

**STANFORD UNIVERSITY SCHOOL OF EDUCATION
Winter 2009**

ED 268C: Teaching History/Social Science

Instructors:

Brad Fogo
bfogo@stanford.edu

Eric Shed
eshed@stanford.edu

OVERVIEW

In this continuation of Curriculum & Instruction in History/Social Science, we will focus on curriculum design. Using the tools and ideas from our prior work, you will create a cohesive unit of instruction that features thinking in discipline-specific ways while supporting students' literacy development. We will draw on the "backward mapping" model of Wiggins and McTighe to guide us through this process.

To support your growth as curriculum writers, we'll begin this quarter developing unit questions and enduring understandings that will unify your unit and help you make difficult decisions about what content to include. We'll then consider how assessments can further define your desired learning outcomes as well as help you scaffold student learning. We'll explore ways to promote the essential literacy of writing. We will also devote class time to teaching economics and government, as well as the use of media in the classroom. This course has been designed as a workshop, where you'll reflect on your work with peers as well as get feedback from us.

In order to ensure that we do not lose sight of the realities, challenges, and complexities of teaching historical thinking and reading in the classroom, we will ask you to present video clips of yourselves teaching. Beginning in Week 3, students will present 5-7 minute clips of their teaching that display challenges faced in teaching historical thinking. We will provide you with a specific protocol for this presentation. While we recognize that five to seven minutes is hardly sufficient to capture the multiple variables that affect classroom experiences, our goal is to share and reflect upon some of the realities we face in practice.

EXPECTATIONS

Class this quarter is structured around short homework assignments, all of which will be graded on a check/no check basis. Because we will workshop in class, it is extremely important that you complete the weekly homework assignments on time and bring them to class. These homework assignments are sequenced so that they lead to the final Unit Plan. Completing each one of these smaller assignments before class will make the final assignment seem much less ominous.

REQUIRED READING

You will be doing outside reading about the content of your unit and you need to allot time for that. Get started early. You will also need your copy of Wiggins and McTighe's *Understanding By Design*. We will post additional readings on Coursework.

ASSIGNMENTS

Weekly Homework: (25%) There will be eight weekly homework assignments, most of which contribute to the final unit plan you will submit. The homework will be evaluated on a check/no check basis and will contribute to your final grade using the following formula:

8 ✓'s	A	5 ✓'s	B-
7 ✓'s	A-	4 ✓'s	no credit
6 ✓'s	B		

*Late assignments will receive half checks.

Unit Plan (60%). See attached. Final binder is due **Tuesday, March 17, by 5:00**.

Video Presentation & Reflection (15%). In addition to selecting, showing, and discussing a video segment, you will write up a short 1- page reflection that answers the following questions: 1) What are you doing well? What needs improvement? 2) How does this clip relate to the development of historical thinking, reading or writing? This reflection is due in class on the day you present, and it will be graded CR/NC.

SCHEDULE OF CLASSES/READINGS**1. Class 1, Jan. 6: The Scope of a Unit and Unit Questions**

Read for today New Learning Book

Homework Due HW #1: Learning New Content

2. Class 2, Jan. 13: What Do We Want Students to Learn?

Read for today Grant Wiggins & Jay McTighe (2005). *Understanding by Design*. Chapters 1 & 3 (skip Ch. 2).

Sam Wineburg (2004, March). Crazy for History. *The Journal of American History*.

Homework Due HW #2: a) Unit Question and b) Annotated Bibliography

3. Class 3, Jan. 20: Historical Writing: Teaching Students to Write

Read for today Joel Sipress (2004). Why students don't get evidence and what we can do about it. *The History Teacher*. 37 (3).

Grant Wiggins & Jay McTighe (2005). *Understanding by Design*. Chapter 7.

William Lehning (1993). Writing about history and writing in "history." *The History Teacher*. 26 (3), 339-344.

Homework Due HW #3: Unit Rationale (specifically, the "enduring understanding" for your unit)

4. Class 4, Jan. 27: Evaluating Student Writing

Read for today Grant Wiggins & Jay McTighe (2005). *Understanding by Design*. Chapter 8.

Will Fitzhugh (2002). The state of the term paper. *Education Week*.

Homework Due HW #4: Writing Assessment with Scaffolding

5. Class 5, Feb. 3: Building a Calendar and Thinking about the Day-to-Day

Read for today Grant Wiggins & Jay McTighe (2005). *Understanding by Design*. Chapter 9.

Homework Due: HW #5: Rubric

6. Class 6, Feb. 10: Using Historical Movies in the Classroom

Read for today Peter Seixas (1994). Confronting the moral frames of popular film: Young people respond to historical revisionism. *American Journal of Education*, 102.

Homework Due HW #6: a) Calendar and b) Mini-Lesson Plan

7. Class 7, Feb. 17: Teaching Government

Read for today California Department of Education (2005). Grade 12: Principles of American democracy, from *History-Social Science Framework for California Public Schools*, pp. 158-168.
<http://www.cde.ca.gov/re/pn/fd/documents/hist-social-sci-frame.pdf>

Homework Due HW #7: Document sets with memo for detailed lesson plans

8. Class 8, Feb. 24: Economics Education

Read for today Maxwell, Bellisimo & Mergendoller (2001). Problem-based learning. *The Social Studies*.

9. Class 9, Mar. 3: Adapting Curriculum: SPICE

Read for today TBA

Homework Due: HW #8: *Rough Draft*, Whole Unit Plan

10. Class 10, Mar. 10: Unit Presentations

Read for today Sam Wineburg (2001). Models of Wisdom in the Teaching of History. *Historical Thinking and Other Unnatural Acts*. (Chapter 7).

Stan Pesick (1996). Writing history: Before and after portfolio. *The Quarterly*.

Final Unit Binder Due Tuesday, March 17 by 5:00 p.m.

HISTORY-SOCIAL STUDIES C&I WINTER QUARTER, 2009

Video Presentation Assignment and Protocol

In order to ensure that we do not lose sight of the realities, challenges, and complexities of teaching historical thinking and reading in the classroom, we are asking you to present video clips of yourselves teaching. Each week, two or three students will present 5-7 minute clips of their teaching – either lecturing, leading a discussion, or modeling - that display challenges they faced in teaching historical thinking. Our goal is to share and reflect upon some of the realities we face in practice. *Please send us the video clip at least two days before you present. This will prevent any technical glitches.*

Guidelines for choosing a clip:

- We are not looking for the perfect clip. This is intended to be a constructive session where, as peers, we can offer useful feedback.
- We are looking for examples of teaching history, and ideally, historical thinking

Outline/Protocol for Presentations

Note: Each presentation will be no longer than 15 minutes. Due to time constraints, we will be extremely vigilant about keeping time.

Step 1: Brief introduction of clip. (2 minutes maximum)

Please limit this to:

- grade level
- unit topic
- 1-2 sentences describing what students are doing in the clip
 - resist the urge to tell us all about the year's curriculum, the difficult students, the temperature of the classroom, and the morning assembly.
- Focus question for the class: Formulate a single question that directs our attention to one specific element of the clip. (e.g., What worked/didn't work about my opening question? Why did the discussion fall flat? How could I modify this activity to facilitate historical thinking? Have I missed opportunities for seeing student thinking?)
 - do not formulate a question that only addresses classroom management
 - do not wait until your presentation to formulate your question; *think about your question ahead of time.*

Step 2: Present clip. (5 minutes maximum. Feel free to present a shorter clip.)

Step 3: Warm/cool feedback in response to focus question. (7 minutes maximum)

Step 4: Presenter response (1 minute)

Do not forget to submit your 1-page reflection paper on the day of your presentation.

HISTORY-SOCIAL STUDIES C&I WINTER QUARTER, 2009

Unit Plan Assignment

The main assignment for Winter Quarter is the preparation of a *Unit Plan*. In this assignment, you synthesize what you have learned in C&I and elsewhere in STEP by preparing two to three weeks of instruction (10 to 15 fifty-minute class sessions; fewer if you are planning for a blocked schedule). We hope that you will be able to teach these units and videotape them as the basis for your Teaching Event; thus, choose topics that you will likely teach in March or early April.¹ Even if you choose not to use this unit for your Teaching Event, it is difficult to plan for “students” in the abstract; therefore, we suggest that you plan this unit for the specific class--and a specific group of students--that you are currently teaching.

The purpose of this assignment is to bring together answers to the “big questions” we’ve addressed during our time together. Some of these questions concern the discipline of history:

- How is historical knowledge made and who gets to make it?
- Where does information in textbooks come from and how do we evaluate its reliability?
- How is every interpretation reflective of its origin, time, and author?
- What is “critical reading” in history and social science?

Other questions concern the actual teaching of historical thinking:

- How can we engage young people in historical questions that lie at the heart of the discipline?
- How can you identify and assess students thinking and understanding?
- How can you scaffold students’ work to build sophisticated reading and thinking?
- How can you teach students to use evidence in formulating historical arguments?

Such teaching has the potential to transform students from passive recipients of pre-packaged information to engaged and active citizens.

A unit plan organizes and connects instruction between individual class sessions into a coherent framework. To help us create powerful and coherent curricula, we will rely upon the “backward mapping” approach of Wiggins and McTighe: We start with a historical question and an enduring understanding that we want students to learn; we then design our assessment, so that we never lose focus of the learning goals and the skills which students will need to demonstrate understanding at the end of the unit; finally, we design all instruction to help students develop their enduring understanding.

The final Unit Plan Binder should include the following entries; please note that you will produce drafts of many of these entries as weekly homework assignments throughout the quarter:

¹ You’ll want to consult with your CT on this; remember that units can take longer than planned, and you will absolutely need to have your teaching videotaped in time to do extended analysis, write up results, and share them in May.

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| 1. Table of Contents | 1 page, single spaced |
| 2. Rationale | 2 pages, single spaced |
| 3. New Learning | 1 page |
| 4. Annotated Bibliography | 2-3 pages |
| 5. Calendar | 2 pages |
| 6. 1 Opening Up Textbook Lesson | 2-3 pages, single spaced & any documents, etc. that are the focus of the lesson |
| 7. 1 Inquiry OR SAC or Socratic | 2-3 pages, single spaced & as many pages as needed for supporting documents, worksheets, handouts, etc. For video and/or music, provide bibliographic info. and description sufficient for us to understand your lesson. |

NOTE: For the OUT, Inquiry, and SAC, please refer to the templates that you received for these lessons. You do not have to write an elaborate rationale for these lessons. A short justification for their inclusion in the unit will suffice.

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| 8. 2 Mini-Lessons | 1-2 pages each, excluding documents |
| 9. Performance Assessment | 5-6 pages, including rationale, prompt, scaffolds, and rubric |
| 10. Reflective Letter | 2 pages |

1. **Rationale.**

The Rationale explains the purpose and vision of your unit of instruction. Why should this unit occupy curricular time? Does this unit address questions that lie at the heart of the discipline? How does this unit develop students' historical reading and thinking skills? A strong Rationale should also include:

- An overview of your goals as a teacher as informed by class readings.
- A discussion of the beliefs and misconceptions that students might bring to the subject matter.
- A discussion of how your unit will help students of multiple skill levels to understand how new historical knowledge is made and justified.
- Unit Question
- Enduring Understanding
- Learning Targets (link the unit to the California History-Social Science Content and Analysis Skills Standards)

2. **New Learning [content].** We invariably end up teaching things we have not studied (or not studied in detail). Being a teacher means modeling lifelong learning. Once you have decided on a topic, you should identify a scholarly book or monograph on the topic that you will use to increase your content knowledge. Discuss your thoughts about the book,

how it influenced your thinking about the topic, and its usefulness for teaching in a 1-2 page write-up.

3. **Annotated Bibliography.** Provide a bibliography of all the works you consulted as you planned and executed this assignment. Write annotations for 10 works that include the following: topic/focus of resource; type of resource (e.g. film, website, monograph, primary document collection, etc.); what you learned from this resource; how this resource could be useful. Your list of 10 annotated works should include a minimum of 3 web sites and 1 film that you might use to teach your topic.
4. **Calendar.** The calendar should list the goals you have for each day, the corresponding content you will teach on each day, and the kind of activities you see yourself using. The calendar should demonstrate an understanding of a range of classroom activities as well as an understanding of how to sequence and scaffold them. At a minimum, your calendar must include the topic, the content and skill goals for each day, instructional activities, resources, and due dates for all student assignments.

5. Lesson Plans

A. Design one (1) Opening Up the Textbook Lesson.

- historical question that will guide the lesson
- goals for student learning
- sequence of activities (including timing)
- how you will “see” student thinking
- a copy of the textbook selection (no more than two pages)
- supplementary materials (e.g., primary sources, other textbook selections, secondary sources, or handouts)

B. Design one (1) of the following: **Inquiry OR Socratic OR SAC**²

Consult guidelines from Fall Quarter. You can abbreviate the Rationale section so that it simply addresses learning goals and the historical question. Include handouts you will use to help students comprehend and use such sources.

C. Two (2) mini-lessons

1. Teaching a Skill: Sourcing or Context. This mini-lesson builds off the cognitive modeling lesson that you created Fall Quarter. However, this entire mini-lesson revolves around ONE (1) document.

- Choose ONE document
- Choose a historical reading skill: sourcing or context
- Design a lesson based upon the guidelines from the Teaching a Skill Lesson in the fall. You can use the entire cognitive modeling template, or you can radically adapt it to your needs (i.e., put students in groups and give them sourcing questions; have groups students design their own sourcing questions for the document)

2. Your Choice Mini-Lesson. Choose one kind of lesson structure to address the goals you have laid out on a specific day. You may choose

² The Inquiry and SAC can extend across one to three days of instruction. If you want to plan for something more extensive please clear it with us first. The Socratic Seminar goes across one to two days, typically.

from the following— document analysis, discussion, lecture, jigsaw—or create your own activity structure. This will be a brief write-up that focuses on the connections between goals and activities in the day-to-day work of teaching.

Note: As part of one lesson plan (mini or detailed), you should use one of the following:

- i. Five minutes or less of video (movie, documentary, etc.)
 - ii. Non-textual document [photograph, artwork, numerical or tabular display of information, cartoon, physical artifact, etc.]
6. **Performance Assessment.** We will focus in class on developing a culminating writing assignment that requires students to engage with original evidence (e.g., textual, visual, statistical). You will construct the assessment, determine what students will need to know and be able to do to complete the assessment, explain how your learning activities prepare students for the assignment (i.e., scaffolds), and create a rubric for evaluating it.
7. **Self-assessment.** Address what you learned about unit planning through the course of this assignment. In this assessment you might comment on your own learning process, lessons that you've learned, persistent puzzles, and potential areas for growth.

Here are the approximate page lengths of each entry. The Unit Plan Binder is due in the STEP office on **Tuesday, March 17, by 5:00 p.m.**

Please note that we would like to collect your unit on CD so that we can burn a collective disc.

Rubric for Curriculum Unit

Below are the four criteria which will be used to evaluate your units.

<i>CRITERIA</i>	ACCOMPLISHED PERFORMANCE
<u>Scaffolding</u>	<p><i>Scaffolding takes into account where the teacher's students are in their development and helps students reach a new level of skill and understanding.</i> For example,</p> <ul style="list-style-type: none"> • Documents are adapted to the literacy levels of your students. • Scaffolding helps students understand and organize the content. • Learning activities and assignments give students opportunities to develop skills needed to complete the final assignment and develop historical reading strategies.
<u>Inquiry</u>	<p><i>The pedagogical choices in the unit reflect the nature of the discipline.</i> For example,</p> <ul style="list-style-type: none"> • The unit demonstrates an understanding of how knowledge is created in history (i.e., the questioning, analysis and hypothesizing about evidence, and making claims based on evidence). • Ways of reading that support the inquiry are aligned with the discipline. For example, subtext, sourcing, contextualization or corroboration are highlighted and taught to students. <p>Ways of thinking that support the inquiry are aligned with the discipline. For example, issues of context, perspective, evidence, multiple causality, interpretation, or story (i.e., narrative) are highlighted and taught to students.</p>
<u>Content</u>	<p><i>Choices accurately represent the topic and take into account current thinking about this topic.</i> For example,</p> <ul style="list-style-type: none"> • The unit identifies major themes related to the topic and uses specific factual knowledge and artifacts to ground those themes. • The unit incorporates a range of sources that could include primary sources, secondary sources, film, photographs, music, and/or art. • The questions and document selection allow for multiple interpretations.
<u>Alignment</u>	<p><i>Maintains a logical ordering of activities and consistent focus on the unit question, enduring understanding and final assessment.</i> For example,</p> <ul style="list-style-type: none"> • There are explicit connections between day-to-day activities and assignments, and the unit question and enduring understanding. • Activities and assignments are progressively ordered so that students can build knowledge and skills in a cumulative way.

Yes/No Writing style and mechanics clear and correct.

Yes/No All required pieces are included and clearly organized, including the following: rationale, new learning, annotated bibliography, calendar, 1 mini-lesson (with supporting document), 2 detailed lessons (with supporting documents/worksheets/handouts), performance assessment (including scaffolds, essay question, rubric), and reflective letter.