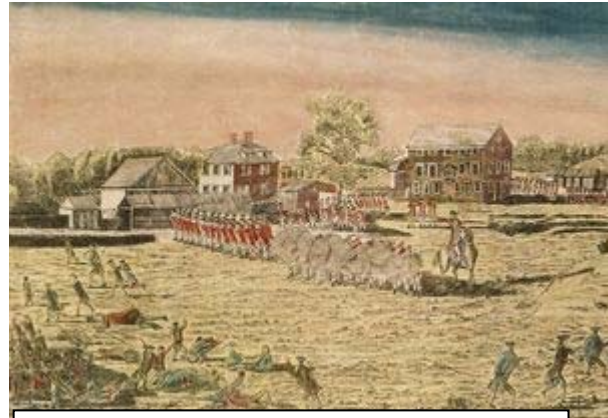




*Lexington-Concord, USPS, 1925*



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

# Principles and Practices of Teaching History

## COURSE GUIDE

History 440

Spring 2010

Prof. L. Tolbert

Hours: by appointment

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### Scope 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? Is there something distinctive about learning history compared to learning other academic subjects? This course will introduce you to the growing scholarship that addresses the distinctive challenges of teaching and learning history as both a subject and a discipline.

## Learning Objectives

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

- Explain the importance of historical reasoning for 21<sup>st</sup> century learners.
- Use research and theory to evaluate how people learn history.
- Design effective learning experiences for history courses paying particular attention to using different types of primary sources, developing information literacy and communication skills, and promoting analytical reading.
- Design assessment strategies to evaluate the effectiveness of student learning based on specific learning objectives.
- Produce a professional portfolio that documents how you conceptualize and operationalize student learning in the subject of history, supported by the scholarship of teaching and learning.

## Required Readings

**Books:** (available at UNCG Bookstore)

Presnell, Jenny L. *The Information-Literate Historian: A Guide to Research for History Students*. New York: Oxford University Press, 2007.

Wineburg, Sam. *Historical Thinking & Other Unnatural Acts: Charting the Future of Teaching the Past*. Philadelphia: Temple University Press, 2001.

**Journal Articles and Book Chapters:** (available on Bb ereserves, JSTOR, or other journal databases. Use Journal Finder to locate articles not posted on Bb ereserves.)

AHA, *Liberal Learning and the History Major* <http://www.historians.org/pubs/Free/LiberalLearning.htm>)

Bain, Robert B. "They Thought the World Was Flat: Applying the Principles of HPL in Teaching High School History." *How Students Learn: History in the Classroom*. (2005).  
<http://books.nap.edu/openbook.php?isbn=0309089484&page=179>

Cohen, Daniel J. & Rosenzweig, Roy. "No Computer Left Behind." (February 24, 2006).  
<http://chnm.gmu.edu/essays-on-history-new-media/essays/?essayid=38>

Griffin, Janette. "Students, Teachers, and Museums: Toward an Intertwined Learning Circle," pp. 31-42. In John H. Falk et al, eds. *In Principle, In Practice: Museums As Learning Institutions*. Lanham: Altamira Press, 2007. [Posted to Bb ereserves]

Lee, Peter. "Putting Principles into Practice: Understanding History." *How Students Learn: History in the Classroom*. (2005). <http://www.nap.edu/openbook.php?isbn=0309089484&page=31>

Partnership for 21<sup>st</sup> Century Skills. "Assessment of 21<sup>st</sup> Century Skills: The Current Landscape." Publication Draft, June 2005.  
[http://www.21stcenturyskills.org/images/stories/otherdocs/Assessment\\_Landscape.pdf](http://www.21stcenturyskills.org/images/stories/otherdocs/Assessment_Landscape.pdf)

Percoco, James A. "Tramping Through History: Crafting Individualized Field Trips"  
<http://teachinghistory.org/teaching-materials/teaching-guides/23480>

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 Bb]

- Seixas, Peter. "Benchmarks of Historical Thinking: A Framework for Assessment in Canada." Centre for the Study of Historical Consciousness, UBC, 2006. [Posted to Bb]
- Seixas, Peter, and Peck, C. "Teaching Historical Thinking. In A. Sears & I. Wright (Eds.), *Challenges and Prospects for Canadian Social Studies* (pp. 109-117). Vancouver: Pacific Educational Press, 2004. [http://www.histori.ca/benchmarks/documents/Seixas%20and%20Peck\\_2004.pdf](http://www.histori.ca/benchmarks/documents/Seixas%20and%20Peck_2004.pdf)
- VanSledright, Bruce A. "Can 10 Year Olds Learn to Investigate History as Historians Do?" (August 2000). <http://www.oah.org/pubs/nl/2000aug/vansledright.html>
- Wiggins, Grant. "The Futility of Trying to Teach Everything of Importance." *Educational Leadership*. (November 1989). Nov89, Vol. 47 Issue 3, p44-59 [Use Journal Finder]
- Wineburg, Samuel S., "Probing the Depths of Students' Historical Knowledge," *AHA Perspectives* (March 1992). <http://www.historians.org/perspectives/issues/1992/9203/9203TEC1.cfm>

## Evaluation

Unit 1: Essay	10%
Unit 2: Lesson Plans and Learning Experiences	10%
Unit 3 Assessment Approaches	10%
Participation and Teaching Demonstrations	10%
Final Portfolio	60%

### **Unit Assignments (30%, 10% each)**

You will produce assignments during each unit that essentially represent drafts of elements of the Final Portfolio. You will revise these assignments based on my comments as well as peer review and include your improved work in the Final Portfolio. The Unit 1 essay will evaluate the scholarship about how people learn history and why historical thinking is important. In Unit 2 you will use materials provided on the website Historical Thinking Matters <http://historicalthinkingmatters.org/> [HTM] to design lesson plans for a US history class. The learning experiences and lesson plans that you develop in Unit 2 will identify student learning objectives and address primary source analysis, information literacy skills, and teaching with historic places. In Unit 3 you will develop assessment strategies to evaluate student learning for the objectives you identified in learning experiences you developed in Unit 2.

### **Final Portfolio (60%)**

In addition to revised versions of your unit assignments the Final Portfolio will also contain at least one new lesson plan focusing on primary sources from a site other than Historical Thinking Matters. The overall purpose of the Portfolio is to document how you conceptualize and operationalize student learning in the subject of history, supported by the scholarship of teaching and learning.

### **Participation and Teaching Demonstrations (10%)**

This element of the final grade will be assessed based on the following criteria:

1. Consistent attendance—This class will operate as a seminar and workshop, 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 policy: 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 preparation risks failing the course. I will take attendance at the beginning of every class. If the

University is closed for snow you will not, of course, be counted absent. If it snows and the University is open, class will be held as scheduled and attendance counts.

2. Thorough preparation for class—Readings must be completed before class and assignments must be turned in on time. **Late assignments will be penalized** by a 3% reduction in the final assignment grade for every day the assignment is late. Assignments later than one week will not be accepted for credit. It is very important that you make arrangements with me **in advance of the due date** if you will not be able to meet an assignment deadline in the course.
3. Regular contributions to class discussions—The success of this course for your learning depends on active intellectual engagement with your peers. Discussions will take place during every class meeting in both small group exercises and as a whole class and you will have opportunities throughout the semester to develop your oral communication skills.
4. Team Teaching Demonstration—During Unit 2 you will work as a member of a teaching team to implement two different lessons from the HTM website.
5. Individual Teaching Demonstration—At the end of the semester you will present an overview of your original lesson plan to the class and implement one element of your lesson plan for peer review.

## Course Schedule

**January 19** Introductions

### Unit 1: What Is Historical Thinking and Why Does It Matter?

**January 21** Introduction to Historical Thinking Matters

Read:

Wineburg, Samuel S., “Probing the Depths of Students’ Historical Knowledge,” *AHA Perspectives* (March 1992). <http://www.historians.org/perspectives/issues/1992/9203/9203TEC1.cfm>

View Why Historical Thinking Matters: <http://historicalthinkingmatters.org/>

**January 26** History and 21<sup>st</sup> Century Skills

Read:

AHA, *Liberal Learning and the History Major* <http://www.historians.org/pubs/Free/LiberalLearning.htm>)

History and 21<sup>st</sup> Century Skills

[http://www.21stcenturyskills.org/index.php?option=com\\_content&task=view&id=254&Itemid=119](http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=119)

**January 28** Content vs. Skills

Read:

Wiggins, Grant. “The Futility of Trying to Teach Everything of Importance.” *Educational Leadership*. (November 1989). Nov89, Vol. 47 Issue 3, p44-59 [Use Journal Finder]

Wineburg, Sam. *Historical Thinking & Other Unnatural Acts: Charting the Future of Teaching the Past*. Philadelphia: Temple University Press, 2001. Part 1: Why Study History? pp. vii-60..

**February 2 How Students Learn History**

Read:

Lee, Peter. "Putting Principles into Practice: Understanding History." *How Students Learn: History in the Classroom*. (2005). <http://www.nap.edu/openbook.php?isbn=0309089484&page=31>

**February 4 How Students Learn History**

Read:

Wineburg, Sam. *Historical Thinking & Other Unnatural Acts: Charting the Future of Teaching the Past*. Philadelphia: Temple University Press, 2001. Part II: Challenges for the Student, pp. 63-136.

**February 9 Essay 1 due.**

**Unit 2: Designing Effective Learning Experiences to Teach Historical Thinking**

**February 11 Teaching Historical Thinking**

Read:

VanSledright, Bruce A. "Can 10 Year Olds Learn to Investigate History as Historians Do?" (August 2000). <http://www.oah.org/pubs/nl/2000aug/vansledright.html>

Bain, Robert B. "They Thought the World Was Flat: Applying the Principles of HPL in Teaching High School History." *How Students Learn: History in the Classroom*. (2005). <http://books.nap.edu/openbook.php?isbn=0309089484&page=179>

**February 16 Teaching Historical Thinking**

Read:

Seixas, Peter, and Peck, C. "Teaching Historical Thinking. In A. Sears & I. Wright (Eds.), *Challenges and Prospects for Canadian Social Studies* (pp. 109-117). Vancouver: Pacific Educational Press, 2004. [http://www.histori.ca/benchmarks/documents/Seixas%20and%20Peck\\_2004.pdf](http://www.histori.ca/benchmarks/documents/Seixas%20and%20Peck_2004.pdf)

**February 18 Challenges for the Teacher**

Read:

Wineburg, Sam. *Historical Thinking & Other Unnatural Acts: Charting the Future of Teaching the Past*. Philadelphia: Temple University Press, 2001. Part III: Challenges for the Teacher, pp. 139-214.

**February 23 Popular Culture and Historical Thinking**

Read:

Wineburg, Sam. *Historical Thinking & Other Unnatural Acts: Charting the Future of Teaching the Past*. Philadelphia: Temple University Press, 2001. Part IV: History as National Memory, pp. 217-255.

**February 25 Demonstration Lesson: Team A. Opening Up the Textbook**

Read:

<http://historicalthinkingmatters.org/ted/lessons/opening/>

**March 2 Demonstration Lesson: Team B. Making Thinking Visible**

Read:

<http://historicalthinkingmatters.org/ted/lessons/making/>

**March 4 Information Literacy**

Read:

Presnell, Jenny L. *The Information-Literate Historian: A Guide to Research for History Students*. New York: Oxford University Press, 2007.

AHA Information Literacy Standards posted to Bb.

**March 9-11 Spring Break**

**March 16 HTM: Research Exercises for Broadening and Deepening Student Learning**

**March 18 Field Trips**

Read:

Griffin, Janette. "Students, Teachers, and Museums: Toward an Intertwined Learning Circle," pp. 31-42. In John H. Falk et al, eds. *In Principle, In Practice: Museums As Learning Institutions*. Lanham: Altamira Press, 2007. [Posted to Bb ereserves]

Percoco, James A. "Tramping Through History: Crafting Individualized Field Trips

<http://teachinghistory.org/teaching-materials/teaching-guides/23480>

Teaching with Historic Places: <http://www.nps.gov/history/nr/twhp/>

**March 23 Unit 2 lesson plans due**

### **Unit 3: Assessing Learning**

**March 25 Multiple Choice vs. Critical Thinking**

Read:

Cohen, Daniel J. & Rosenzweig, Roy. "No Computer Left Behind." (February 24, 2006).

<http://chnm.gmu.edu/essays-on-history-new-media/essays/?essayid=38>

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.

**March 30      Assessing 21<sup>st</sup> Century Skills**

Read:

Partnership for 21<sup>st</sup> Century Skills. "Assessment of 21<sup>st</sup> Century Skills: The Current Landscape."  
Publication Draft, June 2005.

[http://www.21stcenturyskills.org/images/stories/otherdocs/Assessment\\_Landscape.pdf](http://www.21stcenturyskills.org/images/stories/otherdocs/Assessment_Landscape.pdf)

**April 1            Historical Thinking Assessment Case Study**

Read:

Seixas, Peter. "Benchmarks of Historical Thinking: A Framework for Assessment in Canada." Centre for the Study of Historical Consciousness, UBC, 2006.

**April 6            Unit 3 Assessment Approaches due.**

**The Portfolio**

<b>April 8</b>	Portfolio Workshop
<b>April 13</b>	Portfolio Workshop
<b>April 15</b>	Presentations
<b>April 20</b>	Presentations
<b>April 22</b>	Presentations
<b>April 27</b>	Presentations
<b>April 29</b>	<b>Summations and evaluations</b>