

OAKLAND UNIVERSITY
School of Education and Human Services
Department of Teacher Development and Educational Studies

TEACHING SOCIAL STUDIES IN THE ELEMENTARY & MIDDLE SCHOOL
EED4270 – Tuesday 8:00 a.m.-11:20 a.m.
158 Pawley Hall
4 credits

Catalogue Description

EED4270 examines instructional objectives and strategies, current materials, and evaluation procedures for social studies education. Upon completion of the course, students are able to develop, defend and implement an elementary social studies program. It includes a required field experience.

Professor Information

Linda Doornbos
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Office Hours: Mondays, Tuesday afternoon, Wed. 11:00 a.m.-1:00 p.m.

My commitment to students: I respond quickly to emails, provide prompt feedback, and am always willing to meet with in my office or via Skype. You are more apt to reach me early in the a.m. (morning person!) than you are anytime past 9:00 p.m. at night.

Introduction to the Course

Social studies is often misinterpreted as fact-based history, rote memorization of state capitols, and balancing budgets. The reality is that social studies can be a valuable tool in encouraging children to become active participants in our society. According to the National Council for the Social Studies (NCSS), the leading national organization for social studies education, “the purpose of elementary school social studies is to enable students to understand, participate in, and make informed decisions about their world.” With this in mind, the purpose of this course is to 1) help teacher candidates expand their content knowledge and pedagogical content knowledge to 2) guide their students in their development as critical thinkers who can 3) participate in and take action to demand for a more equity-oriented society.

Learning Outcomes/Goals for Candidate Performance

EED4270 is expected to help each student meet particular goals of the elementary education program. In relationship to social studies teaching in grades K-8, successful students will:

Learning Outcomes

1. Demonstrate through class activities and a field based lesson plan appropriate educational practices for diverse learners that:
 - are grounded in culturally relevant pedagogy (draw on students’ interest, cultures, and background experiences)
 - consider the varied abilities of students
2. Demonstrate through small group discussion assignments and class interactions respect and value for human diversity, and the ability to work with others (i.e. parents, colleagues, and other professionals).

3. Demonstrate through course assignments (i.e. jigsaw reading groups, Takaki discussion groups, and an activity an informational book activity) instructional practices that:
 - encourage students to interact with, respond to, and challenge one another through effective discussion practices
 - engage all learners
 - use group work effectively
4. Develop formative assessments in the field based lesson that:
 - align with objectives and instructional activities
 - evaluate the degree to which students have achieved the objectives
 - allow students to exhibit their knowledge and skills in a variety of ways
 - build upon the principles of authentic pedagogy (i.e., performance assessments)
 - inform instruction to meet the needs of diverse learners
5. Become reflective practitioners who through, critical analysis of a video lesson, class participation (entry tickets) and written reflection of field based lesson:
 - consider what values are worth teaching to students
 - consider what worked and what did not to refine instruction, and assessments
 - articulate a personal conceptual framework or philosophy based on research, best practice, and reflection when speaking to current educational issue

Learning Goals for Candidate Performance

- Demonstrate readiness to assume responsibility for classroom teaching and to use appropriate teaching practices, including effective communication and classroom management skills.
- Demonstrate respect and value for human diversity and the ability to work with others including parents, colleagues, and community professionals to meet the needs of diverse populations.
- Use research, best practices, and ongoing formative assessment to evaluate and improve student learning and personal learning and productivity.
- Demonstrate a commitment to continue personal and professional growth and to make ongoing contributions to their profession as a future transformative educator.

Course Materials

1. Takaki, R. (2012). *A Different Mirror for Young People: A History of Multicultural America (For Young People Series)*. ISBN: 1609804163
[**be sure you purchase the young people's version not the adult version**](#)
2. Social Studies informational book of your choosing (may be purchased or borrowed from a library)
[**we will talk more about the selection of this book on the first day of class**](#)
3. Course readings as posted on Moodle or as distributed in class. Some articles we will all read, but most will be read within our Jigsaw Reading Groups.
[** we will discuss Jigsaw Reading Groups during our first class together**](#)

These reading groups will be grounded in our commitment to modeling an elementary classroom, where we enact shared responsibility to our learning community and to critical inquiry. You will be assigned to a small group, and within each week you will choose the reading assignment of interest to you, commit to reading, synthesizing, and teaching the

important content of that particular article to your peers. This means, that instead of reading multiple articles for class, you will become an expert on one particular article. We will discuss this and model this during our first class.

Assignments

Name	Description	Percent of Grade	Due Date
Professionalism/Participation	<ul style="list-style-type: none"> • promptness to class respectful and appropriate interactions with peer (i.e. group work, discussions) • appropriately address instructor feedback • appropriate communication with instructor • appropriate use of technology 	20	on-going
Jigsaw Reading Group Participation/Entry Tickets	Within your assigned jigsaw reading group each week you will choose the reading assignment of interest to you, commit to reading, synthesizing, and teaching the important content to your peers.	15	See pacing plan
Takaki Discussion	Using the assigned chapters in the book <i>A Different Mirror for Young People: A History of Multicultural America</i> demonstrate making content meaningful through the use of effective discussion practices.	15 (group grade)	
Video Analysis	Critically analyze a social studies lesson using the NCSS five elements of powerful social studies teaching and learning: meaningful, integrative, value-based, challenging, and active	15	
Informational Text Activity	Design and implement in class a lesson using a non-fiction text	15	
Field Based Lesson Plan	Design and implement a powerful social studies lesson in your field placement.	20	

Grading

Letter Grade	Percent Grade	4.0 Scale
A+	97-100	4.0
A	93-96	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	65-66	1.0

Moodle

- course readings, assignments, resources will all be accessible through Moodle
- all assignments will be submitted through Moodle labeled as lastname.assignmentname.doc
- check the course schedule weekly and notify instructor if there are any questions or problems with access to the necessary materials
- emails will be sent through Moodle, so you are expected to check your mail on a regular basis

Technology Back-up Plan

- In the event that your computer crashes or internet goes down, it is essential to have a “backup plan” in place where you are able to log in using a different computer or travel another location that has working internet.
- Any files you intend to use for this course should be saved to a cloud solution (Google Drive, Dropbox, etc.) and not to a local hard drive, USB stick or external disk. Saving files this way guarantees your files are not dependent on computer hardware that could fail.

Cell Phone Policy

- cell phones need to be put away during class (texting and browsing during class disrupts the learning community) unless we are using them for a learning activity
- please take a computer or ipad to class and appropriate use of it will be expected (emailing and browsing inappropriately disrupts the learning community)
- taking pictures or recording anything in class is prohibited, unless otherwise stated
- if you are expecting an important call or message let me know before class

Classroom and University Policies

CLASSROOM BEHAVIOR

1. **ACADEMIC CONDUCT POLICY.** All members of the academic community at Oakland University are expected to practice and uphold standards of academic integrity and honesty. Academic integrity means representing oneself and one’s work honestly. Misrepresentation is cheating since it means students are claiming credit for ideas or work not actually theirs and are thereby seeking a grade that is not actually earned. Following are some examples of academic dishonesty:
 - a. **Cheating.** This includes using materials such as books and/or notes when not authorized by the instructor, copying from someone else’s paper, helping someone else copy work, substituting another’s work as one’s own, theft of exam copies, falsifying data or submitting data not based on the student’s own work on assignments or lab reports, or other forms of misconduct on exams.
 - b. **Plagiarizing the work of others.** Plagiarism is using someone else’s work or ideas without giving that person credit; by doing this, students are, in effect, claiming credit for someone else’s thinking. Both direct quotations and paraphrases must be documented. Even if students rephrase, condense or select from another person’s work, the ideas are still the other person’s, and failure to give credit constitutes misrepresentation of the student’s actual work and plagiarism of another’s ideas. Buying a paper or using information from the World Wide Web or Internet without attribution and handing it in as one’s own work is plagiarism.
 - c. **Falsifying records** or providing misinformation regarding one’s credentials.
 - d. **Unauthorized collaboration** on computer assignments and unauthorized access to and use of computer programs, including modifying computer files created by others and representing that work as one’s own. For more information, review OU’s [Academic Conduct Regulations](https://www.oakland.edu/deanofstudents/policies/). (Link to Academic Conduct Regulations: <https://www.oakland.edu/deanofstudents/policies/>)

2. **BEHAVIORAL CODE OF CONDUCT.** Appropriate behavior is required in class and on campus. Disrespectful, disruptive and dangerous behavior are not conducive to a positive learning environment and may result in consequences. Core Standards for Student Conduct at OU includes
 - a. **Integrity.** See academic conduct policy points above.
 - b. **Community.** Policies regarding disruptive behavior, damage and destruction, weapons, and animals.
 - c. **Respect.** Policies regarding harassment, hazing, and [sexual misconduct](https://www.oakland.edu/policies/health-and-safety/625/) (Link to Sexual Misconduct policy: <https://www.oakland.edu/policies/health-and-safety/625/>)
 - d. **Responsibility.** Policies regarding alcohol, drugs, and other substances
See the [Student Code of Conduct](https://www.oakland.edu/deanofstudents/student-code-of-conduct/) for details. (Link to Student Code of Conduct: <https://www.oakland.edu/deanofstudents/student-code-of-conduct/>)

Accommodations and Special Considerations

Oakland University is committed to providing everyone the support and services needed to participate in their courses. Students with disabilities who may require special accommodations should make an appointment with campus [Disability Support Services](#) (DSS). If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Support Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. DSS determines accommodations based on documented disabilities. Contact DSS at 248-370-3266 or by e-mail at dss@oakland.edu.

For information on additional academic support services and equipment, visit the [Study Aids](#) webpage of Disability Support Services website. (Link to Disability Support Services website: <https://www.oakland.edu/dss/>)

ATTENDANCE POLICY

[There is no OU-wide attendance policy, although certain departments and programs have these policies. Please check with your department ahead of time. If your department or school does not have an attendance policy, include your own.]

EXCUSED ABSENCE POLICY

This policy for university excused absences applies to participation as an athlete, manager or student trainer in NCAA intercollegiate competitions, or participation as a representative of Oakland University at academic events and artistic performances approved by the Provost or designee. A student must notify and make arrangements with the professor in advance. For responsibilities and procedures see [Academic Policies and Procedures](#). (Link to Academic Policies and Procedures: <https://www.oakland.edu/provost/policies-and-procedures/>)

RELIGIOUS OBSERVANCES

Student should discuss with professor at the beginning of the semester to make appropriate arrangements. Although Oakland University, as a public institution, does not observe religious holidays, it will continue to make every reasonable effort to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. See The [OU Diversity Calendar](#) for more information. (Link to calendar: <https://www.oakland.edu/diversity/calendar/>)

PREFERRED NAME POLICY

[OU's Preferred Name Policy](#) ensures a student's university records can use a name that reflects the student's identity (abbreviated name, name change etc.).

SEXUAL MISCONDUCT

EED4270 Fall 2018

Instructor: Linda Doornbos

Faculty and staff are responsible for creating a safe learning environment for our students, and that includes a mandatory reporting responsibility if students share information regarding sexual misconduct/harassment, relationship violence, or information about a crime that may have occurred on campus with the University. In such cases, the professor will report information to the campus' Title IX Coordinator (Chad Martinez, chadmartinez@oakland.edu or 248-370-3496). Students who wish to speak to someone confidentially can contact the OU Counseling Center at 248-370-3465. Additionally, students can speak to a confidential source off-campus 24 hours a day by contacting Haven at 248-334-1274.

ADD/DROPS

The university policy will be explicitly followed. It is the student's responsibility to be aware of [deadline dates for dropping courses](#) and officially drop the course. (Link to deadlines for dropping courses: <https://www.oakland.edu/registrar/registration/dropornot/>)

FACULTY FEEDBACK: OU EARLY ALERT SYSTEM

[\[Faculty Feedback\]](#) is a OU's early alert system, which allows faculty to indicate whether students are at risk of not succeeding in a course. The system allows faculty to give students feedback on what issue has occurred and how they can best resolve the issue. Faculty Feedback is required for courses up to the 2000 level, but can be used for courses at any level. Link to Faculty Feedback for faculty: <https://www.oakland.edu/uge/faculty-feedback/>

As a student in this class, you may receive "[Faculty Feedback](#)" in your OU e-mail if your professor identifies areas of concern that may impede your success in the class. Faculty Feedback typically occurs during weeks 2-5 of the Fall and Winter terms, but may also be given later in the semester and more than once a semester. A "Faculty Feedback" e-mail will specify the area(s) of concern and recommend action(s) you should take. Please remember to check your OU email account regularly as that is where it will appear. This system is to provide early feedback and intervention to support your success. (Link to Faculty Feedback for students: <https://www.oakland.edu/advising/faculty-feedback/>)

EMERGENCY PREPAREDNESS

In the event of an emergency arising on campus, the Oakland University Police Department (OUPD) will notify the campus community via the emergency notification system. The professor of your class is not responsible for your personal safety, so therefore it is the responsibility of each student to understand the evacuation and "lockdown" guidelines to follow when an emergency is declared. These simple steps are a good place to start:

- OU uses an emergency notification system through text, email, and landline. These notifications include campus closures, evacuations, lockdowns and other emergencies. Register for these notifications at oupd.com.
- Based on the class cellphone policy, ensure that one cellphone is on in order to receive and share emergency notifications with the professor in class.
- If an emergency arises on campus, call the OUPD at (248) 370-3331. Save this number in your phone, and put it in an easy-to-find spot in your contacts.
- Review protocol for evacuation, lockdown, and other emergencies via the classroom's red books (hanging on the wall) and oupd.com/emergencies.
- Review with the professor and class what to do in an emergency (evacuation, lockdown, snow emergency).

Violence/Active Shooter: If an active shooter is in the vicinity, call the OUPD at (248) 370-3331 or 911 when it is safe to do so and provide information, including the location and number of shooter(s), description of shooter(s), weapons used and number of potential victims. Consider your options: [Run, Hide, or Fight](#).

Course Schedule

tentative and subject to change

Moodle Jigsaw---Become an expert on your chosen article each week and come to class ready to creatively engage your group in the content. Bring a hard copy of the article that shows you interacted with the text. Be sure your name is on it and I will be collected these as an entrance ticket.

** indicates article or link will be posted in Moodle*

Date	Session Topic (guiding questions for reading and discussion)	Readings for this Class (note: there may be short, additional readings, videos, podcasts required)	Assignments Due (all assignments must be posted on Moodle-unless otherwise specified)
Week 1 9/11	Introduction to course and to social studies education <i>What is social studies education? Why is it important? How do we develop a learning community?</i>	Moodle: *A Vision of Powerful Teaching and Learning in the Social Studies (NCSS) *Syllabus and Course Schedule	Bring artifact to class and be prepared to share for 1-2 minutes Bring a hard copy of the NCSS Vision of Powerful Teaching and Learning of the Social Studies to class
Week 2 9/18	Applying Powerful Social Studies Teaching and Learning and Critical Literacy <i>Why do we teach what we teach to whom we teach?</i>	Moodle Jigsaw *Preparing to Teach Social Studies for Social Justice -Chapter 3, pgs. 35-54 (Agarwal-Rangnath, Dover, & Hemming, 2016) *Critical Inquiry and Multi-literacies in a First Grade Classroom pgs. 510-517 (Crafton, Brennan & Silvers, 2007) *Discussion in Social Studies: Is it Worth the Trouble pgs. 151-155 (Hess, 2004) *Evaluating Images of Groups in Your Curriculum pgs. 180-185 (McCarty, 2008) ----- *Podcast: Episode 64 Elementary Social Studies https://visionsofed.com/podcast BK: Takaki: Introduction and Chapter 1	Entry Ticket #1
Week 3 9/25	Diversity and Democracy <i>How do we build classroom community in a way that meets the needs of diverse learners?</i>	Moodle Jigsaw *Teaching Strategies for Ethnic Students: Approaches to multicultural curriculum- pgs. 23-26 (Banks, 1997) * Powerful Ideas (pp. 60-64) (Brophy, Alleman, & Halvorsen (***), <i>Powerful</i>	Entry Ticket #2

		<p><i>Social Studies for Elementary Students</i></p> <p>* <i>Structuring the Curriculum Around Big Ideas</i> pp. 25-39 (Alleman, Knighton, & Brophy, 2010)</p> <p>*Secondary English Learners: Strengthening Their Literacy Skills Through Culturally Responsive Teaching pgs. 65-69 (Ramirez & Jimenez-Silva, 2014). (see 2016 coursepack)</p> <p>-----</p>	
<p>Week 4 10/2</p>	<p>Culturally relevant pedagogy Intentional design Discussion</p> <p><i>How do we build social studies content lessons that meet the needs of diverse learners?</i></p>	<p>*Watch: Introduction to Culturally Relevant Pedagogy https://www.youtube.com/watch?v=nGTVjJuRaZ8 Lesson Planning (see pdfs on UDL ELL and UDL Guidelines (principles chart and wheel)</p> <p>*Watch: Immersion video (12 minutes) http://www.immersionfilm.com/</p> <p>*Bloom's Taxonomy</p> <p>BK: Takaki 2 & 4</p>	<p>Video Analysis due</p> <p>Bring hard copy of Bloom's taxonomy to class</p> <p>Takaki Groups: Chapters 2 and 4</p>
<p>Week 5 10/9</p>	<p>Teaching History for Democratic Citizenship (Part I)</p> <p>Seeing Student Thinking</p> <p><i>Why does perspective matter in history? "Whose" story gets told in textbooks?</i></p>	<p>Moodle Jigsaw</p> <p>*Historical Thinking: Examining a photo of newsboys in summer, 1908 pgs. 29-32 (Austin & Thompson, 2014)</p> <p>*Introducing Historical Thinking to Second Language Learners: Exploring What Students Know and What They Want to Know pgs. 113-117 (Salinas, Fránquiz & Guberman, 2006)</p> <p>*What are They Thinking? Investigating Student Views to Build a Stronger Curriculum pgs. 151-272 (Swalwell, 2015).</p> <p>Need one more</p> <p>Skim: Historical Thinking Chart</p> <p>BK: Takaki 3 & 5</p>	<p>Entry Ticket #3</p> <p>Bring hard copy of historical thinking chart to class</p> <p>Takaki Group: Chapters 3 and 5</p>
<p>Week 6 10/16</p>	<p>Teaching History for Democratic Citizenship (Part II)</p> <p>Group Work</p> <p><i>How can we effectively engage students in historical</i></p>	<p>Moodle Jigsaw:</p> <p>*Thinking Like a Historian: A Framework for Teaching and Learning pgs. 55-59 (Mandell, 2008)</p> <p>*Historical Inquiry in Methods Classroom: Examining our Beliefs and Shedding our Old Ways pgs. 1-9 (Fragnoli, 2006)</p>	<p>Entry Ticket #4</p> <p>Takaki Group: Chapters 6 and 7</p>

	<p><i>inquiry? How do we effectively engage students in group work?</i></p>	<p>*Primary Sources and Elementary Students pgs. 1-3 (Petri, 2010) <i>be sure to check out the Library of Congress in becoming an expert on this article</i></p> <p>*Making Social Studies Shine: Strategies for Implementing the C3 Framework in Elementary Classrooms pgs. 365-369 (Marston & Handler)</p> <p>-----</p> <p>Skim: *C3 Framework Browse through: *C3 Inquiries</p> <p>BK: Takaki 6 & 7</p>	
<p>Week 7 10/23</p>	<p>Teaching Geography for Democratic Citizenship</p> <p>Assessment</p> <p><i>Why are knowledge and skills in geography critical to social studies education? To development for active participation in a democracy society?</i></p> <p><i>How do we know what children have learned?</i></p>	<p>Moodle Jigsaw</p> <p>*Cardboard Airplanes: Authentic Ways to Foster Curiosity about Geography in Early Childhood (Strachen, Block, Roberts, 2016)</p> <p>*A is for Aerial Maps and Art</p> <p>*Enhancing the Cognitive Complexity in Social Studies Assessments pgs. 193-197 (Stobaugh, Tassell, Day & Blankenship, 2011)</p> <p>*The World in Spatial Terms: Mapmaking and Map Reading pgs. 85-88 (EKiss, Trapido-Lurie, Phillips & Hinde, 2007)</p> <p>BK: Takaki 8 & 9</p>	<p>Entry Ticket #5</p> <p>Takaki Group: Chapters 8 and 9</p>
<p>Week 8 10/30</p>	<p>Teaching Economics for Democratic Citizenship</p> <p><i>What are knowledge and skills in economics critical to social studies education? To development for active participation in a democratic society?</i></p>	<p>Moodle Jigsaw:</p> <p>*It's Never too Early: Why Economics in the elementary classroom pgs. 85-89 (Meszaros & Evans, 2010) (see 2016 coursepack)</p> <p>*Let's Teach Students to Prioritize: Reconsidering "Wants" and "Needs" pgs. 14-16 (Gallagher & Hodges, 2010)</p> <p>Simulation</p> <p>BK: Takaki 10 & 11</p>	<p>Takaki Group: Chapters 10 and 11</p>
<p>Week</p>	<p>Teaching Civics for</p>	<p>Moodle Jigsaw</p>	<p>Takaki Group:</p>

<p>9 11/6</p>	<p>Democratic Citizenship</p> <p><i>What are knowledge and skills in civics critical to social studies education? To development for active participation in a democratic society?</i></p>	<p>*I am Engaged: Action Civics in Four Steps pgs. 127-129 (Blevins and LeCompte, 2015)</p> <p>*What is community: A first grade lesson plan utilizing inquiry based instruction pgs. 10-17 (McBride & Flagg, 2012)</p> <p>*How to Make a Civics Education Stick (online) Cardinali, 2018</p> <p>civi</p> <p>BK: Takaki 12 & 13</p>	<p>Chapters 12 and 13</p>
<p>Week 10 11/20</p>	<p>Informational Text</p> <p>Critically Analyzing Text</p> <p><i>How do we use information text to effectively teach social studies? How do we develop a critical literacy perspective for teaching and learning social studies?</i></p>	<p>Moodle Jigsaw</p> <p>*Opening Spaces for Critical Literacy: Introducing books to young readers pgs. 117-127 (Labadie, Wetzell, Rogers, 2012)</p> <p>*A Critical Literacy Perspective for Teaching and Learning Social Studies pgs. 486-494 (Soares & Wood, 2010)</p> <p>*Ways to Teach about Informational Text pgs. 19-22 (Marinak & Gambrell, 2009)</p> <p>*Nurturing the Inquiring Mind through the Nonfiction Read-Aloud pgs. 100-106 (Stead, 2014)</p> <p>-----</p> <p>BK: Takaki 14 &15</p>	<p>Entry Ticket #6</p> <p>Bring informational book to class</p> <p>Takaki Group: Chapters 14 and 15</p>
<p>Week 11 11/27</p>	<p>Controversial Issues</p> <p><i>How can we make social studies classrooms conducive to discussion?</i></p>	<p>Moodle Jigsaw</p> <p>*Children are not colorblind: How young children learn about race pgs. 90-96 (Winkler, 2009)</p> <p>*Making Race Relevant in All-White Classrooms: Using Local History (Tieken, pgs. 200-203)</p> <p>*Can Controversial Topics be Taught in the Early Grades? The Answer is Yes pgs. 82-89 (McBee, 1996)</p> <p>*Controversies about Controversial Issues in Democratic Education pgs. 257-260 (Hess, 2004).</p>	<p>Entry Ticket #7</p> <p>Informational Text Lesson Plan Due</p> <p>Be prepared to share informational books in small groups</p>
<p>Week 12</p>	<p>Global Citizenship and Current Events</p>	<p>Moodle Jigsaw:</p> <p>*Including Voices from the World Through Global</p>	<p>Entry Ticket #8</p>

<p>12/4</p>	<p><i>How do we use information current events to effectively teach social studies and to help students see, understand and interact in the world?</i></p>	<p>Citizenship Education pgs. 30-33 (Heilman, 2008)</p> <p>*Teaching About (and with) Digital Global Citizens pgs. 241-242 (Risinger, 2014) (pdfsearch)</p> <p>*Learning to Spot Fake News: Start with a Gut Check (online article) Kamenetz, 2017</p> <p>*A Guide to Teaching Current Events for Study pgs. 1-8 (O'Mahony, 2017)</p> <p>BK: Takaki 16 &17</p>	<p>Takaki Group: Chapters 16 and 17</p>
<p>Week 13 12/11</p>	<p>Pulling it All Together</p>		