



Case Maker Training Plan

Case Maker Training Plan Agenda			
Audience: 6th -8th Grade Teachers		Time Frame: 75 minutes	
Time	Topic	Case Maker Resource	Details
5 minutes	Presenter Welcome and Introduction		Welcome participants Briefly introduce yourself Review agenda Address any housekeeping concerns
10 minutes (Running time = 15 minutes)	Case Maker Overview	Share Case Maker website link https://mycasemaker.org/ Login to your Case Maker account Show "All Challenges" https://mycasemaker.org/all-challenges/	Case Maker is an interactive tool designed for middle school civics education Encourages students to participate in the same process that historians engage in: consider an essential question, analyze evidence, and then develop and defend a claim with evidence-based conclusions. Best used as an enrichment activity once students have gained prior knowledge in class about the civics topics and related concepts. Teachers review and select Challenges , then assign one of those Challenges to students to make an evidence-based Case in response to one of twenty civics topics.

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		<p>Show customized challenges</p> <p>Show Primary Sources tab</p> <p>Show My Students tab</p>	<p>Teachers can customize challenges to meet the needs of their students.</p> <p>Students explore the Challenge and make their own Case by reviewing Primary Sources, and gathering Evidence from the Primary Sources.</p> <p>Students build a presentation, similar to a PowerPoint presentation, to make their case and present evidence-based conclusions. The presentation url can be submitted to the teacher as well as used for in-class presentation.</p>
<p>10 minutes (Running time = 25 minutes)</p>	<p>Inquiry-based Learning</p>	<p>Share Case Maker PD module link https://www.thinkport.org/casemaker/index.html</p> <p>Introduction and Overview</p> <p>Inquiry pg. 1 https://www.thinkport.org/casemaker/inquiry1.html</p>	<p>Explain module objectives</p> <p>Introduce Inquiry-based learning</p> <p>Play Inquiry-based Learning video</p> <p>Ask participants to explore the effects of making thinking visible and discuss.</p> <p>>>Article: Making Thinking Visible</p> <p>Explore Stripling Model of Inquiry</p>

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	Primary Source Analysis	Inquiry pg. 2 https://www.thinkport.org/casemaker/inquiry2.html	Introduce the Library of Congress Primary Source Analysis interactive tool
40 minutes (Running time = 65 minutes)		<p>Case Maker PD module</p> <p>Observe https://www.thinkport.org/casemaker/observe.html</p> <p>Reflect https://www.thinkport.org/casemaker/reflect.html</p> <p>Question https://www.thinkport.org/casemaker/question.html</p> <p>In Action pg.1 https://www.thinkport.org/casemaker/in-action1.html</p>	<p>Explore each phase of primary source analysis</p> <p>Highlight Case Maker Connections for each phase</p> <p>Show the Analysis through Observation video and discuss</p> <p>Ask participants to review historical thinking chart as it relates to Case Maker activities and discuss in small groups</p> <p>>>Historical Thinking Chart by Stanford History Education Group</p> <p>Show Case Maker In Action video</p>



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		In Action pg.2 https://www.thinkport.org/casemaker/in-action2.html	Discuss the Inquiry Arc of the C3 Framework Explore Case Maker alignment with the Inquiry Arc of the C3 Framework and the Stripling Model of Inquiry
10 minutes (Running time = 75 minutes)	Questions Answers Evaluation Closing		Address any participant questions Distribute session evaluation