

## Teaching American History Elementary Grant January 18 – February 19, 2010

### CIE 740 (UNLV) — Topics in Elementary Social Studies: America in the 1930s/Arts Integration

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Dr. Michael Green ([greenm1@nevada.edu](mailto:greenm1@nevada.edu) and on InterAct, 702.651.4457)

**Pedagogy Scholar:** Dr. Christy Keeler ([christy@keelers.com](mailto:christy@keelers.com), 702.577.2331,  
Christy Keeler on AIM/Skype)

**Location:** Thurman White MS, Little Theatre (January 20, 2010)  
Edward W. Clark HS, Room 200 (February 3, 2010)  
[All other course requirements will be completed online]

#### Technology Requirements

Participants must check these sites regularly during the module.

- InterAct: TAH The 1930s Conference (<http://interact.ccsd.net/>)
- iTunes: “The 1930s and Arts Education”
- Blog: [http:// tah-1930s.blogspot.com/](http://tah-1930s.blogspot.com/)

#### Funding

This course, including deliverables, is funded by the U.S. Department of Education under the Teaching American History Grant CFDA # 84.215X.

#### Prerequisites

All participants must be teachers of students in grades three through five, must have completed the pre-test before the first class session, and must not have previously enrolled in this CCSD Teaching American History Grant module.

#### Note

By participating in this module, teachers agree to complete all assignments to the satisfaction of the module scholars and all grant requirements to the satisfaction of the grant facilitator. Participants understand that a random sample of participants will be included in field-based evaluations.

Upon successful completion of this module, participants will receive copies of all readings (for use in their classroom libraries), video iPods, and a stipend. Should participants choose to participate in more than one grant module, they will not receive duplicate sets of materials. Participants **must** complete **all** assignments with a 60% or better and **must** complete the module pre- and post-tests and

pedagogy survey. Failing to meet module requirements will require the return of module deliverables to the grant facilitator.

**\*\*This syllabus is subject to change. Changes will be announced either in class, via the module blog, or via InterAct.**

### **Graduate Credit**

Because this is a graduate level course, participants could spend up to twelve hours *per week* on course related activities. Module participants are invited to receive one graduate credit from UNLV for successful completion of this module. To receive credit, students must enroll in the UNLV course (a representative will attend a module session to facilitate this process) and pay UNLV directly for the credit. It is *not* possible to directly apply grant stipends for payment to UNLV. Course expectations will be the same for all students regardless of whether they are taking the course for graduate credit.

### **Course Purpose**

The purpose of this Teaching American History Grant is to introduce teachers of students in grades three through five to distinct periods from American history while preparing them to teach those eras in their classrooms. Each of the six modules occurring during each year of the grant will focus on a different historical period and a different pedagogical theme. The historical content of this module is America during the Great Depression and New Deal era. The pedagogical component will focus on integrating visual, performing, musical, and composition arts instruction into history education with teaching units rooted in historical instruction relating to the 1930s.

### **Knowledge**

This module will enhance teacher knowledge and context relating to events, people, and ideas from the 1930s in the United States. The content focus will be on the effects of the Depression and New Deal on American society and government. Required readings include texts that provide both a historical summary and analysis of the 1930s and related primary source documents and teaching resources. In module sessions, teachers will receive additional documents, as well as participate in lectures and discussions highlighting key components of the 1930s.

The pedagogical focus of the module will introduce teachers to various artistic forms, providing suggestions for using each method to teach historical content. Teachers will learn to use: a.) arts-based primary sources as teaching tools, and b.) arts-based assessment methods for ensuring student comprehension of historical content. Throughout the process, teachers will ensure heavy student engagement with higher-level cognition of historical material while stressing creativity, research, literacy skills, use of primary sources, and active and cooperative student-led learning opportunities.

## **Performance**

Combining the historical and pedagogical pieces of this module, teacher participants will engage in creative expression related to the 1930s by producing three artistic artifacts reflecting various themes from the era. Using accurate historical information about the Great Depression, Dust Bowl, Hoover Dam, and the New Deal, teachers will be prepared to make history come alive for their students by providing creative and meaningful events of instruction.

Upon completion of the America in the 1930s/Arts Integration module and all required assignments, teacher participants will have met both history and content pedagogy objectives as outlined below.

The historical content objectives for this module include:

- The impact of the Great Depression on the American people and on individual groups, such as women and African Americans;
- Ways the New Deal shaped and reshaped how Americans conceive of their government and the role it plays in their lives; and,
- How this era affected the evolution of the country's future, especially Southern Nevada.

The content pedagogy objectives for this module include:

- Teachers will use arts-based primary sources for delivering historical content;
- Teachers will utilize creativity theory as an instructional tool for delivering period-specific historical content and assessing student mastery of that content; and,
- Teachers will develop artistic artifacts for teaching about given historical eras and themes.

## **Disposition**

Upon completion of the module, third through fifth grade teachers will have the ability to competently plan and deliver historically accurate, standards-based instruction. This planned instruction will require their students develop artistic renderings of historical eras and themes based on primary and secondary source historical research and use of creativity theory.

## **Nevada/CCSD Social Studies Content Standards**

Curricular and pedagogical objectives addressed during this module align with the below objectives listed in the Clark County School District's Curriculum Essential Frameworks (CEFs). The Nevada Social Studies Content Standards serve as the basis for the social studies objectives within the CEFs.

Applicable objectives:

- H3.3.6 Discuss the effects of news events on people in the community.
- G7.3.5 Describe purposes for various organizations.
- G8.3.4 Identify people, groups, and organizations that respond to natural hazards.

- E10.3.3 Identify reasons people use banks.
- C15.3.3 Discuss why people form groups.
- H3.4.1 Compare and/or contrast their daily lives with children in Nevada's past.
  
- G7.4.4 Describe historical and current economic issues in Nevada using geographic resources, i.e., illustrate demographic changes due to mining and gaming.
- E9.4.2A Identify reasons why consumers choose to buy more or less of a good or service, based on prices or current economic situations.
- E9.4.3A Give reasons why producers choose to sell more or less of a good or service, i.e., based on prices or current economic situations.
- E9.4.4 Identify factors within an individual's control that can affect the likelihood of employment.
- E10.4.3 Discuss reasons people use banks.
- C15.4.1 Describe the qualities of a leader.
- G7.5.1 Explain differences in population distribution within the United States.
- G7.5.2 List push-pull factors influencing human migration and settlement in the United States.
- G7.5.3 Describe differences among rural, suburban, and urban settlement in the United States.
- G7.5.4 Describe historical and current economic issues in the U.S. using geographic resources, i.e., illustrate demographic changes due to mining and gaming.
- G8.5.1 Describe ways physical environments affect human activity in the United States using historical and contemporary examples.
- G8.5.3 Explore the impact of human modification of the United States' physical environment on the people who live there.
- E9.5.1 Describe how scarcity requires a person to make a choice and identify costs associated with that choice.
- E9.5.5 Demonstrate an understanding of supply and demand in a market.

## **Code of Honor**

### **Nevada Department of Education**

There is a clear expectation that all students will perform academic tasks with honor and integrity, with the support of parents, staff, faculty, administration, and the community. The learning process requires students to think, process, organize and create their own ideas. Throughout this process, students gain knowledge, self-respect, and ownership in the work that they do. These qualities provide a solid foundation for life skills, impacting people positively throughout their lives. Cheating and plagiarism violate the fundamental learning process and compromise personal integrity and one's honor. Students demonstrate

academic honesty and integrity by not cheating, plagiarizing or using information unethically in any way.

### **What is Cheating?**

Cheating or academic dishonesty can take many forms, but always involves the improper taking of information from and/or giving of information to another student, individual, or other source. Examples of cheating can include, but are not limited to:

- Taking or copying answers on an examination or any other assignment from another student or other source
- Giving answers on an examination or any other assignment to another student
- Copying assignments that are turned in as original work
- Collaborating on exams, assignments, papers, and/or projects without specific teacher permission
- Allowing others to do the research or writing for an assigned paper
- Using unauthorized electronic devices
- Falsifying data or lab results, including changing grades electronically

### **What is Plagiarism?**

Plagiarism is a common form of cheating or academic dishonesty in the school setting. It is representing another person's works or ideas as your own without giving credit to the proper source and submitting it for any purpose. Examples of plagiarism can include, but are not limited to:

- Submitting someone else's work, such as published sources in part or whole, as your own without giving credit to the source
- Turning in purchased papers or papers from the Internet written by someone else
- Representing another person's artistic or scholarly works such as musical compositions, computer programs, photographs, drawings, or paintings as your own
- Helping others plagiarize by giving them your work

All stakeholders have a responsibility in maintaining academic honesty. Educators must provide the tools and teach the concepts that afford students the knowledge to understand the characteristics of cheating and plagiarism. Students must produce work that is theirs alone, recognizing the importance of thinking for themselves and learning independently, when that is the nature of the assignment. Adhering to the Code of Honor for the purposes of academic honesty promotes an essential skill that goes beyond the school environment. Honesty and integrity are useful and valuable traits impacting one's life.

## Readings

### Required Reading (provided by grant)

- Curtis, C. P. (1999). *Bud, not Buddy*. Delacorte/Random House, NY.
- Freedman, R. (2005). *Children of the great depression*. Clarion Books.
- Grimes, N. (2007). *Talkin' about Bessie: the story of aviator Elizabeth Coleman*. Orchard Books.
- Hesse, K. (1999). *Out of the dust*. Scholastic, NY.
- Hopkinson, D. and Isadora, R. (2005). *Saving strawberry farm*. Greenwillow Books.
- Levey, R. (2005). *Dust bowl: the 1930's black blizzards*. Bearport.
- Mackall, D. D. (2007). *Rudy rides the rails*. Sleeping Bear Press.
- Mann, E. and Wischonke, A. (2006). *The Hoover Dam: The story of hard times, tough people and the taming of a wild river (Wonders of the World Book)*.
- Marrin, A. (2009). *Years of dust*. Dutton Juvenile.
- Miller, W. (2001). *Rent Party Jazz*. Lee and Low Books.
- Moss, M. (2001). *Rose's journal: The story of a girl in the great depression*. Silver Whistle/Harcourt, San Diego.
- Polenberg, R. (2000) *The era of Franklin D. Roosevelt, 1933-1945: a brief history with documents*. Bedford/St.Martin's.
- Wells, R. (2004). *The house in the mail*. Puffin Books, NY.
- Youngs, J. William T. (2005) *Eleanor Roosevelt A personal and public life*. Longman.

### Required Listening/Viewing

Podcasts/Vidcasts: "The 1930s and Arts Education," "Great Speeches in History (Adopting the Universal Declaration of Human Rights)," "The Great Depression and WWII (Choose any two episodes)," and "Moments in American History (Hoover vs. Roosevelt — Great Depression)" (all available via iTunes)

### Additional Reading

- Aoki, K., J. Boyle, & J. Jenkins (2006). *Bound by law*. Available at <http://www.law.duke.edu/cspd/comics/zoomcomic.html>
- Between World Wars. In *Dinah Zike's High School American History Reading and Study Skills Foldables*. McGraw Hill/Glencoe, NY, pp. 105-106.
- Literature Notes — Bud, Not Buddy*. In Frank Schaffer Publications.
- Literature Unit — Bud, Not Buddy, Chapter 3*. In *Literature Circles with Novels*, pp. 100-101.
- The great depression. Kids Discover Magazine.

## Course Overview

### Pre-Module Requirements

- Complete content pre-test no later than 11:59 PM PST on January 18, 2010 (emailed to all participants by 01/13/10)
- Read the course syllabus, copy it, and bring it to class
- Review the following videos (available online)
  - Using your iPod — <http://www.apple.com/support/ipod/tutorials/play.html>
  - How and when to use iTunes — [http://keelertrainingvideos.blogspot.com/2008/01/itunes-basics\\_17.html](http://keelertrainingvideos.blogspot.com/2008/01/itunes-basics_17.html) [also available via the “Keeler’s Training Videos” podcast]
  - Using, posting, and commenting in blogs — <http://keelertrainingvideos.blogspot.com/2007/12/using-posting-and-commenting-in-blogs.html> [also available via the “Keeler’s Training Videos” podcast] OR Using a blog (text-based description) — <http://nativeamericans-techintegration.blogspot.com/2007/10/using-blog-text.html>

### Week One: Class Meeting

**Location:** Thurman White MS, Little Theatre

**Day and Time:** January 20, 4:20-7:20 P.M.

- Introduction and Orientation
- Content Presentation: “The Great Depression” (Drs. Beachley and Green)
- Activity (Part I): “Living Tableaus” (Dr. Keeler)
- Break
- Activity (Part II): “Living Tableaus” (Dr. Keeler)
- Content Pedagogy Presentation (Dr. Keeler)
  - Lecture: “Creativity Theory” and “Artistic Composition as a Medium for Assessing Historical Content Knowledge”
  - Activity (time permitting): “Get Your Bodies Moving”
- Assignments (**due before February 03 2010 at 4:00 PM PST**)
  - Read *The Era of Franklin D. Roosevelt, 1933-1945, Eleanor Roosevelt, and Rose’s Journal*
  - Required podcasts (available via iTunes): “The 1930s and Arts Education” (“Nevada and the Great Depression” and Dr. Beachley’s episode), “Great Speeches in History” (“Adopting the Universal Declaration of Human Rights” episode), “The Great Depression and WWII” (Choose any two episodes), and “Moments in American History” (“Hoover vs. Roosevelt - Great Depression” episode—available via iTunesU)
  - Complete book report
  - Optional Reading: “Bound by Law” (available at <http://www.law.duke.edu/cspd/comics/zoomcomic.html>)

### **Week Three: Class Meeting**

**Location:** Edward W. Clark HS, Room 200

**Day and Time:** February 3, 4:20-7:20 PM

- Content Presentation
  - Lecture: “The New Deal and the 1930s” (Drs. Beachley and Green)
  - Discussion of Documents (Drs. Beachley and Green)
- Break
- Module-Specific Content Pedagogy (Dr. Keeler)
  - Lecture: “What is Art?”
  - Activity: Artistic Expression of 1930s
- Assignments (**Complete all assignments before February 19, 2010 at 11:59 PM PST unless otherwise specified**)
  - Complete and post Arts Portfolio
  - Required reading: *The House in the Mail* (read this first), *Bud, Not Buddy*, *Bud, Not Buddy Teacher’s Guide* (skim), *Out of the Dust*, *The Hoover Dam*, *Rudy Rides the Rails*, *Saving Strawberry Farm*, and *Tree of Hope*
  - Optional Reading (available in “Shared Documents” of InterAct 1930s folder): “Scenes of American Life: The Great Depression,” “Literature Notes - Bud, Not Buddy,” “Literature Unit - Bud, Not Buddy,” “Dinah Zike - Between Two Wars”
  - Optional Reading (distributed in class): “Women’s Suffrage,” “Jazz Age,” “Postwar Economic Boom,” “The Great Depression,” “The New Deal”
  - Optional podcast episodes (available via iTunes): “4<sup>th</sup> Grade Great Depression” (Choose any two episodes), “Keeler Training Videos” (“Flickr Toys” episode)
  - Complete Module Post-Test and Survey



## Assessment

Assessment for this module will involve completion of the following activities:

Activity	Due Date	Points Possible
Completion of Module Pre-Test *	January 18, 2010 11:59 PM PST	N/A
Book Report **	February 03, 2010 04:00 PM PST	30
Arts Portfolio (including two artifacts, two reflections, and one self-assessment) **	February 19, 2010 11:59 PM PST	70
Class Participation in Activities/Discussions ***		N/A
Completion of Module Post-Test *	February 22, 2010 11:59 PM PST	N/A
Completion of Pedagogy Assessment*	February 22, 2010 11:59 PM PST	N/A
<b>Total</b>		<b>100</b>

\* Participants will receive an email informing them of the tests and pedagogy survey. Scores will not affect the module grade or credit, but may affect successful module completion. Teaching American History Grant program staff reserve the right to administratively drop participants who fail to display appropriate test-taking behaviors based on CCSD reported names, scores, and time spent taking the assessments.

\*\* Participants will receive separate assignment expectations for each of these items.

\*\*\* Participants must be prepared and on-time for class meetings and must actively, meaningfully, and respectfully participate in all in-class and online discussions/activities. Participants must also complete and submit all module assignments by the assigned due dates/times. Failing to do so may lead to a reduction in points from the total grade, required return of all module deliverables, and/or removal from future grant modules.

### Grading

Dr. Beachley, Dr. Green, and Dr. Keeler will work collaboratively to grade assignments. Dr. Beachley and Dr. Green will focus on historical accuracy and Dr. Keeler will focus on pedagogy. The basis for course grades will be percentage of points earned:

Grade	Required Percentage
A	93-100
A-	90-92.5
B+	87-89.5
B	83-86.5
B-	80-82.5

Grade	Required Percentage
C+	77-79.5
C	73-76.5
C-	70-72.5
D	60-69.5
F	< 60