

Teaching American History Elementary Grant December 1, 2008 – January 16, 2009

CIE 740 (UNLV) — Topics in Elementary Social Studies: The Civil War and Reconstruction/Digital Storytelling

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Content Scholars and Co-Directors: Dr. DeAnna Beachley
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Christy Keeler on AIM/Skype)

Location: Cheyenne Campus, College of Southern Nevada, Room 2411 (December 3
and December 17 ONLY) [All other course requirements will be completed
online]

Technology Requirements

Software: Audacity (available at <http://audacity.sourceforge.net/>)

Hardware: iPod and iTalk (provided by the grant)

Participants must check these sites regularly during the module.

- InterAct: TAH Civil War Conference (<http://interact.ccsd.net/>)
- iTunes: “Civil War and Digital Storytelling,” Keeler Training Videos, “Civil War Tours,” and “Speaking of History.....”
- Blog: <http://tah-civilwar.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 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 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, iTalk, 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. Failing 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, 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 history of the Civil War from its causes to its effects. The pedagogical component will focus on digital storytelling and the use of digital audio technologies for teaching and learning about historical content.

Knowledge

This module will enhance teacher knowledge and context relating to events, people, and ideas from the Civil War in the United States. The content focus will include the causes of the war, issues that drove both the North and the South, individuals who shaped the war or were shaped by the war, and the war's aftermath and impact. The content book includes both a historical summary and analysis of the Civil War as well as documents from the era. In module sessions, teachers will receive additional documents as well as participate in lectures and discussions highlighting key components of the Civil War.

The pedagogical focus of the module will introduce teachers to the use of digital audio technologies including audio capturing and editing for the production of historically based projects. Additionally, teacher participants will learn digital storytelling instructional techniques to enhance the delivery of their history instruction. Throughout the process, teachers will be instructed to ensure student engagement with higher-level cognition of historical material while stressing reading and literary analysis capabilities, use of primary sources, technology infusion, and cooperative and student-led learning.

Performance

Teacher participants will develop two audio files combining the historical and pedagogical pieces of this module. Each file will utilize the R-A-F-T (role-audience-format-topic) instructional strategy to deliver content relating to the Civil War. Using accurate historical information about the Civil War, teachers will make history come alive for their students by using authentic and meaningful learning opportunities.

Upon completion of the Civil War and Reconstruction/Digital Storytelling 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 describe events and ideas that led to the Civil War.
- Teachers will state and justify reasons supporting that the North won the Civil War.
- Teachers will chronicle the evolution of the concept of “freedom” during the Civil War.
- Teachers will identify ways African-Americans affected and were affected by emancipation and reconstruction during the Civil War era.
- Teachers will describe Abraham Lincoln in terms of his importance, ideology, and personality.

Content pedagogy objectives for this module include:

- Teachers will utilize digital audio technologies to engage in personal professional development as well as to deliver or reinforce historical content within classroom settings.
- Teachers will utilize the R-A-F-T teaching strategy to deliver, reinforce, or assess historical content in their intermediate level classrooms.
- Teachers will identify research-based elements of effective digital storytelling.
- Teachers will utilize storytelling and the R-A-F-T strategy to prepare a self-edited audio file about the Civil War era.

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, technology-infused instruction using the R-A-F-T strategy and digital storytelling methods. They will also have the ability to locate audio-based historical content for their personal professional development.

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.

Applicable objectives:

- (3)4.1 identify the source of information for a current event [NS 1.3.1]
- (3)4.2 read a time line [NS 1.3.2]
- (3)4.3 use charts, graphs, and tables to interpret historical information
- (3)4.4 ask history-related questions [NS 2.3.1]
- (3)4.7 identify the purpose of historical documents
- (3)4.13 discuss various Presidents of the United States
- (3)4.14 create timelines that show people and events in sequence using days, weeks, months, years, decades, and centuries
- (3)4.15 read and interpret historical passages
- (4)4.1 record events on a graphic organizer, such as a calendar or time line [NS 1.5.2]
- (4)4.6 explain the symbols, mottoes, and slogans related to Nevada, including: "Battle Born," state seal, Silver State, state flag [NS 6.5.22]
- (4)4.7 recognize the ongoing nature of history (e.g., migration, human settlement, demographic)
- (4)4.8 describe important historical people, events, and places in Nevada (e.g., Comstock Lode, Mormon Fort)
- (4)4.9 create timelines that show people and events in sequence using months, years, decades, and centuries
- (4)4.10 recognize famous people in Nevada's history (e.g., Joseph Walker, Jedediah Strong Smith, Peter Skene Ogden, Dat-So-La-Li, and Sara Winemucca)
- (4)4.12 read historical passages and interpret details
- (4)4.13 identify appropriate resources for historical information
- (5)4.1 identify current events from multiple sources [NS 1.5.1]
- (5)4.2 record and interpret events on a graphic organizer, such as a calendar or time line [NS 1.5.2]
- (5)4.3 ask a historical question and identify resources to be used in research [NS 2.5.1]
- (5)4.4 organize historical information from a variety of sources [NS 2.5.2]
- (5)4.16 identify the Civil War and final outcome, including: Union and Confederacy, Generals Grant and Lee [NS 6.5.21]

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)

Chick, K. A. (2006). Fostering student collaboration through the use of historical picture books. *The Social Studies* (July/August), 152-157.
Gienapp, W. (2002). *Abraham Lincoln and civil war America*. Oxford Press.
Steffo, R. (2002). *The civil war and the reconstruction: 1863-1877 (North American Historical Atlases)*. Benchmark Books.
Primary source documents as provided in class.

Required Listening/Viewing (available online)

Podcasts/Vidcasts: "Civil War and Digital Storytelling," Keeler Training Videos, "Civil War Tours," and "Speaking of History....." (available via iTunes)

Additional Reading (provided by grant)

Adler, D. (2004). *Enemies of slavery*. Holiday House.
Clinton, C. (2005). *Hold the flag high*. Katherine Tegen Books.
Cohn, A. & Schmidt, S. (2002). *Abraham Lincoln*. Scholastic.
Durrant, L. (2006). *My last skirt: The story of Jennie Hodgers, union soldier*. Clarion Books.
Hale, S. (2005). *Young heroes of the north and south*. Cobblestone.
Harness, C. (1997). *Abe Lincoln goes to Washington, 1837-1865*. National Geographic Society.
High, L. (2007). *The cemetery keepers of Gettysburg*. Walker/Holtzbrinck.
Levine, E., & Johnson, L. (1993). *If you traveled on the underground railroad*. Scholastic.
Markham, L. (August/September 1997). *Civil war*. Kids Discover Magazine, 7(7).
McGovern, A. (1992). *If you grew up with Abraham Lincoln*. Scholastic.
Moore, K. (1994). *If you lived at the time of the civil war*. Scholastic.
Osborne, M. (2002). *My brother's keeper: Virginia's civil war diary*. Scholastic.
Pinkey, A. (1999). *Silent thunder: A civil war story*. Jump at the Sun/Hyperion Books for Children.
Polacco, P. (1994). *Pink and say*. Philomel Books.
Stanchak, J. (2000). *Civil war*. Dorling Kindersley.
Turner, A. (2001). *Abe Lincoln remembers*. HarperCollins.
Other items provided in class or via the blog or InterAct.

Course Overview

Pre-Module Requirements

- Complete content pre-test no later than 11:59 PM PST on Sunday, November 30 (emailed to all participants by 11/25/08)
- 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 [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: Cheyenne Campus, College of Southern Nevada, Room 2411

Day and Time: December 3, 2008, 4:20-7:20 PM

- Introduction and Orientation
- Content Presentation: “The Coming of the Civil War” (Dr. Beachley and Dr. Green)
- Pedagogy Presentation (Dr. Keeler)
 - Lecture: “R-A-F-T Strategies” and “Using iPods in the Classroom”
 - Demonstrations: “Using iTunes to Gather Educational Materials,” “Using iPods and Digital Voice Recorders to Capture Audio,” and “Using Audacity to Edit Audio Files (Basic)”
- Assign
 - Subscribe to podcasts (“Civil War and Digital Storytelling,” “Keeler Training Videos,” “Civil War Tours,” and “Speaking of History.....”)
 - Read *Abraham Lincoln and Civil War America* and “Fostering Student Collaboration through the Use of Historical Picture Books” (pp. 153-154)
 - Listen to
 - “Podcast #76 - Civil War Bullet Poem Student Project,” “Podcast #77 - Civil War Bullet Reproduction Set for Classroom Use,” **and** “Podcast #79 - Interview with Author Tom Wheeler - Mr. Lincoln’s T-Mails” (in “Speaking of History....”)
 - Choose one full tour from “Civil War Tours”
- View “Using Audacity to Edit Audio Files”
- Optional reading: iPods in Science (in “Shared Documents”)
- Complete and post book review to your scholar’s InterAct conference [due 12/17/08 by 4:00 PM PST]

Week Three: Class Meeting

Location: Cheyenne Campus, College of Southern Nevada, Room 2411

Day and Time: December 17, 2008, 4:20-7:20 PM

- Content Presentation (Dr. Beachley and Dr. Green)
 - Discussion of Assigned Reading
 - Lecture: “The Civil War and Its Impact” (Dr. Beachley and Dr. Green)
 - Discussion of Documents (Dr. Beachley and Dr. Green)
- Content Pedagogy Presentation (Dr. Keeler)
 - Lecture: “Digital Storytelling: Making It Real”
 - Demonstration: “Editing Audio Files with Audacity (Advanced)”
- Assign (Complete all assignments no later than January 16, 2009 unless otherwise specified)
 - Read
 - All children’s books provided by the grant
 - “*And the Rasco Goes to...*” (available in “Shared Documents”)
 - “*What Makes for a Good Story*” (available in “Shared Documents”)
 - “*Evaluating Student Work on Digital Storytelling*” (available in “Shared Documents”)
 - **Skim** “Digital Storytelling Cookbook” (available in “Shared Documents”)
 - Post digital story to your scholar’s InterAct conference [due 01/07/09 by 11:59 PM PST]
 - Post audio feedback on digital stories to your scholar’s InterAct conference [due 01/12/09 by 11:59 PM PST]
 - Optional reading
 - *Across Five Aprils Video Collection* (available in “Shared Documents”)
 - “StoryPath: A Nation Divided” (available in “Shared Documents”)
 - “Critical Incident: The Underground Railroad” (linked from module blog)
 - *Harriet Tubman and the Underground Railroad Reader’s Theater and Teacher’s Guide* (available in “Shared Documents”)
 - Optional video: *Across Five Aprils* (available in the UNLV Curriculum Materials Library)
 - Complete Post-Module Assessment and Pedagogy Assessment (web address to be emailed to all participants) [due 11:59 PM PST on 01/18/09]

Assessment

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

| Activity | Due Date | Points Possible |
|---|-----------------------|-----------------|
| Completion of Module Pre-Test * | 11/30/08 11:59 PM PST | N/A |
| Book Review ** | 12/17/08 04:00 PM PST | 40 |
| Digital Story ** | 01/07/09 11:59 PM PST | 50 |
| Digital Story Audio Feedback ** | 01/12/09 11:59 PM PST | 10 |
| Class Participation in Activities and Discussions *** | | N/A |
| Completion of Module Post-Test * | 01/18/09 11:59 PM PST | N/A |
| Completion of Module Pedagogy Assessment* | 01/18/09 11:59 PM PST | N/A |
| Total | | 100 |

* Participants will receive an email informing them of the web addresses for the tests and pedagogy assessment. 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 via the module blog.

*** 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 may lead to a reduction in points from the total grade, required return of all module deliverables, and/or 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 |