

Stanford University  
Graduate School of Education  
Fall 2020

**Ed 268B: Teaching History/Social Science**  
**Tuesdays 3:00-5:00PM**  
**Location: [Zoom Link](#)**

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Hey y'all. We want to start out by acknowledging that things are not great right now - actually they're pretty shitty. From wildfires destroying the West Coast and hurricane season being in full swing to the pandemic that has both swept the globe and isolated us all coupled with the persistence of institutional and state sanctioned anti-Black violence, we know that it is nearly impossible for any of us to remain unaffected. As pre-service teachers you are navigating all of the above, as well as teaching and learning in a virtual space that even your mentors are struggling with, plus much more that goes unnamed. We begin this syllabus this way, not just to acknowledge how hard things are, but to also encourage you to keep us abreast of the ways that we can work together with each of you to ensure that this quarter is manageable – and maybe even bring a smile or two to your faces. We are indeed living during times that future History/Social Science teachers will one day teach about, so the least we can do is take care of one another.

### 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 usable 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 the winter quarter, we will finalize your unit

by calendaring daily activities, while also creating specific lessons. We will also tackle the daunting challenges of how to teach writing and facilitate class discussions.

Our goal is to give you tools that will help you meet your students where they are - in terms of English proficiency, reading level, ability, etc. With that in mind, we will consider instructional strategies that will give you an opportunity to see how content and skills can be scaffolded for all learners.

### 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. While all of the reading will be on Canvas, the following book, *Understanding by Design* by Wiggins G. & McTighe, J. (2005), might be a good one to own.

### ASSIGNMENTS

Type	Assessment Scheme	Description
<b>Weekly Assignments</b>	10%	These are credit/no credit assignments most weeks that will require you to bring in artifacts or information to share with the class. Examples include interview answers, observation notes, student work, and example handouts/assignments from your placement.
<u><a href="#">Discussion Leaders</a></u>	10%	Similar to the summer quarter, you will work with one or two peers to lead a 20 min discussion of the readings (x2) and present one curriculum resource.
<u><a href="#">Modeling a Skill Lesson</a></u>	40%	You will develop one inquiry 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. 10 at 3:15pm

<a href="#">Unit Design</a>	40%	Between the fall and winter quarters, you will develop a unit that you will actually teach around April, 2020; this could also work for your EdTPA. This fall you will develop your unit goals and questions, enduring understandings, and a formative and summative assessment. Lastly, you'll include an annotated bibliography of sources. Due: Wed., Dec. 9 at 6pm
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### SCHEDULE OF CLASSES, READINGS, & ASSIGNMENTS

<b>Week 1</b> <b>Tues, Sept 22</b>	<b>Approaches to Teaching History-Social Studies</b>  Reading: <ul style="list-style-type: none"> <li>➤ Wineburg, S. (2001). Peering at history through different lenses: The role of disciplinary perspectives in teaching history. Chapter 6. Models of wisdom in the teaching of history. Chapter 7. <i>Historical Thinking and Other Unnatural Acts</i>, 139-172 (<a href="#">link</a>)</li> </ul> Due Today: <ul style="list-style-type: none"> <li>- Assignment #1 - Approaches to Teaching History-Social Studies (<a href="#">link</a>)</li> </ul>
<b>Week 2</b> <b>Tues, Sept 28</b>	<b>Historical Inquiry</b>  Reading: <ul style="list-style-type: none"> <li>➤ 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. (<a href="#">link</a>) <ul style="list-style-type: none"> <li>○ <b>IMPORTANT:</b> 1) read pages 236-244; 2) read <u>ONE</u> example (either 'The Great Awakening' <i>or</i> 'Battle of Little Bighorn'); 3) then read the 'Implications' section</li> </ul> </li> <li>➤ Hynd, C. (1999). Teaching students to think critically using multiple texts in history. <i>Journal of Adolescent &amp; Adult Literacy</i>. (<a href="#">link</a>)</li> <li>➤ History Social Science Framework: <a href="#">US History</a> or <a href="#">World History</a> (pick 1).</li> </ul> Due Today: <ul style="list-style-type: none"> <li>- Assignment #2 - Historical Inquiry (<a href="#">link</a>)</li> </ul>
<b>Week 3</b> <b>Tues, Oct 6</b>	<b>Citizenship in the Social Science Classroom</b>

	<p>Reading:</p> <ul style="list-style-type: none"> <li>➤ Cohen, C., Kahne, J., &amp; Marshall, J. (2018). Let’s go there: Making a case for race, ethnicity, and a lived civics approach to civic education. <i>GenForward at the University of Chicago</i>. (<a href="#">link</a>)</li> <li>➤ Loewen, J. (2018). The Nadir. In <i>Teaching What Really Happened: How to Avoid the Tyranny of Textbooks and Get Students Excited About Doing History</i> (2nd ed., pp. 226–246). Teachers College Press.</li> </ul> <p>Due Today:</p> <ul style="list-style-type: none"> <li>- Assignment #3 - Citizenship (<a href="#">link</a>)</li> </ul>
<p><b>Week 4</b> <b>Tues, Oct 13</b></p>	<p><b>Economics &amp; Using Current Events</b></p> <p>Reading:</p> <ul style="list-style-type: none"> <li>➤ 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. (<a href="#">link</a>)</li> <li>➤ Roberts, Russ (2018). “Adam Smith, Loneliness, and the Limits of Mainstream Economics,” <i>Medium</i>. (<a href="#">link</a>)</li> <li>➤ Gonchar, M. (2014). “50 Ways to Teach with Current Events,” <i>New York Times: The Learning Network</i>. (<a href="#">link</a>)</li> <li>➤ History Social Science Framework - Economics (<a href="#">link</a>)</li> </ul> <p>Due Today: Assignment #4 - Teaching Economics (<a href="#">link</a>)</p>
<p><b>Week 5</b> <b>Tues, Oct 20</b></p>	<p><b>Modeling and Guided Practice</b></p> <p>Reading:</p> <ul style="list-style-type: none"> <li>➤ Collins, A. Brown, J.S., &amp; Holum, A. (1991). Cognitive apprenticeship Making thinking visible. <i>American Educator</i>, 6-46. (<a href="#">link</a>)</li> <li>➤ Common Core Standards - Reading (<a href="#">link</a>)</li> </ul> <p>Due Today: Assignment #5 - Modeling and Guided Practice (<a href="#">link</a>)</p>
<p><b>Week 6</b> <b>Tues, Oct 27</b></p>	<p><b>Backward Design: Stage 1 - Getting Started &amp; Modeling Rehearsals</b></p> <p>Reading:</p> <ul style="list-style-type: none"> <li>➤ Wiggins G. &amp; McTighe, J. (2005). <i>Understanding by Design</i>. Ch. 1 (<a href="#">link</a>)</li> <li>➤ A Get-Smart-Quick book on your unit topic</li> <li>➤ History Social Science framework section for your unit topic: <a href="#">US History</a> <a href="#">World History</a>, <a href="#">Economics</a>, <a href="#">Government</a>,</li> </ul> <p>Due Today: Assignment #6 - Getting Smart Quick (<a href="#">link</a>)</p>

<p><b>Week 7</b> <b>Tues, Nov 3</b></p>	<p><b>Backward Design: Stage 1 - Developing Goals, Enduring Understandings and Essential Questions</b></p> <p>Reading:</p> <ul style="list-style-type: none"> <li>➤ Wiggins G. &amp; McTighe, J. (2005). <i>Understanding by Design</i>. Ch. 3 (<a href="#">link</a>)</li> <li>➤ Calder, L. (2013). The Stories We Tell. <i>OAH Magazine of History</i>, 27(3), 5-8. (<a href="#">link</a>)</li> <li>➤ Orlin, Ben (2013). Why Memorization Gets in the Way of Learning. <i>The Atlantic</i>. (<a href="#">link</a>)</li> </ul> <p>Due Today: Assignment #7 - Backward Design: Stage 1 (<a href="#">link</a>)</p>
<p><b>Week 8</b> <b>Tues, Nov 10</b></p>	<p><b>Backward Design: Stage 2 - Summative Assessments</b></p> <p>Reading:</p> <ul style="list-style-type: none"> <li>➤ Wiggins G. &amp; McTighe, J. (2005). <i>Understanding by Design</i>. Ch. 7 (<a href="#">link</a>)</li> <li>➤ One sample unit plan</li> </ul> <p>Due Today: Assignment #8 - Backward Design: Stage 2 - SAs (<a href="#">link</a>) Modeling a Skill Lesson (<a href="#">link</a>)</p>
<p><b>Week 9</b> <b>Tues, Nov 17</b></p>	<p><b>Backward Design: Stage 2 - Formative Assessments</b></p> <p>Reading:</p> <ul style="list-style-type: none"> <li>➤ 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. (<a href="#">link</a>)</li> <li>➤ Breakstone (2015). Formative Assessments Using Library of Congress Documents. In <i>Social Education</i>, pg 178-192. (<a href="#">link</a>)</li> </ul> <p>Due Today: Assignment #9 - Backward Design: Stage 2 - FAs (<a href="#">link</a>)</p>
<p><b>Week 10</b> <b>Tues, Dec 1</b></p>	<p><b>Backward Design: Stage 3 - Calendaring</b></p> <p>Reading:</p> <ul style="list-style-type: none"> <li>➤ Wiggins G. &amp; McTighe, J. (2005). <i>Understanding by Design</i>. Ch. 9 (<a href="#">link</a>)</li> </ul> <p>Due Today: none</p>

\*\*\*[Unit Design](#) - Due: Wed., Dec. 9 at 6pm