San José State University
Department of Sociology and Interdisciplinary Social Sciences
SOCS/ANTH/GEOG/HIST 138
The United States in Historical and Social Scientific Perspectives
Spring 2016

Instructor: Wendy Thowdis
Office Location: DMH Room 239
Telephone: (315) 345-6359
Email: wendy.thowdis@sjsu.edu

Office Hours: Wednesdays 4:30 pm-5:45 pm or by appointment
Class Days/Time: Wednesdays 6:00 pm 8:45 pm
Classroom: DMH Room 227

Prerequisites: Completion of core GE, satisfaction of Writing Skills Test and upper division standing. For students who begin continuous enrollment at a CCC or a CSU in Fall 2005 or later, completion of, or co-requisite in a 100W course is required.

GE/SJSU Studies Category: Area S: Self, Society & Equality

Faculty Web Page and MYJSU Messaging
Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through MySJSU to learn of any updates.

Course Description
This course will examine the development of the United States up to the 21st century through the combined lenses of history and other social science disciplines. Students will be taught how to think historically by taking on the role of “historian” to assess evidence and apply that information to the development of responses to deep historical questions. Instructional techniques will be explored and sampled with the focus being on how to teach historical thinking skills to others. This course will combine lecture, cooperative group work, and class discussion. Active participation is expected on a regular basis.

Learning Outcomes and Course Goals
Program Learning Outcomes (PLOs) Social Science, Teacher Preparation (Single/Multiple Subject)
PLO 1. The major will provide students with the opportunity to learn and apply significant ideas, structures, methods, theories and core concepts in the specified disciplines that underlie the K-12 curriculum.
PLO 2. The major will prepare prospective teachers to analyze complex discipline-based issues; synthesize information from multiple sources and perspectives; communicate skillfully in oral and written forms and use appropriate technologies.
PLO 3. The essential understanding, knowledge and appreciation of diverse perspectives and contributions by and about diverse groups is included in the required courses.
PLO 4. The SSTP major provides prospective teachers with planned, structured field experiences in classrooms; the field experiences are linked to coursework and give breadth of experience with diverse populations.

GE Learning Outcomes (GELOs) for SJSU Studies Area S: SOCS 138 fulfills requirements for SJSU Studies Area S: Self, Society & Equality in the U.S.
Upon successful completion of this course:
GELO 1: Students will be able to describe how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality.
GELO 2: Students will be able to describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.
GELO 3: Students will be able to describe social actions that have led to greater equality and social justice in the U.S. (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age)
GELO 4: Students will be able to recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.

Course Learning Outcomes (CLOs) for SOCS/HIST/ANTH/GEOG 138:
CLO 1: Students will be able to create lesson plans to teach historical thinking skills as a way to unpack and rediscover the lessons of history. A variety of models will be shared, including, Historical Thinking Matters (Sam Wineburg), as a way to teach students how to “do” history by developing historical habits of mind. The California Common Core State Standards and the History/Social Science Framework Standards will be used as guidelines for the creation of lesson plans for 5th, 8th, and 11th grade students.
CLO 2: Students will create formative and summative assessments with a focus on writing in the content area. Course materials will provide models for how to teach students to read, write, and think critically about history. Assignments will help students develop their own writing skills so that they can create assessments and rubrics for their future students.

Required Text

Required Readings
Wineburg, Sam. “Historical Thinking: Memorizing Facts and Stuff” (Library of Congress: Teaching with Primary Sources Quarterly) http://www.loc.gov/teachers/tps/quarterly/historical_thinking/article.html


Websites for Assignments
Reading Like a Historian http://sheg.stanford.edu/rlh
Sam Wineburg and his colleagues at Stanford offer curriculum ideas on this website to engage students in historical inquiry. Each lesson revolves around a central historical question and features sets of primary documents designed for groups of students with diverse reading skills and abilities.

Beyond the Bubble https://beyondthebubble.stanford.edu/
This Stanford website presents a new generation of history assessments

Historical Thinking Matters http://historicalthinkingmatters.org/
This is a website focused on key topics in U.S. history that is designed to teach students how to critically read primary sources and how to critique and construct historical narratives.

UC Berkeley History/Social Science Project (UCHSSP) http://ucbssp.berkeley.edu
This website offers lesson plans and templates for teachers of U.S. History using the historical thinking framework.

Recommended Reading

Library Liaison
Nyle C. Monday, Reference & Instruction Librarian, History Specialist
Dr. Martin Luther King Jr. Library
(408) 808-2041 nyle.Monday@sjsu.edu
Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

Reflection Paper & “Bumper Sticker” (50 points) 500-600 words (PLOs 1 & 2)
This is your response to my prompt where you will reflect on the concepts discussed in a reading from the text or an article.

Online Document-Based Essays (D.B.Q.) (100 points) 500-600 words (PLOs 1 & 2)
Using the website, Historical Thinking Matters http://historicalthinkingmatters.org, you will view a set of online document-based essay materials, complete the document reading tasks, and write an essay.

Lesson Plan (300 points total) 1,500-2,000 words (PLOs 1 & 2) (CLOs 1 & 2)
As part of this course, you will work with a partner to build a lesson plan for either a 5th, 8th or 11th grade social studies class, using the template provided. Part A will include connections to CCSS and the Historical/Social Science Framework Standards, and will focus on an Essential Question. Part B will include Instructional Strategies and a Step-by-Step Procedure, including formative assessments, of how to teach your lesson. Part C will be an original Document-Based Essay with a rubric, which will be the summative assessment for your lesson. The point breakdown is as follows:
- Lesson Plan Part A 100 pts
- Lesson Plan Part B 100 pts
- Lesson Plan Part C 100 pts

Lesson Plan Presentations (100 points) (PLOs 1 & 2) (CLOs 1 & 2)
In small groups, you will teach an adapted version of your lesson plan to our class.

Exams (200 points total) 1,500 words (GELOs 1, 2, 3, 4) (PLO 3)
There will be an in-class Midterm based upon the content and pedagogy taught during the first half of the course. The Final Exam may be based upon the content and pedagogy taught during the second half of the course or be a cumulative integration of course material. The point breakdown is as follows:
- Midterm 100 pts
- Final 100 pts

Individual Research Project (200 points) 2,500-3,000 words (GELOs 1, 2, 3, 4) (PLOs 1, 2, 3)
The purpose of this assignment it to have you practice “doing” history. You will create a historical question from the topics in the Historical/Social Science Framework Standards and acquire data (sources, material, and evidence) to answer your question. You will organize, analyze and draw conclusions from this data to answer your question and then write a well-constructed paper. The first part of this assignment will be to complete a Thesis Paragraph Draft and an Outline (worth 10 of the 200 pts). Your thesis will establish the context of the research being conducted by summarizing the current understanding and providing background information about the topic, stating the purpose of the work in the form of an Essential Question, explaining your rationale, and describing the remaining structure of your research paper. You will use our Thesis Paragraph Checklist to ensure that all required components are included.

Active Informed Class Participation (50 points) (PLOs 1 & 2)
This includes voluntary and involuntary (cold-call) verbal participation, completion of in-class document analyses, participation in dialogues & Socratic Seminars, regular attendance and punctuality, and the completion of peer evaluation forms when requested.

Grading Scale: Total Points Possible = 1,000

A  93-100  C+  77-79
A-  90-92   C  73-76
B+  87-89   C-  70-72
B+  83-86   D  60-69
B-  80-82   F  below 60
Students are strongly encouraged to take courses to satisfy GE Areas R, S, and V from departments other than their major department. Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.” See University Policy S14-5 at http://www.sjsu.edu/senate/docs/S14-5.pdf.

All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades. See University Policy F13-1 at http://www.sjsu.edu/senate/docs/F13-1.pdf for more details.

“No Late” Policy
It is expected that all work will be turned in on time to receive the maximum grade possible, whether or not you attend class the day the assignment is due. If you are not going to be in class the day the assignment is due, you must email me your paper by 6:00 pm on the due date and then bring a hard copy to the next class. I have a “no late work” policy. This class meets only once per week so it is important to manage your time to complete assignments by the due dates on the Course Schedule.

Classroom Protocol
Students are expected to attend all classes and to arrive promptly when the class is scheduled to begin. Cellphones are to be turned off and computers used to take notes and engage in internet searches as requested by the instructor. Since this course will be taught by both lecture and discussion, active informed class participation will be both expected and graded, based upon your performance in class.

University Policies

General Expectations, Rights and Responsibilities of the Student
As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90-5 at http://www.sjsu.edu/senate/docs/S90-5.pdf. More detailed information on a variety of related topics is available in the SJSU catalog, at http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding
Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Consent for Recording of Class and Public Sharing of Instructor Material University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course.

- Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.
- Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

Academic integrity
Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.
Campus Policy in Compliance with the American Disabilities Act
If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

Accommodation to Students' Religious Holidays
San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at http://www.sjsu.edu senate/docs/S14-7.pdf.

Student Technology Resources
Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections
Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

SJSU Writing Center
The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

SJSU Counseling Services
The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.
This schedule is subject to change with fair notice. Students will be informed of changes in due dates and content in class and on Canvas.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Feb 3rd</td>
<td>Introduction &amp; Course description Election 2016</td>
<td>Review the Syllabus</td>
<td>Bring Lesh to class each week</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Historical Thinking Skills</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lecture: Constitutional Foundations: The Liberty Tree (GELO 1&amp;2): Roots of our Democratic System</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pedagogy: Tool Box</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Feb 10th</td>
<td>Lecture: Founding Era: The Dawn of the American Revolution (GELO 1 &amp; 2) (PLO 1 &amp; 2)</td>
<td>Read Lesh Introduction pgs. 1-5</td>
<td>Bumper Sticker The “Essence” of Historical Thinking</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Chronology &amp; Causality</strong></td>
<td>Read Wineburg (Canvas pdf)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pedagogy: Primary &amp; Secondary Sources</td>
<td>“Historical Thinking: Memorizing Facts and Stuff?”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cartoon Analysis (GELO 1&amp;2) (PLO 1 &amp; 2)</td>
<td>Read Lesh Chapter 4, Using the Rail Strike of 1877 to Teach Chronological Thinking and Causality pgs. 75-80</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Feb 17th</td>
<td>Lecture: Founding Era: Causes of the American Revolution (GELO 1&amp;2)</td>
<td>Read Lesh Chapter 1: Reinventing My Classroom: Making Historical Thinking Reality pgs. 7-26</td>
<td>Reflection Paper (GELO 1 &amp; 2) (attach Bumper Sticker)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Sourcing &amp; Evaluating Opinions</strong></td>
<td>Read Document (Canvas pdf) 1765 On Taxation without Representation Patrick Henry and Soame Jenyns</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pedagogy: Jigsaw; Close Reading; Essential Questions; Standards-Based learning</td>
<td>Read Document CA History-Social Science Framework</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduction to Research Paper (GELOs 1, 2, 3, 4) (PLOs 1, 2, 3) (CLO1)</td>
<td><a href="http://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf">http://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf</a></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Feb 24th</td>
<td>Research Paper presentation in MLK Library Rm 213</td>
<td>Group Progress Report for Research Paper &amp; Lesson Planning (completed during class)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>“How to locate primary &amp; secondary sources” (PLO 1&amp;2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Contextualizing</strong></td>
<td><strong>View/Read Historical Thinking Matters</strong></td>
<td>“Why did the boycott of Montgomery’s buses succeed?” (Role of Rosa Parks)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What is a D.B.Q? (PLO 1 &amp; 2)</td>
<td><a href="http://historicalthinkingmatters.org">http://historicalthinkingmatters.org</a></td>
<td><a href="http://historicalthinkingmatters.org/rosparks/">http://historicalthinkingmatters.org/rosparks/</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Document Analysis: <em>U.S. Constitution</em> (GELO 1 &amp; 2) (PLO 1&amp;2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lecture: Overview from Slavery to Civil Rights (GELO 2 &amp; 3) (PLO 3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pedagogy: Building a Lesson Plan: (PLO 1 &amp;2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Common Core State Standards, Creating Learning Objectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Historical Empathy</strong> (GELO 1, 2, 4)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 6 | Mar 9<sup>th</sup> | **Lecture:** Slavery & Slave Revolts (GELO 2 & 3)  
(PLO 3)  
**Multiple Perspectives**  
**Pedagogy:** Writing Thesis Paragraph (PLO 1&2)  
Cartoon Analysis; Sample Lesson plans & Rubrics (PLO 1&2)  
**Text, Subtext, Context** | **Read Lesh** Chapter 2: Introducing Historical Thinking: Nat Turner’s Rebellion of 1831  
pgs. 27-51  
**Read Document** (Canvas pdf)  
Phillis Wheatley’s poem on tyranny and slavery in the colonies, 1772  
**Read Document** (Canvas pdf)  
The Interesting Narrative of the Life of Olaudah Equiano: Slave Ship [Excerpt]  
1791 |  
| 7 | Mar 16<sup>th</sup> | **Lecture:** Slavery & Role of Abolitionists  
(GELO 2 & 3)  
(PLO 3)  
**Identifying Bias - Subtext**  
**Pedagogy:** Expert Jigsaw; Differentiation,  
Guided & Independent Practice  
(PLO 1&2),  
Sample lesson plans & Rubrics (PLO 1&2) | **Read Document** (Canvas pdf)  
Frederick Douglass on Master-Slave Relationship (1855)  
**Lesson Plan Part A**  
(PLOs 1 & 2) (CLO 1) |  
| 8 | Mar 23<sup>rd</sup> | **Midterm**  
**Pedagogy:** Peer Review of Thesis Paragraphs  
Graphic Organizers | **Read** individual source material for  
Research Papers  
**Thesis Paragraph draft**  
(PLO 1 & 2) (CLO 1) |  
| 9 | Apr 6<sup>th</sup> | **Lecture:** Reconstruction & the Origins of the  
Civil Rights Movement (GELO 1, 2 3, & 4)  
(PLO 3)  
**Chronology & Causality**  
**Pedagogy:** Gallery Walk; Formative &  
Summative assessments (PLO 1 & 2) | **Read Lesh** Chapter 7, Long or Short?  
Using the Civil Rights Movement to  
Teach Historical Significance  
p. 137-152  
**View/Read** sample lessons on  
History-Social Science Project  
website  
http://ucbhssp.berkeley.edu |  
| 10 | Apr 13<sup>th</sup> | **Lecture:** The Civil Rights Movement in the  
1950’s Part I  
(GELO 1, 2 3, 4)  
(PLO 3)  
**Historical Significance**  
**Pedagogy:** What is a Socratic Seminar?  
**Ethical Dimensions of History** | **Read Document** (Canvas pdf)  
Letter From Birmingham City Jail  
(Excerpts)  
Martin Luther King, Jr.  
April 16, 1963  
**Lesson Plan Part B**  
(PLOs 1 & 2) (CLO 1) |  
| 11 | Apr 20<sup>th</sup> | **Lecture:** The Civil Rights Movement in the  
1950’s Part II  
(GELO 1, 2 3, 4)  
(PLO 3)  
**Document Analysis:** Letter From Birmingham Jail  
**Group Presentations:** 1, 2, 3  
(PLO 1 & 2) | **Read Document** (Canvas pdf)  
White Man’s Burden: Rudyard Kipling (1899)  
**Lesson Plan Part C**  
(PLOs 1 & 2) (CLO 2) |  
| 12 | Apr 27<sup>th</sup> | **Lecture:** U.S. Foreign Policy at the turn of the  
20<sup>th</sup> C: Why Imperialism?  
**Historical Empathy** (GELO 1,2, 4)  
**Pedagogy:** Gallery Walk; Document Analysis  
Creating a D.B.Q. (PLO 1 & 2)  
**Group Presentations:** 4, 5, 6  
(PLO 1 & 2) | **Read Lesh** Chapter 8  
Trying on the Shoes of Historical Actors  
Pgs. 153-158  
**Read document** (Canvas pdf)  
White Man’s Burden: Rudyard Kipling (1899) |
<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture</th>
<th>Read Text</th>
<th>View/Read</th>
<th>Event</th>
</tr>
</thead>
</table>
| 13 May 4th | **U.S. Foreign Policy: Impact of Imperialism** (GELO 1, 2, 4)           | **Lesh** Chapter 3: *Text, Subtext, and Context: Evaluating Evidence and Exploring President Theodore Roosevelt and the Panama Canal* p. 53-73 | **View/Read** *Historical Thinking Matters* [http://historicalthinkingmatters.org/spanishamericanwar/](http://historicalthinkingmatters.org/spanishamericanwar/) | **Final Exam Part I**  
**Take-home Essay**                                                                 |
|            | **Chronology & Causality Pedagogy:** Debate vs Dialogue (PLO 1&2)        |                                                                           | **Document-Based Essay (D.B.Q.)**                                        | **Final Exam Part II**  
**In-class Socratic Seminar** (GELO 1, 2, 3, 4) (PLO 3)                                                                 |
|            | **Text, Subtext, Context**                                              |                                                                           | **Socratic Seminar Certificate/Notes**                                   | **Group Presentations:**  
13, 14 (PLO 1 & 2)  
7:45pm-10:00pm                                                                 |
| 14 May 11th| **U.S. Foreign Policy Implications** (GELO 1, 2, 4)                      |                                                                           |                                                                           | **Group Presentations:**  
10, 11, 12 (PLO 1 & 2)                                                                 |
|            | **Identifying Bias - Subtext Multiple Perspectives**                     |                                                                           |                                                                           | **Final Exam Part II**  
**In-class Socratic Seminar** (GELO 1, 2, 3, 4) (PLO 3)                                                                 |
|            | **Group Presentations:** 7, 8, 9 (PLO 1 & 2)                             |                                                                           |                                                                           | **Group Presentations:**  
13, 14 (PLO 1 & 2)  
7:45pm-10:00pm                                                                 |
| 15 Final   | **Final Exam Part II**                                                  |                                                                           |                                                                           | **Final Exam Part II**  
**In-class Socratic Seminar** (GELO 1, 2, 3, 4) (PLO 3)                                                                 |
| Exam       | **In-class Socratic Seminar**                                           |                                                                           |                                                                           | **Group Presentations:**  
13, 14 (PLO 1 & 2)  
7:45pm-10:00pm                                                                 |