

History 5340-01  
Syllabus/Course Requirements

Fall 2017  
George Henry, Jr.

CUC 210  
Tuesday: 7:15pm-10:15pm

Required Texts:

NCSS Bulletin 113. Social Studies for the Next Generation. Purposes, Practices, and Implications of the College, Career, and Civil Life (C3) Framework for Social Studies and State Standards.

<http://www.socialstudies.org/system/files/c3/C3-Framework-for-Social-Studies.pdf>

Percoco, James A. *A Passion for the Past: The Creative Teaching of United States History*  
Heinemann Press, Portsmouth, N.H., 1998. ISBN: 978032500619

Salt Lake City School District Social Studies Consensus Maps (Utah Studies, US History I, US History II, World Civilizations)

\*These can be found online by searching for them by title, e.g. "US History I consensus map Salt Lake City Schools"

Utah Effective Teaching Standards. [www.schools.utah.gov](http://www.schools.utah.gov)

Utah State Core Standards for Social Studies. [www.schools.utah.gov](http://www.schools.utah.gov)

Zevin, Jack. *Social Studies for the Twenty-First Century. Methods and Materials for Teaching Middle and Secondary Schools*. 4<sup>th</sup> edition. Routledge Taylor and Francis Group, New York. ISBN: 9780415749794.

Schedule of Class Meetings

| <b>Date</b> | <b>Topic/ Required Readings</b>  |
|-------------|--|
| August 22   | Introduction to History 5340<br>Syllabus/Expectations<br><br>Reading Assignments for August 29:<br>Zevin: Chapters 1-2   |
| August 29   | Teaching History in the Secondary School<br>The Teaching of History: Rationale<br>The Nature of the Discipline<br>Reflective Assessment Due<br><br>Reading Assignments for September 5:<br>Zevin: Chapters 3-4 |



|             |   |
|-------------|---|
| October 24  | <p>Assessment and Evaluation. Authentic Assessment using the Core Standards<br/>         Creating and Using Rubrics to improve instruction<br/>         Testing, Pre and Post<br/>         Formative and Summative Assessments</p> <p style="text-align: center;">Reading Assignments for October 31<br/>         Zevin: Chapters 13-14</p>   |
| October 31  | <p>Teaching with Technology</p> <p>Stanford History Education Group/Beyond the Bubble<br/>         Digital Learning Experiences</p> <p style="text-align: center;">Reading Assignments for Nov 7<br/>         Percoco: <i>A Passion for the Past</i></p>  |
| November 7  | <p>Creating Challenging Learning Environments<br/>         Moving Beyond Lecture/Discussion<br/>         Assignments that Challenge Student Concepts of Learning<br/>         Investigative Strategies for Learning History<br/>         Book Review: Oral Presentations</p> <p style="text-align: center;">Reading Assignments for Nov 14<br/>         Phi Delta Kappan April 2014:<br/>         “Preparing to teach culturally diverse classrooms.”<br/>         “Meeting the challenge of income inequality”<br/>         Phi Delta Kappan: March 2013:<br/>         “Hispanics and Education”</p> |
| November 14 | <p>Ethnic and Cultural Diversity in the History Classroom<br/>         Excellence and Equity Inseparable Concepts<br/>         Multicultural Education and School Reform<br/>         Race, Class and Gender in History Education</p>   |
| November 21 | <p>No Class Meeting: Observations/ Teaching</p>   |
| November 28 | <p>Classroom Management</p>   |
| December 5  | <p>Unit Design/Lesson Design Due</p>  |

## **History 5340 Course Requirements**

### **Expected Learning Outcomes / Goals:**

History courses emphasize written and oral skills, analysis, and critical thinking, and the ability to assess conflicting interpretations. These skills prepare students for the responsibilities of citizenship and cultivate an awareness of the complexities of life. History provides **valuable preparation for careers** in university and college teaching and research, primary and secondary education, law, government, public service, journalism, libraries and museums, international business, and medicine. History 5340 students will demonstrate the ability to plan, organize, and teach History in the secondary schools of the State of Utah.

### **Reflective Assessment:**

In a narrative response answer and elaborate on the following questions and prompts:

1. What are the characteristics of an outstanding history teacher?
2. Explain why you have chosen to become a history teacher.
3. How do you believe that a teacher acquires the characteristics of an outstanding teacher?
4. Identify and explain the challenges that you believe pose the greatest obstacles to your success as a teacher.

Due : **August 29**

### **Book Review:**

Read James Percoco's *A Passion for the Past*, or any comparable book on history teaching methods. Refer to Suggested Reading List below for other options. Write a comprehensive review of the book and present an oral presentation of your findings in class on **November 7**.

### **Unit Design/Lesson Plans**

Each student is asked to prepare a teaching unit on a subject of their choice, either focused on World History, or United States History. The teaching unit must include both a unit design over, and specific lesson plans for a 10 day unit of study. Final project is Due on December 5, 2018. Separate more detailed instructions will be provided.

### **Grading Policies:**

**All students are expected to attend class every week.** Final grades are based on the following:

- Class Participation 40% (Includes oral presentations)
- Unit Design and 10-day lesson plans 40%
- Book Review, Reflective Assessment 20%

**Late papers are not accepted.**

### **Office Hours:**

My office is located at East High School (840 South 13<sup>th</sup> East), room B414. Please call me at 801-824-7574 or 801-583-1661 x2414 to make an appointment. I will provide a calendar / schedule of my availability to meet with you. I will be available generally on Tuesday afternoons.

### **Student with Disabilities:**

The Americans with Disabilities Act requires that all reasonable accommodations be provided for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. Please contact the instructor at the beginning of the semester to discuss such accommodations for this course.

### **Supplemental Reading:**

Cabrera, Derek and Colosi, Laura. *Thinking at Every Desk. Four Simple Skills to Transform your Classroom.* W.W. Norton, New York: 2012.

Emdin, Christopher. *For White Folk Who Teach in the hood and the Rest of Y'all Too. Reality Pedagogy and Urban Education.* Beacon Press Books, Boston: 2016.

Jacobs, Heidi Hayes. *Mapping the Big Picture. Integrating Curriculum and Assessment K-12.* ASCD, Alexandria, VA. 1997.

O'Malley, J. Michael, Pierce, Lorrain Valdez. *Authentic Assessment for English Language Learners.* Addison Wesley, 1996.

Rollins, Quinn. *Play like a pirate: Engaging students with toys, games, and comics.* Dave Burgess Consulting, San Diego: 2016.

Samuels, Dena. *The Culturally Inclusive Educator.* Teachers College Press, New York: 2014.

Singleton, Glenn E., Linton Curtis. *Courageous Conversations about Race.* Corwin Press, Thousand Oaks, CA., 2006.

Smith, Neil. *The History Teacher's Handbook.* Continuum International Publishing Group, New York: 2010. Companion Website: [education.smith.continuumbooks.com](http://education.smith.continuumbooks.com)

WIDA English Proficiency Standards and Resource Guide. Pre Kindergarten through 12<sup>th</sup> Grade. Board of Regents University of Wisconsin System, 2009.

Wiggins, Grant. McTighe, Jay. *Understanding by Design.* Pearson, Merrill, Prentice Hall Education Products. Saddle Hill New Jersey, 2006.

Wineburg, Sam, et al. *Reading like a historian. Teaching literacy in middle and high school classrooms.* Teacher Press: 2013. ISBN:978-0-8077-5403-0

Wormeli, Rick. *Fair Isn't Always Equal. Assessing and Grading in the Differentiated Classroom*. Stenhouse Publishers, Portland Maine, 2006.

**Suggested Resources:**

The Gilder Lehrman Institute of American History

<https://www.gilderlehrman.org/>

Stanford History Education Group

<https://sheg.stanford.edu/>

Digital History (University of Houston)

<http://www.digitalhistory.uh.edu/>

C3 Teachers: College, Career, and Civic Life

<http://www.c3teachers.org/>

Library of Congress

<https://www.loc.gov/>

<http://www.loc.gov/teachers/> (teaching resources)

National Archives: Teachers' Resources

<https://www.archives.gov/education/>

TeachingHistory.org: National History Education Clearinghouse

<http://teachinghistory.org/>