



## **Saving the Past for our Future: Historic Sites - Generic Syllabus**

EDUO 9805- One Semester Credit/Unit

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**This course may be taken more than once for 1 Credit/Unit each time. Content for each course must be unique.**

[EDUO 9852 Saving the Past for our Future: Historic Sites, II](#)

[EDUO 9853 Saving the Past for our Future: Historic Sites, III](#)

A syllabus is also available for specific U.S. regions. Select **Register** for a list of regions.

### **Course Description**

The purpose of this course is to provide teachers with the opportunity to relive history by touring four landmarks of interest that are on the [National Register of Historical Places](#). Viewing and learning more about these preserved sites can bring history alive and make learning more meaningful for classes at any grade level. Learning about the unique educational programs these historic sites provide can then be shared by each teacher with their particular school site and/or classroom in the way of fieldtrip experiences, cultural activities, and additional supplemental learning experiences that will enhance the curriculum of any grade level.

### **Course Objectives:**

1. Teachers will learn what educational programs and other opportunities are available for their students at four outstanding historic sites.
2. By participating in tours of the exhibits in the selected four historic sites, teachers will further their knowledge of local history as well as the histories of other community historic sites, that can be taken back to the classroom and incorporated into the curriculum.
3. Teachers will gain the knowledge to plan and teach meaningful history lessons and supplemental activities for their grade level.
4. Teachers will be able to provide field trip information for parents and staff and plan meaningful fieldtrips that enrich the curriculum of grade level taught.

## Grading Rubric: Written Response Rubric

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.
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

### 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](mailto:jherz@dominicancaonline.com)

**EMAIL your completed documents to the instructor's email listed on the syllabus you are working from.**

#### **PART ONE** – *The Site*

Click on the website below – then click on your state and then county for a registry list in your area  
<https://nationalregisterofhistoricplaces.com/welcome.html>

1. Name and address of the site visited
2. Describe the site
3. Why is the site on the register?

## **PART TWO** – *Evidence of your visit*

### **PICTURES OF YOURSELF**

4. In front of the entrance of the venue with its name visible or any other recognizable landmark 5.

Examining museum displays

6. With a museum employee or volunteer

### **DOCUMENTS**

7. Your entrance ticket to the museum and/or pamphlets, brochures or any other information obtained at the museum

8. List your research source(s) examined before the visit. – websites/ books/ newsprint/ other sources

### **PART THREE** – *Knowledge* What did you learn from:

9. Your research?

10. Your visit?

11. The person pictured with you in #6?

## **PART FOUR** – *Process*

12. Is the site suitable for a classroom field trip - Why/ or why not?

13. List all of the information that you uncovered during your visit and in your research that you could use in a class lesson.

## **PART FIVE** – *Evaluation*

14. Summarize and evaluate your experience visiting and researching this site regarding its value to an educator.

### **Optional**

Do you have suggestions that would improve the experience?

Would you recommend this class to other teachers? Why/why not?