

Links for Book
Teacher Breathe: Reflections on Teaching in Times of Turmoil
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How I Begin	Feedback from Students on Computer Lectures Versus Front-of-the-Classroom Lectures - https://drive.google.com/file/d/1qguxVCU18D_uowUJyUSmKRTTrXOOTM2rd/view Survey results on reading from a textbook - https://drive.google.com/file/d/1Sc8etKL14HggC5SKnAmW0tENTySmTdXI/view	 
The Role of Graphic Organizers, Texts, and Lectures The Mind Explained	https://youtu.be/d95dOH-7GHM	

The Role of Graphic Organizers, Texts, and Lectures - Lecture on Feudalism	https://youtu.be/r_sjU4jJxK0	
The Role of Graphic Organizers, Texts, and Lectures - Lecture on imperialism in Africa.	https://youtu.be/fillCCjMpdQ	
Expertise - History for Humans.	https://www.youtube.com/channel/UCOL61ZOwtTI-NVJsb-GF_Hg	
Tech Considerations When Creating Lectures: Universal Annotation and Editing Lectures in Postproduction - Powers of Universal Annotation Tool	https://youtu.be/cktQoG2uNjQ	

The Power of Editing Your Thoughts in Postproduction - Camtasia	https://youtu.be/dvtZ6H84koo	
The Power of Editing Your Thoughts in Postproduction - Eric Mazur	https://youtu.be/WwslBPj8Ggl	
Some Thoughts on Time, Content, and Style - click here. It's pretty dense lecture on Rousseau.	https://youtu.be/XlbazyPiHOI	
Some Thoughts on Time, Content, and Style - click here, I read Rousseau to students.	https://youtu.be/nU1gnoWDOVA	

Imperfections and Complaints - Survey on Trump Debate	https://drive.google.com/file/d/1A0Jhbp8cflow6dpzyCESas2ADatNhVTR/view?usp=sharing	
The Rules of 100 or Nothing Pre-COVID-19 Physical Classroom - Click here for a sample test. - This comes from his blog, which he wrote during his sabbatical. - Click here for survey results on what my students thought of 100 or Nothing	https://drive.google.com/file/d/1bXkxLNymO23MxaiHzruKjZag2SrZfe8/view?usp=sharing http://lewerstravels.weebly.com/day-1-revisiting-my-alma-mater--for-mer-teacher https://drive.google.com/file/d/1P86kmjEi-IZyv091MOKzaOd_kb7k46Fa/view?usp=sharing	  
Lunch		

- This usually takes five minutes or less. In the example below, the question set is taken from an actual test comprising 98 questions.	https://drive.google.com/file/d/1bXkxLNymO23MxaiHzruKjZag2SrZfe8/view?usp=sharing	
100 or Nothing in the Online Classroom Physical Versus Online Classroom - The first work-around is described in this instructional video. - The second work-around is ... This instructional video explains.	https://youtu.be/h-IH0Z9NbYI https://youtu.be/6EcNAflQ3qI	 
Why Matching Questions Are Best - With the help of an informal test—click here	https://drive.google.com/file/d/1VUYJmd9FtZlitspJINIkA810kAGfzyxO/view	

How Big is the Mountain?

In this [example](#), students have a test composed of 178 questions.

The first [part](#) requires students to show basic command of the material via 100 or Nothing.

The second [part](#) requires students to use what they know in interesting ways, requiring them to analyze primary sources, charts, and graphs.

<https://drive.google.com/file/d/1wE5S9i4fTITgM6NYTPCkhuQNDx7spofN/view?usp=sharing>

<https://drive.google.com/file/d/1bXkxLNymO23MxaiHzruKjZag2SrZfe8/view?usp=sharing>

<https://drive.google.com/file/d/1gwVBLxj-dxn-xVH4gApXlt7XtFeO3CZS/view?usp=sharing>



An Exceptional Highly Functional Prompt

- [Digital Promise](#) is charged by Congress with helping accelerate innovations in the classroom

<https://digitalpromise.org/>



- They eventually sent a film crew to my class. [I wrote an article.](#)

<https://digitalpromise.org/2019/05/23/how-to-use-virtual-exchange-to-make-history-meaningful/>



Failing up the Mountain—the Work

- [Here](#) are the survey results in 2018–2019 on completing speeches twice.

https://drive.google.com/file/d/1G1npFD_5PiacXgny2Z962PI3xEI3B1IG/view?usp=sharing



- Footnotes 9: Note that the survey found at this [link](#) says

https://drive.google.com/file/d/1G1npFD_5PiacXgny2Z962PI3xEI3B1IG/view?usp=sharing



Students' Lectures - Ours is a Microsoft school, so we used PowerPoint to record a slide show. (See image below.) Here's a link to my expectations.	https://drive.google.com/file/d/1Ubg0-uffaHQDgkmCYqLPF2INhH1fGxHK/view?usp=sharing	
Checklist to Distinguish Legitimate News from False News		
• Fact-check and then fact-check the fact-checker. (These might be good starting points: https://apnews.com/hub/ap-fact-check, and _)		
• https://www.reuters.com/fact-check,		

https://www.factcheck.org/		
Compare the article in question to other reliable news sources. Consider Ad Fontes Media's ranking to get a sense of who is reporting ethically. See <u>https://www.adfontesmedia.com/static-abc/</u>. Also, check out. I like their chart on media bias.	Home page: https://www.adfontesmedia.com/ 	Static chart https://www.adfontesmedia.com/static-abc/ 
https://www.allsides.com/unbiased-balanced-news		

Does the publication have a mission statement to report stories accurately and fairly? See [APnews](#) and [Reuters](#).

<https://www.ap.org/about/>



<https://www.reutersagency.com/en/about/trust-principles/>



Does the story align with the ideals of professional journalists? Click here:
<https://www.spj.org/ethicscode.asp>.
Great link. Inspired vision of the role of journalism in a democratic society.

<https://www.spj.org/ethicscode.asp>

