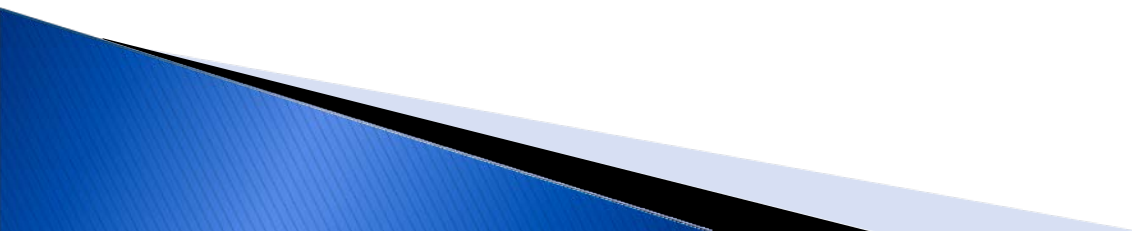
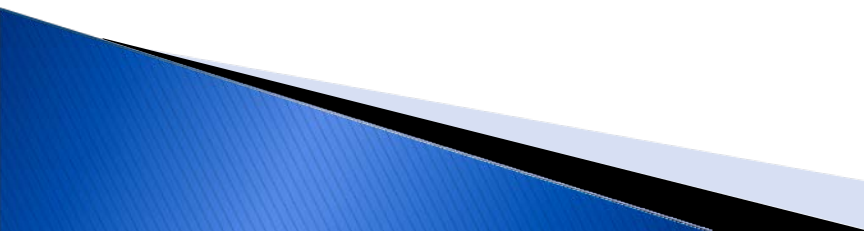


Teaching American History In South Carolina Portfolio Assignment



Course Requirements	Points	Percentage of Grade
Completed Portfolio Assignment (final version due February 18, 2011) <ul style="list-style-type: none"> • One Original Lesson (30) – includes historical essay on topic • Workshop Project <u>OR</u> Cultural Institution Project (10) • Summary Essay (10) 	50	50%
Book Discussions (Essays for <i>Founding Brothers</i> and <i>Plessy v. Ferguson</i>)	20	20%
Lesson outline due on Day 10 of summer institute (June 25, 2010)	10	10%
Participate fully in all summer sessions, which includes daily feedback form and idea sheet (one point per day).	10	10%
Attend fall meeting. (Oct 12, 2010) and midyear retreat (February 18–19, 2010)	10	10%
Final Grade (3 hours graduate credit in Spring 2011)	100	100 %

Benchmarks

- ▶ Outlines of lesson plan due on Day 10 of the summer institute.
 - ▶ A rough draft of the lesson and choice of options due at fall meeting (October 2010).
 - ▶ Teach the lesson by Midyear Retreat (February 18–19, 2011).
 - ▶ Complete the portfolio (lesson plan, student work, background essay, summary essay, POW/WOW) by Midyear Retreat. Submit both an electronic copy and hardcopy.
- 

TAHSC Portfolio Grading Rubric (30%)

Lesson Plan and POW-WOW-Content

5	2	0	Total Points
Demonstrates comprehensive knowledge of historical content, especially in Historical Background Essay.	Demonstrates some knowledge of historical content, especially in Historical Background Essay.	Fails to demonstrate adequate knowledge of historical content, or Historical Background Essay is missing.	
Demonstrates collaboration with cultural institutions by incorporating primary sources from the institute or field trip.	Demonstrates limited collaboration with cultural institutions, or does not incorporate primary sources from the institute or field trip.	No evidence of collaboration with cultural institutions.	
Uses and clearly identifies S.C. primary sources in the lesson. S.C. sources were not exclusively from Internet.	Uses S.C. primary source(s) exclusively from the Internet.	No evidence of S.C. primary sources.	
Involves methods that encourage high-level thinking skills (analysis, evaluation, creation) & active student involvement.	Involves teaching methods that lack either high-level thinking skills and/or active student involvement.	Involves teaching methods that lack both high-level thinking skills and active student involvement. (Strictly lecturing, for example.)	

Lesson Plan – Format

4	2	0	Total Points
Lesson follows TAHSC lesson format. Historical Background Essay is double-spaced and at least two pages. Sources are cited correctly. Virtually no errors in spelling and punctuation.	Lesson somewhat follows TAHSC lesson format. Historical Background Essay is not double-spaced, or is less than two pages. Some distracting errors in spelling or punctuation.	Lesson does not follow TAHSC lesson format. Historical Background Essay is missing, or errors in spelling and punctuation make the writing difficult to read.	

Summary Reflection – Content (10%)

4	2	0	Total Points
Discusses specific ways the Master Scholar's content instruction, the cultural institutions, and the Master Teacher's teaching methods improved classroom teacher's content knowledge and pedagogy.	Does not discuss how all the following improved content knowledge and pedagogy: Master Scholar's content instruction, cultural institutions, and Master Teacher's teaching methods.	Does not discuss how any of the following improved content knowledge and pedagogy: Master Scholar's content instruction, cultural institutions, and Master Teacher's teaching methods.	
Discusses the strengths and weaknesses of the lesson taught and how it could be improved. Cites examples from student work and includes copies in the portfolio.	Missing one or more of the following: Discusses strengths and weaknesses of the lesson and how it could be improved; cites examples from student work; includes copies in portfolio.	Does not discuss the strengths and weaknesses of the lesson taught and how it could be improved. Does not cite examples from student work or include copies in the portfolio.	
Discusses specific areas in the teacher's understanding and teaching of history that could use future improvement.	Discusses areas in the teacher's understanding and teaching of history, but does not explain how those areas could use improvement.	Does not discuss areas in the teacher's understanding and teaching of history.	

Summary Reflection – Format

4	2	0	Total Points
Three to four pages double-spaced; organized and fluent; virtually no grammatical or spelling errors.	Less than three pages double-spaced; lacks organization and fluency; some distracting errors in grammar and spelling.	Unreadable or missing.	

POW: Cultural Institution Partnership Option (10%)

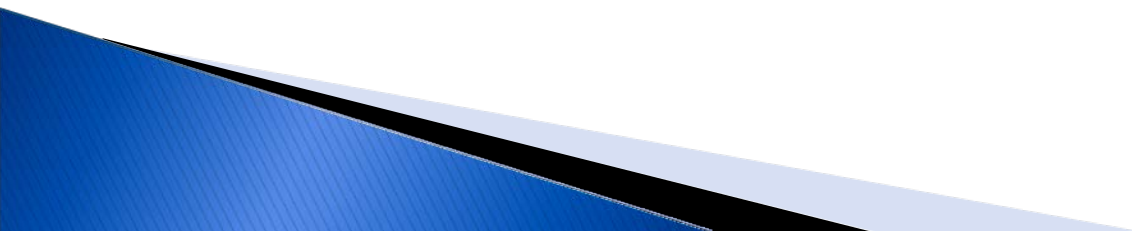
2	1	0	Total Points
Essay addresses all of the specified topics according to TAHSC Professional Development Workshop.	Essay somewhat addresses the specified topics according to TAHSC.	Essay does not address any of the specified topics.	
Essay is three to five pages double-spaced; organized and fluent; virtually no grammatical or spelling errors.	Less than three pages double-spaced; lacks organization and fluency; some distracting errors in grammar and spelling.	Unreadable or missing.	
Uses and clearly identifies primary sources and were not exclusively from Internet.	Uses primary source(s) with some from Internet.	No evidence of primary sources.	
WOW follows TAHSC Professional Development Workshop format. All materials are present: organizer worksheet, essay (3-5 pages), outline, evaluations, copies of presentation materials etc.	WOW somewhat follows TAHSC format. Some of the materials are missing.	WOW does not follow TAHSC format.	

WOW: Professional Development Workshop Option (10%)

2	1	0	Total Points
Essay addresses all of the specified topics according to TAHSC Cultural Institution Partnership format.	Essay somewhat addresses the specified topics according to TAHSC.	Essay does not address any of the specified topics.	
Essay is three to five pages double-spaced; organized and fluent; virtually no grammatical or spelling errors.	Less than three pages double-spaced; lacks organization and fluency; some distracting errors in grammar and spelling.	Unreadable or missing.	
POW follows TAHSC Cultural Institution Partnership format. All materials are present: Organizer Worksheet, outline, essay (3-5 pages), evaluation forms, copies of handout or primary sources used (optional).	POW somewhat follows TAHSC format. Some of the materials are missing.	POW does not follow TAHSC format.	
POW demonstrates a working relationship between partnering cultural institution and teacher via an activity or project.	POW somewhat demonstrates a working relationship between partnering cultural institution and teacher.	POW does not show a working relationship.	

Portfolio Assignment

Directions (worth 50% of overall class grade)

- ▶ One original lesson with student work (30%)
 - ▶ Partnership with cultural institution (10%) OR
 - ▶ A Professional Development Workshop on teaching methods or lesson planning utilizing primary source materials
 - ▶ Summary Reflective Essay (10%)
 - ▶ Must be submitted in that order
- 

Lesson Format

Lesson Name:

- ▶ Try to think of a catchy title, since your lesson may be added to the website.
- ▶ Using a quote from one of your sources is a good strategy.
 - Where Do We Go From Here?
 - No Stars for Me, Please
 - A Costly Prosperity


Content Standard

- ▶ Write the standard(s), indicator, and literacy elements that connect to your lesson.
- ▶ The best lessons will focus on one or two standards

Essential Questions

- ▶ Write at least two essential questions that you will explore through this lesson.
- ▶ “Why” and “how” questions are best.
- ▶ Essential Questions should be clear and concise.
- ▶ What is your teaching objective?
- ▶ Write the objective as a question.
- ▶ Make sure your students use primary sources to help answer your essential questions.
- ▶ A good essential question is designed to generate interesting inquiries and is the principle component of designing inquiry-based learning

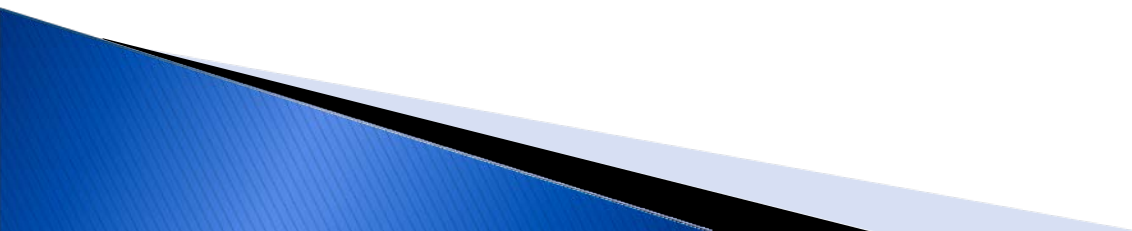
Essential Questions

- ▶ How did life change in South Carolina during Reconstruction?
 - How did the Freedmen's Bureau improve life for African Americans in South Carolina?
 - ▶ How did WWI impact South Carolina?
 - What roles did women in South Carolina play in the armed forces during World War II?
 - What recruiting efforts motivated women to serve their country?
 - ▶ In what ways did the 1920s show that America was changing?
 - In what ways does the increased popularity of the KKK in South Carolina reflect the lack of tolerance prevalent in the US during the 1920s?
- 

Well Stated Essential Questions

- ▶ What was Robert Small's role as legislator in South Carolina during Reconstruction?
- ▶ How did his efforts lead to the founding of the Republican Party in South Carolina?
- ▶ How does John Gary Evan's, South Carolina's Governor from 1895–1897, attitude about race reflect the complexity of race relations in South Carolina during this time period?
- ▶ How and why did the task system help in the production of rice?
- ▶ How did South Carolina plantation owners justify their use of enslaved Africans?
- ▶ What was the importance of rice in the development of South Carolina in the early 1700s?
- ▶ How did railroads influence economic growth in the Pee Dee in the 1880s and 1890s?
- ▶ What was Charles Westfield Coker's (1879–1931) role as an industrialist in South Carolina?
- ▶ How did his commitment to civic work and social welfare lead to reforms in public health, education and transportation in the South Carolina?

Now you need to ask some basic questions in order to possibly revise it. These will also assist in generating lessons to lead students toward the answer.

1. What should the student have learned prior to the lesson?
 2. What will the student need to know in order to answer the question?
 3. What strategies will actively engage the student as they work toward the answer?
 4. How will you know that the students are learning the information?
 5. How will the students demonstrate their final answer to the question?
- 


Lesson Format

- ▶ Create standards-based performance assessment that includes rubrics or traditional multiple choice tests.
- ▶ Lessons should encourage critical thinking skills!
- ▶ Write a step-by-step instructions for teaching the lesson.
- ▶ Write your procedure like you're writing a recipe for your favorite meal.
- ▶ Include pacing information.
- ▶ Be as specific as possible in order to enable other teachers to replicate your lesson.

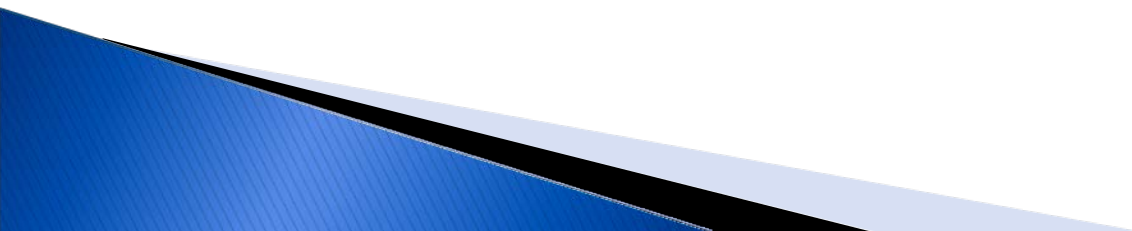
Assessment

Procedures

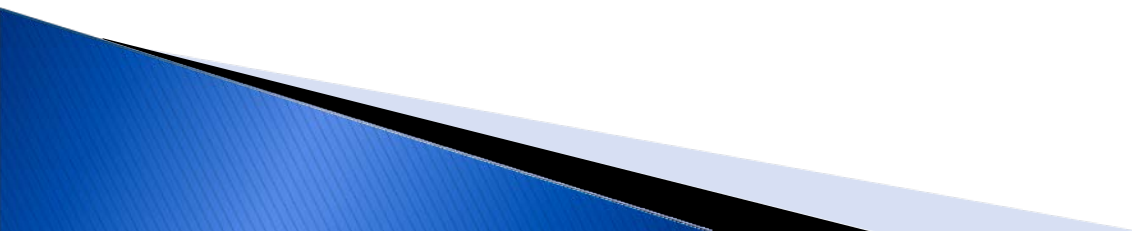
Historical Background

- ▶ Write a brief description of the historical content you are teaching
 - ▶ It must be at least 2 typed pages, double spaced, 12 pt. font Times New Roman
 - ▶ Most importantly, it must be written in your own words.
 - ▶ Include parenthetical citations for the sources you use in writing your essay.
 - ▶ The background essay **MUST** answer your essential question
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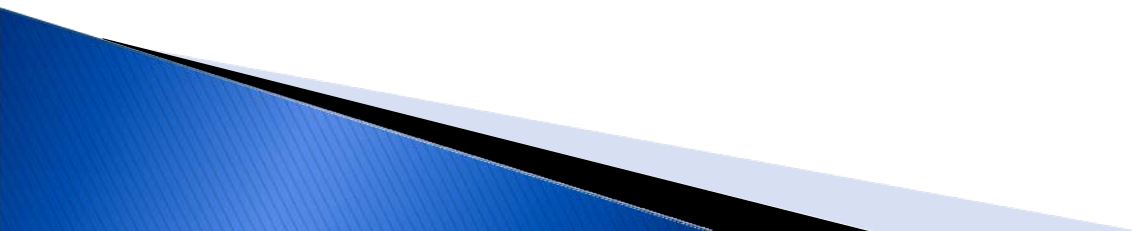
Summary Reflective Essay

- ▶ In this part of the portfolio, you will reflect on your professional growth
 - ▶ Your reflection should be about 3–5 double spaced pages.
 - ▶ Cite specific examples from your teacher-created lesson and student work of how TAHSC influenced your teaching.
- 

Summary Reflecting Essay: Questions to Consider

- ▶ When reflecting consider the following questions:
 - How did content instruction improve your teaching?
 - How did methods instruction improve your teaching?
 - How did cultural institution collaboration improve your teaching?
 - How could the lesson be improved? What would you do differently when you teach the lesson in the future?
 - What evidence from student work illustrates effective instruction?
 - Discuss areas for future growth
- 

How did content instruction improve your teaching?

- ▶ Professionally, I feel that I benefited a great deal from this experience. I had an opportunity to increase my content knowledge of United States history and thus enhance student learning in my classroom. I thought Kevin's lectures were exciting and very informative. I especially improved my knowledge on Reconstruction! I was able to take the content I learned on Reconstruction and develop some excellent activities.
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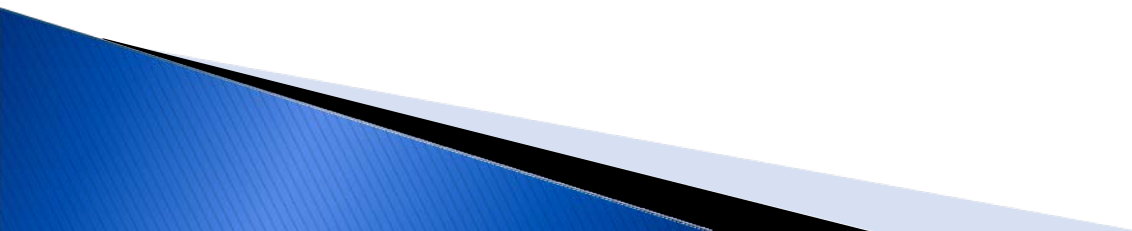
How did methods instruction improve your teaching?

- ▶ It was interesting and entertaining to end each session with a Master Teacher lesson. A gifted teacher, Mike reflected the joy and enthusiasm good teachers bring to and draw from the classroom. With his focus on the students, he showed how to fuel their interest in and curiosity about history. His CAPS framework offered a useful structure for classroom analysis and discussion of primary documents. The acronym has been a help to my AP students, especially when they must tackle primary documents quickly and efficiently, as when they write a DBQ. His presentation on oral history projects was refreshing. I've used a similar assignment over the years, and I've found that students enjoy learning history from a personal angle and are eager to share and discuss what they've learned. But the finest thing that I learned from Mike, the thing I took away from the course and have used repeatedly, is his question, "So what are you going to do?" ...

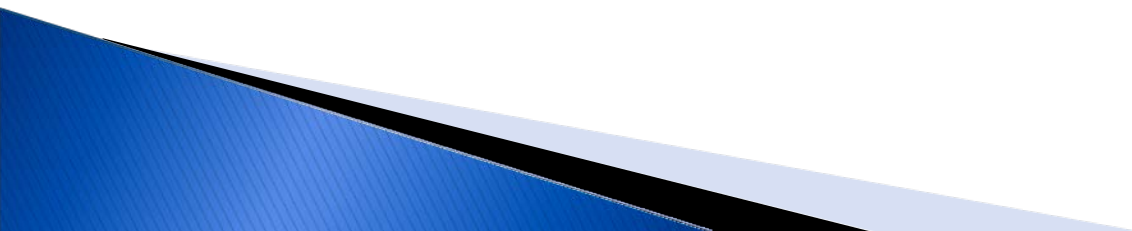
How did cultural institution collaboration improve your teaching?

- ▶ The most enjoyable and beneficial aspect of Teaching American History in South Carolina (TAHSC henceforth) was the opportunity to visit sites of historic interest and significance in the Charleston area. While I have lived here for more than thirty years, I had never had a tour of Drayton Hall, visited *The Yorktown* or Ft. Moultrie, been to the SC Historical Society, or done research at The Avery Institute. Moreover, it was a pleasure to re-familiarize myself with The Charleston Museum and The Gibbes Museum of Art. At each location, professional staff members exuded enthusiasm for their work and were eager to help TAHSC students in any endeavor.
- ▶ At the high school level, class excursions are rare; but I am an advocate of students taking “independent field trips”, and I’ve encouraged them to visit many of institutions we saw this summer. The institutions that offer the most interesting resources for my 11th grade students are The Charleston Museum, Drayton Hall, *The Yorktown*, Ft. Moultrie, and to a lesser degree, The Gibbes Museum. Each of these has valuable historic items or exhibits that energize a study of American history. Students especially would enjoy the decade displays exhibited at The Charleston Museum over the past year, offering a window to the costumes and customs of their forebears. Although not open to ordinary museum patrons, the behind-the-scenes look at the museum collections was fascinating to me, particularly the old clothes, toys, and a beautiful old grandfather clock cabinet. Students’ study of World War II would be enhanced by a visit to *The Yorktown*, especially if it were led by one of the knowledgeable volunteers at the naval museum, many of whom are veterans. The architectural detail of Drayton Hall intrigued me, as I believe it would those studying our colonial past. The house does not suffer from its lack of furniture and appointments; rather, its bare rooms magnify its inherent beauty.
- ▶ As a teacher, I benefited from exposure to the resources at both The SC Historical Society and The Avery Institute, especially the latter from which I drew research materials for my lesson plans. I had never used the resources at either institution because I mistakenly believed that The SC Historical Society was open to members only; and I did not realize that The Avery Institute was available to researchers outside of The College of Charleston system. Of the two, I found The Avery Institute to be more user-friendly, but perhaps that is partly because we visited The SC Historical Society early in the course before I had identified a subject for my lesson plans.

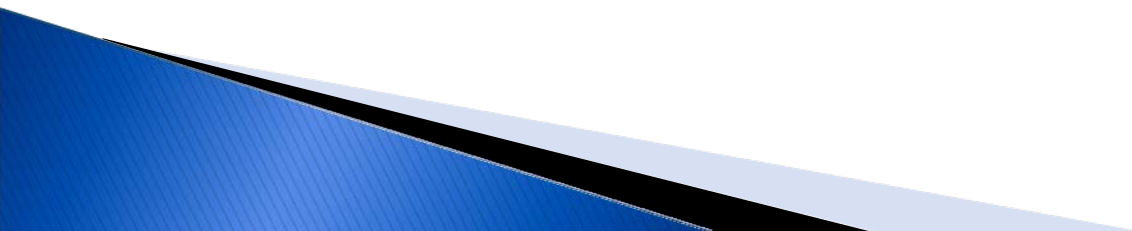
How could the lesson be improved?

- ▶ This lesson went fairly well. The students seemed to really get into it after they got over feeling like it was too hard. The summary sheet really helped them make more concise points and understand the main points of the primary documents.
 - ▶ The thing that I would change about this lesson is that I would try to find actual letters that may have been written to King George from South Carolina colonists. I think that this would give the students a deeper understanding of what the colonists were thinking and feeling, and it would also give them an example of what to write or how to approach the topic.
 - ▶ I would also try to find some accounts of speeches given by members of Parliament about the colonists' actions, even if I could not find actual speeches. Again, I feel that this would give the students an idea of where to start from if they chose that topic, and I think that it would give them a better understanding of Britain's point of view because most books and other sources of information focus on the wrong done to the colonists. Overall, the lesson went well.
- 

How could the lesson be improved?

- ▶ Several parts of the lesson did not turn out as expected. Normally directions for all student activities are typed on a handout or projected at the front of the classroom on the screen. This avoids a continual repetition of the directions throughout the student activity. For this lesson, the directions were administered orally with several examples from the classroom discussion included as models. Students did not appear to work well without concrete directions in front of them. Valuable classroom time was wasted with a continual repetition of the directions for the journal activity. Students ended up completing the assignment for homework since additional time was needed to clarify the assignment.
- 


Where to begin?

- ▶ Start with a major secondary source like Walter Edgar's *South Carolina* or another of the books listed in the TAHSC notebook's bibliography.
 - ▶ You must use at least two secondary sources that cover your subject at length. Please keep internet options to a minimum.
 - ▶ The course textbook is fine, but history books devoted to your topic are most desired. These sources are for your reading, not your students.
 - ▶ The best sources are typically printed by universities such as USC Press, Oxford University Press, etc..
 - ▶ The staff at any of the cultural institutions will also make suggestions.
 - ▶ Use the index and citations to locate more specific books written on your topic.
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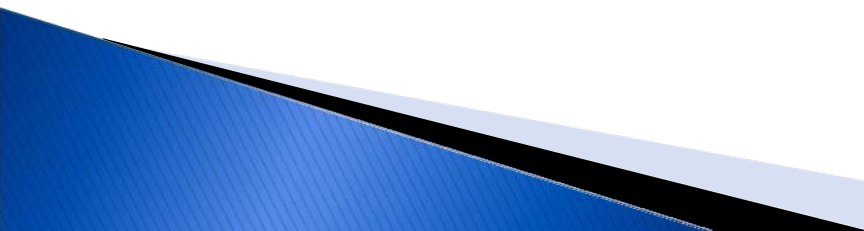
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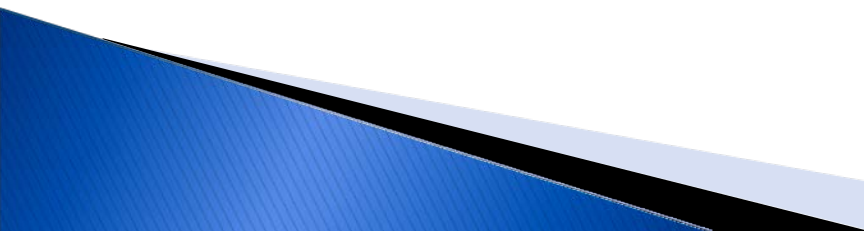
- ▶ Go to those books' citations to find specific primary sources.
- ▶ Often they will even tell you what cultural institution the author used to find that primary source. The sources that come from the local cultural institutions are best.
- ▶ Your lesson needs to incorporate a number of good primary sources, which are not limited to just documents. You must use at least one primary source.
- ▶ Digital pictures of artifacts that you might see at a cultural institution, maps, and art work are also considered primary sources.
- ▶ Your lesson should include SC primary sources from a SC cultural institution.
- ▶ Lessons should reflect teaching strategies discussed during the summer institute, particularly those that encourage higher-thinking skills among your students...Think outside of the box and be creative with the lesson.

Cultural Institution

- ▶ Your lesson must be created in collaboration with a South Carolina cultural institution.
 - ▶ The cultural institutions, along with TAHSC staff, will help you locate primary sources.
 - ▶ This is what the lesson handouts in your binder mean when they refer to “collaboration with a cultural institution.”
 - ▶ You will have an excellent opportunity to collaborate with the SC Archives, Darlington Historical Commission, Hartsville and Florence Museums, Cotton Museum and more.
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Cultural Partnership Option – POW

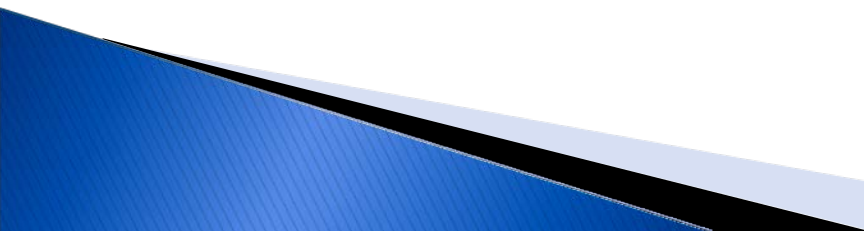
- ▶ You may elect to develop a partnership with a local cultural institution that promotes the use of primary source material or cultural institution in your classroom.
 - ▶ Invite a representative from your partnering institution to your classroom to conduct a presentation about their institution and the job(s) they perform.
 - ▶ Construct an activity that requires a working relationship between you and the partnering institution.
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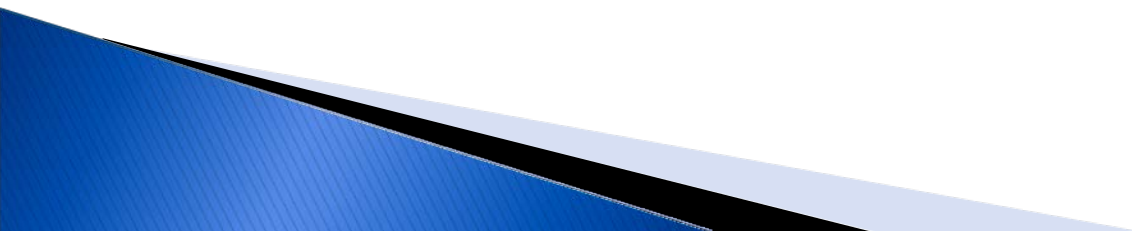
- ▶ A “Cultural Institution Partnership Organizer Worksheet” form must be completed and signed by a representative of the partnering cultural institution.
 - ▶ Any activities associated with the Cultural Institution Partnership must be completed before February 2011 and materials turned in to TAHSC by the time of the Midyear Retreat.
 - ▶ Along with the completed Partnership Organizer Worksheet, you must submit:
 - An outline for the project.
 - Copies of all materials that will be used.
 - Copies of any primary sources used with citations and a bibliography.
 - Evaluation form completed by a representative of the partnering Cultural Institute.
 - A double spaced 3–5 summary reflective essay
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Cultural Institution Partnership– POW

2	1	0	Total Points
Essay addresses all of the specified topics according to TAHSC Professional Development Workshop.	Essay somewhat addresses the specified topics according to TAHSC.	Essay does not address any of the specified topics.	
Essay is three to five pages double-spaced; organized and fluent; virtually no grammatical or spelling errors.	Less than three pages double-spaced; lacks organization and fluency; some distracting errors in grammar and spelling.	Unreadable or missing.	
Uses and clearly identifies primary sources and were not exclusively from Internet.	Uses primary source(s) with some from Internet.	No evidence of primary sources.	
WOW follows TAHSC Professional Development Workshop format. All materials are present: organizer worksheet, essay (3-5 pages), outline, evaluations, copies of presentation materials etc.	WOW somewhat follows TAHSC format. Some of the materials are missing.	WOW does not follow TAHSC format.	

Professional Development Workshop Option

- ▶ You may elect to conduct a teacher's workshop on teaching methods or lesson planning utilizing primary source materials.
 - ▶ The workshop may be held at your school, a teacher's conference, or as part of any professional development seminar.
 - ▶ Workshops must last at least 30 minutes and have at least four attendees, not including the presenter.
 - ▶ A "Workshop Organizer Worksheet" must be completed and signed by the participant's principal.
- 

- ▶ Workshop must be completed before and materials turned in to TAHSC by the time of the Midyear Retreat.
 - ▶ Along with the worksheet, you must submit
 - An outline of what is to be covered in the workshops.
 - Any presentation materials, such as Power points or handouts that will be used at the workshop.
 - Copies of any primary sources used.
 - Evaluation forms completed by attendees.
 - A double-spaced 3–5 summary essay.
- 

WOW: Professional Development Workshop Option (10%)

2	1	0	Total Points
Essay addresses all of the specified topics according to TAHSC Cultural Institution Partnership format.	Essay somewhat addresses the specified topics according to TAHSC.	Essay does not address any of the specified topics.	
Essay is three to five pages double-spaced; organized and fluent; virtually no grammatical or spelling errors.	Less than three pages double-spaced; lacks organization and fluency; some distracting errors in grammar and spelling.	Unreadable or missing.	
POW follows TAHSC Cultural Institution Partnership format. All materials are present: Organizer Worksheet, outline, essay (3-5 pages), evaluation forms, copies of handout or primary sources used (optional).	POW somewhat follows TAHSC format. Some of the materials are missing.	POW does not follow TAHSC format.	
POW demonstrates a working relationship between partnering cultural institution and teacher via an activity or project.	POW somewhat demonstrates a working relationship between partnering cultural institution and teacher.	POW does not show a working relationship.	