

If you are unclear about **any** aspect of this assignment, contact Dr. Keeler immediately.

## Assignment Description for Teaching American History Grant Exploration/Children's Literature

**Assignment:** Children's Literature Teacher's Guide and Reviews

**Due Date:** Monday, November 17, 2008 at 11:59 PM PST (Teacher's Guide); Friday, November 21, 2008 at 11:59 PM PST (Review of Teacher's Guide)

### Submission Instructions:

**Teacher's Guide:** Submit your guide directly onto Blogger by editing your book/chapter(s) blog page. If you do not have editing access, you experience difficulties editing your page, or you need assistance adding files to your page, contact Dr. Keeler as soon as possible at (702) 577-2331 or [christy@keelers.com](mailto:christy@keelers.com).

**Review:** Respond to your colleagues' works as a comment on their blog page and copy/paste this response into your grade level conference on InterAct. List the book title and chapter title (if applicable) in your InterAct conference subject header.

### Teacher's Guide Description:

Combining the historical and pedagogical pieces of this module, you will develop a cross-curricular teacher's guide for using children's literature to teach history to intermediate-level students. You will select a book or book section for which you must develop the teacher's guide. In developing your guides, you will use blog-based technologies to:

- List historical themes appearing within your book/chapters;
- Provide book/chapter(s) overviews;
- Provide overviews of period-specific historical content relating to your assigned book/chapter themes;
- Provide standards-based objectives and activity suggestions for teaching cross-curricular concepts relating to the historical content of your selected book/chapter(s); and
- Lists and links to at least four adjunct materials to assist in teaching those themes appearing within your book/chapter(s) along with a description or statement of usefulness for each resource.

Your completed guide will provide accurate historical information about westward expansion and experiences of American pioneers as that information relates to your book/chapter(s)' themes. It will also offer standard-based active-learning teaching suggestions intended to make history "come alive" for intermediate-level students. Appreciating students' multiple intelligences, alternative learning styles, and varying cognitive levels and special needs, all activity suggestions should encourage active, authentic, meaningful, and hands-on learning opportunities.

**Note:** You may work independently or collaboratively on the teacher's guide portion of this assignment (though not the reviews). If you choose to work in a group, **all** group members must contribute ideas to activity suggestions, find related activity standards/objectives, research and participate in writing the content, and find additional resources. Additionally, all group members are responsible for uploading their own work into their blog page and ensuring correct formatting of their blog page.

### Teacher's Guide Review Description:

This assignment requires that you review two teacher's guide blog pages developed by your colleagues. You may choose any two chapters/texts you wish, but each of your selections must be from a different book, neither can be from the text for which you prepared a teacher's guide, and at least one must be a review of a chapter book posting. Additionally, you are encouraged to review pages not yet reviewed, and no page should have more than two comments from participants in this module. This will assist in ensuring all chapters receive at least one comment.

The feedback must include at least "one heart and two wishes" [at least one positive comment about the work and at least two suggestions for improvement or suggested extension ideas]. Include your feedback as a comment on the appropriate blog page as well as copy and paste it into *your* grade level conference on InterAct.

## Children's Literature Teacher's Guide Assignment Expectations

Expectations: Children's Literature Teacher's Guide		Your Score
Pedagogical Elements	<input type="checkbox"/> Provides an exhaustive list of possible book/chapter(s) themes (2 points) <input type="checkbox"/> Includes a detailed, prose-based overview of the book/chapter(s) (3 points) <input type="checkbox"/> Activities provide detailed, prose-based instructions usable by other educators (4) <input type="checkbox"/> Social Studies (4 points) <input type="checkbox"/> Activities provide opportunities for differentiated instruction <input type="checkbox"/> Activities provide opportunities for active learning <input type="checkbox"/> Activities are applicable to the chapter and social studies content <input type="checkbox"/> Includes applicable social studies objectives (preferably from the CEFs) <input type="checkbox"/> Language Arts (4 points) <input type="checkbox"/> Activities provide opportunities for differentiated instruction <input type="checkbox"/> Activities provide opportunities for active learning <input type="checkbox"/> Activities are applicable to the chapter and social studies content <input type="checkbox"/> Includes applicable language arts Power Standards <input type="checkbox"/> Mathematics (4 points) <input type="checkbox"/> Activities provide opportunities for differentiated instruction <input type="checkbox"/> Activities provide opportunities for active learning <input type="checkbox"/> Activities are applicable to the chapter and social studies content <input type="checkbox"/> Includes applicable mathematics Power Standards <input type="checkbox"/> Science (4 points) <input type="checkbox"/> Activities provide opportunities for differentiated instruction <input type="checkbox"/> Activities provide opportunities for active learning <input type="checkbox"/> Activities are applicable to the chapter and social studies content <input type="checkbox"/> Includes applicable science Power Standards	____/25
Historical Content	<input type="checkbox"/> Provides a detailed description of one or more module-related themes addressed in the chapter(s)/book <input type="checkbox"/> Historical information is accurate <input type="checkbox"/> Use of professional writing genre appropriate for an international educational audience <input type="checkbox"/> Content description includes information from multiple sources as well as Joy's and Riley's texts <i>and</i> either the module lectures or podcasts <input type="checkbox"/> Content material provides adequate historical background information for intermediate-level teachers to teach the chapter(s)/book	____/25
Use of Web 2.0 Tech	<input type="checkbox"/> Product appears on assigned blog page <input type="checkbox"/> Blog page aligns with formatting of remaining teacher's guide blog pages <input type="checkbox"/> Includes author information (email link is optional) <input type="checkbox"/> Includes hyperlinks to at least four applicable additional resources and descriptions of the linked resources	____/10
<b>Total:</b>		<b>____/60</b>

Expectations: Review of Children's Literature Teacher's Guide		Your Score
Review 1	<input type="checkbox"/> Includes as least one positive comment <input type="checkbox"/> Includes at least two suggested improvements or extension ideas <input type="checkbox"/> Prepared using professional prose intended for an international audience <input type="checkbox"/> Appears as a blog comment on the appropriate teacher's guide page <input type="checkbox"/> Appears as a message within your grade level conference in InterAct	____/5
Review 2	<input type="checkbox"/> Includes as least one positive comment <input type="checkbox"/> Includes at least two suggested improvements or extension ideas <input type="checkbox"/> Prepared using professional prose intended for an international audience <input type="checkbox"/> Appears as a blog comment on the appropriate teacher's guide page <input type="checkbox"/> Appears as a message within your grade level conference in InterAct	____/5
<b>Total:</b>		<b>____/10</b>