Thank you for signing up to take this Spring Elective course! You have had a busy year and I feel very excited to have the opportunity to learn alongside you as you wrap up your STEP/school year!

The course draws on the frameworks laid out in the California History-Social Science Standards. We also draw on the Common Core State Standards for History/Social Studies, which the State of California adopted (see the pdf document, pp. 60-63, at http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf).

The study of history forms the core of the social studies. Rather than ask you to take sides in the ongoing headline-grabbing History War (wars that often polarize us more than we already are), our goals together are four-fold; first, we will consider what historical thinking is and how it differs from the memorization of names and dates. Who writes the history that kids read in textbooks? Whose voices are elevated and whose are muted? We will explore how historical questions arise, and how we go about answering these questions and creating new knowledge. Second, we will explore what it means to learn history. How do we cultivate critical thinking and how does it develop over time? What kind of thinking can we expect from our students and how do we push them forward so that they feel empowered to make knowledge—not just consume it? Third, we will consider what it means to teach history in real classrooms, where many students have reading levels that result from how this country miseducates those most in need. If we want students to interpret primary sources and do serious intellectual work, we will need to provide targeted instruction in historical reading and writing. Our goal is to help you become teachers of your subject matter, but also teachers who possess skills for developing students’ capacities as literate and powerful members of society. To this end, the course will incorporate aspects of what is increasingly referred to as a “practice-based” approach to teacher education. Last but certainly not least: We will discuss broader questions of why we study history in the first place and how history can serve to help us better understand ourselves, improve our society, and offer hope for a better future.

*Adapted from Emma Benne and Kristen Jackson

### REQUIRED READINGS

• Reading/materials on canvas: http://canvas.stanford.edu
The grading for this course is based on the following principles:

- In this time of pandemic, and social and political unrest, humanizing education, in all of its forms, is more important than ever.
- The traditional system of grading stems from a history of oppressive practices, designed to sort and segregate students in education. Grades are not reflective of learning, and in fact, grades can distract from students’ learning.
- High expectations for learning are held for all students. The processes of feedback, reflection, revision, and consultation offer a more humanizing and meaningful learning experience than the process of assigning letter grades.

For this course, we are utilizing a grading structure we are calling a “humanizing A.” That is: if you complete all of the requirements for the course: including attendance, thoughtful written assignments, active engagement in dialogue, community building and accountability assignments, you will earn an A for the course.

One intention of this grading structure is to detach notions of intellectual rigor from letter grades and instead to allow students to be accountable for their learning in more humanizing ways. You will also have the opportunity to revise any assignments that you feel you would like to improve. If you are unable to complete course assignments, your grade will be lowered from an A accordingly.

*This grading structure was created by Dr. Emma Fuentes and Dr. Melissa Canlas. School of Education, USF*

**Assignments**

**Reading Responses:**
Write a 250 words response to the readings. This write-up is designed to help you prepare for our class discussion and should be completed before class. Reading responses are your reflections upon the course readings and a discussion of the issues you found most salient, challenging, disturbing, and intriguing in the readings. In these responses, consider also how these texts inform your work as a historian and as a teacher. These responses are not intended to be refined essays, but a thoughtful way to prepare for class discussion by articulating your thoughts, questions, and analysis.

You may choose any option, but please try to vary it up.

A) Analysis/Application response: 1) What were the key ideas, theories, arguments, issues discussed in the readings? The majority of your response should be an analysis, evaluation and/or synthesis directly from the readings. 2) You may end with a few reflections or applications to practice; 3) Develop 2-3 questions for class discussion.

B) Dear Author Letter: You can write a letter to one or more authors to respond to what you’ve read. You will still raise critical questions, analyze, reflect and/or apply concepts. List your questions at the end (again) so they are ready for class discussion.

C) Idea mapping: Represent your response to the readings, ideas, theories using images, drawings, symbols, or words AND include 2-3 questions.
D) Audio response: Students will also have the option to respond to any of the options above through an audio response (aka: voice memo) rather than a written response. Be sure to include the 2-3 questions.

**Due: 4/5, 4/12, 4/19, 4/26 (Choose 3 of 4)**

**Cross-Content Observation Assignment**
One of the common practices of in-service teachers is to observe their teaching colleagues. Sometimes these observations occur within one’s content area, but there is also great value in observing colleagues from other content areas. The goal is to observe a History/Social Science teacher. After observing, REFLECT.

**Reflection Options (Choose one)**
- Write up your notes to the guiding questions into a **narrative, holistic write-up** that is 2-4 single-spaced pages in length.
- Using your photos, create a **presentation** with at least 5 slides combining photos and text answering the guiding questions. You may use the [template](#), or create your own.

**Due: Tuesday May 10th**

**“Restoring the Missing Chapter” Lesson Plan:**
For this assignment, you will create a one-day, 50-minute lesson that challenges students’ notions that history is already finished and that what appears in the textbook is “history.” (And, by extension, what’s not in the textbook lacks significance and thus is not part of “history.”) As part of a series called “Missing Chapter,” VOX has created 14 short (~15 minute) videos, each of which examines a topic in American history that has been excluded (or covered minimally) from traditional textbooks. Each of you will choose a video and build a lesson around the topic of that video. After selecting your topic, you will need to supplement the video and textbook excerpt with several other texts, either short primary sources, political cartoons, or excerpts from secondary sources on your topic. (See Appendix A for the instructions for completing this assignment.)

**Due: Tuesday May 31st, 11:59pm**

**SCHEDULE OF SUMMER READINGS/CLASSES**

All readings, except for some readings that can be accessed through hyperlinks, are posted on Canvas

**Session 1: Tuesday, March 29th** Introduction to C&I

**Session 2: Tuesday, April 5th** Building Historical Context through Images

Read before class:


§ Assignment Due: Reading Response #1

Session 3: Tuesday April 12th Sourcing & Document Based Inquiry

Read before class

➢ Conway, Michael. The Problem with History Class. The Atlantic
Learn a bit about Prof. Holt at, https://history.uchicago.edu/directory/thomas-c-holt

§ Assignment Due: Reading Response #2

Session 4: Tuesday April 19th Beyond Debates- Structured Academic Controversy

Read before class

➢ Amanda Ripley, “Complicating the Narrative, Medium
➢ Johnson and Johnson, Critical thinking through structured controversy. Educational Leadership
➢ Masterpiece Case: Two Different Views (short articles from the Forward and the Wall Street Journal)

§ Assignment Due: Reading Response #3

Session 5: Tuesday April 26th Opening Up the Textbook

Read before class:

➢ Wineburg, Sam, “Opening Up the Textbook,” Education Week.

§ Assignment Due: Reading Response #4
Session 6: Tuesday May 3rd  History in a Humanities Classroom/Literacy across subjects

Read before class

➢ “How to Make Students Care about Writing” by Kristina Rizga. *The Atlantic*. August 8, 2018

Session 7: Tuesday May 10th  Decolonizing and Indigenizing History

Read before class:

➢ Decolonial Map Making: [https://medium.com/langscape-magazine/decolonial-mapmaking-reclaiming-indigenous-places-and-knowledge-4779b7f8b81c](https://medium.com/langscape-magazine/decolonial-mapmaking-reclaiming-indigenous-places-and-knowledge-4779b7f8b81c)
➢ Watch “Pachamama” available on Netflix [https://www.netflix.com/title/81029736 (Links to an external site.)](https://www.netflix.com/title/81029736)

§ Assignment Due: Cross-Content Observation

Session 8: Tuesday May 17th  Intro to Ethnic Studies

Read before class:


Session 9: Tuesday May 24th  History through Film

Read before class:


Session 10: May 31st  Restoring the Missing Chapter Presentations/Wrap up
Read before class:


§ Assignment Due: Restoring Missing the Chapter
Restoring the Missing Chapter: For this assignment, you will create a 50-minute lesson about an overlooked moment in history that illustrates a broader historical theme (ex: Topic/Tree=John Smith, Pocahontas, Theme/Forest=historiography and Colonizing/Christianity). You will write a Central Historical Question (CHQ) that focuses students on the aspects of the event relevant to your theme and create a document set (primary sources, political cartoons, and/or excerpts of secondary sources) which will help students to answer your CHQ.

Choosing a Topic. Select your topic from one of VOX’s “Missing Chapter” videos. There are 14 videos, and each of you will select a different topic. (We purposely want to hear different “Missing Chapters.”)

Format: Your final assignment should be organized into 4 parts.

Part 1: Connect your event to broader themes. These videos are interesting, but are made important because they are illustrative of key themes in American history. In carefully written paragraph, not to exceed 350 words, describe how your event is illustrative of at least two important themes in American history. Discuss the way your topic fits into the broader fabric of American history and explain how this event relates to the themes you’ve selected. This is an opportunity for you to begin thinking about what themes in American history you want to integrate in your classroom.

Part 2: Framing a Central Historical Question. Beyond broad themes, your lesson should be a contained, 50-minute whole. You can designate what content precedes this particular lesson and what will come after. However, for this lesson, you should frame a question that can be explored in 50 minutes. Here are three tests for a CHQ: a) you can answer it in different ways that don’t line up uniformly (even if they might tilt to one side); b) answering it demands inputs (AKA “evidence”) rather than something that can be addressed by existing opinions and values; c) in general, answering it explains or interprets, not just describes. Compare these two questions: “What resources were mobilized domestically during WWII to aid in winning the war?” versus “How did the mobilization of resources during WWII create major changes in American society?” The former describes; the latter one aims to explain.

Part 3: In two to three pages (single spaced), write up a mini-lesson that contains the following sections: goals for student learning; the sequence of activities you will use to achieve these goals; the materials (two to three sources, not to exceed one page in length per source) you will use and how you will scaffold these sources; a rough estimate of how much time each activity will take; and how you will close the lesson. Be sure to add what you imagine students will learn after this particular lesson. Note: If it is easier, this section can be written in non-essay, bulleted form.

1 See Loewen pg. 26 for more, or come up with your own.

2 The notes below each video contain great sources that can serve as a starting place for building a doc set.
Part 4: It is essential that the documents you select speak to each other and give students the tools to answer your CHQ. In one page, explain how your documents are in conversation with one another. Your documents should extend your students’ understanding beyond what is in the video, illuminate another aspect of the event, contradict or challenge a piece of the video’s narrative, and/or give key background information or context about the event.

Final Draft Due: May 31st 11:59pm to be submitted electronically, via upload to Canvas. Be prepared to present your lesson during class.
APPENDIX B: LIST OF TEXTBOOKS ON RESERVE IN CUBBERLEY LIBRARY


