NATIONAL ENDOWMENT FOR THE HUMANITIES

EDSITEment

edsitement.neh.gov

EDSITEment Mission Statement

EDSITEment is sponsored by the National Endowment for the Humanities (NEH), and covers the subject areas of history and social studies, literature and language arts, foreign languages, and art and culture. All materials housed on EDSITEment have been rigorously reviewed by humanities scholars, classroom teachers and education administrators for content, design and educational impact in the classroom. EDSITEment is designed to enhance teachers' knowledge and to provide engaging activities for students by integrating the highest quality online humanities resources available into classroom teaching.

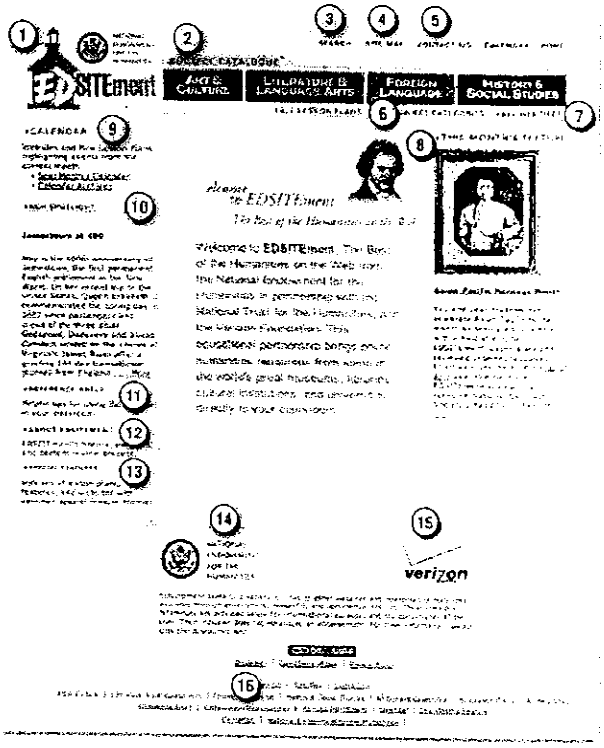
Using EDSITEment

From the Thinkfinity homepage, click on the Partner site logo, or type **edsitement.neh.gov** in the address line of your Web browser, and click Enter or press Return.

The EDSITEment homepage appears.

The following numbered list corresponds to the screenshot on the right showing the features of the homepage.

1. Visit **EDSITEment** for rich humanities resources.
2. Visit the **Subject Catalogue** to browse lesson plans and Web sites by subject.
3. Search EDSITEment and all of the Thinkfinity Partner sites.
4. Go to the **Site Map** for navigation assistance.
5. **Contact Us** to offer feedback.
6. Browse all **lessons** by grade, title and subject at **All Lesson Plans**, or perform a **Quick Search** of EDSITEment lessons.
7. Discover the very best humanities Web sites, all reviewed by peer review panels, at **All Web Sites**.
8. Check out the latest topic featured by EDSITEment in **This Month's Feature**.
9. Explore the **Calendar** for timely lesson plans and reviewed Web resources and activities.
10. Learn about NEH-supported events and programs for educators in **NEH Spotlight**.
11. Visit the **Reference Shelf** for tips on better browsing, evaluating Web sites and citing Web resources.
12. Read more **About EDSITEment**.
13. Find EDSITEment resources with Special Features themes.
14. Access the NEH site.



15. Access the **Verizon Foundation** Web site.
16. Discover **Professional Opportunities** at NEH, including NEH grants.

NEH Mission Statement:

The National Endowment for the Humanities (NEH) is an independent federal agency created in 1965, and is the largest funder of humanities programs in the United States. NEH serves and strengthens our Republic by promoting excellence in the humanities and conveying the lessons of history to all Americans. The Endowment accomplishes this mission by providing grants for high-quality humanities projects in four funding areas: preserving and providing access to cultural resources, education, research, and public programs.

EDSITEment– Overview

Content Area(s) Humanities - Art & Culture; Literature & Language Arts; Foreign Language; History & Social Studies
Sponsor: National endowment for the Humanities

Major Resources

- Lessons – In all four areas; many are multidisciplinary
- Web Sites – Extensive list of annotated websites, linked to the four major content areas
- This Month's Feature and NEH Spotlight– includes extensive lists of lessons and websites related to the feature (e.g. Black History Month, Jazz Appreciation Month; National Poetry Month, the Bill of Rights); archive for the past eight years
- Standards Alignment for each lesson – linked to multiple national humanities standards

Search For	By	From
Lessons	• Grade Level • Subject (category) • Subcateogry • Key words (any) • Topics	• All Lesson Plans Page; Subject Navigator for each of the subject areas; • All Lesson Plans Page; • All Lesson Plans Page; Subject Navigator for each of the subject areas; All subject Categories page • All Lesson Plans Page • Browse archives of This Month's Feature and NEH Spotlight (reached from This Month's Feature page)
Weblinks	• Subject (category • Subcategory	• All Web Sites Page • Subject Navigator Page for each subject

Additional Features

- Calendar – Key occurrences for each day with related lessons
- Reference Shelf – information on how to Integrate the Internet as a standard classroom resource
- Special Features – Indexes of lessons and website on a few topics (as of 2/2008 – We the people; the Asian Pavillion; Constitution Day; Freedom of speech Week; We the People bookshelf

Site Strengths

- Web links are often to primary sources
- Many lessons include significant online resources that teacher's can use in planning their own lessons
- Multi-disciplinary

Technology Integration

- All lessons include Web resources, but these are sometimes limited to developing teacher background or resources from which teacher can download or read stories, maps, pictures, etc.
- Very few interactive activities

EDSITEment Lessons

Searching for Lessons

There are various starting points for searching for lessons reachable from the top Navigation bar.

Recommended Strategies:

- If searching for key words, start by clicking on ALL LESSON PLANS
- To search by grade or subcategory, use either ALL LESSON PLANS or click on one of the four subject areas

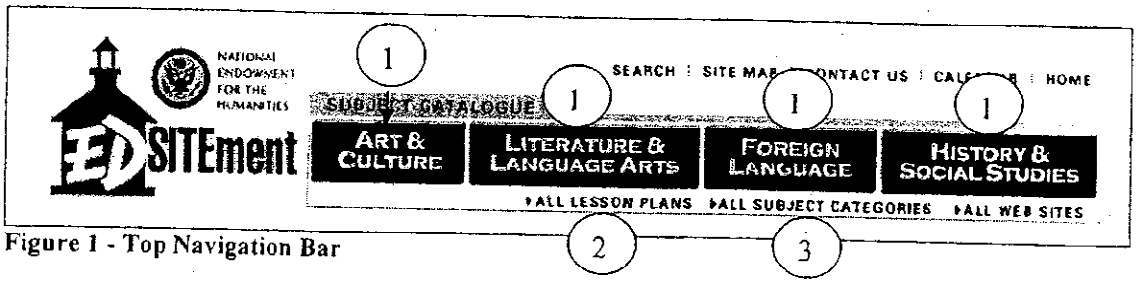


Figure 1 - Top Navigation Bar

(1) A **SUBJECT CATALOGUE** Subject: Art & Culture; Literature & Language Arts; Foreign Language; History & Social Studies

- **Displays Subject Navigator Page** for the chosen subject
- Choose a subcategory and / or grade level

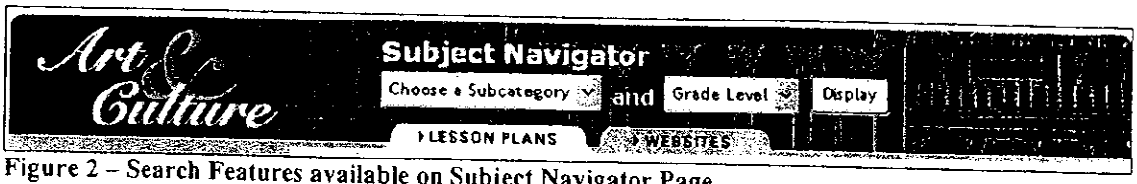


Figure 2 – Search Features available on Subject Navigator Page

(2) **ALL LESSON PLANS**

- **Displays All Lessons Page** – the general search page for all areas
- Can search by Grade Level, Subject, Subcategory, and Quick Search (keyword)

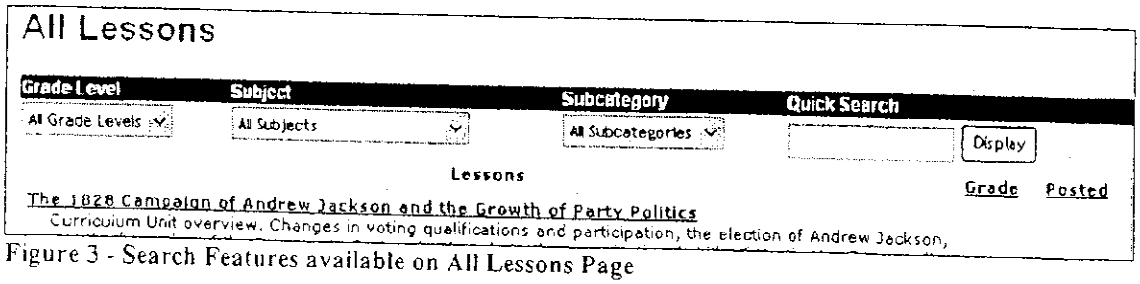


Figure 3 - Search Features available on All Lessons Page

(3) ALL SUBJECT CATEGORIES

- Displays All Subject Categories page

- Clicking on one of the subject categories displays the Subject Navigator Page (see above) with the selected subcategory entered into the subcategory box

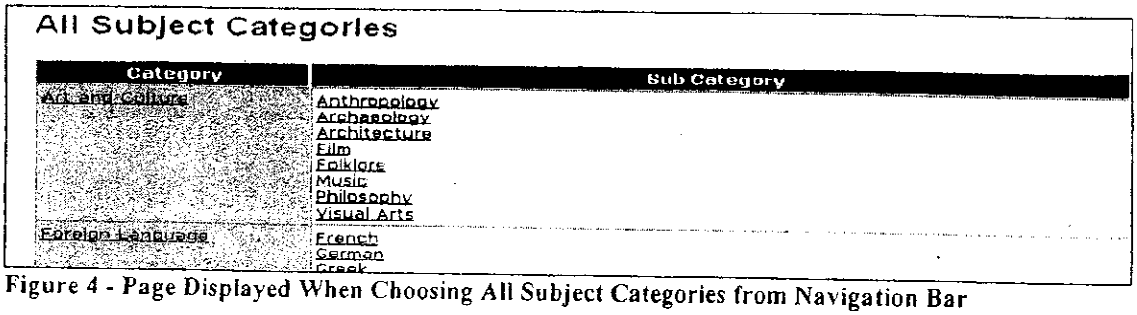
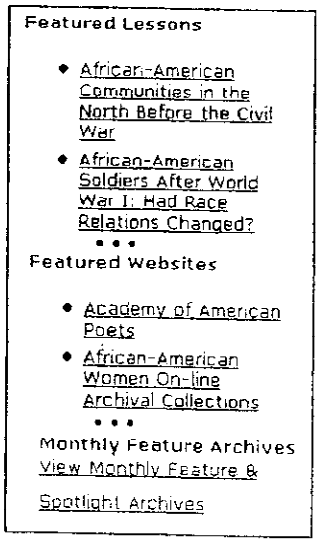


Figure 4 - Page Displayed When Choosing All Subject Categories from Navigation Bar

Browsing for Lessons

If you are looking for lessons on a topic that EDSITEment has covered in its Monthly Features or Spotlights, you will find a wealth of related lessons and websites. To browse the topics of previous Monthly Features and Spotlights:

- Click on **This Month's Feature** from the top right of the EDSITEment home page (#8 on page _____ screenshot of Edsitement)



Left Column of This Month's Feature contains links to:

- Featured Lessons
- Featured Websites
- Monthly Feature Archives of Monthly Features and Spotlights
- If find interesting, feature or spotlight, click on its Featured Lessons or Websites

Overview of Lessons Pages

Parts of Lessons – Most lesson are multi-period	
Introduction	Sometimes preceded by relevant quotes; often includes pedagogical reasoning behind parts of lesson or sights experts
Guiding Questions	Big questions guiding activity
Learning Objectives	Always included
Background Information	Sometimes a separate section, sometimes part of next section

Preparing to Teach this Lesson	Includes substantial background information if not a separate section also includes websites, downloads and materials that teachers should gather
Suggested Activities	• Usual includes multiple lessons • Detailed instructions for each lesson including teacher comments, questions, web sites, materials, discussions • Sometimes includes assessment ideas
Assessment	Sometimes a separate topic; sometimes included in previous section
Extending the Lesson	More activities, sometimes using technology, sometimes not
Selected EDSITEment Websites	• Listing of Web sites used in lessons, although often as teacher resources; sometimes links are to main page of large site, sometimes to specific, relevant pages • Other Websites and recommended resources sometimes also included
Standards Alignment	Link to multi-disciplinary standards used in lesson (ACTFL (foreign language), NAES (arts), NCTE/IRA (ELA), NCSS &Civic-Ed (social studies), NGS (geography), etc.
(Student Pages)	• Generally not included • **EDSITEment LaunchPad** always launches a student page • Some older lessons have student pages listed in body of lesson; these lessons are pdf files and web links are typically not active
(Interactive Activities)	• Not typical, but if included, links to activities are listed under Additional Student / Teacher Resources in left-hand column; some of the included websites have interactive activities
Related Information Grade Level Picture Subject areas Time Required Skills Additional Student / Teach Resources Author Date Posted	Left side of screen – but some (particularly older) lessons do not fill in the categories, only including the material in the body of the lesson Listed first Related picture always included Lists subject and subject categories covered Usually given; most lessons take multiple sessions and are often linked to units Specific skills used • Student LaunchPad, if included, is a link to a student page • PDFs, word documents, rubrics sometimes included Usually included Usually included

Sample Lessons		
Title / Grade	**How do I Find?**	**Comments**
"Fly Girls": Women Aviators in World War II Grades: 6-8	Lesson listed in This Month's Feature (March 2008) – also available through This Month's Feature archive	• Student lesson (Lauchpad) • Assessment rubric • Detailed description of activities • Includes WWII posters and questions for interpreting them
Profiles in Courage: Harper Lee's to Kill a Mockingbird Grade 9-12	All Subjects; Quick search for "To Kill a Mockingbird"	• Has online interactive (or pdf) file on whether activities are courageous or not • Comparison to Scottsboro trial (interdisciplinary) – some sites • Tends to link to general places in site
Esperanza Rising: Learning not to be Afraid to Start Over Grades 6 – 8	From all subject categories, literature, American	• Has student launch pad

Web Links

Searching For Web Links

Links to reviewed sites can be found in two ways:

- To display all reviewed Web sites or all Web sites for one of the four areas:
  - Click on ALL WEB SITES on the Navigation Bar at the top of all pages
  - To display Web sites from only one Subject area, in the category box, click on the color square for the area you DO want to display

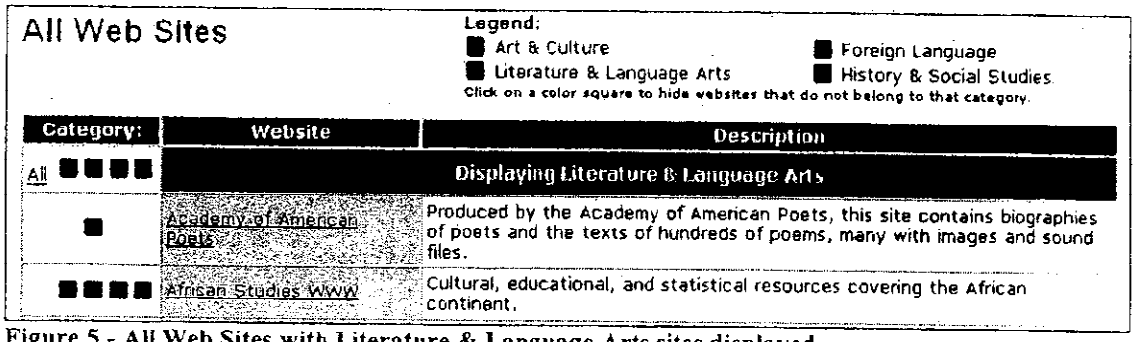


Figure 5 - All Web Sites with Literature & Language Arts sites displayed

- To display sites relevant to specific subject subcategories
  - Click on one of the four subject areas on the Navigation Bar at the top of al pages
  - Pick a Subcategory *Note: Entering a Grade range does not limit websites found*
  - Click on the WEBSITES tab

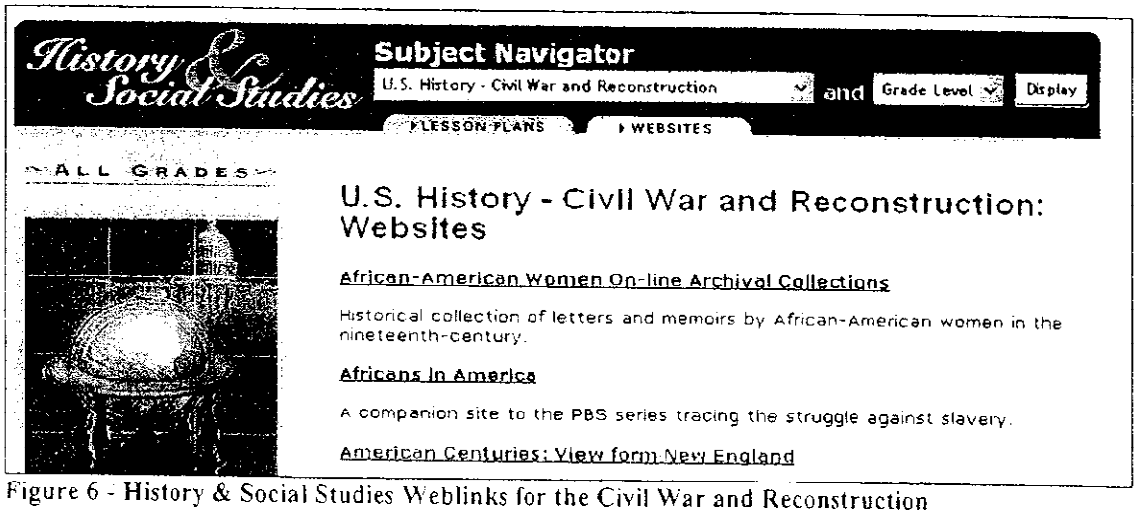


Figure 6 - History & Social Studies Weblinks for the Civil War and Reconstruction

NOTE: Many of the reviewed Web Sites are very broad or extensive. Since the Lessons and Thinkfinity Search include reviewed Web Links as well as lessons, you can compile your own list of resources from Web sites included in lessons or search results

Sample Web Links		
Name	**How do I Find?**	**Comments**
American Centuries ... view from New England	All websites page – History & Social Studies	Site includes: • Interactive Activities • Digital Collection including documents, maps, pictures, artifacts • Themes related to turn of 17th, 18th, and 19th centuries
Teaching American History	All Websites Page – History & Social Studies	• Numerous primary documents • Sorted by time period
American President: Resources on the U.S. President	All Websites Page – History & Social Studies + many of the American history subcategories	• Good summary of information on each of the presidents and many of their associates • Audio of some of the tapes of private presidential conversations from FDR to Nixon (Presidential recordings at top of page)
American Memory Project (Library of Congress)	History & Social Studies	• Primary resources • To find teacher's page, click on **About** (top), **FAQs** (left-side of page), **Teachers/Educators** • Follow link to **Learning Page** or **America's Story from America's Library**
Digital History	All Websites Edit/Find in Page – search for **digital**	• primary and secondary documents, • maps, • images, • audio archives of speeches and lectures by historians, • a database of more than 1,500 annotated links • interactive timeline.

Teaching Scenario: Elementary

Cultural History in an Ethnically Diverse School

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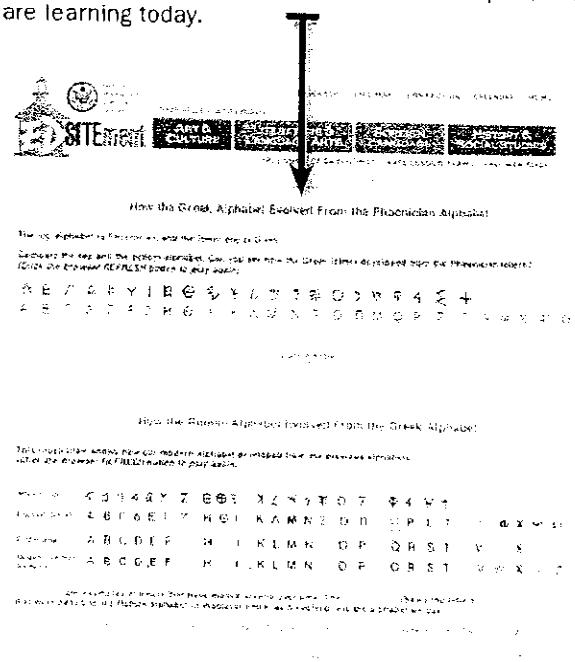
Setting the Stage

A large, urban elementary school in California was charged by its school board to address two challenging issues faced by many schools across the US: improving literacy in the primary grades and adapting curriculum to meet the needs of an increasingly culturally diverse student body. Several teachers on the curriculum committee have attended Thinkfinity training sessions and think that the rich variety of online curriculum materials and the diverse teaching approaches using online multimedia resources will provide an excellent pilot program for meeting their classroom challenges.

(1) As she is challenged with teaching reading to many students for whom English is not their first language, Ms. Gonzales, the second grade teacher, decides to try a more holistic approach to teaching language arts. Choosing **EDSITEment** from the **Thinkfinity home page**, Ms. Gonzales selects the category **Literature and Language Art** under the subject catalogue and sees a lesson she thinks will interest her students: **The Alphabet is Historic**, *http://edsitement.neh.gov/view_lesson_plan.asp?id=517*.

Her students are fascinated with the animated alphabet (in the **Additional student / teacher Resources** section of the lesson plan) showing how Phoenician characters evolved into Greek and then Roman letters to the alphabet they are learning today.



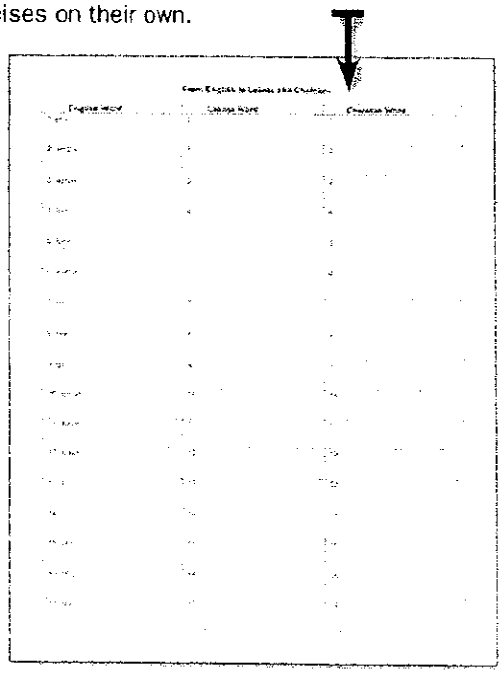
(2) Meanwhile, in the same school, the art teacher, Mr. Dunlap, is committed to integrating the arts in to all areas of the curriculum and is delighted to find an EDSITEment lesson (in the **Art & Culture** section) covering the ways prehistoric humans communicated, **Cave Art: Discovering Prehistoric Man Through Pictures**. *[http://edsitement.neh.gov/view_lesson_plan.asp?id=362]* Because the premise of the lesson is understanding how people communicate without a written language, he finds the incredible images and visual emphasis in this lesson ideal for showing common ways of expression among young students speaking different languages.

Mr. Dunlap's students are captivated by the Cave of Lascaux Web site which simulates the discovery of the cave paintings: as students move their mouse over the black home page, it resembles a flashlight beam picking up the amazing images of animals painted thousands of years ago as a means of communicating important information.

"Excellent, engaging lessons, an impressive array of humanities-related materials, a well-conceived reference shelf, and a special section devoted to professional opportunities make this site a top candidate for every teacher's list of favorite links."

— James Bucky Carter
Ph.D Candidate: University of Virginia

(3) This elementary school is fortunate to have a Native American, Mr. Arrowsmith, to conduct the fourth grade Gifted and Talented class. Because he has a personal interest in preserving native and endangered languages and is on a national committee for this effort, Mr. Arrowsmith wants to introduce his students to the richness and diversity of several Native American tribes. Mr. Arrowsmith selects **US History: Native American** from the drop-down **Subject Navigator** menu, within the History & Social Studies section, where he determines that **Traditions and Languages of Three Native Cultures** is ideal for his approach to teaching. Although written to provide background information on teaching native culture for K-2 students, he adapts the lesson for older, reading learners, who can do the word translation exercises on their own.



"We are studying the origins of language —absolutely awesome—I found the Egyptian alphabet that you link to an incredible student tool. I would like to extend the lesson and have the students use their imagination and come up with their own papyrus."

— F. Westerman
5th grade Gifted and Talented Teacher

(4) Ms. Frank's third grade class is also learning about different cultures and early forms of communication. In the subject catalogue under **Art & Culture**, she finds the EDSITEment lesson **Egyptian Symbols and Figures: Hieroglyphs** and determines it is a perfect fit for her unit on Egypt. She begins by telling her students to pretend that they have no form of writing and asks them how they can send a message to someone. After someone suggests that this can be done with pictures, she asks students what sort of pictures they would draw that would be familiar to both the message sender and the receiver. She asks the students to think about their natural environment, and encourages them to think of trees, grass, stones, animals, flowers and anything that is typical of their environment. She also suggests that they include human body parts, like hands, feet, eyes and ears. Ms. Frank lists on the board objects suggested that could be used to send a "picture message."

Ms. Frank then tells her students about Egyptian hieroglyphs and ideograms, referring to the information on the EDSITEment-reviewed Web sites **Nova: Pyramids** and **Metropolitan Museum of Art** used in this lesson. She then shows them the Egyptian alphabet from **Nova**, and ideograms from the **Metropolitan**, pointing out that the Egyptian system was the same as the one they've just invented themselves.

She mentions that although there are thousands of symbols, the most commonly occurring are a set of 24, which modern archaeologists use as a working alphabet.

Now that they have their alphabet, students work together to figure out how to write the sentence "The silly rabbit lost its carrot and had to go to sleep hungry." Using the symbols, they write their hieroglyphs on the board.

Ms. Frank then shows students an actual sentence in Egyptian hieroglyphs taken from a papyrus scroll. She scans across from right to left, slowly reading the translation aloud. She reminds them to read toward the faces of the animal symbols, and notes that this is an English translation of an ancient Egyptian message, since the language might appear a bit stilted.

Now that the students have an idea of how hieroglyphs were used, the teacher tells them to imagine they are Egyptian scribes. While viewing projections or handouts of the Egyptian alphabet and ideograms, each child writes his or her name in hieroglyphs, followed by an ideogram of his or her choice, finishing with a cartouche around their name. When the project is done, the students try to read each other's hieroglyphs.

EDSITEment

Teaching Scenario: Secondary

Team Teaching the Civil War in High School English and History

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Setting the Stage

Ms. Smith, 10th grade American literature teacher and Mr. Burgess, 10th grade US history teacher, are coordinating a unit on the Civil War as it is treated in history and in literature. They want their students to experience the event more fully and are looking for ways to engage their students in more personal aspects of the war's impact.

(1) Ms. Smith, the English teacher, has heard that Thinkfinity offers materials for most of the curriculum and that its resources are free. She goes to the humanities partner Web site, EDSITEment, and selects **Advanced Search** to limit her search to EDSITEment and to language arts and social studies, typing in "Civil War literature." Among the lesson plans listed in the results, she selects one of two companion lessons on Stephen Crane's novel ***"The Red Badge of Courage:* A New Kind of Realism,"** *http://edsitement.neh.gov/view_lesson_plan.asp?id=444.* Both she and Mr. Burgess agree that this lesson is a perfect match for their unit. It links to an e-text version of the novel, and it uses primary documents, such as sketches, photographs, soldiers' descriptions in letters home and journal accounts.

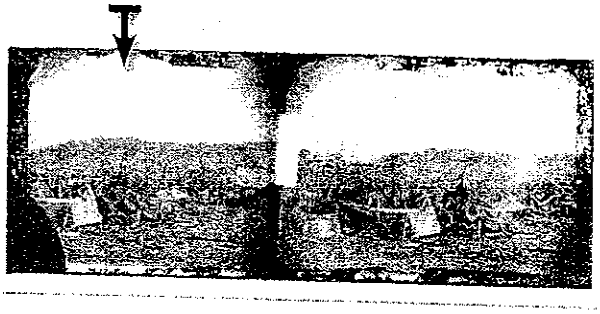
(2) On the first day, Ms. Smith introduces the unit to her English students, sharing online reviews of the novel to emphasize Crane's new style of writing and how his approach to realism was received by critics. She asks students to consider how stylistic elements in the novel may have contributed to the striking impression it made.

> "I used this [lesson] as part of a unit on the Red Badge of Courage that emphasized examining the mind of Henry Fleming. My unit also incorporated critical reasoning and that is where I used this material."
>
> — Ms. Smith
> High School English Teacher

(3) On the same day, Mr. Burgess, the history teacher, introduces students to the war through contemporary battlefield sketches by Winslow Homer and photographs of the wounded and dead by Matthew Brady. He asks students to compare the paintings and photos of Civil War subjects by considering which of the following adjectives (and any they would add) apply to each image: anonymous, biased, courageous, famous, heroic, realistic, romanticized, static, unbiased, vivid.

(4) In a joint session, both teachers ask the students to discuss: Which painting is closer in tone to *The Red Badge of Courage*? In what way?

The teachers then ask students to compare each of the photographs to a specific accompanying passage from *The Red Badge of Courage* and describe how this imagery relates to the realism of the novel.



(5) In her American lit class the next day, Ms. Smith breaks the class up into small groups of four to six students and assigns each a Winslow Homer sketch (all available via links from peer reviewed Web Sites embedded in the EDSITEment lesson plan).

the war? After the war?

- What does the woman look like in the poster? Does her dress or behavior remind you of anyone? (A celebrity from that time, for example)
- What does the poster seem to be saying about acceptable roles for women in wartime? How did women□s roles differ in peacetime?
- What symbols does the poster use to get its point(s) across?
- How might the government have used this poster to persuade women to join the war effort?

(Note: You may download a printable PDF worksheet with these questions.)

Activity 2: Women Airforce Service Pilots (WASPs)

During World War II, 350,00 women served in the U.S. military. Women Airforce Service Pilots (WASPs) flew fighter planes from factories to Air Force bases around the world. They towed targets and tested new aircraft for the U.S. Army Air Force.

Learn more about the WASPs on these Websites:

- National Museum of the United States Air Force
  http://www.nationalmuseum.af.mil/
  - Women in the AAF
    http://www.nationalmuseum.af.mil/factsheets/factsheet.asp?id=1476
- National Archives, Women Who Served: The Women□s Auxiliary Ferrying Squadron

http://www.archives.gov/exhibits/a_people_at_war/women_who_served/wafs_wasp

- PBS, Fly Girls Documentary
  http://www.pbs.org/wgbh/amex/flygirls/index.html
  - Program Description
    http://www.pbs.org/wgbh/amex/flygirls/filmmore/description.html
  - Timeline
    http://www.pbs.org/wgbh/amex/flygirls/timeline/index.html
  - WASP Qualifications
    http://www.pbs.org/wgbh/amex/flygirls/filmmore/reference/primary/officialc
  - WASP Statistics
    http://www.pbs.org/wgbh/amex/flygirls/filmmore/reference/primary/wasprec
- Texas Woman's University, Women's Collection, WASP
  http://www.twu.edu/wasp/
  - Facts (PDF)
    http://www.twu.edu/wasp/Wasptextfacts.pdf
  - History
    http://www.twu.edu/wasp/whistory.htm
- Remember what you read? Take the WASP History Quiz
  http://www.wingsacrossamerica.us/wasp/waspquiz.html

(Note: You may download a printable PDF worksheet with these links.)

Activity 3: What Was It Like to Be a WASP?

"Fly girls, " as women aviators were called, flew fighter planes at a time when few women held driver□s licenses or traveled on their own. During World War II, the media made it seem like flying planes was an exciting and glamorous job for women.

What was it really like to be a WASP?

Find out by reading these personal recollections of the WASPs:

- PBS, Fly Girls Documentary
  http://www.pbs.org/wgbh/amex/flygirls/index.html
  - Ann Carl: A WASP Among Eagles
    http://www.pbs.org/wgbh/amex/flygirls/sfeature/bookexcerpt.html
- Texas Woman□s University, Women□s Collection, WASP
  http://www.twu.edu/wasp/
  - Oral History Project
    http://www.twu.edu/wasp/oral.htm
- WASP: Women Pilots of World War II
  http://www.wingsacrossamerica.us/wasp
  - Articles Written by the WASP
    http://www.wingsacrossamerica.us/records_all/article_archive.htm
    - Ann Darr, "The Long Flight Home" (PDF)
      http://www.wingsacrossamerica.us/records_all/wasp_articles/darr.pdf
    - Cornelia Fort, "At the Twilight□s Last Gleaming" (PDF)
      http://www.wingsacrossamerica.us/records_all/wasp_articles/twilight.
  - WASP Interviews
    http://www.wingsacrossamerica.us/wings/interviews.htm

Compare and contrast these personal recollections with how women were portrayed in World War II posters (and newsreels, if you viewed them).

Select a WASP from the What Was It Like to Be a WASP? worksheet and write a brief essay about her experiences during the war.