



**Making a Nation: Laying Claim to Democracy** is a professional development program for social studies teachers in grades 4-12, funded by the U.S. Department of Education. It is also a research study in partnership with the University of Alabama and the Tuscaloosa City and County Schools.

Goal: 1) Increase teacher content knowledge and use of best teaching practices and 2) raise student achievement in social studies. The program uses a 5-pronged approach :

1. intensive summer institutes at the graduate level,
2. scholar-led field studies,
3. team study/peer coaching during the academic year,
4. single day content oriented workshops, and
5. An infusion of content materials and resources.

**How can you be selected for Making a Nation?** Only schools that have the support of the principal and the majority of eligible teachers willing to participate will be selected. In the case of schools with more than 12 eligible teachers, the support of the principal and at least 6 teachers is necessary. Eligible teachers are those teaching social studies in 4<sup>th</sup>-12<sup>th</sup> grades. This can include librarians and reading coaches if slots are available. Priority will go to schools most in need of increasing student achievement scores to meet the proficiency standards set for 2008-2009 under No Child Left Behind related to social studies and the Alabama High School Graduation Exam.

**What will we be studying?** As our country expanded so did our concept of citizenship. Making a Nation will focus on 1) significant individuals who developed and expanded the America ideals of liberty and democracy and 2) how previously excluded groups claimed the privileges of these concepts for themselves. Topics will also include accessing the political realm, reform, and social movements in the context of immigration, industrialization, and urbanization.

We will examine best practices for teaching historical thinking skills such as drawing conclusions, making inferences, comparing and contrasting, understanding point of view and multiple perspectives, interpreting and analyzing primary sources, charts, and tables, and comprehending informational and textual material. We will investigate how to have students ask the essential questions that lead to enduring knowledge and how to incorporate experiential and problem-solving strategies that make history rise from the dust.



## TEACHING AMERICAN HISTORY PROGRAM

A Partnership of the Tuscaloosa City and County Schools, the University of Alabama History Department, College of Education, Alabama Museum of Natural History, and Alabama Consortium for Educational Renewal, the Westervelt Warner Museum of American Art, and the Gilder Lehrman Institute for American History

Interested? Call ZuZu Freyer, TAHP Coordinator  
348-4299 or email [mfreyer@bamaed.ua.edu](mailto:mfreyer@bamaed.ua.edu)

Teachers must apply as a group from a school.  
Contact ZuZu for a school application and teacher consent forms or download from our website:  
[www.teachinghistory.ua.edu](http://www.teachinghistory.ua.edu)

## TEACHING AMERICAN HISTORY PROGRAM

### MAKING A NATION: LAYING CLAIM TO DEMOCRACY

2008-2009

## Social Studies Teachers Grades 4-12



### 3 Summer Institutes to choose from:

- Colonial Williamsburg (8 days)
- The Henry Ford in Michigan (5 days)
- The University of Alabama (2 weeks)

### Receive up to \$1000 stipend

- \$100 a day up to ten days


### \$\$\$ Teaching Materials

### Workshops, Team Study, Peer Coaching

A partnership of the Tuscaloosa City and County Schools, the University of Alabama, the Westervelt Warner Museum of American Art, and the Gilder Lehrman Institute of American History

Questions: Call ZuZu Freyer 348-4299 or email [mfreyer@bamaed.ua.edu](mailto:mfreyer@bamaed.ua.edu)

## Participation Includes:


1. Attending one or more 2008 Summer Institutes: The University of Alabama in Tuscaloosa, June 16-27; Colonial Williamsburg in Virginia for Elementary, June 11-18 or Middle/High, July 9-16; The Henry Ford in Michigan: July 20-25;
2. Attending 4 half day and at least 1 whole day in-service workshops offered during 2007-2008 academic year;
3. Forming team study/peer coaching groups at your school, meeting once a month after school, observing and being observed teaching history lessons. 
4. Working with a designated history team consisting of University of Alabama History and Education faculty and staff throughout the 2008-2009 academic year. History team members will be in contact with you throughout the school year. The nature of your collaboration during the school year will include classroom observations, use of primary sources and classroom strategies from the summer institute or workshops, and help in locating resources and creating lessons.
5. Assisting other American History teachers in your school and serve as a mentor to novice teachers by sharing the materials and information provided through the program;
6. Sharing products and lesson plans produced from the institute and workshops with others in your school, the TAHP program, and the Tuscaloosa City and County School districts.

## Compensation and Benefits:

- A stipend of up to **\$1000** (\$100 per day) to be received after the completion of summer institute which can be used to pay for graduate course credit
- Professional development hours or up to 3 hours graduate credit
- \$700 (approximately) of teaching materials from Teachers Curriculum Institute (History Alive!)
- Primary sources, DVD, CDs, lesson plans, and traveling exhibits provided by The Gilder Lehrman Institute of American History.
- Use of 26 different traveling history trunks from the Westervelt-Warner Museum of American Art and the Alabama Museum of Natural History with quality art prints, lesson plans, CDs, DVDs, artifacts, period clothing, primary sources, and MindSparks activities
- TAHP staff will bring the trunks to your school and return them for you.
- Release time to attend four half-day and 1-2 whole day workshops (one of which may be on a Saturday) and substitute teachers paid for by the TAHP grant;
- History curriculum packets for differentiated instruction.
- \$500 for your school for a permanent collection of professional history journals and books.



## Commitments:

1. You would complete online evaluation surveys before and after the summer institute and (approximately 30 minutes); you can be supplied with a paper copy if you prefer;
2. You would complete end of course/end of year surveys (approximately 15 minutes). 
3. Students in your social studies classes will be asked to complete an attitude survey and historical data and primary source analysis assessments. This will take place at the end of the school year for Middle and Elementary and at the end of each semester for High School students. TAHP staff will administer the surveys. Each component will take approximately 15 minutes and can be scheduled for either one or two class periods depending on your preference.



**No school personnel will have access to student information regarding your classes. Teacher/student surveys and primary source analysis information will never be reported in any way that identifies specific students, teachers, or schools.**

This program is voluntary and you may withdraw from it at any time.

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