

University of Detroit Mercy
College of Liberal Arts and Education

Course Title

EDU 473 -- Curriculum and Methods of Teaching in Middle and Secondary Schools: Social Science (3 credits); Prerequisites: EDU 432, 469, MBST, Junior standing

Semester/Location

Winter, 2004-05
Tuesday
Library 315 6:40-9:10 pm

Instructor

Jerry Morris, Ph.D.
Home Phone: 248. 348.6023
Work Phone: 313.578.0431
Fax: 313.578.0507
e-mail: morrisjj@udmercy.edu

Office hours/location:

Wednesday 2:00 - 6:00 pm / Reno Hall 237

Course Description

“Foundation of knowledge and skills to teach history, geography, economics, political science and social science courses at the middle and high school levels. Focus is on design, implementation, and evaluation of social studies units/lessons with well-articulated outcomes, appropriate instructional strategies and relevant assessments. Topics include communication of concepts; curricular organization of secondary social studies; resources for curriculum development and instruction; authentic pedagogy and critical examination of practice. Students continue development of professional portfolios.” UDM Catalog

Purpose

The purpose of this course is to provide the foundation knowledge and skills needed to teach the Social Studies. Three critical components of this foundation are:

- creating a “conceptual framework” that unifies a social studies course
- designing, implementing, and evaluating social studies lessons
- selecting instruction and assessment strategies to match objectives

Objectives: The teacher candidate is able to

1. Incorporate the elements “Powerful and Authentic Social Studies” into lesson design
2. Assist students to master the knowledge and skills prescribed in the Social Studies Michigan Content Standards and Benchmarks.

Note: All assignments and in-class activities will model for the teacher candidate how to assist students to master the attendant knowledge and skills.

Requirements

1. Assignments are of portfolio quality
 - Maximum of 1" margins on standard size paper
 - Maximum of 12 point type, double spaced
 - Page numbers indicated
 - Sources cited completely using APA style
 - Useful web site for APA style are:
 - <http://www.apastyle.org/fifthchanges.html>
 - http://www.landmark-project.com/citation_machine/index.php
2. Contribute substantively to class activities and discussions.
3. Submit all assignments on assigned dates to receive full credit.
4. Attend all class periods, for the entire class. The learning that one misses due to an absence will be demonstrated through an alternative assignment.
5. A project for graduate students that we mutually agree to. (25 points)
6. Submit all assignments on a floppy disk as a word document at the end of the semester. I will use your work as models for other students.

Assessment and Evaluation

Each assignment, quiz or examination will have an assigned point value.

Points on all assignments are based on:

- Clarity of thought
- Accuracy
- Quality of work
- Attention to directions
- Submitted on due-date

Graduate students will write and submit either an article for publication in *Social Education* or a paper to present at the National Council for the Social Studies State Conference. (40 points)
See <http://www.socialstudies.org/publications/editorial> for author guidelines.

COURSE grade for graduate and undergraduate students

The grade will be based on a percentage of the total possible points. The grade distribution is as described in the Undergraduate Catalog and Graduate Catalog,
http://www.udmercy.edu/catalog/undergrad03-05/academic-info_procedures.html and

<http://www.udmercy.edu/catalog/gcatalog/load?type=graduate&year=2004-2006&code=aip&docType=info>

Student Course Evaluation

“Student course evaluations are an important source of information for curricular and teaching improvement in the College of Liberal Arts and Education. As such, all students enrolled in CLAE courses are required to complete an online course evaluation. You will receive e-mails explaining how to complete the evaluation online. In addition, your instructor will remind you of the deadline for completing this course requirement. Should a student fail to complete the evaluation, their grade for the course will not be posted until the evaluation is completed.”

UNIVERSITY POLICY ON PLAGIARISM:

Reference “academic integrity” in UDM Graduate and Undergraduate catalog,
<http://www.udmercy.edu/catalog/gcatalog/load?type=graduate&year=2004-2006&code=aip&docType=info>

http://www.udmercy.edu/catalog/undergrad03-05/academic-info_procedures.html

Required readings:

1. Syllabus assignments
2. In-class assignments
3. National Council for the Social Studies <http://www.ncss.org>
4. Learning to Give <http://www.learningtogive.org/>
5. Michigan Standards and Benchmarks
http://www.michigan.gov/mde/0,1607,7-140-28753_28761---.00.html
Scroll down to read Michigan Curriculum Frameworks, MI CLIMB, Glossary of Social Studies Terms, Michigan History Themes Project, Social Studies Concepts and Vocabulary Lists, Trade Books of Children’s Literature for Social Studies, Lessons Using Core Democratic Values, MEP Social Studies Assessment Models for Grades 5, 8 and 11, Authentic Assessment of Social Studies, Powerful and Authentic Social Studies, links to professional organizations and much more
You will use this site to prepare for a number of assignments.
6. Michigan: Clarifying Language in Michigan Benchmarks
<http://www.miclimb.net/>
Clarifies benchmarks
7. Michigan Epic
<http://www.michiganepic.org/historythemes>
Clarifies themes and concepts for U.S. History
Click Michigan History Resources for Michigan History Themes Project
8. Michigan Teacher Network
<http://mtn.merit.edu/mcf/index.html>
Lessons, resources, standards and benchmarks
9. University of Minnesota. Center for Applied Research and Educational Improvement
http://education.umn.edu/CAREI/Reports/Rpractice/Fall2000/avery_palmer.htm
http://education.umn.edu/carei/Reports/pedagogy/tasks/introduction_acknow.htm
Authentic Pedagogy in the Social Studies
Authentic Assessment Tasks for Secondary Social Studies
10. Macomb Intermediate School District
<http://www.misd.net/Socialstudies/MEAPinformation.htm>

Costs Associated With Class

There is no textbook to purchase for this class. However, there are two or three experiences that carry a cost. One is a presentation on “Storyliving” by the Detroit Historical Museum and another is attending a theatre production. The total cost to you will be about \$60.00.

Tentative Outline of Course Content and Guiding Questions

The schedule and assignments can change based on our weekly progress. Changes will be announced in class and students are responsible for knowing the changes. You should form teams of “study-buddies” to help one another and pick up handouts.

1/11 Who are we? What are we going to learn and do? What is Social Studies?
What activities help students learn Social Studies?

FOR JANUARY 18

Read “Fostering Civic Virtue: Character Education in the Social Studies” at
<http://www.socialstudies.org/positions/character/?print-friendly=true>

Read: strands 1-4 of Michigan Social Studies Content Standards and Benchmarks (MSSCSB)
http://www.michigan.gov/mde/0,1607,7-140-6530_6568-19452--,00.html

Read: Michigan Epic
<http://www.michiganepic.org/historythemes>

Read: Glossary of Social Studies Terms and Social Studies Concepts and Vocabulary Lists
http://www.michigan.gov/mde/0,1607,7-140-6530_6568-19452--,00.html

Read Authentic Assessment of Social Studies: Introduction, The Goal of the Authentic Assessment Project, Standards of Authentic Instruction, and Assessment Standards.
http://www.michigan.gov/mde/0,1607,7-140-6530_6568-19452--,00.html
http://www.michigan.gov/documents/SS-AuthAssmt_96951_7.pdf

Read “Creating Effective Citizens”
<http://www.socialstudies.org/positions/effectivecitizens/>

Explain in a brief paragraph why each subject (history, geography, economics and civics) is worth learning.

Write three definitions of history, geography, economics, and civics (dictionary, textbook, and one that will make sense to a student).

List the skills and/or tools each subject uses in its work? Explain three ways each subject can be used in the real world?

Make a list of the big ideas (concepts) needed for **each** of the following: history, geography, economics and civics.

Make a list of the types of cognition (look for verbs) that students are expected to do. You’ll find these in the benchmarks of each subject. Draw from Michigan Epic, MSSCSB, and NCSS.

Describe a lesson, activity or assignment to assist students to learn the referenced knowledge and skills.

1/18 Developing a Conceptual Framework

What are the Michigan Social Studies Content Standards and Benchmarks? What do they mean? What are the implications? What knowledge (concepts and generalizations) and skills are needed for history (United States), geography, civics and economics? How do we assist students to acquire these concepts and skills?

For January 25

Read: “A Vision of Powerful Teaching and Learning in the Social Studies, Building Social Understanding and Civic Efficacy” Parts I and II
<http://www.socialstudies.org/positions/powerful/>

This article gives an overview of PASS: Powerful and Authentic Social Studies

- 1/25 Developing a Conceptual Framework continued
What makes social studies powerful and authentic?
How do we assist students to use the core subjects (history, geography, economics, civics) as a multidisciplinary tool to give meaning to experience and inform decisions?
Develop a lesson that will “hook” the student’s interest at the start of the course.

For February 1

Conceptual Framework Assignment Due (40 points)

Read: strand 5 and 6 of MSSCSB and be ready to summarize what is required.

Read Civitas, pages 11-35 and 73-90. Be ready to define “Dispositions of Citizens,” “Fundamental Principles of American Constitutional Democracy,” “Fundamental Values of American Constitutional Democracy” and “Civic and Community Action.”

Read “Authentic Assessment of Social Studies.”

http://www.michigan.gov/documents/SS-AuthAssmt_96951_7.pdf (pp. 31-70)

http://www.michigan.gov/mde/0,1607,7-140-6530_6568-19452--,00.html

Write a scenario, focus question and public policy issue question.

Bring one newspaper article that relates to a public policy issue and identify the core democratic values.

Identify public policy issues and references to core democratic values raised in the State of the Union Message.

Describe how you will assist students to identify, research, analyze, and propose solutions to a public policy issue from multiple perspectives

Read: <http://ehhs.cmich.edu/~dnewby/coredvalues1.html>

<http://civics-online.org>

<http://michiganepic.org/coredemocratic.html>

http://www.michigan.gov/documents/SS-AuthAssmt_96951_7.pdf (pp 71-73)

Graduate students submit proposal

- 2/1 Core Democratic Values and Civic Virtues
What is the relationship between core democratic values, civic virtues, constitutional principles, a public policy issue, inquiry, conversation and persuasion?

Identify a public policy issue as the basis for conversation on March 15.

Develop a strategy to assist students to have a conversation on a public policy issue.

Reference “Authentic Assessment of Social Studies” Read sections that relate to discussions, public policy issues, and scoring guides for discussions. (pp. 7,8,19,20,27,30)

http://www.michigan.gov/documents/SS-AuthAssmt_96951_7.pdf

http://www.michigan.gov/mde/0,1607,7-140-6530_6568-19452--,00.html

Read “Creating Strategies and Conditions for Civil Discourse About Controversial Issues” by John A. Rossi at <http://www.socialstudies.org/members/>

Click “members,” click “members only archive,” click “members only area,” for name enter jerry@morris, for member number enter “31669,” search by title.

Read: “Talking With the Enemy”

At the Christian Science Monitor <http://www.csmonitor.com/2004/1015/p10s02-coop.html>

Read: "Discussing a Crisis"

Center for Instructional Development and Research, University of Washington
<http://depts.washington.edu/cidrweb/>

If this url does not work, search "Center for Instructional Development and Research"
and search "Discussing a Crisis"

For February 8

Read MEAP Grade 11 Social Studies Assessment Model March 1998,
Part Three: Holistic Feature Scoring of Civic Writing Grade 11 and Student Responses
and Scoring. (pp. 47-53) Be ready to apply the rubric.

http://www.michigan.gov/documents/SS-Model-11_96955_7.pdf (grade 11)

http://www.michigan.gov/documents/SS-Model-8_96954_7.pdf (grade 8)

http://www.michigan.gov/mde/0,1607,7-140-6530_6568-19452--,00.html

- 2/8 Practice writing and scoring a persuasive essay
Develop a strategy to assist students to write a persuasive essay.

For February 15

Assignment Due: "Core Democratic Values" Submit electronically.

**Attend UDM Theatre Company performance of "A Patch of Earth." February 3-6,
10-13. Read script in advance of attending the play.**

Read the play at EDU 47301T205.

Click "assignments."

- 2/15 In addition to attending a production of "A Patch of Earth" you will use this time to do
individual or group research for the assignment "Using the Theatre to Teach Social
Studies."

For February 22

Visit <http://www.americanpromise.com/> click "Newsletter Archive" read "Keeping The
Promise" and "The American Promise in Your Community" for community service
ideas.

Visit Learning to Give and browse lessons to see how service learning was incorporated
<http://www.learningtogive.org>

Read "Service Learning an Essential Component of Citizen Education"

<http://www.socialstudies.org/positions/servicelearning/>

Read "Civics Lessons Beyond the Classroom" at

<http://www.npr.org/templates/story/story.php?storyId=905341>

To learn more about service learning see the following:

Learning To Give

<http://www.learningtogive.org/doc/how2guide.doc>

How to develop reflection

Indiana Department of Education, Service Learning Program

<http://doe.state.in.us/opd/srvlrn/>

North West Regional Educational Laboratory
http://www.nwrel.org/ecc/americorps/resources/reflect_toolkit/

National Youth Leadership Council
<http://www.nylc.org>

Feinstein Center for Service Learning, University of Rhode Island
<http://www.uri.edu/volunteer/>

Center for Community Service Learning, University of Texas
<http://www2.uta.edu/ccsl/serve.asp?page=index>
Click “links”

University of Detroit Mercy, Leadership Development Institute
<http://www.udmercy.edu/ldi/>

Graduate student paper outline due

2/22 *What is the relationship between philanthropy, service learning and civic efficacy?*

FOR March 1

Read : Academic Service Learning: The Reflection Concept
<http://www.learningtogive.org/papers/index.asp?bpid=1>

Read all sections of “Service Learning Resources.”
<http://www.learningtogive.org/materials/>

Read relevant sections of <http://www.udmercy.edu/ldi/>

3/1 Develop a plan that will assist your students to connect philanthropy, service learning and civic efficacy.

For March 15

Service-Learning assignment due

Prepare for a conversation on a public policy issue by developing a position on “both sides” of an issue. (10 points)
Draw evidence from social studies concepts, logic, core democratic values, constitutional principles and facts.

3/8 Spring Break

3/15 Conversation on a public policy issue

3/22 Story Living Workshop

3/29 Charles H. Wright African American Museum Workshop

For April 5

Graduate Paper Due

Read: “WebQuest: Using Internet Resources for Cooperative Inquiry” and “Kickstarting Inquiry with WebQuests and Web Inquiry Projects”

Visit: <http://www.thirteen.org/edonline/concept2class/month8/index.html>

Click “resources,” “articles,” “websites”

4/5 Reflections on Story Living and Museum Workshops.

For April 12

Assignment due: “Museum or Holocaust memorial Center “ (20 points).

Assignment due: “Using Children’s Literature in the Social Studies Classroom”

Bring a work of children’s literature (fable, fairy tale, parable, nursery rhyme, picture book, chapter book, etc. and explain how you would use it to illustrate a social studies concept **or** a core democratic value.

See useful resources regarding children’s literature at:

<http://www.socialstudies.org/resources/notable/>

http://www.michigan.gov/mde/0,1607,7-140-6530_6568-19452--,00.html

<http://www.learningtogive.org/materials/anno-bib.asp>

4/12 Using children’s literature in the social studies classroom, why and how?
Bring the literature to class and read part to us as you explain its use.

4/19 Using Theatre to Teach Social Studies

For April 26

Assignment due: Using Theatre to Teach Social Studies

Assignment due: Hook the Student’s Interest

4/26 Present your lesson to hook the student’s interest at the start of the course

ASSIGNMENTS

1. **Conceptual Framework** (40 points)

Explain in a brief paragraph why history, geography, economics and civics are worth learning. Write three definitions of history, geography, economics, and civics (dictionary, textbook, and one that will make sense to a student).

List the skills and/or tools history, geography, economics, and civics uses in its work.

Explain three ways history, geography, economics, or civics can be used in the real world.

Make a list of the 25 big ideas (concepts) needed for history, geography, economics and civics.

Write **five** generalizations using these concepts for history, geography, economics, and civics.

Make a list of the types of cognition (look for verbs) that students are expected to do in order to learn history, geography, economics and civics. You’ll find these in the benchmarks of each subject. Draw from Michigan Epic, MSSCSB, and NCSS.

Write five assignments that require the student to use the subject in a real world context.

2. **Hook the Student’s Interest** (20 points)

Describe a demonstration or activity that you would use at the start of the year to “hook” the student’s interest. Be your creative best. The demonstration or activity will illustrate

a. the value of the course or

- b. the method of inquiry that characterizes the subject matter of the course
- c. a concept or generalization that is essential to the subject matter of the course
- d. a theme that you will revisit throughout the course

Subject/Course:

Grade:

Time frame of class period:

of class periods needed

Prepared by:

Purpose of Lesson (<one page)

Explain the purpose and importance of the lesson.

Procedures

Write verbatim what you will say and what you will do.

Describe what the students will do. Include the directions you will give to the students.

Attach any handout needed to do the activity.

Materials Needed

List and reference source of materials

3. Core Democratic Values (20 points)

Title of Core Democratic Value (CDV) you have been assigned:

Define the CDV in the language of the discipline. Refer to Civitas.

Define the CDV in language a student could understand.

What misconceptions about this CDV might students hold? Why?

What current example would you use to explain this CDV? Explain

What metaphor, simile or analogy could you use to illustrate this CDV? Explain meaning.

Draw something or attach a picture that reminds you of this CDV. Explain meaning.

What movie or scene from a movie would illustrate this CDV? Explain meaning.

What song (Title and Artist) would illustrate this CDV? Explain meaning. Write out lyrics.

(Be sure to select a picture, movie and song that is appropriate to use with students to illustrate the core democratic value.)

4. Museum or Holocaust Memorial Center Assignment 20 points

a Explain where you are going and why you are taking your students on this field trip.

What do you want them to learn? How does this experience fit into the context of your course?

b. Site the relevant Social Studies Strand, Standard and Benchmark.

c Describe at least five activities that you will have students do to prepare students academically for the field trip. Be specific. (Movie, interviews, vocabulary, read, write, discuss....)

Explain if and how you will prepare students for the field trip if it might be emotionally charged.

d Write out specific questions for the students to reflect about immediately following the field trip.

e Describe three different activities that you will have students do in class as a follow-up to the field trip.

f. Design an electronic field trip (web quest) assignment for students who cannot attend the field trip. Write it as if you are giving it to the students. Give specific directions

including web sites (at least three); directions how to navigate the site; and specific questions to answer at each stop.

You will probably need to visit the museum on your own before or after our class visit.

5. **Using the Theatre to Teach Social Studies (20 points)**

Course and grade level:

Teacher name(s):

Title of Play: A Patch of Earth

Author(s):

Date play written:

Describe:

Setting

Story line

Characters

Conflict

How the conflict was resolved

Symbolism and meaning:

How the play fits into the course:

Michigan Social Studies Strand, Standard and Benchmark:

Draw from History, Political Science, Economics and Geography

Cross reference to objectives

Objectives

Write at least three cognitive objectives in behavioral terms

Vocabulary in the play that you will have to teach

Answer the following questions

What motivated the writing of the play?

How was the play received at the time? What did the critics say?

Is the play historically accurate? Explain any inaccuracies.

Is the subject matter controversial or emotionally charged to require the students and parents to be prepared? If yes, describe how you will do so.

Make a list of five plays you might have students read for one of the following subject areas: Civics, Economics, Geography, United States History, World History, Sociology, Psychology, or Anthropology. Include title, author, date written and a one paragraph explanation as to why the play was selected.

Note: This assignment can be done individually or in teams of two or three.

6. **Using Children's Literature in the Social Studies Classroom (20 points)**

March was "Michigan Reading Month." The Detroit Free Press featured "Real-Life Inspirations" each Monday on the "Other Voices" page that described literature read as a child that made a difference to the featured adult.

As an individual, there was a piece of literature that made a powerful difference in your life. As a teacher you will want to use literature, fiction and non-fiction, to expand the

student's world; establish "habits of the heart," and civic virtues; give meaning to the student's life, and illustrate important social studies concepts and core democratic values.

Children's literature, in particular, can evoke an emotional connection to the subject. It has the additional advantage of presenting complex concepts in an understandable context that can be used as a bridge to deeper understanding.

I want you to share your own "Real-Life Inspirations" using the following template. You have two choices. First, you can tell about a piece of children's literature that was read to you and that you could use in your classroom to teach a social studies concept or core democratic value. If you cannot remember such a story from your childhood, pick a story that you would read to your own child. Your second option is to pick a piece of literature that is age-appropriate for middle school or high school.

Title and Author of Literature

Your Name:

Picture of yourself

Your favorite book, fable, parable,

Why it was important to you: (50 words or less)

What it was about. Include a poignant scene that captures the essence of the story (150 words or less)

Explain how you can use this book in a social studies class. Reference the core democratic values or social studies concepts that can be connected to the story. Explain the connection.

7. Service Learning (20 points)

Personally participate in a community service-learning project (2 hours) and engage in civic activities to influence the issue that is addressed by the service-learning project.

Write a paper (2-3 pages) on your service-learning project that includes the following:

Explain service learning and why is it a useful instructional tool.

List and explain the steps in preparing students for a service-learning project.

Describe what you expected to happen and what actually happened, what you did, what you learned, how the experience affected you personally, and what social justice issue was addressed.

Include name of organization, address, telephone number, e-mail, fax, contact person, and dates of service.

Write a persuasive letter to a public official advocating a course of action to address the social justice issue that was at the heart of your service-learning project. Include an addressed, stamped envelope for me to mail the letter.

8. Content Guidelines and Standards Portfolio (100 points)

The Michigan Department of Education requires that teacher candidates be able to assist students to master a body of knowledge and skills. The goal of this course is to prepare you to do so. To that end, classroom lessons and assignments will model strategies for you to use to assist student learning.

Therefore, you will construct a Content Guidelines and Standards Portfolio to document your pedagogic expertise. The standards for your portfolio can be found at:

http://www.michigan.gov/mde/0,1607,7-140-5229_5683-24835--,00.html

The due dates for the respective sections of the portfolio will be announced in class.

Useful Resources:

Books-Monographs

Authentic Assessment of Social Studies. (1998). Michigan Department of Education
Braun, Jr., Joseph and Risinger, C. Frederick. (1999) *Surfing Social Studies*. NCSS
Bulletin 96.
Curriculum Standards for Social Studies. Expectations of Excellence. (1994) NCSS 89.
Loewen, James W. *Lies My Teacher Told Me*. (1995). New York: Touchstone.
National Standards for Civic and Government. Center for Civic Education. (1994)

Periodicals

Social Education, published monthly by the National Council for the Social
Studies.
The Social Studies Professional, published monthly by the National Council
for the Social Studies.

Web sites

Annenberg/CPB Learner

<http://www.learner.org>

<http://www.learner.org/channel/workshops/civics/>

Arizona State University

<http://www.asu.edu/provost/intergroup/resourcesmain.html>

Intergroup Relations Center

Bridge for American History

<http://www.bridgeforamericanhistory.org/pedagogy.html>

History and substantive conversation resources

Center for Research on Learning and Teaching

<http://www.crlt.umich.edu/tstrategies/teachings.html>

Constitutional Rights Foundation

<http://www.crf-usa.org>

Education Central

<http://www.edcen.ehhs.cmich.edu/>

Education Orchard Net

<http://www.edu-orchard.net/PROFESS/>

Illinois State University, College of Education

<http://www.coe.ilstu.edu/jabraun/socialstudies/assess/socsci/frames.html>

Alternative Assessment in the Social Studies

Innovation Center for Community and Youth Development

<http://www.theinnovationcenter.org>

Service learning and civic action

Justice Learning

<http://www.justicelearning.org>

Justice Talking

<http://www.justicetalking.org>

National Council for the Social Studies

<http://www.socialstudies.org/toolkit/>

Read: *Advocacy Tool Kit*:

Strategies and resources to advance social studies education

ProQuest

<http://www.il.proquest.com>

Historical Newspapers and much more

Quebec English Schools Network, Communication Landscapes

<http://www.qesnrecit.qc.ca/ela/>

Social Studies Development Center, Indiana University

<http://www.indiana.edu/~ssdc/>

Studies in Moral Development and Education

<http://tigger.uic.edu/~lnucci/MoralEd/>

(If this web site does not work for you, use Google and search the title)

University of Miami Libraries

<http://www.library.miami.edu/netguides/psymeth.html#survey>

Research methods in the Social Sciences

<http://findit.library.miami.edu/findit.php>

Subject Research Guides

Classroom Teacher Homepages

Mr. D's Website

<http://www.mrdeeteacher.com>

Mr. Diaz's Home Page

<http://home.comcast.net/~cardi55/>

Mr Donn's Ancient History Page

<http://members.aol.com/donnandlee/>

Mr. Dowling's Electronic Passport

<http://www.mrdowling.com>

Mr. Dziubek's Virtual Classroom

<http://www.sjjtitans.org/web/cdziubek/>

Ms. LeBeau's HomePage

<http://www.suelebeau.com>

Ms. Raff's History Classroom

<http://home.dc.rr.com/raff/>

Literature Resources

A Treasure of American Folklore. B.A. Botkins. New York: Crown Pub. 1968

American Library Association

<http://www.ala.org/ala/alsc/awardsscholarships/childrensnoteable/Default1888.htm>

Association for Library Service to Children

<http://pbskids.org/lions/partners/alsc.html>

D. Hidden Ramsey Library, University of North Carolina

<http://bullpup.lib.unca.edu/library/rr/multicultlit.html>

Folk Songs of North American. Alan Lomax

For Reading Out Loud! Margaret Mary Kimmel and Elizabeth Segel New York: Delacorte Press. 1988 0-385-29660-6

Indiana Department of Education

<http://www.indiana.edu/~reading/ieo/bibs/childsoc.html>

Internet School Media Center

<http://falcon.jmu.edu/~ramseyil/bibliotherapy.htm>

Bibliotherapy and Children's Books

Learning to Give

<http://www.learningtogive.org/materials/anno-bib.asp>

Michigan State University, Guide to Multicultural Literature for Children

<http://www.lib.msu.edu/corby/education/multicultural.htm>

Montgomery County Public Schools

http://www.mcps.k12.md.us/curriculum/socialstd/Econ_Geog.html

National Council for the Social Studies –

<http://www.socialstudies.org/resources/notable/>

Notable Trade Books for Children

Novelinks, Brigham Young University

<http://english.byu.edu/Novelinks/default.html>

The Read-Aloud Handbook. Jim Trelease. New York: Penguin Books. 1985

0-14-046-727-0

<http://www.trelease-on-reading.com>

Sparknotes.com

<http://www.sparknotes.com/lit/>

Local Theatre

African Renaissance Theater

1515 Broadway

Detroit, MI
313.965.1515

Farmington Players
32332 West 12 Mile Road
Farmington Hills, MI
248.553.2955
<http://www.farmingtonplayers.org>

Jewish Ensemble Theatre
6600 West maple Road
West Bloomfield, MI
248.788.2900
<http://www.wjt.ca/mem/jet.htm>

Matrix Theatre
2730 Bagley
Detroit, MI
313.967.0999
<http://www.matrixtheatre.org>

Meadow Brook Theatre
207 Wilson Hall
Oakland University
Rochester, MI
248.377.3300
<http://www.mbttheatre.com/>

Mosaic Youth Theatre
610 Antoinette Street
Detroit, MI
313.872.6910
<http://www.mosaicdetroit.org>

Performance Network
120 East Huron Street
Ann Arbor, MI
734.663.0696
<https://secure.performancenetwork.org/cgi-bin/tm.cgi>

Planet Ant Theatre
2357 Caniff Ave.
Hamtramck, MI 48212
313.365.4948
<http://www.planetant.com/theatre/index.htm>

Plowshares
2870 East Grand Boulevard
Suite 600
Detroit, MI
313.872.1336
<http://www.plowshares.org>

[Theatre Alliance of Michigan](#)

<http://www.theatreallianceofmichigan.org/directory/higher-ed.html>

University of Detroit Mercy Theatre Company
313.993.3270
<http://theatre.udmercy.edu>

Wayne State University
Hilberry, Bonstelle, and Studio Theatres
http://www.theatre.wayne.edu/t_studio.html

Wild Swan Theatre
416 West Huron Street
Ann Arbor, MI
734.995.0530
<http://www.wildswan.ws/>

Theatre Resources

[American Repertory Theatre](http://www.amrep.org/)
<http://www.amrep.org/>

Use search engine to find plays of interest and related articles

Bedford Middle School
Reader's Theatre
<http://bms.westport.k12.ct.us/mccormick/rt/RTHOME.htm>

Center For Distance Learning and Innovation
Gander Academy, Readers Theatre
<http://www.cdli.ca/CITE/langrt.htm#Online>

Center for Research on Learning and Teaching
<http://www.crlt.umich.edu/theatre/theatre.html>
CRLT Theatre Program

The Children's Literature Web Guide
<http://www.acs.ucalgary.ca/~dkbrown/index.html>

Creative Drama and Theatre Education Resource Site
<http://www.creativedrama.com/creative.htm>

Drama 30
http://www.saskschools.ca/curr_content/drama30/index.html

E Server Drama Collection
<http://drama.eserver.org/plays/classical/aristophanes/lystrata.txt>

Educational Theatre Association
<http://www.edta.org>
Great links to other sites

Indiana University, Drama, Plays, Skits and Theater
<http://www.indiana.edu/~reading/ieo/bibs/drama.html>

Interactive Theatre

<http://www.interactivetheatre.org>
Using drama to educate on sexual assault

Lazy Bee Scripts
<http://www.lazybeescripts.co.uk/KidsPlays.htm>

LEAParts
<http://www.leaparts.info/ver2/platform/secid2.htm>
Dorothy Heathcote's 'Living Through Drama'..."

Music Theater International
<http://mtimusicalworlds.com/>

Newfoundland and Labrador Heritage
<http://www.heritage.nf.ca/arts/collectives.html>
Collective Creation

Northwestern University Library, Electronic Resources
<http://er.library.northwestern.edu/detail.asp?id=214448>
Scripts and literature online

Northwestern University
<http://faculty-web.at.northwestern.edu/theater/tya/ct/states.html>
State by state listing of Children's Theatre

Pedagogy and Theatre of the Oppressed
<http://www.unomaha.edu/~pto/>
A global forum based on the ideologies and actions of Paulo Freire and Augusto Boal

Plays By Jimmy Brunelle
<http://www.zartmo.com>
One act plays for different age groups

Quebec English Schools Network, Communication Landscapes
<http://www.qesnrecit.qc.ca/ela/frame4.htm>

Read, Write and Think
http://www.readwritethink.org/lessons/lesson_view.asp?id=269
The Peace Journey, Using Process Drama in the Classroom

Small-Cast One-Act Guide On Line
<http://www.heniford.net/1234/>

University of Alberta
http://www.quasar.ualberta.ca/css/Css_35_3/ARliving_citizenship.htm
Living Citizenship through Popular Theatre, Process Drama and Playbuilding

