



*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 2016

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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.*

*“...The power to increase your abilities lies largely within your own control.”*

*Make It Stick (p. 183)*

## 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 21<sup>st</sup> 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 21<sup>st</sup> 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 learning activities 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. Use evidence-based reasoning to explain how learning activities address the scholarship of teaching and learning historical thinking.

## Required Readings

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

Brown, Peter C., Henry L. Roediger, and Mark A. McDaniel. *Make It Stick: The Science of Successful Learning*. Cambridge, Mass.: The Belknap Press of Harvard University Press, 2014. This book is also available in the Library e-book collection:

<https://login.libproxy.uncg.edu/login?url=http://site.ebrary.com/lib/uncgreen/Top?id=10873372>

Lesh, Bruce A. *Why Won't You Just Tell Us the Answer?": Teaching Historical Thinking in Grades 7-12*. Portland, Maine: Stenhouse Publishers, 2011.

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 Canvas, 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 Canvas)

Caron, Edward. "What Leads to the Fall of a Great Empire? Using Central Questions to Design Issues-Based History Units." *The Social Studies* 96:2 (2005) : 51-60.

- 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 Canvas)
- 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 Canvas)
- 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. (posted to Canvas)
- Reisman, Avishag, and Sam Wineburg. "Teaching the Skill of Contextualizing in History." *The Social Studies* 99:5 (2008): 202-207.
- Wiggins, Grant. "The Futility of Trying to Teach Everything of Importance." *Educational Leadership*. (November 1989). Nov89, Vol. 47 Issue 3, p44-59 (posted to Canvas)
- Wineburg, Sam. "Beyond 'Breadth' and 'Depth': Subject Matter Knowledge and Assessment." *Theory into Practice*. Vol. 36m No.4 (1997): 255-261. (posted to Canvas)
- Wineburg, Sam. "Historical Thinking and Other Unnatural Acts." *Phi Delta Kappan*. Vol 8, No. 7 (March 1999): 488-499.
- Wineburg, Sam and Jack Schneider, "Inverting Bloom's Taxonomy," *Education Week* (October 2009). [posted to Canvas]
- 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 Canvas)

**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 21<sup>st</sup> Century Skills: <http://www.p21.org/index.php>

North Carolina Standard Course of Study:

<http://www.ncpublicschools.org/curriculum/socialstudies/scos/>

Historical Inquiry: Scaffolding Wise Practices in the History Classroom

<http://www.historicalinquiry.com/inquiry/index.cfm>

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

History Project (University of California, Davis): <http://historyproject.ucdavis.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://worldhistoryforusall.sdsu.edu/>

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

## Evaluation

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Reading Comprehension Assignments (SLO 1-2, 5)	40%
Historical Thinking Learning Activities	60%
Primary Source Analysis (SLO 1-3)	(20%)
Historical Thinking Lesson Plan analysis (SLO 2, 5)	(20%)
Assessment Activity (SLO 4, 5)	(20%)

### **Reading Comprehension Assignments (40%, SLO 1-2) [Do you understand the course content?]**

The purpose of these assessments is to building your knowledge base for teaching historical thinking. Questions will be distributed in advance of due dates. Questions may require responses of different lengths and formats depending on the learning goal. In some cases you may be asked to post written answers to questions about the reading before we discuss the reading in class. In other cases you may be asked to post written responses to questions based on reflection and class discussion of assigned readings. Note that the authors of *Make It Stick* identify this kind of retrieval practice as one of the key strategies for deep learning that can be retained over time and transferred to new problem-solving situations.

### **Designing Learning Activities for Historical Thinking (60%, SLO 2-5) [Can you use the course content effectively to do problem solving in new situations?]**

The purpose of these assessments is to apply your new knowledge to create learning activities that target specific historical thinking skills and concepts and use evidence-based reasoning to explain how your learning activities address the scholarship of teaching historical thinking. These assignments include developing a set of guiding questions targeting different historical thinking

skills and concepts using a given set of primary source documents; analyzing a lesson plan to evaluate its effectiveness for teaching specific historical thinking skills or concepts; and develop assessment questions and rubrics to evaluate student achievement of specific historical thinking skills and concepts. In each case you will use assigned scholarship (with Turabian-style citations) to explain how your learning activities are designed to address specific challenges students face in learning to think historically. These assignments have the potential to become useful artifacts in a professional teaching portfolio.

*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 assignments completed to date 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

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### 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 Canvas 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 Discussion Board postings. Discussion Board postings are ungraded but **failure to submit Discussion Board postings by the deadline will result in 2 points subtracted from your Reading Comprehension Assignment average for each skipped Discussion Board assignment.** Postings must be complete and must fully address the question for credit. Late Discussion Board postings will not be accepted for credit so you should post to the discussion board even if you skip class. See below for information about the penalty for late graded assignments.

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 class discussion.

### Late Assignment Penalties

Meeting deadlines is an essential element of professional behavior. Late penalties will vary depending on the type of assignment.

- **Discussion Board assignments** will not be accepted for late credit but you can earn credit for posting a discussion board assignment by the deadline even if you miss class.
- **Reading Comprehension Assignments** are time sensitive. They are mostly scheduled to prepare you for class discussion of specific readings. For this reason late assignments will not be accepted for credit. I will drop the two lowest scores on your reading comprehension assignments.
- **Historical Thinking Assignments:** We will develop these assignments in workshops and you will submit drafts in advance. 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. If you anticipate a problem in meeting a deadline for one of these assignments you should make arrangements with me well in advance of the due dates.

### 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.

## Course Schedule

## Unit 1: What is Knowledge and How Do People Learn?

- What are different kinds of knowledge?
- How is knowledge constructed?
- How do you foster deep learning that sticks?
- What does this have to do with teaching and learning history?

### 1/13 Varieties of Knowledge: The Futility of Trying to Teach Everything

Be prepared to discuss how Grant Wiggins's argument about the futility of trying to teach everything relates to the ways that learning is misunderstood according to Brown, et. al. Do you think Grant Wiggins would agree with the authors of *Make It Stick*? Why or why not?

**Read:**

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

Brown, Peter C., Henry L. Roediger, and Mark A. McDaniel. *Make It Stick*, Chapter 1, "Learning is Misunderstood," pp. 1-22.

### 1/18 MLK Holiday      No Class—Read chapters 2-5 in *Make It Stick*!

1/20 Be prepared to discuss the following questions in class using specific examples from the assigned chapters:

- What is retrieval and how does it help you learn better than reading alone?
- Why should you mix up your practice?
- Why should you embrace difficulties?
- What are illusions of knowing?

**Read:**

Brown, Peter C., Henry L. Roediger, and Mark A. McDaniel. *Make It Stick*, Chapters 2-5, pp. 23-130.

1/25 Finish reading *Make It Stick*. Be prepared to discuss the following questions in class:

- Why do the authors think teachers and students need to "get beyond learning styles"? What evidence supports their reasoning?
- How do you increase your abilities?
- How do you make your learning stick?
- How does any of this relate to teaching and learning history?

**Read:**

Brown, Peter C., Henry L. Roediger, and Mark A. McDaniel. *Make It Stick*, Chapters 6-8, pp. 131-253.

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

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

**1/29 Reading Comprehension Assignment due. Post to Canvas by noon to avoid a late penalty. The question for this assignment will be distributed in class on 1/25.**

## Unit 2: What is Historical Thinking and Why Does It Matter?

- 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.
- Apply questions to primary sources that effectively target specific dimensions of historical thinking.

**1/27 What Is Historical Thinking and Why Does It Matter for 21<sup>st</sup>-Century Learners?**

**Read:**

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

**2/1 Defining the Essential Elements of Historical Thinking**

**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.)

Lesh, Introduction, pp. 1-6 and Chapter 1, pp. 7-26

Wineburg et. al., Introduction, pp. pp. v-viii.

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

**2/3 TBA**

**Reading comprehension assignment on historical thinking due by 2:00 p.m. Post to the appropriate link in Canvas.**

**2/7 Reading Comprehension assignment on historical significance due by noon.**

**2/8 Defining the Essential Elements of Historical Thinking: Historical Significance**

**Read:**

Lesh, Chapter 7, "Long or Short? Using the Civil Rights Movement to Teach Historical Significance"

**2/9 Reading Comprehension assignment on historical context due by noon.**

**2/10 Defining the Essential Elements of Historical Thinking: Chronological Thinking and Historical Context**

**Read:**

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

**2/14 Reading Comprehension assignment on historical causation due by noon.**

**2/15 Defining the Essential Elements of Historical Thinking: Chronological Thinking, Causation, Continuity and Change**

**Read:**

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

Lesh, Chapter 4, "Using the Rail Strike of 1877 to Teach Chronological Thinking and Causality" pp. 75-92.

**2/16 Reading comprehension assignment on historical evidence due by noon.**

**2/17 Defining the Essential Elements of Historical Thinking: Historical Evidence**

**Read:**

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

Lesh, Chapter 2, "Introducing Historical Thinking: Nat Turner's Rebellion of 1831" pp. 27-51.

**2/22 Workshop: Primary Source Analysis Assignment**

**Writing Guiding Questions for Historical Thinking: How do you get students beyond simple notions about "bias" when they evaluate primary source evidence?**

**2/23 Reading comprehension assignment on world history due by noon.**

**2/24 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.

**2/29 Chronological Thinking and World History**

**Read:**

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

[http://worldhistoryforall.sdsu.edu/units/six/landscape/Era06\\_landscape6.php](http://worldhistoryforall.sdsu.edu/units/six/landscape/Era06_landscape6.php)

**3/2 Historical Questions: Characteristics of Effective Historical Inquiry Questions**

**Read:**

Caron, Edward. "What Leads to the Fall of a Great Empire? Using Central Questions to Design Issues-Based History Units." *The Social Studies* 96:2 (2005) : 51-60.

March 7-9

Spring Break

**3/13 Draft assignment due by noon.**

3/14 Historical Thinking Activity Workshop: Primary Source assignment

**3/18 Historical Thinking Activity: Primary Source analysis due.**

## Unit 3: What Challenges Do Students Encounter in Learning to Think Historically?

- What is “unnatural” about Historical Thinking?
- **Inquiry-Based Learning:** What are the elements of 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.

**3/15 Reading comprehension assignment on Peter Lee due by noon.**

3/16 **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.)

Wineburg, Sam and Jack Schneider, “Inverting Bloom’s Taxonomy,” *Education Week* (October 2009). [posted to Canvas]

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 Canvas)

3/21 **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/>

Reisman, Avishag, and Sam Wineburg. “Teaching the Skill of Contextualizing in History.” *The Social Studies* 99:5 (2008): 202-207.

**3/22 Reading comprehension assignment on Bain due by noon.**

### 3/23 **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 Canvas in the Assignments section.)

### 3/28 **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.

#### **Inquiry Lesson**

#### Read:

Japanese Internment lesson (posted to Canvas)

### 3/30 **Structured Academic Controversy Lesson**

#### Read:

Reconstruction SAC lesson and documents (posted to Canvas)  
Lesh, Chapters 9 and 10, pp. 181-209.

4/4 **Historical Thinking Assignment due: Lesson Plan Analysis.** Pick one of the lessons we have studied and explain how it makes historical thinking visible. Cite scholarship from at least three different scholars we have read this semester to explain your reasoning.

## Unit 4: Beyond Multiple Choice: Assessing Historical Thinking

- What knowledge matters most?
- How do you know whether students have achieved your objectives?
- How do you make your assessment strategies fit your teaching strategies?

### 4/6 **What Knowledge Matters Most? How Do You Know If Students Have Achieved Your Objectives? Mapping Assessment Tasks to the Learning Model**

#### Read:

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

### 4/11 **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/>

**4/12 HAT drafts due by noon.**

**4/13 HAT Workshop**

**4/18 Creating Rubrics to Assess Historical Thinking**

**4/19 Rubric drafts due by noon.**

**4/20 Rubric Workshop**

**4/25 Final Assessment Assignment due. Post to Canvas by 2:00 p.m. to avoid a late penalty.**