

*Stanford University
Graduate School of Education
Winter 2018*

***Ed 268C: Teaching History/Social Science
Tuesdays 3:00-5:50
Cubberley 130***

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In this continuation of Curriculum & Instruction in History/Social Science, we will focus on curriculum design. This quarter, you will create a cohesive unit of instruction that features thinking in discipline-specific ways while supporting students' literacy development using the tools and ideas from our prior work. We will draw on the "backward design" model of Wiggins and McTighe to guide us through this process.

To support your growth as curriculum writers, we will begin this quarter developing unit questions and enduring understandings that will unify your unit and help you make difficult decisions about content. We will then consider how assessments can further define your desired learning outcomes as well as help you scaffold and measure student learning. We'll explore ways to promote the essential literacy of writing. We will also devote class time to exploring and developing instructional strategies aligned with larger unit goals and objectives. Finally, we will continue to focus on developing important classroom practices that promote critical thinking and understanding in history-social science classrooms.

EXPECTATIONS

Class this quarter is structured around weekly assignments that will eventually be part of your final unit plan, and, in some form, your edTPA. Because we will workshop these assignments in class, it is *extremely* important that you complete them on time and bring them to class. Completing each one of these weekly assignments will make the final unit plan much less onerous. Additionally, these weekly assignments provide you with plenty of feedback from instructors before the final assignment is due. If we feel that you are falling behind in the weekly assignments, we will arrange a meeting with you in order to make a plan for how to better support you.

REQUIRED READINGS

You will be doing outside reading about the content of your unit, in addition to the assignments listed here, so you need to allot time for that. You will also need your copy of Wiggins and McTighe's *Understanding By Design*. We will post additional readings on Canvas.

MAJOR ASSIGNMENT

Unit Plan: due **Wednesday, March 22 at 5:00 pm**

Please plan to submit an electronic final copy of your unit, consolidated into one file.

Major Components:

- Rationale
- Annotated bibliography
- Unit assessment, scaffolding, and rubric
- Unit calendar
- Four detailed lesson plans
- Reflective letter

ASSESSMENT SCHEME

Weekly Assignments (CR/NC):	40%
Unit draft (CR/NC):	10%
Final unit plan:	50%

OFFICE HOURS

Sandra: Cubberly 209 (by appointment)

Bobby: email for appointment

SCHEDULE OF CLASSES/READINGS**1. January 9: Backward Design: Getting Started**

Read for today: Scholarly book on your unit topic for assignment one

Wiggins G. & McTighe, J. (2005). *Understanding by Design*. Chapter 1

Homework due: Assignment 1: Lifelong Learning

2. January 16: Developing Goals: Content, Concepts, and Skills

Read for today: Wiggins G. & McTighe, J. (2005). *Understanding by Design*. Chapters 3.

Calder, L. (2013). The stories we tell. *OAH Magazine of History*, 27(3), 5-8.

Dozono, Tadashi (2017). Teaching Alternative and Indigenous Gender Systems in World History: A Queer Approach. *The History Teacher* Volume 50 Number 3 May 2017

Homework due: Assignment 2: Unit rationale, goals, and starting an annotated bibliography

3. January 23: Assessment

Read for today: Wiggins G. & McTighe, J. (2005). *Understanding by Design*. Chapter 7.

Homework due: Assignment 3: Unit questions, enduring understandings, and continuing the annotated bibliography

4. January 30: Building a Calendar and Thinking about the Day-to-Day

Read for today: Wiggins G. & McTighe, J. (2005). *Understanding by Design*. Chapter 9.

Homework due: Assignment 4: Draft unit assessment

5. February 6: Writing, Part 1: Modeling & Scaffolding Writing

Read for today: Hillocks, G. (2011). *Teaching Argument Writing: Grades 6-12*. Chapter 1 (pp. 15-40).

Lehning, W. (1993). Writing about history and writing in “history.” *The History Teacher*, 26 (3), 339-349.

Homework due: Assignment 5: Draft unit calendar and one lesson plan (*any of the required four **other than** one featuring a structured discussion*)

6. February 13: Writing, Part 2: Rubrics and Assessing Writing

Read for today: Monte-Sano, C., De La Paz, S., & Felton, M. (2014). *Reading, thinking, and writing about history: teaching argument writing to diverse learners in the Common Core classroom*, Chapter 9 (pp. 164-176)

Wiggins, G. & McTighe, J. (2005). *Understanding by Design*. Chapter 8.

Homework due: Assignment 6: Second lesson plan (*any of the required four **other than** one featuring a structured discussion*)

7. February 20: Discussion Part 1

Read for today: Parker, W. (2003). *Learning to lead discussions. In Teaching Democracy: Unity and Diversity in Daily Life*, pp. 125-149.

Hess, D. (2004). Discussion in social studies: Is it worth the trouble? *Social Education*, 68 (2), 151-155.

Accountable Talk Sourcebook: For Classroom Conversations that Work.
(Read p.1 to gray box on p. 5 and pp. 26-35)

Homework due: Assignment 7: Writing scaffold(s) for unit assessment and final lesson plan

8. February 27: Discussion Part 2

Read for today: none

Homework due: Assignment 8: Lesson plan for lesson featuring structured discussion

9. March 6: Art, Music & Film

Read for today: Marcus, Alan S. (2005). 'It Is as It Was': Feature Film in the History Classroom. *The Social Studies*, March/April: 61-67.

Homework due: Rough draft of entire unit plan

10. March 13: Wrapping Up

Final unit due Wednesday, March 21st by 5:00 p.m.

Curriculum and Instruction in History/Social Science Winter 2018

Unit Plan Assignment

The main assignment for Winter Quarter is the preparation of a unit plan. In this assignment, you synthesize what you have learned in C&I and elsewhere in STEP by preparing two to three weeks of instruction (10 to 15 fifty-minute class sessions; fewer if you are planning for a blocked schedule). We hope that you will be able to teach these units and videotape them as the basis for your edTPA assessment; thus, choose topics that you will likely teach in March or early April.¹ We strongly discourage you from preparing a unit you plan to teach in late January or February, as you will still be revising your unit until mid-March. Whether or not you choose to use this unit for your edTPA assessment, it is difficult to plan for “students” in the abstract; therefore, we are asking you to plan this unit for the specific class –and a specific group of students – that you are currently teaching.

The purpose of this assignment is to bring together answers to the “big questions” we’ve addressed during our time together. Some of these questions concern the discipline of history:

- How is historical knowledge made and who gets to make it?
- Where does information in textbooks come from and how do we evaluate its reliability?
- How is every interpretation reflective of its origin, time, and author?
- What is “critical reading” in history and social science?

Other questions concern the actual teaching of historical thinking:

- How can we engage young people in historical questions that lie at the heart of the discipline?
- How can you identify and assess students’ thinking and understanding?
- How can you scaffold students’ work to build sophisticated reading and thinking?
- How can you teach students to use evidence in formulating historical arguments?

Such teaching has the potential to transform students from passive recipients of pre-packaged information to engaged and active citizens.

The final unit plan should include all components detailed on the next two pages. Please note that you will produce drafts of many of these components as weekly assignments throughout the quarter.

¹ You’ll want to consult with your CT on this; remember that units can take longer than planned, and you will absolutely need to have your teaching videotaped in time to do extended analysis, write up results, and share them in May.

Rationale (2-3 pages, single spaced)

The rationale should introduce your unit and explain its purpose. Your rationale should address the following:

- What are your goals as a history teacher? How does this unit further these goals?
- Why is the topic worthy of curricular time? How does it relate to and fit in with other course themes?
- What are your unit essential questions, enduring understandings, and goals for students' knowledge and skills at the end of the unit? (displaying these elements in a chart is fine)
- On what state content and Common Core standards does the unit focus?
- What prior knowledge and/or misconceptions do you anticipate students might bring to the subject matter in this unit?
- How will your unit reach students of multiple skill levels?

Annotated bibliography

Provide a bibliography of all the works you consulted as you planned the unit. Write one-paragraph annotations for ten works that include the following:

- Topic/focus of resource
- Type of resource (e.g. film, website, monograph, primary document collection, etc.)
- What you learned from this resource
- How this resource was useful

Your list of 10 annotated works should include a minimum of 2 scholarly works, 2 primary source collections, and 2 websites.

Performance assessment

We will focus in class on developing a culminating writing assignment that requires students to engage with original evidence (i.e. documents). This section of the unit plan will include:

- The assessment as it will be presented to students (through an assignment sheet or whatever form is customary in your placement)
- Scaffolding to support students in completing the assessment
- A rubric for evaluating students' performance on the assessment

Calendar

The calendar should list the goals you have for each day, briefly describe the content/concepts/skills you will teach on each day, and the kind of activities you see yourself using. Any due dates for assignments should be noted. The calendar should demonstrate alignment among unit objectives, a range of daily activities, and formative and summative assessments.

Lesson plans

1. One modeling/guided practice lesson
2. One inquiry-based lesson (a multi-round formal inquiry, S.A.C., or OUT)
3. One lesson featuring a structured, teacher led discussion
4. One lesson of your choice

Each lesson should include the following:

- A detailed lesson plan including objectives, an outline of instructional activities with estimated times, and scripts for any lecturing, modeling, or facilitating of discussion
- Student-ready materials including: documents/artifacts, guiding questions, and/or graphic organizers, presentation slides, etc.
- Formative Assessments

Reflective letter (2 pages, single spaced)

Address what you learned about unit planning through the course of this assignment (2 pages, single spaced). In this assessment you might comment on your own learning process, lessons that you've learned, persistent puzzles, and potential areas for growth. Finally, explain how a part of this unit was informed by another STEP course.

Final unit due Wednesday, March 21st by 5:00pm