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SOUTHERN ILLINOIS UNIVERSITY
EDWARDSVILLE

May 8th, 2009

Dear Social Science Education major

It is my pleasure to welcome you on behalf of the College of Arts and Sciences into your program through which you will become certified to teach social sciences in our public schools. I believe that you are preparing yourself for one of the most important human callings, that of teaching. When you graduate and step into your own classroom you will, I'm sure, find yourself both rewarded and challenged professionally and personally. As you pursue your career as an educator you should remind yourself daily of the crucial role you play for the benefit of society and for your students as individuals.

I encourage you to enthusiastically learn about and embrace a broad knowledge base that spans the social sciences. Never stop learning. Pass on your knowledge and love of learning to your students, and encourage them to treat what they learn as a foundation and not an ending point. Each student has a life-path that cannot be predicted, but will be enriched and enhanced by education within the social sciences. Society, in the increasingly challenging global economy and complex social milieu, cannot sustain or move forward unless we educate our children to become informed and active citizens.

You are taking on an exciting and challenging career as a teacher. I wish you the best of luck with your academic preparation and professional goals. My hope is that you produce students who enter the University and challenge us to take our teaching to new levels.

A handwritten signature in cursive script that reads "Wendy Shaw". The signature is written in dark ink on a light-colored background.

Wendy Shaw
Associate Dean
College of Arts and Sciences

Advising for History/Secondary Education Majors

Tips and Procedures

I. IDENTIFY YOUR HISTORY ADVISOR

Who is my Advisor?

Your History advisor is a full-time member of the faculty in Historical Studies, who teaches, researches a particular field of history, and specializes in advising History/Education (HSED) undergraduates. He/she is here to help you achieve your educational goals in a timely manner and to advise you about courses that would be useful and enjoyable to you. He/she is very familiar with the requirements of your History major and aware of, but not the final authority on, the requirements of other facets of your HSED program.

Will I ever change advisors?

Advisors are assigned alphabetically according to your last name. Due to faculty sabbaticals, etc., it is unlikely but possible that you may not have the same History advisor for your entire time here at SIUE. At the beginning of every academic year, you should check posted advisor assignments on the doors of the History office (Peck Hall, near room 3225).

II. MAKE AN APPOINTMENT WITH YOUR ADVISOR

How do I make an appointment with my advisor?

You will register yourself for classes each semester on CougarNet, but your History advisor must give you your PIN to enable your registration. You must discuss your program and classes and get your PIN by making an appointment with your HSED advisor.

Your advisor will post advising hours a few weeks before it is time to register for classes (usually October for Spring semester registration and March for Summer and Fall semester registration). You should check your advisor's office door and sign up for an appointment. If no hours are posted, you should contact your advisor through email. Do NOT miss your appointment, as classes fill up and you need that PIN to register.

III. THE ADVISING APPOINTMENT

—BE FAMILIAR WITH YOUR PROGRAM REQUIREMENTS—

What should I bring to the advising appointment?

In order to get the most out of your appointments with your HSED advisor and to pick the right classes that will allow you to progress through the HSED program in a timely manner,

you should become familiar with the requirements for your undergraduate degree. These requirements are described online in the current *SIUE Undergraduate Catalogue*.

Since not all courses are offered every semester, SIUE also publishes online through Cougarnet and the Registrar's website the *Class Schedules* for each semester. You should bring to the appointment a list of classes that you think you would like to take, keeping in mind outside or work schedules.

What are the requirements for my major?

As History majors seeking Certification in Secondary Education, you should be aware of four areas in which you will be required to take courses. The requirements for each of these areas are described in the *Undergraduate Catalogue*.

1. **General Education:** Familiarize yourself with the requirements that every student of SIUE has (B.S. or B.A.). Read over the parts of the *Catalogue* that deal with General Education. Think about what courses you might have already taken, either at SIUE or elsewhere.
2. **Historical Studies Major:** Understand what survey (100- and 200-level courses) are required and what upper level courses are considered electives or requirements. You might pay particular attention to courses requiring prerequisites.

NOTE on GPAs and Grades: You must receive a "C" or better in all of your History courses to graduate, and your exit GPA in history must be a 3.0. You might discuss with your advisor whether you have to repeat any History courses to get that "B" average. Since special topics courses in History (HIST 300 or 400) are not always repeated, you may replace them with other upper level electives. Only the top 5 grades in any of your history electives will count toward this GPA calculation.

3. **School of Education Certification Requirements and Tests:** Look at the School of Education's section of the *Undergraduate Catalogue* and consult with your advisor in Education (if you have one). If you do not have an advisor in Education yet, ask yourself why...

NOTE on Education Courses: The only Education course your History advisor can allow you to register for is CI 200, Introduction to American Education. For all other Education courses, you will need that Education advisor. The School of Education requires that you pass CI 200 with a "C" grade or better, have an overall GPA of 2.5 or higher, and successfully pass the Illinois Basic Skills Test BEFORE they will accept you into their program and assign you an Education advisor.

4. **Minor in Social Sciences:** All students in HSED are required to minor in Social Sciences. Your History advisor will also be your minor advisor. You may graduate with this minor if you choose to drop the certification and graduate with a "regular" History degree. Look at the History Department's listing of courses for this minor in the *Undergraduate Catalogue*. Be aware of what minor requirements you may have already completed. You must receive a "C" or better in these 10 courses to graduate.

How do I know I have declared the HSED major/Social Sciences minor?

Both you and your History advisor should be able to look online at your record and determine your declarations. If you are not declared properly into History, with Social Science minor, please remind your History advisor of this fact and you will fill out the proper forms together.

IV. AFTER YOUR ADVISING APPOINTMENT

What should I have when I leave the appointment?

You should have written down a list of possible courses that you would like to/are required to take, the date at which you can begin to register online, and your PIN.

How do I register?

You will register yourself online through Cougarnet with the PIN your advisor gave to you. Since many of our History classes fill up very early in the registration period, be sure that you try to register as soon as possible for your grade level. Registration schedules are posted on the Registrar's website. Seniors (completed 90 hours or more) will have priority and be able to register in the first week of the registration period, juniors (75+ hours) the next week, and so on.

The Ten NCSS Themes

The ten **themes** that form the framework of the social studies standards are:

I. Culture

Human beings create, learn, and adapt culture. Culture helps us to understand ourselves as both individuals and members of various groups. Human cultures exhibit both similarities and differences. We all, for example, have systems of beliefs, knowledge, values, and traditions. Each system also is unique. In a democratic and multicultural society, students need to understand multiple perspectives that derive from different cultural vantage points. This understanding will allow them to relate to people in our nation and throughout the world.

Cultures are dynamic and ever-changing. The study of culture prepares students to ask and answer questions such as: What are the common characteristics of different cultures? How do belief systems, such as religion or political ideals of the culture, influence the other parts of the culture? How does the culture change to accommodate different ideas and beliefs? What does language tell us about the culture? In schools, this theme typically appears in units and courses dealing with geography, history, and anthropology, as well as multicultural topics across the curriculum.

During the early years of school, the exploration of the concepts of likenesses and differences in school subjects such as language arts, mathematics, science, music, and art makes the study of culture appropriate. Socially, the young learner is beginning to interact with other students, some of whom are like the student and some different; naturally, he or she wants to know more about others. In the middle grades, students begin to explore and ask questions about the nature of culture and specific aspects of culture, such as language and beliefs, and the influence of those aspects on human behavior. As students progress through high school, they can understand and use complex cultural concepts such as adaptation, assimilation, acculturation, diffusion, and dissonance drawn from anthropology, sociology, and other disciplines to explain how culture and cultural systems function.

II. Time, Continuity, and Change.

Human beings seek to understand their historical roots and to locate themselves in time. Such understanding involves knowing what things were like in the past and how things change and develop. Knowing how to read and reconstruct the past allows one to develop a historical perspective and to answer questions such as: Who am I? What happened in the past? How am I connected to those in the past? How has the world changed and how might it change in the future? Why does our personal sense of relatedness to the past change? How can the perspective we have about our own life experiences be viewed as part of the larger human story across time? How do our personal stories reflect varying points of view and inform contemporary ideas and actions?

This theme typically appears in courses that: 1) include perspectives from various aspects of history; 2) draw upon historical knowledge during the examination of social issues; and 3) develop the habits of mind that historians and scholars in the humanities and social sciences employ to study the past and its relationship to the present in the United States and other societies.

Learners in early grades gain experience with sequencing to establish a sense of order and time. They enjoy hearing stories of the recent past as well as of long ago. In addition, they begin to recognize that individuals may hold different views about the past and to understand the linkages between human decisions and consequences. Thus, the foundation is laid for the development of historical knowledge, skills, and values. In the middle grades, students, through a more formal study of history, continue to expand their understanding of the past and of historical concepts and inquiry. They begin to understand and appreciate differences in historical perspectives, recognizing that interpretations are influenced by individual experiences, societal values, and cultural traditions. High school students engage in more sophisticated analysis and reconstruction of the past, examining its relationship to the present and extrapolating into the future. They integrate individual stories about people, events, and situations to form a more holistic conception, in which continuity and change are linked in time and across cultures. Students also learn to draw on their knowledge of history to make informed choices and decisions in the present.

III. People, Places, and Environments.

Technological advances connect students at all levels to the world beyond their personal locations. The study of people, places, and human-environment interactions assists learners as they create their spatial views and geographic perspectives of the world. Today's social, cultural, economic, and civic demands on individuals mean that students will need the knowledge, skills, and understanding to ask and answer questions such as: Where are things located? Why are they located where they are? What patterns are reflected in the groupings of things? What do we mean by region? How do landforms change? What implications do these changes have for people? This area of study helps learners make informed and critical decisions about the relationship between human beings and their environment. In schools, this theme typically appears in units and courses dealing with area studies and geography.

In the early grades, young learners draw upon immediate personal experiences as a basis for exploring geographic concepts and skills. They also express interest in things distant and unfamiliar and have concern for the use and abuse of the physical environment. During the middle school years, students relate their personal experiences to happenings in other environmental contexts. Appropriate experiences will encourage increasingly abstract thought as students use data and apply skills in analyzing human behavior in relation to its physical and cultural environment. Students in high school are able to apply geographic understanding across a broad range of fields, including the fine arts, sciences, and humanities. Geographic concepts become central to learners' comprehension of global connections as they expand their knowledge of diverse cultures, both historical and contemporary. The importance of core geographic themes to public policy is recognized and should be explored as students address issues of domestic and international significance.

IV. Individual Development and Identity.

Personal identity is shaped by one's culture, by groups, and by institutional influences. How do people learn? Why do people behave as they do? What influences how people learn, perceive, and grow? How do people meet their basic needs in a variety of contexts? Questions such as these are central to the study of how individuals develop from youth to adulthood. Examination of various forms of human behavior enhances understanding of the relationships among social norms and emerging personal identities, the social processes that influence identity formation, and the ethical principles underlying individual action. In schools, this theme typically appears in units and courses dealing with psychology and anthropology.

Given the nature of individual development and our own cultural context, students need to be aware of the processes of learning, growth, and development at every level of their school experience. In the early grades, for example, observing brothers, sisters, and older adults, looking at family photo albums, remembering past achievements and projecting oneself into the future, and comparing the patterns of behavior evident in people of different age groups are appropriate activities because young learners develop their personal identities in the context of families, peers, schools, and communities. Central to this development are the exploration, identification, and analysis of how individuals relate to others. In the middle grades, issues of personal identity are refocused as the individual begins to explain self in relation to others in the society and culture. At the high school level, students need to encounter multiple opportunities to examine contemporary patterns of human behavior, using methods from the behavioral sciences to apply core concepts drawn from psychology, social psychology, sociology, and anthropology as they apply to individuals, societies, and cultures.

V. Individuals, Groups, and Institutions.

Institutions such as schools, churches, families, government agencies, and the courts all play an integral role in our lives. These and other institutions exert enormous influence over us, yet institutions are no more than organizational embodiments to further the core social values of those who comprise them. Thus, it is important that students know how institutions are formed, what controls and influences them, how they control and influence individuals and culture, and how institutions can be maintained or changed. The study of individuals, groups, and institutions, drawing upon sociology, anthropology, and other disciplines, prepares students to ask and answer questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change? In schools, this theme typically appears in units and courses dealing with sociology, anthropology, psychology, political science, and history.

Young children should be given opportunities to examine various institutions that affect their lives and influence their thinking. They should be assisted in recognizing the tensions that occur when the goals, values, and principles of two or more institutions or groups conflict—for example, when the school board prohibits candy machines in schools vs. a class project to install a candy machine to help raise money for the local hospital. They should also have opportunities to explore ways in which institutions such as churches or health care networks are created to respond to changing individual and group needs. Middle school learners will benefit from varied experiences through which they examine the ways in which institutions change over time, promote social conformity, and influence culture. They should be encouraged to use this understanding to suggest ways to work through institutional change for the common good. High school students must understand the paradigms and traditions that undergird social and political institutions. They should be provided opportunities to examine, use, and add to the body of knowledge related to the behavioral sciences and social theory as it relates to the ways people and groups organize themselves around common needs, beliefs, and interests.

VI. Power, authority, and Governance.

Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U.S. society, as well as in other parts of the world, is essential for developing civic competence. In exploring this theme, students confront questions such as: What is power? What forms does it take? Who holds it? How is it gained, used, and justified? What is legitimate authority? How are governments created, structured, maintained, and changed? How can we keep government responsive to its citizens' needs and interests? How can individual rights be protected within the context of majority rule? By examining the purposes and characteristics of various governance systems, learners develop an understanding of how groups and nations attempt to resolve conflicts and seek to establish order and security. Through study of the dynamic relationships among individual rights and responsibilities, the needs of social groups, and concepts of a just society, learners become more effective problem-solvers and decision-makers when addressing the persistent issues and social problems encountered in public life. They do so by applying concepts and methods of political science and law. In schools, this theme typically appears in units and courses dealing with government, politics, political science, history, law, and other social sciences.

Learners in the early grades explore their natural and developing sense of fairness and order as they experience relationships with others. They develop an increasingly comprehensive awareness of rights and responsibilities in specific contexts. During the middle school years, these rights and responsibilities are applied in more complex contexts with emphasis on new applications. High school students develop their abilities in the use of abstract principles. They study the various systems that have been developed over the centuries to allocate and employ power and authority in the governing process. At every level, learners should have opportunities to apply their knowledge and skills to and participate in the workings of the various levels of power, authority, and governance.

VII. Production, Distribution, and Consumption.

People have wants that often exceed the limited resources available to them. As a result, a variety of ways have been invented to decide upon answers to four fundamental questions: What is to be produced? How is production to be organized? How are goods and services to be distributed? What is the most effective allocation of the factors of production (land, labor, capital, and management)? Unequal distribution of resources necessitates systems of exchange, including trade, to improve the well-being of the economy, while the role of government in economic policymaking varies over time and from place to place. Increasingly these decisions are global in scope and require systematic study of an interdependent world economy and the role of technology in economic decision-making. In schools, this theme typically appears in units and courses dealing with concepts, principles, and issues drawn from the discipline of economics.

Young learners begin by differentiating between wants and needs. They explore economic decisions as they compare their own economic experiences with those of others and consider the wider consequences of those decisions on groups, communities, the nation, and beyond. In the middle grades, learners expand their knowledge of economic concepts and principles, and use economic reasoning processes in addressing issues related to the four fundamental economic questions. High school students develop economic

perspectives and deeper understanding of key economic concepts and processes through systematic study of a range of economic and sociopolitical systems, with particular emphasis on the examination of domestic and global economic policy options related to matters such as health care, resource use, unemployment, and trade.

VIII. Science, Technology, and Society.

Technology is as old as the first crude tool invented by prehistoric humans, but today's technology forms the basis for some of our most difficult social choices. Modern life as we know it would be impossible without technology and the science that supports it. But technology brings with it many questions: Is new technology always better than that which it will replace? What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated? How can we cope with the ever-increasing pace of change, perhaps even with the feeling that technology has gotten out of control? How can we manage technology so that the greatest number of people benefit from it? How can we preserve our fundamental values and beliefs in a world that is rapidly becoming one technology-linked village? This theme appears in units or courses dealing with history, geography, economics, and civics and government. It draws upon several scholarly fields from the natural and physical sciences, social sciences, and the humanities for specific examples of issues and the knowledge base for considering responses to the societal issues related to science and technology.

Young children can learn how technologies form systems and how their daily lives are intertwined with a host of technologies. They can study how basic technologies such as ships, automobiles, and airplanes have evolved and how we have employed technology such as air conditioning, dams, and irrigation to modify our physical environment. From history (their own and others'), they can construct examples of how technologies such as the wheel, the stirrup, and the transistor radio altered the course of history. By the middle grades, students can begin to explore the complex relationships among technology, human values, and behavior. They will find that science and technology bring changes that surprise us and even challenge our beliefs, as in the case of discoveries and their applications related to our universe, the genetic basis of life, atomic physics, and others. As they move from the middle grades to high school, students will need to think more deeply about how we can manage technology so that we control it rather than the other way around. There should be opportunities to confront such issues as the consequences of using robots to produce goods, the protection of privacy in the age of computers and electronic surveillance, and the opportunities and challenges of genetic engineering, test-tube life, and medical technology with all their implications for longevity and quality of life and religious beliefs.

IX. Global Connections.

The realities of global interdependence require understanding the increasingly important and diverse global connections among world societies. Analysis of tensions between national interests and global priorities contributes to the development of possible solutions to persistent and emerging global issues in many fields: health care, economic development, environmental quality, universal human rights, and others. Analyzing patterns and relationships within and among world cultures, such as economic competition and interdependence, age-old ethnic enmities, political and military alliances, and others, helps learners carefully examine policy alternatives that have both national and global implications. This theme typically appears in units or courses dealing with geography, culture, and economics, but again can draw upon the natural and physical sciences and the humanities, including literature, the arts, and language.

Through exposure to various media and first-hand experiences, young learners become aware of and are affected by events on a global scale. Within this context, students in early grades examine and explore global connections and basic issues and concerns, suggesting and initiating responsive action plans. In the middle years, learners can initiate analysis of the interactions among states and nations and their cultural complexities as they respond to global events and changes. At the high school level, students are able to think systematically about personal, national, and global decisions, interactions, and consequences, including addressing critical issues such as peace, human rights, trade, and global ecology.

X. Civic Ideals and Practices.

An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. All people have a stake in examining civic ideals and practices

across time and in diverse societies as well as at home, and in determining how to close the gap between present practices and the ideals upon which our democratic republic is based. Learners confront such questions as: What is civic participation and how can I be involved? How has the meaning of citizenship evolved? What is the balance between rights and responsibilities? What is the role of the citizen in the community and the nation, and as a member of the world community? How can I make a positive difference? In schools, this theme typically appears in units or courses dealing with history, political science, cultural anthropology, and fields such as global studies and law-related education, while also drawing upon content from the humanities.

In the early grades, students are introduced to civic ideals and practices through activities such as helping to set classroom expectations, examining experiences in relation to ideals, and determining how to balance the needs of individuals and the group. During these years, children also experience views of citizenship in other times and places through stories and drama. By the middle grades, students expand their ability to analyze and evaluate the relationships between ideals and practice. They are able to see themselves taking civic roles in their communities. High school students increasingly recognize the rights and responsibilities of citizens in identifying societal needs, setting directions for public policies, and working to support both individual dignity and the common good. They learn by experience how to participate in community service and political activities and how to use democratic process to influence public policy.

Lesson Planning Instructions for NCATE Lessons

CHAPTER TITLE: (List the chapter title here)

Standards: (please list the standard(s) fulfilled by this lesson)

GOALS

The skills, concepts and content students will learn. The goals are broad and achieved during a long period of time. The goals are written for the entire chapter. Begin each goal with “Students will...” and explain what broad goals they will achieve by the end of the UNIT.

OBJECTIVES

(Write and label each section)

The skills, concepts and content students will learn in each section of the chapter. The objectives are specific short-term goals that are achievable during a particular lesson. Begin each objective with “Students will...” and explain what specific objectives they will achieve by the end of the LESSON.

MAIN IDEAS

(Write and label each section and include the NCSS Standards)

The most important ideas about a topic that form a teacher’s understanding and influence the way lessons are organized – the ideas that teachers want students to consider. Can be formulated as statements or as broad questions that become the basis for ongoing discussion.

MATERIALS

The maps, documents, records and equipment needed by teachers and students during the lesson to create the learning activities. Listed for each section of the chapter.

ACTIVITIES

The substance of the lesson: the ways that students will learn the goals and objectives. Includes discussions, document analysis, mapping, cartooning, singing, performing drama, researching, cooperative learning, teacher presentations. Teacher-student interaction. This section will be the longest of your lesson plan. It must include at least THREE sections: (1) a **review** of the material from the previous lesson, (2) the **new material** that you teach, and (3) an in-class **assessment** of student understanding of the new material presented. Each of these three sections must be divided by a **transition** (which you must describe). Your activities must include:

Do Now activity or motivational activity: A question, statement or activity that captures student interest in the topic that will be examined. This typically comes at the beginning of the lesson, either as part of the review or the beginning of the new material.

Aim question(s): Prepared questions that attempt to anticipate classroom dialogue; designed to aid examination of materials, generate class discussion, and promote deeper probing. Summary questions make it possible for the class to integrate ideas at the end of an activity. These can appear anywhere in the activities section of your lesson plan, but should be labeled “aim question.”

Transitions: Key questions that make it possible for students to draw connections between the information, concepts, or understanding developed during a particular activity with other parts of the lesson and prior lessons. You will have multiple transitions between activities. Label them as such.

Summary/Assessment: A concluding question or group of questions that make it possible for the class to integrate or utilize the learning from this lesson and prior lessons.

Please label how long each activity will take. Typically, a class period is about fifty minutes. The lesson that you write should take about this long (or, if it is a multi-day lesson, please indicate it as such).

Summary/Assessment: A concluding question or group of questions that make it possible for the class to integrate or utilize the learning from this lesson and prior lessons.

Homework

Must include activity related specifically to material taught in the lesson, or provide a preview of the next day’s lesson. Must also include specific activities and expected outcomes.

Lesson Planning

Lesson plan instructions for Illinois State Board of Education (ISBE) lesson plans:

Addressing Illinois Standards 1, 6, 8, 18, 19, 20, 29, History 6 and Political Science 3

These nine standards are as follows: (1) The competent social science teacher understands the connections among the behavioral sciences, economics, geography, history, political science, and other learning areas; (6) The competent social science teacher understands the principles of constitutional government in the United States and Illinois; (8) The competent social science teacher understands the rule of law and the rights and responsibilities of individual citizens in a democratic society with an emphasis on the United States and Illinois; (18) The competent social science teacher understands major political developments and compares patterns of continuity and change in the United States and the State of Illinois; (19) The competent social science teacher understands major social and cultural developments and compares patterns of continuity and change in the United States and the State of Illinois; (20) The competent social science teacher understands the major scientific, geographic, and economic developments and compares patterns of continuity and change in the United States and the State of Illinois; (29) The competent social science teacher understands the process of reading and demonstrates instructional abilities to teach reading in the content area of social science; History (6) The competent history teacher understands major trends, key turning points, and the roles of influential individuals and groups in the State of Illinois from the colonial era to the present; and Political Science (3) The competent political science teacher understands the development of the United States and Illinois Constitutions.

Teach the lesson to us, as if you were teaching classroom students. Follow your objectives for this lesson and remember these words: pacing – timing – student interaction.

The format listed below should be followed for the entire chapter. Use it and write the appropriate material under these headings. Each person including the instructor should receive a copy of the plan. Send the copy by e-mail. There are two sections for lesson planning: **Planning** counts for 70% and **Presentation** counts for 30%.

CHAPTER TITLE

DO NOW ACTIVITY **(Write and label each section)**

An introductory activity that immediately involves students as they enter the room

GOALS AND OBJECTIVES

The skills, concepts and content that students will learn. The goals are broad and achieved during a long period of time. The goals and objectives are written for the entire chapter. The skills, concepts, and content that students will learn in **each section** of the chapter. The objectives are specific short-term goals that are achievable during a particular lesson.

MAIN IDEAS

(Write and label each section and include the Standards)

The most important facts about events, people, geopolitical considerations, immigration, industry, local history, religion, the arts, etc. that lead to the formation of a candidate's understanding of the way lessons are organized – the core of the lesson may address inquiry methods, cause and effect, or notions that candidates want students to consider. These main ideas formulate the core of the lesson plan--be sure you include all the facts about your topic. These main points become the basis for ongoing discussion.

TRANSITIONS

(Write and label each section)

Key questions that make it possible for students to draw connections between the information, concepts, or understanding developed during a particular activity with other parts of the lesson and prior lessons.

ACTIVITIES

The substance of the lesson: the ways that students will learn the goals and objectives. These include discussions, document analysis, writing biography, mapping, cartooning, singing, performing drama, researching, and cooperative learning. A motivational activity may begin with a statement or activity that captures student interest in the topic that will be examined. Primary materials must be used. Also instructors may include prepared questions that attempt to anticipate classroom dialogue; design activities to aid examination of materials, generate class discussion, and promote deeper probing. Summary questions make it possible for the class to integrate ideas at the end of an activity. Teacher-student interaction.

MATERIALS

(Write and label each section)

The maps, primary documents such as diaries and speeches made by influential persons in Illinois, artifacts, and equipment needed by teachers and students during the lesson to create the learning activities. Listed for each section of the Chapter.

ASSESSMENTS

Reassessing your lesson plans, write a summary of how you would improve the inclusion of ISBE standards 1, 6, 8, 18, 19, 20, 29, History 6, and Political Science 3 and ways to improve the teaching of the standards. You may include question or group of questions or activities that make it possible for the class to integrate or utilize the learning from this lesson and prior lessons.

Presentation will be evaluated on contact with audience, projection, and enthusiasm (30%).

Sample rubric:

ISBE 1, for example	Excellent 10	Good 8	Average 7	Below Average 6	Unacceptable 5-0	# Candidates Completed
Planning 70%						
Do Now activity						
Goals and Objectives						
Main Ideas						
Materials						
Transitions						

Activities						
Assessment						
Presentation 30%						
Contact with audience						
Projection						
enthusiasm						
Comments						

Lesson Planning – Using Online Resources

Places to get started:

Lesson Plans 4 Teachers – www.lessonplans4teachers.com

This website provides guidance on how to do online searches for lesson plans, links to the top lesson plan resource websites, and allows you to sort lesson plans by topic and grade level.

Edutopia – www.edutopia.org

This website provides ideas and research related to creating projects, integrating content areas and using technology to enhance student learning.

HotChalk – www.lessonplanspage.com

This website allows you to search for lesson plans by subject and grade level. It also contains an online teachers' forum.

Educator's Reference Desk – www.eduref.org

This website provides resources and research on topics related to education. It also contains a link to a searchable lesson plan database.

Skill-Based Multiple Choice Questions Using Lincoln and the Civil War Era

Jason Stacy

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How can we make it so that our multiple-choice questions and in-class assignments reflect the same kind of skill-based learning necessary for good historical thinking on essays and research papers?

1. Analyzing perspective based on primary sources:

“Compare [the slave’s] condition with the tenants of the poor houses in the more civilized portions of Europe - look at the sick, and the old and infirm slave, on one hand, in the midst of his family and friends, under the kind superintending care of his master and mistress, and compare it with the forlorn and wretched condition of the pauper in the poorhouse.”¹

John C. Calhoun, "Slavery a Positive Good," 6 February 1837

“This world is not my home.
This world is not my home.
This world’s a howling wilderness,
This world is not my home.”²

-African-American spiritual, early 19th century.

Which of the following represents the most significant difference between the two interpretations above regarding African-Americans’ conditions in slavery?

- (A) African-Americans slaves were more concerned with their conditions than pro-slavery Southerners.
- (B) Pro-slavery Southerners understood slavery globally, whereas slaves interpreted their condition in a locally.
- (C) African-American slaves interpreted their condition as ultimately oppressive, whereas pro-slavery Southerners thought these conditions beneficial to slaves.
- (D) Pro-slavery Southerners tended to offer secular justifications for slave conditions whereas African-American slaves tended to interpret their living conditions religiously.

Key: (C)

¹ John C. Calhoun, "Slavery a Positive Good," 6 February 1837, from <http://www.assumption.edu/ahc/abolition/CalhounPositiveGood.html>, accessed 3/18/09.

² William Francis Allen, Charles Pickard Ware, and Lucy McKim Garrison, *Slaves Songs of the United States* (New York: 1867), quoted in Lawrence Levine, *Black Culture and Black Consciousness: Afro-American Folk Thought From Slavery to Freedom* (Oxford: Oxford University Press, 1977), 32.

2. Analyzing change over time through a primary source:



3

The poster above from Abraham Lincoln's 1860 campaign for the presidency best exemplifies which of the following historical processes?

- (A) The growing fear on the part of the working class and farmers of Slave Power and the spread of slavery.
- (B) The successful influence of abolitionists for the immediate end of slavery in the South.
- (C) The slow progress of compromise between pro- and anti-slavery politicians.
- (D) The rising alliance between farmers and industrial workers.

Intended Key (A)

³ From <http://pro.corbis.com/search/Enlargement.aspx?CID=isg&mediaid=%7B577B5136-F10A-4D18-B16B-E5EA0BBE5284%7D>, accessed 3/20/09

3. Drawing historical conclusions based on primary sources:

“What would happen if no cotton was furnished for three years? I will not stop to depict what every one can imagine, but this is certain: England would topple headlong and carry the whole civilized world with her, save the South. No, you dare not make war on cotton. No power on earth dares to make war upon it. Cotton is king.”⁴

Sen. James Henry Hammond (D-SC) March 4, 1858

“Now as regards the entire production of India. In the year 1860 the amount of cotton...imported into England from India, rose from 422,000 in 1860 to 1,370,000 in 1868—the highest figures reached during that interval falling to the year 1866, when the imports reached 1,619,000 bales. A more convenient way of presenting the results will be by giving the percentages, and it will be seen by referring to the report that, as has been previously stated, ‘America, from supplying at one time so much as 82[.40%], of the quantity of cotton imported into Great Britain, fell as low as to send us but 7[.03%], whilst India rose from contributing but 12[.25%] to the position of supplying fully 71 per cent;...she still stands high on the list as supplying nearly 42 per cent, of the amount annually imported.’”⁵

W. S. Fitzwilliam, “On the Present and Future Product of Cotton in India compared with that of America and other Cotton-producing Countries,” 1870

Stem:

The second passage weakens the argument made in the first passage by showing that:

- (A) Great Britain proved capable of finding other markets for raw cotton.
- (B) The South proved unable to break the Union blockade of its ports.
- (C) Industrial production in Great Britain made it possible for the South to export cotton.
- (D) The South hoped that Great Britain would recognize its independence.

Intended Key: (A)

⁴ From “Teaching American History,”

<http://teachingamericanhistory.org/library/index.asp?document=1722>, accessed 3/23/09

⁵ W. S. Fitzwilliam, “On the Present and Future Product of Cotton in India compared with that of America and other Cotton-producing Countries,” *Journal of the East India Association*, London: Published by The Association, 1870), 187. From <http://books.google.com/books?id=1CYJAAAAQAAJ&pg=PA190&dq=england+cotton+india&lr=#PPA182.M1> accessed 3/23/09

4. Analyzing historiographical debate through two secondary sources:

“When in September 1862, Lincoln issued his preliminary Emancipation Proclamation, it was a military move, giving the South four months to stop rebelling, threatening to emancipate their slaves if they continued to fight, promising to leave slavery untouched in states that came over to the North...[,] Thus, when the Emancipation Proclamation was issued January 1, 1863, it declared slaves free in those areas still fighting against the Union...and said nothing about slaves behind Union lines.”⁶

Howard Zinn, *A People’s History of the United States: 1492-Present* (2003)

“Lurking behind nearly every major political or military decision Lincoln made as president was his conviction that the problem of the Union and that the problem of slavery were one and the same. So it’s not quite right to say that Lincoln cared more about the Union than he did about slavery. His concern for the Union was inseparable for his hatred of slavery.”⁷

James Oaks, “A Different Lincoln,” (2009)

Stem:

Which of the following best characterizes the second paragraph’s most serious challenge to the hypothesis described in the first paragraph?

- (A) Lincoln viewed military victory as a necessity for emancipation.
- (B) Lincoln assumed that emancipation would save the Union.
- (C) Lincoln hoped that the Union would only have to free some slaves.
- (D) Lincoln’s views of slavery changed during the Civil War

Intended Key: (A)

⁶ Howard Zinn, *A People’s History of the United States: 1492-Present*, (New York: Perennial Classics, 2003), 191.

⁷ James Oaks, “A Different Lincoln,” *The New York Review of Books*, Vol. LVI, No. 6 (April 9, 2009), 43-45.

Pedagogy
Dr. Stacy
2-18-08

Discussion Lesson Plan

This lesson plan will correspond to following ISBE Social Science Standards: # 1, 8, 20, and History #6. The following lesson is designed for an eleventh grade United States History class. The class at this point has spent the previous two weeks covering the significant key events and individuals that led up to the Civil War. We have covered many of the significant key events and individuals that played a part in the lead up to the Civil War. This lesson is entitled Lincoln-Douglas Debate and Discussion . The lesson will take place during one fifty minute classroom session.

Goals:

- Students will at the end of this unit understand the connections between political, economic, and social issues facing antebellum Illinois in relationship to the rest of the nation.
- Students will understand the impact of key individuals and major social and political movements and how they impact the culture in democratic society.

Objectives:

- Students will use their discussion and listening skills .
- Students will understand a position well enough to be able to respond to arguments against it.
- Students will understand the Lincoln-Douglas style of debate.

Materials

- Student handout outlining the procedures of a Lincoln-Douglas debate
- References about topic being covered
- Internet Assessable Computer
- Egg timer
- Copy of the transcript of the Second Debate with Stephen A. Douglas at Freeport, Illinois on August 27, 1858.
- Map of Illinois circa 1850-1860
- Overhead projector & screen

Main Idea: I want the students to understand how the Lincoln-Douglas Debates highlighted the serious social divisions present in the late Antebellum period. The students will be able connect this knowledge to the next chapter dealing with the Civil War and its implications.

Activities

- I will allow student to enter classroom up to sounding of the first tardy bell. Any student attempting to enter the classroom after this point will have to produce an official tardy notice from the attendance office. Post tardy bell I will allow students to seated and settle down. (Approx .3 minutes)
- I will begin class by asking an “ AIM” question based upon what they have learned about the social and political issues that led up to the Civil War. I will ask them based on what we have discussed so far who do they believe were the five most important individuals of this pre-Civil War era?

I will write the names produced by the students on the blackboard.

Some possible student responses may include ,but are not limited to:

1. Abraham Lincoln
 2. Jefferson Davis
 3. Harriet Beecher-Stowe
 4. John Brown
 5. Stephen Douglas (Approx. 3-5 minutes)
- Next I use those answers to connect the students to the current lesson. I will show how each individual was somehow connected to a major social or political movement of the era. I will show how individuals often represent the mindset of many people. I will suggest the important role individuals play in the shape of the American experience. (Approx. 3-5 minutes)
 - I will announce the class will are going to have students recite a portion of one of the historic Lincoln-Douglas debate that took place during the Illinois senatorial election of 1858. I use the map of Illinois circa 1850-1860 to show students where this particular debate to place. Then we will discuss the debate points and not the performance of the students. (Approx.2-3 minutes)
 - Before I divide the class into “ pro-Lincoln and pro-Douglas I will explain the structure of the debate and post-debate discussion. I will inform the students
 - A. This style of debate has two sides. The side which favors Lincoln will be called the Primary position, and the side that opposes the proposition is called the Secondary position. This style is very reliant on time and good decorum. B. Following the debate we will reassemble as a class and discuss the major issues at work and the possible mentality of the people hearing them at the time.

- I will then distribute Student handouts will describe how the debate portion will occur.
- I will use the computer and overhead projector to show a picture of Abraham Lincoln and Stephen A. Douglas.

Student Handout-Debate Outline

Primary Position	Secondary Position
Moderator-Announces the debate and calls debate to order. Name:	Timekeeper-Keeps speakers within time constraints. Name:
Lead Debater-Presents the overall argument of the Affirmative position. Name:	Lead Debater-Presents the overall argument of the Negative position. Name:
Question Asker-Asks the Negative position team questions about its argument. Name:	Question Asker-Asks the Affirmative position team questions about its argument. Name:
Question Answerer-Must be able to answer questions about team's position. Name:	Question Answerer-Must be able to answer questions about team's position. Name:
Rebutter-Responds to the arguments raised by the questions. Name:	Rebutter-Responds to the arguments raised by the questions. Name:
Closer-Sums up Affirmative position, referring to new issues raised in the debate. Name:	Closer-Sums up Negative position, referring to new issues raised in the debate. Name:

C. Read through the following procedures so that you are very clear about what is expected of you.

Step by Step Procedures:

Moderator announces proposition to be debated.

For example: "The death penalty is wrong, and should not be allowed in the U.S."

The Moderator must introduce each speaker after the Timekeeper calls time using the egg timer.

The Timekeeper must now keep track of the time, letting participants know when they have one minute left to speak and when their time is up.

3 Minutes: Lead Debater for the Affirmative position presents position.

2 Minutes: Question Asker from the Negative position team asks questions of Question Answerer from the Affirmative position team.
3 Minutes: Lead Debater for the Negative position presents argument.
2 minutes: Question Asker from the Affirmative position team asks questions of Question Answerer from the Negative position team.
3 Minutes: Affirmative Rebutter responds to the arguments raised by the questions.
2 Minutes: Negative Rebutter responds to the arguments raised by the questions.

3 Minutes: Affirmative Closer sums up position, referring to new issues raised in the debate.

3 Minutes: Negative Closer sums up position, referring to new issues raised in the debate.

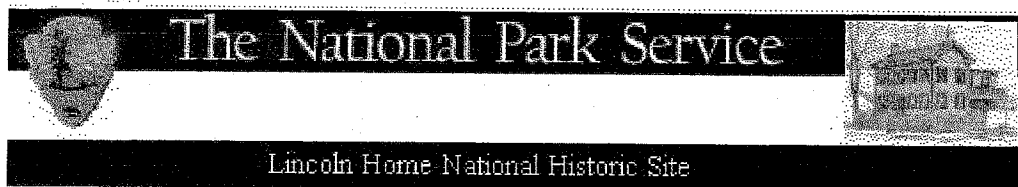
- I will appoint within each group students who will participate as the lead debaters , the rebutters, and the closers. I will act as moderator and the timekeeper
- Students listen to the positions of the lead debates , rebutters and closers, and . I will Allow groups to brainstorm about the positions and devise arguments.
- I will divide the class and conduct the debate. I split the class in two so no students or desk should have to be moved. The debate process will last approx. 10-15 minutes.
- In the remaining 20-30 minutes the of the initial class will reassemble and we will begin discuss the following issues.
 - A. Why was the slavery so important to the people of Illinois a non-slave holding state.
 - B. Based upon actually hearing the debate spoken what were the major strengths and weaknesses of both sides.
 - C. After identifying the holes in the arguments the students will asked in their opinion why Lincoln went on to loose the election.
- The discussion will be student centered but centered upon the previous set of questions which will be asked in cycles. Students who answer in one cycle will not be allowed to comment again until at least five different students have commented in another cycle. This method should ensure that there is large student involvement in the discussion.

Assessment:

- Using the information collected during the debate and subsequent discussion
- each student will be required to turn in a paper which outlines the three to five points of main ideas and issues covered. The students will also identify holes in

the arguments of those with opposing viewpoints they heard in the discussion.
The papers will be due by the next classroom session.

- Students will be released from class at the scheduled dismissal time.



Second Debate with Stephen A. Douglas

at Freeport, Illinois

August 27, 1858

MR. LINCOLN'S SPEECH.

Mr. Lincoln was introduced by Hon. Thomas J. Turner, and was greeted with loud cheers. When the applause had subsided, he said:

LADIES AND GENTLEMEN - On Saturday last, Judge Douglas and myself first met in public discussion. He spoke one hour, I an hour and a half, and he replied for half an hour. The order is now reversed. I am to speak an hour, he an hour and a half, and then I am to reply for half an hour. I propose to devote myself during the first hour to the scope of what was brought within the range of his half-hour speech at Ottawa. Of course there was brought within the scope in that half-hour's speech something of his own opening speech. In the course of that opening argument Judge Douglas proposed to me seven distinct interrogatories. In my speech of an hour and a half, I attended to some other parts of his speech, and incidentally, as I thought, answered one of the interrogatories then. I then distinctly intimated to him that I would answer the rest of his interrogatories on condition only that he should agree to answer as many for me. He made no intimation at the time of the proposition, nor did he in his reply allude at all to that suggestion of mine. I do him no injustice in saying that he occupied at least half of his reply in dealing with me as though I had *refused* to answer his interrogatories. I now propose that I will answer any of the interrogatories, upon condition that he will answer questions from me not exceeding the same number. I give him an opportunity to respond. The Judge remains

silent. I now say that I will answer his interrogatories, whether he answers mine or not; [applause] and that after I have done so, I shall propound mine to him. [Applause.]

[Owing to the press of people against the platform, our reporter did not reach the stand until Mr. Lincoln had spoken to this point. The previous remarks were taken by a gentleman in Freeport, who has politely furnished them to us.]

I have supposed myself, since the organization of the Republican party at Bloomington, in May, 1856, bound as a party man by the platforms of the party, then and since. If in any interrogatories which I shall answer I go beyond the scope of what is within these platforms, it will be perceived that no one is responsible but myself.

Having said thus much, I will take up the Judge's interrogatories as I find them printed in the *Chicago Times*, and answer them *seriatim*. In order that there may be no mistake about it, I have copied the interrogatories in writing, and also my answers to them. The first one of these interrogatories is in these words:

Question 1. "I desire to know whether Lincoln to-day stands, as he did in 1854, in favor of the unconditional repeal of the Fugitive Slave law?"

Answer. I do not now, nor ever did, stand in favor of the unconditional repeal of the Fugitive Slave law. [Cries of "Good," "Good."]

Q. 2. "I desire him to answer whether he stands pledged to-day, as he did in 1854, against the admission of any more slave States into the Union, even if the people want them?"

A. I do not now, or ever did, stand pledged against the admission of any more slave States into the Union.

Q. 3. "I want to know whether he stands pledged against the admission of a new State into the Union with such a Constitution as the people of that State may see fit to make?"

A. I do not stand pledged against the admission of a new State into the Union, with such a Constitution as the people of that State may see fit to make. [Cries of "good," "good."]

Q. 4. "I want to know whether he stands to-day pledged to the abolition of slavery in the District of Columbia?"

A. I do not stand to-day pledged to the abolition of slavery in the District of Columbia.

Q. 5. "I desire him to answer whether he stands pledged to the prohibition of the slave-trade between the different States?"

A. I do not stand pledged to the prohibition of the slave-trade between the different States.

Q. 6. "I desire to know whether he stands pledged to prohibit slavery in all the Territories of the United States, North as well as South of the Missouri Compromise line?"

A. I am impliedly, if not expressly, pledged to a belief in the *right* and *duty* of Congress to prohibit slavery in all the United States Territories.

Q. 7. "I desire him to answer whether he is opposed to the acquisition of any new territory unless slavery is first prohibited therein?"

A. I am not generally opposed to honest acquisition of territory; and, in any given case, I would or would not oppose such acquisition, accordingly as I might think such acquisition would or would not aggravate [sic] the slavery question among ourselves. [Cries of good, good.]

Now, my friends, it will be perceived upon an examination of these questions and answers, that so far I have only answered that I was not *pledged* to this, that or the other. The Judge has not framed his interrogatories to ask me anything more than this, and I have answered in strict accordance with the interrogatories, and have answered truly that I am not *pledged* at all upon any of the points to which I have answered. But I am not disposed to hang upon the exact form of his interrogatory. I am rather disposed to take up at least some of these questions, and state what I really think upon them.

As to the first one, in regard to the Fugitive Slave law, I have never hesitated to say, and I do not now hesitate to say, that I think, under the Constitution of the United States, the people of the Southern States are entitled to a Congressional Fugitive Slave law. Having said that, I have had nothing to say in regard to the existing Fugitive Slave law, further than that I think it should have been framed so as to be free from some of the objections that pertain to it, without lessening its efficiency. And inasmuch as we are not now in an agitation in regard to an alteration or modification of that law, I would not be the man to introduce it as a new subject of agitation upon the general question of slavery.

In regard to the other question, of whether I am pledged to the admission of any more slave States into the Union, I state to you very frankly that I would be exceedingly sorry ever to be put in a position of having to pass upon that question. I should be exceedingly glad to know that there would never be another slave State admitted into the Union; but I must add, that if slavery shall be kept out of the Territories during the territorial existence of any one given Territory, and then the people shall, having a fair chance and a clear field, when they come to adopt the Constitution, do such an extraordinary thing as to adopt a slave Constitution, uninfluenced by the actual presence of the institution among them, I see no alternative, if we own the country, but to admit them into the Union. [Applause.]

The third interrogatory is answered by the answer to the second, it being, as I conceive, the same as the second.

The fourth one is in regard to the abolition of slavery in the District of Columbia. In relation to that, I have my mind very distinctly made up. I should be exceedingly glad to see slavery abolished in the District of Columbia. [Cries of "good, good."] I believe that Congress possesses the constitutional power to abolish it. Yet as a member of Congress, I should not with my present views, be in favor of *endeavoring* to abolish slavery in the District of Columbia, unless it would be upon these conditions: *First*, that the abolition should be gradual. *Second*, that it should be on a vote of the majority of qualified voters in the District; and *third*, that compensation should be made to unwilling owners. With these three conditions, I confess I would be exceedingly glad to see Congress abolish slavery in the District of Columbia, and, in the language of Henry Clay, "sweep from our Capital that foul blot upon our nation." [Loud applause.]

In regard to the fifth interrogatory, I must say here, that as to the question of the abolition of the slave-trade between the different States, I can truly answer, as I have, that I am *pledged* to nothing about it. It is a subject to which I have not given that mature consideration that would make me feel authorized to state a position so as to hold myself entirely bound by it. In other words, that question has never been prominently enough before me to induce me to investigate whether we really have the constitutional power to do it. I could investigate it if I had sufficient time, to bring myself to a conclusion upon that subject; but I have not done so, and I say so frankly to you here, and to Judge Douglas. I must say, however, that if I should be of opinion that Congress does possess the constitutional power to abolish the slave-trade among the different States, I should still not be in favor of the exercise of that power unless upon some conservative principle as I conceive it, akin to what I have said in relation to the abolition of slavery in the District of Columbia.

My answer as to whether I desire that slavery should be prohibited in all the Territories of the United States, is full and explicit within itself, and cannot be made clearer by any comments of mine. So I suppose in regard to the question whether I am opposed to the acquisition of any more territory unless slavery is first prohibited therein, my answer is such that I could add nothing by way of illustration, or making myself better understood, than the answer which I have placed in writing.

Now in all this, the Judge has me, and he has me on the record. I suppose he had flattered himself that I was really entertaining one set of opinions for one place and another set for another place -that I was afraid to say at one place what I uttered at another. What I am saying here I suppose I say to a vast audience as strongly tending to Abolitionism as any audience in the State of Illinois, and I believe I am saying that which, if it would be offensive to any persons and render them enemies to myself, would be offensive to persons in this audience.

I now proceed to propound to the Judge the interrogatories, so far as I have framed them. I will bring forward a new installment when I get them ready. [Laughter.] I will bring them forward now, only reaching to number four.

The first one is:

Question 1. If the people of Kansas shall, by means entirely unobjectionable in all other respects, adopt a State Constitution, and ask admission into the Union under it, *before* they have the requisite number of inhabitants according to the English bill-some ninety-three thousand-will you vote to admit them? [Applause.]

Q. 2. Can the people of a United States Territory, in any lawful way, against the wish of any citizen of the United States, exclude slavery from its limits prior to the formation of a State Constitution? [Renewed applause.]

Q. 3. If the Supreme Court of the United States shall decide that States cannot exclude slavery from their limits, are you in favor of acquiescing in, adopting and following such decision as a rule of political action? [Loud applause.]

Q. 4. Are you in favor of acquiring additional territory, in disregard of how such acquisition may affect the nation on the slavery question? [Cries of "good," "good."]

As introductory to these interrogatories which Judge Douglas propounded to me at Ottawa, he read a set of resolutions which he said Judge Trumbull and myself had participated in adopting, in the first Republican State Convention, held at Springfield, in October, 1854. He insisted that I and Judge Trumbull, and perhaps the entire Republican party, were responsible for the doctrines contained in the set of resolutions which he read, and I understand that it was from that set of resolutions that he deduced the interrogatories which he propounded to me, using these resolutions as a sort of authority for propounding those questions to me. Now I say here today that I do not answer his interrogatories because of their springing at all from that set of resolutions which he read. I answered them because Judge Douglas thought fit to ask them. [Applause.] I do not now, nor never did, recognize any responsibility upon myself in that set of resolutions. When I replied to him on that occasion, I assured him that I never had anything to do with them. I repeat here to-day, that I never in any possible form had anything to do with that set of resolutions. It turns out, I believe, that those resolutions were never passed in any Convention held in Springfield. [Cheers and Laughter.] It turns out that they were never passed at any Convention or any public meeting that I had any part in. I believe it turns out in addition to all this, that there was not, in the fall of 1854, any Convention holding a session in Springfield, calling itself a Republican State Convention; yet it is true there was a Convention, or assemblage of men calling themselves a Convention, at Springfield, that did pass *some* resolutions. But so little did I really know of the proceedings of that Convention, or what set of resolutions they had passed, though having a general knowledge that there had been such an assemblage of men there, that when Judge Douglas read the resolutions, I really did not know but they had been the resolutions passed then and there. I did not question that they were the resolutions adopted. For I could not bring myself to suppose that Judge Douglas could say what he did upon this subject without *knowing* that it was true. [Cheers and laughter.] I contented myself, on that occasion, with denying, as I truly could, all connection with them, not denying or affirming whether they were passed at Springfield. Now it turns out that he had got hold of some resolutions passed at some Convention or public meeting in Kane county. [Renewed laughter.] I wish to say here, that I don't conceive that in any fair and

just mind this discovery relieves me at all. I had just as much to do with the Convention in Kane county as that at Springfield. I am just as much responsible for the resolutions at Kane county as those at Springfield, the amount of the responsibility being exactly nothing in either case; no more than there would be in regard to a set of resolutions passed in the moon. [Laughter and loud cheers.]

MR. DOUGLAS' SPEECH.

Ladies and Gentlemen-The silence with which you have listened to Mr. Lincoln during his hour is creditable to this vast audience, composed of men of various political parties. Nothing is more honorable to any large mass of people assembled for the purpose of a fair discussion, than that kind and respectful attention that is yielded not only to your political friends, but to those who are opposed to you in politics.

I am glad that at last I have brought Mr. Lincoln to the conclusion that he had better define his position on certain political questions to which I called his attention at Ottawa. He there showed no disposition, no inclination, to answer them. I did not present idle questions for him to answer merely for my gratification. I laid the foundation for those interrogatories by showing that they constituted the platform of the party whose nominee he is for the Senate. I did not presume that I had the right to catechise him as I saw proper, unless I showed that his party, or a majority of it, stood upon the platform and were in favor of the propositions upon which my questions were based. I desired simply to know, inasmuch as he had been nominated as the first, last, and only choice of his party, whether he concurred in the platform which that party had adopted for its government. In a few moments I will proceed to review the answers which he has given to these interrogatories; but in order to relieve his anxiety I will first respond to these which he has presented to me. Mark you, he has not presented interrogatories which have ever received the sanction of the party with which I am acting, and hence he has no other foundation for them than his own curiosity. ("That's a fact.")

First, he desires to know if the people of Kansas shall form a Constitution by means entirely proper and unobjectionable and ask admission into the Union as a State, before they have the requisite population for a member of Congress, whether I will vote for that admission. Well, now, I regret exceedingly that he did not answer that interrogatory himself before he put it to me, in order that we might understand, and not be left to infer, on which side he is. (Good, good.) Mr. Trumbull, during the last session of Congress, voted from the beginning to the end against the admission of Oregon, although a free State, because she had not the requisite population for a member of Congress. (That's it.) Mr. Trumbull would not consent, under any circumstances, to let a State, free or slave, come into the Union until it had the requisite population. As Mr. Trumbull is in the field, fighting for Mr. Lincoln, I would like to have Mr. Lincoln answer his own question and tell me whether he is fighting Trumbull on that issue or not. (Good, put it to him, and cheers.) But I will answer his question. In reference to Kansas, it is my opinion, that as

she has population enough to constitute a slave State, she has people enough for a free State. (Cheers.) I will not make Kansas an exceptional case to the other States of the Union. (Sound, and hear, hear.) I hold it to be a sound rule of universal application to require a Territory to contain the requisite population for a member of Congress, before it is admitted as a State into the Union. I made that proposition in the Senate in 1856, and I renewed it during the last session, in a bill providing that no Territory of the United States should form a Constitution and apply for admission until it had the requisite population. On another occasion I proposed that neither Kansas, or any other Territory, should be admitted until it had the requisite population. Congress did not adopt any of my propositions containing this general rule, but did make an exception of Kansas. I will stand by that exception. (Cheers.) Either Kansas must come in as a free State, with whatever population she may have, or the rule must be applied to all the other Territories alike. (Cheers.) I therefore answer at once, that it having been decided that Kansas has people enough for a slave State, I hold that she has enough for a free State. ("Good," and applause.) I hope Mr. Lincoln is satisfied with my answer; ("he ought to be," and cheers,) and now I would like to get his answer to his own interrogatory-whether or not he will vote to admit Kansas before she has the requisite population. ("Hit him again.") I want to know whether he will vote to admit Oregon before that Territory has the requisite population. Mr. Trumbull will not, and the same reason that commits Mr. Trumbull against the admission of Oregon, commits him against Kansas, even if she should apply for admission as a free State. ("You've got him," and cheers.) If there is any sincerity, any truth, in the argument of Mr. Trumbull in the Senate, against the admission of Oregon because she had not 93,420 people, although her population was larger than that of Kansas, he stands pledged against the admission of both Oregon and Kansas until they have 93,420 inhabitants. I would like Mr. Lincoln to answer this question. I would like him to take his own medicine. (Laughter.) If he differs with Mr. Trumbull, let him answer his argument against the admission of Oregon, instead of poking questions at me. ("Right, good, good," laughter and cheers.)

The next question propounded to me by Mr. Lincoln is, can the people of a Territory in any lawful way, against the wishes of any citizen of the United States, exclude slavery from their limits prior to the formation of a State Constitution? I answer emphatically, as Mr. Lincoln has heard me answer a hundred times from every stump in Illinois, that in my opinion the people of a Territory can, by lawful means, exclude slavery from their limits prior to the formation of a State Constitution. Mr. Lincoln knew that I had answered that question over and over again. He heard me argue the Nebraska bill on that principle all over the State in 1854, in 1855, and in 1856, and he has no excuse for pretending to be in doubt as to my position on that question. It matters not what way the Supreme Court may hereafter decide as to the abstract question whether slavery may or may not go into a Territory under the Constitution, the people have the lawful means to introduce it or exclude it as they please, for the reason that slavery cannot exist a day or an hour anywhere, unless it is supported by local police regulations. (Right, right.) Those police regulations can only be established by the local legislature, and if the people are opposed to slavery they will elect representatives to that body who will by unfriendly legislation effectually prevent the introduction of it into their midst. If, on the contrary, they are for it, their legislation will favor its extension. Hence, no matter what the

decision of the Supreme Court may be on that abstract question, still the right of the people to make a slave Territory or a free Territory is perfect and complete under the Nebraska bill. I hope Mr. Lincoln deems my answer satisfactory on that point.

[Deacon Bross spoke.]

In this connection, I will notice the charge which he has introduced in relation to Mr. Chase's amendment. I thought that I had chased that amendment out of Mr. Lincoln's brain at Ottawa; (laughter) but it seems that still haunts his imagination, and he is not yet satisfied. I had supposed that he would be ashamed to press that question further. He is a lawyer, and has been a member of Congress, and has occupied his time and amused you by telling you about parliamentary proceedings. He ought to have known better than to try to palm off his miserable impositions upon this intelligent audience. ("Good," and cheers.) The Nebraska bill provided that the legislative power, and authority of the said Territory, should extend to all rightful subjects of legislation consistent with the organic act and the Constitution of the United States. It did not make any exception as to slavery, but gave all the power that it was possible for Congress to give, without violating the Constitution to the Territorial Legislature, with no exception or limitation on the subject of slavery at all. The language of that bill which I have quoted, gave the full power and the full authority over the subject of slavery, affirmatively and negatively, to introduce it or exclude it, so far as the Constitution of the United States would permit. What more could Mr. Chase give by his amendment? Nothing. He offered his amendment for the identical purpose for which Mr. Lincoln is using it, to enable demagogues in the country to try and deceive the people. ("Good, hit him again," and cheers.)

[Deacon Bross spoke.]

His amendment was to this effect. It provided that the Legislature should have the power to exclude slavery: and General Cass suggested, "why not give the power to introduce as well as exclude?" The answer was, they have the power already in the bill to do both. Chase was afraid his amendment would be adopted if he put the alternative proposition and so make it fair both ways, but would not yield. He offered it for the purpose of having it rejected. He offered it, as he has himself avowed over and over again, simply to make capital out of it for the stump. He expected that it would be capital for small politicians in the country, and that they would make an effort to deceive the people with it, and he was not mistaken, for Lincoln is carrying out the plan admirably. ("Good, good.") Lincoln knows that the Nebraska bill, without Chase's amendment, gave all the power which the Constitution would permit. Could Congress confer any more? ("No, no.") Could Congress go beyond the Constitution of the country? We gave all a full grant, with no exception in regard to slavery one way or the other. We left that question as we left all others, to be decided by the people for themselves, just as they pleased. I will not occupy my time on this question. I have argued it before all over Illinois. I have argued it in this beautiful city of Freeport; I have argued it in the North, the South, the East, and the West, avowing the same sentiments and the same principles. I have not been afraid to avow my sentiments up here for fear I would be trotted down into Egypt. (Cheers and laughter.)

Five Teaching Tools for the Social Sciences

Jason Stacy

SIUE

INTRODUCTION: Below are five basic tools that social science teachers use in their classrooms. This list is not exhaustive. Also, these tools are not used exclusively; often many are incorporated into a single lesson. Finally, the information provided here will only give you a *general idea* of these tools. The best way to know them is to try them yourself.

The Lecture:

- Advantages:
- Presents a lot of information in an efficient manner.
 - Allows teacher to control the order in which students learn material
- Disadvantages:
- Very little student interaction (with you or each other).
 - Passive learning is easy to forget.
- Tips:
- Lecture no longer than twice the age of your students.
 - Have an outline (on board, overhead, handout) that requires students to add material based on your statements.
 - Ask questions* to liven up the lecture. These should be open-ended questions (or closed questions that lead to broader answers).
 - Lectures work best at the beginning of a unit. Then, students have the material you taught to them to work with creatively.
 - Anecdotes work best in lecture format and make them more interesting.
 - Lectures that are *thesis driven* are often more interesting. Students can watch you try to prove your thesis. Allow them to disagree. This makes for engaging discussions.
 - Good lectures are *performances*.
 - A useful kind of lecture is the *guided lecture* where the teacher has a few categories listed on the board and *questions* students to answers that fill in this outline. This requires a very careful questioning method.

Cooperative Learning:

- Advantages:
- Student interaction
 - Allows for greater student input to the learning process
- Disadvantages:
- One student usually carries the weight of the group.
 - Provides a lot of opportunity for nonsense.
- Tips:
- Give each student in the group a specific role to play and make sure that the group's final product incorporates all of these roles.
 - Time everything carefully and tell the students how long they have to work. Announce this throughout their work time.
 - Circle the room. Talk with students. Monitor groups at close and long distance.
 - Make sure that you devote class time to discussing group results (in the form of a discussion, chart on the board, etc.)

-Have a system in place to determine who goes with which group.

Primary Sources:

Advantages:

-Requires students to critically engage historical documents.
-Allows students to think historically by applying their own analyses to historical documents.

Disadvantages:

-Students often unaware of biases or historical context that allow for an accurate understanding of primary sources. A good introductory lecture (or textbook reading) can help in this regard.

Tips:

-Students need to be guided when reading primary sources. What do you want them to do with them? Filling out a worksheet is not enough.

-Primary sources often make more sense when read in conjunction (compare, contrast, etc.) with other primary sources. Giving a student two or three short documents might be more helpful than one long one.

-Primary sources often work well with cooperative learning or discussions because they allow students to learn analytical techniques from each other (and in practice) rather than only in theory from you.

-One way to engage primary sources as a class is to practice a close reading (out loud) of a section and a “translation” of that section on the board (where the teacher asks for interpretations and writes them, in abbreviated form, for the class to take as notes).

Secondary Sources:

Advantages:

-Contain a lot of information which is purveyed in an efficient manner.

Disadvantages:

-Usually extremely boring.

Tips:

-If you’re going to use the textbook in class, make sure that the students are doing something other than just reading and answering questions out of the textbook. They can do this at home.

-Multiple secondary sources by different authors on the same subject can be used as a way to compare historians’ biases and methodology. Articles by professional historians are useful in this regard. However, even comparing sections from different textbooks on the same subject can be enlightening for students.

-If you are going to have students work out of their textbook in class, have them read just a short section, and then ask them to turn this material into something creative or original. By taking the material in one format and changing it into another format, students will often learn the material.

Classroom Discussions:

Advantages: -Engaging, often exciting. Allows students to thinking analytically and creatively in a high-stakes environment.

Disadvantages: -Quiet students often hide or disappear.
-Can easily go off topic.

Tips: -Practice creating *open-ended* questions. These are questions that require students to formulate their own answer rather than guess at yours. Open-ended questions usually start with “To what extent...” or “Why do you think...” The answers to these questions can be the student’s own, but they must support them with *evidence*. This gives them practice at both analyzing the material you have studied and learning the material to support their opinions.

-You must know what your *objectives* are for a class discussion, but you must be open to following the discussion where it leads. This means that you will have to very carefully listen to student responses and guide the class in directions that fulfill your objectives.

-Be willing to take two or three student opinions, repeat them to the class, and then ask another open-ended question. This can allow you to guide the discussion, while reiterating where the discussion has gone thus far.

-Call on people. Don’t wait for them do raise their hands.

Potential student teachers are introduced to ways they can understand and eventually apply historical and present appreciation of cultures around the world. Cultural awareness and complexity of those cultures are keys to becoming successful teachers. But how do we assist students to think critically without developing preordained certainty? Discussion: How will students understand people they can never meet or perhaps will never encounter? What makes the past so full of surprises? How can potential secondary teachers construct the past without pre-conceived concepts? How can we really embrace how peoples felt? What were their emotions, for examples, passion, excitement, and even fear?

A two-part approach to expanding opportunities to learn how to become an effective secondary teacher in the Social Sciences.

Part I: Learning to present a lesson plan on the primary document and role play

The primary source group assignment. Film shown on the Cherokee Nation before forced removal in 1838-39, accompanied by instructor prepared notes and outline of the early nineteenth Cherokee Nation in their southeastern domain.

Title: "The Icy Winter of 1838 and the Cherokee Trail of Tears through Southern Illinois"

Directions on how to reenact the Trail of Tears through Illinois:

1. Students will work in groups of two or three and the primary document is handed to each person in each group: The Journal of the Reverend Daniel S. Butrick, May 19, 1838 - April 1, 1839: Cherokee Removal (Park Hill, OK: Trail of Tears Association, Oklahoma Chapter, 1998), pages 49- 57. Each group is assigned evenly several days of the Trail through Illinois.

2. Materials: Students handed the following materials: Journal of the Reverend Daniel S. Butrick Diary through Illinois, maps of the Trail through southern Illinois and a complete map of all Trail routes: northern, water via rivers, brief history of the Removal in Theda Perdue and Michael D. Green's Cherokee Removal (Boston: St. Martin's Bedford Press, 1994); and article by Karen Harvey, Lisa D. Harjo, and Jane K. Jackson, Teaching about Native Americans (National Council for the Social Studies Bulletin 84, 1997).

3. Goals and Objectives: Bring History Alive! Students will reenact the Trail of Tears and through role play will disclose Cherokee hardships and endurance.

4. Main ideas: Who are the Cherokees? Why did it happen? Explain the attitude of United States lawmakers and why Cherokees and other Indians faced forced Removal. Where did the Trail of Tears occur in Illinois? What did Cherokees eat, wear, and sleep in along the way? How were they transported? Why did they come so far north to get to northeast Indian Territory (now Oklahoma)? When did it occur in Illinois? Why were they in Illinois so long? Explain the following: Lighthouse Brigade, Treaty of New

Echota, Elias Boudinot, Elijah Lovejoy, conductor, detachments, and behaviors of Illinoisans.

5. Assessing the presentation. Did students illuminate all assigned details in their section of the Diary as witnessed by Butrick? (Note: each group will have disparate criteria.) By re-enacting Butrick eye-witness accounts and experiences, students will learn of the Cherokee constabulary (the "light horse" brigade); Cherokee obstacles: sometimes they had to move tents from one camp to another due to Illinois prejudice against the Indians; the supplies: mainly inadequate; Cherokee healing and herbs: role of War Club; sickness and death along the way; Illinois law versus Cherokee law: the case of Cherokee Elijah Hicks, and inclement weather conditions that determined how long Cherokees stayed in Illinois.

6. Critical thinking: Why was American society becoming intolerant of diversity? What factors led to forced removal? Could removal have been avoided? Did the fact that Cherokees changed parts of their society to mirror Anglo society help or hinder them in their quest to be "left alone" as a sovereign nation? Discuss how cultures face displacement and how they resolve loss and disillusionment. Other issues: how have cities like Chicago encountered diversity and how did urban America accept/reject immigrants within its ranks?

You should meet the following standards and note them on the rubric below: National Council for the Social Studies (NCSS) applied: 1.1, 1.2, 1.3, 1.5, 1.6, and 1.7; Illinois State Board of Education (ISBE) teaching standards: 1, 19, 29, and History 6.

7. Summation: apply "living memory" in other ways: Handouts to discuss: "A Witness Remembers the Removal," by Wahnenuhi (Cherokee), 1889 and the 1829 poem, "The Cherokee Reply" in The Cherokee Response to Removal (National Council for the Social Studies), Social Education 6817 (2002): 466-69. How is the Illinois Trail of Tears remembered? Endangered sites along the Trail such as Bridges' Tavern was noted as one of the 2006 endangered sites by the Illinois Preservation Agency; the 2007 Illinois State Legislature has recognized State Highway 146 as the official Illinois Trail of Tears Highway. Illinois Chapter of the Trail of Tears sponsors educational programs to inform the public--all ages welcomed; and the National Park Service, an integral part of the National Trail of Tears Association, has nationally certified the Campground Cemetery, Anna, Illinois, Crabb-Abbott Farm, and Golconda Landing.

Materials and suggested texts for use in secondary classrooms:

Maps of the Trail through southern Illinois and the nine states. Articles by Karen Harvey, Lisa D. Harjo, and Jane K. Jackson, Teaching about Native Americans (National Council for the Social Studies Bulletin 84, 1997); Theda Perdue and Michael D. Green, The Cherokee Removal: A Brief History with Documents (Boston: Bedford/St. Martin's Press, 2005, second edition); and Theda Perdue, The Cherokee (New York: Chelsea House Publishers, 1989); Thurman Wilkins, Cherokee Tragedy: The Story of the Ridge Family and of the Decimation of a People (New York, New York: Macmillan Company,

1970; 1971); and Grace Steele Woodward, The Cherokees (Norman: University of Oklahoma, 1988).

Note: Be sure to find out your partner's names and phone numbers so that you can chat at least during the week. I will assign two or three students to a group. You can use the library, Internet, and/or archival research on a specific topic. Additionally, I will hand out most of the necessary materials for the work to be done, including a detailed outline with explanations of the Cherokee Nation in the American South three decades prior to removal.

PRIMARY SOURCE – ROLE PLAYING / PRESENTATION RUBRIC*

Name(s) of Presenter _____

Topic _____

Name of Evaluator _____

PART I – LESSON ON PRIMARY SOURCE AND HISTORICAL CONTENT

Content (60%) Poor (0-3 pts.) Average (4-6 pts.) Good (7-9 pts.) Excellent (10 pts.)

- 1. Extent to which primary material used _____
- 2. Creativity _____
- 3. Use of artifacts _____
- 4. Maps _____
- 5. Main ideas explained _____
- 6. Application of NCSS/ISBE standards _____

PART II – ROLE PLAYING PRESENTATION

Delivery (30%) Poor (0-1 pts.) Average (2-3 pts.) Good (4 pts.) Excellent (5 pts.)

- 7. Contact with audience _____
- 8. Effective use of notes _____
- 9. Confidence _____
- 10. Articulation _____
- 11. Projection and enthusiasm _____

PART III HISTORICAL CONTENT AND PRESENTATION COMBINATION

Overall (10%) Poor (0-4 pts.) Average (5-6 pts.) Good (7-8 pts.) Excellent (9-10 pts.)

- 1. Prospective learning experience _____

COMMENTS:

* **Rubric taken from** Alan J. Singer, Social Studies for the Secondary Schools: Teaching to Learn, Learning to Teach (Mahwah, New Jersey: Lawrence Erlbaum Associates, reprint, 2003), 311-15.

The field trip assignment (it may vary according to your professor) in Social Science Pedagogy 323:

You will tour the museum as if you, the prospective secondary teacher, were taking your own students through the museum. Take notes to write about the experience. How would you introduce artifacts as a way to motivate students to appreciate museums and another people you will never meet? Explain ways you turn a classroom into a museum to entice learner participation?

To familiarize the students with resources beyond the classroom, students will take a field trip to the Interpretive Center, Cahokia Mounds, Collinsville. We will meet at the site on a **Saturday**. Students will write a detailed report on the site itself and its history as well as what secondary classroom students might expect to learn from such a museum and tour. Write three to four pages, so that you can complete the assignment as stipulated by your professor.

1. The first part of the writing assignment: Make a checklist in order to prepare for the on site visit as if you were the classroom teacher. The list might include the following: The name of tour/ museum director; how to clear the field trip with a principal of the school; what items to include on the parents' permission slips; and how to arrange for transportation.

2. The second part of the essay deals with the tour itself. How would you tell a classroom about Cahokia Mounds? How would you present it as a multinational historical happening? Why was Cahokia the epicenter for trade? How did Cahokians manipulate their environment in order to survive? What factors may or may not have led to the disruption of Cahokian culture? How would you present material to a middle school class and high school class?

3. Conclusion: Why would the study of a pre-contact culture be significant in the study of Native peoples? How would you relate those factors to a high school classroom? Middle School?

Why the decline of Cahokia?

Listen and look for evidence in the video and your walk through the museum. If you have questions about Cahokia's demise, do consult one of your professors or an interpreter at Cahokia.

List all NCSS and ISBE standards that apply

The following is a summary of "Cahokia: The Sun City."

1. The film you will view at the Interpretative Center will include the following terms for you to think about while you go through the museum:

- **American Bottom**--the flood plain caused by the confluence of the Mississippi, Illinois, and Missouri rivers
- **Mississippian cultures**: mound-building cultures predating 1492: Cahokia (Mississippian Era) probably lasted from 1000 to 1400 A.D.

Traits of Mississippian Era:

- uniquely organized farming communities;
- mounds: flat top temple; ridge top mounds, conical, and platform mounds used as charnel houses;
- flood plain agriculture based on corn;
- craft specialization based on basket weaving and pottery making;
- extensive trade routes because of nearby waterways;
- surplus of grain mainly corn used as trade items or "money";
- intricate community organization that involved kinship, marriage, and alliance;
- theocratic chieftainship called the Great Sun, who lived on top of Monk's Mound and promoted a well-defined social order.
- mobilization of huge labor forces to feed as many as 20, 000 people who lived at Cahokia;
- created a surplus in corn;
- surplus of corn led to the importation of many costly and exotic goods from faraway places (name the trading sites): mica, Gulf shells, copper, etc.
- built a two mile stockade around the village;
- created a Cahokia calendar: Woodhenge sun calendar; and
- plethora of tools: hoes, arrow points, and flint clay figurines.

Is Cahokia a true civilization?

- Cahokia had an explosive population, diverse art venues, specialized work force, controlled surpluses, long-distance trade, social stratification, well-organized government, monumental public works such as public granaries, council lodges, and sauna like sweat lodges, and mound building such as Monks Mound (5,000 foot square home of the great chief atop Monks Mound) that was carefully designed with varying soils to sustain its integrity over time, and a calendar, the American Woodhenge. You will find the above in the Cahokia village in the museum itself and in the area outside of the Interpretative Center.
- A city comparable to Paris, France or London, England.
- Subsistence: besides corn, they gathered nuts and berries; they dug for tubers such as Jerusalem artichokes; they hunted the nearby forests for deer, rabbit, deer, elk, etc.; and fished in nearby rivers and streams for fish.
- Leisure time: spent playing a game called chunky; enjoyed music with Native made instruments; and gambled with dice.
- Beliefs system: Upper World (steady and predictable--as the sun); This World (always a struggle to balance perfection and chaos); and Lower World (dark, unstable, and confusing).
- Birdman tablet: at the entrance to the museum. He represents Upper, Lower, and This World--a winged warrior and bird features such as a falcon; snake like skin on the back symbolizes the Lower World.
- Belief in an afterlife as found in Mound 72; a chief was elaborately buried--look for his burial in the museum.
- Fibers: prairie grasses used for thatching roofs; cedar bark used for baskets and fabrics; bulrushes for floor mats; cattail leaves for doorways; and inner bark of ash, willow, and hickory used for cordage.

Information for this discussion is taken from Biloine Whiting Young and Melvin L. Fowler, *Cahokia: The Great Native American Metropolis* (Urbana and Chicago: University of Illinois Press, 2000); Claudia Gellman Mink, et al *Cahokia: City of the Sun, Prehistoric Urban Center in the American Bottom* (Cahokia: Cahokia Mounds Museum Society, 3rd printing, 1999); and Timothy R. Pauketat, *Cahokia: Ancient America's Great City on the Mississippi*, (New York: Viking, 2009).

The rubric below reflects ways the future teacher can think in terms of leading a field trip and what items one should address when preparing for a field trip. This exercise in actually going as a group to Cahokia gives the potential teacher contact with a public facility and museum personnel. Therefore, the rubric below measures the candidates' disposition to be in a professional setting and ways to interpret the meaning behind various artifacts and other pieces of evidence of a civilization untouched by Europeans.

Rubric for scoring essay:

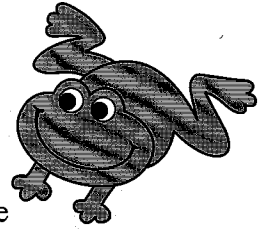
		Candidates' Score	Candidates' Scores		
Points Possible		Did not meet	Meet	Exceeds Expectations	Total
30 pts	Plans for the Field Trip				
	Scoring up to 30 pts for written field trip	0-10	11-25	26-30	
0-10	Does the Candidate display a professional attitude?	indifferent; does not show interest	courteous; shows interest in artifacts, etc.	engaged	
	Scoring up to 10 pts	0-2	3-6	7-10	
0-60	Subjects to be addressed for the 60 pts				
		Did not meet expectations	Did meet expectations		
0-5 pts	How would you present Cahokia as a multinational historical happening?				

0-5 pts	What was their political system?				
0-5 pts	Why was Cahokia the epicenter for trade?				
0-5 pts	How did Cahokians manipulate their environment in order to survive?				
0-5 pts	What factors may or may not have led to the disruption of Cahokian culture?				
0-5 pts	Why would the study of a pre-contact culture be significant in the study of Native peoples?				
0-10 pts	How would you relate those factors to high school and middle school classrooms?				
		Described 3 or less NCSS?ISBE standards; inadequate	Described 4 or more NCSS/ standards; passed		
0-10 pts	Explain how NCSS standards 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, and 1.9 and ISBE 19 would apply to the study of Cahokia.				

0-10 pts	Explain how ISBE standards 1, 19, 29, and History 6 would apply to the study of Cahokia.				
	Final Score				

Assessment of Data and How to improve the assessment according to data
Beginning Spring 2010

SUGGESTIONS FOR CLASSROOM MANAGEMENT



1. Let the students start the class by having a daily activity posted and a routine taught to the students at the beginning of the year so students know what to do immediately when they enter your room. Students know where to find assignment and why they are to do it.

Another alternative to an actual assignment is to use "It Happened Today." Have a student's name on the board (with an alternate) and he/she comes to the front before the bell rings, find the page for today's date and selects 1-2 items to share with the class the minute the bell rings. (If it's first hour, it follows immediately after the pledge and school announcements.) You can use several books:

2. Think of a store where you like to shop. Give 3 reasons why.
 - (the store: layout, organization, cleanliness)
 - (the merchandise: display, accessibility, availability)
 - (the help: efficiency, knowledge, friendliness)
 Think of your classroom in the same way.
3. The most important thing a teacher can provide a classroom the first week of school is security. Your room may be the safest place in some student's life.
4. Characteristics of a well- managed classroom
 - a. Students are involved with their work
 - b. Students know what is expected
 - c. Little wasted time
 - d. Climate is work-oriented but relaxed and pleasant
5. 3 Characteristics of an Effective Teacher
 - a. has positive expectations for student success
 - b. is very good classroom manager
 - c. knows how to design lessons for student mastery

<u>6. Characteristics</u>	<u>Effective Teacher</u>	<u>Ineffective teacher</u>
a. student involvement	students are working	teacher is working
b. clear expectations	students know that assignments & tests based on objectives	teacher says "read ch.13 teacher says "test covers everything in ch. 3"
c. little wasted time	teacher has discipline plan; starts class immediately posts assignments routinely	teacher makes rules & punishes on the spot; teacher dallies before starting class; students ask for assign. to be explained over & over
d. work-oriented but relaxed & pleasant	teacher has taught routines; brings class to attention; praises deed & encourages student	teacher tells, doesn't show procedures; yells, flicks lights; uses generalized praise or none

DISCIPLINE SUGGESTIONS

1. The effective teacher invests time in teaching discipline and procedures. **You**, not the administration or the counselors, are primarily responsible for communicating and maintaining behavior.
2. **Rules** are expectations of appropriate behavior. **Consequences** are what the student chooses to accept if a rule is broken. **Rewards** are what the student receives for appropriate behavior.
3. **After thorough deliberation, decide on your rules and write them down or post them before the first day of school. (Show them to the administration before hand.) Send a copy home to parents the first days with your syllabus/list of materials, etc.**
4. Specific rules are probably better for new teachers. (younger students especially)
Example: Specific rules:
 - Be in class on time.
 - Listen to instructions the first time given.
 - No vulgar or offensive language.
 - Have all materials ready when bell rings.
General rules:
 - Respect others.
 - Take care of your school.
 - Be polite.
 - Behave in the library.
5. **It is easier to maintain good behavior than to change inappropriate behavior that has become established.**
6. Research shows that the most effective schools are those with a well-ordered environment and high academic expectations.
7. To handle a particular problem with a student:
 - a. Step I – Give student a copy of “My Action Plan”
 - What’s the problem?
 - What’s causing the problem?
 - What plan will you use to solve the problem?Go over this with the student. Have the student write answers to the questions and take the responsibility for the plan. Put a timeline on the solution.
 - Step II – if problem isn’t solved, modify the 3rd part. Be persistent. Commend the student if the problem is solved.
 - Step III – tell student to show the plan to the parent. Say you’ll call tonight (not to cause trouble but to discuss the plan & behavior—not the person.)
 - Step IV --- call home, discuss the plan, stressing that the student came up with it.