



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



Lexington-Concord, USPS, 1925

Principles and Practices of Teaching History

COURSE GUIDE*

History 440

Spring 2011

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Hours: T/Th, 2:00-3:00 and by appointment gladly given

**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? 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

Participation	10%
Review Essay	30%
Lesson Plan Analysis	20%
Team Presentation and Portfolio	40%

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)

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, the worldwide web, JSTOR, or other journal databases.)

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>. (Chapter also posted to Bb in the Assignments section.)

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/>

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

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> (and posted to Bb in the Assignments section.)

- 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 in the Assignments section.]
- 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://historybenchmarks.ca/sites/default/files/Seixas%20and%20Peck_2004.pdf (Also posted to Bb in the Assignments section.)
- 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>
- Teaching with Primary Sources Quarterly. Supporting Inquiry Learning Issue. <http://www.loc.gov/teachers/tps/quarterly/0907/pdf/TPSQuarterlySummer09.pdf>

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

Historical Thinking Matters: <http://historicalthinkingmatters.org/index.php>

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

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/>

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

National Humanities Center Toolbox Library: <http://nationalhumanitiescenter.org/pds/index.htm>

Library of Congress resources for teachers: <http://www.loc.gov/teachers/>

World History for Us All: <http://worldhistoryforall.sdsu.edu/>

World History Sources: <http://chnm.gmu.edu/worldhistorysources/whmfinding.php>

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/>

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:

Wineburg, Samuel S., "Probing the Depths of Students' Historical Knowledge," *AHA Perspectives* (March 1992).

<http://www.historians.org/perspectives/issues/1992/9203/9203TEC1.cfm>

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]

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

January 18 Why Study History?

Read:

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.

January 20 Defining the Essential Elements of 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://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>

January 25 History and 21st Century Skills

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.

Framework for 21st Century Learning: http://www.p21.org/documents/P21_Framework.pdf

P21 Framework Definitions: http://www.p21.org/documents/P21_Framework_Definitions.pdf

January 27 What are the Characteristics of an Effective History 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 1 What Challenges Do Students Face in Learning How to Think Historically?

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

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> (Also posted to Bb in the Assignments section.)

February 8 What is "Unnatural" About Historical Thinking?

Read:

Bain, Robert B. "They Thought the World Was Flat: Applying the Principles of How People Learn in Teaching High School History." *How Students Learn: History in the Classroom*. (2005). <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:

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/>

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>

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:

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. [Posted to Bb in the Assignments section.]

February 22 Aligning Learning Objectives and Assessment Strategies

Read:

Assessment of 21st century skills: <http://www.p21.org/documents/Assessment092806.pdf>

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

http://amec.glp.net/c/document_library/get_file?p_l_id=781847&folderId=754745&name=DLFE-20967.pdf

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.

<http://www.loc.gov/teachers/tps/quarterly/0907/pdf/TPSQuarterlySummer09.pdf>

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

April 5	Portfolio Workshop
April 7	Portfolio Workshop
April 12	Portfolio Workshop
April 14	Portfolio Workshop
April 19	Team Presentations
April 21	Team Presentations
April 26	Team Presentations
April 28	Summations and evaluations. Final Team Portfolios due.