

OWA Online Courses

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Black Studies 101 (Five Professional Learning Units)

Black Studies 101 provides multiple ways to explore African and African American history and culture. Each of its nine chronologies is introduced by a mini-video lecture, and each chronology includes a set of true-false questions to help students retain what they have read and seen. An additional feature is an interactive Today in Black History calendar which can be used to draw students into various social studies, and language arts activities. Black Studies 101 uses an abundance of video and music as gateways into the more sustained explorations contained in the eight source books that cover important themes in African and African American history. The source books are concise discussions of important themes in African and African American history. Course registration includes the Black Studies 101 CD.

Conducting Oral Histories (Three Professional Learning Units)

Anyone who has an appreciation of and curiosity about how people lived, what they thought and how they felt about the world of the past can be an oral historian. The goal must be to discover more about the human element of the past than the general overviews of history provided by textbooks. Although historians with years of experience often conceive and implement oral history projects, excellent oral history interviews have been conducted by students on all levels, as well as public school teachers, and community people. The key to conducting a successful oral history interview is the proper balance between skill and sensitivity. The skills every oral historian must possess can be learned through an external process of reading, instruction, and practice. Sensitivity is achieved by making a conscious effort to develop those aspects of one's personality and disposition that recognize, respect, and responds appropriately to the humanity of the person being interviewed.

Blacks in Georgia Politics (Three Professional Learning Units)

A 1761 Georgia state law expressly denied the vote to African American men, enslaved or free. (Neither black nor white women would get the vote until 1920.) Not until Reconstruction would Black men in Georgia get the vote and represent all African Americans as elected officials. But that victory was short-lived. By the first decade of the 20th century, Georgia laws shut African Americans out of most of the political

processes of the state. Over the century that has followed, we have battled Jim Crow, racial terrorism, and even Black voter apathy to claim and keep a Black presence and power in Georgia Politics. This course highlights the Black Presence in Georgia Politics from Reconstruction (1865-1877) to the twenty-first century in the areas of voting rights, voting power, and breaking the color barrier in the Georgia Legislature and the U.S. Congress.

Public History: An Introduction (Three Professional Learning Units)

Schoolteachers are faced with a tremendous task of filtering different interpretations of history into meaningful modules that their students can understand and that meet the requirements of mandated learning outcomes. This Professional Learning Unit provides teachers with some approaches and tools that will assist them in carrying out this task. In particular, this PLU course will provide teachers with different ways to answer these questions. "How are stories told and who gets to tell them? Which voices have been silenced and which have been heard? How can we better understand an event using several different points of view? What role should history and historians play in shaping public policy? How and where do students encounter history and what do they learn from it?"

The 1906 Atlanta Race Riot (Three Professional Learning Units)

With its visible black middle class, a consortium of historically black colleges and universities, and a long history of successful black businesswomen and men, Atlanta enjoys a reputation as a Mecca for Black People. Often characterized as the "City Too Busy to Hate," Atlanta also enjoys a reputation for being a place with excellent race relations. But this characterization was certainly not operative almost a century ago. In September of 1906 things went horribly wrong when rampaging whites killed African Americans and destroyed important sections of their communities. Was it jealousy that prompted whites to transform themselves into racial terrorists? Or was it just plain old racism? Whatever it was, certainly the conditions and attitudes that caused the 1906 Atlanta Race Riot are no longer operative. After all, we are almost a century removed from the 1906 Atlanta Race Riot. What possible relevance can it have to Atlanta today? The 1906 Atlanta Race Riot is relevant in two ways: first, it is a part of Atlanta's history that is often glossed over or buried beneath bland euphemisms—so we need to know that history in as full and in as stark detail as possible. Such information and knowledge lead to the second reason why studying the 1906 Atlanta Race Riot is relevant: it is an opportunity to discover where our community is in relationship to the issues that precipitated the riot, and it helps us as individuals discover how are attitudes confirm or transcend those attitudes that were operative at the time of the 1906 Atlanta Race Riot. Participants in this course will learn the facts of the

1906 Atlanta Race Riot, the attitudes of blacks who defended themselves during the riot, and the attitudes of whites who attacked and killed them.

Learning Communities (One Professional Learning Unit)

From PowerPoint presentations to the seemingly limitless resources on the Internet, information technologies have fundamentally altered the way K-12 education is conducted. Learning Communities represent a way to use these information technologies to improve student retention, increase student learning and achievement, promote active learning and teamwork skills, and develop student leadership. Learning communities link learning activities around an interdisciplinary theme. Multiple approaches are used to build learning communities, but they all share the intention to build community among students, between students and their teachers, and among faculty members and their disciplines. Participants in this course will be introduced to the basics of building learning communities.

School Improvement (One Professional Learning Units)

Responsible educators have always worked towards school improvement. The requirements of No Child Left Behind have brought these efforts into sharp focus. Participants in this workshop will be introduced to four aspects of school improvement: 1) becoming familiar with the various stakeholders (parents, teachers, students, curriculum, administration, etc) that have to be consulted in order for school improvement to be successful; 2) becoming familiar with common principles shared by each of these components; 3) becoming familiar with examples of successful school improvement; and 4) becoming familiar with common ways that school improvement is assessed.

Problem Based Learning (One Professional Learning Unit)

This Professional Learning Unit introduces teachers to the basic concepts of Problem Based Learning (PBL). Problem Based Learning is an instructional method that uses real world problems to teach students a variety of skills and content information. Perhaps the most important outcomes of Problem Based Learning is that it teaches students how to learn, how to think critically, and how to find and use appropriate learning resources. Participants in this workshop will learn: 1) how to use relevance, complexity, and coverage to create a problem suitable for Problem Based Learning; 2) how to create a problem based learning activity; and 3) how to evaluate a Problem Based Learning activity.