

Learning Activity: PowerPoint
An Early Midwest region
(Specifically Illinois)
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Wayne Elementary School
3rd grade

Summary: Students learn about general Illinois history from 1550 to statehood in 1818. I use a few clips from [United Streaming](#) videos about the following subjects: an introduction to the Midwest Region, the plains Indians, early explorers and fur traders, first settlements in the Midwest and French outposts in Illinois. Also, I use a timeline from the website [American Memory](#).

This learning activity was developed as part of the requirements for the Aurora University/ District U-46 graduate credit course Online Resources to Enhance Learning: OEDP-5029, Fall 2005, under the guidance of instructor Richard Levine.

The learning goal is to enrich the students understanding of Illinois history. We will implement this in the spring during our Illinois unit in 3rd grade.

	Engaging Learning Environments	Traditional Learning Environments
1.	Students are engaged in authentic and multidisciplinary tasks.	Students are "blank slates" onto which teachers etch information.
2.	Student participation is interactive.	Students sit passively and absorb information.
3.	Student work is collaborative.	Students work alone.
4.	Students are grouped heterogeneously.	Students are grouped homogeneously.
5.	Students learn through exploration.	Students learn based on strict adherence to a fixed curriculum.
6.	The teacher is a facilitator.	The teacher "imparts" specific knowledge to students.
7.	Assessment is based on students' performances of real tasks.	Assessment means testing which is separate from teaching.

This activity engages students in small groups, individually, and as a class. Each small group of five will have a focus question to answer about each film clip. (2) Also, they will have to record dates in order to reproduce them on a timeline. (1) The groups will watch the PowerPoint together as a class, gather information individually that they need in order to answer their focus question, meet in small groups to decide what important timeline dates their group is responsible for (3) and present the dates in a culminating activity. This culminating activity will be to post

the important events on a large classroom timeline. (7) I will be facilitating groups by walking around and monitoring small group behavior and work production.

State Standards:

16.A.1b Ask historical questions and seek out answers from historical sources (e.g., myths, biographies, stories, old photographs, artwork, other visual or electronic sources).

16.B.1 (W) Explain the contributions of individuals and groups who are featured in biographies, legends, folklore and traditions

16.C.1a (US) Describe how Native American people in Illinois engaged in economic activities with other tribes and traders in the region prior to the Black Hawk War.

16.C.1b (W) Explain how trade among people brought an exchange of ideas, technology and language.

The levels of Blooms Taxonomy covered by this presentation are:

Knowledge	<ul style="list-style-type: none">• observation and recall of information• knowledge of dates, events, places• knowledge of major ideas• mastery of subject matter• <i>Question Cues:</i> list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.
Comprehension	<ul style="list-style-type: none">• understanding information• grasp meaning• translate knowledge into new context• interpret facts, compare, contrast• order, group, infer causes• predict consequences• <i>Question Cues:</i> summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend

The PowerPoint has 6 video clips engaging the students in the understanding of Illinois History.

The product of the student learning will be to discuss Illinois History in small groups and to produce a timeline from the 1550's to the statehood in 1818.