

Stanford University
Graduate School of Education
Spring 2022

EDUC 268D: Curriculum & Instruction Elective in History
Tuesdays 3:15-6:15pm

Irene Castellón (irenecl@stanford.edu)

Office Hours: Tuesday 5:45pm (Last 30 min of each class) or by appointment
CERAS 527

CLASS OBJECTIVES & OUTCOMES

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>

GRADES

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:

- "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. *The Social Studies*, March/April: 61-67.

§ **Assignment Due:** *Reading Response #1*

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

Read before class

- James Loewen, *Teaching What Really Happened*, pp. 1-48 (2nd edition; if 1st edition, Intro and Ch. 1, "The Tyranny of Coverage")
- Conway, Michael. The Problem with History Class. *The Atlantic*
- Holt, Tom (1990). *Thinking Historically: Narrative, Imagination, and Understanding*. New York: College Board.
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*.
- Goldstein, D. (2020). Two States. Eight Textbooks. Two American Stories. Links to an external site.

§ **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:

- Keenan, H. (2021). The Mission Project: Teaching History and Avoiding the Past in California Elementary Schools. *Harvard Education Review*, 91(1), 109-132.
- Decolonial Map Making: <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.](#))

§ *Assignment Due:* Cross-Content Observation

Session 8: Tuesday May 17th Intro to Ethnic Studies

Read before class:

- Luna, J. (2019). 1999 twLF at UC Berkeley: An Intergenerational Struggle for Ethnic Studies. *Ethnic Studies Review*, 42(2), 83-98.
- Barbara Love (2013). *Developing a Liberatory Consciousness*. In *Readings for Diversity and Social Justice* (3rd Ed.). Routledge.

Session 9: Tuesday May 24th History through Film

Read before class:

- Scott L. Roberts. (2018). *Hollywood or History: An Inquiry-Based Strategy for Using Film to Teach United States History*. Information Age Publishing.
- <https://www.zinnedproject.org/news/teaching-with-film/>

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

APPENDIX A: RESTORING MISSING CHAPTERS ASSIGNMENT

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 themes¹ 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.² 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 source³) 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 gives 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

- Ahmed, Iftikhar. 2004. *World Cultures: A Global Mosaic*. Teachers ed. Upper Saddle River, NJ: Prentice Hall.
- Andrea, Alfred J. and James H. Overfield. 2001. *The Human Record: Sources of Global History*. 4th ed. Boston: Houghton Mifflin.
- Appleby, Joyce, Alan Brinkley, Albert S. Broussard, James M. McPherson, Donald A. Ritchie, and Jay McTighe. 2018; 2018. *United States History and Geography*. Teacher ed. Columbus, OH: McGraw-Hill Education.
- Appleby, Joyce, Alan Brinkley, James M. McPherson, Glencoe/McGraw-Hill, and National Geographic Society. 2000. *The American Journey: Building a Nation*. Teacher's wraparound ed. New York: Glencoe/McGraw-Hill.
- Appleby, Joyce, Alan Brinkley, James M. McPherson, and National Geographic Society. 2003. *The American Journey*. Teacher's Wraparound Edition ed. New York: Glencoe/McGraw-Hill.
- Ayers, Edward L., Sam Wineburg, and Holt, Rinehart, and Winston, 2007. *American Anthem*. Teacher's ed. Austin, Tex.: Holt, Rinehart, and Winston.
- Boorstin, Daniel J., Brooks Mather Kelley, Ruth Frankel Boorstin, and Daniel J. Boorstin Collection. 2002. *A History of the United States*. Annotated teacher's , 6th ed. Needham, Mass.: Prentice Hall.
- Bower, Bert and Jim Lobdell. 2002. *History Alive! The United States*. History Alive. Palo Alto, Ca.: Teachers' Curriculum Institute.
- Brady, Charles and Philip Roden. 2008. *Document Based Questions in American History*. Evanston, Ill.: DBQ Project.
- . 2005. *Document Based Questions in World History*. Evanston, Ill.: DBQ Project.
- Bragdon, Henry W., Samuel Proctor McCutchen, and Donald A. Ritchie. 1998. *History of a Free Nation*. Teacher's wraparound ,. New York: Glencoe/McGraw-Hill.
- Briggs, Bonnie-Anne and Catherine Fish Petersen. 1999; 1997. *Brief Review in United States History and Government*. Needham, Mass.: Prentice Hall.
- Bulliet, Richard W. 2001. *The Earth and its Peoples : A Global History*. Boston: Houghton Mifflin.
- . 2001. *The Earth and its Peoples : A Global History*. Boston: Houghton Mifflin.
- . 2001. *The Earth and its Peoples : A Global History*. Boston: Houghton Mifflin.
- Cagniart, Pierre and James Alloco. 2000. *World History : People & Nations*. Annotat teacher's ed. Austin: Holt, Rinehart and Winston.
- Craig, Albert M. 2003. *The Heritage of World Civilizations*. Combin , 6th ed. Upper Saddle River, NJ: Prentice Hall.
- Danzer, Gerald A. 2003. *The Americans*. Teacher's ed. Evanston, IL: McDougal Littell.
- Danzer, Gerald A., J. Jorge Klor de Alva, Larry S. Krieger, Louis E. Wilson, and Nancy Woloch. 2014. *The Americans : Beginning to 1914*. Teacher's Edition ed. Orlando: Holt McDougal.
- Davidson, James West, Mark H. Lytle, and Michael B. Stoff. 1992. *American Journey : The Quest for Liberty since 1865*. Annotated teacher's ed. Englewood Cliffs, N.J.: Prentice Hall.
- Davidson, James West, Michael B. Stoff, Herman J. Viola, Inc Prentice-Hall, and American Heritage Publishing Company. 2003. *The American Nation*. Teacher's ed. Upper Saddle River, N.J.: Prentice Hall.
- Deverell, William and Deborah G. White. 2006. *United States History*. Holt California Social Studies. Orlando, Fla.: Holt, Rinehart and Winston.

- DiBacco, Thomas V., Lorna C. Mason, and Christian G. Appy. 1992. *History of the United States*. Concise ed. Boston: Houghton Mifflin.
- Drewry, Henry N. and Thomas H. O'Connor. 1995. *America is*. Teacher's annotated ed. New York: Glencoe.
- Ellis, Elisabeth Gaynor, Anthony Esler, Burton F. Beers, Kathleen J. McKee, and inc Prentice-Hall. 2003. *Prentice Hall World History : Connections to Today*. Teacher's ed. Upper Saddle River, N.J.: Prentice Hall.
- Ellis, Elisabeth Gaynor, Anthony Esler, and Inc Pearson Education. 2014. *World History*. Teacher's ed. Upper Saddle River, N.J.: Pearson.
- Esler, Anthony. 2004. *The Human Venture : From Prehistory to the Present*. Combin , 5th ed. Upper Saddle River, N.J.: Pearson Education.
- Farah, Mounir, Andrea Berens Karls, and National Geographic Society. 2001. *World History : The Human Experience*. New York, N.Y.: Glencoe/McGraw-Hill.
- . 2001. *World History : The Human Experience* :. Teacher's wraparound ed. New York, New York: Glencoe/McGraw-Hill.
- Farah, Mounir, Andrea Berens Karls, National Geographic Society, and Glencoe/McGraw-Hill. 2003. *World History, the Human Experience : The Early Ages*. New York, N.Y.: Glencoe McGraw-Hill, c2003.
- Foner, Eric. 2008. *Give Me Liberty! : An American History*. New York ;London: W.W. Norton & Co.
- Garraty, John A. 1993. *The Story of America*. Annotated teacher's ed. Austin: Holt, Rinehart, and Winston.
- Greenblatt, Miriam, Peter S. Lemmo, and Glencoe/McGraw-Hill. 2001. *Human Heritage : A World History*. Teacher's Wraparound Edition ed. New York: Glencoe/McGraw-Hill.
- Hakim, Joy. 2003. *A History of US*. New York: Oxford University Press.
- Hanes, William Travis, Toyin Falola, Theodore K. Rabb, and Holt, Rinehart, and Winston, inc. 1999. *World History : Continuity & Change*. Teacher's ed. Austin Tex.: Holt, Rinehart and Winston.
- Lapsansky-Werner, Emma J. 2010. *United States History*. Student ed. Upper Saddle River, N.J.: Pearson.
- McNeill, William Hardy. 1997. *A History of the Human Community : Prehistory to the Present*. 5th ed. Upper Saddle River, N.J.: Prentice Hall.
- Miller, James, John M. Thompson, and National Geographic Society. 2006. *National Geographic Almanac of American History*. Washington, D.C.: National Geographic.
- Myers, Peter J. 2001. *United States History*. Teacher's answer ; ed. Upper Saddle River, N.J.: Globe Fearon Educational Publisher.
- Nash, Gary B. 2002. *American Odyssey : The United States in the Twentieth Century*. Teacher's Wraparound Edition ed. New York: Glencoe/McGraw-Hill.
- Reilly, Kevin. 1997; 1989. *The West and the World : A History of Civilization : From the Ancient World to 1700*. Markus Wiener Publishers ed. Princeton, NJ: Markus Wiener.
- Spielvogel, Jackson J. and Jay McTighe. 2018; 2018. *World History and Geography*. Teacher ed. Columbus, OH: McGraw-Hill Education.
- . 2018; 2018. *World History and Geography*. Teacher ed. Columbus, OH: McGraw Hill Education.
- Spielvogel, Jackson J., Dinah Zike, Glencoe/McGraw-Hill, and National Geographic Society. 2010. *World History*. Columbus, OH: McGraw-Hill Glencoe.

- Stuckey, Sterling, Linda Kerrigan Salvucci, and Holt, Rinehart, and Winston, inc. 2003. *Call to Freedom*. Annotat teacher's ed. Austin: Holt, Rinehart and Winston.
- Upshur, Jiu-Hwa Lo. 2002. *World History*. 4th ed. Belmont, CA: Wadsworth/Thomson Learning.
- Wiesner, Merry E. 2002. *Discovering the Global Past : A Look at the Evidence*. Boston: Houghton Mifflin.