



PART **3**

Using the units and
the materials

3.1 Learning principles

The project identified several principles deemed essential to achieve its objectives. These principles were applied by the teams developing the lesson plans. Teachers customizing the lessons are also encouraged to use them.

Primary sources, multiple formats

Lessons place less emphasis on 'authoritative' textbook-like content. Instead, they try to bring together multiple sources. Whenever possible, they incorporate primary materials, including non-textual sources such as images, sound recordings, art and architecture.

Multiple perspectives

Especially when dealing with contentious issues, lessons refrain from a winner-loser narrative. Instead, they emphasize different claims, interests, and contexts. On a related point, students do not need to agree with all viewpoints or interpretations, but teachers should cultivate students' ability to empathize with different positions, even when they do not agree with it. Along the same vein, students should be able to understand where each historical actor was coming from, and to grasp the chains of events that led to such positions.

Regional/multi-national scope

All units bring a sub-regional or intercultural perspective. As much as possible, the units and lessons use examples from diverse geographic or cultural areas. They aim to highlight commonalities, such as common experiences, without glossing over differences.

The lessons emphasize the value of unity in diversity, or cultural diversity. They expose students to multi-dimensional relationships beyond antagonisms between states or peoples, as has often been the case in the teaching of war histories. Instead, materials show other aspects of relationships, such as cooperation, trade, negotiations, and coexistence, between peoples, states, and different cultures.

When appropriate, they highlight relationships that reached beyond modern state borders and do not impose current geopolitical borders onto past geopolitics.

Some lesson plans use examples or case studies from a specific country. Teachers from other countries may not relate directly to these specific lessons. Yet, they are encouraged to compare a similar theme in their country with the proposed one rather than merely replace the provided example.

Balance ground-up and top-down perspectives

Whenever possible, the units' content goes beyond state-to-state or elite-to-elite framework, instead paying equal, if not more, attention to everyday life, to 'people's history,' or 'history from below.' This includes materials that might not be 'historical' in the strictest sense (that is, with textual record), but knowledge and 'histories' passed down through, or embedded in rituals, oral histories, myths, stories, traditions, etc. However, when used, these sources need to be used with care and contextualized properly.

Involvement of parents and community

Some lessons suggest activities that involve the students' community as well as their parents, either as an in-class activity or more often as part of extension work. Everyday interactions with people in the community is a positive way to enhance students' experience and creativity, and to demonstrate that history is not dissociated from their present lives. It also allows broadening of parents' perspectives on history.

Engaging topics, content, and learning experiences

As much as possible, the historical materials should be vivid and relatable to students, not just a list of facts and dates. The lessons suggest a variety of active learning pedagogies that encourage students to research, analyse and express their opinion rather than memorize.

3.2 Using the materials in different contexts

The Shared Histories lesson plans can be used in a flexible and creative way. While they are initially targeting history and social studies classes, they can be used in other subjects such as geography, language, art, music, or sports. They can be taught as a single subject or as part of an integrated theme. They can be used within the approved curriculum or enrich informal activities outside school time.

Teachers can select one or a few lesson plans, or a complete unit. They can complement or replace the regular textbook with the suggested content. They can adjust, customize, increase or decrease the suggested objectives, activities, resources and assessment methods and tools to fit into their school policy, timeframe and other school factors.

The 'Key Messages of the Shared Histories Programme' and 'Learning principles', presented respectively in the sections 1.3 and 3.1 of this guide, will allow teachers to develop ownership of the materials while preserving the main project's objective of promoting peace, mutual understanding and global citizenship.

Practical steps are detailed in the section on the integration of the materials in the curriculum (Section 3.3).

In Malaysia, teachers have used the Shared Histories lessons in several subjects.

The Shared Histories materials have been used in history, geography, English and Malay languages. This has allowed teachers to exploit interesting themes even though these were not included in the History curriculum.

3.2.1 National curriculum

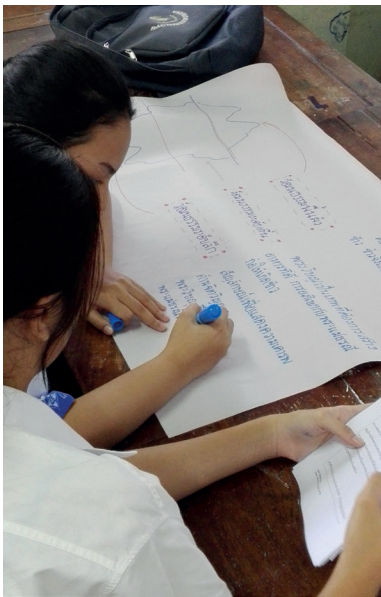
In several instances, teachers will notice that one or more of the Shared Histories lessons are closely related to the topics they teach. Themes such as ASEAN or European domination are included in the national history curricula of all or most Southeast Asian countries. History teachers will easily identify linkages with the corresponding Shared Histories content. When the connection is less obvious, teachers can analyse the national curriculum to identify indicators that overlap with those of the Shared Histories lessons.

Curriculum mapping

During the pilot, the seven project teams mapped their respective curriculum to identify lessons to be tested. If available, and pending that the curriculum hasn't changed, this initial mapping may provide some useful guidance for teachers.

Lessons can also be used in other subjects. The unit 'People and Places' is linked extensively to geography concepts. Themes proposed under 'Envisioning ASEAN' relate to art, music and sports as well as politics. In first language and English language classes, the Shared Histories sources constitute excellent reading, listening or watching materials. The proposed activities lead to challenging written and oral tasks and encourage students to practise a variety of styles, for example descriptive, narrative, explanatory and persuasive. The comparative dimension brought forward in the lessons increase critical skills as well as expressive language skills. Finally, many historical events and myths are a rich source of inspiration for drama classes too.

Lesson at Racahnee Burana School



In Thailand, practical research projects have complemented the classroom-based lessons.

The Shared Histories materials has been integrated in the programme of Grade 11 students at the Rachanee Burana school, Nakhon Pathom. During the first term, students explore selected content from the four units to become familiar with the shared past of Southeast Asian people. These lessons help them overcome misconceptions and misunderstanding rooted in historical interpretations. During the second term, students reflect on their learning through a number of research projects. Last year, some students interviewed migrants from diverse origins at a nearby market to understand why they had migrated. Others researched narratives that encourage animosity towards neighbouring countries and compared them with these neighbours' perspectives on the same events.

Source:

Vanessa Achilles, 2019.

3.2.2 Subject integrated topics

Some schools have adopted an integrated approach to make learning more meaningful for their students. Such an approach connects different areas of studies around a topic, ideally one that can be linked to students' lives. Several themes explored in the Shared Histories materials, such as food, spice, rice, rivers, etc. lend themselves well to this type of approach.

While some curricula have a pluri-disciplinary design, the integrated approach can be adopted on a smaller scale and applied over a few lessons. Also, several subject specialist teachers can work together, identify objectives for their respective subjects, customize activities and resources from the Shared Histories plans and teach them during their respective lesson times.

3.2.3 Extracurricular activities and clubs

In most schools, teachers are expected to deliver a very busy programme, but class time is limited. Even though they may find the Shared Histories materials relevant and inspiring for their students, they may not manage to integrate the activities during the regular teaching periods.

Extracurricular activities provide a convenient substitute to compensate for the time constraints. A History Club can be a venue to explore history in different ways. Also, when teachers use only some of the activities proposed in the Shared Histories lesson, a History Club can be a space to deepen knowledge by practising the activities that could not be set up in class.

Some schools may not be ready to integrate the Shared Histories lessons into their regular programme. Extracurricular activities are not linked to the official curriculum or to formal assessments. Consequently, teachers have more freedom to explore different content and pedagogies during this time. They can select the lessons and themes they are most interested in, link them or teach them separately and experiment with active pedagogies without the anxiety around impacting test results. A successful trial may encourage the school to use the Shared Histories lessons in a more regular framework afterwards.

Extracurricular activities are not limited to after-school activities. They can also be organized during school holidays or special school events, for example as part of 'summer camp' activities or even a 'historian camp'. The Shared Histories lessons can provide a framework or content for these events. Some activities in the Shared Histories plans can also engage parents or community members during special events organized by the schools.



Indonesian and Vietnamese students complemented several lessons with field visits.

They furthered their study at the national museum and explored historical sites to understand the connections between people and their environment.

Source:
UNESCO Ha Noi, 2017.

Teachers are in the best position to identify the most suitable process to use the Shared Histories materials. As long as they apply the main project's principles, they can customize the lesson plans to best fit their context and needs; selecting a few lesson plans or a complete unit, targeting a history class, another subject or as part of an integrated theme, using them in formal education or through extracurricular activities, as well as in any other creative way that may successfully interest the learners. Teachers will probably need a period of trials and adjustment when they start teaching the Shared Histories programme and can take small progressive steps until they feel comfortable with the content.

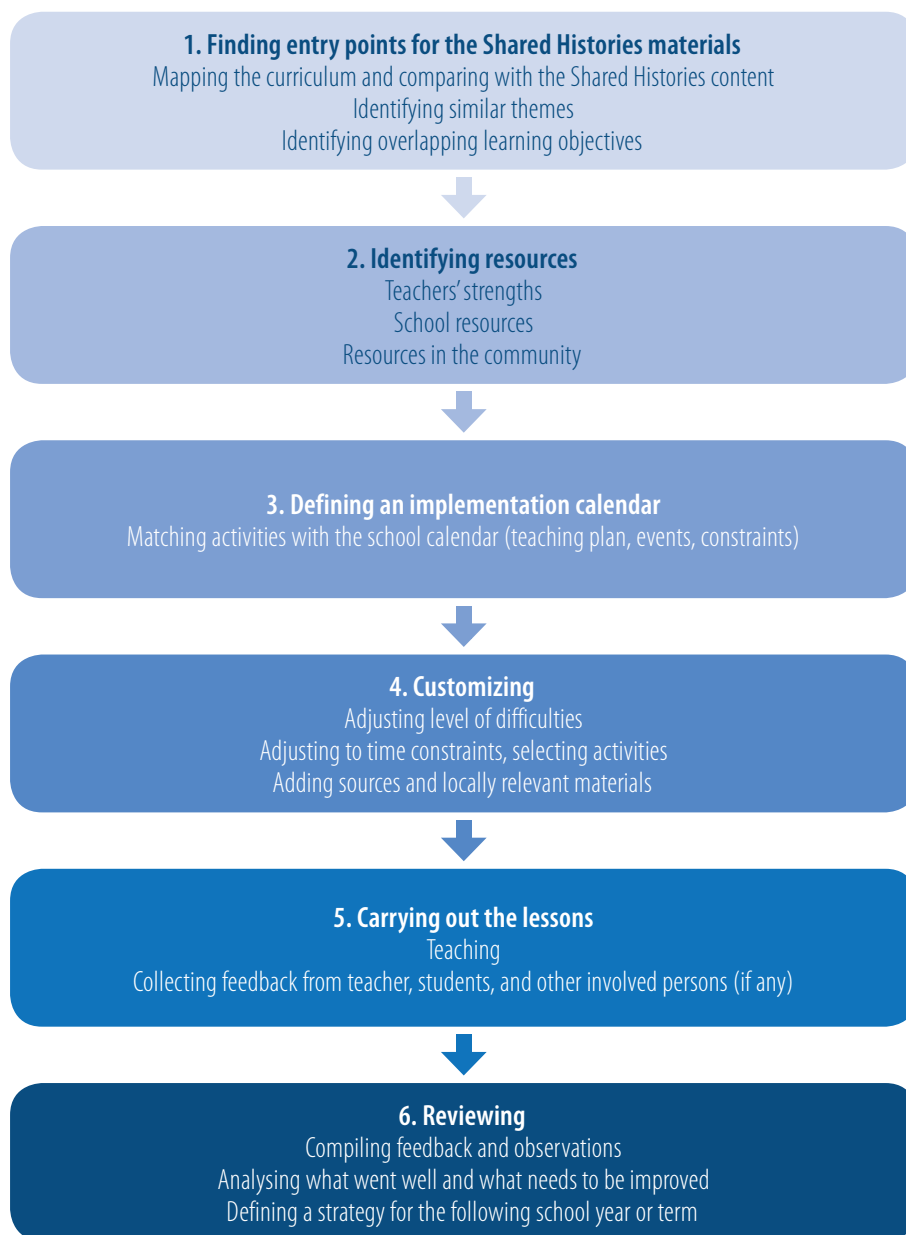
After having used the lessons for some time, they are likely to notice a positive change in their students and an increased enjoyment in teaching. Hopefully, these gratifying transformations will provide positive reinforcement and encourage them to carry on with this new approach.

3.3 Integration of the materials into the curriculum

As stated above, teachers are in the best position to develop a manageable process, suited to their context. The following steps to customize the lesson are indicative only and provide a loose guide that users can adjust to their needs.

These steps flow logically, yet teachers may find their application quite challenging. This section presents a scenario, fictional but inspired from real stories, in which teachers faced different challenges and found creative ways to overcome them in order to use the Shared Histories of Southeast Asia materials.

3.3.1 Suggested steps to customize the lessons



3.3.2 A case study

Panya School is located in a small district in Northern Thailand. The teaching staff and management team are very active. At the start of the school year, their enthusiastic school principal, Miss Veera, meets with three Social Studies teachers, Metta, Karun and Ubecka. They have discovered UNESCO's Shared Histories of Southeast Asia and believe that this would make history lessons meaningful for their students. They decide to try to use them during the academic year.

Since this is a new approach for all of them, they decide to take it in gradually. The first year will be a trial as well as their action research project as part of their own professional development. Then, if they find it useful and successful, they may add more Shared Histories lessons into their school lessons. The school principal will claim it as the school's innovation. Everyone seems to have a win-win situation. They sit down to plan together and identify the following implementation steps:

Step 1: Finding entry points for the Shared Histories of Southeast Asia materials

Mapping the curriculum and comparing with the Shared Histories content
Identifying similar themes
Identifying overlapping learning objectives

The teachers investigate together the Shared Histories of Southeast Asia materials. They take a glimpse at each unit to get the general picture of it. They mark the lessons they may be interested in. In parallel, they also review the national curriculum; they list the topics taught during each term for each year's group or level to see where some of the Shared Histories lessons can be inserted or attached to.

The teachers identify indicators from the national curriculum in several subjects, particularly history, which are common or similar with the learning objectives of the Shared Histories lesson plans.

They crosscheck to confirm the common objectives, the units or lessons of Shared Histories they want to use and the school topic and sequence of lessons they want to put the Shared Histories plans in.

Step 2: Analysing the teachers' strengths, school resources and availability in the community

Teachers' strengths
School resources
Resources in the community

The teachers reflect on their own background. These teachers are still young and do not have much experience or skills in teaching history. Their knowledge of history is satisfactory. Their knowledge of what is available in the community is somewhat limited.

Bearing this in mind, they decide to implement this project using a step-by-step approach.

They spend a few weeks checking and listing what they have to offer, the school resources, and the local wisdom and historical resources in their community. In the next page are their findings.

School team's strengths and interests

- Ms Metta likes integrated learning. She launches a school project on the theme of rice. She plans to use content from both units 'People and Places' and 'Rice and Spice'.
- Mr Karun is a strong social studies teacher. He is confident he can integrate the unit 'Early Centres of Power' into his regular history lessons under the school topic 'Ayutthaya Kingdom'.
- Ms Ubecka personally likes the arts. She has a good relationship with the art teacher. She wants to launch a project inspired from the Lesson 5 'Contemporary art of Southeast Asia' in the unit 'Envisioning ASEAN' together with the art teacher as part of the Art Club after school.

Resources available in the local community

- The district is located in the highlands and some elements of Lanna culture are found in the community.
- Some rice fields are located close to the school.
- The art teacher knows many contemporary artists and their work in Thailand.

Step 3: Defining an implementation calendar for the Shared Histories of Southeast Asia project

Matching activities with the school calendar (teaching plan, events, constraints)

The use of the Shared Histories of Southeast Asia materials needs to flow with the overall school programme. Given the lessons and themes pre-selected by the teachers, the materials will be used during the first two terms.

During the first term, all the lower secondary students will be required to join in the Historian Club for one hour per week to study the programme's introductory lesson 'What do historians do?' This lesson will not only be useful for the Shared Histories of Southeast Asia lessons, but also for the other history and social sciences lessons as it will provide them with tools to think analytically and critically.

- Matthayom 1 students (Grade 7): weeks 1 and 2
- Matthayom 2 students (Grade 8): weeks 3 and 4
- Matthayom 3 students (Grade 9): weeks 5 and 6

Ms Metta will conduct her integrated theme 'Rice' with Grade 7 students during the first term. She decides to use Lesson 1, 'Introduction to rice cultures: How significant is rice in the cultures of Southeast Asia?' in the 'Rice and Spice' unit, and the rice-related section of Lesson 4, 'Spirituality, Myths and Legends' as well as Lesson 3, 'Highlands and agriculture: The case of the Kingdom of Lanna' in the 'People and Places' unit.

Ms Ubecka and the art teacher will launch the after-school Art Club for Grade 9 students at the beginning of the year. They will refer to Lesson 5, 'Contemporary art of Southeast Asia' in the 'Envisioning ASEAN' unit.

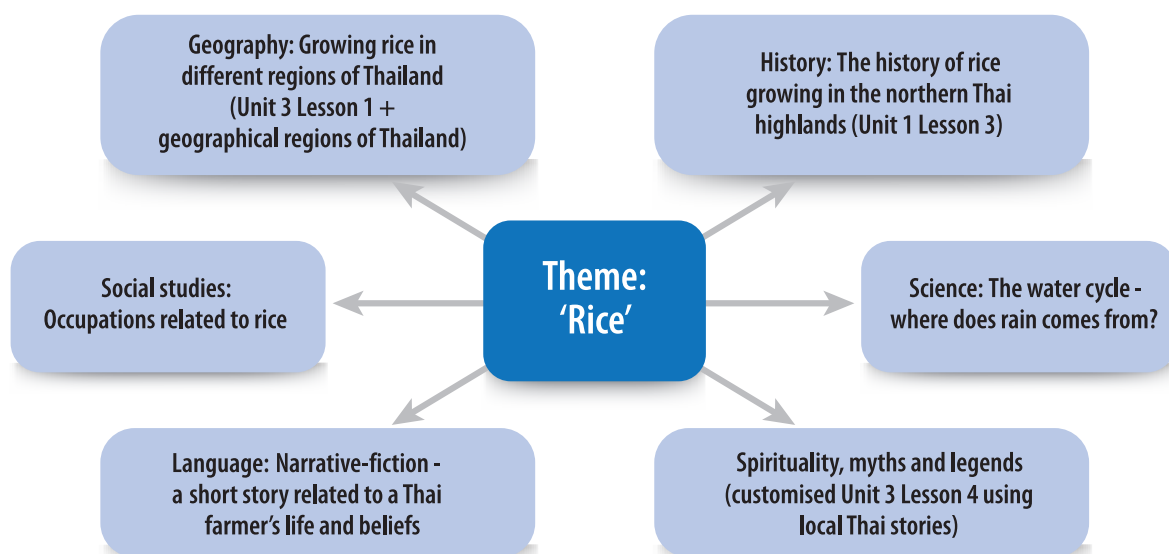
The history topic on Ayutthaya is scheduled during the second term for the Grade 8 students. This is when Mr Karun plans to use selected activities from Lesson 2, 'How were ancient kingdoms organised?' in the 'Early Centres of Power' unit.

Step 4: Customizing – Studying the details of the lesson plans and adjusting them to fit into the school programme and the students' capacity

Adjusting level of difficulties
Adjusting to time constraints, selecting activities
Adding sources and locally relevant materials

Ms Metta's integrated 'Rice' theme

Ms Metta maps the content she used for the theme 'Rice' during the previous year. She complements this with the content from Shared Histories. Finally, she orders the lesson plans to have a consistent flow.



Ms Ubecka and the art teacher's Art Club

Ms Ubecka and the art teacher allocate two one-hour sessions to Lesson 5, 'Contemporary art of Southeast Asia'. They use the lesson plan as presented in the Shared Histories programme and replace the artworks by those from Thai contemporary artists for the learning activities. They plan to watch the documentary *Redefining Art in Southeast Asia: The 1970's and After*, and select a couple of themes to reflect on contemporary art in Thailand. In line with the third learning activity proposed in the lesson plan, students will curate an exhibition featuring three artworks from three different artists. Students will also go on a field trip to meet a local contemporary artist who lives nearby. Field trips are easier to organize for clubs, and parents will be invited to accompany the group.

Mr Karun's history lessons

During Term 2, Grade 8 students study Ayutthaya in history class. They learn different aspects of Thai society during that time. To expand their knowledge of historical concepts as well as sharpen their historical enquiry skills, Mr Karun decides to start the topic with Lesson 2, 'How were ancient kingdoms organised?' from the unit 'Early Centres of Power'. He will use the lesson's teacher talk to present the concept of the Mandala kingdom and add some information on Ayutthaya from the Thai textbook to link with the curriculum's theme. The main activity for this lesson will be a role play exercise to understand the dynamics between kingdoms. Mr Karun will distribute roles to the students in advance. They will research their assigned characters and choose their name before doing the role play in class.

Step 5: Carrying out the lessons as planned**5. Carrying out the lessons**

Teaching

Collecting feedback from teachers, students, and other involved persons (if any)

All three social studies teachers and the art teacher carry out their project with support from the school management. They collect information and feedback from their students. Ms Ubecka reflects on the joint class with the art teacher. Together, they also interviewed the artist visited during the field trip. A colleague showed interest in the role play and Mr Karun invited him to observe the class. In turn, he could provide some feedback on this innovative activity.

Step 6: Reviewing and planning for the future**6. Reviewing**

Compiling feedback and observations

Analysing what went well and what needs to be improved

Defining a strategy for the following school year or term

During Term 3, the team meets to review their project. They compile the feedback and observations as well as what their students' wishes for the next academic year. Overall, students have enjoyed the active lessons. They have participated actively and would like to have more of this type of active learning approach in their lessons next year. They have used historical skills more efficiently and independently and have become more engaged in the lessons. However, the teachers believe they need to spend more time in preparing the resources and assessment for each lesson or activity than for the direct-teaching method. They feel more experienced after using this approach and resources for one whole term, but still need more practice to help students to take more control of their own learning. Therefore, the teachers decide to extend the project at their own pace. In the following year, they will deliver the same Shared Histories lessons and activities and add a few more. Ms Ubecka would like to work with the music teacher in the same way she has worked with the art teacher. Ms Metta plans to add a comparative dimension to her 'Rice' theme, so that her students can reflect on similarities and differences between different countries in Southeast Asia. Mr Karun studied 'Ancient civilisation: prehistoric periods' with the Grade 7 students and will insert 'Unit 2: Early Centres of Power – How did prehistoric peoples interact?' into his lesson.

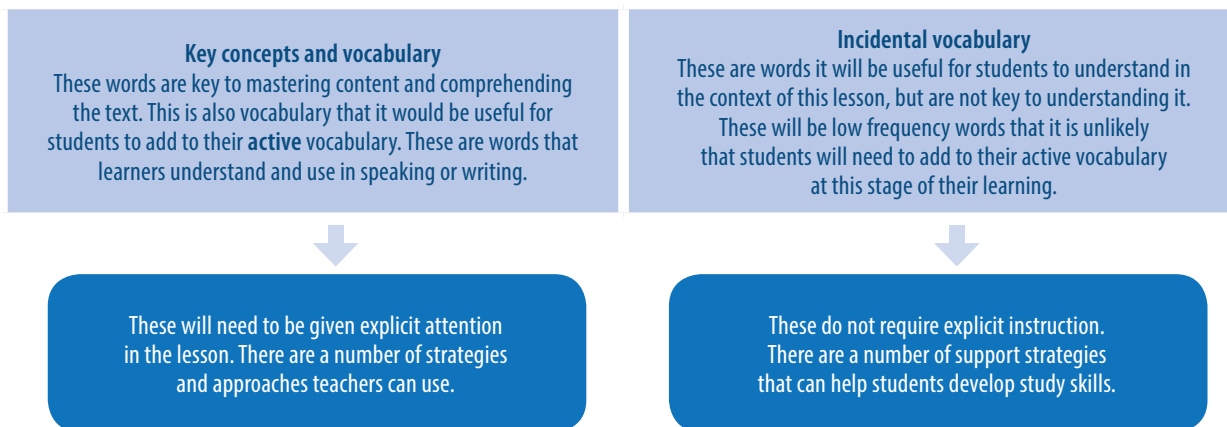
This team concludes that their project went well, and it has been very useful for their students. In addition, their own teaching skills and knowledge have improved alongside their students' learning. They invested time to prepare the plans and resources during this first year but will be able to reuse their work in coming years. They were also able to apply the suggested teaching principles, teaching techniques and activities into their other regular history lessons, so their teaching styles had gradually changed.

Although it took a lot of courage to change their teaching-learning approach, and a lot of time and energy to prepare for the initial lessons, the prospect of doing it again is less challenging now. Best of all, this new approach had become part of their day-to-day teaching naturally.

3.4 How to introduce complex vocabulary and concepts

There is scope within the Shared Histories lessons to challenge and extend students' vocabulary. In most cases, the words that may be new to students at a middle school level are included in the glossary, or definitions are provided on Sources and handouts, though there may be other words some learners are unfamiliar with.

However, teachers cannot teach every word. Furthermore, students also need to be engaged in independent reading to build their vocabulary and study skills. When teachers are planning a lesson, therefore, it is useful for them to review the material and anticipate words which may be unfamiliar to all or some of their students. In some lessons, there may be quite a large number of unfamiliar words in the text – more than teachers can reasonably expect students to add to their active vocabulary. When teachers have reviewed lesson content and identified vocabulary which may be unfamiliar to some or all of their learners, these words can be divided into two categories:




3.4.1 Key concepts and vocabulary

These words will require explicit instruction in the lesson. There are several strategies to achieve this that are compatible with an active learning approach. However, learners will need multiple exposures to words in subsequent lessons if they are to become part of students' active vocabulary. It is through these multiple exposures and repetition that students begin to understand the nuances of words and how to use them when speaking and writing. Thus, if students are to retain these words, teachers need to create recycling opportunities in follow-up lessons, through activities such as low stakes testing. As these words will require explicit instruction, repeated exposure and practice, the number in each lesson will be quite limited. As a very general guide, this can be around five words; it may be more or less, but many more will present challenges due to the fact that this vocabulary will need to be recycled and reviewed over subsequent lessons. There are a number of practical strategies to achieve this outlined in the table below.

3.4.2 How do teachers help students add key concepts and words to their active vocabulary?

A role of the teacher is to help learners to develop independent study skills. Teachers need to give students guidance, explain the rationale behind study skills and approaches, and assist them in the consistent application of these until they become habit. Several practical methods and strategies aimed at introducing, supporting and reviewing key vocabulary are presented in the table below. This is by no means a comprehensive list, but it suggests simple, practical and effective methods.

Strategies	Examples								
<p>Recording: Student vocabulary books</p> <p>Students record new vocabulary in a separate vocabulary book or in the back of their exercise books. They can choose (with guidance at first) the most appropriate way to do this; by definition, translation, example or doodle. These books can then be used for low stakes tests in class, from the teacher or students to test themselves and each other.</p>	<p>Capitalism: a social and economic system, in which property and the means of production are privately owned (by individuals or companies) and operated for profit.</p> <p>Capitalism: ระบบทุนนิยม</p> <p>Opposite to Communism</p>								
<p>Introduction: Matching exercises</p> <p>Teachers provide students with a list of words to match to definitions. This will help teachers assess the students' knowledge of these items. Once teachers have given feedback on the correct definitions, they can give examples or ask students to use the word in context (for instance using the think-pair-share method). The students can also test each other in pairs or small groups, reading out the definitions for their peers to provide the correct word.</p>	<p>2: The Spice Trade and Globalization</p> <table border="0"> <tr> <td>strait</td> <td>archipelago</td> <td>finance (v.)</td> <td>mutiny</td> </tr> <tr> <td>circumference</td> <td>monarch</td> <td>navigator</td> <td>lucrative</td> </tr> </table> <ol style="list-style-type: none"> 1. _____ Very profitable 2. _____ A narrow waterway that connects two seas or oceans 3. _____ Distance around the edge of a circle 4. _____ King or Queen 5. _____ Person who steers a ship using the sun, stars and maps 6. _____ A group of islands 7. _____ To provide money for a project 	strait	archipelago	finance (v.)	mutiny	circumference	monarch	navigator	lucrative
strait	archipelago	finance (v.)	mutiny						
circumference	monarch	navigator	lucrative						
<p>Introduction: Cloze exercises</p> <p>A cloze exercise is a gap-fill exercise where teachers have removed key vocabulary from the text and placed it above. This may be done in conjunction with a matching exercise to reinforce comprehension of the vocabulary in context.</p> <p>As a complementary/extension exercise, students can identify: Which known words does the word resemble? Is this clue helping us understand its meaning? There is also scope for grammar review, for example, what parts of speech are the missing words – nouns, verbs or adjectives?</p>	<p>Fish products that are fermented become ' <u>cooked</u> ' and are no longer considered raw.</p> <p>While it is not known if the concept of fermenting fish as a _____ technique spread from ancient Rome and Greece to Southeast Asia through trade links, the centrality of fermented fish products in the region demonstrates the _____ of the local people in preserving much of the seasonally available fish so that they could add as much protein as possible to their diets.</p> <p><input type="checkbox"/> preservation <input checked="" type="checkbox"/> cooked <input type="checkbox"/> ingenuity</p>								
<p>In class support: Word wall</p> <p>Teachers can build up a word wall as they progress through the unit. This can be done conceptually, building up key vocabulary under the overarching concept.</p> <p>For example, capitalism may be a key concept and under this umbrella concept would be other key vocabulary, including capital, mortgage, interest, and so on. The wall can then be used to highlight and periodically review key concepts and vocabulary over a series of lessons.</p>									

Strategies

Reviewing: Low stakes testing

A very effective way to recycle and review vocabulary is with frequent 'low stakes' testing. Teachers prepare a list of eight to ten key concepts or words they wish to review at the start of the lesson. Teachers read out the definitions and students write down the corresponding key word in their books. Students can swap and mark each other when the teacher gives feedback. There is no need for the marks to be collected; in fact it is better not to – this is one of the key ideas behind 'low stakes' testing.

Reviewing: Flashcards

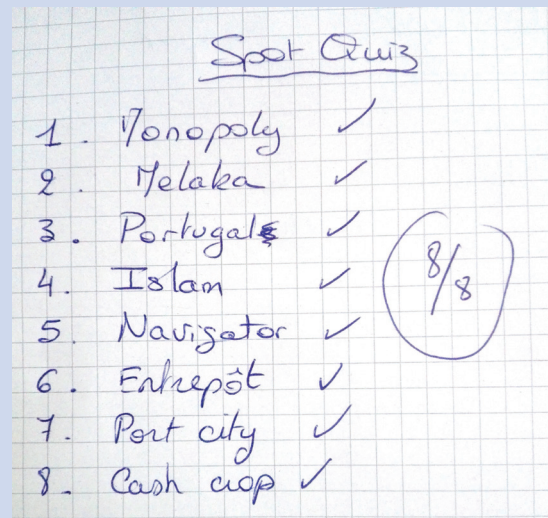
Flashcards can be useful, though the drawback is they may be time consuming to make. If you have access to a computer and a printer, there are a number of free flashcard creators online. A selection is listed in the resource section. For example, Quizlet.com allows you to create sets of words and definitions to print out. If teachers have access to a data projector in class, they can display the flashcards on screen. If students have mobile phones they can also access their sets and practise out of school. There are also a number of interactive vocabulary review games that can be played live.

Reviewing: Crosswords (criss cross puzzles)

Most students enjoy the challenge of crosswords (criss cross puzzles). Although these are in effect simply testing students' ability to recall the appropriate word that matches with the definition given, many students find it much more engaging and motivating than a simple matching exercise.

If teachers have access to a computer and a printer, there are a number of free crossword generators online. An easy-to-use one can be found at: puzzlemaker.discoveryeducation.com/

Examples

**Step 1: Choose mode**

glossary



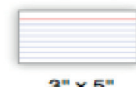
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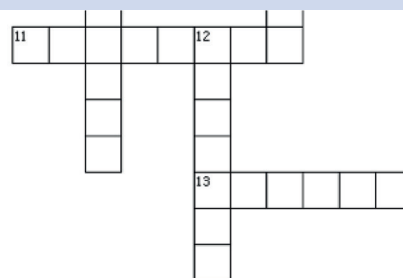


small



large

3" x 5"
index card
 Alphabetize

 Flip terms and definitions
Step 2: Open the file
[Open PDF](#)
Step 3: Print it!**Across**

2. the overland trade route between Asia and Europe
5. this empire controlled the spice trade route
6. first europeans in the Americas
8. continent where most spices grow

Down

1. first to sail around Africa
3. This subcontinent was spice
4. the religion of the Byzantines
7. used to be Constantinople

3.4.3 Incidental vocabulary

Some words will be useful for students to understand in the context of the lesson but are not key concepts or vocabulary that students need to add to their active vocabulary at this stage of their learning. Definitions of many of these may be outlined in the glossary of definitions that accompany the sources and activities. Students can be encouraged to ask 'Do I need to know the meaning of the word to understand this source or activity?' If not, they can keep reading and ignore the word. Teachers can also guide the students with prompts to elicit possible meanings of the word. Students can deduce possible meanings of the word from its context in the sentence or paragraph and by looking at the structure of the word (such as the prefix, suffix, and root) and what part of speech it is – an adjective, verb, adverb or noun.

3.5 Active learning

“The Shared Histories Southeast Asia lessons offered new insight on how to make teaching and learning more interesting and engaging, especially in grabbing students’ attention and interest. They fostered more creativity, more dialogue.”

Comment from a teacher during the pilot programme

Most of the lesson plans developed for the Shared Histories of Southeast Asia suggest activities that use active learning techniques.

In traditional passive learning approaches, the teacher spends the main part of the lesson presenting information to the students, often during formal lectures. On the contrary, with active learning approaches, students are dynamically engaged beyond listening and taking notes. They learn and develop new skills by undertaking activities such as critical reading, problem solving, group discussion, or other tasks that promote critical thinking and exchanges among the students. The teacher may play the role of a guide or a facilitator rather than the sole knowledge-holder.

A selection of the tools used in the units is presented and explained in Part 4 on Resources and Tools.

3.5.1 What are the benefits of active learning?

Numerous studies have highlighted the benefits of active learning on learning. The most frequent conclusions include:

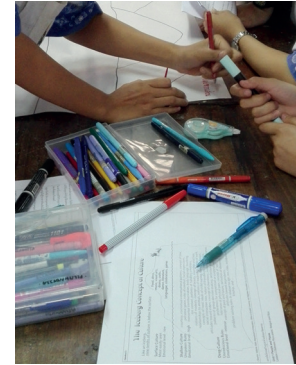
- Students learn and retain knowledge better.
- Students develop abilities to think critically and solve problems.
- Students are more eager to learn.
- Teachers are more enthusiastic about teaching.

- Students develop social and collaborative skills through group activities.
- Students have the opportunity to experience a wide range of activities to help cater to diverse levels of prior knowledge, interests and strengths, so the overall learning process is more inclusive.

These types of activities encourage them to think about the content and express their own ideas rather than learn standard information by heart. They use higher-thinking rather than lower-thinking skills. As a result, they learn by understanding the content instead of memorizing it, and so the retention rate is higher.

Many teachers observed that when they taught the Shared Histories of Southeast Asia lessons, the students were more engaged in the lesson and willing to participate.

***Fun learning
is lasting learning.***



Source: Vanessa Achilles, 2019.

3.5.2 How can teachers turn lessons into active learning lessons?

Active learning does not spontaneously happen. Teachers must include such techniques in their teaching strategies, and take a proactive role in preparing their own interventions and the learning environment. New teachers or teachers new to the historical teaching method may feel somewhat daunted in taking this step from their teacher-directed method in a large-size class to this active learning style.

However, there are various levels of active learning. Teachers can allow the changes to take place gradually in their classroom, giving their students and themselves time to adjust to these processes and to positively benefit from them. The examples below demonstrate how teachers can adapt their lessons and teaching style step-by-step towards a historical active learning lesson.

	Teacher-directed learning		Active learning	
	←-----→			
Teacher roles	Teacher sits or stands in front of the class and controls the learning process. S/he plans and prepares everything, explains, answers, tests and gives feedback to the students about their learning.	Teacher takes most of the control, gives instructions for each activity, leads and closely supervises highly structured activities, concludes and does the formal assessment.	Teacher talks less, asks more questions. About half the lesson times is spent on activities during which students are active. Teacher gives loose instructions, observes students take their roles in doing the group activity as assigned, and concludes for students after asking them to feedback or comment. Teacher is able to group students into different ability levels, can recognize students with emotional and social skill strengths and needs.	Teacher plans on the key objectives and activities as well as how to facilitate the lesson, prepares the materials and guides students when they are unsure or confused. The teacher is a good listener, uses student input to redirect or shape the lesson and to go deeper from where students are. Teacher knows students individually and finds ways of pushing each one in a way that is appropriate to their potential and readiness.

	Teacher-directed learning		Active learning	
Student roles	Students take a passive role through listening, answering mostly closed-ended questions, doing mostly close-ended paper-pencil worksheets, and taking tests.	Students follow instructions most of the time, but start to do some short activities following the teacher's instruction and close supervision. Students start to answer open-ended questions and come up with their own questions or feedback.	Students are familiar with their roles during group work, and take a longer time with more control of their individual and group activities. From the loose instructions, they plan steps to complete their task and help each other monitor the work, sometimes solving arising problems by themselves. Planning, analysing, and evaluating are sometimes performed automatically in the activities without formal guidance.	Students take active roles in the lessons, doing most parts of the activities with minimum guidance and support from the teacher. Students are able to take control of their roles. They are confident in themselves, their peers and teacher. They are skilled in planning, conducting activities as planned and reviewing/reflecting to improve themselves. They cooperate well with their peers, and demonstrate open-mindedness and respect towards others' opinions and identities. They take part in assessing through self-evaluation as well as giving feedback to their peers and teacher.
Activities	Lecturing, teacher talks, filling paper-pencil worksheets, and sometimes watching audio-visual resources without subsequent discussion.	Lecturing, teacher talks, filling paper-pencil worksheets and watching audio-visual resources followed by a short 1-2 minute pair talk, briefly investigating or analysing a task assigned in the handouts, or doing hands-on activities in small groups.	Combination of several activities with at least one-third of time spent on active activities, e.g. role play; simulation game; making models, group investigation or discussion.	A combination of various activities, balanced between teacher-directed and student-led exercises as appropriate to reach the learning objectives. Active activities are regularly organized, e.g. role-play, simulation game, research, making models, hands-on, activities, pair or group discussion.
Assessment	Paper-pencil test focusing on closed-ended answers on facts and content presented in the textbook.	Paper-pencil test, complemented by a small proportion of other assessment methods e.g. performance test or group work presentation.	A balanced mix of paper-pencil test and authentic work/performance. Effort and attitude as well as student input are recognized and assessed as part of the learning outcome. Rubrics may be used.	Formative and summative assessments are embedded as part of the lessons. Knowledge, skill and attitude are assessed against the learning objectives. Emphasis is on authentic assessment. Rubrics are shared systematically and welcome students' input before use in the lessons. Students are encouraged to use feedback and assessment results to improve their own learning

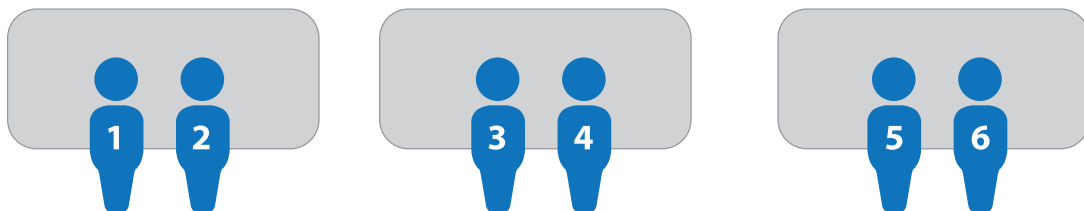
3.5.3 Active learning in large classroom management

While active learning activities generally have a positive impact on students' learning, they can be challenging to set up. Often, teachers deal with many students. They find it difficult to organize the classroom physical environment to facilitate smooth student interactions and group work. However, teachers should not be discouraged and give up trying the Shared Histories curriculum. They can select active learning techniques that are more easily applied within such physical constraints, and ensure that they are well prepared and comfortable with the teaching pace. A few examples are provided below.

Pair work

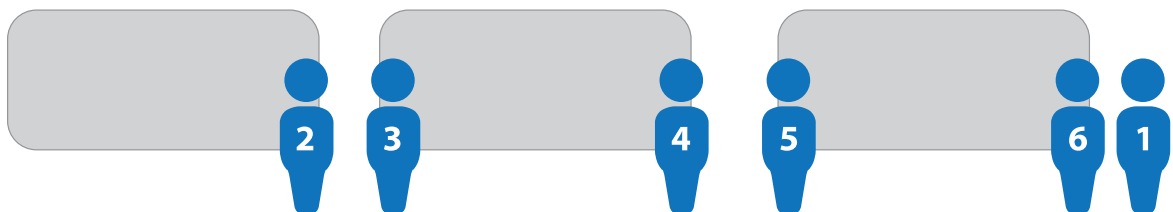
When all students are seated, they can turn to the student sitting next to them and engage in a discussion. This is pair work. It can be used for a brief brainstorm, longer discussions and many other activities. Diagram 1 below shows the classroom set-up.

(Diagram 1)

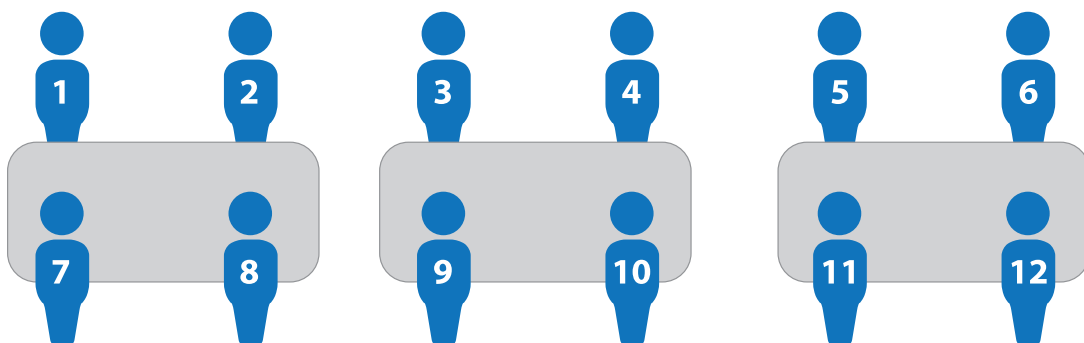


To diversify the teams' composition, and generate more exchanges, students can also turn to the student on the other side (see Diagram 2) or turn to the one sitting behind or in front of them (Diagram 3) to share ideas.

(Diagram 2)



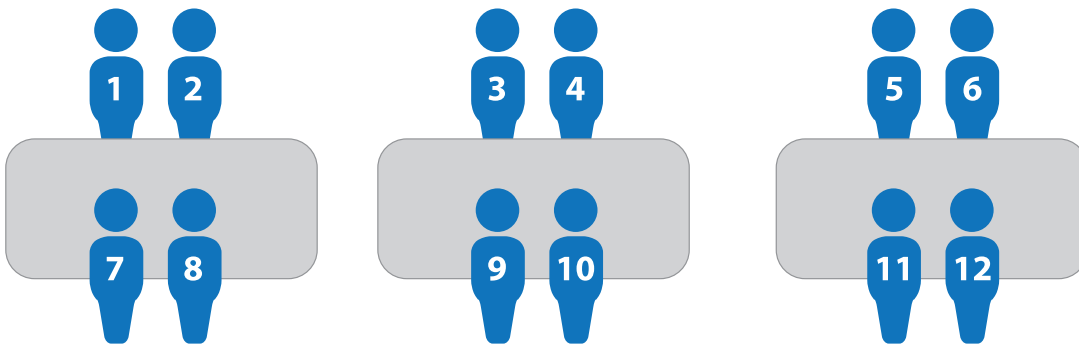
(Diagram 3)



Small four-member group work

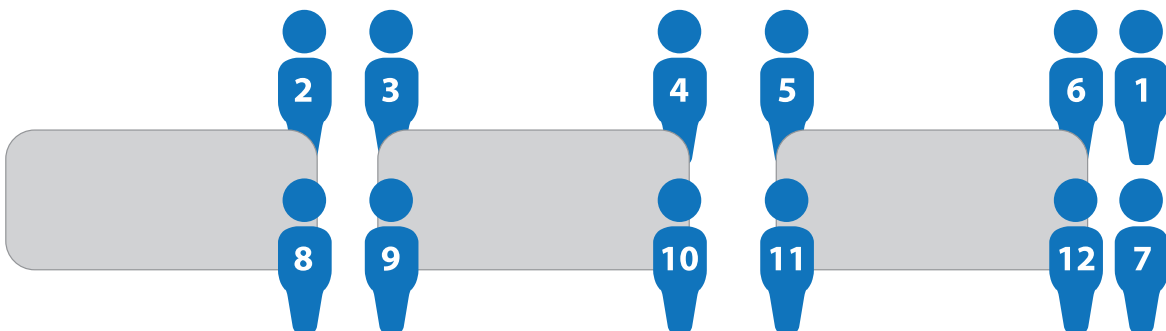
The Shared Histories lesson plans suggest many group activities. Groups of four students can easily be created without moving the tables and chairs, with two students from the front row turning towards two of their peers at the row behind (see Diagram 4).

(Diagram 4)



Similarly, group composition can easily be changed if students turn to the other side (see Diagram 5).

(Diagram 5)



Students' rotation during the year

Students tend to always sit in the same spot, and often with their friends. Teachers can encourage them to move around periodically, for example every month or every term during the school year. While interacting and working with different peers, students will listen to a wider range of ideas, adjust themselves to different learning and working styles, and learn more from and with a wider group of people.

Preparation to facilitate independent learning

For the students to conduct an activity smoothly and independently, the teacher needs to provide them with the necessary guidance and resources.

- Each pair or small group needs the necessary sources or handouts.
- If specific resources are required, the teacher should prepare them or inform the students to bring them ahead of time.
- Complex activities can be broken down into smaller steps so that the group can divide the tasks among themselves and learn to work systematically and collaboratively.

Teachers can model how to do an activity to help students understand the instructions. (Do it first as an example).

Peer-observation and peer-assessment

Regular peer-observation and peer-assessment ensures that all students, especially the quiet ones, are observed and assessed in a planned, structured manner. Teachers prepare a template form for observation or assessment and give clear instructions on how to use the form. Students can also contribute to the selection of criteria. This protocol allows students to learn from their peers' successes and mistakes and deepen their own learning.

3.6 The benefits of differentiation

Students have a range of levels of literacy, different gifts and diverse needs. The work the teacher sets needs to be accessible to all and challenging to all. When considering the main learning objectives, it follows that there may be different paths for different students. This does not mean planning a different lesson for every student in the room; this would place an intolerable workload of planning and assessment on the teacher. It does however mean recognizing individual student differences and responding flexibly to them when teaching. When teachers understand their students' strengths, challenges and interests, they can anticipate and plan for some of the obstacles students may face and ways to extend the more able. An essential first step is anticipating problematic vocabulary as outlined in 'Key concepts and vocabulary'.

Broadly, there are three ways to approach differentiation:

<p>Content</p> <p>The media used to impart skills, ideas and information</p>	<p>Many of the Shared Histories lessons require that students synthesize information from multiple primary and secondary sources. Teaching students this process is central to history but it is hard, and is even harder when students struggle with reading comprehension. Many of the lessons have a wide range of sources that can be adapted alongside the associated tasks for students.</p> <p>Teachers may consider starting small; for some students two or three documents may be selected that clearly contrast with one another to help students learn how to approach documents and read them closely. Teachers can extract sections from documents or use a smaller sample from the existing set. This can help students understand the nature of the task and give them practice with reading, analysing documents, gaining inferences and forming arguments.</p> <p>More advanced students can practise analysing a larger set of sources and more complex sources. They can also evaluate the sources (the OPCVL framework presented in section 3.7.4 on rubrics can be used for this purpose), or even engage in their own research.</p>
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<p>Process</p> <p>The exercises and practices students perform to achieve the learning objectives</p>	<p>Teachers can use the knowledge they have gained of their students to help facilitate the lessons. It may be suitable to have a range of abilities and language proficiencies within groups and encourage helpful interactions. Active pedagogy involves a lot of group work and input from the students. Several exercises such as the ‘think-pair-share’ are presented in section 4.1 on active learning techniques.</p> <p>This Differentiated Instruction strategy allows students to process the lesson content individually, in a small group and in a large group. It gives all students the opportunity and time to think and formulate responses, share them in a smaller non-threatening environment, and benefit from the range of perspectives within the whole group.</p> <p>Another technique is to summarize the key points of sources and ask students to match the summaries to the corresponding sources. This will give some students a ‘way in’ to the sources alongside developing their capacity to scan longer texts for key ideas and to tolerate ambiguous information.</p>
<p>Product</p> <p>The materials and methods such as role plays, posters and presentations students complete to demonstrate understanding</p>	<p>Rubrics can play a key role in differentiating products and learning outcomes. By clearly laying out the expectations for an assignment they can provide appropriate levels of challenge and clear criteria as to how students can demonstrate skills and knowledge. Teachers know their learners will differ in terms of interests, abilities and prior knowledge. A variety of task types, allowing students to move around the classroom, read quietly, reflect, role play, produce graphic summaries and engage in pair and group work will help sustain interest and motivation.</p> <p>There are a range of products in the Shared Histories lessons that teachers can tailor knowing their individual students’ interests and preferences, allowing students to evidence their understanding in a range of modalities. Levelled rubrics can provide differentiated outcomes, with challenges provided as students are encouraged to ‘level up’ to produce a learning outcome that is of the appropriate level of challenge. When appropriate, reflection, self-grading peer and self-assessment can be introduced, alongside constructive criticism for improvement.</p>

3.7 Examples of assessment rubrics

Ultimately, the range of products in the Shared Histories lessons allows students to demonstrate their understanding of the learning objectives in a number of ways. This content understanding should be a feature of all of the rubrics and you will therefore need to adapt the content section of generic rubrics to include the specific learning objectives of the lesson.

Different schools will have different policies in regards to assessment, how it is recorded and how this is conveyed to students and parents. Within the assessment framework of your school, rubrics will be useful to guide student expectations and shape reflection from students as well as feedback from teachers and peers.

Many of the assessment opportunities in Shared Histories will allow students to demonstrate skills and understanding gained from synthesizing information and perspectives from a range of sources, while also allowing scope for creativity and expression. The common denominator for all rubrics would be the content section, which will need adapting to the lesson objectives with other aspects being evaluated depending on the nature of the activity. What follows are some sample generic rubrics for some of the assessment opportunities that arise in the Shared Histories lessons, followed by some rubrics adapted to a specific lesson context.

3.7.1 Sample generic role play rubric

Category	Foundation	Developing	Satisfactory	Extending
Content	The role play does not convey the lesson objective.	The role play conveys part of the lesson objective but is unclear and/or lacking some points.	The role play effectively conveys the lesson objective.	The role play conveys the lesson objective with creativity and insight.
Role play and presentation	Group members were inconsistent or did not alter body language or tone to show character.	Group members largely stayed in character. More body language, pauses and varying the volume would add interest and character.	Group members stayed in character. More attention might be given to how particular characters would speak and act.	Every group member stayed in character, speaking clearly and accurately. It is clear the roles were taken seriously.
Preparation and team work	The group showed little or no preparation for the role play.	The groups performed the role play but were heavily reliant on reading from a script.	The group worked well together. There were some pauses where more time practising might have helped.	The group did an excellent job preparing and rehearsing the role play, which was fluent and convincing.

Role play rubric: Unit 3: Rice and Spice - Lesson 7, Handout 3 (Chettiar moneylender and rice cultivator)

Category	Foundation	Developing	Satisfactory	Extending
Content	It is not clear from the role play who the characters are, what they want and why.	The role play conveys that the rice cultivator wants to borrow money but his motivations and those of the Chettiar money lender are not clear.	It is clear why the rice cultivator would borrow money from the Chettiar, and why the Chettiar would lend money directly to the cultivator.	The motivations and perspectives of the Chettiar and rice cultivator are conveyed with creativity and insight.
Role play and presentation	Group members were inconsistent or did not alter body language or tone to show character.	Group members largely stayed in character. More use of body language, pauses and varying the volume would add interest and character.	Group members stayed in character. More attention might be given to how particular characters would speak and act.	Every group member stayed in character, speaking clearly and accurately. It is clear the roles were taken seriously.
Preparation and team work	The group showed little or no preparation for the role play.	The groups performed the role play but were heavily reliant on reading from a script.	The group worked well together. There were some pauses where more time practising might have helped.	The group did an excellent job preparing and rehearsing the role play, which was fluent and convincing.

3.7.2 Sample generic poster, exhibition or information graphic rubric

Category	Foundation	Developing	Satisfactory	Extending
Content	The poster does not convey the lesson objective	The poster conveys part of the lesson objective but is unclear and/or lacking some points.	The poster effectively conveys the lesson objective.	The poster conveys the lesson objective with creativity and insight
Presentation	The points made on the poster lack clear supporting explanation and evidence. Visual evidence is not captioned or labelled.	Some points from the lessons are summarized. There is valid use of visual evidence, though it is unclear how some visual evidence supports the points and explanations in the poster.	The main points of the lesson are summarized in text and explained and accompanying relevant visual information such as maps, diagrams, charts, graphs and photographs, are captioned and explained.	The design of the poster highlights key points, the significance of which is explained and supported by clear, relevant and labelled visual evidence including independent research and information such as maps, diagrams, charts, graphs and/or photographs.
Use of evidence and research	There is little use of evidence to back up points made on the poster. The relevance of visual evidence is unclear.	There is use of the sources as evidence for points made in the poster, though more clarity is needed as to how the visual evidence supports points made.	There is effective use of key evidence from the range of sources provided and evidence is used to support the points and explanations on the poster.	In addition to clearly referencing relevant information from the sources provided, the students have undertaken independent research to find further valid evidence.

3.7.3 Sample generic presentation rubric

When presenting, whether using presentation software such as PowerPoint or Google Slides, or using other visual media such as paper or the white/blackboard, students (and teachers) often make the mistake of including too much text and simply reading off a list of bullet points. This misses the point of presentations, which are a visual and aural medium where the presenters explain a topic to their audience using visual references to support their message in the form of maps, diagrams, photographs, sketches, animations or other visual evidence. Lengthy text and ‘busy’ pages with multiple images should be reserved for handouts or textbooks – a different medium. Effective presenters will have minimal text to distract the audience – no more than a word or simple phrase. This is a useful skill for students to learn. Furthermore, they will really need to know the material rather than just reading it off the slide, paper or whiteboard. To facilitate effective presentation skills, here is a possible rubric. As before, the content section will need to be adapted to state the specific objectives of the presentation in the context of the lesson objectives.

Category	Foundation	Developing	Satisfactory	Extending
Content	The presentation does not convey the lesson objective.	The presentation conveys part of the lesson objective but is unclear and/or lacking some points.	The presentation effectively conveys the lesson objective.	The presentation conveys the lesson objective with creativity and insight
Presentation	The presentation contains little or no relevant visual evidence. There may be excessive use of reading off text in the form of bullet points or paragraphs and little or no engagement with the audience.	There is some relevant visual evidence in the presentation. There may be excessive use of reading off text in the form of bullet points or paragraphs.	Presentation slides and materials are visual, avoiding excessive text. The images (maps, diagrams, photographs, sketches, animations or other visual evidence) support efficiently the presentation.	The presenters have carefully selected visual information to support their presentation in an engaging and imaginative way.
Preparation and research	There is little to no evidence of preparation or scripting of the presentation.	The students make frequent references to previously prepared notes or read off of them.	The students present fluently and with expression, using notes only when necessary. Visual information is relevant and supports the presentation.	The students present fluently and expressively without using notes – they have clearly practised and planned the presentation of the material.

3.7.4 Group work on source analysis

As the Shared Histories lessons make extensive use of primary and secondary sources, it may be useful in a preliminary lesson to explore tools for source evaluation. Source evaluation is essentially rating the value of a piece of evidence a particular question or historical interpretation. This could also be an extension task for more able students. A useful framework for source evaluation is OPCVL: Origin, Purpose, Content, Value and Limitations.

Origin	Who produced the source, when and where? If it is a primary source, was the author involved in the events, and if so, how might their perspective affect the source? If it is a secondary source, is the author an authority? What reasons might there be to omit, distort or exaggerate (information)?
Purpose	What type of source is it? Speech? Map? Letter? Textbook? Ritual prayer? Why was it produced – for what audience? Has it been produced to inform, persuade or for some other purpose?
Content	What are the key points and range of information within the source? How would you summarize the main message(s)?
Value	Based on who wrote it (origin), when/where it came from, why it was created (purpose) and what the source says (content) . . . what value does this document have as a piece of information?
Limitations	What part of the story can we NOT tell from this document? Does the author represent a particular 'side' of a controversy or event? CAREFUL: very biased sources can still be useful to gain insight into individual perspectives, who they are trying to persuade and why.

Many of the tasks in the Shared Histories lessons are more focused on the content aspect of the sources, synthesizing a range of evidence towards a historical interpretation, but without evaluating the value and limitations of the sources. This may be suitably challenging for many students, though more able students could extend their use of sources into source evaluation. The following rubric can be useful for source analysis in the form of a written summary in paragraphs or graphic organizer.

3.7.5 Sample generic source analysis rubric

Foundation	Developing	Satisfactory	Extending
The analysis does not convey the lesson objective or make effective use of evidence sources.	The analysis conveys part of the lesson objective but is unclear and/or lacking some points. A limited number of sources have been used.	The analysis produced uses a wide range of evidence from multiple sources, cross referenced to create a clear interpretation.	The analysis produced uses a wide range of cross-referenced evidence to create a clear interpretation. The value and limitation of some sources is evaluated by considering their origin and purpose.