



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 2018

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Office Hours: MW 1:00-2:00
and by appointment, gladly given

History Department Facebook page: <https://www.facebook.com/UNCGDepartmentofHistory/>

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 21st 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 21st 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

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>

Levesque, Stephane. *Thinking Historically: Educating Students for the Twenty-First Century*. Toronto: University of Toronto Press, 2008.

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.
- 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 21st 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

Unit 1. Historical Thinking Analysis	25%
Unit 2. Scaffolding Student Learning I	25%
Unit 3. Scaffolding Student Learning II	25%
Unit 4. Assessing Student Learning	25%

*See also the explanation in Course Policies below about how **Discussion Board** assignments can affect Unit averages.

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 Analysis (25%; SLO 1 and 2)

What is historical thinking and why should 21st-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 I and II (50%; SLOs 1, 2, 3, and 5)

You will write and/or evaluate 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.

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

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

8/15 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.

8/20 Varieties of Knowledge: The Futility of Trying to Teach Everything What Constitutes Historical “Knowledge”?

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>

8/22 Paradigm Shifting: Rethinking the Model for Learning History

Read:

Lesh, Introduction, pp. 1-6 and Chapter 1: Reinventing My Classroom, pp. 7-25.

Levesque, Introduction, pp. 3-17.

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.

8/27 What Is Historical Thinking? And Why Does It Matter for 21st-Century Learners?

Read:

Levesque, Chapter 2: The Nature of History and Historical Thinking

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>

8/29 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.

9/3 Labor Day Holiday

9/5 No Class—Discussion Board Activity Due—Essay Pre-write

9/14 Unit 1. Historical Thinking Essay due. Why should 21st-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

- 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?

9/10 **Defining the Essential Elements of Historical Thinking: Historical Significance in Principle**

Read:

Levesque, Chapter 3: What is Important in the Past?—Historical Significance, pp. 39-61.

9/12 **Defining the Essential Elements of Historical Thinking: Historical Significance in Practice**

Read:

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

9/17 **Defining the Essential Elements of Historical Thinking: Chronological Thinking in Principle**

Read:

Levesque, Chapter 4. What Changed and What Remained the Same?—Continuity and Change, pp. 62-86.

Defining the Essential Elements of Historical Thinking: Chronological Thinking, Continuity and Change in Practice

Read:

Wineburg et al, *Reading Like a Historian*, Chapter 4, "Columbus Day: 1892, Not 1492," pp. 49-64.

9/19 Defining the Essential Elements of Historical Thinking: Progress and Decline in Principle
Read:

Levesque, Chapter 5, Did Things Change for Better or Worse?, pp. 87-111.

Defining the Essential Elements of Historical Thinking: Progress and Decline in Practice
Read:

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

9/24 Defining the Essential Elements of Historical Thinking: Historical Evidence in Principle
Read:

Levesque, Chapter 6, How Do We Make Sense of the Raw Materials of the Past?—Evidence, pp. 112-139.

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

9/26 Defining the Essential Elements of Historical Thinking: Historical Evidence in Practice
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.

10/1 Defining the Essential Elements of Historical Thinking: Historical Empathy in Principle
Read:

Levesque, Chapter 7, "How Can We Understand Predecessors Who Had Different Moral Frameworks?—Historical Empathy, pp. 140-173.

10/3 Defining the Essential Elements of Historical Thinking: Historical Empathy in Practice
Read:

Wineburg e. al., *Reading Like a Historian*, Chapter 3. "Lincoln in Context"

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

10/8 FALL BREAK

10/10 Unit 2 Assignment Workshop

10/12 Unit 2 Assignment due by 5:00 p.m.

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

- 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.

10/15 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.

10/17 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

10/22 Teaching Different Time Scales: Chronological Thinking and World History

Read:

"History, Geography, and Time" 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

10/24 The Logic of a World History Curriculum: Teaching Cross-Cultural Connections and Comparisons

Read:

World History for Us All, Foundations of This Curriculum:

<http://worldhistoryforall.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://worldhistoryforall.ss.ucla.edu/units/six/landscape/Era06_landscape6.php

10/29 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)

10/31 Workshop for Unit 3 Assignment

11/2 Unit 3 Assignment due by 5:00 p.m.

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

- What knowledge matters most?
- How do you know whether students have achieved your objectives?
- How do you make your assessment strategies fit your teaching strategies?

11/5 Assessing Student Learning

Read:

Reich, Gabriel A. "Testing Historical Knowledge: Standards, Multiple-Choice Questions and Student Reasoning." *Theory and Research in Social Education*, Volume 37, number 3, (2009): 325-360. (posted to Canvas)

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

11/7 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.

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

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

11/12 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

11/14 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.

11/19 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/>

11/21 THANKSGIVING Holiday

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

11/26 Creating Rubrics to Assess Historical Thinking

11/28 Summations and Course Evaluations

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