

**Teaching American History Elementary Grant
September 8 – October 10, 2008**

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

Facilitator: Sharon Carter ([Sharon L. Carter@interact.ccsd.net](mailto:Sharon.L.Carter@interact.ccsd.net), 702.799.8464)

Content Scholars and Co-Directors: Dr. DeAnna Beachley (deanna.beachley@csn.edu, 702.651.4124), and Dr. Michael Green (greenm1@nevada.edu, 702.651.4457)

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 (September 10 and 24 ONLY) [All other course sessions will be available online]

Web Access Requirements:

- InterAct: TAH Native Americans Conference (<http://interact.ccsd.net/>)
- iTunes Podcasts: “Native Americans and Technology Integration: TAH” (also available at <http://nativeamericans-techintegration.blogspot.com/>) and “Keeler’s Training Videos” (also available at <http://keelertrainingvideos.blogspot.com/>)
- Delicious: Social Studies (http://del.icio.us/Social_Studies)

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.

Note: By participating in this module, teachers agree to complete all assignments to the satisfaction of the module scholars and to complete all pre- and post-tests and surveys. 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.

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 Native Americans of the colonial era; the pedagogical component prepares teachers to integrate instructional technology when delivering that 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). This pedagogical focus, while introducing technology integration in classrooms, will also assist teacher participants in becoming familiar with the video iPods they receive as part of the grant.

To combine the historical and pedagogical pieces of this module, teacher participants will create virtual colonial-period Native American museums using slideshow tools. The resulting slideshows will demonstrate content knowledge, reinforce instructional technology skills, and prepare teaching materials for students. The interactive, multi-media 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 needed skills to have students develop synchronous and asynchronous technology-based projects for instructional and assessment purposes.

Performance:

Upon completion of the Native American/Technology Integration 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.
- 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 historical 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 classrooms; and
- Teachers will identify means for student integration of technology tools into history lessons.

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 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)4.12 describe various types of transportation and communication used

- throughout the history 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)4.7 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)4.11 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)4.5 define hunter-gatherer [NS 3.5.1]
 - (5)4.7 describe Native North American life prior to European contact (e.g., clothing, communication, family, food, shelter, transportation, tools) [NS 5.5.6]
 - (5)4.8 describe expeditions of early explorers, including: Christopher Columbus, Ferdinand Magellan [NS 5.5.7]
 - (5)4.9 identify and describe the reasons for the early exploration of the New World
 - (5)4.10 describe relationships among Native Americans, Europeans, Asians, and African [NS 5.5.8]
 - (5)4.11 describe relationships among Native Americans, Europeans, Asians, and Africans [NS 5.5.8]

Readings

Required Reading (provided by grant):

Calloway, Colin G., *New Worlds for All: Indians, Europeans, and the Remaking of Early America* (Baltimore: Johns Hopkins University Press, 1998)

Additional Reading (provided by grant):

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

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

Donlan, Leni, *Counting Coup* (Raintree, 2007)

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

Freedman, Russell, *Buffalo Hunt* (Holiday House, 1988)
Goble, Paul, *The Return of the Buffaloes: A Plains Indian Story about Famine and Renewal of the Earth* (National Geographic Society, 2002)
Kamma, Anne, *...If You Lived at the Time of Squanto* (Scholastic, 2006)
Kamma, Anne, *...If You Lived with the Hopi* (Scholastic, 1999)
Levine, Ellen, *...If You Lived with the Iroquois* (Scholastic, 1998)
Marshall, Joseph, *How Not to Catch Fish and Other Adventures of Iktomi* (with audio CD) (Circle Studios, 2005)
McGovern, Ann, *...If You Lived with the Sioux Indians* (Scholastic, 1974)
National Museum of the American Indians, *Do All Indians Live in Tipis* (Harper Collins, 1999)
Roop, Peter, *...If You Lived with the Cherokee* (Scholastic, 1998)
Scher, Linda (2008). *America 1492* Kids Discover Magazine.

Primary and Secondary Source Documents (supplied during class and provided by grant)

Course Overview

Pre-Module Requirements:

- Complete content pre-test (emailed to all participants by 9/8/08)
- Read course syllabus
- It is recommended that new TAH participants review the following (available online):
 - Welcome to the module — <http://nativeamericans-techintegration.blogspot.com/2007/10/welcome-to-podcastvidcast.html>
 - 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
 - Using, posting, and commenting in blogs — <http://keelertrainingvideos.blogspot.com/2007/12/using-posting-and-commenting-in-blogs.html>
 - 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: September 10, 4:20-7:20 P.M.

- Introduction, Orientation, Syllabus Q & A (including grant evaluation procedures)
- 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: Housing; Native American Women; European Encounters; Impact of Western Religions; African and Native

American Relations; Economics; Cultural Exchange; Food; Slavery; Native American Religions

- Module-Specific Content Pedagogy Overview (Dr. Keeler)
 - Lecture: “Technology Tools for the History Classroom: Productivity and Instruction”
 - Demonstrations:
 - Sample: “Virtual Museum Tour”
 - “Mining for and Saving Historical Resources” and “Social Bookmarking as an Instructional Tool”
 - Arrange optional help sessions
- Assignments (**due before September 24 at 4:00 PM PST unless otherwise specified**)
 - Subscribe to podcast: “Native Americans and Technology Integration: TAH”
 - Read *New Worlds for All: Indians, Europeans, and the Remaking of Early America*
 - Identify, post, describe, and tag five websites (including at least one site with a content focus and one instructional tool) related to selected theme in Delicious: Native Americans [due 11:59 PM PST on 09/17/08]
 - Publish Calloway Book Review to module discussion [Post due 09/17/08 by 4:00 PM PST]
 - Review podcasts: “Drawing in Word,” “Presentation Software,” and “Painting in PowerPoint”
 - Optional podcast episodes: “Search Engines,” “iTunes,” “Using a Video iPod,” “Introduction to Social Bookmarking,” “Video Streaming,” “Procuring a Delicious Account,” “Education in the Flat World” by Yong Zhao
 - Optional reading: “The ABCs of Website Evaluation” by Kathy Schrock
 - Optional Technology Support Help Session (Facilitated by Dr. Keeler)

Week Three: Class Meeting

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

Day and Time: September 24, 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)
 - Demonstration: “Creating Virtual History Museums”
 - Carousel Activity and Discussion: “Integrating Technology into History Teaching and Learning”
 - Arrange optional help sessions
- Assignments (**Complete all assignments before October 10, 2008 unless otherwise specified**)
 - Review podcasts: “Native American Women in the Colonial Era,” “The Spanish Empire and Native Americans,” and “From PowerPoint to Podcasts: Integrating Technology into the Social Studies”

- Identify and collect resources and prepare placards (text and audio) for inclusion in each room [recommended due date by 10/01/08]
- Complete and post virtual colonial-era Native American museum [due 11:59 PM PST on 10/06/08]
- Attend colonial-era Native American museum tour [available beginning 12:00 AM on 10/07/08]
- Critique two virtual museums by posting to module discussion [due 11:59 PM PST on 10/10/08]
- Read “Digital Copyright” and “From PowerPoint to Podcasts: Integrating Technology Into the Social Studies (Appendix)”
- Optional podcasts: “Using Virtual Museum Templates” and “Creating Virtual Museum Rooms”
- Complete post-module assessment (web address to be emailed to all participants) [due 11:59 PM PST on 10/10/08]
- Complete post-module survey (web address to be emailed to all participants) [due 11:59 PM PST on 10/10/08]

Assessment

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

Activity	Due Date	Points Possible
Completion of Module Pre-Test *	09/08/08 3:30 PM PST	
Five Delicious Bookmarks **	9/17/08 11:59 PM PST	15
Book Report **	9/17/08 4:00 PM PST	30
Podcast-Based Discussion Post **	10/01/08 11:59 PM PST	10
Virtual Museum ** and Critique **	10/6/08 11:59 PM PST and 10/10/08 11:59 PM PST	45
Completion of Module Post-Test *	10/10/08 11:59 PM PST	
Completion of Post-Module Survey *	10/10/08 11:59 PM PST	
Class Participation in Activities and Discussions * ***		
Module Field-Test (randomly-selected participants)	Spring 2009	
Total		100

* Teacher participants must complete and submit module pre- and post-tests, survey, class participation, and field-testing (if requested) on time for successful completion of the module.

** Grading rubric supplied online or during class.

*** Be prepared for discussions during class meetings and online and participate meaningfully and respectfully in discussions. Failing to do so may lead to a reduction in points.

Grading

Drs. Beachley and Green will be responsible for grading historical accuracy and Dr. Keeler will be responsible for grading pedagogical content. Course grades are based on percentage of points earned. Below is a listing of percentage points needed to receive the following final grades:

Grade	Required Percentage
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

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/>

Note

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