

COURSE DESCRIPTION AND OBJECTIVES
HISTORY 4860 – FALL SEMESTER 2006

Course Title: Teaching History, 4860
Teacher: Mrs. Margaret W. Obray
Work Phone (Mountain Crest High School) 245-6093
10:30 a.m. to 11:15 a.m. MTWT & after 2:45 p.m. MTWT
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Course Objectives: Thomas Jefferson, among others, emphasized the need of educating all Americans for active participation in our government. If we agree, then one of our main goals as history teachers should be to do all we can to preserve the vitality of our democracy with lessons from the past. The main goal of History 4860 is to guide you to an understanding of what motivates students to enjoy learning history as well as preparing you with skills and knowledge to motivate your future students. The hope is to help you on the path of becoming a great teacher. The course will focus on active learning through the use of primary sources, historical inquiry, teaching writing while teaching history, curriculum development aligned with state standards, pertinent class openings and the use of technology—maps, video presentations, humor, rubrics and community resources.

Required Readings:

Elements of Teaching, James M. Banner, Jr. Harold C. Cannon
Lies My Teacher Told Me, Everything Your American History Textbook Got Wrong,
James W. Loewen
Learning American History, Michael J. Salevouris and Conal Furay

Course Grade:

- 20%** Book Review of Elements of Teaching (use exact format)
Due September 13
Review of history text using Lies My Teacher Told Me (use exact format)
Due October 11
- 15%** 1 “bell ringer” (beginning activity) designed and presented
Due as individually assigned
1 personally designed political cartoon (specific to your teaching unit)
Due November 8
Participation in discussions of Learning American History
- 10%** Participation in simulated congressional hearing on the Constitution
Due November 1
- 25%** Personally created document-based question (use exact format)
Due November 15
- 30%** Creation of a Unit of study for a period in history (use exact format)
Due December 13

I expect you to be in attendance each week and I will take roll. If your grade is right on the border between percentages and you have not missed a class and completed each part of every assignment, then I will bump your grade up to the next grade level. Please email me or call me beforehand if you cannot be in class because of an emergency or a special need.

A = 95-100	B = 84-86.9	C = 73-76.9	D = 63-66.9
A- = 90-94.9	B- = 80-83.9	C- = 70-72.9	D- = 60-62.9
B+ = 87-89.9	C+ = 77-79.9	D+ = 67-69.9	F = 0-59.9

WEEKLY SCHEDULE TEACHING HISTORY 4860

We will meet each week at Mountain Crest High School (room 215) to give you the feeling of being in a real classroom and I will have resources available to show you. This will give you access to many primary sources and texts, which you are welcome to use, in the preparation of your required document-based question, history text review, constitutional competition hearing, and required unit.

LATE WORK. *Late work will not be accepted for full credit. For only one week following the due date the student may turn in an assignment and receive a maximum of 50% of the total points, but there will be no written comments on the work. Work will not be accepted after one week.*

METHODS. *As pertinent, the instructor will model the methods and style best used in teaching middle and high school students; therefore, you will experience “hands on” work as well as a modified, classroom lecture and discussion.*

COPY FEE. *Each student is assessed \$12 to cover the cost of copies of lesson plans, helpful articles, examples of units, examples of document-based questions, and teaching strategies. (Payment is due by September 13 and please make any checks payable to Margaret Obray.)*

BE SURE TO CAREFULLY FOLLOW THE RUBRICS TO KNOW WHAT IS SPECIFICALLY ASKED OF YOU FOR FULL CREDIT ON EACH ASSIGNMENT OR PROJECT. *For your own guidance and best possible grade, read the rubrics before starting the work. Keep the rubrics and syllabus close at hand.*

August 30 **Description, Objectives, Curriculum, Grading**
*Book review of *Elements of Teaching* assignment and rubric explained.
DVD Clip from the movie *Gettysburg*
Introductions

September 6 No class. I will be in Minnesota.
Prepare book review of *Elements of Teaching*
Read Chapters 1 and 2 in *Learning American History*

September 13 **Overview of the Teaching of History**
BOOK REVIEW OF ELEMENTS OF TEACHING DUE
Read Chapters 1 and 2, *Learning American History*
*Discussion of *Elements of Teaching*
*Discussion of chapters 1 and 2, *Learning American History*
What defines a great history teacher?
Why study and teach history?
“Children’s Story” video shown and evaluated.
What is historical thinking?
What is historiography and why is it useful?
Why teach multiple causality?
*Bell Ringer assignment explained and presentation dates determined.
*Personally-designed historical cartoon assignment explained.

September 20 **Primary Sources and Design of Document-based Essays**
Read Chapter 5, 6, 7 in *Learning American History*
Student bell ringer presentations
What is the difference between primary and secondary sources?
How do I use primary documents?
What websites are especially helpful in finding primary documents?
(Guest teacher, Paula Zsiray)

How do I design a document-based essay?
How do I determine which documents should be used in setting up the format for a document based essay?

**Document based essay assignment explained and rubric presented.*

September 27 **Creating Teaching Units**

Student bell ringer presentations

Read Chapters 3 and 4 in Learning American History

How do I choose a unit topic?

How do I design my unit?

Why design a unit that does not have “minute segments”?

How do I break up the instruction?

How do I make history relevant?

**Text review assignment using Lies my Teacher Told Me explained.*

(Pick up an old history textbook from Mrs. Obray for use in preparing the text review assignment.)

October 4 **Essay Writing and Rubrics**

Read Chapters 8 & 9 and Appendix C in Learning American History

Student bell ringer presentations

How do I design rubrics and incorporate them in teaching assignments?

(Guest teacher, Ruth Morgan)

How do I teach writing while teaching history?

How do I handle the paper load?

How do I best evaluate student work?

Seinfeld video clip shown.

What role should discussion play?

October 11 **Textbook Assessment and Technology**

TEXTBOOK ASSESSMENT DUE (relating to information from Lies My Teacher Told Me)

Read Chapter 11 and Appendix A in Learning American History

Student bell ringer presentations

Discussion of Textbook Assessment Assignment.

Discussion of Chapter 11 and Appendix A in Learning American History

How do I evaluate “history on film”?

How do I evaluate and use the textbook adopted by my school?

What is the adoption process for textbooks?

How do I help students read and comprehend a history text?

October 18 **Workshop on the Constitution**

Student bell ringer presentations

How do I teach the fundamental principles that guide our system of government?

How do I teach civil rights and civil liberties?

What role does the teaching of elections and civic virtue play in the teaching of American History?

**Group assignments made for the simulated congressional hearing on November 1. Make sure you know who you will be working with next week.*

Each student will pick up group evaluation form.

- October 25** **Simulated Constitutional Hearing Group Preparation**
 *Work in the USU library with assigned groups to prepare 4-minute presentation and follow-up questions for the class simulated senate hearing competition on the Bill of Rights and the Constitution. The “simulated competition” will be next week.
Each student will fill out a group evaluation form.
- November 1** **Group Simulation of Senate Hearing on the Constitution and Bill of Rights**
Each student will hand in a group evaluation form.
Each group will turn in the completed “group essay.”
 How do I conduct a mock congressional hearing?
 How do I use past students and community members in the classroom?
 What forms of assessment are used to evaluate the process?
 How do I motivate students to learn for the sake of learning and not for only for points?
- November 8** **Teaching Critical Thinking Skills and Higher Orders of Thinking (HOTS)**
POLITICAL CARTOON DUE (Must be tied to your unit.)
Read Chapters 3, 4 and Appendix D in Learning American History.
Student bell ringer presentations
 *Discussion of Chapters 3, 4 and Appendix D.
 How do I effectively extend student thinking and incorporate critical thinking skills in the classroom?
 How do I use Bloom’s Taxonomy in creating units?
 How do I determine what form of assessment is best with each assignment or project?
 If time allows, *The Wave* will be shown and evaluated.
- November 15** **Curriculum Standards, Integrated Curriculum, and Testing**
DOCUMENT-BASED QUESTION DUE (Must turn in 2 copies)
Student bell ringer presentations
 *Discussion of document based questions.
 *Discussion of the pros and cons of group work.
 Why must teachers emphasize geography in teaching history?
 How do I effectively use the storytelling craft in the teaching of history?
 What are district, state and national history standards?
 How and why do I incorporate state and national history standards into my curriculum?
- November 22** **Thanksgiving Break**
- November 29** Work on units in library. (I will be in Washington D.C. with Close Up students.)
- December 6** **Final questions on units answered**
Student bell ringer presentations
 How do I use oral history in the classroom?
 How to I implement statistics and data?
 What scholarships, workshops, student programs and materials are available to teachers at little or no cost?
- December 13** **HISTORY TEACHING UNITS DUE** – *Make sure you **include 2 copies** of your unit in a **manila envelope** with your name and address written on the front. You may pick up your graded materials and final grade printout in the History Department office after 12:00 noon Monday, December 19. If you would like it mailed to you, include the appropriate postage on the outside of the envelope.*