



**Your
Education
Ally.**

By Teachers,
For Teachers.

Course Syllabus

Name:

Date:

Today is a Great Day to Learn Something New!

Professional learning to meet your needs.

Engaging and applicable, ELEVATE courses are the core of Teaching Channel. We offer a variety of courses that meet the continuing education needs of teachers from across the country. Teaching Channel courses work perfectly for license renewal needs, working to move up through salary schedules, or for professional learning to support improved student outcomes. Teaching Channel provides continuing education graduate credit courses that have been approved and endorsed by regionally accredited colleges and universities from across the United States.



Current University Partners (See a current list of academic partners on our website)

Continuing Education courses are approved by our regionally accredited (HLC, NECHE, WSCUC, NWCCU) partners by review of syllabi, content, and coursework expectations. (Indicate anticipated university/college partner below, if applicable.)

Course Creation and Evaluation:

Courses are created and evaluated by educators with a master's degree or higher in an education-related field and five or more years of classroom experience in PreK-12th grade education. Course evaluators provide personalized, specific feedback for assignments and rubric-based grading aligned with best practices in professional education.

Spring Term

Registrations Accepted
July 16-March 15
Coursework Due*
April 15

Summer Term

Registrations Accepted
December 16-July 15
Coursework Due*
August 15

Fall Term

Registrations Accepted
March 16-October 22
Coursework Due*
November 15

*Or first business day after the 15th if due date falls on a weekend.

Coursework Details

The Rigor of Teaching Channel Graduate-Level Continuing Education Courses.

Professional Learning Model

Our research-based Professional Learning Model is used to design ELEVATE continuing education courses. The model includes five elements used to guide professional learning and to positively impact student outcomes:



Course Content

ELEVATE Courses are self-paced, and per standard practice in the field, each credit carries the equivalent of fifteen hours of content and coursework. Participants explore resources that include a solid balance of research and applicability. All courses feature video clips, research-based articles, and interactive elements to enhance and support learning. To receive credit, participants must complete the following requirements according to expectations outlined in our course rubric:

Response Questions: Connect new learning from course resources to current pedagogy.

Resource Review: Find resources related to the course topic to extend learning and solve problems of practice.

Applications: Complete a variety of assignments encouraging participants to implement new learning in their classrooms or schools.

Reflection: Write a reflection paper that activates critical thinking and inspires the transformation of future professional practice.

Course Name	Multiple Perspectives in U.S. Colonial History
Course Number	OL 5561
Course Credits	3 or Flex Credit

NOTE: This syllabus is an outline of the course requirements and is subject to change; the coursework will be completed and submitted in the online environment where you will have full access to a variety of media, links, and other online tools required to satisfactorily complete this course.

Course Description:

This course explores the concept of multiple perspectives, specifically those of Native Americans, African-Americans, and women, while teaching about U.S. Colonial History. You will evaluate different frameworks for historical analysis that incorporate diverse viewpoints and narratives, and develop an outline to educate colleagues, families, and/or administrators about the significance of multiperspectivity. Articulate strategies for revising your instruction to emphasize the interconnectedness between Native American history and U.S. Colonial History, to foster a more comprehensive understanding of these intertwined narratives. You will design an engaging activity centered around learning the perspective of African-Americans in U.S. Colonial history, promoting empathy, and nurturing a deeper appreciation for diverse experiences. Lastly, you'll create micro-goals to guide your teaching practice, focusing on the inclusion of multiple perspectives in teaching U.S. Colonial History. This course will provide ideas and resources to foster a more inclusive and holistic educational experience for all learners.

Course Objectives:

1. Use prompts about multiple perspectives in U.S. Colonial History to describe assumptions and insights of practitioners, researchers and self, including how the information relates to professional education practice and growth.
2. Develop an outline to teach colleagues, families, or administrators about multiperspectivity.
3. Collaborate with a colleague to discuss and select a framework for historical analysis.
4. Articulate ways to revise instruction to include more emphasis on the connection between Native American history and U.S. Colonial History.
5. Design an activity focused on learning the perspective of Africans in U.S. Colonial history.
6. Create a list of micro-goals focused on the inclusion of multiple perspectives in teaching about U.S. Colonial History.

Required Reading:

All articles and other resources are linked in the online environment, within their respective assignments.

All coursework is to be completed in the Teaching Channel online environment.

Knowledge Base:

Knowledge base, in part, is affirmed in the writing and research of these references:

(n.d.). Library of Congress: Home. Retrieved May 31, 2023, from <http://www.loc.gov>

(n.d.). National Archives | . Retrieved May 31, 2023, from <http://www.archives.gov>

Baptist, E. E. (2014). *The Half Has Never Been Told: Slavery and the Making of American Capitalism*. Basic Books.

Blackhawk, N. (2023). *The Rediscovery of America: Native Peoples and the Unmaking of U.S. History*. Yale University Press.

Hämäläinen, P. (2022). *Indigenous Continent: The Epic Contest for North America*. WW Norton.

Journell, W., Harris, L. M., Levy, S. A., & Sheppard, M. (Eds.). (2022). *Teaching Difficult Histories in Difficult Times: Stories of Practice*. Teachers College Press.

Kierner, C. A. (2023). *The Tory's Wife: A Woman and Her Family in Revolutionary America*. University of Virginia Press.

Stevenson, B. E. (2023). *What Sorrows Labour in My Parent's Breast? A History of the Enslaved Black Family*. Rowman & Littlefield Publishers.

Wood, B. (2005). *Slavery in Colonial America, 1619-1776*. Rowman & Littlefield Publishers.

Zinn, H. (2015). *A People's History of the United States*. HarperCollins.

All coursework is to be completed in the Teaching Channel online environment.

Teaching Channel Course Rubric

All course submissions must meet general graduate level standards through the use of correct grammar, spelling, and mechanics. Each paragraph should be clearly organized and include 5 sentences or more. If work does not meet the above criteria, it will be returned to the student for resubmission.

Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Statement of Intention and Awareness	The evaluator will only review the Statement of Intention and Awareness for a response to each prompt. If a student does not respond to each prompt, the Statement will be returned to the student for resubmission. The student's Statement of Intention and Awareness will be evaluated as part of the Reflection.		
Investigation: Read and Respond	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings. In at least half of the responses, the participant also makes inferences related to professional practice or supports answers with professional experiences.	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.

All coursework is to be completed in the Teaching Channel online environment.

Investigation: Resource Review Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Summary of Resource	Coursework summarizes the main ideas presented in the resource and includes at least one instance of critical analysis (i.e. asks questions, looks for gaps in information, disputes contradictions, etc.)	Coursework summarizes the main ideas presented in the resource.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Relation to Personal Assumptions or Course Content	Coursework provides more than one detailed example of how the resource supports or challenges personal assumptions and/or course content.	Coursework provides one example of how the resource supports or challenges personal assumptions and/or course content.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Impact on Professional Practice	Coursework provides more than one clear explanation of how the information in the resource could impact professional practice.	Coursework provides one explanation of how the information in the resource could impact professional practice.	

All coursework is to be completed in the Teaching Channel online environment.

Application Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Planning, Development and Execution	Coursework shows complete planning, development and/or execution of application, clear articulation of details and inclusion of polished required artifacts.	Coursework shows complete planning, development and/or execution of application and inclusion of required artifacts.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
	Coursework includes creative or innovative application of new knowledge and skills from course content to professional practice.	Coursework includes application of new knowledge and skills from course content to professional practice.	
Written Requirements	Coursework provides clear, logical, and organized responses to any writing prompts in the application. It also includes at least one detailed connection to course objectives, student learning goals or transformation of professional practice.	Coursework provides clear, logical, and organized responses to any writing prompts in the application.	

All coursework is to be completed in the Teaching Channel online environment.

Reflection Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
<p>Connection to Statement of Intention and Awareness</p>	<p>Coursework includes an evaluation of both learning goals articulated in the participant's Statement of Intention and Awareness from Module 1. Participant includes one future learning goal related to course content.</p>	<p>Coursework includes an evaluation of one of the learning goals articulated in the participant's Statement of Intention and Awareness from Module 1.</p>	<p>Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.</p>
<p>Summary of Learning</p>	<p>Coursework includes three or more detailed connections to specific assignments completed or course content viewed (assigned readings or videos).</p>	<p>Coursework includes two general connections to course content.</p>	
<p>Description of Positive Influence or Transformation</p>	<p>Coursework includes two or more specific ideas for changes in one's professional practice with timelines. OR Coursework includes two or more detailed action steps with timelines for positively impacting other stakeholders.</p>	<p>Coursework includes one general idea for changes in one's professional practice. OR Coursework includes one action step for positively impacting other stakeholders.</p>	

All coursework is to be completed in the Teaching Channel online environment.

Module 1

1. Tell us about yourself!

Before we begin with course content, write 1 sentence about yourself. You will be asked to include this background in each of the modules submitted for the course. This provides context for your responses and enables the course evaluator to respond with feedback tailored to your specific role in education. Here are three examples to guide you:

- I'm a 4th grade teacher and teach all subjects.
- I'm a middle school counselor.
- I'm out of the classroom on leave this year, but next year I'll be back teaching 9th grade science.

2. Statement of Intention and Awareness

At Teaching Channel, we want your learning to be purposeful and applicable to your professional practice. To do that, research says learners need to first identify their motivations and goals. Next, learners assess prior knowledge and previous experiences so they can create deeper connections to the course material.

Using the guidelines below, please address the following in your Statement of Intention and Awareness, in a total of two paragraphs, or more:

1. Share your motivation for learning how to teach students about U.S. Colonial History.
2. Summarize your previous knowledge or experience teaching students about U.S. Colonial History.
3. List your own two learning goals for the course.

In Module 1, your evaluator will review your Statement of Intention and Awareness to ensure it is complete. It will be graded within your Reflection Requirement in Module 3, where you'll revisit your Statement of Intention and Awareness to identify your growth and learning from the beginning of the course to the end.

Notes:

For the purpose of this course, we use resources focusing on the years (approximately) 1492 through 1763, as defined by the Library of Congress as "Colonial History."

3. Application: Multiple Perspectives

To begin, we need to understand what it means to teach U.S. history from multiple perspectives. Please take a look at this map of the world.

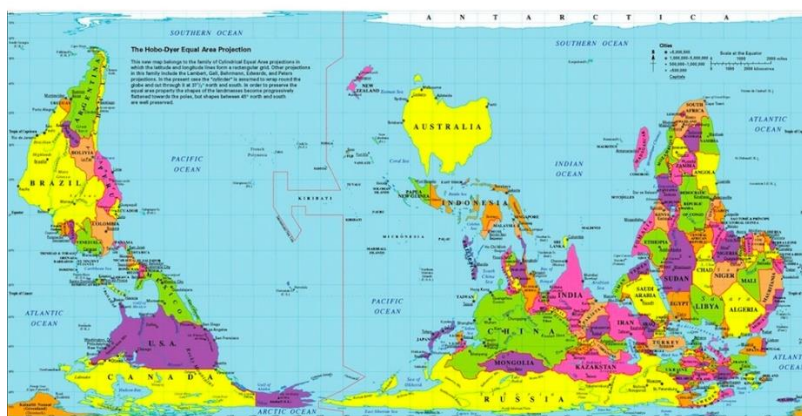


Image from [James Borrell.com](http://JamesBorrell.com). Learn more about perspectives in maps at "Five Maps That Will Change How You See the World," by Donald Houston, *The Conversation*

As you may have guessed, this is likely an Australian map, providing *their* perspective of how the world looks. It's not, "upside down," because there is no "upside down" on the planet (again, perspective). No one way is completely right, and many countries use a version of their map depicting the world *from their perspective*.

Multiple perspectives are like that. Events in history are remembered differently, depending on who you were, and what your story was. All versions are worthy of examination to get a fuller (and often more accurate) sense of a time period or event. History is not a uniform and collective story of the past; it is a diverse collection of histories that coexist and that may be interpreted in a multitude of ways.

To begin this application, please read, "Multiperspectivity: What is it, and Why Use it?" from Teaching History.org

Then, watch this video of Magdalena Gross from the University of Maryland on multiple perspectives: Why should students consider history from multiple perspectives?

Then, watch Emily Owens of Brown University discuss historical silence: What do historians mean when they talk about historical silences?

Now, please create an outline of a lesson to inform colleagues, families, and/or administrators about teaching with multiple perspectives.

Create an outline for a 15 minute or longer lesson. Include enough detail so a colleague could teach the lesson in your absence.

Please include the following when submitting your plan for this module:

- Goals and objectives
- Your audience (colleagues, families, administrators)
- Any active learning components or ideas to engage your audience
- Any hand-outs/assignments to support understanding
- Any additional information to ensure we understand the plan

All coursework is to be completed in the Teaching Channel online environment.

Please submit your plan with your Module submission. If sharing a link, be sure the share settings are set to, "anyone with the link can view."

4. Application: Historical Thinking

Analysis frameworks like Stanford's *Think Like a Historian* (and others) provide great structure in how students can work with primary and secondary resources, corroborate evidence, and understand the author's intention. Review the following to see examples of different frameworks:

- Historical Thinking Chart from the Stanford History Education Group
- UCLA Historical Thinking Standards
- The 5 C's

Then, schedule a meeting (in-person, over the phone, or a video call) to chat with a department member, colleague or friend who can help you determine the best historical analysis framework for the students you teach. Then, share a summary of your conversation. Please submit the following with your Module submission:

- 3 talking points, prepared before your conversation, that describe:
 - Your idea
 - How it will encourage students to move more
- Rationale for seeking this person's input, assistance, expertise, etc.
- A 1-paragraph summary of your conversation, including key takeaways, possible challenges, and next steps

If you have already adopted one of the frameworks mentioned above or a different framework, please discuss the impact of that analysis style on student learning.

If sharing a link, be sure the share settings are set to, "anyone with the link can view."

Module 2

1. Tell us about yourself!

Provide a one sentence or longer explanation of your role in the field of education.

2. Application: Native American History

Native Americans' perspective of the U.S. Colonial period is crucial to understanding the story of our nation's founding. This application will allow you to demonstrate that connection.

To begin, please watch the following, "Brief But Spectacular Take" from Albert Bender, who is a writer, activist and attorney of Cherokee descent. Currently based in Tennessee, he has long been an advocate for Native American cultural preservation and justice. He also offers a view of hope. A Brief But Spectacular take on Indigenous cultures and struggles

Then, read these two quotes, from a forum entitled, "New Insights: Native American History in the Colonial Period," from the John F. Kennedy Presidential Library. You may certainly read the whole transcript if you'd like.

...we cannot understand American history without Native Americans in it. So even writing and teaching Native American history is more than just showing respect, perhaps delayed recognition, to Native people. It also matters to the rest of us because we all live on this continent and we deserve a better understanding of how things came to be, [how] they were, and how the history of this continent unfolded. Lots of things don't happen without Native Americans. There are lots of things that make no sense if Native Americans are not included. And yet, very often I think in our history, it's written and told as if that were not the case.

-Collin Calloway, Professor of History and Native American Studies at Dartmouth College

"Colonial history is Native American history."

-Julia King, professor of anthropology at St. Mary's College in Maryland

These two quotes represent the shift in perspective in teaching about Native American history; that it is interconnected with U.S. History.

Next, please review 3 or more of the following resources, according to the grade level you teach. Look for connections students can make to today's world, and ways to connect Native American history with U.S. Colonial History:

- Presentation: Immigration and Relocation in U.S. History - Native Americans, from the Library of Congress
- "The New England Colonies and the Native Americans," article for grades 3-12 from National Geographic
- "Native Americans in Colonial America," an article for grades 5-8 from National Geographic
- "New England Native American Groups," article for grades 9-12 from National Geographic
- Native American teaching resources from the National Museum of the American Indian at the Smithsonian

Now, in 2 or more paragraphs, summarize how you will revise your instruction to put more emphasis on the connection between Native American history and the United States' Colonial history. Be sure to include specific explanations of how you will enhance your lesson(s).

Please submit your 2 paragraph response with your Module coursework.

3. Application: African-Americans

The Atlantic Slave Trade dominated African-American history in the colonial period, as colonists needed labor to be profitable. Watch this video from the Gilder Lehrman Institute of American History to learn more.

Then, please read the accompanying article, "Historical Context: Facts About the Slave Trade and Slavery," by Steven Mintz of the Gilder Lehrman Institute of American History

All coursework is to be completed in the Teaching Channel online environment.

Next, please read, and read the Equal Justice Initiative's report, "The TransAtlantic Slave Trade," and "We and They in Colonial America," from Facing History and Ourselves, to learn about two prominent slaves in the colonial period: Andrew Johnson and Elizabeth Key.

Then, review any 2 of the videos in the Crash Course: Black American History playlist, covering the Atlantic Slave Trade and its continuous impact on our nation. There are 52 videos in the series, the first 7 focus in or around the colonial period.

Next, please review the following resources, and look for topics or strategies to include in your teaching of America's Colonial History:

- Presentation: Immigration and Relocation in U.S. History - Africans, from the Library of Congress
- Africans in Colonial America, an article for Grades 5-8 from National Geographic
- African Muslims in Early America, from the Smithsonian
- The First American Muslims, from Harvard's Pluralism Project
- A Trauma-Informed Approach to Teaching the Colonization of the Americas," by Suzanne Methot of Edutopia

Now, develop an activity to teach students about Africans' life in the colonial period. Be sure to include the following:

- Objective
- Step by step procedure for the activity
- Plan for implementation (when, how)
- Specific references to one or more of the above resources.

Please submit your activity plan with your Module coursework.

4. Application: Women in Colonial America

According to New York History- Early Encounters: English Colonies, "Women and the American Story":

...women were hard at work affecting the colonies in many ways, from enslaved women bringing agricultural knowledge that made colonies flourish to housewives inventing new ways to perform basic tasks. Women took part in the armed resistance to European invasion, and challenged the gender norms they were forced to live under. The power of women was well recognized by English colonial governments, who made laws to govern their reproduction, tried them for heresy and witchcraft, and severely punished their crimes, even when the women themselves were not at fault. The very first published poet of the English colonies was a woman. Even though the odds were against them, the women of the early English colonies were important to the development of the New World.

Even First Lady Abigail Adams asserted herself, and implored her husband John:

cowardise should take possession of them. They have time and warning given them to see the Evil and shun it.—I long to hear that you have declared an independancy—and by the way in the new Code of Laws which I suppose it will be necessary for you to make I desire you would Remember the Ladies, and be more generous and favourable to them than your ancestors. Do not put such unlimited power into the hands of the Husbands. Remember all Men would be tyrants if they could. If perticular care and attention is not paid to the Laidies we are determined to foment a Rebellion, and will not hold ourselves bound by any Laws in which we have no voice, or Representation.

Image from Remember the Ladies

Please read, New York History- Early Encounters: English Colonies, "Women and the American Story," then, review 3 or more of the following resources about the contributions of women in the U.S. Colonial period:

- "10 Amazing Women of the Revolutionary War," by Pamela Murrow
- Resource on the Founding Mothers- female publishers
- Women and Children in Colonial America, grades 5-8, National Geographic
- Colonial Women's Rights Movement, from the Women's History Blog

From the National Women's History Museum:

- Colonial Era
- Lesson Plan: Defying British Rule

Now, complete the following assignment.

This seems like a perfect time to set some micro-goals! Sometimes starting small can provide momentum when a large scale goal feels intimidating. A micro-goal is a simple and short goal that can help you make steps toward larger goals.

Please create 4 micro-goals, each focused on including multiple perspectives in the U.S. Colonial History. Create a table where you will complete your Micro-Goal Action plan. Please include the following in your Action Plan:

- The focus of the micro goal
- Micro-goal
- Rationale
- What you need to be successful
- How you will know you are successful
- Target date for meeting your micro-goal

Keep these micro-goals small, manageable and realistic, and be prepared to celebrate their completion!

All coursework is to be completed in the Teaching Channel online environment.

Please submit your completed table with your coursework submission.
If sharing a link, be sure the share settings are set to, "anyone with the link can view."

5. Investigation: Resource Review

To complete the Resource Review, identify two resources related to (but not directly from) the course content to enhance your professional practice, and deepen your understanding of the course content.

Resources may include blog posts, podcasts, websites, videos, documentaries, films, articles, books, or journals, published within the last five years. To find a resource, we suggest a web search (Google) using terms or ideas from the course you'd like to learn more about, or that relate to your specific professional learning needs.

Please provide the resource title, author, copyright or publishing date, and URL (if applicable). Then, in two paragraphs or more per resource, respond to one or more of the following:

- Share information about how the resource information could impact your professional practice
- Explain how each resource supports or challenges your professional assumptions
- Summarize any questions that remain, i.e.: gaps in information or contradictions

To meet "A" criteria as outlined in the course rubric, for each resource, include two or more different examples of how the resource supports or challenges assumptions, *and* explain two ways this resource will impact your professional practice.

Module 3

1. Tell us about yourself!

Provide a one sentence or longer explanation of your role in the field of education.

2. Synthesis

Professional learning is essential for teachers to continue growing and improving their practice. Now, it's time to put your learning into action with a culminating project. This project is an opportunity for you to utilize the knowledge and skills you've acquired throughout the course to create something practical for your classroom or school. Teaching Channel wants you to culminate this course through an assignment that's relevant, applicable, and useful. Please select and complete one of the following options:

Option A: Plan an Initiative

Develop a plan to incorporate a paradigm shift, a specific educational model or a growth initiative into your classroom, on your team, or in your building. You may use Google Slides, Google Docs (for a narrative)—whatever works best for you. Please include each of the following in your 2 page or more plan:

1. Goals – what will the end results be?
2. Allies and Resources – who and what could help you reach your goals?
3. Communication – how will you engage with all stakeholders
4. Roadblocks and possible solutions

All coursework is to be completed in the Teaching Channel online environment.

5. Timeline for implementation

Please submit your plan with your coursework submission.

Examples:

- Create a plan to infuse multiperspectivity within an area of your school: like attendance, free/reduced lunch, graduation rate
- Educate families on the need for multiple perspectives while teaching History, and all subjects.
- Create a program for new teachers in your district to ensure multiperspectivity is being practiced in their classrooms.

Option B: Design a Presentation

Create a 30 min or more presentation for an audience of your choice, based on your learning in this course. Please include the following in your presentation:

1. One slide identifying your audience and how the presentation will benefit the group
2. Three or more concepts or ideas to be addressed in the presentation
3. Speaker notes embedded in the slides (or in a separate document)
4. One or more interactive activity (e.g. discussion prompt, jigsaw, gallery walk)
5. An explanation of next steps, such as additional trainings, resources, and/or collaborations

Please submit your presentation with your coursework submission.

Examples:

- Explain the rationale for teaching focused on multiple perspectives
- Describe why representation matters in how we approach teaching and learning

Option C: Develop a Unit of Study

This option presents you with the opportunity to significantly enhance an existing unit of study or create a brand new one, comprised of 5 or more lessons. For this option:

1. Describe the student goals/objectives of the unit
2. Using our template, please include enough detail to ensure full understanding of the program or unit of study. Could a colleague teach this from your explanation, without preparation from you?
3. Embed links to lesson resources (e.g. websites, videos, readings) within the template
4. If you are revising an existing unit, please describe the areas you've enhanced or extended the original lesson(s)

Please submit your template with your coursework submission.

Examples:

- Incorporate additional resources with multiple perspectives into an existing unit plan used with your students
- Create a new student group addressing issues pertaining to your learning
- Recommendations for improvement regarding an existing program in your school or district

All coursework is to be completed in the Teaching Channel online environment.

5. Reflection

In 2 or more double-spaced pages (12pt font), synthesize your learning by summarizing how your learning in this course has evolved your professional practice. To meet "A" criteria as outlined in the course rubric, your reflection should include:

- A comparison of your learning goals from your Statement of Intention and Awareness in Module 1 with your new learning, to assess how you've grown.
- One key takeaway from your learning.
- One future learning goal related to course content.
- Three or more detailed connections to specific course applications, information from readings, and other completed course activities.

And your choice of *one* of the following:

- Two or more specific ideas for changes to your professional practice with timelines for implementing changes.
- Two or more detailed action steps you'll take to positively influence others (students, parents, colleagues, administrators, community members, etc.), including implementation timelines.

All coursework is to be completed in the Teaching Channel online environment.