Let’s Go:

Back in Time!

A project-based curriculum for seventh grade history classrooms, designed to help students create connections between historical civilizations and present day geography.

Created by Hillary Thompson and Sandy Johnson, Winter 2004
Let’s Go: Back in Time!

A project-based curriculum for seventh grade history classrooms, designed to help students create connections between historical civilizations and events with present day geography.

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Why Teach Geography through History?

The world is shrinking. In order to succeed in the future, young Americans must develop an international perspective when it comes to understanding how they fit in the world. Children are growing up in a world with a global economy. Our communities are becoming more culturally diverse. Political and environmental issues and events at home influence the world and vice-versa. Human rights, racial, ethnic and religious issues are in the headlines every day. History, geography and world culture play a very important role in understanding current events, global changes and creating possible solutions to problems.

Why Grade Seven?

Under California state standards, seventh graders are studying the geographic, political, economic, religious, and social structures of world civilizations in history classes. They are beginning to see the world as an interconnected place. We believe it is important to connect the past to our current world, and we hope to capitalize on the fact that seventh graders are already required to study these subjects. Furthermore, children at this age level are developing the ability to process and understand abstractions, and therefore no longer requiring concrete references. Piaget referred to this as the formal operational stage of development (Piaget). That fact that students are able to think about places and possibilities that are not physically here-and-now is an important aspect of this curriculum.
Our Site.
This curriculum was developed for a seventh grade history and language arts class at Cupertino Middle School (CMS). Located in an affluent suburb in California’s bay area, CMS is an award winning school. The teacher we worked with has 34 years of teaching experience. She invited us to observe her class of approximately 30 students, as well as to utilize materials from her class, including the textbook she follows, and previous years’ projects. She also took time out to meet with us and explain her teaching methods and experience with various assignments and projects. As part of the current curriculum, students are learning world geography through memorization techniques based on the countries’ shapes.

Our Approach.
Our approach is based on the theory that children learn best by doing. In other words, our solution will challenge students to solve engaging real-world problems within an historical perspective, rather than ask students to learn something for the sole purpose of learning it. The element of learning will then be a derivative of the process of developing creative solutions. This type of problem-based learning is closely aligned with the ideas of anchored instruction, in that the child becomes more actively engaged in learning when instruction is anchored around a topic that he finds to be interesting or personally applicable (Bransford, 2000). Furthermore, instruction should include resources for the child in order to solve the problem. As students explore resources, they develop a richer sense of ownership over their own work, which leads to both higher quality work, as well as deeper understanding.

“Our solution will challenge students to solve engaging real-world problems within an historical perspective, rather than ask students to learn something for the sole purpose of learning it.”
We believe that teaching geography should not be thought of as de-contextualized names and places identified on a map, but rather as rich, interesting places that affect our lives and are affected by our actions. In order to support this, we intend to stay aligned with the belief that “in problem-posing education, people develop the power to perceive critically the way they exist in the world with which and in which they find themselves; they come to see the world not as a static reality, but as a reality in process, in transformation,” (Freire, 1995). We want students to learn more than just the names of the places they have read about; we want students to walk away having developed a relationship with these places.

**Foster interest in the subject**

A goal of our curriculum is to foster interest in children to learn about the world, thus helping facilitate a personal and lifelong interest in learning. In creating lifelong learners in geography, we believe it is important to first teach children how to solve problems within this domain. As described by John Dewey, schools should be environments that allow students to build upon their experiences and to create experiences they will continue to build upon. When learning geography, students are often expected to memorize names of places before these places have been given any meaning. We intend to help students create better mental models of peoples and places in history, thus facilitating clearer understanding and promoting more interest in the role of history in understanding geography and world cultures.

“...in problem-posing education, people develop the power to perceive critically the way they exist in the world with which and in which they find themselves; they come to see the world not as a static reality, but as a reality in process, in transformation.”

*Paulo Freire*
Create an environment ripe for future learning

Our children are growing up in a knowledge explosion. It is not possible for all of the important content to be covered in the classroom. As history books are revised to incorporate more perspectives and diverse views, there is a danger of too much breadth and not enough time in the school year to foster a depth of understanding. Therefore, the focus of education should not be on complete coverage, but rather on ‘learning how to learn’ as Howard Gardner suggests (Gardner, 1999). Like Gardner, we believe that a fact-based approach will make less sense in the future, because of the availability of resources via the Internet in classroom computer labs and on handhelds. “Sheer memorization will be anachronistic,” (Gardner, 1999). We believe that reducing the cognitive load of the student in this age of an information explosion is an important factor in creating an environment that fosters deeper understanding, as opposed to memorization.

The goal should not be for students to leave the classroom with all they need to know in life; our goal is for students to be given tools for lifelong learning and a motivation to do so. Because we are concerned with state standards, however, we have made sure that our unit properly addresses this concern, and we have designed the unit to foster understanding while still maintaining coverage of California State Standards.

“The goal should not be for students to leave the classroom with all they need to know in life; our goal is for students to be given tools for lifelong learning and a motivation to do so.”
**Foster creative thinking and problem-solving**

We have proposed topics that have broad scope; topics that are easy for students to have lots of ideas about, as Eleanor Duckworth suggests (Meek, 1991). We agree with Duckworth about the importance of allowing students to express their ideas freely, and that all ideas are worthwhile. We have created a unit which allows students to express themselves, have fun and feel good about their learning.

> “[Children] not only attempt to solve problems presented to them, but they also seek and create novel challenges.”

- John Bransford

**Build upon inherent motivation**

Children are inherently motivated to solve problems. “They not only attempt to solve problems presented to them, but they also seek and create novel challenges” (Bransford, 2000). In designing our curriculum, we have leveraged this innate motivation to conquer problems, especially self-initiated and self-directed problems. This type of learning is no longer disconnected from the child, but is instead relevant to the child.

The goal is to create learning situations for students in which they are able to *develop* their own understanding, as suggested by Eleanor Duckworth, as opposed to telling students what they should be learning (Meek, 1991). This approach fosters motivation and student ownership over the learning. By creating engaging problem-based projects for students and by giving them the authority to create their own topics, we believe we can tap into that inherent motivation.
Design for multiple intelligences and accommodate learners of all abilities

Not all children learn in the same way. Gardner stresses the need for educators to take into consideration the differences amongst minds and learning abilities (Gardner, 1999). We have designed our unit to reach the wide variety of students seen in the middle school classroom, through mixed ability pairings and group activities. We have provided students with several different types of entry points to the material, such as compelling video, narrative, group brainstorming, and quiet reflection.

Eisner emphasizes the need for multiple forms of representation to be allowed in students’ demonstration of knowledge (Eisner, 1993). We have designed the curriculum to reflect this theory, in allowing creative freedom in demonstrating understanding. There are no tests incorporated into the curriculum; we have chosen to have the students demonstrate their understanding through the creation of projects. The projects call for the students to create books and posters, and they may present them as they please, encouraging the students to capitalize on their natural talents and abilities (e.g., music, storytelling, poetry, acting, etc.).

Howard Gardner has identified seven primary forms of intelligence:

- Logical-Mathematical Intelligence
- Linguistic Intelligence
- Spatial Intelligence
- Musical Intelligence
- Bodily-Kinesthetic Intelligence
- Interpersonal intelligence
- Intrapersonal intelligence
The Learning Goals.

Curriculum Design Process
Development of the curriculum followed the backward curriculum design process, in which we first identified the desired enduring outcome and what would count as acceptable evidence. The learning experiences and instruction were developed based on this (Wiggins & McTighe, 1998).

The Enduring Outcome
The curriculum is primarily intended to foster students’ interest in and aptitude for learning about the world in order to help them become better learners about geography.

Concepts that students will be expected to know include:
- Historical civilizations and events that played a role in the present day geography
- How to read and use maps
- Names of certain countries and cities

Concepts that students will be expected to become familiar with include:
- The concept of human migration patterns
- Reasons why civilizations failed
- Names and logistics of different economic systems
- Names and logistics of different political systems

…”to foster students’ interest in and aptitude for learning about the world in order to help them become better learners about geography.”

foster interest – we want to inspire students to become more curious about the world around them, thereby creating better learners beyond the classroom.

geography – this incorporates the cultures, peoples, governments, religions, and environmental interdependencies of countries around the world.
• Names and basics of religious groups as they relate to world geography
• Major languages used around the world
• Traditional arts, foods and cultural events
• Major topographical features (e.g. mountains, rivers, oceans)

**Evidence of Success**

With the intent to create lifelong learners, we integrated formative and summative assessments throughout the project to help the teacher evaluate and support her students. We created a set of collaborative activities that allow students to creatively express their ideas and their understanding of the relationship among the many aspects of geography, history and culture. In order to determine that students have developed an interest in learning about the world, students will demonstrate:

• Depth of knowledge in a particular area of the historical world
• Ability to connect that historical knowledge with current events/current geography
• Ability to articulate personal opinions on issues that involve understanding the world outside of their immediate surroundings.
• Students will see value in reading the newspaper, watching world news, and discussing current events. ¹
• Students will be better able to understand politics, environmental issues, and cultures both locally and globally.²

¹ Might not be measurable within time and structural constraints of the class.
² Might not be measurable within time and structural constraints of the class.

“...a set of collaborative activities that allow students to creatively express their ideas and their understanding of the relationship among the many aspects of geography, history and culture.”
**Assessment Incorporated Throughout**
Our assessment model is based upon Howard Gardner's concept of “performances of understanding.” Students will receive project descriptions and rubrics, which will drive discourse around what constitutes quality work, and allow for iterative revisions. Students will be active in demonstrating their understanding of the material in numerous ways, accommodating different types of learners.

Throughout the unit, students will incorporate peer and teacher feedback in revising their work. These formative assessments will be based on a rubric for quality work. Each student will have a copy of the rubric and will be able to track their grade status throughout the project. Students will be expected to share their comments and questions about their peers’ processes during group work, and they will be encouraged to incorporate the aspects they like into their own work. The teacher will also use summative assessments, based on a rubric for quality work, for the students’ final projects and reflection activities. With such embedded formative and summative assessments, students become partners in developing their own education and assume responsibility for their own learning (Gardner, 1999).

**The Activities and the Content**
Based on the intended evidence, we developed a curriculum that includes activities and group projects that allow students to examine geography and history with numerous
hands-on and reflective activities. Activities are teacher-guided but student-initiated. By helping students see historical relationships among cultures, we believe students will be better able to see relationships between the lives of people living in other cultures and their own lives, creating a platform upon which they can inquire about their own lives and continue to learn.

**Addressing State Standards for Historical and Social Science**

For the purposes of this curriculum, we focused on the California State Standards for both the content and intellectual skills for History and Social Science.

For the curricular content, the activities are intended to address **California State Standard 7.7** (see below). The history of the regions described and the contextualized nature of geography, cultural exchange, trade, and history will support us in meeting our goal of helping students relate the past to their current lives through problem-based learning activities. Although we chose to focus on this specific region of the world, this curriculum could be adapted and used to explore and learn about another region’s history, geography and culture.

In order to address intellectual skills, we turned to the California standards for **Historical and Social Science Analysis Skills** for grades six through eight. For chronological and spatial thinking, we focused on students being able to explain major events and how they are related to one another in time, as well as their use of maps. For historical research, evidence, and point of view, we focused on students being able to frame questions that can be answered by historical study and research. And for historical interpretation, we focused on students being able to explain the sources of
historical continuity and how the combination of ideas and events explains the emergence of new patterns (Historical and Social Science Analysis Skills).

**California State Standard 7.7**

**Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.**

1. Study the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies.
2. Study the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery.
3. Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.
4. Describe the artistic and oral traditions and architecture in the three civilizations.
5. Describe the Meso-American achievements in astronomy and mathematics, including the development of the calendar and the Meso-American knowledge of seasonal changes to the civilizations' agricultural systems.

*History-Social Science: Content Standards for California Public Schools. Grade 7.*
Overview of the Unit:

This unit is designed to correspond to the Houghton-Mifflin *Across the Centuries* Textbook. Although the unit is intended to be used with the “Civilizations of the Americas” chapters, it can be tailored to fit with any of the regions covered in the textbook.

The curriculum is divided into three lessons:

1. **Traveling Through the Past: Travel Guidebook Project** –
   Students will think about civilizations of the past as they create travel guidebooks for different historical places.

2. **Connecting the Past and Present: Poster Presentation** –
   Students will examine the present regions/countries where those historical places are found.

3. **Thinking about the Future: Reflection** –
   Students will reflect upon their learning about the past and present, and are guided to think about the role of history in the future of their own home town.

In the first lesson, students create “travel guidebooks” in order to illuminate a particular place in time. Students will work in groups and share their findings with their classmates through presentations of their guidebooks.

In the second lesson, students will bring their understanding of the past into the present. The student groups will break apart into a “jigsaw” activity, in which newly formed groups will rely upon the relative expertise of each member in order to research and learn about the modern day places and peoples who now inhabit the historical lands.
Finally, students will engage in reflection activities designed to assess their understanding of the concept of how the past relates to the present, what that might mean to them personally as citizens of Cupertino, California, and how they felt about the process of working in groups to create these projects.

**Learning Goals of the Unit:**

Students will explore various civilizations of Latin America. Students will:

1. **Develop a greater interest in and aptitude for learning about Latin America, as well as rest of the world.**

2. **Describe and depict historical civilizations and events and examine how those peoples and events have played a role in the present day geography of the region.**

3. **Learn names and locations of the major countries and cities in the “Civilizations of the Americas” chapters of their textbook, as well as throughout Latin America.**

4. **Use maps and geographic coordinates.**

5. **Think about history in the context of their own lives.**
Lesson 1
Traveling through the Past: Travel Guidebook Project

1. Activity: Engaging Activity

Overview
Students will watch a video showing tourists in Cancun, Mexico. A class discussion following the video will lead students into thinking about using travel guidebooks and what kinds of information they would expect a travel guidebook to contain.

Procedures in Detail
1. Students will watch a short clip of a present day video with tourists. A suggestion is the first four minutes of a video online at:
   http://www.learner.org/vod/vod_window.html?pid=469
   The video, located in present day Cancun, Mexico, highlights tourists at beach resorts near Mayan ruins. The video then follows the tourists on a tour bus to visit Mayan ruins and includes an interview with a tourist. The first four minutes of the video end after the tourist comments about how she likes that the Maya and Asians have similar characteristics, because “people are not that separate.”

2. After watching the video clip, the teacher will lead the class in a discussion intended to get the students thinking about travel guidebooks. Some possible questions might be:
   1. **Who are the people in the video?**
      Possible student answers – locals, researchers, tourists, American travelers, etc.
2. **What are the tourists and the travelers doing?**  
*Possible student answers – they are learning about the Maya, they are visiting pyramids and ruins, they are riding on a bus, etc.*

3. **If they are doing all those things, how are they finding their way to the places they want to visit? What would a tourist or a traveler need for this?**  
*Possible student answers – they could use a travel guidebook, look on the Internet, ask local people, etc.*

3. This engaging activity leads into a Think-Pair-Share, in which students will think about what information they would want in a travel guidebook if they were traveling.
2. Activity: Think – Pair – Share

Overview
This activity allows students to think openly about what kinds of information would be important to them if they were traveling. Students will work in pairs to come up with ideas for what they personally would want to know, if they were traveling to an unknown destination. Real travel guidebooks will be provided to help students come up with ideas, but only after pairs have started brainstorming. Pairs will then take turns sharing their ideas with the class. The teacher will provide a list of sections for a travel guidebook, and the class will fit their ideas into these sections. This teacher-guided exercise is designed to keep the guidebook focused on important topics. Students will then have developed the main ideas they will research for their guidebooks.

Procedures in detail

- Divide the class into mixed ability pairs and ask them: if they were traveling, what information would they want their travel guidebooks to include? Possible suggestions might include, “Where to eat?” “Where are the sites to see?”

- Have the pairs brainstorm for 10 minutes. They should each note their ideas.

- During the brainstorm, the teacher will then pass out professionally published travel guidebooks to the pairs. The students should continue to come up with their own ideas, but they can use the guidebooks to help organize their thoughts on what might be important to include.
• Have the pairs share their ideas with the rest of the class. Write their ideas on one half of the board, and then write this list of general travel guidebook sections on the other half of the board:

*Brief history*
*Overview of the Region*
*Getting Around*
*What to Eat*
*Where to Stay*
*Culture and Entertainment*
*What to Avoid*

• Help students fit their ideas into the sections on the board. *(For example, students may have said they would want to know where the movie theater is. This would fit under the “Culture and Entertainment” section.)* Any leftover ideas can be discussed as possible additional sections.

• Students will record these sections in their notebooks; they will refer to them later in the project.

• Assign each pair (or multiple pairs, if necessary) with one of the sections. Have them look for similar information in the real travel guidebooks. Then have pairs give the class a very brief synopsis of what a section might contain.
Some ideas about what the teacher might want to include in each section, (and as they relate to State Standard 7.7):

- **Brief History** – Background of the people, the population, language(s), significant accomplishments (such as astronomy, math, calendar, construction, trade).

- **Overview of the Region** - Climate, landforms, geographic features.

- **Getting Around** – Maps of the region including important cities and geographical features. Include how a traveler would move about the region, perhaps addressing human migration patterns.

- **What to Eat** – Common foods (and how people ate them), as well as agricultural information.

- **Where to Stay** – Types of housing and why that housing is prevalent throughout the culture or region (climate, safety, building materials etc), as well as the location of settlements and why the locations are optimal (near rivers, near trade routes, well hidden, etc).

- **Culture and Entertainment**– Religion, social structure, family life, arts, architecture, holidays.

- **What to Avoid** – Things the traveler should be wary of, like wars, illnesses and other dangers.

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*For a classroom with students hesitant to share with the class*

A suggestion for gathering ideas:

Give the class a question and 5 to 10 minutes to write their thoughts.

Collect students' thoughts and read them (anonymously) to the class.

Have students help you place their thoughts into categories on the board – this should jump start discussion as students try to justify and explain their thoughts.
3. **Activity: Introduction to the Travel Guidebook Project**

**Overview:**
This project is designed to help students better understand the early American civilizations they are learning about in their *Across the Centuries* textbook. The intent is to provide the students with a challenging project that allows them to creatively demonstrate their understanding of the material. Students will connect the concepts of ancient cultures with an authentic and accessible topic – travel.

This project begins with an introduction to the project and its requirements. The students are presented with a compelling **Scenario** with a set of geographical coordinates and must find the locations on a present day map of the world. They will then use an historical map with shaded regions indicating civilizations to use as a comparison in order to determine which civilization they have encountered in their travel “back in time.”

**Materials Needed:**
- Political world map (present day) with latitudinal and longitudinal lines (provided)
- Reference books with information about the various Latin American civilizations
- Computers with access to Internet and printer – one for each group
- List of online resources (provided)
- Geographic coordinates (latitudinal/longitudinal) for each group, and the corresponding historic era (provided)
- Note cards for student note taking
Procedures in detail

• Assign students to mixed ability groups of 4, and then handout the Scenarios (which will be individually tailored with coordinates & historical time frame to that group).

• Have one person in each group read their story aloud to the rest of the group.

• Create and distribute a list of Project Requirements, and select a student to read the project requirements aloud to the class.

• Distribute the Travel Guidebook Rubric to each student, and have students read the sections for four points (i.e., the highest quality of work).

• Create and distribute a Project Timeline, which gives the students a project schedule to follow, including dates for in-class research and group work, as well as milestones.

Suggestions for the Project Requirements:

Each student will be responsible for at least 2 guidebook pages of content. Guidebooks should include:

• Short chapters of text – one for each section the groups chose in the previous brainstorm activity.
• Each student should incorporate at least 2-4 images to support the text. These may include photos or drawings of people, things or places from that time.
• At least one map of the entire region at that time, shaded to show the extent of the civilization.
• At least one more closely detailed area map to support chapter text.
• The guidebook should include a creative cover, editor's foreword, table of contents, and a bibliography of resources.
Once students understand the project requirements and the timeline, have the students choose roles within their groups. The teacher will explain the following roles to the class. All students will be writers and researchers, but each group member will have a set role:

- **Editor** – team leader, may ask the teacher one question per day on behalf of the group*, will write the Foreword to the book.
- **Designer** – oversees layout and design of the book itself, and designs the cover.
- **Project manager** – keeps the team on track time-wise, and makes sure all the parts are coming together – relying upon a schedule provided.
- **Journalist** – official note taker while researching together on the computers, responsible for the Index and Bibliography.

* This is to avoid the teacher getting bombarded with questions. This will also promote skills such as negotiation and problem solving as a team.

**If there are only 3 group members, the Editor will keep track of time and progress.

- Ask for a volunteer to explain and demonstrate how to read latitude/longitude coordinates on a map. Let a few students share their ideas. Demonstrate how you would find a certain set of coordinates (e.g., for Cupertino, CA: 37 North, 122 West).

- Distribute a **current political world map with latitude and longitude markings** to each group. Allow the groups enough time to find their assigned coordinates on the map. Then ask the groups to share with the class the city or area where they are “located.”

- Distribute an **historical map (provided)**, with shading to represent different civilizations. Students will compare the 2 maps, and be able to determine which civilization was home to the coordinates given.
4. Activity: In-class research

Overview
Students will each choose at least two sections to research and write. Students may decide to co-author a section. Using the in-class resources, including their textbooks and other reference books, students will gather information on their subject while referring to the Project Requirements and Grading Rubric (provided) to make sure they are including all the necessary information.

Procedures in detail
• Teacher writes list of sections from the class brainstorm (Think-Pair-Share activity) on the board.

• Within their groups, students will decide which sections they will each be responsible for within the guidebook project. The sections should be evenly divided amongst students, although since the Editor has to write the Foreword, it may be that he or she has one fewer sections of internal content to cover.

• Students will be given class time to use their textbooks and other materials to get started on researching their civilization and coming up with ideas of what they want to include in their sections.

• Provide plenty of note cards. Students should use note cards to capture quotes, notes and source information (see the Note Card Guide).
5. Activity: Computer lab research

Overview
Working in their groups, students will be given a list of reliable online resources, such as articles and websites. The Journalist will be in charge of noting which websites are used, while other group members will take turns being in charge of the mouse and keyboard. In order not to overburden the Journalist, the other students must take notes on the findings when they are not in charge of the mouse and keyboard.

Procedures in detail
- Prior to the research activity, if the students have not had experience in Internet research, the teacher should lead a discussion about Internet research, which includes how to discern reliable sources, annotating quotes and citing sources, and using images from the Internet.
- Distribute the List of Internet Resources for the Guidebook Project (provided), which is also available online at: http://ldt.stanford.edu/~hithomps/online_resources.html
- This activity will work best as note-taking only – copying and pasting only allowed for images and photos. Ensure that students understand the need to quote and cite resources on the Internet.
- Students should use note cards to capture quotes, notes and source information, and can refer to the Note Card Guide (provided).

What is a Reliable Source?
A good way to start this discussion is to ask students what they think a “reliable source” is.

Listen to their responses. Explain that they need to be discriminating when they do online research.

Search engines like Google do not discern whether content is indeed factual or reliable; anyone can put anything on the web.
6. Activity: Peer Editing Checkpoint

Overview
This activity will help ensure that students understand the project and are staying on track, as well as aid the teacher in determining if students need more direction, resources, or help in getting their ideas down. Group members will review and edit each others’ work using the **Travel Guidebook Rubric**. Feedback will be incorporated, as appropriate.

**Procedures in detail**
- Students will each bring enough copies of a draft of their work for each group member and a copy for the teacher. They may be allowed time in the computer lab to print copies, if needed.

- Group members will peer review each others’ sections using the **Travel Guidebook Rubric** (provided). They should not give points, but rather, use each section of the rubric to guide their comments.

- After the class has completed the peer review process, students will have time in class to review their peers’ comments. Using the rubric, students evaluate their own work by giving themselves a checkpoint score for each section. Then they should each write a few sentences about how they intend to improve at the bottom of their rubric.

- Students will turn in their self-evaluation to the teacher, along with a copy of their draft version.

- Things to check for include the appropriateness of the content, the choice of illustrations or maps, and the page layout and format. Grammar and spelling should be marked and noted, but not graded as this is a draft version.

- Students will continue to work individually and in their groups to finish their guidebook sections.

**Peer Review:**
Encourages students to share their ideas, and it helps them reflect on their own learning. Students should be providing constructive feedback in the peer reviews.

Teacher might explain that this is an opportunity for students to get new ideas about things they’d like to include in their project.
7. Activity: Designing the Cover

Overview
Every guidebook needs a cover! The students will do a visual brainstorm, sharing and generating ideas. Each student should have a say as to what the cover should look like.

Procedure in detail
• Groups will meet to discuss the cover artwork. It might be a good time to pass out the professional guidebooks again as reference for this type of activity. Group members will take turns sharing ideas with their group.

• Students should have plenty of paper available so they can quickly sketch or draw their ideas for the cover while they explain them to the group.

• The designer will be the final voice on the decision and will create cover design. Note: it may be decided that another group member will act as the artist. The final cover can be done as a picture collage, a color drawing, or whatever the group decides is appropriate.
8. Activity: Final Peer Review and Compilation

Overview
Group members will review final versions of each others’ work, and head to the computer lab to make final changes. Then designers will work to compile their groups’ guidebooks.

Procedure in detail
• Students should bring a copy of their work for each member of their group. Students will exchange and review work for final revision, again using the rubric. The group will discuss changes together to work through any disagreement.

• After the final peer review session, the groups will head to the computer lab to make final updates. The group will update their work, create a Table of Contents, and print their final versions.

• During this time, each groups’ Designer will work to complete the guidebook cover.

• After the groups have printed their final versions, the designer will compile the book with its cover. Books may be stapled or fastened as the students please.
9. Activity: Food Party & Sharing the Guidebooks

Overview
Students will have time to talk about their completed guidebooks with their classmates, while enjoying foods which were available to the peoples of these civilizations. Suggestions for food include chocolate, popcorn and tortillas.

Procedure in detail
- Have each group sit together, and pass the books from group to group, so that each group has the opportunity to read the other’s guidebooks.
- Copies of the guidebooks should be made available to each group member as a keepsake, with the color original kept by the teacher.
- Students may bring snacks they read about or included in their guidebooks.

Assessment of the Travel Guidebook Project –

The Travel Guidebook Rubric (provided) should serve as a guide for both the teacher and the student in assessing the work of each student on an ongoing basis. Space has been provided for the teacher to add additional criteria for evaluating the project.
Lesson 2
Connecting the Past and the Present: Poster Presentation

Overview
This lesson will help students bridge the gap between history and current geography, thus giving the students a context through which to understand how the past has shaped the present. Through brainstorming as a group the students will ask themselves and each other what they would want to know about the future of their own hometown. They will apply those questions to the place that now occupies the land they just wrote guidebooks about. For example, students who wrote guidebooks about the Inca will research modern-day Peru.

Students will work together to conduct research on the present day locations of the regions they studied for their travel guidebooks, and they will create posters of present-day Latin America to share with the class. The posters will include a large map, on which the students will label countries and capitals, and illustrate with information and pictures gathered during their research. The student groups will choose how they would like to present their poster; creativity of poster and presentation is strongly encouraged and highly regarded.

Materials needed
• Access to Computer Lab, with Internet and printer
• Large poster boards
• Blank paper for sketching rough posters
• Pens
• Glue
• Scissors
1. Activity: Class brainstorm

Overview
This activity begins with a class brainstorm, in which the students wonder what their hometown (Cupertino, CA) will be like in 500 years.

Procedures in detail
• Ask for a student volunteer to be the person from the future. That person will stand as a visual representative (they do not speak) at the front of the room. The person from the future knows everything there is to know about the hometown (Cupertino, CA). What would the students want to know about the future of where they currently live?

• The students ask questions, and all ideas are written on one side of the board.

• The teacher then puts some categories on the board, such as Government, Economy, Arts/Culture, Countries/Cities. The questions the students had are placed in these categories, with teacher guidance. For example, if the students want to know about fashion, this might be placed in Economy; if they want to know what people eat, that would fall under Agriculture; musical tastes would fall under Culture, etc.

Questions for future and poster sections listed on the board.
2. Activity: Jigsaw

Overview
After the students have completed the brainstorm activity, they will form new groups through a jigsaw activity. Students will use their relative “expertise” in the subject from their guidebook to share and construct ideas with all new group members. Ideally, The Aztec “representative” will know a lot about the civilization that is now Mexico. The Inca representative will know about Peru, etc. These jigsaw groups will come together to create a poster that will serve as a depiction of present day Latin America.

Procedures in detail

• Create new groups with students who each researched difference civilizations. Each new group must have a representative from each guidebook project (One Aztec, one Maya, one Inca, etc). The easiest way to do this is to have the students “count off” although the teacher may want to assign groups according to ability.

• The groups will work together to decide how best to accomplish their task of creating the poster with modern-day information. They will use the latest list of categories brainstormed as a class. (Government, Economy, Agriculture, Cities, Arts, Etc.)

• Although each student will be responsible for gathering information to contribute to the poster, the group will first divide the work amongst themselves. The “Aztec” representative will be responsible for gathering information about modern day Mexico, etc.

• Using the list of categories and map of the Americas, students will first make concept map. This can be done on a regular sheet of paper, as a way to help them arrange the information to best convey their message.

What’s a jigsaw?
A jigsaw is a technique to help students share their knowledge and construct their own meanings around a topic. Each student had some information to be learned by the whole class, and each student will be responsible for providing information to the other students.

What’s a concept map?
A concept map is a technique for representing relationships and connecting ideas. Information online at: http://www.educationworld.com/a_tech/tech164.shtml.
3. Activity: Internet Research

Overview
Student groups will be given Internet sources for conducting research on the current countries. The class will spend time in the computer lab researching information.

Procedures in detail
- Ensure that students understand the project requirements. Each student will be responsible for at least five elements on the poster; up to three of the elements may be images.

- Distribute the List of Internet Resources for Poster Project (provided), which is also available online at:
  http://ldt.stanford.edu/~hithomps/online_resources.html

- Students must keep track of sources used and carefully cite them. Students should refer to the Note Card Guide (provided) and the Bibliography Guide (provided).

- Students can print or cut pictures out of magazines for their posters.

Note:
The list of online resources provided for the Poster project is different than for the Guidebook project. Make sure to point students to the resources for the modern-day countries!

Suggestions for project requirements:
Each student group will create a poster to share with the class. Poster should contain the following:

- At least 2 maps, including one larger to show context of country within region (political borders, names of surrounding countries/capital cities labeled).

- Pictures of modern-day life in the country, with captions.

- Information about government, economy, population, resources, arts, etc. This can be in the form of graphs, charts, text, and pictures.

- Presentation accompanying the poster can be in the form of narration, music, acting, etc.
4. Activity: Creating Posters

Overview
Students will work together and share information to create posters to be presented before the class.

Procedures in detail
• Students groups will create a rough poster in the form of a sketch or concept map on a regular sheet of paper.

• In order to get a large-size map onto the board, the teacher will put the provided black and white map of current Latin America on the overhead. Groups can come to the board one at a time and trace the map features onto their poster. This can be done while other groups are creating their rough sketches.

• Once they have traced the map onto the board, groups will compile their written information blurbs and pictures, and glue them onto the poster board.

• Students will attach a list of resources used to the back of their posters.

5. Activity: Poster Presentation

Overview
Student groups will present their posters to the class. Students may choose to present their poster to class through narrative, song, rap, poem, etc. Make sure students know that creativity counts.

Assessment of the Poster Project:

The Poster Presentation Rubric provided will support the teacher and students and in evaluating each student’s contribution to the project, as well as the group effort as a whole. Students will be given a copy of the rubric, and they will assess their own contribution.
Lesson 3
Thinking about the Future: Reflections

Overview
This brief lesson is designed to help students reflect upon their own learning about the past as it relates to the present, and to reflect upon ways their thinking might have changed about the future. Students will also reflect upon the group process, which may serve as a type of formative assessment for the teacher in subsequent iterations of the unit.

Reflection #1:
Assessment of student understanding of the concept of past and present

Students write a 1-2 page reflection of the process of writing guidebooks about the past and relating it to the present through creating posters.

The reflection should contain:
• What is important to know about the past?
• How does that help you understand the present?
• How might that help you in the future?
• How does that help you understand where you live?

Reflection #2:
Assessment of the process

Students write a 1 page reflection of the process of working in groups to create the projects.

The reflection should contain:
• What is important to keep in mind when working in groups?
• What would make working in groups easier next time?

Suggestion
The teacher may try to help students push their thinking - making the history connection to Cupertino, as they imagined how things changed in Latin America over the course of 500 years, what might they think Cupertino was like 500 years ago, or 500 years into the future.
Provided Resources

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- Bibliography Guide .................................................. 41
- Guidebook Scenario ............................................... 42
- Geographic Coordinates ......................................... 43
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## Travel Guidebook Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Mechanics</th>
<th>Content</th>
<th>Layout</th>
<th>Level Of Engagement</th>
<th>Listening Skills</th>
<th>Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Guidebook has no misspellings or grammatical errors.</td>
<td>Guidebook includes full and accurate information (more than required) with explanations and elaboration.</td>
<td>Guidebook layout is creative, neat and easy for the reader to follow.</td>
<td>Student proactively contributes to group work by offering ideas and asking questions often during meetings.</td>
<td>Student listens when group members talk.</td>
<td>Student is almost always prepared for group meetings with his/her assigned work.</td>
</tr>
<tr>
<td>3</td>
<td>Guidebook has no more than two misspellings and/or grammatical errors.</td>
<td>Guidebook includes accurate information, but fails to elaborate.</td>
<td>Guidebook layout is neat and easy for the reader to follow, but not very creative.</td>
<td>Student proactively contributes to group work by offering ideas and asking questions once per meeting.</td>
<td>Student listens when group members talk.</td>
<td>Student is usually prepared for group meetings with his/her assigned work.</td>
</tr>
<tr>
<td>2</td>
<td>Guidebook has three misspellings and/or grammatical errors.</td>
<td>Guidebook includes some inaccurate information and no elaboration.</td>
<td>Guidebook layout is not very neat and somewhat difficult for the reader to follow.</td>
<td>Student rarely contributes to group work by offering ideas and asking questions.</td>
<td>Student does not listen when group members talk.</td>
<td>Student is rarely prepared for group meetings with his/her assigned work.</td>
</tr>
<tr>
<td>1</td>
<td>Guidebook has four or more spelling errors and/or grammatical errors.</td>
<td>Guidebook includes substantial inaccurate information and no elaboration.</td>
<td>Guidebook layout is messy and difficult for the reader to follow.</td>
<td>Student does not contribute to group work by offering ideas and asking questions.</td>
<td>Student often interrupts when others speak.</td>
<td>Student is never prepared for group meetings with his/her assigned work.</td>
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<tr>
<td>Points</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
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## Poster Presentation Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Information is presented in a logical and creative sequence which the class can follow.</td>
<td>Information presented in a logical sequence which the class can follow, but not very creative.</td>
<td>Information is not presented in a logical sequence, so the class has difficulty following.</td>
<td>Class cannot follow the presentation because there is no sequence of information.</td>
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<tr>
<td><strong>Delivery</strong></td>
<td>Student used a clear voice and correct, precise pronunciation of terms.</td>
<td>Student's voice is clear. Student pronounces most words correctly.</td>
<td>Student incorrectly pronounces terms. Class has difficulty hearing presentation.</td>
<td>Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.</td>
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<tr>
<td><strong>Visuals</strong></td>
<td>Student used visuals to reinforce screen text and presentation.</td>
<td>Visuals related to text and presentation.</td>
<td>Student occasional used visuals that rarely support text and presentation.</td>
<td>Student used no visuals.</td>
<td></td>
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<tr>
<td>Criteria</td>
<td>Points</td>
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</table>
The ritual calendar that developed in Mesoamerica used a count of 260 days. This calendar gave each day a name, much like our days of the week.
**Bibliography Guide**

**Sample entry, listing a book**


*author last name, first name. title of book. city of publisher: name of publisher, year published.*

**Sample entry, listing an article**


*author last name, first name. “title of article.” name of magazine or newspaper, date published, page number.*

**Sample entry, listing a book found on the World Wide Web (published previously in print)**


*author last name, first name. “title of book.” name of book. Online. Available: date information was located on site.*

**Sample entry, Article from the World Wide Web (published previously in print)**


*author last name (if known), first name (if known). “title of article.” name of magazine or newspaper. Online. Available: date information was located on site.*
Congratulations!!
You and a few of your friends have recently won the state popcorn-eating contest! Your prize is an all-expense-paid-trip to a foreign country where there is corn aplenty. So you and your friends pack your bags and head for the airport for the trip of your popcorn-eating lives!

Upon arrival at the airport, your group is greeted by a smiling man, who gives you tickets and escorts you to the awaiting plane. You all fall asleep on the plane and wake up to realize that something is not quite right...

The plane is gone!
And your group is surrounded by people speaking a language you have never heard and wearing clothes you have never seen.

And what is with your watch?!
It says the date is __________________!
Your fabulous trip has taken you and your classmates BACK IN TIME!

You and your friends decide to take advantage of this time-traveling experience, but you realize that you will first need to figure out where you are!
The GPS (Global Positioning System) on your cell phone shows that you are at:

Latitude: ____________
Longitude: ____________

You all agree that you will need a travel guidebook to enjoy your time here. You decide to put your skills together and create your own guidebook, but first you need to find out exactly where you are in the world!
Geographic Coordinates Sheet:

The geographic coordinates will each be for the location of a present-day city (e.g., Lima, Peru), in a region that was once populated by one of the early American civilizations (e.g., the Inca). The historic era will be the time period that the civilization was flourishing in the region (e.g., 1470-1525).

Location #1: Machu Picchu (Cuzco, Peru).
Latitude: 13° South
Longitude: 71° West

Location #2: Tenochtitlan (Mexico City).
Latitude: 19° North
Longitude: 99° West

Location #3: Tiwanaku (Lake Titicaca, Bolivia).
Latitude: 15° South
Longitude: 68° West

Location #4: Chichen Itza (Yucatan Peninsula, Mexico).
Latitude: 23° North
Longitude: 89° West

Location #5: Copan (Honduras).
Latitude: 15° North
Longitude: 89° West

Location #6: Nazca (Peru).
Latitude: 14° South
Longitude: 74° West

Location #7: Moche (Peru).
Latitude: 8° South
Longitude: 79° West

Location #8: Tikal (Guatemala).
Latitude: 17° North
Longitude: 89° West
Internet Resources for Guidebook Research
The following is a list of possible resources for Internet research. There are many other resources available and the teacher may decide to supplement this list as desired. We only listed a few in order to keep the students on track and to keep from overwhelming the students in the process of research.

This list of Internet resources is also available online at:
http://ldt.stanford.edu/~hithomps/online_resources.html

Comprehensive site for all Mesoamerican resources:
http://www.teacheroz.com/Meso_Latin.htm

Inca:
• PBS curricular resource:
  o http://www.pbs.org/opb/conquistadors/peru/adventure1/a2.htm#txt
• eMuseum at Minnesota State University:
  o http://www.mnsu.edu/emuseum/prehistory/latinamerica/south/cultures/inca.html

Aztec:
• PBS curricular resources:
  o http://www.pbs.org/opb/conquistadors/mexico/adventure1/a2.htm#txt
  o http://www.pbs.org/opb/conquistadors/mexico/adventure1/b2.htm#txt
• eMuseum at Minnesota State University: Information about Aztec:
  o http://www.mnsu.edu/emuseum/cultural/mesoamerica/aztec.html
• eMuseum at Minnesota State University: Information about Tenochtitlan:
  o http://www.mnsu.edu/emuseum/archaeology/sites/meso_americatownochtitlan.html
Maya:
• PBS curricular resource:
  o http://www.pbs.org/wgbh/nova/maya/worl_sans1.html#map

• eMuseum at Minnesota State University: Information about Copan:
  o http://www.mnsu.edu/emuseum/archaeology/sites/meso_america/copan.html

Olmec:
• eMuseum at Minnesota State University:
  o http://www.mnsu.edu/emuseum/prehistory/latinamerica/meso/cultures/olmec.html
• University of Minnesota
  o http://www.d.umn.edu/cla/faculty/troufs/anth3618/maolmec.html#title

Tiwanaku:
• Archaeology Magazine’s “Interactive Dig at Tiwanaku”
  o http://www.archaeology.org/interactive/tiwanaku/history.html

• eMuseum at Minnesota State University:
  o http://www.mnsu.edu/emuseum/prehistory/latinamerica/south/cultures/tiwanaku.html

Moche:
• eMuseum at Minnesota State University
  o http://www.mnsu.edu/emuseum/prehistory/latinamerica/south/cultures/moche.html
Aymara:
- eMuseum at Minnesota State University
  - [http://www.mnsu.edu/emuseum/prehistory/latinamerica/south/cultures/aymara.html](http://www.mnsu.edu/emuseum/prehistory/latinamerica/south/cultures/aymara.html)

Nazca:
- eMuseum at Minnesota State University
  - [http://www.mnsu.edu/emuseum/prehistory/latinamerica/south/cultures/nazca.html](http://www.mnsu.edu/emuseum/prehistory/latinamerica/south/cultures/nazca.html)

Native Peoples of Amazonia:
- PBS curricular resources:
  - [http://www.pbs.org/opb/conquistadors/amazonia/adventure1/a2.htm#txt](http://www.pbs.org/opb/conquistadors/amazonia/adventure1/a2.htm#txt)

Yanomamo:
- eMuseum at Minnesota State University
  - [http://www.mnsu.edu/emuseum/cultural/southamerica/yonomamo.html](http://www.mnsu.edu/emuseum/cultural/southamerica/yonomamo.html)

Good General resources for Indigenous Peoples of Latin America:
[http://lanic.utexas.edu/la/region/indigenous/](http://lanic.utexas.edu/la/region/indigenous/)
Art Resources:

**Art Institute of Chicago** – collections of Ancient Indian art of the Americas
- The Olmec, the Maya, the Aztecs, and the Moche:
  [http://www.artic.edu/artaccess/AA_Amerindian/index.html](http://www.artic.edu/artaccess/AA_Amerindian/index.html)

- Aztec art:
  [http://www.artic.edu/artaccess/AA_Amerindian/pages/Amerind_7.shtml](http://www.artic.edu/artaccess/AA_Amerindian/pages/Amerind_7.shtml)

- Incan art:

- Mayan art:
  [http://www.artic.edu/artaccess/AA_Amerindian/pages/Amerind_5.shtml](http://www.artic.edu/artaccess/AA_Amerindian/pages/Amerind_5.shtml)

- Moche art:

- Olmec art:
  [http://www.artic.edu/artaccess/AA_Amerindian/pages/Amerind_2.shtml](http://www.artic.edu/artaccess/AA_Amerindian/pages/Amerind_2.shtml)
Mapping/Geography Resources:

**NASA** gives a good overview of latitude and longitude:
http://www-spof.gsfc.nasa.gov/stargaze/Slatlong.htm

The **Online Map Creation Project**: You may create maps interactively at this site. You can input geographic coordinates, submit your entries and a page with the desired map will be returned to your browser.
http://www.aquarius.geomar.de/omc/make_map.html

**National Geographic** has customizable and printable maps:
http://www.nationalgeographic.com/xpeditions/atlas/

**Perry-Casteneda Collection from the University of Texas**
http://www.lib.utexas.edu/maps/americas.html
Internet Resources for Poster Project:  
Also available at: http://ldt.stanford.edu/~hithomps/online_resources.html

CIA World Factbook:  
For the most reliable information about every country in the world: Pulldown menu allows you to select the country of your choice.  
http://www.cia.gov/cia/publications/factbook/

Lonely Planet Online:  
The travel information website gives good overviews of countries, and has pictures and maps. Just click on a destination and you’re on your way!  
http://www.lonelyplanet.com/destinations/loc-ame.htm

Additional Interesting Resources:  

Modern Peru  
- Photos and descriptions:  

- Article: Saving the Potato in its Andean Birthplace  

- Article: Thousands of Inca Mummies Raised From Their Graves  

- Article: Ancient Peru Torture Deaths: Sacrifices or War Crimes? (Moche Civilization)  
Modern Mexico
• Website: WorldBook: look for the small links in the box on the right side of the page

Modern Guatemala
• Culture and Education from the Guatemalan Embassy
  o http://www.guatemala-embassy.org/culture.asp

• Beautiful Photos from The Washington Post’s “MayaQuest”
  o http://wpnio1.auroraquanta.com/pv/mayaquest
Sources


Historical and Social Science Analysis Skills. Grades Six through Eight. SCORE. [http://score.rims.k12.ca.us/critical_thinking/research.html](http://score.rims.k12.ca.us/critical_thinking/research.html).