



Our National Treasures – Washington D.C.

The Culture of Our Heritage - Museums

EDUO 9650 One Semester credit/unit

Instructor Beth Levine

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This is a partial syllabus. For a full syllabus, please email the instructor.

Course Overview

The sites visited in each of the courses in the series, Our National Treasures, present inquisitive participants with many facets of our cultural heritage. The course experience itself is an exploratory process that is as much to be valued as the sites themselves. As a curious lifelong learner one must perform research in order to discover answers that lead to more questions and more research. Thus in this course, the participant prepares for the site visit by conducting investigations to gain a better appreciation of the knowledge and inspiration that the national treasure will offer. At the locale itself, questions are posed that further one's desire to engage in additional study. Therefore touring the site and becoming engrossed in the process becomes the true national treasure. The Smithsonian and other museums located in our nation's capital are treasures that highlight the culture of our multifaceted heritage. This course gives teachers the opportunity to experience some of these treasures and relate that experience to the teaching/learning act.

Course Objectives

In this course, participants will have opportunity:

- To gain an understanding of our nations' history and cultural existence
- Relate their thoughts and feelings during the exploration
- Reflect on and communicate how the museum visits combined with research helped to better understand one's own heritage

Course Relation to CCS or other Professional Standards

- Deepens and extends subject-matter knowledge within educators’ own discipline and across other disciplines.
- Increases educators’ use of universal and linguistically and culturally responsive materials.
- Supports educators in building flexible learning pathways and processes for students; inclusive classrooms; and alternative programs.
- Increases educators’ capacity to strengthen students’ participation, engagement, connection, and sense of belonging.
- Enables educators to plan and implement evidence-based instructional strategies that are responsive to students’ diverse backgrounds and needs.
- Helps educators understand that building on students’ abilities, perspectives, and potential contributes to increased student learning.
- Supports educators to build trusting relationships with students, their families, communities, and one another; provide messages of high expectations; and create opportunities for meaningful participation.

Grading Rubric

EXCELLENT Meets or Exceeds Course Objectives: A to A-	ACCEPTABLE Majority of Work Meets Course Objectives; B+ to B-	NOT ACCEPTABLE Needs Considerable Improvement:Resubmit Work Suggested: C or below
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
Assignments cover 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.

Assignments

Visit either two or three museums depending upon your choice of either option one or two:

Option One

Choose **two** museums from category A **OR**

Option Two

Choose **one** museum in category A and **two** museums from category B

Conduct an Online Search for each museum before choosing which ones to visit.

Category A

1. ***African American History and Culture Museum*** – Constitution Ave. on the National Mall
<https://nmaahc.si.edu/>
2. ...
3. ***National Museum of the American Indian*** – 4th street & Independence Ave.
<https://americanindian.si.edu/>
4.
5. ***Newseum*** – 553 Pennsylvania Ave.
<http://www.newseum.org/>

Category B

1. ***African American Civil War Memorial Museum*** – 1925 Vermont Ave.
<https://www.afroamcivilwar.org>
2. ...
3. ***Ford Theatre National Historical Site*** – 511 10th street
<https://www.fords.org/visit/historic-site/>
4. ***Interior Museum*** – 1849 C St.
<https://www.doi.gov/interiormuseum>
5. ...
6. ***National Archives*** – 700 Pennsylvania
<https://www.archives.gov/>
7. ...
8. ***National Museum of the US Navy*** – 736 Sicard St.
<https://www.history.navy.mil/content/history/museums/nmusn.html>

Section 1 – Exploratory Research

- 1A. Look over all fourteen museum links and list the ones you have chosen to visit.
- 1D. What implication does conducting prior investigation have upon teaching?

Section 2 – The visit

* Due to changing circumstances, you may necessarily make a last minute change in visitation choice.

Submit photos of yourself at each museum

2B. inside the museum with a museum employee.

List knowledge you gleaned

2D. from exhibits in each museum – major importance to you.

Section 3 – Post research and explorations

3A. Curiosity is the key to lifelong learning - list some areas or items from each museum that sparked your curiosity.

3C. What implication does the post visit research and the motivation of curiosity have for teaching?

Section 4 – Communicating your experience

Use the picture of yourself at one of the museums as the front of a postcard. On the back, compose a message to a friend or relative telling how this experience of visiting some national treasures created a better understanding of your cultural heritage. Submit copies of the front and back of the postcard for Assignment 4.

Section 5 – Into your Classroom

Write about how the information, inspiration and ideas gleaned from the National Treasures you visited could enhance your classroom teaching?

Instructions for coursework submission:

When you have completed your assignments, log into the EDUO 9650 course at DominicanCAonline.com/moodle. Post all coursework at one time in the Completed Coursework DropBox found at the bottom of the course page. Pictures and documents may be scanned and posted along with your Word or PDF file of written assignments. Label each item carefully with the assignment number and make sure that your name and email address is easy to locate.

You are allowed 9 months to complete the course. For questions about your coursework, contact instructor, Beth Levine blevine@dominicancaonline.com.

For registration, transcript or other general information contact Steve Horning (shorning@dominicancaonline.com) or Karianne Pulli (kpulli@dominicancaonline.com) or see <http://dominicancaonline.com/Dominican-CA-Online-FAQ.htm>.