

THE FLIPPED LEARNING SERIES

# flipped learning

for

Humanities  
and Social  
Sciences

**INSTRUCTION**

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**iste.**



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is to make a time shift in the lesson. Shift the direct instruction out of the classroom space, and shift the independent practice back into the class space. Complex rearrangements of lesson elements are also certainly possible in a flipped class. A simple shift in time and space allows a teacher to implement the flipped model even if they are working in an environment that does not allow much flexibility in lesson planning. The following sections break this down by looking at how to organise a unit, a week and a school day.

Unit: Industrialisation, Innovation and the Modern World

#	STANDARD	RESOURCES
1	Describe the key events and developments from the first Industrial Revolution.	<b>Instructional Videos:</b> <ul style="list-style-type: none"> <li>• Industrial Revolution 1</li> <li>• Industrial Revolution 2</li> </ul> <b>Reading:</b> Textbook pp. 378–385
2	Determine the central ideas or information of a primary or secondary source, attending to such features as the date and origin of the information.	<b>Instructional Video:</b> What is a primary source? <b>Reading:</b> Primary vs. Secondary Sources
3	Explain how new technologies ignited the Second Industrial Revolution and development of a world economy.	<b>Reading:</b> Discussion Forum Strategies
4	Create a visual representation of key developments of the Industrial Revolution.	Various Online Sources and Presentation Platforms
5	Reflect critically on learning experiences and processes during the Industrial Revolution unit.	<b>Instructional Video:</b> How to set up your reflection and portfolio document Reflection Template

FIGURE 3.1 A flipped planning guide for a unit on the Industrial Revolution.

## Primary Source Documents

There is a wealth of proprietary and free teaching materials available, including those that incorporate primary source documents. One curricular resource used by several of the teachers we interviewed for this book was from the Stanford History Education Group (<http://sheg.stanford.edu>). One of these teachers is Kathy Swanger, a history teacher and technology coach in an impoverished area who uses Stanford's "Reading Like a Historian" curriculum. She described one lesson that centres on the question, "Was Albert Parsons a dangerous man?" This curriculum is based on the 1886 Haymarket Affair, which involves a man named Albert Parsons who participated in a labour rally that turned into a riot. Several people were killed when a bomb exploded in Haymarket Square. Parsons was put on trial for murder, found guilty and was eventually executed for his involvement.

Kathy has students explore the original case documents contained in the Stanford materials, as well as a provided timeline, to explore Parsons' role in the violence. The core of the assignment is a debate, so students break into groups to investigate the original source documents and establish positions in preparation. These documents represent a variety of perspectives, including trial