

New Teacher Resources for PBL (and more!)

AKA “Forbidden PBL Knowledge”

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[Ice Breakers, Drama Games, Team Builders...](#)

[Classics from Alec's classroom \(as google slides\)](#)

[Collections of Games](#)

Project-Based Learning

Introductions to PBL

Video: [Why PBL?](#)

Video: [One Minute Hit: A Project is a Type of Unit](#)

Video: [One-minute hit: teaching skills that don't fit neatly into projects](#)

Book Chapter: [Hands & Minds Chapter 1: Getting Started on Designing a Project](#), by Alec Patton

Article: [What is PBL?](#) by Randy Scherer

Article: ["Every Classroom Should Be a Maker Space"](#), by Randy Scherer

Article: ["Where do Projects Come From?"](#), by Angie Guerrero

Article: [Deconstructing Construction Projects](#) by Jeff Govoni

- This is written by an elementary school teacher, but valuable to everyone!

Examples of great projects

High School

Podcast: [Project Files: The Syrian Refugee Simulation, with Dany Francis](#)

- In this episode, a teacher and a former student tell the story of a project they did together, from launch to exhibition.

Podcast: [In XONR8, 11th graders are helping to free wrongfully-convicted prisoners](#)

- The podcast episode tells the "story" of the project from launch to exhibition, from the perspective of the teacher and two students.

Podcast: [Carol Cabrera Stages Student-Written Plays on Zoom \(9th grade Humanities\)](#)

Podcast: Mele Sato's Electioneering Project (12th Grade Math)

- [Part 1: Linking Redistricting to Teens' Own Lives](#)
- [Part 2: That's Not Fair! \(Teaching alternative voting methods\)](#)

Article: [Article about a a forensics project, from the perspective of a student](#) (with tips for teachers at the end)

Article: [Article about a film project, from the perspective of a student](#)

Article: [From Socratic Seminar to Space Science, by Brian Delgado](#) (sending weather balloons into the upper atmosphere, collecting atmospheric data and taking photos)

Article: [Logs from San Diego Bay, by Tom Ferenbacher](#) (this piece is unique, because it doesn't just describe a single project, it describes a series of guide books to San Diego bay that students produced in an interdisciplinary science/humanities class year after year).

Article: [The Peace and Well-Being Film Project](#) (a project from Mexico!)

Article: [How we put on a High School Music Festival](#)

Middle School

Podcast: "Did This Do Justice to What You've Learned?" Shelby Sember's Slavery Diary Project (7th grade)

[Apple Podcasts](#) | [Spotify](#) | [Google Podcasts](#) | [Stitcher](#) | [Unboxed Website](#)

- Knowing what I know now, I don't know if I'd recommend that anyone DO this project, but Shelby's got really good ideas about doing a literacy-rich project and "doing justice" to what you're learning. And it includes a discussion that Shelby and I had about whether she herself would do this project again.

Article: ["Wild About Cramlington" by Darren Mead](#) (British birdwatching project)

Podcast: [Ablegamerz](#) (designing adaptive video game controllers for people with serious physical disabilities)

- Also available as an [article](#)

Article: [It Takes a Village to Raise a Writer](#)

Elementary School

Article: [RockOn](#) (A Virtual Reality Geology Project)

Article: [Dance Dance Reconstruction](#)

Article: ["Making Critique Work"](#)

- This is an article *about* critique but it also describes an awesome paper-cutting project about immigration, and includes photos of student work.

Collections of Awesome Projects:

Project Cards: [HTH Unboxed Project Cards](#)

Website: EL Schools [Models of Excellence](#)

Website: [Changing the Subject: Twenty Years of Projects at High Tech High](#)

- Also available as a book!

Website: [MyPBLWorks](#) (note: some of the projects are free to look at, but others you need to pay for)

And some project disasters and near-disasters

Article: [“Abandon Ship!”](#)

- This is straightforwardly a project disaster

Article: [“Other People’s Children Are My Children”](#)

- This is NOT a story of a project disaster, but it is a story of a very rough stretch with a student during a project.

Podcast: [The Cheltenham PBL Experiment Episode 3: Year One](#)

- This is more about a disastrous PBL YEAR. Lots of mistakes, but also lots to be inspired by. Apart from anything else, those teachers WENT FOR IT which is rad. Also it has a happy ending, because everyone learned from it and the next year went much better. This is part of a larger series, and you can find the full series [here](#) (or just look it up on your preferred podcast app, which is how I personally like to listen to podcasts).

Developing Skills in specific aspects of PBL

General project design resources

Book (as free PDF): [Work That Matters: The Teacher’s Guide to Project-based Learning](#)

- This book is pretty short. It’s a good place to get started.

Book (as free PDF): [Hands & Minds: A Guide to Project-based Learning For Teachers By Teachers](#)

Website: [HTH PBL Design Kit](#)

Making a Project Sheet

- There are lots of names for this, but it’s the thing you give to students and their families.

[Increase Student Ownership of Projects with a Student-Facing Project Map](#) by Dana Gaertner

Putting students in project groups

Article: [Two Approaches to Grouping Students in Projects](#) by Britt Shirk and Ted Cuevas

Chapter: [“Group Roles and Responsibilities”](#) (chapter from the book *Designing Group Work*)

Website: [Strategies for quickly forming groups](#) (am I the only one who obsesses over this and always feels inadequate about it?)

Project Launch

PBL Design Kit: [Launch \(includes lots of videos and resources\)](#)

Podcast Episode: [How to Design a Great Project Launch, with John Santos](#)

Podcast Episode: [Students Should Build Something on Day One of the Project](#)

Video: [Personalized Learning Through Collaborative Experiences](#) (it's about launches)

Video: [Launching the "Mathiness of Truthiness" Project](#), with Sarah Strong

Article: [Increase Student Ownership With a Student-facing Project Map](#), by Dana Gaertner

Critique

PBL Design Kit: [Critique](#) (includes lots of videos and resources)

Video: [Ron Berger: Rules for Critique](#)

Video: [Ron Berger: Culture of Critique](#)

Video: [A critique in the "Mathiness of Truthiness" project, with Sarah Strong](#)

Book Chapter: ["Models, Critique, and Descriptive Feedback"](#) from *Leaders of Their Own Learning* by Ron Berger, Leah Rugen, and Libby Woodfin

- Ron Berger is THE GUY when it comes to critique - certainly in the country, probably in the world. This is a chewy chapter, but worth it. If you don't read it this week (and that would be understandable) definitely save it for later.

Book Chapter: [Hands & Minds Chapter 3: Critique & Iterative Work](#), by Michelle Pledger

Book Chapter: ["Polishing the Paper"](#) from *Write Like This* by Kelly Gallagher

- A really cool revision technique specifically focused on writing.

Article: ["Making Critique Work"](#) by Briony Chown (*Unboxed*)

- Full disclosure: Briony and I are married. Having said that, if you're not doing this already it will definitely improve your critiques, and if you are doing it, you'll probably get ideas for modifying and improving it.

Article: ["The Power of My Mistakes" by Dan Wise](#)

- This is especially good on "doing the project yourself first"

Podcast: [The Secret Formula](#)

- This is a podcast episode all about making a podcast episode, including a recording of an actual critique session. It's made by a company called Gimlet Media, founded by a producer from This American Life. They make great podcasts, so it's really helpful to get a window into their process.

Podcast: [Shane Duenow on Parallel Prototyping and how to critique online using Padlet](#)

- The “padlet” part is useful for hybrid or online teaching, but “parallel prototyping” should be a part of every teacher’s practice!

Exhibition

PBL Design Kit: [Exhibition](#) (*Start here: 14 videos and TONS of resources*)

Book Chapter: [Hands & Minds Chapter 2: Making Student Learning Public](#), by Kelly Williams

Book Excerpt: [“Making Learning Public” from *An Ethic of Excellence* by Ron Berger](#)

Article: [“Exhibiting Student Writing,” Randy Scherer](#)

Article: [“Sizzle & Steak: Why Exhibitions Matter”, Alec Patton](#)

Video: [Exhibitions and School Culture](#)

Video: [Exhibition: The Instructor Perspective](#)

Video: [The Impact of Exhibition](#)

Video: [“Exhibition Voices”](#)

Video: [Rehearsing for the “Electioneering” Exhibition, with Mele Sato](#)

Video: [The “Electioneering” Exhibition, with Mele Sato](#)

Video: [“The Breaks” Exhibition](#)

Community Partnerships

[Integrating Community Partners in Project-based Learning](#) (Article)

[Community Partnerships](#) (video)

[A Handbook for Community Partnerships: Service Learning](#) (Article)

[A Handbook for Community Partnerships: Internship](#) (Article)

[A Handbook for Community Partnerships: Externship](#) (Article)

Article: [How to write an email Asking for Someone’s Time by Anne Helen Petersen](#)

- This was written by someone who gets a LOT of emails from teachers and students asking for her time, and it’s really useful for you AND for your students!

Equitable Assessment

Book Chapter: [Hands & Minds Chapter 5: Student-Centered Assessment](#), by Sarah Strong

Podcast: [John Santos: “Rigor” shouldn’t mean “some kids fail”](#)

- John Santos realized that flunking class at his school was HIGHLY correlated to race and sex. He came up with a strategy to help with this, and it is (we promise) VERY simple

Video: [One-minute hit: Don’t Grade Quizzes](#)

- Don’t do it. Want to know why? Watch the video

Book Chapter: “[Learning Targets](#)” from *Leaders of Their Own Learning* by Ron Berger, Leah Rugen, and Libby Woodfin

- **Why you might want to read this:** Confession - I once told my director “Learning Targets make everything less fun.” I eventually did a 180 on this, when I came to the conclusion that if I was going to expect kids to do what I told them for two hours, the least I could do was tell them what they would get out of it. Ron Berger, one of my all-time teaching heroes, has said a few times that although he never used Learning Targets in his own classroom, he’s found that they are the single most transformative thing he can introduce at a school to help them become better places to learn. This is not a piece of writing to make your heart soar (go to Berger’s first book, *An Ethic of Excellence*, for that) but it’s got a lot of really good ideas and smart thinking about assessing learning.

Book Chapter: “[Assessment that Drives Instruction](#)” from *Do I Really Need to Teach Reading?* by Cris Tovani

- **Why you might want to read this:** It’s got a bunch of strategies specifically geared at assessing how students are doing with reading, and it’s written with an understanding that a teacher’s time is limited, so it includes some good time-saving techniques.

Article: [Five conditions for successful in-class formative assessment](#)

- **Why you might want to read this:** By far the most assessment you do will be in-class formative assessment (“temperature checks,” that kind of thing). This article has expert advice on doing that as well as possible.

Reflection

Book Chapter: [Hands & Minds Chapter 6: Reflection](#), by Peter Jana

Supporting anti-racist, anti-homophobic teaching

- Also anti-sexist, anti-homophobic, anti-transphobic, anti-ableist

To teach kids about the history of race in America, “detoxify” classroom discussions about race, and learn an AWESOME first-week activity:

Podcast: [Ayo Magwood: Preparing students to Understand, Discuss, and Dismantle Racism](#)

To help elementary kids talk about big, challenging subjects:

Article: [Morning Meeting: Rooting the Day in Social Justice](#)

To help people respond when a student or colleague says something racist...

- Also to make your classroom a **trauma-healing rather than trauma-inducing** space!

Podcast: [“You can’t do this alone”: La Junta Collective on “calling in” and collective healing](#) (for staff and students)

Podcast: [“Who is centered, and who is this costing?” – How Julie Ruble talks about race and sexuality in class](#)

To help students of color navigate “white spaces” (such as your school, probably)

Podcast: [“Nobody dresses like that here”: Enrique “Chikle” Lugo on helping students of color navigate white spaces](#)

To make sure your curriculum speaks to every student, and broadens every student’s mind:

Article: [Liberate Your Curriculum](#), by Michelle Pledger

To support LGBTQ students

Podcast: [“Who is centered, and who is this costing?” – How Julie Ruble talks about race and sexuality in class](#)

Podcast: [Supporting LGBTQ+ Youth, with Rick Oculto](#)

Teaching for Deeper Learning

What is deeper learning? Why is it so hard to achieve?

- Wagner, Anthony. 2008. [“Rigor Redefined.”](#)
- [The 74 Interview](#): Authors Jal Mehta and Sarah Fine on What the Best HS Classrooms Have in Common—Mastery, Identity, and Creativity
- [Lindsay Hill, keynote from Deeper Learning 2018](#)

Deeper Learning, Race, and Equity

- Deborah Ball, “Just Dream and Imperatives.” AERA Presidential Address, [\(Watch from 1:02-1:40\)](#)
- Sarah Fine, [“Why Dewey Needs Freire, and Vice Versa.”](#)
- Jal Mehta, [“A Pernicious Myth: Basics Before Deeper Learning.”](#)
- Jal Mehta, [“Why Equity Has Been a Conservative Force in American Education and How That Could Change.”](#)

How do people become deeper learners? Mastery, Passion, Purpose

- [Summary of Benjamin Bloom et al.’s, Developing Talent in Young People](#)
 - [Motivated to Learn: A Conversation with Daniel Pink](#)
 - Jal Mehta, [“Breadth and Depth: Can We Have It Both Ways?”](#)
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Student Voice

[A Weekly Student Survey Transformed my Teaching](#) (Article)

[How to Codesign with Students: A Guide By Students for Teachers](#) (Article)

Teaching Remotely

Podcast: Pro Sessions: Banishing Awkward Silence from Breakout Rooms, with Kat Wu

[Apple Podcasts](#) | [Spotify](#) | [Google Podcasts](#) | [Stitcher](#) | [Unboxed Website](#)

Podcast: How We Do It: Latitude High School’s Lillian Hsu and John Bosselman on what matters most to their school right now

[Apple Podcasts](#) | [Spotify](#) | [Google Podcasts](#) | [Stitcher](#) | [Unboxed Website](#)

Podcast: Carol Cabrera Stages Student-Written Plays on Zoom (9th grade Humanities)

[Apple Podcasts](#) | [Spotify](#) | [Google Podcasts](#) | [Stitcher](#) | [Unboxed Website](#)

Podcast: LeDerick Horne on supporting ALL students during quarantine (High Tech High Unboxed podcast)
[Apple Podcasts](#) | [Spotify](#) | [Google Play](#) | [Stitcher](#) | [Unboxed Website](#)

Podcast: Pro Sessions: Showing Up for Students When You're Locked Down (Cat Magielnicki)
[Apple Podcasts](#) | [Spotify](#) | [Google Podcasts](#) | [Stitcher](#) | [Unboxed Website](#)

Podcast: Screen Time: How Remote Learning Feels to Students (with This Teenage Life)
[Apple Podcasts](#) | [Spotify](#) | [Google Podcasts](#) | [Stitcher](#) | [Unboxed Website](#)

Podcast: Pro Sessions: Shane Duenow on parallel prototyping & using Padlet for critique
[Apple Podcasts](#) | [Spotify](#) | [Google Podcasts](#) | [Stitcher](#) | [Unboxed Website](#)

Supporting ALL learners

Supporting learners with hidden disabilities

Podcast: [LeDerick Horne: Separate is Not Equal in Special Education](#)

Podcast: LeDerick Horne on supporting ALL students during quarantine (High Tech High Unboxed podcast)
[Apple Podcasts](#) | [Spotify](#) | [Google Play](#) | [Stitcher](#) | [Unboxed Website](#)

Supporting kids' mental health

Podcast: [Supporting kids' \(and teachers' mental health as we return to the classroom \(Cat Magielnicki\)](#)

Podcast: Pro Sessions: Showing Up for Students When You're Locked Down (Cat Magielnicki)
[Apple Podcasts](#) | [Spotify](#) | [Google Podcasts](#) | [Stitcher](#) | [Unboxed Website](#)

Podcast: Dr. Mary Helen Immordino-Yang: Meaning-making Makes Us Who We Are
[Apple Podcasts](#) | [Spotify](#) | [Google Podcasts](#) | [Stitcher](#) | [Unboxed Website](#)

Sex Ed

Podcast: [Teaching Consent: Beyond 'No Means No' \(with Plannned Parenthood's Marcy Clayson\)](#)

- I don't think I spent a single day talking about sex ed when I was getting my credential, and it really bothers me that that was the case. I learned a *whole lot* from making this episode and I wish I'd been able to listen to it when I was starting out.

Attention-getters

Article: [Four Attention-Getters That Work from Kindergarten to Grad School](#)

Classroom Culture

Podcast: [Edrick Macalaguim on building classroom culture at the start of the year, AND restoring classroom culture at any time during the year](#)

Facilitating Discussions

["Some Rudiments of Large Group Discussion" AND "An Activity to Learn to Facilitate Discussion" from TALKING IN CLASS by Thomas M. McCann, Larry R. Johannessen, Elizabeth Kahn, Joseph M. Flanagan](#)

- The first chapter here will raise your "whole-class discussion" game considerably (you might be thinking "I never have whole-class discussions," but I promise you do... every time you call on kids to give an

answer or an idea, that's a very basic whole-class discussion). The second chapter is a really cool discussion activity that you can modify for your own class, and, in fact, use again and again with different "scenarios."

[The Big List of Discussion Strategies](#) (*Cult of Pedagogy*)

- Really nothing to add in the description, the title is self-explanatory

[Discussions](#) (*The Social Science Teacher's Toolbox*)

- Ideas for discussion structures

[Orchestrating Equitable \(not equal\) contributions in classroom discussions](#)

- Interesting article about orchestrating discussion in order to acknowledge that, for example, if you're talking about immigration, some kids have more relevant experience than others. In the author's words, "Certain voices, representing certain lived experiences, need to be actively "centered" in certain class conversations."

Reading: Helping kids get better at reading

Kelly Gallagher, "[Teaching Challenging Text](#)" from *Deeper Reading*

- **Why I chose this:** I love this book, and this chapter gives an overview of the whole process of teaching kids "multiple draft reading", using a specific text as a model.

Kelly Gallagher, "[Focusing the Reader](#)" from *Deeper Reading*

- **Why I chose this:** This is the chapter that comes after "Teaching Challenging Text" - it's more of a deep dive into pre-reading. It took me a long time to understand how important it is to provide kids with the context they need to form pictures in their head before they read something (if you have no picture in your head of 19th century London, it's going to be impossible to make sense of Dickens). This chapter helped me help lots of my students make sense of what they were reading.

Kelly Gallagher, "[Staying True to What Works in the Teaching of Reading](#)"

- **Why I chose this:** Like with the other Kelly Gallagher chapters, it's just SO full of great strategies: helping students to summarize what they read in inventive ways, analyze photos and art as a way to learn how to analyze text, just so much good stuff. It's also explicitly linked to the Common Core reading standards, which will no doubt be helpful to some of you.

Cris Tovani, "[Fake Reading](#)" & "[The Realities of Reading](#)" from *I Read It But I Don't Get It*

- **Why I chose this:** Tovani does a better job than anyone else I know of demystifying the reading process and understanding how unskilled readers approach text - and how teachers can help them learn the skills they need to be successful. These are the first two chapters in the book, and they focus on diagnosing reading problems and identifying the skills that you need to read well. If you're interested in sharing the strategies she describes on page 17 with your students, feel free to use the "coding" symbols that I teach for annotation - they're all [here](#).

[Bobby Shaddox, "Graffiti Discussions: Igniting the Silent Majority" \(Unboxed\)](#)

- **Why I chose this:** I imagine you've heard the phrase "chalk talk" whether you use it or not. I really like them, and I really like Bobby's approach. If you want to try out a Bobby-style graffiti discussion this week, feel free to copy [my slides](#) (some need some formatting adjustment).

[Michael Godsey, "The Value of Using Podcasts in Class: Ironically, they can encourage students to read more" \(The Atlantic\)](#)

- **Why I chose this:** I love doing this with students. One of my all-time favorite experiences as a teacher was listening to Radiolab's "Adoptive Couple V. Baby Girl" with my students. I adapted the "official" transcript into a note-catcher, which you can see [here](#).

[The High Tech High Unboxed Podcast - Pro Sessions: Whole-class Close Reading, with Ron Berger](#)

- **Why I chose this:** Ron Berger is a great teacher and one of my education heroes, and in this podcast he explains how to help a class work together to make sense of an academic text that most adults would be unable to read on their own. It's a really cool strategy, and the podcast is only 7 minutes and 39 seconds long

[Whole-class close reading by projecting text on a whiteboard](#)

- **Why I chose this:** This is a simple, really cool technique that you can probably do in your classroom with minimal preparation
 - NOTE: the concept is simple, but the article is long. Not necessarily a bad thing (it's thoughtfully written and covers a lot of ground) but worth being aware of!

Reading: Helping Kids Learn to Love Reading

Stuff by Donalyn Miller:

Donalyn Miller is America's foremost "free-choice reading" guru. I think she's awesome, with one big caveat: she is WAY more into reading books in her own life than I am. I mean, I consider myself an avid, not to say obsessive, reader, but she does a thing called the #bookaday challenge. I have read books in a single day, but the idea of setting myself a goal to read a book every day for a week, or a month, or whatever, sounds horrible to me. So I think the fact that she's basically a reading ultra-marathoner affects her approach to reading, and is worth being aware of. But I really like both her books, *The Book Whisperer* and *Reading In The Wild*. However, to give a break from my somewhat amateurishly-scanned and heavily-annotated chapters out of books I own, I'm focusing on stuff she wrote for her blog on edweek (and some other online stuff she has)

Donalyn Miller's edweek blog (warning: edweek locks you out after you read three articles, so choose wisely - don't do what I did and just open 20 different articles in different tabs).

- ["Guess My Lexile" \(about lexile levels - spoiler: she is not a huge fan\)](#)
- ["Readers seek their own level"](#) (related to the piece above)
- ["Building Up Your Book Muscle" \(about how to be a more informed reader, especially about books that will interest your students\)](#)
- ["Feeding Your Reading Life"](#) (ideas for reading communities to connect with)
- ["Boy Year"](#) (about doing lots of in-class reading in a year when her class happened to be mostly boys)
- ["Never too old: reading aloud to independent readers"](#) (self explanatory, right?)
- ["Mind the gap: engaging gifted readers"](#) (also self explanatory)
- ["Ending Readicide"](#) (Donalyn responds to a book by other noted guru of this class, Kelly Gallagher)
- If you'd rather browse the whole blog and choose your own article, it's [here](#).

Other Donalyn Miller Stuff

- ["Review Club"](#) (a cool book-review strategy she uses in her class)
- ["What are the habits of lifelong readers, and how do we instill them?"](#) (this is a podcast, so a good option if you don't feel like, y'know, reading)
- ["Becoming a Classroom of Readers"](#) (the title says it all, right?)

Excerpt from Donalyn Miller's second book, *Reading in the Wild*

- [Curating a Classroom Library](#)

Excerpt from a Cris Tovani book:

- [Real Rigor: Connecting Students with Accessible Text](#)
 - Cool idea for using "text sets" about a single theme, rather than assigning a single reading, so that every student can read something that they are able to make sense of.

Reading the Internet (and not falling for falsehoods)

["Why Google Can't Save Us"](#) FROM *Why Learn History (When It's Already on Your Phone)* by Sam Wineburg

- **Why I chose it:** I'm pretty sure this article will make **you** better at doing online research, never mind your students! If I had the power to grant ONE literacy skill to everybody in America, "lateral reading" would probably be the one I'd choose.

Online curriculum that teaches kids to "read the internet":

- [Civic Online Reasoning](#)
- [CIVIX: Find the Facts](#)
- [Check, Please! Starter Course](#)
- [Common Sense Digital Citizenship Curriculum \(goes K-12\)](#)

Writing: Argumentative Writing

["Preface" from TEACHING ARGUMENTATIVE WRITING by George Hillocks, Jr.](#)

- This reading lays out what argumentative writing is, and how SHOULD work and be taught (which is very different from how it gets taught often, maybe even most of the time). However it does NOT give you specific strategies to test out in the classroom. So I strongly recommend reading it, but I wanted to warn you that it won't give you any techniques to try out with your class this week!
 - NOTE: This PDF includes the entire first part of the book. Read as much as you want but I specifically recommend you read the preface, which goes from page xv to page xxvi.

["Solving Mysteries to Teach Simple Arguments of Fact" from TEACHING ARGUMENTATIVE WRITING by George Hillocks, Jr.](#)

- This book pretty much gives you a step-by-step curriculum for introducing kids to ever-deepening argument, which is both good and bad - good because it's so rich, bad because it can be hard to adapt it to what you're doing in your class when you aren't following George Hillocks' ideas to the letter. Having said that, I've done everything in this chapter with kids and it's a blast. Highly recommended.
 - More ideas for "mysteries" in [this folder](#).

["Evaluate and Judge". from WRITE LIKE THIS by Kelly Gallagher](#)

- For arguments of judgement, book reviews, etc., this is your chapter.

["Take a stand/Propose a Solution" from WRITE LIKE THIS by Kelly Gallagher](#)

- If you're looking for debate-style argumentative writing, or manifestos, and stuff like that, this is the chapter for you

["Who is centered, and who is this costing?" - How Julie Ruble talks about race and sexuality in class](#) (High Tech High Unboxed Podcast)

- Middle school teacher Julie Ruble is incredibly good at tackling tough, controversial issues with her students while making sure that everyone feels safe, and no-one feels demonized. You can learn how she does it in this episode!

[Ayo Magwood: Preparing students to Understand, Discuss, and Dismantle Racism](#) (High Tech High Unboxed Podcast)

- Ayo Magwood, founder of [Uprooting Inequity](#) (and a high school teacher for ten years before that) talks about the importance of explicitly teaching the history of race in America, why deliberation is a more valuable skill than debate, and how she used a sculpture of a bear to teach perspectives-taking. She brings this great combination of profound insights about teaching and learning, and pragmatic advice for lesson-planning.

Article: [Changing the Citation Conversation](#)

- This flips the way we look at plagiarism from focusing on the punishment for plagiarism to the value of citation, to the entire learning community.

Article: ["Going Socratic" by Lori Fisher](#)

- Note: this is really about discussion, but discussion and writing go hand in hand!

["Some Rudiments of Large Group Discussion" AND "An Activity to Learn to Facilitate Discussion" from TALKING IN CLASS by Thomas M. McCann, Larry R. Johannessen, Elizabeth Kahn, Joseph M. Flanagan](#)

- The first chapter here will raise your "whole-class discussion" game considerably (you might be thinking "I never have whole-class discussions," but I promise you do... every time you call on kids to give an answer or an idea, that's a very basic whole-class discussion). The second chapter is a really cool discussion activity that you can modify for your own class, and, in fact, use again and again with different "scenarios."=p0[\]

Writing: Narrative Writing

["Getting Started" from TEACHING NARRATIVE WRITING by George Hillocks](#)

- I really like the way Hillocks thinks about teaching. This is an opening activity in a long process - I did it a couple years ago, and I remember it being fun, and genuinely helpful.

["I build a world with fantasy master N.K. Jemisin", The Ezra Klein Show](#) (Podcast)

- In this podcast, three-time Hugo-award winning fantasy author talks host Ezra Klein through the process of world-building. Particularly useful if you're helping students to write science fiction or fantasy.
- There's a link to it on Apple Podcasts [here](#)

["Express and Reflect" from Write Like This by Kelly Gallagher](#)

- These are all focused on non-fiction, first-person writing (basically it's lots and lots of different routes into memoir).

Article: [Writing "Downtown": Bringing Student Voice Into Writing](#)

Article: ["Ampersand: Making Sense of Internship"](#) by Randy Scherer

- This is a really good way to do a literacy-rich project, and it could be applied to just about any transformative experience

Article: [The Joy of Collaborative Short Story Writing](#) by Mike Cho

- Super-fun activity. Mike swears this is foolproof, so give it a shot!

Bonus Teacher Tricks:

- ["My 28 Most Tried and True Writing Prompts"](#)
 - I don't know anything about the person who makes these writing prompts, but they're pretty awesome.
- ["16 Fancy Literary Techniques Explained by Disney"](#)

Science: We are all scientists!

Tools for Ambitious Science Teaching

- [Planning for Engagement with important science ideas](#)
- [Eliciting student ideas](#)
- [Supporting on-going changes in thinking](#)
- [Pressing for evidence-based explanations](#)

Science and Engineering Practices

Exploratorium: Institute for Inquiry

- [Science Talk](#)
- [Science Writing](#)
- [Inquiry based science and English Language Development](#)

Engaging with Phenomena

- [Qualities of a Good Anchor Phenomenon](#)
- [Using Phenomenon](#)
- [Using Phenomenon in NGSS](#)
- <https://www.ngssphenomena.com/>

Citizen Science

- <https://scistarter.org/>
- <https://www.zooniverse.org/>
- <https://www.inaturalist.org/>

Math - *each of the newsletters linked below has TONS of linked resources in it!*

- [HTH Math Newsletter #1](#): Identity
- [HTH Math Newsletter #2](#): Understanding Mathematical Thinking
- [HTH Math Newsletter #3](#): Math Routines
- [HTH Math Newsletter #4](#) (under construction): Math & PBL
- www.mathagency.org: This website outlines all of the practices that were researched in HTH classrooms during the years of the Math Agency Improvement grant... there is REALLY great stuff both about routines & lesson study!

History

[“Changing History. One Classroom at a Time”](#) by Sam Wineburg

- **Why I chose it:** This is an article about what kids should learn in social studies, and how they should learn it, but it’s told as a story about a group of academics and high school teachers trying stuff out in classrooms, and it’s full of descriptions of actual students discussing in their classes, which, to my mind, makes it much more interesting (and more useful) than abstract articles about “what kids should be taught in history.”
 - **Bonus content:** The [“Rosa Parks” lesson plan](#) described in the reading

[A Better Way to Teach History](#) (The Atlantic)

- This is about the “case method” of teaching history, and has both some good ideas and useful frames for thinking about teaching history

Reading like a historian

[Turning Bloom’s Taxonomy on Its Head](#), by Sam Wineburg (from *Why Learn History When It’s All On Your Phone?*)

- **Why I chose it:** You wouldn’t know it from the title, but it’s an awesome essay about what it means to “read like a historian” and how it differs from other ways of reading.

[Reading Like A Historian](#) (Stanford History Education Group)

- Just an outrageous number of resources here!
 - The specific “Opening Up the Textbook” lessons referenced in “Changing History One Classroom at a Time” are [here](#)

[Helping Struggling Readers with Social Studies Texts](#)

- **Why I chose it:** Great ideas in here, very well-explained!

Lessons from the *Reading Like a Historian* book:

- [Electricity and Women’s Work. Who Really Benefited? And When?](#)
- [Rosa Parks and the Montgomery Bus Boycott](#)
- [Columbus Day: 1892, not 1492](#)

[A Fresh Look At Vocabulary FROM *The Social Studies Teacher’s Toolbox* By Elisabeth Johnson and Evelyn Ramos Lamarr](#)

- **Why I chose it:** This is a really thorough set of ideas for teaching vocabulary. It would work for any subject, not just social studies!

[Reading Strategies FROM *The Social Studies Teacher’s Toolbox* By Elisabeth Johnson and Evelyn Ramos Lamarr](#)

- **Why I chose it:** Honestly, this is a solid “generic” set of reading strategies that could apply to anyone, but it’s got a social science focus so it will be most easily applicable to social science teachers!

Teaching Hard History

[Ayo Magwood: Preparing students to Understand, Discuss, and Dismantle Racism](#)

- **Why I chose it:** Ayo Magwood, founder of [Uprooting Inequity](#) (and a high school teacher for ten years before that) talks about the importance of explicitly teaching the history of race in America, why deliberation is a more valuable skill than debate, and how she used a sculpture of a bear to teach perspectives-taking. She brings this great combination of profound insights about teaching and learning, and pragmatic advice for lesson-planning.
 - [Slides, lesson plans, and more from Ayo Magwood](#)
 - If you want ideas for using podcasts in class, I recommend [this article](#). Also I made an enhanced, interactive transcript for [my favorite podcast episode to listen to with schoolers](#).

[Lost in Words: Moral Ambiguity in the History Classroom](#), by Sam Wineburg (from *Historical Thinking and Other Unnatural Acts*)

- **Why I chose it:** This article is truly my worst nightmare—a discussion about the Vietnam war goes off the rails and class ends with some students arguing strongly that indiscriminate slaughter is morally justified just as the bell rings... and researchers from Stanford have been shooting a video of the whole thing. Includes analysis of how it went off the rails, what the teacher could have done differently at the time, and what the teacher *did* do in order to repair the harm in the following days.

[Facing History and Ourselves](#)

- Curriculum, lesson plans, resources, lots of usable stuff!

[Learning for Justice](#)

- Formerly called “Teaching Tolerance,” also full of curriculum, lesson plans, etc.!
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Timelines

[“The Challenging Concept of Change Over Time”](#) (History Cooperative)

- This is a short article about teaching, but it ends with a cool “annotated timeline” activity you can do with students.

[Timelines](#) (*The Social Science Teacher’s Toolbox*)

- To be honest, the main activity in this chapter (making a “personal” timeline doesn’t thrill me (I think there are much more interesting approaches to personal narrative and I don’t really get how this activity helps students better understand history BUT on pages 128-129 there are a bunch of other timeline activities that I think are interesting.

Maps

[Maps: They’re Not Just For Geography Anymore](#)

- Lots of cool ideas for lessons here!

I strongly recommend buying a [world map](#) and putting it on the wall.

- Kids in my class would sometimes just crowd around the map looking at it, and I'd hear rather alarming stuff like "whoa I didn't know China was over there!" but I figured better they learn that in tenth grade than never!
-

World History

[The World History Project](#) (OER)

- Open Education Resources (OER) first became famous for their Big History Project, which starts with the big bang. They've since created the more modest "World History Project" which focuses on human history, and is even divided into shorter eras. It's designed to be a comprehensive, extremely adaptable curriculum!

[A History of the World in 100 Objects](#) (BBC)

- This was the first podcast I really fell in love with, and it (along with the book that accompanied it) was the main resource I used to pass the world history part of the CSET. The [first episode](#), which traces all the different countries involved in making a mummy's sarcophagus in ancient Egypt, remains one of my favorite demonstrations of the interconnectedness of world history (and the world today, for that matter!)

[World History For Us All](#) (UCLA)

- Free curricula, lesson plans, resources from UCLA!

[Classroom Resources: World History](#) (American Historical Association)

- The American Historical Association is legit so I feel confident that the resources will be reliable. Whether they'll be engaging, I do not know!

[PBL Learning Media: World History](#)

- Seems to be mostly PBS videos, organized by historical era.

[Reading Like A Historian: World History](#) (Stanford History Education Group)

- Just the world history stuff from "Reading Like a Historian"

[Crash Course World History](#) (PBS)

- This series of animated videos was started by John Green, then novelist, and his brother Hank. It now covers a LOT of ground, including world history, US history, and a lot of science.
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Ice Breakers, Drama Games, Team Builders...

Classics from Alec's classroom (as google slides)

- [Zombie Tag](#)
- [The Yes/No Game](#)

Collections of Games

[Energizers and Icebreakers \(Minimal Set-up Required\)](#)

- Short article with some classics.

[An Experiential Toolkit for HTH](#)

- This was put together by the extraordinary Regina Kruglyak, a former HTHCV teacher who also led student adventures around the world. There's A LOT here, which can be intimidating, but it's well organized!

[IDEO: Five Improv Exercises Every Designer Should Know](#)

- I've used most of these, they're simple and they work well

[Stanford D.School Stoke Deck](#)

- Good collection of games. Format is very simple but kind of annoying (you have to press a button and a random game pops up. There's no way to search, or see them all at once).