Project Imagine
Teacher Self-Checklist

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> 💡 **Teacher Quick-Start Guide: Planning Your Immersive Lesson**
> *Use this self-reflection checklist before, during, and after your Project Imagine digital immersive. It helps you quickly confirm essential launch steps, manage trauma-informed safety expectations, and ensure students transfer their digital inquiry evidence directly into their written DBQ work and modern civic reflections.*

Teacher:	**Topic / Chapter:**
Course: [ ] US History [ ] World History	**Date / Block:**
Immersive:	**Timing Path:** [ ] Pressed for Time (30m) [ ] More Time (60–90m)

Self-Reflection Indicators & Classroom Best Practices

Status Check	Self-Reflection Indicator & Best Practice	Planning Notes & Teacher Reflection
[ ] Ready [ ] Progress [ ] Goal	**1. Essential Question & Context Launch** Launch the immersive using the Topic Essential Question and play the myStory video to establish baseline historical context. **Support:** *TE: Topic Opener & Interleaf Planning Pages*	*Notes / Action Steps:*
[ ] Ready [ ] Progress [ ] Goal	**2. Student Handout Preparation & Assignment** Assign or print the corresponding Project Imagine Student Handout (e.g., role-play tracker, 360° tour log, or decision-tree worksheet) prior to device time. **Support:** *Savvas Realize: Project Imagine Folder*	*Notes / Action Steps:*
[ ] Ready [ ] Progress [ ] Goal	**3. Trauma-Informed Safety Framing** Provide explicit, respectful safety warnings before encountering sensitive primary sources (Dachau, Emmett Till, Nanjing, Tulsa) and establish clear student opt-out protocols. **Support:** *TE Interleaf Notes (Navigating Sensitive Content) & Frontmatter Primary Source Guidelines*	*Notes / Action Steps:*
[ ] Ready [ ] Progress [ ] Goal	**4. Timing Pathway Selection** Select between Pressed for Time (30m group path) or More Time (60–90m individual/pair path) based on block pacing and learning objectives. **Support:** *TE Interleaf Planning Guide (Block Pacing Guide)*	*Notes / Action Steps:*

[ ] Ready [ ] Progress [ ] Goal	**5. Active Handout & Digital Evidence Collection** Circulate while students navigate the immersive, ensuring they actively record source evidence, decisions, and perspectives directly on their Student Handout. **Support:** *Savvas Realize: Lesson Folder*	*Notes / Action Steps:*
[ ] Ready [ ] Progress [ ] Goal	**6. Role-Play & Ethical Decision-Tree Facilitation** Prompt students during role-plays (WWII Home Front, Civil Rights Reporter, Freedom Summer) to evaluate the constraints, motives, and trade-offs of historical figures. **Support:** *TE Margin Notes: Inquiry Callouts & ELD Supports*	*Notes / Action Steps:*
[ ] Ready [ ] Progress [ ] Goal	**7. Off-Screen Reflective Synthesis Routine** Transition off devices into structured peer-to-peer routines: Take a Stand (opinion line), Conversation with History, or Sticky Notes/Graffiti Concepts. **Support:** *TE Frontmatter Active Classroom Handbook*	*Notes / Action Steps:*
[ ] Ready [ ] Progress [ ] Goal	**8. DBQ & Written Evidence Transfer** Guide students to transfer evidence from their Student Handout and digital notes directly into DBQ workspaces, analytical essays, or policy proposals. **Support:** *Savvas Realize: DBQ Workspace & Student Handouts*	*Notes / Action Steps:*
[ ] Ready [ ] Progress [ ] Goal	**9. Civic & Modern Connections** Prompt students to analyze how historical choices connect to modern civic responsibilities and ongoing human rights issues. **Support:** *TE Margin Notes: Connections to Today & Civic Action*	*Notes / Action Steps:*

🌟 Post-Lesson Reflection & Continuous Improvement

After completing the digital immersive, take 2 minutes to review your indicators. Did students effectively connect historical trade-offs to modern civic responsibilities? Keep this checklist in your lesson planning folder to share best practices with your department or PLC team!

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