A CIVILIZED WORLD
A Global History Project | Grade 9 | 20-25 hours
A CIVILIZED WORLD: PROJECT OVERVIEW

FINAL PRODUCT
Students will create and share an interactive multimedia exhibit that explores the concept of civilization.

AREA OF STUDY
Social Studies

TIMEFRAME
20-25 hours

AGE GROUP
Grade 9

KEY STANDARDS ASSESSED
C3.D2.His.1.9-12 >> Historical Context
C3.D2.His.5.9-12 >> Perspective
C3.D2.His.7.9-12 >> Perspective
CCSS.ELA-LIT.RH.9-10.6 >> Point of View
CCSS.ELA-LIT.RH.9-10.9 >> Compare and Contrast
CCSS.ELA-LIT.WHST.9-10.8 >> Research & Sourcing
CCSS.ELA-LIT.WHST.9-10.6 >> Use Technology
See APPENDIX 1 for the full list of standards.

RUBRICS
Project Rubric >>
BIE Presentation Rubric >>

PLANNING TOOLS AND TEMPLATES
Project Design Companion >>
Student-Facing Planning Sheet >>

WHY A CIVILIZED WORLD?
In this project, students dig into concepts of “primitive,” “civilized,” and “civilization.” While these can often feel abstract and technical to students, through the design of a multimedia exhibit, students unpack the practice of dividing societies into “civilized” and “primitive.” They will consider what those labels tell us about the values and biases that inform how cultures view one another—whether it’s equals and lesser insight into our own values and biases. Their culminating exhibitions will offer a compelling picture of ancient societies while critiquing the labels placed upon them.

DRIVING QUESTION
Where is the line between “primitive society” and “civilization”?

PROJECT DESCRIPTION

PUBLIC PRODUCT
Students will create a public exhibit, in a physical or virtual space, for invited visitors.

AUTHENTICITY
Historians, philosophers, sociologists, anthropologists, and art historians are continually engaged in the study of communities, civilizations, culture, norms, and practices to better understand human nature and society in a particular moment, faced with a particular set of circumstances.

SUSTAINED INQUIRY
Though the driving question is framed as simple—perhaps even obvious—there are layers here that will reveal the complexity and actual open-endedness of the concept. This project offers students the opportunity to think deeply about their own questions about the dynamics of “primitive” and “civilized” societies while exploring how societies and their cultures rise and fall.

CRITIQUE & REVISION
There are two specific “moments” in this project where critique and revision are essential: during the design and during the creation of the exhibit.

STUDENT VOICE AND CHOICE
Students select an ancient civilization to study. Students’ voices are evident in the design of their exhibit, their perspective on civilization, and their decisions about what to include as evidence.

REFLECTION
Reflection is embedded in each stepping stone. It is particularly essential after each of the “moments” when students receive a critique on their exhibit, design, and creation, before they begin the revision process. After the exhibit goes public, students will reflect on their learning of key content and skills, the quality of their exhibit, and their contributions to the design process.

WHAT MAKES THIS PROJECT GOLD-STANDARD PBL?

CHALLENGING PROBLEM OR QUESTION
The driving question for this project is, “Where is the line between ‘primitive society’ and ‘civilization’?” All societies experience systemic cultural shifts; ours is no different. Across time, societies have struggled with changes in values, human interactions, power structures, the nature of work, forms and functions of government, the roles and conceptions of gender, economic systems, and environmental upheaval. Using the driving question, this project explores trends and events in the lifecycle of ancient civilizations, helping students understand both ancient and contemporary life.

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WHAT DOES IT MEAN TO BE CIVILIZED?

The Greeks had their Barbaros. The Aztecs their Chichimeca. In Japan they were the Nanban, and in China the Yi. Cultures around the world and across time periods drew distinctions between their own “civilization” and the cultures of people they deemed “primitive” by their standards. So what does it really mean to describe one society as “primitive” and another as “civilized”? How has the definition of “civilization” changed over time, and how has it been influenced by the biases and prejudices of those using the terms? Does the label of “being civilized” create a position of privilege and power? And how does it change the way we learn about history? Historians, anthropologists, and sociologists have long studied and debated the concept of civilization. The three resources below will provide background information about the evolution of the definition of “civilization” and the debate of its use that continues today.

Click to explore:

RESOURCE #1
How to Set Up an Art Exhibition

RESOURCE #2
Rethinking Civilization: Crash Course World History 201

RESOURCE #3
What Is “Civilization?” by Andrew Howley

RESOURCE #4
Kid Curators website

RESOURCE #5
Maya: Hidden Worlds Revealed

RESOURCE #6
Teenagers Open Pop-Up Museum

EXPLORING EXHIBITS

When you think about museum exhibits, what comes to mind? What types of exhibits grab your attention and hold it? Which ones bore you? When you encounter an exhibit, how do you engage and interact with it? What exhibits have stayed with you and why?

Below you will find three resources that provide a doorway into the design of exhibits. You’ll also explore the world of curation: the crafting of a mission statement, the prioritizing of the story to be told, and the intentional assembling of artifacts that tell the story in a powerful way.

As you explore, keep track of any ideas you can use to help students as they design their exhibit.
The Project Path illustrates the learning process in a project-based, competency-based setting. Project Milestones help clarify the path from Launch to Present, as learners move through an iterative process of building new knowledge and skills, and applying their new knowledge and skills to develop, critique, and refine their products in collaboration with peers.

The Project Path and the Project Milestones provide a concrete but flexible structure for project design and implementation. The Project Milestones are color coded in this Project Path and throughout the document.

**LAUNCH**

1. Student explores the project and develops a set of need to know questions (NTKs).

**BUILD KNOWLEDGE**

2. Student learns about cultural anthropology and the ways cultures/societies are classified.

3. Student teams select one society to research in depth.

**DEVELOP AND CRITIQUE**

4. Student teams design a multimedia exhibit that presents a compelling picture of a society.

5. Student teams make their design come to life by creating their exhibit.

**PRESENT**

6. Student teams share their exhibit with visitors, either virtually or in person.
### PROJECT MILESTONES AND STEPPING STONES

**MILESTONE #1: Student explores the project and develops a set of need to know questions (NTKs).**

**ENTRY EVENT**
- Student analyzes the content and design of an exhibit of a society (physical or online).

**PREVIEW THE PROJECT**
- Student is introduced to the expectations for the final product.

**EXPLORE THE DRIVING QUESTION**
- Student explores the question, “Where is the line between ‘primitive society’ and ‘civilization?’” and develops a set of need to know questions (NTKs).

**CULTURAL ANTHROPOLOGY**
- Student explores the framework anthropologists use to study culture and society.

**CRITIQUE PRIMITIVE VS. CIVILIZED**
- Student critiques the use of the terms “primitive” and “civilized” to define culture/society.

**MILESTONE #2: Student teams design a multimedia exhibit that presents a compelling picture of a civilization.**

**SELECT SOCIETY**
- Student teams select one civilization to research in depth.

**RESEARCH**
- Student teams conduct research and gather artifacts related to their chosen society.

**EXHIBIT THEME**
- Student teams choose the exhibit’s theme and title.

**CULTURAL ARTIFACTS**
- Student teams curate artifacts and select presentation methods for their exhibit.

**INTEGRATE FEEDBACK**
- Students and teacher reflect on their original NTKs and their current sense of understanding.

**MILESTONE #3: Student teams create an exhibit and receive feedback from experts.**

**CREATE EXHIBIT**
- Student teams create their exhibit and receive feedback from experts.

**INCORPORATE FEEDBACK**
- Student teams improve their exhibit by incorporating feedback from experts.

**PREPARE**
- Student teams make final preparations for sharing their exhibit.

**PRESIDENT**
- Student teams share their exhibits with visitors either virtually or in person.

**REFLECT**
- Students and teacher reflect on their original NTKs and their current understandings.
WHAT WILL THE PRODUCT AND/OR PERFORMANCE INCLUDE?

Begin with the end in mind! It’s time to tee up a few significant decisions you’ll need to make about the final project. As you make decisions, reflect on what you believe will work best with your students and your community, as well as time constraints, budgets, and your own skills and comfort level.

WHAT TO DO:
1. Review the three decision points below.
2. After weighing your options, make your decision and document them in your Project Design Planning Companion >>.

DECISION POINTS:

- **Low Complexity**
  - What will the product and/or performance include? Student teams create a presentation with images (rather than an exhibit).
  - Who will the audience be, and how will you ensure an audience? Students share exhibits with each other.
  - How much decision-making power will students have regarding the topic, audience, and final product? Students make decisions about the artifacts in their exhibit.

- **Moderate Complexity**
  - What will the product and/or performance include? Student teams create a small-scale display that includes an interactive component.
  - Who will the audience be, and how will you ensure an audience? Students present exhibits virtually or live, as part of a larger event focused on a theme, such as tolerance or cultural exploration.
  - How much decision-making power will students have regarding the topic, audience, and final product? Students make decisions about the focus of their study and the theme of their exhibit.

- **High Complexity**
  - What will the product and/or performance include? Student teams create a multimedia pop-up museum that presents a compelling picture of an ancient society.
  - Who will the audience be, and how will you ensure an audience? Students display exhibits in a public, community venue as part of a larger event focused on a theme, such as tolerance or cultural exploration.
  - How much decision-making power will students have regarding the topic, audience, and final product? Students make decisions about most elements of their exhibit design and presentation.
This first milestone is the entryway into A Civilized World. Students begin their exploration of the driving question, “Where is the line between ‘primitive society’ and ‘civilization’?” by analyzing the content and design of a civilization exhibit (physical or online).

The entry event of every good project creates the opportunity to begin an inquiry cycle driven by students’ own need to know questions (NTKs). In A Civilized World, students’ questions may touch on the fundamental definition of a civilization, how some societies are defined as civilized while others are labeled primitive, examples of civilizations throughout history, reflections on our current civilization, and predictions about future civilizations. Or they may venture into territory you have not anticipated.

The key is to honor all questions as students orient to the project.

Note: The recommended resources will be helpful as you design lessons for this milestone.

**MILESTONE #1: LAUNCHING INQUIRY**

**ENTRY EVENT**

Student analyzes the content and design of a civilization exhibit (physical or online).

**PREVIEW THE PRODUCT**

Student is introduced to the expectations for the final product.

**EXPLORE THE DRIVING QUESTION**

Student explores the question: “Where is the line between ‘primitive society’ and ‘civilization’?”

Student develops a list of need to know questions (NTKs) to guide their inquiry.

**RECOMMENDED RESOURCES**

**PHYSICAL MUSEUMS**

- Wikipedia List of Natural History Museums by State >>

**ONLINE EXHIBITS**

- Ancient Egypt >>
- Aztec Empire >>
- Ancient Greece >>
- Mesopotamia >>
- Indus Valley >>
- Africa’s Great Civilizations >>
- Early Americas Civilizations >>

**TOOLS AND FORMS**

- Know/Want-to-Know Chart >>
- Inquiry Chart >>
As you design your launch, consider this three-part structure to help guide your efforts: Entry Event, Project Preview, and Driving Question Exploration. The launch may be only one lesson, but these three key segments each involve careful decision-making, planning, and materials development. Let’s take a closer look.

**ENTRY EVENT**
Captivating experiences create buzz, moxie context, access prior knowledge, and tap student interests, curiosities, and values.

**PREVIEW THE PROJECT**
Student is introduced to the expectations for the final product.

**EXPLORE THE CHALLENGE QUESTION**
Student accesses and assesses prior knowledge and asks their own questions. Student uses their questions to frame inquiry into issues central to the project.

**DESIRED OUTCOMES**

**MIGHT LOOK LIKE...**

1. **MATCH, LIT.** Students participate in an engaging shared experience that generates excitement about the A Civilized World project.

2. **PROJECT, LINKED.** The connection between the provocation or entry event and the final project is totally clear; basic project expectations are communicated upfront.

3. **INQUIRY, LAUNCHED.** Opportunities for students to generate their own need to know questions (NTKs) pique their innate curiosity as they begin to connect with the challenge, “What is ‘civilized’ really?”

**EXAMPLES OF INITIAL STUDENT NEED TO KNOWS**

**CULTURAL ANTHROPOLOGY**

- What do cultural anthropologists do?
- What is ‘culture’?
- How do they study ancient cultures?
- How are cultures categorized?
- Why is understanding cultures important?

**FUNDAMENTALS OF CIVILIZATIONS**

- What does it mean to be ‘civilized’ or ‘primitive’? Who decides?
- What patterns exist in the ways civilizations change over time?
- Why are some ancient cultures more well-known to us than others?
- Has the definition of a “civilized” society changed over time?

The need to know process is essential to the project. It helps students activate their prior knowledge and identify their own questions for exploration.

**THINGS TO KNOW ABOUT NTKS:**
Use this time to collect student questions rather than answer their questions. These questions become the driving force of learning in the project as students seek to find answers throughout the project, with your support.

The list is a living document that you should refer back to on regular basis. Ask your students: What’s been answered? What did we think was important that we now know isn’t?
SAMPLE LAUNCH: STUDENT VIEW

THE ENTRY EVENT
In this project, we will create a set of exhibits that help people understand the key cultural features of ancient societies. The best way to start is to explore actual historical exhibits that have already been created. As we explore, we will closely examine both the content and the design of the exhibit. Use a note-taking tool to record your noticings!

LESSON LAUNCH
Before students explore the exhibits in person or virtually, generate a list of guiding questions that may help them focus during the exploration. They should focus on the content (What kind of information does the exhibit share about the civilization?) and the design (How does the exhibit engage the visitor?). If it’s possible to take students to a museum to study the exhibits, try to make this happen. Alternatively, there are some wonderful online exhibits listed in the Recommended Resources that students can explore.

PREVIEW PROJECT EXPECTATIONS
Our project is to design and create an interactive exhibit about an ancient society and its key cultural features. You will work in small groups to select and research your society, design and create an exhibit, and then share your exhibit with the public. As you explore the expectations for the project, complete a Jot Thoughts activity with a small group of your peers.

INVESTIGATE

EXPLORE THE DRIVING QUESTION
Where is the line between “primitive society” and “civilization”?

INITIATE THE NEED TO KNOW PROCESS
Drawing from the discussions you’ve just had, let’s organize our shared knowledge. What do you already know about ancient societies and their cultures? What do you already know about why some are described as ‘primitive’ and others as ‘civilized’? What do we need to know or learn in order to be able to design and create an exhibit?

SYNTHESIZE AND REFLECT
The synthesis and reflection component helps students to step back and think about the work they are about to undertake. The ‘Tweet’ idea is one Visualization activity that encourages students to picture the response people will have to their exhibit.

CLOSING THE LAUNCH
Now that we have visited an exhibit and generated a list of need to knows, let’s think about the end product. Visitors to exhibits often leave feedback about the exhibit on comment cards or message boards, or they may ‘tweet’ about it on social media. Imagine it’s four weeks from now and we have opened our exhibits to the public. Pretend you’re someone who visited the exhibit. What did you think/feel? Write 2-3 sample comments.

INVESTIGATE
Exploring the driving question and generating the need to know works best when it’s a combination of individual and group work. It’s important to provide students with an opportunity to think about what they personally know about ancient civilizations, and it’s equally as important for students to generate collective knowledge. Check out this BIE resource on need to knows for more information.

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MILESTONE #1: LAUNCHING INQUIRY
Welcome to the Cultural Anthropology milestone. This milestone focuses on deepening the inquiry process as students build their background knowledge of cultural anthropology and ancient civilizations. The first stepping stone introduces students to the field of cultural anthropology and how anthropologists study cultures. Students then use their understanding of cultural anthropology as a lens to explore the distinction between “primitive” and “civilized”. The goal of this milestone is to help students think critically about the concept of civilization and the particular Eurocentric biases that affect how societies are viewed and labeled. In this project, students begin to think critically about how these concepts and biases can influence values, beliefs, and experiences—their own and those of other cultures.

Note: The recommended resources will be helpful as you design lessons for this milestone.
# 1. CULTURAL ANTHROPOLOGY

The purpose of this stepping stone is to introduce students to the field of anthropology and particularly how anthropologists study cultures and civilizations. You will need to design multiple lessons that help students build a base of knowledge about anthropology that will provide a framework for researching their society. By the end of these lessons students should be able to identify and critique the inherent biases in some definitions and tools anthropologists use.

### IDEAS FOR ACTIVITIES

It is crucial for success in the rest of the project that students have a framework that they can work from when researching their civilization. A Draw to Remember Summary is one activity that students continually build as they explore the field of anthropology. This can serve as a guide when they research their civilization.

### CONNECTION TO TODAY

Once students explore the different elements anthropologists study, they could discuss how future anthropologists might describe and classify our current culture.

### IDEAS FOR ACTIVITIES

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### RESOURCES

- This Teaching Tolerance lesson, Pre-Columbian Native People and Technology, includes an excellent structure for exploring the terms primitive and civilized.
- The Handout 1: Primitive or Civilized may be particularly useful to help generate student thinking about these ideas.

- Also check out this BIE resource on Revisiting Need to Knows with tips on how to incorporate the questions students created in the launch.

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MILESTONE #3: SOCIETY RESEARCH

Welcome to the Society Research milestone. This milestone focuses on student teams selecting a society and then conducting research. It will require you to make important decisions about what societies or cultures students will research, how much time students will have to devote to research, what tools will be available to conduct the research, and where you build in time to Conference with each group about their progress.

It is important to remind students to keep the primitive vs. civilized question in mind as they are researching and selecting artifacts for their exhibit. What message do they want their exhibit to send about their society? How will their displays reveal their deeper understanding of the labels “primitive” and “civilized”?

Note: The recommended resources will be helpful as you design lessons for this milestone.

Student teams share their exhibit with visitors, either virtually or in person.

2 BUILD KNOWLEDGE

Student learns about cultural anthropology and the ways cultures are classified.

3 SELECT CIVILIZATION

Student teams select one society to research in depth.

4 RESEARCH

Student teams conduct research and gather artifacts related to their chosen society or culture.

STEPPING STONES

SELECT CIVILIZATION

Student teams select a society or culture to be the focus of their exhibit.

RECOMMENDED RESOURCES

TEXTS AND DATA

- The Big 6 >>
- History Detectives >>
- Eight Steps of Historical Research >>
- Wikipedia List of Early Civilizations >>
- List of Ancient Civilizations >>

AUDIO AND VISUALS

- Group Decision Making >>
- Tips for Effective Search Strategies >>
- Evaluating Sources >>
- Staying Organized Tips >>

TOOLS AND FORMS

- Research Performance Task >>
- Reflection Organizer >>
- Conferencing Tools >>
# STEPPING STONES TO SOCIETY RESEARCH

## 1. SELECT CIVILIZATION

### Standards

| CCSS.ELA-LITERACY.SL.11-12.1.B | CCSS.ELA-LITERACY.WHST.9-10.8 |

### Students will be able to...

Select a society or culture to be the focus of their exhibit.

### Ideas for Activities

| Discussion Web | Order of Importance |

### Grouping Strategy

You will need to decide how students will be grouped for this project. Will students self-select groups based on interest? Will you create groups that are designed based on student strengths and struggles?

**Check out these BIE resources on Using Roles in Teams and Creating and Using Team Contracts, which provide useful tips to help students work as an effective and efficient team.**

### Reflection and Synthesis Prompts

| What was the deciding factor in your selection? Why did your group select this specific civilization to study? | What is the best source you found? Why do you think it is a good source of information? |

| What advice do you have for others who need to make a group decision? | What are the most important, surprising, or otherwise notable things you discovered through your research? |

| How did your group keep information organized as you uncovered it? How did your research process and your questions change as you discovered new information? | How did your group keep information organized as you uncovered it? How did your research process and your questions change as you discovered new information? |

### Formative Assessment Ideas

| In writing or orally, students can present their decision to the teacher or to another group for feedback. | In writing or orally, students can present their decision to the teacher or to another group for feedback. |

| Providing teams with a list of guiding questions can help students who struggle in discussions. | Providing teams with a list of guiding questions can help students who struggle in discussions. |

| The Work Time resource from BIE is a useful tool for structuring conferences. | The Work Time resource from BIE is a useful tool for structuring conferences. |

### Suggestions for Feedback and Support

| Conduct research and gather artifacts related to their chosen civilization. | Conduct research and gather artifacts related to their chosen civilization. |

| Note Taking | Summarizing |

| Generative Summary | Reflection Organizer |

## 2. RESEARCH

### Standards

| CCSS.ELA-LITERACY.SL.11-12.1.B | CCSS.ELA-LITERACY.WHST.9-10.8 |

### Students will be able to...

Conduct research and gather artifacts related to their chosen civilization.

### Ideas for Activities

| Discussion Web | Order of Importance |

### Grouping Strategy

You will need to design multiple lessons on the research process based on your students’ researching skills.

**Designing research lessons can be a daunting process. Consider how much time you have and what research resources you have available.**

**The Research Performance Task provides a step-by-step approach with ideas and resources. This can be a starting point for you to narrow down which specific research skills you will emphasize.**

### Reflection and Synthesis Prompts

| What was the deciding factor in your selection? Why did your group select this specific civilization to study? | What is the best source you found? Why do you think it is a good source of information? |

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| Note Taking | Summarizing |

| Generative Summary | Reflection Organizer |

## STAYING ORGANIZED

One of the struggles many students face during a research project is staying organized. When working in teams, this can be particularly challenging. You can recommend a plan for students (i.e. use the same note-taking tool, share documents electronically in one folder, etc.)

**Check out this BIE resource on Learning Logs that can help students stay organized as they research their society.**
Welcome to the Design the Exhibit milestone. This milestone is focused on the design of the students’ exhibits. The design will require two key things from students. First, they will select a theme/title and decide which artifacts to include in the exhibit. Second, they will decide how to share those artifacts in an engaging way for visitors to their exhibit.

This is an iterative process where students may flow back and forth between brainstorming ideas, curating artifacts, and doing follow-up research, based on their own learning and feedback from experts.

Note: The recommended resources will be helpful as you design lessons for this milestone.
1. EXHIBIT THEME AND TITLE
In this stepping stone, students give their exhibit a focus. The overall topic is “civilization,” but you need to design a lesson that helps students select a theme specific to their exhibit.

For example, students may select the Maori people and focus on the importance of the sea in Maori life. Their exhibit might include navigation methods based on environmental and natural features rather than technological tools, such as a compass or GPS, showing respect for indigenous knowledge that might otherwise be labeled “primitive.”

2. CURATE ARTIFACTS
Here students select the artifacts that support their theme for inclusion in their exhibit. Design 2-3 lessons in which students categorize and sort materials. Once students have curated artifacts, they consider how to make them interactive for visitors.

3. FEEDBACK FROM EXPERTS
The purpose of this stepping stone is for students to receive feedback from an expert and then use that feedback to improve their design plan. Check out this BIE resource on Working With Outside Experts.

STANDARDS
D2.His.5.9-12 >>; CCSSL.A-LITERACY.EL.11-12 >>
CCSSL.A-LITERACY.EL.11-12 >>; CCSSL.A-LITERACY.EL.9-12 >>
CCSSL.A-LITERACY.EL.11-12 >>; CCSSL.A-LITERACY.EL.9-12 >>
CCSSL.A-LITERACY.EL.11-12 >>; CCSSL.A-LITERACY.EL.9-12 >>

Students will be able to...
Design the exhibit’s theme and perspective.
Curate artifacts and select presentation methods for their exhibit.
Receive feedback from experts and revise their design accordingly.

IDEAS FOR ACTIVITIES
• One-Sentence Summary >>
• Connect Two >>
• Question Sorts >>
• Re-Creating Text >>
• Sensory Display >>

REFLECTION AND SYNTHESIS PROMPTS
What message about your civilization do you want to send to visitors?
How will your exhibit help others overcome biases about indigenous or “primitive” societies or cultures?
How did you decide which artifacts to include in your exhibit?
How will the artifacts in your exhibit help others more deeply understand your chosen society?
What was the best piece of feedback you received?
How did that feedback impact your design?

FORMATIVE ASSESSMENT IDEAS
• Write a short description about your exhibit that explains the theme and shares the title of the exhibit.
• Create a sketch, storyboard, design plan, or other prototype of the exhibit for teacher and peer feedback.
• Revised Exhibit Design Plan

SUGGESTIONS FOR FEEDBACK AND SUPPORT
• Students could use a reverse triangle graphic organizer to help students narrow their focus to identify a theme. The top of the triangle would be civilizations, and they get more specific as they move down the triangle.
• Conferencing >> can again be a useful tool to help students in the selection of artifacts and/or coming up with design ideas.
Welcome to the Create the Exhibit milestone. This milestone is focused on the construction of the exhibit. This is where students take their design plans and bring them to life. While each team’s work will vary based on their specific design, you will want to design lessons around time management, working as a team, using checklists, and other aspects of group work and project management. You will also want to create an opportunity for students to receive additional feedback.

Students can get wrapped up in creating a fun, interactive exhibit, which is the goal, so you will want to ensure that throughout this process, students are focused on what they want to teach others about their chosen society.

Note: Check out the recommended resources for prototyping suggestions.
1. CREATE EXHIBIT
The purpose of this stepping stone is for students to create their actual exhibit. You will need to design multiple lessons; the amount will vary based on your students’ skills and your available time.

IDEAS FOR ACTIVITIES
The Manage a Team >> formative task and these Goal-Setting Tools and Resources >> may be helpful as you design the lessons. Basic to-do lists or checklists where students assign tasks to each other can be helpful to keep them on track.

SUPPLY LOGISTICS
Students will likely ask you for supplies as they create their exhibits. Decide what you’re able to provide for them, what you expect them to provide for themselves, and maybe some ideas for where they might secure additional supplies if needed.

DESIGN PLAN REVISIONS
Be mindful about drastic changes to their design plans. As students create, they will no doubt come up with better ideas for their exhibit. While you want to encourage these revisions, you should caution against redesigning the whole exhibit.

1. CREATE EXHIBIT

<table>
<thead>
<tr>
<th>Standards</th>
<th>CCSS.ELA-LIT.11-12.1.B &gt;&gt; D2.His.13.9-12 &gt;&gt; CCSS.ELA-LIT.WR.11-12.7 &gt;&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to</td>
<td>Create their exhibits and receive feedback from experts.</td>
</tr>
<tr>
<td>Reflection and Synthesis Prompts</td>
<td>What did your group accomplish today? What will you need to do tomorrow? On a scale of 1-5, how well is your group working as a team? What are you doing well? What do you need to do better? How will the interactive elements of your exhibit help others more deeply understand your chosen society?</td>
</tr>
<tr>
<td>Formative Assessment Ideas</td>
<td>Students can share, orally or in writing, their goals for each work day, what they accomplished, and next steps.</td>
</tr>
<tr>
<td>Suggestions for Feedback and Support</td>
<td>Conferencing &gt;&gt; with student groups is essential here to help them address roadblocks in their design.</td>
</tr>
</tbody>
</table>

2. INCORPORATE FEEDBACK
The purpose of this stepping stone is to receive feedback from experts on the construction of their exhibit. You will again need to decide if you will coordinate the interactions with experts or whether individual groups will do this. Ideally, the feedback session in this stepping stone would be a walk-through or dry run of the exhibit where an expert explores a completed exhibit.

IMPROVING THE DESIGN
These two BIE resources, Using Rubrics >> and Critique Protocols >>, have ideas for how students can use rubrics and protocols to reflect and refine their work.

FEEDBACK OPTIONS
Logistically, it can be difficult to coordinate the schedules of experts and the timelines of your project. If you hit this snag, remember that “expert” doesn’t just mean exhibit design professionals. At this stage, people who visit a lot of museums have expertise on what types of exhibits have engaged them in the past. They could be additional experts to give feedback. Your colleagues, parents, members of the community, and other students could all be potential experts on exhibits.

2. INCORPORATE FEEDBACK

<table>
<thead>
<tr>
<th>Standards</th>
<th>CCSS.ELA-LIT.11-12.1.B &gt;&gt; D2.His.13.9-12 &gt;&gt; CCSS.ELA-LIT.WR.11-12.7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to</td>
<td>Improve their exhibit by incorporating feedback from experts.</td>
</tr>
<tr>
<td>Reflection and Synthesis Prompts</td>
<td>What impact did working with experts have on the design and creation of your exhibit? What advice would you share with other students about creating an exhibit?</td>
</tr>
<tr>
<td>Formative Assessment Ideas</td>
<td>Students can share, orally or in writing, the feedback they received and the changes that they made to their work as a result.</td>
</tr>
<tr>
<td>Suggestions for Feedback and Support</td>
<td>Some students may struggle to process verbal feedback, so you may want to provide a tool for experts to provide written feedback that students can revisit.</td>
</tr>
</tbody>
</table>

STEPS TO CREATE THE EXHIBIT

Standards

CCSS.ELA-LIT.11-12.1.B >> D2.His.13.9-12 >>
CCSS.ELA-LIT.WR.11-12.7 >>

Formative Assessment Ideas

• Students can share, orally or in writing, their goals for each work day, what they accomplished, and next steps.

Suggestions for Feedback and Support

• Conferencing >> with student groups is essential here to help them address roadblocks in their design.

FEEDBACK OPTIONS

Logistically, it can be difficult to coordinate the schedules of experts and the timelines of your project. If you hit this snag, remember that “expert” doesn’t just mean exhibit design professionals. At this stage, people who visit a lot of museums have expertise on what types of exhibits have engaged them in the past. They could be additional experts to give feedback. Your colleagues, parents, members of the community, and other students could all be potential experts on exhibits.
MILESTONE #6: SHARING THE EXHIBIT

Welcome to the Sharing the Exhibit milestone. This milestone is where students make last-minute preparations, share their exhibit with the public, and then reflect on the content of civilizations and the process of creating an exhibit.

Note: The recommended resources will be helpful as you design lessons for this milestone.

PRESENT

Student teams design a multimedia exhibit that presents a compelling picture of a society.

PREPARE

Student teams make final preparations for sharing their exhibit.

PRESENT

Student teams share their exhibit with visitors, either virtually or in person.

Reflect

Student teams share their exhibit on civilizations with visitors virtually or in person.

Reflect

Students and teacher reflect on their original NTKs and their current understanding.

RECOMMENDED RESOURCES

TEXTS AND DATA
• Plan an Event >>
• Create and Implement an Action Plan >>

AUDIO AND VISUALS
• Plan an Event >>

TOOLS AND FORMS
• Reflect on Learning Process >>
• Debrief the Event >>
• Project Rubric >>
• BIE Presentation Rubric >>
### 1. PREPARE

<table>
<thead>
<tr>
<th>Standards</th>
<th>CCSS ELA-LITERACY W.9-10.6 &gt;&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to...</td>
<td>Make final preparations for sharing their exhibit.</td>
</tr>
</tbody>
</table>

**Decision Points**
- If the exhibits will be at school, this might be a time where you could invite other classes to visit. It shares the work with the school community and provides an additional practice for students before the big event.

**Ideas for Activities**
- Rehearse or Role-Play >> where students act as visitors to each other’s exhibits.
- Students share their exhibits with the public!
- Remember to rotate throughout the event, making sure everyone is where they need to be and has what they need to present their exhibits.

**Logistics**
- Make sure all the event logistics are in place, such as: exhibit space is confirmed, technology needs are requested, invitations to the public are sent, transportation to the location is confirmed, additional adults to support the event have been secured, etc.

### 2. PRESENT

<table>
<thead>
<tr>
<th>Standards</th>
<th>CCSS ELA-LITERACY SL.11-12.4 &gt;&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to...</td>
<td>Share their exhibits in person or virtually.</td>
</tr>
</tbody>
</table>

**Decision Points**
- Mrs. Potter’s Questions >>
- Sing Me a Song >>
- Debrief the Event >>

**Ideas for Reflection on Work Product and Process**
- Plus, Minus, Interesting (PMI) >>
- Have students use the Presentation Public >> to self-assess.

### 3. REFLECT

<table>
<thead>
<tr>
<th>Standards</th>
<th>CCSS ELA-LITERACY SL.11-12.4 &gt;&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to...</td>
<td>Reflect on their original NTKs and their current sense of understanding.</td>
</tr>
</tbody>
</table>

**Decision Points**
- 3-2-1 Bridge Activity >>
- I used to think... but now I think... >>

**Ideas for Reflection on NTKs and Key Knowledge**

**Logistics**
- Make sure all the event logistics are in place, such as: exhibit space is confirmed, technology needs are requested, invitations to the public are sent, transportation to the location is confirmed, additional adults to support the event have been secured, etc.

### VISITOR FEEDBACK

This stepping stone is also an opportunity for students to review visitor feedback. One of the required components of their exhibit was including a way to gather feedback from visitors. This feedback can play an integral role in any of the suggested activities. Check out this BIE resource, Audience Feedback Form >>, for additional ideas on eliciting feedback from the audience.

**Reflection on Presentation**
- 3-2-1 Bridge Activity >>
- I used to think... but now I think... >>

**Ideas for Reflection on NTKs and Key Knowledge**

**Logistics**
- Make sure all the event logistics are in place, such as: exhibit space is confirmed, technology needs are requested, invitations to the public are sent, transportation to the location is confirmed, additional adults to support the event have been secured, etc.

This BIE resource Post Project Reflection and Feedback From Students >> is a useful tool for teachers to reflect on the project as a whole.
APPENDIX I: STANDARDS

BUILD KNOWLEDGE (MILESTONES 2-5)
C3 Social Studies Framework Standards
D2.His.1.9-12 >>
Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

D2.His.5.9-12 >>
Analyze how historical contexts shaped and continue to shape people's perspectives.

D2.His.7.9-12 >>
Explain how the perspectives of people in the present shape interpretations of the past.

Literacy
CCSS.ELA-LITERACY.RH.9-10.6 >>
Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

CCSS.ELA-LITERACY.RH.9-10.9 >>
Compare and contrast treatments of the same topic in several primary and secondary sources.

DEVELOP & CRITIQUE (MILESTONES 2-5)
Writing
CCSS.ELA-LITERACY.WHST.9-10.4 >>
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.9-10.6 >>
Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-LITERACY.WHST.9-10.8 >>
Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

PRESENT (MILESTONE 6)
CCSS.ELA-LITERACY.SL.9-10.4 >>
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
acknowledgements

Helen Keller said it best, “Alone we can do so little; together we can do so much.”

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Special thanks to the following reDesign colleagues for developing this project frame:

Melissa Slater
Antonia Rudenstine


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