

Independent Study Course Syllabus

Course Number: SOC 945

Course Title: Gettysburg

☐ Online ☒ Correspondence

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Units: 3
Grade Level: 5-12

Course Description:

Nestle between two low ridges just north of the Mason-Dixon Line, Gettysburg, Pennsylvania, is located at the crossroads of four major highways and has long been a stopping point for travelers. Its strategic location, however, lured General Robert E. Lee to make a daring foray into Union territory in an attempt to provision his army as well as casualties. The ability of the United States to survive the divisiveness of the Civil War as one nation was a true test of the American ideas. Consequently, this course enables the teacher to make this pivotal battle in American history an authentic experience for the student.

In the lesson plans, students are asked to identify specific state or district and explain how their lessons are aligned with the standards. Information in this course is in alignment with the Common Core Standards, (www.corestandards.org/thestandards) and the NBPT Standards, (www.nbpts.org).

Course Dates:

Self-paced; students may enroll at any time and take up to one year to complete assignments.

You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

Course Materials:

Required Texts: *Civil War Battlefields* by Jeff Shaara
Civil War Curiosities by Webb Garrison

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www.nps.gov/gett

www.historyplace.com/civilwar/battle.com/htm

(Gettysburg – Video from the History Channel) - optional

Schedule of Topics:

- Tour of the Battlefield at Gettysburg – Photo-journal, questions and various other activities

Read various chapters of the text to gain additional information about the sites that you have visited.

- Comparison of the Union and the Confederate soldiers -Venn Diagram
- Visit Antiedam or Harper's Ferry - Questions
- Visit the Visitors Center to gather information about the sites related to the Battle of Gettysburg
- Visit 2 of a selection of other sites in Gettysburg pertinent to the battle – Photo-journal
- Read short stories of the war, and people at that time . Summarize.
- Lesson Plans (3)
- Activities – Select 3 from a list. These activities can be used in the lesson plans or as individual lessons.

Course Requirements:

1. Read the text – *Civil War Battlefields*
2. Complete response sheets and prepare for visit
3. Take a tour of the Battlefield of Gettysburg
4. Tour Antiedam or Harper's Ferry
5. Visit the Visitors Center – view video of Battle of Gettysburg
6. Select any two of the following options, visit and document with summaries of your visit
 - Soldiers National Monument
 - Jennie Wade House
 - National Civil War Wax Museum
 - Lincoln Room Museum
 - Schriver House: Civilian Experience
7. Create a photo journal with summaries and pictures of your visits.
8. Create a bibliography of items that you may be able to use in the classroom.
9. Complete the Venn Diagram comparing and contrasting Union and Confederate soldiers.
10. Create 3 lesson plans.
11. Complete 3 Optional Activities (These may be used in your lesson plans.)
12. Complete a course evaluation.

National Content /Common Core Standards

As a precursor to the Learning Objectives/Outcomes and the corresponding Common Core Standards, participants of this class need to recognize that CSS (Common Core State Standards) have been written for use with classroom curriculum, not for teacher preparedness. Therefore, some of the tasks asked of you below that will ready you, as the teacher, to provide an excellent unit of study for your students in the classroom, will not have Common Core Standards attached to them because those standards were not written for such tasks. However, upon completion of

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your assignments, you will be required to identify those standards at your particular grade level within the area of Social Studies/ Reading, etc. that align with your lesson plan objectives. This is an essential part of being assured that all students have a better chance of receiving consistent exposure to skills that are vital to becoming functional contributing adults in a challenging international environment.

Learning Objectives/Outcomes:

Students will:

- Understand and know how to analyze chronological relationships and patterns CCS RH6-12.1-3
- Understand the historical perspective of the battle of Gettysburg CCS-RH6-12.1-3
- Understand the course and character of the Civil War and its effects on the American people CCS-RH6-12.1-3
- Describes why Gettysburg was the first battle to have been fought on northern soil CCS RH9-10.8
- Analyze military tactics regarding battlefield strategies CCS WS6-12.7
- Compare and contrast the supplies, conditions and provisions encountered by the Union soldiers with the Confederate soldiers CCS RH6-12.9
- Analyze the significance of the contributions of the non-soldier to the outcome of the battle CCS CCS-RH6-12.9
- Relate the visitation material to his/her curricular area and content standards – either state or national for their grade level

Evidence of Learning:

- Instructor observed evidence of understanding of course objectives as demonstrated through students' lesson plans and completion of other assignments.
- Instructor observed evidence of understanding of course material through the lesson plans that were prepared by the student.
- Student demonstrated ability to use the specific information learned in the class by ably using it in lesson plans.
- Student demonstrated understanding of assigned readings through their summaries and incorporating them into the lesson plans.
- Refer to rubric

Grading Policies and Rubrics:

400 points possible

360 - 400 pts. = A

320 - 359 pts. = B

Below 320 pts. = No Credit – Materials will be returned to student in order to revise/improve.

Specific details contained in the rubric.

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The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted (see assignment rubrics).

All assignment must be completed in order to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

Grading Options

Course participants have the option of requesting a letter grade or a credit/no credit when submitting the online grade form. Students will submit the grade form when all coursework has been completed. (Instructions will be provided for online grading by the instructor.)

Instructor/Student Contact:

Students are required to contact the instructor a minimum of 3 times. 1.) Upon receipt of materials. 2.) Halfway through the class. 3.) Upon completion of the class prior to submission of the work for review/grading. Instructor's address, email and phone number is provided at the beginning of the packet. Contacting the instructor at any other time is also encouraged.

References/Resources

www.nps.gov/gett

www.historyplace.com/civilwar/battle.com/htm

Gettysburg – Video from the History Channel

Civil War Battlefields – Jeff Shaara 2006

So You Think You Know Gettysburg? –Gindlesperger, James and Suzanne 2010

Civil War Curiosities – Webb Garrison 1994

Civil War Road Trip Guide – Michael Weeks 2009

A Walk at Gettysburg – James McPherson 2003

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (<http://ce.fresno.edu/cpd>) to "Submit Grade Form". Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at <http://ce.fresno.edu/cpd> - under General Information > CPD Policies.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL <http://www.fresno.edu>.

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CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:

CE 1. Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE 2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE 3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 4. Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE 5. Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE 6. Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

Student Learning Outcomes Oral Communication: Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
Written Communication: Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
Content Knowledge: Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
Reflection: Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
Critical Thinking: Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
Moral Reasoning: Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian world-view.
Service: Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
Cultural and Global Perspective: Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
Quantitative Reasoning: Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.

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Information Literacy: Students will *identify* information needed in order to fully understand a topic or task, *explain* how that information is organized, *identify* the best sources of information for a given enquiry, *locate* and critically *evaluate* sources, and accurately and effectively *share* that information.