

TEACHING AMERICAN HISTORY PROJECT (2011)

Winter Term

Wed. 1/5 (4:30-7:00pm)

Location: Merlo HS Library

ASSIGNMENT (due at START of this class): Read "Historical Imagination"

Welcome & Introduction to TAH Program

Pre-Assessment (content)

Historiography (Historical Perspective)

Small Group Exercise: Short History on the Causes of the Iraq War

Hand Out: Cholera-Calomel-Quacks Narrative

Administrative Paperwork

Wed. 1/19 (5:00-7:00pm)

Location: BSD Conference Room

ASSIGNMENT (due at START of this class): Read Cholera-Calomel-Quacks (preparation for small group discussion)

Pre-Assessment (content)

Team Assignments

Historiography (Historical Habits of Mind)

Small Group Exercise: Cholera-Calomel-Quacks

Introduction to Active Reading (CARPE)

NOTE: This class session will begin at 5:00pm (not 4:30) and will be located at the Beaverton District Offices.

Wed. 2/2 (4:30-7:00pm)

Location: Merlo HS Library

ASSIGNMENT (due at START of this class): CARPE on Topic Summaries #1 and #2

Introduction to the Japanese Internment Topic

Primary Source Interpretation Exercise using SOAPS

Introduction to the Salem Witch Trials Topic

Primary Source Interpretation Exercise using SOAPS

Sat. 2/12 (9:00am-4:00pm)

Location: PSU URBN #270

ASSIGNMENT (due at END of this symposium): 1st Draft Cholera-Calomel-Quacks Essay
Speaker Questions on Topics #1 and #2

Speaker Symposium #1

Japanese Internment (Dr. Lon Kurashige, Univ. of Southern California)

Salem Witch Trials (Dr. Lizzie Reis, University of Oregon)

Rotating Groups:

1. Historian Discussion (topic group will continue small group discussion with visiting historian)
2. Introduction to Google Earth
3. Classroom Practice: Using SOAPS in the Classroom
4. Classroom Practice: Tools on the Web

Wed. 2/16 (4:30-7:00pm)

Location: BSD Conference Room

ASSIGNMENT (due at START of this class): CARPE on Topic Summaries #3 and #4
ASSIGNMENT (submit online by this date): Reflections on Speakers #1 and #2

Introduction to the Indian Reorganization Act of 1934
Primary Source Interpretation Exercise using SOAPS
Introduction to the Oregon Statehood Topic
Primary Source Interpretation Exercise using SOAPS

Sat. 2/26 (9:00am-12:00pm)

Location: PSU URBN #270

ASSIGNMENT (due at END of this symposium): Speaker Questions on Topics #3 and #4

Speaker Symposium #2
Indian Reorganization Act (Dr. Thomas Biolsi, UC Berkeley)
Oregon Statehood (Dr. David Johnson, PSU)

Rotating Groups (see Sat. 2/12)

Wed. 3/2 (4:30-7:00pm)

Location: Merlo HS Library

ASSIGNMENT (due at START of this class): Read EF's Visit to a Small Planet (preparation for drama workshop)
ASSIGNMENT (submit online by this date): Reflections on Speakers #3 and #4

Dramaturgy and Historiography

Sat. 3/5 (9:00am-4:00pm)

Location: PSU URBN #270

ASSIGNMENT (turn in at START of workshop): Final Draft Cholera-Calomel-Quacks Essay

Maps as Historic Artifacts/Maps and Historical Data
Small Group Activity: SOAPS exercise on primary source map; understanding change over time
(interpretation of historical spatial data in a series of maps)
Drama Workshop

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WINTER TERM TEACHER EMPHASIS:

- Appreciating different perspectives on historical topics.
- Understanding the **historical habits of mind**.
- Practice in evaluating historical evidence.
- Practice in interpreting primary source material.
- Historical content/context (for the 4 topic areas).
- Understanding how drama and geography inform history.

CLASSROOM TOOLS:

- CARPE
- SOAPS
- Google Earth Tutorial
- Web Tools for Teaching History

Spring Term

Wed. 3/30 (4:30-7:00pm)

Location: Merlo HS Library

ASSIGNMENT (due at END of class): Background Narrative Outline

1. Teams: Choose Focus Question (facilitated group activity)
2. Team Work: Background Narrative Outline (team works with historian)
NOTE: Creation of the background narrative outline will be done as a team as it will guide the research and drafting of additional curriculum guide elements .
3. Speaker Debrief/Cholera-Calomel-Quacks Discussion

Sat. 4/16 (9:00am-4:00pm)

Location: PSU URBN #270

ASSIGNMENT (due at START of workshop): CARPE on “Thinking Spatially”

ASSIGNMENT (due at END of workshop): Historical Spatial Questions and Geog Activity Outline

Geography & History Workshop

[AM] Introduction to Topic Geographic Projects

[PM] Team Work: Brainstorm Spatial Questions for Topic
Share & Critique (help each other “think spatially”)
Outline Geography Activity

Wed. 4/27 (4:30-7:00pm)

Location: Merlo HS Library

ASSIGNMENT (due at END of class): Team Assignments and Plan of Action

Teams: Assign Tasks to Individuals – Background Narrative, Drama Script & Geography Activity

Note: Annotated bibliographies are an additional element of the curriculum guide; they will be prepared for each component by the team member(s) assigned to that component – this should be an ongoing task as research and drafts are completed.

Writing Effective & Differentiated Historical Narratives for Use in the Classroom

Sat. 5/7 (9:00am-4:00pm)

Location: PSU URBN #270

ASSIGNMENT (due at END of workshop): 1st Draft of Narrative, Script & Geography Activity

**These are expected to be rough drafts only and should include a list of citations of the sources used for each element with a short one sentence description.

[AM] What is Dramatic and Finding the Dramatic Moment

[PM] Research, Work Session, Consultations

Wed. 5/18 (4:30-7:00pm)

Location: BSD IT Lab

ASSIGNMENT (due at END of class): Feedback Form (by end of class session)

Research & Work Session (incorporate feedback from 1st Draft)

Wed. 5/25 (4:30-7:00pm)

Location: BSD IT Lab

ASSIGNMENT (due at END of class): 2nd Draft of Narrative, Script & Geography Activity with a more detailed Annotated Bibliography for each

Research & Work Session (incorporate feedback from 1st Draft)

Sat. 6/4 (9:00am-4:00pm)

Location: PSU URBN #270

[AM] Work Session & Preparation for Panel Session

[PM] Cross-Topic Panel Sessions

Wed. 6/8 (4:30-7:00pm)

Location: Merlo HS Rm TBA

Designing Effective Historical Inquiry Lessons

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SPRING TERM TEACHER EMPHASIS:

Synthesis of historical content and applying habits of mind.
Identifying and focusing on a historical dramatic moment.
Developing skills in writing historical narrative and drama scripts.
Understanding the connections between place and time.

CLASSROOM TOOLS:

Using Maps to Tell Stories (Classroom Exercises)
Using Drama in the Classroom Resources
Models for Effective Historical Writing
Resources for Using Primary Sources in the Classroom
Models for Effective Lesson Plans

Summer Institute

Location: All class sessions will meet in PSU URBN #270

Time: 9:00am – 4:00pm

Monday, 6/20

[AM] Post-Assessment (content)

Development of Lesson Plans (working in pairs; resulting in 2 additional supporting lesson plans for each curriculum guide)

DUE END OF AM SESSION: Rough outline of lesson plans

[PM] Hand-Off (narrative, drama script & geography activity), Critique, Drama Rehearsal

DUE END OF CLASS: Written Critique

Tuesday, 6/21

[AM] Post-Assessment (content)
Team Performances of Dramas & Group Discussion

[PM] Work Session
(complete narrative, script & geography activity incorporating consultant feedback from 2nd draft and written peer critique)

DUE END OF CLASS: FINAL DRAFT of Background Narrative, Drama Script and Geography Activity with Annotated Bibliography

Wednesday, 6/22

[AM] 1st Draft -- Lesson Plans

DUE END OF AM SESSION: Draft Lessons for Peer Critique

[PM] Hand-off of Draft Lesson Plans – Peer Critique (1 hr)
Revise Lesson Plans incorporating Peer Critique (2 hrs)

DUE END OF CLASS: 2nd Draft of Lesson Plans

Thursday, 6/23

Field Trip

Friday, 6/24

[AM] [2 hrs] Modified Lesson Study (using the 8 Lesson Plan “pairs”)
Lesson plan pair will be matched with another lesson plan pair in a different topic area and will “teach” the lesson to the other group (1 hr); pairs will switch and repeat for the second hour. Each group will have a feedback sheet to record notes on the lesson being taught to them (focusing on historical habits of mind).

[1 hr] Facilitated discussion using the feedback sheets from the lesson study

[PM] Rotating Groups (75 min each)
Focus Groups
Fun with Google Earth (how to use in the classroom)
Concluding Remarks & Certificates

**DUE END OF CLASS: Final Curriculum Guide (all components)
Post-Assessment on Teaching History (online)**

CURRICULUM GUIDE COMPONENTS:

1. Historical Focus Question
2. Teacher Question/Student Question (Why teach this? What will the student gain?)
 - Must identify standards & Historical Habits of Mind.
3. Background Narrative
 - Prepare differentiated versions.
 - Must include more detailed background information that informs the Historical Focus Question (including supporting the script and geography lesson).
4. Drama Script
 - Must relate to the overall historical focus question.
 - Must use Primary Sources to inform the script.
 - Drama should be about 10 minutes in length and include stage directions.
5. Geography Lesson Plan
 - Must use geography materials prepared for topics.
 - Must relate to the overall historical focus.
 - Must have a historical spatial question that informs the historical focus question.
6. Additional Lesson Plans [working in pairs – 2 lessons per topic]
 - Appropriate Grade Level/Student Gains.
 - Lesson must use Primary Sources.
 - Sources must be cited appropriately.
7. Annotated Bibliography (Primary & Secondary Sources)
 - Each assigned team member (narrative, drama, geography, lesson plans) prepares their own bibliography; this should be developed all through the drafting process.
 - Annotation should include why these sources are important – directed toward a teacher.
 - Annotate ALL sources used (text, images, maps, etc.).
 - Include additional primary and secondary sources that you find useful.