

Teaching American History Elementary Grant November 30 – January 8, 2010

CIE 740 (UNLV) — Topics in Elementary Social Studies: Immigration/Collaborative Biographies

Facilitator: Sharon Carter (Sharon_L_Carter@interact.ccsd.net, 702.799.8464)

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

Pedagogy Scholar: Dr. Christy Keeler (christy@keelers.com, 702.577.2331,
Christy Keeler on AIM/Skype)

Location: December 2, Clark HS, Room 200
December 9, Clark HS, Room 200
[All other course requirements will be completed online]

Technology Requirements

Participants must check these sites regularly during the module.

- InterAct: TAH Immigration Conference (<http://interact.ccsd.net/>)
- iTunes: “Immigration and Collaborative Biographies,” “Keeler’s Training Videos”
- Blog: <http://tah-immigration.blogspot.com/>

Funding

This course, including deliverables, is funded by the U.S. Department of Education under the Teaching American History Grant CFDA # 84.215X.

Prerequisites

All participants must be teachers of students in grades three through five, must have completed the pre-test before the first class session, and must not have previously enrolled in this CCSD Teaching American History Grant module.

Note

By participating in this module, teachers agree to complete all assignments to the satisfaction of the module scholars and all grant requirements to the satisfaction of the grant facilitator. Participants understand that a random sample of participants will be included in field-based evaluations. 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 pedagogy

assessment. Failing to meet module requirements will require the return of module deliverables to the grant facilitator.

** This syllabus is subject to change. Changes will be announced either in class, via the module blog, or via InterAct.

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.

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 the history of immigration in the nineteenth and twentieth centuries, with an emphasis on the “Great Migration” of the late nineteenth and early twentieth centuries. The pedagogical component will focus on collaboration and the writing process.

Knowledge

This module will enhance teacher knowledge and context relating to events, people, and ideas associated with immigration to the United States in the nineteenth and twentieth centuries. The content focus will include why immigrants came to the United States, which groups arrived at particular times, and the reaction to them. The content book includes both a historical summary and analysis of American immigration. In module sessions, teachers will receive additional documents as well as participate in lectures and discussions highlighting key components of immigration to the United States.

The pedagogical focus of the module will introduce teachers to the use of collaborative learning with foci on writing fiction based on historical biographies. Throughout the module, teachers will be instructed to ensure student engagement with higher-level cognition of historical material while stressing literacy skills, use of primary sources, and cooperative and student-led learning.

Performance

Teacher participants will prepare one book review, engage in one cooperative test, and jointly write one historical fiction children’s chapter book. Using accurate historical information about immigration of the late 19th century,

teachers will make history come alive for their students by using historical fiction writing.

Upon completion of the Immigration/Collaborative Biographies module and all required assignments, teacher participants will have met both history and content pedagogy objectives as outlined below.

Historical content objectives for this module include:

- Teachers will list motivations for coming to the United States during the “Great Migration.”
- Teachers will note the reactions of those already living in the United States, and fellow immigrants, to the arrival of immigrants.
- Teachers will explain developments in the United States that influenced not only migration to the country, but also migration within the country.

Content pedagogy objectives for this module include:

- Teachers will employ a literacy-centered collaborative approach to history teaching where content, process, and products are balanced;
- Teachers will use a collaborative writing process to transmit historical information, uncover meaning, reveal logical relationships, and offer judgments to third, fourth, and fifth grade students;
- Teachers will encourage their students to experience historical content through creative writing; and,
- Teachers will integrate a wide variety of sources, including primary sources, to create time- and place-accurate historical fiction.

Disposition

Upon completion of this module, third through fifth grade teachers will have the ability to competently plan and deliver historically accurate, standards-based, project-based instruction using chapter-book writing rooted in cooperative methods.

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:

- H1.3.3 Learn about individuals around the world and discuss their contributions.
- H1.4.5 Identify contributions of immigrants in Nevada.
- H2.4.2 Describe the experiences of pioneers moving west.
- H2.4.4 Identify the diverse population of Nevada’s early settlers and discuss their unique experiences.
- H2.5.2 Describe issues of compromise and conflict within the United

- States.
- H2.4.6 Explain how United States conflicts affected life and society in Nevada.
 - H3.3.1 Explain how the actions of heroes and heroines make a difference.
 - H3.3.2 Determine what it means to be an American citizen and describe the achievements of famous and ordinary citizens.
 - H3.3.3 Define ethnicity and explain that people who make contributions to their communities include those who have diverse ethnic origins, customs, and traditions.
 - H3.3.4 Demonstrate respect for each other, the community, and the world.
 - H3.3.6 Discuss the effects of news events on people in the community.
 - H3.4.2 Recognize that communities include people who have diverse ethnic origins, customs, and traditions, and who make contributions to Nevada.
 - H3.5.2 Recognize that communities include people have diverse ethnic origins, customs, and traditions, and who make contributions to the United States.
 - H4.4.1 Describe the economic and cultural influence other nations have on the state of Nevada.
 - H4.5.1 Discuss the economic, political and cultural relationships the United States has with other countries.
 - G6.3.3 Identify ways people express culture.
 - G6.3.4 List ways people view their own communities, i.e., a ranching community, a tourist destination.
 - G6.4.3 Identify and describe the diversity and cultural traditions of Nevada's people, i.e., Native Americans, Basque communities.
 - G6.5.3 Provide examples of cultural identity in communities or regions from different perspectives.
 - G7.3.3 List reasons why people choose to live in urban or rural communities.
 - G7.4.2 List examples of movements of people, goods, and ideas into and across Nevada.
 - G7.4.3 Describe differences among rural, suburban, and urban settlement in Nevada.
 - G7.5.2 List push-pull factors influencing human migration and settlement in the United States.
 - G7.5.3 Describe differences among rural, suburban, and urban settlement in the United States.
 - C13.3.4 Recognize the Pledge of Allegiance and discuss its purpose.
 - C13.3.5 Explain why we have patriotic activities, holidays, and symbols.
 - C13.4.4 Discuss the symbolic importance of the Pledge of Allegiance.
 - C13.5.3 Describe the criteria for U.S. citizenship.
 - C13.5.4 Explain the symbolic importance of the Pledge of Allegiance and the Fourth of July.

Code of Honor

Nevada Department of Education

There is a clear expectation that all students will perform academic tasks with honor and integrity, with the support of parents, staff, faculty, administration, and the community. The learning process requires students to think, process, organize and create their own ideas. Throughout this process, students gain knowledge, self-respect, and ownership in the work that they do. These qualities provide a solid foundation for life skills, impacting people positively throughout their lives. Cheating and plagiarism violate the fundamental learning process and compromise personal integrity and one's honor. Students demonstrate academic honesty and integrity by not cheating, plagiarizing or using information unethically in any way.

What is cheating?

Cheating or academic dishonesty can take many forms, but always involves the improper taking of information from and/or giving of information to another student, individual, or other source. Examples of cheating can include, but are not limited to:

- Taking or copying answers on an examination or any other assignment from another student or other source
- Giving answers on an examination or any other assignment to another student
- Copying assignments that are turned in as original work
- Collaborating on exams, assignments, papers, and/or projects without specific teacher permission
- Allowing others to do the research or writing for an assigned paper
- Using unauthorized electronic devices
- Falsifying data or lab results, including changing grades electronically

What is plagiarism?

Plagiarism is a common form of cheating or academic dishonesty in the school setting. It is representing another person's works or ideas as your own without giving credit to the proper source and submitting it for any purpose. Examples of plagiarism can include, but are not limited to:

- Submitting someone else's work, such as published sources in part or whole, as your own without giving credit to the source
- Turning in purchased papers or papers from the Internet written by someone else
- Representing another person's artistic or scholarly works such as musical compositions, computer programs, photographs, drawings, or paintings as your own
- Helping others plagiarize by giving them your work

All stakeholders have a responsibility in maintaining academic honesty. Educators must provide the tools and teach the concepts that afford students the knowledge to understand the characteristics of cheating and plagiarism. Students must produce work that is theirs alone, recognizing the importance of thinking for themselves and learning independently, when that is the nature of the assignment. Adhering to the Code of Honor for the purposes of academic honesty promotes an essential skill that goes beyond the school environment. Honesty and integrity are useful and valuable traits impacting one's life.

Readings

Required Reading (provided by grant)

- Adasiewicz, S. (2008). *Your papers, please: crossing borders*. Children's Press.
- Bartone, E. (1993). *Peppe the lamplighter*. Heinemann Library.
- Bial, R. (2009). *Coming to the land of liberty*. Houghton Mifflin Hartcourt Trade & Reference.
- Daniels, R. (1998). *Not like us: immigrants and minorities in America, 1890-1924*. Ivan R. Dee.
- Freedman, R. (1995). *Immigrant kids*. Puffin Books.
- Hopkinson, E. (2003). *Shutting out the sky: life in the tenements of New York 1880-1924*. Capstone Press.
- Hunsicker, K. (2008). *Chinese immigrants in America: an interactive history adventure*. Capstone Books.
- Isaacs, S. (2002). *Life at Ellis Island*. Heinemann
- Kroll, S. (1995). *Ellis Island: doorway to freedom*. Holiday House.
- Lee, M. (2006) *Landed*. Farrar Straus Giroux
- Levine, E. (1994). *If your name was changed at Ellis Island*. Scholastic.
- Maestro, B. (1996). *Coming to America: the story of immigration*. Scholastic.
- Peacock, L. (2007). *At Ellis Island: a history in many voices*. Atheneum Books.
- Raum, E. (2008). *German immigrants in America: an interactive history adventure*. Capstone Books.
- Raum, E. (2007). *Irish immigrants in America: an interactive history adventure*. Capstone Press.
- Say, A. (1993). *Grandfather's journey*. Walter Lorraine Books.
- Thompson, G. (2003). *We came through Ellis Island: the immigrant adventures of Emma Markowitz*. National Geographic.
- Woodruff, E. (1999). *The memory coat: an Ellis Island story*. Scholastic.

Additional Reading (provided by grant)

- Immigration (Kids Discover Magazine)
- Ellis Island (Kids Discover Magazine)
- Other items provided in class or via the blog or InterAct

Course Overview

Pre-Module Requirements

- Complete content pre-test no later than 11:59 PM PST on Monday, November 30, 2009 (emailed to all participants by 11/25/09)
- Read the course syllabus, copy it, and bring it to class
- Review the following videos (available online)
 - 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 [also available via the “Keeler’s Training Videos” podcast]
 - Using, posting, and commenting in blogs — <http://keelertrainingvideos.blogspot.com/2007/12/using-posting-and-commenting-in-blogs.html> [also available via the “Keeler’s Training Videos” podcast] OR Using a blog (text-based description) — <http://nativeamericans-techintegration.blogspot.com/2007/10/using-blog-text.html>

Week One: Class Meeting

Location: Clark HS, 4291 Pennwood Ave., Las Vegas, NV 89102, Room 200

Day and Time: December 2, 2009, 4:20-7:20 PM

- Introduction and Orientation
- Introduction to Module Project (Dr. Keeler)
- Content Presentation: “19th Century Immigration Patterns and Responses” (Dr. Beachley and Dr. Green)
- Pedagogy Presentation (Dr. Keeler)
 - Lectures: “Collaborative Grouping,” “Writing History,” “Using Inspiration as a Writing Tool for Historical Fiction”
- Assign
 - Read Daniels’ *Not Like Us: Immigrants and Minorities in America, 1890-1924*
 - Complete book report due no later than 4:00 PM on Wednesday, December 16, 2009
 - Prepare notes and draft outline for chapter book
 - Read all module blog posts
 - Read *The Generous Butterfly* and *All Tracks Lead Home* (provided in class).

Week Two: Class Meeting

Location: Clark HS, 4291 Pennwood Ave., Las Vegas, NV 89102, Room 200

Day and Time: December 9, 2009, 4:20-7:20 PM

- Content Presentation (Dr. Beachley and Dr. Green)
 - “Early 20th Century Immigration Patterns and Responses”
- Content Pedagogy Presentation
 - Cooperative test and discussion (Dr. Keeler, Dr. Beachley, and Dr. Green)
 - Lecture and Demonstration: “Graphics for History Projects” (Dr. Keeler)

- Time Permitting—Project discussion and small group work on chapter books (Dr. Keeler)
- Assign
 - Read
 - All children’s books provided by the grant
 - Complete and post children’s book [due 11:59 PM PST on 1/08/10]
 - Complete Module Post-Test and Module Pedagogy Assessment (web address to be emailed to all participants) [due 11:59 PM PST on 01/11/10]

Assessment

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

Activity	Due Date	Points Possible
Completion of Module Pre-Test *	11/30/09 11:59 PM PST	N/A
Book Report **	12/16/09 04:00 PM PST	40
Historical Fiction Chapter Book **	01/08/10 11:59 PM PST	60
Class Participation in Activities and Discussions ***		N/A
Completion of Module Post-Test *	01/11/10 11:59 PM PST	N/A
Completion of Module Pedagogy Assessment*	01/11/10 11:59 PM PST	N/A
Total		100

* Participants will receive an email informing them of the web addresses for the tests and pedagogy assessment. These scores will not affect your grade or credit for this class; however, it does directly affect your successful completion of this module. Your name, score, and time spent taking these required assessments will be reported to CCSD Teaching American History Grant program staff.

** Participants will receive separate assignment expectations for each of these items.

*** Participants must be prepared and on-time for class meetings and must actively, meaningfully, and respectfully participate in all in-class and online discussions/activities. Participants must also complete and submit all module assignments by the assigned due dates/times. Failing to do so may lead to a reduction in points from the total grade, required return of all module deliverables, and/or removal from future grant modules.

Grading

Dr. Beachley, Dr. Green, and Dr. Keeler will work collaboratively to grade assignments. Dr. Beachley and Dr. Green will focus on historical accuracy and Dr. Keeler will focus on pedagogy. The basis for course grades will be percentage of points earned:

Grade	Required Percentage
A	93-100
A-	90-92.5
B+	87-89.5
B	83-86.5
B-	80-82.5

Grade	Required Percentage
C+	77-79.5
C	73-76.5
C-	70-72.5
D	60-69.5
F	< 60

An elementary school is the main point of delivery of primary education in the United States, for children between the ages of 4 and 11 and coming between pre-kindergarten and secondary education. In 2001, there were 92,858 elementary schools (68,173 public, 24,685 private) in the United States, a figure which includes all schools that teach students from grade one through grade eight. According to the National Center for Education Statistics, in the fall of 2017 almost 35.6 million students attended