



Our National Treasures – Washington D.C.

The Culture of Our Heritage – Three Branches of Government

EDUO 9651 One semester Credit/Unit

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Philosophy

The sites visited in each of the courses in the series, Our National Treasures, present inquisitive participants with many facets of our cultural heritage. The course experience itself is an exploratory process that is as much to be valued as the sites themselves. As a curious lifelong learner one must perform research in order to discover answers that lead to more questions and more research. Thus in this course, the participant prepares for the site visit by conducting investigations to gain a better appreciation of the knowledge and inspiration that the national treasure will offer. At the locale itself, questions are posed that further one's desire to engage in additional study. Therefore touring the site and becoming engrossed in the process becomes the true national treasure.

Course Description

This class gives the teacher the opportunity to tour the buildings that house our three branches of government and to experience the effect that exploring and researching, curiosity and questioning have upon learning.

Course Objectives

The Teacher Will:

1. Visit and tour the buildings that house the three branches of our government
2. Conduct pre and post research on the three sites
3. Relate the knowledge gleaned through questioning and from touring the sites
4. Relate the total experience to the teaching act

Grading Rubric

Exemplary: Met and Exceeds Expectations A	Acceptable: Meets Expectations B	Unacceptable: Needs Improvement. Must be resubmitted.
Reflective, thoughtful ideas relevant to the assignment are clearly stated.	Presents some relevant ideas and connections to the assignment.	Few relevant ideas connected to the assignment, some ideas unclear.
Very well organized	Is generally well organized	Shows little organization
Assignments cover numerous facts and specific details of the learning experience	Some facts and specific details of the learning experience are included.	Few or no facts or specific details of the learning experience are included.
Free of Spelling or grammatical errors	Writing contains a few spelling or grammatical errors.	Numerous spelling or grammatical errors. Writing is difficult to read.

Assignments

Visit The Following:

The White House – 1600 Pennsylvania Ave

<https://www.google.com/#q=White+House+museums> - For Exploratory Research

Tours of the White House are available by advance arrangement through your local member of Congress. If you have not made arrangements in advance you can still fulfill the requirement of this visit by visiting the following:

Rubenstein National Center for White House History – 1610 H Street (across the street from the White House)

<https://www.google.com/#q=david+m.+rubenstein+national+center+for+white+house+history> - For Exploratory Research

1. Supreme Court – 1 First Street

Although the Supreme Court does not offer guided walking tours, visitors are encouraged to tour the building on their own and take advantage of a variety of educational programs including Courtroom Lectures, a visitors' film, and court-related exhibitions.

<https://www.google.com/#q=supreme+court> – For Exploratory Research

2. Capitol Building Visitors Center - Beneath the East Front plaza of the U.S. Capitol at First Street and East Capitol Street.

<https://www.google.com/#q=US+Capitol+Museum> - For Exploratory Research

And the **Capitol Building**

<https://www.google.com/#q=us+capitol+building> - For Exploratory Research

Section 1 – Photos

- 1A. Submit a photo of yourself in front of each building housing a branch of government.
- 1B. Submit an indoor photo of yourself with someone associated with each building visited.

Section 2 – Knowledge

- 2A. Ask questions of each of the people in the photos with you – what did you learn from each person?
- 2B. Indicate something that you learned or relearned at each visited site.
- 2C. How valuable was the Exploratory Research? – be specific for each site.
- 2D. What are the implications of the previous assignments (2A-C) on the teaching act?

Section 3 – Post research

- 3A. Curiosity is the key to lifelong learning - list the areas or items at each site that sparked your curiosity.
- 3B. Describe the research you conducted to satisfy that curiosity.
- 3C. What implication does the post visit research and the motivation of curiosity have for teaching?

Section 4 – Communicating Your Experience

Your teachers' association has asked you to write an article to be published in their quarterly publication about your experience visiting the buildings that house our three branches of government. You not only describe the experience but also relate how pre and post research along with asking questions and being curious about what you see and hear are skills and attitudes that today's students need to be taught in order to become lifelong learners. Submit your article.

Section 3 – Into your Classroom

Write about how the information, inspiration and ideas gleaned from the National Treasures you visited could enhance your classroom teaching?

Instructions for coursework submission:

When you have completed your assignments, log into the EDUO 9651 course at DominicanCAonline.com/moodle. Post all coursework at one time in the Completed Coursework DropBox found at the bottom of the course page. Pictures and documents may be scanned and posted along with your Word or PDF file of written assignments. Label each item carefully with the assignment number and make sure that your name and email address is easy to locate. You are allowed 9 months to complete the course. For questions about your coursework, contact instructor, Beth Scanlon bscanlon@dominicancaonline.com.

For registration, transcript or other general information contact Steve Horning (shorning@dominicancaonline.com) or Karianne Pulli (kpulli@dominicancaonline.com) or see <http://dominicancaonline.com/Dominican-CA-Online-FAQ.htm>.