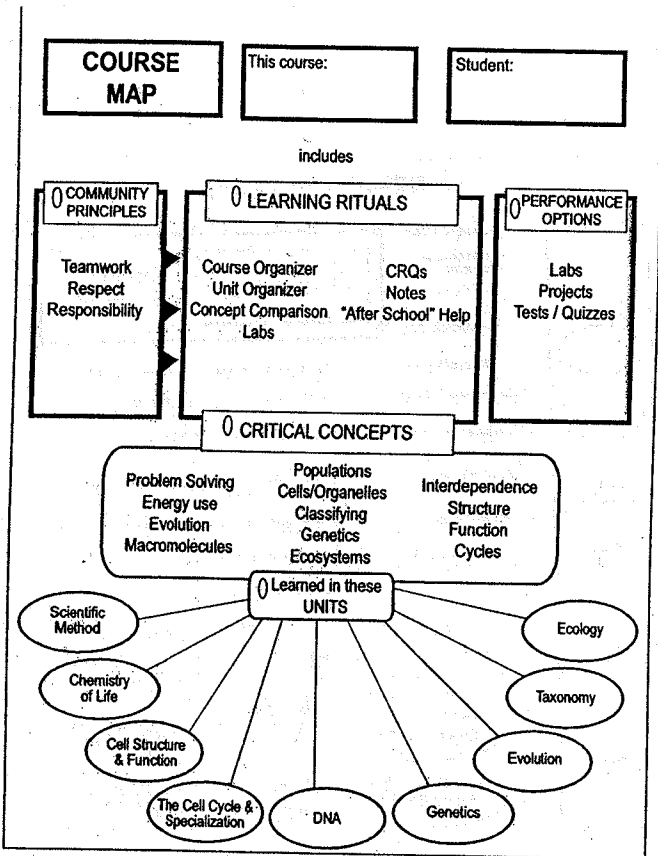


# EXAMPLES OF LEVEL I STRATEGIES



Teacher(s):  The Course Organizer Student:

Time:  Course Dates:

THIS COURSE:  
is about

COURSE QUESTIONS:

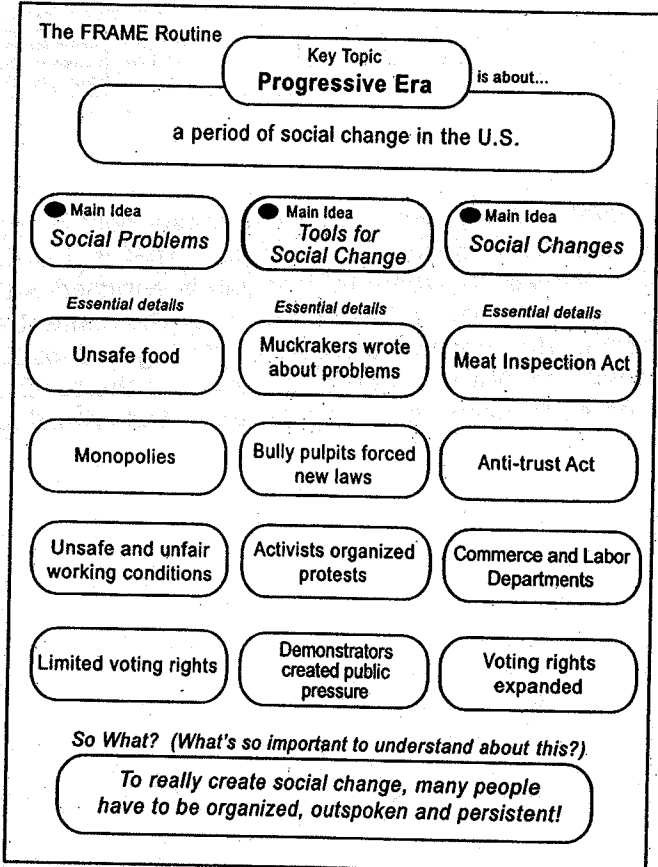
COURSE STANDARDS:  
What? How? Value?  
CONTENT:

PROCESS:

COURSE PROGRESS GRAPH


University of Kansas Center for Research on Learning 7/99

CR Overhead #1



# EXAMPLES OF LEVEL I STRATEGIES

continued...

The Unit Organizer

④ - BIGGER PICTURE -

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

The roots and consequences of civil unrest

② LAST UNIT <i>/Experience</i> Growth of the Nation	① CURRENT UNIT <b>The Causes of the Civil War</b>	③ NEXT UNIT <i>/Experience</i> The Civil War
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⑥ UNIT MAP

⑦ UNIT SCHEDULE	⑤ UNIT MAP
1/22 Cooperative groups - over pp.201-210	
1/28 Quiz	
1/29 Cooperative groups - over pp.210-225	
1/30 "Influential Personalities" project due	
2/2 Quiz	
2/2 Cooperative groups - over pp.226-234	
2/6 Review for test	
2/7 Review for test	
2/8 Test	

⑦ UNIT SELF-TEST QUESTIONS What was sectionalism as it existed in the U.S. of 1860? How did the differences in the sections of the U.S. in 1860 contribute to the start of the Civil War? What examples of sectionalism exist in the world today?	descriptive compare / contrast cause / effect	⑥ UNIT RELATIONSHIPS
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## CONCEPT DIAGRAM

① CONVEY CONCEPT  
② OFFER OVERALL CONCEPT  
③ NOTE KEY WORDS  
CLASSIFY CHARACTERISTICS

Democracy <sup>①</sup> a form of government <sup>②</sup>

Always Present	Sometimes Present	Never Present
leaders accountable by elections citizens have equal voting rights individuals can oppose government all views are tolerated statement of civil & political rights	direct representation indirect representation centralized power decentralized power separation of power unified power	rule by king rule by dictator censorship of press hereditary transfer of power

Examples:  
 United States  
 England in 1993  
 Athens (500 B.C.)  
 Russia 1993

Nonexamples:  
 China in 1993  
 England under Henry VIII  
 Macedonia (under Alexander)

⑦ TIE DOWN A DEFINITION

A democracy is a form of government in which leaders are accountable to the people through elections, citizens have equal voting rights, individuals can oppose the government, all views are...

As with all the strategies within Level I, their use meets both group and individual needs while maintaining the integrity of the content. That is, through application of sound instructional principles, all students' learning is enriched without sacrificing large amounts of content. Instead, critical features of the content are selected and transformed in a manner that promotes student learning and instruction is carried out in a partnership with students. Inherent in Level I is the teacher's intentional action to organize and be transparent about the expected critical learnings.