

STEP 228H, Spring 2020
Literacy, History & Social Science

Instructor:

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Office Hours: Generally, you can reach out to me anytime as needed and we can set up a time to talk by phone or video conference. There may be weeks when I set up office hours during specific time slots and these will be announced ahead of time.

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 currently enjoy. In light of the current public health crisis and new demands for distant and online learning, we have an especially timely opportunity to embrace the teaching of history and social science and explore how to teach differently in the context of today.

In this class we will also 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 conceptual framework for understanding history and social science and their role in promoting lifeworthy academic and social skills and knowledge in young students;
- Become familiar with some instructional approaches, tools, and resources, including virtual methods, for integrating history and social science lessons into their curriculum;
- Begin to embrace teaching history and social science as engaging and worthwhile subjects of study for students as well as an important vehicle for developing their social, analytical and literacy skills.

COURSE SCHEDULE

The course schedule has been restructured in response to the move to online learning. One of the intentions behind this restructuring is to create shorter, but more frequent touch points over time, so that we might use our time more meaningfully when engaging with content while remaining connected as a community. We will also experiment with some different formats such as a "soft launch" to kick off our course and small group sessions in lieu of whole group class later on in the course.

Session 1 "Soft Launch"	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Small Groups	Session 8
<i>April 7</i>	<i>April 14</i>	<i>April 21</i>	<i>April 28</i>	<i>May 5</i>	<i>May 12</i>	<i>May 19</i>	<i>May 26-29</i>	<i>June 2</i>
3 - 4:00 pm	3 - 4:30 pm	3 - 4:30 pm	3 - 4:30 pm	3 - 4:30 pm	3 - 4:30 pm	3 - 4:30 pm	TBD small group sessions	3 - 5 pm
	Snapshot Autobiography Due		Research Proposal Due			Research Update Due		Final Presentations Due

ASSIGNMENTS

1. Mini-Assignment: Snapshot Autobiography (Due Session 2)

The "Snapshot Autobiography" is intended to be a short introduction to themes of historical writing, including issues of selection, significance, storytelling, and truth. As you shape your story, consider your positionality. Positionality can be defined as the social and political context that creates your identity in terms of race, ethnicity, class, gender, sexuality, ability status and other dimensions. Positionality also relates to how your identity influences, and potentially biases, your understanding of and outlook on the world.

Technical Requirements: Create a Google slideshow or PowerPoint presentation. The first slide should be the title page (make up your own); the last slide is reserved for an "About the Author" section (again, you have creative freedom here). Create four slides in between and select the four most important events that have shaped you as a person. Include brief text (a paragraph at most) and at least one form of audio or visual media (e.g., an image, a photograph, a video, an audio recording, etc.) in each slide. This is low-stakes - have fun with it!
Note: You will share this with a peer in class and turn the final product in on Canvas.

2. Main Assignment: Collaborative Inquiry Project (completed incrementally, with presentation in Session 8)

History and 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 same work we ask of our students. This three-part assignment involves you working in a pair or group of three in order to:

- 1) apply historian/social scientist practices to pose and investigate an inquiry question around a relevant topic of your choice.
- 2) use your research to inform the design of an instructional resource, which touches upon some dimension of your inquiry topic and is targeted toward young children.
- 3) present and share your research process, findings and instructional resource with your colleagues.

Note: See Assignment Outline (to be shared in class) for more details, including the assignment rubric.

COURSE GRADING

For spring quarter of 2019-20, this course will be graded Satisfactory/No Credit based on the following components:

1. **Snapshot Autobiography**
2. **Collaborative Inquiry Project (3 Parts)**
 - a. Inquiry
 - b. Instructional Resource
 - c. Final Presentation
3. **Participation**

IMPORTANT NOTES

Participation

To earn a Satisfactory "participation" credit, come to class **on time** and **prepared**, and engage thoughtfully and respectfully with your colleagues and the course material. You are expected to attend every session and work with your team outside of class time on your main assignment. If something prevents you from doing these, please communicate with me in advance so we can come up with a plan together.

Readings

There are some predetermined course readings that will serve as anchor texts for us. However, in order to provide material that is responsive to the evolving contexts of our immediate lives and broader communities, readings will at times be supplemented or substituted. Any changes will be communicated in a timely manner so that you can be prepared for class.

Online Learning

It can be easy to get distracted during online meetings. This resource provides some applications to help you [try as best as you can to remain focused and engaged during class](#). Moreover, online settings can at times feel anonymous and less personal, sometimes making it easier to misinterpret comments or to share thoughts with less filtering. Keep in mind

that each member of this class has different ideas and perspectives that will enrich the experience for us all. With our collective effort, we can contribute to building a safe space for all of us to engage in discourse that pushes, deepens and expands our thinking. Further collaboration around norm-setting will occur during our first session.

Technology Requirements

It is required that you have a device that connects to the internet so that you can access email, Canvas, Zoom and other applications. All course details and materials will be posted on our Canvas course site and all class meetings will occur in Zoom. It is important that you do not share our course Zoom links or meeting passwords with anyone outside of our course to protect the privacy of everyone in attendance.

Course Privacy Statement

As noted in the University's [recording and broadcasting courses policy](#), students may not audio or video record class meetings without permission from the instructor (and guest speakers, when applicable). If the instructor grants permission or if the teaching team posts videos themselves, students may keep recordings only for personal use and may not post recordings on the Internet, or otherwise distribute them. These policies protect the privacy rights of instructors and students, and the intellectual property and other rights of the university. Students who need lectures recorded for the purposes of an academic accommodation should contact the [Office of Accessible Education](#).

Stanford Honor Code

All Stanford students are expected to follow the **Stanford Honor Code** and **Fundamental Standard**, as noted in the STEP Handbook and Stanford Student Guide. <http://www.stanford.edu/dept/vpsa/judicialaffairs/about/welcome.htm>

Students with 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/oae>.

SCHEDULE OF READINGS & ASSIGNMENTS
(SUBJECT TO CHANGE)

Session	Guiding Questions	Readings*	Assignments
Session 1 4/7	What is the role of history and social science education in our current context?	N/A	N/A
Session 2 4/14	What is the role of history and social science in my life and in my classroom?	James Baldwin - Unnameable Objects, Unspeakable Crimes Rogovin, P. (2015). Kindergartners' Questions Become the Curriculum. <i>Social Studies and the Young Learner</i> , 28(1), 8-11.	Snapshot Autobiography
Session 3 4/21	What knowledge and skills are my students expected to learn as historians and social scientists? What pedagogical methods can I use to engage my students in social and historical inquiry?	<i>*Starting with Session 3, changes to readings may occur (see Important Notes above)</i> California History & Social Science Framework CA History & Social Science Content Standards	N/A
Session 4 4/28	How might I engage with subject matter that may be	Current articles on COVID-19 impact on local students, families and communities	Research Proposal Due (template to be provided)

	emotionally charged for me and/or my students?	and/or Harper Keenan, The Mission Project: Teaching History and Avoiding the Past in California Elementary Schools. Schweber, S. (2008). "What Happened to Their Pets?": Third Graders Encounter the Holocaust. The Teachers College Record, 110(10), 2073-2115.	
Session 5 5/5	How can I cultivate analytical skills for social and historical inquiry and analysis among my students?	Wineburg, S., & Martin, D. (2004). Reading and rewriting history. Educational leadership, 62, 42-45.	
Session 6 5/12	How might I go about finding useful materials for guiding my students' social and historical inquiry and analysis?	Wineburg, S. (2007). Opening up the textbook. Education Week, 26(39), 28-29.	
Session 7 5/19	How can I organize learning activities in history/social studies?	"Transportation Study Video" from Community Roots Charter School (Brooklyn, NY). Located on course website.	Research Update Due (template to be provided)
Week of 5/26 Small Group	How can I collaborate with colleagues in designing history/social studies	N/A	

Sessions with Project Teams	instruction?		
Session 8 6/2 2 hour session	How can I assess and celebrate my students' work in history/social studies?	N/A	Final Presentation and Instructional Resource Due

Instructional Planning Resources

Teachinghistory.org

<http://www.teachinghistory.org>

Managed in part by an alum of Stanford's doctoral program, this site includes a wealth of information for teachers to educate themselves about history and design curricula. Mostly aimed at middle and high school teachers, but there are some elementary resources. Free!

Stanford History Education Group

<http://sheg.stanford.edu>

Provides free curriculum for middle and high school history teachers that can be adapted for elementary school teachers. Also includes posters and information on the historical thinking skills identified by Dr. Sam Wineburg. Free!

Library of Congress: Teaching With Primary Sources program

<http://www.loc.gov/teachers/tps/>

Includes access to LoC's primary source documents organized by time period. Free!

Zinn Education Project

<http://www.zinnedproject.org>

Social justice-themed history lesson plans and curriculum for various time periods and topics. Free!

Bringing History Home

<http://www.bringinghistoryhome.org/>

Elementary level, primary- and secondary-source based history curriculum out of Iowa. Free!

California-Based Resources

UCLA – National Center for History in the Schools

<http://www.nchs.ucla.edu/resources>

Rigorous database of lesson plans and history education resources for teachers, mostly on American history. Free!

UC Berkeley History/Social Science Project

<http://ucbhssp.berkeley.edu/>

Similar to the UCLA resource page, also includes lesson plans and resources for lesson planning in history. If you are local, they also have a regular teacher group that meets to discuss problems and puzzles in teaching about history. Free!

UC Davis History Project

<http://historyproject.ucdavis.edu>

Another good UC resource, but more focused on professional development, including opportunities in the school year and summer. Free!

National Professional Development Resources

Gilder Lehrman Institute of American History

<http://www.gilderlehrman.org>

Includes historical background knowledge and some lesson plans for teachers, mostly middle and high school.

**GLI also hosts free summer professional development programs for teachers, and they will usually reimburse your travel costs.

National Endowment for the Humanities Summer Educator Seminars

<http://www.neh.gov/divisions/education/summer-programs>

Paid(!!) summer professional development programs for developing background knowledge and curriculum in various historical topics. Kind of like a short college history seminar with a bunch of other teachers – great opportunity!

Other Resources

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>