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HIST 323

Fall 2025

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Southern Resistance to Black Liberation

US History Lesson Plan

50-minutes

Objectives:

By the end of this lesson, students will be able to:

Evaluate the ways Black civil rights were curtailed in the South during Reconstruction, 1865-1877 (SS.H.7.9-12)

Analyze primary sources (Black Codes, testimony of Abraham Colby, sharecropping contract) to identify how Southern resistance to Black liberation operated through legal, social, and economic means (SS.H.8.9-12).

Synthesize findings from multiple sources to create a holistic understanding of how postbellum Black life in the South mirrored their social position from before the Civil War (SS.H.12.9-12)

Resources & Materials: Pencil, PowerPoint, Primary Source packet, poster paper, markers.

Bellringer Activity (5 minutes):

Step 1 - Classroom Routine

- Once the tardy bell rings, students are expected to enter, locate their assigned seats, and prepare for class with materials out.
- A PowerPoint slide is already projected on the Promethean board with the day's bellringer questions:
 - How did Black life improve after liberation?
 - How do you think white Southerners reacted to Black liberation?

Step 2 - Teacher Verbal Cue for Attention

- The teacher uses their verbal call:
 - Teacher: "Are you ready kids?"
 - Students (response): "Aye, aye captain!"
- This serves as the attention signal to quiet the class and transition into learning mode.

Step 3 - Student Engagement with the Prompt

Students are given **1** minute of silent think time to jot down a quick response in their notebooks or on a notecard. This ensures that everyone has an answer prepared and lowers student anxiety when called on randomly.

Step 4 - Cold Calling & Discussion

The teacher uses pre-prepared notecards with student names to randomly select students to share. When a student responds, the teacher will:

- Affirm ("Yes, that's a strong point.")
- Repeat (restate the answer so the whole class hears it)
- Build (connect the response to larger themes of Reconstruction).

Sample Exchange (Idealized Scenario)

Teacher: "Are you ready kids?" Students:

"Aye, aye captain!"

Teacher: "Great! Yesterday, we looked at how life changed for freedmen after the Civil War. Let's pick up from there. Can anyone name some developments in Black life after the Civil War?"

[Pause for silent think time]

Teacher: "Let's see... [draws a card]. Jordan, what's your take?" Jordan:

"Freedmen built schools and started to get an education."

Teacher: "Exactly, education became a major priority. Freedmen built schools because they saw education as a path to independence. Now, how might white Southerners have reacted to this change? Let's see... [draws another card]. Tiana?"

Tiana: "They probably felt threatened because educated Black people meant less control for them."

Teacher: "Yes, exactly. White Southerners often saw Black advancement as a threat and a big change to their traditional relationship with Black people. This is going to connect directly to today's lesson on Southern resistance to Reconstruction."

Step 5 - Transition to Lesson

Teacher: "So, as we can see, freedom brought opportunities-but it also created backlash. Today, we'll explore how Southern whites resisted Black liberation during Reconstruction."

Our hope from this activity is that it will get students involved in the classroom and trigger them to remember some of the content from the previous class period. Students have already learned about the advancements for Black people following the Civil War; now, we have to transition to the ways that Black freedom was limited or contained by the institutions of power in the South.

Interactive Lecture (20 minutes):

Step 1 - Pass Out Interactive Notes

During the transition from the bellringer, I will begin handing out the guided note packets. Students will take one and pass the rest back along their rows until everyone has a copy. I will instruct students to take out their writing implements while I return to my computer to pull up the slideshow that will accompany the lecture.

Step 2 - Lecture and Assess Formatively

Each slide will contain only a few bulleted points to serve as catalysts for the lecture rather than full explanations. This ensures students are listening actively to the content rather than just reading from the slides.

- **Opening Question (Slide 1):**

I will begin with the title slide and pose a short introduction question:

"The end of the Civil War and the passing of the 13th Amendment may have ended slavery, but it did not end the desire from white Southerners to keep African Americans in a place of service. What are some ways that white Southerners may have resisted this change?"

I will take 2-3 responses, using the **Affirm-Repeat-Build** strategy. For example:

- o Student: "They could stop them from voting."
- o Teacher: "Good, yes - they likely would want to stop African Americans from voting. Why would white Southerners want to stop African Americans from voting in the South?"
- o Student: "Because white people wanted to stay in charge and wouldn't want them to change things."
- o Teacher: *[Follows up with additional probing questions for a minute before moving to the next slide.]*

- **Slides 2-End:**

I will give a short lecture on the content of each slide, pausing periodically to ask

comprehension questions and check for understanding. This questioning cycle will repeat for both slides.

The lecture will last about **20 minutes**, leaving sufficient time for the cooperative learning section and debrief.

Step 3 - Transition to Cooperative Learning

- At the end of the lecture, I will say:
"Okay class, I am going to place you all into a few groups. Once you have your groups, please find a place in the classroom where you can sit together. "
- Once groups are formed, I will introduce the cooperative activity:
"Now that everyone has an understanding of the ways white Southerners resisted the 13th, 14th, and 15th Amendments, as well as Reconstruction overall, I am going to give each member of your group a different source. Using these sources, discuss some ways white Southerners aimed to resist change, and how that resistance would have affected African Americans attempting to start new lives during Reconstruction. "

We hope that, following the lecture, the students will have a better comprehension of the many difficulties that African American people experienced in the country during and following the period of American Reconstruction. This better understanding should allow students to think critically about the happenings of the time. By asking questions during the lecture, I will be better able to evaluate any areas that the students are having trouble grasping so that I may go into further detail or word the explanation differently so that they can better understand.

Cooperative Learning (15-20 minutes):

Step 1 - Group Formation

Students are placed into groups of 3-4. Groups are preassigned before the lesson. Once students are grouped, they are instructed to move their desks or sit together in designated areas of the classroom. The groupings for the class are as follows:

- **Group 1:** Raleigh Brazier, Brandylinn O'Neal, Logan Wyatt, Jacob Maze
- **Group 2:** Tyler Fitch, Caden Plummer, Hailey Keys, Emma Clemens
- **Group 3:** Brayden Tonn, Erick Lechuga, Tyler Blair, Jason Hise
- **Group 4:** Christopher Hellrung, Caleb Klein, Kaleb Knop

Step 2 - Roles within the Group

Each student is assigned or chooses a role within their group to structure participation:

- **Group Leader:** This member will be responsible for guiding group activity in an orderly manner. Ideally, this student should be the most proficient reader in their group to assist students who do not comprehend the material as well.

- **Scribe:** Will write down on a large poster paper the key points of the primary source that their group discussed.
- **Presenter:** Will present to the class the group's interpretation of the primary source that their group discussed.
- **Diplomat:** The job of the diplomat is optional if groups are not large enough, but the diplomat would go from group to group, taking notes on what they are talking about and discussing, and then share that information with their team to facilitate their group's brainstorming.

Step 3 - Source Analysis

Each student receives one of the sources (Black Codes, Colby testimony, or Sharecropping ones). Students first skim their source independently for 3-4 minutes, highlighting key phrases or evidence that demonstrate Southern resistance. Then, in groups, they share their findings.

The teacher(s) circulate the room, listening in, prompting deeper analysis with questions such as:

- "How does this source show resistance to Black freedom?"
- "What would this mean for African Americans trying to build new lives?"
- "How does this connect to what we saw in the lecture?"

On the board is the question: *How does your primary source show the ways that African Americans were controlled by Southern systems of power even after the end of slavery?*

The scribe is to write down what the group analyzes from their primary source, and the presenter prepares themselves to report to the class about the topics they discussed during the debrief at the end of class.

Step 5 - Transition

The teacher transitions the class to the debrief, where each group shares their interpretations and findings of the primary source.

The hope with this section of the lesson is that students work together in analysing the sources at hand and take in information about how African Americans were still oppressed after the end of formal slavery. By assigning each member of the group a role, each is responsible for engaging with the source at hand. The scribe writes down the information so that it gets into their head, and the presenter presents it so it gets into theirs. The role of a diplomat, as said before, is optional, yet it helps give a group that may struggle with analysis some inspiration from other groups on how to structure their argument/brainstorming.

Debrief of Co-op Learning (10-15 minutes):

We will begin the debrief by going around the classroom and ensuring that all of the groups have at least something to present. After the check, we will ask the class if any of the groups would like to volunteer to go first. After giving a minute to see if any group is willing, we will either ask for the voluntary group to come to the front and present, or call for group number one if no other group volunteers. We will be primarily sitting either at a desk near the front of the class or at our desks to observe the presentations. As each group finishes with their presentation, we will ask any questions that may be required to clarify statements given in the presentations, and will then move on to the next group in numerical order until everyone has gone.

Example:

Henry Blake Source

- *Black folk continued to work on plantations*
- *White planters took advantage of uneducated Black sharecroppers to cheat them and keep them working*
- *Cycle of debt for sharecroppers*
- *Blake refers to white farmers intending to keep people a slave*
- *Power imbalance*

Our hope is that this activity will enable students to gain a deeper understanding of the sources they have examined. This understanding will come not only from the group examination in which they put the short presentation together, but also from hearing the thoughts and opinions expressed in the presentations given by their classmates.

Southern Resistance to Black Liberation Guided Notes

Legal Resistance

- Laws that greatly limited the freedom of African Americans were

 - Passed by every southern state.
- African Americans forced to sign a work contract, similar to

- Prevented from owning guns.
- If they could not prove they were employed, they could be

 - Not allowed to rent property.

The 13th Amendment

- The 13th Amendment made slavery illegal except

- This meant that free African Americans could be forced into _____ if

- This was similar to _____
- Crimes like _____ could be used to arrest ANY free Black person.

Economic Resistance

- Few African Americans could afford to _____ or rent farms.
- Moving west was costly.

- Many African Americans remained on _____
- Took part in _____, (sharing the crop, landowners provided the land, tools, and supplies and sharecroppers provided the labor).
- At harvest, a sharecropper usually had to give most of the crop to the landowner.
- Whatever remained belonged to the sharecropper.
- The goal of a sharecropper was to save enough money from selling their share of the crops to one day be able to buy a farm.
- _____ achieved this dream.
- Most lived in _____
- They would buy on credit because they had little cash.
- They hoped to pay off debt at harvest time.

Social Resistance/Terrorism

- More African Americans were taking _____
- This caused more white Southerners to _____ Reconstruction.
- They viewed the _____ government as corrupt, illegal, and unjust.
- They disliked federal soldiers stationed in their states.
- The _____ was created by a group of white Southerners in Tennessee in 1866.
- This secret society opposed civil rights, particularly _____, for African Americans.
- They used _____ against African Americans.

End of Reconstruction

- 1876: Hayes won the presidency by 1 electoral vote
- _____, Democrats agreed to accept Hayes's victory oAll remaining _____ removed from the South
- Reconstruction ends without fully securing _____ for Black people

Primary Sources on Southern Resistance to Black Liberation

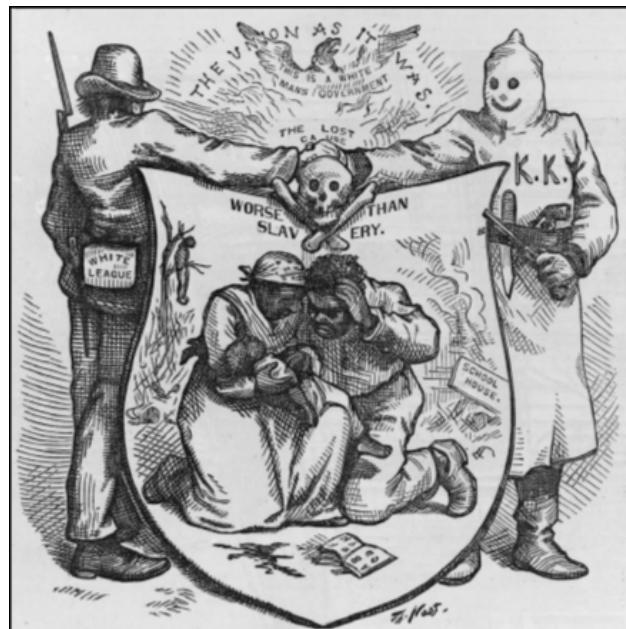
Sources for Discussion:

Note: *The text in italics provides background information for the sources and should not be confused with the sources themselves.*

I. Black Codes

Black Codes in North Carolina, 1866¹

After the Civil War, Southern states enacted "Black Codes" to preserve white supremacy and restrict African American rights, mirroring slavery. North Carolina's 1866 laws defined "people of color," reimposed antebellum restrictions, and introduced new ones, including limitations on testimony and property transactions. Some Black Codes could criminalize African-Americans for minor or inoffensive crimes, such as homelessness, miscegenation (dating interracially), or make small crimes punishable to a greater extent than for whites. When reading this, think about how life for African Americans would have been more restricted in comparison to whites.



Sec. 1. Be it enacted by the General Assembly of the State of North Carolina That negroes and their issue, even where one ancestor in each succeeding generation to the fourth inclusive is white, shall be deemed persons of color.

Sec. 4 In all cases of apprenticeship of persons of color, under chapter five (5) of the revised code, the master shall be bound to discharge the same duties to them as to apprentices....: Provided always, That in the binding out of apprentices of color, the former masters of such apprentices, when they shall be regarded as suitable persons by the court, shall be entitled to have such apprentices bound to them, in preference to other persons.

Chapter 5, section 3, of the revised code, as amended by this act, reads thus: The master or mistress shall provide for the apprentice diet, clothes, lodging, and accommodations fit and necessary; and such apprentice shall teach or cause to be taught to read and write, and the

¹ Public Laws of North Carolina, session of 1866, p. 99; and Senate Ex. Doc. no. 26, 39 Cong., 1 Sess., p. 197. March 10, 1866.

elementary rules of arithmetic; and at the expiration of every apprenticeship shall pay to each apprentice six dollars, and furnish him with a new suit of clothes, and a new Bible; and if upon complaint made to the court of pleas and quarter sessions it shall appear that any apprentice is ill-used, or not taught the trade, profession and employment to which he was bound, or that any apprentice is not taught reading, writing, and arithmetic as aforesaid, the court may remove and bind him to some other suitable person.

Sec. 7 All contracts between any persons whatever, whereof one or more of them shall be a person of color, for the sale or purchase of any horse, mule, ass, jennet, neat cattle, hog, sheep or goat, whatever may be the value of such articles, and all contracts between such persons for any other article or articles of property whatever of the value of ten dollars or more; and all contracts executed or executory between such persons for the payment of money of the value of ten dollars or more, shall be void as to all persons whatever, unless the same be put in writing and signed by the vendors or debtors, and witnessed by a white person who can read and write...

Sec. 11 Any person of color convicted by due course of law of an assault with an attempt to commit [ASSAULT] upon the body of a white female, shall suffer death.

II. White Terrorism

Testimony of Abraham Colby, 1872²

The Knights of the Ku Klux Klan was a secret organization formed in 1865 by former Confederates with the goal of restoring white supremacy in the South. The KKK used terrorist methods to prevent Black and white Republicans from voting and achieving political power. Thousands of Black people were murdered at their hands before being prosecuted by the Grant administration and officially disbanded.

This source features Colby, a former slave and Georgia state legislator, who wanted to end his political career.

Colby narrowly escaped death at the hands of the KKK and, in 1872, went to Washington to testify before a joint committee focused on violence in the South.



Colby: On the 29th of October 1869, [the Klansmen] broke my door open, took me out of bed, took me to the woods and whipped me three hours or more and left me for dead. They said to me, "Do you think you will ever vote another damned Radical ticket?" I said, "If there was an election tomorrow, I would vote the Radical ticket." They set in and whipped me a thousand licks more, with sticks and straps that had buckles on the ends of them.

Question: What is the character of those men who were engaged in whipping you?

Colby: Some are first-class men in our town. One is a lawyer, one a doctor, and some are farmers. They had their pistols and they took me in my night-clothes and carried me from home. They hit me five thousand blows. I told President Grant the same that I tell you now. They told me to take off my shirt. I said, "I never do that for any man." My drawers fell down about my feet and they took hold of them and tripped me up. Then they pulled my shirt up over my head. They said I had voted for Grant and had carried the Negroes against them. About two days before they whipped me they offered me \$5,000 to go with them and said they would pay me

² Abram Colby, Testimony in Washington D.C., 1872. In Testimony Taken by the Joint Select Committee to Inquire into the Condition of Affairs in the Late Insurrectionary States (Washington, 1872), printed in Dorothy Sterling, ed., *Trouble They Seen: The Story of Reconstruction in the Words of African Americans* (New York: Da Capo Press, 1994).

\$2,500 in cash if I would let another man go to the legislature in my place. I told them that I would not do it if they would give me all the county was worth.

The worst thing was my mother, wife and daughter were in the room when they came. My little daughter begged them not to carry me away. They drew up a gun and actually frightened her to death. She never got over it until she died. That was the part that grieves me the most.

Question: How long before you recovered from the effects of this treatment?

Colby: I have never got over it yet. They broke something inside of me. I cannot do any work now, though I always made my living before in the barber-shop, hauling wood, etc.

Question: You spoke about being elected to the next legislature?

Colby: Yes, sir, but they run me off during the election. They swore they would kill me if I stayed. The Saturday night before the election I went to church. When I got home they just peppered the house with shot and bullets.

Question: Did you make a general canvas there last fall?

Colby: No, sir. I was not allowed to. No man can make a free speech in my county. I do not believe it can be done anywhere in Georgia.

Question: You say no man can do it?

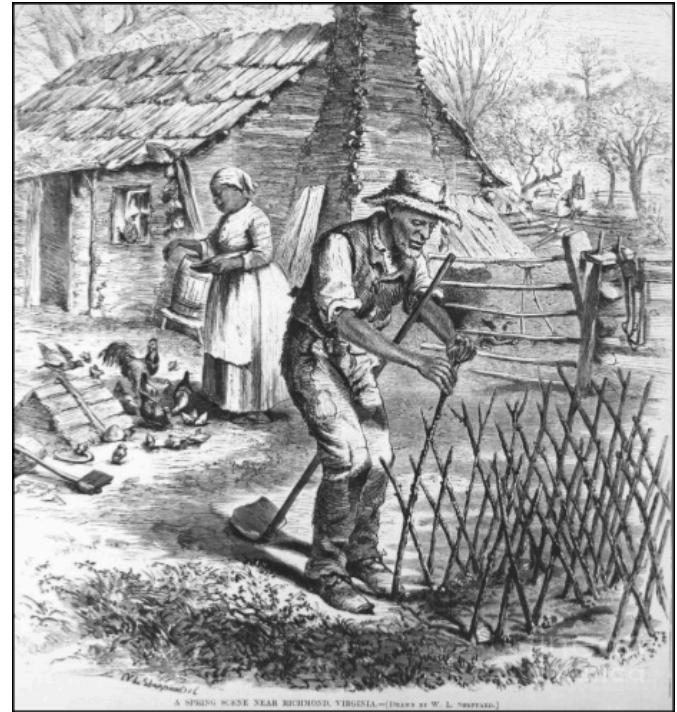
Colby: I mean no Republican, either white or colored.

III. Sharecropping

a. Sharecropping Agreement, 1870³

Following emancipation, many formerly enslaved people worked as sharecroppers, also known as tenant farmers, sometimes on the same plantations where they had been enslaved. Since they were already trained in farm work and lacked the resources to buy their own land, it was seen as a reasonable option. A landowner provided land, seed, and tools, while a sharecropper—often a freedman or poor white farmer—supplied the labor. At harvest time, the crop was divided, with the landowner typically taking half or more of the yield and the sharecropper keeping the rest to sell themselves. Although it appeared to be a fair compromise, in reality, sharecropping often trapped African Americans in a cycle of poverty and debt. Landowners inflated the prices of supplies bought on credit, causing sharecroppers to owe more than they earned and keeping them tied to the land. Think: how did this arrangement mirror enslavement?

Contract made the 3rd day of January in the year 1870 between us, the free people, who have signed this paper, on the one hand, and our employer, Willis P. Bocock, of the other part... We are to furnish the necessary labor... and are to have all proper work done, ditching, fencing, repairing, etc., as well as cultivating and saving the crops of all kinds, so as to put and keep the land we occupy and tend in good order for cropping, and to make a good crop ourselves; and to do our fair share of work about the place... We are to be responsible for the good conduct of ourselves, our hands, and families, and agree that all shall be respectful to the employer, owners, and manager, honest, industrious, and careful about everything... and then our employer agrees that he and his manager shall treat us kindly and help us study our interests and do our duty. If any hand or family proves to be of bad character, or dishonest, or lazy, or disobedient, or in any way unsuitable our employer or manager has the right, and we have the right, to have such turned off.



³ Sharecropping Agreement, 1870 as cited in Stacy, Jason, and Matthew J. Ellington. *Fabric of a Nation: A History with Skills and Sources*, for the AP® U.S. History Course. 3st ed., Bedford/St. Martin's, 2025.

For the labor and services of ourselves and hands rendered as above stated, we are to have one-third of all the crops, or their net proceeds, made and secured, or prepared for market by our force.

We are to be furnished by our employer through his manager with provisions. If we call for them... to be charged to us at fair market prices.

And whatever may be due by us, or our hands to our employer for provisions or anything else, during the year, is to be a lien on our share of the crops, and to be retained by him out of the same before we receive our part.

b. Henry Blake Describes His Life After Emancipation, 1937⁴

Henry Blake was born into slavery in Little Rock, Arkansas, and was approximately 80 years old when he was interviewed by the Works Progress Administration to recount his life during Reconstruction. Like many Black folk during this time period, he became a sharecropper. When reading this source, think about the power dynamic the white plantation owner had over his Black sharecroppers and the ways they could disadvantage and exploit them.

After freedom, we worked on shares a while. Then, we rented. When we worked on shares, we couldn't make nothing--just overalls, and something to eat. Half went to the white man, and you would destroy your half, if you weren't careful. A man that didn't know how to count would always lose. He might lose anyhow. The white folks didn't give no itemized statements. No, you just had to owe so much. No matter how good account you kept, you had to go by their account, and--now, brother, I'm telling you the truth about this--it's been that way for a long time. You had to take the white man's words and notes on everything. Anything you wanted you could get, if you were a good hand. If you didn't make no money, that's all right; they would advance you more. But you better not try to leave and get caught. They'd keep you in debt. They were sharp. Christmas come, you could take up twenty dollars in somethin'- to- eat and much as you wanted in whiskey. You could buy a gallon of whiskey--anything that kept you a slave. Because he was always right and you were always wrong, if there was a difference. If there was an argument, he would get mad and there would be a shooting take place.

⁴ George P. Rawick, *The American Slave: A Composite Autobiography* (Westport, Conn., 1972) Ark. Narr., Vol. 8, 175-179.

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Hist 323

5 Sept 2025

Reflection #1

This lesson plan addresses the IPES "Learning Environment" standards in several ways.

First, the classroom environment reflects safety expectations by following school and state guidelines on orderly transitions, materials distribution, and group work. For example, having students pass out guided notes in an organized manner reduces disruptions and ensures smooth classroom movement (LE1). The plan also considers public health expectations by minimizing unnecessary contact, providing structured seating, and allowing students to move into groups in an orderly and limited manner (LE2). These aspects of the lesson plan, however, are more implied than stated. Going forward with the future lesson plans I create, I hope to more consciously include these standards in their sequencing.

I believe the lesson integrates culturally responsive materials by centering the voices of African Americans during Reconstruction and examining how systemic oppression shaped their lives (LE3). I intended specifically to include not just documents crafted from white perspectives (Black codes, sharecropping contracts) but also to center the lived experiences of people suffering from the Klan and living under sharecropping. This aligns with bell hooks' **Culturally Relevant Pedagogy**, which emphasizes centering marginalized voices, critiquing structures of colonialism and patriarchy, and presenting multiple perspectives within the discipline. Similarly, Paulo Freire's **Pedagogy of the Oppressed** informs the approach by engaging students in dialogue and problem-posing questions, rather than passive reception, which empowers learners

to think critically about resistance and liberation (especially in the time period we see). I structure the lesson by not only focusing on racial animus, but also the class motivations behind why the planter class in the South wanted to maintain a captive population for labor.

The plan accommodates learner needs by using multiple strategies such as a lecture with comprehension checks, small-group cooperative learning, guided notes, and wait time for response. This variety supports students with different learning preferences, including English Language Learners, by giving them written supports, verbal discussion opportunities, and time to think to help students with anxiety speaking in class (LE4). It somewhat ensures the use of developmentally appropriate resources, such as primary sources and group inquiry, which are engaging for high school students and push them toward higher-order thinking (LE5). However, looking back, I think that the sources I chose may be too dense for the time allotted to students to properly analyze these sources to be done. I do not want to assume that students will struggle with it, so before writing my next lesson plan, I am going to test out this primary source activity with students first to get a feeling for it.

Classroom routines and expectations are built into the structure of the lesson: a bellringer question, transitions between lecture and group work, and a clear debrief format. These procedures help students understand expectations for participation, movement, and presentation, providing structure without rigidity (LE6). However, more structure could be added to the group learning section to eliminate confusion. The physical arrangement of the classroom should be done consciously by the instructor to ensure that cooperation is effectively encouraged, yet students begin individually with guided notes, move into small groups for analysis, and then share back with the larger class, which I think shows encouraging individual and cooperative experiences with the materials (LE7).

Although this lesson does not directly co-construct the learning environment with families, that should already be a part of my classroom and my pedagogy by the time I teach this lesson as an employed educator. In the future, family engagement could be extended by incorporating family or community narratives connected to Reconstruction (if available) or local history (LE8).

Systematically evaluating the learning environment would be something that would happen either before or after I have done this lesson (LE9). Depending on how the classroom, group organizations, and desk layout work for this assignment or previous ones before it, I would make modifications so that I can continuously improve the classroom environment and make it as beneficial to students as possible.

Addressing specific comments on the lesson plan by the instructor, I think that the card-calling technique has merit in comparison to the calling hands method. I have been to a professional development where I have seen the method in action, and I think it's very effective. As a teacher, we get accused by students of picking on kids for answers, or calling on the "know-it-alls" too much. I think that having it be random takes the blame off the teacher and also encourages more students to pre-prepare an answer in their head before the questioning begins (because anyone has an equal chance of being called).

The formation of groups, where they will sit, and how they will find each other needs to be made more clear. Having specific instructions on where groups will meet would improve this lesson. I know the roles are quite vague, I focused more on getting the information than them reading the source for the tasks. The presenter must understand the points of the source, because they have to talk about it to the class. The scribe has to take in the information because they will

write it down. Even if not all the group members do not read the source or understand it, they still have an opportunity to interact with the content in the source through their role. I think this does differentiate it a bit, but I see how more rules need to be laid out for all students to properly engage with the source itself, not just the information one student gamers from it.

While each group presents, the other groups should be filling out a worksheet with a box for each source and each topic, such as the following:

	Sharecropping	KKK	Black Codes
How did this affect AF-AM?			
How did this mirror slavery?			
How did ?			

This would allow all students to engage with the group presentation. I do agree with your assessment that the sources are dense, but I want to run it through myself to learn that lesson the hard way.

For a first lesson plan, I believe it laid a strong foundation. With more structure, clearer group coordination, and a conscious deepening of my application of the standards, I am confident that my next lesson will show measurable growth

Mass Media Effect on Government Action

Government Lesson Plan

50-minutes

Objectives:

By the end of this lesson, students will be able to:

Identify types of mass media and analyze how different media sources present political issues (SS.CV.6.9-12)

Explain how framing by mass media influences public perception of political issues (SS.CV.6.9-12)

Analyze how bias can affect the interpretations of the News by mass media (SS.CV.5.9-12)

Compare and contrast how public agenda-setting is shaped by competing media interpretations by rival news corporations. (SS.CV.1.9-12)

Resources and Materials: Pencil, Notebook, PowerPoint, Headline Packet

Bellringer Activity (5 minutes):

Step 1 - Classroom Routine

- Once the tardy bell rings, students are expected to enter, locate their assigned seats, and prepare for class with materials out.
- A PowerPoint slide is already projected on the board with the day's bellringer questions:
 - What are some factors that can influence public opinion within a community?
 - What role does the media play in influencing our opinions?

Step 2 - Verbal Cue for Attention

- The teacher uses their verbal cue to call classroom attention: o Ex: "Alright folks, let's get settled in."
- Helps to call attention to the teacher and quiet the classroom.

Step 3 - Student Engagement with Prompt

Once attention is called to the front of the class, students will be told that they will be given ~1 minute to think up a response to each of the questions on the board and write it down if they prefer.

Step 4 - Taking Volunteers and Discussion

The teacher will ask for volunteers from the class to get opinions and prompt short discussion.

When a student responds, the teacher will:

- Affirm ("Yes, that's a strong point.")
- Repeat (restate the answer so the whole class hears it)
- Build (connect the response to public opinion or mass media)

Sample exchange for scenario:

[Last of class finishes trickling in from the hallway and bell sounds]

Teacher: "Alright folks, let's get settled in for the period."

[Short pause]

Teacher: "Good, everyone is getting settled. Yesterday we looked at sources of public opinion and the effect that it can have on governmental action. What are some factors that can affect public opinion within a community?"

[Pause to allow for thinking time]

Teacher: "Does anyone want to have a crack at it?"

[Student(s) raise hands and the teacher picks a volunteer]

Student: "Race and gender both affect public opinion"

Teacher: "That's right, race and gender can both affect public opinion within a community. Considering that, where might be some places that people could go to help form opinions from outside of their communities?"

[Calls on another student]

Student: Umm ... memes tell me what I could believe?

Teacher: You're on the right track! Memes have the ability to inform us on a variety of things. Tell me, how are memes transmitted to us? How do we get information?

[Calls on another student]

Student: "You could go on social media, I know I see a lot of stuff on Twitter."

Teacher: "Yes, many people can get outside information to form opinions from social media. That is a good example of a form of mass media, which is what we will be discussing today"

Step 5 - Transition to Lesson

The teacher gives a short bridging statement going off the bellringer discussion to transition to an interactive lecture.

The hope with this activity is that it will help students get involved in the classroom and trigger them to remember some of the content from the previous day of class. Students will have already learned about interest groups, what makes them up, and how they can affect government action; now, we have transitioned to mass media and the ways that it can shape public opinion.

Interactive Lecture (20 minutes):

Step 1 - Pass Out Interactive Notes

During the transition from the bellringer, I will begin handing out the guided note packets. Students will take one and pass the rest back along their rows until everyone has a copy. I will instruct students to take out their writing implements while I return to my computer to pull up the slideshow that will accompany the lecture.

Step 2 - Lecture and Assess Formatively

Each slide will contain only a few bulleted points to serve as catalysts for the lecture rather than full explanations. This ensures students are listening actively to the content rather than just reading from the slides.

- **Opening Question (Slide 1):**



Mass Media/medios de comunicación

10th Grade Government

I will begin with the title slide and pose a short introductory question:

"Before we start talking about how mass media can affect public opinion, what are some different types of mass media that you can think of?"

I will take 2-3 responses, Using the Affirm - Repeat - Build strategy. For Example: Student:

"The news on TV."

Teacher: "Yes, thank you. The news that you can watch on your TV can be considered a form of mass media. What are some things you might learn from the news?"

Student: "Well, they talk a lot about what's happening in the world"

Teacher: *[Follows up with additional probing questions for a minute or so before moving onto the next question]*

- **Slides 2-End**



What are some factors that can influence public opinion within a community?

What role does media play in influencing our opinions?

Types of Media

- Newspapers, magazines, and books are examples of
- Radio, television, and the Internet are





Media Safeguards Cont.

- Freedom Within Limits



- Libel: publishing false information
- Must prove malice

eJ EIIJd SJ

CJ: ,
lrJJ

- Protecting Sources



- Media Shield Laws

Bias



- Media bias

- preferenee or _____
prejudice for one perspective _____
- Interpreting facts _____
- Examples _____
- Use language that makes something sound good or bad.

- I will give a short lecture on the content of each slide, pausing periodically to ask comprehension questions and check for understanding. This questioning cycle will repeat for the remaining slides.

The Lecture will last approximately **20 Minutes**, leaving sufficient time for the cooperative learning section and debrief.

Step 3 - Transition to Cooperative Learning

- Now that the lecture is over, I will say:

"Now that everyone has an understanding of what mass media is and how it affects public opinion and government action, I am going to give each group two news headlines from different news networks. Using these sources, you will see how different sources interpret different political issues, and how they seek to change public opinion. "

We hope that, following the lecture, the students will have a better comprehension of what mass media is, as well as how it interacts with public opinion and government action. This better understanding should allow students to think critically about different techniques that media uses, as well as the positive and negative effects that media has on the world around them. By asking questions during the lecture, I will be better able to evaluate any areas that the students are having trouble grasping so that I may go into further detail or word the explanation differently so that they can better understand.

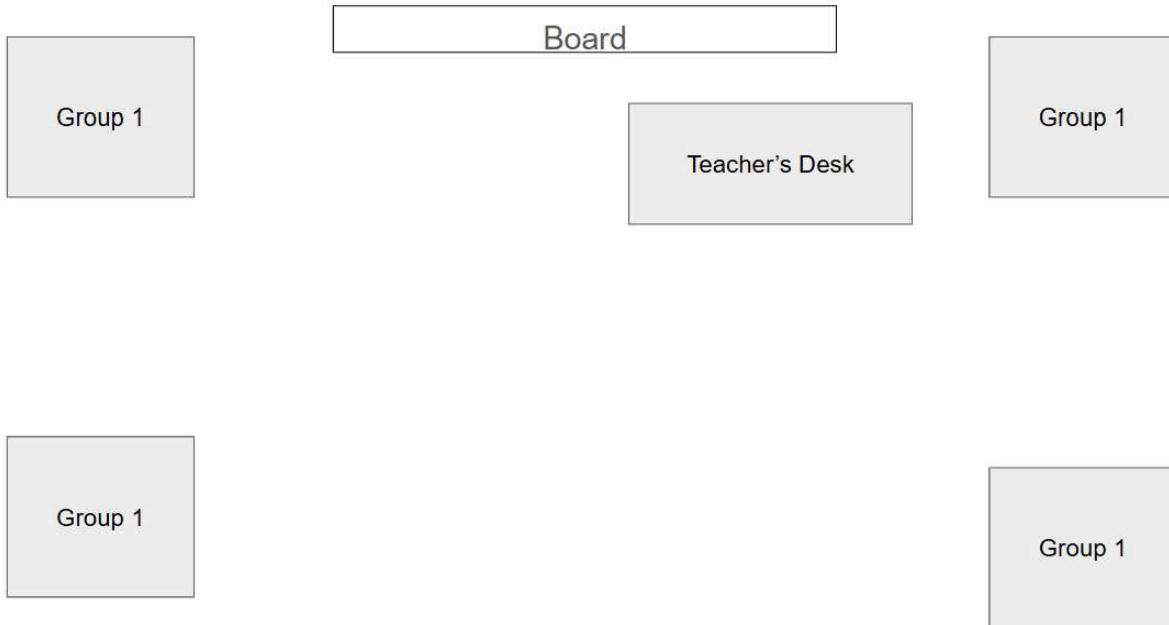
Cooperative Learning (15-20 minutes):

Step 1 - Group Formation

Students are divided into groups of 4-5. Desks will have already been organized in clusters to facilitate group work. The following represents the different groups:

- **Group 1:** Raleigh Brazier, Brandylinn O'Neal, Logan Wyatt, Jacob Maze
- **Group 2:** Tyler Fitch, Caden Plummer, Hailey Keys, Emma Clemens
- **Group 3:** Brayden Tonn, Erick Lechuga, Tyler Blair, Jason Hise, Kaleb Knop

Students will organize themselves into these groups into four quadrants of the room, like so.



The Assignment

- Each group receives links on Google Classroom to online articles:
 - CNN: "*America's home affordability crisis has a solution. Lower rates isn't it?*" (<https://www.cnn.com/2024/09/23/business/housing-market-interest-rates-other-problems>)
 - Fox News: "*DEI is the real cause of America's housing crisis*" (<https://www.foxnews.com/opinion/dei-is-real-cause-of-americas-housing-crisis>)
- Each student is given a worksheet with guiding questions.

Roles:

1. Discussion Leader

- Guides the group through the questions on the worksheet.
- Ensures everyone participates and that ideas are heard.
- Keeps the discussion focused on comparing and analyzing the two articles.

2. Recorder/Note-Taker

- Write down the group's answers clearly and completely on the worksheet.

- Summarizes key points discussed for the final group output.
- Make sure all group members' ideas are captured.

3. Evidence Collector

- Highlights key quotes, data, or examples from each article to support the group's answers.
- Ensures that evidence is accurate and relevant to the guiding questions.

4. Presenter

- Shares the group's two-sentence summary and reflections with the whole class during the debrief.
- Answer follow-up questions from the teacher or classmates.

Optional 5. Timekeeper/Organizer (for groups of 5)

- Keeps track of the time to make sure each section of the discussion stays on schedule.
- Reminds the group of deadlines for completing worksheets and summaries.

Step 2 - Group Analysis (12 minutes)

Students read through the excerpts and discuss using the following guiding questions:

Article Analysis (Side A: CNN)

1. What solution(s) to the housing crisis does this article emphasize?
2. How are politicians (Harris and Trump) framed in this article?
3. What tone does the article take toward the housing shortage-data-driven, emotional, partisan, etc.?

Article Analysis (Side B: Fox News)

1. How does this article explain the cause of the housing crisis?

2. How are activists and government officials framed here?
3. What tone does the article take-critical, opinionated, neutral, etc.?

Comparison & Reflection (Both)

1. What are the **main differences** in how each article defines the housing crisis?
2. How might these different portrayals shape public opinion about what government should do?
3. If you were a policymaker, which article would you consider more persuasive-and why?

Step 3 - Group Output (3 minutes)

Each group prepares a **two-sentence summary** of:

- How CNN and Fox News differ in framing the housing crisis.
- What effect could this difference have on public opinion and government response?

After answering all these questions, each group will be provided by the teacher with an individual prompt to answer.

Group 1: According to each article, what is causing the housing crisis? Group

2: According to each article, what is the solution?

Group 3: What bias do you see in your articles?

The goal with this assignment is to get students looking at real articles they might encounter, and teach them how to understand different perspectives while also spotting bias. We hope for students to think critically about the material they consume and seek out different perspectives.

This cooperative learning assists them in understanding the way the media intends to influence public opinion and how different agencies have different biases and solutions to political issues.

Debrief of Co-op Learning (10-15 minutes):

Once we all have regrouped, we will begin to fill out the following chart that will be drawn on the board. The chart will look something like this:

	CNN	Fox News
--	-----	----------

(Group 1) What is causing the housing crisis?	<i>The houfi"-g cri,ir rteV>tf froV>t (). revere dwrt).ge of home,-C().ufed b!J co11dructio11 b().rrierf, z.o11i1Ag reffricfionf, ().nc/ tlie morfg().ge "lock-in" e(fect-wlili(e rifi"-g re11fr ().ncl codr m().K.e houfi"-g increa.ri11g!J U.n().(ford().ble deffite lower interert r().te,.</i>	<i>America.'r houf1"-g cri,ir ir (). m().11ufa.ctu.red n().rr().t,ve-Cenfu, d().t(). rliowr n0 rel)./ rliort().ge-(.ncl tlie rel)./ iffue ir ().Ctiv,rt, u.ri11g DEJ-driven z.o11i1Ag Ch().IAgU to refh().pe ne,ghborhot:Jdf r().ther th().IA (). ge11u,1Ae !Mk of home,.</i>
(Group 2) Where does the solution lie?	<i>CNN focu,er on exp().1Ad,11g fu.ff!J () .nc/ () .ft:Jrcla.b, /4'ty</i>	<i>Fox. focu,er on k.eefi"-g policy ().nc/ ne,ghborhot:Jd co11ft:;(intact r().ther th().IA increa.ri11g co11,truct,011.</i>
(Group 3) What bias is apparent?	<i>CNN () .ticle f().vt:Jrf K().rn().fa.'r pofif, on on rofving tlie houfi"-g cri,ir, () .Ctivell!J debu1Ak.,11g Tru.mf 'r</i>	<i>The () .rticle b//.V>tef DEI () .ncl ().Ctiv,rt, for tlie houfi"-g irfue. The () .rticle f().vt:Jrf Tru.mf () .ncl riclicvlef Dernt:Jcra.tf.</i>
(Whole Class) How might these differing perspectives affect public policy decisions?		

Following the synthesis activity, students will be tasked with writing a reflection on Google Classroom about what they learned from the activity.

Example:

Google Forms

Email:

In a couple of sentences, describe how you felt about cross-comparing the two articles. How do you feel about understanding media now?

**Co1+tpAr,·119 tit.e two Articles- wM i11tererti"-9, Af I wM Able to ree wit.ere eAch rourcec biAS'
IAg-HAvi11g do11e it, I feel more co11f;de11t AbtJtlt rea.di"-9 tit.rough. tit.e 11ew!: I
u.11derrtAhd mM!: mediA
better.**

Mass Media Guided Notes

Types of Media -

Impact-

Public Agenda-

Candidate Coverage-

Journalists and Politicians-

Watchdog Role-

Media and National Security-

Media Safeguards-

Freedom of Press-

Prior Restraint-

Freedom Within Limits-

Protecting Sources-

Media Regulation-

Mr. Fowler's 10th Grade Government

Name: _____

Date: _____

Media Analysis Activity: Housing Crisis

Read the excerpts from Side A: CNN and Side B: Fox News carefully. With your group, discuss and respond to the following guiding questions. Write your answers in complete sentences.

Article Analysis (Side A: CNN)

1. What solution(s) to the housing crisis does this article emphasize?

2. How are politicians (Harris and Trump) framed in this article?

3. What tone does the article take toward the housing shortage-data-driven, emotional, partisan, etc.?

Article Analysis (Side B: Fox News)

1. How does this article explain the cause of the housing crisis?

2. How are activists and government officials framed here?

3. What tone does the article take-critical, opinionated, neutral, etc.?

Comparison & Reflection (Both)

1. What are the main differences in how each article defines the housing crisis?

2. How might these different portrayals shape public opinion about what government should do?

3. If you were a policymaker, which article would you consider more persuasive-and why?

Nicholas Fowler

Dr. Stacy

HIST 323

19 September 2025

Reflection #2

This lesson plan addresses the IPES Instruction Standards in multiple ways. First, the plan grounds itself in both research and learning theory by integrating cooperative analysis of news sources with scaffolding supports such as guided notes and structured group roles (IN1). The use of direct content knowledge regarding political science and media bias is aligned with Illinois social studies standards (SS.CV.6.9_12, SS.CV.5.9_12), ensuring that instruction is not only relevant but also rigorous (IN2, IN3).

The lesson specifically asks students to critique assumptions within media reporting and the political agendas those assumptions sustain. By comparing CNN and Fox framing of the housing crisis, students are asked to analyze how inequity and bias influence civic discourse (IN5). This challenges learners to consider how mass media can sustain systemic inequalities in political understanding and governmental response. By having students work in structured groups where all voices are expected to participate, the plan seeks to create equitable learning opportunities (IN7). To enforce this point even further, the lesson plan can be tailored to service ELL students (translation) or students with learning disabilities who may need extra time with worksheets or need further support.

The lesson scaffolds understanding by beginning with bellringer questions that activate prior knowledge, then layering new content through lecture, guided notes, and finally

collaborative inquiry into real-world sources (IN11). This structure allows students to build from existing schema to higher-order skills of evaluation and comparison (IN13). Differentiation is supported by group roles, such as the recorder, evidence collector, and presenter, which allow students to contribute based on their strengths while still engaging with the central task (IN12). Wait time, structured note-taking, and verbal affirmations also make instruction more accessible to English Language Learners and students with anxiety, as they provide multiple modalities of engagement (IN10).

Collaboration is embedded through group analysis and synthesis, where students share insights with peers before a full-class debrief (IN16). Students also engage in using discipline-specific language with terms like “bias,” “framing,” and “public opinion” within both oral and written tasks (IN18). The cooperative learning assignment requires students to make connections between real-world news events and their civic responsibility of understanding media bias, reinforcing the real-world applications of civic education (IN17). And lastly, students are required to use methods of inquiry to address content based off of standards in the Civic curriculum (IN19).

Looking back, I recognize that while the lesson uses authentic sources, the density of the articles may pose challenges for some learners given the limited time allotted. In the future, I would consider either providing more scaffolding for article reading (such as vocabulary previews or shorter excerpts) or extending the lesson into two days so that students have more opportunity to deeply engage. However, I want to try this lesson out in my placement first before I sell my students short of their abilities. Additionally, clearer directions for transitioning into groups and presenting results would reduce confusion and maximize instructional time.

Some theorists whose theories are tested in this lesson plan are Rogers and Meyers and Rose. Rogers' idea of both academic and experiential learning is applied in this lesson. Students learn to understand bias and the role of media, which are parts of academic knowledge, but also learn how to differentiate between different perspectives, which is a cognitive function necessary for functioning in the real world. Meyers and Rose's theory of the Universal design for Learning is applied in this lesson by the use of task-oriented steps as students move throughout the lesson. We have neatly crafted guided notes and worksheets to help guide student cognitive thinking and we can provide extra support for students who require that extra step of differentiation.

Addressing Dr. Stacy's specific critiques of the lesson plan, I would agree with him about being more discreet with the lesson objectives. I honestly think I need more workshopping with this, because me nor Nathan, looking at the notes, could really "get" it" when it comes to writing DAM good lesson objectives. I will consult with Stacy beforehand about the next lesson plan. The Bellringer was indeed intended to be a review from yesterday. The images on the slides could be more relevant and lean into student questioning. 5 in a group IS too many, but this extra role was made in case students are absent and groups are not even in class. All of the roles are necessary, and it is easier to add a role than to eliminate one or have one student do multiple. That is why I created a nonessential role that engages the student but, if not present, does not damage the learning experience. The worksheet should be reworked with the goals in mind. And finally, the next lesson plan will have ARB scripting included to simulate the debrief better.

Language, Culture, and Diffusion

Geography Lesson Plan

50-minutes

Objectives:

By the end of this lesson, students will be able to:

Make inferences about how languages diffused by using maps and charts (SS.G.1.9-12.)

Describe and explain the relationship language has to culture (SS.G.9.9-12.) Differentiate between the ways that relocation and expansion diffusion affected linguistic culture (SS.G.10.9-12.)

Measurable Achievements:

After this lesson, students will learn the basics of language and culture and be able to analyze in case studies how language spread. By completing this lesson, students will understand cognates, language families, and cultural diffusion, leading them to be more culturally aware of the world around them while studying high-level geographic concepts.

Resources and Materials: Pencil, Notebook, PowerPoint, Worksheet

Bellringer Activity

Step 1 - Classroom Routine

- Once the tardy bell rings, students are expected to enter, locate their assigned seats, and prepare for class with materials out.
- A PowerPoint slide is already projected on the board with the day's bellringer questions:

- o Why is culture different from place to place?

Step 2 - Verbal Cue for Attention

- The teacher uses their verbal cue to call classroom attention:
 - o Ex: "Alright folks, let's get settled in."
- Helps to call attention to the teacher and quiet the classroom.

Step 3 - Student Engagement with Prompt

Once attention is called to the front of the class, students will be told that they will be given ~1 minute to think up a response to each of the questions on the board and write it down if they prefer.

Step 4 - Taking Volunteers and Discussion

The teacher will ask for volunteers from the class to get opinions and prompt short discussion.

When a student responds, the teacher will:

- Affirm ("Yes, that's a strong point.")
- Repeat (restate the answer so the whole class hears it)
- Build (connect the response to public opinion or mass media)

Sample exchange for scenario:

[Last of class finishes trickling in from the hallway and bell sounds]

Teacher: "Alright folks, let's get settled in for the period."

[Short pause]

Teacher: "Good, everyone is getting settled. Yesterday we looked at how culture spreads between areas through things like media, technology, and migration. To start with today, what might be a few reasons that culture can be so different depending where you are?"

[Pause to allow for thinking time]

Teacher: "Does anyone want to have a crack at it?"

[Student(s) raise hands and the teacher picks a volunteer]

Student 1: "Well, people from different places have different histories, so they have different experiences."

Teacher: "Very good, local history can play a very big role in shaping the culture of an area. What else could cause differences in culture between different areas?"

[Teacher calls on another student]

Student 2: "Maybe the weather in the area."

Teacher: "Yes, thank you, the climate of an area can also affect culture in very recognizable ways. Now, what parts of a culture are we likely to see move with the people to new areas?"

[Teacher picks a new volunteer]

Student 3: "Wouldn't people bring their language with them when they move?"

Teacher: "Very good, a culture's language is definitely a component that would move with its people regardless of where they would move physically. That is what we will be talking about today in class."

Step 5 - Transition to Lesson

The teacher gives a short bridging statement going off the bellringer discussion to transition to an interactive lecture.

The hope with this activity is that it will help students get involved in the classroom and trigger them to remember some of the content from the previous day of class. Students will have already learned about the different components that make up an area's unique cultural identity and many of the ways that a culture is able to spread; now, we have transitioned to how specifically language develops and how it can affect culture as it does so.

Interactive Lecture

After stating my transitional phrase in the Bell Ringer Activity, I will then direct students' attention to the PowerPoint presentation on the board. Students will be asked to pull out their notebooks and pencils, or their Chromebooks.

The slides of the lecture will contain bullet points that highlight the main ideas and key takeaways of the lesson about language families, cognates, toponyms, and diffusion. The bullet

points will be all new information that the students have not covered in previous lessons. It is my job to expand and explain by saying more than what is on the slides.

Example: Language Families

Indo-European: Largest, includes English, Spanish, Hindi, more

Afro-Asiatic: Hebrew, Arabic

Sino-Tibetan: Chinese, tonal languages

Others: Altaic, Japanese, Korean, indigenous

Students may not know what I mean when I say "language family." Therefore, I would have to expand and explain. For example, I would say:

"Language families are like big branches on a tree. Each family has many related languages that grew out of a common ancestor. For instance, English and Spanish both belong to the Indo-European family, which means that if you trace them back thousands of years, they came from the same root language."

Students should write down the definition of "language family" in their notebooks so they can refer back to it before test time.

I do not want to put a whole lot on the slides because I want the students' focus and attention on me and my explanation.

Example: Cognates

English: Aid, Resource, Fashion, Quarter, Pensive

Spanish: Ayudar, Recursos, Hacer, Cuatro, Pensar

Latin roots: Adiitare, Recursus, Facere, Quattuor, Pensare

Students may not understand why words in English and Spanish look similar. I would expand by saying:

"Cognates are words in different languages that have similar meanings and often look alike because they come from the same ancestor language. For example, the English word quarter and the Spanish word cuatro both trace back to the Latin quattuor, which means 'four.'"

I would ask a question to assess comprehension:

"Why do you think English and Spanish share some words?"

If a student replies, "Because English copied Spanish," I would affirm and build:

"Good idea! Languages do borrow from one another, but often they also share ancient roots in Latin or Proto-Indo-European. That's why they sound and look alike."

Example: Toponyms

Greek for place (topos) + name (nym)

Resistant to change

Half of U.S. state names not European

I would expand:

"A toponym is just a fancy word for place name. Many of our U.S. states-like Michigan or Mississippi-come from Native American languages, not English. Place names often stay the same even when the people who first used them are gone."

I would ask:

"Why do you think place names resist change, even when new people take over the land?" If a student says, "Because it's too hard to rename everything," I would affirm and build: "Exactly! People get used to names, and they become part of identity. That's why they last."

Example: Diffusion of Language

Expansion Diffusion + trait spreads out but stays strong at origin

Relocation Diffusion + trait spreads as people move, weakens at origin

Hierarchical Diffusion + spreads from top of society to bottom

Contagious Diffusion + spreads rapidly through contact at bottom levels

I would expand:

"Diffusion just means how something spreads. Think about music today: a new style can start in a city and spread around the world through YouTube. That's contagious diffusion. But if a king or president uses a language and others follow, that's hierarchical diffusion. This is similar to how most of our ancestors learned English, they came to the United States, and because educated people knew English, they learned it themselves."

Question:

"How might language spread through expansion diffusion?"

If a student says, "Because more people learn it," I would respond:

"Exactly! For example, English has expanded worldwide because of trade and media. It spreads outward but is still strong in the U.S. and Britain."

Timing

The interactive lecture should take 15-20 minutes. Once we are done covering notes in the interactive lecture, I will use my transitional phrase to move into the cooperative learning activity.

Transitional phrase:

"Now that we understand how languages are related and how they spread, we are going to break out into groups and try to analyse different case studies relating to language and diffusion."

Goals of Interactive Lecture

My hope with the interactive lecture is that students will begin to think critically about how language connects to culture, as that is the main point of Chapter 3. Interspliced throughout the PowerPoint are maps detailing the expansion of Indo-European languages, graphs showing the branches of the language families, and detailed charts showing the different types of diffusion. These aspects mean that students are learning information about culture and language while also learning theoretical concepts studied in the field of geography. By asking assessment questions throughout, I can check whether my explanations are clear and whether students are grasping the material. Students should develop a deeper understanding of how language, culture, and diffusion shape the world today.

POWERPOINT ATTACHED TO BB SUBMISSION

Cooperative Learning

After transitioning from my interactive lecture to my cooperative learning activity, I am going to direct my students' attention to me for directions on this activity. I will say, "Alright, class, we've

talked about languages and the ways that they diffused, you are all now going to get into groups of four, and choose between four different roles."

The Groups

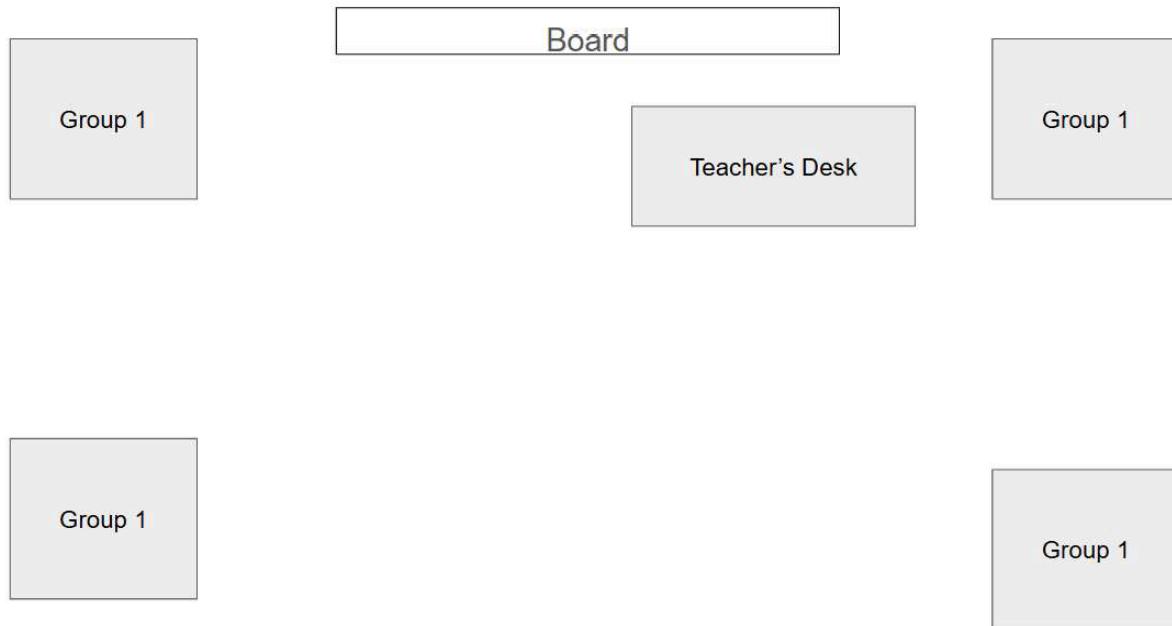
Students will be grouped as follows:

- **Group 1:** Raleigh Brazier, Brandylinn O'Neal, Logan Wyatt, Jacob Maze
- **Group 2:** Tyler Fitch, Caden Plummer, Hailey Keys, Emma Clemens
- **Group 3:** Brayden Tonn, Erick Lechuga, Tyler Blair, Jason Hise
- **Group 4:** Christopher Hellrung, Caleb Klein, Kaleb Knop, Jason Stacy

The names of the groups will be written on the board before class so that students are aware as soon as they walk into the room who they are supposed to be with.

Class Organization

As soon as I hand the worksheet out, I will put on the board the class organization for where the groups will meet. The following will be projected:



Students will be told they are given 10 minutes, but will actually be given 15-20. This is done to get them to hurry and finish the assignment.

The Assignment

Each student will be given a worksheet with multiple scenarios of language diffusion. The directions will be given orally and in writing: "You will analyze together these different case studies of how language spread and detail which form of diffusion it was, and why."

Students will analyze a case study together, discuss how it relates to the lecture, and determine which type of diffusion style it follows. Part A involves students analyzing which type it is and justifying it, Part B involves them dealing with multiple types of diffusion and correctly analyzing them, and Part C involves them drawing inferences from a map. (For full worksheet, scroll past page 15)

Roles

The students will be assigned the following roles:

Reader

- Reads the case study out loud to the group.
- Makes sure everyone understands the scenario before discussion starts.

Recorder

- Writes down the group's answers in the provided spaces.
- Ensures responses are complete sentences and use key vocabulary (e.g., "relocation diffusion," "contagious diffusion").

Timekeeper

- Keeps track of time for each case study so the group stays on task.
- Reminds the group when they need to move to the next question.

Presenter

- Shares the group's answers during class discussion.
- Explains the group's reasoning for why they chose that diffusion style.

Materials and Task

Students will receive a worksheet packet with a mix of short responses, multiple-choice applications, and one long-response analysis question tied to maps of English diffusion. Each group will:

1. Read the case study aloud (Reader).

2. Discuss as a group which diffusion type is represented and why, using key vocabulary like "relocation diffusion" or "hierarchical diffusion."
3. Record responses clearly (Recorder).
4. Stay within the 3-4 minutes per case study (Timekeeper).
5. Prepare to share at least one response with the class (Presenter).

Teacher Facilitation

- I will circulate the room, stopping at groups to check for understanding, redirect if necessary, and encourage quieter students to participate.
- I will give time updates at regular intervals ("You have 2 minutes left on this case study").
- If a group finishes early, I will prompt them to extend their analysis (e.g., "What if this happened in today's world? How might the diffusion look different?").

Goals of Cooperative Learning

I designed this cooperative learning exercise to give students immediate practice applying the abstract concepts of diffusion to concrete, real-world scenarios. By working in groups, students benefit from peer-to-peer explanation, which often clarifies misunderstandings more quickly than from a teacher's lecture alone. Assigning roles ensures all students are accountable and actively engaged.

I hope that this activity will reinforce students' comprehension of language diffusion by asking them to classify examples and encourage critical thinking through explanation and defense of their answers. I hope also that it assists in building collaborative skills by requiring each student to contribute to a shared product and make learning interactive and memorable by moving from lecture to active practice.

This activity helps students learn the new material because it immediately requires them to synthesize what they heard in lecture and apply it in context. By discussing, writing, and presenting, students interact with the material in multiple modalities, which deepens retention through repetition.

Debrief

Once we have all come back together, we will fill out a blank version of the following visual aid. The visual aid will either be drawn or projected onto the board.

<p><u>Relocation</u> <i>British Empire</i> <i>Expulsion of Jewish People</i> <i>Arabic</i></p>	<p><u>Contagious</u> <i>Ahlan & Nada</i> <i>8Arabic=-</i></p>
<p><u>Hierarchical</u> <i>Franko Dictatorship</i> <i>Roman Empire</i> <i>Arabic</i></p>	<p><u>Expansion</u> <i>Roman Empire</i> <i>Arabic</i></p>

Once we have the attention of the class we will give a short transition statement to move the class towards discussion of their findings, such as:

Teacher: "Alright everyone, now that we've all had time to go over the different case studies with our groups, let's see what you've found. We'll be going around the class in group order to fill out the chart that you can see on the board."

We will then proceed to call on the presenter of each group in order to see both what type of diffusion each group had for the case studies, but also the reasoning behind their decision. The exchanges should appear similar to the example below.

Teacher: "Let's start with the first case study. Group 1, what did you all think about the study about Ahlan and Nada?"

Group 1 Presenter: "We say that it's contagious diffusion, because it spread from person to person naturally over time."

Teacher: "Good, this study would be an example of contagious diffusion because of its person to person spread."

[Writes "Ahlan and Nada" in the contagious box]

Teacher: "Group 2, what did we think about the spread of English from the British Empire?"

Group 2 Presenter: "We said that it was relocation, because people who spoke English moved to America and Australia and brought it with them"

Teacher: "Yes, very good. That study would be a great example of relocation diffusion" [Writes

"British Empire" in the relocation box]

This procedure continues until we have gone through the entirety of the activity sheet as a class.

We hope that the performance of the debrief following this activity will help the student better manipulate and confirm the information that they have been given during the day's class. Hearing from each group individually will also help us with evaluation, ensuring that each group has a grasp on how language spreads.

Guided Notes: Unit 3 -Language, Geography, Diffusion

World Geography - Enriched

Essential Question:

Why is culture different from place to place?

(Write your own answer here before we go through the lesson.)

Culture and Geography

Culture Hearths: _____

Diffusion: _____

Language Families

1. What is a language family?

2. Fill in the chart with examples of languages from different families:

- Indo-European: _____
- Afro-Asiatic: _____
- Sino-Tibetan: _____
- Others: _____

3. Which family contains 7 out of 10 of the most spoken languages in the world?

Accent vs. Dialect

- Accent= _____

- Dialect= _____

Indo-European Theories

- Anatolian Theory: _____
- Kurgan Theory: _____

Afro-Asiatic Languages

Examples: _____

- Notable feature: _____

Sino-Tibetan Languages

- Where spoken: _____
- Notable feature: _____

Other Families

- Include: _____
- Example regions: _____

Cognates

- Definition: _____
- Why do they exist? _____

Cognates chart:

English Word	Spanish Word	Latin Root	Proto-Indo-European Root
Aid	Ayudar	Adiitare	yey
Resource	Recursos	Recursus	?
Do/Make	Hacer	Facere	?
Four	Cuatro	Quattuor	kwetw6res
Think	Pensar	Pensare	?

Lecture Break Question: Why do you think Spanish and English have so many words in common?

Toponyms

- What is a toponym?

- Why are toponyms resistant to change?

- Generic Toponyms: _____
- Example: Mt. Denali vs. Mt. McKinley - _____

Diffusion of Language

Expansion Diffusion:

Examples: _____

Relocation Diffusion:

Examples: _____

Hierarchical Diffusion:

Examples: _____

Contagious Diffusion:

Examples: _____

Name: _____

Date: _____

Group: _____

Language and Diffusion

Directions: In your groups, you will analyze together these different case studies of how language spread and detail which form of diffusion it was, and why. You are to assign amongst yourselves the following roles:

Reader

- Reads the case study out loud to the group.
- Makes sure everyone understands the scenario before discussion starts.

Recorder

- Writes down the group's answers in the provided spaces.
- Ensures responses are complete sentences and use key vocabulary (e.g., "relocation diffusion," "contagious diffusion").

Timekeeper

- Keeps track of time for each case study so the group stays on task.
- Reminds the group when they need to move to the next question.

Presenter

- Shares the group's answers during class discussion.
- Explains the group's reasoning for why they chose that diffusion style.

A. Short Response Questions

1. Ahlan and her sister Nada both live in the South of Lebanon (Middle East) in an Arabic-speaking country. Some of their cousins recently returned from studying abroad in the United States, and they often mix English words into their conversations with family. Ahlan and Nada started repeating some of these words during everyday interactions. Soon, their friends in the neighborhood also picked up these English words from them. The English spread naturally from person to person in their family and community, almost like how a "meme" spreads by word of mouth.

Based on this case study, what type of diffusion style is this? Why?

2. The British Empire, from the 16th to the 20th century, had its people set off across the world, settling in places such as North America, Australia, and South Africa, bringing their language with them and spreading it across the world. While people in the United States and Australia may speak with different accents, the language is still English. Even today, English continues to be spoken at home.

Based on this case study, what type of diffusion style is this? Why?

3. The expulsion of Jewish populations from Spain in 1492 forced them to relocate to new homes across the Mediterranean and beyond. These migrants carried their language, Ladino (Judeo-Spanish), with them, establishing speaking communities in cities like Istanbul and Thessaloniki. Over the centuries, the language became preserved in these new locations while it largely disappeared from its place of origin in Spain.

Based on this case study, what type of diffusion style is this? Why?

4. For as long as forever, Spain has always been a diverse center for languages. In medieval times, Arabic was spoken in the south, and until recently, Galician, Catalan, Occitan, and Basque were other languages spoken in the country by their respective communities alongside the majority Spanish-speaking (Castilian) population. However, under the dictatorship of Francisco Franco in the middle of the 1900's, Spanish was made the official language of the entire country, and speaking languages other than it was prohibited.

Based on this case study, what type of diffusion style is this? Why?

B. Multiple Choices

5. In the time of the Roman Empire, Latin was considered the language of the educated and powerful, and was made the official language of the empire. It spread as Rome conquered Europe to the areas of the modern-day countries of Spain, France, and Romania. In parts of the empire where Latin was not dominant, locals still learned it to move up in society and mimic the powerful elites.

Mark each type of relocation this scenario describes:

D Relocation D

Expansion D

Hierarchical D

Contagious

6. Arabic spread from the Arabian Peninsula first through the First Islamic conquests that took over Mesopotamia (Modern Iraq), Syria, and North Africa. Arabic was the official language of the empire, and used by the educated class; therefore, it became a staple in the places it went. The language further spread through the popularity of Islam, as people of their own free will desire to learn how to speak the language of the Quran.

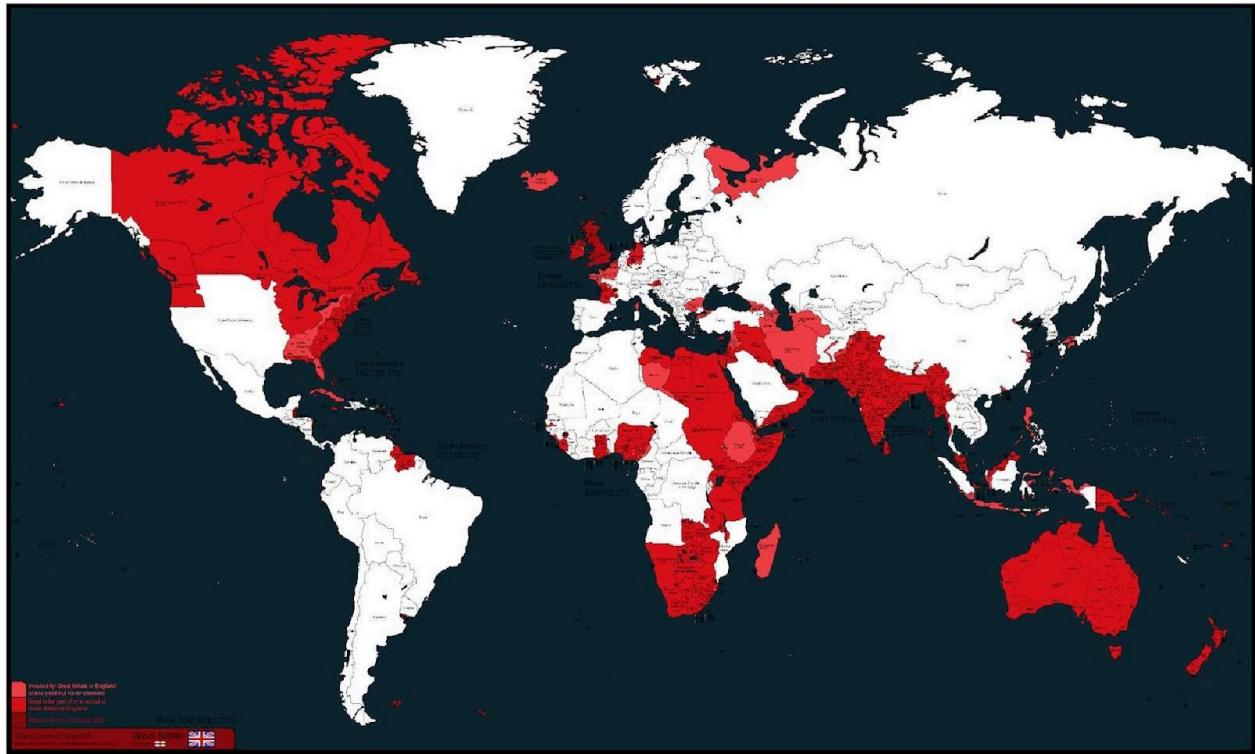
Mark each type of relocation this scenario describes:

D Relocation D

Expansion D

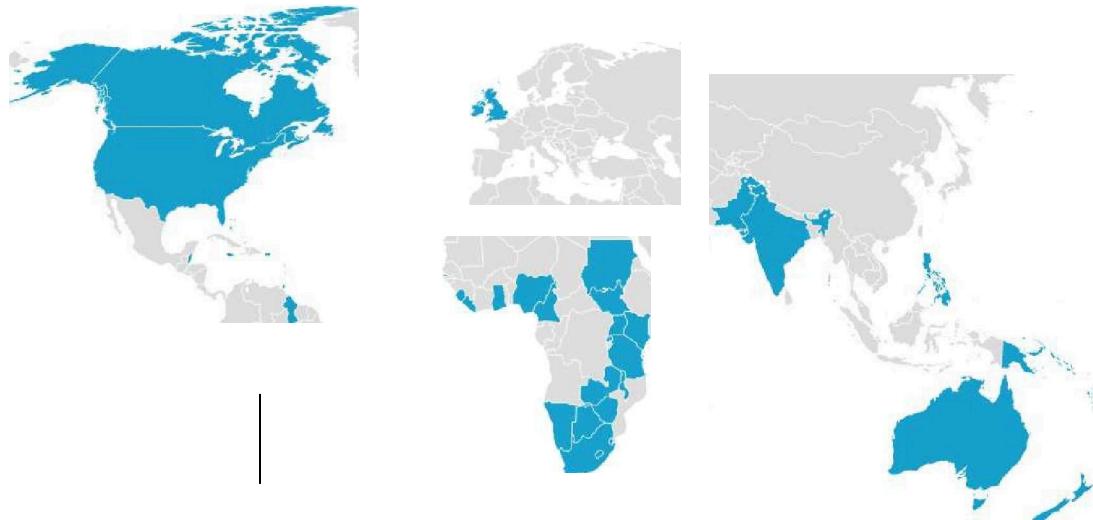
Hierarchical D

Contagious



Countries where English is held as an official language

- Speaks English



C. Long Response

Look at these two maps. Choose 2 of the diffusion styles, and theorize how they led to so many countries speaking English today.

Nicholas Fowler

Dr. Stacy

HIST 323

3 October 2025

Reflection #3

In this Geography lesson plan, my main goal was to connect the abstract concepts of cultural diffusion to one specific topic-how language spreads and has spread across history. I intentionally designed the sequence of bellringer, interactive lecture, cooperative learning activity, and debrief to scaffold understanding and to provide opportunities for students to engage in multiple ways with the concepts we intended for them to learn.

IN1. Using research, theory, and data to undergird instructional choices.

The bellringer discussion allowed students to draw on prior knowledge and their own lived experiences as an entry point to learning about diffusion. By affirming, repeating, and building on student responses, I aimed to validate their contributions and connect them to broader concepts (IN1).

This aligns with Vygotsky's Social Development Theory, as students engaged in social dialogue to co-construct meaning within their Zone of Proximal Development (ZPD). It also reflects Dewey's emphasis on learning by doing, as students were not simply asked to memorize diffusion types but actively worked to determine how diffusion functions in practice. **IN2.** Anchoring instruction in deep content knowledge.

The unit from which this lesson was derived focused on culture and how cultural traits spread. Module 23, the specific chapter I adapted this lesson from, focused on religion and language. To narrow the focus for students, I centered only on language. Because I have deep knowledge of linguistics and historical diffusion trends of languages, I was able to craft a lesson that went

beyond the textbook by including examples from my own knowledge. For example, the group activity's scenarios were created directly from my own content expertise, ensuring instruction was grounded in depth of subject knowledge (IN2).

IN3. Aligning instruction with learning goals and standards.

The lesson objectives aligned with the Illinois Social Science Geography Standards for secondary education, specifically focusing on diffusion and culture (SS.G.1.9-12; SS.G.9.9-12; SS.G.10.9-12). My instruction consistently reflected these standards, ensuring that students learned diffusion concepts and could connect them to cultural and linguistic patterns (IN3).

IN4. Incorporating applicable laws, rules, and policies in instructional decisions.

If this lesson were delivered in class, I could extend the discussion by examining how laws and policies affect the spread of language. For example, hierarchical diffusion could be tied to legal enforcement of language policies, both historically (e.g., colonial powers mandating language use) and in the U.S. today (e.g., debates over English-only policies). This would strengthen students' understanding of how language is shaped by structures of power (IN4).

INS. Engaging learners in challenging assumptions that sustain a system of inequity.

This standard was less explicit in my plan. However, the discussion of hierarchical diffusion indirectly challenged students to consider power dynamics in language diffusion. Examples such as Roman, British, and Spanish imperialism highlighted how languages were imposed across history, prompting students to consider inequities tied to language use (INS).

IN6. Making instructional choices that empower students to self-advocate.

This lesson plan does not fully emphasize self-advocacy. However, when building classroom norms, I would integrate structures that empower students to speak up for themselves and their learning needs, ensuring future iterations of this lesson better reflect this standard (IN6).

IN7. Creating equitable educational learning opportunities for all learners.

The cooperative learning activity allows for differentiation by assigning roles that accommodate different student strengths and abilities. Group roles like reader, recorder, timekeeper, and presenter provide accessible entry points for participation (IN7).

INS. Integrating curricular content based on learners' and families' cultural assets.

This lesson offers many opportunities to incorporate students' cultural backgrounds. For example, English Learners could connect their family's experiences of learning English to diffusion models. Similarly, the cognates slide could include examples drawn from students' home languages. These adjustments would strengthen the cultural relevance of the lesson (IN8). **IN9.** Integrating instructional technology and remote learning strategies.

While my lesson made use of visuals through PowerPoint, I recognize that it could have been enhanced with digital interactive maps and tools. Additionally, because of its group-based structure, this lesson is not as well suited for remote learning, and I would need to adapt it further for accessibility in hybrid or online contexts (IN9).

IN10. Adapting instruction to support learner accessibility.

This lesson could be differentiated to accommodate specific student needs, including modified group roles, scaffolded readings, and other supports based on IEP requirements or language proficiency levels. Such adaptations would ensure greater accessibility (IN10).

IN11. Scaffolding instruction from learners' prior knowledge.

The bellringer activity specifically built on students' prior knowledge about culture and language. By prompting them to reflect on why culture differs by place, I ensured a clear bridge from familiar ideas to new concepts (IN11).

IN12. Differentiating instruction based on learners' skills, knowledge, strengths, interests, and experiences.

Differentiation was embedded in the group activity through roles and through opportunities to connect diffusion concepts to personal or cultural experiences (IN12).

IN13. Nurturing higher-order thinking skills in instruction.

Students engaged in analysis and application through case studies, where they identified diffusion types, justified reasoning, and drew inferences. This structure supported the development of higher-order thinking skills (IN13).

IN14. Integrating culturally responsive instructional strategies.

Because the lesson centered on language and culture, it was inherently culturally responsive. For example, I incorporated Spanish-English cognates in lecture materials to engage the significant Spanish-speaking population in my school (IN14).

IN15. Reflecting substantive content knowledge in instruction.

My discussion of cognates, toponyms, and real-world case studies extended far beyond the textbook, showcasing the depth of my content knowledge and ability to enrich the lesson (INI 5). **IN16.**

Embedding collaborative experiences and student choice in instruction.

Group activities included structured collaboration, and students had choice in selecting their group roles, which encouraged active engagement and accountability (IN16).

IN17. Incorporating real-world applications in instruction.

Case studies such as the spread of Arabic and English, as well as examples like the Lebanese experience, grounded abstract theory in real-world applications (INI 7).

IN18. Engaging learners in using academic language.

Students practiced key academic vocabulary such as relocation diffusion, cognates, and language families. Both lecture and activities provided structured opportunities to use academic language in writing and discussion (IN18).

IN19. Incorporating methods of inquiry and standards specific to pedagogical content knowledge. The "diffusion detective" activity required students to analyze scenarios, justify classifications, and engage in geographic inquiry, reflecting strong disciplinary practices (IN19).

Conclusion

Overall, this lesson effectively connected abstract concepts to concrete applications while scaffolding student understanding through multiple instructional strategies. While areas such as student self-advocacy and remote accessibility could be strengthened, the lesson successfully integrated deep content knowledge, cultural responsiveness, and equitable participation. The instructional choices I made reflect both Vygotsky's emphasis on social learning within the ZPD and Dewey's principle of experiential, student-centered learning.

China before the Mongol Takeover

World History Lesson Plan

50-minutes

Objectives:

By the end of this lesson, students will be able to:

Explain how the political, economic, and cultural developments of the Song Dynasty in 1200

were shaped by China's past and standing traditions (SS.H.1.9-12)

Identify and describe at least two examples of change and two examples of continuity in Chinese society during the Song Dynasty (SS.H.2.9-12)

Evaluate how certain innovations during the Song Dynasty, such as champa rice, printing, and navigational technologies, caused societal change (SS.H.4.9-12)

Measurable Achievements:

During this lesson, students will learn about the major political, economic, and social developments of Song Dynasty China. By completing this lesson, students will understand how innovation, trade, and Confucian values interacted to create progress and inequality in this society at the given point in time.

Resources and Materials: Pencil, Notebook, PowerPoint,

Bellringer Activity

Step 1 - Entry Routine

As students enter the classroom, the **bellringer question** will already be written clearly on the whiteboard and projected on the screen:

Bellringer Question:

"What are three things that come to mind when you think about China's history or culture?"

Students will be expected to quietly take their seats, take out their notebooks, and write down a **short response of 2-3 sentences**. Examples of acceptable answers may include references to the Great Wall, dynasties, inventions, trade, or cultural traditions.

Step 2 - Written Response

- Students will have **1:30 minutes** to write their response.
- This quick write encourages individual reflection, activates prior knowledge, and ensures that every student has an idea to contribute before the discussion begins.

Step 3 - Volunteer/Cold Call

After time is up, I will say:

"Alright, let's hear what you came up with. Who wants to share something from their response?"

I will then:

- Take **2-3 volunteers**, or cold call if needed to ensure a variety of answers.
- Use the **Affirm - Repeat- Build** strategy to deepen student thinking:
 - o **Affirm:** Acknowledge their contribution positively.
 - o **Repeat:** Rephrase their response to model academic language.
 - o **Build:** Add historical context or connect their idea to the day's lesson.

Step 3 - Volunteer/Cold Call

After time is up, I will say:

"Alright, let's hear what you came up with. Who wants to share something from their response?"

I will then:

- Take **2-3 volunteers** or cold call to ensure variety in responses.
- Use the **Affirm - Repeat- Build** strategy to deepen student thinking and smoothly **segue into the lecture**.

Stronger Student Responses (Clear & Connected)

- **Student:** "I think of the Great Wall."
- **Teacher:** "That's a great example. The Great Wall shows how China invested enormous resources into protecting its territory. This kind of focus on stability and defense is something we'll see during the Song Dynasty as well."
- **Student:** "I think of emperors and dynasties."
- **Teacher:** "Yes, excellent. Dynasties were how China organized power for centuries, and the Song Dynasty is one of the best examples of political strength and innovation."
- **Student:** "I think of trade, like the Silk Road."
- **Teacher:** "That's a strong connection. Trade routes like the Silk Road brought wealth, goods, and ideas, and under the Song Dynasty, China saw major economic expansion that built on those earlier connections."

Weaker/ Less Precise Student Responses (Still Useful for Discussion)

- **Student:** "I think of pandas."
- **Teacher:** "That's interesting! Pandas are a modern cultural symbol of China. It's a reminder that China has a long and unique cultural identity, just like in the Song Dynasty when cultural values and traditions were central to their society."
- **Student:** "I think of chopsticks and noodles."
- **Teacher:** "Yes, food is a big part of any culture. The fact that Chinese cuisine and utensils are so recognizable today shows the long-lasting cultural influence of Chinese traditions going back many dynasties."
- **Student:** "I don't really know much about China."

- **Teacher:** "That's actually a great starting point. By the end of class today, you'll have a much clearer picture of what China was like during one of its golden ages-the Song Dynasty."
- **Student:** "I think of TikTok."
- **Teacher:** "That's a modern reference, and it shows how China still influences the world today. But just like it does now, China also had a big global impact centuries ago through trade, technology, and culture."

Step 4-Transition to Guided Notes

Concluding the bellringer, I will then use the transitional phase: "Now that we talked about the achievements of China, let us transition into our Lecture on China before the Mongols."

Interactive Lecture

Step 1 - Pass Out Interactive Notes

During the transition from the bellringer, I will begin handing out the guided note packets. Students will take one and pass the rest back along their rows until everyone has a copy. I will instruct students to take out their writing implements while I return to my computer to pull up the slideshow that will accompany the lecture.

Step 2 - Lecture and Assess Formatively

Each slide will contain only a few bulleted points to serve as catalysts for the lecture rather than full explanations. This ensures students are listening actively to the content rather than just reading from the slides.

- **Opening Question (Slide 1):**

China Before the Mongol Takeover

Song Dynasty (960-1297)



Along the River During the Qingming Festival by Zhang Zeduan

I will begin with the title slide and pose a short introductory question:

"When you think of China, what kinds of things come to mind?"

I will take 2-3 responses, Using the Affirm - Repeat - Build strategy. For Example:

Student: "The Great Wall!"

Teacher: "Yes, great example, the Great Wall is a great symbol of China's long history and its many pursuits. What does the Wall tell us about how much the Chinese people valued protection and unity at the time."

Student: "They wanted to keep people they didn't like from getting in."

Teacher: "Good, they wanted to make it difficult for people to invade their territories. That's one of the reasons that powers like the Song Dynasty worked so hard to maintain stability and control in the country."

Teacher: *[Follows up with additional probing questions for a minute or so before moving onto the next slide]*

- **Slide 2**

The Song Dynasty

- “Golden Age”
- Drew on Thousands of Years of Chinese Cultural Tradition
- Period of Strong, Centralized Rule
- Revival of Confucian Philosophy
- Emphasis on Education, Order, and Hierarchy

After moving to the second slide, I will ask a quick priming question to collect student attention onto the current slide and to get them thinking about the content before I start lecturing on the content in detail:

"What do you think people mean when they refer to this time in Chinese history as a golden age?"

I will take 2-3 responses, Using the Affirm - Repeat - Build strategy. For Example:

Student 1: "Did it mean that they had a lot of gold?"

Teacher: "Yes, it definitely could mean a time where China had collected a large amount of gold or, thinking more generally, a lot of wealth. What else could this mean?"

Student 2: "It means everything was going really good"

Teacher: "Absolutely, When a civilization is thriving and making many beneficial advancements they are sometimes said to be in a golden age. This can also be said of places that are in extended periods of peace and unity. What kinds of things do you think you would see from a civilization that is in a golden age?"

Student 2: "People would be more focused on education"

Teacher: Very good point, people would be more focused on educating themselves during times of success and tranquility. This is something we see very clearly in the Song Dynasty at this time."

- **Slides 3-End**

Politics and Bureaucracy

- Expanded Civil Service System
- Based on Confucian Classics and Merits
- Widespread Schools and Printing Stable &
- Professional Bureaucracy
- Limited but Attainable Social Mobility Through Exams

Economic Revolution

- Massive Population Growth (50 to 120 Million)
- Agricultural Advances
 - Champa Rice
- Urbanization
 - Hangzhou: Population more than 1 Million
- Industrial Boom
 - Iron, Coal, & Paper Money

Technology and Culture

- Advancements in Many Fields of Technology
 - Printing, Gunpowder, Navigation
- Early Adoption of Paper Currency and Credit
- Advances in Arts
 - Poetry, Landscape Painting, Ceramics
- Widespread Literacy

Gender and Society

- Reinforcement of Gender Roles Under Confucianism
- Subordination of Women to Men
- Foot Binding as Symbol of Beauty & Status
- Decline of Women Roles in Textile Industry
- Expanded Property Rights and Education for Some Women

- I will give a short lecture on the content of each slide, pausing periodically to ask comprehension questions and check for understanding. This questioning cycle will repeat for the remaining slides.

The lecture will last approximately **20 Minutes**, leaving sufficient time for the cooperative learning section and debrief.

Step 3 - Transition to Cooperative Learning

- Now that the lecture is over, I will say:

"Now that everyone has an understanding of the Chinese Song Dynasty as it existed in 1200, I am going to separate you all into four groups for the out cooperative learning activity of the day

Each group will be assigned an invention or revolution which is synonymous with Chinese advancement at this time, and will be responsible for coming up with reasons why their subject was the most important. Each group member will also be assigned an individual role in their group."

We hope that, following this lecture, the students will have a better comprehension of what the Song Dynasty was, as well as how much of an impact their society had on technological and cultural advancements that we can still see today. This better understanding will allow students to think critically about modern day culture, as well as the importance of past knowledge on the modern day. By asking questions during the lecture, I will be better able to evaluate any areas that the students are having trouble grasping so that I may go into further detail or word the explanation differently so that they can better understand.

Cooperative Learning

After transitioning from my interactive lecture to my cooperative learning activity, I am going to direct my students' attention to me for directions on this activity. I will say, "Alright, I'm going to read out the groups for today's activity, please hold up your number in the air when I call your name so everyone knows what group they are in."

Once I have everyone assigned to groups I will give further instruction before separating them to their areas. "Each of your groups will be assigned an invention or revolution which is synonymous with Chinese advancement at this time, and will be responsible for coming up with reasons why their subject was the most important using a series of guiding questions. Each group member will also be assigned an individual role in their group which can be seen on the worksheet that I will hand out to you all once the groups are settled in. Now if everyone could

please silently move to your assigned areas." I will then direct each numbered group to their appropriate area in the room

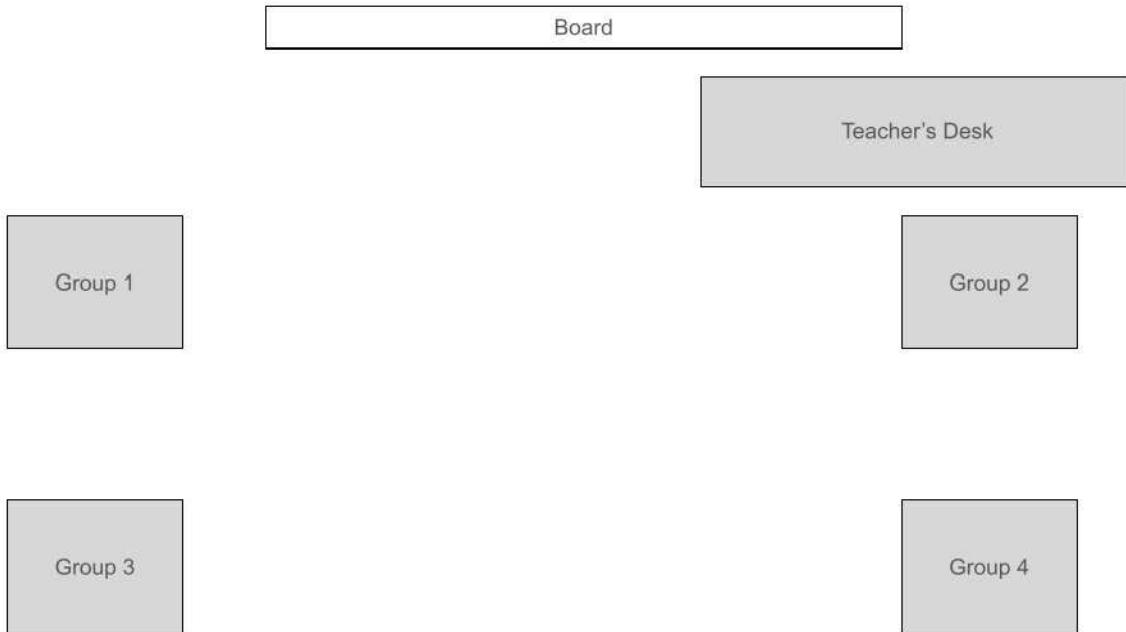
The Groups

Students will be grouped as follows:

- **Group 1 (Champa Rice):** Raleigh Brazier, Brandylinn O'Neal, Logan Wyatt, Jacob Maze
- **Group 2 (Printing):** Tyler Fitch, Caden Plummer, Hailey Keys, Emma Clemens
- **Group 3 (Metallurgy):** Brayden Tonn, Erick Lechuga, Tyler Blair, Jason Hise
- **Group 4 (Grand Canal):** Christopher Hellrung, Caleb Klein, Kaleb Knop, Jason Stacy

Class Organization

I will direct each group into their assigned areas once all instructions have been given.



Once all of the groups have settled and been given their handout, they will be instructed that they have **1** minute to silently read through the passage. Once the reading time has elapsed, they will be told that they have 7 minutes to discuss amongst themselves and find answers to each of the guiding questions.

The Assignment

Each student will be given a short guiding worksheet with a short passage about their innovation, an instructional guide, assigned roles, and four guiding questions.

Students will silently read the passage, discuss each of the guiding questions, and then put together a culminating reason why their innovation is most important to share with the class during the debrief.

(Worksheet for each group will be attached at the end, after the guided notes)

Roles

The students will be assigned the following roles:

Innovator: Explains practical applications of the innovation

Historian: Connects the innovation to society and culture **Economist:**

Describe the innovations economic or military value

Ambassador: Shares why their groups innovation is the most important

These roles and their descriptions will be projected on the board during the activity for students.

Teacher Facilitation

- I will circulate the room, stopping at groups to check for understanding, redirect if necessary, and encourage quieter students to participate.
- I will give time updates at regular intervals ("You have 4 minutes left to complete the activity").
- If a group finishes early, I will prompt them to extend their analysis and think up a few more points about their innovation to present.

Goals of Cooperative Learning

We designed this cooperative learning exercise to give students the opportunity to apply what they learned about Song Dynasty innovations to real historical analysis. By investigating different innovations and their impacts, students should be able to move beyond memorization of information to consider how technological and economic change shaped the society around it.

Working in small groups should allow students to engage in discussion with peers and, through this, help them to clarify ideas and build greater understanding together. Assigning roles such as Innovator, Historian, Economist, and Ambassador ensures that every student is able to participate meaningfully.

Debrief

Step 1 - Transition to Whole-Class Debrief

After the cooperative learning activity ends, I will call students' attention back to the front of the room:

"Alright, everyone, now that your groups have explored different innovations of the Song Dynasty, we're going to bring our ideas together as a class. Let's fill out our graphic organizer on the board step by step."

I will project the blank **Graphic Organizer** (the same one in their note packets) on the board and display the four innovations as column headers:

- Champa Rice
- Woodblock Printing
- Industrial Metallurgy
- The Grand Canal

Beneath those columns will be rows for:

- **Technological / Agricultural Change**
- **Impact on Society & Culture**
- Economic Effects**
- **Why It Was Important**

Step 2 - Ambassador Presentations

I will say:

"Now, each group's ambassador will present their main argument for why their innovation was the most important. As they share, we'll write key points together on the board.

Everyone should follow along and fill in your organizer in your notes."

Each ambassador will have 1-2 minutes to explain their group's reasoning.

While they present, I will:

- Write key ideas in bullet form under their innovation column on the projected organizer.
- Use ARB to expand or clarify their responses.

Step 3- Using ARB Strategically

Example of Strong Response (Champa Rice Ambassador)

- **Student:** "Champa rice was the most important because it led to a population boom and more cities."
- **Teacher:** "Excellent point. Champa rice wasn't just a new crop-it changed how many people could be supported. That population growth fueled **urbanization**, more **trade**, and cultural development. Let's write that under 'Impact on Society.'"

- *I add "Population growth - urbanization & trade - cultural flourishing" to the chart.*

Example of Weaker or Less Precise Response (Woodblock Printing Ambassador)

- **Student:** "Printing made books and stuff."
Teacher: "That's a good start, it made books and documents spread faster. Can you or someone else help me make that more specific?"
(Cold call or volunteer responds: "It made books cheaper and spread ideas faster.")
- **Teacher:** "Yes! Printing allowed for the mass production of texts, which spread literacy and supported government exams. Let's write that under 'Technological Change' and

'Impact on Society.'"

- *I add "Mass production of texts - spread of literacy - stronger bureaucracy. "*

Example of Hesitant Response (Industrial Metallurgy Ambassador)

- **Student:** "I don't know... it made weapons?"
- **Teacher:** "Good. The iron and steel production made stronger weapons but also better tools for farming and construction. That helped China build its economy and defend its empire. We'll add that to both 'Economic Effects' and 'Why It Was Important.'"

- *I add "Weapons, tools, infrastructure - industrial growth - stronger economy and military. "*

Example of Non-Historical Response (Grand Canal Ambassador)

- **Student:** "It's like a big river?"
- **Teacher:** "Yes, good, it's a waterway. But what makes it more than just a river?"
- **Student:** It was made by people?
- **Teacher:** Yes, it was made by people. Why exactly was it made?
- **Student:** "To connect northern and southern China, allowing stuff to move quickly."
- **Teacher:** "Excellent! It made transport and trade stronger between North and South China, allowing the government to take more political control."

- *I add "Linked North and South China - boosted trade & grain transport - strengthened political control. "*

Step 4 - Class Vote & Historical Reasoning Prompt

"Now that we've analyzed all four innovations together, I want you to raise your hand for which one you think had the **biggest overall impact** on Song Dynasty society. There's no single right answer - what matters is how you explain your reasoning."

- I'll take a quick hand vote.
- Then I'll cold call or ask for **2-3 students** to justify their votes.
- I'll model academic historical reasoning if needed:
 - "That's a good claim. What evidence supports that?"
 - "How might that innovation connect to other developments we've studied?"

Step 5- Wrap-Up Statement

To close the debrief, I will summarize:

"What we've seen is that each innovation played a key role in making the Song Dynasty a Golden Age. These developments show how technology, the economy, and culture are deeply connected. And as we'll see in future lessons, these strengths made China both powerful and a target for outside forces, such as the Mongols, who we will talk about next class period."

Students will have the completed graphic organizer in their notes as a reference for future writing and assessments.

China Before the Mongol Takeover Guided Notes

Golden Age-

Tradition-

Key Features-

Bureaucracy-

Politics-

Population-

Advancements-

Society-

Graphic Organizer for Debrief (Included in the notes packet, filled out for example)

Innovation	Technological / Agricultural Change	Impact on Society & Culture	Economic Effects	Why It Was Important
Champa Rice	• FAct-ripe11,,i,,9 & drought rer,'rto.11f• Grow" twice fer yea.r	• Pofulo.fitJ11 9rowtl.. More urba.11, "z.tAt,'011, • Culturo.l f!ourirhi119	• furpluc fotJri• 8otJcted trAde• fuf ptJrterl !Arger workfJrce	• fufptJrt erl fopulo.titJ11 botJ"" f tre11,9the11erl ectJ11omy & ehtpire
Woodblock Printing	• CArve d wotJrJe11, blocks• MAcraf f roductioh of texf/ih,\).ger	• ffrea.d of litero.c9• Prerervo.titJh of clArcicr Growth i11 educo.fitJ11	• lower cod of botJfr• fti..ulo.terl k11owlerlge ectJ11omy	• Ex.pA,,.Jer l ACcerc to lea.r11,i119· f tre11,9the11erl 9over11,..e11,t bureo.ucra.cy
Industrial Metallurgy	• Co o.-!-fuekd fur11,a.cer• [Ar9e-ccA!e irtJ11 & cteel	• f tro11,9er Ø.YI",,'er• [htproverl totJ!r & i11fra.ctr11cture	• [11rlurtrio. /9rowtl..• f tro11,9er ectJ11omy• Wea.fo11 & build,'119 mAteriAI trAde	• [11crea.cer l fower & ctAbi/ity• setfou11do.titJ11 for future i111tJvo.titJ11r
The Grand Canal	• €119iMererl CA11t>.I c9rte,.. i11ki119 North & foutl.. Chilla.	• U11ifierl ehtpire• €Acier trMel & C01",hlU11iCAf,'011	• 8otJcted trAde• GrA11 trAhCptJrt• Milito.ry mobi(iZAtio11,	• ftre11, 9the11erl folificAI collfrtJ1• €11eouro.9erl eCtJ110hliC u11ify

CHINA BEFORE MONGOLS - WORKSHEET

Group 1 - Champa Rice

During the Song dynasty, Chinese farmers began cultivating Champa rice, a fast-ripening and drought-resistant variety that came from what is now Vietnam. This rice could be harvested twice per year instead of just once, allowing farmers to feed more people. As a result, China's population grew rapidly, supporting urbanization, trade, and cultural development.

Group Task:

Read the excerpt silently and, once complete, discuss each guiding question. Each question should be discussed with the assigned person being the center. At the end the ambassador of each group will speak on why their development was the most important.

Group Roles

1. Innovator (Raleigh Brazier)
2. Historian (Brandylinn O'Neal)
3. Economist (Logan Wyatt)
4. Ambassador (Jacob Maze)

Discussion Questions:

1. How did champa rice change farming and food production in China?
2. What impacts might the increased supply of food have had on Chinese culture and society?
3. What kind of economic impact would champa rice have on China and the surrounding regions?
4. Why might champa rice be considered one of the most important innovations at the time?

Group 2 - Wood Block Printing

Woodblock printing allowed text and images to be mass-produced by pressing paper onto carved wooden blocks. This lowered the cost of books and spread literacy among scholars and officials. Printing also supported the civil service examination system and encouraged the preservation of Chinese classics and new ideas.

Group Task:

Read the excerpt silently and, once complete, discuss each guiding question. Each question should be discussed with the assigned person being the center. At the end the ambassador of each group will speak on why their development was the most important.

Group Roles

1. Innovator (Tyler Fitch)
2. Historian (Caden Plummer)
3. Economist (Hailey Keys)
4. Ambassador (Emma Clemmens)

Discussion Questions:

1. How did printing technology change access to knowledge and learning?
2. What impact did printing have on the government and bureaucracy?
3. How might this invention have affected everyday life or culture?
4. Why might wood block printing be considered one of the most important innovations at the time?

Group 3 - Industrial Metallurgy

The Song dynasty saw major advances in iron and steel production. Chinese artisans used high-temperature furnaces fueled by coal instead of charcoal, which made it possible to produce metal on an industrial scale. The resulting tools, weapons, and building materials supported both the economy and the military, helping China maintain strength and stability.

Group Task:

Read the excerpt silently and, once complete, discuss each guiding question. Each question should be discussed with the assigned person being the center. At the end the ambassador of each group will speak on why their development was the most important.

Group Roles

1. Innovator (Braden Tonn)
2. Historian (Erick Lechuga)
3. Economist (Tyler Blair)
4. Ambassador (Jason Hise)

Discussion Questions:

1. What technological changes allowed for large-scale metal production?
2. How did these advances strengthen China's economy and army?
3. What does this reveal about innovation and organization during the Song dynasty?
4. Why might industrial metallurgy be considered one of the most important innovations at the time?

Group 4 - The Grand Canal

The Grand Canal linked northern and southern China through a vast waterway system. It allowed grain, goods, and soldiers to travel quickly between regions, strengthening both trade and government control. The canal became vital for feeding the northern cities and unifying the empire economically and politically.

Group Task:

Read the excerpt silently and, once complete, discuss each guiding question. Each question should be discussed with the assigned person being the center. At the end the ambassador of each group will speak on why their development was the most important.

Group Roles

1. Innovator (Christopher Hellrung)
2. Historian (Caleb Klein)
3. Economist (Kalen Knop)
4. Ambassador (Jason Stacy)

Discussion Questions:

1. How did the Grand Canal connect and unify China?
2. What economic or military advantages did it create?
3. What might life have been like for workers or merchants using the canal?
4. Why might The Grand Canal be considered one of the most important innovations at the time?

Nicholas Fowler

Dr. Stacy

HIST 323

17 October 2025

Reflection #4

IPES Standard Alignment - Instructional Assessment

- A1. Using theory, research, and data as the foundation of assessment choices.
 - Students throughout the lesson will be assessed formatively through the use of strategic questioning, bellringer activities, and guided note checks aligned with content area standards and supported by the ARB (Affirm-Repeat-Build) method. A short postassessment at the end of the lesson will evaluate mastery of key content. If the unit progresses further, a pretest will be given to gauge prior knowledge and inform future instruction to inform what objectives should be most focused on.
- A2. Aligning assessments with standards.
 - All assessments in this lesson are aligned to state content standards and AP World History learning objectives. Both formative and summative assessments are designed to evaluate student understanding of political, economic, and cultural developments of the Song Dynasty, (SS.H.1.9-12, SS.H.2.9-12, SS.H.4.9-12).
- A3. Recognizing and minimizing bias in assessment measurement tools and evidence collection.
 - Students will be given multiple entry points to demonstrate their knowledge, including oral discussion, guided notes, cooperative learning, and group

presentations. Assessment tools and activities are structured to be accessible to students of diverse linguistic, cultural, and academic backgrounds, minimizing unintentional bias.

- A4. Reflecting the spectrum of diversity individually and for groups of learners in assessment choices.
 - This lesson incorporates varied instructional strategies and assessment formats such as individual reflection (bellringer), collaborative learning (group work with assigned roles), and verbal reasoning (debrief) to reflect diverse learning preferences. It also ensures that students who may process information differently or require more time to respond have structured opportunities to participate meaningfully.
- A5. Scaffolding assessments to meet learners' individual and developmental needs.
 - The lesson includes clear scaffolds at multiple points: structured bellringer prompts, guided notes during lecture, and role assignments during group work that allow students to participate at their comfort and skill level. These scaffolds ensure students can access content regardless of where they are developmentally. The lesson plan model also scaffolds assessment, as the stakes and mental skills go up in difficulty as the lesson progresses.
- A6. Using assessment to inform progress across the developmental spectrum (physical, cognitive, social, emotional, linguistic, etc.).
 - Formative assessments during the bellringer and lecture segments will help me gauge students' prior knowledge and linguistic development. Cooperative learning activities will provide insight into students' social and cognitive

engagement, while ARB-ing during the debrief will allow me to assess conceptual understanding and reasoning skills.

- A7. Differentiating assessment, allowing learners to demonstrate progress in different ways.
 - Students will have multiple modes of expression to demonstrate understanding: through writing (guided notes), speaking (group ambassador presentations and class discussion), and listening/responding (peer interaction). This differentiation allows students to show their learning in ways that best match their strengths.
- A8. Collaborating with learners and colleagues in designing and implementing assessments.
 - During the lesson, students actively participate in coconstructing knowledge through group activities and debrief discussions. While this particular lesson plan is designed by the instructor, feedback from my cooperating teacher and colleagues informed how formative assessments could best be structured. If this lesson was to be taught in a structured class, I would already have teacher assessment tickets be a regular thing that students could anonymously fill out. By having this learner input on my instruction, I can have a data-based understanding of where learners struggle. If there are students with IEP's, I will meet with their coordinators to know how to best work with them.
- A9. Facilitating self and peer assessment strategies to support student learning and development.
 - Peer assessment is embedded in the cooperative learning activity, as students are required to critically engage with each other's reasoning, build arguments

collaboratively, and present their findings as a group. During the debrief, students compare their own understanding with others' perspectives, fostering self-reflection.

- A10. Protecting and safeguarding learner and family privacy, personal information, and data.
 - All student data collected from bellringers, formative assessments, and postassessments will be handled in accordance with school and district policies, ensuring privacy and confidentiality. Group work does not require personal information to be shared, further safeguarding student privacy.
- A11. Implementing assessment in ways that follow professional and ethical standards.
 - All assessments in this lesson are designed and implemented to fairly measure content knowledge without favoritism, manipulation, or unethical grading practices. Feedback is given constructively, focusing on growth rather than deficit.
- A12. Using assessment data analysis to inform instructional longterm and shortterm planning.
 - The postassessment and debrief responses will inform my future lesson planning. For example, if students show strong understanding of Champa rice but weaker understanding of metallurgy, I can allocate more time to revisiting economic and technological developments in the next lesson.
- A13. Using assessment data analysis to inform instructional modification and differentiation.

- o Realtime data from questioning and cooperative learning will guide immediate instructional adjustments, such as rephrasing content, giving additional examples, or providing alternative explanations when students demonstrate gaps in understanding. This ensures responsiveness during instruction rather than waiting until after the lesson. Associated summative assessments to this lesson plan would also take into account student strengths, weaknesses, and disabilities when assessing and use them to inform my pedagogy.
- A14. Effectively and consistently communicating with students and stakeholders regarding student performance.
 - o Throughout the lesson, verbal feedback will be given directly to students through the ARB method and small-group facilitation. When applicable, assessment outcomes will be communicated through the class's learning platform and informal checkins with students, ensuring clarity around expectations and progress. Results of assessments will be uploaded to Skyward with notes so that parents can understand the issues their students are having.
- A15. Reflecting on learner data to improve practice.
 - o After the lesson, I will review bellringer responses, guided notes, and group debrief outcomes to evaluate what instructional strategies were most effective. This reflection will inform adjustments to future lesson pacing, questioning techniques, and differentiation strategies to better meet the diverse needs of learners.

Theoretical Alignment

- Jerome Bruner - Constructivist Theory

- o This lesson reflects Bruner's Constructivist Theory by engaging students in active meaning-making. Through bellringers, guided notes, and cooperative debriefing, learners connect prior knowledge of China to new concepts about the Song Dynasty. Students collaborate, discuss, and construct deeper historical understanding rather than passively receiving information.
- George A. Miller - Information Processing Theory
 - o This lesson reflects Miller's Information Processing Theory by structuring content into manageable "chunks" that align with cognitive processing limits. I believe that the breaking up of students into groups facilitates students taking in smaller chunks of information first instead of everyone being presented with the information all at the same time. Guided notes, pacing, and debriefing support encoding and retention. Students process new information in structured segments, allowing them to store and retrieve concepts about the Song Dynasty more effectively.

Types of Unemployment

Economics Lesson Plan

50-minutes

Objectives:

By the end of this lesson, students will be able to:

- Define unemployment in the United States and detail how it is measured (SS.EC.10.9-12.)
- Explain the four types of unemployment in the U.S. labor force through analysis of case studies (SS.EC.8.9-12)
- Identify and describe at least two sources of unemployment they or others may experience in real life (SS.EC.FL.1.9-12.)
- Fill out a graphic organizer detailing the causes, effects, duration, and solutions to different types of unemployment (SS.EC.8.9-12.)

Goals:

During this lesson, students will learn about the major types and causes of unemployment in the U.S. economy. By completing this lesson, students will understand how economic, structural, and personal factors contribute to unemployment and how government and individuals can respond to these challenges.

Resources and Materials: Pencil, Notebook, PowerPoint,

Step 1 – Entry Routine

As students enter and find their assigned seat5s, the bellringer question will be written on the whiteboard and projected:

Bellringer Question:

“When you hear the word *unemployment*, what are three things that come to mind?”

Students will quietly take their seats, take out notebooks, and write 2–3 sentences.

Possible responses: job loss, poverty, recession, quitting, job search, layoffs, automation.

Step 2 – Written Response

Students will have 1:30 minutes to write their answers.

This activates prior knowledge and sets the stage for differentiating between *types* of unemployment.

Step 3 – Volunteer/Cold Call

After time is up, say:

“Let’s hear a few thoughts. What comes to mind when you think of unemployment?”

Take 2–3 volunteers or cold call for variety.

Use the Affirm–Repeat–Build (ARB) strategy:

- Affirm: “That’s a strong observation.”
- Repeat: Restate using academic language.
- Build: Add context or link to the lesson focus.

Example Responses:

- Student: “People losing their jobs.”
 - Teacher: “Yes, job loss is one cause, but not the only one. Today we’ll see that not all unemployment is bad.”
- Student: “When there’s no work during the winter.”

- Teacher: “Great point, seasonal unemployment is one kind we’ll study today.”
- Student: “When the economy crashes.”
 - Teacher: “Exactly, that’s called *cyclical unemployment*, and it often happens during recessions.”

Step 4 – Transition to Guided Notes

“Now that we’ve thought about what unemployment means, let’s look at the *four main sources* economists use to describe it.”

Interactive Lecture

Step 1 – Pass Out Guided Notes

Students receive the *Sources of Unemployment* guided notes packet.

Slides contain brief bullet points with supporting visuals or data charts.

Step 2 – Lecture and Formative Assessment

Slide 1 – Overview

Opening Question:

“Why might there be job openings even when people are unemployed?”

Use ARB to draw out answers like “skills,” “location,” or “experience.”

Explain that unemployment doesn’t have one cause; there are **four main types**.

Slide 2 – Frictional Unemployment

The question:

“What might cause someone to be temporarily unemployed even though they’ll likely find another job soon?”

Example responses: “They quit,” “they’re new to the workforce.”

Key Idea:

Frictional unemployment happens when people are between jobs or searching for better matches.

Mini Case Example:

“A recent college graduate turns down a job to look for one in their field.”

Ask: “Is that bad unemployment?”

→ Students discuss briefly (answer: no, it helps the economy by matching skills and jobs better).

Slide 3 – Seasonal Unemployment

Question:

“Can anyone think of a job that only exists during part of the year?”

Students may say: “Lifeguard,” “Santa at the mall,” “farm worker.”

Key Idea:

Seasonal unemployment happens when work ends because of time of year, expected and predictable.

Quick fact: “If we tried to eliminate this, we’d have to outlaw winter or holidays!”

Slide 4 – Structural Unemployment

Question:

“What happens when machines replace workers, or new skills are needed that old workers don’t have?”

Key Idea:

Structural unemployment happens when workers’ skills don’t match available jobs.

Example: “Coal miners in West Virginia,” “cashiers replaced by self-checkouts.”

Prompt:

“How might someone overcome structural unemployment?”

Student: “Maybe they would have to move? To find a new job?”

Teacher: "Yes! Very good. They might have to move somewhere where they can use their skills."

Slide 5 – Cyclical Unemployment

Question:

T: "When do we hear the most about unemployment on the news?"

S: "I don't know. They're always talking about it"

T: "Yes, it can seem that they are always talking about it, perhaps do you remember the last time your parents or a family member was unemployed?"

S: "Oh, my mom was unemployed during COVID."

T: "Good, your mom during COVID was unemployed. What was something that happened to the economy during COVID?"

S: "Oh! A recession!"

T: "Good! A recession. And this connects us to this slide, on cyclical unemployment, which happens during recessions!"

Key Idea:

Cyclical unemployment rises when the economy slows.

Example: "The Great Depression" or "COVID-19 layoffs."

Follow-up:

"How does the government try to fix this?"

→ Stimulus spending, job programs, and lowering interest rates.

Recap

Quick summary comparing all four types.

Formative check: "Turn to your partner and give an example of one type of unemployment."

Step 3 – Transition to Cooperative Learning

"Now that we know the four types, you're going to work in groups to analyze *real-life examples* of each type of unemployment."

We hope that, following this lecture, the students will have a better comprehension of how unemployment appears in different contexts, as well as how much of an impact it has on students,

their families, and their communities. This better understanding will allow students to think critically about unemployment as a part of the US economic system. By asking questions during the lecture, I will be better able to evaluate any areas that the students are having trouble grasping so that I may go into further detail or word the explanation differently so that they can better understand.

Cooperative Learning

After transitioning from my interactive lecture to my cooperative learning activity, I am going to direct my students' attention to me for directions on this activity. I will say, "Alright, I'm going to read out the groups for today's activity, please hold up your number in the air when I call your name so everyone knows what group they are in."

Once I have everyone assigned to groups, I will give further instructions before separating them into their areas. "Each of your groups will be assigned a type of unemployment that exists in the US economy, and will be responsible for reading the case study associated with it, and answering the questions on the board. Each group member will also be assigned an individual role in their group, which can be seen on the worksheet that I will hand out to you all once the groups are settled in. Now, if everyone could please silently move to your assigned areas." I will then direct each numbered group to their appropriate area in the room

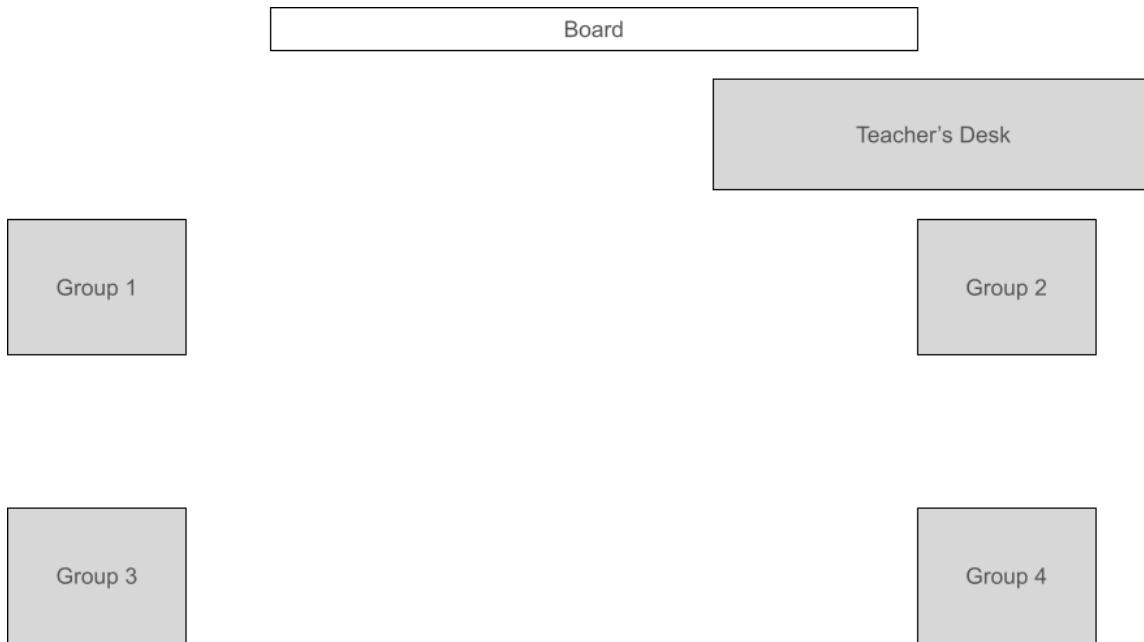
The Groups

Students will be grouped as follows:

- **Group 1 (Frictional Unemployment):** Raleigh Brazier, Brandylinn O'Neal, Logan Wyatt, Jacob Maze
- **Group 2 (Seasonal Unemployment):** Tyler Fitch, Caden Plummer, Hailey Keys, Emma Clemens
- **Group 3 (Structural Unemployment):** Brayden Tonn, Erick Lechuga, Tyler Blair, Jason Hise
- **Group 4 (Cyclical Unemployment):** Christopher Hellrung, Caleb Klein, Kaleb Knop, Jason Stacy

Class Organization

I will direct each group to their assigned areas once all instructions have been given.



Once all of the groups have settled and been given their handout, they will be instructed that they have 1 minute to silently read through the passage. Once the reading time has elapsed, they will be told that they have 7 minutes to discuss amongst themselves and find answers to each of the guiding questions.

The Assignment

Each student will be given a short guiding worksheet with a short passage about their type of unemployment, an instructional guide, assigned roles, and several guiding questions.

Students will silently read the passage, discuss and answer the questions on the worksheet, and then turn to share with the class during the debrief. (Worksheet for each group will be attached at the end, after the guided notes)

The Guiding Questions:

1. What causes this type of unemployment?

2. How long does it usually last?
3. How does it affect individuals and the economy?
4. What can be done to address it?

Roles

The students will be assigned the following roles:

Economist: Explains how this unemployment affects the economy.

Sociologist: Explains how it affects people's lives.

Problem Solver: Suggests ways to reduce this unemployment.

Ambassador: Presents your group's findings.

These roles and their descriptions will be projected on the board during the activity for students.

Teacher Facilitation

- I will circulate the room, stopping at groups to check for understanding, redirect if necessary, and encourage quieter students to participate.
- I will give time updates at regular intervals ("You have 4 minutes left to complete the activity").
- If a group finishes early, I will prompt them to extend their analysis and think up a few more points about their innovation to present.

Goals of Cooperative Learning

We designed this cooperative learning exercise to give students the opportunity to apply what they learned about types of unemployment and attach them to real-world scenarios. The goal is to get students thinking about their type of unemployment, why it exists, and then come up with a plan for solving it. By investigating different types of unemployment and their impacts on Americans today, students should be able to move beyond memorization of information to consider how we are all affected by the forces of the economy. Working in small groups should

allow students to engage in discussion with peers and, through this, help them to clarify ideas and build greater understanding together. Assigning roles such as Economist, Sociologist, Problem-Solver, and Ambassador ensures that every student is able to participate meaningfully.

Debrief

Step 1 – Transition to Whole-Class Debrief

After the cooperative learning activity ends, I will call students' attention back to the front of the room:

“Alright, everyone, let’s bring it back together. Each group just analyzed a different type of unemployment we see in the U.S. economy: frictional, seasonal, structural, and cyclical. Now we’re going to share out what we learned and fill in our graphic organizer as a class.”

I will project the blank Graphic Organizer (the same one from their guided notes) on the board and display the column headers:

- Frictional Unemployment
- Seasonal Unemployment
- Structural Unemployment
- Cyclical Unemployment

Beneath those columns will be the rows:

- Cause
- How long does it last?
- Effects on people and the economy
- How/can it be fixed?

Step 2 – Ambassador Presentations

I will say:

“Now, each group’s Ambassador will present what your group discussed. As you present, we’ll fill in the chart together. Everyone should follow along and add notes to your own organizer.”

Each group’s ambassador will have 1–2 minutes to summarize their group’s findings. As they speak, I’ll record key ideas on the projected chart.

Step 3 – Using ARB Strategically (Affirm – Repeat – Build)

Group 1: Frictional Unemployment (Jasmine – St. Louis Fed)

Student (Ambassador): “Frictional unemployment happens when people are between jobs, like Jasmine, who left her job to find a better one.”

Teacher: “Excellent. So, this type of unemployment happens naturally as people move between jobs or search for a better match. It usually doesn’t last long and helps the economy become more efficient.”

→ **I write:**

- *Cause:* Job changes, new graduates searching for work
- *Duration:* Short-term
- *Effect:* Helps match skills with jobs; normal part of a healthy economy
- *Fix:* Time and information, not usually a concern for policymakers

Group 2: Seasonal Unemployment (Marcus – St. Louis Zoo)

Student (Ambassador): “Seasonal unemployment happens when jobs end during certain times of the year, like Marcus who works at the Zoo in summer but not winter.”

Teacher: “Exactly, this is predictable and happens because of the time of year. It’s not necessarily bad, just part of how some industries work.”

→ **I write:**

- *Cause:* Seasonal shifts in labor demand (weather, holidays, school year)
- *Duration:* Predictable, short-term

- *Effect:* Temporary loss of income; expected part of some industries
- *Fix:* Seasonal planning, saving, or taking on other off-season work

Group 3: Structural Unemployment (Darryl – Automation in St. Louis County)

Student (Ambassador): “Structural unemployment happens when workers don’t have the right skills for new jobs. Darryl lost his job because machines took over.”

Teacher: “Good, this type is more serious because it takes retraining or education to fix. It reflects how technology and industry change over time.”

→ **I write:**

- *Cause:* Mismatch between worker skills and job requirements
- *Duration:* Long-term until retraining or relocation
- *Effect:* Financial hardship; can lead to inequality or regional decline
- *Fix:* Job retraining, education, or relocation assistance

Group 4: Cyclical Unemployment (Marcus – Gateway Manufacturing)

Student (Ambassador): “Cyclical unemployment happens during economic downturns, like when the COVID-19 recession caused layoffs.”

Teacher: “Exactly, this type is tied to the business cycle. When the economy shrinks, people lose jobs, but when it recovers, employment rises again.”

→ **I write:**

- *Cause:* Economic recessions and drops in demand
- *Duration:* Short- to medium-term, tied to economic cycles
- *Effect:* Job loss, lower spending, reduced production
- *Fix:* Government stimulus, job creation programs, interest rate cuts

Step 4 – Class Discussion & Connection to Real Life

“Now that we’ve filled out our chart, take one minute to think about this question:

Which type of unemployment do you think affects people in your community the most , and why?”

After 1 minute of reflection, I’ll call on 2–3 students to share.

- **Example 1:** “I think structural unemployment affects people because of factories closing or automating.”
→ *Teacher:* “That’s right, automation and industry shifts have changed a lot of local economies.”
- **Example 2:** “Seasonal unemployment affects teens who work summer jobs.”
→ *Teacher:* “Good, that’s a realistic example of how young people experience the labor market.”

Step 5 – Wrap-Up and Reflection

To close the debrief, I will summarize:

“Today, we learned that not all unemployment is the same and that not all of it is bad. Frictional and seasonal unemployment are natural parts of a changing economy, while structural and cyclical unemployment can be more harmful and long-lasting. Each reflects how the economy changes over time, through technology, consumer demand, and global events. Understanding these differences helps us think about real solutions for our communities.”

The goal of this debrief is to get all students engaged in understanding the effects of unemployment on workers in the US economy. By having students come together and share the case studies that they went over, every student has the ability to participate and learn intimately how unemployment affects people in our area, and to connect it not just to St. Louis, but through their analysis of realistic sources, to their own homes in the community.

Unemployment Guided Notes

Unemployment-

Frictional Unemployment-

Seasonal Unemployment-

Structural Unemployment-

Cyclical Unemployment-

Graphic Organizer for Debrief (Included in the notes packet, filled out for example)

Type	Cause?	How long does it last?	Affects on people and the economy?	How/ can it be fixed?
Frictional Unemployment	<i>People between jobs</i>	<i>Short-term.</i>	<i>Normal; minor effect on economy.</i>	<i>Better job matching or search</i>
Seasonal Unemployment	<i>Jobs depend on the time of year.</i>	<i>Short-term, predictable.</i>	<i>Income loss during off-seasons.</i>	<i>Find off-season work or retraining.</i>
Structural Unemployment	<i>Skills don't match job openings.</i>	<i>Long-term until retrained</i>	<i>Hurts workers and local economies.</i>	<i>Education or job retraining programs.</i>
Cyclical Unemployment	<i>Caused by economic downturns/recessions.</i>	<i>Until economy recovers.</i>	<i>High unemployment, low spending.</i>	<i>Government stimulus or job programs?</i>

Unemployment in the US Economy - WORKSHEET

Group 1 - Frictional Unemployment

Jasmine, a 26-year-old economics graduate from Saint Louis University, recently left her financial services job to pursue a research position at the Federal Reserve Bank. While searching for the right opportunity, she spends two months applying for positions and networking through local career events. Employers, meanwhile, take time to review candidates and conduct interviews. Although Jasmine is unemployed and has job offers, she remains so due to wanting to find her dream career.

Group Task:

Read the excerpt silently and, once complete, discuss each guiding question. Each question should be discussed with the assigned person being the center.

Group Roles

- Economist
- Sociologist
- Problem-Solver
- Ambassad

or Discussion

Questions:

- What type of unemployment was this? (Write in the box you think it is)
- What causes this type of unemployment?
- How long does it usually last?
- How does it affect individuals and the economy?
- What can be done to address it?

Group 2 - Seasonal Unemployment

*Marcus, a 21-year-old student at the University of Missouri–St. Louis, works as a tour guide at the **St. Louis Zoo** during the summer months. When the weather is warm, visitor numbers surge, and the zoo hires additional staff for tours, concessions, and events. However, as temperatures drop and school resumes in the fall, attendance declines sharply, and Marcus's position is put on hold until the following season.*

Group Task:

Read the excerpt silently and, once complete, discuss each guiding question. Each question should be discussed with the assigned person being the center.

Group Roles

- Economist
- Sociologist
- Problem-Solver
- Ambassador

Discussion Questions:

- What type of unemployment was this? (Write in the box you think it is)
- What causes this type of unemployment?

- How long does it usually last?
- How does it affect individuals and the economy?
- What can be done to address it?

Group 3 - Structural Unemployment

*Darryl, a 48-year-old former assembly line worker from north St. Louis County, was employed for over twenty years at an automobile parts manufacturer. When the company shifted toward automation and adopted new robotic technologies, many long-time workers, including Darryl, were laid off. Despite his experience, Darryl lacks the technical training needed to operate the new computer-controlled machines that replaced his old job. He applies to similar factories in the region but finds that most openings now require digital manufacturing or programming skills. While local workforce centers and **St. Louis Community College** offer retraining programs, going back to school feels daunting, and Darryl is hesitant to relocate for work outside the city.*

Group Task:

Read the excerpt silently and, once complete, discuss each guiding question. Each question should be discussed with the assigned person being the center.

Group Roles

- Economist
- Sociologist

- Problem-Solver
- Ambassador

Discussion Questions:

- What type of unemployment was this? (Write in the box you think it is)
- What causes this type of unemployment?
- How long does it usually last?
- How does it affect individuals and the economy?
- What can be done to address it?

Group 4 - Cyclical Unemployment

During the 2020 COVID-19 recession, several St. Louis-area manufacturing and service companies saw a sharp drop in demand. Gateway Manufacturing, which produces metal parts for transportation and construction, had to slow production as orders declined. Marcus, a machine operator who had worked there for seven years, was temporarily laid off along with dozens of others.

Group Task:

Read the excerpt silently and, once complete, discuss each guiding question. Each question should be discussed with the assigned person, being the center.

Group Roles

- Economist
- Sociologist
- Problem-Solver
- Ambassador

Discussion Questions:

- What type of unemployment was this? (Write in the box you think it is)
- What causes this type of unemployment?
- How long does it usually last?
- How does it affect individuals and the economy?
- What can be done to address it?

Nicholas Fowler

Dr. Stacy

HIST 323

30 October 2025

Reflection #5

A. Curate the curriculum.

This lesson demonstrates solid curricular curation by aligning to Illinois Learning Standards (SS.EC.8.9-12, SS.EC.10.9-12, SS.EC.FL.1.9-12). The use of real-world St. Louis-based examples (Zoo, Gateway Manufacturing) that I chose localizes learning and increases relevance.

B. Identify and articulate the purposeful ways in which marginalized communities are represented in curriculum, including print, digital media, and other classroom resources.

Representation in the lesson is done through the source analysis section. While the case studies (e.g., Darryl, a displaced worker in St. Louis County) touch on class and economic hardship, but more marginalized groups such as women, immigrants, racial minorities, or people with disabilities are not directly highlighted. To meet this standard, the lesson could incorporate more realities that may match those of the students in the classroom.

C. Employ authentic and modern technology usage inspiring digital literacy with/through an equity lens.

The plan uses PowerPoint and projections but does not use technology for the rest of the lesson. To meet this goal, students could use online labor market tools (e.g., Bureau of Labor Statistics

interactive maps), data visualizations, or create short digital infographics about unemployment in their community. The Federal Reserve in STL offers many resources that could assist in this standard.

D. Ensure assessments reflect the enriched curriculum that has embedded student identities.

While the formative checks and cooperative learning promote engagement, the assessments (guided notes, worksheet, and graphic organizer) are primarily content-driven and not identity-reflective. During the ARB, I try to focus on engaging students to think about the experience of their families with unemployment, to try and make their minds create connections between the content and real life.

E. Embrace and encourage progressive viewpoints and perspectives that leverage asset thinking toward traditionally marginalized populations.

I try to have students think in the lesson through the concept of structural employment to think critically about what ways that people can be marginalized by the economic system.

F. Assess one's story through multiple vantage points to gain a whole narrative that includes all sides of parties involved.

Students are encouraged to analyze unemployment through economic and social lenses via the roles (Economist, Sociologist, Problem Solver), which is a strong structural design. However, “multiple vantage points” could be further developed by including employer perspectives, government policymakers, and workers themselves in contrasting narratives. However, these

points could be addressed in other ways throughout the course and do not work their ways into this lesson.

G. Implement and integrate the wide spectrum and fluidity of identities in the curriculum.

The plan uses individual fictionalized examples that integrate identity diversity across gender, race, ethnicity, and age. However, including case studies like a single mother, a recently immigrated worker, or an older displaced employee would better represent the fluidity of identity and intersectionality within the labor force.

H. Ensure text selections reflect students' classroom, community, and family culture.

The lesson does well connecting to the local context through references to the St. Louis Zoo, Gateway Manufacturing, and St. Louis County, making it relatable. However, it could go further by acknowledging specific socioeconomic or cultural dynamics within students' communities (e.g., how factory closures, automation, or pandemic unemployment impacted local families).

I. Ensure teacher and student(s) co-create content and include a counternarrative to the dominant culture.

I don't think we create a counternarrative to the dominant culture; this is something that another activity could better work on.

J. Use a resource tool to assess the curriculum and assessments for biases.

I don't know how to hit this standard. I have not been taught how to do this. I mean, there's the old joke, "Page 3 of an economics textbook details how capitalism is the reason we have ice cream, page 50 details why it's good for poor brown people to die in factories." I would try to have students approach the content with more empathy, questioning, and critical thinking than is standard in economics.

K. Promote robust discussion with the intent of raising consciousness that reflects modern society and the ways in which cultures and communities intersect.

The plan fosters solid discussion through ARB questioning and community reflection at the end. I hope to push for consciousness-raising about inequality or structural issues during the slide on structural unemployment, trying to have students understand the concept from an empathetic perspective.

L. Consider a broader modality of student assessments, such as performance portfolios, essays, multiple choice, state exams, oral examination, community assessments, social justice work, action research projects, and recognition beyond academia.

Assessment is not included in this lesson plan, but if I were to design an assessment, it would be students coming up with an action plan to fight different types of unemployment, applying the lesson to real-world political movements, and having students think critically about how unemployment affects people of different social identities in different ways.

Introduction to Psychology - Theoretical Perspectives

Psychology Lesson Plan

50-minutes

Objectives:

By the end of this lesson, students will be able to:

- Differentiate between different theoretical perspectives in Psychology (SS.Psy.7.9-12).
- Look at real-world case studies and determine which psychological perspective they are influenced by (SS.Psy.6.9-12).
- Be able to fill out a graphic organizer detailing the main theoretical aspects of different perspectives in Psychology (SS.Psy.8.9-12).

Goals:

During this lesson, students will learn about the major theoretical perspectives in the field of psychology. By completing this lesson, students will understand how theoretical perspectives in Psychology have changed over time and examine how these theories manifest in real-world scenarios.

Resources and Materials: Pencil, Notebook, PowerPoint,

Bellringer

Step 1 – Entry Routine

As students enter and find their assigned seats, the bellringer question will be written on the whiteboard and projected:

Bellringer Question:

“When you think of a psychologist, what comes to your mind?”

Students will quietly take their seats, take out notebooks, and write 2–3 sentences.

Possible responses: job loss, poverty, recession, quitting, job search, layoffs, automation.

Step 2 – Written Response

Students will have 1.5 minutes to write their answers.

This activates prior knowledge and sets the stage for our new discussion of different types of psychological theories.

Step 3 – Volunteer/Cold Call

After time is up, say:

“Let’s hear a few thoughts. What comes to mind when you think of unemployment?”

Take 2–3 volunteers or cold call for variety.

Use the Affirm–Repeat–Build (ARB) strategy:

- Affirm: “That’s a strong observation.”
- Repeat: Restate using academic language.
- Build: Add context or link to the lesson

focus. Example Responses:

- Student: “Umm... It's like a guy listening to people speak about their traumas.”
 - Teacher: “Yes, speaking to a therapist is an aspect of what a psychologist could do. What are some other examples that come to our minds?”
- Student: “It's when someone gives you drugs. But like, legal ones that make your brain... better.”
 - Teacher: “Good! So what you’re referring to is a psychiatrist, someone who gives out drugs to regulate the chemicals in people's brains that influence their emotions. Now, even though therapists and psychiatrists both use psychology, why might they differ in their jobs? Do you think they both pay attention to all the same stuff?”

[ARB around until I get a desired response]

- Student: “Oh! Maybe they have like rules they follow. Maybe they took different classes?”
 - Teacher: “Good theory! Maybe they went to different classes and learned different parts of psychology.”

Step 4 – Transition to Guided Notes

“So the therapist and the psychiatrist both work in the field of psychology, but they have different perspectives that help them in their different career. This gets us into our presentation on different theoretical perspectives in psychology.”

Interactive Lecture

Step 1 – Pass Out Guided Notes

Students receive the Perspectives of Psychology guided notes packet.

Slides contain brief bullet points with supporting visuals or data charts.

Step 2 – Lecture and Formative Assessment

Slide 1 – Overview

Opening Question:

“Why do you think there are so many different perspectives in psychology?”

Use ARB (Affirm – Repeat – Build) to elicit responses:

S: Because people couldn’t agree on stuff?

T: Good! People couldn’t agree on stuff. Why do we think that people could not agree on psychology?

S: Maybe everyone was fighting about which was most important!

T: Okay, people were fighting about which was most important. Good.

Key Idea:

Psychology has evolved, with early schools like *Structuralism* and *Functionalism* laying the foundation for modern perspectives such as *Behavioral*, *Cognitive*, *Biological*, and more.

Slide 2 – Structuralism

Question:

“How could we study what someone is thinking or feeling?”

Example responses: “Ask them,” “measure their reaction.”

Key Idea:

Structuralism tried to analyze the mind by breaking down experiences into sensations and feelings using introspection.

Mini Case Example:

“A participant describes every thought that comes to mind while looking at a red apple.”

Formative Prompt:

“Is introspection a reliable method for studying the mind? Why or why not?”

Slide 3 – Functionalism**Question:**

“Why do we feel fear? What purpose does it serve?”

Key Idea:

Functionalism focused on how mental processes help us adapt to our environment.

Example:

“Studying why students focus more before exams — a survival function of attention and stress.”

Prompt:

“How does this differ from just describing feelings, like in Structuralism?”

Slide 4 – Psychodynamic Perspective**Question:**

“Why might someone act in ways they don’t understand?”

Student may say: “Because of trauma,” “they’re hiding something.”

Key Idea:

The Psychodynamic perspective emphasizes the unconscious mind, inner conflicts, and childhood experiences.

Example:

“A person has recurring dreams that reveal hidden fears from childhood.”

Follow-Up:

“What modern methods might have grown from Freud’s ideas?” (Therapy, dream analysis, free association).

This formatting for the lecture will continue on until the cooperative learning transition, with the teacher continuing to use ARB questioning with each slide.

Step 3 – Transition to Cooperative Learning

“Now that we’ve explored all nine perspectives, you’re going to work in groups to analyze case studies where each perspective explains behavior differently.”

Explain that this activity will help them apply theory to real-world situations.

We hope that, following this lecture, the students will have a better comprehension of these different psychological theories. By asking questions during the lecture, I will be better able to evaluate any areas that the students are having trouble grasping, so that I may go into further detail or word the explanation differently so that they can better understand.

Cooperative Learning

After transitioning from my interactive lecture to my cooperative learning activity, I am going to direct my students' attention to me for directions on this activity. I will say, “Alright, I’m going to read out the groups for today’s activity, please hold up your number in the air when I call your name so everyone knows what group they are in.”

Once I have everyone assigned to groups, I will give further instructions before separating them. We will be looking at the Perspectives in Psychology worksheet that I have passed out, and we will work on the first case study together to give everyone an idea of what we are doing. Once

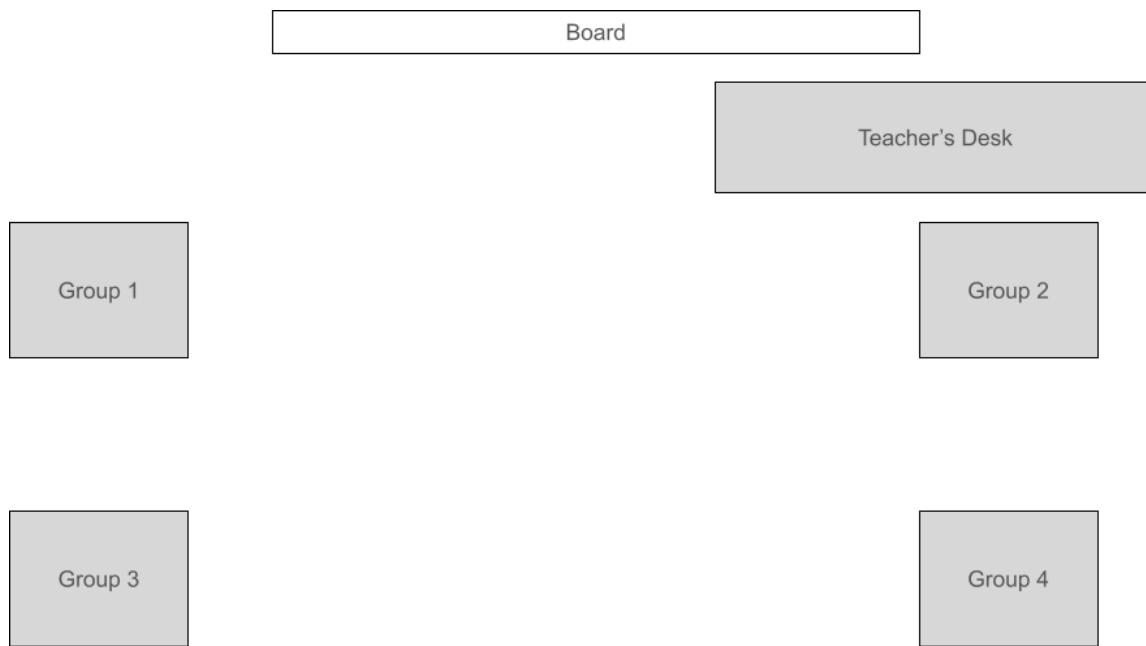
we have all worked through the first scenario, students will be broken into 4 groups where they each solve 2 of the case studies. I will say “Each of your groups will be assigned two of the case studies and determine which perspective they involve. Each group will analyse the case study, and connect it to the theories that we learned in the notes. Each group member will also be assigned an individual role in their group, which can be seen on the worksheet that I will hand out to you all once the groups are settled in. Now, if everyone could please silently move to your assigned areas.” I will then direct each numbered group to their appropriate area in the room **The Groups**

Students will be grouped as follows:

- Group 1 (2, 3): Raleigh Brazier, Brandylinn O’Neal, Logan Wyatt, Jacob Maze
- Group 2 (4, 5): Tyler Fitch, Caden Plummer, Hailey Keys, Emma Clemens
- Group 3 (6, 7): Brayden Tonn, Erick Lechuga, Tyler Blair, Jason Hise
- Group 4 (8, 9): Christopher Hellrung, Caleb Klein, Kaleb Knop, Jason

Stacy Class Organization

I will direct each group to their assigned areas once all instructions have been given.



Once all of the groups have settled and been given their handout, they will be instructed that they have 1 minute to silently read through the passage. Once the reading time has elapsed, they will

be told that they have 7 minutes to discuss amongst themselves and find answers to each of the guiding questions.

The Assignment

Each student will be given a short guiding worksheet with a short passage that details a real-life scenario based on the psychological theory that they researched. Each group will be responsible for 2 scenarios, answering the following questions:

1. What causes this type of unemployment?
2. Why?

Roles

The students will be assigned the following roles:

Reader: Reads the assigned case study aloud to the group and ensures everyone understands the situation.

Researcher: Refers to notes or the textbook to review the main ideas of each psychological field. Ensures accurate use of terminology.

Recorder: Writes down the group's responses clearly and completely on the worksheet.

Presenter: Shares the group's conclusions with the class during discussion time.

These roles and their descriptions will be projected on the board during the activity for students.

Teacher Facilitation

- I will circulate the room, stopping at groups to check for understanding, redirect if necessary, and encourage quieter students to participate.
- I will give time updates at regular intervals ("You have 4 minutes left to complete the activity").
- If a group finishes early, I will prompt them to extend their analysis and think up a few more points about their innovation to present.

Goals of Cooperative Learning

I designed this cooperative learning exercise to allow students to apply what they learned about types of psychological theories and attach them to real-world scenarios. The goal is to get students to use the information they learned from the lecture and use it to analyse a case study, and use their higher-order thinking skills to make connections to theory and the ways that those theories are presented in real-world scenarios

Debrief

Step 1 – Transition to Whole-Class Debrief

After the cooperative learning activity ends, I will call students' attention back to the front of the room:

“Alright, everyone, let’s bring it back together. Each group just analyzed a different case study.

Now we’re going to share what we learned and fill in our graphic organizer as a class.”

I will project the blank Graphic Organizer (the same one from their guided notes) on the board and display the column headers:

- Theory
- Why (This will be the parts of the scenario that highlight the underlying theoretical foundation of the case study).

Beneath those columns will be the rows:

- Structuralism
- Functionalism
- Psychodynamic
- Behavioral
- Humanistic
- Biological
- Cognitive
- Evolutionary
- Social-Cultural

Step 2 – Presenter Presentations

I will say:

“Now, each group’s presenter will present what your group discussed. As you present, we’ll fill in the chart together. Everyone should follow along and add notes to their own organizer.”

Each group’s presenter will have 1–2 minutes to summarize their group’s findings. As they speak, I’ll record key ideas on the projected chart. We will all read through each scenario first, and then the group will respond.”

Step 3 – Using ARB Strategically (Affirm – Repeat – Build)

Group 1: 2 & 3

Student (Presenter): “So for the second case study, we thought it would be psychodynamic, as it kinda follows along what Freud believed about the unconscious mind.”

Teacher: “Good! Now, what role did the unconscious mind have in the scenario?”

Student: “Oh, um, the girl had anxiety that stemmed from her childhood, and the therapist tried to get it out of her through conversation.”

→ I write:

- Theory: Psychodynamic
- Reason: Role of the unconscious mind in causing emotions.

The presenter would then present their second scenario, and the teacher would follow the same process.

Group 2: Case Study 3 & 4

Student (Presenter): “Our case was about rats learning to press a lever to get food, so we said it’s Behavioral.”

Teacher: “Good reasoning. What are behavioral psychologists most interested in studying?”

Student: “Observable actions and how rewards or punishments change behavior.”

→ I write:

- Theory: Behavioral
- Reason: Focus on observable, measurable behavior shaped by reinforcement and conditioning.

The presenter would then present their second scenario, and the teacher would follow the same process.

Group 3: Case Study 5 & 6

Student (Presenter): “We said our case study was Biological because it talked about brain scans and neurotransmitters.”

Teacher: “Right! And what is the main idea behind the Biological perspective?”

Student: “That behavior and thoughts come from brain activity, genes, and chemicals.”

→ I write:

- Theory: Biological
- Reason: Explains behavior through brain structure, neurotransmitters, and genetic influences.

The presenter would then present their second scenario, and the teacher would follow the same process.

Group 4: Case Study 8 & 9

Student (Presenter): “Our case talked about students from different countries working together, and how their behavior was different due to their culture. So we said it’s Social-Cultural.”

Teacher: “Perfect. What does this perspective emphasize?”

Student: “That culture, norms, and environment shape behavior and thought.”

→ I write:

- Theory: Social-Cultural
- Reason: Focus on how culture and social context influence behavior, relationships, and values.

The presenter would then present their second scenario, and the teacher would follow the same process.

Example: Failed Student Response

Group 1: Case Study 3

A scientist is investigating how rats learn to press a lever when they receive food afterward. The researcher measures how rewards affect the frequency of behavior.

Student (Presenter):

“So for this one, we said it was cognitive psychology because the rats are thinking about pressing the lever to get food.”

Teacher:

“Okay, I see where you’re going with that. You’re focusing on how the rats learn what to do, which does involve a kind of thinking process.” (Affirm)

“But if we look closely at what the researcher is actually studying, the connection between a reward and a behavior, what perspective focuses on how external consequences shape actions?”

(Repeat key idea to refocus)

Student:

“Oh, wait — that would be behaviorism, right?”

Teacher:

“Yes! Exactly! Behavioral psychology. This study isn’t about what’s happening inside the mind but rather the observable actions and how reinforcement affects them.”

→ I write:

- Theory: Behavioral Psychology
- Reason: Focuses on observable behavior and how learning occurs through rewards or punishments.

Step 5 – Wrap-Up and Reflection

To close the debrief, I will summarize:

“Today we learned about different theories about psychology and how they manifest in real-world scenarios. Now that we have covered all these different theories, we will be going further in depth with each of them, starting next class period with behavioralism and conditioning.”

The goal of this debrief is to get all students engaged in understanding the different types of theories in psychology. By having students come together and share the case studies that they went over, every student has the ability to participate and learn intimately how these complex theories manifest in the real world.

Perspectives in Psychology Guided Notes

Structuralism -

Functionalism -

Psychodynamic -

Behavioral -

Humanistic -

Biological -

Cognitive -

Evolutionary -

Social-Cultural -

Guided Notes for UNEMPLOYMENT

Name: _____

Hour: _____

Type	Type?	Why?
1		
2		
3		
4		
5		
6		
7		
8		
9		

Psychology Perspectives Group Case Study Worksheet

Name: _____ Date: _____ Hour: _____

Instructions:

In your group, read each assigned case study carefully. Discuss which field or perspective of psychology best explains the behavior, thoughts, or emotions in the scenario. Then, answer the two questions below each case on the blank lines provided. Each group member will take on a specific role to ensure active participation and understanding.

Group Roles:

- Reader: Reads the assigned case study aloud to the group and ensures everyone understands the situation.
- Researcher: Refers to notes or the textbook to review the main ideas of each psychological field. Ensures accurate use of terminology.
- Recorder: Writes down the group's responses clearly and completely on the worksheet.
- Presenter: Shares the group's conclusions with the class during discussion time.

Case Study 1

A psychologist is studying how long it takes participants to identify a sound after it is played. Participants are also asked to describe exactly what they experience while listening. The psychologist records the time it takes and analyzes the sensations reported.

1. What field of psychology does this scenario fall under?

2. Why? Explain your reasoning using key ideas or methods from that field.

Case Study 2

A therapist believes that his patient's anxiety stems from early childhood experiences and unresolved unconscious conflicts. Through dream analysis and open conversation, the patient begins to recall painful memories.

1. What field of psychology does this scenario fall under?

2. Why? Explain your reasoning using key ideas or methods from that field.

Case Study 3

A scientist is investigating how rats learn to press a lever when they receive food afterward. The researcher measures how rewards affect the frequency of behavior.

1. What field of psychology does this scenario fall under?

Case Study 4

A counselor helps clients build confidence, make personal choices, and achieve their full potential by emphasizing empathy and self-worth. The therapist offers unconditional positive regard.

1. What field of psychology does this scenario fall under?

Case Study 5

A neuroscientist uses brain imaging to study how certain neurotransmitters affect mood and memory. The goal is to understand how biological factors influence behavior.

1. What field of psychology does this scenario fall under?

2. Why? Explain your reasoning using key ideas or methods from that field.

Case Study 6

A developmental psychologist studies how children at different ages solve puzzles to learn how their reasoning and memory processes change over time.

1. What field of psychology does this scenario fall under?

2. Why? Explain your reasoning using key ideas or methods from that field.

Case Study 7

A researcher studies why humans experience jealousy and how it may have evolved to help protect relationships and ensure survival.

1. What field of psychology does this scenario fall under?

2. Why? Explain your reasoning using key ideas or methods from that field.

Case Study 8

A psychologist observes how students in different countries cooperate during group projects and how culture influences teamwork and personal space.

1. What field of psychology does this scenario fall under?

2. Why? Explain your reasoning using key ideas or methods from that field.

Case Study 9

A psychologist studies how humans use mental associations to adapt and survive in changing environments. He focuses on how thought processes help individuals function effectively.

1. What field of psychology does this scenario fall under?

2. Why? Explain your reasoning using key ideas or methods from that field.

Reflection

Which field or perspective did you find most interesting or relevant to today's world? Why?

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HIST 323

5 November 2025

Reflection #6

A. Empathize and connect with students about their identities, advocacies, and self-interest..

This lesson does not directly address this standard, as it is an introduction to different types of psychological theories. However, this could better be achieved by making the case studies in the Cooperative Learning section more similar to the students' identities.

B. Offer guidance to students on how to develop a self-advocacy plan to inform decisions and choices..

This standard is not within the scope of this lesson plan.

C. Include students in the creation of an inclusive learning community with more opportunities for student expression.

This is a personal goal for my to have in my classroom as I and other inclusive learners express ourselves throughout learning content. However, this is not directly covered in the lesson plan.

D. Help students identify actions that can be taken to apply learning to develop opportunities and relationships for allyship and alliances.

The lesson plan covers different psychological theories and uses case studies to engage students with these theories. The case studies serve to fost allyship for students by presenting nuerodivergent peoples in positions of power and authority over their psychological decisions.

E. Create risk-taking space that promotes student activism and advocacy

In a class about psychology, an underlined goal with my pedagogy is that students learn to understand and empathize better with nuerodivergent persons. Within a unit plan, this lesson would serve to foster students to become activists for mental health.

F. Research and offer student advocacy and activism content with real world implications.

In a class centered on psychology and the student of nuerodivergent persons, I plan to give students real-life goals and scenarios to address mental health within their communities. In a unit lesson plan, students could be encouraged to make their own plans to assist people within the school and advocate for persons from diverse backgrounds.

G. Hold high expectations that all students can participate and lead as student advocates or activists.

This is absolutely a part of my pedagogy. I believe that the heart of an advocate exists in every student and they must only be shown critical information of their society in order to

inspire changes. By presenting psychological theories, I set the framework for students to understand the issues that different people face and set them up for success as advocates for mental health issues.

H. Give students space to solve their own problems, negotiate their advocacy needs, and present their perspectives.

Students work and solve their own problems in the class. I seek only to structure their arguments as to co-construct a learning environment. I don't seek to regulate their absorption of content knowledge, but to act as an assistant in doing so.

Social Movements at Different Levels

Sociology Lesson Plan

50-minutes

Objectives:

By the end of this lesson, students will be able to:

- Define what a social movement is and the aspects related to one (SS.Soc.1.9-12)
- Analyze different case studies of social movements and determine whether they fit into the local, state, national, or global sub-levels (SS.Soc.5.9-12)
- Students will analyze different modern social movements and fill out a graphic organizer detailing why they represent local, state, national, or global movements (SS.Soc.5.9-12)

Goals:

In this lesson, students will begin a unit on social movements. Students will learn the basic definition of the concept and view examples of social movements at the local, state, national, and global levels. By completing this lesson, students will understand how social movements manifest at different levels of human organization.

Resources and Materials: Pencil, Notebook, PowerPoint,

Step 1 – Entry Routine

As students enter and find their assigned seat's, the bellringer question will be written on the whiteboard and projected:

Bellringer Question:

“What is an example of how collective behavior has affected the US?”

Students will quietly take their seats, take out notebooks, and write 2–3 sentences.

Possible responses: job loss, poverty, recession, quitting, job search, layoffs, automation.

Step 2 – Written Response

Students will have 1 ½ minutes to write their answers.

This activates prior knowledge from the collective behavior unit and transitions into the social movements.

Step 3 – Volunteer/Cold Call

After time is up, say:

“Let’s hear a few thoughts. What are some examples of collective behavior in the US?”

Take 2–3 volunteers or cold call for variety.

Use the Affirm–Repeat–Build (ARB) strategy:

- Affirm: “That’s a strong observation.”
- Repeat: Restate using academic language.
- Build: Add context or link to the lesson

focus. Example Responses:

- Student: “People voting in elections.”
 - Teacher: “Yes, voting in elections is an example of people getting together in large groups in order to accomplish common goals. What gets people to get involved in this behavior?”
- Student: “Umm, when people like see something online or really want something to happen and so they vote to get what they want.”
 - Teacher: “Great point, sometimes people see something online that corresponds with their political beliefs and want to get together as a whole to change things.”
- Student: “Oh uhh like 6-7 cuz everybody is doing it.”
 - Teacher: “Well, that’s actually a good point. Students from all over the country are doing it. Though it doesn’t have political aims, it does show people engaging in collective behavior.”

Step 4 – Transition to Guided Notes

“So, now that we have discussed a variety of different collective behavior, we are going to discuss social movements, which are a type of collective behavior with the goals to change things.”

Interactive Lecture

Step 1 – Pass Out Guided Notes

Students receive the Social Movements guided notes packet.

Slides contain brief bullet points with supporting visuals or data charts.

Slide 2 – Overview

Opening Question:

“Why do people come together to protest or push for change?”

Use ARB (Acknowledge, Rephrase, Build) to draw out answers like “to make things fair,” “for rights,” or “to stop something they don’t like.”

Explain that social movements are organized efforts by people to create or resist social change, and that they can happen locally, nationally, or globally.

Key Idea:

There are different levels of social movements—local, state, national, and global—and each works toward a social goal.

Slide 3 – Local Movements

Question:

“What’s something people in your own town or city might want to change or improve?”

Example student responses: “pollution,” “homelessness,” “education,” “gun violence.”

Key Idea:

Local movements focus on community-level change and often rely on residents taking direct action.

Mini Case Example:

“In Chicago, the organization AREA Chicago works to ‘build a socially just city’ through art, education, and activism.”

Teacher: “Why might starting small, at the local level, be important?”

→ Students discuss briefly (answer: local action helps people see immediate change and encourages participation).

Slide 4 – State Movements

Question:

“Can you think of a movement that focuses on one state or region instead of the whole country?”

Possible responses: “Texas independence,” “state education reforms,” “environmental policies.”

Key Idea:

State movements push for change within a specific state and can reflect regional values or identity.

Example: “The Texas Secede! movement argues that Texas should become an independent republic.”

Prompt:

“Why might people want their state to act separately from the national government?”

Student: “They think the government takes away their rights.”

Teacher: “Yes! Many state movements start because people feel their local identity or rights are being ignored.”

Slide 5 – National Movements

Question:

“What are some issues that affect the entire country, not just one area?”

Students may say: “marriage equality,” “civil rights,” “women’s rights,” “gun control.”

Key Idea:

National movements aim to influence federal laws, rights, or social norms across the country.

Mini Case Example:

“The Human Rights Campaign fights for marriage equality nationwide, while the National Organization for Marriage opposes it. Both groups use media and public support to influence change.”

Ask:

“Why do you think people on opposite sides of the same issue both form social movements?”

→ Students discuss briefly (answer: people use movements to organize and express their beliefs in a democracy).

Slide 6 – Global Movements

Question:

“Can you think of a global issue that affects people everywhere?”

Student responses: “climate change,” “poverty,” “human rights,” “child labor.”

Key Idea:

Global movements connect people across countries to address worldwide issues through shared goals.

Example:

“Organizations like OXFAM and Fair Trade support producers in developing countries and fight global poverty.”

Follow-up:

“How might technology make global movements easier today?”

Student: “Social media helps people organize and share information.”

Teacher: “Excellent! Technology allows movements to spread faster and reach global audiences.”

Step 3 – Transition to Cooperative Learning

“Now that we know the different levels of social movements, you’re going to work in groups to analyze real-life examples of each type. Each group will identify what level their movement fits into and what social change it’s trying to create.”

We hope that, following this lecture, students will have a deeper understanding of how social movements form, organize, and create change at different levels. By asking guiding questions throughout, I can assess student understanding and clear up any confusing concepts before moving into group analysis.

Cooperative Learning

After transitioning from my interactive lecture to my cooperative learning activity, I am going to direct my students' attention to me for directions on this activity. I will say, “Alright, I’m going to read out the groups for today’s activity, please hold up your number in the air when I call your name so everyone knows what group they are in.”

Once I have everyone assigned to groups, I will give further instructions before separating them into their areas. “Each of your groups will be assigned a worksheet with a

variety of case studies detailing different types of social movements. Each group member will also be assigned an individual role in their group, which can be seen on the worksheet that I will hand out to you all once the groups are settled in. Now, if everyone could please silently move to your assigned areas." I will then direct each numbered group to their appropriate area in the room.

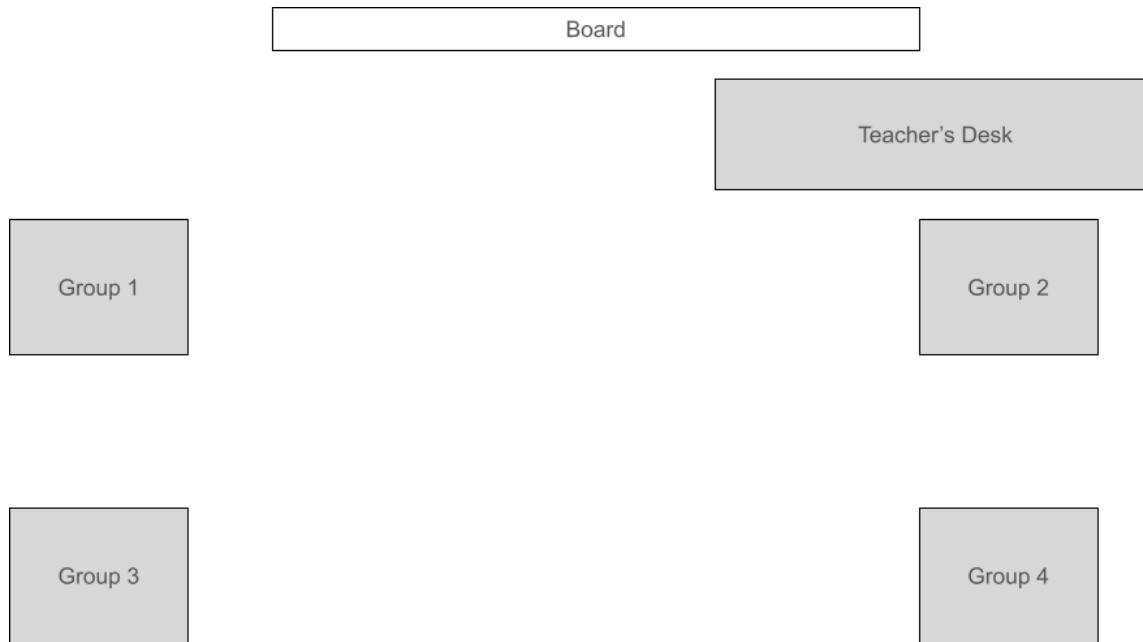
The Groups

Students will be grouped as follows:

- Group 1: Raleigh Brazier, Brandylinn O'Neal, Logan Wyatt, Jacob Maze
- Group 2: Tyler Fitch, Caden Plummer, Hailey Keys, Emma Clemens
- Group 3: Brayden Tonn, Erick Lechuga, Tyler Blair, Jason Hise
- Group 4: Christopher Hellrung, Caleb Klein, Kaleb Knop, Jason Stacy

Class Organization

I will direct each group to their assigned areas once all instructions have been given.



Once all of the groups have settled and been given their handout, they will be instructed that they have 1 minute to silently read through the passage. Once the reading time has elapsed, they will be told that they have 7 minutes to discuss amongst themselves and find answers to each of the guiding questions.

The Assignment

Each student will be given a short guiding worksheet with a short passage about different social movements, an instructional guide, assigned roles, and several guiding questions.

Students will silently read the passage, discuss and answer the questions on the worksheet, and then turn to share with the class during the debrief. (Worksheet for each group will be attached at the end, after the guided notes)

The Guiding Questions:

1. What caused it?
2. What actions did it use?
3. What type of social movement is this?
4. Why (who does it affect and who participates)?

Roles

The students will be assigned the following roles:

- Local: Analyze texts and determine if they correspond to the local level.
- State: Analyze texts and determine if they correspond to the state level.
- National: Analyze texts and determine if they correspond to the national level.
- Global: Analyze texts and determine if they correspond to the global level.

These roles and their descriptions will be projected on the board during the activity for students.

Teacher Facilitation

- I will circulate the room, stopping at groups to check for understanding, redirect if necessary, and encourage quieter students to participate.
- I will give time updates at regular intervals (“You have 4 minutes left to complete the activity”).
- If a group finishes early, I will prompt them to extend their analysis and think up a few more points about their innovation to present.

Goals of Cooperative Learning

We designed this cooperative learning exercise to give students the opportunity to apply what they learned about types of social movements and attach them to real-world scenarios. The goal is to get students thinking about the case studies, determine which they are, and understand why they are part of the determined study. By investigating different types of social movements, students should be able to move beyond memorization of information to consider how we are all

affected by social movements. Working in small groups should allow students to engage in discussion with peers and, through this, help them to clarify ideas and build greater understanding together. By making the movements modern and localized to the students' area, students understand how they are directly affected.

Debrief

Step 1 – Transition to Whole-Class Debrief

After the cooperative learning activity ends, I will call students' attention back to the front of the room:

“Alright, everyone, let’s bring it back together. Each group just analyzed a type of social movement. Now we’re going to share what we learned and fill in our graphic organizer together.”

I will project the blank Graphic Organizer (the same one from their guided notes) on the board and display the column headers:

- Local Movements
- State Movements
- National Movements
- Global Movements

Beneath those columns will be the rows:

- Movement
- Cause
- Actions
- Why?

Step 2 – Ambassador Presentations

I will say:

“Now, each group will present what your group discussed. As you present, we’ll fill in the chart together. Everyone should follow along and add notes to your own organizer.”

Each group will have 1–2 minutes to summarize their group’s findings. As they speak, I’ll record key ideas on the projected chart.

Step 3 – Using ARB Strategically (Affirm – Repeat – Build)

Group 1: Local Movement – Collinsville High School Mask Boycott

Student (chosen by group): “Our case was about students protesting mask requirements at Collinsville High School. It’s local because it only involves one school and its community.”

Teacher: “Excellent. So, this movement focused on change within a single community. Local movements often respond to policies or events that directly affect people’s daily lives.”

→ I write:

- Example: Collinsville HS Mask Boycott
- Cause/Goal: Opposition to mask mandates in school
- Methods: Student walkouts, parent protests, petitions
- Level of Impact: Local (school district level)

Group 2: State Movement – Southern Illinois Separation Movement

Student: “This case was about some Southern Illinois counties wanting to separate from Chicago and maybe join Indiana. It’s a state movement because it deals with Illinois’s laws and government.”

Teacher: “Yes, that’s right. State movements often form when people believe their regional interests or values are being ignored by state leaders or larger urban areas.”

→ I write:

- Example: Southern Illinois Separation Movement
- Cause/Goal: Political representation and regional identity
- Methods: County referendums, petitions, legislative proposals
- Level of Impact: State (Illinois and surrounding regions)

Group 3: National Movement – Black Lives Matter (BLM)

Student: “Our case was about the Black Lives Matter movement. It started in the U.S. but spread across the whole country to fight racial injustice and police brutality.”

Teacher: “Exactly. National movements like BLM unite people across states to demand social

reform and justice. They often use media, protests, and legislation to push for change.”

→ I write:

- Example: Black Lives Matter
- Cause/Goal: Racial justice and ending systemic racism
- Methods: Protests, social media campaigns, policy advocacy
- Level of Impact: National (influencing federal policy and culture)

Group 4: Global Movement – Free Palestine

Student (Ambassador): “Our case was about the Free Palestine movement. It’s global because people all around the world protest and speak out for the rights of Palestinians.”

Teacher: “That’s a strong example of how a global movement connects people from different countries to support human rights and justice across borders.”

→ I write:

- Example: Free Palestine Movement
- Cause/Goal: End of occupation and human rights for Palestinians
- Methods: International protests, social media, political advocacy
- Level of Impact: Global (transnational solidarity and awareness)

Step 4 – Class Discussion & Connection to Real Life

“Now that we’ve filled out our chart, take one minute to think about this question: **Which type of social movement do you think has the biggest impact on your community, and why?**”

After 1 minute of reflection, I’ll call on 2–3 students to share.

- Example 1: “Local movements, because they’re small enough that you can actually see the change happen.”
 - Teacher: “That’s right. Local activism often shows quick results and helps people feel empowered.”
- Example 2: “National movements, because they can change laws and bring attention to big issues.”
 - Teacher: “Good point, national movements influence social norms and legal systems on a large scale.”

Step 5 – Wrap-Up and Reflection

To close the debrief, I will summarize:

“Today, we discussed a variety of social movements that affect us in the world today. From the Collinsville Mask Boycott to the Free Palestine Movement, social movements affect the world and news around us. Now that we have covered the different levels of social movements, next class period we will talk about different ways that social movements organize themselves.”

The goal of this debrief was to get students to describe the case studies they went over and prime them for analysing the different methods that social movements use. As we move on throughout the unit, the knowledge of modern social movements and the tactics they use will become more and more relevant.

Levels of Social Movements Guided Notes

Social Movement-

Local-

State-

National-

Global-

Guided Notes for SOCIAL MOVEMENTS Name: _____ Hour: _____

Type	Movement	Cause	Actions	Why?
Local				
State				
National				
Global				

Levels of Social Movements - WORKSHEET

Group Task:

Read the excerpt silently and, once complete, discuss each guiding question. Each question should be discussed with the assigned person being the center.

Group Roles

- Local
- State
- National
- Global

Discussion Questions:

- What level of social movement is this?
- What caused it?
- What actions did organizers take?
- Why?

1. **Collinsville Highschool Mask Boycott**

Sarah McFabley, a student at Collinsville Highschool during the COVID-19 lockdown, was not interested in being forced to wear a medical mask that the school had demanded her and others to wear. Students that refused to wear masked were, instead of being allowed to go to their classes, were made to sit in the auditorium with fellow anti-masking students and do their work. Sarah, along with several other students and parents in the

district, protested the policy and set up a campaign to end the mask mandate.

What type of level is this? _____

What caused it? _____

What actions did they take to get their goals?

Why? _____

Group 2 - Southern Illinois Separation Movement

The Southern Illinois separation movement is a movement by downstate Illinois counties to secede from the state due to dissatisfaction with Chicago-area politicians, high taxes, and regulations. While the original goal of some groups was to form a new "51st state," a current focus is the possibility of joining Indiana, an idea supported by Indiana lawmakers who have formed a commission to study the issue. Dozens of counties have passed referendums to support seceding, with Madison County voting in favor of starting the process during the 2024 elections.

What type of level is this? _____

What caused it? _____

What actions did they take to get their goals?

Why? _____

Group 3 - Black Lives Matter

The Black Lives Matter (BLM) movement was and is a social activism movement that originated in the United States in 2013 to protest racial violence and systemic injustice against Black people. It gained significant momentum after high-profile incidents like the police killings of Eric Garner and Michael Brown in 2014, and surged again in 2020 following the murder of George Floyd. The movement seeks racial justice and an end to police brutality through various goals, including criminal justice reform and addressing economic and human rights issues. Almost every single large-scale American town had a protest relating to the movement over the past decade.

What type of level is this? _____

What caused it? _____

What actions did they take to get their goals?

Why? _____

Group 4 - Free Palestine Movement

The "Free Palestine" movement is a diverse, global advocacy effort that seeks the liberation of the Palestinian people from

occupation and oppression and the establishment of a fully sovereign and independent Palestine. It is not a single, unified organization, but rather a broad coalition of activists, human rights groups, and international solidarity movements. Since the start of the Gazan genocide by Israel in 2023, protests have rocked the cities of almost every single country.

What type of level is this? _____

What caused it? _____

What actions did they take to get their goals?

Why? _____

Nicholas Fowler

Dr. Stacy

HIST 323

30 October 2025

Reflection #7

For the first standard, A. Curate the curriculum, I crafted this lesson to demonstrate solid curricular curation by aligning it to the Illinois Learning Standards for sociology. The use of real-world examples, such as using examples from the students' communities and connecting them to modern movements, makes it relevant and well-curated.

For the second standard, B. Identify and articulate the purposeful ways in which marginalized communities are represented in curriculum, including print, digital media, and other classroom resources, I met it through the case study section of the social movement analysis. I represented both the Black Lives Matter movement and the Free Palestine movement to highlight movements of oppressed people so that students learn more about them.

For the third standard, C. Employ authentic and modern technology usage inspiring digital literacy with or through an equity lens, I accomplished this by using PowerPoint and projections. However, I did not use technology for the rest of the lesson. To meet this goal, students could do online searches about social movements they wish to research further in order to highlight a digital element.

The fourth standard, D. Ensure assessments reflect the enriched curriculum that has embedded student identities, while the formative checks and cooperative learning promote engagement, was somewhat met. The assessments (guided notes, worksheet, and graphic

organizer) are primarily content-driven and not identity-reflective. During the ARB, I focus on engaging students to think about the experiences of their families with social movements to help them connect the content to real life.

For the fifth standard, E. Embrace and encourage progressive viewpoints and perspectives that leverage asset thinking toward traditionally marginalized populations, I get students to look at the BLM and Free Palestine movements, which espouse progressive viewpoints and perspectives of traditionally marginalized populations.

For the sixth standard, F. Assess one's story through multiple vantage points to gain a whole narrative that includes all sides of parties involved, students throughout the lesson are encouraged to work through different perspectives and would see these through each of their roles. However, I believe this could have been done better by teaching with more diverse sources.

For the seventh standard, G. Implement and integrate the wide spectrum and fluidity of identities in the curriculum, the plan uses different social movements of oppressed peoples to highlight these identities. However, to better show the fluidity of identities, the sources could include more localized, identity-based social movements for students to study.

For the eighth standard, H. Ensure text selections reflect students' classroom, community, and family culture, I met this standard by having a scenario in the case study section covering the mask boycott at CHS. However, since this scenario was not fully representative of the community as a whole, I could expand the interactive lecture to discuss more social movements related to student identities.

For the ninth standard, I. Ensure teacher and student(s) co-create content and include a counternarrative to the dominant culture, I believe we created a counternarrative to how the dominant culture views the Palestinian liberation movement. This highlighted the globalized aspect of the movement, allowing students to analyze and understand its goals and intentions.

With the tenth standard, J. Use a resource tool to assess the curriculum and assessments for biases, this was not done in this lesson. However, in my classroom ethic, I will always try to understand my biases and communicate them to my students so they know what perspectives I might be biased toward.

With the eleventh standard, K. Promote robust discussion with the intent of raising consciousness that reflects modern society and the ways in which cultures and communities intersect, this plan does this splendidly. Students examine a variety of social movements from diverse cultures, political perspectives, and levels of society across the modern United States and the world.

For the twelfth standard, L. Consider a broader modality of student assessments, such as performance portfolios, essays, multiple choice, state exams, oral examinations, community assessments, social justice work, action research projects, and recognition beyond academia, assessment is not included in this lesson plan. However, if I were to design one, it would have students create an action plan for a social movement in their school, applying the lesson to real-world political movements and encouraging them to think critically about how different issues affect people of different social identities in their local communities.

Overall, this lesson plan does well meeting the CRTL standards. A sociology class lends itself well to meeting these diverse standards, and students will do their best to understand different and diverse perspectives.

Schools of Thought in Cultural Anthropology

Anthropology Lesson Plan

50-minutes

Objectives:

By the end of this lesson, students will be able to:

- Analyze different theoretical theories about cultural anthropology and understand their differences (SS.Anth.1.9-12)
- Read different case studies based off a variety of real-world situations and determine which school of thought they would belong to (SS.Anth.5.9-12)
- Fill out a graphic organizer detailing how cultures developed according to each case study that they analyzed (SS.Anth.2.9-12)

Goals:

In this lesson, students will begin a unit on theories of cultural anthropology. Students will learn the basic definition of each theory and view examples of case studies that embody those theories. By completing this lesson, students will understand the differences between different theories of cultural anthropology.

Resources and Materials: Pencil, Notebook, PowerPoint,

Step 1 – Entry Routine

As students enter and find their assigned seat's, the bellringer question will be written on the whiteboard and projected:

Bellringer Question:

“Why is culture different across regions and countries?”

Students will quietly take their seats, take out notebooks, and write 2–3 sentences.

Possible responses: job loss, poverty, recession, quitting, job search, layoffs, automation.

Step 2 – Written Response

Students will have 1 ½ minutes to write their answers.

This activates prior knowledge from the culture unit and transitions into the theories of cultural anthropology unit.

Step 3 – Volunteer/Cold Call

After time is up, say:

“Let’s hear a few thoughts. What are some examples of collective behavior in the US?”

Take 2–3 volunteers or cold call for variety.

Use the Affirm–Repeat–Build (ARB) strategy:

- Affirm: “That’s a strong observation.”
- Repeat: Restate using academic language.
- Build: Add context or link to the lesson

focus. Example Responses:

- Student: “Oh um people have different things they like, so they have different cultures. Like American likes burgers and China likes rice cuz we thing burger tastes better”
 - Teacher: “Yes, culture can influence food and preferences. Why we thing that China likes rice more than the US?”
- Student: “Umm maybe cuz rice comes from China and they grew up around it.”
 - Teacher: “Great point, excellent. Maybe culture has to do with where and what we grow up around. What are some cultural things relevant to our community... think about a festival we have here?”
- Student: “Oh! The horseradish festival! We have good land from growing it so its important to our culture.”
 - Teacher: “Well, that’s actually a good point. Our region is very connected to horseradish, and therefore, our culture is influenced by it as well.”

Step 4 – Transition to Guided Notes

“So, now that we have discussed a variety of perspectives on culture, we are going to see what different anthropologists believe about culture.”

Interactive Lecture

Step 1 – Pass Out Guided Notes

Students receive the Schools of Thought in Cultural Anthropology guided notes packet.

Slides contain brief bullet points with supporting visuals or data charts.

Slide 2 – Overview of Anthropological Theories

Opening Question:

“Why might two different anthropologists look at the same culture and come to different conclusions?”

Use ARB to draw out ideas like:

- “People have different opinions.”
- “They look for different things.”
- “They grew up in different places.”

Key Idea:

Anthropologists use different theoretical lenses—called schools of thought—to interpret culture. These aren’t “right or wrong,” but different perspectives that emphasize different causes, meanings, and cultural functions.

Slide 3 – Cultural Relativism

Question:

“Why might people misunderstand other cultures when they use their own beliefs as the standard?”

Key Idea:

- Cultural Relativism (Franz Boas) argues that cultures must be understood on their own terms, not judged by outside standards.
- Anthropologists practicing this theory try to set aside ethnocentrism and ask, “What does this mean *from their point of view*? ”

Mini Case Example:

An American tourist in Japan might see bowing as “strange,” but a cultural relativist asks what bowing communicates within Japanese norms (respect, humility).

Teacher Prompt:

“Why is suspending judgment important when studying culture?”

Slide 4 – Functional Theory**Question:**

“What are some practices in our community that meet a social or emotional need?”

Student examples: “church events,” “sports,” “school assemblies,” “fish fry,” “farmer’s markets.”

Key Idea:

- Functionalists (Bronislaw Malinowski) believe every cultural practice serves a function—psychological, social, or survival-based.
- Even traditions that seem “random” meet community needs.

Mini Case Example:

A community festival may strengthen social bonds, reduce conflict, or reinforce identity.

Teacher Prompt:

“What needs might cultural traditions help meet?”

Slide 5 – Cultural Materialism**Question:**

“How might the environment and available resources shape the traditions or buildings of a region?”

Student examples: “the desert shaped Middle Eastern architecture,” “islands rely on fishing.”

Key Idea:

- Cultural Materialists (Marvin Harris) argue that material conditions—environment, economy, technology—shape culture.
- Culture is not random; it grows from practical needs and **resource systems**.

Mini Case Example:

Brick is becoming central to St. Louis architecture because of cheap clay deposits.

Teacher Prompt:

“How might geography or resources influence culture where we live?”

Slide 6 – Feminist Anthropology

Question:

“How are men’s and women’s experiences of culture sometimes different?”

Student ideas: “work expectations,” “household roles,” “education.”

Key Idea:

- Feminist anthropologists examine gender roles, power imbalances, and how women’s contributions were historically ignored.
- They argue that studying culture requires analyzing who has power and why.

Mini Case Example:

1950s American households vs. agricultural or working-class families where women worked extensively outside the home.

Teacher Prompt:

“Why is it important to consider all genders when studying culture?”

Slide 7 – Postmodernism

Question:

“Do you think one person can ever fully explain an entire culture?”

Student responses: “Not really,” “Cultures are too big,” “People have different opinions.”

Key Idea:

- Postmodernists argue that there is no single truth about a culture—only perspectives.
- Anthropologists must acknowledge their biases, values, and identities.
- They collect multiple voices, especially those previously overlooked.

Mini Case Example:

A K-pop researcher listening to fan stories from many countries, not trying to make one “grand theory.”

Teacher Prompt:

“How might an anthropologist’s personal identity shape their research?”

Step 3 – Transition to Cooperative Learning

“Now that we know the different theories of cultural anthropology, you’re going to work in groups to analyze real-life examples of each type. Each group will identify what theory their case study fits into and what perspective would find it interesting.”

We hope that, following this lecture, students will have a deeper understanding of different theories of cultural anthropology. By asking guiding questions throughout, I can assess student understanding and clear up any confusing concepts before moving into group analysis.

Cooperative Learning

After transitioning from my interactive lecture to my cooperative learning activity, I am going to direct my students' attention to me for directions on this activity. I will say, “Alright, I’m going to read out the groups for today’s activity, please hold up your number in the air when I call your name so everyone knows what group they are in.”

Once I have everyone assigned to groups, I will give further instructions before separating them into their areas. “Each of your groups will be assigned a worksheet with a variety of case studies that correspond to a different cultural anthropology theory. Each group member will also be assigned an individual role in their group, which can be seen on the worksheet that I will hand out to you all once the groups are settled in. Now, if everyone could

please silently move to your assigned areas.” I will then direct each numbered group to their appropriate area in the room.

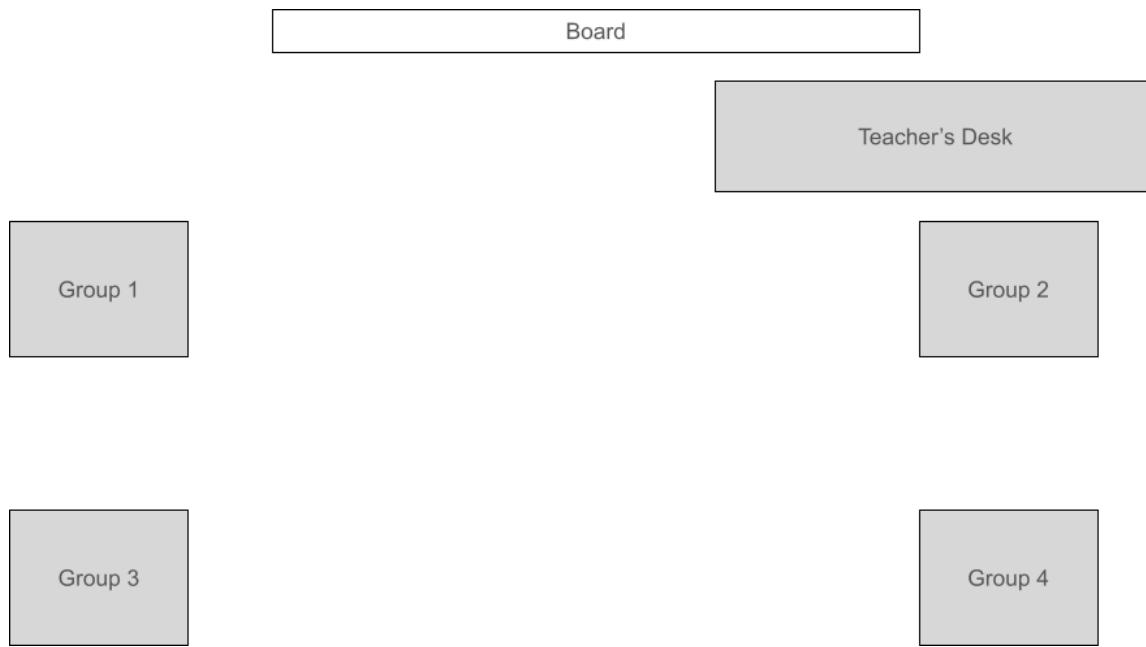
The Groups

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- Group 2: Tyler Fitch, Caden Plummer, Hailey Keys, Emma Clemens
- Group 3: Brayden Tonn, Erick Lechuga, Tyler Blair, Jason Hise
- Group 4: Christopher Hellrung, Caleb Klein, Kaleb Knop, Jason Stacy

Class Organization

I will direct each group to their assigned areas once all instructions have been given.



Once all of the groups have settled and been given their handout, they will be instructed that they have 1 minute to silently read through the passage. Once the reading time has elapsed, they will be told that they have 7 minutes to discuss amongst themselves and find answers to each of the guiding questions.

The Assignment

Each student will be given a short guiding worksheet with a short passage about different cultural anthropology theories, an instructional guide, assigned roles, and several guiding questions.

Students will silently read the passage, discuss and answer the questions on the worksheet, and then turn to share with the class during the debrief. (Worksheet for each group will be attached at the end, after the guided notes)

The Guiding Questions:

1. What theory might explain the case study?
2. Why did you choose this theory?

Group Roles

- 1. Reader & Summarizer
 - Reads the case study aloud to the group.
 - Summarizes the key details in 2–3 sentences before discussion begins.
- 2. Evidence Finder
 - Identifies the specific details in the passage that help determine the school of thought.
 - Highlights or restates anything that explains cause, actions, purpose, or cultural meaning.
- 3. Theory Matcher
 - Leads the discussion on which anthropological theory the case study best aligns with.
 - Makes sure the group connects their reasoning to class notes
- 4. Why-Writer
 - Write the group's answers to:
 - What theory explains this scenario?
 - Why did we choose this theory?

These roles and their descriptions will be projected on the board during the activity for students.

Teacher Facilitation

- I will circulate the room, stopping at groups to check for understanding, redirect if necessary, and encourage quieter students to participate.
- I will give time updates at regular intervals (“You have 4 minutes left to complete the activity”).

- If a group finishes early, I will prompt them to extend their analysis and think up a few more points about their innovation to present.

Goals of Cooperative Learning

We designed this cooperative learning exercise to allow students to apply what they learned about theories of cultural anthropology and attach them to real-world scenarios. The goal is to get students thinking about the case studies, determine which they are, and understand why they are part of the determined study. By investigating different types of cultural theories, students should be able to move beyond memorization of information to consider the different perspectives on culture. Working in small groups should allow students to engage in discussion with peers and, through this, help them to clarify ideas and build greater understanding together.

Debrief

Step 1 – Transition to Whole-Class Debrief

After the cooperative learning activity ends, I will call students' attention back to the front of the room:

“Alright, everyone, let’s bring it back together. Each group just analyzed different case studies inspired by different cultural anth. theories. Now we’re going to share what we learned and fill in our graphic organizer together.”

I will project the blank Graphic Organizer (the same one from their guided notes) on the board and display the column headers:

- American Boy in Paris
- STL Fish Fry
- STL Bricks
- Role of Women in History
- K-Pop Researcher

Beneath those columns will be the rows:

- Summary
- Theory

- Why

Step 2 – Student Presentations

I will say:

“Now, each group will present what your group discussed. As you present, we’ll fill in the chart together. Everyone should follow along and add notes to their own organizer.”

Each group will have 1–2 minutes to summarize their group’s findings. As they speak, I’ll record key ideas on the projected chart.

- **Group 1 – American Boy in Paris → Cultural Relativism**

Student: “Christian thinks French workers are lazy because he judges them by American work culture. He doesn’t understand French norms.”

- Teacher ARB:

“Exactly. Cultural relativism encourages us to suspend judgment and understand behavior within its cultural context.”

- **Group 2 – STL Fish Fry → Functional Theory**

Student: “The fish fry meets many social needs—community bonding, fundraising, tradition.”

- Teacher ARB:

“Right. Functionalists look at what needs cultural practices fulfill.”

- **Group 3 – STL Bricks → Cultural Materialism (bad initial response, ARB fix)**

Student: “Brick became part of STL culture because we had a lot of it.”

- Teacher ARB:

“Yes, the rivers near STL had a lot of clay deposits to make bricks. Why did this make people want to use bricks more?”

- Student: Because it was cheap and easier!
- Teacher: Good, and how did that lead to the culture appreciating bricks
- Student: Because people have got so many bricks because they were cheap to make, people ended up seeing them every day and coming to like them even though STL doesn’t make bricks anymore.”

- **Group 4 – Role of Women in History → Feminist Anthropology**

Student: “Feminist anthropology studies how gender roles differ and how women’s work was ignored.”

- Teacher ARB:

“Exactly. This theory critiques power structures and highlights missing voices.”

- **Group 5 – K-Pop Researcher → Postmodernism**

Student: “The researcher doesn’t try to find one answer. They focus on different personal stories and acknowledge their own bias.”

- Teacher ARB:

“Well said. Postmodernism values multiple truths and reflexivity.”

Step 3 – Class Discussion

- **Teacher:** “Which theory do you think is most useful for understanding *our* community culture, and why?”
- Students respond with their opinions, and I use ARB to try and get better responses out of them.

Step 4 – Wrap-Up and Reflection

To close the debrief, I will summarize:

“Today, we discussed a variety of theories that affect how people explore culture. Now that we have covered these different cultural theories, next class period, we will work to understand how language affects culture.”

The goal of this debrief was to get students to describe the case studies they went over and prime them for analysing the different types of cultural anthropology theories. As we move on throughout the unit, the knowledge of modern cultural anthropology theories will become more and more relevant.

Theories of Social Anthropology Guided Notes

Culture-

Cultural Anthropology-

Cultural Relativism-

Functional Theory-

Cultural Materialism-

Feminist Anthropology-

Postmodernism-

Guided Notes for SOCIAL MOVEMENTS Name: _____ Hour: _____

Type	Summary	Theory	Why?
American Boy in Paris			
STL Fish Fry			
STL Bricks			
Role of Women in History			
K-Pop Researcher			

Cultural Anthropology Theories - WORKSHEET

Group Task:

Read the excerpt silently and, once complete, discuss each guiding question. Each question should be discussed with the assigned person, being the center.

Group Roles

- 1. Reader & Summarizer
 - Reads the case study aloud to the group.
 - Summarizes the key details in 2–3 sentences before discussion begins.
- 2. Evidence Finder
 - Identifies the specific details in the passage that help determine the school of thought.
 - Highlights or restates anything that explains cause, actions, purpose, or cultural meaning.
- 3. Theory Matcher
 - Leads the discussion on which anthropological theory the case study best aligns with.
 - Makes sure the group connects their reasoning to class notes
- 4. Why-Writer
 - Writes the group's answers to:
 - What theory explains this scenario?
 - Why did we choose this

theory? Discussion Questions:

- What theory explains this scenario?
- Why?

1. American Boy in Paris

Christian Laundale, an American college student raised in Texas, always found the French to be lazy in regard to their work ethic. Since he has newly arrived in France for an internship, he cannot understand why there are so many people at his job who take extended breaks, and take their time to respond to requests. He, overall, doesn't understand the culture.

What theory might explain why Christian cannot understand French culture?

Why did you choose this theory?

Group 2 - Fish Fry in STL

Across St. Louis, especially during Lent, churches, community centers, and volunteer groups host Friday fish fries. At first glance, a fish fry looks like a simple community meal. However, the fish fry serves a variety of needs for the community and individuals, from bringing people together to raising funds for community works and helping people in need.

What theory might explain why the fish fry is a part of STL culture?

Why did you choose this theory?

Group 3 - Black Lives Matter

In St. Louis, the abundance of natural clay deposits made brick extremely cheap and easy to produce, especially during a time when the city needed fire-resistant buildings after several major fires in the 1800s. This material reality led to the growth of a large brickmaking industry, city building codes that favored brick construction, and neighborhoods built almost entirely from brick. Over time, these practical, environmental, and economic conditions shaped local beliefs—people began to see brick homes as higher quality, more authentic, and part of the city's identity

What theory might explain why bricks became a cultural part of STL?

Why did you choose this theory?

Group 4 - A Woman's Role

American women during the 1950s were expected to stay at home and take care of children, while the men went to work. Although some people hold this up as “traditional” life, it was the exception for most of Western Society. Under feudalism and in poor communities, women were often employed in the fields or in a variety of other labor-intensive jobs. In different societies, women and men have different roles as a part of their gender.

What theory might find the role of women in history interesting?

Why did you choose this theory?

Group 5 - What even is K-Pop?

A researcher studying global K-pop fandom might notice that every fan explains their love for the music differently—some say it gives them confidence, others value the community, and some just enjoy the aesthetic. Instead of trying to find one universal explanation, the researcher collects these many personal stories without assuming any of them is more “correct” than another. If the researcher is a fan too, they openly admit how their own tastes shape the questions they ask and the way

they interpret what fans say. They might also travel to multiple countries, comparing how fans in Brazil, Japan, and the U.S. each create their own version of K-pop culture. Throughout the study, the researcher focuses on these individual perspectives rather than trying to form a single, objective conclusion.

What theory might the researcher be influenced by? _____

Why did you choose this theory?

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30 October 2025

Reflection #8

For the first standard, A. Curate the curriculum, I crafted this lesson to demonstrate solid curricular curation by aligning it to the Illinois Learning Standards for anthropology. The use of real-world examples, such as examining local traditions like fish fries, regional architecture, and student-relevant cultural scenarios, helps ground theoretical schools of thought in examples students recognize, making the lesson relevant and well-curated.

For the second standard, B. Identify and articulate the purposeful ways in which marginalized communities are represented in curriculum, I met this through the case study selections within the cooperative learning activity. By including feminist anthropology case studies and scenarios where cultural misunderstanding occurs across power lines (such as misunderstandings based on national background or gender expectations), students are exposed to marginalized perspectives and learn how anthropologists examine overlooked voices.

For the third standard, C. Employ authentic and modern technology usage inspiring digital literacy with or through an equity lens, I accomplished this by using PowerPoint projection during the guided notes portion of the lesson. However, I did not incorporate additional technology in the remainder of the lesson. To meet this more fully, I could include digital ethnography elements, such as having students browse short online cultural case studies or media clips, to help bring equity-minded digital research skills into the unit.

The fourth standard, D. Ensure assessments reflect the enriched curriculum that has embedded student identities, was somewhat met. The assessments (guided notes, worksheets, and the graphic organizer) are primarily focused on content knowledge and understanding theoretical frameworks rather than asking students to reflect on their own cultural identities. During ARB discussions, I encouraged students to think about cultural traditions in their own communities, like local festivals or regional food practices, which helped them connect anthropological theory to lived experience.

For the fifth standard, E. Embrace and encourage progressive viewpoints that leverage asset thinking toward traditionally marginalized populations, I addressed this by introducing feminist anthropology and postmodernism. These theories explicitly challenge traditional hierarchies and highlight marginalized or previously ignored cultural actors, allowing students to consider culture from the vantage point of those whose experiences have historically been overlooked within anthropology.

For the sixth standard, F. Assess one's story through multiple vantage points, students were encouraged throughout the lesson to consider how different anthropologists, Boasian, functionalist, materialist, feminist, and postmodernist, interpret the same cultural phenomena from very different perspectives. While this was met in part, I think I could have strengthened it by incorporating more diverse primary source excerpts from anthropologists themselves.

For the seventh standard, G. Implement and integrate a wide spectrum and fluidity of identities in the curriculum, the lesson accomplishes this by drawing from case studies involving gender identity, nationality, community tradition, and global popular culture. To better

demonstrate fluidity, I could add more localized case studies reflecting the diverse cultural identities present within the classroom community.

For the eighth standard, H. Ensure text selections reflect students' classroom, community, and family culture, I met this through examples such as the case study on the STL fish fry and regional architecture. These examples connect cultural theory to familiar community traditions. However, I could strengthen this further by including student-generated cultural examples or inviting them to share cultural practices from their own families.

For the ninth standard, I. Ensure teacher and student(s) co-create content and include a counternarrative to the dominant culture, I believe the postmodernism and feminist anthropology sections provided space for this. These theories inherently challenge dominant narratives within culture and within the discipline of anthropology. Students were able to see how traditional anthropological authority has been questioned and reshaped by voices once excluded from the field.

With the tenth standard, J. Use a resource tool to assess curriculum and assessments for biases, this was not explicitly done in this lesson. However, in my classroom practice, I aim to acknowledge my own positionality when teaching anthropological theory so students understand how my background may shape the examples and interpretations I highlight.

With the eleventh standard, K. Promote robust discussion with the intent of raising consciousness that reflects modern society and cultural intersections, this lesson does this effectively. Students analyzed case studies ranging from international cultural interactions to regional traditions and global pop culture, allowing them to explore how cultural practices intersect with geography, identity, and power.

For the twelfth standard, L. Consider a broader modality of student assessments; the lesson does not yet include a summative assessment. If I were to design one, I would have students choose a cultural practice from their own lives or community and analyze it through the lens of at least two anthropological theories. This would encourage them to apply academic theory to real-world cultural phenomena while acknowledging identity and context.

Overall, this anthropology lesson plan effectively meets the CRTL standards. A cultural anthropology unit naturally lends itself to exploring diverse identities, cultural expressions, and theoretical debates. Students engage deeply with different ways of understanding culture, which prepares them to think critically about their own communities and the cultures of others.

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HIST 323

25 August 2025

Essay #1: Autobiography

I know that this isn't exactly chronological nor fully autobiographical in nature, but it highlights my feelings and philosophy towards education.

I honestly don't remember my original "why" for wanting to become an educator—my childhood memories are a little fuzzy. What I do remember is that by the time I was in middle school, when they handed out a career survey, I wrote the same answer for my top three choices: Teacher, Teacher, Teacher.

Over the years, my reasons for wanting to teach have shifted and grown, but one thing has remained constant: I knew I wanted to teach social studies long before high school. Even in eighth grade, I was deeply engaged in my history classes—sometimes correcting teachers or jumping into discussions before being called on. History has always mattered to me because it tells us everything—politics, geography, cultural studies—all of the pieces that shape responsible global citizenship. As a child, I would watch documentaries, read books, and talk my grandmother's ear off about history. When she once told me, "You could actually make history interesting to students, considering how passionate you are about it," I took her words to heart. I want to teach history because I know I can make it meaningful for my students. I was a smart enough kid that I could have pursued many careers, but teaching and history are passions that I know would never feel empty if I devoted my life to them.

I believe history is more than a collection of facts. Learning history builds empathy and understanding, teaches us how to appreciate and interact with other cultures, and connects us to the countless people who have sacrificed to build the world we live in today. To me, history is not about memorizing names and dates, but about cultivating empathy, critical thinking, and agency. I want my students to see themselves as part of a larger tradition—revolutionaries, changemakers, and thoughtful citizens who are both inheritors of the past and builders of the future.

The more I have worked with students and surrounded myself with a community of educators, the more I have confirmed that my middle school self was right about wanting to be a teacher. My participation in the Golden Apple program has shaped me into a radical teacher in the best sense—committed to equity, passionate about my students, and convinced that education is my calling.

In college, I pursued opportunities that aligned with this vision. I worked with kindergarteners with IEPs, English Language Learners, and high school students across the social sciences. Each group taught me something different about the importance of meeting students where they are and valuing their unique strengths. These experiences made it clear that teaching is not one-size-fits-all—it requires patience, flexibility, and deep respect for students' individual journeys.

I also recognized the importance of language and accessibility in education. That is why I pursued an ESL endorsement and began developing my skills in Spanish and Arabic. My goal is to engage students of minority backgrounds more fully and to help them access history without barriers. To decolonize history education, I believe we must first make learning accessible, and

then ensure students see their own cultures and ancestors reflected in the curriculum. I resist the rigid labels of “World History” or “American History,” because these subjects are interconnected. They should be taught in ways that highlight the contributions of students’ own communities.

Growing up, my teachers were the first true role models in my life. They treated my voice as valuable, pushed me to grow, and showed me what it meant to lead with both knowledge and compassion. Their influence is a large part of why I chose this career. I care as much about the mentorship possibilities of education as I do about teaching content. Beyond the classroom, I want to invest in extracurriculars that connect students to their communities and help them see their own ability to make change. The experiences I had in high school—working within the community and the environment—taught me how important it is to know the local world around you. That lesson continues to guide me, and it is something I want to instill in my own students: that learning does not end at the classroom door.

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HIST 323

24 September 2025

Essay #2: Teaching Philosophy

As a future educator, my approach to teaching history and the social sciences is rooted in the belief that education should be transformative. Knowledge is not the end in itself but a seed that can flourish, alongside the fostering of critical thinking, inclusivity, and personal ownership of learning, into a tree of understanding about the world around us. History offers a mirror to our present and helps us understand the complexities of human societies. My goal is to guide students through a collaborative, interactive, and intellectually stimulating environment, where they explore historical events and ideas from diverse perspectives, connecting them to their own lived experiences and those of others.

I envision my classroom as a dynamic space blending multiple strategies such as lectures, group assignments, student-led discussions, and collaborative projects. I value a mixed-method approach where lectures provide foundational knowledge and structure, while group assignments and student-driven projects encourage deeper exploration. I also emphasize student democracy, allowing students to choose topics or methods of assessment that best showcase their understanding of content area knowledge. This involvement in the classroom process empowers them to take ownership of their learning, strengthening their commitment to the course and to the development of their own civic voice.

Assessment is integral to my philosophy. I assess students individually, focusing on their personal growth. Evaluations will center on progress, comparing where they started to where they are at the course's end. This approach ensures that students are recognized for their effort, passion, and development, not just their final output.

My historical interests are in the intersections of power and resistance. I'm particularly drawn to studying capitalism, from the eras of colonialism and imperialism to the modern-day. I'm equally passionate about resistance movements, such as the Black Panthers, Chicanos, and other global revolutionary groups. These movements illustrate how marginalized groups challenge systemic oppression. My classroom will reflect these interests, drawing on case studies to show the relevance of these struggles in contemporary society. My personal belief is that within every student lies a revolutionary that only needs to be awakened.

I believe that all histories, especially those often overlooked or marginalized, should be taught to every student, regardless of their background. Multicultural perspectives will be integrated into the curriculum, bringing to the foreground the histories and voices of underrepresented groups. Students will be encouraged to speak up and force me (and others) to teach the histories they find interesting and that pertain to their cultural backgrounds. I will bring my own background to my teaching, but also depending on the background of the classroom, I will incorporate their voices into the sequencing of units and coverage of topics. Through this, I aim to inspire global citizenship by connecting students to histories of and beyond their own, fostering empathy and critical awareness. By decolonizing history, I'll encourage students to question whose voices are heard and whose are silenced, helping them develop critical inquiry and agency.

Expanding on this further, I believe the classroom should be a transformative space, where every student's identity, language, and lived experience are recognized as assets, not obstacles. Committed to linguistic differentiation, I celebrate multilingualism as an asset, not a barrier. I'm committed to multilingual pedagogy, particularly with ESL students, and will promote language diversity in the classroom. This will foster inclusivity and support students' linguistic and cultural identities.

And every student is a culture within themselves. Every student learns differently, and I recognize these diverse learning styles. I will incorporate activities appealing to auditory, visual, and kinesthetic learners. Lectures cater to auditory learners, while visual learners benefit from multimedia resources. Kinesthetic learners will engage through role-playing and group projects. If not in a single lesson, at least over the course of a unit, students will demonstrate knowledge in various ways, ensuring that everyone can learn in a style that works best for them.

Classroom management begins with setting clear expectations and fostering mutual respect. I'll outline goals and expectations for behavior and participation at the start of each course. This makes it clear to students the norms of our classroom community at the jump, and I can build on these norms as our classroom society grows. I'll remain adaptable to students' needs, adjusting strategies as necessary to promote growth and understanding.

A core principle of my teaching is helping students discover and claim ownership of their ideas. I will encourage them to connect course material with personal experiences and backgrounds. History reveals the connections between the past and present, and I want students to feel empowered to claim their place in the long march of progress. Ultimately, my teaching philosophy aims to empower students to see themselves as active, compassionate participants in

building a more just world. It blends my experiences, interests, and commitment to fostering an inclusive and engaging classroom for all of my children.

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9 October 2025

Essay #3: Targeting Struggling Students

When working with students who are underprepared for the subject matter or display indifference toward classroom learning, my first priority is to build a foundation of trust and mutual respect. I believe that students are more likely to engage and participate when they feel seen, valued, and supported. From the very beginning, I aim to present myself as an ally rather than an adversary. By making it clear that I am on their side, I set the tone for a positive and supportive classroom environment.

Whenever a student is disengaged, whether that means sleeping, arriving late, or being disruptive, I make a conscious effort to respond in a calm, respectful, and professional manner. Instead of escalating situations through confrontation, I use conciliatory language, such as, “Would you be able to do X for me?” This small shift in tone communicates that I value their agency and am inviting them to participate rather than demanding compliance. It also models the kind of respectful dialogue I expect in my classroom. My goal is to consistently extend grace and maintain professional composure, even in moments of disruption.

However, building rapport alone is not enough to address repeated behavior concerns. I would implement a structured and consistent response plan. After three instances of disruptive or disengaged behavior, I would hold an individual conference with the student. In this private setting, I would work to understand the root cause of their actions. Many students act out or

withdraw due to struggles outside of the classroom, academic insecurities, or feelings of disconnection. I can set up behavior plans with them and make contracts such as “If you do not do X, you will not receive/will receive X punishment/reward.” By listening to their perspective, I can tailor my support to their specific needs and show them that their voice matters while also building an empathetic relationship with them.

If the behavior continues after this conversation, I would make a call home. Communicating with parents or guardians is an essential step in creating a team-based approach to support the student. Often, families can provide additional insight into what the student may be experiencing or help reinforce expectations at home. If the behavior persists beyond this point, I would escalate the situation to the principal or appropriate support staff to ensure a coordinated response.

I also believe that struggling or indifferent students should not be viewed solely through a disciplinary lens but through a holistic one. To better support them, I would collaborate with other teachers, counselors, and staff members who may have insights into their academic history, personal circumstances, or learning needs. Are they acting just in my class, or is this consistent across their classes? Understanding their broader context can help me develop more effective strategies to re-engage them in learning.

Ultimately, I hold a deep belief that every student has the capacity to succeed if they are met where they are. By cultivating strong professional rapport, maintaining consistent expectations, and providing individualized support, I can foster respect and participation. There will always be students who test boundaries or resist engagement, but as a teacher, I must have radical confidence in my ability to reach them. Even if I cannot help every student immediately, I

approach each one as the “starfish” worth returning to the shore, because even one positive connection can make a difference in a student’s academic and personal life.

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HIST 323

20 October 2025

Essay #4: What is an Adolescent?

The Encyclopedia Britannica defines adolescence as a transitional phase of growth and development between childhood and adulthood. More specifically, the World Health Organization defines an adolescent as any person between the ages of 10 and 19. Like any term that depends entirely on social construction for its existence, “adolescent” can be interpreted differently by whichever brain that ponders the idea. In our society, adolescence corresponds quite naturally the teenage years of development, ages 13-19 which arbitrarily correspond with the numbers that end with teen, but rather accurately denote a stage of development in which people typically find their identities, experiment romantically, understand the world more deeply, and transition into working citizens accustoming themselves with the wonderful duties of adulthood. Duties such as working, paying taxes, choosing a career, moving away from their parents, and engaging politically through voting often start at the latter half of the adolescent years, ages 16-19 and continuing onwards into the twenties. Besides these growing responsibilities experienced by this age group, state-mandated education continues its preeminence in their lives up-until their first year of legal adulthood. The middle and high school years of education run parallel to teenagerhood.

To me, I, an educator of the social sciences at the secondary level, understanding the mind, behavior, and needs of an adolescent is imperative to my success in the field. In my

perspective, the definition of adolescent that I should carry is *a person in the typical age group that would be a student of mine in my classroom.*

I have worked with adolescents, honestly, since I was one. During high school, I tutored fellow students in reading and writing, continuing this until college. The summer after my first year of college I worked with TRIO Upward Bound students with a wetlands education program where I helped them better connect with the environment and natural sciences of Madison County, IL. Since last year, I have been professionally observing high school social studies classrooms and working and interacting with adolescents. I work as a substitute teacher working with students of all ages, from kindergarten to senior year of high school. Having worked with such a wide range of students, I am able to see the full range of adolescence from beginning to end.

Culture from this age group used to be more diverse but has slowly become more homogenous with the rise of the internet and TikTok culture as a primary unifier. For Gen Z, there was a big divide between kids in our generation that grew up with Smartphones and the internet and those that did not have it until later in life. However, all of Gen Alpha grew firmly with access to the internet and TikTok and therefore shared the types of memes that they consume together. The culture of this "algorithm generation" is shared and differs in many ways. The algorithm that dictates what youth consume pushes at times conformity, and at other times further individualism. An example of conformity is the "6-7" meme, which most adolescents (and younger) find hilarious. Further, "brainrot" content and language are a key difference between the humor of adolescents today and older folks. While my generation is tapped into youth culture as the internet is somewhat of a common space for cultural diffusion, we do not understand it in the same way that younger kids who firmly grew up in those spaces do. Speaking of dress and music, students have much more individualized tastes. Where dress and music are used to denote specific "cliques," today it is much more individualized. I have not noticed specific clothing

trends among adolescents, except for the several students who experiment individually wearing clothing inspired by anime, memes, or alternative culture. This dress does not play a role in my classroom. I think that overall, the biggest aspect of youth culture to understand is memes and incorporating them into my classroom as part of my personality is just a simple offhand thing I can do to foster rapport with my students. As I get older and slowly fade away from the trends that I have in communion with adolescents, I surely fall out of the loop of what students are talking about.

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HIST 323

28 October 2025

Essay #5: Meeting Content Standards

After 16 years of being enrolled in an institution of education, I have honestly not thought much about the ways that content area standards were applied in the courses that I was taught. My first introduction to content area standards was my junior year of college, when I was given a large, double-digit-page document of the standards for teaching the social sciences—from history to geography, from sociology to world religions. And so, through this essay, I hope to detail the ways in which I, retroactively, remember being taught these standards throughout my time studying the social sciences in high school. I will go through several of the standards in the history section of the ISBE Social Science standards and detail what I remember being taught in relation to meeting those standards.

“Evaluate the context of time and place as well as structural factors that influence historical developments.”

For this standard, I remember back to my World History class my freshman year, where we talked about the Circle of Justice in Middle Eastern history and the role that a sovereign had in establishing justice throughout the region. We talked about the structure of this philosophy and how the idea of the king’s responsibility to help the people provided a structure to premodern politics that legitimized their rule.

“Analyze change and continuity across historical eras and identify what perspectives have typically influenced how historical eras are constructed.”

Topics like this also arose in my World History classes, namely, the modern era. One thing that we talked about in those classes was “ideological empires” such as the United States and the Soviet Union during the 20th century. We discussed how these ideological empires were continuations of imperialism from the past but changed in their justifications for ruling.

“Analyze how people and institutions have interacted with environmental, scientific, technological, and societal challenges.” + “Analyze key historical events and contributions of individuals through a variety of perspectives, including those of historically underrepresented groups.”

This standard takes me back to my Modern Middle Eastern History class, where we learned about modernization in the Middle East through reading a biography by Sayyid Qutb about his days growing up in an Upper Egyptian village in the 1920s, as technological and state changes influenced his traditional village. Both he and the village came from traditionally underrepresented communities.

“Analyze the geographic and cultural forces that have resulted in conflict and cooperation. Identify the causes and effects of imperialism and colonization.”

This standard takes me back to my Intro to International Relations class, where we talked about the geographic factors that led to conflict in Russia and Ukraine, such as warm-water ports and cultural supremacy. In my senior English class in high school, my teacher, who was an English and History major, taught us about the effects of colonialism in the Congo through reading the

novel *Heart of Darkness* and assigning us historical guides to fill out. While these latter two classes were not history, they covered these standards indirectly.

I believe that all the classes I have mentioned contributed greatly to preparing me to teach these subjects to students of my own. I am well educated in the content area of intellectual standards, and my classes at SIUE have well prepared me for going out into the real world and teaching students in these standards.

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HIST 323

7 November 2025

Essay #6: Questions on Standards

For this essay, I wanted to explore the different ways in which I could foster students' critical engagement with topics related to the standards for the Civics section of the ISBE Social Sciences standards. I crafted a question that I would ask students based off of the standard, and have accompanied that with a desirable student response through the ARB process.

SS.CV.1.9-12. Distinguish the rights, roles, powers, and responsibilities of individuals and institutions in the political system.

Question: What are some responsibilities citizens have in our political system?

Student Response: "Voting, I guess, like when people pick the president."

Teacher (ARB): Right! Voting! That's one big responsibility. What about things citizens do outside of elections to keep democracy healthy?

Student: "Maybe like following laws or volunteering for causes they care about?"

SS.CV.2.9-12. Evaluate the opportunities and limitations of participation in elections, voting, and the electoral process.

Question: Why do some people vote and others don't?

Student Response: "Some people just don't care or think their vote doesn't matter."

Teacher (ARB): You're right, some people feel their vote won't change anything. What are some

things that could make more people want to participate?

Student: "Maybe easier ways to vote or learning more about what's on the ballot."

SS.CV.3.9-12. Analyze the impact of constitutions, laws, and agreements on the maintenance of order, justice, equality, and liberty.

Question: How have laws or amendments helped protect people's rights in America?

Student Response: "Like when slavery was ended."

Teacher (ARB): Exactly, the 13th Amendment ended slavery. Can you think of another law or amendment that helped protect fairness or equality?

Student: "The Civil Rights Act, because it made it illegal to treat people unfairly because of race."

SS.CV.4.9-12. Explain how the U.S. Constitution established a system of government that has powers, responsibilities, and limits that have changed over time and are still contested while promoting the common good and protecting rights.

Question: Why did the Constitution give some power to the states and some to the federal government?

Student Response: "So one part doesn't get too powerful."

Teacher (ARB): Good thinking, keeping power balanced is key. How do we still see that debate happen today?

Student: "Like when states make different laws about things like healthcare or education."

SS.CV.5.9-12. Analyze the impact of personal interest and diverse perspectives on the application of civic dispositions, democratic principles, constitutional rights, and human rights.

Question: How can people's backgrounds affect how they see issues like free speech?

Student Response: "Some people might think it's okay to say anything, and others think that's wrong."

Teacher (ARB): Yes, people's experiences can shape how they see free speech. Why do you think it's hard to make one rule that fits everyone's view?

Student: "Because people come from different situations and care about different things."

SS.CV.6.9-12: Describe how political parties, the media, and public interest groups both influence and reflect social and political interests.

Question: How do political parties and the media influence what people care about?

Student Response: "They show what's popular on TV or social media."

Teacher (ARB): That's true, media gets people talking. Can you think of an example where the media made an issue seem really important?

Student: "Yeah, like when everyone was talking about climate change or police reform."

SS.CV.7.9-12: Describe the concepts and principles inherent to American constitutional democracy.

Question: What democratic principle do you think is most important in our system?

Student Response: "Freedom."

Teacher (ARB): Freedom is huge. What kind of freedom are you thinking of, speech, religion,

something else?

Student: "Freedom of speech because people should be able to say what they think."

SS.CV.8.9-12: Analyze how individuals use and challenge laws to address a variety of public issues.

Question: Can you think of a time when people used the law to fight unfair treatment?

Student Response: "Maybe like the civil rights movement?"

Teacher (ARB): Yes, the civil rights movement was a time when people fought against unfair treatment. Do you remember any specific case or law from that time?

Student: "Brown v. Board, when they stopped segregation in schools."

Another student: "Yeah! They used the law to try and get people treated better!"

SS.CV.9.9-12: Evaluate public policies in terms of intended and unintended outcomes and related consequences.

Question: What can happen when a policy has unexpected results?

Student Response: "Like when a law helps some people but hurts others."

Teacher (ARB): Good point. Can you give an example of that kind of trade-off?

Student: "Maybe raising the minimum wage, it helps workers but could make prices go up."

SS.CV.10.9-12: Explain the role of compromise and deliberation in the legislative process.

Question: Why is compromise important in government?

Student Response: "So people can agree and get stuff done."

Teacher (ARB): Exactly. What could happen if lawmakers refused to compromise?

Student: "Nothing would pass, like when the government shuts down."

Teacher: "Exactly! That's a situation that we're facing now. Compromise is necessary to avoid things like this!"

Conclusion

Getting students engaged in different content standards is important for a good educator. By looking at the content standards for Civics in Illinois, and scripting student and teacher responses to these questions, I hoped to better understand ways in which I can make these standards applicable to students and get them to think about them critically.

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HIST 323

14 November 2025

Essay #7: Disposition to Teach

High school students are an interesting dynamic when it comes to teaching. The four years that an American high school encompasses have students deal with a variety of physiological, cultural, social developments, not to mention the heavy responsibilities of work, sports, family, and relationships. The concoction of all these factors could lead to a fractured mental state that could make students "act-out." I approach inappropriate behavior and deviance with these outlooks in mind; 1) the mental tolls of life at that age are a factors that can fuel deviance, 2) deviance should be met with empathy and understand, not coldness, and 3) deviance is an opportunity for growth and learning, not strictly just punishment.

Dealing with students who may display idiosyncratic behaviors from inappropriate language to improper gestures toward me as the classroom teacher is part of maintaining a safe, healthy learning environment for all students. It is something that should be viewed not as a "challenge to my authority," but as a challenge to the respectful atmosphere of the class. In instances of directly disrespectful behavior to me, I would meet it in a variety of way: 1) make clear to the student my common humanity, and talk them through the "why" behind them doing it, 2) detail to them the way such behavior has hurt me, and appeal to their empathy, or, attempt to build empathy with them, and 3) take that attempt as an opportunity to foster a better relationship built on mutual understanding and kindness. For small infractions such as these, I find a restorative approach more effective than a martial one. Sending a student to the office for

such disrespect does not mitigate their future participation in these actions, but more reinforces any negative will between me and them. In the end, any churlish behavior is anadyne to me, but the failure to assist a student in their proper emotional growth would be an ignominy on my part.

For fighting or any other kind of aggressive behavior, I adopt a much less tolerant view. Any violence of any kind in the classroom compromises the space for all participants. School is supposed to be an escape from the environment of the home. It is supposed to be safe whether or not the home is safe. Violence in the classroom is triggering, and must be met with the hand of a superior official from the school beyond my own bailiwick. If I noticed aggressive behavior starting, I would take action to separate the students between whom the behavior is effervescing, and call down an official to attend to the matter. If a fight breaks out, and it is apparent that it may be deleterious to the students' health, I will end it physically and without compunction.

And of course, if my labors to avail said misbehaviors within the school go awry, perhaps measures at home may prove more effective, which is where contacting the family is a required step. When contacting guardians, I would do so by listing three merits about their dependent before discussing with them the issues persisting in the classroom. By doing so, I make it clear to them that I am an ally to their student's growth, while also making clear to them their imperative for correcting certain behaviors. I prefer to call first, send a follow up email second, and then if all these measures fail, make a home visit or have a conference at the school or over zoom. By having a variety of mediums of contact, I can give several opportunities with parents to discuss their student's behaviors.

The rules of my classroom are all centered around norms of respect, empathy, and cooperation. If any student fails to meet these standards, then corrections must be made. I assert

my disposition to teach by detailing how I plan to run my classroom: by giving personal attention to misbehaving students, having a zero tolerance for violence in the classroom, and contacting parents with care and through multiple mediums. Testing these ideas in practice and sticking to them is the next step in developing myself as an educator.

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HIST 323

21 November 2025

Essay #8: Principal Interview

In my interview with Robert Wright, Principal of Collinsville High School, several core themes emerged regarding his goals for students, his teaching philosophy, and how these beliefs shape his approach to administrative leadership. His responses overall show a student-centred mindset grounded in adaptability, equity, and long-term growth.

To begin, Principal Wright emphasized that his goals for students are never one-size-fits-all. Instead, they shift depending on each student's unique strengths, weaknesses, and circumstances. Short-term aspirations focus on meaningful academic growth; Wright hopes that each student gains new knowledge and shows measurable progress every semester and every year. In the long term, however, his goals broaden into a holistic vision: he wants every student to graduate from Collinsville High School on time and equipped with the skills needed to thrive in society. Importantly, he stresses that "success" must be defined by the students themselves.

For some, it may mean college acceptance; for others, entering the workforce or pursuing a specialized trade may represent a fulfilling and successful path. This aligns with CHS's strong vocational program, which enables students from across the region to gain early experience in the trades. Ultimately, Wright encapsulates his goal simply: to ensure that students leave CHS with the tools necessary to reach their own goals and dreams.

When describing his teaching philosophy, Principal Wright stressed his belief that every student is capable of learning. This philosophy requires educators to meet students where they are. Some learners arrive with extensive background knowledge and excel rapidly, while others need a more scaffolded learning environment and targeted interventions. Wright views it as the educator's responsibility to identify individual student needs and respond to them thoughtfully. His philosophy champions differentiation and a commitment to equitable opportunities for academic success, regardless of where a student begins.

Finally, Principal Wright explained how his philosophy translates into his administrative practice. He stated that every decision he makes is rooted in one guiding question: What is best for students? This belief manifests in both large-scale and small-scale actions. At times, it influences physical transformations in the school, such as construction or structural improvements. At other times, it emerges in collaborative conversations with teachers, teams, or committees. Wright highlighted the school improvement team as an example of this collaborative work. Through shared dialogue, they identify challenges affecting individual classrooms and the school community as a whole, continually seeking solutions that support student success.

Overall, I found Principal Wright's responses to be very strong and insightful. His answers highlight the wide range of situations students experience and the importance of meeting them where their needs truly lie. By emphasizing flexible goals and individualized support, he acknowledges both students with unique strengths and those who require additional guidance or come from nontraditional backgrounds. His philosophy reflects an understanding of the evolving challenges facing high schools in the 21st century, where diverse learners require responsive practices. Principal Wright's student-centred perspective demonstrates a commitment to equity, growth, and preparing students for meaningful success beyond graduation.