Teaching American History Elementary Grant
January 26 – February 27, 2009

CIE 740 (UNLV) — Topics in Elementary Social Studies: Civil Rights Movement and Service Learning

Facilitator: Sharon Carter (Sharon_L._Carter@interact.ccsd.net, 702.799.8464)

Content Scholars and Co-Directors: Dr. DeAnna Beachley
(deanna.beachley@csn.edu and on InterAct, 702.651.4124), and
Dr. Michael Green (greenm1@nevada.edu and on InterAct, 702.651.4457)

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

Location: Cheyenne Campus, College of Southern Nevada, Room 2411 (January 28
and February 11 ONLY) [All other course requirements will be completed online]

Web Access Requirements:
Participants must check these sites regularly during the module.
- InterAct: TAH Civil Rights Conference (http://interact.ccsd.net/)
- iTunes: "Civil Rights and Service Learning," "Keeler Training Videos," and "Great Speeches in History"
- Blog: http://tah-civilrights.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.

Prerequisite: 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 to complete all pre- and post-tests and
surveys. 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 books, nor will they receive a second video iPod.
Successful completion of this module requires students receive a grade of 60% or
better on all assignments as well as completion of all pre- and post-tests and
surveys. Additionally, this syllabus is subject to change. Changes will be
announced either in class 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 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 or not.

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 three years of the grant will focus on a different historical period and a different pedagogical theme. The historical content of this module is the Civil Rights Era with a focus on the 1950s and 1960s. The pedagogical component will focus on using action research to reflect and report on service learning teaching units. The teaching units will be rooted in historical instruction relating to the Civil Rights Era.

Knowledge:

This module will enhance teacher knowledge and context relating to events, people, and ideas related to the civil rights era of the 1950s and 1960s in the United States. The content focus will be on the national movement's origins, evolution, development, and leaders. The textbook includes both a historical summary and analysis of the civil rights movement and documents related to the movement. In module sessions, teachers will receive additional documents, as well as participate in lectures and discussions highlighting key components of the civil rights movement.

The pedagogical focus of the module will introduce teachers to using history content to motivate service learning opportunities. It will also train teachers in rudimentary action research concepts by requiring that they reflect and report on their students' service learning experiences. Teachers often limit their class presentations on Martin Luther King, Jr. and the Civil Rights Movement to a disjointed lesson or unit taught during Black History Month or in conjunction with the school holiday for Dr. King. Although students learn respect for Black Americans through these lessons, they often fail to see the power Dr. King and civil rights activists displayed in creating local and national change. Students also fail to connect relationships between actions of civil rights leaders and their own civic action. This module will prepare teachers to use service learning with their students to help link the civil rights movement of the 1950s and 1960s with the power of the individual to make change in the U.S. today. Using experiential methods, elementary-level students will be empowered to work within institutional structures to make positive change in contemporary American society. Throughout the process, teachers will ensure heavy student engagement with higher-level cognition of historical material while stressing

reading and literary analysis capabilities, use of primary sources, and cooperative and student-led learning.

Performance:

Combining the historical and pedagogical pieces of this module, teacher participants will develop and deliver historically based service learning units in their classrooms. Using accurate historical information about Martin Luther King, Jr. and the Civil Rights Movement, teachers will begin to make history come alive for their students by using authentic and meaningful service learning techniques to create explicit connections between historical and contemporary U.S. experiences.

Upon completion of the Civil Rights/Service Learning 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:
- Teachers will assist students as they relate historical and contemporary issues;
- Teachers will identify civil disobedience, steps of Satyagraha, and militant action as methods used during the Civil Rights era;
- Teachers will relate contemporary examples of peaceful protest and civic action to actions taken during the Civil Rights movement; and
- Teachers will describe the relationships between local, national, and international events, ideas, and actors in the development of the Civil Rights Era.

The content pedagogy objectives for this module include:
- Teachers will assist students as they relate historical and contemporary issues;
- Teachers will identify elements and processes involved in developing and delivering service learning units;
- Teachers will deliver service learning units in their individual classrooms;
- Teachers will use proactive action research methods to reflect on their practice of designing and delivering social studies instruction; and,
- Teachers will develop and deliver classroom units that are age-appropriate, project-based, rooted in U.S. history, and interdisciplinary.

Disposition:

Upon completion of the 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 service learning examples from the Civil Rights Era. They will also have the pedagogical ability to use action research methods as a tool for improving their instructional planning and delivery.

Nevada/CCSD Social Studies Content Standards:

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

- Identify current events from multiple sources.
- Describe issues of cooperation and conflict within the United States.
- Describe how people and places have influenced events in the past.
- Identify and describe the locations of historical events.
- List examples of historical movements of people, goods, and ideas.
- Read a timeline.
- Record events on a graphic organizer, such as a calendar or timeline.
- Identify the major points in Martin Luther King Jr.'s "I Have a Dream" speech.
- Identify major news events on the local, state, national, and world level.
- Identify the Declaration of Independence and the U.S. Constitution as written documents that are the foundation of the United States government.
- Describe the operation of representative government, including the rights of political minorities.
- Describe the purpose of a judge and jury in a trial as it relates to resolving disputes.
- Discuss why people form groups.
- Identify the Supreme Court as the highest court in the land.
- Identify sources of information people use to form an opinion.
- Identify ways conflicts can be resolved in a peaceful manner that respects individual rights.
- Explain that democracy involves voting, majority rule, and setting rules.
- List the qualities of a leader.
- Identify the Bill of Rights.
- Describe how scarcity requires a person to make a choice and identify a cost associated with the decision.
- Identify examples of rules, laws, and authorities that keep people safe and property secure.
- Demonstrate an understanding that people may respond to the same incentive in different ways because they may have different preferences.
- Identify the benefits and the costs of an all-or-nothing choice.
- Identify factors within an individual's control that can affect the likelihood of being employed.
- List examples of historical movements of people, goods, and ideas.
- Compare the wants and needs of people in different communities and the means used to fulfill those wants and needs.
- Identify and describe the locations of selected historical events.

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

Readings (provided by grant)**:**

Chick, K. A. (2006). Fostering student collaboration through the use of historical picture books. *The Social Studies* (July/August), 152-157.

Civil rights movement, The. In *Hands-on History: American History Activities* (pp. 175-191): Shell Educational Publishing.

Coles, R. (2004). *The story of Ruby Bridges*: Scholastic.

Daley, J. (Ed.). (2006). *Great speeches by African Americans: Frederick Douglass, Sojourner Truth, Dr. Martin Luther King, Jr., Barack Obama, Jr., and others*: Dover Publications.

Dierenfield. (2004). *The civil rights movement*. Longman.

Edwards, P. (2005). The Bus Ride That Changed History: The Story of Rosa Parks.

Farmers Insurance. *Freedom's song*. Curriculum Document (p. 43-47) and Timeline/Resources (p. 34-38)

Farris, C. K. (2006). *My brother Martin: A sister remembers growing up with the Rev. Dr. Martin Luther King, Jr.*: Aladdin Paperbacks.

Giovanni, N. (2005). *Rosa*: Holt.

Haskins, J. (2005). Delivering justice: W.W. Law and the fight for civil rights: Candlewick.

Johnson, A. (2005). *A sweet smell of roses*: Simon & Schuster Books for Young Readers.

Levine, E. (1994). *If you lived at the time of Martin Luther King*: Scholastic.

Littlesugar, A. (2001). Freedom School, Yes!: Philomel.

McKissack, P. (2005). *Abby takes a stand*: Viking.

Myers, W. D. (2000). *Malcolm X: A fire burning brightly*: Amistad.

Parks, R. (2000). *I am Rosa Parks*: Puffin Books.

Rappaport, D. (2005). *The school is not white! A true story of the civil rights movement*: Jump at the Sun/Hyperion Books for Children.

Rappaport, D. (2006). *Nobody gonna turn me 'round: Stories and songs of the civil rights movement*: Candlewick Press.

Rappaport, D. (2007). *Martin's big words: The life of Dr. Martin Luther King, Jr*: Hyperion Children.

Raven,M. (2005). Let them play. Sleeping Bear Press.

Solovitch-Hoynes, S. (1996). Street-smart second-graders navigate the political process. *Social Studies and the Young Learner* (March/April).

Teaching Tolerance. (2002b). *One survivor remembers*. Montgomery, AL: Southern Poverty Law Center, p. 47.

Teaching Tolerance. (2002c). *Mighty times: The legacy of Rosa Parks*. Montgomery, AL: Southern Poverty Law Center.

Tiger Woods Foundation. (2000). *Start something teacher guide — elementary school: Level 1*, pp. 39-48.

Weatherford, C. B. (2005). *Freedom on the menu: the Greensboro sit-ins*: Dial
 Books for Young Readers.

Woods, E., & Tiger Woods Foundation. (2000). *Start something: You can make
 a difference*. New York: Simon & Schuster.

Zike, D. The Civil Rights Movement. In *Dinah Zike's High School American
 History Reading and Study Skills*: Glencoe-McGraw-Hill, p. 79.

Required Listening/Viewing (provided online at no cost to module participants)**:**
 Podcasts/Vidcasts (available via iTunes): "Civil Rights and Service Learning,"
 "Keeler's Training Videos," "Great Speeches in History."
 Farmers Insurance. *Freedom's song*. Video.
 Farmers Insurance. *Ordinary People Doing Extraordinary Things*. Video.
 Teaching Tolerance. (2002c). *Mighty times: The legacy of Rosa Parks*.
  Montgomery, AL: Southern Poverty Law Center.

Course Overview

*Please complete all activities in the order listed in this overview.

Pre-Module Requirements:
- Complete content pre-test no later than 11:59 PM on January 25, 2009
  (emailed to all participants by January 21, 2009)
- Read the course syllabus, copy it, and bring to class
- Review the following videos (available online):
  o Using your iPod — http://www.apple.com/support/ipod/tutorials/play.html
  o How and when to use iTunes —
    http://keelertrainingvideos.blogspot.com/2008/01/itunes-basics_17.html
    [also available via the "Keeler's Training Videos" podcast]
  o 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: Cheyenne Campus, College of Southern Nevada, Room 2411
Day and Time: January 28, 4:20-7:20 PM

- Session Outline
    - Materials Distribution
    - Introduction and Orientation to Grant and Module (Mrs. Carter)
    - Content Presentation (Dr. Beachley and Dr. Green)
        - Lecture: "Beginnings of the Civil Rights Movement in the 1950s" (Dr. Beachley and Dr. Green)
    - Module-Specific Content Pedagogy Overview (Dr. Keeler)
        - Lecture: "Relating Historical and Contemporary Events to Enhance Content Learning"
        - Lecture: "Service Learning — Elementary-Aged Students Changing the World"
- Assignments (Unless otherwise specified in the "Assessment" section, all assignments are due by February 11 at 4:00 PM PST)
    - Read Dierenfield's *The Civil Rights Movement* and complete book review
    - View (Available on iTunes: "Civil Rights and Service Learning")
        - *Freedom's Song* (*1950-1959, 1960-1969, 1970-1979, Someone You Should Know*)
        - *Ordinary People Doing Extraordinary Things* (Farmer's Insurance)
        - "Mighty Times: The Legacy of Rosa Parks" (Teaching Tolerance)
        - Listen to *I Have a Dream* (available in "Great Speeches in History")
    - Read (Available in the "Shared Documents" folder)
        - "Viewer's Guide — Mighty Times: The Legacy of Rosa Parks"
        - "You've Got the Power — Let's Go Make a Difference!" (*Start Something* Curriculum, pp. 39-48)
        - "Step-by-Step Planning Sheet for Service Projects"
    - Complete and post your "Project Plan"
    - Optional Readings
        - "Street-Smart Second-Graders Navigate the Political Process"
        - "Fostering Student Collaboration through the Use of Historical Picture Books"
        - Farmers Insurance. *Freedom's Song* (Timeline)

Week Three: Class Meeting
Location: Cheyenne Campus, College of Southern Nevada, Room 2411
Day and Time: February 11, 4:20-7:20 PM
- Session Outline
    - Discussion of Assigned Reading (Dr. Beachley and Dr. Green)
    - Content Presentation
        - Lecture: "The Civil Rights Movement and the 1960s" (Dr. Beachley)
        - Discussion of Documents (Dr. Beachley and Dr. Green)
    - Module-Specific Content Pedagogy

- o *Project Citizen* (Pam Bledsoe)
- o Group Work: Action Research Project Discussions
- Assignments (Unless otherwise specified in the "Assessment" section, all assignments are due by February 27 at 11:59 PM PST)
    - o Read (Unless otherwise specified, available in the "Shared Documents" folder)
        - "Phase I: Plan of Action" and "Phase 2: Data Plan" (Available at http://tah-civilrights.blogspot.com/)
        - All provided children's books
        - *The Civil Rights Movement: Freedom Summer* (StoryPath)
        - Lesson Seven: The Poor People's Campaign *(Freedom's Song)*
        - "The Civil Rights Movement" (*Hands-on History: American History Activities*), pp. 175-191
        - "The Civil Rights Movement" (from *Dinah Zike's High School American History Reading and Study Skills*)
        - *Giving Back (also* available online at http://www.crf-usa.org/YouthCourt/GivingBack_home.html)
    - o Review podcasts
        - "Integrated Service Learning" (Dr. Keeler)
        - "Las Vegas and the Civil Rights Movement" (Dr. Green)
        - "The Roles of Women in the Civil Rights Era" (Dr. Beachley)
        - "World Citizenship — A Humane Alternative to 'Drill and Kill'" (Bruce Mitchell)
        - "What Happened to Social Studies? The Disappearing Curriculum" (Margit E. McGuire)
    - o Complete action research project components
    - o Complete Post-Module Assessment and Survey (web address to be emailed to all participants)

Assessment

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

Activity	Due Date	Points Possible
Completion of Module Pre-Test *	01/25/09 11:59 PM PST	N/A
Book Report **	02/08/09 4:00 PM PST	35
Action Research Project Posts **		
Project Plan	02/01/09 11:59 PM PST	15
Data Plan	02/13/09 11:59 PM PST	15
Data Collection	02/20/09 11:59 PM PST	15
Reflections and Future Plans	02/27/09 11:59 PM PST	20
Class Participation in Activities and Discussions ***		N/A
Completion of Module Post-Test *	03/01/09 11:59 PM PST	N/A
Completion of Module Assessment *	03/01/09 11:59 PM PST	N/A
Total		**100**

* Participants will receive an email informing them of the web addresses for these tests/surveys. Participants will not receive a grade for these assignments, but each is required for successful completion of the grant module.

** 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. Failing to do so may lead to a reduction in points.

Grading

    Dr. Beachley and Dr. Green will be responsible for grading historical accuracy and Dr. Keeler will be responsible for grading pedagogical content. Course grades are based on percentage of points earned. Below is a listing of percentage points needed to receive the following final grades:

Grade	Required Percentage	Grade	Required Percentage
A	93-100	C+	77-79.5
A-	90-92.5	C	73-76.5
B+	87-89.5	C-	70-72.5
B	83-86.5	D	60-69.5
B-	80-82.5	F	< 60

NOTE: Participants **must** complete **all** assignments with a 60% or better and **must** complete the module pre- and post-tests and survey. Failing to do so will require return of module deliverables to the Grant facilitator.