



**Course Name:** ED 589- *Teach Different with Essential Questions*

**Course Credit:** 3.0 graduate credits

**Dates & Times:** Students can sign up at any time. The course is self-paced and students can take up to 12 weeks to finish. All students must start within 60 days of enrollment.

The student works within Google Classroom's learning management system to review course material, participate in discussions and receive instruction.

**LMS LINK:** Google Classroom <https://classroom.google.com/>

## COURSE DESCRIPTION:

Students learn a dynamic process on how to design essential questions to support teaching with primary sources. Though this course is most relevant for middle and high school teachers of social studies, teachers of **any humanities-related** subject (literature, English, art, religion, law) who have a desire to integrate essential questions into their content area are invited to enroll.

## STUDENT LEARNING OUTCOMES:

Upon completion of this course, the student will be able to:

1. Analyze SEL themes aligned to the primary sources he/she teaches
2. Use a 3-Step student engagement technique which breaks down these themes in a way that prepares the teacher for classroom conversations.
3. Create essential questions to use with primary sources.
4. Provide feedback and recommendations on other teachers' essential questions.
5. Receive feedback and recommendations from other teachers and make appropriate alterations.

## TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

Texts and other readings:

- **Fouts, Dan. *SocratesQuestions Blog. WordPress.***  
*Go West!... and bring your Big Questions with you.* <https://wp.me/p922Dj-Bm>  
*Some Big Questions are 2,500 years old... and counting* <https://wp.me/s922Dj-cookie>  
*Is America the Land of Opportunity* <https://wp.me/p922Dj-2A>  
*How do you know the Abolitionists were brave?* <https://wp.me/p922Dj-3Z>  
*How can you protect your freedoms without limiting someone else's?* <https://wp.me/p922Dj-3z>  
*Can intolerance be a virtue?* <https://wp.me/p922Dj-4P>  
*How do gender roles define people?* <https://wp.me/p922Dj-hF>  
*How does the government protect its people during war, yet still preserve civil liberties?* <https://wp.me/p922Dj-nw>  
*FDR's New Deal: A Big Question Comes to the Rescue* <https://tinyurl.com/y9uvtsgk>  
*Can War be Glorious?* <https://wp.me/p922Dj-rp>  
*To intervene or not to intervene--that is the Big Question* <https://wp.me/p922Dj-y4>  
*Government and the Giving Tree--Part I: A Big Question is born* <https://wp.me/p922Dj-CE>  
*Government and the Giving Tree--Part II: A Big Question comes of age* <https://wp.me/p922Dj-E1>
- **Example 3-Step Think-Alouds published by Teach Different**  
*-Aesop: Be content with your lot; one cannot be first in everything.* <https://tinyurl.com/yxwr67gd>  
*-Dr. Seuss: Why fit in when you were born to stand out?* <https://tinyurl.com/y2kf3kva>  
*-Mahatma Gandhi: Non-cooperation with evil is as much a duty as is cooperation with*

good <https://tinyurl.com/y6mosuov>

-Margaret Mitchell: *Life's under no obligation to give us what we expect.*

<https://tinyurl.com/yymcm86u>

-Leo Tolstoy: *Everyone thinks of changing the world, but no one thinks of changing himself.* <https://tinyurl.com/yxt3vbcf>

-Benjamin Franklin: *Energy and persistence conquer all things.*

<https://tinyurl.com/yyc6f86l>

-Henry Ford: *Failure is the opportunity to begin again more intelligently*

<https://tinyurl.com/y5q6d3np>

-Ernest Hemingway: *Courage is grace under pressure* <https://tinyurl.com/y5hdc5r>

- [Podcast interview](#) with Rebecca Mueller- Assistant Professor of Social Studies Education at University of South Carolina Upstate. (used with permission)
- *Conversation Management Strategies and Support*
  - Talk Moves (elementary and secondary) <https://www.edutopia.org/video/encouraging-academic-conversations-talk-moves>
  - Collaborative Conversations Modeling Appropriate Behaviors (elementary focused but can be adaptive to secondary)  
<https://www.youtube.com/watch?v=86QZ8zHaGBo>
  - Speed Dating (ESL-focused lesson but applicable to any subject area and setting)  
<https://www.youtube.com/watch?v=NOLxa3p0XOY>
  - Holding Difficult Conversations (Secondary)  
<https://www.youtube.com/watch?v=OnH7DY3uMlk>
  - Structured Academic Controversy (Elementary and Secondary)  
<https://www.youtube.com/watch?v=RTxAIvuxVoE>
  - Classroom Contracting- Facing History and Ourselves  
<https://www.facinghistory.org/resource-library/teaching-strategies/contracting>
- Hess, Diana E., and Paula McAvoy. *The Political Classroom Evidence and Ethics in Democratic Education*. Routledge, 2015.
- *The C3 Framework*. National Council for the Social Studies (2013), Silver Spring, MD.  
<https://www.socialstudies.org/sites/default/files/c3/C3-Framework-for-Social-Studies.pdf>

## **COURSE REQUIREMENTS:**

To receive a Passing grade, the participant must complete the following course requirements:

Discussion posts for milestones one and two: Each student is expected to

1. Follow the 3-Step process to select a quotation from a list provided by instructor, identify a SEL theme and then design a claim, counterclaim and essential question connected to the SEL theme. Student must then respond to two other students' work. (milestone one)

2. Follow the 3-Step process from beginning to end with a brand new quotation of his/her choice. (milestone two)

For each discussion post, students upload work to Google Classroom and write comments introducing it to others and provide feedback on two other students' work. In this feedback, they may:

- Ask a question.

- Share an insight

- Offer an opinion.

- Make a suggestion.

- Note a similarity or difference to your posting.

- 150 word minimum

3. Design three lessons which incorporate the 3-Step process and write out a classroom implementation plan. Each of these lessons will be posted and submitted to instructor through Google Classroom.
4. Write a final reflective paper answering a few questions on the topic of teaching with essential questions.

## GRADE DISTRIBUTION AND SCALE:

1. Students taking course for a A-F grade

Grade Distribution: Grades are weighted as follows...

Discussion Posts (2 total) 100 points each	200 points	30%
Lessons (3 total) 100 points each	300 points	50%
Final reflection	100 points	20%

Grade Scale:

90-100%	A
80-89%	B
79% and below	F

2. Students taking the course Pass/Fail

Student must receive a minimum score of 80%.

## GRADING RUBRIC:

### Discussion Posts: (30% of final grade)

Student is expected to participate in the discussion board.

#### 1. Milestone One: 3-Step Process Post

Follow the 3-Step process to select a quotation from a list provided by instructor, identify a SEL theme and then design a claim, counterclaim and essential question connected to the SEL theme. Student must then respond to two other students' work. (150 word minimum)

#### 2. Milestone Two: Think-Aloud Post

Follow the 3-Step process from beginning to end with a brand new quotation of his/her choice. (150 word minimum)

**Milestone One: 3-Step Process Post Rubric**

	<b>Exemplary work</b>	<b>Graduate level work</b>	<b>Minimal work</b>	<b>Unacceptable work</b>
Theme	Theme and explanation were articulated very clearly.	Theme and explanation were articulated somewhat clearly.	Theme and explanation were articulated in a very basic way. Much had to be inferred.	There was no mention of a theme or the explanation was confusing and incomplete.
Claim/Counterclaim	Claim/Counterclaim were articulated very clearly and were highly relevant to the quotation.	Claim/Counterclaim were articulated somewhat clearly and were somewhat relevant to the quotation.	Claim/Counterclaim were articulated in a basic way. Relevance to the quote had to be inferred.	Claim/Counterclaim were unclear and not relevant to the quotation.
Essential Question	Essential question met the criteria comprehensively.	Essential question satisfied the criteria.	Essential question only met one or two of the criteria.	Essential question did not meet the criteria.

**Milestone Two: Think-Aloud Post Rubric**

	<b>Exemplary work</b>	<b>Graduate level work</b>	<b>Minimal work</b>	<b>Unacceptable work</b>
Theme	Theme and explanation were articulated very clearly.	Theme and explanation were articulated somewhat clearly.	Theme and explanation were articulated in a very basic way. Much had to be inferred.	There was no mention of a theme or the explanation was confusing and incomplete.
Claim/Counterclaim	Claim/Counterclaim were articulated very clearly and were highly relevant to the quotation.	Claim/Counterclaim were articulated somewhat clearly and were somewhat relevant to the quotation.	Claim/Counterclaim were articulated in a basic way. Relevance to the quote had to be inferred.	Claim/Counterclaim were unclear and not relevant to the quotation.
Essential Question	Essential question met the criteria comprehensively.	Essential question satisfied the criteria.	Essential question only met one or two of the criteria.	Essential question did not meet the criteria.

### Three Lessons (50% of final grade)

You will be creating lessons for Milestones Three, Four and Five. You will receive a grade out of 100 points for each of these lessons based on a holistic evaluation using the rubric below.

	<b>Exemplary work</b>	<b>Graduate level work</b>	<b>Minimal work</b>	<b>Unacceptable work</b>
<b>Theme, quote and SEL connection</b>	Student selects a theme, quote and provides a very compelling justification of how they both connect with the socio-emotional needs of students.	Student selects a theme, quote and provides a somewhat compelling justification of how they both connect with the socio-emotional needs of students.	Student selects a theme, quote and provides a basic and simple justification of how they both connect with the socio-emotional needs of students.	Student doesn't select a quote or theme and/or provides little to no justification as to how they connect with the socio-emotional needs of students
<b>Claims and Counterclaims</b>	Student description of claim and counterclaim is extremely clear.	Student description of claim and counterclaim is somewhat clear.	Student description of claim and counterclaim is basic and its meaning must be inferred.	Student description of claim and counterclaim is incomplete.
<b>Essential Question</b>	Student's question clearly and convincingly meets all of the criteria.	Student's question adequately meets some of the criteria.	Student's question meets one of the criteria	Student's question meets none of the criteria.
<b>Essential Question Integration</b>	Student explains clearly how the essential question is integrated within the context of the lesson.	Student explains in a somewhat clear fashion how the essential question is integrated within the lesson	Student offers a very basic explanation of how the essential question is integrated within the context of the lesson. The reader must infer much of the content.	Student provides no explanation of how the essential question is integrated in the context of the lesson.



<b>Conversation integration</b>	Student explains clearly how he/she will embed conversations in the context of the lesson.	Student explains somewhat clearly how he/she will embed conversations in the context of the lesson.	Student offers a very basic explanation of how he/she will embed conversations in the context of the lesson.	Student provides no explanation of how he/she will embed conversations in the context of the lesson.
<b>Resources and citations</b>	Student lists all resources used in the context of the artifact. Resources are accessible to instructor. Has proper citations for all resources.	Student lists most resources used in the context of the artifact. Resources are accessible to instructor. Has proper citations for most resources.	Student lists some resources used in the context of the artifact. Resources are accessible to instructor. Has proper citations for some resources.	Student does not list resources used in the context of the artifact and/or resources are not accessible to instructor. Student does not have proper citations for any resources.

### Final Reflection (20% of grade)

The final reflection for the course is to answer two questions each containing at least 500 words. You will receive a grade out of 100 points for your reflection based on a holistic evaluation using the rubric below.

	Exemplary work	Graduate level work	Minimal work	Unacceptable work
Depth of Reflection	Response demonstrates an in-depth reflection on, and personalization of, the course materials. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	Response demonstrates a general reflection on, and personalization of, the course materials. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	Response demonstrates a minimal reflection on, and personalization of, the course materials. Viewpoints and interpretations are minimally supported. Examples, when applicable, are not always provided.	Response demonstrates a lack of reflection on, or personalization of, the course materials. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.

Structure	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner.	Writing is somewhat clear and organized. Thoughts are not expressed in a logical manner.	Writing is unclear and disorganized. Thoughts ramble and make little sense.
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**CLASS SCHEDULE:**

Below is a summary of the activities for each milestone along with the specific product students will create. Students are working at their own pace.

<b>Milestone One</b>	<p>Activities</p> <ul style="list-style-type: none"> <li>- Read and understand course goals, milestones, founding methodologies and evaluation rubrics.</li> <li>- Learn about the 3-Step process-- a universally designed student engagement technique that uses SEL principles to build essential questions and promote equity in the classroom.</li> <li>- Explore these resources on essential questions: <a href="https://tinyurl.com/y37b2q7d">https://tinyurl.com/y37b2q7d</a></li> </ul> <p>Product</p> <ul style="list-style-type: none"> <li>• Discussion Post: The 3-Step Process</li> </ul>
<b>Milestone Two</b>	<p>Activities</p> <ul style="list-style-type: none"> <li>-Work through the process to create a Think-Aloud which contains a quotation, theme, claim, counterclaim and provocative essential question.</li> <li>-Read example Think-Alouds</li> </ul> <p>Product</p> <ul style="list-style-type: none"> <li>• Discussion Post: 3-Step Think-Aloud</li> </ul>
<b>Milestone Three</b>	<p>Activities</p> <ul style="list-style-type: none"> <li>-Complete first lesson using the 3-Step process</li> </ul> <p>Products</p> <ul style="list-style-type: none"> <li>• Post Lesson One DRAFT for feedback on Google Classroom</li> <li>• Submit Lesson One for grading (after revisions)</li> </ul>

<b>Milestone Four</b>	<p>Activities -Complete second lesson using the 3-Step process</p> <p>Products</p> <ul style="list-style-type: none"> <li>• Post Lesson Two DRAFT for feedback on Google Classroom</li> <li>• Submit Lesson Two for grading (after revisions)</li> </ul>
<b>Milestone Five</b>	<p>Activities -Complete third lesson using the 3-Step process</p> <p>Products</p> <ul style="list-style-type: none"> <li>• Submit Lesson Three for grading</li> </ul>
<b>Milestone Six</b>	<p>Activities -Reflect upon course experience to answer these two questions: 1. Thinking about the 3-Step process, what barriers and possibilities do you see in changing your routine to orchestrate memorable conversations in class and to design better essential questions? 2. How do you propose to overcome the barriers?</p> <p>Products</p> <ul style="list-style-type: none"> <li>• Submit final reflection for grading</li> </ul>