

Stanford University
Graduate School of Education
Fall 2018

Ed 268B: Teaching History/Social Science
Tuesdays 3:15-6:05PM
School of Education (Cubberley) Room 334

Will Colglazier

wcolglazier@smuhsd.org

Office Hours: off-campus (by appointment)

Sandra Welch

welchs@stanford.edu

Office Hours: Cubberly 209 (by appointment)

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 an inquiry approach - asking questions before examining and evaluating evidence for answers. Central to this method of teaching is supporting students' critical literacy skills development. Thus, 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. A fundamental technique we will explore and refine is that of modeling before guided practice and finally individual practice.

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 (history, economics, and government) and consider ways students learn, understand, and often misunderstand history-social science content and concepts.

Toward the middle weeks of the quarter, we will focus on curriculum design, using the “backward design” model of Wiggins and McTighe. This methodology includes identifying goals (both content and skill), crafting enduring understandings, and finally the unit summative assessment before determining the daily learning activities.

In addition, this course, both in the fall and winter quarters, will support your ability to teach students at different levels of English proficiency. Strategies and examples will permeate most classes, giving you an opportunity to see how content and skills can be scaffolded for all learners but especially for those most vulnerable to be left behind due to language access.

In the winter quarter, we will finalize your unit by calendaring the daily activities while also creating the specific lessons. We will also tackle the daunting challenges of how to teach writing and facilitate class discussions.

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 of the reading will be on Canvas except for the following book:

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

[Read free digitally from Stanford's library](#) and [Amazon for purchase](#)

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 Plan: You will develop one lesson plan this quarter that will focus on modeling and guided practice for teaching a critical thinking skill: sourcing, contextualization, corroboration, or close reading. We will provide a detailed description of this assignment in class. Due: Tues., Nov. 13

Unit Design: Between the fall and winter quarters, you will develop a unit that you will actually teach around April, 2019; this could also work for your EdTPA. This fall you will develop your unit goals and questions, enduring understanding, and a formative and a summative assessment. Lastly, you'll include an annotated bibliography of sources. Due: Wed., Dec. 12

ASSESSMENT SCHEME

Weekly Assignments (9 total)	20%
Lesson Plan 1: Teaching a Skill	40%
Unit Design: Goals, Understandings, Assessment	40%

SCHEDULE OF READINGS/CLASSES/ASSIGNMENTS

Week 1 Tues, Sept 25	Pedagogical Content Knowledge and Approaches to Teaching History-Social Studies Reading: <ul style="list-style-type: none">➤ Wineburg, S. (2001). Peering at history through different lenses: The role of disciplinary perspectives in teaching history. Chapter 6, <i>Historical Thinking and Other Unnatural Acts</i>, 139-154➤ Wineburg, S. (2001). Models of wisdom in the teaching of history. Chapter 7, <i>Historical Thinking and Other Unnatural Acts</i>, 155-172 Due Today: Assignment #1 - Reading Guide
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<p>Week 2 Tues, Oct 2</p>	<p>Historical Inquiry</p> <p>Reading:</p> <ul style="list-style-type: none"> ➤ Reisman, A. (2012). The Document-Based Lesson: Bringing disciplinary inquiry into high school history classrooms with adolescent struggling readers. <i>Journal of Curriculum Studies</i>, 44(2), 233-264. ➤ Hynd, C. (1999). Teaching students to think critically using multiple texts in history. <i>Journal of Adolescent & Adult Literacy</i>. ➤ History Social Science Framework - US History or World History (pick one). <p>Due Today: Assignment #2 - Reading Guide</p>
<p>Week 3 Tues, Oct 9</p>	<p>Teaching Government</p> <p>Reading:</p> <ul style="list-style-type: none"> ➤ Hess D. & McAvoy, P. (2014), <i>The Political Classroom: Evidence and Ethics in Democratic Education</i>. Routledge. pp. 173-181. ➤ Hess, Diana (2005), How Do Teachers Political Views Influence Teaching about Controversial Issues? <i>Social Education</i>. pp. 47-48. ➤ Johnson, D. & Johnson R. (1988), Teaching critical thinking through structured controversy, <i>Educational Leadership</i>,(45)8, 58-64. ➤ History Social Science Framework - Government <p>Due Today: Assignment #3 - Reading Guide</p>
<p>Week 4 Tues, Oct 16</p>	<p>Teaching Economics</p> <p>Reading:</p> <ul style="list-style-type: none"> ➤ Schug, M., Dieterle, D., Clark, J.R. (2009), Are High School Economics Teachers the Same as Other Social Studies Teachers? <i>Social Education</i> 72(2), pp 71-75. ➤ History Social Science Framework - Economics <p>Due Today: Assignment #4 - Reading Guide</p>
<p>Week 5 Tues, Oct 23</p>	<p>Modeling and Guided Practice</p> <p>Reading:</p> <ul style="list-style-type: none"> ➤ Collins, A. Brown, J.S., & Holum, A. (1991). Cognitive apprenticeship Making thinking visible. <i>American Educator</i>, 6-46. ➤ Common Core Standards - Reading, Writing, Speaking & Listening <p>Due Today: Assignment #5 - Reading Guide</p>

<p>Week 6 Tues, Oct 30</p>	<p>Backward Design: Getting Started</p> <p>Reading:</p> <ul style="list-style-type: none"> ➤ Wiggins G. & McTighe, J. (2005). <i>Understanding by Design</i>. Chapter 1 ➤ History Social Science framework section for your unit topic ➤ One sample unit plan <p>Due Today: Assignment #6 - Reading Guide</p>
<p>Week 7 Tues, Nov 6</p>	<p>Backward Design: Developing Goals for Content, Concepts, and Skills</p> <p>Reading:</p> <ul style="list-style-type: none"> ➤ Wiggins G. & McTighe, J. (2005). <i>Understanding by Design</i>. Chapter 3 ➤ Calder, L. (2013). The stories we tell. <i>OAH Magazine of History</i>, 27(3), 5-8. ➤ Reading to KWL (Know, Want to Know, Learned) <p>Due Today: Assignment #7 - Reading Guide</p>
<p>Week 8 Tues, Nov 13</p>	<p>Backward Design: Assessments</p> <p>Reading:</p> <ul style="list-style-type: none"> ➤ Wiggins G. & McTighe, J. (2005). <i>Understanding by Design</i>. Chapter 7 <p>Due Today: Assignment #8 - Reading Guide Lesson Plan 1: Teaching a Skill Lesson Plan</p>
<p>Week 9 Tues, Nov 27</p>	<p>Formative Assessments</p> <p>Reading:</p> <ul style="list-style-type: none"> ➤ Lee, P. (2005). Putting principles into practice: Understanding history. In M.S. Donovan, ed. <i>How Students Learn: History, in the Classroom</i> (Washington, D.C.: The National Academies Press), 31-79. ➤ Breakstone (2015). Formative Assessments Using Library of Congress Documents. In <i>Social Education</i>, pg 178-192. <p>Due Today: Assignment #9 - Reading Guide</p>
<p>Week 10 Tues, Dec 4</p>	<p>Lectures</p> <p>Reading:</p> <ul style="list-style-type: none"> ➤ Designing and delivering effective lectures, Stanford Center for Teaching and Learning <p>Due Today: none</p>