

*Stanford University
Graduate School of Education
Winter 2022*

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

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OVERVIEW

In this continuation of Curriculum & Instruction in History/Social Science, we will focus more deeply on the elements of a democratic classroom and how to design them. Teaching is a multi-faceted endeavor that necessitates good planning as well as a toolkit that supports in-the-moment decision making. This quarter is designed to help you plan your day-to-day lessons and execute those lessons in ways that support all learners. Thus, you will finalize your 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'll specifically explore ways to promote the essential literacy of writing, both how to support students before they write and how to assess their writing after completion. An essential but commonly overlooked aspect of instruction and curriculum design is teaching and assessing speaking and listening. Time in class will be devoted to investigating how to design small group structured discussions as well as more complex class discussions. We will also emphasize the importance of reflective practice and continual improvement of our craft, leveraging existing resources and collaboration to foster disciplinary growth. The quarter will end with a focus on different types of sources, like art, political cartoons, photographs as well as online research skills.

EXPECTATIONS

Class this quarter centers on inquiry into teaching pedagogy and strategies that support learning. This is bolstered by two types of assignments--(1) a series of assignments that focus on planning and will be a part of your final unit plan and (2) a midterm that focuses on the execution of a lesson and reflection on your in-the-moment teaching process. 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.

The midterm assignment asks that you record a mini lesson you've implemented in class, and bring it in for analysis with your peers. It is our hope to emphasize the importance of professional learning communities (PLCs) where collective workshopping aids in the development of pedagogy.

REQUIRED READINGS

In addition to completing aspects of your unit, you will be reading scholarly articles on a given week's focus. You are expected to be ready to discuss the readings in class. We have tried hard to limit these to just what is necessary to emphasize salient points, and we will also provide orientation to the readings in advance to optimize your time. We will ask you to read for different purposes (skimming, close reading, etc.), not unlike how your expectations for the ways YOUR students engage in/with texts will differ. Through this syllabus, we will also try to model how to strategically approach teaching and learning in a rich and thoughtful manner.

COVID-19 STATEMENT

Times are hard right now, and we're all doing the best we can to survive. We've created this syllabus with two things in mind--you came here to learn how to teach, and it's really hard to do that right now. If we want to shatter the myth around productivity, it's necessary also to emphasize that we are asking you to work for the sake of learning, not for the sake of working, and rest is an essential component to 'good teaching'. You can't pour from an empty cup. We acknowledge the expectations of teachers often feel unrealistic and unfair--we've been there, we get it, and we're in this with you. Thus, when you need it, if you need it, lean on us. Let us be a team.

ASSIGNMENTS

Type	Assessment Scheme	Description
<u>Unit Plan</u>	40%	In addition to the Unit Plan overview you created for the fall, you will create two original lessons: an inquiry, and a choice lesson that may be a cognitive model, a teacher facilitated discussion, or a modification of an existing lesson. Due: Fri., March 19 at 6pm
<u>Teaching Artifact Analysis</u>	25%	You will bring in a clip of a recording of you conducting a lesson with your students. During C&I class, you will give an overview of the lesson, play the recording, and reflect on the clip. You will also pose an inquiry question to your peers to collectively reflect on the teacher and student moves present in your recording. Due: Tues., February 23
Weekly Assignments	25%	There are credit/no credit assignments most weeks that will consist of either, (1) you creating drafts of your Unit Plan components, or (2) you bringing in artifacts or information to share with the class from your placements.
<u>Discussion Leaders</u>	10%	Similar to the fall quarter, you will work with a peer to lead two 20 min discussion of the week's readings.

SCHEDULE OF READINGS/CLASSES/ASSIGNMENTS

<p>Week 1 Tues, Jan 12</p>	<p>Lecturing</p> <p>Reading:</p> <ul style="list-style-type: none"> ➤ nothing <p>Due Today: Assignment #1 - Inquiry Lesson Plan</p>
<p>Week 2 Tues, Jan 19</p>	<p>Writing Part 1: Rubrics and Assessing Writing</p> <p>Reading:</p> <ul style="list-style-type: none"> ➤ “How to Make Students Care about Writing” by Kristina Rizga. <i>The Atlantic</i>. August 8, 2018 ➤ Monte-Sano, C. (2012). What makes a good history essay? Assessing historical aspects of argumentative writing. <i>Social Education</i>, 76(6), 294-298. ➤ “Your Rubric is a Hot Mess; Here’s How to Fix Fix It” by Jennifer Gonzalez, October, 2014. Published on <i>Brilliant or Insane: Education on the Edge</i>. ➤ Common Core Standards - Writing <p>Due Today: Assignment #2 - Lecture Rehearsal</p>
<p>Week 3 Tues, Jan 26</p>	<p>Writing Part 2: Modeling and Scaffolding Writing</p> <p>Reading:</p> <ul style="list-style-type: none"> ➤ Monte-Sano, C., De La Paz, S., & Felton, M. (2014). Chapter 4. Reading, thinking, and writing about history: Teaching argument writing to diverse learners in the Common Core classroom, grades 6-12. Teachers College Press. ➤ Lehning, W. (1993). Writing about history and writing in “history.” <i>The History Teacher</i>, 26 (3), 343-349. <p>Due Today: Assignment #3 - Writing Rubric</p>
<p>Week 4 Tues, Feb 2</p>	<p>Data-Informed Instruction</p> <p>Reading:</p> <ul style="list-style-type: none"> ➤ “Inside the Black Box: Raising Standards Through Classroom Assessment” By Paul Black and Dylan William. <i>The Kappan</i>. October 1998, p. 85-87. ➤ “Traditional Teaching May Deepen Inequality. Can a Different Approach Fix it?” By Beckie Supiano. Published in <i>The Chronicle of Higher Education</i>. May 6, 2018.

	<p>Optional Reading:</p> <ul style="list-style-type: none"> ➤ “I Lie About My Teaching” by Ben Orlin. <i>The Atlantic</i>. July 29, 2014 ➤ “The ‘nation’s report card’ says it assesses critical thinking in history — but NAEP gets an F on that score” <i>The Washington Post</i>. September 2017. Intro by Valerie Strauss and editorial by Sam Wineburg, Mark Smith, and Joel Breakstone. <p>Due Today: Assignment #4 - Writing Scaffold</p>
<p>Week 5 Tues, Feb 9</p>	<p>Discussion Part 1: Structured Student Talk</p> <p>Reading:</p> <ul style="list-style-type: none"> ➤ “Why Talk Is Important in Classrooms” Chapter 1 of <i>Content-Area Conversations</i> by Douglas Fisher, Nancy Frey and Carol Rothenberg. 2008. ➤ “Why Kids Need More Talk Time in the Classroom”. By Elizabeth Mulvahill. 2018. Published on We Are Teachers. ➤ Common Core Standards - Listening & Speaking <p>Due Today: Assignment #5 - Midterm</p>
<p>Week 6 Tues, Feb 16</p>	<p>Discussion Part 2: Teacher Facilitated Discussions</p> <p>Reading:</p> <ul style="list-style-type: none"> ➤ Hess, D. (2004). Discussion in social studies: Is it worth the trouble? <i>Social Education</i>, 68 (2), 151-155. ➤ Accountable Talk Sourcebook: For Classroom Conversations that Work. Pages 1-5, 26-35 <p>Due Today: Assignment #6 - Structured Student Talk Routine</p>
<p>Week 7 Tues, Feb 23</p>	<p>Discussion Part 3: Teacher Artifact Analysis</p> <p>Reading:</p> <ul style="list-style-type: none"> ➤ none <p>Due Today: Midterm - Teacher Artifact Analysis</p>
<p>Week 8 Tues, Mar 2</p>	<p>Research</p> <p>Reading:</p> <ul style="list-style-type: none"> ➤ https://readinquirewrite.umich.edu/adapt/routines/ <p>Due Today: Assignment #8- Draft of Second Lesson for Unit Plan</p>
<p>Week 9 Tues, Mar 9</p>	<p>Using Visuals</p> <p>Reading:</p>

	<ul style="list-style-type: none"> ➤ “Seeing Images in History,” American Historical Association’s Perspectives on History. Anna Pegler-Gordon. February 2006. ➤ Marcus, Alan S. (2005). ‘It Is as It Was’: Feature Film in the History Classroom. <i>The Social Studies</i>, March/April: 61-67. <p>Due Today: nothing</p>
<p>Week 10 Tues, Mar 16</p>	<p>Ethnic Studies Introduction</p> <ul style="list-style-type: none"> ➤ “Ethnic Studies: 10 Common Misconceptions” Miguel Zavala, et. al. ➤ “What is Ethnic Studies Pedagogy?” Allyson Tintiango-Cubales, et. al. <p>Optional Reading:</p> <ul style="list-style-type: none"> ➤ Intro/Table of Contents, Rethinking Ethnic Studies <p>Due Today: One google slide to present about your Unit Plan</p>

Final Unit due Friday, March 19 by 6:00 p.m.