



## 21st Century Learning Tutor

### Introduction

This guide discusses the skills that students develop in a 21st century learning environment. It describes the process and implementation of the 21st Century Learning Tutor in myWorld History and provides information about the thirty-six lessons that correspond with specific 21st century skills.

### Building 21st Century Learning Environments

What are 21st century skills? 21st century skills are critical-thinking skills necessary to help students succeed in college and in their future careers. The Partnership for 21st Century Schools (or P21) developed a unified vision for 21st century learning that is incorporated into myWorld History. The ProGuide Overview provides an additional professional development lesson on Building 21st Century Learning Environments to help understand 21st century learning and instruction.

**Building 21st Century Learning Environments**

*"Today's economy demands not only a high-level competence in the traditional academic disciplines, but also what might be called 21st century skills."*  
—Time, October 2006

**Understanding 21st Century Learning**

Many educators require guidance translating the P21 vision, framework, and skills into classroom practice. As educators create 21st century learning environments, they must consider skills such as communication, collaboration, creation, information management and evaluation, as well as ethics and societal issues. These skills are not focused on technology, though it is a critical resource.

**21st century creation skills** Students must recognize that the ability to develop novel ideas after a careful process of synthesis and evaluation—and to edit and publish those ideas to wide audiences—is far more important than simply consuming knowledge.

Tomorrow's students must also be able to fluently move between creative formats. While text remains the primary vehicle for expressing thoughts, students must be comfortable with a range of multimedia products that are becoming common. Finally, students must embrace the idea that work can be continually developed and revised by teams over time.

**Communication skills** 21st century students must be skilled communicators. Work is now done by human interaction; the most successful members of any organization can leverage relationships to access information and to drive change. Students must see communication as an opportunity to refine and revise their thinking. They must engage in both collaborative and competitive dialogue. They must understand different roles in complex networks of learners, request multiple viewpoints, recognize that listening leads to productive conversations, and articulate a range of positions clearly.

**Collaboration skills** Digital tools have removed time and place as barriers to "learning." In 21st century students must be skilled collaborators. Employees can now pair talented individuals—regardless of location—and expect employees to contribute to shared projects. To prepare for this, students need experience collaborating across classrooms, schools, and communities. They must be equal partners in the creation of shared documents and presentations—and have ample opportunities to create collective

**Students must see communication as an opportunity to refine and revise their thinking.**

As educators create 21st century learning environments, skills such as communication, collaboration, creation, information management and evaluation, and ethics and societal issues should be considered. myWorld History incorporates activities that help students build these skills.

## 21st Century Skills and myWorld History

myWorld History provides opportunities throughout the program to teach 21st century skills through both in print and online. The ProGuide Overview provides a resource called From Theory to Practice that shows the connection of the 21st century skills to myWorld History. There are opportunities throughout every aspect of the program that include myworldhistory.com, in the student edition, the Student Journal, and in each Unit ProGuide.

The online tool, the 21st Century Learning Tutor, helps students build these necessary skills that will help them achieve success as learners, workers, and citizens in the 21st century.

**From Theory to Practice**  
Your Guide to 21st Century Learning in myWorld History

**worldhistory.com**

- Link to the 21st Century Online Tutor for general, online tutorials in communication, creation, collaboration, and information management and evaluation skills.
- Assess for the 21st century through Essential Question-based On Assignment projects for each chapter.
- Collaborate through global social networking features.

**Student Edition**

- Encourage critical thinking and visual analysis with 21st Century Learning Questions.
- Challenge students to apply new skills in the 21st Century Learning Activity at the end of every unit.

**Student Journal**

- Improve communication skills with World Note for vocabulary development and Essential Question Writers Workshop for expository writing practice.
- Develop information management skills through graphic organizers on like notes.

**Unit ProGuide**

- Support student learning with the 21st Century Online Tutor.
- Assess 21st century learning through the myWorld Chapter Activity.
- Direct myWorld Activity outcomes toward 21st century learning objectives.
- Integrate skills development with rich explorations of content through Section Lesson Plans.

## Unit ProGuide and 21st Century Skills

The Unit ProGuide makes reference to the 21st Century Learning Tutor and to the specific skills and topics that can be taught using this tool.

Each time there is an opportunity to teach a 21st century learning skill, teachers see the icon referenced in the ProGuide. These teaching opportunities are found in the Chapter Resource Guides, the Section Resource Guides, and in the Chapter Assessments.

**China in the Middle Ages CHAPTER RESOURCE GUIDE**

**Plan With Understanding by Design**

**Chapter Objectives**  
Begin With the End in Mind

**Students will demonstrate the following understanding and proficiency:**

- Analyze a text to assess its main ideas and supporting details.
- Analyze a text to assess its main ideas and supporting details.
- Analyze a text to assess its main ideas and supporting details.

**Connect**  
Make Learning Meaningful

**Student Edition**

- Essential Question: What are the consequences of technological and scientific advances in the Middle Ages?
- Essential Question: How did the Silk Road affect the world?

**Teacher's Edition**

- Section 1: See it First (pp. 148-150)
- Section 2: Connect it (pp. 151-152)
- Section 3: Use it (pp. 153-154)

**Experience**  
Teach Knowledge and Skills

**Student Edition**

- Read Section 1, 2, 3, and 4.
- Answer Reading Check and Section Assessment questions.

**Teacher's Edition**

- Section 1: See it First (pp. 148-150)
- Section 2: Connect it (pp. 151-152)
- Section 3: Use it (pp. 153-154)

**Understand**  
Assess Understanding

**Assessment Checklist**

- Chapter Test
- Benchmark Test

**Teacher's Edition**

- Essential Question Activity: Students write a paragraph explaining how the Silk Road affected the world.
- Essential Question Activity: Students write a paragraph explaining how the Silk Road affected the world.

**Section 1 RESOURCE GUIDE**

**FOR THE STUDENT**

- worldhistory.com Student Center
- World Note
- Simulation

**Student Edition** (print and online)

- Long and Song China

**Student Journal** (print and online)

- Section 1 World Note
- Section 1 Take Note

**Unit ProGuide**

- Identify Main Idea and Details
- Draw Conclusions

**FOR THE TEACHER**

- Online Lesson Planner
- Annotations for Projection
- Section Tracker

**Provide: African and Asian Civilizations**

- Lesson Plan, pp. 178-179
- Essential Question Writers Workshop (pp. 180-181)
- Activity Support: Compare Maps, p. 181
- Essential Question Writer, p. 182
- Section Quiz, p. 183

**Accelerating the Progress of ELA**

- Teaching Strategies for English Language Learners, p. 42

**3 Understand**  
Assess understanding

**Review** Review what you read and take notes in the Student Journal.

**Assess Knowledge and Skills** Use the Section Assessment and Section Quiz to check students' progress.

**Assess Understanding** Review students' responses to the Section Assessment Essential Question prompt.

**Reevaluate** Use these strategies to review and synthesize:

- **if students struggle to...** by these strategies:
  - **Understand the meaning of a word or phrase:** Put it out that better means "government agency" as in "Federal Bureau of Investigation."
  - **Compare and contrast the purposes of old versus new:** Think a sample old versus new from an online website.
  - **Draw a conclusion:** Drawing that conclusion leads to new ideas, which leads to more trials.

**ELL Support**

**ELL Opportunity** Students will be able to use words that describe the old versus system used by the Song dynasty.

**Cultural Connections** Have students brainstorm products that come from the Silk Road. For example, they may associate with Saudi Arabia and cars with Japan. Ask students if they think trade has influenced their connection between the nation and its product.

**ELL Early Intervention** Connect Up to Visualize Key Terms. Have students draw a picture to describe each term. For example, a schoolchild might be drawn holding a book. Review images and have students use the words in sentences.

**ELL Activity** Provide students with examples of translated or word-search puzzles. Have students draw the sections for main idea and supporting vocabulary and use the illustrations to help them solve puzzles. If time allows, have students draw a picture to try to draw out the word.

**Essential Question**  
myWorld Chapter Activity

**Engaging the Readers' World** Have your students brainstorm to see the role of technology in the world. Have each student investigate each site on the activity card and write on the worksheet what each site has in common. When you have finished, explain your findings to the class.

**21st Century Learning**  
Evaluate web sites

With a partner, search the Internet for more information on the Silk Road. Evaluate each site. Make a table with each site listed in the column on the left. Then fill in the information on the right. The headings can be visual, interesting, helpful, and so on. Then, evaluate each site by filling in the table.

**Document-Based Questions**

Use your knowledge of ancient Greece and Document A and B to answer Questions 1-3 below.

**Document A**

"It is quite true... that we have given up our houses and our city walls, because we did not choose to become enslaved for the sake of things that have no life or soul. But what we still possess is the greatest city in all Greece, our 200 ships of war, which are ready now to defend you, if you are still willing to be saved by them."  
—Themistocles

**Document B**

"At first, indeed, the Persian line held its own; but when the mass of ships was crowded into the narrow and no one could render aid to another, each crashed its bronze-tipped beak into another in the line and shattered its oars."  
—Herodotus, The Persian Wars

**1. In Document A, Themistocles is**

- advising the Athenians only to defend Greece.
- explaining why the Athenians must leave Athens.
- convincing the Athenians to defend Greece.
- offering the Athenians a plan to attack Greece.

**2. Document B shows that during the battle of Salamis,**

- the Persians were victorious.
- the Persian ships could not maneuver.
- the Persians were defeated on land.
- the Spartans were assisting.

**3. Writing Task** What do Document A and B together reveal about the battle of Salamis?

Students can also use the 21st Century Learning Tutor to help them complete or further explore the skill in each Unit Closer 21st Century Skills Learning Activity.



## Online Content Organization

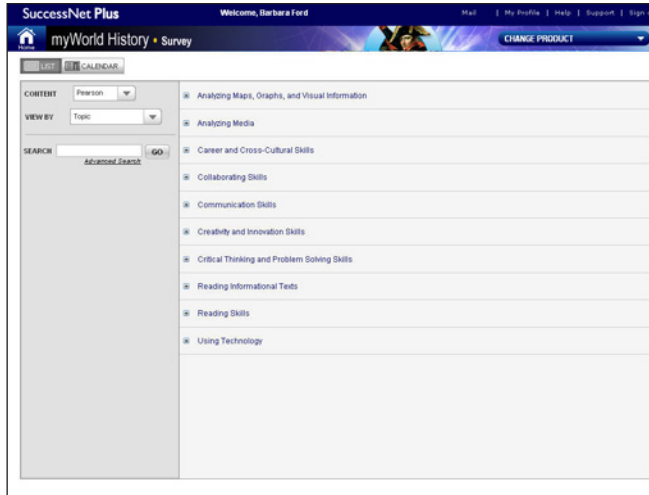
To view the content for the 21st Century Learning Tutor, click **Coursework** on the Classes channel to view the content. The interactive content online for this tool can be seen in three different ways from the **View By** menu: Table of Contents, Content Type, and Topic.



**Table of Contents** is the default view and lists the thirty-six lessons in alphabetical order.

Selecting **Content Type** allows viewer to see the content by Lesson or Links.

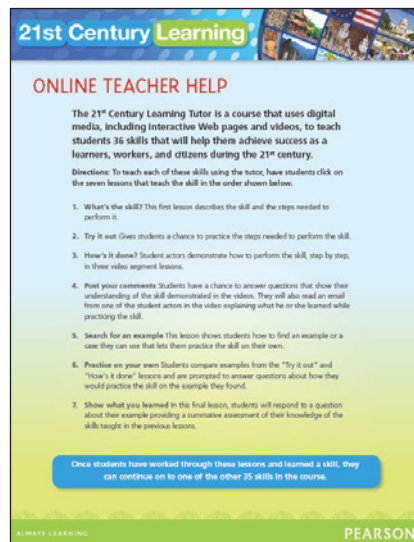
**Topic** allows viewers to preview lessons by specific skills. These 21st century skills categories include Collaborating Skills, Communication Skills, Creativity and Innovation Skills, Critical Thinking and Problem Solving Skills, Reading Informational Texts, Reading Skills, and Using Technology.



The plus signs expand the content in each folder. Click the arrow button to select one of the three options: **Open**, **Assign**, or **Get Information**.

## 21st Century Learning Resources

21st Century Learning Resources contains PDF resources that summarize the seven lessons that are found in each skill in the Digital Lessons:



- What's in the skill?
- Try it out.
- How's it done?
- Post your comments.
- Search for an example.
- Practice on your own.
- Show what you learned.

The first two PDFs—Online Teacher Help and Online Student Help—provide online teacher help that summarizes each of these seven lessons contained in each skill. The third PDF, About This Course, is an author page.

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**Digital Lessons** The 21st Century Learning Tutor contains thirty-six lessons that correspond with specific 21st century skills that are contained in myWorld History:

- Analyzing Maps, Graphs, and Visual Information
  - Read Charts and Graphs
  - Read Physical Maps
  - Read Political Maps
  - Read Special Purpose Maps
  - Use Parts of a Map
- Analyzing Media
  - Analyze Media Content
- Career and Cross-Cultural Skills
  - Develop Cultural Awareness
  - Make a Difference
- Collaborating Skills
  - Compromise
  - Share Responsibility
  - Work in Teams
- Communication Skills
  - Give an Effective Presentation
- Creativity and Innovation Skills
  - Generate New Ideas
  - Identify Trends
  - Innovate
- Critical Thinking and Problem Solving Skills
  - Analyze Primary and Secondary Sources
  - Ask Questions
  - Categorize
  - Compare Viewpoints
  - Distinguish Between Fact and Opinion
  - Draw Conclusions
  - Identify Bias
  - Identify Evidence
  - Make Decisions
  - Problem Solving
  - Synthesize
- Reading and Informational Texts
  - Analyze Cause and Effect
  - Compare and Contrast
  - Use Context Clues
- Reading Skills
  - Identify Main Ideas and Details
  - Sequence
  - Set a Purpose for Reading
  - Summarize
- Using Technology
  - Evaluate Web Sites
  - Publish Your Work
  - Search for Information on the Internet

These thirty-six lessons can also be used to teach 21st century skills with any social studies program or can be taught as stand-alone lessons.

## Assignments

A printable and downloadable Quick Reference accompanies each Digital Lesson, which summarizes the specific skills learned in each lesson. These Quick Reference resources can also be accessed directly from the Digital Lesson on the introduction pages for each lesson. Students can submit their activity for grading by clicking the green icon with the downward arrow.



## Connect, Experience, and Understand

Next, this guide explores a sample Digital Lesson, and the seven lessons contained in it, to see how it can help students connect, experience, and understand as they learn and practice a 21st century skill. This guide shows examples from Give an Effective Presentation.

## Connect

Students connect to the specific skill by learning what the skill is and by trying it out.

The first lesson, *What's the skill?*, describes the skills and the steps needed to perform it.

The screenshot shows a digital learning interface for the skill "Give an Effective Presentation". At the top, there are tabs for "Connect", "Experience", and "Understand", with "21st Century Learning" in the top right. Below the tabs, it says "What's the skill?" and "Try it out". A yellow banner reads "When you complete practice materials, the submission and grade are not saved." The main content area has a green header "Give an Effective Presentation" and a video player showing a young man at a laptop. The video player has a progress bar at 00:00 / 00:51. To the right of the video, the text reads: "What's the skill? When you give a presentation, you teach, convince, or share information with an audience. Effective presentations use both words and visuals to engage audiences. Delivery is also important. For example, you can use the way you move, speak, and look at the audience to keep people interested." Below this, the "Objectives:" are listed: 1. Identify the purpose of your presentation and your audience. 2. Write the text and find visual aids for your presentation. 3. Practice and work to improve your presentation. At the bottom right, it says "2 of 3".

*Try it out*, gives student a chance to practice the steps needed to perform the skill.

The screenshot shows a digital learning interface for the skill "Italy's geography". At the top, there are tabs for "Connect", "Experience", and "Understand", with "21st Century Learning" in the top right. Below the tabs, it says "What's the skill?" and "Try it out". A yellow banner reads "When you complete practice materials, the submission and grade are not saved." The main content area has a green header "Italy's geography" and a video player showing a map of Italy. The video player has a progress bar at 00:00 / 00:14. To the right of the video, the text reads: "Which correctly states the purpose and audience for your presentation?" Below this, three radio button options are listed:  teach Italians about the geography of their country,  teach your class about the impact of Italy's geography, and  teach your class how to give a presentation. An "Enter" button is at the bottom right of the options. To the right of the text, there is a map of Italy titled "Italy's Geography" with a key for Elevation (Feet and Meters), Region of Emilia, Region of Latium, and City. The map shows the Mediterranean Sea, Tyrrhenian Sea, and Ionian Sea. At the bottom right, it says "3 of 6".

## Experience

Next, students experience the content by learning how the skill is done through a video model and by posting their comments.

In the lesson, How's it done?, student actors demonstrate in a video how to perform the skill, step by step, in three video segment lessons.

The screenshot shows a video player interface with a navigation bar at the top containing 'Connect', 'Experience', and 'Understand'. A '21st Century Learning' logo is in the top right. Below the navigation bar, there is a 'How's it done?' section with a 'Post your comments' link and a warning: 'When you complete practice materials, the submission and grade are not saved.' The main content area is titled 'Identifying the purpose of the presentation' and features a video player. The video shows two people, a man and a woman, sitting at a desk with a laptop. To the left of the video player is a text box with the title 'Planning a Presentation' and the text: 'In this video, you will see Monica and Joel planning the presentation they'll give to their class.' The video player has a progress bar and a '3 of 4' indicator at the bottom right.

In Post your comments, student have a chance to answer question that show their understanding of the skill demonstrated in the videos. They read an e-mail from one of the student actors in the video explaining what he or she learned while practicing the skill.

The screenshot shows a video player interface with a navigation bar at the top containing 'Connect', 'Experience', and 'Understand'. A '21st Century Learning' logo is in the top right. Below the navigation bar, there is a 'How's it done?' section with a 'Post your comments' link and a warning: 'When you complete practice materials, the submission and grade are not saved.' The main content area is titled 'Give an Effective Presentation' and features a video player. The video shows a 3D rendering of a hilltop village with a river. To the left of the video player is a text box with the title 'Why is it important to know the purpose and audience for your presentation?' and the text: 'So your presentation can be focused and applicable to the grade level.' There is an 'Edit' button below the text box. The video player has a progress bar and a '2 of 6' indicator at the bottom right.

## Understand

In this last section of the Digital Lesson, students look for examples outside of the program, practice on their own, and show what they have learned.

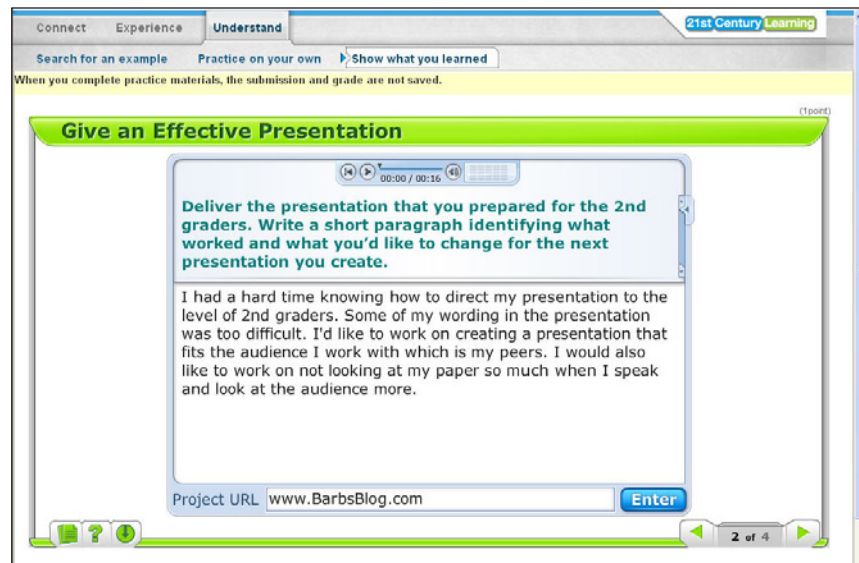
In the lesson, Search for an example, students show how to find an example or a case they can use that lets them practice the skill on their own.

The screenshot shows a digital lesson interface with a top navigation bar containing 'Connect', 'Experience', and 'Understand'. The 'Understand' tab is active. Below the navigation bar, there are three tabs: 'Search for an example', 'Practice on your own', and 'Show what you learned'. A warning message states: 'When you complete practice materials, the submission and grade are not saved.' The main content area is titled 'Give an Effective Presentation' and is worth 1 point. It features a timer set to 00:00 / 00:13. On the left, a text box contains the instruction: 'Plan a presentation for 2nd graders about a historical topic that interests you. Use the tips in the sheet at right. Start by finding'. On the right, a box titled 'Tips for Effective Presentations' provides the following information: 'Finding and Using Historical Information in a Presentation:' followed by three bullet points: 'Choose a historical topic that interests you and that might also interest second-graders.', 'Choose 4-5 key words that describe your topic and use them as an online search phrase.', and 'Choose reliable sources that are based on facts rather than opinions. Try to find sources whose URLs end with ".gov," ".edu," or ".org," because these tend to be more reliable. Also, check to see whether facts are reliable by seeing whether you can find them in more than one Web site.' An 'Enter' button is located at the bottom of the text box. The bottom right corner shows '2 of 3'.

In Practice on your own, student compare examples from Try it out and How's it done lessons. Then, the program prompted them to answer questions about how they would practice the skill on the example they found.

The screenshot shows the same digital lesson interface, but the 'Practice on your own' tab is active. The main content area is still titled 'Give an Effective Presentation' and is worth 1 point. The timer is set to 00:00 / 00:10. The text box on the left contains the instruction: 'Recall how Monica and Joel used visuals in their presentation. You researched your own visuals too. How would visuals support the'. On the right, a map titled 'Italy's Geography' is displayed. The map includes a key for 'Elevation' with a scale from 0 to 4,000 meters, and symbols for 'Region of Etruria', 'Region of Latium', and 'City'. The map shows the Italian peninsula and surrounding seas: Tyrrhenian Sea, Mediterranean Sea, and Ionian Sea. An 'Enter' button is at the bottom of the text box. The bottom right corner shows '3 of 5'.

Show what you learned, the final lesson, allows students to respond to a question about their example, providing a summative assessment of their knowledge of the skills taught in the previous lessons.



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## Review

This guide discussed the skills that students develop in a 21st century learning environment. It described the process and implementation of the 21st Century Learning Tutor in myWorld History and provides information about the thirty-six lessons that correspond with specific 21st century skills.

For more information about myWorld History, please look for the tutorials and guides online.