



Principles and Practices of Teaching History

COURSE GUIDE*

History 440

Spring 2012

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Office Hours 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 practical and conceptual components of historical thinking and the relevance of historical reasoning for 21st century learners.
2. Use research findings and theory to analyze challenges students encounter in learning to think historically.
3. Evaluate the effectiveness of history lesson plans 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, course content, and student learning activities.
5. Collaborate to develop a lesson focusing on a particular historical topic. The activity should include effective scaffolds for learning historical thinking using primary sources. Design teams will effectively explain to peer teacher candidates how the lesson addresses the scholarship of teaching and learning history.

Required Readings

Books: (available at UNCG Bookstore)

Levasque, Stephane. *Thinking Historically: Educating Students for the Twenty-First Century*. Toronto: University of Toronto Press, 2008.

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

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.

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.)

Mandell, Niki. "Thinking Like a Historian: A Framework for Teaching and Learning." *OAH Magazine of History* (April 2008): 55-59.

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.]

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. Vol. 2, No. 3 (Summer 2009) http://www.loc.gov/teachers/tps/quarterly/inquiry_learning/. PDF also posted to Bb.

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://worldhistoryforusall.sdsu.edu/>

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

Evaluation

Participation	10%
Reading Reflection Papers	10%
Review Essay	25%
Lesson Plan Analysis	25%
Team Presentation and Portfolio	30%

Participation (10%; SLO 1-5)

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

GRADING RUBRIC FOR DAILY PORTION OF GRADE

GRADE	CRITERIA
A	Student attends every class session and arrives promptly; Student participates frequently in most class sessions and makes relevant contributions to discussions; Student is always well prepared for class; Student actively listens when others talk and "builds off" the ideas of others; Student always shows respect for classmates and instructors; Student always meets deadlines for assignments.

B	Student misses no more than one class session and is almost never late; Student regularly participates in most class sessions and makes relevant contributions to discussions; Student is prepared for class; Student actively listens when others talk; Student shows respect for classmates and instructors; Student always meets deadlines for assignments.
C	Student misses no more than two class sessions and is seldom late; Student occasionally participates in class sessions and makes some relevant contributions to the discussion; Student is usually prepared for class; Student listens when others talk; Student shows respect for classmates and instructors; Student turns in no more than two late assignments.
D	Student misses more than two class sessions or frequently arrives late; Student seldom participates in class sessions and rarely makes relevant contributions to the discussion; Student is seldom prepared for class; Student rarely listens when others talk; Student turns in more than two late assignments.
F F	Student misses more than three class sessions or rarely arrives on time; Student almost never participates in class sessions and rarely makes relevant contributions; Student is rarely prepared for class; Student almost never listens when others talk; Student regularly misses deadlines.

A note on gauging your mid-semester grade status: I will submit unsatisfactory reports after the first six weeks of the semester for students who are at risk of making a grade in the course below a C.

Reading Reflection Papers (10%; SLO 1-4)

I will periodically post questions to Bb based on assigned readings. Due dates may be either before class or after class discussion to give you the opportunity either to think about connections among readings in advance of class or to reflect on how class discussion has enhanced your understanding of the reading. Though you may use informal (parenthetical) citations for these short papers, writing counts (including clarity of reasoning, use of specific examples from the reading, and proper grammar). Essays typically will be 1 page single-spaced. Due dates will be posted with the questions.

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 in Unit 1. 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 5:00 p.m. on Friday February 10.

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. Due Friday March 30.

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 should 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. Due in class on April 19.

EXTRA CREDIT

All students are encouraged to attend the lecture by Sam Wineburg at **2:00 on February 17**. For extra credit you must submit a 1-3 page single-spaced essay explaining how the lecture related to issues raised in course readings. You must summarize specific points from the lecture and connect those points to specific readings. Use Turabian style citations as needed for references to specific readings. The deadline for submitting the essay for extra credit is **5:00 p.m. on Friday February 24**. Email your essay to lctolber@uncg.edu. The grade on the essay will replace your lowest score on your reading reflection papers and add 3 points to your participation average. Even if you do not plan to submit an essay for extra credit I encourage you to attend the lecture. This is an exceptional opportunity to hear the most important scholar working in the pedagogy of historical thinking and ask questions about what you are learning in the program.

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. **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. . Documentation for absences will not be collected except in cases where an extended absence may be necessary (for example, hospitalization).

Course Schedule

January 10 Introductions

Unit 1: Theoretical Frameworks

- What is historical thinking and why does it matter?
- Distinguish the different roles of the following dimensions of historical thinking: disciplinary skills historians use to study the past, conceptual patterns historians use to make sense of the past, and historical subject matter.
- What challenges do students encounter in learning to think historically?

January 12 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 17 What Is Historical Thinking and Why Does It Matter?

Read:

Mandell, Niki. "Thinking Like a Historian: A Framework for Teaching and Learning." *OAH Magazine of History* (April 2008): 55-59.

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). Nov 89, Vol. 47 Issue 3, p44-59 [Use Journal Finder]

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

National History Standards for Historical Thinking:

<http://www.sscnet.ucla.edu/nchs/standards/thinking5-12.html>

January 19 Defining the Essential Elements of Historical Thinking

Read:

Levasque, Stephane, Introduction and Chapter 2, "The Nature of History and Historical Thinking," pp. 3-38.

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

January 24 Historical Significance

Read:

Levasque, Stephane, Chapter 3, "What is Important in the Past?—Historical Significance," pp. 39-61.

Wineburg et al, *Reading Like a Historian*, Chapter 2, "Standing Tall" or Fleeing the Scene?" pp. 17-31.

January 26 Historical Context

Read:

Levasque, Stephane, Chapter 4, "What Changed and What Remained the Same?—Continuity and Change," pp. 62-86.

Wineburg et al, *Reading Like a Historian*, Chapter 3, "Lincoln in Context" pp. 32-49.

Wineburg, *Historical Thinking and Other Unnatural Acts*, Chapter 4, "Reading Abraham Lincoln: A Case Study in Contextualized Thinking," pp. 89-112.

January 31 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.)

Wineburg et al, *Reading Like a Historian*, Chapter 4, "Columbus Day: 1892, Not 1492," pp. 49-64.

February 2 Historical Evidence and Disciplinary Perspectives

Read:

Levasque, Stephane, Chapter 6, "How Do We Make Sense of the Raw Materials of the Past—Evidence," pp. 112-139.

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

Wineburg, *Historical Thinking and Other Unnatural Acts*, Chapter 6, "Peering at History Through Different Lenses: The Role of Disciplinary Perspectives in Teaching History," pp. 139-154.

February 7 The Role of Emotion in Understanding History: Empathy, Moral Ambiguity, Making Value Judgments

Read:

Levasque, Stephane, Chapters 5, "Did Things Change for Better or Worse?—Progress and Decline," pp. 87-111; and 7, "How Can We Understand Predecessors Who Had Different Moral Frameworks?—Historical Empathy," pp. 140-169.

Wineburg, *Historical Thinking and Other Unnatural Acts*, Chapter 9, "Lost in Words: Moral Ambiguity in the History Classroom," pp. 217-231; and Chapter 10, "Making (Historical) Sense in the New Millenium," pp. 232-255.

February 9 Review Essay Workshop

Read:

Levasque, Stephane, Conclusion, pp. 170-173.

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>

*******February 10*******

Review Essay due

Post your review essay to the appropriate link in the Assignments section of Bb by 5:00 p.m.

Unit 2: Making Connections between Theory and Practice

- What are the best practices for teaching historical thinking?
- How do you construct an effective inquiry-based lesson for teaching historical thinking using primary sources?
- How do you scaffold student learning to address the challenges inherent in learning to think historically?
- How do you know whether students have achieved your objectives?

February 14 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/>

Mandell, Niki. "Thinking Like a Historian: A Framework for Teaching and Learning." *OAH Magazine of History* (April 2008): 55-59.

Bloom's Taxonomy: <http://www.uwsp.edu/education/lwilson/curric/newtaxonomy.htm>

February 16 Using Primary Sources to Promote and Scaffold Inquiry-Based Learning in History

Read:

Teaching with Primary Sources Quarterly. Supporting Inquiry Learning Issue. Vol. 2, No. 3 (Summer 2009) http://www.loc.gov/teachers/tps/quarterly/inquiry_learning/. PDF also posted to Bb.

Wineburg et al, *Reading Like a Historian*, Chapter 1, "Did Pocahontas Rescue John Smith," pp. 1-16.

February 17 Lecture by Sam Wineburg 2:00, location TBA

February 21 Opening Up the Textbook Lesson

Read:

Wineburg et al, *Reading Like a Historian*, Chapter 8, "To Blink or Not to Blink: The Cuban Missile Crisis," pp. 124-142.

February 23 Making Thinking Visible Lesson

Read:

Teacher Educator Lesson: Making Thinking Visible

<http://historicalthinkingmatters.org/ted/lessons/making/>. Be sure to complete all of the steps using the Spanish American War Lesson

<http://historicalthinkingmatters.org/spanishamericanwar/1/>

February 24

Extra Credit essay on Wineburg lecture due. Email to lctolber@uncg.edu by 5:00 p.m.

February 28 Using Primary Sources to Teach World History; World History for Us All

Read:

Finding and Evaluating World History Sources:

<http://chnm.gmu.edu/worldhistorysources/framingessay1.html>

World History for Us All Curriculum

<http://worldhistoryforall.sdsu.edu/foundations/foundations.php>

March 1 Using Primary Sources to Teach World History: The Scientific Revolution: What Changed?

Read:

World History for Us All, The Scientific Revolution: What Changed?

http://worldhistoryforall.sdsu.edu/units/six/landscape/Era06_landscape6.php

March 6/8

Spring Break

March 13 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.]

March 15 Aligning Learning Objectives and Assessment Strategies, American History example

Read:

Assessment Examples and Tools, <http://www.cmu.edu/teaching/assessment/index.html>

Read the following sections of this website: the introduction to the Assessment section; all of the Basics section; all of the Assessing Learning section

How are formative and summative assessment used in the 5-Day lesson plan for the Spanish American War on HTM? Are the assessments aligned with the learning objectives? Explain. How would you improve the alignment between learning objectives and assessment strategies in this lesson? <http://historicalthinkingmatters.org/spanishamericanwar/1/materials/5day/>

March 20 Aligning Learning Objectives and Assessment Strategies, World History Example

Read:

Assessment Examples and Tools, <http://www.cmu.edu/teaching/assessment/index.html>

Read the following sections of this website: the introduction to the Assessment section; all of the Basics section; all of the Assessing Learning section

How are formative and summative assessment used in the 5-Day lesson plan for the Scientific Revolution lesson on WHFUA? Are the assessments aligned with the learning objectives? Explain. How would you improve the alignment between learning objectives and assessment strategies in this lesson?

http://worldhistoryforall.sdsu.edu/units/six/landscape/Era06_landscape6.php

March 22 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 27 Lesson Plan Analysis workshop

******March 30******

Lesson Plan Analysis due

Post your assignment to the appropriate link in the Assignments section of Bb by 5:00 p.m.

Unit 3: Putting Theory into Practice: The Portfolio

March 29 Portfolio Workshop

April 3 Portfolio Workshop

April 5 Portfolio Workshop

April 10 Portfolio Workshop

April 12 Team Presentations

April 17 Team Presentations

April 19 Summations and evaluations. **Final Team Portfolios due.**