

Unveiling the Past:

INTEGRATING PICTURE BOOKS, COMMUNITY VOICES, AND
ARCHIVES IN TEACHING CHALLENGING HISTORIES



TEACHING CHALLENGING HISTORIES

A PRIMARY SOURCE APPROACH

COURSE SYLLABUS

Unveiling the Past:

INTEGRATING PICTURE BOOKS, COMMUNITY VOICES, AND ARCHIVES IN TEACHING CHALLENGING HISTORIES

Hosted by the Georgia Historical Society
Sponsored in part by Georgia-Pacific

Welcome

Welcome to the Teaching Challenging Histories online course, *Unveiling the Past: Integrating Picture Books, Community Voices, and Archives in Teaching Challenging Histories*. Designed to be self-paced with a total of six modules, each module will have several units where you will have an opportunity to read, watch, reflect, and engage with other participants. At the end of the course, you will complete a capstone project highlighting what you learned, and the application of skills learned.

Course Objectives

By the end of the course, you will:

- Understand the importance of integrating picture books, community voices, and archives in teaching challenging history.
- Learn teacher strategies for teaching challenging history.
- Learn student strategies for investigating challenging history.
- Integrate teaching challenging history strategies into a lesson plan.

Course Layout

In this course, you will be given opportunities to:

- **READ:** Read a text selection over content.
- **WATCH/LISTEN:** Watch and/or listen to content being introduced or reviewed.
- **REFLECT:** Reflect on content by completing a quiz, discussion boards, or assignment.
- **ENGAGE:** Interact with other participants through discussion boards or videos.

While each opportunity is not presented in each module, this course offers a breadth of resources to engage a variety of learners and learning styles. Furthermore, at the end of each unit, additional resources have been added for enrichment to allow you to dig deeper into the content at your convenience.

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Course Instructional Tools

In the course, you will work with the following instructional tools:

- **BOOKS:** a written or printed work
- **ARTICLES:** a written work that is an independent part of a publication
- **VIDEOS:** a movie or television program recorded digitally
- **PODCASTS:** audio (or video) episodes that relate to a specific topic
- **DISCUSSION BOARDS:** a place on the internet where people can exchange ideas and opinions about content
- **PADLET:** a website that allows individuals to post comments, questions, and resources in one place that is easily accessible

Technology is constantly evolving and different websites are updated regularly. Therefore, we understand broken links tend to happen over time with online courses. Thank you so much for understanding and your patience as we strive to provide you up-to-date resources and materials. However, if you happen to come across a broken link, we suggest you copy and paste the reference link into the Google search engine, which may help you find or locate the intended content and/or materials. Additionally, please reach out to the course facilitator, LaPortia Mosley, at Imosley@georgiahistory.com if further assistance is needed.

Course Graded Assignments

In the course, the following assignments will be graded:

- **Module 2 Quiz:** 25 points
- **Module 3 Quiz:** 25 points
- **Capstone Project:** 48 points
- **Capstone Reflection:** 2 points

Upon completion of this course, participants will receive a certificate of completion signifying an equivalent of eight hours of professional learning from the Georgia Historical Society. At the end of each module, additional resources are provided to assist you through this course and in your classroom.

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Course Discussion Boards

In the course, you will use Canvas to post to the discussion board. Within the modules, there will be a prompt for you to answer. Usually the prompt will be to reflect on the readings and explain how they connect with concepts and terms discussed in the modules. You can also reply to one of your peer's reflection posts, demonstrating your understanding and/or providing additional information. The following are expected guidelines for the discussion boards:

- Clearly identify the main point and tell the reader the purpose.
- Use relevant sources to develop ideas (when applicable).
- Appropriately cite all sources used.
- Follow rules of grammar and mechanics.

Course Facilitator

LaPortia Mosley will be your course facilitator for the online course, *Unveiling the Past: Integrating Picture Books, Community Voices, and Archives in Teaching Challenging Histories*. LaPortia Mosley, Community Engagement Officer at the Georgia Historical Society, leads initiatives that connect communities across Georgia with the state's history. She manages Recognizing an Imperfect Past: A History and Race Initiative and the Community Archives Initiative which fosters partnerships with educators, corporate stakeholders, and organizations across the state. Working closely with GHS archival and education staff, she helps communities and students understand the importance of the archives in preserving family and local history.

Ms. Mosley has 15 years of experience as an educational professional in various roles, including classroom teacher and college instructor. She possesses expertise in technology-based instruction, multi-cultural competencies, and teaching with primary sources. She holds a master's in education from Georgia Southern University and has a deep understanding of the educational landscape that has afforded her the opportunity to connect and engage continuously with various communities and organizations on a wide variety of projects.

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Module One

Introduction

- GHS Welcome
- Teaching Challenging History
- Meet the Team
- Course Overview
- Module 1 Introduction Discussion Board

Module Two

Why is integrating picture books, community voices, and archives important in teaching challenging history?

- The Necessity of Teaching Challenging History
- The Necessity of Teaching Challenging History Discussion Board
- Mirrors and Windows of Picture Books
- Mirrors & Windows of Picture Books Discussion Board
- Building Upon Community Narratives
- Building Upon Community Narratives Discussion Board
- Becoming Truth Agents Through the Archives
- Becoming Truth Agents Through the Archives Discussion Board
- Module 2 Quiz (25 points)

Module Three

What strategies should be implemented in teaching challenging history?

- Teacher Strategies for Teaching Challenging Histories
- Teacher Strategies for Teaching Challenging Histories Discussion Board
- Student Strategies for Investigating Challenging Histories
- Student Strategies for Investigating Challenging Histories Discussion Board
- Module 3 Quiz (25 points)

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Module Four

How do we integrate teaching challenging history strategies into a lesson plan?

- Step-by-Step GHS Lesson Plan Template Guide
- GHS Lesson Plan Template Discussion Board
- Capstone Lesson Plan Example Breakdown
- Capstone Brainstorming Discussion Board
- GHS Teaching Challenging Histories Educational Resources

Module Five

How do I integrate these teachings and strategies into a lesson plan I already created?

- Capstone Project & Reflection
- Capstone Project Assignment Submission (48 points)
- Capstone Reflection Discussion Board (2 points)

Module Six

How can I voice my thoughts and stay connected with the Georgia Historical Society?

- Post Survey
- Newsletters
- Social Media
- Certificate of Completion