

*Stanford University  
Graduate School of Education  
Winter 2023*

***Ed 268C: Teaching History/Social Science  
Tuesdays 3:15-6:00  
Location: CERAS 108***

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Office Hours: Zoom (by appointment)

### OVERVIEW

In this continuation of Curriculum & Instruction in History/Social Science, we will focus more deeply on the elements of an equitable 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.

### 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 help you stay on track for the final unit plan submission. Additionally, these weekly assignments provide you with plenty of feedback from instructors before the final assignment is due.

The midterm assignment asks that you rehearse a section of your inquiry lesson in front of 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. I have tried hard to limit these to just what is necessary to emphasize salient points.

### ASSIGNMENTS

Type	Assessment Scheme	Description
<a href="#"><u>Unit Plan</u></a>	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. <b>Due: Tues., March 21 at 6pm</b>
<a href="#"><u>Inquiry Lesson Rehearsals</u></a>	25%	You will rehearse a 10 minute section of your inquiry lesson with your classmates. <b>Due: Tues., February 21st</b>
<b>Weekly Assignments</b>	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.
<a href="#"><u>Discussion Leaders</u></a>	10%	Similar to the fall quarter, you will lead a <b>text-based</b> 20 min discussion of the week's readings. Given the transition to independent student teaching and that we have scaffolded to this- this quarter, you will lead a discussion on your own- feedback and collaboration in preparation stages of the discussion is still much encouraged though!

### SCHEDULE OF READINGS/CLASSES/ASSIGNMENTS

<b>Week 1</b> <b>Tues, Jan 9</b>	<b>Review of Historical Responsive Literacy and Lecturing</b>  Reading: ➤ Muhammad, G. (2020). <i>Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy</i> . Chapter 6 "Toward the Pursuit of Criticality."  <i>Discussion Leaders:</i>
<b>Week 2</b> <b>Tues, Jan 16</b>	<b>Writing Part 1: Rubrics and Assessing Writing</b>

	<p>Reading:</p> <ul style="list-style-type: none"> <li>➤ “How to Make Students Care about Writing” by Kristina Rizga. <i>The Atlantic</i>. August 8, 2018</li> <li>➤ Monte-Sano, C. (2012). What makes a good history essay? Assessing historical aspects of argumentative writing. <i>Social Education</i>, 76(6), 294-298.</li> <li>➤ “Your Rubric is a Hot Mess; Here’s How to Fix It” by Jennifer Gonzalez, October, 2014. Published on <i>Brilliant or Insane: Education on the Edge</i>. (OPTIONAL)</li> <li>➤ <a href="#">Common Core Standards - Writing for HSS</a> (pages 91-93 - read 1. and 2.)</li> </ul> <p>Due Today: <a href="#">Lecture Rehearsal</a></p> <p><i>Discussion Leader:</i></p>
<p><b>Week 3</b> <b>Tues, Jan 23</b></p>	<p><b>Writing Part 2: Modeling and Scaffolding Writing</b></p> <p>Reading:</p> <ul style="list-style-type: none"> <li>➤ Monte-Sano, C., De La Paz, S., &amp; 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.</li> </ul> <p><i>Discussion Leader:</i></p>
<p><b>Week 4</b> <b>Tues, Jan 30</b></p>	<p><b>Data-Informed Instruction</b></p> <p>Reading:</p> <ul style="list-style-type: none"> <li>➤ “Inside the Black Box: Raising Standards Through Classroom Assessment” By Paul Black and Dylan William. <i>The Kappan</i>. October 1998, p. 85-87.</li> <li>➤ “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.</li> </ul> <p>Optional Reading:</p> <ul style="list-style-type: none"> <li>➤ “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.</li> </ul> <p>Due Today: <a href="#">Rubric and Scaffold for Performance task</a></p> <p><i>Discussion Leader:</i></p>

<p><b>Week 5</b> <b>Tues, Feb 6</b></p>	<p><b>Discussion Part 1: Structured Student Talk</b></p> <p>Reading:</p> <ul style="list-style-type: none"> <li>➤ Reisman, A. (2017). How to Facilitate Discussions in History. <i>Educational Leadership</i>, 74(5), 30-34.</li> <li>➤ “Why Talk Is Important in Classrooms” Chapter 1 of <i>Content-Area Conversations</i> by Douglas Fisher, Nancy Frey and Carol Rothenberg. 2008.</li> <li>➤ MacKenzie, T. (2018) Four Inquiry Qualities at the Heart of Student Centered Teaching, Mindshift</li> </ul> <p>You should be working on <a href="#">Inquiry Lesson</a> (Due Feb. 20th)</p> <p><i>Discussion Leader:</i></p>
<p><b>Week 6</b> <b>Tues, Feb 13</b></p>	<p><b>Discussion Part 2: Teacher Facilitated Discussions</b></p> <p>Reading:</p> <ul style="list-style-type: none"> <li>➤ Reisman, Kavanaugh, Fogo, et al. <i>Facilitating Whole-Class Discussions in History: A Framework for Preparing Teacher Candidates</i>. Journal of Teacher Education, 2018</li> </ul> <p>Optional reading:</p> <ul style="list-style-type: none"> <li>➤ Accountable Talk Sourcebook: For Classroom Conversations that Work. Pages 1-5, 26-35</li> </ul> <p>Due Today: Continued work on Inquiry Lesson</p> <p><i>Discussion Leader:</i></p>
<p><b>Week 7</b> <b>Tues, Feb 20</b></p>	<p><b>Discussion Part 3: Inquiry Lesson Rehearsals</b></p> <p>Reading:</p> <p>Due Today: <a href="#">Inquiry Lesson</a> MIDTERM!</p> <p><i>Discussion Leader:</i></p>
<p><b>Week 8</b> <b>Tues, Feb 27</b></p>	<p><b>Using Visuals</b></p> <p>Reading:</p> <ul style="list-style-type: none"> <li>➤ “Seeing Images in History,” American Historical Association’s Perspectives on History. Anna Pegler-Gordon. February 2006.</li> <li>➤ Marcus, Alan S. (2005). ‘It Is as It Was’: Feature Film in the History Classroom. <i>The Social Studies</i>, March/April: 61-67.</li> </ul>

	<p>Due Today: <a href="#">Start working on Draft of Second Lesson for Unit Plan</a> (Due Week 9/March 5)</p> <p><i>Discussion Leader:</i></p>
<p><b>Week 9</b> <b>Tues, Mar 5</b></p>	<p><b>Research</b></p> <p>Reading:</p> <ul style="list-style-type: none"> <li>➤ <a href="https://readinquirewrite.umich.edu/adapt/routines/">https://readinquirewrite.umich.edu/adapt/routines/</a></li> </ul> <p>Due Today: <a href="#">Final Draft of Second Lesson for Unit Plan</a></p> <p><i>Discussion Leader:</i></p>
<p><b>Week 10</b> <b>Tues, Mar 12</b></p>	<p>Course Review and Wrap-Up</p> <p>Due Today: <a href="#">One google slide to present about your Unit Plan</a></p> <p><i>Discussion Leaders:</i></p>

**Final Unit due Tuesday, March 19th by 6:00 p.m.**