



Teaching American History
Castleton State College & Addison Rutland Supervisory Union
Course Syllabus for 2009/2010
Revised – 7/6/09

Course Title: The Enduring Legacy of the American Revolution: Heroes of Equality, the Social Change in the Women's, African American and Labor Movements in the 20th Century.

Course # - EDU 6710 C15

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

1. Enlarge and enhance teachers' background and understanding of American history, especially the 20th century revolutionary legacy of liberty, freedom, and equality.
2. Create and revise engaging lessons/projects in the teaching of American history in participating schools.
3. Update and revise American history lesson plans to enhance curriculum in the participating schools.
4. Develop a recommended collection of American history primary and secondary resources.
5. Utilize document based questions (DBQ) critical thinking skills as well as writing and reading skills.

Objectives

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

Location – Castleton State College, Jeffords Auditorium in the Jeffords Science Center & other sites on campus

Course Highlights

1. Summer Seminar July 13 – 17, 2009

Monday – William Chafe, Major Speaker—outstanding chronicler of 20th century American history in fields of women’s history, U.S. politics and civil rights. He has written eight books and received many prestigious awards. A Dean of Arts and Sciences at Duke University he has also been the recipient of numerous fellowships.

Tuesday – Speaker—Nancy Lynch, Peace and Justice Organization

Wednesday – Speaker—Elise Guyette, Coordinator of Special Projects for VASS and author of *Vermont: A Cultural Patchwork*; Kathleen Balutansky, Associate Dean for Academic Affairs, St. Michaels College.

Thursday – Speaker—Charles Johnson, Civil Rights Officer, Department of Education

Friday – Bus trip to Salem, Massachusetts

2. September 17th 1st Teacher Support meeting

3. Book Discussion with Lois Wunderley on *Bella Abzug* - October 15, 2009

4. November 19th 2nd Teacher Support meeting

5. December 4th Vermont Alliance for Social Studies Conference (VASS)

6. VASS report due December 11th. (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. TAH pays your admission. Teacher observation report due on December 11th.

7. The first \$500 stipend will be issued in December 2009, provided all criteria have been met up to this point.

8. 3rd Meeting & Book Discussion with Ron Powers on *Mark Twain, A Life* – February 4, 2010

9. March 12th:

- o Teacher observation due
- o Reflection paper due
- o Annotated Bibliography due

10. March 25th 4th Teacher Support Meeting

- Content posttest will take place
- Castleton State College Evaluations

11. April 22nd – 5th and last meeting - final project presentation

Instructor – Dr. Mike Austin

Credits – 3 graduate credits at a cost of \$327

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. Teacher participant 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.

Grant Evaluation

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

- 1 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 at the end of the program in the spring.
- 2 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).
- 3 Lastly, administrators of the TAH grant (Mike, Mary) and our qualitative evaluator Judy will visit teacher participants (whenever possible) in their classroom, sometime during the implementation of their 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.

Course Description

The Enduring Legacy of the American Revolution: Heroes of Equality—Social Change in the Women's, African American and Labor Movements in the 20th Century

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 third cycle of the course focuses on the heroes of the 20th century who have advanced the ideals of equality through the Women's, African American and Labor Movements. This course consists of a summer seminar and focuses on content and curriculum development including book discussions, teacher support meetings, teacher prepared lesson plans and annotated bibliographies. Readings include primary documents, biographies, and secondary sources.

Requirements for Graduate Credit

Teacher-participants will:

- Attend the summer seminar
- Attend 3 meetings in the fall - September, October (Book Discussion—in the 2nd of the fall meetings; you will have read *Bella Abzug: How One Tough Broad from the Bronx Fought Jim Crow and Joe McCarthy, Pissed off Jimmy Carter, Battled for the Rights of Women and Workers, Rallied Against War and for the Planet, and Shook Up Politics Along the Way* by Suzanne Braun Levine and Mary Thom, completed your book review and handed it in by October 9th. will lead the discussion on that date) and November
- Please bring a brief *written* update of your progress toward the implementation of your in-depth plan to the meeting In November to be shared with and submitted to your support team leader (and the curriculum support leader). It can be emailed or handed in.
- 3 meetings in the spring – February (Book Discussion—in the 1st of the spring meetings; you will have read: *Mark Twain, A Life* by Ron Powers, completed your book review and handed it in by January 29th) Ron Powers will lead that discussion. The last two meetings will be in March and April.
- Submit an in-depth lesson plan on an aspect of this time period (suitable for other teachers to use as a model) as part of your final project to your support team leader on Friday April 13, 2010. In preparing this plan, teacher-participants will be expected to read primary and scholarly secondary sources, including recent scholarship (roughly since 1990). This information will be presented as an introduction to their lesson plan or unit and be reflected in their annotated bibliography, which is part of their lesson plan. Thus, the unit provides important background for teachers in their professional development as well as a practical model for teaching. This participant-generated scholarly and practical resource will 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 classroom as well as participate in professional development.
- Construct an annotated bibliography of *all sources used/reviewed* that will be attached to the in-depth plan—example at end of this syllabus. It should include three sections: scholarship, primary materials, secondary sources which include non-fiction (works from 1990) and could include fiction.
- Submit final project in Word with corrections, spell checked and ready for publication to Mary G. for TAH website by **May 13th before final stipend of \$500 is issued.**

Note: Payment is required at the time of registration. Please make checks or purchase orders payable: Castleton State College. Kindly forward your completed registration form and payment to: Mary Giordano, Teaching American History Grant, Castleton State College, Leavenworth Hall, Castleton VT 05735. There is the possibility of having the grant pay your tuition (\$327) on a loan-type basis and then you may reimburse in December once you receive your first stipend of \$500.

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 2010, 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. 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.

Summer Readings

Civilities and Civil Rights: Greensboro, North Carolina and the Black Struggle for Freedom by William Chafe. Oxford University Press, (1981).

All the People: Since 1945, a History of U.S. Book 10, 1945 to 2001 by Joy Hakim. Oxford University Press, (2007).

Summer Content

Great Issues in American History, Vol. III: From Reconstruction to the Present Day, 1864 -1981 by Richard Hofstadter. Vintage; Rev Sub edition (1982).

Fall Viewing For Classroom Use

Citizen King. DVD. Social Studies School Service. (2004). (Also use this in your annotated bibliography)

Fall 2009 Reading

Bella Abzug: How one Tough Broad from the Bronx Fought Jim Crow and Joe McCarthy, Pissed off Jimmy Carter, Battled for the Rights of Women and Workers...Planet and Shook Up Politics along the Way by Suzanne Braun Levine. Farrar, Straus and Giroux (2008).

Fall/Spring Reference

Oxford Children's Book of the 20th Century: A Concise Guide to a Century of Contrast and Change by Stewart Ross. Oxford University Press (1999). 4th Grade up.

Children's History of the 20th Century by DK Publishing (Author). (1999).

Freedom's Daughters: The Unsung Heroines of the Civil Rights Movement from 1830 to 1970 by Lynne Olson. Scribner Publishing, (2002).

(Use one of the three above in your annotated bibliography).

Spring 2010 Reading

Mark Twain: A Life by Ron Powers. Free Press (May 2006).

Spring Reference

A History of our Time: Readings on Postwar America by William Chafe (Editor), Harvard Sitkoff (Editor) Beth Bailey (Editor). Oxford University Press, (2007).

Lighting the Way: Nine Women who Changed Modern America by Karenna Gore Schiff. Miramax, (2007).

Spring Viewing For Classroom Use

Equality: A History of the Women's Movement in America DVD. Social Studies School Service. (1996).

For Reference

Bring History Alive! A Sourcebook for Teaching United States History (5-12). NCHS.

Lessons from History: Essential Understandings and Historical Perspectives Students Should Acquire.

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.

	Completed on time Date	Not Completed on time Date	Quality E - excels A - above average S - satisfactory U - unsatisfactory	Teacher please initial	Support leader please initial
Summer Seminar 2009 Responsibilities					
Complete the content pre-test					
Participate in all aspects of the Summer Seminar					
Meet with Margaret Snelgrove, Curriculum Leader & <u>Judy Meloy</u> , Evaluator 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 July 31					
Fall Semester 2009 Responsibilities					
Contact Judy Meloy Judy.Meloy@castleton.edu , BEFORE the implementation of your in-depth plan in order to arrange the site visit					
1 st Meeting with Support Team September 17					
Fall Book Review Due October 9					
2 nd Meeting, Book Discussion, <i>Bella Abzug</i> Participation at meeting October 15					
3 rd Meeting, Participation at meeting November 19					
Submit your colleague's content pre-test to Mary G. Due November 19					
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 at the November meeting . Can be emailed or handed in. November 19					
1st Stipend of \$500 will be paid first week in December					
Attend VASS Conference December 4 Only returning teachers will prepare a VASS Conference review Due December 11					
New participants' mentor teacher report Due December 11					
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 January 29					
4 th Meeting, Book Discussion, <i>Mark Twain: A Life</i> Participation at meeting February 5					
New participants' mentor teacher report Due Friday, March 12					
Reflection Paper on the year (include Summer Seminar and how the course has changed your teaching) Due Friday, March 12					
Draft of your annotated bibliography due to your support leader Due Friday, March 12					
5 th Meeting, Participation at meeting March 25					
Complete content post-test & CSC Evaluation March 25 Meeting					
Submit final project to your support team leader Monday, April 13					
6 th Meeting Present final project to your colleagues April 22					
Final project must be in Word with corrections, spell checked and ready for publication—submit to Mary G. for TAH website by May 14 before final stipend of \$500 is 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 online 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 have met 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 <i>New</i> Participants	# of HOURS for <i>Returning</i> Participants
Monday	8:30 to 12:00 1:00 to 4:30	7 hours	7 hours
Tuesday	8:30 to 12:00 1:00 to 4:00	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 4:00	6.5 hours	6.5 hours
Friday	8:30 to 12:00 1:00 to 4:00	6.5 hours	6.5 hours
Subtotal Hours		31.5 hours	31.5 hours
September Teacher Support Meeting	4:30 to 6:30	2 hours	2 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		9 hours	11.5 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
April Major Presentations	4:00 to 7:00	3 hours	3 hours
Subtotal Hours		10 hours	7.5 hours
Total Contact Hours		50.5 hours	50.5 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 to 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 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 one I got on 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 online 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 and 6th grades.