

Welcome: Week 1

Activity 1

Define your personal profile using a fictional character, a car and an animal. Tell background information (grade level, # yrs taught, etc...)

Backwards Design: Week 1

Activity 2

Discuss main ideas of backwards design with group members & how it can help improve instruction in the classroom & help meet the standards.

Activity 3

Individually, apply backwards design to one unit by listing essential understandings of that unit (using standards & district curriculum). Post on group discussion board & receive feedback, then post on class discussion board for instructor feedback.

Primary Documents: Week 2

Activity 4

Based on the reading, explain why you think primary documents are helpful in teaching social studies content. Describe your experience with primary documents.

Activity 5

Read about the different types of primary documents and how they can be applied to the curriculum. Based on reading & on essential understandings of their unit, students should define what they are looking for in terms of historical documents (warning: due to availability, you may want to define ideal search parameters but please be cautioned to seek other possibilities if needed).

Searching for Primary Documents: Weeks 3 and 4

Activity 6

Research family history. Use websites such as www.ellisland.org <<http://www.ellisland.org>> and www.ancestry.com <<http://www.ancestry.com>> (library) to access documents about personal family history that relate to your content unit. Report back to share what primary documents were found and how they can be applied to your content unit. If they don't fit with this content unit, how could you use them?

Activity 7

Using a list of suggested sites, and your own, search for primary documents on the internet that will help to teach the essential understandings of your content unit.

Sometime in the middle of this researching period, groups will meet to discuss their successes and the problems they have faced in their searching, offering advice and support to one another.

Activity 8

Read an article (or website) about how research can be done locally for more information about historical topics. Then report back on what you found that can be used in your content unit.

Strategies for Teaching With Primary Documents: Week 5

Activity 9

Based on the reading, students will discuss with group-mates how they have taught using primary documents in the past.

Activity 10

Based on reading & essential understandings of your content unit, consider how you will incorporate journal writing, questions, activities &/or DBQ's into their unit. There should be a balance of methods for teaching with the primary documents.

Putting It All Together: Week 6

Activity 11

Use the primary documents that you have found to teach the essential understandings of your content unit. Describe how you will use each document or set of documents to teach or assess the students in your class. Give feedback to your group-mates & receive their feedback before posting in Class Discussion Board.

Activity 12

Complete the course evaluation.