

















I AM A GIRL DAD WITH 2 BSU GRADS



Grad BSU - July 2017 Riley
NICU Nurse



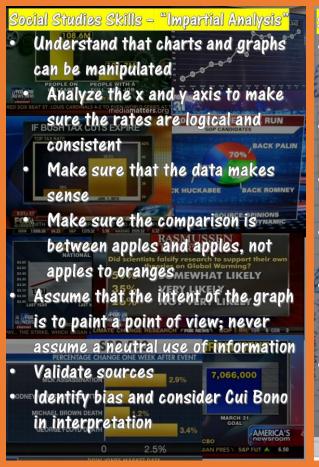


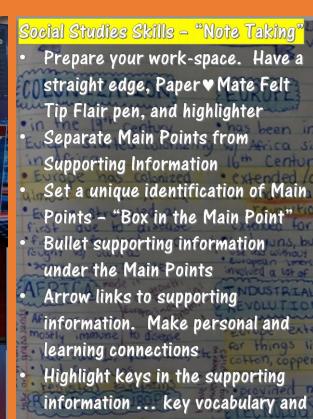


I have Taught at the Junior High, High School and College level I love Junior High the Most

2, mu; mn; Jupels & [1-1/2] 22 [1-1/2] 8 = 8 + mg(n) I don't believe in smart.

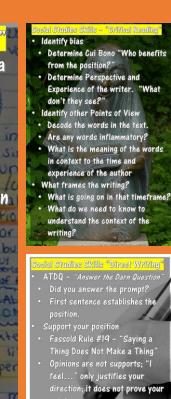
Grade	Description
A+	Show piece work; thoughtful; insight is clear. Thoughts communicated clearly.
A	Excellent work; found the main points from the reading; communication is clear
J _A DON°	TUSEWB? SMALAND DED'S THING GRADING found, but the keys are here.
C	Clear you worked, but you missed some key points.
F	Work is shallow and incomplete



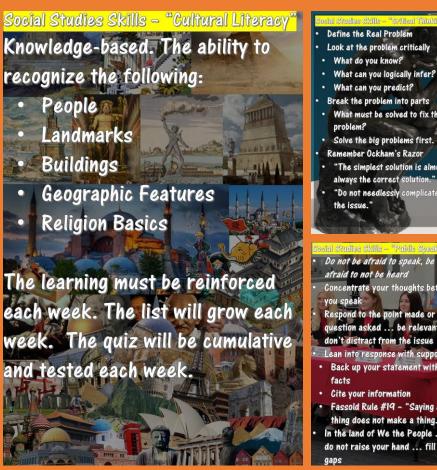


learning •

were Indians







- Look at the problem critically
- What can you logically infer?
- What can you predict?
- Break the problem into parts
- What must be solved to fix the
- Solve the big problems first.
- Remember Ockham's Razor
- "The simplest solution is almost
- "Do not needlessly complicate

- Concentrate your thoughts before
- question asked ... be relevant don't distract from the issue
- Lean into response with support
- Back up your statement with
- Fassold Rule #19 "Saying a thing does not make a thing."
- In the land of We the People ... do not raise your hand ... fill the

LAM SKILL BASED WITH A CULTURAL LITERACY

Supports must be credible and timely

Don't use old data when new

FOCUS

CLASSROOM RULES

Mrs. Rosa has the right to teach and students have the right to

learn; therefore, anything done to disrupt this process will be

considered a discipline problem.

DISCIPLINE PROCEDURE

- 1. Verbal warning issued and recorded
- 2. Move from seat/classroom and student-teacher conference
- 3. Student calls home
- 4. Student/Parent/Teacher conference
- 5. Referral to administration

REWARDS

 Verbal and Written Praise 	O Homework Pass
о Нарру Teacher	 Late Homework Pass
 The Joy of Learning 	 Positive call/note Home
O Your teacher's Respect	o Pick Your Seat

I ONLY HAVE ONE RULE

I HAVE NO DISCIPLINE PROCEDURES
THAT TAKE KIDS AWAY FROM ME

I ONLY REWARD THINKING AND HARD WORK









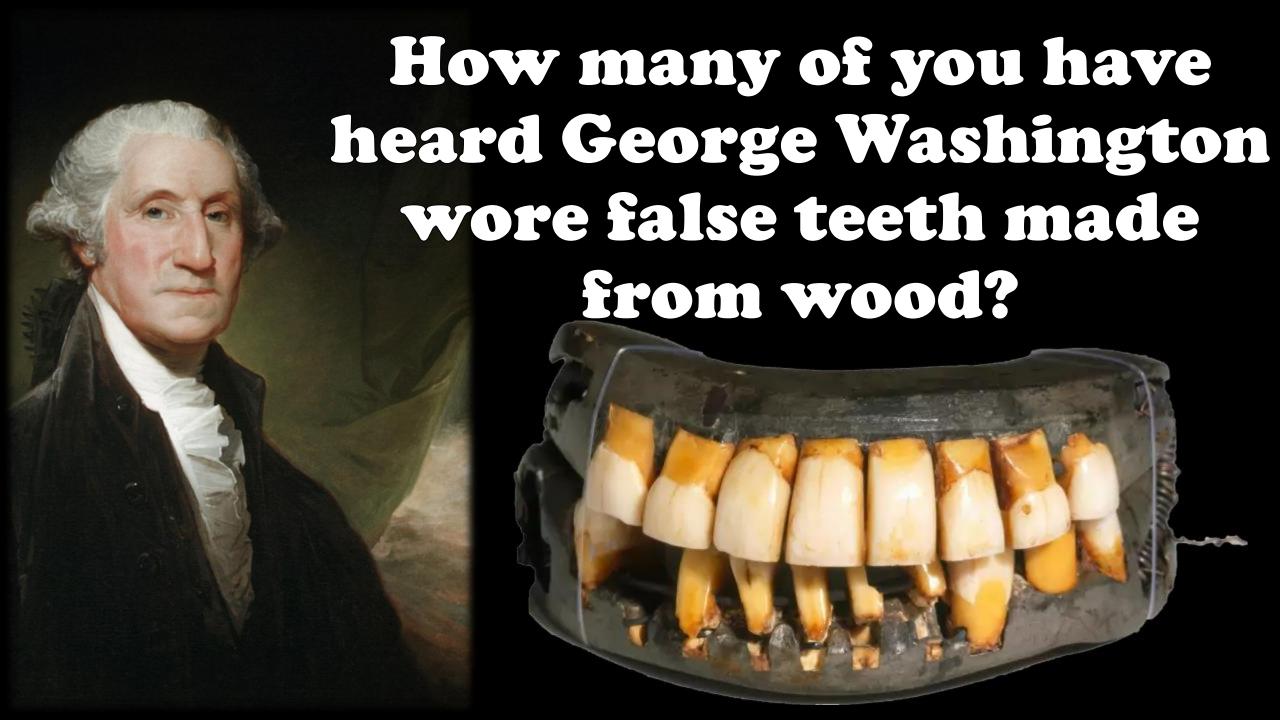
first your teachers

have lied to you

Have you heard that the Great Wall of China is the only man-made object you can see from space?

1932, when a "Ripley's Believe It or Not!" cartoon called it "the mightiest work of man, the only one that would be visible to the human eye from the moon,"

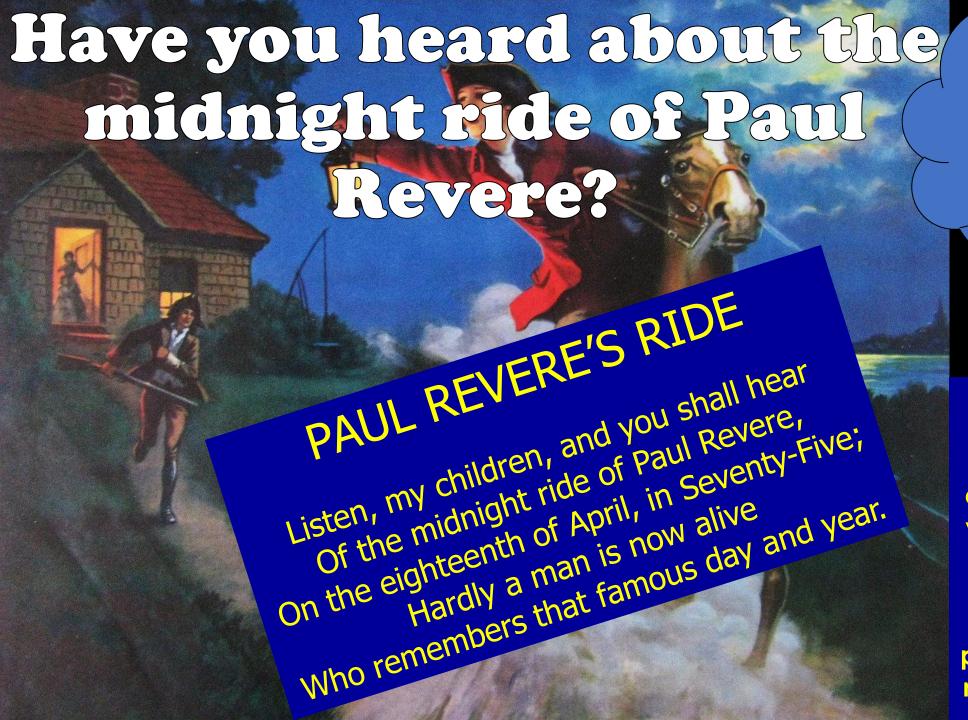




Have you heard that Betsy Ross sewed the first American flag?



There is no historical evidence that she had anything to do with the sewing of the flag (outside of her family that profits on her legacy)



Can you guess why William Wadsworth picked Revere over Dawes?

While Paul Revere did take part in an early warning of the British arrival; he did not travel very far as he ran into a British patrol and was detained. The person who most closely performed Paul Revere's ride was William Dawes.

Have you heard that Christopher Columbus that the world was flat?





The "flat earth" link to Columbus happened in a 1832 biography written about Christopher Columbus.

The following anecdote is a case in point. It is too valuable to be lost, and too true to be doubted; for it was communicated to me by the same excellent lady to whom I am indebted for the last [story].

When George," said she, "was about six years old, he was made the wealthy master of a hatchet! of which, like most little boys, he was immoderately fond, and was constantly going about chopping everything that came in his way. One day, in the garden, where he often amused himself hacking his mother's pea-sticks, he unluckily tried the edge of his hatchet on the body of a beautiful young English cherry-tree, which he barked so terribly, that I don't believe the tree ever got the better of it. The next morning the old gentleman, finding out what had befallen his tree, which, by the by, was a great favourite, came into the house; and with much warmth asked for the mischievous author, declaring at the same time, that he would not have taken five guineas for his tree. Nobody could tell him anything about it. Presently George and his hatchet made their appearance. "George," said his father, "do you know who killed that beautiful little cherry tree yonder in the garden? "This was a tough question; and George staggered under it for a moment; but quickly recovered himself: and looking at his father, with the sweet face of youth brightened with the inexpressible charm of all-conquering truth, he bravely cried out, "I can't tell a lie, Pa; you know I can't tell a lie. I did cut it with my hatchet." "Run to my arms, you dearest boy," cried his father in transports, "run to my arms; glad am I, George, that you killed my tree; for you have paid me for it a thousand fold. Such an act of heroism in my son is more worth than a thousand trees, though blossomed with silver, and their fruits of purest gold.

—M.L. "Parson" Weems, The Life of George Washington (1800) the story that launched Washington's cherry-tree myth.

G. G. White's "I Cannot Tell a Lie: I Cut the Tree" (1867)





George Washington cutting down the cherry tree and telling his father that he cannot tell a lie?

Parson Weems' Fables
entered into US
textbooks in the 1920s
to inspire a new
generation of students.

Johnny Appleseed was indeed a real person who planted apple trees throughout Pennsylvania, on and Illinois

He was a business man. Frontier law allowed people to lay claim to land through development of a permanent homestead. A claim could be made by planting 50 apple trees. He would sell land to settlers. He was a land baron. He traversed 100,000 square miles. When he died he owned more than 1200 acres of land.

Some are lies of

omission.

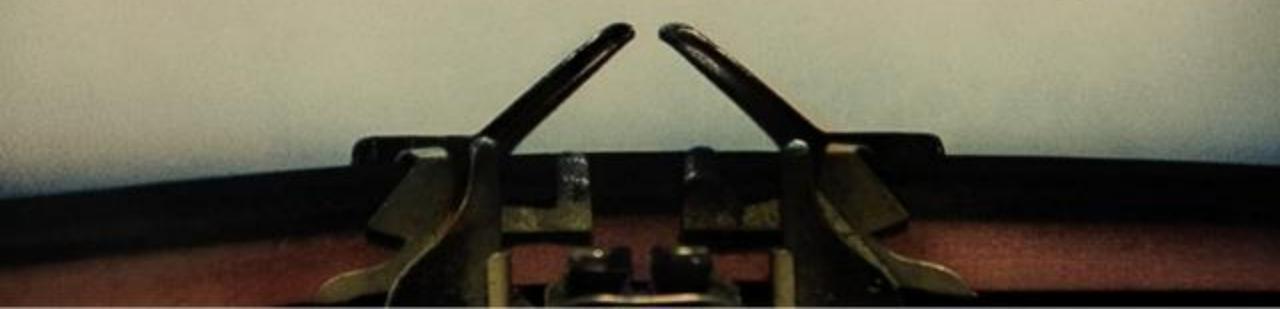
What about Helen Keller?

the rest of the story.





the rest of the story.



- BECAME A WORLD-FAMOUS SPEAKER AND AUTHOR.
- Supported the right of women to vote, was a pacifist, radical socialist, and opposed Woodrow Wilson.
- HELPED FOUND THE AMERICAN CIVIL LIBERTIES UNION (ACLU).
- KELLER AND MARK TWAIN WERE BOTH CONSIDERED 7

 RADICALS AND THEIR POLITICAL VIEWS HAVE BEEN OMITTED.
- KELLER JOINED THE SOCIALIST PARTY. SHE ACTIVELY CAMPAIGNED. SUPPORTED SOCIALIST PARTY CANDIDATE EUGENE V. DEBS IN EACH PRESIDENTIAL RUNS.
- THE PRESS REFUSED TO PRINT HER ARTICLES. KELLER

10 Tampa Ba AUGUST 18 1920 Mho knows?



THE NEWS-DEMOCRAT

ASSOCIATED PRESS
N. E. A. SERVICE
STATE NEWS BUREAU
DISTRICT CORRESPONDENTS

VOL. 51; NO. 200.

PADUCAH, KY., THURSDAY MORNING, AUGUST 19, 1920.

15 CENTS PER WEEK

36TH STATE RATIFIES SUFFRAGE AMENDMENT

CLERKS COMBINE BUSINESS WITH PLEASANT TIME

Large Number of State Scribes In Attendance At Convention; Barkley Delivers Welcome Address.

The Kenrucky Association of Counhouse with President J. W. Wilson of Mayfield, presiding About wat; clerks were in attendance. At 1 o'c'eck in the afternoon the clerks twere toe guests of the city of Pada were the kneets of one city of Padurah and the Board of Trade at a hat horse. The trip was made in autosteamer George Cowling to the Standard Printing company of Louis The Cowling returned about 10 30 p. m. The clerks pronouuced it one of the most delightful river des they ever had Music was furnished by a Paducah orcanite.

Barkley Extends Welcome Congressman Alben W. Barkles, or l'aducah, delivered tac welcome ad the best to which the cacke ever had the pleasure of listening, iteteld the cerks that he became intl mately associated with the clocks of the First congressional district and of McCracken county and when he served the people in other capacities He stated county and circuit sterks had the orportunity to become core Is acquainted with human nature Clerks he stated, issued marriage !!

fee for recording ownership of property and small smal should receive more in many in ciances, speakers stated, deeds must he recorded a number of times warre the same tiece of property los-changed ewnership frequently, and cerks contended the fee raid was not sufficient for the work performed committee was appointed to make

will posside as maximaster. A deaphitot program griff by rendered, Officers will be elected the mounts and the next meeting there selected

PROTESTS RAISE IN FERRY FARE

Livingston County Citizens session of the keys to the Warraw object To Increase In Tolls Charged At Clark's River

Judge James M. Lang to prevent the excelled by troops freed by shorten The present price for the ing the front in the Brody region ext the face would be \$1.60 The Boisheviki back along the line to

As the Altoune form is not being larging from 20 to 50 miles. from Litting-tun county to McCrack n comes over on the Clark's river MO AODEFRACIT

BY DEFENDERS' **BOLD STROKE**

Bolsheviki Pushed Back Until Poles Again Hold Possession To Key of Defenses; ! Reach All Objectives.

Partic Aug. 18. Warsaw now nd President Pileudski's Polisis armies are no longer obliged to fight a de ensire battle. The bold counter offensive an both wings has reached its first objectives and the Poles apwar to be jausing before attempting develop their success

The offensive of the left wing per smally led by the French Generals tenty and Hillott, case a ready 'rided to important results as it once more has put the Poles in posdetenues the fork between the Naew and Rug rivers, while the foresa advancing toward Mlow, which have reached Telecusneff, 12 sailes south Miow, will force the Bolebeviki marching toward Plock and Thorn to hastly retreat, and consequently eopen a direct ratiroad has to Dan-

dong the line of Garvol'n and Paratchoff between the Vistula and Bug tions of the main Bolshertki forces. rapid headway and has driven the ward Brest-L torsk for a distance



SUFFRAGE AMENDMENT RATIFIED BY TENNESSEE LEGISLATURE AT END OF BITTER FIGHT; HOUSE VOTE 49-47

Supporters of Movement Stand By Ready To Meet Expected Onslaught of Opponents In Plan To Reconsider; Way Paved By Speaker For Action.

Washington, Aug. 18 .- Secretary | Steps for such a test in which a of State Colby announced today he provision of the Tennessee constiwas prepared to promulgate the tution is involved already have been necessry proclamation of ratifica- taken by the Tennessee constitution of the suffrage amendment as tional league. Ninety-six of the soon as he received formal notification of Tennessee's action.

Nashville, Aug 18.—The amend was taken was tie, each faction ment extending equal suffrage to ing forty-eight votes on the mot American women was raified to- by Walker to table the resolut day for inclusion in the federal con- On the hallot for concurrence stitution, the over house of the lineup stood forty-nine to forty-sev-Tennessee leg, ature voting fifty en until the speaker thanged he to forty-six to concur in a senate resolution adopted Friday, twenty-their leaders declared thight that five to four. This action made members who favor suffrage who Tennessee the thirty-sixth state or were absent today will arrive prob-the necessary two-thirds of the ably tomorrow morning. Associon The amendment tonight lacked only majority vote of the members presformal proclamation by Secretary ent and since Walker can act with-Colby of the State Department to out a moment's notice the suffracomplete the acceptance by the na- gists planned to be on hand in full

consider. Under the house rules effort.

were present today and the align There is still a possibility that leaders said they expected no dethe house may rescind its action. fection in their forces but ar a pre-At the last moment Speaker Walker, caution are tightening their lines leader of the anti-suffrage forces, tonight while the opposition was changed his vote of "No" to "Aye" waging an active campaign to inpaving the way for a motion to re- crease their strength for the final

When were African-American women guaranteed the right to



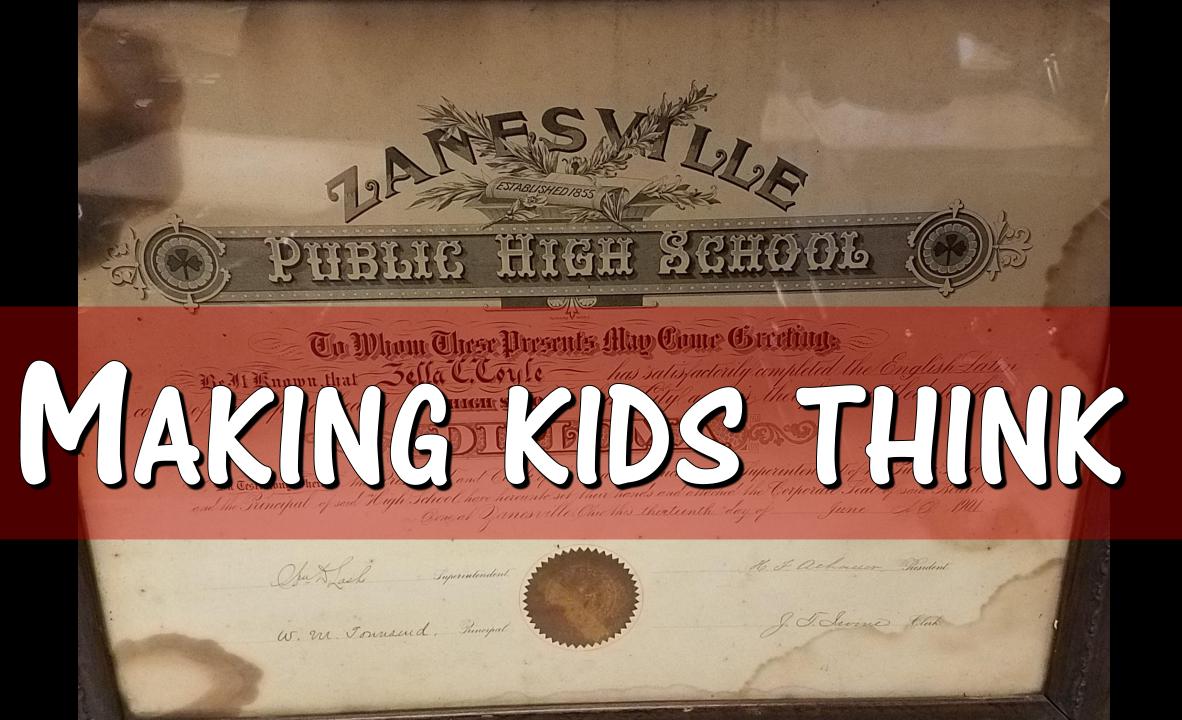


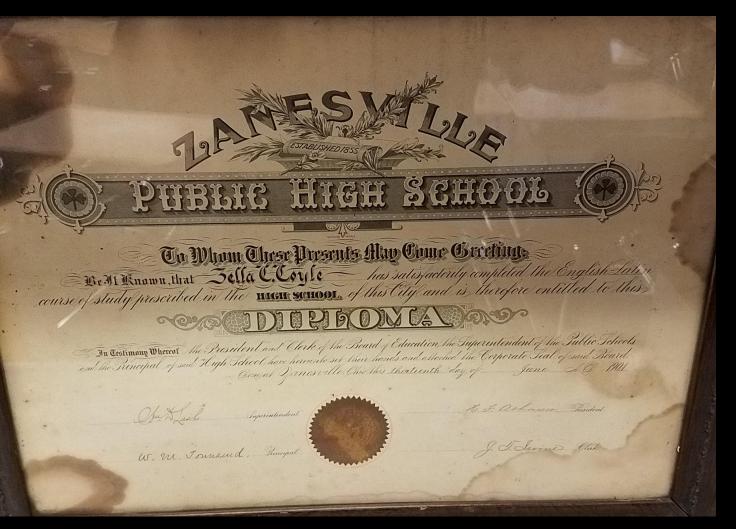








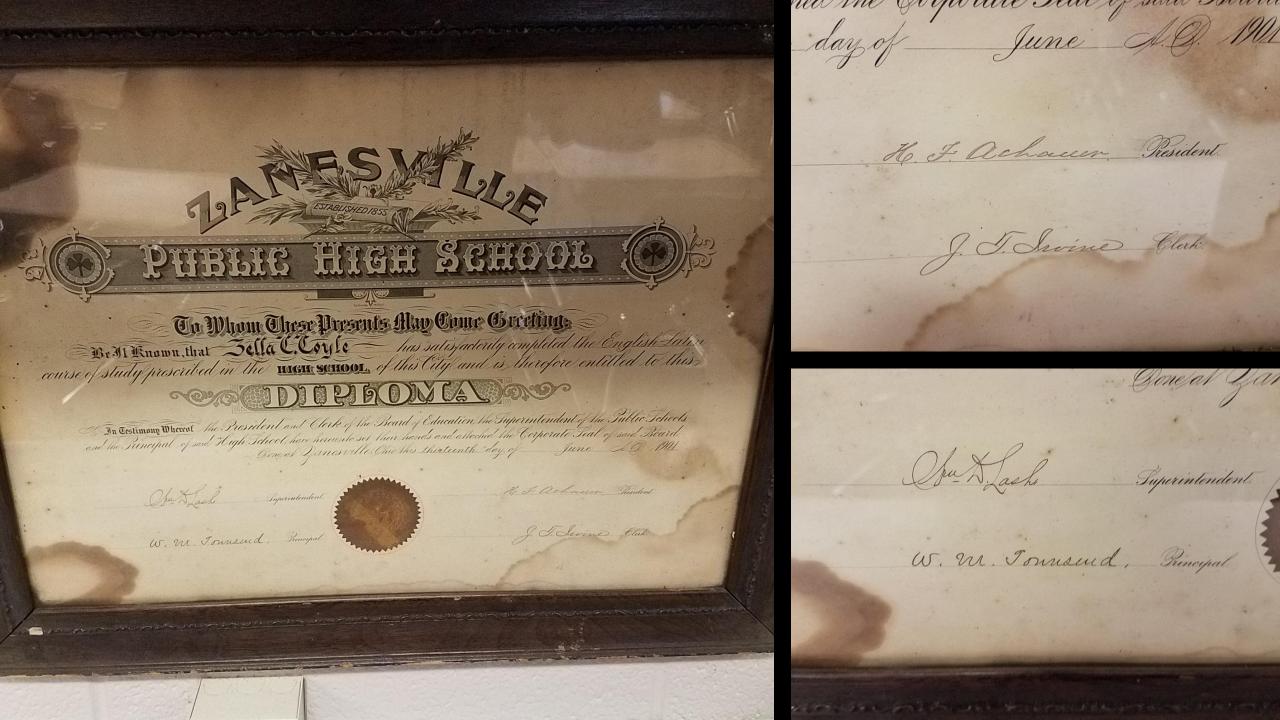


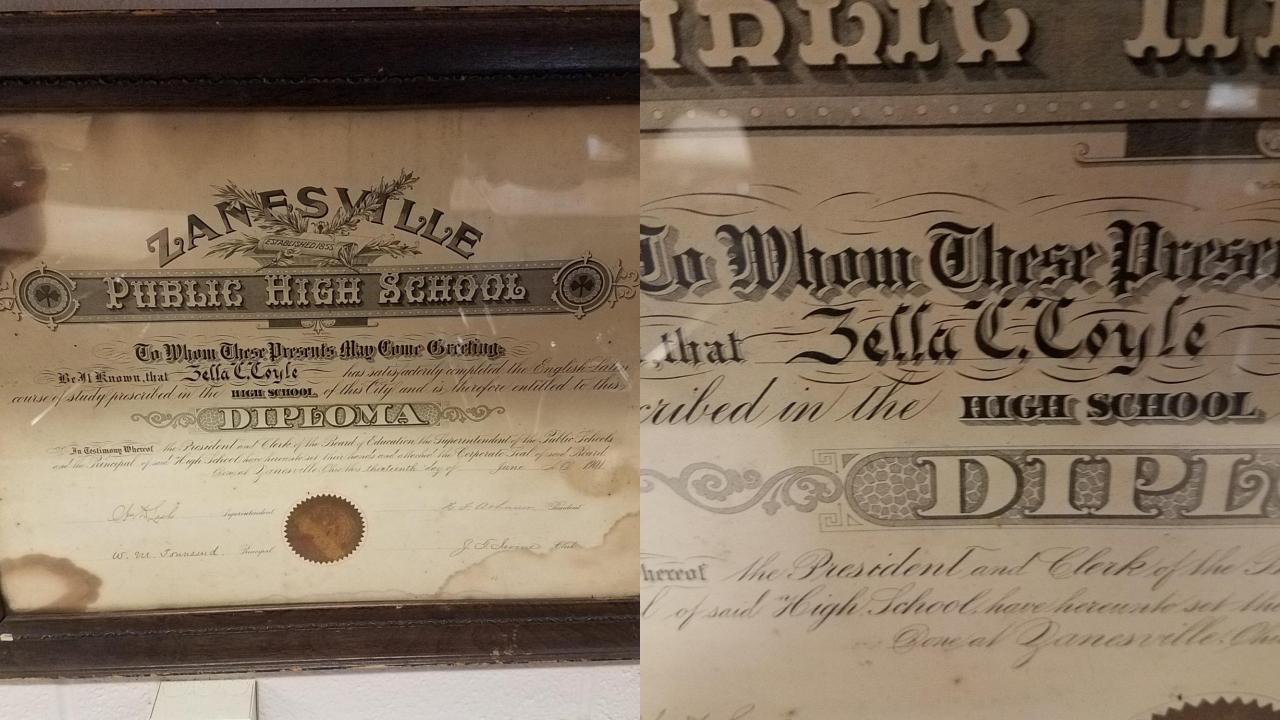


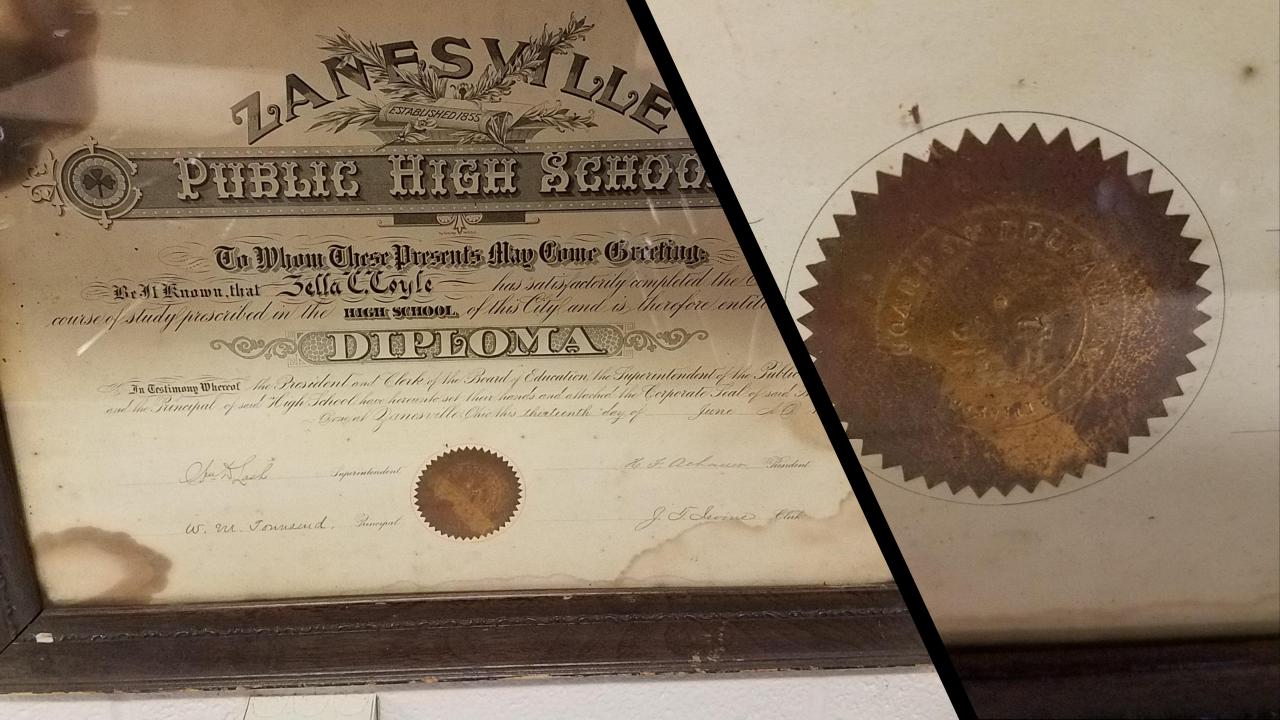
Details

- 1. 14 x 18 Paper
- 2. Custom frame with detailing
- 3. 80 pound paper (heavier than card stock)

ily completed the ongush Zal is therefore entitled to the GO CON O n the Superintendent of the Tublic Schools Mached the Corporate Seal of said Board nth day of June A. D. 1901 H. F. achowen President. O Thrine Clark









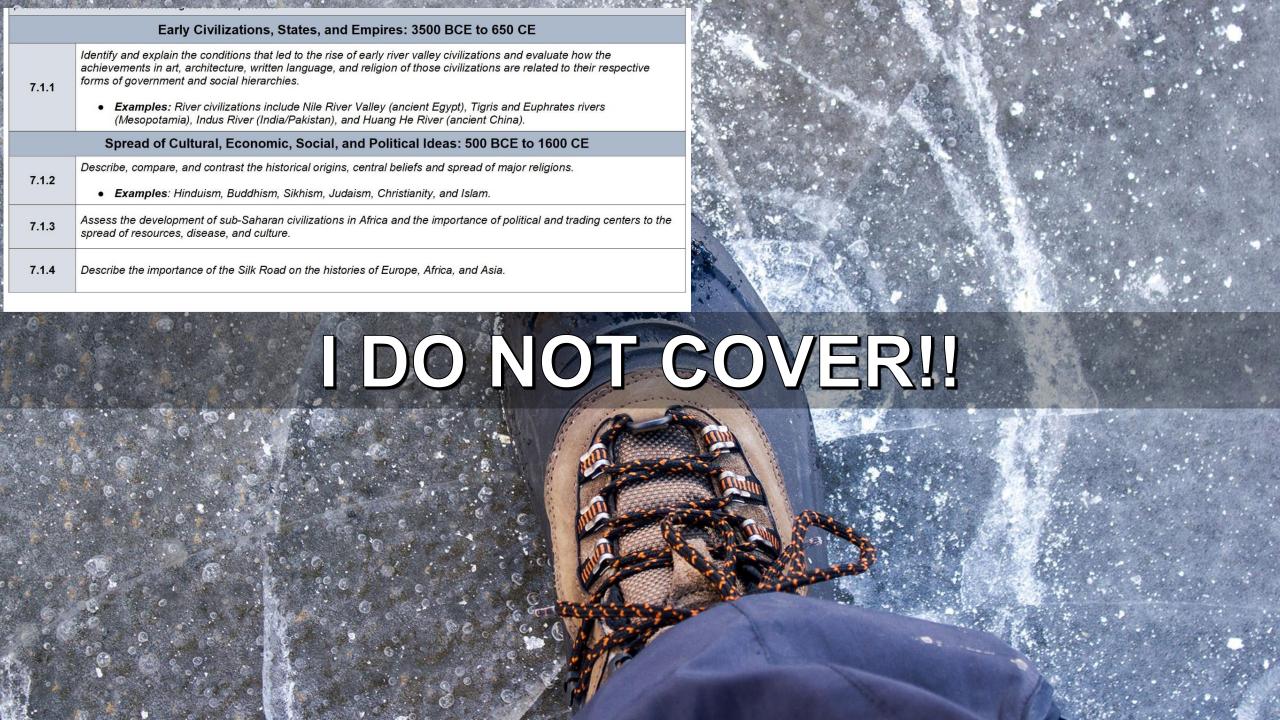
Indiana Department of Education

We have been studying lesson planning and curriculum mapping. They have questions

Students in grade 7 explore the history, geography, government, economic systems, current issues, and cultures of the Eastern World with an empht heigh and compared to the Eastern World experiences of the Eastern World with an empht heigh and compared to the Eastern World with an empht heigh and compared to the Eastern World with an empht heigh and compared to the Eastern World with an empht heigh and compared to the Eastern World with an empht heigh and compared to the Eastern World with an empht height and compared to the Eastern World with an empht height and compared to the Eastern World with an empht height and compared to the Eastern World with an empht height and compared to the Eastern World with an empht height and compared to the Eastern World with an empht height and compared to the Eastern World with an empht height and compared to the Eastern World with an empht height and compared to the Eastern World with an empht height and compared to the Eastern World with an empht height and compared to the Eastern World with an empht height and compared to the Eastern World with an empht height and compared to the Eastern World with an empht height and compared to the Eastern World with an empht height and compared to the Eastern World with an empht height and compared to the Eastern World with an empht height and compared to the Eastern World with an emphasize and cultures of the Eastern World with an emphasize and cultures of the Eastern World with an emphasize and cultures of the Eastern World with an emphasize and cultures of the Eastern World with an emphasize and cultures of the Eastern World with an emphasize and cultures of the Eastern World with an emphasize and cultures of the Eastern World with an emphasize and cultures of the Eastern World with an emphasize and cultures of the Eastern World with an emphasize and cultures of the Eastern World with an emphasize and cul

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Please Note: Examples, when provided, are intended to help illustrate what is meant by the standards. They are only a starting point and are not exclusive. Many additional possibilities exist.





When you go into a Social Studies classroom to observe, what do you look for in a quality teacher?

Who's working? Teacher desk? Genuine tasks Formative assessments Clear goals Ease of communication Questions Hand raising 1999



If they are teaching next to an older teacher with a different instructional style, what is some advice if they receive pushback about new ideas and non-traditional ways of teaching history? (They are nervous they are going to get to their schools and feel like they have to lecture and give quizzes, tests and worksheets because that is what they are seeing in most of their schools.)



Innovate with feelings

Things | Learned Today ... Things | Found Interesting ... Question | Still Have ...

if there were

YESTERDAY

Mansa Musa's haj'j?

World Religions

Immovable Ladder

Kaa'ba

What was the LONG-TERM nexus effect of

Draw lines connecting words to the correct religion

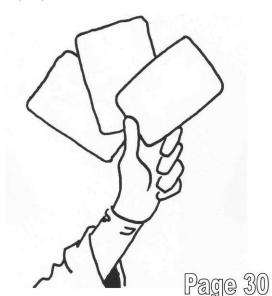
de lines?

"Homework"

Label one card, Meritocracy (the smartest), another card, Aristocracy (the wealthy), and the last card, Nepotism (family).

Create a symbol for each card

Write one bullet under each card to say why that system is the best and one bullet why the system is not the best choice.



Constructive Response Question "A Picture Tells a Story"

Name: _____ Period: ____



What is the function of the walls around the city?

What does the this image tell us about life in general during Ancient Mesopotamia?

What do the walls around the city infer about life in Ancient Mesopotamia?

Éxtra Érèdit

Zoroastrianism

Judaism

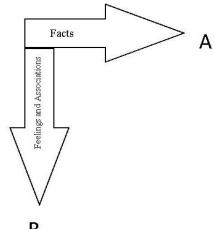
Christianity

THINKING QUESTION Based on the cartoon, what can you assume about price?

Thinking at Right Angles

Ming Dynasty's Decision to Isolate itself from the World

Name:



List the reasons that the Ming Dynasty would distrust outsiders.

Why would the Ming Dynasty want to restore China like it was in the Tang Dynasty?



What would the long term impact be of isolating your culture in the past?

Hand Signals	Ask students to display a designated hand signal to indicate their understand of a specific concept, principal or process. Thumbs Up or Thumbs down, 5 Fingers 1-5 scale
Index Card	Distribute index cards and ask students to write on both sides, with these instructions. Side 1: Based on our study of, list a big idea that you understand. Side 2 Identify something about that you do not yet fully understand.
One Minute Essay	A one-minute essay question is a focused question with a specific goal that can, in fact, be answered within a minute or two.
Analogy Prompt	Present students with a an analogy prompt: A designated concept, principal or process is likebecause Analogies are a great way to assess what your student know in a fun way.
Concept Map	Any of several forms of graphical organizers with allow learns to perceive relationships between concepts through diagramming key words representing those concepts. Http://www.graphic.org/concept.html
"Brain Dumps" 3 minute Pause Or Turn to your partner	The 3-minute pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification. I changed my attitude about I became more aware of I was surprised about I related to I repathized with This reminds me of
Exit Card	Exit Cards are written student responses to questions posed at the end of a class or learning activity or at the end of the day.
Journal Entry	Students record in their journal their understanding of the topic, concept or lesson taught. The teacher reviews the entry to see if the student has grained an understanding of the topic, lesson or concept that was taught.



Quick & Easy Formative Assessments

Index Card

Give each student an index card. Ask them to write on both sides to answer the following:

Side 1: Based on our study of _____, list a big idea that you understand.

Side 2: Identify something about _____ that you do not yet fully understand.

One Minute Essay

A one minute essay question is focused with a specific goal that can actually be answered within a minute or two. Specific prompts are usually the most helpful.

Brain Dumps

A three minute pause gives students a chance to stop and reflect on what they've just been introduced to. This also lets them make connections to prior knowledge/experiences and to seek clarification. You can have students talk to a partner or write ideas down. Here are some prompts to use:

- o "I felt..."
- "I changed my attitude about..."
- o "I related to..."
- o "I found it interesting that..."
- o "One new thing I learned was..."
- "This reminds me of ..." (text to self, text to world, text to text)

Journal Entry

Students record their understanding of the topic, concept or lesson in a personal journal. The teacher reviews the journal entry and responds as needed. This provides a private place for students to express concerns or questions that they might not be comfortable sharing in public.

The key to this method of assessment is to actually read and respond to student journal entries. If the teacher doesn't respond, the students will be less inclined to be truthful and provide details of their understanding.

Hand Signals

Ask students to display a designated hand signal to indicate their understanding of a specific concept, principle or process. Examples include thumbs up/down and showing fingers on a scale of 1-5.

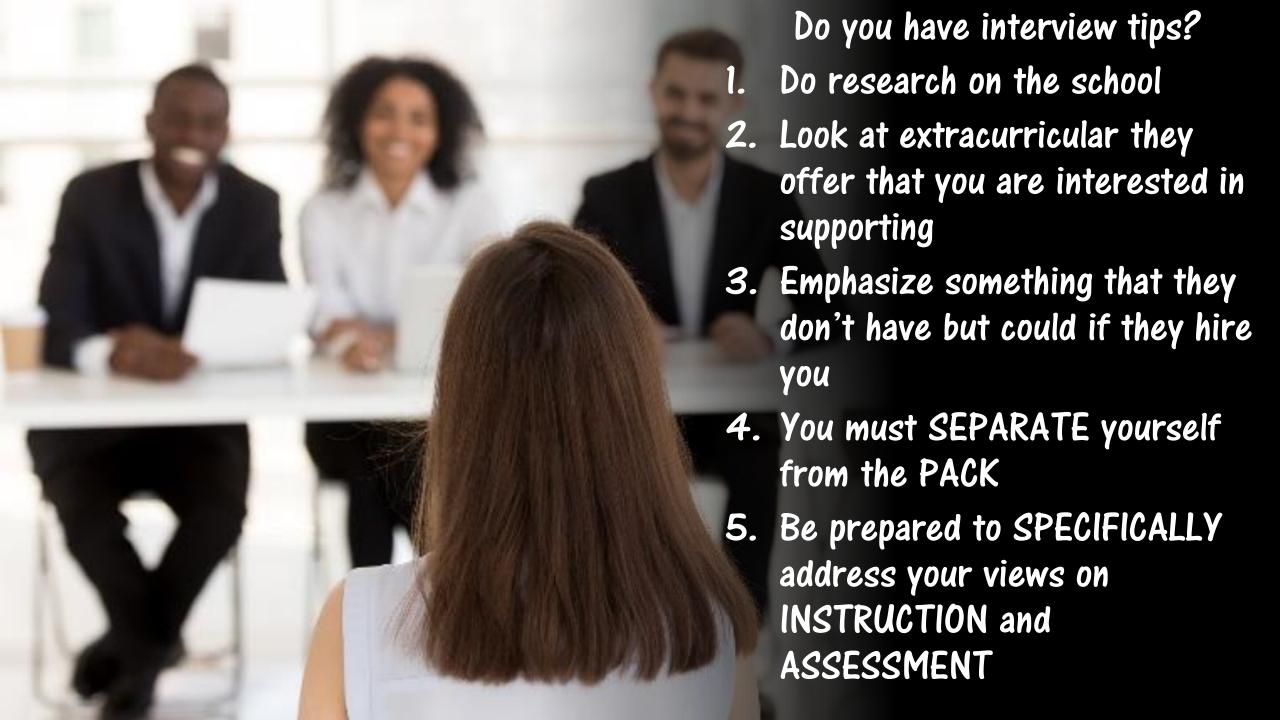
Concept Map

Any of several forms of graphic organizers that allow students to recognize the relationships between ideas through diagramming key words and phrases.

Examples include Venn diagrams, webs, etc.

Exit Card

Exit cards are written responses from each student that must be turned in before the end of the activity or the end of the day. They are "required" before a student can exit the class. Prompts may be general ("list one thing you didn't know about the topic before this lesson") or specific ("put the following steps in order"). You can ask students to write a response on a sticky tab, note card or piece of paper. Many teachers designate a space in their classroom where students must post or turn in responses.



When should a teacher send a student to the office? They want to know if sending a student to the office makes it look like the teacher cannot handle their classroom management situations.

When do you I send a student to the office?

There is a public danger

There has been a phone call home

"The more rules and regulations, The more thieves and robbers."



Do you have classroom management advice? Can you describe classroom management systems you have seen that work well with new teachers?

- 1. Greet them at the door.
- 2. Start class through engagement.
- 3. Get rid of your desk—sit and walk among the students.
- 4. Address the small things with a calm voice
- 5. Be consistent
- 6. Know their names!! Use their names! Your voice should honor the good things to model what you want.
- 7. Work to know them
- 8. Laugh at your own mistakes



What are some ways a student teacher can make a good impression on school administration and department members to potentially get a job in that school system?

- Be visible; supervise, be with kids, arrive early (30 minutes), leave no earlier than 15 minutes after "the crowd"
- Be helpful
- Find the best teachers
- Create a binder of BEST practices that you have witnessed. Ask questions and collect copies.
 Be intentional.
- Show up to events. Beware forced virtue is false virtue.
- Be a sponge. Write a reflect EACH day on what went well, what needs to be better, and make changes to forms/PP/notes

Fassold Rules

#1—In order for a minority to control a majority against its will; it must use fear or force.

#2-FAIR IS A PLACE WHERE PIGS GO TO EARN RIBBONS.

#3—FAITHFULNESS IS MORE VALUABLE THAN INTELLIGENCE.

#4—Don't go "BUMF AMILONO TO SON TO SON TO SON TO SON TO SON THE SON TO SON THE SON TO SON TO

#6—BEWARE THE STOBOR.

#7—In order to defeat a Kobeyashi Maru; you must change the rules of the game.

#8—BEWARE THE TRUCE OF THE BEAR!

#9—During the Colonial Period, where there was profit to be made the British Empire would be there.

#10-"SWAGGER" IS A POOR SUBSTITUTE FOR AN ACTUAL SKILL.

#11—A MAN MORE RIGHT THAN HIS NEIGHBOR IS A MAJORITY OF ONE ALREADY

#12-Luck is the hope of the unprepared.

#13—SOMEONE HAS TO DIG THE DITCH.

#14-ALL EMPIRES FALL.

#15-THE PATH OF AKRASIA LEADS TO NOWHERE SPECIAL.

#16—FEAR DOES NOT MOTIVATE LONG TERM; BUT IS REAL EFFECTIVE IN THE SHORT TERM.

#17—You are the AVERAGE of your five closest friends.

#18—
R COLL S NOT MATTER IN THE EDUCATION
YOU CAN SUPPORT MATTERS.
THIN YOUS NOT MAKE A THING.
U. S EVE QUESTION YOU DO NOT ANSWER

#21—A leader who tries to make everyone happy does not rule long

#22-ALL LION WORK IS AN "A+", BUT NOT ALL "A+" WORK IS LION WORK.

#23-THE NEEDS OF THE ONE DO NOT OUTWEIGH THE NEEDS OF THE MANY.

#24—IF YOU BUILD A SHINY ARMY, YOU WILL FIND A REASON TO USE IT.

#25—HISTORY IS THE INTERSECTION OF MANY NEXUS MOMENTS.

#26—IF IT IS IMPORTANT TO YOU, YOU WILL FIND A WAY; IF NOT, YOU WILL FIND AN EXCUSE.

#27—CONFIDENCE IS SILENT; INSECURITIES ARE LOUD.



