SEATTLE UNIVERSITY
SCHOOL OF EDUCATION
TEACHER EDUCATION

ORGANIZING THEME: The School of Education prepares ethical and reflective professionals for service in diverse communities.

EPDSS903 United States History for Elementary Teaching
One Continuing Education Credit

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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)

A bibliography is included as a starting point for exploring the topic of US history. It is expected that you will read/review a number of sources for this course. Resources are available from the public library or Amazon.com. A highly recommended text is: Zinn, H. (2003) *A people's history of the United States: 1492-present*. New York: HarperCollins Publishers Inc. Additionally, to provide insightful perspectives on teaching history, see Loewen, J.W. (2010). *Teaching what really happened*. New York: Teachers College Press.

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 realties 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 "cibbles 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 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. 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. At that time you also register and pay for the course. See http://www2.seattleu.edu/coe/mit/modules_list.aspx for how to enroll in this course. **Include a stamped, self-addressed envelope for returning the assignments.**

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.
3. Demonstrate knowledge of the Washington State Social Studies Standards.
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.

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* Banks, J. & Banks, C. (1999). Teaching strategies for the social studies. 5th ed. New York: Longman. p. 278.
** 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. A bibliography is included to assist you in beginning the learning process

2. Timeline **or** Graphic Organizer: Create a US history timeline **or** select four significant events in American history and create a graphic organizer for each event.

3. Biography: Interview a person that can tell a personal story about one of the following events: WW II, Korean War, Vietnam War, Civil Rights Movement, Japanese internment, 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.

OR

6. Review US history textbook suitable for elementary or middle school use.

OR

7. Review children's literature to gain greater insights into US history.

8. 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.

9. 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.

Exceptional Evidence (A+) In addition to clear and convincing evidence: Demonstrates sophisticated levels of integration of concepts and activities.	**Clear and Convincing Evidence (A)** Addresses all criteria completely; Demonstrates thorough understanding and application in the completion of tasks	**Generally Clear and Convincing Evidence** (A-) Address all criteria; most addressed completely; Occasionally misses minor applications and/or understanding of tasks	**Acceptable but Uneven Evidence (B)** Addresses criteria in a minimally acceptable fashion; Demonstrated understanding and/or application are uneven.	**Insufficient Evidence (N/C)** Omits key information; Fails to address key criteria; Too general or misapplies responses to activity; Superficial completion of task.

Weight of 4	Weight of 2	Credit / Redo
Timeline or graphic organizer	Review of Internet sites or textbook or children's literature	Reflection paper
Biography		Time log
	CBA Assignment	

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. While the examples focus on geography, the information is helpful for other search topics.

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 geography photos)
- **noaa** (weather, sciences)
- **nasa** (weather, sciences, geography)
- **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)

Thus, to search for a reliable photo of an alluvial fan while weeding out irrelevant photos, use this search language:

alluvial fan gov

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 (one of two options)**

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 60 events, you should look for **reoccurring themes/generalizations in history** and explore many more events than the 60 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. In contrast the graphic organizer assignment approaches history for an in-depth exploration of four historical events.

Description of the assignment: Create a timeline of US history. Select **60 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.

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 you well in terms of background information regardless of the grade level you teach.

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 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.

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: **Graphic Organizer of Four US History Events (one of two options)**

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 explore four signification events in-depth using an organizational structure that shows relationship among events in US history. Additionally, you can use the graphic organizers as planning documents for teaching US history in an upper elementary or middle school classroom. In the creation of four graphic organizers, you should look for **reoccurring themes/generalizations in history** and explore many more events than the four you finally select. In contrast, the timeline provides a survey of US history.

Description of the assignment: Create **four** graphic organizers of four significant events in US history. 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, select a graphic organizer that best shows the relationship of one aspect to another. Examples of graphic organizers can be "googled," and you will find a myriad of examples. Depending on the event, you may decide that different graphic organizers are needed to best show each of the events. This assignment will require significant research on each event to adequately demonstrate your understanding. Select at least four references for each event. The graphic organizers can be created "by hand" or on computer.

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, select events that will prepare you well in terms of background information regardless of the grade level you teach.

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

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 assignment.

Criteria for evaluation: The four graphic organizers are appropriate to the events researched; relationships of events reflect thoughtful analysis and understanding of the events. The graphic organizer is well organized and professionally presented. **The theme/generalization is described and clearly illustrated through the graphic organizer.**

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 one of the following events: WW II, Korean War, Vietnam War, Civil Rights Movement; Japanese Internment; becoming an American citizen. 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 should include photos or illustrations to support the narrative.
- Interview the person for the biography.
- Research the events that you want to highlight in the biography to contextualize the person's own 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. In a paragraph or two describe how this kind of student might benefit your future students.
    8. Bibliography
    9. About the Author 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."

Step 2: Select a topic from either your timeline assignment or one of the four history events assignments.

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.
(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.)

Step 4: Using the assessment rubric evaluate your performance on the CBA. Write a one-paragraph summary as to why you evaluated yourself as you did—in the self-evaluation paragraph be specific again writing this as though you were explaining it to your students. Include the rubric with your explanation.

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

Step 6: Submit all the materials including the CBA's cover page, rubric, PPT with notes printed, description of your learning.

Criteria for evaluation: The assignment is complete and includes all requested materials. 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 three 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 rapidly 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 select 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 support the timeline that you developed. Find *15 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 description of the site, provide a brief overview of content and explain its value to a US history topic.

Criteria for evaluation:
A thorough investigation and analysis of each Internet resource is provided including all information requested. Professionally presented.

Name of Assignment: **Review US History Curriculum (one of three options)**

Objectives:

- Demonstrative knowledge and understanding of US history taught at the elementary and middle school levels.
- 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: To become familiar with a textbook for teaching elementary/middle school US history. To increase your content knowledge of US history. To be able to critique a textbook—its strengths and weaknesses.

Description of the assignment: Obtain an elementary or middle school US history textbook with a copyright date no later than 1995. Read the textbook and use the following questions to evaluate the textbook. Limit your response to no more than four pages.

1. What is the title of the text and what is the copyright date?
2. Who are the authors and what are their qualifications?
3. Does the textbook include primary documents throughout the text? Do the documents contribute to understanding the events described in the text?
4. Does the textbook portray women, girls, ethnic minorities, and the disabled in positive ways, and are they integrated into the text materials and not just "add ons"?
5. Are atlases, glossaries, indexes, pictures, charts, maps and graphs included? Are they appropriate to the content?
6. Did you identify any conflicting information or inaccuracies in content presented?
7. Is the text interesting to read? Why or why not?
8. Do you think students would be interested in reading this textbook? Why or why not?
9. Does the text present a "cibbles and bits" approach to information or does it support the reader's ability to identify themes/generalizations from reading the textbook?
10. How well does this textbook support Washington's Essential Academic Learning Requirements for US history? Explain.
11. Other comments.

Criteria for evaluation: Each question was concisely answered and demonstrated careful analysis of the textbook. The responses were thoughtful, insightful, and demonstrated a careful reading of the textbook.

Name of Assignment: **Review children's literature (one of three 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 books, each from a different time period and read the books. A list of books is provided below, but you may also search for books on the Internet under the topic of "Notable Children's Books." These books have been reviewed by educators for suitability for the classroom. If you choose this option, be sure the books selected address one of the historical topics in the chart that follows. 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.

UPPER ELEMENTARY AND MIDDLE SCHOOL BOOK LIST

Early Colonial	Revolutionary War
Between Two Worlds by Candice Ransome Calico Captive by Elizabeth George Speare The Double Life of Pocohontas by Jean Fritz Guests by Michael Dorris I Am Regina by Sally Keehn Indian Captive by Lois Lenski Morning Girl by Michael Dorris Sign of the Beaver by Elizabeth George Speare Trouble's Daughter by Katherine Kirkpatrick Amos Fortune, Free Man by Elizabeth Yates Jump Ship to Freedom by James Lincoln Collier and Christopher Collier My Name is Not Angelica by Scott O'Dell Slave Dancer by Paula Fox	The Arrow over the Door by Joseph Bruchac Buttons for General Washington by Peter Roop and Connie Roop The Fighting Ground by Avi George Washington's Socks by Elvira Woodruff The Hollow Tree by Janet Lunn My Brother Sam is Dead by James Lincoln Collier and Christopher Collier The Poison Place by Mary Lyons Sarah Bishop by Scott O'Dell War Comes to Willy Freeman by James Lincoln Collier and Christopher Collier Who Comes with Cannons? by Patricia Beatty Cast Two Shadows by Ann Rinaldi Mine Eyes Have Seen by Ann Rinaldi
Westward Expansion (Multiple Perspectives)	**Slavery and the American Civil War**
Adaline Falling Star by Mary Pope Osborne The Birchbark House by Louise Erdrich Black-Eyed Susan by Jennifer Armstrong Bound for Oregon by Jean Van Leeuwen The Cabin Faced West by Jean Fritz Caddie Woodlawn by Carol Ryrie Brink Calico Bush by Rachael Field The Captain's Dog by Roland Smith Daughter of Suqua by Diane Johnston Hamm Fortune's Journey by Bruce Coville The Gentleman Outlaw and MeóEli by Mary Downing Hahn Jericho's Journey by G. Clifton Wisler The Journey Home by Isabelle Holland The Legend of Jimmy Spoon by Kristiana Gregory The Life and Death of Crazy Horse by Russell Freedman Little Farm in the Ozarks by Roger Lea McBride Little House on the Prairie by Laura Ingalls Wilder (series) My Daniel by Pam Conrad Prairie Song by Pam Conrad Sarah, Plain and Tall by Patricia MacLaughlin Save Queen of Sheba by Louise Moeri Sing Down the Moon by Scott O'Dell Shooting Star by Sheila Solomon Klass Skylark by Patricia MacLaughlin The Story of Laura Ingalls Wilder, Pioneer Girl by Megan Stine Stream to the River, River to the Sea by Scott O'Dell Thunder Rolling in the Mountains by Scott O'Dell and Elizabeth Hall Ticket to Curlew by Celia Barker Lottridge Weasel by Cynthia DeFelice Wings to Fly by Celia Barker Lottridge	More Than Anything Else by Marie Bradby Across Five Aprils by Irene Hunt Anthony Burns: The Defeat and Triumph of a Fugitive Slave by Virginia Hamilton Brady by Jean Fritz Bright Freedom's Song by Gloria Houston Bull Run by Paul Fleishman Changes for Addie by Connie Parker (series) Charlie Skedaddle by Patricia Beatty A Dangerous Promise by Joan Lowery Nixon (series) The Drummer Boy of Vicksburg by G. Clifton Wisler Forty Acres and Maybe a Mule by Harriette Gillem Robinet Gentle Annie by Mary Francis Shura A Girl Called Boy by Belinda Hermence Harriet Beecher Stowe and the Beecher Preachers by Jean Fritz I Thought My Soul Would Rise and Fly: The Diary of Patsy, a Freed Girl by Joyce Hansen Jayhawker by Patricia Beatty Just a Few Words, Mr. Lincoln by Jean Fritz Mr. Lincoln's Drummer by G. Clifton Wisler No Man's Land: A Young Soldier's Story by Susan Campbell Bartoletti Out from this Place by Joyce Hansen Red Cap by G. Clifton Wisler Shades of Gray by Carolyn Reeder Steal Away by Jennifer Armstrong Stealing Freedom by Elisa Lynn Carbone Turn Homeward, Hannalee by Patricia Beatty "Wanted Dead or Alive": The True Story of Harriet Tubman by A. McGovern Which Way Freedom? by Joyce Hansen Who Is Carrie? by James Lincoln Collier and Christopher Collier Brady by Jean Fritz

	Bull Run by Paul Fleishman Cezanne Pinto by Mary Stolz The Forgotten Heroes by Clinton Cox Letters from a Slave Girl by Mary Lyons The Long Road to Gettysburg by Jim Murphy Rebels against Slavery by Patricia McKissack and Fredrick McKissack A Separate Battle by Ina Chang An Acquaintance with Darkness by Ann Rinaldi The Boys' War: Confederate and Union Soldiers Talk about the War by Jim Murphy Moon Over Tennessee: A Boy's Civil War Journal by Craig Crist-Evans Nightjohn by Gary Paulsen The Root Cellar by Janet Lunn Sarny: A Life Remembered by Gary Paulsen Soldier's Heart by Gary Paulsen To Be a Slave by Julius Lester Undying Glory by Clinton Cox With Every Drop of Blood by James Lincoln Collier and Christopher Collier
Immigration and New Beginnings	**Gold Rush**
Call Me Ruth by Marilyn Sachs Immigrant Kids by Russell Freedman Land of Hope by Joan Lowery Nixon (series) Letters from Rifka by Karen Hesse A Long Way to a New Land by Joan Sandin The Orphan of Ellis Island by Elvira Woodruff A Place Not Home by Eva Wiseman Shannon by Kathleen Kudlinski (series) Where Did Your Family Come From? by Melvin and Gilda Berger Beyond the Western Sea by Avi Dragon's Gate by Laurence Yep Dragonwings by Laurence Yep	Alice Rose and Sam by Kathryn Lasky The Ballad of Lucy Whipple by Karen Cushman The Bite of the Gold Bug by Barthe DeClements Bonanza Girl by Patricia Beatty Down the Yukon by Will Hobbs Dragon's Gate by Laurence Yep Dragonwings by Laurence Yep Gold Rush Women by Claire Rudolf Murphy and Jane Haigh Tales from Gold Mountain by Paul Yee Yukon Gold: The Story of the Klondike Gold Rush by Charlotte Foltz Jones Jason's Gold by Will Hobbs
Turn of the Century	**Great Depression**
Earthquake! A Story of Old San Francisco by Kathleen Kudlinski Earthquake at Dawn by Kristiana Gregory Growing Up in Coal Country by Susan Campbell Bartoletti Home Child by Barbara Haworth-Attard I Am Lavina Cumming by Susan Lowell Preacher's Boy by Katherine Paterson Promise Song by Linda Holeman S.O.S. Titanic by Eve Bunting Star in the Storm by Joan Hiatt Harlow Starfisher by Laurence Yep Nell's Quilt by Susan Terris The Ornament Tree by Jean Thesman The Tree of Bells by Jean Thesman	Breakaway by Paul Yee The Friendship by Mildred Taylor Jar of Dreams by Yoshiko Uchida Let the Circle Be Unbroken by Mildred Taylor Mississippi Bridge by Mildred Taylor Oh Those Harper Girls by Kathleen Karr Potato: A Tale of the Great Depression by Kate Lied Purely Rosie Pearl by Patricia Cochrane The Bamboo Flute by Gary Disher The Barn Burner by Patricia Willis Bud, Not Buddy by Christopher Paul Curtis Children of the Dustbowl by Jerry Stanley Dave at Night by Gail Carson Levine Francie by Karen English Hiding Mr. McNulty by Bernice Rabe A Jar of Dreams by Yoshiko Uchida Let the Circle Be Unbroken by Mildred Taylor Nowhere to Call Home by Cynthia DeFelice Roll of Thunder, Hear My Cry by Mildred Taylor Song of the Trees by Mildred Taylor Summer of the Mad Monk by Cora Taylor

	Hiding Mr. McNulty by Bernice Rabe Out of the Dust by Karen Hesse Road to Memphis by Mildred Taylor
World War II	**Japanese Internment**
Bat 6 by Virginia Euwer Wolff Behind the Bedroom Wall by Laura Williams Cassandra: Live at Carnegie Hall by Nancy Hopper The Cay by Theodore Taylor The Champion by Maurice Gee Foster's War by Carolyn Reeder Harper and Moon by Ramon Royal Ross In the Line of Fire: Eight Women War Spies by George Sullivan Lily's Crossing by Patricia Reilly Giff Risk 'n Roses by Jan Slepian The Sky is Falling by Kit Pearson Snow Treasure by Marie McSwigan Spying on Miss Muller by Eve Bunting Stepping on the Cracks by Mary Downing Hahn Timothy of the Cay by Theodore Taylor When the Soldiers Were Gone by Vera W. Propp Who Was That Masked Man, Anyway? by Avi Briar Rose by Jane Yolen Good Night, Mr. Tom by Michelle Magorian Halinka by Mirjam Pressler Paper Faces by Rachel Anderson	Children of the Relocation Camps by Catherine Welch The Children of Topaz by Michael O. Tunnell and George W. Chilcoat The Eternal Spring of Mr. Ito by Sheila Garrigue Farewell to Manizar by Jeanne Wakatsuki and James Houston I Am an American by Jerry Stanley The Invisible Thread by Yoshiko Uchida The Journal of Ben Uchida: Citizen 13559 Mirror Lake Internment Camp by Barry Denenberg Journey Home by Yoshiko Uchida Journey to Topaz by Yoshiko Uchida The Moved-Outers by Florence Crannell Means Naomi's Road by Joy Kogana Nim and the War Effort by Milly Lee Under the Blood Red Sun by Graham Salisbury
Civil Rights Movement	**Women's Rights Movement**
The Gold Cadillac by Mildred Taylor Rosa Parks: My Story by Rosa Parks and Jim Haskins The Day Martin Luther King Jr. Was Shot by Jim Haskins Freedom's Children by Ellen Levine Freedom Riders by James Haskins I Have a Dream by Margaret Davidson Just Like Martin by Ossie Davis Listening for Leroy by Betsy Hearne The March on Washington by Jim Haskins Marching to Freedom by Joyce Milton The Watsons Go to Birminghamó1963 by Christopher Paul Curtis Witnesses to Freedom by Belinda Rochelle Kinship by Trudy Krisher Leon's Story by Leon Tillage Malcolm X: By Any Means Necessary by Walter Dean Myers Spite Fences by Trudy Krisher White Lilacs by Carolyn Meyer	The Day Women Got the Vote by George Sullivan A Long Way to Go by Zibby Oneal Radical Red by James Duffy So, You Want Women to Vote, Lizzie Stanton? by Jean Fritz

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EPDSS 903 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 **or** graphic organizer (weight of 4)
- ☐ Biography (weight of 4)
- ☐ CBA Assignment (weight of 2)
- ☐ WEB review **or** Review of US history textbook **or** Review children's literature (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.