

Stanford University
Graduate School of Education
Fall 2017

Ed 268B: Teaching History/Social Science
Tuesdays 3:15-6:05 Cubberly, Room 313

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Overview

Education 268B is continuation of 268A. This quarter we build off our work from the summer and continue to explore teaching and learning in history-social science classrooms. We will focus in particular on supporting students to develop critical literacy skills. To do so, we will consider how to become effective teachers of reading, speaking, and writing and how to make content across history-social science disciplines accessible and useable to diverse groups of students.

Our course draws on the frameworks laid out in the California History-Social Science Standards (see <http://www.cde.ca.gov/ci/hs/cf/>) and the Common Core Standards for History-Social Science (<http://www.corestandards.org/ELA-Literacy/RH/introduction>). As such, the course is history focused, both in terms of content and skill development. However, we will examine similarities and differences between teaching history and other social sciences - in particular government and economics - and incorporate materials and activities from across these subject areas.

The work we do in this class is grounded in both research and experience. Similar to the summer session, we will work through a variety of activities designed for middle and high school history-social science classrooms. We will read and discuss theories, assumptions, and empirical studies behind the teaching and learning issues we explore. We will also practice elements of curriculum planning, instruction, and assessment. Throughout our time together, we will integrate the teaching and learning that you experience in your placement classrooms into our conversations.

This course begins with a discussion of Pedagogical Content Knowledge (PCK) and how it applies to history-social studies classrooms. Central elements of PCK – subject matter knowledge, knowledge of students, knowledge of practice, and teaching context – will frame our work for the quarter. We will explore issues, materials, and strategies for developing content knowledge across the wide array of subject matter within history-social science courses and consider ways students learn, understand, and often misunderstand history-social science content and concepts. Throughout the course, we will discuss and practice different approaches to teaching history-social science. We will focus in particular on instructional practices for selecting and adapting materials, modeling and guided practice, engaging students in historical inquiry, and identifying and assessing student thinking.

As with the summer, this course is a lot of work. But now it's even more: up before dawn, fighting freeway traffic to get to your school, running back to campus after lunch and grabbing a bite to eat,

making it to class on time, and going home and reading yourself to sleep. It is a harried existence.¹ If you find yourself stumbling, overwhelmed, or generally stressed out, that's a signal to make an appointment with one of us. We will offer support and try to figure out what we can do to help get you through it.

READINGS

A rich literature on teaching and learning history-social science has developed over the past two decades; reading and discussing some of this literature will be an important part of our time together. There are assigned readings for each week that we expect will be completed before class. All readings **except** the Agarwal book will be posted on Canvas (canvas.stanford.edu).

Agarwal-Rangnath, R., Dover, A. G., & Henning, N. (2016). *Preparing to teach social studies for social justice: becoming a renegade*. New York, NY: Teachers College Press.

ASSIGNMENTS

Weekly Assignments: There are nine weekly assignments for the class, which are due before class begins at 3:15. Overall, nine acceptable assignments are required to earn full credit for this section of your grade (a 4.0). Eight acceptable assignments earn a 3.5. Seven acceptable assignments earn a 3.0. Under seven assignments receive no credit.

Lesson Plans: You will develop two lesson plans this quarter. The first will focus on modeling and guided practice for teaching a historical thinking skill. This lesson plan is due on **Tuesday, November 7**. The second lesson will feature either an *Inquiry* or a *Structured Academic Controversy* (SAC), instructional activities we will focus on during the quarter. This lesson plan is due **Wednesday, December 13**. We will provide detailed descriptions of these assignments in class.

ASSESSMENT SCHEME

Weekly Assignments (9 total)	20%
Lesson Plan 1: Teaching a Skill	40%
Lesson Plan 2: Inquiry or SAC	40%

OFFICE HOURS

Sandra: Cubberly 209 (by appointment)

Bobby: Email bobbycupp@gmail.com for appointment. (I'm off campus, but a phone or in person meeting can be arranged.)

We have different strengths and areas of expertise, so you will get the most out of this course if you draw on both of us.

¹ One of the things that often gets eliminated from a crazed schedule is physical exercise. Don't let it happen. Stanford has excellent gyms. This campus is a great place for a walk, and its running trails are breathtaking. You are not saving time by skipping exercise, but getting into dangerous habits that will make you burn out when you get a full-time job next year. We speak from experience.

SCHEDULE OF READINGS/CLASSES/ASSIGNMENTS

Pre-Quarter Reading: Wiggins G. & McTighe, J. (2005). *Understanding by Design*. Chapter 1
Interview CT about UbD

Week 1, Tuesday, Sept. 26 Pedagogical Content Knowledge

Reading:

- Bain, R. (2005). "They thought the world was flat?" Applying the principles of *How People Learn* in teaching high school history. In M.S. Donovan, Ed., *How Students Learn: History in the Classroom* (Washington, D.C.: The National Academies Press). 179-212.
- Cochran, K. (1997). Pedagogical content knowledge: Teachers' integration of subject matter, pedagogy, students and learning environments. *Research Matters - to the Science Teacher*, 9702.
<http://www.narst.org/publications/research/pck.cfm>

Due Today: Assignment #1: Reading Guide

Week 2, Tuesday, Oct. 3 Approaches to Teaching History-Social Studies / The Importance of Subject Matter Knowledge

Reading:

- Wineburg, S. (2001). Peering at history through different lenses: The role of disciplinary perspectives in teaching history. Chapter 6, *Historical Thinking and Other Unnatural Acts*, 139-154
- Wineburg, S. (2001). Models of wisdom in the teaching of history. Chapter 7, *Historical Thinking and Other Unnatural Acts*, 155-172
- Agarwal-Rangnath, R., Dover, A. G., & Henning, N. (2016). Preparing to teach social studies for social justice: becoming a renegade. New York, NY: Teachers College Press. Chapters 1 & 2

Due Today: Assignment #2: Reading Guide

Week 3, Tuesday, Oct. 10 A Disciplinary Approach: Historical Inquiry

Reading:

- Reisman, A. (2012). The Document-Based Lesson: Bringing disciplinary inquiry into high school history classrooms with adolescent struggling readers. *Journal of Curriculum Studies*, 44(2), 233-264.
- Hynd, C. (1999). Teaching students to think critically using multiple texts in history. *Journal of Adolescent & Adult Literacy*.
- Agarwal-Rangnath, R., Dover, A. G., & Henning, N. (2016). Preparing to teach social studies for social justice: becoming a renegade. New York, NY: Teachers College Press. Chapter 3

Due Today: Assignment #3: Reading Guide

Week 4, Tuesday, Oct. 17 Modeling and Guided Practice

Reading:

- Collins, A. Brown, J.S., & Holum, A. (1991). Cognitive apprenticeship: Making thinking visible. *American Educator*, 6-46.
- Agarwal-Rangnath, R., Dover, A. G., & Henning, N. (2016). Preparing to teach social studies for social justice: becoming a renegade. New York, NY: Teachers College Press. Chapter 4

Due Today: Assignment #4: Reading Guide

Week 5, Tuesday, Oct. 25 Effective Lecturing

Reading:

- Designing and delivering effective lectures, Stanford Center for Teaching and Learning. <http://cgi.stanford.edu/~dept-ctl/tomprof/posting.php?ID=1146>
- Agarwal-Rangnath, R., Dover, A. G., & Henning, N. (2016). Preparing to teach social studies for social justice: becoming a renegade. New York, NY: Teachers College Press. Chapter 5

Due Today: Assignment # 5: Modeling Video.

Week 6, Tuesday, Oct. 31 Assessing & Understanding Students' Historical Thinking

Reading:

- Lee, P. (2005). Putting principles into practice: Understanding history. In M.S. Donovan, ed. *How Students Learn: History, in the Classroom* (Washington, D.C.: The National Academies Press), 31-79.
- Breakstone (2015). Formative Assessments Using Library of Congress Documents. In *Social Education*, pg 178-192.
- Agarwal-Rangnath, R., Dover, A. G., & Henning, N. (2016). Preparing to teach social studies for social justice: becoming a renegade. New York, NY: Teachers College Press. Chapter 6

Due Today: Assignment #6: Reading Guide

Week 7, Tuesday, Nov. 7 Structured Academic Controversy

Reading:

- Johnson, D. & Johnson R. (1988), Teaching critical thinking through structured controversy, *Educational Leadership*, (45)8, 58-64.
- Lincoln Document Set

- Agarwal-Rangnath, R., Dover, A. G., & Henning, N. (2016). Preparing to teach social studies for social justice: becoming a renegade. New York, NY: Teachers College Press. Chapter 7

Due Today: Teaching a Skill Lesson Plan
Assignment # 7: SAC Ticket

Week 8, Tuesday, Nov. 14 Government

- Hess D. & McAvoy, P. (2014), *The Political Classroom: Evidence and Ethics in Democratic Education*. Routledge. pp. 173-181.
- Hess, Diana (2005), How Do Teachers Political Views Influence Teaching about Controversial Issues? *Social Education*. pp. 47-48.
- Agarwal-Rangnath, R., Dover, A. G., & Henning, N. (2016). Preparing to teach social studies for social justice: becoming a renegade. New York, NY: Teachers College Press. Chapter 8

Due Today: Assignment #8: Thinking Through SAC/Inquiry Lesson

Week 9, Tuesday, Nov. 28 Economics/Backward Design: Getting Started

- Schug, M., Dieterle, D., Clark, J.R. (2009), Are High School Economics Teachers the Same as Other Social Studies Teachers? *Social Education* 72(2), pp 71-75.
- Wiggins G. & McTighe, J. (2005). *Understanding by Design*. Chapter 2

Due Today: Self-selected article about teaching social studies for social justice posted to the discussion board with an attached abstract and personal statement on teaching social studies for social justice

Week 10, Tuesday, Dec. 5 Developing Goals: Content, Concepts, and Skills

Reading:

- Wiggins G. & McTighe, J. (2005). *Understanding by Design*. Chapters 3

Due Today: Unit rationale, goals, and starting an annotated bibliography

Final Assignment Due: Wednesday, December 13 (by 5 pm): Lesson Plan #2, Inquiry or SAC