

# Castleton

A VERMONT STATE COLLEGE



*The Enduring Legacy of the American Revolution:  
Liberty, Freedom and Equality*

## TEACHING AMERICAN HISTORY SEMINAR

In John Adams' famous phrase, the decade of the 1760s was the turning point for the Revolution.

*"The Revolution was effected before the war commenced. The Revolution was in the minds and hearts of the people... This radical change in the principles, opinions, sentiments, and affections of the people was the real American Revolution."*

**HIS 6710 CO3**

**Graduate Credit—3**

**Instructor of Record - Dr. Mike Austin**

**Timeframe for the Course - July 2007 to April 2008**

**Summer Seminar 2007 - July 9th to the 13th**

### Course Description:

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. Year one focuses on the heroes of the 18<sup>th</sup> century who have advanced liberty. Field trips include: Hubbardton Battle Site, National Historic Site at Saratoga, Washington's Headquarters at Newburgh and the Knox House. The course includes a summer seminar, book discussions and teacher support meetings throughout the year. Readings include primary documents, biographies, and secondary sources.

**NOTE: Teacher-participants in the course may elect to take the course for either HISTORY COURSE GRADUATE CREDIT or PROFESSIONAL DEVELOPMENT.**

### Requirements For Graduate Credit in History

Teacher-participants will attend the summer seminar; three meetings in the fall and four in the spring; submit an in-depth lesson plan on an aspect of this time period suitable for other teachers to use as a model. In preparing this plan, teacher-participants will be expected to read primary and scholarly secondary sources, including recent scholarship (roughly since 1990). Teachers are researching content as they pursue a topic that interests them and will be asked to identify, summarize, and analyze these resources for their fellow teachers in a literature review paper with appropriate citations. Such a preliminary and separate paper to the lesson plan will enrich the participant's understanding of the primary and secondary sources used in the development of a lesson plan, and allow the entire project to be more fully understood and shared with other teachers who might want to use the lesson plan. This portion of the participant's project is expected to include an extensive bibliography that is separate from the one for the lesson plan, since the latter includes material suitable for young people. This participant-generated scholarly resource will also be posted on the website where it will be a valuable resource for other teachers in Vermont who might wish to adapt the accompanying lesson plans for their classrooms. Any curriculum plans, literature reviews, and book lists become part of the Teaching American History Seminar and will be posted on its website to help other teachers in western Vermont. In spring 2008, upon completion of all work: 3 graduate credits will be issued.

## **Guidelines for the literature review paper, for participants seeking graduate credit in history:**

Depending on the topic chosen, some selection or mix of the following questions should be addressed in the literature review paper; the questions you choose to address could be appropriate organizing devices for your paper as well.

- § As you identify, summarize, and analyze the resources, what themes and issues arise?
- § What are the resources' relationships to one another and the topic under study? (Do they complement, contradict, or elaborate upon one another? Can you detect differing underlying methodological or ideological differences among them?)
- § Are some resources particularly persuasive (or just the opposite)? How so?
- § Have you noticed recent changes in historians' approaches to your topic? (Is there a consensus view about this topic among historians now that is different from what was thought in the past?)
- § Are there still interesting unanswered questions on this topic for historians?

### **Cost for graduate credit**

Graduate credit will be given to the teacher-participant for the course if they fulfill the requirements. The special rate is \$109 per credit, or \$327 for a 3 credit course. For more information on special rates for teachers, contact the Castleton Center for Schools: Peter Mello ([Peter.Mello@castleton.edu](mailto:Peter.Mello@castleton.edu)) or John Paul ([John.Paul@castleton.edu](mailto:John.Paul@castleton.edu))

### **Requirements For Professional Development**

Teacher-participants who wish to participate but are not interested in receiving graduate credit for the course will be expected to fulfill all the requirements as stated below, with the exception of the literature review paper describing their research of primary and secondary sources and the bibliography accompanying that paper. Teacher-participants must keep a record of work and time spent in developing lesson plans and submit documentation to the Project Director, the teacher-support leader, and to their appropriate local educational agency which will grant professional development credit.

### **Requirements for BOTH Professional Development and Graduate Credit include:**

- § Participate in the summer seminar **July 9<sup>th</sup> – 13<sup>th</sup>, 2007**
- § Submit a two-page proposal which includes theme, topics, subtopics and methodology on **July 27, 2007**. Final proposal must follow the Standardized Format for Proposals and include all the information.
- § Attend three meetings on campus in the fall of 2007 and four in the spring semester of 2008.
- § Observe an approved Mentor Teacher in both fall and spring semesters for new participants only. All returning participants have the choice of either attending the Social Studies Conference on **December 7, 2007**, critiquing the conference and then reporting back to their support group or observing mentor teachers in each semester (meets criteria for Spring Conference Report and satisfies both fall and spring observation). Observation Reports are due **December 14, 2007** and **March 13, 2008**. (VASS Reports are due **January 24, 2008**)
- § Submit a Reflection Paper on the entire course in the spring meeting on **March 13, 2008**.
- § Present final project at last meeting **May, 1, 2008**.
- § Submit project\* to be posted on the TAH website —**Final stipend will be sent once we have your proposal in MS Word format for the website.**
- § Participate in mid-year and final evaluations and provide evaluators with any additional documentation requested. One of the evaluators, or their designee, will visit the classroom and have students fill out the brief questionnaire. Spend 20 minutes with this person for discussion.

**\*For those taking the course for graduate credit**, the literature review paper must also be submitted for posting on the website.

**A complete calendar for the 2007- 2008 course schedule is available online at**  
<http://www.tahvt.org/TAH2007-2008-Schedule.pdf>

## Contact Hours -

Summer Seminar		
Monday	8:30 - 3:30	7 hours
Tuesday	8:30 - 3:30	7 hours
Wednesday	8:30 - 3:30	7 hours
Thursday	9:30 - 3:30	6 hours
Friday	7:30 a.m. - 8:00 p.m.	12.5 hours
<b>Subtotal Hours</b>		<b>39.5 hours</b>
Fall Meeting (1)	4:30 - 6:30	2 hours
Observation & Discussion with Mentor Teacher		3 hours for new
Book Discussion Meeting (2)	4:30 - 6:30	2 hours
Fall Meeting (3)	4:30 - 6:30	2 hours
VASS Conference (4)	9:00 – 3:00	(6 hours for returning)
<b>Subtotal Hours New Returning</b>		<b>9 hours 12 hours</b>
Observation & Discussion with Mentor Teacher (New)		3 hours
Spring Meeting (1)	4:30 - 6:30	2 hours
Book Discussion (2)	4:30 – 6:30	2 hours
Spring Meeting (3)	4:30 – 6:30	2 hours
Major Presentations by teachers (4)	4:00 - 7:00	3 hours
<b>Total Hours New Returning</b>		<b>12 hours 9 hours</b>
<b>Total Contact Hours new Total hours for returning</b>		<b>60.5 hours 60.5 hours</b>

## Goals for the Seminar

- § Enlarge and enhance teachers' background and understanding of the United States during the Revolutionary War.
- § Improve teacher practice and student success in the design using primary documents and the implementation 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. (information on DBQ can be found at <http://www.TAHVT.org/DBQ.pdf>).

## Historical Government Documents and Resources

Teacher support leaders will hold teacher-participants responsible for checking websites below and using the ideas in the website for their papers and discussions regarding the cost of liberty and individuals who advanced this core value of American identity.

## The Enduring Legacy and Heroes Who Enhanced the Core Value of Liberty

**First assignment due Wednesday of the Summer Seminar, look up in the Dictionary of American Biography, an American of the 18<sup>th</sup> century who advanced the concept of hero and be able to discuss him or her with your group. Also look at one of the following websites and discuss it with your group.**

<http://www.thefreedomtrail.org/>

<http://www.nps.gov/adam/>

<http://www.paulreverehouse.org/>

<http://www.constitutioncenter.org/>

<http://www.earlyamerica.com/series.html>

<http://www.remembertheladies.net/18th.html>

<http://usinfo.state.gov/products/pubs/oal/lit2.htm>

<http://odur.let.rug.nl/~usa/B/hamilton/hamilxx.htm>

<http://shs.westport.k12.ct.us/jwb/Women/Power/Abigail.htm>

<http://www.britannica.com/eb/article-42253/American-literature>

<http://www.historyplace.com/unitedstates/revolution/rev-prel.htm>

<http://www.historyplace.com/unitedstates/revolution/revwar-75.htm>

<http://www.historyplace.com/unitedstates/revolution/revwar-77.htm>

<http://www.historyplace.com/unitedstates/revolution/revwar-77.htm>

<http://www.historyplace.com/unitedstates/revolution/wash-pix/gallery.htm>

### Texts and Readings for the Project

The following books will be supplied to participants in the seminar and will be used for background and the project:

*National Standards for History*, Revised Edition, 1996 (NH160) (Los Angeles: National Center for History in the Schools, 1996) ISBN 09633218-4-6

*Bring History Alive!, A Sourcebook for Teaching U.S. History* (NH 148) (Los Angeles: National Center for History in the Schools, 1996) ISBN 0-96-33218-5-4

*Lessons from History: Essential Understandings and Historical Perspectives Students Should Acquire* (Los Angeles: The National Center for History in the Schools, 1992) (NH 134) ISBN 0-9633218-0-3

*Great Issues in American History: 1765-1865* by Richard Hofstadter and Beatrice Hofstadter (New York: Vintage Books, 1982). This book contains primary documents. You and your teacher support leader may want to select particular documents to follow up on the summer seminar, your particular project, or to enrich your further understanding of the era.

*1776* by David McCullough (New York: Simon and Schuster, 2006) ISBN-10: 0743226720

*Alexander Hamilton: A Life* by Willard Sterne Randall (New York: Harper Collins, 2003) ISBN 0-06-095466-3

*The Whig Interpretation of History* by Herbert Butterfield (New York: W.W. Norton, 1965) ISBN-10: 0393003183

Additional material recommended by speakers and Advisory Board can be found on the website in [Summer Seminar 2007](#) under the speaker's name.

## Course Projects, Objectives, and Grading

This seminar is designed to help you integrate the knowledge and skills you already have so that your overall teaching will be enhanced. While each person will complete the same basic assignments, you have freedom and flexibility in adapting the assignments to fit your individual and classroom needs.

- § Be sure to familiarize yourself when you receive the materials for the class. Complete assigned readings indicated and be present and participate in all meetings of the summer seminar. You will be responsible for participating in small group discussions on the focused topic. Submit your preliminary proposal for the web project within two weeks of the end of the summer seminar (by July 27, 2007). Your project proposal can focus on document based questions (DBQ). More on DBQ at <http://www.TAHVT.org/DBQ.pdf>
- § It must include specific references to Vermont Standards, GEs and National Standards and an annotated bibliography in writing. Your proposal must have a minimum of 5 annotated texts, (you may use your own professional choices that appropriate for your grade level or your enriched understanding and support the unit as well) not including the core texts listed above.

### Fall 2007

- § In the first of the fall meetings bring a **detailed reading list of content books** related to project proposal useful for teacher or pupil and a progress report which you will share in discussion with fellow teachers and submit to the Evaluation Team for comment.
- § In the third of the fall meetings bring the Richard and Beatrice Hofstadter book: *Great Issues in American History: 1765-1865*.
- § Prior to the third of the fall meetings observe a mentor teacher at your respective grade level (**new teachers only**). Returning teachers may attend a professional conference such as the Vermont Alliance for Social Studies (VASS) which will be holding its conference on Friday, December 7, 2007 (place to be determined). New teachers are welcome to attend the conference also.

### Spring 2008

- § At the first spring meeting fill out mid-year evaluation. Be prepared to discuss the Conference, and one hour of sharing; new teachers - prepare to discuss what you have discovered by your observation of the Mentor Teachers and submit to the Teacher Evaluation Team. New teachers may observe a mentor teacher not at your respective grade level. This will help you to understand, foster, and appreciate continuity in the curriculum and your colleague's approaches—implementation of the progress of your project. At the March meeting hand in a Reflection Paper no less than two pages to the Evaluation Team reflecting on how this Project has helped you in your teaching.
- § In the last spring meeting make a Final Presentation to your group (**not more than 10-15 minutes**). The Presentation could include a video, a PowerPoint, display, but not limited to these. It should demonstrate the project you have worked on throughout the year.

### 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 in the Castleton College Handbook section on academic and college policies, which is accessible on line at <http://www.castleton.edu/campus/CollegeHandbook/handbook06/page6-47.pdf>

**Grading Policy**

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

<b>A+ = 4.0</b>	<b>A = 4.0</b>	<b>A- = 3.7</b>
<b>B+ = 3.3</b>	<b>B = 3.0</b>	<b>B- = 2.7</b>
<b>C+ = 2.3</b>	<b>C = 2.0</b>	<b>C- = 0.0</b>

**Grading**

**Mandatory Yearly Responsibilities for Project Evaluation of Grant to Insure Federal Compliance.  
(Note: No credit will be given for course unless the following is completed)**

- § Attendance for the entire teacher meetings is mandatory and will be reflected in your final grade. Completion of pre/post evaluations of Summer Seminar by evaluators. **Final stipend will be issued once you submit your final project in MS Word format to be placed on the TAH website (<http://www.TAHVT.org>).**
- § Classroom visit by evaluator or assistant in the fall **OR** spring semester for the purpose of data collection and furtherance of grant.
- § Completion of mid-year evaluation **AS WELL AS** collection of student evaluations.

<p><b>July Seminar Responsibilities</b></p> <ul style="list-style-type: none"> <li>§ Participation in week-long Summer Seminar</li> <li>§ Hand in proposal two weeks after Summer Seminar</li> </ul>	<p><b>Spring Semester Responsibilities</b></p> <ul style="list-style-type: none"> <li>§ One teacher-participant meeting in the spring</li> <li>§ Observation of mentor teacher (new teachers)</li> <li>§ Short written report on teacher observation (new teachers)</li> <li>§ Literature review paper with appropriate citations in Word to go along with Final Project</li> <li>§ Final meeting teacher-participants with final presentation</li> <li>§ Final Project of Lesson Plan/ Unit due in April in Word for TAH website</li> </ul>
<p><b>Fall Semester Responsibilities</b></p> <ul style="list-style-type: none"> <li>§ Observation of mentor teacher in fall semester (new teachers) or attendance at VASS Conference in December</li> <li>§ Short written report on teacher observation or Conference (new teachers)</li> </ul>	

The final grade is determined by the Support Team which is comprised of internal and external evaluators: Mike Austin (Project Director, Teaching American History Project, and Castleton State College History Department), Lincoln Fenn, Mary Fregosi (former teachers in the Rutland Public Schools), Maureen Dobart, Proctor Elementary School, Jane Sarno, Curriculum Developer, Northwest Supervisory Union, Alis Headlam, Adjunct Professor for Education Department, CSC, Curriculum Developer and other curriculum developers.

See <http://www.TAHVT.org/evaluation.htm> for details on program evaluation methods.

For more information about this Teaching American History Project Grant Program, please check our website [www.TAHVT.org](http://www.TAHVT.org)