

George Mason University
College of Education and Human Development
Division of Elementary, Literacy, and Secondary Education

EDPD400.637 Using the Social Studies Content to Teach Historical Thinking

4:30-7:30 Mondays at Hylton High School, RoomE 138

Instructor:

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SCHEDULE INFORMATION:

Location: Hylton High School, 14051 Spriggs Rd. Woodbridge, VA 22193

Meeting times: Mondays; 4:30-7:30
September 30, 2013-January 21, 2014

COURSE DESCRIPTION:

This course will provide a theoretical and practical overview of the teaching of historical thinking skills. It introduces historical thinking and inquiry into SOL related content standards, covering United States and World history, as well as current issues, and best practices in how to engage students in the content. We will use practical, interactive exercises to develop skills in the instructional process and developmental approach to how to scaffold skill development by creating units and lessons designed to build students ability to use source documents and images as evidence to answer and support central historical questions.

LEARNER OUTCOMES:

This course is designed to enable students to:

1. Learn and understand how to implement the use of historical thinking skills in their classroom.
2. Create and develop unit and lesson plans that incorporate use of historical thinking and require performance task assessments.
3. Create documents-based lessons focused on specific selected content that engage students in historical thinking and discussion.

PROFESSIONAL STANDARDS:

Virginia Standards for the Professional Practice of Teachers
(Teachers of History & Social Science)

Standard One: Professional Knowledge

Teachers of history and social science demonstrate an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

Standard Two: Instructional Planning Teachers of history and social science plan using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

Standard Three: Instructional Delivery

Teachers of history and social science effectively engage students in learning by using a variety of instructional strategies in order to meet individual learning needs.

Standard Four: Assessment of and for Student Learning

Teachers of history and social science systematically gather, analyze, and use all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

Standard Five: Learning Environment

Teachers of history and social science use resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Standard Six: Professionalism

Teachers of history and social science maintain a commitment to professional ethics, communicate effectively, take responsibility for and participate in professional growth that results in enhanced student learning.

REQUIRED TEXT:

Wineburg, Sam., Martin, Daisy., & Monte-Sano, Chancey. (2011). *Reading Like a Historian*. New York & London: Teachers College Press.

Seixas, Peter., & Morton, Tom. (2013). *The Big Six: Historical Thinking Concepts*. Toronto: Nelson Education Ltd.

COURSE ASSIGNMENTS AND EXAMINATIONS:

1. Assignments: Students will be assigned weekly readings from the required text and professional journal articles; two short (3 –4 pgs) written papers describing the historiography of selected historical topics; creation and implementation of one lesson plan, development of a unit plan of study based on the course the student is currently teaching
2. Weight of each assignment: Unit plan 30 points, Lesson plan 15 points, Historiography papers (10 points each); discussions based on assigned course readings and completion of session assignments 35 points.
3. Grading Policy:
A+= 100 points
A = 95-99 points
A- = 90-94 points
B+ "" 87-89 points
B = 83-86 points
B- = 80-82 points
C = 75-79 points
F = below 75 points
4. Students are expected to participate actively in class discussions and in serving as critical friends to other students. Attendance is expected for all classes. If you must be absent, please notify me by e-mail or telephone. More than one absence will result in a reduction in participation points. Arriving at class late or leaving from class early may result in the loss of points. There will be numerous opportunities for students to demonstrate initiative during the course. Some examples include: Volunteering to lead small group class time activities; Reporting out small group findings to the entire class; verbally challenging others' assumptions during class discussions; specifically citing and using previously learned materials; and Initiating discussion and student-to-student interaction.

GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oaj.gmu.edu/honor-code>).
- b. Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (See <http://caps.gmu.edu/>).
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester (See <http://ods.gmu.edu/>).
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (See <http://writingcenter.gmu.edu/>).

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research “based practice, and social justice. Students are expected to adhere to these principles: cehd.gmu.edu.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website <http://gse.gmu.edu/>.

Nature of Delivery:

Class sessions will consist of brief lectures, discussions, and role playing. We will utilize several videos for training/development as we observe classroom teachers at work. Students will benefit from and contribute to the learning experience to the extent that they are prepared and ready to participate in each class meeting.

Session	Topic:	Preparation for Class
1-9/30	<p>Topic: What is Historical Thinking?</p> <ul style="list-style-type: none"> ● Introduction & Class Description/ Expectations ● What is "Historical Thinking"? ● What is quality instruction? ● View "Overview of Historical Thinking" video ● Class discussion on historical thinking 	<p><u>Read:</u> Wineburg et. al. Introduction and Ch.1</p>
-10/7	<p>Topic: What skills should I focus on?</p> <ul style="list-style-type: none"> ● Literacy skills ● Sourcing ● Corroboration ● View video of teachers using historical thinking skills in the classroom ● Work in small groups to develop elements of a quality lesson that engages students with historical thinking skills ● Groups will share out ideas from Wineburg lessons 	<p><u>Read:</u> Wineburg et. al. Ch.2-3</p>
3-10/14	<p>Topic: What are the elements of a Documents-Based Lesson?</p> <ul style="list-style-type: none"> ● learning Theory ● Central historical question ● Supporting documents ● Class Discussion ● View teachers delivering a Documents-Based Lesson 	<p><u>Read:</u> Reisman. (2011)</p>

4-10/21	<p>Topic: How do I find the best source material?</p> <ul style="list-style-type: none"> ● Review of how to establish criteria for sources ● Model use of sources ● Groups will share out ideas from Wineburg lessons ● Lesson planning teams work time ● Selection of historiography topics ● Observations-Discuss protocol for upcoming 	Read: Wineburg et.al. Ch.4- 6
5-10/28	<p>Topic: Observation work session</p> <ul style="list-style-type: none"> ● Examining the purposes of data collection {qualitative & quantitative} ● Analysis and Interpretation ● Building theories about instruction ● Coaching skills 	Lesson Plan due
6-11/4	<p>Topic:What Is historiography and how do I use it in my Flassroom?</p> <ul style="list-style-type: none"> ● The need for historiography to be taught to our students ● Discussion on eras and how to engage students in the historiography of historical topics ● Groups will share out ideas from Wineburg lessons 	Read: Wineburg et.al. Ch.7-8
7-11/12	<p>Topic:What are HistoricalAssessments of Thinking?</p> <ul style="list-style-type: none"> ● What are HATs ● Modeluse of HATs in the classroom ● Groups will create HATs 	Read:Wineburg & Breakstone (2012)
8-11/18	<p>Topic:What are the Big Six?</p> <ul style="list-style-type: none"> ● Introduction to Big Six ● Class discussion on use of Big Six ● How might we engage students in these concepts 	<p><u>Historiography Paper 1</u> due</p> <p>Read: Seixas & Morton. Introduction</p>
9-11/25	<p>Topic:What makes a historical event, person, or Development significant?</p> <ul style="list-style-type: none"> ● Discussion on historical significance ● Complete Historical Significance guide on selected topic ● Complete Teaching Guidepost activity 	Read:Seixas & Morton. Ch.I

10-12/2	<p>Topic:How do I engage my students in Historical Evidence?</p> <ul style="list-style-type: none"> ● Use of evidence to guide lessons ● Discussion on source material and what is evidence ● Role-play selected scenarios to model student activity ● Complete Teaching Guidepost activity ● How might we use this in the classroom? 	Read: Sexias & Morton. Ch.2
11-12/9	<p>Topic:What is Continuity & Change look like in the classroom setting?</p> <ul style="list-style-type: none"> ● Teaching Continuity and Change ● Discussion on student engagement ● Complete Teaching Guidepost activity ● How might we use this in the classroom? ● Begin group work on Unit Plan 	<p>HistoriograQhII PaRer 2 due</p> <p>Read: Sexias & Morton. Ch. 3</p>
12-12/16	<p>Topic: How do I teach cause and Consequence to my students?</p> <ul style="list-style-type: none"> ● Using Cause and Consequence to teach history ● What are we currently doing in the classroom? ● Role-play selected scenarios to model student activity ● Complete Teaching Guidepost activity ● How might we use this in the classroom? ● Unit Plan work groups time 	Read: Sexias & Morton. Ch. 4
13-1/6	<p>Topic:What is Historical Perspective and how can I get my students to understand it?</p> <ul style="list-style-type: none"> ● Many different stories ● Discuss bias and need for more perspectives ● Complete Teaching Guidepost activity ● How might we use this in the classroom ● Unit Plan work groups time 	Read: Sexias & Morton. Ch.5

14-1/13	<p>Topic: What is Ethical Dimension in the study of history?</p> <ul style="list-style-type: none"> ● Why is it important that we talk about the ethical dimensions of history? ● Discussion on when this is appropriate ● Review of the Big Six ● lesson ideas roundtable ● Peer review of Unit plans 	Read: Seixas & Morton. Ch.6
15-1/21	<p>Topic: Where do I start?</p> <ul style="list-style-type: none"> ● Best practice in the use of historical thinking ● Listen to veteran teachers discuss the use of these skills in their classrooms 	Unit Plan is due