This course challenges students to investigate, reflect upon, and demonstrate exploration of current best practices in research and teaching history at the secondary level. It is aimed at those enrolled in the Master of Arts for Teachers (MAT) program and/or those already engaged in teaching. The goal is to guide and challenge teachers in how to integrate cutting-edge historical scholarship into their teaching. To that end, readings and activities will be assigned in graduate-level historical scholarship, modern pedagogy and educational research, teaching methods and contemporary education issues. How these readings relate to the teaching of history will be the focus of discussion, activities, writing assignments, and assessments.

**Required Text:**
Please order this book as soon as possible. Additional readings will be on Blackboard.

**Grading:**
All assignments must be turned in to pass the class. Late assignments will be marked down one-third of a grade (e.g., A➔A-) for each class session they are late. No assignments will be accepted after three classes. Computer problems are not an acceptable excuse. More than one unexplained absence will reduce your grade. Significant lateness will also affect your grade. Final grades will be determined as follows:

**Assignments:**
- In-Class Work 10%
- Personal History 5%
- Lesson Plans 1 and 2 15%
- Resource Update 1, 2, and 3 15%
- Annotated Bibliography 1 and 2 15%
- Essay 15%
- Unit Plan 20%
- Final Presentation 5%

**Statement on Academic Honesty:** You are expected to be honest in all of your academic work. All work submitted in this course must be your own. Plagiarism can result in failing the class. Plagiarism is representing someone else’s idea as your own. This includes copying material as well as presenting someone else’s idea in your own words, and failing to credit the source. When drawing on the words and thoughts of others, even from internet sources, you must use proper citations. In addition, directly copied material should always be enclosed in quotation marks. For the University policy on academic honesty refer to the...
college catalog. If you have any questions about any issue regarding academic responsibility, please ask me.

Course Schedule:
Note: This is a tentative schedule. The professor may alter the syllabus at any time, depending on the progress and needs of the class. Changes will be announced in class and on Blackboard.

Week 1:
Monday, July 11  Introductions
Learning Standards, Philosophies, and Goals
Reading (In class):
   o New Jersey’s Standards

Wednesday, July 13  Planning: The Beginnings
   o Organizing your history class: Making choices
   o Lesson and Unit Planning
Assignments Due:
   o Personal history to teaching history
   o Topic choice

Week 2:
Monday, July 18  Doing History and Reading History, Part 1
Reading Due:
   o Primary Sources:
      o Kenneth Clark, “How Children Learn about Race,” 1950
      o *New Jersey Constitution of 1947*
      o *New Jersey Supreme Court decisions (Hedgepeth and Williams v. Trenton Board of Education)*
      o *New Jersey’s Law against Discrimination (i.e., P.L. 1945, c.169)*
   o Secondary Sources:
Wednesday, July 20  Teacher- and Student-Centered Strategies
Using Primary Sources
Performance Assessment
A lecture on lecturing
Assignment Due:
  o  Lesson Plan 1
  o  Resource Update 1

Week 3:
Monday, July 25  Doing History and Reading History, Part 2
Reading Due:
  o  Biographical selections
Assignment Due:
  o  Three discussion questions

Wednesday, July 27  Teaching Writing in the Social Studies Classroom
Using Images to Engage Your Students in the Past
Assignment Due:
  o  Resource Update 2
  o  Bring in Beals
  o  Annotated Bibliography 1

Week 4:
Monday, August 1  Doing and Reading History, Part 3
Reading Due:
  o  Selections from All Souls
Assignment Due:
  o  Annotated Bibliography 2

Wednesday, August 3  Inquiry Based Teaching
Assignments Due:
  o  Essay

Week 5:
Monday, August 8  Learning and teaching about Place, Part 1
Reading due:
  o  Jeff Hobbs, The Short and Tragic Life of Robert Peace: A Brilliant Young Man Who Left Newark for the Ivy League
Wednesday, August 10  Learning and teaching about Place, Part 2
Reading due:
   - Selection from: Kevin Mumford, *Newark: A History of Race, Rights, and Riots in America*
Assignment Due:
   - Lesson Plan 2

Week 6:
Monday, August 15  Teaching current topics
Assignment Due:
   - Resource Update 3

Wednesday, August 17  Final presentations
Assignment Due:
   - Unit Plan
Suggested Reading:
Although you'll be pressed for time as you're engaged in your life as a student and as a teacher, having a solid foundation in the literature and keeping up with the current research will help you immeasurably in your career. Here are some key resources available to you:


