A word about the WEST E Elementary Education: Content Knowledge…This course will serve as good background for the content test. The WEST E is focused on the recall of facts; however, this course also is designed to develop conceptual understanding.

TEXTS

Washington State History Standards (located on Washington Superintendent of Public Instruction website for social studies)


CONCEPTUAL FRAMEWORK: The teacher is an ethical knowledgeable and reflective decision-maker who teaches all learners to function effectively in a global and pluralistic society.

COURSE DESCRIPTION and INTRODUCTION

This course is designed for applicants to the MIT elementary certification program at Seattle University who need to deepen their knowledge of United States history. In other words, you have not taken a US history course in college or in the recent past, and you desire to increase your knowledge of that content area. The course is intended to provide background knowledge of US history for teaching at the elementary and middle school levels. It is expected that this course will serve as an introduction to US history and that you will continue to deepen your knowledge of US history once you are in the classroom and responsible for teaching specific topics in US history.

Banks and Banks describe the goals of history thusly:

Major public policies in our nation and world are frequently made with little regard for history and often reflect preoccupation with the present. When a nation pays little attention to its history, it loses much of its capacity to understand its present and to shape its future. Because of the persistent and complex problems that our nation and world face, we need historical insight to
help us understand our world. We also need historical insight to shape alternative futures that are rooted in historical realities rather than in myths and illusions. Thus a major goal of history teaching should be to help students develop historical understanding and insight.*

A major challenge of a course such as this is not to reinforce the “kibbles and bits” approach to history. History is often taught as the memorization of dates and facts without linking those bits of information to important historical understandings. Historical understandings are called historical generalizations and evolve from examining trends or events over time. Here are three examples of historical generalizations:

• The culture under which people are reared exerts a powerful influence on them throughout their life.
• Change has been a universal condition of human society.
• Throughout history, individuals and groups with different cultures and experiences have worked together to achieve common goals, especially when they were threatened by outside forces.**

In the teaching of history, we want learners to be able to accurately generalize about a historical period and to appreciate the challenges historians face when they examine the past. We want to develop critical thinkers who are able to locate and analyze historical sources to make informed decisions. We also want students to be able to empathize—to understand people’s struggles and appreciate their humanity—insights that can serve them well as they examine events of the day. Each of the assignments is structured with these goals in mind.

The course requirements are interrelated. In other words, researching and writing for one assignment will inform other assignments and vice versa. Choice making is an important component for learning; thus, this course offers a wide range of learning opportunities as you complete assignments. All assignments are submitted at the same time in one packet. **Include a primary mail flat-rate envelope for returning your assignments.** You can purchase these envelopes with appropriate postage at the mailroom at Seattle University.

It is estimated that to complete these assignments, you will invest about 60 hours. The course is one credit to make it affordable even though you will complete more work than would normally be expected of a one-credit course. If you have had other history courses, these assignments may take less time, if not, they may take more time. It is hoped that you will use this course to your advantage and not simply “go through the hoops” to achieve credit and a grade. You are investing in your preparation for becoming a teacher, I hope these set of experience provide new insights, increased knowledge, and kindles enthusiasm for teaching history to young people—if that enthusiasm was not already present!

**OBJECTIVES** At the conclusion of this course, the student will be able to:

1. Demonstrative knowledge and understanding of US history taught at the elementary and middle school levels.
2. Use knowledge of effective verbal and nonverbal communication techniques and make appropriate use of educational technology to foster learning.
4. Value professional development by reviewing curriculum and participating in professional opportunities to enhance understanding of US history.
5. Consider ethical dimensions of teaching US history.
6. Understand issues of diversity and multiculturalism as they apply to US history.

**Ibid. p. 275.
REQUIREMENTS AND GRADING  (Specific details on assignment sheets attached.)

This syllabus is a contract between you and your instructor of the course. It is hoped that you become actively engaged in making decisions about your learning. Read the syllabus carefully and consider all the assignments, then create a plan for your learning with a timeline. Be sure to allow ample time for completing the course. All assignments must be word-processed (double-spaced) with at least a one-inch margin to allow for comments. All assignments must follow APA guidelines as appropriate and reflect correct grammar, spelling and usage.

Requirements

1. Read the books/articles that will contribute to your knowledge base for creating the assignments that follow.

2. Timeline: Create a US history timeline of American history.

3. Biography: Interview a person that can tell a personal story related to an historical event: Consider such events as WW II, Korean War, Vietnam War, Civil Rights Movement, Japanese incarceration, becoming an American citizen, Native American rights or other national/international event.

4. Classroom-Based Assessment—Dig Deep: Complete each step of the CBA at either elementary or middle school level as a model for your future students.

Select one of the following three assignments. Base your selection on what you believe will be the most helpful to you in increasing your knowledge of US history and preparing to be an elementary/middle school teacher.

5. Review WEB sites for US history appropriate for upper elementary/middle school student use. Be sure that the website presents balanced and accurate information.

OR

6. Read children/young adult historical novels to gain greater insights into US history.

7. Reflection Paper. After you have completed all the assignments, do a self-assessment of the value of the course and what additional work you will need to do to prepare to teach US history.

8. Time Log. Keep a log of the time your reading, research, viewing videotapes/internet sites, or other forms of technology.

Grading: This syllabus serves as a contract between you and your instructor. It is my hope that you will do your very best work and meet my obligation to provide you with feedback in the form of a course grade that reflects the quality of your work. There are aspects of the course that are foundational and where your understanding must be clearly demonstrated. Therefore, I will be looking at the assignments holistically.

Some assignments require a good deal more work than others so I am using a “weighting” system. The Credit / Redo assignments are important; you cannot pass the course without being given “credit” for them. However, they do not figure into your grade point total.
Grades on assignments will be as follows: A, A-, B+, B, B, NC (no credit). Any grade for an assignment below a B will be considered unsatisfactory and may result in not receiving a passing grade for the course. Thus, you are expected to do your best work on every assignment. The final grade for the module must be B or better.

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<tr>
<th>Exceptional Evidence (A+)</th>
<th>Clear and Convincing Evidence (A)</th>
<th>Generally Clear and Convincing Evidence (A-)</th>
<th>Acceptable but Uneven Evidence (B)</th>
<th>Insufficient Evidence (N/C)</th>
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<td>In addition to clear and convincing evidence: Demonstrates sophisticated levels of integration of concepts and activities.</td>
<td>Addresses all criteria completely; Demonstrates thorough understanding and application in the completion of tasks</td>
<td>Address all criteria; most addressed completely; Occasionally misses minor applications and/or understanding of tasks</td>
<td>Addresses criteria in a minimally acceptable fashion; Demonstrated understanding and/or application are uneven.</td>
<td>Omits key information; Fails to address key criteria; Too general or misapplies responses to activity; Superficial completion of task.</td>
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<th>Weight of 4</th>
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<th>Credit / Redo</th>
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<tr>
<td>Timeline</td>
<td>Review Internet sites or read children/young adult historical novels</td>
<td>Reflection paper</td>
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<td>Biography</td>
<td>Time log</td>
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<td>CBA Assignment</td>
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Latest Date for turning in Assignment: August 10. However, I encourage you to turn in the assignments earlier rather than later. Don’t underestimate the time to complete the course!
How to Search for Pictures and Images Online:

The information that follows was submitted by Andrea Baumgarten. She gave permission to use it in this syllabus to support your work.

1. Use Google Images. The Google Images search engine is located on the main Google task bar.

2. Often photographs on the websites of nonprofits or governments are freer of copyright concerns or limitations, and of more value (more accurate, more verifiable, and appear with more explanatory information).

2. In order to locate accurate, trustworthy images, do the following: type a search term into the Google Images search box AND at the end of your phrase add any of the following terms:
   - **gov** (get access to government website photos this way)
   - **org** (nonprofits)
   - **national geographic** (for photos)
   - **edu** (brings up college, university libraries, K-12 systems)
   - **library congress** (or loc, but that often includes results for ‘location’--Library of Congress has a retrieval system that does not get culled easily by Google Images, so if searching for historical images, keep a 2nd tab open to the actual search box on the Library of Congress website, www.loc.gov, and just search there directly)

3. Once you hit enter, a large set of photographs will appear. Hover over each and only click photos with reliable web addresses so as not to get hit by crawling viruses.

4. After clicking a photo of interest, you will be taken to an intermediate page where you can choose the level of resolution you want. Generally the picture will be sharper if you choose “full size.”

5. Click Full Size, then once the photo appears, right-click to copy, then switch screens and paste into your document. View the underlying website by clicking on the Website prompt or clicking the X in the top right corner of the image.

6. Clip Art: Be wary of clip art websites; they are notorious for virus dissemination. Visit the Microsoft Office Clip Art site for thousands of free images not subject to copyright restriction: http://office.microsoft.com/en-us/images/
Name of Assignment: Reflection

Objectives:
- Demonstrative knowledge and understanding of US history taught at the elementary and middle school levels.
- Consider ethical dimensions of teaching US history.

Rationale for the assignment: Active reflection on one’s learning helps you refine your teaching and grow professionally. Inherent in reflection is a commitment to the ethical dimensions of what we do when we teach. This assignment is intended to help you reflect on what you are learning, and motivate you to grow professionally, and provide feedback to your instructor on your learning experience.

Description of the assignment: After you have completed all the assignments, do a self-assessment of the value of the independent study and what additional work you will need to do to be prepared to teach US history. Focus on the ethical issues (as described in the second objective above) that you considered during this time and what additional work you will need to do be prepared to teach US history. Also, please provide feedback on the assignments answering the following questions:
- Which assignments were particularly helpful to your learning? Explain.
- What changes would you suggest to make this course better?

Write a one- to two-page reflection.

Log: Be sure to attach your time log when you turn in your independent study.
Name of Assignment: **US History Timeline**

**Objectives:**
- Demonstrative knowledge and understanding of US history.
- Consider ethical dimensions of what is most important to understand about US history.
- Understand issues of diversity and multiculturalism as they apply to US history.
- Demonstrate knowledge of the Washington State Essential Academic Learning Requirements related to history.

**Rationale for the assignment:** To provide an organizational structure of important events of US history and to use as a planning document for teaching US history in an upper elementary or middle school classroom. Additionally, in the selection of the 50 events, you should look for **reoccurring themes/generalizations in history** and explore many more events than the 50 you finally select. Locating visual illustrations makes this assignment more than just a reading of US history and allows you to explore other ways in which history is recorded.

**Description of the assignment:** Create a timeline of US history. Select **50 events** that reflect the significant events of the nation. Events should include topics related to economic development, government, culture, and the people who were significant to those events. Be sure to include events that reflect the cultural and economic diversity of the nation. For each event, provide a visual representation such as a newspaper article of the time, photograph, drawing/illustration, cartoon, map, chart, or poster and a brief paragraph describing the event/person. Assemble the timeline in a way that can be used in your future classroom. For example, you can put each event on a small poster and then organize the events in chronological order. The timeline should be well-organized and suitable for display in your future classroom either visually or electronically.

Before you begin, review the history standards found on the Washington Superintendent of Public Instruction website locate Washington State Social Studies Standards and Grade Level Expectations (GLEs) for elementary and middle school. Since you don’t know the grade level you will be ultimately be teaching, prepare a comprehensive timeline that will prepare with background information regardless of the grade level you teach.

If you are doing your research for events online, be sure your sources are credible. On the website look to see if it provides information in an “About Us” section? Is it credible? Is the website reputable? A reputable website is up to date and cites its sources. Be careful with commercial sites (.com). Government sites are usually reliable (.gov).

Before you begin to assemble your timeline, but after you have done your research, decide on an organizing theme or historical generalizations to assist you in selecting events. For example, you could use such themes as “taking a stand,” rights and responsibilities, interdependence, continuity and change, or conflict. The theme or generalization should be obvious through the timeline and should assist you in deciding what events to include or not to include.

A fifth grade teacher used “rights” as a theme and organized the timeline as follows:

1. Exploration/expansion: Native rights
2. Independence: Nation's rights
3. Industrialization: Worker's rights
4. Emancipation: Civil rights, women's rights
5. World wars: Human rights

Include a one-page explanation of why you selected the theme/generalization that you did, what guided you in your selection of events, and what you learned from this assignments.
Note: If you print the timeline electronically, it is fine to do it in black and white and two to a page as long as the paragraph is easy to read—no magnifying glasses needed.

Criteria for evaluation: The timeline includes all the information described above, is accurate, researched, well organized, professionally presented, and suitable for classroom use. The theme/generalization is described and clearly illustrated through the timeline.
Name of Assignment: **Biography**

**Objectives:**
- Demonstrative knowledge and understanding of US history.
- Consider ethical dimensions of teaching US history.
- Understand issues of diversity and multiculturalism as they apply to US history.

**Rationale for the assignment:** To understand how individual people are connected to significant events or “conditions” of the nation’s history. To personalize the study of history and to explore the role of historian in the examination of an event in history.

**Description of the assignment:**
- Create an original biography of an individual who has personally experienced a significant historical event such as the Korean War, Vietnam War, Civil Rights Movement; Japanese incarceration; immigrating to the USA. Select a person for the biography; the person can be a family member or friend. The biography may be written as a series of vignettes describing experiences related to the event and include photos or illustrations to support the narrative. To help organize your writing review the C3 Framework pages 45-49 and the handout at the end of this syllabus that outlines how historians decide what is historically significant.

  What standard do you think best exemplifies this writing assignment? You may change your mind after you have done the complete assignment.
- Interview the person for the biography.
- **Research the events** that you want to highlight in the biography to contextualize the person’s experiences. Weave that information into the biography. In other words, you will need to do additional research about the event to make the biography more than simply the person’s story.
- Include in the biography:
  1. Title page
  2. Introduction
  3. Time Line (inserted as appropriate)
  4. Map (inserted as appropriate)
  5. Content –at least 5 pages in length, double spaced
  6. At least two visuals to support the biography
  7. Appendix:
     a. List a series of questions that you will ask the person. Be sure to obtain permission for writing the biography.
     b. One to three generalizations related to **historical understandings** that you believe emerge from the writing the biography.
     c. Identify which history standard(s) from the C3 Framework you believe are best addressed in this assignment.
  8. Bibliography
  9. About the Author (that’s ‘you!’) page—include information about you as the author and why you chose the person for the biography.

**Criteria for evaluation:** The biography is professionally presented and **includes all the material requested.** The biography projects the writer’s voice through engaging language, vivid details, and effective word choices that draw the reader into the story. The biography demonstrates additional research beyond the personal experience of the subject of the biography. The generalizations are supported by the biography. The biography is well organized and the visuals enhance the story.
Name of Assignment: **Classroom-Based Assessment (CBA)**  
**Dig Deep**

**Objectives:**
- Demonstrative knowledge and understanding of history.
- Use knowledge of effective verbal and nonverbal communication techniques and make appropriate use of educational technology to foster learning.
- Demonstrate knowledge of the Washington State Essential Academic Learning Requirements related to history.
- Use a CBA to study an historical event.
- Consider ethical dimensions of teaching history.
- Understand issues of diversity and multiculturalism as they apply to history.

**Rationale for the assignment:** Having the experience of doing an assignment that your future students will be asked to do provides insights into the learning process and can serve as a model for your future students.

**Description of the assignment:**

**Step 1:** Go the Office of Superintendent Webpage Social Studies CBAs for elementary or middle school depending on which grade levels you plan to teach and review the CBA: “Dig Deep.” The C3 Framework can assist in how you would frame this work.

**Step 2:** Select a topic from your timeline assignment.

**Step 3:** **Complete each step** of the assignment as a PowerPoint presentation to serve as a teaching tool and model for your students. Keep the PPT simple with bullet points of key ideas/information—remember this is a teaching tool. In the notes at the bottom of the PPT page add other information that you would want to consider when presenting the CBA as a model to students. You will also want to explain on your PPT how the rubric will be used to assess student learning. (When demonstrating this process to students with a model of the CBA, we are thinking aloud for students so they understand the process in concrete terms.) Additionally, you may want to check out other documents associated with the CBA found on the webpage to gain a broader understanding of this process and state expectations—the scoring guide is helpful. You can find lots of suggestions on preparing PPTs for teaching through electronic searches. I suggest that you do that.

**Step 4:** Write a paragraph reflecting on what you have learned from this experience as a future teacher. Be sure to comment on how helpful you found the rubric for evaluating student learning.

**Step 5:** In a paragraph describe what you learned from doing this assignment.

**Step 6:** Submit the first page of the CBA you have selected; the hard copy of the PowerPoint with your notes at the bottom; and insights gleaned from this assignment.

**Criteria for evaluation:** The assignment is complete and includes all requested material—including each page of the PPT with the notes at the bottom of the page included. The CBA response is well written and organized so that it can be displayed for classroom use. It is an effective model for your future students.
Name of Assignment: WEB Review (one of two options)

Objectives:
• Demonstrative knowledge and understanding of US history taught at the elementary and middle school levels.
• Use knowledge of effective verbal and nonverbal communication techniques and make appropriate use of educational technology to foster learning.
• Demonstrate knowledge of the Washington State Essential Academic Learning Requirements related to history.
• Value professional development by reviewing curriculum and participating in professional opportunities to enhance understanding of US history.
• Consider ethical dimensions of teaching US history.
• Understand issues of diversity and multiculturalism as they apply to US history.

Rationale for the assignment: Internet technology is affecting teaching and learning at all levels. At its most positive, the Internet opens the door to a world of information-rich, easily-accessible resources for both teachers and students. Well-researched, accurate resources to supplement curriculum in US history can be found in a wealth of Web sites. Familiarizing yourself with a few selected resources to support your research in US history will help you sift through the massive amount of sites awaiting you.

Description of the assignment: Review US history Internet sites that are appropriate for upper elementary and middle school student use. Explore the resources available to you on the Internet that you used for your timeline. Find 10 Web sites that would provide effective support for student learning in US history. There is no restriction about the type of Web site. You might find a site related to PBS or the Library of Congress for US history. This will take some exploration.

For each WEB site provide the following information: Title of the site, authors/sponsors, URL address, a brief description of the site and at least one or two standards it addresses from the C3 Framework, history standards—you can list numbers rather than complete standard—select the highest grade level.

Criteria for evaluation:
A thorough investigation and analysis of each Internet resource is provided including all information requested. Professionally presented.
Name of Assignment: **Read and review children/young adult historical fiction (one of two options)**

**Objectives:**
- Demonstrative knowledge and understanding of US history taught at the elementary and middle school levels.
- Value professional development by reviewing curriculum and participating in professional opportunities to enhance understanding of US history.
- Consider ethical dimensions of teaching US history.
- Understand issues of diversity and multiculturalism as they apply to US history.

**Rationale for the assignment:** To understand how authors of young people’s literature weave historical events into story. To become familiar with a range of historical literature for young people.

**Description of the assignment:** Select 5 historical novels, each from a different time period and read the books. To identify suitable books an electronic search of “Notable Children’s Books” will yield a wealth of possibilities. As you read the books, keep in mind the objectives identified for this assignment. Children and young adult books are quick to read and you may want to select topics that relate to other assignments. In no more than four pages for this entire assignment (information may be presented in a chart or in a narrative) review each of the books including the following information:
- Identify the books you read.
- Briefly describe the strengths of each book in relation to the time period represented.
- Select two quotes from each book and briefly explain why each quote has significance.
- Identify the value that each book has for young readers.

**Criteria for evaluation:** The response is professionally presented and includes all the information requested. The responses demonstrate a careful reading of the books and their impact on young people.
Historical Significance
Background Information

Ideas about significance vary across time, nations, and even classrooms. Students from different backgrounds will value historical significance differently.

How do historians decide what is historically significant?

1. **Contemporary significance:**
   How important was the event to people at the time?

2. **Profundity:**
   How deeply were people affected by the event?

3. **Quantity:**
   How many people were affected by the event?

4. **Durability:**
   How long lasting were the effects of the event?

5. **Relevance:**
   How does it help us understand current issues and events?

What do you think? Fill in the Fact Pyramid with four important facts that you have found. Next to each section, write a sentence explaining why you chose this fact as most or least important.

1. __________________________
   Because: ____________________________
   ____________________________

2. __________________________
   Because: ____________________________
   ____________________________

3. __________________________
   Because: ____________________________
   ____________________________

4. __________________________
   Because: ____________________________
   ____________________________

Adapted from Zarnowski, M. (in press) Digging into History: Reading, Writing and Thinking about the Past. Scholastic Teaching Resources

**Evaluating Online Information**
EPDSS 9030 United State History for Elementary Teaching

Before turning in your assignments, please review this checklist of activities and place it as the cover page for your assignments:

Name:
Address:

Telephone Number
Email address:
Periodically this syllabus is updated. Please note the date at the bottom of page of the syllabus so that both the instructor and the student are using the same syllabus.

Date on syllabus: _______________________

Have you included all the requested information for each assignment?

   Timeline (weight of 4)
   Biography (weight of 4)
   CBA Assignment (weight of 2)
   WEB review or Review children/young adult historical fiction (weight of 2)
   Reflection paper
   Time log
   Self-addressed, stamped envelope to return all of your assignments. (Note: I frequently travel taking assignments with me to evaluate. Thus, I want to return them by mail when I arrive at my travel destination. I do not usually take a computer so that is another reason for hard copy of assignments.)

After you have completed each assignment, it is a good idea to review the assignment sheet to determine if you included everything requested. Also, review the criteria for evaluation. This provides you with the opportunity to do a self-assessment before you turn in your assignments for grading.