STEP 268D, Spring 2018

Curriculum and Instruction Elective in History
Tuesdays, 3:00-5:50
CERAS 527

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 15, 1:00 pm.
Final Assignment: Instructional Plan (2-5 pages)
Due June 5, 3:00 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 the course. Revising and resubmitting work is possible and recommended if the first submission is not complete and proficient.

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[1]

CLASS 1: What is history? Why history?
Date: April 3

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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 10

Read:
1. Wineburg, Martin & Monte-Sano, Chapter 1 in *Reading Like a Historian*.
2. James Loewen, "Why do People believe myths about the Confederacy? Because our textbooks and monuments are wrong." http://historynewsnetwork.org/blog/153642

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Class 3: How do we prepare students for citizenship and community?
Topic: Teaching Government and Civics
Date: April 17
Read:
1. https://www.teachingchannel.org/videos/digital-age-civic-engagement-edda

[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.

2. http://blog.historians.org/2018/03/high-school-student-activism-past-and-present/
3. https://www.aaihs.org/the-legacy-of-berkeley-high-schools-black-student-union/

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Class 4: What are significant contemporary contexts for teaching history?
Date: April 24

Read:

1. C3 Framework for History/Social Studies--selections
2. CA History/Social Science Framework & Standards, available at http://www.cde.ca.gov/ci/cr/cf/grlevelcurriculum.asp , *selections*
3. TBD

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Class 5: How do we teach controversy?
Topic: Context and Structured Academic Controversies
Date: May 1

Read:

1. Johnson & Johnson, Teaching Critical Thinking through Structured Controversy, *Educational Leadership.*
2. Primary Documents: Reconstruction

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Class 6: What approaches and resources support a Humanities curriculum?
Topic: Integrating Literature and History—approaches and questions; Crowd-sourcing a text set
Date: May 8 RESCHEDULED
****We will meet on XXX for this session.****

Read:

1. Wineburg, Martin, Monte-Sano, Chapter 6
2. Review selected short story or novel
3. Preparing and adapting sources teaching guide

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CLASS 7: How and why do we build discussions in history?
Topic: Discussion & democracy
Date: May 15
Read (Select two of the first three):

1. Diana Hess, Discussion in Social Studies: Is it Worth the Trouble? in *Social Education*, 2004
2. Dennis Gray, Putting Minds to Work: How to use the Seminar approach in the Classroom in *American Educator*, 1989.
3. Reisman, Guide to text-based discussions at http://teachinghistory.org/teaching-materials/teaching-guides/25620
4. Document(s) for discussion

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Class 8: What is distinctive about history/social studies?
Topic: Historical writing, reading and concepts
Date: May 22

Read:

1. Document for discussion
2. Monte-Sano, "What Makes A Good History Essay? Assessing Historical Aspects Of Argumentative Writing" *Social Education* 76(6), 2012

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Class 9: What is media literacy and how do we teach it?
Topic: Media Literacies and/or Research

Date: May 29
Read:

1. M. Caulfield, Media Literacy videos
2. S. McGrew, T. Ortega, J. Breakstone, and S. Wineburg, "The Challenge That's Bigger Than Fake News," *American Educator*, Fall 2017, https://www.aft.org/ae/fall2017/mcgrew_ortega_breakstone_wineburg

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Class 10:
Topic: Reflecting and Looking Forward
Date: June 5

Read:

1. Bain, Robert B. (2005) "Why Do We Think They Thought the World Was Flat? Working with Historical Accounts in High School" In *How Students Learn: History in the Classroom*.