



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 2014

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**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, teaching strategies, 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 UNGC Bookstore)

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

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)

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/> (also posted to Bb)

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

Immerwahr, Daniel. "The Fact/Narrative Distinction and Student Examinations in History." *The History Teacher* 41 no2 (2008): 199-205. (Use Journal Finder; also posted to Bb)

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)

Pollard, Elizabeth Ann. "Rethinking Primary Sources for Cross-Cultural Interaction in World History: 'Standard' Problems and Connected Possibilities." *Social Studies Review*. 49, No. 1 (Spring/Summer 2010): 38-41. (Use Journal Finder; also posted to Bb)

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)

Reisman, Avishag. "Reading Like a Historian: A Document-Based History Curriculum Intervention in Urban High Schools." *Cognition and Instruction*, 30:1 (2012): 86-112. (Use Journal Finder; also posted to Bb)

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; also posted to Bb)
- Wineburg, Sam. "Beyond 'Breadth' and 'Depth': Subject Matter Knowledge and Assessment." *Theory into Practice*. Vol. 36m No.4 (1997): 255-261. (Use Journal Finder; also posted to Bb)
- Wineburg, Sam. "Historical Thinking and Other Unnatural Acts." *Phi Delta Kappan*. Vol 8, No. 7 (March 1999): 488-499. (Use Journal Finder)
- Wineburg, Sam and Jack Schneider, "Inverting Bloom's Taxonomy," *Education Week* (October 2009). [posted to Bb]
- Wineburg, Samuel S., "Probing the Depths of Students' Historical Knowledge," *AHA Perspectives* (March 1992). <http://www.historians.org/perspectives/issues/1992/9203/9203TEC1.cfm>
- Wineburg, Sam. "Reading Abraham Lincoln: An Expert/Expert Study in the Interpretation of Historical Texts." *Cognitive Science*, Vol. 22, No. 3 (1998): 319-346. (Use Journal Finder)
- Wineburg, Sam and Daisy Martin. "Tampering with History: Adapting Primary Sources for Struggling Readers." *Social Education*. Vol. 73, No. 5 (September 2009): pp. 212-216. (posted to Bb)
- 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)

American Association of School Librarians Information Literacy Standards:

<http://www.ala.org/aasl/standards-guidelines/learning-standards>

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

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

Beyond the Bubble: A New Generation of History Assessments: <http://beyondthebubble.stanford.edu/>

Common Core State Standards Initiative: <http://www.corestandards.org/about-the-standards>

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

Lesson Plan Analysis I: Historical Thinking	25%
Lesson Plan Analysis II: Scaffolding Learning	25%

Lesson Plan Analysis III: Assessment	25%
Team Portfolio: Lesson Plan and Presentation	25%

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.

Lesson Plan Analyses (75%; SLO 1-4)

Using the assigned scholarship, you will evaluate how effectively a particular lesson is designed to address challenges students face in learning to think historically. Each analysis will focus on a different aspect of lesson plans that are designed to develop historical thinking. In each case you must explicitly apply and cite appropriate assigned scholarship to evaluate a different aspect of the lesson plan.

The first analysis focuses on recognizing specific historical thinking skills and concepts developed in a particular lesson and evaluating challenges students will face in learning those skills and concepts based on research findings presented in the assigned scholarship (SLO 1 and 2). Your evaluation will consider such issues as:

- 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?

The second analysis focuses on elements of a lesson plan that scaffold student learning and make disciplinary thinking visible (SLO 3). You will evaluate how effectively a lesson uses primary sources to promote historical thinking and analytical reading.

The third analysis evaluates the role of formative and summative assessment considering alignment among learning objectives, teaching strategies, and student activities. (SLO 4)

In all cases analysis should apply appropriate ideas from assigned readings with citations in Turabian style. Specific instructions will be provided as the semester unfolds, including workshops noted in the schedule below. You will be invited to submit drafts for discussion in the workshops.

Team Portfolio: Lesson Plan and Presentation (25%; 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, strategies for formative and summative assessment, 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.

Course Policies

Participation and Attendance Policy

1. Consistent attendance—this is a seminar, 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 is mandatory. 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). **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. If you are experiencing a personal crisis that requires you to miss more than 2 classes, please let me know *at that time* (not afterwards).

2. Thorough preparation for class—readings must be completed before class and assignments must be turned in on time, including any ungraded Discussion Board postings. Discussion Board participation (like class attendance) is mandatory. These are ungraded assignments and will not be evaluated in terms of formal writing standards. In teaching terms, Discussion Board assignments are formative assessments that enable me to identify areas of understanding and misunderstanding and allow you to practice your thinking before you are formally graded. Failure to submit a Discussion Board assignment by the deadline will be counted as a class absence. See the attendance policy stated in the syllabus for the total number of absences you may accumulate without a grade penalty. Discussion Board postings that do not address course materials in a substantive way will not be counted for credit.
3. Regular contributions to class discussions—participation is not formally graded as a specific percentage of the final grade but the success of this course for your learning depends on active intellectual engagement with your peers. Peer review will be an important component of the Team Portfolio process.

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://sa.uncg.edu/handbook/academic-integrity-policy/>

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.

Course Schedule

January 14 Introductions

Unit 1: Theoretical Frameworks

- What is historical thinking and why does it matter?
- Distinguish the different 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 16 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). Nov 89, Vol. 47 Issue 3, p44-59 [Use Journal Finder]

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>

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

National History Standards for Historical Thinking:

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

January 21 Defining the Essential Elements of Historical Thinking

Read:

Levesque, 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 23 Historical Significance

Read:

Levesque, 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 28 Continuity and Change

Read:

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

World History for Us All Curriculum <http://worldhistoryforusall.sdsu.edu/shared/themes.php>. Read this section on Questions and Themes that constitute the thematic structure of the WHFUA curriculum. What would Levesque say about these themes as colligatory concepts for scaffolding student learning? Be sure to click on the links to read the full rationale for the thematic structure of the WHFUA curriculum.

January 30 What is "Unnatural" About Historical Thinking?

Read:

Wineburg, Sam. "Historical Thinking and Other Unnatural Acts." *Phi Delta Kappan*. Vol 80, No. 7 (March 1999): 488-499. [Use Journal Finder]

February 4 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 6 Historical Evidence and the Role of Emotion in Understanding History: Empathy, Moral Ambiguity, Making Value Judgments

Read:

Levesque, Stephane, Chapters 5, "Did Things Change for Better or Worse?—Progress and Decline," pp. 87-111; 6, "How Do We Make Sense of the Raw Materials of the Past—Evidence," pp. 112-139; and 7, "How Can We Understand Predecessors Who Had Different Moral Frameworks?—Historical Empathy," pp. 140-169.

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

February 11 Lesson Plan Analysis I Workshop

Read:

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

February 14 Lesson Plan Analysis 1 due. Post to the appropriate link in Bb. by 5:00 p.m.

Unit 2: Making Thinking Visible: Connecting Theory and Practice

- What are the best practices for teaching historical thinking?

Part 1:

- **Inquiry-Based Learning:** How do you construct an effective inquiry-based lesson for teaching historical thinking using primary sources?
- **Making Thinking Visible:** How do you scaffold student learning to address intentionally the challenges inherent in learning to think historically?

February 13 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/>

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

Wineburg, Sam and Jack Schneider, "Inverting Bloom's Taxonomy," *Education Week* (October 2009). [posted to Bb]

February 18 Teaching for Literacy: History and the Common Core

Read:

Common Core State Standards Initiative: <http://www.corestandards.org/about-the-standards>

Wineburg, Sam and Daisy Martin. "Tampering with History: Adapting Primary Sources for Struggling Readers." *Social Education*. Vol. 73, No. 5 (September 2009): pp. 212-216. (posted to Bb)

Wineburg, Sam. "Reading Abraham Lincoln: An Expert/Expert Study in the Interpretation of Historical Texts." *Cognitive Science*, Vol. 22, No. 3 (1998): 319-346. [Use Journal Finder]

February 20 Reading Like a Historian

Read:

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

Wineburg, Sam. "Reading Abraham Lincoln: An Expert/Expert Study in the Interpretation of Historical Texts." *Cognitive Science*, Vol. 22, No. 3 (1998): 319-346. [Use Journal Finder]

February 25 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 27 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.

March 4 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>

Pollard, Elizabeth Ann. "Rethinking Primary Sources for Cross-Cultural Interaction in World History: 'Standard' Problems and Connected Possibilities." *Social Studies Review*. 49, No. 1 (Spring/Summer 2010): 38-41.

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

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

March 6 Lesson Plan Analysis 2 Workshop

March 7 Lesson Plan Analysis 2 due. Post to the appropriate link in Bb by 5:00 p.m.

March 11/13

Spring Break

Unit 2. Part 2:

- **Assessment:** What knowledge matters most? How do you know whether students have achieved your objectives?

March 18 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.]

Reisman, Avishag. "Reading Like a Historian: A Document-Based History Curriculum Intervention in Urban High Schools." *Cognition and Instruction*, 30:1 (2012): 86-112.

March 20 What Knowledge Matters Most?

Read:

Immerwahr, Daniel. "The Fact/Narrative Distinction and Student Examinations in History." *The History Teacher* 41 no2 (2008): 199-205.

Wineburg, Sam. "Beyond 'Breadth' and 'Depth': Subject Matter Knowledge and Assessment." *Theory into Practice*. Vol. 36m No.4 (1997): 255-261.

March 25 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.

Beyond the Bubble: A New Generation of History Assessments:

<http://beyondthebubble.stanford.edu/>

March 27 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

April 1 Lesson Plan Analysis III workshop

April 4 Lesson Plan Analysis III due. Post to the appropriate link in Bb by 5:00 p.m.

Unit 3: Putting Theory into Practice: Lesson Designing for Historical Thinking

April 3 Team Portfolio Workshop: Information Literacy and 21st-Century Learners: Webquests and Beyond

Read:

AASL Information Literacy Standards (posted to Bb in the Assignments section.)

What AASL Information Literacy Standards are addressed by the webquests for the Spanish American War lesson in HTM?:

<http://historicalthinkingmatters.org/spanishamericanwar/0/webquest/>

April 8 Portfolio Workshop

April 10 Portfolio Workshop

April 15 Portfolio Workshop

April 17 Team Presentations

April 22 Team Presentations

April 24 Summations and evaluations. Final Team Portfolios due.

[April 29 Last day of classes (Friday schedule)]