



Teaching American History
Castleton State College and Addison Rutland Supervisory Union
Course Syllabus for 2008/2009 – Revised 7/16/08

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 and 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 16, 2008
- November 13th 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 observation due
 - Reflection paper due
 - Annotated Bibliography due
 - March 19 Support Meeting
 - Content post test will take place
 - 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 go to the website www.tahvt.org or 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. (This survey can be accessed from the website; 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 16 and November 13
- Attend three meetings in the spring—February 12, March 19 and April 30th
 - During the final spring meeting, teacher-participants will present their work
- Submit your final project to your support team leader on Friday April 17, 2009 by 3 p.m.
- Submit your final project in Word with corrections, spell checked and ready for publication to Mary G. for TAH website by **May 15 before final stipend of \$500 is issued.**
 - 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

The following books will be supplied to participants in the seminar and will be used for background and the individual projects.

Summer Readings

Witness for Freedom: African American Voices on Race, Slavery, and Emancipation by C. Peter Ripley (Ed.) Roy E. Finkenbine (Ed.) Michael F. Hembree, (Ed.) Donald Yacovone (Ed.) (University of North Carolina Press, 1993), presented by Donald Yacovone. **READ: Chronology, pp. xxi-xxiv; Introduction, pp. 1-28; Chapter 1; Chapter 2, pp. 82-105; Chapter 3, pp. 162-165; Chapter 4, pp. 201-210.**

Sister Societies: Women's Antislavery Organizations in Antebellum America by Beth Salerno. (Northern Illinois University Press, 2005).

Fall Readings

Untidy Origins: A Story of Women's Rights in Antebellum New York by Lori Ginzberg. (University of North Carolina Press), 2005. Book title for Fall 2008 book discussion presented by Amy Morsman.

Spring 2009 Readings

The Black Hearts of Men: Radical Abolitionists and the Transformation of Race by John Stauffer. (Harvard University Press, New ED edition, 2004). Book discussion in February by William Harris in February '09.

Historical Thinking and Other Unnatural Acts by Sam Wineburg. **READ: Chapters 1,4,6,10**

For Reference

Great Issues in American History, 1765-1865 by Richard Hofstadter, Ed. (NY: Random House, 1969) Paper. **READ: All of Part VI.**

Bring History Alive! A Sourcebook for Teaching United States History (5-12). NCHS. **READ: Era 4, pp. 86-121; Era 5, p. 109.**

The Antebellum Women's Movement 1820 to 1860. Unit of study for Grades 8-11 by Susan Leighow and Rita Sterner-Hine from National Center for History in Schools.

Slavery in the 19th Century. A Unit of Study for Grades 5-8 by Jim Pearson & John Robertson

Lessons from History: Essential Understandings and Historical Perspectives Students Should Acquire. **READ: Unit 5 The Expanding Nation, pp. 85-116.**

National Standards for History, Revised Edition, 1996 (NH160).

Vermont Educational Standards. Available Online

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.

Example

	Completed on time Date	Not Completed on time Date	Support leader please initial
Summer Seminar 2008 Responsibilities			
Submit the name of a colleague you will ask to take the same content pre-test that you take by October 1			
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 <u>proposal of your in-depth plan</u> to your support leader 2 weeks after Summer Seminar by August 1			
Fall Semester 2008 Responsibilities			
Contact program evaluator BEFORE the implementation of your in-depth plan in order to arrange the site visit: Judy.Meloy@castleton.edu			
Fall Book Review Due October 9			
1 st Meeting, Book Discussion Participation at meeting October 16			
2 nd Meeting, Participation at meeting November 13			
Submit your colleague's content pre-test to Mary G. on or before November 13			
Bring brief <i>written</i> update of your progress toward your in-depth plan to submit and share with support team leader and curriculum support leader. Can be emailed or handed in.			
Attend VASS Conference December 5 <ul style="list-style-type: none"> • <u>Returning participants</u> will prepare a VASS Conference review due December 12. • 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 12			
Spring Semester 2009 Responsibilities			
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 5			
3 rd Meeting, Book Discussion Participation at meeting February 12			
New participants' observation of mentor teacher report Due Friday, March 13			
Reflection Paper on the year (include Summer Seminar and how the course has changed your teaching) Due Friday, March 13			
Draft of your annotated bibliography due to your support leader March 13			
4 th Meeting, Participation at meeting March 19			
Complete content post-test at March 19 meeting			
Submit final project to your support team leader Friday, April 17			
Present final project to your colleagues April 30			
Complete Course Evaluation April 30			
Final project must be in Word with <u>corrections, spell checked and ready for publication</u> —then submit to Mary G. for TAH website by May 15 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 16th) 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, completed your book review and handed it in 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 13th 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, completed your book review and handed it in by February 5th. J. William Harris will lead the book discussion.
6. Submit a draft to your support leader of your annotated bibliography by the March 13th meeting.
7. 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**).
8. Your final project must be submitted in Word for the TAH Website ready for publication by May 15th, 2009 **before your final stipend of \$500 can be issued.**

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

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>

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

Guidelines for Annotated Bibliography

Annotations vs. Abstracts

Abstracts are the purely descriptive summaries often found at the beginning of scholarly journal articles or in periodical indexes. Annotations are descriptive and critical; they expose the author's point of view, clarity and appropriateness of expression, and authority.

What is an Annotated Bibliography?

An annotated bibliography is a list of citations to books, articles, and documents. Each citation is followed by a brief (usually about 150 words) descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited.

Annotated Bibliography

Below are some suggestions in helping you write your annotated bibliography. This document will be posted on the web and part of your yearlong project. It covers an overview of recent (since 1990) scholarship on the topic you have selected and it deals with primary, secondary, and other resources which have been useful to you over the past year. Classroom books will be useful as well. Thus providing your commentary and insights it becomes more valuable to fellow teachers who may use the material or modify the material. In the suggestions area I have listed important elements that should go into your comments. Thus you have provided a “value added” beyond simply a list. Your valuable experience as a classroom teacher helps to make American history more meaningful in engaging both your students, to other teachers and students who have seen your work on the web. So in that spirit of cooperation and high standards, I offer this model to you. Your list will be more extensive. I have simply listed some of the types you will encounter in putting together your list.

Suggestions for Writing Annotations

Content – What is the resource about? Is it relevant to your research?

Purpose – What is it for? Why was the book or article written?

Usefulness – What does it do for your research?

Reliability – Is the information accurate? Do other sources support the conclusions?

Authority – Is it written by someone who has the expertise to author the information? What are the author's credentials?

Currency – Is it new? Is it up-to-date for the topic?

Ease of use – Can a “real person” use this resource? What is the reading level of the resource?

Sample Citations and Annotations (Below are examples, but creatively made up)

Website example (with no known authors)

“How We Survived Camp Living” *Revolutionary War Camping*. 12 Oct. 2008. 25 Oct. 2008
<<http://www.revolutionarywarcamping.html>>

This site provided basic information about camp life. It does raise some important issues about gender and status that may be useful for the classroom. It is a commercial site rather than an academic site, so it provides some insight into the clothing that was used and may be useful for supplies. The impression I had from the title of the

site was that it would have primary documents. It does list some primary sources. In general, I would not use this site in my research paper unless I could corroborate the information with another more trustworthy source.

I accessed this resource through Google.com. The search terms I used were revolutionary camping and camp life in eighteenth century.

Article example (with known authors)

Adams, Samuel, John Adams and Paul Revere and edited by G. I. History “The Importance of Beer and Taverns in the American Revolution.” *American Journal of Social History*. 97.3 (2008), 354-382. *Social History Full Text*. W. H. Wilson. Castleton State College, Calvin Coolidge Library. 25 Oct. 2008.
<<http://www.castleton.edu/tah>>

This article discusses the importance of beer and taverns in bringing together discussion of the American Rebellion. It draws on the first hand experience of three Revolutionaries and their experiences in the pub. The article includes discussion of social class in where one would congregate. Written for a scholarly audience, the article brings out that even though the Revolutionaries were fighting for Liberty, it was a relative term and a dangerous one. The authors all had first hand experience in the Revolution and write from different perspectives. The editor has provided a literature review as well as an extensive bibliography. The summary and general discussion provided a useful overview of the conclusions drawn by the authors and could be used in the research paper to support a conclusion.

I found this article through the Social Science Fulltext database. I searched using the keywords taverns, beer and post roads.

Book example (with known authors)

Washington, George and Nathaniel Greene. *Military Strategies: On a Limited Budget* Boston: Colonial Press, 1799

Geared for both a broad audience and professional military historians this book provides an insight into the financial crises involved in the war. The authors show the importance and reliance on foreign currency and support in the prosecuting of the war. The authors share their first hand experience of deprivation and include a list of books that they used in planning military strategy. By common consensus the authors were the best American generals and so their book is a valuable resource in understanding the relationship between economics and strategy. Chapter Two of the book is particularly useful since it contains Washington’s and Greene’s plans for the Battle of Manhattan.

I found this book in the Castleton State College Library online catalog. I searched for the term finances in the Title field and sorted the results by most recently published. I found a couple of books that looked good in the catalog but this one was the most useful once I got to the shelf.

Book example (for young children)

Thoroughblood, Equus, *That’s a Horse of a Different Color* Boston: Green Dragon Press, 2008

This is a children’s book geared for grades 3-5. The author has selected famous horses in American history and told their story. He mentions Paul Revere’s and William Dawes’ love of horses. The heroine of the story is a young girl named Michelle who has a horse of her own and is taking riding lessons. She then becomes familiar with the importance of horses. In addition to Revere’s and Dawes’ horses, the author discusses Lee’s horse Traveler and Grant’s horse. And finally the author ends up discussing the color of horses and the Wizard of OZ.

This is a delightful book especially for young children who love horses. At the same time it gives them an insight into history.

A fellow teacher in the Teaching American History Grant at Castleton recommended this book for my third grade class. I have had great success with it and would recommend it for a fifth grade class that might have slow readers.

Patrick, S, *Green Grow The Rushes, Oh South* Boston: Celtic Press, 2009. 89 pages

This is a children's book which deals with the Irish in the Revolutionary and Civil War in the United States. The book by S. Patrick has many colorful illustrations of the time period which will be appropriate for children in grades 3 to 5. It talks about the Fenian movement in the United States and Canada, thus the book will be most appropriate for those countries. S. Patrick was a noted zoologist who collected snakes before he became a children's author. He has retired from that profession is now a full time children's author.

The book is useful for discussing ethnicity and immigration in the United States in the nineteenth century. Children can dress up in period costumes and eat ethnic food. The book contains some recipes that might be useful. I came across this book doing a search in the Castleton College on line catalog.

Hanover, George III, Michelle and *Mary Serve Tea* Boston: Colonial Press, 2005 120 pages

This is a children's book of fiction appropriate for grade 5 reading level. This book tells the story from the British viewpoint of the Boston Tea Party. Through the eyes of two good wives the English boycott of goods in the American colonies is explained. While the story focuses on the American women as Daughters of Liberty, the author makes it clear what the British position is and why the Americans are provoking the situation. It gives a thought-provoking alternative view.

Robinson, Jonathan. *Brenda and Judy Meet Elizabeth Cady Stanton* Seneca Falls: Women's Press, 2004. 122 pages

In the tradition of meeting historical figures, two young women journey to Seneca Falls because they have heard of the Women's Rights convention. They are advocates of women's rights. They meet Frederick Douglass and other important delegates to the convention. The book brings out the role of women in the 19th century and why there was a need of convention to address the rights of women. The book should provide a thoughtful discussion and debate in class. It is appropriate for the 5th to 6th grade.