

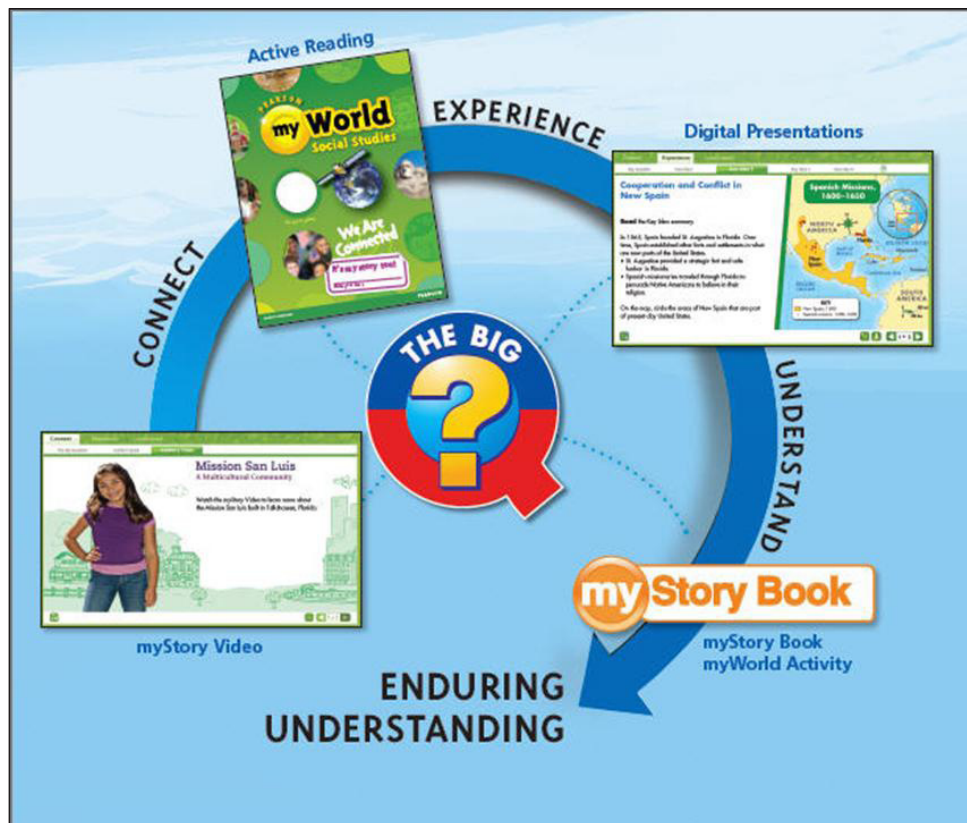
The Understanding by Design® Framework: Essential Questions and Enduring Understandings

Introduction

This guide discusses the Understanding by Design® framework that is found in myWorld Social Studies. It explains how the Essential Question or Big Question in each chapter frames the lessons and helps students find the answers in the program.

myWorld Social Studies and the Understanding by Design® Framework

myWorld Social Studies incorporates the Understanding by Design® framework (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.



The UbD™ methodology begins by asking an “Essential Question,” or Big Question with the goal of focusing on the desired understanding that students should acquire, and works backward to that understanding.

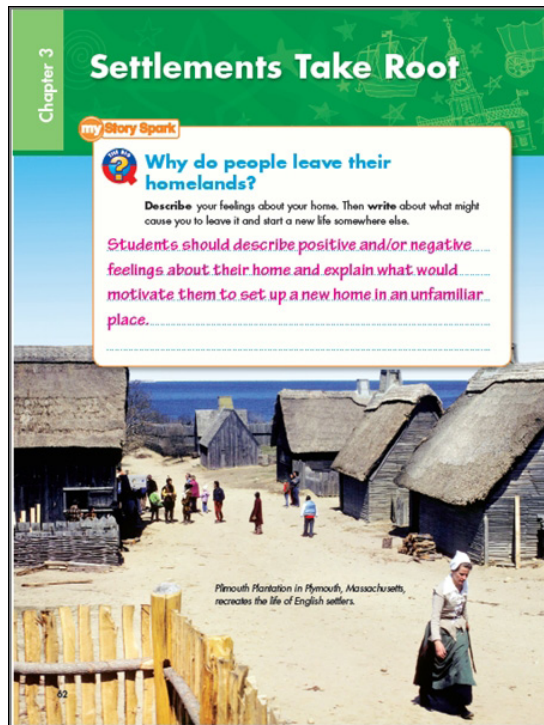
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What is backward design?

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 Social studies is planned with this goal in mind.

Why use Essential Questions?

Why use Essential Questions? Essential Questions provide a larger framework to guide students and help them see the big ideas of each chapter in the program. In myWorld Social Studies, the Essential Questions are referred to as “Big Questions.” These Big Questions are woven throughout each lesson, activity, and assessment.



These Big Questions help students to

- connect to the content by activating prior knowledge and engaging them in each lesson;
- experience social studies through meaningful hands-on activities; and
- transfer their knowledge to new learning situations that demonstrate true understanding.

Big Questions provide the framework in myWorld Social Studies and are incorporated into the Teacher Guide.

The next few sections of the guide show how the Big Question is woven throughout the program resources to help students connect, experience, and understand the content.

The UbD™ Framework and the Teacher Guide

The Teacher Guides applies the backward design principles in planning.

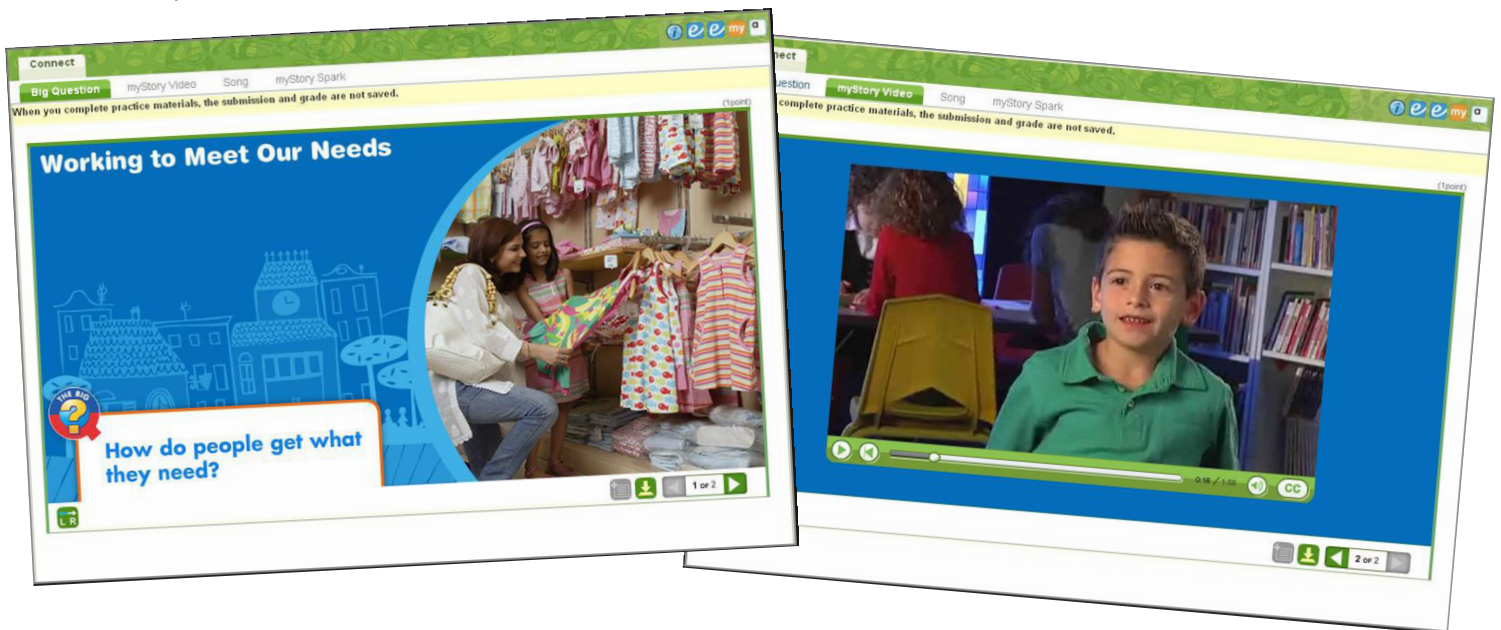
Each chapter in the Teacher Guide begins with the Plan With Understanding by Design® [framework] feature. This section of the Teacher Guide introduces the Big Question for the chapter under Chapter Objectives: Begin With the End in Mind. It provides an at-a-glance reference to the objectives and enduring understandings for each chapter as well as all of the print and digital resources available for teacher the chapter.

As teachers follow these step-by-step lesson plans, they will help students make learning meaningful, acquire knowledge and skills, and assess understanding.

The Ready, Set, Teach podcast in the online course helps teachers focus their instruction around the enduring understandings and Big Question in the chapter.

Application of the Big Question: Connect

Big Questions are incorporated into each phase of instruction in myWorld Social Studies in the student worktext and on myworldsocialstudies.com. During the first phase of instruction—Connect—students are introduced to a Big Question and a myStory Video. These both help students establish personal meaning and connect to the content in the chapter.



The myStory Spark activity begins the myStory Book writing stand where students record their initial ideas about the Big Question. Continue by telling participants that students watch a myStory Video in which the Big Question and the key ideas they will learn about in the chapter are explored.

Application of the Big Question: Experience

During the second phase of instruction—Experience— students actively engage in acquiring new knowledge and skills related to the Big Question.

The left screenshot shows a writing prompt titled "Winning Independence" with the instruction "Write in the space below." The text reads: "Dear Kirk, I am so excited to have our own country. It was not fun being part of England. It feels good to be free! I like that I can now do what I want and not have another country telling me what I should do. I wish the kids in England had the same freedoms that we now have. I hope that other countries that are controlled by foreign countries can also earn their freedom. It feels so good to be part of America!"

The right screenshot shows a "Winning Independence Review" slide. It includes a "Read the Lesson 5 Summary:" section with the following bullet points:

- The United States had advantages and allies that helped them during the American Revolution.
- As the war continued, fighting spread beyond the states.
- African Americans made important contributions to the war effort.
- The Battle of Yorktown decided the war and led to the British surrender.
- The Treaty of Paris formally ended the war and gave new territory to the United States.

 An image of a ship at sea is also present on the right side of the slide.

The new knowledge students gain if every activity helps them develop a deeper understanding of the Big Question. At the end of every lesson, students will revisit the Big Question by responding to a writing prompt called myStory Ideas.

The screenshot shows a lesson page titled "Townshend Acts Repealed, Mostly". The text describes how the boycotts were successful and how the British government sent warships and troops to Boston Harbor in 1768. It also mentions that the British merchants continued to lose money and that Parliament agreed to repeal the Townshend Acts in 1770, except for a tax on tea.

The "Got it?" section contains a question: "6. Cause and Effect What was the effect of British taxation on the colonists?"

The "myStory Ideas" section contains a writing prompt: "7. Your family runs a printing shop. Write a letter to a friend in Great Britain telling him or her how your family feels about the Stamp Act."

The bottom section includes a "Stop!" icon for help, a "Wait!" icon for questions, and a "Got" icon for when the student knows the answer.

Application of the Big Question: Understand

During the final phase of instruction, students actively demonstrate their enduring understanding of the chapter content through a variety of assessment options. The myWorld Activities are small-group activities that provide an opportunity for students to demonstrate and transfer their understanding of the chapter content. Activities range from mapping, graphing, and role-playing, to reading aloud and analyzing primary sources.

Spying on the British!

myWorld Activity 25
Colonial History



This cannon sits on the site of the battle of Yorktown.

James Armistead ►

James Armistead was about 26 when the Revolutionary War broke out. He became a spy for the Marquis de Lafayette, a French ally. Pretending to be an escaped slave, Armistead entered a British camp. Working as a servant, he overheard British secrets. Late in 1781, he learned that 10,000 British soldiers would be moving to Yorktown, Virginia. Armistead snuck the information to the Marquis de Lafayette, who passed the information to George Washington. The Patriot army promptly attacked Yorktown. The battle led to the surrender of the British and the end of the war. After the war, Armistead was freed from slavery by the Virginia legislature. He lived as a farmer until he died in 1830.




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New Taxes Passed!

myWorld Activity 21
Colonial History

Charles Townshend was Chancellor of the Exchequer in 1766. His job was to pay for the expenses of the British government. The British debt from the war with France was huge. Townshend looked for ways to raise funds. Great Britain spent a great deal of money keeping soldiers in the American colonies. Charles Townshend decided to put a tax on the British goods that were imported to America. In that way, Townshend believed, the colonists would pay for their own "safety and preservation."

Taxes were placed on a wide range of goods, including glass, lead, paint, paper, and tea. Many colonists were furious. They began to boycott all British goods.




▲ Charles Townshend

Declaring Independence!

myWorld Activity 23
Colonial History


Thomas Jefferson was a wealthy southern landowner. Trained as a lawyer, he read with interest the political writings of Thomas Paine. In 1774, Jefferson wrote a pamphlet telling why the colonies should be independent from British rule. During the Revolutionary War, Jefferson served in the Second Continental Congress. He agreed to serve on a committee of five members to draft a document that would declare the colonies independent from Great Britain. The members agreed to have Jefferson write the first draft, which he did. The committee presented the document, the Declaration of Independence, to the Continental Congress on July 2, 1776. It was adopted and announced publicly on July 4, 1776.



▲ Thomas Jefferson

Woman Disguised as Soldier!


myWorld Activity 24
Colonial History



Deborah Sampson

“I overfed from the accustomed flowery path of female delicacy, to walk upon the heroic precipice of feminine perdition [doom]!”
—Deborah Sampson


A child from a poor family in Massachusetts, Deborah Sampson became an indentured servant when she was about 10. When she turned 18 in 1778, she was finally free to leave. The colonies were struggling for independence, and Sampson wanted to fight for freedom. At the time, there were no women soldiers. So she took a bold step. She disguised herself as a man and enlisted in the Continental Army. The other soldiers knew her as Robert Shurtliff. She fought battles in the Hudson Valley and was wounded. Late in 1783, Sampson became ill. The doctor who treated her realized she was a woman. Shortly after, she received an honorable discharge and returned to Massachusetts. Sampson married and raised three children. She later wrote a memoir of her time in the army and spoke publicly about her adventure.



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The British Are Coming!

myWorld Activity 22
Colonial History



Paul Revere

Metaworker and Patriot, Paul Revere tracked the movements of the British army in Boston. On April 18, 1775, troops rowed across the Charles River on Revere's boat. Around 11 p.m., Revere mounted a horse and rode toward Lexington, quietly warning the Patriots along his route that the British army had crossed the Charles River. Revere arrived in Lexington near midnight and then continued toward Concord where the Patriots' weapons were stored. The weapons would be lost if the British army found them. Revere was stopped at a roadblock before he got to Concord but one of the other riders got the message to Concord. The story of Paul Revere's ride was captured and made famous in a poem by Henry Wadsworth Longfellow.



This map shows the route that Paul Revere took to warn the colonists of the British army's approach.

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This original draft of the Declaration shows some of the changes Jefferson made as he tried to make it perfect.

The myStory Book writing strand in the program provides the opportunity for students to write and illustrate their own digital book as an authentic assessment to demonstrate understanding of the Big Questions and the chapter content.

myStory Book

Go online to write and illustrate your own **myStory Book** using the **myStory Ideas** from this chapter.

How do people get what they need?

In this chapter you have learned about how people provide goods and services. You also learned how people are able to get those goods and services.

What is a good or service you would like to provide to earn income when you grow up?

Draw a picture that shows you selling a good or providing a service. Include the people who are buying your goods or using your service. **Write** a caption for your picture.

While you're online, check out the **myStory Current Events** area where you can create your own book on a topic that's in the news.

myworldsocialstudies.com Understand myStory Book 81

Understand

Vocabulary Review myWorld Activities **myStory Book**

When you complete practice materials, the submission and grade are not saved.

Working to Meet Our Needs

What is a good or service you would like to provide to earn income when you grow up?

Draw a picture on the next page that shows you selling a good or providing a service. Include the people who are buying your goods or using your service. **Write** a caption for your picture.

1 of 2

Review

This guide discussed the Understanding by Design® framework that is found in myWorld Social Studies. It explained how the Essential Question or Big Question in each chapter frames the lessons and helps students find the answers in the program.