

NEWTON, MASSACHUSETTS  
HIST 592, American History  
Institute  
FALL 2012-SPRING 2013

The Universal Declaration of Human Rights and Its Impact on the United States  
October 3rd, 18th, and 30th, 2012  
Facing History and Ourselves, Brookline

Children Discovering Justice  
December 6th and 12th, 2012  
Moakley Courthouse, Boston

The Supreme Court and Social Policy from the Warren Court to the Present  
Gilder Lehrman Institute  
February 12th, March 7th, & March 26th, 2013

Online Course: Gender in United States History  
Facilitated by Michael Kozuch  
Winter 2013

Colonial and Revolutionary  
Massachusetts: African American Narratives Slavery and Abolition  
Workshop for 5th grade teachers  
Royall House, African American Heritage Trail and Museum

Adams State University  
Fall 2012, Spring 2013

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**Course Description:** Teachers participating in the Newtown, Massachusetts, Teaching American History Institutes will have the opportunity to earn graduate credit for their successful completion of the institute by submitting a digital copy of one of their primary source activities along with a reaction paper. The reaction paper will explain the teacher's enhanced knowledge of American history in the specific topic covered in the institute and how such knowledge enhanced their ability to develop effective teaching strategies that incorporate this new disciplinary knowledge in their

classroom teaching. **NOTE:** If you register for credit in more than one institute, you must do a lesson plan and a reaction paper for EACH of the institutes for which you are seeking credit.

### **Course Procedure/Requirements:**

1. Register and provide payment for the course. (See registration link at <http://blogs.adams.edu/glinstitute>)
2. Produce and electronically submit one primary source document and one ten-page reaction paper as an email attachment to [glinstitute.adams.edu](mailto:glinstitute.adams.edu). (see further instructions below.)

### **Further instructions:**

1. How do I submit assignments? Attach your assignments to your email and send them to me at [glinstitute@adams.edu](mailto:glinstitute@adams.edu).
2. In what electronic format should I create my assignments? Create and save your assignments as .rft, .doc, or docx.
3. What file names should I give my documents? For the primary source document call it, janedoeprimarysource.doc. Substitute your first name and your last name for janedoe. For the reaction paper, call it janedoesreaction.doc. Substitute your first name and last name for janedoe.
4. How do I develop my **primary source activity**? As part of your institute, you will examine a welter of primary source documents. Create an age-appropriate document activity from one of these primary documents. If applicable, use the Lesson plan template provided you at the institute; if none was provided, use your school's lesson plan template. Please ensure that it clearly identifies the content standards you are addressing. A sample template is found below.
5. How do I develop my **reaction paper**? In a narrative form, describe and explain how the seminar enhanced your knowledge of United States History in the particular field covered in the seminar and how you might incorporate this enhanced knowledge in developing lessons for your students. You should employ standard, academic English; you should double space the paper; but this is not a research paper, so you need not include citations and sources. **Students taking a 1 hour workshop should write five pages of text—double spaced—in standard academic English. For 2 hours, write eight pages; for 3 hours, it's ten pages.**
6. Citation style. Use the citation guides provided at the institute; If none was provided, use the citation guide below.

### **Due Dates:**

All Fall Course requirements are due on December 10, 2012. Your transcript will credit your work for Fall 2012. All Spring requirements are due April 30, 2013. Your transcript will credit your work for Spring 2012.

**Note on Communicating with Instructor:** To contact me, email [glinstitute@adams.edu](mailto:glinstitute@adams.edu). Email correspondence ensures a timely response and an accurate record of interactions between you and me. Be sure to list [glinstitute@adams.edu](mailto:glinstitute@adams.edu) in your accepted emails if you have any filters set.

**Grading:** All submitted work will be graded within two weeks of submission and entered into the university grading system for reporting.

**Plagiarism:** Misrepresenting someone else's work as your own is not acceptable and will result in a zero for the course. Note that this is the standard and required disclaimer.



**Lesson Plan Template**  
Teaching American History

**Name:** \_\_\_\_\_

**Title:** \_\_\_\_\_

**Grade Level:** \_\_\_\_\_ **Time required:** \_\_\_\_\_

**1. Lesson Topic**

Describe the general lesson topic.

**2. Essential Question**

What essential question(s) will guide student learning in the lesson?

**3. Key Learning Goals**

What do you want your students to know and be able to do as an outcome of the lesson(s)?

*Students will be able to...*

**4. Standards**

What state and Common Core standards will the lesson(s) address?

## 5. Historical Context

What historical background do students need before they can complete this lesson? Please use at least a full paragraph to explain the historical context of this lesson.

## 6. Instruction and Primary Sources

What activities or tasks will you ask students to complete? What primary sources have you identified that will support these activities? If the primary sources are available online, please list the URL, so that teachers can access the sources directly. What instructional strategies will you use to implement your lesson(s) to provide for a variety of learning styles and to address the needs of all students? How will you use technology in your lesson(s)?

Please include:

- teacher instruction
- student activities
- primary sources (include complete URLs)
- use of technology
- the approximate amount of class time for each activity

**7. Assessment**

How will you assess student work in the lesson(s)? Please include rubrics, as appropriate.

**8. Bibliography**

List all resources used for this project here. Please use a standard format (ex. MLA or APA).

## Citation Use

### Teaching American History (TAH) Projects

All Teaching American History projects must include a complete bibliography, using either APA or MLA formatting. For detailed information about the MLA format, please see <http://www.newton.k12.ma.us/nshs/Library/Bibliography/BibliographicFormats.htm>.

All primary sources (including short excerpts) used in TAH lesson plans and essays must include a complete citation immediately after the use of the source. For example, if a teacher is using an image in a powerpoint presentation, the slide with the image must include a citation in a textbox. The same holds true for the use of primary source excerpts in teacher-created worksheets and handouts.

In general, in-text citations are required when an author:

1. *quotes directly from a source*
  2. *uses an image (photograph, illustration, cartoon, map, etc.) that is not his/her own creation*
  3. *paraphrases the words of a source*
  4. *cites specific statistics*
- 5.45% of people surveyed thought that Crest was the best toothpaste (Barnard 109).

5. *uses any unusual information (only found in one source)*
6. *uses an opinionated source or cites debatable information*

Most historians believe that she was born in 1804, but Jane Goddard argues that she was actually born in 1810 (64).

Any TAH project that does not include a complete bibliography and proper citations will be returned to the creator for revision. Stipends and/or graduate credit will not be awarded until all sources are properly credited.