

An Interdisciplinary Team-Taught Approach to Required History Courses

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Abstract

Two veteran teachers modeled and discussed the increase in motivation both they and their students experienced in survey courses that fulfilled an English and a history requirement. They reviewed two courses in depth: a post Civil War American History course blended with the second English composition course (Writing About Literature) and the second Western Civilization course combined with a Humanities course.

The GAH audience participated in a group discussion of a lesson on teaching war through poetry. They discussed the experiences of their students as they dealt with skirmishes, anti-war protests, declared and undeclared wars, massacres, and concepts about war with a variety of methods, such as lecture, discussion, group inquiry, speakers, film, library research, and cooperative learning. The use of poetry by soldiers as well as untraditional use of the literary and historical canon highlighted each unit.

Participants received practical guidelines about writing the course syllabus, interaction techniques for students, and advantages over the usual separate course methodology.

The presenters discussed conception, planning, dynamics, and procedures of team teaching, as well as fusing interdisciplinary materials. They provided participants with a sample course outline, statement of

policies, sample syllabus, sample test, sample essay
assignment, and a packet of war poetry.