



Series: Discovering Your Educational Community Resources

Saving the Past for our Future: Historic Sites - Pennsylvania

EDUO 9805 1 Semester Credit/Unit

Instructor – Tina Romano

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Syllabus

Course Description

The purpose of this course is to provide teachers with the opportunity to relive history by touring landmarks of interest. The National Register of Historic Places lists sites throughout the state of Pennsylvania that have been deemed important enough to preserve. Viewing and learning about these persevered sites can bring history alive and make learning more meaningful for classes at any grade level. In this course teachers will visit and study local historical sites to bring history alive and make learning more meaningful for the students. After experiencing the educational programs that these historic sites provide, the teacher will determine how to bring this newly added knowledge into the classroom.

Course Objectives

Teachers will:

1. Learn what educational programs and other opportunities are available for their students at four outstanding historical sites.
2. Visit four sites from the National Register of Historic Places.
3. Participate in tours of the exhibits in the selected four historical sites and further their knowledge of local history as well as the histories of other community historic sites.
 - Reflect on why the sites are on the register
 - Gain the knowledge to plan and teach meaningful history lessons and supplemental activities for their grade level.

4. Obtain information from the visit on whether or not the sites are worthy of a field trip.

- Evaluate the experience as to its relevance for an educator.

- Teachers will be able to provide field trip information to parent and staff and plan meaningful fieldtrips that enrich the curriculum of grade level taught.

Course Requirements:

Participants will:

- Tour, at their convenience, four historical landmarks from a provided list. It is advisable to call ahead for the days/hours the museums are open to the public, and for the admission costs of each as occasionally changes are made.
- Take notes on certain exhibits.
- After completing the tour of a museum or historical site, be sure to have documentation of confirmation of your visit. This could be a stamped receipt or a ticket stub with the date of the visit. Evidence, such as photographs, museum stamps, a signature from a docent, a brochure, and ticket, must be attached to the Passport Page as proof of a personal visit.
- Complete the required guided reflections on each historical site visited. Coursework must be typed and double-spaced with 12 pt font. Each reflection should be at least one page in length.
- Complete a summary and evaluation sheet. This document must also be typed and double-spaced with a 12 pt font.

The Passport Page (including documentation), four reflections, and the summary and evaluation should be created in a document that can be emailed to the instructor.

Instructions for coursework submission:

Written Assignments

Your coursework should be created in a document that can be emailed directly to the instructor. Coursework should be typed, double-spaced with size 12 font. Reflection write-ups should be one or more pages in length and address every question in the coursework. Pictures and documents may be scanned and posted along with your Word or PDF file of written assignments. Label everything carefully with the assignment number and make sure that your

name and email address are easy to locate.
 Visit four sites and submit responses for EACH location.

IMPORTANT - Camera images can be very large files. Save the images in lower definition resolution in order to keep document file sizes down for emailing.

For assistance email jherz@dominicancaonline.com

Grading

The Pass Port Page (including documentation), four thoughtfully written historic landmark reflections, and the Summary and Evaluation will be graded on the following rubric. Please note that work for a one-unit university graduate level course is a required 15 hours of “seat time”.

Grading Rubric: Written Response Rubric

Exemplary: Met and Exceeds Expectations A+ to A-	Acceptable: Meets Expectations B+ to B-	Unacceptable: Needs Improvement. Must be resubmitted.
Reflective, thoughtful ideas relevant to the assignment are clearly stated.	Presents some relevant ideas and connections to the assignment.	Few relevant ideas connected to the assignment, some ideas unclear.
Very well organized	Is generally well organized	Shows little organization
Reflective piece covers numerous facts and specific details of the learning experience	Some facts and specific details of the learning experience are included.	Few or no facts or specific details of the learning experience are included.
Free of Spelling or grammatical errors	Writing contains a few spelling or grammatical errors.	Numerous spelling or grammatical errors. Writing is difficult to read.

Written Assignments

Part One – The Site

- Click on the website below, and then click on your state and the county in which you live for a registry list in your area.

<http://www.nationalregisterofhistoricplaces.com/state.html>

- Name and address of the site visited.

- Describe the site.
- Why is the site on the registry?

Part Two – Evidence of your visit

Pictures of Yourself

- In front of the entrance of the venue (or historic building) with its name visible or any other recognizable landmark.
- Examining museum displays or exploring the historic site.
- With a museum employee or volunteer (if possible)

Documents

- Your entrance ticket to the museum and/or pamphlets, brochures, or any other information obtained at the museum (may be pictures or scans).
- List your research source(s) examined before the visit. (websites/books/newsprints/other sources).

Part Three – Reflections and classroom connections

- What did you appreciate and enjoy the most about the tour of the museum?
- What interesting fact(s) did you learn or re-learn?
- Describe at least one enrichment activity/lesson that would result from your visit to this museum.