

TAHSC Portfolio Assignment (worth 50% of overall grade)

Purpose of TAHSC Portfolio Assignment

The purpose of the *TAHSC* portfolio assignment is to help teachers create and share *original* curriculum that links South Carolina primary sources to broad themes in American History. **The portfolio assignment is worth 50% of the overall class grade.** Teachers reflect on their professional growth and link *TAHSC*-influenced pedagogy to student learning. Selected portfolios will be published at www.teachingUSHistory.org.

Portfolio Directions:

The portfolio will include: 1) one original lesson with historical background essay and student work (worth 30%), 2) Completed worksheet and other documentation for workshop/ cultural institution partnership option (worth 10%), and 3) a summary reflective essay (worth 10%), submitted in that order. Graduate credit and stipend are contingent upon completing all course requirements. Grades are determined by these guidelines:

- **Develop and teach one original history lesson using primary sources** (see *Lesson Format* sheet). These lessons will utilize South Carolina primary sources and relate to broad themes in American history.
 - **Our Definition of Primary Sources:** Primary sources are first-hand accounts of events and experiences, both public and personal. They include original manuscripts or reprints of original manuscripts, letters, diaries, documents, books, films, posters, play scripts, speeches, songs, sheet music, photographs, drawings, objects, structures, and first-person accounts and newspaper articles that are created at the time an event occurred.
- **Work with Cultural Institutions.** Your lesson must be created in collaboration with South Carolina cultural institutions. Cultural institutions, along with *TAHSC* staff, will help you locate primary sources.
- **Encourage higher-level thinking.** Lessons should reflect teaching strategies discussed during the summer institute, particularly those that encourage higher-level thinking among students.
- **Include examples of student work.** Provide examples of student work resulting from your lessons.
- **Write a summary essay.** Reflect on your professional growth in this essay, which should be about 3-5 *double spaced pages*. Cite specific examples of how *TAHSC* influenced your teaching. Citing examples from teacher-created lessons and student work, 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?
 - What evidence from student work illustrates effective instruction?
 - Discuss areas for future growth.
- **How to format and style your lessons.** Portfolios must be typed and double-spaced, using 12 pt. font (preferably Times New Roman). See *TAHSC Lesson Format* handout for more information.
- **Choose ONE option.** 1) Share your lesson and/or other experiences drawn from the institutes at a workshop for other teachers at your school or district OR 2) Document a partnership with a cultural institution (more information for both options provided at institute).
- **Submit work according to course 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 the fall meeting (October 2010).
 - Teach the lesson by the Midyear Retreat (**February 18-19, 2011**).
 - Complete portfolio (lesson plan, student work, summary essay) by the Midyear Retreat. Submit both an electronic copy and hardcopy.

TAHSC Lesson Format

Please format your lesson with the following Headers you see in Bold below

Lesson Name: Write lesson name here. Try to think of a catchy title, since your lesson may be added to our website. Using a quote from one of your sources is a good strategy.

Content Standard(s): 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. Make sure your students use primary sources to answer your questions.

Historical Background Essay: In this section, write a brief description of the historical content you are teaching (must be at least 2 typed pages, double-spaced, 12 pt. font Times New Roman, and in your own words). Include parenthetical citations for the sources you use in writing your essay. The background essay must answer your essential questions.

Cultural Institution: List the cultural institution that you used to develop your lesson.

Primary Sources Used: You must use at least one primary source for your lesson, and we are glad to help you track down sources. Primary sources include firsthand accounts such as private manuscripts (letters, diaries), public documents (census, wills, inventories), newspapers, artifacts, photographs, digital images of historic places, maps, etc. Research for sources will take place at the institute, but we expect you to do further research during the fall and winter months. Those sources that come from local cultural institutions are best. You will have assistance from graduate history students at the State Archives.

Secondary Sources Used: You must cite at least two secondary sources that cover your subject at length. Secondary Sources may include books, articles, and other second hand accounts relating to your topic. **Please keep Internet sources to a minimum.** History books and articles devoted specifically to your topic are most desired. Work with TAHSC staff and master scholar to determine appropriate secondary sources. Remember that these sources are for your reading, not your students. The best secondary sources are typically published by universities, such as USC Press, Oxford University Press, etc.

Materials needed

List other materials used. This can include timelines and graphic organizers as well as anything else necessary to teach your lesson.

Procedures

Write step-by-step instructions for teaching the lesson. Write your procedures like you’re writing a recipe for your favorite meal. Include pacing information (how long should this activity take?). Be as specific as possible in order to enable other teachers to replicate your lesson.

Assessment

Create standards-based, performance assessment that includes rubrics or traditional multiple-choice tests.

Student Work

Provide 3-4 examples of student work resulting from your lesson.

Workshop/Partnership Option

Complete worksheet and other documentation as outlined for this project (more info provided at institute).

Summary Essay

Provide your reflections in 3-5 double-spaced pages on how TAHSC influenced your teaching.

Professional Development Workshop Option (worth 10% of overall grade)

1. Participants in the Summer Institute may elect to conduct a teacher's workshop on teaching methods or lesson planning utilizing primary source materials.
2. The workshop may be held at the participant's school, a teacher's conference, or as part of any professional development seminar.
3. Workshops must be at least thirty minutes in length.
4. Workshops must have at least four attendees, not including the presenter.
5. A "Workshop Organizer Worksheet" (see other side) must be completed by the participant and signed by the participant's principal.
6. Workshop must be completed before and materials turned in to *TAHSC* by the time of the Midyear Retreat.
7. Along with the completed Workshop Organizer Worksheet, the participant will submit:
 - a. An outline of what is to be covered in the workshop.
 - b. Any presentation materials, such as Powerpoints or handouts that will be used at the workshop.
 - c. Copies of any primary sources used.
 - d. Evaluation forms completed by attendees.
 - e. A double-spaced 3-5 page summary essay that includes:
 - i. When the workshop was held.
 - ii. Where the workshop was held.
 - iii. Who attended the workshop?
 - iv. Material covered.
 - v. Primary sources used.
 - vi. How did you utilize what you learned at the Summer Institute to conduct the workshop?
 - vii. What were the strengths and weaknesses of the workshop?
 - viii. What would the presenter do differently next time?

Workshop Organizer Worksheet (WOW)

Name		Workshop Date & Time	
School		Sponsor or Location	
Region		# of Attendees	
Principal's Signature			

Title			
Brief description of Workshop			
Is this workshop grade-specific? If so, to what grades?			
Have you included the following items:			
<input type="checkbox"/> Outline of material covered in workshop			
<input type="checkbox"/> Summary essay			
<input type="checkbox"/> Copies of handouts			
<input type="checkbox"/> Copies of primary sources used			
<input type="checkbox"/> Copy of Powerpoint presentation			
<input type="checkbox"/> Completed evaluations			

WOW - Teacher's Workshop Survey

Name of Instructor: _____

Title of Workshop: _____

Date of Workshop: _____

For each prompt, circle the number that best describes your response.

	<i>Poor</i> (-)		<i>Average</i>		<i>Excellent</i> (+)
<i>Workshop was well-organized</i>	1	2	3	4	5
<i>Information presented was useful</i>	1	2	3	4	5
<i>Instructor was knowledgeable of subject matter</i>	1	2	3	4	5
<i>I learned new ideas for the classroom</i>	1	2	3	4	5
<i>What was the most useful thing you learned?</i>					

Cultural Institution Partnership Option (worth 10% of overall grade)

1. Participants in the Summer Institute may elect to develop a partnership with a local cultural institution that promotes the utilization of primary source materials or cultural institutions in the classroom.
2. Invite a representative from your partnering cultural institution to your classroom to conduct a presentation about their institution and the job(s) they perform.
3. Construct an activity that requires a working relationship between you and the partnering institution. See list of potential projects below for suggestions, however, activities are not restricted to those listed. Consult your partnering institution for additional ideas.
4. A “Cultural Institution Partnership Organizer Worksheet” form must be completed by the participant and signed by a representative of the partnering cultural institution.
5. Any activities associated with the Cultural Institution Partnership must be completed before February and materials turned in to TAHSC by the time of the Midyear Retreat.
6. Along with the completed Partnership Organizer Worksheet, the participant will submit:
 - a. An outline for the project.
 - b. Copies of any materials or handouts that will be used.
 - c. Copies of any primary sources used with citations and a bibliography.
 - d. Evaluation form completed by a representative of the partnering Cultural Institution.
 - e. A double-spaced 3-5 page summary essay that includes:
 - i. The name of the partnering cultural institution and representative.
 - ii. A detailed description of the project.
 - iii. Examples of any products produced.
 - iv. How did you utilize what was learned at the Summer Institute to create this project?
 - v. What did your students learn from this project?
 - vi. How did the partnering cultural institution benefit from this collaboration?
 - vii. What were the strengths and weaknesses of this project?
 - viii. What would you do differently next time?

Partnership Organizer Worksheet (POW)

Name	
School	
Region	
Partnering Cultural Institution	
Partnering Institution Signature	
Date of Partner's visit to school	

Title	
Brief description of project	
Is this project grade-specific? If so, to what grades?	
Have you included the following items:	
<input type="checkbox"/> Outline of project	
<input type="checkbox"/> Summary essay	
<input type="checkbox"/> Copies of materials or handouts	
<input type="checkbox"/> Copies of primary sources used	
<input type="checkbox"/> Examples of products produced	
<input type="checkbox"/> Completed evaluation	

Cultural Institution Partnership Survey

Teacher's Name _____

Cultural Institution _____

Cultural Institution Representative _____

For each prompt, circle the number that best describe your response

	<i>Poor</i> (-)		<i>Average</i>		<i>Excellent</i> (+)
<i>Project was well-planned</i>	1	2	3	4	5
<i>Project utilized sources, artifacts, documents, etc. from partnering institution</i>	1	2	3	4	5
<i>Products produced by project will be useful for partnering institution</i>	1	2	3	4	5
<i>Project created a relationship between teacher and institution</i>	1	2	3	4	5
<i>How can this project be improved?</i>					

Suggestions for Potential partnership projects

1. Create a lesson plan or educational program based upon an exhibit, documents, or artifacts in the institution's collections that can be implemented by the partnering institution in a non-classroom environment.
2. Have your students construct a web page on your school website about the partnering cultural institution.
3. Research a collection of artifacts or documents from an institution and create a Children's Exhibit to be displayed either at your school or at the institution.
4. Develop a class-based research project that requires students to visit the partnering institution to conduct their own research.
5. Have your students craft a booklet or brochure based on an exhibit, artifacts, or documents of the partnering institution.
6. Have students produce podcasts or YouTube-style videos relating to a collection of artifacts or documents from an institution.
7. Start an oral history project that requires students to collect interviews from older family members about a specific topic or event in history that fits within the scope of the partnering institution's areas of interest.
8. Help your students develop a Children's Tour for the partnering institution based upon their classroom knowledge of a particular historical topic.
9. Volunteer your students to assist with a living history event at the partnering cultural institution. Many historic sites and museums host such events during the fall and Christmas holidays.
10. Help students create Finding Aids to assist in locating primary sources related to several historical subjects at one cultural institution. This project may be best suited for older students who already have some knowledge of conducting research in an academic or archival facility.
11. Develop a pictorial history project that requires students to collect photographs from older family members about a specific topic or event in history that fits within the scope of the partnering institution's areas of interest.
12. Have students conduct genealogical research on their family and construct family tree charts supplemented with biographical information whenever possible.