

Interactive Learning Module Template – EDU590 – Assessment Elements

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Module Author	
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District or Organization	Platte County R-III School District
Module Overview	
Module Title	
Enlightenments and Revolutions Around the World	
Module Summary	
The Enlightenment was a time of social, political, and economic change in ideologies. The ideas of the Enlightenment were so profound that they had a drastic impact on the view of natural rights of the people and the governments that oversaw those people. Students will be assessed on the Enlightenment through an Enlightenment Philosopher research assignment along with a class discussion on Enlightenment ideas. The ideas of the Enlightenment would eventually lead to revolutions around the world. After the American Revolution and the success of that revolution, France was experiencing social and economic turmoil. Students will be assessed on the French Revolution using a digital timeline tool along with a digital gamified component. Finally, students will complete an unit of the unit test of the content.	
Module Target Topic and/or Subject	
World History: Unit 3 Enlightenment and Revolutions	
Target Audience	
10th grade World History students	
Approximate Time Needed	
This unit will be completed in 18 days within 45 minute class periods.	
Targeted Content Standards and Benchmarks (Training/Organizational Benchmarks)	
Missouri Department of Education Learning Standards: 9-12.WH.4.GS.A: Analyze the key ideas of Enlightenment thinkers to explain the development of ideas such as natural law, natural rights, social contract, due process, and separation of powers. 9-12.WH.4.CC.A: Evaluate the forms of republics over time to determine their implication for pre-revolutionary ideas and expectations during the Age of Revolution. 9-12.WH.4.CC.C: Analyze political revolutions and reform movements in order to determine their enduring effects worldwide on the political expectations for self-government and individual liberty. ISTE-S: 1.3 Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.	

Student/Learner Objectives (Measurable Learning Outcomes)

- Develop a research plan (DOK 3).
- Create a research product which applies an aspect of world history and the French Revolution to a contemporary issue (DOK 4).
- Present a research product which applies an aspect of world history post c. 1450 to a contemporary issue (DOK 2).
- Analyze the key ideas of Enlightenment thinkers (DOK 2).
- Explain the development of natural law (DOK 2).
- Explain the development of natural rights (DOK 2).
- Explain the development of social contract (DOK 2).
- Explain the development of due process (DOK 2).
- Explain the development of separation of powers (DOK 2).

This unit will take approximately 18 class periods to complete.

- Beginning of Unit: Pre-assessment - determining what students already know about the Enlightenment and American and French Revolutions. (1 day)
- Lecture over the Enlightenment (time period) and Enlightenment thinkers philosophies over government, society and roles in society, economics, gender roles, social contract, due process, and natural rights. (2 Days)
- Students will analyze and explain all ideas from the Enlightenment and the philosophers of the Enlightenment. (1 Day)
- Students will participate in an Enlightenment Salon (socratic discussion) and will be provided with a variety of sources over an Enlightenment idea of their choice and argue the importance of the idea and how it relates/ impacts modern society. Students will need to develop a research plan to bring quality sources to the discussion that relate to their Enlightenment idea and its impact on the modern world. This will be a student led discussion. Students will be assessed on the content they discuss and the sources they cite in their discussion. (3 days)
- Lecture over the American Revolution and the Enlightenment ideas that impacted this revolution and the formation of the American government. (2 days)
- French Revolution Timeline using Sutori - goes through all stages of the revolution. Requires outside research and inferring (4 days)
- Storming of the Bastille gamified lesson. Students will play a digital board game that takes them through the events of the Storming of the Bastille and the Great Fear. (1 day)
- Final Project - students will create their own board game that must go throughout all four stages of the French Revolution. Students will work in groups and need to be creative when creating their board games. (4 days)

Assessment Summary

Within this unit there are three formative assessments and one summative assessment.

NoRedInk (formative assessment) - students will be responding to a writing prompt using the tool NoRedInk.com. Students will be provided sources to use in response to this prompt. I will gauge the students' needs by assessing what students need prior to the written response and during the written response. For example, I have two classes that are co-taught classes, with a special education teacher. I have multiple students who need guidance when completing writing assessments. A way I provide for those students is, I will chunk the writing for them. They might focus on a portion of the writing by answering one part of the question with teacher guidance. Then focus on another part, to finally put it all together. What is so nice about structuring the needs of students like this is that I am able to provide feedback as students are working by one on one conferencing with these students and I can assess what students are thinking about during this writing prompt.

Enlightenment Salon Discussion (formative assessment) - this is a student led discussion covering the Enlightenment ideas we have discussed in class. I am easily able to gauge the needs of individual students by meeting with them to see how they are preparing for the discussion. I have provided students with resources they are able to use in the discussion but they also need to find one other source to use in the discussion. I am able to monitor the students progress by checking in with them one on one as they are conducting their research. During this time I am giving students feedback as they are preparing. During the actual discussion I can assess the thinking behind their discussion participation. After the discussion students will complete a reflection sheet that allows them to reflect on their learning. I will determine mastery as they complete their discussion and reflection.

French Revolution Timeline (formative assessment)- students will complete a French Revolution timeline using Sutor.com. This will then turn into a great review and study tool for students. Gauging the needs of students will be determining how I can assist students in their needs with this assignment. I have a few students who refuse to use technology, so I have to work with them to figure out what they are willing to do and adhere to their IEP's. I am able to monitor progress because students will be sharing their timelines with me and I will monitor their progress by checking in on their timelines and I am able to give feedback as they are working. Students will be sharing their timelines with the class and providing feedback to one another and use as a study tool.

Storming of Bastille Game (summative assessment) - Students will play a digital board game that goes over the Storming of the Bastille. Then students will be working to create their own board game over the Enlightenment and French Revolution. This will take a few days and I will be working with students to ensure I am meeting their needs within this assessment. I am monitoring progress and providing feedback to students as they are utilizing their work days. Students will reflect on their learning by creating their games and then playing each other's games. Students will be able to determine mastery by voting which game is the best.

Integration of Technology

No RedInk - Students will be responding to an essential question prior to their Enlightenment Salon discussion. This will be a formative assessment to determine what students have learned so far based on the research they have conducted.

Sutori (timeline creator) - this tool is incredibly beneficial for my class because it is an easy to use timeline creator that has tons of great aspects to it. Students are able to create interactive timelines and add pictures, videos, and even quizzes to their timeline. I have used this tool before and the students seem to like it.

Digital Board Game - I will be utilizing Google Slides and the extensions such as “dice” within the Google Slides.

Assessment Plan

Address each of the following:

1. Before the Module / Unit Begins – Students will be completing a pre-assessment. Based on this pre-assessment I will determine what students already may know about the Enlightenment and Revolutions.
2. Within each of the formative assessments, students will be working to reach the objectives stated above. Each tool required digital tools discussed. Each tool allows students to have freedom to be creative with the information they provide with the research they have conducted.
3. At the conclusion of the unit, students will be assessed on the French Revolution Board Game they have created with all the concepts learned from the Enlightenment and the revolutions. Students will have created a research plan, conducted their research to create their summative project. Students will have created a research product concluding their findings over our two topics and implemented ideas from Enlightenment thinkers.

Assessment Accommodations

1. I have multiple students with specific learning needs in the area of reading. Within this unit there are a lot of heavy primary source readings that can be difficult to understand without sufficient background knowledge and vocabulary knowledge.
2. One way I have accommodated ESL students in the past has been with Google Translate. This has been a wonderful tool to interact with students who do not speak English.
3. One accommodation for gifted and talented students would be to add in layers to the assessment process. Once students have completed the NoRedInk assessment I could then provide these students with an additional prompt using NoRedInk that coincides with the discussion assessment. I could also add layers into the Enlightenment Salon (discussion) assessment by creating a separate format for these students, requiring them to participate more and with additional sources in the discussion.

Reflection

Based upon content from EDU590, provide a reflection in which you individually address the following items:

- Provide a brief reflection about how your concept of assessment has changed as a result of this course. My concept of assessment has changed during this course with the way I think about formative and summative assessments. The idea that there is a difference between assessment for student learning and assessments of student learning has changed my thought process of the creation of assessments.
- Having clear instruction targets is a necessity for creating quality assessments. Without clear learning targets, it can be impossible to track the progress for students and of student learning in a unit of study.
- I have used History Labs as part of my summative assessments in the past. What I love about creating History Labs is that there can be so many ways for students to have choice. How I have typically set these up in the past is, I have provided students with an essential question that guides them in their research, but they have several options of the topic they would like to focus their research on. This provides students with choice. There are steps in the History Lab that students have to follow but then the end product must be a form of a presentation and students have choice in how they would like to present their discoveries. Whether it is with a multimedia video, podcast, research paper, website, the options are up to the individual student.
- My goal for next semester is to provide students with more choice in their assessments both formative and summative. This is something I have tried to do in the past (as stated above) but I have not been consistent with it. Students deserve to have choice in the way they are assessed and developing that in our units of study should be a priority. My goal is to implement assessments with students voice and choice in them next semester.