

Eastern Illinois University
Department of Early Childhood, Elementary, and Middle Level Education
ELE 3340 Social Studies for the Elementary and Middle School

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Class Meetings: TR, 10:00 – 11:40, and three designated Fridays, using banked time

Unit Theme: Educator as creator of effective educational environments: integrating diverse students, subjects, strategies and technologies.

Catalog Description: Planning and organizing for instruction; material selection; and evaluation in social studies. Field-based activities will be provided in conjunction with ELE 4000 or MLE 4000.

Prerequisites & Concurrent Enrollment: ELE 3000 and concurrent enrollment in ELE 3290, ELE 4000, and ELE 4880, or permission of department chair. For middle school option, consult advisor for course sequence. University Teacher Education requirements apply and department requirements for enrollment must be met.

Course Purpose: The primary purpose of social studies is to help young people develop the ability to “make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.” (NCSS, *Expectations of Excellence*, p. vii). ELE 3340 is structured to assist in preparing pre-service teachers to teach social studies in elementary and middle schools. Course goals include helping pre-service teachers to develop: a) confidence in their teaching abilities; b) knowledge of social studies content and sequences; and c) the ability to select and utilize developmentally and age appropriate materials and techniques. ELE 3340 is essential in helping pre-service teachers acquire knowledge, interactive and informational processing skills, attitudes, and commitments necessary for effective teaching of the social studies in elementary and middle schools.

Course Textbooks:

Welton, D. (2004). *Children and their world: Strategies for teaching social studies* (8th ed.). Boston: Houghton Mifflin Company.

National Council for the Social Studies. (1994). *Expectations of excellence: Curriculum standards for the social studies*. Upper Saddle

River, NJ: Prentice-Hall, Inc.

Supplemental Materials:

Live Text account

Teaching Model:

The Social Family Models: Building the Learning Community

- When we work together, we generate a collective energy that we call synergy. The social models of teaching are constructed to take advantage of this phenomenon by building learning communities. Essentially, “classroom management” is a matter of developing cooperative relationships in the classroom. The development of positive school cultures is a process of developing integrative and productive ways of interacting and norms that support vigorous learning activity.

Joyce, B., Weil, M., & Calhoun, E. (2009). *Models of teaching* (8th ed.). Boston: Pearson.

The following descriptions for the Social Family of Teaching Models are taken from earlier editions of Joyce & Weil, *Models of Teaching* and convey important expressions of objectives of Project WOW, a school-based social studies methods course:

“[These models are] constructed to take advantage of the collective energy people generate when working together by building learning communities. Learning is viewed as an interaction between the student and critical aspects of the school and home environment and focuses on the whole ecosystem, not just the learner. The model is designed to lead students to define problems, explore various perspectives of the problems, and study together to master information, ideas, and

skills. The teacher organizes the group process and disciplines it, helps the students find and organize information, and ensures a vigorous level of activity and discourse." B. Joyce, M. Weil, and B. Showers (1992). *Models of teaching* (4th ed.). Boston: Allyn and Bacon. (underline, Barford). "We teach by creating environments for children...We believe the strength in education resides in the intelligent use of [a] powerful variety of approaches...We believe the world of education should be a pluralistic one -- that children and adults alike should have a 'cafeteria of alternatives' to stimulate their growth and nurture both their unique potential and their capacity to make common cause in the rejuvenation of our troubled society." B. Joyce and M. Weil (1980). *Models of teaching* (2nd ed.). Boston: Allyn and Bacon, pp. xxiii-xxxiv.

Dispositions:

Teacher candidates in the department of EC/ELE/MLE will exhibit professional ethical practices, effective communication, sensitivity to diversity, and the ability to provide varied teaching practices evidenced in a supportive and encouraging atmosphere for learning.

Live Text Assessment Requirement: For those classes with Live Text or Practicum- If the portfolio or Live Text requirements are rated, by the instructor, to have been completed in less than a satisfactory manner then no more than a "D" may be earned in the class regardless of the number of points earned.

Standards related to ELE 3340:

Course Requirements & demonstrated competencies with the following standards:

- Illinois Professional Teaching Standards (IPTS)
 - <http://www.isbe.state.il.us/profprep/PDFs/ipts.pdf>
 - Language Arts Standards for all Illinois Teachers (LASIT)
 - http://www.isbe.net/profprep/CASCDvr/pdfs/24110_corelangarts_std.pdf
 - Technology Standards for all Illinois Teachers (TSIT)
 - http://www.isbe.net/profprep/CASCDvr/pdfs/24120_coretechnology.pdf
 - ISTE/NETS standards for all teachers and for pre-service teachers prior to student teaching
 - http://cnets.iste.org/teachers/t_profile-pro.html
- SPA Standards Alignment (Special Professional Association Standards):
- ACEI (Association for Childhood Education International) program standards for elementary teacher preparation
 - <http://www.acei.org/Synopsis.htm> and <http://www.acei.org/ncateindex.htm>
 - NAEYC (National Association for the Education of Young Children) NAEYC
 - http://www.naeyc.org/accreditation/next_era.asp

Outcomes specific to ELE 3340:

Students will:

- Demonstrate commitment to continuing enhancement of knowledge bases in the Social Studies and in best practice pedagogy
- Search, evaluate, and apply appropriate resources including primary sources
- Develop conceptually connected themed curriculum
- Ground pedagogy in democratic beliefs and values (NCSS)
- Utilize inquiry and critical thinking in curriculum development
- Place emphasis on "reasoned and informed decision making for the public good in a diverse and interdependent world," according to the NCSS definition of competent citizenship, the goal of the Social Studies.

Course Requirements	Demonstrated Competencies	Aligned Standards
Participation	Performance includes discussion, volunteer input, engagement with others, and cooperative learning situations that relate to social issues and social concerns. Focus is on critical citizenship education that results in constructive social action	ACEI 5.3 IPTS 7, 9, 10 ISTE 1 LASIT 2 Dispositions EC, PEP, PTSL
Integrated Social Studies Curriculum Unit	Performance includes application of technology skills in researching topics; and development activities reflecting creativity,	ACEI 2.8, 3.1, 3.2, 3.3, 3.4, 3.5

	<p>higher order thinking skills, different learning styles, and multiple assessments. Qualitative and developmentally appropriate children's literature will be collected and applied in unit projects. Focus is on the design of integrated and themed curriculum for comprehensive social studies and citizenship in a global village, including the creation of learning environments that invite development of healthy self-concept and pro-social behaviors.</p> <p>LiveText uploads will be submitted from the Social Studies Curriculum Unit.</p>	<p>IPTS 1, 3, 4, 5, 6, 8 ISTE 2, 3 LASIT 1, 2, 3 Dispositions: EC, PEP, PTSL, SDE</p>
Group Presentations	<p>Performance includes demonstration of effective communication skills; application of technology tools; and utilization of productivity tools such as Power Point or LiveText. Focus is on dissemination of social studies content knowledge.</p>	<p>ACEI 3.5, 5.4 IPTS 7, 9 ISTE 2, 5 LASIT Dispositions: EC, IWS</p>
Literature/ Journal/Internet Reviews	<p>Performance may include assembling and evaluating books for a literacy circle, reading an article provided by the instructor and submitting a reaction paper and/or locating relevant social studies sources, topics, issues, and providing a reflection paper. Focus is on utilization of vital social issues, current events, enhancement of the concept, and experience of thoughtful democratic citizenship.</p>	<p>ACEI 5.2 IPTS 1, 9, 10 ISTE 4, 6 LASIT 2 Dispositions: EC, PEP, SCE</p>
Selected Assignments	<p>Performance includes demonstration of content knowledge, research skills, multiple perspectives, and creativity. Diverse and appropriate technology tools will be utilized. Focus is on the promotion of higher-order thinking skills and decision making, in support of and as applied to individual uniqueness and cultural pluralism.</p>	<p>ACEI 3.2 IPTS 1, 2, 5, 11 ISTE 4 LASIT 1, 2, 3 Dispositions: EC, PEP, PTSL, SDE</p>
Final Exam	<p>The course final exam will be administered during exam week as scheduled and as required by Internal Governing Policy #44, Eastern Illinois University</p>	<p>Dispositions: EC</p>

Core Assignment	Brief Description	Points/Due Date	Weight
Participation	<p>Forms of student participation are listening, reflecting, responding, and contributing to class and group projects, discussions, and presentations on a regular basis.</p>	<p>Find specific Project WOW assignment descriptions and due dates in the course calendar below</p>	10%
Integrated Social Studies Curriculum Unit	<p>Within the unit, social studies is emphasized and other subject areas (math, literacy, science) are supporting in investigation of an essential question. Resources are assembled and reviewed. Lesson plans are developed to enable diverse learners to explore, explain, elaborate and respond to unit components.</p> <p>LiveText uploads will be submitted from the Unit.</p>		30%

Group Presentations	Formal and informal presentations will be structured according to instructor's rubrics. Well researched content and effective and interactive presentation styles will be evaluated.		10%
Literature/Journal/ Internet reviews	Literature, periodicals, and electronic media in many categories may be selected for relevance, reflection, and review.		10%
Optional Assignments	Activities suggested in the list below may be selected by the instructor		20%
Final Exam	Tests reflect course objectives. A final exam is required. (EIU IGP#44)		20%

Possible optional assignments: Each of these projects will occur during Project WOW curriculum development as outlined below.

- Textbook response
- Surveys
- Games
- Simulations
- Learning Center development
- Bulletin Board development
- Multimedia development
- Biography/ Autobiography/Heritage projects
- Global issues analyses
- Mathematics and the Social Studies
- Science and the Social Studies

Grading Scale: A = 100-92%, B = 91-84%, C = 83-75%, D = 74 - 66%, F = 65% and below

See the WOW course calendar, Fall, 2009 for specific descriptions of daily topics, assignments, due dates, guidelines, resources, locations, and travel for the semester

WOW Projects and points, Fall, 2009

Participation (6 pt. deduction per non-participatory period)	30
Autobiog./ heritage research / due August 27	10
Quiz, Welton, Prologue & Ch. 1 due Sept. 1	10.5
Class graph / due Sept. 10	10
WOW team teaching unit combines and integrates the following projects:	
National Park Skit / presented Sept. 17 and 18	24
Team scope and sequence, rationale statement, six plan topics with head teachers assigned, posted to LiveText due Sept. 23	20
Child's team folder submission 1 due Oct. 8 submission 2 due Oct. 29 (10 pts x2)	20
NatIPark Plan I / due 1 wk. before teaching	40
NatIPark Plan II / due 1 wk before teaching	40

NatlPark Plan III/ due 1 wk before teaching	40
Teaching reflections on head teacher and assistant teacher, and team technology session/ due Oct. 15, Oct. 22, Oct. 29 (5 x 3)	15
Mini FT thank you letters – to presenters	+
NatlPark Team Quiz/ (incl. in nbk. chklst.) due Oct. 27	(5)
NatlPark Notebook / acc. to checklist due Dec. 3	35
Cover design for notebook (incl. in nbk. chklst.)	(5)
Team Web work on disk / due Dec. 4	50
Open House display and presentation December 10	20
Final Exam / Dec. 17, 10:15 am BUZZ 2160 3 final submissions	(105)
Total	374.5

EXTRA **EXTRA***

Earn 5 pts for submitting a one page write up relating any of the following experiences to the Classical Building Model of Social Studies, goal, pillars, foundations, and global themes.

*** work done for election campaigns, local, state, national

*** community service such as Crop Walk, World Food Day, UNICEF drive, volunteer hours -- Habitat for Humanity, Charleston Food Pantry, Big Brothers/ Big Sisters, Haiti Connection, Alternative Spring Break --present your own ideas

*** attendance at lectures of significance for social studies. *on-site powerful social studies experiences such as St. Louis Science Center, Chicago museums, Lincoln Log Cabin, Lincoln/Douglas Debate Museum, SS sessions at the Illinois Reading Conference, ACEI International Conference, attendance at the EIU History Conference, SS sessions at the Spring EIU math conference, visits to Springfield gov't., historical sites, the new Lincoln Presidential Library -- offer your own ideas.

*** view and review according to the CBMSS, the award winning documentary, Bowling for Columbine, Sicko (public health care as it relates to children) and /or the films, Whale Rider, Rabbit Proof Fence, Invisible Children (about the children of Rwanda), An Inconvenient Truth, Slum Dog Millionaire, your suggestion. . .

Two submissions are possible for a total of 10 extra credit points. Experiences must occur during the present semester. All extra credit must be submitted BEFORE Thanksgiving break (fall) and BEFORE March 31 (spring).

ELE 3340, section 1, Project WOW, Course Calendar

J. Barford, EIU, L. Conwell & K. Miller , Carl Sandburg School, Fall 2009



[ie_wertheimer](#)

**Project WOW
Wonders of our World: National Parks of America**

Calendar topics and tasks are based upon the outcomes listed in the **ELE3340 WOW course syllabus**. These are also designed to coordinate with two third grade classes and the objectives of Project WOW as listed in the Conwell/Miller original T.I.M.E. proposal (Technology Integrated Materials in Education). These objectives are higher level thinking based upon multiple intelligences, discernment and organization of information, collaborative groupings, integration of technology, dissemination of products. Multimedia activities will consist of team website development including evaluated links, concept maps, podcasts, and graphics. Team created websites will be compiled for the WOW Wonders of our World site for Fall, 2009. Beginning September 3, we will spend Thursday class periods, from 9:50 to 11:00 at Carl Sandburg School with children of 3LC and 3KM. Class meetings, dates, times, and locations are scheduled in the calendar below at EIU, at Carl Sandburg, and in the computer labs.

Visit helpful [Social Studies links](#)

Week 1, August 25

ELE3340 overview. The global and personal scope of social studies, empowering individuals and community. Expectations of Excellence.

[6 characteristics of contemporary SS](#). The Classical Building Model of SS.

Introduction to [Project WOW National Parks of America](#). Further goals of SS - knowledge & goodness, cognitive and affective goals. The meaning of action for the SS classroom.

Tasks:

Selection of [Park Teams](#). [Autobiography](#) assigned, due August 27. Welton -- Prologue, Ch. 1. take home quiz due September 4.

Week 2, September 1

Class on campus Tuesday, Sept. 1, at 10:00, at C.S., Thursday, September 3, at 9:50 a.m.

Expanding the SS "Classical Building" model. Children's literature: identifying social studies content in this invaluable resource.

Wonderful integrated teaching units based on children's literature from San Diego teachers:

<http://www.sdcoe.k12.ca.us/score/cyberguide.html>

Using the standards and the multiple intelligences to plan teaching/learning activities. Using autobiography and memory boxes in the social studies curriculum. Comparing autobiographies to the biographies of the heroes. Multiple intelligences Working with HF teams. **TEAM SKIT PLANNING** Welton Ch. 2 and Ch. 3

Tasks:

Take Home Quiz, Welton Prologue and Chapter 1, due.

[Autobiography](#) ready for the first meeting with the third graders, September 4. Gathering team resources. At the school, share your autobiography with the children assigned to you. Perceive the developmental levels of the third graders. Engage them in conversation as they show you their bio-boxes. As an additional get-acquainted activity, plan to share a book (carefully selected by you in advance) about your NatlPark and the persons who made it possible.

Celebrate Latino Heritage Month. Attend campus-wide events throughout September, 2009.

Don't miss the Illinois Teacher of the Year: Linda Smerge, September 8, 2009

Buzzard Auditorium, 7:00 – 8:00 p.m.

co-sponsored by ACEI, SEA, SRC, MLE, Kappa Delta Pi, SAEYC, Education Scholars and more. Student organizations will have table displays for information and membership following Mrs. Smerge's presentation.

Week 3, September 8

Class on campus Tuesday, Sept. 9, at 10:00, at C.S., Thursday, September 10, at 9:50 a.m.

Values education, the heart of SS. [Kevin Ryan, six E's for the new moral education](#). Teaching ethics in elementary and middle school. Character education. Research (Bandura, Vygotsky) on modeling. Role models and motivation. The model personality in the elementary SS curriculum.

The class graphing activity – adding ‘All About Us’ (the class survey data) to ‘All about Me’ (the bio-boxes and autobiographies)

WOW NatlPark skits for team recruitment. Preparation for the Park [skits](#) to be presented to the third grades on 9/17 and 9/18. Using skit planning for [team scope and sequence](#). Looking ahead to [SS lesson planning](#).

Tasks: Class graphs due, Work on [Skits](#) to recruit the third graders to select your NatlPark and join your team [TEAM SKITS, performed twice, once in Mrs. Miller's room and once in Mrs. Conwell's room are scheduled next week, September 17 and 18.](#) Welton Ch. 6

**At Carl Sandburg:
9/10, for class graphing activity**

Week 4, September 15

Class at Carl Sandburg, Thursday, Sept. 17 and Friday, Sept. 18, performance of skits 9:50 a.m.

Use the [NCSS](#) standards and the multiple intelligences to plan teaching/learning activities. Review of **Developing lesson plans for SS.**

NCSS themes 2 and 3, history and geography. Defining history. Effective strategies in elementary teaching of history. E.D. Hirsh: rich content, history, and cultural literacy. History as an experience of adventure and imagination and as a science of investigation. [Essential questions](#). Values base. Defining geography. Five fundamental themes of geography education. Seeing geography as environment.

Teaching History and Geography, Lesson #1, Solo teaching. Decoding a map, making a timeline. Set the lesson objectives to include what the children will produce. Utilize subject areas in support of social studies content such as reading and math. Throughout the development of team products, the children will accumulate materials for their WOW folders and for display at the Open House. Utilize diverse resources, web sites as well as literature .

Check thoroughly the [EIU Ballenger Teachers Center](#) for resources on your hero. [The Library of Congress](#) EIU [Teaching with Primary Sources](#)

Tasks:

Literature and resource search for national parks.

Literature search, rationale/scope and sequence of six teaching periods. First solo teaching lesson plan due for review by Mrs. Barford 9/18 before teaching on September 25.

September 17 is [Constitution Day](#) -- check [EIU Teaching with Primary Sources](#) for a special presentation.

Week 5, September 23

Class on campus, Tuesday, Sept. 23, at 10:00, and Thursday, Sept. 25, at 9:50 at C.S.

NCSS theme 1: Culture. Multicultural education and the Social Studies. James A. Banks, four levels for multi-ethnic education. Accommodating and celebrating diversity. Cultural universals. **Writing an SS lesson plan**, emphasis on a cultural awareness lesson plan. Methodologies for young learners: biographies, timelines, original documents, field trips, simulations, debate, music, art, poetry, foods, costumes. The union of culture and history. Investigating the people involved with your national park, trail, historic site.

Developing lesson plans for SS. [Social Studies Lesson Plan Format and Guidelines](#).

Focus on [essential questions](#)

Planning: team scope and sequence, designate head teachers, topics, objectives, products for Lessons 1 – 6.

Tasks: Head teacher plans for Lesson 2, 10/1, due 9/26.

At Carl Sandburg 9/25: Introducing the Fall 09 National Park teams! Brief bio sharing among new team members. Teach NatlPark lesson plan #1 Prepare and implement rich materials for the children's WOW team folders.

Week 6, September 30

Class on campus, Tuesday, September 30 and at C.S., Thursday, October 1, 9:45

NCSS themes 6, 7 and 8, Power and Government, Economics, and Science and Technology. Issues in the presidential election, 2008. Presenting political debate to young children. Looking at issues and economics involving the National Parks, Trails, and Historic Sites. ([Election resources for young children from Mrs. McGowan, 2008](#))
[Ideas and links for Economics Education/ elementary & middle level](#)

See numerous resources from Annette Lamb (Eduscapes) [Eduscapes](#)

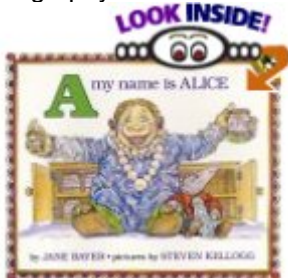
Tasks: Teach NatlPark lesson plan #2
Head teacher lesson plans for teaching October 8, due Oct. 2.

Week 7, October 7

Class on campus, Tuesday, October 6, at C.S. Thursday, October 8, at 9:45 a.m.

Geography: Integrating science, culture, history, data-gathering, and higher order thinking with geography. Taking geography beyond map skills with the five fundamental themes of geography. Model geography activity development w. Web sites listed below

Seeing geography in environmental studies. Learning from upside-down maps. Using mathematical data for geography. Geography literature. Weather poetry. Country ABC books. A My Name is Alice



Class in the computer lab, or with Netbooks, geography, scavenger hunt to be distributed.

[Geography World](#)

[How to Make an Apple Pie and See the World](#)

Strategies for geography. [Pangaea](#), [How Big is Africa?](#), and [Flat Stanley!](#)

Task: Head teacher lesson plan for teaching October 15, due October 9. Teach NatlPark lesson plan #3

Week 8, October 13

Class on campus, Tuesday, October 14, and at C.S., Thursday October 15, at 9:45 a.m.

The Columbus Event. Pivotal and irreversible changes in the culture, history, and geography of the Americas. [Issues of the Columbus Event](#). Teaching about the [American Indians](#). [More](#). Review -- how to avoid stereotypes when teaching another culture. Children's literature for the Native Americans. Respectful approach to myths. The 'ecological Indian' thesis. Follow the five Native American culture centers, collecting the handouts and implementing the activities at each center. If time -- [Walking with Grandfather](#) videos.

Task: Head teacher lesson plan due for teaching October 22. Teach NatlPark lesson plan #4. Teaching reflection #1 due.

6

*****First WOW computer lab day at Buzzard labs, Friday, October 16, 9 - 11 a.m. Computer work plus team mini-**

field trips.

Children evaluate Web sites for team recommendation and resources, review of previous hero sites as models, saving of images for IH team Web page.

1. Each team will develop hero pages featuring their team mainpage, recommended links, team autobiographies pages, Inspiration concept map page, EIU facilitators pages, mini-field trip comments and photos (with permission), and pages of the team's choosing about the National Park, Trail, or Historic Site. Creative pages may be designed such as quotations, art prints or photos, sound files, Power Point links to team leaders' creative lesson plans. During the lab, children can assist in finding and saving images for your team Web pages. Plan carefully for what will the children do, how much time this will take, and how this will be a quality experience. How will the children imagine the whole Web site? What will the facilitators contribute at a later date, still preserving the children's ownership of their web pages? Use technology vocabulary as you assist the children with Web page development -- such as "background" "graphic" "image" "digital photograph" "links". [ISTE](#) standards for technology. Getting ready to teach [Inspiration](#). For facilitators: review of Seamonkey Composer. ([Mrs. Barford's tutorial](#)) You may begin creating any Open House displays which will need ITC materials and equipment. Breaks may be provided for **mini-field trips**.

Week 9, October 20

Class on campus, Tuesday, October 20 and at C.S. October 22.

Conflict resolution via model personalities. Revisiting values education. MLK video, plus consideration of Addams, Chavez, Jackie Robinson, Marian Anderson, and current heroes of non-violence.

Social justice issues in the elementary curriculum. Child Labor video (AFT and NCSS production).

Task: Quiz, "Unmotivated Teacher/ Unmotivated Student" Teach NatlPark lesson plan #5
Head teacher lesson plan #6 due October 23 for teaching , October 29. Teaching reflecton #2 due.

Week 10, October 27

Class on campus, Tuesday, October 27, at C.S. Thursday, October 29.

NatlPark team plan #6

Authentic Thanksgiving curriculum. The Columbus Event. Pivotal and irreversible changes in the culture, history, and geography of the Americas. [Issues of the Columbus Event](#). Teaching about the [American Indians](#). [More](#). Review -- how to avoid stereotypes when teaching another culture. Children's literature for the Native Americans. Respectful approach to myths. The 'ecological Indian' thesis. (If time --Follow the five Native American culture centers, collecting the handouts and implementing the activities at each center) Issues with solstice holidays and Christmas in the classroom.

Task: Teaching NatlPark lesson plan #6. Writing the NatlPark team test. Teaching reflection #3 due...may submit Nov. 2 if writing on lab day Oct. 29.

*****Second WOW Computer Lab Day #2, Friday, October 30, 9-11**

Team mini-field trips. Using [Inspiration](#) to teach. Writing 'What we learned' pages and '_____ is a hero of freedom because...' pages, creating the Inspiration concept map, the mini-field trip page as possible, an 'interesting facts' page, maps, geography etc. Creating the podcast.

Lab Day #2 handouts will be provided.-- for the Audacity program for creating a podcast.



Invest in Practicum, Dates: November 2 – 20, 200



Sharing Thanksgiving plenty~~
Save the children.org

Week 11, December 1

Class on campus, Tuesday, December 1, at C.S. Thursday, December 3, at 9:45 a.m.

Population Education: Day of Six Billion. October 12, 1999 was designated as the day on which the 6 billionth human being was born, placing the planet's human population at an all time high. During the fall, 2006, the U.S. population surpassed 300,000,000. What is this figure now? How fast is it changing? Why? What does this mean for us individually and socially? What is the condition of humanity as Earth becomes a smaller home for an increasing number of people. What is the condition of Earth? How can we help young children to think about the issue of population? Population activities for young children will be modeled. Population Connection video, Bill Nye population video, climatecrisis.net, pbs.org Strategies, activities, and [resources for population education](#).

Task: Review for NatlPark team test.
Final plans for WOW Open House Final organization of children's WOW folders.

Week 12, December 8

Class on campus, Tuesday, December 8, at C.S. Thursday, December 10, at 9:50 a.m

Team sharing, team tests, final preparation for Open House, awards.

*****Open House at Carl Sandburg, Thursday, December 10 from 6:30 to 7:30*****

Final Exam: Thursday, December 17, 10:15 a.m.

ELE 3340 References

*** indicates CEPS Knowledge Base Author**

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National Commission on Teaching and America's Future. (1996). *What matters most: Teaching for America's future*. NY: Author.

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Sapon-Shevin, M. (1998). *Because we can change the world: A practical guide to building cooperative, inclusive classroom communities*. Boston: Allyn and Bacon.

*Taba, H., Durkin, M. C., McNaughton, A. H., & Fraenkel, J. R. (1967). *Teacher's handbook for elementary social studies*. Menlo Park, CA: Addison-Wesley.

Tomlinson, C. & McTighe, J. (2006). *Integrating differentiated instruction and understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.

Wiggins, G. & McTighe, J. (2005). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.

Suggested Journals for Article Reviews

- Social Education*
- Social Studies & The Young Learner*
- Rethinking Schools*
- Theory and Research in Social Education*
- The Social Studies Teacher*
- Educational Leadership*
- American Education*
- Elementary School Journal*
- Phi Delta Kappan*
- Schools in the Middle*
- Childhood Education*
- The Reading Teacher*
- Educational Forum*
- Journal of Teacher Education*

Students with Disabilities: If you have a documented disability and wish to discuss academic accommodations, please contact the Office of Disability Services at 581-6583.
