Teacher Quick-Start: Planning Your Immersive Lesson

Use this 3-step framework to launch digital immersives, select flexible timing pathways, manage primary sources, and guide students to transfer digital evidence into their written DBQ work and civic reflections.

Stage 1: Context Launch & Preparation (5–10 Minutes)

- **Essential Question & Historical Context:** Introduce the lesson using the Topic Essential Question. Play the introductory myStory Video on Savvas Realize to establish baseline historical context and spark student curiosity before opening the digital immersive.
- **Student Handout Assignment:** Assign or print the corresponding Project Imagine Student Handout (e.g., role-play tracking sheet, 360° tour log, or decision-tree worksheet) prior to device exploration. Ensure every student has their Student Handout ready to record primary source evidence, key decisions, and historical perspectives while navigating.
- **Primary Source Safety & Sensitive Content Guidelines:** When exploring sensitive historical topics (such as civil rights struggles, war, or incarceration), refer to the Teacher Edition Frontmatter on **Page xi ("An Important Consideration About Primary Source Content")**. Provide respectful safety framing before students view challenging primary sources, and establish clear, comfortable opt-out or private writing protocols as outlined in the frontmatter guidelines.

Stage 2: Timing Pathways & Digital Exploration

Timing Pathway	Group Structure & Flow	Teacher Facilitation Role
Pressed for Time (30 Minutes)	Small Group / Station Path: Divide class into small groups. Assign each group specific hotspots or primary sources within the immersive.	Group Facilitation: Show students how to launch hotspots. Direct groups to record evidence on their Student Handout and present one source to the class.
More Time (60–90 Minutes)	Individual or Pair Path: Students work individually or in pairs to explore the complete digital immersive and primary source library.	Active Circulation: Circulate to prompt critical thinking. Guide students through decision-tree trade-offs, role-play constraints, and 360° site details.

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- **Active Evidence Collection:** While students navigate digital role-plays, opinion polls, or 360° explorations, ensure they actively log quotes, dates, and creator perspectives directly on their Student Handout.
- **Decision-Tree & Role-Play Scaffolding:** Prompt students during role-plays (e.g., WWII Home Front, Freedom Summer, or Industrialization) to evaluate historical constraints, personal motives, and moral trade-offs faced by ordinary people.

Stage 3: Off-Screen Synthesis, DBQ Transfer & Civics

- **Off-Screen Peer Discussion Routines:** Transition off devices into structured Active Classroom discussion strategies (from the Teacher Edition Frontmatter): use 'Take a Stand' (agree/disagree continuum), 'Conversation with History', 'Sticky Notes', or 'Graffiti Concepts' to synthesize key learnings.
- **DBQ Written Evidence Transfer:** Guide students to transfer primary source evidence and analytical notes from their Student Handout directly into DBQ essay workspaces, Primary Source Reading Guide assignments, or policy recommendations on Savvas Realize.
- **Civic & Modern Connections:** Conclude by assigning the online Reflection activity and connecting historical choices to contemporary civic life. Encourage students to evaluate how past constitutional debates and human rights movements inform modern civic responsibilities.

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