

**DIFFERENT WORLDS: AN EXAMINATION OF STUDENTS' EXPERIENCES IN
TRACKED “GLOBAL STUDIES” CLASSROOMS**

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ABSTRACT

High schools in New Jersey are expected to help their students to become citizens of the global world. The state standards suggest that students need to become globally aware and be able to make informed decisions about global events. Despite the intent of the standards, as a teacher of Global Studies I was concerned that our rigid system of academic tracking meant that students in the lower tracks were not having the same opportunities as those in higher tracks. This study sought to address this problem by examining the experiences of students in each of the tracks of Global Studies and eliciting their voices and perspectives on the curriculum. Three research questions guided the study: How is Global Studies taught in each of the academic tracks at West Brunning High School? How do students in these three tracks describe their experiences in Global Studies? What do my findings suggest for creating equity across tracks for Global Studies students at West Brunning High School?

Over the course of 5 months, I analyzed the lessons of participating colleagues by collecting their written lesson plans, gradebooks and teaching materials. I observed 6 classrooms (2 in each track) and asked participating teachers to complete “data sheets” highlighting the classroom activities they completed for each unit. Both observational data and teacher materials were used to create a narrative for each track. I also conducted 3 focus groups (1 per track) with 27 students in an effort to highlight the voices of the students themselves.

Each track was found to have its own culture shaped by teacher expectations. There was an emphasis on discussion, multiple perspectives and detailed content at the higher levels where students were expected to be college-bound, while students in the lower tracks experienced more book-work and less detailed content as they were not expected to complete college-level tasks. Students reported enjoying and finding value in the Global Studies course especially the units on Culture and Africa. Students also enjoyed certain pedagogies such as classroom debates and discussions and the use of

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feature films. Suggestions to improve the Global Studies program include reconceptualizing how we teach the subject and aligning instruction for “best practices” which includes interdisciplinary activities, learning beyond the walls of the classroom, and an emphasis on multiple perspectives.

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Please know that I think of you each time I ponder our education system, as you both inspire me to make it the best it can be.

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This is ultimately dedicated to the men and women of the teaching profession, who day-in and day-out do "the work", and prove they are the real experts, by tirelessly striving for incremental change despite the difficulties the job presents. Stay strong.

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Chapter 1 – Introduction

It is certainly not news that we are living in an increasingly global society. The barriers that once separated peoples, cultures, ideas and markets have been erased through technological innovation and the ability for people to move and interact with ease. Educational scholars have been quick to point out the necessity of helping students develop a world view that helps prepare them for this highly globalized society (Carano, 2010; Merryfield, 2001). Developing a more sophisticated view of global issues has been deemed essential to creating a well-rounded, globally aware, functional world citizen. Kirkwood (2001) describes globally educated people as "those who possess high-tech skills, broad interdisciplinary knowledge about the contemporary world, and adaptability, flexibility, and world mindedness to participate effectively in the globalized world" (p. 11). Parker (2001) notes that, "students must come to understand liberty, pluralism, citizen rights and responsibilities, and the rule of law. Further, they must come to abhor demagoguery, discrimination, oppression, and military rule" (p. 6). In short, students need skills that encourage them to analyze, understand and make sense of global issues and how they affect their own and others' lives (Carano, 2010; Davies, 2006).

In order to help students function in this kind of a world, the U.S. education system has adopted new standards for world history and global awareness. For example, a "21st Century Social Studies Education" in the State of New Jersey hopes to develop a population that is "globally aware, socially responsible," and able to "make informed decisions about global events based on inquiry and analysis." In addition, students should be able to "consider multiple perspectives," "recognize the implications of an interconnected global economy," and "appreciate the global dynamics between people places and resources" (New Jersey Core Curriculum Content Standards, 2014). As a result of these standards, high

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school and middle school teachers are developing global studies curricula, and relabeling classes to reflect this focus on current issues and world history.

Despite the importance of global education in state standards, the implementation of global studies as part of the social studies curriculum is impacted by two issues. First, there's the ongoing curriculum debate about what should constitute the social studies curriculum and whether globalization and global studies are even real topics worthy of study. The second issue concerns equity and whether or not a system that employs the use of academic tracking honors the spirit in which the global studies standards were derived.

Curriculum Debates

“Global Studies” is not the classic survey of World History that is often taught in many high schools throughout the state. Instead Global Studies is a course of study that examines modern history and is somewhat flexible, changing in response to key events in the world. For example, Global Studies classes deal with more current events and sensitive topics such as modern genocides, gender and equality issues, the role of religion in society, oppression, and even moral conundrums such as torture (Merryfield, 2001; Mudimbe-Boyi, 2002; Tan, 2004). As Carlsson-Paige and Lantieri writes:

“Our best hope for humanity is to fully engage young people with this global reality in ways that interest and inspire them to understand themselves, others, and the interdependent world in which they live; to come to love and believe in justice and peace, and to take active steps in their own lives to bring about a better world. (p. 108).

Research has suggested that there are ways to best teach Global Studies concepts. These include engaging students in debates about world topics, activities that lead to inquiry and problem solving, expanding the learning sphere beyond the classroom into the public realm, and creating multiple measures of assessment (Alemu, 2010; Erikson, 2001; Zelman, Daniels & Hyde, 2005). These activities tend to allow students to make connections between what they are reading in the curriculum

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and actual current events with the effect of making the content more “real.” Research on teaching global issues also suggests that students should work to understand multiple perspectives and build empathy and understanding, as they are living in a society that is increasingly diverse and culturally pluralistic (Merryfield, 2001). Together these practices, it is argued often lead to higher order thinking, as teachers present social scenarios that require the analysis and synthesis of information, as well as the opportunity to engage students in creative projects.

Critics of a curriculum that examines social and geopolitical issues argue that forcing students to engage in these issues is ultimately too challenging for most students, as they are too young and unable to really understand the scope and magnitude of geopolitical issues. Prior to full cognitive development, students may also lack the ability to emotionally empathize with the subjects they are studying (Leming et. al., 2003; Posner, 2003). While these assertions are valid, there is little information to inform these debates, as few studies have been conducted on the global studies curriculum in action.

The Inequalities of Tracking

While students might get the chance to participate in a global studies curriculum, the reality is that high school social studies is typically tracked in most schools. As Rubin (2006) notes, “tracking, the sorting and grouping of students for instruction based on assessment of academic ability, is a long-standing organizational practice of schooling in the United States” (p. 2). The mere fact that students are separated based on their academic ability has often raised intriguing questions about equality and opportunity in education. Due to the separation of students, tracking has “frequently been critiqued as providing inadequate and inequitable education to students in lower-ability tracks, for separating students amongst race and class lines, and perpetuating unequal-access to a college bound curriculum” (Rubin, 2006, p.1). It has been widely documented that academic instruction and educational opportunities are often watered-down, less rigorous and of lesser quality for students placed in the

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lowest tracks (Ansalone, 2009; Kelly & Carbonaro, 2005; Oakes 1985, 2005). Proponents of tracking, on the other hand, argue that there are indeed benefits to sorting and grouping students. Studies suggest that higher-tracked students benefit from more challenging curriculum and that tracking presents a valid way for schools to address differentiation and specific learning needs, given their limited resources (Argys, Reese & Brewer, 1996; Kulik & Kulik, 1992; Mereand-Shinha, 2012; Rogers, 1991). However, if the common goal of social studies classes is to create active global citizens and allow students to explore the world and build empathy and tolerance for diverse perspectives, then it is quite possible that the differentiation enacted via tracking may result in students in the lower tracks not having access to the kinds of curriculum experiences that prepare them to be globally engaged citizens. Students in lower tracks may not be getting exposed to broad interdisciplinary knowledge about the contemporary world (Ansalone, 2003; Gamoran & Berands, 1987; Kozol, 1991; Oakes, 1985, 1987, 2005).

Tracking in social studies education may be “out of tune” with much of the expectations levied by local and state regulations for global awareness and world history. If our education system is serious about providing a quality education for all students, as well as helping to develop the skills necessary to succeed in a global society, then a tracked global studies classroom may be providing a disservice to some students. Depending on their perceived academic strengths, students may be learning about the world quite differently. As a consequence, it may be that the global studies curriculum is not achieving its aim of educating all students about topics of significance and helping them develop the skills necessary to interact in a global and diverse society. If it is common practice for students in the lower tracks to receive instruction of a lower quality, then it follows that these students may not be receiving the skills and understandings they need to be active and globally aware citizens in the 21st century. Regardless of their academic abilities, all students will enter a global workforce. They will seek opportunities for themselves in an economy that is increasingly reactionary to global issues such as

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terrorism, limited resources, and interdependence. Therefore, it is essential that all students engage in global issues and develop some understandings of the way in which global events impact their lives. Given that the research on tracking suggests that students in tracked classes may not be receiving the same level of instruction, it stands to reason that there may be instructional issues, specifically issues related to curricular equity, that need to be investigated. Unfortunately, minimal research is available to inform this issue, as studies of the global studies curriculum in action in tracked classrooms are not available.

Global Studies at West Brunning

At West Brunning High School, students are required to take a course their junior year entitled “Global Studies.” While many other high schools around the state offer a freshman level “World History” course, Global Studies was created to meet the needs of a diverse student body and to re-focus students from what was seen by curriculum developers, at the time, as the over-westernization of standard World History. The focus of Global Studies is on modern, socially relevant issues and concepts. Many of the topics discussed in class are issues that are presently making headlines. These include curricular components such as the United States' dealings with Iran, North Korea and the Middle East, as well as units on the United Nations, Modern Africa and World Religions, to name a few. Global studies was created in 2003 by a group of teachers who wanted to provide a “non-western” course in the Junior year of high school that was a different from the “World History” course offered by other high schools. As noted in the school course catalog:

Global Studies is required for all 11th graders. Global Studies focuses on the recent political, social and economic developments that shape the modern world. Students will learn about the following topics: the beliefs and practices of world religions and cultures, the U.N., world institutions, globalization and outsourcing, child labor, human exploitation and genocide, the different government and economic systems, and the effects of nationalism, imperialism, and

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colonialism. Students will also study the geography, history, and culture of several world regions to enhance their understanding of recent events (West Bunning High School Course Catalog p. 5).

Like all of the academic classes required for graduation, all Global Studies classes are “tracked.” West Bunning has three levels of tracked students: “Honors” (the highest academic level and purportedly the most rigorous), “Academic” (also known as “college prep” is generally reserved for students who wish to further their academic careers after high school) and “Regular Level” (the lowest academic track that is not considered preparation for college). Placement in each track is determined by prior test scores, previous grades in other classes and the recommendations of faculty, so that by their junior year, students are enrolled in what is deemed to be their appropriate level of Global Studies.

As a teacher in my 12th year at West Bunning High School, I have witnessed a growing level of inequality amongst the academic levels in our school. Students in our honors track often engage in higher levels of analysis through classroom conversations, “Socratic seminars,” and detailed texts. Meanwhile, students in lower tracks are often assigned menial tasks such as completing worksheets and preparing for fill-in-the-blank and “matching tests” that do not address higher-order thinking skills.

If one believes that educational institutions such as public schools prepare young adults to be actively engaged in global issues, and that social studies programs across the country are rightfully charged with this task, then the system must work to foster equitable educational opportunities so that all students can think critically about these subjects. John Dewey (1916/1985) famously noted “an undesirable society is one that internally and externally sets up barriers to free intercourse and communication of experience” (p. 95).

This study sought to examine these barriers by formally exploring the way in which students experience the Global Studies curriculum in 3 different tracks. As Merryfield (1998) notes:

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“Although there has been considerable rhetoric about the need for global education, little attention has been paid to how teachers are actually teaching about the world, its people, and global issues... We know very little about what actually happens in globally oriented classrooms.”

As I was interested in describing both what Global Studies looked like in each track and eliciting students' experiences and perspectives on the Global Studies curriculum, I employed a qualitative case study design that afforded me the opportunity to look in-depth at the students' experiences in each track and gather their perspectives on the Global Studies curriculum, while examining the types of assignments and topics covered during the class. The following questions guided this inquiry:

- 1) How is Global Studies taught in each of the academic tracks at West Brunning High School?
 - a. What are the topics, assignments and activities offered to students in each track?
 - b. What pedagogies does the teacher use in each track?
- 2) How do students in these three tracks describe their experiences in Global Studies?
 - a. What do they say they do in the Global Studies class?
 - b. What do they say they learn?
 - c. How do students' responses differ by track?
- 3) What do my findings suggest for creating equity across tracks for Global Studies students at West Brunning High School?

To answer these research questions, this dissertation begins with a chapter devoted to describing the current research base on tracking and Global Studies curriculum. Chapter 3 outlines the methodology I employed to explore tracking in the Global Studies classroom in depth. Following a discussion of the methodology, I outline my findings in Chapter 4, highlighting the unique differences and (in some cases) the similarities in content and skills that are offered to the various tracks and presenting these differences from the perspectives of students. These findings are then discussed in the final chapter in

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order to identify future directions that my colleagues and I might take to address the academic inequities of tracking in Global Studies at West Brunning High School.

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Chapter 2 – Literature Review

The scholarly literature that informs this study comes from three distinct fields of academic research, including the new emphasis on global education, the history of tracking and its impact on students and classrooms, and tracking in the social studies classroom. An overview of some of the literature pertaining to the importance to global education is addressed, followed by a brief history of ability tracking, which exposes the underlying benefits and disadvantages of this educational practice. Finally, an overview of the literature on the experiences of students in tracked classrooms, especially tracked social studies classrooms, serves to highlight the need to examine the inequalities that exist between different tracks. While a few studies exist that examine tracking in social studies, there is currently no research that examines the role of tracking and the teaching of modern global concepts as outlined in the “Global Studies” course.

Global Studies and Best Practice

Gaudelli (2003) notes that defining global studies can be a daunting proposition, as it could possibly “include the entirety of human history” (p.6). While such definitions are unhelpful, the majority of literature pertaining to the subject can be classified in six major categories (Gaudelli, 2003). The first category “controversy” involves placing global studies education within the political framework of teaching anything other than Western history as “un-American” (p. 16). The second category pertains to literature that discusses the new role of the “nation” in a world that is decidedly more connected. In other words, “are we a “world of nations” or a “world nation” (p. 18)? The third category of literature pertains to global studies as a vehicle for teaching “cultural diversity.” As interactions between people increase, questions remain as to how to effectively study others’ culture in ways that do not bifurcate and person or group of people from another (p. 20). The fifth area of global

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studies research centers around “civic education” and the role of “student activism.” This area of literature seeks to document student and teacher interactions with non-governmental organizations (NGO’s) and other issues that pertain to civil rights and human rights around the world (Gaudelli, 2005). The fifth literature area concerns the effectiveness of the subject, and the empirical data that suggests whether or not global studies “helps students better understand the world” (p. 24).

This study mostly pertains to the sixth area as outlined by Gaudelli (2003); “focusing on teaching and learning.” This area of research attempts to explore how global studies has been incorporated into classrooms since its formal beginnings in the 1970’s (Gaudelli, 2003). There is relatively little research in regard to professional development for teachers and activities teachers use in their classrooms to convey this content.

Indeed, much has changed over the past 20 years in the World History curriculum. Marino (2011) notes that “the evidence seems to indicate that secondary school world history courses are currently in the midst of an incomplete reform movement.” In other words, “there is a tension between the older, “modern history” conception of world history and newer ideas as represented in the world history movement” (p. 5). With this change has come a new emphasis on understanding modern world history as reflected in the New Jersey Core Content Standards, which now highlight the impact of global markets and economies on our own market, as well as the need for cultural integration and multi-cultural understandings.

Dunn (2010) asserted that there were essentially two “arenas” in the discussion of world history. The academic historians and scholars in “Arena A” often describe world history in the context of the planet as a whole and explore patterns and connections in human history. In “Arena B,” teachers, test makers and curriculum writers battle for limited classroom time and competing interests. Politicians and multi-culturalists work to influence other policymakers and special interest groups.

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Ultimately, Dunn argues that a dialogue must exist between these two arenas. If educators are devoted to international literacy, "they should agitate for a new and bigger arena for the two stadiums" (p. 193).

The relatively new phenomenon of rapid globalization has led to an increase in educational literature pertaining to global awareness and what students should know about the world. Hanvey (1976) offered some of the first insights into what a global education means. His definition asserts that students need to be aware of their own unique worldviews, be knowledgeable about world conditions and global dynamics, have some cross-cultural awareness, and realize the importance of human choice.

Relative consensus on the importance of global activism and awareness has been outlined in new approaches to curriculum and instruction (Davies, 2006). In order to establish a common language for global awareness, Oxfam (1997) offers the following:

We see the global citizen as someone who is aware of the wider world and has a sense of their own role as a world citizen; respects and values diversity; has an understanding of how the world works economically, politically, socially, culturally, technologically and environmentally, is outraged by social injustice, participates in and contributes to the community at a range of levels from the local to the global, is willing to act to make the world a more equitable and sustainable place, and takes responsibility for their actions (p. 3).

Kirkwood (2001) describes globally educated people as "those who possess high-tech skills, broad interdisciplinary knowledge about the contemporary world, and adaptability, flexibility, and world mindedness to participate effectively in the globalized world" (p. 11). In order to create global citizens and globally educated students, a new focus on global-community mindedness and shared responsibility now permeates the discourse on the purpose and content of social studies classes (Carano, 2010; Davies, 2006; Kirkwood, 2001).

Much of the literature on global issues has been from international sources where national standards have forced schools and educational professionals to seek a common definition. For example,

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Bardsley (2007) presents a compilation of research that is being used to support the continued high level of funding for Australian public schools in light of an increasingly global society. The article highlights that these standards emphasize educational equity and social justice for all Australian students, but links it to their ability to function in a global society/market. Similarly, across the Atlantic, the new National Standards for Education in the United Kingdom, which include a “Global Citizenship” requirement in-line with Oxfam’s recommendations, have been adapted and mainstreamed by teachers in secondary classrooms (Ibrahim, 2005). However, in the United States, adoption of global standards has been slow. An analysis of U.S. state social studies standards found that “only 15 states include the term 'globalization,' and only two states included the term 'global citizen' in their social studies curriculum standards” (Rapaport, 2009).

Over the past decade or so, there has been some consensus about the most effective way to teach global issues. A leading researcher in global studies education, Merry Merryfield (2001), notes that the study of global issues should offer counterpoints to the historical narrative that is familiar to students, so that they learn to challenge and broaden their understandings about the world. As with other topics in the social sciences, making global studies content real is challenging, but scholars such as Bolinger & Wilson (2007) have noted that various themes have emerged from The Interstate New Teachers Assessment and Support Consortium (INTASC) and the National Council for the Social Studies (NCSS) the content of Social Studies curriculum and how educators should present content pertaining to globalization. Other researchers have developed “best practices” specifically for Social Studies education. Notably, Zeleman, Daniels & Hyde (2005) have also established a list of activities that should be implemented for the effective teaching of Social Studies. Carano (2010) devised a system of *5 Dimensions of a Global Perspective*. Similarly, Mansilla & Jackson (2011) produced the “Global Competency Matrix for Social Studies,” which defined global competence as the “capacity and disposition to understand and act on issues of global significance” (p. 107).

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Educators have been working to implement new kinds of learning for global citizenship in more broad terms. “They are finding ways to teach the concepts, values, and skills of civic and global education as they provide each student with authentic experiences that actively engage head and heart” (Carlsson-Paige & Lantieri, 2005 p. 121). Organizations such as the “Earth Charter”, and the “Global Campaign for Peace” have outlined broad themes for global studies which include “respect and care for community life”, “ecological integrity”, “social and economic justice”, and “democracy, non-violence and peace” (Earth Council, 2002). Moreover, the group “Educators for Social Responsibility” as developed a model known as the “Peaceable Classroom” which includes an emphasis on “building community”, “shared decision-making,” “democratic participation,” “social responsibility,” “affirmation and acceptance,” and “emotional literacy” (Carlsson-Paige & Lantieri, 2005). While these concepts are more broad, more specific “best practices” have emerged for teaching global studies in recent years.

Various scholars and professional organizations suggest several key best practices and skills for global studies instruction. First, students should be engaged in interdisciplinary, multicultural learning. Skills from multiple disciplines, including language arts, reading, science, and even mathematics, should be incorporated into global studies lessons. These disciplines help students to explore complex topics from different angles and allow them to use other academic strengths to define complex issues (Bolinger & Wilson, 2007; Hanvey, 1976; Mansilla & Jackson 2011; NCSS, 2004).

Second, students should have the opportunity to participate in differentiated methodologies that are appropriate for discovering and exploring global issues. In effective classrooms, one should expect to see differentiation in the way of learner choice. Students should have the ability to choose some aspect of the curriculum that is important and meaningful to them. They might also have choice in the way in which their work is presented to the teacher for credit. This may result in an increase of motivation and ultimately better understandings (Carano, 2010; NCSS, 2004). Teachers should engage

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students with appropriate methodologies that might often include lectures, projects, discussions, cooperative learning, debates, seminars, worksheets, simulations such as Model U.N., role-playing and active research. Methodologies should also incorporate technological advancements for classroom use such as Internet assignments and email opportunities that can connect students to people and information around the world (Carano, 2010; NCSS, 2004). These methodologies should work to challenge student assumptions about the world in an environment that fosters higher-order thinking. Higher-order inquiry as developed by Bloom (1956) and later re-examined by Anderson & Krathwohl (2001), should be featured prominently in a classroom that helps students think deeply about global issues. Moreover, global studies should constitute an in-depth study of topics in each social studies field, including economics, anthropology, sociology and even psychology. Topics that are presented in global studies should be detailed, not simply surface, as to adequately understand complex human interaction in a way that is meaningful for students (Carano, 2010).

Thirdly, students and teachers should work to develop what Hanvey (1976) labeled “cross-cultural awareness,” or “globality” (being aware of world conditions) as described by Carano (2010). Teachers can also help students develop a new understanding of global events and help them interpret the complexities of the world with new discoveries and information. Students become culturally aware by working with sources that widen their global perspective and encourage them to think about cultures other than their own.

Fourthly, the resources used in class should be of a certain quality. Teachers should use source materials in a way that helps students think deeply about an issue and encourages critical thinking, questioning and reasoning. Quality sources should be derived from multiple perspectives and should be primary in nature, meaning they should come directly from the person or event being studied (Bolinger & Wilson, 2007; Carano, 2010; NCSS, 2004). To understand a narrative of history that is not their own, it is essential for students to receive counterpoints to the narrative of history they are familiar with.

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Differing perspectives and alternative representations of cultures and people are essential to helping shape their worldviews. For a Global Studies class, the movement away from “white” or “euro-centric” history is apparent, as the course is designed to present non-western ideology and perspectives. (Bolinger & Wilson, p. 78).

Another best practice for educating globally involves taking the learning outside the walls of the classroom (Carano, 2010; Mansilla & Jackson, 2011). The NCSS notes that students “should explore new avenues for research in the international arena” (p. 2). Service learning, through organized projects for the world or local community, creates a connection to a larger society. Social studies classrooms should maintain “an emphasis on activities that engage students in inquiry and problem solving about significant human issues” (Carano, p. 72). Classes should include student decision making and wider social participation in political and economic affairs that help give them a sense of community (Carano, 2010). Students should be given the opportunity to plan actions and “advocate for and contribute to improvement locally, regionally or globally” (Mansilla and Jackson, 2011). For global studies, these exercises in decision- making might be adapted to apply to the greater global community. “Students should be taught to value the sense of connection with American and global history, the history and culture of diverse social groups, and the environment that surrounds them” (p. 72).

Lastly, the method by which educators gauge learning, or evaluation, is discussed in the research. Educators should make “use of evaluation that involves further learning and that promotes responsible citizenship and open expression of ideas” (Carano, 2010, p. 11). Evaluation should assess skills that promote active learning such as projects and portfolios that engage students in creatively working toward solving large issues and affecting change in communities or around the world.

While the incorporation of these ideals and best-practices into a classroom might seem daunting, some have suggested that they can be taught within the existing structure of current history courses. For example, as required topics such as The Cold War and the Age of Immigration create

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opportunities to discuss multiple perspectives and other histories (Thornton, 2005). Moreover, the study of World War II offers many opportunities to discuss the issues of oppression, marginalized people, global economics, and the role of international peacekeeping (Thornton, 2005). The challenge is to ensure that teachers are “encouraged to regard questions of global civics and international events as vital across social studies topics and activities” (p. 92).

In summary, research suggests that not only is global education of increasing importance, but there are indeed best-practices for teaching global content. Given what is known about the importance of teaching global issues, and best practices for teaching global issues well, there may be a disconnect between our ability as educators to inspire global awareness, as well as our actual classroom practices. There is research that suggests that much of the quality of a global studies course depends on the teacher's background, their thoughts on the importance of global education and their worldliness. Research suggests that teachers of global studies make all the difference in preparing students for life in a global society (Merryfield, 2000; Pike & Selby, 1988; Tucker & Cistone, 1991). However, research on ability tracking seems to suggest a situation wherein ineffective or unequal educational practices may develop in a global studies classroom because of the variable quality of teaching. Research on tracking has highlighted that students in lower tracks usually are assigned less competent teachers (Ansalone, 2010; Oakes, 1985). In the next section, I examine the history of ability tracking for the purposes of illuminating a juxtaposition between the purposes of social studies and global education, and the inequalities associated with tracking.

History of Ability Tracking

Both tracking, and its surrounding controversy, are not new and can be traced to the Progressive Era. Tracking was established as a way to streamline education for efficiency purposes. Education pioneer Ellwood Cubberley thought schools would best serve the population if they were “guided by principles of social efficiency, business models of governance, and expert supervision and

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management” (Reese, 2005, p. 143). Applying this business model to the educational establishment required business-like adaptations such as the “division of labor and specialization of function...to maximize productivity and profit” (Reese, 2005, p. 143). In order to accomplish a more streamlined educational system, the mixed ability classroom would have to be divided so that resources could be maximized.

Cubberley's writings on human intelligence also suggested the need for tracking. In his 1916 book *Public Education in the United States*, Cubberley writes that “instead of being born free and equal, we are born free and unequal.” He went on to write that “school cannot make intelligence; it can only train, develop and make use of the intelligence that the child brings with him to school” (Cubberley in Reese, p. 144). In order to discover this level of intelligence, a new system of ability and I.Q. testing was developed.

Cubberley's colleague at Stanford, Louis Terman, is credited with the development of the Stanford-Binet Intelligence Quotient or the “IQ” test. Terman's goal, like many in the Progressive Era's “Mental Measurement Movement” was to provide answers to social class and race issues (Lindle, 1994). Tests were to be used as scientific evidence of the intellectual differences and inferiority of women, minorities, non-western, non-European and non-English speaking students (Goodlad & Oakes, 1988). Students were made to partake in these tests, and depending on their outcome, were placed in classes with students of the same ability. In this way, it was assumed by educational reformers that resources could be better utilized to help them make the best of the intelligence students brought with them.

Tracking was further intensified by the civil rights era, where tracks offered safer places for upwardly mobile whites to be separated from the lower performing minority population in major cities (Reese, 2005). The separation of socioeconomic classes and the legacy of underachievement in many low-performing districts led to sweeping reform efforts in the 1980s, which were captured in the report

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A Nation at Risk by the National Commission on Excellence in Education in 1983. During this period, many academics looked to tracking as a hindrance to moving the nation forward. Calls to create a common core of classes that every child would attend, regardless of ability, permeated the discourse (Kulik, 2004). Tracking, however, remained a complex issue to tackle.

A Nation at Risk prompted the development of large, ethnographic studies such as those presented in *Keeping Track*, the landmark work of Jennie Oakes (1985). Oakes' book closely examined the educational environment as she visited classrooms and painstakingly recorded the activities contained therein. Her qualitative work suggested that schools in which tracking was present had a habit of limiting educational opportunities for students in the lower tracked classes. Steeped in history, *Keeping Track* also presents an argument in which the social reformers of the early 20th century, such as G. Stanley Hall and Ellwood Cubberley, clearly established tracking as a social construct rooted in the ideology that students were pre-determined by their social class, race, or ethnicity. Oakes' work was very successful in bringing ability tracking to the attention of educational reformers. Schools around the country were reminded that the wide gap between the educational experiences and outcomes of minority students and the economically disadvantaged was not acceptable. Moreover, Oakes asserted that years of social integration and reform movements that had developed as a result of desegregation were apparently not working and inequality was still the largest problem in education.

In 1999, researcher Tom Loveless examined the complexities of the tracking issue in his book *Tracking Wars*. The book highlighted a number of mixed-methods studies that examined middle schools in California and Massachusetts, and allowed the author the opportunity to survey many more stakeholders in the debate, including boards of education, academic administrators and teachers. Loveless' work focused on the reasons why decisions are made to track or detrack students. *Tracking Wars* presents an alternative to the Oakes narrative that “bad schools track and good schools detrack” (p. 57). Instead of this simplistic reasoning, Loveless' research argues that there is a complex system of

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institutional, organizational, and situational reasons as to why tracking occurs and the decision to detrack or track is best made when left to local school boards, teachers and administrators.

Loveless identified four groups of factors that influence tracking policy. These factors are institutional (based on the population of students that are served), technical (the ability of a school to adequately teach heterogeneous classes), organizational (the way in which schools are organized by curriculum), and political (the actors such as parents and teachers that influence the decision). According to Loveless (1999), it is the interplay between these factors that has the most impact on a school's decision to use ability tracking.

Using these four factors, Loveless examines how tracking implementation is governed by state and local representatives in California and Massachusetts. It was evident that centralization in urban schools in both states seemed to be more easily governed by state mandates, where as in suburban settings, local school boards had more of an impact. Another factor that contributed to whether schools tracked or detracked was the leadership of schools. Loveless found that strong principals and community activism willing to fight the suggestions of state policymakers were able to retain tracking.

Loveless also examines the impact of subject areas and departmentalization in the tracking debate. His research suggests that in some case studies, the faculty of individual departments fought hard to implement reform or maintain past practice. As one case study suggested, the detracking of English caused tensions between the English and Math departments because Math was not detracked, which led to an uneven workload.

Ultimately, Loveless concludes that there is simply not enough information on the benefits of detracking to warrant such bold moves to end the system. His case studies indicate that for every teacher who agrees with the pedagogy of detracking, there is one that is diametrically opposed. His case studies also suggest that it is possible to have schools in which some of the classes are detracked, while tracking continues in others, in peaceful co-existence. He also notes that populations in urban

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districts, where detracking is taking place with more frequency, are participating in an experiment in which no clear result has been measured. Moreover, he argues that there are three interesting contradictions that have developed from his research. First, the case studies seem to suggest that political power was certainly behind the movement to detrack, and proponents of tracking were outnumbered in both Massachusetts and California. Second, based on his research, elites in suburban districts would actually be doing a disservice to their students if tracking was such a negative aspect of schooling; however, this doesn't seem to be the case. Third, contrary to popular belief, the decision to detrack is held most powerfully at the local level, with local leaders having the most impact on the decision, despite state recommendations.

Tracking Wars presents a valuable view of the most modern state of the tracking debate, with evidence that is well grounded and theories that are well supported. The most significant contribution made to the field is that it expands the tracking debate from the recommendations of state officials to the influences of local school boards, administrations and principals.

In more recent years, the broad generalizations of early ethnographers such as Oakes have been critiqued and criticized by larger, mixed methods studies in light of classroom trends towards differentiation and varied instruction. The debate has decidedly moved to more specific examples of where tracking works or does not work. Newer qualitative studies have raised questions about sweeping tracking reforms. Specifically, it has been noted that students may be even more ostracized in non-tracking situations (Rubin, 2006; Slavin, 1990). Abu El-haj & Rubin (2009) examined the complexities of detracking by investigating the difficulties teachers face in both inclusion and detracked classrooms. To understand how detracking works in practice, they employed qualitative observations of three 9th grade World History classes, in separate schools. Their research found that despite the ultimate goal of opportunity and equality, teachers still sorted and categorized students, and had trouble maintaining equitable standards. Their findings suggest that successful detracking is far

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more complicated than simply breaking down structural barriers and that an impressive support system is ultimately needed to address teachers' tendencies to revert to older systems and structures. The research presented in the field of detracking suggests that tracking and ability grouping are large issues that are not easily solved, and moreover, the complexities of ability tracking serve to highlight the divisive nature of this issue.

In summary, tracking has been well documented, both from a historical and a political perspective, and the multitude of studies documenting tracking policy supports the assumption that the issue is well entrenched in the American educational system. However, of most interest is the way in which tracking affects students, and in particular, students in social studies classes. The focus of this study seeks to examine the experience of students in this environment.

Student experiences in tracked classrooms

Understanding student experiences in tracked classrooms is important because research shows that tracking can have negative, long-term impacts on students' propensity to learn, the academic success after secondary schooling, and their self-esteem (Ansalone 2000, 2003; Macintyre & Ireson, 2002; Oakes, 1985). In a review of tracking literature, Slavin (1995) noted that most studies about tracking generally fall into two categories; "Hi-track/Low-Track" and "Track/No track." As noted, the complexities of the tracking debate require researchers to use multiple research designs. However, most studies that examine the experiences of students are generally qualitative in nature and seek to understand the experience by studying the environment and sometimes asking the students directly.

At the heart of many tracking studies is the issue of inequality and general feelings of student dissatisfaction. In what Boaler, William & Brown (2000) called *curriculum polarization*. All of the students in their study of tracked classes in the U.K, reporting feeling dissatisfied with their educational experience. Essentially, students noted they were unhappy with knowing there were two curriculums in the school; one for higher-achieving and one for lower-achieving students. This report constitutes two

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years' worth of data as part of a four-year longitudinal study that included interviews, classroom observations and student surveys. The study also includes 120 hours of observation of mathematics lessons, questionnaires for administration relating to students' attitudes to and beliefs, and a total of 72 interviews with pairs of students towards the end of their 9th year of schooling. The data was collected from students in mixed-ability groups and homogenous-ability groups. The main finding of this study was that stratification may be the single most important factor contributing to low mathematics scores in the United Kingdom. Students in the high skills classes felt they were being pushed too hard and the pace was becoming unbearable, whereas lower-tracked students felt they were simply not learning enough. There were also reports of students finishing work quickly in lower classes with no challenge and nothing to do for the remainder of the lesson block. Boaler, William & Brown (2000) also noted there were many statements of dissatisfaction as students realized the academic limitations of their tracks when they spoke with other students.

Studies have also suggested that students in lower-tracked classrooms receive a curriculum that is "watered-down" and not as "whole" or academically challenging as their peers in higher tracks (Ansalone, 2003; Epstein & McIver, 1992; Oakes, 1987; Page, 1987). Gamoran & Berand's (1987) survey of the tracking literature found that there was indeed "patterns of instructional differences favoring the higher tracks" (p. 18). This pattern plays out in several ways. First, the instruction is simplified in lower-tracked classrooms. Second, teachers of higher caliber tend to be assigned to the higher-tracked classes. Third, teachers have a negative view of lower-ability groups. And fourth, students' friends are largely found in the same academic track. In short, students in lower-ability tracks often get poorer quality of instruction because they do not get access to the best teachers, and the teachers they do have do not hold high expectations for them.

Consequently, while examining longitudinal data, Epstein & MacIver (1992) found that many students in lower tracks were not being challenged by their current academic level, which led to general

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boredom and lack of enthusiasm about the curriculum. Oakes' cumulative research (1987) suggests that much of this differential treatment in tracks is the result of their teacher's "day-to-day" decisions to include more challenging material for honors students while at the same time, producing less challenging material for lower tracks, based on perceived skill level. Rubin (2003) also found that teacher perception, for better or worse, was an unintended consequence of tracking reform. This finding is also supported by Ansalone (2003) in his study of multiple classrooms. He noted that teachers, based on perceived class ability, will change the way they deliver the content to the extent that "lower tracks may receive less of the intended curriculum" (p. 7). In other words, breaking the cycle of tracking, by instituting a policy of detracking, requires enormous effort and professional development.

In a qualitative case study of two high schools, Page (1987) suggests that it is not only teacher perceptions but also school culture that mediates instruction in different tracks. Page qualitatively studied two high schools in Australia for six months, and alternated between high- and low-track English and Social Studies classes. She audio- and video-taped the teaching strategies and student reactions during the lessons, and interviewed all of the stakeholders, including teachers and administrators. The study found that ultimately, school climate has more of an impact on the way teachers teach students than the knowledge of students' abilities. Moreover, Page argued that the attitudes of teachers and administrators were helping to stratify tracked classes even further than the curriculum was. It also suggested that school curriculum is much more than what is being taught, but a complex sociocultural and political process. Essentially, the experiences of the students in each of the tracks was vastly different, and was the result of many factors, including instruction and teacher and cultural attitudes.

In summary, researchers studying students' experiences with tracking generally use qualitative case studies to explore this phenomenon and often interview and observe the students in tracks. In the

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next section, I explore what researchers have noted about the way in which tracking impacts social studies classrooms.

Tracking and Social Studies Education

The research on tracking in social studies classrooms is scarce. While performing the research for this study, I searched using numerous terms including “grouping,” “tracking,” and “streaming” in connection with “social studies,” “history,” and “global studies.” I also searched for “curriculum differentiation” in connection to “secondary education.” Many tracking studies (Finley, 1984; Mulkey, 2005; Slavin, 1990) have focused on state-tested curriculum areas such as math, language arts and science, and as a consequence, much less is known about tracking in social studies classrooms.

There are, however, studies of de-tracking in the social studies environment (Ansalone, 2003; Garrity, 2004; Rubin, 2003, 2006) which take into account the assumptions of prior work that highlights the inequalities of tracking. Rubin's (2007) qualitative case study pertaining to social studies education suggested that “students' civic orientations are shaped through their daily experiences within particular social, economic, institutional, political and historical contexts” (p. 23). Rubin's study has proposed that the reality of students' experiences in social studies classes are shaped by social constructs. When students are sorted by ability, however, research suggests these constructs are often limited and therefore students have different, possibly less meaningful educational experiences.

Epstein & MacIver (1992), who compiled data from the *National Education Longitudinal Study of 1988* noted that in regard to the relevant issues presented in social studies classes, the academic level at which many of the nation's students will ultimately engage with these topics is low due to ability tracking. The study included survey data from 24,600 8th graders in 1,035 public and independent schools, and ultimately called for greater equity in curriculum offerings and challenging instructional approaches. Whereas in a meta-analysis of six randomized experiments, nine matched experiments, and 14 correlational studies, Slavin (1990) concluded that while the effects of tracking were minimal in

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most academic subjects, in social studies there was a positive trend in achievement for heterogeneous placement.

Understanding global issues and acting as a global citizen is essential for all students seeking opportunity in a global society; however, academic tracking studies suggest that not all students are receiving the same educational opportunities. Yet, from an educational reform perspective, tracking in global studies is especially intriguing. If one believes that the role of social studies is to inspire informed citizens, then the inequality realized in ability tracking presents an interesting contradiction. In a review of tracking literature, Hyland (2006) wrote that “considering the racial and class-based segregation supported by tracking, the social studies community must consider the effects of that particular grouping structure on how well youth are prepared for a pluralistic society that abhors oppression and discrimination” (p. 65). Hyland (2006) argues that democracy itself can be affected by denying some students educational opportunities in tracked Social Studies classes noting “the Social Studies are rooted in a pedagogy of historical and social inquiry, critical analysis of social issues, and interpretation of documents” (p. 66).

In summary, I have found no studies that examine the way in which global concepts are taught between and within academic tracks. More importantly, there are seemingly no studies that highlight very more recent current events, such as the U.S. relationship with China or the Middle East, and the way they are addressed with different ability levels. While the research highlights the equity issues associated with tracking and social studies, it does little to help practitioners looking to build equity across an already established and entrenched system.

Concluding Thoughts

This study would be remiss if counter arguments regarding global issues and tracking were not discussed. Certainly, when dealing with complex issues such as civic engagement, the ability of high school students to comprehend post-modern political ideology has been questioned. Lemming et. al.

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(2003) found that students may not be able to accurately reflect on complex political issues until the age of 24 rendering the high school years a rather useless time to advance such curriculum. Likewise, tracking aside, Posner (2003) notes that educational philosophies of scholars like John Dewey don't account for the complex nature of modern society, and therefore schools would never be able to teach such a complex, nuanced curriculum to any student with the goal of educating for change. Perhaps one could argue that academic tracking would constitute our best effort to reach the students who might be mature enough to handle this curriculum. As Stanley (2004) notes, it is certainly a noble and worthwhile effort to teach for this type of postmodern activism, while keeping the critiques in mind.

However, other research offers a different way of thinking about the acquisition of historical knowledge and historical “knowing” that focuses more on skills than progress over time. These “historical understandings” are like steps that build upon one another and are not reliant on the acquisition of specific content knowledge (Lee & Ashby, 2000). These skills can be taught through understanding multiculturalism, multiple-perspectives and the ability to investigate and critique. Indeed, Lee and Ashby have demonstrated that even by the age of 14, some students are well on their way to understanding bias, alternative viewpoints and reconstructed history, and they argue that content aside, teachers must continue to work for skills acquisition. “Debates about the content of history must always end in compromise. What should not be compromised is students’ rights to be equipped with the tools for making sense of the past (Lee & Ashby, 2000 p. 217).

The opportunity to study a student and faculty population that is heavily invested in modern global issues, as opposed to general world history, offers a unique addition to the discourse on not only tracking, but also the ways in which teachers present this more contemporary content. Zhao, Lin & Hodge (2007) have called for an expansion of student-centered research to discover what students know about global issues. This call for action offers a concrete starting point in defining global awareness and the skills that may be needed to stimulate all students to think globally, not just the ones

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in honors classes. To this end, I completed a case study of students' experiences of the Global Studies curriculum in different ability tracks. In the next chapter I outline my methodology.

Chapter 3 – Methodology

This qualitative case study examined students' experiences in the tracked Global Studies classroom at West Brunning High School. Ontological in nature, the study sought to understand and document the academic realities and activities that students in these tracks experience and their perceptions of these experiences. As the goal of this study was to understand students' experiences in tracked classrooms more fully, qualitative research offered the rich description and inquiry methods suited to this type of study.

The design of this study has been influenced by Robert Yin (2009) and his work regarding the development of case studies in educational research. Yin writes, “a case study is an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between phenomenon and context is not clearly evident” (p. 18). Since the study examined the experiences of students in three different tracks of the Global Studies curriculum, it sought to treat each track as a separate case, and then make valid comparisons.

Over the course of 5 months, I collected data on students' experiences in the three ability tracks of the Global Studies course at West Brunning High School using observation, focus group interviews, and student-and-teacher-generated artifacts. In doing so, this case study answered the following questions:

- 1) How is Global Studies taught in each of the academic tracks at West Brunning High School?
 - a. What are the topics, assignments and activities offered to students in each track?
 - b. What pedagogies does the teacher use in each track?
- 2) How do students in these three tracks describe their experiences in Global Studies?

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- a. What do they say they do in the global studies class?
 - b. What do they say they learn?
 - c. How do students' responses differ by track?
- 3) What do my findings suggest for creating equity across tracks for Global Studies students at West Brunning High School?

Pilot Study

The methodology for this study was informed by a pilot study carried out in spring 2011. In the pilot study, the I used focus group interviews to examine the experiences of students in each of the three tracks of Global studies at West Brunning.

The study was conducted by first approaching all of the teachers of Global Studies at West Brunning, and asking them if I could recruit students in their classes for a pilot study on ability tracking. After visiting each class to ask for volunteers, students who returned the required documents were asked to participate in one of three focus groups depending on their academic track. In total, 18 students attended the focus groups over the spring of 2011. During each focus group, a protocol was used to guide the conversation, and the talk was recorded with an iPhone. The audio recording was transcribed and entered into "Dedoose" for further analysis. After coding the data both inductively and deductively, three descriptive narratives, highlighting students' experiences were constructed. It was determined that there were indeed differences in the way in which content was delivered to the students in each track. The study also found that the students in the focus groups described dissimilar experiences in each track. Several lessons were learned about methodology that informed the current study.

First, the study revealed that focus groups with students, organized by academic level, work well to understand academic experiences and feelings about the activities presented in class and directly help answer the research questions pertaining to student experiences and how students describe

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these experiences. A second lesson concerned time. The pilot study was conducted over a few weeks which prevented the investigator from gathering information from teachers and performing classroom observations. Observational data would have allowed me to triangulate data with student perceptions recorded in the interviews, while gathering information from teachers would have enabled me to gain a more in-depth portrait of the curriculum activities in each track. Finally, the pilot study also highlighted the need for a more accurate way to examine the activities and content presented in class. To address these issues, the current study employed a case study methodology collecting focus group data, observations in each of the three tracks of global studies, and artifacts over the course of 5 months to provide a more in-depth portrait of the global studies curriculum.

Setting

The site chosen for this project was West Brunning High School located in suburban central New Jersey. The site was chosen for its representation of a large and diverse high school. Moreover, the researcher was employed by the site, making access convenient and straightforward. West Brunning has a student population of 2,745 students and 252 faculty members. West Brunning's self-reported high school demographic numbers in 2015 included 42% Asian 40% white, 11% black and 6% Hispanic. Over the past 10 years, West Brunning has been named one of the "Top 75" high schools in the state according to *New Jersey Monthly Magazine* (September, 2012).

Since the nature of the project involved students' and teachers' practices related to high school ability tracking and global studies, West Brunning was an ideal location. Like the other required social studies courses that are offered by the school, Global Studies is tracked by academic ability. The school offers three distinct ability tracks: "lower," "academic" and "honors." This setting provided three distinct "cases," as well as the ability to observe and investigate the classroom activities of multiple teachers.

Participants

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Participants in this study included the 9 teachers of Global Studies and 29 students in tracked Global Studies classrooms. A small sample of purposefully selected students were asked to voluntarily participate in one of three focus groups. After seeking permission from global studies teachers, the I visited each Global Studies class, and explained the purpose of the study. Students were recruited from all 12 sections of global studies to ensure a mixed sample. Based upon their availability and willingness to participate, students were contacted after providing completed consent forms on behalf of themselves (see Appendix A) and their parents (see Appendix B). Each student was purposefully selected for their willingness to participate as well as their current academic track. Efforts were made to seek both male and female volunteers. Given the school's diverse ethnic population, a mix of students with diverse cultural backgrounds was obtained. *Table 1* below describes the 29 students that participated in the focus groups.

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Track	Student	Sex	Grade	Ethnicity
Honors	P.S.	F	11	White
Honors	F.B.	F	11	White
Honors	P.P.	M	11	Black
Honors	J.J.	F	11	White
Honors	S.P.	F	12	Asian
Honors	S.S.	M	11	Asian
Honors	R.W.	F	11	White
Honors	S.R.	F	11	Asian
Honors	A.B.	M	11	White
Honors	M.M.	M	11	Asian
Honors	Y.K.	F	11	Asian
Academic	L.O.	F	11	White
Academic	M.D.	F	11	White
Academic	E.B.	M	11	Black
Academic	A.C.	F	11	Black
Academic	T.A.	F	11	Asian
Academic	P.T.	M	11	Asian
Academic	A.R.	M	11	White
Academic	R.Q.	F	11	White
Academic	H.D.	F	11	Latino
Academic	T.C.	F	11	Asian
Regular	D.M.	M	11	White
Regular	S.E.C.	M	11	Black
Regular	J.R.H	F	11	White
Regular	A.R.	M	11	White
Regular	S.R.N.	F	11	Latino
Regular	M.F.	F	11	Black
Regular	C.B.	F	11	White
Regular	K.D.	F	11	Latino

Table 1. Students Participating in the Focus Groups.

Nine teachers were purposefully selected based on the track level of global studies that they taught during the 2012-2013 academic year and the time of their class meeting relative to my schedule. All participating teachers were asked to sign a consent form (Appendix C). As seen in *Table 2*, of the 9 participating teachers, 4 were male and 5 were female. Some of the teachers in the study were

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classroom veterans with over 25 years of experience in the classroom, while others were relatively new to the profession. I was able to observe the classes of 6 teachers, as scheduling conflicts prevented me from visiting all 9.

Teacher	Years	Observed	Teaches	Teaches	Teaches
	Experience	Class	Honors	Academic	Regular
Mr. Browden	20		X		
Mrs. Grandy	26	X	X	X	
Mr. Jennings	12		X		
Mrs. Jensen	14	X		X	X
Mr. Klein	5	X			X
Mr. Marcus	14		X	X	
Mrs. Sanders	13	X	X		
Mrs. Skulkowski	28	X		X	
Mrs. Warner	2	X		X	X

Table 2. Participating Teachers

Data Collection

In order to answer the project's three main research questions, focus groups, classroom observations, teacher activity sheets and artifacts from students were used in the data collection process. *Table 3* shows how each of these data collection methods helped to answer the primary research questions of the study. Focus groups comprised of students from each ability track helped explore all three of the primary research questions, while classroom observations and the teacher

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activity sheet helped answer questions 1 and 3. In addition, student artifacts such as homework, projects and other class material, helped answer all of the primary research questions. In keeping with a “case study” design, multiple sources of data were collected so that the investigator could create a portrait of students’ experiences in the three different Global studies tracks.

	Focus Groups	Classroom Observation	Activity Sheet	Artifacts
Question 1: What are the student experiences in each track?	X	X	X	X
Question 2: How do students describe their experiences in each track?	X			
Question 3: What do the activities presented in class say about equity across tracks?	X	X	X	X

Table 3. Questions and Data Collection Methods

Teacher Activities Sheet

As mentioned previously, the need to inventory teacher activities was an issue when conducting my pilot study. To answer research questions 1 and 3 pertaining to the actual curriculum of the class, as well as the equity of assignments, focal teachers were asked to complete an activity sheet. The *Teacher Activity Sheet* (see Appendix D) asked participating teachers to document the major classroom activities and projects that they employed for each unit of study in the global studies class. Global studies units can range from two to three weeks for some topics such as “culture,” and up to 8 weeks for longer units such as “Africa” or “China.”

Teachers were prompted to complete the activity sheet that was emailed to them 5 times (once at the end of each unit) and return it promptly to me. The data from the activity sheets, along with

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classroom observations, was used to compare the activities and projects for each track. This information was collected prior to each focus group so that the researcher had knowledge of the curriculum in each track prior to conducting the interviews. Once collected, the activity sheet was dated, labeled by teacher and track, scanned electronically and uploaded to "Dedoose" as an artifact in PDF form.

Lesson Artifacts

As artifacts are important to understanding the tools that both teachers and students utilize, documents and samples from teachers' units were collected throughout the course of the study (Merriam, 2009). The observer was granted access to lesson plans, unit plans and other teaching materials that were categorized by teacher, academic track and unit of study. These artifacts included student hand-outs, PowerPoint presentations, tests, quizzes and essay assignments that were organized by track (Savenye & Robinson, 2005).

In keeping with proper document storage, the physical artifacts were dated when they were collected by the primary researcher, then electronically scanned. Most of the lesson artifacts were collected electronically and were stored in Dedoose both by academic track and subject. Copies of these artifacts were kept in Dedoose in PDF form for coding.

Classroom Observations

The ability of the primary researcher to spend an extended period of time on-site and in the classroom is vital to understanding classroom experiences (Creswell, 2007). The researcher visited the classrooms of 6 different instructors of global studies who represented each ability track. The observation visits were audio-recorded, and I jotted notes using an iPad. These tools, as well as the purpose of my visit were described to the class and the participating teacher at the beginning of each session.

To ensure that data pertaining to the research questions was collected, the I used an Observation

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Checklist (Appendix E). This checklist contained a compiled list of the “best practices” for social studies and global education derived from the research literature (Alemu, 2010; Erikson, 2001; Merryfield, 2010; Zelman, Daniels & Hyde, 2005). This checklist helped to answer research questions 1 and 3, which pertain to the activities and opportunities presented to the class. The checklists were scanned and inventoried in “Dedoose” for later analysis. Any typed notes taken during the lesson were added as a separate document on “Dedoose” and coded with their respective tracks.

During the observation, the observer did not focus on individual students, but rather general comments, interactions and activities presented by the teacher. I played the role of “participant observer,” as outlined by Marshall and Rossman (1999), and used time during class activities to interact with students when able. These interactions provided the opportunity for me to ask questions and clarify observations when an appropriate situation arose.

In total, there were 6 classroom observations over the course of a semester. Each class period was 90 minutes in length. Efforts were made to visit each level twice for a total time of 180 minutes of observations in each academic level.

Focus Groups

The methodology of the focus group allowed for students to converse in an open format where multiple responses could be heard and recorded at the same time (Patton, 2002). A total of three focus groups, each consisting of approximately seven to eleven students, were conducted. There was one focus group for each ability track. The focus groups took place after school in an available classroom so as to minimize the effect on the students' school day. The allotted time for completion of the group was approximately two hours. The three focus groups were organized during the late fall and winter of 2011/2012.

The questions selected for the focus groups were qualitative in nature and sought to elicit responses that described in detail the experience of the students through their thoughts, emotions

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feelings and opinions (Patton, 1990). The Focus Group Protocol (Appendix F) was semi-structured and comprised of five sections. The first section focused on introductions and the purpose of the interview. The second and third sections sought to elicit students' views of the activities they completed in class, and the fourth and fifth sections asked students in different ways to describe their learning experiences. The questions and semi-structured format of the focus group interview protocol allowed for the interviewer to deviate from the questions and ask follow-up questions as necessary to elicit a more thorough response from the participants (Patton, 1990).

To conduct the focus groups, I arranged the students in a semi-circle facing the front desk and placed the iPhone recording device in the center of the circle. I sat at the front desk and during the interview, I typed notes on an iPad so as to record any visible indicators such as facial expressions or hand gestures that may have been of significance. I also noted the time when significant statements were made so that they could be identified when transcribed. Any notes or information recorded by the observer were saved to a data file. The audio file was then sent to a transcribing service. Transcribed interview data was then integrated with notes taken during the interview, and each focus group interview file was dated and labeled by academic track.

Data Analysis

To prepare for formal analysis, the observational and focus group data was fully transcribed and uploaded to "Dedoose" along with teacher activity sheets and student artifacts. The observational, focus group, artifact and activity sheet data was organized by ability track and separated into three different folders. These folders served as the basis for creating three distinct "case studies."

The next step in data analysis was to read and reread the data for each case separately in order to build a portrait of instruction in each tracked classroom. This involved first coding all the data collected for each track in relation to research questions 1 and 2. Codes were applied both inductively and deductively, meaning I used codes informed from the literature about globalization and social

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studies practices, but I was also open to what the data told me. These inductive codes included “primary sources,” “discussion,” “bookwork” and “learning beyond the walls.”

Once an initial coding scheme was created for each case, I sorted the data by code, read it carefully and further coded or recoded as necessary. At the same time, I wrote memos to myself and summarized the data within each code. I then looked at the coded data for each case and tried to find patterns and relationships between codes that addressed my research questions for each case. I then created a narrative description of each ability track. This narrative was closely analyzed for answers to the primary research questions, specifically the research question pertaining to how Global Studies is taught in each of the academic tracks at West Brunning. To address my third research question pertaining to discrepancies and possible equity issues amongst the tracks, I conducted a cross-case analysis in which the cases were compared and contrasted with one another.

The focus groups were used to answer research question 2, pertaining to the voices of the students at West Brunning. In keeping with methods outlined by Krueger & Casey (2000) the transcripts for each focus group were uploaded to a computer data management program. A system of codes was then established and applied to the relevant student statements. These codes were developed firstly to examine both what the students were doing in the class (research question 2, part 1) and also what they said they were learning (research question 2, part 2). A secondary coding system was created to organize the responses of the students by academic topic such as “Africa” or the “United Nations.” I then used a system of electronic memo writing to compare what the students said they were doing and what they were learning both across and within the tracks (Krueger, 2000; Rabiee, 2004).

Validity

Important to any study is the researcher's ability to present findings that are valid and credible at each stage of the process. As is suggested by Creswell (2007), the following strategies were used to validate the methods and findings of the study, as they are often utilized in case study design.

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First, access to the subjects and to the setting was daily over a period of months, qualifying this project as an example of prolonged engagement. As I was also employed at the site, there were many opportunities for engagement with the teachers, students and curriculum vital to the project. Prolonged engagement led to thick, rich descriptions of the Global Studies curriculum as it was enacted and experienced in each of these classrooms. The use of rich descriptions and detailed transcription allows users to better understand the transferability of the study. Having provided a detailed description of each track, readers can more easily explore inferences, connections and possible implications the study might have to their own circumstances.

Second, the design of this study allowed for data to be triangulated through the use of multiple data sources. Triangulation is the use of multiple sources of data, which in this case, included lesson artifacts, focus group data, teacher data sheets and observations, collected to inform the findings of the study and help identify themes (Creswell, 2007). For example, when teacher data sheets were collected, the sheets were scanned for specific assignments and activities that teachers completed with their classes. I then looked to both the teacher grade books, as well as the responses from the students in the focus groups, to see if those same activities were mentioned.

Thirdly, member checking, the act of asking participants to read the author's account of their reflection or thoughts, was used in this study. Teachers were asked to view their data sheets and the researcher's observational analysis in order to judge the accuracy and credibility of the statements (Creswell, 2007). Additionally, I asked clarification questions to make sure I was interpreting the students' statements correctly.

Finally, peer review and debriefing sessions, in the form of my dissertation group, assisted the researcher in asking tough questions about methods, meanings and interpretations. These sessions took place bi-weekly throughout the various stages of the dissertation process (Creswell, 2003, 2007).

Reflexive research requires careful interpretation which can be guided by the instinct and

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intangible experience of the researcher (Alvesson and Skoldberg, 2009). At the same time, I needed to be mindful of how my understandings as an insider could also bias my interpretations of what was taking place in tracked social studies lessons. Therefore, to keep my own biases in check, I recorded my beliefs about global studies and tracking in a research notebook. By making my own biases explicit, it was assumed that I was able to keep them in check as I looked at the interview and observation data in relation to my research questions. In what follows, I present the findings of my analysis.

Chapter 4: Findings

More frequent contact between countries and nations has helped to catalyze changes to the U.S. social studies curriculum. In order to interact in a global world, students need to be able to critically analyze sources of knowledge and negotiate differences in perspective (Bolinger & Warren, 2007; Hanvey, 1976; Mansilla & Jackson 2011; National Council on Social Studies, 2004). Developing global-mindedness requires that students learn content and skills that help them interact in a diverse and global society. As a consequence, current social studies content standards expect students to engage in concepts, such as imperialism and non-western philosophy, and social studies courses now examine issues in the world (Carano, 2010; Davies, 2006; Kirkwood, 2001; Parker, 2001).

If every student is to be able to understand and engage with various social, economic and cultural issues catalyzed by globalization, then it is necessary that they all have access to a curriculum that enables them to do so. However, the practice of tracking students by academic ability may not allow all students the same access to global content and learning experiences. Studies on academic tracking suggest that students in tracked classes often experience different levels and quality of instruction (Ansalone, 2003; Gamoran & Berands, 1987; Kozol, 1991; Oakes, 1985). Conversely, proponents of tracking argue that these academic practices provide for greater differentiation of content that is responsive to the educational needs of students (Ansalone, 2003; Rogers 1991). However, as a high school teacher who has experience teaching all three tracks, I am concerned about what our students in the lower and academic tracks receive in the global studies curriculum. If they are not receiving the same content and quality of experience as their peers in the honors track, how can my school claim to be educating every student to be a global citizen?

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This chapter details what global studies looks like in each of the three tracks at West Brunning High School. Specifically, I compare the content and learning opportunities in each track to consider the academic and social costs and opportunities for students in these different tracks. I begin with a description of each academic track with the aim of taking the reader into the classroom to experience the assignments, assessments and activities students engage in while learning about global issues. Using a range of qualitative data, I highlight the differences in academic offerings between and within tracks. The second part of the chapter uses the words of the students themselves to describe their learning in the differing global studies tracks.

Global Studies in Different Tracks

Written by faculty and loosely aligned with the NJ Core Content Curriculum Standards, the official Global Studies curriculum at West Brunning High School:

focuses on the recent political, social and economic developments that shape the modern world. Students will learn about the following topics: the beliefs and practices of world religions and cultures; the U.N., world institutions, globalization and outsourcing; child labor, human exploitation and genocide; the different government and economic systems; as well as the effects of nationalism, imperialism and colonialism. Students will also study the geography, history and culture of several world regions to enhance their understanding of recent events (West Brunning High School Course Catalog 2013).

The global studies curriculum at West Brunning High School was not designed for a specific academic track, nor does it define what differences should exist in the offerings of content between the tracks. However, my observations and analysis of the curriculum in action in each track illustrate that there are indeed differences in the way students experience this content. Teachers tend to present content in a way that suits their perception of what an ideal student is within a particular track (Oakes, 1985/2005) and therefore, what a student should be able to know and do in honors is quite different to

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that of the academic and regular tracks. These varying images of students in each track raise concerns about curricular equity and the quality of the global studies experience for each student, including those in the honors track. I will now present my findings by describing the content, activities and observations in each of the tracks.

Global Studies in the Honors Track: “Great Expectations”

As I enter the honors class, my thoughts are immediately drawn to the class demographics. This honors class is large. There are barely any seats in the room, and if it were not for an absent student, I may not have had a place to sit. The overwhelming majority of the students, 24 out of 30, are either South or East Asian. Some racial segregation is visible in the class as larger groups of South Asians speak with one another about “Temptasian,” the cultural song and dance review that is performed annually by the many students of the Asian Club, while some of the white students are discussing a Junior Statesmen of America event. At the sound of the bell, the teacher, Mrs. Sanders, and the students get down to business.

Mrs. Sanders begins a 40-minute lecture on separatist issues in Russia. Every PowerPoint slide is jam-packed full of information and the students dutifully copy all of the notes that appear on the board. As she makes her way through the lecture, Mrs. Sanders makes references to current events and foreign policy.

Mrs. Sanders: So, what I think is important here is that there are many states in this southern part of Russia that would like to be autonomous, for a number of reasons like ethnic tensions.

Do you know what I mean when I say “autonomous”?

Student: Like free? Or on their own?

Mrs. Sanders: Exactly, there's another good S.A.T. word for you.

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To reinforce the content, Mrs. Sanders presents a 30-minute video clip from the BBC documentary *Russia's Iron Grip on Chechnya*. After the clip, she opens the floor for student questions and clarifications.

Student: Can you explain how the conflict is religious and political at the same time?

Mrs. Sanders: Do you remember when we spoke about how most terrorism is political and it hides behind religion because it's easier for them to gain support? Well that's what some might argue this is all about. This is a political situation that stems from the Cold War, but there are Islamic warriors that have joined this thing to try and gain support for Islam because they most likely want Georgia or whatever state in the south to be an Islamic state.

Student: So, do you think Russia did a good job handling the Georgia conflict?

Mrs. Sanders: Well what do you guys think?

The bell rings and Mrs. Sanders tells her students to have a great weekend.

As noted by Ansalone (2003), teachers in different tracks respond according to what they believe to be the academic level and purpose of the class. Mrs. Sanders, like her fellow honors colleagues, assumes that her students are preparing for college. This emphasis on college placement can be seen where Mrs. Sanders pauses in the lesson to draw students' attention to words they may encounter on the S.A.T. college entrance exam. To ensure that their students were college bound, the instruction of both honors teachers was characterized by greater sophistication or depth in the content addressed. In keeping with other studies on academic tracking, both honors teachers also assumed that students were independent learners able to engage with complex content with little support (Ansalone, 2003; Epstein & McIver, 1992; Oakes, 1987; Page, 1987). These expectations were evident in the breadth and depth of content that honors students had to master, as well as the classroom discourse patterns, the assignments given to students and the ways students were assessed.

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Depth of content. Like all students in Global Studies, honors students explored the same general topics of culture, religion, world organizations, Russia, China and Africa. However, the honors courses covered these topics in greater detail and with more complexity. As a result, honors students were also expected to be able to demonstrate a broader knowledge and a higher level of understanding of the content than their peers in other tracks.

To ensure students were engaging at a higher level, honors teachers added more detail and complexity to their coverage of key topics in the curriculum. This detail and complexity was evident in what the teachers addressed in each unit as well as how they presented that information to students. For example Mrs. Sanders presented a holistic view of the Soviet Union and as a consequence, her students were the only honors class to learn about contemporary separatist issues in Southern Russia. The PowerPoint used for Mrs. Sanders' lessons on the Soviet Union included "Soviet Leaders Lenin and Stalin," "The Soviet Union: Khrushchev through Putin," "The Soviet Union's Relationship with Eastern Europe," and "The End of the Soviet Union and Boris Yeltsin." In approaching the rise and fall of the Soviet Union in this way, Mrs. Sanders presented different periods of the topic in a lot of depth. Attesting to the larger amount of information she expected her honors students to learn about Russia, Mrs. Sanders' PowerPoints were comprised of over 20 slides of densely packed content with no visuals to aid in their comprehension of the material (Figure 1).

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Figure 1. Mrs. Sander's presentation of the Soviet Union

Similarly, Mrs. Grandy's 36-slide Honors PowerPoint presentation about the Soviet Union (see Figure 2), taught her students to understand the relationship between Soviet leaders and foreign policy.

Students learned about both Brezhnev's and Gorbachev's foreign and domestic policies to gain insight

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into the Soviet view of the Cold War and the collapse of communism. While Mrs. Grandy did use more visuals in her PowerPoint presentation, she also included information on Brezhnev's and Gorbachev's foreign policies. This information helps students understand the tension between Eastern Europe and the Soviet Union, and is key to understanding the roots of the eventual Soviet collapse.

The figure displays a grid of 12 PowerPoint slides from a presentation titled 'Mrs. Grandy's presentation of the Soviet Union'. The slides are arranged in a 3x4 grid and cover the following topics:

- Slide 9: THE BREZHNEV ERA Domestic Policy**
 - Re-stabilization
 - Uses KGB to control people
 - Cracks down on dissidents
 - Censorship
 - Revives GULAG
 - Tries to create out of personality - too ugly!
- Slide 10: B's Tough Foreign Policy**
 - 1968 Prague Spring - cracks down on democracy movements in Eastern Europe by sending in tanks
 - Détente - Lessening of tensions based on personal relationship between B & Nixon
 - Nuclear treaties
 - 1979 Invades Afghanistan
 - Rescues Vietnam - 10 years, heavy casualties, protest at home
 - US boycotts 1980 Moscow Olympics
 - B drawn in 1992
- Slide 11: BREZHNEV DOCTRINE**
 - THE SOVIET POLICY OF INTERVENING, WITH FORCE IF NECESSARY, IN ANY SATELLITE STATE THAT SEEMED TO BE MOVING AWAY FROM COMMUNISM.
- Slide 12: GLASNOST & PERESTROIKA**
 - PERESTROIKA - Reform or restructuring
 - System built on illegal and unethical base can not be reformed
 - USSR's economic problems worsen
 - Economy - In shambles, no accurate accounts, focus has been on military spending, at the expense of consumer goods
 - Gorbys allows greater personal freedom, but people frustrated by poor economy
- Slide 13: Perestroika**
 - 1985 - Democracy new in E Europe - Gorbys can't keep them without using brute force
 - Represents poor demand independence - believe
 - Nationalist inbreeds recognized throughout USSR, long suppressed identities and religious origins
- Slide 14: The Gorbachev Era 1985 - 1991**
 - Last leader of the Soviet Union
 - Comes to power before his time following untimely death of
 - Andropov 1984
 - Chernenko 1984 - 1985
- Slide 15: GORBY'S DOMESTIC POLICY GLASNOST & PERESTROIKA**
 - GLASNOST (openness)
 - Publicly acknowledges the abuses of Stalin
 - Rehabilitates victims of the purges
 - Apologizes for most severe incident
- Slide 16: Foreign Policy**
 - Gorbys wins western for
 - Hardships - outside of Russia
 - Differences mount at home
 - As USSR begins to fall apart, he cracks down and is widely criticized
 - Chernobyl factor
 - 1990 Wins Nobel Peace Prize
- Slide 17: Berlin Wall Comes Down 1989**
 - 1987 - Reagan challenges
 - "Mr. Gorbachev, tear down this wall"
 - Creates freedom in Eastern Europe makes it impossible to control movement across borders
- Slide 18: Fall of the Soviet Union**
 - The August Coup of 1991
 - Hardiness wants a return to the old system
 - Take Gorbys prisoner, take nuclear codes
 - Boris Yeltsin organizes resistance to coup from the top of an army tank
 - Military units: Afghan vets
 - People in the streets
 - Becomes the champion of democracy
 - USSR dissolved in 1991
 - Gorbys never regains popularity and respect

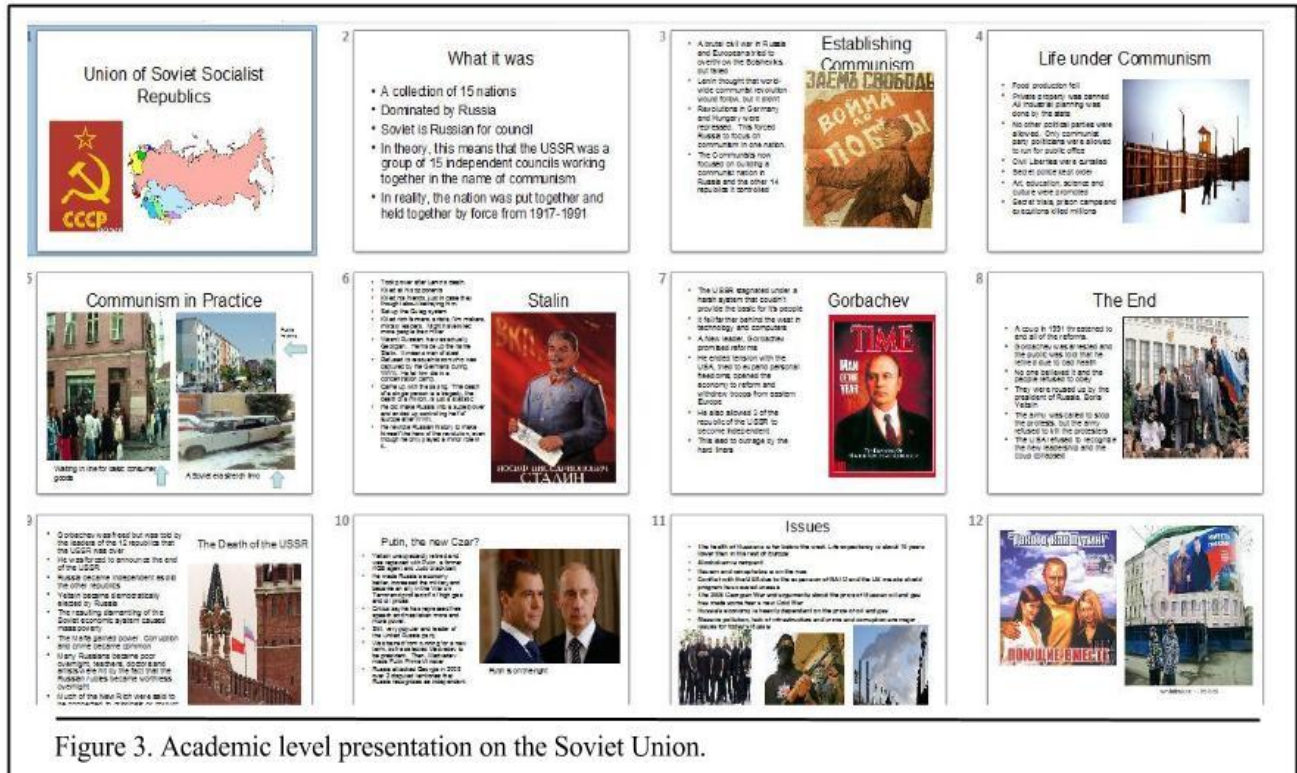
Figure 2. Mrs. Grandy's presentation of the Soviet Union.

In comparison, an academic level PowerPoint on the same topic (see Figure 3) covered the history of the Soviet Union in 12 slides. The PowerPoint does not contain as much factual information and excludes certain people, such as Khrushchev and Brezhnev, entirely. Academic students do learn about important leaders such as Gorbachev and Stalin, but they don't learn about key foreign policy issues under Khrushchev and Brezhnev, including the "Khrushchev Thaw" or the "Brezhnev Doctrine," which are both important to understanding the Soviet perspective during the Cold War. The content here is more of a narrative, or a story that students can read to aid their understanding, but lacks

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the specificity, the focus on politics, and the multiple perspectives that are found in the honors

PowerPoint lectures.



As can be seen in the presentations, the teachers approach the unit in different ways. Not every honors teacher covered the topics in the same way with the same emphasis. Mrs. Sanders, who also teaches Advanced Placement Comparative Government and Politics, tends to focus on the political relationships that Russia built with other countries, while Mrs. Grandy tends to focus on Soviet leadership and the homefront.

Similarly, when the teachers covered the Rwandan genocide, honors teachers presented a level of detail that was not seen in the other tracks. Mrs. Sanders' materials on Rwanda include not only the film *Hotel Rwanda*, which focuses solely on the actions of one individual, but also the documentary *Ghosts of Rwanda*, which presents a far more detailed account of the genocide and offers multiple perspectives on the atrocity. Mrs. Sanders also supplements the films with writings that question what

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the students viewed. For example, after viewing *Hotel Rwanda*, students are presented with two articles that question the film's historical accuracy as well as the intentions of the main character, offering a counter-narrative. Mr. Browden, an honors teacher, also adds much more detail and history to his PowerPoint on the Rwandan genocide, as he also teaches an elective on Holocaust and genocide studies. His honors PowerPoint on Rwanda contains an in-depth account of the history of the Rwandan genocide from the time of African colonization and offers more detail and context to his students. In general, honors students were exposed to more content, and it was more nuanced. They didn't just learn about key moments, they learned specifics and perspective.

To ensure their students were able to explore global studies topics with depth, and in ways that presented multiple perspectives and viewpoints, honors teachers tended to use a range of higher-level materials rather than the district-provided textbook. All of the Global Studies classes use *World Cultures; A Global Mosaic* (Prentice Hall, 2003). The target audience for this textbook is normally a 7th or 8th grade world history class. Yet, many honors teachers feel the book is written at a level that is beneath the abilities of their students. As Mr. Marcus, an honors teacher noted in a clarification interview, “[Global Mosaic] was selected years ago as the lowest common denominator, just so we could have a book. I have a class set of 30 books, but they never leave the shelves. I tell parents during back-to-school night that a book has been assigned to their child, but they'll never see it at home.”

As students are expected to work at the college level, teachers provide them with materials that are more complex. Each honors teacher maintains a collection of articles from various sources that serve as official course materials. For example, honors students were required to read excerpts from Jared Diamond's book *Guns, Germs and Steel*. Often used as a college text in many institutions, including Arizona State and Northwestern's introductory Geology courses, this book offers a possible explanation for the world's inequalities through biology and anthropology. The honors teachers also supplement their instruction with more challenging and in-depth articles from sources such as “Bill of

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Rights in Action,” “The Council on Foreign Relations” and *The New York Times*. Articles on American foreign policy from *The Economist* were also used in Mrs. Sanders’ class.

These sources are important because they contain vocabulary, themes and historical concepts that are far more advanced than the textbook and force students to examine longer readings and more nuanced arguments. A good example of the nuanced arguments presented in honors texts can be found in the treatment of African colonization. The textbook (Figures 4 and 5) used by other levels contains only a surface-level analysis of the impacts of colonization in Africa. In the chapter pertaining to “The Effects of European Rule,” colonization is viewed factually and not as a controversial issue. The “essential questions” (What methods did Europeans use to rule the colonies? What material improvements did Europeans introduce?) in the textbook present a somewhat simplistic and causal account of colonization that does not address the long-term effects of colonization in any depth. The questions presented at the end of the section (as noted in Figure 4) do not discuss the long-term impacts of European colonization, and ultimately fail to engage students in issues pertaining to modern Africa. Furthermore, as the excerpt shows (Figure 5), the textbook discussion on “Material Improvements” does not connect colonization with modern-day successes. By presenting the issue simplistically, the textbook does not bring the effects of colonization to the present day. It also does not suggest there are multiple perspectives or present debatable arguments. The textbook presents colonization as a set of discrete facts with little relevance to current events and excludes the costs and benefits of colonization.

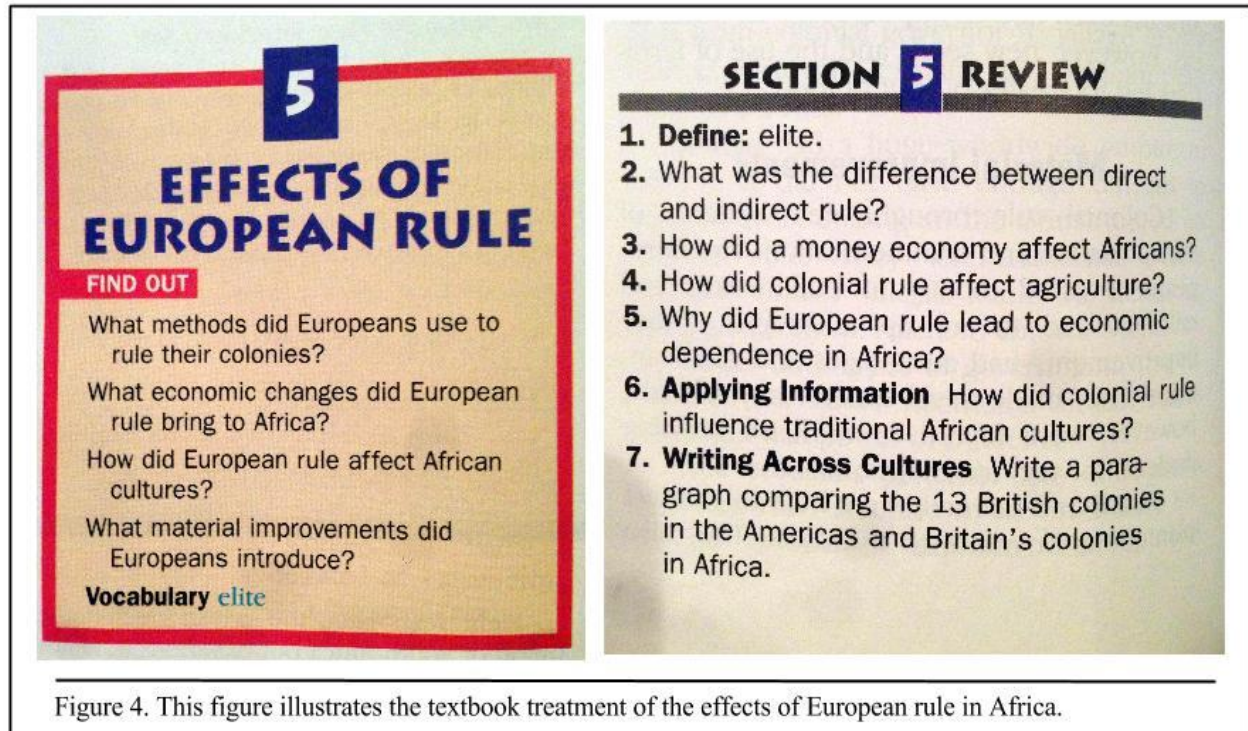


Figure 4. This figure illustrates the textbook treatment of the effects of European rule in Africa.

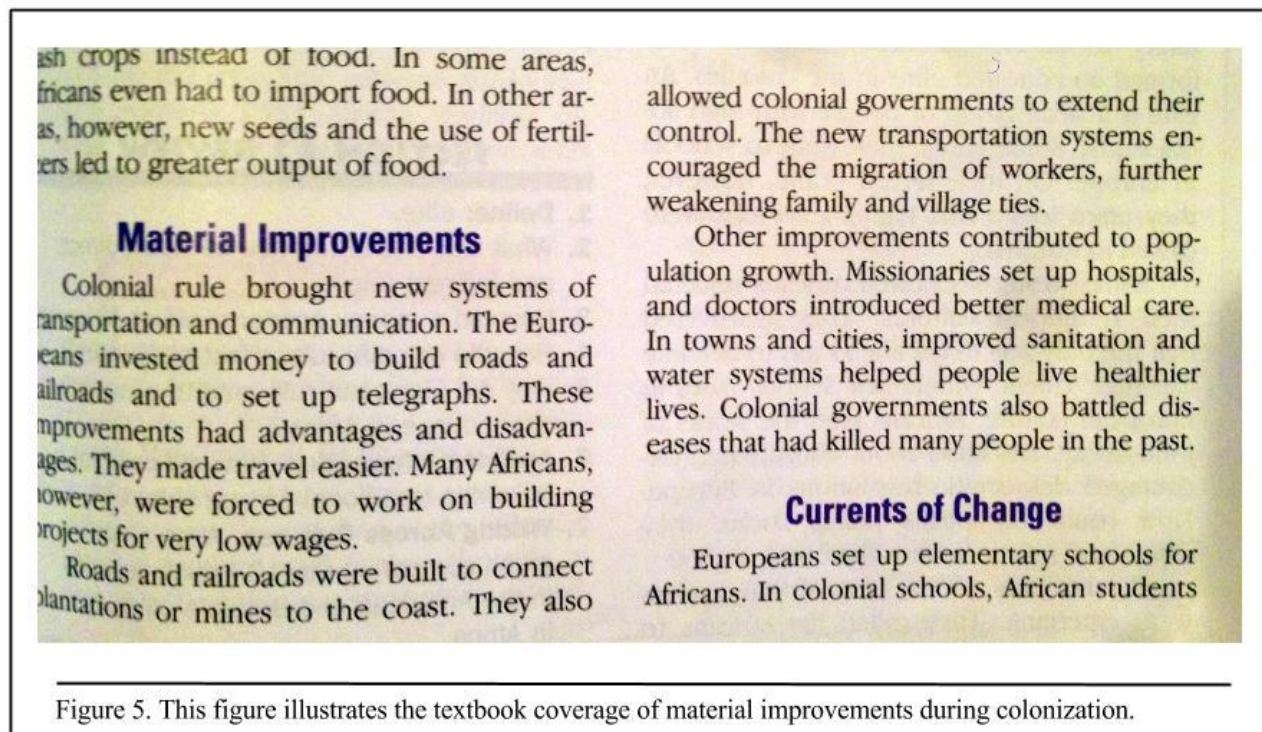


Figure 5. This figure illustrates the textbook coverage of material improvements during colonization.

Students in the honors class, on the other hand, are given the readings from the “Opposing Viewpoints” series on African colonialism (Figure 6) which are longer, more in depth, use a higher

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level of vocabulary and cover concepts not mentioned in the textbook. Some of the more advanced topics that were covered in these readings include the concepts of “economic exploitation,” “growth without development,” “neo-colonialism,” and “unequal exchange.” Honors students learn in these readings that there is indeed a way to connect the injustices of colonization with Africa’s modern-day issues. Furthermore, the articles also present an opposing viewpoint: one cannot simply blame colonization for the continent’s modern-day ills. Discussing different viewpoints suggests that there are layers to a conflict, and that conflicts and issues in one country have an impact on other countries. Materials that highlight these layers of conflict as well as examine cause and effect may help students question their assumptions and lead to deeper understandings and empathy (Carano, 2010; Merryfield, 2001).

1 VIEWPOINT	2 VIEWPOINT
<p><i>"The independent African states got their own national flags but they inherited economic dependence."</i></p> <hr/> <h3 style="text-align: center;">Colonialism Made Africa Poor and Dependent</h3> <p style="text-align: center;">Mai Palmberg</p> <p>Most African nations gained political independence during the 1960s, yet their economies are still shaped in part by their past experience as European colonies. Under colonialism, the country which owned the colony exported its raw materials to Europe where the raw materials were made into manufactured goods. Some of the goods were then shipped back to the colonies for sale. The same pattern occurs in much of Africa now: African countries have weak domestic economies which are kept afloat by exports. In the following viewpoint, Mai Palmberg terms this relationship neocolonialism and explains how it continues the exploitation that colonialism began. Palmberg edited <i>The Struggle for Africa</i> and works with the Africa Groups of Sweden who support black liberation movements in southern Africa.</p> <p>As you read, consider the following questions:</p> <ol style="list-style-type: none"> 1. How are African countries kept dependent on the West, according to the author? 2. How does the author define "growth without development"? 3. What point does the author make by using the example of the mahogany tree sold in Europe? <p><small>From <i>The Struggle for Africa</i> by Mai Palmberg, published by Zed Books, 1983, London.</small></p>	<p><i>"Colonial rule has not been the cause of Third World poverty."</i></p> <hr/> <h3 style="text-align: center;">Colonialism Is Not Responsible for Africa's Problems</h3> <p style="text-align: center;">P.T. Bauer</p> <p>Part of the controversy concerning colonialism is the term's meaning. In the following viewpoint, P.T. Bauer, a professor at the London School of Economics and Political Science, defines colonialism as simply one country controlling another country's political system. Based on that definition, he argues that colonialism in Africa ended in the 1960s and cannot be held responsible for Africa's current problems. Furthermore, Bauer believes that the wealthiest Third World countries are those which had contact with the West, because the West set up productive economies which are still generating wealth. Bauer wrote the book <i>Equality, the Third World, and Economic Delusion</i>.</p> <p>As you read, consider the following questions:</p> <ol style="list-style-type: none"> 1. Which Third World societies does Bauer argue are the poorest and why are they poor? 2. How does the author define "colonialism," and why does he disagree with the terms "economic colonialism" and "neo-colonialism"? 3. Why do people in the Third World buy imports, according to Bauer, and why do they produce goods for export? <p><small>From <i>Equality, the Third World and Economic Delusion</i> by P.T. Bauer. Reprinted with permission of the publisher, George Weidenfeld & Nicolson Limited, London.</small></p>

Figure 6. This figure illustrates the “Opposing Viewpoints” treatment of colonialism.

In addition to the use of detailed, college-level texts that highlight multiple perspectives, teachers of honors students use primary source documents on a frequent basis. Primary sources are

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original documents that are produced during the time period that students are studying and are different from secondary sources, which are compiled afterward. Paras, Piche & Nillas (2010) note that, “when used properly, primary sources allow students to gain a deeper and more comprehensive understanding of history, as well as a more meaningful and relevant learning experience. Primary sources also allow students to develop higher-level critical thinking skills and historical empathy. Research on global studies curriculum suggests that primary sources are key to building a solid curriculum that makes learning more meaningful, personal and relevant (Bolinger & Warren, 2007; Carano, 2010; NCSS, 2004; Shields, 1998).

The honors teachers used a range of primary sources that included the *United Nations Declaration of Human Rights*, recordings of Presidential speeches during the Rwandan genocide, and eyewitness accounts to the pillaging of villages in Africa during the Sudanese genocide. When discussing the death of Nicholas II of Russia, honors teachers often had their students read the eyewitness account of the execution from the Czar's guard, Pavel Medvedev. Mrs. Grandy also explained how she uses primary resources she obtained from the Central Jersey Islamic Society to teach her honors students about religion and the local Muslim community.

Mrs. Grandy: For the honors, I use these articles for each religion. Some of them are primary sources, and [the students] complete a table on their own for the information. When I teach Uganda, the honors classes read an article about the scandal that happened last year with the charity (Invisible Children). They do some Internet research and then they have a discussion about if the charity is effective or not.

The Internet research Mrs. Grandy describes included examining the charity's financial disclosure sheets, another primary historical source. In reading across both primary and secondary sources, honors students in Mrs. Grandy's class have to negotiate contradictions between what they see in the movie *Invisible Children* and what the primary sources reveal.

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The material selected for honors students helps them to understand the modern world by connecting the past practices of nations to modern, current issues, and presents the material from multiple perspectives. Honors teachers not only present the information in more detail and use materials that offer different perspectives, but also expect students to engage with this material in different ways.

Sophisticated Conversations. As it was assumed by the honors teachers that their students were able to learn about global topics in more depth, the teachers did not just present the content in more detail but also engaged the students in sophisticated classroom conversations that encouraged them to learn about the topic from multiple perspectives and make connections between history and current events.

Cazden (1998) explains that in many cases, typical classroom discourse follows a pattern of “initiation, response and evaluation (I.R.E.).” This pattern involves a question that is initiated by the teacher, responded to by the students, and then evaluated for correctness by the teacher. In contrast to the I.R.E discourse pattern, the discourse in the Honors classroom was more of a Socratic style that fostered higher-order thinking skills such as “synthesis” and “analysis.” Oftentimes, honors students, such as student 2 in Mrs Grandy’s class, built upon the statements of other students, creating dialogue amongst peers.

Mrs. Grandy: Talking about the ancient Chinese dynasties, why is it so important to understand their role in Chinese history?

Student 1: Well, they kind of make way for the other things to come in China, like when the Communists come, because they don't have the dynasties now, so they had to lead to where they are now.

Student 2: So, based on what (the student) said, when the Communists take over, like in Russia, they have an easier time because of the history of the country. So just like the Czars, they kind

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of followed the same model.

Student 3: It's like the Communist pattern, and they were just ready for revolution and had what they needed as far as enough angry people.

Mrs. Grandy: Exactly, they had a very oppressive system in the dynasties that wasn't paying attention to the needs of the people, just like Russia, which ultimately sets the groundwork for China and other countries that have Communist takeovers.

In all of the honors classes I observed, the honors teachers fostered this rich conversation by allowing students to take the conversation in new directions. Honors teachers often guided the questions, but they did not control the conversation, nor were they looking for one right answer. Of the 19 questions asked by the honors teachers, 12 of them helped create this rich dialogue by allowing students to discuss the answers among themselves. For example, during my observation of Mrs. Sanders' class, students received the opportunity to capitalize on a 15-minute question-and-answer session to sort out some of the complexities of a BBC documentary they had watched. The film detailed the causes and effects of the Russian/Georgian conflict and connected it to the modern "War on Terror."

Student A: So, do you think Russia did a good job handling the Georgia conflict?

Mrs. Sanders: Well, what do you guys think?

Student A: I think they did what they had to do to maintain their territory.

Student B: Russia does what it needs to do. You don't mess with Putin—he's a KGB guy.

Mrs. Sanders: What about the claims of war crimes?

Student C: Didn't they say in the video, though, that both sides were trying to fire on civilians? So if that's true, neither side really did a good job as far as that goes. They were both wrong in the way they handled it.

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Student B: How come Russia is our friend and helps us with the War on Terror, but they commit war crimes themselves?

Mrs. Sanders: Excellent question. So what do you guys think?

Student A: So Putin doesn't want to deal with terrorists, like Islamic terrorists, just like the United States, and that's why he responds with such force?

Student B: There has to be a line, though, right? How much can Putin really do in a place like Chechnya without people calling him out on it? We saw the bodies on the video.

Student C: What about Guantanamo Bay?

Mrs. Sanders: Ah, yes, go ahead.

Student C: Well, we were torturing prisoners there right? Or waterboarding them or something.

Student D: What's waterboarding?

Student C: It's when they torture you by making you think that you're drowning so you talk to them. And I know that we were doing that to people, so isn't that a war crime, too?

Mrs. Sanders: Well yeah, that's a violation of the Geneva Convention, but just because we are allies in the "War on Terror" doesn't mean that Putin and the United States are on such great terms. Putin and the U.S. have been disagreeing about missile systems in Europe for years.

The questions raised by the students during the discussion not only forced the class to re-analyze the themes of the video, but also triggered dialogue that helped them make valid connections to global issues and other events in United States history. As seen in the dialogue above, the opening question posed by Student A sparked an interesting debate about Putin's rationalization for the use of excessive force in southern Russia. Analyzing why Putin would use force in southern Russia requires not only an understanding of generations of ethnic conflict, but also the history and role of the Soviet Union. As the conversation proceeds, students themselves make the connection between the Czars of Russia and the Communist takeover. Research on teaching global issues suggests that understanding

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current global conditions is essential to a global curriculum that hopes to build empathy and cultural understanding (Carano, 2010; Hanvey, 1976; NCSS, 2004; Lee, 1992; Peshkin, 1992; Protheroe & Barsdate, 1992).

The classroom conversations in the honors track not only prompted students to make connections between their own socio-political context and that of other historical events in the world, but also enabled them to make connections to prior historical knowledge, a form of synthesis (Alford, Herbert & Fragenheim 2006; Bloom, 1956). In both honors classes, students used their knowledge of U.S. history to make assumptions about global issues. During my visits to two honors classrooms, I observed students making valid connections to global issues from other events in U.S. history. One example occurred in Mrs. Grandy's classroom where the students themselves tried to highlight the connections between the dynasties of ancient China and political term limits, content typically learned in students' freshman year.

Mrs. Grandy: So what observations can you make about the dynasties and the dynastic cycle?

Student A: It's not fair for people when they're stuck with a bad family. Since some of the families ruled for hundreds of years, they couldn't get rid of them.

Student B: It's also not very organized like our system of government is, and there are really no concrete times for anything.

Mrs. Grandy: Can you explain what you mean by "concrete times"?

Student B: Well, the "mandate of heaven" that these families have doesn't have a set time, right? So it's not like term limits, so as we were saying, you can get stuck with a leader for a while.

Student C: Well it sounds like term limits to me, though. They're just not as clean as ours.

In this vignette, Student B made a connection between two systems of government, one dynastic and one a democratic republic. What is clever about this conversation is that the students make an

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interesting connection between the orderly transition of power (as modeled by the United States) and the often chaotic transition of the dynasties.

Cazden (1998) argues that the spoken language in a classroom is an “important part of all the identities of the participants” (p. 5). The type of discourse in the honors track is an important, identifiable characteristic of the track. The teachers assume that students will have the background knowledge necessary to engage in complex discussions about global issues, as well as present evidence to support their opinions. Honors teachers were not always looking for correct knowledge; they were looking for students to work it out on their own. Having these classroom dialogues enabled students to move beyond the information presented in PowerPoints and lectures to engage with global issues in more sophisticated ways. Students were trying to discuss concepts by recalling previous knowledge and offering opinions. In this way, the dialogue became more relevant and it was clear that what happened in the past was happening now.

Sophistication of assignments and assessments. Not only did the classroom conversations empower students to consider global content from more than one perspective, but the assignments and assessments were also designed to foster critical thinking skills and complement the sophisticated dialogue in class. Qualitative studies of tracking illustrate that honors tracks often have teachers that create highly engaging lessons and materials that require higher-order thinking skills (Oakes, 1987; Oakes & Martin, 1994). Reflecting what other studies have found, honors students in West Brunning High School engaged in a number of assignments, which went well beyond regurgitation of facts and required critical thinking and careful analysis of content. One example of this thinking and analysis is found in Mrs. Grandy’s treatment of the film *Hotel Rwanda*:

Mrs. Grandy: For the honors, they do a project that asks them to read these articles about the actual genocide and compare it to the movie, then create a poster or a binder that has them demonstrate they understand the differences between the movie and what actually happened in

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the country.

In this example, honors students were required to not only understand the perspective of the film, but also then synthesize news articles and secondary sources to examine the differences between the film portrayal and the actual event. This type of “fact versus fiction” activity is critical for analyzing sources for accuracy and for vetting information—a skill also important for college-level research.

Higher-order thinking skills are used more often where projects, research papers and role-plays are assigned by teachers (Baylouny, 2009; Kaplan, 2002; Rossi, 2003). Honors teachers used a variety of projects and assignments that expected students to not only recall facts, but also apply their knowledge of global issues. Many of the assignments in the honors track expected students to engage in some kind of detailed research in order to present a particular point of view. One example of this kind of inquiry was evident in the Socratic seminars that took place in all honors classes. A Socratic seminar is a lengthy class discussion in which topics are raised, explored and debated at the direction of the students. Students are often instructed to complete the research ahead of the class, and then together the class formulates challenging questions for a student-centered debate that is meant to illuminate the complex nature of the selected topic(s). Honors classes held Socratic seminars on topics such as, “Can democracy exist in the Middle East?” and “What is the role of religion in society?” These seminars require students to research intensively, analyze sources and synthesize information to contribute to the debate. Grading for the Socratic seminars is based on participation and therefore becomes a public space where students can demonstrate their understanding of a topic. If honors students are not prepared to discuss and question, they will not receive a high grade.

Another way that students were able to create, analyze and synthesize knowledge was during role-play assignments. Baylouny (2009), states “Simple role-play simulations can not only demonstrate the dynamics of a conflict, but also create awareness of multiple perspectives even among populations relatively set in their opinions” (p. 1). To this end, Mr. Bowden had students participate in a role play

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about the Rwandan genocide by allowing students to become a character. Students had to research their characters independently and then assume the role of that person in a mock-trial environment. Some students became the historical figures and perpetrators of the genocide, while others were the questioners, judge and jury. This assignment requires students to not only understand the history of a particular genocide as in a Socratic seminar, but also to understand the motivations, historical actions, and character traits of the key players. Personifying the character requires a high level of research, creativity and analysis, and was only done at the honors level.

In addition to assignments that encouraged students to apply their knowledge creatively, the assessments used also asked students to demonstrate higher-order thinking skills and greater depth of knowledge. Using Bloom's taxonomy (Anderson, 1990; Bloom, 1956), an analysis of the department midterms and finals revealed that the honors students received more questions that required application, or using what they had learned in a new way. For example, the honors midterm consisted of 100 multiple-choice questions and covered the topics of culture, religion, and the African continent. Students taking the honors midterm were exposed to the greatest percentage of questions in the “understanding” and “applying” categories. These questions require the students to know and understand more about the content and make informed inferences based on what they know. In the following example only found on the honors exam, it is possible to see how students were required to make an informed selection based on their knowledge of diamonds, terrorism and currency.

How might buying a diamond ring most likely end up supporting terrorism?

A) Diamond nations compete in sales with oil sales, making people in oil-producing nations poorer and more likely to turn to terrorism

B) Untraceable diamonds could be funding the terrorist activities of various groups in various areas of Africa.

C) Every dollar spent on diamonds is one less dollar spent on taxes, which is money that could

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be used to fight terrorism.

D) Those well-meaning people who boycott diamonds create the poverty that breeds terrorism.

Similarly, the following honors question required students to apply what they know about the Middle East, democracy and the rights of women:

The future of the Middle East may depend on providing opportunities to women because

A) women who wear hijab lack self-esteem

B) most women in the Middle East are not allowed to drive

C) studies show that equality for women results in greater productivity and democracy

D) no women are allowed to participate in politics

Questions such as these don't expect students to simply recall information, but require them to use their knowledge of the unit in a new way.

Honors students were also more likely to encounter test questions that required the synthesis of information. For example, while all midterms and finals included questions related to geography, honors students are required to know not only the country name and location, but also a historical fact tied to that country. Instead of reading "Locate Libya on the map," as the tests in other tracks did, the honors test reads "identify the country where a charismatic and controversial leader was recently overthrown and killed following the Arab Spring." This question requires students to apply both context and content. Honors students, unlike their peers, need to first recognize the historical event as occurring in that country, then find that country on a map—a two-step process that requires a synthesis of information. Likewise, another honors teacher, Mr. Jennings, used his unit tests to allow students to demonstrate synthesis of content and higher-order thinking, as evidenced by the following unit question on "Religion":

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VENN DIAGRAM (12 pts.) Choose 3 of the religions that were studied in class and explain in detail the relationship between them. You may not include Islam, Christianity and Judaism in the same diagram, but you may use 2 of the three. Remember to include key features of these religions, including basic beliefs, rules for moral conduct, nature of and relationship with God(s), etc. Be sure to include commonalities as well as differences. Create a “Venn Diagram” that includes these three religions and highlights the similarities and differences.

Here the honors students are looking across multiple data sets to explore relationships between religions, a best practice in global studies education, because it highlights shared experiences and beliefs (Carano 2010; Merryfield, 2001).

Honors students were not only expected to demonstrate their mastery of the course's content, but also were tested on more detail. This extra content appeared most often on teacher-created unit tests. For example, Mrs. Sanders' unit test on Russia required students to know the separatist issues facing the country; however, this information does not appear on the department-issued midterm or final. Honors students were also given two lengthy readings on the exam. Similar to other standardized tests such as the S.A.T., students were required to read the passages and answer questions. The first concerned the role of Gandhi and the colonization of the Indian sub-continent. The second was an article that detailed the influences of colonization in South America. This emphasis on extra content was also evident in questions pertaining to movies that were shown during the year. One of the films, *Promises*, documented the life of six young adults growing up in Israel and Palestine. The other, *Not Without My Daughter*, was a feature film created to document the harrowing journey of an American woman and her daughter who escape post-revolutionary Iran. Students were required to know extra content pertaining to the legal system of Iran and were asked very specific recall questions such as the example below:

In the movie *Not Without My Daughter*, what legal problems did Betty face in Iran?

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- A) If you marry an Iranian you become an Iranian citizen
- B) In a divorce, the children go to the husband
- C) A woman needs her husband's written permission to travel
- D) All of the above

In the same way, honors students were also required to recall specific information from specific class readings on their assessments. For one reading, "1960; Africa's Year of Independence," students were asked to recall the life and world-view of King Leopold of Belgium who was instrumental in leading his country's conquest of the Congo, laying the foundations for the Rwandan genocide. The question read:

All of the following are true of King Leopold of Belgium EXCEPT:

- A) He boosted rubber production.
- B) He was the Congo's first colonial ruler.
- C) He showed great concern for the needs of the native people.
- D) He punished workers by cutting off their hands.

This same reading on African colonization also discussed the views of modern African leaders and their relationship with western powers. One test question required students to understand the more modern premise that many African leaders would prefer western powers to support long-term investment, rather than short-term aid:

According to "1960; Africa's Year of Independence," many modern African leaders believe that the best way to help Africa today is:

- A. continued aid programs that offer large sums of money to needy people
- B. long-term investment
- C. for superpowers to engage in war on the continent
- D. None of the above

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These questions were included in the honors midterms and finals because it is expected that students can handle knowing more about a topic/unit in more nuanced and sophisticated ways. Ultimately, the assignments and assessments offered to honors students more often required this high-level synthesis and analysis in preparation for college.

In summary, the sophistication of the honors curriculum was more often expressed via the level of class dialogue, the detail and amount of content students were expected to learn, and through the materials the teachers chose to use. Expecting their honors students to be college bound, the honors teachers delved into global studies topics in more depth, and expected students to be able to analyze, synthesize and apply detailed readings from primary and secondary sources about these topics in their assignments and assessments.

Honors Students as Autonomous Learners

College-bound students are assumed to be independent learners who have the study skills to be able to complete a range of tasks on time and to a high quality. As honors teachers viewed their students as college bound, they not only engaged students in sophisticated content by going into topics in more depth and detail, but they also expected them to be independent learners. This expectation of autonomy was most evident in the way they gave students choices in the curriculum, as well as in teachers' expectations of honors students' time management skills.

Autonomy via choice. By giving students a choice, research suggests that students will be more motivated to continue studying a topic, and content retention often increases (Ferrer-Caja & Weiss, 2002). Allowing students some authority over their curriculum can make the content more meaningful and establishes norms that could lead to greater success in future educational settings such as college (Anderman & Hodge 2000; Murdock, 2010). Using the all of the honors teachers' gradebooks, I counted 16 long-term projects and assignments that were given to honors students. Within these

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assignments, students were offered choice in two ways: choice in the content and material they were examining and choice in the final product they were allowed to submit for credit.

Honors students often had a choice of the content they read and researched. Most honors classes are required to read four books of their choice (one per quarter) from a list of roughly 80 novels compiled by the teachers. The novels represented a combination of fiction and historical non-fiction stories from across the globe and cover parts of the curriculum that are not addressed in the general Global Studies course. For example, students may read a book about Australia or Latin America—two units normally not covered in the global studies curriculum. Some honors teachers, such as Mr. Browden, allowed students to choose books that were not on the list, as long as students cleared the title ahead of time. This opened the curriculum to a practically limitless range of global topics.

Similarly, honors students could often choose their own topics for required research papers. Honors teachers have agreed to assign at least one research thesis per quarter. These papers require students to compose a provable thesis about the specific area of study and defend their statement with sources. Students must use at least six sources they deem as relevant and write a paper of five to six in length. Similarly, social-issue research papers, assigned by two of the three honors teachers, afforded students the freedom to select and investigate a current social issue of their choice in the region of the world they were currently studying. Again, students were expected to complete a five to six page paper that investigated the social issue by using database sources and current events as evidence. Topics have included “The One Child Policy,” “Nuclear Weapons,” “Overpopulation in India,” and “Russia's Managed Democracy.” Students are also allowed to choose which sources they wish to include in the project.

Not only did honors students get to make choices about topics and content, but they had choices pertaining to the products they submitted for a grade. For example the “Tiered Assignment” (Appendix G) given by honors teachers requires students to complete a combination of smaller assignments that,

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when added together, give the student enough points to pass the project. Students are given the choice to create a brochure or a collage, write an essay, or draw a political cartoon.

Similarly, honors level Current Events (Appendix H) also allowed students some creative license about both the content and the product they wish to submit. Generally, students must pick an article of global significance in a valid news source such as *The New York Times*, or *The Economist*. Not only do students get to select their own topics for the current events, but they are rewarded for selecting topics that are harder to find. The assignment states:

As some types of articles are easier to find, the categories have different values assigned to them. The easiest to find are equal to a “C” value (11/15), while the hardest to find are equal to an “A” value. It is to your benefit to look for an article that fits into the higher-value categories. If your article does not fit into one of the categories, do not use it, as it will probably be unacceptable. Use **ONLY** the following categories: POLITICAL (11) GEOGRAPHIC (14) ECONOMIC (12) CULTURAL (15).

The assignment requires students to write a one-page summary of the article and then examine the cultural, political, geographical and economic impacts of the article. The more the students are able to justify the article's significance, the more points they receive. They also receive more points for the type of article they choose to submit. For example, if the article is longer and from a more challenging source, such as *The Economist*, the student might receive a higher grade. This encourages some students to find articles that are more challenging as they compete with their peers for points.

While there is some rigidity in the confines of the curriculum, providing students the opportunity to choose topics, sources and final products allows them to research beyond what is learned in the classroom. As a consequence, honors students are able to engage in topics that are outside the scope of the normal global studies curriculum. In this way, students can select topics that are more meaningful to them and create products that highlight their strengths. In turn, the opportunity to

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investigate topics of their choice helps foster more meaningful engagement, intrinsic motivation and enduring understandings (Ferrer-Caja & Weiss, 2002).

Time management. Students in the honors track were assumed to be able to manage time and tasks independently, rather than receiving multiple prompts and reminders about homework or assignments or spending time in class on homework. As Mrs. Grandy remarked, “I don’t like spending class-time doing reviews for tests and exams because it’s a waste of time,” and at this level, “They can manage it themselves.”

As noted in my class observation above, Mrs. Grandy seemed apathetic towards the amount of work her honors students had outside the class. The expectation was that they would simply get it done, without the benefit of prescribed class time. Similarly in Mrs. Sanders class, honors students may have asked for extended time or the ability to review in class, but they were not going to receive it.

Mrs. Sanders: OK, I’m passing out your study guides to prepare for your test in less than a week.

Student: But we have lots of work due that week.

Mrs Sanders.: I can’t help that. It is what it is, and you guys should be used to this by now.

Your test is 55 multiple-choice questions; and 45 points comes from a lot of short answers. Two parts: multiple choice and short answer. There is no thesis on this test. I don’t want your opinion on anything this time, and like all your other tests, we’re not reviewing ahead of time, so use this study guide to your advantage. And I’m trusting that everyone is working on their Book Project essays. I keep reminding you, but you know you should, at the very least, be starting to organize your main points by now.

In addition, all of the honors teachers expected their students to engage in research about global topics outside of the classroom. Honors students were expected to make time out of school to complete readings and watch documentaries and assigned media. For example, Mrs. Grandy requires her honors

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students to watch the documentary *Inside Iran* on their own time, and answer questions pertaining to the film for homework. Mr. Browden uses his website as a database of readings for each unit of study. Students are expected to read these articles by a certain date in preparation for a class discussion or Socratic seminar.

Successful time management is often required for the “background assignments” or assignments that are in progress throughout the semester. Students are expected to juggle these assignments with their homework from other classes. Assignments such as the “Book Project” require students to read historical fiction or non-fiction novels outside of class and submit a final report. For an assignment such as the Arab Spring Webquest (Appendix I), students are expected to work independently to explore the impact of the Arab Spring country by country and compare and contrast the results of the protests.

The assumption that students can manage their time is also evident in the tools that honors teachers use to manage their classroom. One such tool is “Turn-it-in.com,” an online student workspace where students can submit their assignments and give peer-reviewed feedback. Turn-it-in.com allows teachers to not only check for grammatical errors, but also check for plagiarism and issues concerning originality. The application allows Mr. Browden’s students to complete and upload marking period assignments at their leisure, allowing some students to work ahead of schedule. This application was only used in the honor's track and is important for modeling college behaviors, as the software is often used in post-secondary education.

In the global studies honors classroom, it is the student’s job to digest the content, parse the information, and decide what is important to know for the test. In these ways, the assignments given by honors teachers foster time management skills and more independent learning. The teachers seem to assume the students have these skills and that they’re already working at a college level.

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Summary

In summary, given the research on academic tracking, it is not surprising that complexity and autonomy are hallmarks of the Honors Global Studies class at West Brunning High School (Ansalone 2003, Oakes 1985, Rogers 1991, Spade et al. 1997). Students in the honors track are learning detailed content, and engaging in conversations, activities and assignments that require them to analyze, synthesize and apply their knowledge of global topics. Moreover, students in the honors track are participating in activities that require them to understand history and current events from multiple perspectives and through the lenses of multiple disciplines. As honors teachers view their students as college ready, the assignments allow students to often investigate global events of their choosing in more depth and on their own with little oversight. These qualities, such as higher-order thinking, multiple perspectives, and the emphasis on creativity are essential to creating “globally minded” citizens that will hopefully understand differences in history and culture and work for a better world (Bolinger & Warren, 2007; Hanvey, 1976; Mansilla & Jackson 2011; National Council on Social Studies, 2004).

Global Studies in the Academic Track – Middle Track Syndrome

“Academic global studies is the college preparatory level of the course and is designed for those students who have demonstrated the ability to read independently, think critically and successfully complete research projects” (West Brunning High School Course Selection Handbook, 2013, p. 23). What this definition of the academic track at West Brunning doesn’t capture is the diversity of interests, experiences, and capacities of the students who populate the academic track. Academic global studies students might be defined as college bound, yet not college ready. Because academic was designed as the middle road between the honors and lower tracks, students placed here are often too advanced to be placed in the lowest track, but often lack academic skills such as studying and test-taking strategies commonly associated with honors students. However, there are also students in the

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academic track who could be in the honors level but choose not to participate in an accelerated course. Moreover, the racial demographics in the Academic track are different from the Honors track in that there were many more White students. For example, of the 27 students in Mrs. Skulkowski's class, 12 were White, 8 were Asian or South Asian, Five were Latino, and 2 were African American.

Because of the diversity of student abilities in the academic track, I observed quite a lot of variation in the content and pedagogy experienced by students, and this variation seemed to be dependent on how the teachers viewed the capabilities of each of their academic classes. Echoing research on tracking (Ansalone, 2003; Boaler, William & Brown, 2000; Epstein & MacIver, 1992; Gamoran & Berand, 1987; Oakes, 1985), the teachers tended to raise the standards of a class to match other higher-level classes they taught or conversely, lower the class standards if they perceived the students to be a lower-performing group.

Some academic teachers treated their classes as honors classes, providing support for particular assignments to help every student succeed. For example, Mrs. Grady, who teaches both honors and academic, makes very few modifications to the content, the activities, and the lessons her academic students receive. She uses the same honors level PowerPoints, many of the same readings, as well as the same assignments in both classes. As shown in Figure 7, Mrs. Grady uses this PowerPoint to teach both her honors level classes and her academic level classes about apartheid in South Africa. It is evident from these slides that Mrs. Grady does not differentiate the content of her lessons for the academic students. All of the key terms such as "Bantu Authorities Act," "Townships," and the "Afrikaner National Party" are all detailed for students at a level that is appropriate for both academic and honors level students. During the same unit, Mrs. Grady also gives her academic and honors students copies of some of the actual Apartheid laws for analysis as primary source documents. In this way, both the honors and academic students are working with primary texts, a hallmark of quality social studies instruction (Bolinger & Warren, 2007; Carano, 2010; NCSS, 2004).

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Figure 7: Mrs. Grandy's academic/honors PowerPoint for South Africa.

Mrs. Grandy offers her academic students assignments that require higher-order thinking skills such as Socratic seminars and projects that require planning and independent academic research. Mrs. Grandy also requires her academic students to read novels such as "Memoirs of a Geisha" (Golden, 1997) "Black Hawk Down" (Bowden, 1999) and other works related to global history. These books offer detailed accounts of their historical subject and are only seen in the academic and honors tracks. The only variation in Mrs. Grandy's pedagogy between the honors and academic tracks is that she provides some extra support with assignments. For example, both her honors and academic students are required to complete the same information sheet (Figure 8) for each of the global religions that are studied. However, her academic students are given library time, whereas her honors students are instructed to complete this task on their own time. In this way, Mrs. Grandy's academic students complete honors level assignments, but are offered some modifications to assist them to do so.

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Founder/Origin (Who, When, and Where)		Today (where is it mostly practiced & how many)
Holy Cities/Sites		Name of Place of Worship
Symbol		Holy Book/Sacred Texts
Creation Myth (how was the world & humanity created)		Sects/Branches

Figure 8: Portion of Mrs. Grandy's information sheets for World Religions

In contrast to teachers who viewed their students as academically capable but perhaps in need of a little support, other academic teachers, such as Mrs. Warner, tended to simplify the global studies curriculum to ensure students attended to key concepts. As can be seen in Figure 9, Mrs. Warner's slides do not discuss South Africa in depth, but rather present key terms and people such as "Apartheid" and "Nelson Mandela." To ensure that her students focused on these concepts, Mrs. Warner provided note-takers for her academic students. These note-takers are copies of the PowerPoints with selected words missing. During the lecture, students filled in the blanks with the appropriate word. Thus the global studies curriculum that Mrs. Warner presented to her academic students was more about key facts and people. Academic students have the content and terminology they need to identify the terms on a unit test, but they are not presented with more detailed background

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information to place these terms in historical context or make connections between these facts and current events.

Figure 9. Mrs. Warner's PowerPoint on Africa.

The PowerPoint consists of 12 slides, each with a title and bullet points:

- The ABC's of Africa**: A word cloud containing terms like Abandoned, Inequality, Hostile, Orphans, Disease, HIV/AIDS, Fear, Civil War, Child Soldiers, Rape, Wars, Pogroms, Genocide, and Invisibles.
- Apartheid**:
 - 1948-1991, South Africa
 - System of racial segregation. Blacks were made to be inferior, even though they were the majority.
 - Separated Blacks in every way possible—jobs, beaches, restaurants, living spaces
- Blood Diamonds**:
 - AKA, Conflict Diamonds
 - Sierra Leone
 - Angola
 - Democratic Republic of Congo
 - Liberia
 - Ivory Coast
- The World of Diamonds**: A world map showing the distribution of diamonds.
- Child Soldiers**:
 - Africa has the largest amount of child soldiers, with an estimated 200,000 of the total world estimate of around 300,000 child soldiers.
 - Why?
 - Easy to manipulate
 - Disposable
 - Long term affects...
 - Many social and emotional hardships.
- Dartur**:
 - Known as "Land of the Fur"
 - Size of France
 - Ethnically diverse
 - Civil War began in 2003
 - African Muslims are farmers
 - Arab Muslims are herders
 - Conflict between the two over land
- Endangered Species**:
 - A population of organisms which is at risk of becoming extinct because it is either few in numbers, or threatened by changing environmental or predation parameters.
 - Mountain Gorilla, Addax, Ethiopian Wolf, Hippo, and too many more...
- Foday Sanneh**:
 - Leader of the RUF, major source of Blood Diamonds
 - Charles Taylor organized RUF
 - Revolutionary United Front
 - Wanted to overthrow Liberian government
 - Started a 10 year civil war in Sierra Leone, 50,000 - 200,000 people were killed
 - Diamonds funded the war
- Genocide**:
 - Deliberate and systematic destruction, in whole or in part, of an ethnic, racial, religious or national group
 - Genocide is a Greek word meaning race or tribe
 - Genocide is a Latin word derived from cadere, meaning killing
- H.I.V.**:
 - Sub-Saharan Africa is most heavily affected by HIV (Human Immunodeficiency Virus) and AIDS (Acquired Immune Deficiency Syndrome) in any one region of the world
 - Africa: 22.5 million people are living with HIV in the region - around two thirds of the global total
 - AIDS impacts: 13 million people died from AIDS in sub-Saharan Africa and 1.8 million people became infected with HIV
 - Since the beginning of the epidemic 14.5 million children have lost one or both parents to HIV/AIDS
- Id Amin**:
 - President of Uganda from 1971 until 1979
 - Beast gave the military coup against Uganda's first president, Milton Obote
 - Regime was marked by brutal repression, torture and other violence
 - Local sources suggest that around 300,000 people were killed by Amin's forces
 - Another 80,000 Kenyans of Asian descent were expelled from the country
 - In 1979, Amin declared himself a descendant of Isis
 - His death was Africa's biggest relief
- Janyweed**:
 - "Men on horseback"
 - Mostly made up of non-black Arabs
 - Government-backed?
 - Attack the Black Africans

Regardless of the teacher's preferred approach, there were a number of commonalities that helped distinguish the academic track for the majority of students. First, academic teachers placed an emphasis on teaching historical facts and terms. Second, academic teachers often tried to appeal to different learning styles and sought to engage students during class by offering activities to keep the class exciting and moving along. Finally, academic teachers often scaffolded their assignments to help students maintain their grades and provide them with the best opportunities for success.

Teaching Global Studies as Facts As teachers viewed their academic classes as being college bound, yet not college ready, the content in the academic track was less about how the key terms, people and places might be analyzed in the current geopolitical context, and more about getting students to remember key terms, people and places. Also evident was the assumption that the students

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could not yet handle the amount of detail that historical context and more complex readings would provide. Instead of assuming the academic students are able to investigate global issues themselves, the academic teachers are often the main supplier of content, which is evident in the way the content is presented, the materials used in the class and the classroom dialogue.

Simplified content. The readings that are chosen by the academic teachers reflect the assumption that students should receive less detailed content. In-depth outside readings from sources such as *The Economist*, *Foreign Policy* magazine, *Viewpoints*, and the Council on Foreign Relations, were not present. In their place, academic teachers often chose materials that offered students visually appealing and factual information about global issues. One of the most popular materials used by academic teachers is *The New York Times Upfront* series, a publication co-produced by Scholastic and specifically designed for grades 9-12. This magazine-style resource contains short readings about current events happening around the world, accompanied by graphic and eye-catching visuals (See Figure 10). Whether the topic is China or the Arab Spring, global content in the *Upfront* articles is simplified and presented in short excerpts using straightforward language that highlights the most important information. For example, the article's snippet on Syria states: "What began as peaceful protests against President Assad in March of 2011 has evolved into a full-fledged civil war. About 70,000 people have been killed and 1 million made refugees" (*Upfront Magazine*; January, 2013). This simple statement contains all of the basic information that an academic student might be required to know for their assessment, including the Syrian resident's name. It does not present the history of the region, nor does it contain alternative viewpoints from the various sectarian groups, which might be found in more detailed sources related to the topic.

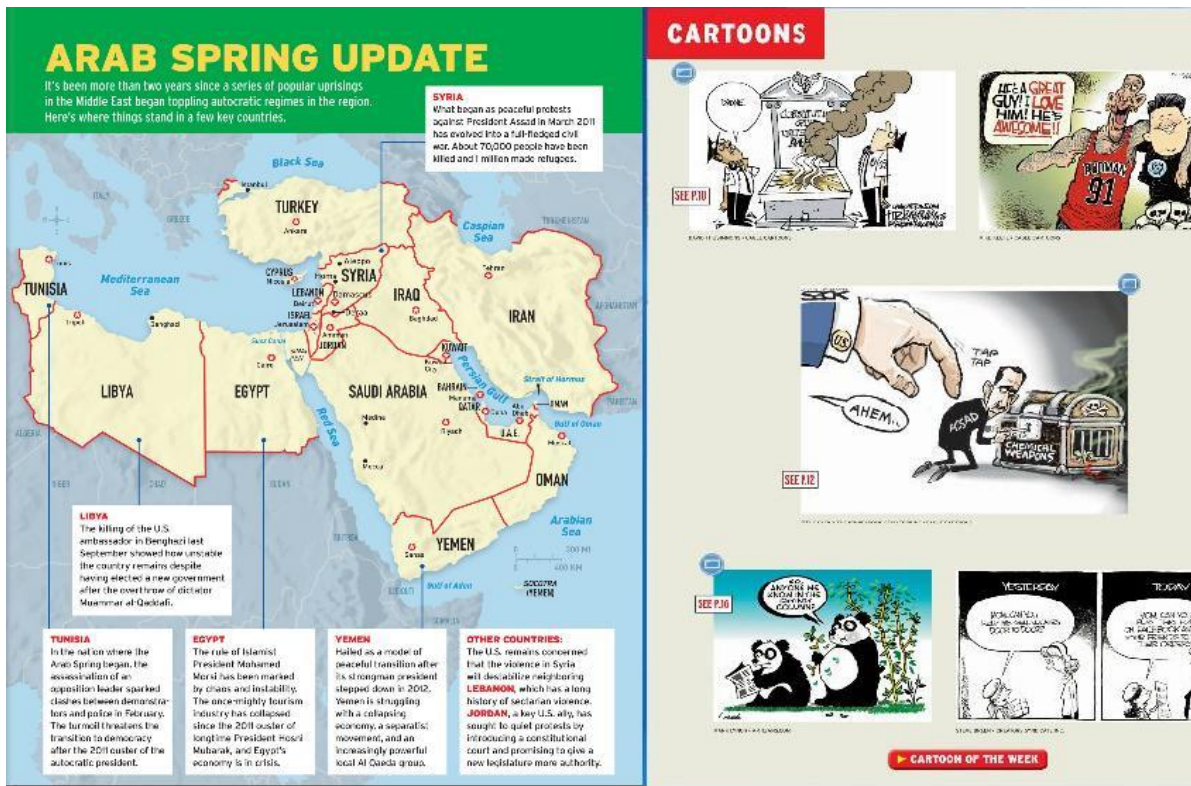


Figure 10: Upfront Magazine January 2013

Mrs. Grandy uses a class set of these *Upfront* articles each month to keep her students up-to-date on the latest global happenings. Here, she notes why she uses it with her academic students:

I really enjoy using the *Upfront* magazines with my Academic students. It breaks down all of the current global topics in a way that makes it appealing for kids. And I can go online and get a teacher's edition that has discussion questions and worksheets that I can hand out to them. They even enjoy the questions about the cartoons. They can read the latest edition and answer the questions right in class, and I can count it as a current event grade.

As Mrs. Grundy notes, the content of *Upfront* may not be as in-depth as some of the articles offered in higher tracks, but the graphics and cartoons make the content more appealing and encourage students to engage with the material in a way that hopefully helps them understand global concepts.

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Academic teachers also used the textbook *World Cultures; A Global Mosaic* (Prentice Hall, 2004) more frequently than honors as a way for students to learn about global topics. Data from teacher gradebooks suggests that of the four academic level teachers, three of them assign some textbook work for a grade. Each academic teacher also gave at least two textbook assignments during class, which were counted as “classwork.” Academic teachers often used the textbook as reinforcement and as an assignment students could complete when teachers were absent. Mrs. Jenson notes, “I will use the textbook especially when I’m not in class, or I’m absent because it will keep them busy for the block, and they can hand it in when they’re done.” Textbook work normally involved students answering the questions at the back of each chapter. These questions often involve students defining key words and terms from the chapter, and answering specific questions about the main themes in the chapter. However, the questions often do not go beyond basic recognition or identification. For example, some of the end-of-chapter questions in the South Africa unit ask students to define and identify “Soweto,” “Nelson Mandela,” “Pass Laws” and “Townships” to name a few. To be sure, some of the other questions ask students to think more deeply about the content by drawing on what they have read to answer a question like, “Describe the tactics used by the ANC to bring change to South Africa.” These questions only address surface-level content and reinforce key terms and vocabulary. Furthermore, such questions are in contrast to providing primary source documents, such as the actual Apartheid laws that some teachers present for students to analyze, or a reading that might require students to understand the perspective of a black man living under those laws.

In addition to simpler written materials, academic teachers also selected videos in place of a more complex text to help explain larger, more multi-leveled topics. One example of this practice was the academic level treatment of *Guns, Germs, and Steel* (Appendix J). Instead of reading directly from the book which contains many more historical examples and an in-depth anthropological account of the development of modern societies, academic students instead watch the National Geographic series on

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Guns, Germs, and Steel. The video series selects just the most important concepts from the book and covers basic facts in a way that is less dense and more visually appealing.

The emphasis on surface-level, factual content is also evident in the PowerPoints used by most of the academic teachers. For example, both Mrs. Jensen's and Mrs. Skulkowski's PowerPoints for the World Organizations unit (Figure 11) were heavily focused on facts. Here, some of the largest world organizations such as "The World Bank," "The International Monetary Fund," "The World Trade Organization" and "NATO" are reduced to their primary functions so that students will be able to easily remember their role. Even "The European Union," one of the largest inter-governmental organizations in the world, receives just one slide on Mrs. Jensen's PowerPoint with some factual information about its founding and purpose. Both PowerPoints contain similar wording that matches the questions that appear on the midterm exams. Mrs. Skulkowski's PowerPoint actually highlights specific test wording so students can more easily connect the PowerPoint to the correct answers on the test. These test questions amount to basic recall, the lowest level on the taxonomy.

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International Court of Justice

- Established by UN charter
- Sits in The Hague, Netherlands
- Legal disputes between states
- Provides legal opinions
- 5 SC nations have veto power

26

International Criminal Court

Created in 2002
Prosecutions of individuals accused of genocide, war crimes or crimes against humanity.
Operates independently of UN
The US does not submit to the ICC
Maximum sentence – life imprisonment

27

IGOs

- Inter-Government Organizations are Funded by Member Nations
- May be established for a specific purpose
- May be UN Agencies
 - UNHCR
 - UN High Commission for Refugees

28

Goal of UN IGOs

- Raise Awareness of Problems
- Increase Local Capability
- Train Local Personnel
- Rarely Carry Out Programs on the Ground

29

International Institutions

Large and Powerful Organizations
Make Policy
Set the Rules
Promote and Facilitate Globalization

- World Bank
- IMF
- World Trade Organization

30

The World Bank

Provides low interest loans to developing countries for education, agriculture and business projects.
Goal is to promote "inclusive, sustainable growth."

31

International Monetary Fund

Monitors currency markets
Provides loans to developing countries to stabilize markets
Goal is to "facilitate international trade, while promoting economic development."

32

World Trade Organization

Establishes global rules of trade between nations
Framework for trade policy:
Non-discrimination (all members treated equally)
Binding enforceable commitments
Transparency
Not part of UN system
Predecessor was GATT (General Agreement on Tariffs and Trade)

33

Protests Target WTO

Labor Unions
Environmental Groups
Human Rights Advocates
Animal Rights Groups

34

NATO North Atlantic Treaty Organization 1949

Inter-Governmental Military Alliance
Reflects Cold War divisions
Response to threat from Soviet Union (Warsaw Pact countries)
Mutual defense if attacked by outside power

- Afghanistan

Intervention - Military Training - Disaster Relief

- Kosovo
- Lithuania

35

The European Union 1993

Union of 27 European States

- Single market - 26% of global GDP
- Open borders - Schengen Agreement
- Common environmental policy
- Cooperation on security matters
- Reciprocity between court systems
- European Parliament & Court of Justice

The Euro

- Common currency 1999
- 17 of 27 members and other non-members (not UK)
- Central Bank

36

Non-Governmental Organizations

- NGOs are many and varied – civil society organizations that operate outside of gov't
- Some well known NGOs are
 - The Red Cross
 - Human Rights Watch
 - Doctors Without Borders
 - Oxfam
 - Green Peace

37

What is the Advantage of NGOs?

- More Flexible
- More Focused
- More Streamlined
- Work Directly With the People "on the ground"
- Can Be More Critical of Human Rights Abuses

38

Relationship With The UN

- Must adhere to the humanitarian principles and practices of the UN
- Must have transparent accounting practices

39

The Work of NGOs

- Social Justice
- Humanitarian Aid
- Economic Development
- Environmental Preservation

40

International Criminal Court

- Created in 2002
- Prosecutions of individuals accused of genocide, war crimes or crimes against humanity.
- Operates independently of UN
- The United States does not submit our criminals to the ICC
- Maximum sentence – life imprisonment
- Tried to Prosecute President Bush (This is why it may be controversial)

21

Intergovernmental Organizations (IGOs)

- Funded by Member Nations
- LARGE organizations
- EXAMPLES: UN, WTO, NATO
- May be established for a specific purpose
- May be UN Agencies
 - UNHCR
 - UN High Commission for Refugees

22

Goal of UN IGOs

- Raise Awareness of Problems
- Increase Local Capability
- Train Local Personnel
- Rarely Carry Out Programs on the Ground

23

The World Bank

- Provides low interest loans to developing countries for education, agriculture and business projects
- Goal is to promote "inclusive, sustainable growth"
- "End Poverty"

24

The World Bank

25

International Monetary Fund

- Monitors/Stabilizes currency markets
- Provides loans to developing countries to stabilize markets
- Goal is to "facilitate international trade, while promoting economic development."

26

The International Monetary Fund

27

World Trade Organization

- Establishes global rules of trade between nations
- Framework for trade policy:
- Non-discrimination (all members treated equally)
- Binding enforceable commitments
- Transparency
- Not part of UN system
- Predecessor was GATT (General Agreement on Tariffs and Trade)

28

NATO North Atlantic Treaty Organization 1949

- Intergovernmental Military Alliance
- Reflects Cold War divisions
- Response to threat from Soviet Union (Warsaw Pact countries)
- Mutual defense if attacked by outside power
 - Afghanistan / NOT Iraq
- Post Cold War: Intervention - Military Training - Disaster Relief
 - Kosovo / Libya

29

The European Union 1993

- Union of 27 European States
 - Single market - 26% of global GDP
 - Open borders (Travel and Trade Easier)
 - Common environmental policy
 - Common market
 - Cooperation on security matters
 - Reciprocity between court systems
 - European Parliament & Court of Justice

30

The European Union 1993

- The Euro
 - Common currency 1999
 - 17 of 27 members and other non-members (not UK)
 - Central Banking System
- Currency / a strong currency pulled down by economic problems from some member nations.

31

The European Union 1993

32

Figure 11: Mrs. Jenson's and Mrs. Skulkowski's Powerpoints on World Organizations

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This lack of higher-order thinking was also evident in other PowerPoints that expected students to do lower-order comparisons of facts with little context, debate or discussion. For example, in this PowerPoint from Mrs. Skulkowski (Figure 12), Chinese geography is presented as the three major rivers, rather than a more detailed discussion of how the geography has impacted the development of modern Chinese civilization. Addressing the multiple learning styles in the academic classroom, the PowerPoint also contains a number of visuals as each page includes a picture of some of the geographical or population features alongside the key points the teacher wants students to learn.

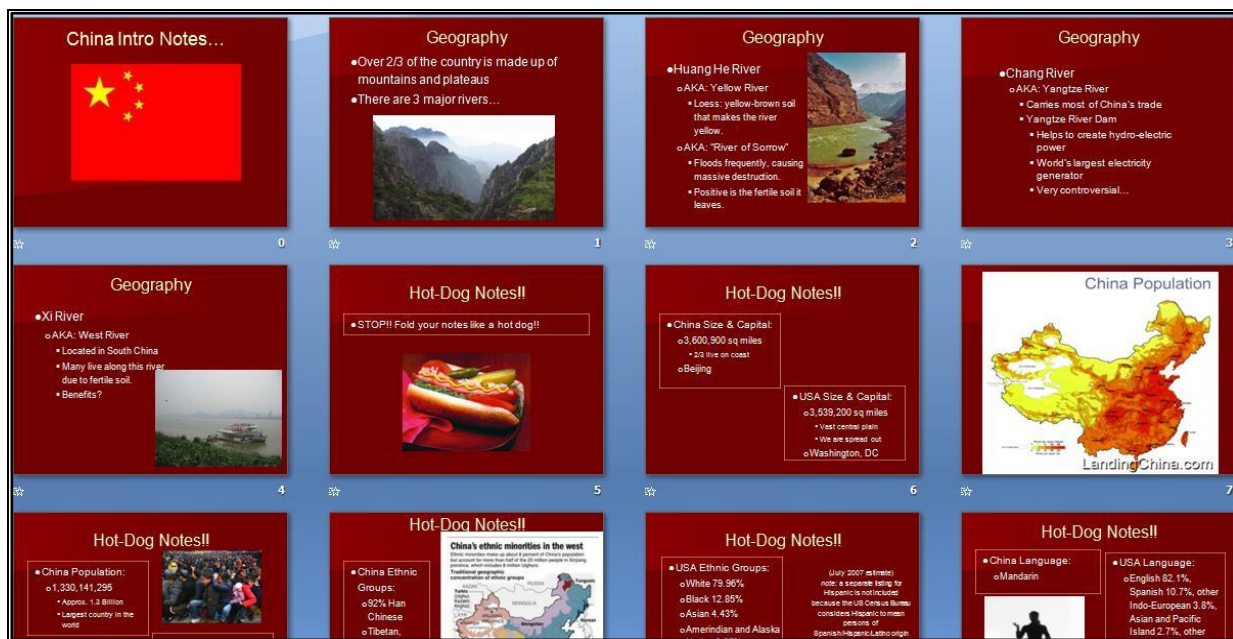


Figure 12: Mrs. Skulkowski's PowerPoint on China.

Attesting to this emphasis on facts, during her PowerPoint presentation, Mrs. Skulkowski gets her students to record “hot dog notes.” Students fold their notebooks like a hot dog and are expected to record Chinese facts on one side, and compare them to United States facts on the other. While this note-taking style does provide some context for comparing China and the United States, it does little to help students understand the global implications of the vast differences in population, geography,

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ethnicity and language. Using some of the best practices for global studies, one might suggest the students then do something creative or visual with those statistics using an interdisciplinary approach such as mathematics, economics or art (Carano, 2010).

The focus on simplified content and basic recall in academic classes was also evident in the tests/assessments used by teachers. More than 6 different unit tests from the academic teachers were examined for question type and complexity. The overwhelming majority of the questions, roughly 87%, were basic recall questions requiring students to know facts, terms, dates or specific pieces of information. For example, Mrs. Skulkowski's unit test questions on China (Figure 13) require students to recall basic facts rather than apply their learning in any way.

1. _____ What percent of China is mountains and plateaus?
2. _____ What is the current population of China?
3. _____ What ethnicity are 91% of Chinese?
4. _____ What is the official language of China?
5. _____ What is the capital of China?

Figure 13. Mrs. Skulkowski's unit questions on China

As the purpose of the academic level was to present the content in a factual way, it is perhaps not surprising that only 13% of the questions on the unit tests could be considered "higher-order" questions. However, reflecting the diversity of the learners in the classroom, some teacher-constructed exams showed teachers trying to address their mixed ability classes. Not every test question was characterized by lower-order questions and basic recall. Tests might contain very complex, short answer questions that asked students to analyze and synthesize information while at

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the same time also having questions that asked students to recall basic facts. These higher-order questions appeared on unit tests more frequently when the teacher also taught at the honors level. For example, Mrs. Warner's unit test on Russia contains the following short answer question that requires students to analyze the differences between the foreign policies of Khrushchev, Stalin and Gorbachev:

As one of the world's two superpowers, the Soviet Union had a great impact on world affairs from 1945 through 1991. (a) Describe Stalin's foreign policy. (b) How did it differ from the foreign policies of Khrushchev and Gorbachev? **(6 pts.)**

On the same test, however, academic students receive a 1-for-1 matching section that asks them to define the word "Czar" which is decidedly a lower-order, recall question. The wide range of questions allows students with deeper understandings of the content to demonstrate their mastery, while students with surface-level understanding are still able to earn points. In this way, teachers were able to assess the wide range of academic abilities in the classroom.

Classroom talk. Classroom dialogue, when fostered by the academic teachers, was also about recounting and reinforcing facts about global topics rather than the rich discussions that I observed taking place in honors classes. In the academic track, Cazden's (1988) "Initiate, Respond and Evaluate" classroom discourse was more prevalent. This type of discourse involves the teacher posing a question, a student answering the question, and the teacher evaluating the response for comprehension. Thus, in the academic classes, there was much less student-to-student conversation, and the teacher played a more central role in evaluating student responses and continuing the conversation. An example of this interaction is the following conversation in Mrs. Warner's classroom about the system of apartheid in South Africa:

Mrs. Warner: What are some of the similarities or differences between South African apartheid and segregation after the Civil War?

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Student A: They were both against black people.

Mrs. Warner: That's correct, but let's look deeper. What about the role of the government?

Student B: The government helped.

Mrs. Warner: Yes, but in what way? Didn't the government work to end discrimination in both cases?

Student B: I'm not sure, because I thought they helped get rid of it.

Mrs. Warner: OK. Was apartheid a national program that everyone had to take part in?

Student B: Yes.

Mrs. Warner: OK, so then how was that different than segregation?

Student B: Well I guess not everyone had to take part in segregation.

Mrs. Warner: OK. Good.

Although this was a whole class discussion, the conversation is really focused on Mrs. Warner asking questions to ensure students understand the topic. Mrs. Warner begins this conversation with a higher-order question asking her students to analyze the differences between segregation and apartheid and the role of the government in each case. However, when she receives the short answer from student B, "they were both against black people," Mrs. Warner asks four more questions to elicit the information she is seeking. Since the dialogue is essentially happening between the student and the teacher, it is unclear if the other students were benefiting from the discussion.

Since there is such a wide range of abilities in the academic track, the teacher sought to make sure as many students followed the conversation as possible by asking clarifying questions and nudging students in the right direction. In the following exchange, Mrs. Skulkowki shows a political cartoon (Figure 14) and asks the class to discuss the image out loud:

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Figure 14. Cartoon of Rwandan Genocide

Mrs. Skulkowski: What do you think this cartoon is trying to say?

Student A: I think it's trying to say that the countries of the world were watching the genocide take place, and wondering what they should do about it, while the body is just lying there.

Mrs. Skulkowski: Anyone else?

Student B: I think it's about how everyone kind of knew what was happening because they're all talking about it, but they still don't do anything even though the body is out in the open and everyone can really see what's happening.

Mrs. Skulkowski: Who do you think those people watching are?

Student B: (after a long pause) Maybe they're us.

Mrs. Skulkowski: What makes you think they're us?

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Student B: Well I'm not sure. They could not be. Maybe they're people in Rwanda or other countries.

Mrs. Skulkowski: OK, so tell me why they could be other countries as well.

(The student doesn't respond. Few students seem to be participating in the discussion.)

Mrs. Skulkowski: Does everyone understand what the cartoon is saying? I need you to understand this because it's critical to understanding the world's reaction. You're right. You can certainly say that this is the rest of the world was watching not understanding the severity of the issue. Before we know it, the genocide has claimed so many lives, and we're just standing around.

Mrs. Skulkowski's choice of cartoon is interesting because it is designed to take students outside of their comfort zone. She wants students to understand the negligence of other countries around the world who turned a blind eye to the genocide, including their own. She is asking some higher-order questions such as "why?"; however, she is still the one leading the discussion with few students responding. In this example, some of the students seemed a bit confused as to the overall purpose of the cartoon. Having recognized this, Mrs. Skulkowski uses prompts such as "Why do you think they're watching?" and "Tell me why they could be other countries" to keep the conversation going. She also makes it very clear that she needs the class to understand the cartoon's message as she states, "I need you to understand this because it's critical to understanding the world's reaction," in order to make sure that they are thinking about the cartoon's message and coming to the same conclusion.

Because the academic teachers often guided students to the right answer, they played a key role in helping students to understand some of the more challenging concepts related to the unit of study. In the following example, Mrs. Skulkowski guides one student to a better understanding of the genocide in Rwanda:

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Mrs. Skulkowski: So do you think that in *Hotel Rwanda* being a peacemaker for the U.N. was successful or not?

Student A: Well, kind of because they were able to help save people at the hotel and they got most of them out.

Mrs. Skulkowski: OK good. But were they able to stop the genocide or stop 800,00 people from being hacked to death?

Student A: Well, no.

Mrs. Skulkowski: So how successful were they as peacemakers?

Student A: Well...

Mrs. Skulkowski: It's tough, right? So do you have to make war to make more peace?

Student A: I don't know. Maybe sometimes you do?

Mrs. Skulkowski: Maybe. I'm not sure myself, but I think it's something we need to ask ourselves.

In this exchange, Student A doesn't come to any real conclusion on his/her own. Mrs. Skulkowski asks a number of compelling questions such as "How successful were they as peacemakers?", and "Do you have to make war to make peace?" but given the lack of input from the students, there is no rich dialogue between class members. Instead, during my visits to the academic classes, the style of classroom dialogue was mostly back and forth between the teacher and individual students, rather than the students building on the ideas of their peers or pushing the conversation in new directions.

It is also important to note that in the academic classes, there were times when students made very relevant connections, yet in my observations it seemed to take much more effort on the part of the teacher to get students to make these connections. In the following conversation, Mrs. Warner tries to help students examine the more controversial side of Nelson Mandela:

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Mrs. Warner: So why do some people believe that Nelson Mandela was a terrorist? Did you know that his organization was on the United States terrorist list for years? Why don't people regard him as a terrorist today?

(There is 11 seconds of silence.)

Mrs. Warner: Do you think that Mandela is a terrorist?

Student A: No, I don't think he's a terrorist, and if he's a terrorist then why do so many people like him? He did too many good things to be a terrorist.

Mrs. Warner: OK, but why do you think some people thought he was a terrorist?

(8 seconds of silence pass.)

Mrs. Warner: What was he doing that may have been so controversial? How was he terrorizing?

(Another 7 seconds of silence passes.)

Student B: He was going against the government, right?

Mrs. Warner: Yes! So how can that make you a terrorist?

(8 seconds of silence passes.)

Mrs. Warner: Let me ask you this way: can you be a terrorist and a hero to different people?

Some heads nod and you can hear a few students say "yes" and a few say "no."

Mrs. Warner: OK, so for those who said "no," explain why you think you can't.

Student C: Because if you're doing good things for people like working on their freedom, that's not what we think of terrorism as. You might not be liked, but you're not a terrorist.

Mrs. Warner: OK, so anyone disagree? I mean come on—your own government thought he was running a terrorist organization!

Student D: You can terrorize in the name of a good cause, and the people in power might call you a terrorist to shut you up and make it seem like you're crazy.

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As can be seen, the dialogue always comes back to Mrs. Warner and because of this, the conversation barely goes beyond a surface-level understanding for the majority of the students. "Student D" does make the connection between Mandela and terrorism, but it took a number of questions from Mrs. Warner to guide the class in this direction.

The dialogue in the academic classroom was primarily teacher centered, and seemed to serve the purpose of making sure students of varying abilities had a common understanding of key terms and content. While I witnessed little student-to-student dialogue, the teachers filled in the gaps with extensive questioning. In this way, the teachers could be sure that the class is at least hearing the correct answers.

Ways of Engaging Students

Mrs. Skulkowski is in the hallway greeting all of her students as they walk into the classroom. I find a seat near the back of the room. The day's "Do Now" is posted on the board. It reads, *"In light of what you know about the UN's Role in Rwanda, write down whether or not you think the role of a peacemaker is effective in ending genocide."* After 10 minutes, Mrs. Skulkowski begins the lesson.

Mrs. Skulkowski: "OK, so last class we saw the film *Hotel Rwanda*, and today we're going to be going over some important background information, but I wanted you to share your thoughts on one of the more important themes from the movie. So, hopefully you remember the scene where the U.N. Colonel Oliver describes his role as a peacekeeper. Well, I want you to think about the difference between the term "peacekeeper" and "peacemaker," and before we share out, just turn to a neighbor and share the answer to the "Do Now" question. Take a few minutes and share.

Students turn to their closest neighbor and begin to talk about the differences between the two terms. After 5 minutes, Mrs. Skulkowski calls on pairs to share their conversations. Following a

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quick round of answers, she moves on to collect homework from the students. "So as I told you, I'm collecting these unit questions, just to make sure we're keeping up with homework. So pass them up." The students open up their folders, notebooks and binders and pass forward their homework.

It isn't long before the class is on to the next activity. This time, they are working in groups to complete a note-sheet on the key characters in the film *Hotel Rwanda*. They complete this task within 15 minutes, and Mrs. Skulkowski begins a quick, 25-minute lecture using PowerPoint on some of the background information for the Rwandan genocide.

The lecture is a short, eight-slide presentation about the timeline and key events of the Rwandan genocide. Mrs. Skulkowski consistently reminds the students that "this is the same type of information that you will find on your test." The students do not ask any clarifying questions during the lecture, but dutifully copy down the information in their notebooks.

Following the lecture, the class moves to a "carousel" activity requiring students to break into groups and rotate around the room.

Mrs. Skulkowski: I'm going to put up 6 different stations, and I want each group to reflect on the questions that are posted. Each group has a marker, so try to say something different than the group before you.

Every three minutes, the class rotates to answer a set of questions. (1- Do you agree with the American policy of non-intervention in Rwanda? Why or Why not? 2 - Should every United States intervention be dependent on public opinion? 3- How can a country recover from genocide? What steps should be taken? 4 - What are some of the differences between the Holocaust and the Rwandan Genocide? 5 - What were some of the similarities between the Holocaust and the Rwandan genocide? 6 – What are the lessons for young people in learning

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about the Rwandan genocide?) There is just enough time for the groups to rotate through each station before the class is told to take their seats.

Mrs. Skulkowski: Next class we are going to discuss the answers you posted on the sheets. I want to remind you that you have current events due next week, and you should be working on the countries for your Africa map test. Don't forget that you have access to the extra maps, and we'll do some practice sheets in class so that you're ready for your quiz.

Mrs. Skulkowski gives the class five minutes to themselves before the bell rings for dismissal.

The vignette above highlights the whirlwind of activity in the academic classroom. As can be seen, students are not just listening to a lecture or doing independent work. They begin with a "Do Now" that starts the lesson, and 10 minutes later they are involved in creating a note-sheet on the characters of the film. They then experience a lecture and by the end of the block, they are participating in another group activity. While I was in the academic classrooms, I could honestly say that the time seemed to go more quickly, as both academic teachers filled the 88 minutes with one activity after another. As Mrs. Skulkowski told me, "I tend to do a lot of these class group activities with my "academics" because it just gets too long for them to sit there for 90 minutes without getting a break or mixing it up." As Mrs. Skulkowski indicates, there was a "let's keep this moving" attitude that permeated the academic classrooms. Academic teachers engaged students by breaking down the time in class into smaller chunks that contained opportunities for students to engage in the material in a variety of ways. Common strategies used by the teachers to keep the class engaged included the use of group work and a wide range of class activities.

Group work often allows for more students to work with the content while increasing their retention and achievement (Slavin & Chamberlin, 2000). For each unit of study, academic teachers expected students to participate in three to five group work assignments per week. Group work included simple partner pairings such as journal reviews, or a "Think, Pair, Share" activity in which

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students spoke with a neighbor. Group work also included larger assignments such as “end of chapter questions” or “long-term projects” like creating a poster, a PowerPoint or a video. In both of the academic classrooms I visited, group work was used to create an environment where students could discuss and reflect on global studies content with their peers. For example, in the following observation, Mrs. Skulkowski allowed students to work in groups in order to remember the key characters of the movie *Hotel Rwanda*:

Six groups of students form around the room as Mrs. Skulkowski hands out a worksheet.

Mrs. Skulkowski: On this sheet are 6 main characters from the film that you should recognize. Before we talk about notes for today, I want you to remember who these people are and why they are important to the story. Take 10 minutes or so and write an ID for each.

The students huddle together at their desks and begin to complete the task. When approximately 10 minutes have elapsed, Mrs. Skulkowski calls for the class to “take out your notebooks, and prepare to double-check your information with this presentation.”

This group activity was used to ensure that students could work with one another to compile the list of important characters. Then, this list was double-checked by Mrs. Skulkowski, helping to ensure complete, correct answers. Similarly, Mrs. Skulkowski again used group work to reinforce the film and the lecture notes by offering the following “carousel activity.”

Mrs. Skulkowski: “I’m going to put up 6 different stations, and I want each group to reflect on the questions that are posted. Each group has a marker, so try to say something different than the group before you.” The questions posted on the wall are:

- Why do you think Western nations refused to respond to the genocide?
- How could the genocide have been prevented?
- In what ways was the genocide “organized and systematic”?

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- Do you believe western powers like the United States should EVER be involved in ending a genocide in Africa? Explain.
- What will you most remember about the film?

Student groups are given 3 minutes at each station to discuss their responses and write their collective answer on the sheet before moving to the next station.

In keeping with the notion that academic students might not be able to analyze global concepts on their own, Mrs. Skulkowski uses the carousel activity to get students to collaborate and reflect on the Rwandan genocide as a group, while reading the responses of their peers.

Group work implemented by the academic teachers ranged from the simple to the complex. While one teacher might have students make sure they know the characters of a film, another might use group work to have students partake in more complex cartoon analysis. For example, Mrs. Warner used group work in the form of a cartoon analysis activity in which smaller groups of students each viewed a cartoon associated with the European colonization of Africa. Each student in the group received a different cartoon to analyze, and the group was required to submit a “Colonization Story” based on the cartoons (Figure 15). These cartoons express many complex themes such as the exploration of who benefits during colonization and what the after-effects are for indigenous populations. While students might not discuss these ideas as a class during lecture, working in groups allows students to explore some of these larger themes such as the exploitation of Africa.

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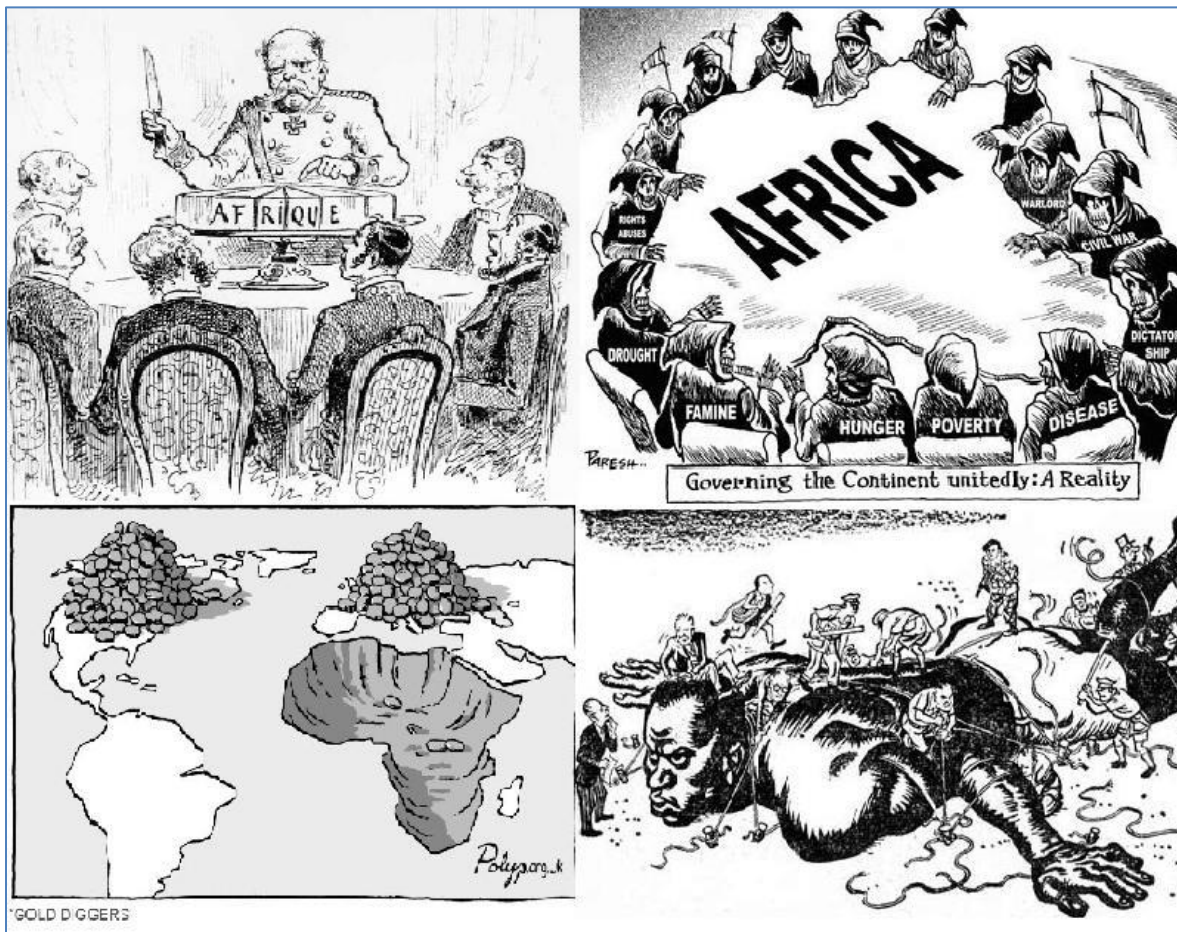


Figure 15: Cartoons for Mrs. Warner's cartoon analysis group work.

Because academic teachers often did not have many students participating in class discussion during lectures, group activities were used to try to engage as many students as possible in a higher-order discussion. The questions presented to the groups during the carousel and cartoon activities were seemingly aimed at understanding the larger geopolitical picture, which involves asking students about U.S. involvement and the response of the world to African issues. In this example, group work wasn't simply a way to get the students to learn the content, it was a way for teachers to have them engage in higher order analyses of global issues.

Games were another kind of activity used commonly across all the academic classes. Research has suggested that games in Social Studies education can enhance academic outcomes for all levels of

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students (Slavin, 1986) because they allow students to apply the content in ways that are creative and fun. Since the academic course is focused on delivering a large amount of content to a mixed-ability group, games were one way academic teachers could ensure student participation. Games often present information in a way that requires students to use the content differently, while moving around the classroom, and interacting with their peers.

Mrs. Skulkowski: Anyone want to prove how good their memory is?

(Some students' hands shoot up as Mrs. Skulkowski uses the computer to pull up a blank map of Africa. She calls out a random country and throws a "dry-erase" marker to a student in the back of the room. The student catches the marker and places an "x" on the correct country on the board. Mrs. Skulkowski repeats this questioning routine 10 or so more times.)

While Mrs. Skulkowski's recall game doesn't reach the higher levels of Bloom's (1956) taxonomy such as analysis or synthesis, it does allow students to move around the room and remember key geography facts. Mrs. Warner also played a number of review games with her students including a "Jeopardy!"-style review game for units such as "World Organizations" and "Religion." As Mrs. Skulkowski and Mrs. Warner work collaboratively to plan lessons, some of their classes compete against one another in a review game of African terms and concepts prior to the midterm. These games encouraged all students to participate, but also allowed teachers to gauge how well the course content was being retained and understood by students.

In addition to the group work and games, academic students were expected to engage in more individual and reflective activities such as "Do Nows" and "Journals." Three of the four academic teachers included "Do Nows" or "Journal Entries" in their gradebook. "Do Nows" or "anticipatory sets" are often questions or commands posted at the start of class that either assess pertinent prior knowledge, or preface the lesson to come. During my observation of Mrs. Jenson's class, the "Do Now" involved students answering the following questions in their notebook: "What would you do if

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you were a white citizen of South Africa during apartheid? Would you have the courage to speak out given the punishments for doing so?" "Do Nows" are a way for students to offer their opinions on the topic and re-engage with the material in preparation for the day's lesson. This activity also served as a way to control the class from the moment they arrive, as the expectation is that students immediately get to work and are "on task" when the bell rings. Mrs. Jensen notes, "I always start with a 'Do Now,' and the reason why you're seeing them in my gradebook is because sometimes I need to collect them and grade them or else some of the students won't do them."

Similarly to sharing "Do Nows," students in both Mrs. Warner's and Mrs. Jensen's classes engaged in a journal activity in which students were asked to respond to a specific prompt and then share their response with their partner. While journaling is an individual task, sharing the journal with a partner or in a small group is designed to help students reflect on their own writings, while helping them hear the thoughts of their classmates. While visiting Mrs. Warner's class, I viewed one such activity:

Mrs. Warner: So to close this up, we're going to reflect in our journals and then share with a partner. The question I want you think about is, "Is it possible that the world could see another Apartheid system, and where could it take place?"

(Students write in their journals for roughly 4 minutes before Mrs. Warner asks them to pair up and share their thoughts with their partners.)

These journal activities often served as an "exit activity" to reflect on the day's lesson.

Responding to the questions in journals as well as recording the answers to "Do Nows" were two ways the teachers got the students to engage with global studies content, allowing them to offer opinions without having to discuss the topic openly in class. In the example above, Mrs. Warner is trying to elicit a more sophisticated response by asking students to hypothesize about a new Apartheid system.

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Activities such as group work, games, in-class writing and “Think, Pair, Shares,” which are found in each academic class, are ways to deal with the variations in perceived academic ability by the teacher. As teachers of academic-level classes are unsure if students are engaging with the content (Oakes, 2005), providing these alternative ways to engage with global studies content is closer to the “best practices” for teaching global issues. Class activities, group assignments and games help teachers highlight the material in interesting ways and seem to make the content-driven nature of the class more palatable for a wide arrange of learning styles. In my observations of two academic classes, almost all students were participating in these activities. One possible reason for the higher level of engagement in group work, games and other activities by students was that they were allowed to work collaboratively with their peers, and able to provide feedback and opinions in a less formal way than having to speak in front of the whole class. In some cases, like the *Hotel Rwanda* note-sheets in the vignette that opened this section, the activity was designed to make sure the students also knew the correct content. In others, such as the carousel activity, students were examining higher-order questions. These class activities mirrored the general issues of the academic track, that there are some students who are able to handle higher-order skills, while others in the track struggle to keep up.

Scaffolding: Learning for Success and Opportunity

As academic students were considered not quite college ready yet college bound, the academic teachers used various scaffolds or strategies to help their students focus on the necessary content and give their students the best chance of success. The concept of scaffolding was first introduced by Jerome Bruner in the 1970s and refers to the “steps taken to reduce the degrees of freedom in carrying out some task so that the child can concentrate on the difficult skill that he/she is in the process of acquiring” (Bruner, 1978, p. 19). Generally, scaffolding refers to the steps that teachers take to help students reach an understanding of the concept, whereas scaffolds refer to the specific methods or modifications that teachers make to their assignments and learning activities to facilitate that

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understanding. Because the academic teachers believed that their students might become overwhelmed with the size and scope of some assignments, they employed a range of scaffolds to help students learn about global studies. Scaffolding in academic global studies often took the form of smaller, more manageable units, more structured assignments, and unit review sheets that offered more chances for students to succeed.

Rather than teach a global studies unit on South Africa for 10 weeks before then assessing student understanding, academic teachers often broke the content down into smaller chunks or sub-topics. Each chunk was assessed before students moved onto the next subtopic of the unit. Mrs. Warner, for example, teaches one major world religion at a time, and offers smaller quizzes for each religion. Mrs. Jensen's tests on Russia reveal multiple sub-unit assessments on the czars, the Russian Revolution, Communism, the collapse of the Soviet Union, and "The Putin Era." To help students digest the content contained in large units such as "Africa" or "Russia," teachers of academic classes are more likely to give smaller, more frequent quizzes and tests compared to larger unit exams. Mrs. Skulkowski gives her students four different assessments relating to Africa, rather than one large unit test. These smaller tests break Africa into sub-units on colonization, Rwanda, Sudan and South Africa. This allows students to master content one chunk at a time, rather than "en masse" at the end of a unit. Likewise, Mrs. Warner's gradebooks reveal as many as two to three quizzes per unit, and a geography test that separated the countries of Africa into "North African Geography" and "South African Geography."

Another way academic teachers scaffolded student learning was in the way they structured their assignments. The assignments offered to academic students contained explicit directions to guide students as to what their final products should include and the form they should take. For example, current events are mandatory assignments in two of the four academic classes. The current event homework sheet provides specific prompts and explains the level of information that students must

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provide in order to receive full credit. As seen in Figure 16, rather than having the academic students simply research a current event and write about it, the teacher provides specific questions to investigate and tells students how many points they will get for answering each section. The assignment sheet also clearly asks students to identify new words they have learned from the article, key actors in the article, as well as a question asking them to reflect on why the article is meaningful to them.

Name: _____ Block _____ Date: _____ Current Event Form 10 Points **Reminder: Current event forms are due each Friday your class meets. ** Topic Area: _____ Name of Publication _____ Date of Publish _____ This article is: Local National State Global
Who are the people in the article? What are their roles? Briefly summarize the article in 4 main points. How might this article affect your life today or in the future? What useful information did you learn from reading this article that you did not know before? What is your opinion on this topic / article? Write a new word that you may have learned from the article _____ What does this word mean and how is it used in the article? Articles may come from the following locations but must be either printed out or attached to this sheet: Newspapers - ie: Star Ledger, Home News and Tribune, New York Times, Wall Street Journal, Asbury Park Press, USA Today, or any other hard copy, reputable newspaper. You may also use magazine sources but these are limited to national news magazines such as Newsweek or Time. Internet Sources: CNN.com, Foxnews.com, BBC.com, Google News, Yahoo News, MSNBC.com. The article must be academically significant; NO sports, entertainment, or goofy news!

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Figure 16: Academic Current Events Homework Sheet

Similarly, the academic assignment “Culture Quest” (Figure 17) contained detailed instructions for paragraph structure informing students as to how to organize their essay:

Option III:

You are to construct a well-organized essay about the five elements of culture. (Remember the house!!) You are to give examples of each element in both a *complex culture (American)* and a *simple culture (Bushmen)*. The outline for the essay is below.

Paragraph 1: Introduction

The Hook

Thesis statement

Introductory statements

Paragraph 2: First Element of Culture

Definition/Description of element

Example in complex culture

Example in a simple culture

Figure 17: Excerpt from Culture Quest Assignment

As seen in figure 17, the students are asked to construct a “well-organized” essay about culture. They are clearly instructed to remember the “house” analogy from their class notes, and to include other aspects of culture, including “complex” and “simple” examples. The outline also helps them organize their entire essay paragraph by paragraph. This scaffold allows the student to concentrate on using the content correctly, rather than having to worry about the form of the assignment.

Review guides are another type of scaffold used by most of the academic teachers. These guides identified the content to be examined in a quiz or test. The academic teachers would go over these guides in class to specifically elaborate on the content students should know in preparation for the test

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and to allow students to seek clarification and ask questions. For example, Mrs. Jensen's review guide on the sub-unit of South Africa (Appendix K) is very specific. The study guide includes a list of the questions that are most likely to be asked, a list of vocabulary words that students should be able to define, and the essay that students will have to answer for the test.

South Africa and the Issues of Africa Study Guide

Directions: The following is a listing of important concepts, terms, and people that will appear on your test next class. Please take a moment to complete this study guide to help in your preparation for the test. The test is worth 90 points.

Essay:

Although Africa is a continent filled with much environmental and cultural diversity there are many problems that lie within this continent. One of the questions that we have constantly asked ourselves during our studies was, "Can Africa make it?" Please take a moment to answer this question by describing at least 4 of the issues that Africa is facing now. Of these issues, which one do you think is most critical? Why? Please be sure to use complete sentences and as much detail as possible.

The students in Mrs. Jensen's class can even engage in pre-writing to answer the essay question.

Again, as teachers do not expect that their academic students are as capable to study independently for the tests, this type of scaffold helps them to guarantee there are no surprises on test day, and that students who do study, can use their time wisely and succeed.

Academic students in general have lower grades than students in the higher tracks, and as per school policy, academic students do not receive the grade differential that honors students do. Helping to balance lower test grades, all four teachers of the academic students offered multiple opportunities for extra credit to their students. As Mrs. Jensen told me, "I will sometimes give the academic level some more homework assignments because some of the students don't always do well on the tests and having more homework and class work will help to balance out the lower test grades." Academic teachers collected more homework than both honors and lower level teachers, accounting for a significant portion of their marking period grades. In both Mrs. Skulkowski's and Mrs. Warner's

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classes, homework grades account for up to 40% of each marking period. Likewise, Mrs. Jensen's homework grades account for nearly 33%.

Similarly, to help support maintain adequate grades and support student achievement, teachers offered extra credit on specific assignments or allowed students to resubmit work. Both Mrs. Jensen and Mrs. Skulkowski offered bonus point questions on their tests as another way for students to improve the number of points earned on an assessment. At the end of her unit test on Modern Africa, Mrs. Skulkowski allowed her students to name all four African countries that started with the letter "B" for 2 points of extra credit. Mrs. Jensen allowed her students to submit their homemade study guides on the day of the test for extra credit, while Mrs. Warner offered her students the option of doing "test corrections" and re-submitting their test to improve their grade. As Mrs. Warner explained, "I like to give them the opportunity to get the answers right the second time. They're the same questions on the midterm, so they should know the answers and it helps their grades, too." Some teachers like Mrs. Grandy, who also teach honors students, will use the same tests given to the honors students, but give the academic students extra points on a "curve" to offset the challenge of the assessment.

Finally, another way that some of the academic teachers provided opportunities for students to succeed was to use fun community events as a way for students to gain extra marks toward their grade. For example, students in Mrs. Skulkowski's class were able to donate their old jeans to be given to children in South America. Other opportunities included participating in a Social Studies-themed dance and helping to raise money for "She's the First," an organization that educates young girls around the world. These opportunities allow students to participate in events that are larger than their own classroom while at the same time raising awareness of global issues. However, one might argue that attending a history-themed dance for extra credit does little to engage students in analytical global thinking.

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Summary

In summary, because academic students are viewed as college bound yet not college ready, the teachers of this track modified global studies content to be more fact based, presented this content in more varied ways, and offered numerous scaffolds to help their students succeed. However, while students are learning about the required people, places and events regarding key global issues, the fact-focused nature of the instruction means that academic students are sometimes not engaging with materials or in activities that offer multiple perspectives. Moreover, the emphasis on activities to engage students of varying abilities limits the amount of student-driven, in-depth discussions and opportunities for academic students to converse with their peers. Ultimately, whether or not they are engaging with the content more deeply is dependent upon who is instructing the class. This is consistent with research that suggests that middle and lower tracks may experience differentiated content, and this is often the result of decisions made by their teacher (Ansalone, 2003; Kelly, S. & Carbonaro, 2012; Oakes, 1985/2005). Moreover, whether or not students experience the “best practices” of global studies education, such as readings that contain multiple perspectives or activities that allow them to learn “beyond the walls” may also be absent (Alemu, 2010; Erikson, 2001; Zelman, Daniels & Hyde, 2005).

“Regular Level” Global Studies

If the teachers of the academic level thought their students were college bound, but not quite college ready, then the evidence might suggest the regular level teachers thought their students were probably not college bound, and definitely not college ready. The West Brunning High School course selection description states that the “regular” level is “designed for those students who will benefit from a course that progresses at a more deliberate pace and that focuses on the continued development of social studies skills, including reading comprehension, writing and research” (“West Bunning Course Selection; Global Studies,” 2014). As the regular track was designated for students who

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required a slower pace and basic skill building, it is perhaps not surprising that the students in the regular track were a mix of those seen as unmotivated or disinterested in school or those who struggled academically and often had special learning needs.

Most tracking studies describe how the lower-level tracks, regardless of subject matter, contain disproportionately higher numbers of black and Latino students (Hyland 2009; Murphy & Hallinger, 1989; Oakes, Gamoran, & Page, 1992, Slavin, 1990). This demographic pattern was also evident in the regular classes at West Brunning High School. Whereas the honors classes were comprised of a higher number of Asian and South Asian students, the regular level had more black and Latino students. Approximately 40% of the students in each of the two regular level classes appeared to be black or Latino. The regular track also contained many students with Individual Education Plans (I.E.P.s) or Section 504 accommodation plans. This was in stark contrast with the honors track (in which there were no I.E.P. students) and the academic track (where there were few accommodations for a handful of students who were high-functioning). Due to the high number of students with special needs, classes in the regular track were kept smaller and were typically capped at 21 or 22 students. To meet the required accommodations for special needs students, it was also not unusual to see two teachers (one social studies, one special education teacher) co-teaching in the regular track classrooms.

Despite the smaller class size and extra teaching support, teachers in the regular track viewed the students as high-maintenance. I have often heard regular teachers describing their students as “incompetent,” “simple-minded,” and “lazy.” These perceptions of the students in the regular track ultimately reflected the way teachers approached instruction with this group of students. While there were few differences in the content that was covered in the regular track, the pedagogies used were less about learning global studies and more about ensuring classroom control.

Few differences in content. Given the research on tracking, one would expect to find the content in the lower-level classes at West Brunning to be watered down, less challenging and of a

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lesser standard compared to the content in higher-level classes (Ansalone, 2005, McKnight et al., 1987; Oakes, 1985; Welner and Oakes, 1996). However, while the level of detail differed greatly from the honor's track, there was not much difference between the content taught in the academic and regular tracks. While teachers may have thought that the regular level students were less than capable or poor students, they didn't "water down" the content in relation to the academic track. In fact, regular level teachers Mrs. Jensen and Mrs. Warner, who both also teach the academic level, used the same PowerPoints when teaching their regular students as they did when teaching those in the academic track (Figure 18). Although Mr. Klein did not teach students in the academic track, his PowerPoints also were comprised of the same amount and level of social studies information.



Figure 18: Mrs. Jensen and Mrs. Warner's PowerPoint on Culture.

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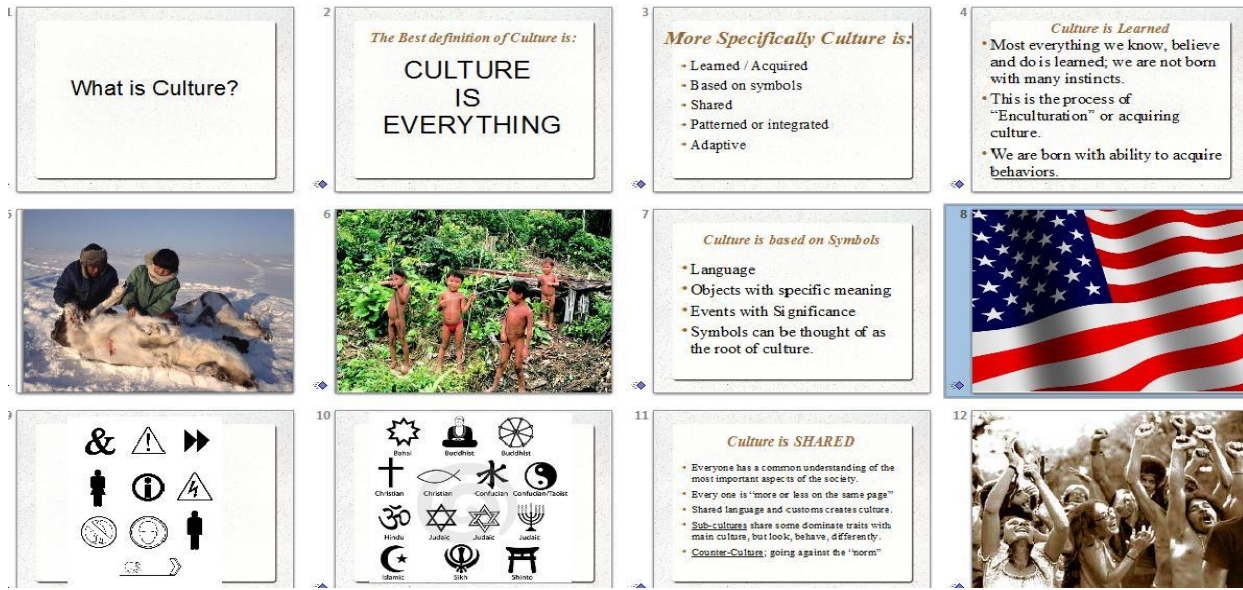


Figure 19: Mr. Klein's PowerPoint on Culture.

Mr. Klein's PowerPoint (Figure 19) on culture is for the regular track and Mrs. Warner's (Figure 18) for the academic track, both teachers approach the topic in the same way such as including five descriptors for the term "Culture," the "5 Elements of Culture" and the "5 Ways Culture Changes." Both PowerPoints also include terms such as "Diaspora," "Modernization," and "Globalization." Almost every slide on both PowerPoints, regardless of track, is a definition followed by an example. However, what is often missing is a connection to why any of the information is important. Looking at both PowerPoints, the information and slides contain very factual information, but do not contain any higher-order thinking questions or content, such as asking students to analyze cultural similarities and differences or asking them to create and explore their own list of "cultural norms."

This pattern of presenting students with historical facts rather than expecting them to explore global studies in more depth and from varying viewpoints, was also evident in the academic and regular PowerPoints on Russia. All global studies teachers review the most important Czars in Russian history in order to connect Russia's past autocracies and authoritative rulers with the current trends in

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the Putin administration. Mrs Jensen and Mrs. Klein offer an example of this style in both their academic and regular treatments of the czars (Figure 20).



Figure 20. Mrs. Jensen and Mrs. Warner's academic and regular treatment of Imperial Russia

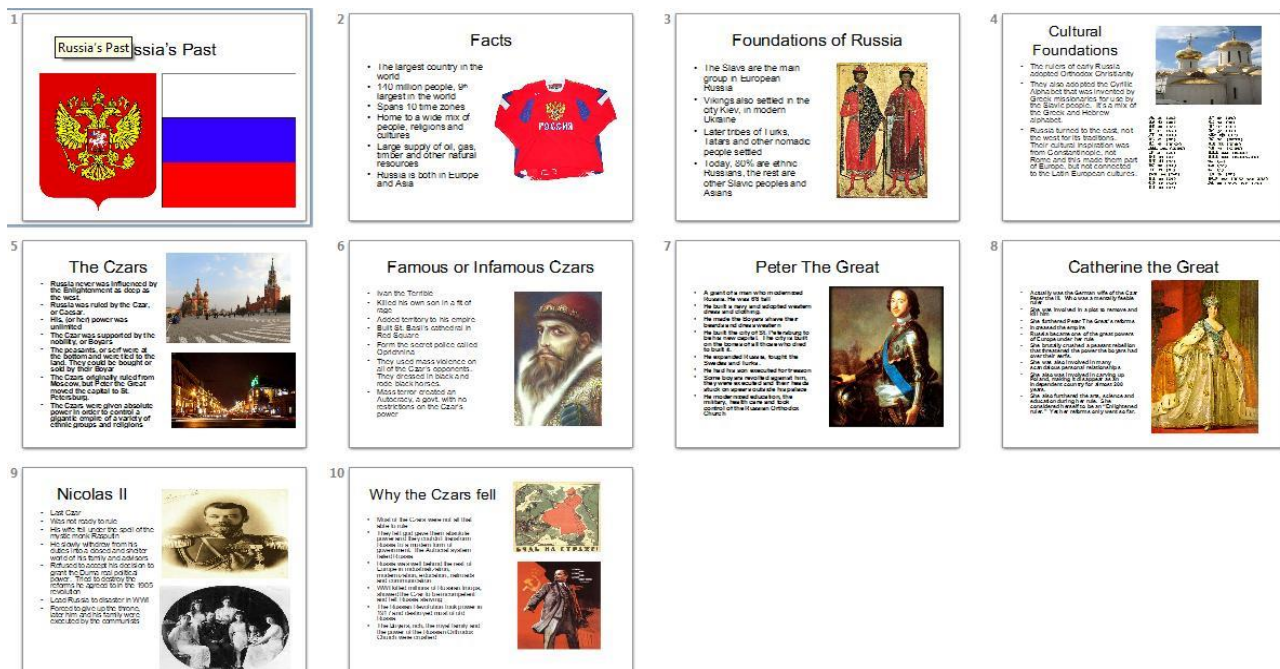


Figure 21. Mr. Klein's regular level treatment of Imperial Russia.

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With few exceptions, the three teachers' content on Russia is practically the same. The Czars are listed with their accomplishments or pitfalls highlighted, often with the net effect their rule may have had on Russian history. There is seemingly no room to debate the effect of their personalities, their strengths or weaknesses, or their impact on modern Russia. While Mr. Klein chose to remove some of the lesser-known czars, like Alexander II or Ivan the Great, from his notes (Figure 21), one might argue these Czars are not essential to understanding Russian history. What is also interesting is that there is no connection made to Vladimir Putin to suggest the historical connection between his government and the authoritative way the Czars ruled. As Global Studies is designed to help students understand the history of modern sources of power, this connection would link the factual presentation of the Czars with a modern conflict in order to provide some context for modern Russia's social and political issues. However, making connections between Russian Tsarist history and the current President of Russia was not the pedagogical choice of the teachers in the regular track.

The much larger differences in the detail and depth of global studies content that have been cited in various studies of tracking were found between the content presented to the regular level students and what honors students were taught. For example, Mrs. Grandy's honors treatment of Imperial Russia (Figure 22) contains over 17 historical figures and their role in Russian history. The slides contain many more historical personalities and more factual information about the lives of each Czar, which one might argue presents a more complete and thorough view of Russian history, rather than the overview or survey of Russian history presented to the academic and regular level students.

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Figure 22. Mrs. Grandy's Honors/Academic treatment of Imperial Russia.

Further unit comparisons between regular level and other levels revealed slight differences in curriculum. For example, whereas most honors and academic students were required to know at least seven or eight world religions for their global religions unit, regular level students across all three teachers were only required to know six, with Jainism and Zoroastrianism not found on any regular level test. But as noted, these differences were slight and were not found in every unit. The common denominator between the academic and regular units was the fact that information presented in the slideshows didn't provide much context or perspective or require students to go beyond the information given to them. The information was mostly historical facts and figures.

While the content was fairly similar in both the academic and regular level classes, the way the content was delivered beyond PowerPoints was different. In the academic level, students were exposed to primary and secondary sources while learning about global studies. Primary sources are important to historical understandings as they help students develop critical thinking skills that involve questioning and making inferences (Carano, 2010). The text book in the academic level was used infrequently and

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mostly as a lesson plan when a teacher was absent or when a concept needed a visual to accompany it. In the regular class, the textbook was one of the primary delivery methods of global studies content. Teachers used the textbook as a means to reinforce lecture content by getting the regular level students to read an assigned section of the text and answer review questions (Figure 23). For the most part, the use of the textbook was a way to get regular students to “regurgitate” information and vocabulary by writing definitions and identifying key terms. Sometimes, the textbook questions required some more complex thinking such as number 8 in Figure 23 below, which requires students to create a newspaper editorial to “persuade American readers that an Open Door policy in China would benefit the United States.”

About 90,000 Communists with their families set out on the dangerous "Long March." Only about 7,000 survived. The Long March became a symbol of the bitter hardships the Communists would endure before they finally gained power in 1949.

Japanese invasion. While Chiang battled the Communists, the Japanese pushed into China. In 1931, the Japanese seized Manchuria. Many Chinese called on Chiang and Mao to set aside their differences and fight their common enemy.

In 1937, the Japanese launched an all-out war against China. Japanese planes bombed Chinese cities, and Japan's armies overran the most heavily populated regions of China. During World War II, Nationalists and Communists joined together to battle the Japanese. At the same time, each side kept a close watch on the other.

With the defeat of Japan in 1945, Mao's forces held much of northern China, while the Guomindang ruled in the south. Both sides then prepared to renew their struggle for power, as you will read in Chapter 16.

SECTION 5 REVIEW

1. **Locate:** (a) Guangzhou, (b) Hong Kong, (c) Japan.
2. **Identify:** (a) Taiping Rebellion, (b) Hundred Days of Reforms, (c) Ci Xi, (d) Boxer Rebellion, (e) Guomindang, (f) Three Principles of the People, (g) Chiang Kai-shek, (h) Mao Zedong, (i) Long March.
3. **Define:** (a) kowtow, (b) extraterritoriality, (c) sphere of influence.
4. What two developments of the late 1700s affected China's relations with the West?
5. (a) What was the outcome of the Opium War? (b) What did Britain gain in the Treaty of Nanjing?
6. Why did civil war break out after the Revolution of 1911?
7. **Understanding Causes and Effects** What steps toward reform did the Chinese take as a result of western imperialism?
8. **Writing Across Cultures** Write a newspaper editorial to persuade American readers that an Open Door policy in China would benefit the United States.

Figure 23 - *World Cultures; A Global Mosaic* p 348 "Section 5 Review"

There were also far fewer references to primary sources in the teacher grade and assignment data. In the academic track, there were three assignments that specifically required students to answer questions related to a primary source document. The primary sources were often given as stand-alone worksheets or texts that were separate from the textbooks and PowerPoints. Examples included the actual text of the Apartheid laws as well as cartoons that were created during colonization. Students in the academic level would read and analyze the sources and try to understand the author's perspective. This was not the case in the regular level. Primary sources were used infrequently, and when they were used, they were often contained inside the textbook, where analysis was often provided by the text and

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not the student. There were no graded assignments that required students to read and analyze a primary source document. As understanding multiple perspectives is essential to creating global understandings (Merryfield, 2009), it is concerning that the review of these sources is not seen frequently in the regular level classroom. Students in the lower track were given less opportunities to examine history in the words and documents of the people who lived through these events.

Ultimately, the content in the regular track, as presented in both the PowerPoint lectures and through the textbook, was about students learning discrete historical facts with little analysis of how these histories related to current events or students' lives outside of the classroom. The way in which the content was presented also served another role. As it was assumed that students in the regular track were less motivated to learn and more prone to be behavior problems, the delivery of the content also helped to maintain an environment that was controlled and orderly.

A Culture of Control

I'm sitting in the back of Mr. Klein's class on a Wednesday afternoon. The class of 23 students is currently in the middle of an 8-week unit on the African continent. The class is racially diverse and has a much smaller percentage of South Asian students as the higher level classes. There are 7 White students, 6 African American students, 6 Latino students and 4 South Asian students. Mr. Klein has been presenting information on Uganda for the last 10 minutes or so. The students towards the back of the room begin to have conversations with one another that are completely unrelated to the content that Mr. Klein is presenting. One student is showing another student something on a smartphone, while across the aisle, another student is braiding the hair of the girl in front of her. Three students have their heads down, and they are approached by the in-class support teacher, Mrs. Sullivan, who taps them on the shoulder.

Mrs. Sullivan: Do you need a walk?

Student 1: No

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Mrs. Sullivan: Do you need a walk?

Student 2: Can I go to the bathroom?

Mrs. Sullivan: How many passes have you used this marking period?

Student 2: I still have 2.

Mrs. Sullivan: OK. Hurry up.

Mr. Klein continues the lesson and is seemingly speaking to the students towards the front of the room who are answering most of the questions. He's discussing the role of child soldiers in Uganda and wants to play a video.

Mr. Klein: C'mon guys. Let's pay attention. I think you'll like this clip. This is some background information about the Joseph Kony event that was really big last year.

Mrs. Sullivan: OK, phones away, everyone let's pick our heads up and focus now. It's focus time.

Mr. Klein begins playing a short clip about the work of the Invisible Children.

Mr. Klein begins the video, and the class is attentive until a scene where a group of young black soldiers are shown doing rifle training.

One student shouts.

Student 2: Damn! Look at those niggas!

The class erupts. Some students are laughing and there is a collective "ooooohhh." A moment later, the same student calls out *Student 2*: "That's some crazy shit, like gang stuff."

Once again the class is laughing.

Mr. Klein (looking frustrated and a bit embarrassed): "Guys, c'mon. You can't say that. It's inappropriate, and if it happens again Mrs. Sullivan will escort you out."

Distractions like the calling out of "Student 2" were not unusual in the regular level classes I observed. For example, in Mrs. Jenson's class, several students refused to call Nelson Mandela by his

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real name. Instead one student in the back continuously chanted “Freeman! Freeman!” (referring to Morgan Freeman, the actor who portrayed Nelson Mandela in the film *Invictus*) until another student told him to “shut up.” Over the course of my two regular-level observations, there were nine separate instances where the lesson had to be stopped so that the teachers could reprimand students who were clearly engaged in other conversations or activities. During the direct instruction portion of Mrs. Jensen’s class, nine of the 20 students were engaged in a range of actions that included reading fantasy novels, surfing social media and playing games on their phones. Like Mr. Klein in the above vignette, Mrs. Jensen often taught to the four or five most attentive students who sat towards the front of the room, and who tried to answer her questions.

Unlike the academic and honors tracks where students engaged in conversations and group work around social studies topics, the regular track was characterized by an environment in which the teachers always had control of the time and space. Teachers controlled the environment to prevent outbursts and distractions, and to keep students on task. This control was maintained in two distinct ways. First, teachers made sure that the students had no “down time,” by filling the lesson block with activities, lectures and classwork. These activities were teacher directed and focused on content-related tasks. Second, teachers tried to convince students to stay on task with a number of “motivators.”

Control via time management: From the moment students entered the regular level classroom, they were supposed to be “on task.” During the two 88 minute blocks I observed, “on task” in both Mrs. Jensen’s and Mr. Klein’s class meant that students were always working on individual tasks or focusing on the teacher leading them in some kind of activity. Whether it was listening to a lecture given by the teacher and completing a note-taker, reading from the textbook and answering questions at the end of the chapter, or completing a worksheet, students in the regular track were kept busy.

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For example, in my observation of Mr. Klein's class, the students engaged in four different activities over the 88 minutes. The class began with students working independently on worksheets that were contained in classroom folders. Students walked in, grabbed their folders, and began to complete the worksheets they had been assigned previously. This continued for 18 minutes, and was followed by a 14-minute lecture by Mr. Klein on the role of child soldiers in Uganda. Students used the lecture time to complete a note-taker that required them to fill-in their own copies of the slideshow that had certain words omitted. The remainder of the class time (42 minutes) was spent watching a documentary and then answering questions pertaining to the film on another worksheet that was distributed prior to the start of the movie. Each time students were completing their worksheets, both Mr. Klein and Mrs. Sullivan (co-teacher) walked around the room closely monitoring student behavior. Mrs. Sullivan worked to keep the special education students on task, while Mr. Klein offered constant reminders such as, "Guys, let's get busy", "Let's put em' away" (referring to students' perusing their smartphones instead of being "on task"), and "C'mon let's focus." In this way Mr. Klein and Mrs. Sullivan surveilled the students to ensure that they did not get too off task when working independently on assigned classwork.

Similarly, Mrs. Jensen also structured her class with large blocks of time dedicated to note-takers and independent worksheets. On the day I observed, students spent 11 minutes answering the "Do Now" question, "Can taking drugs be a weapon used on the Battlefield?" Students wrote their answer in their notebooks while Mrs. Jensen started a brief (4- minute) conversation about a current event in North Korea. This conversation then led into a 30-minute lecture to explain the history of Somalia while students completed a note-taker. Mrs. Jensen then used the remainder of class to show a video on the Battle of Mogadishu.

In each of these observations, students did not participate in any group work or collaborative learning. Aside from the 4 minutes of conversation in Mrs. Jensen's class, almost all of the available

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class time was used for watching films, answering worksheet questions or completing note-takers. The structure of the lessons didn't allow for open dialogue as it seemed the regular track teachers did not want to create an opportunity for students to lose their focus.

As Mr. Klein noted:

Since it's a constant battle to get them to pay attention, or behave, or even do work, my goal most of the time is to try to keep them busy with classwork or with something else that keeps them on task.

The classwork Mr. Klein refers to was carefully planned out by the teachers to ensure that every minute of the lesson was used. Unlike the other tracks, regular level students had little opportunity to shape classroom activities. Instead, they were required to complete any number of assignments in class for credit. These tasks included not only many question sheets, note-takers and content-related tasks, but also all of the homework and all of the projects that would normally be done outside the class in other levels. As Mrs. Jensen stated, "They're not going to do homework, so we do it all in class." While the teachers varied in terms of what they assigned students to do in class, the most common activities were some worksheets and, less frequently, projects.

Worksheets. Worksheets were teacher selected or teacher created handouts that contained questions, fill-in-the-blanks and even crossword puzzles to engage students in the content of the lesson.

The worksheets I examined in both Mr. Klein's and Mrs. Jensen's classes were similar in nature. Students in both classes completed worksheets for every documentary and feature film, including *Hotel Rwanda*, *Not Without My Daughter*, *The Gods Must be Crazy*, and *Promises*. The day I observed, Mrs. Jensen was having her students complete a handout on the Battle of Mogadishu. Having watched *The Real Story of Blackhawk Down*, a History Channel documentary on the events pertaining to the Battle of Mogadishu, the students were completing a list of questions (Appendix L) given to them the class before. These questions included:

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- What was the reason for the USA and UN sending troops to Somalia?
- What was the goal of Operation Restore Hope?
- What was the government of Somalia like in the early 1990s?
- What was life like for the typical Somali at this time?
- Who was Mohammed Aidid and what were his goals for the government of Somalia?

While most of the worksheets required the students to read a text and answer questions, on rare occasions they might also get students to make connections between their own lives and the topic.

Some of the worksheets were distributed as soon as the students walked into the class and contained explicit directions to get the students engaged. For this particular lesson on Islamic dress or “Hijab,” students are asked to think about religious attire before the lesson and write their thoughts on the note sheet (Figure 24). In this way, the teacher could ensure that each student had something written down and was ready to contribute to the discussion.

NAME: _____

“A Glimpse at Islamic Dress”

Directions: We will be taking a moment to look at Islamic styles of dressing this block. Please be sure to follow all of the steps below to complete this note sheet. It will come in handy later...

Do Now: Please answer the following questions in detail

- List 3 examples of religious attire for ANY religion (For example, the Pope in Christianity wears a robe)
- Why do you feel people wear these styles of dress?
- Have you ever participated in any of these practices? If yes, explain why. If no, explain why not.
- -----Be prepared to share the above responses with the class---

Figure 24. Excerpt from Mrs. Jensen's note-taker on Hijab (Do Now)

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Whether it was a worksheet pertaining to a film or a specific topic, the overwhelming majority (90%) of the questions on the worksheets completed by regular students were basic recall questions pertaining to “who” and “what” facts. The large chunks of time dedicated to completing the worksheets often resulted in students working independently with the content and in silence. None of the assignment data or teacher practice data collected suggests students had opportunities to discuss the film after viewing it. Thus the emphasis on individual work and the regurgitation of historical facts specific to one topic meant that rarely did regular students think about why certain events occurred and their implications for current social and political issues.

Another common kind of worksheet were the note-takers created by the regular level teachers. As large chunks of time were used to lecture about a particular topic, students were asked to complete lecture guides or guided note-takers. Notetakers were created by the teachers based on the PowerPoint lecture which students were required to complete while lectures took place. The purpose of notetakers was to both keep students on task and at the same time help them learn about the content. As Mrs. Jensen explained, “I want them to write some of these things out, so they have their own study guide and they pay attention during the class.”

All three of the regular level teachers created note-takers by giving students a copy of the PowerPoints, with blank spaces and room for them to write notes as they followed along during the lecture. As can be seen in Figure 25, both Mr. Klein’s and Mrs. Warner’s lecture on African Imperialism included a completed PowerPoint that they displayed while lecturing on the topic while the students were given an incomplete copy of the PowerPoint, with specific terms omitted. These blank spaces required students to write the definitions of key vocabulary words like “colonialism” and “The Berlin Conference.” By having to complete their copy of the PowerPoint, students were kept occupied and focused as Mrs. Warner moved through her lectures.

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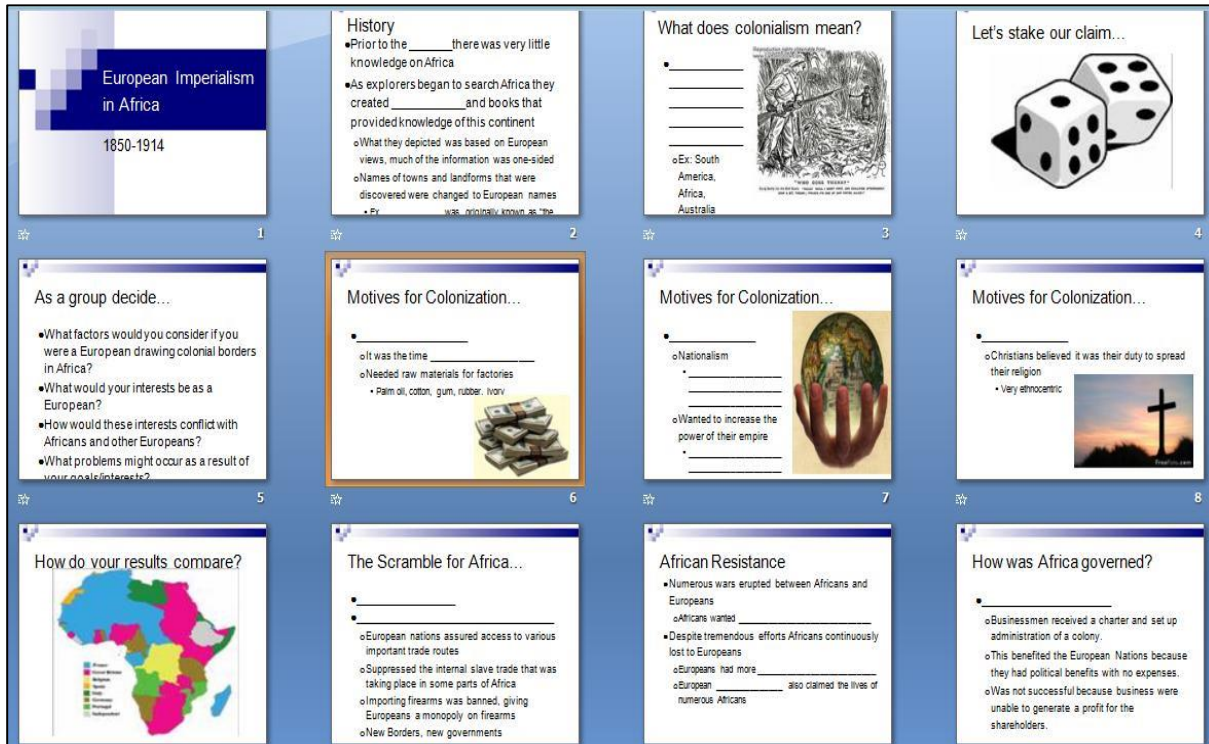


Figure 25: Mrs. Warner's and Mrs. Klein's slides on European Imperialism in Africa.

Almost every topic had a corresponding PowerPoint and note-taker. Students viewed the PowerPoint during the lecture and completed the note-takers at the same time. Students then completed the rest of the worksheet (Figure 26) during the lecture portion of the lesson as Mrs. Jensen revealed the key terms and fill-in answers during her PowerPoint lecture. Students were expected to take notes and write down the key terms in order to get credit for the worksheet.

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Class notes: Please complete the following outline as we review the power point in class...

- What is the Hijab and what does it mean?
 - In Arabic _____
 - Comes from the Arabic word "hajaba,"

 - Refers to Islamic

 - Has come to signify the headscarf, which is the covering many Muslim women use to hide their hair, neck, and often bosom.
- How is the Hijab worn?
 - Pinned around the head to cover the




Figure 26: Excerpt from Mrs. Jensen's note-taker on Hijab (PowerPoint).

At other times, the note-takers took the form of teacher-organized sheets that required students to copy almost all of the information on the PowerPoint. For example, the following note-taker excerpt (Figure 27) on Chinese historical figures was completed during class and kept in the folder for grading. Students were brought to the computer lab and given a class period to research information pertaining to these leaders, which they had to record on the sheet. Notice the emphasis on historical fact such as when the person died or what jobs they may have had during their lifetime. The most relevant data to understanding how this history affects modern China is found in the box "Effect on China," when the figure's accomplishments are put into the context of Chinese history. The "Effect on China" is specifically outlined in the PowerPoint, and students simply copy this information onto their note-taker.

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Students are not given the opportunity to come to any conclusions on their own about the effect of the historical character or debate their significance. They are told what the significance is, and they are simply to copy the information from the PowerPoint to the sheet.

Name: _____
Global Studies

"Leaders of China Notes"

Complete the following as we share the information in class. You will be needing this soon! :)

Sun Yat-Sen



Categories:	Information:
Born on/Died on	
Born in	
Parents	
Jobs	
Events created	
Affect in China	
Interesting facts	

Figure 27: One of Mrs. Jensen's note-takers on Chinese Leaders.

When the worksheets were completed, they were either returned for credit, or stored in students' folders so that the teachers had a collection of student classwork for grading. As teachers didn't expect students to keep track of their own completed assignments and return it for credit, much

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of this work was kept in these large folders inside the classroom where it was always accessible and in one place. Each student kept their work in their individual folder so that they could be graded at different points in the marking period. Many were simply lists of questions pertaining to a video the class viewed, or note-takers designed to follow the day's lecture.

Projects. Not all of the classwork in the regular track involved the completion of worksheets. Like their peers in the academic and honors tracks, regular level students also had opportunities to participate in project work. Projects by definition are open-ended inquiries designed to allow students to perhaps be more creative while assessing different skills. Normally, both group projects and independent projects occurred once per unit of study, or at least once or twice per marking period. While the honors and academic students were expected to complete these assignments primarily on their own time, it was not uncommon in the regular track for the entire project to be handled from start to finish as classwork. Teachers in the regular level devoted class time to projects because they believed their regular students didn't have the self-regulation skills necessary to complete large assignments away from the classroom.

Projects ranged in length from one or two class periods to at times a week or more if students were completing longer tasks. Most projects were done in class under the watchful eyes of the regular level teachers who could easily see the resources students were consulting, the pace at which they were working and the data they were collecting. For example, Mrs. Jensen gave her students the "Issues of Africa" project (Appendix M). This project required students to design an iPod to address an issue that is occurring in the African nation they have been assigned. Students were required to research using library resources and pick songs for their iPod that represented current issues in that country. The assignment required creating a bibliography and artistically designing an iPod. The assignment sheet noted that students were given two classes to research the information in the library, and then two more

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classes to decorate and color their iPods in the classroom. In total, almost 6 hours of class time was dedicated to the completion of the project.

In addition to the abundance of class time afforded, one other feature was unique to regular level projects. As teachers were often preoccupied with student behavior and keeping the students busy to avoid disruptions, each project contained a certain reward for students who stayed “on task” and maintained focus. Students who did what they were told throughout the projects were rewarded with preparation or participation points (Figure 28). One large component of the student’s grade was essentially based on how well they behaved in class for the duration of the project. In some cases, 25% of the student’s grade for a project was based on how well they utilized their time in class. Mrs. Jensen, for example, asked her students to reflect on their behavior using a worksheet. Questions such as “Did you pull your own weight?” and “Are you a wanderer?” signaled to the students that they would be penalized if they did not work during class or walked around the room distracting others.

- Preparation/ Use of class time: 25 Points—How well did you use your class time? Did you pull your own weight? Are you a wanderer? Let's try our hardest to get these 25 points for putting in all of our effort. This means, a little less talk and a lot more action!!

Grading: This project will count as 100 points on this marking period. You will be given _____ library day(s) and _____ day(s) in class to work on your project.

Figure 28. Mrs. Jensen's instructions for her regular level project

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Mr. Klein also had similar directions in his assignment on “World Religions.” As shown in Figure 29, 10% of the grade was awarded for staying “on task” while anything that demonstrated “misbehavior” would result in a grade reduction.

You have been granted the privilege of using the computers in the writing lab to complete this assignment. Please adhere to all of the regulations in the writing lab including keeping your voices down and not bringing food into the space. Your participation points are worth 10% of this grade, so remain “on task” and do NOT use the computers for playing games or using social media. Any misbehavior will result in the loss of points from your participation grade.

Figure 29. Mr. Klein’s directions for the World Religions project.

These types of behavioral directions appear on no other assignment in any other track. The behavioral instructions almost treat the regular level high school students as younger children, rewarding them for focused behavior and punishing them for off-task behavior. These assignments speak to the value teachers placed on maintaining order and control of the classroom environment.

Although the overwhelming majority of the regular level projects were completed during class time, there were one or two that were given as homework assignments. Yet, even though these projects were done outside the classroom, they still did not allow for much autonomy. For example, in one of the few “take-home” projects, Mr. Klein gave his students a “Culture of Russia” assignment (Appendix N). Students were given the “7 Elements of Culture” and instructed to compare their own culture to another. To help students focus on the task, Mr. Klein used an example on the assignment sheet to model his expectations:

In Russia: Some of the things that are considered to be bad manners include whistling inside the home because it means that you are wishing bad luck to the family. They also are not allowed to eat with their elbows on the table, but their hands must always be visible.

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In my culture: Whistling in the house in my culture means that someone is happy, or in a good mood, and it has nothing to do with wishing bad luck on anyone in the house. However, in my family, I am also not allowed to eat dinner with my elbows on the table, so that is similar to Russian culture.

By doing this, Mr. Klein provided his students with an exact model to follow and an expectation of how much information to provide in their written responses. The students were also told exactly where to look for the information, in “classroom videos and PowerPoints.” However, the project lacks some of the hallmarks of what might be considered more challenging research because the assignment doesn’t require students to cite sources or use resources like databases or journals. While the students are able to work with the content and research some information, they are not doing so in a format that would be considered college appropriate. Yet, they can still receive credit for following the instructions and the model. Likewise, for Mrs. Jensen’s project “Becoming an Activist,” (Appendix O) the directions provide a link to step-by-step instructions on how to write a letter to an elected official, which sources to use, to whom to send the letter specifically, and what to do when you’re done. This was one of the few projects I found in the regular level that involved students working for change beyond the classroom. While this was a good way to get students familiar with the process of lobbying the government for change, the process was highly scripted and didn’t allow for much deviation.

In summary, the message being sent by regular-level teachers with the way they organized class time was that if it doesn’t happen in class, it’s not going to get done. Group work and rich class discussions were absent from the teacher-selected worksheets, projects and classwork.. The focus on control seemingly led to lots of busywork that demanded only lower-order thinking for the sake of maintaining order in a population of students who were assumed not to be self-regulating.

Motivating students to learn. Despite their low expectations of their regular level students, the teachers were also conscience of the importance of keeping this group of students not only busy, but

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motivated. Regular level teachers therefore employed several reinforcement strategies with the aim of helping their students experience some reward for following directions and completing classwork. These external reinforcements were seen in two distinct forms. First, teachers tried to make higher grades obtainable. Second, scaffolds were used in many aspects of regular classes to help students experience success.

As mentioned previously, students in the regular level are not used to academic success, which, in turn, often leads to their disinterest in school. To help their students experience some success, the regular level teachers placed a lot of emphasis on the classwork rather than on tests and quizzes. Unlike academic and honors classes, students in the regular class received most of their points for the marking period by completing classwork because they were more likely to do well on worksheets in class than on assessments like tests and quizzes. For students in Mrs. Jensen's class, the classwork folder constituted roughly 50% of the marking period grade. Mrs. Warner's and Mr. Klein's gradebooks demonstrated a heavy emphasis on graded, in-class worksheets with dozens of entries constituting over 60% of the grade for the year. To also help their students experience some academic success, all of the regular level teachers did not assign letter grades to student work but instead graded a lot of classwork as "pass/fail." Therefore, students could earn large chunks of their grade by simply turning in their classwork. Yet, despite these grading procedures, students in the regular level classes had much lower marking period grades compared to their honors and academic counterparts. When the data was collected from teacher gradebooks 10% to 15% of students (depending on the class) were failing their Global Studies class, increasing the likelihood of their having to repeat the course.

In addition to emphasizing the completion of classwork as a large part of a student's final grade, the regular level teachers also modified their summative and formative assessments to benefit different learning styles. In this way, teachers tried to influence their students' grades in a positive way. For example, Mrs. Jensen allowed students to take their African geography quiz in two parts. Students were

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also allowed to study their maps in between parts of the quiz, (often for as long as students felt they needed to) so they had the best possible chance of memorizing the countries on the quiz. Mrs. Jensen and Mrs. Warner also allowed their students to use note cards during their tests. Students worked to pack as much information as possible on a 3x5-inch note card which they could then use on test day.

On the other hand, Mr. Klein went so far as to design multiple choice tests that would allow his students a better chance of answering more questions correctly. He did this by providing three possible answers rather than four choices per question, giving students a 33% chance of getting the answer correct (Figure 30). The questions were also written in simple sentences, not too wordy or complicated, so his regular level students had a better chance of understanding the intent of the question and answering correctly. For example, in the following assessment of the "Culture" unit, Mr. Klein used "hip hop" in the Bronx as a way of connecting with students with the concept of cultural diffusion.

1. Hip hop spreading from the South Bronx to all over the world is an example of
 - A. Diversity
 - B. Diffusion
 - C. Differential
2. Using the Internet to play games or communicate to people all around the world is an example of
 - A. Technology
 - B. Diffusion
 - C. Both A&B
3. Religion
 - A. Supports the values of a society
 - B. Is essential to understanding many cultures
 - C. Both A&B

Figure 30. A few of Mr. Klein's multiple choice.

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To also help his regular level students perform on tests, Mr. Klein sometimes posed questions with obviously incorrect answers to give his students a 50% chance of getting the correct answer. Many of the possible responses on his assessments are humorous and reference pop-culture icons, so they're instantly recognizable as incorrect answers. For example, in the quiz below (Figure 31) from the "World Organizations Unit," choices such as "The South Park Canadian War," the "Justice League of America" and "Legion of Doom," are all clearly fictitious, pop-culture answers, which when eliminated, give students a 50/50 chance of getting the answer correct.

1. Many of the organizations we studied about were formed after
 - A. WWI
 - B. WWII
 - C. The South Park Canadian War
2. In this branch, all member states have one vote and have the power to admit new nations
 - A. Justice League of America
 - B. Security Council
 - C. General Assembly
3. This branch has the main responsibility for ordering military action and economic sanctions
 - A. Security Council
 - B. General Assembly
 - C. Legion of Doom

Figure 31. Mr Klein's Multiple Choice for World Organizations

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Like his colleagues Mrs. Warner and Ms. Jensen, Mr. Klein also provided opportunities for his students to recoup lost points on tests. For example, in one lesson I observed Mr. Klein review students answers on a test about China.

Mr. Klein: I'm going to hand back the last quizzes you just took. Some of you did very well, and you won't have too much to go over today. And some of you are going to need to take out either your notebooks or go to the closet and take out the textbook to check your facts.

Student A: Ha! I know I bombed it. This thing ripped me apart.

Student B: Will we be able to give the corrections back again for some points?

Mr. Klein: Yes. You guys have the last 20 minutes or so of class to get these answers right and hand them back in, and I'll give you a few more points.

Student C: What do we do if we don't have many corrections?

Mr. Klein: Then you have the *Upfront* article we didn't get to last class that you can read. The article on child soldiers that I asked you to hold on to.

As can be seen, in this case Mr. Klein allows his students to review the incorrect answers, use resources to find out what the correct answer is and then offers them the opportunity to resubmit their tests and so increase the total points scored toward their class grade.

To make the content more fun and engaging, regular level teachers included filler-tasks. Often at the end of a lesson, or if a student finished a test early, they were given the opportunity to color a worksheet or complete a crossword puzzle. These tasks were generally easy for students to accomplish and helped increase their grades. Special activities such as coloring and crossword puzzles were used as rewards for completing assignments and had the added benefit of keeping the students busy. One such coloring activity, the "Dharma Wheel" (Figure 32) was colored with crayons, colored pencils and markers, and then hung by the students in the classroom. The activity was designed to get students to connect their personal lives with the 8-Fold Path to enlightenment in Buddhist culture. After students

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tried to connect their lives with the key tenets of the religion, they were rewarded with the ability to color the wheel and hang it on the wall.

Complete and color the dharma wheel. Yours must include at least 5 colors. It must also include 8 personal symbols representing your interpretation of the Eightfold Path.

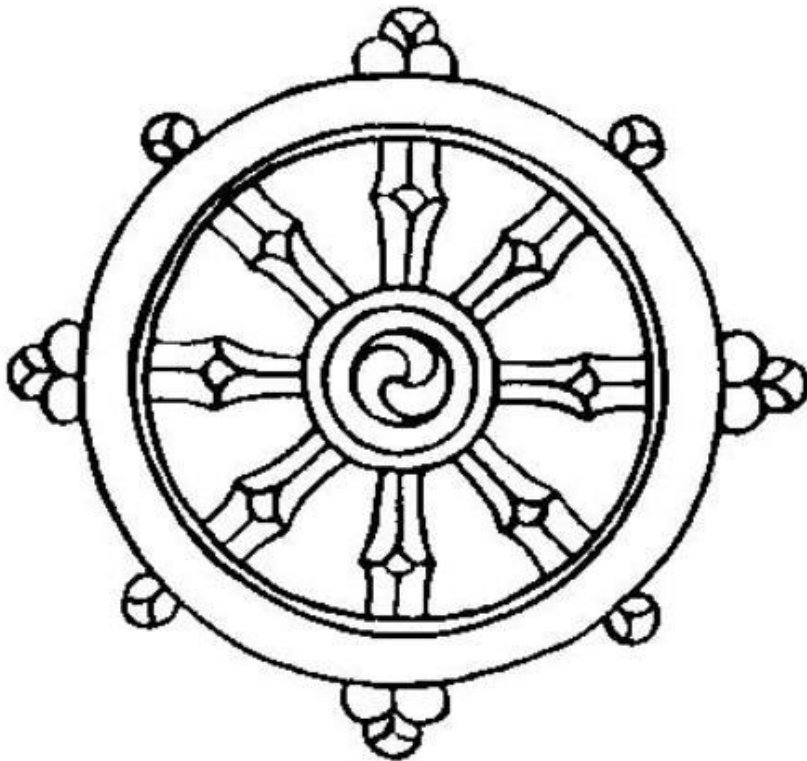


Figure 32. Mrs. Jensen's Buddhism coloring activity.

Mr. Klein also allowed his students to color geography maps of the world that highlighted the major geographical features of the region of study. For example, blank maps of Africa were colored to include the Atlantic Ocean, the Sahara Desert, the Nile River and the Ethiopian Highlands. These maps

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were hung as student work on closet doors and walls in the same way you might see in elementary classrooms. Crossword puzzles (Appendix P), in the same vein as coloring, were often used as a reward to keep students occupied following a test or quiz, but also counted as an easy grade that students could earn. As the class waited for everyone to finish their tests, students could complete a teacher-made crossword puzzle that contained the same unit terms and return it for credit. Gradebook data indicates that each regular level teacher used at least four to five crossword activities during the course of the year, helping to increase student grades and push them through the course.

The motivators used by the regular level teachers are mutually beneficial as they serve the purpose of not only maintaining teacher control over the environment, but also helping students engage with global studies content. Teachers worked to structure the class for success because it was assumed that without these fun activities, the students might not stay engaged or quiet. As students completed multiple colorings and puzzles for academic credit, it was evident that as long as they completed these assignments, they could earn easy grades. While it may be unrealistic to assume that these regular-level modifications were able to motivate all students to complete the tasks, it was uncommon for students to fail the course for the year.

Conclusion

The goal of the Global Studies curriculum is to engage students in modern global issues, yet the regular track at West Brunning High School seems to fall short of many of the hallmarks of some of the best practices in globally minded education. Absent from my observations and data was content or classwork that really forced students to question assumptions, examine their role in the world, or explore issues from multiple perspectives (Carano, 2010; Davies, 2006; Kirkwood, 2001; Merryfield, 2001). There were few opportunities for students to explore the diversity of their own communities or take any initiative for their own learning. Nothing about the learning experience in the regular level track was self-directed or exploratory. And while the details of the content were similar to that of the

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academic level, the purpose of the content and the way in which it was presented helped to create an atmosphere of busywork with the goal of limiting distractions, keeping students on task and forcing students to work independently. Ultimately, the data from the regular track raises interesting questions about what students are actually learning, given they are completing tasks that require little consideration of the content.

Summary

In summary, each track of global studies was its own “culture.” This culture was defined by the assignments, the classroom atmosphere, the role and expectations of the teacher, and the way in which the content was presented. While interesting, this was not necessarily surprising as numerous studies of tracking practices have revealed the stark differences between academic levels (Ansalone, 2003; Gamoran & Berands, 1987; Kozol, 1991; Oakes, 1987, 2005). However, what these differences mean for the Global Studies course at West Brunning High School are of particular interest.

Yet despite the observational and collected data leading to these general descriptions of each track, the students themselves had differing opinions as to their experiences in each track. It is to their unique voices and experiences that I now turn.

Student Voices on Tracking

Most of the literature on ability tracking centers around comparisons between academic tracks (Hanushek & Wößmann, 2006; Oakes, 2005) or an analysis of teacher practice in a specific track (Carbonaro & Gamoran, 2002; Card & Giuliano, 2016; Slavin, 1995). These descriptions of life in tracked classrooms describe tracking from the perspectives of researchers and educators but omit the perspectives of those impacted the most by tracking—students. Therefore, one purpose of this study was to listen to the voices of the students in order to find out whether their experiences in their respective tracks were similar or different to that of those who taught them. I wanted to hear from

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students about their experiences in different tracks and what they learned from their global studies class.

Focus group conversations with students in the Global Studies course revealed that students were aware of how teacher expectations varied by track. The students also spoke about the various activities and assignments they participated in as part of their Global Studies classes. While students may not always have liked some of the things they had to do for Global Studies, regardless of what track they were in, students reported learning about the world through the Global Studies curriculum.

Teacher expectations. Teachers' expectations of students often influence the way a class is taught and the way students' abilities are perceived (Gamoran, 1992; Hallinan, 1994; Kelly & Carbonaro, 2012; Oakes, 2005). Students, regardless of which track they were in, highlighted how the teacher's expectations varied by track, and they were well aware of how these expectations played out in the classroom. Honors students were cognizant of their teachers expecting them to be self-directed in preparation for college. When asked why their teachers had these expectations student "J.J." answered:

To teach us how to self-learn and prepare for college, maybe. The professor won't always be there to help us step by step and guide us through the process of studying everything. Maybe he won't review stuff on events, and we have to go research ourselves and learn it ourselves.

Honors students understood they had to be independent learners and able to perform at a high level, and that the expectations for them were higher than other tracks. For example student Y.K. stated, "Like our teacher expects us to know what's going on around the world and formulate our opinions and make that part of our discussion in class." Similarly, J.J. said, "[We are] expected to take this and learn." One of the ways students were expected to act like college students was to participate in classroom discussions. Student A.B. noted, "I feel like in our class, our teacher pays a lot of attention to the amount we participate." J.J. also noted: "I feel like since this is an honors class, the only way for us to gain a better understanding than we already have is to discuss things." They also reported that being in

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the honors track was a lot of work. A.B. added, "She assigns a lot, probably more than the lower level. She actually said that she gives more work to her honors classes, but she expects us to do all that work."

One example of the "more work" assigned by the honors teachers was a book project. This assignment required students to read a novel each quarter and complete a project to prove they had read the book. As student R.W. explained, "We read them because there's just not enough time in the year for her to go through everything that she would want to culture-wise." Student S.R. noted that the book project was meant to be a project that blends many of the concepts in the class together: "We do a book study where we have to read a book about a study area then talk about what we learn about the area through the book culturally, geographically, things like that."

In contrast to the honors students who spoke about being independent learners and being expected to engage in a lot of work across the year, the regular level students spoke about how their teachers were concerned with classroom control. According to regular level students, their teachers punished students who acted out and did not sit and listen. In the following excerpt, student D.M. explains what this punishment could look like in his regular level class:

In our class, the one teacher who's a little more strict, she grades kids on how they act. I have ADHD, so that's not really fair because I'm pretty hyper, and I'll just be paying attention and then I'll say something random or funny. And she'll just be like, "Shhh." And I'll just see on my thing she writes "deduction." Deduction? And I'm just like, "Stop."

As regular level classes tended to contain numerous students with learning disabilities and individual education plans, the students in this track talked about having to meet the expectations of not only their history teacher, but also the special education teacher. As student S.E.C explained,

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One teacher doesn't really care, and he appreciates that we're active. And then the other teacher says, "You shouldn't talk out loud." It's a daily clash thing. It's just what one teacher says, the other one doesn't and you're just confused.

A second student noted how the class dynamic changes when one teacher is present:

We have the same teacher, and she's really angry all the time. We barely talk and when we do, it's a big issue. She's the only one who has an issue with speaking, though, because the other teacher doesn't care—he doesn't mind it. She hates that. When she's absent it's the funniest class, but when she's there, it's not, because we can't move, we just have to sit there and not share what we want to share. When he's by himself, it's a good class.

For the regular level students, the perception was that their teachers were trying to stifle conversation, and they were not supposed to talk. This was in sharp contrast to the honors students who knew the expectation was to be conversational. These comments from students in the regular level echoed what I had observed firsthand. In my observations, I noted that students were often given tasks that would foster control rather than dialogue in the classroom.

In their focus group, students in the regular level spoke about how they were not expected to do the same assignments or classroom activities as their honors or academic peers. S.E.C. noted, "We don't read any books or anything like that ... the only thing that we do is just like watch videos and look at the PowerPoints that he prints out for us, and that's kind of like all we do. We don't do papers or anything like that." One student described an experience where the teacher actually read a book to them "Kindergarten style." Student M.F. reported, "The closest thing we read to books are articles; besides that, [it's] just movies. She actually read us a book. It was a good one. She said "story time," and we all sat on the floor." Other students noted that they do coloring activities after tests as well as color maps for credit. Regular student D.M. stated, "We will color after the tests cause it's quiet and

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relaxing and keeps us busy.” Thus, the students in the regular level were aware that their teachers did not think they were necessarily capable of higher-level work.

For the academic students, the expectations seemed more dependent on the individual teacher. For example, academic students may or may not be assigned a book to read for class. Students P.T. and H.D. offer an example in the following exchange highlighting the difference between the teachers:

P.T.: We're doing a project right now where we had to pick a book off of a list, and they're all from different regions, so it depends on which book you pick, but we have to write a small essay.

H.D.: We haven't read a book in this class at all. The only thing that we read would be a textbook and some article that my teacher would pass around.

Another academic student, T.A., noted, “We do different activities each class, and my teacher does more with our class than others because I asked my friend if they were doing journals in the other class, and she said no because no one would do them anyway. ”

Engaging pedagogies. The focus groups revealed a number of pedagogies used during class that were fondly remembered and discussed by students across all three tracks. These included the value of classroom conversations, the movies that were shown to students and the emphasis on current events.

The value of talk. Most of the students who participated in the focus groups reported that opportunities to talk openly about global studies issues were an enjoyable way to learn and helped build their understanding of issues. Honors students noted how they were “expected to converse” and hold detailed conversations about key topics and current events. “R.W.,” an honors student, talked about her experience with a class debate:

There was one time that we had a debate. You're on this side, if you think this, you're on the other side if you think that, and the one teacher, he just stood in the middle. He was like

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whatever side that he thought was winning, he would go on the opposing side to show more differences and what this side was thinking. I thought that was pretty fun because it's an easier way to learn because you can see both sides. The teacher was justifying each side.

Academic student T.C. noted just how much she "enjoyed talking about what was going on in the world. Our class discussions were really good." Another academic student, "R.Q.," said, "This isn't like Chemistry class where you just have to sit there, or Algebra where you barely stay awake. We have good discussions."

In the regular level classes, I observed there was little student participation, and students were kept busy to maintain control. However, regular level students spoke about an experience that was much more rich, thoughtful, and conversational than I had witnessed during my classroom visits. A number of regular level students revealed that not only did they discuss topics at great length, but also they truly enjoyed their conversations about global issues. This view was echoed by student A.R. who said, "I think that there's a lot of participation and everybody can get their word in and what they want to say. I think that's a good thing." When asked to describe the classroom conversations in the regular track, student M.F. stated, "I feel that we're always engaging in conversations until we finally understand the concept. There will be other things that are tied and related to it that we can speak about. Everybody always feels open to talk." Similarly, S.R.N., a regular level student said, "The most enjoyable part of my class actually so far is the discussions we have. In mid-class sometimes we stop and we have these big discussions, and we elaborate on certain subjects."

Thus, from the students' perspectives, regardless of track, these class discussions were rich conversations in which they got the chance to learn about global issues from differing perspectives.

Impactful Movies. All Global Studies teachers show movies during the year. Generally, teachers will show at least one full-length film per unit of study in addition to a selection of documentaries. Watching these films was one activity that was well received by students at all levels. Movies seemed

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to help students understand the topic better, and helped them understand the content in a way that other forms of pedagogy did not. The visual imagery of particular global issues was something all students commented on. As honors student M.M. described, "The emotional drama that we saw through the videos, it sticks with you and it gives you a very vivid idea of what's happening." M.D., from the academic track said, "I liked watching the movies. It gives you more of an understanding, not just you're sitting there writing notes down and just listening to everything. You get to see what's going on." Similarly academic student L.O. noted, "I got most of my understanding from the movies. When I took the test, I would remember back to what I saw in the movies and that's easier than referring back to what you read in your notes. It helps you remember easier." T.C., a student in the academic track, also talked about how movies helped him to learn more than simply note taking:

We watched *Hotel Rwanda*, which was hard for a kid to understand quite how drastic a situation is when you're just given statistics, but when you start to put a name to a face and see exactly how it happened, it all comes together very nicely. And you get a great understanding.

For honors students, movies served as a break from the dense and frequent PowerPoints. As A.B. noted, "It's the same exact thing every single class, unless we watch a movie." Honors student F.B. appreciated the role that the movies played in the study of genocide. F.B.'s teacher explained "everything that happened during the documentary, and throughout the film. He was pausing the movie and kept explaining to us what's going on. I liked his clarifications. I really liked the acting, and the way the genocide was presented."

Students were seemingly impacted by the videos of Africa the most, with students referring to documentaries about Somalia, Uganda and South Africa. Regular level student C.B. noted:

One of the more interesting things we did was we watched the documentary *The True Story of Black Hawk Down*, and then we took notes and our teacher told us about how that affected the U.S. government's policy in Africa. I thought that was one of the more interesting things, to see

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how much that affected Rwanda and how it could have been changed if we hadn't stayed out and sent troops.

Academic students M.D. and T.A. also placed a high value on the film *Invisible Children*, which highlighted the struggle of child soldiers in Uganda:

M.D.: The one thing that really stood out was the *Invisible Children* video. It was just like—so powerful, and it—everybody in the class got emotional to see little kids that don't do anything to deserve the things that they go through. And it's just like, wow, we have it so good over here. And we complain about the little things, and they're like, I can't cry just because I don't get food one day, or I can't cry because I got a little cough, something like that.

T.A.: The invisible children video also had an impact on me because it was like no one was really doing anything about it, and it was really sad to see the kids and all they want to do was just grow up and become a lawyer, or go to school and something simple that we kind of take for granted. And it was just really sad.

Regular level student C.B. noted, “You never really knew about in-depth all of these things that were going on over there, and it was just like an eye-opener to see all these things and watch all these different movies on Rwanda and Somalia and South Africa, and just see what goes on.”

Current events. Understanding current happenings around the world is a tenet of the Global Studies course. These “current events” assignments and discussions are often seen as a way to hone desired civic skills and create active citizens (Barth and Demirtas, 1997). Students who discuss current events in school are more likely to engage with parents and the community on these issues outside of the classroom (Laughlin & Haas, 2000). Furthermore, teaching current issues is a way to build and construct an awareness of the world, or “globality,” and to help students make connections between themselves and the world (Carano, 2010). As regular-level student S.E.C. described, “Our teacher connects what’s going on around the world to what we’re learning, and I think it’s pretty cool.”

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At West Brunning High School, all Global Studies classes address current events in some way, and this was one of the commonalities that was highlighted in the focus group discussions. Across each focus group, it was evident that current global happenings were being worked into the curriculum. Mostly, current events were dealt with in two ways; either through a formal assignment or through a class discussion.

In some classes, current events were very structured. Often times, students were required to complete formal papers pertaining to current topics on a routine basis. Five of the students in the honors focus group spoke of their current events assignments. Student S.P. noted, "I think it's really good that we have a certain assignment that helps us go research and know about things that are happening around the world." This was echoed by student S.R., who said, "We have current events every week so we have them fairly often. We have a very formal format that we have to follow in terms of presentation and what you're looking for." Some honors teachers even wanted a specific word count. Students would bring their current event to class, and in some classes, as honors student P.S. noted, "have a 30-minute discussion about like random events that are happening around the world."

Another academic student, A.C., discussed a project that their teacher assigned to examine current events in a foreign country:

We just had a project—it's like make a newspaper, and we each got with our regional groups and we each were assigned a region, and we had to say a couple of current things that were going on, like a current entertainment or sports story from there, but it had to be within the past three months.

Other students spoke about the informal ways current events were worked into their daily classes. As student F.B. noted, "My teacher does them in an informal way, and we learn about current events during the first half of class. My teacher will like ramble on about things that are going on in the world." Academic student H.D. stated:

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We don't have current events, like assignments. Our teacher will bring up important events in the beginning of class, usually. If she feels there was something important that happened recently and she'll bring things up depending on whatever we're learning, so she'll talk about things like in each region as we're learning about [them].

Regardless of the format the current events took, students discussed many topics ranging from the Presidential election, to pirates in Somalia, to terrorism in North Africa and Europe. One regular student, D.M., noted how his class discussions about current events helped him to empathize with those affected by tragedy. He said, "Our teacher was talking about a school shooting and made us wonder what it would be like if we had kids and we thought, wow, we should probably take them more seriously." Regular student C.B. noted just how the class has grown to love the discussions and the ability to state their opinions, acknowledging that "at first we hated it, [but] now we can't wait to post our discussion topics on the board."

Less Popular Pedagogies

We have to take notes to make sure we are paying attention and make sure we are writing everything down. No one can really talk or discuss because we have to move on to take more notes. It's the same thing every day and it's boring.

(Regular-level student S.R.N.)

The above sentiment that notetaking and PowerPoint lectures were "boring" was echoed by students in every track. Honors student J.G. noted, "We'd probably spend half the time doing PowerPoints and taking notes." Another honors student P.P. thought the time spent taking notes was even greater. "I could say 75% of the time we take notes based on the PowerPoint. Honors student, S.R. stated, "It's the same thing every day and boring." Similarly academic track student A.C. noted, "You didn't really learn in depth about anything. Just like facts. It's just so boring, and all we do is take notes. I wish there were other ways to learn stuff instead of just taking notes."

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While honors students were mostly critical of the PowerPoint lectures that predominated their in-class experiences, the academic and regular level students who participated in the focus groups also had mixed reactions to the group work they participated in as part of their global studies classes. Several academic students noted that group work was a more efficient way to learn. While discussing the group assignment related to their study of religion, academic student P.T. said, "It just made the work a little easier. And if you were confused about something, you could ask someone else. So that helped." This sentiment was echoed by academic student T.C., who said, "It made it easier that there were other people doing different segments of it, and it packed a lot of information quickly and efficiently, so I thought that was helpful." On the other hand, three students were vocal about some of the pitfalls of working with their classmates. Academic student L.O., noted, "It depends who you're working with. If you're with somebody who keeps up with their work, then yes, I like them." While discussing the group work project related to religion, numerous regular level students noted they had difficulties learning from other students who were supposed to teach the class about specific religions. Regular level student M.F. noted, "Learning from other students was kind of hard; at least some of them messed up during their PowerPoints." Regular student D.M. noted, "I could tell kids weren't paying attention when we presented because we were just reading off the PowerPoints. It was boring."

In summary, students across all global studies tracks enjoyed viewing the feature films and documentaries as they had a certain "staying power" that lasted beyond the day's lesson. Students also enjoyed the class time they were given to question and discuss meaningful current events and topics related to the curriculum. Several students found that speaking with, and challenging one another, about topics that they thought were relevant was good way to make sense of content. Although, PowerPoint lectures and note taking were the primary means that global studies was taught in every track, most students reported this pedagogy as "boring" and wished they could be taught "some other way."

Global Studies Has Value

The New Jersey Core Curriculum Content Standards clearly define the state's vision for Social Studies education as one that "considers multiple perspectives, values diversity, and promotes cultural understanding (N.J.C.C.C.S., 2014)." The Global Studies class was written to enact this vision by highlighting non-western and non-traditional cultures. The focus groups did reveal encouraging student responses about the role the course is having in helping to shape their worldviews. Regardless of the track they were in, students had positive things to say about the purpose of the global studies course at West Brunning High School. In our conversations together, the students talked about the ways the Global Studies course is impacting their worldview by increasing their empathy and helping them understand multiple perspectives.

One of the aims of the course is to try to get students to view global issues and events with new and different perspectives. As an example of new perspectives, the term "ethnocentricity" is one of the common vocabulary terms that students are required to know. As such, students are challenged to limit their judgments of other peoples and cultures, and refrain from judging what they learn through their own cultural lens. Honors student A.B. thought the course helped him to introspectively view his own ethnocentric practices and view things from multiple perspectives:

Our teacher taught us about the term "ethnocentrism" where an individual judges another culture based on the standards of his or her own culture, and I found this really interesting. In the beginning of the year, our teacher also emphasized that we should be respectful of other people's opinions and I think this ties into the idea of ethnocentrism because usually as Americans, we kind of judge other countries based on the history that we know. We don't really know the history of other countries, and I think sometimes that's to our disadvantage since we

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kind of judge without knowing what exactly happened since we based it off of our own history.

I thought that the concept of ethnocentrism was interesting when I first heard about it because I felt like I, too, was in that category because I didn't really know so much about certain conflicts that we covered so far this year.

One honors student, P.P., seemed to understand the importance of learning that there are cultural competencies and understandings that go beyond the "facts and figure." He commented:

Although we learn from facts—we know *Upfront* Magazine January 2013 the basic facts and figures, the numbers, about how many people were killed or how many countries that were taken by colonizers, stuff like that—our teacher wanted us to have the emotional impact of what has really been done to Africa. Because in the Global Studies course, you're supposed to be understanding not just about the numbers and figures, but be understanding of the cultures and how it has impacted so many people's lives, and then figure out what we can do... how can we apply it today.

Honors student R.W. noted that his study of religion really helped clear up his preconceived notions of what some people believed. He said, "I found that studying religion was helpful because I didn't know a lot of things before she explained it. I had some misconceptions about their religion in my head, so that really helped when she cleared everything up." Academic students T.C. and L.O. discussed how learning about religions helped them to dispel stereotypes and understand religious norms. Academic student T.C. remarked, "I think it's important that we learned about other religions because it eliminates a lot of the ignorance that's represented by stereotypes." Likewise, academic Student L.O. stated,

I think it's really important that we learned about religion in depth, because we go to such a diverse school. Before I knew about all the other religions and their beliefs, I guess I could say I

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was ignorant, but now learning about their beliefs and why they wear what they wear and do what they do, it makes me realize it's normal for them.

Interestingly, students also drew comparisons pertaining to their knowledge of American history, bridging the gap between our own historical struggles and the struggles faced by other nations. For example, one honors student, A.B., drew a connection between the American civil rights movement and the apartheid regime in South Africa:

I found the idea of apartheid very interesting in the sense that what happened in South Africa was kind of the opposite of what happened here in the United States for the civil rights movement. It was interesting to see the parallels between both types of countries, although they were not really related whatsoever.

Honors student P.P. made a point to comment on the differences in poverty and oppression between someone living in New York City, and someone experiencing a war or famine in Africa:

You can hardly imagine it, they are going through it. It's crazy because when you really think about it, we are fortunate because we don't have to go through that. I mean I think of New York. You see homeless people begging for lunch. You see people who are on the streets sleeping under the bridges. But they don't have to deal with what others around the world have to deal with. It's worse around the world.

The course also had an emotional impact on students who were able to understand and empathize with the struggles of others. Some African topics such as child soldiers had an emotional connection with regular level student A.R.:

Learning about child soldiers made me really sad, but at the same time I kind of understood where these children were coming from. They don't have any home—any real home—and they're always in fear of being caught and sent to fight on the front. I feel like if I was in that situation I really wouldn't know what to do, and I admire those children for their bravery.

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One regular level student, D.M., discussed how his class was so emotionally impacted, he moved to take action after learning about child soldiers in Uganda. He stated, "it was actually a student who volunteered themselves to start a fundraiser for it, and we were actually going to stay after school and make posters around the school and actually get into it so we could raise money and actually do something."

The course also had an impact on the way some students viewed the world. Put simply by regular level student C.B., "It's important to know how different cultures live, and I think Global Studies really changed my view of how people live." Honors student M.M. said he came from a place of preconceived ideas to a better understanding of how other people live:

When we first started Africa, we only came in with the prior knowledge that we had, which was that most of Africa is poor, there are many hungry, but we didn't know exactly what was happening in these genocides, why they were happening, what else was going on. [With] the videos that we watched and the other activities that we did, you got a very clear idea with Global Studies.

One academic student, T.C., noted that her worldview changed towards the negative due to the fact that so many people are engaging in destructive practices around the world:

It gave me a more negative perspective on humanity because in a lot of countries, they flaunt their ignorance when they don't understand something, and the extremists will take it to the next level and just try and completely destroy something they don't understand. We should be at a level where we understand everyone at a certain level enough to at least tolerate them. I think it's important because coming from a kid who grew up in a developed country [where] there was no struggle for power, it really opens your eyes when you see that in other countries they're struggling for power and just to survive on a day-to-day basis with basic necessities like water.

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In one of the strongest comments pertaining to the effect of the course, one regular level student, C.B. noted its “life-changing” effect.

I work with kids now, and for me to see how kids are here and then seeing something that’s actually happening right now over there is ridiculous. It’s like wow. I can never even imagine that—that’s life changing. That’s what I’m saying. It’s really life changing.

Even though units such as “Culture” and “Africa” resonated with students, there were some topics that fell flat and did not help them to gain an understanding of other cultures or question their own perspectives and privilege. Overwhelmingly, the unit on “World Organizations and the United Nations” was viewed as “boring,” and “just a series of terms and PowerPoints.” At least one student in each focus group spoke in less-than-flattering terms about the unit, with one academic student, T.C., noting, “I don’t even remember learning anything about it.” Considering the global studies goals of helping students create a worldview as well as understanding multiple perspectives, this is concerning as the United Nations is often considered a paradigm of both.

The voices of the students contain a number of educational insights. These include the role of teacher expectations in tracked classrooms, the importance of relevant multi-media, and the role of classroom dialogue. Furthermore, when engaging pedagogies are used, the result is a global studies student that not only values the course, but has been impacted by the content in a meaningful way. In the next chapter, I make a number of recommendations for the Global Studies course, in light of the findings discussed above.

Chapter 5: Discussion and Implications

As the world becomes more connected and interdependent, courses like Global Studies, which examine the world as it is today, become more necessary. Schools are starting to move beyond the realm of curriculum controlled by central governments, and further into the realm of a more global-minded curriculum influenced by factors beyond the nation-state (Lingard & Rizvi, 2009). Today, in the midst of a controversial presidential election, candidates offer their solutions to solving not only the issues facing the United States, but those of the world as well. These include helping those affected by civil war in Syria, combating terrorism, and addressing climate change. High schools in New Jersey are expected to help their students to become citizens of the global world. The state standards suggest that students should be “globally aware, “socially responsible”, and able to “make informed decisions about global events based on inquiry and analysis” (New Jersey Core Curriculum Content Standards, 2014). Teachers at West Brunning High School work to bring global affairs to the classrooms through the Global Studies Course. Becoming globally educated is an important task for any student but as a teacher at West Brunning, I was concerned that our rigid system of academic tracking meant that students in the lower tracks were not having the same opportunities as those in higher tracks. This study sought to address this problem by examining the experiences of students in each of the tracks of Global Studies and eliciting their voices and perspectives on the curriculum.

In this chapter I turn to my third research question which explores the implications for building equity and quality across the tracks at West Brunning High School. Using the data collected from the examination of each track, as well as the voices of the students, I seek to offer suggestions that address omissions and inequities between the tracks while addressing student-voiced concerns. This chapter begins with a summary of the research project. I then examine the main findings in relation to the

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research base before turning to the implications of the study for my own practices as a teacher and for other teachers keen to helping develop global skills in their student body.

Research Summary

The goal of this study was to examine the way in which Global Studies is being taught in the different tracks as well as lend a voice to the students who sit in these classes on a daily basis. In order to understand the learning experiences of each track, a number of data sources were used. I personally visited the classrooms of my colleagues, audio-recorded the classes and took detailed notes about what was happening during the class. My colleagues also recorded the major activities they completed with their classes during the semester using an activity log template. Teachers donated their assignments as part of the data collection process and their gradebooks were also reviewed to determine key projects and assignments that students completed as part of the global studies curriculum. Informal clarification interviews were conducted with the teachers to make sure my interpretations of the notes and assignments were accurate. The voices of the students were also added via a focus group for each level (honors, academic, regular) that examined their thoughts on the curriculum and their experiences in their global studies class. These multiple sources (teacher data, student voices, and my own observations) were used to triangulate the data and identify differences and similarities across tracks.

In order to analyze the corpus of collected data, the observation information, artifacts and teacher resources were organized to construct a “track narrative.” I then looked across the narratives to examine how each track addressed the topics in the curriculum. I created a narrative description of each ability track. This narrative was closely analyzed for answers to the research question, how global studies is taught in each of the academic tracks at West Brunning. To address my third research question pertaining to discrepancies and possible equity issues amongst the tracks, I examined the role of “best practices” in global studies and compared what teachers and students said they were doing in

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each of the tracks. I then developed suggestions that might address these best practices in the classroom.

Analysis of the data set led to two main findings: a) there are indeed curricular and instructional differences between the tracks of global studies at West Brunning High School and b) the instruction of Global Studies doesn't always follow what might be considered "best practices" in teaching global issues. In the next section, I describe each of these findings in relation to the research base and their implications for Global Studies at West Brunning High School.

Different Tracks, Different Global Studies

Much has been written about the differences between academic tracks in terms of teacher expectations, student behavior, and content (Ansalone, 2000, 2003; Boalar, William & Brown, 2000; Gamorand & Berand, 1987; Macintyre & Ireson, 2002; Oakes, 1985, 1987). But, to date, there have been very few studies that look specifically at the realm of Social Studies and the differences between the tracks. More importantly, there have been none that examine the teaching of global issues in a secondary social studies context. The effects and nuances of tracking have been studied in great detail by many researchers. A number of these studies suggest that the instruction in these tracked classrooms differs greatly, in that lower tracks often cover less content, students partake in repetitive tasks, and teachers place an emphasis on classroom management (Boaler, 2007; Gamoran, 1986, 1987; Hallman & Ireson, 2005; Oakes, 1985, 1989; Wheelock, 1992).

Echoing other studies of tracking (Ansalone, 2000, 2003; Boalar, William & Brown, 2000; Gamorand & Berand, 1987; Macintyre & Ireson, 2002; Oakes, 1985, 1987), one of the more interesting discoveries of this study was uncovering the uniqueness of each track. As can be seen in Table 4 each track presented its own "culture," which was defined by the assignments, the classroom atmosphere, the role of the teacher, and the way in which the content was ultimately presented.

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The Tracks at West Brunning in Descriptors

<u>Track</u>	<u>Role of the Teacher</u>	<u>Description of Students</u>	<u>Description of Content</u>
Honors	"Content Guide"	"College bound and college ready"; "independent learners"	"In depth and detailed" "tries to challenge assumptions"
Academic	"Activities Coordinator"	"College bound, but not yet college ready"; "a mixed bag"	"A means to an end" "Basis for activities"
Regular	"Supervisor"	"Not college bound nor college ready"; "disruptive"	"Used to keep control"

Table 4: Tracks in West Brunning as descriptors.

For honors students at West Brunning, the data suggested that the role of the teacher was a "content guide," working to help advanced students who were already seen as "independent," "college bound," and "college ready" explore global issues in more depth. Here, class discussions focused on challenging assumptions and voicing opinions. This was in stark contrast to the "regular level" student who was seen as not "college bound" nor "college ready." Teachers in the regular track served in a supervisory capacity, always monitoring classroom behavior and curtailing open discussion that might become disruptive. The curriculum in the regular track also mirrored the desire for control with constant teacher-assigned tasks and menial assignments given to make sure students were busy. Caught in the middle was the "academic track," a "mixed-bag" of academic abilities and students who may or may not possess the skills that are deemed college level. Academic track teachers served as "activities coordinators," as each class contained multiple co-operative learning activities, group work, and other tasks that seemed to keep the classroom active and moving. Academic track teachers used these activities to address the wide range of learning needs in the classroom.

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As most research suggests, lower academic tracks are often subjected to watered-down curriculum, less challenging work, and classroom management issues (Ansalone, 2003; Hallman, 2005; Oakes 1985, 1987). This was indeed the case at West Brunning. For the lowest-tracked students, content was indeed simplified and teachers worked to manage the behavior of the class by keeping collaboration to a minimum and assigning menial tasks, like coloring pages and text-book questions, to keep students busy. Absent from the lower level were in-depth discussions, the ability to read novels of interest, role-plays, simulations, and collaborative classroom activities. One lower-track student, D.M, wished his teachers would allow more discussion, stating, “We really enjoy when we get to talk about what’s going on, but she always shuts us down.” Regular-level students were also less likely to be given an assignment that utilized computers or online creation tools such as PowerPoints, Prezi’s, or Google Drive.

Anyon (1980) suggests that this difference constitutes a hidden curriculum that prepares students for perceived societal roles based on their socioeconomic status. In Anyon’s work pedagogical activities such as rote memorization and the simplistic copying of information is assumed to prepare students for low-wage, low-creativity jobs. These are some of the same activities I observed in the academic and regular level classes. Anyon also suggests that student-led discussions and projects that foster analytical thinking (similar to activities observed in the honors classes) are reserved for more affluent schools. This raises interesting questions about expectations for students and our ultimate goals in formal schooling. While this research did not examine the socioeconomics of the students in the classes, exploring this aspect of tracking in Global Studies would be intriguing.

While there were some consistencies within each track, there was also a lot of variation. It became clear that the “Global Studies experience” could be vastly different both between the tracks AND within the tracks. Research suggests that teachers play a large role in creating the academic experience of each classroom and the design of the course (Ansalone, 2003; Oakes, 1985, 1987; Jussim

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& Harber, 2005). At West Brunning, many of the differences that were shown between classes and tracks were the result of individual teachers making the decision for their own classes. This was especially true for the academic level students. For example, some academic teachers believed their students, like their honors counterparts, should read novels throughout the year, explore more complex content, and participate in simulations and role-plays. Other academic classes were treated more like their regular-level counterparts. In these classes, there was more textbook work and the content was limited to key terms and definitions.

The variations were so numerous, that it was difficult to construct the “average” experience of a student in any track. In some cases, lower-tracked students noted how much they enjoyed their class conversations and discussions, even if there was no observational data supporting this assertion that discussions took place. Meanwhile, honors students were subjected to the “drill-and-kill” style of endless PowerPoints and highly detailed content, despite the fact that research suggests they receive more advanced and student-centered pedagogy (Oakes, 2005; Rodgers 1991). Although they complete work that is college-level, the honors students at West Brunning often receive instruction that is detailed and formulaic. Lecture and discussion dominate each class with the occasional film or video clip. College-level readings are frequently utilized and the expectation is that students are working independently at home on projects, readings, and other assignments. While this approach suits many high-performing students, the data suggests there is an absence of collaboration. Few group projects or even group activities took place in the honors track. While honors students may have the most choice when it comes to the products they create, or the books they read, they are not granted the opportunity to do much research in school or work collaboratively with their peers. For honors students, their teachers believed delivering content via PowerPoint was best, creating high levels of dissatisfaction amongst the students. Student M.M. remarked, “If we didn’t have to have view many notes, we could investigate things on our own.”

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In general, the track of a student did have some bearing on the activities, content and the overall experience of the class, but the data suggested that tracking at West Brunning within the Global Studies course was far more complex and complicated than the research suggested it might be. As a teacher, this caused a good deal of introspection of my own teaching practices and a reminder of the power that my colleagues and I wield in creating curriculum and challenging our students.

Aligning with Best Practices for Global Studies

My second finding concerns the alignment of Global Studies at West Brunning with some of the “best practices” outlined by experts of teaching the subject. Regardless of the track, the Global Studies course lacked one or more of the “best practices” outlined in the research. Even the honors tracks, while subjected to highly detailed content, reported no instances of learning beyond the walls of the classroom, or engaging in activities that were truly interdisciplinary. Research pertaining to teaching global issues has suggested that the study of complex, social, political, and economic world issues should be an interdisciplinary endeavor, involving other academic subjects such as Math and Science, and not simply isolated to Social Studies (Bolinger & Warren, 2007; Hanvey, 1976; National Council for Social Studies, 2004). This interdisciplinary approach allows students to understand the intricacies and nuances of global issues because they can use their knowledge of other subjects to solve them. Examples could include using mathematics, statistics, science and technology to examine the amount of money and resources needed to provide Internet for a village in Uganda, or using the scientific method to investigate climatological data from around the world. Unfortunately, with the exception of reading and writing skills that are promulgated in language arts classes, no real interdisciplinary projects were observed to exist in any tracks. There was no evidence that teachers worked to include the sciences or mathematics in their Global Studies projects. While there were strong reading and writing components in both the honors and academic level classes in the form of papers

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and novels, there was no evidence that global studies teachers worked with other academic departments to create and implement learning projects for Global Studies students.

Research from experts in the field of Global Studies suggest that when teaching the subject, the ability for students to experience a variety of instructional strategies, such as lecture, collaborative learning and the use of projects, are essential to helping students connect with the curriculum (Carano 2010, National Council for Social Studies, 2004). Moreover, mixed teaching strategies also foster higher-order thinking (Anderson & Krathwohl, 2001). At West Brunning, each Global Studies class, regardless of the level, employed the use of multiple teaching strategies that included projects, lectures, videos, discussions, and group work. However, some teaching strategies were more heavily used than others, depending on the track. For example, the use of lecture and discussion was more prominent in the honors track, whereas lectures and class work were more prominent in the lowest track. Students in the academic track were presented with the most differentiation with many examples of lecture, classwork, projects, collaboration, and activities. Ultimately, the students at West Brunning encounter different activities; however, depending on the track, a student may have more than one, and less of another.

Furthermore, a meta-analysis of over 40 different studies concluded that offering students some element of choice in their learning improved learning outcomes, increased student participation, and provided students with a sense of ownership of their work (Patall, Cooper & Robinson, 2008). For the Global Studies course, the most choice was offered to honors level students who were at times able to pick the novels they wished to read and the projects they wished to complete. Only occasionally were academic students given the same degree of choice (if their teachers also happened to teach honors), with little or no academic choices given to students in the regular level tracks.

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The research on global studies curriculum also suggest that the resources that are used in the global studies classroom should be derived from multiple perspectives, detailed, and “primary” or directly from the source being studied (Bolinger & Warren, 2007; Carano, 2010; National Council for Social Studies, 2004). At West Brunning, the track of the class had some bearing on the quality of the sources students encounter. Students in all tracks study teacher-created PowerPoints. In the honors track, these PowerPoints tend to be far more detailed and contain contextual narratives, whereas the PowerPoints in the regular level seem to focus on key terms and definitions. Honors students are also more likely to encounter college-level readings or point-counterpoint readings that offer multiple perspectives and often lead to nuanced discussions. It is only in the academic and regular tracks that the textbook is used with any frequency, and oftentimes it is used as “busywork.” As one honors student quipped, “I didn’t know we had a textbook.” While there was some evidence to suggest that honors students were given more primary sources, secondary sources were the norm in both the academic and regular level tracks.

Research-based practices for teaching a global studies course also suggest that for students to develop the ability to empathize then they should experience learning “beyond the walls,” or learning that takes place outside of the classroom. Social Studies experiences that take place where they are naturally occurring have lasting impacts on students, especially when they offer cultural insights. In other words, students that experience cultural happenings are more likely to remember what they learned (Carano, 2010; National Council on Social Studies, 2004; Merryfield, 2000). Unfortunately, the Global Studies Curriculum at West Brunning, regardless of the track the students are in, does not involve projects, assignments or field trips that allow students to connect beyond the classroom, which leaves most of the learning to take place in the building and the content provided by the teacher. In fact, only one assignment, offered to one regular level class allowed students to reach beyond their

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classroom by contacting a local representative about a global issue. This represents a lack of authentic learning experiences across the course regardless of track.

Despite the lack of synergy between best practices in global studies and the curriculum being offered at West Brunning, across the tracks, students in the focus groups described how they “had no idea” what was going on in many places around the world until their Global Studies course. Some students reported developing what could be considered cross-cultural awareness or “globality” (Hanvey, 1976; Carano, 2010). These students reported more awareness of what is happening outside their own country. Global Studies students are gaining perspective, and as student P.P. noted about Rwanda, “We are so fortunate that we don’t have to go through things like that.” In essence, the focus groups revealed that despite being in a tracked system, the small sample of students I spoke with are not only enjoying the course, but are also valuing the perspective it brings.

Next Steps: Reconceptualizing the Global Studies Curriculum

“I wish there was a better way to learn this stuff.” - Honors Student J.J.

As a teacher at West Brunning High School, I believe this study suggests two key “next steps” for our department. The first addresses the conversations that can take place with my colleagues in regard to improving the course. The second involves giving students a voice in their education.

Addressing how we teach Global Studies. Regardless of the track in which a student is placed, it was clear students wanted more from their Global Studies education. While students generally had positive things to say about the course, they often lamented the way in which the content was delivered. Students are seeking content experiences that are not traditional. They want to explore and participate in the global studies curriculum that is happening beyond the classroom. To this end, the findings of this study suggest it may be time to examine the way content is delivered and explored.

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Research suggests that teachers of global studies make all of the difference in preparing students for life in a global society (Pike & Shelby, 1988; Tucker & Cistone, 1991; Merryfield, 2000). Now, given the data collected here, my colleagues and I have an opportunity to discuss the purpose and role of the Global Studies course in broader terms. We need to have conversations that discuss ways for students to experience the content that are less teacher-centered and driven by a desire to change how students interact with global studies content. For instance, students in the focus groups enjoyed talking about global issues and current events. They enjoyed debating, discussing, and challenging assumptions. The Global Studies staff at West Brunning can use this as a call to action, and explore more effective and “better” ways that align with the recommendations of researchers for teaching a “Global Studies” curriculum that are exploratory and student-centered. Global Studies teachers should explore the values we share as a school community, such as empathy, and apply these to our understanding of global issues, regardless of track, as they are values that all students should recognize as important. If Global Studies is to help students awaken to life beyond the community, then teachers at West Brunning should look to make connections and opportunities for students beyond their department, and beyond the school community.

Collaboration between the faculty of the Social Studies department and other departments, including Science, Mathematics, and World Language, should also be explored in order to create projects and long-term assignments that are interdisciplinary. These collaborations should work on examining global topics from multiple disciplines in order for students to fully understand the complexities of these issues. In addition, new primary sources may also include using primary sources from outside the United States, or sources translated from other world languages.

One area where West Brunning might consider changes is the unit on the “United Nations” and “World Organizations.” This unit seemed to be the students’ least favorite with one academic student

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A. R. noting, "I don't remember a thing about them." Students in each track seemed to remember little about the unit, and some questioned whether their teachers covered the material at all. An analysis of the PowerPoints suggests that this unit consists of a myriad of terms, people, locations and organizations pertaining to not only the United Nations, but also to organizations such as N.A.T.O., the World Bank and the International Monetary Fund. Yet, data from the teachers' gradebooks suggests that there were no engaging projects or activities that were specifically associated with the content for this unit. This lack of impression is troubling considering that as a globalized society we are seemingly relying more and more on large international organizations to solve issues. In keeping with the best practices, perhaps students would be better served actually visiting the United Nations, or maybe teachers could arrange for U.N. staff to video conference with classes. Students could use data and reports from the United Nations to create their own interdisciplinary research projects. Moreover, connections within the diverse West Brunning community may lead to the creation of more authentic learning opportunities that take place beyond the walls of the classroom by way of guest speakers, partnerships and teaching materials.

Given the system of tracking at West Brunning High School, which accounts for differentiated student experiences, it may be time for the faculty to consider how we might extend more authentic learning opportunities to all students, so that regardless of their academic abilities, they have the opportunity to increase their global awareness in a way that makes a lasting impression.

Student Voices. This study utilized focus groups with a small number of students, organized by academic track to elicit responses about students' experiences in their Global Studies classes. These focus groups revealed everything from student's self-described boredom, to the impact of certain videos, to the perceived value of the course. It was evident that the students have much to say about their own experiences and the positives and negatives of the course. When students are able to shape policy and curriculum, they show they become more engaged, which translates to greater academic

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achievement and better learning outcomes (Carini, Kuh, and Klein, 2006). Moreover, working with students on curriculum issues often serves as a reminder to teachers and administrators that students share a unique view of their learning environment (Levin, 2000; Mitra, 2001).

Given the ever-changing global studies landscape, members of the social studies faculty should host regular meetings and/or focus groups with students to gauge their experience in the classes, as well as their view of the current curriculum. These meetings could be during the school day to elicit more participation. As West Brunning is a culturally diverse community, students and their families bring stories, issues and concerns from around the world. These families may also offer a unique perspective on global issues, and formal conversations with these stakeholders should not be discounted.

Recommendations about topics and course materials can be taken into consideration when teachers address current events and plan for the year. What is comforting, however, is that despite some recommended changes, the students enjoy the course and find value in the content.

Global Studies and Tracking for Would-be Teachers. This study highlights the need for schools of education to not only ensure their would-be teachers examine the content and skills required to address global studies and global happenings but also to explore strategies for teaching this content to students with differing academic abilities. Teacher education programs continue to struggle with the issue of addressing the increasingly globalized classroom (Zhao, 2010). “The increased attention on standardized curriculum and testing in schools not only has narrowed what schools teach (McMurrer, 2007, 2008) but also makes it difficult for teacher education programs to expand their curricula to include courses and experiences needed to prepare globally competent teachers” (Zhao, 2010). One possible reason is that “the culture of teacher education is local and therefore has advanced policies that serve the neighborhood schools but not the needs of future citizens of today’s globalized world” (Longview Foundation, 2008, p. 6). As noted in the Longview Foundation report, “Ross Dunn and his colleagues in the History Department at San Diego State University have developed two world

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history courses for teachers. All students preparing to teach elementary and middle school at SDSU are required to take History 411, "World History for Teachers." Those preparing to teach high school social studies take History 412, "Modern World History for Teachers" (p. 17). These courses are designed to give teachers the content, skills and strategies to teach global issues to diverse student populations. Teacher education programs should be encouraged to add such courses as they act as labs for new teachers to think about the best ways to address some of the most important issues in the world today.

Limitations and Significance

This study was limited to my own context as a Global Studies teacher, with the hope of reflecting on and improving my own practice. As a teacher in the school where I researched, I could not visit all of the classes or teachers in each track nor could I collect the same volume of data as a full-time researcher. I was also unable to use materials from all of the teachers, as some did not wish to participate in the study. It should also be noted that the study was completed over a period of four months and does not represent the full spectrum of global studies activities or topics discussed during the full year course. Although this study is limited to my own school context, the rich descriptive portraits may allow teachers in other settings to apply the findings to their own contexts.

This study also serves as a starting point for discussing curricular improvements for all Global Students at West Brunning High School. For my colleagues and I, the journey to address how we teach our classes in light of these findings is just beginning.

There are many unanswered questions still to be researched in regard to teaching global issues and tracking. One suggestion for a future study might be to focus on a specific student to gauge the impact of the course over time. Another would be to interview teachers who teach global studies to differing tracks to discover similarities and differences in pedagogy. In regard to tracking practices, it might also be interesting to examine a program of de-tracking in global studies classes, as well as

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whether or not honors global studies classes are raising expectations for all students.

In conclusion, this study does show that the Global Studies course has real value to students, and that students appreciate the academic space it provides for understanding modern global issues. As a teacher at West Brunning, I don't believe our system of tracking will dissolve in the near future. However, I feel my colleagues and I can use the findings of this study to work towards creating a tracked system that offers more authentic learning experiences for all of our students, regardless of their prior academic performance or perceived academic abilities.

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DIFFERENT WORLDS: AN EXAMINATION OF STUDENTS' EXPERIENCES

Appendix A: Student Consent Form

Consent to Act as a Participant for STUDENT

Title: AN EXAMINATION OF STUDENTS' EXPERIENCES IN TRACKED "GLOBAL STUDIES" CLASSROOMS.

Principal Investigator:

Justin G. Negraval
Rutgers University, Graduate School of Education
Phone 732-239-0672 Email: jnegraval@gmail.com

Faculty Adviser

Sharon Ryan
Rutgers University, Graduate School of Education
Phone: 732-932-7496 x8114 sr247@rci.rutgers.edu

The Institutional Review Board (IRB) should be contacted should participants have any questions regarding their rights as human subject research participants.

IRB Contact Information

IRB Administrator: 848-932-4058
Office Of Research & Sponsored Programs
ASB III - 2nd Floor, 3 Rutgers Plaza
New Brunswick, NJ 08901
Description

Dear Student

My name is Justin Negraval and I am a doctoral student at the Graduate School of Education at Rutgers University. I am also a teacher at South Brunswick High School. During the school year, I will be working with social studies teachers at South Brunswick on a study to investigate how we might improve our Global Studies class. Your school and your teacher have already agreed to participate in this study and the school principal has given permission. In order to study how teachers can best teach social studies, I need to investigate your thoughts about the course and its impact on you. Therefore, I'm asking your permission to participate in this research project. Please call me at the phone number above if you have any questions. If you consent to participation in this study, please sign/initial each of the shaded areas on this form. Thank you!

Why is the research being done?

This research is being done to study the experience of students in tracked Global Studies classrooms. Ultimately this study will help inform the delivery of the Global Studies curriculum.

Who is being asked to take part in this study?

Students in Global Studies classes at South Brunswick High School

DIFFERENT WORLDS: AN EXAMINATION OF STUDENTS' EXPERIENCES

What Procedures will be performed for research purposes?

You are being asked to participate in a focus group with 5 to 9 other students to examine their thoughts on the Global Studies course you are currently taking.

This focus group will take 30-40 minutes of your time and will be done after school in a meeting room. An audio recording will be made during the focus group.

Parent/Guardians initials _____

What are the possible risks of participating in this research?

There are no foreseeable risks associated with this study. Any risk of losing confidentiality will be minimized by maintaining anonymity and assigning pseudonyms to all student participants. All records will be kept in a locked file.

What are the possible benefits of participating in this research?

The aims of this research is to provide students with better social studies instruction, so it is possible that students will enjoy the benefit of improved social studies instruction as a possible result of the research, however this is not a guarantee.

Will I be paid or charged for their participation in this study?

No, participants will not be paid or charged for participating.

Who will know about my participation in this study.

Only your teacher will know about your participation in this study.

It is possible that audio tapes and other information gathered in the research will become part of the published product or shared with professional audiences at conferences or workshops. Every effort will be made to remove any information that might identify you. Any information about you obtained from this research will be kept completely confidential. Your identity will not be revealed in any description or publications of this research unless you agree.

Is my participation in this study voluntary?

Your participation in this study is completely voluntary. **You may refuse to take part in it or stop participating at any time, even after signing this form.** Refusal to participate will involve no penalty. In the unlikely event that the researchers are unable to collect the necessary data in your child's classroom, your child may be removed from the study.

DIFFERENT WORLDS: AN EXAMINATION OF STUDENTS' EXPERIENCES

VOLUNTARY CONSENT

All of the above questions have been explained to me and all my current questions have been answered. I understand that I am encouraged to ask questions about any aspect of this research study during the course of study. Mr. J. Negraval, whose telephone number is written on the first page of this form, will answer any future questions.

By signing this form, I agree to participate in this research study. A copy of this consent form has been given to me.

Name (Printed) _____

Signature

Date: _____

VOLUNTARY CONSENT FOR AUDIO RECORDING

By signing below I give consent for my voice to be recorded for the purposes of this study. The recording will be kept confidential and destroyed following at the conclusion of the study.

Name (Printed) _____

Signature

Date: _____

THE RESEARCHER WILL COMPLETE THE FOLLOWING SECTION

I certify that I have explained the nature and purpose of this research study to the above named individuals and I have discussed the potential benefits and possible risks of study participation. Any questions the individual had about this study have been answered and I will also be available to address future questions as they arise.

Name of Person Obtaining Consent

Role in Research Study

Signature of Person Obtaining Consent

DIFFERENT WORLDS: AN EXAMINATION OF STUDENTS' EXPERIENCES

Appendix B: Parental Consent Form
Consent to Act as a Participant for PARENT

Title: Examining Student Experiences In the Tracked Global Studies Classroom

Principal Investigator:

Justin G. Negraval
 Rutgers University, Graduate School of Education
 Phone 732-239-0672 Email: jnegraval@gmail.com
 Faculty Adviser

Sharon Ryan

Rutgers University, Graduate School of Education
 Phone: 732-932-7496 x8114 sr247@rci.rutgers.edu

The Institutional Review Board (IRB) should be contacted should participants have any questions regarding their rights as human subject research participants.

IRB Contact Information

IRB Administrator: 848-932-4058
 Office Of Research & Sponsored Programs
 ASB III - 2nd Floor, 3 Rutgers Plaza
 New Brunswick, NJ 08901

Dear Parent or Guardian,

My name is Justin Negraval and I am a doctoral student at the Graduate School of Education at Rutgers University. I am also a teacher at South Brunswick High School. During the school year, I will be working with social studies teachers at South Brunswick on a study to investigate how we might improve our Global Studies curriculum. Your child's school and your child's teacher has already agreed to participate in this study and the school principal has given permission. In order to study how teachers can best teach social studies, I need to describe what students are learning from their teachers. Therefore, I'm asking your permission for your child to participate in this research project. I have already explained the study in person to your child's social studies teachers. Please call me at the phone number above if you have any questions. If you consent to your child's participation in this study, please sign/initial each of the shaded areas on this form. Thank you!

Why is the research being done?

This research is being done to study the experience of students in tracked Global Studies classrooms. Ultimately this study will help inform the delivery of the Global Studies curriculum.

Who is being asked to take part in the this study?

Students in Global Studies classes at South Brunswick High School

DIFFERENT WORLDS: AN EXAMINATION OF STUDENTS' EXPERIENCES

What Procedures will be performed for research purposes?

Your child has been asked to participate in a focus group with 5 to 9 other students to examine their thoughts on the Global Studies course. This focus group will take 30-40 minutes of their time and will be done after school in a meeting room. An audio recording will be made during the focus group.

What are the possible risks of participating in this research?

There are no foreseeable risks associated with this study. Any risk of losing confidentiality will be minimized by maintaining anonymity and assigning pseudonyms to all student participants. All records will be kept in a locked file.

What are the possible benefits of participating in this research?

The aims of this research is to provide students with better social studies instruction, so it is possible that students will enjoy the benefit of improved social studies instruction as a possible result of the research, however this is not a guarantee.

Will my child be paid or charged for their participation in this study?

No, participants will not be paid or charged for participating.

Who will know about my child's participation in this study?

Only the teacher will know about your child's participation in his study. It is possible that audio tapes and other information gathered in the research will become part of the published product or shared with professional audiences at conferences or workshops. Every effort will be made to remove any information that might identify the student. Any information about you obtained from this research will be kept completely confidential. Your child's identity will not be revealed in any description or publications of this research unless you agree.

Is my child's participation in this study voluntary?

Your child's participation in this study is completely voluntary. You or your child may refuse to take part in it or stop participating at any time, even after signing this form. Refusal to participate will involve no penalty. In the unlikely event that the researchers are unable to collect the necessary data in your child's classroom, your child may be removed from the study.

DIFFERENT WORLDS: AN EXAMINATION OF STUDENTS' EXPERIENCES

VOLUNTARY CONSENT

All of the above questions have been explained to me and all my current questions have been answered. I understand that I am encouraged to ask questions about any aspect of this research study during the course of study. Mr. J. Negraval, whose telephone number is written on the first page of this form, will answer any future questions.

By signing this form, I agree to my child participating in this research study. A copy of this consent form has been given to me.

Parent/Guardian's Name

Relationship to Child

Parent/Guardians Signature

Date

VOLUNTARY CONSENT FOR AUDIO RECORDING

By signing below I give consent for my child's voice to be recorded for the purposes of this study. The recording will be kept confidential and destroyed following at the conclusion of the study.

Parent/Guardian's Name

Relationship to Child

Parent/Guardians Signature

Date

THE RESEARCHER WILL COMPLETE THE FOLLWING SECTION

I certify that I have explained the nature and purpose of this research study to the above named individuals and I have discussed the potential benefits and possible risks of study participation. Any questions the individual had about this study have been answered and I will also be available to address future questions as they arise.

Name of Person Obtaining Consent

Role in Research Study

Signature of Person Obtaining Consent

DIFFERENT WORLDS: AN EXAMINATION OF STUDENTS' EXPERIENCES

Appendix C. Teacher Consent Form**Consent to Act as a Participant for TEACHER****Title:**

Examining Student Experiences In the Tracked Global Studies Classroom

Principal Investigator:

Justin G. Negraval

Rutgers University, Graduate School of Education

Phone 732-239-0672 Email: jnegraval@gmail.com

Faculty Adviser

Sharon Ryan

Rutgers University, Graduate School of Education

Phone: 732-932-7496 x8114 sr247@rci.rutgers.edu

The Institutional Review Board (IRB) should be contacted should participants have any questions regarding their rights as human subject research participants.

IRB Contact Information

IRB Administrator: 848-932-4058

Office Of Research & Sponsored Programs

ASB III - 2nd Floor, 3 Rutgers Plaza

New Brunswick, NJ 08901

Description

Dear Teacher;

My name is Justin Negraval and I am a doctoral student at the Graduate School of Education at Rutgers University. I am also a teacher at South Brunswick High School. During the school year, I will be working with social studies teachers at South Brunswick on a study to investigate how we might improve our Global Studies class. This is a follow-up to our conversation regarding your participation in my study. The school principal has given permission for this study to take place. In order to study how we can improve, I am asking for your cooperation in filling out a brief form at the end of each unit of study. This form will help me to understand the activities you do in your classrooms. Therefore, I'm asking your permission to participate in this research project and use these forms. Please call me at the phone number above if you have any questions. If you consent to participation in this study, please sign/initial each of the shaded areas on this form. Thank you!

Why is the research being done?

This research is being done to study the experience of students in tracked Global Studies classrooms. Ultimately this study will help inform the delivery of the Global Studies curriculum.

Who is being asked to take part in this study?

Students and teachers of Global Studies classes at South Brunswick High School

DIFFERENT WORLDS: AN EXAMINATION OF STUDENTS' EXPERIENCES

What Procedures will be performed for research purposes?

Teachers are being asked to complete the attached form so that data can be collected at the end of each unit of study.

Teacher initials _____

What are the possible risks of participating in this research?

There are no foreseeable risks associated with this study. Any risk of losing confidentiality will be minimized by maintaining anonymity and assigning pseudonyms to all teacher participants. All records will be kept in a locked file.

What are the possible benefits of participating in this research?

The aims of this research is to provide students with better social studies instruction, so it is possible that students will enjoy the benefit of improved social studies instruction as a possible result of the research, however this is not a guarantee.

Will I be paid or charged for their participation in this study?

No, participants will not be paid or charged for participating.

Who will know about my participation in this study.

Only you and the researcher will know about your participation in this study.

It is possible that audio tapes/lesson plans and other information gathered in the research will become part of the published product or shared with professional audiences at conferences or workshops. Every effort will be made to remove any information that might identify you. Any information about you obtained from this research will be kept completely confidential. Your identity will not be revealed in any description or publications of this research unless you agree.

Is my participation in this study voluntary?

Your participation in this study is completely voluntary. **You may refuse to take part in it or stop participating at any time, even after signing this form.** Refusal to participate will involve no penalty. In the unlikely event that the researchers are unable to collect the necessary data you will be removed from the study.

VOLUNTARY CONSENT

All of the above questions have been explained to me and all my current questions have been answered. I understand that I am encouraged to ask questions about any aspect of this research study during the course of study. Mr. J. Negraal, whose telephone number is written on the first page of this form, will answer any future questions.

DIFFERENT WORLDS: AN EXAMINATION OF STUDENTS' EXPERIENCES

By signing this form, I agree to participate in this research study. A copy of this consent form has been given to me.

Name (Printed) _____

Signature

Date: _____

VOLUNTARY CONSENT FOR USE OF COMPLETED LESSON FORMS

By signing below I give consent for a brief outline of my lessons to be used for the purposes of this study. The data will be kept confidential and destroyed following at the conclusion of the study.

Name (Printed) _____

Signature

Date: _____

THE RESEARCHER WILL COMPLETE THE FOLLOWING SECTION

I certify that I have explained the nature and purpose of this research study to the above named individuals and I have discussed the potential benefits and possible risks of study participation. Any questions the individual had about this study have been answered and I will also be available to address future questions as they arise.

Name of Person Obtaining Consent

Role in Research Study

Signature of Person Obtaining Consent

Please record all activities pertaining to the current topic of study in your global studies class. Activities include but are not limited to Socratic seminars, projects, films, group work, worksheets, simulations, lectures, discussions, etc. Please complete one per academic track if you teach more than one track.

Class Level	Honors / Academic / Regular
-------------	-----------------------------

Topic Discussed	Activities for Topic

DIFFERENT WORLDS: AN EXAMINATION OF STUDENTS' EXPERIENCES

Appendix E: Observation Summary Sheet / Checklist

Date:_____ Time:_____

Location _____

Teacher _____

Track _____

Taxonomy (Bloom, 1956; Anderson & Krathwohl, 2001)

Taxonomy	Evidence	Comments
Creating		
Evaluating		
Analyzing		
Applying		
Understanding		
Remembering		

Best Practices for Global Studies (Bolinger and Warren, 2007; Zemelman, Daniels and Hyde 2005; NCSS, 2004)

Best Practice	Evidence	Comments
Interdisciplinary		
Differentiated Methods		
Cross Cultural Awareness		
Quality Resources		
Going Beyond the Walls		
Meaningful Evaluation		

DIFFERENT WORLDS: AN EXAMINATION OF STUDENTS' EXPERIENCES

Appendix F: Focus Group Protocol

This project will consist of 3 focus groups, each containing a sample of 5 – 10 students. Each focus group will represent one of the three levels of tracking in the school. The audio of these interviews will be recorded.

Introduction:

“Firstly, I’d like to thank you for agreeing to give some of your time this afternoon to participate in this focus group. The purpose of this focus group is to understand more about your experience in the Global Studies classes you are currently taking and to gain insight into how we can make the class more meaningful and interesting for future students.”

I think it would be polite and beneficial if everyone could introduce themselves so we're on a first-name basis. I'd also like everyone to say their names before they speak, for the purposes of the tape.

Prompt 1: If someone had never been to your Global Studies Class, what might they see?

Prompt 2: I’d like to know more about the ways in which you studied specific topics. We are going to talk about each of these topics in detail in the following order.

- Current Events
- The United Nations
- The Middle East
- World Religions
- Ancient and Modern Africa
- Cultural Concepts
- Africa

Prompt 2a (To use as supplement while students are describing regions.) I have a list of activities that your teachers told me they completed with your classes.

- Which of these activities / topics did you most enjoy?
- Which of these activities helped you to understand the topics better?
- What were some of the pros and cons of these activities?

Prompt 3: I’d like to go around the table and ask to talk about something that you learned in your global studies class that really impacted you this year:

- How did it impact you?
- In what ways did you find the topics or activities important or not important?
- What about the lesson or topic made it powerful?
- In what way, if any, did studying this event help to shape your view of the world?

Prompt 4: What are some of the things you enjoyed about your class? What were some of the things you wish you could have changed?

End of Interview

DIFFERENT WORLDS: AN EXAMINATION OF STUDENTS' EXPERIENCES

Appendix G - *United Nations* Tiered Assignment

DIRECTIONS: Respond to any combination of questions for a total of **50 points**. Be sure to make it clear which numbers you are completing. Use the official United Nations website, news articles and other Internet sources to support your responses. All work should be individual and in your own words. Sources should be properly cited and you must include a Works Cited List. Your grade will depend on the depth of understanding, attention to detail, and your creativity.

Create a GRAPHIC ORGANIZER or VISUAL depicting the structure and function of any one (1) UN branch, agency, or affiliate {UNICEF, UNRWA, UNESCO, UNHCR, UNICRI, UNHABITAT, WHO, IAEA, or any other}. **(10 points)**

Scan through the news that was published about the meeting of the UN General Assembly in NYC in September. Write an ESSAY describing any three highlights of this event. **(10 points)**

Create a GRAPHIC ORGANIZER depicting the similarities and differences between one past mission and one present mission of the UN Peacekeeping Forces. Are the UN Peacekeepers more effective or less effective now than they have been in the past? Why? **(30 points)**

Review the UN Declaration of Human Rights. Choose three (3) to analyze. Write an ESSAY describing an extreme example of this right OR a loophole that makes this right unenforceable. **(20 points)**

Create your own LIST of requirements for membership in the UN. Consider the qualities that a nation should have to participate and hold leadership positions in such an organization. **(10 points)**

Create a BROCHURE for an elementary school student that depicts the role of the UN in the world today. **(20 points)**

Choose three (3) Millennium Development Goals and write an ESSAY or create a COLLAGE analyzing how effective the UN has been in achieving those goals. **(30 points)**

Find and briefly analyze a POLITICAL CARTOON depicting the UN in some way. What is the illustrator's message about the UN? **(10 points)**

Create an original POLITICAL CARTOON or COLLAGE that in some way makes a statement about the UN **(20 points)**.

Write a three (3) paragraph ESSAY discussing one (1) controversial aspect of the UN's role in the modern world (peacekeeping, human rights, refugees, control of member nations, etc.). How could the UN improve its effectiveness in this area? **(30 points)**

TOTAL /50

DIFFERENT WORLDS: AN EXAMINATION OF STUDENTS' EXPERIENCES

Appendix H – Honors Current Events

Each student is responsible for finding a news article each week. News articles are due when class meets on Mondays.

News articles are to be found in any **RECENT** printed news source. You can find articles of interest in all newspapers. You may also use news type magazines such as TIME, NEWSWEEK, U.S. NEWS & WORLD REPORT, THE ECONOMIST, etc. If the article is obtained from the Internet (bbc.com, cnn.com, tenbyten.org, etc.), **DO NOT** cut and paste. Print the article out as it appears.

If in a newspaper or magazine, cut the article out carefully, neatly, and totally from its paper or magazine. Neatly attach the article to the **BACK** of a piece of notebook paper. Write, first, a review of the article and second, substantiate the article's placement in the category, which you selected (**SEE BELOW**). Underline or **highlight** the section(s) of the article that prove(s) or back(s) up your choice of category. In the article review, include the general topic of the article and at least four (4) facts that would summarize this article to a person who wanted to know what the article was about but did not have time to read it. Remember to re-state the category and why you placed the article in that category.

Articles that are simply announcements, such as accidents, obituaries, book reviews, sports results or weather, will **NOT** be accepted. Articles on the United States, Canada, or Western Europe will **NOT** be accepted. Your article must be about a different region of the world, therefore relating to **GLOBAL STUDIES**.

Each current event **MUST** have the following heading on the top of your paper.

Name_____	Date of Article_____
Block_____	News Source_____
Geographic Region_____	Category_____ Points_____

-----Skip a Line-----

As some types of articles are easier to find, the categories have different values assigned to them. The easiest to find are equal to a "C" value, while the hardest to find are equal to an "A" value. It is to your benefit to look for an article that fits into the higher-value categories. If your article does not fit into one of the categories, don't use it, as it will probably be unacceptable. Use **ONLY** the following categories:

POLITICAL (11)

GEOGRAPHIC (14)

ECONOMIC (12)

CULTURAL (15)

DIFFERENT WORLDS: AN EXAMINATION OF STUDENTS' EXPERIENCES

Appendix I - The Arab Spring Webquest

Objective: To understand the problems that prompted revolutions/protests in the Arab world in 2011; to identify strategies used by protesters and tactics employed by the regime to counter protesters; to evaluate the plans for transition and analyze the potential of each country successfully achieving its goals.

Procedures: For each of the countries listed below, complete the comparison chart using the following websites only. Think of the chart as your notes on this topic so you do not need complete sentences.

<http://www.guardian.co.uk/world/interactive/2011/mar/22/middle-east-protest-interactive-timeline>

<http://www.pbs.org/newshour/timeline/uprising/>

<http://www.bbc.co.uk/news/world-12482313>

<http://www.washingtonpost.com/wp-srv/special/world/middle-east-protests/>

TUNISIA EGYPT LIBYA IRAN SYRIA YEMEN BAHRAIN

You will need to find the answers to the questions listed below in order to complete the chart.

- What type of government exists/existed in the country?
- Who was the leader of the country at the time of the protest? What was his leadership style?
- What were the grievances of the people? What caused them to start the protest?
- What is the background/class/occupation of the protesters?
- Is there a specific leader or leaders of the protest movement/revolution?
- Who is the source(s) of support of the protesters?
- Was there outside/international support and/or intervention on behalf of the protesters?
- What strategies are the protesters using or have used?
- How has the regime responded to the protests? What tactics did the regime use?

FOR DISCUSSION: Which country do you feel has the best chance of transitioning to democratic government? Why? Which country do you feel has the worst chance of transitioning to democratic government? Why?

This homework assignment is worth **50 points** and is due on _____. It will be graded for completion and correct information. This is an individual assignment and should not be done in partners or groups.

Appendix J: Guns, Germs, and Steel Video Questions

Write the answers to the following questions in your notebook as we view *Guns, Germs, and Steel*.

You may wish to wait until we pause the movie to ask questions and write your answers.

- 1) Who wrote 'Guns, Germs, and Steel'?
- 2) Where did the author begin his quest for answers?
- 3) Where does the author teach?
- 4) What question did Yalli ask the author?
- 5) Why does Diamond feel that genetics does not prove superiority?
- 6) Where is one area, after the last ice age, where humans were thriving?
- 7) Describe the way this area looked 13,000 years ago.
- 8) The people of Papua New Guinea still practice what life-style?
- 9) What is the fundamental problem with hunting?
- 10) What are two cereal grasses grown in the Middle East?
- 11) Why did the Middle East suffer environmental collapse?
- 12) The archeological team at Dra discovered that people were doing what?
- 13) What is "domestication of plants" mean?
- 14) What is the difference in food production between hunter-gathers and farmers?
- 15) What were the differences between farming in New Guinea and farming in the
- 16) What role did plants play in the development of America?
- 17) Why didn't the people of Papua New Guinea have plows?
- 18) What domesticated animal was found to inhabit New Guinea?
- 19) How many animals on the planet are suitable for domestication?
- 20) Where were the majority of these from?
- 21) Why was the Middle East geographically blessed?
- 22) How does farming breed specialists? Why are specialists important?
- 23) Why weren't the people of New Guinea able to develop specialists?
- 24) What happened to the fertile crescent after time?
- 25) What role does latitude play in the development of farming?

Appendix K: Study Guide for Sub-Unit on South Africa

Name:

Block:

Date:

South Africa and the Issues of Africa Study Guide

Directions: The following is a listing of important concepts, terms, and people that will appear on your test next class. Please take a moment to complete this study guide to help in your preparation for the test. The test is worth 90 points.

Wilderness Therapy
 Lost Generation
 TRC
 Apartheid
 Dutch/Boers
 Dutch East India Company
 Steve Biko
 Donald Woods
 Banning
 Pass Laws
 Lesotho
 Nelson Mandela
 Crossroads Settlement
 Dr. Ramphela
 Zaneipolo
 Mr. Kruger
 Black Consciousness
 Soweto Massacre
 Steve Biko's coffin
 Landmine Costs
 Children
 Coloureds in South Africa
 Cape Town

constantly asked ourselves during our studies was, "Can Africa make it?" Please take a moment to answer this question by describing at least 4 of the issues that Africa is facing now. Of these issues, which one do you think is most critical? Why? Please be sure to use complete sentences and as much detail as possible.

Essay:

Although Africa is a continent filled with much environmental and cultural diversity there are many problems that lie within this continent. One of the questions that we have

Appendix L: Mrs. Jensen's Black Hawk Down Questions**"The Real Black Hawk Down"**

Global Studies

Africa – Mrs. Jensen

Answer the questions on a separate sheet of paper and return the answers to your folders.

1. What was the reason for the USA and UN sending troops to Somalia?
2. What was the goal of Operation Restore Hope
3. What was the government of Somalia like in the early 1990's?
4. What was life like for the typical Somali at this time?
5. Who was Mohammed Aidid and what were his goals for the government of Somalia?
6. Why were the people of Mogadishu starting to revolt against the United Nations' mission in Somalia?
7. October 3, 1993 was a very dramatic day for the US Soldiers and the Somalis. Please list at least 3 events that occurred on this day.
8. The original goal of the mission was to arrest members of Aidid's militia.
9. What did the mission turn into after the Black Hawk helicopters were shot down?
10. List 5 results of the Battle of Mogadishu, for the USA or Somalia?

Appendix M: Issues of Africa Project

Name:

Block:

Date:

The Issues of Africa Project

Directions: Africa is a continent of vast diversity. This diversity exists in their heritage, as well as their conflicts. To help us further our understandings on the issues that Africa is facing you are going to participate in an individual project.

- **Bibliography: 25 points**—You must find at least 4 sources on the country you selected. You are to type a bibliography that sites the sources in MLA format.
- **Song Selection/Description: 25 points**—You are to select 5 songs that represent the issues your country is facing. For each song you need to write 1 paragraph that explains why you selected the song and what issue it represents. The issues you select should be based on Geography, Government, Economics, Culture, Etc.
- **I Pod Design: 25 Points**—Correct size Looks like an I-Pod Use of Color Original Clearly Labeled/Country Name stands out (see rubric on back)
- **Preparation/ Use of class time: 25 Points**—How well did you use your class time? Did you pull your own weight? Are you a wanderer? Let's try our hardest to get these 25 points for putting in all of our effort. This means, a little less talk and a lot more action!!

Grading: This project will count as 100 points on this marking period. You will be given _____library day(s) and _____day(s) in class to work on your project.

DUE DATE: _____

Appendix N: Culture of Russia Assignment

Global Studies

The Culture of Russia Homework Assignment

Due: Wednesday, October 13

Compare/Contrast your culture to the culture of Russia using **5 of the 7 elements of culture**. (social organization, language, customs and traditions, government, economics, art and literature, and religion)

Be sure to use specific examples we mentioned in classroom discussions, from the videos, and the PowerPoint handouts.

For Example:

Customs & Traditions:

In Russia: Some of the things that are considered to be bad manners include whistling inside the home because it means that you are wishing bad luck to the family. They also are not allowed to eat with their elbows on the table, but their hands must always be visible.

In my culture: Whistling in the house in my culture means that someone is happy, or in a good mood, and it has nothing to do with wishing bad luck on anyone in the house. However, in my family, I am also not allowed to eat dinner with my elbows on the table, so that is similar to Russian culture.

DIFFERENT WORLDS: AN EXAMINATION OF STUDENTS' EXPERIENCES

Appendix O: Becoming an Activist Project

Name:

Date:

Block:

Global Studies

"Become an Activist"

Directions: Many of you have shown a great deal of concern about the situations we have studied in Africa and have asked what you can do to help. Here is your chance! You are to construct a well organized, well thought out letter on behalf of the issue you select. You must follow the steps below to complete this task.

1. Select an issue(please circle one): Rwanda / Slavery in Africa / Darfur / AIDS in Africa
2. Article: Find an article that relates to your topic. You can use statistics from this article and your class notes to write the letter.
3. Writing Lab: We will be in the writing lab on _____ to type the letters. You must type it in class. Do not forget to use details! Please select one of the addresses below to mail your letter to. If you forget how to format a letter check here:
<https://writing.wisc.edu/Handbook/BusinessLetter.html>
4. If you finish early: Please log onto www.addictinggames.com/geographygameafrica.html and practice your Africa geography skills!

This assignment is worth _____ points and will serve as part of your test on Africa!

ADDRESSES:**Attn: Governor Corzine**

One Gateway Center

Twenty-Third Floor

Newark, NJ 07102

Attn: President George W. Bush

The White House

1600 Pennsylvania Ave. NW

Washington, DC 20500

WNBC

30 Rockefeller Plaza

New York, NY 10012

Appendix P: China Crossword Puzzle

The Government of China Crossword

Across

1. Communist
3. people and nature
7. Nationalist
9. to bow
11. Footbinding
12. Last Dynasty
15. anti-foreign war
17. started the Great Wall
19. 1st Civil Service Exams
22. Tests based on merit
24. Marco Polo
25. Built the Forbidden City
26. ruling family

Down

1. jobs based on merit
2. free trade
4. gives the Emperor the right to rule
5. drug battle
6. balance of relationships
8. Li Bo
10. Built only for the Emperor
12. Finished Great Wall
13. over 3,000 characters
14. Servants to the Emperor
16. Myth?
18. describes the rise and fall of dynasties
20. rewards and punishments
21. helps create calendars
23. Emperor's wives

DIFFERENT WORLDS: AN EXAMINATION OF STUDENTS' EXPERIENCES

