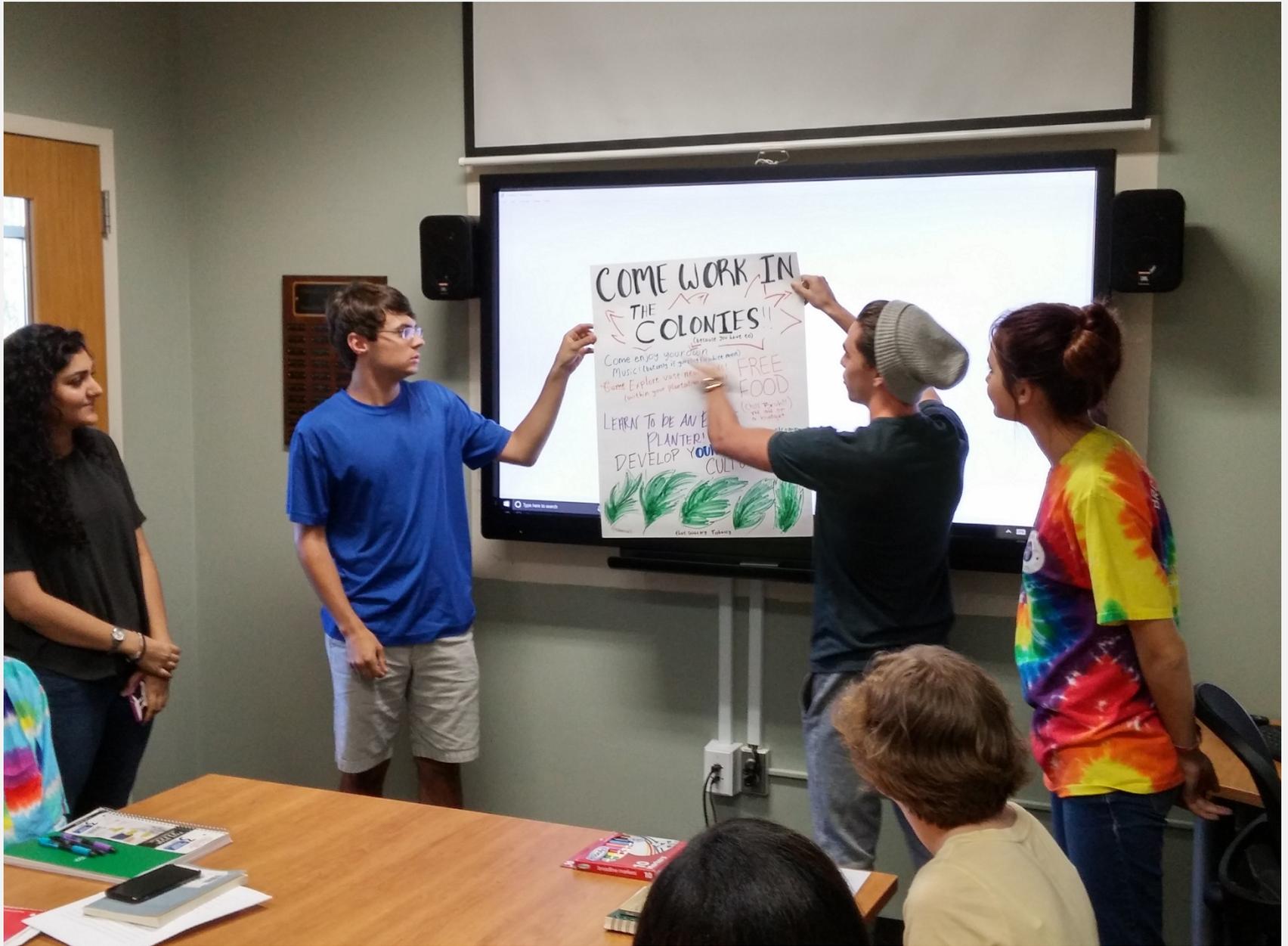


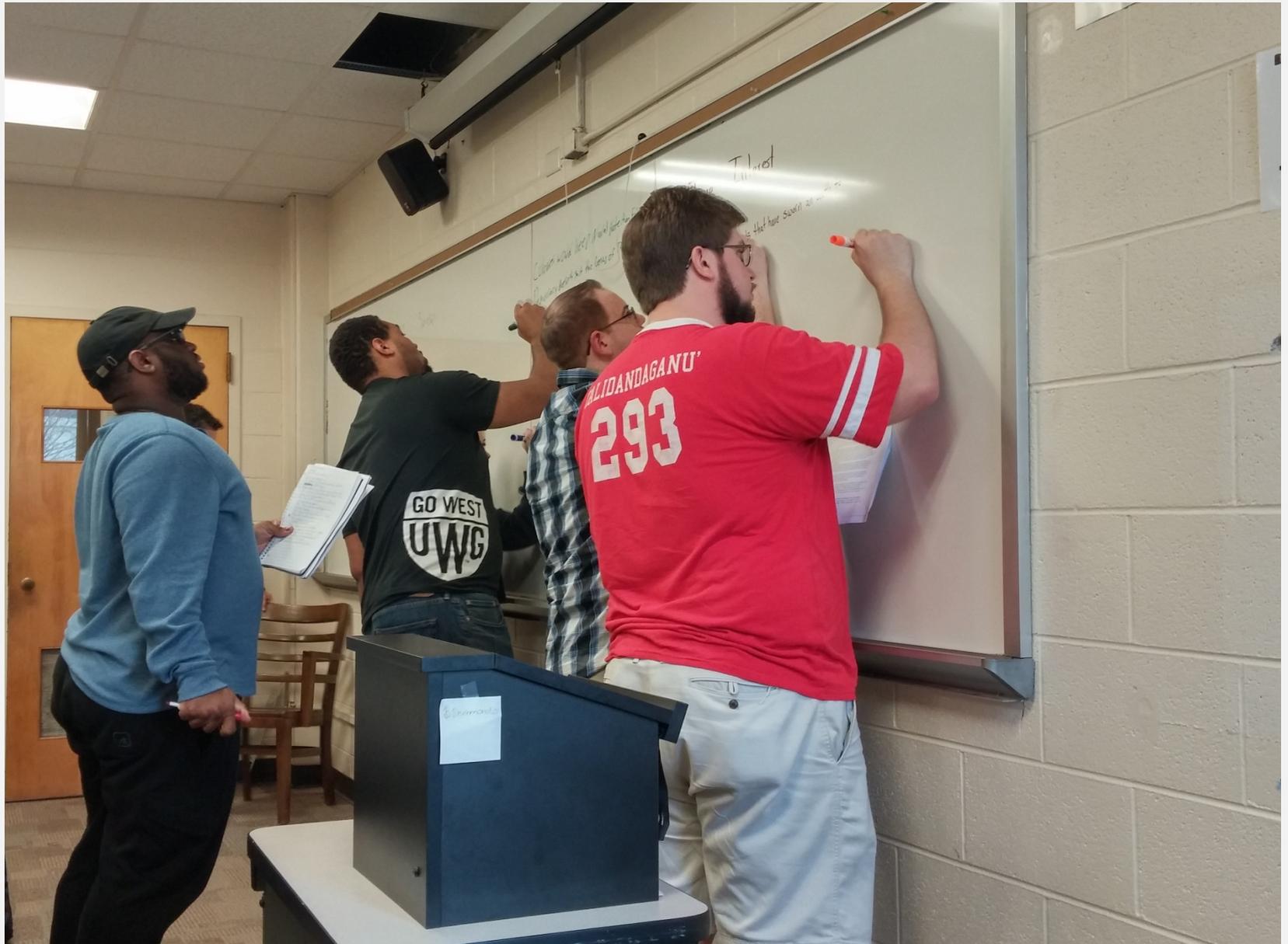
Teaching Hybrid in 2020: How do we engage with our students?



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Things Changed in 2020!



Challenge: how to engage students in the classroom and online – at the same time!



What do I do??

Solution: “flex-engagement” approach

(translated: find flexible means of engagement that emphasizes student participation in both forms of delivery)

Hear their voice and discern student needs

History Reflection Paper

(due August 19)

Instructions

As we start the class, I am interested to hear your reflections on the subject of history. I think it is important for you to think about what history means to you and how it might be relevant in your life. Take a few minutes to think about your perceptions of history, and then I want you to read the brief article *Why Study History?* Once you have done this, you will then answer the following questions (all 3 questions must be answered):

1. When you registered for this class, what were your initial thoughts about taking HIST 2111: did you think there would be anything of interest to learn, or did you think it might be a waste of time? Be sure to explain why you feel this way (it's ok to be honest, I promise!).
2. Identify something you learned in a prior history class (or a history book that you read) that you think might be useful to help inform your understanding of how the United States is today in 2020. It can be any topic, idea, person, event, etc. that you think helps you understand why the United States is the way that it is in 2020 because of this past historical development. For those of you who are international students, think of any history or government classes you have taken where you learned about the United States.
3. After reading the article *Why Study History?*, what do you think is the most important author's overall perspective on history?

Journal Entry 1

What do you know about Colonial America?

(due August 19)

Instructions

As we start the class, I am interested to hear what you know about Colonial America. This will help me get a sense of where the class is and if there are any changes I need to make later in the semester. Plus, it will give you an opportunity to reflect on what you know about Colonial America at the start of the semester and compare it to what you have learned by the end of the semester.

Take a few minutes to think about what you know about Colonial America, and then I want you to answer questions #1 and #2 below. After you have answered those questions, I want you to read the Introduction and Chapter 1 of *Colonial America: A Very Short Introduction* and answer question #3. All three questions will be submitted in one document.

Questions to answer:

1. What do you think is the most important development that took place during the time frame we are covering in Colonial America (roughly 1600 to 1763)?
2. Do you feel that you have a good understanding of this time frame in American history, or do you feel your knowledge of Colonial America is somewhat limited? Is there a topic you would like to know more about related to Colonial America?
3. After reading the Introduction and Chapter 1 of *Colonial America: A Very Short Introduction*, what do you think is the most important takeaway from this section of the book? Why do you think this takeaway is important? Be sure to explain the topic you think is most important in some detail, including examples from the chapter(s) to illustrate your point.



Student-guided discussion sessions

Women and the American Revolution

-How exactly did the women of the time feel about their mandatory subservience to men? I know no one account of the time will encompass all women's opinions, but surely there are journals or diaries where we can see the point of view of women at the time.

-Were the stereotypical gender roles/ideas placed and created on women during the Revolution, as a product of the circumstances and time period, or were these ideas that had existed beforehand and were continuing to carry over?

-Did the American Revolution push-start the women's rights movement as the role and status of women began to shift?

-In Women and the American Revolution, Jan Lewis states, "The occasional outspoken woman? like Hannah Lee Corbin or Abigail Adams, who told her husband John to" remember the Ladies"? raised the issue of female citizenship, but it was not seriously considered. We could compare the direct effect of the Revolution upon the position of women to that of slaves, where the issue was raised forcefully, and to some effect" (3). What comparisons can we make about the lack of addressing issues concerning women and slaves? Support with examples from the content from this article and other articles we've read this semester in this class.

-"One magazine article stated that women had the power 'to make our young men, not in empty words, but indeed and in truth, republicans" (13). Women at this time were underrepresented and ignored in the involvement of politics, but ironically the seem to have the 'power' to dictate a man's choice of political party; what do you think is the basis of this claim (or why did the author think this)?

-What would a woman in this time period do after her children were grown? Would they work for an income, or engage in some other responsibilities?

The Philadelphia Yellow Fever Epidemic of 1793

-Due to the city's pungent conditions at the time, were there any other diseases that people became sick and died from in the yellow fever epidemic that ravaged Philadelphia in 1793, and, if so, did it have any effect on the total number of people estimated to have died during the epidemic?

-Why did Benjamin Rush aggressively push for bloodletting so often?

-Why did Dr. Rush lie about his 100% cure, did he not think that no one would question him?

-Was the benefits worth the fall?

-Why did he think bloodletting was the cure?

-What happen to him after he was disgraced from medicine?

-The "Yellow Fever" article mentions that "[m]any people thrust their parents into the streets as soon as they complain of a headache"(91). Other than the establishment of Bush Hill, were there any measures taken to quell fears and make sure the community did not get overrun with abandoned individuals?

-How was the experience of the epidemic in 1793 different from our experience today?

-How did the outbreak of yellow fever change the way the public health systems operated?

-Why was Philadelphia affected economically by the Yellow Fever?

- Yellow Fever was caused by bugs, could the remedies of vinegar attract more mosquitoes, causing more infections?

-How did class play a role in the spread of the Yellow Fever? Did having money and a high class ranking allow for treatment and/or immunity at all?

MAKE HISTORY

Failure is impossible.

When to push
when to pull
when to let go



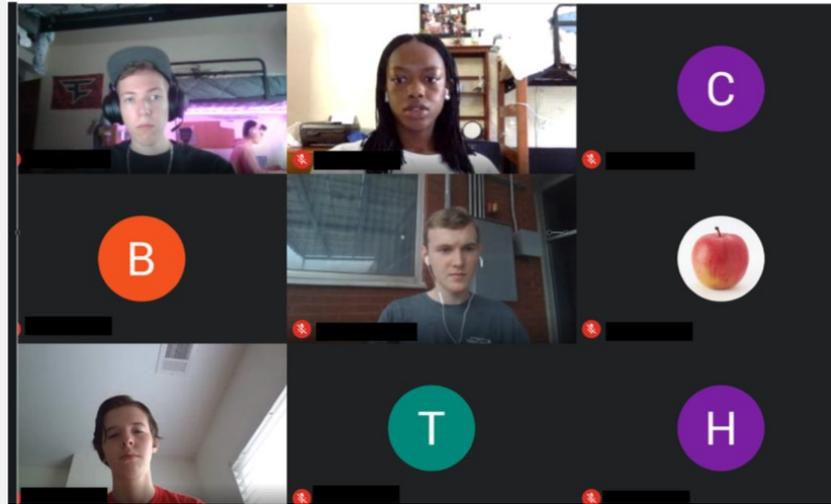
Attendance rates for Fall 2020

HIST 2111 Honors (14): 11 to 12

HIST 4451 Colonial America (14): 9 to 11

HIST 5451 Graduate Seminar (4): 4

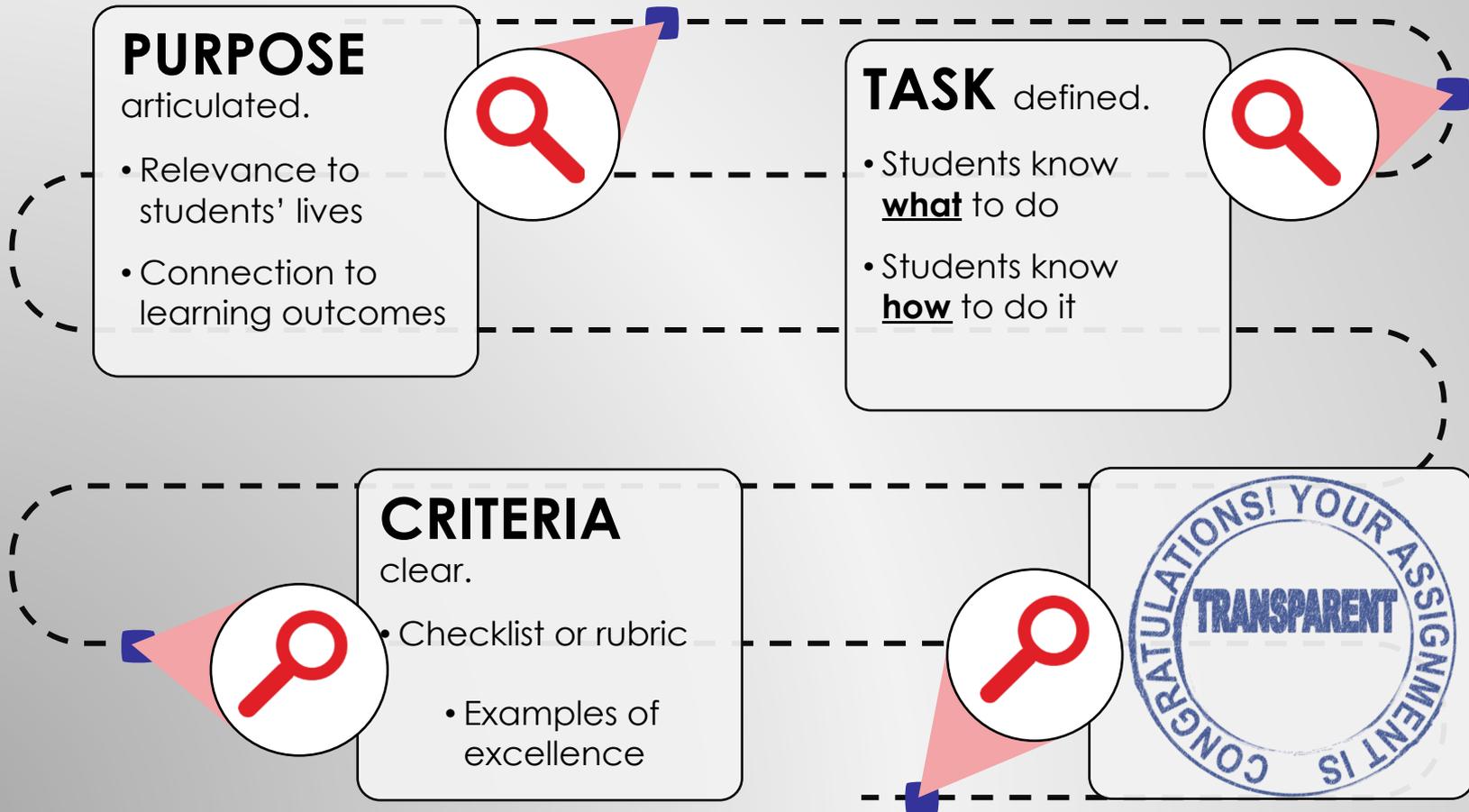
Discuss online as well



Create videos for both content AND personality



Be sure to “TiLT” (Transparency in Learning and Teaching)



Create assignments that can both assess and be flexible

Social Unrest in Early America

(Due October 28)

From the very beginning, the English brought over traditions to North America, and this included holidays and annual celebrations covering a multitude of themes and commemorations. One tradition that became ingrained in early America is that of Pope's Day, also known as Guy Fawkes Day or the Gunpowder Plot Day (watch the movie *V for Vendetta* and you will learn more!). On this day (November 5), thousands of Americans, particularly in Boston, would take to the streets for some rather rousing activities. Brendan McConville's article *Pope's Day Revisited*, *'Popular' Culture Reconsidered* examines the social and cultural significance of this event and why this tradition was so important for Americans. You will read the article, reflect on what you have learned, then answer the questions below.

Assigned Readings

[Pope's Day Revisited](#), ['Popular' Culture Reconsidered](#)

Focus Questions

After reading the three articles, answer the following questions:

1. McConville argues that Pope's Day "was part of a larger movement that was part of a Protestant British moral crusade after 1688—devoted to a Protestant British moral crusade"; what does he mean by this?
2. He also states that Pope's Day and the process of "the eighteenth century progress"; what does he mean by this?
3. McConville challenges the traditional historical interpretation of Pope's Day; how do you think you would challenge their interpretation?

Directions

Here are your options for completing this assignment:

1. Write a traditional essay that is a minimum of three paragraphs in length (and includes at least one paragraph answering each question). Each paragraph should be a minimum of 6-7 sentences in length. Upload as a PDF or Word document to the Assignments folder in CourseDen.
2. Create a PowerPoint, Google Slides, or Prezi presentation that answers the above focus questions. You can write paragraphs or bullet points that convey your answers. If you use bullet points, be sure to fully explain the key points you make (thus, 3 or 4 words usually isn't enough to explain your understanding of a particular point). You can also include an extras like images if you so desire. You should cover the same kind of content that you would in a written essay, so include a minimum of three slides. Upload your presentation directly to the Assignments folder (ex: you can save as a PowerPoint or PDF). If you have a link, you need to make sure I can open it, which means giving me permission to access your presentation.
3. Record a 2-3 minute video that answers the above questions. You can upload the video directly to CourseDen, or you can upload it to YouTube and provide a link.
4. Any other type of format you think would help you create an effective assignment for this journal entry. The only requirement is that your alternative format (ex: poster, newspaper, letter, graphic novel, etc.) must include the same kind of information that you would have for a more traditional essay. I'm all for creativity, so go for it!

Journal Entry 7 is due by 11:59pm on October 28. We will discuss this article when we meet in class on Thursday, October 29.

Bottom line: Find ways to engage with students no matter where they are!



THANK
YOU