

Rutgers University-Newark
26:510:618
Seminar in Teaching History
Summer Session I May - July 2020

Course meetings: Online throughout. (Live meets when scheduled will take place as scheduled during first week of class according to student availability).

May 26 and 28, June 2, 4, 9, 11, 16, 18, 23, 25, 30

Instructor: Elizabeth M. Aaron, MAT, M.Ed.
elizabeth.aaron@rutgers.edu

Office hours: Available by email and phone and live meet (online) as explained prior to start of first class.

“The sea rises, the light fails, lovers cling to each other, and children cling to us. The moment we cease to hold each other, the moment we break faith with one another, the sea engulfs us and the light goes out.” -James Baldwin

COURSE OVERVIEW: This course is designed for students pursuing the MAT in history as well as those who may be considering or already pursuing a career in teaching history at the secondary level. It may also be useful for those engaged in doctoral work who will be teaching as part of their programs. For the purposes of this course, we may include some middle-level-focused work (grades 6-8) but focus primarily on high school. Where ever possible, your work choices for this class should be connected to your current position in the field to advance your own teaching practice. This course aim and practice is rooted in our engaging in historical scholarship past, present, and emerging in the field in order to bring that content directly in your planning and instruction for work in schools and in the communities in which you teach. This course should challenge you to think about *why* we teach history and *how* we should teach history, both globally and locally in thought and action.

The forces that shape our teaching - our own educational backgrounds, the standards and expectations of the district(s) and state where we teach, the requirements, constraints, vision, and realities of local and state standards, and the diverse backgrounds, experiences, needs, strengths, and talents that our students bring to our classrooms combine to present us with a myriad of challenges and opportunities to consider before we even meet our students each day, semester, or year. This course aims to help you bring those forces together to strengthen your ability to engage and succeed with your students. As never before during the current global pandemic, we will need to examine what strong teaching ‘looks’ like when the fundamental construction of students and teachers being physically together in classrooms together does not exist.

We will spend time and effort developing ways to cultivate a sense and skill set of and for deep inquiry and excitement in our students as we help them learn the necessity, value, and import of studying the

past. Part-workshop and part-seminar, the overall goal of the course is to develop strategies for integrating scholarship into the curricular work we do in secondary classrooms. To that end, both work in content and pedagogy will be studied, and student assignments will be designed to align the work we do in the classrooms with the state of the field today. In general, we emphasize the teaching of US History because it is the course that is required of all students in NJ over two of their four high school years. Students in this course are encouraged to widen their application of content to specific courses they currently teach wherever possible as will be discussed in class.

All work completed should be in standard MLA/academic format. Any questions regarding sources, writing, syntax, presentation, style, etc should be directed to me well before due dates. Excellent guides for you (as well as for your students) are located at owl.english.purdue.edu, in *A Pocket Guide to Writing in History*, and in other similar resources. Working to present, write, and research as we want our students to be able to is always a critical component of a course in teaching content and this class is no different!

In general, our classes will consist of discussions of readings with questions generated by the texts, the teacher, and our class members, some work to apply the learning to what we do or will do in the classroom, some collaboration among pairs and the group, and some time for individual work so that students have time to digest and reflect on course and content learning with time for discussion. In spite of our not being together, this general work plan will remain in place.

EVALUATION AND GRADING:

Evaluation of student work in the course will be on the letter grade system of Rutgers-Newark. Grades available on that system are A, B+, B, C+, C, D, and F. All work should be completed according to guidelines as referenced above for syntax, presentation, etc. Please proofread carefully. Please arrive with work complete and prepared to participate fully in discussions and activities. *Taking a course about teaching is a 'meta' experience in that we should, as we work, always be thinking about what we are doing, how we are doing it, why we are doing it, and if it is helping us accomplish our goals. A course in teaching practices should always have a coherently expressed and on-going reflection component. To that end, adjustments to the syllabus may be made as our needs both individually and as a community of scholars is evidenced in our first sessions together.*

Given the condensed nature of the summer session course, staying current on reading and assignments is critical.

Class discussions, activities, written papers, etc are all factored into final grades. Missed classes and late assignments may impact your grade as a significant amount of our work is class- and discussion-based and build on each other. Some of our topics may be raised only in class "discussions" rather than in readings or activities directly, and it is impossible to 'make up' that learning if you missed it. Be sure to use a class partner to address this should you need to miss a class and follow up with me if needed.

PLAGIARISM: Rutgers-Newark and I take plagiarism seriously. Plagiarism puts your standing at the university in jeopardy. Violations of the university's policy will be addressed as such. The university's policy on academic integrity is available at <http://academicintegrity.rutgers.edu>.

Accommodation and Support Statement:

Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students. RU-N has identified the following resources to further the mission of access and support:

Students with Disabilities: Rutgers University welcomes students with disabilities into all of the University's educational programs. The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. In order to receive consideration for reasonable accommodations, a student with a disability must contact ODS, register, have an initial appointment, and provide documentation. Once a student has completed the ODS process (registration, initial appointment, and documentation submitted) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided to the student. The student must give the LOA to each course instructor, followed by a discussion with the instructor. This should be completed as early in the semester as possible as accommodations are not retroactive. More information can be found at ods.rutgers.edu. Contact ODS: (973) 353-5375 or ods@newark.rutgers.edu.

Religious Holiday Policy and Accommodations: Students are advised to provide timely notification to instructors about necessary absences for religious observances and are responsible for making up the work or exams according to an agreed-upon schedule. The Division of Student Affairs is available to verify absences for religious observance, as needed: (973) 353-5063 or DeanofStudents@newark.rutgers.edu.
Counseling Services: Counseling Center Room 101, Blumenthal Hall, (973) 353-5805 or <http://counseling.newark.rutgers.edu/>.

Students with Temporary Conditions/Injuries: Students experiencing a temporary condition or injury that is adversely affecting their ability to fully participate in their courses should submit a request for assistance at:
<https://temporaryconditions.rutgers.edu>.
Students Who are Pregnant: The Office of Title IX and ADA Compliance is available to assist students with any concerns or potential accommodations related to pregnancy: (973) 353-1906 or TitleIX@newark.rutgers.edu.

Gender or Sex-Based Discrimination or Harassment: Students experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, should know that help and support are available. To report an incident, contact the Office of Title IX and ADA Compliance: (973) 353-1906 or TitleIX@newark.rutgers.edu. To submit an incident report: tinyurl.com/RUNReportingForm. To speak with a staff member who is confidential and does NOT have a reporting responsibility, contact the Office for Violence Prevention and Victim Assistance: (973) 353-1918 or run.vpva@rutgers.edu.

MATERIALS, READINGS and ALL ASSIGNMENTS: are designed to be useful, relevant, engaging, real, and accessible and provide for significant student choice.

OTHER: You should familiarize yourself with sources such as the Organization of American History, their *Magazine of History*, Edutopia.org, organizations such as the National Endowment for the Humanities, the

Smithsonian Museum(s) of American History, the Southern Poverty Law Center, Teaching Tolerance, the National Council for Social Studies and its publications and *Social Education* magazine (to name just a few) major museums and cultural institutions' publications and websites, and similar. We will use them over the duration of the course. Major newspapers, state history websites, and others will also be used/useful. We'll even wind up on Youtube. More about this will be part of our work each week.

Some key ideas and pedagogical learning that will play a role in our work, in no particular order, are as follows: design thinking, multiple intelligences, Bloom's taxonomy, differentiated instruction, problem-based learning, digital citizenship and instruction, lesson planning/instructional design, learning objectives/targets, graphic organizers, multiple modalities, neurodiversity, International Baccalaureate and Advanced Placement programs, achievement and learning gaps, formative and summative assessments, "21st century learning", literacy interventions and strategies, teaching for social justice, and others to be discussed. These learnings will be old news to some and brand-new to others, and we will differentiate your learning on them as needed.

It is expected that, as we move through the course, *you* will seek out deeper understandings of *your* current practice and knowledge base, and collaborate with the class and instructor to move them forward. The social studies and history courses you do or may teach are almost always the place where current events, history, passions, and politics collide. This course will help you build the muscles you need to let students find their voices and potential as learners, scholars, and civic participants in those courses.

A by-no-means complete list of **KEY QUESTIONS** that we will consider in this course:

1. What do good history teachers do, and how do they do it? What do they know and need to know, and how do they learn it?
2. How is 'technology' being used in the classroom? How should it be used (and not used) to teach history? Are textbooks obsolete? How do we teach a traditionally and necessarily "reading-heavy" discipline to developing and/or resistant readers?
3. How do we invite (literally and metaphorically) historians and others from the field to the classroom? How can we use their scholarship and methods to inform our teaching and improve/enrich our students' experiences? How can we make sure students learn to *be* historians?
4. How do we, can we, and should we use objects and material culture to teach about the past?
5. How does our vision of what and how we are required to teach meet the road of reality in 'modern' high school teaching? What is cultural competency and how do we practice it? *If it's not "in the curriculum", how do I teach it...and how do I get it INTO the curriculum?*
6. What are 'essential questions' in teaching and learning? How do we use them and why?
7. Where do we take our students when we teach - physically, emotionally, and intellectually? Where should we *be* taking them, and what should they be getting out of it while they are there?
8. What do students like to do and how do they move about in and out of the worlds of home, school and elsewhere? How do we access and engage with natural adolescent dispositions to improve our teaching and their learning?
9. How do and can we use documentary expression in various forms to teach history?
10. How do we teach 'American' history?
11. How do we choose touchpoints, themes, and frameworks for our work with students? How do we differentiate what we have students do and why?
12. What is happening today for our students and teachers, and how can we come out stronger from it?

Core Readings: Please also note books, articles, and podcasts/video links throughout. Many of those will supplement/complement and/or BE the readings for our 5 weeks of class.

The New York Times: The 1619 Project. (online and on-going, for use in the last week of class)

1774: The Long Year of Revolution, Mary Beth Norton (Chapters 1-4 only, Week 2)

American Dream, Ibi Zoboi (week 4)

Fever 1793, or Forge, or Chains, Laurie Halse Anderson or *Show Me A Sign* by Ann Clare LeZotte (Week 5)

These Truths: A History of the United States, Jill Lepore (throughout)

The following is an outline syllabus of our work each week. More specifics, access to and prioritization of all materials, and rubrics for student work will be discussed in advance and in detail! Some class ‘time’ each week will be devoted to analysis of reading and materials, student experience and rubrics for submitted work. Adjustments to this sequence may be made based on students’ experiences and needs.

Week 1:

Situating Ourselves in A Pandemic and A Quarantine: What It Might Mean to (be trying to) Teach and Learn During One

Introductions and Review of Syllabus, Notes on Assignment Postings, Rubrics, Due Dates

“The School Year Really Ended in March” Susan Dynarski

<https://newyork.am/the-school-year-really-ended-in-march/>

The Social Distancing Origin Story: It Starts in the Middle Ages/The Untold Story of the Birth of Social Distancing

<https://www.nytimes.com/2020/04/22/us/politics/social-distancing-coronavirus.html>

“...it’s useful to look back and see how much has changed -- and how much hasn’t.”

<https://www.nytimes.com/2020/03/29/opinion/covid-plague-samuel-pepys.html>

The Diary Project:

8 Cards, and 8 Questions For Teaching American History

<http://www.ebonydrawsflowers.com/bio/>

And <https://www.nytimes.com/2020/05/08/arts/ebony-flowers-diary-project.html>

Lepore Chapters 1 and 2: “The Nature of the Past” and “The Rulers of the Ruled”

Teaching Students To Create and Use the Tools Historians Use:

“How Students Can Write Through the Pandemic”

<https://www.nytimes.com/2020/04/15/learning/12-ideas-for-writing-through-the-pandemic-with-the-new-york-times.html>

Remember. “Why Teenagers Reject Parents’ [and teachers’] Solutions to Their Problems
What are the implications for this in the classroom when you design instruction?
(Examples and responses/solutions/suggestions)

Memorial Day reading (Blight and The Root)

<https://www.nytimes.com/2011/05/30/opinion/30blight.html> and

<https://www.facebook.com/theRoot/videos/the-black-history-of-memorial-day/10160310012880231/>

Reaction Paper Due

Week 2:

Situating Ourselves and Our Students in The ‘American Story’: The Founders R Us

Framing the Course:

Social Justice Standards: The Teaching Tolerance Anti-Bias Framework

www.teachingtolerance.org and <https://www.tolerance.org/frameworks/social-justice-standards>

Education Equity: What Does it Mean? How Do We Know When We Reach It?

Report brief from Center for Public Education(NSBA), 2016

<https://www.nsba.org/-/media/NSBA/File/cpe-educational-equity-research-brief-january-2016.pdf?la=en&hash=A0F139B97D13C589CE00F186E594BEF1C3396F93>

1774: Mary Beth Norton, Chapters 1-4

The Founders and Ourselves: Doing History with Lin-Manuel Miranda

AP US History Class with Lin-Manuel Miranda

<https://www.youtube.com/watch?v=1fSQkPJpBqM>

75-100 pages of a Founders’ biography (student choice)

Curriculum as Window and Mirror, Emily Style

<https://nationalseedproject.org/Key-SEED-Texts/curriculum-as-window-and-mirror>

<https://hornedconsulting.org/pointoflearningpodcast/windowsandmirrors> (32-minute podcast)

<https://hornedconsulting.org/ed-lead-101/windowsandmirrors>

<https://www.kensetharmstead.com/astoria/> and Kenneth Armstead, The Newark Museum and ‘future history’: Engaging students in conversations with artists, museums, and their communities (activity) and “Go Deeper...and More To Think About”:

<https://smarthistory.org/seeing-america-2/the-american-revolution-as-a-world-war-kenseth-armsteads-surrender-yorktown-1781/>

Reflection Paper Due: The Founders as Seen in Mirrors and Through Windows and ‘In-class’ partners lab activity: student activities for creating dialogues between the Founders and others

Week Three:

Lepore pages Chapters 10 and 11: “Efficiency and the Masses” and “A Constitution of the Air”

Using Art, Documentary Expression and Objects To Teach History

Art: Jacob Lawrence: The American Struggle

“...America was founded by people who breathed that air. There were winners and losers, and their story is one of convulsive struggle.” (Smee)

<https://www.seattletimes.com/entertainment/these-missing-jacob-lawrence-paintings-are-finally-in-a-museum-and-theyre-masterpieces>

How Jacob Lawrence Painted a Radical History of the American Struggle

<https://www.smithsonianmag.com/smart-news/how-jacob-lawrence-painted-radical-history-struggle-180974072/>

<https://www.pem.org/exhibitions/jacob-lawrence-the-american-struggle>

The US Once Fed Hope with Art:

<https://www.nytimes.com/2020/04/22/arts/new-deal-arts-coronavirus.html>

Photography: The Documentary Photography and Expression of Dorothea Lange

The US Once Fed Hope with Art:

<https://www.nytimes.com/2020/04/22/arts/new-deal-arts-coronavirus.html>

Taking Pictures and Capturing Empathy

<https://www.nytimes.com/2020/02/13/arts/dorothea-lange-moma-review.html>

A “Live” Q and A with Curator Sarah Meister of MOMA on the Dorothea Lange Exhibit

<https://www.youtube.com/watch?v=rQQQwaoyZo8>

“How Dorothea Lange Defined the Role of the Modern Photojournalist”

<https://www.nytimes.com/2020/02/10/t-magazine/dorothea-lange.html>

Objects:

Teaching With “Stuff” and “Things”: Using Our Natural Curiosities to Foster Inquiry in Students

Review of objects site: <http://historymatters.gmu.edu/d/8426/>

The Guide to Doing History with Objects: <http://objectofhistory.org/guide/>

<http://www.msp.umb.edu/LocHistoryTemplates/MSPMaterialCulture.html>

<https://www.lib.niu.edu/1998/iht529802.html>

Teaching History with The Antiques Roadshow: <https://nj.pbslearningmedia.org/collection/ars/>

Assignment/Activities: Doing History with an Object of Your Own (online video or in-person presentation) and Putting Students’ Phones to Good Use in the History Classroom: documentary expression and social commentary

Week Four: Place and the Power to Use History to Bring About Change

Lepore Chapters 14 and 15: “Rights and Wrongs” and “Battle Lines”

Historians Help Students Connect The Past to The Present:

<https://www.nytimes.com/2020/04/11/opinion/sunday/republicans-voter-suppression.html>

“60 Years Ago, a student started a movement”:

<https://apnews.com/8e4896558c5907b8c2593755899ed07f>

<https://www.smithsonianmag.com/history/this-theologian-helped-mlk-see-value-nonviolence-180967821/>

Thoreau, Solitude, Abolition and Activism:

<https://www.nytimes.com/2020/04/09/arts/design/thoreau-walden-coronavirus-quarantine.html>

PBS.org: Asian Americans <https://www.pbs.org/show/asian-americans/> (5 hours)

Asian-Americans Still Have to Prove We Belong:

<https://www.nytimes.com/2020/04/10/sunday-review/coronavirus-asian-racism.html>

Camp Minidoka National Historic Site <https://www.nps.gov/miin/index.htm>

The Beloved Community and The American Dream

(teacher guest lecture)

Assignment: Supporting Students in Actions for Social Justice from the History Classroom

Week Five: Cross-Disciplinary Learning, Literature, and Design Thinking: Teaching History, Connecting and Building a Better...Whatever We Need NOW!

Fever, Forge, Chains, or Show Me A Sign (student selection), Design Thinking Resources

Who determines a person's value? By what means does a community decide what is right and fair? How do we move forward from the injustices of the past? --Meg Medina

"Professional Learning Module in 10:51": The Marshall Plan/Reading and Discussion:
Essential Questions in Teaching

<http://www.acpsk12.org/pl/acps-classrooms-in-focus/essential-questions/>

<https://www.marshallfoundation.org/library/audio/mp3-marshall-plan-speech/>

<https://www.loc.gov/exhibits/marshall/marsh-exhibition.html>

<https://history.state.gov/milestones/1945-1952/marshall-plan>

Assignment: History and Current Events: Designing a Modern-Day Marshall Plan

What content that you currently teach (or might teach) lends itself to this lesson framework?

Design the plan!

Final paper

