STEP 268D, Spring 2016

Curriculum and Instruction Elective in History
Tuesdays, 3:15-6:05

Instructor:
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GUIDING QUESTIONS

What is history? Why should we study it? How do we teach the literacies of history and social science? What is distinctive about history and the social sciences? What are key instructional approaches, tools, and resources for powerful history/social science instruction?

LEARNING GOALS

Teacher candidates will:

• Develop a strong conceptual framework for understanding history and the social sciences and how to teach for historical thinking;
• Become familiar with instructional approaches, tools, and resources for integrating powerful history lessons into their curriculum;
• Understand connections between this vital subject matter and citizenship education.

MAJOR ASSIGNMENTS

Cross-Content Observation Assignment
Submit to Canvas by May 17, 1:00 pm.
Final Assignment: Instructional Plan (2-5 pages)
Due May 24, 11:59 pm.

NOTES

Office hours by appointment. Before or after class is a good bet. Email me and we’ll arrange a time.

The out-of-class workload for this course is intentionally limited given your busy quarter. Please do the readings and any required reading responses to prepare for class—they will routinely take you only about an hour to complete. Also be sure you can access the session’s readings in class.

Successful and proficient completion of each assignment is required to pass (and Ace) the course. Revising and resubmitting work is possible and recommended if the first submission does not show mastery.
HONOR CODE:

Students are expected to adhere to Stanford’s honor code. According to the Office of Judicial Affairs (OJA) website, “For purposes of the Stanford University Honor Code, plagiarism is defined as the use, without giving reasonable and appropriate credit to or acknowledging the author or source, of another person’s original work, whether such work is made up of code, formulas, ideas, language, research, strategies, writing or other form(s).” For further information, please consult the OJA website: http://www.stanford.edu/dept/vpsa/judicialaffairs/students/plagiarism.sources.htm

STUDENTS WITH DOCUMENTED DISABILITIES:

Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is being made. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk; phone: 723-1066; web site http://studentaffairs.stanford.edu/oae.

TOPICS & READINGS

Class 1: What is history? Why history?
Date: March 29

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Class 2: What is history? Why history? How do we read like historians?
Topic: Hacking Textbooks, Frameworks for Reading
Date: April 5

Read:
1. Wineburg, Martin & Monte-Sano, Chapter 1 in Reading Like a Historian.
2. Eric Foner on Reconstruction at www.gilderlehrman.org/history-by-era/essays/civil-war-and-reconstruction-1861-1877

Class 3: What are significant contemporary contexts for teaching history?
Date: April 12

Read:
1. C3 Framework for History/Social Studies--selections

1 This is a living document: reading and topics may change as the course progresses. Stay tuned during class and on Canvas for any changes.
3. TBD

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Class 4: How do we teach controversy?
Topic: Context and Structured Academic Controversies
Date: April 19

Read:
1. Johnson & Johnson, Teaching Critical Thinking through Structured Controversy, Educational Leadership.
2. Primary Documents: Abraham Lincoln/Stephen Douglas debates (91-95)
3. Preparing and adapting sources teaching guide

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Class 5: What approaches and resources support a Humanities curriculum?
Topic: Integrating Literature and History—approaches and questions; Crowd-sourcing a text set
Date: April 26

Read:
1. Wineburg, Martin, Monte-Sano, Chapter 6
2. Review selected short story or novel

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Class 6: How and why do we build discussions in history?
Topic: Discussion & democracy
Date: May 3

**NOTE: This session will be rescheduled.**

Read (Select two of the first three):
4. Document(s) for discussion

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Class 7: How do we assess historical thinking?
Topic: Assessment
Date: May 10

Read:
1. Designing Performance Tasks @ https://novoed.com/designing-performance-tasks-2-0: Selected Sessions
2. Sample Assessments

Class 8: What is distinctive about history/social studies?
Topic: Historical writing, reading and concepts
Date: May 17

Read:

Class 9:
Topic: Media Literacies and/or Research
Date: May 24

Class 10:
Topic: Reflecting and Looking Forward
Date: May 31

Read: