

Teaching American History: Improving Teaching Techniques and Knowledge

Algiers Charter Schools Association and Loyola University 2010 Spring & Summer Institutes for New Orleans Social Studies Teachers: Overview and Offerings

Through a Teaching American History (TAH) grant from the U.S. Department of Education, the Algiers Charter Schools Association (ACSA), in partnership with Loyola University, will provide advanced study opportunities for New Orleans area history teachers by offering two spring and three summer institutes. By participating in one of three TAH Summer Institutes teachers can enrich their knowledge of the subject matter and receive a \$1,500 stipend, 45 CLUs, 3 graduate credits in history and classroom materials. By participating in one of two TAH Spring Institutes teachers can receive a \$1,000 stipend, 45 CLUs, 3 graduate credits in history and classroom materials. All of the institutes are designed to meet the NAEP History Framework to assist teachers and their students to meet all state and national standards, including preparing for success on LEAP, GEE and iLEAP assessments.

Although the primary goal of the TAH grant is to encourage teachers to participate in additional courses during the summer to improve their history knowledge, ensuring that there is a strong connection between the TAH summer program and the classroom is an imperative focus. Participants will immerse themselves in rigorous and intellectually challenging seminars and readings led by respected Loyola University history professors and nationally prominent guest scholars. Additionally, the use of primary source documents will serve as a tie in to the school-year workshops which incorporate methods shared by Gilder Lehrman Institute of American History scholars. The Institutes will utilize the most current resources, as well as introduce participants to local cultural resources and archives. Teachers will leave the Institutes armed with renewed proficiency in American and Louisiana history, and with new strategies, materials and technology to help students better understand the central issues that shaped our nation and its people.

Objective

Through classroom discussions, readings, field trips and sharing resources (lesson plans, ideas, etc.), each teacher institute will provide teachers with intellectual stimulation and advanced knowledge of American and Louisiana history. While the careful study of American and Louisiana history is a key focus, all Institutes will spotlight how materials may be integrated into classroom lesson plans, focusing on making history lessons interesting to students.

Term: See below for exact dates/times.

Dates and Time: May - June 2010 (times vary by session- see course outline)

Stipend: \$1,000 (Spring) and \$1,500 (Summer) stipend, institute books and teaching material, upon completion of the institute with a passing final grade & punctual attendance at all sessions.

Eligibility: Applicants must teach Social Studies (with a primary focus on History) in either the Algiers Charter Schools Association (ACSA), New Orleans Public Schools (NOPS), Recovery School District (RSD) or other schools in Orleans Parish. Non-Orleans Parish history school teachers will also be considered if space is available. Teachers who attended prior LEH Teaching American History Institutes from 2004 thru 2009 may submit applications to attend an institute in the summer 2010 and will be given special consideration. Also, applicants must be eligible to be admitted in good standing to Loyola University New Orleans.

Application Requirement: New applicants must submit a short essay of interest (two paragraphs on a separate page) with a description of the applicant's academic background and how the institute will enhance the instructional abilities and help them become more effective teachers.

Academic Credit: Teachers will receive 45 CLUs and 3 graduate credit hours in history from Loyola University upon completing the institute satisfactorily.

Tuition & Benefits: Teachers will NOT pay tuition or fees. Loyola has waived its tuition of approximately \$2,100 for participating teachers. The ACSA TAH Grant will pay for university fees and textbooks.

- Enrollment:** Limited to 15 teachers (Spring) & 20 teachers (Summer) per Institute.
- Writing Requirement:** As assigned by professors and a cumulating lesson plan.
- Institute Location:** Loyola University New Orleans & Historic N.O. Collection (for some sessions – see below)
- Requirements:** Completed application form, letter of recommendation from your department head or principal, 2 references identified on the application and the essay of interest.
- Deadline:** April 6, 2010
- Contact:** Roch Weilbaecher - ACSA TAH Project Manager
3332 Huntlee Dr.
New Orleans, LA 70131
Phone: (504) 915-1839
joseph.weilbaecher@theacsa.org

You can also submit your application via a PDF file before the April 6th deadline. Online editable applications can be obtained on our TAH website: www.acsagltah.org

During the Spring/Summer 2010, the ACSA will offer the following institutes at Loyola University in May and June. See below for exact dates and times. The institute courses/sessions are outlined below:

The Idea of America: Liberty, Religion, Government, and Society - Dr. Mark Fernandez

(Mon–Fri. June 7th – 25th from 9am until noon)

This course will consider three fundamental ideas of contemporary American society: "liberty, religion, and government," and trace their impact on a changing American landscape from their European roots through colonial, early national, antebellum, postbellum, and modern iterations in order to provide a framework for understanding contemporary ideas of America. A central theme of the course will be to investigate how these ideas have influenced American society in different ways over the course of American history and how Americans have interpreted and reinterpreted those ideas. This session is geared mainly for high school teachers.

Literacy through Louisiana History – Dr. David Moore

(Mon. – Thur. June 7th – 24th from 9am until noon and some field trips)

How can a Louisianian not find the study of this state to be interesting? If any history course can be used to introduce our students to the value, importance, and fun of studying history, this would be it. Our subject is their neighborhood, city, and state. Some of the people we study might be connected to their families' histories. At the very least they can be made aware of the historical dramas that played out in the parts of New Orleans they might regularly walk through or visit. Indeed, their home turf is our laboratory. We will use both primary and secondary sources to create Louisiana History lessons from various time periods. This intense session, designed in part around research at The Historic New Orleans Collection, will require participants to produce a "textbook" of Louisiana literacy strategies as well as lessons that can be used in class on a daily basis. Each teacher will receive copies of all documents, CDs, and "textbooks" produced in this session. This session is geared toward teachers of Louisiana History.

America: Historical Perspectives using DBQs – Dr. Judith Hunt

(June 2nd and 3rd and Mon. – Thur. June 7th – 24th from 5:30 until 8:00)

This institute explores the cultural constructions in American history and examines the various ways that these constructs challenged, and continue to challenge, notions of democracy and equality. We will study the social, legal, political, and economic consequences of fundamental issues in American history. Through the use of Document Based Questions (DBQs), we will explore the evolution of American cultural constructions and the various ways that they have been both resisted and reinforced throughout the nation's turbulent history. The course will move both chronologically and thematically. Teachers will be expected to complete a DBQ project which presents various sources of a major historical movement.

U.S. Foreign Policy: Big Stick, Dollar, Missionary & Cold War Diplomacy – Dr. David Moore & GLI Scholars
(May 21, 24, 25, 26) from 9am until 4pm at both Historic N.O. Collection & Loyola – working lunch will be served at all sessions, teachers “on the clock” but excused from school will receive adjusted stipends)

This mini-session explores the planning, implementation, and results of American foreign policy during the 20th century. We will examine the social, legal, political, and economic consequences of U.S. foreign policy issues. Through the use of Document Based Questions (DBQs), we will explore the evolution of American foreign policy and the various ways that it has been both resisted and reinforced throughout the nation and the world. The course will move both chronologically and thematically. This course is recommended for high school level teachers and is limited to 15 participants.

Pops & Drops: The Roaring 20s, Great Depression & New Deal - Dr. Moore, Loyola & Dr. Flamm, Ohio Wesleyan
(May 27, 28, June 1, 2) from 9am until 4pm at the Historic N.O. Collection & Loyola – working lunch will be served)

The purpose of this mini-session is to explore a pivotal period in American history. The Roaring 20s was a decade that challenged the defined roles of society, led to a boom of artistic culture, and eventually drowned in the excesses of the consumer culture. The Great Depression was an extraordinary catastrophe that shattered the lives of millions and shook the economic and social foundations of the United States. It also led to the emergence of an extraordinary leader in Franklin Roosevelt, whose New Deal reshaped the modern state and transformed the political expectations of generations of Americans. This course is recommended for high school level teachers & limited to 15 participants.

ACSA Teaching American History 2010 Loyola Institutes for Social Studies/History Teachers Application Form

Name: _____

Home Address: _____

City: _____ Zip Code: _____

Home Phone: _____ Work Phone: _____

SSN: _____ Date of Birth: _____

Email: _____

Name of School & Telephone Number: _____

Please indicate your choice below. Remember, attendance at any institute is crucial so therefore choose an institute that will fit your schedule without any conflict. Teachers may indicate their first and second choices, if they are interested and available for more than one session. Although ALL grade level teachers are welcome at any session, (corresponding) grade levels for each session are listed as some content will be specific for certain grade levels.

___ The Idea of America: Liberty, Religion, Government, and Society (High School)

___ Literacy through Louisiana History (7th-8th or teachers of La. History)

___ America: Historical Perspectives using DBQs (Any/All Levels)

___ U.S. Foreign Policy: Big Stick, Dollar, Missionary & Cold War Diplomacy (Upper Middle & High School)

___ Pops & Drops: The Roaring 20s, Great Depression & New Deal (Upper Middle & High School)

Current history course and grade taught: _____

How many years have you taught American or Louisiana history: _____

History Courses you will teach in the coming school year: _____

Other Teaching Experience:

School	Dates	Courses Taught
_____	_____	_____
_____	_____	_____

Education background:

College	Degree	Field of Study	Graduation Date
_____	_____	_____	_____
_____	_____	_____	_____

Requirement: Please write a short essay (two paragraphs on a separate page), describing your academic background in Social Studies and stating why you wish to attend this Institute and how it will help you become a better teacher.

Please identify 2 references. One should be from the principal, assistant principal or department head at the school where you teach:

Name: _____

Title: _____

Phone: _____

Email: _____

I wish to participate in the 2010 Teaching American History Teacher Institute. I certify that I teach Social Studies/History in an ACSA, NOPS, RSD, a New Orleans charter school, or at (please list your school on the line provided _____). If I am accepted into the program, I agree to be punctual and attend all institute sessions, whether in class or fieldtrips (some of which may be held at times other than stated classroom hours as stated in institute syllabus). I also agree to present myself in a professional manner, complete reading assignments prior to class and perform all work required by the institute syllabus. I will actively participate in and create thorough lesson plans to share with my fellow colleagues. I understand that failure to comply with the above conditions will result in the forfeiture of academic credit and stipend. I also understand that I must complete all assigned work and receive a passing grade to receive the stated stipend and academic credit.

Applicant's Signature

Date

Submit complete application and other requested information by **April 6, 2010**, to:

Roch Weilbaecher - ACSA TAH Project Manager
3332 Huntlee Dr.
New Orleans, LA 70131
Phone: (504) 915-1839
joseph.weilbaecher@theacsa.org

The ACSA Loyola Teacher Institutes are made possible by grants from the U.S. Department of Education's Teaching American History program.