Teaching American History Elementary Grant October 11 – November 12, 2010

CIE 740 (UNLV)—Topics in Elementary Social Studies: Colonial Period/Classroom Simulations

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

Location: Curriculum & Professional Development Center Room #143 [All other course sessions will be available online]

Technology Requirements

Participants must check these sites regularly during the module.

- InterAct: TAH Colonial America Conference (http://interact.ccsd.net/)
- iTunes: "Colonial America and Classroom Simulations"
- Blog: http://colonialamerica-simulations.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 for third through fifth grades, 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. 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 assessment. In addition, participants understand that a random sample of teachers will be included in and required to complete field-based evaluations. Failure to meet module requirements will require return of module deliverables to the grant facilitator.

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

** This syllabus is subject to change. Changes will be announced either in class 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 history of Colonial America. The pedagogical component will focus on classroom simulations that enhance student understanding of historical content.

Knowledge

This module will enhance teacher knowledge and context relating to events, people, and ideas from the colonial era in North America. The content focus will include why the colonies were founded, how they developed, and how a colonial (eventually American) society evolved. The content books include both a historical summary and analysis of the colonial era as well as a focus on the role women played during the era. In module sessions, teachers will receive additional documents as well as participate in lectures and discussions highlighting key components of Colonial America.

The pedagogical focus of the module will introduce teachers to the use of classroom simulations with foci on whole-class kinesthetic experiences and small group learning centers. Throughout the module, teachers will be instructed to ensure student engagement with higher-level cognition of historical material while stressing literacy skills, use of primary sources, and cooperative, affective, and student-led learning.

Performance

Teacher participants will prepare two book reports combining the historical and pedagogical pieces of this module. In addition, teachers will participate in myriad simulated experiences relating to historical concepts of Colonial America.

Upon completion of the Colonial Period/ Simulations module and all required assignments, teacher participants will have met both history and content pedagogy objectives as outlined below.

Historical content objectives for this module include:

- Teachers will list reasons for the founding of the American colonies.
- Teachers will list a chronology of events leading from the founding of the colonies to the Revolutionary War era.
- Teachers will differentiate between roles of males and females in Colonial America.
- Teachers will describe attitudes toward women in Colonial America.

Content pedagogy objectives for this module include:

- Teachers will engage intermediate-level students in experiential learning opportunities as a means for enhancing learning across modalities.
- Teachers will connect historical content to simulated classroom experiences.
- Teachers will utilize hands-on classroom activities as a catalyst for introducing historical objectives within the cognitive and affective domains.
- Teachers will engage students in simulated historical activities in both whole and small group settings.

Disposition

Upon completion of this module, third through fifth grade teachers will have the ability to competently select or create simulated classroom experiences focusing on Colonial America. They will also have the ability to deliver and manage simulated historical experiences within both whole and small group settings.

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 Essentials Framework (CEFs). The Nevada Social Studies Content Standards serve as the foundation for the social studies objectives within the CEFs.

Applicable objectives:

- H1.3.3 Learn about individuals around the world and discuss their contributions.
- H1.5.5 Describe the social, political, and religious lives of people in the New England, Middle, and Southern colonies.
- H1.5.6 Identify individuals and groups responsible for founding and settling the American colonies.
- H1.5.7 Examine the cultural exchange among the Native Americans, Europeans, and Africans
- H2.3.1 Discuss how conflicts can be resolved through compromise.
- H2.5.1 Describe motivations for and expeditions of European exploration of the Americas.
- H2.5.2 Describe issues of compromise and conflict within the United States.
- H2.5.3 Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America.
- H2.5.4 Explain why slavery was introduced into Colonial America.
- H2.5.5 Explain how the interactions among Native Americans, Africans, and Europeans, during colonial America resulted in unique economic, social, and political institutions.
- 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.

- H3.3.3 Define ethnicity and explain that people who make contributions to their communities include those who have diverse ethnic origins, customs, and traditions.
- H3.3.4 Demonstrate respect for each other, the community, and the world.
- H3.4.3 Define social responsibility.
- H3.5.1 Compare and/or contrast the daily lives of children throughout the United States, both past and present.
- H3.5.2 Recognize that communities include people who have diverse ethnic origins, customs, and traditions, and who make contributions to the United States.
- H3.5.3 Describe ways individuals display social responsibility.
- H3.5.4 Explain how technologies in U.S. history changed the way people lived.
- H4.5.1 Discuss the economic, political and cultural relationships the United States has with other countries.

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)

Berkin, C. (1997). First generations: women in colonial America. Hill and Wang.

Braun, E. (2006). The story of Jamestown. Capstone Press.

Broida, M. (2003). Projects about colonial life. Benchmark.

Colonial America (Kids Discover Magazine)

Gallagher, J. (2007). Winganusk of the Powhatans. Bicast Publishing.

Harness, C. (2005). Our colonial year. Simon & Schuster Children's Publishing.

Harness, C. (1995). Three young pilgrims. Perfection Learning.

Kay, V. (2001). Tattered sails. Putnam Publishing Group.

King, D. (1997). American kids in history: colonial days: discover the past with fun projects, games, activities, and recipes. Wiley, John & Sons Inc.

McGovern, A. (1993). If you sailed on the Mayflower in 1620. Scholastic.

McGovern, A. (1964). If you lived in Colonial times. Scholastic.

Morley, J. (2004). You wouldn't want to be an American colonist. Scholastic.

Procopi, P. (2009). Mukambu of Ndongo. Bicast Publishing.

Risjord, N. (2001). Representative Americans: The Colonists. Roman & Littlefield Publishers, Inc.

Waters, K. (1996). Samuel Easton's day: a day in the life of a pilgrim boy. Scholastic.

Waters, K. (1993). Sarah Morton's day: a day in the life of a pilgrim girl. Scholastic.

Other items provided in class, via the blog, or within InterAct

Course Overview

Pre-Module Requirements

- Complete content pre-test no later than 11:59 PM PST on Friday, October 1, 2010
- Read the course syllabus, copy it, and bring it to each class session
- Review the module blog
- Teachers new to the grant must review the following videos (available online)
 - o 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 [also available via the "Keeler's Training Videos" podcast on iTunes]
- 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 on iTunes] OR Using a blog (text-based description)—http://nativeamericans-techintegration.blogspot.com/2007/10/using-blog-text.html

Week One: Class Meeting

Location: Curriculum & Professional Development Center Room #143

Day and Time: October 13, 2010, 4:20-7:20 PM

- Introduction and Orientation
- Demonstration: "Subscribing to Podcasts"
- Content Presentation: "The Origins of the Colonies" and "Creating a Colonial Society" (Dr. Beachley and Dr. Green)
- Assignments
 - Read first half of each of the *content books* and complete first book report, due
 October 27, 2010, by 4:00 PM, PDT
 - o Experience
 - o The Jamestown Online Adventure: http://www.historyglobe.com/jamestown/
 - o Memorial Hall Museum Online: http://memorialhall.mass.edu/
 - o Read all postings on the module blog
 - o Listen to:
 - o "Colonial Williamsburg Podcast": Select any six episodes
 - o "Great Moments in History": Salem Witch Trials
 - Episodes by Dr. Beachley and Dr. Green available on the "Colonial America and Classroom Simulations" podcast
 - o "Mercantilism and the Navigation System"
 - o "Bacon's Rebellion"
 - o "English Issues"
 - o "Seven Years War"

Week Three: Class Meeting

Location: Curriculum & Professional Development Center Room #143

Day and Time: October 27, 2009, 4:20-7:20 PM

- Pedagogy Activity: "Where to Build a Colony"
- Content Pedagogy Presentation: "History-Based Simulations of the Colonial Era"
- Pedagogy Presentation: Whole Group Simulations—"Crossing the Atlantic"
- Content Pedagogy Presentation: Colonial Era Simulation Learning Centers
- Assignments (complete all assignments no later than November 12, 2010 unless otherwise specified)
 - o Read
 - o All children's books provided by the grant
 - Second half of each content book and complete second book report
 - Complete module post-test and pedagogy assessment by 11:59 PM PST on November 15, 2010.

Assessment

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

Activity	Due Date	Points Possible
Completion of Module Pre-Test *	10/01/10 11:59 PM PST	1 OSSIDIC
Book Review #1**	10/27/10 04:00 PM PST	45
Book Review #2**	11/12/10 11:59 PM PST	55
Completion of Module Post-Test *	11/15/10 11:59 PM PST	
Completion of Module Pedagogy Assessment*	11/15/10 11:59 PM PST	
Total		100

- * 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/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
В	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