role in standards-based reform by:

1. Communicating the goals that schools systems, schools, teachers and students are expected to achieve
2. Providing targets for teaching and learning
3. Shaping the performance of educators and students and, ultimately, school systems.

The above list created by the authors of NCLB has led schools and state systems to design curricula that center around practicing and passing a particular state standardized test (Education Commission of the States, Denver, CO., 2002)

What is Assessment?

There are three major forms of testing. They are standards-based, criterion based, and performance/achievement based. Cedric Croft (1993) defines the three terms in the following ways.

1. Standards-based assessment: “This is used when the measurement or outcome is assessed, in other words, “analyzed”, against some fixed criterion or level of achievement known as a “standard”.”(p. 5)

2. Criterion-based assessment: “Where we set a particular standard which candidates must reach if they are to be judged as “competent”, and therefore receive credit for the unit of learning…The standard here then, is a criterion level in specified skills or areas of knowledge.”(p.6)
3. Performance/achievement-based assessment: “Assessment in which number of progressively more demanding standards are used; and in which all learner achievement is reported, usually in the form of a number or letter grade.” (p. 7)

This project utilized standard-based forms of assessment and reports them in both a formative and summative manner. This project also uses performance / achievement-based assessment. Portfolios of student work designed to show the process and progress of a student's and provides both formative and summative data.

What Does Assessment Look Like in the Classroom?

Ideally assessment in a classroom includes a variety of testing methods, such as exams, quizzes, writing assignments, and oral responses. Portfolio evidence can be used as evidence (Guskey, 2003). Assessment should always include rapid feedback to the student and teacher so that modifications can be made to ensure complete learning. Today, many textbook companies provide on-line interactive quizzes that allow students to check their understanding of the materials on a regular basis. These also provide the teacher with data that can be analyzed to help modify their lessons so that standards/criteria are met. These on-line quizzes provide evidence that can be used for achievement-based assessment and grades.

How is Assessment Effectively Implemented in the Classroom?

According to Wiggins and McTighe, (2006) assessment is most effective when students know the practicality, priorities, and products needed for demonstrating excellence in the lessons goals. Feedback should be frequent, timely, and friendly to produce quality work. Encouraging students to self-reflect and self-adjust helps them to apply prior knowledge to gain deeper understanding of the subject (p.27).
Nancy Clarke, et. al (2006) suggested that when creating, curricula and assessments three elements need to be evaluated before developing standards. First, the written curriculum should give direction, have a focus and measure accountability for what is taught, along with a built in schedule for updating (p. 258). A well defined plan or model should be developed which includes activities. The plan is the process and the activities are the products produced by students. Second, well-defined learner outcomes should be aligned with the standards (p.258). Learner outcomes have three parts (p.259): what the students will learn, what is observed and what is measured (p.259). Learner outcomes must be clearly stated. Third, implement a quality control measure for what is written, taught, and tested (p.259). Most teachers give two types of assessment, a written test usually in multiple choice formats or a real-world performance demonstrating a skill or knowledge (p.259). When schools fail to align standards to curriculum and assessment, lower-achieving students suffer (p.260).

Why is Assessment Important in the Classroom?

Thomas Guskey (2001) describes assessment as a tool used by teachers to “identify what they have taught well and what they need to work on” (p.8). Teachers need assessments to measure what students have learned. When teachers just continue on with business as usual without the assessment safeguard it can leave students and teacher vulnerable to failure (p.9). Guskey (2006) goes on to say assessment should not try to trick or confuse students rather it should be a measurement of student learning (p.8). Assessment that is criterion-based or standards-based is best. These assessments provide teachers with a clear tool for analyzing their teaching. Teachers use the criterion or
standards to measure what students have learned or understand in a non bias and non-judgmental manner. Using assessment this way gives teachers a glimpse into what a student can and cannot do. “If there is no flaw with the criterion or standard used for assessment then the difference in assessment falls on the teacher and the strategies used in the lesson (p.8). When teachers utilize a criterion or standard they can realistically evaluate and analyze data. Thereby allowing the teacher the opportunity for re-teaching and personalizing instruction (p.10).

Conclusion

President Clinton’s act of Goals 2000 emphasized teaching only to the national standards. Presidents Bush’s NCLB act of 2001 resulted in forcing teachers to teach to a standardized test. The NCLB act was created to find a way to measure whether students were meeting the standards set by Clinton’s Goals 2000 Act. It is now obvious that teaching to only a standard or a standardized assessment is ineffective. Assessment cannot just rest on a standardized test. Performance / Achievement assessment must also be available in measuring what students can and cannot do. Incorporating a criterion or standard for measurement ensures accountability for the student and the teacher. In all fairness assessment must include an analysis of teacher methodology in presenting the curriculum. Teachers should take the suggestions above into account at the beginning of any curriculum creation. This will ensure that students are reaching benchmarks and encouraged to develop critical thinking skills needed outside of a classroom. “Assessment should not just be assessment of learning but for learning as well.”
How Does Differentiated Instruction Support Learning?

Background

Classroom teachers must address the needs of every student in their classroom simultaneously while meeting the federal and state mandates. An underlying question remains how to institute equity in the classroom of thirty plus students at different levels and abilities. Many of these students range on a spectrum from average students, to those requiring various strategies in order to succeed, to the gifted who needs advanced assignments to engage their minds. The literature shows that backward-design presents creative ways to meet each student’s needs through what is referred to as differentiated instruction (DI).

What is Differentiated Instruction?

Carol Tomlinson (2000), a researcher in the field of differentiated instruction concluded that differentiation is “not an instructional strategy or “recipe for teaching, nor is it what a teacher does when they have time, it is a way of thinking, it is a philosophy” (p.6). Tomlinson states “curriculum tells us what to teach while differentiation tells us how to teach” (p.8). Differentiation “suggests you can challenge all learners by providing materials and tasks on a standard at varied levels of difficulty, with varying degrees of scaffolding (p.9). The teacher “works with the same big ideas and skills in a lesson while adjusting materials, activities, and projects for varied readiness levels, diverse interests, and multiple modes of learning (p.10).

Kelly Anderson (2007) defined differentiation as the “process within a lesson that refers to how a student comes to understand and assimilate facts, concepts or skills (p.50). Anderson explained “by nature, differentiation implies the purpose in schools
should be to maximize the capabilities of all students” (p.50). She went on to say that “teachers who differentiate believe every child is unique with differing learning styles and preferences” (p.50).

What does Differentiated Instruction Look Like?

Thomas Hehir (2007) wrote that the Individual with Disabilities Act of 2004 “requires all students be educated in the least restrictive environment” and this legislation has benefited students with and without disabilities through the” inclusion movement” (p. 13). According to Hehir society prefers that students have no disabilities and society encourages disabled people to walk, talk, read, and act, “normally” (p.9). “Children with disabilities gain an advantage if they can perform like their nondisabled peers” (p.9). Students with disabilities exist and their numbers are growing, consequently schools need to educate disabled students along with non-disabled students in a “regular classroom” (p.11). Hehir believes schools need to make adjustments and confront “ableism” (p.11). He makes several suggestions for implementation in the classroom. Schools should make taped books available to the visually impaired or dyslexic student (p.11). Schools should provide positive behavioral support for handling the seriously emotionally disturbed students (p. 11). Students with disabilities should be “involved in the decisions regarding their education when appropriate” (p. 12). Finally, the assessment of all (disabled and non-disabled) students should not rest on the high-stakes testing alone, but provide other means for all students to “demonstrate what they know and are able to do” (p. 13).

Marcia L. Rock, Madeleine Gregg, Edwin Ellis, and Robert A. Grable (2008) expanded on this by emphasizing four principles that act like scaffolding for helping
students with disabilities. First, “focus on essential ideas and skills, in each content area”. Second, “be responsive to the needs of individual student differences”. Third, “integrate assessment into instruction”. Fourth, “make adjustments in content, process and products to meet the individual needs of students” (p.33). Rock, Gregg, Ellis and Grable, cite Carol Tomlinson 2000, (p.11), who suggests teachers use “broad brushstrokes rather than a paint-by-number approach when differentiating instruction because students do not fit into a template”(p.33). Differentiation is successful when it includes “flexible grouping, student choice of various tasks, increased self-selected reading time and access to various reading materials” (p.33). Rock, et. all (2008), describe a blueprint for incorporating differentiation into instruction using an acronym REACH (p.34). The REACH blueprint is an inventory for differentiating instruction using five qualities which are 1) the teacher, 2) the content, 3) the learner, 4) the instruction and 5) the assessment (p.34). The authors present a step by step method for differentiating instruction.

Step 1 – Reflect on will and skill (the how to and what skill to focus on)  
Step 2 – Evaluate the curriculum (the what to teach)  
Step 3 – Analyze the learners (their strengths and weaknesses, what are their differences, sub-grouping and students with disabilities)  
Step 4 – Craft research-based lessons (use proven methods from research in creating lessons)  
Step 5 – Home in on the data (How did it go, How do I know?). (pp. 34-37)  

How is Differentiated Instruction Effectively Implemented?  
Jay McTighe & John L. Brown (2005) identify issues teachers face when trying to meet the required standards while also meeting individual needs of diverse students (p.234). Mc Tighe and Brown suggest that research supports the blending of “backward-design planning with differentiated instruction” (p.235). Four key principles
are presented which align differentiated instruction with the elements of backward-design (p.236).

1. Unpack curriculum standards – find the “big ideas” (p.236).

2. Engage all students – “inquiry-driven” activities (p.236).

3. Assessment must be relevant – demonstrate understanding (p.236).

4. Make accommodations – “the learner is at the center of learning” (p. 236).

McTighe & Brown agreed that backward-design and differentiated instruction (DI) “emphasize the power and significance of culminating performance assessment tasks and projects” (p.238). Second, backward-design & DI “emphasize the need for students to be continuously involved in various types of self-reflection and self-assessment” (p.239).

McTighe & Brown recommend a three-stage approach to planning. **Stage One – the desired results.** “All learners should investigate, explore, and debate the big ideas and the recurring universal questions” (p.238). **Stage Two – Assessment Evidence.** Analyze the verbs used in the standard to address the type of assessment used. For instance, to “know” or “identify” suggests using an objective test for assessment. While “analyze” or “interpret” suggest a different form of assessment be used such as a “real-world project or task be used” (p.238). Backward-design uses the acronym **G.R.A.S.P.S.** in performance assessment (p.239).

**G –** What is the goal?

**R –** What is the role of the student?

**A –** How can it be authentic?

**S –** It must be student-generated.
P – Culminating project or performance.

S – Standards driven (p. 239).

Stage Three – Learning Plan This stage uses an acronym W.H.E.R.E.T.O. for the set of principles followed in implementing the plan.

W – Where the learner is going – understand the learning objectives? (p. 240).

H – The hook to engage the learner (p.240).

E – Engage the learner through experiences – essential learning activities (p.240).

R – Revisit, reflect, revise, and refine – perceptions, knowledge, and learning (p.240).

E – Self-evaluation – what did the student learn? (p.241).

T – Tailor learning to fit the students – differentiated instruction (p.241).

O – How will the lesson be organized – the tasks and problems to work through (p.241).

Why is Differentiated Instruction Important?

Ana-Maria Villegas & Tamara Lucas (2007) cited statistics concerning English-language learners. According to the National Center for Education Statistics (NCES, 2003) “one in five students speaks a language other than English at home and many are learning English as a second language in school” (p.28). From these statistics the authors present six qualities necessary for working with diverse English-language students. First, understand how English-language learners construct knowledge (p.28). Help to build on what they already know and their experiences as an immigrant to the United States (p.29). Do not assume they are ignorant. Second, find out about the students life, their family, possibly through a home visit (p.30).

Third, be socio-culturally conscious (p.30). Students from other cultures may have a different worldview (p.30). Fourth, hold positive attitudes about diversity (p.31). Provide more time for think before asking for a quick answer from English-language learners as they might be processing what is asked to find an appropriate answer (p.31).
Provide scaffolding strategies for understanding. Fifth, advocate for all students (p.32). Teachers need to help English speaking students to work with and understand English-language learners to make them feel a part of the school (p.32). Utilize the skills and abilities of English-Language students in creating lessons and for engaging them in lessons (p.32).

Cathy Caro-Bruce, Ryan Flessner, Mary Klehr & Kenneth Zeichner (2007) cited the work of Shannon Richards (p.59-77) recommended strategies for working with English-language learners. First, slow down when talking to students in the classroom. This strategy can help all students not just the English-language learners (p.71). Second, repeat instructions before having students begin an activity (p.72). The teacher can repeat the instructions, another student can repeat what was said by the teachers, or the teacher can write the directions on the board. Third, model what the teacher wants the students to do on a given activity while giving instructions (p.73). By doing this the visual learner and the disabled students are being helped to understand the assignment. Fourth, teaching vocabulary in every subject (p.73). All subjects can use this strategy to reinforce understanding while building vocabulary in the given subject. Fifth, use peers to help in guiding the English-language learners (p.73). Finally, allow students to ask question through the activity and following the completion of the activity to ensure that all students’ understand what is being ask of them in the activity.

Michael L Hardman and Shirley Dawson (2008) argued that although the federally mandated legislation of IDEA & NCLB promises inclusion for students with disabilities, the reality is that students with disabilities are now being included in the standardized performance assessment. For many schools across the nation this may cause
problems in meeting their AYP scores (p.5). In 2004, a new phrase was added to the existing IDEA legislation which gave students with disabilities “access to the general education curriculum in the regular classroom, to the maximum extent possible” (p.7). Changes to the legislation include holding teachers and administrators accountable for educating students with disabilities (p.7). These changes force schools to implement strategies for regular classroom teachers. Teachers adapt curriculum by meeting the needs of disabled students, motivating these students to learn, and for passing the state assessment required by NCLB (p.7).

It is commonly believed that when you hear something you retain 10% of the information. If you see it, hear it and say it, you retain 40%. But, if you hear, see, say and DO it, (participate with the information) you retain 70-100% of the information (Wrighton, 1995) This supports using differentiated instruction which is included in the lessons provided in the appendices of this project.

Conclusion

The term equity has been used when describing the idea of educating differently-abled students (a term use to address my disability along with how I view students in my classroom with different abilities and understanding). Being differently-abled does not mean being unable. Rather, it means different abilities that make students unique. The teachers’ job is to find and work with the uniqueness of each student rather than grouping students as a whole and teaching to the middle. The challenge of the classroom teacher is to meet the individual needs of each student while engaging the myriad of diversity among the students and still cover the required content and standards. Incorporating differentiated instruction into the curriculum provides the tools for meeting
these challenges while covering the content and standards mandated by law. Teachers need a plan to follow in covering the standards while engaging students and meeting the needs of every student in the learning environment. The backward-design lesson planning is a starting place that will be discussed in the next chapter.

How Does the Theory of Multiple Intelligences Support Learning?

Background

Howard Gardner began as a developmental psychologist at Harvard University. His initial research was in cognitive development but he soon branched out to neuropsychology and the study of traumatic brain injuries. Gardner was interested in finding the connection or answers for how people with traumatic brain injuries were able to adapt and learn new ways of incorporating areas of the brain not damaged. Along the journey Howard Gardner developed a new theory which helped to explain the blending of cognitive connections and brains damaged through traumatic injuries. Gardner called his new theory Multiple Intelligences or MI. In 1983, in his book “Frames of Mind” Gardner explains the seven intelligences and how each manifested in people. Gardner was also teaching at the Harvard Graduate School of Education and working as a researcher for Project Zero a research group that analyzed the creativity elements in adults and children in the arts. Gardner’s revolutionary approach to understand how people process information has its’ supporters and critics yet, twenty-five years later Gardner’s theory is still being analyzed and used by educators around the country (Rule & Lord, (2003).
What is Multiple Intelligence?

Howard Gardner suggests teachers need to “frame the mind” of the student within the classroom setting using the seven original intelligences discovered from his research. The seven intelligences Gardner established deal with linguistic ability, logical-mathematical ability, musical ability, spatial ability, bodily-kinesthetic ability, naturalistic ability, interpersonal ability, and intrapersonal ability. Students build success from varying activities that incorporate their learning style. Gardner’s multiple intelligences are a “way to reach all students” (Norris, 2003, p.314).

Seven Intelligences Developed by Howard Gardner

1. Linguistic Ability – deals with reading, writing, languages, storytelling.
2. Logical-mathematical Ability – deals with estimating, remembering statistics, science and logic.
3. Musical Ability – deals with singing, listening to music, playing instruments.
5. Bodily-kinesthetic Ability – deals with playing sports, acting, dancing
6. Interpersonal Ability – deals with critical thinking, understanding feelings

What does Multiple Intelligences Look Like in the Classroom?

Ahmet Saban’s (2002) research identified an elementary school in Turkey that is using Howard Gardner’s theory of MI. The school began with the idea that students needed to be responsible for their learning and not just sit passively receiving information. Gardner’s theory shows “teachers that all students have potential, they are simply smart in different ways” (p.72). The faculty wanted to personalize the curriculum to fit the students. The school utilizes the use of exploration, projects for demonstrating knowledge, the usual core courses and activities and homework is not pushed but rather
students are given choices to explore and further their knowledge. What the faculty discovered was twofold. First, “the more we collaborated the more we grow and the more we are able to better our students’ education” (p.73). Second, “The more we provide choices for our students, the more we are able to individualize their education, the closer we come to our schools’ vision” (p.73).

How is Multiple Intelligences Used Effectively in the Classroom?

Mindy Kornhaber (2004) researched 40 schools in the nation and discovered reasons why MI is adopted by educators. The first reason was that educators know MI works in the classroom by showing that students learn in different ways. Second, MI ideals and beliefs go along with educators view on educating the whole child incorporating differentiation in the presentation of curriculum. Third, teachers are familiar with the methods used by MI such as project-based curriculum and thematic units (p. 69). Fourth, MI has an organizational approach which teachers respond to in planning their curriculum. Fifth, MI allows the teachers opportunities to expand their practice. (p.69). Kornhaber’s research also presented findings from The Project on Schools Using MI Theory (SUMIT) which was part of the Project Zero research developed at Harvard School of Education. SUMIT found identifiers or “compass points” that schools were employing in their MI programs. These “compass points” used to help all students learn were culture, readiness, collaboration, choice, tool, and arts.

Culture – the attitude that schools have about working with diverse learners such as teachers work hard, everyone should be respected within the school, all students can learn, and there was a joy about learning (p.73).

Readiness – although MI takes between 12 – 18 months to implement schools were willing to begin the process and stick with MI until it took hold (p.73).
Collaboration—whether formal or informal collaboration provided the tools for moving MI forward and was a necessary key to implementing MI (p.73).

Choice—teachers allow student the choice of how they will demonstrate their learning of the material. The one stipulation to choice was that choices had to be approved by the teacher and be “worthwhile” (p.74).

Tool—when beginning MI it is important to remember that not all eight intelligences need to be used. MI is most successful when educators begin with two intelligences and then evaluate how productive they were in supporting the learning by students. Then gradually add more intelligence within units or thematic lessons (p. 74).

Arts—this area was used in almost every school researched providing a useful tool for learning in the classroom. (p.74)

Why is Multiple Intelligences Important?

Marisa Johnson (2007) reviewed the literature dealing with MI and discovered four insights about the data concerning MI. First, a majority of schools using MI found their test scores on standardized test improved. Second, a majority of schools using MI found students with disabilities improved and were more motivated and socially adjusted. Third, a majority of schools using MI found that student discipline decreased. Fourth, a majority of schools using MI found parents were more involved. These findings were supported by Kornhaber, Fierros, & Veenema, (2004, p.13).

M. Gail Hickey (2004) studied how five different teachers implemented MI into their instruction in middle school settings. Hickey discovered five key points relating to “MI-based instructional planning in classroom settings” (p.85).

1. Teachers who decided to use MI in planning for instruction were not always supported by other teachers or students.
2. Student choice was an important element of how MI was implemented.
3. Students may still choose the traditional ways of teaching even when presented MI elements.
4. As students understand their MI strengths they seem to embrace the method more readily.
5. Teachers who were supported by school administration felt positive about using MI and willing to continue using MI in future planning. Hickey concluded using MI as a “template for design of long-term instructional strategies such as the instructional unit format” has promise (p.86).

“Few examples describing classroom teachers’ design and implementation of MI-based instructional units are found in the literature. A small numbers of examples exist depicting MI-based units used in the middle grade classrooms exist” (p.86). Teachers and other educators can benefit from MI balanced approach and begin to add to the literature.

Conclusion

Howard Gardner’s theory of Multiple Intelligences has been used in countless classrooms over the past 25 years. Although Howard Gardner never field tested his theory or created empirical data to support his findings his theory has been implemented in classrooms throughout the nation by teachers who understand the implications of using MI in lesson planning. There are critics who believe Gardner’s theory lacks validity. On the other hand there are supporters who believe MI enhances learning for all students. Colleges and universities throughout the nation have also embraced Gardner’s theory and have been using MI in teacher preparations programs and will continue to use MI in the future.

Summary

Thankfully, today education has refocused on “standards-based curriculum” and aligned with assessment tools, differentiated instruction, and multiple intelligences while focusing on the many rather than the few. These elements work together to educate the “whole child” and meet the needs of all students. The goal of education should not be one of punishing students that lack skills rather education should be aimed at educating
“every child”, regardless of their race, culture, language, or skill level. The project goal is to incorporate all of the elements presented in the literature review in practical, easy to implement social studies lessons for 7th grade.
CHAPTER III

METHODOLOGY

The methodology for this project began with a re-reading and reflection of a book by Grant Wiggins and Jay McTighe called Understanding by Design (1998). In the book Wiggins and McTighe present a different model for creating curriculum known as “backward-design” which begins “with the end in mind” (Covey, cited in Wiggins & McTighe, 1998, p.7). The backward-design model does not claim to be a specific curriculum rather it “is a way to design or redesign any curriculum to make student understanding more likely” (p.5).

The next step in the methodology involved a systematic review of the literature on standards-based curriculum and assessment followed by a review of differentiated learning and multiple intelligences. The purpose was to discover the best teaching practices found in the research and education today.

The objective of building a 7th grade World History curriculum integrating best teaching practices logically started with identifying the standards to be covered. A choice was made to use the national standards for social studies and the California History-Social Studies Standards (California Department of Educations, 1998). After the standards were in place the next step was to decide what method of assessment would be used for evaluation. The assessment needed to show whether students met the standards. To align with best practices in differentiating instruction a decision was made to include
both a written assessment and a performance portfolio assessment. Finally, a decision was made to incorporate two elements of sound pedagogy known as the multiple intelligences (MI) developed by Howard Gardner (Gardner, 1983) and differentiated instruction (DI) (Quenemoen, R. et al. 2001). Both of these elements provide strategies which assist teachers in meeting the needs of all students. These two pedagogical concepts were discussed in chapter two.

The researcher made a decision at this point to use a backward-design. Using the backward-design model was a radical shift from traditional or conventional methods used by most educators for developing curriculum. The traditional method begins with the textbooks. Teachers use the texts to suggest areas or units to be covered. Next they create curriculum around the theme of the unit and finally they design the method for assessing learning (Wiggins & McTighe, 1998, p.8). The backward-design model moves the focus of lesson planning and curriculum development into multiple stages or sequences necessary for implementation (Wiggins & McTighe, 1998, p.9). The Wiggins and McTighe backward-design model utilizes three elements: the big idea, essential questions and developing activities to address the essential questions. This project incorporates the spirit of Wiggins & McTighe while incorporating the best teaching practice.

The researcher believes starting with the standards is “beginning with the end in mind” (Wiggins & McTighe, 1998). In light of the No Child Left Behind Legislation (NCLB) the researcher felt this was the right place to begin. A flowchart, Figure 1, was created to explain a new curriculum design used for this project. This model includes the standard to be covered, the assessment to be used, theme used for connect the lesson to
Figure 1. Flowchart for Themes Curriculum.
the national standards, use of a graphic overview for each lesson, a focal point for the lesson, supporting question connected to the focal point, and activities for each lesson incorporating (MI) and (DI). The researcher believes the elements developed for this project work together to form a cohesive model.

Curriculum Development

First Stage– The Standards

At this stage the curriculum designer examines the National Standards for Social Studies and the California Content Standards for Social Science and chooses the appropriate standards to be covered in the unit lessons. The National Standards for Social Studies developed in 1994, has ten themes which guide the standards. The California Content Standards for Social Science were adopted in 1998. Each lesson uses both the national standards and the California content standards for Social Science.

Second Stage – Assessment

This stage focuses on what students should know, understand and be able to do after the lesson is completed

Within this stage a developer needs to decide how the standard will be assessed and assessment evidence is collected and used for demonstrating understanding. Teachers can use either the traditional written test or performance based tasks or projects for assessment. Performance tasks or projects demonstrate what students are able to do with their knowledge during the lesson. Deciding what will be used by the student and how they will demonstrate their understanding of the standard are key factors in
assessments. These are critical pieces in any curriculum or lesson planning as they lay the foundation of what will constitute acceptable evidence.

Third Stage – Theme

At this stage the curriculum designer examines the National Standards themes and chooses a theme to be covered in the unit lessons. The National Standards are organized in a thematic format. Each theme also includes more specific standards to be covered in the lessons. The themes are listed below with the thematic elements of this project in parentheses.

1. Culture (Culture)
2. Time, continuity, & Change (Change)
3. People places & Environment (Geography)
4. Individual Development & Identity (Identity)
5. Individuals, Groups & Institutions (Government)
6. Power, Authority & Governance (Conflict)
7. Production, Distribution, & Consumption (Economics)
8. Science, Technology & Society (Science & Technology)
9. Global connections (Foreign Policy)
10. Civic Ideals & Practices (Citizenship)

Fourth Stage – Graphic Overview

The researcher developed the graphic overview as a tool to help students follow where the lesson is going. The overview is divided into four main topics, each with five subtopics that relate to the lesson. The researcher has found that using colors to represent the different topics and subtopics also assists visual and kinetic students to stay
focused during the lesson. The overview also helps the teacher to stay on course throughout the lesson and to cover every aspect of the lesson in the process. The researcher has used this tool in her classroom for the last year and found that students were able to follow the lesson better. The research found a second benefit from using this overview. Students had a visual connection to the lesson and completing the writing assessment. The researcher found that students did better in writing their essay because students had the visual picture in their mind.

Fifth Stage – “The Focal Point”

The researcher believes “the focal point” is where the lesson begins for the student. The “focal point” gives students something to hook the learning to when maneuvering through the lesson. The “focal point” provides a starting place for the assignments or activities then an ending place with the assessment. The Wiggins and McTighe (1998) backward-design model actually starts here and refers to this stage as the “Big Idea” (p.10). When Wiggins & McTighe developed their backward-design model in 1998, the “standards” were just beginning to be used. The National Standards for Social Science were created in 1994 while the California Content Standards for Social Science were adopted in 1998.

When planning curricula and lessons it is important to analyze what is worth knowing and worth spending time to uncover. The researcher used the suggestions made by Wiggins & McTighe (1998) regarding using four filters or criteria to help ensure that the what is being studied is worthy of understanding (Wiggins & McTighe, 1998, p. 10).
Filter #1 – To what extent does the idea, topic or processes represent a “big idea” having enduring value beyond the classroom? (example – the Magna Carta transcends to governments today)

Filter #2 – To what extent does the idea topic, or process reside as the heart of the discipline?

Filter #3 – To what extent does the idea, topic, or process require uncoverage? (uncoverage is digging deeper to find the solutions to the questions being asked, or going beyond the obvious giving students an opportunity to experience learning (Wiggins & McTighe, p. 99).

Filter #4 – To what extent does the idea, topic or process offer potential for engaging students?

Sixth Stage – Supporting Questions

In the 1950’s, Benjamin Bloom developed his taxonomy for ranking levels of thinking. Knowledge and comprehension were placed at the lower levels of thinking. Bloom believed teachers guide students to higher levels of thinking through analyzing, synthesizing, and evaluating. According to Bloom application resides in between the higher and lower levels of thinking.

The “supporting questions” or “unit questions” that accompany or compliment the “focal point” should be designed to address Bloom’s taxonomy. Supporting questions should create a spark to learn more about the “focal point”. Wiggins and McTighe refer to these questions as essential (p.28). Essential questions motivate, cause dissonance that must be resolved, or move students to think critically about the “big idea” (p.28). The researcher used the suggestions for creating the “supporting questions” made by Wiggins

1. Organize programs, courses, units of study, and lessons around the questions. Make the content the answers to the questions.

2. Select or design assessment tasks that are explicitly linked to the questions. The tasks and performance standards should clarify what acceptable pursuit of, and answers to, the questions actually look like.

3. Use a reasonable number of questions per unit (between two and five) Prioritize content for students to make the work clearly and focus on a few key questions.

4. Edit the questions to make them as engaging and provocative as possible for the particular age group framing the questions in “kid language” as appropriate.

5. Sequence the questions so they lead naturally from one to another.

6. Allow for sufficient time for “unpacking” the questions. Use questions- concept maps to show relatedness of questions.

7. Post the overarching questions in the classroom and encourage students to organize notebooks around them to emphasize their importance for study and note taking.

8. Help students personalize the questions. Encourage them to share examples, personal stories, and hunches, and to bring clippings and artifacts to class to help the questions come alive.

9. Through a survey or informal check ensure that every child understands the questions and sees their value.

10. Share your questions with other faculty to make planning and teaching for cross-subject matter coherence far more likely.
Seventh Stage – Activities

The researcher incorporated the elements of (DI) and (MI) to vary activities in order to reach all students. When developing activities for this project the researcher included the REACH acronym discussed in Chapter two. Marcia L. Rock, Madeleine Gregg, Edwin Ellis, and Robert A. Grable, (2008) suggest using the acronym REACH when differentiating instruction. The “R” is for reflecting on where students are in their abilities and what to focus on (p.34). The “E” is for evaluating what to teach (p.35). The “A” is for analyzing the strengths and weaknesses of all students not just those with disabilities (p.35). The “C” create lessons using research-based methods (p.36). The “H” is for homing in on the data, the how did it go and how do I know (p.37)?

Differentiated instruction in this project for the English Language Learner, visually impaired or students who have writing difficulties, written notes are provided for them to use and highlight. Numerous graphic organizers are provided for taking notes and for the English Language Learner and dyslexic student. Graphic organizer are colored with most of the notes included in the handout. For the gifted and talented research activities or computer generated activities are included in most lessons to extend or expand their learning opportunities. All lessons include individual, partner and cooperative group activities.

Multiple Intelligences (Howard Gardner, 1983) were also incorporated into the lessons to engage students using different intelligences. Every lesson incorporates the following intelligences:

  verbal / linguistic – reading and writing
  logic / mathematical – using graphs, charts
visual / spatial – maps, graphic organizers to assist with note taking

intrapersonal – critical thinking skills

interpersonal – cooperative group work

some lessons have the body / kinetic.

Social studies are a science that incorporates interpersonal and intrapersonal elements in almost every aspect of the curriculum. Cooperative learning techniques are also built into the lessons allowing student to develop their interpersonal and intrapersonal skills to become educated and informed citizens of the world. Every lesson has a role play, debate, or discussion. Spatial and linguistic intelligences are stressed in every lesson to maximize learning. All lessons have elements of “hands-on learning” to enable all student to succeed.

All activities relate to what Wiggins & McTighe call “uncoverage”, which is digging deeper into the questions or going beyond the obvious giving students an opportunity to experience learning (p. 99). “What appears connected and meaningful to the teacher may be disconnected and meaningless to the student” (p.102). Uncoverage asks teachers to take the abstract, clarify it, and connect the concept in a real way. This connection enables the student to learn from the abstract (p. 103). Good teachers know their students and realize when their students fail to understand. Good teachers purposefully design lessons to “solve the perplexing questions and inconsistencies that may be hidden in the text” (p.107). “Understanding is always a matter of degree” (p.45). Wiggins & McTighe in *Understanding By Design* (1998) present six elements necessary for understanding to happen (p. 60).
Facet #1 – Explanation: The five “w’s” (who, what, when, where, why) (p. 45-46).
Facet # 2 – Interpretations: Insights (p. 49).
Facet # 3 – Application: Use of knowledge (p.51).
Facet # 4 – Perspective: To justify the answer or ask what is missing (p.53).
Facet # 5 – Empathy: Walk in someone else’s shoes (p. 55).
Facet # 6 – Self-knowledge: Know thyself (p.57).

In developing activities for this project the researcher included the activity design elements and the **WHERE** acronym discussed in Chapter two to implement the six facets for understanding. The “**W**” the where provides the road map which helps the students and teachers know where the lesson is headed. Having a map to follow insures success. The “**H**” the hook is a doorway into the lesson engaging students’ interest from the moment the lesson begins. The “**E**” engaging the students to become active participants in the learning process. Presenting a “dilemma, a conflict, a surprise, a twist or a turn” adds flavor and excitement to the lesson (Wiggins & McTighe, 1998, p. 140). The “**R**” to reflect is a critical piece of the lessons. Students need time to reflect in order to connect with past learning, to rethink and revise their understanding or reinforce what they already know (Wiggins & McTighe, 1998, p. 144) “We learn complex and abstract ideas through a zigzag sequence of trial, error, reflection, and adjustment” (Wiggins & McTighe, 1998, p. 151). The “**E**” evaluation is a forum for students to exhibit their knowledge and understanding of the standard being met in the lesson and for teachers to assess the learning. The “**T**” tailoring learning to fit every student known as differentiated instruction is covered in Chapter two. Carol Tomlinson, (2000), wrote “curriculum tells us what to teach while differentiation tells us how to teach” (p.8). Differentiation
“suggests teachers can challenge all learners by providing materials and tasks on a standard at varied levels of difficulty, with varying degrees of scaffolding (p.9). The teachers’ job is to incorporate the “big ideas into lessons while adjusting materials, activities, and projects for varied readiness levels, diverse interests, and multiple modes of learning (p.10). The “O” is organizing the plan for the lesson or curriculum. This is a critical piece for guiding students through the standards, assessment and learning process. Teachers need to decide what form either tradition or alternative to follow when creating their lesson or curriculum. The traditional model follows a linear scope and sequence model that moves from one concept to the next in an effort to maneuver through the curriculum often with no apparent connection (Wiggins & McTighe, 1998, p. 134). Backward-design presents an alternative model using a “spiral curriculum model”. The spiral curriculum model encourages a “circling back to previous big ideas to gain a deeper understanding” (Wiggins & McTighe, 1998, p. 135). “Learning becomes more coherent as topics arise and re-arise naturally in responses to questions, problem, results, inquiries, and reactions” (Wiggins & McTighe, 1998, p. 136). The researcher chose to design a flow chart for this project to help maneuver through the curriculum with starting and ending points. This project incorporates the spirit of Wiggins & McTighe’s elements of backward-design but the flow is not spiral in nature. Rather the projects flow is circular in design. Activities directly connect in a circular fashion to the focal point and supporting questions (see the gray arrows on the flowchart).

**Eighth Stage – Assessment**

In the seventh stage the teacher applies the chosen assessment method from the second stage. There are three different methods of assessment used in this project.
The first assessment is the traditional written assessment used to test knowledge, comprehension, and application. The second assessment, writing an essay about the unit theme, is a written assessment used to test higher levels of analysis, synthesis and evaluation. Teachers guide students in the beginning lessons in how to write the essay introduction and conclusion paragraphs. Students write the supporting paragraphs. In the later lessons students write the entire essay choosing from two different essay options. Essays are interpreted and graded using a writing rubric which has a four point scale. The third assessment provides teachers with a performance-based portfolio used to demonstrate what students have learned in the different units. Portfolio assessment is interpreted and graded using a rubric which has a four point scale. Using portfolios may require the collection of evidentiary materials to be saved until the end of the year or the student’s school career. One method of storage can be electronic portfolios. This new option is now available to teachers using the internet. Electronic portfolios provide a safe storage of students work as evidence of there abilities, skills, and knowledge which can move with them to high school and beyond.

Conclusion

The traditional method used for creating curriculum has been to start with the textbook and its canned program with a linear scope and sequence. This project was a result of hours of reflection about how to improve curriculum. The method used for creating a new curriculum and the inspiration for this project came from the backward-design model developed by Grant Wiggins and Jay McTighe in 1998. This project’s lessons started with the standards and assessment, utilized a thematic element from the
national standards, included a graphic overview before moving on to “the focus
questions,” “supporting questions,” and activities ending with the agreed upon
assessment. The project infuses new life into an aging educational system and hopefully
presents a new path to follow for veteran and novice teachers.
CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The primary focus of this project was to provide an alternative method for developing curriculum. This outcome was an impetus for this project came from observing “burned out” teachers and “the lack-luster curriculum” being developed under the No Child Left Behind legislation enacted in 2001 (Bush, 2001). First, within NCLB there is no “built-in accountability” for students’ responsibilities. Second, individual states are given the option of following their state standards or the national standards. There are no across-the-board standards that every state follows. Third, the measurement tools being used to measure proficiency between states differs. This difference changes how scores are reported and alters the data being produced. Fourth, differentiated instruction is necessary for some students to become proficient under NCLB. However under NCLB there are “no exceptions” for testing students needing accommodations. Teaching students in this type of environment seems insurmountable, especially with the added pressure to push all students to the required proficiency by 2014. NCLB has eliminated meaningful curriculum presenting a stark prospect for new teachers entering the field (Amy Azzam, Deborah Perkins-Gough and Naomi Thiers, 2006).

Gordon Cawelti (2006) identified three side effects of NCLB legislation. First, “NCLB skewed the curriculum being taught in schools since 2001” (p.64). There is an
increased pressure for teachers to move students’ AYP scores in reading and math to proficient regardless of the school location or setting whether urban or rural (p.64). One of the side effects is that teachers spending most of their time on reading and math at the cost of science, social studies and the arts (p. 64). Second, teachers are discouraged (p.65). High stakes testing is driving down teacher morale (p.65). Creativity is stifled and accountability is encouraged. The result is teachers and students are bored with the curriculum under NCLB. Third, the numbers do not add up (p.65). The focus is on the numbers not the learning taking place in the classroom. School districts are trying to remove the impact of English Language Learners and Special Educations students changing the cutoff scores or moving these students to different schools altogether (p.65). The main focus of all districts today is the AYP score which individual schools obtain from end of year tests. A negative side effect is that students are unable to think critically about history and science. (p. 66). Another negative effect is the impact NCLB has on the democratic society at large. NCLB stunts today’s youth from being productive citizens in the future. We desperately need citizens who will work to reduce global problems, environmental issues, religious differences and conflicts, diseases, and economics problems like we face today (p.67). Today’s curriculum is being watered down in place of NCLB requirements. Cawelti believes present day curriculum needs to be brought back into balance (p.67). He suggests infusing the arts, science, social studies and physical education into the curriculum which connects knowledge from various fields (p. 67). 

In 2000 I attended a professional development class expounding on a document put out by the government known as “Breaking Ranks” and the reforms
underway in education. One of the books on the recommended reading list which I read was *Understanding by Design* written by Grant Wiggins and Jay McTighe (1998). A starting point for this project was a reflection back on the book by Wiggins and McTighe. *Understanding by Design* has provided insight for improving curriculum. It also brings into focus a clear vision which is needed to change what I believe is missing in education today. The backward-design model presented in the book is an alternative method for developing curriculum which parallels many ideas found in the current research. By beginning with “the end in mind” educators have a roadmap to follow and they know what is expected before creating and teaching a lesson. The backward-design model energizes the curriculum, meets the diverse needs of all students, supplies innovative engaging ideas for teachers to follow and transcends time.

Conclusion

One of the goals of education should be to help discipline the minds of students while encouraging life long learning. Social studies education should engaged students in the economic, political, and social affairs of a democratic citizenry while motivating them to take action or become instruments of change. The use of the materials in this project will challenge the mind of all students. The supporting questions and activities ensure students meet no only the goals on standardized tests but inspire them to personalize history to their world today. The idea of disciplining the mind does not suggest everyone drop what they know is right and pursue some mythical idea floating in the world today. Rather, I am referring to challenging students to move beyond the status
quoting and thinking for themselves. Encouraging students to think critically for themselves or being able to work collaboratively when asked to do so is the focus of this research.

Schools should push beyond the ordinary to the extraordinary and give students’ opportunities to explore beyond the test. When schools allow the test to be the “end measurement” of learning students are short changed. Yes, tests are important measurement tools but learning involves more than true and false or multiple choice answers. Schools should help students pursue higher level thinking skills not just answering the fill in the blank information found in textbooks. This curriculum ventures beyond the mundane providing openings for students to discover new ideas, new frontiers of learning, while being a laboratory for solving the current problems facing our world today.

This curriculum in this project allows for differing opinions to exist thereby giving students a chance to formulate resolutions to conflicting ideas and information. Schools should be instruments of change rather than institutions of indoctrination.

Today education is at a crossroads and if we fail to act judiciously the end result will be a stunted citizenry that is unable to think independently. We may end up with a work force that is unable to think “outside the box” when faced with problems needing solutions. The educational system should ask more than just passing a test to exit school. Themes in a Seventh Grade World History curriculum pushes our students beyond their comfort zone to see the possibilities that lay just out of reach. To settle for the mediocre is to give up on our future possibilities. Our nation needs innovative thinkers to develop cutting edge technologies that keep our nation a viable force in the world economy.
With the onset of the internet we can no longer keep work using paper and pencil assessments. Use of portfolios and performance tasks for evaluating student work rather than just a test “requires students to conduct research and scientific investigations to solve complex real-world problems and defend their ideas orally and in writing such assessments promote serious intellectual work” (Darling-Hammond 2008, p.20). Schools in California that use this method of accountability found “the state’s multiple-choice tests did not promote the kind of 21st century learning that enables students to find and use resources, analyze and synthesize information, produce and explain ideas, apply knowledge to novel situations, use new technologies, and work productively with others” (Darling-Hammond, 2008,p.20). The curriculum included in this project emphasizes the needs of the future and the interests of the students. The curriculum helps to promote the skills needed in the workplace. To remain stagnant in the past places our future at risk. Schools need to offer forward thinking innovative ideas, such as portfolio assessments while providing a place for incubation and trial and error experimentation to exist which will transform and empower students in future endeavors, Themes in a Seventh Grade World History Curriculum strives to do just this.

Future Directions

This project includes a sampling of three themes in seventh grade world history. First, I would like to continue to develop the curriculum so that it would include all of the themes of seventh grade world history. Second, I would like to field test the curriculum in a school setting other than my classroom. Creating curriculum cannot be
done in a vacuum; it must be tested for authenticity and usefulness. Initially I would like to have one school use the curriculum to fine-tune it before moving on to the next level.

Third, to fully grasp the impact of this curriculum requires using it in several classrooms. Ideally, it would be beneficial to field test the curriculum in both a public and private school setting or possibly a home school venue.

Fourth, following the initial field tests the data collected will be analyzed and changes made if necessary. The type of data collected will include a survey by students relating to how well they liked the lessons, how useful the lessons were for the tests and what changes they would make? I will also survey the teachers to see how well they liked using the backward-design curriculum, how useful the lessons were and what changes they would make. I will create a pretest for the three sample lessons presented in this project to use for comparing against a post-test given at the end of each lesson. I will analyze the data to see if the backward-design lessons made a difference in test scores; whether increasing, decreasing or if scores remained the same after using the curriculum.

Fifth, I would like to use this curriculum along with the required textbook to analyze whether it makes a difference in the AYP scores.

Sixth, I would like to expand this project to include the eighth, ninth, tenth, eleventh and twelfth grade social science classes. I would also like to include in all the curriculum sample discussion questions which would encourage participation from all student learning levels.

Seventh, I would create a website that teachers would get an access code for when they purchase the materials. On this website I would post additional information, new ideas, more specific activities, new web addresses for video, audio, primary source
materials, specific to each grade level curriculum. I would also like to create a wiki for teachers who have purchased the materials. The wiki would give the teachers a place to share ideas they have added or changes they have made to meet the demographics of their particular school or district.

Finally, I would like to pursue a doctorate utilizing this project which would include seventh through twelfth grade social science classes within several districts in California. The main focus would analyze whether this curriculum can make a difference in passing the national test or in moving students to the proficient levels required by No Child Left Behind.
REFERENCES


Introduction

This project was inspired by the book Understanding by Design written by Grant Wiggins and Jay McTighe in 1998. Their concept of starting with the end in mind was used to develop this seventh grade world history curriculum.

The lessons were developed starting with the national and California standards. The type of assessments used in this curriculum is essay, traditional written test, portfolio, and performance-based projects. The teacher should reflect on the assessments, found at the end of each lesson, prior to beginning the unit. This is where the creation of the material began using a backward-design model and based on best teaching practices.

A graphic organizer is included to aid students and teachers in maneuvering through the unit. Included on the graphic, in the lower right corner are the standards addressed in the unit. The theme being covered is clearly stated above and highlighted in the star-burst is the focal point of the unit. The supporting questions are found in the lower left corner, these let the students know what will be assessed at the end of the unit. The final piece on the graphic are suggested activities which will be included in their student portfolios. The students can now clearly see what they will be doing, why they are doing it and how they will be assessed.

The above graphic is further explained for the teacher on the adjoining page. It gives the teacher the teacher a brief overview of the material which is covered in
the unit. This ensures there is no confusion as to what chapter or chapters they would be using their approved state textbook with the unit. Clear student objectives are given for each of the activities so that the teacher can clearly see are being addressed.

Graphics for note taking, web addresses for materials, timelines, tests and modified tests, and answer keys are included for every lesson. Completed note taking graphics can be copied and handed out to students that are English Language learners and/or learning disabled.

Take time to enjoy, reflect, and evaluate what will be best for you and your students. Use all or some of the activities included in each lesson. Please feel free to contact me with new or modified ideas that enhance your students learning at luv2bteacher@yahoo.com.
STANDARDS
(Starting place)

ASSESSMENT

ASSESSMENT
(Ending Place)

THEME

GRAPHIC
OVERVIEW

ACTIVITIES
(The How)

FOCAL
POINT
(The Why)

SUPPORTING
QUESTIONS
(The What)

Created by
Claire Cook Hansen
### 7th Grade World Studies Assessment

#### Objectives

<table>
<thead>
<tr>
<th>Analysis Skills</th>
<th>Assessment</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>C-1</td>
<td>Explain how major events are related to one another</td>
<td></td>
</tr>
<tr>
<td>C-2</td>
<td>Construct various timelines of key events, people and periods of historical eras being studied</td>
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<tr>
<td>C-3</td>
<td>Construct various maps to explain the historical migration of people, expansion and disintegration of empires and the growth of economic systems</td>
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<tr>
<td>R-2</td>
<td>Distinguish fact from opinion in historical narratives</td>
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<tr>
<td>R-4</td>
<td>Distinguish the credibility of primary &amp; secondary sources and draw sound conclusions from them</td>
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<tr>
<td>H-1</td>
<td>Explain the central issues &amp; problems from the past placing people &amp; events in a matrix of time and place</td>
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<tr>
<td>H-2</td>
<td>Distinguish cause and effect, sequence and correlation in historical events</td>
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<tr>
<td>H-4</td>
<td>Recognize the role of chance, oversight, and error in history</td>
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</table>

#### Objectives

<table>
<thead>
<tr>
<th>7th Grade</th>
<th>Assessment</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>7.1</td>
<td>Analyze the cause &amp; effects of the vast expansion and ultimate disintegration of the Roman Empire.</td>
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<tr>
<td>7.2</td>
<td>Analyze the geographic, political, economic, religious and social structures of the civilization of Islam in the Middle Ages</td>
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<tr>
<td>7.3</td>
<td>Analyze the geographic, political, economic, religious and social structures of the civilization of China in the Middle Ages</td>
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<tr>
<td>7.4</td>
<td>Analyze the geographic, political, economic, religious and social structures of the civilization of Sub-Saharan Medieval Africa</td>
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<td>7.5</td>
<td>Analyze the geographic, political, economic, religious and social structures of the civilization of Japan in the Middle Ages</td>
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### 7th GRADE WORLD STUDIES
#### ASSESSMENT

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<td>7.6</td>
<td>Analyze the geographic, political, economic, religious and social structures of the civilization of Medieval Europe</td>
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<tr>
<td>7.7</td>
<td>Analyze the geographic, political, economic, religious and social structures of the civilization of the Meso-American cultures</td>
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<tr>
<td>7.8</td>
<td>Analyze the origins, accomplishments and geographic diffusion of the Renaissance</td>
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<tr>
<td>7.9</td>
<td>Analyze the historical developments of the Reformation</td>
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<tr>
<td>7.10</td>
<td>Analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institution</td>
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<tr>
<td>7.11</td>
<td>Analyze the political and economic change in the 16th, 17th and 18th centuries (Age of Reason, Age of Exploration, the Enlightenment)</td>
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# NATIONAL STANDARDS FOR - WORLD HISTORY

<table>
<thead>
<tr>
<th>Era</th>
<th>Description</th>
<th>CHA#1</th>
<th>CHA#2</th>
<th>Conf</th>
<th>Cult</th>
<th>Eco#1</th>
<th>GeoG</th>
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<tr>
<td>Era-4</td>
<td>causes and consequences of the rise of Islamic civilization in the 7th-10th centuries.</td>
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<td>Era-4</td>
<td>the search for political, social, and cultural redefinition in Europe, 500-1000 CE.</td>
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<td>Era-4</td>
<td>the rise of centers of civilization in Mesoamerica and Andean South America in the first millennium CE.</td>
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<td>Era-5</td>
<td>the expansion of states and civilizations in the Americas, 1000-1500.</td>
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<td>Era-4</td>
<td>major global trends from 300-1000 CE.</td>
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<td>Era-5</td>
<td>the maturing of an interregional system of communication, trade, and cultural exchange in an era of Chinese economic power and Islamic expansion.</td>
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<td>the redefining of European society and culture, 1000-1300 CE.</td>
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<td>Era-5</td>
<td>patterns of crisis and recovery in Afro-Eurasia, 1300-1450.</td>
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<td>Era-5</td>
<td>the growth of states, towns, and trade in Sub-Saharan Africa between the 11th and 15th centuries.</td>
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<td>Era-6</td>
<td>how European society experienced political, economic, and cultural transformations in an age of global intercommunication, 1450-1750.</td>
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Change = Cha #1 & #2, Conflict = Conf, Culture = Cult, Economics = Eco #1 & #2,
## NATIONAL STANDARDS FOR WORLD HISTORY

| ERA - 3: the emergence of Aegean civilization and how interrelations developed among peoples of the eastern Mediterranean and Southwest Asia, 800-200 BCE. | FA #1 | FA #2 | GEOG #2 | GOVT | IDEN | S.T. |
| ERA - 3: innovation and change from 1000-600 BCE: horses, ships, iron, and monotheistic faith. |  |  |  | X |  |  |
| ERA - 3: major global trends from 1000 BCE-300 CE. |  |  | X |  |  |  |
| ERA - 3: how major religions and large-scale empires arose in the Mediterranean basin, China, and India, 500 BCE-300 CE |  |  |  | X |  |  |
| ERA - 5: the rise of the Mongol empire and its consequences for Eurasian peoples, 1200-1350. |  |  |  |  | X |
| ERA - 5: the maturing of an interregional system of communication, trade, and cultural exchange in an era of Chinese economic power and Islamic expansion. |  |  |  |  | X |
| ERA - 5: major global trends from 1000-1500 CE. |  |  |  |  | X |
| ERA - 6: how the transoceanic interlinking of all major regions of the world from 1450 to 1600 led to global transformations. |  |  |  | X |
| ERA - 6: economic, political, and cultural interrelations among peoples of Africa, Europe, and the Americas, 1500-1750. |  |  |  |  | X |
| ERA - 6: transformations in Asian societies in the era of European expansion. |  |  |  |  | X |
| ERA - 6: major global trends from 1450 to 1770. |  |  |  |  | X |

*Foreign Affairs = FA #1, FA #2, Geography = Geog, Government = Govt, Identity = Iden, Science/Technology = S.T.*
<table>
<thead>
<tr>
<th>INDIVIDUAL / GROUP / PARTNER WORK</th>
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<tr>
<td><strong>INDIVIDUAL / GROUP</strong></td>
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<td><strong>WRITING, READING, EDITORIAL</strong></td>
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<tr>
<td><strong>ARTICLE, MAP</strong></td>
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<tr>
<td><strong>CHANGE</strong></td>
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<tr>
<td><strong>CONFLICT</strong></td>
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<tr>
<td><strong>CULTURE</strong></td>
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<tr>
<td><strong>ECONOMICS</strong></td>
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<td><strong>FOREIGN RELATIONS</strong></td>
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<tr>
<td><strong>GEOGRAPHY #1</strong></td>
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<td><strong>GEOGRAPHY #2</strong></td>
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<tr>
<td><strong>GOVERNMENT</strong></td>
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<td><strong>IDENTITY</strong></td>
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<tr>
<td><strong>SCIENCE</strong></td>
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<td><strong>TECHNOLOGY</strong></td>
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<tr>
<td><strong>GROUP</strong></td>
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<tr>
<td><strong>ORAL PRESENTATION, NEWSPAPER</strong></td>
</tr>
<tr>
<td><strong>PARTNER</strong></td>
</tr>
<tr>
<td><strong>GRAPH, TIMELINE, POEM</strong></td>
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<tr>
<td><strong>DISCUSSION, FEEDBACK</strong></td>
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<tr>
<td><strong>RESEARCH SLIDE SHOW</strong></td>
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<tr>
<td><strong>TIME, CHART, POEM</strong></td>
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<tr>
<td><strong>POEM, VENN DIAGRAM</strong></td>
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<tr>
<td><strong>WRITING, READING, EXPOSITORY</strong></td>
</tr>
<tr>
<td><strong>ESSAY, MAP</strong></td>
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## MULTIPLE INTELLIGENCES

<table>
<thead>
<tr>
<th></th>
<th>Verbal / Linguistic</th>
<th>Logic / Math</th>
<th>Visual / Spatial</th>
<th>Body / Kinesthetic</th>
<th>Musical / Rhythmic</th>
<th>Inter / Personal</th>
<th>Intra / Personal</th>
<th>Naturalistic</th>
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<tr>
<td>Change</td>
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<td>Conflict</td>
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<td>Culture</td>
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<td>Foreign Affairs #1</td>
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<td>Foreign Affairs #2</td>
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<td>Geography #1</td>
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<td>Identity</td>
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<tr>
<td>Science &amp; Technology</td>
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</tbody>
</table>
PORTFOLIO

EVALUATION OF STUDENTS WORK – Students will create a portfolio to display their knowledge and understanding of the activities presented during the lessons. (See portfolio requirements)

PORTFOLIO REQUIREMENTS:

Examples of writings – one example of a descriptive, persuasive, narrative, or expository essay.
- one example of an editorial, article or news story written

Creating Timelines – two examples of timelines created

Creating graphs – two examples of graphs produced, one using the Microsoft Excel program and one using paper, colored pencils, rulers and pen

Creating maps – two examples of maps produced
http://www.eduplace.com/ss/maps/

Oral Presentation – two evaluation forms used to grade the oral presentation by the class

Using Venn Diagrams – two examples of Venn Diagrams created to compare and contrast a subject studied from the lessons.

Using Microsoft Publisher – one example each using the brochure, and newsletter format

Using Microsoft PowerPoint – one example of slide show created using the requirements provided by the teacher (See requirement)

Using /Incorporating MI / DI - allow students to incorporate their passion (ex. Musical, kinetic, spatial .. )
into their project. Using any of the presentation types write a song, develop an activity or demonstrate ancient sporting event as part of their presentation, build a project, demonstrate ancient math form, create a game, or role play. Within the lesson activities I have included examples to facilitate students using their passions in a project.

Using Technology – one example using a digital camera and scanner to create a poster, storyboard, or magazine
- one example showing how the Internet was used to research a subject from the lessons (ex. Script, article)
THEMES
FOR
JUNIOR HIGH - WORLD HISTORY

This is a collection of lessons, which will act as a guide, for teachers and their students as they study World History at the Junior High level. The themes will be used like a compass point.
ACTIVITIES

Create three maps, one showing the political boundaries of the Middle East, one showing the physical aspects of the Middle East, and one showing the spread of Islam from the Middle East to Asia, Africa and Europe.

Examine Islam’s five pillars of faith using the graphic organizer provided. Then have students make a prayer rug to illustrate Salat- pillar of prayer.

Create a timeline that shows when Mohammed began the Islam religion and the Golden Age of Islam under the Caliphs.

Create a slideshow using Microsoft Power Point that displays Islamic art, design, food, and architecture.

Research the achievements of Islam using the graphic organizer provided. Then have students create a newsletter using Microsoft Publisher that describes five of the achievements of Islam.

Group discussion – what impact has Islam had on the world as with Charles Martel, Golden Age of Islam, the Crusades, Dome of the Rock, in Africa past and Africa Today, how it influences the Middle East political unrest, and the War in Iraq. Then students will write a one-page persuasive essay on their view of the impact of Islam on the world.

WHO? WHAT? WHY? HOW?

How has Islam impacted the world past and present?

What are the “pillars of faith” and how is each one observed?

What are the major achievements from the Golden Age of Islam?

How did Islam begin and where did it spread?

What impact does Islam have on the political unrest in the Middle East today?

STANDARDS

CA 7.2 Analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.

NS ERA 4: causes and consequences of the rise of Islamic civilization in the 7th-10th centuries.
THEME – CULTURE
Dawn of a New Religion

7.2 – Analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages

In the sixth century A.D. Mohammad a Bedouin tent maker changed the course of history by starting a new religion known as Islam. This new religion would impact the medieval world as well as our world today. His purpose was to unite the Arab people and help them focus on the teachings of Allah (God of Islam). Mohammad wrote the Qur’an in the Arabic language to show his followers the truths and insights that change the way people live. Mohammad created the five pillars of Islam that help people to follow the religion. This new religion would challenge Judaism and Christianity. For centuries these religions would fight for control over Jerusalem. Islam would spread from the Middle East to the world. Achievements of the Islamic world have impacted other cultures they came into contact with. How has Islam impacted the world past and present? What are the “pillars of faith” and how is each one observed? What are the major achievements from the Golden Age of Islam? How did Islam begin and where did it spread? What impact does Islam have on the political unrest in the Middle East today?

Students will create three maps, one showing the political boundaries of the Middle East, one showing the physical aspects of the Middle East, and one showing the spread of Islam from the Middle East to Asia, Africa and Europe.

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Students will participate in a group discussion – what impact has Islam had on the world as with Charles Martel, Golden Age of Islam, the Crusades, Dome of the Rock, in Africa past and Africa today, how it influences the Middle East political unrest, and the War in Iraq. Then students will write a one-page persuasive essay on their view of the impact of Islam on the world.
<table>
<thead>
<tr>
<th>What does this mean in English</th>
<th>How often is it done</th>
<th>Description of the pillar</th>
</tr>
</thead>
<tbody>
<tr>
<td>SHAHADA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SALAT</td>
<td></td>
<td></td>
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<tr>
<td>ZAKAT</td>
<td></td>
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<tr>
<td>SAWM</td>
<td></td>
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</tr>
<tr>
<td>HAJJ</td>
<td></td>
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</tbody>
</table>
# THE FIVE PILLARS OF ISLAM

<table>
<thead>
<tr>
<th>PILLAR</th>
<th>MEANING</th>
<th>FREQUENCY</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>SHAHADA</td>
<td>Profession of Faith</td>
<td>once</td>
<td>To become a member of the Muslim community, a person has to profess and act upon this belief in the oneness of God and the prophethood of Muhammad.</td>
</tr>
<tr>
<td>SALAT</td>
<td>Prayer</td>
<td>Five times a day</td>
<td>There are five required daily prayers to be performed at certain times of day: dawn (fajr or subh), noon (zuhr), midafternoon (asr), sunset (maghrib), and evening (isha). A prayer is made up of a sequence of units called bowings (rak'as). During each of these units, the worshiper stands, bows, kneels, and while reciting verses from the Qur'an.</td>
</tr>
<tr>
<td>ZAKAT</td>
<td>Almsgiving</td>
<td>Often</td>
<td>Considered an expression of devotion to God. It offers a means for a Muslim to purify his or her wealth and attain salvation. The Qur'an, together with other Islamic traditions, strongly encourages charity and constantly reminds Muslims of their moral obligation to the poor, orphans, and widows.</td>
</tr>
<tr>
<td>SAWM</td>
<td>Fasting</td>
<td>During the Month of Ramadan - from sunrise to sunset</td>
<td>The Qur'an prescribes fasting during the month of Ramadan, the 9th month of the 12-month Islamic lunar year (see Calendar). The month of Ramadan is sacred because the first revelation of the Qur'an is said to have occurred during this month. By tradition the month starts with the sighting of the new moon by at least two Muslims. For the entire month, Muslims must fast from daybreak to sunset by refraining from eating, drinking.</td>
</tr>
<tr>
<td>HAJJ</td>
<td>Pilgrimage</td>
<td>At least once in one's lifetime</td>
<td>Once pilgrims arrive in Mecca, ritual purification is performed. Many men shave their heads and common dress symbolizes the equality of all Muslims before God. After this ritual purification, Muslims circle the Kaaba seven times, run between two hills overlooking the Kaaba, seven times.</td>
</tr>
<tr>
<td>CALIPH</td>
<td>DATES</td>
<td>HOW DID THEY COME TO POWER</td>
<td>WHAT THEY DID DURING THEIR REIGN</td>
</tr>
<tr>
<td>------------</td>
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<tr>
<td>ABU BAKR</td>
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<tr>
<td>UMAR</td>
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<td></td>
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<tr>
<td>UTHMAN</td>
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<tr>
<td>ALI</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUAWIYA</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
# RIGHTLY GUIDED CALIPHS - Successors

<table>
<thead>
<tr>
<th>CALIPH</th>
<th>DATES</th>
<th>HOW DID THEY COME TO POWER</th>
<th>WHAT THEY DID DURING THEIR REIGN</th>
<th>OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABU BAKR</td>
<td>AD 632-634</td>
<td>Tribal Leaders chose him</td>
<td>Put down revolts, and united Arabs. Islam spread north to Syria and east to Mesopotamia (Iraq)</td>
<td>He died</td>
</tr>
<tr>
<td>UMAR</td>
<td>AD 634-644</td>
<td>Appointed by ABU BAKR</td>
<td>Allowed Christians and Jews to live among Muslims without persecution</td>
<td>He Died</td>
</tr>
<tr>
<td>UTHMAN</td>
<td>AD 644-656</td>
<td>Appointed by the Council</td>
<td>Conquered new lands, expanded the empire to North Africa and Persia (Iran)</td>
<td>Assassinated</td>
</tr>
<tr>
<td>ALI</td>
<td>AD 656-661</td>
<td>Negotiated control</td>
<td>Struggled for power with Muawiya</td>
<td>Assassinated</td>
</tr>
<tr>
<td>MUAWIYA</td>
<td>AD 661</td>
<td>Took control</td>
<td>Soldier - moved capital from Medina to Damascus, Syria. Started the practice of appointing a son as caliph</td>
<td></td>
</tr>
</tbody>
</table>
GOLDEN AGE OF ISLAM

Islam expanded with the Caliphs

640 - Palestine, Syria  642 – Egypt  647 - Libya
650 – Persia  661 - Afghanistan  693 - Tunisia
705 - Algeria, Morocco  712 – Spain

UMAYYAD PERIOD

- Came to power following the assassination of Ali.
- Spread Islam to Palestine, North Africa, Spain, in the west and to Afghanistan and Persia to the east
- Baghdad became the market place and center of the Empire
- Paper mill – in Baghdad helped to advance writing of books and this advanced learning
- Unified language – Arabic was the international language. Greek, Latin, Egyptian, and Chinese was translated into Arabic as well
- House of wisdom – Baghdad was the “Think Tank” of the day. Scholars explored Greek and Egyptian philosophy and scientific ideas as well
- Libraries – Books were important to the Muslim world. Libraries were built in Timbuktu, Cordova and Cairo. They contained medical, information, literature of the Muslim world, fables, mathematical, scientific information and ancient Greek and Egyptian information
- Astronomy – the phases of the moon, calendars were explored and led directly to the study of trigonometry and the mapping of the Earth and planetary orbits
- Observatories were built in Baghdad, Istanbul and Toledo
- Medicine – the study of optics and vision, anatomy and the functions of the human body. Pharmacology and the study of drugs and medicine
- Hospitals were built in Damascus and Baghdad. Medical schools trained doctors
- Technology – developed the windmill, grafting of trees, and weapons of war
- Architecture – the concept of the dome was developed by Muslims
- Caravans – used for communication between the vast empire and for trading Goods within and outside the empire.
<table>
<thead>
<tr>
<th>ACHIEVEMENT</th>
<th>Medicine</th>
<th>Astrolobe</th>
<th>Language</th>
<th>Libraries</th>
<th>Math</th>
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<tbody>
<tr>
<td>DESCRIPTION</td>
<td></td>
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<tr>
<td>HOW WAS IT USED?</td>
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<td>HOW IS IT USED TODAY?</td>
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<tr>
<td>ACHIEVEMENT</td>
<td>DESCRIPTION</td>
<td>HOW WAS IT USED?</td>
<td>HOW IS IT USED TODAY?</td>
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<tr>
<td>Medicine</td>
<td>Ar-Razi wrote about smallpox and measles. Ibn Sina wrote the Canon of Medicine which is still the most important medical books written. Hospitals were free to the public.</td>
<td>Diagnosis and Treatment Surgery was done in hospitals.</td>
<td>Drugs are used to treat diseases. Doctors, nurses, specialists treat patients</td>
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<tr>
<td>Astrolabe</td>
<td>Astrolabes are used to show how the sky looks at a specific place at a given time.</td>
<td>Mariners astrolabe used to determine the latitude of a ship by using the noon altitude of the sun</td>
<td>Replaced by radar and global positioning</td>
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</tr>
<tr>
<td>Language</td>
<td>Arabic became the common language that unified the Islamic world</td>
<td>Used in the Qur'an Used in trading world</td>
<td>Language of the Middle East, and still language of the Qur'an</td>
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<tr>
<td>Libraries</td>
<td>Muslims led the world in knowledge. Libraries were in Baghdad, Cordoba - Spain, Cairo, Damascus and Alexandria. Cordoba and Baghdad claimed to have over 400,000 books</td>
<td>Books on medicine, science, astronomy, mathematics and philosophy were studied by scholars from around the world</td>
<td>Libraries are still used today</td>
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<tr>
<td>Math</td>
<td>Al Khwarizmi developed al jabr. Mapped the solar system and believed the earth was round</td>
<td>Developed the Arabic numerals used in al jabr simplifying math in order to do complex math</td>
<td>We used his numerals and students study algebra today</td>
<td></td>
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</tr>
<tr>
<td>Calligraphy</td>
<td>House of Wisdom</td>
<td>Astronomy</td>
<td>ISLAMIC ACHIEVEMENTS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# ISLAMIC ACHIEVEMENTS

<table>
<thead>
<tr>
<th>Calligraphy</th>
<th>Beautiful handwriting. Muhammad used this form of writing in the Qur'an. Use of fancy letters and geometric designs</th>
<th>Used in the Qur'an Decoration and Art</th>
<th>Used on certificates, diplomas and awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>House of Wisdom</td>
<td>Baghdad and Timbuktu were centers for learning which attracted scholars from around the world</td>
<td>Studied the Greek philosophers. Intellectual ideas developed</td>
<td>Schools, collages and universities are still used today as centers of learning</td>
</tr>
<tr>
<td>Astronomy</td>
<td>Omar Khayyam studied and developed a solar calendar that is still the most accurate calendar ever developed.</td>
<td>The need to predict the month of Ramadam and the study of the moon were critical to Islam</td>
<td>Muslims still use the calendar developed by Omar for predicting the month of Ramadam</td>
</tr>
</tbody>
</table>
MONOTHEISTIC RELIGIONS
Abraham – father of all these religions

| ISLAM - Ishmael | JUDAISM - Isaac | CHRISTIANITY - Isaac |
MONOTHEISTIC RELIGIONS
Abraham – father of all these religions

<table>
<thead>
<tr>
<th>ISLAM - Ishmael</th>
<th>JUDAISM - Isaac</th>
<th>CHRISTIANITY - Isaac</th>
</tr>
</thead>
<tbody>
<tr>
<td>God – Allah</td>
<td>God – Yahweh</td>
<td>God – Yahweh</td>
</tr>
<tr>
<td>Qur’an – holy word</td>
<td>Torah – holy work</td>
<td>Bible – holy word</td>
</tr>
<tr>
<td>5 Pillars</td>
<td>Ten Commandments</td>
<td>Ten Commandments – Jesus</td>
</tr>
<tr>
<td>Confession</td>
<td>Prayer</td>
<td>Prayer</td>
</tr>
<tr>
<td>Prayer</td>
<td>Fasting</td>
<td>Fasting</td>
</tr>
<tr>
<td>Give to Poor</td>
<td>Blood Sacrifice</td>
<td>Jesus – sacrifice for sin</td>
</tr>
<tr>
<td>Fasting (1 mo)</td>
<td>Passover</td>
<td>Resurrection</td>
</tr>
<tr>
<td>Pilgrimage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Pork</td>
<td>No Pork</td>
<td>All food ok</td>
</tr>
</tbody>
</table>
TIMELINE - MUHAMMAD

A.D. 570

A.D. 600

A.D. 595

A.D. 500

A.D. 610

A.D. 632

A.D. 700

A.D. 622
REVIEW – ISLAM TEST

1. Define the following words:
   Islam -
oasis -
caliph -
mosque -
council -
idol -
tribe -
Muslim -
Allah –
bedouin -

2. Fill in the blanks:
   a. What is the language of Islam? ___________________________
   b. He was the first caliph? _________________________________
   c. Which city did Muhammad move to in AD 622? _____________
   d. This is the first Pillar of Islam? __________________________
   e. He was the second caliph? ______________________________
   f. This is an art form and a type of writing? _________________
g. This is the second Pillar of Islam? 

h. He was the third caliph? 

i. This means belief in one God? 

j. This means the land between two rivers? 

k. This is the third Pillar of Islam? 

l. He was the fourth caliph? 

m. What does the term Sunni mean? 

n. This is the Holy Book or scriptures for Islam? 

o. This is the fourth Pillar of Islam? 

p. This man had a vision from Gabriel? 

q. What does the term Shiite mean? 

r. What is the fifth Pillar of Islam? 

s. This is the city where the Ka’aba is located? 

t. Name two of the Islamic Achievements 

3. Describe the importance of Islam to the world, how did the religion begin, who was Muhammad, what are the five Pillars of Islam, who were the caliphs, what were the achievements of Islam, and why do we study it today?
REVIEW – ISLAM TEST

1. Define the following words:

Islam – religion based on the teachings of Muhammad
oasis – small area in the desert watered by springs or wells
caliph – successor
mosque – house of worship
legacy – something handed down from the past
council – an assembly to choose the caliph
idol – object of worship
tribe – social organization made up of families, villages, or groups of people
Muslim – follower of Islam, one who summit
bureaucracy – many different departments managed by workers appointed
by the caliph
Allah – name of the God of Islam
bedouin – nomad – migrating from place to place, herders

2. Fill in the blanks:

a. What is the language of Islam? Arabic
b. He was the first caliph? Abu Bakr
c. Which city did Muhammad move to in AD 622? Medina
d. This is the first Pillar of Islam? Shahada
e. He was the second caliph? Umar
f. This is an art form and a type of writing? Calligraphy
g. This is the second Pillar of Islam? Salat
h. He was the third caliph? Uthman
i. This means belief in one God? Monotheism
j. This means the land between two rivers? Mesopotamia
k. This is the third Pillar of Islam? Zalat
l. He was the fourth caliph? Ali
m. What does the term Sunni mean? They accept the first four caliphs
n. This is the Holy Book or scriptures for Islam? Qur’an (Koran)
o. This is the fourth Pillar of Islam? Sawn
p. This man had a vision from Gabriel? Muhammad
q. What does the term Shiite mean? Party of Ali
r. What is the fifth Pillar of Islam? Hajj
s. This is the city where the Ka’aba is located? Mecca
t. This is the city where the Great Mosque of Spain was located? Cordoba
REVIEW – ISLAM TEST (modified)

1. Define the following words:
   Islam -
   oasis -
   caliph -
   mosque -
   idol -
   Muslim -
   Allah –
   bedouin -

2. Fill in the blanks:
   a. What is the language of Islam? ________________________________
   b. He was the first caliph? ________________________________
   c. This is the first Pillar of Islam? ________________________________
   d. He was the second caliph? ________________________________
   e. This is an art form and a type of writing? ________________________________
   f. This is the second Pillar of Islam? ________________________________
   g. He was the third caliph? ________________________________
   h. This means belief in one God? ________________________________
i. This is the third Pillar of Islam? ........................................

j. He was the fourth caliph? ........................................

k. This is the Holy Book or scriptures for Islam? ...................

l. This is the fourth Pillar of Islam? ................................

m. This man had a vision from Gabriel? ............................

n. What is the fifth Pillar of Islam? .................................

o. This is the city where the Ka’aba is located? .................

*Students can write a three-paragraph essay with an introduction, choice of one of the following to write about, and a conclusion. (use the back of the paper if needed)*

3. Describe the importance of Islam to the world who was Muhammad, what are the five Pillars of Islam or what were the achievements of Islam.
ESSAY ON ISLAM

Describe the importance of Islam to the world, how did the religion begin, who was Muhammad, what are the five Pillars of Islam, who were the caliphs, what were the achievements of Islam, and why do we study it today?

Paragraph #1 (Introduction – Thesis statement, background)

Paragraph #2 (Supportive information – Pillars of Islam for example)

Paragraph #3 (Supportive information – Who were the caliphs and what role did they play in the spreading of Islam)
Paragraph #4 (Supportive information – What were the achievements of Islam)


Paragraph #5 – Conclusion (restate the Thesis statement and being the essay to an End)
ESSAY ON ISLAM (Modified)

Describe the importance of Islam to the world, how did the religion begin, who was Muhammad, what are the five Pillars of Islam, who were the caliphs, what were the achievements of Islam, and why do we study it today?

Paragraph #1 (Introduction – Thesis statement, background)

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Paragraph #2 (Supportive information – Pillars of Islam or Islam achievement for example)

__________________________________________________________________________

__________________________________________________________________________

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__________________________________________________________________________

Paragraph #3 Conclusion (restate the Thesis statement and being the essay to an End)

__________________________________________________________________________

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__________________________________________________________________________
13. Describe two Islamic Achievements and why they are important?

D. Short Essay: worth 30 points

14. What are the five Pillars of Islam, what do each of the pillars mean, how often are they done, why are they important to Islam.
ACTIVITIES
Create three maps about Japan—one map should be political, one map should be physical and one map showing China, Japan and Korea today and the proximity and boundaries of each country.

Analyze Japan’s creation story and compare it to other creation stories from around the world. Then write a one-page expository essay on how you think the world came into being.

View a slideshow depicting Japanese architecture, landscapes, and ceremonies then create a Haiku poem about something in nature using the format for haiku, oranges, tangerines, the Sun and the Moon examples

Create a Venn diagram describing the three religions of Japan, Shintoism, Buddhism, and Zen Buddhism. What do they have in common, and what are their differences.

Discuss in groups the reasons for the Emperor losing his status and power to the Samurai. What impact did it have on Japan’s social structure, government, economy. What role did the Emperor’s downfall play on Japan’s decision to remain isolated. What caused Japan to open up its ports to foreign ships? Then write an editorial about the Emperor’s downfall or discuss the opening up of Japan’s ports.

Create a collage showing the past, present and future Emperors of Japan along with their wives.

WHO? WHAT? WHY? HOW?
What were the long-range ramifications of the Emperor’s downfall and what role did the samurai play?

Why did Japan remain an isolated country for so many centuries?

How did Japan’s creation story compare to other creation stories from around the world?

How do the three religions in Japan differ from each other?

STANDARDS
CA-.7.5 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.

NS - ERA-6: transformations in Asian societies in the era of European expansion
THEME – GOVERNMENT

BECOMING LESS THAN DIVINE

7.5 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.

Since Japan's earliest beginnings the Emperor was thought to be divine. Japan's current Emperor Akihito is the 125th emperor of Japan. The social structure of Japan mirrored the medieval structure in Europe. The Emperor was at the top of the pyramid followed by the Shoguns, the Daimyo, the Samurai, the Peasants and finally the artisans. During the Edo period the Samurai were at the top of the social structure. The Japan remained isolated until 1850 when Commodore Perry forced Japan to trade with America. The Shinto religion dominates Japan but Zen-Buddhism is also practiced as witnessed in the many Zen gardens used for meditation. The Torii gate is the symbol of the Shinto religion and can be seen throughout the landscape of Japan and used to view nature through the picture frame. Japan remained isolated until 1850 when American Commodore Perry forced Japan to trade with America. During the Meiji period Japan industrialized followed by Japanese Imperialism and World War II. In 1945 Akihito’s father Hirohito surrendered to American forces declaring himself to be less than divine. What were the long-range ramifications of the Emperor’s downfall and what role did the samurai play? Why did Japan remain an isolated country for so many centuries? How did Japan’s creations story compare to other creation stories from around the world? How do the three religions in Japan differ from each other?

Students will create three maps about Japan— one map should be political, one map should be physical and one map showing China, Japan and Korea today and the proximity and boundaries of each country.

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CHINESE INVENTIONS

Objectives: Students will:
  take notes about the slides of nature using the graphic organizer provided

  discuss in their groups the nine inventions using pictures and written material provided

  analyze the Chinese inventions and then choose four that they consider to be the most important

  create a poster illustrating their four choices of the most important inventions developed by the Chinese. Posters should include the following: What the invention was? When were the inventions created? What was the purpose of the inventions? What it is used for today or if it is still used?

  create a word search puzzle using the Chinese inventions and the vocabulary word list provided

Purpose:
  To understand of the impact the Chinese had on the ancient world.

  To understand and evaluate the inventions created by the Chinese

Openers:

How would you get to school on time each day if you did not own a clock for telling time?

What would school be like if there were no books?

How many of you have ever eaten with chopsticks? What was one positive thing about eating with chopsticks? What was a negative thing?
VOCABULARY WORDS

abacus
astronomy
compass
chopsticks
chess
decimal system
fireworks
Great Wall
gunpowder
kite
mechanical clock

moveable type
paper
porcelain
printing
smallpox inoculation
wheelbarrow
ships
umbrella
yoyo
roads & relay hostels
spinning wheel
GOVERNMENT - Japan

Strict division of social classes, position in the government system.

Emperor – top of pyramid
Shogun – just below the Emperor
Daimyo – below the Shogun
Samurai – middle of pyramid
Artisans/Merchants – below the samurai
Peasants – made up the base of the pyramid
SOCIAL STRUCTURE – based on hereditary classes

1. SHI – Top of the class was the Daimyo (lord of the agricultural estate). They were the chief officials who ruled the provinces from their castles collecting taxes for the central government and enforcing rules and laws on the emperor’s subjects.

   a. SAMURAI – “those who serve” – were warriors working for a DAIMYŌ. They protected the estate during times of war and in peaceful times they became government Officials

2. NO – peasants – poor people who wandered about or worked on the land that belonged to the DAIMYŌ

3. KO – artisans – craftsmen were needed to build the towns and repair the buildings of the new cities. Artisans like the sword maker were needed to maintain the weapons, armor and stables for the horses of the SAMURAI

4. SHO – merchants provided services for the SAMURAI. They provided inns, restaurants, and stores
3. Samurai warriors grew into a separate social class, below nobility or daimyo.

4. Samurai were educated until the age of 15-17
   a. Studied reading, writing and the classics of Chinese literature

5. Samurai daughters were not formally educated but were allowed to be trained in the martial arts and held to the same standards of honor and loyalty as samurai men.

6. GEMBUKU – ceremony where a samurai at age 15 would officially become a man and would receive his first real sword and armor. (like a bar mitzvah)

7. ARMOR OF THE SAMURAI
   a. Made up of small metal scales and plates laced together with cords and leather straps
   b. Sections of armor were tied onto padded cloth (allowed the samurai more mobility than European knights)
   c. Weighed about 20-25 lbs. (European knights armor weighed 40-60 lbs)
   d. Helmet – shielded the back of the neck
   e. War Mask – used for intimidation and protection
   f. Shaved head – except hair at back and sides – pulled into a ponytail

8. SEPUKU – ritual cutting open of the abdomen (suicide – preferable to capture, retreat or dishonor)
## Comparing Medieval Societies

<table>
<thead>
<tr>
<th>JAPAN</th>
<th>EUROPE</th>
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<tbody>
<tr>
<td>Dates</td>
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<td>Style of Battle</td>
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# COMPARING MEDIEVAL SOCIETIES

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<td>Zen-Buddhism</td>
<td>Religion</td>
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<tr>
<td>Cloth - weighted 20-25 lbs easy to maneuver</td>
<td>Armor</td>
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# Analyzing Creation Myths

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<td>Maya</td>
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<td>Big Bang Theory</td>
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## ANALYZING CREATION MYTHS

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<tr>
<td>Egyptians</td>
<td>The ocean existed first. RA the sun god came out of an egg. RA produced children who became the atmosphere, the earth, and sky. The earth and sky produced children who became Osiris and Isis rulers on earth</td>
<td></td>
</tr>
<tr>
<td>Native Americans</td>
<td>Floods covers the earth, a turtle dove into the depths to retrieve mud to bring it to the surface and created earth. Iroquois told of a woman who fell from the sky. The present land was formed on the back of the great turtle. The Woman had one good son and one evil son.</td>
<td></td>
</tr>
<tr>
<td>Babylonians</td>
<td>Marduk was the God of thunder and lightening who reorganized the universe placing Babylon at the center. Apsu was a male being and Tiamat a female. Marduk killed Tiamat and split her carcus in two forming heaven and earth</td>
<td></td>
</tr>
<tr>
<td>Greeks</td>
<td>Mt Olympus was the home of the Gods. They roamed freely and oversaw three areas the Heaven, the sea and the earth. Zeus was the head god. Hera was his wife and ruled heaven. There was a god of fire, war, music, wildlife, the moon, wisdom and love. The gods of the sea were the underworld.</td>
<td></td>
</tr>
<tr>
<td>Maya</td>
<td>Chief God Hunab Ku - creator of the world. Itzamna a sky deity was the lord of the heavens and lord of the day and night. He was worshiped by the priests and patron of royal lineages. Yum Kaax was the maze God and the four Chaos were associated with the four directions. Women worshiped lx Chel a rainbow God.</td>
<td></td>
</tr>
<tr>
<td>Big Bang Theory</td>
<td>The universe was once compact and hot. Some event happened about 10 billion yrs ago and a cosmic explosion occurred. The universe expanded quickly. The universe expanded and cooled creating gravity, electromagnetism and the strong nuclear force and the weak nuclear force</td>
<td></td>
</tr>
<tr>
<td>Japan</td>
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</table>
WRITING HAIKU POETRY

The Haiku is: a three (3) line, seventeen (17) syllable, unrhymed poem which uses nature as its primary focus.

FORMAT

Line #1 – has five (5) syllables

Line #2 – has seven (7) syllables

Line #3 – has five (5) syllables

Example #1:  Breezes are blowing
            Kites are soaring in the sky
            Will they ever land?

Example #2:  The butterfly wings
            They bring beauty to the world
            With their bright colors.
THE MOON

Bright light night glowing
Changing shape throughout
the month
Guides the traveler

THE SUN

Shines bright every day
Provides heat for things to
grow
Rises in the east
CHINESE INVENTIONS – POSTER

Each group will decide what were the four most important inventions by the Chinese. Groups will then create a poster displaying and describing the four inventions.

Posters should include the following:

- picture or drawing of each invention
- description of each invention
- when each invention was created
- what was the purpose of each invention
- how each inventions is used today?

CHINESE INVENTIONS – POSTER

Each group will decide what were the four most important inventions by the Chinese. Groups will then create a poster displaying and describing the four inventions.

Posters should include the following:

- picture or drawing of each invention
- description of each invention
- when each invention was created
- what was the purpose of each invention
- how each inventions is used today?
ESSAY ON JAPAN

Describe the importance of Japanese culture, how is the Bushido Code and Samurai related, who is Prince Shotoku and what religion did He bring to Japan, who is Amaterasu and how are they related to Jimmu the first emperor of Japan, what are the three treasures the emperor carries with Him, why do we study Japan today?

Paragraph #1 (Introduction – Thesis statement, background)


Paragraph #2 (Supportive information – Background Essay #1 – Jimmu)


Paragraph #3 (Supportive information – Background Essay #2 – Prince Shotoku)


Paragraph #4 (Supportive information – Describe the Samurai, their code, armor, and what happens if they dishonor the code)

Paragraph #5 – Conclusion (restate the Thesis statement and bring the essay to an end)
ESSAY ON JAPAN (Modified)

Describe the importance of Islam to the world, how did the religion begin, who was Muhammad, what are the five Pillars of Islam, who were the caliphs, what were the achievements of Islam, and why do we study it today?

Paragraph #1 (Introduction – Thesis statement, background)

_________________________________________________________________________

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Paragraph #2 (Supportive information – Background essay # 1 - Jimmu, or notes from the Samurai Code for example)

_________________________________________________________________________

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Paragraph #3 Conclusion (restate the Thesis statement and being the essay to an End)

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QUIZ

1. What are the three items that symbolize the divine power of the Emperor and what does each one represent?
   
   a. ____________________________
   
   b. ____________________________
   
   c. ____________________________

2. What is the capital of Japan? ____________________________

3. What are the four main islands of Japan?
   
   a. ____________________________  b. ____________________________
   
   c. ____________________________  d. ____________________________

4. Japan is located in what ocean? ____________________________

5. What religion in Japan follows the eight-fold path?  ____________________________

6. What religion in Japan states that everything has “Kami”?  ____________________________

7. What religion in Japan is a blend of #6 and #7?  ____________________________

8. Name one of the countries that lie east of Japan?  ____________________________
CURRENT EVENTS

Name ____________________________

Period _______________ Date ________________

Author: ____________________________

Title / Headline of Article: ____________________________

Title of Magazine/Newspaper: ____________________________

Subject of the article: ____________________________

Volume ______ Publication Year _______ Month/Day __________________ Page # ________

Summary of the article: Use your own words.

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

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Reaction to the article – How do you feel about what the article says? Do you agree or disagree? Do you have suggestions or thoughts about what the article says? Explain.

______________________________________________________________________________

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REQUIREMENTS FOR THE BROCHURE

Each brochure should contain the following:  Worth 350 points

1. Front Cover - country, date the country was created, date country joined the U.N., and your name and class period (25)

2. Map of the country – one showing the political boundaries and one showing the physical features (50)

3. Flag of the country (25)

4. A timeline of events from 1946 to present day – include rebellions, wars fought, and any important date celebrated by your country (25)

5. A summary of the economic conditions of the country – monetary unit used within the country, and a chart showing the countries exports and imports (25)

6. Biography of the current leader (25)

7. A chart showing the form of government used in the country (25)

8. A summary of the religion of the country and languages spoken (50)

9. Pictures of famous people from the country - include current leader and past ones, or famous places within the country (25)

10. Article about places to go within your country or something interesting about your country (25)

11. Bibliography – where your information was obtained and proper citing of material used. Include information downloaded from the Internet. (50)

Students will use information provided by the teacher (from almanacs from 1987, 1994, and 1997, 2000, 2002) and from research in the school library or city library, or using the Internet- https://www.cia.gov/library/publications/the-world-factbook/
SLIDE SHOW REQUIREMENTS

Required Microsoft Power Point Elements:

Create background effects
Animate text
Add graphics
Design a neat layout for each slide
Add transitions between slides
Develop a cohesive presentation in which the slides fit together

Optional Microsoft Power Point Elements:

Add a graph you created
Add a hyperlink to a web-site or a file with more information
Add a short video clip

Requirement for Content Slides:

Title Slide – with authors listed
Slide listing or describing the person you are researching
Slide listing their education and field of study
Slide showing examples of their work
Slide describing how they contributed to the Harlem Renaissance
Slide naming the person you researched
Slide showing works cited

(Created by Debi Ferrer – educator in The Dalles, Oregon)
SLIDE SHOW PRESENTATIONS

ORGANIZATION
Easy to follow ___
Creativity ___
Overall look ___

IDEAS & CONTENT
Title Slide ___
Minimum number of slides ___
Work cited slide ___

ELEMENTS
Background effects ___
Animation ___
Graphics ___
Transitions ___

OPTIONAL SLIDES
Video Clip ___
Graphic you created ___
Website hyperlink ___

OVERALL GRADE ___

COMMENTS:
SLIDE SHOW PRESENTATIONS

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OVERALL
GRADE ____

#1 ___________________________ #6 ___________________________
#2 ___________________________ #7 ___________________________
#3 ___________________________ #8 ___________________________
#4 ___________________________ #9 ___________________________
#5 ___________________________