

History 5340-01  
Syllabus/Course Requirements

Fall 2015  
George Henry, Jr.

OSH 132  
Tuesday: 7:15

Required Texts:

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

Zevin, Jack. *Social Studies for the Twenty-First Century. Methods and Materials for Teaching Middle and Secondary Schools*. 3<sup>rd</sup> edition. Lawrence Erlbaum, 2007. ISBN 978-0-8058-5558-6.  
(E-Book: 1-4106-1584-8-1-4106-1584-7)

<b>Class Meeting</b>	<b>Topic/Required Readings</b>
August 25	Introduction to History 5340 Syllabus/Expectations  Reading assignments for September 1: Zevin Chapters 1-2
September 1	Teaching History in the Secondary School The Teaching of History: Rationale The Nature of the Discipline  Reading Assignments for September 8: Zevin: Chapters 3-4 Utah Core State Standards for English Language Arts And Literacy in History and Social Studies...6-12
September 8	The History Curriculum and the Secondary School  Reading Assignments for September 15: Utah State Core Social Studies Framework Salt Lake City School District Social Studies Consensus Map
September 15	Utah Core Standards for history/Effective Teaching Articulating the Process Skills/Didactic, Reflective, Affective

Reading Assignments for September 22:  
Zevin Chapters 5-6

September 22      Thinking Skills and the Teaching of History  
                            The Four Historical Thinking Skills:  
                            -Chronological Reasoning  
                            -Comparison and Contextualization  
                            -Crafting Historical Arguments from Historical Evidence  
                            -Historical Interpretation and Synthesis

Reading Assignment for September 29:  
Zevin: Chapters 9-10

September 29      Unit Planning: The Big Picture  
                            Using Historical Sources: Primary and Secondary  
                            Helping Students understand how Historians work  
                            Doing rather than learning History

Reading Assignments for October 6  
Zevin Chapter 7

October 6            Unit Planning-in Depth/Preparing your Semester Project  
                            Interactive Learning Content  
                            Processing Historical Evidence

Reading Assignment for October 20  
Zevin: Chapters 13-15

October 13            Fall Break-No class

October 20            Creating Interactive Teaching Units/Differentiated Instruction  
                            Practicing Inclusion/Diverse Learners/Students with special needs  
                            Teaching English Language Learners  
                            Reading, Writing, Speaking, Listening

Reading Assignment for October 27  
Zevin Chapters 8-10  
Utah Effective Teaching Standards

October 27            Planning Instruction for Evaluation and Assessment  
                            Preparing Students authentic assessment and Evaluation  
                            Authentic Assessment using Student Learning Outcomes

Reading Assignment for November 3:  
Zevin Chapters 14-15

- November 3 Teaching with Technology  
Digital Learning Experiences  
Stanford History Education Group
- Reading Assignment for November 10  
*Percoco: A Passion for the Past*
- November 10 Creating Challenging Learning Environments  
Moving beyond Lecture/Discussion  
Assignments that challenge Student Concepts of Learning  
Hand drawn Sketch Video
- Reading Assignments for November 17  
Phi Delta Kappan: April 2014:  
“Preparing to teach in culturally Diverse Classrooms  
“Meeting the Challenge of Income Inequality”  
Phi Delta Kappan: March 2013:  
“Hispanics and Education”
- November 17 Ethnic and Cultural Diversity in the History Classroom  
Excellence and Equity  
Multicultural Education and School Reform  
Race, Class and Gender in History Education
- November 26 No class (Teaching and Observations)
- December 1 Classroom Management  
Extended Teacher Roles
- December 8 History Teaching from the Students Point of view  
Unit/Lesson Design Project Due

## 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 in the State of Utah.

### Autobiography:

Please prepare an autobiography detailing how and why you have decided to become a history teacher. Identify the key influences in your life that have led you to this decision. In addition, focus on what you believe that history majors should learn, and know as a part of this process, and what you believe that you should be able to do upon completion of your degree. The autobiography is due: **September 1, 2015.**

### Book Review:

Read James Percoco's *A Passion for the Past*. Complete a review of the book. Separate instructions will be provided. **Due: November 17**

### Lesson Plan/Presentation

Each student will prepare a "mini" lesson on a topic of your choosing. Your lessons will be presented to the students in the 5340 class beginning November 3. (Separate instructions will be provided.)

### Classroom Observation/ Teaching

During this semester you are required to observe a practicing history teacher of your choice. You *may* choose one of three history teachers at East High School: Andrew Platt, Samantha Kolesky, Calvin Boehm, or Cheryl Sneddon at Hillcrest High. In addition, you are required to teach one lesson in a classroom of your choice based on your lesson design topic, and availability. You are free to choose another teacher with whom you wish to work. You must prepare a written report of your observation—due not later than **December 8**. You will need to consult with one of the teachers about the lesson you teach. Specific scheduling is required. Teaching of your lesson must occur before **December 1**.

### Unit Plan:

You are to create a 5 day (90 minutes each day) unit of study with specific, daily lesson plans, created in accordance with the template I will provide. Your unit plan may be on a topic of your choosing from the Utah State Core Social Studies Curriculum either in World Civilization, I or II, United States History I, or II, Utah Studies or United States Government in consultation with the instructor. Your lessons should include computer interactive lessons for students to conduct internet research and lessons designed to promote computer literacy. Specific instructions for this assignment will be given during the course of the semester. The first draft of

your unit plan is due: **November 3**. The final draft is due: **December 1**. Both the first and final drafts of your unit plan will be submitted on a flash drive.

**Grading Policies:**

**All students are expected to attend class every week.** Final grades are based on the following: Class Participation 25% Observations/teaching, and autobiography, 25%. Unit Design, 50%.

**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 x 2414 to make an appointment. I will provide a calendar/schedule of my availability to meet with you. I will be available on campus generally on Tuesday afternoons. Place and times will be announced.

**Students 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 Texts:

Duthie, James A., *A Handbook for History Teachers*. University Press of American, Lanham Maryland. 2012. ISBN:978-0-7618-5990-1

Mandell, Nikki, Malone, Bobbie. *Thinking Like a Historian: Rethinking History Instruction*. Wisconsin Historical Society Press. Wisconsin, USA, 2007. ISBN: 978-0-87020-438-8

Wineburg Sam, etal. *Reading Like an Historian. Teaching Literacy in Middle and High School Classrooms*. Teachers Press, 2013. ISBN:978-0-8077-5403-0

\*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.

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

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

\*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 <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.

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