

**Teaching American History Elementary Grant  
December 13 – January 24, 2011**

**CIE 740 (UNLV)—Topics in Elementary Social Studies:  
American Revolution/Primary Source Documents**

**Facilitator:** Danielle S. Fahey ([dsfahey@interact.ccsd.net](mailto:dsfahey@interact.ccsd.net), 702.799.8464)

**Content Scholars and Co-Directors:** Dr. DeAnna Beachley ([deanna.beachley@csn.edu](mailto:deanna.beachley@csn.edu), 702.651.4124), and Dr. Michael Green ([michael.green@csn.edu](mailto:michael.green@csn.edu), 702.651.4457)

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

**Location:** Vegas PBS, Multipurpose Rooms 122 & 123 on December 15, 2010 and January 5, 2011 [All other course requirements will be occur online]

**Technology Requirements**

Participants must check these sites regularly during the module.

- InterAct: TAH American Revolution (<http://interact.ccsd.net/>)
- iTunes: “American Revolution and Primary Source Documents”
- Blog: <http://tah-americanrevolution.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 currently teaching social studies objectives as listed within the Clark County School District’s Curriculum Essentials Framework (CEFs) for third through fifth grade, must have completed the pre-test before the specified date and time, 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. In addition, participants understand that a random sample of participants will be included in and required to complete field-based evaluations. Upon successful completion of this module, participants will receive copies of all readings (for use in their classroom libraries) and a \$500 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 assessment. Failure to meet module requirements will require the return of module deliverables to the grant facilitator.

\*Because this is a graduate level course, participants should plan to spend up to twelve hours *per week* on course related activities.

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

### **Graduate Credit**

Module participants are invited to receive one graduate credit from UNLV for successful completion of this module. To receive credit, participants 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 participants 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 of the four years of the grant will focus on a different historical period and a different pedagogical theme. The historical content of this module is the American Revolution—its founding fathers and mothers. The pedagogical component will focus integrating primary source documents when delivering historical content to students and foldable paper projects.

### **Knowledge**

This module will enhance teacher knowledge and context relating to events, people, and ideas involved in motivating colonial opposition to British measures before the Revolutionary War. It will also address the willingness of the colonies to fight for independence during the Revolution and the Revolution's impact on society in changing definitions and concepts of freedom.

The pedagogical focus of the module will introduce teachers to the process of historical inquiry using primary sources. Based on recommendations by the National Council for Social Studies (1994) and National History Standards: Grades K-4 (National Center for History in the Schools, 2005), students should directly engage with primary source documents and other primary source media types when learning historical content. Primary source inquiry prepares students to think historically and, as such, students should be challenged to pose questions similar to those of professional historians. This inquiry process increases student engagement with higher-level cognition of historical material while increasing reading and literary analysis capabilities.

To combine the historical and pedagogical pieces of this module, teacher participants will develop paper-based foldable projects. Through this process, teachers will gain knowledge necessary to plan for instruction using a project-based teaching strategy. They will also learn to guide students through production of similar projects. Though pedagogical knowledge delivered in this module will use Dinah Zike paper folding methods (1992; 2002), participants will be encouraged to identify alternative foldable methods that assist in motivating historical inquiry.

Upon completion of this module, teachers will have the needed skills to plan for and deliver project-based instruction focusing on use of primary sources.

### **Performance**

Upon completion of the American Revolution/Primary Sources module and all related assignments, teacher participants will have met both history and content pedagogy objectives as outlined below.

Historical content objectives for this module include:

- Teachers will identify the causes of the Revolution and its short- and long-term impacts on American society;
- Teachers will militarily contextualize the Revolutionary War;
- Teachers will analyze primary and secondary materials related to the American Revolution; and,
- Teachers will implement document and artifact analysis strategies when working with historical artifacts.

Content pedagogy objectives for this module include:

- Teachers will prepare instructional units requiring students engage in historical document and artifact analysis;
- Teachers will use technological and primary source analysis tools and skills to learn historical content both independently and collaboratively;
- Teachers will develop classroom units that are age-appropriate, project-based, rooted in historical inquiry, and interdisciplinary;
- Teachers will identify means for student engagement with primary sources during history lessons; and,
- Teachers will utilize teaching strategies that focus on student-led document analysis while allowing student choice over content-related topics.

### **Disposition**

Upon completion of this module, third through fifth grade teachers will have the ability to competently plan and deliver historically accurate, standards-based, project-based instruction focusing on student-led analysis of primary source artifacts relating to the American Revolution. They will have the pedagogical ability to integrate foldable projects as a tool for primary source inquiry related to historical themes.

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

Curricular and pedagogical objectives addressed during this module align with the Clark County School District's Curriculum Essentials Framework (CEFs) objectives as listed below. The foundation for these objectives is the Nevada Social Studies Content Standards.

### *Applicable objectives:*

H3.3.1 Explain how the actions of heroes and heroines make a difference.

H3.3.2 Determine what it means to be an American citizen and describe the achievements of famous and ordinary citizens.

H1.5.5 Describe the social, political, and religious lives of people in the New England, Middle, and Southern colonies.

H2.5.6 Identify the events that led to the Declaration of Independence.

H2.5.7 Identify the causes, key events, and people of the American Revolution.

H2.5.8 Explain the relationship between the American colonies and England, and discuss its impact on independence.

G6.5.2 Identify U.S. regions in which historical events occurred, i.e., thirteen colonies, Underground Railroad, and California gold fields.

C13.5.1 Explain that the Declaration of Independence, the U.S. Constitution, and the Bill of Rights, are written documents that are the foundation of the United States government.

C13.5.2 Describe the operation of representative government.

## **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)

Cook, P. (2006). *You wouldn't want to be at the Boston Tea Party*. Children's Press.

Doeden, M. (2006). *Winter at Valley Forge*. Capstone.

Macceca, S. (Ed.). (2005). *Using Primary Sources in the Classroom: Examining Our Past, Understanding Our Present, Considering Our Future*. Huntington Beach, CA: Shell Education.

Moore, K. (1998). *If You Lived at the Time of the American Revolution*. Scholastic.

Minor, W. (2006). *Yankee Doodle America: The Spirit of 1776 from A to Z*. G.P. Putnam's Sons.

Murray, S. (2005). *American Revolution*. Dorling Kindersley Publishing

Niz, Y. (2006). *Paul Revere's Ride*. Capstone.

Schanzer, R. (2004). *George vs. George: The American Revolution as Seen from Both Sides*. National Geographic Society.

Wood, G. (2003). *The American Revolution: A History*. New York, NY: Random House.

Zike, D. (2002). *Big Book of Social Studies: Elementary K-6*. San Antonio, TX: Dinah-Might Activities, LP.

### **Additional Reading** (provided by grant)

American Revolution (Kids Discover Magazine)

1776 (Kids Discover Magazine)

Other items provided in class or via the blog or InterAct

## **Course Overview**

### **Pre-Module Requirements**

- Complete content pre-test no later than 11:59 PM PST on Friday, December 3, 2010
- Read the course syllabus, copy it, and bring it to each class session
- Review the module blog (<http://tah-americanrevolution.blogspot.com/>)
- Teachers new to the grant must review the following resources as needed
  - 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:** Vegas PBS, Multipurpose Rooms 122 & 123

**Day and Time:** December 15, 4:20-7:20 PM

- Introduction and Orientation
- Content Pedagogy Presentation: “Using Primary Sources and Foldables to Encourage Historical Inquiry” (Dr. Keeler)
  - Demonstrations: “Accessing Primary Sources Online” and “Video Streaming as a Content Resource for Teachers”
- Content Presentation: “The Coming of the Revolution” (Drs. Beachley and Green)
- Assign
  - Acquire a OnePlace account (<http://oneplace.vegaspbs.org/>)
  - Read
    - All blog postings at <http://tah-americanrevolution.blogspot.com/>
    - Wood’s *The American Revolution: A History*
  - Prepare foldable [due in class on 01/05/11 at 4:20 PM PST]
  - Required podcasts
    - “Women in the Revolutionary Era” by Dr. Beachley [Available via iTunes: American Revolution and Primary Source Documents]
    - “Accessing Video Content via OnePlace” and “Introduction to unitedstreaming” (optional) [Available via iTunes: “Keeler’s Training Videos”]

- Required video
  - “Liberty’s Kids” (Choose one episode of your choice from <http://oneplace.vegaspbs.org/>)

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

**Location:** Vegas PBS, Multipurpose Rooms 122 & 123

**Day and Time:** January 5, 4:20-7:20 PM

- Sharing Revolutionary-Era Foldables (Dr. Keeler)
- Content Discussion and Presentation: “The Revolution and Its Impacts” (Dr. Beachley and Dr. Green)
- “Artifacts of the Revolution” (Guest Speaker)
- Content Pedagogy Presentation: “Integrated Social Studies Unit Planning” (Dr. Keeler)
- Groupwork (time permitting): Unit Planning
- Assign
  - Read
    - *Using Primary Sources in the Classroom*, pp. 4-18, 170-172
    - “Thinking Like a Historian: A Framework for Teaching and Learning” (available via the module blog)
    - All children’s books provided by the grant [Note: Some books are available in audio format from Dr. Keeler. To access them, provide her with a flash drive at the beginning of class.]
    - Teaching with Documents (available at <http://www.socialstudies.org/resources/twd>)—Choose any three articles from this series (optional)
  - Required podcasts
    - “The Revolution as a Different Kind of War” by Dr. Green (available in “American Revolution and Primary Source Documents”)
    - “Episode 8—Road to Revolution: 1775” AND “Episode 9—Yorktown: Victor and Vanquished” (available in “Great Moments in History”)
    - “Keyhole to History”—All episodes
    - “Teaching American History Podcast” (Choose any *one* episode relating to the Revolutionary Era)
    - “Colonial Williamsburg Podcast” (Choose any *three* episodes relating to the Revolutionary Era)
  - Post I and Response I to module discussion [Post I due 1/10/11 by 11:59 PM PST; Response I due 1/14/11 by 11:59 PM PST]
  - Post II and Critique I to module discussion [Post II due 1/17/11 by 11:59 PM PST; Critique I due 1/21/11 by 11:59 PM PST]
  - Post completed unit plan [due 11:59 PM PST on 1/17/11]
  - Attend unit plan tour [available beginning 12:00 AM on 1/18/11]
  - Complete module post-test and pedagogy assessment by 11:59 PM PST on January 24, 2011.

## Assessment

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

Activity	Due Date	Points Possible
Completion of Module Pre-Test *	12/3/10 11:59 PM PST	N/A
Revolutionary Era Foldable **	1/05/11 04:00 PM PST	35
Discussion Posts **		
Post I	1/10/11 11:59 PM PST	10
Response I	1/14/11 11:59 PM PST	5
Post II	1/17/11 11:59 PM PST	5
Critique I	1/21/11 11:59 PM PST	5
Unit Plan**	1/17/11 11:59 PM PST	40
Class Participation in Activities and Discussions ***		N/A
Completion of Module Post-Test *	01/24/11 11:59 PM PST	N/A
Completion of Module Pedagogy Assessment*	01/24/11 11:59 PM PST	N/A
<b>Total</b>		<b>100</b>

\* Participants will receive an email informing them of the tests and pedagogy assessment. 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 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 and times. Failing to do so will lead to a reduction in points from the total grade, required return of all module deliverables, forfeiture of stipend, and 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



## References

- Macceca, S. (Ed.). (2005). *Using primary sources in the classroom: Examining our past, understanding our present, considering our future*. Huntington Beach, CA: Shell Education.
- National Center for History in the Schools. (2005). *National standards for history for grades K-4: Expanding children's world in time and space* (2 ed. Vol. 1). Los Angeles: National Center for History in the Schools.
- National Council for the Social Studies. (1994). *Expectations of excellence: Curriculum standards for the social studies* (No. Bulletin 89). Washington, D.C.
- Zike, D. (1992). *Big book of books and activities*. San Antonio, TX: Dinah-Might Activities, Inc.
- Zike, D. (2002). *Big book of social studies: Elementary K-6*. San Antonio, TX: Dinah-Might Activities, LP.