**Course Syllabus ELE 3340, section 1**

**Project WOW****Wilderness or White House: Abraham Lincoln shows the way**

J. Barford, EIU, L. Conwell & K. Miller, Carl Sandburg School, Spring, 2008

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**Department of Early Childhood, Elementary, and Middle Level Education, Eastern Illinois University**

**ELE3340: Social Studies for Elementary School Children**

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**College of Education and Professional Studies THEME:**

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

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**Course Description:**

(3-0-3) Planning and organizing for instruction; material selection; and evaluation in social studies. Field-based activities will be provided in conjunction with ELE 4000.

**Prerequisites & Notes:**

ELE 3000; and concurrent enrollment in ELE 3290, ELE 4000, and ELE 4880, or permission of department chair. University Teacher Education requirements apply and department requirements for enrollment must be met.

Credits: 3

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**Textbooks:**


ELE3340/Barford: Readings and Resources Packet may be purchased at the MLK Union, Copy Express

Recommended Social Studies links.

Personal LiveText account, Flash drive

Instructor: Judy Barford
jabarford@eiu.edu
http://www.ux1.eiu.edu/~cfjab
Office: Buzzard Hall, Rm. 2205, hours, Spring 08, MW 10:00 - 11:00, TR 2:00 - 3:00 or by appointment
Please give notification in advance if you would like to meet during office hours.
mailbox, Buzzard Hall, Rm. 2216

Course Purpose: ELE3340 is organized to prepare teacher education students to teach and commit to social studies curriculum in elementary and middle schools, and especially to the goal of effective and informed democratic citizenship for all children. Project WOW course goals for teacher education participants include:

a) developing relevant social studies curriculum in a collaborative, school-based setting;
b) increasing knowledge of social studies and technology standards and values;
c) selecting, designing, and applying materials and strategies for democratic practice;
d) connecting social studies curriculum to real world opportunities and concerns;
e) utilizing diverse technologies in support of effective global citizenship education.

***Unique features of the Project WOW section***

**This is a school-based methods course.** You will be learning by doing social studies with children, according to curriculum you develop with children, under the supervision of your university professor and two expert classroom teachers.

**This is a technology-intensive course.** Technology is applied in support of social studies curriculum development, teacher education, and real-time children's learning. (Your personal Web site which you developed in ELE2022 is important preparation for this course.)

**Please check your email daily for course updates.** Because of the complex organization, enabling 50 children and 25 pre-service teachers to learn in authentic and constructivist settings, efficient communication among all participants is essential!
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 preservice teachers to teach social studies in elementary and middle schools. Course goals include helping preservice 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 preservice teachers acquire knowledge, interactive and informational processing skills, attitudes, and commitments necessary for effective teaching of the social studies in elementary and middle schools.

ELE3340 Outcomes:

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 common good in a diverse and interdependent world,” the NCSS definition of competent citizenship, the goal of the Social Studies.

Learning Model: Social Systems

This model is 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. Joyce, B., Weil, M., and Showers, B. (1992). *Models of teaching*. (4th ed.) Boston: Allyn and Bacon. "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." Joyce, B. & Weil, M. (1980). *Models of teaching*. (2nd ed.). 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 attitudes and ability to provide varied teaching practices evidenced in a supportive and encouraging atmosphere for learning. CEPS Dispositions Committee, F07

***Technology outcomes unique to the Project WOW section***

based on ISTE Professional Preparation Profile
numerals refer to ISTE standards for all teachers

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<tr>
<th>Outcome</th>
<th>WOW Activity</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>1. Identify benefits of technology to maximize student learning and facilitate higher order thinking skills. (I, III)</td>
<td>Structured planning and utilization of KidPix, Inspiration, Web site evaluation, and Web page composition in team research and product development with children</td>
<td>Models and checklists, final products</td>
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<tr>
<td>7. Design and teach technology-enriched learning activities that connect content standards with student technology standards and meet the diverse needs of students. (I, III, IV, VI)</td>
<td>Course calendar topics are based on the NCSS standards (one of the course texts). SS content in history, culture, geography, economics, etc., is taught before selection and presentation of WOW team findings in technology formats. Team teaching/learning interactions apply team-evaluated Web resources as well as texts, artifacts, and hand-crafted products.</td>
<td>Lesson plans are evaluated according to course lesson plan checklist; team teaching/learning periods are observed with feedback by peers and project directors; EIU team facilitators self-evaluate via reflection papers and Project WOW recap statements. In addition to the WOW Web pages, each team presents a notebook (checklist evaluated) of the complete semester's work for children and adults.</td>
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<td>9. Plan and teach student-centered learning activities and lessons in which students apply technology, tools and resources (II, III)</td>
<td>Lab sessions at EIU and the Project WOW Open House enable teams to: evaluate electronic sources, construct a comprehensive team concept map of ideas studied, share team Web pages with peers and families.</td>
<td>Final product guidelines and checklists. Realtime supervision of the lab sessions by project directors enabling immediate constructive feedback on how to teach technology to children. Ex: The child's hand (not the facilitator's) is usually on the mouse.</td>
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</table>
10. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information resources to be used by students. (II, IV, V, VI)

Team selection of resource sites. Children's evaluation of sites to recommend to visitors to their team Web pages. **Example.**

Instructor provides evaluation form and assesses for detail and reasoning.

18. Participate in online professional collaborations with peers and experts. (III, V)

Project WOW group email throughout the semester. Sharing of team Web pages

Frequency of use. Promptness of replies.

19. Use technology productivity tools to complete required professional tasks. (V)

Use of html editors, Audacity, Inspiration digital cameras, and scanners.

See [http://www.eiu.edu/~wow](http://www.eiu.edu/~wow)

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**Learning Models: Social Systems**

"This model is 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*, Allyn and Bacon. "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 edition, 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 attitudes and ability to provide varied teaching practices evidenced in a supportive and encouraging atmosphere for learning. CEPS Dispositions Committee, F07
Course requirements and demonstrated competencies are aligned 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 (ICLAS)
http://www.isbe.net/profprep/CASCDvr/pdfs/24110_corelangarts_std.pdf

Technology Standards for all Illinois Teachers (ICTS)
http://www.isbe.net/profprep/CASCDvr/pdfs/24120_coretechnology.pdf

International Society for Technology Education (ISTE)/ National Educational Technology Standards
http://cnets.iste.org/teachers/t_profile-pro.html

SPA Standards Alignment (Special Professional Association Standards) based on

ACEI (Association for Childhood Education International) program standards for elementary
teacher preparation

NAEYC (National Association for the Education of Young Children) NAEYC
http://www.naeyc.org/accreditation/next_era.asp

ELE 3340 Discipline-specific Standards:  ACEI Standard 2.4, Illinois Social Science
Content Standards 14A-F, 15A-E, 16A-E, 17 A-D, 18A-C

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<thead>
<tr>
<th>Course Requirements</th>
<th>Demonstrated Competencies</th>
<th>Aligned Standards</th>
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<tbody>
<tr>
<td>Participation</td>
<td>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</td>
<td>ACEI 5.3, IPTS 7. 9, 10 ISTE 1 LASIT 2</td>
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<tr>
<td>Integrated Social Studies Curriculum</td>
<td>Performance includes application of technology skills in researching topics; and development activities reflecting creativity, higher order thinking skills, different learning</td>
<td>ACEI 2.8, 3.1, 3.2, 3.3, 3.4,</td>
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<td>Unit</td>
<td>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. LiveText uploads will be submitted from the Social Studies Curriculum Unit.</td>
<td>3.5</td>
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<td></td>
<td></td>
<td>IPTS 1, 3, 4, 5, 6, 8</td>
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<td>ISTE 2, 3</td>
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<td></td>
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<td>LASIT 1, 2, 3</td>
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<tr>
<td>Group Presentations</td>
<td>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.</td>
<td>ACEI 3.5, 5.4</td>
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<td></td>
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<td>IPTS 7, 9</td>
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<td>ISTE 2, 5</td>
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<td></td>
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<td>LASIT 2</td>
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<tr>
<td>Literature/Journal/Internet Reviews</td>
<td>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.</td>
<td>ACEI 5.2</td>
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<td>IPTS 1, 9, 10</td>
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<td></td>
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<td>ISTE 4, 6</td>
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<td></td>
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<td>LASIT 2</td>
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<tr>
<td>Selected Assignments</td>
<td>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.</td>
<td>ACEI 3.2</td>
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<tr>
<td></td>
<td></td>
<td>IPTS 1, 2, 5, 11</td>
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<td></td>
<td></td>
<td>ISTE 4</td>
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<td></td>
<td></td>
<td>LASIT 1, 2, 3</td>
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<tr>
<td>Final Exam</td>
<td>The course final exam will be administered during exam week as scheduled and as required by Internal Governing Policy #44, Eastern Illinois University</td>
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The date for the final exam for ELE3340/001 is Tuesday, April 29, 2008, 8:00 - 10:00

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation (6 pt. deduction per participation period)</td>
<td>30</td>
</tr>
<tr>
<td>Purchase of SS packet/ Copy X-press</td>
<td>5</td>
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<tr>
<td>Autobiog./ heritage research / due 1/10</td>
<td>10</td>
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<tr>
<td>Quiz, Welton, Prologue &amp; Ch. 1 due 1/17</td>
<td>10.5</td>
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<tr>
<td>Lincoln Skit presented 1/24</td>
<td>24</td>
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<tr>
<td>Lincoln Team scope and sequence, rationale statement, six lesson plan topics with head teachers assigned due 1/25</td>
<td>20</td>
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<tr>
<td>Lincoln Plan I / due 1 wk. before teaching</td>
<td>30</td>
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<tr>
<td>Lincoln Plan II / due 1 wk before teaching</td>
<td>30</td>
</tr>
<tr>
<td>Lincoln Plan III/ due 1 wk. before teaching</td>
<td>30</td>
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<tr>
<td>3 (x5) teaching reflections on two lessons as head teacher one reflection from a team technology session due class period after teaching</td>
<td>15</td>
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<tr>
<td>Mini FT thank yous</td>
<td>+</td>
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<tr>
<td>Lincoln Team Quiz/ due 4/22</td>
<td>(5)</td>
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<tr>
<td>Lincoln Notebook / due 4/24</td>
<td>35</td>
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<tr>
<td>Cover design for notebook</td>
<td>(5)</td>
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<tr>
<td>Web work on disk / due 4/25</td>
<td>50</td>
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<tr>
<td>Open House presentation/ due April 29</td>
<td>20</td>
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<tr>
<td>WOW recap</td>
<td>+</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>319</strong></td>
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</tbody>
</table>

**Grading Scale:** 100 - 93% = A  92-84% = B  83-75% = C

**Department Directive:** If the 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.

**Students with disabilities** are encouraged to contact the Eastern Illinois University Office of Disability Services for assistance.
**Participation (points noted above) is essential. If you are absent, you cannot participate.**

**Late work is not accepted with the exception of special circumstances approved in advance of the due date.**

**Resubmits are accepted within the week following return of the assignment.**

**Syllabus continues:** See WOW calendar, section 1 for times of meetings with WOW teams, topics, tasks (projects and assignments due), and labs for the current semester, and the course points table.

**Change policy:** If the course syllabus, calendar, and points need to be adjusted to accommodate unanticipated circumstances which may occur during the semester, the changes will be discussed in advance and submitted to the class for approval.

Specific guidelines, checklists, and/or rubrics for projects will be distributed and discussed in advance of due dates.

Many course materials are linked in the course calendar.

***If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (http://www.eiu.edu/~disablty/ 217-581-6583) as soon as possible.

**Course Calendar**

use the above link for weekly topics, assignments, and readings for the current semester.

**Reference List for ELE3340**


Lindquist, T. (2002). *Seeing the whole through social studies.* Portsmouth, NH: Heinemann


ELE3340 **Social Studies links**

Project WOW resources are available from Mrs. Barford. These include pamphlets, charts, teachers manuals, and children's trade books which will be most helpful when developing your team activities.

All readings listed at the conclusion of chapters in Welton as well as those on the end-of-text reference list, Resource Handbook, part 5. Children's literature choices listed in part 4 of the Resource Handbook, pages R-25 to R-58 are recommended.

A short list of significant authors in the social studies are: J. Dewey, W. Parker, S. Engle, K. Egan, F. Newmann, J. Banks, Tarry Lindquist, C. Bennett, H. Taba, J. Brophy, J. Alleman, J. Bruner, W. Kniep, J. Becker, A. Ochoa, L & C Anderson, K. Scott, N. Noddings, H. M. Hartoonian. Your NCSS social studies journals are: *Social Education, Social Studies and the Young Learner, Theory and Research in Social Studies Education*.

***EXTRA*******EXTRA***

Earn 5 pts for submitting a one page social studies write up with orientation for social studies teaching and learning of any of the following experiences

*** 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 attended at conferences, 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, and/or the films, Whale Rider, Rabbit Proof Fence, Invisible Children (about the children of Rwanda), 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).

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**ELE 3340, section 1, Project WOW, Course Calendar**

J. Barford, EIU,  L. Conwell &  K. Miller , Carl Sandburg School, Spring, 2008

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**Project WOW**

Wilderness or White House: Lincoln shows the way

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 use of the WWW, evaluation of websites, utilizing graphics and sound files, and cooperative construction of the WOW Lincoln website for Spring, 2008. Beginning January 17, we will spend Thursday class periods, from 9:45 to 10:45 at Carl Sandburg School with children of 3LC and 3KM. Be alert to meetings scheduled below at EIU, at Carl Sandburg, and in the computer labs.

Visit helpful Social Studies links

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**Week 1, January 8 and 10**
ELE3340 overview. The global and personal scope of social studies, empowering individuals and community. Expectations of Excellence. Characteristics of contemporary SS. Introduction to Project WOW.

President's Activity. Introduction of theme: Lincoln and the Land.

Further goals of SS - knowledge & goodness, cognitive and affective goals. The meaning of action for the SS classroom.

**Tasks:**
Purchase your ELE3340 Readings and Study Packet at Copy Express. Course handouts are in this packet. Selection of Lincoln teams, Autobiography assigned, due January 10. Welton -- Prologue, Ch. 1. quiz due 1/17. KWL & SS webbing, due in class

**Week 2, January 15 and 17**

Class on campus Tuesday, Jan. 15, at 10:00. Class at C.S., Thursday, January 17, at 9:45 a.m. Bring your packet to class on Tuesday.

Expanding the SS "Classical Building" model. Children's literature: identifying social studies content in this invaluable resource. Try this link from San Diego for some wonderful integrated teaching units based on children's literature: [http://www.sdcoe.k12.ca.us/score/cyberguide.html](http://www.sdcoe.k12.ca.us/score/cyberguide.html)

Expanding from Lincoln biography into team themes Using the standards and the multiple intelligences to plan teaching/learning activities. Gathering resources for Lincoln team recruiting skits to be presented 1/24/08. Preparing team scope and sequence for lessons taught January 31 through April 17. Welton Ch. 2 and Ch. 3

**Tasks:**

Teams develop a rationale to anchor the scope and sequence of the six teaching periods. Due 1/25.

Take Home Quiz, Welton Prologue and Chapter 1, due, January 17. 
Autobiography presented to third graders at Carl Sandburg School, January 17.
Gathering team resources

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Plan to celebrate Black History Month. Attend campus-wide events throughout February, 2008

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**Week 3, January 22 and 24**

Class on campus Tuesday, Jan. 22 at 10:00. Class at C.S., Thursday, January 24, at 9:45 a.m. Presentation of team recruitment skits

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. Welton. Ch. 6
Writing an SS lesson plan, emphasis on a cultural awareness lesson plan. The scope of methodologies for young learners: maps, biographies, timelines, original documents, field trips, simulations, debate, music, art, poetry, foods, costumes. Thinking about the strong literacy skills, especially writing, and how these can inform our Lincoln theme. Welton Ch. 8
The Developing lesson plans for SS. Social Studies Lesson Plan Checklist. Planning your team scope and sequence and your first team meeting and lesson based on your skit presentation. Welton Ch. 7 and 8. Continue team preparation for the Lincoln skits to be presented to the third grades on 1/24.

Tasks: Rationale and Scope and Sequence for six lessons due for each team. Lesson Plan 1 assigned

**Week 4, January 29 and 31**

Class on campus, Tuesday, Jan. 29. Class at C.S. Thursday, January 31, 9:45 a.m.


Tasks: Lesson Plan 1 due. Lesson Plan 2 assigned
Literature and resource search.

**Week 5, February 5 and February 7**

Class on campus, Tuesday, Feb. 6, at 10:00. Class at C.S., Thursday, Feb. 7, at 9:45

Teaching History. Relating history to culture and to individuals (back to the autobiog. strategies). Facts as points of light rather than dreary steps into the unknown. E.D. Hirsh: history and cultural literacy. History as an experience of adventure and imagination and as a science of investigation. Ex: Amazing Grace -- the power of drama in the teaching of history. Simulation, debate, timelines. Utilize all subject areas in support of social studies content. Throughout the development of team products, the children will accumulate materials for their WOW folders and for display at the Open House. Continuing to emphasize values, essential questions, debate. Welton Ch. 2 and Ch. 5
Gathering diverse resources. EIU Ballenger Teachers Center Web sites as well as literature
The Library of Congress Collections. How to LOC resources in planning. Techniques for using primary sources for motivation in teaching social studies: the reality factor!. The EIU Adventure of the American Mind
Tasks: Lesson plan 2 due and taught. Lesson Plan 3 assigned.

**Week 6, February 12 and February 14**

Class on campus, Tuesday, Feb. 12. Class at C.S., Thursday, Feb. 14, 9:45

Preparing to teach 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: Items from ELE3340 packet, How Big is Africa, Tremont Travelers, Bake a pie to see Ohio, Hunger Awareness Activity.


![Look Inside!](image)

Geography opportunities in the Lincoln themes. Welton Ch. 5, 7, 11, 12

Task: Lesson plan 3 due and taught. Lesson Plan 4 assigned.

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**Week 7, February 19 and 21**

Class on campus, Tuesday, February 19 and at C.S. February 21, 9:45

In the computer lab: Experiencing gee whiz geography, scavenger hunt to be distributed. Welton Ch. 12

*How to Make an Apple Pie and See the World*

Ideas and links for Economics Education/ elementary & middle level Strategies for geography. *Pangaea*, *How Big is Africa?*, and *Flat Stanley!*

Task: Geography Web scavenger hunt. Lesson 4 taught. Lesson 5 assigned for March 6

*** First WOW computer lab day at Buzzard labs, Friday, February 22, 9 - 11 a.m. Four team mini-field trips. Evaluation of remote sites for team recommendation and resources, review of previous hero sites as models, saving of images for Lincoln team Web page.

1. Each team will develop Lincoln pages featuring their team mainpage, recommended links, team member pages, Inspiration concept map page, EIU facilitators pages, mini-
field trip comments and photos (with permission), and pages of the team's choosing about their particular Lincoln theme. Creative pages may be designed such as quotations, art prints or photos, sound files, Power Point links. 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 Lincoln team 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 on February 29th (lab day #2). For facilitators: review of Netscape Composer. (Mrs. Barford's tutorial) You may begin creating any Open House displays which will need ITC materials and equipment. Breaks will be provided for mini-field trips. Everything is on the clock!

**Week 8, February 26 and 28**

**Class on campus**


**Task:** Lesson 4 due and taught. Lesson 5 assigned. Quiz, "Unmotivated Teacher/Unmotivated Student"

**WOW Computer Lab Day #2, Friday, February 29**

Four team mini-field trips. Using Inspiration to teach. Putting team answers to essential questions on the Web. Writing 'What we learned' pages, creating the Inspiration concept map, the mini-field trip page as possible, an 'interesting facts' page, maps, geography, etc. See the Lab Day #2 handouts

**Week 9, March 4 and 6**

**Class on campus, Tuesday, March 4. Class at C.S. Thursday, March 6**

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:** Trial of Columbus simulation, Lesson 5 due and taught. Lesson plan 6 assigned

*Enjoy Spring Break*

**Invest in Practicum, Dates: March 17 through April 10, 2008**

**Week 10, April 15 and 17**

**Class on campus, Tuesday, April 15 and at C.S. Thursday, April 17.**
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 will surpass 300,000,000. 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? Suggested population activities for young children (ELE3340 packet) Population Connection video, Bill Nye population video, climatecrisis.net, pbs.org Strategies, activities, and resources for population education.

Assessment in the social studies. Writing the WOW team quiz.

**Task:** Lesson plan 6 due and taught. Write the team quiz.

**Week 11, April 22 and 24**

**Class on campus Tuesday, April 22 and at C.S. Thursday, April 24.**
Giving Feasts project -- teaching about religion at the time of the solstice holidays and throughout the year. Details from Saturnalia, Hanukkah, Kwanzaa, El Dia de Los Tres Reyes, Chinese New Year.
Tasks: Lincoln Web site due on disk. Lincoln Team Notebooks due. Team quizzes administered to children, evaluated, given to child's teacher (do NOT place in WOW folders until after the teachers have seen the quiz scores) Final organization of children's WOW folders. Open House planning Team sharing and presenting. Awards and thank yous.

***Open House. EIU, Tuesday, April 29, 6:30 to 7:30***

Final Exam: Wednesday, April 30, 10:15 a.m.