NEWTON, MASSACHUSETTS

HIST 592, American History Institute
FALL 2013-SPRING 2014

Respecting Dignity, Extending Liberty
Founding Documents
History of Gender in the United States
Liberty and the Environment

Adams State University
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Course Description: Teachers participating in the Newton, Massachusetts, Teaching American History Grant have the opportunity to earn graduate credit for their successful completion of the institutes/course 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 multiple institutes/courses, you must do a lesson plan and a reaction paper for EACH of the institutes/courses.

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. (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.
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. Use the Lesson plan template provided at the institute—see copy 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.

6. Citation style. Use the citation guides provided at the institute. See copy of guidelines below.

Due Dates:
All fall institute/course requirements are due by December 15, 2013. All winter/spring institute/course requirements are due May 15, 2014.

Note on Communicating with Instructor: To contact me, email 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 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://nshslibrary.newton.k12.ma.us/content.php?pid=368274&sid=4136440.

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 [e. g.: 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 [e. g.: 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.