AP WORLD HISTORY:

RESEARCH AND REGIONAL NEWS:

Analyzing and Creating Content for Current Global Events

Curriculum Alignment Standards:
- ❏ AP Historical Thinking Skills Standards: A1, A2, C5, C6
- ❏ California CCSS: CCSS.RH.9-10.2-9; CCSS.SL.9-10.1-6
- ❏ ISO (Integral Student Outcomes): 2a-c, 3a-c
- ❏ ISTE Student Standards: 1a-d, 2b-c, 3a-d, 4a-b, 5b-c, 6a-d, 7a-d

---

Learning Outcomes:

Lesson Objectives

Upon completion of the assigned reading and class projects, students will be able to

1. read secondary sources and data tables to mine for usable information.
2. research and hypothesize in small groups and independently
3. synthesize information with peers into actionable tasks
4. creatively design best practices on how to help their peers be more informed
5. address, explain, and defend an multiple conflicting argument by citing supporting information
6. Curate (create, edit, and share) digital content for community education

MATERIALS

iPad
Flipboard App
Flipgrid App

TIMEFRAME

2 x 45 minute
classes
or
a 90 minute
block class

AP Thematic Content Objectives

No specific AP objective is reached by this particular assignment. Rather, the assignment sets the stage for students to encounter all the AP Thematic in real life throughout the news year. The objects to be reached throughout this running assignment are

1. **ENV-1** Explain how different types of societies have adapted to and affected their environments.
2. **ENV-2** Explain how environmental factors, disease, and technology affected patterns of human migration and settlement over time.
3. **ENV-3** Evaluate the extent to which migration, population, and urbanization affected the environment over time.

4. **ENV-4** Explain how environmental factors have shaped the development of diverse technologies, industrialization, transportation methods, and exchange and communication networks.
5. **ENV-5** Evaluate the extent to which the development of diverse technologies, industrialization, transportation methods, and exchange and communication networks have affected the environment over time.
6. **CUL-1** Explain how religions, belief systems, philosophies, and ideologies originated, developed, and spread as a result of expanding communication and exchange networks.
7. **CUL-2** Explain how religions, belief systems, philosophies, and ideologies affected political, economic, and social developments over time.
8. **CUL-3** Explain how cross-cultural interactions resulted in the diffusion of culture, technologies, and scientific knowledge.
9. **CUL-4** Explain how technological and scientific innovations affected religions, belief systems, philosophies, and ideologies over time.
10. **CUL-5** Explain how the arts are shaped by and reflect innovation, adaptation, and creativity of specific societies over time.
11. **CUL-6** Explain how expanding exchange networks shaped the emergence of various forms of transregional culture, including music, literature, and visual art.
12. **SB-1** Explain how different forms of governance have been constructed and maintained over time.
13. **SB-2** Explain how and why different functions and institutions of governance have changed over time.
14. **SB-3** Explain how and why economic, social, cultural, and geographical factors have influenced the processes of state building, expansion, and dissolution.
15. **SB-4** Explain how and why internal and external political factors have influenced the process of state building, expansion, and dissolution.
16. **SB-5** Explain how societies with states and state-less societies interacted over time.
17. **SB-6** Explain the political and economic interactions between states and non-state actors over time.
18. **ECON-1** Explain how technology shaped economic production and globalization over time.
19. **ECON-2** Explain the causes and effects of economic strategies of different types of communities, states, and empires.
20. **ECON-3** Explain how different modes and locations of production and commerce have developed and changed over time.
21. **ECON-4** Explain the causes and effects of labor reform movements.
22. **ECON-5** Explain how and why labor systems have developed and changed over time.

23. **ECON-6** Explain how economic systems and the development of ideologies, values, and institutions have influenced each other.
24. **ECON-7** Explain how local, regional, and global economic systems and exchange networks have influenced and impacted each other over time.
25. **SOC-1** Explain how distinctions based on kinship, ethnicity, class, gender, and race influenced the development and transformations of social hierarchies.
26. **SOC-2** Evaluate the extent to which different ideologies, philosophies, and religions affected social hierarchies.
27. **SOC-3** Evaluate the extent to which legal systems, colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial hierarchies over time.
28. **SOC-4** Explain how the development of specialized labor systems interacted with the development of social hierarchies.
29. **SOC-5** Explain how social categories, roles, and practices have been maintained or challenged over time.
30. **SOC-6** Explain how political, economic, cultural, and demographic factors have affected social structures over time.

Focus Questions:
❏ Can information ever be wrong?
❏ What makes certain sources of information more reliable than others?
❏ By what rational or according to whose measurement some information more reliable than others?
❏ What barriers do students (and people in general) face in preventing them from engaging global news?
❏ What ways can we all improve healthy discussion and dialogue between those whom seem to fundamentally disagree?
❏ **Extension Question:** To what extent can today's technology foster an exchange of ideas and culture? (Examples?)

Class Procedure and Activities:

Day 1
❏ Students will start class with a warm-up watching a short clip on the modern "Fake News"
❏ Students will engage in a quick class discussion on the idea of "Fake News" and information—its reliability, source, and the ethics associated with reporting
❏ Students will take a quick pre-assessment using **Flipgrid** to explain what they know about Global News, Current Politics in general, and "Fake News"

- ❏ The teacher will give a quick overview of "Reliable Sources"— providing two examples of sources and discussing their intrinsic bias—their POV (Point-of-View) shaped by environment, culture, politics, religion, etc.
- ❏ Students will be divided into Collaborative Learning Teams (CLTs) of 2-3 and research sources of information (using tools outside of those provided by the school). Each team will use **Flipgrid** to discuss their website and discuss at least 1 reliable aspect of the source, and 1 bias aspect of the source.
- ❏ Students will respond to each other's sites with a minimum of 1 additional observation of "reliability" or "bias."

Day 2
- ❏ Students will break into their CLTs and will assign themselves, in conjunction with the teacher, one of the following regions of the world to research throughout the quarter: **(1) Europe, (2) South and Central America, (3) East and South Asia, (4) Pacific Ocean Islands and Southeast Asia, (5) West and North Africa, (6) South, Central, and East Africa, (7) West Asia, (8) North America, (9) Central Asia and Russia**
- ❏ Each CLT will create a **FlipBoard** Magazine concerning their assigned region, designing the front image and a meaningful title inspired by other news sources for their magazine be given a primary source, secondary source, and a data set to read and explain to each other.
- ❏ Each CLT will develop a mission statement or motto inspired by their name and purpose in light of their selected region.
- ❏ Students will find 4 to 6 stories to post (after properly vetting the information, like good reporters)
- ❏ Students in the class will subscribe to the other CLT **Flipboard** Magazines.
- ❏ Students will read one article from any *other* Flipboard and use Flipgrid to react to the story and information, critically evaluating the information and it's source
- ❏ (Extension) Students will continue to curate their Flipboard Magazines with a minimum of one story each week for each student in CLT, making sure to provide an evaluation of the information and a description in the "description" box before posting. Highlight stories will be given space for brief discussion led by the team who published the story (determined through a vote via **Google Forms**)

Assessment Types:
- ❏ *Pre-assessment:* Oral assessment via Flipgrid on already possessed knowledge **(Day 1)**
- ❏ *Formative:* Random Checks for Understanding **(Day 1-2)**
- ❏ *Summative:* (a.) Created and Curated CLT Flipboard (b.) Flipgrid reaction to other Flipboard story **(Day 2) — *A rubric will be created for both assignments, distributed to the students at the start of Day 2**

Homework:

Day 1

- ❏ Reflect on what you learned, identifying what you know and what you don't know.
- ❏ Discuss the concept of "Fake News" and Source Reliability

Day 2

- ❏ Reflect on what you learned, identifying what you know and what you don't know.
- ❏ Continue curating content for your CLT Flipboard Magazine
- ❏ Continue reading, thinking, and appropriately reacting to peer Flipboard Magazine articles