

Journal Prompts for a Borders & Belonging Unit

ELA Unit Planning Guide | Incorporate Facing History Journal Prompts

The following Facing History journal prompts are designed to support student reflection for a Borders & Belonging unit. To help students feel safe and empowered, it is important that they always know before they write if they will be sharing their ideas, and they should always have the choice to keep what they write in their journals private.

Prompts to Explore the Intersection of Borders and Belonging

- What is a border? What kinds of borders exist in the world? What purposes do borders serve?
- What forces keep borders in place? What forces can break borders down?
- How do we conceive of borders? In other words, how do we know they exist when many borders are invisible to the naked eye?
- How can borders, both real and imagined, shape individuals' sense of belonging?
- How can we cultivate empathy for individuals and groups on the other side of a border?

Prompts to Explore Individual and Group Behavior

- What are the visible and invisible borders that influence my sense of who I am and where I belong?
- How do your different identities intersect to shape who you are and your sense of belonging in some groups and your exclusion from others?
- Why and how do individuals and societies create "the Other"?
- What role do borders play in determining who is "in" and "out" of a neighborhood, community, or group?

Us History Journal Prompts

Stephen K. Stein, Maureen MacLeod



Us History Journal Prompts:

Brotherhood of Locomotive Engineer's Monthly Journal ,1899 **Locomotive Engineers Journal** ,1899 Take Five Minutes: American History Class Openers Cantu,2002-02 Six different types of critical thinking activities covering 72 topics set the instructional stage for history lessons and provoke higher order thinking **American Educational History Journal** Shirley Marie McCarther,2019-08-01 The American Educational History Journal is a peer reviewed national research journal devoted to the examination of educational topics using perspectives from a variety of disciplines The editors of AEHJ encourage communication between scholars from numerous disciplines nationalities institutions and backgrounds Authors come from a variety of disciplines including political science curriculum history philosophy teacher education and educational leadership Acceptance for publication in AEHJ requires that each author present a well articulated argument that deals substantively with questions of educational history AEHJ accepts papers of two types The first consists of papers that are presented each year at our annual meeting The second type consists of general submission papers received throughout the year General submission papers may be submitted at any time They will not however undergo the review process until January when papers presented at the annual conference are also due for review and potential publication For more information about the Organization of Educational Historians OEH and its annual conference visit the OEH web site at www.edhistorians.org **Developing Student Analysis in the U.S. History Classroom** Christopher Watkins,2008

American Educational History Journal - Golden Anniversary Edition Shirley Marie McCarther,2023-10-01 The American Educational History Journal is a peer reviewed national research journal devoted to the examination of educational topics using perspectives from a variety of disciplines The editors of AEHJ encourage communication between scholars from numerous disciplines nationalities institutions and backgrounds Authors come from a variety of disciplines including political science curriculum history philosophy teacher education and educational leadership Acceptance for publication in AEHJ requires that each author present a well articulated argument that deals substantively with questions of educational history AEHJ will accept two types of original unpublished manuscripts not under consideration by any other journal or publisher for review and potential publication The first consists of papers that are presented each year at our annual meeting The second type consists of general submission papers received throughout the year General submission papers may be submitted at any time They will not however undergo the review process until January when papers presented at the annual conference are also due for review and potential publication For more information about the Organization of Educational Historians OEH and its annual conference visit the OEH web site www.edhistorians.org **Teaching to Empower** Debbie Zacarian,Michael Silverstone,2020-03-16 We want students to master academic standards and we want them to be confident adaptive and socially responsible Above all we want them to find meaning and satisfaction in their lives Achieving these goals requires a concerted focus on the social emotional skills that empower students in and beyond the classroom In Teaching to Empower

Debbie Zacarian and Michael Silverstone explore what an empowered student looks like in our increasingly diverse contemporary schools and prompt educators to examine their own relationship to empowerment. The book's evidence-based strategies and authentic examples show you how to foster an inclusive culture of agency, self-confidence, and collaboration that will give each of your students, regardless of race, culture, language, socioeconomic status, abilities, sexuality, or gender, the opportunity, responsibility, and tools to become an active learner, thoughtful community member, and engaged global citizen. Whether you're a preservice teacher, a classroom novice, or a veteran, you'll find the practical guidance you'll need to create inclusive and empowering physical learning spaces, set up self-directed learning, and promote positive interdependence. Promote student self-reflection. Teach the skills of collaboration. Foster the self-advocacy that fuels deeper, more autonomous learning. Partner more effectively with families and the community to support student empowerment. *Making Citizens*

Beth C. Rubin, 2012-05-23 Can social studies classrooms be effective makers of citizens if much of what occurs in these classrooms does little to prepare young people to participate in the civic and political life of our democracy? *Making Citizens* illustrates how social studies can recapture its civic purpose through an approach that incorporates meaningful civic learning into middle and high school classrooms. The book explains why social studies teachers, particularly those working in diverse and urban areas, should infuse civic education into their teaching and outlines how this can be done effectively. Directed at both pre-service and in-service social studies teachers and designed for easy integration into social studies methods courses, this book follows students and teachers in social studies classrooms as they experience a new approach to the traditional history-oriented social studies curriculum using themes, essential questions, discussion, writing, current events, and action research to explore enduring civic questions. Following the experiences of three teachers working at three diverse high schools, Beth C. Rubin considers how social studies classrooms might become places where young people study, ponder, discuss, and write about relevant civic questions while they learn history. She draws upon the latest sociocultural theories on youth civic identity development to describe a field-tested approach to civic education that takes into consideration the classroom and curricular constraints faced by new teachers. *The Parallel Curriculum in the Classroom, Book 2*

Carol Ann Tomlinson, Sandra N. Kaplan, Jeanne H. Purcell, Jann H. Leppien, Deborah E. Burns, Cindy A. Strickland, 2005-09-08 Based on the Parallel Curriculum Model, this book provides curriculum units in social studies, science, art, and language arts for use in primary, elementary, middle, and high school settings. *America's Story 3 (Teacher Guide)*

Angela O'Dell, 2017-11-10 A Charlotte-Mason Inspired Journey Through American History *America's Story 3* concludes the exciting journey through American History as students review America's rich history, experience the excitement of discovery and invention, as well as the hardships of the Great Depression, and examine the challenges our nation still faces. Easy for teachers, exciting for students, *America's Story 3* is designed to be easy to use for teachers as your student embarks on an exciting adventure through American history while learning to retell history through the use of oral and written narration. Sketch their way through

historical scenes Create their own maps And compile a timeline from the early 1900s to Modern Times America's Story 3 Teacher Guide Includes Suggested Daily Schedule saving you time Student worksheets for narration oral written sketching map adventures timelines Optional Digging Deeper activities Special Project Ideas Review sheets answer keys 3 hole punched perforated pages for convenience

Voices From the Wreckage: Young Adult Voices in the #MeToo Movement Kimberly Karshner, 2023-04-18 *Voices From the Wreckage* Young Adult Voices in the MeToo Movement is an edited collection by Kimberly Greenfield Karshner Lorain County Community College This collection focuses on situating young adult voices in the MeToo movement and into American culture and identity Children's and young adult literature is an area of study that has rapidly evolved in the past ten years bringing previously silenced voices to light This is especially true for YA LGBTQ voices and also for young narrators who are not only discovering celebrating and coming to terms with their identities but also dealing with assaults on their identities This collection will build on what writers like Laurie Halse Anderson have begun first with her groundbreaking book on sexual assault *Speak* published in 1999 and more currently her follow up book *Shout* 2019 These authors continue what Anderson started exploring texts from the perspectives of YA male and female voices Native American and international perspectives and LGBTQ character representation Chapters investigate various literary forms such as graphic novels memoirs and novels and cover topics such as sexual desire consent trauma and survivorship The literature featured in this volume will assure young people that they can tell their stories and that they will be heard *Voices From the Wreckage* will be a valuable tool for anyone who teaches Young Adult Literature or for those who are avid readers and fans of the genre The authors in this collection are starting and continuing very important conversations on the topic of sexual abuse and trauma a conversation necessary for the intended audiences of these books and for adult readers and teachers who are facilitating the emotions connected to these topics

Writing Across the Social Studies Curriculum Roger Sensenbaugh, 1989 Guidance in writing to learn in social studies with lesson plans for a wide variety of topics and types of writing projects such as timelines journal entries newspaper articles epitaphs and research papers

Content Area Reading and Learning Diane Lapp, James Flood, Nancy Farnan, 2016-11-18 How can teachers make content area learning more accessible to their students This text addresses instructional issues and provides a wealth of classroom strategies to help all middle and secondary teachers effectively enable their students to develop both content concepts and strategies for continued learning The goal is to help teachers model through excellent instruction the importance of lifelong content area learning This working textbook provides students maximum interaction with the information strategies and examples presented in each chapter This book is organized around five themes Content Area Reading An Overview The Teacher and the Text The Students The Instructional Program School Culture and Environment in Middle and High School Classrooms Pedagogical features in each chapter include a graphic organizer a chapter overview Think Before Think While and Think After Reading Activities which are designed to integrate students previous knowledge and experience with their new

learnings about issues related to content area reading literacy and learning and to serve as catalysts for thinking and discussions This textbook is intended as a primary text for courses on middle and high school content area literacy and learning *Teaching for Historical Literacy* Matthew T. Downey, Kelly A. Long, 2015-07-30 *Teaching for Historical Literacy* combines the elements of historical literacy into a coherent instructional framework for teachers It identifies the role of historical literacy analyzes its importance in the evolving educational landscape and details the action steps necessary for teachers to implement its principles throughout a unit These steps are drawn from the reflections of real teachers grounded in educational research and consistent with the Common Core State Standards The instructional arc formed by authors Matthew T Downey and Kelly A Long takes teachers from start to finish from managing the prior learning of students to developing their metacognition and creating synthesis at the end of a unit of study It includes introducing topics by creating a conceptual overview helping students collect and analyze evidence and engaging students in multiple kinds of learning including factual procedural conceptual and metacognitive This book is a must have resource for teachers and students of teaching interested in improving their instructional skills building historical literacy and being at the forefront of the evolving field of history education *Teaching and Learning History Online* Stephen K. Stein, Maureen MacLeod, 2023-04-17 *Teaching and Learning History Online* A Guide for College Instructors offers everything a new online history instructor needs in one package including how to structure courses integrate multimedia and manage and grade discussions as well as advice for department chairs on curriculum management student advising and more In today's technological society online courses are quickly becoming the new normal in terms of collegiate instruction providing the ideal environment to flip the classroom and encourage students to hone critical thinking skills by engaging deeply with historical sources While much of the attention in online teaching focuses on STEM business and education courses online history courses have also proven consistently popular However due to the COVID 19 pandemic new history instructors are rushed into online teaching with little or no training or experience creating a need for a guide to ease the transition from classroom to online course development and teaching A timely text this book aims to provide both new and experienced college history teachers the information they need to develop dynamic online courses **The Journal of European Economic History**, 1975

Current Index to Journals in Education, 2000-04 **Teach** Janice Koch, 2019-01-02 *Teach* is a concise introduction to education that challenges students preconceived notions of teaching in order to transform them into reflective practitioners Empathizing with the difficulties students face as they move from the college classroom to their own classrooms revered author Janice Koch invites readers to both reflect on their own dispositions for teaching and look outside of themselves to the demands of the profession making the philosophy of teaching and learning accessible and relevant The Fourth Edition emphasizes the changing student population and the role of technology and globalization in the field while also including the Interstate Teacher Assessment and Support Consortium InTASC standards correlating with each chapter's

content With the guidance of this supportive text students will gain vital exposure by engaging with professional standards from the very start of their career

Outshining Trauma Ralph De La Rosa, 2024-11-26 Discover a path of post traumatic growth spiritual insight and deep compassion for the most challenging parts of yourself Ralph De La Rosa integrates Richard Schwartz's revolutionary Internal Family Systems IFS model with Buddhist meditation practice to offer a radically different healing paradigm If you're among those who've tried therapy and meditation but wonder why you still suffer repetitive patterns and emotions *Outshining Trauma* is for you De La Rosa places the innovative evidence based model of IFS in the context of Buddhist meditation to show that the process of healing trauma can lead you to your deepest spiritual nature This book offers clear conceptual frameworks to understand trauma post traumatic growth and the close relationship between healing trauma and spirituality The many journal prompts experiential practices and guided meditations will teach you how to See that your mind is made up of disparate parts that carry their own views and intentions which can become stuck in traumatic experiences Recognize common types of inner parts in the IFS model such as Managers Firefighters and Exiles Separate from a part inside of you that's holding grief pain or other difficult feelings and then elicit its concerns and wisdom Utilize meditation as a method for opening to transformative self compassion and self love A survivor himself of depression PTSD and addiction De La Rosa shares gripping inspirational life stories to demonstrate the path of outshining trauma

A Renaissance of Our Own Rachel E. Cargle, 2024-03-26 From a highly lauded modern voice in feminism and racial justice comes a deeply personal and insightful testament to the power of reimagining to dismantle the frameworks and systems that no longer serve us while building new ones that do Powerful You will leave these pages changed for the better Gabrielle Union New York Times bestselling author of *We're Going to Need More Wine* There are breaking points in all our lives when we realize that the way things have been done before just don't work for us anymore be it the way we approach our relationships our belief systems our work our education even our rest For activist philanthropist and CEO Rachel E Cargle reimagining the act of creating in our minds that which does not exist but that we believe can and should has been a lifelong process Reimagining served as the most powerful catalyst for Cargle's personal transformation from a small town Christian wife to an incisive queer feminist voice of a generation In *A Renaissance of Our Own* we witness the sometimes painful but always inspiring breaking points in Cargle's life that fostered a truer identity These defining moments offer a blueprint for how we must all use our imagination the space that sees beyond limits to live in alignment with our highest values and to craft a world independent of oppressive structures both personal and societal Cargle now invites you to acknowledge ways of being that stem from societal expectations instead of your personal truth and to embark on a renaissance of your own She provides the very tools and prompts that she used to unearth her own truth tools that opened her up to being a more authentic feminist and purpose driven matriarchal leader *A Renaissance of Our Own* gives us the courage to look at the world and say I want something different It serves as a reminder of the power and possibility of reimagining a life that feels right

all the way down to the marrow of your bones

Eventually, you will unquestionably discover a extra experience and achievement by spending more cash. yet when? get you agree to that you require to acquire those all needs taking into consideration having significantly cash? Why dont you attempt to acquire something basic in the beginning? Thats something that will lead you to understand even more going on for the globe, experience, some places, like history, amusement, and a lot more?

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