



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



Lexington-Concord, USPS, 1925

Principles and Practices of Teaching History

COURSE GUIDE*

HIS 440

Spring 2015

Prof. L. Tolbert

Office: MHRA 2109

Email: lctolber@uncg.edu

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? What is distinctive about learning history compared to learning other academic subjects? This course will introduce you to the growing scholarship that addresses the 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. Apply principles of historical thinking to develop effective lesson plans paying particular attention to the role of primary sources for teaching historical thinking and promoting analytical reading.
4. Evaluate formative and summative assessment strategies based on alignment among specific learning objectives, teaching strategies, and student learning activities.
5. Explain how a lesson plan of the teacher candidate's original design addresses the scholarship of teaching and learning historical thinking.

Required Readings

Books: (available at UNCG Bookstore)

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

VanSledright, Bruce A. *Assessing Historical Thinking and Understanding: Innovative Designs for New Standards*. New York: Routledge, 2014.

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)

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)
- 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 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)

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/>

Stanford History Education Group: <http://sheg.stanford.edu/>

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

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

Evaluation

Unit 1 Assignment: Principles of Historical Thinking	35%
Unit 2 Assignment: Putting Principles into Practice: Lesson Plan for Historical Thinking	65%

Unit 1 Assignment: Historical Thinking (35%; SLO 1-2)

You will write historical thinking questions for different types of primary source documents and use assigned scholarship (with Turabian style citations) to explain the challenges students face in learning to think historically about these documents.

Unit 2 Assignment: Lesson Plan (65%; SLO 3-5)

Create an inquiry-based lesson plan using primary sources to teach historical thinking on a particular topic. Lesson components include inquiry question, learning outcomes, primary sources, worksheets or other handouts, assessment plan, information literacy activity, and an explanation of the most important ways the lesson addresses historical thinking and 21st century skills. Components of the lesson plan will be developed in sections with due dates throughout unit 2. You will have the opportunity to revise your lesson plan based on instructor feedback and peer review before the final due date. Lessons will be graded based on effectiveness of lesson design for teaching historical thinking.

A note on gauging your mid-semester grade status: I will submit warnings through Starfish after the first six weeks of the semester based on attendance, class preparation, and performance on the Unit 1 draft assignment for students who are at risk of making a grade in the course below the state-mandated grade of C in a course required for licensure.

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 and may also result in a deduction for the grade of a unit assignment,** as specified in instructions provided as the semester unfolds. 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 are off-topic or 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

1/13 Introductions

Unit 1: Theoretical Frameworks: Fundamentals of Historical Thinking

- What is historical thinking and why does it matter?
- Distinguish the different dimensions of historical thinking: disciplinary skills and concepts historians use to study the past.
- What challenges do students encounter in learning to think historically?
- Apply questions to primary sources that effectively target specific dimensions of historical thinking.

1/15 Varieties of Knowledge: The Futility of Trying to Teach Everything

Read:

Wiggins, Grant. "The Futility of Trying to Teach Everything of Importance." *Educational Leadership*. (November 1989). Nov 89, Vol. 47 Issue 3, p44-59 [Use Library Catalog]

1/20 Paradigm Shifting: Rethinking the Model for Learning History

Read:

Vansledright 2. "A Sociocultural Cognitive Model for Learning History"

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

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

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

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

1/22 No Class (I have Jury Duty)

1/27 What Is Historical Thinking and Why Does It Matter?

Read:

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

Historical Thinking Matters

1/29 Defining the Essential Elements of Historical Thinking: Historical Significance

Read:

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

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

2/3 Defining the Essential Elements of Historical Thinking: Chronological Thinking, Causation, Continuity and Change

Read:

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

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

2/5 Defining the Essential Elements of Historical Thinking: Chronological Thinking, Causation, Continuity and Change

Read:

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

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

2/10 Defining the Essential Elements of Historical Thinking: Progress and Decline

Levesque, Stephane, Chapter 5, "Did Things Change for Better or Worse?—Progress and Decline," pp. 87-111;

Wineburg et al, *Reading Like a Historian*, Chapter 5, "Electricity and Women's Work: Who Really Benefitted? And When? Pp. 65-83.

2/12 Defining the Essential Elements of Historical Thinking: Historical Evidence

Read:

Levesque, 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 1, "Did Pocahontas Rescue John Smith?" pp. 1-16.

2/17 Defining the Essential Elements of Historical Thinking: Empathy, Moral Ambiguity, Making Value Judgments

Read:

Levesque, Stephane, Chapter 7, "How Can We Understand Predecessors Who Had Different Moral Frameworks?—Historical Empathy," pp. 140-169; and Conclusion, pp. 170-173.

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

**2/19 Characteristics of Effective Historical Inquiry Questions/Workshop for Unit 1 Assignment
Post Unit 1 draft to Bb by noon on 2/18.**

2/24 What is “Unnatural” About Historical Thinking? Identifying Specific Challenges Students Face in Learning to Think Historically

Read:

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

2/26 What is “Unnatural” About Historical Thinking? Identifying Specific Challenges Students Face in Learning 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.)

2/27 Unit 1 Assignment due. Post to Bb by 5:00 p.m. to avoid a late penalty.

Unit 2: Making Thinking Visible: Connecting Theory and Practice

- What are the best practices for teaching historical thinking?

Part 1: Models for Teaching Second Order Skills and Concepts

- **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?
- **Considering Best Practices:** Evaluating a variety of lesson structures for teaching historical thinking.

3/3 Cognitive Apprenticeship: 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/>

Comparing lessons: How do these lessons fit the principles of cognitive apprenticeship?

Wineburg et al, *Reading Like a Historian*, Chapter 1, “Did Pocahontas Rescue John Smith,” pp. 1-16. Compare to Chapter 6, “Dust to Eat, and Dust to Breathe, and Dust to Drink” pp. 84-104.

3/5 Applying the Principles of Historical Thinking in the Classroom: A Case Study

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.)

March 10/12

Spring Break

3/17 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.

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)

3/19 Structured Academic Controversy Lesson

Read:

Reconstruction SAC lesson and documents (posted to Bb)

3/24 Facilitating Classroom Discussion on Historical Topics: Reconstruction Discussion

Read:

Reconstruction SAC lesson and documents (posted to Bb)

3/26 Inquiry Lesson

Read:

Japanese Internment lesson (posted to Bb)

3/31 Using Primary Sources to Teach World History

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.

4/2 Designing an Instructional Unit for Historical Thinking: World History for Us All

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

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

4/7 **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/>

Unit 2 Assignment: Part 1 due. Post to Bb by 9:00 p.m. to avoid a late penalty.

Unit 2. Part 2: **Assessment:**

- What knowledge matters most?
- How do you know whether students have achieved your objectives?
- Aligning student learning outcomes with teaching methods and assessment strategies.

4/9 **What Knowledge Matters Most?**

Read:

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

Vansledright 1. "The Need for New Assessments in History Education"

Discuss assessment strategies in the Scientific Revolution Unit.

4/14 **How Do You Know If Students Have Achieved Your Objectives?**

Mapping Assessment Tasks to the Learning Model

Read:

Vansledright 3, Mapping Assessment Tasks to the Learning Model

Beyond Essays: Using HATS (Historical Assessments of Thinking) for Formative or Summative Assessment

Beyond the Bubble: A New Generation of History Assessments:

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

4/16 **Creating Rubrics to Assess Historical Thinking**

Read:

Vansledright 4, Interpreting Assessment Tasks

4/21 **Assessment Workshop**

4/23 **Final Workshop. Course Evaluations.**

4/28 **Final Unit 2 Assignment due. Post to Bb by 2:00 p.m. to avoid a late penalty.**