

# US History for Teachers Section 02

## SOCS 138

Spring 2023 3 Unit(s) 01/25/2023 to 05/15/2023 Modified 01/24/2023

### Contact Information

Instructor(s): Bonnie Belshe

Office Location: Dudley Moorhead Hall 239

Email: [bonnie.belshe@sjsu.edu](mailto:bonnie.belshe@sjsu.edu)

Office Hours: On campus or Zoom by Appointment

Class Days/Time: T or W 6:00 pm to 8:45 pm

Classroom: Dudley Moorhead Hall 163

### Prof. Bonnie Belshe

Email: [bonnie.belshe@sjsu.edu](mailto:bonnie.belshe@sjsu.edu)

Office: Dudley Moorhead Hall 239

### Office Hours

On Campus or On Zoom: By Appointment

I am available by appointment for On Campus or By Zoom meetings.

For drop-in office hours I am available before class 5:30-6PM Tuesday and Wednesday in DMH 239.

### Course Description and Requisites

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 classrooms. GE Area: S

Prerequisite(s): Passage of the Writing Skills Test (WST) or ENGL/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.

Note(s): All of SJSU Studies courses require completion of the WST and upper division standing.

Letter Graded

### \* Classroom Protocols

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.

## Program Information

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Welcome to this General Education course.

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

**Goal 1:** To develop students' core competencies for academic, personal, creative, and professional pursuits.

**Goal 2:** To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.

**Goal 3:** To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php) (<https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php>).

## Course Learning Outcomes (CLOs)

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**GE Area S: Self, Society, and Equality in the U.S.**

SJSU Studies courses -- Areas R, S, and V -- help students integrate knowledge between and among disciplines. In Area S courses, students study the interrelationships of individuals, racial groups, and cultural groups to understand and appreciate issues of diversity, inclusion, inequalities, and justice in the United States.

**GE Area S Learning Outcomes**

Upon successful completion of an Area S course, students should be able to:

1. describe how identities are shaped by cultural and societal influences within contexts of equality and inequality. Examples include, but are not limited to, race, ethnicity, gender identity, gender expression, sexual orientation, religion, disability status, age, generation, regional origin, national identity, language, and intersectionalities;
2. analyze historical, economic, political, or social processes that shape diversity, equality, and structured inequalities in the U.S. and reflect on one's own identities and positions within these structures;
3. evaluate social actions which have or have not led to greater equality and social justice in the U.S.; and
4. engage in constructive interactions about social issues in the U.S. within the framework of equality and inequalities.

**Writing Practice:** Students will write a minimum of 3000 words in a language and style appropriate to the discipline.

## Course Materials

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### Textbook

*United States History: Voices and Perspectives*. McGraw Hill, 2023.

### Other Readings

"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. There is no need to purchase textbook.

### Additional Resources

The Gilder Lehrman Institute of American History <https://www.gilderlehrman.org/>

Retro Report <https://www.retroreport.org/>

Zinn Education Project <https://www.zinnedproject.org/>

New-York Historical Society Curriculum Library <https://www.nyhistory.org/education/curriculum-library>

National Archives: Docs Teach <https://docsteach.org/>

Bunk History <https://www.bunkhistory.org/>

PBS Learning Media <https://ca.pbslearningmedia.org/>

National Humanities Center <https://nationalhumanitiescenter.org/education/>

Stanford History Education Group <https://sheg.stanford.edu/history-lessons>

Berkeley History-Social Science Project <https://ucbhssp.berkeley.edu/>

## Course Requirements and Assignments

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### 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 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) that facilitate the processing of that week's content and skills learning 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 by 5PM before that week's class. Deadlines for the learning plan assignments are indicated on the course schedule.

Assignment/Assessment	Points	Percent of Grade	CLO Assessed
Pre-Class Learning Tasks (10 Total)	600 points	60 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 skills, 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 #3 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. Students will complete a final lesson plan (Lesson Plan Assignment #4) after hearing feedback from their classmates.

## ✓ 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 papers and other 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.

## Breakdown

Grade	Points	Percentage
A plus	960 to 1000	96 to 100%
A	930 to 959	93 to 95%
A minus	900 to 929	90 to 92%
B plus	860 to 899	86 to 89 %
B	830 to 859	83 to 85%
B minus	800 to 829	80 to 82%

Grade	Points	Percentage
C plus	760 to 799	76 to 79%
C	730 to 759	73 to 75%
C minus	700 to 729	70 to 72%
D plus	660 to 699	66 to 69%
D	630 to 659	63 to 65%
D minus	600 to 629	60 to 62%

## Criteria

Assignment/Assessment	Points	Percent of Grade	CLO Assessed
Pre-Class Learning Tasks (10 Total)	600 points	60 percent	CLO 2, 3, 4
Lesson Plan Assignments (4 Total)	400 points	40 percent	CLO 1, 2, 3, 4

## University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), 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) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) (<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.

## Course Schedule

Week	Topics	Readings, Assignments, Deadlines
1/25	Introductions: Our why, Land Acknowledgement, and Language in the history classroom	No readings due.  No assignments due.

Week	Topics	Readings, Assignments, Deadlines
1/31 or 2/1	<p>Introduction: Course description and structure, creating norms for class discussions, and building our historical thinking skill toolbox</p> <p>Content: Indigenous North America Pre-Colonization and Settler Colonialism in North America</p> <p>Pedagogy:</p> <ul style="list-style-type: none"> <li>California's History Standards (1998)</li> <li>California's Historical Social-Science Framework (2017)</li> <li>Teaching Indigenous Peoples' histories</li> <li>Dominant Narrative versus Counter Narrative</li> </ul>	<p>Watch: Pocahontas: Beyond the Myth</p> <p>Assignments Due: Pre-Class Learning Task #1</p>
2/7 or 2/8	<p>Content: Slavery and the Development of British North America</p> <p>Pedagogy:</p> <ul style="list-style-type: none"> <li>Basic components of a history lesson</li> <li>Modifying primary sources and strategies to support source analysis at different grade levels</li> </ul>	<p>Read: TCI Slavery in the Americas (pgs. 1-20)</p> <p>Listen: <a href="#">Ted Talk by Hasan Kwame Jeffries: Why We Must Confront the Painful Parts of US History</a></p> <p>Assignments Due: Pre-Class Learning Task #2</p>
2/14 or 2/15	<p>Content: Women and the American Revolution</p> <p>Pedagogy:</p> <ul style="list-style-type: none"> <li>Historical Thinking Skills: Evidence, sourcing, and multiple perspectives within historical inquiry</li> </ul>	<p>Read: TCI Biography: Women and the American Revolution</p> <p>Read: McGraw Hill American Revolution Lesson (Student Version)</p> <p>Assignments Due: Pre-Class Learning Task #3</p>
2/21 or 2/22	<p>Content: Slavery, and the Constitution</p> <p>Pedagogy:</p> <ul style="list-style-type: none"> <li>Creating inquiry questions for primary and secondary sources based on content or skills learning goals</li> </ul>	<p>Read: Learning for Justice: Teaching the Past to Improve the Future by Coshandra Dillard</p> <p>Listen: Teaching Hard History: American Slavery, Episode 10, Season 1 <a href="https://www.learningforjustice.org/podcasts/teaching-hard-history/american-slavery/slavery-in-the-constitution">https://www.learningforjustice.org/podcasts/teaching-hard-history/american-slavery/slavery-in-the-constitution</a></p> <p>Assignments Due: Pre-Class Learning Task #4</p>

Week	Topics	Readings, Assignments, Deadlines
2/28 or 3/1	<p>Content: Assessing the Legacy of American Slavery</p> <p>Pedagogy:</p> <ul style="list-style-type: none"> <li>• Reading Against the Grain</li> <li>• Backward Mapping</li> <li>• Methods for assessing learning</li> </ul>	<p>Read: CA Framework for 5th grade US History, pgs. 113-122</p> <p>OR</p> <p>CA Framework for 8th grade US History, pgs. 241-247</p> <p>Assignments Due: Lesson Plan Assignment #1 (Due: 11:59PM Thursday, 3/2)</p>
3/7 or 3/8	<p>Content: Settler-Colonialism in the American West</p> <p>Pedagogy:</p> <ul style="list-style-type: none"> <li>• Advantages and limitations of using U.S. History Textbooks</li> <li>• Using art in the classroom</li> </ul>	<p>Read: TCI Manifest Destiny and Settling the American West</p> <p>Read: Learning for Justice: "Going Beyond the Textbook" by Dorothee Benz</p> <p>Assignments Due: Pre-Class Learning #5</p>
3/14 or 3/15	<p>Content: The Civil War &amp; Reconstruction</p> <p>Pedagogy:</p> <ul style="list-style-type: none"> <li>• Establishing historical significance when studying the past</li> <li>• Using current events and contemporary contexts in the classroom</li> </ul>	<p>Read: CA Frameworks for 8th Grade US History pgs 248-270</p> <p>Read: Learning For Justice: Teaching Hard History Essential Knowledge #19  <a href="https://www.learningforjustice.org/frameworks/teaching-hard-history/american-slavery/essential-knowledge-19">https://www.learningforjustice.org/frameworks/teaching-hard-history/american-slavery/essential-knowledge-19</a></p> <p>Read: Learning for Justice: Teaching Hard History Essential Knowledge #20  <a href="https://www.learningforjustice.org/frameworks/teaching-hard-history/american-slavery/essential-knowledge-20">https://www.learningforjustice.org/frameworks/teaching-hard-history/american-slavery/essential-knowledge-20</a></p> <p>Assignments Due: Pre-Class Learning #6</p>
3/21 or 3/22	<p>Content: Rise of Industrial America and Progressive Era: Progress and Pushback</p> <p>Pedagogy:</p> <ul style="list-style-type: none"> <li>• Teaching Asian American History</li> <li>• Teaching Jim Crow Segregation</li> <li>• Historical Thinking Skill: Change and Continuity Over Time</li> </ul>	<p>Read: CA Framework for 11th Grade US History pgs. 377-388</p> <p>Watch: Slavery By Another Name Documentary</p> <p>Assignments Due: Pre-Class Learning #7</p>
Spring Break	No Class	No Class

Week	Topics	Readings, Assignments, Deadlines
4/4 or 4/5	<p>Content: Hard Times: “Roaring Twenties”, Great Depression, and WWII</p> <p>Pedagogy:</p> <ul style="list-style-type: none"> <li>Teaching about Japanese American Incarceration</li> <li>Imbedding local history and community narratives into curriculum</li> <li>Historical Thinking Skill: Cause and Effect</li> </ul>	<p>Read: “Sure, We Teach History But Do We Know Why It’s Important?” by Andrew Ujifusa</p> <p>Assignments Due: Lesson Plan Assignment #2 (Due: 11:59PM Thursday, 4/6)</p>
4/11 or 4/12	<p>Content: Domestic Cold War: Red Scare/Lavender Scare, Suburbia and Redlining, and Gender Expectations</p> <p>Pedagogy:</p> <ul style="list-style-type: none"> <li>California’s FAIR Act (2011)</li> <li>Teaching Queer History</li> <li>Historical Thinking Skills: Causation</li> </ul>	<p>Read: CA Framework for 11th Grade US History pgs. 410-414</p> <p>Explore: Website on Redlining:  <a href="https://dsl.richmond.edu/panorama/redlining/#loc=5/39.1/-94.58">https://dsl.richmond.edu/panorama/redlining/#loc=5/39.1/-94.58</a></p> <p>Listen: Learning for Justice: Queer America Podcast: Lavender Scare  <a href="https://www.learningforjustice.org/podcasts/queer-america/lavender-scare">https://www.learningforjustice.org/podcasts/queer-america/lavender-scare</a></p> <p>Assignments Due: Pre-Class Learning Task #8</p>
4/18 or 4/19	<p>Content: Civil Rights Movements: Black Freedom Struggle and Protest/Social Movements</p> <p>Pedagogy:</p> <ul style="list-style-type: none"> <li>Historical empathy</li> <li>Using graphic novels, podcast, and other non-traditional media in the history classroom</li> </ul>	<p>Read: CA Framework for 11th grade US History, pgs. 414-425</p> <p>Listen: Teaching Hard History Podcast Episode 1, Season 3 “Reframing the Movement”  <a href="https://www.learningforjustice.org/podcasts/teaching-hard-history/civil-rights-movement/reframing-the-movement">https://www.learningforjustice.org/podcasts/teaching-hard-history/civil-rights-movement/reframing-the-movement</a></p> <p>Listen: Teaching Hard History Podcast Episode 2, Season 3 “Beyond the “Master Narrative””  <a href="https://www.learningforjustice.org/podcasts/teaching-hard-history/civil-rights-movement/beyond-the-master-narrative">https://www.learningforjustice.org/podcasts/teaching-hard-history/civil-rights-movement/beyond-the-master-narrative</a></p> <p>Assignments Due: Pre-Class Learning Task #9</p>
4/25 or 4/26	<p>Content: Immigration in the Modern Era</p> <p>Pedagogy:</p> <ul style="list-style-type: none"> <li>Culturally Relevant Pedagogy</li> </ul>	<p>Read: “Culturally Responsive Teaching” By Madeline Will and Ileana Najarro</p> <p>Assignment Due: Pre-Class Learning Task #10</p>
5/2 or 5/3	<p>Content: Rise of the National Security State</p> <p>Pedagogy:</p> <ul style="list-style-type: none"> <li>Teaching 9/11</li> <li>Using themes and essential questions</li> <li>Combatting conspiracy theories</li> </ul>	<p>Read: CA Framework for 11th grade US History, pgs. 426-432</p> <p>No assignment due. Continue to work on lesson plan.</p>



Week	Topics	Readings, Assignments, Deadlines
5/9 or 5/10	Student Presentations and Feedback on Lesson Plans	Assignment Due: Lesson Plan Assignment #3 (Presentation and Rough Draft Lesson Plan Due in Class)
Final	<b>Final Lesson Plan Due Tuesday, May 23rd @ 11:59PM on Canvas</b>	Lesson Plan Assignment #4 (Final Lesson Plan)