



**Close Reading
Classroom Poster**



**Contextualization
Classroom Poster**



**Corroboration
Classroom Poster**

Principles and Practices of Teaching History

COURSE GUIDE*

HIS 440

Fall 2023

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This is the best way to reach me; I do not have an office phone. History

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

History Department Website: <https://his.uncg.edu/>

Virtual Office Hours

by appointment

**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

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.

TEACHING METHODS AND ASSIGNMENTS FOR ACHIEVING LEARNING OUTCOMES

This course uses a variety of teaching methods including videos, written materials, websites, discussions, and assignments that ask participants to demonstrate mastery of learning outcomes. Through weekly assignments, discussions, and interaction with the instructor and participants, the course provides support, feedback, and resources to support the development of historical thinking.

EVALUATION AND GRADING

Module 1. Teaching History as Inquiry (SLOs 1, 2 and 4)

30%

You will differentiate conceptual and skill-based dimensions of historical thinking to evaluate lesson plans.

Module 2. Designing a Cognitive Apprenticeship (SLOs 2 and 4)

30%

Using primary sources, you will design classroom activities that support student practice with historical thinking.

Module 3. Assessing Student Learning (SLOs 3 and 4)

20%

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

Discussion Board

20%

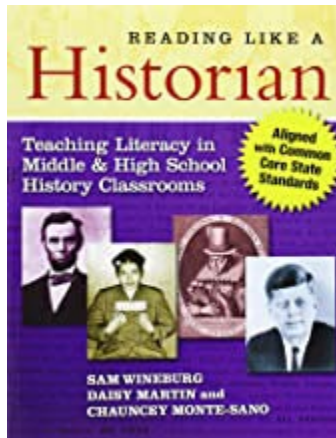
Expect weekly discussion board assignments. The purpose of these assignments is to build your knowledge base for teaching historical thinking and give you opportunities to put the principles of historical thinking we are studying into practice in evaluation or designing classroom activities that foster student learning. The Discussion Board assignments will offer important

opportunities to practice the concepts for each Module and give me valuable information about your learning progress.

Course Grade Scale: A 94-100 / A- 90-93 / B+ 87-89 / B 84-86 / B- 80-83 / C+ 77-79 / C 74-76 / C- 73-70/ D+ 67-69/ D 64-66/ D- 60-63/ F 59 and below.

REQUIRED TEXT

The only required book for this course is *Reading Like A Historian*, published by Teachers College Press. All other readings will be provided here in Canvas.



COURSE STRUCTURE

The course is organized into three multi-week modules. I will post weekly To-Do lists at the beginning of each week. Class attendance is mandatory. At the end of each module you will complete an assignment that applies the reading and methods we studied in the module. The Discussion Board will offer different kinds of opportunities to practice the skills and concepts that are the focus of each module.

COURSE FACILITATOR EXPECTATIONS

- The course facilitator will provide feedback on all graded assignments within one week.
- The course facilitator monitors all discussion posts and provides feedback when appropriate.
- The course facilitator will answer all emails from students within 24 business hours.
- Any course updates and new information will be sent via course announcement in Canvas as early in the week as possible.

PARTICIPANT EXPECTATIONS

- Plan to spend at least 2-5 hours a week outside of class meetings completing this course. This time includes reviewing the module, submitting your assessments, and participating in the discussions.

- If you are unable to meet a deadline or experience a personal issue, please notify the course facilitator immediately.
- Be respectful of others in your discussion posts and replies. Your feedback should be constructive and sensitive. Think about the replies that you would want to receive.
- If you have a specific question about your course, email the course instructor.

TOPICAL OUTLINE/CALENDAR

Module 1. Teaching History as Inquiry

What is historical thinking and why does it matter?

SLOs:

- Distinguish the different dimensions of historical thinking: disciplinary skills and concepts historians use to study the past.
- Craft inquiry questions that engage authentic historical problems and target specific dimensions of historical thinking.
- Use scholarship to evaluate specific challenges students encounter in learning to think historically.

Week 1. Aug 16.	Course Orientation and Module 1 Overview
Week 2. Aug. 21/23	What is Historical Thinking?
Week 3. Aug. 28/30	Teaching Historical Thinking in Action
Week 4. Sept. 4/6	Sept. 4 Labor Day. No Class Characteristics of Effective Inquiry Questions
Week 5. Sept. 11/13	Teaching Targeted Historical Thinking Concepts/Contextualization Module 1 Assignment. Part 1 due by the end of Week 5
Week. 6. Sept. 18/20	Teaching Historical Causation
Week. 7. Sept. 25/27	World History as Inquiry
Week 8. Oct.2/4	Comparing Lesson Structures Module 1 Assignment Part 2 due by the end of week 8

Week. 9. Oct. 9

Fall Break

Module 2. Designing a Cognitive Apprenticeship

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

SLOs:

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

Week. 9. Oct. 11 Cognitive Apprenticeship Overview

Week. 10. Oct.16/18 Defining Learning Outcomes and Scaffolding Student Learning

Week 11. Oct. 23/25 Revising Lesson Design

Module 2 Assignment due by the end of week 11.

Module 3. Assessing Historical Thinking

How do you create assessments that deepen student learning?

SLOs:

- 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?

Week 12. Oct. 30/Nov. 1 Designing Assessments of Historical Thinking

Week. 13. Nov. 6/8 Developing Assessment Questions

Week 14. Nov. 13/15 Putting It All Together

Week 15. Nov. 20 THANKSGIVING

Course Policies

LATE WORK POLICY

You will do best in this course if you work on schedule. This is a professional development course for teacher licensure candidates. Meeting deadlines is an essential characteristic of professionalism and collegial teamwork. If something gets in the way of this, please reach out immediately so that we can create a mitigation plan. A consistent failure to meet deadlines will adversely affect the final grade.

ACCESSIBILITY/ACCOMMODATIONS

UNCG seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Office of Accessibility Resources and Services (OARS). If you wish to request accommodations, please start the process by contacting OARS at 215 Elliott University Center, 336-334-5440, ods.uncg.edu ([Links to an external site.](#))

ACADEMIC INTEGRITY POLICY

Each student is required to adhere to the Academic Integrity Policy on all major work submitted for the course. Refer to the following URL: <http://sa.uncg.edu/handbook/academic-integrity-policy/> ([Links to an external site.](#))

Health and Wellness

Health and well-being impact learning and academic success. Throughout your time in the university, you may experience a range of concerns that can cause barriers to your academic success. These might include illnesses, strained relationships, anxiety, high levels of stress, alcohol or drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may experience.

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.

For undergraduate or graduate students in recovery from alcohol and other drug addiction, The Spartan Recovery Program (SRP) offers recovery support services. You can learn more about

recovery and recovery support services by visiting <https://shs.uncg.edu/srp> or reaching out to recovery@uncg.edu

CONTRA POWER STATEMENT

!! As your instructor, I am committed to creating a productive and non-discriminatory learning environment of mutual respect. Title IX and UNCG's school policy prohibit gender-based harassment, sexual harassment, and sex discrimination for all members of the University community. Harassment can come in many forms – both direct and indirect – and can occur in subtle or overt ways. Traditionally, harassment is seen from formal power-over structure. However, harassment can occur without a formal power structure. Contrapower, when a student harasses an instructor or peer, is a type of behavior that can create an intimidating environment in and outside of the classroom. Either form of harassment can include direct or indirect comments, physical intimidation, emails, anonymous notes and course evaluations. Both Contrapower and traditional forms of harassment are prohibited and subject to the same kinds of accountability applied to offenses against protected categories, such as race, national origin, religion, sexual orientation, etc.

If you experience or witness such instances of harassment, please seek out the following resources:

- UNCG Counseling Center (non-reporting agency/confidential): 336.334.5874
- Murphie Chappell, Title IX Coordinator (reporting agent) 336.256.0362 or mechappe@uncg.edu
- University Police (reporting agent) 336.334.4444

For more information on UNCG's policies regarding harassment, visit http://policy.uncg.edu/university-policies/sex_gender_harrassment/sex-gender-harrassment.pdf

Classroom Conduct

Students are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any form of distraction. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class. Please review the [Disruptive Behavior in the Classroom Policy](#) for additional information.

RELIGIOUS HOLIDAYS

It is expected that instructors will make reasonable accommodations for students who have conflicts due to religious obligations. Please make arrangements with the instructor in advance of any conflict. For more information on UNCG's Religious Obligations policy, visit: https://drive.google.com/file/d/0B3_J3Uix1B4UeTV4Nk1vVFJoVFE/view?usp=sharing

ELASTICITY STATEMENT

It is the intention of the instructor that this syllabus and course calendar will be followed as outlined, however, as the need arises there may be adjustments to the syllabus and calendar. In such cases, the instructor will notify the students in class and via e-mail with an updated syllabus and calendar within a reasonable timeframe to allow students to adjust as needed.

ADVERSE WEATHER

In cases of inclement weather that impact this course and course schedule, details can be found:

- In your University email: UNCG sends out Adverse Weather updates
- In the UNCG Mobile App: You can even set it to provide you alerts
- Via television announcements: UNCG makes weather announcements available on five local stations (WFMY-2, WGHP-V, WXII-TV, WXLV-TV, and Spectrum News)
- Visit Spartanalert.uncg.edu or the UNCG homepage: UNCG posts up-to-date information on the main University web site (uncg.edu) and on the main Spartan Alert page (spartanalert.uncg.edu).

FINAL EXAMINATION

There is no final exam in this course.