

# University of Massachusetts Lowell

## Graduate School of Education

**Course:** Teaching U.S. History: The Colonial Era  
Course no. 04.513/201  
Term: Fall 2008  
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### Graduate School of Education Conceptual Framework

A theme entitled Education for Transformation provides a conceptual framework that unifies programs at the Graduate School of Education. The mission of the University of Massachusetts Lowell is to promote and sustain regional economic development. The Graduate School of Education (GSE) contributes to this mission by developing professionals who help transform the region through leadership roles in education. The GSE's commitment to "Education for Transformation" produces graduates who:

- 1) demonstrate excellent knowledge, judgment, and skills in their professional fields;
- 2) promote equity of educational opportunity for all learners;
- 3) collaborate with other educators, parents, and community representatives to support educational excellence;
- 4) use inquiry and research to address educational challenges; and
- 5) possess the collaborative capability to transform relationships among people in schools, mobilizing them to accomplish purposes they value.

### Course Overview

The Graduate School of Education is committed, through its mission, to providing its students an "Education for Transformation" with a focus on excellence, equity, collaboration and inquiry. This mission lies at the heart of the design for this course and should also serve as a driving focus of student work. This course serves the goal of equity through an inclusive, multi-cultural study of the colonial era. Collaboration and inquiry form the backbone of the instructional approach and excellence is both nurtured and expected in all work related to the course by both instructor and students.

This course introduces students to both curriculum and content in the teaching of the colonial era in United States history (from Contact to Constitution). Particular attention will be paid to the use of primary and secondary sources as instructional resources. The successful student will leave the course with 1) a familiarity with content relevant to the era, 2) curriculum materials developed by the class for use in the teaching of the colonial era, and 3) a deepened understanding of the discipline of history.

The course is organized around three questions essential to the beginning practice of a history/social studies teacher who will be teaching US Colonial history. The three questions are as follows:

**How do I organize instruction for US Colonial history?**

**How do I conduct research into the US Colonial era?**

**What is history and what is the value of history?**

Each of these questions defines a strand of the course. The work of this course will alternate among the three strands with the student determining how to braid them together into a coherent curricular construct for the teaching of US colonial History.

Students will create and leave the course with several tangible products representing their work with the three essential questions and providing practical material to be used as they enter the classroom and teach US colonial history. (They will also be of assistance to the teaching of other history topics.) The products that the student will create and leave the course with are as follows:

1. A Resource Binder with student developed sample lessons, instructional resources, and curricular summaries of US Colonial history readings.
2. A research project on the Salem Witch Trials demonstrating skill as a practicing historian;
3. A Personal Statement indicating a perspective on several issues central to the teaching of US Colonial History.

## **Intended Learning Outcomes**

Students completing this course will be able to

1. identify and justify learning outcomes for a unit of study focusing on US Colonial history;
2. develop lessons for middle and/or high school students on the colonial era that are sound in pedagogy and content;
3. demonstrate professional level skill as an historian in the conduct of original historical research;
4. state and support a perspective on several issues central to the teaching of US Colonial history.

## **Required Texts**

Taylor, Alan. *American Colonies: The Settling of North America*. New York: Penguin Books. 2002. ISBN: 0-14-200210-0

Wiggins, Grant and Jay McTighe. *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development. 2005. ISBN: 1-416-60035-3 (\$27.04 Amazon.com)

## Course Policies

In general, assessment of projects (see next section below) will fall into one of the following categories

A= Excellent work demonstrating independent and high quality performance (4.0)

B= Work of graduate standard, but omissions exist or careful analysis is not in evidence. (3.0)

C= work of very poor quality, indicating little understanding of the depth of analysis required. (2.0)

I = Incomplete; work that does not include all portions of the assignment. (0.0)

+ = work just above a letter grade (2.3, 3.3, 4.0)

- = work just below a letter grade (1.7, 2.7, 3.7)

**Submission of work:** Work is due the day indicated. Written work should adhere to the Chicago Manual of style. If you anticipate having trouble meeting a due date, please contact me in advance so that we may negotiate an appropriate alternative arrangement.

**Revision:** In general, students may revise assessed work once. Usually, revisions are due within two sessions of the date the work was returned. Opportunity to revise may be curtailed as we approach the end of the course due to time constraints.

**Academic Honesty:** This course adheres to the University Policy on Academic Dishonesty.

## Major Projects in Brief

Each student will develop five major projects each of which will be formally assessed:

1. **Resource Binder (20% of course grade):** Class-generated materials relevant to the teaching of US Colonial History organized into a binder for future use in teaching history;
2. **Curriculum Summaries (20% of course grade):** Overviews of selected chapters from the Taylor text to be included in the Resource binder. Each student will do several curriculum summaries.
3. **Sample Lesson (10% of course grade):** A short lesson based on an essential question relevant to US colonial history. The lesson will consist of a written plan and a short live session conducted in class. Sample lessons will be included in the Resource Binder.
4. **Research Project (30% of course grade):** A research project on the Salem Witch Trials demonstrating skill as a practicing historian;
5. **Personal Statement (20% of course grade):** A personal statement indicating a perspective on several issues central to the teaching of US Colonial History.

Note: In the event that the combined assessment of all projects results in a grade that is on the borderline between two letter grades (e.g. B and B+), the instructor will rely on his professional judgment of the student's habits in the course (initiative, inquiry, reflection, collaboration) in determining the final course grade.

# Tentative Course Calendar

Following is a table showing a tentative course calendar with general information. Please note that this is a tentative calendar subject to change as the course progresses. Please note also that homework listed in the chart is described in general terms only. More specific homework information will be provided on a weekly basis.

Note: Due dates for major course projects shown in bold face. Due date for all other assignments (not in bold face) is the session following the date for which is appears.

## Tentative Course Calendar

Session	Research Project	Curriculum Resource Binder	Personal Statement
1. Sept. 9	Intro. to Research Project  Assignment: 1. Read textbook accts. of Salem 2. Prep comparison	Intro. to Resource Binder  Assignment: 1. Read W&M on EQs and EUs; 2. Read Taylor Chapters 1 and 2 3. Prepare Curric. Summary for Ch. 2	Intro. to personal Journal  Assignment: 250 word response to journal prompt
2. Sept. 16	Discussion of Textbook Accounts of Salem Trials  Assignment: Read one Salem Trials theory article.	Discussion of EQs and EUs; Taylor Chapters 1 and 2. <b>Curric. Summaries due each week from different students on rotating basis</b>  Assignment: Read Taylor 3,4	
3. Sept. 23	Discussion of Witch Trial Theories  Assignment: Prep research questions	Discussion of Taylor Chapters 3 and 4.  Assignment: Read Taylor Chapters 5 and 6	Assignment: 250 word response to journal prompt
4. Sept. 30	Intro to electronic Salem Trials archive  Assignment: Prep five note cards and Research Jnl. 1	Discussion of Taylor Chapters 5 and 6  Assignment: Read Taylor Chapters 7 and 8	
5. Oct. 7	Research Discussion  Assignment: Prep five note cards and Research Jnl. 2	Discussion of Taylor Chapters 7 and 8.  Assignment: Read Taylor Chapters 9 and 10	Assignment: 250 word response to journal prompt
6. Oct. 14	Research Discussion  Assignment: Prep 5 note cards and Research Jnl. 3.	Discussion of Taylor Chapters 9 and 10  Assignment: Read Taylor, Chapters 11,12	

7. Oct. 21	Discussion of Research Mini-Report  Assignment: Prep draft report	Discussion of Taylor Chapters 11 and 12  Assignment: Read Taylor, Chapters 13 and 14	Assignment: 250 word response to journal prompt
8. Oct. 28	Closing Discussion of Research Project  Assignment: Finish Mini-report	Discussion of Taylor Chapters 13 and 14  Assignment: Read Taylor Chapters 15 and 16	
9. Nov. 4	<b>Research Mini-Report due</b>	Discussion of Taylor Chapters 15 and 16. Intro. to sample lessons  Assignment: 1. Read Taylor Chapters 17 and 18 2. Selected students prep. sample lesson	Assignment: 250 word response to journal prompt
10. Nov. 18		<b>Sample lesson(s)</b> Discussion of Taylor Chapters 17 and 18.  Assignment: 1. Read Taylor Chapter 19 2. Selected students prep. lesson	
11. Nov. 25		Sample lesson(s) Discussion of Taylor Chapter 19  Assignment: Complete Resource Binder	Assignment: 250 word response to journal prompt
12. Nov. 2		Sample lesson(s) <b>Resource Binder due</b>	Assignment: Complete personal statement
13. Dec. 9		Sample lesson(s)  Assignment: TBD	TBD <b>Personal Statement due</b>

## Major Projects in Detail

### Resource Binder

The resource binder will be a three ring notebook consisting of three sections:

1. Topics in US Colonial History. This section will include a curriculum summary for each of the 19 chapters in the Taylor text and two instructional resources for each chapter.

2. Sample Lessons. This section will include the lesson plans for all sample lessons developed by the class.
3. Personal Statement. This section will consist of a clean copy of the personal statement (i.e., no margin comments).

**Rubric for Resource Binder**

Criteria	C	B	A
<b><i>Topics in US Colonial History</i></b>			
You include all curric. summaries developed by the class.			
You include two relevant instructional resources, appropriately cited, for each topic.			
<b><i>Sample Lessons</i></b>			
You include a clean copy of all lessons developed by yourself and classmates			
<b><i>Personal Statement</i></b>			
You include a clean copy of your personal statement			
<b><i>Overall</i></b>			
Your materials are neatly and logically organized			

**Curriculum Summaries**

For selected chapters in the Alan Taylor text, you will prepare a Curriculum summary, which is an overview of the chapter focusing on curricular elements. Each curriculum summary will include the following:

1. two to four essential questions relevant to the chapter
2. two to four enduring understandings relevant to the chapter and the essential questions
3. several relevant concepts for each enduring understanding
4. a list of relevant terms (persons, places, events, etc.) for each enduring understanding that appear in the chapter (with page number in parentheses).

**Rubric for Curriculum Summaries**

Criteria	C	B	A
Your essential questions are thoughtful and appropriate as defined in this course.			
Your essential questions are highly relevant to the chosen chapter in the Taylor text			
Your enduring understandings are thoughtful and appropriate as defined in this course			
Your enduring understandings are relevant to your essential questions and the chosen chapter in Taylor			
Your terms are suited to the enduring understandings and are drawn from the chosen chapter in Taylor			

### **Sample Lesson**

For this project, you will design a lesson based on a topic drawn from the Taylor text. You will submit a written lesson plan and you will teach the lesson to the class. Lessons will be expected to be approximately 45 minutes in length.

### **Rubric for Sample Lesson**

(Rubric to be developed in alignment with Methods Course expectations.)

### **Research Project**

For this project you will conduct an inquiry into the Salem Witch Trials of 1693. You will identify your own questions, seek answers, and develop several short papers describing your tentative findings. The research project will consist of the following elements.

#### **Part I. Questions**

You are to generate three to five thoughtful questions about the trials based on your readings of various primary and secondary sources. For each, you are to 1) write the question; 2) compose at least several sentences explaining how the question was raised and which text or texts it came from, citing at least one passage from a relevant text; and 4) explain why the question is significant (what might various answers to it imply about the history of the Salem witch trials.)

#### **Part II. Notes**

You are to generate 15 “notecards” based on your search through the Salem archives for insight into your questions. To be complete, a notecard should have 1) the question for which the quotation provides some insight; 2) the source from which the quotation is taken; 3) a quotation from the source; 4) several sentences by you explaining why you took note of the passage and what light it sheds on your initial question or what further relevant questions it raises.

Note: 1. You must have at least 6 note cards that all relate to one question. 2. Your notes do not need to be on actual notecards. They do need to follow the format above and they need to be typed.

#### **Part III. Research Journal**

You are to keep a journal throughout your research project. At intervals to be announced, you will be directed to compose a journal entry that should include the following

1. a description of your research activity during the assigned period.
2. a reflection on your thinking process that shows analysis and insight. It may address questions such as
  - a. how my thinking was changed by what I found and why
  - b. what new theories or questions my findings suggest and why
  - c. what next steps I will take and why
  - d. how my findings relate to existing theories and narratives of the Salem witch trials

#### **Part IV. Formal Mini-Report**

For the mini-report, you are to develop your findings for one of your questions in a paper that offers a hypothesis or theory. The paper should follow the format below:

1. Introduction:

- a. Frames your work within the context of conflicting historiography of Salem Witch trials
  - b. Identifies your theory or hypothesis
  - c. Explains the potential significance of your theory or hypothesis
2. Argument
- a. Makes the case for your theory or hypothesis based on primary sources
3. Conclusion
- a. Assesses the strength of the theory/hypothesis
  - b. Identifies next steps for further research

Note: Throughout the paper, please use the citation format of the Chicago Manual of Style.

**Rubric for Research Project**

Criteria	C	B	A
<b><i>Questions</i></b>			
You identify several appropriate questions.			
You provide a thoughtful rationale for your questions.			
<b><i>Notecards</i></b>			
Your notecards are complete and neat.			
Your notecards are relevant to your questions.			
Your notes show insight and logical thinking.			
<b><i>Research Journal</i></b>			
Your journal makes your search process clear.			
Your journal grounds ideas explicitly in your specific activities and sources			
Your writing is clear and focused.			
Your writing is free of grammatical, spelling, and typographical errors.			
Sources are appropriately cited.			
Your journal is an appropriate length.			
<b><i>Formal mini-report</i></b>			
You introduce your report appropriately			
You develop a clear and logical argument			
Your conclusion thoughtfully assesses your case			
Your conclusion appropriately identifies next steps			
Your writing is clear and focused.			
Your writing is free of grammatical, spelling, and typographical errors.			
Sources are appropriately cited.			
Your writing is an appropriate length.			
<i>Throughout the project, materials are submitted in a timely fashion.</i>			

### **Personal Statement**

For this project, you are to develop an essay of approximately 1000 words in which you offer a concise perspective on several crucial issues in the teaching of US Colonial History, namely: What is history? What is the value of history? How should history be taught? Clearly these are questions about which whole books could be (and have been) written. For this assignment, however, you are to give each question a thoughtful short treatment suitable for a potential employer to read as part of your professional portfolio.

As part of this project, you will be asked to complete and submit a series of short personal journal entries throughout the course reflecting on the questions above.

#### **Rubric for Personal Statement**

Criteria	C	B	A
<i>Journal Entries</i>			
Your entries are the appropriate length and are submitted on time.			
Your entries demonstrate thoughtful interaction with course material.			
Your journal entries demonstrate careful treatment of ideas and words.			
<i>Statement</i>			
Your writing is clear and focused.			
Your writing is appropriate for your audience (a potential school employer) in tone and content.			
Your writing is persuasive, offering a clear perspective.			
You address the assigned issues.			
You provide appropriate references.			
Your writing is free of grammatical, spelling, and typographical errors.			
Your writing is the appropriate length.			