SECONDARY HISTORY METHODS
Education 301
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Teacher Education Themes

Programs in Teacher Education at BC have five unifying themes. Although no single course addresses all five themes in depth and every course has goals and objectives beyond these, each course is in keeping with the themes and addresses some of the five.

Promoting social justice: At BC, we see teaching as an activity with political dimensions, and we see all educators as responsible for challenging inequities in the social order and working with others to establish a more just society.

Constructing knowledge: At BC, we regard all teachers and students as active agents in their own learning, who draw on prior knowledge and experience to construct new knowledge in interaction with texts, materials, and other learners.

Inquiry into practice: At BC, the curriculum is intended to bridge the gap between research and practice by fostering critical reflection and by treating classrooms and schools as sites for teacher research and other forms of practitioner inquiry.

Accommodating diversity: At BC, we believe that one of central challenges of teaching is meeting the needs of all learners, especially as the school population becomes more diverse in race, culture, ethnicity, language background, and ability/disability.

Collaborating with others: At BC, prospective teachers are encouraged to collaborate with each of the stakeholders in the educational process (other teachers, administrators, human services professionals, parents, community members) and with fellow students and professors.

GET THEORETICAL OVERVIEW INTO LESSON PLAN DESCRIPTION AND ASSIGNMENTS

**Course Overview**

This course will provide prospective history teachers with opportunities to:

1. Select and integrate knowledge from history to design lessons (individual and unit) appropriate for middle and high school classes and for varied school populations.
2. Develop a variety of instructional approaches (e.g., lecturing, Socratic seminars, text analysis, cooperative learning, etc.) appropriate for different grade levels.
3. Demonstrate proficiency in the use of higher order questions in the teaching of history.
4. Critique history texts by identifying explicit as well as implicit themes and emphases and assessing the adequacy of data presented.
(5) Develop lesson plans aimed at engaging students in a variety of learning activities through the use of multiple media. In addition, these lesson plans should encourage active student participation in their own learning by planning for student input in such forms as discussions, debates, interviewing, and role playing.

(6) Assess both the explicit and implicit priorities in various evaluation and assessment instruments.

(7) Learn to observe, reflect upon, and assess multiple dimensions of classroom-based instruction.

(8) Learn how to learn from students.

(9) Learn to work cooperatively to design and implement class lessons.

(10) Develop a personal philosophy about history education that includes your views on pedagogy, curriculum, and assessment. In articulating their philosophies, students will integrate theoretical data (e.g., course readings) with relevant personal experiences.

(11) Learn how to have fun in the classroom . . . and still make it educational.

This course will emphasize students’ ability to demonstrate skills appropriate to social studies teaching. All students are expected to actively participate in all class discussions and activities. This entails being prepared to discuss what you found provocative and interesting with all course readings. All assignments should be typed and you should complete assignments on time (unless prior arrangements have been made), arrive to class promptly, come to class prepared to contribute your ideas, listen to the ideas of your classmates and respect their right to voice their opinions.

Students are encouraged to meet with me during my office hours individually or in groups. This will be a time to discuss course matters in greater depth, raise questions or concerns you may have with the course, or get feedback on work you have done. If my office hours are not convenient, we can set a time outside those hours to meet.

Two final notes: (1) If any student has a condition that may influence her/his performance in this course, please feel free to make this information known to me (if you are comfortable doing so). All disclosures will be kept confidential. (2) In the event of inclement weather, I will decide whether to hold class by 2:30 p.m. that day. You can call me at that time to find out what has been decided.

COURSE READINGS

John Zola, Teaching Practices in the Social Studies.
Patrick McQuillan, Cooperative Learning in the Secondary School Classroom.
Katherine Murray & Patrick McQuillan, Social Studies Methods: Developing Lesson Plans.
University Teaching Center, 228A Porter Hall, Pittsburgh, PA 15213.
Holly Ladd, Assignment #1.
Char Schmoker, The Tuskegee Experiment and the Purpose of Science
Dale Howe, Group Writing #1.
Mass Dept. of Education, Massachusetts History and Social Science Curriculum Framework.
Association for Experiential Education. (1994). AEE Definition of Experiential Education.
Paul Herdman. (1994). When the Wilderness Becomes a Classroom. In Educational Leadership,
November, pp. 15-19.
and Advisors, November 22.
Carol Maybach, Investigating Urban Community Needs: Service Learning from a Social Justice
Perspective. Education and Urban Society, 28 (2).
Patrick McQuillan, Performance Assessment in One U.S. History Class.
Dennis Gray. (no date). San Diego Socratic Seminar.
Leadership, April, pp. 8-12.
Marianne Kenney, Developing Performance Tasks, Colorado Department of Education. Denver, CO.
Alternative Assessment. Alexandria, VA: Association for Supervision and Curriculum Development,
pp. 32-43. (703-549-9110)
Enhancing Thinking Through Cooperative Learning, N. Davidson and T. Worsham (eds.), New York:
Teachers College Press, pp. 120-135.
(Association for Supervision and Curriculum Development). (703-549-9110)
Sut Jhaly, Justin Lewis, and Michael Morgan, The Gulf War: A Study of the Media, Public Opinion, and
Public Knowledge. The Center for the Study of Communication, Department of Communication,
University of Massachusetts, Amherst, February 12, 1991.
Holly Ladd, Assignment #2.
Patrick McQuillan (1998). Winning the Battle and Losing the War. In Educational Opportunity in an
Patrick McQuillan (1995) Knowing and Empowerment: Or, Student Empowerment Gone Good. Paper
Earl Montague, Determining Grades for a Grading Period. In Fundamentals of Secondary Classroom
(703-549-9110).
Advanced Placement U.S. History Exam materials.
Berla, N., Henderson, A.T., & Kerewsky, W. (1990). Who are these young people we will be talking
about? In The middle school years: A parents' handbook. Columbia, MD: National Committee for
Educational Leadership, pp. 22-25.
Patrick McQuillan, Learning the Hard Way to Appreciate Other Cultures. The Fort Worth Star Telegram,
Fort Worth, Texas.

COURSE REQUIREMENTS

(1) Class participation: 35% of final grade
This includes class attendance as well as being an active and substantive contributor to class. Class attendance is mandatory. If you miss a class for any reason you are expected to contact a class member or come to my office hours to go over issues covered in that class. During class students are expected to pose questions as well as answer questions. Moreover, the quality of participation is important. While students are encouraged to share ideas and opinions in class, not all contributions will be equally valued. Contributions that connect to course readings, that relate to previous topics discussed in the course, and that are tied to specific and relevant experiences are encouraged and valued more than random statements with limited and tentative connections to course topics and materials.

For most classes you are expected to bring “tickets” as preparation for that class. Tickets should be submitted during that class. The tickets will be included in assessing your class participation grade. Tickets are graded in terms of four categories:

- **Check-Plus**: You have gone beyond what is expected; the work suggests considerable thought and effort and is of exceptionally high quality.
- **Check**: You completed the assignment appropriately; this is a solid performance.
- **Check-Minus**: The assignment suggests a lack of effort and/or understanding; there are notable shortcomings in the work.
- **Zero**: The assignment was never completed or the work fails to address the intent of the assignment. The assignment has to be redone.

Each ticket will have an associated “level of difficulty,” ranging from high (H) to average (ave) to credit/no credit (C/NC), which means there is no check-plus, check, etc. grade. These levels are identified on the syllabus.

If you miss a class, you need to do a two-to-three page write-up of your reactions to the readings assigned for that class (in journal form) and turn that paper in the next class. It will also be your responsibility to find out what the class activities were and if any additional materials were handed out.

(2) **Class Planning (part of participation grade)**

In the course of the semester, you will need to stay after class for a half hour twice to discuss your thoughts on the upcoming class. You will need to do no more than complete the reading for that week prior to this meeting and come to the meeting with ideas for what you considered important, how we might design the next class, what activities might be useful, and so on. You will not be expected to teach the class but may do some limited instruction if you’d like.

(3) **Assessment Assignment: 15% of final grade**

**Part I: Descriptive Portion (due 10/29)**

This assignment should be carried out over a four-week period in conjunction with your practicum placement. In the classroom where you are working or observing, describe and document all the ways in which students are assessed. This would include such formal assessments as quizzes and papers as well as such informal means of assessment as posing questions during class. Completing this assignment will require:

(a) observing and taking field notes each week;
(b) interviewing the teacher about how he or she assesses students and for what purpose(s);
(c) interviewing one student about how students are assessed and for what purpose(s).
(d) collecting formal examples of tests, quizzes, homework assignments, papers or projects used to assess students during the four-week period. If there are numerous homework assignments or class papers, then include only one or two examples but say how frequently they occur and how they are used for assessment;
(e) creating a description of how assessment occurs using the data from (a) through (d) above. You should also include some description of the course itself, such as the number of students in the class, the grade level, the type of course (e.g., AP, college prep, etc.). In creating your description, be certain to note what types of knowledge are assessed (e.g., writing skills, ability to recall facts, ability to form an opinion, comparing/contrasting, etc.). When you are referring to examples of assessment practices, be certain to provide specific examples in your description. Do not refer the reader to the appendices you may include. You need to specify the examples you choose to use. In your writing use pseudonyms when referring to a specific teacher or school. Your description should be typed and run somewhere from 5-7 pages in length. Examples of assessments should be appended to the paper.

Part I of the Assessment Assignment will be returned to you with my comments. You should respond to those comments and submit a revised second draft of this assignment as well as the marked up first draft when you submit Part II of this assignment.

Before beginning this assignment, discuss it with your practicum teacher so he or she is fully aware of what you intend to do and has an opportunity to negotiate any needed modifications in your plan. You should also tell her/him and the student you interview that you will keep their identity and the name of the class confidential. Your goal is to enhance your understanding of how teachers assess student knowledge. You can also offer to share your final paper with the instructor or student.

**Part II: Assessment Analysis (due 12/3)**

After describing how assessment occurs using the above data (and discussing it in class on October 29th), analyze the quality of that assessment by addressing what you consider critical issues. This might include addressing the following: How do the assessment methods support instruction? Do assessment activities and products reflect important learning goals? Do assessment results inform subsequent instructional decisions for the class, for individual students? Are the assessment methods valid and fair, for the class as a whole, for second-language learners or other subgroups of students? In writing up the analytical part of this assignment I encourage you to include headings in your paper that delineate the specific topics being discussed in this section of the assignment. For instance, you may create a heading that reads, “Does Assessment Inform Instruction?” or “Are Important Learning Goals Assessed?” This will allow me, the reader, to be clear as to just what topic you are addressing.

To complete the analysis portion of the assignment, please refer to the original description of the assignment as well as the criteria for evaluating assessments developed in class. The description and analysis combined should be 10-15 pages. Turn in the marked up version of the description along with the analysis portion of the assignment.
Grading: The purpose of the assignment is to help you learn to apply principles of good assessment in real classroom contexts. After allowing for learning and subsequent revision and extension, the same assignment can also serve to evaluate your knowledge of assessment principles. This assignment will be graded on a scale from A to F, reflecting the degree to which you, as a preservice teacher, understand key assessment principles and are able to apply them in evaluating specific assessment practices, content, and format.

A
* A balanced set of criteria/principles is used to analyze assessment (not necessarily all possible criteria).
* Specific points made in the analysis (positive or negative) reflect clear understanding of assessment principles.
* Criteria/principles are tied to specific observations and assessment products.
* Context and assessment practices are adequately described (e.g., grade level, type of student, how assessments are used).
* The paper is well organized and clearly written so that all of the above are evident.

B
* Above elements are present but are not completed fully.

C
* Above elements are partially satisfied.

D-F
* Some or all key elements are missing.

Your grade will not be affected by the quality of assessments you observed so long as you provide a well-grounded rationale for your positive or negative evaluations. (Note: The final section of this syllabus includes some further discussion of ideas you might keep in mind to help you conduct more effective interviews.)

(4) Social Action Assignment: 5% of final grade
For this assignment you should identify one way in which you can personally make the world a better place over the fall semester. This could take a variety of forms, such as: riding your bike instead of driving one day a week, getting your household’s recycling act together, volunteering at a youth program, quitting smoking, making a commitment to carry a reusable cup all the time, writing letters on behalf of Amnesty International’s Urgent Action Network, and so on. The objective of this assignment is that you will model a critical aspect of history education--personal involvement in the world around you. The best history programs include some form of civic action and this is one way of exploring what that might look like. A description of WHAT you are going to do is due on 9/24; and a final evaluation of the experience is due on 11/26. In your evaluation you can address whatever issues/questions seem relevant. In the past, students have found it useful to consider the following: How did the action go? What worked? What didn’t? Why? What factors aided your efforts and what factors inhibited your efforts? What was the effect of this experience on you? Were there high’s and low’s in achieving your goals and your sense of satisfaction, or did the experience evolve in a straightforward fashion. What was the effect, if any, on others? What did you learn about yourself or about American society from this experience? What might you do differently if you were to undertake this work again?

(5) Social Studies Unit Plan: 25% of final grade
This assignment has six sections:
(1) A statement that discusses the philosophical assumptions relevant to social studies education that underlie your unit plan. You should cite particular authors, texts, and teaching strategies that inform your philosophy.

(2) A description of the materials to be included in the unit. If the unit will involve substantial student research, you should note how those resources will be made available to students as well.

(3) A statement of the goals you hope to accomplish in the overall unit. These should be phrased primarily in terms of what students will be able to do as a consequence of having done the work you designed for this unit. They also should incorporate some aspect of the Massachusetts Content Standards for History.

(4) A day-by-day outline for 10 days of what you plan to do in this unit as well as some mention of the goals for each day’s lesson and how each lesson will lead into those that follow.

(5) Specific lesson plans for three days of classes, using the format provided in your course readings (i.e., 9/24). One lesson must focus on issues of multiculturalism and diversity. Be sure to specify clearly which plans in this unit are in-depth. These lesson plans should demonstrate your ability to design classes with a variety of emphases and approaches to learning--such as, media literacy, text analysis, Socratic seminars, and so on. The three lessons should be different from one another.

(6) An authentic form of assessment that you will use with this unit, including the rubric used to grade that assessment. (See Newmann & Wehlage article from the course readings if you need to refresh your thinking about authentic assessment.)

I am having you develop a unit plan so you have the chance to coordinate multiple days of instruction. In this regard, I will be looking for consistency in terms of how your overall unit goals fit with your goals for each day’s instruction and for how you assess student learning in terms of these goals.

(6) Two Lesson Plans: 20% of final grade
In the course of the semester you will develop an experiential lesson and one that incorporates the use of Socratic seminars.

Lesson Plan Rubric

A--An “A” paper is an exceptional piece of work. It will include all seven components of a lesson plan. Each of these topics should be addressed in depth, so the reader is clear as to what the lesson will entail. There should be clear connections between the various aspects of the lesson. It should be clear, for instance, how your teaching and learning strategies and assessment link to your overall goals. If your goals include developing specific skills by students, it should be clear how they will develop those skills. Finally, the discussion of the philosophical assumptions embodied in your lesson should be rich and should draw on multiple ideas linked to teaching and learning. The lesson itself should also be about something important.

B--A “B” is a strong piece of work that would serve as a final blueprint for directing classroom instruction. The paper may omit one or two components of the lesson plan or the lesson may deal with some topics in a superficial way. For instance, if you list a few questions in your section on teaching and learning but it is not apparent how they will help you achieve your lesson’s goals, that would be considered superficial. In
addition, the pieces of the lesson may not fit together. Your assessment, for example, may expect students to do something you haven’t prepared them to do in your discussion of teaching/learning strategies. Finally, the lesson topic may lack substance. It may not be about anything truly important.

C--A "C" paper may omit many components of the lesson plan and/or it may deal with a few of those topics in a superficial way (see above). Further, the pieces of the lesson do not fit together (see above). In addition, the focus of the lesson may have little relevance.

D--There are no D’s.

F--An F paper would be a very superficial presentation of your lesson plan with little delineation among the various components of the lesson. In essence, the goals and/or the means by which you hope to achieve those goals would be quite confused. Moreover, the topic may be of little authentic value, possessing little practical value for any student. You would be required to redo the assignment.

Please note:
• To receive credit for this course, you must submit every assignment. Otherwise, you will receive a grade of “incomplete.”
• For any assignment, if you are dissatisfied with your grade, you can redo your work. However, you should first discuss your intention with me so I can clarify what you need to work on to improve the assignment. By doing so you can improve your original grade by as much as one full grade.
• In grading your work, I will note spelling and grammar errors so you are aware of these mistakes and can correct them because poor grammar and spelling can undermine your credibility as a teacher. Such errors will not influence your grade unless they make it difficult for me to understand your thinking.

COURSE CALENDAR, OUTLINE OF TOPICS, & ASSIGNMENTS

September 10: Overview and Introduction to Course
Organizational meeting: Syllabus reviewed; assignments and grading outlined; Lynch School of Education philosophy reviewed; and job possibilities discussed.

September 17: An Overview of History Teaching
Readings: (1) Zola, Teaching Practices in the Social Studies; (2) Evans, Teaching Social Issues: Implementing an Issues-Centered Curriculum; (3) Engle & Ochoa, A Curriculum for Democratic Citizenship; (4) Ravitch, Diversity and Democracy; (5) Hirsch, General Introduction; (6) Cooperative Learning Guidelines and (7) this syllabus.
Ticket: Teaching Your Colleagues (ave)
For this class, you will meet with other students assigned the same reading and consider how to collaboratively help the rest of the class understand that author’s ideas. Your overall goal is somewhat vague: As a result of your teaching students should understand the author’s ideas and be able to draw on those ideas as appropriate to
inform their teaching and educational philosophy, or dismiss the author’s ideas and have a clear rationale for doing so. In preparing to teach the class you might consider the following (but need not address them all):

- What are the author’s main points?
- What are the strengths of her/his ideas?
- What concerns do you have with the author’s ideas?
- How do the author’s idea relate to other educators’ or educational ideas you are familiar with?
- What might the author’s ideas look like if they were implemented in a classroom?

Each group should develop a handout that synthesizes the author’s main points (but isn’t the entire article recounted). This handout will be a graphic representation of the author’s ideas. It can be a traditional outline, a list of key terms, a concept map, a flow chart, a combination of these strategies, or something else if you’d prefer. You will have 15 minutes to teach your classmates...and 15 minutes goes by very quickly, unless you aren’t prepared, in which case it can seem an eternity. You can arrange your presentation however you like. You should leave time for questions.

For the other four articles, each student should develop two higher order questions (not recall) for each article. The ticket you submit will be a copy of your group’s handout and the questions you developed for the other readings.

September 24: The Fundamentals of Planning
Ticket: Facts, Concepts, and Generalizations (C/NC)
List three facts, three concepts, and three generalizations (or theses) from the field of history. So you get a sense for what it might take to develop a lesson around these ideas, your facts, concepts, and generalizations should be somewhat related to one another. For example, an historical fact relevant to a unit on the Depression would be: “The Stock Market crashed on October 29, 1929.” A related concept could be “buying on margin” or “priming the pump.” And a generalization could be, “The impact of the Depression greatly changed the role of the federal government in the US.”

The description of your “social action” assignment is due today.
Note: You should begin your assessment observations next week.

October 1: The Fundamentals of Planning (cont.)
Readings: (1) Valletta, Assignment #3; (2) Ladd, Assignment #1; (3) Schmoker, The Tuskegee Experiment and the Purpose of Science; (4) Howe, Group Writing #1; and (5) Massachusetts Department of Education, Massachusetts History and Social Science Curriculum Framework.
Ticket: Lesson Plan Critiques (H)
In journal form, assess two of the four lesson plans. In doing so, you might consider the following questions (though you need not address them all and can raise other questions of interest to you):

- What did you finding engaging or provocative about the lesson?
• Would the lesson achieve its stated goal(s)?
• Did the lesson align with State Standards?
• Would you have enjoyed the class? Do you think students would enjoy the class?
• Does the lesson address important topics and help students develop valuable skills? Is the lesson worthwhile?

October 8: No class

October 15: Experiential Learning

Readings: (1) Association for Experiential Education, Definition of Experiential Education; (2) Herdman, When the Wilderness Becomes a Classroom; (3) Stopol, South Bronx Alumni Weekend; and (4) Maybach, Investigating Urban Community Needs: Service Learning from a Social Justice Perspective.

Ticket: Experiential Learning in Your Life (H)

Based on this week’s readings, describe two endeavors in your life that could be considered “experiential learning.” In addressing this question you should relate your experiences to this week’s readings: In what ways were they similar or different? In addition, you might consider the following:
• What made them experiential?
• Did they differ from traditional classroom-based learning? If so, in what ways? Setting? Goals? Activities?
• Were the instructor and/or student role(s) atypical?
• Was reflection an explicit aspect of the experience?
• What impact did the experiential dimensions have on you? Were they motivating? Confusing? Fun? Novel?
• What might be a relevant experiential lesson or activity for your content area?

Assignment #1--Develop an Experiential Lesson: Drawing on what you know about experiential learning, develop an experiential lesson (using the lesson plan guidelines from 9/24). Although experiential lessons can take many forms, each lesson should include a “reflective” element as one of your teaching/learning strategies. In so doing, be certain to note just what you will reflect on in de-briefing the lesson and how that de-briefing fits with your overall goals. **Due 10/22.**

October 22: Performance Assessment

Readings: (1) McQuillan, Performance Assessment in One U. S. History Class; (2) Gray, San Diego Socratic Seminars; (3) Newmann & Wehlage, Five Standards of Authentic Instruction; (4) Kenney, Developing Performance Tasks; and (5) McLuhan, Love Goddess Assembly Line (the text to be used for a Socratic seminar in class).

Assignment #1 due.

Assignment #2--Design a Socratic Seminar: Having read about Socratic seminars and having participated in one, you should design a Socratic seminar that you could use with your class, using the lesson plan format presented on 9/24. In addition, you should: (1) Describe how you would organize your class and why you would do it this
way. For instance, if you have 30+ students in your class, you might need to hold two different seminars. Could you get a parent in to help you with the class? How many observers would you have? What would be your role? (2) Identify what you would use for a “text” and explain why it would be appropriate for your students and class. (3) List at least five questions you might use to stimulate discussion and thought. (4) Note how you would run a debriefing session. Who would get to speak and why? What would be your role? What issues would you focus on? (5) Outline your goals for the seminar and explain how these goals connect with the other four sections of this assignment. For instance, if you were to focus on students developing particular intellectual skills, such as supporting their ideas with reference to a text, you might focus on this goal. If you emphasized understanding specific content, say the Declaration of Independence, you might discuss the specific knowledge you hope students would internalize and how that would occur. If you wanted students to learn how to interact with one another more effectively--to cut down on insults, interruptions, etc.--you could emphasize the debriefing and reflective aspects of the experience. Due 11/19.

October 29: Developing Authentic Assessments
Readings: (1) Aschbacher & Winters, Chapter 4, Selecting Assessment Tasks; and (2) Johnson & Johnson, Encouraging Thinking Through Constructive Controversy.
Part I of “Assessment Assignment” due.
Note: You may want to look at the student interview ticket for 11/12 and begin to tend to the logistics of completing that assignment.

November 5: Text Analysis/Media Literacy
Ticket: Literal, Interpretive, and Contextual Analysis (ave)
Select an “image” you consider powerful, interesting, provocative, etc. It could be a picture from a newspaper, an advertisement, a commercial on television, a clip from the evening news, or so on. Then do the following: (1) Offer a “literal” interpretation of the image. This would be very descriptive and non-evaluative. (2) Offer an “interpretive” assessment of the picture. That is, what is the “meaning” behind the image? What else might the person who created this image want to say beyond the literal meaning? (3) Do a “contextual” analysis of the image, which would involve assessing the social context that surrounds the image. Is it from a textbook? If so, what are the implications about the topic being discussed? Is it from an advertisement during Saturday cartoons? Was it from the side of a city bus or on a billboard? (4) Note what questions you would ask to get students to the various levels of analysis for the image you provide (i.e., literal, interpretive, and contextual).

For instance, during NFL games there are often advertisements for the Marines. One involving white and black knights on a chess board I find interesting. Looking at this image, I can do a literal description quite easily: There is a chess board. There are white and black knights. They battle one another. And so on.

On the interpretive level, I could discuss how the images are designed to appeal to certain values (e.g., chivalry, challenge, courage, and so on). To help students
interpret the images, I might ask: What do knights symbolize? Why are black and white prominent colors? Why are the white and black knights battling? What message does their fighting convey?

And on a contextual level I would help students understand why this was shown during an NFL game. I might ask: Why show this during an NFL game? Why not during a soap opera? Who do the Marines assume is watching these games? Why would this image be attractive to these persons?

November 12: Student Perspectives
Readings: (1) McQuillan, ‘Winning the Battle and Losing the War’: A Look at One Russell High Classroom; and (2) McQuillan, Knowing and Empowerment.
Ticket: Learning from Students (H)
For this ticket you will need to interview two students regarding their understanding of some aspect of history that you plan to incorporate into your unit plan. It might be the “causes of the Civil War,” “Columbus: Hero or Villain?” “The Sixties,” and so on. You are not trying to test the students; rather, you want to assess how they understand this aspect of history. You will then use their understandings to inform your own ideas regarding how you would teach a lesson on this topic to students like these. In doing this, you will need to develop a wide range of open-ended questions. I also encourage you to use materials that offer students an alternative way to express or elicit the historical knowledge you seek to explore, such as pictures, artifacts, quotations, music, manipulatives, etc. You want to understand both what they think about this matter and why they hold the understandings or beliefs they do.

You will also include questions that allow you to explore the students’ “educational biographies.” This could include their attitudes toward learning history, learning in general, what they believe good teaching is, what motivates them as learners, their sense of their own abilities and/or intelligence, their favorite lessons or teachers, and so on. This information may help you appreciate why they hold the views about history that they do.

You should interview two students who are somehow different from each other (e.g., in terms of grade level, school performance, gender, ethnicity, urban/suburban, etc.). You should also tape record your interviews. You need not transcribe them, but it will enrich your paper to include specific statements from the students to validate your analysis. Further, having the opportunity to listen to the interview will be beneficial.

Some interview suggestions:
• Be relaxed. You don’t want the students to feel they are being tested.
• Reassure the students that whatever they say will remain confidential. You will never identify them to their teacher or in your BC class. You just want to use their ideas to help you develop as a teacher.
• You should then begin your interview with straightforward information, such as the students’ grade level, history courses taken, and so on. You want to develop some rapport before you begin to ask more probing and analytic questions.

Your ticket should include: (1) A description of the students’ background and school. (2) A description of the historical understanding(s) you sought to assess. (3) The activities and questions you used to ascertain the students’ understandings of this knowledge. (4) Some general statements as to the students’ historical
understandings. What do they know? What don’t they know? (5) Why you think the students have the understandings they do? What in their backgrounds might have influenced them? What types of learning experiences do they enjoy? In this regard, make sure you are not circular in your analysis. That is, don’t say, “They like what interests them.” Try to generalize and determine what common features might be shared by those lessons, activities, and so on that students found engaging or boring; (6) Based on what you learned, describe some potential implications for your own teaching? And (6) How did these ideas relate to the various authors read in this course or others. For instance, did the students especially enjoy authentic activities, experiential lessons, or cooperative endeavors? What have we read that might help us understand these students’ experiences?

*Feel free to share your ideas with other students in the class. If you find a question or topic to be especially useful, you are welcome to share it with others so they might use it as well.

**November 19: Scoring Rubrics and Evaluating Student Work**
Readings: (1) Montague, Determining Grades for a Grading Period (you can skip from the heading “Combining Scores to Determine Grades” on p. 232, up to “A Recommended Philosophy of Grading” on p. 235); (2) Aschbacher and Winters, Chapter 5, Setting Criteria; and (3) sample AP US history exams.
Ticket: Grading Exams (ave)
Using the rubric provided in your reading (i.e., the DBQ Standards that range from 0-9), grade the sample exams included in this week’s reading and note why you awarded the grades you did. (“DBQ” stands for Data-Based Question.)
Assignment #2 is due today.

**November 26: Middle Schools**
Readings: (1) National Middle School Association, NMSA Research Summary #4: Exemplary Middle Schools; (2) Berla, Henderson, & Kerewsky, Who are these young people we will be talking about?; (3) MacIver, Meeting the needs of young adolescents; (4) Miller, et al., Applied Learning for Middle Schoolers.
Ticket: Your Middle School/Junior High Experience (ave)
Based on the readings for this week, reflect on your experiences in middle school/junior high in journal form. In some way you should connect your experience to this week’s readings, whether you allude to similarities or differences. In addition, you might consider the following themes (which can also be linked to the readings): What are your strongest memories of middle school? Was this a positive time in your life? If not, what made it uncomfortable? What were your most pressing concerns? What did you think of your teachers and/or classes? Which ones did you like? Why?

Social action assignment due.
December 3: Unit Planning
Readings: (1) Kenney, Human Rights: Land of the Free?”
Ticket: Using the Internet (C/NC)
    Get onto the Internet and get some materials that you can use in your unit plan. These can be either resources you would incorporate into a lesson or a specific lesson plan. Either would be acceptable. Submit a description of the materials you selected and briefly explain why they will be useful with your unit.
Part II of the “Assessment Assignment” due.

December 10: Diversity
Readings: (1) McIntosh, White Privilege; (2) McQuillan, Learning the Hard Way to Appreciate Other Cultures; (3) Miner, “Body Ritual Among the Nacirema; and (4) Ravitch, A Culture in Common.

December 17: Final Class
Be prepared to present a brief description of the unit you developed. You will only have five minutes for your presentation so don’t expect that you’ll be able to describe the entire unit. Instead, discuss what you learned from doing the unit, or what you consider to be the best lesson in the unit, or how the student interviews you conducted influenced the unit, etc. The final unit will be due in class.

SOME THOUGHTS ON CONDUCTING INTERVIEWS

You may find it helpful to think about the different “types” of questions you can ask. Depending on the person being interviewed and the topic, it may be that different types of questions work better for different persons.

Descriptive: These questions merely ask people to describe some activity or place. When you pose a descriptive question, be alert for those aspects of your informant’s answers that require further elaboration. For example, you might pose an initial question such as, “What’s your history class like?”, “Tell me about your history class.”, or “What do you do during history class?” If in describing the class a student tells you that he/she usually reads some and goofs around some during class time, you should have her/him describe what it is that is usually read and what “goofing around” entails.

Comparative: When an informant is having trouble answering a question, you can suggest that he/she begin to formulate an answer by drawing a comparison with something else. Even if the interview is progressing smoothly, comparison questions can be useful. They often enable people to articulate something they might have missed if they had not been asked to draw the comparison. Some basic styles of comparative questioning are seen in the following examples: How is the way you assess students in your U.S. History class similar to what you do in the Western Civilization class? How would you compare the power you have to influence the work you do in English class with what you have in algebra?
Creating hypothetical situations: Hypothetical questions require that people think about what they know or believe in a slightly different fashion. They often bring out certain dimensions of a topic that might be missed through straight descriptive questioning. For example, you might end an interview by asking a student "If you could give students more power, do you think your school would be better or worse?"

In conducting your interview, it may be useful to keep the following techniques in mind:

Restating an informant’s terms: To make certain you understand what has been said and to give your informant an opportunity to restate or elaborate on an answer, you can paraphrase what you have been told and ask if your paraphrasing is accurate. If the interviewee corrects you, you accomplish two things: you get a misunderstanding clarified and you get your informant to elaborate on an answer. For example, "So by saying "less is more", you mean...?"

b) Unpacking terms/colloquialisms: Informants often use terms which they assume everyone understands. These terms can have multiple meanings. Therefore it is often necessary to ask your interviewee to define a term for you. Besides colloquialisms such as "bunking school" or the social category, "burn outs," you will often need to have people explain what they mean by "good," "boring," "fun," etc.
Ticket: Diversity and Multiculturalism Lesson Plan (ave)

Approaching classroom teaching from a multicultural perspective can entail a shift from more common approaches to teaching. To help you think differently about course materials take what you consider a traditional lesson or topic (in whatever subject area you would like) and briefly explain what a traditional approach to such a lesson would entail and then develop a way to teach the lesson from a more “multicultural” or “diverse” point of view. Be certain to explain how and why your approach is more sensitive to issues of diversity.

For this assignment you need not use the lesson plan format required for the previous two lessons, but you will need to submit this lesson in that form as part of the unit plan. For this assignment “multiculturalism and diversity” can include issues of race, ethnicity, gender, sexual orientation, age, socioeconomic status, or any other issues of “diversity” you want to acknowledge. You might also consider integrating music, art, poetry, film, or art into this lesson.