

History 400-001
TEACHING HISTORY IN THE SECONDARY CURRICULUM
Spring 2011
Monday 5-6 PM Ross 2260

Fritz Fischer
Office: Ross 3290B
Office Phone: 351-2263
Office Hours: Mondays and Wednesdays, 1:30-2:45 and **by appointment**
e-mail: fritz.fischer@unco.edu

READINGS (available at the campus bookstore)

Percoco, James, *A Passion for the Past: Creative Teaching of U.S. History*
Packet of readings on teaching and learning in history...on electronic reserve in library

IDEAS ABOUT THE COURSE

This course is designed to help prepare you to teach in the History classroom in the secondary school setting. Each presentation and each assignment is designed to give you concrete experience in successful teaching methodology. Most of the course will be taught by successful secondary school teachers from throughout the state of Colorado. Each week, one of these teachers (or one of the Professors from here at UNC) will present to you a lesson that has worked (or should work!) in a secondary school classroom. You will have an opportunity to critique and discuss the lesson. In the end, you will leave this class with a collection of top-notch lessons that you will be able to revise and use in your own History classrooms in the future. Along the way, you will be exposed to a wide variety of successful professional educators and will learn more about what makes them effective.

EXPECTATIONS

Attendance:

The heart of this course is the weekly presentations. **To that end, it is imperative that you attend every class session.** Our guest teachers are volunteering time out of their busy schedules to make presentations, and we must not insult them through a lack of attendance. Don't treat this as a course--treat this as a job. As a teacher, a pattern of absences will lead to being fired--in this course, it will lead to a failing grade. If for any reason you can not attend a class session, you must contact Professor Fischer well ahead of time.

Participation

The act of teaching requires effective oral communication skills. You will be expected to actively participate in the discussions of the weekly presentations.

A passing grade in the class requires that you complete each of the following:

Journal Writing:

The major written requirement for this class is the compilation of a journal. The journal should be a binder into which you will place copies of all the lesson plans presented to you along with a review of that lesson. You must review each lesson presented. The review must be at least one page long, written on a computer word processor and double spaced with 10 or 12 point font. The review should provide a description of the lesson **as well as your analysis of that lesson**. In your analysis, be sure to connect the discussion of the presentation with your own personal growth as a teacher. You will periodically hand in the journal to Professor Fischer for assessment. Hopefully, some of these lessons and reviews will also end up in your portfolios in the years to come.

Review Projects:

You will also be required to complete two review projects. These projects will be short reviews (3-4 pages; written on a computer word processor; 10-12 point font) of history teaching materials. These papers will require proper source documentation.

Review #1 (due February 21): Review of *A Passion for the Past*. Write a review of this book from the perspective of a history teacher. How useful is the book? What concrete suggestions does it contain? How does it promote your professional growth as a history teacher? How do the ideas discussed by Percoco connect to your classroom experience in STEP 363 (be specific)? **(You will need to complete the reading of this book for our discussion of it on February 14)**

Review #2 (due April 11): Write an analytical review of the two articles listed below (they are reserve in the library). How do the ideas discussed by these authors connect to your classroom experience in STEP 363 (be specific)? You should craft an argument about these articles based on how you think the ideas presented in these articles might work in your history classroom in the future.

- VanSledright, Bruce A. "What does it mean to think historically...and how do you teach it?" *Social Education*, April 2004 v68.
- Wineburg, Sam. "Historical Thinking and Other Unnatural Acts." Chapter One from Wineburg, Sam, *Historical Thinking and Other Unnatural Acts*. Philadelphia: Temple Univ. Press, 2001.

Lesson Presentations:

You will also be required to present one lesson to the class. This lesson must be a lesson for a History class. The lesson may be a lesson you have tried previously in a STEP 262 or STEP 363 class, or it could be a brand new lesson. You will be required to write and turn in a lesson plan as part of this assignment.

Assignment Due Dates:

February 14	Finish Percoco, <i>A Passion for the Past</i>
February 21	Review #1 Due
April 11	Review #2 Due
April 25	Lesson plan due and presentation day; Class will be 5-7 PM