

**SO 566 Developing Historical Literacy, 5-12**  
Boston University School of Education

Fall Semester 2014  
Location: College of General Studies Room 115  
Time: Wednesdays 4-7

*If you don't know history, it's as if you were born yesterday. And if you were born yesterday, anybody in a position of power can tell you anything and you have no way of checking up on it.*

-Howard Zinn

*Once social change begins, it cannot be reversed. You cannot un-educate the person who has learned to read. You cannot humiliate the person who feels pride. You cannot oppress the people who are not afraid anymore.*

-César Chávez

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**General Course Description:**

Students will investigate the history, subspecialties, pedagogy, and research in history education as related to historical thinking, literacy, and problem solving. Students will develop competencies in developing and presenting research-based history lessons. 4 credits.

**Course Overview:**

Why learn about history? What should be taught U.S. and world history courses? How can we implement engaging multicultural, constructivist, and inquiry-based lessons in the history classroom? What is historical thinking and how can we teach for historical thinking? These are the essential questions that guide this course.

History is one of the disciplines within the social studies. The primary purpose of history is to help young people develop the ability to make arguments using evidence and reasoned judgments about the past. Ultimately, this contributes to the students' development as citizens of a culturally diverse, democratic society in an interdependent world.

This course is designed to build upon your earlier courses in the Boston University teacher education program and prepare you to become a secondary social studies teacher. It will explore teaching skills and classroom methods in the discipline of history and how the other disciplines of social studies (government, geography, economics, psychology) can be integrated into the history classroom. It will focus on historical inquiry and the development of historical thinking skills.

This course has three aims: To learn about recent research and conceptual work in history education to help guide practice, to learn creative history classroom methods, and to share lesson plans with your classmates creating a repertoire for teachers entering the classroom. By the end of this course, you should have acquired a substantial number of lesson plans to consider using during your first years of teaching.

This course attempts to show you ways to bring educational theory into practice and is intended to be both practical and reflective. As an instructor, I hope to model constructivist-oriented and multicultural practices in this course. As a student, it is important that you use this class to prepare yourself for the realities of the classroom. As such, you are encouraged to ask any questions you have and use this class to fill in some of the holes you see in your teacher preparation.

Because students taking SO 566 are diverse racially, ethnically, socioeconomically, and in gender, sexual orientation, language, and physical ability, it is important we create a climate where everyone feels comfortable sharing their experiences and perspectives, as well as offering and receiving constructive feedback or advice. At all times we will give each other respect, confidentiality, and confidence in each another.

This course is organized into five themes: teaching and learning history, historical thinking and inquiry, multicultural history, literacy in history, and interdisciplinary history.

Students are required to complete readings in preparation for each class session. These readings will be discussed in class (various strategies will be used to assess the readings including whole class discussion, small group discussion, carousel, jig-saw, and “renderings”). Students will also be required to complete regular assignments, including a reflection paper on a topic of their choosing and one unit plan to share with the class.

### **Objectives:**

Students will be able to:

- Understand the concepts of historical inquiry, historical thinking, interpretation, and perspective in history.
- Understand the role history education plays in fostering democratic citizenship.
- Comprehend the history curriculum, including its design, development, and implementation, and its place as a discipline within the subject of social studies.
- Synthesize individual lesson plans in history, which include rationales, learning goals and objectives, teaching methods/procedures, and assessments.
- Comprehend Massachusetts History and Social Science framework and the NCSS national standards and apply knowledge to lesson plans.
- Analyze and comprehend instructional techniques in history and how they can meet the varied needs, abilities, and interests of all students and within urban and multicultural contexts.
- Evaluate the effectiveness of instructional strategies in history through knowledge of formative and summative assessments aligned with intended student outcomes.

**Required Texts and Readings:**

- Course Reading Packet (on course Blackboard site). Students must bring printed or digital copies of readings to each class session. If you do not have access to a photocopier, I suggest you bring the documents on a CD to a print shop (i.e. CopyCop, FedEx Office) and they can print it into a reading packet for under \$30 or print them at the BU computer lab (graduate students receive 500 pages of printouts a semester). You may also bring the readings on a digital tablet or laptop (although this should only be used in class to access the readings).
- Massachusetts Curriculum Framework (Available at: [www.doe.mass.edu](http://www.doe.mass.edu) and on the Blackboard site. Please download the PDF that is appropriate to your subject. It is recommended you print one copy for future reference.)

**Recommended Texts**

- Barton, K. C., & Levstik, L. S. (2004). *Teaching history for the common good*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Levstik, L. S., & Barton, K. C. (2011). *Doing history: Investigating with children in elementary and middle schools* (4th ed.). New York, NY: Routledge.
- Wineburg, S. S. (2001). *Historical thinking and other unnatural acts: Charting the future of teaching the past*. Philadelphia, PA: Temple University Press.
- Wineburg, S., Martin, D., & Monte-Sano, C. (2011). *Reading like a historian: Teaching literacy in middle and high school history classrooms*. New York: Teachers College Press.
- Epstein, T. (2009). *Interpreting national history: Race, identity, and pedagogy in classrooms and communities*. New York, NY: Routledge.
- Grant, S. G., & Gradwell, J. (2010). *Teaching history with big ideas: Cases of ambitious teachers*. Lanham, MD: Rowman and Littlefield.
- VanSledright, B. A. (2011). *The challenge of rethinking history education: On practices, theories, and policy*. New York, NY: Taylor & Francis.

**Membership in the National Council for the Social Studies (NCSS)**

For a reduced membership fee, university students can join the NCSS, and benefit from their monthly magazine (Social Education) with lesson ideas and discussions about the teaching and learning history and social studies. It also allows reduced admission prices to the annual national conference. For this course it is highly recommended that you join NCSS. Please see their website: [www.socialstudies.org](http://www.socialstudies.org).

**Assignments and Evaluation***Assignment 1: Investigating What Students Know About History*

Points: 30

Description: When teaching any subject it is essential to understand what the students' prior knowledge and previous experiences are. For this assignment you will choose a topic from your target level (middle school or high school) and interview at least one student about that topic (You will receive half of the interview guide and you will have control over the other half). The student may be someone you are working with in your field experience, a relative, neighbor, or friend's child. This interview will be recorded or thorough notes will be taken, and you will then write a 2-3 page (graduate students 3-5 page) reflection paper answer specific questions about the students' prior knowledge, misconceptions, and how you would build on their understanding in future social studies lessons. You will share your interviews with the class.

*Assignment 2: History Education Topic Paper*

Points: 30

Description: You will write a 2-3 page (graduate students 3-5 page) reaction paper on one of the topics from the course related to the teaching history. Although you are welcome to use outside resources, it is expected that this paper can be written relying solely on the course readings. You will be asked to e-mail the instructor with their thesis statement, so you can receive feedback and suggestions before writing your paper.

*Assignment 3: History Education Portfolio*

Points: 100

Description: During this course you are required to complete three ungraded social studies lesson plans (related to historical thinking, history for democracy, and people's history), which will be returned with feedback (points will be deducted if lesson plans are not submitted or submitted late). Although not all history lessons include inquiry, these lesson plans should use inquiry and must include an inquiry question (include this at the beginning of the procedure section). You should also consider ways to integrate multiculturalism and multiple perspectives in your lessons. You will revise your lesson plans based on instructor feedback and share them with your classmates through distribution of a flyer the History Curriculum Fair. You will teach one of your lessons to your pre-practicum classroom (or if you are currently a teacher, your classroom) and write a 2-3 page (graduate students 3-5 page) reflection on teaching that lesson. Finally, you will create a History Education Portfolio, which includes your one revised lesson plan (graduate students must include two revised lesson plans) and your teaching reflection.

*NOTE: This assignment requires teaching a lesson. If you are a preservice teacher, you should speak with your cooperating teacher early on in the semester about this topic, so it can be integrated into your pre-practicum. If none of the ungraded lesson plans you wrote fit into your cooperating teacher's curriculum, you may create a fourth lesson plan on a more appropriate topic to teach and reflect on. You should speak with Chris if this problem arises and he will approve additional topics that were not included in your originally planned lessons.*

*Participation: Readings, Class Discussions, Group Work, and Activities*

Points: 40

Description: Class participation is important for successful learning. Students should regularly contribute to class discussions and participate during group work and class activities. The instructor will be informally assessing if students have read the material by their participation in reading related activities. Points will be deducted for cell phone or laptop use unrelated to the class activities. It is expected that students will attend every class session. If you miss class, this will affect your participation grade. Please see the instructor in advance if you believe this will be an issue or let him know as soon as possible if there is an emergency and you cannot attend class. If the missed class is due to extenuating circumstances, the instructor will assign a make up assignment.

There are 200 total points for the course. All assignments will be graded using a rubric (complete assignment requirements and rubrics are posted on the Blackboard site) and all grades will be returned in class or via e-mail. Assignments must be uploaded through Blackboard by the posted deadline. Late assignments will have the grade decreased by 10% for each day late. Students may gain an extension in advance with permission of the instructor or when extenuating circumstance do not allow for forewarning.

**Effective Oral and Written Communication**

All writers benefit from continuing instruction and feedback. The Educational Resource Center and the College of Communication offers writing tutorials and support services for all BU students. We urge to take advantage of these resources. Visit their websites:

<http://www.bu.edu/erc/writingassistance/>

<http://www.bu.edu/com/academics/writing-program/writing-center>

**Statement of Accommodations for Students with Disabilities**

The School of Education at Boston University is committed to equal access for students with disabilities. If you have a specific disability and require accommodations in this class, please let me know early in the semester so that appropriate accommodations can be made. You must provide me with a letter of needed accommodations prepared by the Office of Disability Services. Contact information for that office is as follows: 617 353-3658 V/TTY or [access@bu.edu](mailto:access@bu.edu). All discussions and written materials will be kept confidential.

**Incomplete Grades**

Please note that incomplete grades are reserved for extenuating circumstances. Incomplete grades will not be granted without permission. If permission is received, work must be submitted two weeks prior to the close of the next semester.

**Plagiarism**

The pursuit of knowledge can proceed only when scholars take responsibility and receive credit for their work. Recognition of individual contributions to knowledge and of the intellectual property of others builds trust within the University and encourages the sharing of ideas that is essential to scholarship. Plagiarism, that is, failure to properly acknowledge sources, written or electronic, used for verbatim quotations or ideas, is a violation of academic integrity. Each student is responsible for learning and using proper methods of paraphrasing and footnoting, quotation, and other forms of citation, to ensure that the original author, speaker, illustrator, or source of the material used is clearly acknowledged.

**Course Schedule**

<b>Class</b>	<b>Topic(s)</b>	<b>Readings Due<sup>1</sup></b>	<b>Assignments Due</b>
<b>1</b> Wed 9/3	<b>INTRODUCTION AND OVERVIEW</b> Student and Instructor Introductions  Course Syllabus/Blackboard Site/Preview Assignments  Course Themes: Constructivist-Oriented History Teaching and Teaching About Perspective		
<b>2</b> Wed 9/10	<b>TEACHING AND LEARNING HISTORY</b>  Why Study History?  History Education: Controversies and Conflicting Views	1-Stearns* 2-Rosenzweig* 3-Barton & Levstik (1)*	
<b>3</b> Wed 9/17	<b>TEACHING AND LEARNING HISTORY</b>  Lesson Planning in History (Instructional Methods)  History Education Standards  Assessment in History and Social Studies	4-Nash & Dunn*  5-Grant & Horn* 6-Gradwell*	
<b>4</b> Wed 9/24	<b>TEACHING AND LEARNING HISTORY</b>  Students' Perceptions of History  "Using Textbooks" or "The Problem With Textbooks"	Choose 1: 7-VanSledright (1) 8-Fournier & Wineburg 9-Foster  Choose 1: 10-Loewan 11-Romanowski 12-Martell & Hashimoto-Martell	

<sup>1</sup> All readings with a star must be read. Readings without a star are part of a choice, which students will choose in the prior class.

<b>Week</b>	<b>Topic(s)</b>	<b>Readings Due</b>	<b>Assignments Due</b>
5 Wed 10/1	<b>HISTORICAL THINKING AND INQUIRY</b>  Historical Thinking	13-Wineburg* 14-VanSledright (2)* 15-Barton*	Assignment 1: Investigating What Students Know About History  <b>Please upload your assignment to Blackboard by 4 pm on 10/1.</b>
6 Wed 10/8	<b>HISTORICAL THINKING AND INQUIRY</b>  Historical Inquiry	16-Barton & Levstik (2)*	
7 Wed 10/15	<b>MULTICULTURAL HISTORY</b>  Culturally Relevant History Teaching	17-Ladson-Billings* 18-Banks* 19-Epstein & Shiller* 20-Salinas, Blevins, & Sullivan*	
8 Wed 10/22	<b>MULTICULTURAL HISTORY</b>  Teaching U.S. History to Immigrant Students	21-Martell (1)* 22-Martell (2)* 23-Dunne & Martell*	Assignment 2: History Education Topic Paper  <b>Please upload your assignment to Blackboard by 4 pm on 10/22.</b>
9 Wed 10/29	<b>LITERACY IN HISTORY</b>  Reading in History	24-Wineburg & Martin* 25-Monte-Sano*	Assignment 3A: Lesson Plan 1 (Historical Thinking)  <b>Please upload your assignment to Blackboard by 4 pm on 10/29.</b>
10 Wed 11/5	<b>LITERACY IN HISTORY</b>  Writing in History  Assessing Writing	26-Wineburg, Martin, & Monte-Sano*	Assignment 3B: Lesson Plan 2 (History for Democracy)  <b>Please upload your assignment to Blackboard by 4 pm on 11/5</b>

Week	Topic(s)	Readings Due	Assignments Due
11 Wed 11/12	<b>LITERACY IN HISTORY</b>  Media Literacy  Digital Literacy	Choose 1: 30-Marcus 31-Metzger 32-Wineburg, Mosborg, & Porat  Choose 1: 33-Manfra, Gray, George, & Lee 34-Watson, Mong, & Harris 35-Kissling	Assignment 3C: Lesson Plan 3 (People's History)  <b>Please upload your assignment to Blackboard by 4 pm on 11/12</b>
Wed 11/19	<b>NO CLASS</b> National Council for the Social Studies Conference		Extra Credit: This year NCSS is in Boston. You can earn 5 extra credit points if you attend and write a 1 page reflection (e-mail to Chris by class on 12/3). The program can be found at: <a href="http://www.socialstudies.org">www.socialstudies.org</a>
Wed 11/26	<b>NO CLASS</b> Thanksgiving		
12 Wed 12/3	<b>INTERDISCIPLINARY HISTORY</b>  Geography, Civics, and Economics in the Interdisciplinary History Classroom	36-Thornton 37-Rubin 38-Wolley 39-Kissling & Martell	Assignment 3D: History Education Portfolio  <b>Please upload your assignment to Blackboard by 4 pm on 12/3</b>
13 Wed 12/10	<b>Course Evaluations</b>  <b>End of Course Celebration</b>  <b>History Curriculum Fair</b>  <b>Final Thoughts</b>		Assignment 3E: <b>Bring a one-page handout</b> for all of your classmates that briefly describe the topics and components of your lesson plans to the Social Studies Curriculum Fair <b>AND upload Assignments 3A-3C to Blackboard by 4 pm on 12/10</b> , so they can be shared via Blackboard.

**READING LIST****Reading 1**

Stearns, P. (1998). Why study history? Retrieved November 14, 2014, from [http://www.historians.org/about-aha-and-membership/aha-history-and-archives/archives/why-study-history-\(1998\)](http://www.historians.org/about-aha-and-membership/aha-history-and-archives/archives/why-study-history-(1998))

**Reading 2**

Rosenzweig, R. (2000). How Americans use and think about the past. In P. N. Stearns, P. C. Seixas & S. S. Wineburg (Eds.), *Knowing, teaching, and learning history: National and international perspectives* (pp. 262-283). New York, NY: New York University Press.

**Reading 3**

Barton, K. C., & Levstik, L. S. (2004). A sociocultural approach on history education. In *Teaching history for the common good* (pp. 1-24). Mahwah, NJ: Lawrence Erlbaum.

**Reading 4**

Nash, G. B., & Dunn, R. E. (1995). History standards and culture wars. *Social Education*, 59(1), 5-7.

**Reading 5**

Grant, S. G. and Horn, C. (2006). The state of state-level history tests. In S. G. Grant (Ed.), *Measuring history: Cases of state-level testing across the United States* (pp. 9-27). Greenwich, CT: Information Age Publishing.

**Reading 6**

Gradwell, J. M. (2006). Teaching in spite of, rather than because of, the test: The case of ambitious history teaching in New York state. In S. G. Grant (Ed.), *Measuring history: Cases of state-level testing across the United States* (pp. 157-176). Greenwich, CT: Information Age Publishing.

**Reading 7**

VanSledright, B. A. (1997). And Santayana lives on: Students views on the purposes for studying American history. *Journal of Curriculum Studies*, 29(5), 529-558.

**Reading 8**

Fournier, J. E., & Wineburg, S. S. (1997). Picturing the past: Gender differences in the depiction of historical figures. *American Journal of Education*, 105(2), 160-185.

**Reading 9**

Foster, S. (1999). Using historical empathy to excite students about the study of history: Can you empathize with Neville Chamberlain? *The Social Studies*, 90(1), 18-24.

**Reading 10**

Loewen, J. W. (1995). *Lies my teacher told me. Everything your American history textbook got wrong*. New York, NY: W. W. Norton & Company.

**Reading 11**

Romanowski, M. (1996). Problems of bias in history textbooks. *Social Education*, 60, 170-173.

**Reading 12**

Martell, C. C., & Hashimoto-Martell, E. A. (2012). Throwing out the textbook: A teacher research study of changing texts in the history classroom. In H. Hickman & B. J. Porfilio (Eds.), *The new politics of the textbook: Critical analysis in the core content areas* (pp. 305-320). Boston, MA: Sense Publishers.

**Reading 13**

Wineburg, S. S. (1999). Historical thinking and other unnatural acts. *Phi Delta Kappan*, 80(7), 488-489.

**Reading 14**

VanSledright, B. A. (2004). What does it mean to think historically... And how do you teach it? *Social Education*, 68(3), 230-234.

**Reading 15**

Barton, K. C. (2005). Primary sources in history: Breaking through the myths. *Phi Delta Kappan*, 86(10), 745-753.

**Reading 16**

Barton, K. C., & Levstik, L. S. (2004). Inquiry. In *Teaching history for the common good* (pp. 185-205). Mahwah, NJ: Lawrence Erlbaum.

**Reading 17**

Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers of African American children*. San Francisco, CA: Jossey-Bass. (Chapter 2: Does culture matter?)

**Reading 18**

Banks, J. A. (2004). Teaching for social justice, diversity, and citizenship in a global world. *The Educational Forum*, 68, 296-305.

**Reading 19**

Epstein, T., & Shiller, J. (2005). Perspective matters: Social identity and the teaching and learning of national history. *Social Education*, 69(4), 201-204.

**Reading 20**

Salinas, C., Blevins, B., & Sullivan, C. C. (2012). Critical historical thinking: When official narratives collide with other narratives. *Multicultural Perspectives*, 14(1), 18-27.

**Reading 21**

Martell, C. C. (2015). Learning to teach culturally relevant social studies: A White teacher's retrospective self-study. In P. Chandler (Ed.), *Doing race in social studies: Critical perspectives* (pp. 41-60). Charlotte, NC: Information Age Press.

**Reading 22**

Martell, C. C. (2013). Race and histories: Examining culturally relevant teaching in the U.S. history classroom. *Theory & Research in Social Education*, 41(1), 65-88.

**Reading 23**

Dunne, K. A., & Martell, C. C. (2013). Teaching America's past to our newest Americans: Immigrant students and United States history. *Social Education*, 77(4), 192-195.

**Reading 24**

Wineburg, S. S., & Martin, D. (2004). Reading and rewriting history. *Educational Leadership*, 62(1), 42-45.

**Reading 25**

Monte-Sano, C. (2012). What makes a good history essay? Assessing historical aspects of argumentative writing. *Social Education*, 76(6), 294-298.

**Reading 26**

Wineburg, S., Martin, D., & Monte-Sano, C. (2011). *Reading like a historian: Teaching literacy in middle and high school history classrooms*. New York: Teachers College Press.

**Reading 27**

Marcus, A. S. (2005). "It is as it was": Feature film in the history classroom. *The Social Studies, 96*(2), 61-67.

**Reading 28**

Metzger, S. A. (2010). Maximizing the educational power of history movies in the classroom. *The Social Studies, 101*(3), 127-136.

**Reading 29**

Wineburg, S. S., Mosborg, S., & Porat, D. (2001). What can "Forrest Gump" tell us about students historical understanding? *Social Education, 65*(1), 55-58.

**Reading 30**

Manfra, M. M., Gray, J., George E, & Lee, J. K. (2010). Blogging to learn: Educational blogs and U.S. history. *Social Education, 74*(2), 111-113, 116.

**Reading 31**

Watson, W. R., Mong, C. J., & Harris, C. A. (2011). A case study of the in-class use of a video game for teaching high school history. *Computers & Education, 56*(2), 466-474.

**Reading 32**

Kissling, M. T. (2011). A call for Wikipedia in the classroom. *Social Education, 75*(2), 60-64.

**Reading 33**

Thornton, S. J. (2007). Geography in American history courses. *Phi Delta Kappan, 88*(7), 535-538.

**Reading 34**

Rubin, B. C. (2010). Youth civic identity development in the U.S. history course. *Social Education, 74*(3), 144-147.

**Reading 35**

Wolley, R. (2011). Free markets, government intervention and homework passes: An economics simulation for the history classroom. *Social Education, 75*(1), 26-29.

**Reading 36**

Kissling, M. T., & Martell, C. C. (2014). Analyzing the messages of the State of the Union Address. *Social Education, 78*(6), 268-272.