

Summer Institute Lesson Plan Template

Subject(s): AP World History

Grade: 10th Grade

Teacher(s): Stephanie Shimp

Lesson Elements

1. AP Themes and Key Concepts Addressed:

Key Concept 6.3 New Conceptualizations of Global Economy, Society, and Culture

Themes of AP World History Addressed:

1. Interaction Between Humans and the Environment
2. Development and Interaction of Cultures
3. State-Building, Expansion, and Conflict
4. Creation, Expansion, and Interaction of Economic Systems
5. Development and Transformation of Social Structures

2. Learning Targets: (What will students know and be able to do as a result of this lesson?)

*Students will be able to compare and contrast the stability of developed and developing nations and access the impact of stability on migration movements. Students will analyzing the historical causation for similarities and differences among the political, social, and economic stability of nations.

3. Relevance/Rationale: (Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning?)

*Students will assess and evaluate the current political, economic, and social stability and structures of existing nations.

Students will then apply historical thinking skills such as comparative thinking and historical analysis to understand the reasons for differences between world regions and nations.

4. Formative Assessment Criteria for Success: (How will you and your students know if they have successfully met the outcomes? What specific criteria will be met in a successful product/process?)

*Teacher will evaluate and monitor group discussion. Students will use the data provided to creating their own ranking of the 5 most fragile and most stable nations.

*Students will complete charts to justify their ranking and organize their information.

*Students will then apply comparative essay skills to analyze the historical reasons behind similarities and differences between “developed” and “developing” nations. Short answers will be scored on the following elements:

- Proper thesis statement
- Similarities and differences
- Historical analysis of similarities and differences (REASONS for a similarity and difference)

5. Activities/Tasks: (What learning experiences will students engage in? How will you use these learning experiences or student products as formative assessment?)

*Students have read Chapter 40 in their Bentley “Traditions and Encounters” textbook prior to this lesson.

1) Warm-Up: “Compare and contrast “developed” and “developing” nations. Give a specific example of each.

-Give students five-seven minutes to answer. Discuss what factors students considered when they were thinking about developed vs. developing. Create a list.

2) Pass out the “Evaluation” Worksheet on the Fragility State Index. Discuss the criteria used by Fund for Peace in creating this list.

3) Have students move into “Set Two” (Groups of Four).

4) Distribute country “fact sheets” for five fragile states (selected from different regions). Have students give each country a score of 1-5 in each category. Students will justify their scores in the chart based on the data provided on the countries.

5) Groups will then create their own rankings of the five fragile states.

6) Discuss group rankings. What factors did they consider to be the most important in the stability of a nation?

7) Have groups guess what the most stable state is. Then distribute the information on the five stable nations. Repeat process from the “fragile states”.

8) Discuss key differences. What lessons can the “fragile states” learn from the more developed?

9) Students will then individually complete a short answer comparative question: “Compare and contrast the political, economic, and social stability of two “fragile states” OR two “stable states”.” Discuss answers focusing on historical analysis (reasons for similarity or differences).

10) Closure: How will migration from fragile to stable states impact the stability of the “top five”? Discuss with focus on impact on economic, political, and social stability.

6. *Resources/Materials:* (What texts, digital resources, and materials will be used during this lesson?)

*Fragile State Index: fundforpeace.org

Note: I wanted to use the country-by-country trend analysis but this link was not working. Therefore, I used the CIA World Factbook (<https://www.cia.gov/library/publications/the-world-factbook/>) to provide information on each country for students to be able to analyze the status of each country with their groups and draw their own conclusions.

*This assignment could also involve student driven research using the internet themselves if time allows.

*Students will already be familiar with Chapter 40 in Bentley’s “Traditions and Encounters” (student’s standard textbook for AP World). This chapter discusses ideas of developed vs. developing nations and globalization.

7. *Access for All:* (How will you ensure that all students have access to and are able to engage appropriately in this lesson? Consider all aspects of student diversity.)

*Lesson uses a combination of group and individual work and discussion.

*Groups will be created by teacher (student work groups have been previously created to mixed performance groups based on test scores and discussion participation).

8. *Modifications/Accommodations:* (What curriculum modifications and/or classroom accommodations will you make for students with disabilities in your class?)

*Information packets may be teacher provided or based on individual research as time allows.

*If time is short, divide the class in half. Assign four groups the five most stable countries and the other four groups the five least stable. Then complete a “fishbowl discussion” (groups evaluate each other based on discussion and take notes on the discussion).

Lesson Reflection

- What useful tools/speakers/presentations from the Summer Institute helped drive this lesson plan?
 - *The Fund for Peace Fragile State Index is used in this lesson in order to help students develop a deeper understanding of the “developed” vs. “developing” nations as discussed

in their textbook. This assignment will also help students understand key factors in “state-building” and stability.

- How did this lesson support 21st Century Skills?
 - *Students use statistical data to draw conclusions and evaluate different nations and stability.
 - *Students incorporate their own values and background knowledge into rating and assessing the stability of nations around the world.
- How did this lesson reflect academic rigor?
 - *Students are required to apply statistical information, evaluate, and draw conclusions based on their data.
 - *Students are required to use historical knowledge and background information previously acquired to determine the reasons for global and regional trends.
 - *Students compare and contrast different nations and look for global patterns.
- How did this lesson cognitively engage students?
 - *Students use comparative thinking skills and assess the status of different nations.
 - *Students apply historical knowledge to explain the reasons for similarities and differences among nations and statistical data.
 - *Students consider the impact of migration and change on the stability and political, economic, and social structures of nations.
- How did this lesson engage students in collaborative learning and enhance their collaborative learning skills?
 - *Students rotate between individual and group work throughout this activity.
 - *Groups discuss their ideas and come to a consensus on their rankings then discuss their rankings and reasons as a class.