Teaching American History Elementary Grant
August 30 – October 01, 2010

CIE 740 (UNLV) — Topics in Elementary Social Studies:
Native Americans of the Colonial Era and Technology Integration

Facilitator: Danielle S. Fahey (dsfahey@interact.ccsd.net, 702.799.8464)

Content Scholars and Co-Directors: Dr. DeAnna Beachley
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Pedagogy Scholar: Dr. Christy Keeler (christy@keelers.com, 702.577.2331,
Christy Keeler on AIM/Skype)

Location: Vegas PBS, Multipurpose Rooms 122 & 123
[All other course requirements will be completed online]

Technology Requirements
Participants must check these sites regularly during the module.
- InterAct: TAH Native Americans Conference (http://interact.ccsd.net/)
- Websites: http://nativeamericans-techintegration.blogspot.com/ and http://christykeeler.com/educationalvirtualmuseums.html
- iTunes Podcasts: "Native Americans and Technology Integration: TAH" and "Keeler's Training Videos" (also available at http://keelertrainingvideos.blogspot.com/)
- Delicious: Social Studies (http://del.icio.us/Social_Studies); Temporary Password: TAH

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 elementary Curriculum Essential Framework for third through fifth grade, 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 assessment. Failure 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, 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 Native Americans of the colonial era; the pedagogical component prepares teachers to integrate instructional technology when delivering historical content to students.

Knowledge

This module will introduce teacher participants to details of cultural exchange - the impact of European colonization on Native Americans and the impact of Native Americans on Europeans. The module will also address ideological, political, economic, and religious differences and motivations among Europeans, and how European empires affected colonization and thus Native Americans. Finally, the module will prepare participants to differentiate between Native American reactions to exploration and colonization with attention to the diverse Native opinions of and responses to the arrival of Europeans.

Instructional technology components will be based on recommendations from the Partnership for 21st Century Skills (2004) and the International Society for Technology Educator's National Educational Technology Standards for Students (2004a) and Teachers (2004b). Combining history and pedagogy, teacher participants will create virtual colonial-period Native American museums using technology tools. The interactive, multimedia museums will incorporate text, artistic renderings, and audio and video to support teaching the module's content. Upon completion of this module, teachers will have the skills needed to

direct students as they develop synchronous and asynchronous technology-based projects for instructional and assessment purposes.

Performance

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

The history objectives for this module include:
- Teachers will list impacts of European exploration and colonization on Native Americans;
- Teachers will describe how Europeans and Native Americans reacted to one another; and
- Teachers will culturally differentiate between different European groups and different Native American groups, and describe how this affected colonial race relations.

The content pedagogy objectives for this module include:
- Teachers will use effective data mining strategies to identify text, audio, pictorial, and video resources for use in educational contexts;
- Teachers will use technological tools and skills to learn history content both independently and collaboratively;
- Teachers will use technology tools and skills for productivity and instructional purposes;
- Teachers will develop age-appropriate, historically accurate, and content-rich resources for use in intermediate-level classrooms; and
- Teachers will integrate student use of technology tools into history lessons while reinforcing 21st century skills.

Disposition

Upon completion of the module, teacher participants will have the knowledge and technical skill to competently deliver historically accurate, technology-rich instruction relating to Native Americans of the colonial era to students in grades three through five. They will have the pedagogical ability to integrate technology as a tool for delivering historical content, and they will have the ability to engage students in project-based learning opportunities that require students utilize technology tools while learning historical themes.

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:
H1.3.3 Learn about individuals around the world and discuss their contributions.

H1.4.1 Describe the lifestyles of Nevada's Desert Archaic people.

H1.4.2 Define hunter-gatherer.

H1.4.3 Describe the lifestyles of Nevada's Native American cultures.

H1.4.4 Discuss the interactions of pioneers with the Great Basin Indians.

H1.5.1 Identify and describe Native North American life and cultural regions prior to European contact.

H1.5.2 Identify and describe the attributes of Native American nations in the local region and North America.

H1.5.3 Discuss the interactions of early explorers with native cultures.

H1.5.4 Identify the contributions of Native Americans, Europeans, and Africans to North American beliefs and traditions.

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.

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

H3.3.4 Demonstrate respect for each other, the community, and the world.

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.

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)

Barcher, S. (1999). *Cooking Up U.S. History: Recipes and History to Share with Children.* Teacher Ideas Press.

Bruchac, J. (2003). *Our Stories Remember: American Indian History, Culture, and Values through Storytelling.* Fulcrum Publishers.

Calloway, C. (1998). *New Worlds for All.* Baltimore: Johns Hopkins University Press.

Flood, B. (2006). *The Navajo Year, Walk through Many Seasons.* Salina Bookshelf.

Freedman, R. (1988). *Buffalo Hunt.* Holiday House.

Goble, P. (2002). *The Return of the Buffaloes: A Plains Indian Story about Famine and Renewal of the Earth.* National Geographic Society.

Indians, N. M. (1999). *Do All Indians Live in Tipis.* Harper Collins.

Kamma, A. (2006). *If You Lived at the Time of Squanto.* Scholastic.

Kamma, A. (1999). *If You Lived with the Hopi .* Scholastic.

Levine, E. (1999). *If You Lived with the Iroquois.* Scholastic.

McGovern, A. (1974). *If You Lived with the Sioux Indians.* Scholastic.

Roop, P. (1998). *If You Lived with the Cherokee.* Scholastic.

Scher, L. (2008). *America 1492.* Kids Discover Magazine.

Course Overview

Pre-Module Requirements
- Complete content pre-test no later than 11:59 PM PST on August 27, 2010
- Read the course syllabus, copy it, and bring it to each class session
- Teachers new to the grant must 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 [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: Vegas PBS, Multipurpose Rooms 122 & 123
Day and Time: September 01, 4:20-7:20 PM
- Introduction and Orientation
- Content Lecture and Discussion: "The Old World Meets the New: Native Americans and European Empires" (Drs. Beachley and Green)
- Select topics for virtual museums from the following:

- o Native American Women; European Encounters; Impact of Western Religions; African and Native American Relations; Economics; Cultural Exchange; Slavery; Religions
- Module-Specific Content Pedagogy (Dr. Keeler)
  - o Lecture: "Technology Tools for the History Classroom: Productivity and Instruction"
  - o Demonstrations: "Virtual Museum Tour," "Mining for and Saving Historical Resources," and "Social Bookmarking as an Instructional Tool"
- Assignments (**due before September 15 at 4:00 PM PST unless otherwise specified**)
  - o Read *New Worlds for All: Indians, Europeans, and the Remaking of Early America* and submit Calloway Book Review [due 09/15/10 by 4:00 PM PST]
  - o Complete Delicious assignment [due 11:59 PM PST on 09/14/10]
  - o Review podcast episodes: "Drawing in Word," "Presentation Software," and "Painting in PowerPoint" [available in "Keeler's Training Videos" on iTunes]
  - o Optional podcast episodes: "Search Engines," "iTunes," "Using a Video iPod," "Introduction to Social Bookmarking," "Video Streaming," "Procuring a Delicious Account" [available in "Keeler's Training Videos" on iTunes]
  - o Optional reading: "The ABCs of Website Evaluation" by Kathy Schrock and "Education in the Flat World" by Yong Zhao [available in "Native Americans and Technology Integration: TAH" on iTunes]
  - o Optional Technology Support Help Session (contact Dr. Keeler via email)

Week Three: Class Meeting
Location: Vegas PBS, Multipurpose Rooms 122 & 123
Day and Time: September 15, 4:20-7:20 PM
- Discussion of Assigned Reading (Drs. Beachley and Green)
- Discussion of Primary and Secondary Source Documents (Dr. Beachley and Dr. Green)
- Module-Specific Content Pedagogy (Dr. Keeler)
  - o Demonstration: "Creating Virtual History Museums"
  - o Carousel Activity and Discussion (time permitting): "Integrating Technology into History Teaching and Learning"
- Assignments **(Complete all assignments before October 1, 2010 unless otherwise specified)**
  - o Review podcast episodes: "Native American Women in the Colonial Era" and "The Spanish Empire and Native Americans" [available in "Native Americans and Technology Integration: TAH" on iTunes] and complete podcast-based discussion post [due by 11:59 PM PST on 9/22/10]
  - o Complete and post virtual museum [due 11:59 PM PST on 9/26/10]
  - o Attend colonial-era Native American museum tour [available beginning 12:00 AM on 9/27/10] and critique virtual museums [due 11:59 PM PST on 9/30/10]
  - o Read "Digital Copyright" and "From PowerPoint to Podcasts: Integrating Technology into the Social Studies (Appendix)"

- o Optional podcast episodes: "Using Virtual Museum Templates" and "Creating Virtual Museum Rooms" [available in "Keeler's Training Videos" on iTunes]
- o Complete module post-test and pedagogy assessment by 11:59 PM PST on October 4, 2010.

Optional Help Session
Location: 6258 Bayhaven Court, Las Vegas, NV 89131 (Dr. Keeler's Home)
Day and Time: September 22, 6:30-9:30 PM

Assessment

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

Activity	Due Date	Points Possible
Completion of Module Pre-Test *	08/27/10 11:59 PM PST	
Five Delicious Bookmarks **	09/14/10 11:59 PM PST	15
Book Report **	09/15/10 04:00 PM PST	30
Podcast-Based Discussion Post **	09/22/10 11:59 PM PST	10
Virtual Museum ** and Critique **	09/26/10 11:59 PM PST and 09/30/10 11:59 PM PST	45
Completion of Module Post-Test *	10/04/10 11:59 PM PST	
Completion of Pedagogy Assessment*	10/04/10 11:59 PM PST	
Class Participation in Activities and Discussions * ***		
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	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

References

International Society of Technology in Education. (2004a). National educational technology standards for students. Retrieved March 28, 2005, from http://cnets.iste.org/students/s_stands.html

International Society of Technology in Education. (2004b). National educational technology standards for teachers. Retrieved March 28, 2005, from http://cnets.iste.org/teachers/t_stands.html

Partnership for 21st Century Skills. (2004). Partnership for 21st century skills. Retrieved March 27, 2005, from http://www.21stcenturyskills.org/