

Stanford University
Graduate School of Education
Fall 2022

Ed 268B: Teaching History/Social Science
Tuesdays 3:15-6:15 pm
Location: CERAS 108

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Please note that 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, usable, and relevant to the students in our classrooms. 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 be combined with culturally sustaining pedagogies and frame our work for the quarter. We will explore issues, materials, perspectives and strategies for developing content knowledge across the wide array of subject matter within history-social science courses (history, ethnic studies, 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 as well as the historically responsive literacy framework of Muhammad. These methodologies include identifying goals (content, skill, identity and criticality related), crafting enduring understandings, and finally designing 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, interests, identities, etc. With that in mind, we will consider instructional strategies that will give you an opportunity to see how content, skills, and historically responsive literacy can be scaffolded for all learners.

Grading and Assessment

The grading for this course is based on the following principles:

- In this time of pandemic, and social and political unrest, humanizing education, in all of its forms, is more important than ever.
- The traditional system of grading stems from a history of oppressive practices, designed to sort and segregate students in education. Grades are not reflective of learning, and in fact, grades can distract from students' learning.
- High expectations for learning are held for all students. The processes of feedback, reflection, revision, and consultation offer a more humanizing and meaningful learning experience than the process of assigning letter grades.

For this course, we are utilizing a grading structure we are calling a “humanizing A.” That is: if you complete all of the requirements for the course: including attendance, thoughtful written assignments, active engagement in dialogue, community building and accountability assignments, you will earn an A for the course.

One intention of this grading structure is to detach notions of intellectual rigor from letter grades and instead to allow students to be accountable for their learning in more humanizing ways. You will also have the opportunity to revise any assignments that you feel you would like to improve. If you are unable to complete course assignments, your grade will be lowered from an A accordingly. This grading structure was created by Dr. Emma Fuentes and Dr. Melissa Canlas. School of Education, USF.

Readings and Class Discussion

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

so that they can be discussed in community. We intended to create a reading list that is both critical to your learning as history/social science teachers and is also manageable in terms of your time. All readings will be posted on Canvas. 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 reflections, observation notes, student work, and example handouts/assignments from your placement.
Discussion Facilitation	10%	Similar to the summer quarter, you will work with a peer to lead a 20-25 min discussion of the readings. This quarter we will also practice strategies for scaffolding texts in connection with discussions. We will require discussion leaders to post two guiding questions for the week’s reading/s by the Thursday preceding the class where they will be discussed. See the guide for Discussion Leaders and Facilitation for details.
Teaching Artifact Analysis	40%	Twice during the quarter, you will open your classroom to us. During Week 2 (Tuesday, 10/4), 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 11/15), 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.

Unit Design	40%	Between the fall and winter quarters, you will develop a unit that you will actually teach in/around April 2023; 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: Tuesday, Dec. 20 at 6pm
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Schedule of Classes, Readings, & Assignments

<p>Week 1 Tues, Sept. 27</p>	<p style="text-align: center;"><u>Approaches to Teaching History-Social Studies</u></p> <p>Reading for class: Muhammad, G. (2020). <i>Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy</i>. Chapter 2, pgs 43-52. (link)</p> <p>Due Today: 1) Assignment #1 - Illustrating Our Histories AND 2) please bring a lesson plan for the OUT that you made in the summer.</p> <p>Discussion Leaders: Irene and Meghann</p>
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<p>Week 2 Tues, Oct. 4</p>	<p style="text-align: center;"><u>Historical Inquiry and Reflecting on Our Classrooms</u></p> <p>Reading for class: 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). (link)</p> <p>IMPORTANT: 1) read pages 233, 237-264 - BUT you only need to read <u>ONE</u> lesson example (either The Great Awakening <i>or</i> Battle of Little Bighorn). Read “Implications” section at the end of the article.</p> <p>Due Today: Assignment #2: Teaching Artifact Analysis, Part 1</p> <p>Discussion Leaders: Alexa and Ally</p>
<p>Week 3 Tues, Oct 11</p>	<p style="text-align: center;"><u>Ethnic Studies and Centering Hidden Histories</u></p> <p>Readings: Travis, M. (2021). Teaching Hidden Indigenous Histories. Regents of the University of California, UC Press, 119-129.</p> <p>CA State Board of Education (2021). Ethnic Studies Model Curriculum, Chapter 1 Introduction and Overview.</p> <p>No Assignments due today Discussion Leaders: Angela and Ashley</p>
<p>Week 4 Tues, Oct 18</p>	<p style="text-align: center;"><u>Economics - Simulations</u></p> <p>Reading: History Social Science Framework - Economics (link)</p> <p>Discussion Leaders: Blaine and Brizeth</p>

<p>Week 5 Oct. 25</p>	<p style="text-align: center;"><u>Government and Teaching Current Events</u></p> <p>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)</p> <p>Liu, E. (2012). Why Civics Class Should be Sexy. <i>The Atlantic</i>. (link)</p> <p>Discussion Leaders: Liliana and Jackson</p>
<p>Week 6 Tues, Nov. 1</p>	<p style="text-align: center;"><u>Backward Design: Getting Started</u></p> <p>Reading: Wiggins G. & McTighe, J. (2005). <i>Understanding by Design</i>. Ch. 1 (link)</p> <p>A Get-Smart-Quick book on your unit topic</p> <p>History Social Science framework section for your unit topic: US History World History, Economics, Government, Ethnic Studies</p> <p>Due Today: Assignment - Learning for Lesson Planning</p> <p>Discussion Leaders: Joseph and Mariel</p>
<p>Week 7 Tues, Nov. 15</p>	<p style="text-align: center;"><u>Backward Design: Developing Goals, Enduring Understandings & Essential Questions</u></p> <p>Reading: Wiggins G. & McTighe, J. (2005). <i>Understanding by Design</i>. Ch. 3 (link)</p> <p>Calder, L. (2013). The Stories We Tell. <i>OAH Magazine of History</i>, 27(3), 5-8. (link)</p> <p>Due Today: Assignment #6 - Backward Design: Stage 1 (link)</p> <p>Discussion Leaders: Ally and Angela</p>

<p>Week 8 Tues, Nov. 29</p>	<p style="text-align: center;"><u>Backward Design: Summative Assessments & Teaching Artifact Analysis</u></p> <p>Reading:</p> <p>Wiggins G. & McTighe, J. (2005). <i>Understanding by Design</i>. Ch. 7 (link)</p> <p>One sample unit plan</p> <p>Due Today: Assignment #7 - Teaching Artifact Analysis (Part 2)</p> <p>Discussion Leaders: Ashley and Blaine</p>
<p>Week 9 Tues, Dec. 6</p>	<p style="text-align: center;"><u>Backward Design: Formative Assessments</u></p> <p>Reading:</p> <p>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)</p> <p>Breakstone (2015). Formative Assessments Using Library of Congress Documents. In <i>Social Education</i>, pg 178-192. (link)</p> <p>Due Today: Assignment #8 - Backward Design: Stage 2 - FAs (link)</p> <p>Discussion Leaders: Brizeth and Liliana</p>
<p>Week 10 Tues, Dec. 13</p>	<p style="text-align: center;"><u>Backward Design: Calendaring</u></p> <p>Reading:</p> <p>Wiggins G. & McTighe, J. (2005). <i>Understanding by Design</i>. Ch. 9 (link)</p> <p>Due Today: none</p> <p>Discussion Leaders: Jackson and Joseph</p>

***[Unit Design](#) - Due: Tuesday, Dec. 20 at 6pm