



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



Lexington-Concord, USPS, 1925

Principles and Practices of Teaching History

COURSE GUIDE*

HIS 440
2019

Fall

Prof. L. Tolbert (a.k.a. drt)
2109

Pronouns: she/her/hers
3:15-4:15

Email: ltolber@uncg.edu (This is the best way to reach me; I do not have an office phone.)

Office: MHRA

Office Hours: W 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 and importance 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. Define different components of historical thinking and explain the relevance of historical reasoning for 21st century learners.
2. 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.
3. Create assessments that effectively address historical thinking.
4. 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>

Shuster, Kate. *Teaching Hard History: American Slavery*. Southern Poverty Law Center, 2018. [posted to Canvas]

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.

Wineburg, Sam. *Why Learn History (When It's Already on Your Phone)*. Chicago: University of Chicago Press, 2018.

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.

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.

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.

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.

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*. Vol. 47 Issue 3, (November 1989): 44-59.

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

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.

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/>

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

National History Standards for Historical Thinking: <https://phi.history.ucla.edu/nchs/historical-thinking-standards/>

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/>

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

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

National History Education Clearinghouse: <https://teachinghistory.org/teaching-materials>

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. Defining Historical Thinking 20%

Unit 2. History as Inquiry 20%

Unit 3. Cognitive Apprenticeship 40%

Unit 4. Assessing Student Learning 20%

*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 support your reasoning about historical thinking and student learning.

Defining Historical Thinking (20%; SLO 1)

Assignments in Unit I will help you differentiate conceptual and skill-based dimensions of historical thinking.

History as Inquiry (20%; SLOs 2 and 4)

You will begin to apply your definition of different dimensions of historical thinking to evaluate lesson plans.

Cognitive Apprenticeship (40%; SLOs 2 and 4)

Using runaway slave ads from North Carolina, you will designing classroom activities that support student practice with historical thinking.

Assessing Student Learning (20%; SLOs 3 and 4)

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 workshops.

Diversity Statement

I consider this classroom to be a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class.

Preferred Name / Pronoun

I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

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.

Academic Accommodations

The University of North Carolina at Greensboro respects and welcomes students of all backgrounds and abilities. If you feel you will encounter any barriers to full participation in this course due to the impact of a disability, please contact the Office of Accessibility Resources and Services (OARS). The OARS staff can meet with you to discuss the barriers you are experiencing and explain the eligibility process for establishing academic accommodations. You can learn more about OARS by visiting their website at <https://ods.uncg.edu/> or by calling [336-334-5440](tel:336-334-5440) or visiting them in Suite 215, EUC.

Health and Wellness

Your health impacts your learning. Throughout your time in college, you may experience a range of health issues that can cause barriers to your learning. These might include physical ailments, illnesses, strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may be experiencing. You can learn about the free, confidential mental health services available on campus by calling 336-334-5874, visiting the website at <https://shs.uncg.edu/> or visiting the Anna M. Gove Student Health Center at 107 Gray Drive. Help is always available.

Course Schedule

8/21 Introductions

Unit 1. Defining 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?

**8/26 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, pp. 44-59.

Wineburg, *Why Learn History*, “Crazy for History,” pp. 11-30.

8/28 Paradigm Shifting: Rethinking the Model for Learning History

Read:

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

9/2 Labor Day Holiday

9/4 What Is Historical Thinking? And Why Does It Matter for 21st-Century Learners?

Read:

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>

9/9 Introducing Historical Thinking: Did Pocahontas Rescue John Smith?

Read:

Wineburg et. al., *Reading Like a Historian*, Introduction, pp. pp. v-viii; and Chapter 1. "Did Pocahontas Rescue John Smith?" pp. 7-16.

9/10 Discussion Board due by 5:00 p.m.

9/11 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.

9/16 How Do You Read Like a Historian?

Read:

Wineburg, *Why Learn History*, "What Did George Think?" pp. 93-100.

Lesh, Chapter 2, "Introducing Historical Thinking: Nat Turner's Rebellion of 1831" pp. 27-51.

9/17 Discussion Board due by 5:00 p.m.

9/18 Historical Thinking Workshop

9/23 Historical Thinking in a Digital Age

Read:

Wineburg, *Why Learn History*, "Why Google Can't Save Us" pp. 139-159.

9/27 Defining Historical Thinking assignment due.

Unit 2. Teaching History as Inquiry

How do you craft an effective historical inquiry question?

- 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?
- **Considering Best Practices:** Evaluate a variety of lesson plans for teaching historical thinking in World History and US history.

9/25 Historical Questions and Student Learning

Read:

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.

Wineburg, *Why Learn History*, "Turning Bloom's Taxonomy on Its Head" pp. 81-100.

9/30 Inquiry Questions and Historiography

Read:

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

10/2 Inquiry and World History: Questions of Scale in Time and Space

Read:

World History for Us All, especially the essential questions and themes

<https://whfua.history.ucla.edu/shared/themes.php#ThreeEssentialQuestions>

"History, Geography, and Time" http://worldhistoryforusall.ss.ucla.edu/getting_started.php

Be able to explain the difference between Panoramic, Landscape, and Close-Up Units in

WHFUA: <http://worldhistoryforusall.ss.ucla.edu/shared/units.php>

10/7 Using Inquiry Questions to Target Specific Historical Thinking Skills/Concepts: Contextualizing

Read:

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

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

9/8 Discussion Board due by 5:00 p.m.

10/9 Using Inquiry Questions to Target Specific Historical Thinking Skills/Concepts:
Progress and Decline

Read:

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

10/14 FALL BREAK

10/16 The Logic of a World History Curriculum:
Teaching Cross-Cultural Connections and Comparisons

Read:

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

10/20 Discussion Board due by **noon**.

10/21 Unit 2 Assignment Workshop

10/25 Unit 2. Teaching History as Inquiry Assignment due.

Unit 3. Cognitive Apprenticeship/Scaffolding Student Learning

How do you foster your students' abilities to think historically?

- **Teaching Hard History:** Build elements of an inquiry lesson using runaway slave ads to teach historical thinking.
- **Making Thinking Visible:** Create guiding questions that provide evidence you can use to see how your students are thinking.

10/23 Introduction to the case study: Teaching with Runaway Slave Ads

Read:

Documents posted to Canvas

10/28 Teaching Hard History

Read:

Shuster, Kate. *Teaching Hard History: American Slavery*. Southern Poverty Law Center, 2018.
[posted to Canvas]

NY Times 1619 Project: <https://www.nytimes.com/interactive/2019/08/14/magazine/black-history-american-democracy.html>

10/30 Creating Scaffolds that Foster Historical Thinking

Read:

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)

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.

11/3 Discussion Board due by **NOON**

11/4 Workshop on Inquiry Questions and Scaffolding

11/6 Using Evidence of Student Learning to Revise Inquiry Questions

Read:

Lesh, Chapter 5, "'Revolution in the Air': Using the Bonus March of 1932 to Teach Multiple Perspectives," pp. 93-135.

11/11 Designing an Inquiry Lesson: Teaching Historical Empathy

Read:

Lesh, Chapter 8, "Trying on the Shoes of Historical Actors: Using the Truman-MacArthur Debate to Teach Historical Empathy," pp. 153-179.

11/13 Scaffolding Student Learning for Testing Hypotheses

Read:

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

11/17 Discussion Board due by **NOON**

11/18 Unit 3 Assignment Workshop

11/22 Unit 3. Cognitive Apprenticeship Assignment due.

Unit 4. Assessing Student Learning/Deepening Historical Thinking

How do you create assessments that deepen student learning?

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

11/20 **What Knowledge Matters Most?**

Read:

Wineburg, *Why Learn History*, "Changing History...One Classroom at a Time" pp. 103-138.

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

11/24 **Discussion Board: HAT drafts due by 5:00 p.m.**

11/25 **Beyond DBQs: Using HATS (Historical Assessments of Thinking) for Formative or Summative Assessment**

Read:

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

11/27 **THANKSGIVING Holiday**

12/1 **Discussion Board: Rubrics due by 5:00 p.m.**

12/2 **Assessment Workshop**

Read:

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

12/4 **Summations and Course Evaluations**

Unit 4. Assessing Student Learning Assignment due by 2:00 p.m.