United States History for Teachers
Fall 2018

Instructor: Wendy Thowdis
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Email: wendy.thowdis@sjsu.edu
Office Hours: Tuesdays 3:00 pm-4:00 pm and by appointment
Class Days/Time: Tuesdays 4:30 pm-7:15 pm
Classroom: DMH 356

Prerequisites: This course belongs to the SJSU Studies Curriculum and satisfies “Area S” requirements. The prerequisites for this course are: Passage of the Writing Skills Test (WST), Completion of a 100W course (with a passing grade), Upper Division Standing (60 units), Completion of Core General Education

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

Canvas and MYSJSU Messaging
Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Learning Management System course login website at http://www.sjsu.edu/at/ec/canvas/. You are responsible for regularly checking with the messaging system through MySJSU to learn of any updates.

Course Description
This interdisciplinary course is intended to prepare future teachers to teach the history of the United States from a wide range of social science perspectives. Students will study the diverse history of America's people, politics, and cultures while examining movements for social justice. They will be taught how to take on the “role of historian” by assessing evidence and applying that information to the development of responses to deep historical questions. Students will explore dynamic teaching strategies for use in their own future classrooms and learn how to create lesson plans that address required standards.

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 content knowledge, discipline-specific analysis skills, and pedagogical methods and theories that underlie the K-12 social science curriculum.

PLO 2: The major will prepare prospective teachers to analyze complex discipline-based issues especially as they relate to the theory and practice of teaching social science. Students will learn to synthesize information from multiple sources and perspectives and communicate this knowledge effectively in a variety of oral and written formats.

PLO 3: The major will equip students with the necessary knowledge to use appropriate technologies especially as they relate to K-12 social science teaching.
PLO 4: The major will provide students with the essential understanding, knowledge and appreciation of diverse perspectives and contributions by and about diverse groups.

PLO 5: The 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 (GELO)**

SOCS 138 fulfills requirements for Area S: Culture, Civilization & Global Understanding. 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 the 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 in the U.S.

**Course Learning Outcomes (CLO)**

Upon successful completion of this course:

CLO 1: Students will learn how to read, write, and think like historians. More specifically, students will learn to analyze primary documents from United States history using a historical inquiry approach to “doing history”.

CLO 2: Students will become proficient in applying historical thinking skills in their future classrooms in order to successfully teach students of all ages to become active, engaged citizens of our democratic society.

CLO 3: Students will learn how to create and implement a lesson plan aligned to California State History/Social Science Content Standards and Common Core State Standards.

CLO 4: Students will learn how to create formative and summative assessments with a focus on writing in the content area.

CLO 5: Students will learn how to connect current political, economic, and social issues to issues that occurred in the past to increase the relevance for their future students.

**Required Texts/Readings**

Lesh, Bruce A. "Why Won't You Just Tell Us the Answer?": Teaching Historical Thinking in Grades 7-12. Portland, Me.: Stenhouse, 2011.

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

**Website Resources for Lesson Planning**


SOCS/ANTH/GEOG/HIST 138 Thowdis – Fall 2018
Suggested Readings


United States Constitution: [https://constitutioncenter.org/media/files/constitution.pdf](https://constitutioncenter.org/media/files/constitution.pdf)

The American Revolution: Experiences of Rebellion: The Choices Program-Brown (see Canvas Module)

Websites for Assignments

Reading Like a Historian [http://sheg.stanford.edu/rlh](http://sheg.stanford.edu/rlh)

Beyond the Bubble [https://beyondthebubble.stanford.edu/](https://beyondthebubble.stanford.edu/)

Historical Thinking Matters [http://historicalthinkingmatters.org/](http://historicalthinkingmatters.org/)

UC Berkeley History/Social Science Project (UCHSSP) [http://uchssp.berkeley.edu](http://uchssp.berkeley.edu)

The Rise and Fall of Jim Crow [http://www.pbs.org/wnet/jimcrow](http://www.pbs.org/wnet/jimcrow)

The National Archives online tool for teaching with documents [http://www.docsteach.org](http://www.docsteach.org)


Library Liaison

Nyle C. Monday, Reference & Instruction Librarian, History Specialist

Dr. Martin Luther King Jr. Library  (408) 808-2041  nyle.Monday@sjsu.edu

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. Please email me before class if you will be absent.

“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 4:30 pm on the due date and then bring a hard copy to the next class. There is a “no late work” policy, unless there is a special circumstance (i.e. medical reason) and the instructor is contacted in advance. 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.

University Policies

Office of Graduate and Undergraduate Programs maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. You may find all syllabus related University Policies and resources information listed on GUP’s Syllabus Information web page at [http://www.sjsu.edu/gup/syllabusinfo](http://www.sjsu.edu/gup/syllabusinfo).

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](http://www.sjsu.edu/senate/docs/S12-3.pdf).

**Critical Reflection** (70 points)  
400-500 words  
(PLOs 1, 2, 4)  
(CLO 1, 2, 5)

Students will write an analysis paper where they will create a thesis statement supported by evidence from the authors, present their perspective on a current issue, and connect their analysis to historical thinking skills discussed in class.

**Historical Thinking “Bumper Sticker”** (30 points)  
(PLOs 1 & 2)  
(CLO 2)

Students will respond to a prompt where they will synthesize and reflect on the historical thinking skills discussed in the text, an outside article, and in class. Use of symbolism will be a key feature for this assignment.
Online Document-Based Essay (D.B.Q.) (100 points) 500-600 words (PLOs 1 & 2) (GELOs 1, 2, 3) (CLO 1 & 4)

Using the website, Historical Thinking Matters [http://historicalthinkingmatters.org], students will read a set of online primary and secondary source documents, view the accompanying brief videos, and write a D.B.Q. essay.

Lesson Plan (300 points total) 1,500-2,000 words (PLOs 1, 2, 3) (CLOs 2, 3, 4)

For this task students will work with partners 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 Common Core Standards and Historical/Social Science Framework/2014-16 Standards and focus on an Essential Question. Part B will include Instructional Strategies and a Step-by-Step Procedure, including formative assessments, for how to teach your lesson. For Part C students will create a summative assessment for this lesson and include a Rubric. The point breakdown is as follows:

| Lesson Plan Part A | 100 pts |
| Lesson Plan Part B | 150 pts |
| Lesson Plan Part C | 50 pts |

Lesson Plan Oral Presentations (100 points) (PLOs 1, 2, 3) (CLOs 2, 3, 4)

In small groups, students will teach an adapted version of their lesson plan to our class, including the analysis of at least 1 primary source document.

Exams (150 points total) 500-600 words (PLOs 1 & 4) (GELOs 1, 2, 3, 4) (CLOs 1 & 2)

There will be an in-class Midterm based upon the content taught during the first half of the course. The Final Exam will be a Socratic Seminar based upon an essential question involving content and pedagogy taught in class, information learned in the text, and outside research conducted by students. The point breakdown is as follows:

| Midterm | 50 pts |
| Final   | 100 pts |

Research Position Paper (200 points) 2,000-2,500 words (PLOs 1, 2, 3) (GELOs 1, 2, 3, 4) (CLOs 1 & 3)

The purpose of this assignment it to have students practice “doing” history. Students will create an Essential Question from the topics in the Historical/Social Science Framework/2014-2016 Draft Standards and acquire data to answer their Essential Question. Students will organize, analyze, and draw conclusions from this data to answer their 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). This thesis will establish the context of the research being conducted by summarizing the current understanding and providing background information about the topic. Students will state the purpose of the work in the form of an Essential Question, explain their rationale, and describe the remaining structure of their research paper. Students will use our Thesis Paragraph Checklist to ensure that all required components are included.

Participation and Preparation (50 points) (PLOs 1 & 2) (GELOs 1, 2, 3, 4) (CLOs 2 & 5)

As part of our class routines, students will engage in a variety of activities designed to deepen their understanding of course topics. This includes voluntary and cold-call verbal participation, completion of in-class document analyses, participation in dialogues & Socratic Seminars, and the completion of peer/self-evaluation forms when requested. Regular attendance is key to successful participation. I expect that you will come to class consistently prepared for discussion, actively listen to peers, and provide insightful feedback. Preparation also assumes that you will provide critical reflection on course readings that have been assigned.

Grading Scale: Total Points Possible = 1,000

A+ 97-100  B+ 87-89  C+ 77-79  D 60-69
A 93-96  B 83-86  C 73-76  F below 60
A- 90-92  B- 80-82  C- 70-72
<table>
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<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Readings Due</th>
<th>Assignments Due</th>
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| 1    | Aug 21<sup>st</sup> | Introductions & Course description  
**Content:** Setting the foundation for Culturally Responsive Teaching: Exploring Historical/Structural Racism; What are Historical Thinking Skills?  
**All 7 Historical Thinking Skills**  
**Pedagogy:** Conceptual Categorizing & Sketching Historical Significance; Begin Tool Box | Review Syllabus on Canvas | Buy *Lesh* text |
| 2    | Aug 28<sup>th</sup> | **Content:** History in Dispute: Charlottesville & Confederate Monuments  
**Sourcing:** Evaluating Multiple Perspectives  
**Pedagogy:** Primary & Secondary Sources; Cartoon Analysis; Developing Vocabulary; Gallery Walk |  
*Read Lesh*  
*Introduction* pgs. 1-5  
*Read Lesh*  
Chapter 1: *Reinventing My Classroom: Making Historical Thinking Reality* pgs. 7-26  
*Read Wineburg* (Canvas pdf)  
“The Essence of Historical Thinking” |  
Bumper Sticker  
“The Essence of Historical Thinking” |
| 3    | Sept 4<sup>th</sup> | **Content:** Founding Era: Roots of the American Revolution  
**Sourcing:** Evaluating Multiple Perspectives  
**Pedagogy:** Essential Questions; Analyzing Primary Sources; Image Analysis | *Read Lesh* Chapter 4, *Using the Rail Strike of 1877 to Teach Chronological Thinking and Causality* pgs. 75-80 |  
Current Issues Reflection Paper |
| 4    | Sept 11<sup>th</sup> | **Content:** Founding Era-Path to Revolution  
**Exploring Causation & Chronology**  
**Sourcing:** Finding Evidence Contextualizing  
**Pedagogy:** Simulations in a classroom; Writing a D.B.Q.  
Using a “Teachable Moment”; 9/11 | *Read Lesh* Chapter 3: *Text, Subtext, and Context: Evaluating Evidence and Exploring President Theodore Roosevelt and the Panama Canal* pgs. 53-73 |  
*Read Document*  
*The American Revolution: Experiences of Rebellion: The Choices Program-Brown* (see Canvas Module) |
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<tr>
<th>Date</th>
<th>Content</th>
<th>Read Document</th>
<th>Pedagogy</th>
<th>Group Progress Report</th>
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<tr>
<td>Sept 18th</td>
<td>Reviewing the CA History-Social Science Content &amp; Framework Standards</td>
<td>CA History-Social Science Content &amp; Framework Standards</td>
<td>Writing a thesis paragraph; Doing the research; Standards-Based learning</td>
<td>(completed during class)</td>
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| Sept 25th | Founding Era - Group Identities in the Age of Revolution |  | Historical Empathy  
Contextualizing  
Pedagogy: Bloom’s Taxonomy; Synthesizing information with “Brilliant Generalizations” |  |
<p>| Oct 2nd | Declaration of Independence &amp; Revolution-Virtual vs Actual Representation | Historical Thinking Matters | Close Reading; Building a Lesson Plan: Common Core Standards; Creating Learning Objectives; Review Lesson Plan Part A |  |
| Oct 9th | Critical Period - Articles of Confederation to the U.S. Constitution; Slavery &amp; the Constitution |  | Peer Review; Sample Lesson plans; Study strategies |  |
| Oct 16th | Growth of Slavery in America |  |  |  |
| Oct 23rd | Anti &amp; Pro Slavery Arguments |  |  |  |</p>
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<th>Date</th>
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<th>Content</th>
<th>Pedagogy</th>
<th>Additional Info</th>
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<tr>
<td>Oct 30th</td>
<td>11</td>
<td>From Slavery to Reconstruction</td>
<td>Sample lesson plans; Review Lesson Plan Part C; Formative &amp; Summative Assessments; Holistic &amp; Analytic Rubrics</td>
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<td><strong>Ethical Dimensions of History</strong></td>
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<td><strong>Historical Significance</strong></td>
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<td>12</td>
<td>Was Reconstruction a Success or Failure?</td>
<td>Socratic Seminars - Dialogue vs Debate</td>
<td>View “Creating a Rubric: A Tutorial”</td>
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<td><strong>Ethical Dimensions of History</strong></td>
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<td>Nov 13th</td>
<td>13</td>
<td>Origins of the Civil Rights Movement: 20th C</td>
<td>Analysis of Primary Source documents; Warm/Cool Feedback</td>
<td>Read Lesh Chapter 7</td>
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<td><strong>Historical Significance</strong></td>
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<td>Long or Short? Using the Civil Rights Movement to Teach Historical Significance</td>
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<td><strong>Corroboration</strong></td>
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<td>Nov 20th</td>
<td>14</td>
<td>Overview of the Civil Rights Movement: 1950’s &amp; 60’s</td>
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<td>View: The Rise and Fall of Jim Crow</td>
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<td><strong>Historical Significance</strong></td>
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<td><a href="http://www.pbs.org/wnet/jimcrow">http://www.pbs.org/wnet/jimcrow</a></td>
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<td><strong>Developing Historical Empathy</strong></td>
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<td>Nov 27th</td>
<td>15</td>
<td>Overview of the Civil Rights Movement: 1970’s &amp; 80’s</td>
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<td><strong>Historical Significance</strong></td>
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<td>Dec 4th</td>
<td>16</td>
<td>The New Jim Crow</td>
<td>Preparing for a Performance Assessment</td>
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<td>Dec 18th</td>
<td>17</td>
<td><strong>FINAL EXAM:</strong> In-class Socratic Seminar</td>
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<td>Prepare for Socratic Seminar</td>
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<td>5:15 – 7:30 pm</td>
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<td>Socratic Seminar Visual</td>
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SOCS/ANTH/GEOG/HIST 138 Thowdis – Fall 2018