

Newburgh Teacher Center
In-service Course Proposal
Page #1
Return by October 30, 2009

Title:	Social Studies as an Interactive Process: A New Look at the History of the Labor Union Movement		
Curriculum Area:	Social Studies		
Learning Standards:	SS -#1, #2, #4, #5		
Presenter(s):	John Eitel	Email:	jeitel@necsd.net
Dates:	Wednesday: January 13, 20, 27, Feb. 3, 10, 17, 24, March 3, 10, 17		
Time:	4:15 – 7:15		
Location:	NTC (Stewart)		
Credit(s):	2		
Hours:	30		
Target Audience:	Preference will be given to Grades 5, 8, & 11 Teachers		
Course Description:	This course will focus on American History allowing the participants to explore its development with regards to key historical events, examine collective bargaining, review pertinent legal issues, analyze working conditions, and evaluate current and to present labor issues. In order to stimulate discussion, involve the participants, in activities, this course will have a written text and supporting video, that will provide the participant with a knowledge resource base. Activities will enable the participant to use the text and supporting video as a basis to analyze, hypothesize and synthesize.		
Course Requirements:	Attendance at all sessions. Full participation in all course activities. Reading assignments. Develop, submit, and present two Lesson Plans integrating course content.		
	24		

Newburgh Teacher Center

In-service Course Proposal

p. #2

Credit and permission granted by Jay McTighe – UbD

Name of In-service: Social Studies as an Interactive Process: A New Look at the History of the Labor Union Movement

Name of Instructor(s): John Eitel

Desired Results

Goal(s): At the end of this course the students will be able to:

1. Link defining moments in Labor History to a timeline and events in both American History and World History.
2. Develop an understanding and critical analysis of the history of the American labor movement; the contemporary system of labor relations in the United States; and the challenges and choices facing organized labor in our society
3. Use “Strategic Choice Analysis” when watching video and reading texts.

Understanding(s):

Social Context of the times
 Defining Moments
 Historical Context of the times
 Connecting past to the present
 Choice Made vs Choices Not Made

Essential Question(s):

What societal issues effected the times
 What historical events effected social and labor issues.
 Why is something a “defining moment/event?”
 How is something in the past similar to the present?
 How has an event or moment effected the present?

Knowledge/Skills:

- | | |
|------------------------------------|----------------------|
| 1. American History – 1877- 1950’s | 5. Critical Analysis |
| 2. Strategic Choice Analysis | 6. Biographies |
| 3. Defining Events | 7. Vocabulary |
| 4. Connections | 8. Timeline(s) |

Assessment Evidence

Direct Evidence:

Use of timelines
 Cooperative Small Groups using Strategic Choice Analysis
 Use of Multimedia: Audio and Video
 Use of outside reading sources
 Writing Assignments
 Integrating content into Lesson Plans

Learning Plan

Learning Activities:

Cooperative Small Groups
 Large Group Discussions
 Readings – Text
 Strategic Choice Analysis – Video and Text