Future Lesson Plan Ideas for
The Big History Project

Content Standard(s):	Essential Questions: (by content standard)
A. Students will be able to think across scale in terms of both time and distance. B. Students will use interdisciplinary thinking and methodologies. As well as be able to Integrate the insights of multiple disciplines. C. Students will develop a thoughtful, consistent, and rigorous approach to testing new ideas and information. D. Students will look at the Universe as a series of moments called thresholds. They will be able to tell the story of the Universe by using these moments to describe Universal change. E. Students will understand and be able to explain how collective learning is the human ability to share, preserve, and build knowledge over time. F. Students will be able to identify numerous explanations of the origins of our planet as well as the Universe as a whole. They will also explain why the Big History origin story is incomplete and will continue to evolve as science and scholarly inquiry continue to advance. (BHP Teaching Guide, 2014)	A. Why do we look at things from far away and close up? B. How can looking at the same information from different perspectives pave the way for progress? C. How and why do theories become generally accepted? D. How are we still evolving? E. What makes humans different from other species? F. How did we come to exist and how can we know if our ideas are true? (McTighe & Wiggins, 2013)
Course Learning Outcomes: 1. Explain how thresholds of increasing complexity, differing scales of time and space, claim testing, and collective learning help us understand historical, current, and future events as part of a larger narrative. 2. Integrate perspectives from multiple disciplines to create, defend, and evaluate the history of the Universe and Universal change. 3. Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations. 4. Engage in meaningful scientific inquiry and historical investigations by being able to hypothesize, form researchable questions, conduct research, revise one's thinking, and present findings that are well supported by scientific and historical evidence. 5. Critically evaluate, analyze, and synthesize primary and secondary historical, scientific, and technical texts to form well crafted and carefully supported written and oral arguments. 6. Communicate arguments to a variety of audiences to support claims through analysis of substantive texts and topics; use valid reasoning and relevant and sufficient evidence through individual or shared writing, speaking, and other formats. 7. Locate and understand how our own place, our community's place, and humanity as a whole fit into and impact Big History's narrative,. 8. Engage in historical analysis using the theories and practices from multiple disciplines, toward an integrated, interdisciplinary understanding of the history of the Universe. (BHP Teaching Guide, 2014)	**Core Concepts:** *Students understand...* ● Looking at the Universe as a series of moments called thresholds. ● Telling the story of the Universe by using these moments to describe Universal change. ● That collective learning is the human ability to share, preserve, and build knowledge over time. ● That there are numerous explanations of the origins of our planet as well as the Universe as a whole. ● That The Big History origin story is incomplete and will continue to evolve as science and scholarly inquiry continue to advance. **Essential Skills:** *Students are able to...* ● Think across scale in terms of both time and distance. ● Use interdisciplinary thinking and methodologies. ● Integrate the insights of multiple disciplines. ● Become aware of a range of scholarly disciplines. ● Develop a thoughtful, consistent, and rigorous approach to testing new ideas and information.

Assessments	Other Evidence:
Performance Task(s): **"GRASPS"** ● [Authentic, performance-based tasks that have students apply what they have learned and demonstrate their understanding.] ● [Designed at least at the application level or higher on Bloom's Taxonomy and employing appropriate levels of **rigor and relevance** for your learners.] ● [Rubrics can be used to guide students in self-assessment of their performance.] **Select examples of tasks that match the curriculum and secondary school level:** open-ended questions written compositions oral presentations projects experiments portfolios of student work questions quizzes journals self-assessment rubrics entry/exit tickets Research Article Lab Timeline Storybook Poster Narrative writing Map Making Dramatic presentation (Mueller, 2016) Simulations Debates Panel discussions Fishbowl discussions Coffee shop conversation Metaphors Biography Analyzing primary sources Case study Constructing objects Design and Experiment Graphing of data Data analysis Newscasts Videos Comic strips Issue Awareness Campaigns Design a Game Be a Tour Guide (Mueller, 2016)	● Vocabulary quizzes (to assess students acquisition of important vocabulary in the middle and at the end of the units.) ● "Investigation" essays (used to evaluate students' competence in developing a thesis statement and properly structuring a scientific paper.) ● Worksheets on Unit topics (used to assess students knowledge of the unit topics and related conceptual ability.) ● Group "measuring" activities. (To assess students' skill at working in teams and their understanding of various measurement tools and methods.) **Self-Assessments:** ● A "DQ" (Driving Question) Journal is kept throughout the course and revisited several times to attempt to answer and revise answers to the essential questions, such as "Why do we look at things from far away and close up?" (it is also required to note how own thinking has changed throughout the unit.) ● Rubrics are used to score other students "investigation" essays. Giving insight into requirements and writing process. ● Big History website activities (used to determine student's familiarity and competence accessing and utilizing technology and online resources.)
Instructional Strategies	**Feedback Strategies**
Learning Activities: This is the core of your lesson plan and includes a listing describing briefly (usually in easy-to-follow bulleted or numbered form) what: ● the teacher will do to assess students' prior knowledge of the big idea/essential question & outcomes. ● the students will do during the class to prepare them for the outcomes you expect of them ● the teacher will do to guide the learning – including **formative assessments** and allowing students time (ideally every 10-15 minutes) for information processing. Purpose: Create learning experiences and instruction that promote student understanding through the **WHERE** process, as well as intentionally using **R**igor, **R**elevance, and **R**elationship building in daily lesson plans Teachers list daily lesson activities, materials needed, and process elements **(WHERE, RRR)** based on Desired Results and Assessment Evidence as outlined on page one of the Daily Lesson Plan Template and course Learning Plan for current unit of study. **Learning Activities:** "WHERE" [The acronym **WHERE** stands for ***where*** the student is headed from the beginning to the end of the unit; ***hook*** the student; ***explore*** the subject and ***equip*** the student; ***rethink*** work and ideas; and ***evaluate*** results.] **Examples of effective types of learning activities:** ● Similarities and Differences ● Nonlinguistic Representations ● Generating and Testing Hypotheses ● Summarizing and Note Taking ● Homework and Practice ● Cues, Questions and Advance Organizers ● Reinforcing Effort and Providing Recognition ● Cooperative Learning ● Setting Objectives and Providing Feedback (Marzano, 2001)	Based on the article "Seven Keys to Effective Feedback" by Wiggins (2012) and the Secondary Response to Instruction and Intervention (RtII), how will you ensure you provide your learners with effective feedback throughout and at the conclusion of this lesson? 1. The DQ (Driving Questions) Journal is first introduced at the beginning of each unit as a tactic to activate any prior knowledge or understanding about the topic and with regard to the unit standards; a. It's revisited periodically as a form of self-feedback for the students to see how their ideas have changed over the course of study. b. Students are asked to use what they've learned to support their answers, and to reflect on how and why their thinking has changed. 2. Sharing ideas from the small group brainstorm worksheet activities about the many course videos and discussing them with the class will allow for peer feedback that is timely. 3. The Big History website has instructions and worksheets to "check your answers against your classmates' to ensure you've found all the correct information. a. If you haven't, ask your teacher about where to go on the site, and then find it yourself." This allows for feedback that is actionable. 4. After watching the Big History Project videos, the students will be assigned an "exit ticket" to complete before leaving the classroom to summarize the main points of the video. a. Students will receive ongoing feedback on summaries like this of videos throughout the course (including the videos assigned for home viewing in this lesson, which will be the entry ticket for the next lesson.) (Wiggins, 2012)

Creating the Chart

A chart was created from a UbD Lesson Plan Template to prepare and contain future lesson planning components for The Big History Project Course. All six previously identified standards were included and they were unpacked into their component Concepts, Skills, and Learning Outcomes; which were placed into their respective cells in the chart. Examples of effective assessment types for this course at the Secondary level were identified and listed in the “Assessments” box, along with citations and references for their research based validity. A sample of instructional strategies that fit this content area and grade level were chosen and listed in the “Instructional Strategies” section, along with citations and references for the research that supports their credibility. Finally, effective research-based feedback strategies were added to the “Feedback Strategies” box as well as citations and references.

Utilizing the Chart

This chart can be used to plan units and lessons for the Big History Project Curriculum. Components for the desired plan can be chosen and copied into a UbD Lesson Plan Template, then assessment tasks, instruction and feedback strategies can be developed from the example types provided here and/or supplemented with any other suitable activities.

References

The Big History Course Teaching Guide. (2014). Retrieved from https://www.bighistoryproject.com/media/bhp-assets/BH-Course-Teaching-Guide-2014.pdf

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