



*The Battle of Lexington*, Amos Doolittle, 1775.  
Connecticut Historical Society



*Lexington-Concord*, USPS, 1925

# Principles and Practices of Teaching History

## COURSE GUIDE\*

HIS 440

Fall 2017

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Office Hours: Tuesdays 10:15-11:15  
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History Department Website: <https://his.uncg.edu/>

*\*Note that this syllabus is subject to change at the discretion of the instructor. Any necessary changes in the syllabus or course schedule will prioritize effectiveness for student learning.*

## Scope and Purpose of the Course

According to the American Historical Association (AHA), we face a challenge and a responsibility as history educators in contemporary society. "The history taught in classrooms and presented in books and articles too often lacks energy and imagination. As a consequence, many students not only fail to gain a sense of history, they come to dislike it." The AHA has issued a call to action: "As educational institutions share responsibility for devaluing the past, so also do they have it in their power to restore its value by educating those in their charge to think historically and to use knowledge and understanding of the past to challenge the present and the future." (See *Liberal Learning and the History Major* <http://www.historians.org/pubs/Free/LiberalLearning.htm>)

This course is especially designed for students who are concentrating in social studies and plan to engage in teaching as a career. As an aspiring educator, how will you instill in your students a sense of the value and relevance of thinking historically in the 21<sup>st</sup> century? How do people learn history? What is distinctive about learning history compared to learning other academic subjects? This course

will introduce you to the growing scholarship that addresses the challenges of teaching and learning history as both a subject and a discipline.

## Student Learning Outcomes (SLOs)

Upon successful completion of this course students will be able to:

1. Explain the practical and conceptual components of historical thinking and the relevance of historical reasoning for 21<sup>st</sup> century learners.
2. Use research findings and theory to analyze challenges students encounter in learning to think historically.
3. Apply principles of historical thinking to develop effective learning activities paying particular attention to the role of primary sources for teaching historical thinking and promoting analytical reading.
4. Evaluate formative and summative assessment strategies based on alignment among specific learning objectives, teaching strategies, and student learning activities.
5. Use evidence-based reasoning to explain how learning activities address the scholarship of teaching and learning historical thinking.

## Required Readings

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**Books:** (available at UNCG Bookstore and through the UNCG Library as e-books) You need to have access to these books in class, so if you elect to use the e-books you should bring your laptop to class or bring printouts of your reading notes.

Lesh, Bruce A. *Why Won't You Just Tell Us the Answer?": Teaching Historical Thinking in Grades 7-12*. Portland, Maine: Stenhouse Publishers, 2011.

Note: This book is also available as an ebook through the Jackson Library catalog and on Canvas: <https://login.libproxy.uncg.edu/login?url=http://uncg.ebib.com.libproxy.uncg.edu/patron/FullRecord.aspx?p=1044762>

VanSledright, Bruce A. *The Challenge of Rethinking History Education: On Practices, Theories, and Policy*. NY: Routledge, 2011.

Note: This book is also available as an ebook through the Jackson Library catalog and on Canvas: <https://login.libproxy.uncg.edu/login?url=http://www.tandfebooks.com/isbn/9780203844847>

Wineburg, Sam, Daisy Martin and Chauncey Monte-Sano. *Reading Like a Historian: Teaching Literacy in Middle and High School History Classrooms*. New York: Teachers College Press, 2011.

**Journal Articles and Book Chapters:** (available on Canvas, the worldwide web, JSTOR, or other journal databases.)

Breakstone, Joel. "Try, Try, Try Again: The Process of Designing New History Assessments," *Theory & Research in Social Education*, 42:4, (2014): 453-485. DOI: 10.1080/00933104.2014.965860

Caron, Edward. "What Leads to the Fall of a Great Empire? Using Central Questions to Design Issues-Based History Units." *The Social Studies* 96:2 (2005): 51-60.

Collins, Allan, Brown, John Seely and Holum, Ann. "Cognitive Apprenticeship: Making Thinking Visible." *American Educator*. (Winter 1991). <http://www.21learn.org/site/archive/cognitive-apprenticeship-making-thinking-visible/> (also posted to Canvas)

De La Paz, Susan, Mark Felton, Chauncey Monte-Sano, Robert Croninger, Cara Jackson, Jeehye Shim Deogracias & Benjamin Polk Hoffman "Developing Historical Reading and Writing With Adolescent Readers: Effects on Student Learning," *Theory & Research in Social Education*, 42:2 (2014): 228-274. DOI: 10.1080/00933104.2014.908754.

Harris, Lauren McArthur. "Conceptual Devices in the Work of World Historians," *Cognition and Instruction*, 30:4 (2012): 312-358. DOI: 10.1080/07370008.2012.716884

Monte-Sano, Chauncey, "Beyond Reading Comprehension and Summary: Learning to Read and Write in History by Focusing on Evidence, Perspective, and Interpretation," *Curriculum Inquiry* 41:2 (2011): 212-249. doi: 10.1111/j.1467-873X.2011.00547.x

Monte-Sano, Chauncey, "Disciplinary Literacy in History: An Exploration of the Historical Nature of Adolescents' Writing," *Journal of the Learning Sciences*, 19:4 (2010): 539-568. DOI: 10.1080/10508406.2010.481014

Pollard, Elizabeth Ann. "Rethinking Primary Sources for Cross-Cultural Interaction in World History: 'Standard' Problems and Connected Possibilities." *Social Studies Review*. 49, No. 1 (Spring/Summer 2010): 38-41. ([posted to Canvas](#))

Reisman, Avishag, and Sam Wineburg. "Teaching the Skill of Contextualizing in History." *The Social Studies* 99:5 (2008): 202-207.

Wiggins, Grant. "The Futility of Trying to Teach Everything of Importance." *Educational Leadership*. (November 1989). Nov89, Vol. 47 Issue 3, p44-59 ([posted to Canvas](#))

Wineburg, Sam. "Beyond 'Breadth' and 'Depth': Subject Matter Knowledge and Assessment." *Theory into Practice*. Vol. 36m No.4 (1997): 255-261. (posted to Canvas)

Wineburg, Sam. "Historical Thinking and Other Unnatural Acts." *Phi Delta Kappan*. Vol 8, No. 7 (March 1999): 488-499.

Wineburg, Sam and Jack Schneider, "Inverting Bloom's Taxonomy," *Education Week* (October 2009). [posted to Canvas]

Wineburg, Samuel S., "Probing the Depths of Students' Historical Knowledge," *AHA Perspectives* (March 1992). <https://www.historians.org/publications-and-directories/perspectives-on-history/march-1992/probing-the-depths-of-students-historical-knowledge>

Wineburg, Sam and Daisy Martin. "Tampering with History: Adapting Primary Sources for Struggling Readers." *Social Education*. Vol. 73, No. 5 (September 2009): pp. 212-216. (posted to Canvas)

**Websites:** (Note that additional websites will be added as the semester unfolds)

American Association of School Librarians Information Literacy Standards:

<http://www.ala.org/aasl/standards-guidelines/learning-standards>

Historical Thinking Matters: <http://historicalthinkingmatters.org/index.php>

Benchmarks of Historical Thinking: <http://historybenchmarks.ca/>

[Beyond the Bubble: A New Generation of History Assessments:](http://beyondthebubble.stanford.edu/)

<http://beyondthebubble.stanford.edu/>

Common Core State Standards Initiative: <http://www.corestandards.org/about-the-standards>

National History Standards for Historical Thinking:

<http://www.sscnet.ucla.edu/nchs/standards/thinking5-12.html>

Partnership for 21<sup>st</sup> Century Skills: <http://www.p21.org/index.php>

North Carolina Standard Course of Study:

<http://www.ncpublicschools.org/curriculum/socialstudies/scos/>

Historical Inquiry: Scaffolding Wise Practices in the History Classroom

<http://www.historicalinquiry.com/inquiry/index.cfm>

History Matters: The US Survey Course on the Web: <http://historymatters.gmu.edu/>

History Project (University of California, Davis): <http://historyproject.ucdavis.edu/>

National Humanities Center Toolbox Library: <http://nationalhumanitiescenter.org/pds/index.htm>

Library of Congress resources for teachers: <http://www.loc.gov/teachers/>

Stanford History Education Group: <http://sheg.stanford.edu/>

World History for Us All: <http://worldhistoryforusall.sdsu.edu/>

World History Sources: <http://chnm.gmu.edu/worldhistorysources/whmfinding.php>

## Evaluation

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<b>Unit 1. Historical Thinking Essay</b>	25%
<b>Unit 2. Scaffolding Student Learning</b>	25%
<b>Unit 3. Lesson Plan Analysis</b>	25%
<b>Unit 4. Assessing Student Learning</b>	25%

The purpose of these assignments is to build your knowledge base for teaching historical thinking and give you opportunities to put the principles of historical thinking we are studying into practice in designing classroom activities that foster student learning. The emphasis is on targeting specific historical thinking skills and specific challenges students face in learning different historical thinking skills and concepts. In each case you will use assigned scholarship (with Turabian-style citations) to explain how your learning activities are designed to address specific challenges students face in learning to think historically. These assignments have the potential to become useful artifacts in a professional teaching portfolio.

### **Historical Thinking Essay (25%; SLO 1 and 2)**

What is historical thinking and why should 21<sup>st</sup>-century students learn how to think historically? Use at least 3 different scholars we have read to develop your analysis. 1000 words with Turabian-style citations.

### **Scaffolding Student Learning (25%; SLOs 1, 2, 3, and 5)**

You will write historical thinking questions for different types of primary source documents and use assigned scholarship (with Turabian style citations) to explain how your guiding questions address the challenges students face in learning to think historically about these documents. You will explain how your questions are designed to address specific historical thinking skills.

### **Lesson Plan Analyses (25%; SLOs 1, 2 and 5)**

Using the assigned scholarship (with Turabian style citations), you will analyze a lesson plan to evaluate how effectively it is designed to teach specific historical thinking skills and how effectively it addresses the challenges students face in learning to think historically.

### **Assessing Student Learning (25%; SLOs 1, 2, 4 and 5)**

Writing assessment questions and designing rubrics to evaluate student achievement of specific historical thinking skills and concepts.

*A note on gauging your mid-semester grade status:* I will submit warnings through Starfish after the first six weeks of the semester based on attendance, class preparation, and performance on assignments completed to date for students who are at risk of making a grade in the course below the state-mandated grade of C in a course required for licensure.

## **Course Policies**

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### **Participation and Attendance Policy**

1. Consistent attendance—this is a seminar, not a traditional lecture course. We will be critically evaluating the content of the readings and practicing the application of analytical skills during each class period. You will not be able to make up for your absences by copying someone else's notes. For this reason, consistent attendance is essential to your learning in this course. Attendance is mandatory. I will take attendance at the beginning of every class. You must



attend at least one hour of the class period to be counted for full attendance for the class. In the event that I am unable to attend class due to unforeseen circumstances I will distribute an email message and post an announcement to Canvas at least two hours (if possible) before class is scheduled to begin. Documentation for absences will not be collected except in cases where an extended absence may be necessary (for example, hospitalization). **There will be a 3% reduction of the student's final grade for each absence after the first 3.** Beyond even this penalty, a student who seriously neglects attendance and class preparation risks failing the course. If you are experiencing a personal crisis that requires you to miss more than 2 classes, please let me know *at that time* (not afterwards).

2. Thorough preparation for class—readings must be completed before class and assignments must be turned in on time, including any Discussion Board postings. Discussion Board assignments will offer important opportunities for feedback on work that will eventually be submitted for a grade. As work in progress, Discussion Board postings will be graded simply as complete or incomplete. Your postings must be complete and must fully address the question for credit. Late Discussion Board postings will not be accepted for credit but you can earn credit for posting a discussion board assignment by the deadline even if you miss class. **Failure to submit Discussion Board postings by the deadline will result in 2 points subtracted from the appropriate unit assignment average for each skipped Discussion Board assignment.**
3. Regular contributions to class discussions—participation is not formally graded as a specific percentage of the final grade but the success of this course for your learning depends on active intellectual engagement with your peers. Peer review will be an important component of class discussion.

### **Late Assignment Penalties**

Note that *unless arrangements have been made well in advance of due dates*, late assignments will be penalized by a **3% reduction in the final grade for every day the assignment is late.**

Assignments later than one week will not be accepted for credit. If you anticipate a problem in meeting a deadline for one of these assignments you should make arrangements with me well in advance of the due dates.

### **Academic Integrity**

UNCG considers academic dishonesty to be a serious offense. Dishonest behavior in any form, including cheating, plagiarism, deception of effort, and unauthorized assistance, may result in such sanctions as a failing grade on an assignment or failure in the course depending on the nature of the offense. Students must follow the guidelines of the University Policy on Academic Integrity:

<https://osrr.uncg.edu/academic-integrity/>

### **Electronic Communication**

Students are responsible for checking Canvas and UNCG email on a regular basis. Students are encouraged to utilize email and other forms of digital communication when interacting with the

instructor (lctolber@uncg.edu). When using email, students are to be professional and courteous. Students should also remember email is an asynchronous form of communication. Thus, while a prompt response may be desired, it may not always be possible (especially late at night and on weekends). Students should allow at least 24 hours (48 hours on weekends) for a response. That said, the instructor answers emails in the timeliest fashion possible.

## Course Schedule

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8/16 **Introductions**

### Unit 1: Theoretical Frameworks: Fundamentals of Historical Thinking

- What is historical thinking and why does it matter?
- Distinguish the different dimensions of historical thinking: disciplinary skills and concepts historians use to study the past.
- What challenges do students encounter in learning to think historically?
- Apply questions to primary sources that effectively target specific dimensions of historical thinking.

8/21 **Varieties of Knowledge: The Futility of Trying to Teach Everything  
What Constitutes Historical “Knowledge”?**

**Eclipse watching at 2:42!**

**Read:**

Wiggins, Grant. “The Futility of Trying to Teach Everything of Importance.” *Educational Leadership*. (November 1989). Nov 89, Vol. 47 Issue 3, p44-59.

Wineburg, Samuel S., “Probing the Depths of Students’ Historical Knowledge,” *AHA Perspectives* (March 1992). <https://www.historians.org/publications-and-directories/perspectives-on-history/march-1992/probing-the-depths-of-students-historical-knowledge>

8/23 **Paradigm Shifting: Rethinking the Model for Learning History**

**Read:**

Lesh, Introduction, pp. 1-6 and Chapter 1: Reinventing My Classroom, pp. 7-260.

VanSledright, Chapter 1: Seeking a More Potent Approach to Teaching History, pp. 5-20; and Chapter 2: On the Limits of Collective Memorialization and Persistent Instruction, pp. 21-38.

## 8/28 What Is Historical Thinking? And Why Does It Matter for 21<sup>st</sup>-Century Learners?

### Read:

VanSledright, Chapter 3: The Case of Thomas Becker: Using Knowledge of History as a Domain to Structure Pedagogical Choices, pp. 39-59.

Thomas Andrews and Flannery Burke, "What Does It Mean to Think Historically? AHA

*Perspectives* (January 2007). <https://www.historians.org/publications-and-directories/perspectives-on-history/january-2007/what-does-it-mean-to-think-historically>

UCLA: National Center for History in the Schools: <https://phi.history.ucla.edu/history-standards/historical-thinking-standards/>

Historical Thinking Concepts (a Canadian example): <http://historicalthinking.ca/historical-thinking-concepts>

## 8/30 No Class—Discussion Board Activity Due—Essay Pre-write

## 9/4 Labor Day Holiday

## 9/6 What is "Unnatural" About Historical Thinking?

### Read:

Wineburg, Sam. "Historical Thinking and Other Unnatural Acts." *Phi Delta Kappan*. Vol 80, No. 7 (March 1999): 488-499.

Wineburg et. al., *Reading Like a Historian*, Introduction, pp. pp. v-viii.

## 9/11 Identifying Specific Challenges Students Face in Learning to Think Historically

### Read:

VanSledright, Chapter 4: Learning History: What Do Students Know and What Can They Do with that Knowledge?, pp. 60-80.

Review: VanSledright, Chapter 3: The Case of Thomas Becker: Using Knowledge of History as a Domain to Structure Pedagogical Choices, pp. 39-59.

**9/15 Unit 1. Historical Thinking Essay due.** Why should 21<sup>st</sup>-century students learn how to think historically? Use at least 3 different scholars we have read to develop your analysis. Up to 2 pages single-spaced with Turabian-style citations. **Post your essay to the appropriate assignment link in Canvas by 5:00 p.m.**



## Unit 2: Multiple Dimensions of Historical Thinking

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- Why teach with historical questions?
- What kinds of questions engage authentic historical problems?
- How do you ask questions that target specific dimensions of historical thinking?

### 9/13 Inquiry-Based Learning: Teaching with Historical Questions

#### Read:

Lesh, Chapter 7, "Long or Short? Using the Civil Rights Movement to Teach Historical Significance"

Caron, Edward, "What Leads to the Fall of a Great Empire? Using Central Questions to Design Issues-Based History Units." *The Social Studies* 96:2 (2005): 51-60.

### 9/18 Introducing Students to the Nature of Historical Evidence

#### Read:

Wineburg et. al., *Reading Like a Historian*, Chapter 1, "Did Pocahontas Rescue John Smith?" pp. 1-16.

### 9/20 Teaching Contextualizing

#### Read:

Wineburg et. al., *Reading Like a Historian*, Chapter 4, "Columbus Day: 1492, Not 1492," pp. 49-64.

### 9/25 Teaching Historical Causation

#### Read:

Wineburg et. al., *Reading Like a Historian*, Chapter 6, "Dust to Eat, and Dust to Breathe, and Dust to Drink," pp. 84-104.

### 9/27 Teaching Progress and Decline

#### Read:

Wineburg et. al., *Reading Like a Historian*, Chapter 5, "Electricity and Women's Work: Who Really Benefited? And When?"

### 10/2 What the text says and what the text means

#### Read:

Lesh, Chapter 2, "Introducing Historical Thinking: Nat Turner's Rebellion of 1831" pp. 27-51.  
And Lesh Chapter 3, "Text, Subtext, and Context: Evaluating Evidence and Exploring President Theodore Roosevelt and the Panama Canal" pp. 53-74.

### 10/4 Was Lincoln a Racist? The Problem of Historical Empathy

#### Read:

## 10/9 FALL BREAK

### 10/11 Historical Imagination: Understanding the Past on Its Own Terms

**Read:**

Lesh, Chapter 8, "Trying on the Shoes of Historical Actors: Using the Truman-MacArthur Debate to Teach Historical Empathy"

## 10/13 Unit 2 Assignment due by 5:00 p.m.

## Unit 3: Connecting Theory and Practice Best Practices for Curriculum and Lesson Planning

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• What are the best practices for teaching historical thinking?

- **Thinking at Different Scales of Practice:** From Curriculum Planning to Lesson Planning
- **Inquiry-Based Learning:** How do you construct an effective inquiry-based lesson for teaching historical thinking using primary sources?
- **Making Thinking Visible:** How do you scaffold student learning to address intentionally the challenges inherent in learning to think historically?
- **Considering Best Practices:** Evaluating a variety of lesson structures for teaching historical thinking in World History and US history.

### 10/16 Cognitive Apprenticeship: Making Thinking Visible

**Read:**

Collins, Allan, Brown, John Seely and Holum, Ann. "Cognitive Apprenticeship: Making Thinking Visible." *American Educator*. (Winter 1991).

<http://www.21learn.org/site/archive/cognitive-apprenticeship-making-thinking-visible/>

Reisman, Avishag, and Sam Wineburg. "Teaching the Skill of Contextualizing in History." *The Social Studies* 99:5 (2008): 202-207.

### 10/18 Classroom Practices that Foster Historical Thinking

**Read:**

Monte-Sano, Chauncey, "Beyond Reading Comprehension and Summary: Learning to Read and Write in History by Focusing on Evidence, Perspective, and Interpretation," *Curriculum Inquiry* 41:2 (2011): 212-249. doi: 10.1111/j.1467-873X.2011.00547.x

**10/23 Teaching Different Time Scales: Chronological Thinking and World History**

**Read:**

"History, Geography, and Time" [http://worldhistoryforusall.sdsu.edu/getting\\_started.php](http://worldhistoryforusall.sdsu.edu/getting_started.php)

Be able to explain the difference between Panoramic, Landscape, and Close-Up Units in WHFUA: <http://worldhistoryforusall.sdsu.edu/shared/units.php>

Harris, Lauren McArthur. "Conceptual Devices in the Work of World Historians," *Cognition and Instruction*, 30:4 (2012): 312-358. DOI: 10.1080/07370008.2012.716884

**10/25 The Logic of a World History Curriculum: Teaching Cross-Cultural Connections and Comparisons**

**Read:**

World History for Us All, Foundations of This Curriculum:

<http://worldhistoryforusall.sdsu.edu/foundations/foundations.php>

See especially, "Why Learn World History"

Finding and Evaluating World History Sources:

<http://chnm.gmu.edu/worldhistorysources/framingessay1.html>

Pollard, Elizabeth Ann. "Rethinking Primary Sources for Cross-Cultural Interaction in World History: 'Standard' Problems and Connected Possibilities." *Social Studies Review*. 49, No. 1 (Spring/Summer 2010): 38-41.

Does the Scientific Revolution lesson satisfy Pollard's recommendations for teaching cross-cultural interaction in world history?

[http://worldhistoryforusall.ss.ucla.edu/units/six/landscape/Era06\\_landscape6.php](http://worldhistoryforusall.ss.ucla.edu/units/six/landscape/Era06_landscape6.php)

**10/30 Can We Expect Students Who Are Struggling Readers To Do Historical Thinking?**

**Read:**

De La Paz, Susan, Mark Felton, Chauncey Monte-Sano, Robert Croninger, Cara Jackson, Jeehye Shim Deogracias & Benjamin Polk Hoffman "Developing Historical Reading and Writing With Adolescent Readers: Effects on Student Learning," *Theory & Research in Social Education*, 42:2 (2014): 228-274. DOI: 10.1080/00933104.2014.908754.

Wineburg, Sam and Daisy Martin. "Tampering with History: Adapting Primary Sources for Struggling Readers." *Social Education*. Vol. 73, No. 5 (September 2009): pp. 212-216. (posted to Canvas)

**11/1 Evaluating Lesson Design**

**Read:**

VanSledright, Chapter 5: Teaching about Indian Removal: Describing and Unpacking the Investigative Approach," pp. 81-127.

**11/3 Unit 3 Assignment due by 5:00 p.m.**

**Unit 4: Beyond DBQ's and Multiple-Choice:  
Assessing Historical Thinking**

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| <ul style="list-style-type: none"><li>• What knowledge matters most?</li><li>• How do you know whether students have achieved your objectives?</li><li>• How do you make your assessment strategies fit your teaching strategies?</li></ul> |
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**11/6 Assessing Student Learning**

**Read:**

VanSledright, Chapter 6, Assessing Student Learning, pp. 128-154.

Wineburg, Sam. "Beyond 'Breadth' and 'Depth': Subject Matter Knowledge and Assessment." *Theory into Practice*. Vol. 36m No.4 (1997): 255-261.

Wineburg, Sam and Jack Schneider, "Inverting Bloom's Taxonomy," *Education Week* (October 2009). [posted to Canvas]

**11/8 How Do You Know If Students Have Achieved Your Objectives? Mapping Assessment Tasks to the Learning Model**

**Read:**

Lesh, Chapters 9 and 10, pp. 181-209.

VanSledright, Chapter 7, Theorizing Investigative History Teaching, pp. 155-171.

Introduction to Beyond the Bubble: <http://beyondthebubble.stanford.edu/>

**11/13 Teaching and Assessing Historical Writing**

**Read:**

Monte-Sano, Chauncey, "Disciplinary Literacy in History: An Exploration of the Historical Nature of Adolescents' Writing," *Journal of the Learning Sciences*, 19:4 (2010): 539-568. DOI: 10.1080/10508406.2010.481014

**11/15 What Knowledge Matters Most?**

**Read:**

Joel Breakstone. "Try, Try, Try Again: The Process of Designing New History Assessments,"  
*Theory & Research in Social Education*, 42:4, (2014): 453-485. DOI:  
10.1080/00933104.2014.965860

**Discussion Board: HAT drafts due by 5:00 p.m. on 11/17.**

**11/20 Beyond DBQs: Using HATS (Historical Assessments of Thinking) for Formative or Summative Assessment**

**Read:**

[Beyond the Bubble: A New Generation of History Assessments:  
http://beyondthebubble.stanford.edu/](http://beyondthebubble.stanford.edu/)

**11/22 THANKSGIVING Holiday**

**Rubric drafts due by 5:00 p.m. on 11/24.**

**11/27 Creating Rubrics to Assess Historical Thinking**

**12/29 Summations and Course Evaluations**

**Unit 4 Assignment due by 2:00 p.m.**