



Teaching American History
Castleton State College and Addison Rutland Supervisory Union
Course Syllabus for 2008/2009

Course Title - The Enduring Legacy of the American Revolution: Heroes of Freedom, the Women's Movement and the Abolition Movement

Course# - EDU 6710 CO7 or Professional Development

Goals: To improve teacher practices and enrich the American history curriculum in fostering the core American values of liberty, freedom and equality.

Objective

- To improve teacher practice and student success in the participating schools;
- To develop projects that will be disseminated on the web to a wider local and national audience;
- To facilitate the update and revision of the American history curriculum in the teacher-participants' schools using a multi-discipline approach, innovative instructional methods and improved resource materials.

Location – Castleton State College, Herrick Auditorium in the Stafford Academic Building & other sites on campus

Course Highlights

- Summer Seminar July 14 – 18, 2008
 - Day field trip to Rokeby Museum, National Historic Site for Underground Railroad—July 15th
 - Overnight field trip to National Women's Hall of Fame a National Historic site at Seneca Falls, New York—July 17-18th.
- Book Discussion with Amy Morsman on *Untidy Origins: A Story of Women's Rights in Antebellum New York*, by Lori Ginzberg - October 9, 2008
- November 20th Teacher Support meeting

- December 5th Vermont Alliance for Social Studies Conference (VASS)
 - VASS paper due December 12th. (Please see examples in your notebook of a review for this conference). Returning participants will prepare a VASS Conference review. **All may attend this conference but only returning teachers need to do a review.**
 - Teacher observation report due on December 12th
- Book Discussion with J. William Harris on *The Black Hearts of Men: Radical Abolitionists and the Transformation of Race* by John Stauffer - February 12th, 2009
- March 13th Teacher Support meeting
 - Teacher observation due
 - Reflection paper due
 - Content post test
- April 30th - final project presentation

Instructor – Dr. Mike Austin

Credits – 3 graduate credits

Note - Teacher-participants may elect to take the course for Education Graduate Credit through Castleton State College or Professional Development through participant's local recertification agency. For more information call 802.468.1232.

Overview

Liberty, freedom and equality are central values which have continually shaped the United States. By comparing and contrasting the American, French and Haitian Revolutions, teachers will develop a deeper background, understanding and appreciation of these cardinal values. Study of three key turning points in American history: American Revolution, abolition and women's movement and a movement for equality will demonstrate how the idealized legacy with which America is so universally identified and often held accountable, continues to provide a vision and framework to its citizens and to the world.

Outcomes and Contributions

Participants will apply and share their knowledge, leading to further development of an expanding history/social studies network working to improve teacher practices and enrich the American history curriculum throughout the state. Forty mini-libraries will be established encouraging interaction and cooperation on a regional basis. Castleton State College will continue to upgrade both its primary source document collection and its professional education resource material to benefit the region's students. This influx of fresh teaching methods and resource materials will benefit students for years to come.

Goals for the Seminar

- Enlarge and enhance teachers' background and understanding of American history, especially the 19th century revolutionary legacy of liberty, freedom, and equality.
- Improve teacher practice and student success in the teaching of American history in participating schools.
- Update and revise American history curriculum in the participating schools.
- Develop a recommended collection of American history primary and secondary resources.
- Utilize document based questions (DBQ) critical thinking skills as well as writing and reading skills.

Grant Evaluation

As a requirement of funding from the U.S. Department of Education an evaluation of the Teaching of American History Program is necessary.

- Teacher participants are required to assist in program evaluation components by completing a history pre and post test administered in the beginning of the summer session and toward the end of the program.
- Student feedback is also an integral element of the evaluation process. Therefore, participants are required to administer a short survey to *their* students upon completion of the implementation of their in-depth plan, i.e. incorporating material learned from TAH sessions. (Survey form is available at www.tahvt.org/participant.htm; Mary G. will bring hard copies to each meeting.)
- Lastly, administrators of the TAH grant (Mike, Mary) and evaluators (Judy, Brenda) will visit teacher participants (whenever possible) in their classroom, some time during the implementation of the in-depth plan—teacher participants can select the day. The purpose of this visit is to collect an enhanced description of what is occurring in specific K-12 classrooms, in order to highlight the many benefits of this particular grant. The visit is not an evaluation of teacher performance; it is an opportunity to showcase each participant's content knowledge and teaching strategies.

EDU 6710 CO7

Course Description

The Enduring Legacy of the American Revolution: Heroes of Freedom—the Women's Movement and the Abolition Movement

Through biographies and primary documents this course examines political and social leaders in American history and how the themes of liberty, freedom, and equality shaped **core values** by which Americans judge their society—and to which others in the world hold us accountable. It is important as a nation to remember those who have advanced this vision and thereby helped to invent America and its enduring legacy. The second cycle of the course focuses on the heroes of the 19th century who have advanced the ideals of freedom through the Women's Movement and the Abolition Movement.

Field trips include bus trips to the Rokeby Museum, a National Historic Site and part of the Underground Railroad, located in Ferrisburgh, Vermont and to the National Women's History Center in Seneca Falls, New York. This course consists of a summer seminar focusing on content and curriculum development, book discussions, and teacher support meetings. Readings include primary documents, biographies, and secondary sources.

Requirements for Graduate Credit

- Attend and participate fully in the Summer Seminar
- Attend two meetings in the fall—October 9 and November 20
- Attend three meetings in the spring—February 12, March 13 and April 30th
 - During the final spring meeting, teacher-participants will present their work
- Submit your final project to your support team leader on April 10, 2009 by 3 p.m.
- Submit to Mary G. (after corrections have been made), on or before May 15, 2009, the final version of the in-depth plan (final project) for posting on the TAH Website ready for publication.
 - This plan must provide enough detail and supporting documentation that any teacher accessing the TAH website would be able to use it as a model.
- Read all assigned primary and secondary source materials.
- Find and utilize additional primary and secondary source materials.
 - The in-depth plan, referred to above, requires an introduction that uses these materials.
- Construct an annotated bibliography of *all sources used/reviewed* that will be attached to the in-depth plan (see example attached at the end of this syllabus).
 - Should include three sections: scholarship, primary materials, secondary sources which include non-fiction (works from 1990) and fiction.

NOTE: All materials participants create as a part of this work become part of the Teaching American History Project and will be posted on its website to help other teachers in Vermont. In the spring of 2009, upon the timely completion of all work, teacher-participants will have earned 3 graduate credits.

Texts and Assignments for the Project

See <http://www.tahvt.org/TextReadings-08-09.pdf> for a list of books supplied to participants in the seminar and used for background and individual projects.

Specific Course Assignments

The following chart specifies the course's expectations. It also serves as a checklist so that both you and your support leader can keep track of your progress.

Summer Seminar 2008 Responsibilities	Completed on time <u>Date</u>	<u>Not Completed</u> on time <u>Date</u>	Support leader please initial
Submit the name of a colleague you will ask to take the same content pre-test that you take by October 1st			
Complete the content pre-test			
Participate in all aspects of the Summer Seminar			
Meets with Curriculum Support Leader during Summer Seminar to schedule meetings			
Submit proposal of your in-depth plan to your support leader 2 weeks after Summer Seminar by August 1st			
Fall Semester 2008 Responsibilities			
Contact program evaluator Judy.Meloy@castleton.edu BEFORE the implementation of your in-depth plan in order to arrange the site visit			
Conferences with Curriculum Support Leader during the fall semester with written updates of progress			
Fall Book Review Due— October 9			
Submit your colleague's content pre-test to Mary G. on or before November 13th			
Attend VASS Conference— December 5th <ul style="list-style-type: none"> • <u>Returning participants</u> will prepare a VASS Conference review due December 12th • All may attend this conference but only returning teachers will do a review of the Conference 			
New participants' observation of mentor teacher report Due December 12th			
Spring 2009 Responsibilities	Completed on time <u>Date</u>	<u>Not Completed</u> on time <u>Date</u>	Support leader please initial
Contact program evaluator BEFORE the implementation of your in-depth plan in order to arrange the site visit (if you have not done this in the fall semester) - Judy.Meloy@castleton.edu			
Spring Book Review Due— February 12th			
New participants' observation of mentor teacher report Due— March 13th			
Reflection Paper Due March 13th			
Bring draft of your annotated bibliography to the March 13th meeting			
Submit final project to your support team leader Friday, April 18th			
Present final project to your colleagues— April 30th			
Complete content post-test and course evaluation— April 30th			
Participates in all Fall and Spring Meetings			
Final project must be in Word with corrections, spell checked and ready for publication—then submit to Mary G. for TAH website by May 15th before final stipend of \$500 is issued			

Please see an additional list of this same chart with a check list that both you and your support team leader will have in order to keep track of deadlines and work submitted.

1. When you receive the materials for the class, be sure to familiarize yourself with them. Complete assigned readings and be present and participate in all meetings of the summer seminar. As soon as you receive the materials, begin the work.
2. In the first of the fall meetings (October 9th) there will be a book discussion. You will have read *Untidy Origins: A Story of Women's Rights in Antebellum New York* by Lori Ginzberg and completed your book review by October 9th. Amy Morsman will lead the discussion on that date.
3. Please bring a brief *written* update of your progress toward the implementation of your in-depth plan to the second fall meeting on November 20th to be shared with and submitted to your support team leader (1) and the curriculum support leader (1). It can be emailed or handed in.
4. Send your VASS report or teacher observation report to Mary G. by December 12th.
5. In the first of the spring meetings (February 12th) there will be a book discussion. You will have read *The Black Hearts of Men: Radical Abolitionists and the Transformation of Race* by John Stauffer and completed your book review by February 12th. J. William Harris will lead the book discussion.
6. Bring a draft (for your support leader) of your annotated bibliography to the March 13th meeting.
7. Your final project must be submitted in Word for the TAH Website by May 15th, 2009 ready for publication **before your final stipend of \$500 can be issued.**
8. You will present your final project to the group at the last spring meeting—April 30th. It should be no longer than 15 minutes. We will have rooms set up to accommodate any kind of media you need (**if you let Mary G. know in advance**).

Academic Honesty Policy

As a community of scholars, the administration, faculty, students and your colleagues expect all to maintain the highest integrity in scholarly work. All projects must be the work of the individual or group assigned. Any work that is not original must be properly credited or it is plagiarized. Any violation of academic honesty will be considered cheating and will be dealt with accordingly by the grader. The Castleton policy can be found on page 12 of the Castleton Handbook, accessible on line at <http://www.castleton.edu/campus/StudentHandbook/pages6to43.pdf>. For other information about the Teaching American History Project, please check our Website (www.tahvt.org)

Grading Policy—CSC

Grades are indicated by letters with a designated "quality point" value assigned to each as follows:

A+ = 4.0	B = 3.0
A = 4.0	B- = 2.7
A- = 3.7	C+ = 2.3
B+ = 3.3	C = 2.0

Additional grading information can be found in the "Castleton Handbook & Calendar, 2008-2009", also accessible online at: <http://www.castleton.edu/campus/StudentHandbook/pages6to43.pdf>

Grading Policy—TAH grant

In order to earn an A in this course you must have completed all course expectations as detailed earlier in this syllabus. You must meet these expectations on time and earn the recommendation of your support team leader.

Castleton State College - Use and Ownership of Copyrighted Materials

For information and guidance, faculty and students are referred to the Vermont State College Manual of Policy and Procedures as it relates to the use and ownership of copyrighted materials. Guidelines are set out in Policy 416, accessible online at the following address:

<http://www.castleton.edu/library/VSC20Copyright10Policy.pdf>

Additional information on this subject is contained in the publication "Questions and Answers on Copyright for the Campus Community." This document can be accessed online on the National Association of College Stores web site at the following address:

<http://www.nacs.org/public/copyright/>.

Visit <http://www.tahvt.org/participant.htm> for:

- **2008-2009 Session Schedule (includes Summer Seminar)**
- **Annotated Bibliography Example**
- **Standardized Process & Format for Proposals**
- **Student Survey Form**
- **Text & Readings List**
- **Teacher Support Team List**
- **Criteria for Mentor Teacher Visits**
- **Document Based Questions**
- **Final Project Grade Criteria**
- **Links to web sites related to grant themes**
- **Book List - Books purchased for the Castleton State College Library by this grant**

Contact Hours – Summer Seminar, Fall and Spring Meetings

Day	Time	# of Hours for New Participants	# of Hours for Returning Participants
Monday	8:30 to 12:00 1:00 to 4:00	6.5 hours	6.5 hours
Tuesday	8:30 to 12:00 1:00 to 4:00 Field Trip to Rokeby Museum	6.5 hours	6.5 hours
Wednesday	8:30 to 12:00 1:00 to 4:00	6.5 hours	6.5 hours
Thursday	8:30 to 12:00 1:00 to 2:30 Plus field trip to Seneca Falls by Premier bus Historic Video	5 hours	5 hours
Friday	8:30 to 12:00 1:00 to 4:00 Return from N.Y. Historic Video	6.5 hours	6.5 hours
Subtotal Hours		31 hours	31 hours
October Fall Book Discussion	4:30 -7:00	2.5 hours	2.5 hours
November Teacher Support Meeting	4:30-6:30	2 hours	2 hours
December VASS Conference	9:00 to 12:00 1:00 - 3:00		5 hours
Observation of Mentor Teacher Fall	9:00 to 11:30	2.5 hours	
Subtotal Hours		7 hours	9.5 hours
February Book Discussion	4:30 – 7:00	2.5 hours	2.5 hours
March Teacher Support Meeting	4:30-6:30	2 hours	2 hours
Observation of Mentor Teacher Spring	9:00 to 11:30	2.5 hours	
April Major Presentations	4:00 to 7:00	3 hours	3 hours
Subtotal Hours		10 hours	7.5 hours
Total Contact Hours		48 hours	48 hours