

Summer 2003

Democratic Classrooms: A Handbook for Development

Shawn M. Turner

Follow this and additional works at: https://digitalcommons.cwu.edu/graduate_projects



Part of the [Educational Assessment, Evaluation, and Research Commons](#), and the [Educational Methods Commons](#)

Abstract

DEMOCRATIC CLASSROOMS:
A HANDBOOK FOR DEVELOPMENT

By

Shawn M. Turner

July 2003

The characteristics and principles of a democratic classroom was investigated; a description of related theories is provided, including those of John Dewey and Paulo Freire. A handbook of activities was created to provide a resource for teachers who desire to create a more democratic classroom. The handbook includes questionnaires, assignments and activities, information about class meetings and ways to explore personality types, among other things.

Table of Contents

Chapter		Page
I	Introduction.....	1
	Overview.....	1
	Purpose.....	1
	Scope.....	2
	Definition of Terms.....	2
II	Review of the Related Literature.....	4
	The Roots of a Democratic Education.....	4
	Why Create a Democratic Classroom?.....	5
	Character Education.....	5
	Increased Engagement through Shared Authority.....	6
	Creating Harmony.....	6
	Multicultural Implications.....	7
	How to Create a Democratic Classroom.....	8
	The Transition.....	8
	Grading/Evaluation.....	10
	Testing/Content.....	12
	Dialogue.....	13
	Tools for Reflection.....	14
	Utilizing Emotional/Multiple Intelligences.....	16
III	Design of the Project.....	18
	Procedures.....	18
	Creation of the Project.....	18
	Development of the Project.....	18
	Implementation of the Project.....	19
IV	Project.....	20
	Introduction.....	20
	Handbook: Creating Your Democratic Classroom.....	P-1
V	Summary, Conclusions, and Recommendations.....	21
	Summary.....	21
	Conclusions.....	22
	Recommendations.....	22
	References.....	24

Chapter One

Introduction

Overview

In a classroom climate that is open and democratic, students are treated fairly and are free not only to express their opinions during normal discussion, but also to be involved in classroom management. Such a climate can prevail in classrooms that otherwise are traditional or innovative to varying degrees. The distinguishing and crucial factor in open, democratic classrooms is that the students perceive their opinions to be solicited, accepted, and respected. It is in such classrooms that thinking is encouraged and nurtured to a higher level. Larrivee (2002) asserts,

In the democratic learning community, the teacher's role is to help students internalize these values [of tolerance, acceptance, respect, and compassion] and learn that freedom is tied to responsibility. Promoting a democratic classroom involves supporting students in self-evaluation and self-reflection, with the ultimate goal being student self-management (p. 77).

The fundamental goal in education is to help students increase their experience and awareness of the surrounding world to better prepare them for adult life. It is the duty of everyone involved in public education to help the students: (1) to mature; (2) to deepen their thought processes; and (3) to enlarge their experiences (Dewey, 1902/1990).

Purpose of the Project

The purpose of this project is to provide new teaching methods and activities that would assist teachers in implementing democratic characteristics into their classrooms. This handbook includes the activities and a brief explanation of how they can be put into

practice. All of these activities should be adapted according to the knowledge the teacher has about their students and classroom as a whole.

Scope

This project will assist teachers of all subjects to create a more democratic, student-centered classroom by involving the students in building the classroom management and curriculum. Democracy as a topic alone and as it relates to education is a very broad subject and the review of literature in this project is limited to a few key issues, including: the roots of a democratic classroom, why a teacher should create a democratic classroom, and how a teacher might create a democratic classroom. Although there are several elements involved in the development of a democratic classroom, this project touches on the topics of shared authority, character education, cooperative learning, assessment, testing, reflection and multiple intelligences. Further exploration on democratic classrooms may involve a review of literature about the use of technology, parental involvement, emotional intelligence, and teacher training, to name a few. Chapter Three describes the methods used to create this project, including the development of the project and how it is to be implemented. Chapter Four contains a handbook to assist teachers in creating their own democratic classroom, including the basic principles of a democratic classroom and several student-centered activities. The last chapter summarizes the project and offers some conclusions and recommendations.

Definition of Terms

Basic Education Goals. There are four basic education goals, along with the EALR's that apply to all subjects in the state of Washington (OSPI, n.d.).

Class Agreement. Purpose statement – a statement of purpose that the students create. Code of Cooperation – what the students need to do to accomplish the purpose statement (B. Evans, personal communication, October 15, 2002).

Essential Academic Learning Requirements (EALR's). What students should know and be able to do, i.e. Washington state standards (OSPI, n.d.).

Joint Productive Activity. When experts and novices work together for a common product or goal, and are therefore motivated to assist one another (*Joint productive activity*, n.d.).

Portfolio. 3-D Portfolio – documentation, demonstration and defense of the students work for the duration of the course (B. Evans, personal communication, November 5, 2002).

Self-assessment. The ability of a student to observe, analyze, and judge her performance on the basis of criteria and determine how she can improve it (*Assessment essentials*, n.d.).

Self-management. The ultimate outcome for the student in a democratic classroom. Ideally the students will not only know and understand what is expected of them but they will also conduct themselves well without the teacher asking or prodding the students in a disciplinary manner (B. Evans, personal communication, May 5, 2002).

Self-reflection. This is reflection on the conduct and behavior, as well as the assignments and projects in a democratic class; the affective domain of Bloom's Taxonomy (Costa and Kallick, 2001).

Chapter Two

Review of Literature

The purpose of this project is to provide resources for teachers who have a desire to create a democratic classroom. The following is a review of literature that focuses on the principles upon which a democratic classroom is based, why a democratic classroom is more effective than a traditional setting and how a teacher can create a democratic classroom.

The Roots of a Democratic Education

Although many teachers still use the traditional lecture style of teaching common at the turn of the century, educational reformers have, since that time, tried desperately to call for more improvements in teacher education and philosophies about teaching and learning. At the forefront of educational reform in his time was John Dewey, who published *Democracy and Education* (1916/1997a) aiming to define culture through the idea of democracy. He explained the purpose of education in a democratic society, noting that, in order for a democracy to be successful, those who elect the governors must be educated. Dewey (1916/1997a) then states that “schooling must provide genuine situations in which personal participation brings home the import of the material and the problems which it conveys” (chap. 18, para. 4). In order for a student to really understand and absorb that which is being taught, he or she must be actively involved in the learning process—not just sit at a desk and listen to lectures all day.

Even more liberal thinking in the sixties and seventies gave rise to scholars such as Brazilian Paulo Freire who, like Dewey, challenged traditional methods by comparing the effectiveness of a teacher merely passing on information versus active participation in

the lives of the students. According to Freire (1998a), “to teach is not *to transfer knowledge* but to create the possibilities for the production or construction of knowledge” (p.30). Freire’s ideas stemmed from the idea that educators must be responsible for liberating the oppressed and creating an environment of respect where all are treated equally. He stated, “Coherently democratic authority, founded on the certainty and on the importance both of itself and of the freedom of the students, will never minimize freedom Freedom is a must” (Freire, 1998a, p. 86). In essence, Freire’s beliefs about teaching were founded on the premise that teachers must form a close relationship with students, allowing them to participate in the classroom and bring their varied knowledge and experiences to each activity they carry out with the help of the teacher (Freire, 1998a). By allowing for freedom and mutual respect in the classroom, democratic ideals will eventually expand to the rest of society and mankind will be able to do away with authoritarianism, racism, and machismo.

Why Create a Democratic Classroom?

Although there is a general consensus that more student participation leads to more effective classrooms, there are several areas of education that benefit from the creation of a democratic classroom. This section touches on a few reasons why a classroom based on democratic principles is more successful, including the building of character, increased engagement because of shared authority, the encouragement of harmony and the positive implications for multicultural education.

Character education. Thomas Lickona, a well-known theorist involved with the study of moral education, claims that democratic classrooms help students to develop

character (n.d., para. 5). On the official website for the Center for the Fourth and Fifth R's (directed by Lickona), it states that a democratic classroom contributes to character because it: (1) "Provides an ongoing forum where students' thoughts are valued and where any need of the group can be addressed;" (2) "Creates a support structure that calls forth students' best moral selves by strengthening community and holding them accountable to practice respect and responsibility;" and (3) "Mobilizes the peer culture on the side of virtue, because students are working with the teacher in a continuing partnership to create the moral culture of the classroom" (Center for the Fourth and Fifth R's, n.d., para. 2).

Increased engagement through shared authority. Many scholars have expressed the advantages to allowing students to participate jointly with the teachers in the different aspects of the learning process (Freire, 2001; *Joint productive activity*, n.d.; Shor, 1996; Siler, 1998; Tyler, 1949/1969). Dewey emphasized the importance of the participation of the learner in the "formation of the purposes which direct his activities in the learning process" (1938/1997b, p. 67). On the website for the Center for Research on Education, Diversity and Excellence (CREDE), it is noted that one of the five standards for effective pedagogy is "Teachers and Students Producing Together." This allows "the highest level of academic achievement: using formal, "schooled," or "scientific" ideas to solve practical, real world problems" (*Joint productive activity*, n.d.).

Creating harmony. Shared ownership has more benefits than just engaging the learner in his or her educational process. It also assists in maintaining harmony in the learning environment. In the wake of school violence and specifically school shootings, Kohn (1999) suggests the question, "How can we transform our schools into places that

meet students' needs so there is less chance that someone will be moved to lash out in fury?" (p. 24). Kohn observes that many schools fail to look deep into students' problems, and instead look at just the surface, in regards to how they feel at school. He asserts,

All of us yearn for a sense of relatedness or belonging.... All of us need to experience ourselves as self-determining, to be able to make decisions about the things that affect us...to feel effective, to learn new things that matter to us and find (or create) answers to personally meaningful questions (1999, p. 21).

This is absolutely what needs to be seen in a democratic classroom. To let the student be involved in their education, to have a sense of ownership in the school might very well be a means of engagement as well as harmony.

Multicultural implications. Democratic classrooms encourage equality and mutual respect between students and teacher—principles that inherently bridge cultural gaps in a multicultural group. In fact, democratic classrooms reject the authoritarian tendencies to engender racism (Freire, 1998b, p. 67). Geneva Gay (1994) relates educational equity to democratic principles, asserting, "the multicultural goal of achieving educational equity and excellence encompasses cognitive, affective, and behavioral skills, as well as the principles of democracy" (para. 61). According to Banks, one of the four approaches to multicultural education involves the students doing the decision-making and engaging in sociopolitical action that ensures equality for everyone (1993).

When teachers and students work together to create a common context of experience, such as what is done in a democratic classroom, teaching and learning

becomes cross-cultural (*Joint productive activity*, n.d.). This is especially important in classrooms which are striving to create democratic citizens. Parker (2003) notes that “multicultural education fosters the development of democratic citizens [and] democratic citizenship, education foster[s] pluralism—specifically a culturally, racially, and politically diverse society” (p. 1). Democratic classrooms, then, foster the type of education that creates culturally-aware students and allows for pluralism to exist.

How to Create a Democratic Classroom

Teachers may agree that a democratic classroom is more effective, but an even greater dilemma lies in structuring that classroom to make it truly democratic (Felder and Brent, 1996; Gimbert, n.d.). Several issues that must be addressed include: transitioning to a student-centered classroom, grading, testing, dialogue, tools for reflection, questioning techniques, and utilizing multiple intelligences theories.

The Transition from a Teacher-Centered to a Student-Centered Classroom.

Although it has been a little less than a century since Dewey came out with his ideas on how a classroom should involve the participation of students, exactly how much participation is still a point of controversy among educators and scholars. As Judith Gray states,

teachers are often afraid to implement student-centered ideas: For new teachers entering the profession, the thought of instituting a self-managed classroom is daunting. For veteran teachers, the opportunity to experiment with alternatives to the 'old school' method of classroom discipline is challenging and often just as fraught with trepidation (n.d., para. 2).

Larrivee (2002) notes that the shift from a traditional classroom to a democratic one cannot be done haphazardly, by simply letting the students take over the classroom. He states,

Moving away from teacher-directed classrooms to classrooms in which students are active participants in their learning community requires a different model of classroom interaction patterns....These changing classroom demands call for classroom management and interaction styles that better align with merging metaphors of teacher as a social mediator and learning facilitator. These roles represent a redistribution of control and responsibility for learning from teachers to students (p. 77).

Teachers, then, must take care to research how a democratic classroom works most effectively and exactly what roles students and teachers play in such an environment.

Ellsworth (1999) points out that students may need help at first in making the transition into a democratic community, "Many students will need help in initial efforts to work in community, since this is likely to be a new or emerging skill. Proper attention to structure and dynamics will facilitate progress" (p. 65). Most research on a democratic classroom seems to share this same opinion—that an important part of democratic classrooms involves the care that teachers take in showing students how to take on their new roles.

One of the things a teacher must be sure to instill in students is a sense of responsibility. Problems can arise when teachers give children power in a classroom without first explaining the responsibility that inherently complements that power (Lickona, 1991). Lickona (1991) offers several illustrations of how the teaching of

democratic values—including responsibility—have improved the educational process in schools. One school he describes has daily class meetings to solve school problems as well as elected class representatives who meet weekly with the principal. Lickona states that the overall aim is: “to create a feeling that ‘this is everybody’s school, and everybody has a responsibility to make it a good place to learn’” (1991, p. 24).

Grading/Evaluation. There are various theories on the subject of grading, including renaming it “assessing” or “evaluation” and giving out points rather than traditional letters. Some scholars want to completely get rid of the current traditional grading system, while others believe that it simply needs modification and more effective application. A move away from traditional grading procedures facilitates learning in a democratic classroom.

Alfie Kohn frequently criticizes the effects of the traditional assessment that takes place in schools. He substantiates the effects of grading in three main ways. “1) Grades tend to reduce students’ interest in the learning itself; 2) Grades tend to reduce students’ preference for challenging tasks; 3) Grades tend to reduce the quality of students’ thinking” (1999, p. 39). A student’s interest and perspective with a subject area are determining factors in how he or she improves in that subject. To think that students would not take certain courses seriously if they were not going to get a grade might maintain that something is wrong with the kids and indicates a denial to examine the teacher’s classroom practices and assumptions about teaching and learning (Kohn, 1999). According to Kohn, grading is a vicious tool of the traditional system in the classroom as well as the schools. These traditional means of “evaluation” and

“assessing” should have very little significance in a democratic classroom where learning is determined by individual student goals and objectives.

Other scholars propose that traditional grading is not an evil necessity if it is used properly. For example, rubrics, or scoring guides, are a great example of using a scoring system to help promote thinking and learning. According to Andrade (2000) “Rubrics make assessing student work quick and efficient, and they help teachers justify to parents and others the grades that they assign to students’ work” (p. 13). Using these forms of assessment, says Andrade (2000) “provides students with more informative feedback about strengths and areas in need of improvement than traditional forms of assessment do” (p.15). The whole point of evaluating/grading is to help the student recognize their learning patterns. Using rubrics as a tool for student self-evaluation by letting them help in creating the rubric and then using it to engage themselves in their own learning suggests that this process has a positive effect on students’ learning (Andrade, 2000). The thought that teachers would put an emphasis on grades undermines the whole idea of obtaining a sound education by stressing an inaccurate report of student achievement.

In a democratically run classroom the teacher as well as the students should be engaged in evaluation of the learning that goes on. Grant Wiggins (1993), brings out the Latin root of the word “assess”, which means “to sit with” (p. 11). He bases many of his theories on this idea and defines an assessor as someone who simply advises. Wiggins sees it important for the teacher to be an ally rather than an adversary, particularly in the area of assessment (1993).

It is essential that active, positive and equal evaluation of student and teacher progress is present in the classroom to ensure high quality learning. Larrivee (2001)

states that “changing classroom demands call for classroom management and interaction styles that better align with merging metaphors of teacher as social mediator and learning facilitator... represent[ing] a redistribution of control and responsibility for learning from teachers to students” (p.77). True harmonious learning comes from positive student, teacher and peer evaluation. New reform measures indicate that students have a greater responsibility for their own learning and teachers must look again at the way they interact with the students when it comes to evaluating their performance and learning. Larrivee (2001) asserts, “Teachers promote a democratic learning community when they provide encouragement rather than praise, respond with acceptance not judgment, and offer constructive interpretations rather than evaluative feedback or destructive criticism” (p. 86). How teachers present themselves is key to how they view the evaluation system.

Testing/Content. It is apparent that the biggest factor in student achievement lies with the responsibility of the student, even some teachers find it difficult to create motivation through content and assessment. New teachers, in particular, have an especially hard time dealing with high-stakes and standardized tests because of the negative impact on their students as well as their classroom practices (Costigan, 2000). This research into the types of testing has created a new kind of stressful reform. Costigan (2002) states that “in the fall of 2001, the New York education commissioner promised punishments to education administrators...who continued to allow parents to boycott their children’s testing, and he advocated punishment of teachers who supported anti-testing protesting (p. 29). Although testing is a form of reaching a portion of student achievement, it is very debatable that it is an effective form. Wiggins (1993) vehemently opposes standardized testing, seeing it as unresponsive, out of context, and detached. A

classroom in which democratic ideals are prevalent, a constructivist, progressive or social reconstructive approach to education is essential rather than “the fact and skills-based curriculum which testing seems to demand” (p. 33). Testing should be the means for the teacher to know how he or she is doing and exactly what to do next (B. Evans, personal communication, May 23, 2002).

Knowing how to assess student learning is great only if you know exactly what is to be learned and taught. Nelson (2001) understands it as, “Too often students engage in futile lessons that attempt to teach difficult concepts in too short a time or in classes that substitute facts and vocabulary for in-depth understanding” (p. 15). Educators should actively be engaged in helping students understand the “why” certain subjects are taught in schools. A democratically run classroom will invite ample discussion on this very subject. State mandated tests make it difficult for teachers to focus on student involvement rather than on teaching the test material. Nelson (2001) declares, “With goals in place and students in mind, curriculum decision makers must face a new set of constraints imposed by both the time available for teaching and the time for learning” (p.17). Not every child in the educational system has the same goals or desires to “know” the same material to succeed in life. It should be on every teacher’s mind to help understand each student’s purpose.

Dialogue. A key principle that must be instituted in any democratic classroom is that of dialogue. Dialogue is necessary for critical thinking and open communication to exist and this is where true education occurs (Freire, 1970). Friere (1970) observes, “Without dialogue there is no communication, and without communication there can be no true education” (p. 153). In an educational setting, dialogue is particularly important

because it is “an activity directed toward discovery and new understanding, which stands to improve the knowledge, insight, or sensitivity of its participants” (Burbules, 1993, p. 8). A democratic classroom fosters dialogue and vice versa, subsequently enriching the learning process of those involved. Friere (1970) also explains that along with development of the learning process the “preoccupation with the content of dialogue is really preoccupation with the program content of education” (p. 153).

Tools for Reflection. True learning comes after the experience when one reflects on what has happened. Democratic classrooms engender the type of learning that encourages application of and reflection on what is learned. Paulo Freire states, “Critical reflection on practice is a requirement of the relationship between theory and practice. Otherwise theory becomes simply ‘blah, blah, blah,’ and practice, pure activism” (2001, p.30). Michael Apple and James Beane echo Freire’s emphasis on reflection by pointing out that it is one of the main characteristics of a democratic school (1995).

Using reflection as a means of improvement is essential in understanding how students and teachers learn. Costa and Kallick (2000) understand this to mean, “Self-knowledge involves *what* and *how* you are thinking, even unconsciously. Many people are not used to engaging in the “self-talk” that is necessary for hearing their inner voice” (p. 60). This “inner voice” is exactly what is needed to create quality learning. Reflection helps to let the student and teacher know that their opinions are not wrong or right but their own personal reflective ideas.

In a democratic classroom the intention of classroom discussion, class meetings and groups would be to invite reflection on a certain topic at hand. This is the essential part of the learning process, the experience of reflection. This involves the milling

around in ones head through where one has been to try to make some sense of it (Costa and Kallick, 2001). "Developing habits of continual growth and improvement requires self-reflection...[by] gain[ing] important information about the efficacy of our thinking, these experiences let us practice the habit of continual growth through reflection" (p.62). Reflection is not just thinking about what one did but how one can improve. McVarish and Solloway (2002) state, "Learners must think about, understand, and articulate their reasoning about what was learned, is being learned, and is still unlearned...it is impossible to disconnect the learner from the [self] assessment process (p. 254).

A democratic classroom helps unite the group of students by using self-evaluation practices on the group and individual level by reflecting on anything from classroom management to the effects of World War II. McVarish and Solloway (2002) claim that, "the sense that the students were in charge of their learning empowered and enriched both what they learned and their appreciation of that learning...Self-evaluation became the defining element of the learning environment (p.259). A few teachers have found out that true learning comes from reflection and self-evaluation and have created a sense of achievement in their students lives. Many more teachers have learned that by not helping students (and themselves) reflect on their learning, many precious learning moments have been lost.

A great tool for engaging students in this practice of reflection is the portfolio. Creating a portfolio to demonstrate, document and defend the work a student (or teacher) does is a wonderful way to reflect on what has been learned and experienced (Arter and Spandel, 1992; Murphy and Smith, 1991; Yoo, 2001). Yoo (2001) states that "Having weaknesses does not mean we are bad or foolish; on the contrary, weaknesses provide us

with opportunities to learn and improve” (p.78). Using a portfolio is a great way to reflect on student strengths and weaknesses by seeing the progression of learning through a series of assignments and activities. This is also a wonderful tool to use at student lead parent-teacher conferences.

Questioning is another part of teaching that is essential to the reflective process

From questioning traditionally to learning how to question effectively, scholars have noted the importance of this act in many ways (Dantonio and Beisenherz, 2001; Freedman, 1994; Freire & Faundez, 1989). A teacher must learn how to question in a manner that encourages students to share experiences and knowledge and not be intimidated. Dantonio and Beisenherz (2001) point out that teachers must unlearn nonproductive questioning practices and replace them with “questioning practices that engage students in the production of language, exemplifying their thinking” (p. 136). This involves getting rid of the closed question and replacing it with questions beginning with “what,” “how,” “why,” or “in what way”. These types of questions open up students minds and allow them to participate in a more active way—giving them the power to steer the discussion based on their emotions, background, and knowledge. Ultimately, the correct type of questioning methods will empower students and engender a more democratic classroom, opening lines of communication between all participants in the learning process.

Utilizing Emotional/ Multiple Intelligences. The theory of multiple intelligences, identified by Howard Gardner (1983), is based on the potential of the human intellect. Gardner defines intelligence as “the ability to solve problems or fashion products that are valued in at least one culture.” IQ tests, he points out, cannot measure the value of a

product or one's ability to produce a product. Gardner came up with eight intelligences: (1) verbal/linguistic, (2) logical/mathematical, (3) musical/rhythmic, (4) bodily/kinesthetic, (5) visual/spatial, (6) interpersonal, (7) intrapersonal, and (8) naturalist. (Gardner, 1983). This theory is essential in the creation of a democratic classroom because it allows a teacher to recognize the different strengths of the students and to help them to develop activities which utilize all areas of intelligence, talents and abilities.

When a classroom is based upon the theory of multiple intelligences, students are not all measured by the same yardstick. They are able to choose the way they best learn and the methods of assessment through which they can best express the knowledge they have gained. Teachers and students who use the theory of multiple intelligences must be adequately taught the elements involved to truly understand and maximize success.

Chapter Three

Design of the Project

This project focuses on creating lesson plans and activities with the intent of creating a democratic classroom. The lessons and activities in this handbook are examples of how a teacher might encourage a democratic classroom format by using approaches that involve the students in the management of the classroom.

Procedures

The following is a description of how this project was created, how it was developed and how it can be implemented.

Creation of the Project. This handbook of lessons and activities was created to be used by teachers in a democratic classroom to increase the effectiveness of teachers and students. Consideration of the various teaching practices and environments was taken into account when developing this handbook. For this reason the handbook was designed to be a guide for the teacher to adapt the activities to their style and philosophy. Prior substitute teaching experience led to the concern of teacher quality and student receptiveness. After studying theories about student-centered and democratic classrooms and upon completing courses from Buck Evans as a graduate student at Central Washington University, I was motivated to research this topic further.

Development of the Project. Most of the information was gathered mainly from educational journals, books, and the Internet. Key terms used in my search included, but not limited to: “democratic classrooms,” “self-evaluation,” “self-management,” “student-centered classrooms,” “student autonomy,” and “teaching quality.”

The handbook of activities was created using the information from graduate courses at Central Washington University and the resources from those classes. It consists of an outline named Dialogue for a Democratic Classroom with corresponding Teacher materials consisting of: questionnaires, Bloom's taxonomy, matrices, charts and graphs, class meetings information, activities/assignments, portfolio scoring, and reflection and assessment.

Implementation of the Project. The project was designed as a guide for teachers and students to work together to enrich the educational experience. It should be understood that these activities are to be taken for face value and used and/or adapted to fit accordingly. This handbook is not bound to a specific subject, but practical for all subjects.

Chapter Four

Project

Introduction

When a teacher decides to use democratic ideals in the classroom there must be a working system. Without a set of procedures or guidelines the students might not be able to handle the anti-dictatorial shift. Ellsworth (1999) explains, “You don’t build democracy if the teacher becoming a guide creates a vacuum that is filled by a student tyrant” (p.69). There must be a gradual shift of change and that shift would vary according to the overall personalities of the students and the teacher. Thus the very first steps to understanding the students is to gather general information about their learning styles, character traits and abilities. From there, by involving the students the learning environment with maximum potential for true personalization will be formed.

This handbook contains activities for teachers and students to use in the classroom where a democratic organization was determined to be the best preference of governance. By focusing on the state standards and implementation of these activities, a democratic classroom will be of great benefit for the students as well as the teacher. The first section of the handbook is an outline titled “Dialogue for a Democratic Classroom.” This informational sheet is a step-by step process for the creation of a democratic classroom. Next, the teacher materials are designed to engaged the students in creating a classroom they can own.. A few of the sections found in the handbook are geared toward the social studies subject and the state of Washington standards, i.e. Basic Education Goals; EALR’s; Activities and Assignments; and Assessment. A teacher may substitute a different subject area to the activity and still achieve the desired result.

Creating Your Democratic Classroom

**A Handbook of
Student-Engagement Activities
For Teachers and Students**

Table of Contents

Teacher Introduction.....	3
Dialogue for a Democratic Classroom.....	9
Teacher Materials	
Questionnaires/Surveys.....	12
Bloom’s Taxonomy.....	26
Essential Academic Learning Requirements.....	32
Learning Matrix.....	35
Charts and Graphs.....	38
Activities and Assignments.....	45
Class Meetings.....	68
Portfolio.....	70
Reflection.....	73
Assessment.....	87
Resources.....	89

Teacher Introduction

Purpose

The purpose of this handbook is to provide a set of guidelines and techniques for a teacher to facilitate in the creation of a student-centered classroom. There are many different ways to implement the democratic process in building a classroom where the students have an integral part in the development of its system. These approaches will help the teacher engage the students at a level where they feel comfortable and willing to be involved in their education. The students will ultimately support what they help to create.

Explanation of Sources

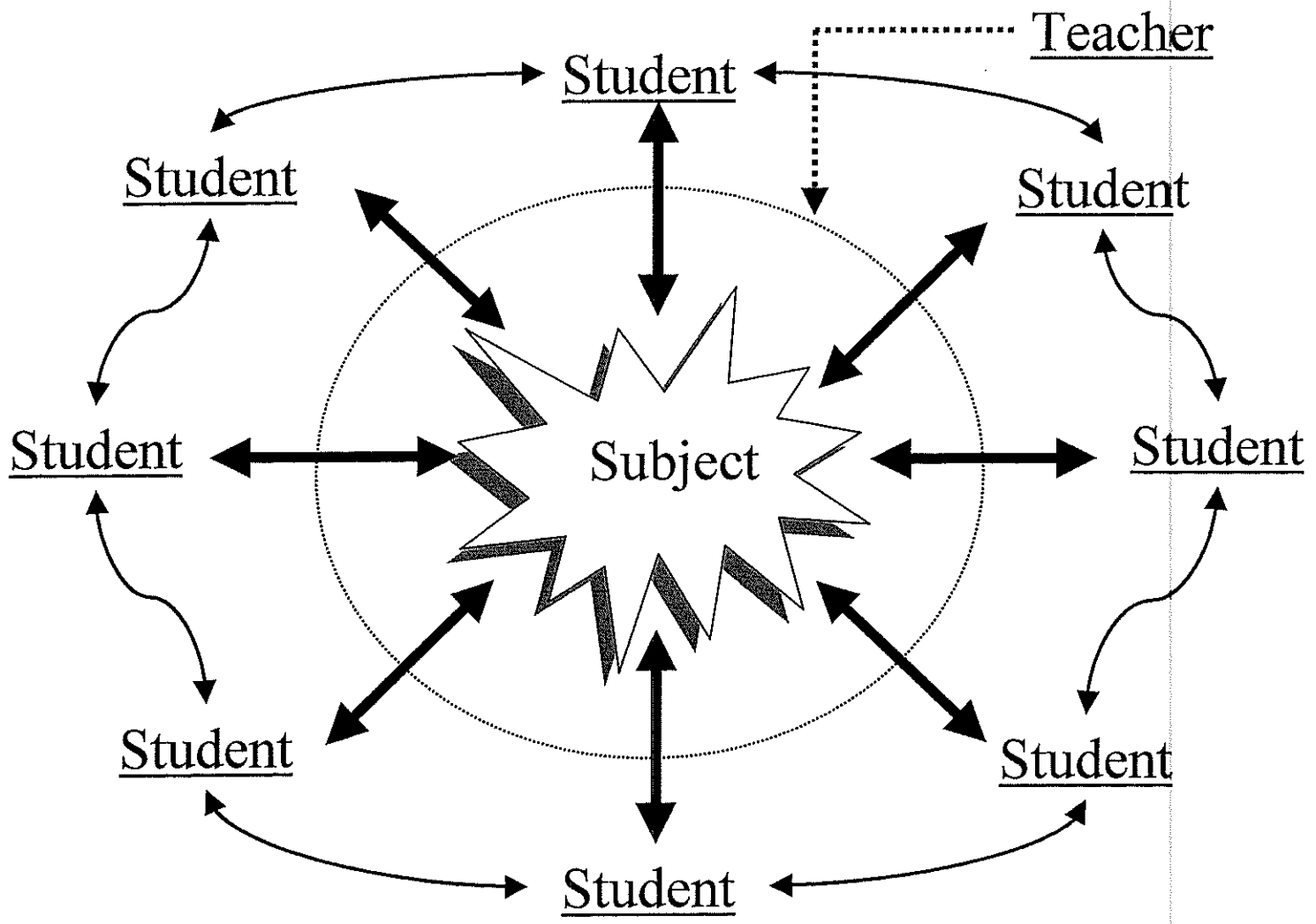
Many of the techniques and approaches found in this handbook have been adapted primarily from graduate courses in education at Central Washington University. This includes the professors, guest speakers and other students who have given presentations or with whom I have conversed. Several of the items in the handbook have been used in original form or modified from materials written by Buck Evans, instructor of education courses at Central Washington University. A list of resources includes other pertinent references, i.e. websites, manuals, books, that pertain specifically to the handbook.

It is suggested, when deciding to adopt a democratic classroom, that teachers understand the philosophy and its implications. Students must be taught about how democracy works and how they can develop and manage it in the classroom. The handbook contains a set of resources and procedures to help students and teachers manage their democratic classroom. It is designed as a springboard for the teachers and students to aid in learning and success; this is not a cure or solution to a problem but a guide to improvement.

Classroom Interaction Diagrams

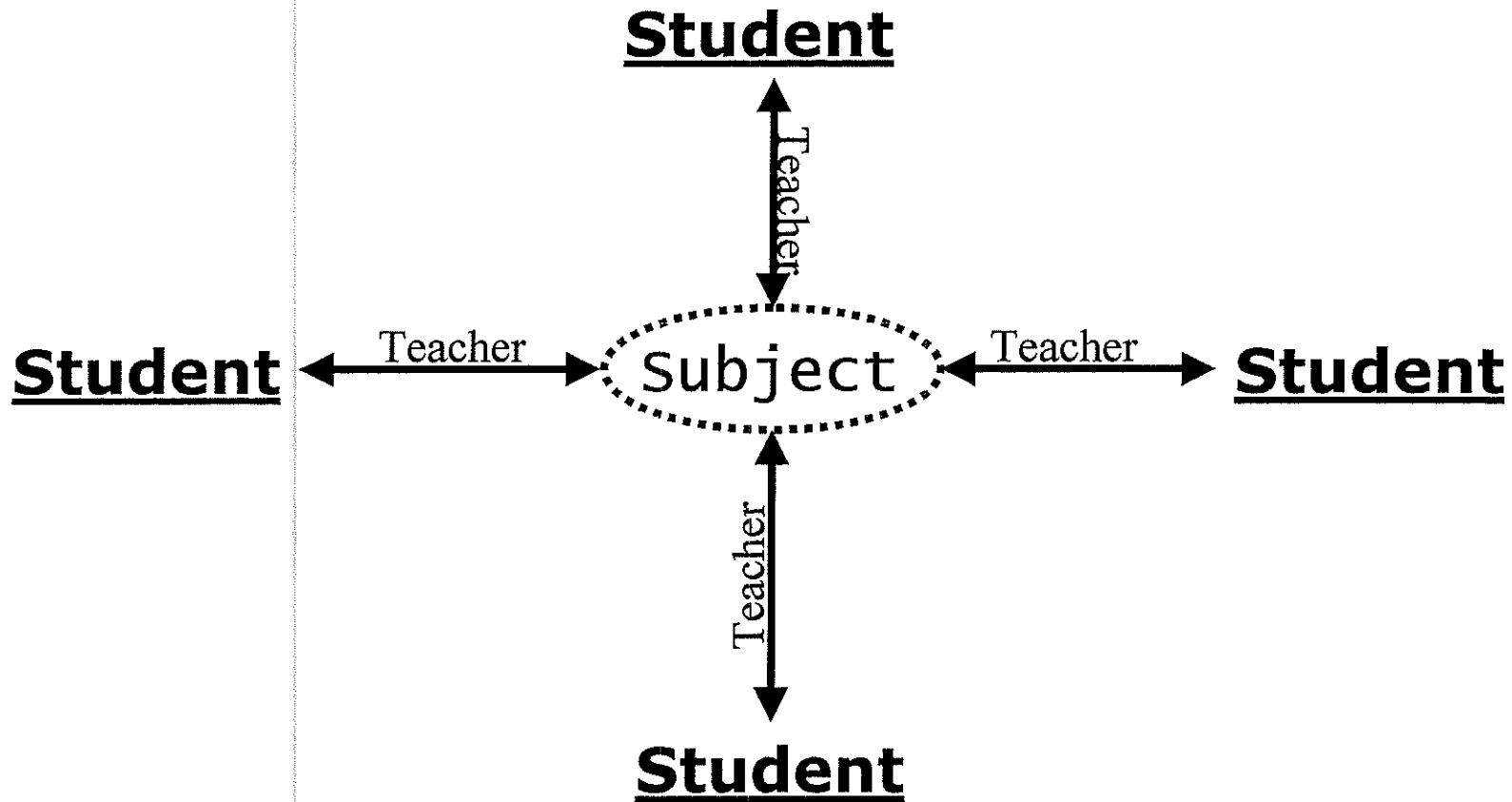
Included in this introduction are diagrams that might help teachers and students illustrate and understand the different types of classroom interaction. The diagrams included are as follows: the Traditional Classroom Interaction diagram – illustrating a classroom common in education; the Democratic Classroom Interaction diagram – illustrating an ideal democratic classroom where everyone has access to all information and resources without a hierarchy of authority; the Personalized Interaction diagram – which illustrates the ideal one-on-one time with the teacher; and the Independent Study Interaction diagram – showing the interaction of teacher to student in an independent situation. These diagrams are useful in explaining the types of classroom interaction and can be a great discussion point for a democratic classroom.

Democratic Classroom Interaction

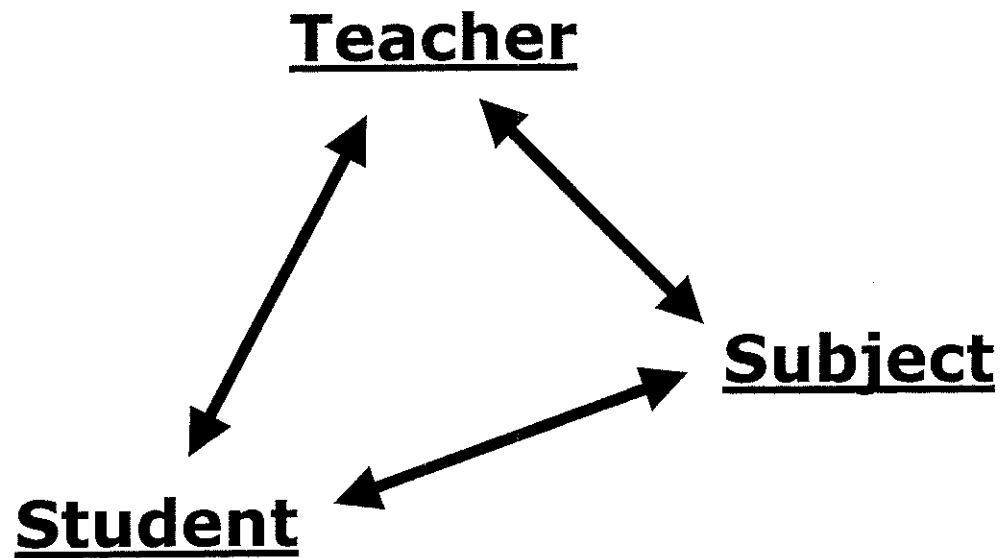


P-5

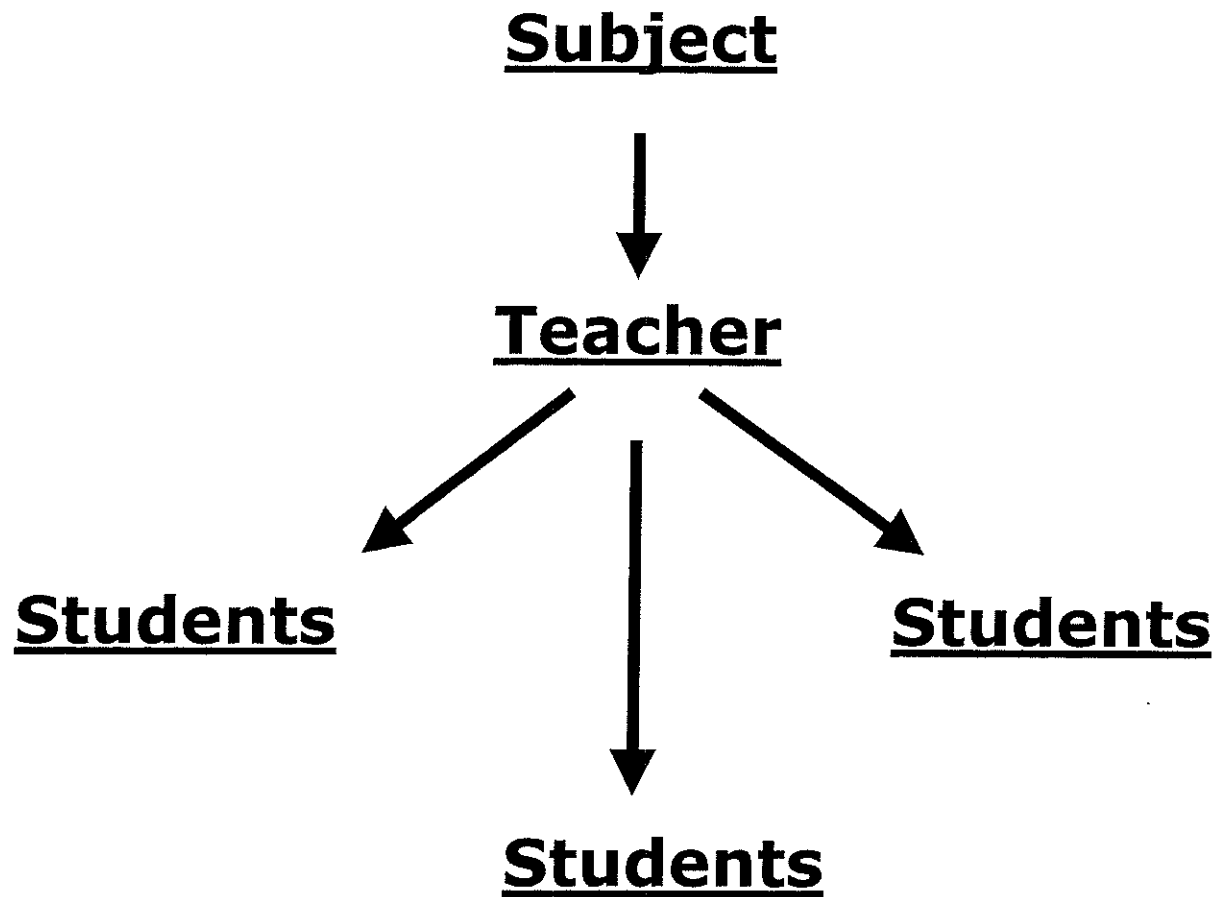
Personalized Interaction



Independent Study Classroom Interaction



Traditional Classroom Interaction



Dialogue for a Democratic Classroom

Questioning

This sheet is a set of procedural questions that will guide the teacher in helping the students come up with several key factors for the development of the class. The first element is to help the students come to a knowledge of their purpose in school and the specific class. This is done using the *Reflection Why's* worksheet. The reflection starts by asking the question **“Why are you here?”** After the students answer this first initial question they proceed to rephrase the answer into a question. The student would then answer all the questions. This is to be done a minimum of five times. This helps the student breakdown the root cause, or purpose for being in the class.

Once a reasonable understanding of why the students are in the class, a *Purpose Statement* is created. The question is **“What is the purpose of this class?”** This may be done a number of ways but the key is to have every single student voice their own purpose for the class. This may be done on paper or vocally. When the voiced purposes have all been written on the board (unduplicated), the students in groups create a working purpose statement for the class. The best statement is chosen or modified for the class. A *Consensus Chart* is then implemented to gather information as to where the class stands on their commitment to the purpose statement. The teacher/facilitator might ask **“What is your commitment to this?”** This might be done by asking the students to write down a number from ten to one-hundred (in multiples of ten) for their commitment percentage to the purpose statement.

The *Code of Cooperation* is formed by stating the question **“What do we need to do together to accomplish the purpose?”** This is created in the same manner as the

purpose statement with the key aspect of letting the students create it with the teacher only as the facilitator. A *Consensus Chart* follows for commitment.

The next step is to determine what the *Scope and Sequence* will be. This is done by posing the question **“What do you need to know and be able to do to accomplish the learning goals with this subject?”** By using the EALR’s, the matrix chart and the 3-D portfolio as a guide, the curriculum will be determined by the students with the teacher as facilitator. Imagine what the students will think when the teacher tells them that they will be determining the course content.

The next steps involve the planning of assignments and guidelines. The question posed is **“How will you show mw that you know, understand, can apply, analyze, create and evaluate the curriculum concepts?”** This is where an understanding of Bloom’ Taxonomy the cognitive domain must be made to the students. By letting the students answer this question the assignment will vary according to the interests of the students. Therefore, the following questions must be asked to aid the student in taking responsibility for their learning: **“What steps are involved in the assignments?”** - the directions to the assignment; **“What are the guidelines to the assignment?”** - the student creates a rubric; **“How can this assignment be assessed?”** – Essay, selected response, performance, communication; **“How will you reflect on this?”** – reflective opinions, improvement. These questions will help the teacher become a facilitator in the classroom and the students become the owners of their learning and the process by which they got there.

Dialogue for a Democratic Classroom

- 1. Why are you here?**
Reflection Why's
- 2. What is the purpose of this class?**
Purpose statement
- 3. How committed are you to the purpose statement?**
Consensus chart
- 4. What do we need to do to together to accomplish the purpose?**
Code of Cooperation
- 5. How committed are you to the code of cooperation?**
Consensus chart
- 6. What do you need to know and be able to do to accomplish the learning goals with this subject?**
Scope and Sequence – curriculum concepts
EALRs – learning requirements
Learning matrix chart – bloom's taxonomy
3-D Portfolio – demonstration, documentation, defense
- 7. How will you show me that you know, understand, can apply, analyze, create and evaluate the curriculum concepts?**
Assignments/projects
- 8. What steps are involved?**
Directions to the assignment
- 9. What are the guidelines?**
Rubric
- 10. How could this be assessed?**
Essay, selected response, performance, communication
- 11. How will you reflect on this process?**
Reflection – guided; open
What would you do different?

Adapted from Buck Evans, *Quality in Education*

Teacher Materials

Student Questionnaire/Survey.

The whole purpose of conducting questionnaires and surveys is to create an inviting and challenging classroom built around the feedback from the students. In a student-centered classroom this is a great tool to understanding the character and behavior of the students in order to better serve them. There are various forms of surveys that can be used: *personality, Multiple Intelligences, Emotional Intelligences* and *Myers Briggs* are but a few.

To create a classroom with democratic values, it is essential that a teacher have a general understanding of the students personalities and preferences about learning within the first week of school. This helps the teacher build an emphasis upon shifting the students from a traditional dictatorial classroom to a democratic one.

The questionnaires should focus on attributes the students already have and might be able to develop. A discussion of such surveys is a great introduction for the students to show the benefits of a student-centered classroom. These questionnaires might be used before the *Dialogue for a Democratic Classroom* questions to help with the transition discussion.

Included in this section are three types of questionnaires:

1. Multiple Intelligences
2. Myers Briggs Personality Assessment
3. Character /Behavior Test

Multiple Intelligences Survey

Part I

Complete each section by placing a "1" next to each statement you feel accurately describes you. If you do not identify with a statement, leave the space provided blank. Then total the column in each section.

Section 1

- _____ I enjoy categorizing things by common traits
- _____ Ecological issues are important to me
- _____ Hiking and camping are enjoyable activities
- _____ I enjoy working on a garden
- _____ I believe preserving our National Parks is important
- _____ Putting things in hierarchies makes sense to me
- _____ Animals are important in my life
- _____ My home has a recycling system in place
- _____ I enjoy studying biology, botany and/or zoology
- _____ I spend a great deal of time outdoors

- _____ TOTAL for Section 1

Section 2

- _____ I easily pick up on patterns
- _____ I focus in on noise and sounds
- _____ Moving to a beat is easy for me
- _____ I've always been interested in playing an instrument
- _____ The cadence of poetry intrigues me
- _____ I remember things by putting them in a rhyme
- _____ Concentration is difficult while listening to a radio or television
- _____ I enjoy many kinds of music
- _____ Musicals are more interesting than dramatic plays
- _____ Remembering song lyrics is easy for me

- _____ TOTAL for Section 2

Section 3

- _____ I keep my things neat and orderly
- _____ Step-by-step directions are a big help
- _____ Solving problems comes easily to me
- _____ I get easily frustrated with disorganized people
- _____ I can complete calculations quickly in my head
- _____ Puzzles requiring reasoning are fun
- _____ I can't begin an assignment until all my questions are answered
- _____ Structure helps me be successful
- _____ I find working on a computer spreadsheet or database rewarding
- _____ Things have to make sense to me or I am dissatisfied

- _____ TOTAL for Section 3

Section 4

- _____ It is important to see my role in the "big picture" of things
- _____ I enjoy discussing questions about life
- _____ Religion is important to me
- _____ I enjoy viewing art masterpieces
- _____ Relaxation and meditation exercises are rewarding
- _____ I like visiting breathtaking sites in nature
- _____ I enjoy reading ancient and modern philosophers
- _____ Learning new things is easier when I understand their value
- _____ I wonder if there are other forms of intelligent life in the universe
- _____ Studying history and ancient culture helps give me perspective

- _____ TOTAL for Section 4

Section 5

- _____ I learn best interacting with others
- _____ The more the merrier
- _____ Study groups are very productive for me
- _____ I enjoy chat rooms
- _____ Participating in politics is important
- _____ Television and radio talk shows are enjoyable
- _____ I am a "team player"
- _____ I dislike working alone
- _____ Clubs and extracurricular activities are fun

_____ I pay attention to social issues and causes

_____ TOTAL for Section 5

Section 6

_____ I enjoy making things with my hands

_____ ~~Sitting still for long periods of time is difficult for me~~

_____ I enjoy outdoor games and sports

_____ I value non-verbal communication such as sign language

_____ A fit body is important for a fit mind

_____ Arts and crafts are enjoyable pastimes

_____ Expression through dance is beautiful

_____ I like working with tools

_____ I live an active lifestyle

_____ I learn by doing

_____ TOTAL for Section 6

Section 7

_____ I enjoy reading all kinds of materials

_____ Taking notes helps me remember and understand

_____ I faithfully contact friends through letters and/or e-mail

_____ It is easy for me to explain my ideas to others

_____ I keep a journal

_____ Word puzzles like crosswords and jumbles are fun

_____ I write for pleasure

_____ I enjoy playing with words like puns, anagrams and spoonerisms

_____ Foreign languages interest me

_____ Debates and public speaking are activities I like to participate in

_____ TOTAL for Section 7

Section 8

_____ I am keenly aware of my moral beliefs

_____ I learn best when I have an emotional attachment to the subject

_____ Fairness is important to me

_____ My attitude affects how I learn

- _____ Social justice issues concern me
- _____ Working alone can be just as productive as working in a group
- _____ I need to know why I should do something before I agree to do it
- _____ When I believe in something I will give 100% effort to it
- _____ I like to be involved in causes that help others
- _____ I am willing to protest or sign a petition to right a wrong
- _____ TOTAL for Section 8

Section 9

- _____ I can imagine ideas in my mind
- _____ Rearranging a room is fun for me
- _____ I enjoy creating art using varied media
- _____ I remember well using graphic organizers
- _____ Performance art can be very gratifying
- _____ Spreadsheets are great for making charts, graphs and tables
- _____ Three dimensional puzzles bring me much enjoyment
- _____ Music videos are very stimulating
- _____ I can recall things in mental pictures
- _____ I am good at reading maps and blueprints
- _____ TOTAL for Section 9

Part II

Now carry forward your total from each section and multiply by 10 below:

Section	Total Forward	Multiply	Score
1		X10	
2		X10	
3		X10	
4		X10	
5		X10	
6		X10	
7		X10	
8		X10	
9		X10	

Part III

Now plot your scores on the bar graph provided:

100									
90									
80									
70									
60									
50									
40									
30									
20									
10									
0	Sec 1	Sec 2	Sec 3	Sec 4	Sec 5	Sec 6	Sec 7	Sec 8	Sec 9

Part IV

Key:

Section 1 – This reflects your Naturalist strength

Section 2 – This suggests your Musical strength

Section 3 – This indicates your Logical strength

Section 4 – This illustrates your Existential strength

Section 5 – This shows your Interpersonal strength

Section 6 – This tells your Kinesthetic strength

Section 7 – This indicates your Verbal strength

Section 8 – This reflects your Intrapersonal strength

Section 9 – This suggests your Visual strength

Remember:

- ☞ ☞ Everyone has all the intelligences!
- ☞ ☞ You can strengthen an intelligence!
- ☞ ☞ This inventory is meant as a snapshot in time – it can change!
- ☞ ☞ M.I. is meant to empower, not label people!

Adapted from Walter McKenzie

Character/Behavior Test

Please circle the word that applies to you after each statement.

1. I would rather read material in a textbook than listen to a lecture.

Often	Sometimes	Seldom
-------	-----------	--------

2. I benefit from studying with a partner or study group.

Often	Sometimes	Seldom
-------	-----------	--------

3. In my spare time, I like to do projects that involve using my hands (e.g. painting, constructing, using tools, etc.)

Often	Sometimes	Seldom
-------	-----------	--------

4. I find graphs and diagram useful in clarifying concepts.

Often	Sometimes	Seldom
-------	-----------	--------

5. I benefit more from lab classes than lecture classes.

Often	Sometimes	Seldom
-------	-----------	--------

6. I find it useful to read out loud when reading a textbook.

Often	Sometimes	Seldom
-------	-----------	--------

7. Reviewing information on flashcards helps me remember it.

Often	Sometimes	Seldom
-------	-----------	--------

8. I can find the mistakes in my written work.

Often	Sometimes	Seldom
-------	-----------	--------

9. I find myself talking out loud when studying by myself.

Often	Sometimes	Seldom
-------	-----------	--------

10. As a child, I like to engage in physical activities during my free time.

Often	Sometimes	Seldom
-------	-----------	--------

11. I would rather listen to a book on tape than read it.

Often	Sometimes	Seldom
-------	-----------	--------

12. I tend to "doodle" during lecture by drawing on my notebook pages.

Often	Sometimes	Seldom
-------	-----------	--------

13. When trying to remember a phone number, I "let my fingers do the walking," My fingers seem to remember the number on their own.

Often	Sometimes	Seldom
-------	-----------	--------

14. As a child, I liked to read books during my free time.

Often	Sometimes	Seldom
-------	-----------	--------

15. I would rather listen to a lecture than read the material in a book.

Often	Sometimes	Seldom
-------	-----------	--------

16. I can use a map effectively to get myself to a new location.

Often	Sometimes	Seldom
-------	-----------	--------

17. As a child, I liked to listen to stories told to me, or stories on tape, record player, or radio.

Often	Sometimes	Seldom
-------	-----------	--------

18. When learning a new skill, I would rather watch someone demonstrate the skill than listen to someone tell me how to do it.

Often	Sometimes	Seldom
-------	-----------	--------

19. When trying to remember a phone number, I can "see" the number sequence in my head, or I "see" the way the numbers look on the phone.

Often	Sometimes	Seldom
-------	-----------	--------

20. If I have to learn how to assemble something, I would rather look at a diagram than listen to someone tell me how to put it together.

Often	Sometimes	Seldom
-------	-----------	--------

21. When trying to remember a phone number, I “hear” the number sequence in my head in the way someone told me the number, or in the way I previously recited the number out loud.

Often	Sometimes	Seldom
-------	-----------	--------

22. I like “hands on” learning better than learning from lecture or textbook.

Often	Sometimes	Seldom
-------	-----------	--------

23. I would rather have written directions than oral directions.

Often	Sometimes	Seldom
-------	-----------	--------

24. When trying to remember how to spell a word, I say the letters or sound it out loud until I think I’ve got the spelling right.

Often	Sometimes	Seldom
-------	-----------	--------

25. I learn better by doing than observing.

Often	Sometimes	Seldom
-------	-----------	--------

26. When taking a test, I can “see” the answer in my head as it appeared in my notes or textbook when I studied.

Often	Sometimes	Seldom
-------	-----------	--------

27. I learn best when physical activity is involved.

Often	Sometimes	Seldom
-------	-----------	--------

Cognitive Style Inventory

Q1. Which is your most natural energy orientation?

Every person has two faces. One is directed towards the OUTER world of activities, excitements, people, and things. The other is directed inward to the INNER world of thoughts, interests, ideas, and imagination.

While these are two different but complimentary sides of our nature, most people have an innate preference towards **energy** from the either the OUTER or INNER worlds. Thus one of their faces, either the ***Extraverted*** or ***Introverted***, takes the lead in their personality development.

Extraverted Characteristics

- * Act first, think/reflect later
- * Feel deprived when cutoff from interaction with the outside world
- * Usually open to and motivated by outside world of people and things
- * Enjoy wide variety and change in people relationships

Introverted Characteristics

- * Think/reflect first, then Act
- * Regularly require an amount of "private time" to recharge batteries
- * Motivated internally, mind is sometimes so active it is "closed" to outside world
- * Prefer one-to-one communication and relationships

Choose which fits best: **Extraversion (E)** or **Introversion (I)**

Retrieved and adapted from www.personalitypathways.com

Q2. Which way of Perceiving or understanding is most "automatic" or natural?

The **Sensing (S)** side of our brain notices the sights, sounds, smells and all the sensory details of the PRESENT. It categorizes, organizes and records the specifics from the here and now. It is REALITY based.

The **Intuitive (N)** side of our brain seeks to understand, interpret and form overall patterns of all the information that is collected. It speculates on POSSIBILITIES, including looking into and forecasting the FUTURE. It is imaginative and conceptual.

While both kinds of perceiving are necessary and used by all people, each of us instinctively tends to favor one over the other.

Sensing Characteristics

- * Mentally live in Present
- * Being practical and using common sense solutions is automatic
- * Memory recall is rich in detail of facts and past events
- * Best improvise from past experience
- * Like clear and concrete information; dislike guessing when facts are "fuzzy"

Intuitive Characteristics

- * Mentally live in the Future
- * Using imagination and creating/inventing new possibilities is automatic.
- * Memory recall emphasizes patterns, contexts, and connections
- * Best improvise from theoretical understanding
- * Comfortable with ambiguous, fuzzy data and with guessing its meaning.

Choose which fits best: **Sensing (S)** or **iNtuition (N)**

Q3. Which way of forming Judgments and making choices is most natural?

The **Thinking (T)** side of our brain analyzes information in a **DETACHED**, objective fashion. It operates from factual principles and forms conclusions systematically. It is our logical nature.

The **Feeling (F)** side of our brain forms conclusions in an **ATTACHED** manner, based on likes/dislikes, impact on others, and human and aesthetic values. It is our subjective nature.

While everyone uses both means of forming conclusions, each person has a natural bias towards one over the other so that when they give us conflicting directions - one side is the natural trump card or tiebreaker.

Thinking Characteristics

- * Instinctively search for facts and logic in a decision situation
- * Focus on tasks and work to be accomplished
- * Easily able to provide an objective and critical analysis
- * Accept conflict as a natural, normal part of relationships with people.

Feeling Characteristics

- * Instinctively employ personal feelings and impact on people in decision situations
- * Being sensitive to people needs and reactions is a prime consideration.
- * Naturally seek consensus and popular opinions
- * Unsettled by conflict; have almost a toxic reaction to disharmony.

Choose which fits best: **Thinking (T)** or **Feeling (F)**

Q4. What is your action orientation towards the outside world?

All people use both *judging* (thinking and feeling) and *perceiving* (sensing and intuition) processes to store information, organize our thoughts, make decisions, take actions and manage our lives. Yet one of these processes (Judging or Perceiving) tends to take the lead in our relationship with the outside world while the other governs our inner world.

A **Judging** style approaches the outside world WITH A PLAN and is oriented towards organizing one's surroundings, being prepared, making decisions and reaching closure and completion.

A **Perceiving** style takes the outside world AS IT COMES and is adopting and adapting, flexible, and receptive to new opportunities and changing game plans.

Judging Characteristics

- * Plan many of the details in advance before moving into action.
- * Focus on task-related action; complete meaningful segments before moving on.
- * Work best and avoid stress when keep ahead of deadlines.
- * Naturally use targets, dates and standard routines to manage life.

Perceiving Characteristics

- * Comfortable moving into action without a plan; plan on-the-go.
- * Like to multitask, have variety, mix work and play.
- * Naturally tolerant of time pressure; work best close to the deadlines.
- * Instinctively avoid commitments which interfere with flexibility, freedom and variety

Choose which fits best: **Judging (J)** or **Perceiving (P)**

Bloom's Taxonomy

This section considers the use of Benjamin Bloom's Affective, Cognitive and Psychomotor domains. These domains are the foundational key to the learning process. Using the domain verbs to help the students understand the process, they will be able to create assignments that correspond to the learning degree of the taxonomy. Ideally a teacher could use all three domains but the six levels of the Cognitive domain are the most effective.

Included in this section:

1. An informational sheet containing the six major levels of Bloom's Taxonomy of the Cognitive domain.
2. Informational sheets illustrating the corresponding verbs for the Affective, Cognitive and Psychomotor domains.

These Informational sheets would be used to familiarize the students and teachers with the domains to use in creating assignments and projects.

Bloom's Taxonomy

The Six Major Levels of the Cognitive Domain (with representative behaviors and sample objectives)

I. **Knowledge.** Remembering information

Define, identify, label, state, list, match

- Identify the standard peripheral components of a computer
- Write the equation for the Ideal Gas Law
- Identify the five major prophets of the Old Testament

II. **Comprehension.** Explaining the meaning of information

Describe, generalize, paraphrase, summarize, estimate

- In one sentence explain the main idea of a written passage
- Describe in prose what is shown in graph form
- Translate the following passage from *The Iliad* into English

III. **Application.** Using abstractions in concrete situations

Determine, chart, implement, prepare, solve, use, develop

- Using principles of operant conditioning, train a rat to press a bar
- Apply shading to produce depth in drawing
- Derive a kinetic model from experimental data

IV. **Analysis.** Breaking down a whole into component parts

Points out, differentiate, distinguish, discriminate, compare

- Compare and contrast the major assumptions underlying psychoanalytic and humanistic approaches to psychology
- Identify supporting evidence to support the interpretation of a literary passage
- Analyze an oscillator circuit and determine the frequency of oscillation

V. **Synthesis.** Putting parts together to form a new and integrated whole

Create, design, plan, organize, generate, write

- Write a logically organized essay in favor of euthanasia
 - Develop an individualized nutrition program for a diabetic patient
 - Compose a choral work using four-part harmony for men's and women's voices
-

VI. **Evaluation.** Making judgments about the merits of ideas, materials, or phenomena

Appraise, critique, judge, weigh, evaluate, select

- Assess the appropriateness of an author's conclusions based on the evidence given
- Select the best proposal for a proposed water treatment plant
- Evaluate a work of art using appropriate terminology

Adapted from <http://www.ntlf.com/html/lib/suppmat/84taxonomy.htm>

PSYCHOMOTOR DOMAIN

Originate: arranges, combines, composes, constructs, creates, designs, develops, directs, establishes, originates

Adapt: adjusts, alters, changes, conducts, converts, coordinates, manages, rearranges, reorganizes, repairs, revises, varies

Perform Automatically: (same as Responds) collects, draws, graphs, illustrates, maps, monitors, operates, prepares, sets up, solicits

Respond: arranges, assembles, builds, calculates, calibrates, charts, connects, constructs, dismantles, displays, dissects, drafts, fastens, files, fixes, makes, manipulates, measures, mends, mixes, organizes, plots, provides, searches, sketches, works

Perceive (Sensing): chooses, describes, detects, differentiates, distinguishes, identifies, isolates, relates, selects, separates, begins, displays, explains, moves, proceeds, reacts, responds, shows, starts

physical & combined skills

COGNITIVE DOMAIN

Evaluate: appraises, compares, concludes, contrasts, criticizes, discriminates, explains, justifies, interprets, relates, summarizes, supports

Synthesize: categorizes, combines, compiles, composes, devises, generates, interprets, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, translates

Analyze: assesses, breaks down, defines, diagrams, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, points out, selects, separates, subdivides

Apply: changes, computes, demonstrates, discovers, locates, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses

Comprehend: coverts, defends, distinguishes, estimates, explains, extends, generalizes, gives, examples, infers, paraphrases, recognizes, writes

Know: defines, describes, identifies, lists, matches, names, reproduces

knowledge & thinking skills

AFFECTIVE DOMAIN

Characterize: acts, advocates, collaborates, discriminates, displays, facilitates, implements, influences, interacts, leads, negotiates, performs, practices, resolves, revises, serves

Organization: adheres, alters, arranges, combines, compares, completes, defends, formulates, fosters, generalizes, integrates, modifies, orders, organizes

Value: completes, contributes, cooperates, decides, determines, embraces, explains, initiates, invites, justifies, participates, proposes, questions, researches, selects, shares, studies

Respond: answers, articulates, assists, communicates, complies, conforms, discusses, expresses, greets, listens, presents, prepares, reads, recites, reports, verifies, writes

Receive: asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, replies, selects

beliefs, attitudes, & values

Essential Academic Learning Requirements (EALR's)

Washington state standards are broken down to form the Essential Academic Learning Requirements (EALR's) for each subject area. There are also four Basic Education Goals that all subjects in the state of Washington must embrace. The EALR's and the four Basic Education Goals are the foundation of the scope and sequence in the democratic classroom. The teacher would help the students understand these required standards for their subject and use them as a springboard to guide the students objectives.

These standards are essential for the state mandated standardized test, the Washington Assessment of Student Learning (WASL). When the teacher uses the four Basic Education Goals and the EALR's, which correspond with the foundation of the WASL, the students will ultimately benefit from this when taking the WASL. This explains the importance of the state educational objectives that are aligned with the classroom scope and sequence.

Included in this section:

1. An informational sheet that contains the four Basic Education Goals and the Washington state Essential Academic Learning Requirements for the 10th grade Social Studies.

Basic Education Goals

- (1) Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings;
- (2) Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history; geography; arts; and health and fitness;
- (3) Think analytically, logically, and creatively, and to integrate experience and knowledge to form reasoned judgments and solve problems; and
- (4) Understand the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities.

Essential Academic Learning Requirements for History – Grade 10

- 1. The student examines and understands major ideas, themes, developments, turning points, chronology, and cause-effect relationships in history (world).**
 - 1.1 Understand and analyze historical time and chronology
 - 1.1.1a Group events and individuals by broadly defined historical eras and use timelines to identify and explain patterns of historical continuity and change in a succession of related events; compare and contrast different cultural perceptions of time.
 - 1.1.1b Compare and evaluate competing historical narratives, analyze multiple perspectives, and challenge arguments of historical inevitability.

1.2 Understand events, trends, individuals, and movements shaping world history

1.2.1a Identify and analyze major concepts, people, and events including:

Global expansion and encounter (1450-1770)

Age of revolution (1750-1914)

Causes and consequences of WWI and WWII (1870-1989)

Emergence and development of new nations (1945-present)

Challenges to democracy and human rights (1900-present)

1.3 Examine the influence of culture on world history

1.3.1a Examine and analyze how the contributions of various cultural groups influence society.

2 The student understands the origin and impact of ideas and technological developments on history.

2.2 Compare and contrast ideas in different places, time periods, and cultures, and examine the interrelations between ideas, change, and conflict

2.1.1a Compare and analyze major ideas in different places, times, and cultures, and how those ideas have brought about continuity, change, or conflict.

2.3 Understand how ideas and technological developments influence people, culture, and environment

2.2.1a Analyze how technological developments have changed people's ideas about the natural world and evaluate their short and long-term consequences.

Learning Matrix

The cognitive learning process is very effective in aiding the students 1) to be in control of what level they are at in their individual learning process, 2) to chart and follow progression, and 3) to organize in an easy-to-follow method. The matrix helps the teacher structure the class by involving the students in deciding and organizing the activities and assignments.

Included in this section:

1. Two examples of using the Cognitive domain levels in a learning matrix that helps the student chart the progression of learning to coordinating assignments.

Ideally a teacher could create their own learning matrix using any learning process. The Matrix is an effective way for the students to be involved in documenting their work.

Name:		Knowledge Comprehension		Application Analysis		Synthesis Evaluation			
Period:		Define	Describe	Apply	Identify	Categorize	Appraise		
Unit/Chapter		Construct	Change	Analyze	Separate	Combine	Conclude		
Purpose Statement		Outline	Label	Demonstrate	Compare	Compose	Criticize		
		Identify	Recall	Classify	Contrast	Create	Defend		
		Name	Illustrate	Dramatize	Diagram	Design	Justify		
		Paraphrase	Rewrite	Illustrate	Distinguish	Invent	Resolve		
		Summarize	Relate	Solve	Compute	Propose	Validate		
		Match	Select	Interpret	Manipulate	Organize	Explain		
		Summarize	Generalize	Modify	Operate	Modify	Decide		
		Recite	State	Organize	Transfer	Revise	Compare		
		Examples	Estimate	Use	Change	Interpret	Relate		
		Predict	Explain	Breakdown	Outline	Formulate			
		Reproduce	Describe	Relate		Reconstruct			
		Unit	Concept	Portfolio Entry		Portfolio Entry		Portfolio Entry	

Name:	Knowledge Comprehension	Application Analysis	Synthesis Evaluation
Period:			
Unit/Chapter			
Purpose Statement			

Unit	Concept	Portfolio Entry	Portfolio Entry	Portfolio Entry

Charts and Graphs

There are many different tools to assist the teacher and student to encourage success in a democratic classroom. The six charts and graphs that I have chosen to include in this handbook are: Subject Breakdown, Data matrix, Run Charts, Productivity Chart, Class Dispositional learning Chart and Multiple Intelligences Chart.

1. The *Subject Breakdown* chart helps the students break a subject down into its various parts to understand how the information could be used. This chart would most likely be used in the scope and sequence portion of the *Dialogue for a Democratic Classroom* process.
2. The *Data Matrix* chart is a great tool for assignments that require memorization and recall. This is a tool to track the progression of the student(s) over a period of time to check for instances where more attention is needed.
3. The *Run Charts* are great for tracking individual, class and class average performance of a memorization/recall assessment. It is used the same way as the *Data Matrix* chart but three different ways.
4. The *Self-Evaluation Productivity Chart* is used to help those students who need a little extra help in staying on task and being productive. The student would use it to score their level of participation.
5. The *Class Dispositional Learning Chart* is a tool to get feedback from the students about how the class is going and the feelings of the students.
6. The *Multiple Intelligences Learning* chart is used by the teacher to track the use of the different intelligences when teaching. If a teacher is serious about the multiple intelligences theory then there must be a way to evaluate whether or not they are correctly implementing it in the classroom.

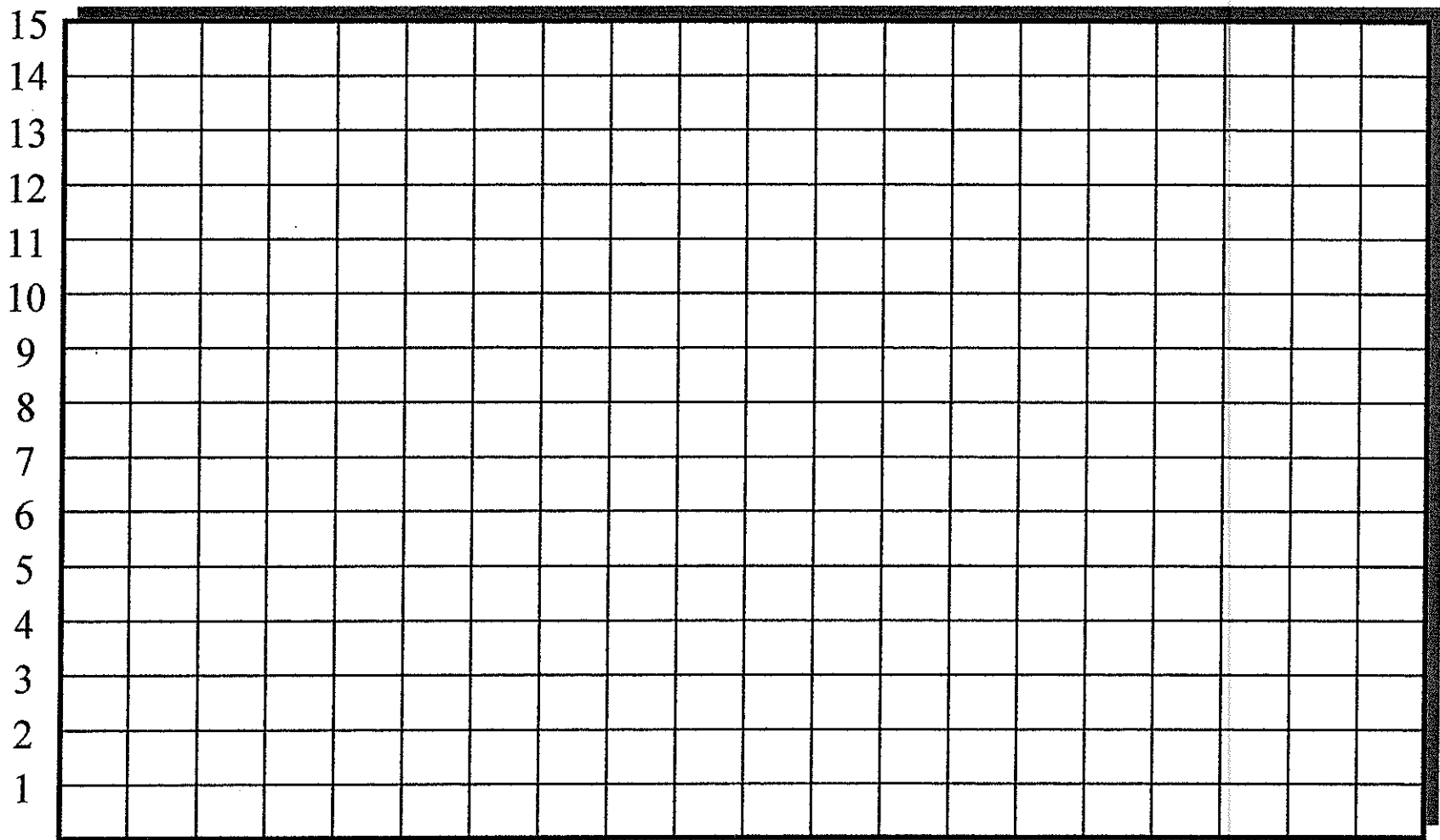
Subject Breakdown

		8			1			2
			8		1		2	
		7						3
			6		5			4
		6						
					5			
							4	

Data Recording Chart

Name _____

Assessment _____



Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

Week 9

Week 10

Week 11

Week 12

Week 13

Week 14

Week 15

Week 16

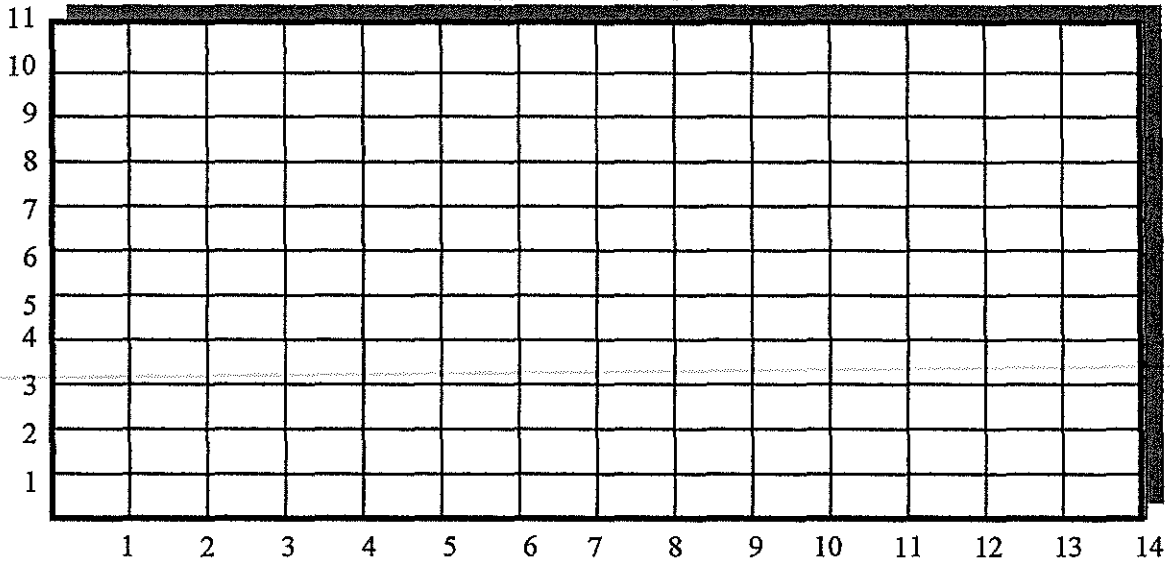
Week 17

Week 18

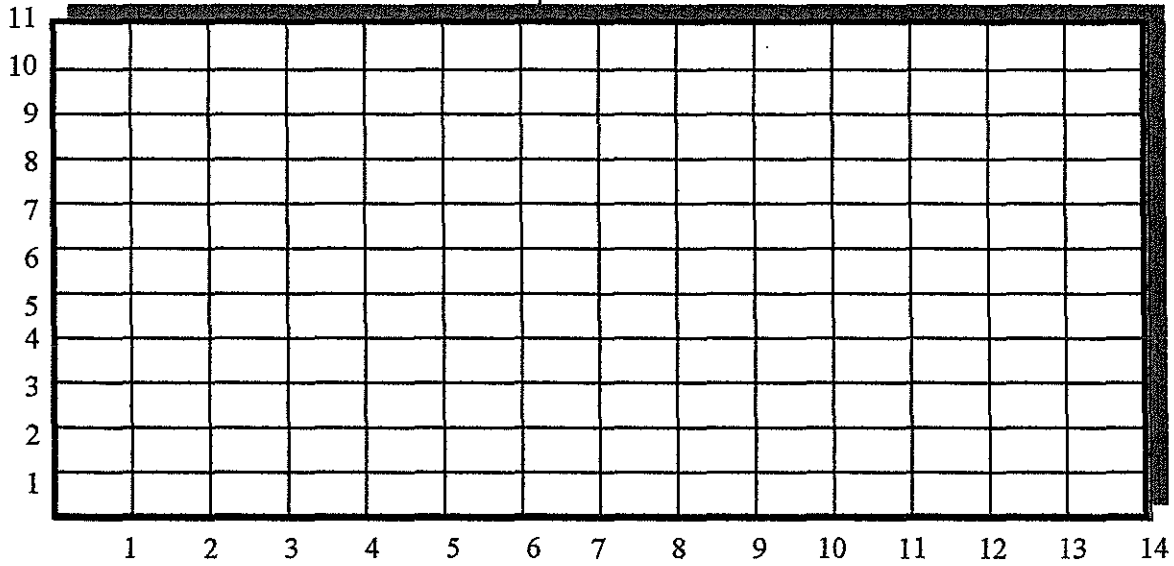
Week 19

Week 20

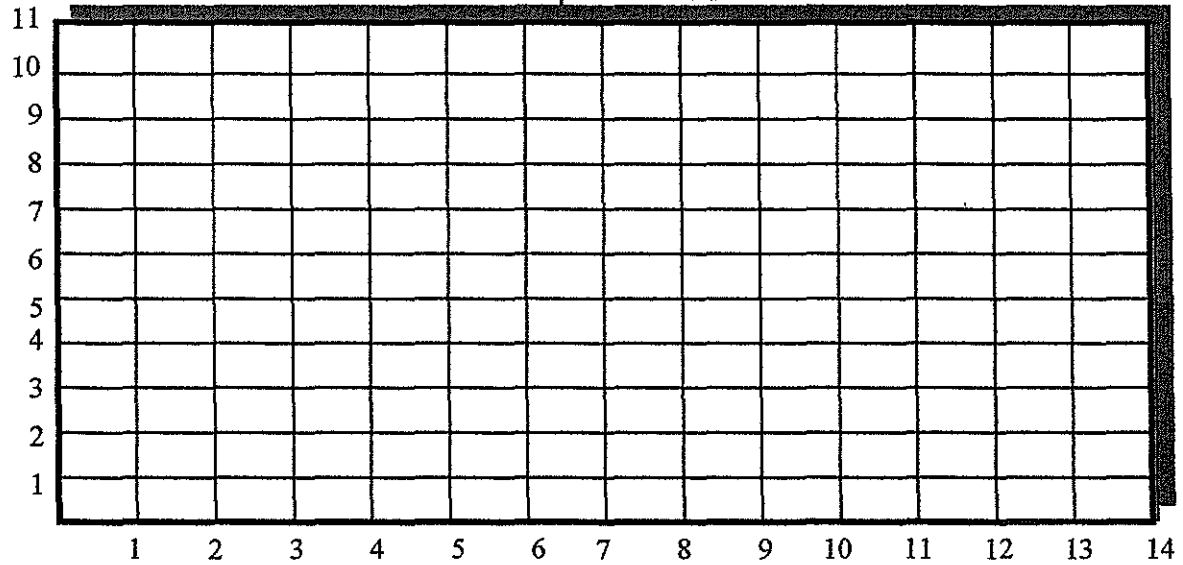
Individual Run Chart



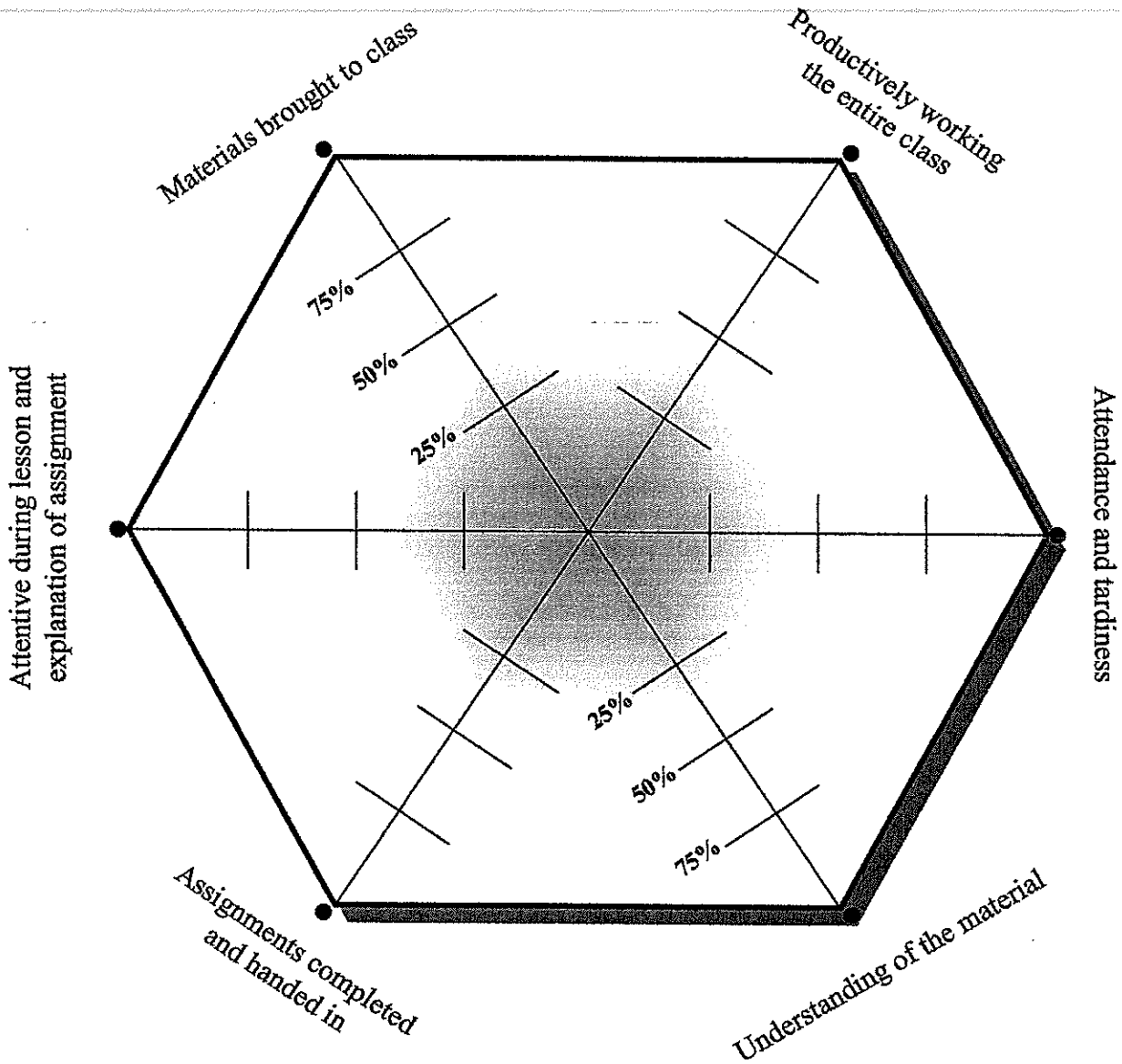
Group Scatter Chart



Group Run Chart



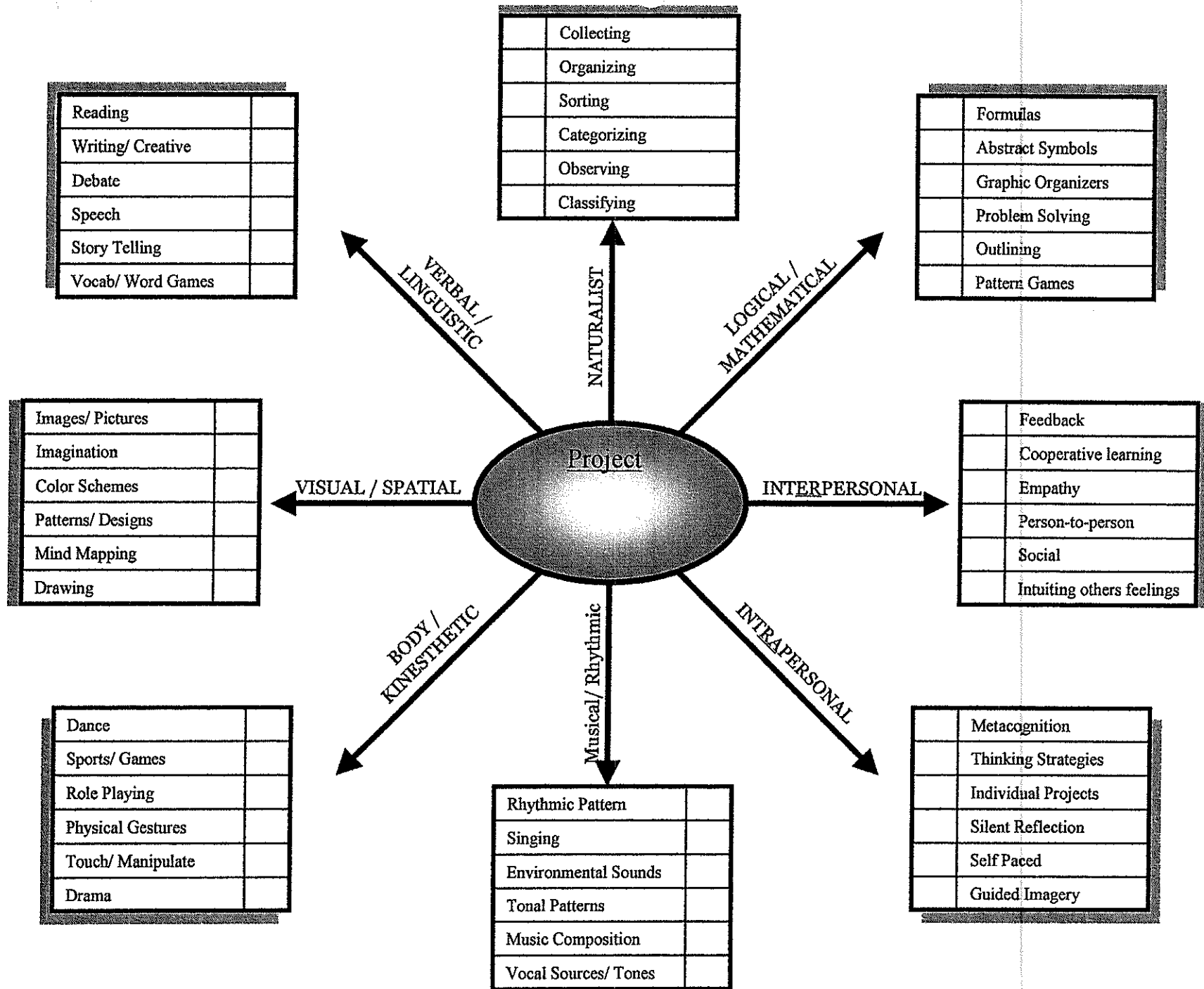
Self-Evaluation Productivity Chart



Class Dispositional Learning Chart

Comments

Loved It!				
Liked It				
OK, I Guess				
Didn't Like It				
Hated It!				
	Change it All	Change Quite a Bit	Change it a Little	Don't Change a Thing



Activities and Assignments

In this section there are a various activities and assignments that a teacher could use in a democratic classroom. By following the taxonomy of Bloom's Cognitive, Affective and Psychomotor domains the students could answer the following questions in a variety of activities and assignments facilitated by the teacher: What do you need to know and understand about the concept? How can you apply the knowledge? How does this work in its parts? What else can you create from this? How would you criticize this? The students and teacher could then use these questions as a guide for implementing assignments for any subject.

There are many resources for teachers on how to build a lesson plan. Madeyln Hunter is a great resource for creating ideal lesson plans. A great system of assignments is by using a curriculum of layers that follow a base knowledge of a subject area and works up to a higher level of thinking and creating, students can have a personal approach at choosing what and how they will learn (Nunley, 1998). By either giving the students the choice between various assignments/activities or letting them decide what to do empowers them on a higher, more effective level than dictating at them what they have to do.

Included in this section:

1. *A Lesson Design Elements* sheet that explains how one might create a lesson plan.
2. A chart that uses the social studies EALR's and reflective question for teachers to aid in lesson planning.
3. *Naming Feelings, The Empty Your Wallet, Pockets, or Purses Experiment, and Trust Thermometer* which are activities that provide an emotional intelligence twist to lessons.

4. Six examples of *Layered Curriculum* lessons: The Late Middle Ages; Early Medieval Europe; Asia – Post WWII; US History; World War I; Does Conflict Shape Nations?

Lesson Design Elements

Lesson Topic or Subject:

1. ANTICIPATORY SET
 - a. Focus students
 - b. Establish purpose
 - c. Establish transfer
2. STATE THE OBJECTIVE – EALR; Purpose; Goal
3. INPUT
 - a. Provide information
 - b. Explain concept
 - c. State definitions*
 - d. Identify critical attributes*
 - e. Provide examples*
4. MODELING
5. CHECKING FOR UNDERSTANDING
 - a. Pose key questions
 - b. Ask students to explain concept, definitions, attributes in their own words*
 - c. Have students discriminate between examples and non-examples*
 - d. Encourage students to generate their own examples*
 - e. Use active participation devices
6. GUIDED PRACTICE
 - a. Initiate practice activities which are under direct teacher supervision
 - b. Elicit overt response that demonstrates behavior in objective
 - c. Provide close monitoring
 - d. Continue to check for understanding
 - e. Provide specific knowledge of results
7. CLOSURE
 - a. Make a final assessment to determine if students have met objective
 - b. Have each student perform behavior on his/her own
8. INDEPENDENT PRACTICE
 - a. Have students continue to practice on their own
 - b. Provide knowledge of results

* These items are particularly critical when teaching an abstract concept such as democracy. They may not be relevant when teaching a practice oriented concept such as multiplication.

Adapted from Madelyn Hunter.

Using the Social Studies Essential Academic Learning Requirements

Benchmark/Standard	How can I teach this?	How would the students learn this best?	How can I measure this?	What other subjects teach this standard?
Grade 10 Standard 1: The student examines and understands major ideas, themes, developments, turning points, chronology, and cause-effect relationships in history.				
1.1a Group events and individuals by broadly defined historical eras and use timelines to identify and explain patterns of historical continuity and change in related events; compare and contrast different cultural perceptions of time.				
1.1b Compare and evaluate competing historical narratives, analyze multiple perspectives, and challenge arguments of historical inevitability.				
1.2a Identify and analyze major concepts, people, and events: Global expansion & encounter Causes/Effects WWI , WWII Emergence of new nations Challenges to democracy and human rights				

Using the Social Studies **Essential Academic Learning Requirements**

Benchmark/Standard	How can I teach this?	How would the students learn this best?	How can I measure this?	What other subjects teach this standard?
<p>Grade 10 Standard 1: The student examines and understands major ideas, themes, developments, turning points, chronology, and cause-effect relationships in history.</p>				
<p>1.1a Group events and individuals by broadly defined historical eras and use timelines to identify and explain patterns of historical continuity and change in related events; compare and contrast different cultural perceptions of time.</p>				
<p>1.1b Compare and evaluate competing historical narratives, analyze multiple perspectives, and challenge arguments of historical inevitability.</p>				
<p>1.2a Identify and analyze major concepts, people, and events: Global expansion & encounter Causes/Effects WWI , WWII Emergence of new nations Challenges to democracy and human rights</p>				

Benchmark/Standard	How can I teach this?	How would the students learn this best?	How can I measure this?		What other subjects teach this standard?
<p>1.3a Examine and analyze how the contributions of various cultural groups influence society</p>					
<p>Standard 2: The student understands the origin and impact of ideas and technological developments on history</p>					
<p>2.1a Compare and analyze major ideas in different places, times and cultures, and how those ideas have brought about continuity, change or conflict</p>					
<p>2.1b Analyze how technological developments have changed people's ideas about the natural world and evaluate their short and long term consequences</p>					

Naming Feelings

This lesson begins to teach about the importance of having a vocabulary for feelings.

Objectives

- Emotional literacy
- Recognition of shared experiences

Preparation

Before the class begins, draw a "feeling continuum" on the chalkboard.

Example:

Angry - Upset - Sad - Calm - Indifferent - Bored - Happy - Excited

Beginning

When the students come in, ask them, "How do you feel? How are you feeling today?" If they respond without detail (e.g., "fine"), discuss why that happens. Ask them why people greet one another with "how are you feeling?" and answer "fine" even when they are not fine?

Affective Experience

- Ask students to indicate how they feel right now (present feeling state) by putting initials under those feeling words on the board. Have them add any word that better describes their feelings.
- Invite students to set a goal of how they would like to be feeling in 1 hour. Discuss how to get from the present feeling to the goal.
- Ask discussion questions that focus on feelings.

Cognitive Inquiry

1. "What did we just do?" (Become aware of feelings.)
2. "Are feelings easy or hard to talk about? What makes it hard to talk about them?"
3. "How do you know when you're feeling a feeling? Can you stop or change your feelings? Increase your feelings?"
4. "What are some lessons from today? Where else could you use them?"

Follow-Up

Brainstorm feelings -- all the words the class can think of. Ask for volunteers to write the words on the board. Ask for other volunteers to write feeling words on 3 x 5 cards, one word to a card. Explain that for the next few lessons we will be collecting feeling words and making experiment cards.

Help the brainstorming by suggesting categories of feelings (i.e., good feelings, bad feelings, loving feelings, and neutral feelings). Teachers should add some complex words (e.g., embarrassed, content, indifferent).

Do not expect a long list at first. The list will grow with awareness and time.

The Empty Your Wallet, Pockets, or Purses Experiment

This exercise has many possibilities, depending on the students' interests and concerns. They may explore their own feelings about themselves and others, their values, and their willingness to share or disclose themselves.

Procedure

Have groups of three to five students empty their pockets or wallets. Allow students to censor their items (to not share some items). Then each student can take a turn describing the contents of his/her wallet, purse or backpack. They can describe the person through the objects -- "This person likes their family because they have lots of pictures of them...."

Follow-up

After the discussion, the teacher can ask the students to "be a detective" about themselves. Have the students write a list of the habits, likes, dislikes, and probable hopes or fears of "the suspect whose wallet this is." Each entry should have the supporting evidence listed from those items in the wallet or purse. Then, the group can be questioned to see if the habits, etc. are con-sistent with those recognized by acquaintances. This is very helpful for clarifying patterns.

Journal entries, letters to the teacher, or further group sharing can include what the student hopes to have (or expects to have) in the purse or wallet one year from now, five years from now. Explore how each student is judging or evaluating him/herself based on what is not now in the purse or wallet. Anxieties about sharing, fantasies about what others are thinking about one's self, and how that makes one feel may also be appropriate here.

Discussion Questions

1. "What are your feelings when you compare your items to other people's?"
2. "What are you censoring or not showing? What are you protecting by not showing it?"
3. "What feelings are you having about indi-vidual items of yours -- sadness, pride, etc? Are you surprised by what others show?"
4. "How are the contents of your wallet/purse/backpack the same as the others? How are they different?"
5. "Do you have vivid memories associated with some of the things? What feelings did you have then? What are your feelings about that memory right now?"

Variation

The groups can also successfully be either dyad or larger support groups of eight or more, depending on the class.

Additional Discussion Questions

1. "What did you say to yourself immediately after I gave instructions? How did your feelings change during the activity? What was happening when they changed?"
2. "Did you make any discoveries during this activity?"
3. "What things would have made you feel better if they had been in your wallet or purse?"
4. "What will be in your pocket/purse/backpack when you are the person you want to be?"

Trust Thermometer

Trust is a complex topic, and this lesson begins to address the challenges of building and earning trust.

Objectives

Begin to examine trust in your life.

Exploration of how trust is enhanced or diminished at school.

Create a fun mechanism to discuss a challenging topic.

The Trust Thermometer is like a rating scale -- it provides a quick check of individuals and the group then leads to discussion. Discussion can focus on several areas from the way students chose to participate in the activity, to why some people are more trusting, to specific questions about how to increase trust in this group.

This activity will help shift from the somewhat abstract definition of trust to a more personal reflection. Later activities will explore trust in more depth. This is a subject matter where going to fast will usually backfire -- build trust in the group over time.

Experiment

Have the group line up against one wall. For each situation, individuals take a few steps away from the wall. Zero steps (staying on the wall) means you feel no trust in the situation, three or four large steps indicates total or unconditional trust. After you have read a few examples, invite students to give new situations.

Example situations:

- 1). Your best friend asks to borrow \$5.
- 2). You are at lunch in the cafeteria.
- 3). Your best friend wants to blindfold you and take you someplace.
- 4). A club from school wants to blindfold you and take you someplace.
- 5). Some friends ask you who you want to ask on a date.
- 6). Your teachers want you to go to a math/music/chess or similar competition.
- 7). Your coach wants you to try out for a sport.

Discussion

■What happened for you in this activity? What were some of your thoughts, feelings, and actions?

■In what ways was this activity an accurate depiction of your level of trust?

■What are the effects of competition at our school? How does competition affect trust?

■What is it that your best friend does, or allows you to do, that makes you so comfortable with him/her?

Journal

People often talk about being trustworthy for others, what does it mean to be trustworthy for yourself?

Teacher to Teacher

You can teach this process to check if you feel trust. First, check your body: when you think of that person or situation, what is happening in your body? Are you fidgeting, tense, in pain? Second, check your heart: how do you feel emotionally? Are you happy and excited? Third, check you mind: what do you think rationally? Given what you think, is trust reasonable? Fourth, check your intuition: if you had to decide this second without thinking, would you trust? If all four say "yes," go for it! Otherwise, look into each one more carefully, and if any are a definite "no," then you do not feel trust.

Retrieved and adapted from www.6seconds.org.

Early Medieval Europe

Section One: Choose any of these assignments for a maximum of 70 points.

1. Lecture Notes. 10 pts
2. Film Notes. 10 pts
3. Complete packet of assignments on chapter. 20 pts.
4. Outline chapter and section reviews pg. 250 2 -2 4, pg. 255 1-6. 15 pts.
5. Maps: Charlemagne's empire 248, Medieval trade routes 257. 10 pts.
6. Draw your own Coat of Arms. 10 pts.
7. Complete, "The Dragon", assignment. 10 pts.
8. Find pictures of Romanesque and Gothic building of the Medieval era by making a collage. 15 pts.
9. Complete the word search. 10 pts.

Section Two. choose only one. 15 pts.

1. Make a poster of Medieval knights, serfs, kingdoms, castles, kings, etc.
2. In a dictionary, find the following words: MEDIEVAL, NATIVE, SEPERATE, FEUDAL, GOVERNMENT, STABILITY, CONQUER, POPE, REDUCE, CONSTANT AND TURMOIL. Define each word and use it in short story of Medieval times.
3. Make a timeline for a typical day in a serf's life. Include daily activities and the times the activities were performed.

Section Three: Choose only one 15 pts.

1. You are the son of a lord. You know that you are supposed to become a knight, but you really want to become a silversmith. Write a well reasoned argument using pro and con format.
2. Research the KNIGHT'S TEMPLARS. Who were they? Why were they known as the "Bankers of Europe"? Use report format.

Asia Post W.W.II & Grading Rubric

Section one: choose any of these assignments for a maximum of 70 points. You must have at least 65 points to move to section two.

1. Outline chapter 33 (see outline from chapter 32). 15 pts.
2. Answer all section reviews #1-4. 15 pts.
3. Create a timeline of Japanese leaders from 1945 to 1985. Include type of leader (emperor/communist), photos, the flag and major events during time served. 20 pts.
4. Make flash cards for all Key terms for Chapter 33 (complete list on page 924). Flash cards need to be made on 3x5 cards with the word on one side and definition and sentence on the other. 10 pts.
5. Build a 3D map of Asia and the pacific. See me if you are stuck for ideas. You must label countries and major bodies of water. Don't forget to use color, sticks, leaves for an authentic look. 20 pts.
6. Do all guided readings for chapter 33. 10 pts.
7. Draw a cartoon illustrating US involvement in Vietnam in 1969. Be sure to include a caption, if necessary. 15 pts.
8. Create a newspaper from March 1969. You have to write 3 articles and have at least 3 illustrations. You need to find 3 events from 3 different Asian countries to write about. Set it up like a newspaper. Include headlines, dates, the name of the paper. 20 pts.
9. Create a Venn Diagram comparing The Korean war and the Vietnam war. You need At least 10 differences on each side and 5 similarities. 10 pts.
10. Write a fictional Journal (at least one page, handwritten). This will be a two entry Journal (half page/entry). First, you are a soldier on a plane headed home from Vietnam. How do you think Americans will treat you? The second part, Now you are home, what is life like for you?
11. Research food! Find a typical dinner menu (just one meal per country) from each of the following Asian countries (Japan, China, Korea, Philippines, and Thailand). Make a menu with a cover. Use colors and be creative. See example below: 20 pts.

Section two: Choose one 20 pts.

1. Find one piece of traditional music from 5 of the countries in the chapter. Name of the song, who wrote it and any lyrics. Explain the meaning of the music. You must have at least 2 examples for the class to hear, either download or tape-record.
2. TV interview: prepare 5 interview questions to ask general MacArthur while a classmate prepares 5 questions to ask Emperor Hirohito. Questions should be based on research of topics such as demilitarization, government, economic reform and world affairs. Then you will interview each other as MacArthur and Hirohito. You must act out the interview, either in person or on tape. Dress up so we can identify who is who.

3. Choose one Asian country and for create a 3-panel, travel brochure for it. You must include the language spoken there, 3 fun places to visit, 2 historical places, and lots of pictures. How much will air fare cost from Miami or Tampa? How much are hotel rooms? What is the weather like?

Section three: Choose one 20 pts.

1. Create a timeline of the Philippines from 1965 to 1987. Include at least 7 important events that happened in that country. Be sure to have something about Ferdinand Marcos, Amelda Marcos, and Corazon Aquino., at least 8 pictures or symbols and the Philippine flag. Follow rubric requirements.

2. Complete critical thinking skills # 1-5 on page 924-925.

3. Write a one to two page biography about Indira Gandhi.

Rubric

Art

20: Timeline, Poster, Newspaper: Created on sturdy board. The many of the illustrations are original using several (at least 3) sources (list on back). Good use of white space, borders and key ideas. Demonstrates an understanding of the subject or time period (you can explain 5 things you learned). Creative, colorful, and well polished.

15: Timeline, Poster, Newspaper: Created on sturdy board. Illustrations are somewhat original and based on one or more sources (list on back). Ideas may not be as clear. Demonstrates partial understanding of subject (less than 5 things learned). May need some polish to complete.

10: Timeline, Poster, Newspaper: reflects learning but is not an original work. Colorful but may not be on sturdy poster board. Ideas clear.

5: Timeline, Poster, Newspaper: Hastily done. Few ideas expressed. Not original work. Limited color. Not suitable for display or does not indicate learning.

Textbook Readings

10: Answers are clear and written in writer's own words. The questions may not be written, but is understood in the answer. Student is comfortable explaining any question and can elaborate on questions as needed.

5: Answers are written in writer's own words. Student can answer at least half but not all questions in oral quiz. Not completely confident in understanding of material.

2: Answers may not be writer's own words. Student can answer some (less than half) of the questions in oral quiz.

Writing (Journal and assignments less than a page);

10: Writing is original and neat with few grammatical and spelling errors. Ideas are clear and the writer is comfortable explaining 3 or 4 of the ideas written.

5: Writing is somewhat original and neat but contains many grammatical and spelling errors. Writer is comfortable explaining only 1 or 2 of the ideas written.

2: Writing attempt made. Ideas not clearly expressed. Many errors and paper is not neat.

One Page Research Papers:

20: Paper is 1 to 2 pages in length. Paper is typed, double-spaced, 12 point font. Ideas are well researched and opinions expressed clearly. Writer is comfortable explaining 3 to 4 ideas written.

15: Paper is 1 to 2 pages in length, Paper is typed, double spaced, 12 point font. Ideas have been researched. Writer is comfortable explaining 1 to 2 ideas written.

5: Paper is one page. Paper is not typed. Ideas have been researched but are not clear.

Video:

15: Student watch the entire video, uninterrupted by other activities. Notes were taken representing entire video. Student is able to explain 5-7 ideas learned from the video and can answer 2/3 of the questions regarding it.

10: Student watched entire video, uninterrupted by other activities. Notes may be sketchy. Student can explain 3 to 4 ideas learned and can answer some (less than 2/3) questions regarding movie.

5: Student watched at least 75% of the video. Can explain 3 to 4 ideas learned but cannot answer more than one question regarding movie.

US History - The Colonists

C LAYER- Maximum of 65 Points:

1. Pretend you are Roger Williams. Write a journal describing your life and ideas. 5 points
2. Write an original play about the Salem witchcraft trial of 1692. 10 points
3. Many American customs and holidays originated with the colonists. Make a collection of greeting cards or illustrations reflecting them. 5 points
4. Make a Book of Beliefs that guided Quaker Life. 10 points
5. Make a labeled drawing illustrating a southern plantation. 5 points
6. Make a poster illustrating all the advantages that life in the colonies could offer a European who would settle there. 5 pts
7. Make up a board game illustrating the problems faced by the colonists. 10 points.
8. Make up a ballad about relations between the colonists and Native Americans. 5 points
9. Write a paper tracing the beginnings of slavery in colonial america. 10 pts
10. Pretend you are a war correspondent. Do a series of news articles about the French and Indian War. 5 pts
11. Make a map illustrating major battle fought in the French and Indian War. 5 points
12. Do a report on the lives and roles of women in the colonies. pts

B LAYER- 15 points: Choose only one

13. Make a diorama or poster illustrating people at work in Massachusettes Bay.
14. Make a collage, poster, or museum display of all the things that were grown and/or produced by the colonists around 1700.
15. The colonists were very different from each other in many ways. Make a collage or mobile that illustrates this idea.
16. Make an illustrated travel brochure describing the history and lifestyle of one of the thirteen colonies.
17. Construct a pioneer cabin used on the colonial frontier. Include puncheons and furniture.
18. Make up a Book of Etiquette of Puritans living in the Massachussets Bay Colony

A LAYER- 20 points: Choose only one

19. Make a chart of the thirteen original colonies including:

- a. When each was started
- b. How
- c. By whom
- d. Major occupations
- e. Contributions to democratic traditions

20. Make models of things made in colonial America by carpenters or other craftsmen.

21. Send away to any universities that were founded during the colonial times and ask for a bulletin and information on their history and philosophy. Write a report on your findings.

World War I - World studies

Section I "C" Level

May only total 65 points. Choose accordingly and wisely

Please do your best work and all art work needs to be on white or unlined paper and should be colored!

1. Lecture Notes 5 points each day 3 days total (15) 5 5 5
2. Section Reviews: pages 626 1-5 628 1-6 633 1-7 639 1-7 643 1-7 (10)
3. Watch "All Quiet on the Western Front" and write a one page report (15)
4. Draw and Color a political cartoon about an event from the years 1914-1920 (5-10)
5. Create a War Bond Poster. (5-10)
6. Create a Journal of at least 10 entries including before, during and after the war. (5-10)
7. Write a letter home as a 1st person account of the following accounts: Poison gas at Ypres, sinking of the Lusitania, and the Battle of Verdun, one page. (5-10)
8. Create a newscast or radio broadcast which reflects a critical date from June 28-August 4. This should be researched, show citizens response, and include speculations as to what will happen next. (10-15)
9. Find a World War I song- How do they reveal propaganda in the song? What does it mean? One page. (5-10)
10. Worksheet on Propaganda slogans (5)
11. World War I chart (10)
12. Create an illustrated Time Line from the War. (5-10)
13. Color and detail 1014 Map (5-10)
14. Make 5 posters and define and illustrate World War I Vocabulary (10-15)
15. Newsworthy Notes Worksheet (5-10)
16. Complete the worksheets: Alliances, World War I poetry, Winston Churchill, Deadly Gases, World War I Crossword, Causes of War (3 pts each)
17. Look at types of propaganda worksheet and find 5 examples in the media today (10-15)
18. Complete worksheet: Finish the Story (5-10)
19. Outline Chapter 28 (10)

20. Complete Worksheet: Now and Then (5)

B Level: Application 15 points

Choose ONE. Must be a minimum 1 complete page for full credit. Only full credit will be given.

21. How does propaganda effect our lives today? Show three examples of its effect on the war and discuss how it affected the war movement?

22. Compare daily life of those living in the U.S. at the time of the war and the American opinion of war today.

23. Look in the newspaper to find tensions of war in the world today and compare them with the tensions of war in the late 1800's and early 1900's

24. Look at short and long range causes of the war and compare and contrast them.

25. Interview someone who is in the military about war.

A Level: Research 20 points

Choose ONE. Must be in your own words. Must include a copy of every book or website used to gather information. Must not be copied from another student. Must reflect your own opinion. Must show effort, organization, and be complete for full credit. Must be a minimum of 2 pages and typed to receive full credit.

26. Research Trench warfare. How did it result in a state of deadlock.

27. Research the 1st 6 weeks of World War I. Include the Invasion of Belgium, the German sweep through France towards Paris, retreat of the Allies, Russian mobilization, and early victories ending at Tannenburg and the Battle of Marne.

28. Research planes of World War I. Tell about types, flight mechanisms and dangers involved.

29. Research life in the United States at the time of the war. Look at the feelings toward the war, war rationing, and the role of women in the war effort.

30. Write a well reasoned, logical argument condoning or condemning the war. Be sure it deals with allies, neutrality, war effort, homefront, propaganda, and Wilson's peace proposal.

55-60=D 61-70=C 71-80=B 81-100=A

Does Conflict Shape Nations? The Middle East

Objectives:

- The student is expected to analyze the effects of physical and human geographic patterns and processes on events in the past and describe their effects on present conditions.
- The student is expected to locate settlements and observe patterns in the size and distribution of cities using maps, graphics, and other information.
- The student is expected to explain the political, economic, social, and environmental factors that contribute to human migration
- The student is expected to describe how changes in technology, transportation, and communication affect the location and patterns of economic activities.
- The student is expected to give examples of ways various groups of people view cultures, places, and regions differently.

C Layer (Choose activities up to 70pts.)

Daily lecture (5pts.)

Time line of events leading up to the creation of Israel (10 pts.)

Create a set of maps showing changes in Israel (10 pts.)

Make flashcards to learn vocabulary words (5pts.)

Read Chapter 23 - sections 1,2 Prentice Hall; World Geography: Building a Global Perspective Answer questions at end of section (5pts.)

Listen to the textbook reading and follow along. Answer the questions orally (5pts.)

Construct a diorama showing changes in the environment in Palestine since 1947. (15pts.)

Make a poster illustrating the conflict between the Israelis and Palestinians (10 pts.)

With another person plan a debate about the following topic: "Resolved: The United Nations made the best decision by partitioning Palestine into two separate states." (15pts.)

Make a chart showing the differences between the Arabs and the Jews. Include culture, religion, history, economy, (10 pts.)

Make a chart or poster depicting the major cultural groups in Israel and the roles they have played in the nation's history. (10 pts.)

Answer the following question and support it with evidence. Have Israel and its Arab neighbors taken steps to prevent conflict? (10 pts.)

Describe the environment in the land of Israel and how it has changed since Israel became a nation. (5pts.)

Make a chart or poster showing the role that European powers had in the conflict that now exists in Israel. (10 pts.)

With a group, perform a skit depicting a meeting of the United Nations in 1947 when both the Jews and the Arabs are claiming Palestine as their homeland. Be sure and include the Arab viewpoint, the Jewish viewpoint, and the solutions. (15pts.)

Make a chart showing population of Jews and Arabs in Israel and how it has changed. (10 pts.)

Make a timeline to show major world events that contributed to the change in population in Israel. Correlate this with the population chart. (10 pts.)

Make a chart or graph showing the loss of life since 1948 in Israel. (10 pts.)

What role does water play in the conflict? (written or oral response) (5pts.)

Make a diorama of a kibbutz. (15pts.)

Create a journal of a typical week on a kibbutz. (10 pts.)

Make a diorama of a refuge camp. (15pts.)

Create a journal of a typical week in a refuge camp. (10 pts.)

Make a 3 dimensional map showing the terrain in the land of Palestine. Include major bodies of water, mountain ranges, desserts, etc. (15pts.)

Make a chart showing the similarities and differences in the governments of Israel and Palestine. (10 pts.)

Gather information and make a chart or graph showing viewpoints of different people about the conflict in Israel. (10 pts.)

B layer (Choose 1 for 15 pts.)

You have been chosen to accompany Former President Jimmy Carter on a peace building mission to Israel. What will you talk about on the flight to Israel? Put together a power point outlining your proposal to bring about peace in the Middle East.

You will be taking a group of Jr. High students to Israel on a tour. The purpose of the trip is for the students to get an understanding of why there is so much conflict in Israel. Where will you take them, and what will you tell them about each place?

The principal at the elementary campus in your district has asked you to present a skit showing the history of the conflict in Israel. With a group of other students put together and present this skit. (Alternate assignment - write the skit so that someone else could present it.)

A layer (Choose 1 for 15 pts.)

Find 3 current event articles related to Israel. Summarize each. Make a chart to compare and contrast the information in the articles. Which one is best? Why?

Listen to three different network news broadcasts about a current event in Israel? How are their viewpoints different? Which one do you agree with the most?

Can peace be accomplished in Israel? (3 sources, summarizations and your conclusion)

4. Five examples of *Layered Curriculum* lessons: Early Medieval Europe; Asia – Post WWII; US History; World War I; Does Conflict Shape Nations?

Class Meetings

Class meetings are an essential part of the democratic classroom. This is where the development of the class happens and thereafter, where management develops and changes.

Included in this section:

1. A sheet containing various types of class meetings.

This sheet is created to help teachers and students collaborate about how to participate and manage the class. The *Dialogue for a Democratic Classroom* worksheet is the first class meeting that might take place.

Types of Class Meetings

1. **Good News Meetings:** "Who has some good news to share?"
2. **Whip Around:** Go around the circle; everyone can either complete the "sentence starter" or choose to pass. The teacher can then use responses as a springboard for interactive discussion.

Sentence starters are:

- Something I like about this class...
- Something I think would make our class better...
- A decision I think we should make...
- I'm wondering why...
- Something that bothers me...
- I wish...

3. **Appreciation time:** "Who would you like to appreciate?"
4. **Compliment time:** One or two children are chosen; taking one child at a time, the teacher invites classmates to say something they like or admire about that person.
5. **Rule-evaluating meeting.**
6. **Feedback and evaluation:** "How well did you work together? How could you make it better next time?"
7. **Reflections on learnings:** "What did you learn from this activity?"
8. **Problem solving meeting.**
9. **Academic issues:** "What would help you do a better job on homework, tests. etc.?"
10. **Classroom improvement meeting.**
11. **Suggestion box meeting.**
12. **Meeting on meetings:** "What have you liked about our class

Portfolio

The 3D portfolio means: demonstration, defense and documentation of the assignments and projects. The portfolio is not intended to be only a collection folder of the assignments but a working tool for performance evaluation. The students could make up a scoring guide that incorporates what is to be in the portfolio and how it would be scored.

Included in this section:

1. An example of how a class might create a scoring guide for the portfolio.

The portfolio is also perfect for student led parent conferences. The students share exactly what they have done and by using the learning matrix can show at what level they are performing.

Portfolio Scoring Criteria

- I. Organization and Professionalism
- A. Portfolio is in a 3-ring binder with a clear plastic slipcover.
 - 6- Binder is in excellent condition with a clear slipcover & page protectors.
 - 5- Binder is in decent condition with a clear slipcover & page protectors.
 - B. Portfolio contains a detailed table of contents
 - 6- Detailed outline with sections and all the specific parts identified in the table of contents.
 - 3- ~~General outline-format for the table of contents with only sections identified.~~
 - C. Portfolio contains appropriate cover pages for the various sections identified
 - 6- Cover page for each section with a graphic or math comic on each page.
 - 3- Cover page for each section with just the sections identified by titles.
 - D. Portfolio contains a cover page for the outside of the portfolio
 - 6- Cover page on the outside of the portfolio contains name, date, period, class, and an appropriate décor.
 - 3- Cover page with all the required parts, except for it lacks the décor.
 - E. Papers are neat and do not contain scribble marks, errors, or torn pages.
 - 8- Papers are neat and organized and contain no scribble marks or torn edges.
 - 4- Papers are not totally neat or somewhat disorganized.
 - 0- Papers are sloppy or disorganized.
- II. Content and Completeness
- A. Portfolio contains notes, definitions, terms/vocabulary from each day's lesson (Information)
 - 6- Each day's concept contains copied example problems and applicable notes.
 - 3- Most concepts contain copied examples problems with some notes.
 - B. Portfolio contains copied examples or guided practice problems with students own solutions (Understanding)
 - 8- Each day's concept contains 2 or 3 student-developed solutions.
 - 4- Most concepts contain 2 or 3 student-developed solutions.
 - C. Portfolio contains student solutions developed on their own (Application)
 - 6- Each day's concept is illustrated with 5 to 10 problems from the assigned work.
 - 3- Most days' concepts are illustrated with 5 to 10 problems from the assigned work.
 - D. Portfolio contains student's own explanations of concepts covered (Justification)
 - 6- Each day's concept is explained in the student's own words.
 - 3- Most day's concepts are explained in the student's own words.
 - E. Portfolio contains student's test and quizzes (Tests and Quizzes)
 - 6- All tests and quizzes which are scored and graded and included.
 - 3- Most tests and quizzes which are scored and graded are included.
 - F. Portfolio contains overall summary of concepts covered in each chapter as general categories i.e. geometry, algebra, measurement, etc. (Chapter Summaries)
 - 6- All chapters have an overall summary of general category of concepts.
 - 3- Most chapters have an overall summary.
 - G. Portfolio contains examples of charts, pictures, diagrams, graphs, etc. used in each chapter (Charts)
 - 4- Each chart, diagram etc. used in the chapter is represented.
 - 2- Most charts, diagrams, etc. used in the chapter are represented.
- *This section will also include student graphs representing their progress in vocabulary acquisition and multiplication facts from 1 to 12.

III. Learning Matrix

- 8- Matrix is appropriately checked with support documents included.
- 6- Matrix is appropriately checked and most support documents are included

IV. Quality of Writing

A. Chapter summary

- 8- Explanations are clear, concise, thorough and complete.
- 4- Explanations are clear, concise but incomplete.
- 2- Explanations are unclear and not specific to the math learned.

B. Conventions

- 10- No grammatical or spelling errors.
- 8- Few grammar or spelling errors.
- 6- Some grammar or spelling errors.
- 0- Grammatical and spelling errors interfere with understanding what is written.

Overall Score: _____ / _____ Date: _____
Student / Teacher

Comments:

Parent Signature: _____

Reflection

Reflection is where a great deal of learning takes place. There are many different ways to reflect on an experience. Reflection journals could be kept on a timely basis about what is going on. Having the students read a quote and then write or voice their opinions. An important aspect of reflections is to help the students share their dispositions about a particular assignment rather than just reciting the days events. A method for keeping the students on the right reflection track is for the teacher to guide the reflection by using certain questions or situations. Rubrics for reflection are also a great tool to help students understand that there are objectives to reflection. The rubrics can also help score the reflection entries.

REFLECTION WHY'S

Why are you here?

Why?

Why?

Why?

Why?

**Reflecting on an Artifact:
Why is reflection so important?**

*We do not learn from experience.
We learn from reflecting on experience.*

—John Dewey

Reflecting on your work and demonstrating and explaining to others what you have learned are the heart and soul of the portfolio process. A portfolio is much more than a collection of artifacts: it is a tool to further develop your understanding of yourself as a learner.

What do we mean by reflection? Thinking about how your work meets the standards set in this class; identifying your strengths and weaknesses; and setting your goals for future improvement. Since you are keeping a subject portfolio for this class, your reflections will center on your growth and progress as an English student. You are encouraged to connect the work you do for this class to your life outside room 303, however; so your reflections may also involve your growth in other areas (as long as they relate to the artifact you are presenting).

The 3 R's (Retell, Relate, Reflect), written on the back of this sheet, offer a framework to help you write a meaty reflection—one that is specific and supported with ample evidence. The process might seem tedious at first, but the reward you can reap from honest and thoughtful reflection is immense: the pleasure of greater independence as a student, assessing your own progress and setting your own goals.

**Reflecting on an Artifact:
The 3 R's: Retell, Relate, Reflect**

<p>Retell Retell what you did. Summarize. Focus on the major ideas. State your objective—the standard you are meeting. List the sequence of ideas or approaches. Point out details your audience might not notice. Describe significant parts. Clarify parts that might be confusing.</p>	<p>Some possible prompts This was about... I noticed that... The most significant part was... A thought I especially liked was... I particularly liked, valued or enjoyed... I am proud of this work because... An idea that captured my interest was... Key words for me were... An idea that "sparkled" for me was... This artifact demonstrates how I...</p>
<p>Relate Make connections to your life, school, and the larger world. Refer to personal experiences and feelings, books, music, films, television, the popular press, current issues and events, related topics. Compare and contrast. Analyze. Give examples.</p>	<p>Some possible prompts This reminds me of... Something I identify with is... It makes me feel... What I found especially meaningful or significant for me as a person was... This artifact relates to my past work in the following ways: ... The skills I used to produce this artifact, including ..., also could be applied to...</p>
<p>Reflect So what does this mean? How is it important? Where do I go from here? Draw conclusions beyond the artifact. Apply judgment. State opinions. Share insights and new understandings. Ask relevant questions. Give reasons for what you did and evaluate them. How has this process met the learning goals you set for yourself? What still confuses or frustrates you? What goals do you still need to work on? What new goals are you setting for yourself?</p>	<p>Some possible prompts This artifact shows that now I understand how to... I think that... I wonder why or if... I realize now that... How...? A question raised in my mind is... Maybe... Something that pushed my own thinking was... This artifact was a challenge for me because... I learned that... This makes me remember how... An idea that "sparkled" for me was ... because... I have improved at... I still need to work on...</p>

The 3 R's of Reflection:
Schwartz & Bone, 1995.
The Portfolio Organizer.

C. North / Last printed 7/30/2002 1:45 PM

Rubric for Personal Reflections: Example 1

Level 1	Level 2	Level 3
Level 1 users give general comments that could apply to other situations as well as the one under discussion.	Level 2 users accurately describe the area being discussed. Use a mix of content vocabulary and general terms.	Level 3 users accurately describe the area being discussed. Give detailed examples, references, connections or responses to general insights. Use specific content vocabulary.

Rubric for Personal Reflections: Example 2

	3	2	1
Personal Qualities	Explains in detail some of one's personal qualities	Identifies several of one's personal qualities	Superficially lists a few of one's personal qualities
Personal Strengths	Interprets one's personal strengths/qualities and theorizes why those strengths/qualities are important	Explains one's personal strengths/qualities and speculates why those strengths/qualities are important	Lists several personal qualities and supposes how and/or why they are important
Educational Interests	Explains in detail several educational interests	Identifies a few educational interests	Lists one or two educational interests
Service Interests	Envisions in detail whether one can imagine oneself applying the things learned through service	Explains whether one can imagine oneself applying the things learned through service	Simply states whether one can imagine oneself applying the things learned through service

Rubric: Reflection

	10	5	0
Reflection <i>Personal comments on the learning experience</i>	The reflection discusses the process of development and finds improvements for the learning experience	The reflection leaves out key improvements	The reflection is weak and does not help improve the learning experience.

	Developing	Accomplished	Exemplary
<u>Focus:</u> Details Concerns Purpose Interest	Remotely related to purpose, and interest. Concerns questions are not mentioned.	Related to purpose. Contains only major details, address concerns and questions that are reflective.	Purpose is constantly addressed. Questions and concerns are of major focus.
<u>Reflection:</u> Importance Opinions Analyze Quality Dispositions P-79	Talks about details only, no real reflection on opinion and disposition.	Reveals opinions and understands importance to quality. Reflection on feelings is discussed	Discusses major feelings and opinions in detail. Analyzes the importance of dispositions
<u>Change:</u> Improvements Future goals	Does not look at improvements of goals.	Mentions something about what was learned. No discussion of improvements	Discusses the implications of the project and what could be applied to the future.

Synthesis Journal

At the end of the week's activities or at the end of a unit of instruction, students reflect on the cumulative activities. This activity encourages students to review past experiences and plan for future applications. The act of writing reinforces what was learned.

Divide paper into three sections. Record "What I Did," "What I Learned," and "How I Can Use It."

Synthesis Journal		
What I Did.	What I Learned.	How I Can Use It.

Speculation about Effects Journal

Here the student examines events and speculates about the possible long-term effects resulting from such events. This type of journaling encourages the student to anticipate the effects of the event(s) experienced.

The student divides the paper in half. On the left side, the student records "What Happened"--on the right, "What Could Happen Because of This."

Speculation About Effects Journal	
What Happened.	What Could Happen Because of This.

Learning Log

A Learning Log is a written response to literature but may be used to respond to other texts. The left column entries may be verbatim text, research notes, lecture notes, vocabulary, or questions. The right column entries are student responses to, interpretations of, or analyses of the left column entries.

Learning Log	
Note-Taking	Note-Making

Dialectical Journal

The dialectical journal is a type of double-entry note-taking which students use while reading literature. In the two columns students write notes that dialogue with one another, thereby developing critical reading and reflective questioning.

Dialectical Journal

Quotation	Page	Why do I find this quotation interesting or important ?

Reflective Journal

In a Reflective Journal entry the student identifies the activity, then reflects on the material learned.

Reflective Journal		
What happened?	How do I feel about it?	What did I learn?

Double Entry Journal

The Double Entry Journal allows students to record their responses to text as they read. In the left-hand page or column, the student copies or summarizes text which is intriguing, puzzling, or moving, or which connects to a previous entry or situation. In the right-hand page or column, the student reacts to the quotation or summary. The entry may include a comment, a question, a connection made, an analysis. Entries are made whenever a natural pause in the reading occurs, so that the flow is not interrupted constantly.

Double-Entry Journal	
Quotation-A phrase or sentence I especially like.	My thoughts about the quotation.

Metacognitive Journal

A higher level of critical thinking occurs when one is aware of one's thought processes. In the Metacognitive Journal, students analyze their own thought processes following a reading or other activity. The Metacognitive Journal encourages students to reflect on their reading processes, their final drafts, or their presentations.

Key questions: What enabled you to gain the most from this experience? What would you do differently if you had more time?

On the left side of the paper, the student records--What I Learned. On the right side of the paper--How I Learned It.

What I learned.	How I learned it.

Assessment

There are four major types of assessment as established by Richard Stiggins, assessment specialist. These types are: selected response, essay, performance and personal communication. There are also five types of targets/goals which are used to help the students and teacher understand the end result of the assignment or project.

These five targets are: knowledge, reasoning, skills, products and dispositions. It is important for the teacher to understand that there must be a specific target for the student to reach. Using the EALR's and the targets then the students can plan their assignments and take control of their own learning facilitated by the teacher.

The key to assessment in a democratic classroom is to involve the students as much as possible. The chart that is included in this section is geared toward alignment of the assessment types, the learning matrix, the EALR's and the achievement targets. By aligning these elements to the instruction, the students will know what to expect and to what end they are targeted.

Included in this section:

1. *An Assessment, Teaching and Learning Alignment* chart that helps the teacher align the EALR's, the target, and the assessment type.

Assessment, Teaching and Learning Alignment

Subject Area: _____

Grade Level: _____

<u>Student Learning</u> EALR's Frameworks	<u>Target Area</u> knowledge reasoning skills products dispositions	<u>Learning Matrix</u> Observable student behavior EALR's Cognitive domain	<u>Assessment Types</u> Selected response Essay Performance Personal communication	<u>Instructional Strategies</u> Teacher behavior Effective practices Multiple intelligences

Resources

Websites:

Kathy Nunley:	http://www.help4teachers.com/
On Course:	http://www.oncourseworkshop.com
Leadership:	http://www.leadershipnow.com/
Lateral Thinking:	http://www.aptt.com/ltnmethods.htm
OSPI:	http://www.k12.wa.us/
Character Ed:	http://www.cortland.edu/c4n5rs/websites.htm
CREDE:	http://www.crede.ucsc.edu/
Self-Determination:	http://www.psych.rochester.edu/SDT/index.html
Rick Stiggins:	http://cwx.prenhall.com/bookbind/pubbooks/stiggins/
Whole Schooling:	http://www.coe.wayne.edu/CommunityBuilding/WSSAssessTl.ht
Emotional Intelligences:	http://www.self-science.com/index.php
NTLF:	http://www.ntlf.com/html/sd/about.htm
ASCD:	http://www.ascd.org

Manuals/Other :

Buck Evans: Quality in Education

Andrea Bowman: Program of Curriculum Improvement: Coursepack

Contacts:

Buck Evans
Andrea Bowman
Graduate peers

Books:

Alfie Kohn, (1998) *What to look for in a classroom.*

Daniel Goleman, (1995) *Emotional Intelligences.*

Paulo Friere, (1998) *Teachers as cultural workers: Letters to those who dare teach.*

Paulo Friere, (1998) *Pedagogy of freedom: Ethics, democracy, and civic courage.*

John Dewey, (1997) *Democracy and education.*

John Dewey, (1997) *Experience and Education*

Chapter Five

Summary, Conclusions, and Recommendations

Summary

More and more educators are becoming convinced of the benefits of a student-centered classroom. Many, however, are afraid to create democratic classrooms because they do not know where to start. There is a great deal of research, however, available to teachers who would like to implement democratic principles in their classrooms. This paper focuses on some of the research that is available, using various sources to discuss the principles of a democratic classroom, why it is beneficial, and how it can be carried out. Scholars such as John Dewey and Paulo Freire have long supported the democratic approach to education, suggesting that active participation in the classroom allows students more freedoms and causes them to better absorb the knowledge being learned (Dewey, 1916/1997a; Freire, 1998a, 1998b).

Some of the benefits of a democratic classroom that have been highlighted in more recent times include fostering character education, encouraging harmony and allowing for a more pluralistic educational setting (Banks, 1993; Freire, 1998a; Gay, 1994; Kohn, 1999; Lickona, n.d.).

Most proponents for a democratic classroom reject the traditional, authoritarian elements of classroom management, grading, and testing. Key to a student-centered classroom is the concept of dialogue (Freire, 1998a; Burbules, 1993) which allows for open communication and more active participation on the part of the students. This ultimately opens the door for better reflection, founded in concepts such as improved

questioning and portfolios (Dantonio and Beisenherz, 2001; McVarish and Solloway, 2002; Yoo, 2001).

This information culminates in a project/handbook contained in Chapter Four. With this handbook, teachers can more easily make the transition into a democratic classroom, from assessment, to class meetings, to reflection. The information in the handbook is useful for teachers of all subjects and readers are encouraged to adapt the activities to fit their students and classroom goals.

Conclusions

After investigating the various elements of a democratic classroom, it is noticed that there is a great deal involved in the transition from a traditional classroom to a democratic classroom. Although much of the debate about democracy in education tends to be politicized, it is apparent that the foundations of a democratic classroom facilitate rather than hinder the learning process.

Recommendations

As Larrivee (2002) alludes to several times in her article, the transition to a democratic classroom must not be done haphazardly. Should teachers desire to implement the strategies outlined in the handbook, they must first educate themselves on the aspects of student-centered learning that they believe will be most effective in their particular situation.

Teachers must also strive to educate their students about the principles upon which a student-centered classroom is founded. Because a democratic techniques require the participation of all involved, teachers must realize that the creation of a democratic classroom must include input from the students. It should be the responsibility of the

teacher to inform the students through the activities included in the handbook about how they can be involved in the learning process. Once students are informed, they will then be able to synthesize the knowledge they have gained through the different activities. It is the success of the teacher and student together, not just one or the other, that is most important in a democratic classroom.

References

- Andrade, H. (2000). Using rubrics to promote thinking and learning. *Educational Leadership*, 57, 13-18.
- Apple, M. & Beane, J. (1995). *Democratic Schools*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Arter, J. & Spandel, V. (1992). Using portfolios of student work in instruction and assessment. *Educational Measurement: Issues and Practice*, II(1), 36-44.
- Assessment essentials: Definition of terms*. (n.d.). Retrieved on July 15, 2003, from <http://depts.alverno.edu/saal/terms.html#sa>.
- Banks, J.A. (1993). Integrating the curriculum with ethnic content: Approaches and guidelines. In J.A. Banks & C.A. McGee-Banks (Eds.), *Multicultural education: Issues and perspectives* (pp. 189-207). Boston: Allyn and Bacon.
- Black, S. (2001). Thinking about teaching. *American School Board Journal*, 186, 42-44.
- Burbules, N. (1993). *Dialogue in teaching: Theory and practice*. New York: Teachers College Press.
- Center for the Fourth and Fifth R's. *Creating a democratic classroom environment*. (n.d.). Retrieved on July 14, 2003, from <http://www.cortland.edu/c4n5rs/wheel/6.htm>
- Costigan, A. (2002). Teaching the culture of high stakes testing. *Action in Teacher Education*, 23, 77-88.
- Dantonio, M. & Beisenherz, P. (2001). *Learning to question, questioning to learn: Developing effective teacher questioning practices*. Boston: Allyn and Bacon.

- Dewey, J. (1997a). *Democracy and education*. Seattle, WA: The Worldwide School.
Retrieved on July 13, 2003, from
<http://www.worldwideschool.org/library/books/socl/education/DemocracyandEducation/chap1.html>. (Original work published 1916).
- Dewey, J. (1997b). *Experience and education*. New York: Touchstone. (Original work published 1938).
- Dewey, J. (1990). *The child and the curriculum*. Chicago: The University of Chicago Press. (Original work published 1902).
- Elasky, W. (1990). Democratic education and becoming. *Contemporary Education*, 61, 94-99.
- Ellsworth, J. (1999). The democratic classroom: Giving students power. *The NEA Higher Education Journal*, 61, 61-70.
- Evans, B. & Fitch, L. (1998). *Quality in Education*. Yakima: Print Guys.
- Felder, R. M. & Brent, R. (1996). Navigating the bumpy road to student-centered instruction. *College Teaching*, 44, 43-47.
- Flanders, N. (1970). *Analyzing teaching behavior*. Massachusetts: Addison Wesley.
- Freedman, R. (1994). *Open-ended questioning: A handbook for educators*. New York: Addison Wesley.
- Friere, P. (1998a). *Pedagogy of freedom: Ethics, democracy, and civic courage*. New York: Rowman & Littlefield.
- Friere, P. (1970). *Pedagogy of the oppressed*. New York: Continuum.
- Friere, P. (1998b). *Teachers as cultural workers: Letters to those who dare teach*. Colorado: Westview Press.

- Friere, P. & Faundez, A. (1989) *Learning to question: A pedagogy of liberation*. New York: Continuum.
- Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.
- Gay, G. (1994). *A Synthesis of Scholarship in Multicultural Education*. Seattle, WA: North Central Regional Educational Laboratory. Retrieved on July 14, 2003, from <http://www.ncrel.org/sdrs/areas/issues/educatrs/leadrshp/le0gayr.htm>
- Gimbert, B. (n.d.). *The responsive classroom: A practical approach for bringing democratic ideals into the daily fabric of classroom life*. Retrieved on July 14, 2003, from <http://www.newhorizons.org/strategies/democratic/gimbert.htm>.
- Goleman, D. (1995). *Emotional intelligences*. New York: Bantam Books.
- Gray, J. (n.d.). *Whose classroom is it? Building student responsibility and self-management in our classrooms*. Retrieved on July 14, 2003, from <http://www.newhorizons.org/strategies/democratic/gray.htm>.
- Joint Productive Activity*. (n.d.). Retrieved June 18, 2003, from <http://www.crede.ucsc.edu/Standards/ljpa.shtml>.
- Kohn, A. (1999). Constant frustration and occasional violence. *American School Board Journal*, 186, 20-24.
- Kohn, A. (1999, September). *From degrading to de-grading*. *The High School Magazine*, 38-43.
- Kohn, A. (1998). *What to look for in a classroom*. San Fransisco: Jossey-Bass.
- Larrivee, B. (2002). The potential perils of praise in a democratic interactive classroom. *Action In Teacher Education*, 23, 77-88.

- Lickona, Thomas. (1991). *Educating for character: How schools can teach respect and responsibility*. New York: Bantam Books.
- Lickona, Thomas. (n.d.). Interview with Thomas Lickona. *Early Childhood Today*. Retrieved on July 14, 2003, from http://teacher.scholastic.com/professional/todayschild/ect_interview.htm.
- McVarish, J. & Solloway, S. (2002). Self-Evaluation: Creating a classroom without unhealthy competitiveness. *The Educational Forum*, 6, 253-260.
- Murphy, S. & Smith, M. (1991). *Writing portfolios: A bridge from teaching to assessment*. Markham, Ontario: Pippin.
- Nelson, G. (2001). Choosing content that's worth knowing. *Educational Leadership*, 59, 12-16.
- Nunley, K. (1998). Retrieved June 23, 2003, from <http://www.help4teachers.com/>.
- Office of Superintendent of Public Instruction (OSPI). (n.d.) *Essential academic learning requirements*. Retrieved on July 13, 2003, <http://www.k12.wa.us/curriculum/instruct/ealrs.asp>.
- Parker, W. (2003). *Teaching democracy: Unity and diversity in public life*. New York: Teaching College Press.
- Shor, I. (1996). *When students have power: Negotiating authority in a critical pedagogy*. Chicago: The University of Chicago Press.
- Shor, I. & Friere, P. (1987). *A pedagogy for liberation: Dialogues on transforming education*. Massachusetts: Bergin & Garvey.
- Siler, C. R. (1998). Spatial Dynamics: An Alternative Teaching Tool in the Social Studies. *ERIC Clearinghouse for Social Studies*, 179-180.

- Stiggins, R. (2000). *Student-involved classroom assessment*. Retrieved on July 1, 2003, from <http://cwx.prenhall.com/bookbind/pubbooks/stiggins/>.
- Tyler, R. (1969). *Basic Principles of Curriculum and Instruction*. Chicago: University of Chicago Press. (Original work published 1949).
- Wiggins, G. (1993). *Assessing Student Performance*. New York: Teaching College Press.
- Yoo, S-Y. (2001). Using portfolios to reflect on practice. *Educational Leadership*, 58, 78-81.