

CURRICULUM - THE HISTORY OF THE MINING INDUSTRY IN THE LOWER MISSISSIPPI DELTA AS ILLUSTRATED IN THE STE. GENEVIEVE MISSOURI REGION

Employing a subject-centered curriculum, students are expected to learn what mining was like in Southeast Missouri and how the industry operates and impacts our lives today.

This curriculum gives importance to training students in the subject of the history of the mining industry in the Ste. Genevieve Missouri region. The objective of the curriculum is the acquisition of all the elements of knowledge that constitute this subject for study. The curriculum goes into the depth of the subject that gives specialized knowledge to the learner. The faculty associated with the teaching of the subject deal with it in analytical detail at age-appropriate levels of instruction.

Students read informative texts and/or study related materials that include the history of mining operations, its Native American beginnings, how it impacts our lives today, and future considerations. The lesson culminates with a summative evaluation as well as a video presentation of the subject at Sainte Genevieve Museum Learning Center. Students learn to answer the question: ***Why is the history of the mining industry in the lower Mississippi Delta as illustrated in the Ste. Genevieve Missouri region important today?***

Comprised of three units, the curriculum module will endeavor to provide for asynchronous online intake through reading, listening, or viewing online content. Students are given opportunities to process what they have taken in. That processing might look like a discussion, a reading quiz, an application activity, or reflection. The curriculum requires students to demonstrate that they have acquired new knowledge or skills in some way.

The module structure includes:

- 1) Reading/Intake, which might include:
 - a) Assigned readings
 - b) Pre- and post-reading activities
 - c) Instructor-prepared lecture to provide context
- 2) Journaling and Processing, which might include:
 - a) Submitting answers to post-reading prompts as an assignment
 - b) A reading quiz that asks processing questions
 - c) Interacting with peers on an asynchronous text or video discussion
 - d) Adding thoughts to an individual, private discussion
- 3) Discussion, which might include:
 - a) Synchronous Zoom meeting
 - b) Asynchronous discussion
 - c) An external tool
 - d) Discussions

Johnson, S.M. (2020). Online Course Module Structure. Vanderbilt University Course Development Resources. <https://www.vanderbilt.edu/cdr/module1/online-course-module-structure/>

Johnson, S.M. (2020). Examples of Module Structures. Vanderbilt University Course Development Resources. <https://www.vanderbilt.edu/cdr/module1/examples-of-module-structures/>