

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 with available resources. 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. (Due dates are clearly defined, but if there are extenuating circumstances, please let me know in advance.)*

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. For my feedback from email, make sure you ask a question by 3:00 p.m. the day before.*

COPY FEE. *Each student is assessed \$10 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. Ask me for a copy to be emailed, if you have misplaced it or lost it.*

- August 30** **Description, Objectives, Curriculum, Grading**
Explanations of Course Curriculum
*Book review of *Elements of Teaching* assignment and rubric explained.
Introductions and seating
- September 3** **Overview of the Teaching of History**
Why study and teach history?
Discussion of Chapter 1 from Learning American History
“Children’s Story” video shown and evaluated.
What is historical thinking?
What is historiography and why is it useful?
**Bell Ringer assignment explained and presentation dates determined.*
- September 10** **Qualities of Character and Mind at the Core of History Teaching**
BOOK REVIEW OF ELEMENTS OF TEACHING DUE
Student bell ringer presentations
Discussion of Elements of Teaching
DVD clip of Gettysburg
Discussion of Chapter 2 from Learning American History
Why teach multiple causality?
**Personally-designed historical cartoon assignment explained. Political cartoons analyzed.*
- September 17** **Primary Sources and Design of Document-based Essay Assignment**
Discussion of Chapters 5, 6, 7 from Learning American History
Student bell ringer presentations
What is the difference between primary and secondary sources?
How do I use primary documents?

Guest teacher – Paula Zsiray - What websites are especially helpful in finding primary documents and what are the copyright laws?

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 24 Creating Teaching Units

Student bell ringer presentations

Discussion of 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?

**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 1 Rubrics and Essay Writing

Discussion of 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 of rubrics, Ruth Morgan)

What assignments require rubrics and why?

How do I teach writing while teaching history?

How do I handle the paper load?

How do I best evaluate student work?

October 8 Textbook Assessment and Technology

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

Discussion of Chapter 11 and Appendix A in Learning American History

Student bell ringer presentations

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?

Comparison of World War I documentary and commercial film shown.

How do I evaluate “history on film”?

October 15 Workshop on the Constitution

Student bell ringer presentations

Why is it necessary to teach the Constitution and Bill of Rights in history?

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 to be held*

October 29. Make sure you know who you will be working with next week.

What is the best way to evaluate members of a group when they work together on an assignment?

Each student will pick up group evaluation forms.

- October 22** **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 complete a group evaluation form assessing the input of each member of his or her group.
- October 29** **Group Simulation of Senate Hearing on the Constitution and Bill or 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 5** **Teaching Critical Thinking Skills and Higher Orders of Thinking (HOTS)**
POLITICAL CARTOON DUE (Must be tied to your unit.)
Student bell ringer presentations
 *Discussion of Chapters 3, 4 and Appendix D in Learning American History
 Discussion of the pros and cons of group work.
 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?
 Review – How do I create my unit?
 If time allows, The Wave will be shown and evaluated.
- November 12** **Curriculum Standards, Integrated Curriculum, and Testing**
DOCUMENT-BASED QUESTION DUE (Must turn in 2 copies)
Student bell ringer presentations
 Guest teacher – Julie Major – Best general organizational methods used.
 Discussion of the value of document based questions.
 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 and where do I find them?
 What technology is available to me?
 How and why do I incorporate state and national history standards into my curriculum?
 Seinfeld video clip shown.
- November 19** **Final Questions for Unit Completion and other Practices That Work Well**
Student bell ringer presentations
 Guest teacher – Gordon Allred – Why is history teaching a great career choice?
 How do I use the required unit in teaching?
 How do I use oral history in the classroom?
 How do I implement statistics and data?
 What scholarships, workshops, student programs and materials are available to teachers at little or no cost?
- November 26** **Thanksgiving Break**

December 3 Work on units in USU library. (I will be in Washington D.C. with Close Up students.)

December 10 **HISTORY TEACHING UNITS DUE** – *I will be at USU in Old Main 323 to pick up the units from 5:00 to 6:00 p.m. 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 Old Main 323 after 12:00 noon Monday, December 12. If you would like it mailed to you, include the appropriate postage on the outside of the envelope.*

COURSE DESCRIPTION AND OBJECTIVES HISTORY 4860 – FALL SEMESTER 2008

Course Title: Teaching History, 4860
Teacher: Mrs. Margaret W. Obray
Work Phone (Mountain Crest High School) 245-6093
11:00 to 11:45 MTWT & after 2:45 p.m. MTWT
Home Phone – 245-4760 or cell 770-7445
Email: margaret.obray@cache.k12.ut.us

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, power point, 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

Recommended Reading: Learning American History, Michael J. Salevouris and Conal Furay

Course Grade – Your Grades are weighted as follows:

- 20% Book Review of Elements of Teaching (use exact format)
Due September 10
- Review of history text using Lies My Teacher Told Me (use exact format)
Due October 8
- 10% Participation in simulated congressional hearing on the Constitution
October 29

10% 1 “bell ringer” (beginning activity) designed and presented
Due as individually assigned

I personally designed political cartoon (specific to your teaching unit)
Due November 5

30% Personally created document-based question (use exact format)
Due November 12

30% Creation of a Unit of study for a period in history (use exact format)
Due December 10

I expect you to be in attendance each week and I will take roll. If your final 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 final 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