

STEP EDUC228H, Spring 2017  
**Literacy, History & Social Science**  
**Tuesdays, 3:00-5:50**

Instructor:

Harper Keenan

[hkeenan@stanford.edu](mailto:hkeenan@stanford.edu)

Twitter: @HarperKeenan

### OVERVIEW

In this class, we will focus on teaching history and social science in the multiple subjects classroom. Even while California mandates the teaching of this vital subject matter at every elementary grade level, it does not get the attention or room in the curriculum that other core academic subjects enjoy. In this class we will consider frameworks for the study of history and social science in the elementary curriculum, possibilities for interdisciplinary studies, and learn instructional approaches and tools for facilitating this subject matter and its integration with other school subjects.

### LEARNING GOALS

Teacher candidates will:

- Develop a strong conceptual framework for understanding history and its role in promoting students' academic and citizenship skills and knowledge;
- Become familiar with instructional approaches, tools, and resources for integrating history lessons into their curriculum;
- Begin to embrace teaching history as an engaging and worthwhile subject of study for young students as well as an important vehicle for developing students' analytic and literacy skills.

## ASSIGNMENTS

There are three required assignments for this course, and my hope is that they will all be practical and enjoyable.

### **Assignment 1: Snapshot Autobiography (Due Session 1)**

**Description:** The “Snapshot Autobiography” is intended to be a short introduction to themes of historical writing, including issues of selection, significance, storytelling, and truth. Take a piece of 8 ½ by 11 piece of paper and fold it, accordion-style, so that it forms three panels—or, counting front and back, six panels. The first panel is the title page (make up your own); the back page is reserved for an “About the Author” section. This leaves four panels. In each of these four panels select the four most important events that have shaped you as a person (everyone should begin, in Panel Two, with “My Birth”). Fill 2/3 of each panel with your narrative and use the bottom 1/3 as a place to illustrate your narrative with a small (hand-drawn) picture. This is low-stakes - have fun with it.

*Note: You will share some of this with a colleague and turn the final product in to me.*

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### **Assignment 2: Collaborative “Neighborhood” Research Project (completed incrementally, with presentation in Session 7)**

History & social science provide an opportunity for young children to ask and investigate questions about the world today and long ago. As teachers, we have a responsibility to engage in the work we ask of our students. This assignment is aimed at providing you with an authentic social and historical research experience not dissimilar from one your students could engage in – yes, even kindergarteners!

For young children, abstract concepts can be challenging, and the study of history is full of them. In guiding elementary students through studies of the past, it often makes sense to begin by investigating parts of the world around them that they can see, hear, smell, and/or touch. This can build motivation to understand the history behind those experiences. For example, consider the Golden Gate Bridge. Actually bringing children to the Bridge allows them to see its size and strength, and to get a sense of the location and width of the body of water it spans. Such an experience might beg questions like these (though the actual inquiries of children are always far more interesting than the ones I come up with): Why was the Bridge built? How was it built? Who built it? What kinds of challenges did the people building the Bridge have? How did San Francisco change after it was built? All of these are historical questions, with plenty of primary and secondary sources to review and mull over to begin to build a theory of explanation.

Part of each one of our seven sessions together will be dedicated to your own collaborative investigation of a question with a partner. Early in the course, we’ll go on a field trip – a “neighborhood” walk around the Stanford campus – designed to provoke questions you might have about campus social life, systems, or structures. You and a partner of your choice will investigate this question historically and its connections to the present using skills and resources we explore in the course. This will likely require your engagement with the campus community and resources outside the GSE, and probably also going outside a bit. You will have some “research homework” each week, but we’ll do our best to be sure it doesn’t consume too much time, and more importantly – that it’s not

boring. At our final session, you'll present your findings to your peers and invited guests using the format of your choice.

You'll also use this research work to inform your development of your lesson plan. Specifically, you'll find some aspect of your investigation to share with your students in an authentic, meaningful way. *Stay tuned - further detail to be provided in class.*

**Assignment 3: Lesson Plan** (Idea due Session 3, Draft due Session 5, Final due Session 7)  
*Details to be provided in class.*

## NOTES

Office hours by appointment. Before or after class is a good bet. Email me and we'll arrange a time.

To earn full "participation" credit, come to class **on time** and prepared, and engage thoughtfully and respectfully with your colleagues and the course material. I expect that you will build arguments with clear evidence, as historians do.

### **A note on technology:**

Cell phones and laptops are excellent research and note-taking tools, but they are incredibly distracting and can detract from our ability to be present in the classroom. If you are using your laptop to take notes in class, please turn off your wireless Internet. The use of cell phones is discouraged except when we are explicitly using them for a class activity. If you have an emergency situation, please do let me know.

### HONOR CODE:

Students are expected to adhere to Stanford's honor code. According to the Office of Judicial Affairs (OJA) website, "For purposes of the Stanford University Honor Code, plagiarism is defined as the use, without giving reasonable and appropriate credit to or acknowledging the author or source, of another person's original work, whether such work is made up of code, formulas, ideas, language, research, strategies, writing or other form(s)." For further information, please consult the OJA website:

<http://www.stanford.edu/dept/vpsa/judicialaffairs/students/plagiarism.sources.htm>

### STUDENTS WITH DOCUMENTED DISABILITIES:

Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is being made. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk; phone: 723-1066; web site <http://studentaffairs.stanford.edu/oea>.

**SCHEDULE OF READINGS & ASSIGNMENTS**  
(SUBJECT TO CHANGE)

**CLASS 1**

**Date:** April 4

**Objective:** Candidates will analyze the disciplines of history and social science and their use in elementary school classrooms.

**Guiding Question:** What is the role of history and social studies in my classroom?

**Read:**

James Baldwin, *Unnameable Objects, Unspeakable Crimes*

Online at: [http://eng1101-](http://eng1101-rothman.wikispaces.umb.edu/file/view/Unnameable+Objects+Unspeakable+Crimes.pdf)

[rothman.wikispaces.umb.edu/file/view/Unnameable+Objects+Unspeakable+Crimes.pdf](http://eng1101-rothman.wikispaces.umb.edu/file/view/Unnameable+Objects+Unspeakable+Crimes.pdf)

**Assignment #1 Due:** Snapshot Autobiography

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**CLASS 2**

**Date:** April 11

**Objective:** Candidates will explore pedagogical approaches to elementary level history/social science.

**Guiding question:** What pedagogical methods can I use to engage my students in social and historical inquiry?

**Read:**

1. Vascellaro, S. (2001): "Slavery Was a Business!" (Chapter 1). In *Out of the classroom and into the world*. New York: The New Press.  
Available on Google Books:  
<https://books.google.com/books?hl=en&lr=&id=piItFXrc7Z0C&oi=fnd&pg=PA1&dq=salvatore+vascellaro&ots=Iqa6XIOsTo&sig=GurSpeVrGeUso3pCeZyhQEiiomI#v=onepage&q&f=true>  
(p. 19-27)
2. VanSledright, B. (2002). The Wiles of Evidence, Interpretation, and Reinscription: Investigating British Colonies in America. In VanSledright, *In Search of America's Past*. New York: Teachers College Press.  
Available on Google Books:  
[https://books.google.com/books?hl=en&lr=&id=t6D2bEcifBAC&oi=fnd&pg=PR7&dq=in+search+of+america%27s+past&ots=c-GmXfsYaB&sig=RHrhnxci\\_51RubDd6cmj8CUvac#v=onepage&q&f=false](https://books.google.com/books?hl=en&lr=&id=t6D2bEcifBAC&oi=fnd&pg=PR7&dq=in+search+of+america%27s+past&ots=c-GmXfsYaB&sig=RHrhnxci_51RubDd6cmj8CUvac#v=onepage&q&f=false)  
(p. 53-77)
3. Rogovin, P. (2015). Kindergartners' Questions Become the Curriculum. *Social Studies and the Young Learner*, 28(1), 8-11.

**Note: We will be going on an outdoor walk today. Please come prepared with whatever you need to be comfortable on a long walk (even if it rains!)**

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### **CLASS 3**

**Date:** April 18

**Objectives:** Candidates will explore the challenges and opportunities of engaging with complex historical/social issues with their students and develop strategies for doing so.

**Guiding Question:** How might I engage with subject matter that may be emotionally charged for me and/or my students?

**Guest Speakers:** Andy Galvan and Vincent Medina, Curators and Educational Directors at Mission Dolores in San Francisco. For more information on these two incredible teachers and community leaders, please read this article:

<http://www.latimes.com/travel/california/missions/la-tr-d-missions-native-view-20140907-story.html>

**Read:**

1. Miranda, “California is a Story” (xi to xx) and “A Few Corrections to My Daughter’s Coloring Book” p.21 in *Bad Indian* (2013)
2. Schweber, S. (2008). " What Happened to Their Pets?": Third Graders Encounter the Holocaust. *The Teachers College Record*, 110(10), 2073-2115.

Optional (supplements to support talking about identity with young children):  
Selections from Pelo, *Rethinking Early Childhood Education*, Derman-Sparks, *Anti-Bias Curriculum*, Tatum, *Why Are All the Black Kids Sitting Together in the Cafeteria?*

**Assignment:**

Turn in idea for lesson plan via Canvas.

**Optional “extra credit” field trip to Mission Dolores in San Francisco at 1pm on Saturday, April 20. Highly recommended – we’ll discuss in class.**

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### **CLASS 4**

**Date:** April 25

**Objective:** Candidates will identify historical thinking and research skills and the applicability of these skills to broader social analysis.

**Guiding Question:** How can I cultivate analytical skills for social and historical inquiry and analysis among my students?

**Read:**

Wineburg, S., & Martin, D. (2004). Reading and rewriting history. *Educational leadership*, 62, 42-45.  
Selections (TBD) from Austin and Thompson. (2015). *Examining the Evidence: Seven Strategies for Teaching with Primary Sources*.

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**CLASS 5**

**Date:** May 2

**Objective:** Candidates will develop strategies for selecting and using text sources and other artifacts with their students

**Guiding Question:** How might I go about finding useful materials for guiding my students’ social and historical inquiry and analysis?

**Read:**

1. Wineburg, S. (2007). Opening up the textbook. *Education Week*, 26(39), 28-29.
2. Abu El-Haj, T. (2008). Arab Visibility and Invisibility. In Pollock, M. (Ed.), *Everyday Anti-Racism*. New York: The New Press.

Optional:

Loewen, J. (2008). Handicapped by History. In *Lies My Teacher Told Me* (2008)

**Assignment:** Draft of Lesson Plan due

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**CLASS 6**

**Date:** May 9, 4:15-6:05

**Objective:** Candidates will identify approaches to lesson planning and consider the architecture of a unit plan in history/social studies.

**Guiding Question:** How can I organize learning activities in history/social studies?

**Watch:**

“Transportation Study Video” from Community Roots Charter School (Brooklyn, NY). Located on course website.

*Additional tools & resources to be provided in class.*

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**CLASS 7**

**Date:** May 16, 4:15-6:05

**Objective:** Candidates will share their research projects with each other & and invited guests in culmination of their work together.

**Guiding Question:** How can I assess and celebrate my students’ work in history/social studies?

**Read:**

TBA

**Final Assignment:** Lesson Plan due

## ASSESSMENT SCHEME

Snapshot Autobiography	10%*
Collaborative Research Project	30%*
Draft Lesson Plan	15%
Final Lesson Plan	30%
Participation	15%

\*graded C/NC

## Resources

*Stanford History Education Group:* <http://sheg.stanford.edu>  
*National Council for the Social Studies* <http://www.ncss.org>  
*National Council of History Education* <http://www.history.org/nche>  
*Organization of American Historians* <http://www.oah.org/>  
*American Historical Association* <http://www.theaha.org>  
*Historical Association (UK)* <http://www.history.org.uk/>  
*American Political Science Association* <http://www.apsanet.org/index.cfm>  
*Center for Civic Education* <http://civiced.org>  
*National Council for Economics Education* <http://www.ncee.net>  
*Association of American Geographers* <http://www.aag.org/>  
*National Council for Geographic Education* <http://ncge.org>