

Teaching American History Elementary Grant January 31-March 4, 2011

CIE 740 (UNLV) — Topics in Elementary Social Studies: Slavery/The Social Studies

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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 on February 2 and February 16, 2011
[All other course requirements will be occur online]

Technology Requirements

Participants must check these sites regularly during the module.

- InterAct: TAH Slavery Conference (<http://interact.ccsd.net/>)
- iTunes: “Slavery and Integrated Social Studies”
- Blog: <http://slavery-integratedsocialstudies.blogspot.com/>
- Internet: <http://googlelittrips.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 currently be teaching social studies objectives as listed within the Clark County School District’s Curriculum Essentials Framework (CEFs) for third, fourth, or 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 to the satisfaction of grant personnel. 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. 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, via the module blog, 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 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 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 different historical periods and pedagogical themes. The historical content of this module is slavery in America. The pedagogical theme addresses the core disciplines of social studies—geography, economics, and civics (in addition to history)—from a historical perspective. In addition, teachers will use children’s literature and technology tools to combine those fields into a cohesive package for better students understanding of the institution of American slavery.

Knowledge

This module will enhance teacher knowledge and context relating to the history of slavery in the United States. The content focus will be on the institution in relation to American culture, society, and government, and its impact on African-Americans and the country as a whole. Required readings include texts that provide both a historical summary and analysis of slavery. In module sessions, teachers will receive additional primary source documents. They will also participate in lectures and discussions highlighting key components of how slavery affected America and its people and how Americans dealt with slavery.

The pedagogical focus of the module will provide a broad perspective of historical content by integrating all core social studies disciplines. Teachers will focus on using children’s literature and technology tools to understand the history of American slavery from geographic, economic, and civic perspectives. Teachers will learn to use: a.) children’s literature as teaching tools, b.) technology methods for ensuring student comprehension of historical content, and c.) integrated social studies disciplines as a means for gaining broad perspectives of American history. Throughout the process,

teachers will learn to ensure heavy student engagement with primary source historical material while stressing research, creativity, interactivity, and cooperative student-led learning opportunities.

Performance

Combining the historical and pedagogical pieces of this module, teacher participants will utilize children's books and technology tools by producing Google Lit Trips. Using accurate historical information about African-American slavery, teachers will be prepared to use Google Lit Trips to provide greater content understanding for their students as well as a project-based platform for examining meaningful events of American history.

Upon completion of the Slavery/The Social Studies 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 identify ways slavery affected African-American culture and society and ways African-American culture and society affected slavery;
- Teachers will describe how slavery became part of American culture and how Americans responded to it;
- Teachers will identify ways slavery shaped and reshaped how Americans conceive of their government and the role that governmental decisions play in their lives; and,
- Teachers will list ways that slavery affected the country's evolution.

The content pedagogy objectives for this module include:

- Teachers will view history pedagogy as an opportunity to combine multiple social studies disciplines to create a cohesive understanding of specific historical eras;
- Teachers will integrate children's literature into their history instruction including the history of African-American slavery;
- Teachers will utilize technology as an instructional tool for delivering theme-specific historical content;
- Teachers will develop technology-generated artifacts for teaching and learning about given historical topics; and,
- Teachers will be prepared to have students use multimedia technology during history lessons.

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. This planned instruction will require teachers utilize children's literature and Google Lit Trips (and other multimedia formats) for both instructional delivery and student projects. Teachers and students will use primary and secondary source artifacts to create products from multiple historical perspectives.

Nevada/CCSD Social Studies Content Standards

Curricular and pedagogical objectives addressed during this module align with 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:

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

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.

H3.5.1 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.

H4.5.1 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)

- Broyles, A. (2009). *Priscilla and the Hollyhocks*. Charlesbridge.
- Curtis, C. P. (2009). *Elijah of Buxton*. Scholastic.
- Hopkinson, D. (1995). *Sweet Clara and the Freedom Quilt*. Dragonfly Books.
- Kamma, A. (2004). *If You Lived When There Was Slavery in America*. Scholastic.
- Kolchin, P. (2003). *American Slavery 1619-1877*. Hill & Wang.
- Lasky, K. (2005). *A Voice of Her Own: A Story of Phyllis Wheatly, Slave Poet*. Candlewick.
- Lassiuer, A. (2008). *Underground Railroad Interactive Adventure*. Capstone Press.
- Lemke, D. (2006). *Brave Escape of Ellen and William Craft*. Capstone Press.
- Levine, E. (2007). *Henry's Freedom Box: A True Story from the Underground Railroad*. Scholastic Press.
- Levine, E. (1993). *If You Traveled on the Underground Railroad*. Scholastic.
- Martin, M. (2005). *Harriet Tubman and the Underground Railroad*. Capstone Press.
- Porter, C. (1993). *Meet Addy: American Girl*. Pleasant Company.
- Procopi, P. *Mukambu of Ndongo*. Jamestown Settlement.

- Raven, M. (2008). *Night Boat to Freedom*. Square Fish.
- Stroud, B. (2007). *The Patchwork Path*. Candlewick.
- Time for Kids Biographies: Harriet Tubman A Woman of Courage. Underground Railroad*. Kids Discover Magazine.
- White, D. G. (1999). *Sojourner Truth: Ain't I a Woman?* W. W. Norton & Co.
- Winter, J. (1992). *Follow the Drinking Gourd*. Knopf.

Course Overview

Pre-Module Requirements

- Complete content pre-test no later than 11:59 PM PST on Friday, January 31, 2011
- 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 [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: February 2, 4:20-7:20 PM

- Introduction and Orientation
- Pedagogy Presentation (Dr. Keeler)
 - Lecture: “History as an Integrated Set of Social Studies Disciplines” and “Habits of Mind/History’s Vital Themes and Narratives”
 - Demonstrations: “What Are Google Lit Trips?” and “Collecting Artifacts for Multimedia Presentations”
 - Assign: “Google Lit Trips Experts”
- Break
- Content Presentation: “Slavery in America: Colonies to Independence” (Dr. Beachley and Dr. Green)
- Assignments (**due before February 16, 2011 at 4:00 PM PST**)
 - Read *American Slavery, 1619-1877*
 - Required podcasts (available via iTunes): “Slavery and The Constitution” and “Slave Rebellions in the 19th Century Republic”
 - Complete book report
 - Required reading: All children’s books received as part of this grant module [Note: Some are available in audio format from the public library]
 - Download Google Earth and find your home (<http://earth.google.com>)
 - Review ALL parts of <http://googlelittrips.com/>

- Review three Google Lit Trips of your choice
- Master your Google Lit Trip expert assignment

Week Three: Class Meeting

Location: Vegas PBS, Multipurpose Rooms 122 & 123

Day and Time: February 16, 4:20-7:20 PM

- Choose books/book sections for Google Lit Trips
- Content Lecture: “Slavery in America: Constitution to Civil War and Reconstruction” (Dr. Beachley and Dr. Green)
- Break
- Pedagogy Presentation (Dr. Keeler)
 - Discussion: “Learning History through Google Lit Trips”
 - Demonstration: “Building Google Lit Trips”
 - Getting Help
- Assignments (**Complete all assignments before March 2, 2011 at 11:59 PM PST unless otherwise specified**)
 - Complete and post Google Lit Trip in your TAH Slavery folder
 - Optional Reading: *Uncle Tom’s Cabin* by Harriet Beecher Stowe [Available at the public library in print and audio formats]
 - Optional Viewing: “Roots,” “Amistad,” “Amazing Grace,” and “Slave Catchers/Slave Resisters” and “Underground Railroad” (both productions of The History Channel) [Note: These videos are available at local video stores, via Netflix, and at the public library]
 - Complete module post-test and survey

Assessment

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

Activity	Due Date	Points Possible
Completion of Module Pre-Test *	January 31, 2011 11:59 PM PST	N/A
Book Report **	February 16, 2011 04:00 PM PST	30
Google Lit Trip **	March 2, 2011 11:59 PM PST	70
Class Participation in Activities/Discussions ***		N/A
Completion of Module Post-Test *	March 4, 2011 11:59 PM PST	N/A
Completion of Pedagogy Assessment*	March 4, 2011 11:59 PM PST	N/A
Total		100

* 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/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