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? 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.
Student Learning Outcomes

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

1. Explain the importance of historical reasoning for 21st century learners.
2. Use research findings and theory to evaluate how people learn history.
3. Evaluate the effectiveness of history lesson plans and other learning experiences for teaching historical thinking, paying particular attention to the role of primary sources and promoting analytical reading.
4. Evaluate formative and summative assessment strategies based on alignment between specific learning objectives and course content.
5. Collaborate to develop a learning experience focusing on a particular topic. The learning experience should design effective scaffolds for learning historical thinking. Design teams will effectively explain to peer teacher candidates how the lesson addresses the scholarship of teaching and learning history.

Evaluation

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<tr>
<td>Participation</td>
<td>10%</td>
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<tr>
<td>Review Essay</td>
<td>30%</td>
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<tr>
<td>Lesson Plan Analysis</td>
<td>20%</td>
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<tr>
<td>Team Presentation and Portfolio</td>
<td>40%</td>
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**Participation (10%; SLO 1-5)**

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. See attendance policy below.
2. Thorough preparation for class—Readings must be completed before class and assignments must be turned in on time. Students who must miss a class are responsible for completing all assignments and readings for the next class.
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.

**Review Essay (30%; SLO 1, 2)**

Using the assigned scholarship, answer the following questions:

- What is historical thinking and why should students study history in the 21st century? Consider the study of history as both a subject and a discipline.
- What is “unnatural” about historical thinking and what distinctive challenges do students face in learning how to think historically?
Essays should be analytical and should cite specific examples and evaluate specific arguments from at least five different scholars we have read so far this semester. Length: 7-10 pages, typed and double-spaced. Citation Style: Turabian [http://library.uncg.edu/depts/ref/handouts/turabian.asp] formatted as either footnotes or endnotes. No bibliography required. Post your review essay to my digital dropbox in Bb by 8:00a.m. on Friday, February 11.

**Lesson Plan Analysis (20%; SLO 2, 3, 4)**
Formal, written analysis of specific lesson plan to evaluate its effectiveness for scaffolding inquiry-based learning and historical thinking. Analysis should apply appropriate ideas from assigned readings with citations in Turabian style. Specific instructions will be provided as the semester unfolds.

**Team Presentation and Portfolio (40%; SLO 1-5)**
Teams create an inquiry-based learning experience using primary sources to teach historical thinking on a particular topic. Portfolio requirements include lesson overview, primary sources, worksheets or other handouts, an explanation of the most important ways the learning experience addresses historical thinking and 21st century skills; a bibliography of resources for the learning experience. Portfolios will be graded based on effectiveness of lesson design for teaching historical thinking AND effectiveness of team collaboration. Teams will present an overview of their lesson for peer review at the end of the semester. Teams may use peer review to revise the portfolio before submission for the final grade. Specific instructions and due dates will be provided as the semester unfolds.

**Required Readings**

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

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


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

- Benchmarks of Historical Thinking: [http://historybenchmarks.ca/](http://historybenchmarks.ca/)
- National Humanities Center Toolbox Library: [http://nationalhumanitiescenter.org/pds/index.htm](http://nationalhumanitiescenter.org/pds/index.htm)
- World History for Us All: [http://worldhistoryforusall.sdsu.edu/](http://worldhistoryforusall.sdsu.edu/)

**Course Policies**

**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: [http://academicintegrity.uncg.edu/complete/](http://academicintegrity.uncg.edu/complete/)
Electronic Communication
Students are responsible for checking Blackboard 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.

Late Assignment Penalty
Meeting deadlines is an essential element of professional behavior. Please 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 without an extremely impressive explanation.

Attendance Policy
Attendance is mandatory and is counted as part of the overall participation grade. Students may be absent for 3 classes without penalty. Documentation for absences will not be collected except in cases where an extended absence may be necessary (for example, hospitalization or incarceration). 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. 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. 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. 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 Bb at least two hours (if possible) before class is scheduled to begin.

Course Schedule

January 11       Introductions

Unit 1: Theoretical Frameworks

What Is Historical Thinking?
What are the Best Practices for Teaching It? and
What are the Challenges for Learning It?

January 13       What Is Historical Thinking and Why Does It Matter?

Read:


View Why Historical Thinking Matters: http://historicalthinkingmatters.org/
January 18  Why Study History?

Read:

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January 20  Defining the Essential Elements of Historical Thinking

Read:
http://historybenchmarks.ca/sites/default/files/Seixas%20and%20Peck_2004.pdf (Also posted to the Assignments section of Bb.)

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

National History Standards for Historical Thinking:
http://www.sscnet.ucla.edu/nchs/standards/thinking5-12.html

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January 25  History and 21st Century Skills

Read:


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January 27  What are the Characteristics of an Effective History Teacher?

Read:

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February 1  What Challenges Do Students Face in Learning How to Think Historically?

Read:

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February 3  What Challenges Do Students Face in Learning How to Think Historically?

Read:
http://www.nap.edu/openbook.php?isbn=0309089484&page=31 (Also posted to Bb in the Assignments section.)
February 8  What is “Unnatural” About Historical Thinking?

Read:
http://books.nap.edu/openbook.php?isbn=0309089484&page=179. (Chapter also posted to Bb in the Assignments section.)

February 10  Portfolio Workshop

**********February 11**********
Review Essay due.
Post your review essay to my digital dropbox in Bb by 8:00 a.m. on Friday, February 11.

Unit 2: Best Practices
Evaluating Effective Learning Experiences for Teaching Historical Thinking

February 15  Making Thinking Visible

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


Bloom’s Taxonomy: http://www.uwsp.edu/education/lwilson/curric/newtaxonomy.htm

February 17  How Do You Know If Students Have Achieved Your Objectives?

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


February 22  Aligning Learning Objectives and Assessment Strategies

Read:

http://janus.ucc.nau.edu/edtech/etc667/proposal/evaluation/summative_vs_formative.htm

How are formative and summative assessment used in the 5-Day lesson plan for the Spanish American War on HTM?:
http://historicalthinkingmatters.org/spanishamericanwar/1/materials/5day/
February 24  Using Primary Sources to Promote and Scaffold Inquiry-Based Learning in History
Read:
Teaching with Primary Sources Quarterly. Supporting Inquiry Learning Issue.

March 1  Using Primary Sources to Teach World History
Read:
Finding and Evaluating World History Sources:
http://chnm.gmu.edu/worldhistorysources/framingessay1.html

March 3  Information Literacy: Webquests and Beyond
Read:
AHA Information Literacy Standards (posted to Bb in the Assignments section.)
What AHA Information Literacy Standards are addressed by the webquests for the Spanish American War lesson in HTM?:
http://historicalthinkingmatters.org/spanishamericanwar/0/webquest/

March 8/10  Spring Break

March 15  Opening Up the Textbook Lesson
Read:
http://historicalthinkingmatters.org/ted/lessons/opening/

March 17  Opening Up the Textbook Lesson
Read:
http://historicalthinkingmatters.org/ted/lessons/opening/

March 22  Making Historical Thinking Visible Lesson
Read:
http://historicalthinkingmatters.org/ted/lessons/making/

March 24  Making Historical Thinking Visible Lesson
Read:
http://historicalthinkingmatters.org/ted/lessons/making/

March 29  World History for Us All Curriculum
Read:
http://worldhistoryforusall.sdsu.edu/foundations/foundations.php

March 31  World History for Us All Curriculum
Read:
http://worldhistoryforusall.sdsu.edu/foundations/foundations.php

****April 4****
Lesson Plan Analysis due.
Post your assignment to my digital dropbox in Bb by 5:00 p.m. on Monday April 4.
## Unit 3: Putting Theory into Practice: The Portfolio

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<td>April 5</td>
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<td>April 19</td>
<td>Team Presentations</td>
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<td>April 21</td>
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<tr>
<td>April 26</td>
<td>Team Presentations</td>
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<td>April 28</td>
<td>Summations and evaluations. Final Team Portfolios due.</td>
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