

CPI: TED-ED Flipped Lesson

Project Description Form

1. **Your Name:** Miranda Boaz
2. **Date:** 1-13-25
3. **Authentic Topic:** Media and Photography
4. **Title of TED-ED Flipped Lesson:** Jonathan Klein: Photos that changed the world
5. **Link to your TED-ED Flipped Lesson:** <https://ed.ted.com/on/kZx5R0IS>
Link to video if it doesn't show on lesson:
https://www.ted.com/talks/jonathan_klein_photos_that_changed_the_world?language=en
6. **Grade level it is appropriate for:** 11th grade
7. **Describe your full TED-Ed lesson:**

Scenario: (Introduction to the students; Hook for the lesson)

People are constantly taking photos of themselves, others, or of events occurring around them. Photographs are an important way that we can document history as it is occurring. Sometimes these photos leave a lasting impact on all those who view it. Jonathan Klein, former CEO of Getty Images, explains in this TED Talk photos that changed the world and the impact that they had.

Objectives:

Content objective:

After analyzing Jonathan Klein's "Photos That Changed the World" eleventh grade U.S history students will effectively discuss, evaluate, and explain two historical U.S photographs that changed people's thoughts or opinions in a well written paper at a proficient level of mastery.

Technology objective:

After analyzing Jonathan Klein's "Photos That Changed the World" and after writing a paper over 2 historical U.S photographs that changed people's opinions or thought eleventh grade U.S history students will create and upload a 5-to-7-minute Animoto that presents the photographs and the information in their paper at a proficient level of mastery.

Watch: (Who is the speaker? What is the video about?):

Jonathan Klein presents on how photos can change the world. Images can spark change, challenge beliefs, and ignite action. The speaker shares examples of iconic images throughout history that have had a profound impact on society. From environmental awareness to human rights issues, the images we see have the ability to influence our emotions, challenge the status quo, and sometimes even alter the course of history.

Think:

1. **True or False:** The speaker believes that images alone can change the world without any action from people.
 - True
 - False
 1. **Answer: False**
The speaker mentions that while images themselves do not change the world, they provoke reactions in people, which in turn can lead to change.
2. **Which of the following was a significant effect of the photograph of the Earth taken from space?**
 -  A) It led to the invention of modern photography techniques.
 -  B) It inspired the environmental movement by showing the fragility of the planet.
 -  C) It caused the immediate end of the Cold War.

-  D) It was the first photograph ever taken of Earth.

1. **Answer: B) It inspired the environmental movement by showing the fragility of the planet.**

The photograph of Earth from space made people more aware of the planet's smallness and fragility, which contributed to the rise of the environmental movement.

3. **What is one example of an image that had a major impact on the awareness of HIV/AIDS?**

-  A) A photograph of Princess Diana touching an HIV-infected baby.
-  B) A photo of the first HIV patient ever diagnosed.
-  C) A news story about the first AIDS treatment.
-  D) A video of the outbreak in Africa.

1. **Answer: A) A photograph of Princess Diana touching an HIV-infected baby.**

This image in 1987 played a significant role in changing public perception and reducing the stigma surrounding HIV/AIDS, especially in Europe.

Open-Ended:

4. **Analyze how Jonathan Klein contrasts the power of images with other forms of communication. What does he suggest about the relationship between images and words in provoking action?**

Answer:

Klein suggests that while images have the ability to provoke deep emotional responses, they work differently than words. Words can be used to explain, argue, or persuade, but images cut through language barriers and can immediately elicit an emotional reaction that drives people to act. He emphasizes that images "transcend borders" and "religions," allowing them to communicate universal truths or evoke empathy in a way that words cannot always achieve. In his view, images may not change the world on their own, but they are a catalyst for action, prompting viewers to reconsider their beliefs and responsibilities, leading to tangible change.

5. **Evaluate the role of iconic images in social movements, such as the environmental movement or the fight against HIV/AIDS, as discussed by Jonathan Klein. How do these images help shape public perception and influence change?**

Answer:

Iconic images, such as the Earth from space and Princess Diana's photograph with the HIV-infected baby, played significant roles in shaping public perception and driving social movements. Klein highlights that these images were not just visually striking but also emotionally compelling, prompting people to re-evaluate their values and beliefs. The Earth from space revealed the planet's fragility, leading to greater environmental awareness, while Princess Diana's image humanized the HIV/AIDS epidemic, challenging the stigma surrounding it. These images influenced public opinion and helped shift societal attitudes, pushing both individuals and governments to take action. The images served as powerful symbols, sparking conversation and inspiring individuals to engage with critical issues in a way that words alone could not achieve.

6. **Synthesize the implications of Klein's statement that 'the photographer doesn't make the photo, it's you.' How does this perspective change the way we understand the power of images?**

Answer:

Klein's statement that "it's you" who makes the photo suggests that the interpretation and impact of an image depend not solely on the photographer's intentions but also on the viewer's personal beliefs, values, and experiences. This shifts the focus from viewing images as objective depictions of reality to understanding them as subjective experiences shaped by the audience. Each viewer brings their own context to the image, which means that the same photo can evoke different emotions or reactions from different people. This perspective broadens our understanding of the power of images, recognizing that their meaning is dynamic and that their impact is shaped not only by the photographer's vision but by how society and individuals engage with them. In this way, images are not static but constantly evolving, depending on who is viewing them and when.

Dig Deeper:

Pictures that Changed History: Rohde D.

<https://www.theatlantic.com/international/archive/2013/12/pictures-that-change-history-why-the-world-needs-photojournalists/282498/>

This article argues that photographs not only inform the public but also influence societal change. It emphasizes how images, such as those from the Vietnam War and other pivotal moments in history, have the power to alter perceptions and prompt action. Students can use this article to see and understand how photos can change opinions and get people to act.

8 Photos that Inspired Action J. Wender

<https://www.nationalgeographic.com/photography/article/8-photos-that-inspired-action#:~:text=Most%20of%20the%20major%20elephant,that%20came%20out%20of%20it.&text=Children%20were%20being%20used%20in,minerals%20in%20the%20Congo%20region.>

The article displays 8 photographs ranging from social issues to animal rights issues and examines how these images sparked awareness and activism, including a famous photo of a suffering elephant and a photo of child soldiers in Africa. Students can use this to get an idea of how photos can create change.

The Power of Press: Public Broadcasting Service

<https://www.pbs.org/wgbh/americanexperience/features/freedom-riders-media/#:~:text=The%20images%20and%20eyewitness%20accounts,Langston's%20smashed%20camera%20survived%20intact.>

The article discusses the powerful role the media, particularly photographs and news coverage, played during the Civil Rights Movement. Showcases the photos that brought national attention to the issue of violence and injustice in the south. It also provides students with potential images for them to choose for their project

Power of Photography Morrison et al.

<https://www.theguardian.com/artanddesign/interactive/2013/may/19/power-photography-time-mortality-memory>

The article explores how iconic images, such as those of war and disaster, serve as historical markers that both preserve memories and influence how future generations perceive past events. The article delves into the emotional and cultural significance of photographs in creating collective memory. Students can use this to gain information for their research and to possibly get images for their project.

Photos that Defined the U.S A. Amoako

<https://www.bbc.com/culture/article/20200311-life-magazine-the-photos-that-defined-the-us>

This article argues that photographs not only inform the public but also influence societal change. It emphasizes how images, such as those from the Vietnam War and other pivotal moments in history, have the power to alter perceptions and prompt action. Students can use this article to see and understand how photos can change opinions and get people to act. They can also use it to get images for their project.

Photos that Changed History F. MacDonald

<https://www.bbc.com/culture/article/20170914-the-photos-that-changed-history>

This article explores some of the most iconic photos that have had a profound impact on history, analyzing how these Images shaped public perception and influenced movements. It covers a range of historical events, from political protests to humanitarian crises, showing how a single photo can capture the essence of a moment and spark widespread change. Students can use this to help further their research.

Discuss:

After watching Jonathan Klein's "Photos That Changed the World", do you agree or disagree with his statement? Explain your reasoning and include points from the video.

Sample Response:

I agree with Jonathan Klein's statement that photos can change the world. The speaker in the video presents powerful examples that demonstrate how images can evoke strong emotional reactions and inspire people to take action. For instance, the photograph of Earth from space changed the way people viewed the planet and contributed to the environmental movement. Seeing Earth as a fragile, small entity made people more aware of the importance of protecting it. Another example is Princess Diana's image touching an HIV-infected baby, which helped reduce the stigma around HIV/AIDS and encouraged conversations about the disease. These examples show that images have the power to influence social and political movements by sparking empathy and a sense of responsibility in people. While images alone may not change the world, they certainly play a crucial role in raising awareness and prompting action.

Sample Response:

I disagree with Jonathan Klein's statement that photos can change the world. While I acknowledge that powerful images can provoke strong emotional responses, I believe that real change requires more than just awareness; it requires action and long-term commitment. For example, the image of the gorillas killed in the Congo sparked outrage, but that outrage didn't directly stop the illegal hunting or poaching of endangered species. Similarly, the images from the Vietnam War or Hurricane Katrina may have shocked people, but they didn't automatically lead to the immediate changes that were needed. Klein himself mentions that while images can inspire action, they don't directly change the world—people do. Therefore, I think photos are important for raising awareness, but lasting change is a result of collective effort and policy changes, not just emotional reactions to images.

...And Finally: (While this TED Ed section only allows 1000 character, you need to fully describe the lesson and student project here. Write directions for the students.)

After you've watched Klein's "Photos that Changed the World" and answered ALL questions, it is now your turn to evaluate historical photos that changed public opinion. You will first select 2 U.S historical photos that changed or altered public opinion. Then you will research these photos and any information about the events depicted or leading up to the photo. After that you will write a paper that discusses, evaluates, and explains the images and how they changed public opinion. Once I have checked off on your paper and it is to the proficient mastery level you will create a 5-to-7-minute Animoto presentation that shows off your two historical U.S photographs and present the information you discovered in your paper. The presentation should be clean and organized. It is not just a voice over with your information. You should include bullet points, your images, and anything that will improve the look and flow of your Animoto.

8. Create a separate assessment rubric for each of your objectives above.

Content objective: After analyzing Jonathan Klein's "Photos That Changed the World" eleventh grade U.S history students will effectively discuss, evaluate, and explain two historical U.S photographs that changed people's thoughts or opinions in a well written paper at a proficient level of mastery.

Areas of Performance ↓	1. Needs Much Improvement; Novice (0-44% of points)	2. Needs Improvement; Apprentice (45-74% of points)	3. Acceptable; Proficient (75-94% of points)	4. Excellent; Distinguished (95-100% of points)
Historical Photo Selection	- Photographs are unrelated to U.S. history - No clear historical significance - Random image selection - No understanding of photographic context	- Minimal connection to historical events - Weak historical relevance - Limited understanding of photo's background - Superficial image selection	- Clear connection to significant U.S. events - Appropriate historical photographs - Demonstrates basic understanding of context	- Profoundly impactful historical photographs - Deep understanding of image significance - Exceptional historical context analysis

			- Relevant image selection	- Demonstrates sophisticated historical insight
Argumentative Analysis	- No clear argument presented - Minimal critical analysis - Lacks evidence or reasoning - No explanation of photographic impact	- Basic argument with limited details - Weak supporting evidence - Minimal explanation of photo's significance - Superficial interpretation	- Clear, focused argument - Solid supporting evidence - Logical reasoning - Demonstrates photo's impact on public perception	- Sophisticated, nuanced argument - Compelling, complex evidence - Multifaceted analysis - Exceptional exploration of photographic influence
Historical Context	- Incorrect historical information - No understanding of broader context - Minimal or no historical background - Factual errors prevalent	- Limited historical context - Some historical inaccuracies - Partial understanding of event - Incomplete historical explanation	- Comprehensive historical background - Accurate historical information - Clear understanding of event context - Well-researched historical details	- Extensive, detailed historical analysis - Deep understanding of social/political implications - Nuanced exploration of historical context - Advanced historical interpretation
Critical Thinking	- No critical analysis - Minimal interpretation - Lacks depth of understanding - No exploration of perspectives	- Basic critical thinking - Limited interpretative elements - Superficial analysis - Minimal perspective exploration	- Clear critical thinking - Thoughtful interpretation - Demonstrates analytical skills - Multiple perspective consideration	- Exceptional critical analysis - Nuanced interpretation - Explores complex perspectives - Sophisticated analytical approach
Writing Quality	- Significant grammatical errors - Difficult to understand - Unorganized writing - Inappropriate academic language	- Multiple grammatical errors - Lacks clarity - Inconsistent organization - Basic academic language	- Minor grammatical errors - Clear and organized - Appropriate academic language - Coherent writing structure	- Perfect grammar - Sophisticated language - Exceptional organization - Advanced academic writing style
Source Integration	- No sources used - No citations - Lack of research - Unsupported claims	- Minimal source integration - Inconsistent citation - Limited research	- Effective source use - Proper citation - Credible sources - Appropriate	- Masterful source integration - Advanced citation techniques - Primary and

		- Weak source credibility	research integration	secondary source use - Exceptional research methodology
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Technology objective: After analyzing Jonathan Klein’s “Photos That Changed the World” and after writing a paper over 2 historical U.S photographs that changed people’s opinions or thought eleventh grade U.S history students will create and upload a 5-to-7-minute Animoto that presents the photographs and the information in their paper at a proficient level of mastery.

Areas of Performance ↓	1. Needs Much Improvement; Novice (0-44% of points)	2. Needs Improvement; Apprentice (45-74% of points)	3. Acceptable; Proficient (75-94% of points)	4. Excellent; Distinguished (95-100% of points)
Historical Content Accuracy	• Little to no historical background provided • Major factual errors • No understanding of historical context • Photographs not connected to historical events	• Minimal historical information • Some basic facts included • Partial understanding of context • Limited connection between photographs and historical significance	• Accurate historical context • Clear explanation of photograph's relevance • Demonstrates understanding of historical events • Coherent narrative about photographic impact	• Comprehensive historical research • Precise and nuanced historical context • In-depth analysis of photographic significance • Complex understanding of how images shaped public perception
Visual Presentation Quality	• Chaotic, disorganized Animoto design • Low-quality or irrelevant images • Distracting visual elements • No coherent visual narrative	• Basic image selection • Inconsistent design elements • Some visual distractions • Limited visual storytelling	• Clear and organized visual design • Appropriate, high-quality images • Smooth transitions • Logical visual progression	• Professional, seamless Animoto design • Carefully curated, high-resolution images • Perfect timing and transitions • Visually compelling historical narrative
Analytical Depth	• No analysis of photographic impact • Lacks critical thinking • No explanation of historical significance	• Minimal critical analysis • Basic observations • Limited interpretation • Surface-level understanding	• Clear analysis of photograph's impact • Demonstrates how images changed perspectives • Thoughtful	• Exceptional critical analysis • Profound understanding of social/political influences • Sophisticated interpretation

	• Purely descriptive approach		interpretation • Connects images to broader historical context	• Demonstrates complex historical thinking
Multimedia Integration	• No additional multimedia elements • No supplementary historical context • Lacks depth and engagement • Purely image-based presentation	• Minimal multimedia support • Limited additional resources • Basic contextual information • Few supplementary elements	• Effective multimedia elements • Relevant historical quotes • Supporting audio/video clips • Enhances overall presentation	• Expert multimedia integration • Carefully selected historical quotes • Contextual audio/video • Multimedia elements significantly enhance understanding
Technical Execution	• Significantly under/over time requirement • Major technical issues • Difficult to follow • Poor overall presentation	• Substantial deviation from time requirement • Some technical problems • Inconsistent pacing • Partially coherent presentation	• Meets 5-7 minute requirement with minor variations • Mostly technically sound • Clear and coherent • Professional appearance	• Precisely meets 5-7 minute requirement • Flawless technical execution • Perfect pacing • Highly polished presentation

9. Revised Bloom's level, Cognitive Process, and justification:

Evaluate 5.1 Checking: The students will be evaluating historical images and checking to see if and how they changed public opinion in the United States. They will be choosing two different images and evaluating the impact and determining how they changed public opinion on a certain topic or event depicted.

10. Describe the process you went through to complete this lesson:

To create this lesson, I first began by deciding what ted talk I wanted and what I wanted my authentic topic to be. I determined I wanted it to be media and photography which went well with what my U.S history class is about to begin discussing. Once I chose my video and topic, I began creating my objectives for what I wanted the students to accomplish. From there I went through the flipped classroom lesson form and began crafting questions, finding other resources, and determining exactly how I wanted to explain the big project/projects. I decided I wanted them to choose two historical U.S photographs and evaluate and discuss how they potentially changed or altered U.S public opinion on a certain event or topic.

11. How long did this project take you?

4 hours

12. What mistakes did you make and how did you correct them?

I had to revise questions several times and I just edited them and made them a little bit better for it to be used on juniors.

13. What technical problems did you encounter?

I struggled with the TED-Ed lesson template. It was difficult for me to figure out how to stack the links and edit any mistakes easily. I am also not sure if it uploaded my video properly since it wouldn't let me use the ted talk link. I had to use a YouTube link instead.

14. Give APA references and annotations for ALL sources used in creating this project:

Amoako, A. (2022, February 28). *Life magazine: The photos that defined the US*. BBC

News. <https://www.bbc.com/culture/article/20200311-life-magazine-the-photos-that-defined-the-us>

This website was used in the “dig deeper” section of the lesson and would be a great source for students to use in their projects. This article discusses the influential role that *Life* magazine and its photographers had in shaping the visual culture of America. It showcases photos ranging from political to everyday events and showcases how they can and could change public opinion.

Klein, J. (2010, February.). *Photos that changed the world*. Jonathan Klein: Photos that changed

the world | TED Talk. https://www.ted.com/talks/jonathan_klein_photos_that_changed_the_world/transcript?subtitle=en

This was the video used for the Flipped Classroom lesson.

Macdonald, F. (2022, February 24). *The photos that changed history*. BBC News. <https://www.bbc.com/culture/article/20170914-the-photos-that-changed-history>

This website was used in the “dig deeper” section of the lesson and would be a great source for students to use in their projects. This article explores some of the most iconic photos that have had a profound impact on history, analyzing how these images shaped public perception and influenced movements. It covers a range of historical events, from political protests to humanitarian crises, showing how a single photo can capture the essence of a moment and spark widespread change.

Morrison, B., Searle, A., Kiss, J., Perry, G., & O'Hagan, S. (2013, May 19). *The power of*

photography: Time, mortality and memory. The Guardian. <https://www.theguardian.com/artanddesign/interactive/2013/may/19/power-photography-time-mortality-memory>

This website was used in the “dig deeper” section of the lesson and would be a great source for students to use in their projects. The article explores how iconic images, such as those of war and disaster, serve as historical markers that both preserve memories and influence how future generations perceive past events. The article delves into the emotional and cultural significance of photographs in creating collective memory.

Public Broadcasting Service. (n.d.). *The power of the Press*. PBS. <https://www.pbs.org/wgbg/americanexperience/features/freedom-riders-media/#:~:text=The%20images%20and%20eyewitness%20accounts,Langston's%20smashed%20camera%20survived%20intact.>

This website was used in the “dig deeper” section of the lesson and would be a great source for students to use in their projects. The article discusses the powerful role the media, particularly photographs and news coverage, played during the Civil Rights Movement. Showcases the photos that brought national attention to the issue of violence and injustice in the south.

Rohde, D. (2013, December 19). *Pictures that change history: Why the world needs photojournalists*. The Atlantic. <https://www.theatlantic.com/international/archive/2013/12/pictures-that-change-history-why-the-world-needs-photojournalists/282498/>

This website was used in the “dig deeper” section of the lesson and would be a great source for students to use in their projects. This article argues that photographs not only inform the public but also influence societal change. It emphasizes how images, such as those from the Vietnam War and other pivotal moments in history, have the power to alter perceptions and prompt action.

Wender, J. (2015, December 31). *8 photos that inspired action*. Photography. <https://www.nationalgeographic.com/photography/article/8-photos-that-inspired-action#:~:text=Most%20of%20the%20major%20elephant,that%20came%20out%20of%20it.&text=Children%20were%20being%20used%20in,minerals%20in%20the%20Congo%20region.>

This website was used in the “dig deeper” section of the lesson and would be a great source for students to use in their projects. The article displays 8 photographs ranging from social issues to animal rights issues and examines how these images sparked awareness and activism, including a famous photo of a suffering elephant and a photo of child soldiers in Africa.

15. Use the scoring rubric below for this project to score (and justify the score of) your project on each section as outlined in the rubric below. In the rubric, highlight (in yellow or any other color) your rating and type your justification in the far right column.

	1. Indicator Not Met; Needs Much Improvement; Novice (0-44% of points)	2. Indicator Partially Met; Needs Improvement; Apprentice (45-74% of points)	3. Indicator Met; Acceptable; Proficient (75-94% of points)	4. Exceeds Indicator; Excellent; Distinguished (95-100% of points)	Comments/Justification
Watch (25 points)	- Poor choice of video for the flipped lesson that is not appropriate for topic <u>and</u> grade level - OR did not use a TED Talk; used a YouTube video	- Poor choice of video for the flipped lesson that is either not appropriate for topic and grade level - OR did not use a TED Talk; used a YouTube video	Good choice of TED Talk video for the flipped lesson that is appropriate for topic and grade level	Excellent choice of TED Talk video for the flipped lesson that is appropriate for topic and grade level	My TED Talk is appropriate for the age group and grade level. I have chosen this video and students can reference it as much as they'd like.
Think (50 points)	- Questions are not clear and are not appropriate for topic/video or learning characteristics of pupils. 1 multiple choice question with no feedback and no video hints	- Questions may not be appropriate to topic/video or learning characteristics of pupils. 2 multiple choice questions with poor feedback and no video hints 2 or more open ended, thought-provoking questions at a Bloom's level of Analyze or higher	- Questions are appropriate to topic/video and learning characteristics of pupils. 2 multiple choice questions with appropriate feedback and video hints 2 or more open ended, thought-provoking questions at a Bloom's level of Analyze or higher	- Questions are creative and clearly address the topic/video and learning characteristics of pupils. 3 or more multiple choice questions with excellent feedback and video hints 3 or more well-written, open ended, thought-provoking questions at a Bloom's level of Analyze or higher - Accomplishes the above on the first attempt	I believe each question is appropriate for the age group and the grade level. I have created three different multiple-choice questions and different open-ended questions. The open-ended questions require the students to think and elaborate on their ideas.
Dig Deeper (25 points)	Only 1-2 print/media/technology/websites are presented.	Not all specific print/media/technology/websites are presented. Some obvious items are	All specific print/media/technology/websites are presented.	- All specific print/media/technology/websites are presented. 2-3 sentence description for each resource telling how this	All websites presented are relevant and there is a description for each of the

Discuss (25 points)	- Discussion prompt that is not age appropriate and does not require higher level thinking - Inadequate sample student responses to the prompt	- Few of the instructional documents written properly and easily not be age appropriate to the audience. - Requires higher level thinking - Only one good sample student response to the prompt or	- Very general terms - Very short description of how we use and request higher level thinking - Sentences good or adequate	1 sentence description of how resources can be used in the student project - prompt that is age appropriate and requires higher level thinking - Two excellent, well-written sample student responses to the prompt	- resource can be used in the student project - Accomplishes the above on the first attempt	articles and students could use it.
		two samples are posted but they are too short or inadequate				

...And Finally (online) (25 points)	● Poorly written description (in the lesson file) of the student project; It does not describe what the student is supposed to do. The reader does not understand what students are supposed to do. ● No evidence of higher level thinking in the student project (Analysis, Evaluation, or Create level of Bloom's) or incorrect use of verbs or context clues ● Does not require that students create a technology product.	● Description of the student project (in the lesson file) does not give a good picture of what the student is supposed to do. The reader may have many questions about what students are supposed to do. ● No evidence of higher level thinking in the student project (Analysis, Evaluation, or Create level of Bloom's) ● Requires that students create a technology product but the project does not require higher level thinking with the content of the lesson.	● Description of the student project (in the lesson file) gives good picture of what the student is supposed to do. The reader may have 1-2 questions about what students are supposed to do. ● Evidence of student interaction with the content at higher level thinking (Analyze, Evaluate, or Create level of Bloom's) ● Requires that students create a technology product that demonstrates their higher level thinking with the content of the lesson.	● Excellent, well-written description (in the lesson file) of the student project. It gives enough detail that the reader can visualize the entire project. ● Clear evidence of student interaction with the content at higher level thinking (Analyze, Evaluate, or Create level of Bloom's) ● Requires that students create a technology product that demonstrates their higher level thinking with the content of the lesson. ● Accomplishes the above on the first attempt	● There is an adequate description of the project and task at hand. There is evidence of higher level thinking since they are evaluating technology and how the changed public opinion. The technology product requires them to put everything together in a digital video presentation
Flipped Lesson File (50 points)	● The TED-Ed Flipped lesson does not demonstrate any higher-level thinking activities. ● Incorrect identification and no justification of Bloom's Taxonomy level ● Listed 1-2 references, used incorrect APA format; ● No annotations. ● No "borrowed" information (even the video) is cited. ● Incomplete self-evaluation and no justification for	● The TED-Ed Flipped lesson does not demonstrate how pupils are engaged in higher-level thinking activities with the content of the lesson as well as the pupil technology use. ● Incorrect identification and justification of Bloom's Taxonomy level ● Listed more than two references, used correct APA format; ● No annotations for references or poorly written.	● The TED-Ed Flipped lesson demonstrates how pupils are engaged in higher-level thinking activities with the content of the lesson as well as the pupil technology use. ● Correct identification and justification of Bloom's Taxonomy level ● Listed more than four references, used correct APA format; ● Annotations give two sentences—one gives the source's contents and the second tells how the source was used in creating lesson.	● The TED-Ed Flipped lesson clearly demonstrates how pupils are engaged in higher-level thinking activities with the content of the lesson as well as the pupil technology use. ● Correct identification and justification of Bloom's Taxonomy level ● Listed more than six references, used correct APA format; ● Annotations give two sentences—one gives the source's contents and the second tells how the source was used in creating lesson. ● All "borrowed" information (even the video) is cited in the lesson in correct APA format.	● The TED-Ed flipped lesson reflects a level 3 or higher in components with adequate justification. The student will be engaged with the lesson with some higher order thinking. There are 6 more APA references that also include annotation. self-reflection complete.

