

San José State University
Department of History
SOCS/HIST 138
United States History for Teachers
Fall 2020

Instructor:	Wendy Thowdis
Office Location:	Dudley Moorhead Hall-Room 239 (not used Fall 2020)
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Office Hours:	Tuesdays from 2:30 pm-4:00 pm on Zoom and by appointment on Zoom
Class Days/Time:	Tuesdays from 4:30 pm-6:30 pm is required synchronous class on Zoom
Format:	Online with synchronous & asynchronous requirements
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](http://www.sjsu.edu/at/ec/canvas/) 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, students will:

CLO 1: Read, write, and think like historians by analyzing primary documents from United States history using a historical inquiry approach to “doing history”.

CLO 2: Become proficient in applying historical thinking skills to successfully teach students of all ages to become active, engaged citizens of our democratic society.

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

CLO 4: Know how to create a lesson plan that integrates Universal Design for Learning (UDL) principles of “multiple means” for representation, engagement, and action/expression.

CLO 5: Be able to connect current political, economic, and social issues to historical events in order to increase the relevance for their future students, with an emphasis on the impact of institutional/structural racism and inequities experienced by marginalized groups in the United States.

CLO 6: Articulate the importance of integrating social, emotional, and cultural competencies into K-12 social studies education to foster student achievement and the ability to thrive.

Required Texts

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

Required Website Resources

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

Teaching Hard History: A Framework for Teaching American Slavery; *Teaching Tolerance*
<https://www.tolerance.org/frameworks/teaching-hard-history/american-slavery>

The American Revolution: Experiences of Rebellion: *The Choices Program*-Watson Institute for National Studies, Brown University; (pdf in Canvas module)

Hess, Diane. (March 2004). Discussion in Social Studies: Is it Worth the Trouble? *Social Education*, Vol.68, Issue 2; National Council for the Social Studies. (pdf in Canvas Module)

1619 Project: Nikole Hannah-Jones; *New York Times* <https://www.nytimes.com/interactive/2019/08/14/magazine/1619-america-slavery.html>; Podcast: <https://www.nytimes.com/2020/01/23/podcasts/1619-podcast.html>

Ujifusa, Andrew. (Jan 7, 2020) Sure, We Teach History. But Do We Know Why It's Important? *Education Week: Big Ideas* <https://www.edweek.org/ew/articles/2020/01/08/sure-we-teach-history-but-do-we.html>

PBS Educational Broadcasting System: *The Rise and Fall of Jim Crow*; <http://www.pbs.org/wnet/jimcrow>

Additional Website Resources

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>

History-Social Science Framework (2016 revision). Instructional Quality Commission. California Department of Education. Chapter 8, 12, & 16. <http://www.cde.ca.gov/ci/hs/cf/sbedraftssfw.asp>

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. <https://www.cde.ca.gov/be/st/ss/documents/finalesstandards.pdf>

Reading Like a Historian

<http://sheg.stanford.edu/rhh>

Beyond the Bubble

<https://beyondthebubble.stanford.edu/>

Historical Thinking Matters

<http://historicalthinkingmatters.org/>

UC Berkeley History/Social Science Project (UCHSSP)

<http://ucbhssp.berkeley.edu>

The National Archives online tool for teaching with documents

<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 synchronous Zoom classes and to arrive online promptly when the class is scheduled to begin. Since this course will be taught with synchronous lecture and discussion, and asynchronous module assignments, active informed class participation will be expected and graded, as described in the Course Assignments section. Please email me before our synchronous classes if you will be absent.

Late Policy

Assignments are due before midnight on the dates indicated, but due to COVID-19 equity issues, 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.

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>

Course Requirements and Assignments (based upon 1,000 points)

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>. Note that our synchronous Zoom class will be meeting for approximately 90 minutes each week and the required preparation work for each week's class makes up for the additional time we will not be meeting on Zoom.

Weekly Online Learning Tasks (150 pts total: 10-15 pts per week) CLO 1, 2, 5, 6

- Prior to “coming” to class each week on Zoom, please complete the week’s 2-3 learning tasks described in the Canvas modules, which will be submitted on Canvas and graded.
- The weekly learning tasks will offer multiple means for engaging with our course content (UDL); for example, lecture with viewing guide; reading Lesh chapters or assigned articles with reading guide; doing a WebQuest with reflection guide.
- You will be placed in different learning groups throughout the semester and encouraged to work with your partners to complete the assigned tasks together. This way we can use our synchronous Zoom time to discuss what you have learned. Larger assignments will be completed alone, as indicated.

Active Zoom Participation (50 pts)

These activities will be completed when we are together on Zoom. They may include participation in breakout rooms, polling, and contributing to class discussions orally and/or in the Chat Box.

Critical Reflection #1: Election 2020 (100 pts) 500-600 words PLO 2, 3, 4; GELO 2, 3, 4; CLO 1, 2, 5

Students will write an analysis paper where they respond to a prompt by creating a thesis statement supported by evidence to present their perspective on the issues and positions of the presidential candidates. They will be required to practice historical thinking skills, such as sourcing, corroboration, contextualization, and historical significance for their analysis.

Critical Reflection #2: 1619 Project (100 pts) 500-600 words PLO 1, 2, 3, 4; GELO 1, 2, 3, 4; CLO 1, 5

‘1619,’ a podcast from *The New York Times*, is an audio series on how slavery has transformed America, connecting past and present through the oldest form of storytelling. Students will demonstrate knowledge, supported by evidence, as they consider these two essential questions:

- How do societal structures developed to support the enslavement of black people, and the anti-black racism that was cultivated in the U.S. to justify slavery, influence many aspects of modern laws, policies, systems, and culture?
- How have resistance, innovation, and advocacy by black Americans over the course of American history contributed to the nation’s wealth and the strengthening of its democracy?

Critical Reflection #3: Black Lives Matter (100 pts) 500-600 words PLO 1, 2, 3, 4; GELO 1, 2, 4; CLO 1, 2, 5

Students will write an analysis paper where they respond to a prompt by creating a thesis statement supported by evidence to present their perspective on Black Activism. They will be required to practice historical thinking skills, such as sourcing, corroboration, contextualization, and historical significance for their analysis.

Lesson Planning (250 points total) 1,500-2,000 words PLO 1, 2, 3; CLO 3, 4, 6

For this task students will work with their grade-level learning group to build a 2-day lesson plan for either a 5th, 8th or 11th grade social studies class. The lesson plan will include connections to Common Core and Historical/Social Science Framework Standards and focus on an essential question. Instructional strategies, a step-by-step procedure, and formative assessments, based upon UDL (Universal Design for Learning) must be evident. Students will also create a summative assessment for this lesson and include a rubric. The lesson plan will be graded in segments, with feedback provided for revision.

Lesson Plan Part A	100 pts (Essential question & standards)
Lesson Plan Part B	100 pts (Instructional strategies, Procedure, Summative Assessment)
Lesson Plan Part C	50 pts (final revision)

Lesson Plan Oral Presentation (100 pts) PLO 1, 2, 3; CLO 2, 3, 4

In their lesson planning groups, students will teach an adapted version of their lesson plan to our class on Zoom. This presentation will include a PowerPoint lecture where each group member contributes their knowledge on their CA History-Social Science Standard, and takes part in the description of how this standard will be taught to their chosen grade level. It will also include the use of at least one educational technology.

Exams (150 pts) 800-1,000 words PLO 1, 4; GELO 1, 2, 3, 4; CLO 1, 2

There will be a Midterm given during a synchronous Zoom class based upon the content and pedagogy taught during the first half of the course. The Final exam will be a take-home Portfolio assignment submitted through Canvas FOLIO, where students demonstrate mastery in our Course Learning Objectives and reflecting on their learning.

Midterm Exam (50 pts)	Final Exam Portfolio (100 pts)
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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	

**United States History for Teachers
Course Schedule Fall 2020**

This schedule is subject to change with fair notice. Students will be informed of changes in due dates and content during Zoom classes and on Canvas.

Note that a full description of the week’s work to be submitted on Canvas is located on Canvas in the Module section. Major assignments are in **bold**. Most weekly work is “to be determined” (TBD) and will be posted as the semester unfolds in the Modules section on Canvas. Discussion Board responses will be required each week prior to our Zoom classes.

Week	Date	Topics	Weekly Preparation Tasks	Assignments Submitted
1	Aug 25	<p>Introduction & Course description <u>Content:</u> Why teach history? - Historical Thinking Skills; Creating safe & brave spaces to learn</p> <p><u>Pedagogy:</u> Building class norms; Begin Tool Box; Social, emotional, and cultural Competencies; Randomized Learning groups</p>	<p>View Lecture Screencast</p> <p>Student Information Sheet</p> <p>Read Ujifusa: Sure, We Teach History. But Do We Know Why It’s Important? <i>EdWk</i> https://www.edweek.org/ew/articles/2020/01/08/sure-we-teach-history-but-do-we.html</p>	Week 1 work
2	Sept 1	<p><u>Content:</u> Setting the foundation for Culturally Responsive Teaching: Exploring Historical & Structural Racism; Historical Memory & Confederate Monuments</p> <p><u>Pedagogy:</u> Sourcing & Annotating primary source documents; Contextualization; What is a D.B.Q.?</p>	<p>View Lecture Screencast</p> <p>Lesh: <i>Introduction</i> pgs 1-5 & Chapter 1, <i>Reinventing My Classroom: Making Historical Thinking Reality</i> pgs. 7-26</p> <p>Read Wineburg article “<i>Historical Thinking: Memorizing Facts and Stuff?</i>”</p> <p>S.M.A.R.T. Goal Sheet</p>	Week 2 work
3	Sept 8	<p><u>Content:</u> 2020 Presidential Election; Constitutional Foundations for the Executive Branch; Party Platforms & Candidate Profiles</p> <p><u>Pedagogy:</u> Chronology & Causality: teaching a timeline; Setting up for structured academic collaborative conversations</p>	<p>View Lecture Screencast</p> <p>Read Lesh Chapter 4, <i>Using the Rail Strike of 1877 to Teach Chronological Thinking and Causality</i> pgs. 75-80</p> <p>WebQuest: 2020 Election</p>	Week 3 work
4	Sept 15	<p><u>Content:</u> Founding Era - Roots of the American Revolution</p>	<p>View Lecture Screencast</p> <p>Read: <i>The American</i></p>	Week 4 work

		<u>Pedagogy</u> : Building a lesson plan: Essential questions & Learning objectives; Political cartoon & Image analysis; Analyzing maps	<i>Revolution: Experiences of Rebellion: The Choices Program</i> ; Introduction & Part 1 English Colonization of North America pgs 1-23	Critical Reflection #1: Election
5	Sept 22	<u>Content</u> : Path to Revolution: Virtual vs Actual Representation; Hamilton the Musical <u>Pedagogy</u> : Analyzing Primary Sources using Bloom’s Taxonomy; Text, context, subtext; Standards-based learning: <i>CA Common Core Standards & Academic Vocabulary</i>	View Lecture Screencast Read Lesh Chapter 3: <i>Text, Subtext, and Context: Evaluating Evidence and Exploring President Theodore Roosevelt and the Panama Canal</i> - pgs. 53-73 Read: <i>The American Revolution: Experiences of Rebellion: The Choices Program</i> ; Part II The Widening Split pgs 24-33 CA Common Core Standards https://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf	Week 5 work
6	Sept 29	<u>Content</u> : Ideals in U.S. Founding Era Documents: Declaration of Independence, Constitution, Bill of Rights <u>Pedagogy</u> : Standards-based learning - <i>CA History-Social Science Content & Framework Standards</i> ; Grade Level Learning groups; scaffolding difficult text; Contextualization	View Lecture Screencast CA History-Social Science Content & Framework Standards http://www.cde.ca.gov/be/st/ss/documents/histsocsci stnd.pdf Updated CA Framework http://www.cde.ca.gov/ci/hs/cf/sbedraftthssfw.asp	Week 6 work
7	Oct 6	<u>Content</u> : Diving into the Declaration of Independence; John Locke’s Natural Rights Philosophy; Group Identities in the Age of Revolution <u>Pedagogy</u> : Close reading & Corroboration; Synthesizing information with “Brilliant Generalizations”; Using simulations & Socratic Seminars in the classroom	View Lecture Screencast Read: <i>The American Revolution: Experiences of Rebellion: The Choices Program</i> ; The People in the Colonies Decide Their Future pgs 34-46	Week 7 work
8	Oct 13	<u>Content</u> : From the Revolutions to the Constitution; Slavery & the Constitution <u>Pedagogy</u> : Making inferences; citing textual evidence; Historical Significance	View Lecture Screencast Read: <i>The American Revolution: Experiences of Rebellion: The Choices Program</i> ; Part III The War of Independence pgs 47-59	Week 8 Work Lesson Plan Part A

9	Oct 20	MIDTERM	View Lecture Screencast for Midterm Review	Week 9 work
10	Oct 27	<u>Content:</u> Growth of Slavery in America: 17 th & 18 th C <u>Pedagogy:</u> APPARTS; Universal Design for Learning (UDL) & Differentiation; Guided & Independent Practice; Lesson Plan Part B	View Lecture Screencast Read Lesh Chapter 2: <i>Introducing Historical Thinking: Nat Turner's Rebellion of 1831</i> pgs. 27-51	Week 10 work
11	Nov 3	<u>Content:</u> 19 th C Slavery & Civil War <u>Pedagogy:</u> Expert Jigsaw; Corroboration; Formative & Summative Assessments; Holistic & Analytic Rubrics	View Lecture Screencast Teaching Hard History: A Framework for Teaching American Slavery; <i>Teaching Tolerance</i> https://www.tolerance.org/frameworks/teaching-hard-history/american-slavery	Week 11 work Lesson Plan Part B
12	Nov 10	<u>Content:</u> Election Follow-up; The New Jim Crow- the political, economic, social, and cultural impact of slavery today <u>Pedagogy:</u> Warm/Cool Feedback; Deliberative Dialogue to foster discussion in Social Studies; Developing Historical Empathy Oral Presentation Group 1	View Lecture Screencast WebQuest: 1619 Project https://www.nytimes.com/interactive/2019/08/14/magazine/1619-america-slavery.html Read: Hess, <i>Discussion in Social Studies: Is it Worth the Trouble?</i> https://www.socialstudies.org/publications/socialeducation/march2004/discussion-in-social-studies-is-it-worth-the-trouble	Week 12 work Critical Reflection #2 1619 Project
13	Nov 17	<u>Content:</u> Reconstruction as a “Splendid Failure” <u>Pedagogy:</u> Criteria for Historical Significance; power of reflection & revision Oral Presentation Groups 2 & 3	View Lecture Screencast Read Lesh Chapter 7 <i>Long or Short? Using the Civil Rights Movement to Teach Historical Significance</i> p. 137-152 WebQuest: <i>The Rise and Fall of Jim Crow</i> http://www.pbs.org/wnet/jimcrow	Week 13 work Lesson Plan Part C
14	Nov 24	<u>Content:</u> Origins of the Civil Rights Movement: 20 th C <u>Pedagogy:</u> Asset-based feedback; citing evidence for Developing Historical Empathy & Understanding the Ethical Dimensions of History	View Lecture Screencast WebQuest: Black Lives Matter Timeline http://cdn.knightlab.com/libs/timeline3/latest/embed/index.html?source=1hKEHsG1nec6_wY	Week 14 work

		Oral Presentations Group: 4 & 5	wX7thFZrBTqyDsURcRAXb7d0X8PiY	
15	Dec 1	<p><u>Content</u>: Civil Rights Movement 1950's-1970's; History of Black Activism – Black Lives Matter Movement</p> <p><u>Pedagogy</u>: Portfolios as summative assessment</p> <p>Oral Presentations Group: 6 & 7</p>	View Lecture Screencast	<p>Week 15 work</p> <p>Critical Reflection #3: Black Lives Matter</p>
Final	Dec 15	<p><u>FINAL EXAM</u>: In-class Optional Student Presentations of Portfolio</p> <p>5:15 – 7:30 pm</p>	View Final Exam Screencast	Final Exam Portfolio