

San José State University
College of Social Sciences/Department of Political Science
SOCS 138-Sec 01: United States History for Teachers
Fall 2022

Instructor(s):	Lauren Piraro
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Email:	Lauren.Piraro@sjsu.edu
Office Hours:	On campus or Zoom by appointment
Class Days/Time:	Tu 4:30 pm to 7:15 pm
Classroom:	Dudley Moorhead Hall 150
GE/SJSU Studies:	Area S: Self, Society & Equality
Prerequisites:	Passage of the Writing Skills Test (WST) or ENGL 100A / LLD 100A with a C or better (C- not accepted), completion of Core General Education and upper division standing are prerequisites to all SJSU studies courses. Completion of, or co-registration in, 100W is strongly recommended.

Course Description

Interdisciplinary course to prepare future teachers to teach the United States history from a wide range of social science perspectives. Study of the diverse history of the people, politics, and cultures of the US while examining movements for social justice. Students create and implement engaging strategies for use in classrooms.

Course Format

This is an in-person course with assignments and materials available on Canvas

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the [Canvas Learning Management System course login website](#). You are responsible for regularly checking with the messaging system through [MySJSU](#) on [Spartan App Portal](#) (or other communication system as indicated by the instructor) to learn of any updates.

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 (All provided on Canvas by the instructor)

California Eighth Grade U.S. History Textbook

United States History: Beginnings to 1914. Holt McDougal, 2009.

California State Standards, Framework and Educational Codes for Teaching U.S. History

“History-Social Science Content Standards for California Public Schools: Kindergarten Through Grade Twelve.” California State Board of Education, October 1998. <http://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf>

FAIR Education Act: “Frequently Asked Questions: Senate Bill 48.” California Department of Education, updated October 2021. <https://www.cde.ca.gov/ci/cr/cf/senatebill48faq.asp>

“History-Social Science Framework For California Public Schools: Kindergarten Through Grade Twelve.” Sacramento: California Department of Education, 2017.

Grade Five, United States History and Geography: Making a New Nation.

<https://www.cde.ca.gov/ci/hs/cf/documents/hssfwchapter8.pdf>

Grade Eight: United States History and Geography: Growth and Conflict.

<https://www.cde.ca.gov/ci/hs/cf/documents/hssfwchapter12.pdf>

Grade Eleven: United States History and Geography: Continuity and Change.

<https://www.cde.ca.gov/ci/hs/cf/documents/hssfwchapter16.pdf>

“Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects for California Public Schools Kindergarten Through Grade Twelve.” California State Board of Education, August 2010, Updated March 2013. <http://www.cde.ca.gov/re/cc/index.asp>

Supplemental Course Materials

Digital copies of readings and articles are accessible through the course Canvas page.

Additional Resources

Retro Report
Facing History

<https://www.retroreport.org/education/>
<https://www.facinghistory.org/topics>

The Rise and Fall of Jim Crow
Reading Like a Historian
Beyond the Bubble
Historical Thinking Matters
UC Berkeley History/Social Science Project (UCHSSP)
The National Archives (online tool for primary sources)

<http://www.pbs.org/wnet/jimcrow>
<http://sheg.stanford.edu/rlh>
<https://beyondthebubble.stanford.edu/>
<http://historicalthinkingmatters.org/>
<http://ucbhssp.berkeley.edu>
<http://www.docsteach.org>

Course Requirements and Assignments

The objective of this course is for students to understand the foundations of teaching United States History as mandated by the state of California through the application of discipline-specific history content and skills that this course will offer. By the end of this course, students will create one California standards-aligned lesson plan. In order to achieve this goal, students will not only need to acquire an expansive knowledge of U.S. History, but also obtain a multitude of developmentally appropriate frameworks, strategies and methods for teaching history content and skills.

In service of these goals, students are required to complete metacognitive reading summaries before each class (excluding the weeks where a lesson plan assignment is due), post-class reflections that facilitate the processing of that week’s learning experiences, and four lesson plan assignments that culminate in the creation of one U.S. History lesson plan. Pre-class learning tasks are to be submitted on Canvas before that week’s class and post-class reflection write-ups must be submitted before the following week’s class. Deadlines for learning plan assignments are indicated on the course schedule.

Assignment/Assessment	Points	Percent of Grade	CLO Assessed
Pre-Class Learning Tasks (10 total)	300 points	30 percent	CLO 2, 3, 4
Post-Class Reflection Write-Ups (10 total)	300 points	30 percent	CLO 2, 3, 4
Lesson Plan Assignments (4 total)	400 points	40 percent	CLO 1, 2, 3, 4

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Final Examination or Evaluation

The summative assessment of this course is the creation of one California standards-aligned lesson plan that demonstrates the student’s understanding of how to teach the foundational skills of United States history (ex: multiple perspectives, historical thinking, usage of primary sources, etc.), as well as the student’s ability to integrate asset-based pedagogies that respond to the diversity of student populations within California schools.

The final exam will consist of small group presentations of Lesson Plan Assignment #4 where each student will verbally share an overview of their singular lesson plan to a variety of peers in order to receive feedback and further aid in the development and growth of their classmates’ understanding of teaching history.

Grading Information

Assignments are due on the dates indicated, but equity issues will be considered. Students may contact the instructor to request an extension. Reduction in grades may occur if assignments are turned in late without requested permission, or if the instructor deems it essential that assignments be submitted on the due date. Students may attend office hours and/or contact the instructor if additional help is needed to complete assignments. Please see the detailed rubrics for major assignments on our Canvas course page. You may, and are highly encouraged, to self-assess your own work using these rubrics prior to formally submitting your assignments for grading.

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>960 to 1000</i>	<i>96 to 100%</i>
<i>A</i>	<i>930 to 959</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>900 to 929</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>860 to 899</i>	<i>86 to 89 %</i>
<i>B</i>	<i>830 to 859</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>800 to 829</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>760 to 799</i>	<i>76 to 79%</i>
<i>C</i>	<i>730 to 759</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>700 to 729</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>660 to 699</i>	<i>66 to 69%</i>
<i>D</i>	<i>630 to 659</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>600 to 629</i>	<i>60 to 62%</i>

Classroom Protocol

We will spend our time together learning how to become effective humanizing teachers in a social science classroom by creating engaging and thoughtful lesson plans that help students connect their experiences, cultures, and current context with the historical experiences of those who have lived in our past. As we build a climate of mutual respect and trust, my hope is that we will form a learning community where we foster self-reflection, create community, promote collaborative learning, and respond constructively across our differences.

University Policies

Per [University Policy S16-9](#), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](#) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

Fall 2022, Course Schedule

Date	Class Topics	Course Materials (Pre-Class Learning Tasks)	Assignments Submitted
8/23	<p><u>Introduction:</u> Course description and structure, creating norms for class discussions, and building our historical thinking skill toolbox</p> <p><u>Content:</u> Indigenous North America Pre-Colonization</p> <p><u>Pedagogy:</u></p> <ul style="list-style-type: none"> • California’s History Standards (1998) • California’s Historical-Social Science Framework (2017) • Teaching Indigenous Peoples’ histories • Basic components of a history lesson 	Read: Course Syllabi	
8/30	<p><u>Content:</u> Settler Colonialism in North America and the Complicated Story of Pocahontas</p> <p><u>Pedagogy:</u></p> <ul style="list-style-type: none"> • Dominant narrative v. counternarrative • Modifying primary sources and strategies to support source analysis at different grade levels 	<p>Read: CA Framework for 5th grade US History, pgs. 95-108</p> <p>Read: 5th grade TCI textbook, Lesson 6 (pgs. 81-84)</p> <p>Watch: <i>Pocahontas: Beyond the Myth</i> (Smithsonian Channel)</p>	<p>Pre-Class Learning Task #1</p> <p>Post-Class Reflection Write-Up #1</p>
9/6	<p><i>*Possible asynchronous class*</i></p> <p><u>Content:</u> Settler Colonialism in North America and the Complicated Story of Thanksgiving</p> <p><u>Pedagogy:</u></p> <ul style="list-style-type: none"> • Analyzing bias within primary and secondary sources • Historical Thinking Skills: Evidence, sourcing and multiple perspectives within historical inquiry 	<p>Read: <i>Thinking Like A Historian</i> (Sam Wineburg)</p> <p>Read: Read: 5th grade TCI textbook, Lesson 6 (pgs. 85-87)</p> <p>Read: <i>What Educators Need to Know About Teaching Thanksgiving</i> (NPR)</p>	<p>Pre-Class Learning Task #2</p> <p>Post-Class Reflection Write-Up #2</p>
9/13	<p><u>Content:</u> Fighting for Freedom During the American Revolution</p> <p><u>Pedagogy:</u></p> <ul style="list-style-type: none"> • Creating inquiry questions for primary and secondary sources based on content or skill learning goals 	<p>Read: CA Framework for 5th grade US History, pgs. 109-115 or CA Framework for 8th grade US History, pgs. 238-241</p> <p>Read: 5th grade TCI textbook, Lesson 10 (pgs. 141-149)</p> <p>Watch: <i>The American Revolution</i> (Crash Course Black American History)</p>	<p>Pre-Class Learning Task #3</p> <p>Post-Class Reflection Write-Up #3</p>

Date	Class Topics	Course Materials (Pre-Class Learning Tasks)	Assignments Submitted
9/20	<p><u>Content:</u> Slavery in the U.S. Constitution</p> <p><u>Pedagogy:</u></p> <ul style="list-style-type: none"> ● Teaching African enslavement ● Historical Thinking Skill: Ethical dimensions of teaching US History ● Creating graphic organizers 	<p>Read: Read: 5th grade TCI textbook, Lesson 8 (pgs. 107-119)</p> <p>Listen: <i>Seeing White: Made in America</i> (Scene on Radio)</p> <p>Read: <i>Teaching Hard History: A Framework for Teaching American Slavery</i> (Learning for Justice)</p>	<p>Pre-Class Learning Task #4</p> <p>Post-Class Reflection Write-Up #4</p>
9/27	<p><u>Content:</u> Assessing the Legacy of American Slavery</p> <p><u>Pedagogy:</u></p> <ul style="list-style-type: none"> ● Backwards mapping ● Universal Design for Learning (UDL) ● Methods for assessing learning (formative assessments, exit tickets, rubrics, project-based learning) 	<p>Read: CA Framework for 5th grade US History, pgs. 116-122 or CA Framework for 8th grade US History, pgs. 241-244</p> <p>Watch: <i>The Rise of Cotton</i> (Crash Course Black American History)</p>	<p>Lesson Plan Assignment #1: Historical Research on Content Standard (Due: 11:59PM Thursday, 9/29)</p>
10/4	<p><u>Content:</u> Settler Colonialism in the American West</p> <p><u>Pedagogy:</u></p> <ul style="list-style-type: none"> ● Building historical context and strategies for use in historical inquiry ● Advantages and limitations of using U.S. History textbooks 	<p>Read: CA Framework for 5th grade US History, pgs. 123-126 or CA Framework for 8th grade US History, pgs. 260-264</p> <p>Read: 5th grade TCI textbook, Lesson 18 (pgs. 251-265)</p>	<p>Pre-Class Learning Task #5</p> <p>Post-Class Reflection Write-Up #5</p>
10/11	<p><u>Content:</u> The Civil War and Reconstruction</p> <p><u>Pedagogy:</u></p> <ul style="list-style-type: none"> ● Establishing historical significance when studying the past ● Using current events and contemporary contexts in the classroom 	<p>Read: CA Framework for 8th grade US History, pgs. 265-270</p> <p>Watch: <i>Black Americans in the Civil War</i> (Crash Course Black American History)</p> <p>Read: 8th grade TCI textbook, Lesson 23 (pgs. 445-457)</p>	<p>Pre-Class Learning Task #6</p> <p>Post-Class Reflection Write-Up #6</p>

Date	Class Topics	Course Materials (Pre-Class Learning Tasks)	Assignments Submitted
10/18	<p><u>Content:</u> Industrialization, Urbanization and Immigration</p> <p><u>Pedagogy:</u></p> <ul style="list-style-type: none"> ● Teaching Asian American History ● Common Core State Standards ● Historical Thinking Skill: Change and Continuity Over Time (CCOT) 	<p>Read: CA Framework for 8th grade US History, pgs. 270-276</p> <p>Listen: <i>San Jose Had Five Chinatowns. What Happened to Them?</i> (KQED)</p>	<p>Pre-Class Learning Task #7</p> <p>Post-Class Reflection Write-Up #7</p>
10/25	<p><u>Content:</u> United States Imperialism</p> <p><u>Pedagogy:</u></p> <ul style="list-style-type: none"> ● Direct instruction beyond lecturing ● Globalizing U.S. History curriculum 	<p>Read: CA Framework for 11th grade US History, pgs. 389-391</p> <p>Read: 8th grade TCI textbook, Lesson 28 (pgs. 553-559)</p>	<p>Lesson Plan Assignment #2: Rough Draft Lesson Plan (Due: 11:59PM Thursday, 10/27)</p>
11/1	<p><u>Content:</u> The 1920s and the Harlem Renaissance</p> <p><u>Pedagogy:</u></p> <ul style="list-style-type: none"> ● California's FAIR Act (2011) ● Teaching LGBTQ+ history ● Integrating English Language Arts, Reading and Writing skills into the history classroom ● Using music as a primary source 	<p>Read: CA Framework for 11th grade US History, pgs. 391-395</p> <p>Read: 11th grade TCI textbook, Lesson 28 (pgs. 309-323)</p> <p>Watch: <i>Political Thought in the Harlem Renaissance</i> (Crash Course Black American History)</p>	<p>Pre-Class Learning Task #8</p> <p>Post-Class Reflection Write-Up #8</p>
11/8	<p><u>Content:</u> World War II (Homefront)</p> <p><u>Pedagogy:</u></p> <ul style="list-style-type: none"> ● Teaching about Japanese Incarceration ● Imbedding local history and community narratives into curriculum 	<p>Read: CA Framework for 11th grade US History, pgs. 396-406</p> <p>Read: 11th grade TCI textbook, Lesson 35 (pgs. 393-407)</p> <p>Read: <i>Sure, We Teach History. But Do We Know Why It's Important?</i> (Andrew Ujifusa)</p>	<p>Pre-Class Learning Task #9</p> <p>Post-Class Reflection Write-Up #9</p>
11/15	<p><u>Content:</u> Cold War (Domestic Consequences)</p> <p><u>Pedagogy:</u></p> <ul style="list-style-type: none"> ● Teaching women's history ● Historical Thinking Skill: Causation ● Universal Design for Learning (UDL) 	<p>Read: CA Framework for 11th grade US History, pgs. 406-414</p> <p>Read: 11th grade TCI textbook, Lesson 41 (pgs. 465-475)</p> <p>Watch: <i>Makers: Women Who Made America Part 2</i> (PBS)</p>	<p>Pre-Class Learning Task #10</p> <p>Post-Class Reflection Write-Up #10</p>

Date	Class Topics	Course Materials (Pre-Class Learning Tasks)	Assignments Submitted
11/22	<p><u>Content:</u> Movements for Equality (The Black Civil Rights Movement & the On-Going Struggle for Freedom)</p> <p><u>Pedagogy:</u></p> <ul style="list-style-type: none"> ● Using children’s books, graphic novels, podcasts and other non-traditional media in the history classroom ● Culturally Sustaining Pedagogy 	<p>Read: CA Framework for 11th grade US History, pgs. 414-425</p> <p>Read: 11th grade TCI textbook, Lesson 44 (pgs. 497-509)</p> <p>Read: <i>Culturally Sustaining Pedagogy</i> (California Department of Education)</p>	Work on final lesson plan assignment
11/29	<p><u>Content:</u> Contemporary American Society</p> <p><u>Pedagogy:</u></p> <ul style="list-style-type: none"> ● Teaching Mexican American history ● Using themes and essential questions ● Assessing progress and decline 	<p>Read: CA Framework for 11th grade US History, pgs. 425-432</p> <p>Work on Lesson Plan Assignment #1</p>	
12/6	<ul style="list-style-type: none"> ● Student presentations of model lessons ● Feedback given from classmates 	Prepare final exam presentations	Lesson Plan Assignment #3: Lesson Plan Presentations (Due: 11:59PM Monday, 12/5)

**FINAL EXAM DAY: Lesson Plan Assignment #4 (Final Lesson Plan)
Submitted to Canvas by 11:59PM, December 14th**