

**Teaching American History Elementary Grant
October 20, 2008 – November 21, 2008**

**CIE 740 (UNLV) — Topics in Elementary Social Studies:
Exploring the Americas and Children’s Literature**

Facilitator: Sharon Carter (Sharon L. Carter on InterAct, 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: Cheyenne Campus, College of Southern Nevada, Room 2411 (October 22
and November 5 ONLY) [All other course requirements will be completed online]

Technology Requirements:

Participants must review these sites regularly during the module.

- **InterAct:** TAH Exploring the Americas Conference (within the “TAH Grant” folder)
- **iTunes:** “Exploring America and Children’s Literature” and “Keeler’s Training Videos”
- **Blog:** <http://tah-exploration.blogspot.com/>
- **Teacher’s Guides:** <http://pattyreedsdoll.blogspot.com/>,
<http://salliefox.blogspot.com/>, <http://explorationteachersguides.blogspot.com/>,
<http://balloonboyofsanfrancisco.blogspot.com/>, and
<http://littlehouseteachersguides.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.

Prerequisite: 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, 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 survey. Failing to do so will require 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 American expansion westward during the late eighteenth and nineteenth centuries. The pedagogical component will focus on using history-based children’s literature (picture and chapter books) as a catalyst for interdisciplinary teaching. Participants will develop teaching units rooted in historical instruction and relating to American westward expansion.

Knowledge:

This module will enhance teacher knowledge and context relating to events, people, and ideas from eighteenth- and nineteenth-century westward expansion in the United States. The content focus will include how the nation and its westward movement evolved and who and what were crucial to that evolution. One textbook includes both a historical summary and analysis of westward expansion and related documents. The other text focuses on the role women played in that expansion. In module sessions, teachers will receive additional documents as well as participate in lectures and discussions highlighting key components of the period.

The pedagogical focus of the module will introduce teachers to using children’s literature to teach standards-based historical content as well as using historical content as a method for delivering cross-curricular instruction. Throughout this process, teachers will ensure heavy student engagement with higher-level cognition of historical material while stressing reading and literary analysis capabilities, technology-infusion, use of primary sources, appreciation of multiple intelligences and alternative learning styles, and cooperative and student-led learning.

Performance:

Combining history and pedagogy, teacher participants will develop instructional guides for using children's literature to teach history and other subject areas. In developing the guides, teachers will use blog-based technologies to:

- List historical themes appearing within children's picture and chapter books;
- Publish historical overviews of period-specific content existing in children's historical literature;
- Provide suggestions for integrating reading and writing within historical lessons;
- Provide standards-based objectives for teaching cross-curricular concepts relating to historical content of children's texts; and,
- List adjunct materials to assist in teaching specific historical eras.

Using accurate historical information about westward expansion, teachers will make history come alive for their students by using authentic, meaningful, and hands-on learning opportunities.

Upon completion of the Exploring the Americas and Children's Literature 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 how and why Americans sought to move westward;
- Teachers will identify key individuals and events influencing westward expansion; and,
- Teachers will list impacts of westward expansion on Americans moving west and those already inhabiting the region.

Content pedagogy objectives for this module include:

- Teachers will situate content delivered within historical children's literature to actual historical events and be prepared to deliver that content to students in grades 3, 4, and 5;
- Teachers will use historical children's literature as a catalyst for developing cross-curricular, standards-based instruction;
- Teachers will use Web 2.0 technologies to develop and share historical content and historically-based pedagogical strategies;
- Teachers will utilize technology for publishing professional educational resources; and,
- Teachers will develop historically-based instructional activities that appreciate students' multiple intelligences and varied learning styles.

Disposition:

Upon completion of the module, third through fifth grade teachers will have the ability to competently plan and deliver historically accurate, standards-based, meaningful instruction focusing on children's literature from the westward expansion era. They will also have the pedagogical ability to integrate history instruction across the curriculum and use blogging as a means of contributing pedagogical content knowledge to the creative commons.

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)4.5 identify Native North American life prior to European contact (e.g. food, clothing, shelter) [NS 5.3.6]
- (3)4.7 identify the purpose of historical documents
- (3)4.10 describe the lives of pioneers from diverse groups [NS 6.3.17]
- (3)4.12 describe various types of transportation and communication used throughout the history of the United States
- (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)4.2 locate Nevada's earliest Native American inhabitants, known as the Desert Archaic people [NS 3.5.5]
- (4)4.3 identify Nevada's Native American cultures, including: Northern Paiute, Southern Paiute, Washoe, Western Shoshone [NS 5.5.5]
- (4)4.4 describe experiences of pioneers moving west, including: Donner Party, Oregon/California Trails [NS 6.5.17]
- (4)4.5 identify explorers and settlers in preterritorial Nevada, including: Kit Carson, John C. Fremont [NS 6.5.18]
- (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, Sara Winemucca)
- (4)4.11 discuss how and why people from various cultures immigrated and migrated to the American West
- (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)4.10 describe relationships among Native Americans, Europeans, Asians, and African [NS 5.5.8]
- (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):

Historical Non-Fiction

- Joy, M. (2003). *American expansionism, 1783-1860: a manifest destiny?* Pearson/Longman: New York, NY.
- Riley, G. (1992). *A place to grow: women in the American west.* Harlan Davidson: Arlington Heights, IL.
- Primary source documents as provided in class.

Children's Literature

- Ammon, R. (2000). *Conestoga Wagons.* Holiday House: New York, NY.
- Erickson, P. (1994). *Daily life in a covered wagon.* Puffin Books: New York, NY.
- Hicks, P. (2002). *You wouldn't want to live in a wild west town: dust you'd rather not settle.* Franklin Watts A Division of Scholastic: Danbury, CT.

- Hopkinson, D. (2004). Apples to Oregon: true narrative of how a brave pioneer father brought apples, peaches, pears, plums, grapes, cherries (and children) ... the plains. Atheneum/Anne Schwartz Books: New York, NY.
- Isaacs, S. S. (2001). America in the time of Lewis and Clark, the story of our nation from coast to coast, from 1801-1850. Heinemann Library: Des Plains, IL.
- Kamma, A. (2003). If you were a pioneer on the prairie. Scholastic: New York, NY.
- Leland, D. (2005). Balloon boy of San Francisco. Tomato Enterprises: Davis, CA.
- MacLachlan, P. (1985). Sarah, Plain and Tall. Harper Trophy: New York, NY.
- Scher, L. (2006) Pioneers. *Kids Discover Magazine*.
- Turner, A. (1985). Dakota dugout. Aladdin Paperbacks
- Wilder, L.I. (2004). On the banks of plum creek. Scholastic: New York, NY.
- Wilder, L.I. (2004). The long winter. Scholastic: New York, NY.

Required Listening/Viewing (available online):

- “Exploring America and Children’s Literature” (available via iTunes)
 Selections from “Keeler’s Training Videos” (available via iTunes)

Recommended Reading (provided by grant):

- Erdrich, L. (2003). Sacagawea. Carolrhoda: Minneapolis, MN.
- Eubank, P.R. (2002). Seaman's journal: on the trail with Lewis and Clark. Ideals Children's Books: Nashville, TN.
- Chick, K. A. (2006). Fostering student collaboration through the use of historical picture books. *The Social Studies* (July/August), 152-157.
- Gragg, R. (2003). Lewis and Clark on the trail of discovery: the journey that shaped America. Rutledge Hill Press.
- Laurgaard, R. (1989). Patty Reed's doll: the story of the Donner party. Tomato Enterprises: Davis, CA.
- Levine, E. (1986). If you traveled west in a covered wagon. Scholastic: New York, NY.
- Manifest destiny. From *Dinah Zike's High School American History Reading and Study Skills Foldables*. McGraw Hill/Glencoe, NY, p. 54.
- Manifest destiny (A Teacher's Resource Booklet).
- Settling the west: Displacing native Americans. From *Dinah Zike's High School American History Reading and Study Skills Foldables*. McGraw Hill/Glencoe, NY, p. 54.
- Sunden, G. and K. Pikiwicz (2005) Expansion and the Oregon trail. From *Hands-On History: American History Activities*. Shell Educational Publishing, pp. 129-155.
- The age of Jackson: Sequoyah and the Cherokee nation (Chapter 10). (n.d.) From *The American Journey to World War I in Graphic Novel*. McGraw Hill/Glencoe, pp. 51-56.

The journey of Lewis and Clark (A Teacher's Resource Booklet).
 The western frontier: Boom and bust (Chapter 15). (n.d.) From *The American Journey to World War I in Graphic Novel*. McGraw Hill/Glencoe, pp. 79-85.
 Wilder, L.I. (2004). *Little house in the big woods*. Scholastic: New York, NY.
 Wilder, L.I. (2004). *Farmer boy*. Scholastic: New York, NY.
 Wilder, L.I. (2004). *Little house on the prairie*. Scholastic: New York, NY.
 Wilder, L.I. (2004). *By the shores of silver lake*. Scholastic: New York, NY.
 Wilder, L.I. (2004). *Little town on the prairie*. Scholastic: New York, NY.
 Wilder, L.I. (2004). *These happy golden years*. Scholastic: New York, NY.
 Wilder, L.I. (2004). *The first four years*. Scholastic: New York, NY.
 Wilmore, K. (2004). Lewis and Clark. *Kids Discover Magazine*.

Course Overview

Pre-Module Requirements:

- Complete content pre-test no later than 5:00 PM on October 20, 2008 (emailed to all participants by October 17, 2008)
- Read the course syllabus, copy, and bring 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: October 22, 4:20-7:20 P.M.

- Introduction and Orientation
- Content Presentation: “Westward Expansion I” (Drs. Beachley and Green)
- Content Pedagogy Presentation: “Teaching Reading through Historical Children’s Books” (Dr. Keeler)
- Assignments (complete before November 5 at 4:00 PM PST)
 - Subscribe to podcasts/vidcasts: “Exploring America and Children’s Literature” and “Keeler’s Training Videos” (available via iTunes)
 - Email Dr. Keeler at christy@keelers.com from your preferred email account and place your name and grade in the “Subject” line
 - Read [Some texts are available via audio in InterAct’s “Shared Documents”]
 - All participants read:

- *Apples to Oregon*
- *Conestoga Wagons*
- *Daily Life in a Covered Wagon*
- *Dakota Dugout*
- *If You Traveled West in a Covered Wagon*
- *If You Were a Pioneer on the Prairie*
- *Seaman's Journal*
- *Sacagawea*
- *You Wouldn't Want to Live in a Wild West Town*
- All participants review:
 - *America in the time of Lewis and Clark, the story of our nation from coast to coast, from 1801-1850*
 - *Lewis and Clark on the Trail of Discovery: The Journey That Shaped America*
- 3rd grade teachers read:
 - *Sarah, Plain and Tall*
 - *Balloon Boy of San Francisco* OR *The Long Winter*
- 4th grade teachers read:
 - *On the Banks of Plum Creek*
 - *Balloon Boy of San Francisco* OR *Sarah, Plain and Tall*
- 5th grade teachers read:
 - *The Long Winter*
 - *Balloon Boy of San Francisco* OR *On the Banks of Plum Creek*
- Review: Manifest Destiny, The Age of Jackson, The Western Frontier, Journey of Lewis and Clark (Teacher's Resource Booklet), Manifest Destiny (Teacher's Resource Booklet)
- Review: Book Blogs
- Optional: Begin reading Joy and Riley texts and begin book review
- Optional Reading: *Fostering Student Collaboration through the Use of Historical Picture Books*

Week Three: Class Meeting

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

Day and Time: November 5, 4:20-7:20 PM

- Sign-up for books/chapters
- Discussion of Assigned Children's Literature Readings (Dr. Keeler)
- Content Presentation: "Westward Expansion II" (Drs. Beachley and Green)
- Content Pedagogy Presentation (Dr. Keeler)
 - Lecture: "Teaching Writing with Historical Children's Books"
 - Demonstration: "Forms and Blogs as Educational Tools"
- Assignments
 - Read assigned Joy chapters and selected Riley passage(s)
 - Listen to the "Trails to the West" and "Women in Mining Camps of California and Nevada" podcast episodes (available in "Exploring America and Children's Literature")

- Collaborate with quad members to complete collaborative book review
- Post book review in your grade level conference on InterAct [due 11:59 PM PST on November 14, 2008]
- View “Accepting a Blog Invitation,” “Introduction to Blogger,” “Using, Posting, and Commenting in Blogs,” and “Procuring a Blogger Account” (available in “Keeler’s Training Videos”)
- Complete and post Teacher’s Guide [due 11:59 PM PST on November 17, 2008]
- Review of Teacher’s Guide [due 11:59 PM PST on November 21, 2008]
- Complete Module Post-Test and Pedagogy Assessment (web address to be emailed to all participants) [due 11:59 PM PST on November 23, 2008]

Assessment

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

Activity	Due Date	Points Possible
Completion of Module Pre-Test *	10/20/08 5:00 PM PST	N/A
Book Review**	11/14/08 11:59 PM PST	30
Teacher’s Guide Project **	11/17/08 11:59 PM PST	60
Review of Teacher’s Guide **	11/21/08 11:59 PM PST	10
Class Participation in Activities and Discussions ***		N/A
Completion of Module Post-Test *	11/23/08 11:59 PM PST	N/A
Completion of Pedagogy Assessment *	11/23/08 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. Failing to do so may lead to a reduction in points from the total grade.

Grading

Drs. Beachley, Green, and Keeler will work collaboratively to grade assignments. Drs. Beachley and Green will focus on historical accuracy and Dr. Keeler will

focus on pedagogy. The basis for course grades will be the 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