How to Use This Program: *History Alive! The Medieval World and Beyond*

Teaching with the TCI Approach means shifting to a student-centered, activity-based classroom. To meet this exciting challenge, this introduction to the Lesson Guide for *History Alive! The Medieval World and Beyond* will give you the basics you need to start teaching this program with confidence right away.

The TCI Approach xii
Multiple Intelligences Teaching Strategies xiv
Program Components xvi
Chapter Essentials xviii
Using the Interactive Student Notebook xx
Organizing a TCI Classroom xxii
Creating a Cooperative, Tolerant Classroom xxiii
Assessing Learning xxiv
Enhancing Instruction with TeachTCI xxvi
Enhancing Engagement with LearnTCI xxvii
Growing Professionally xxviii
The TCI Approach

Why is the TCI Approach so effective at igniting students’ passion for learning? The TCI Approach consists of a series of instructional practices that allow students of all abilities to experience key social studies concepts. It has eight features.

Theory- and Research-Based Active Instruction
Lessons and activities are based on five well-established theories.

Understanding by Design Grant Wiggins and Jay McTighe maintain that teaching for deep understanding must begin with planning the big ideas students should learn. That’s why you will see an Essential Question at the start of every chapter in History Alive! The Medieval World and Beyond.

Nonlinguistic Representation Research by Robert Marzano and colleagues demonstrates that teaching with nonlinguistic activities helps improve comprehension and retention. Use of graphic organizers and movement are both key to TCI lessons.

Multiple Intelligences Howard Gardner believes that all students are intelligent—just not in the same ways. TCI activities address Gardner’s seven intelligences: verbal-linguistic, logical-mathematical, visual-spatial, body-kinesthetic, musical-rhythmic, interpersonal, and intrapersonal.

Cooperative Interaction Elizabeth Cohen’s research shows that cooperative groupwork leads to learning gains and higher student achievement. Working in small groups is a cornerstone of TCI activities.

Spiral Curriculum Jerome Bruner championed the idea of the spiral curriculum, in which students learn progressively—understanding more difficult concepts through a process of step-by-step discovery. TCI questioning strategies spiral from simple recall to higher-order thinking skills such as analysis and evaluation.

Standards-Based Content Dynamic lessons that integrate hands-on learning and content reading build mastery of state and national social studies standards.

Preview Assignments Short, engaging assignments at the start of the lessons help you preview key concepts and tap students’ prior knowledge and personal experience.
Multiple Intelligences Teaching Strategies
TCI activities incorporate six multiple intelligences teaching strategies:

- Visual Discovery
- Social Studies Skill Builder
- Experiential Exercise
- Writing for Understanding
- Response Group
- Problem Solving Groupwork

These six strategies are explained in detail on the following pages.

Considerate Text
Carefully structured reading materials enable students at all levels to understand what they read. Uncluttered pages present content in digestible “chunks.” Engaging images reinforce content, while consistent vocabulary development improves student comprehension.

Graphically Organized Reading Notes
Easy-to-understand graphic organizers help students record key ideas and make meaning out of what they read. By using graphic organizers that display the underlying logic of and interconnections among concepts, students improve their comprehension and retention of content.

Processing Assignments
End-of-lesson assignments, involving multiple intelligences and higher-order thinking skills, challenge students to apply what they have learned in a variety of creative ways.

Assessments to Inform Instruction
Carefully designed chapter tests move students through a progression of thinking skills, from comprehension to skills application to critical thinking. Test results in these three areas show you where students are succeeding and where they need more instruction.
Multiple Intelligences Teaching Strategies

The TCI Approach uses the six teaching strategies described here to bring learning alive. All six appear in the *History Alive! The Medieval World and Beyond* Lesson Guide with detailed, step-by-step instructions. Support materials for the chapter activities appear in the Lesson Masters, visuals, and placards; on Sounds of History; and online at TeachTCI (see page xxvi).

**Visual Discovery**

In Visual Discovery activities, students view, touch, interpret, and bring to life compelling images as they discover key social studies concepts. Seeing and interacting with an image in combination with reading and recording notes on the content help students remember salient ideas.

Here are some tips for Visual Discovery activities:

- Arrange your classroom so that projected images will be large and clear.
- Ask carefully sequenced questions that lead to discovery.
- Challenge students to read about each image and apply what they learn.
- Have students interact with each image to demonstrate learning.

**Social Studies Skill Builder**

In Social Studies Skill Builders, students work in pairs or small groups on fast-paced, skill-oriented tasks such as mapping, graphing, analyzing artifacts, and forming hypotheses, to enhance their understanding of chapter content.

Here are some tips for Social Studies Skill Builders:

- Teach each skill through modeling and guided practice.
- Prepare students to work in pairs or small groups.
- Set clear expectations, allow students to practice each skill repeatedly, and give immediate feedback.
- Debrief the activity to help students make connections to key social studies concepts.

**Experiential Exercise**

In Experiential Exercises, participating in short, memorable experiences helps students grasp social studies concepts. Through the use of movement and introspection, students capture a moment or feeling that is central to understanding a particular concept, situation, or event.

Here are some tips for Experiential Exercises:

- Prepare students for a safe, successful experience by arranging the classroom appropriately, communicating clear behavioral and learning expectations, anticipating student reactions, and recognizing teachable moments.
• Bring authenticity to the experience by assuming an appropriate persona, hamming it up, and using simple props, costumes, music, and sound effects.
• Allow students to express their feelings immediately after the experience.
• Ask carefully sequenced questions to help students make connections between their experience and key concepts or events.

Writing for Understanding
Writing for Understanding activities give students a rich experience—such as viewing powerful images, role-playing, discussing complex issues, or acting out key events—to write about. Students develop ideas and form opinions during the experience, before beginning to write. The experience becomes a springboard for writing, challenging students to clarify ideas, organize information, and express what they have learned.

Here are some tips for Writing for Understanding activities:
• Have students record their ideas, thoughts, and feelings in prewriting activities.
• Guide students through the writing process.

Response Group
In Response Group activities, students work in small groups with thought-provoking resources to discuss critical thinking questions among themselves. A presenter then shares each group’s findings with the class.

Here are some tips for Response Group activities:
• Create mixed-ability groups and a suitable classroom arrangement.
• Prepare students to answer provocative critical thinking questions.
• Allow groups time to prepare their responses.
• Facilitate a lively class discussion.

Problem Solving Groupwork
In Problem Solving Groupwork activities, students work in heterogeneous groups to create projects that require multiple abilities so that every student can contribute. Within a group, each student takes a defined role. After completing their task, groups present their projects to the class.

Here are some tips for Problem Solving Groupwork activities:
• Review ground rules for working cooperatively in groups.
• Give group members clearly defined roles and requirements.
• Give groups autonomy and time to prepare high-quality projects.
• After groups present their work, debrief each presentation for deeper meaning and accuracy.
Program Components

The components of History Alive! The Medieval World and Beyond work together to maximize your time and creativity. Everything you need to provide insightful and stimulating classroom experiences is included in the program. There are also plenty of opportunities to add your own resources.

Lesson Guide

“Command central” for the program includes detailed, step-by-step procedures for implementing the classroom activities, as well as the following resources:

- Planning Guides detailing materials and timing for each part of the lesson guides
- social studies and language arts objectives
- Key Content Terms and academic vocabulary
- mini lesson guides for writing assignments tied to each Reading Further case study
- listings of online resources and literature recommendations
- recommendations for differentiating instruction for English language learners, students reading and writing below grade level, special education students, and advanced learners
- Guide to Reading Notes
- answers and rubrics for assessments

Student Edition

To help students focus their learning, each chapter of the text is organized around an Essential Question. In the Student Edition, you will find

- considerate text that is uncluttered and easy to navigate.
- powerful graphic elements that support visual learning, spark student interest, and foster comprehension.
- key concepts and vocabulary terms that are highlighted in the text and defined in the Glossary.
- Setting the Stage unit introductions that provide background on how the geography of the region affected its history. Each spread includes detailed maps that students use to complete Geography Challenge lessons.
- unit timelines that appear at the end of every unit and capture the most important events of the region’s history at a glance.
- High-interest Reading Further case studies that explore the chapter concepts in depth.
Interactive Student Notebook
The Interactive Student Notebook is each student’s personal repository of learning, all in one place. The Interactive Student Notebook includes

- Preview activities
- graphically organized Reading Notes
- Processing activities
- Reading Further writing activities

For more information, see “Using the Interactive Student Notebook” on pages xx–xxi.

Lesson Masters
Reproducible pages support classroom activities. Follow the materials list in the Lesson Guide to know how many copies of each master to prepare before class.

- Student Handouts and Information Masters
- Station Materials and Station Directions
- chapter assessments
- sets of cards containing images for the unit timelines

Visuals and Placards
Visual support for chapter activities, including

- maps, graphs, diagrams, and tables
- photographs

Sounds of History
Audio tracks, including dramatic readings, musical recordings, and sound effects, enhance the drama and realism of many of the activities.
Chapter Essentials

While students look forward to the wide variety of activities they will experience in a TCI classroom, they also reap the benefits of TCI’s consistent organization of learning in the chapters. Following sound pedagogical practices, each lesson begins with a Preview activity to spark interest and connect to prior learning, progresses to visually engaging Reading Notes, and concludes with a Processing activity that asks students to apply what they have learned.

Preview

The Preview activity is a short, engaging task that foreshadows upcoming content. The goal is to ignite interest, activate prior knowledge, tap a wide range of intelligences, and prepare students to tackle new concepts. Students complete most of the Preview activities in their Interactive Student Notebooks.

Types of Preview activities include

- connecting personal experiences with key concepts
- predicting
- analyzing artifacts, maps, photographs, paintings, drawings, political cartoons, song lyrics, and music
- responding to hypothetical scenarios
- depicting and explaining historical information
- examining the contributions of historical figures

Reading Notes

One of the most powerful ways to improve students’ comprehension and retention is to have them complete graphically organized Reading Notes for each chapter. Using this format helps students see the underlying logic of and interconnections among events, facts, and concepts. When students record information in engaging, visual ways, they are better able to recall content months and even years later. Students complete the Reading Notes in their Interactive Student Notebooks.

Types of graphically organized Reading Notes include

- T-charts
- labeled and annotated maps, charts, diagrams, and illustrations
- flowcharts
- spoke diagrams
- time lines
- Venn diagrams
- speech bubbles
Reading Further
For each Reading Further, students complete a two-part writing activity about what they’ve read. The first part prepares them to write while the second part provides them with a guiding rubric for their work. Types of writing activities include
- descriptive stories
- comparing and contrasting
- autobiographical narratives
- song lyrics

Processing
Processing activities challenge students to synthesize the information in a chapter to demonstrate their understanding of it. The intent is to allow students to actively apply what they have learned so that you—and they—can assess their comprehension. Students complete the Processing activities in their Interactive Student Notebooks or on separate sheets of paper.

Products of Processing activities include
- song and poem verses
- mosaic designs
- illustrations
- diary entries
- interviews
- journal entries
- advertisements
- scrapbook pages
- Venn diagrams
- sensory figures
- letters
- scrolls
Using the Interactive Student Notebook

In the Interactive Student Notebook, all parts of the integrated lesson come together as students create a dynamic repository for their learning. Students should store their notebooks in a three-ring binder. Because the pages are perforated, it is easy for you to collect only selected chapters to grade at one time, rather than whole binders.

Interactive Student Notebook Guidelines for Students

One of the most important steps for helping students to create successful notebooks is establishing clear guidelines. Decide ahead of time what you expect your students to produce in their notebooks. Clearly communicate your expectations on a single sheet of paper that students can glue into the inside front cover of their notebooks. Here are example guidelines that you might adapt for your own students.

**Purpose** Your Interactive Student Notebook will help you to become a creative, independent thinker and writer. You will use your notebook in class for completing all chapter Preview, Reading Notes, Reading Further, and Processing activities. It will also help you study for tests.

**Materials** You will need colored pencils, a glue stick, highlighters, scissors, tape, and a zipper pouch.

**Grading** To earn an A– or higher grade, you must keep a complete, neat notebook, produce quality work, and consistently take the time to extend your learning beyond classroom assignments. Notebooks will be checked for completeness periodically—usually every three to four weeks, except during the first few weeks of class, when they will be checked more regularly. You must keep an updated assignment sheet listing all class assignments, due dates, and point values. Also include columns for recording self-assessment points and teacher-assessment points.

**Absence** If you are absent, check the class assignment sheet the teacher has placed in the large envelope in the front of the class. It will list all assignments that are due.
Managing Assessment of Interactive Student Notebooks
If you teach four or five classes a day, you could have 150 or more student notebooks to monitor. Because so much of students’ work appears in these notebooks, you will need an efficient and accurate system for assessing them.

Informal Assessment  Monitor student notebooks aggressively in the first few weeks of the course. Look at notebooks as you walk around, making positive comments and helpful suggestions. Here are some additional ideas:

- While students work on another assignment, conduct a quick review of the previous night’s homework, giving students checks or special stamps to denote completed assignments.
- Provide a model of outstanding work for an assignment or set of class notes.
- Allow students to use their notebooks on a quiz or test. This will come as a pleasant surprise and reward for students with well-organized notebooks.

Formal Assessment  At the beginning of the course, clearly explain the criteria on which notebooks will be assessed, such as quality and completeness of assignments, visual appearance, neatness, higher-order thinking, and organization. Here are some additional ideas for assessing student work:

- Create a simple rubric that identifies the criteria you feel are most important.
- Stagger notebook collection so that you correct only one class set at a time.
- Grade selectively. Don't feel compelled to grade every notebook entry.
- Create an evaluation sheet like the one below to support your expectations of student work.

<table>
<thead>
<tr>
<th>Notebook Assignment</th>
<th>Due Date</th>
<th>Possible Points</th>
<th>Student Assessment</th>
<th>Teacher Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 6 Preview</td>
<td>11/8</td>
<td>5</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Chapter 6 Reading Notes</td>
<td>11/9</td>
<td>20</td>
<td>19</td>
<td>17</td>
</tr>
<tr>
<td>Chapter 6 Processing</td>
<td>11/10</td>
<td>10</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Chapter 9 Reading Notes</td>
<td>11/15</td>
<td>20</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>Chapter 9 Processing</td>
<td>11/16</td>
<td>10</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td></td>
<td><strong>65</strong></td>
<td><strong>57</strong></td>
<td><strong>58</strong></td>
</tr>
</tbody>
</table>

Student Comments: I’m not used to these kinds of assignments, but I’m trying my best.

Teacher Comments: Your work is solid. Think about creating some of your excellent visuals for extra credit.
Organizing a TCI Classroom

Most of the activities in *History Alive! The Medieval World and Beyond* require students to move into small groups of two, three, or four. With a brief training exercise, you can teach them how to do so quickly without wasting valuable time.

Moving Your Classroom Furniture

Tell students that they will be working in small groups of different sizes throughout the course. They must know how to move into each grouping quickly and efficiently with all their materials. When working in pairs, they should place their desks either side by side or face to face, with the edges touching. For groups of three or more, the front corners of the desks must touch.

With these expectations clear, allow students to practice moving into groups. Randomly assign students to groups and indicate where they should meet. Then say “Go!” and time them. If necessary, allow the class to discuss what went wrong and brainstorm ideas for getting into groups more efficiently. Have students repeat the process until they can do it in “record time.”

Be prepared for students to think this exercise is silly. However, if you spend 20 minutes at the beginning of the course teaching this skill, you will save hours of instructional time. Your goal should be for students to be able to form various group configurations in less than one minute, without your needing to touch any student furniture.

Organizing Your Teacher Resources

*History Alive! The Medieval World and Beyond* comes with all of the materials you need to excite your students about the history and legacy of the medieval world. It will be up to you, however, to gather the materials for each chapter and organize them in a way that makes it fast and easy to conduct activities year after year. Here are some tips to save you time and make running your classroom much easier:

1. Begin preparation for each activity by gathering everything on the materials list, such as placards, visuals, and the audio tracks.
2. Make all the copies you will need of classroom masters, such as Student Handouts, Information Masters, and Station Materials. Consider creating these copies from the online resources at TeachTCI.
3. When you finish each activity, place all the printed materials in a clear, resealable plastic bag (an ideal size is 10 by 12 in. and 4 mm thick) with the Lesson Guide on top as a “label.” This will keep the many individual activity pieces together and will ensure that next year’s preparation takes virtually no time.
4. Prepare the equipment you will use, including projectors and computers.
Creating a Cooperative, Tolerant Classroom

The interactive, experiential, and stimulating learning at the heart of the TCI Approach can happen only when students feel comfortable sharing ideas, taking risks, working cooperatively, tolerating differences, and disagreeing honestly and respectfully with you and their classmates. Thus you need to take purposeful steps to develop a “safe” community in your classroom.

Here are some tips for creating a cooperative, tolerant classroom:

- Greet your students at the door every day to make a personal connection with them as they enter your classroom.
- Explain your expectations for classroom behavior, using specific examples. You may also involve students in shaping class rules.
- Stage an icebreaker at the beginning of the course to help students feel more comfortable with their new classmates. For example, make a list of descriptions (likes to dance, speaks another language, and the like), give each student a copy, and ask the class to get the autograph of one person who fits each profile.
- Convince students that learning to work effectively with others will benefit them throughout their lives.
- Teach students how to move efficiently into groups of various sizes.
- Use role-playing activities to teach students cooperative skills.
- Form mixed-ability groups.
- Allow newly formed groups to engage in team-building activities to promote group cohesion.
- Allow students to engage in groupwork activities without unnecessary interventions by you.
Assessing Learning

Effective assessment requires many approaches—individual and group, informal and formal—to create a well-rounded understanding of student performance. Here are some tips for evaluating student work.

Informal Assessment
Assessment of day-to-day activities benefits both you and your students. You send the message that every activity is important. And by identifying what works and what doesn’t, you are able to adjust your instructional plans. Try these methods:

- Make your expectations known in advance so students will know how they will be rated.
- Note students’ answers to questions, both oral and written.
- Evaluate participation in act-it-outs and class discussions.
- Look for students’ level of cooperation in pairs and small groups.
- Ask students to assess their own work.
- Skim Interactive Student Notebooks as students work in class.

Groupwork Assessment
Evaluating groupwork presents a lot of questions: Should you rate the product or the process? The individual or the group? The amount of effort or the quality of the result? Here are five steps that will help you assess groupwork equitably:

1. Set clear criteria for evaluation.
2. Make both individuals and groups accountable.
3. Record notes as groups work and while they present their final products.
4. Have students complete self-assessments to evaluate their individual contributions as well as the group’s performance.
5. Determine group and individual grades.
Formal Assessment

In addition to classroom observations and evaluation of student notebooks, you will need formal measurements of how much your students have learned. Research has shown that the TCI Approach improves student comprehension and retention. (For research results, visit www.teachtci.com.)

History Alive! The Medieval World and Beyond provides an assessment for each chapter. You will find reproducible test pages in the Lesson Masters and answers in the Lesson Guide. Each chapter assessment has three parts.

Mastering the Content The first part contains multiple-choice questions that check students’ understanding of the main concepts and content introduced in the chapter. These questions range from simple comprehension to application, analysis, and evaluation. They use the wording and formats most commonly found on standardized tests.

Applying Social Studies Skills The second part has short-answer tasks designed to assess how well students have mastered a wide range of history skills. Students are asked to read, compare, and analyze selected passages as well as a great variety of graphic elements, including maps, diagrams, illustrations, graphs, and tables of data. These skill assessments are scaffolded to guide students from simple tasks, such as identifying data, to more complex critical thinking tasks.

Exploring the Essential Question The third part returns to the Essential Question, asking students to apply what they have learned to a constructed-response task. Each writing task is accompanied by a prompt that provides information for students to draw upon and is carefully scaffolded to help students gather and organize the information they will need to complete the task. The final work product may be a written piece or a visual representation of information, similar to those called for in state assessments that include constructed-response tasks.

You will find digital versions of the assessments online at TeachTCI (see page xxvi). You can use the tests as they are, randomize the order of questions, edit questions, or add your own questions.
Enhancing Instruction with TeachTCI

Support for *History Alive! The Medieval World and Beyond* extends beyond the box of print and audiovisual materials to a wealth of technology components. With a subscription to TeachTCI providing access to exclusive online resources, you will have the following tools to help you plan and extend lessons and customize assessments.

**Teacher Resources Materials Online**
Access digital versions of components—such as the Lesson Guide, Lesson Masters, and Interactive Student Notebook—all organized by chapter. Preview, print, and project items as needed.

**Classroom Presenter**
Project a digital lesson guide for each classroom activity from your internet-connected computer. Hidden teaching notes pop up for your eyes only, while animated visuals show students what to do.

**Student Edition**
You and your students can view the Student Edition text and images online. You’ll see what your students are reading as you assign them chapters and Reading Challenges.

**Reading Challenges Scoring Manager**
Assign Reading Challenges to your class and track results of both individual students and entire classes. You’ll know how much your students understand and which topics need reinforcement.

**Assessment Creator**
Build customized assessments for your class. This tool lets you add, delete, edit, and sort questions and answers.

**Lesson Tips from the TCI Community**
Get ideas, engage in professional exchanges with teachers around the country, and share your own best practices. Our discussion groups are organized by program and chapter.

**Enrichment Resources**
Enhance student learning with chapter-related Web links and in-depth essays on selected topics.

**Customized State Correlations**
See how the content you are teaching aligns to your state standards in easy-to-read chart form.
Enhancing Engagement with LearnTCI

LearnTCI allows students to interact with *History Alive! The Medieval World and Beyond* on any computer with Internet access. With a LearnTCI subscription, students have access to the following online tools and resources.

**Student Edition Text and Images**
Students can read their Student Edition anywhere they have access to a computer with an Internet connection. They can zoom in on any image and sharpen their reading skills with a wealth of features.

**Text-to-Audio Tool for Accessibility**
Students can highlight the text and have it read to them. You decide which students have access to this feature, which is geared primarily toward English language learners and students reading below grade level.

**Text Highlighting Tool**
Students can highlight what they think are the main ideas of each section.

**Main Idea Viewer**
After using the Text Highlighting Tool, students can compare their answers to the main ideas identified by the program. Again, you decide which students have access to this feature. It is especially helpful for English language learners and students reading below grade level.

**Reading Challenges**
In Reading Challenges, students analyze videos, visuals, or primary sources related to the text and then respond to questions. To answer correctly, they need to read and understand the text as well as the multimedia element. Students receive immediate feedback, so if they didn’t answer a question correctly, they can reread the passage to discover the correct answer.

**Enrichment Resources**
Students can gain deeper understanding by exploring links to other chapter-related Web sites and reading in-depth essays on selected topics.

Learn more about TeachTCI and LearnTCI at [www.teachtcı.com/tech-demo](http://www.teachtcı.com/tech-demo).
Growing Professionally

There is much, much more to learn about igniting students’ interest in history and creating insightful and memorable classroom experiences. For a complete explanation of the TCI Approach, the Interactive Student Notebook, and how to create a cooperative, tolerant classroom, we encourage you to read Bring Learning Alive! This book covers every aspect of TCI’s methodology for the middle and high school social studies classroom. Please visit www.teachtci.com or call Customer Service at 800-497-6138 for more information or to order.

TCI Academy Training

After you have taught a few TCI lessons and seen your students’ active interest in learning about history, you may find that they have reignited your passion for teaching. Help your colleagues remember why they went into teaching by bringing TCI Academy training to your school or district.

Trainings are built around immersion lessons, in which teachers become students to experience the power of active, student-centered instruction. TCI Academy trainers are classroom teachers themselves and debrief activities to provide immediate feedback. You can mix and match TCI Academy sessions to build a course that best meets your needs. Please visit www.tciacademy.com or call us at 800-840-2698 to get started.