

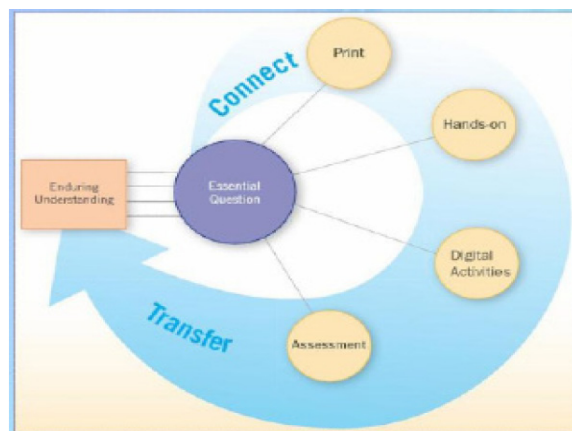
Connect: Essential Questions

Introduction This guide explains how the Understanding by Design® framework (the UbD™ framework) provides the instructional foundation for myWorld History.

Learn how students use the Essential Questions to connect to, experience, and understand the program’s content in order to transfer their knowledge to the real world. This guide will also cover how the Essential Questions provide the framework for myWorld History and look at examples in the Unit ProGuide, the student edition, the Student Journal, and on myworldhistory.com.

Enduring Understanding myWorld History incorporates the UbD™ framework developed by program consultant Grant Wiggins. The goal of the program is enduring understanding and transfer of learning. The program uses the backward design process to help students explore concepts, build knowledge, and transfer their learning throughout their lessons and beyond.

What is backward design? Backward design is a process to develop instruction. This process involves identifying the enduring understandings or desired results first and working backward to figure out how to get there. In the UbD™ framework, the ability to transfer means that students are able to take the big ideas, facts, and examples that they have learned and adapt them to fit many different settings and problems. The knowledge and skills that students learn should help lead them to this enduring understanding. Every print, hands-on, digital activity and assessment in myWorld History is planned with this goal in mind.



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Essential Questions

The Essential Questions provide a larger framework to guide planning and help students understand the big idea of their lessons. Essential Questions also connect students to the content by providing deep thought and critical thinking. These carefully constructed Essential Questions guide learning through all of the print, hands-on, and digital activities as well as the assessments in the program and beyond. The assessment leads students in transferring knowledge to their world.

Assessment for Enduring Understanding

Assessments help determine if students can transfer their knowledge from the activities and lessons to real-world activities. Once students can transfer their knowledge to a new situation, they have achieved understanding. In this example, teachers assess students' enduring understandings through their completion of a myWorld Activity on Trade With Other Lands.

The screenshot shows a page from a myWorld History chapter activity. The title is "Trade With Other Lands" and it is categorized as a "myWorld Chapter Activity" with "Step-by-Step Instructions" and a duration of "2 hours". The page is titled "Assess Enduring Understandings" and is part of the "China in the Middle Ages" chapter resource guide. It includes sections for Objectives, Learning Styles, Materials, Activity Steps, and an Extra Support section. The page number 135 is visible at the bottom right.

Assess Enduring Understandings

myWorld Chapter Activity Step-by-Step Instructions 2 hours

Trade With Other Lands

Teach this activity at the end of the chapter to assess enduring understandings.

OBJECTIVES
Students will demonstrate the following enduring understandings:
• Trade leads to cultural diffusion.
• New technologies can improve lives.
• New technologies pave the way for increased trade.
Students will provide the following evidence of understanding:
• Trading Cards
• Trade Shopping List
• Trade Good Commercial

LEARNING STYLES
• Logical
• Interpersonal
• Visual

MATERIALS
• Activity Support: Student Instructions and Rubric, p. T36
• Activity Support: Inventory, p. T37
• Activity Cards: 80-85
81. Chinese Trade Goods
82. African Trade Goods
83. Indian Trade Goods
84. Persian Trade Goods
85. Korean Trade Goods

Activity Steps

- 1. Set Expectations** Tell students that they will play merchants from China, Africa, India, Persia, or Korea. They will decide what item from their region they would like to sell, make a commercial, and then trade their goods for items from other regions.
- 2. Research** Organize four groups who will play Chinese merchants and four other groups, each representing Africa, India, Persia, or Korea. Have students read each of the Activity Cards to learn about goods traded along the Silk Road.
- 3. Choose Goods** Have individual students select one trade good from their region's card and make an intermediate Explain that import and export have opposite meanings; import means "to bring in," while export means "to send out."
- 4. Present a Commercial** Have each group make a commercial explaining the benefits of their trade goods. The Chinese traders will present theirs to the class. Other students will make a shopping list of products they would like to acquire.
- 5. Conduct Trading Sessions** Designate areas of the room for traders from each region. Chinese traders will visit each area to see commercials and make trades. In four rounds, Chinese traders will have visited all four areas. At the end, have students make an inventory of the goods that they have.
- 6. Assess** Have students assess the success or failure of their trade mission based on their success in completing their shopping lists and on the value of the items obtained to people in their region.

Extra Support Write these questions on the board to help students assess their trade mission: What did you learn about the region with which you traded? How does trade help you learn about other cultures?

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Application of Essential Questions

The Essential Questions provide the framework in myWorld History. Here are examples from the Unit ProGuide, the student edition, the Student Journal, and myworldhistory.com.

Unit ProGuides

The Unit ProGuides apply the backward design principles in planning. Each chapter starts with the Plan With Understanding by Design® [framework] feature. This section of the Unit ProGuide introduces the big ideas and questions for the chapter with Connect to the Essential Question. Follow the step-by-step lesson plans to help students make learning meaningful, acquire knowledge and skills, and demonstrate understanding. The myWorld Chapter Activities allow teachers to assess enduring understandings and help students transfer these skills to their world. The myWorld Activity Rubrics provide a foundation to set clear expectations and provide an accurate assessment of student understanding.

Student Edition

The journey in myWorld begins with the chapter opener in the student edition. Here’s another example of an Essential Question: What are the consequences of technology? The Essential Question begins the dialogue around the big idea of each chapter and provides the framework for students to learn and transfer information. For example in one chapter, the question gives students the opportunity to travel through China in the Middle Ages, listen to a story to develop an awareness of and connect to a historical figure, and connect to the chapter content.

The Key Ideas in the student edition help guide student learning. Each Section Assessment checks students’ understanding of these Key Ideas and the Essential Question.



Tang and Song China

Key Ideas

- The Tang dynasty was marked by political unity and a flowering of the arts.
- The Song dynasty rulers strengthened government based on the civil service system.
- Advances in farming and trade led to great prosperity in Tang and Song China.

Key Terms • bureaucracy • scholar-official • merit system • urbanization
• money economy • porcelain

Visual Glossary

Reading Skill Identify Main Ideas and Details Take notes using the graphic organizer in your journal.

The Chapter Assessment also offers opportunities to transfer knowledge and skills from each section to a new format and context.

Student Journal

The Student Journal helps students as they travel through worksheets and writing exercises that focus on the Essential Question. Students uncover the relevance of each chapter to their lives. The Essential Question Preview prepares students to discover the meaning of the Essential Question. The myStory pages in the Student Journal help students make important connections from the curriculum to their world. Finally, the Essential Question Writer’s Workshop provides assessment of students’ long-term understanding and writing skills.

Online

myworldhistory.com allows students to explore the Essential Question and discover meaning through viewing the myStory Videos online. Students are also able to acquire and practice knowledge with Timeline, Places to Know, and with other On Assignment features. The students’ completion of the On Assignment project gives teachers the opportunity to assess their ability to transfer information.

Review

This guide explored how the Understanding by Design® framework (the UbD™ framework) provides the instructional foundation for myWorld History.

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History and gave examples in the Unit ProGuide, the student edition, the Student Journal, and on myworldhistory.com.

For more information about myWorld History, please watch the other tutorials on this Web site.