

Building Rigor, Relevance, and Relationships in a Social Studies Classroom through Technology:
A Teacher Action Research

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Abstract

The use of technology outside of the secondary classroom has grown tremendously in the 21st century. This research project explored how technology, particularly a web-based curriculum and other web 2.0 tools, enhanced their learning in a meaningful way for 21st century learners in a Social Studies classroom. Studies show that there is a problematic relationship between the purpose of technology and how it is utilized. Through multi methods such as observation, interviews, reflection logs, and survey, this research project sought to find how technology can be used to build rigor, relevance, and relationships within the Social Studies classroom. From this study, students have the following with this type of integration: learning from each other, freedom of expression and creativity, building voice, skill building, knowledge construction, resonance, and continuous learning.

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CHAPTER 1

INTRODUCTION

“Using the iJeepney curriculum, it makes me see how others think and we can learn from each other.”

(High School Freshman, U.S. History class, Balangay High School¹)

Background

The above quote was part of a reflection log from a lesson that I taught using a web and culture-based curriculum, iJeepney, in my U.S. History class. During the first part, students were to go to the web-based curriculum and read passages about the Spanish-American War. It was supplemented with political cartoons and other primary source pictures. For the most part, students appeared engaged. The way they collaborated and discussed was important to note down because it was different from what they were used to - it was online. Each student had a “digi-journal” or digital journal they had to complete. From the “digi-journal”, students produced opinions and arguments through the use of this technological tool. For some who were apprehensive to speak in class, this was an inclusive approach to have their voice heard and express themselves. Because students were required to read their classmates’ “digi-journals”, their learning became more student-centered because they are able to look at various perspectives based on their classmates’ findings. This pilot study led to my interest to explore and evaluate the role of technology in a Social Studies classroom.

As a Social Studies teacher, part of my teaching philosophy is to ensure that my students receive an education that is relevant and meaningful to them. According to the National Council for Social Studies (2000), Social Studies is defined as,

“the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics,

¹ Pseudonym of urban high school in Hawaii

and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.”

History, in particular, is not merely a study of the past, but a study of human experience. In an article, *Why Study History*, Peter Stearns (2008, p 3) sums up,

“history helps us to understand people and societies, it helps us understand change and how the society we live in came to be, it contributes to moral understanding, provides identity, and is essential for good citizenship.”

Because the purpose of Social Studies is to help young people develop the ability to become active citizens, I often ask myself: How do we prepare our students to become active and purposeful citizens for the 21st century? I struggle with this question often because our society is changing so rapidly with the infusion of technology that I am afraid that we, as Social Studies teachers, need to do a more effective job of integrating technology or we may not be able to prepare students for this type of technological society.

Technology is defined as, “a manner of accomplishing a task, especially using technical processes, methods, or knowledge” (Webster, 2004). Simply, technology is a tool to help humans be more effective and efficient with the work they are producing. Our world is rapidly shrinking through the use of technology. People who once dreamed of different places or meeting various types of people can do it now at the click of a button. We can now hold the world in a matter of seconds. As more technology develops and refines itself, the amount of information grows and changes sooner than we can process the information.

As fast as technology can be, there is a growing gap between the role of technology in education. Education, as a field, has not been up to date as far as other fields. For example: “In 2002 alone, Nintendo invested more than \$140 million in research and development. The U.S. Federal Government spent less than half as much on Research and Innovation” (Dibiasi, 2007). Therefore educational institutions, particularly K-12 institutions, are hindered from creating technological opportunities in their system.

As a teacher, I am always looking to improve my practice. I am currently teaching at Balangay High School² and the school is focused on developing 21st century learners and citizens. What characterizes a 21st century learner? How are they different from other generations? Because of the growing trend in technology, a major characteristic of a 21st century learner is the ability to attain technological skills. There is also the question of how technology, a growing trend in society, can help achieve the purpose and goals of Social Studies. In essence, the central aim of this study is to look at the role of technology in a Social Studies classroom. Is technology creating a new type of citizen for a new type of society? How do students socialize using technology in a Social Studies classroom?

The main focus of this study will be centered on student usage of a variety of web-based tools including a cultural and web-based curriculum, iJeepney.com designed by a team of K-12 teachers, graphic artists, web designer, and professors headed by Dr. Patricia Halagao along with interactive tools like Google Docs, Google Sites, Today's Meet, Edline blogs, and Animoto.

Statement of Problem

Because of the growing gap between education and technology, “social educators are struggling to understand the role digital initiatives have in transferring texts and images to virtual sites in the electronic medium” (Trofanenko, 2006, pg. 8). She continues on by mentioning that there is a “problematic relationship between the intended pedagogical purposes of these sites [websites] and our own ways of utilizing them” (Trofanenko, 2006, pg. 8). Although technology may help education be more efficient and create global connections, there are still problems with how teachers utilize it and its intention for it. Some use technology to help students think more critically and engage with the class and teacher in different ways while others may use technology to simply replace the instruction of the teacher.

² Pseudonym of urban high school in Hawaii

In a Social Studies classroom, the problem then becomes how do teachers use technology to help build citizens to think critically and act purposefully while also building important technological skills? This has been a question for many and yet does not have adequate research to answer. In fact, Fontana (1997, p. 6) argues that

“Others who know nothing of the discipline will shape these important networking tools without the needs of the social studies in mind. Waiting is also dangerous because current curriculum trends that place great emphasis on reading, writing, and mathematics in the elementary schools, and upon math, science, and technology have led to reduced time, attention, and resources for teaching the social studies. If social studies educators fail to be at the forefront of technology, they risk having parents and policy makers conclude that social studies are not relevant in the information age.”

Therefore the problem is two-fold. Not only do Social Studies educators have to prepare them for this information age, there is a worry that if Social Studies does not keep up with this information age and stay at the forefront of technology, the subject will be at risk for further marginalization as obsolete or irrelevant.

Purpose of the Study

The purpose of this teacher action research is to understand and explore the role of technology in a Social Studies class setting. The researcher will look at how technology, through various websites and interactive tools, can enhance student learning and make learning more connective for students in a Social Studies classroom. This will hopefully give students an opportunity to learn in a new way and utilize technology for a different purpose other than researching, Googling, or word processing. I am conducting a teacher action research study because I want to reflect and improve my teaching practices. If successful, I would like to share with other colleagues about this research study. I would like to evaluate my teaching practices so that I can better serve my students.

Significance of Study

The research on this topic is significant because of the growing trend of technology in the classroom in the United States. Not only is technology a growing trend, the diversity of students has also grown in the 21st century. According to Intime (2001, pg. 3) “Diversity in the United States will become progressively more

reflected in the country's schools. The 1990 Census reported that 14 percent of school-age children in the United States spoke a first language other than English at home” (Intime, 2001). Therefore, we must look to see how an educational institution can adapt to the diverse compositions of classrooms and how a Social Studies classroom can prepare students for an ever-changing, diverse society.

CHAPTER 2

LITERATURE REVIEW

Overview

The purpose of this study is to look at how students use technology in critical and connective ways in a Social Studies classroom at Balangay High School. This study will not seek to confirm or deny any specific theory, instead strive to understand the role technology plays in a classroom setting. This literature review is broken into four parts. It begins with an overview of the characteristics of the 21st century learner, socialization and technology for the 21st century learner, technology and education, and focuses on the role of technology in a Social Studies classroom. Existing literature on addressing technology in a Social Studies classroom is limited because technology itself is limited therefore to look at how technology can support a particular subject can be narrow.

The 21st century learner

Before we begin, we must ask ourselves: what is a 21st century learner? This will help set the study into context. There is a growing number of researchers who have hypothesized and theorized what the 21st century learner looks like and how educators should educate this new generation. According to Education Week (2010), educators and researchers have synthesized them into the following 10 principles:

1. **Personalized** - Students need to find relevance in their education and why learning this content matters.
2. **Inquiry and project-based** - Because information is easily accessible, students want to look for problems to solve that they find relevant and interesting to them.
3. **Self-directed** - Students take the opportunity to gain and master skills needed to help them in school. They are able to work on a project without intervention and has the ability to stay on task to achieve a goal.

4. **Collaborative learning** - Students work together to achieve a common goal.
5. **Interdisciplinary** - Students should see connection amongst the different content areas so that they can see the bigger picture of education.
6. **Culture of Excellence** - The expectation to excel is higher since the standards that students need to achieve is higher.
7. **Standards-Based** - Although the standards are only a guideline, there are common standards that every student should know prior to graduating from high school.
8. **Life-long learning** - Students are seen as life-long learners. Learning does not stop at a certain age nor does it stop at a certain time, but learning is continuous.
9. **Community as school** - This is the idea of allowing students to be part of a community and take civic action in this community, such as school, to allow students to own their education. This helps students to develop interpersonal communication skills as well as the idea that they are responsible to something bigger than themselves.
10. **Global, Creative Age network** - The use of technology amongst students is rising and they are able to connect across the globe faster and in many creative ways such as Facebook and Twitter. This allows students to be able to learn from each other on a global perspective.

According to the Board of Regents of the University of Wisconsin System, they stated the following that “those born after 1982 – have a different relationship with information and learning than do previous generations, as a result of their access to the Internet and computer-enabled technologies” (Rodgers, Runyon, Starrett, Von Holzen, 2006). In fact, these students can be described as ‘net-generation learners’ or ‘digital-natives.’ Diana Oblinger, Vice President for EDUCASE, suggests, “This intense interaction with technology has deeply affect the way that these children interact with their environment” (Rodgers, Runyon, Starrett, Von

Holzen, 2006). In fact, the 21st century learner will more than likely look to the Internet as their first and universal source of information.

According to Prensky (2001), “the “digital natives” have spent less than 5,000 hours of their lives reading, but over 10,000 hours playing video games.” He goes on to mention that, “students think and process information fundamentally differently from their predecessors” (Prensky, 2001, pg. 2). To sum it up, digital natives multi-task, prefer graphics before text, and thrive on instant gratification. Prensky argues that the “digital immigrants” or those who have not grown up with technology should learn to adapt to this new language and create programs and games that will help the digital native in their own language. This assumes that going digitally is the only way to go. However, he does not consider if their way of thinking and processing information should be the only way. Although digital natives learn faster or access information faster does not mean they understand more or faster. In fact, some neurologists have studied that multi-tasking is only switching one’s attention from one task to another momentarily. Because humans are only switching tasks, this deteriorates our focus, quality of output, depth of thought and our level of attention is shallow.

Technology is not the only characteristic of the 21st century learner, but diversity plays a key role as well. According to Intime, “Diversity in the United States will become progressively more reflected in the country's schools. The 1990 Census reported that 14 percent of school-age children in the United States spoke a first language other than English at home” (Intime, 2001). Therefore the principles of multicultural education are key for the 21st century learner. Dr. Banks is a leading theorist in multicultural education. According to Dr. Banks, the primary goal of multicultural education is: “to reforms schools, colleges, and universities so that students from diverse racial, ethnic, and social-class groups will experience educational equality.” (Banks, 2001). He further breaks multicultural education down into the following five dimensions:

- Content Integration
- Knowledge Construction process

- Prejudice Reduction
- An equity pedagogy
- An empowering school culture and social structure (Banks, 2001).

Looking at these dimensions shows that it is not just about integrating different ethnicities into content, but it is about classroom practice and attitudes that includes teaching students and teachers how to become aware of one's biases so that students and teachers can learn to reduce these attitudes to ensure that everyone can experience educational equality. With both of these issues, one can see that the 21st century learner is multi-layered and complex.

Bloom's Digital Taxonomy

Because there is a focus on what the 21st century learner should be, there is also discussion about the skills that they should attain. Bloom's Taxonomy was developed in the 1950's that categorized and ordered thinking skills. It is a continuum from Lower Order Thinking Skills such as knowledge and comprehension to Higher Order Thinking Skills such as synthesis and evaluation.

In the 1990's, Lorin Anderson, a former student of Bloom, revised the taxonomy to reflect the growing trend in the use of technology and how students think with this tool. The thinking order skill is as follows from lowest to highest:

1. Remembering (Lowest)
2. Understanding
3. Applying
4. Analyzing
5. Evaluating
6. Creating (Highest)

This article summarizes the Bloom's Revised Taxonomy as a learning process. Some examples of students creating are blogging, animating, podcasting, and producing while other examples of remembering are social networking, googling, and searching. Therefore we must ask, where do the students fall on Bloom's Revised Taxonomy? Are students remembering or creating with technology in a Social Studies classroom?

Impact of Technology on Socialization

There is a real divide between the effects of socialization on students using technology. Because this is fairly new, the debate on technology and socialization will continue for a long time. On one hand, the social networks have greatly expanded through the use of technology. Students today can chat or discuss with other students across the nation, or more so, across oceans. A student's awareness of the world and its connection to it has greatly expanded due to this innovation and has really transformed a curriculum. "The content of a particular lesson is less important than manipulating content resources" (Rodgers, Runyon, Starrett, Von Holzen, 2006, pg. 2). Because of this statement, there is a movement toward more blended courses, which include face-to-face and online courses. For example, students may attend a physical classroom space, however they may engage in online quizzes, discussing through online forums, and creating multimedia work.

On the other hand, technology may not fully prepare a student for social skills needed outside of the school setting. Studies show that some of the negative effects include "regimentation and dehumanization of the classroom" (Buboltz, et. al, 2001, pg. 4). Students who rely heavily on technology may lead to a decrease in face-to-face interaction. There are current studies looking at the use of time and its effects. It only goes to confirm, "Time spent at the computer prevents many students from physical activities, social interaction, and outside activities. In addition, hours spent online may cause a lack of sleep, not completing homework, or interacting with friends or family" (Buboltz, et. al, 2001, pg. 5).

Sarah Heller McFarlane, a teacher in Seattle, Washington, experienced the pitfalls of how technology is taking over her school without a proper strategy. She found herself spending more time on the computer rather than interacting with her students. She (2008, pg. 15) quoted,

“I wonder if, by creating a culture that emphasizes one person alone with one machine, we are negatively altering the way that we think and learn. I am no expert in brain function, but I understand something about how adolescents learn and process information, and the positive impact of ongoing face-to-face interaction. What I have witnessed over the past several months is a lack of focus by students for the content and for each other.”

McFarlane’s colleagues confirmed in a 2007 survey that “73% of teachers indicated that students often confuse finding information with understanding that information.” Although students may be more proficient in using technology, they are also foreign to the idea of integrating technology with their learning.

Technology & Education

It is important to address what role technology will play in a school setting. Suzanne de Castell, Mary Bryson, and Jennifer Jenson (2008, pg. 2) claims, "The most significant impact of technology on education will come from an extensive transformation of the curriculum and instructional practices.... Technology-based education makes learning more active and interactive for each student. Technology brings resources to the classroom that motivates, stimulate, and encourage students. Computers are an integral part of many of today's jobs, and computer literacy will be even more essential in the future. Our job is to help learners today to prepare for the challenges of tomorrow." Many careers require the use of some computer skill and students need to feel prepared that they can compete in a technologically dependent society. In addition, technology also needs to be given the opportunity to be more than just to give out information; it should create interaction between the student and the content. As stated by Mark Warschauer & Tina Matuchniak (2010, pg. 25),

“Overall, the demand for jobs in which a computer can substitute for human thought has steadily declined, whereas the demand for jobs in which computers can complement and amplify the creativity and expert thinking of humans has steadily expanded.”

Therefore teachers should learn how to use technology in a critical and creative manner so that students may use it in the same way.

The Role of Technology in a Social Studies classroom

Because this study focuses on the role of technology on a 21st century learner in a Social Studies classroom, we need to specifically ask how technology plays out differently in a Social Studies classroom. Social Studies is not only focused on teaching content, but skills and values often represented in the form of themes or universal concepts. According to the National Council of Social Studies, the following themes should be addressed in any Social Studies classroom:

- Culture
- Time, Continuity, and Change
- People, Places, and Environment
- Individual Development and Identity
- Individual, Groups, and Institutions
- Power, Authority, and Governance
- Production, Distribution, and Consumption
- Science, Technology, and Society
- Global Connections
- Civic Ideals and Practices (NCSS, 2008).

Because Social Studies is thematic, teachers address their pedagogies differently. Vockell and Brown (1992, pg. 4) confirms this by saying, “The actual decision regarding whether to use a computer or a more traditional delivery system will depend on what combination of instructional principles will most effectively enhance academic learning time with regard to the topic of unit of instruction.” In fact, secondary education programs are refining their teacher preparation programs to ensure that teachers can appropriately infuse technology into

their curriculum. A journal article entitled, “Guidelines for Using Technology to Prepare Social Studies Teachers” states that there are five guidelines when preparing new teachers:

- Extend learning beyond what could be done without technology
- Introduce technology in context
- Include opportunities for students to study relationships among science, technology and society
- Foster the development of skills, knowledge, and participation as good citizens in a democratic society
- Contribute to research and evaluation of social studies and technology (Mason, C., Berson, M., Diem, R., Hicks, D., Lee, J., & Dralle, T., 2000).

This journal article gives examples of how technology can be infused in a Social Studies classroom and clearly defines the roles of technology as a supplemental tool rather than a replacement tool. For example, they mention that using digital archives of primary sources allows access for students to create historical research that was impossible for students 20 years ago. A central theme that occurs in a variety of articles is the ability of access for students through technology therefore that is the central role technology plays in a Social Studies classroom.

On the other hand, one should be aware of the dangers that technology can do for a Social Studies classroom. According to Michael J. Berson (1996, pg. 5),

“Computer-based learning has the potential to facilitate development of students’ decision-making and problem-solving skills, data-processing skills, and communication capabilities. By using the computer, students can gain access to expansive knowledge links and broaden their exposure to diverse people and perspectives.”

His article discusses the effectiveness of computer technology in a Social Studies classroom. He particularly looks at computer activities such as simulations, drill and practice, educational games, and tutorials. From his study, he concluded that drill and practice computer application have been among the most frequently used programs in Social Studies. The problem with this is that, “they facilitate the practice of social studies skills, but

have been criticized for detracting from understanding social studies as a process rather than a content” (Rooze & Northup, 1989, pg. 7). Although this type of technology may help them prepare for exams, this does not help to achieve the overall goals for the essential purpose of Social Studies.

Research Question

Much of this literature review looks at advantages and disadvantages that technology has in an educational setting. For Social Studies, it only serves as a guideline as to how to integrate technology in a Social Studies classroom. Overall, there is a fear that technology can replace much of what educators have been training for in their college career. There is also this fear that by not keeping up with trying to implement technological skills within our students, our students will not be adequately prepared for the post-secondary world. My study tries to look at those fears and see how these fears can be dismissed by looking at how technology can serve as a vehicle for the foundation of Social Studies. In addition, I would like to add more comprehensive guidelines and see how technology can be utilized in a Social Studies classroom to build rigor, relevance, and relationships in and beyond the classroom walls. Therefore, the central question explored by this study will be:

How can technology be used to support and extend the goals and purposes of Social Studies?

More specifically:

1. How can technology develop the 21st century learner to think critically, develop their voice, build connections and act collaboratively in our Social Studies classroom and beyond?
2. How can technology build rigor, relevance, and relationships in a Social Studies classroom?

CHAPTER 3

METHODOLOGY

Overview

In order to answer these questions, I conducted a qualitative teacher action research. According to MacLean and Mohr (1999, pg. 1), “teacher-researchers raise questions about what they think and observe about their teaching and students’ learning. They collect student work in order to evaluate performance, but they also see student work as data to analyze in order to examine the teaching and learning that is produced.” I collected data from my AP World History and English 10th grade Honors Integrated course for one quarter. I used pre and post surveys, field notes, student learning logs, and semi-structured interviews to help answer my research questions.

Site of Study

This study takes place at Balangay High School, a suburban school located outside of a major metropolitan city. BHS currently serves 2469 students in grades 9-12. The student body comprises a full spectrum of military and local students coming from all socio-economic levels and multi-ethnic backgrounds. According to the school’s academic and financial plan, approximately 93% of the starting enrollment remains enrolled during the entire school year. The number and percentage of students receive free or reduced-cost lunch this year is 266 or 10.7% of the student population. There are 319 students receiving special education services. The high school has a relatively small English Language Learner program at 53 students. The first languages of some of the school’s ELL students include: Tagalog, Ilokano, Japanese, Vietnamese, Hawaiian, Samoan, Korean, Chuukese, French, Mandarin, German, Spanish, and Marshallese. Ethnically, our entire high school student population is quite diverse. The dominant groups are Japanese (24%), Filipino (18%), Hawaiian / Part Hawaiian (18%), Caucasian (12%). The remaining student body is comprised of African-American, Chinese, Hispanic, Korean, Portuguese, Samoan, and several other ethnic groups. There is no clear majority of any one

ethnic population. BHS also has a large amount of students from the military that have traveled around the world adding to the wealth of knowledge created from this web-based curriculum.

The school offers a wide variety of technology that enables students to learn in a variety of ways. Some of the tools that students have a chance to utilize are Mac laptops to create documentaries, websites, Key Note presentations, Pod casts, and arcGIS to analyze population data and the impact it may have on environment. The entire school is wireless so students can gain Internet access from anywhere on the school campus.

Site Participants

This teacher action research took place at Balangay High School, BHS because of its innovative use of various types of technologies to enhance student's learning and communication between teachers, students, and parents. The study was conducted in my AP World History / English 10 Integrated class during the a school year in March 2012, covering one unit. In the class, there was a total of 16 students. Out of 16 students, 4 were male and 12 were female. Students in my class were ethnically diverse: The majority, or 41% of the students were Filipino (n=7) followed by 25% Japanese students (n=4), then 25% of the students were of mixed ethnicities (n=4), and .06% were Caucasian students (n=1). Out of the 7 Filipino students, 3 of the students were born in the Philippines and immigrated to Hawaii between the ages of 5-10. Because of the ethnic diversity, this justifies the need for a culturally responsive curriculum, especially since majority of the students are Filipino and the Hawaii Content and Performance Standards does not address Filipino history. I also chose this particular group because of the relationship that my co-teacher and I have spent building upon. I can rely on this group to be honest and give me good feedback. In addition, this group of students take their learning very seriously and want to make the best of their educational career.

AP World History and English 10 Honors Integrated Course

This integrated course was started three years ago and the purpose of this course is to gain a better understanding of history through literature and gain more depth of literature through World History. This

course is committed to providing a learning environment in which students can enrich their understanding of the communities of which they are a part, especially political, cultural, and social institutions. The purpose is to increase their understanding of other cultures, appreciating the diversity of human experience. Students cultivate a reasoned and relevant understanding of the influence of the past on the present and future. In addition, this course strives to impart the idea that literature makes us thoughtful, deliberate, and attentive while demonstrating the idea that literature helps us make decisions about how we are to behave, and what it means to live well.

In this teacher action research, I focused on exploring the role of technology in my Social Studies classroom for one quarter. Because this was an AP course, not only did we cover the standards, but we are encouraged to cover a wide variety of subjects as well in multiple perspectives. Not only do we cover historical events, but we also cover the social sciences including culture. This curriculum is not only to help them prepare for the test at the end of the year, but it is to also help them build a better understanding of the world they live in and how their heritage influences themselves as well as the world. The syllabus for the course can be found in the appendix section.

For my technology curriculum, I used a culture-based and web-based curriculum entitled, “iJeepney.” I purposefully selected this curriculum for two reasons: to answer my research question about using technology critically and to help build identity and promote community as a part of my teaching philosophy. iJeepney is a culturally responsive curriculum that focuses on the integration of Filipino culture and history within the U.S. and world history. Because Filipinos make up the largest ethnic group in this class, it is important that they can connect to their own history and with other histories.

To honor the *Sakadas*, or the Filipinos who came to Hawaii 100 years ago and raise awareness of Filipino American history, the Smithsonian Institution sponsored the development of the Smithsonian Centennial’s Filipino American Curriculum. The curriculum was nicknamed *ijeepney.com* after the refurbished

World War II military jeeps that have emerged as the most popular means of transportation in the Philippines and represents an online vehicle for Filipino American curriculum. According to the curriculum overview, “The curriculum was developed out of a multicultural framework. Its aim is to highlight the historical and cultural experiences of Filipino Americans within a multicultural and global context by emphasizing ethnic pride, cultural connections, critical thinking, and community activism.” (ijeepney.com, 2006) There are four units that are covered through iJeepney: Journey Filipinas, Challenge History, Brown America, and Kick It Up! Make History. The web curriculum has a student component for each unit where Marissa and Jordan, the student’s tour guides, take them through each story uncovering Filipino history. The teacher component of this website has additional lesson plans that can help a teacher understand these units better.

In addition, I used various web 2.0 tools to help students reach Bloom’s revised Taxonomy of higher order thinking skills, particularly synthesizing and creating with the use of technology. I used web 2.0 tools such as Google Docs, Google Sites, and Today’s Meet because the school server has access to these tools. Need to elaborate on each of these technologies.

Positionality of the Researcher

I hold multiple roles and responsibilities at my school. I am currently a half-time teacher, half-time Curriculum Coordinator, and Senior Advisor at Balangay High School (BHS). I am 27 years old and I have taught at BHS for five years. I still feel that I am a new teacher and I am still learning how to teach to better serve my students. It has been five years since I have taught at BHS. In the five years that I have taught BHS, I have taught a variety of history subjects and over 250 students. In addition, I have used a variety of technological tools to help students learn individually and collaboratively.

I am also a Filipina teacher that teaches in a suburb area therefore it has been a journey to integrate my ethnic identity with my students. I grew up in both Kalihi and Waipahu. Although I attended private school, I always felt underprivileged compared to other students. My parents worked very hard to provide us a good

education and taught us to never take it for granted. Because of this value, I emphasize the importance and value of education in my students.

Another value that I like to integrate within my classroom is my ethnic identity. I was never taught about my heritage in school until I attended college. From there, I realized how much culture and knowing one's heritage can influence a person and instill personal pride. I was disappointed that I did not know about my heritage sooner and I promised myself that I do not want to leave a student not knowing about their culture and heritage. This has been the most challenging part in my teaching career because in general the "BHS" identity tends to supersede their ethnic identity. Many of the students who are Filipino at BHS do not consider themselves Filipino, but "local" or from the neighborhood area.

Role of the Researcher

I play a dual role in this study, which is the researcher and the teacher. This is of benefit because the students that will be participating in this study will have already gained the trust of the researcher therefore the students will feel free to express their feelings and observations throughout the course of the study. I will maintain my bias and objectivity in this study by making certain that the reflection and learning logs contain questions that directly connect to the research questions and follow credibility measures in the credibility section.

Data Collection & Analysis Procedures

Prior to deciding on my data collection and analysis procedure for this research project, I tested part of my web-based curriculum on a U.S. History class so that it inform my future the data collection procedures. This pilot study has helped me to develop more of my curriculum as well and how I would go about collecting my data.

Pilot Test: U.S. History Class.***Observations.***

First, it was hard to distinguish myself as a teacher from a researcher. From what I observed, students were highly engaged and had minimal behavioral disruption. When they saw a laptop at each of their desks, they were immediately surprised and pleased that they were going to interact with a computer. I directed them to a worksheet and instructed to go to the iJeepney.com website to complete their final activity to their unit on Imperialism. They had to complete two parts, each of which was heavily guided with instruction by me.

The only problem that the students encountered was connecting to the Internet. Because 27 students were equipped with a laptop, the Internet may have been slower than usual. It approximately took 4-5 minutes to load up each page. Luckily, they could also read the pages on the Smart Board so that they did not have to wait for a page to load.

Students had to complete the reflection of what they learned in the Imperialism Unit. There were three questions they had to answer in their digi-journal iJeepney's unit on the "Sipa Challenge":

- What did you find most meaningful? (In the Imperialism Unit)
- How will you share this information with others?
- Why is this important to know? How will you contribute to history?

After answering these questions, they posted their answers. They then could look at other journals posted by their classmates and answer questions on a worksheet provided.

They seemed to be more engaged with this activity than the first activity because they got to see what other students posted. For some students, they wanted to look through every digi-journal and see what they posted. There were some concerns, however. Once I instructed them that other students have the opportunity to see their work, some students were very apprehensive to this idea. They did not want to share as much as they

would have liked. Comments such as, “I do not want anyone to look at mine” and “Is there spell check?” really made the students nervous because of what their classmates might have thought about their work.

Reflection Logs.

After looking at other digi-journals, they were to answer the following questions:

- According to the student’s work, how did they respond to the questions?
- What were the similarities between your answers and their answers?
- What were the differences between your answers and their answers?
- How does this activity allow you to learn from others?
- How is this different from how you usually learn? Did you enjoy this? Why or why not?

Listed below is a summary of the student’s responses to these questions:

According to the student’s work, how did they respond to the question?	What were the similarities between your answers and their answers?	What were the differences between your answers and their answers?	How does this activity allow you to learn from other?	How is this different from how you usually learn? Did you enjoy his? Why or why not?

<ul style="list-style-type: none"> • They gave a lot of detail. • Good • Had a lot of information • Brought different perspectives • Got points of views from political cartoons. 	<ul style="list-style-type: none"> • Thought wrong about America • Both want to be on TV • Main ideas of the topic 	<ul style="list-style-type: none"> • Had more detail • Different format • Telling different people • Answers were longer • Different ways to contribute to the community. • Different topics: Point of view v. US treated other countries 	<ul style="list-style-type: none"> • It makes me see how others think • Learn from each other • Learn many ways to contribute what I got from this class to the community. • Helps refresh memory. • Makes me understand it in different ways. • See how they interpret the information. • Some people think differently than others about history. 	<ul style="list-style-type: none"> • More exciting • It brought me out of my comfort zone • Yes, because we got to use the laptop • I like this way better. It gives us different perspectives on everything and it's a different way to learn. • It's from another student's point of view, not a teacher's. • I got to see what and other others think and how we think similarly. • We are doing something other than writing. • It was easier to understand the topic. • Got to go at our own pace.
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Data Analysis Procedures.

Most of the journal answers confirmed my observations in this class. From observation, they were highly engaged and had minimal behavioral disruption. From the reflection logs, 100% of the answers given were that they enjoyed this activity primarily because they got to use the laptops in a different way other than research. Some interesting points that they did point out was that they could go at their own pace and they liked learning from each other, rather than from a teacher. This confirms on the idea that technology allows differentiation. From this remark, they are able to get the individual attention because they each have a laptop. The teacher, then, could go around and spend time with each student based on his or her work. Because this technology is new to the students, they were highly engaged and not distracted as opposed to completing worksheets, book work, or lecture.

It is interesting to note that one student wrote that he enjoyed this because it was different and it was doing something other than writing. As you can see, students see there is a difference between writing and typing, a different set of skills that needs to be attained for writing and typing.

However, it does set a standard for other classes. It is interesting to note about the uneven access to technology in our school. Some subject areas or classes do not have as much access to technology as other classes therefore it can be unbalanced for the student, especially in preparation for the outside world. In addition, expenses are a different factor because these are factors that are out of a teacher's control, especially with expenses such as electricity, laptops, wireless connection, maintenance, software and protection.

Data Collection Procedures for this Research Project.

In order for the researcher to explore ideas about technology in a school setting, data collection methods for this study were surveys, field notes, interviews, and reflection logs. I chose these methods due to the time frame and access to the information. In addition, I also believe that the information given through these data collection procedures provided insightful and meaningful information for a researcher to analyze and conclude.

There were five phases to data collection:

1. Pre Survey
2. Field Notes
3. Purposeful Sampling (Interviews with 3 students)
4. Reflection Logs
5. Post Survey

Survey.

Surveys are an important tool to help the researcher get an overview of the research subject by its participants. Students participated in two surveys: a pre-and post- survey that explored student experiences using technology in a Social Studies classroom and in other classes as well. Prior to teaching the Imperialism

unit, students were asked a series of statements on how they have used technology in a Social Studies classroom and their experience with it. The answers were based on a 5 point Likert scale, ranging from “I Strongly Agree” to “I Strongly Disagree” statements. This helped to determine student attitudes about technology, what they have learned from it, and toward technology in a Social Studies classroom.

Field Notes - Classroom Map.

Field notes are an important way to help validate or question the research that we have decided to do. It is very structured and helps the researcher focus on what needs to be addressed and how it helps the overall process. According to Wolfinger (2002, pg. 3) from the University of Utah, he stated, “field notes show that, irrespective of any formal strategies for note-taking, researchers’ tacit knowledge and expectations often play a major role in determining which observations are worthy on annotation.”

Throughout the unit, I took notes on what I saw occurring around me, especially in response to student reactions to *iJeepney* and other web tools. The researcher used a classroom map to help make the field notes more efficient since the students will be in assigned seats. If there was a comment or a key observation, I immediately wrote it down.

Interviews.

Interviews are valuable because they provide a sense of perspective and additional knowledge for the researcher. According to Lohen, Manion, and Morrison (2007, p 349), “Interviews enable participants – be they interviewers or interviewees – to discuss their interpretations of the world in which they live, and to express how they regard situations from their own point of view.” The purpose for these interviews is to get a deeper understanding about their understanding of technology in a Social Studies classroom and if the objectives set were met. This will help me to see the barriers and opportunities that technology can create for students. I asked questions such as

- If you used technology before in a Social Studies class, what did you use it for?

- With this unit, describe how was it different in how you've used technology in other classes or in your previous Social Studies classes?
- With this unit, describe how was it similar in how you've used technology in other classes or in your previous Social Studies classes?
- What have you gained from doing this unit through the different web 2.0 tools that you used?
- Do you think you would have gained the same type of learning if we did not use technology?
- Doing this unit, has technology helped build connections with your other classmates? Has technology helped to build relationship with your other classmates?
- If there were improvements with this unit, what would you want to improve on?
- Has what we did in class with technology changed your view on Social Studies?

Based on the surveys and the field notes, I will purposefully selected three students from my Advanced Placement World History class to participate in face-to-face interviews. Students were chosen based on their surveys and reflection logs with *ijeepney.com* and other web 2.0 tools. There was a mix of students who was interviewed - a student who embraced it, a student who struggled with the technology, and a student who was neutral about the technology. The interviews will help to clarify any answers they have provided as well as help the researcher to gain a deeper understanding about this digital initiative from a student perspective.

Reflection Logs / Student Work.

Students developed "MyBalangay" digital posters that were integrated with the web-based curriculum. After each poster, students reflected on their work, specifically what they have learned from the lessons, what they learned from each other, and the differences between learning through the web and learning through the traditional setting. Reflection logs or learning logs are a great way for the researcher to gain a deeper understanding of the student as well as gives the student an opportunity to consider how they have grown through this process. According to Tim Friesner and Mike Hart (2005, pg. 2), "Reflection is a type of thinking.

It is associated with deep thought aimed at better understanding.” This will help the researcher gain data directly from the student without the researcher filtering the information at its recording stages.

Data Analysis Procedures.

In order to analyze the data, I coded and looked for themes throughout the surveys, field notes, and interviews. I used a grounded theory method, which is “a set of rigorous research procedures leading to the emergence of conceptual categories” (Grounded Theory Institute, 2011). With this type of method, I looked for anything and everything and what I discovered through themes became the focus of the research. I triangulated the data from the surveys, field notes, and interviews. As I went through the data, I put everything in order that I have conducted the data. I compared the data from what I have collected earlier throughout the quarter. Based on the data, I developed charts to help code my findings.

Although this research study is specific to my AP World History class, I looked to my co-teacher as what Miles and Huberman (1994) call “critical friend.” I asked her for her observations and field notes as well as looked at the questions posed for the unit, the surveys, and the interviews. My critical friend and I discussed the data given and asked questions that we may not understand.

CHAPTER 4

CURRICULUM

Overview

When deciding what unit I wanted to implement my study with, I really wanted a unit that helped build rigor, relevance, and relationships amongst the class. In addition, I wanted the students to understand that Social Studies is more of a process than a content and I also wanted to showcase that Social Studies is as relevant as ever, especially with the technological tools available to us today.

I chose to implement my study with my unit on Imperialism because it is a current and controversial issue that students can find relevant. Looking at many of the students' ethnic backgrounds, this would be a great way to help them understand about their ancestral country. For example, this issue would be meaningful for my students who are Filipino because they will be able to understand oppression, resistance, and the legacy of colonialism through the study of U.S. imperialism in the Philippines. I wanted students to connect with Social Studies on an emotional level and what better topic to focus on than imperialism. Because my students are so ethnically diverse, we looked at a variety of countries that were oppressed and the reactions and effects that took place on their ancestral country and their people.

Since the focus is on using technology, I researched on a variety of web 2.0 tools to help students find more meaning with this unit. An abundant amount of web 2.0 tools are available to teachers to enhance learning. The trick is to choose tools that will help students to learn the breadth and depth of a topic without being distracted by the technology.

Lesson Plans

The table below summarizes the seven major lessons for the Imperialism Unit. Additional worksheets can be found in the Appendix section. A more detailed unit plan can be found in the Appendix section to gather a holistic picture on this topic.

Lesson #	Activities
Lesson 1	<ul style="list-style-type: none"> • Pre-Survey of Technology & Social Studies • Polleverywhere: What is imperialism? • Intro to Imperialism (PPT)
Lesson 2	<ul style="list-style-type: none"> • Video: Scramble of Africa • Video Worksheet
Lesson 3	<ul style="list-style-type: none"> • SOAPSTone & TPCASST of 3 poems & song (Hawaiian Imperialism) • Small group & big group discussion • HW: Find an article (song, poem, newspaper article, video) that looks at imperialism today.
Lesson 4	<ul style="list-style-type: none"> • Barnga & Debrief • Dysfunctional Relationship & Debrief • iJeepney
Lesson 5	<ul style="list-style-type: none"> • Debrief about A Dysfunctional Relationship skit • iJeepney - Challenge History & Reflection • Intro to Google Sites • Intro to Blogging & Reflection Logs • Intro to Glogster • HW: You will be creating a Glogster of imperialism in other countries
Lesson 6	<ul style="list-style-type: none"> • Intro to Voki • Glogster Work Day • Blog #2: • HW: Blog, Reflection, Introduction Page of Google Site
Lesson 7	<ul style="list-style-type: none"> • Assessment: Blog #3 • Post Survey • Interviews

Types of Technologies Used

For this unit, I used the following web 2.0 tools:

Technology Tool	Description & Purpose
PollEverywhere	PollEverywhere is a survey making tool where people can look at answers in real time. Surveys can be open or multiple choice. This was used to survey the students about imperialism so that they can see answers in real time.
Voki	Voki is an avatar making tool where students can create their own avatar and publish it to their Google Sites. This allows students to freely express and introduce themselves on their Google Sites.
Google Sites	Google Sites is a tool where students can create their own site to collaborate and publish their work. Students have created pages to showcase their work for this unit.
Glogster	Glogster is an online digital poster making tool where students can embed pictures, text, and video to visualize a concept or information they learned in class. Students needed to create a poster on a country that was imperialized and its effects on that country. Students could also choose this to create their final assessment on an overview of imperialism.
iJeepney	iJeepney is an online curriculum that looks at four units: Journey Filipinas, Challenge History, Brown America, and Kick It Up! Make History. Its aim is to highlight the historical and cultural experiences of Filipino Americans within a multicultural and global context by emphasizing ethnic pride, cultural connections, critical thinking, and community activism. The students looked at the third unit in relationship to the imperialism unit where they looked at an example of imperialism in the Philippines by Spain and the United States.
Blogger	Blogger is an online tool to create blogs where they can record information and opinions on a topic. Blogger was mainly used for students to communicate with each other about their thoughts and research on different sides and issues of imperialism.
Animoto	Animoto is a slide show making tool that combines text, video, and pictures into a slide show. Students used this as an option to create a visual media for their final assessment.

The hardest part about designing the curriculum was choosing what web 2.0 tools students would create with because there is such a wide variety to choose from. I wanted to choose tools that would be easily accessible from home or school and allowed students to be expressive and creative rather than have ready-made templates

for them. I also wanted to find web 2.0 tools that allowed students to be able to thread conversations and allow students to learn from each other.

Many of these tools were readily available and free for students and teachers to use. Some of the sites such as iJeepney and Google Sites were already exposed to students and I wanted to continue what they have been exposed to, but look at it on different levels. Most importantly, I wanted to look at web 2.0 tools that allowed for privacy within the class. Because they are still minors, it is important to keep their work private or within the parameters of the classroom. As I explained the purpose of this study to my students, one student was very adamant about making sure that no one else but the class would see their work. I wanted to make sure that the classroom environment was safe within and beyond classroom walls.

How the Technologies Were Utilized

Although the curriculum was a combination of traditional and web 2.0 tools, the technologies students utilized were primarily used to help gain a better understanding of the concept through formative and summative assessments. For the first three to four lessons, there was a lot of time spent on understanding the overall concept of imperialism. I lectured, they saw a video, they analyzed primary songs and poems, they acted in a skit, simulated the effects through a card game, and read examples of it through iJeepney and led many mini discussions. They then led their own discussions on imperialism through blogs and created how different countries were imperialized. Their final assessment was to create a media of their choice on what they have learned about imperialism and the future of it. Their final assessment allowed students to express their knowledge by media of choice rather than having the teacher tell them what to create or how to create it.

In building and/or activating the background of students on this topic, half of the class time was spent on going over important concepts and examples around imperialism and the other half of the class time was spent on teaching the skills of various technologies. The last two days were work days for them to play around with the different technologies. What was first introduced was Google Sites. BHS has a license through Google that

allows students to work collaboratively through the use of their applications such as Google Docs and Google Sites. Many of the students from previous years and throughout the beginning of this school year utilized Google Docs to turn in their work or peer edit their essays and papers. However, they were not exposed to Google Sites. I utilized Google Sites as a place for them to showcase their work for this unit. They created different pages and organized their pages in a way that made sense for them. However, all students included particular pages such as their home page, their blog page, and a page for their reflections. Google Sites provided the capability to embed many things such as pictures, videos, and other applications

The next web 2.0 tool that was introduced to them was Blogger. Some of them had never created blogs, but many of them had read blogs. Many of the online discussions and their assessments were hosted through Blogger. Similar to Google Sites, students uploaded additional work such as pictures, video files, and digital posters to share with their students. Lastly, they used their Google Sites username and password to sign onto Blogger.

iJeepney is an online curriculum that focuses on four units using the Philippines as the center of the curriculum. The unit that I focused on was Challenge History. This unit allowed students to look at how there were challenges throughout history including imperialism and revolution. The unit also pushed students to challenge the way history has been taught and think about whose perspective is represented. After some of the students re-enacted a skit called, “A Dysfunctional Relationship”, which showed the complex relationship between the Philippines and its colonizer’s of Spain, and the United States, they looked at historical examples through *iJeepney*. This helped the students to understand the skit and really look at the causes and effects of imperialism.

Animoto, Glogster, and Voki were tools that helped them to create their culminating activity of creating a media product. Voki is a virtual self that they had to create to introduce their Google Site and themselves. Glogster is an online media tool for them to create a digital poster. What is unique about this tool is that they are

able to embed music and video clips into their poster to make it more interactive. Animoto is a slideshow tool that allows students to create mini videos using music, text, and pictures to tell a story.

CHAPTER 5

FINDINGS & ANALYSIS

Overview

In my findings, I looked for themes among the students’ pre- and post-surveys, reflection logs, and their work.

Pre & Post Survey

Students took a pre survey and post survey on their use of technology and their attitudes towards technology in an educational setting. There were 18 statements that were broken down into 3 parts: social studies, classroom context, and use of technology. Students had to rate these statements from “I Strongly Disagree” to “I Strongly Agree.” On the other side of the survey was a list of different web 2.0 tools that some teachers may have already utilized. Students were to check off what technologies they used and for what class. The results for the pre-survey are as follows:

Social Studies.

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I was exposed to technology in my past Social Studies classes.	1	1		5	9
Social Studies is about memorization of important people and dates.	4	5	4	2	1
I find Social Studies an important subject to learn in school		2	2	7	5
I can connect my personal background to the history that is taught in class		1	6	5	4
I have learned about my cultural background in prior Social Studies classes		3	5	6	2

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
We have learned about my cultural background in my current Social Studies class		2	6	5	3

Classroom Context.

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I can safely express my opinions in class without judgement		2	5	4	5
I feel like my voice is valued in class (I feel like what I say matters)	1		5	5	5
Technology should not replace face-to-face interaction	1	1	4	2	8

Use of Technology.

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Technology helps me to think critically		1	8	5	2
Technology helps me voice my opinion in class		1	9	5	1
I mainly use technology to research	3	4	2	3	4
I mainly use technology to create (blogging, producing, podcasting, etc.)	1	3	1	6	5
I have cooperated with a group of students to create a class project using computer technology	1	2		6	7
I communicate with others using technology	1	1	1	7	6
I know which technology, software, and online services to pick to help me solve problems		3	4	8	1
Technology helps me understand how the things we learn in school relate to real-life situations	1	3	6	6	
Technology helps me to connect with other people to help build relationships with my classmates.		1	5	4	6

Sixteen (16) students took the pre-survey and from looking at the charts from the pre-survey, I concluded the following:

- Approximately 88% of the students were already exposed to technology in previous Social Studies classes.
- Approximately 75% of the students either agree or strongly agree that Social Studies is an important subject to learn in school, however 44% of the class were either neutral or agreed that Social Studies is about memorization and dates. Approximately 56% of the class disagreed that Social Studies is about memorization and dates therefore the class was split in trying to decide what Social Studies was about. In addition, six of the students (38%) remained neutral about being able to connect their personal background to history that is taught in class.

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Social Studies is about memorization of important people and dates.	2	7	3	3	
I find Social Studies an important subject to learn in school				8	7
I can connect my personal background to the history that is taught in class		1		11	3
I have learned about my cultural background in prior Social Studies classes		1		13	1
We have learned about my cultural background in my current Social Studies class		1	1	11	2

Classroom Context.

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I can safely express my opinions in class without judgement			4	7	4
I feel like my voice is valued in class (I feel like what I say matters)		1	1	8	5
Technology should not replace face-to-face interaction			3	5	7

Use of Technology.

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Technology helps me to think critically		2	2	9	2
Technology helps me voice my opinion in class		1	2	9	3
I mainly use technology to research	2	4	2	4	3
I mainly use technology to create (blogging, producing, podcasting, etc.)			7	5	3

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I have cooperated with a group of students to create a class project using computer technology		2	1	6	6
I communicate with others using technology			1	8	6
I know which technology, software, and online services to pick to help me solve problems			5	6	4
Technology helps me understand how the things we learn in school relate to real-life situations	1	1	3	8	2
Technology helps me to connect with other people to help build relationships with my classmates.		1	2	5	7

Fifteen (15) students took the post-survey and comparing the pre-survey results to the post-survey results, one can conclude the following:

- Approximately 60% of the students disagreed with the statement, “Social Studies is about memorization of important people and dates” in the post-survey. That is a 4% increase from the pre-survey.
- 100% or everyone agreed or strongly agreed that Social Studies is an important subject to learn in school in the post-survey. That is a 25% increase from the pre-survey.
- There was an increase in the connection between their cultural background and their current Social Studies class. In the pre-survey, approximately 56% found connection with their personal background in the current Social Studies class. After this unit, approximately 87% of the students found an inclusion of their culture in the Social Studies class.
- Generally, in the pre-survey, there were many students who felt neutral in many statements. In the post-survey, there was an increase to either agree or strongly agree in many of the statements.

From the original 17 students that were in the class, one student had to withdraw from the class prior to the unit due to personal reasons. In addition, there is a discrepancy between the pre- and post- survey. 16 students took

the pre-survey, however 15 students only completed the post-survey due to an absence in the class. Although this was only one unit, this validates that technology should not replace face-to-face interaction, however it should supplement the interaction. This is also shown in their reflection logs and student observation. Although they feel that technology is an important tool and they recognize that it can help them to think critically, collaborate with classmates, help them to bridge concepts to real world situations, and voice their opinions, students do need guidance to help them master the technologies so that they can take their learning to the next level. One student reflected, “The technologies were cool, but I would be so lost if Mrs. Abes and my other classmates were not there to help me.”

Interviews

Based on the reflection logs, I chose three students to help gain more perspective on this study. Although many of the students wrote meaningful reflections, I felt that these three students deeply expressed their thoughts of this study. Lola was a student who had mixed feelings about the study. Maganda fully embraced the study and Don Peron had reservations about the study.³ They were very thoughtful and had a lot of good feedback to give. They were asked the following questions and here are their responses:

1. If you used technology before in a Social Studies class, what did you use it for?

Lola: *Basically we haven't really done that much probably the most we've done is like ppt or prezi was the first time we used it last year and i hated it (smirks) because i'm not good with technology and prezi was confusing for me. basically yeah - just presentations nothing really like assignments or anything.*

Maganda: *We used it for pre-ap social studies and we used it to communicate with our peers and classmates to finish a project. (Teacher: What kind of technologies did you use in the pre-AP class?)*

Maganda: *google docs mainly google docs*

Don Peron: *Well last year in modern hawaiian history for project citizen we had to create a wiki page. (Teacher: What is a wiki page?)* **Don Peron:** *so it's basically the same as a google site. yeah that's basically it.*

³ Lola, Maganda, and Don Peron are pseudonyms for the students who were interviewed.

2. With this unit, describe how was it different in how you've used technology in other classes or in your previous Social Studies classes?

Lola: *Well we used a lot of different things that's for ... like a lot of different sites. but also instead of just using it for presentations and stuff, we got to be creative and stuff. it was fun and confusing as it was in some points, it was actually pretty fun because it just wasn't for presentation. like make it pretty and make*

present it .. it was like ok this is what i think and this is a creative way of saying what i think. (Teacher: How was it confusing?) Lola: I'm not a very technical person. I'm not good with the Internet and / or computers so I got kind of confused on some things and my Internet isn't the best. for some reason my computer hates me and it had stuff going on like facebook kept shutting down and my internet was super slow. different sites were not working as fast as i wanted it to so everyone kept getting confused. and we're all on a facebook page and we were all on facebook page and saying like what is this? why isn't it working? who gets this? so we're all going back and forth trying to help each other but it's different because we all have different computers so all the computers work differently. (Teacher: What would have helped you guys be less confused?) Lola: I think if we spent more time in class like actually going over how the site works. Yeah because i think that was what was confusing. we were like what button is this? what does this button do? and my internet has a toolbar and i don't know where that toolbar came from and it covers the half of my screen and i can't see the buttons so i started clicking random buttons so hopefully something would pop up but yeah it was kind of hard. i have an hp at home and they have macs at school.

Maganda: *The similarity would be the fact that we were able to communicate with each other with like our classmates and that's a similarity. the other similarity would be um we were able to see each other's information and see uh have like a deep understanding on other people's perspectives. and the differences .. i think it would be the fact that we did a thing on imperialism so i gained a deeper understanding on imperialism through technology and this class and i think it was mostly my understanding in imperialism and that was different from my other classes. because in my previous classes, i learned about imperialism too but i didn't really get it as much as i did this year. (Teacher: What was it different this year as opposed to what you learned about it last year? What have you gained from this unit?) Maganda: from this year, looking through everyone's glogsters and posts, i realize that imperialism still exists today like even in the smallest ways by just ummm taking away or building like Wal-Mart on top of a land that people might not even consider as a sacred burial but like yeah so i realize that imperialism is still here and i used to think that imperialism just involves ummmm it's just about wars and everything but it was actually more to that.*

Don Peron: *Well i guess this unit was more like individual based. there were alot more opportunities to be more creative with the web pages and like for the project citizen, everything had to be like more organized. there wasn't much space to express.*

3. With this unit, describe how was it similar in how you've used technology in other classes or in your previous Social Studies classes?

Lola: Similar we're so used to getting used to getting points for our grades. And you still have that different kind of "is it going to work on my computer" at home because there's always that thing that if I do it here is it going to work on a different thing. so that basically yeah. if that makes sense

Don Peron: similarities - well i guess that both of them like you had to commit like you had to take a lot of time to actually to get to know it.

4. What have you gained from doing this unit through the different web 2.0 tools that you used?

Lola: um i really like glogster. glogster is fun. even though it is confusing and a pain in the butt sometimes. i like it. i think i am more techy now. our class kind of came together because we were really it either irritated us or really excited about it. we talk alot. so yeah i'm a techy and the class bonded over how either ridiculous or cool it was.

Don Peron: well technologically well i guess i learned about the different tools that we used and i could apply those for other technology stuff and content wise, oh honestly it didn't help much with imperialism. it gave opinions rather than facts

5. Do you think you would have gained the same type of learning if we did not use technology?

Lola: ummm i'm i don't think i think the technology did help because it was a good like supplement for what we learned like contents wise in class and we just got to be like "yes this is what i learned now figure out what to say in pictures and stuff." **(Teacher: Expand on the bonding stuff. What was ridiculous? What was cool?)** **Lola:** (Bonding) we all have our facebook group so if one person didn't get it and if one person did, it's cool because you could explain it to someone and chat how to work it. so like we don't really get a chance to like really help each other that much. i mean we do, we talk alot, we're a very talkative class but its just kind of cool because if you have the same frustrations as someone, you can just vent about it and like i remember we didn't know how to do one of the blogs and no one really knew what we were supposed to do, so we were just posting on posts on posts like i don't get this. what are we supposed to do? i don't know. so some people were venting and then other people were like i know you're venting. i get that, but here's how you do it.

Maganda: No I don't think I would have gained the same type of learning because back then we would talk about imperialism using the books and other technologies but it was just google docs and that was it. it didn't like i'd hear the word imperialism and the first thing that comes to my mind is wars and control but i didn't really know, i didn't really know this much about it until i came to this class.

Don Peron: If we didn't use technology, we would have learned something different because well i guess if we didn't use technology, everything would be everyone would be on the same page like if you use technology you have that opportunity to explore more about the topic.

6. Doing this unit, has technology helped build connections with your other classmates? Has technology helped to build relationship with your other classmates?

Maganda: Yes it helps build a lot of connections. It made many of our relationships stronger because we were able to see each other's perspectives and respect it but at the same time we were able to comment on their on their blogs and stuff and we were able to just comment on it and ask our questions. When we ask questions or comment on their blogs, they reply to us and it helps us it helps us get a clearer umm view on their perspective.

Don Peron: Yes it has ... so like shoot it's like i guess seeing other people do ... like what they have to say about imperialism, it kind of gives you an idea of how they are as a person.

7. If there were improvements with this unit, what would you want to improve on?

Lola: Just working out all the technical bugs and stuff. technology and stuff is cool like i really think kids should really learn how to do that because we are in a technology age because everyone uses stuff like there's 2 year olds getting iPads so i mean it's good and we need to know how to use technology in the classroom for sure but there's a lot of kids that aren't techy and there's alot of kids that don't have the resources to so i think that's just what needs to be improved on but just like if it doesn't work would happen, what would happen if someone doesn't know how to use it and stuff like that.

Maganda: I don't really think there's ... i mean there's a lot of improvements but as of right now i really like the way it is. it's just that it's really hard - the Internet sometimes, like your Internet goes down and that's the only problem and your computer lags but other than that I think this activity is really good.

Don Peron: I guess that i don't i really don't like the repetition stuff, like commenting on everyone's glogs and like yeah. Well i guess what you're doing is fine right now, but maybe ummm we could like do more assignments just like we shouldn't just do three blogs but we should do something like more. different things.

8. Has what we did in class with technology changed your view on Social Studies?

Lola: Actually, yeah because alot of people think Social Studies is papers, books, history, stuff like that but really like using the technology you can see like there's alot of stuff that we learned in the past is still happening today and there's different ways of showing it. like imperialism and we had to do that assignment on finding imperialism today, it was really interesting all the different things of imperialism that are still happening like it kinda shows kind of like a metaphor almost. like all the stuff that happened in the past is in the media today. it shows the same ideas from the past are happening today.

*Maganda: Yes, technology changed my view of Social Studies because I came to realize that not everything that means i mean everything that happens in history is because you have a choice and it's not something that just naturally comes to you like everyone has a choice and it just depends on you and whether or not you wanna change change what's happening right now and not repeat the past and through the glogsters and the different things that i looked at with the use of technology, i was able to see that it's not too late to make a difference in the community. (Teacher: **Do you think that technology has helped build your voice on this issue?**) *Maganda: Oh yeah. I think it helped build my voice because in the blogs and the different technologies we used, we were able to express ourselves without anyone limiting us. There wasn't any time**

limits or say whatever you want to say and it didn't and you weren't like you weren't held back from whatever you wanted to say. You had all the time in the world to tell the other person.

Don Peron: *yeah, definitely. before i thought social studies was really boring but with this technology, umm i can see that like it really has potential to be a fun class. (Teacher: How could it reach that potential? What do you envision?) Don Peron:* *i guess i envision independent learning, like people learning at their own pace and like the teacher can set up the quizzes to see how they are doing. (Teacher: deepened your understanding from reflection?) Don Peron:* *well i guess umm like the online assignments, they weren't really focused on learning. they were focused on what other opinions people had, and we learned a little along the way but not as much if we were to like learn it without the technology.*

Based on their answers, it helped to reinforce what was brought up in the surveys - that their view of Social Studies has changed and technology has helped them to understand more of that idea. All three interviewees stated that they were not exposed to technology in previous Social Studies classes. If they were exposed, it was primarily to use it for presentations therefore this was a different way of utilizing technology which helped them to express themselves.

Through these interviews, it also helped to reinforce the idea of building rigor, relevance, and relationships in a Social Studies classroom. For some of the students such as Lola, learning these different technological skills was rigorous for her because she has always had problems with technology. For some of the students such as Don Peron, learning about the different issues on imperialism became relevant as they saw how current this topic can be as well as how it affected their ancestors. For some of the students such as Maganda, it helped to build relationships amongst the class because it helped them gain another perspective and they were able to be more open with their blogs.

Reflection Logs

There were four reflection questions that were asked after a topic was covered. The purpose of these reflection questions was to get an inside look at how they felt when they completed these assignments at home. Although they were amazed and astonished by the various tools that I gave them in class, I also wondered if they were still amazed at home. There were given a week to answer the reflection questions because they were also given a week to complete the assignments. They were:

1. What do you like so far about each lesson? What was difficult to understand? Has the use of polleverywhere and iJeepney enhanced your understanding of imperialism?
2. What are the advantages of creating blogs and google sites? What have you learned from each other's blogs? What was difficult about creating blogs and google sites?
3. Out of all activities, what was the most effective way in learning about imperialism? What did you learn about imperialism that you did not learn before? What helped you to understand imperialism? List out the activities and explain how it has helped you.
4. Has technology deepened your understanding of Social Studies? Has it deepened your understanding of imperialism? If so, how so? If not, what would help deepen your understanding of Social Studies? What problems did you have with the various web 2.0 tools?

The purpose of these reflection questions is for the students to look more deeply into their progress of learning and how they learn. These questions were an inside look of what the students thought about after a topic and technology was covered and if it helped them to understand this unit. From first glance and through observation, students were very engaged when first introduced, however I wanted to know if they were still engaged throughout the entire process.

Overall, the responses were overwhelmingly positive. Not only did they enjoy and were engaged in the technological tools, they began to connect with the concept and how it is apparent in today's society. Although there were some frustrations from the assignments and some were overwhelmed, many of the students took away some lessons. Many of them were surprised that imperialism still exists today. Out of the 16 students that were in the class, 14 students completed the first three reflection questions and 11 students completed the last reflection question. There were six themes that kept repeating itself throughout the reflection logs which were:

1. Learning from each other
2. Freedom of Expression & Creativity / Building Voice

3. Skill Building
4. Shift in Thinking
5. Multiple Perspectives / Resonance
6. Continuous Learning

Learning from each other

The first reflection question asked them about particular technologies, PollEverywhere and iJeepney. Eight (8) out of the fourteen (14) students mentioned that they appreciated how they were able to communicate with each other and learn from each other. With the use of PollEverywhere, one student said, “I thought it was interesting to see everyone’s different views on imperialism on one screen with only a few words instead of lengthy sentences.” Another student added, “Although they are hard to use, iJeepney and PollEverywhere enhanced my understanding of imperialism because I was able to see my classmate’s definition of it.” Although they were able to see other’s opinions, one student felt that, “It does allow me to see other opinions, but most opinions were the exact same thing, I didn’t get anything out of it.”

When looking at the use of blogs and Google Sites, there were more advantages than difficulties that were mentioned in their reflection logs. Although many of them talked about the freedom to express themselves, some of them still mentioned communication and collaboration. One student reflected that, “The advantages of creating blogs and Google sites are being able to see others’ work, collaborate with classmates and teachers, and learn through 21st century technology.” Another student mentioned, “Having these various blogs gives us a better idea of how our classmates see the different units we’re covering, and in my opinion it was easy to see then when we all did individual Glogster posts on different imperial / imperialized nations.”

From the unit, many of the students felt like they benefitted learning from the use of technology because they learned from each other. From the last reflection question, 6 students out of 11 felt that they benefitted from each other’s work because they learned from each other. One student said, “I think technology with the

blog helped us learn more together.” Another student said, “It also allows to see what other people think too which is important.” One student said, “Through this I was able to see how the different views of imperialism and the different ways it could be interpreted.” Lastly, one student reflected, “What makes technology so different from just simply reading a textbook is that I can listen to and appreciate the ideas, comments, and questions from my peers. They proved different perspectives and introduce me to concepts and events that I have never heard before or thought of before.”

To first set the foundation, I introduced imperialism through the use of PollEverywhere. When I asked them to take out their phones, they were very hesitant because they thought that I would take it away. When I explained the purpose of PollEverywhere and how they would utilize their phones to give answers, they were astonished. The question was, “What do you think of when you heard the word imperialism?” They texted their answers and as they saw answers on the screen, they sat in awe. One student said, “This is cool!” Another student said, “Oh my god! Wow!” Others could not wait for more answers to come up. As they read the answers, their facial expressions changed and they started to look at each other to see who texted the answer. Some students really squinted and nodded as they read the answers. When we discussed the answers that were on the screen, I asked to look at similarities and trends and many students had something to say. It was a very good discussion starter and they had an opportunity to talk about imperialism with this as a base. Someone also mentioned during the discussion, “This is nice because we can talk generally about the comments and the comments on the screen are not pinpointed at any one person.”

Lastly, they also taught each other about using the different technological tools. As I first guided them through using blogs and Glogsters, some students were behind and at different places. As students asked questions, other students guided them to catch them up. In addition, I gave them “free play” to explore the technological tools. Once a student found a feature, they were excited to show other students and learned from each other in this way as well.

Freedom of Expression & Creativity / Building Voice

Another theme that continued throughout their reflection logs was the idea that they enjoyed being creative and were allowed to freely express themselves. One student reflected, “So far, I liked each activity because its creative and different in a way that allowed me to clearly understand what imperialism really means.” Another student stated, “So far, I would say that the thing I like best about these new lessons are the freedom we receive as students. I’m really not used to having so much free will when it comes to using different technologies, at school as well as at home, and it’s kind of cool to see the various alternatives to traditional school work and lecture.” Another student expressed, “I really like how we are able to make this blog and just express how we feel about imperialism, and overall everything that has happened in this class. I feel like this is a really great way to express our feelings and see what others have to say.”

Blogging, especially, has given them the freedom to create their own knowledge and collaborate with others to make new knowledge. As one student stated, “The advantages of creating blogs and google sites are being able to see others’ work, collaborate with classmates and teachers, and learn through the 21st century technology.” Another student stated, “Creating blogs and google sites give us the right amount of guidelines to follow while we are able to creatively construct our own perspective about what we are studying in class.” One student emphasized on individuality as he stated, “The advantages of creating blogs and google sites is being able to see how each of our blogs reflected our individuality.” As one student nicely sums up, “I believe that creating blogs and google sites is like making art. One of the advantages is that it gives students more freedom to express themselves. Also, creating blogs and google sites provides a greater opportunity for students to “adapt” to each lesson and gear it towards how they learn the best. One example is the blogs. The main idea was imperialism in today’s society. Students could show this in a number of different ways, such as pictures, videos, articles, and songs. And with the Internet, the possibilities are endless. This is a more independent type of approach, which really gets students involved with the lessons.” Therefore, not only are they able to freely

express themselves about educational issues, they can get feedback from others. They are able to not only create blogs, but create new knowledge with these blogs.

Skill-Building

Other than learning about Social Studies, they really learned new technological skills and moved up the Taxonomy ladder. When asked about blogs, many of them knew what a blog was, but few actually had one. They were unclear as to what the purpose of a blog was. For them, it was easy manipulating the various web 2.0 tools, but what was difficult was to get their ideas and what they have learned throughout this unit through this manner. As one student reflected, “I know that by using this type of technology in our learning will help us in the long run; however I think that an oral discussion for me is easier to do than using technology to communicate my ideas in class.” Another student stated, “There were some parts of the assignment that I felt loss due to my lack of comfort with the site and type of technology as well. I think if we do this more often in class we will be able to do assignments such as these easily.” Although many of the students use a computer daily to check e-mail, Facebook, or create reports and presentations, the tools that were given to them was a different level of rigor for them because now they had to evaluate, analyze, and create meaning from this unit. It was not simply to look for an answer, but now to create one for the class to learn from.

Although there were no questions specific to their attitudes and feelings towards using technology in general, four students did mention that they liked the fact that they were using technology. One student reflected, “I really like how we are integrating technology so much into our work.” Another student reflected, “Although I enjoy taking notes as well as watching videos, this is new and interesting approach to learning.” One student also saw the benefit in just learning about technology overall. She commented, “Creating blogs and sites is a great way to help people improve and be more “internet savvy.” The internet has become part of my everyday life and I find it surprising that there are still people my age who have a pretty difficult time with these kinds of things.”

The skill is also in not creating information with these technologies, but also maintaining it. One student stated, “The biggest disadvantage would have to be not knowing how to keep up with all of these different sites. There are soooo many, and everyone’s constantly updating and upgrading their sites. Hopefully it’ll become second nature to check certain sites periodically.”

Shift in Thinking

One student stated, “The only thing we, as students, need to get used to is the huge realm of blogs we started using. A lot of us have blogs, but nobody really treats theirs as anything of substance. For me, it’s kind of difficult to transition into maintaining an educational blog for school from updating a music blog whenever the chance comes about or someone has a request. I believe that we’ll all get used to it, eventually.” This shows a shift in thinking that technology can be used for more than personal interest. Although there may be a lack at the high school level, the more exposure students can have, the more they can see that many of the technologies they use for personal use can also be for educational use as well. This shows a shift in thinking to allow students to see tools used for different purposes. This allows students to be able to manipulate tools that are given to them to maximize their own learning. This also gives students the opportunity to be able to choose what tool will solve a problem. As stated in the post-survey, 10 out of the 15 students were able to choose what technology to help them solve a problem. That is an increase of 1%. Although it is a small increase, note that nobody disagreed in the post-survey whereas 3 people disagreed in the pre-survey. With a little more practice and use in multiple units, it may have increased more.

Multiple Perspectives / Resonance

Although some of these findings were not consistently reported in student’s reflections, it is important to note the relationship between what they have learned and their cultural background. Out of the 16 students in the class, 7 students are Filipino. When they were exposed to the iJeepney lesson, many of the students were astonished at what happened to the Philippines and empathized with the Filipino people. One reflected, “I think

the most effective way in learning about imperialism was the iJeepney. Reading it really gave me a better understanding of the imperialism in one example.” However, students who were of Filipino ethnicity gave a deeper sense of reflection. One student wrote, “We haven’t just stopped at Africa but also ventured to as far as the Philippines, it gives me a greater understanding about imperialism especially since my family’s home country is the Philippines.” Another student reflected, “iJeepney enhanced by understanding of imperialism by providing an example that is very relevant in my life: American imperialism in relation to the Philippines. This example really hit me hard, and I have a much better understanding of imperialism and its effects because of it.” This shows that by making content that is relevant to them and their background, they are able to understand it better because they can find more meaning in it. As one student stated, “I like that each lesson gives not only the facts and the concepts but it focuses on the emotions and underlying details on imperialism, trading, war, etc. It is stuff like that, that makes history more understandable because it makes it able to relate to our everyday lives and the emotions we experience. It shows that we aren’t so different from the people from the past and that we can learn from them.”

In addition, utilizing the different web 2.0 tools was a different avenue to learn about a Social Studies concept. One student reflected, “I like how we’re learning about both sides of imperialism. Usually when we think of imperialism and its relation to world history, we think of only the dominant countries because their cultures are what influences today’s society the most.” Not only do students look at different perspectives from each other, but they also look at different perspectives in a historical sense. They were able to look at both the oppressors and the oppressed and be able to comment on both sides. For most of history, as written in textbooks, is told from the winner’s side. Because history is so varied, teachers have many ways of telling history, one of which is only from a “winner’s perspective.” Using these tools and being able to set this foundation of always looking at multiple perspectives allows students to further explore what is behind this story as well as other stories that are untold in a history class.

Continuous Learning

What was also interesting is the sense of time students could have with these technologies. One student reflected, “Creating blogs and google sites allows all of us as a class to share our work easily wherever we are.” One student reflected, “The great thing about it [blogging] is that we can keep posting our blogs twenty four seven, unlike before, we had to wait for an event where we had a discussion to express how we feel. I am excited to see other people’s perspectives towards imperialism and overall history.” In a traditional classroom setting, students are usually prompted when to speak and on what subject. Blogging, as an example, allows them to create an intellectual safe space where they can bring up issues discussed in class and they do not have to wait for a teacher to necessarily prompt them to begin or end. As one student stated, “Besides improving their knowledge on these things, it allows someone to be themselves and express themselves with more organized thoughts. In class, we all agreed on intellectual safety, but our discussion might not be up to par because our thoughts aren’t organized, but by giving the time to do it at home, this will help bring a more greater understanding to the subject at hand.” Another student stated, “The advantage on creating these blogs and Google sites are that we can communicate out of the class.” This shows that students do not need to wait for class time to discuss an issue. In addition, this also shows that they are taking what they are learning outside of the classroom. In order for them to understand the concepts learned in class to real world situations, students must be given the opportunity to be allowed to look at, discuss, and create what they have learned in class to real world situations outside the classroom.

Efficiency was another idea that students mentioned. Another student stated, “Efficiency is something that I really like about this imperialism/technology unit, as it’s hard to come by when I have to do assignments at home without a computer or someone to ask if I have questions.” Another student stated, “Not only do we have a creative outlet now (as opposed to writing traditional papers, etc) that many of us are comfortable with using, but we also have a quick way to share our thoughts and opinions with others while away from class.” It is

the idea of constant feedback and instant learning because anyone can comment on anyone's blogs at any time. This really helps the idea of becoming a life-long learner because they are taking their learning beyond the classroom walls and at their own pace so they feel comfortable and confident with their answers.

Student Work

It was very interesting to see the different types of media that was created from this one concept. For example, they were assigned to create a Glogster, or digital poster, on a country that was imperialized. Two students chose one country, but they had to create an individual poster. On the poster, they were to summarize the stages of imperialism: opportunity, propaganda, and justification for that country and find pictures, songs, and / or video that will help the class to visualize imperialism in that particular country. The digital posters they created were all very different and creative. Because of the wealth of information that they can find on the Internet, all students had different information, even if they had the same country. One student even embedded a video onto her Glogster to help create her visual of her chosen country. It really allowed the students to be creative and step outside of their comfort zone.

What was also interesting to see is the information they created on their Blogger. Because this is an integrated class, we also supplement our information from literature readings that the English teacher chooses. Since our unit was on Imperialism, she chose poems and songs from Hawaii that discusses the same idea, but from the oppressed point of view. Students were then to dissect each poem and song to look at the deeper meaning, specifically to see its connection to imperialism. They spent an entire class period dissecting and discussing the two poems and songs. Towards the end of the period, students were discussing their thoughts on the readings and one student asked the question, "Does imperialism still really exist or is it just in our minds?" When I asked her to elaborate, she said the following, "Are our minds imperialized? Is it only in our minds that it exists or does it still continue today?" This was a perfect time to create their first blog. Their first assignment

was to find a current issue of imperialism today either in an article, song, media, or poem and to discuss it.

Then, students were to make at least two comments on two other blogs.

Their findings and the responses were astonishing. First, rather than just making two comments, actual conversations were threading on some of their blogs. One can see not only their responses to the blog, but their responses to each other. Some would say they agree or disagree or they saw the value in each other's blogs. They also posed questions to each other. The authors of the blogs also responded to the comments made on their blog. If one looked at the dates that these comments and blogs were created, it varied over a span of a couple of days. This emphasizes the idea of learning at their own pace and really taking the time to gather their thoughts to be more organized. In addition, the blogs were accessible 24 hours a day, 7 days a week, so it was easy for students to go on during their own time to create and make comments.

But, what was more enthralling was the content they provided for their first blog. I gave a very broad definition of imperialism which was, "the policy by a stronger nation to attempt to create an empire by dominating weaker nations economically, politically, culturally, and / or militarily." The assignment was to look at current issues of imperialism. My first assumption was that they would look at Iraq and Afghanistan or the idea that stronger countries taking over weaker countries. Although there were some blogs that discussed those issues, other blogs also looked at other forms such as the Akaka Bill, sex trafficking, and disregarding sacred land in Hawaii. Other students looked at modern day songs and connected it to imperialism such as Foster the People's, "Pumped Up Kicks" and Helio's, "To Write Lover on Her Arms." The student explained his blog on "Pumped Up Kicks" - "On the surface, the songs talks about a boy who takes a gun from his father and threatens people. Basically, it gives the perspective of the dominant countries. The boy with the gun could be the military with superior weapons, the missionary with his beliefs, or the king with his greed. Now, the boy took the fun from his father. When we think of father and son, we think of an inseparable bond. The father is a role model for his son, and his son will aspire to be like him someday. I think that this "father" in terms of

imperialism is the want for expansion, resources, and overall, power. And just how everyone has a father, every country wants these things. Their desired often clashed and erupted into violence. So who did countries with “the gun” fight with? Well, if the purpose of wielding the gun was for the want for expansion, resources, and power, then obviously they wouldn’t fight other countries with “the gun.” They would go for weaker countries, or in the song, the “kids with the pumped up kicks.” The kids with the pumped up kicks represent a population of people with an established set of beliefs. In the end, the boy ends up pulling the trigger. This happened often throughout history, and examples of imperialism, whether militarily or ideologically, can be seen today with this song.” What students have looked at is now the evolution of imperialism throughout time.

Lastly, their assessment was to create an overview of imperialism and the future of imperialism by media of their choice. They were exposed to many different web 2.0 tools throughout the year and in previous classes, but I wanted to see what technologies they would use to help visualize what they wanted to convey.

Teacher Reflection & Student Observation

Based on the observations I have made, I can say that they were engaged and focused. The discussions were meaningful. Although it took some time for them to get used to maneuvering the web 2.0 tools, they got the hang of it over some time. Most of the frustration came from trying to maneuver the various tools. Because it wasn’t easily embedded into each other, they also had to click on each other’s links where a new window would open. In the following paragraphs are excerpts from my teacher reflections:

The first web 2.0 tool that was introduced to them was PollEverywhere. I asked them to take out their phones and they were hesitant at first because the school policy is that no phones were allowed to be used in the classroom. I reassured them that since it was the teacher asking to take out their phones, it was for educational purposes.

They took a quiz on imperialism before we went on spring break, but the results were not great. We debriefed a little bit about the unit and so that I could better understand what they know about imperialism, we

took a poll through Polleverywhere, which was “What is imperialism?” I had them either text their answer with their phone or respond through the computer if they did not have text messaging privileges or phones. As they were completing the poll, a student responded, “This is so cool!” Another responded, “What else can I text?” They were very engaged in the process. When they finally texted their answers, I asked them to look for themes and commonalities. The responses were interesting. They were able to look at other responses and add to them. No one knew who put out what answer so it students could speak freely about the answers they saw.

I wanted to make sure they had a good foundation about the concept first prior to looking at it with technology therefore I transitioned their answers into my Power Point about the causes of imperialism. I explained that we were going to look at the roots of the imperialism so that you can understand when we look at different forms of imperialism. I also showed what their end product would be and they looked very excited. After the Power Point, they received a video worksheet and watched, “African Magnificent Cake.” This was an example of the effects of imperialism on the country and its people so that they can help visualize what we talked about in the power point.

The third lesson was an integrated component by my co-teacher. She brought in literature that connected to Hawaiian imperialism by the United States. Students got into small group discussions to discuss all three poems. Once they reviewed all three poems, students got into a big class to discuss all three poems.

During the discussion, students really got into the poems and integrated what they learned yesterday. The poems, at first glance, did not look like it related to anything that dealt with imperialism because it had quotes such as “flowers of the land”, or “plant and grow.” (Poems will be posted in the Appendix section.) They got into a big class to debrief about the poems. They came up with the following conclusions: (These are summaries)

- *Hawaiians need to stand together*
- *They’ve been beaten down, but they can still stand together*

- *Tone of resistance*
- *Looking at the effects imperialism and that although annexation happened 100 years ago, the effects still last*

One question that a student posed was, "Is imperialism really here? Or is it just a battle in our own mind?"

Imperialism is in your own mind. Only looks at long-term effects. Imperialism is ingrained in your head." The last question a student posed really helped to spark a discussion therefore their homework is to find an article or media (song, newspaper, video, poem, political cartoon) that looks at imperialism today. Does it still exist? With this information, they created their first blog to explain and have students in their class to comment on their research.

From the blogs they created, it was amazing at the kind of articles they found that looked at current issues of imperialism. The comments were also interesting because some students acknowledged that some of the issues they already knew about, they did not see a connection to imperialism until one of their fellow classmates explained it more clearly. One student commented, "I didn't realize that the song, "Pumped Up Kicks" could be related to imperialism. Now I look at that song differently." Through this web 2.0 tool, blogging, they can gain new knowledge from each other.

Although they were exposed to some technologies, the students did not really take a focus on utilizing the web 2.0 tools until the fifth lesson and from there, the last three lessons were concentrated on utilizing the technological tools to create information they learned about imperialism. Here is what I noticed as they were going through the last three lessons:

For the fifth lesson, we went over the three stages of imperialism: opportunity, propaganda & semantics, and justification. I asked the to recall the skit they saw prior and give examples of each stage in the skit.

Students responded with the following:

- *Opportunity was when Spain let go of the Philippines*

- *If they controlled the Philippines along with other countries, the U.S. could control the Pacific.*
- *Propaganda was when “Sam” was spreading rumors and letting everyone know that “Maganda” was his already.*
- *Justification was when U.S. told Philippines that they could not live without them.*

They opened their computers and went to iJeepney.com. I explained that this was a curriculum designed to look at Filipino history, but with the idea that this history is similar to other countries so we will look at this as an example. I asked them to look at the “Challenge History” portion of the curriculum and as they read through it, they should fill out the “Game of Imperialism” based on what they’ve read. I gave them approximately 7 minutes to complete this task.

The diagram below is a classroom map of the class. The class sat in three rows when they explored iJeepney. Based on what they did when looking at iJeepney and when we had our discussion, these were my observation notes:

		M		N	O	
F	G	H	I	J	K	L
“To the U.S. - it was their correct justification. It worked well in their favor, people did not know what was going on and since they were darker, this was ok.”				Whispering about the characters (?)	“U.S. governed them without their consent and made them believe that they couldn’t leave until they (PI) could take care of themselves.”	Anti-imperialist political cartoon.
	A	B	C	D	E	
	Looking at iJeepney posters that they created at the beginning of the year			“Justification was to bring forth democracy” As she was reading through the iJeepney curriculum - “Oh this is messed up.”	Looking through the iJeepney curriculum - looks behind at Princess, smiled after reading a section. “Spain began using against Filipinos - there was the opportunity.”	

After the discussion, I asked them to go to edu.glogster.com. I told them that the Philippines was not the only country that was imperialized. I summarized that they will be creating a glogster, or an interactive poster, on a country that was imperialized. I also told them that the reason why I liked this web 2.0 tool was because they can include videos and sounds to this poster. I showed a brief tutorial on the kinds of things they could do and they tried some of the things on their computer. Some of the reactions were:

- *Wow!*
- *This is cool!*
- *Oh my gosh!*

Because of time constraints, they continued this for the next three lessons. Their homework was to choose a country and research on what they could put into their glogster. I then asked them to create a new tab and go to blogger.com. I started off the conversation by asking them what is a blog. They answered that it was a place where they can post up any type of information. I asked them how many own a blog and only four raised their hands. I asked them how many of them follow blogs and the same four raised their hands.

I then explained that they will be creating a blog on the topics that we will be covering in class. We went through the process of creating a blog on blogger. Because they had their own accounts through the Google Apps Department of Education – they can sign in with that username. I showed them my blog and I told them that the content of their blogs can be found on my blog. They can ask questions on my blog and / or any clarifications. Responses and observations included the following:

- *Wow!*
- *Some were obsessed with creating their name for their blogs.*
- *Some were surprised that their username was already taken.*
- *Some were obsessed with creating the theme for their blog.*

I asked them to go into Google Sites and take a look into my site that they will be creating and updating as they go through this unit. We went through the process of creating a google site. They added their pages and created a link from their blogger to their google site. Lastly, they shared their site with their classmates. This way, their site will only be shared with their classmates and there will not be an issue of privacy.

Overall, there was some technical difficulty as to be expected. The hardest part is always getting it started and setting the foundation because everyone is at different paces. There were constant comments such as, "This is cool. This is awesome." From my observations, they were obsessed with choosing themes and making nicknames.

This also helped to confirm that, like shown in the pre and post-survey, technology should not replace face-to-face interaction. Many of the knowledge constructed was through in class time and discussions as well as their basis of understanding of imperialism, however how they extended and enhanced their knowledge was through the web 2.0 tools. Through the tools, they were able to stay engaged throughout the unit as new tools were introduced to them.

I was overall impressed at the breadth and depth they reached through this unit. They showed how imperialism has changed over time through current examples such as the Akaka Bill and "Pumped Up Kicks." For many of the students, they were more open in their blogs and with their comments and it helped with their discussions in class.

CHAPTER 6

CONCLUSION & RECOMMENDATIONS

Overview

If we look back to the central research question, it is:

1. How can technology be used to support and extend the goals and purposes of Social Studies?

More specifically:

- a. How does technology develop the 21st century learner to think critically, develop their voice, build connections and act collaboratively in our Social Studies classroom and beyond?
- b. How can technology build rigor, relevance, and relationships in a Social Studies classroom?

What is commonly mistaken about Social Studies is that it is primarily focused on content rather than a process of learning. As a Social Studies teacher for the past five years, I want students see this subject as important and relevant because they are part of the process and they are not mere consumers of history, but they actively contribute to the making of Social Studies everyday. Many of the concepts learned in Social Studies and history classrooms exist in today's issues. This study has shown that technology has the potential to develop the 21st century learner to not only think critically, but also act in a civic manner and help to produce active citizens.

Because of the variety of tools that are available on the Internet, teachers may become distracted and overwhelmed when choosing tools that can best help students understand Social Studies. However, the central question is not what technology to use, but how for whom, what purpose and how do we use it. For this study, I wanted to use a cultural-based tool to help make it more relevant to my culturally diverse classroom and I wanted to focus on critical thinking, collaboration, and creativity. By doing this, I gave them skills and opportunities to use and develop this skills. As a teacher, I always made it a point to tell my students that it is my priority that I not only teach you history, but I also teach you skills that you will continue to use in other classes and outside high school. By allowing them to utilize technology with this controversial unit, my purpose

was for my students to recognize the past and current oppression that exists in our society, be able to freely express themselves about this topic with their classmates and have an open dialogue amongst each other, have a personal connection with this unit, and learn to create their ideas through technology. Therefore I wanted to find web tools that would help achieve this purpose.

One important lesson that I learned was the technology cannot replace good teaching. As we went through the unit, it is very important to note the importance of the face-to-face interaction alongside the technological component. Although technology can readily engage the students, it does not mean that they know more content. They have the opportunity to do so, however these are still high school students and they still need guidance. Curriculum and pedagogy are not solely technology-based therefore the focus should not be on the amount of technology, rather how can educators integrate more into their existing curriculum. We must remember that the foundation of our education is not technology, rather it is our content and pedagogy that sets the foundation and technology is a supplement to help students build upon that foundation.

Implications & Recommendations

My study began solely focused on the role of technology in the Social Studies classroom, however at the end of my study, the focus centered more on Social Studies and how we can use technology to bring the importance of this subject to the students. I assumed that by using technology, it would engage students more with the content and that learning would be more meaningful. Although this is partially true, learning could not be any more meaningful had not it been for the teacher setting the foundation. After completing this study, it has come to my attention on the important role of the teacher in this process and the choices she/he makes to make learning more rigorous, relevant, and build relationships amongst each other.

In addition, the idea that technology may replace teachers and encourages isolation is proven wrong through this study. One of the foci built into this study is to allow students to build voice because one of the best ways to learn is to express yourself through voice. It allows a student to be challenged and be open to how

others respond. Although their physical voice may not have been used, they were able to express their opinion through a variety of media including the blogs and glogsters. More importantly, students were able to go to their peers' pages to look, comment, and learn. Although technology was an engaging tool for students to enhance their learning, their blogs and digital posters would not have the depth and breadth that it does without the foundation I have set through lectures, discussions, and simulations. The following recommendations should be implemented if a teacher were to continue this process:

3. Promotion of critical literacy and ethical users of technology
4. Using Professional Development to build technological skill
5. Balancing traditional and technology pedagogical components
6. Pacing the technological tools
7. Extending the social action portion of Social Studies with technology

Promotion of critical literacy and ethical users of technology

As one student clearly stated in his reflection,

I've heard of this type of learning in post-secondary education such as college and specialized education. I think the reason why this isn't implemented so early is because students have a tendency to procrastinate. However, when it's involved with something as fun and relevant in today's society such as the Internet, I believe that this type of independent learning will inspire students to learn and should be used at the high school level.

This statement resonated with me because students should not be able to wait until a post-secondary educational setting in order for them to be exposed to this type of learning. I think what is hard about this statement is that the Hawaii Department of Education has put many blocks on tools and resources that could be useful in an educational setting. The assumption is that these tools could be abused by both faculty and students. For example, YouTube is blocked on campus. Although it has many educational videos that are free and accessible

to teachers, there are also inappropriate videos that may detract students from learning. This is why it is very important that our educational system pushes and promotes students to be ethical users of technology.

Students fill out an Acceptable Use Policy form in order to use the Internet, however there is not enough classroom time spent on what it means and why it is important. In my class, for instance, there may be discussion on plagiarism and evaluating sources online, however it is more of a lecture when we talk about using technology for educational purposes rather than a discussion and allowing students to express and learn what it means to be an ethical user of technology. I believe if students understood the concept of being an ethical user and got the opportunity to practice this value with the web 2.0 tools available to them, they would not have to wait until college or vocational school to expose themselves to the virtual world. Spending some time guiding students to foster critical literacy and be ethical users of technology can allow them to maximize their learning opportunity with the tools and resources available to them on the Internet.

Using Professional Development to build technological skill

A student reflected, “Plus, it allows people who don’t get a chance to talk much in class, such as myself, to have a voice. In this day and age, I think it is important to be accustomed to all sorts of technology because it will probably be necessary in college and at the workplace.”

In order to promote critical literacy amongst students, it is important to understand that we, as educators, know how to promote such a skill by learning it through professional development. Although we were trained in our content area during our post secondary education, it is also important to train ourselves in the type of skills that our students would need after they graduate from high school. Throughout this study, I felt that I needed to master the tools first because it does take skill to really be able to manipulate it the way that teachers can to get the most learning out of this tool. It is important that educators continue to learn the skill that is needed to prepare the students for the real world and to maximize a student’s learning in and beyond the classroom so that the content can continue to be rigorous and relevant to the students.

After completing this study, it is absurd to think that technology can ever replace a teacher and that should no longer be a fear. Throughout this process, it was I who controlled the technology. The technology did not control me, but we do need to take the time and learn this tool so that we can master it and control it to help maximize a student's learning. As an educator, you must be able to build that skill within yourself so that you are better able to teach the students in the 21st century.

Balancing traditional & technology pedagogical components

As one student reflected,

What makes technology so different from just simply reading a textbook is that I can listen to and appreciate the ideas, comments, and questions from my peers. They provide different perspectives and introduce me to concepts and events that I have never heard or thought of before. However, this does not devalue the merit of reading textbooks. One has to read from the textbook to get a basic idea of the events in order to react to them.

Although it can be more engaging for students to learn with technology, we must not forget our foundations of traditional learning. As mentioned before it is very important for the educator to master a variety of technological skill, but it is also important to balance these components. The tools, such as Blogger and Glogster, are great tools to help students create meaning from their learning, but their first point of contact is their teacher. I do not think that the students would have created as much depth had it not been for the foundation that I set prior to learning and implementing the web 2.0 tools.

In order for educators to disprove this idea that technology will replace teachers, they must first understand that they are in control and they control how much technology to use with their lessons. They must ask themselves, "Will this enhance or distract my student's learning?" Part of the problem with this unit was that there was too much technology built into the unit that the students were unfamiliar with. My primary focus was on technology enhancing a student's learning, however I have concluded that it really is only a vehicle to what is truly important: my content level, Social Studies.

What helped me to understand this was looking at the reflection question: “Out of all activities, what was the most effective way in learning about imperialism?” Out of fourteen students that have answered this question, six answered it with a traditional lesson such as a teacher-led Powerpoint, game simulation, or discussion. Eight answered it with a technological component such as a blog, Glogster, or PollEverywhere. This shows that students still need traditional teaching techniques in order to optimize their learning with technology.

Pacing the technological tools

One recommendation is to limit the introduction of too many technologies were introduced for one concept and one unit. They were introduced to four different web 2.0 tools in only one unit. Asking a student to master content and many technological skills is almost impossible. The Internet is not perfect therefore there were many frustrations and complications as they were trying to complete their homework online. Not only are they trying to master content, they are also trying to master the skill to help them better understand the content.

Although majority of the students concluded that technology deepened their understanding of Social Studies, there was one student who felt too overwhelmed by the technology that it distracted her from the learning. She reflected,

Technology has not deepened my understanding of social studies. In fact, it has lessened my understanding of both social studies and imperialism. The technology was hard to use. It was all piled on at one time so it became incredible difficult to use. I had no idea what I was doing and needed my classmates help to complete the assignments. We had to learn about every form of technology in one day so we were incredibly confused. The confusion made it difficult to focus on the educational aspect of the assignment. Everything was just difficult to work with so its hard to pick out one specific thing that was the problem. I guess technology overload would basically sum up all the problems I / we had.

She also added in another reflection, “Although these activities seem “cool” and different from what is normally done in classes, I do not feel as though I have an enhanced understanding of imperialism. I feel more as though I am in a class geared towards technology than world history. I especially felt that way on Friday when all we did was go through the different sites we would be creating.”

In addition, there were glitches in the technology. One student reported, “It was also incredibly glitchy at times, especially with the Glog, and I don’t know if you’re asking about that or not, but the Glog made me really mad. It took me triple the time to finish it then it would have taken me to design a poster. At one point it got so glitchy, in order to edit or move something, I had to switch to another page on my browser and then switch back.” Moreover, some of the technologies did not work as well together as I would have liked. One student stated, “If google sites were integrated with Voki, Glogster, PollEverywhere, Animoto, and all of the tech tools introduced to us, it would be even better. This way, we don’t have to go from one site to another because embedding is very hard for me to do due to my lack of technology use.

Extending the social action portion of Social Studies with technology

Part of the goal of Social Studies and as an educator is for students to be able to know that Social Studies is a process and they continue that process through the actions they take. The impact of many of these events, such as imperialism, still resonates in many countries today and the effects are still apparent in today’s society. In fact, there continues to be “stronger” countries oppressing “weaker” countries for power, wealth, and resources. In order for this oppression to stop, people need to take action so that this does not happen again.

Part of why I wanted to become a Social Studies teacher is because I was passionate about students taking social action regarding controversial issues such as imperialism and oppression. By hoping to build rigor, relevance, and relationships, students will build enough confidence in themselves and their voice to know when to stand up for action or at least educate others about what they have learned.

To extend this study, we could have led a discussion on the next steps: “Now that we know about these injustices, what can we do about it?” What would be interesting would be to see how the students could use technology to take social action such as integrating social media such as Facebook and Twitter to spread the word about these injustices. Going back to Bloom’s digital taxonomy, the highest level of learning is for students to create their own content. Although they have created many blogs and interactive posters to

demonstrate their analysis and evaluation of what they have learned, it is also important to learn that the process of Social Studies continues with them and what they do with the information. One cannot really know if they have learned from the past unless they do something about it and what better way than to take social action.

This study has significantly added to previous studies in which it has added some suggestions about how technology can be more integrated with Social Studies. In addition, it has changed my assumption that technology is not the “be all, end all” solution to any content area and as educators, we must really take the time to master technological skills that will help maximize our student’s learning. In order to understand what type of technology to use, we must understand the purpose of our content area and the objective of each lesson that we create. We must ask ourselves the following questions when planning a lesson:

- How will using this tool enhance a student’s learning?
- How can we use this tool to meet the purposes of Social Studies?
- Will this tool help students understand the objectives and essential questions this unit has to offer?
- What skills are needed to use and master this tool?
- Will this tool detract from learning the content?

Lastly, we must always remember that Social Studies is our foundation and technology is the vehicle to drive that foundation to give it rigor, relevance, and build relationships amongst 21st century learners.

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Appendix A: Unit Plan

Unit: Imperialism

Grade: 10

Quarter 3

Big Idea(s) / Major Understanding(s): *Students will understand that...*

...what countries will do for resources and power. Students will understand how countries manipulate other countries to gain their power and the effects of that manipulation, which was also called an "Age of Imperialism." Students will understand that imperialism is a current issue and is still controversial in many of today's issues. Imperialism not only affects a country's economy or government, but the people as well on a personal and emotional level.

Essential Questions:

- What are the causes of imperialism?
- How does imperialism affect a country's economy, government, resources, and military?
- How does imperialism affect people?
- Is imperialism apparent today?
- Has imperialism evolved and changed over time?

HCPS III Benchmark(s):

Taxonomic Level

Benchmark SS.11.3.9: Explain the ideological and economic interests that drove European, American, and Japanese imperialism in Africa, Asia, and the Pacific

Level 1: Awareness
Level 2: Comprehension
Level 3: Application
Level 4: Analysis
Level 5: Synthesis
Level 6: Evaluation

English 10 Standard 3: Literary Response & Analysis - Respond to literary texts from a range of stances: personal, interpretive, critical.

English 10 Standard 6: Oral Communication: Convention &

Skills - Apply knowledge of verbal and nonverbal language to communicate effectively in various situations - interpersonal, group, & public - for a variety of purposes

NCSS Strand #1: Culture

NCSS Strand #2: Time, Continuity, and Change

NCSS Strand #3: People, Places, and Environments

NCSS Strand #6: Power, Authority, and Governance

NCSS Strand #9: Global Connections

CONTENT

SKILLS

Appendix A: Unit Plan

Definition of Imperialism	Definition of Imperialism
Stages of Imperialism	<ul style="list-style-type: none">• Note-Taking: Imperialism PPT
Causes & Effects of Imperialism	<ul style="list-style-type: none">• Identifying Causes & Effects of Imperialism - Scramble for Africa• Literary Analysis of Hawaiian Imperialism• SOAPSTone & TPCASST Strategies to analyze Hawaiian imperialism
Oppression	
Blog	Stages of Imperialism
Animoto	<ul style="list-style-type: none">• Note-Taking: Stages of Imperialism
Glogster	<ul style="list-style-type: none">• Reading Comprehension: iJeepney• Identify stages: Dysfunctional Relationship
	Causes & Effects of Imperialism
	<ul style="list-style-type: none">• Evaluate current issues of imperialism• Analyze causes and effects of imperialized countries
	Technological Skill
	<ul style="list-style-type: none">• Create a blog• Create a glogster• Evaluate & Analyze online media• Create an Animoto• Create a Google Site

Assessment Task (s)

Formative

- PollEverywhere: What is Imperialism?
- Scramble of Africa Video Worksheet
- Hawaiian Poems & Songs Discussion: How do the following poems and song relate to imperialism?
- Blog #1: Find an article (song, poem, newspaper article, video) that looks at imperialism today.
- Glogster & Blog #2: Digital Poster on Imperialized Country and its Effects

Summative

- Digital Media on Imperialism: You must capture the 3 stages of imperialism, the causes and effects of imperialism, the different perspectives, historical examples, and the future of imperialism.

Benchmark Rubric for Summative Assessment (step 2b)

Advanced	Analyze the ideological and economic interests that drove European, American, and Japanese imperialism in Africa, Asia, and the Pacific, drawing relevant and insightful conclusions
Proficient	Explain the ideological and economic interests that drove European, American, and Japanese imperialism in Africa, Asia, and the Pacific
Partially proficient	Describe the ideological and economic interests that drove European, American, and Japanese imperialism in Africa, Asia, and / or the Pacific
Novice	Ineffectively describe the ideological and economic interests that drove European, American, and Japanese imperialism in Africa, Asia, and / or the Pacific

Appendix A: Unit Plan

Instructional Strategies (Lesson/Unit Plan)

PROCEDURES AT A GLANCE (Also by Day)

A. Overview / PPT: (Day 1)

- Historical Information and background given by Teacher
- PollEverywhere - How do you define imperialism?

B. Video: (Day 2)

- Scramble of Africa
- Worksheet

C. Literary Analysis: (Day 3)

- Stages of Imperialism
- Hawaiian Poems
- Blog #1 - Current Issues of Imperialism

D. Games: (Day 4)

- Barnga Card Game

E. iJeepney: (Day 5)

- Stages of Imperialism
- Philippine Example
- Glogster - Stages of Imperialism in a Country

F. Assessment (s): (Day 6-8)

- Quiz
- Blogs
- Glogster: Digital Poster
- Google Sites
- Reflection Logs

Additional Information

Materials

Assessment Tasks, and Worksheets for the following are attached:

1. Imperialism PPT
2. Scramble for Africa Video Worksheet
3. Imperialism Worksheet
4. Barnga Overview & Rules
5. Game of Imperialism Worksheet (iJeepney)
6. Dysfunctional Relationship Lesson (iJeepney)

Appendix B: Consent & Assent Form

University of Hawai'i

Parental/Guardian's Consent for Child to Participate in Research Project:

Using Technology to Build Critical Connections in a Social Studies Class: A Teacher Action Research

My name is Mrs. Katrina Abes. I am your child's 10th grade AP World History teacher at Mililani High School. I also am a graduate student at the University of Hawai'i at Manoa (UH), in the Department of Curriculum Studies. One requirement for earning my Master's degree is to do a research project. The purpose of my research project is to learn how a web-based curriculum and interactive online tools can enhance a student's learning. I am asking your permission for your child to participate in this project. I also will ask your child if s/he agrees to participate in this project.

Project Description - Activities and Time Commitment: If your child participates, your child will be involved in a unit involving Social Studies content and a variety of technology Web 2.0 tools. The classwork and reflection logs will be part of their grade to reflect their understanding of the content as this is part of the Hawaii Content and Performance Standards. The unit will approximately take two weeks. During this time, they will be asked to complete tasks on the computer as well as view other student work in the class and comment on their work. However, there will be supplemental activities that will not affect their grade if they decide not to participate. Here are the procedures that they will be asked to do:

Pre Survey & Post Survey: You will take a pre-survey and a post-survey on your experiences with the use of various technological tools and your comfort level with each tool. After the unit, you will take a post-survey asking the same information.

Interview: You may be asked to take part in an interview to discuss your answers on your survey and / or your experiences with the unit you have learned. I will interview you once at your most convenient non-instructional time, in my office at Mililani High School. The interview will last for about 25 to 30 minutes. You and I (no one else) will be present in the room during the interview. I will record the interview using a digital audio-recorder. I am recording the interview so I can later type a transcript – a written record of what we talked about during the interview - and analyze the information from the interview. If you participate, you will be one of a total of six to eight 10th graders that I will interview individually. One example of the type of question I will ask is, "Describe how you've used technology in other classes."

If you would like to see a copy of all of the questions that I will ask, please contact me via the phone number or email address listed near the end of this consent form.

Benefits and Risks: I believe there are no direct benefits to your child for participating in my research project. However, the results of this project might help me, other teachers, and researchers learn more about how teachers can integrate technology effectively in a Social Studies classroom. I believe there is little or no risk to your child in participating in this project. If, however, your child becomes uncomfortable or stressed by answering any of the interview questions, we will skip the question, or take a break, or stop the interview, or withdraw from the project altogether.

Confidentiality and Privacy: During this research project, I will keep all data from the interviews in a secure location. Only my University of Hawaii advisor and I will have access to the data, although legally authorized agencies, including the University of Hawai'i Committee on Human Studies, have the right to review research records.

After I transcribe the interviews, I will erase the audio-recordings. When I report the results of my research project and in my typed transcript, I will not use your child's name or any other personally identifying information. Instead, I will use a pseudonym (fake name) for your child. If you would like a copy of my final report, please contact me at the number listed near the end of this consent form.

Voluntary Participation: Participation in this research project is voluntary. Your child (and you) can choose freely to participate or not to participate. In addition, at any point during this project, you can withdraw your permission, and your child can stop participating without any penalty of loss of benefits. I recognize that I am the researcher in this project and, at the same time, your child's teacher. Thus, I will ensure that your child's participation or non-participation in my research project does not impact his/her grades, or our teacher-to-student relationship at Mililani High School.

Questions: If you have any questions about this project, please contact me, Katrina Abes, via phone (808) 627-4171 or e-mail (katrinag@hawaii.edu). You can also contact my advisor at the University of Hawaii, Dr. Patricia Halagao, at (808) 956-9295 or via e-mail at phalagao@hawaii.edu. If you have any questions about your rights, or the rights of your child as a research participant, you can contact the University of Hawai'i, Committee on Human Studies (CHS), by phone at (808) 956-5007 or by e-mail at uhirb@hawaii.edu.

Please keep the prior portion of this consent form for your records.

If you consent for your child to participate in this project, please sign the following signature portion of this consent form and return it to Katrina Abes.

Tear or cut here

Signature(s) for Consent:

I give permission for my child to participate in the research project entitled, *Using Technology to Build Critical Connections in a Social Studies Class: A Teacher Action Research*, I understand that, in order to participate in this project, my child must also agree to participate. I understand that my child and/or I can change our minds about participation, at any time, by notifying the researcher of our decision to end participation in this project.

Name of Child (Print): _____

Name of Parent/Guardian (Print): _____

Parent/Guardian's Signature: _____

Date: _____

ADOLESCENT ASSENT TO TAKE PART IN A RESEARCH STUDY
Ages 14 to 17

Research Project Title: Using Technology to Build Critical Connections in a Social Studies Classroom: A Teacher Action Research

Researcher: Mrs. Katrina Abes

The purpose of my research project is to learn how a web-based curriculum and interactive online tools can enhance a student's learning. I am asking your permission for you to participate in this project.

We are asking you to be part of this study, because you are a student in the researcher's class. If you want to be in the study, you will need to sign this form. However, before you decide, it is important that you know that:

- It is your choice to be part of this study or not;
- If you decide to join the study, you can stop at any time; and
- Your parent or guardian must also agree for you to be in this study.

What will you be asked to do if you join this study?

If you agree to be in this study, you will be involved in a unit involving Social Studies content and a variety of technology Web 2.0 tools. The classwork and homework will be part of your grade to reflect your understanding of the content as this is part of the Hawaii Content and Performance Standards. The unit will approximately take two weeks. During this time, you will be asked to complete tasks on the computer as well as view other student work in the class and comment on their work. However, there will be supplemental activities that will not affect your grade if you decide not to participate. Here are the procedures that you will be asked to do:

Pre Survey & Post Survey: You will take a pre-survey and a post-survey on your experiences with the use of various technological tools and your comfort level with each tool. After the unit, you will take a post-survey asking the same information.

Interview: You may be asked to take part in an interview to discuss your answers on your survey and / or your experiences with the unit you have learned. I will interview you once at your most convenient non-instructional time, in my office at Mililani High School. The interview will last for about 25 to 30 minutes. You and I (no one else) will be present in the room during the interview. I will record the interview using a digital audio-recorder. I am recording the interview

so I can later type a transcript – a written record of what we talked about during the interview - and analyze the information from the interview. If you participate, you will be one of a total of six to eight 10th graders that I will interview individually. One example of the type of question I will ask is, “Describe how you’ve used technology in other classes.”

The following data collection methods: surveys, interviews, and reflection logs will not count towards your grade. If you decline to interview or if you do not complete the surveys or reflection logs, it will not affect your grade.

Who will be given information about me?

Personal information about you will be protected by the researcher. During this research project, I will keep all data from the interviews in a secure location. Only my University of Hawaii advisor and I will have access to the data, although legally authorized agencies, including the University of Hawai'i Committee on Human Studies, have the right to review research records. After I transcribe the interviews, I will erase the audio-recordings. When I report the results of my research project and in my typed transcript, I will not use your name or any other personally identifying information. Instead, I will use a pseudonym (fake name) for you.

Are there any benefits to your participation in this study?

I believe there are no direct benefits to your child for participating in my research project. However, the results of this project might help me, other teachers, and researchers learn more about how teachers can integrate technology effectively in a Social Studies classroom. I believe there is little or no risk to your child in participating in this project. If, however, you becomes uncomfortable or stressed by answering any of the interview questions, we will skip the question, or take a break, or stop the interview, or withdraw from the project altogether.

Do you have to be in this study?

You don't have to be in this study if you don't want to. It's up to you. If you want to stop being in the study, you can just tell us. You will not be penalized in any way.

How do you get your questions answered?

If you have any questions about the study, you may call Mrs. Abes at (808) 627-4171.

Agreement to take part in the study:

Signing your name at the bottom of this form means that you agree to be in this study. You and your parents will be given a copy of this form after you have signed it.

_____	_____	_____
Your name (print)	Your Signature	Date
_____	_____	_____
Researcher's Name	Researcher's Signature	Date
_____	Parent or Guardian's Name (print)	

Appendix C: Survey Instrument

Pre / Post Survey

Statement	I Strongly Disagree	I Disagree	Neutral	I Agree	I Strongly Agree
Technology helps me to think critically					
Technology helps me voice my opinion in class					
I mainly use technology to research					
I mainly use technology to create (blogging, producing, podcasting, etc.)					
I was exposed to technology in my past Social Studies classes					
I have cooperated with a group of students to create a class project using computer technology					
I communicate with others using technology					
I know which technology, software, and online services to pick to help me solve problems					
Technology helps me understand how the things we learn in school relate to real-life situations					
Technology helps me to connect with other people to help build relationships with my classmates.					
Social Studies is about memorization of important people and dates.					
I find Social Studies an important subject to learn in school.					
I can connect my personal background to the history that is taught in class.					

Appendix C: Survey Instrument

Statement	I Strongly Disagree	I Disagree	Neutral	I Agree	I Strongly Agree
We have learned about my cultural background in previous Social Studies classes.					
We have learned about my cultural background in my current Social Studies class.					
I can safely express my opinions in class					
I feel like my voice is valued in class					

Listed below are a variety of different technologies or ways to utilize technology. Please check off if this has been done in any class. You can check off multiple class.

	Social Studies	English	Math	Science	Elective (Please List)	None
Blogging						
Peer collaboration through Google Docs						
Creating a Virtual Self						
Animoto						
Podcasting						
Researching (Googling)						
Word Processing						
Drill & Memorization						
Peer Editing through Google Docs						
Creating a Website						

Appendix C: Survey Instrument

	Social Studies	English	Math	Science	Elective (Please List)	None
Creating a Digital Poster						

Appendix D: Interview Questions

Possible Interview Questions

On Monday & Tuesday, I may be calling on some of you to complete an interview for my study. Here are some of the questions that I may ask you.

1. If you used technology before in a Social Studies class, what did you use it for?
2. With this unit, describe how was it different in how you've used technology in other classes or in your previous Social Studies classes?
3. With this unit, describe how was it similar in how you've used technology in other classes or in your previous Social Studies classes?
4. What have you gained from doing this unit through the different web 2.0 tools that you used?
5. Do you think you would have gained the same type of learning if we did not use technology?
6. Doing this unit, has technology helped build connections with your other classmates? Has technology helped to build relationship with your other classmates?
7. If there were improvements with this unit, what would you want to improve on?
8. Has what we did in class with technology changed your view on Social Studies?

Appendix E: WHAPENG10H Syllabus
AP World History / English 10H Integrated
COURSE SYLLABUS

COURSE: Advanced Placement World History / English Integrated 10 Honors

SCHOOL: xxxxxxxx

INSTRUCTOR: xxx / xxx

CLASSROOM: xxx & xxx

SCHOOL VISION AND STATE GLOs

xxxxxx's vision is *to develop a community of compassionate lifelong learners who experience positive personal growth and who will contribute to society.*

The Department of Education's General Learner Outcomes (GLOs) are: **1) Self-Directed Learner; 2) Community Contributor; 3) Complex Thinker; 4) Quality Producer; 5) Effective Communicator; and 6) Effective and Ethical User of Technology.**

COURSE DESCRIPTION

This integrated course is committed to providing a learning environment in which students can enrich their understanding of the communities of which they are a part, especially political, cultural and social institutions. We aim to increase their understanding of other cultures, appreciating the diversity of human experience. Students cultivate a reasoned and relevant understanding of the influence of the past on the present and future. Five themes will be used as a frame of reference in the chronological study of our world's history; these themes are: Interaction between Humans and the Environment, Development and Interaction of Cultures, State-building, Expansion, and Conflict, Creation, Expansion, and Interaction of Economic Systems, and Development and Transformation of Social Structures. They develop skills in investigation and exposition enabling them to conduct rigorous research and to communicate their conclusions as reasoned statements of belief and understanding.

In addition, this course will strive to impart the idea that literature makes us thoughtful, deliberate, and attentive while demonstrating the idea that literature helps us make decisions about how we are to behave, and what it means to live well. We hope to make it possible for students to connect what they are studying in World History and English to the world around them while using their developing skills as students of World History and English to assist them in creating value in their own lives and in the lives of people around them. The primary goals of this course are to help improve student writing, become active and critical thinkers, and assist in making connections between history and literature.

TEXTBOOKS

The textbook assigned for this class will be *Traditions and Encounters*, Fifth Edition, which should have already been purchased before the school year began. Additional reading material will come from *Worlds of History*, Fourth Edition, *A History of World in 6 Glasses* along with additional historical documents and various other sources throughout the semester. Students will also be expected to do research projects and papers, which will include out-of-class resources sites such as the library or Internet.

The English textbook assigned for this class will be *Responding to Literature: World Literature*, which will be provided by Mililani High School. Additional reading materials for this course that must be purchased will include *The 47 Ronin Story* by John Allyn *Othello* by William Shakespeare, *Night* by Elie Wiesel and *Lord of The Flies* by William Golding along with four (4) student-choice novels. Students will also be expected to do research projects and papers, which will include out-of-class resources such as the library or Internet.

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COURSE CONTENT PLAN

Planned Units to be Covered

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
AP World History	Critical Thinking & SPICE Elements History Day Research Paper	History Day Projects (extra credit)	Industrialization and Global Integration, 1750-1900	Accelerating Global Change and Realignment, 1900-present
	Technological and Environmental Transformations to 600 BCE	Regional and Transregional Interactions, 600-1450	Original Oratory	Human Rights Issues
	Organization and Reorganization of Human Societies 600 BCE to 600 CE	Global Interactions 1450-1750	Accelerating Global Change and Realignment, 1900-present	AP World History Exam
English 10 Honors	Analysis Strategies, Rhetorical Triangle & The Appeals	Analysis Strategies, Rhetorical Triangle & The Appeals	Analysis Strategies, Rhetorical Triangle & The Appeals	Analysis Strategies, Rhetorical Triangle & The Appeals
	Creation myths The 47 Ronin Story	Antigone	The 47 Ronin Story (continued) Othello	Night Lord of the Flies
	Functional Writing Personal Statement Literary Analysis	Controversial Issue Research Paper Poetry Literary Analysis	Service Learning Project Essay of Definition Literary Analysis	Service Learning Project Essay of Definition Functional Writing Literary Analysis
	Literary Analysis Project & Presentation	Literary Analysis Project & Presentation	Literary Analysis Project & Presentation	Literary Analysis Project & Presentation
	Vocabulary Daily Oral Language SSR/Journal	Vocabulary Daily Oral Language SSR/Journal	Vocabulary Daily Oral Language SSR/Journal	Vocabulary Daily Oral Language SSR/Journal

In addition to units on outline, departmental or DOE-mandated units will be incorporated into the curriculum which may alter the outline given above.

Department Of Education STANDARDS (HCPS III - Aug 2005)

The standards for this course include (but are not limited to):

World History Standards:

Standard 3: History: WORLD HISTORY-Understand important historical events from classical civilization through the present:

- Examine the relationship between cultural traditions and the larger societies in the cases of Confucianism in China, Buddhism in Asia, Christianity in Europe, Hinduism in India, and Islam in the Muslim world.
- Examine the effects of global interactions in pre-modern times, including the Mongol conquests, the Crusades, and technological, biological, and commercial exchanges.
- Explain the impact of exploratory and commercial expeditions in the 15th and 16th centuries, including the voyages of Zheng He, Vasco de Gama, Christopher Columbus, Ferdinand Magellan, James Cook, and European voyages to North America.
- Explain the effects of global exchanges in the Americas, Europe, Asia, and Africa, including the spread of food crops and diseases, the exchange of trade goods, and migrations of peoples (forced or voluntary)

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- Examine the political structure in major world religions, including Qing China at the time of Kangxi Emperor, Japan at the time of Tokugawa Ieyasu, the Ottoman Empire at the time of Suleyman the Magnificent, and Habsburg Empire at time of Charles V.
- Examine the major developments in European cultural and intellectual history, including the Renaissance, Reformation, Enlightenment, and Scientific Revolution.
- Compare the causes and effects of the early modern democratic revolutions, including the American Revolution, French Revolution, Haitian Revolution, and South American revolutions.
- Describe the socio-economic impact of the Industrial Revolution.
- Explain the ideological and economic interests that drove European, American, and Japanese imperialism in Africa, Asia, and the Pacific.
- Describe the role of secret alliances and nationalism in triggering the outbreak of World War I and the effort to prevent future wars by the establishment of the League of Nations.
- Explain the rise of fascist governments, emergence of communism, and the global effects of the Great Depression
- Examine the significant events, technological developments, and turning points of World War II, including the German invasion of Poland, Japanese bombing of Pearl Harbor, D-Day, the American bombing of Japan, the Rape of Nanjing, and the Holocaust.
- Describe post World War II nationalist and independence movements in India, Pakistan, Nigeria, and Kenya
- Explain major political developments of the post-war era, including the establishment of the United Nations, the creation of Israel, and the Cold War
- Describe revolutionary movements from 1945-1989, including the Chinese communist revolution, the Algerian revolution, and the Cuban revolution
- Examine the significant effects of technological developments and biological exchanges in the contemporary world.
- Explain how the exchange rate affects trade, imports, exports, and the economy of a nation
- Examine critical human rights issues in the contemporary world.

Standard 4: Political Science/Civics: GOVERNANCE, DEMOCRACY, AND INTERACTION-Understand the purpose and historical impact of political institutions, the principles and values of American constitutional democracy, and the similarities and differences in government across cultural perspectives:

- Compare the features of republican and absolutist governments that emerged in the 17th century Europe.

Standard 7: Geography: WORLD IN SPATIAL TERMS - Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world.

- Use tools and methods of geographers to understand changing views of world regions.
- Trace changing political boundaries under the influence of European imperialism

Standard 8: Economics: RESOURCES, MARKETS, AND GOVERNMENT - Understand economic concepts and the characteristics of various economic systems

- Explain how the exchange rate affects trade, imports, exports, and the economy of a nation.
- Describe the distribution of the world's resources as it affects international economic relationships.
- Describe how the determinants of demand (i.e., income, substitutes, complements, number of buyers, tastes, expectations) affect the price and availability of goods and services.
- Describe how the determinants of supply (i.e., price and availability of goods and services, technology, government regulation, number of sellers) affect the price and availability of goods and services.

English 10 Standards:

Standard 1: READING: CONVENTIONS AND SKILLS – Use knowledge of the conventions of language & texts to construct meaning for a range of literary & informational texts for a variety of purposes.

Standard 2: READING: COMPREHENSION – Use reading strategies to construct meaning from a variety of texts.

Standard 3: READING: LITERARY RESPONSE & ANALYSIS – Respond to literary texts from a range of stances: personal, interpretive, critical.

Standard 4: WRITING: CONVENTIONS & SKILLS – Use the writing process & the conventions of language & research to construct meaning & communicate effectively for a variety of purposes & using a range of forms.

Standard 5: WRITING: RHETORIC – Use rhetorical devices to craft writing appropriate to audience & purpose.

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Standard 6: ORAL COMMUNICATION: CONVENTIONS & SKILLS – Apply knowledge of verbal & nonverbal language to communicate effectively in various situations – interpersonal, group, & public – for a variety of purposes.

Standard 7: ORAL COMMUNICATION: RHETORIC – Adapt messages appropriately to address audience, purpose, & situation.

SCHOOL SUPPLIES

Attached is a "Material Requirements" handout. Students must have a binder to store all completed assignments in preparation for quarter examinations. Student binders will be stored in the classroom. All students are expected to bring the following materials to class each day unless notified otherwise by the instructor: course-specific notebook (for this class only); two ink pens, dark blue or black; planner, and highlighter.

Attached is a "English 10 Material Requirements" handout. Students must also have a binder (at least two inches in width) to store all completed assignments in preparation for quarterly portfolio assignments. Student binders will be stored in the classroom. All students are expected to bring the following materials to class every day unless notified otherwise by the instructor: two ink pens (dark blue or black and colored), planner, highlighter, novel of choice, textbook or major novel and folder paper.

EXPECTATIONS/ REQUIREMENTS

1. Regular class attendance
2. Participation in all class activities
3. Abide by Four Agreements, Classroom Rules, and all school rules at all times
4. Required school supplies
5. Pass this course with a C or better.

BASIC ACTIVITIES: AP World History

- A. **Class work:** Discussion/lectures, group work (simulations, problems, projects, etc.), in-class assignments
- B. **Planner:** daily notation of assignments and periodic grade recording and calculation
- C. **Assignments** (Class work and Homework): Class activities (group work, etc.), text questions/problems, worksheets/maps/papers/projects, materials
- D. **Assignment Binder:** Students are required to keep all their finished assignments in a binder. A grade is given periodically.
- E. **Tests:** Quizzes, Unit or Chapter Tests, Quarter and Final examination.

GRADING SCHEME: AP World History

Grading will be done according to criterion-reference performance standards. Each summative or formative assessment will be given a rubric. The grades for this course will be obtained by totaling the points earned from the following sections:

1. Homework/Class work assignments and projects
2. Research papers and projects
3. Quizzes, tests, and quarterly examination scores
4. Course binder
5. Planner

The letter grade for the quarter and semester will be determined from the total possible points earned or maximum possible points. The semester grade will

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average points from both quarters. The grades will be assigned according to the following grading scale:

A = 90 - 100% B = 80 - 89% C = 70 - 79% D=60-69% F = 0 - 59%

or simply put:

A = Exceeds B = Exceeds C = Proficient D=Approaching F = Novice

BASIC ACTIVITIES: English 10 Honors

- A. Class work/Participation (may include any work done in class i.e. Journals, Presentations, Mini-lessons, etc.)
- B. Independent Learning/Homework: may include completing work begun in class i.e. Journals, reading, etc.; &/OR projects, typing papers on a computer, researching info on the Internet, etc.
- C. Pop reading quizzes
- D. Vocabulary assignments and assessments
- E. Grammar assignments and assessments
- F. Midterms, Final Assessments, Projects, Oral Presentations

GRADING SCHEME: English 10 Honors

Grades for this course will be obtained by totaling the points earned from the Basic Activities above, and will be organized according to the Hawaii State Performance Standard it addresses:

- Standard 1: Reading: CONVENTIONS AND SKILLS: Use knowledge of the conventions of language and texts to construct meaning for a range of literary and informational texts for a variety of purposes
- Standard 2: Reading: READING COMPREHENSION: Use reading strategies to construct meaning from a variety of texts
- Standard 3: Reading: LITERARY RESPONSE AND ANALYSIS: Respond to literary texts from a range of stances: personal, interpretive, critical
- Standard 4: Writing: CONVENTIONS AND SKILLS: Use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms
- Standard 5: Writing: RHETORIC: Use rhetorical devices to craft writing appropriate to audience and purpose
- Standard 6: Oral Communication: CONVENTIONS AND SKILLS: Apply knowledge of verbal and nonverbal language to communicate effectively in various situations: interpersonal, group, and public: for a variety of purposes
- Standard 7: Oral Communication: RHETORIC: Adapt messages appropriately to address audience, purpose, and situation

Grades will be assigned according to the following grade scale:

A = 90 - 100% B = 80 - 89% C = 70 - 79% D = 60 - 69% F = 0 - 59%

ABSENCES AND TARDIES

All students are required to attend class daily and be present on time. To be excused, please refer to school policies in your planner. An excused absence is required for any makeup work missed. It is **the responsibility of the student to see me within three (3) days** from the day he/she returns to class for any work missed. The teacher and student will agree upon a reasonable amount of time to complete the missed work.

ACADEMIC ASSISTANCE

Students are encouraged to ask for assistance if needed. The instructor is usually available for assistance during Tutorial Assist Period (TAP), before school (usually from 7:20 to 8:00 a.m.) and during morning recess and most lunch recesses in H102 or H103. After school assistance is usually available by previous arrangement.

HOMEWORK POLICY

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It is our belief that homework assignments are primarily for a student's individual independent practice. Cooperation and collaboration are expected in most group assignments, however, when you are writing your reflections, discussions, or solving problems, you are expected to **do your own work**. Thus, homework will generally be graded for correctness, but the quality of the critical thinking displayed in the work has greater weight.

Late work will NOT be accepted. Assignments are generally due at the beginning of each class period of the date due.

Make up work may be obtained *for those students with excused absences*. It is the student's responsibility to request make-up assignments for the work missed. Make-up tests must be made within one week of the absence.

Unexcused absences will result in a zero for the day and will be considered the same as a cut.

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CLASS MANAGEMENT PLAN

In order to ensure that *each* and *every student* in our class has a safe and effective environment conducive for learning, students will follow the Four Agreements along with other Classroom Rules:

Four Agreements:

1. *Mutual Respect*
2. *Attentive Listening*
3. *Appreciation/ No Put Downs*
4. *The Right to Participate/ The Right to Pass*

Classroom Rules:

1. *Be Prompt*
Students should be in their assigned seat, ready for activities when the bell rings.
2. *Be Prepared*
Students should have all of their required supplies and any additional supplies requested by the teacher. Students are to have read and be prepared for activities prior to coming to class.
3. *Be Positive*
Students should have a positive attitude and give their best effort in all activities.
4. *Be Polite*
Students should show respect for themselves, their peers, and their instructor. This respect extends to the property of the school, peers, and instructor. Students should maintain good manners as well.
5. *Be Productive*
Students are expected to complete all work to the best of their abilities. Work should be neat and handed in on time.

CONSEQUENCES:

- First offense: Verbal warning - redirection.
Second offense: Second verbal warning - relocation outside the learning area
Third offense: Assignment of goal progress sheet - must be completed outside learning area and during next recess, lunch, or TAP.
Fourth offense: Redirection to administration with action sheet.

If a student is severely disruptive, he or she will be sent immediately to the Principal. Should the student fail to appear for detention or be insubordinate, a referral will be sent to the vice principal.

CONTACT INFORMATION

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Month	Content	Skills	Assessment	Resources
August	<p>EQ: Why study history? A. Critical Thinking Skills</p> <ol style="list-style-type: none"> 1. Critical Thinking Wheel 2. Thinking Maps 3. Historiography <p>EQ: Why study literature? A1. Literary Analysis Skills</p> <ol style="list-style-type: none"> 1. SOAPStone 2. TPCASTT 3. Literary Terms <p>A2. Making connections, observations, predictions - Understanding the World through literature.</p> <ol style="list-style-type: none"> 1. Literary Analysis <p>EQ: What do maps and timelines contribute to history? B. Intro to Big History & Geography</p> <ol style="list-style-type: none"> 1. Cartography & Chronography 2. AP World History Map Regions <p>EQ: What does literature contribute to history? B1. Intro to Genres, Literary Criticism, and the writing process</p> <ol style="list-style-type: none"> 1. Creation Mythology of the world <p>EQ: What is intellectual</p>	<p>A. Critical Thinking</p> <ol style="list-style-type: none"> 1. Note-taking Strategies 2. Critical Reading Strategies <p>A1. Literary Analysis</p> <ol style="list-style-type: none"> 1. Literary Techniques 2. Identifying Literary elements <p>A. Intro to Big History & Geography</p> <ol style="list-style-type: none"> 1. Identifying types of maps 2. Identifying regions of the world 3. Identifying types of timelines <p>B1. Intro Genres, Lit Crit, Process</p> <ol style="list-style-type: none"> 1. Identifying historical elements 2. Commonalities in themes 3. Identifying cultural differences <p>C. Intellectual Safety</p> <ol style="list-style-type: none"> 1. Discussion Skills 2. Creating Quality Questions <p>C1. Trust Listening, Respect</p>	<p>A1. Historiography CT Wheel A2. Discussion on the importance of history from Stears point of view A3. WHAP Pre-Test A4. Discussion of Big History - Change & Continuity: What drink will describe the future?</p> <p>A1. Worksheet on Literary Analysis skills</p> <p>B1. Personal Timeline B2. Map Regions Quiz B3. Units of Analysis - What classifies events into a period of time? Why is periodization important to world history? How does it help us understand the world and its history? B3. Discussion of change and continuity within a period of time</p>	<p>A. criticalthinking.org A. Thinking Maps A. AP World History Practice Exam A. "Why Study History?" By Peter Stearns A. "A History of World in 6 Glasses" by Tom Standage</p> <p>A. Writers INC A. "Ma Ket Stenlei" by bradajo</p> <p>B. World History of Us All: History, Time, and Space B. Maps, Time, and World History: http://www.learner.org/courses/worldhistory/support/activities_1.pdf B. Creation Myths (Japan, Zulu, Hindu, Christianity, Mesopotamia, Yoruba) Excerpt from the Ten Commandments, Exodus 20 (Moses)</p> <p>B1. Responding to Literature text book - Online sources</p> <p>C. ijeepney.com C1. 47 Ronin</p> <p>D. nhd.org D. Thinking Maps</p> <p>D1. Writers INC - MLA Handbook</p> <p>E. Traditions and Encounters, 5th ed. Chapters 1-6</p> <ul style="list-style-type: none"> ● Epic of Gilgamesh A. Hammurabi Code E. Guns, Germs, Steel Video E. Bridging World History video - Human Migration E. Rock Art & Cultural Expression - http://www.learner.org/courses/worldhistory/support/activities_3.pdf E. "The Birth of Religion" by Charles C. Mann E. Cracking the Maya Code video

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<p>safety? C. Intro to Discussions & Quality Questioning</p> <ol style="list-style-type: none"> 1. Creating a Community 2. Good Thinker's Toolkit <p>C1. Trust, Listening, Respect</p> <ol style="list-style-type: none"> 1. Fair Argumentation 2. Multiple Interpretations, Points of View <p>EQ: Why is history important? D. Intro to National History Day</p> <ol style="list-style-type: none"> 1. Intro to Theme 2. Primary v. Secondary Sources 3. Annotations / Bibliography 4. Webbing / Outlining / Thesis Construction <p>EQ: What are some important styles of literature? D1. Analytical Writing D2. Persuasive Writing</p> <ol style="list-style-type: none"> 1. Ethos, Logos, Pathos <p>D3. Argumentative Writing (focus on quarter 2-4)</p> <ol style="list-style-type: none"> 1. Argumentative Thesis <p>EQ: What is civilization? E. Technological & Environmental Transformations to 600 B.C.E.</p> <ol style="list-style-type: none"> 1. 1 Big Geography & Peopling of the Earth 	<ol style="list-style-type: none"> 1. Keeping an open mind 2. Understanding POV <p>D. National History Day</p> <ol style="list-style-type: none"> 1. Selecting a Topic 2. Note-taking Skills (Notecards) 3. Research Strategies 4. Thinking Maps 5. Annotating sources 6. Thesis Construction 7. Change-over-time <p>D1. Analytical Writing</p> <ol style="list-style-type: none"> 1. Thesis 2. Organization 3. Intro/Conclusion <p>E. Technological & Environmental Transformations to c. 600 B.C.E</p> <ol style="list-style-type: none"> 1. Defining a civilization: SPICE (Social, Political, Intellectual, Cultural, Economic) 2. Archeology Unit - Intro to DBQ, CC, CCOT 3. The Early Complex Societies: China, India, Mesopotamia, Maya, Oceania 4. Oceania Migration / Trade <p>E1. Technological Development & Civilization</p>	<p>B1. Class Discussion</p> <ol style="list-style-type: none"> 1. Common themes 2. Thinking Map- Brace <p>C1. Sipa Ball C2. Discussion Reflection C3. Oral Discussion C4. Honor Code</p> <p>C1. Same as above</p> <p>D1. Annotated Bibliography D2. Tree Map D3. Completed Outline</p> <p>D1. Practice Essay</p> <p>E1. SPICE Animoto or SPICE Collage E2. Artifact Analysis: Archeology Bag E3. DBQ, CC, CCOT Essay E4. Chapter 1-2 Quiz E5. Chapter 3-4 Quiz E6. Chapter 5-6 Quiz E7. "Cracking the Maya Code" - NOVA series - analyzing hieroglyphics to understand culture</p>	
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	<p>1. 2 Neolithic Revolution and Early Agricultural Societies 1. 3 Development and Interactions of Early Agricultural, Pastoral, and Urban Societies</p>	<p>Sources: A. "The Urban Revolution: Civilization & Class" by Kevin Reilly B. "Were the Barbarians a Negative or Positive Factor in Ancient and Medieval History?" by Gregory Guzman</p>	<p>D1. Practice CC based on Creation Mythology</p> <p>E1. Compare and contrast the idea of being barbarian and civilized with these two articles. E1. Debate on the theories given. E1. In groups, each group will further dissect each article and discuss its strengths and weaknesses of each article. E1. Students will share and discuss what they found as a class.</p>	
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September	<p>EQ: How does religion and culture influence society?</p> <p>A. Supplemental literature from textbook</p> <p>B. Supplemental articles</p> <p>EQ: What are the consequences of trade and networking?</p> <p>EQ: How do civilizations expand?</p> <p>1. Organization and Reorganization of Human Societies, c. 600 B.C.E to 600 C.E.</p> <p>A. 1 The Development and Codification of Religious and Cultural Traditions</p> <p>1. 2 The Development of States and Empires</p> <p>1. 3 Emergence of Transregional Networks of Communication and Exchange</p> <p>EQ: How does persuasive techniques influence society?</p> <p>A1. Ethos, Logos, Pathos</p> <p>1. development of society</p> <p>2. emergence of political leaders</p> <p>EQ: What can we learn about Ancient Civilizations based on "Antigone"</p> <p>A2. Antigone</p> <p>1. Greek Tragedies</p> <p>2. The role of theater</p>	<p>1. Organization and Reorganization of Human Societies, c. 600 B.C.E to 600 C.E</p> <p>A. "View through a Window" - Looking at different countries, cultures through different perspectives</p> <p>A1. Ethos Logos, Pathos</p> <p>1. Identifying persuasive elements</p> <p>A2. Antigone</p> <p>1. identifying themes, motifs</p> <p>2. character analysis</p> <p>3. vocabulary</p> <p>B. National History Day</p> <p>1. Analysis of Primary & Secondary sources</p> <p>2. Analysis of continuity and change over time with topic</p> <p>B1. Controversial Issue Paper</p> <p>1. Creating an Essential question</p> <p>2. Creating an argumentative thesis statement</p> <p>3. developing critical thinking questions</p> <p>4. find research</p> <p>C1. Literary Analysis</p>	<p>A1. Caste System Simulation</p> <p>A2. Performance of Tai Chi</p> <p>A3. World Religion Comparative Box</p> <p>A4. Chapter 7-8 Quiz</p> <p>A5. Chapter 9-10 Quiz</p> <p>A6. Chapter 11-12 Quiz</p> <p>A7. Silk Road Simulation w/ Poetry collection - "View through a Window"</p> <p>A1. Advertisement analysis</p> <p>- Create Advertisement using historical time period</p> <p>A2. Grade 10 Common Assessment</p> <p>- Oral Presentation on chosen analysis</p> <p>B1. 1st Draft & Peer Review</p> <p>B2. Completed Research Paper</p> <p>B3. Completed Annotated Bibliography</p> <p>B1. Worksheet Packet</p> <p>C1. Lit Analysis</p>	<p>1. Traditions and Encounters, 5th ed. Chapters 7-12</p> <p>A2. Responding to Literature Textbook</p> <p>"Antigone" Performance</p> <p>B1. Worksheet Handout/Packet</p> <p>MHS Library</p> <p>EBSCO</p> <p>JSTOR</p>
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	<p>in society</p> <p>3. Themes/motifs associated with this culture</p> <p>4. character analysis</p> <p>EQ: Why is history important? B. National History Day 1. Research Paper</p> <p>EQ: Why is Argumentative Writing Important? B1. Intro to Controversial Issue Paper 1. Choosing Topic 2. Essential Questions 3. Argumentative Thesis Writing 4. Critical Thinking Questions 5. Practice Researching</p> <p>EQ: What is civilization?</p> <p>EQ: What are the consequences of trade and networking? C1. Supplemental Reading C2. Poetry Writing - trade based</p> <p>EQ: How do civilizations expand? C. 1st Quarter Assessment & Review</p>	<p>C2. Writing poetry based on a prompt - focusing on use of metaphor and simile</p> <p>C. 1st Quarter Assessment 1. Examine relationships between causes and consequences or events or processes 2. Identify and analyze patterns of continuity and change over time and across geographic regions, relating these patterns to a global context 3. Compare historical developments across or within societies in various chronological and / or geographical contexts</p>	<p>Essay C2. Poetry mini collection</p> <p>C1. 1st Quarter Multiple Choice Test</p>	
October	<p>EQ: How do civilizations expand? EQ: Why do civilizations rise and fall?</p>	<p>A1. Art Analysis - Impact of Islamic art & architecture in society</p>	<p>A1. Chapter 13 Quiz A2. Chapter 14</p>	<p>A. Traditions and Encounters, 5th ed. Chapters 13-16, 19 A1. Inside Mecca Video</p>

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	<p>EQ: How does art and architecture reflect society? EQ: What are the effects of trade on countries? A. Regional and Transregional Interactions, c. 600 C.E. to 1450 A. 3.1: Expansion and Intensification of Communication and Exchange Networks B. 3.2 Continuity and Innovation of State Forms and their Interactions C. 3.3 Increased Economic Productive Capacity and Its Consequences</p> <p>EQ: How can persuasive writing be applied to life? A3. Persuasive Letter writing</p> <ul style="list-style-type: none"> • Ethos Logos, Pathos • Writing for a purpose/ a particular outcome 	<p>A2. Compare and contrast Sui, Tang, Song Dynasty</p> <p>A3. Mapping A3. Analyzing spread and effect of religion and trade on other countries (India & Indian Ocean Basin)</p> <p>A4. Art analysis - Impact of Byzantine art & architecture in society</p> <p>A3. Utilizing Ethos, Logos, Pathos effectively</p>	<p>Quiz A2. Double Bubble Map - China's Dynasties</p> <p>A3. Chapter 15 Quiz A3. Completed Map</p> <p>A4. Chapter 16 & 19 Quiz A5. CCOT on empire building & trade</p> <p>A3. Persuasive Letter to a specific audience (i.e. parents, government, admin)</p>	<p>A3. Sample letters</p>
November	<p>EQ: Why do civilizations rise and fall? 1. supplemental reading</p> <p>EQ: How does art and architecture reflect society? 1. supplemental reading/poetry</p> <p>EQ: What are the effects of trade on countries? 1. Regional and Transregional</p>	<p>Literary analysis</p> <p>A4. Artifact Analysis on Ibn Battuta A4. Cause & Effect relationship between trade and society</p> <p>A6. Constructing & Delivering an Argument A6. Oral Persuasion A6. Character & Primary Source Analysis</p>	<p>CC or CCOT Essay literary analysis poetry writing</p> <p>A1. Chapter 17 Quiz A2. Chapter 18 Quiz A3. Chapter 20 Quiz A4. Chapter 21 Quiz</p>	<p>A. Traditions and Encounters, 5th ed. Chapters 17-18, 20-21</p> <p>A. Worlds of History: A Comparative Reader, Volume II</p> <p>A4. EBSCO JSTOR graphic organizers</p> <p>A4. Sources: "Southernization" by Lynda Shaffer "The Historical Roots of Our Ecologic Crisis" by Lynn White Jr.</p>

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	<p>Interactions, c. 600 C.E. to 1450</p> <p>A. 3.1: Expansion and Intensification of Communication and Exchange Networks</p> <p>B. 3.2 Continuity and Innovation of State Forms and their Interactions</p> <p>C. 3.3 Increased Economic Productive Capacity and Its Consequences</p> <p>EQ: How can research help me develop and support my argument?</p> <ul style="list-style-type: none"> • In-depth researching using academic databases • Organizing relevant information for an argument • Creating an outline 	<p>A4. Utilizing academic databases (i.e. EBSCO, JSTOR)</p> <p>Creating arguments and finding supporting evidence</p>	<p>A4. Students will read both articles and evaluate using SOAPStone. Students will then get into two groups to further dissect each article discussing its strengths and weaknesses and sharing with the rest of the class. Students will use the discussion and the evidence given to construct a Compare and Contrast essay between the two articles and their views on technology in society.</p> <p>A4. Postcards from Ibn Battuta Travels</p> <p>A5. CCOT: Empire Building</p> <p>A6. Genghis Khan Trial</p> <p>A4. Notecards Outline</p>	
December	<p>EQ: What is civilization?</p> <p>EQ: How does religion and culture influence society?</p> <p>EQ: What are the consequences of trade</p>	<p>A. Review for Semester Exam</p> <p>A5. Basic Shakespeare history</p> <p>1. Basic theater set</p>	<p>A1. 1st Semester Exam</p> <p>A5. Quiz - understanding and reading quizzes</p>	<p>Speeches by</p> <ul style="list-style-type: none"> - Jesus of Nazareth - Mohammed from the Koran <p>Sparknotes.com supplemental readings resource books</p>

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	<p>and networking? EQ: How do civilizations expand? A. 1st Semester Review & Assessment</p> <p>EQ: How did Shakespeare influence literature and society? A1. Othello</p> <ol style="list-style-type: none"> 1. Shakespeare background and impact on society 2. Theater set-up 3. Shakespeare's influence throughout the centuries 	<p>up</p> <ol style="list-style-type: none"> 2. Reading first few chapters of "Othello" 		
<p>January</p>	<p>EQ: How has interaction of food, disease, and ideas impacted countries?</p> <ol style="list-style-type: none"> 1. Global Interactions, 1450-1750 A. 4.1 Globalizing Networks of Communication and Exchange B. 4.2 New Forms of Social Organization and Modes of Production C. 4.3 State Consolidation and Imperial Expansion <p>Supplemental Reading</p> <p>B. Oratory</p> <p>Poetry Collection</p> <ul style="list-style-type: none"> • View through my window - writing from different points 	<p>A4. Poem Analysis - White's Man Burden A4. Propaganda Analysis - Imperialism A3. - A4. Visual Representation of Colonizers & Colonized in Australia - Effects of Imperialism on colonized country</p> <p>A6. Cause & Effect Analysis A6. Multi-Flow Thinking Map</p> <p>A7. Primary source analysis</p> <p>B. Analysis of relationship between character and event (i.e. James Cook & Native Hawaiians) B. Oral Persuasion Skills</p>	<p>A1. Chapter 22 Quiz A2. Chapter 23 Quiz A3. Chapter 24 & 25 Quiz A4. Chapter 26 Quiz A4. Imperialism Poster A5. Chapter 27 Quiz A6. Columbian Exchange Presentation A7 . Columbian Exchange DBQ</p>	<p>A. Traditions and Encounters, 5th ed. Chapters 22-27</p> <ol style="list-style-type: none"> 1. Worlds of History: A Comparative Reader, Volume II <p>A. <u>Guns, Germs, Steel</u> Video</p> <p>A. "White Man's Burden" by Rudyard Kipling A. "Brown Man's Burden" by Henry Labouchere</p> <p>A. <u>Rabbit Proof Fence</u> Video</p> <p>A. "Noli Me Tangere" by Jose Rizal</p> <p>A. <u>The Mission</u> Video</p> <p>C.1 speeches by Churchill, Hitler, Mussolini, Wiesel <u>Diary of Anne Frank</u></p>

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	<p style="text-align: center;">of view</p> <p>EQ: What are the literary elements of "Othello"?</p> <p>C6. "Othello" Reading</p> <ol style="list-style-type: none"> 1. Read the rest of "Othello" 2. What are the main themes? 3. character analysis 	<p>B. Constructing an Argument</p> <p>B. Character Analysis</p> <p>B6. Write from different points of view use poetic devices</p> <p>C. Building empathy and perspective amongst characters across different time periods</p> <p>C6. "Othello" Reading</p> <ol style="list-style-type: none"> 1. Reading for comprehension 2. character analysis 3. themes and motifs <p>D. Leader analysis</p> <p>D. Discussion of their own conceptions of successful empire building and ruling (Ottoman, Mughal, Spanish, Incan, Qing, Russian, Japan, France, Songhay)</p>	<p>B1. Oratory</p> <p>B2. Oratory Reflection</p> <p>B3. Periodization Reflection: As students look at the similarities during this time period in terms of travel, students will compare to Polynesians early travels and why they were not part of this time period.</p> <p>B6. Poetry collection</p> <p>C1. Meeting of the Minds - Slave, Jewish, Native American</p> <p>C6. "Othello"</p> <ol style="list-style-type: none"> 1. 10th grade common assessment <p>D. International State Building Summit</p>	
February	<p>EQ: How do leaders impact their country?</p> <p>EQ: Who is Elie Wiesel and why is he important contribution to our society?</p> <p>A7. Introduction to "Night"</p> <p>A. Why Elie Wiesel</p>	<p>A7. "Night"</p> <ol style="list-style-type: none"> 1. Background information 2. Reading and reflecting on the preface <p>B. Cause and effect analysis of each</p>	<p>A7. "Night"</p> <ol style="list-style-type: none"> 1. Discussion <p>A1. Chapter 28 & 31 Quiz</p> <p>A2. Chapter 29 & 30 Quiz</p> <p>A3. Chapter 32 Quiz</p>	<p>A7. "Oprah Interview with Elie Wiesel" Wiesel speeches (Nobel peace prize speech)</p> <p>A. Traditions and Encounters, 5th ed. Chapters 28-31</p> <p>A. Worlds of History: A Comparative Reader, Volume II</p> <p>MLA Handbook</p>

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	<p>wrote "Night"</p> <p>B. Books role in society C. The role of literature D.</p> <p>EQ: What was the impact of exploration on the world? (positive and negative)</p> <p>EQ: How do migrations of people, goods, and ideas affect the environment and society?</p> <p>1. Industrialization and Global Interaction, 1750-1900</p> <p>A. 5.1 Industrialization and Global Capitalism B. 5.2 Imperialism and Nation-State Formation C. 5.3 Nationalism, Revolution, and Reform D. 5.4 Global Migration</p> <p>EQ: What was the impact of exploration on the world? (positive and negative)</p> <p>EQ: How do migrations of people, goods, and ideas affect the environment and society?</p> <p>B. Oratory</p> <p>EQ: Why is "Night" such an important contribution to literature and the world?</p> <ul style="list-style-type: none"> • Reading "Night" • Looking for symbolism, themes, motifs <p>EQ: How can I turn my</p>	<p>revolution</p> <p>B. Compare and contrast between revolutions in different regions (i.e., French & Mexican)</p> <p>B. Oral Presentation Skills B. Building slideshows</p> <p>Controversial Issue Paper</p> <ol style="list-style-type: none"> 1. Organizing arguments 2. Organizing evidence 3. Writing draft and peer editing skills 	<p>B1. Revolution Animoto Presentations B1. Revolution Poster B1. Revolution Compare / Contrast Essay</p> <p>B1. Periodization Reflection: Are we still in an age of revolution with the events happening today? Why or why not?</p> <p>Controversial Issue Paper</p> <ol style="list-style-type: none"> 1. Rough Draft 2. Final Draft 	
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	<p>argument into an argumentative paper?</p> <ol style="list-style-type: none"> 1. Organizing paper and argument 2. writing draft and peer editing 			
March	<p>EQ: How has the concept of "globalization" affected different regions?</p> <p>EQ: What are the long and short term impacts of war on different regions?</p> <p>EQ: How has a country's relationship to the world differed over time? How has it stayed the same?</p> <p>EQ: What does it mean to be "global?"</p> <p>EQ: What can we predict about future society?</p> <ol style="list-style-type: none"> 1. Accelerating Global Change and Realignments, 1900-Present <ol style="list-style-type: none"> A. 6.1 Science and the Environment B. 6.2 Global Conflicts and Their Consequences C. 6.3 New Conceptualizations of Global Economy, Society, and Culture 	<p>C. Discuss the role of MAIN in World War I (Militarism, Alliances, Imperialism, Nationalism)</p> <p>D. WWII Artifact Analysis</p> <p>D. WWII Historical Content</p> <p>D. WWII Building Empathy</p> <p>D. WWII Building Perspective</p> <p>"Night" Discussions</p> <p>Finding truth in literature</p> <p>what does literature bring to history?</p>	<p>A1. Chapter 33 Quiz</p> <p>A2. Chapter 34 & 35 Quiz</p> <p>B1. World War I Simulation</p> <p>B1. Analyzing the cost of war through tables and graphs - how much money was spent and casualties</p> <p>C1. Nanking Double Bubble Map</p> <p>D. World War II Museum - Teaching Tolerance</p> <p>Memorial Service Project - Remembrance and a call to action</p> <p>Night 10th grade common assessment</p>	<p>A. Traditions and Encounters, 5th ed. Chapters 33-35</p> <p>A. Worlds of History: A Comparative Reader, Volume II</p> <p>B. World War I Table of Casualties - http://www.pbs.org/greatwar/resources/casdeath_pop.html</p> <p>B. Table of Costs in WWI - http://www.ww1-world-war-one.info/WWI-World-War-1-information-History-War-Casualties-Cost.htm</p> <p>C. Nanking Video</p> <p>D. Holocaust Museum</p>
April	<p>EQ: How has the concept of "globalization" affected different regions?</p> <p>EQ: What are the long</p>	<p>B. Persuasion Technique</p> <p>C. Propaganda Analysis</p> <p>C. Political Cartoon Analysis</p>	<p>A1. Chapter 36 Quiz</p> <p>A2. Chapter 37 Quiz</p> <p>A3. Chapter 38</p>	<p>A. Traditions and Encounters, 5th ed. Chapters 36-38</p> <p>A. Worlds of History: A Comparative Reader, Volume II</p> <p>B. Speeches from Einstein, Mao Zedong, McCarthy</p>

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	<p>and short term impacts of war on different regions? EQ: How has a country's relationship to the world differed over time? How has it stayed the same? EQ: What does it mean to be "global?" EQ: What can we predict about future society?</p> <ul style="list-style-type: none"> ● Accelerating Global Change and Realignments, 1900-Present <p>A. 6.1 Science and the Environment B. 6.2 Global Conflicts and Their Consequences C. 6.3 New Conceptualizations of Global Economy, Society, and Culture</p> <p>EQ: Why did William Golding write "Lord of the Flies" What is he trying to say about society?</p> <ul style="list-style-type: none"> ● Read "Lord of the Flies" ● Themes and motifs ● Political commentary ● 	<p>D. Supply - and - Demand D. Discussion on Globalization</p> <p>E. Peace conflict resolution E. Oral Presentation E. Document Analysis E. Character / Country Analysis E. Building Perspective</p> <p>F. Identifying current regions of the world F. Compare and Contrast regions across various time periods F. Discuss continuity and change over time with regions over time periods</p> <p>"Lord of the Flies"</p> <ol style="list-style-type: none"> 1. Identifying themes and motifs 2. Identifying political commentary 3. discussion 	<p>Quiz</p> <p>B. Cold War Simulation</p> <p>C. Propaganda Analysis Worksheet C. Political Cartoon Creation</p> <p>D. Global Economy Simulation</p> <p>E. United Nations Simulation</p> <p>F. Mapping Activity - A World without Borders</p> <p>"Lord of the Flies"</p> <ol style="list-style-type: none"> 1. Discussion 2. 10th grade common assessment 	
<p>May</p>	<p>A. AP World History Review</p> <p>EQ: How has the concept of "globalization" affected different</p>	<p>Controversial Issue Debate</p> <ol style="list-style-type: none"> 1. Researching topic 2. creating arguments 	<p>A. AP World History Post-Test</p> <p>B. Honor Code Reflection</p>	<p>A. AP World History Practice Exam (College Board example)</p> <p>B. <u>47 Ronin, Lord of the Flies, Night</u></p> <p>C. Google Sites</p>

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	<p>regions? EQ: What are the long and short term impacts of war on different regions? EQ: How has a country's relationship to the world differed over time? How has it stayed the same? EQ: What does it mean to be "global?" EQ: What can we predict about future society? EQ: How has interaction of food, disease, and ideas impacted countries? EQ: How do leaders impact their country? EQ: What was the impact of exploration on the world? (positive and negative) EQ: How do migrations of people, goods, and ideas affect the environment and society? A. 2nd Semester Exam</p> <p>EQ: What is the best way to prepare for an unexpected argument in a debate?</p> <ol style="list-style-type: none"> 1. Preparing for a debate 2. Preparing for the unexpected 3. setting up an argument 4. preparing counter-arguments 	<ol style="list-style-type: none"> 3. collecting evidence 4. expecting the counter-arguments 5. Opening and Closing statements 	<p>C. Binder Reflection C. e-Portfolio D. What Would You Do? - Kick it Up History Poster and Sipa Ball</p> <p>Controversial Issue Debate</p>	<p>C. Student Work Progress</p> <p>D. ijeepney.com</p>
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Appendix F: Sample Blog & Glogster

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Blog #1 - Current Issues of Imperialism - Akaka Bill



I will be referring to this form of media [here](#).

Although this doesn't seem to be the most obvious form of imperialism, I am basically basing it off the discussion we had last week with the poems. Whether imperialism is just a thought ingrained in the minds of Hawaiians or is it really happening is the main question I'm trying to tackle. I still feel like imperialism of the Hawaiian Kingdom is still here today, not just as evidence, but it still seems to be followed through. I see this through the Akaka Bill.

The Akaka Bill basically sees the Hawaiians as indigenous people and puts them in the same position as the American Indians, this is obviously not good. The Akaka disregards the wrongs that the United States has done and makes them special people under this act and everything will be okay. No, it won't be okay, this fully takes away the sovereignty of the people.

The Akaka Bill fully shows that imperialism is still here today, by trying to full take over the Hawaiian people and culture, it's their form of following through and I feel that this is imperialism as much as the next.

With many local acts of oppression, it seems to be easy to point anything out as imperialism, so I believe Gabby's point of "it's all in their heads" is a great point, because some are. There are many things that people think may be a form of imperialism and aren't. Although she does make a good point, I believe that the Akaka Bill is one where it's obvious that this is a form of imperialism.

Thoughts?

Posted 26th March by [YOLO](#)

Caption: This is a student's first blog. After holding a discussion on imperialism found in Hawaiian songs and poems, a student asked, "Does imperialism really exist or is it so ingrained in our brains that it's only a thought?" It sparked their first blog which is for them to find a current article on imperialism and write a blog on how it is a form of imperialism. This student chose how the Akaka Bill was a form of imperialism on Hawaii.

Appendix F: Sample Blog & Glogster



RevolverOshawott March 26, 2012 8:45 PM

Then what should be done to right the wrongs for the Native Hawaiians? Give all of the land back to them? There are so few Hawaiians in comparison to everyone else that this is just impractical. Plus, if Hawaiian culture is so important (We are the only state to have two official languages - English and Hawaiian) then why isn't it taught in school properly? I know that we learned a little bit of the Hawaiian language in elementary and middle school, but I barely know more than a couple of words. In this day and age where Hawaiian practices are not prohibited, I think that imperialism over Hawaiian culture is all in the mind. Note that I didn't say the land of Hawaii. That is obviously imperialized.

[Reply](#)



CasanovaGuy March 26, 2012 10:07 PM

It's pretty hard to reverse or mitigate the effects of imperialism, like Akaka is trying to do. I like the part where you say that he's disregarding what the United States did to the Hawaiians in the first place. He's thinks that the issue would be resolved if they get special treatment. I think that this is just like killing someone and giving a present to his/her family. What the U.S. did to the Hawaiian people and their culture will always remain in the minds of the Hawaiians, and nothing that the U.S. does will ever change this.

[Reply](#)



rachels March 27, 2012 1:12 AM

I do feel that Hawaii was imperialized. The foreign people did take over the land, government, economy, and overall live for their own benefit. But as of present day I do not feel that the imperialism effects affect our culture. Hawaii's culture has changed not only because of imperialism but because of the people itself. Just like every other place in the world people interact bringing their beliefs, traditions, and foods to share with the rest of us. Shure not everyone may speak Hawaiian or "act" Hawaiian, but that doesn't mean the culture isn't there. The Hawaiian culture is thriving through our youth. It might be tweaked through time but it is still there and not forgotten.

[Reply](#)



AlyToebiter March 27, 2012 1:33 AM

I feel like the Akaka Bill should not be passed... Although the Hawaiians did have their land taken over by the Americans, Hawaii is now apart of America. Passing the Akaka Bill and allowing them to have their own nation in America would not be right. I think that the Hawaiian culture is still there and they do not need the Akaka Bill just to bring it back alive.

[Reply](#)

Caption: These are the comments that followed the first blog. In addition to creating their first blog, students were to comment on at least two of their classmate's blogs. Students could comment on the blog and / or other student's blogs.

Appendix F: Sample Blog & Glogster



Caption: This is a glogster, or an interactive poster. The objective of this is to show the four stages of imperialism in a country using visuals. I used Glogster because it has the ability for students to create a poster using video, music, and pictures.