

Stanford University
Graduate School of Education
Fall 2021

Ed 268B: Teaching History/Social Science
Tuesdays 3:15-6:15
AND Monday Sept. 28th
Location: CERAS

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Hey y'all. We want to start out by acknowledging that we are coming off of a tough summer quarter. We are still building our community and we are all grappling with how to learn from one another while navigating an ongoing pandemic. 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 living in the times that future History/Social Science teachers will one day teach about, the least we can do is take care of one another. One other note: this syllabus is a living document and may change as the needs of the class evolve. We'll do our best to let you know when this happens.

OVERVIEW

Education 268B is a 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 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.

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
Weekly Assignments	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>Discussion Leaders</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>Teaching Artifact Analysis</u>	40%	Twice during the quarter, you will open your classroom to us. During Week 2 (Monday 9/27), you will bring in a 5-minute clip of you facilitating a short discussion with students. During class, you will pose a question and reflect with your peers and get feedback. During Week 7 (Tuesday 11/9), you will once again record yourself in the classroom, bring in a 5-minute clip, present and reflect on how you implemented the feedback of your peers. This will serve as the midterm assignment for the Fall quarter.

<u>Unit Design</u>	40%	Between the fall and winter quarters, you will develop a unit that you will actually teach around April, 2021; 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. 8 at 6pm
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SCHEDULE OF CLASSES, READINGS, & ASSIGNMENTS

<p>Week 1 Tues, Sept 21</p>	<p>Approaches to Teaching History-Social Studies</p> <p>Reading:</p> <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. Models of wisdom in the teaching of history. Chapter 7. <i>Historical Thinking and Other Unnatural Acts</i>, 139-172 (link) <p>Due Today:</p> <ul style="list-style-type: none"> - Assignment #1 - Approaches to Teaching History-Social Studies (link) <p><i>Discussion Leaders: Jesse and Tamiko</i></p>
<p>Week 2 Mon, Sept 27</p>	<p>Reflecting on Our Classrooms</p> <p>Due Today:</p> <ul style="list-style-type: none"> - Assignment #2: Teaching Artifact Analysis Part 1.
<p>Week 2 Tues, Sept 28</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. (link) <ul style="list-style-type: none"> ○ IMPORTANT: 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 “Implications” section ➤ Hynd, C. (1999). Teaching students to think critically using multiple texts in history. <i>Journal of Adolescent & Adult Literacy</i>. (link)

	<p>➤ History Social Science Framework: US History or World History (pick 1).</p> <p><i>Discussion Leaders: Eric and Thianne</i></p>
<p>Week 3 Tues, Oct 5</p>	<p>Citizenship in the Social Science Classroom</p> <p>Reading:</p> <ul style="list-style-type: none"> ➤ Cohen, C., Kahne, J., & 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>. (link) ➤ 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. <p>Due Today:</p> <ul style="list-style-type: none"> - Assignment #3 - Citizenship (link) <p><i>Discussion Leaders: Chloe and Chelsea</i></p>
<p>Week 4 Tues, Oct 12</p>	<p>Economics & Using Current Events</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. (link) ➤ Roberts, Russ (2018). “Adam Smith, Loneliness, and the Limits of Mainstream Economics,” <i>Medium</i>. (link) ➤ Gonchar, M. (2014). “50 Ways to Teach with Current Events,” <i>New York Times: The Learning Network</i>. (link) ➤ History Social Science Framework - Economics (link) <p>Due Today: Assignment #4 - Teaching Economics (link)</p> <p><i>Discussion Leaders: Nayeli and Juan</i></p>
<p>Week 5 Tues, Oct 19</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>. Ch. 1 (link) ➤ A Get-Smart-Quick book on your unit topic ➤ History Social Science framework section for your unit topic: US History World History, Economics, Government,

	<p>Due Today: Assignment #5 - Getting Smart Quick (link)</p> <p><i>Discussion Leaders: Jessica and Tamiko</i></p>
<p>Week 6 Tues, Oct 26</p>	<p>Backward Design: Developing Goals, Enduring Understandings and Essential Questions</p> <p>Reading:</p> <ul style="list-style-type: none"> ➤ Wiggins G. & McTighe, J. (2005). <i>Understanding by Design</i>. Ch. 3 (link) ➤ Calder, L. (2013). The Stories We Tell. <i>OAH Magazine of History</i>, 27(3), 5-8. (link) ➤ Orlin, Ben (2013). Why Memorization Gets in the Way of Learning. <i>The Atlantic</i>. (link) <p>Due Today: Assignment #6 - Backward Design: Stage 1 (link)</p> <p><i>Discussion Leaders: Thianne and Chelsea</i></p>
<p>Week 7 Tues, Nov 9</p>	<p>Backward Design: Summative Assessments & Teaching Artifact Analysis</p> <p>Reading:</p> <ul style="list-style-type: none"> ➤ Wiggins G. & McTighe, J. (2005). <i>Understanding by Design</i>. Ch. 7 (link) ➤ One sample unit plan <p>Due Today: Assignment #7 - Teaching Artifact Analysis (Part 2)</p> <p><i>Discussion Leaders: Juan and Chloe</i></p>
<p>Week 8 Tues, Nov 16</p>	<p>Backward Design: 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. (link) ➤ Breakstone (2015). Formative Assessments Using Library of Congress Documents. In <i>Social Education</i>, pg 178-192. (link) <p>Due Today: Assignment #8 - Backward Design: Stage 2 - FAs (link)</p> <p><i>Discussion Leaders: Jessica and Eric</i></p>
<p>Week 9 Tues, Nov 30</p>	<p>Backward Design: Calendaring</p>

	<p>Reading:</p> <ul style="list-style-type: none">➤ Wiggins G. & McTighe, J. (2005). <i>Understanding by Design</i>. Ch. 9 (link) <p>Due Today: none</p> <p><i>Discussion Leaders: Nayeli and Jesse</i></p>
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***[Unit Design](#) - Due: Wed., Dec. 8 at 6pm