

# Teaching American History Elementary Grant April 25 – May 27, 2011

## CIE 740 (UNLV) — Topics in Elementary Social Studies: Nevada & the West/Digitized Collections

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**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  
[All other course requirements will occur online]

### Technology Requirements

Participants must check these sites regularly during the module:

- InterAct: TAH Nevada & the West Conference (<http://interact.ccsd.net/>)
- iTunes: “Nevada & The West/Online Digital Libraries”
- Blog: <http://nevada-digitallibraries.blogspot.com/>

This module will rely heavily on the following digital collections:

- Library of Congress (<http://loc.gov>)
- Southern Nevada Boomtown Years (<http://digital.library.unlv.edu/boomtown/>)
- Online Nevada Encyclopedia (<http://www.onlinenevada.org/>)

### 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 currently be teaching social studies objectives as listed within the Clark County School District’s Curriculum Essentials Framework (CEFs) for third through fifth grade students, 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 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 to the satisfaction of grant personnel. Failure to meet module requirements will require 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. Course expectations will be the same for all participants regardless of whether they are taking the course for graduate credit.

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

### **Graduate Credit**

Module participants may 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 be available 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 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. Modules occurring during each of the four years of the grant will focus on a different historical periods and different pedagogical themes. The historical content of this module addresses ways American history influenced Nevada and the West. The pedagogical component will focus on utilizing primary sources available in digitized collections to teach Nevada history and geography.

### **Knowledge**

This module will enhance teacher knowledge and context relating to the history of Nevada and the West and their role in the history of the United States. The content focus will be on the evolution of the state and region, and with a focus on their relationship to American history as a whole. Required readings include texts that provide both a historical summary and analysis of Nevada history as well as documents related to that history. Module sessions will include lectures and discussions highlighting state history, primary source analysis, and hands-on teaching activities.

The pedagogical focus of the module will provide intermediate-level teachers with an ability to find and access primary sources for the purposes of authenticating historical knowledge and engaging students in historical inquiry. Teachers will use digital collections to locate original documents, images, sound, and video and encourage their students to engage in synthesis and evaluation in a manner that relates general American

history to Nevada history. Teachers will also engage in numerous hands-on classroom activities that reinforce Nevada historical content.

Teachers will learn to use:

- Primary sources as teaching tools;
- Technology methods for accessing and saving original historic content;
- Techniques for teaching that incorporate primary sources; and,
- Other examples of engaging techniques related to delivery of Nevada content.

Throughout the process, teachers will learn to ensure hands-on/minds-on learning and interactivity.

### **Performance**

Module participants will complete two major projects. First, teachers will write a report based on the textbook, the document book, and their own study of Nevada's history (see book report format). Second, teachers will create a "primary sources teaching kit" including primary sources from digital collections, activities using those sources, and historical background information related to the activities and sources. Teachers will also identify Nevada history standards addressed in their self-developed teaching kits.

Upon completion of all required assignments, teacher participants will have met both history and content pedagogy objectives as outlined below.

Historical content objectives include:

- Teachers will identify contributing factors relating to Nevada's evolution as a state;
- Teachers will describe how American history influenced Nevada and the West, and how Nevada and the West influenced the nation; and,
- Teachers will identify key figures, ideas, and events in the history of the U.S., the West, and Nevada.

Content pedagogy objectives include:

- Teachers will view primary sources as a mainstay of history education;
- Teachers will access digitized collections to learn historical content and collect primary sources for use in their classrooms;
- Teachers will use primary sources for teaching history;
- Teachers will create primary source kits that include sources and standards-based, historically accurate activities; and,
- Teachers will encourage inquiry and research-based approaches when delivering instruction to intermediate-level students.

### **Disposition**

Upon completion of this module, third through fifth grade teachers will have the ability to competently plan and deliver historically accurate, standards-based instruction that relies heavily on historical inquiry and primary sources. This planned instruction will require teachers to access digitized collections. Teachers will use technology skills to access and record self-created instructional plans.

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

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

Applicable objectives:

H1.3.1 Learn about individuals in the community and discuss their contributions.

H1.3.2 Using artifacts and primary sources, and investigate how individuals and families contributed to the founding and development of the local community.

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.

H1.4.5 Identify contributions of immigrations to Nevada.

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.

H2.3.1 Discuss how conflicts can be resolved through compromise.

H2.4.1 Discuss examples of compromise and conflict within Nevada, i.e., Pyramid Lake Wars, water allocation, Sagebrush Rebellion.

H2.4.2 Describe the experiences of pioneers moving west.

H2.4.3 Identify explorers and settlers in pre-territorial Nevada.

H2.4.4 Identify the diverse population of Nevada's early settlers and discuss their unique experiences.

H2.4.5 Explain the symbols, mottoes, and slogans related to Nevada, i.e., "Battle Born," the state seal, and "Silver State."

H2.4.6 Explain how United States conflicts affected life and society in Nevada.

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.

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.  
H3.3.5 Explain how technology at home and in school impacts their lives.  
H3.4.1 Compare and/or contrast their daily lives with children in Nevada's past.  
H3.4.2 Recognize that communities include people who have diverse ethnic origins, customs, and traditions, and who make contributions to Nevada.  
H3.4.3 Define social responsibility.  
H3.4.4 Explain how advances in technologies have impacted Nevada, i.e., railroads, mining, and gaming.  
H3.4.5 Discuss major news events on the local and state levels.  
H3.5.1 Compare and/or contrast the daily lives of children through 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.  
H4.4.1 Describe the economic and cultural influence other nations have on the state of Nevada.  
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)

- Coerr, E. (2004). *S is for Silver: A Nevada Alphabet*. Sleeping Bear Press.
- Green, M. (2005). *Nevada: A Journey of Discovery*. Gibbs Smith.
- Hopkins, E. (2001). *Tarnished Legacy; The Story of the Comstock Lode*. Perfection Learning.
- James, R. & Reid, J. (2004). *Uncovering Nevada's Past: A Primary Source History of the Silver State*. University of Nevada Press.
- Laurgaard, R. (1989). *Patty Reed's Doll: The Story of the Donner Party*. Tomato Enterprises.
- Levine, E. (1986). *If You Traveled West In A Covered Wagon*. Scholastic.
- Mann, E. (2006). *Hoover Dam: The Story of Hard Times, Tough People and The Taming of a Wild River*. Mikaya Press.
- Marsh, C. (2001). *My First Pocket Guide About Nevada*. Gallopade International.
- Marsh, C. (2004). *Nevada Native Americans!* Gallopade International.
- Miller, M. (2004). *Tales for Tomas*. Stephens Press.
- Zuehlke, J. (2009). *The Hoover Dam*. Lerner Classroom.

### **Course Overview**

#### **Pre-Module Requirements**

- Complete content pre-test no later than 11:59 PM PST on April 16, 2011
- 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:** Vegas PBS, Multipurpose Rooms 122 & 123

**Day and Time:** April 27, 4:20-7:20 PM

- Introduction and Orientation
- Content Presentation: “Nevada and the Far West, Part I” (Dr. Green and Dr. Beachley)
- Break
- Content Presentation: “Nevada and the Far West, Part II” (Dr. Green and Dr. Beachley)
- Pedagogy Presentation: “Digital Collections for History Teachers” (Dr. Keeler)
- Assignments (**due before May 11, 2010 at 4:00 PM PST**)
  - Read *Nevada: A Journey of Discovery*
  - Read *Uncovering Nevada’s Past*
  - Required podcasts (available via iTunes): “Civil Rights in Las Vegas,” “Nevada during the American Revolution,” and “Women in Nevada and California Mining Camps”
  - Complete book report
  - Review primary source kits at the Library of Congress (<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/>)
  - Review all parts and activities in the Southern Nevada Boomtown Collection’s Teacher Resources (<http://digital.library.unlv.edu/boomtown/teaching/>)
  - Explore the Online Nevada Encyclopedia (<http://www.onlinenevada.org/>)
  - Review several sites accessible from “Navigating Primary Sources on the Internet” by Kathy Schrock (<http://kathyschrock.net/navigating/>)
  - Read all children’s and pedagogy books received as part of this grant module [Note: Some are available in audio format]
  - Learn
    - All Nevada counties, county seats, major cities, and major geographic features
    - All words to the Nevada State Song
    - All Nevada State Symbols
    - All elements of the State Seal and flag

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

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

**Day and Time:** May 11, 4:20-7:20 PM

- Pedagogy Presentation (Dr. Keeler)
  - Lecture: “Teaching with Primary Sources”
  - Activities: “Hands-On/Minds-On: Teaching Nevada History, Part I”
- Break
- Pedagogy Presentation (Dr. Keeler)
  - Activities: “Hands-On/Minds-On: Teaching Nevada History, Part II”
- Assignments (**Complete all assignments before May 27, 2011 at 11:59 PM PST unless otherwise specified**)
  - Complete and submit primary source kits and activities online
  - Complete module post-test and pedagogy survey by 11:59 PM PST on May 31, 2010.

### Assessment

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

Activity	Due Date	Points Possible
Completion of Module Pre-Test*	04/16/11 by 11:59 PM PST	
Book Report**	05/11/11 by 4:00 PM PST	40
Primary Source Kits**	05/ 27/11 by 11:59 PM PST	60
Active Participation in Activities/Discussions***		
Completion of Module Post-Test*	05/31/11 by 11:59 PM PST	
Completion of Pedagogy Survey*	05/31/11 by 11:59 PM PST	
<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 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 and 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 possible 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:

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

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